Agenda

Lyon County School District
Board of Trustees

A workshop of the Board of Trustees of Lyon County School District will be held Thursday, March 14, 2024, beginning at 1:00 PM at the Professional Learning Center, PLC, located on the SSES 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.

Public Comment to the Lyon County School District Board of Trustees
In the event that you are unable to attend the LCSD Board of Trustees meeting, you may submit public comment by 3:00 pm the day before the board meeting by clicking here. Public comment will be forwarded to all LCSD Trustees prior to the board meeting. Please note that this link is monitored for public comment only.

1. 1:00 PM CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. WELCOME OF GUESTS
4. APPROVAL OF AGENDA
5. PUBLIC PARTICIPATION: Items LISTED on the Agenda: At this time, the public is invited to address the Board on items listed on the agenda over which the Board has jurisdiction.
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 per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of our group. 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 President.
6. CONSENT AGENDA (For Possible Action): Per LCSD Board Policy BDD: Board Meeting Procedures, 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 discussion. During this meeting, any member of the Board may request that an item be removed from the consent agenda, discussed, and acted upon separately.
    A. Travel 4
7. END OF CONSENT AGENDA: MOTION TO APPROVE

8. **(ITEMS FOR DISCUSSION ONLY)** Items may be reviewed and discussed in any order. **32**

A. Review and discussion of the LCSD budgeting process including, but not limited to a presentation by the business office of the basic budget categories and how these affect operations and facilities, etc.

B. Review and discussion of LCSD facilities including, but not limited to recent facility improvements, safety & security upgrades, current projects, master facility planning, etc. 93

C. Review and discussion of the various Nevada school/district accountability systems including, but not limited to the governor's audit report, governor's Acing Accountability, Nevada School Performance Framework (NSPF), Nevada Commission on School Funding performance indicators, LCSD multi tiered systems of support (MTSS) and individual student assistance, LCSD Portrait of a Learner, LCSD District Performance Plan/Strategic Plan, etc. 551

D. Review and discussion regarding the LCSD superintendent evaluation tool including, but not limited to proposed evaluation tool changes, alignment with LCSD goals and initiatives, alignment with the LCSD Portrait of a Learner, etc. 732

9. **(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 Cowee and Superintendent Wayne Workman.

10. PUBLIC PARTICIPATION: Items not listed on the agenda: At this time, the public is invited to address the Board on items not listed on the agenda over which the Board has jurisdiction. 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 are limited to no more than three minutes per person and must fall under subjects within the Board's jurisdiction and control. In consideration of others, avoid repetition, or designate a spokesperson to speak on behalf of your group. 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 are monitored by the Board Chairperson.

11. ADJOURN:

If you have questions or public records requests, please contact the LCSD Communications and Public Relations Officer at (Communications@lyoncsd.org).

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 Nevada Public Notice Website (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 opportunities, 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 mheim@lyoncsd.org, or call (775) 463-6800 Ext. 10034 at least one week prior to the meeting.

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees: Fernley High Dance: Amaya Nicolas, Arianna Walker, Abigail Edwards, Bianca Campbell, Annabella Bezinque, Caylee Meeks, Eliana Barona, Kailei Jones, Lizbeth Felix, Melody Banuelos, Olivia Gerbasi, Paige Ramos, Sadie Spencer, Skylar Fitts, Tracie Smith, Trinity Smith, Velei Hale, Laken Boonlua, Hailee Monachelli, Kristi Watson

SCHOOL: Fernley High School

NAME OF CONFERENCE: (Do Not Use Acronyms) United Spirit Association Dance Nationals

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Anaheim, CA

DATE OF DEPARTURE: 3/21/24 DATE OF RETURN: 3/25/24

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

Provide a detailed description below of the focus of the conference, and how attending will have a positive impact on climate, culture, and student learning.

Our trip is to compete our regional & national dance routines. Competition is all about building confidence within each athlete. Competition promotoes sportsmanship and teamwork. Putting their skills to test grows the desire for dedication to acheive the goals they want within their sport and in life. This allows these athletes to see what opportunities in dance that the future may hold. This year, in particular, a routine also holds a level of academic learning by supporting the deaf community by performing sign language within their dancing.

TRAVEL APPROVED: Date 3.5.24 — Site administrator or supervisor signature

TRAVEL APPROVED: Date 3-6-24 — Superintendent or designee signature

District Office Use Only

Received by District Office Date: 3-6-24

Board Approved: Yes ( ) No ( ) Date:_____

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

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here:_____

										District Office	Grant	School Site	Other
BUDGET#	Fundraise by students								Total				
Registration Fees:	Attendees 17	x 152	Reg. fee					$	2584.00				✔
BUDGET#	Fundraise by students												
Travel By:	District vehicles (2 Yukons)							$	483.90				✔
(Air, district car, private car for personal convenience, etc.)													
BUDGET#	Fundraise by students												
Lodging:	Room rate	$ 845.66	x 4	nights				$	3382.66				✔
(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) *lodging receipts must be obtained and sent to District Office upon return.*													
Meals:	Breakfast	$ 85	x 4	days				$	340				✔
	Lunch	$ 85	x 4	days				$	340				✔
	Dinner	$ 85	x 4	days				$	340				✔
	Incidental	$	x	days				$					
Substitutes:	# of Days		x $	/day									
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)								$					
								$					✔
Other Miscellaneous expenses: (attach explanation)													
							TOTAL EXPENSES	$	7,470.56				

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

Conference Information

Conference Dates & Times:	3/22/24 and 3/23/24 from 8a-11p
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Anaheim Convention Center

Airline Information

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

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

Date & Time you wish to **DEPART:**
Date & Time you wish to **RETURN:**
List any special notes here:

Are you renting a car? ☐ **Yes** ☑ **No** How many days?

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

Lodging Information

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

Lodging GSA (Per Diem Rate) : _____	All travelers agree to share lodging as appropriate?	☑ **Yes** ☐ **No**
Register under what name(s)?		
Name, Address, Phone number of lodging establishment:	See attached - 1742 S. Clemente St. Anaheim, CA. 92802 Anaheim Convention Center	

DEADLINE DATE : _____ **Code Information:** _____

NOTE:** Please furnish a copy of any information you have on the conference, workshop, training, etc. **Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval.

Convention Center

1742 S. Clementine St.
Anaheim, CA 92802

(714) 502-9988

Modify Date

Check In	Check Out
MAR 21	**MAR 25**
Thursday, 03:00 PM	Monday, 11:00 AM

4 NIGHTS

Room Details

Edit Room

Studio Suite/2 Full Beds

Rate: Advanced Purchase

No. of Rooms: 5

Guest(s) Per Room: 1 Adult & 3 Children

Type: Non-Smoking

Avg. Per Night ~~$149.99~~ **$144.43**

Rate Summary

Room Subtotal	~~$2,999.80~~	$2,888.60
Taxes		$494.05
Total For Stay		$3,382.65

Pay Now $3,382.65

LYON COUNTY SCHOOL DISTRICT

SMALL VEHICLE REQUEST

TO: Transportation ~ Vehicle Scheduling DATE: 3/6/24

PERSON DRIVING: Laken Boonlua & Hailee Manachelli SCHOOL/SITE LOCATION: Fernley High

TRAVEL TO: Anaheim, CA REASON: United Spirit Association Dance Nationals

Adults: 2 # Students: 16 Total # of Passengers: 18

DEPARTURE DATE: 3/21/24 VEHICLE PICK-UP TIME: 3/20/24 3p

RETURN DATE: 3/25/24 APPROXIMATE RETURN TIME: 3/25/24 8pm

***DEPARTMENT CODE:** FHS 10601

Must include department code; see below for codes.

SITE ADMINISTRATOR'S SIGNATURE: [signature]

MY DRIVER IS DMV CLEARED YES ✓ ***NO*** ____

*DEPARTMENT CODE

DES	10201	SSMS	10304	CTE	107
DIS	10208	SSHS	10605	Food Service	180
DHS	10604	YES	10202	Warehouse	101
SES	10210	YIS	10302		
RES	10211	YHS	10603		
FES	10203	SVS	10602		
CES	10209	TRANSPORTATION	170		
EVES	10206	GRANTS	106		
SMS	10305	IT	107		
FIS	10303	Special Services	105		
FHS	10601	Finance Dept.	101		
SSES	10205	DO	101		

EMAIL REQUEST TO AREA COORDINATOR

DAYTON = dshenal@lyoncsd.org Silver Springs = nallred@lyoncsd.org

Fernley = rrobinson@lyoncsd.org Yerington/Smith Valley = dohl@lyoncsd.org

TRANSPORTATION DEPARTMENT USE

VEHICLE #: _____ APPROVED BY: _____

VEHICLE IS NOT AVAILABLE _____

SIGNED BY AREA COORDINATOR

9/2015

Remit Payment To:

United Spirit Association
5770 Warland Drive, Suite B
Cypress, CA 90630
800.886.4USA
https://www.varsity.com/usa/

Quote

Inv #	REG-0011264211
Date	01/10/2024
Cust #	50812500
Contact	Laken Boonlua

Billed To: Fernley High School - Varsity Dance
1300 US Hwy 95A S
Fernley, NV 89408-9008

Event Info: USA High School Dance Nationals
800 W Katella Ave
Anaheim, CA 92802

The amount due is based on the enrollment/package details reflected below, and will be adjusted if your enrollment/package details change.

This quote is an estimate and not a final invoice.

Advisors: 2	Family & Guests: 0	Participants: 17	Canceled: 0
Advisor (ADV)	Family & Guest (FAM)	Participant (PAR)	Canceled (CAN)

Room ID#	Role	Name	Check-In	Check-Out	Package	Qty	Amt Due	Amt Paid	Balance Due
	PAR	Amaya Nicolas					$152.00	$0.00	$152.00
					Commuter Price	1	$0.00		
					3rd Performance - Athlete	1	$152.00		
	PAR	Annabella Bezinque					$152.00	$0.00	$152.00
					Commuter Price	1	$0.00		
					3rd Performance - Athlete	1	$152.00		
	PAR	Arianna Walker					$152.00	$0.00	$152.00
					Commuter Price	1	$0.00		
					3rd Performance - Athlete	1	$152.00		
	PAR	Bianca Campbell					$152.00	$0.00	$152.00
					Commuter Price	1	$0.00		
					3rd Performance - Athlete	1	$152.00		
	PAR	Caylee Meeks					$152.00	$0.00	$152.00
					Commuter Price	1	$0.00		
					3rd Performance - Athlete	1	$152.00		
	PAR	Eliana Barona					$152.00	$0.00	$152.00
					Commuter Price	1	$0.00		
					3rd Performance - Athlete	1	$152.00		
	ADV	Hailee Monachelli					$0.00	$0.00	$0.00
					Commuter Price	1	$0.00		
	PAR	Kailei Jones					$152.00	$0.00	$152.00

Your registration is not finalized until full payment is received. Personal checks will not be accepted.

Remit Payment To:

United Spirit Association

5770 Warland Drive, Suite B
Cypress, CA 90630
800.886.4USA
https://www.varsity.com/usa/

Quote

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Room ID#	Role	Name	Check-In	Check-Out	Package	Qty	Amt Due	Amt Paid	Balance Due
					Commuter Price	1	$0.00		
					3rd Performance - Athlete	1	$152.00		
	ADV	**Laken Boonlua**					**$0.00**	**$0.00**	**$0.00**
					Commuter Price	1	$0.00		
	PAR	**Olivia Gerbasi**					**$152.00**	**$0.00**	**$152.00**
					Commuter Price	1	$0.00		
					2nd Performance - Athlete	1	$152.00		
	PAR	**Paige Ramos**					**$152.00**	**$0.00**	**$152.00**
					Commuter Price	1	$0.00		
					3rd Performance - Athlete	1	$152.00		
	PAR	**Abigail Edwards**					**$152.00**	**$0.00**	**$152.00**
					Commuter Price	1	$0.00		
					2nd Performance - Athlete	1	$152.00		
	PAR	**Lizbeth Felix**					**$152.00**	**$0.00**	**$152.00**
					Commuter Price	1	$0.00		
					2nd Performance - Athlete	1	$152.00		
	PAR	**Melody Banuelos**					**$152.00**	**$0.00**	**$152.00**
					Commuter Price	1	$0.00		
					2nd Performance - Athlete	1	$152.00		
	PAR	**Sadie Spencer**					**$152.00**	**$0.00**	**$152.00**
					Commuter Price	1	$0.00		
					2nd Performance - Athlete	1	$152.00		
	PAR	**Skylar Fitts**					**$152.00**	**$0.00**	**$152.00**
					Commuter Price	1	$0.00		
					2nd Performance - Athlete	1	$152.00		
	PAR	**Tracie Smith**					**$152.00**	**$0.00**	**$152.00**

Your registration is not finalized until full payment is received. Personal checks will not be accepted.

Remit Payment To:

United Spirit Association

5770 Warland Drive, Suite B
Cypress, CA 90630
800.886.4USA
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1300 US Hwy 95A S
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Event Info: USA High School Dance Nationals
800 W Katella Ave
Anaheim, CA 92802

The amount due is based on the enrollment/package details reflected below, and will be adjusted if your e

Room ID#	Role	Name	Check-In	Check-Out	Package	Qty	Amt Due	Amt Paid	Balance Due
					Commuter Price	1	$0.00		
					2nd Performance - Athlete	1	$152.00		
	PAR	**Trinity Smith**					**$152.00**	**$0.00**	**$152.00**
					Commuter Price	1	$0.00		
					2nd Performance - Athlete	1	$152.00		
	PAR	**Velei Hale**					**$152.00**	**$0.00**	**$152.00**
					Commuter Price	1	$0.00		
					2nd Performance - Athlete	1	$152.00		

Deposit Due: $100.00 per person
Total Registration Amount: $2,584.00
Amount Paid: $0.00
Balance Due: $2,584.00

Your registration is not finalized until full payment is received. Personal checks will not be accepted.

USA Nationals Dance

2024 SCHEDULE OF EVENTS

FRIDAY, MARCH 22
8:00 AM – 11:00PM
Anaheim Convention Center

Super Dancer Preliminary Competition USA Dance Nationals Solo Champion Prelims
Small, Medium, and Large Contemporary (Championship/Open)
X-Small, Small, Medium, and Large Dance (Championship/Open)
Small and Large Military (Championship)
Small, Medium, and Large Lyrical (Championship/Open) Novelty (Championship/Open)
All Male (Championship/Open) Kick (Championship/Open) Prop (Championship/Open)
Small, Medium, and Large Hip Hop (Championship)

Awards and announcement of Finalists will be presented throughout the day.

SATURDAY, MARCH 23
8:00 AM – 5:30 PM
Anaheim Convention Center

USA Dance Nationals Solo Champion Semi-Finals Super Dancer Finalist Competition
Small and Large Dance/Pom (Championship/Open) Character Dance (Championship/Open)
Small, Medium, and Large Jazz (Championship/Open) Small, Medium, and Large Hip Hop (Open)
Small and Large Military (Open) Dance/Drill
Co-Ed Dance JV Hip Hop
JV Dance/Pom JV Dance
JV Jazz
Junior High Divisions

SATURDAY, MARCH 23
6:00 PM – 11:00 PM
Anaheim Convention Center Finals Competition

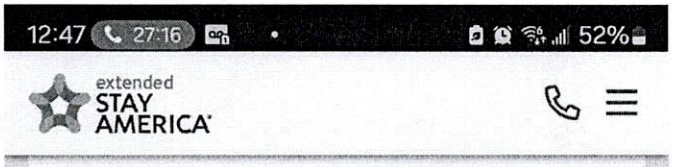
Please note the above is a tentative schedule of events and is subject to change depending upon final enrollment for USA Dance Nationals and the facility requirements.

Divisions competing on Friday and Saturday for 2024 are different than 2023.
The USA reserves the right to combine, split, delete, and/or add divisions for USA Dance Nationals and/or to adjust the percentage of teams advancing to Finals based on competition enrollment. The USA reserves the right to adjust days of performance and/or times of competition for all divisions based upon final competition enrollment.

Deb Dowty Solari 2 days ago

to me

Good Evening, Laken!
To answer your questions:
1) Yes, USA Spirit definitely will follow NFHS and all required rules, regardless of what state they host events.
2) Nevada has never listed out-of-state competitions - the NIAA only has the ability to sanction events within our state enabling our high school spirit members to participate



extended STAY AMERICA

Hotel Information

Suites Orange County - Anaheim Convention Center

1742 S. Clementine St.
Anaheim, CA 92802

(714) 502-9988

Modify Date

Check In	Check Out
MAR 21	**MAR 25**
Thursday, 3:00 PM	Monday, 11:00 AM

4 NIGHTS

Room Details

Edit Room

Studio Suite/2 Full Beds

Rate: Leap into Savings Flash Sale

No. of Rooms: 5

Guest(s) Per Room: 1 Adults & 3 Children

Type: Non-Smoking

Avg. Per Night ~~$149.99~~ **$143.25**

Rate Summary

Room Subtotal	~~$2,999.80~~	$2,865.05
Taxes		$490.05
Total For Stay		$3,355.10

Pay Now $0

Pay at Property $3,355.10

You Saved $134.80!

The actual tax charged per night will be based on tax rates in your actual stay. Please note that taxes are subject to change.

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees: Rachel Stewart, Debra Jett, Mary Martin, Ashley Bellow, Angela Clark-Bennett, Lynnel Campos, Sierra Johnson, Luna Conley, Dana Sparkes, and Jennifer Brown

SCHOOL: DO, DES, DES, RES, RES, EVES, EVES, EVES, SMS, & SMS

NAME OF CONFERENCE: (Do Not Use Acronyms) The 43rd Annual American Council on Rural Special Education (ACRES)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Las Vegas, NV

DATE OF DEPARTURE: April 3, 2024 DATE OF RETURN: April 6, 2024

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

Provide a detailed description below of the focus of the conference, and how attending will have a positive impact on climate, culture, and student learning.

The American Council on Rural Special Education (ACRES) is a non-profit organization comprised of special educators, general educators, related service providers, administrators, teacher trainers, researchers, and parents who are committed to the enhancement of services to children and adults with exceptionalities living in rural communities. ACRES was founded in 1981 by a group of individuals interested in the unique challenges of rural students and individuals needing special services. ACRES is the only national organization devoted entirely to special education issues that affect rural America.

The American Council on Rural Special Education (ACRES) holds an annual national conference every Spring. This conference features peer-reviewed presentations, meetings of the ACRES Board of Directors, and a business meeting with a report of activities to the membership.

TRAVEL APPROVED: Date 3.6.24 Rachel Stewart

Site administrator or supervisor signature

TRAVEL APPROVED: Date 3/7/24

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 3/6/24

Board Approved: Yes ( ) No ( ) Date:_____

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

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: IDEA Special Project - SPDG

					District Office	Grant	School Site	Other
BUDGET#	280.763.0000.200.2213.331.10000.000.00			Total				
Registration Fees:	Attendees 10	x $600	Reg. fee	$ 6,000.00		✓		
BUDGET#	280.763.0000.200.2213.580.10000.00.000							
Travel By:	Southwest Air			$ 1,470.00		✓		
(Air, district car, private car for personal convenience, etc.)								
BUDGET#	280.763.0000.200.2213.580.10000.00.000							
Lodging:	Room rate $ 142.42	x 3(5)	nights	$ 2,136.30		✓		
(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) *lodging receipts must be obtained and sent to District Office upon return.*								
Meals:	Breakfast $	x	days	$				
	Lunch $ 17	x 2(10)	days	$ 340.00		✓		
	Dinner $ 31	x 4(10)	days	$ 1,240.00		✓		
	Incidental $ 5	x 4 (10)	days	$ 200.00		✓		
Substitutes:	# of Days	X $ /day						
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)				$ 400.00		✓		
				$				
Other Miscellaneous expenses: (attach explanation)								
TOTAL EXPENSES				$ 11,786.30				

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

Conference Information

Conference Dates & Times:	April 4 - 6, 2024 There is no schedule. It does end at 12:20 on April 6
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Flamingo Las Vegas

Airline Information

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

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

Date & Time you wish to **DEPART:**	April 3 2:20 PM Flight 3892
Date & Time you wish to **RETURN:**	April 6 4:00 PM Flight 1170
List any special notes here:	

Are you renting a car? ☐ **Yes** ☑ **No** How many days?

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

Lodging Information

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

Lodging GSA (Per Diem Rate) : 120	All travelers agree to share lodging as appropriate? ☑ **Yes** ☐ **No**
Register under what name(s)?	Rachel Stewart; Ashley Bellows/Angela Clark-Bennett; Lynnel Campos/Luna Conley; Sierra Johnson/Jennifer Brown; Dana Sparks
Name, Address, Phone number of lodging establishment:	Flamingo Las Vegas 3555 Las Vegas Blvd South, Las Vegas, NV 89109 (702)733.3111

DEADLINE DATE : N/A **Code Information:**

NOTE: *Please furnish a copy of any information you have on the conference, workshop, training, etc.* ***Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval.***

Registration Fees for members and non-members

Registration includes a full buffet lunch, coffee breaks, snacks, and hors d'oeuvres at social events on Thursday and Friday for all attendees. Breakfast is also included for attendees who stay in the conference hotel and **book using the ACRES group code** (available on the on the hotel information (https://www.acres-sped.org/conference/hotel-info) page).

Membership Status	Pre-Registration (prior to Feb. 14)	Regular Registration (on or after Feb. 14)
Current ACRES Member	$450	$500
Current ACRES Student Member**	$350	$400
Non-Member Registration	$500	$600
Non-member Student Registration**	$400	$450

* Note that all conference fees include breakfasts with stay at conference hotel as well as lunch, snacks, and social events with appetizers on Thursday and Friday.

** Verification of full-time student status is required for student registration. Students must send an e-mail to acres-sped@mail.wvu.edu (mailto:acres-sped@mail.wvu.edu) with a letter signed by their academic advisor stating that s/he is currently a full-time student at their institution and not also employed as a teacher, administrator, or faculty member at that institution.

Registration/Payment options

To register/pay by credit card:

Access the event page to register for the conference (https://acressped.app.neoncrm.com/event.jsp?event=15&%20). To receive the discounted conference rate, you must first log in to your membership account (https://acressped.app.neoncrm.com/eventReg.jsp?event=15&%20). Select "register for an event" under the "I want to..." dropdown menu. You must first log in as a member to receive the discounted rates! Nonmembers may create a free account to manage registration information (e.g., print receipts, etc).

To register/pay by check:

Download and print the ACRES Conference Registration Form (https://www.acres-sped.org/files/d/cb9f97e1-d675-4c7c-ba86-be8d4c48f058/conference-registration-form-checks.pdf) below and follow the directions for mailing the form and payment to ACRES Headquarters.

If you need assistance with the payment process, please contact ACRES Headquarters at 304-293-3450 (tel:304-293-3450).

NOTE: A $15 service charge will be assessed on all denied credit card payments or returned checks.

To cancel your registration

Individuals who need to cancel their registration should notify ACRES as soon as possible by e-mailing acres-sped@mail.wvu.edu (mailto:acres-sped@mail.wvu.edu). ACRES may refund conference fees (minus a 30% processing fee) only on written request that is received no later than a week before the conference date.

Call for Proposals/Submission Instructions (https://www.acres-sped.org/conference/conference-submissions)

Session Information, Including New Session Types (https://www.acres-sped.org/conference/session-information-for-presenters)

Conference Registration and Payment (https://www.acres-sped.org/conference/registration-payment)

Hotel Information (https://www.acres-sped.org/conference/hotel-info)

509 Allen Hall | PO Box 6122
Morgantown, WV 26506-6122
304.293.4387 | acres-sped@mail.wvu.edu (mailto:acres-sped@mail.wvu.edu)

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Give (https://give.wvu.edu/) | Handshake (https://careerservices.wvu.edu/students/handshake-login) | WVU Alert (https://alert.wvu.edu/) | WVU Today (https://wvutoday.wvu.edu) | WVU Portal (https://portal.wvu.edu)

43RD ACRES ANNUAL CONFERENCE

In it to Win it: Betting on Student Success

For PK-12 Teachers , Teacher Educators

When: April 4-6, 2024 (Registration deadline March 20, 2024)

Where: Flamingo Hotel, Las Vegas, Nevada

Cost: $225/person Th & Fr
$100/person on Saturday
$550/person Th-Sat

Registration Link:
http://tinyurl.com/ACRESTeachers

Topics: Assistive Technology, Behavior Management, Distance Learning, IEPs, Collaboration, Trauma Informed Practices, MTSS, and more.

NOMINATE AN EDUCATOR OR LOCAL PROGRAM FOR AN AWARD @ HTTPS://WWW.ACRES-SPED.ORG/CONFERENCE

Questions regarding session topics, registration, or payment: Kim Floyd or Alex Hollo, ACRES HEADQUARTERS 304-293-4387 acres-sped@mail.wvu.edu

GSA U.S. General Services Administration

FY 2024 Per Diem Rates for las vegas, Nevada

Daily lodging rates (excluding taxes) | October 2023 - September 2024

Primary Destination	County	2023 Oct	Nov	Dec	2024 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Las Vegas	Clark	$152	$152	$152	$152	$152	$152	$120	$120	$120	$120	$120	$152

Sta

ACRES 2024 ANNUAL CONFERENCE

April 3, 2024 - April 6, 2024

Flamingo Las Vegas

3555 Las Vegas Boulevard South
Las Vegas, NV 89109, UNITED STATES

Sort by

Default

Show available only

Reservation Su

Check-in

Wed, Apr 3, 2024

Checkout

Sat, Apr 6, 2024

Rooms

1

Guests per room

2

Select Your Room

Available | Selected | Unavailable

Flamingo Room | King | Non Smoking

Max Guests: 2

Details

This renovated 350-square-foot non-smoking room offers one king

Show more

Apr

Wed 3	Thu 4	Fri 5
USD 98.95	USD 98.95	USD 178.95

USD 125.62

Average nightly rate

+Taxes & Fees

1 rooms

2 guests

Select

View policies

FLAMINGO LAS VEGAS

Show details

Flamingo Room | 2 Queens | Non Smoking

Max Guests: 4

Details

This renovated 350-square-foot non-smoking room offers two queen

Show more

Apr

Wed 3	Thu 4	Fri 5
USD 98.95	USD 98.95	USD 178.95

USD 125.62

Average nightly rate

+Taxes & Fees

1 rooms

2 guests

Select

Show details

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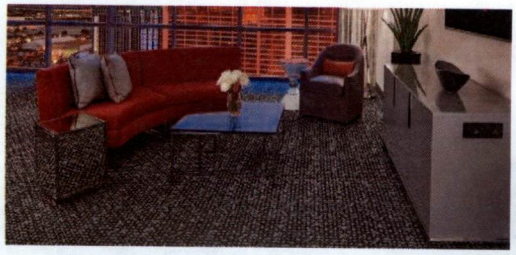
Accept Essential Cookies



For 70 years, Flamingo Las Vegas has set the trend for Las Vegas style. This is where the Strip began, and though much has changed since then, the Flamingo's vibrancy and allure remain the same. The Flamingo is classic Vegas with a contemporary sophistication that's as welcoming as it is hip. Stay center strip at the forever fabulous Flamingo Las Vegas Hotel and Casino.

Key Amenities

Room service	Restaurant	Fitness center/health club	Business center
Internet access	Cable TV	Concierge	Gift shop
Golf nearby	Hair dryer	In-room movies	Iron/ironing boards

Show more

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GSA U.S. General Services Administration

FY 2024 Per Diem Rates for las vegas, Nevada

Meals & Incidentals (M&IE) rates and breakdown

Primary Destination	County	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & LastDay of Travel
Las Vegas	Clark	$69	$16	$17	$31	$5	$51.75

Log in Español

APR 3 - 6
RNO → LAS Modify

Depart: RNO → LAS

Reno/Tahoe, NV - RNO to Las Vegas, NV - LAS

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

$ Points

MON Apr 01 | TUE Apr 02 | WED Apr 03 | THU Apr 04 | FRI Apr 05

Low Fare Calendar

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

Departing flights

Low fare # 3892	Number of stops	Duration	Business Select	Anytime	Wanna Get Away plus	Wanna Get Away
2:20PM → 3:40PM	Nonstop	1h 20m	$185	$145	$110	$95

Wanna Get Away

EARN 446 Rapid Rewards® points

- Non-refundable (flight credit if you cancel)[4]
- No change[2] or cancel fees[3]
- Free same-day standby (taxes and fees may apply)[6]

SELECTED

Upgrade to Anytime

- Refundable[7]
- Priority Lane and Express Lane[8]
- Free same-day confirmed change (taxes and fees may apply)[6]

for only $50 more — Upgrade

Clear flight selection

Great Deal Southwest Vacations
Save up to $375 with Flight + Hotel See packages

Select next flight

Fare Benefits

Two bags fly free®[1]
First and second checked bags. Weight and size limits apply. A golf bag or skis in a container acceptable to Southwest® can be substituted for one checked bag.

No change[2] or cancel fees[3]
If you need to change an upcoming flight itinerary, you'll only pay the difference in fare (if one applies). Failure to cancel a reservation at least 10 minutes prior to scheduled departure may result in forfeited travel funds.

Flight credit[4]
Flight credits will be issued as long as the flight is canceled at least 10 minutes prior to the scheduled departure. Flight credits don't expire and are non-transferable. For travel booked with Rapid Rewards points: starting July 1, 2023 (12:00 a.m. CT), for Wanna Get Away® or Wanna Get Away Plus™ reward travel reservations (booked with points): If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, any points used for booking will be forfeited, along with any taxes and fees associated with your reward travel reservation.

Return: LAS → RNO

Las Vegas, NV - LAS to Reno/Tahoe, NV - RNO

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

THU Apr 04 | FRI Apr 05 | SAT Apr 06 | SUN Apr 07 | MON Apr 08

Low Fare Calendar

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

Sort by: Departure time | Filter by: Nonstop | Availability: All day

Returning flights

	Number of stops	Duration	Business Select	Anytime	Wanna Get Away plus	Wanna Get Away
# 494 7:00AM → 8:25AM	Nonstop	1h 25m	$195	$155	$120	$105
# 3612 9:25AM → 10:50AM	Nonstop	1h 25m	$195	$155	$120	$105
# 4026 12:30PM → 1:55PM	Nonstop	1h 25m	$245	$205	$170	$155
# 1170 4:00PM → 5:30PM	Nonstop	1h 30m	$289	$249	$214	$199
# 4232 7:30PM → 9:00PM	Nonstop	1h 30m	$235	$195	$160	$145
# 1855 9:25PM → 10:45PM	Nonstop	1h 20m	$235	$195	$160	$145

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees: (Choral Director and Driver) Lisa Causey, (Driver, Chaperone and Nurse) Mary Kibbe (Students) Ella Gatlin, Kaylin Brandenburg, Isis Osborn, Emery Ventura, Ashton Johnson, William Saldana-Medina, Makenzie Kibbe (student with medical needs)

SCHOOL: Silverland Middle School

NAME OF CONFERENCE: (Do Not Use Acronyms) Nevada American Choral Directors Association All-State Middle School Honor Choir nvacda.org

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: University of Nevada Las Vegas

DATE OF DEPARTURE: April 17, 2024 DATE OF RETURN: April 20, 2024

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

Provide a detailed description below of the focus of the conference, and how attending will have a positive impact on climate, culture, and student learning.

This is an honor choir for students who auditioned into their regional choirs and performed to their expectations. The students had to prove through recording they could sing their major scale in solfege and specific intervals, and had to prepare a set audition piece recorded acapella. They were required to be able to stay in harmony and sight read a small passage. They were evaluated on pitch, rhythm and musicality. These selected students will learn their music, collaborate with other students and teachers from around the state and be conducted by a world-renowned Choral Director. They will practice at UNLV from 8:00am until 5:00pm on 4/18 and 4/19 including whole group, sectionals and pull out sessions culminating in their concert 4/19 at 7:00pm in Artemus Ham Concert Hall. During this time, the directors will be assigned duties such as helping with rehearsal, meeting with the executive board for ACDA and having professional development sessions relating to choral music teaching. This will all take place on the UNLV campus. The chaperone will need to be with the students in rehearsal for any needs that may arise until the director can get there.

TRAVEL APPROVED: Date 3-6-24

Site administrator or supervisor signature

TRAVEL APPROVED: Date 3-8-24

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 3-6-24

Board Approved: Yes ( ) No ( ) Date: _____

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

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: no

						District Office	Grant	School Site	Other
BUDGET#	Fundraise				Total				
Registration Fees:	Attendees 8	x $55	Reg. fee	$	$440				✔
BUDGET#	Fundraise								
Travel By:	District Vehicles			$	$413.70				
(Air, district car, private car for personal convenience, etc.)									
BUDGET#	Fundraise								
Lodging:	Room rate $ $424	x 3	nights	$	$1696				✔
(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) *lodging receipts must be obtained and sent to District Office upon return.*									
Meals:	Breakfast $ 5	x 4	days	$	$140				✔
	Lunch $ 10	x 4	days	$	$280				✔
	Dinner $ 10	x 4	days	$	280				✔
	Incidental $ 0	x 0	days	$	0				✔
Substitutes:	# of Days 3	X $	/day					✔	
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)				$	0				
Other Miscellaneous expenses: (attach explanation)				$	0				
TOTAL EXPENSES				$	$3249.70				

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

Conference Information

Conference Dates & Times:	April 18th and 19th 7:30am to 9:00pm
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	University of Nevada Las Vegas

Airline Information

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

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

Date & Time you wish to **DEPART:**	N/A
Date & Time you wish to **RETURN:**	N/A
List any special notes here:	N/A

Are you renting a car? ☐ **Yes** ☑ **No** How many days?

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

Lodging Information

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

Lodging GSA (Per Diem Rate): $112.33	All travelers agree to share lodging as appropriate? ☑ **Yes** ☐ **No**
Register under what name(s)?	Lisa Causey (ACDA MS All-State Block of Rooms)
Name, Address, Phone number of lodging establishment:	Sunset Station 1301 W Sunset Road, Henderson, NV 89014 ph. 888-786-7389

DEADLINE DATE: **Code Information:**

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. ***Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval.***

Duane Mattice
Principal
Email: dmattice@lyoncsd.org

Smith Valley School
20 Day Lane
Smith, Nevada 89430
Phone: 775-465-2332 | Fax 775-465-2681

Eric Ozolins
Counselor
Email: eozolins@lyoncsd.org

Attention: Lyon County School District

Regarding: Smith Valley School
OFF CAMPUS PROM REQUEST

GENERAL INFORMATION:

- 1. LOCATION: Smith Valley Community Hall - 2783 Hwy 208 Wellington, Nevada (located 5 miles from the SVSI)
- 2. DATE: Saturday, May 4, 2024 (the Community Hall will be available to the students from May 1-5 for decorating, clean up etc.)
- 3. TIME: 8:00 p.m. - 12:00 a.m.

4. CHAPERONES:

- Administrator, Duane Mattice
- Class Advisor, David Vick
- Activities Director, Shelly Vick
- 2 teachers (TBA)

COST OF EVENT:

- 1. COST: The Smith Valley Rotary will pay the $350.00 rental fee; the Class of 2024 will pay the $250.00 cleaning fee (which will be returned to the class if the Community Hall is left in the condition outlined in the hall's contract).
- 2. Class will be financially responsible for decorations, food, favors, event tickets and advertising posters.

SECURITY PLAN:

- 1. Entrances will be monitored by chaperones and administrator, with no student returning if they choose to leave.
- 2. Only those students properly dressed with valid tickets are allowed to attend the dance.
- 3. Only approved (by administration) outside guests will be allowed into the dance.
- 4. All student participants must be present at the dance by 9:00 p.m.

CONCLUSION:
Having Prom off campus will provides students with a special experience that feels less like a typical school function and more like a "real life" formal evening.

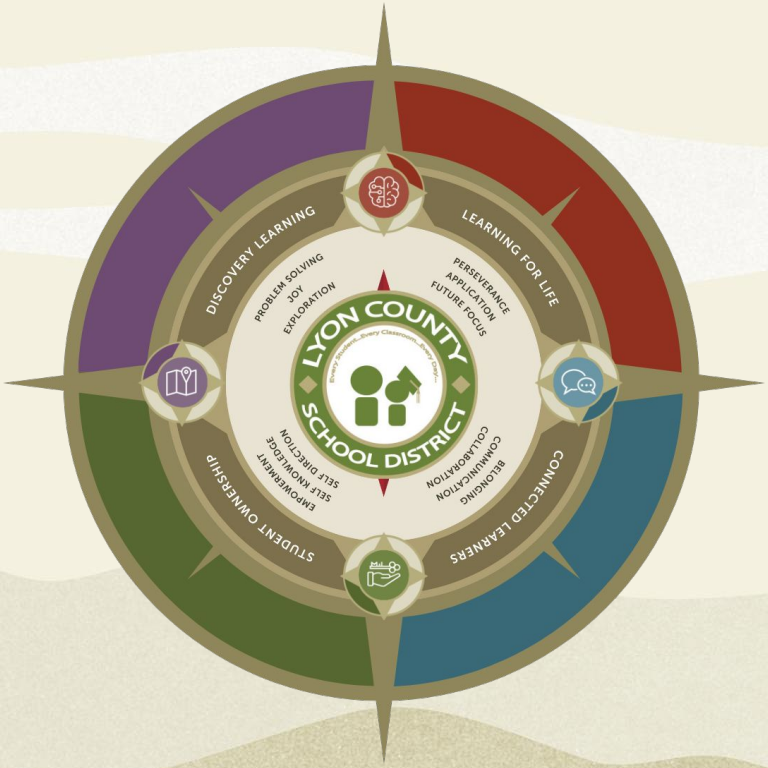
Sincerely,

Mr. Mattice, Principal
Date: March 7, 2024

Lyon CSD Board of Trustee Workshop

March 14, 2024

Budget



Lyon CSD Budgeting Overview

Recap on Pupil Centered Funding Plan

- Effective on 7/1/2021 (FY22) replacing the Nevada Plan
- Streamlined on how Nevada school districts are funded
- Local operating revenue sources (property taxes, local school support tax (LSST), franchise tax) now go to the State Education Fund
  - Capital funding sources continue to go to the Districts. (ex. Debt Service Property Tax, DMV Tax.)
- Funding broken out by
  - Adjusted Base & Auxiliary Funding
  - Non Duplicative Weighted Funds.
    - Special Education
    - English Learners
    - Gifted & Talented
    - At-Risk Learners

PCFP & State Revenue

- Adjusted Base Funding: Lyon CSD receives $911.92 each month per student. ($10,943.04 Annually)
  - Projecting $98.4M in revenue for FY 2024
- PCFP Local Special Education
  - Allocated $9.56M in revenue for FY 2024
- English Learners
  - Allocated $1.95M in revenue for FY 2024
- Gifted & Talented
  - Allocated $27.9K in revenue for FY 2024
- At-Risk Learners
  - Allocated $1.65M in revenue for FY 2024
- State Special Education
  - Allocated $4.47M in revenue for FY 2024
- Auxiliary Transportation
  - Allocated $5M in revenue for FY 2024

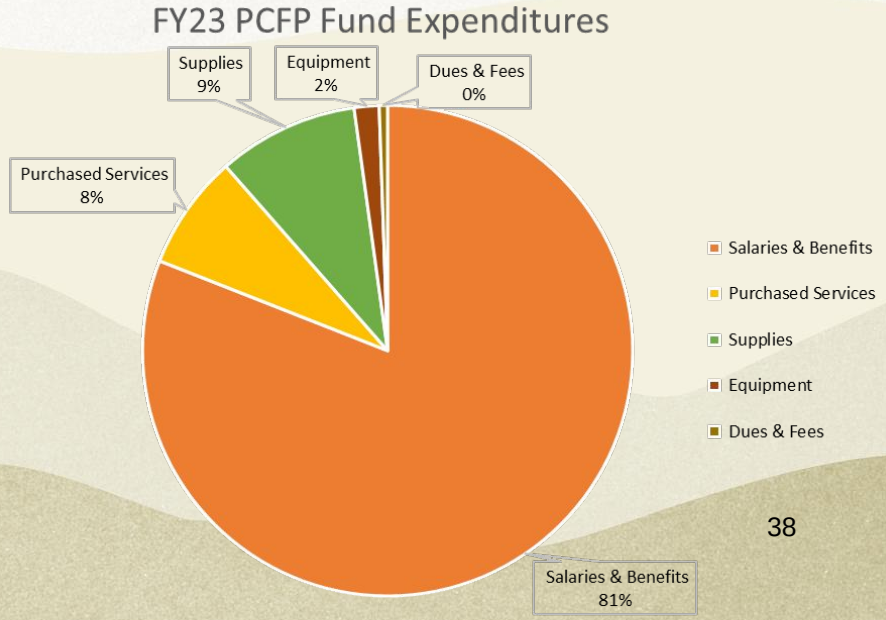
PCFP Weighted Funding

- PCFP provides permanent funding for these funds
  - English Language Learner: $1,956,810 annually
  - Gifted & Talented: $27,974 annually
  - At-Risk: $1,650,624 annually
  - Local Special Education: $9,566,849

- General Fund processes transfers to cover all program expenses that exceed Weighted Funding Revenue. For example, the General Fund has budgeted to transfer $11.9M into Local Special Education. Under PCFP school districts are required to record PCFP Special Education Revenue in the General Fund and then to process a transfer to Special Education Fund. The budgeted transfer is $2.3M in excess of funding.

PCFP Funds & Fund Balance

- FY24 GF Budgeted Resources: 130,591,991
  - Total Fund Resources consists of Opening Fund Balance, Non Tax Revenue & State Education Funding (PCFP)
  - Budgeted Transfers to other Funds $15.025M
  - Minimum Fund Balance requirements 5% and to not exceed 16.6%
    - Current PCFP Fund Balance 10.9%
    - NDE Ending Fund Balance is calculated using all weighted funds.



Budget Timelines

- Upcoming Budget Deadlines
  - April 15th – FY 25 Tentative Budget filed to Department of Taxation(DOT) (NRS 354)
  - Tentative and Final Budget posted & presented no sooner than third Monday in May. (NRS 354)
  - June 8th – FY 25 Final Budget adopted and filed with DOT. (NRS 354)
  - January 1st- December Augmented/Amended on or before January 1 each year. (NRS 354)

- Monthly Budget Transfers to be approved by the Board of Trustees in accordance to NRS 354. Budget transfers are processed to provide sufficient available resources for specific programs or functions expenditures.

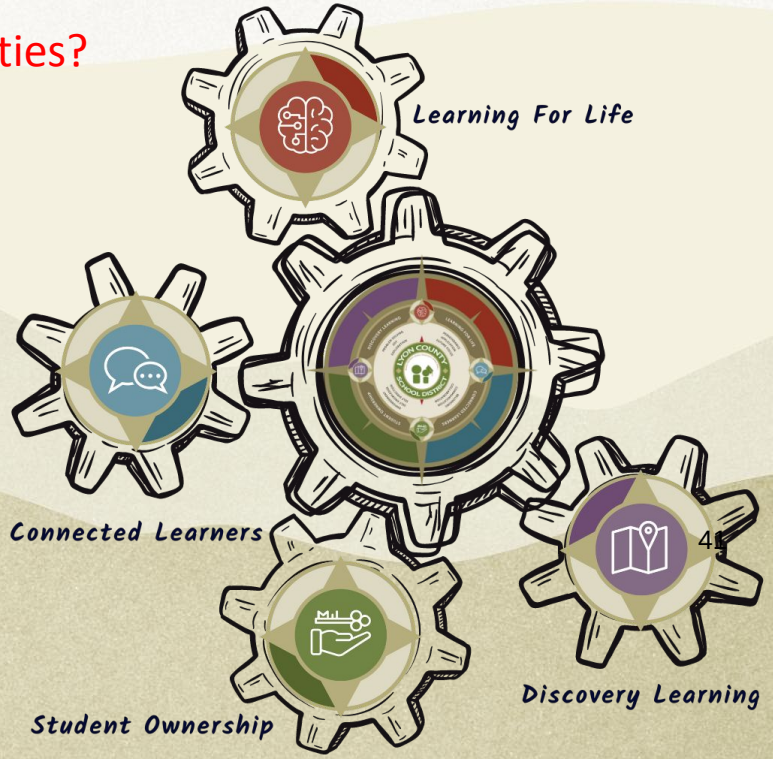
Business Office Projects and Goals

Student Activity Funds

- Consolidation of all Student Activity Funds (SAF) into Well Fargo and Updating Accounting System.
  - District Oversight
    - Under GASB 84, required the reporting to be changed to a special revenue fund rather than a fiduciary fund.
      - This changes the reporting requirements for both the audit and budget.
    - Moving all bank accounts under Wells Fargo will allow for required district oversight for bank reconciliations and monthly operating activity.
    - This change will also allow for each school to have a SAF PCard and accept payment via square/apple pay.
- Impact on Business Office with the Consolidation of all Student Activity Funds
  - Additional Bank Reconciliations.
  - Increased Reporting and Monitoring.
  - Updating accounting system with current account codes and school site activities.

Questions?

- Any questions before we move on to facilities?



Facilities

DISCOVERY LEARNING
LEARNING FOR LIFE
CONNECTED LEARNERS
STUDENT OWNERSHIP
LYON COUNTY
SCHOOL DISTRICT

Facilities

- How are district projects determined?
  - Projects most commonly are determined by the district Operations and Maintenance team. Project selection involves assessing the overall condition of facilities, prioritizing needs, and aligning projects with the district's goals and budget constraints.
  - Additionally, input from stakeholders, administrators, and maintenance professionals, plays a crucial role in identifying and prioritizing projects based on safety concerns, infrastructure requirements, and potential education disturbances.

Facilities

Primary funds utilized for Facilities expenditures.

- General Fund (100)
- Building and Sites Fund (330)
- Capital Projects (340)
- Residential Construction Tax Fund (310)
- Bond Projects Fund (360)

Click here for:

Facility, Safety & Security Upgrades 2019 -2024

Facilities - Building and Sites Fund 330

		FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Fund: 330	**Building & Sites Fund**						
	Beginning Balance	226,015	114,996	79,596	89,196	98,796	108,396
	Contingent Funds		(25,000)				
	Yerington HS Gym Resurfacing/Sanding	(68,010)					
	Smith Valley HS Gym Resurfacing/Sanding	(51,809)					
	Yerington ES Playground		(20,000)				
Fund Revenue							
	Smith Valley Property Fees (estimated)	8,800	9,600	9,600	9,600	9,600	9,600
	Investments						
Fund Balance		**114,996**	**79,596**	**89,196**	**98,796**	**108,396**	**117,996**

Facilities - Capital Projects Fund 340

		FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Fund: 340	**Captial Projects Fund**						
	Beginning Balance	1,724,037	2,899,493	4,122,684	490,877	150,912	(178,702)
	District Wide Professional Services	(27,635)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)
	District Wide Doors		(30,000)	(30,000)	(30,000)	(30,000)	(30,000)
	District Wide Restrooms		(20,000)	(20,000)	(20,000)	(20,000)	(20,000)
	District Wide HVAC / Boilers / Controls	(26,725)	-	(750,000)	(750,000)	(750,000)	(750,000)
	District Wide Flooring / Carpet	(177,598)	(200,000)	(200,000)	(200,000)	(200,000)	(200,000)
	District Wide Parking Lot Reseal/Striping	(138,950)	(100,000)	(100,000)	(100,000)	(100,000)	(100,000)
	Silver Springs Lync Modular	(489,635)					
	Silver Springs Alerton Fire Panel	(23,750)					
	YES Boiler (500 Wing)	(19,976)					
	YHS Indoor Bleachers	(314,566)					
	DES Building Controls		(144,995)				
	FES Building Controls		(18,950)				
	FIS Building Controls		(179,950)				
	RES Building Controls		(162,760)				
	SMS Building Controls		(299,740)				
	SVS Building Controls		(280,910)				
	YHS Building Controls		(209,820)				
	YES Doors	(23,320)					
	FIS Chiller		(72,650)				
	FES Chillers 2x		(141,540)				
	SSHS Chillers 2x		(208,000)				
	YHS Baseball/Softball Upgrades		(238,151)				
	SSHS Baseball/Softball Upgrades		(183,984)				
	DHS Boilers Replacement			(575,790)			
	SSMS Boilers Replacement			(812,167)			
	CES Boilers Replacement			(852,830)			
	SMS Roof Replacement			(1,040,807)			
	Athletic Fields / Tracks (Annual Allocation)	(250,000)	(250,000)	(250,000)	(250,000)	(250,000)	(250,000)
	Athletic Fields / Tracks (Reserved Allocation)	500,000	750,000	1,000,000	1,250,000	1,500,000	1,750,000
Fund Revenue							
	Motor Vehicle Tax	1,004,595	1,014,641	1,024,787	1,035,035	1,045,386	1,055,840
	Investments/Transfers	1,663,016	2,975,000				
Fund Balance		**2,899,493**	**4,122,684**	**490,877**	**150,912**	**(178,702)**	**(497,863)**

Facilities - Residential Construction Tax Fund 310

		FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Fund: 310	**Residential Construction Fund**						
	Beginning Balance	2,074,050	1,705,912	377,301	377,301	377,301	377,301
	Dayton						
	DHS Outdoor Bleachers Project	(204,402)					
	DIS MPR Flooring		(60,064)				
	DES MPR Flooring		(42,952)				
	SES MPR Flooring		(52,454)				
	DHS Stage Lighting		(43,742)				
	Playground Equiptment/Repairs		(64,794)				
	DHS Baseball/Softball Upgrades		(215,381)				
	DHS Main Gym Floor Replacement		(383,803)				
	DHS Aux Gym Resurface		(35,109)				
	RES MPR		(32,770)				
	DHS Football Scoreboard		(24,400)				
	DHS Baseball/Softball Scoreboard		(31,595)				
	Fernley						
	FHS Stadium Bleachers Project	(640,600)					
	FIS Indoor Bleachers		(142,891)				
	FIS Gym Resurfacing/Sanding		(43,577)				
	FHS Gym Resurfacing/Sanding		(35,255)				
	Playground Equiptment/Repairs		-				
	FHS Baseball/Softball Upgrades		(57,523)				
	FHS Main Gym Floor Replacement		(355,705)				
	FHS Bleachers		(137,751)				
	FIS MPR		(17,117)				
	FES MPR		(12,297)				
	CES MPR		(28,267)				
	Smith Valley						
	Smith Rubber Aux Gym Floor	(129,979)					
	Playground Equiptment/Repairs		-				
	Silver Springs						
	Playground Equiptment/Repairs		-				
	Yerington Area						
	YHS Stadium Bleachers Project	(20,040)					
	Playground Equiptment/Repairs						
	YIS Main Floor Resurface		(41,120)				
	YHS/YIS MPR		(15,596)				
	YES MPR		(14,448)				
Fund Revenue	**Attendance Area**	**Actual FY 2023 Revenue**	**FY 2024 Estimated Revenue**				**Estimated Available Balance**
	Dayton Area	238,864	225,000				97,021
	Fernley Area	240,787	225,000				188,767
	Silver Springs Area	64,192	50,000				100,095
	Smith Valley Area	33,248	25,000				46,689
	Yerington Area	46,192	35,000				17,555
	Investments (YTD)	3,599					
Fund Balance		**1,705,912**	**377,301**	**377,301**	**377,301**	**377,301**	**450,127**

Facilities - Bond Projects Fund 360

		FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Fund: 360	**Bonds Projects Fund**						
	Beginning Balance	39,988,392	28,719,924	8,561,197	3,271,136	72,632	72,632
	Professional Services (Bond Fee)	(71,221)					
	Silver Springs Transportation Yard Construction			(2,608,951)			
	Silver Springs Transportation Yard Professional Services	(198,432)	(41,900)				
	Silver Springs Turf Repair	(87,009)					
	Silver Springs Training Modular	(178,818)					
	FHS Rooftop HVAC Unit Equiptment		(262,500)				
	DHS Rooftop HVAC Unit Equiptment		(211,794)				
	DES Rooftop HVAC Unit Equiptment		(116,606)				
	FHS/DHS/DES Rooftop HVAC Replacement		(524,458)				
	CES/SES Swamp Cooler Replacements	(69,568)	(3,223,537)				
	FHS Gym Professional Services	(612,070)					
	FHS Gym Construction Costs	(15,679,372)	(11,415,555)				
	District Office Renovation						
	CES Roof Replacement		(335,000)				
	SSES Dining Facility Roof Replacement		(92,750)				
	SMS Roof Professional Services	(32,050)					
	SMS Roof Replacement						
	District Wide Roofs (Remaining Allocation)						
	SES Roof Replacement			(335,000)			
	SSES Bld A Roof Replacement			(100,000)			
	YES Bld 500 Roof Replacement				(315,000)		
	SMS Audio Enhancement		(268,728)				
	SSHS Audio Enhancement		(192,790)				
	DES Audio Enhancement		(222,432)				
	Distict Wide Audio Enhancement				(750,000)		
	SSES Audio Enhancement			(238,153)			
	FES Audio Enhancement			(289,859)			
	Yerington Audio Enhancement			(252,449)			
	District Wide Boilers/HVAC (Remaining Allocation)			(750,000)			
	District Wide Stadium Renovations	(1,722,454)					
	District Wide Curriculum		(2,231,643)				
	District Wide Transportation Vechicles		(1,570,000)	(715,649)	(2,133,504)		
	District Wide Safety and Security	(16,880)					
Fund Revenue							
	Series A 2022 (360.022)						
	Series B 2022 (360.023)						
	Series 2023	6,500,000					
	Investments (YTD)	899,405	550,966				
Fund Balance		**28,719,924**	**8,561,197**	**3,271,136**	**72,632**	**72,632**	**72,632**

Facilities - Future Bonding Capacity

Projected Bonding Capacity			
FY	Bonds	PAYG	Total
2024	$10,000,000	$7,450,460	$1,285,558
2025	$40,000,000	$1,894,660	$41,894,660
2026	-	$1,535,386	$1,535,386
2027	$25,000,000	$343,378	$25,343,378
2028	-	-	-
	$75,000,000	$11,223,884	$86,223,884

East Valley ES Expansion - 2021

- $7.4M (10 classrooms)

FHS Gym and Cafeteria - 2024

- $29.4M

Silver Springs Transportation Yard 2025

- $2.7M

Washoe CSD considerations

John Bohach ES - 42.2M

- 2020

InSkeep ES - 44.7M

- 2021

JWood Raw ES - $46.6M

- 2023

O'Brien MS - 95.6M

- 2022

Desert Skies MS - $89.9M

- 2019

Sky Ranch MS - $84.1M

- 2019

Marce Herz MS - $87.5M

- 2020

Hug HS - $252.7M

- 2022

Facilities/Bonds Considerations

FHS New Culinary Program

- Estimated project cost of $1.4-$1.7M

District wide HVAC/Boilers needs

- $6.5-7M spent/allocated in 2022-24
- $42-50M estimated district wide need

District wide roofing needs

- $2.5-3M spent/allocated in 2022-24
- $10-12M estimated district wide need

- Aging Modular Building (17)
- Aging Parking Lots
- Buses, Vehicles, Heavy Equipment
- School Painting
- Turf Baseball/Softball
- Aging Playground Equipment
- Aging Fire Panels
- Audio Enhancement

Attendance Area	Student Enrollment	Enrollment % of Lyon CSD	Total Spent on Facilities	Total Spent per Student	Total Spent per Area
Silver Springs	1,037	11.41%	$6,059,823	$5,844	8.97%
Fernley	4,146	45.60%	$49,027,636	$11,825	72.61%
Dayton	2,437	26.80%	$8,523,539	$3,498	12.62%
Yerington	1,276	14.03%	$3,347,148	$2,623	4.96%
Smith	196	2.16%	$565,236	$2,884	0.84%
Totals	9,092	100%	$67,523,382	$7,427	100.00%

Facilities - District Wide Capacity

School	Enrollment March 8, 2024	Lyon Online Enrollment March 8, 2024	Enrollment Less Lyon Online	Capacity* please see notes below	MGT 2015 Utilization	MGT 2025 Utilization	Utilization as of March 8, 2024
Silver Stage ES, PreK-4	367	3	368	680	75%	80%	54%
Silver Stage MS, 5-8	323	22	304	464	75%	80%	45%
Silver Stage HS, 9-12	347	31	301	515	46%	63%	44%
Total SS (11.4% of LCSD)	**1,037**	**56**	**973**	1,659			**59%**
East Valley ES, Prek-4	518	6	549	669	97%	115%	82%
Cottonwood ES, Prek-4	575	3	589	711	105%	107%	83%
Fernley ES, Prek-4	439	2	425	606	82%	91%	70%
Fernley IS, 5-6	654	11	638	680	81%	96%	94%
Silverland MS, 7-8	645	43	601	759	73%	86%	79%
Fernley HS, 9-12	1,315	170	1,131	1,346	92%	106%	84%
Total Fernley (45.6% of LCSD)	**4,146**	**235**	**3,933**	4,771			**82%**
Dayton ES, Prek-6	460	-	441	541	86%	101%	82%
Sutro ES, Prek-6	415	2	401	506	93%	104%	79%
Riverview ES, Prek-6	453	1	426	511	92%	97%	83%
Dayton IS, 7-8	369	8	374	712	51%	63%	53%
Dayton HS, 9-12	740	95	650	932	74%	94%	70%
Total Dayton (26.8% of LCSD)	**2,437**	**106**	**2,292**	3,202			**72%**
Yerington ES, Prek-4	469	1	493	588	85%	97%	84%
Yerington IS, 5-8	402	8	400	625	60%	70%	64%
Yerington HS, 9-12	405	49	344	703	53%	78%	49%
Total Yerington (14% of LCSD)	**1,276**	**58**	**1,237**	1,916			**65%**
SVS K-12 (2.2% of LCSD)	**196**	**12**	**196**	533	39%	43%	**37%**
Total Enrollment LCSD	**9,092**	**467**	**8,631**	12,081			**71%**

LYON COUNTY SCHOOL DISTRICT	
CURRENT AND PROJECTED UTILIZATION RATES	
UTILIZATION	DESCRIPTION
>110	Inadequate
100-109.9	Approaching Inadequate
85-99.9	Adequate
70-84.9	Approaching Inefficient
<70	Inefficient

Attendance Area	Student Enrollment	Enrollment % of Lyon CSD
Silver Springs	1,037	11.41%
Fernley	4,146	45.60%
Dayton	2,437	26.80%
Yerington	1,276	14.03%
Smith	196	2.16%
Totals	9,092	100%

New/current Master Facility assessment?

Other Projects and Goals

Establishing District Wide CEP starting in FY 25.

- This will allow for all students to receive free breakfast, lunch and snack.
- USDA lowered the identified student percentage (ISP) from 40% to 25%, which allows all Lyon CSD schools to be eligible.
- This will have a fiscal impact, but by utilizing Fund Balance and General Fund Transfers this will be possible.
- Annual $500-$1M negative impact.

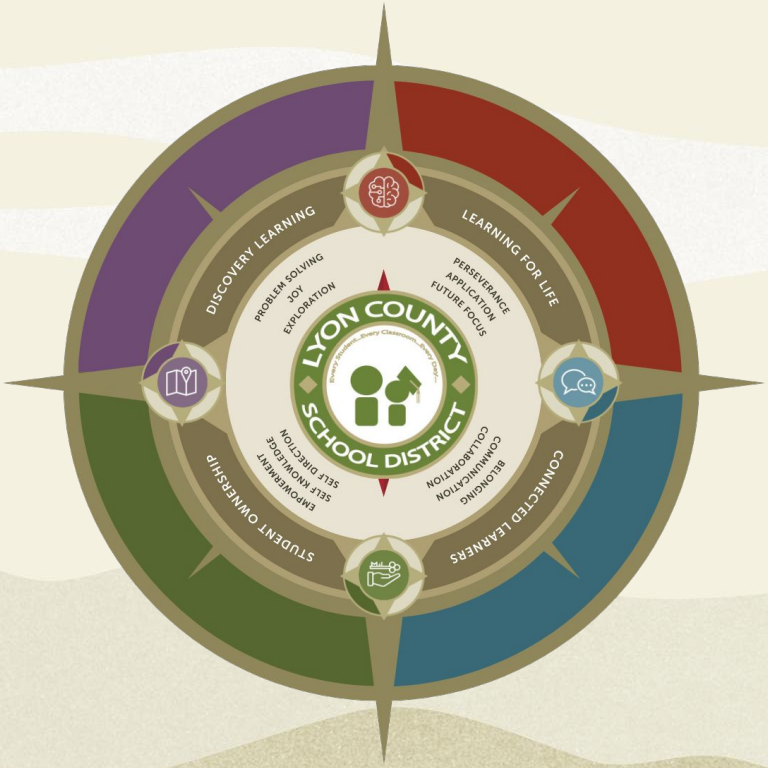
Shifting Information Systems into the cloud.

- This will allow for more cyber security.
- Less down time due to vendors or equipment failures.
- Enhanced features and streamlining capabilities

Click here for:

Facility, Safety & Security Upgrades 2019 -2024

Acing Accountability & NSPF Update



Acing Accountability

In 2023, Governor Lombardo committed

$2.6 Billion Dollars

in **increased funding to K-12 education in Nevada**. As these funds are distributed to Nevada's school districts, the State's accountability measures will ensure that resources are directly tied to performance.

The Governor also signed **SB98**, requiring the Superintendent of Public Instruction to establish metrics of performance for schools, specifically:

- *The growth and proficiency of pupils in literacy and mathematics.*
- *The engagement and proficiency of pupils in courses for college and career readiness*
- *The retention and recruitment of teachers and education support professionals*

Additional metrics of performance will be developed by each district and approved by the Superintendent of Public Instruction to identify and meets the unique needs of the students and schools.

"Along with this funding, I expect results. I won't accept a lack of funding as an excuse for underperformance. I'll be working with our State Superintendent to ensure our systems of accountability and transparency are robust and enforced."

- Governor Joe Lombardo
State of the State Address, January 2023

Governor's Audit Report Executive Order 2023-005

To what degree are districts effectively implementing reading and mathematics resources?

- Evidence-Based Instructional Materials
- District Planning

To what degree are kindergarten through grade 3 (K-3) students demonstrating progress toward mastery in literacy, as measured by the Measures of Academic Progress (MAP) Growth in Reading assessment?

- K-3 Literacy Growth
- K-3 Literacy Proficiency

To what degree are grades 4 through 8 (4-8) students demonstrating growth and proficiency in mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment?

- 4-8 Mathematics Growth
- 4-8 Mathematics Proficiency

To what degree are high school graduates prepared for success in college or a career?

- Rigorous Coursework
- College and Career Ready Diploma
- Student Proficiency

To what degree do districts have the workforce to meet the needs of every student?

- Fully Licensed and Certified Staff
- District Budget Allocation for Recruitment and Retention
- Distribution of Vacancies and Long-Term Substitutes

To what degree are districts using innovative solutions to meet the unique needs of their students?

- District-Developed Success Target(s)

Acing Accountability Frequently Asked Questions (FAQ's)

To what degree are districts effectively implementing resources?

Lyon County School District

To what degree are districts effectively implementing resources?

Evidence Based Instruction Materials		
The school district and the SPCSA ensures that evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; all primary materials are on State-approved lists.	**23/24 Goal** **23/24 Actual** **23/24 Rating**	**Meets Expectations**
District Performance Plan		
The District Performance Plan (DPP) contains strategic targets to improve student growth and proficiency in literacy and mathematics and increase the number of students graduating with the College and Career Ready Diploma. The SPCSA collects the annual plan to improve the achievement of pupils from each of their sponsored schools.	**23/24 Goal** **23/24 Actual** **23/24 Rating**	**Meets Expectations**

To what degree are K-3 students demonstrating progress toward mastery in literacy, as measured by Measures of Academic Progress (MAP) Growth in Reading assessment?

District		Early Literacy (Grade K-3)		Math (Grade 4-8)		College and Career Readiness (High School)			Workforce		
		Met Annual Growth Projections	≥65th Percentile in Spring	Met Adequate Growth	Proficient (Level 3 or Level 4)	Rigorous Coursework	Student Proficiency	% graduates with CCR Diploma	% unfilled positions	% classes fully licensed	Substitute Distribution
Lyon	'23	41%	27.2%	24.6%	22.3%	69.4%					
	'24	65%	32.2%	29.6%	27.3%	75%					
	Δ	+24	+5	+5	+5	+5.6					

Projected Proficiency based on 23/24 Winter MAP Assessment

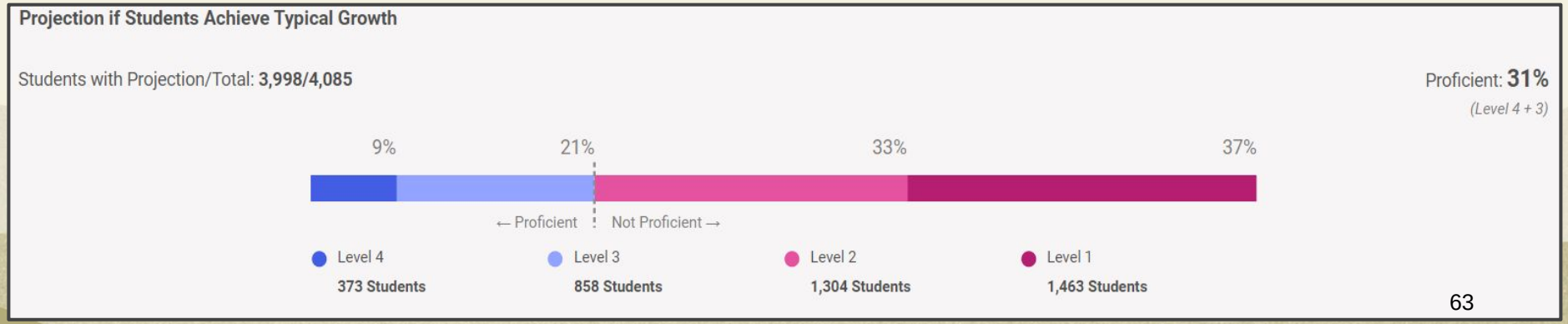
	Total Students Tested	Proficient	Advanced	
DES	323	70	51	
CES	347	59	37	
DIS	356	101	33	
EVES	315	69	53	
FES	241	41	34	
FIS	212	157	68	
RES	321	70	29	
SSES	207	29	21	
SSMS	294	69	23	
SMS	613	178	32	
SVS	98	29	18	
SES	281	45	22	
YES	289	33	12	
YIS	293	82	18	
TOTAL	4190	1032	451	
		24.63%	10.76%	**35.39%**

To what degree are grades 4-8 students demonstrating growth and proficiency in mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment?

District		Early Literacy (Grade K-3)		Math (Grade 4-8)		College and Career Readiness (High School)			Workforce		
		Met Annual Growth Projections	≥65th Percentile in Spring	Met Adequate Growth	Proficient (Level 3 or Level 4)	Rigorous Coursework	Student Proficiency	% graduates with CCR Diploma	% unfilled positions	% classes fully licensed	Substitute Distribution
Lyon	'23	41%	27.2%	24.6%	22.3%	69.4%					
	'24	65%	32.2%	29.6%	27.3%	75%					
	Δ	+24	+5	+5	+5	+5.6					

4th - 8th Grade Math

Projections as a result of Winter Diagnostic (i-Ready Math)



To what degree are high school graduates prepared for success in college or a career?

		School districts and the SPCSA show at least a 5 point annual increase in the percentage of high school students passing courses unique to College and Career Ready Diploma requirement, including dual-credit, Career and Technical Education (CTE), work-based learning, **and** world language courses												
		OR												
		School districts and the SPCSA have 75% of students passing dual-credit, CTE, work-based learning, and world language courses.												
School Name	**School Code**	# of students enrolled in Dual Credit	# of students passing Dual Credit	% of students passing Dual Credit	# of students enrolled in CTE	# of students passing CTE	% of students passing CTE	# of students enrolled in Work Based Learning	# of students passing Work Based Learning	% of students passing Work Based Learning	# of students enrolled in World Languages	# of students passing World Languages	% of students passing World Languages	% of students passing DC, CTE, WBL, WL
Fernley High School	601	325	317	98%	1714	1567	91%	149	139	93%	649	585	90%	92%
Smith Valley Schools	602	98	89	91%	170	168	99%	0	0	#DIV/0!	23	23	100%	96%
Yerington High School	603	173	168	97%	616	578	94%	42	38	90%	287	270	94%	94%
Dayton High School	604	390	368	94%	664	629	95%	216	203	94%	402	398	99%	96%
Silver Springs High School	605	392	380	97%	403	395	98%	10	10	100%	257	251	98%	98%

To what degree do districts have the workforce to meet the needs of every student?

- Workforce Data Collection
- **Fully Licensed and Certified Staff:** School districts and the SPCSA show at least a 20% decrease in unfilled positions, including those positions temporarily filled by substitutes, OR at least 95% of classrooms have a licensed educator, not including a substitute, teaching in their endorsed area.
- **Distribution of Vacancies and Long Term Subs:** School districts and the SPCSA show that the percentage of long-term substitute teachers and vacancies at Title I schools are within 10% of such percentages in non- Title I schools.
- **District Budget Allocation for Recruitment and Retention ($590,000.00)**

To what degree do districts using innovative solutions to meet the unique needs of their students?

- Increase the total number of K-12 work based **learning opportunities** provided to all students in the Lyon County School District. K-12 work based learning opportunities include, but are not limited to: CTE Work Experience, General Work Experience, Work Based Learning Activities, Job Shadows, Clinical Experiences, Supervised Agricultural Experiences, and Career Exploration.
  - Baseline is (1043) K-12 work based learning opportunities for the 22-23 school year
  - Goal is 5% increase for the 23-24 school year
  - Goal is 10% increase for the 24-25 school year

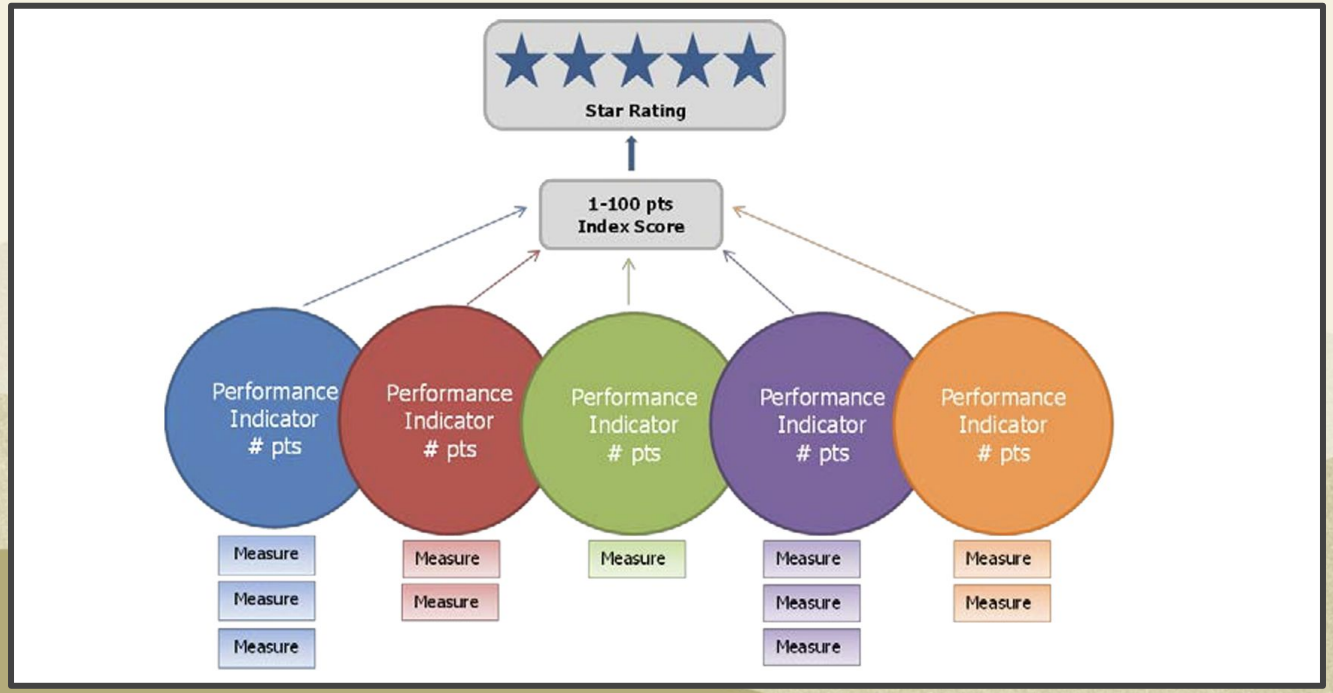
- Increase the total **number of students** participating in K-12 work based learning opportunities in the Lyon County School District. K-12 work based learning opportunities include, but are not limited to: CTE Work Experience, General Work Experience, Work Based Learning Activities, Job Shadows, Clinical Experiences, Supervised Agricultural Experiences, and Career Exploration.
  - Baseline is (4,260) students who participated in work based learning opportunities for the 22-23 school year
  - Goal is 5% increase for the 23-24 school year
  - Goal is 10% increase for the 24-25 school year

Lyon Current Data for Acing Accountability

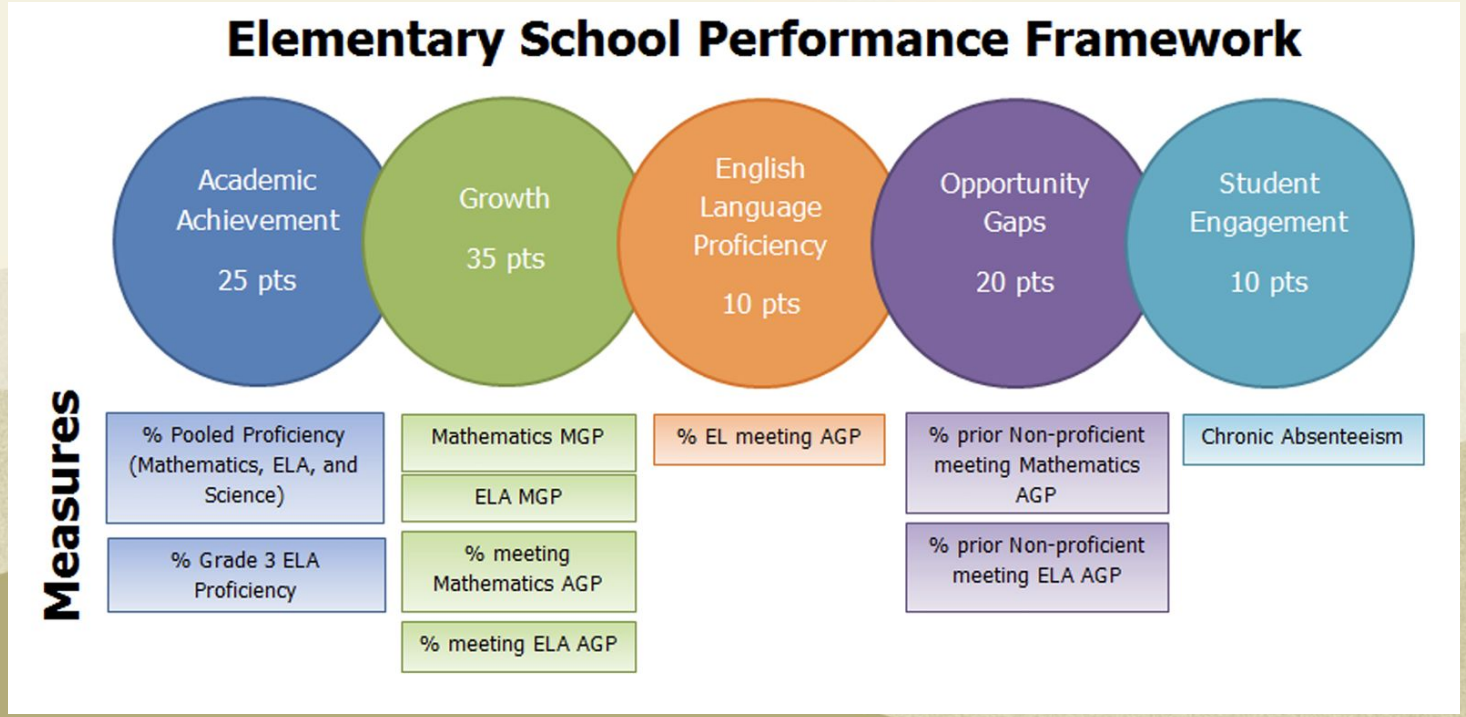
- Acing Accountability for Lyon

Acing Accountability Frequently Asked Questions (FAQ's)

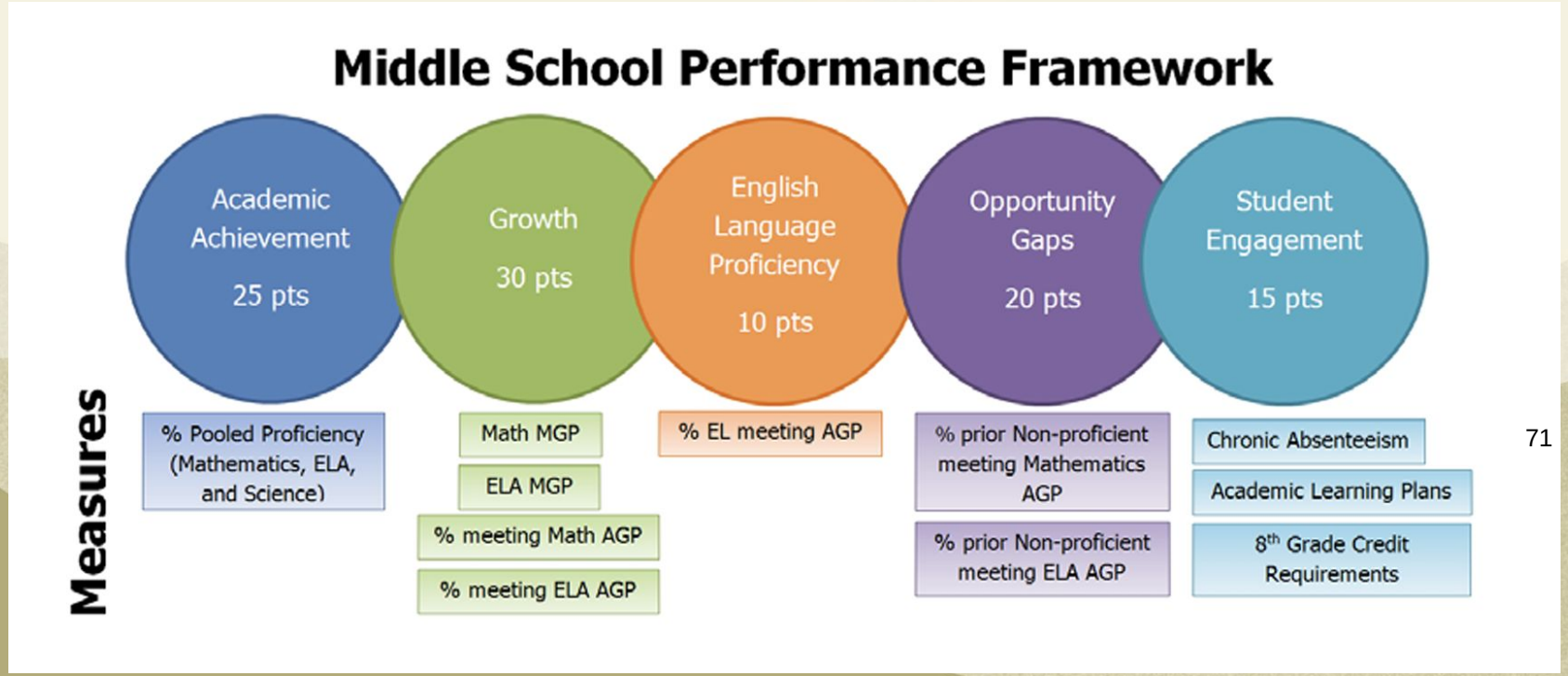
Nevada School Performance Framework (NSPF) and Star Ratings



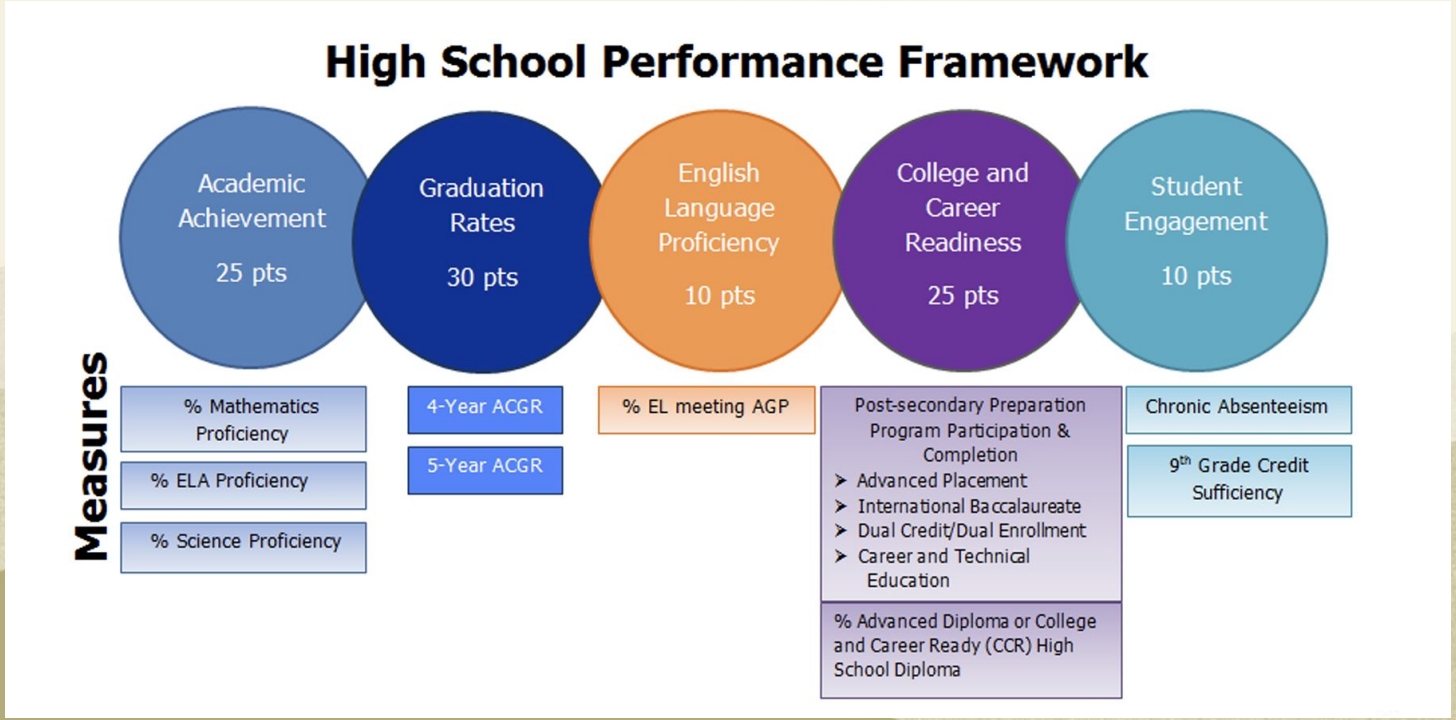
Nevada School Performance Framework (NSPF) and Star Ratings



Nevada School Performance Framework (NSPF) and Star Ratings



Nevada School Performance Framework (NSPF) and Star Ratings



Nevada School Performance Framework (NSPF) and Star Ratings

Table 1 Nevada Star Ratings Two-Year Trend

	2018-19	2018-19	2022-23	2022-23
	Number of Schools	Percentage of Schools	Number of Schools	Percentage of Schools
5-Star	120	14.8%	85	9.8%
4-Star	113	13.9%	79	9.2%
3-Star	200	24.6%	179	20.7%
2-Star	191	23.5%	195	22.6%
1-Star	95	11.7%	223	25.8%
Not-Rated*	93	11.5%	102	11.8%
Grand Total	812	100.0%	863	100.0%

Lyon County School District

Portrait of a Learner

Board of Trustees
President Phil Cowee | Clerk Bridget Peterson
Darin Farr | Tom Hendrix | Neal McIntyre II
Sherry Parsons | Holly Villines

Superintendent
Wayne Workman

Deputy Superintendent
Tim Logan

September 28, 2023

Dear Lyon County School District Families,

The Nevada Department of Education recently released STAR Ratings for schools across the state of Nevada. These ratings are calculated based on growth measures and growth targets that are outlined in the Nevada School Performance Framework (NSPF). The two attached documents highlight concerns that were discovered because of both the negative impacts of the pandemic as well as substantial non-participation on assessments statewide. The state also utilizes other factors when calculating Star Ratings, such as student engagement (attendance), English language proficiency (growth for students who are designated as English Learners), and growth.

Lyon County School District (LCSD) was not immune to these impacts and has seen the effects in our classrooms as well as in the results of our assessments districtwide. LCSD acknowledges that these Star Ratings are not where we want them to be, however, they do not reflect the great work done by our teachers and students in the classroom. We continue to monitor student growth MAPs assessments, i-Ready Diagnostics as well as the ongoing formative measures that are conducted by teachers on a weekly basis. Site administrators work with staff and stakeholders to meet the needs of our students in a variety of ways. LCSD also works with parents and families as they choose to opt their students out of the Smarter Balanced Assessment and ACT, which are one-time snapshots of a student in a given school year. The drastic increase in the number of parents/guardians opting their student(s) out of testing may be an indicator that they find little value in these annual assessments.

While we recognize that ratings may frustrate staff and stakeholders, please remember that the NSPF is not designed to capture all of the real-life learning that takes place every day in our classrooms. LCSD continues to focus on our Portrait of a Learner (PoL) based on the feedback from students, staff, parents/guardians and other community stakeholders. By doing this, we know that student achievement and NSPF ratings will continually increase as we move past the damage done by the pandemic. The LCSD and each individual school are committed to providing the best personalized education to our students in partnership with you. Thank you for allowing us to serve them.

Respectfully,

Jim Gianotti and Heather Moyle

Lyon County School District Executive Directors for Educational Services

25 E. Goldfield Ave., Yerington, NV 89447 | Ph. (775) 463-6800 | Fax (775) 463-6808 | www.lyoncsd.org

Learning for Life | Connected Learners | Student Ownership | Discovery Learning

Sample ACT Items

2 △ △ △ △ △ △ △ △ △ 2

MATHEMATICS TEST

60 Minutes—60 Questions

DIRECTIONS: Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer document.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on this test. You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

1. Illustrative figures are NOT necessarily drawn to scale.
2. Geometric figures lie in a plane.
3. The word *line* indicates a straight line.
4. The word *average* indicates arithmetic mean.

Sample ACT Items

1. The numbers 1 through 15 were each written on individual pieces of paper, 1 number per piece. Then the 15 pieces of paper were put in a jar. One piece of paper will be drawn from the jar at random. What is the probability of drawing a piece of paper with a number less than 9 written on it?

   A. $\frac{1}{9}$

   B. $\frac{1}{15}$

   C. $\frac{6}{15}$

   D. $\frac{7}{15}$

   E. $\frac{8}{15}$

2. Which of the following expressions is equivalent to $-4x^3 - 12x^3 + 9x^2$?

   F. x^8

   G. $-7x^8$

   H. $-8x^3 + 9x^2$

   J. $-16x^3 + 9x^2$

   K. $-16x^6 + 9x^2$

7. The number of fish, f, in Skipper's Pond at the beginning of each year can be modeled by the equation $f(x) = 3(2^x)$, where x represents the number of years after the beginning of the year 2000. For example, $x = 0$ represents the beginning of the year 2000, $x = 1$ represents the beginning of the year 2001, and so forth. According to the model, how many fish were in Skipper's Pond at the beginning of the year 2006 ?

   A. 96
   B. 192
   C. 384
   D. 1,458
   E. 46,656

24

GO ON TO THE NEXT PAGE.

Sample ACT Items

4 ○ ○ ○ ○ ○ ○ ○ ○ ○ 4

SCIENCE TEST

35 Minutes—40 Questions

DIRECTIONS: There are several passages in this test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question and fill in the corresponding oval on your answer document. You may refer to the passages as often as necessary.

You are NOT permitted to use a calculator on this test.

Sample ACT Items

4 ○ ○ ○ ○ ○ ○ ○ ○ ○ 4

Passage II

When certain substances are added to diet cola, CO_2 gas is produced, generating a foam. Two experiments were done to study this process.

In each trial, an apparatus like that shown in Figure 1 was used as follows: A jar was nearly filled with H_2O and fitted with a 2-holed lid. One end of a tube (Tube B) was inserted through one of the holes and submerged. The other end of Tube B was placed in an empty graduated cylinder. Another tube (Tube A) was inserted through the other hole in the lid. A certain solid substance was inserted into the other end of Tube A, and the substance was secured by a clamp. Tube A was then attached to a freshly opened bottle containing 355 mL of diet cola. The clamp was removed, releasing the substance into the diet cola. The foam that was produced traveled into the jar, and liquid was transferred into the cylinder. The mass of CO_2 produced was calculated based on the volume of liquid that was measured in the cylinder after foaming had ceased.

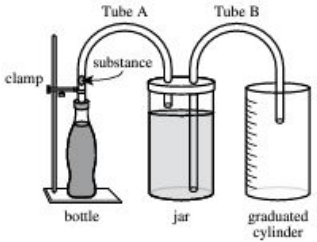


Figure 1

Experiment 1

In each of Trials 1–4, a different 1 of 4 substances of equal mass—a piece of chalk, a sugar cube, a fruit-flavored piece of candy, or a mint-flavored piece of candy—was added to a bottle of diet cola at 3°C. See Table 1.

Table 1

Trial	Substance	Volume of liquid in cylinder (mL)	Mass of CO_2 produced (g)
1	chalk	699	1.36
2	sugar cube	570	1.11
3	fruit candy	525	1.02
4	mint candy	631	1.23

Experiment 2

In each of Trials 5–8, Trial 4 from Experiment 1 was repeated, except that the temperature of the diet cola was different in each trial. See Table 2.

Table 2

Trial	Temperature (°C)	Volume of liquid in cylinder (mL)	Mass of CO_2 produced (g)
5	10	598	1.13
6	25	539	0.969
7	45	501	0.844
8	60	476	0.766

Tables 1 and 2 adapted from Christopher J. Huber and Aaron M. Massari, "Quantifying the Soda Geyser." ©2014 by Division of Chemical Education, Inc., American Chemical Society.

4 ○ ○ ○ ○ ○ ○ ○ ○ ○ 4

8. If another trial had been performed in Experiment 2 and 450 mL of liquid had been measured in the cylinder, the temperature of the diet cola in this trial would most likely have been:

F. less than 25°C.
G. between 25°C and 45°C.
H. between 45°C and 60°C.
J. greater than 60°C.

9. Suppose Trial 6 had been repeated, but the bottle of diet cola had been opened and then left undisturbed at 25°C for 12 hours *before* it was attached to the apparatus. Would the mass of CO_2 produced in this trial likely be greater than 0.969 g or less than 0.969 g ?

A. Greater, because over the 12 hours, the concentration of CO_2 in the diet cola would have decreased.
B. Greater, because over the 12 hours, the concentration of CO_2 in the diet cola would have increased.
C. Less, because over the 12 hours, the concentration of CO_2 in the diet cola would have decreased.
D. Less, because over the 12 hours, the concentration of CO_2 in the diet cola would have increased.

10. One *millimole* (mmol) of CO_2 has a mass of 0.044 g. How many trials resulted in the production of at least 1 mmol of CO_2 ?

F. 1
G. 4
H. 5
J. 8

11. According to Figure 1, which of Tube A and Tube B, if either, had at least one end submerged in a liquid before the clamp was removed?

A. Tube A only
B. Tube B only
C. Both Tube A and Tube B
D. Neither Tube A nor Tube B

12. Is the relationship between the volume of liquid in the cylinder at the end of the experiment and the mass of CO_2 produced a direct relationship or an inverse relationship?

F. Direct; as the volume of liquid that was measured in the cylinder increased, the mass of CO_2 produced increased.
G. Direct; as the volume of liquid that was measured in the cylinder increased, the mass of CO_2 produced decreased.
H. Inverse; as the volume of liquid that was measured in the cylinder increased, the mass of CO_2 produced increased.
J. Inverse; as the volume of liquid that was measured in the cylinder increased, the mass of CO_2 produced decreased.

13. Consider these steps that were performed in each trial.

1. Removing clamp
2. Measuring liquid in cylinder
3. Inserting a solid substance into Tube A
4. Attaching Tube A to a bottle of diet cola

According to the procedure, these steps were performed in what sequence?

A. 3, 1, 2, 4
B. 3, 4, 1, 2
C. 4, 2, 3, 1
D. 4, 3, 1, 2

14. Assume that *room temperature* is 25°C. In how many trials was the diet cola tested at a temperature *lower* than room temperature?

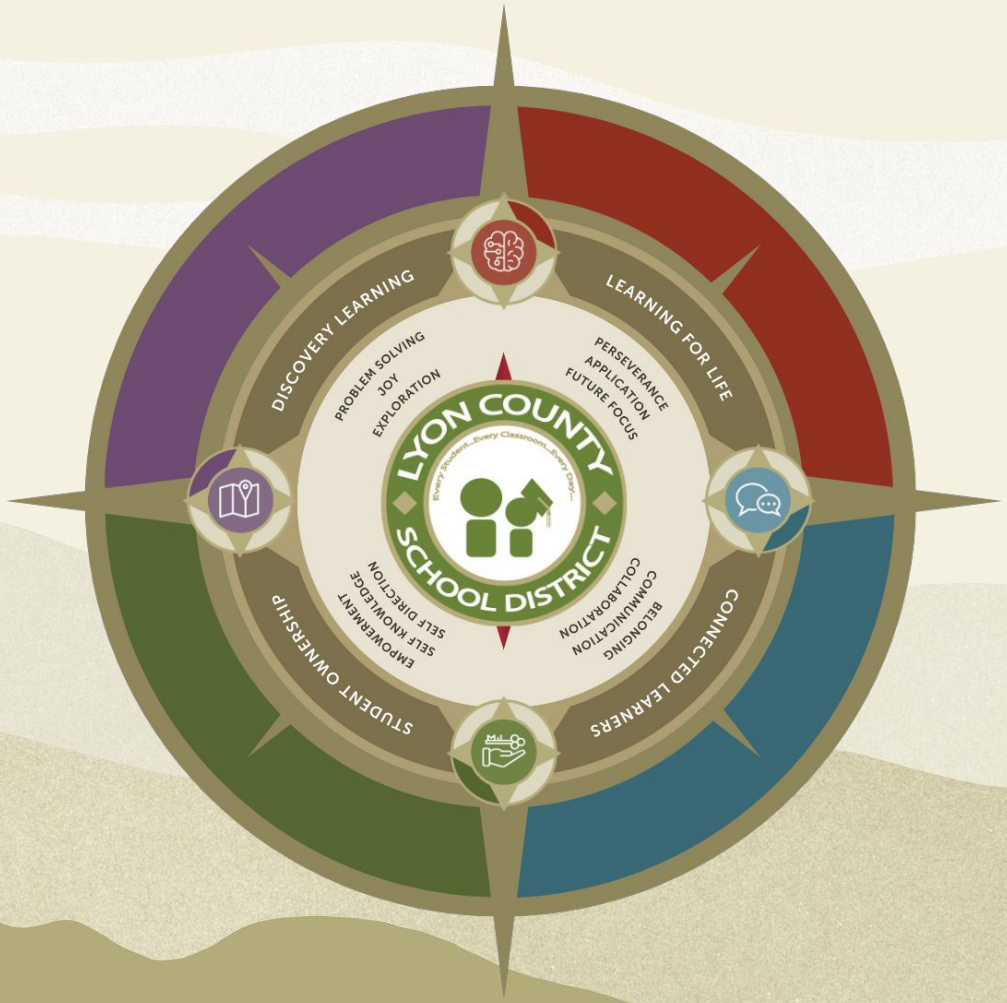
F. 1
G. 2
H. 5
J. 8

Nevada School Performance Framework (NSPF) and Star Ratings

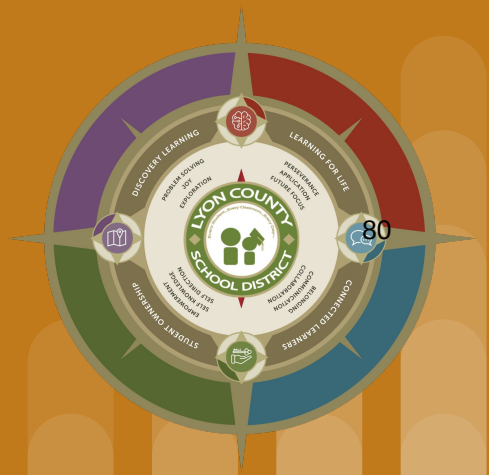
Commission on School Funding (CSF): During the 82nd Legislative session AB400 & SB98 Review the academic progress made by pupils in each public school since the implementation of the Pupil-Centered Funding Plan, including, without limitation, any changes to the academic progress of such pupils as the result of any additional money provided to each school by the Pupil-Centered Funding Plan.

- AB 400(23): CSF is tasked but not limited to making recommendations for strategies to increase the efficacy, efficiency, transparency and accountability of public schools.
  - Achievement, Improvement, Hiring & Retaining Staff. & Expectation Metrics.
- SB98: The CSF shall conduct a interim study concerning school funding which must include the following.
  - Small District Funding, Teacher Pipeline, Teacher & Support Personnel Compensation, Law Changes to Sales and Property Tax Structures.

LCSD Board Assessment Report 2022/2023


DISCOVERY LEARNING
PROBLEM SOLVING
JOY
EXPLORATION
LEARNING FOR LIFE
PERSEVERANCE
APPLICATION
FUTURE FOCUS
LYON COUNTY
SCHOOL DISTRICT
STUDENT OWNERSHIP
EMPOWERMENT
SELF KNOWLEDGE
SELF DIRECTION
CONNECTED LEARNERS
BELONGING
COMMUNICATION
COLLABORATION

Multi Tier Systems of Support (MTSS)



Multi Tiered Systems of Support

Tier I

- Academic and Behavioral systems that create **Predictable** (Common Language, Vision, Experience), **Positive** (Regular Recognition of Positive Actions/Activity), **Safe** (Violent And Disruptive Behavior Is Not Tolerated), **Consistent** (Words Match Your Actions).
- Applied to all students.
- Examines systems for all.
- Preventative.

Tier II

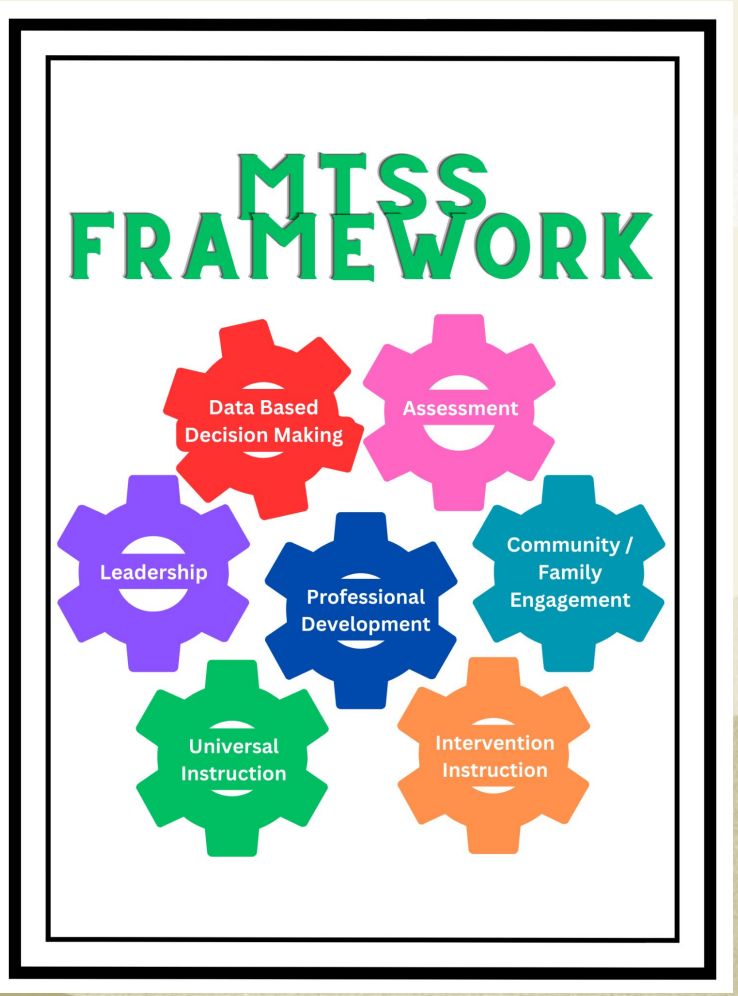
- Tier 2 supports are additional strategies and interventions provided to students who need more support beyond what is provided at the Tier 1 level.
- These supports are usually targeted towards small groups of students who are at risk of falling behind or who are not responding to Tier 1 supports.
- Typical Tier 2 interventions might include **small group tutoring**, social skills training, or **regular check-ins** with a teacher or counselor. The aim is to provide these students with a little extra help, without taking them out of the regular classroom environment.

Tier III

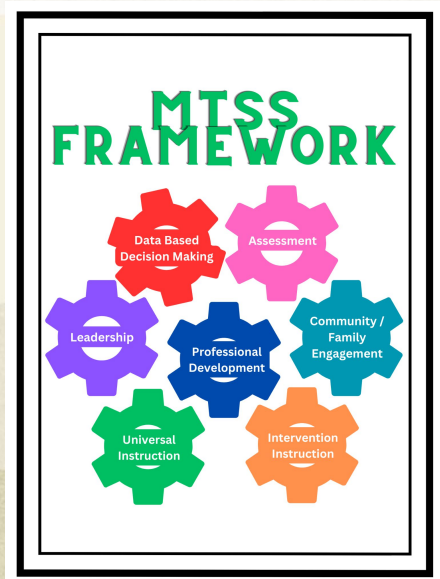
- Tier 3 supports are the **most intensive** and individualized interventions provided in a multi-tiered support system.
- They're designed for students **who continue** to struggle despite Tier 1 and Tier 2 interventions.
- These supports are highly individualized and often involve one-on-one instruction or therapy, based on a student's specific needs. They may include individual tutoring, behavioral intervention plans, or specialized therapies.
- Remember, these supports are **not a replacement** for Tier 1 and Tier 2, but supplement them.

Learning Environment Corners Stones

Predictable
Common Language, Vision, Experience
Positive
Regular Recognition of Positive Actions/Activity
Safe
Violent And Disruptive Behavior Is Not Tolerated
Consistent
Words Match Your Actions



MTSS TIER 1



Self Reflection Definitions

Universal Instructional Practices Goal:
- Evidence substantiates that every student is receiving effective, differentiated Tier 1 core instructional practices from high-quality research-based curricula and instructional strategies.

Leadership Goal:
- The school MTSS team - which includes teachers and administrators at various grade levels - will lead efforts to embed essential instructional components into all school structures, including developing and updating professional development related to literacy assessment and instruction.

Assessment Goal:
- Valid and reliable screening instruments and progress-monitoring assessments of instructional achievement are used. These tools are clearly specified and used to guide instruction. Procedures for using assessments are clearly defined. Screening assessments are used at a minimum of three times a year and more often for students scoring below grade level.

Data-Based Decision Making:
- Improving academic achievement is incumbent on discussions about the current state of student achievement. Discussions regarding academic achievement data must become a regular part of the school climate.

Intervention Instruction Goal:
- Additional instruction designed to meet students' specific needs is provided while, at the same time, the instruction will accelerate growth toward grade-level benchmarks. Students needing acceleration also receive appropriate interventions to close the gap with grade-level expectations.

Professional Development Goal:
- Professional development is an integral part of the schoolwide system for increased academic achievement. Professional development includes the skills and knowledge needed to improve teaching and is aligned to research-based principles and instructional practices.

Community and Family Involvement Goal:
- Both community and family are involved and actively contributing to the social, emotional, physical, academic, and occupational growth of students.

Universal Instructional Practices Goal: Evidence substantiates that every student is receiving effective, differentiated Tier 1 core instructional practices from high-quality research-based curricula and instructional strategies.

Critical Elements	Evaluation Score	Evidence
Reflect on the implementation of universal instruction (Tier 1) in the overall instructional practices.	2 = Fully in Place 1 = Partially in Place 0 = Not in PLace	Document evidence supporting the evaluation score.
1. All instruction in the instructional period is evidence-based, reflective of the population of students, and implemented with fidelity.	1	No clear monitoring system in place to ensure we are reaching fidelity.
2. The daily instructional block for each content area is documented on a master schedule to address the scope and sequence required.	1	Each site provides a copy of their master schedule and it is documented in IC. More evidence is needed to demonstrate that a scope and sequence is implemented. A scope and sequence is requested to be developed for each instructional area.
3. Daily instruction is aligned to the Nevada Academic Content Standards.	2	All curriculum is vetted by the state and key stakeholders.
4. Instruction includes instructional practice (HACK) that moves teacher and student towards Portrait of a Learner Fulfillment.	1	We are in the process of developing this for our school sites. Staff has been trained
5. All instruction during the instructional block is explicit, systematic, and cumulative based on the core curriculum and supplemental materials	1	All curriculum is vetted by the state and key stakeholders Vetted curriculum follows outline expectations in these standards. More evidence is needed for monitoring of this implementation.
6. Daily lesson objectives are clearly stated in student-friendly terms, communicating the who, what, and why of learning	1	Lesson objectives are provided in the vetted curriculum. Not always evident during classroom walkthroughs.
7. Whole-group instruction is a daily component of instruction. Instruction is scaffolded to ensure all students have access to grade-level content and follow instructional plans for pacing guides, with adjustments based on student data.	1	Teachers are differentiating but not sure of consistency and how student data is being used for that differentiation.
8. Small-group instruction is consistently adjusted based on student data. The instruction allows for repetition and assessment of skill mastery and includes: a. Differentiated, scaffolded instruction b. Acceleration/enrichment c. High-quality instructional materials d. Evidence-based instructional practices	1	Teachers are differentiating but are not sure of consistency and how student data is being used for that differentiation.

Wildly Important Goal (WIG)

By the end of the **2023/2024 school** year we will move our instructional focus from **9 out of 18** points to **13 out of 18**.

LEAD:

- With a focus on, “all instruction in the instructional period is evidence-based, reflective of the population of students, and implemented with fidelity” **by updating current LCSD curriculum Resources document** to reflect current curriculum, research based, and funding source.

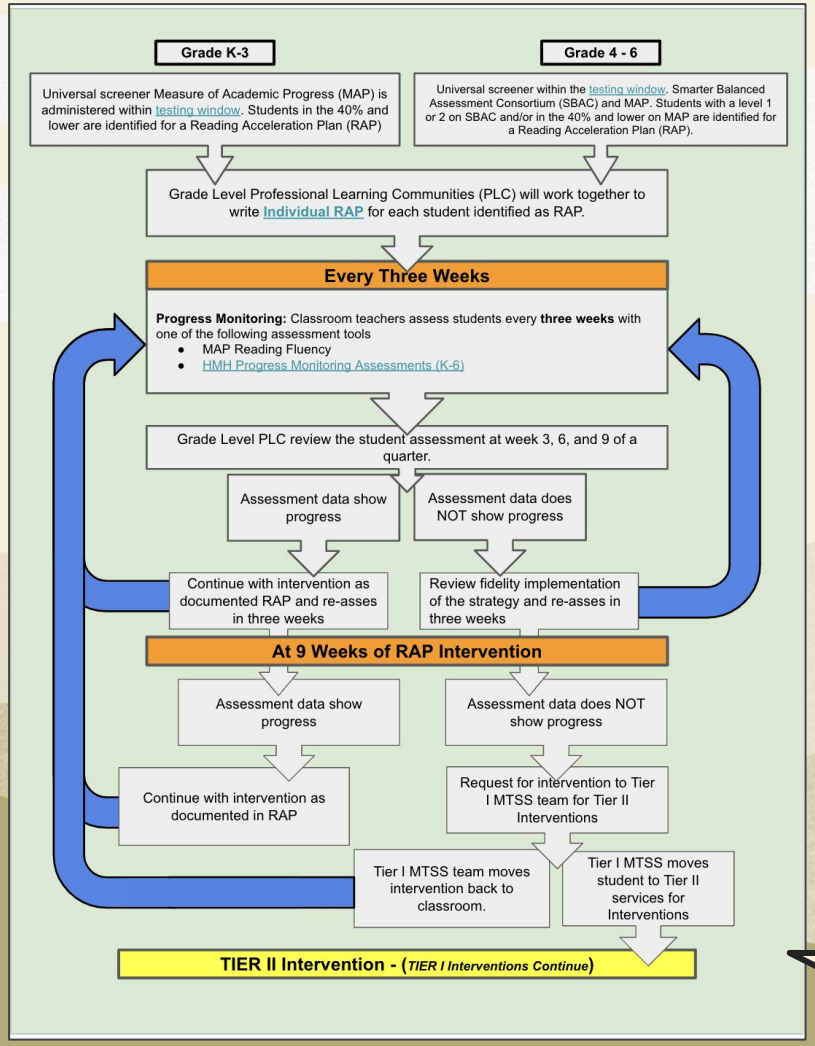
- With a focus on, “Instruction includes instructional practice (HACK) that moves teacher and student towards Portrait of a Learner Fulfillment” **by updating the “H” level of HACK to match research based instructional targets.**

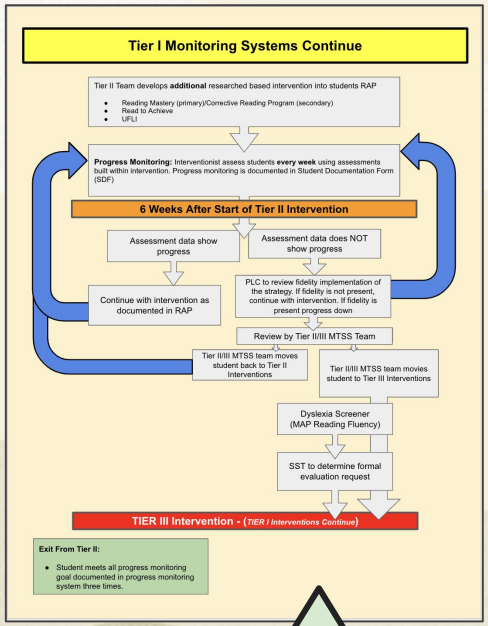
- With a focus on, “the daily instructional block for each content area is documented on a master schedule to address the scope and sequence required”, **by documenting instructional time and bell schedules/schedules at each site.**

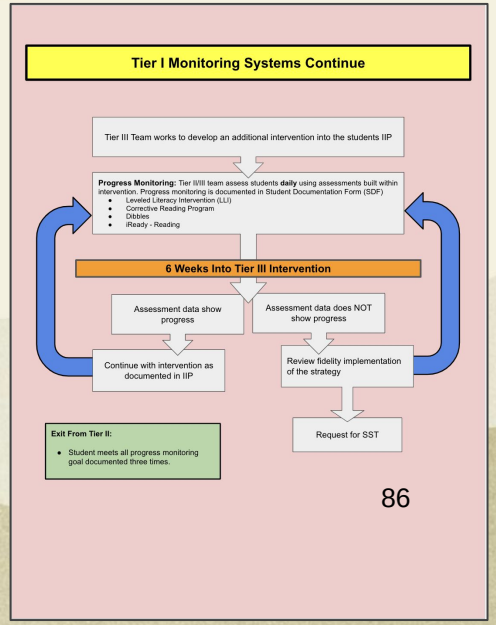
PRIMARY GRADES

(GRADE 1 - 6)

Read By Grade 3 Plan (RBG3)







CCRI
(At Risk Funding)

Classroom Teacher

- **College & Career Readiness Interventionist (CCRI)**

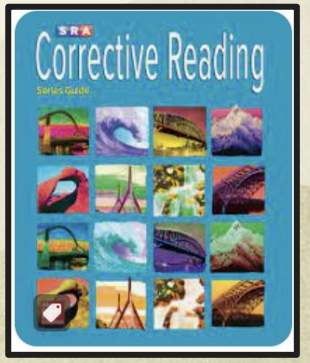
Secondary Grades

(Grade 7-12)

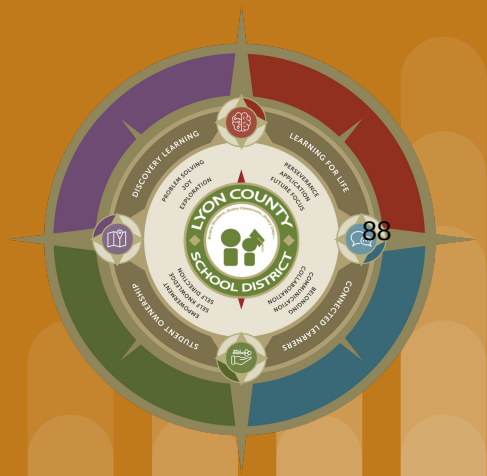
Grad Score:

- **Curriculum**
  - Current In Progress Failing Grades
  - Total Posted Failing Grades
  - Missing Assignments
  - Cumulative GPA
  - On Track
  - Earned Credits
  - Remaining Credits
- **Behavior**
  - Total Suspensions
  - Total Suspension Days
  - Total Incident Count
- **Attendance**
  - Total Tardy Period
  - % in Attendance
  - Total Absent Periods
- **Stability**
  - Student Portal Logins
  - Guardian Portal Logins
  - Consecutive Years in School
  - Overall Years in District
  - Consecutive Years in District
  - Home Primary Language
  - Home Secondary Language
  - Enrollment Start Status
  - Consecutive Years at Address Location
  - Total Address Locations

CareerPrepped



Superintendent Evaluation Tool



Draft Superintendent Evaluation

Example - Trustee - Superintendent Eval

Example - Superintendent Eval Final Scores

2019 LCSD Superintendent Evaluation Template

PART II- EVALUATION SUMMARY

Outcome #1 Student Learning & Instruction	3.11
Outcome #2 Communication & Ethics	3.11
Outcome #3 Human Resources and Finance	3.38
Outcome #4 Policy & Board Relations	3.29
Outcome #5 Facilities and Safety	3.69

Average of the Outcomes 1-5 (Final Score):	3.29

*An overall average between 2-4 points signifies a **satisfactory** evaluation.*
*An overall average between 4-5 points signifies an **exceptional** evaluation.*
*An overall average between 1-2 signifies an **unsatisfactory** evaluation.*

District Improvement Goals (DPP) 2024-2025

Overarching Goal #1 and Goal #2

Overarching Goal #1: Graduate all LCSD students to be college, career and life successful.

Overarching Goal #2: Increase the total **number of K-12 students** participating (as well as the **number of learning opportunities**) provided to all students in the Lyon County School District. K-12 work based learning opportunities include, but are not limited to: CTE Work Experience, General Work Experience, Work Based Learning Activities, Job Shadows, Clinical Experiences, Supervised Agricultural Experiences, and Career Exploration.

MGT
OF AMERICA, INC.

LYON COUNTY SCHOOL DISTRICT

Master Facilities Plan

Final Report

APRIL 19, 2016

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5.0 CAPACITY & UTILIZATION 43
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EXECUTIVE SUMMARY

In June 2015, the Lyon County Board of School Trustees contracted with MGT of America to develop a ten-year *Facilities Master Plan* to address the long-term facility needs of the district. The Board requested a master plan to examine the areas of need and determine a course of action to remedy any identified deficiencies. The primary tasks for the completion of the master plan as outlined in the RFP were:

- Educational facility condition assessments
- Site condition and suitability
- Education suitability evaluation to meet district wide programmatic priorities
- Technology capability and readiness
- Demographic and enrollment projections
- Community wide stakeholder participation including community engagement meetings, interviews, focus groups and electronic surveys
- Analysis and impact of county planning initiatives
- Budget and cost estimate alternatives
- Preparation and presentation of the comprehensive long-range ten year facilities master plan

The detailed information regarding each of the above elements is included in the final report chapters. A summary is provided here.

EDUCATIONAL PROGRAM

Project activities related to the educational program were focused on ensuring that MGT understood the district's current and planned instructional programs, especially those with facility implications. For example, when a district focuses on performing arts and ensuring that all students have opportunities to graduate ready for college and career, the facility implications are significant.

The knowledge of current and planned programs resulted in the development of the *Educational Suitability and Technology Readiness Reference Guide* (see ***Appendix B***) that defines the facility standards for each instructional space and insures consistency in the data collection**.** These standards are based on the district's current educational specifications and design practices. This document defines the standards in order to assess the following four components for each type of instructional space:

- **Learning environment** – Does the space provide an appropriate physical configuration, HVAC, lighting, acoustical treatment, etc. to support student learning?
- **Size** – Does the space meet the defined size standard for square footage?
- **Location** – Does the space exist in the right location?
- **Storage/Fixed Equipment** – Does the space have what teachers and students need to be successful, including safety equipment, permanent cabinetry, and technology?

The *Guide* also defines standards for non-instructional areas like cafeteria, administration, and health rooms, deals with safety issues like security vestibules, fencing, and bus/parent traffic patterns, and defines the technology infrastructure necessary to support the instructional program.

COMMUNITY ENGAGEMENT

In order to gather community input and feedback, MGT used a variety of tools throughout the process of development of this Master Facilities Plan. The goal for community engagement was to ensure that all interested members of the community had multiple opportunities for both input and feedback.

- **Input** processes asked the community - what is important, what needs attention, what is working well, and what needs to be different?
- **Feedback** processes asked the community – given these preliminary data, what should be the priorities, how should issues be weighted, what is **most** important to do?

Lyon County has an involved and interested populace. They actively participated in the community sessions. From these data, it is clear that the LCSD community wants the district to focus their efforts on the following issues over the next 10-year plan:

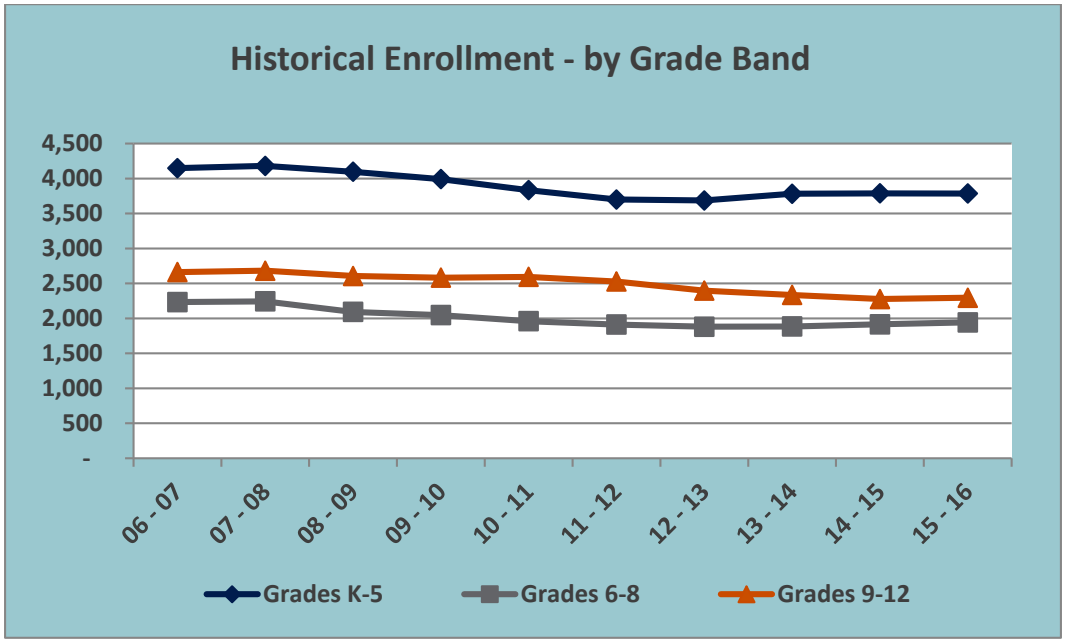
- Fixing identified building deficiencies – especially HVAC.
- Providing adequate program spaces – especially performing arts and STEM.
- Size of schools – focusing on maintaining a size that will support the current sense of community in schools between teachers and students.
- Equitable Access to CTE programs – determining the whether to have programs centrally located or distributed across the school district.

DEMOGRAPHICS / ENROLLMENT PROJECTIONS

Historical demographic trends from a variety of perspectives are included in the detail report. These perspectives include population trends, birth rates, school enrollment history, and housing trends. The core body of data used to develop an enrollment projection is historical enrollment. Total enrollment in Lyon County School District stood at 9,044 students in 2006-07. Since then, enrollment has decreased to 8,024 in 2015-16

An examination of historical enrollment from 2006-2015 reveals that a decrease in overall enrollment over the last ten years has been experienced at almost all grade level. The exhibit on the following page illustrates the historical enrollment for each grade band.

LYON COUNTY SCHOOL DISTRICT
HISTORICAL ENROLLMENT
(BY GRADE BAND)

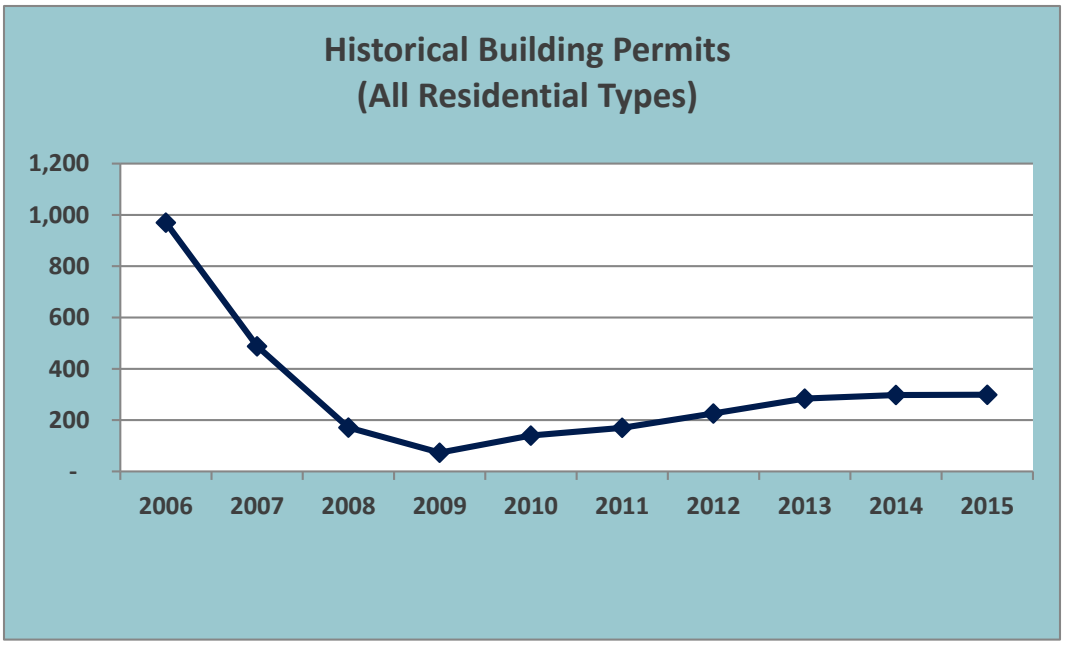


Source: Lyon County School District, 2015.

Another factor used to develop enrollment projections is an analysis of the trends in housing units in the county. The U.S. Census Bureau recorded 14,279 housing units in Lyon County in the 2000 Census and 22,547 housing units in 2010. The census data provides a starting point for this analysis, but building permit data provides additional information upon which to base an assumed number of housing units following the 2000 and 2010 Census.

Building permit data was collected from City and County planning departments. Between 2006 and 2009, the number of housing permits issued in Lyon County decreased greatly. As the economy began to rebound, the housing market soon followed with a slow but fairly steady increase in housing permits issued between 2009 and 2015. The exhibit below illustrates the number of housing permits issued since 2006 in Lyon County, which includes mobile homes, single- and multi-family building permits. Given the overall declining trend in building permits, housing unit projections were made based on knowledge of current projects and future potential development based on available building sites. The information pertaining to housing start projections was gathered through conversations and meetings with city and county planners as well as the information contained in the Northern Nevada Regional Growth Study 2015 -2019.

LYON COUNTY, NV
HISTORICAL RESIDENTIAL BUILDING PERMITS



Source: Lyon County School District, 2015.

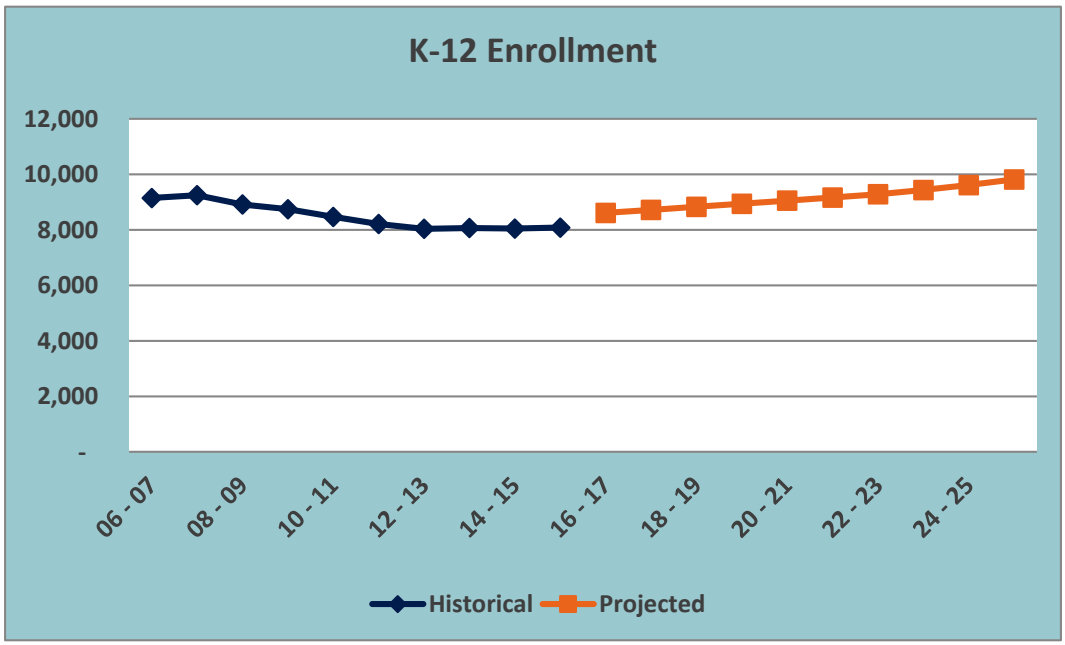
The conclusions reached include:

1. Census Bureau population counts show an increase in population from 2000 to 2010.
2. The population is getting older, which has led to fewer students being born in the district.
3. Housing units will continue to increase but the rate of increase is speculative and dependent on the economy and the growth policies of the county.

Enrollment projections are an *estimate* of future populations based on the historical data and information provided. As demonstrated by the district calculations over the past ten years, there can be constant variations in growth. These numbers can be highly accurate, but it must be remembered that the numbers are still a projection or estimate. During the implementation of any of the recommendations provided in this master plan, it is critical that the district reassess these numbers on a regular basis and adjust plans accordingly.

To identify trends and prepare for adequate spaces, teaching staff, and materials and supplies, educational leaders use several methods of projecting enrollment. Among the most commonly used models are *Average Percentage Annual Increase, Cohort Survival, Linear Regression*, and *Student-per-Housing Unit* models. For the purpose of this study all of the methodologies were examined but only the students-per-housing model was selected. This decision was made in consultation with the district facility planning committee, due to the fact that the *Average Percentage Annual Increase, Cohort Survival, and Linear Regression* models all show a significant decline in enrollment for the 10-year planning period. It was determined that these models do not accurately reflect the future growth outlook of the district. Therefore, MGT determined that a students per household model of projecting enrollments would be utilized. This model utilizes the estimated number of housing units as its base data. By taking the 2010 enrollment by grade level and dividing it by the 2010 Census housing units, a *student generation factor* (SGF) was calculated for each grade level. This factor indicates the number of students within each grade level that will be generated by each new housing unit. The exhibit below shows the result of using the student per household model in terms of projected enrollment over the next 10 year period.

LYON COUNTY SCHOOL DISTRICT
HISTORICAL AND PROJECTED ENROLLMENT – K-12



Source: MGT of America, Inc. 2016.

As the above exhibit shows, enrollment across the district is expected to fluctuate slightly in the next few years, but shows a modest increase by the end of the ten year planning period. While this projection somewhat contradicts birth and age data, it is a reasonable conclusion given the historical enrollments and the current and projected level of development:

- Live births are projected to decrease which will counteract growth in housing.
- While there is a strong correlation between the live birth rate and the kindergarten enrollment, the kindergarten capture rate has historically been less than 100 percent indicating some level of exodus of students out the district.
- The census data from 2000 to 2010 has shown a decrease in elementary age children.

- While the slowing economy has negatively affected the rate of construction of homes, there is a general consensus among stakeholders that the rates of building and migration into the county will increase as the economy improves leading to an overall increase in student population.

CAPACITY AND UTILIZATION

Capacity of all schools was calculated using a functional capacity model. This model counts the number of the various types of instructional rooms and multiplies that number by the maximum students-per-room or the *loading* factor to identify the gross capacity for the school. The gross capacity is then multiplied by a scheduling factor, which takes into account the realities of how the space is used. Typically, not all classrooms are scheduled for every period at a middle school or high school. For example, high school students move from room to room and enroll in a variety of courses. As a result, some rooms will sit empty or will be less than fully occupied at any given time. Teacher preparation periods will also contribute to rooms not being used for instruction at a particular time. Therefore, MGT uses a 75% scheduling factor at high schools to reduce the gross capacity of the building to reflect the unused rooms. Middle schools are assigned an 85% scheduling factor. An elementary school has a much more static and consistent daily use so MGT uses a 95% scheduling factor for elementary schools.

Utilization rates for each school were calculated by dividing the projected enrollment by the functional capacity. The exhibit below provide the functional capacity and both the current and projected utilization rates for each school.

LYON COUNTY SCHOOL DISTRICT
CURRENT AND PROJECTED UTILIZATION RATES

UTILIZATION	DESCRIPTION
> 110	Inadequate
100-109.9	Approaching Inadequate
85 - 99.9	Adequate
70 - 84.99	Approaching Inefficient
< 70	Inefficient

SCHOOLS	GRADE CONFIG	2015 ENROLLMENT PK-12	2025 PROJECTED K-12	2015 CAPACITY K-12	2015 UTILIZATION	2025 UTILIZATION
Elementary Schools						
Cottonwood ES	PK-4	597	606	568	105%	107%
Dayton ES	PK-6	463	544	541	86%	101%
East Valley ES	PK-4	462	544	474	97%	115%
Fernley ES	PK-4	467	516	566	82%	91%
Fernley IS	5-6	549	652	680	81%	96%
Riverview ES	PK-6	424	450	463	92%	97%
Sutro ES	PK-6	426	474	458	93%	104%
Yerington ES	PK-4	502	570	588	85%	97%
ELEMENTARY TOTAL		**3,889**	**4,356**	**4,338**	**90%**	**100%**

LYON COUNTY SCHOOL DISTRICT (CONTINUED)
CURRENT AND PROJECTED UTILIZATION RATES

SCHOOLS	GRADE CONFIG	2015 ENROLLMENT PK-12	2025 PROJECTED K-12	2015 CAPACITY K-12	2015 UTILIZATION	2025 UTILIZATION
Middle Schools						
Dayton IS	7-8	365	446	712	51%	63%
Silverland Middle	7-8	551	654	759	73%	86%
Silver Stage PreK-8	PK-8	688	733	911	75%	80%
Yerington IS	5-8	377	435	625	60%	70%
MIDDLE SCHOOL TOTAL		**1,981**	**2,268**	**3,007**	**66%**	**75%**
High Schools						
Dayton HS	9-12	688	879	932	74%	94%
Fernley HS	9-12	965	1,104	1,046	92%	106%
Silver Stage HS	9-12	237	326	515	46%	63%
Yerington HS	9-12	371	547	703	53%	78%
Smith Valley Schools	K-12	207	232	533	39%	43%
HIGH SCHOOL TOTAL		**2,468**	**3,087**	**3,728**	**66%**	**83%**
DISTRICT TOTAL		**8,338**	**9,711**	**11,073**	**75%**	**88%**

Source: MGT of America, Inc., 2016.

Conclusions reached regarding capacity and utilization include:

ELEMENTARY SCHOOLS

The functional capacity for the elementary schools varies from a low of 458 to a high of 680. The district's elementary schools are being utilized at an "adequate" rate on a district-wide basis of 90%. The projected district-wide utilization for 2024-25 will grow to 100% with four schools over 100% utilization.

The district should examine the specific situation for the schools that are projected to have "inadequate" or "approaching inadequate" utilization rates to determine if action is required, and whether the approach will require capital improvements or redistricting.

MIDDLE SCHOOLS

The functional capacity the middle schools varies from a low of 625 to a high of 911. The district's middle schools are presently being utilized at an "inefficient" rate of 66% overall, however the overall utilization will increase to 75% by 2024-25.

The district does have excess capacity at the middle school level, and could examine repurposing some of this space.

HIGH SCHOOLS

The functional capacity for the high schools varies from a low of 515 to a high of 1,046. The district's high schools are currently being utilized at an "Inefficient" rate of 66%, however, this rate will increase to 83% overall by 2024-25, which would be very close to an "Adequate" rate.

FACILITIES ASSESSMENTS

The following four types of assessments were completed for all schools:

- Building condition
- Educational suitability
- Grounds condition
- Technology readiness

The building condition score measures the amount of deferred maintenance in the building's major systems, the educational suitability assessment evaluates how well the facility supports the educational program that it houses, the grounds condition score is a measure of the amount of capital needs or deferred maintenance at the site, and the technology readiness score measures the capability of the existing infrastructure to support information technology and associated equipment. All scores are based on a 100 point scale with 100 being the highest score possible.

These four scores are combined into one score for each school to assist in the task of prioritizing projects. Since the building condition score is a measure of the maintenance needs (e.g. leaky roofs, etc.) and the educational suitability score is a measure of how well the building design and configuration supports the educational program, it is possible to have a high score for one assessment and a low score for another assessment. It is the combined score that attempts to give a comprehensive picture of the conditions that exist at each school and how each school compares relative to the other schools in the district. To create the combined score, the four scores are weighted, based on which deficiencies the district wants to emphasize and the relative impact on capital costs. For Lyon County Schools, the building condition score was weighted 30 percent, the educational suitability score was weighted 30 percent, the grounds condition score was weighted 10 percent, and the technology readiness score was weighted 30 percent.

The exhibit below and on the following page provides the four individual scores along with the combined score for each school.

LYON COUNTY SCHOOL DISTRICT
COMBINED SCORES – BY SITE

SCORES	DESCRIPTION
> 90	Excellent/Like New
80 - 89.99	Good
70 - 79.99	Fair
60 - 69.99	Poor
< 59.99	Unsatisfactory

LYON COUNTY SCHOOL DISTRICT (CONTINUED)
COMBINED SCORES – BY SITE

SITE NAME	WEIGHTED BUILDING CONDITION SCORE	SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS CONDITION SCORE	COMBINED SCORE 30/30/30/10
Elementary Schools					
Cottonwood ES	79.25	71.10	82.50	76.74	77.53
Dayton ES	79.44	72.83	81.75	78.69	78.08
East Valley ES	86.01	78.33	92.50	88.08	85.86
Fernley ES	69.60	64.08	68.30	44.82	65.07
Fernley IS	79.45	67.41	85.00	55.95	75.15
Riverview ES	87.38	80.29	71.70	85.01	80.31
Sutro ES	72.38	76.06	63.45	76.04	71.17
Yerington ES	78.32	73.58	60.05	69.97	70.58
ELEMENTARY SCHOOL AVERAGE	**78.98**	**72.96**	**75.66**	**71.91**	**75.47**
Middle Schools					
Dayton IS	81.66	85.09	82.50	69.02	81.68
Silverland Middle	86.49	95.56	100.00	85.00	93.11
Silver Stage ES (PK-8)	73.68	66.69	85.00	70.19	74.63
Yerington IS	74.59	75.86	50.15	83.91	68.57
MIDDLE SCHOOL AVERAGE	**79.10**	**80.80**	**79.41**	**77.03**	**79.50**
High Schools					
Dayton HS	76.56	69.85	60.10	68.44	68.80
Fernley HS	81.67	73.32	87.50	77.05	80.45
Silver Stage HS	85.67	86.47	92.50	70.85	86.48
Yerington HS	82.42	73.85	70.10	74.26	75.34
Smith Valley Schools	82.19	70.82	55.10	51.35	67.57
HIGH SCHOOL AVERAGE	**81.70**	**74.86**	**73.06**	**68.39**	**75.73**
Ancillary Sites					
Adult Ed - Fernley HS	82.04	N/A	N/A	47.63	N/A
Bus Yard - Dayton	87.38	N/A	N/A	55.93	N/A
Bus Yard - Fernley	77.12	N/A	N/A	54.17	N/A
Bus Yard - Silver Springs	75.40	N/A	N/A	37.02	N/A
District Office Complex	78.67	N/A	N/A	53.30	N/A
GED_PDC Silver Stage	85.45	N/A	N/A	28.89	N/A
ANCILLARY SITES AVERAGE	**81.01**	**N/A**	**N/A**	**46.16**	**N/A**
DISTRICT AVERAGE	**80.12**	**75.36**	**75.78**	**65.32**	**76.49**

Source: MGT of America, Inc., 2015.

The summary of findings associated with each of the scores is:

Building Condition - Overall, LCSD's facilities are consistently in fair to good condition, which indicates a very balanced approach to the maintenance of the facilities.

Educational Suitability – Only four schools scored in the good to excellent range for suitability. In most cases, this would indicate that the schools were not originally designed to meet the needs of today's educational programs.

Grounds – There are a significant number of facilities with low Grounds scores and this is largely attributable to the frequency of unpaved parking areas and weather damaged walks and play courts.

Technology Readiness – There is a wide variation in the technology readiness scores for all the schools. This can indicate that the district may need to take a more "targeted" approach to information technology improvements.

Combined Score – If the district's newest facility, Silverland Middle School, is excluded from the calculation, the average Combined Score for all grade levels is 75-76. These score results, averaging in the Fair range, indicate there are significant needs that need to be addressed across the district.

FINDINGS & RECOMMENDATIONS

The detail report provides the process for determining priorities, the options for facility improvements considered, and the recommended course of action. Based on the Facility Committee discussion along with an analysis of the probable funding available, it is recommended that the Board adopt the facility Master Plan based on option 4 as shown in the two exhibits on the following pages. The key components of this option include:

- Change to a K-6 elementary and 7-8 middle school model in Fernley
- Meeting all first and second priority needs over the 10-year master plan period
- Phasing based on expected funding availability over the 10-year master plan period
- Most efficient use of current and new facilities
- Since option 4 provides for two alternatives at Silver Stage the plan is shown in two versions. Option A calls for converting Silver Stage Elementary / Middle School to a K-6 facility and Silver Stage High Stage High School to 7-12. Option B leaves the grade level alignment as it currently exists.

10-YEAR FACILITY MASTER PLAN RECOMMENDATIONS – OPTION A

PHASE 1 – YEARS 1 – 3	BUDGET ESTIMATE
Smith Valley renovation	$4,919,300
Dayton High School renovation (Phase 1)	$4,500,000
Silver Stage Middle to K-6	$1,905,000
Fernley High School renovation & addition (Phase 1)	$2,750,000
Safety & security upgrades (DES/DIS/Sutro/SSHS/YHS/Riverview/Cottonwood/East Valley)*	$2,050,000
Technology upgrades	$363,200
Phase 1 Total	**$14,012,500**
PHASE 2 – YEARS 4-6	
Re-purpose Fernley Intermediate School	$2,354,000
New elementary @ Silverland site	$25,527,900
Phase 2 Total	**$27,881,900**
PHASE 3 – YEARS 7-10	
Yerington Elementary & Intermediate replacement	$32,832,000
East Valley addition	$4,946,500
Dayton High School renovation (Phase 2)	$4,500,000
Fernley High School renovation & addition (Phase 2)	$2,750,000
Site upgrades	$3,870,500
Phase 3 Total	**$49,898,000**
TOTAL 10 YEAR BUDGET	**$91,792,400**

*Budgeted at $300,000 for score of poor; $250,000 for score of fair; $150,000 for score of good.
Source: MGT of America, Inc., 2016.

10-YEAR FACILITY MASTER PLAN RECOMMENDATIONS – OPTION B

PHASE 1 – YEARS 1 – 3	BUDGET ESTIMATE
Smith Valley renovation	$4,919,300
Dayton High School renovation (Phase 1)	$4,500,000
Silver Stage PK-8 - suitability renovation only	$4,419,300
Fernley High School renovation & addition (Phase 1)	$2,750,000
Safety & security upgrades (DES/DIS/Sutro/SSHS/YHS/Riverview/Cottonwood/East Valley)*	$2,050,000
Technology upgrades	$363,200
Phase 1 Total	**$19,001,800**
PHASE 2 – YEARS 4-6	
Re-purpose Fernley Intermediate School	$2,354,000
New elementary @ Silverland site	$25,527,900
Phase 2 Total	**$27,881,900**
PHASE 3 – YEARS 7-10	
Yerington Elementary & Intermediate replacement	$32,832,000
East Valley addition	$4,946,500
Dayton High School renovation (Phase 2)	$4,500,000
Fernley High School renovation & addition (Phase 2)	$2,750,000
Site upgrades	$3,870,500
Phase 3 Total	**$49,898,000**
TOTAL 10 YEAR BUDGET	**$96,781,700**

*Budgeted at $300,000 for score of poor; $250,000 for score of fair; $150,000 for score of good.
Source: MGT of America, Inc., 2016.

SUPPORTING RECOMMENDATIONS

In addition to the master plan recommendation the report includes supporting recommendations that are intended to provide guidance with the implementation of the ten-year master plan. The supporting recommendations include:

- Regularly review attendance boundaries
- Continue to update long-term enrollment projections on a regular basis
- Improve and adapt district facility spaces at silver stage
- Consider earlier implementation of safety / security upgrades at schools planned for phase 2 and 3 Improvements

1.0 METHODOLOGY AND APPROACH

In June 2015, the Lyon County Board of School Trustees contracted with MGT of America to develop a ten-year *Facilities Master Plan* to address the long-term facility needs of the district. The Board requested a master plan to examine the areas of need and determine a course of action to remedy any identified deficiencies. The primary tasks for the completion of the master plan as outlined in the RFP were:

- Educational facility condition assessments
- Site condition and suitability
- Education suitability evaluation to meet district wide programmatic priorities
- Technology capability and readiness
- Demographic and enrollment projections
- Community wide stakeholder participation including community engagement meetings, interviews, focus groups and electronic surveys
- Analysis and impact of county planning initiatives
- Budget and cost estimate alternatives
- Preparation and presentation of the comprehensive long-range ten year facilities master plan

MGT's approach to developing educational facility master plans is based on the philosophy that facility needs should be based on the school district's educational mission, goals, and objectives. Consequently, we begin by developing an understanding of the facility implications of the educational programs and the program delivery methods which the district is providing across all the schools and in each individual school. The educational mission, goals, and objectives combined with the strategic structure of the district, the grade groupings, feeder patterns, school sizes, and educational specifications, define the architecture of the school facilities.

In addition to a thorough understanding of the educational programs, MGT collects an array of data to drive the decision making process for the prioritization of needs. Data collection activities include facility assessments for site and building condition, educational suitability, and technology readiness. These assessments measure and document various aspects of the existing facilities against the school district's standards for 21st Century schools.

Demographic data is collected and used to project long-term enrollments, which in turn are used to project future facility capacity needs. Historical data for birth rates, enrollments, census data, housing developments, and economic trends are combined with planning and zoning information for the school district's geographic area to develop enrollment projections for each school by each grade level. This data is analyzed using multiple projection methodologies and GIS mapping.

The capacity of each school is determined using an instructional space model. This type of capacity model counts the number of instructional spaces in a particular school, assigns class sizes according to district standards, and applies a utilization factor. The calculated capacities are then divided by the current and projected enrollments to determine the rate of utilization and identify where the district needs additional space or has a surplus of space currently and in the future. This determination helps guide decisions regarding new schools, additions to existing schools, and redistricting.

Another key step in formulating an effective facility master plan is developing an understanding and appreciation for the perceptions and priorities of the community which the school district serves. MGT utilizes several processes for community engagement including interviews, focus groups, public charrettes, and on-line surveys. These efforts recognize multi-cultural differences and bi-lingual communities. Our experienced consultants are adept at collaboration and working transparently with all sectors of the school district's community.

The planning process culminates with the development of multiple scenarios or strategies which outline how the school district can meet the current and future facility needs. The development of several approaches to the final master plan is helpful in ensuring all options are examined and compared. The final master plan scheme is developed with prioritized projects and strategies scheduled and budgeted over the ten year planning period of the master plan.

Lyon County Public Schools has successfully implemented the 2007 Facilities Master Plan by using it as a guide for an objective and structured capital improvements program. This 2016 plan will build on this process and be an effective tool in helping the district achieve its educational mission, goals and objectives.

In order to meet the goals of the project and follow the philosophical approach as outlined above the work plan as shown was developed to guide all project activities and ensure deliverables that would meet the needs of the district.

EXHIBIT 1-1
PROJECT WORKPLAN TASKS

Project Initiation
TASK 1.0 Educational Framework
TASK 2.0 Facility Assessments
TASK 3.0 Demographic Analysis and Reports
TASK 4.0 Scenarios and Reports
TASK 5.0 Meeting and Community Engagements
TASK 6.0 Final Report and Recommendations

Source: MGT of America, Inc., 2015.

2.0 COMMUNITY ENGAGEMENT

An important component of a viable master plan is data gathered from various community sources to ensure that critical perspectives have been heard and considered in the development of the final plan.

To ensure broad-based input, MGT conducted a series of open community forums with an online survey aligned to the discussions at the community meetings, and invited internal and external input from identified individuals. The internal input included interviews with the superintendent, school board, and senior staff, as well as the curriculum staff**.** The external input included interviews with the county executive and county planning staff. The goal of each of these sessions was to identify overall strengths and challenges for the district and explore any specific issues unique to that person's role or function. The discussions with county planning staff were intended to provide information about planned developments across the county that could affect the schools – both number of students and location of students. Information from the internal and external interviews were used to shape the open community engagement activities.

The community engagement activities included two types of community engagement activities in support of the district's goal to create a long-range facility master plan. The activities were focused initially on gathering **input** – what was working well, what needed attention or focus during the study and for the long-range plan – and then gathering **feedback –** what had we heard, what data had been gathered and what did the community think about that information. Both types of activities included face-to-face opportunities available in both English and Spanish.

COMMUNITY INPUT ACTIVITIES

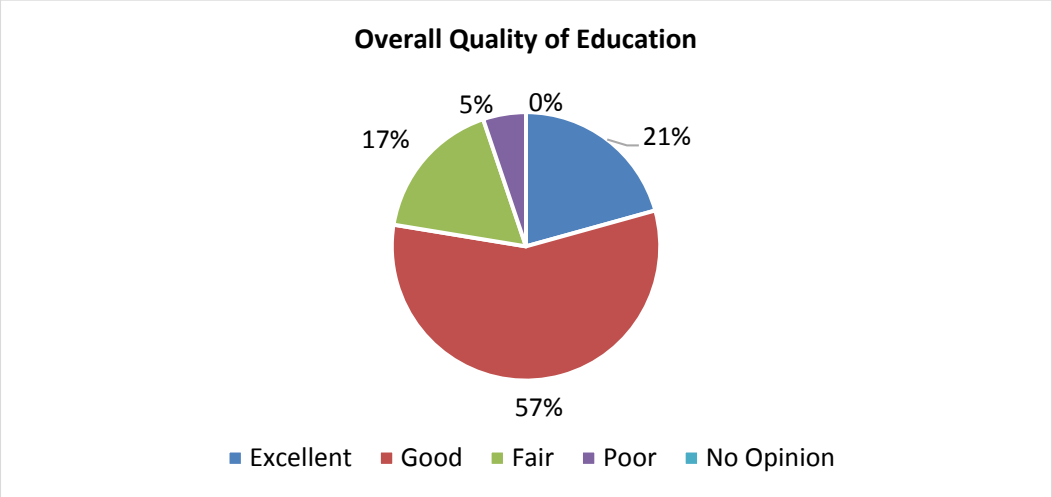
In order to gather community input regarding the long range facility plans for the district, MGT conducted five large group sessions open to the public.

- Input Sessions
  - Dayton Elementary School on November 2, 2015
  - Fernley Elementary School on November 3, 2015
  - Silver Stage Elementary School on November 4, 2015
  - Smith Valley School on November 5, 2015
  - Yerington Intermediate and Smith Valley School on November 5, 2015

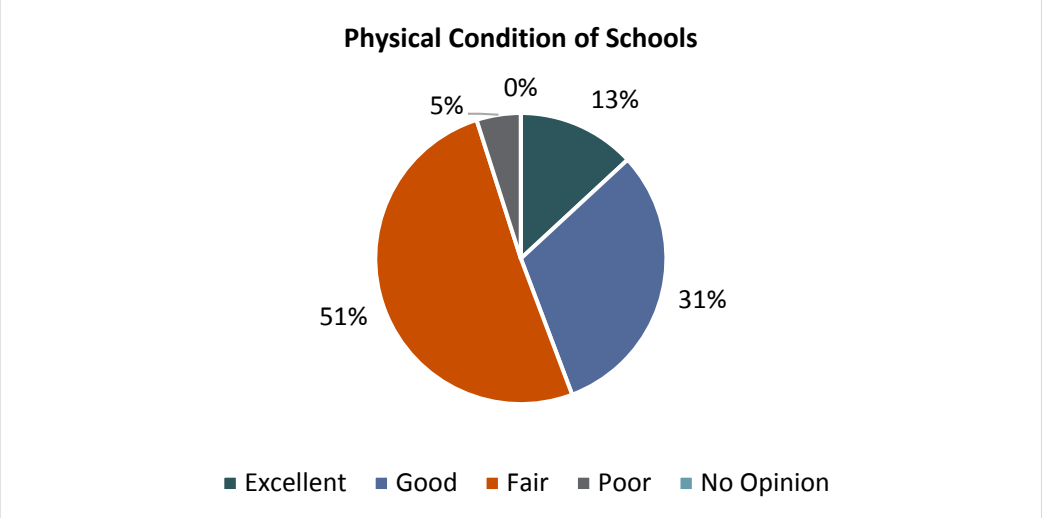
FINDINGS

For the purpose of this report, we have combined the data gathered from the five community input sessions and reported the findings below.

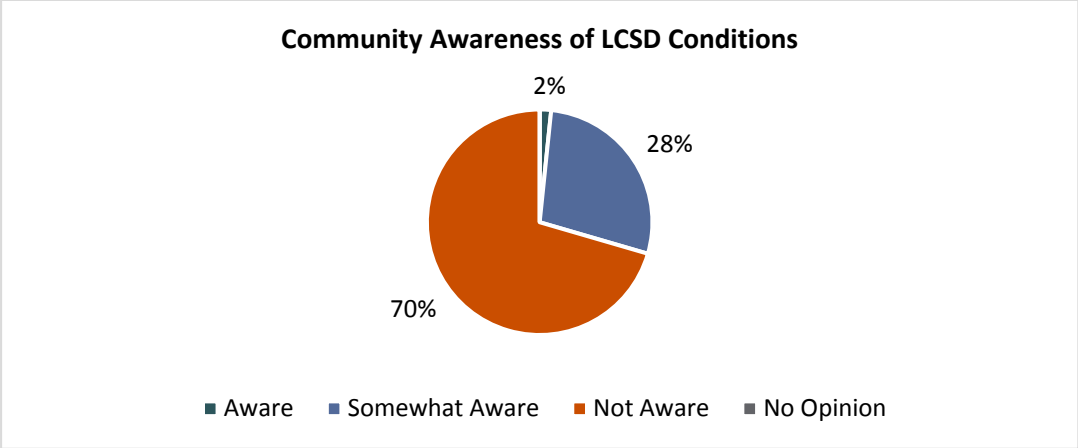
- 67 individuals participated in charrettes (N = 67).
- Seventy-eight percent (78%) of respondents rated the quality of education in Lyon County School District as *Excellent* or *Good.* Respondents cited the opportunities for students to take advanced coursework (including completing an A.A. degree while in high school), and the quality of teachers as major contributors to the quality of education.



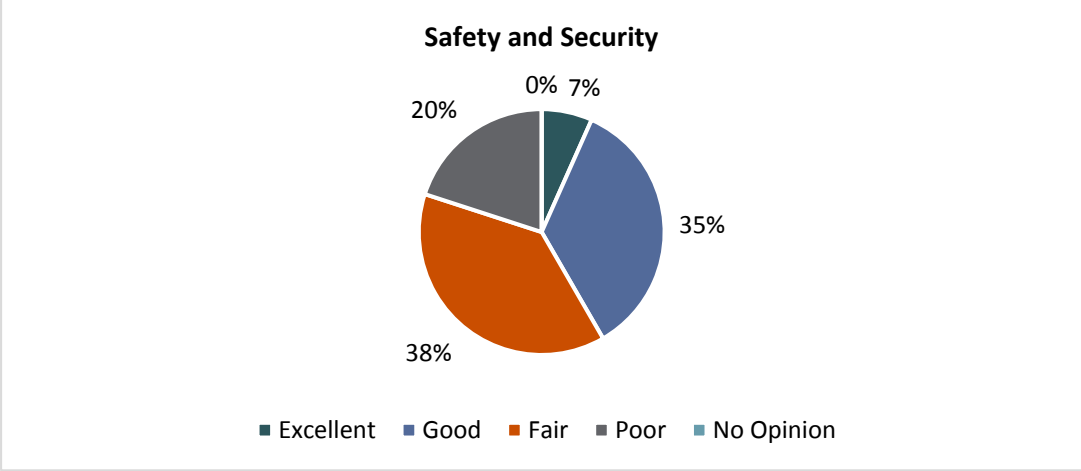
- Conversely, 56% of respondents felt the physical condition of schools is *Fair* or *Poor*. Many respondents cited poorly performing HVAC systems, and poor conditions of parking lots as examples.



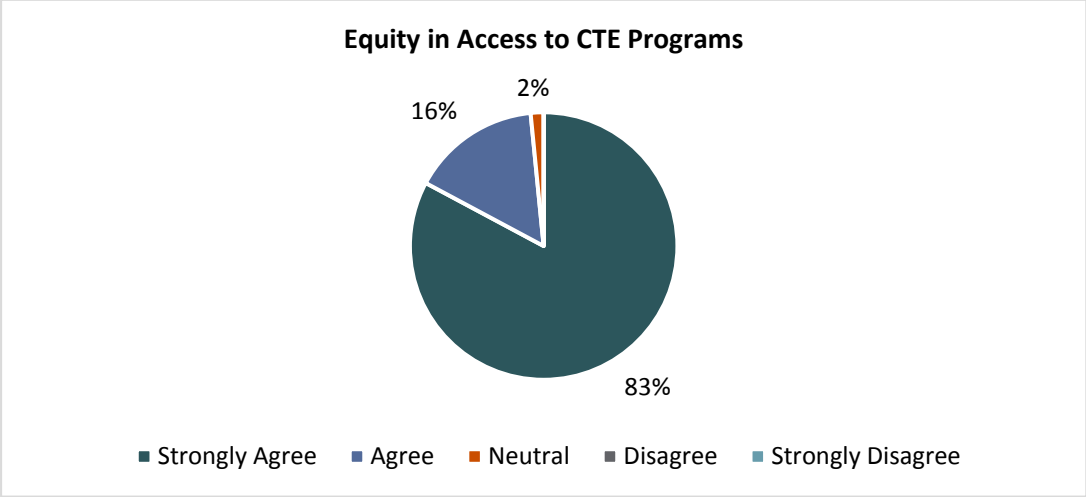
- Seventy percent (70%) of respondents felt the community is *Not Aware* of the physical condition of school buildings in Lyon County School District. Many felt that the business community has little knowledge of the needs and conditions of schools unless made aware by the school community. Some schools have very limited business and industry in their communities and thus even less involvement in schools.



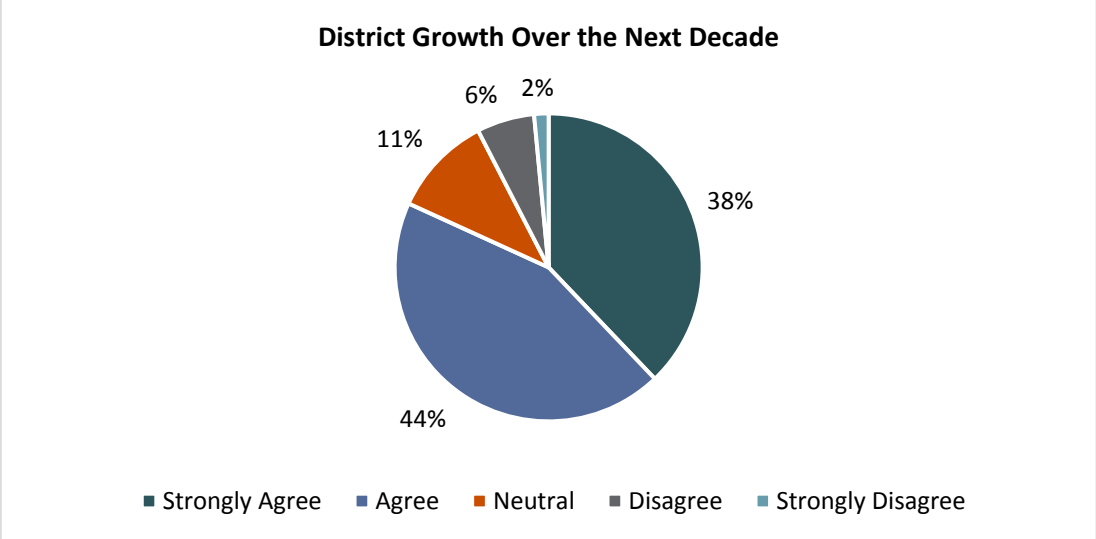
- Fifty-eight percent (58%) of respondents rated the level of safety and security in schools as *Fair* or *Poor*. They cited multiple entry points to the school coupled with the lack of fencing or other barriers to access to the schools, insufficient number of cameras on campus to capture activity, and close proximity of some schools to active roadways, as factors that threaten school security.



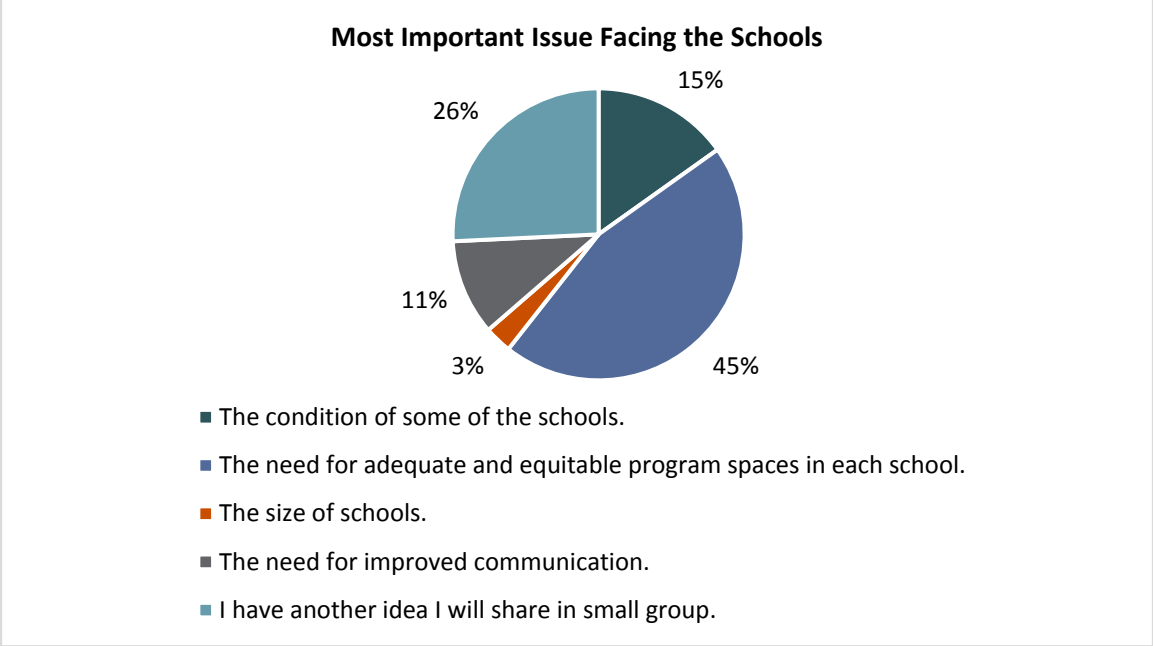
- Eighty-three percent (83%) of respondents *Strongly Agreed or Agreed* that students should have equal access to CTE programs across the school district. Advantages cited for CTE programs included the fact that they provide real world application of academics, and are highly valued by students seeking a means to go directly into the workforce after graduation. Respondents also felt it is important to regularly communicate with industry to ensure the courses being taught are relevant to the accompanying careers.



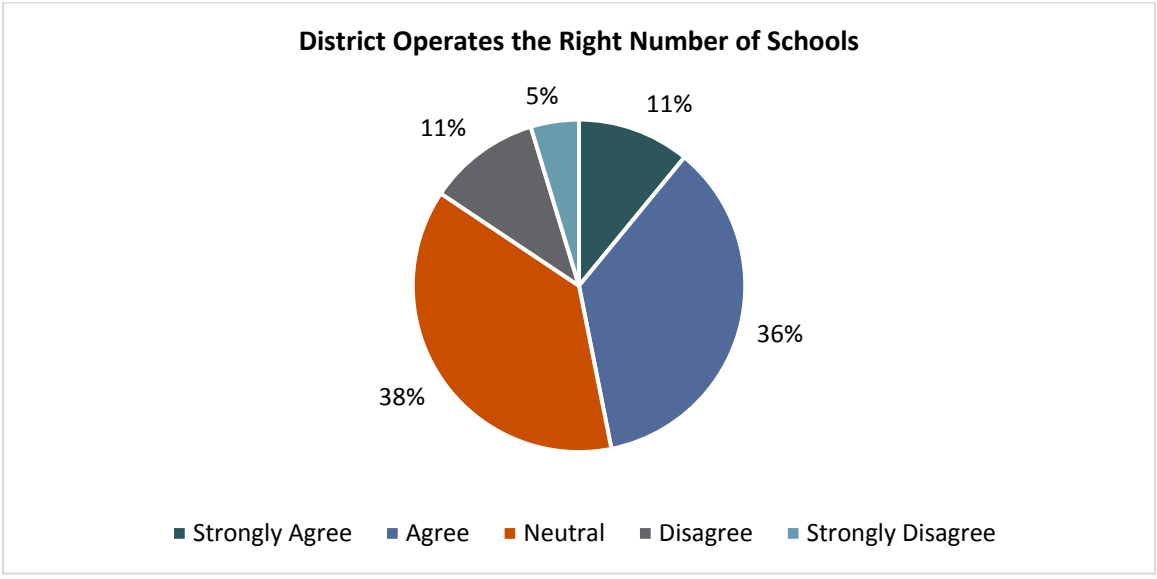
- Eighty-two percent (82%) of respondents *Strongly Agreed* or *Agreed* that the district will grow due to industry such as Tesla or construction of the parkway. The parkway was seen as having the highest potential for growth since it will cut the drive time to Reno in half, and Lyon County would be a desirable bedroom community.



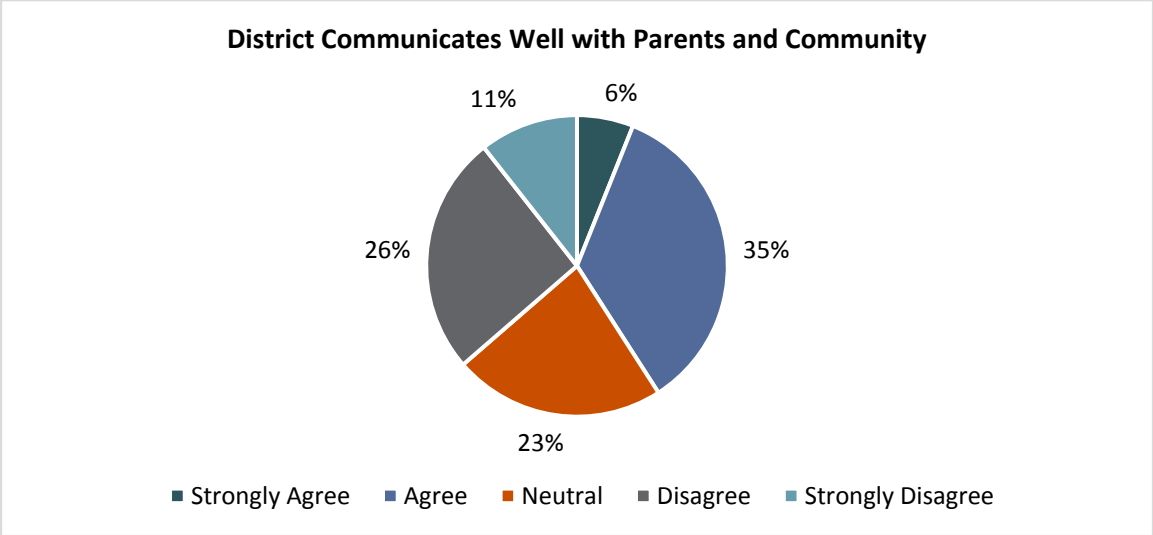
- Respondents identified the highest priority needs as the condition of school facilities and having adequate learning spaces, including the following:
  - Fine and Performing Arts
  - STEM



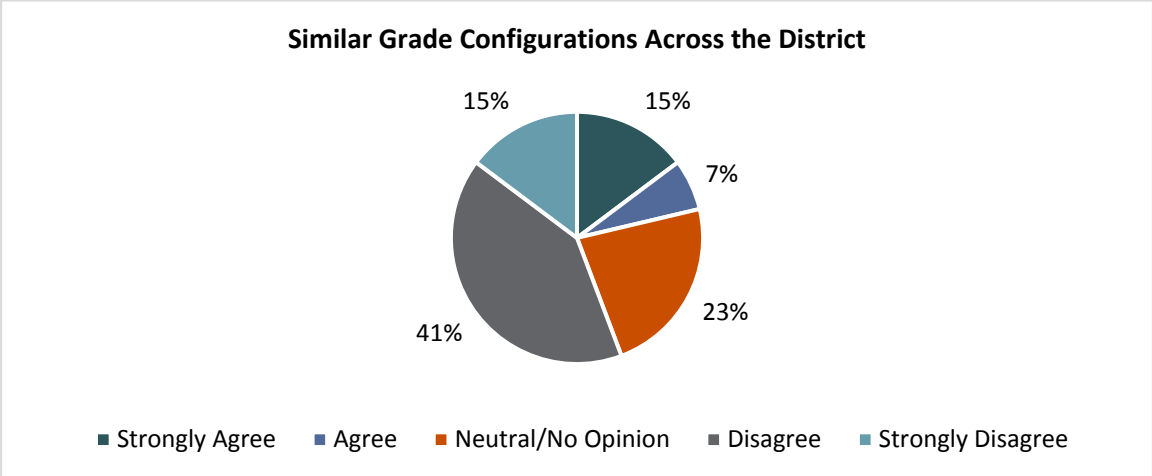
- There was no consensus of opinion on the "right number of schools," with 47% of respondents rating *Strongly Agree* or *Agree*, and 38% neutral on the subject. Few additional ideas were offered, and most respondents felt the current number of schools was right, but with growth, a new school will probably be needed.



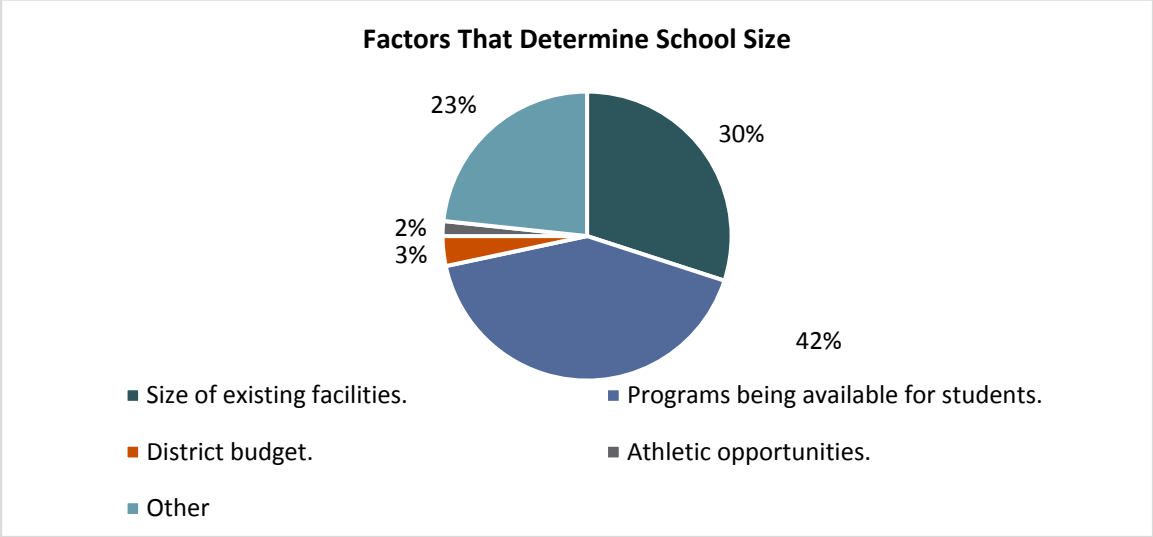
- There was also little agreement around the quality of communication between the school district and parents and the community. Forty-one percent (41%) of respondents rated *Strongly Agree* or *Agree*, 23% *Neutral*, and 37% *Disagree* or *Strongly Disagree* on the subject. Many felt that the district needs to make better use of technology to communicate.



- Fifty-six percent (56%) of respondents *Strongly Disagreed or Disagreed* that grade configurations should be similar across the school district. Respondents like the fact that each community can decide what is best for the children in their schools, and what works in one community may not work for another. Respondents felt having choice is best.



- When asked to identify factors that should determine the size of a school, 72% of respondents identified the size of existing facilities and the current programs available for students at the top determinants. There was great concern that larger schools would take away the sense of community that currently exists in schools, as they highly value the fact that teachers and administrators know every student due to the relatively small school size. Several respondents also said that class size was more important than school size, because it more directly affected teachers' ability to know their students well.



These perceptual data regarding school size were helpful as part of MGT's review of school size issues. These community perspectives are very important in developing any final recommendations for the master plan.

CONCLUSIONS

In order to gather community input and feedback, MGT used a variety of tools throughout the process of development of this Master Facilities Plan. The goal for community engagement was to ensure that all interested members of the community had multiple opportunities for both input and feedback.

- **Input** processes asked the community - what is important, what needs attention, what is working well, and what needs to be different?
- **Feedback** processes asked the community – given these preliminary data, what should be the priorities, how should issues be weighted, what is **most** important to do?

Lyon County has an involved and interested populace. They actively participated in the community sessions. From these data, it is clear that the LCSD community wants the district to focus their efforts on the following issues over the next 10-year plan:

- Fixing identified building deficiencies – especially HVAC.
- Providing adequate program spaces – especially performing arts and STEM.
- Size of schools – focusing on maintaining a size that will support the current sense of community in schools between teachers and students.
- Equitable Access to CTE programs – determining the whether to have programs centrally located or distributed across the school district.

3.0 EDUCATIONAL PROGRAM

Activities related to the educational program were focused on ensuring that MGT understood the district's current and planned instructional programs, especially those with facility implications. For example, when the district focuses on college and career readiness, the facility implications are significant.

The space requirements for programs are significant and the facility implications of instructional decisions are very important to ensure that all students are provided opportunities to learn in adequate and equitable spaces, regardless of where they go to school. Ensuring a safe learning environment is also critical. Improving facilities is a huge challenge to districts. Many schools in the district were not built/designed to support all of the needs for special education, English Language or Title I programs, each of which requires space to do that work. Buildings designed before the mid 1970's had classrooms only. There were no spaces for itinerant PT/OT staff, psychologists to do testing, or ELL/special education/Title I staff to do pull-out groups or instruction. Schools that lack these instructional resource spaces may have to put counselors in closets, speech therapists on the stage, and English tutors out in the hallway. Schools that lack these spaces use whatever is available, but they may not be adequate to fully support the instructional program.

This master plan is intended to identify the places where program needs are not met by the existing facilities and develop strategies and priorities to address those needs.

MGT's work in Lyon County includes not only understanding the educational programs in the district, but also defining the facility implications for those programs. In order to complete this work, MGT conducted a thorough analysis of programs, both in place and planned, and then developed the educational suitability assessment that would capture data from each school. Each component is described in the following sections.

EDUCATIONAL PROGRAM DEVELOPMENT

Lyon County School District provides a comprehensive curriculum designed to meet the needs of all students, but increasingly focused on ensuring access to after high school opportunities, including college and various careers. This chapter provides a brief description of the educational program offered across the district. It also describes the methodology used to gather information about the facility implications of the planned educational program and define standards for each type of space. Finally, the chapter describes how the facilities in the district were assessed based those standards in order to quantify any deficiencies and be able to compare schools and develop priorities.

EDUCATIONAL PROGRAM

Lyon County has adopted a comprehensive K-12 curriculum and implemented similar courses in all schools. The K-12 standards for math and literacy are based on the Common Core, as adopted by the state of Nevada. The district provides text resources and professional development to teachers in each grade level and content area and supports the implementation of this "guaranteed and viable curriculum" at all schools.

In elementary schools, the focus is on developing solid fundamental skills in mathematics and English language arts. In addition to the basic instruction, qualified students in need of additional support can participate in Title I, English language learner, or special educational programs. Elementary students have art and music classes with their classroom teacher and access to physical education and performing arts spaces.

Starting in middle school, students have opportunities to explore some additional areas, including specialized music and art classes. Middle school students are typically arranged in teams, providing an opportunity for teachers to get to know students and families better and to work together to support student learning.

High school programs include additional course opportunities, including Career and Technical Education (CTE). CTE courses are offered at every high school, but not all courses are in place at each school. Programming is based on student interest, available space, and teacher certification. Many of the high school courses have "articulation agreements" allowing students to smoothly transition course competencies with the community college. The district is working to enhance the current CTE offerings and more closely match current Nevada employer needs to the CTE program offerings. In addition to the courses available at district schools, students are eligible to attend the Western Nevada Community College or to take community college courses taught by university staff at their home high school. This is an important and impressive opportunity for students in Lyon County to jump start their college careers while still in their home high schools.

METHODOLOGY TO DEVELOP SPACE STANDARDS

MGT conducted a series of focused interviews and discussions with district staff in fall 2015. These interviews included administrative and curricular staff representing each content area (e.g., science, performing arts, technology, media, etc.). For each area, MGT asked questions regarding both current and planned program changes. Some specialized programs require specialized spaces. For example:

- Career Programs provide an opportunity for interested students to pursue specialized course work and require specialized space. Spaces for all Career and Technical Education programs were evaluated during the site assessments, based on the planned location(s) for each program.

MGT provided a template to guide the discussion with LCSD staff. The template included all subject areas (e.g., art, PE, performing arts, etc.) and outlined the areas used for facility reviews. The template also included safety and security issues and non-instructional areas such as traffic patterns, cafeteria, and administration.

The discussions always begin with a review of existing and planned programs, including the planned timeline for new program implementation. Additional discussions addressed equity – did/should the programs exist in all schools or were they only in certain schools? Lyon County staff provided information about both what currently existed and what was planned for future implementation.

From these discussions, MGT developed the **Educational Suitability and Technology Readiness Reference Guide** (see ***Appendix B***) to define the facility standards**.** These standard are based on the district's current educational specifications and design practices. This document was reviewed and approved by the district and used as the basis for the educational suitability assessments.

The standards define four components for each type of instructional space:

- Learning environment – Does the space provide an appropriate physical configuration, HVAC, lighting, acoustical treatment, etc. to support student learning?
- Size – Does the space meet the defined size standard for square footage?
- Location – Does the space exist in the right location?
- Storage/Fixed Equipment – Does the space have what teachers and students need to be successful, including safety equipment, permanent cabinetry, and staff technology?

In addition to curricular areas, MGT discussed the district's current and planned technology structures in support of instruction. IT staff from LCSD reviewed standards and assisted in the development of the

tool used to assess Technology Readiness, e.g., electrical service to support charging of devices, wireless access, video streaming capacity, telephone/PA, and the IT environment in IDF/MDF areas and computer labs, etc. The technology readiness assessment reviews how well the infrastructure in the schools supports technology. It does not include an evaluation of the IT software or equipment.

All MGT staff who conducted assessments were trained in the use of this document as the standard for assessing each school.

EDUCATIONAL SUITABILITY ASSESSMENT

As described, MGT developed the **Educational Suitability and Technology Readiness Reference Guide** for Lyon County**.** The guide was used to calibrate MGT's assessment software, BASYS (Building Assessment System). The BASYS tool has four assessments: Building Condition, Site Condition, Educational Suitability, and Technology Readiness, each of which creates a score on a 100-point scale with 90-100 being "Excellent" and scores under 50 being "Unsatisfactory." This scoring system is easily understood by the public that is accustomed to educational grading systems on the 100-point scale. The BASYS was used in Lyon County in 2006-07 when the last district-wide facility assessment was conducted. (Note: BASYS has been revised since 2006-07 to provide greater emphasis on the learning environment and instructional flexibility.) The reference guide was also used to train the assessors who visited each school and documented the suitability of each space. (See **Section 5.0** for the Educational Suitability Assessment data.)

MGT staff assessed each school based on the standards defined in the **Guide**. Each evaluator met with the school principal to review the program(s) at each site and then walk the school to observe the spaces available to support the planned programs. Site visits were scheduled by MGT through the district to ensure that knowledgeable staff were available at each site during the visit. Assessment data were entered into the BASYS software as each evaluation was completed and uploaded to the MGT database. MGT conducted a quality control review to ensure the accuracy and completeness of all data and then submitted the database for a final review by the district.

4.0 DEMOGRAPHICS AND ENROLLMENT PROJECTIONS

This section presents the demographic analysis and enrollment projections for the master planning period. The demographic analysis and enrollment projections were completed by MGT staff for the ten-year planning period. Over the next ten years, enrollment is expected to increase modestly across the district. The specific impact of future student enrollment on school building capacities is outlined in the **Section 6.0** on Capacity and Utilization.

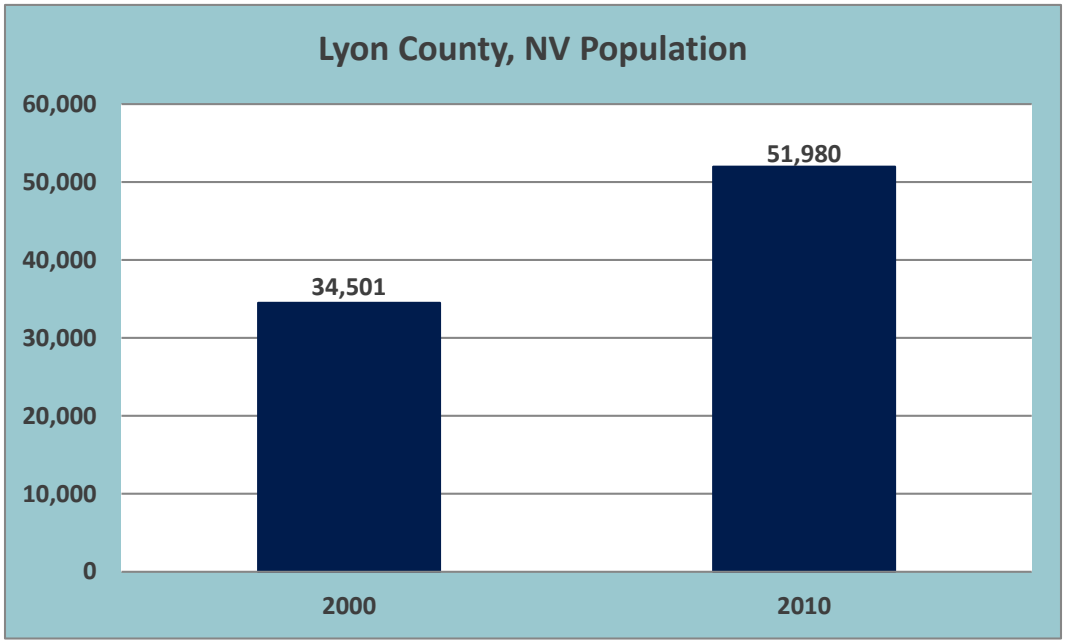
HISTORICAL DATA

An analysis of both quantitative and qualitative data forms the basis for the enrollment projections. Quantitative data comes from the district, the county, and the U.S. Census Bureau ("Census"). Quantitative data provides the basic understanding of trends "by the numbers." Qualitative data is gathered from conversations with district officials familiar with enrollment trends (and county planners), and provides the "why" behind the numbers. Both forms of data are critical to the preparation of enrollment projections for the district's ten-year facility master plan.

LYON COUNTY POPULATION TRENDS

It is important to understand the context in which enrollment trends occur within the district. Lyon County, NV had a population of 34,501 in 2000; Census data indicates that number has increased to 51,980 in 2010. **Exhibit 4-1** shows the increase in total population from 2000 to 2010.

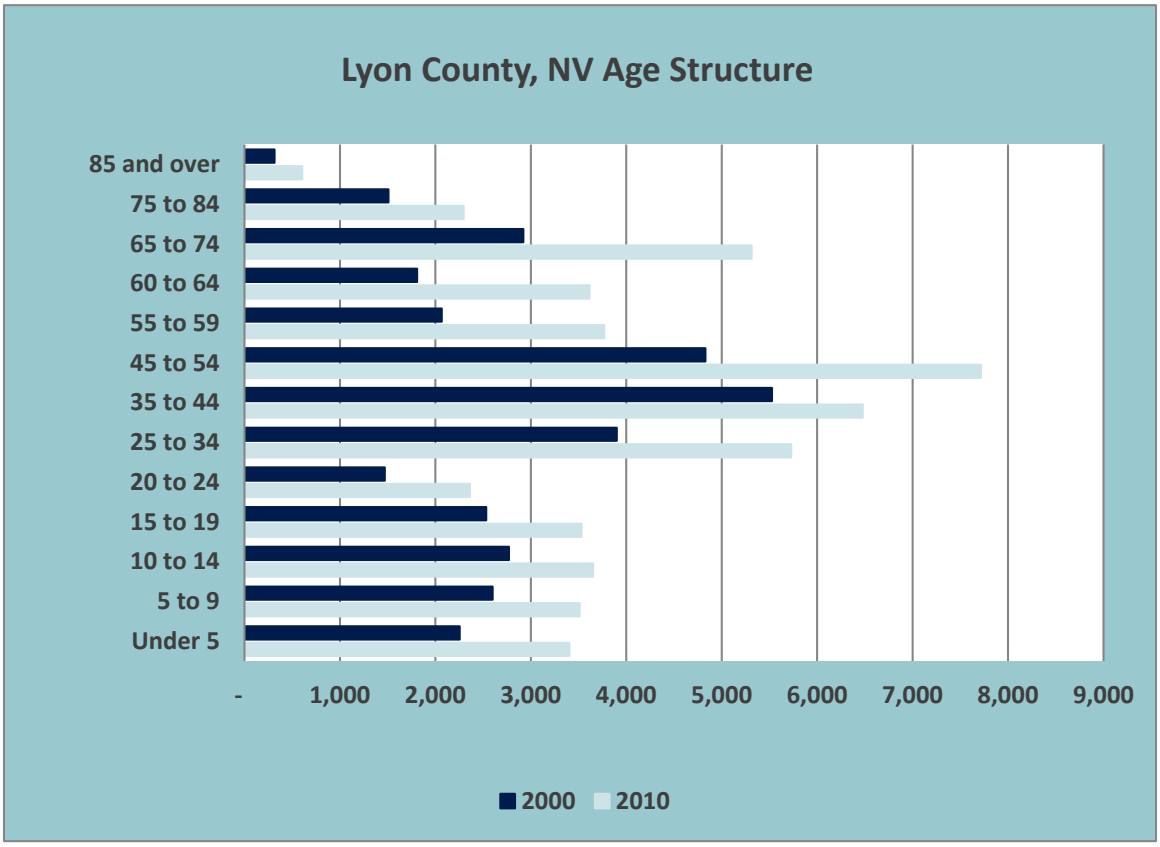
EXHIBIT 4-1
LYON COUNTY, NV
TOTAL POPULATION
2000 TO 2010



Source: U.S. Census Bureau.

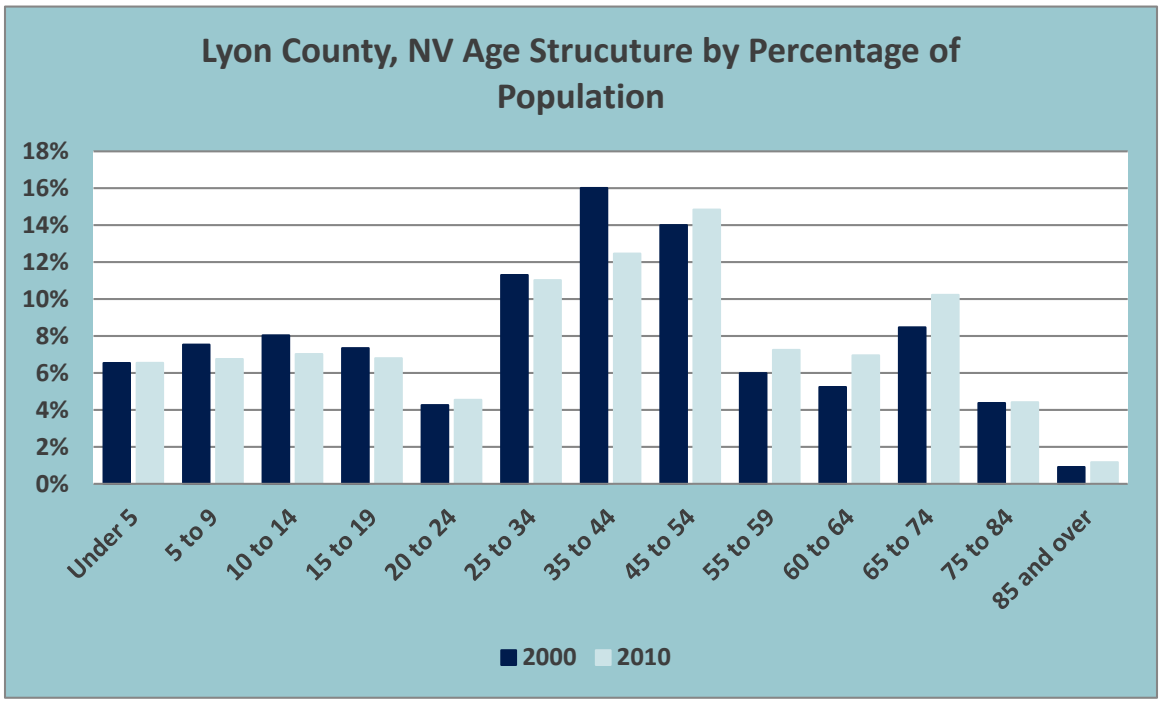
An examination of the age structure of Lyon reveals that the largest segment of the population is between 25 and 54 years of age. **Exhibits 4-2** and **4-3** illustrate the age structure of Lyon County population in 2000 and in 2010.

EXHIBIT 4-2
LYON COUNTY, NV
POPULATION AGE STRUCTURE
(TOTAL BY AGE GROUP)
2000 TO 2010



Source: U.S. Census Bureau.

EXHIBIT 4-3
LYON COUNTY, NV
POPULATION AGE STRUCTURE
(BY PERCENTAGE OF POPULATION)
2000 TO 2010

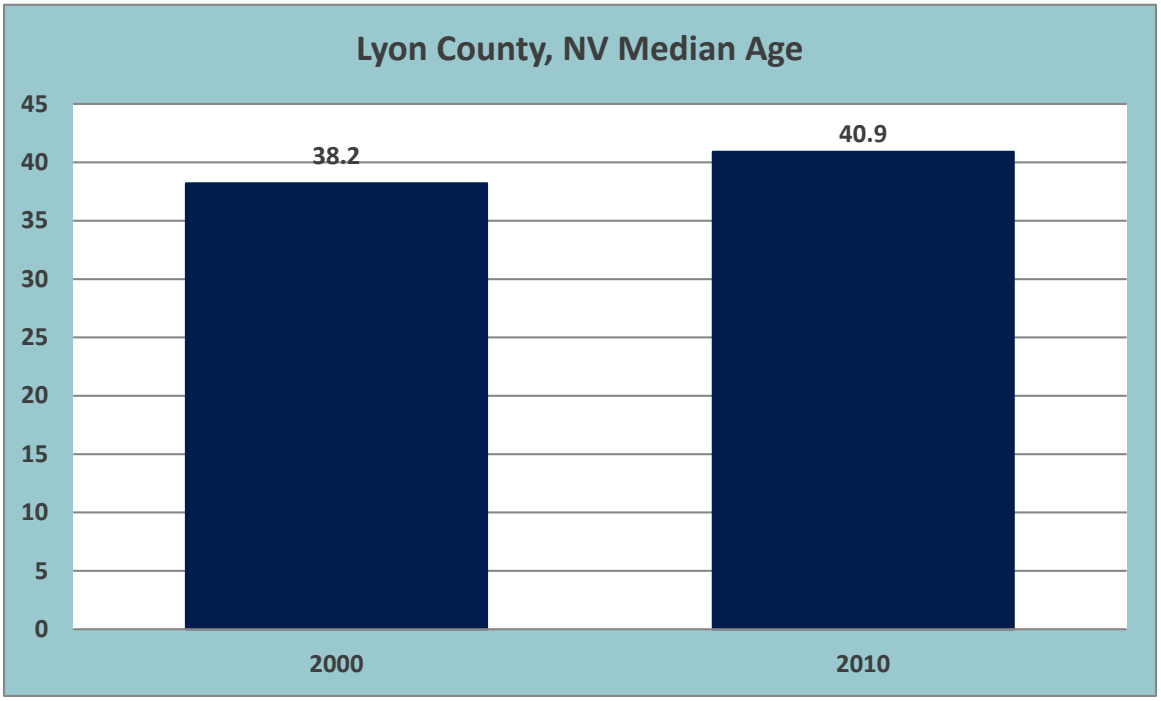


Source: U.S. Census Bureau.

Analysis of the age structure does not necessarily lead to any specific conclusions, but it does offer some interesting observations. Note that the population from *Under 5* held steady between 2000 and 2010 but the *5 to 9* segment, *10 to 14* segments, and *15 to 19* segments all show a decline over the time period, which indicates a decline in the school age population as a percentage of the whole population. The *25 to 34* segment and *35 to 44* segment decreased, and as these are typically considered the portion of the population age known as 'child bearing', this further indicates the likelihood of less school age children in the future. Also note that the segments from *45 to 54* through *65 to 74* show an increase from 2000 to 2010. This indicates that the older poupulation is growing while the younger population is declining.

Of additional interest is the change from 2000 to 2010 in the age segments for *20 to 24* and *25 to 34*. In 2000, the total number and percent of population increased from one group to the next. In 2010, the trend continued but at a much slower rate. This indicates that the largest segments of the population are getting older, a fact that is also evidenced by the increase in the median age of the Lyon County population. **Exhibit 4-4** shows the increase in median age from 2000 to 2010.

EXHIBIT 4-4
LYON COUNTY, NV
MEDIAN AGE OF POPULATION
2000 TO 2010



Source: U.S. Census Bureau.

The percent change in population at each age segment further reveals that the population in Lyon County is getting older. **Exhibit 4-5** shows the percent change in population for each age segment. The *Under 5* population increased approximately 0.2% from 2000 to 2010. The *5 to 9* and *10 to 14* age segments decreased 10.4% and 12.5%, respectively, over that same time period. This data possibly suggests that children who are born in Lyon move out of the area *before* those children start attending school. The exhibit also emphasizes the overall decrease in the childbearing aged populations.

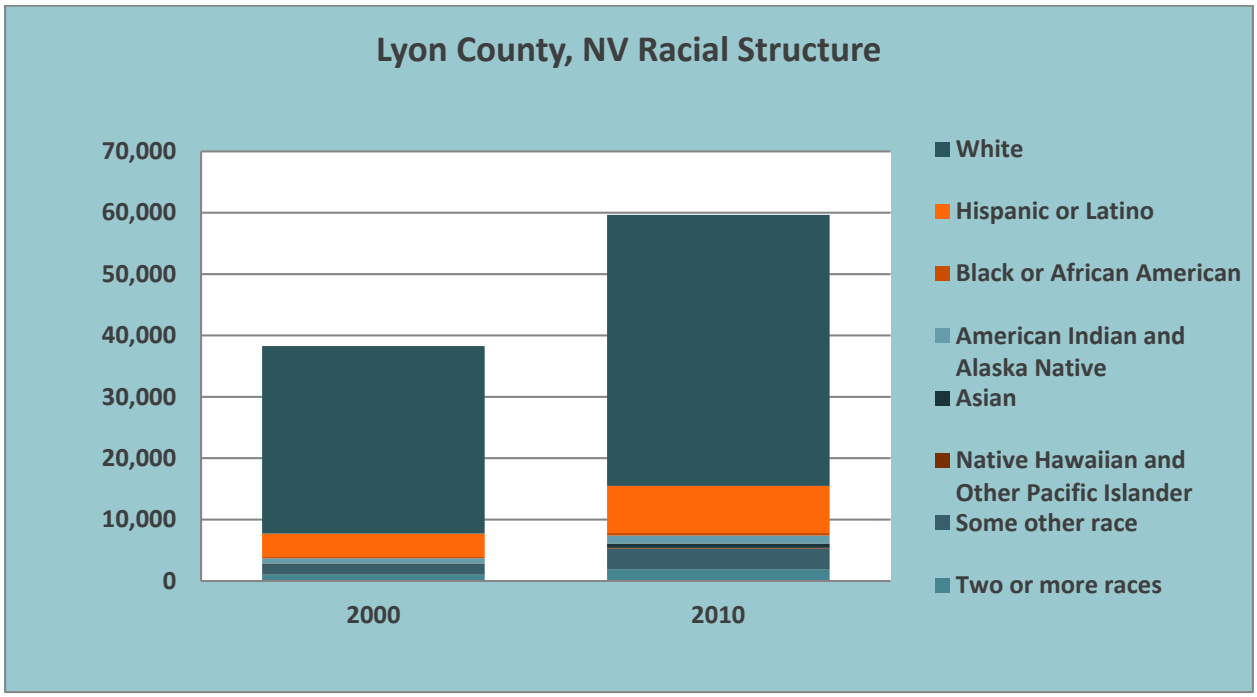
EXHIBIT 4-5
LYON COUNTY, NV
CHANGE IN PERCENT OF POPULATION
2000 TO 2010
(BY AGE SEGMENT)

AGE SEGMENT	% OF 2000 POPULATION	% OF 2010 POPULATION	CHANGE IN % OF POPULATION
Under 5	6.5%	6.5%	0.2%
5 to 9	7.5%	6.8%	-10.4%
10 to 14	8.0%	7.0%	-12.5%
15 to 19	7.3%	6.8%	-7.4%
20 to 24	4.3%	4.5%	6.7%
25 to 34	11.3%	11.0%	-2.5%
35 to 44	16.0%	12.5%	-22.2%
45 to 54	14.0%	14.8%	6.0%
55 to 59	6.0%	7.2%	21.0%
60 to 64	5.2%	7.0%	32.7%
65 to 74	8.5%	10.2%	20.7%
75 to 84	4.4%	4.4%	1.1%
85 and over	0.9%	1.2%	27.9%

Source: U.S. Census Bureau.

The racial structure of Lyon County in 2010 consisted of 74% white, 13% Hispanic or Latino and other races accounted for the remaining 13% of the population. The white population increased from 30,576 in 2000 to 44,164 in 2010. However, the white population decreased as a percentage of total population (-5.8%). The Hispanic or Latino population increasing from 10% of the population in 2000 to 13% of the population in 2010. Other races accounted for the remaining 10% and 13% of the Lyon County population in 2000 and 2010 respectively. **Exhibit 4-6** illustrates the racial structure in Lyon County for 2000 and 2010.

EXHIBIT 4-6
LYON COUNTY, NV
RACIAL STRUCTURE
(TOTAL POPULATION BY RACE)
2000 TO 2010



Source: U.S. Census Bureau.

The data presented thus far builds the context for the following discussion regarding future LCSD enrollment.

HISTORICAL ENROLLMENT

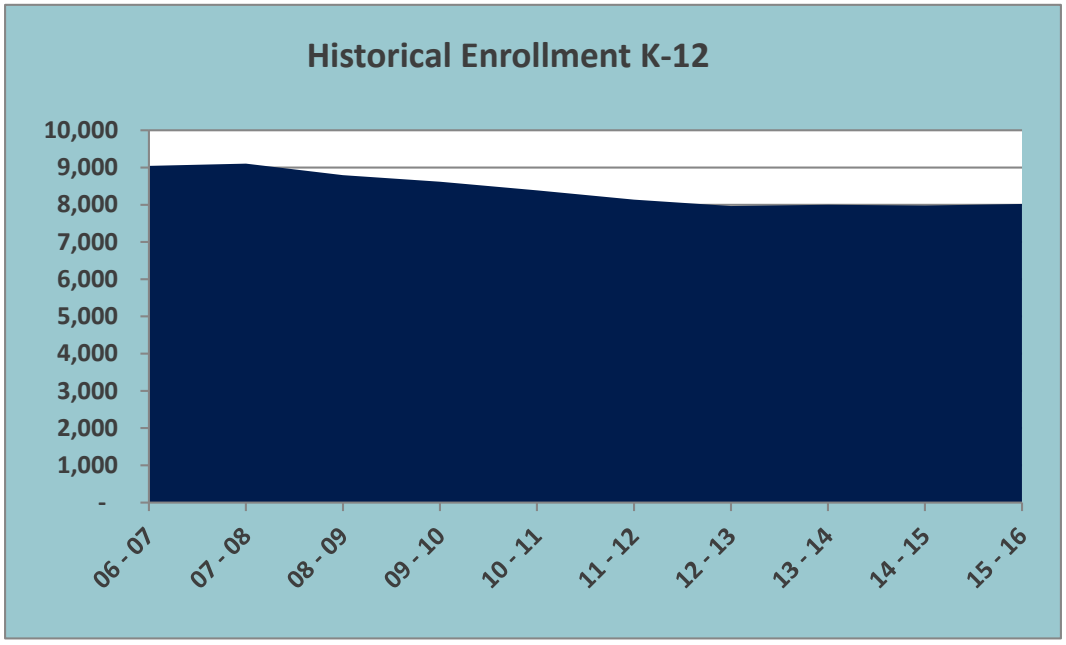
The core body of data used to develop an enrollment projection is historical enrollment. Total enrollment in Lyon County School District stood at 9,044 students in 2006-07. Since then, enrollment has decreased to 8,024 in 2015-16. **Exhibit 4-7** details the enrollment history of K-12 students. **Exhibit 4-8** charts the history.

EXHIBIT 4-7
LYON COUNTY SCHOOL DISTRICT
K-12 ENROLLMENT HISTORY
2006-2015

Grade	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16
K	665	672	662	635	606	579	639	651	604	575
1	719	691	648	695	659	605	600	658	652	618
2	691	718	672	642	662	652	600	613	665	646
3	671	710	714	661	621	621	628	604	613	684
4	675	702	699	679	649	596	611	636	614	634
5	728	688	702	680	637	647	608	620	640	629
6	722	748	680	679	665	620	643	635	631	651
7	747	728	735	682	655	644	630	642	657	627
8	764	768	678	686	640	648	608	608	628	665
9	831	865	834	678	683	619	617	621	594	633
10	747	687	700	717	637	646	589	594	602	565
11	608	624	563	638	674	619	626	560	557	584
12	476	506	509	549	600	643	565	560	524	513
Grades K-5	4,149	4,181	4,097	3,992	3,834	3,700	3,686	3,782	3,788	3,786
Grades 6-8	2,233	2,244	2,093	2,047	1,960	1,912	1,881	1,885	1,916	1,943
Grades 9-12	2,662	2,682	2,606	2,582	2,594	2,527	2,397	2,335	2,277	2,295
District Total	**9,044**	**9,107**	**8,796**	**8,621**	**8,388**	**8,139**	**7,964**	**8,002**	**7,981**	**8,024**

Source: Lyon County School District, 2015.

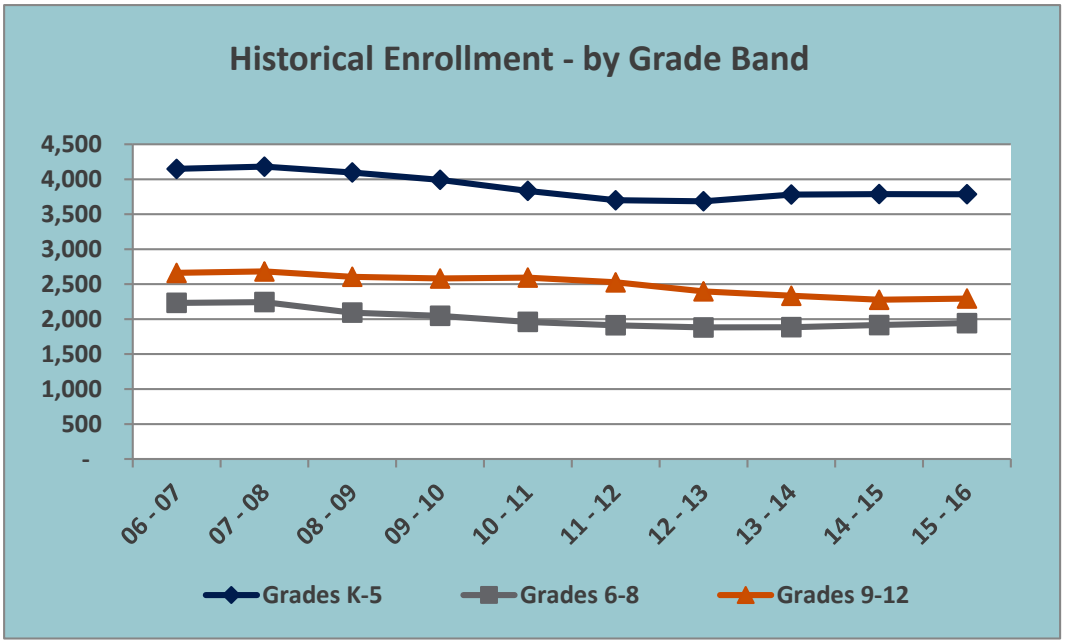
EXHIBIT 4-8
LYON COUNTY SCHOOL DISTRICT
HISTORICAL ENROLLMENT
2006-2015



Source: Lyon County School District, 2015.

An examination of historical enrollment from 2006-2015 reveals that a decrease in overall enrollment over the last ten years has been experienced at almost all grade level. The resulting 11.3% decrease across the district is shown in **Exhibits 4-7** and **4-8**. The K-5 grade band decreased by 8.8%, the 6-8 grade band decreased in enrollment by 13%, and the 9-12 grade band decreased by 13.8% in enrollment. **Exhibit 4-9** on the following page illustrates the historical enrollment for each grade band.

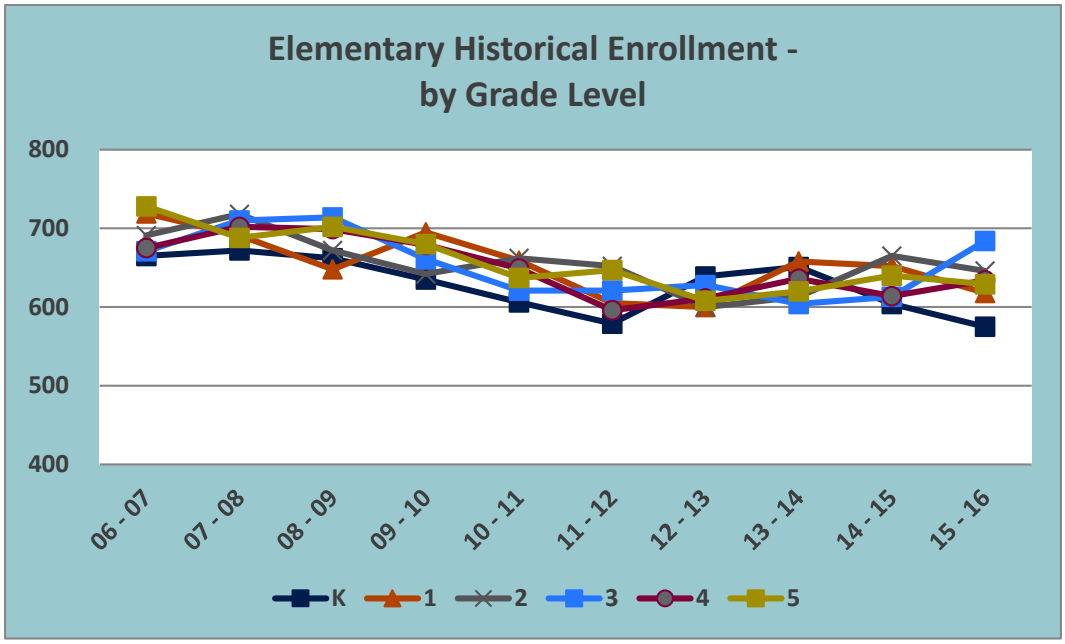
EXHIBIT 4-9
LYON COUNTY SCHOOL DISTRICT
HISTORICAL ENROLLMENT
(BY GRADE BAND)



Source: Lyon County School District, 2015.

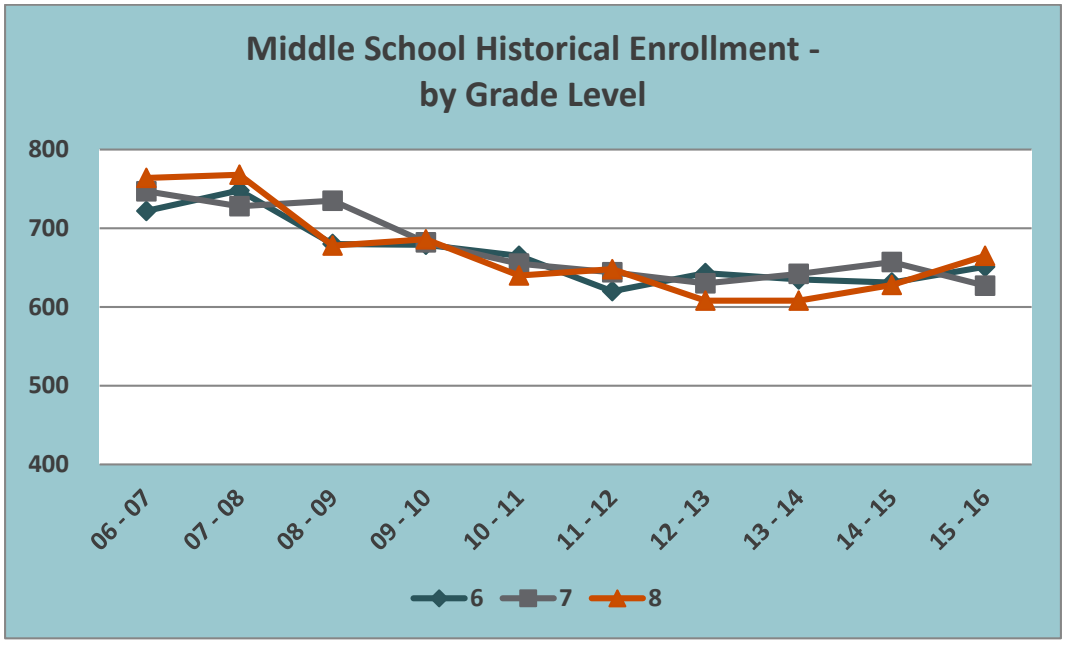
A closer look at historical enrollment suggest that the decrease in enrollment began as the recession of 2007 took hold. A further examination of the data in the following housing starts section of this chapter shows a clear trend in the overall reduction of housing starts beginning in 2007 which corresponds with the decline in district enrollment. Additionally as some of the major employment centers reduced jobs or closed entirely there are indicators the overall impact had a direct correlation to the student population of the district. Although there are potentially other factors that could have contributed to this reduction none are as significant as the decline in housing starts and the reduction in job opportunities to the labor force. Elementary grade-level enrollment data have all historically trended downward with no individual grade having an evidently stronger influence than another grade. Likewise, the middle and high school grade-level enrollment data do not indicate any particular grade influencing the overall trend in historical enrollment. The following **Exhibits 4-10**, **4-11**, and **4-12** illustrate the historical enrollment for each grade level.

EXHIBIT 4-10
LYON COUNTY SCHOOL DISTRICT
HISTORICAL ELEMENTARY SCHOOL ENROLLMENT
(BY GRADE LEVEL)



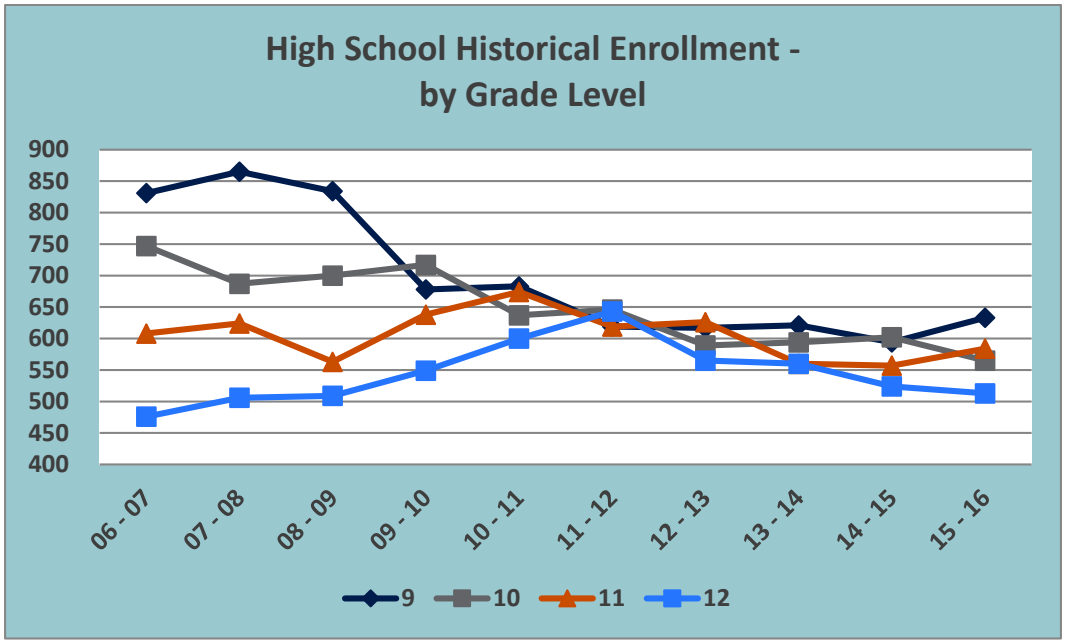
Source: Lyon County School District, 2015.

EXHIBIT 4-11
LYON COUNTY SCHOOL DISTRICT
HISTORICAL MIDDLE SCHOOL ENROLLMENT
(BY GRADE LEVEL)



Source: Lyon County School District, 2015.

EXHIBIT 4-12
LYON COUNTY SCHOOL DISTRICT
HISTORICAL HIGH SCHOOL ENROLLMENT
(BY GRADE LEVEL)



Source: Lyon County School District, 2015.

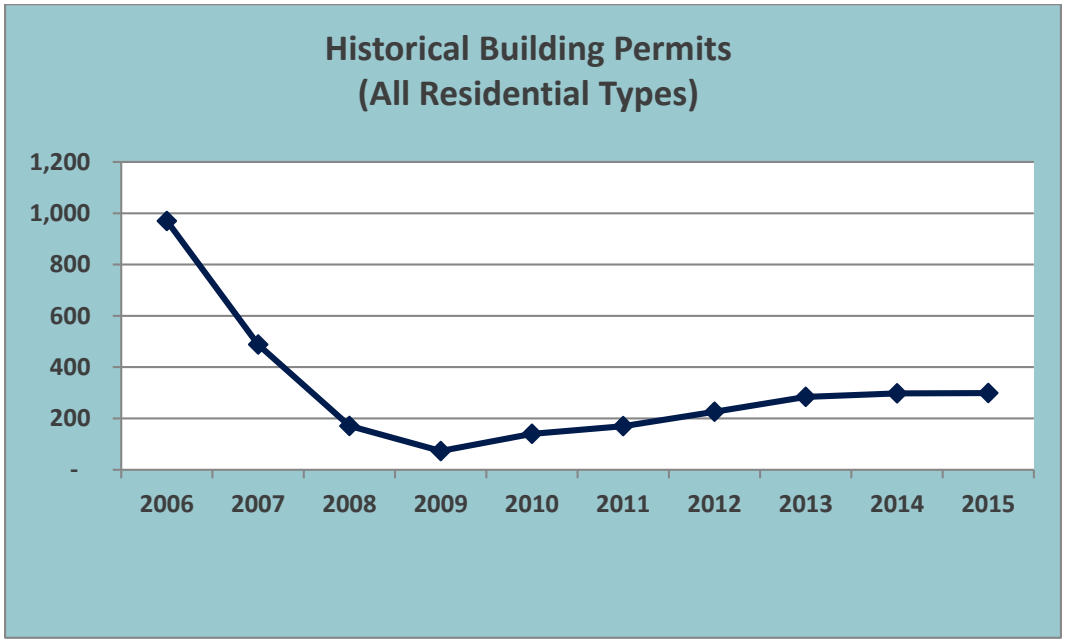
The trends observed in the historical enrollment data will form a key component of the enrollment projections prepared as a part of this master plan.

HOUSING UNITS

Another factor used to develop enrollment projections is an analysis of the trends in housing units in the county. The U.S. Census Bureau recorded 14,279 housing units in Lyon County in the 2000 Census and 22,547 housing units in 2010. The census data provides a starting point for this analysis, but building permit data provides additional information upon which to base an assumed number of housing units following the 2000 and 2010 Census.

Building permit data was collected from City and County planning departments. Between 2006 and 2009, the number of housing permits issued in Lyon County decreased greatly. As the economy began to rebound, the housing market soon followed with a slow but fairly steady increase in housing permits issued between 2009 and 2015. **Exhibit 4-13** on the following page illustrates the number of housing permits issued since 2006 in Lyon County, which includes mobile homes, single- and multi-family building permits. Given the overall declining trend in building permits, housing unit projections were made based on knowledge of current projects and future potential development based on available building sites. The information pertaining to housing start projections was gathered through conversations and meetings with city and county planners as well as the information contained in the Northern Nevada Regional Growth Study 2015 -2019.

EXHIBIT 4-13
LYON COUNTY, NV
HISTORICAL RESIDENTIAL BUILDING PERMITS



Source: Lyon County, 2015.

CONCLUSIONS AND OBSERVATIONS ABOUT HISTORICAL DATA

Based on the analysis of data presented in this section, we have concluded the following regarding the demographics of Lyon County:

4. Census Bureau population counts show an increase in population from 2000 to 2010.

5. The population is getting older, which has led to fewer students being born in the district.

6. Housing units will continue to increase but the rate of increase is speculative and dependent on the economy and the growth policies of the county.

ENROLLMENT PROJECTION METHODOLOGY

Enrollment projections are an *estimate* of future populations based on the historical data and information provided. As demonstrated by the district calculations over the past ten years, there can be constant variations in growth. These numbers can be highly accurate, but it must be remembered that the numbers are still a projection or estimate. During the implementation of any of the recommendations provided in this master plan, it is critical that the district reassess these numbers on a regular basis and adjust plans accordingly.

To identify trends and prepare for adequate spaces, teaching staff, and materials and supplies, educational leaders use several methods of projecting enrollment. Among the most commonly used models are *Average Percentage Annual Increase, Cohort Survival, Linear Regression*, and *Student-per-Housing Unit* models. For the purpose of this study all of the methodologies were examined but only the students-per-housing model was selected. This decision was made in consultation with the district facility planning committee, due to the fact that the *Average Percentage Annual Increase, Cohort Survival, and Linear Regression* models all show a significant decline in enrollment for the 10-year planning period. It was determined that these models do not accurately reflect the future growth outlook of the district.

STUDENTS-PER-HOUSEHOLD MODEL

This model utilizes the estimated number of housing units as its base data. By taking the 2010 enrollment by grade level and dividing it by the 2010 Census housing units, a *student generation factor* (SGF) was calculated for each grade level. This factor indicates the number of students within each grade level that will be generated by each new housing unit. **Exhibit 4-15** presents the SGF's used for the current projections.

EXHIBIT 4-15
LYON COUNTY SCHOOL DISTRICT
STUDENT GENERATION FACTORS BY HIGH SCHOOL ATTENDANCE ZONE

ATTENDANCE ZONE	K-5 AVERAGE YIELD	6-8 AVERAGE YIELD	9-12 YIELD
Dayton HS	0.00784	0.00850	0.00833
Fernley HS	0.01260	0.01234	0.01046
Silver Stage HS	0.00298	0.00330	0.00308
Smith Valley HS	0.00065	0.00068	0.00071
Yerington HS	0.00427	0.00415	0.00518
District Average	**0.02834**	**0.02898**	**0.02876**

Source: MGT of America, Inc. 2016.

ENROLLMENT PROJECTIONS

MGT staff has utilized the methodology described above to forecast enrollment for the district over the next ten years, which are shown in **Exhibit 4-16. Exhibit 4-17** on the following page illustrates the historical and projected enrollment for the entire district.

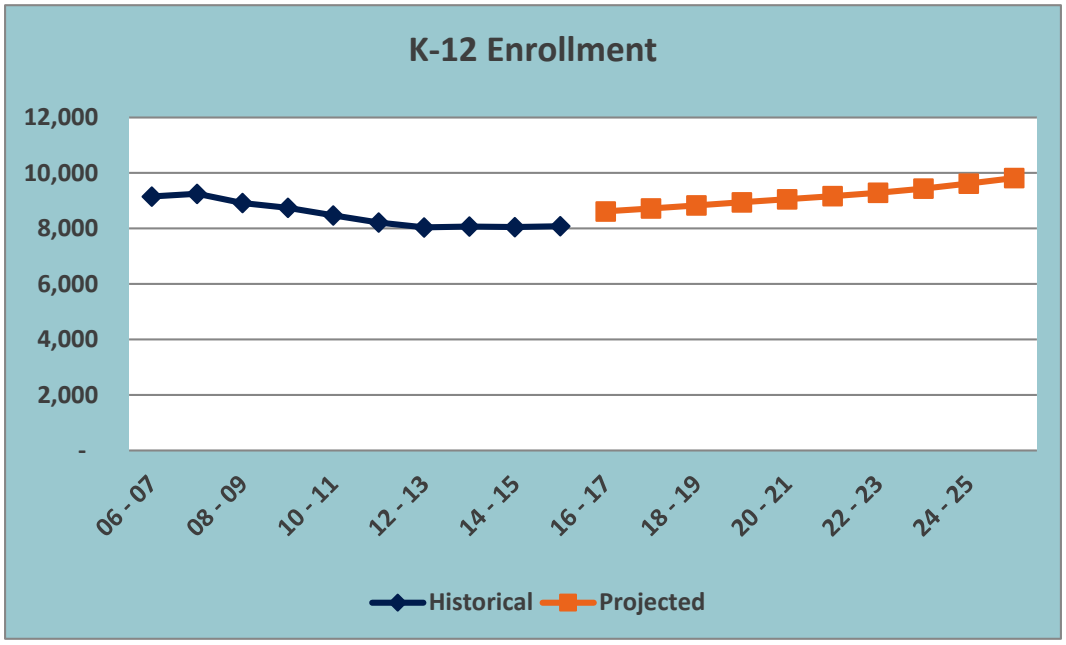
EXHIBIT 4-16
LYON COUNTY SCHOOL DISTRICT
PROJECTED ENROLLMENT

PROJECTED ENROLLMENT										
Grade	**16 - 17**	**17 - 18**	**18 - 19**	**19 - 20**	**20 - 21**	**21 - 22**	**22 - 23**	**23 - 24**	**24 - 25**	**25 - 26**
K	622	630	638	646	654	662	671	682	695	709
1	677	685	694	703	711	720	730	741	756	771
2	680	688	697	706	715	723	733	745	759	775
3	638	646	654	662	670	679	688	699	712	727
4	667	675	683	692	701	709	719	730	744	760
5	654	662	671	679	688	696	705	717	730	746
6	683	691	700	709	718	727	736	748	763	778
7	673	681	690	698	707	716	725	737	751	767
8	657	665	674	682	691	699	709	720	734	749
9	701	710	719	728	737	746	756	768	783	799
10	654	662	671	679	688	696	705	717	730	746
11	692	701	710	719	728	737	746	758	773	789
12	616	624	632	640	648	656	664	675	688	702
K-5	3,938	3,986	4,037	4,087	4,138	4,190	4,245	4,313	4,396	4,487
6-8	2,013	2,038	2,064	2,090	2,116	2,142	2,170	2,205	2,247	2,294
9-12	2,664	2,697	2,731	2,765	2,800	2,835	2,872	2,918	2,974	3,036
K-12	8,615	8,720	8,831	8,942	9,054	9,166	9,286	9,437	9,618	9,818

Source: Lyon county School District, 2015.

Note: The difference in total projected enrollment for the district (*Exhibit 4-16)* and the total of the individual schools (*Exhibit 6-4)* is due to the mathematics of the model and the historical enrollment of a particular school. For example, a school may show significant growth from year to year, which would result in a high average annual growth modeling factor and a high overall projection for that particular school. However, the abundance of growth at a particular school will be balanced by the other schools in the district-wide model, which leads to a lower average annual growth modeling factor and a less significant increase in future enrollment. The same is true for grade band projections as compared to the sum of the individual schools within a particular grade band. In the end, the district-wide and grade band totals provide good macro views of potential future trends. The individual school projections provide micro views of the potential future of a particular school, which makes the individual school projections appropriate for planning for that particular building's future.

EXHIBIT 4-17
LYON COUNTY SCHOOL DISTRICT
HISTORICAL AND PROJECTED ENROLLMENT – K-12



Source: MGT of America, Inc. 2016.

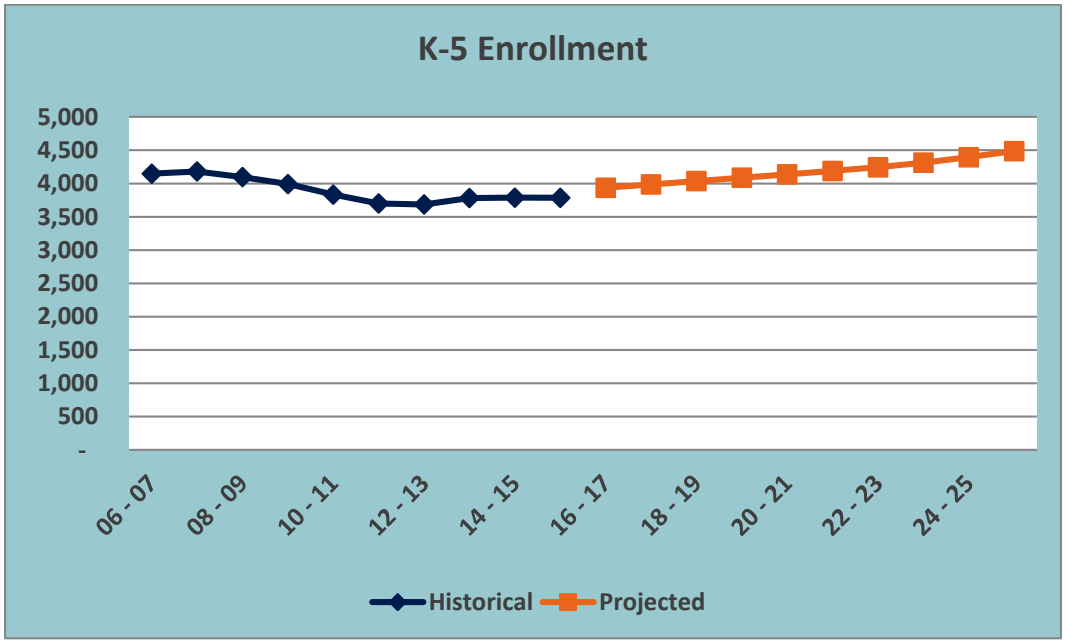
FINDINGS

As the foregoing **Exhibit 4-17** shows, enrollment across the district is expected to fluctuate slightly in the next few years, but shows a modest increase by the end of the ten year planning period. While this projection somewhat contradicts birth and age data, it is a reasonable conclusion given the historical enrollments and the current and projected level of development:

- Live births are projected to decrease which will counteract growth in housing.
- While there is a strong correlation between the live birth rate and the kindergarten enrollment, the kindergarten capture rate has historically been less than 100 percent indicating some level of exodus of students out the district.
- The census data from 2000 to 2010 has shown a decrease in elementary age children.
- While the slowing economy has negatively affected the rate of construction of homes, there is a general consensus among stakeholders that the rates of building and migration into the county will increase as the economy improves leading to an overall increase in student population.

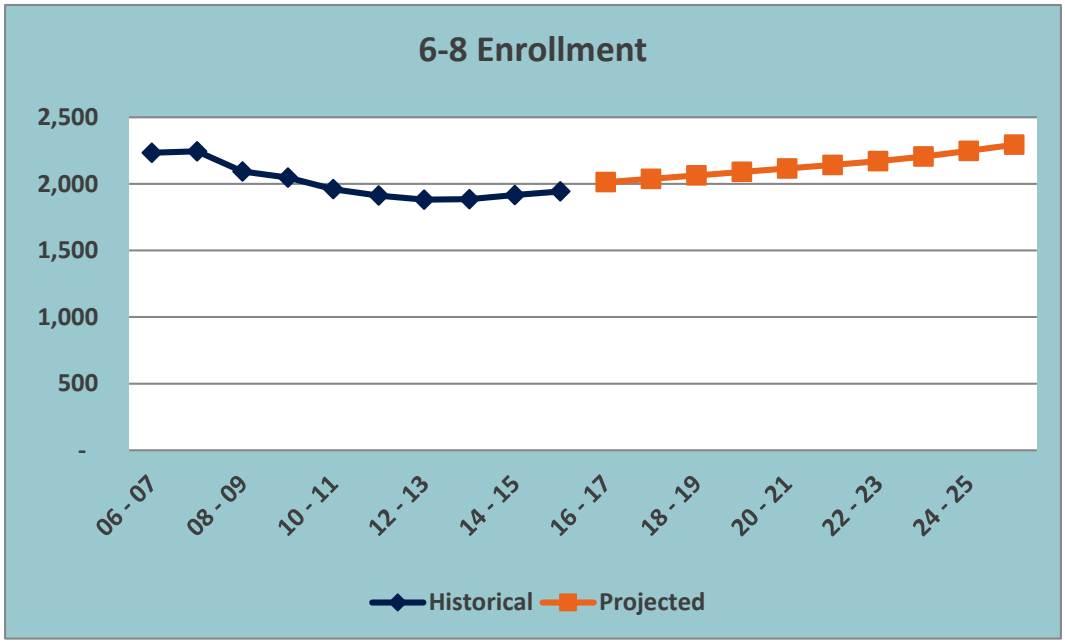
The District is strongly encouraged to continue revisiting these projections on an annual basis and update them to reflect current trends and data. The following **Exhibits 4-18** through **4-20** illustrate the historical and projected enrollment at each grade band.

EXHIBIT 4-18
LYON COUNTY SCHOOL DISTRICT
HISTORICAL AND PROJECTED ENROLLMENT – K-5



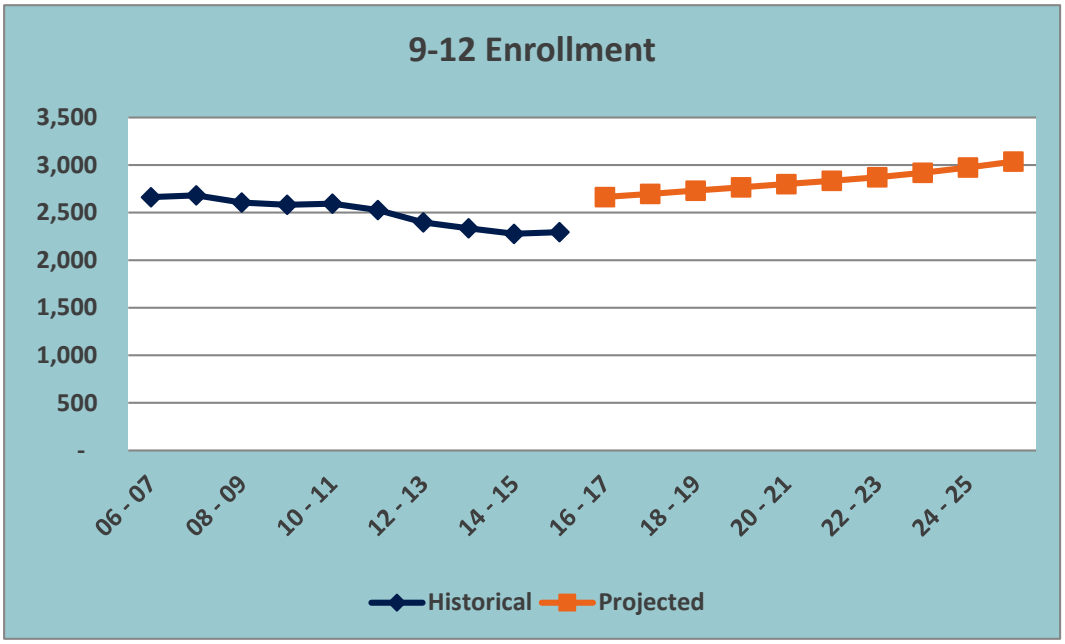
Source: MGT of America, Inc. 2016.

EXHIBIT 4-19
LYON COUNTY SCHOOL DISTRICT
HISTORICAL AND PROJECTED ENROLLMENT – 6-8



Source: MGT of America, Inc. 2016.

EXHIBIT 4-20
LYON COUNTY SCHOOL DISTRICT
HISTORICAL AND PROJECTED ENROLLMENT – 9-12



Source: MGT of America, Inc. 2016.

In **Section 5.0** on Capacity and Utilization, we will utilize these enrollment projections to measure the future utilization rates in Lyon schools and determine whether there will be excess space or a need for additional space.

5.0 CAPACITY & UTILIZATION

This section examines and compares the capacity and utilization rates of Lyon County School District facilities as calculated over the ten year master plan.

The *functional capacity* of an educational facility is defined as the number of students the facility can accommodate. More specifically, a school's capacity is the number of students which can be accommodated given the specific educational programs, the class schedules, the student-teacher ratios, and the size of the rooms. The *utilization rate* of a facility is calculated by dividing the current or projected enrollment of the educational facility by the capacity. The utilization rate is used to determine if the facility has excess space or if it is lacking sufficient space for the given enrollment.

FUNCTIONAL CAPACITY

The *functional capacity* used by MGT is calculated using the *Instructional Use Model*. This model counts the number of the various types of instructional rooms and multiplies that number by the maximum students-per-room or the *loading* factor to identify the gross capacity for the school. The gross capacity is then multiplied by a scheduling factor, which takes into account the realities of how the space is used. Typically, not all classrooms are scheduled for every period at a middle school or high school. For example, high school students move from room to room and enroll in a variety of courses. As a result, some rooms will sit empty or will be less than fully occupied at any given time. Teacher preparation periods will also contribute to rooms not being used for instruction at a particular time. Therefore, MGT uses a 75% scheduling factor to reduce the gross capacity of the building to reflect the unused rooms. Middle schools are assigned an 85% scheduling factor. An elementary school has a much more static and consistent daily use so MGT uses a 95% scheduling factor for elementary schools.

Exhibit 5-1 lists the loading factors and scheduling/grouping factors used to calculate the functional capacities.

EXHIBIT 5-1
LYON COUNTY SCHOOL DISTRICT
FUNCTIONAL CAPACITY LOADING FACTORS

INSTRUCTIONAL SPACE MODEL GUIDELINES	
Room Type	**Students/ Room**
Pre-Kindergarten, Pre-School Capacity	20
K Capacity (full day)	25
1 Capacity	25
2-3 Capacity	25
4-6 Capacity	25
7-12 Capacity	30
Art (Secondary)	30
Music (Secondary)	40
Science	30
Voc./Industrial Tech, Foods, Etc.	30

EXHIBIT 5-1 (CONTINUED)
LYON COUNTY SCHOOL DISTRICT
FUNCTIONAL CAPACITY LOADING FACTORS

INSTRUCTIONAL SPACE MODEL GUIDELINES	
Room Type	**Students/ Room**
PE (Secondary)	35
Computer Lab (Secondary)	30
ESOL	0
Spec. Ed. - Special Ed self-contained	16
Spec. Ed. - Resource Special Ed - pull out part of the day	16
Portable	0
Alternative School Capacity	18
Scheduling Factors	
Elementary Schools	95.0%
Middle Schools	85.0%
High Schools	75.0%

The following **Exhibit 5-2** shows how the model is used to calculate the capacity of a theoretical school.

EXHIBIT 5-2
LYON COUNTY SCHOOL DISTRICT
EXAMPLE OF CAPACITY CALCULATION

ROOM TYPE	NUMBER OF CLASSROOMS X	STUDENTS/CLASS ROOM	=CAPACITY
Secondary Classroom (7-12)	47	30	1,410
Science Lab Classes (Secondary)	9	30	270
Computer Lab (Secondary)	2	30	60
Art (Secondary)	3	30	60
Music (Secondary)	4	40	120
Voc./Industrial Tech, Foods, Etc.	5	30	150
PE (Secondary)	5	35	175
Special Ed - Self Contained	2	16	32
Special Ed - Resource	0	16	0
Portable Room Count	5	0	0
		Total Capacity (w/o scheduling factor) =	2,277
		x High School scheduling factor of	75%
		High School Capacity =	**1,708**

Exhibit 5-3 lists the capacities for the Lyon County schools as calculated using the Instructional Space Model. As the exhibit shows, the elementary schools have a total, district-wide capacity of 4,338 with an average per school capacity of 542. The middle schools have a total, district wide capacity of 3,007 with an average per school capacity of 752, and the high schools have a total, district-wide capacity of 3,728 with an average per school capacity of 746.

EXHIBIT 5-3
LYON COUNTY SCHOOL DISTRICT
FUNCTIONAL CAPACITIES

SCHOOLS	CAPACITY
Elementary Schools	
Cottonwood ES	568
Dayton ES	541
East Valley ES	474
Fernley ES	566
Fernley IS	680
Riverview ES	463
Sutro ES	458
Yerington ES	588
ELEMENTARY TOTAL	**4,338**
Middle Schools	
Dayton IS	712
Silverland Middle	759
Silver Stage PreK-8	911
Yerington IS	625
MIDDLE SCHOOL TOTAL	**3,007**
High Schools	
Dayton HS	932
Fernley HS	1,046
Silver Stage HS	515
Yerington HS	703
Smith Valley Schools	533
HIGH SCHOOL TOTAL	**3,728**
DISTRICT TOTAL	**11,073**

SOURCE: MGT OF AMERICA, INC., 2015.

UTILIZATION RATES

The effective management of school facilities requires a school's capacity and enrollment to be aligned. When capacity exceeds enrollment (underutilization), operational costs are higher than necessary and facilities may need to be repurposed or the facilities may need to be removed from inventory. When enrollment exceeds capacity (overutilization), the school may be overcrowded and may require capital expenditures or redistricting (adjustment to attendance boundaries) to alleviate the crowding.

Exhibit 5-4 shows the corresponding utilization rates calculated using the *functional capacities* and the current and projected enrollment at each school.

EXHIBIT 5-4
LYON COUNTY SCHOOL DISTRICT
CURRENT AND PROJECTED UTILIZATION RATES

UTILIZATION	DESCRIPTION
> 110	Inadequate
100-109.9	Approaching Inadequate
85 - 99.9	Adequate
70 - 84.99	Approaching Inefficient
< 70	Inefficient

SCHOOLS	GRADE CONFIG	2015 ENROLLMENT PK-12	2025 PROJECTED K-12	2015 CAPACITY K-12	2015 UTILIZATION	2025 UTILIZATION
Elementary Schools						
Cottonwood ES	PK-4	597	606	568	105%	107%
Dayton ES	PK-6	463	544	541	86%	101%
East Valley ES	PK-4	462	544	474	97%	115%
Fernley ES	PK-4	467	516	566	82%	91%
Fernley IS	5-6	549	652	680	81%	96%
Riverview ES	PK-6	424	450	463	92%	97%
Sutro ES	PK-6	426	474	458	93%	104%
Yerington ES	PK-4	502	570	588	85%	97%
ELEMENTARY TOTAL		**3,889**	**4,356**	**4,338**	**90%**	**100%**

EXHIBIT 5-4 (CONTINUED)
LYON COUNTY SCHOOL DISTRICT
CURRENT AND PROJECTED UTILIZATION RATES

SCHOOLS	GRADE CONFIG	2015 ENROLLMENT PK-12	2025 PROJECTED K-12	2015 CAPACITY K-12	2015 UTILIZATION	2025 UTILIZATION
Middle Schools						
Dayton IS	7-8	365	446	712	51%	63%
Silverland Middle	7-8	551	654	759	73%	86%
Silver Stage PreK-8	PK-8	688	733	911	75%	80%
Yerington IS	5-8	377	435	625	60%	70%
MIDDLE SCHOOL TOTAL		**1,981**	**2,268**	**3,007**	**66%**	**75%**
High Schools						
Dayton HS	9-12	688	879	932	74%	94%
Fernley HS	9-12	965	1,104	1,046	92%	106%
Silver Stage HS	9-12	237	326	515	46%	63%
Yerington HS	9-12	371	547	703	53%	78%
Smith Valley Schools	K-12	207	232	533	39%	43%
HIGH SCHOOL TOTAL		**2,468**	**3,087**	**3,728**	**66%**	**83%**
DISTRICT TOTAL		**8,338**	**9,711**	**11,073**	**75%**	**88%**

SOURCE: MGT OF AMERICA, INC., 2015.

CAPACITY AND UTILIZATION CONCLUSIONS

ELEMENTARY SCHOOLS

The functional capacity for the elementary schools varies from a low of 458 to a high of 680. The district's elementary schools are being utilized at an "adequate" rate on a district-wide basis of 90%. The projected district-wide utilization for 2024-25 will grow to 100% with four schools over 100% utilization.

The district should examine the specific situation for the schools that are projected to have "inadequate" or "approaching inadequate" utilization rates to determine if action is required, and whether the approach will require capital improvements or redistricting. Specific recommendations will be presented in **Section 7.0**.

MIDDLE SCHOOLS

The functional capacity the middle schools varies from a low of 625 to a high of 911. The district's middle schools are presently being utilized at an "inefficient" rate of 66% overall, however the overall utilization will increase to 75% by 2024-25.

The district does have excess capacity at the middle school level, and could examine repurposing some of this space.

HIGH SCHOOLS

The functional capacity for the high schools varies from a low of 515 to a high of 1,046. The district's high schools are currently being utilized at an "Inefficient" rate of 66%, however, this rate will increase to 83% overall by 2024-25, which would be very close to an "Adequate" rate.

6.0 FACILITIES ASSESSMENTS

This section presents the results of the facilities assessments that were conducted by MGT and staff from Lyon County School District. The assessments were conducted using BASYS®, MGT's facility assessment software program. There are four types of assessments, including:

- Building condition
- Educational suitability
- Grounds condition
- Technology readiness

Each school's BASYS Report for each assessment type is included in ***Appendix C***.

BUILDING CONDITION ASSESSMENT

The BASYS® building condition score measures the amount of deferred maintenance in the building's major systems. The weighted condition score of a school is the average condition score (weighted by building square footage) of all the buildings at a school (excluding portables). The scores are interpreted as follows:

90+	**New or Like New:** The building and/or a majority of its systems are in good condition, less than three years old, and only require preventive maintenance.
80-89	**Good:** The building and/or a majority of its systems are in good condition and only require routine maintenance.
70-79	**Fair:** The building and/or some of its systems are in fair condition and require minor to moderate repair.
60-69	**Poor:** The building and/or a significant number of its systems are in poor condition and require major repair, renovation, or replacement.
BELOW 60	**Unsatisfactory:** The building and/or a majority of its systems should be replaced.

The condition assessment rates each system in a building as "new", "good", "fair", "poor", or "unsatisfactory" based on a detailed description of each rating for the particular system. The possible score for each system is based on that system's contribution to the overall cost of building construction. Therefore, the condition score is a measure of that portion of the value of the building which is in good condition. The capital needs score (100 minus the condition score) is a measure of the capital needs or deferred maintenance. This score, when presented as a percent, is also referred to as the facility condition index or FCI. For example, a building which has a condition score of 80, has a capital needs score of 20 (100 – 80 = 20). A capital needs score of 20 indicates that 20 percent of the value of the building can be reinvested in the building in order to attain a score of 100 and put the building in a "like new" condition. The condition score and resulting calculations do not include the costs of additions, site improvements, improvements for educational suitability, or technology readiness improvements.

Exhibit 6-1 presents the range of the weighted average condition scores (weighted by GSF) by type of facility for LCSD. As the exhibit shows, there is a range of condition scores, from 69 to 87, with the average condition scores in the "Good" to "Fair" range.

EXHIBIT 6-1
LYON COUNTY SCHOOL DISTRICT
WEIGHTED AVERAGE BUILDING CONDITION SCORE RANGES

SITE TYPE	BUILDING CONDITION SCORE RANGE		AVERAGE CONDITION SCORE
	LOW	HIGH	
*Elementary Schools	69.60	87.38	78.98
**Middle Schools	73.68	86.49	79.10
***High Schools & K-12	76.56	85.67	81.70
Ancillary Sites	75.40	87.38	81.01

*Includes Fernley IS (5-6)
**Includes Silver Stage ES (PK-8)
*** Includes Smith Valley K-12
Source: MGT of America, Inc., 2015.

Exhibit 6-2 presents the weighted average condition score for each school that was assessed. As the exhibit shows, condition scores are, for the most part, in the "Fair" to "Good" categories which indicates that the facilities range in need from minor maintenance to preventive maintenance.

EXHIBIT 6-2
LYON COUNTY SCHOOL DISTRICT
CONDITION SCORES – BY SITE

SITE NAME	GSF*	WEIGHTED AVERAGE CONDITION SCORE
Elementary Schools		
Cottonwood ES	53,098	79.25
Dayton ES	48,912	79.44
East Valley ES	53,165	86.01
Fernley ES	59,218	69.60
Fernley IS	88,804	79.45
Riverview ES	50,592	87.38
Sutro ES	46,665	72.38
Yerington ES	60,021	78.32
ELEMENTARY SCHOOL TOTAL/AVERAGE	**460,475**	**78.98**
Middle Schools		
Dayton IS	82,689	81.66
Silverland Middle	97,572	86.49
Silver Stage ES (PK-8)	115,031	73.68
Yerington IS	57,852	74.59
MIDDLE SCHOOL TOTAL/AVERAGE	**393,144**	**79.10**
High Schools		
Dayton HS	103,914	76.56
Fernley HS	111,780	81.67
Silver Stage HS	90,302	85.67
Yerington HS	117,969	82.42
Smith Valley Schools	66,344	82.19
HIGH SCHOOL TOTAL/AVERAGE	**490,309**	**81.70**
Ancillary Sites		
Adult Ed - Fernley HS	4,800	82.04
Bus Yard - Dayton	4,350	87.38
Bus Yard - Fernley	6,240	77.12
Bus Yard - Silver Springs	720	75.40
District Office Complex	24,840	78.67
GED_PDC Silver Stage	3,930	85.45
ANCILLARY SITES TOTAL/AVERAGE	**44,880**	**81.01**
DISTRICT TOTAL/AVERAGE	**1,388,808**	**80.12**

Source: MGT of America, Inc., 2015.

EDUCATIONAL SUITABILITY ASSESSMENT

The educational suitability assessment evaluates how well the facility supports the educational program that it houses. Each school receives one suitability score which applies to all the buildings at the facility. The educational suitability of each school was assessed with BASYS® using the following categories:

ENVIRONMENT	The overall environment of the schools with respect to creating a safe and positive learning environment.
CIRCULATION	Pedestrian/vehicular circulation and the appropriateness of site facilities and signage.
SUPPORT SPACE	The existence of facilities and spaces to support the educational program being offered. These include general classrooms, special learning spaces (e.g. music rooms, libraries, science labs), and support spaces (e.g. administrative offices, counseling offices, reception areas, kitchens, health clinics).
SIZE	The adequacy of the size of the program spaces.
LOCATION	The appropriateness of adjacencies (e.g., physical education space separated from quiet spaces).
STORAGE & FIXED EQUIPMENT	The appropriateness of utilities, fixed equipment, storage, and room surfaces (e.g. flooring, ceiling materials, and wall coverings).

Suitability scores are interpreted as follows:

90+	**Excellent:** The facility is designed to provide for and support the educational program offered. It may have a minor suitability issues but overall it meets the needs of the educational program.
80-89	**Good:** The facility is designed to provide for and support a majority of the educational program offered. It may have minor suitability issues but generally meets the needs of the educational program.
70-79	**Fair:** The facility has some problems meeting the needs of the educational program and will require remodeling/renovation.
60-69	**Poor:** The facility has numerous problems meeting the needs of the educational program and needs significant remodeling, additions, or replacement.
BELOW 60	**Unsatisfactory:** The facility is unsuitable in support of the educational program.

Exhibit 6-3 presents the range and average of suitability scores by facility type. The suitability scores range from 64 to 95. The average scores fall within the "Good" to "Fair" range:

EXHIBIT 6-3
LYON COUNTY SCHOOL DISTRICT
SUITABILITY SCORE RANGES

SITE TYPE	SUITABILITY SCORE RANGE		AVERAGE SUITABILITY SCORE
	LOW	HIGH	
*Elementary Schools	64.08	80.29	72.96
**Middle Schools	66.69	95.56	80.80
***High Schools & K-12	69.85	86.47	74.86

*Includes Fernley IS (5-6)
**Includes Silver Stage ES (PK-8)
*** Includes Smith Valley K-12
Source: MGT of America, Inc., 2015.

Exhibit 6-4 presents the educational suitability score for each school. As the scores indicate, a few schools have significant suitability deficiencies.

EXHIBIT 6-4
LYON COUNTY SCHOOL DISTRICT
SUITABILITY SCORES – BY SITE

SITE NAME	SUITABILITY SCORES
Elementary Schools	
Cottonwood ES	71.10
Dayton ES	72.83
East Valley ES	78.33
Fernley ES	64.08
Fernley IS	67.41
Riverview ES	80.29
Sutro ES	76.06
Yerington ES	73.58
ELEMENTARY SCHOOL AVERAGE	**72.96**
Middle Schools	
Dayton IS	85.09
Silverland Middle	95.56
Silver Stage ES (PK-8)	66.69
Yerington IS	75.86
MIDDLE SCHOOL AVERAGE	**80.80**

EXHIBIT 6-4 (CONTINUED)
LYON COUNTY SCHOOL DISTRICT
SUITABILITY SCORES – BY SITE

SITE NAME	SUITABILITY SCORES
High Schools	
Dayton HS	69.85
Fernley HS	73.32
Silver Stage HS	86.47
Yerington HS	73.85
Smith Valley Schools	70.82
HIGH SCHOOL AVERAGE	**74.86**
DISTRICT AVERAGE	**75.36**

Source: MGT of America, Inc., 2015.

GROUNDS CONDITION ASSESSMENT

The grounds condition assessment score is a measure of the amount of capital needs or deferred maintenance at the site, which includes the driveways and walkways, the parking lots, the playfields, the utilities, and fencing, etc. The scores are interpreted as follows:

90+	**New or Like New:** The site and/or a majority of its systems are in good condition, less than three years old, and only require preventive maintenance.
80-89	**Good:** The site and/or a majority of its systems are in good condition and only require routine maintenance.
70-79	**Fair:** The site and/or some of its systems are in fair condition and require minor to moderate repair.
60-69	**Poor:** The site and/or a significant number of its systems are in poor condition and will require major repair or renovation.
BELOW 60	**Unsatisfactory:** The site and/or a majority of its systems should be renovated.

The grounds assessment scores were calculated in the same manner as the building condition scores. **Exhibit 6-5** presents the range of grounds assessment scores and the average grounds assessment scores by facility type. The grounds assessment scores averaged in the "Unsatisfactory" to "Fair" range. The majority of low scoring facilities are support facilities like the bus yards.

EXHIBIT 6-5
LYON COUNTY SCHOOL DISTRICT
GROUNDS ASSESSMENT SCORE RANGES

SITE TYPE	GROUNDS ASSESSMENT SCORE RANGE		AVERAGE GROUNDS SCORE
	LOW	HIGH	
*Elementary Schools	44.82	88.08	71.91
**Middle Schools	69.02	85.00	77.03
***High Schools & K-12	51.35	77.05	68.39
Ancillary Sites	28.89	55.93	46.16

*Includes Fernley IS (5-6)
**Includes Silver Stage ES (PK-8)
*** Includes Smith Valley K-12
Source: MGT of America, Inc., 2015.

Exhibit 6-6 presents the grounds assessment score by each school site. Each school site receives a single grounds assessment score.

EXHIBIT 6-6
LYON COUNTY SCHOOL DISTRICT
GROUNDS SCORES – BY SITE

SITE NAME	GROUNDS SCORE
Elementary Schools	
Cottonwood ES	76.74
Dayton ES	78.69
East Valley ES	88.08
Fernley ES	44.82
Fernley IS	55.95
Riverview ES	85.01
Sutro ES	76.04
Yerington ES	69.97
ELEMENTARY SCHOOL AVERAGE	**71.91**
Middle Schools	
Dayton IS	69.02
Silverland Middle	85.00
Silver Stage ES (PK-8)	70.19
Yerington IS	83.91
MIDDLE SCHOOL AVERAGE	**77.03**
High Schools	
Dayton HS	68.44
Fernley HS	77.05
Silver Stage HS	70.85
Yerington HS	74.26
Smith Valley Schools	51.35
HIGH SCHOOL AVERAGE	**68.39**
Ancillary Sites	
Adult Ed - Fernley HS	47.63
Bus Yard - Dayton	55.93
Bus Yard - Fernley	54.17
Bus Yard - Silver Springs	37.02
District Office Complex	53.30
GED_PDC Silver Stage	28.89
ANCILLARY SITES AVERAGE	**46.16**
DISTRICT AVERAGE	**65.32**

Source: MGT of America, Inc., 2015.

TECHNOLOGY READINESS

The BASYS® technology readiness score measures the capability of the existing infrastructure to support information technology and associated equipment. The score can be interpreted as follows:

90+	**Excellent:** The facility has excellent infrastructure to support information technology.
80-89	**Good:** The facility has the infrastructure to support information technology.
70-79	**Fair:** The facility is lacking in some infrastructure to support information technology.
60-69	**Poor:** The facility is lacking significant infrastructure to support information technology.
BELOW 60	**Unsatisfactory:** The facility has little or no infrastructure to support information technology.

Exhibit 6-7 presents the range of technology scores and the average technology scores by facility type. Technology readiness scores vary from 55 to 100, with the averages in the "Fair" range.

EXHIBIT 6-7
LYON COUNTY SCHOOL DISTRICT
TECHNOLOGY SCORE RANGES

SITE TYPE	TECHNOLOGY READINESS SCORE RANGE		AVERAGE TECHNOLOGY SCORE
	Low	High	
*Elementary Schools	60.05	92.50	75.66
**Middle Schools	50.15	100.00	79.41
***High Schools & K-12	55.10	92.50	73.06

*Includes Fernley IS (5-6)
**Includes Silver Stage ES (PK-8)
*** Includes Smith Valley K-12
Source: MGT of America, Inc., 2015.

Exhibit 6-8 presents the technology readiness score for each school site.

EXHIBIT 6-8
LYON COUNTY SCHOOL DISTRICT
TECHNOLOGY SCORES – BY SITE

SITE NAME	TECHNOLOGY SCORE
Elementary Schools	
Cottonwood ES	82.50
Dayton ES	81.75
East Valley ES	92.50
Fernley ES	68.30
Fernley IS	85.00
Riverview ES	71.70
Sutro ES	63.45
Yerington ES	60.05
ELEMENTARY SCHOOL AVERAGE	**75.66**
Middle Schools	
Dayton IS	82.50
Silverland Middle	100.00
Silver Stage ES (PK-8)	85.00
Yerington IS	50.15
MIDDLE SCHOOL AVERAGE	**79.41**
High Schools	
Dayton HS	60.10
Fernley HS	87.50
Silver Stage HS	92.50
Yerington HS	70.10
Smith Valley Schools	55.10
HIGH SCHOOL AVERAGE	**73.06**
DISTRICT AVERAGE	**75.78**

Source: MGT of America, Inc., 2015.

COMBINED SCORES

The building condition, educational suitability, grounds condition, and technology readiness scores are combined into one score for each school to assist in the task of prioritizing projects. Since the building condition score is a measure of the maintenance needs (e.g. leaky roofs, etc.) and the educational suitability score is a measure of how well the building design and configuration supports the educational program, it is possible to have a high score for one assessment and a low score for another assessment. It is the combined score that attempts to give a comprehensive picture of the conditions that exist at each school and how each school compares relative to the other schools in the district.

To create the combined score, the four scores are weighted, based on which deficiencies the district wants to emphasize and the relative impact on capital costs. For Lyon County School District, the building condition score was weighted 30 percent, the educational suitability score was weighted 30 percent, the grounds condition score was weighted 10 percent, and the technology readiness score was weighted 30 percent. **Exhibit 6-9** presents the range of the combined scores and the average combined scores by facility type. The combined scores vary from 65 to 93, with the averages in the "Fair" range.

Exhibit 6-10 presents all the scores for each facility and the resulting combined score using this weighting formula. Note that support facilities are not assigned a Combined Score since they are not assessed for Educational Suitability or Technology Readiness.

EXHIBIT 6-9
LYON COUNTY SCHOOL DISTRICT
COMBINED SCORE RANGES

SITE TYPE	COMBINED SCORES RANGE		AVERAGE COMBINED SCORES
	Min	Max	
*Elementary Schools	65.07	85.86	75.47
**Middle Schools	68.57	93.11	79.50
***High Schools & K-12	67.57	86.48	75.73

*Includes Fernley IS (5-6)
**Includes Silver Stage ES (PK-8)
*** Includes Smith Valley K-12
Source: MGT of America, Inc., 2015.

EXHIBIT 6-10
LYON COUNTY SCHOOL DISTRICT
COMBINED SCORES – BY SITE

SCORES	DESCRIPTION
> 90	Excellent/Like New
80 - 89.99	Good
70 - 79.99	Fair
60 - 69.99	Poor
< 59.99	Unsatisfactory

EXHIBIT 6-10 (CONTINUED)
LYON COUNTY SCHOOL DISTRICT
COMBINED SCORES – BY SITE

SITE NAME	WEIGHTED BUILDING CONDITION SCORE	SUITABILITY SCORE	TECH READINESS SCORE	GROUNDS CONDITION SCORE	COMBINED SCORE 30/30/30/10
Elementary Schools					
Cottonwood ES	79.25	71.10	82.50	76.74	77.53
Dayton ES	79.44	72.83	81.75	78.69	78.08
East Valley ES	86.01	78.33	92.50	88.08	85.86
Fernley ES	69.60	64.08	68.30	44.82	65.07
Fernley IS	79.45	67.41	85.00	55.95	75.15
Riverview ES	87.38	80.29	71.70	85.01	80.31
Sutro ES	72.38	76.06	63.45	76.04	71.17
Yerington ES	78.32	73.58	60.05	69.97	70.58
ELEMENTARY SCHOOL AVERAGE	**78.98**	**72.96**	**75.66**	**71.91**	**75.47**
Middle Schools					
Dayton IS	81.66	85.09	82.50	69.02	81.68
Silverland Middle	86.49	95.56	100.00	85.00	93.11
Silver Stage ES (PK-8)	73.68	66.69	85.00	70.19	74.63
Yerington IS	74.59	75.86	50.15	83.91	68.57
MIDDLE SCHOOL AVERAGE	**79.10**	**80.80**	**79.41**	**77.03**	**79.50**
High Schools					
Dayton HS	76.56	69.85	60.10	68.44	68.80
Fernley HS	81.67	73.32	87.50	77.05	80.45
Silver Stage HS	85.67	86.47	92.50	70.85	86.48
Yerington HS	82.42	73.85	70.10	74.26	75.34
Smith Valley Schools	82.19	70.82	55.10	51.35	67.57
HIGH SCHOOL AVERAGE	**81.70**	**74.86**	**73.06**	**68.39**	**75.73**
Ancillary Sites					
Adult Ed - Fernley HS	82.04	N/A	N/A	47.63	N/A
Bus Yard - Dayton	87.38	N/A	N/A	55.93	N/A
Bus Yard - Fernley	77.12	N/A	N/A	54.17	N/A
Bus Yard - Silver Springs	75.40	N/A	N/A	37.02	N/A
District Office Complex	78.67	N/A	N/A	53.30	N/A
GED_PDC Silver Stage	85.45	N/A	N/A	28.89	N/A
ANCILLARY SITES AVERAGE	**81.01**	**N/A**	**N/A**	**46.16**	**N/A**
DISTRICT AVERAGE	**80.12**	**75.36**	**75.78**	**65.32**	**76.49**

Source: MGT of America, Inc., 2015.

FINDINGS

Building Condition - Overall, LCSD's facilities are consistently in fair to good condition, which indicates a very balanced approach to the maintenance of the facilities.

Educational Suitability – Only four schools scored in the good to excellent range for suitability. In most cases, this would indicate that the schools were not originally designed to meet the needs of today's educational programs.

Grounds – There are a significant number of facilities with low Grounds scores and this is largely attributable to the frequency of unpaved parking areas and weather damaged walks and play courts.

Technology Readiness – There is a wide variation in the technology readiness scores for all the schools. This can indicate that the district may need to take a more "targeted" approach to information technology improvements.

Combined Score – If the district's newest facility, Silverland Middle School, is excluded from the calculation, the average Combined Score for all grade levels is 75-76. These score results, averaging in the Fair range, indicate there are significant needs that need to be addressed across the district.

The facility assessments provide the data to prioritize projects based on the overall facility needs of the district. This data combined with the capacity and utilization analysis, the educational goals and programs, capital improvement budgets, and the district's school size goals, will be used to make specific recommendations in **Section 7.0**.

7.0 FINDINGS AND RECOMMENDATIONS

This section presents the recommendations and conclusions based on the data presented in previous chapters of this master plan report. This chapter is divided into the following three sections:

- The process of developing the master plan, the options considered, a summary of total needs and associated budget estimates, and the prioritization process.
- The ten-year master plan recommendations for school facility improvements, additions, and new construction.
- Supporting recommendations that are important as the district implements the ten-year plan.

Additional information to support the findings and recommendations are found in ***Appendix D***, which are individual school score cards showing scores, recommended budgets to bring the scores to 90%, and projected enrollment and utilization for each school MGT assessed.

PROCESS AND PRIORITIZATION

The process of prioritization involved the development of a needs summary based on the data obtained, development of optional scenarios for meeting the needs, budget estimates and assigned "cut points" for determining priority levels.

The first step in determining priorities is to develop a "combined score" based on the facility assessment scores provided earlier in this report. Based on facility committee discussion and MGT recommendations the following weighting was assigned to each of the individual scores in order to calculate the combined score:

- Facility Condition, Suitability, and Technology Readiness scores all weighted at 30%
- Site score weighted at 10%

Exhibits 7-1 through **7-4** on the following pages provide the facility score matrix with the combined score included based on the weighting above.

EXHIBIT 7-1
LYON COUNTY SCHOOL DISTRICT
ELEMENTARY SCHOOL MATRIX

SCHOOL NAME	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	SITE SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
							CURRENT (2015)	PROJECTED (2025)		CURRENT (2015)	PROJECTED (2025)
Cottonwood ES	10	79.25	71.10	82.50	76.74	77.53	597	606	568	105%	107%
East Valley ES	16	86.01	78.33	92.50	88.08	85.86	462	544	474	97%	115%
Fernley ES	6	69.60	64.08	68.30	44.82	65.07	467	516	566	82%	91%
Fernley IS	15	79.45	67.41	85.00	55.95	75.15	549	652	680	81%	96%
Fernley Area	**47**	**78.57**	**70.23**	**82.08**	**66.40**	**75.90**	**2,075**	**2,319**	**2,288**	**91%**	**101%**
Dayton ES	6	79.44	72.83	81.75	78.69	78.08	463	544	541	86%	101%
Riverview ES	15	87.38	80.29	71.70	85.01	80.31	424	450	463	92%	97%
Sutro ES	10	72.38	76.06	63.45	76.04	71.17	426	474	458	93%	104%
Dayton Area	**31**	**79.73**	**76.40**	**72.30**	**79.91**	**76.52**	**1,313**	**1,468**	**1,461**	**90%**	**100%**
Yerington ES	6	78.32	73.58	60.05	69.97	70.58	502	570	588	85%	97%
Total/Average	**84**	**78.98**	**72.96**	**75.66**	**71.91**	**75.47**	**3,889**	**4,356**	**4,338**	**90%**	**100%**

Source: MGT of America, Inc., 2015.

EXHIBIT 7-2
LYON COUNTY SCHOOL DISTRICT
MIDDLE SCHOOL MATRIX

SCHOOL NAME	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	SITE SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
							CURRENT (2015)	PROJECTED (2025)		CURRENT (2015)	PROJECTED (2025)
Dayton IS	20	81.66	85.09	82.50	69.02	81.68	365	446	712	51%	63%
Silverland Middle	31	86.49	95.56	100.00	85.00	93.11	551	654	759	73%	86%
Silver Stage ES (PK-8)	33	73.68	66.69	85.00	70.19	74.63	688	733	911	75%	80%
Yerington IS	5	74.59	75.86	50.15	83.91	68.57	377	435	625	60%	70%
Total/Average	**89**	**79.10**	**80.80**	**79.41**	**77.03**	**79.50**	**1,981**	**2,268**	**3,007**	**66%**	**75%**

Source: MGT of America, Inc., 2015.

EXHIBIT 7-3
LYON COUNTY SCHOOL DISTRICT
HIGH SCHOOL MATRIX

SCHOOL NAME	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	SITE SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
							CURRENT (2015)	PROJECTED (2025)		CURRENT (2015)	PROJECTED (2025)
Dayton HS	55	76.56	69.85	60.10	68.44	68.80	688	879	932	74%	94%
Fernley HS	20	81.67	73.32	87.50	77.05	80.45	965	1,104	1,046	92%	106%
Silver Stage HS	60	85.67	86.47	92.50	70.85	86.48	237	326	515	46%	63%
Yerington HS	15	82.42	73.85	70.10	74.26	75.34	371	547	703	53%	78%
Smith Valley Schools	20	82.19	70.82	55.10	51.35	67.57	207	232	533	39%	43%
Total/Average	**170**	**81.70**	**74.86**	**73.06**	**68.39**	**75.73**	**2,468**	**3,087**	**3,728**	**66%**	**83%**

Source: MGT of America, Inc., 2015.

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EXHIBIT 7-4
LYON COUNTY SCHOOL DISTRICT
OTHER SCHOOLS MATRIX

SCHOOL NAME	ACREAGE	CONDITION SCORE	SITE SCORE
Adult Ed - Fernley HS	1	82.04	47.63
Bus Yard - Dayton	2	87.38	55.93
Bus Yard - Fernley	2	77.12	54.17
Bus Yard - Silver Springs	1	75.40	37.02
District Office Complex	8	78.67	53.30
GED_PDC Silver Stage	0	85.45	28.89
Total/Average	**14**	**81.01**	**46.16**

Source: MGT of America, Inc., 2015.

The next step in developing priorities is to determine appropriate "cut points". Again, after committee discussion the following cut points were developed for determining phase 1 and phase 2 priorities in terms of both combined score and projected utilization. **Exhibit 7-5** provides these cut points:

EXHIBIT 7-5
CONDITION AND UTILIZATION PRIORITIZATION CUT POINTS

	COMBINED SCORE	PROJECTED UTILIZATION
PRIORITY 1	<70	>110%
PRIORITY 2	<75	>100%

Based on the cut points shown above, **Exhibits 7-6** through **7-9** on the following pages show the matrices with the priorities color coded.

EXHIBIT 7-6
LYON COUNTY SCHOOL DISTRICT
ELEMENTARY SCHOOL MATRIX WITH PRIORITIES

SCHOOL NAME	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	SITE SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
							CURRENT (2015)	PROJECTED (2025)		CURRENT (2015)	PROJECTED (2025)
Cottonwood ES	10	79.25	71.10	82.50	76.74	77.53	597	606	568	105%	107%
East Valley ES	16	86.01	78.33	92.50	88.08	85.86	462	544	474	97%	115%
Fernley ES	6	69.60	64.08	68.30	44.82	65.07	467	516	566	82%	91%
Fernley IS	15	79.45	67.41	85.00	55.95	75.15	549	652	680	81%	96%
Fernley Area	**47**	**78.57**	**70.23**	**82.08**	**66.40**	**75.90**	**2,075**	**2,319**	**2,288**	**91%**	**101%**
Dayton ES	6	79.44	72.83	81.75	78.69	78.08	463	544	541	86%	101%
Riverview ES	15	87.38	80.29	71.70	85.01	80.31	424	450	463	92%	97%
Sutro ES	10	72.38	76.06	63.45	76.04	71.17	426	474	458	93%	104%
Dayton Area	**31**	**79.73**	**76.40**	**72.30**	**79.91**	**76.52**	**1,313**	**1,468**	**1,461**	**90%**	**100%**
Yerington ES	6	78.32	73.58	60.05	69.97	70.58	502	570	588	85%	97%
Total/Average	**84**	**78.98**	**72.96**	**75.66**	**71.91**	**75.47**	**3,889**	**4,356**	**4,338**	**90%**	**100%**

Source: MGT of America, Inc., 2015.

EXHIBIT 7-7
LYON COUNTY SCHOOL DISTRICT
MIDDLE SCHOOL MATRIX WITH PRIORITIES

SCHOOL NAME	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	SITE SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
							CURRENT (2015)	PROJECTED (2025)		CURRENT (2015)	PROJECTED (2025)
Dayton IS	20	81.66	85.09	82.50	69.02	81.68	365	446	712	51%	63%
Silverland Middle	31	86.49	95.56	100.00	85.00	93.11	551	654	759	73%	86%
Silver Stage ES (PK-8)	33	73.68	66.69	85.00	70.19	74.63	688	733	911	75%	80%
Yerington IS	5	74.59	75.86	50.15	83.91	68.57	377	435	625	60%	70%
Total/Average	**89**	**79.10**	**80.80**	**79.41**	**77.03**	**79.50**	**1,981**	**2,268**	**3,007**	**66%**	**75%**

Source: MGT of America, Inc., 2015.

EXHIBIT 7-8
LYON COUNTY SCHOOL DISTRICT
HIGH SCHOOL MATRIX WITH PRIORITIES

SCHOOL NAME	ACREAGE	CONDITION SCORE	EDUCATIONAL SUITABILITY SCORE	TECH READINESS SCORE	SITE SCORE	COMBINED SCORE	ENROLLMENT		CAPACITY	UTILIZATION	
							CURRENT (2015)	PROJECTED (2025)		CURRENT (2015)	PROJECTED (2025)
Dayton HS	55	76.56	69.85	60.10	68.44	68.80	688	879	932	74%	94%
Fernley HS	20	81.67	73.32	87.50	77.05	80.45	965	1,104	1,046	92%	106%
Silver Stage HS	60	85.67	86.47	92.50	70.85	86.48	237	326	515	46%	63%
Yerington HS	15	82.42	73.85	70.10	74.26	75.34	371	547	703	53%	78%
Smith Valley Schools	20	82.19	70.82	55.10	51.35	67.57	207	232	533	39%	43%
Total/Average	**170**	**81.70**	**74.86**	**73.06**	**68.39**	**75.73**	**2,468**	**3,087**	**3,728**	**66%**	**83%**

Source: MGT of America, Inc., 2015.

EXHIBIT 7-9
LYON COUNTY SCHOOL DISTRICT
OTHER SCHOOLS MATRIX WITH PRIORITIES

SCHOOL NAME	ACREAGE	CONDITION SCORE	SITE SCORE
Adult Ed - Fernley HS	1	82.04	47.63
Bus Yard - Dayton	2	87.38	55.93
Bus Yard - Fernley	2	77.12	54.17
Bus Yard - Silver Springs	1	75.40	37.02
District Office Complex	8	78.67	53.30
GED_PDC Silver Stage	0	85.45	28.89
Total/Average	**14**	**81.01**	**46.16**

Source: MGT of America, Inc., 2015.

As can be concluded from the above exhibits, the highest priority needs are:

- Condition at Fernley Elementary, Yerington Intermediate, Dayton High School and Smith Valley
- Projected utilization at East Valley Elementary
- Site condition at numerous district facilities

OPTIONS CONSIDERED

The third step in the prioritization process was to hold committee discussion regarding different options for meeting the needs over the 10-year period and the associated budget implications. **Exhibits 7-10** through **7-13** provide a summary of four different options discussed.

EXHIBIT 7-10
LYON COUNTY SCHOOL DISTRICT
OPTION 1

SPECIFIC SCHOOL IMPROVEMENTS	BUDGET ESTIMATE
Fernley	
Replace Fernley ES @ 550 student capacity	$21,600,500
Addition at East Valley ES, increase capacity to 550	$2,982,800
Addition at Fernley HS, increase capacity by 50, add core space	$5,486,800
Dayton	
Dayton High School renovation	$9,044,800
Yerington	
Replace Yerington ES @ 600 student capacity	$17,908,800
Replace Yerington IS @ 500 student capacity	$14,924,000
Silver Stage	
Silver Stage PK-8 - suitability renovation only	$4,419,300
Silver Stage PK-6 - suitability renovation to MS portion only	$1,905,000
Smith Valley	
Smith Valley Schools - Renovate	$4,919,300
Phase 1 Total	**$78,772,000**
DISTRICT-WIDE IMPROVEMENTS	
Technology upgrades	$389,400
Site upgrades	$5,253,500
Safety and security upgrades	$2,050,000
Phase 2 Total	**$7,692,900**
GRAND TOTAL	**$86,464,900**

Source: MGT of America, Inc., 2015.

EXHIBIT 7-11
LYON COUNTY SCHOOL DISTRICT
OPTION 2

SPECIFIC SCHOOL IMPROVEMENTS	BUDGET ESTIMATE
Fernley	
Replace Fernley ES @ 600 student capacity	$23,564,200
Replace Fernley IS @ 600 student capacity*	$23,564,200
Addition at East Valley ES, increase capacity to 550	$2,982,800
Addition at Fernley HS, increase capacity by 50, add core space	$5,486,800
Dayton	
Dayton High School renovation	$9,044,800
Yerington	
Replace Yerington ES @ 600 student capacity	$17,908,800
Replace Yerington IS @ 500 student capacity	$14,924,000
Silver Stage	
Silver Stage PK-8 - suitability renovation only	$4,419,300
Silver Stage PK-6 - suitability renovation to MS portion only	$1,905,000
Smith Valley	
Smith Valley Schools - renovate	$4,919,300
Phase 1 Total	**$99,380,600**
DISTRICT-WIDE IMPROVEMENTS	
Technology upgrades	$363,200
Site upgrades	$3,870,500
Safety and security upgrades	$2,050,000
Phase 2 Total	**$6,283,700**
GRAND TOTAL	**$105,664,300**

Source: MGT of America, Inc., 2015.

EXHIBIT 7-12
LYON COUNTY SCHOOL DISTRICT
OPTION 3

SPECIFIC SCHOOL IMPROVEMENTS	BUDGET ESTIMATE
Fernley	
Replace Fernley ES @ 600 student capacity	$23,564,200
New Middle School @ 650 student capacity 5th - 8th	$33,239,500
Change grade configuration at Silverland MS to 5th - 8th	$0
Repurpose Fernley IS	$0
Addition at East Valley ES, increase capacity to 550	$2,982,800
Addition at Fernley HS, increase capacity by 50, add core space	$5,486,800
Dayton	
Dayton High School Renovation	$9,044,800
Yerington	
Replace Yerington ES @ 600 student capacity, share core spaces with IS	$17,908,800
Replace Yerington IS @ 500 student capacity, share core spaces with ES	$14,924,000
Silver Stage	
Silver Stage PK-8 - suitability renovation only	$4,419,300
Silver Stage PK-6 - suitability renovation to MS portion only	$1,905,000
Smith Valley	
Smith Valley Schools - renovate	$4,919,300
Phase 1 Total	**$113,975,200**
DISTRICT-WIDE IMPROVEMENTS	
Technology upgrades	$363,200
Site upgrades	$3,870,500
Safety and security upgrades	$2,050,000
Phase 2 Total	**$6,283,700**
GRAND TOTAL	**$120,258,900**

Source: MGT of America, Inc., 2015.

EXHIBIT 7-13
LYON COUNTY SCHOOL DISTRICT
OPTION 4

SPECIFIC SCHOOL IMPROVEMENTS	BUDGET ESTIMATE
Fernley	
Repurpose Fernley IS @ 600 student capacity K - 6th	$2,354,600
New Elementary at Silverland Site @ 650 student capacity K - 6th	$25,527,900
Addition at East Valley ES, increase capacity to 600	$4,946,500
Addition at Fernley HS, increase capacity by 50, add core space	$5,486,800
Dayton	
Dayton High School renovation	$9,044,800
Yerington	
Replace Yerington ES @ 600 student capacity, share core spaces with IS	$17,908,800
Replace Yerington IS @ 500 student capacity, share core spaces with ES	$14,924,000
Silver Stage	
Silver Stage PK-8 - suitability renovation only	$4,419,300
Silver Stage PK-6 - suitability renovation to MS portion only	$1,905,000
Smith Valley	
Smith Valley Schools - renovate	$4,919,300
Phase 1 Total	**$87,017,700**
DISTRICT-WIDE IMPROVEMENTS	
Technology upgrades	$363,200
Site upgrades	$3,870,500
Safety and security upgrades	$2,050,000
Phase 2 Total	**$6,283,700**
GRAND TOTAL	**$93,301,400**

Source: MGT of America, Inc., 2015.

TEN YEAR FACILITY MASTER PLAN

Based on the Facility Committee discussion along with an analysis of the probable funding available, it is recommended that the Board adopt facility Option 4 along with the timeline as shown in **Exhibits 7-14** and **7-15** below. The key components of this option include:

- Change to a K-6 elementary and 7-8 middle school model in Fernley

- Meeting all first and second priority needs over the 10-year master plan period
- Phasing based on expected funding availability over the 10-year master plan period
- Most efficient use of current and new facilities
- Since option 4 provides for two alternatives at Silver Stage the plan is shown in two versions. Option A calls for converting Silver Stage Elementary / Middle School to a K-6 facility and Silver Stage High Stage High School to 7-12. Option B leaves the grade level alignment as it currently exists. Because the capacity analysis provided in **Section 5.0** shows only the current grade configuration, further explanation is provided in **Exhibits 7-16** and **7-17**.

EXHIBIT 7-14
10-YEAR FACILITY MASTER PLAN RECOMMENDATIONS – OPTION A

PHASE 1 – YEARS 1 – 3	BUDGET ESTIMATE
Smith Valley renovation	$4,919,300
Dayton High School renovation (Phase 1)	$4,500,000
Silver Stage Middle to K-6	$1,905,000
Fernley High School renovation & addition (Phase 1)	$2,750,000
Safety & security upgrades (DES/DIS/Sutro/SSHS/YHS/Riverview/Cottonwood/East Valley)*	$2,050,000
Technology upgrades	$363,200
Phase 1 Total	**$14,012,500**
PHASE 2 – YEARS 4-6	
Re-purpose Fernley Intermediate School	$2,354,000
New elementary @ Silverland site	$25,527,900
Phase 2 Total	**$27,881,900**
PHASE 3 – YEARS 7-10	
Yerington Elementary & Intermediate replacement	$32,832,000
East Valley addition	$4,946,500
Dayton High School renovation (Phase 2)	$4,500,000
Fernley High School renovation & addition (Phase 2)	$2,750,000
Site upgrades	$3,870,500
Phase 3 Total	**$49,898,000**
TOTAL 10 YEAR BUDGET	**$91,792,400**

*Budgeted at $300,000 for score of poor; $250,000 for score of fair; $150,000 for score of good.
Source: MGT of America, Inc., 2016.

EXHIBIT 7-15
10-YEAR FACILITY MASTER PLAN RECOMMENDATIONS – OPTION B

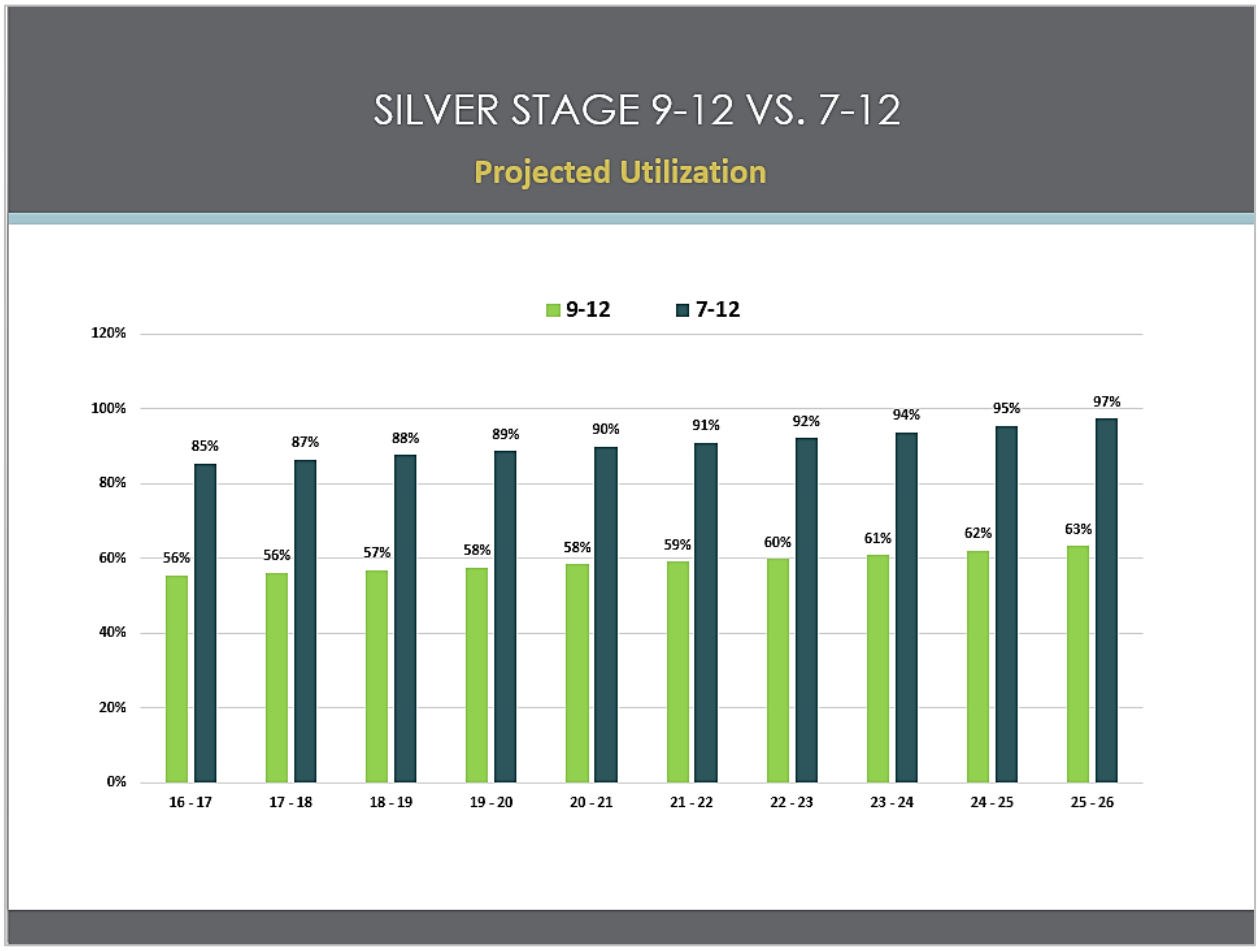
PHASE 1 – YEARS 1 – 3	BUDGET ESTIMATE
Smith Valley renovation	$4,919,300
Dayton High School renovation (Phase 1)	$4,500,000
Silver Stage PK-8 - suitability renovation only	$4,419,300
Fernley High School renovation & addition (Phase 1)	$2,750,000
Safety & security upgrades (DES/DIS/Sutro/SSHS/YHS/Riverview/Cottonwood/East Valley)*	$2,050,000
Technology upgrades	$363,200
Phase 1 Total	**$19,001,800**
PHASE 2 – YEARS 4-6	
Re-purpose Fernley Intermediate School	$2,354,000
New elementary @ Silverland site	$25,527,900
Phase 2 Total	**$27,881,900**
PHASE 3 – YEARS 7-10	
Yerington Elementary & Intermediate replacement	$32,832,000
East Valley addition	$4,946,500
Dayton High School renovation (Phase 2)	$4,500,000
Fernley High School renovation & addition (Phase 2)	$2,750,000
Site upgrades	$3,870,500
Phase 3 Total	**$49,898,000**
TOTAL 10 YEAR BUDGET	**$96,781,700**

*Budgeted at $300,000 for score of poor; $250,000 for score of fair; $150,000 for score of good.
Source: MGT of America, Inc., 2016.

SILVER STAGE OPTON ANALYSIS

Exhibit 7-16 shows the year by year difference in projected utilization of Silver Stage High School as either a 7-12 grade configuration or the current 9-12 grade configuration.

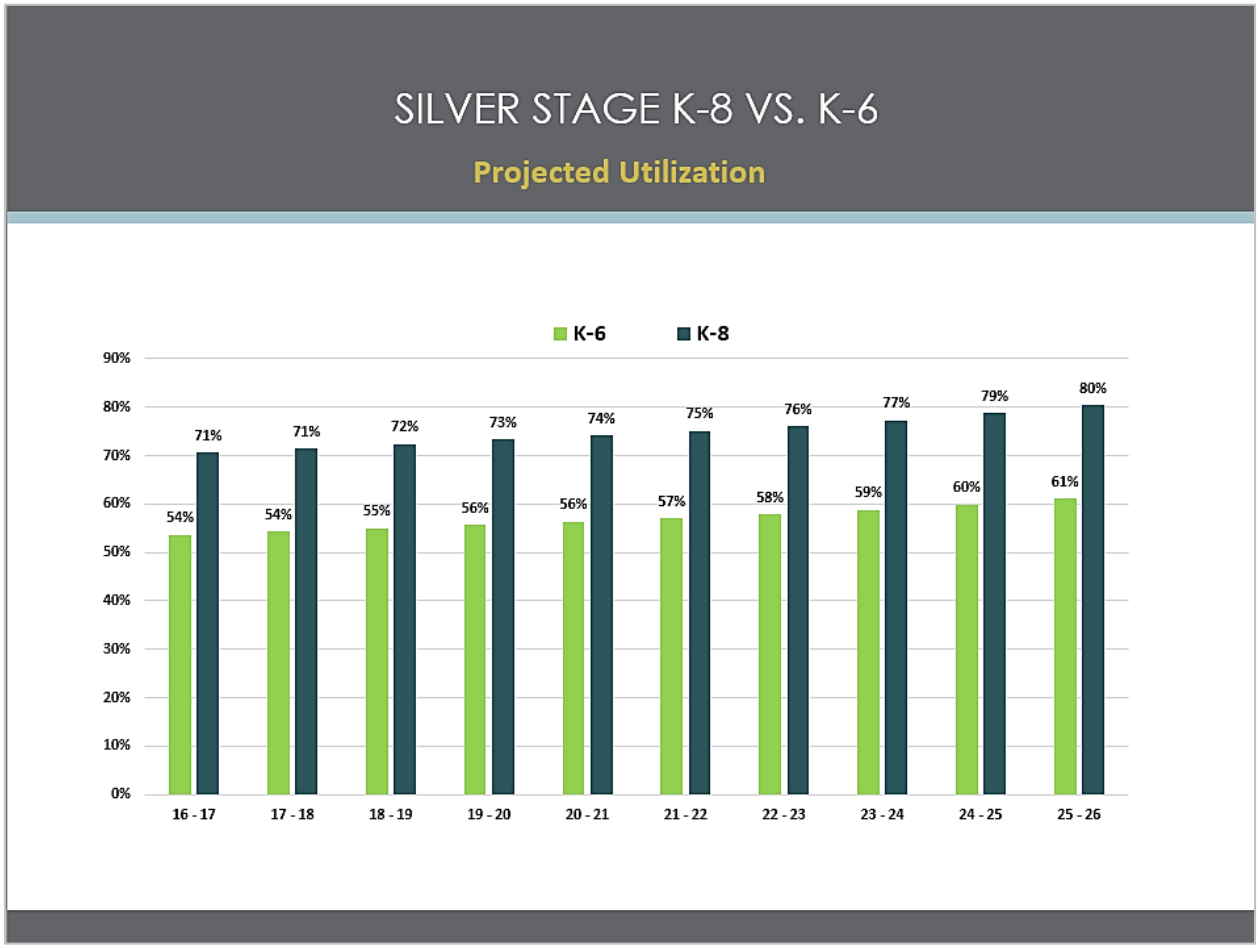
EXHIBIT 7-16
SILVER STAGE HIGH SCHOOL
9-12 VS. 7-12 GRADE CONFIGURATION



Source: MGT of America, Inc., 2016.

Exhibit 7-17 shows the year by year difference in projected utilization of Silver Stage Elementary Middle School as either a K-6 grade configuration or the current K-8 grade configuration.

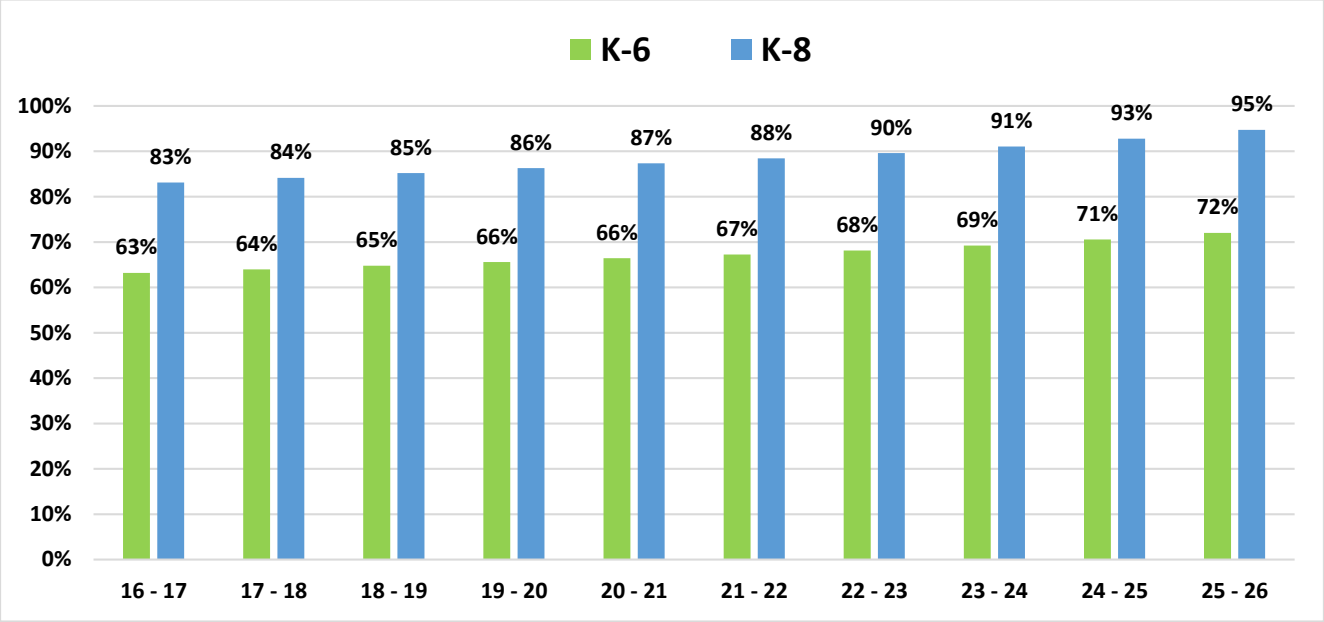
EXHIBIT 7-17
SILVER STAGE ELEMENTARY MIDDLE SCHOOL
K-8 VS. K-6 GRADE CONFIGURATOIN



Source: MGT of America, Inc., 2016.

Because the recommendations include the possible conversion of space in Building C at Silver Stage Elementary to district use **Exhibit 7-18** shows the year by year difference in projected utilization of Silver Stage Elementary Middle School as either a K-6 grade configuration or the current K-8 grade configuration without Building C.

EXHIBIT 7-18
SILVER STAGE ELEMENTARY MIDDLE SCHOOL
PROJECTED UTILIZATION EXCLUDING BUILDING "C"



Source: MGT of America, Inc., 2016.

SUPPORTING RECOMMENDATIONS

The following recommendations are intended to provide guidance with the implementation of the ten-year master plan.

RECOMMENDATION 1:
REGULARLY REVIEW ATTENDANCE BOUNDARIES

A key component of the ten-year facilities master plan is the efficient use of existing facilities. One important element in accomplishing this objective is the need to review attendance boundaries on a regular basis. Care needs to be taken in order to balance the need to utilize facilities more efficiently with meeting the needs of students, but policies can be developed to address both concerns. These policies often include allowing students to remain at a particular school once enrolled, not requiring a change when safety concerns exist, etc. If the recommended change to a K-6 configuration in Fernley is adopted the District will have the opportunity to regularly review the enrollment at three schools both in Fernley and Dayton and make adjustments as warranted

RECOMMENDATION 2:

CONTINUE TO UPDATE LONG-TERM ENROLLMENT PROJECTIONS ON A REGULAR BASIS

Long-term enrollment projections should continue to be updated as the master plan is implemented. In addition to the current level of growth that is occurring in Lyon County, improvements to facility conditions, new facilities, and program changes will likely lead to increased demographic changes. A sound projection basis has been provided in this report. The updates should be relatively simple and, therefore, require much less effort than was undertaken for this study. MGT recommends continuing to update the data no less than once every three years.

RECOMMENDATION 3:

IMPROVE AND ADAPT DISTRICT FACILITY SPACES AT SILVER STAGE

If it is decided to implement the grade re-alignment at Silver Stage the opportunity will be present to convert existing spaces at Silver Stage Elementary to district resource facilities. The central location and the continuing need for district resource space makes this the ideal location to plan for appropriate space. In addition, providing permanent space at Silver Stage will allow for disposal of current spaces that are located in portable facilities with significant site deficiencies. If it is determined not to implement the grade level re-alignment the amount of space available will decrease but not to the point that some district services couldn't be planned for this site.

RECOMMENDATION 4:

CONSIDER EARLIER IMPLEMENTATION OF SAFETY / SECURITY UPGRADES AT SCHOOLS PLANNED FOR PHASE 2 AND 3 IMPROVEMENTS

The phasing of the master plan calls for safety and security upgrades at all school facilities. Those facilities not planned for more extensive improvements are scheduled for the safety / security upgrades in phase 1. All other safety and security upgrades are included in the estimated budget for the overall project. The District may want to consider implementing these upgrades sooner. The estimated budget dedicated for safety and security upgrades at each of the schools scheduled for phase 2 or 3 improvements (excepting the new Fernley area Elementary) are:

SITE NAME	SAFETY AND SECURITY BUDGET*
Fernley IS	$ 470,200
Yerington ES	$ 300,000
Yerington IS	$ 300,000
Dayton HS	$ 301,400
Fernley HS	$ 300,000
Total	$ 1,671,600

*The above amounts are based on the formula used in **Exhibits 7-14** and **7-15** or the amount calculated through the BASYS system, whichever is larger.

MGT
OF AMERICA, INC.

LYON COUNTY SCHOOL DISTRICT

Master Facilities Plan

Appendices A-D

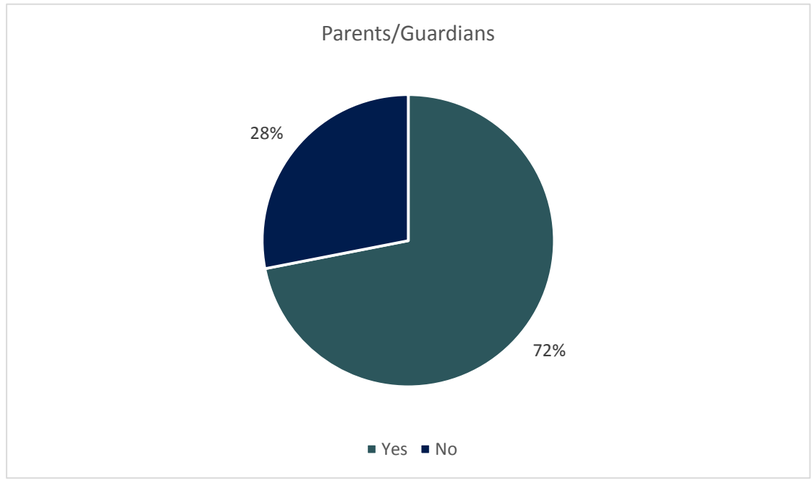
APRIL 19, 2016

Appendix A
Charrettes Results

Results by Question

1. Are you a parent or guardian of a student currently enrolled in Lyon County School District? (Multiple Choice)

	Responses	
	Percent	**Count**
Yes	72%	41
No	28%	16
Totals	**100%**	**57**

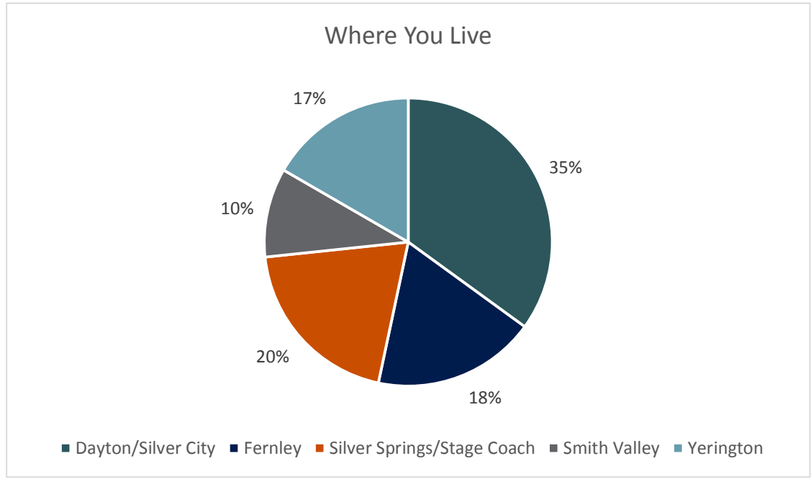


2. Are you a staff member or employee of Lyon County School District? (Multiple Choice)

	Responses	
	Percent	**Count**
Yes	50%	29
No	50%	29
Totals	**100%**	**58**

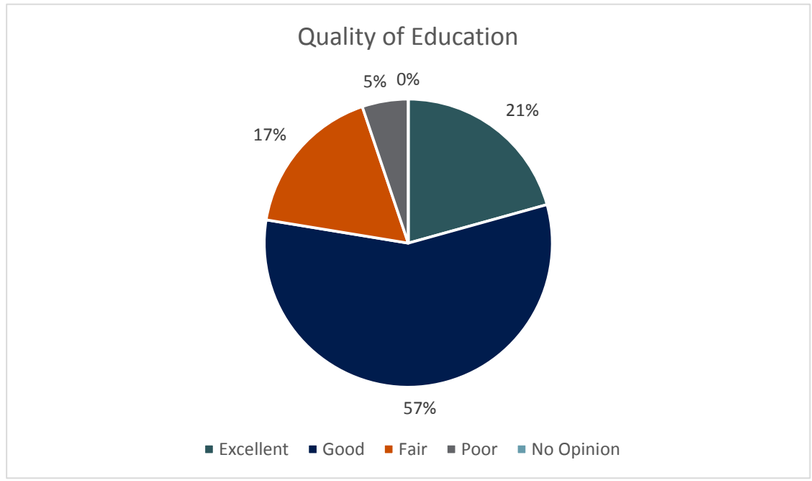
3. Please tell us which portion of Lyon County School District you live in. (Multiple Choice)

	Responses	
	Percent	**Count**
Dayton/Silver City	35%	21
Fernley	18%	11
Silver Springs/Stage Coach	20%	12
Smith Valley	10%	6
Yerington	17%	10
Totals	**100%**	**60**



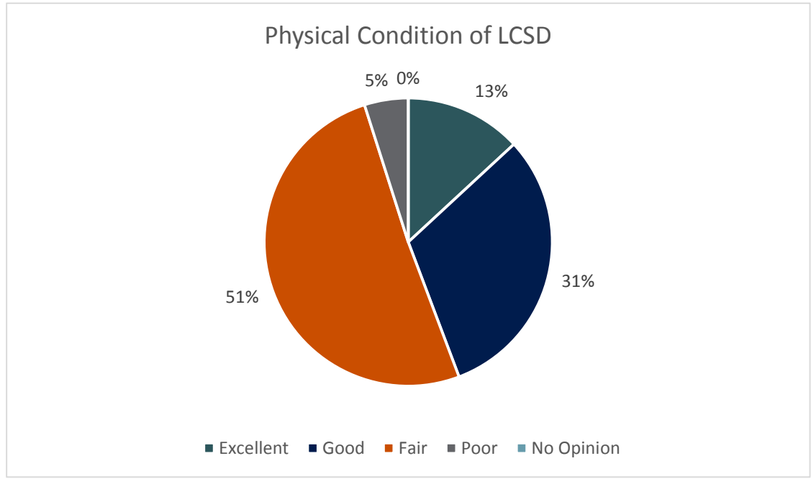
4. How would you rate the quality of education students receive in Lyon County Schools? (Multiple Choice)

	Responses	
	Percent	**Count**
Excellent	21%	12
Good	57%	33
Fair	17%	10
Poor	5%	3
No Opinion	0%	0
Totals	**100%**	**58**



5. How would you rate the overall physical condition of Lyon County schools? (Multiple Choice)

	Responses	
	Percent	**Count**
Excellent	13%	8
Good	31%	19
Fair	51%	31
Poor	5%	3
No Opinion	0%	0
Totals	**100%**	**61**

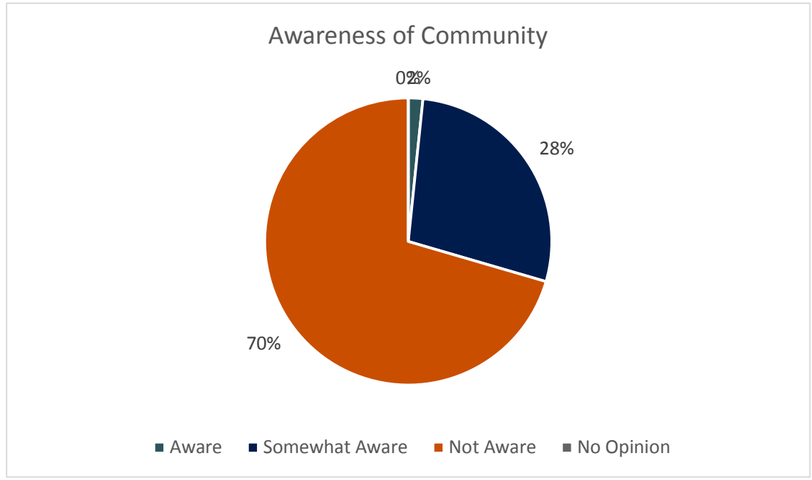


6. How would you rate the physical condition of the schools in your community? (Multiple Choice)

	Responses	
	Percent	**Count**
Excellent	8%	5
Good	35%	21
Fair	47%	28
Poor	8%	5
No Opinion	2%	1
Totals	**100%**	**60**

7. How aware do you think the community is about the condition of individual schools in the district? (Multiple Choice)

	Responses	
	Percent	**Count**
Aware	2%	1
Somewhat Aware	28%	17
Not Aware	70%	43
No Opinion	0%	0
Totals	**100%**	**61**

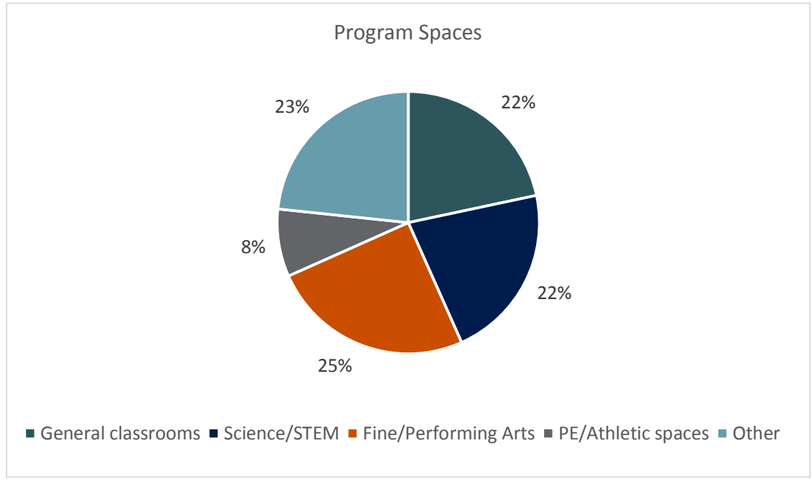


8. How would you rate the learning environment provided in your school(s)? (Multiple Choice)

	Responses	
	Percent	**Count**
Excellent	12%	7
Good	52%	31
Fair	37%	22
Poor	0%	0
No Opinion	0%	0
Totals	**100%**	**60**

9. Which program spaces are in greatest need of improvement? (Multiple Choice)

	Responses	
	Percent	**Count**
General classrooms	22%	13
Science/STEM	22%	13
Fine/Performing Arts	25%	15
PE/Athletic spaces	8%	5
Other	23%	14
Totals	**100%**	**60**

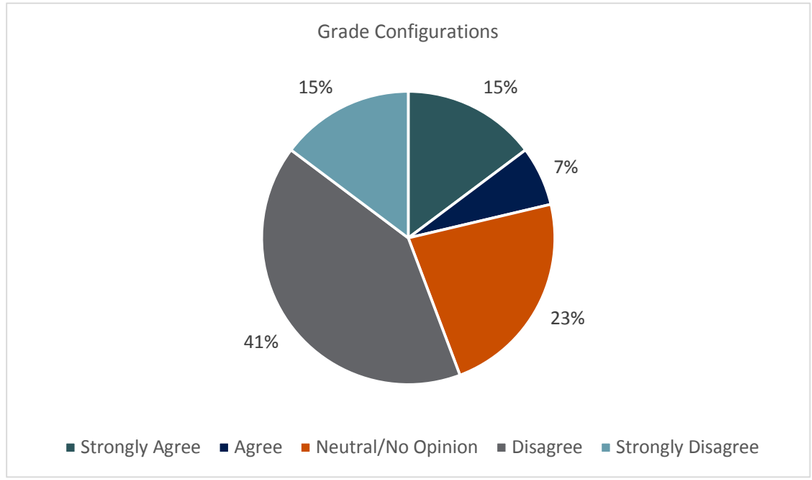


10. How would you rate safety and security provided in your school(s)? (Multiple Choice)

	Responses	
	Percent	**Count**
Excellent	7%	4
Good	35%	21
Fair	38%	23
Poor	20%	12
No Opinion	0%	0
Totals	**100%**	**60**

11. Grade configurations should be similar across Lyon County Schools. (Multiple Choice)

	Responses	
	Percent	**Count**
Strongly Agree	15%	9
Agree	7%	4
Neutral/No Opinion	23%	14
Disagree	41%	25
Strongly Disagree	15%	9
Totals	**100%**	**61**

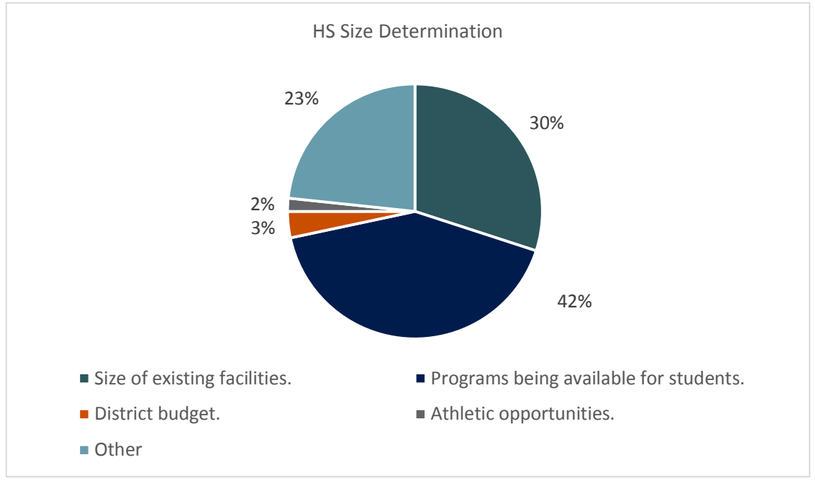


12. Students in every Lyon County HS should have access to quality Career and Technical Programs. (Multiple Choice)

	Responses	
	Percent	**Count**
Strongly Agree	83%	53
Agree	16%	10
Neutral	2%	1
Disagree	0%	0
Strongly Disagree	0%	0
Totals	**100%**	**64**

13. What should determine the size of high schools in Lyon County? (Multiple Choice)

	Responses	
	Percent	**Count**
Size of existing facilities.	30%	18
·ams being available for students.	42%	25
District budget.	3%	2
Athletic opportunities.	2%	1
Other	23%	14
Totals	**100%**	**60**

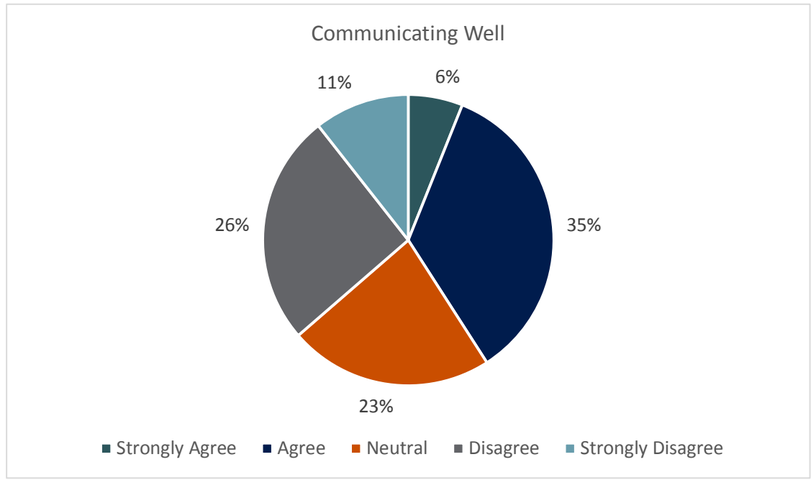


14. Do you agree that Lyon County School District operates the right number of schools? (Multiple Choice)

	Responses	
	Percent	**Count**
Strongly Agree	11%	7
Agree	36%	23
Neutral	38%	24
Disagree	11%	7
Strongly Disagree	5%	3
Totals	**100%**	**64**

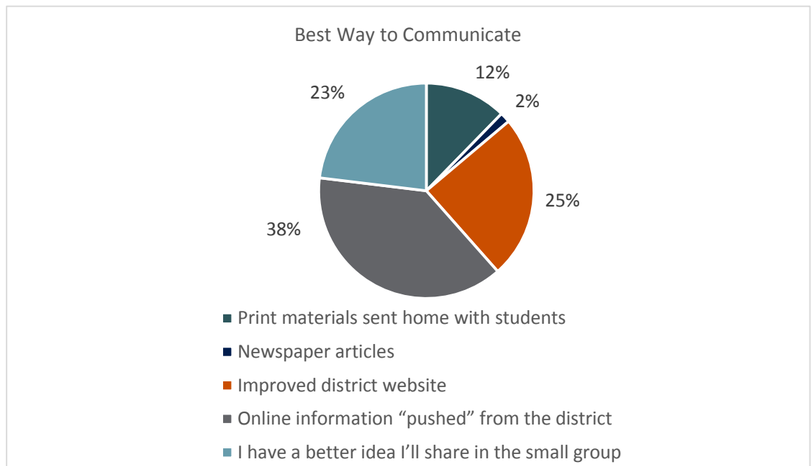
15. Do you agree that the school district is communicating well with parents and community members? (Multiple Choice)

	Responses	
	Percent	**Count**
Strongly Agree	6%	4
Agree	35%	23
Neutral	23%	15
Disagree	26%	17
Strongly Disagree	11%	7
Totals	**100%**	**66**



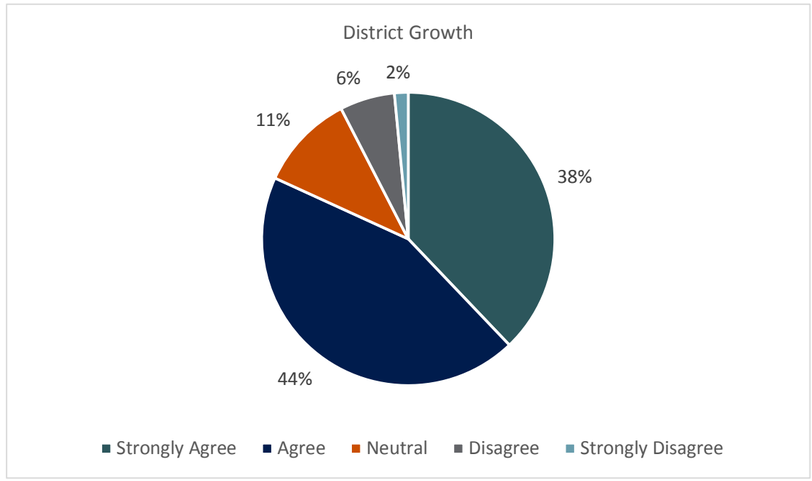
16. The best way(s) to provide more communication or information with parents and community would be: (Multiple Choice)

	Responses	
	Percent	**Count**
ıaterials sent home with students	12%	8
Newspaper articles	2%	1
Improved district website	25%	16
nation “pushed” from the district	38%	25
r idea I’ll share in the small group	23%	15
Totals	**100%**	**65**



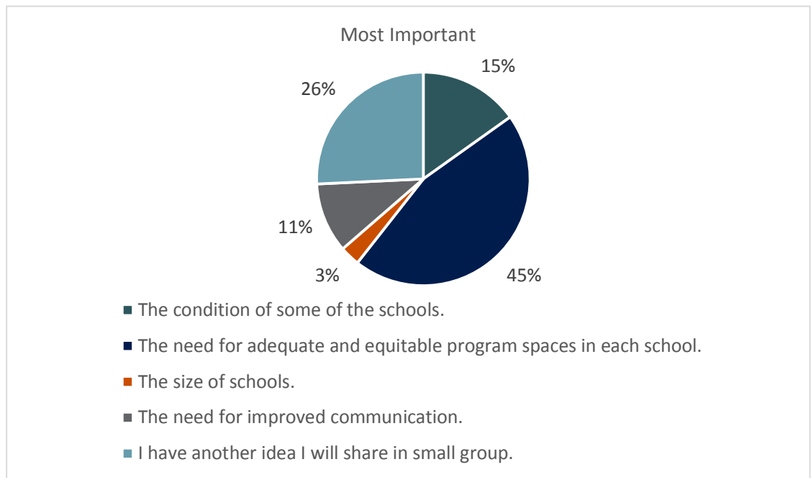
17. Do you agree that the school district will grow over the next decade due to either the parkway or industries like Tesla? (Multiple Choice)

	Responses	
	Percent	**Count**
Strongly Agree	38%	25
Agree	44%	29
Neutral	11%	7
Disagree	6%	4
Strongly Disagree	2%	1
Totals	**100%**	**66**



18. Which of the following is the MOST IMPORTANT issue in Lyon County School District? (Multiple Choice)

	Responses	
	Percent	**Count**
condition of some of the schools.	15%	10
le program spaces in each school.	45%	30
The size of schools.	3%	2
ed for improved communication.	11%	7
er idea I will share in small group.	26%	17
Totals	**100%**	**66**



Appendix B
Educational Adequacy Guide

Educational Adequacy & Technology Readiness Reference Guide

Prepared for Lyon County School District
Revised: September 28, 2015

EDUCATIONAL ADEQUACY REFERENCE GUIDE

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OVERVIEW

This Guide defines the standards that will be used to assess the educational adequacy of schools in Lyon County School District (LCSD). The standards were developed in collaboration with educators from LCSD and based on the district's adopted Educational Specifications. An assessment of educational adequacy measures how well the facility supports the instructional program in the school. This is not an assessment of the physical condition of the school – the roofing, the windows, etc., which rates the various building systems. This is an assessment of the learning spaces compared to the program needs in the district and at that school. For example, if the district's music program includes an elementary component, then each elementary school would typically have a music room that provides an appropriate learning environment, good acoustics, and space to store instruments or other equipment. In Lyon County, portable classrooms are not desired, but may exist, and will lower the score of that type of space. If all rooms of a certain type are located in portable rooms, the space will be scored down to *Poor.*

For each type of instructional space, the assessment includes four components:

- **Learning environment** - The room should provide an inviting and stimulating environment for learning, including lighting, HVAC, acoustics, etc.
- **Size** – The room should meet the size standard set by the district/state.
- **Location** – The room should be appropriately located based on the program needs: quiet, noisy, near the entrance, etc.
- **Storage and Fixed Equipment** – The room should have appropriate permanent casework for teacher and student materials and identified safety equipment.

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In addition to the instructional spaces, the adequacy assessment also includes the exterior of the building, e.g., traffic patterns, parking and access to the school, safety issues (lighting, signage, and secure entrances), play and athletic areas, and infrastructure that supports technology readiness.

This Guide will be used for training of assessors to ensure inter-rater reliability and during the assessment of each school in the district. The Guide and the data gathered during the assessment will be available to the public and will be used by the district to prioritize facility needs for future planning.

Acknowledgements

Wayne Workman, Superintendent
Claudia Fadness, Director of Elementary Curriculum, Instruction & Assessment
Keri Pommerening, Director of Secondary Curriculum, Instruction & Assessment
Frankie McCabe, Director of Special Services
Alan Medeiros, Director of Information Technology
Jim Gleason, Operations & Maintenance Supervisor

ART CLASSROOMS – Required space at MS/HS only. If there is no space, score all components *Poor*. For educational suitability purposes, if the art room is located in a portable, all four components should be scored as to how well they support the program understanding that a portable is not a desirable space.

System	Component	Description	What to Look For
Art	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? Curtains required. **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards. **Middle: 1,800 SF** **High: 1,800 SF** HS should also have a small space with computer capacity for graphic design.	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards or is a portable
	Location	The room should be appropriately located for the program.	Rooms should be located on an exterior wall with windows for natural lighting. Score **Excellent** if there is direct access to an outdoor patio.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage**: Room(s) have 200-500 sf storage, adequate permanent casework, appropriate materials and project storage **for 3D and flat artworks.** **Fixed Equipment:** There should be at least 2 sinks, display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment. **HS:** kiln w/appropriate ventilation, non-flammable shelving, and clay traps on at least 1 sink are required. .

Examples of art classrooms:

CAREER AND TECHNICAL EDUCATION - Scores are based on the programs available in each building. Space is provided for various job-related experiences and laboratory work stations. For educational suitability purposes, if some CTE rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all rooms are in portables, all four components should be scored as to how well they support the program understanding that a portable is not a desirable space.

System	Component	Description	What to Look For
Career Tech Ed	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? Are there indoor air quality systems for removal of dust and odors? **Aesthetics:** Is it an inviting learning environment?
	Size	**High School:** **Agriculture Multi-use: 4,300 SF *(Greenhouse required: 2,000 SF)*** **Automotive Service: 4,300 SF** **Engineering/Technology Multi-use: 4,300 SF** **ROTC: 4,300 (*includes 3 offices, 2 classrooms, large storage, and 25'x25' drill pad (outdoor), but no range.)*** **Collision Repair: 3,600 SF** **Construction: 3,600 SF** **Culinary Arts: 3,600 SF (*includes 600 SF dining area)*** **Broadcast/Video Production: 2,400 SF** **Engineering, Drawing/Design: 2,400 SF** **Early Childhood Education: 2,400 SF** **FACS Multi-use: 2,400 SF** **Graphic Arts: 2,400 SF** **Healthcare Science Multi-use: 2,400 SF** **Marketing: 2,400 SF (*w/ Store* 400 SF *and 200 SF storage*)** **Personal Care/Cosmetology: 2,400 SF** **Public Safety: 2,400 SF** **Business/Computer Science Multi-use: 1,800 SF** **Inst. Tech. (two rooms): 1,800 SF** **Work-based Learning: 1,800 SF**	190 **EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards NOTE: LCSD does not have all of these programs in each school. Score based on the programs at each school. Labs are grouped by size standard based on program space needs: Jumbo (4,300 SF), Large (3,600 SF), Medium (2,400 SF), and Small (1,800 SF).

CAREER AND TECHNICAL EDUCATION (CONTINUED)

System	Component	Description	What to Look For
	Location	The room should be appropriately located for the program.	The classrooms(s) should be shielded from noise-producing activities and functions and there should be appropriate material delivery areas.
	Storage/Fixed Equip	The room should have adequate contiguous storage space and fixed equipment appropriate to the program.	**Storage**: There should be storage for student projects and supplies and secured storage areas for volatile, flammable and corrosive chemicals and cleaning agents, if needed for the program. In addition, there should be proper storage and removal access for hazardous waste materials in each laboratory using such materials. **Fixed Equipment:** As appropriate to the program, including any necessary safety equipment: all rooms over 1800 SF should have FE, FB, EW, safety glasses sanitizing cabinet, dust/ventilation equipment, hoods in culinary, non-slip flooring, and appropriate cabinet surfaces.

Examples of CTE classrooms:

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COMPUTER LABS – Computer labs should be scored if they exist. If a school has no computer lab, it should be scored "N/A". For educational suitability purposes, if the computer lab is located in a portable, all four components should be scored as to how well they support the program understanding that a portable is not a desirable space.

System	Component	Description	What to Look For
Computer Labs	**Environment**	The room should provide an inviting and stimulating environment for learning, but should also provide maximum security for the equipment.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Does lighting minimize screen glare and eye strain? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards and should accommodate movement of students around learning stations. **880 SF (ES)** **1000 SF (MS)** **1000 SF (HS)**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for student access.	A room that is close to classroom areas and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. **Computer labs should have both hard connections and wireless capability.**	**Storage**: Teacher cabinet, storage cabinet, bookcases **Fixed Equipment:** There should be sufficient outlets, power sources, and network links for the amount of equipment provided.

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Examples of computer labs:

EARLY CHILDHOOD EDUCATION – For suitability purposes, no classrooms should be located in portable buildings. If all ECE classrooms are in portables, all four components should be scored as to how well they support the program understanding that a portable is not a desirable space.

System	Component	Description	What to Look For
ECE	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Windows for natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment? **Safety:** Are individual outlets child-proof and is there an intercom to the room?
	Size	The room should meet the square footage standards (including restrooms, changing area, storage, teacher preparation, and wet and dry areas). **900 SF + restroom in or adjacent with space for changing**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions, but is close to another grade level peer classroom for integration. Play area does not need to be separated from other grades, but needs to be adequately fenced.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage**: Room(s) have adequate, age-appropriate casework and storage, including individual "cubbies". **Fixed Equipment:** There should be a restroom in/adjacent to the classroom with changing table and sink with hot water. Fixtures include sink with bubbler, wall of cabinets, age-appropriate fixtures, and technology equipment. Some flooring is a "wet area."

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Examples of ECE classrooms:

GENERAL CLASSROOMS - For suitability purposes, if some general classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all general classrooms are in portables, all four components should be scored as to how well they support the program understanding that a portable is not a desirable space. The room design should be flexible. ELL classrooms at MS and HS have the same standard as for a general classroom.

System	Component	Description	What to Look For
General Classrooms	**Environment**	The rooms should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? Clerestory windows OK. **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The rooms should meet the square footage standards. **K: 900 SF plus 150 SF restroom set shared with 2 CR** **1-12: 900 SF**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The rooms should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The rooms should have adequate storage space and fixed equipment appropriate to the program.	**Storage**: Permanent casework for teaching materials and records. **Fixed Equipment: K:** 2 restrooms, appropriate height fixtures, shared with another CR. **K-6:** one wall of cabinets, counters at age-appropriate height, cubbies/coat hook area, and sink with bubbler. **7-12**: lockable teacher's/wardrobe cabinet, lockable storage cabinet, bookcases. There should be appropriate technology equipment at all levels. There should be a minimum of 4 hard wired network jacks each having adequate electrical power receptacles within 4 feet.

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Examples of general classrooms:

INSTRUCTIONAL RESOURCE AND ITINERANT STAFF ROOMS - There should be space(s) for resource specialist, speech therapist, psychologists, itinerant teachers, bilingual specialists, migrant services and other services. For educational suitability purposes, if some instructional resource rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all resource rooms are in portables, all four components should be scored as to how well they support the program understanding that a portable is not a desirable space. ELL classrooms at elementary schools have the same standard as instructional resource rooms.

System	Component	Description	What to Look For
Instructional Resource Rooms	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program and allow for collaborative learning opportunities? **Lighting:** Is there appropriate natural light/lighting levels with dimmable lighting? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards. **900 SF OT/PT or large group space** **150 SF smaller rooms/offices for small group instruction and/or testing**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be near other general classrooms and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. Storage for manipulatives, displays, etc. in ELL classrooms	**Storage**: Room(s) have adequate permanent casework; teacher, and student storage. **Fixed Equipment:** Room(s) have program/technology equipment appropriate to the program. All spaces with Smartboards.

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Examples of instructional resource rooms:

KINDERGARTEN - If some kindergarten classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. For educational suitability purposes, if all kindergarten classrooms are in portables, all four components should be scored as to how well they support the program understanding that a portable is not a desirable space.

System	Component	Description	What to Look For
Kindergarten	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? . **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards (including restrooms, storage, and teacher preparation, wet and dry areas). **900 SF plus 150 SF restroom set could be shared with 2 CR**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be appropriately located, shielded from noise-producing activities or functions, and located close to parent drop-off and bus loading areas. Kindergarten is to be located without stairs to access or exit.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage**: Storage space for teaching materials and records; and for children's clothing and personal items. Storage, casework, and learning stations are functionally designed for use in free play and structured activities; e.g., shelves are deep and open for frequent use of manipulative materials. **Fixed Equipment:** There should be a wet area with sink/bubbler. Room(s) has program/technology equipment appropriate to the program. Counters, furniture, etc. should be appropriate heights for kindergarten-aged students.

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Examples of kindergarten classrooms:

LEARNING ENVIRONMENT – in LCSD, Exterior should be scored *n/a.*

System	Component	Description	What to Look For
Learning Environment	**Learning Style Variety**	The school should have flexible learning spaces.	Space is provided to allow for various group sizes, projects, individual workstations, as well as general classrooms. Spaces are flexible, allowing for differentiated instruction to accommodate multiple teaching and learning styles. Project-based learning. Requires space for storage of student projects, especially "in progress."
	Interior Environment	The school should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program or are there oddly-placed posts, difficult angles to navigate or awkward spaces to use? **Lighting:** Is there appropriate natural light (windows with views) and adequate artificial lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms or from traffic or play areas into the classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Exterior Environment	Schools should have outdoor areas for learning opportunities.	Score N/A

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Examples of learning environments:

MEDIA CENTER – All schools are required to have a media center. Within the media center space includes are a main reading room, librarian and support staff offices, work space and work sink, non-print storage room, and equipment storage room. For educational suitability purposes, if the media center is in a portable, all four components should be scored as to how well they support the program understanding that a portable is not a desirable space.

System	Component	Description	What to Look For
Media Center	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are acoustic materials in place to allow different activities to occur at the same time without interference? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	**High School 8,685 SF** **Middle School 7,560 SF** **Elementary 6,475 SF**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The media center should be centrally located to support access of all students and away from noisy parts of the building.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage space and work space with sink.

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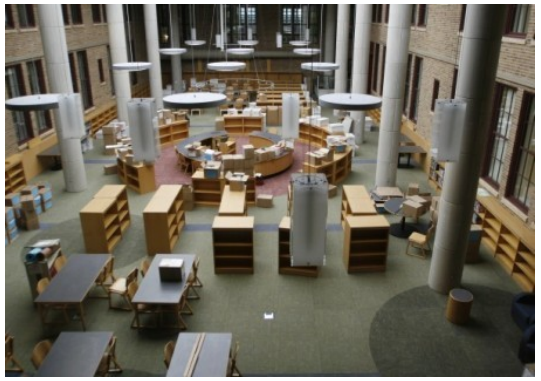
Examples of Media Centers:



MUSIC – Required space **MS/HS**. If no music room exists, all four components should be scored *Poor*. For educational suitability purposes, if the music room is located in a portable, all four components should be scored as to how well they support the program understanding that a portable is not a desirable space.

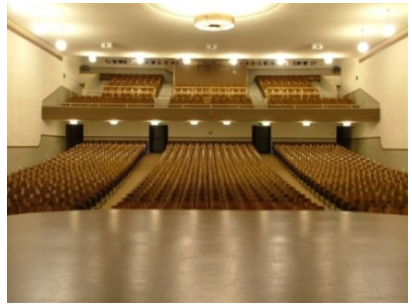
System	Component	Description	What to Look For
Music	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Are the size and height of instrumental and choral rehearsal rooms sufficient to allow for movement of students and instruments and various presentation arrangements? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are the size and height of instrumental and choral rehearsal rooms sufficient to allow for acoustic quality? Is there hard surface flooring? **HVAC/Temperature:** Is there ventilation with consistent, adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The rooms should meet the SF standards. **Middle: One room required** **Band or Orchestra: 1,400 SF** **Choral: 1,200 SF** **Combined: 1,400 SF** **High: One room required** **Band or Orchestra: 1,800 SF** **Choral: 1,500 SF** **Combined: 1,800 SF**	Spaces include office, music library, and storage, uniform storage **EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	All music rooms shall be located remotely from other classrooms to minimize sound transmission, should have convenient access to the auditorium, and practice rooms should have easy supervision.
	Storage/Fixed Equip	The room should have adequate equipment and storage appropriate to the program.	**Storage**: Room(s) has adequate casework (cabinets and bookshelves), and storage: **MS/HS:** 200-500 SF per program (choir, band, etc.) **Fixed Equipment: MS/HS:** There should be a sink and drinking fountain in each room, high ceilings, acoustical wall coverings, and technology equipment appropriate to the program. **HS:** 1-2 practice rooms, and offices for each program. Access to portable risers.

Examples of music classrooms:

PERFORMING ARTS – All schools are required to have a performing arts space with an ADA-accessible stage.

System	Component	Description	What to Look For
Performing Arts	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate lighting levels in the space? **Acoustics:** Are there impediments to hearing? Is there noise? Transfer between spaces? Are there sound panels? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	**ES/MS:** This can be a multipurpose space but should have a permanent stage with curtains and lights. Combination cafeteria or gym and performing arts space is the standard for elementary and middle schools. Need storage space. **HS:** There should be an auditorium with fixed seating for one grade level	HS: Should be dressing rooms with restrooms and sound/lighting booth. **EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	Located on the ground floor and acoustically isolated. There should be convenient public and after-school access and easy access to restrooms and water fountains but restricted access to other spaces.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**All: ADA-accessible stage is required, but spaces that have both front and backstage ADA ramps would be scored *Excellent* only if all other required elements are in place. HS:** The performing arts space should have adequate and appropriate storage, curtain, lighting, sound system, and technology equipment appropriate to the program.

Examples of performing arts spaces:



PHYSICAL EDUCATION - All schools are required to have a P.E. space, with multipurpose space at ES and 1 at MS and HS. Gymnasiums to have wood floors (linoleum/rubber floor acceptable at elementary schools). All P.E. spaces to include storage for fixed and large equipment, restrooms, and teacher office (at MS/HS only). MS should also have access to a multi-purpose space (dance, wrestling, etc.) and locker rooms. HS to include a fitness/weight room, separate physical education and athletic locker rooms. If no space exists or space is only a multi-use space all four components should be scored *Poor*.

System	Component	Description		What to Look For
P.E.	**Environment**	The room should provide an inviting/stimulating environment for learning.		**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between programs? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size (total square footage including all components)	**ES: 5,000 – 8,000 SF with wood or rubber flooring and no fixed seating.**	**ES: 5000-8000SF** **MS: 16,000 SF** **HS: 22,000 SF**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
		MS: 16,000 SF with wood floors Competition court, with bleachers on one side	**HS: 22,000 SF with wood floors** Competition court, motorized bleachers on at least one side	
	Location	The room should be appropriately located for the program.		The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes. Access to public restrooms.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.		**Storage**: There should be adequate and appropriate storage for both P.E. and athletics. **Fixed Equipment -** water fountains and fixed equipment (backboards, safety padding). Motorized seating at high schools.

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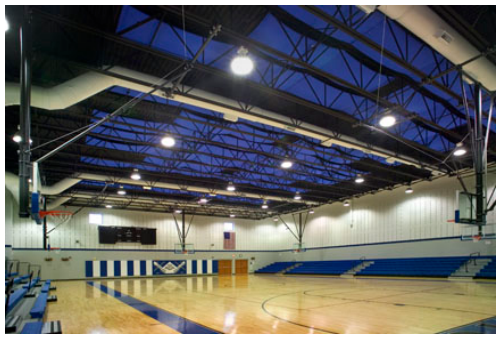
Examples of physical education spaces:



SCIENCE - Required space at MS/HS. Score all four components *Poor* if none exists. For educational suitability purposes, if all the science rooms are located in a portable, all four components should be scored as to how well they support the program understanding that a portable is not a desirable space.

System	Component	Description	What to Look For
Science	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Are classrooms flexibly designed to insure full student access to laboratory stations and lecture areas? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards. **Middle: 1,000 SF** **High: 1,000 SF lab/classroom combination**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	Science classrooms should be shielded from noise activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage**: Space for teaching materials and adequate permanent casework. There should be separate secured storage areas area provided for volatile, flammable, and corrosive chemicals and cleaning agents. 202 **Fixed Equipment –** There should be a demo station in each science classroom, wet flooring, appropriate science storage and extra sinks in chemistry lab (2 stations can share a sink) as well as safety equipment (**MS/HS:** FE, blanket, EW. **HS**: shower. **MS/HS only:** A separate 100 SF room for storage and prep area. Water in all MS/HS spaces, gas only HS, chemical storage, prep room with refrigerator. Shared prep areas meet the standard. **HS**: **Fume hood** required in chem. and physical science. Needs adequate electrical outlets.

Examples of science classrooms & labs

SELF-CONTAINED SPECIAL EDUCATION – Required space where program exists, score N/A if program does not exist. For educational suitability purposes, if some self-contained rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all self-contained rooms are in portables, all four components should be scored as to how well they support the program understanding that a portable is not a desirable space.

System	Component	Description	What to Look For
Self-Contained Special Ed	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels. Needs to be dimmable. **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	Every school must have an **ADA restroom** large enough to have a **changing area with hot water.** **1000 SF classroom in every school where the program exists. In SED/Autism – nothing special. All** Life Skills need ADA-accessible restrooms in/near classroom restroom w/changing tables**. HS Life Skills** programs need ADA-accessible kitchenette, washer/dryer, and mechanical changing table (mechanical table also at **MS).**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The classroom(s) should be shielded from noise-producing activities and located with general classrooms, rather than in isolated buildings. Doors should open into auxiliary halls or have windows for viewing traffic.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage**: Room(s) have adequate permanent casework and teacher and student storage. **Fixed Equipment:** The classrooms should have special needs equipment and technology equipment appropriate to the program. **All** Life Skills need ADA-accessible restrooms in/near classroom w/changing tables**. HS Life Skills** programs need ADA-accessible kitchenette, washer/dryer, and mechanical changing table (mechanical table also at **MS).**

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Examples of self-contained special education classrooms:

NON-INSTRUCTIONAL SPACES

System	Component	Description	What to Look For
Non-Instructional	**Administration**	Administrative spaces should be configured and equipped appropriately. There should be active monitoring of the front door. Space includes reception, offices, storage for records and supplies, nurse's office, teachers' work rooms, and toilets. The school should have adequate secure storage for student records, texts, and other resources.	Administrative office/clerical space appropriate for the school size. Adequate reception space for parents and visitors. Storage area for consumable materials. Adult restrooms. Principal's office with space for meetings of four people. Small meeting space for meetings of up to 10 people. Faculty mailboxes should not be accessed through the public space. Lockable cabinets for student records should be located near the administrative or counseling suite. Textbook storage room(s) should be on the first floor of the school and have adequate fixed casework with adjustable shelving to allow convenient access and use.
	Cafeteria	A multi-use room or rooms. Goal: to have no more than 3 lunch periods.	There is good circulation and routing. The cafeteria is acoustically isolated, has appropriate storage and seating. At the **ES/MS**, there needs to be a space to store all the tables and chairs for multipurpose usage. The area for the cafeteria line is designed for the flow of traffic for each lunch period and should allow all students adequate eating time during each lunch period. Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space.
	Food Service and Prep	Food service and prep spaces (kitchen, freezer, cooler, office, restrooms, etc.) are sized and located appropriately. The kitchen area should have separate areas for pickup and delivery, have adequate storage, and fixed equipment.	Design of kitchen reflects its planned function; e.g., whether for food preparation or warming only. Space is available for refrigeration and preparation of foods to accommodate maximum number of students planned for the school. Office, changing/lockers, and restroom area for food preparation staff are available and shall comply with local Department of Health requirements. Safety equipment is available. The delivery area is separate from other traffic and does not provide an unsecured access point into the school. Peep holes should be in place.

NON-INSTRUCTIONAL SPACES (CONTINUED)

System	Component	Description	What to Look For
Non-Instructional	**Clinic**	Each school should have a nurse's office.	There should be a nurse's office with space for nurse desk and computer/printer (accessible), patient beds (1 required, separated by at least a pull curtain), filing cabinets, and both dry (locked) and refrigerated medication storage and sharps container. There should also be an ADA- accessible restroom in the nurse's office. There should also be a sink with hot/cold water, in addition to the sink in the restroom. **Cot area should be under supervision by staff.**
	Counseling	Counseling spaces should be in all schools. There should be office area for the student support/counseling program which provides for confidentiality and may be shared with other support service programs. In addition to the office for each counselor, there should be 1-2 offices available for itinerant support staff. **ES:** one counselor, with separate office **MS/HS:** 1-3 counselors	There should be a reception/waiting area at all levels. The space should be fire- and water-proof with lockable cabinets located adjacent to the counseling area. The space should be easily accessed by students, but not in the administrative suite. **MS/HS Component requirements:** Guidance Office = 150 SF Reception = 150 SF Conference Room = 250 SF
	Custodial and Maintenance	There should be a custodial receiving area (250 SF) and custodial closets with floor mop sink in each major building area.	The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies. 205
	Student Restrooms	Restroom # of fixtures shall be sufficient to accommodate the maximum planned enrollment. Except for ADA unisex and pre-k and kindergarten in-room restrooms, they must always serve only 1 gender. There must always be adequate privacy provided with urinal separation and doors to stalls. They must be located where students are housed.	Restrooms are age-appropriate. Floor and wall surfaces are washable. Toilet partitions and urinal privacy partitions are in place.
	Faculty Work Space and Toilets	The faculty should have a work area.	The faculty workroom should be sized appropriately for the school, equipped with cabinets, sink, and space for copying and other instructional materials preparation. Restrooms should be nearby and/or conveniently located in various parts of the school.

Examples of non-instructional spaces:

OUTSIDE SPACES

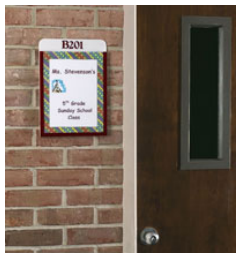
System	Component	Description	What to Look For
Outside	**Vehicular Traffic**	Traffic routing should be safe with good separation.	Bus, parent, and service lanes are "off-street" and do not conflict with each other, playground, or parking areas. There is adequate bus loading for both general/special education buses near entrances to the building.
	Pedestrian Traffic	Pedestrian traffic routing is safe with good separation from vehicular traffic.	There should be safe walk routes (sidewalks and marked/raised crosswalks) that direct students and the public to appropriate entrances.
	Parking	Parking should be adequate in size and marked.	There is adequate off-street paved, marked, and lighted parking for staff and visitors for daily operations (not events). Parking lots have reasonable access to school entrances. All schools have ADA parking.
	Play Areas/Fields	Play areas should be adjacent to the school, adequate in size, and allow for free and organized play time.	**ES:** There should be a hard surfaced area and playground equipment. Minimum of 1,000 SF grassed. Playground, look for ADA access: walkway and equipment. **MS:** Minimum: hard surface, fenced BB court w/ fixed standards, grassed playing field that can be lined. **HS only**: track, grassed football field, grassed soccer field, softball field, and (2) tennis courts. Grassed fields should have proper drainage, irrigation, and lighting for all fields.

Examples of outside spaces:

SAFETY & SECURITY – The district is committed to safety, but does not want security to overrule the educational needs of each site. Security issues will be site-specific, with discussions to include fencing to reduce outside pedestrian and vehicular traffic, lighting to wash the facades and vegetation that enhances "curb appeal," but does not provide inappropriate coverage, signage to communicate expectations, and access control/supervision to allow district staff to monitor activities.

System	Component	Description	What to Look For
Safety and Security	**Locked Access points**	The school should be appropriately secured for each site.	The school site is appropriately secured. Entrances and egresses are limited, where appropriate. Play areas should be fenced to provide safety. Fencing around any exterior HVAC or building equipment that is at ground level.
	Signage & Way Finding	Interior and exterior signage should be adequate for the needs of the school.	There should be adequate exterior and interior signage or graphics to direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school and grounds. Traffic and parking signs are adequate to direct parents to drop off and visitors to parking. All rooms are identified only with numbers. There should be prominent/multiple/all entrance announcement signs at all locations: Drug Free, Weapons Free, Under Surveillance, Subject to Search. **You should look for all 4 signs.** Describe missing elements.
	Ease of Supervision	The building layout and environment should enhance building supervision.	Supervision is enhanced through proper sightlines, few or no "hiding areas," and safe vegetation/landscaping, along with appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building. There should be camera surveillance of all parking areas and areas with HVAC equipment. There should be adequate lighting to all public areas. (Ask principal regarding these issues.) No storage should be placed in stairwells.
	Controlled Entrances	Points of entry should be controlled for student and staff safety.	School design or configuration allows for control of entrances to the school. Public entrances are easily supervised and must be controlled with a card/camera system and security vestibule to score FAIR. All main, public entrances have ADA access. Comment required and down-grade if ADA not in place.

Examples of safety & security:



TECHNOLOGY READINESS – Standard: Supply both dense wireless and hardwired network capability throughout the school. High speed broadband connection to each school. Secure IT environment to support security, safety and use of both student and staff access using multiple devices.

System	Component	Description	What to Look For
Technology Readiness	**Comm.\IT Equipment Environment**	Communications and IT equipment should be in a climate-controlled environment that is secure and accessible.	Equipment is located in a place designed for communications /IT equipment. Space is properly climate-controlled, has limited access so it is secure, but is easily accessed by appropriate technical staff. The area has adequate storage, utilities, and fixed equipment.
	Device Connectivity	Wireless and/or hardwired network connectivity.	Each instructional, technology, and administrative space (classrooms, library, labs, data centers, etc.) has sufficient hardwired and wireless access for all applicable technology devices **EXCEL:** All faculty, staff, and students have network access meeting their technology needs both wirelessly and wired. **GOOD:** Most have access **FAIR:** Some have access **POOR:** Few have access **UNSAT:** No access
	Electrical Power	Sufficient electrical power to provide for each student and staff operation of multiple devices.	Each instructional, technology, and administrative space (classrooms, library, labs, data centers, etc.) has sufficient electrical power requirements for all applicable technology devices **EXCEL:** All faculty, staff, and students have electrical power to sufficiently supply instructional technology needs. **GOOD:** Most have access **FAIR:** Some have access **POOR:** Few have access **UNSAT:** No access
	Communications	All instructional spaces to have 2-way communications with intercom.	Voice communication in each instructional area with capacity to hear communications on the play or athletic areas.
	Equity of Access	There should be adequate network access to provide for ubiquitous wireless in all instructional spaces.	Access to support the technology readiness standard as stated above. Each school to have collaborative learning spaces provided at various locations to support small group work with sufficient connectivity and electrical power. Faculty desktop computer supported in each instructional space.
	WAN Backbone	Combination of Fiber and Wireless WAN backbone.	Sites should be connected using Fiber were cost effective. Where Fiber is not cost effective high speed Wireless/Microwave radio bridges should be used.
	LAN Backbone	Fiber connectivity between MDF and IDF's.	Minimum of 1Ghz Fiber LAN between MDF/IDF locations within schools.

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Appendix C
BASYS Reports

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 209	Building #: 209b
Site: Cottonwood ES		Building: Head Start Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Good	5.04	5.60	90.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Good	3.60	4.00	90.00
Exterior Doors	Single Component	100.00	Good	3.00	3.33	90.00
Interior Floors	Carpet	70.00	Poor	0.84	2.80	30.00
	Sheet Vinyl	30.00	Good	1.08	1.20	90.00
		System Total:		**1.92**	**4.00**	**48.00**
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Good	3.60	4.00	90.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component	100.00	Good	0.45	0.50	90.00
Fixtures	Single Component	100.00	Good	0.90	1.00	90.00
Waste	Single Component	100.00	Good	0.45	0.50	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Good	1.89	2.10	90.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Unsat	0.00	1.05	0.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 209	Building #: 209b
Site: Cottonwood ES		Building: Head Start Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Good			
Total For Building :				**82.87**	**95.00**	**87.24**

Comments

Structural->Interior Floors (Carpet)
Carpet is stained and wrinkled.

Mechanical->Connectivity
There is no PA/bell system.

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Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 209	Building #: 209a
Site: Cottonwood ES		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Fair	4.03	6.71	60.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Central section	50.00	Poor	0.08	0.26	30.00
	Wings	50.00	Good	0.24	0.26	90.00
		System Total:		**0.32**	**0.53**	**60.00**
Interior Floors	VCT	25.00	Good	1.28	1.43	90.00
	Carpet	75.00	Poor	1.28	4.28	30.00
		System Total:		**2.57**	**5.71**	**45.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boilers	50.00	Good	4.09	4.54	90.00
	Chilled water unit	15.00	Good	1.23	1.36	90.00
	Evaporative Coolers	35.00	Fair	1.91	3.18	60.00
		System Total:		**7.22**	**9.08**	**79.50**
Distribution	Single Component	100.00	Poor	1.63	5.45	30.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 209	Building #: 209a
Site: Cottonwood ES		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**78.86**	**100.00**	**78.86**

Comments

Structural->Roof
Roof has one leak and is missing some shingles.

Structural->Exterior Doors (Central section)
The exterior doors operate poorly and require maintenance.

Structural->Interior Floors (Carpet)
The carpet in the halls and in about half the classrooms is worn, stained and has wrinkles.

Mechanical->Electrical-->Distribution
The halls lack sufficient outlets.

Mechanical->HVAC-->Energy Generation (Evaporative Coolers)
The evaporative cooler lacks capacity on hot days.

Mechanical->HVAC-->Distribution
The evaporative cooler lacks capacity on hot days.

Mechanical->HVAC-->Controls
Controls are not centrally controlled and require frequent individual adjustment.

ADA
Not all restrooms are accessible.

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Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 209 Building #: 209d

Site: Cottonwood ES Building: Modular #14

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Good	5.04	5.60	90.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Fair	2.40	4.00	60.00
Exterior Doors	Single Component	100.00	Good	3.00	3.33	90.00
Interior Floors	Single Component	100.00	Poor	1.20	4.00	30.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Good	3.60	4.00	90.00
Ceiling	Single Component	100.00	Fair	3.00	5.00	60.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Poor	0.63	2.10	30.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	209	Building #:	209d
Site:	Cottonwood ES			Building:	Modular #14		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Fair	0.30	0.50	60.00
Fire Alarm Connectivity	Single Component	100.00	Fair	0.30	0.50	60.00
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Fair			
Total For Building :				**76.59**	**92.50**	**82.80**

Comments

Structural->Exterior Windows
The windows are single pane.

Structural->Interior Floors
Carpet is worn and has wrinkles.

Structural->Ceiling
There are damaged ceiling tiles.

Mechanical->HVAC-->Distribution
The air is distributed from one source.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
Fire alarm is pull station only.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
Fire alarm is pull station only.

ADA
Not all restrooms are accessible.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 209 Building #: 209c

Site: Cottonwood ES Building: Modular #15 (Music)

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Good	5.04	5.60	90.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Fair	2.40	4.00	60.00
Exterior Doors	Single Component	100.00	Good	3.00	3.33	90.00
Interior Floors	Single Component	100.00	Good	3.60	4.00	90.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Good	3.60	4.00	90.00
Ceiling	Single Component	100.00	Fair	3.00	5.00	60.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Poor	0.63	2.10	30.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 209	Building #: 209c
Site: Cottonwood ES		Building: Modular #15 (Music)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Fair	0.30	0.50	60.00
Fire Alarm Connectivity	Single Component	100.00	Fair	0.30	0.50	60.00
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Fair			
Total For Building :				**78.99**	**92.50**	**85.39**

Comments

Structural->Exterior Windows
The windows are single pane.

Structural->Ceiling
The ceiling tiles are mismatched.

Mechanical->HVAC-->Distribution
The air is distributed from one source.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
Fire alarm is pull station only.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
Fire alarm is pull station only.

ADA
Not all restrooms are accessible.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015
County: Lyon Region: 10 Site #: 201 Building #: 201b
Site: Dayton ES Building: Bldg B

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Single Component	100.00	Poor	1.71	5.71	30.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 201	Building #: 201b
Site: Dayton ES		Building: Bldg B	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**86.58**	**100.00**	**86.58**

Comments

Structural->Interior Floors
Carpet is stained and worn.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 201	Building #: 201c
Site: Dayton ES		Building: Bldg C	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	20.38	22.65	90.00
Exterior Walls	Single Component	100.00	Fair	4.57	7.61	60.00
Roof	Single Component	100.00	New	4.55	4.55	100.00
Exterior Windows	Single Component	100.00	Good	3.09	3.44	90.00
Exterior Doors	Single Component	100.00	Fair	0.31	0.52	60.00
Interior Floors	Hall, most classrooms	80.00	Good	9.28	10.31	90.00
	Some classrooms	20.00	Fair	1.55	2.58	60.00
		System Total:		**10.83**	**12.89**	**84.00**
Interior Walls	Single Component	100.00	Good	4.41	4.90	90.00
Interior Doors	Single Component	100.00	Good	1.64	1.82	90.00
Ceiling	Single Component	100.00	Good	0.80	0.89	90.00
Fixed Equipment	Single Component	100.00	Good	5.14	5.71	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.28	2.54	90.00
Distribution	Single Component	100.00	Good	2.28	2.54	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.05	3.39	90.00
Fixtures	Single Component	100.00	Good	3.05	3.39	90.00
Waste	Single Component	100.00	Good	3.05	3.39	90.00
HVAC						
Energy Generation	Single Component	100.00	Fair	2.81	4.68	60.00
Distribution	Single Component	100.00	Good	2.52	2.81	90.00
Controls	Single Component	100.00	Good	1.68	1.87	90.00
Lighting	Single Component	100.00	Good	3.57	3.97	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.41	0.46	90.00
Exit Safety	Single Component	100.00	Good	0.41	0.46	90.00
Fire Control Capability						
Fire Control Operation	Single Component	220 100.00	Good	1.30	1.44	90.00
Fire Control Safety	Single Component	100.00	Good	1.30	1.44	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 201	Building #: 201c
Site: Dayton ES		Building: Bldg C	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.39	0.44	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.39	0.44	90.00
Emergency Lighting	Single Component	100.00	Good	0.78	0.87	90.00
Fire Resistance	Single Component	100.00	Good	0.82	0.91	90.00
ADA	Single Component		Fair			
Total For Building :				**85.84**	**100.00**	**85.84**

Comments

Structural->Exterior Walls
Common masonry unit wall has water damage and needs painting.

Structural->Exterior Doors
One set of exterior doors have damaged hardware and is not lockable.

Structural->Interior Floors (Some classrooms)
The carpet in some classrooms is worn and stained.

Mechanical->HVAC-->Energy Generation
Rooftop units require frequent maintenance.

ADA
Restrooms are not accessible.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 201	Building #: 201d
Site: Dayton ES		Building: Bldg D	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Fair	3.36	5.60	60.00
Roof	Single Component	100.00	Fair	3.16	5.27	60.00
Exterior Windows	Single Component	100.00	Good	3.60	4.00	90.00
Exterior Doors	Single Component	100.00	Good	3.00	3.33	90.00
Interior Floors	Single Component	100.00	Good	3.60	4.00	90.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Fair	2.40	4.00	60.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component	100.00	Good	4.50	5.00	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component	100.00	Good	0.45	0.50	90.00
Fixtures	Single Component	100.00	Good	0.90	1.00	90.00
Waste	Single Component	100.00	Good	0.45	0.50	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Good	1.89	2.10	90.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 201	Building #: 201d
Site: Dayton ES		Building: Bldg D	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component	100.00	Unsat	0.00	0.50	0.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Good			
Total For Building :				**85.09**	**100.00**	**85.09**

Comments

Structural->Exterior Walls
Exterior walls need painting.

Structural->Roof
The exterior roof was wind damaged and could leak.

Structural->Interior Doors
Some door hardware is not functioning and some is not ADA compliant.

Safety\Fire Protection->Emergency Lighting
There is no emergency lighting.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 201	Building #: 201a
Site: Dayton ES		Building: Main Bldg A	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Poor	2.68	8.93	30.00
Roof	Foam roof	20.00	Poor	0.40	1.34	30.00
	Shingle roof	80.00	Good	4.83	5.37	90.00
		System Total:		**5.23**	**6.71**	**78.00**
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Poor	0.16	0.53	30.00
Interior Floors	MP room, 4-5 classrooms	40.00	Fair	1.37	2.28	60.00
	Remainder VCT and carpet	60.00	Good	3.08	3.42	90.00
		System Total:		**4.45**	**5.71**	**78.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Fair	2.16	3.61	60.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Rooms A14, A15, A17	10.00	Good	0.82	0.91	90.00
	Remainder of building	90.00	Fair	4.90	8.17	60.00
		System Total:		**5.72**	**9.08**	**63.00**
Distribution	Single Component	100.00	Fair	3.27	5.45	60.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 201	Building #: 201a
Site: Dayton ES		Building: Main Bldg A	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**75.49**	**100.00**	**75.49**

Comments

Structural->Exterior Walls
Walls need repair from water damage and need painting. Wood fascia is weathered, peeling and needs replacement.

Structural->Roof (Foam roof)
Foam roof is soft, and the coating is peeling. The roof has leaks.

Structural->Exterior Doors
The exterior doors need paint and hardware repair or replacement. Several do not operate well.

Structural->Interior Floors (MP room, 4-5 classrooms)
VCT in MP room is chipping and coming loose. Carpet is several classrooms is wrinkled.

Mechanical->Plumbing-->Supply
Hot water does not reach all restrooms.

Mechanical->HVAC-->Energy Generation (Remainder of building)
Units are ageing and require maintenance. Kitchen and multi-purpose room units lack sufficient capacity.

Mechanical->HVAC-->Distribution
Distribution is not even throughout building.

Mechanical->HVAC-->Controls
Controls only vary air volume, and do not keep system consistent.

ADA
No restrooms are accessible and the doors have knob type hardware.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 206	Building #: 206b
Site: East Valley ES		Building: House (District Food Serv.)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Fair	2.32	3.86	60.00
Exterior Doors	Single Component	100.00	Poor	0.16	0.53	30.00
Interior Floors	Single Component	100.00	Good	5.13	5.71	90.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Fair	3.27	5.45	60.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component		(N/A)	0.00	0.00	0.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	206	Building #:	206b
Site:	East Valley ES			Building:	House (District Food Serv.)		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Unsat			
Total For Building :				**84.84**	**97.72**	**86.82**

Comments

Structural->Exterior Windows
Some windows are water stained.

Structural->Exterior Doors
The rear doors are water damaged. The front door needs refinishing.

Structural->Ceiling
There is one area of old water damage in the ceiling.

ADA
The building is not accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 206	Building #: 206a
Site: East Valley ES		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Fair	5.36	8.93	60.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Fair	0.32	0.53	60.00
Interior Floors	Single Component	100.00	Good	5.13	5.71	90.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Fair	2.18	3.63	60.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 206	Building #: 206a
Site: East Valley ES		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**86.07**	**100.00**	**86.07**

Comments

Structural->Foundation\Structure
There is a crack in the wall in room 306 that should be monitored.

Structural->Exterior Walls
Exterior wall adjacent to play ground is soiled.

Structural->Exterior Doors
Some exterior doors need paint.

Mechanical->HVAC-->Controls
Controls require some maintenance and there are no parts available.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 206	Building #: 206c
Site: East Valley ES		Building: Maint. Shop	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Single Component	100.00	Fair	3.42	5.71	60.00
Interior Walls	Single Component	100.00	Fair	4.41	7.34	60.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component		(N/A)	0.00	0.00	0.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Poor	1.63	5.45	30.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component		(N/A)	0.00	0.00	0.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Fair	0.79	1.31	60.00
Fire Control Safety	Single Component	100.00	Fair	0.79	1.31	60.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 206	Building #: 206c
Site: East Valley ES		Building: Maint. Shop	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Unsat	0.00	0.84	0.00
ADA	Single Component		Unsat			
Total For Building :				**63.07**	**79.77**	**79.07**

Comments

Structural->Interior Floors
Concrete slab is stained.

Structural->Interior Walls
There is no finish on the interior walls.

Mechanical->HVAC-->Distribution
The unit heater has only one source of air distribution.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There is no smoke detector.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

Safety\Fire Protection->Fire Resistance
The interior walls are exposed studs.

ADA
The building is not accessible.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 203 Building #: 203d

Site: Fernley ES Building: Bldg. C (Bailey Kids School Bldg).

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Poor	2.01	6.71	30.00
Exterior Windows	Single Component	100.00	Fair	2.32	3.86	60.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	VCT	20.00	Good	1.03	1.14	90.00
	Carpet, Ceramic Tile	80.00	Fair	2.74	4.56	60.00
		System Total:		**3.77**	**5.71**	**66.00**
Interior Walls	Single Component	100.00	Fair	4.41	7.34	60.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Cabinets	85.00	Good	1.29	1.43	90.00
	Toilet partitions	15.00	Fair	0.15	0.25	60.00
		System Total:		**1.44**	**1.68**	**85.50**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Fair	5.45	9.08	60.00
Distribution	Single Component	100.00	Fair	3.27	5.45	60.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	232 100.00	Good	0.38	0.42	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 203	Building #: 203d
Site: Fernley ES		Building: Bldg. C (Bailey Kids School Bldg).	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**76.81**	**100.00**	**76.81**

Comments

Structural->Roof
Foam roof is near end of service life. Flashing needs painting. Some parts of gutter are missing.

Structural->Exterior Windows
Some windows are water stained.

Structural->Exterior Doors
Some doors need new weather-stripping.

Structural->Interior Floors (Carpet, Ceramic Tile)
Carpet is wearing. Ceramic tile is chipped.

Structural->Interior Walls
Restroom walls have some chipped tile.

Structural->Fixed Equipment (Toilet partitions)
Toilet partitions are worn and have rust.

Mechanical->HVAC-->Energy Generation
Roof top units have one compressor out.

Mechanical->HVAC-->Distribution
Some rooms are not getting sufficient heat.

ADA
No restrooms are accessible.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 203 Building #: 203b

Site: Fernley ES Building: Building A (Dr. Suess Bldg)

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	Single Component	100.00	Poor	0.16	0.53	30.00
Interior Floors	Single Component	100.00	Fair	3.42	5.71	60.00
Interior Walls	Single Component	100.00	Fair	4.41	7.34	60.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Fair	1.01	1.68	60.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Fair	2.16	3.61	60.00
Fixtures	Toilets	50.00	Fair	1.08	1.80	60.00
	Sinks	50.00	Good	1.62	1.80	90.00
		System Total:		**2.71**	**3.61**	**75.00**
Waste	Single Component	100.00	Poor	1.08	3.61	30.00
HVAC						
Energy Generation	Boiler	50.00	Good	4.09	4.54	90.00
	Chiller	50.00	Poor	1.36	4.54	30.00
		System Total:		**5.45**	**9.08**	**60.00**
Distribution	Single Component	100.00	Poor	1.63	5.45	30.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	234 100.00	Good	0.38	0.42	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 203	Building #: 203b
Site: Fernley ES		Building: Building A (Dr. Suess Bldg)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Poor	0.39	1.31	30.00
Fire Control Safety	Single Component	100.00	Poor	0.39	1.31	30.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Unsat	0.00	0.76	0.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**68.37**	**100.00**	**68.37**

Comments

Structural->Exterior Windows
Windows are old, aluminum frame and single pane.

Structural->Exterior Doors
Exterior doors are old, beat up, and have knob type hardware.

Structural->Interior Floors
Carpet in room #5 is worn.

Structural->Interior Walls
Restroom walls have water damage.

Structural->Interior Doors
Interior doors need refinishing and have knob type hardware.

Structural->Fixed Equipment
Cabinets are worn.

Mechanical->Plumbing-->Supply
Old water lines are corroded.

Mechanical->Plumbing-->Fixtures (Toilets)
Toilets are old, stained.

Mechanical->Plumbing-->Waste
Waste lines are old and corroded.

Mechanical->HVAC-->Energy Generation (Chiller)
Chiller is running at half capacity.

Mechanical->HVAC-->Distribution
Air distribution is from wall packs with only one source of air flow.

Mechanical->HVAC-->Controls
Controls are not centrally controlled and require frequent individual adjustment.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There are no smoke detectors.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	203	Building #:	203b
Site:	Fernley ES			Building:	Building A (Dr. Suess Bldg)		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Safety\Fire Protection->Emergency Lighting

There is no emergency lighting.

ADA

No restrooms are accessible and the doors have knob type hardware.

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Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 203 Building #: 203a

Site: Fernley ES Building: Building B (Janis B. Jones Bldg)

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Fair	5.36	8.93	60.00
Roof	Single Component	100.00	Fair	4.03	6.71	60.00
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	Single Component	100.00	Poor	0.16	0.53	30.00
Interior Floors	Single Component	100.00	Good	5.13	5.71	90.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Poor	0.36	1.20	30.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Cabinets, Kitchen Equipment	90.00	Good	1.36	1.51	90.00
	Toilet partitions	10.00	Poor	0.05	0.17	30.00
		System Total:		**1.41**	**1.68**	**84.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Poor	1.08	3.61	30.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boiler	50.00	Good	4.09	4.54	90.00
	Chiller	50.00	Poor	1.36	4.54	30.00
		System Total:		**5.45**	**9.08**	**60.00**
Distribution	Single Component	100.00	Fair	3.27	5.45	60.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 203	Building #: 203a
Site: Fernley ES		Building: Building B (Janis B. Jones Bldg)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Poor	0.39	1.31	30.00
Fire Control Safety	Single Component	100.00	Poor	0.39	1.31	30.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Poor	0.11	0.38	30.00
Fire Alarm Connectivity	Single Component	100.00	Poor	0.11	0.38	30.00
Emergency Lighting	Single Component	100.00	Unsat	0.00	0.76	0.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**70.44**	**100.00**	**70.44**

Comments

Structural->Exterior Walls
Some exterior walls are soiled.

Structural->Roof
The roof flashing needs paint.

Structural->Exterior Windows
The windows are old, aluminum frame and single pane.

Structural->Exterior Doors
The exterior doors are old, worn and need paint. They do not operate smoothly and some doors have water intrusion.

Structural->Interior Doors
The interior doors need to be refinished and have knob hardware.

Structural->Fixed Equipment (Toilet partitions)
Toilet partitions are old, stained and loose.

Mechanical->Plumbing-->Fixtures
Fixtures are old, stained and difficult to operate.

Mechanical->HVAC-->Energy Generation (Chiller)
Chiller is working at half capacity.

Mechanical->HVAC-->Distribution
The wall units have only one point of air distribution.

Mechanical->HVAC-->Controls
Controls are not centrally controlled and require frequent individual adjustment.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There are no smoke detectors.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
The fire alarms are on the outside of the building.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
The fire alarms are on the outside of the building.

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	203	Building #:	203a
Site:	Fernley ES			Building:	Building B (Janis B. Jones Bldg)		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Safety\Fire Protection->Emergency Lighting

There is no emergency lighting.

ADA

No restrooms are accessible and the door hardware is knob type.

BASYS

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Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 203 Building #: 203c

Site: Fernley ES Building: Building D (Harry Potter Bldg)

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Fair	5.36	8.93	60.00
Roof	Single Component	100.00	Fair	4.03	6.71	60.00
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	Single Component	100.00	Poor	0.16	0.53	30.00
Interior Floors	Single Component	100.00	Fair	3.42	5.71	60.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Poor	0.36	1.20	30.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Lockers	20.00	Good	0.30	0.34	90.00
	Cabinets	80.00	Poor	0.40	1.35	30.00
		System Total:		**0.71**	**1.68**	**42.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Poor	1.08	3.61	30.00
Waste	Single Component	100.00	Fair	2.16	3.61	60.00
HVAC						
Energy Generation	Boiler	50.00	Poor	1.36	4.54	30.00
	Chiller	50.00	Poor	1.36	4.54	30.00
		System Total:		**2.72**	**9.08**	**30.00**
Distribution	Single Component	100.00	Poor	1.63	5.45	30.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	240 100.00	Good	0.38	0.42	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 203	Building #: 203c
Site: Fernley ES		Building: Building D (Harry Potter Bldg)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Fair	0.25	0.42	60.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Poor	0.11	0.38	30.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**64.94**	**100.00**	**64.94**

Comments

Structural->Exterior Walls
The fascia need paint.

Structural->Roof
The foam roof is nearing the end of it's service life.

Structural->Exterior Windows
The windows are old, aluminum frame and single pane. Some have Plexiglas.

Structural->Exterior Doors
The doors and hardware are old and do not operate smoothly. Some exit doors do not have panic hardware.

Structural->Interior Floors
The carpet shows some wear. The VCT has some stains.

Structural->Interior Doors
Interior doors need to be refinished and have old hardware.

Structural->Fixed Equipment (Cabinets)
The cabinets are worn.

Mechanical->Plumbing-->Fixtures
The plumbing fixtures are old, stained and difficult to operate. The janitor closet sink is not floor mounted. The hot water heater is not working.

Mechanical->Plumbing-->Waste
The drinking fountains do not drain well.

Mechanical->HVAC-->Energy Generation (Boiler)
The boiler is old and at end of it's service life. The chiller is old and requires maintenance.

Mechanical->HVAC-->Energy Generation (Chiller)
The chiller is operating at half capacity.

Mechanical->HVAC-->Distribution
The air distribution is from one source.

Mechanical->HVAC-->Controls
Controls are not centrally controlled and require frequent individual adjustment.

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	203	Building #:	203c
Site:	Fernley ES			Building:	Building D (Harry Potter Bldg)		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Safety\Fire Protection->Means of Exit-->Exit Safety
One set of exit doors does not have panic hardware.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
The fire alarm cannot be heard at both ends of the building and is difficult to coordinate with the other buildings.

ADA
No restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 203 Building #: 203e

Site: Fernley ES Building: Magic Tree House (Portable)

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Poor	8.69	28.97	30.00
Exterior Walls	Single Component	100.00	Fair	3.36	5.60	60.00
Roof	Single Component	100.00	Poor	1.58	5.27	30.00
Exterior Windows	Single Component	100.00	Good	3.60	4.00	90.00
Exterior Doors	Single Component	100.00	Poor	1.00	3.33	30.00
Interior Floors	Single Component	100.00	Good	3.60	4.00	90.00
Interior Walls	Single Component	100.00	Fair	8.26	13.77	60.00
Interior Doors	Single Component	100.00	Fair	2.40	4.00	60.00
Ceiling	Single Component	100.00	Fair	3.00	5.00	60.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Heater	50.00	Poor	0.53	1.75	30.00
	Cooler	50.00	Fair	1.05	1.75	60.00
		System Total:		**1.58**	**3.50**	**45.00**
Distribution	Single Component	100.00	Good	1.89	2.10	90.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Unsat	0.00	1.05	0.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 203	Building #: 203e
Site: Fernley ES		Building: Magic Tree House (Portable)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Fair			
Total For Building :				**50.12**	**93.00**	**53.90**

Comments

Structural->Foundation\Structure
The floor structure is failing.

Structural->Exterior Walls
The skirting is weathered and checking.

Structural->Roof
The roof has leaks.

Structural->Exterior Doors
The doors have old hardware and need paint.

Structural->Interior Walls
The gypsum board is chipped. One wall has unfinished studs.

Structural->Interior Doors
The doors have knob type hardware.

Structural->Ceiling
Some ceiling tiles are water damaged.

Mechanical->HVAC-->Energy Generation (Heater)
The heater has to be constantly reset.

Mechanical->HVAC-->Energy Generation (Cooler)
The evaporative cooler does not have sufficient capacity.

Mechanical->Connectivity
There is no PA/bell system.

ADA
The door hardware is knob type.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 205 Building #: 205b

Site: Silver Stage ES Building: Bldg B (Scorpian)

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Fair	4.03	6.71	60.00
Exterior Windows	Single Component	100.00	Fair	2.32	3.86	60.00
Exterior Doors	Single Component	100.00	Fair	0.32	0.53	60.00
Interior Floors	VCT	60.00	Good	3.08	3.42	90.00
	Carpet	40.00	Poor	0.68	2.28	30.00
		System Total:		**3.77**	**5.71**	**66.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Cabinets	80.00	Fair	0.81	1.35	60.00
	Toilet partitions	20.00	Good	0.30	0.34	90.00
		System Total:		**1.11**	**1.68**	**66.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Fair	1.65	2.75	60.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Fair	2.16	3.61	60.00
Waste	Single Component	100.00	Poor	1.08	3.61	30.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	245 100.00	Good	0.38	0.42	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 205	Building #: 205b
Site: Silver Stage ES		Building: Bldg B (Scorpian)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**79.55**	**100.00**	**79.55**

Comments

Structural->Roof
The roof has loose shingles.

Structural->Exterior Windows
Windows on south side of building are water stained.

Structural->Exterior Doors
The exterior doors are worn.

Structural->Interior Floors (Carpet)
Carpet is worn, stained and has wrinkles.

Structural->Interior Doors
Interior doors are worn.

Structural->Fixed Equipment (Cabinets)
Cabinets have chipped laminate.

Mechanical->Electrical-->Distribution
Some rooms lack sufficient outlets.

Mechanical->Plumbing-->Fixtures
The plumbing fixtures are old and stained.

Mechanical->Plumbing-->Waste
The waste lines are corroded.

Mechanical->Connectivity
There are two PA/bell systems that are not integrated and require frequent maintenance.

ADA
No restrooms are accessible.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 205	Building #: 205c
Site: Silver Stage ES		Building: Bldg C (Stagecoach)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Poor	0.16	0.53	30.00
Interior Floors	VCT	20.00	Good	1.03	1.14	90.00
	Carpet	80.00	Poor	1.37	4.56	30.00
		System Total:		**2.40**	**5.71**	**42.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Fair	1.65	2.75	60.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Fair	2.16	3.61	60.00
Waste	Single Component	100.00	Poor	1.08	3.61	30.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Fair	3.27	5.45	60.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 205	Building #: 205c
Site: Silver Stage ES		Building: Bldg C (Stagecoach)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**80.33**	**100.00**	**80.33**

Comments

Structural->Exterior Doors
The exterior doors are worn and weather damaged.

Structural->Interior Floors (Carpet)
The carpet is worn, stained and has wrinkles.

Mechanical->Electrical-->Distribution
Some outlets are not working.

Mechanical->Plumbing-->Fixtures
The plumbing fixtures are stained.

Mechanical->Plumbing-->Waste
The waste lines are corroded.

Mechanical->HVAC-->Distribution
The air distribution is uneven.

Mechanical->Connectivity
There are two PA/bell systems that are not integrated and require frequent maintenance.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 205	Building #: 205f
Site: Silver Stage ES		Building: Cafeteria_Classroom MS	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	Single Component	100.00	Poor	0.16	0.53	30.00
Interior Floors	VCT	90.00	Good	4.62	5.13	90.00
	Carpet in music rooms	10.00	Poor	0.17	0.57	30.00
		System Total:		**4.79**	**5.71**	**84.00**
Interior Walls	Single Component	100.00	Fair	4.41	7.34	60.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Poor	1.08	3.61	30.00
Waste	Single Component	100.00	Poor	1.08	3.61	30.00
HVAC						
Energy Generation	Boiler	50.00	Good	4.09	4.54	90.00
	Cooling unit	50.00	Fair	2.72	4.54	60.00
		System Total:		**6.81**	**9.08**	**75.00**
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	249 100.00	Good	0.38	0.42	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 205	Building #: 205f
Site: Silver Stage ES		Building: Cafeteria_Classroom MS	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**77.86**	**100.00**	**77.86**

Comments

Structural->Exterior Windows
The window frames are rusting out.

Structural->Exterior Doors
Exterior doors and frames are rusting, worn and the hardware requires maintenance.

Structural->Interior Floors (Carpet in music rooms)
Carpet is worn and stained, the seams are splitting.

Structural->Interior Walls
Interior walls are soiled.

Structural->Interior Doors
Interior doors need paint.

Mechanical->Plumbing-->Fixtures
Plumbing fixtures are old and stained. Drinking fountain is broken and parts are difficult to obtain.

Mechanical->Plumbing-->Waste
Waste lines are corroded.

Mechanical->HVAC-->Energy Generation (Cooling unit)
At least one unit is not working.

Mechanical->Connectivity
There are two PA/Bell systems that are not integrated and require frequent maintenance.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 205 Building #: 205e

Site: Silver Stage ES Building: Main Bldg A (Coyote) MS

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Fair	5.36	8.93	60.00
Roof	Single Component	100.00	Fair	4.03	6.71	60.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Poor	0.16	0.53	30.00
Interior Floors	Wood gym floor, VCT in hall and classrooms	50.00	Good	2.57	2.85	90.00
	Carpet in classrooms	50.00	Fair	1.71	2.85	60.00
		System Total:		**4.28**	**5.71**	**75.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Bleachers and cabinets	50.00	Poor	0.25	0.84	30.00
	Lockers and toilet partitions	50.00	Good	0.76	0.84	90.00
		System Total:		**1.01**	**1.68**	**60.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Poor	1.08	3.61	30.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Poor	1.08	3.61	30.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Fair	3.27	5.45	60.00
Controls	Single Component	100.00	Fair	2.18	3.63	60.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 205	Building #: 205e
Site: Silver Stage ES		Building: Main Bldg A (Coyote) MS	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Operation	Single Component	100.00	Fair	0.25	0.42	60.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**75.18**	**100.00**	**75.18**

Comments

Structural->Exterior Walls
Exterior walls are soiled.

Structural->Roof
The roof has at least one leak.

Structural->Exterior Doors
The exterior doors are beat up and paint. Some hardware needs repair and some doors don't operate well.

Structural->Interior Floors (Carpet in classrooms)
Carpeting in classrooms varies from good to poor with some worn and stained carpet.

Structural->Interior Doors
Interior doors show wear.

Structural->Fixed Equipment (Bleachers and cabinets)
Bleachers are worn, and do not operate smoothly. The connections to the walls are loosening. The cabinets are worn, chipped and water damaged.

Mechanical->Plumbing-->Supply
Water supply lines are corroded.

Mechanical->Plumbing-->Waste
Waste lines are corroded.

Mechanical->HVAC-->Distribution
Distribution lines have some leaks.

Mechanical->HVAC-->Controls
Controls must be manually overridden sometimes.

Mechanical->Connectivity
There are two PA/Bell systems that are not integrated and require frequent maintenance.

Safety\Fire Protection->Means of Exit-->Exit Operation
Some exit doors do not operate smoothly and at least one door is missing hardware.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 205	Building #: 205a
Site: Silver Stage ES		Building: Main Bldg A (Lahontan)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Fair	5.36	8.93	60.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Fair	0.32	0.53	60.00
Interior Floors	VCT - halls	20.00	Fair	0.68	1.14	60.00
	Carpet - classrooms	80.00	Poor	1.37	4.56	30.00
		System Total:		**2.05**	**5.71**	**36.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Cabinets	80.00	Fair	0.81	1.35	60.00
	Toilet partitions	20.00	Poor	0.10	0.34	30.00
		System Total:		**0.91**	**1.68**	**54.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Poor	1.08	3.61	30.00
Waste	Single Component	100.00	Poor	1.08	3.61	30.00
HVAC						
Energy Generation	Boilers	50.00	Poor	1.36	4.54	30.00
	Cooling units	50.00	Good	4.09	4.54	90.00
		System Total:		**5.45**	**9.08**	**60.00**
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 205	Building #: 205a
Site: Silver Stage ES		Building: Main Bldg A (Lahontan)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Poor	0.39	1.31	30.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**74.37**	**100.00**	**74.37**

Comments

Structural->Exterior Walls
Exterior walls are soiled.

Structural->Exterior Doors
Exterior doors are worn.

Structural->Interior Floors (VCT - halls)
The VCT is stained.

Structural->Interior Floors (Carpet - classrooms)
The carpet is worn and stained.

Structural->Interior Doors
The interior doors are worn.

Structural->Fixed Equipment (Cabinets)
Cabinets are worn.

Structural->Fixed Equipment (Toilet partitions)
The toilet partitions have rust and missing doors.

Mechanical->Plumbing-->Fixtures
The plumbing fixtures are old, broken and stained.

Mechanical->Plumbing-->Waste
The waste lines are corroded.

Mechanical->HVAC-->Energy Generation (Boilers)
One boiler is not working.

Mechanical->Connectivity
There are two PA/bell systems that are not integrated and require frequent maintenance.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
Fire sprinkler lines are rusted and leak.

ADA
No restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 205 Building #: 205d

Site: Silver Stage ES Building: Modular Building

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Fair	17.38	28.97	60.00
Exterior Walls	Single Component	100.00	Fair	3.36	5.60	60.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Fair	2.40	4.00	60.00
Exterior Doors	Single Component	100.00	Fair	2.00	3.33	60.00
Interior Floors	Carpet and VCT	75.00	Good	2.70	3.00	90.00
	Carpet in Book Room	25.00	Poor	0.30	1.00	30.00
		System Total:		**3.00**	**4.00**	**75.00**
Interior Walls	Single Component	100.00	Fair	8.26	13.77	60.00
Interior Doors	Single Component	100.00	Fair	2.40	4.00	60.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component	100.00	Good	0.45	0.50	90.00
Fixtures	Single Component	100.00	Poor	0.30	1.00	30.00
Waste	Single Component	100.00	Poor	0.15	0.50	30.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Poor	0.63	2.10	30.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Fair	1.80	3.00	60.00
Connectivity	Single Component	100.00	Poor	0.32	1.05	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 205	Building #: 205d
Site: Silver Stage ES		Building: Modular Building	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm Connectivity	Single Component	100.00	Fair	0.30	0.50	60.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Poor			
Total For Building :				**63.16**	**95.00**	**66.48**

Comments

Structural->Foundation\Structure
The deck and stairs surrounding the building are not structurally sound.

Structural->Exterior Walls
The skirting is weathered, loose, and warped.

Structural->Exterior Windows
The windows are single pane.

Structural->Exterior Doors
The exterior doors need paint and don't operate smoothly.

Structural->Interior Floors (Carpet in Book Room)
Carpet is worn.

Structural->Interior Walls
Walls are damaged in some areas.

Structural->Interior Doors
Doors are worn and have knob hardware.

Mechanical->Plumbing-->Fixtures
Plumbing fixtures are old and stained.

Mechanical->Plumbing-->Waste
Waste line is corroded and leaks.

Mechanical->HVAC-->Distribution
There is only one source of air distribution.

Mechanical->Lighting
Light fixtures in the book room are broken, out and not energy efficient.

Mechanical->Connectivity
There are two PA/bell systems that are not integrated and require frequent maintenance.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
The fire alarm does not have strobe lights.

ADA
No restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 210	Building #: 210a
Site: Sutro ES		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Fair	4.03	6.71	60.00
Exterior Windows	Single Component	100.00	Fair	2.32	3.86	60.00
Exterior Doors	Single Component	100.00	Fair	0.32	0.53	60.00
Interior Floors	VCT	40.00	Good	2.05	2.28	90.00
	Newer Carpet	45.00	Fair	1.54	2.57	60.00
	Older carpet	15.00	Poor	0.26	0.86	30.00
		System Total:		**3.85**	**5.71**	**67.50**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Fair	1.01	1.68	60.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Fair	2.16	3.61	60.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Heating - Boilers	50.00	Poor	1.36	4.54	30.00
	Cooling - Evaporative Coolers	50.00	Poor	1.36	4.54	30.00
		System Total:		**2.72**	**9.08**	**30.00**
Distribution	Single Component	100.00	Poor	1.63	5.45	30.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 210	Building #: 210a
Site: Sutro ES		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Operation	Single Component	100.00	Fair	0.25	0.42	60.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Fair	0.79	1.31	60.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**72.38**	**100.00**	**72.38**

Comments

Structural->Foundation\Structure
There is a vertical crack in concrete masonry unit at south west corner of the Red Wing that should be monitored.

Structural->Exterior Walls
Wall adjacent to exit doors at end of Orange Wing has water damage from evaporative coolers.

Structural->Roof
Roof is aging and has some missing shingles.

Structural->Exterior Windows
Windows on two wings are severely water stained.

Structural->Exterior Doors
Some doors need painting and some door hardware is becoming problematic and requiring frequent maintenance.

Structural->Interior Floors (Newer Carpet)
Carpet has some stains.

Structural->Interior Floors (Older carpet)
Older carpet in Orange Wing is worn and end of service life.

Structural->Ceiling
A few ceiling tiles have water stains.

Structural->Fixed Equipment
Some toilet partitions have rust and some cabinets need minor repair.

Mechanical->Plumbing-->Fixtures
Faucets on sinks are corroded from the hard water and do not automatically shut off some times.

Mechanical->HVAC-->Energy Generation (Heating - Boilers)
Boilers are near end of service life and require frequent maintenance.

Mechanical->HVAC-->Energy Generation (Cooling - Evaporative Coolers)
The evaporative coolers are rusted and do not keep up with the heating load.

Mechanical->HVAC-->Distribution
The flow sensors require frequent maintenance or replacement and do not distribute air evenly throughout the building.

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	210	Building #:	210a
Site:	Sutro ES			Building:	Main Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Mechanical->HVAC-->Controls
The control system is old and does not perform well. There is no local computer to adjust the system.

Safety\Fire Protection->Means of Exit-->Exit Operation
The hardware on some exit doors does not operate smoothly.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
The fire sprinklers on the exterior porches tend to freeze in cold weather. The smoke detectors require frequent repair.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202a
Site: Yerington ES		Building: 100 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Fair	5.36	8.93	60.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Single Component	100.00	Good	5.13	5.71	90.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Fair	2.16	3.61	60.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boiler	50.00	Poor	1.36	4.54	30.00
	Chiller	50.00	Poor	1.36	4.54	30.00
		System Total:		**2.72**	**9.08**	**30.00**
Distribution	Single Component	100.00	Poor	1.63	5.45	30.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202a
Site: Yerington ES		Building: 100 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Fair	0.23	0.38	60.00
Emergency Lighting	Single Component	100.00	Unsat	0.00	0.76	0.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**71.87**	**100.00**	**71.87**

Comments

Structural->Exterior Walls
Fascia is weathered and needs paint.

Structural->Exterior Windows
Windows are old, aluminum frame, and single pane.

Structural->Interior Doors
Doors need to be re-stained and have knob type hardware.

Mechanical->Plumbing-->Fixtures
Fixtures are old.

Mechanical->HVAC-->Energy Generation (Boiler)
Boiler is at end of service life.

Mechanical->HVAC-->Energy Generation (Chiller)
Chiller has to be constantly reset.

Mechanical->HVAC-->Distribution
There is only one source of air distribution for each room.

Mechanical->HVAC-->Controls
The controls are manual.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
Fire alarm is pull stations with no strobe light.

Safety\Fire Protection->Emergency Lighting
There is no emergency lighting.

ADA
No restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015
County: Lyon Region: 10 Site #: 202 Building #: 202b
Site: Yerington ES Building: 200 Bldg

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Fair	5.36	8.93	60.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Single Component	100.00	Good	5.13	5.71	90.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Fair	1.01	1.68	60.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Fair	2.16	3.61	60.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boiler	50.00	Poor	1.36	4.54	30.00
	Chiller	50.00	Poor	1.36	4.54	30.00
		System Total:		**2.72**	**9.08**	**30.00**
Distribution	Single Component	100.00	Poor	1.63	5.45	30.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202b
Site: Yerington ES		Building: 200 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Fair	0.23	0.38	60.00
Emergency Lighting	Single Component	100.00	Unsat	0.00	0.76	0.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**71.36**	**100.00**	**71.36**

Comments

Structural->Exterior Walls
Fascia is weathered and needs paint.

Structural->Exterior Windows
Windows are old, aluminum frame, single pane.

Structural->Interior Doors
Interior doors need to be re-stained and have knob type hardware.

Structural->Fixed Equipment
Cabinets show wear.

Mechanical->Plumbing-->Fixtures
Fixtures are old.

Mechanical->HVAC-->Energy Generation (Boiler)
This building uses the boiler at Building 100 which is old and at the end of its service life.

Mechanical->HVAC-->Energy Generation (Chiller)
Chiller has to be constantly reset.

Mechanical->HVAC-->Distribution
Air is distributed from one source.

Mechanical->HVAC-->Controls
Controls are manual.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
Fire alarms are pull stations with no strobe lights.

Safety\Fire Protection->Emergency Lighting
There is no emergency lighting.

ADA
No restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202c
Site: Yerington ES		Building: 300 Bldg (Main)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Single Component	100.00	Good	5.13	5.71	90.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Poor	0.36	1.20	30.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Fair	1.01	1.68	60.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Fair	2.16	3.61	60.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	202	Building #:	202c
Site:	Yerington ES			Building:	300 Bldg (Main)		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**83.20**	**100.00**	**83.20**

Comments

Structural->Exterior Windows
Windows are old, aluminum frame, single pane with some butt joint glazing.

Structural->Interior Doors
Interior doors have knob type hardware.

Structural->Fixed Equipment
Cabinets show wear and some chipped laminate.

Mechanical->Plumbing-->Fixtures
Fixtures are old.

Mechanical->HVAC-->Controls
Controls are not centrally controlled and require frequent individual adjustment.

ADA
No restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202d
Site: Yerington ES		Building: 400 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Computer Lab - carpet	5.00	Poor	0.09	0.29	30.00
	Remainder of building	95.00	Good	4.88	5.42	90.00
		System Total:		**4.96**	**5.71**	**87.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202d
Site: Yerington ES		Building: 400 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**87.65**	**100.00**	**87.65**

Comments

Structural->Interior Floors (Computer Lab - carpet)
Carpet is worn.

Mechanical->HVAC-->Controls
Controls are not centrally controlled and require frequent individual adjustment.

ADA
Not all restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202e
Site: Yerington ES		Building: 500 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Carpet	80.00	Fair	2.74	4.56	60.00
	VCT	20.00	Good	1.03	1.14	90.00
		System Total:		**3.77**	**5.71**	**66.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Cabinets`	80.00	Good	1.21	1.35	90.00
	Toilet Partitions	20.00	Fair	0.20	0.34	60.00
		System Total:		**1.41**	**1.68**	**84.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boiler	50.00	Poor	1.36	4.54	30.00
	Chiller	50.00	Poor	1.36	4.54	30.00
		System Total:		**2.72**	**9.08**	**30.00**
Distribution	Single Component	100.00	Poor	1.63	5.45	30.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202e
Site: Yerington ES		Building: 500 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**77.63**	**100.00**	**77.63**

Comments

Structural->Interior Floors (Carpet)
About half the carpet is worn and stained.

Structural->Fixed Equipment (Toilet Partitions)
The toilet partitions are beginning to rust.

Mechanical->HVAC-->Energy Generation (Boiler)
This building uses the boiler at Building 100 which is old and at the end of its service life.

Mechanical->HVAC-->Energy Generation (Chiller)
Evaporative coolers do not have capacity to cool building in hot weather.

Mechanical->HVAC-->Distribution
The air quality in this building has been an issue for several years. This may be due to the lack of exhaust air and/or lack of air changes.

Mechanical->HVAC-->Controls
Controls are not centrally controlled and require frequent individual adjustment.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202f
Site: Yerington ES		Building: 600 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Single Component	100.00	Fair	3.42	5.71	60.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boiler	50.00	Poor	1.36	4.54	30.00
	Evaporative cooler	50.00	Poor	1.36	4.54	30.00
		System Total:		**2.72**	**9.08**	**30.00**
Distribution	Single Component	100.00	Poor	1.63	5.45	30.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202f
Site: Yerington ES		Building: 600 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**77.39**	**100.00**	**77.39**

Comments

Structural->Interior Floors
Flooring is showing some wear.

Mechanical->HVAC-->Energy Generation (Boiler)
This building uses the boiler at Building 100 which is old and at the end of its service life.

Mechanical->HVAC-->Energy Generation (Evaporative cooler)
The evaporative cooling lacks sufficient capacity.

Mechanical->HVAC-->Distribution
There is only one source of air distribution.

Mechanical->HVAC-->Controls
Controls are not centrally controlled and require frequent individual adjustment.

ADA
Not all restrooms are accessible.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 202 Building #: 202h

Site: Yerington ES Building: Modular Rm # 702 & 703

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Good	5.04	5.60	90.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Fair	2.40	4.00	60.00
Exterior Doors	Single Component	100.00	Fair	2.00	3.33	60.00
Interior Floors	Single Component	100.00	Poor	1.20	4.00	30.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Good	3.60	4.00	90.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component	100.00	Good	4.50	5.00	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component	100.00	Good	0.45	0.50	90.00
Fixtures	Single Component	100.00	Good	0.90	1.00	90.00
Waste	Single Component	100.00	Good	0.45	0.50	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Good	1.89	2.10	90.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202h
Site: Yerington ES		Building: Modular Rm # 702 & 703	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Good			
Total For Building :				**85.40**	**100.00**	**85.40**

Comments

Structural->Exterior Windows
The windows are single pane.

Structural->Exterior Doors
The exterior doors need paint.

Structural->Interior Floors
The carpet is worn and stained.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202g
Site: Yerington ES		Building: Multi-Purpose_Cafeteria	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Single Component	100.00	Good	5.13	5.71	90.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boiler	50.00	Poor	1.36	4.54	30.00
	Chiller	50.00	Fair	2.72	4.54	60.00
		System Total:		**4.09**	**9.08**	**45.00**
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 202	Building #: 202g
Site: Yerington ES		Building: Multi-Purpose_Cafeteria	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**83.73**	**100.00**	**83.73**

Comments

Mechanical->HVAC-->Energy Generation (Boiler)
This building uses the boiler at Building 100 which is old and at the end of its service life.

Mechanical->HVAC-->Energy Generation (Chiller)
The chiller has to constantly be reset.

Mechanical->HVAC-->Controls
Controls are not centrally controlled and require frequent individual adjustment.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 208	Building #: 208a
Site: Dayton IS		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	14.36	15.96	90.00
Exterior Walls	Single Component	100.00	Good	7.94	8.82	90.00
Roof	Single Component	100.00	Fair	3.01	5.02	60.00
Exterior Windows	Single Component	100.00	Good	4.41	4.90	90.00
Exterior Doors	Single Component	100.00	Fair	0.28	0.47	60.00
Interior Floors	Classroom carpet	40.00	Fair	2.01	3.35	60.00
	Other flooring	60.00	Good	4.52	5.03	90.00
		System Total:		**6.53**	**8.38**	**78.00**
Interior Walls	Single Component	100.00	Good	7.33	8.14	90.00
Interior Doors	Single Component	100.00	Good	1.01	1.12	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	MP bleachers, classroom cabinets	35.00	Fair	0.76	1.26	60.00
	Kitchen, Gym bleachers, lockers, toilet partitions	65.00	Good	2.11	2.34	90.00
		System Total:		**2.87**	**3.61**	**79.50**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.43	2.70	90.00
Distribution	Single Component	100.00	Good	2.43	2.70	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.60	1.78	90.00
Fixtures	Single Component	100.00	Fair	1.07	1.78	60.00
Waste	Single Component	100.00	Fair	1.07	1.78	60.00
HVAC						
Energy Generation	Boilers	50.00	Good	3.46	3.85	90.00
	Evaporative coolers	50.00	Fair	2.31	3.85	60.00
		System Total:		**5.77**	**7.70**	**75.00**
Distribution	Single Component	100.00	Fair	2.77	4.62	60.00
Controls	Single Component	100.00	Fair	1.85	3.08	60.00
Lighting	Single Component	100.00	Good	3.55	3.94	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 208	Building #: 208a
Site: Dayton IS		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Fair	1.04	1.74	60.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.04	1.15	90.00
Fire Control Safety	Single Component	100.00	Good	1.04	1.15	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.39	0.44	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.39	0.44	90.00
Emergency Lighting	Single Component	100.00	Good	0.78	0.87	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**81.37**	**99.40**	**81.87**

Comments

Structural->Roof
Roof has one leak.

Structural->Exterior Doors
The exterior doors need paint and have minor hardware problems.

Structural->Interior Floors (Classroom carpet)
About half of the classrooms have carpet that is stained, worn, and/or wrinkled.

Structural->Fixed Equipment (MP bleachers, classroom cabinets)
The bleachers in the multi-purpose room and the classroom cabinet are showing wear.

Mechanical->Plumbing-->Fixtures
Plumbing fixtures require some maintenance, water heaters are ageing and beginning to leak.

Mechanical->Plumbing-->Waste
Locker room drain is clogging probably due to collapse.

Mechanical->HVAC-->Energy Generation (Evaporative coolers)
Evaporative coolers lack cooling capacity.

Mechanical->HVAC-->Distribution
Fan coil units require maintenance and do not heat/cool evenly.

Mechanical->HVAC-->Controls
Controls do not consistently operate dampers causing inconsistent air flow and damage to fan coil units.

Mechanical->Connectivity
The PA/bell system is old but working.

ADA
No restrooms meet ADA requirements for toilet stall size.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 208	Building #: 208b
Site: Dayton IS		Building: Modular # 80	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Poor	1.68	5.60	30.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Fair	2.40	4.00	60.00
Exterior Doors	Single Component	100.00	Fair	2.00	3.33	60.00
Interior Floors	Single Component	100.00	Unsat	0.00	4.00	0.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Fair	2.40	4.00	60.00
Ceiling	Single Component	100.00	Fair	3.00	5.00	60.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Poor	0.63	2.10	30.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Fair	0.63	1.05	60.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 208	Building #: 208b
Site: Dayton IS		Building: Modular # 80	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Fair			
Total For Building :				**70.26**	**93.00**	**75.55**

Comments

Structural->Exterior Walls
Wood siding on exterior walls is weathered and needs paint or replacement. Skirting is bowed.

Structural->Exterior Windows
One window has no frame and Plexiglas glazing.

Structural->Exterior Doors
Exterior doors need paint, wood frames are weathered.

Structural->Interior Floors
Carpet is worn and at end of service life.

Structural->Interior Doors
Interior doors are worn and have knob hardware.

Structural->Ceiling
The ceiling tiles are mismatched.

Mechanical->HVAC-->Distribution
There is only one source of air distribution.

Mechanical->Connectivity
The PA/bell system is old but working.

ADA
The entrance ramp handrails are not ADA. The interior doors have knob type hardware.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 208 Building #: 208c

Site: Dayton IS Building: Modular # 81

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Poor	1.68	5.60	30.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Good	3.60	4.00	90.00
Exterior Doors	Single Component	100.00	Fair	2.00	3.33	60.00
Interior Floors	Single Component	100.00	Unsat	0.00	4.00	0.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Fair	2.40	4.00	60.00
Ceiling	Single Component	100.00	Fair	3.00	5.00	60.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Poor	0.63	2.10	30.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Fair	0.63	1.05	60.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 208	Building #: 208c
Site: Dayton IS		Building: Modular # 81	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Fair			
Total For Building :				**71.46**	**93.00**	**76.84**

Comments

Structural->Exterior Walls
Wood siding on exterior walls is weathered and needs paint or replacement. Skirting is bowed.

Structural->Exterior Doors
Exterior doors need paint, wood frames are weathered.

Structural->Interior Floors
Carpet is worn and at end of service life.

Structural->Interior Doors
Interior doors are worn and have knob hardware.

Structural->Ceiling
There are missing ceiling tiles.

Mechanical->HVAC-->Distribution
There is only one source of air distribution.

Mechanical->Connectivity
The PA/Bell system is old but working.

ADA
The entrance ramp handrails are not ADA compliant. The interior doors have knob type hardware.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303b
Site: Fernley IS		Building: 200 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	VCT	15.00	Good	0.77	0.86	90.00
	Carpet	85.00	Poor	1.45	4.85	30.00
		System Total:		**2.23**	**5.71**	**39.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boiler	50.00	Fair	2.72	4.54	60.00
	Chiller	50.00	Poor	1.36	4.54	30.00
		System Total:		**4.09**	**9.08**	**45.00**
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	282 100.00	Good	0.38	0.42	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303b
Site: Fernley IS		Building: 200 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**79.91**	**100.00**	**79.91**

Comments

Structural->Interior Floors (Carpet)
Most of the carpet is worn and stained.

Mechanical->HVAC-->Energy Generation (Boiler)
Boiler is nearing end of service life.

Mechanical->HVAC-->Energy Generation (Chiller)
Chiller is operating at half capacity.

Mechanical->HVAC-->Controls
Controls are at end of service life.

Mechanical->Connectivity
PA/bell/clock system is old and needs major repair. Many units not working.

ADA
No restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303c
Site: Fernley IS		Building: 300 Bldg (Gym)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Fair	5.36	8.93	60.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	Single Component	100.00	Poor	0.16	0.53	30.00
Interior Floors	Wood gym floor, VCT	70.00	Good	3.59	3.99	90.00
	Carpet, VAT	30.00	Poor	0.51	1.71	30.00
		System Total:		**4.11**	**5.71**	**72.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Poor	0.36	1.20	30.00
Ceiling	Gym	60.00	Poor	0.98	3.27	30.00
	Other	40.00	Good	1.96	2.18	90.00
		System Total:		**2.94**	**5.45**	**54.00**
Fixed Equipment	Bleachers	45.00	Fair	0.45	0.76	60.00
	Toilet partitions	15.00	Poor	0.08	0.25	30.00
	Lockers	40.00	Good	0.61	0.67	90.00
		System Total:		**1.13**	**1.68**	**67.50**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Fair	2.16	3.61	60.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boiler	50.00	Fair	2.72	4.54	60.00
	Gas fired cooling unit	50.00	Good	4.09	4.54	90.00
		System Total:		**6.81**	**9.08**	**75.00**
Distribution	Gym	284 75.00	Good	3.68	4.09	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303c
Site: Fernley IS		Building: 300 Bldg (Gym)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
	Lockers	25.00	Poor	0.41	1.36	30.00
		System Total:		**4.09**	**5.45**	**75.00**
Controls	Gym	75.00	Poor	0.82	2.72	30.00
	Lockers	25.00	Unsat	0.00	0.91	0.00
		System Total:		**0.82**	**3.63**	**22.50**
Lighting	Single Component	100.00	Fair	2.55	4.25	60.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Fair	0.25	0.42	60.00
Exit Safety	Single Component	100.00	Fair	0.25	0.42	60.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Fair	0.79	1.31	60.00
Fire Control Safety	Single Component	100.00	Fair	0.79	1.31	60.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**71.67**	**100.00**	**71.67**

Comments

Structural->Exterior Walls
There are areas of cracked and chipped paint.

Structural->Exterior Windows
Windows are old, steel frame, and single pane.

Structural->Exterior Doors
Doors are beat up and have old hardware.

Structural->Interior Floors (Carpet, VAT)
Carpet is worn. VAT is chipped and cracked.

Structural->Interior Doors
Doors are beat up and hardware is old.

Structural->Ceiling (Gym)
Gym ceiling tiles are broken and loose.

Structural->Fixed Equipment (Bleachers)
The gym bleachers are hard to operate.

Structural->Fixed Equipment (Toilet partitions)
Toilet partitions are old, and are missing doors.

Mechanical->Plumbing-->Fixtures
Fixtures are old and stained but working.

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	303	Building #:	303c
Site:	Fernley IS			Building:	300 Bldg (Gym)		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Mechanical->HVAC-->Energy Generation (Boiler)
The boiler is old and requires maintenance.

Mechanical->HVAC-->Distribution (Lockers)
Locker rooms have unit heaters with limited distribution.

Mechanical->HVAC-->Controls (Gym)
The gym has two thermostats at either end of the building and they tend to work against each other.

Mechanical->HVAC-->Controls (Lockers)
The controls are pneumatic and the compressor is not working.

Mechanical->Lighting
The lighting in the gym is dim. Some fixtures are missing lenses.

Mechanical->Connectivity
PA/bell/clock system is old and needs major repair. Many units not working.

Safety\Fire Protection->Means of Exit-->Exit Operation
Some exit doors do not operate smoothly.

Safety\Fire Protection->Means of Exit-->Exit Safety
The fire marshal has stated that the gym lacks sufficient exiting.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There are no smoke detectors.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

ADA
No restrooms are accessible.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303e
Site: Fernley IS		Building: 500 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Fair	5.36	8.93	60.00
Roof	Single Component	100.00	Fair	4.03	6.71	60.00
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	Single Component	100.00	Fair	0.32	0.53	60.00
Interior Floors	Carpet	50.00	Good	2.57	2.85	90.00
	Carpet and VAT	50.00	Poor	0.86	2.85	30.00
		System Total:		**3.42**	**5.71**	**60.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Poor	0.36	1.20	30.00
Ceiling	Single Component		(N/A)	0.00	0.00	0.00
Fixed Equipment	Single Component	100.00	Fair	1.01	1.68	60.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Unsat	0.00	5.45	0.00
Controls	Single Component	100.00	Fair	2.18	3.63	60.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303e
Site: Fernley IS		Building: 500 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Poor	0.39	1.31	30.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Fair	0.23	0.38	60.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Unsat	0.00	0.76	0.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**66.51**	**94.55**	**70.34**

Comments

Structural->Exterior Walls
Wood fascia is weathered and needs paint.

Structural->Roof
Soffits are water damaged.

Structural->Exterior Windows
Windows are old, aluminum frames with some Plexiglas.

Structural->Exterior Doors
Exterior doors need paint and have knob hardware.

Structural->Interior Floors (Carpet and VAT)
Some carpet is worn. The VAT is stained and chipped.

Structural->Interior Doors
Interior doors need paint and have knob hardware.

Structural->Fixed Equipment
Cabinets need paint.

Mechanical->HVAC-->Distribution
There is no distribution system.

Mechanical->HVAC-->Controls
Controls are old.

Mechanical->Connectivity
PA/bell/clock system is old and needs major repair. Many units not working.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
The fire alarm has no strobe lights.

Safety\Fire Protection->Emergency Lighting
There is no emergency lighting.

ADA
No restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303f
Site: Fernley IS		Building: 600 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Fair	7.52	12.53	60.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Single Component	100.00	Good	5.13	5.71	90.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303f
Site: Fernley IS		Building: 600 Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**85.33**	**100.00**	**85.33**

Comments

Structural->Foundation\Structure
There is a crack in the wall at the east side entrance to the 5th grade wing. It should be monitored.

Mechanical->Connectivity
PA/bell/clock system is old and needs major repair. Many units not working.

ADA
Not all restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303a
Site: Fernley IS		Building: Main Bldg (100)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	VCT	90.00	Good	4.62	5.13	90.00
	Ceramic Tile	10.00	Fair	0.34	0.57	60.00
		System Total:		**4.96**	**5.71**	**87.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Doors	50.00	Fair	0.36	0.60	60.00
	Hardware	50.00	New	0.60	0.60	100.00
		System Total:		**0.96**	**1.20**	**80.00**
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Book lockers	20.00	Good	0.30	0.34	90.00
	Cabinets, Toilet partitions	80.00	Poor	0.40	1.35	30.00
		System Total:		**0.71**	**1.68**	**42.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Fair	2.16	3.61	60.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Fair	5.45	9.08	60.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Fair	2.18	3.63	60.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 303 Building #: 303a

Site: Fernley IS Building: Main Bldg (100)

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**83.09**	**100.00**	**83.09**

Comments

Structural->Interior Floors (Ceramic Tile)
Ceramic tile is stained.

Structural->Interior Doors (Doors)
Doors show some wear.

Structural->Fixed Equipment (Cabinets, Toilet partitions)
Cabinets are worn. Toilet partitions have rust and are beat up.

Mechanical->Plumbing-->Fixtures
Fixtures are stained, valves are corroded.

Mechanical->HVAC-->Energy Generation
HVAC system has no outside air.

Mechanical->HVAC-->Controls
Controls are at end of service life.

Mechanical->Connectivity
PA/bell/clock system is old and needs major repair. Many units are not working.

ADA
No restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303g
Site: Fernley IS		Building: Modular 27_28	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Fair	3.36	5.60	60.00
Roof	Single Component	100.00	Poor	1.58	5.27	30.00
Exterior Windows	Single Component	100.00	Poor	1.20	4.00	30.00
Exterior Doors	Single Component	100.00	Poor	1.00	3.33	30.00
Interior Floors	Single Component	100.00	Fair	2.40	4.00	60.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Poor	1.20	4.00	30.00
Ceiling	Single Component	100.00	Fair	3.00	5.00	60.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Good	1.89	2.10	90.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Poor	0.32	1.05	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Fair	0.30	0.50	60.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303g
Site: Fernley IS		Building: Modular 27_28	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Unsat			
Total For Building :				**68.58**	**93.00**	**73.74**

Comments

Structural->Exterior Walls
Wood skirting is weathered and needs paint.

Structural->Roof
Roof has leaks.

Structural->Exterior Windows
Window glass is water stained.

Structural->Exterior Doors
The exterior doors are old, beat up, and do not operate smoothly. They need paint.

Structural->Interior Floors
Carpeting is stained.

Structural->Interior Doors
Interior doors are beat up and have knob hardware.

Structural->Ceiling
Some ceiling tiles are water stained.

Mechanical->Connectivity
PA/bell/clock system is old and needs major repair. Many units not working.

Safety\Fire Protection->Means of Exit-->Exit Operation
Some doors do not operate smoothly.

ADA
Ramps are not ADA accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303h
Site: Fernley IS		Building: Modular 29_30	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Fair	3.36	5.60	60.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Poor	1.20	4.00	30.00
Exterior Doors	Single Component	100.00	Poor	1.00	3.33	30.00
Interior Floors	Single Component	100.00	Good	3.60	4.00	90.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Poor	1.20	4.00	30.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Good	1.89	2.10	90.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Poor	0.32	1.05	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Fair	0.30	0.50	60.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303h
Site: Fernley IS		Building: Modular 29_30	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Unsat			
Total For Building :				**74.44**	**93.00**	**80.04**

Comments

Structural->Exterior Walls
Wood skirting is weathered and needs paint.

Structural->Exterior Windows
Window glass is water stained.

Structural->Exterior Doors
The exterior doors are old, beat up, and do not operate smoothly. They need paint.

Structural->Interior Doors
Interior doors are beat up and have knob hardware.

Mechanical->Connectivity
PA/bell/clock system is old and needs major repair. Many units not working.

Safety\Fire Protection->Means of Exit-->Exit Operation
Some doors do not operate smoothly.

ADA
Ramps are not ADA accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303i
Site: Fernley IS		Building: Modular 31_32	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Fair	3.36	5.60	60.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Poor	1.20	4.00	30.00
Exterior Doors	Single Component	100.00	Poor	1.00	3.33	30.00
Interior Floors	Single Component	100.00	Fair	2.40	4.00	60.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Poor	1.20	4.00	30.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Good	1.89	2.10	90.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Poor	0.32	1.05	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Fair	0.30	0.50	60.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 303	Building #: 303i
Site: Fernley IS		Building: Modular 31_32	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Unsat			
Total For Building :				**73.24**	**93.00**	**78.75**

Comments

Structural->Exterior Walls
Wood skirting is weathered and needs paint.

Structural->Exterior Windows
Window glass is water stained.

Structural->Exterior Doors
The exterior doors are old, beat up, and do not operate smoothly. They need paint.

Structural->Interior Floors
Carpeting is stained.

Structural->Interior Doors
Interior doors are beat up and have knob hardware.

Mechanical->Connectivity
PA/bell/clock system is old and needs major repair. Many units not working.

Safety\Fire Protection->Means of Exit-->Exit Operation
Some doors do not operate smoothly.

ADA
Ramps are not ADA accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 305 Building #: 305a

Site: Silverland MS Building: Main Bldg

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	14.36	15.96	90.00
Exterior Walls	Single Component	100.00	Good	7.94	8.82	90.00
Roof	Single Component	100.00	Good	4.52	5.02	90.00
Exterior Windows	Single Component	100.00	Good	4.41	4.90	90.00
Exterior Doors	Single Component	100.00	Good	0.42	0.47	90.00
Interior Floors	Single Component	100.00	Good	7.54	8.38	90.00
Interior Walls	Single Component	100.00	Good	7.33	8.14	90.00
Interior Doors	Single Component	100.00	Good	1.01	1.12	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	3.25	3.61	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.43	2.70	90.00
Distribution	Single Component	100.00	Good	2.43	2.70	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.60	1.78	90.00
Fixtures	Single Component	100.00	Good	1.60	1.78	90.00
Waste	Single Component	100.00	Good	1.60	1.78	90.00
HVAC						
Energy Generation	Single Component	100.00	Fair	4.62	7.70	60.00
Distribution	Single Component	100.00	Good	4.16	4.62	90.00
Controls	Single Component	100.00	Good	2.77	3.08	90.00
Lighting	Single Component	100.00	Fair	2.36	3.94	60.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.57	1.74	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.04	1.15	90.00
Fire Control Safety	Single Component	100.00	Good	1.04	1.15	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 305	Building #: 305a
Site: Silverland MS		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.39	0.44	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.39	0.44	90.00
Emergency Lighting	Single Component	100.00	Good	0.78	0.87	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**85.97**	**99.40**	**86.49**

Comments

Mechanical->HVAC-->Energy Generation
Two HVAC units are not working. The solar system is not working.

Mechanical->Lighting
The computer program that controls the lighting is not working.

ADA
Not all restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 302	Building #: 302b
Site: Yerington IS		Building: Annex	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Fair	0.32	0.53	60.00
Interior Floors	Single Component	100.00	Fair	3.42	5.71	60.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Fair	1.01	1.68	60.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boiler in elementary school	50.00	Poor	1.36	4.54	30.00
	Cooling units	50.00	Good	4.09	4.54	90.00
		System Total:		**5.45**	**9.08**	**60.00**
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Fair	2.18	3.63	60.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Fair	0.91	1.52	60.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 302	Building #: 302b
Site: Yerington IS		Building: Annex	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Poor	0.11	0.38	30.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.38	0.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**82.79**	**100.00**	**82.79**

Comments

Structural->Exterior Doors
Exterior doors showing some wear.

Structural->Interior Floors
Carpet is worn and stained.

Structural->Fixed Equipment
Some cabinets have broken laminate.

Mechanical->HVAC-->Energy Generation (Boiler in elementary school)
Boiler works but is at end of service life.

Mechanical->HVAC-->Controls
Controls are not consistent and cannot be controlled locally.

Mechanical->Connectivity
PA system does not work outside.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
Fire alarm is not working properly and is always in default mode.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
Alarm is not monitored remotely.

ADA
Not all restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 302	Building #: 302c
Site: Yerington IS		Building: Gym_Locker Rms	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	20.38	22.65	90.00
Exterior Walls	Single Component	100.00	Fair	4.57	7.61	60.00
Roof	Single Component	100.00	Good	4.09	4.55	90.00
Exterior Windows	Single Component	100.00	Poor	1.03	3.44	30.00
Exterior Doors	Single Component	100.00	Good	0.47	0.52	90.00
Interior Floors	Gym floor	80.00	Good	9.28	10.31	90.00
	Locker room floors	20.00	Poor	0.77	2.58	30.00
		System Total:		**10.05**	**12.89**	**78.00**
Interior Walls	Single Component	100.00	Fair	2.94	4.90	60.00
Interior Doors	Single Component	100.00	Fair	1.09	1.82	60.00
Ceiling	Single Component	100.00	Good	0.80	0.89	90.00
Fixed Equipment	Bleachers, lockers	90.00	Good	4.63	5.14	90.00
	Scoreboards	10.00	Fair	0.34	0.57	60.00
		System Total:		**4.97**	**5.71**	**87.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.28	2.54	90.00
Distribution	Single Component	100.00	Good	2.28	2.54	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.05	3.39	90.00
Fixtures	Single Component	100.00	Poor	1.02	3.39	30.00
Waste	Single Component	100.00	Good	3.05	3.39	90.00
HVAC						
Energy Generation	Boiler	50.00	Poor	0.70	2.34	30.00
	Cooling unit	50.00	Unsat	0.00	2.34	0.00
		System Total:		**0.70**	**4.68**	**15.00**
Distribution	Single Component	100.00	Good	2.52	2.81	90.00
Controls	Single Component	100.00	Poor	0.56	1.87	30.00
Lighting	Single Component	100.00	Good	3.57	3.97	90.00
Safety\Fire Protection						
Means of Exit						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 302	Building #: 302c
Site: Yerington IS		Building: Gym_Locker Rms	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Operation	Single Component	100.00	Good	0.41	0.46	90.00
Exit Safety	Single Component	100.00	Good	0.41	0.46	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.30	1.44	90.00
Fire Control Safety	Single Component	100.00	Good	1.30	1.44	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.39	0.44	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.39	0.44	90.00
Emergency Lighting	Single Component	100.00	Good	0.78	0.87	90.00
Fire Resistance	Single Component	100.00	Good	0.82	0.91	90.00
ADA	Single Component		Poor			
Total For Building :				**75.25**	**100.00**	**75.25**

Comments

Structural->Exterior Walls
Concrete masonry unit walls at locker rooms have spalling due to moisture damage.

Structural->Exterior Windows
Windows are old, steel frame, single pane.

Structural->Interior Floors (Locker room floors)
Locker room floors are concrete and have cracks and water damage.

Structural->Interior Walls
There are some areas of minor wall wear and tear.

Structural->Interior Doors
Interior doors show wear.

Structural->Fixed Equipment (Scoreboards)
Scoreboards are old and difficult to repair.

Mechanical->Plumbing-->Fixtures
Many shower units are broken, fixtures are old and stained.

Mechanical->HVAC-->Energy Generation (Boiler)
Boiler is at end of service life.

Mechanical->HVAC-->Energy Generation (Cooling unit)
There is no cooling.

Mechanical->HVAC-->Controls
Controls are old and at end of service life.

ADA
No restrooms are accessible.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 302	Building #: 302a
Site: Yerington IS		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Fair	5.36	8.93	60.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Old wing	75.00	Poor	0.87	2.90	30.00
	New wing	25.00	Good	0.87	0.97	90.00
		System Total:		**1.74**	**3.86**	**45.00**
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Single Component	100.00	Fair	3.42	5.71	60.00
Interior Walls	Single Component	100.00	Fair	4.41	7.34	60.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Cabinets	65.00	Fair	0.66	1.09	60.00
	Lockers, toilet partitions	35.00	Good	0.53	0.59	90.00
		System Total:		**1.19**	**1.68**	**70.50**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Fair	2.16	3.61	60.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Chiller	40.00	Fair	2.18	3.63	60.00
	Boiler	40.00	Poor	1.09	3.63	30.00
	New wing units	20.00	Good	1.63	1.82	90.00
		System Total:		**4.90**	**9.08**	**54.00**
Distribution	New wing units	20.00	Good	0.98	1.09	90.00
	Old wing units	80.00	Poor	1.31	4.36	30.00
		System Total:		**2.29**	**5.45**	**42.00**

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 302	Building #: 302a
Site: Yerington IS		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Controls	Old wing	80.00	Poor	0.87	2.91	30.00
	New wing	20.00	Good	0.65	0.73	90.00
		System Total:		**1.53**	**3.63**	**42.00**
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Fair	0.91	1.52	60.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**71.82**	**100.00**	**71.82**

Comments

Structural->Exterior Walls
Fascia need painting.

Structural->Exterior Windows (Old wing)
Windows are old, steel frame, single pane, with some Plexiglas glazing.

Structural->Interior Floors
Carpet in some classrooms is worn and stained. Ceramic tile in restrooms is cracked and old. Science room has old VAT.

Structural->Interior Walls
Ceramic tile in restrooms is cracked and loose.

Structural->Interior Doors
Interior doors show wear on finish.

Structural->Fixed Equipment (Cabinets)
Classroom cabinets are showing wear.

Mechanical->Plumbing-->Fixtures
Fixtures are old and stained.

Mechanical->HVAC-->Energy Generation (Chiller)
Chiller requires frequent resets.

Mechanical->HVAC-->Energy Generation (Boiler)
Boiler is working but is at end of service life.

Mechanical->HVAC-->Distribution (Old wing units)
Many old units have no temperature control capability and poor air distribution in the room.

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	302	Building #:	302a
Site:	Yerington IS			Building:	Main Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Mechanical->HVAC-->Controls (Old wing)
Many units have no temperature control, system is inconsistent.

Mechanical->Connectivity
PA system does not work on outside.

ADA
Not all restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 604	Building #: 604b
Site: Dayton HS		Building: Aux. Gym	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	20.38	22.65	90.00
Exterior Walls	Single Component	100.00	Good	6.85	7.61	90.00
Roof	Single Component	100.00	Good	4.09	4.55	90.00
Exterior Windows	Single Component		(N/A)	0.00	0.00	0.00
Exterior Doors	Single Component	100.00	Poor	0.16	0.52	30.00
Interior Floors	Single Component	100.00	Good	11.60	12.89	90.00
Interior Walls	Single Component	100.00	Good	4.41	4.90	90.00
Interior Doors	Single Component	100.00	Good	1.64	1.82	90.00
Ceiling	Single Component	100.00	Good	0.80	0.89	90.00
Fixed Equipment	Single Component	100.00	Good	5.14	5.71	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.28	2.54	90.00
Distribution	Single Component	100.00	Good	2.28	2.54	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.05	3.39	90.00
Fixtures	Single Component	100.00	Good	3.05	3.39	90.00
Waste	Single Component	100.00	Good	3.05	3.39	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.21	4.68	90.00
Distribution	Single Component	100.00	Good	2.52	2.81	90.00
Controls	Single Component	100.00	Good	1.68	1.87	90.00
Lighting	Single Component	100.00	Good	3.57	3.97	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.41	0.46	90.00
Exit Safety	Single Component	100.00	Good	0.41	0.46	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.30	1.44	90.00
Fire Control Safety	Single Component	100.00	Good	1.30	1.44	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.39	0.44	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 604	Building #: 604b
Site: Dayton HS		Building: Aux. Gym	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Connectivity	Single Component	100.00	Good	0.39	0.44	90.00
Emergency Lighting	Single Component	100.00	Good	0.78	0.87	90.00
Fire Resistance	Single Component	100.00	Good	0.82	0.91	90.00
ADA	Single Component		Fair			
Total For Building :				**86.60**	**96.56**	**89.68**

Comments

Structural->Exterior Doors
Exterior doors are beat up and need paint, and repair.

ADA
Door thresholds to gym are sloped to account for gym floor thickness.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	604	Building #:	604a
Site:	Dayton HS			Building:	Main Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Roof over MPR-B	20.00	Poor	0.40	1.34	30.00
	Remainder of roof	80.00	Good	4.83	5.37	90.00
		System Total:		**5.23**	**6.71**	**78.00**
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	South and west doors	40.00	Unsat	0.00	0.21	0.00
	North and east doors	60.00	Fair	0.19	0.32	60.00
		System Total:		**0.19**	**0.53**	**36.00**
Interior Floors	Carpet, Ceramic Tile in showers	15.00	Poor	0.26	0.86	30.00
	VCT	85.00	Good	4.36	4.85	90.00
		System Total:		**4.62**	**5.71**	**81.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Fair	3.27	5.45	60.00
Fixed Equipment	Gym bleachers, Toilet partitions	20.00	Poor	0.10	0.34	30.00
	Lockers, cabinets, kitchen	80.00	Good	1.21	1.35	90.00
		System Total:		**1.31**	**1.68**	**78.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Poor	0.83	2.75	30.00
Distribution	Single Component	100.00	Fair	1.65	2.75	60.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Fair	2.16	3.61	60.00
Waste	Single Component	100.00	Fair	2.16	3.61	60.00
HVAC						
Energy Generation	Gym, MPR-B	30.00	Good	2.45	2.72	90.00
	Remainder of building	70.00	Poor	1.91	6.36	30.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 604	Building #: 604a
Site: Dayton HS		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
		System Total:		**4.36**	**9.08**	**48.00**
Distribution	Gym, MPR-B	30.00	Good	1.47	1.63	90.00
	Remainder of building	70.00	Poor	1.14	3.81	30.00
		System Total:		**2.62**	**5.45**	**48.00**
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Fair	0.25	0.42	60.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Unsat	0.00	0.76	0.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**70.15**	**100.00**	**70.15**

Comments

Structural->Roof (Roof over MPR-B)
Roof over multi-purpose room B has numerous leaks.

Structural->Exterior Windows
Many windows have stains from water and are not operable.

Structural->Exterior Doors (South and west doors)
The doors are at end of service life and do not lock.

Structural->Exterior Doors (North and east doors)
Doors need paint and some hardware repair.

Structural->Interior Floors (Carpet, Ceramic Tile in showers)
Carpet is worn out, ceramic tile is broken.

Structural->Interior Doors
Some doors need refinishing and hardware repair.

Structural->Ceiling
There are some stained and dirty ceiling tiles.

Structural->Fixed Equipment (Gym bleachers, Toilet partitions)
Bleachers require major repair or replacement. Toilet partitions are broken and/or banged up.

Mechanical->Electrical-->Main Service
Main service equipment is at end of service life, lacks capacity, and requires frequent maintenance.

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	604	Building #:	604a
Site:	Dayton HS			Building:	Main Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Mechanical->Electrical-->Distribution
Distribution system lacks capacity.

Mechanical->Plumbing-->Fixtures
Boys shower heads need replacing.

Mechanical->Plumbing-->Waste
There is poor drainage of the waste line in the kitchenette in room M-13.

Mechanical->HVAC-->Energy Generation (Remainder of building)
HVAC system is at end of service life and performs poorly.

Mechanical->HVAC-->Distribution (Remainder of building)
Distribution is poor due to poor controls.

Mechanical->HVAC-->Controls
Controls are not centrally controlled and require frequent individual adjustment.

Safety\Fire Protection->Means of Exit-->Exit Operation
Some exit door hardware does not operate smoothly.

Safety\Fire Protection->Emergency Lighting
The emergency lighting does not work because the emergency generator does not work.

ADA
All restrooms and all door hardware are not accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 604	Building #: 604d
Site: Dayton HS		Building: Navajo Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Fair	0.32	0.53	60.00
Interior Floors	Carpet	80.00	New	4.56	4.56	100.00
	VCT	20.00	Good	1.03	1.14	90.00
		System Total:		**5.59**	**5.71**	**98.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Fair	5.45	9.08	60.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Fair	2.18	3.63	60.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 604	Building #: 604d
Site: Dayton HS		Building: Navajo Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**86.48**	**100.00**	**86.48**

Comments

Structural->Exterior Doors
Doors need paint.

Mechanical->HVAC-->Energy Generation
Boilers require constant maintenance and the evaporative coolers do not have enough capacity.

Mechanical->HVAC-->Controls
Controls can not be centrally managed.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 604	Building #: 604e
Site: Dayton HS		Building: Sagebrush Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Carpet	60.00	Poor	1.03	3.42	30.00
	VCT	40.00	Good	2.05	2.28	90.00
		System Total:		**3.08**	**5.71**	**54.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boiler	50.00	Fair	2.72	4.54	60.00
	Cooling	50.00	Good	4.09	4.54	90.00
		System Total:		**6.81**	**9.08**	**75.00**
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	315 100.00	Good	0.38	0.42	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 604	Building #: 604e
Site: Dayton HS		Building: Sagebrush Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**86.58**	**100.00**	**86.58**

Comments

Structural->Interior Floors (Carpet)
Carpet has wrinkles, split seams and stains.

Mechanical->HVAC-->Energy Generation (Boiler)
Boiler requires frequent maintenance.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 604	Building #: 604c
Site: Dayton HS		Building: Tech Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	12.83	14.26	90.00
Exterior Walls	Single Component	100.00	Good	11.87	13.19	90.00
Roof	Single Component	100.00	Poor	0.81	2.71	30.00
Exterior Windows	Single Component	100.00	Fair	2.33	3.88	60.00
Exterior Doors	Single Component	100.00	Fair	0.27	0.45	60.00
Interior Floors	Single Component	100.00	Fair	4.00	6.66	60.00
Interior Walls	Single Component	100.00	Good	7.93	8.81	90.00
Interior Doors	Single Component	100.00	Good	1.30	1.44	90.00
Ceiling	Single Component	100.00	Fair	2.02	3.37	60.00
Fixed Equipment	Single Component	100.00	Good	1.33	1.48	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.64	2.93	90.00
Distribution	Single Component	100.00	Good	2.64	2.93	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.55	1.72	90.00
Fixtures	Single Component	100.00	Good	1.55	1.72	90.00
Waste	Single Component	100.00	Good	1.55	1.72	90.00
HVAC						
Energy Generation	Heating	50.00	Poor	1.43	4.77	30.00
	Cooling	50.00	Poor	1.43	4.77	30.00
		System Total:		**2.86**	**9.55**	**30.00**
Distribution	Single Component	100.00	Poor	1.72	5.73	30.00
Controls	Single Component	100.00	Poor	1.15	3.82	30.00
Lighting	Single Component	100.00	Good	3.97	4.41	90.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.19	1.32	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.39	0.43	90.00
Exit Safety	Single Component	100.00	Good	0.39	0.43	90.00
Fire Control Capability						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 604	Building #: 604c
Site: Dayton HS		Building: Tech Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Operation	Single Component	100.00	Good	1.41	1.57	90.00
Fire Control Safety	Single Component	100.00	Good	1.41	1.57	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.30	0.33	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.30	0.33	90.00
Emergency Lighting	Single Component	100.00	Good	0.60	0.66	90.00
Fire Resistance	Single Component	100.00	Good	0.78	0.86	90.00
ADA	Single Component		Good			
Total For Building :				**71.08**	**98.30**	**72.31**

Comments

Structural->Roof
Roof has numerous leaks.

Structural->Exterior Windows
Lower panels on window wall system are dented and damaged.

Structural->Exterior Doors
Exterior doors are beat up and need paint.

Structural->Interior Floors
Carpet in one classroom is worn.

Structural->Ceiling
Ceiling tiles are soiled.

Mechanical->HVAC-->Energy Generation (Heating)
Boiler is in main building and is near end of service life.

Mechanical->HVAC-->Energy Generation (Cooling)
Cooling units are at end of service life.

Mechanical->HVAC-->Distribution
Distribution is poor due to poor controls.

Mechanical->HVAC-->Controls
Controls are not centrally controlled and require frequent individual adjustment.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601d
Site: Fernley HS		Building: 200 Bldg (Math)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Concrete	20.00	Good	1.03	1.14	90.00
	Carpet	80.00	Poor	1.37	4.56	30.00
		System Total:		**2.40**	**5.71**	**42.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boiler	50.00	Good	4.09	4.54	90.00
	Evaporative cooler	50.00	Fair	2.72	4.54	60.00
		System Total:		**6.81**	**9.08**	**75.00**
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	319 100.00	Good	0.38	0.42	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601d
Site: Fernley HS		Building: 200 Bldg (Math)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**85.54**	**100.00**	**85.54**

Comments

Structural->Interior Floors (Carpet)
Most carpet is worn and due for replacement.

Structural->Interior Doors
Doors show some wear.

Mechanical->HVAC-->Energy Generation (Evaporative cooler)
Evaporative cooler lacks sufficient capacity.

ADA
Not all restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 601 Building #: 601i

Site: Fernley HS Building: 400 Bldg (English)

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Single Component	100.00	Good	5.13	5.71	90.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Boilers	50.00	Fair	2.72	4.54	60.00
	Chiller	50.00	Good	4.09	4.54	90.00
		System Total:		**6.81**	**9.08**	**75.00**
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601i
Site: Fernley HS		Building: 400 Bldg (English)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**88.28**	**100.00**	**88.28**

Comments

Structural->Interior Doors
Doors show some wear.

Mechanical->HVAC-->Energy Generation (Boilers)
The boilers lack capacity and both run all the time.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601b
Site: Fernley HS		Building: Aux. Gym	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	20.38	22.65	90.00
Exterior Walls	Single Component	100.00	Good	6.85	7.61	90.00
Roof	Single Component	100.00	Good	4.09	4.55	90.00
Exterior Windows	Single Component	100.00	Good	3.09	3.44	90.00
Exterior Doors	Single Component	100.00	Fair	0.31	0.52	60.00
Interior Floors	Single Component	100.00	Good	11.60	12.89	90.00
Interior Walls	Single Component	100.00	Good	4.41	4.90	90.00
Interior Doors	Single Component	100.00	Good	1.64	1.82	90.00
Ceiling	Single Component	100.00	Good	0.80	0.89	90.00
Fixed Equipment	Single Component	100.00	Good	5.14	5.71	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.28	2.54	90.00
Distribution	Single Component	100.00	Good	2.28	2.54	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.05	3.39	90.00
Fixtures	Single Component	100.00	Good	3.05	3.39	90.00
Waste	Single Component	100.00	Good	3.05	3.39	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.21	4.68	90.00
Distribution	Single Component	100.00	Good	2.52	2.81	90.00
Controls	Single Component	100.00	Good	1.68	1.87	90.00
Lighting	Single Component	100.00	Good	3.57	3.97	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.41	0.46	90.00
Exit Safety	Single Component	100.00	Good	0.41	0.46	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.30	1.44	90.00
Fire Control Safety	Single Component	100.00	Good	1.30	1.44	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.39	0.44	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601b
Site: Fernley HS		Building: Aux. Gym	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Connectivity	Single Component	100.00	Good	0.39	0.44	90.00
Emergency Lighting	Single Component	100.00	Good	0.78	0.87	90.00
Fire Resistance	Single Component	100.00	Good	0.82	0.91	90.00
ADA	Single Component		Fair			
Total For Building :				**89.84**	**100.00**	**89.84**

Comments

Structural->Exterior Walls
Two of the exterior walls have horizontal cracks that should be monitored. Paint on joint caulking is not adhered.

Structural->Exterior Doors
Some exterior doors need paint.

ADA
Not all restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601a
Site: Fernley HS		Building: Main Bldg	

Systems	Component(s)		% of System	Rating	Score	Possible Score	Percent Score
Structural							
Foundation\Structure	Single Component		100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component		100.00	Good	8.03	8.93	90.00
Roof	Single Component		100.00	Fair	4.03	6.71	60.00
Exterior Windows	Single Component		100.00	Fair	2.32	3.86	60.00
Exterior Doors	Single Component		100.00	Poor	0.16	0.53	30.00
Interior Floors	VCT in halls, classrooms, Concrete in Commons		40.00	Good	2.05	2.28	90.00
	Classroom carpet, Wood Gym floor		60.00	Fair	2.05	3.42	60.00
		System Total:			**4.11**	**5.71**	**72.00**
Interior Walls	Single Component		100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component		100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component		100.00	Good	4.90	5.45	90.00
Fixed Equipment	Kitchen equipment, Gym Lockers		45.00	Good	0.68	0.76	90.00
	Toilet partitions, Gym bleachers		15.00	Poor	0.08	0.25	30.00
	Cabinets, Book Lockers		40.00	Fair	0.40	0.67	60.00
		System Total:			**1.16**	**1.68**	**69.00**
Mechanical							
Electrical							
Main Service	Single Component		100.00	Good	2.48	2.75	90.00
Distribution	Single Component		100.00	Good	2.48	2.75	90.00
Plumbing							
Supply	Single Component		100.00	Good	3.25	3.61	90.00
Fixtures	Single Component		100.00	Poor	1.08	3.61	30.00
Waste	Single Component		100.00	Fair	2.16	3.61	60.00
HVAC							
Energy Generation	Main building boiler		25.00	Poor	0.68	2.27	30.00
	Main building cooling		25.00	Good	2.04	2.27	90.00
	Commons, Gym cooling and heating	325	25.00	Good	2.04	2.27	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601a
Site: Fernley HS		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
	Classroom addition	25.00	Fair	1.36	2.27	60.00
		System Total:		**6.13**	**9.08**	**67.50**
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**79.48**	**100.00**	**79.48**

Comments

Structural->Roof
Roof has leaks where commons and classroom addition meets original building.

Structural->Exterior Windows
Most window are single pane and some are water stained.

Structural->Exterior Doors
Exterior doors are beat up and water damaged. Storefront assembly at commons is not structurally sound.

Structural->Interior Floors (Classroom carpet, Wood Gym floor)
Some classrooms have wrinkles in carpet. Wood gym floor has soft spots.

Structural->Interior Doors
Some doors need refinishing or touch-up paint.

Structural->Fixed Equipment (Toilet partitions, Gym bleachers)
Toilet partitions are beat up. bleachers are old, beat up and require maintenance.

Structural->Fixed Equipment (Cabinets, Book Lockers)
Cabinets show some wear and have chipped laminate. Book lockers have some locks that don't work.

Mechanical->Plumbing-->Fixtures
Restroom fixtures are old but working. Showers are corroded and some don't work. Difficult to get parts. Locker room fixtures are old, broken and stained.

Mechanical->Plumbing-->Waste
Waste lines are corroded.

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	601	Building #:	601a
Site:	Fernley HS			Building:	Main Bldg		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Mechanical->HVAC-->Energy Generation (Main building boiler)
Boiler is at end of service life.

Mechanical->HVAC-->Energy Generation (Classroom addition)
HVAC for classroom addition lacks capacity.

ADA
Most restrooms are not accessible.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 601 Building #: 601j

Site: Fernley HS Building: Maintenance Shop

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	29.40	32.66	90.00
Exterior Walls	Single Component	100.00	Good	9.11	10.12	90.00
Roof	Single Component		(N/A)	0.00	0.00	0.00
Exterior Doors	Single Component	100.00	Fair	0.92	1.54	60.00
Interior Floors	Single Component	100.00	Good	3.19	3.55	90.00
Interior Walls	Single Component	100.00	Good	4.21	4.68	90.00
Interior Doors	Single Component		(N/A)	0.00	0.00	0.00
Ceiling	Single Component		(N/A)	0.00	0.00	0.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.14	2.38	90.00
Distribution	Single Component	100.00	Good	2.14	2.38	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.46	4.96	90.00
Distribution	Single Component	100.00	Poor	0.89	2.97	30.00
Controls	Single Component	100.00	Good	1.78	1.98	90.00
Lighting	Single Component	100.00	Good	3.55	3.95	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	1.06	1.18	90.00
Exit Safety	Single Component	100.00	Good	1.06	1.18	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Unsat	0.00	2.39	0.00
Fire Control Safety	Single Component	100.00	Unsat	0.00	2.39	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.19	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.19	0.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601j
Site: Fernley HS		Building: Maintenance Shop	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Poor	0.71	2.37	30.00
ADA	Single Component		Unsat			
Total For Building :				**64.64**	**81.05**	**79.75**

Comments

Structural->Exterior Doors
Exterior door is dented and has knob hardware.

Mechanical->HVAC-->Distribution
Only one source of distribution.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There is no fire control capability.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There is no fire control capability.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

Safety\Fire Protection->Fire Resistance
Interior walls are plywood.

ADA
Building is not accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 601 Building #: 601e

Site: Fernley HS Building: Modular #330

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Poor	8.69	28.97	30.00
Exterior Walls	Single Component	100.00	Unsat	0.00	5.60	0.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Fair	2.40	4.00	60.00
Exterior Doors	Single Component	100.00	Poor	1.00	3.33	30.00
Interior Floors	Single Component	100.00	Good	3.60	4.00	90.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component		(N/A)	0.00	0.00	0.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Poor	0.32	1.05	30.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Poor	0.63	2.10	30.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Unsat	0.00	0.50	0.00
Fire Control Safety	Single Component	100.00	Unsat	0.00	0.50	0.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601e
Site: Fernley HS		Building: Modular #330	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Fair	0.30	0.50	60.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Fair			
Total For Building :				**51.08**	**88.50**	**57.72**

Comments

Structural->Foundation\Structure
Floor structure is not sound.

Structural->Exterior Walls
Wood siding is weathered and rotting. Paint is peeling.

Structural->Exterior Windows
Window is single pane.

Structural->Exterior Doors
Doors are beat up and need paint.

Mechanical->Electrical-->Distribution
There are not enough outlets.

Mechanical->HVAC-->Distribution
There is only a single source of air distribution.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There is no fire control capability.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There is no fire control capability.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
The fire alarm is pull station only.

ADA
The door thresholds and the stair/ramp handrails are not ADA accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601f
Site: Fernley HS		Building: Modular #331	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Poor	8.69	28.97	30.00
Exterior Walls	Single Component	100.00	Unsat	0.00	5.60	0.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Fair	2.40	4.00	60.00
Exterior Doors	Single Component	100.00	Poor	1.00	3.33	30.00
Interior Floors	Single Component	100.00	Fair	2.40	4.00	60.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component		(N/A)	0.00	0.00	0.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Poor	0.32	1.05	30.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Cooling	50.00	Poor	0.53	1.75	30.00
	Heating	50.00	Good	1.58	1.75	90.00
		System Total:		**2.10**	**3.50**	**60.00**
Distribution	Single Component	100.00	Poor	0.63	2.10	30.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Unsat	0.00	0.50	0.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601f
Site: Fernley HS		Building: Modular #331	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Unsat	0.00	0.50	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Fair	0.30	0.50	60.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Fair			
Total For Building :				**48.83**	**88.50**	**55.18**

Comments

Structural->Foundation\Structure
Floor structure is not sound.

Structural->Exterior Walls
Wood siding is weathered and rotting. Paint is peeling.

Structural->Exterior Windows
Window is single pane.

Structural->Exterior Doors
Doors are beat up and need paint.

Structural->Interior Floors
Carpet is worn.

Mechanical->Electrical-->Distribution
There are not enough outlets.

Mechanical->HVAC-->Energy Generation (Cooling)
Cooling is insufficient.

Mechanical->HVAC-->Distribution
There is only a single source of air distribution.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There is no fire control capability.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There is no fire control capability.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
The fire alarm is pull station only.

ADA
The door thresholds and the stair/ramp handrails are not ADA accessible.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601g
Site: Fernley HS		Building: Modular #332	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Poor	8.69	28.97	30.00
Exterior Walls	Single Component	100.00	Unsat	0.00	5.60	0.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Good	3.60	4.00	90.00
Exterior Doors	Single Component	100.00	Poor	1.00	3.33	30.00
Interior Floors	Single Component	100.00	Good	3.60	4.00	90.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component		(N/A)	0.00	0.00	0.00
Ceiling	Single Component	100.00	Fair	3.00	5.00	60.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Poor	0.32	1.05	30.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Cooling	50.00	Poor	0.53	1.75	30.00
	Heating	50.00	Good	1.58	1.75	90.00
		System Total:		**2.10**	**3.50**	**60.00**
Distribution	Single Component	100.00	Poor	0.63	2.10	30.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Unsat	0.00	0.50	0.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601g
Site: Fernley HS		Building: Modular #332	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Unsat	0.00	0.50	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Fair	0.30	0.50	60.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Fair			
Total For Building :				**49.73**	**88.50**	**56.20**

Comments

Structural->Foundation\Structure
Floor structure is not sound.

Structural->Exterior Walls
Wood siding is weathered and rotting. Paint is peeling.

Structural->Exterior Doors
Doors are beat up and need paint.

Structural->Ceiling
Some ceiling tiles are damaged.

Mechanical->Electrical-->Distribution
There are not enough outlets.

Mechanical->HVAC-->Energy Generation (Cooling)
Cooling is insufficient.

Mechanical->HVAC-->Distribution
There is only a single source of air distribution.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There is no fire control capability.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There is no fire control capability.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
The fire alarm is pull station only.

ADA
The door thresholds and the stair/ramp handrails are not ADA accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 601 Building #: 601h

Site: Fernley HS Building: Modular #333

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Poor	8.69	28.97	30.00
Exterior Walls	Single Component	100.00	Unsat	0.00	5.60	0.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Good	3.60	4.00	90.00
Exterior Doors	Single Component	100.00	Poor	1.00	3.33	30.00
Interior Floors	Single Component	100.00	Good	3.60	4.00	90.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component		(N/A)	0.00	0.00	0.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Poor	0.32	1.05	30.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Poor	0.63	2.10	30.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601h
Site: Fernley HS		Building: Modular #333	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Fair	0.30	0.50	60.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Fair			
Total For Building :				**53.18**	**88.50**	**60.10**

Comments

Structural->Foundation\Structure
Floor structure is not sound.

Structural->Exterior Walls
Wood siding is weathered and rotting. Paint is peeling.

Structural->Exterior Doors
Doors are beat up and need paint.

Mechanical->Electrical-->Distribution
There are not enough outlets.

Mechanical->HVAC-->Distribution
There is only a single source of air distribution.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
The fire alarm is pull station only.

ADA
The door thresholds and the stair/ramp handrails are not ADA accessible.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601c
Site: Fernley HS		Building: Tech Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	12.83	14.26	90.00
Exterior Walls	CMU	40.00	Good	4.75	5.28	90.00
	Metal	60.00	Fair	4.75	7.91	60.00
		System Total:		**9.50**	**13.19**	**72.00**
Roof	Single Component	100.00	Poor	0.81	2.71	30.00
Exterior Windows	Single Component	100.00	Good	3.49	3.88	90.00
Exterior Doors	Single Component	100.00	Poor	0.13	0.45	30.00
Interior Floors	VCT and concrete	75.00	Good	4.49	4.99	90.00
	Carpet	25.00	Poor	0.50	1.66	30.00
		System Total:		**4.99**	**6.66**	**75.00**
Interior Walls	Single Component	100.00	Good	7.93	8.81	90.00
Interior Doors	Single Component	100.00	Good	1.30	1.44	90.00
Ceiling	Classrooms	50.00	Fair	1.01	1.69	60.00
	Wood storage, classroom	50.00	Poor	0.51	1.69	30.00
		System Total:		**1.52**	**3.37**	**45.00**
Fixed Equipment	Single Component	100.00	Good	1.33	1.48	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.64	2.93	90.00
Distribution	Single Component	100.00	Good	2.64	2.93	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.55	1.72	90.00
Fixtures	Single Component	100.00	Good	1.55	1.72	90.00
Waste	Single Component	100.00	Good	1.55	1.72	90.00
HVAC						
Energy Generation	Main building boiler	20.00	Poor	0.57	1.91	30.00
	Wood shop, Welding shop heating	30.00	Good	2.58	2.86	90.00
	Cooling	50.00	Good	4.30	4.77	90.00
		System Total:		**7.45**	**9.55**	**78.00**

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601c
Site: Fernley HS		Building: Tech Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Distribution	Single Component	100.00	Good	5.16	5.73	90.00
Controls	Single Component	100.00	Good	3.44	3.82	90.00
Lighting	Single Component	100.00	Good	3.97	4.41	90.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.19	1.32	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.39	0.43	90.00
Exit Safety	Single Component	100.00	Good	0.39	0.43	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.41	1.57	90.00
Fire Control Safety	Single Component	100.00	Good	1.41	1.57	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.30	0.33	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.30	0.33	90.00
Emergency Lighting	Single Component	100.00	Good	0.60	0.66	90.00
Fire Resistance	Single Component	100.00	Good	0.78	0.86	90.00
ADA	Single Component		Good			
Total For Building :				**80.54**	**98.30**	**81.93**

Comments

Tech Bldg
Welding shop is included as an addition to tech building.

Structural->Exterior Walls (Metal)
Some areas of metal paneling are dented, need paint, and show rust.

Structural->Roof
The roof has numerous leaks.

Structural->Exterior Doors
Some exterior doors are beat up and need paint.

Structural->Interior Floors (Carpet)
The carpet is worn.

Structural->Ceiling (Classrooms)
Some ceiling tiles are soiled.

Structural->Ceiling (Wood storage, classroom)
Most ceiling tiles are damaged.

Mechanical->HVAC-->Energy Generation (Main building boiler)
Boiler is at end of service life.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 601	Building #: 601k
Site: Fernley HS		Building: Warehouse	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	21.65	24.06	90.00
Exterior Walls	Single Component	100.00	Fair	3.83	6.38	60.00
Roof	Single Component	100.00	Good	5.14	5.71	90.00
Exterior Windows	Single Component	100.00	Good	7.51	8.35	90.00
Exterior Doors	Single Component	100.00	Poor	1.21	4.03	30.00
Interior Walls	Single Component	100.00	Fair	10.32	17.21	60.00
Interior Doors	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.38	2.64	90.00
Distribution	Single Component	100.00	Good	2.38	2.64	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.40	4.89	90.00
Distribution	Single Component	100.00	Poor	0.88	2.94	30.00
Controls	Single Component	100.00	Good	1.76	1.96	90.00
Lighting	Single Component	100.00	Good	2.94	3.27	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.53	0.59	90.00
Exit Safety	Single Component	100.00	Good	0.53	0.59	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Unsat	0.00	2.44	0.00
Fire Control Safety	Single Component	100.00	Unsat	0.00	2.44	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.12	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.12	0.00
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Good	1.07	1.19	90.00

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	601	Building #:	601k
Site:	Fernley HS			Building:	Warehouse		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
ADA	Single Component		Unsat			
Total For Building :				**66.54**	**91.57**	**72.67**

Comments

Structural->Exterior Walls
Some sections of exterior walls are weathered and need paint.

Structural->Exterior Doors
Exterior doors and hardware are beat up.

Structural->Interior Walls
Interior walls need paint.

Mechanical->HVAC-->Distribution
There is only one source of air distribution.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There is no fire control capability.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There is no fire control capability.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

ADA
Building is not accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 605	Building #: 605a
Site: Silver Stage HS		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	14.36	15.96	90.00
Exterior Walls	Single Component	100.00	Good	7.94	8.82	90.00
Roof	Single Component	100.00	Fair	3.01	5.02	60.00
Exterior Windows	Single Component	100.00	Good	4.41	4.90	90.00
Exterior Doors	Single Component	100.00	Fair	0.28	0.47	60.00
Interior Floors	Gym, commons, Restrooms	40.00	Good	3.02	3.35	90.00
	Halls, VCT	20.00	Fair	1.01	1.68	60.00
	Carpet - classrooms	40.00	Poor	1.01	3.35	30.00
		System Total:		**5.03**	**8.38**	**60.00**
Interior Walls	Single Component	100.00	Good	7.33	8.14	90.00
Interior Doors	Single Component	100.00	Fair	0.67	1.12	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	3.25	3.61	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.43	2.70	90.00
Distribution	Single Component	100.00	Good	2.43	2.70	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.60	1.78	90.00
Fixtures	Single Component	100.00	Good	1.60	1.78	90.00
Waste	Single Component	100.00	Good	1.60	1.78	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	6.93	7.70	90.00
Distribution	Single Component	100.00	Good	4.16	4.62	90.00
Controls	Single Component	100.00	Good	2.77	3.08	90.00
Lighting	Single Component	100.00	Good	3.55	3.94	90.00
Elevators and Conveyances	Single Component	100.00	Good	0.54	0.60	90.00
Connectivity	Single Component	100.00	Good	1.57	1.74	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 605	Building #: 605a
Site: Silver Stage HS		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.04	1.15	90.00
Fire Control Safety	Single Component	100.00	Good	1.04	1.15	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.39	0.44	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.39	0.44	90.00
Emergency Lighting	Single Component	100.00	Good	0.78	0.87	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**85.50**	**100.00**	**85.50**

Comments

Structural->Foundation\Structure
There are some cracks in west wall which should be monitored.

Structural->Exterior Walls
Paint is peeling at wall joints.

Structural->Roof
There is one area on south side that can leak in windy conditions.

Structural->Exterior Doors
Exterior doors show wear and need paint.

Structural->Interior Floors (Halls, VCT)
VCT in halls has small bubbles or mounds and minor cracking.

Structural->Interior Floors (Carpet - classrooms)
Carpeting in classrooms and media center is worn and stained.

Structural->Interior Doors
Interior doors show minor wear.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 605	Building #: 605b
Site: Silver Stage HS		Building: Wood Shop	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	12.83	14.26	90.00
Exterior Walls	Single Component	100.00	Good	11.87	13.19	90.00
Roof	Single Component	100.00	Good	2.44	2.71	90.00
Exterior Windows	Single Component	100.00	Good	3.49	3.88	90.00
Exterior Doors	Single Component	100.00	Fair	0.27	0.45	60.00
Interior Floors	Single Component	100.00	Fair	4.00	6.66	60.00
Interior Walls	Single Component	100.00	Good	7.93	8.81	90.00
Interior Doors	Single Component	100.00	Good	1.30	1.44	90.00
Ceiling	Single Component	100.00	Good	3.04	3.37	90.00
Fixed Equipment	Single Component	100.00	Good	1.33	1.48	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.64	2.93	90.00
Distribution	Single Component	100.00	Good	2.64	2.93	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.55	1.72	90.00
Fixtures	Single Component	100.00	Good	1.55	1.72	90.00
Waste	Single Component	100.00	Good	1.55	1.72	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.59	9.55	90.00
Distribution	Single Component	100.00	Good	5.16	5.73	90.00
Controls	Single Component	100.00	Good	3.44	3.82	90.00
Lighting	Single Component	100.00	Good	3.97	4.41	90.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	1.19	1.32	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.39	0.43	90.00
Exit Safety	Single Component	100.00	Good	0.39	0.43	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.41	1.57	90.00
Fire Control Safety	Single Component	100.00	Good	1.41	1.57	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 605	Building #: 605b
Site: Silver Stage HS		Building: Wood Shop	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.30	0.33	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.30	0.33	90.00
Emergency Lighting	Single Component	100.00	Good	0.60	0.66	90.00
Fire Resistance	Single Component	100.00	Good	0.78	0.86	90.00
ADA	Single Component		Good			
Total For Building :				**86.33**	**98.30**	**87.83**

Comments

Structural->Exterior Doors
Exterior doors show wear and need paint.

Structural->Interior Floors
Concrete floor in wood shop is marred, cracked.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 602	Building #: 602d
Site: Smith Valley Schools		Building: Aux. Gym	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	20.38	22.65	90.00
Exterior Walls	Single Component	100.00	Good	6.85	7.61	90.00
Roof	Single Component	100.00	Good	4.09	4.55	90.00
Exterior Windows	Single Component	100.00	Good	3.09	3.44	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.52	90.00
Interior Floors	Single Component	100.00	Good	11.60	12.89	90.00
Interior Walls	Single Component	100.00	Good	4.41	4.90	90.00
Interior Doors	Single Component	100.00	Good	1.64	1.82	90.00
Ceiling	Single Component	100.00	Good	0.80	0.89	90.00
Fixed Equipment	Single Component	100.00	Good	5.14	5.71	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.28	2.54	90.00
Distribution	Single Component	100.00	Good	2.28	2.54	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.05	3.39	90.00
Fixtures	Single Component	100.00	Good	3.05	3.39	90.00
Waste	Single Component	100.00	Good	3.05	3.39	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.21	4.68	90.00
Distribution	Single Component	100.00	Good	2.52	2.81	90.00
Controls	Single Component	100.00	Good	1.68	1.87	90.00
Lighting	Single Component	100.00	Good	3.57	3.97	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.41	0.46	90.00
Exit Safety	Single Component	100.00	Good	0.41	0.46	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.30	1.44	90.00
Fire Control Safety	Single Component	100.00	Good	1.30	1.44	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.39	0.44	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 602	Building #: 602d
Site: Smith Valley Schools		Building: Aux. Gym	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Connectivity	Single Component	100.00	Good	0.39	0.44	90.00
Emergency Lighting	Single Component	100.00	Good	0.78	0.87	90.00
Fire Resistance	Single Component	100.00	Good	0.82	0.91	90.00
ADA	Single Component		Good			
Total For Building :				**90.00**	**100.00**	**90.00**

Comments

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 602	Building #: 602h
Site: Smith Valley Schools		Building: Green House	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	29.40	32.66	90.00
Exterior Walls	Single Component	100.00	Good	9.11	10.12	90.00
Roof	Single Component	100.00	Good	8.03	8.92	90.00
Exterior Doors	Single Component	100.00	Good	1.38	1.54	90.00
Interior Floors	Single Component	100.00	Good	3.19	3.55	90.00
Interior Walls	Single Component		(N/A)	0.00	0.00	0.00
Interior Doors	Single Component		(N/A)	0.00	0.00	0.00
Ceiling	Single Component		(N/A)	0.00	0.00	0.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component		(N/A)	0.00	0.00	0.00
Distribution	Single Component	100.00	Good	2.14	2.38	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.10	1.22	90.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.46	4.96	90.00
Distribution	Single Component		(N/A)	0.00	0.00	0.00
Controls	Single Component	100.00	Good	1.78	1.98	90.00
Lighting	Single Component	100.00	Good	3.55	3.95	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	1.06	1.18	90.00
Exit Safety	Single Component	100.00	Good	1.06	1.18	90.00
Fire Control Capability						
Fire Control Operation	Single Component		(N/A)	0.00	0.00	0.00
Fire Control Safety	Single Component		(N/A)	0.00	0.00	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component		(N/A)	0.00	0.00	0.00
Fire Alarm Connectivity	Single Component		(N/A)	0.00	0.00	0.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 602	Building #: 602h
Site: Smith Valley Schools		Building: Green House	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Good	2.13	2.37	90.00
ADA	Single Component		Unsat			
Total For Building :				**68.40**	**76.00**	**90.00**

Comments

ADA

There is no accessible path to the building.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 602	Building #: 602g
Site: Smith Valley Schools		Building: Library (joint use)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	19.76	21.96	90.00
Exterior Walls	Single Component	100.00	Good	12.22	13.58	90.00
Roof	Single Component	100.00	Good	2.00	2.22	90.00
Exterior Windows	Single Component	100.00	Good	2.09	2.33	90.00
Exterior Doors	Single Component	100.00	Good	0.38	0.42	90.00
Interior Floors	Single Component	100.00	Good	3.63	4.04	90.00
Interior Walls	Single Component	100.00	Good	3.79	4.21	90.00
Interior Doors	Single Component	100.00	Good	1.51	1.67	90.00
Ceiling	Single Component	100.00	Good	5.11	5.68	90.00
Fixed Equipment	Single Component	100.00	Good	4.75	5.27	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.60	2.88	90.00
Distribution	Single Component	100.00	Good	2.60	2.88	90.00
Plumbing						
Supply	Single Component	100.00	Good	0.77	0.85	90.00
Fixtures	Single Component	100.00	Good	0.77	0.85	90.00
Waste	Single Component	100.00	Good	0.77	0.85	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	7.63	8.48	90.00
Distribution	Single Component	100.00	Good	4.58	5.09	90.00
Controls	Single Component	100.00	Good	3.05	3.39	90.00
Lighting	Single Component	100.00	Good	4.17	4.63	90.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	0.55	0.61	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.39	0.44	90.00
Exit Safety	Single Component	100.00	Good	0.39	0.44	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.12	1.25	90.00
Fire Control Safety	Single Component	100.00	Good	1.12	1.25	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 602	Building #: 602g
Site: Smith Valley Schools		Building: Library (joint use)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.14	0.15	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.14	0.15	90.00
Emergency Lighting	Single Component	100.00	Good	0.27	0.30	90.00
Fire Resistance	Single Component	100.00	Good	0.78	0.87	90.00
ADA	Single Component		Fair			
Total For Building :				**87.07**	**96.74**	**90.00**

Comments

ADA
Not all restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 602 Building #: 602a

Site: Smith Valley Schools Building: Main ES

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Fair	5.36	8.93	60.00
Roof	Shingle	80.00	Fair	3.22	5.37	60.00
	Flat foam	20.00	Poor	0.40	1.34	30.00
	System Total:			**3.62**	**6.71**	**54.00**
Exterior Windows	Single Component	100.00	Unsat	0.00	3.86	0.00
Exterior Doors	Single Component	100.00	Fair	0.32	0.53	60.00
Interior Floors	Single Component	100.00	Unsat	0.00	5.71	0.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Doors	50.00	Fair	0.36	0.60	60.00
	Hardware	50.00	New	0.60	0.60	100.00
	System Total:			**0.96**	**1.20**	**80.00**
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Toilet partitions	20.00	Fair	0.20	0.34	60.00
	Cabinets	80.00	Poor	0.40	1.35	30.00
	System Total:			**0.61**	**1.68**	**36.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Fair	2.16	3.61	60.00
Waste	Single Component	100.00	Fair	2.16	3.61	60.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 602	Building #: 602a
Site: Smith Valley Schools		Building: Main ES	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Fair	0.79	1.31	60.00
Fire Control Safety	Single Component	100.00	Fair	0.79	1.31	60.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Fair	0.23	0.38	60.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Fair	0.50	0.84	60.00
ADA	Single Component		Poor			
Total For Building :				**70.88**	**100.00**	**70.88**

Comments

Structural->Exterior Walls
Exterior brick walls are water stained. Some areas of plywood siding need repair, paint.

Structural->Roof (Shingle)
Shingle roof is nearing end of service life.

Structural->Roof (Flat foam)
Foam roof has multiple leaks.

Structural->Exterior Windows
Windows are old, steel frame, single pane. Glazing is mixed types.

Structural->Exterior Doors
Exterior door hardware is at end of service life.

Structural->Interior Floors
Carpet is past end of service life.

Structural->Interior Doors (Doors)
Original doors showing wear.

Structural->Fixed Equipment (Toilet partitions)
Toilet partitions showing some rust.

Structural->Fixed Equipment (Cabinets)
Classroom cabinets are well worn.

Mechanical->Plumbing-->Fixtures
Fixtures are old and stained.

Mechanical->Plumbing-->Waste
Waste lines are corroded.

Mechanical->Connectivity
The PA system is not reliable.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There are no smoke detectors.

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	602	Building #:	602a
Site:	Smith Valley Schools			Building:	Main ES		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no strobe light on fire alarm.

Safety\Fire Protection->Fire Resistance
The building has some wood paneling.

ADA
The restrooms are not accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 602 Building #: 602b

Site: Smith Valley Schools Building: Main HS

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	New	6.71	6.71	100.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Gym, Multipurpose Rooms	50.00	Good	2.57	2.85	90.00
	Classrooms, Office	50.00	Poor	0.86	2.85	30.00
		System Total:		**3.42**	**5.71**	**60.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Fair	3.27	5.45	60.00
Fixed Equipment	Bleachers, Kitchen	60.00	Good	0.91	1.01	90.00
	Book and gym lockers, Cabinets	40.00	Poor	0.20	0.67	30.00
		System Total:		**1.11**	**1.68**	**66.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Fair	2.16	3.61	60.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Gym heating and cooling	30.00	Good	2.45	2.72	90.00
	Main building boiler	35.00	Good	2.86	3.18	90.00
	Main building cooling	35.00	Fair	1.91	3.18	60.00
		System Total:		**7.22**	**9.08**	**79.50**
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 602	Building #: 602b
Site: Smith Valley Schools		Building: Main HS	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Fair	0.25	0.42	60.00
Exit Safety	Single Component	100.00	Fair	0.25	0.42	60.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Poor	0.39	1.31	30.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Fair	0.50	0.84	60.00
ADA	Single Component		Poor			
Total For Building :				**80.15**	**100.00**	**80.15**

Comments

Main HS
Includes gym.

Structural->Interior Floors (Classrooms, Office)
Carpet is worn, stained, and at end of service life.

Structural->Interior Doors
Doors show signs of wear. Some doors have knob hardware.

Structural->Ceiling
Some ceiling tiles are soiled.

Structural->Fixed Equipment (Book and gym lockers, Cabinets)
The lockers and classroom cabinets are worn.

Mechanical->Plumbing-->Fixtures
The fixtures are old but working.

Mechanical->HVAC-->Energy Generation (Main building boiler)
Boiler is half way through its service life but working.

Mechanical->HVAC-->Energy Generation (Main building cooling)
The air conditioning units are in good shape but can't be zoned.

Mechanical->HVAC-->Controls
The controls are old pneumatic type and some thermostats control multiple rooms.

Mechanical->Connectivity
The PA system is not reliable.

Safety\Fire Protection->Means of Exit-->Exit Operation
Room 107 has a pocket door for an exit.

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	602	Building #:	602b
Site:	Smith Valley Schools			Building:	Main HS		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Safety\Fire Protection->Means of Exit-->Exit Safety
Room 107 has a pocket door for an exit.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

Safety\Fire Protection->Fire Resistance
There is some wood paneling in the multi-purpose room.

ADA
No restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 602	Building #: 602e
Site: Smith Valley Schools		Building: Occ. Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	12.83	14.26	90.00
Exterior Walls	Single Component	100.00	Good	11.87	13.19	90.00
Roof	Single Component	100.00	Good	2.44	2.71	90.00
Exterior Windows	Single Component	100.00	Good	3.49	3.88	90.00
Exterior Doors	Single Component	100.00	Fair	0.27	0.45	60.00
Interior Floors	Carpet	50.00	Good	3.00	3.33	90.00
	Carpet in 125, 127	25.00	Fair	1.00	1.66	60.00
	Concrete	25.00	Fair	1.00	1.66	60.00
		System Total:		**4.99**	**6.66**	**75.00**
Interior Walls	Single Component	100.00	Good	7.93	8.81	90.00
Interior Doors	Single Component	100.00	Good	1.30	1.44	90.00
Ceiling	Single Component	100.00	Good	3.04	3.37	90.00
Fixed Equipment	Toilet partitions	20.00	Good	0.27	0.30	90.00
	Cabinets	80.00	Fair	0.71	1.18	60.00
		System Total:		**0.98**	**1.48**	**66.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.64	2.93	90.00
Distribution	Single Component	100.00	Good	2.64	2.93	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.55	1.72	90.00
Fixtures	Single Component	100.00	Good	1.55	1.72	90.00
Waste	Single Component	100.00	Good	1.55	1.72	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.59	9.55	90.00
Distribution	Single Component	100.00	Good	5.16	5.73	90.00
Controls	Single Component	100.00	Good	3.44	3.82	90.00
Lighting	Single Component	100.00	Good	3.97	4.41	90.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Poor	0.40	1.32	30.00
Safety\Fire Protection						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 602	Building #: 602e
Site: Smith Valley Schools		Building: Occ. Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.39	0.43	90.00
Exit Safety	Single Component	100.00	Good	0.39	0.43	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.41	1.57	90.00
Fire Control Safety	Single Component	100.00	Good	1.41	1.57	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.30	0.33	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.30	0.33	90.00
Emergency Lighting	Single Component	100.00	Good	0.60	0.66	90.00
Fire Resistance	Single Component	100.00	Good	0.78	0.86	90.00
ADA	Single Component		Good			
Total For Building :				**86.18**	**98.30**	**87.68**

Comments

Occ. Bldg
This is also known as the Middle School building.

Structural->Exterior Doors
Exterior doors need paint.

Structural->Interior Floors (Carpet in 125, 127)
Carpet is worn

Structural->Interior Floors (Concrete)
Concrete is stained.

Structural->Fixed Equipment (Cabinets)
Cabinets have broken laminate panels.

Mechanical->Connectivity
PA system is unreliable.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 602 Building #: 602f

Site: Smith Valley Schools Building: Wood Shop

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	12.83	14.26	90.00
Exterior Walls	Single Component	100.00	Good	11.87	13.19	90.00
Roof	Single Component	100.00	Good	2.44	2.71	90.00
Exterior Windows	Single Component	100.00	Good	3.49	3.88	90.00
Exterior Doors	Single Component	100.00	Good	0.40	0.45	90.00
Interior Floors	Single Component	100.00	Good	5.99	6.66	90.00
Interior Walls	Single Component	100.00	Good	7.93	8.81	90.00
Interior Doors	Single Component	100.00	Good	1.30	1.44	90.00
Ceiling	Single Component		(N/A)	0.00	0.00	0.00
Fixed Equipment	Single Component	100.00	Unsat	0.00	1.48	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.64	2.93	90.00
Distribution	Single Component	100.00	Good	2.64	2.93	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Unsat	0.00	9.55	0.00
Distribution	Single Component	100.00	Unsat	0.00	5.73	0.00
Controls	Single Component	100.00	Unsat	0.00	3.82	0.00
Lighting	Single Component	100.00	Fair	2.64	4.41	60.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Unsat	0.00	1.32	0.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	New	0.43	0.43	100.00
Exit Safety	Single Component	100.00	New	0.43	0.43	100.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.41	1.57	90.00
Fire Control Safety	Single Component	100.00	Good	1.41	1.57	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 602	Building #: 602f
Site: Smith Valley Schools		Building: Wood Shop	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.33	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.33	0.00
Emergency Lighting	Single Component	100.00	Good	0.60	0.66	90.00
Fire Resistance	Single Component	100.00	Poor	0.26	0.86	30.00
ADA	Single Component		Good			
Total For Building :				**58.73**	**89.77**	**65.43**

Comments

Structural->Fixed Equipment
There is no dust collection system.

Mechanical->HVAC-->Energy Generation
There is no heating or cooling.

Mechanical->HVAC-->Distribution
There is no heating or cooling.

Mechanical->HVAC-->Controls
There is no heating or cooling.

Mechanical->Lighting
Light fixtures do not have lens covers.

Mechanical->Connectivity
There is no PA system.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

Safety\Fire Protection->Fire Resistance
Wood storage room has plywood wall paneling.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 603	Building #: 603d
Site: Yerington HS		Building: 200 Bldg Gym_MPR_Music	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Fair	4.03	6.71	60.00
Exterior Windows	Single Component		(N/A)	0.00	0.00	0.00
Exterior Doors	Single Component	100.00	Poor	0.16	0.53	30.00
Interior Floors	Gym floor, VCT	80.00	Good	4.11	4.56	90.00
	Carpet and ceramic tile	20.00	Poor	0.34	1.14	30.00
		System Total:		**4.45**	**5.71**	**78.00**
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Fair	3.27	5.45	60.00
Fixed Equipment	Kitchen equipment	60.00	Fair	0.61	1.01	60.00
	Bleachers, lockers	40.00	Good	0.61	0.67	90.00
		System Total:		**1.21**	**1.68**	**72.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Gym roof top units	60.00	New	5.45	5.45	100.00
	Remainder roof top units	40.00	Good	3.27	3.63	90.00
		System Total:		**8.72**	**9.08**	**96.00**
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 603	Building #: 603d
Site: Yerington HS		Building: 200 Bldg Gym_MPR_Music	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**80.85**	**96.14**	**84.10**

Comments

Structural->Roof
Roof is nearing end of service life.

Structural->Exterior Doors
Doors and hardware are at the end of service life. They are worn and operate poorly.

Structural->Interior Floors (Carpet and ceramic tile)
Carpet is worn. Ceramic tile in locker rooms is broken and stained.

Structural->Interior Doors
Interior doors are worn.

Structural->Ceiling
Some ceiling tiles are soiled.

Structural->Fixed Equipment (Kitchen equipment)
Kitchen equipment is old.

Mechanical->Connectivity
The PA, bell and clock system is old and requires maintenance. Clocks are currently not working.

ADA
Not all restrooms are accessible.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 603	Building #: 603b
Site: Yerington HS		Building: 400 Bldg (Woods)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Fair	0.32	0.53	60.00
Interior Floors	Single Component	100.00	Good	5.13	5.71	90.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Hall	15.00	Good	0.74	0.82	90.00
	Classrooms	85.00	Unsat	0.00	4.63	0.00
		System Total:		**0.74**	**5.45**	**13.50**
Fixed Equipment	Dust collection	40.00	Poor	0.20	0.67	30.00
	Shop equipment	60.00	Good	0.91	1.01	90.00
		System Total:		**1.11**	**1.68**	**66.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Fair	1.65	2.75	60.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Poor	2.72	9.08	30.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Fair	2.55	4.25	60.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	364 100.00	Good	0.38	0.42	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 603	Building #: 603b
Site: Yerington HS	Building: 400 Bldg (Woods)		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**74.27**	**100.00**	**74.27**

Comments

Structural->Exterior Doors
Exterior doors need paint.

Structural->Interior Floors
The finish is worn on the interior doors.

Structural->Interior Doors
Interior doors have worn finish.

Structural->Ceiling (Classrooms)
There is no ceiling and the exposed insulation is not properly attached and is falling down.

Structural->Fixed Equipment (Dust collection)
Dust collection does not keep dust out of HVAC system.

Mechanical->Electrical-->Distribution
There are no light switches by exterior access doors.

Mechanical->HVAC-->Energy Generation
Boilers are older, difficult to maintain. One is currently not working. Cooling units are also high maintenance.

Mechanical->HVAC-->Controls
Controls are high maintenance with no local control.

Mechanical->Lighting
Some fixtures do not have lenses.

Mechanical->Connectivity
The PA, bell and clock system is old and requires maintenance. Clocks are currently not working.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	603	Building #:	603c
Site:	Yerington HS			Building:	500 Bldg (Auto)		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	Single Component	100.00	Fair	0.32	0.53	60.00
Interior Floors	Concrete, carpet	90.00	Good	4.62	5.13	90.00
	VCT	10.00	Poor	0.17	0.57	30.00
		System Total:		**4.79**	**5.71**	**84.00**
Interior Walls	Single Component	100.00	Fair	4.41	7.34	60.00
Interior Doors	Single Component	100.00	Poor	0.36	1.20	30.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Poor	1.08	3.61	30.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Poor	2.72	9.08	30.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 603	Building #: 603c
Site: Yerington HS		Building: 500 Bldg (Auto)	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**75.74**	**100.00**	**75.74**

Comments

Structural->Exterior Windows
Windows are old, single pane with Plexiglas.

Structural->Exterior Doors
Exterior doors show wear and need paint.

Structural->Interior Floors (VCT)
VCT flooring is old and cracked.

Structural->Interior Walls
Interior walls have soiled areas.

Structural->Interior Doors
Interior doors have old hardware, knob type, and need paint.

Structural->Ceiling
Ceiling has minor stains.

Mechanical->Plumbing-->Fixtures
Fixtures are stained and have old valves.

Mechanical->HVAC-->Energy Generation
Shop heaters are working but old. Classroom gas-fired units do not have enough capacity.

Mechanical->Connectivity
The PA, bell and clock system is old and requires maintenance. Clocks are currently not working.

ADA
Restrooms and mezzanine are not accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 603	Building #: 603e
Site: Yerington HS		Building: Aux. Gym	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	20.38	22.65	90.00
Exterior Walls	Single Component	100.00	Good	6.85	7.61	90.00
Roof	Single Component	100.00	Good	4.09	4.55	90.00
Exterior Windows	Single Component		(N/A)	0.00	0.00	0.00
Exterior Doors	Single Component	100.00	Good	0.47	0.52	90.00
Interior Floors	Single Component	100.00	Good	11.60	12.89	90.00
Interior Walls	Single Component	100.00	Good	4.41	4.90	90.00
Interior Doors	Single Component	100.00	Good	1.64	1.82	90.00
Ceiling	Single Component	100.00	Good	0.80	0.89	90.00
Fixed Equipment	Single Component	100.00	Good	5.14	5.71	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.28	2.54	90.00
Distribution	Single Component	100.00	Good	2.28	2.54	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.05	3.39	90.00
Fixtures	Single Component	100.00	Good	3.05	3.39	90.00
Waste	Single Component	100.00	Good	3.05	3.39	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.21	4.68	90.00
Distribution	Single Component	100.00	Good	2.52	2.81	90.00
Controls	Single Component	100.00	Good	1.68	1.87	90.00
Lighting	Single Component	100.00	Good	3.57	3.97	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.41	0.46	90.00
Exit Safety	Single Component	100.00	Good	0.41	0.46	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.30	1.44	90.00
Fire Control Safety	Single Component	100.00	Good	1.30	1.44	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.39	0.44	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 603	Building #: 603e
Site: Yerington HS		Building: Aux. Gym	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Connectivity	Single Component	100.00	Good	0.39	0.44	90.00
Emergency Lighting	Single Component	100.00	Good	0.78	0.87	90.00
Fire Resistance	Single Component	100.00	Good	0.82	0.91	90.00
ADA	Single Component		Fair			
Total For Building :				**86.91**	**96.56**	**90.00**

Comments

ADA

Not all restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015
County: Lyon Region: 10 Site #: 603 Building #: 603g
Site: Yerington HS Building: Classroom Annex

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	New	6.71	6.71	100.00
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	Single Component	100.00	Poor	0.16	0.53	30.00
Interior Floors	Single Component	100.00	Good	5.13	5.71	90.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Fair	1.01	1.68	60.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Fair	2.16	3.61	60.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 603	Building #: 603g
Site: Yerington HS		Building: Classroom Annex	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Poor			
Total For Building :				**83.00**	**100.00**	**83.00**

Comments

Structural->Exterior Windows
Windows are old, aluminum frame and many do not operate.

Structural->Exterior Doors
Exterior doors are old and do not operate smoothly. Some have Plexiglas glazing.

Structural->Interior Doors
Doors need to be refinished.

Structural->Fixed Equipment
Some cabinets show wear and have chipped laminate.

Mechanical->Plumbing-->Waste
Waste line is prone to backing up which may be due to low spot in line.

Mechanical->HVAC-->Controls
Controls are either old and at end of service life, or new manual type.

Mechanical->Connectivity
The PA, bell and clock system is old and requires maintenance. Clocks are currently not working.

ADA
No restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	603	Building #:	603f
Site:	Yerington HS			Building:	Green House		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	29.40	32.66	90.00
Exterior Walls	Single Component	100.00	Good	9.11	10.12	90.00
Roof	Single Component	100.00	Good	8.03	8.92	90.00
Exterior Doors	Single Component	100.00	Fair	0.92	1.54	60.00
Interior Floors	Single Component	100.00	Fair	2.13	3.55	60.00
Interior Walls	Single Component		(N/A)	0.00	0.00	0.00
Interior Doors	Single Component		(N/A)	0.00	0.00	0.00
Ceiling	Single Component		(N/A)	0.00	0.00	0.00
Fixed Equipment	Single Component	100.00	Good	4.39	4.87	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.14	2.38	90.00
Distribution	Single Component	100.00	Good	2.14	2.38	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.10	1.22	90.00
Fixtures	Single Component	100.00	Good	1.10	1.22	90.00
Waste	Single Component	100.00	Good	1.10	1.22	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.46	4.96	90.00
Distribution	Single Component	100.00	Good	2.68	2.97	90.00
Controls	Single Component	100.00	Good	1.78	1.98	90.00
Lighting	Single Component	100.00	Good	3.55	3.95	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	1.06	1.18	90.00
Exit Safety	Single Component	100.00	Good	1.06	1.18	90.00
Fire Control Capability						
Fire Control Operation	Single Component		(N/A)	0.00	0.00	0.00
Fire Control Safety	Single Component		(N/A)	0.00	0.00	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component		(N/A)	0.00	0.00	0.00
Fire Alarm Connectivity	Single Component		(N/A)	0.00	0.00	0.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 603	Building #: 603f
Site: Yerington HS		Building: Green House	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Good	2.13	2.37	90.00
ADA	Single Component		Good			
Total For Building :				**78.28**	**88.67**	**88.28**

Comments

Structural->Exterior Doors
Exterior doors are dented.

Structural->Interior Floors
Interior floor is not sloped sufficiently for good drainage.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 603	Building #: 603a
Site: Yerington HS		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Poor	1.16	3.86	30.00
Exterior Doors	Single Component	100.00	Good	0.47	0.53	90.00
Interior Floors	Single Component	100.00	Fair	3.42	5.71	60.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Fair	0.72	1.20	60.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Book lockers	40.00	Fair	0.40	0.67	60.00
	Cabinets	60.00	Good	0.91	1.01	90.00
		System Total:		**1.31**	**1.68**	**78.00**
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Main building units	80.00	Good	6.54	7.26	90.00
	Science wing	20.00	Poor	0.54	1.82	30.00
		System Total:		**7.08**	**9.08**	**78.00**
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Poor	1.09	3.63	30.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Poor	0.46	1.52	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	374 100.00	Good	0.38	0.42	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 603	Building #: 603a
Site: Yerington HS		Building: Main Bldg	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**81.23**	**100.00**	**81.23**

Comments

Structural->Exterior Windows
Windows are old and some are screwed shut, some don't operate.

Structural->Interior Floors
Some areas of VCT are cracked. Some carpeting is worn.

Structural->Interior Doors
Some doors need refinishing and some have old knob hardware.

Structural->Fixed Equipment (Book lockers)
Some lockers are old and don't work properly.

Mechanical->HVAC-->Energy Generation (Science wing)
Science wing HVAC units are at end of service life.

Mechanical->HVAC-->Controls
Controls are either old and at end of service life, or new manual type.

Mechanical->Connectivity
The PA, bell and clock system is old and requires maintenance. Clocks are currently not working.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 907	Building #: 907a
Site: Adult Ed - Fernley HS		Building: Adult Ed	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Fair	5.36	8.93	60.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Fair	2.32	3.86	60.00
Exterior Doors	Single Component	100.00	Fair	0.32	0.53	60.00
Interior Floors	Single Component	100.00	Poor	1.71	5.71	30.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Fair	1.65	2.75	60.00
Distribution	Single Component	100.00	Fair	1.65	2.75	60.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 907	Building #: 907a
Site: Adult Ed - Fernley HS		Building: Adult Ed	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.38	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.38	0.00
Emergency Lighting	Single Component	100.00	Unsat	0.00	0.76	0.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Fair			
Total For Building :				**79.56**	**100.00**	**79.56**

Comments

Structural->Exterior Walls
The metal siding has some rust.

Structural->Exterior Windows
Windows are water stained.

Structural->Exterior Doors
The exterior doors have knob hardware.

Structural->Interior Floors
The carpet is worn and has tears.

Mechanical->Electrical-->Main Service
The electrical service lacks sufficient capacity.

Mechanical->Electrical-->Distribution
There are insufficient outlets.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

Safety\Fire Protection->Emergency Lighting
There is no emergency lighting.

ADA
The restrooms lack grab bars.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 907	Building #: 907b
Site: Adult Ed - Fernley HS		Building: Grants Office	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Fair	3.36	5.60	60.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Good	3.60	4.00	90.00
Exterior Doors	Single Component	100.00	Good	3.00	3.33	90.00
Interior Floors	Single Component	100.00	Good	3.60	4.00	90.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Fair	2.40	4.00	60.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component	100.00	Good	4.50	5.00	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Fair	0.63	1.05	60.00
Plumbing						
Supply	Single Component	100.00	Good	0.45	0.50	90.00
Fixtures	Single Component	100.00	Fair	0.60	1.00	60.00
Waste	Single Component	100.00	Good	0.45	0.50	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Fair	1.26	2.10	60.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 907	Building #: 907b
Site: Adult Ed - Fernley HS		Building: Grants Office	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.50	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.50	0.00
Emergency Lighting	Single Component	100.00	Unsat	0.00	0.50	0.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Good			
Total For Building :				**84.52**	**100.00**	**84.52**

Comments

Structural->Exterior Walls
Wood siding is weathered. Wood stairs and ramp are weathered.

Structural->Interior Doors
Interior doors have knob type hardware.

Mechanical->Electrical-->Distribution
Some outlets can get hot in temperature.

Mechanical->Plumbing-->Fixtures
The low flow toilet does not function well.

Mechanical->HVAC-->Distribution
The air distribution is not balanced. The air return grille blows air into the room.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

Safety\Fire Protection->Emergency Lighting
There is no emergency lighting.

ADA
Not all restrooms are accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 904 Building #: 904b

Site: Bus Yard - Dayton Building: Bus Barn

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	16.29	18.10	90.00
Exterior Walls	Single Component	100.00	Good	6.97	7.75	90.00
Roof	Single Component	100.00	Good	6.70	7.44	90.00
Exterior Windows	Single Component		(N/A)	0.00	0.00	0.00
Exterior Doors	Single Component	100.00	Good	2.11	2.34	90.00
Interior Floors	Single Component	100.00	Good	1.26	1.40	90.00
Interior Walls	Single Component		(N/A)	0.00	0.00	0.00
Interior Doors	Single Component		(N/A)	0.00	0.00	0.00
Ceiling	Single Component		(N/A)	0.00	0.00	0.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.38	2.65	90.00
Distribution	Single Component	100.00	Good	2.38	2.65	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component		(N/A)	0.00	0.00	0.00
Distribution	Single Component		(N/A)	0.00	0.00	0.00
Controls	Single Component		(N/A)	0.00	0.00	0.00
Lighting	Single Component	100.00	Good	4.14	4.60	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.53	0.59	90.00
Exit Safety	Single Component	100.00	Good	0.53	0.59	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Fair	1.73	2.89	60.00
Fire Control Safety	Single Component	100.00	Fair	1.73	2.89	60.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	1.00	0.00

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	904	Building #:	904b
Site:	Bus Yard - Dayton			Building:	Bus Barn		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	1.00	0.00
Emergency Lighting	Single Component	100.00	Good	1.79	1.99	90.00
Fire Resistance	Single Component	100.00	Good	1.06	1.18	90.00
ADA	Single Component		Unsat			
Total For Building :				**49.61**	**59.03**	**84.03**

Comments

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There are no smoke detectors.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

ADA
The building is not accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 904 Building #: 904a

Site: Bus Yard - Dayton Building: Modular 1

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Good	5.04	5.60	90.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Good	3.60	4.00	90.00
Exterior Doors	Single Component	100.00	Good	3.00	3.33	90.00
Interior Floors	Single Component	100.00	Good	3.60	4.00	90.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Good	3.60	4.00	90.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Good	1.89	2.10	90.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 904	Building #: 904a
Site: Bus Yard - Dayton		Building: Modular 1	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.50	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.50	0.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Good			
Total For Building :				**82.80**	**93.00**	**89.03**

Comments

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 904 Building #: 904c

Site: Bus Yard - Dayton Building: Modular 2

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Good	5.04	5.60	90.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Good	3.60	4.00	90.00
Exterior Doors	Single Component	100.00	Good	3.00	3.33	90.00
Interior Floors	Single Component	100.00	Good	3.60	4.00	90.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Good	3.60	4.00	90.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Good	1.89	2.10	90.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 904	Building #: 904c
Site: Bus Yard - Dayton		Building: Modular 2	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.50	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.50	0.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Good			
Total For Building :				**82.80**	**93.00**	**89.03**

Comments

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 904 Building #: 904d

Site: Bus Yard - Dayton Building: Restrooms

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	21.65	24.06	90.00
Exterior Walls	Single Component	100.00	Good	5.74	6.38	90.00
Roof	Single Component	100.00	Good	5.14	5.71	90.00
Exterior Windows	Single Component		(N/A)	0.00	0.00	0.00
Exterior Doors	Single Component	100.00	Good	3.62	4.03	90.00
Interior Walls	Single Component	100.00	Good	15.49	17.21	90.00
Interior Doors	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.38	2.64	90.00
Distribution	Single Component	100.00	Good	2.38	2.64	90.00
Plumbing						
Supply	Single Component	100.00	Good	0.63	0.70	90.00
Fixtures	Single Component	100.00	Good	0.63	0.70	90.00
Waste	Single Component	100.00	Good	0.63	0.70	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.40	4.89	90.00
Distribution	Single Component	100.00	Good	2.64	2.94	90.00
Controls	Single Component	100.00	Good	1.76	1.96	90.00
Lighting	Single Component	100.00	Good	2.94	3.27	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.53	0.59	90.00
Exit Safety	Single Component	100.00	Good	0.53	0.59	90.00
Fire Control Capability						
Fire Control Operation	Single Component		(N/A)	0.00	0.00	0.00
Fire Control Safety	Single Component		(N/A)	0.00	0.00	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.12	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.12	0.00
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Good	1.07	1.19	90.00

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	904	Building #:	904d
Site:	Bus Yard - Dayton			Building:	Restrooms		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
ADA	Single Component		Good			
Total For Building :				72.18	80.45	89.72

Comments

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 903	Building #: 903a
Site: Bus Yard - Fernley		Building: Fernley Transportation Center	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	16.29	18.10	90.00
Exterior Walls	Single Component	100.00	Good	6.97	7.75	90.00
Roof	Single Component	100.00	Good	6.70	7.44	90.00
Exterior Windows	Single Component	100.00	Good	1.23	1.37	90.00
Exterior Doors	Single Component	100.00	Fair	1.41	2.34	60.00
Interior Floors	Concrete	60.00	Good	0.76	0.84	90.00
	VCT	30.00	Fair	0.25	0.42	60.00
	Carpet	10.00	Poor	0.04	0.14	30.00
		System Total:		**1.05**	**1.40**	**75.00**
Interior Walls	Single Component	100.00	Good	4.44	4.93	90.00
Interior Doors	Single Component	100.00	Good	0.36	0.40	90.00
Ceiling	Single Component	100.00	Good	0.34	0.38	90.00
Fixed Equipment	Single Component	100.00	Fair	9.75	16.25	60.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.38	2.65	90.00
Distribution	Single Component	100.00	Fair	1.59	2.65	60.00
Plumbing						
Supply	Single Component	100.00	Good	2.09	2.32	90.00
Fixtures	Single Component	100.00	Poor	0.70	2.32	30.00
Waste	Single Component	100.00	Good	2.09	2.32	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.80	5.33	90.00
Distribution	Single Component	100.00	Good	2.88	3.20	90.00
Controls	Single Component	100.00	Good	1.92	2.13	90.00
Lighting	Single Component	100.00	Fair	2.76	4.60	60.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.53	0.59	90.00
Exit Safety	Single Component	100.00	Good	0.53	0.59	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Fair	1.73	2.89	60.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 903	Building #: 903a
Site: Bus Yard - Fernley	Building: Fernley Transportation Center		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Control Safety	Single Component	100.00	Fair	1.73	2.89	60.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	1.00	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	1.00	0.00
Emergency Lighting	Single Component	100.00	Good	1.79	1.99	90.00
Fire Resistance	Single Component	100.00	Good	1.06	1.18	90.00
ADA	Single Component		Poor			
Total For Building :				**77.12**	**100.00**	**77.12**

Comments

Structural->Exterior Doors
The exterior doors need paint.

Structural->Interior Floors (VCT)
VCT is cracked.

Structural->Interior Floors (Carpet)
Carpet is worn.

Structural->Fixed Equipment
Cabinets are worn.

Mechanical->Electrical-->Distribution
There are an insufficient number of outlets.

Mechanical->Plumbing-->Fixtures
The fixtures are old, and stained. The drinking fountain doesn't work.

Mechanical->Lighting
Lighting levels are dim in garage.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There are no smoke detectors.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

ADA
No restrooms are accessible.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 905	Building #: 905a
Site: Bus Yard - Silver Springs		Building: Silver Springs Transportation Office	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	16.29	18.10	90.00
Exterior Walls	Single Component	100.00	Fair	4.65	7.75	60.00
Roof	Single Component	100.00	Good	6.70	7.44	90.00
Exterior Windows	Single Component		(N/A)	0.00	0.00	0.00
Exterior Doors	Single Component	100.00	Fair	1.41	2.34	60.00
Interior Floors	Concrete	80.00	Fair	0.67	1.12	60.00
	VCT	20.00	Poor	0.08	0.28	30.00
		System Total:		**0.76**	**1.40**	**54.00**
Interior Walls	Single Component	100.00	Fair	2.96	4.93	60.00
Interior Doors	Single Component	100.00	Fair	0.24	0.40	60.00
Ceiling	Single Component		(N/A)	0.00	0.00	0.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.38	2.65	90.00
Distribution	Single Component	100.00	Good	2.38	2.65	90.00
Plumbing						
Supply	Single Component	100.00	Good	2.09	2.32	90.00
Fixtures	Single Component	100.00	Poor	0.70	2.32	30.00
Waste	Single Component	100.00	Good	2.09	2.32	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.80	5.33	90.00
Distribution	Single Component	100.00	Poor	0.96	3.20	30.00
Controls	Single Component	100.00	Good	1.92	2.13	90.00
Lighting	Single Component	100.00	Good	4.14	4.60	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.53	0.59	90.00
Exit Safety	Single Component	100.00	Good	0.53	0.59	90.00
Fire Control Capability						
Fire Control Operation	Single Component	390 100.00	Fair	1.73	2.89	60.00
Fire Control Safety	Single Component	100.00	Fair	1.73	2.89	60.00

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 905 Building #: 905a

Site: Bus Yard - Silver Springs Building: Silver Springs Transportation Office

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	1.00	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	1.00	0.00
Emergency Lighting	Single Component	100.00	Good	1.79	1.99	90.00
Fire Resistance	Single Component	100.00	Good	1.06	1.18	90.00
ADA	Single Component		Unsat			
Total For Building :				**61.84**	**82.01**	**75.40**

Comments

Structural->Exterior Walls
Exterior walls need paint.

Structural->Exterior Doors
Exterior doors show wear.

Structural->Interior Floors (Concrete)
Concrete floor has cracks.

Structural->Interior Floors (VCT)
VCT is old and worn.

Structural->Interior Walls
Interior walls are only partially sheet rocked.

Structural->Interior Doors
Interior door has knob type hardware.

Mechanical->Plumbing-->Fixtures
Plumbing fixtures are old and stained.

Mechanical->HVAC-->Distribution
There is only one source of air distribution.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There are no smoke detectors.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

ADA
Building is not accessible.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 902	Building #: 902a
Site: District Office Complex		Building: Main Office	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.12	12.36	90.00
Exterior Walls	Single Component	100.00	Good	10.99	12.21	90.00
Roof	Foam roof	40.00	Poor	0.21	0.69	30.00
	Metal roof	60.00	Fair	0.62	1.04	60.00
		System Total:		**0.83**	**1.73**	**48.00**
Exterior Windows	Single Component	100.00	Fair	1.85	3.09	60.00
Exterior Doors	Single Component	100.00	Good	0.67	0.75	90.00
Interior Floors	Carpet	90.00	Poor	2.53	8.43	30.00
	VCT	10.00	Good	0.84	0.94	90.00
		System Total:		**3.37**	**9.36**	**36.00**
Interior Walls	Single Component	100.00	Good	3.37	3.75	90.00
Interior Doors	Single Component	100.00	Good	3.50	3.89	90.00
Ceiling	Single Component	100.00	Good	4.55	5.06	90.00
Fixed Equipment	Single Component	100.00	Good	0.73	0.82	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Poor	1.22	4.06	30.00
Distribution	Single Component	100.00	Good	3.66	4.06	90.00
Plumbing						
Supply	Single Component	100.00	Good	0.96	1.07	90.00
Fixtures	Single Component	100.00	Poor	0.32	1.07	30.00
Waste	Single Component	100.00	Good	0.96	1.07	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	5.49	6.10	90.00
Distribution	Single Component	100.00	Good	3.29	3.66	90.00
Controls	Single Component	100.00	Good	2.20	2.44	90.00
Lighting	Single Component	100.00	Good	4.01	4.46	90.00
Elevators and Conveyances	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Good	2.33	2.59	90.00
Safety\Fire Protection						
Means of Exit						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 902	Building #: 902a
Site: District Office Complex		Building: Main Office	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Exit Operation	Single Component	100.00	Good	0.35	0.39	90.00
Exit Safety	Single Component	100.00	Good	0.35	0.39	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Fair	0.97	1.61	60.00
Fire Control Safety	Single Component	100.00	Fair	0.97	1.61	60.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.65	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.65	0.00
Emergency Lighting	Single Component	100.00	Good	1.17	1.30	90.00
Fire Resistance	Single Component	100.00	Good	0.70	0.78	90.00
ADA	Single Component		Poor			
Total For Building :				**69.94**	**90.95**	**76.90**

Comments

Structural->Roof (Foam roof)
The foam roof leaks and is at the end of its service life.

Structural->Roof (Metal roof)
The metal roof has leaks.

Structural->Exterior Windows
Some windows are single pane.

Structural->Exterior Doors
Some exterior doors have knob hardware.

Structural->Interior Floors (Carpet)
The carpet is worn and torn.

Mechanical->Electrical-->Main Service
The main service is at the end of its service life.

Mechanical->Plumbing-->Fixtures
The fixtures are old.

Mechanical->Connectivity
The internet lines may lack capacity.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There are no smoke detectors.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

ADA
No restrooms are accessible.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 902 Building #: 902b

Site: District Office Complex Building: Maintenance Shop

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	21.65	24.06	90.00
Exterior Walls	Single Component	100.00	Good	5.74	6.38	90.00
Roof	Single Component	100.00	Good	5.14	5.71	90.00
Exterior Windows	Single Component	100.00	Fair	5.01	8.35	60.00
Exterior Doors	Single Component	100.00	Fair	2.42	4.03	60.00
Interior Walls	Single Component	100.00	Fair	10.32	17.21	60.00
Interior Doors	Single Component	100.00	Fair	3.64	6.07	60.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.38	2.64	90.00
Distribution	Single Component	100.00	Good	2.38	2.64	90.00
Plumbing						
Supply	Single Component	100.00	Good	0.63	0.70	90.00
Fixtures	Single Component	100.00	Fair	0.42	0.70	60.00
Waste	Single Component	100.00	Good	0.63	0.70	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.40	4.89	90.00
Distribution	Single Component	100.00	Poor	0.88	2.94	30.00
Controls	Single Component	100.00	Good	1.76	1.96	90.00
Lighting	Single Component	100.00	Good	2.94	3.27	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.53	0.59	90.00
Exit Safety	Single Component	100.00	Poor	0.18	0.59	30.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Fair	1.46	2.44	60.00
Fire Control Safety	Single Component	100.00	Fair	1.46	2.44	60.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.12	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.12	0.00
Emergency Lighting	Single Component	100.00	Unsat	0.00	0.25	0.00
Fire Resistance	Single Component	100.00	Good	1.07	1.19	90.00

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	902	Building #:	902b
Site:	District Office Complex			Building:	Maintenance Shop		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
ADA	Single Component		Poor			
Total For Building :				**75.06**	**100.00**	**75.06**

Comments

Structural->Exterior Windows
The windows are single pane.

Structural->Exterior Doors
The man doors have knob hardware. The overhead doors need paint.

Structural->Interior Walls
The interior walls are soiled.

Structural->Interior Doors
The interior doors have knob hardware and need to be refinished.

Mechanical->Plumbing-->Fixtures
The fixtures are old and stained.

Mechanical->HVAC-->Distribution
There is only one point of air distribution.

Safety\Fire Protection->Means of Exit-->Exit Safety
There are no exit signs.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There are no smoke detectors.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

Safety\Fire Protection->Emergency Lighting
There is no emergency lighting.

ADA
No restrooms are accessible.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 902 Building #: 902c

Site: District Office Complex Building: Office Modular

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Good	5.04	5.60	90.00
Roof	Single Component	100.00	Poor	1.58	5.27	30.00
Exterior Windows	Single Component	100.00	Good	3.60	4.00	90.00
Exterior Doors	Single Component	100.00	Poor	1.00	3.33	30.00
Interior Floors	Single Component	100.00	Poor	1.20	4.00	30.00
Interior Walls	Single Component	100.00	Good	12.39	13.77	90.00
Interior Doors	Single Component	100.00	Fair	2.40	4.00	60.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component	100.00	Good	4.50	5.00	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Good	0.95	1.05	90.00
Plumbing						
Supply	Single Component	100.00	Good	0.45	0.50	90.00
Fixtures	Single Component	100.00	Good	0.90	1.00	90.00
Waste	Single Component	100.00	Good	0.45	0.50	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Poor	0.63	2.10	30.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 902	Building #: 902c
Site: District Office Complex		Building: Office Modular	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.50	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.50	0.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Fair			
Total For Building :				**79.08**	**100.00**	**79.08**

Comments

Structural->Roof
The foam roof has leaks and is at end of service life.

Structural->Exterior Doors
The exterior doors need paint and hardware.

Structural->Interior Floors
The carpet has tears.

Structural->Interior Doors
The interior doors are dinged and have knob hardware.

Mechanical->HVAC-->Distribution
There is only one source of air distribution.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

ADA
The men's restroom has a water heater blocking access to the sink.

BASYS

Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 902	Building #: 902e
Site: District Office Complex		Building: Transportation Shop	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	16.29	18.10	90.00
Exterior Walls	Single Component	100.00	Good	6.97	7.75	90.00
Roof	Single Component	100.00	Poor	2.23	7.44	30.00
Exterior Windows	Single Component	100.00	Poor	0.41	1.37	30.00
Exterior Doors	Single Component	100.00	Poor	0.70	2.34	30.00
Interior Floors	Concrete	80.00	Poor	0.34	1.12	30.00
	VCT	20.00	Good	0.25	0.28	90.00
		System Total:		**0.59**	**1.40**	**42.00**
Interior Walls	Single Component	100.00	Poor	1.48	4.93	30.00
Interior Doors	Single Component	100.00	Poor	0.12	0.40	30.00
Ceiling	Single Component	100.00	Good	0.34	0.38	90.00
Fixed Equipment	Single Component	100.00	Good	14.63	16.25	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Poor	0.79	2.65	30.00
Distribution	Single Component	100.00	Good	2.38	2.65	90.00
Plumbing						
Supply	Single Component	100.00	Good	2.09	2.32	90.00
Fixtures	Single Component	100.00	Poor	0.70	2.32	30.00
Waste	Single Component	100.00	Good	2.09	2.32	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.80	5.33	90.00
Distribution	Single Component	100.00	Poor	0.96	3.20	30.00
Controls	Single Component	100.00	Good	1.92	2.13	90.00
Lighting	Single Component	100.00	Good	4.14	4.60	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.53	0.59	90.00
Exit Safety	Single Component	100.00	Good	0.53	0.59	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Fair	1.73	2.89	60.00
Fire Control Safety	Single Component	100.00	Fair	1.73	2.89	60.00

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 902 Building #: 902e

Site: District Office Complex Building: Transportation Shop

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	1.00	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	1.00	0.00
Emergency Lighting	Single Component	100.00	Good	1.79	1.99	90.00
Fire Resistance	Single Component	100.00	Good	1.06	1.18	90.00
ADA	Single Component		Poor			
Total For Building :				**71.01**	**100.00**	**71.01**

Comments

Structural->Roof
The foam/metal roof is at the end of its service life.

Structural->Exterior Windows
The windows are old aluminum frame and single pane.

Structural->Exterior Doors
The exterior doors have rust, need paint, and have knob hardware.

Structural->Interior Floors (Concrete)
The concrete floor is not level and uneven.

Structural->Interior Walls
The interior wall are soiled and need paint.

Structural->Interior Doors
The interior doors have old hardware and need paint.

Mechanical->Electrical-->Main Service
The main service equipment is at the end of its service life.

Mechanical->Plumbing-->Fixtures
The fixtures are old, stained and cracked.

Mechanical->HVAC-->Distribution
There is only one source of air distribution.

Safety\Fire Protection->Fire Control Capability-->Fire Control Operation
There are no smoke detectors.

Safety\Fire Protection->Fire Control Capability-->Fire Control Safety
There are no smoke detectors.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

ADA
There are no accessible restrooms.

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 902	Building #: 902d
Site: District Office Complex		Building: Warehouse	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	29.00	32.22	90.00
Exterior Walls	Single Component	100.00	Good	8.56	9.51	90.00
Roof	Single Component	100.00	Good	7.77	8.63	90.00
Exterior Doors	Single Component	100.00	Good	1.44	1.60	90.00
Interior Floors	Concrete	75.00	Good	2.74	3.04	90.00
	Carpet	25.00	Poor	0.30	1.01	30.00
		System Total:		**3.04**	**4.06**	**75.00**
Interior Walls	Single Component	100.00	Fair	2.46	4.10	60.00
Interior Doors	Single Component	100.00	Fair	0.18	0.30	60.00
Ceiling	Single Component	100.00	Good	0.89	0.99	90.00
Fixed Equipment	Single Component	100.00	Good	3.30	3.66	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Fair	1.53	2.56	60.00
Distribution	Single Component	100.00	Good	2.30	2.56	90.00
Plumbing						
Supply	Single Component	100.00	Good	1.38	1.54	90.00
Fixtures	Single Component	100.00	Good	1.38	1.54	90.00
Waste	Single Component	100.00	Good	1.38	1.54	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	2.80	3.12	90.00
Distribution	Single Component	100.00	Good	1.68	1.87	90.00
Controls	Single Component	100.00	Good	1.12	1.25	90.00
Lighting	Single Component	100.00	Good	3.96	4.40	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.68	0.76	90.00
Exit Safety	Single Component	100.00	Good	0.68	0.76	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	3.44	3.82	90.00
Fire Control Safety	Single Component	400 100.00	Good	3.44	3.82	90.00
Fire Alarm System						

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 902	Building #: 902d
Site: District Office Complex		Building: Warehouse	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.97	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.97	0.00
Emergency Lighting	Single Component	100.00	Good	1.75	1.95	90.00
Fire Resistance	Single Component	100.00	Good	1.37	1.52	90.00
ADA	Single Component		Poor			
Total For Building :				**85.55**	**100.00**	**85.55**

Comments

Structural->Interior Floors (Carpet)
The carpet is worn.

Structural->Interior Walls
Some walls are unpainted.

Structural->Interior Doors
The interior doors need to be refinished.

Mechanical->Electrical-->Main Service
The main service lacks capacity.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

ADA
No restrooms are accessible.

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Building Assessment System

Building Condition Assessment Full Report

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	908	Building #:	908a
Site:	GED_PDC Silver Stage			Building:	GED (Food Bank)		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	26.07	28.97	90.00
Exterior Walls	Single Component	100.00	Good	5.04	5.60	90.00
Roof	Single Component	100.00	Good	4.74	5.27	90.00
Exterior Windows	Single Component	100.00	Good	3.60	4.00	90.00
Exterior Doors	Single Component	100.00	Fair	2.00	3.33	60.00
Interior Floors	Single Component	100.00	Poor	1.20	4.00	30.00
Interior Walls	Single Component	100.00	Fair	8.26	13.77	60.00
Interior Doors	Single Component	100.00	Fair	2.40	4.00	60.00
Ceiling	Single Component	100.00	Good	4.50	5.00	90.00
Fixed Equipment	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.21	2.45	90.00
Distribution	Single Component	100.00	Fair	0.63	1.05	60.00
Plumbing						
Supply	Single Component		(N/A)	0.00	0.00	0.00
Fixtures	Single Component		(N/A)	0.00	0.00	0.00
Waste	Single Component		(N/A)	0.00	0.00	0.00
HVAC						
Energy Generation	Single Component	100.00	Good	3.15	3.50	90.00
Distribution	Single Component	100.00	Good	1.89	2.10	90.00
Controls	Single Component	100.00	Good	1.26	1.40	90.00
Lighting	Single Component	100.00	Good	2.70	3.00	90.00
Connectivity	Single Component	100.00	Good	0.95	1.05	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.45	0.50	90.00
Exit Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Control Safety	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm System						

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	908	Building #:	908a
Site:	GED_PDC Silver Stage			Building:	GED (Food Bank)		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.45	0.50	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.45	0.50	90.00
Emergency Lighting	Single Component	100.00	Good	0.45	0.50	90.00
Fire Resistance	Single Component	100.00	Good	0.90	1.00	90.00
ADA	Single Component		Good			
Total For Building :				**74.65**	**93.00**	**80.27**

Comments

Structural->Exterior Doors
The exterior doors need paint.

Structural->Interior Floors
The carpet is worn and stained.

Structural->Interior Walls
The interior walls are marred.

Structural->Interior Doors
The interior doors have knob hardware.

Mechanical->Electrical-->Distribution
There is an insufficient number of outlets.

Mechanical->Lighting
One fixture is missing a lens.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 908 Building #: 908b

Site: GED_PDC Silver Stage Building: Professional Dev Center

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	11.28	12.53	90.00
Exterior Walls	Single Component	100.00	Good	8.03	8.93	90.00
Roof	Single Component	100.00	Good	6.04	6.71	90.00
Exterior Windows	Single Component	100.00	Good	3.48	3.86	90.00
Exterior Doors	Single Component	100.00	Fair	0.32	0.53	60.00
Interior Floors	Single Component	100.00	Good	5.13	5.71	90.00
Interior Walls	Single Component	100.00	Good	6.61	7.34	90.00
Interior Doors	Single Component	100.00	Good	1.08	1.20	90.00
Ceiling	Single Component	100.00	Good	4.90	5.45	90.00
Fixed Equipment	Single Component	100.00	Good	1.51	1.68	90.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.48	2.75	90.00
Distribution	Single Component	100.00	Good	2.48	2.75	90.00
Plumbing						
Supply	Single Component	100.00	Good	3.25	3.61	90.00
Fixtures	Single Component	100.00	Good	3.25	3.61	90.00
Waste	Single Component	100.00	Good	3.25	3.61	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	8.17	9.08	90.00
Distribution	Single Component	100.00	Good	4.90	5.45	90.00
Controls	Single Component	100.00	Good	3.27	3.63	90.00
Lighting	Single Component	100.00	Good	3.82	4.25	90.00
Connectivity	Single Component	100.00	Good	1.37	1.52	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.38	0.42	90.00
Exit Safety	Single Component	100.00	Good	0.38	0.42	90.00
Fire Control Capability						
Fire Control Operation	Single Component	100.00	Good	1.18	1.31	90.00
Fire Control Safety	Single Component	100.00	Good	1.18	1.31	90.00
Fire Alarm System						

Project #:	7293	Project:	Assessments 2015				
County:	Lyon	Region:	10	Site #:	908	Building #:	908b
Site:	GED_PDC Silver Stage			Building:	Professional Dev Center		

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Fire Alarm Operation	Single Component	100.00	Good	0.34	0.38	90.00
Fire Alarm Connectivity	Single Component	100.00	Good	0.34	0.38	90.00
Emergency Lighting	Single Component	100.00	Good	0.68	0.76	90.00
Fire Resistance	Single Component	100.00	Good	0.75	0.84	90.00
ADA	Single Component		Good			
Total For Building :				**89.84**	**100.00**	**89.84**

Comments

Structural->Exterior Doors
The exterior doors need paint.

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Building Assessment System

Building Condition Assessment Full Report

Project #: 7293 Project: Assessments 2015

County: Lyon Region: 10 Site #: 908 Building #: 908c

Site: GED_PDC Silver Stage Building: Restrooms

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation\Structure	Single Component	100.00	Good	21.65	24.06	90.00
Exterior Walls	Single Component	100.00	Good	5.74	6.38	90.00
Roof	Single Component	100.00	Good	5.14	5.71	90.00
Exterior Windows	Single Component		(N/A)	0.00	0.00	0.00
Exterior Doors	Single Component	100.00	Good	3.62	4.03	90.00
Interior Walls	Single Component	100.00	Good	15.49	17.21	90.00
Interior Doors	Single Component		(N/A)	0.00	0.00	0.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.38	2.64	90.00
Distribution	Single Component	100.00	Good	2.38	2.64	90.00
Plumbing						
Supply	Single Component	100.00	Good	0.63	0.70	90.00
Fixtures	Single Component	100.00	Good	0.63	0.70	90.00
Waste	Single Component	100.00	Good	0.63	0.70	90.00
HVAC						
Energy Generation	Single Component	100.00	Good	4.40	4.89	90.00
Distribution	Single Component	100.00	Good	2.64	2.94	90.00
Controls	Single Component	100.00	Good	1.76	1.96	90.00
Lighting	Single Component	100.00	Good	2.94	3.27	90.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.53	0.59	90.00
Exit Safety	Single Component	100.00	Good	0.53	0.59	90.00
Fire Control Capability						
Fire Control Operation	Single Component		(N/A)	0.00	0.00	0.00
Fire Control Safety	Single Component		(N/A)	0.00	0.00	0.00
Fire Alarm System						
Fire Alarm Operation	Single Component	100.00	Unsat	0.00	0.12	0.00
Fire Alarm Connectivity	Single Component	100.00	Unsat	0.00	0.12	0.00
Emergency Lighting	Single Component		(N/A)	0.00	0.00	0.00
Fire Resistance	Single Component	100.00	Good	1.07	1.19	90.00

Project #: 7293	Project: Assessments 2015		
County: Lyon	Region: 10	Site #: 908	Building #: 908c
Site: GED_PDC Silver Stage		Building: Restrooms	

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
ADA	Single Component		Good			
Total For Building :				**72.18**	**80.45**	**89.72**

Comments

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Operation
There is no fire alarm.

Safety\Fire Protection->Fire Alarm System-->Fire Alarm Connectivity
There is no fire alarm.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	209
Project:	Assessments 2015	Region:	10	Site:	Cottonwood ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	10.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - ES				
Learning Environment				
Learning Style Variety	Good	4.00	5.00	80.00
Interior Environment	Good	1.60	2.00	80.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Fair	3.19	4.90	65.00
Size	Good	9.80	12.25	80.00
Location	Good	2.94	3.68	80.00
Storage/Fixed Equip	Good	2.94	3.68	80.00
Kindergarten				
Environment	Good	0.33	0.42	80.00
Size	Fair	0.68	1.04	65.00
Location	Good	0.25	0.31	80.00
Storage/Fixed Equip	Good	0.25	0.31	80.00
ECE				
Environment	Good	0.40	0.50	80.00
Size	Excel	1.25	1.25	100.00
Location	Good	0.30	0.37	80.00
Storage/Fixed Equip	Good	0.30	0.37	80.00
Self-Contained Special Ed				
Environment	Good	0.38	0.48	80.00
Size	Good	0.96	1.20	80.00
Location	Good	0.29	0.36	80.00
Storage/Fixed Equip	Good	0.29	0.36	80.00
Instructional Resource Rooms				
Environment	Good	0.58	0.72	80.00
Size	Good	1.44	1.80	80.00
Location	Good	0.43	0.54	80.00
Storage/Fixed Equip	Good	0.43	0.54	80.00
Science				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Music				
Environment	Poor	0.37	0.74	50.00

Project #:	7293	County:	Lyon	Site #:	209
Project:	Assessments 2015	Region:	10	Site:	Cottonwood ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	10.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Poor	0.93	1.85	50.00
Location	Poor	0.28	0.56	50.00
Storage/Fixed Equip	Poor	0.28	0.56	50.00
Art				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Computer Labs				
Environment	Good	0.27	0.34	80.00
Size	Fair	0.55	0.85	65.00
Location	Good	0.20	0.26	80.00
Storage/Fixed Equip	Good	0.20	0.26	80.00
P.E.				
Environment	Good	1.54	1.92	80.00
Size	Good	3.84	4.80	80.00
Location	Good	1.15	1.44	80.00
Storage/Fixed Equip	Poor	0.72	1.44	50.00
Performing Arts				
Environment	Fair	0.39	0.60	65.00
Size	Poor	0.76	1.51	50.00
Location	Good	0.36	0.45	80.00
Storage/Fixed Equip	Unsat	0.00	0.45	0.00
Media Center				
Environment	Good	0.78	0.97	80.00
Size	Unsat	0.00	2.44	0.00
Location	Good	0.58	0.73	80.00
Storage/Fixed Equip	Good	0.58	0.73	80.00
Restrooms (Student)	Good	0.71	0.89	80.00
Administration	Good	2.05	2.56	80.00
Counseling	Fair	0.19	0.29	65.00
Clinic	Good	0.47	0.58	80.00
Staff Lounge-WkRm	Good	1.01	1.27	80.00
Cafeteria	Fair	3.25	5.00	65.00
Food Service and Prep	Poor	3.10	6.20	50.00
Custodial and Maintenance	Fair	0.33	0.50	65.00
Outside				
Vehicular Traffic	Good	1.60	2.00	80.00
Pedestrian Traffic	Good	0.78	0.97	80.00
Parking	Excel	0.81	0.81	100.00
Play Areas	Good	1.87	2.34	80.00
Safety and Security				
Fencing	Good	0.60	0.75	80.00
Signage & Way Finding	Fair	0.65	1.00	65.00
Ease of Supervision	Fair	1.95	3.00	65.00
Controlled Entrances	Good	0.40	0.50	80.00

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Project #:	7293	County:	Lyon	Site #:	209
Project:	Assessments 2015	Region:	10	Site:	Cottonwood ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	10.00

Suitability	Rating	Score	Possible Score	Percent Score
Total For Site:		**66.59**	**93.66**	**71.10**

Comments

Suitability - ES
Cottonwood Elementary School provides a comprehensive program for students in grades pre-k through 4. Additionally, Cottonwood Elementary houses an Early Childhood Education program and an Autism program.

Suitability - ES->Learning Environment-->Exterior Environment
There are no standards for exterior environment.

Suitability - ES->General Classrooms-->Environment
The HVAC is inconsistent throughout the building.

Suitability - ES->General Classrooms-->Size
Kindergarten rooms lack restrooms inside the classrooms.

Suitability - ES->Kindergarten-->Size
Kindergarten rooms lack restrooms inside the classrooms.

Suitability - ES->Science-->Environment
Cottonwood Elementary School does not house a dedicated science room. Science is offered in the regular classrooms and with S.T.E.M.

Suitability - ES->Science-->Size
Cottonwood Elementary School does not house a dedicated science room. Science is offered in the regular classrooms and with S.T.E.M.

Suitability - ES->Science-->Location
Cottonwood Elementary School does not house a dedicated science room. Science is offered in the regular classrooms and with S.T.E.M.

Suitability - ES->Science-->Storage/Fixed Equip
Cottonwood Elementary School does not house a dedicated science room. Science is offered in the regular classrooms and with S.T.E.M.

Suitability - ES->Music-->Environment
The music program is housed in a portable building. It has a low ceiling, which does not allow for acoustical quality. It also lacks a hard surface flooring.

Suitability - ES->Music-->Size
Music is located in a portable.

Suitability - ES->Music-->Location
Music is located in a portable

Suitability - ES->Music-->Storage/Fixed Equip
The Music Program is housed in a portable building. It lacks adequate casework and storage.

Suitability - ES->Computer Labs-->Size
The size of the computer lab is only 63% of the standard.

Suitability - ES->P.E.-->Environment
Cottonwood Elementary uses the multi-purpose room as a gymnasium when needed.

Suitability - ES->P.E.-->Storage/Fixed Equip
Cottonwood Elementary uses their multi-purpose room for their gymnasium. However, it lacks backboards, safety padding, and adequate storage.

Project #:	7293	County:	Lyon	Site #:	209
Project:	Assessments 2015	Region:	10	Site:	Cottonwood ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	10.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - ES->Performing Arts-->Environment
Cottonwood Elementary School uses their multi-purpose room for their performing arts area.

Suitability - ES->Performing Arts-->Size
Cottonwood Elementary School uses their multi-purpose room for their performing arts area.

Suitability - ES->Performing Arts-->Storage/Fixed Equip
Cottonwood Elementary School uses their multi-purpose room for their performing arts area. However, it lacks a permanent stage with curtains, lighting and ADA access.

Suitability - ES->Media Center-->Size
The size of the media center is only 22% of the standard.

Suitability - ES->Restrooms (Student)
The urinals lack partitions.

Suitability - ES->Counseling
The counseling offices lack a reception area.

Suitability - ES->Cafeteria
The cafeteria / multi-purpose room lacks adequate storage.

Suitability - ES->Food Service and Prep
The food service area is primarily used as a warming area for food. However, it does not have adequate space for the program needs. The space has minimal storage and does not have separate areas for pickup and delivery.

Suitability - ES->Custodial and Maintenance
The custodial areas do not include a receiving area.

Suitability - ES->Safety and Security-->Signage & Way Finding
The Cottonwood Elementary School lacks adequate signage for some general areas.

Suitability - ES->Safety and Security-->Ease of Supervision
Cottonwood Elementary lacks camera surveillance regarding the HVAC equipment.

BASYS

Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	201
Project:	Assessments 2015	Region:	10	Site:	Dayton ES
Grade Config:	PK-6	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - ES				
Learning Environment				
Learning Style Variety	Fair	3.25	5.00	65.00
Interior Environment	Good	1.60	2.00	80.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Good	3.92	4.90	80.00
Size	Good	9.80	12.25	80.00
Location	Good	2.94	3.68	80.00
Storage/Fixed Equip	Fair	2.39	3.68	65.00
Kindergarten				
Environment	Good	0.33	0.42	80.00
Size	Good	0.83	1.04	80.00
Location	Good	0.25	0.31	80.00
Storage/Fixed Equip	Poor	0.16	0.31	50.00
ECE				
Environment	Good	0.40	0.50	80.00
Size	Good	1.00	1.25	80.00
Location	Good	0.30	0.37	80.00
Storage/Fixed Equip	Poor	0.19	0.37	50.00
Self-Contained Special Ed				
Environment	Good	0.38	0.48	80.00
Size	Poor	0.60	1.20	50.00
Location	Good	0.29	0.36	80.00
Storage/Fixed Equip	Good	0.29	0.36	80.00
Instructional Resource Rooms				
Environment	Good	0.58	0.72	80.00
Size	Good	1.44	1.80	80.00
Location	Good	0.43	0.54	80.00
Storage/Fixed Equip	Good	0.43	0.54	80.00
Science				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Music				
Environment	Poor	0.37	0.74	50.00

Project #:	7293	County:	Lyon	Site #:	201
Project:	Assessments 2015	Region:	10	Site:	Dayton ES
Grade Config:	PK-6	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Fair	1.20	1.85	65.00
Location	Good	0.44	0.56	80.00
Storage/Fixed Equip	Poor	0.28	0.56	50.00
Art				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Computer Labs				
Environment	Good	0.27	0.34	80.00
Size	Excel	0.85	0.85	100.00
Location	Good	0.20	0.26	80.00
Storage/Fixed Equip	Good	0.20	0.26	80.00
P.E.				
Environment	Good	1.54	1.92	80.00
Size	Excel	4.80	4.80	100.00
Location	Excel	1.44	1.44	100.00
Storage/Fixed Equip	Poor	0.72	1.44	50.00
Performing Arts				
Environment	Poor	0.30	0.60	50.00
Size	Poor	0.76	1.51	50.00
Location	Poor	0.23	0.45	50.00
Storage/Fixed Equip	Unsat	0.00	0.45	0.00
Media Center				
Environment	Good	0.78	0.97	80.00
Size	Unsat	0.00	2.44	0.00
Location	Poor	0.37	0.73	50.00
Storage/Fixed Equip	Poor	0.37	0.73	50.00
Restrooms (Student)	Good	0.71	0.89	80.00
Administration	Poor	1.28	2.56	50.00
Counseling	Fair	0.19	0.29	65.00
Clinic	Fair	0.38	0.58	65.00
Staff Lounge-WkRm	Good	1.01	1.27	80.00
Cafeteria	Good	4.00	5.00	80.00
Food Service and Prep	Good	4.96	6.20	80.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Good	1.60	2.00	80.00
Pedestrian Traffic	Fair	0.63	0.97	65.00
Parking	Good	0.65	0.81	80.00
Play Areas	Good	1.87	2.34	80.00
Safety and Security				
Fencing	Good	0.60	0.75	80.00
Signage & Way Finding	Good	0.80	1.00	80.00
Ease of Supervision	Fair	1.95	3.00	65.00
Controlled Entrances	Poor	0.25	0.50	50.00

Project #:	7293	County:	Lyon	Site #:	201
Project:	Assessments 2015	Region:	10	Site:	Dayton ES
Grade Config:	PK-6	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score
Total For Site:		**68.22**	**93.66**	**72.83**

Comments

Suitability - ES

Dayton Elementary School is located in the original part of Dayton near both Dayton High and Intermediate Schools. The school serves students in grades PK - 6 from the surrounding area. There are 3 separate buildings, one of which was originally built as an open concept plan but has been since renovated.

Suitability - ES->Learning Environment-->Learning Style Variety

Due to the number of buildings constructed at different times Dayton ES has a variety of teaching spaces however most are planned and utilized as general classrooms. The school has few special group use spaces.

Suitability - ES->Learning Environment-->Exterior Environment

There are no standards for exterior environment.

Suitability - ES->General Classrooms-->Size

General classrooms in the B and newer portion of the C building meet or exceed the size standard. Those in the A and older portion of the C building meet approximately 85% of the standard.

Suitability - ES->General Classrooms-->Storage/Fixed Equip

General classroom storage is good, fixed equipment is good in some rooms and poor in others.

Suitability - ES->Kindergarten-->Size

Kindergarten rooms meet approximately 85% of the size standard.

Suitability - ES->Kindergarten-->Storage/Fixed Equip

Kindergarten rooms have some storage but do not have restrooms.

Suitability - ES->ECE-->Size

ECE classrooms meet approximately 85% of the size standard.

Suitability - ES->ECE-->Storage/Fixed Equip

ECE rooms have some built in storage. Equipment is minimal and there are no restrooms.

Suitability - ES->Self-Contained Special Ed-->Size

The self-contained space(s) meet approximately 60% of the size standard. Due to the small size the staff has elected to move the program to a regular classroom space even though the self contained space includes amenities often associated with the program.

Suitability - ES->Self-Contained Special Ed-->Storage/Fixed Equip

The storage and equipment in the self contained space(s) is good. However, due to the size of the space staff has elected to move the program to a general classroom space.

Suitability - ES->Music-->Environment

Music class is located in an outside metal building that provides little in the way of a stimulating environment.

Suitability - ES->Music-->Size

The overall size of the room is reasonable but it is not configured as a music space.

Suitability - ES->Music-->Storage/Fixed Equip

The music room does not have storage or equipment usually associated with the program.

Suitability - ES->Art

There is no art program.

Suitability - ES->P.E.-->Storage/Fixed Equip

Physical education storage is minimal. The floor is tile.

Project #:	7293	County:	Lyon	Site #:	201
Project:	Assessments 2015	Region:	10	Site:	Dayton ES
Grade Config:	PK-6	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - ES->Performing Arts-->Environment
The only performing arts space is the multi-purpose room. There is no stage.

Suitability - ES->Performing Arts-->Size
The only performing arts space is the multi-purpose room. There is no stage.

Suitability - ES->Performing Arts-->Location
The only performing arts space is the multi-purpose room. There is no stage.

Suitability - ES->Performing Arts-->Storage/Fixed Equip
There is no storage associated with performing arts.

Suitability - ES->Media Center-->Size
The media center meets less than 50% of the size standard.

Suitability - ES->Media Center-->Location
The media center is located at the end of a hallway in the A building. It does not serve as a focal point of the school.

Suitability - ES->Media Center-->Storage/Fixed Equip
The media center does not have adequate storage or equipment.

Suitability - ES->Administration
Administrative spaces are small. There is no conference space.

Suitability - ES->Counseling
The counselors office is adequate but is located in the administrative area.

Suitability - ES->Clinic
The clinic meets most standards but lacks restrooms.

Suitability - ES->Cafeteria
The cafeteria space is adequate but lacks appropriate storage.

Suitability - ES->Outside-->Pedestrian Traffic
Some pedestrian traffic crosses other traffic lanes.

Suitability - ES->Safety and Security-->Ease of Supervision
The school configuration with multiple buildings and renovated spaces makes supervision problematic.

Suitability - ES->Safety and Security-->Controlled Entrances
The school has multiple buildings with multiple entrances. Visitors can access instructional areas without checking in at the office.

BASYS

Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	206
Project:	Assessments 2015	Region:	10	Site:	East Valley ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	16.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - ES				
Learning Environment				
Learning Style Variety	Good	4.00	5.00	80.00
Interior Environment	Good	1.60	2.00	80.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Good	3.92	4.90	80.00
Size	Excel	12.25	12.25	100.00
Location	Good	2.94	3.68	80.00
Storage/Fixed Equip	Good	2.94	3.68	80.00
Kindergarten				
Environment	Good	0.33	0.42	80.00
Size	Good	0.83	1.04	80.00
Location	Good	0.25	0.31	80.00
Storage/Fixed Equip	Good	0.25	0.31	80.00
ECE				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Self-Contained Special Ed				
Environment	Excel	0.48	0.48	100.00
Size	Poor	0.60	1.20	50.00
Location	Good	0.29	0.36	80.00
Storage/Fixed Equip	Good	0.29	0.36	80.00
Instructional Resource Rooms				
Environment	Good	0.58	0.72	80.00
Size	Fair	1.17	1.80	65.00
Location	Good	0.43	0.54	80.00
Storage/Fixed Equip	Good	0.43	0.54	80.00
Science				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Music				
Environment	Poor	0.37	0.74	50.00

Project #: 7293		County: Lyon		Site #: 206	
Project: Assessments 2015		Region: 10		Site: East Valley ES	
Grade Config: PK-4		Site Type: Elementary		Site Size: 16.00	

Suitability	Rating	Score	Possible Score	Percent Score
Size	Good	1.48	1.85	80.00
Location	Good	0.44	0.56	80.00
Storage/Fixed Equip	Good	0.44	0.56	80.00
Art				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Computer Labs				
Environment	Poor	0.17	0.34	50.00
Size	Fair	0.55	0.85	65.00
Location	Good	0.20	0.26	80.00
Storage/Fixed Equip	Poor	0.13	0.26	50.00
P.E.				
Environment	Fair	1.25	1.92	65.00
Size	Excel	4.80	4.80	100.00
Location	Good	1.15	1.44	80.00
Storage/Fixed Equip	Fair	0.94	1.44	65.00
Performing Arts				
Environment	Good	0.48	0.60	80.00
Size	Poor	0.76	1.51	50.00
Location	Good	0.36	0.45	80.00
Storage/Fixed Equip	Poor	0.23	0.45	50.00
Media Center				
Environment	Good	0.78	0.97	80.00
Size	Unsat	0.00	2.44	0.00
Location	Good	0.58	0.73	80.00
Storage/Fixed Equip	Poor	0.37	0.73	50.00
Restrooms (Student)	Good	0.71	0.89	80.00
Administration	Fair	1.66	2.56	65.00
Counseling	Fair	0.19	0.29	65.00
Clinic	Good	0.47	0.58	80.00
Staff Lounge-WkRm	Fair	0.82	1.27	65.00
Cafeteria	Good	4.00	5.00	80.00
Food Service and Prep	Good	4.96	6.20	80.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Good	1.60	2.00	80.00
Pedestrian Traffic	Good	0.78	0.97	80.00
Parking	Excel	0.81	0.81	100.00
Play Areas	Good	1.87	2.34	80.00
Safety and Security				
Fencing	Good	0.60	0.75	80.00
Signage & Way Finding	Fair	0.65	1.00	65.00
Ease of Supervision	Good	2.40	3.00	80.00
Controlled Entrances	Good	0.40	0.50	80.00

Project #:	7293	County:	Lyon	Site #:	206
Project:	Assessments 2015	Region:	10	Site:	East Valley ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	16.00

Suitability	Rating	Score	Possible Score	Percent Score
Total For Site:		**71.41**	**91.16**	**78.33**

Comments

Suitability - ES
East Valley Elementary School offers a comprehensive program for grades pre-k through 4.

Suitability - ES->Learning Environment-->Exterior Environment
There are no standards for exterior environment.

Suitability - ES->Kindergarten-->Size
Though appropriate in size, the kindergarten rooms lack restrooms inside each room.

Suitability - ES->Self-Contained Special Ed-->Size
The special education room lacks an ADA restroom and a changing area.

Suitability - ES->Instructional Resource Rooms-->Size
The size and space of the instructional resource area is that of a regular classroom, which does not include smaller rooms/offices.

Suitability - ES->Science
East Valley Elementary School does not house a dedicated science room. Science is offered in the regular classrooms and with S.T.E.M.

Suitability - ES->Science-->Environment
East Valley Elementary School does not house a dedicated science room. Science is offered in the regular classrooms and with S.T.E.M.

Suitability - ES->Science-->Size
East Valley Elementary School does not house a dedicated science room. Science is offered in the regular classrooms and with S.T.E.M.

Suitability - ES->Science-->Location
East Valley Elementary School does not house a dedicated science room. Science is offered in the regular classrooms and with S.T.E.M.

Suitability - ES->Science-->Storage/Fixed Equip
East Valley Elementary School does not house a dedicated science room. Science is offered in the regular classrooms and with S.T.E.M.

Suitability - ES->Music-->Environment
The size and space of the music area is that of a regular classroom. It lacks hard surface flooring and higher ceilings for acoustical qualities.

Suitability - ES->Computer Labs-->Environment
The computer lab lacks a security for the equipment and screen protection from glare or eye strain.

Suitability - ES->Computer Labs-->Size
The computer lab is only 67% of the standard for size.

Suitability - ES->Computer Labs-->Storage/Fixed Equip
The computer lab lacks a teacher cabinet, a storage cabinet, bookcases, and display equipment for instruction.

Suitability - ES->P.E.-->Environment
East Valley Elementary School uses their multi-purpose room for their gymnasium.

Suitability - ES->P.E.-->Storage/Fixed Equip
East Valley Elementary School uses their multi-purpose room for their gymnasium. However, it lacks backboards and safety padding.

Project #:	7293	County:	Lyon	Site #:	206
Project:	Assessments 2015	Region:	10	Site:	East Valley ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	16.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - ES->Performing Arts-->Size

East Valley Elementary School uses their multi-purpose room for their performing arts area. However, it has only a portable stage. It also lacks curtains, performance lighting, and adequate storage.

Suitability - ES->Performing Arts-->Storage/Fixed Equip

Though there is ADA access to the multi-purpose room, the portable stage does not have ADA access.

Suitability - ES->Media Center-->Size

The media center is only 22% of standard for size.

Suitability - ES->Media Center-->Storage/Fixed Equip

The media center lacks adequate storage for the program.

Suitability - ES->Administration

The administration area lacks a small meeting space for up to 10 people and textbook storage rooms.

Suitability - ES->Counseling

The counseling area lacks a reception area, and it is located in the administrative suite.

Suitability - ES->Staff Lounge-WkRm

The work room lacks cabinets and a sink.

Suitability - ES->Safety and Security-->Signage & Way Finding

The signage around the doors includes more than just a number.

BASYS

Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	203
Project:	Assessments 2015	Region:	10	Site:	Fernley ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - ES				
Learning Environment				
Learning Style Variety	Good	4.00	5.00	80.00
Interior Environment	Fair	1.30	2.00	65.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Fair	3.19	4.90	65.00
Size	Good	9.80	12.25	80.00
Location	Good	2.94	3.68	80.00
Storage/Fixed Equip	Poor	1.84	3.68	50.00
Kindergarten				
Environment	Good	0.33	0.42	80.00
Size	Good	0.83	1.04	80.00
Location	Fair	0.20	0.31	65.00
Storage/Fixed Equip	Good	0.25	0.31	80.00
ECE				
Environment	Good	0.40	0.50	80.00
Size	Excel	1.25	1.25	100.00
Location	Poor	0.19	0.37	50.00
Storage/Fixed Equip	Good	0.30	0.37	80.00
Self-Contained Special Ed				
Environment	Good	0.38	0.48	80.00
Size	Good	0.96	1.20	80.00
Location	Good	0.29	0.36	80.00
Storage/Fixed Equip	Good	0.29	0.36	80.00
Instructional Resource Rooms				
Environment	Fair	0.47	0.72	65.00
Size	Good	1.44	1.80	80.00
Location	Good	0.43	0.54	80.00
Storage/Fixed Equip	Fair	0.35	0.54	65.00
Science				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Music				
Environment	(N/A)	0.00	0.00	0.00

Project #:	7293	County:	Lyon	Site #:	203
Project:	Assessments 2015	Region:	10	Site:	Fernley ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Art				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Computer Labs				
Environment	Poor	0.17	0.34	50.00
Size	Excel	0.85	0.85	100.00
Location	Good	0.20	0.26	80.00
Storage/Fixed Equip	Poor	0.13	0.26	50.00
P.E.				
Environment	Fair	1.25	1.92	65.00
Size	Unsat	0.00	4.80	0.00
Location	Good	1.15	1.44	80.00
Storage/Fixed Equip	Unsat	0.00	1.44	0.00
Performing Arts				
Environment	Good	0.48	0.60	80.00
Size	Unsat	0.00	1.51	0.00
Location	Good	0.36	0.45	80.00
Storage/Fixed Equip	Unsat	0.00	0.45	0.00
Media Center				
Environment	Good	0.78	0.97	80.00
Size	Unsat	0.00	2.44	0.00
Location	Fair	0.48	0.73	65.00
Storage/Fixed Equip	Good	0.58	0.73	80.00
Restrooms (Student)	Good	0.71	0.89	80.00
Administration	Fair	1.66	2.56	65.00
Counseling	Fair	0.19	0.29	65.00
Clinic	Good	0.47	0.58	80.00
Staff Lounge-WkRm	Good	1.01	1.27	80.00
Cafeteria	Good	4.00	5.00	80.00
Food Service and Prep	Good	4.96	6.20	80.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Good	1.60	2.00	80.00
Pedestrian Traffic	Fair	0.63	0.97	65.00
Parking	Excel	0.81	0.81	100.00
Play Areas	Excel	2.34	2.34	100.00
Safety and Security				
Fencing	Unsat	0.00	0.75	0.00
Signage & Way Finding	Fair	0.65	1.00	65.00
Ease of Supervision	Unsat	0.00	3.00	0.00
Controlled Entrances	Fair	0.33	0.50	65.00

Project #:	7293	County:	Lyon	Site #:	203
Project:	Assessments 2015	Region:	10	Site:	Fernley ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score
Total For Site:		**57.64**	**89.96**	**64.08**

Comments

Suitability - ES
Fernley Elementary School provides a comprehensive public education program for students in grades pre-k through 4. The facility also serves pre-school students in an Early Childhood Education program.

Suitability - ES->Learning Environment-->Interior Environment
The general interior environment lacks a consistent HVAC system. The rooms need updating and/or refurbishing.

Suitability - ES->Learning Environment-->Exterior Environment
There are no standards for exterior environment.

Suitability - ES->General Classrooms-->Environment
The general classrooms lack a consistent HVAC system. The rooms need updating and/or refurbishing.

Suitability - ES->General Classrooms-->Size
The restrooms in the kindergarten areas are too small.

Suitability - ES->General Classrooms-->Storage/Fixed Equip
The general classrooms lack permanent casework for teaching materials and records, counters at age-appropriate height, cubbies/coat hook area, a sink with bubbler, and 4 hard wired network jacks.

Suitability - ES->Kindergarten-->Size
The restroom is about 44% of standard.

Suitability - ES->Kindergarten-->Location
The kindergarten rooms are not located near the parent drop off and bus loading areas.

Suitability - ES->ECE-->Location
Play area is not adequately fenced.

Suitability - ES->Instructional Resource Rooms-->Environment
The instructional resource areas lack a consistent HVAC system and the rooms need updating and/or refurbishing.

Suitability - ES->Instructional Resource Rooms-->Size
The OT/PT room is about 77% of the standard for size.

Suitability - ES->Instructional Resource Rooms-->Storage/Fixed Equip
The general classrooms lack adequate permanent casework and appropriate storage for special needs equipment.

Suitability - ES->Science-->Environment
Fernley Elementary does not house a dedicated science room.

Suitability - ES->Science-->Size
Fernley Elementary does not house a dedicated science room.

Suitability - ES->Science-->Location
Fernley Elementary does not house a dedicated science room.

Suitability - ES->Science-->Storage/Fixed Equip
Fernley Elementary does not house a dedicated science room.

Suitability - ES->Music-->Environment
Fernley Elementary School does not house a space dedicated to music.

Suitability - ES->Music-->Size
Fernley Elementary School does not house a space dedicated to music.

Project #:	7293	County:	Lyon	Site #:	203
Project:	Assessments 2015	Region:	10	Site:	Fernley ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - ES->Music-->Location
Fernley Elementary School does not house a space dedicated to music.

Suitability - ES->Music-->Storage/Fixed Equip
Fernley Elementary School does not house a space dedicated to music.

Suitability - ES->Computer Labs-->Environment
The computer lab lacks security for the equipment in some parts of the school. It also lacks an indoor air quality system, consistent and proper ventilation, and consistent and adequate climate control.

Suitability - ES->Computer Labs-->Storage/Fixed Equip
The computer lab lacks teacher cabinet, storage cabinet, bookcases, and consistent wireless connectivity.

Suitability - ES->P.E.-->Environment
The general classrooms lack a consistent HVAC system. The rooms need updating and/or refurbishing.

Suitability - ES->P.E.-->Size
The gymnasium is about 30% of standard in size.

Suitability - ES->P.E.-->Location
The gymnasium lacks access to public restrooms.

Suitability - ES->P.E.-->Storage/Fixed Equip
The gymnasium lacks fountains, backboards, padding, and adequate storage.

Suitability - ES->Performing Arts-->Size
The Multipurpose room lacks a permanent stage with curtains.

Suitability - ES->Performing Arts-->Storage/Fixed Equip
Fernley Elementary lacks an ADA accessible stage.

Suitability - ES->Media Center-->Size
The media center is only 33% of the standard for size.

Suitability - ES->Media Center-->Location
The media center is located toward the back of the campus.

Suitability - ES->Media Center-->Storage/Fixed Equip
The media center lacks storage.

Suitability - ES->Restrooms (Student)
The student restrooms lack urinal partitions.

Suitability - ES->Administration
The administrative area lacks restrooms and textbook storage rooms.

Suitability - ES->Counseling
Counseling lacks a reception/waiting area and does not have easy access to fire-and water-proof lockable cabinets.

Suitability - ES->Custodial and Maintenance
Custodial and maintenance lack a receiving area.

Suitability - ES->Outside-->Pedestrian Traffic
The pedestrians walk areas are unmarked and in some areas lack sidewalks and crosswalks.

Suitability - ES->Safety and Security-->Fencing
The school site and play areas are open in several areas, due to the lack of fencing and gates. Consequently, entrances and egresses are not limited.

Suitability - ES->Safety and Security-->Signage & Way Finding
The building lacks adequate exterior and interior signage or graphics to direct the public to major spaces of the school and grounds. They lack signage to direct parents to drop off and visitors to parking.

Project #:	7293	County:	Lyon	Site #:	203
Project:	Assessments 2015	Region:	10	Site:	Fernley ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - ES->Safety and Security-->Ease of Supervision

With multiple buildings, the facility lacks proper sightlines and includes several "hiding areas". The campus lacks good direct visibility via security cameras both inside and outside the building. The school also lacks camera surveillance of all parking areas and adequate lighting to all public areas.

Suitability - ES->Safety and Security-->Controlled Entrances

Public entrances are not controlled with a card/camera system and security vestibule.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	211
Project:	Assessments 2015	Region:	10	Site:	Riverview ES
Grade Config:	PK-6	Site Type:	Elementary	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - ES				
Learning Environment				
Learning Style Variety	Fair	3.25	5.00	65.00
Interior Environment	Good	1.60	2.00	80.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Excel	4.90	4.90	100.00
Size	Excel	12.25	12.25	100.00
Location	Good	2.94	3.68	80.00
Storage/Fixed Equip	Good	2.94	3.68	80.00
Kindergarten				
Environment	Excel	0.42	0.42	100.00
Size	Fair	0.68	1.04	65.00
Location	Excel	0.31	0.31	100.00
Storage/Fixed Equip	Good	0.25	0.31	80.00
ECE				
Environment	Good	0.40	0.50	80.00
Size	Fair	0.81	1.25	65.00
Location	Excel	0.37	0.37	100.00
Storage/Fixed Equip	Good	0.30	0.37	80.00
Self-Contained Special Ed				
Environment	Fair	0.31	0.48	65.00
Size	Good	0.96	1.20	80.00
Location	Good	0.29	0.36	80.00
Storage/Fixed Equip	Poor	0.18	0.36	50.00
Instructional Resource Rooms				
Environment	Fair	0.47	0.72	65.00
Size	Fair	1.17	1.80	65.00
Location	Good	0.43	0.54	80.00
Storage/Fixed Equip	Good	0.43	0.54	80.00
Science				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Music				
Environment	Poor	0.37	0.74	50.00

Project #:	7293	County:	Lyon	Site #:	211
Project:	Assessments 2015	Region:	10	Site:	Riverview ES
Grade Config:	PK-6	Site Type:	Elementary	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Fair	1.20	1.85	65.00
Location	Good	0.44	0.56	80.00
Storage/Fixed Equip	Poor	0.28	0.56	50.00
Art				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Computer Labs				
Environment	Good	0.27	0.34	80.00
Size	Excel	0.85	0.85	100.00
Location	Good	0.20	0.26	80.00
Storage/Fixed Equip	Poor	0.13	0.26	50.00
P.E.				
Environment	Good	1.54	1.92	80.00
Size	Excel	4.80	4.80	100.00
Location	Excel	1.44	1.44	100.00
Storage/Fixed Equip	Poor	0.72	1.44	50.00
Performing Arts				
Environment	Fair	0.39	0.60	65.00
Size	Fair	0.98	1.51	65.00
Location	Good	0.36	0.45	80.00
Storage/Fixed Equip	Unsat	0.00	0.45	0.00
Media Center				
Environment	Fair	0.63	0.97	65.00
Size	Unsat	0.00	2.44	0.00
Location	Good	0.58	0.73	80.00
Storage/Fixed Equip	Fair	0.48	0.73	65.00
Restrooms (Student)	Good	0.71	0.89	80.00
Administration	Good	2.05	2.56	80.00
Counseling	Excel	0.29	0.29	100.00
Clinic	Fair	0.38	0.58	65.00
Staff Lounge-WkRm	Good	1.01	1.27	80.00
Cafeteria	Good	4.00	5.00	80.00
Food Service and Prep	Good	4.96	6.20	80.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Excel	2.00	2.00	100.00
Pedestrian Traffic	Good	0.78	0.97	80.00
Parking	Good	0.65	0.81	80.00
Play Areas	Excel	2.34	2.34	100.00
Safety and Security				
Fencing	Excel	0.75	0.75	100.00
Signage & Way Finding	Good	0.80	1.00	80.00
Ease of Supervision	Good	2.40	3.00	80.00
Controlled Entrances	Fair	0.33	0.50	65.00

Project #:	7293	County:	Lyon	Site #:	211
Project:	Assessments 2015	Region:	10	Site:	Riverview ES
Grade Config:	PK-6	Site Type:	Elementary	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score
Total For Site:		**75.20**	**93.66**	**80.29**

Comments

Suitability - ES
Riverview Elementary School is located on the east side of Dayton and provides programs for students in grades PK-6 from the surrounding area. The school was built in 2007 and remains essentially as it was built.

Suitability - ES->Learning Environment-->Learning Style Variety
General classrooms are large enough to allow for a variety of instructional styles. The school as a whole, however, does not provide a variety of teaching and learning styles.

Suitability - ES->Learning Environment-->Exterior Environment
There are no standards for exterior environment.

Suitability - ES->Kindergarten-->Size
The kindergarten rooms meet the size standard but do not have restrooms or a wet area around the sink.

Suitability - ES->ECE-->Size
The ECE room meets the size standard but does not have restrooms, a changing area, or a wet area near the sink.

Suitability - ES->Self-Contained Special Ed-->Environment
The autism spectrum program is housed in a regular classroom space.

Suitability - ES->Self-Contained Special Ed-->Storage/Fixed Equip
The autism spectrum classroom has no equipment or storage different than that in a regular program classroom

Suitability - ES->Instructional Resource Rooms-->Environment
The OT/PT space is small which limits the ability to provide an overall stimulating environment.

Suitability - ES->Instructional Resource Rooms-->Size
The OT/PT space meets approximately 70% of the space requirement.

Suitability - ES->Music-->Environment
Music is taught in a general classroom space.

Suitability - ES->Music-->Size
Music is held in a general classroom space

Suitability - ES->Music-->Storage/Fixed Equip
The music room has no specialized equipment or storage.

Suitability - ES->Art
There is no art program.

Suitability - ES->Computer Labs-->Storage/Fixed Equip
The only fixed equipment in the computer lab that is different than that in a regular classroom is the electrical strips.

Suitability - ES->P.E.-->Storage/Fixed Equip
The PE space is in the multi-purpose room where storage is minimal and the floor is tile.

Suitability - ES->Performing Arts-->Environment
The only performing arts space is the multi-purpose room which does not have a stage or storage.

Suitability - ES->Performing Arts-->Size
The overall size is adequate but there is no stage or storage.

Suitability - ES->Performing Arts-->Storage/Fixed Equip
There is no storage or equipment associated with performing arts.

Project #:	7293	County:	Lyon	Site #:	211
Project:	Assessments 2015	Region:	10	Site:	Riverview ES
Grade Config:	PK-6	Site Type:	Elementary	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - ES->Media Center-->Environment

Since the school is relatively new all spaces provide a degree of aesthetics. The media center is located in an oversized general classroom type space rather than serving as a focal point for the school.

Suitability - ES->Media Center-->Size

The media center meets less than 50% of the size standard.

Suitability - ES->Media Center-->Storage/Fixed Equip

The media center is in a classroom type space with minimal storage and fixed equipment normally associated with libraries.

Suitability - ES->Administration

Overall, the administrative spaces are good. The configuration makes monitoring of front entrance difficult.

Suitability - ES->Clinic

The clinic does not include restrooms or bed separation.

Suitability - ES->Staff Lounge-WkRm

The staff workroom is good but is also used as general school storage.

Suitability - ES->Cafeteria

The cafeteria space meets requirements but there is not adequate storage.

Suitability - ES->Safety and Security-->Controlled Entrances

Entrances are controlled but it is difficult to monitor traffic in and out the main door.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	205
Project:	Assessments 2015	Region:	10	Site:	Silver Stage ES
Grade Config:	PK-8	Site Type:	Elementary	Site Size:	33.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - PK-8				
Learning Environment				
Learning Style Variety	Good	4.00	5.00	80.00
Interior Environment	Fair	1.30	2.00	65.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Fair	2.41	3.70	65.00
Size	Excel	9.25	9.25	100.00
Location	Good	2.22	2.78	80.00
Storage/Fixed Equip	Good	2.22	2.78	80.00
Kindergarten				
Environment	Good	0.27	0.34	80.00
Size	Good	0.67	0.84	80.00
Location	Excel	0.25	0.25	100.00
Storage/Fixed Equip	Good	0.20	0.25	80.00
ECE				
Environment	Good	0.27	0.34	80.00
Size	Good	0.67	0.84	80.00
Location	Excel	0.25	0.25	100.00
Storage/Fixed Equip	Fair	0.16	0.25	65.00
Self-Contained Special Ed				
Environment	Good	0.45	0.56	80.00
Size	Good	1.12	1.41	80.00
Location	Good	0.34	0.42	80.00
Storage/Fixed Equip	Good	0.34	0.42	80.00
Instructional Resource Rooms				
Environment	Good	0.67	0.84	80.00
Size	Excel	2.11	2.11	100.00
Location	Excel	0.63	0.63	100.00
Storage/Fixed Equip	Good	0.51	0.63	80.00
Science				
Environment	Unsat	0.00	0.77	0.00
Size	Unsat	0.00	1.93	0.00
Location	Unsat	0.00	0.58	0.00
Storage/Fixed Equip	Unsat	0.00	0.58	0.00
Music				
Environment	Good	0.60	0.76	80.00

Project #: 7293		County: Lyon		Site #: 205	
Project: Assessments 2015		Region: 10		Site: Silver Stage ES	
Grade Config: PK-8		Site Type: Elementary		Site Size: 33.00	

Suitability	Rating	Score	Possible Score	Percent Score
Size	Fair	1.23	1.89	65.00
Location	Excel	0.57	0.57	100.00
Storage/Fixed Equip	Fair	0.37	0.57	65.00
Art				
Environment	Unsat	0.00	0.44	0.00
Size	Unsat	0.00	1.09	0.00
Location	Unsat	0.00	0.33	0.00
Storage/Fixed Equip	Unsat	0.00	0.33	0.00
Career Tech Ed				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Computer Labs				
Environment	Poor	0.15	0.30	50.00
Size	Good	0.60	0.75	80.00
Location	Excel	0.23	0.23	100.00
Storage/Fixed Equip	Good	0.18	0.23	80.00
P.E.				
Environment	Excel	2.06	2.06	100.00
Size	Good	4.13	5.16	80.00
Location	Excel	1.55	1.55	100.00
Storage/Fixed Equip	Fair	1.01	1.55	65.00
Performing Arts				
Environment	Unsat	0.00	0.47	0.00
Size	Unsat	0.00	1.17	0.00
Location	Unsat	0.00	0.35	0.00
Storage/Fixed Equip	Unsat	0.00	0.35	0.00
Media Center				
Environment	Fair	0.45	0.69	65.00
Size	Unsat	0.00	1.74	0.00
Location	Excel	0.52	0.52	100.00
Storage/Fixed Equip	Fair	0.34	0.52	65.00
Restrooms (Student)	Fair	0.59	0.91	65.00
Administration	Poor	1.13	2.27	50.00
Counseling	Good	0.33	0.41	80.00
Clinic	Good	0.27	0.34	80.00
Staff Lounge-WkRm	Good	0.72	0.91	80.00
Cafeteria	Good	4.00	5.00	80.00
Food Service and Prep	Fair	5.10	7.84	65.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Poor	1.50	3.00	50.00
Pedestrian Traffic	Poor	0.50	1.00	50.00
Parking	Excel	1.35	1.35	100.00
Athletic Courts and Fields	Good	1.31	1.64	80.00

Project #:	7293	County:	Lyon	Site #:	205
Project:	Assessments 2015	Region:	10	Site:	Silver Stage ES
Grade Config:	PK-8	Site Type:	Elementary	Site Size:	33.00

Suitability	Rating	Score	Possible Score	Percent Score
Safety and Security				
Fencing	Unsat	0.00	1.22	0.00
Signage & Way Finding	Fair	0.10	0.15	65.00
Ease of Supervision	Unsat	0.00	2.00	0.00
Controlled Entrances	Unsat	0.00	0.50	0.00
Total For Site:		**61.61**	**92.38**	**66.69**

Comments

Silver Stage ES

Silver Springs ES has been combined with Silver Stage MS to be one K-8 ES, which is called Silver Stage ES.

Suitability - PK-8

Recently the elementary school program and the middle school program were merged into one program called Silver Stage Elementary. As Silver Stage Elementary it now offers a comprehensive program for students in pre-k through 8. It also offers an Early Childhood Education program.

Suitability - PK-8->Learning Environment-->Interior Environment

The learning environment lacks consistent HVAC and adequate climate control. There is also transfer of noise from traffic in the halls and, in some cases, other classrooms.

Suitability - PK-8->Learning Environment-->Exterior Environment

There are no standards for exterior environment.

Suitability - PK-8->General Classrooms-->Environment

The general classrooms lack consistent HVAC and adequate climate control. There is also transfer of noise from traffic in the halls and, in some cases, other classrooms. Furthermore, several rooms need refurbishing.

Suitability - PK-8->ECE-->Storage/Fixed Equip

Kindergarten lacks a wet area and a restroom in or adjacent to the classroom.

Suitability - PK-8->Science-->Environment

The school does not maintain a dedicated science room.

Suitability - PK-8->Science-->Size

The school does not maintain a dedicated science room.

Suitability - PK-8->Science-->Location

The school does not maintain a dedicated science room.

Suitability - PK-8->Science-->Storage/Fixed Equip

The school does not maintain a dedicated science room.

Suitability - PK-8->Music-->Size

The music room is about 67% of the standard in size for a middle school.

Suitability - PK-8->Music-->Storage/Fixed Equip

The music room lacks adequate casework and storage.

Suitability - PK-8->Art-->Environment

The school does not house a dedicated art room.

Suitability - PK-8->Art-->Size

The school does not house a dedicated art room.

Suitability - PK-8->Art-->Location

The school does not house a dedicated art room.

Project #:	7293	County:	Lyon	Site #:	205
Project:	Assessments 2015	Region:	10	Site:	Silver Stage ES
Grade Config:	PK-8	Site Type:	Elementary	Site Size:	33.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - PK-8->Art-->Storage/Fixed Equip
The school does not house a dedicated art room.

Suitability - PK-8->Career Tech Ed
Silver Stage Elementary School does not support a dedicated career technology education room.

Suitability - PK-8->Computer Labs-->Environment
The computer labs lack maximum securities for the equipment, consistent HVAC temperatures, and indoor air quality systems.

Suitability - PK-8->P.E.-->Storage/Fixed Equip
The gymnasium lacks adequate and appropriate storage and safety padding.

Suitability - PK-8->Performing Arts
Silver Stage Elementary School does not maintain a performing arts program.

Suitability - PK-8->Performing Arts-->Environment
Silver Stage Elementary School does not house a performing arts program.

Suitability - PK-8->Performing Arts-->Size
Silver Stage Elementary School does not house a performing arts program.

Suitability - PK-8->Performing Arts-->Location
Silver Stage Elementary School does not house a performing arts program.

Suitability - PK-8->Performing Arts-->Storage/Fixed Equip
Silver Stage Elementary School does not house a performing arts program.

Suitability - PK-8->Media Center-->Environment
Both media centers have inconsistent HVAC temperatures and lack acoustical materials in place to allow for different activities to occur at the same time without interference.

Suitability - PK-8->Media Center-->Size
Both media centers combined comprise 44% of the elementary standard or 38% of the middle school standard for size.

Suitability - PK-8->Media Center-->Storage/Fixed Equip
Both media centers lack adequate storage.

Suitability - PK-8->Restrooms (Student)
The student restrooms are not sufficient or adequately located to accommodate the current program needs. The urinals lack privacy walls.

Suitability - PK-8->Administration
Administrative office/clerical space lacks sufficient reception space for parents and visitors and a small meeting space for meetings of up to 10 people. The faculty mailboxes are accessed through the public space.

Suitability - PK-8->Food Service and Prep
Food services lack adequate storage, staff lockers and a peep hole or window in the delivery door.

Suitability - PK-8->Custodial and Maintenance
Custodial and maintenance lack a receiving area.

Suitability - PK-8->Outside-->Vehicular Traffic
Bus, parents, and service lanes conflict with each other. Parents and children often walk amongst the buses and cars to get their children.

Suitability - PK-8->Outside-->Pedestrian Traffic
Pedestrians lack walk routes (sidewalks and marked/raised crosswalks) that direct students and the public to appropriate entrances.

Project #:	7293	County:	Lyon	Site #:	205
Project:	Assessments 2015	Region:	10	Site:	Silver Stage ES
Grade Config:	PK-8	Site Type:	Elementary	Site Size:	33.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - PK-8->Safety and Security-->Fencing

The school is not appropriately secured. Entrances and egresses are not limited, where appropriate and the campus lacks a single point of entry.

Suitability - PK-8->Safety and Security-->Signage & Way Finding

The building lacks adequate exterior signage or graphics to direct the public to major spaces. rooms have numbers and names.

Suitability - PK-8->Safety and Security-->Ease of Supervision

The facility lacks proper sightlines and includes several "hiding areas." The campus lacks appropriate exterior lighting, and direct visibility via security cameras both inside and outside the building. The school also lacks camera surveillance of all parking areas and adequate lighting to all public areas.

Suitability - PK-8->Safety and Security-->Controlled Entrances

The campus lacks a single point of entry and the school lacks a controlled card/camera system.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	210
Project:	Assessments 2015	Region:	10	Site:	Sutro ES
Grade Config:	PK-6	Site Type:	Elementary	Site Size:	10.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - ES				
Learning Environment				
Learning Style Variety	Fair	3.25	5.00	65.00
Interior Environment	Good	1.60	2.00	80.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Good	3.92	4.90	80.00
Size	Excel	12.25	12.25	100.00
Location	Good	2.94	3.68	80.00
Storage/Fixed Equip	Poor	1.84	3.68	50.00
Kindergarten				
Environment	Good	0.33	0.42	80.00
Size	Excel	1.04	1.04	100.00
Location	Fair	0.20	0.31	65.00
Storage/Fixed Equip	Poor	0.16	0.31	50.00
ECE				
Environment	Good	0.40	0.50	80.00
Size	Excel	1.25	1.25	100.00
Location	Fair	0.24	0.37	65.00
Storage/Fixed Equip	Poor	0.19	0.37	50.00
Self-Contained Special Ed				
Environment	Fair	0.31	0.48	65.00
Size	Good	0.96	1.20	80.00
Location	Good	0.29	0.36	80.00
Storage/Fixed Equip	Poor	0.18	0.36	50.00
Instructional Resource Rooms				
Environment	Good	0.58	0.72	80.00
Size	Good	1.44	1.80	80.00
Location	Good	0.43	0.54	80.00
Storage/Fixed Equip	Poor	0.27	0.54	50.00
Science				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Music				
Environment	(N/A)	0.00	0.00	0.00

Project #:	7293	County:	Lyon	Site #:	210
Project:	Assessments 2015	Region:	10	Site:	Sutro ES
Grade Config:	PK-6	Site Type:	Elementary	Site Size:	10.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Art				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Computer Labs				
Environment	Fair	0.22	0.34	65.00
Size	Unsat	0.00	0.85	0.00
Location	Fair	0.17	0.26	65.00
Storage/Fixed Equip	Fair	0.17	0.26	65.00
P.E.				
Environment	Good	1.54	1.92	80.00
Size	Excel	4.80	4.80	100.00
Location	Fair	0.94	1.44	65.00
Storage/Fixed Equip	Fair	0.94	1.44	65.00
Performing Arts				
Environment	Good	0.48	0.60	80.00
Size	Poor	0.76	1.51	50.00
Location	Good	0.36	0.45	80.00
Storage/Fixed Equip	Poor	0.23	0.45	50.00
Media Center				
Environment	Fair	0.63	0.97	65.00
Size	Unsat	0.00	2.44	0.00
Location	Fair	0.48	0.73	65.00
Storage/Fixed Equip	Poor	0.37	0.73	50.00
Restrooms (Student)	Good	0.71	0.89	80.00
Administration	Fair	1.66	2.56	65.00
Counseling	Good	0.23	0.29	80.00
Clinic	Fair	0.38	0.58	65.00
Staff Lounge-WkRm	Fair	0.82	1.27	65.00
Cafeteria	Good	4.00	5.00	80.00
Food Service and Prep	Good	4.96	6.20	80.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Good	1.60	2.00	80.00
Pedestrian Traffic	Good	0.78	0.97	80.00
Parking	Excel	0.81	0.81	100.00
Play Areas	Good	1.87	2.34	80.00
Safety and Security				
Fencing	Good	0.60	0.75	80.00
Signage & Way Finding	Good	0.80	1.00	80.00
Ease of Supervision	Good	2.40	3.00	80.00
Controlled Entrances	Poor	0.25	0.50	50.00

Project #:	7293	County:	Lyon	Site #:	210
Project:	Assessments 2015	Region:	10	Site:	Sutro ES
Grade Config:	PK-6	Site Type:	Elementary	Site Size:	10.00

Suitability	Rating	Score	Possible Score	Percent Score
Total For Site:		**68.43**	**89.96**	**76.06**

Comments

Suitability - ES
Sutro Elementary, located in the Dayton attendance area serves students in grades PK-6 from the surrounding area. The school is located in an established residential area.

Suitability - ES->Learning Environment-->Learning Style Variety
Sutro Elementary consists primarily of general classrooms and a multi-purpose room. There is little opportunity for differentiated instruction.

Suitability - ES->Learning Environment-->Exterior Environment
There are no standards for exterior environment.

Suitability - ES->General Classrooms-->Storage/Fixed Equip
General classrooms have minimal storage or equipment with the exception that many classrooms include audio systems.

Suitability - ES->Kindergarten-->Location
One kindergarten room is located with ease of access to the playground, one is located in the 3rd/4th grade hall. The kindergarten rooms are not located together.

Suitability - ES->Kindergarten-->Storage/Fixed Equip
The kindergarten room has minimal storage and equipment. There are no restrooms.

Suitability - ES->ECE-->Location
The pre-k rooms are located in the 3rd/4th grade hall away from easy access.

Suitability - ES->ECE-->Storage/Fixed Equip
Pre-k rooms have minimal storage and equipment. There are no restrooms.

Suitability - ES->Self-Contained Special Ed-->Environment
Special education is housed in a regular classroom space

Suitability - ES->Self-Contained Special Ed-->Storage/Fixed Equip
The special education (SED) room has minimal storage and equipment.

Suitability - ES->Instructional Resource Rooms-->Storage/Fixed Equip
Resource rooms have minimal storage and equipment.

Suitability - ES->Music
There is no music program.

Suitability - ES->Art
There is no art program.

Suitability - ES->Computer Labs-->Environment
The computer lab is located in a small space that doesn't allow for a stimulating environment.

Suitability - ES->Computer Labs-->Size
The computer lab meets less than 50% of the size standard.

Suitability - ES->Computer Labs-->Location
The computer lab is located in the K-2 hall, away from the other instructional spaces.

Suitability - ES->Computer Labs-->Storage/Fixed Equip
The space has been retro-fitted with stations and electrical connections.

Project #:	7293	County:	Lyon	Site #:	210
Project:	Assessments 2015	Region:	10	Site:	Sutro ES
Grade Config:	PK-6	Site Type:	Elementary	Site Size:	10.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - ES->P.E.-->Size
Physical education has a classroom dedicated to this program as well as use of the multi-purpose room and outside spaces.

Suitability - ES->P.E.-->Location
The multi-purpose rooms is located appropriately. The classroom is located with ease of outside access but away from the multi-purpose space.

Suitability - ES->P.E.-->Storage/Fixed Equip
The multi-purpose room has minimal PE storage. The fact that a classroom is dedicated to PE provides some additional space.

Suitability - ES->Performing Arts-->Size
The only performing arts space is the multi-purpose room. There is no stage.

Suitability - ES->Performing Arts-->Storage/Fixed Equip
There is no storage dedicated to performing arts.

Suitability - ES->Media Center-->Environment
The media center is located in an oversized classroom space limiting the environmental amenities.

Suitability - ES->Media Center-->Size
The media center meets less than 50% of the size standard.

Suitability - ES->Media Center-->Location
The media center is located in the 5th - 6th grade hall. A more central location is desirable.

Suitability - ES->Media Center-->Storage/Fixed Equip
The media center has little of the storage or equipment normally associated with this type of space.

Suitability - ES->Administration
Administrative spaces are small with no conference room and no visual access to the entrance.

Suitability - ES->Clinic
The clinic includes restrooms but no cot separation and is located away from the administrative area.

Suitability - ES->Staff Lounge-WkRm
Staff workroom is located in a classroom space so the size is reasonable. Faculty restrooms are not located nearby.

Suitability - ES->Safety and Security-->Controlled Entrances
Sutro Elementary has numerous entrances that are not always controlled. The main entrance is near the office but does not have visual access.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	202
Project:	Assessments 2015	Region:	10	Site:	Yerington ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - ES				
Learning Environment				
Learning Style Variety	Good	4.00	5.00	80.00
Interior Environment	Poor	1.00	2.00	50.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Good	3.92	4.90	80.00
Size	Excel	12.25	12.25	100.00
Location	Poor	1.84	3.68	50.00
Storage/Fixed Equip	Good	2.94	3.68	80.00
Kindergarten				
Environment	Good	0.33	0.42	80.00
Size	Excel	1.04	1.04	100.00
Location	Fair	0.20	0.31	65.00
Storage/Fixed Equip	Fair	0.20	0.31	65.00
ECE				
Environment	Poor	0.25	0.50	50.00
Size	Fair	0.81	1.25	65.00
Location	Poor	0.19	0.37	50.00
Storage/Fixed Equip	Good	0.30	0.37	80.00
Self-Contained Special Ed				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Instructional Resource Rooms				
Environment	Good	0.58	0.72	80.00
Size	Excel	1.80	1.80	100.00
Location	Good	0.43	0.54	80.00
Storage/Fixed Equip	Good	0.43	0.54	80.00
Science				
Environment	Good	0.40	0.50	80.00
Size	Excel	1.25	1.25	100.00
Location	Good	0.30	0.38	80.00
Storage/Fixed Equip	Good	0.30	0.38	80.00
Music				
Environment	Fair	0.48	0.74	65.00

Project #:	7293	County:	Lyon	Site #:	202
Project:	Assessments 2015	Region:	10	Site:	Yerington ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Unsat	0.00	1.85	0.00
Location	Poor	0.28	0.56	50.00
Storage/Fixed Equip	Poor	0.28	0.56	50.00
Art				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Computer Labs				
Environment	Good	0.27	0.34	80.00
Size	Excel	0.85	0.85	100.00
Location	Good	0.20	0.26	80.00
Storage/Fixed Equip	Good	0.20	0.26	80.00
P.E.				
Environment	Good	1.54	1.92	80.00
Size	Excel	4.80	4.80	100.00
Location	Good	1.15	1.44	80.00
Storage/Fixed Equip	Poor	0.72	1.44	50.00
Performing Arts				
Environment	Fair	0.39	0.60	65.00
Size	Poor	0.76	1.51	50.00
Location	Good	0.36	0.45	80.00
Storage/Fixed Equip	Unsat	0.00	0.45	0.00
Media Center				
Environment	Good	0.78	0.97	80.00
Size	Unsat	0.00	2.44	0.00
Location	Good	0.58	0.73	80.00
Storage/Fixed Equip	Good	0.58	0.73	80.00
Restrooms (Student)	Good	0.71	0.89	80.00
Administration	Fair	1.66	2.56	65.00
Counseling	Fair	0.19	0.29	65.00
Clinic	Fair	0.38	0.58	65.00
Staff Lounge-WkRm	Good	1.01	1.27	80.00
Cafeteria	Good	4.00	5.00	80.00
Food Service and Prep	Good	4.96	6.20	80.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Poor	1.00	2.00	50.00
Pedestrian Traffic	Poor	0.49	0.97	50.00
Parking	Fair	0.53	0.81	65.00
Play Areas	Good	1.87	2.34	80.00
Safety and Security				
Fencing	Poor	0.38	0.75	50.00
Signage & Way Finding	Fair	0.65	1.00	65.00
Ease of Supervision	Poor	1.50	3.00	50.00
Controlled Entrances	Poor	0.25	0.50	50.00

Project #:	7293	County:	Lyon	Site #:	202
Project:	Assessments 2015	Region:	10	Site:	Yerington ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score
Total For Site:		**68.99**	**93.76**	**73.58**

Comments

Suitability - ES
Yerington Elementary School provides programs for students from the greater Yerington area in grades pre-k through 4. The facility consists of 6 separate buildings and shares some space with the adjacent intermediate school.

Suitability - ES->Learning Environment-->Learning Style Variety
The size of the general classrooms as well as some specialized spaces (science / stem room, multi-purpose room) allow for various group size activities.

Suitability - ES->Learning Environment-->Interior Environment
The configuration of the school being six separate buildings and a modular makes circulation difficult.

Suitability - ES->Learning Environment-->Exterior Environment
There are no standards for exterior environment.

Suitability - ES->General Classrooms-->Location
General classrooms are spread among different buildings. Access to some is through other classrooms.

Suitability - ES->Kindergarten-->Location
The kindergarten rooms are located together but in a separate building away core facilities.

Suitability - ES->Kindergarten-->Storage/Fixed Equip
Kindergarten rooms have appropriate storage. There are no in-room restrooms.

Suitability - ES->ECE-->Environment
There are 3 ECE classrooms. Two are located in a modular facility without appropriate aesthetics.

Suitability - ES->ECE-->Size
Two of the three ECE classrooms are located in modular classrooms that meet approximately 80% of the size standard.

Suitability - ES->ECE-->Location
Two of the three ECE classrooms are located in a modular classroom.

Suitability - ES->Music-->Environment
The small size of the music room limits the environmental enhancements.

Suitability - ES->Music-->Size
The music room meets less than 50% of the space standard.

Suitability - ES->Music-->Location
The music room is located in a building that serves primarily intermediate school students.

Suitability - ES->Music-->Storage/Fixed Equip
The music room has no storage or equipment normally associated with the program.

Suitability - ES->Art
There is no art program.

Suitability - ES->P.E.-->Storage/Fixed Equip
Storage for PE supplies is minimal.

Suitability - ES->Performing Arts-->Environment
The only performing arts space is the multi-purpose room with no stage.

Project #:	7293	County:	Lyon	Site #:	202
Project:	Assessments 2015	Region:	10	Site:	Yerington ES
Grade Config:	PK-4	Site Type:	Elementary	Site Size:	6.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - ES->Performing Arts-->Size
There is no stage.

Suitability - ES->Performing Arts-->Storage/Fixed Equip
There is no storage or equipment associated with performing arts.

Suitability - ES->Media Center-->Size
The media center meets less than 50% of the size standard.

Suitability - ES->Media Center-->Storage/Fixed Equip
The media center meets less than 50% of the size standard.

Suitability - ES->Administration
Most administrative areas exist but are small. There is no conference room.

Suitability - ES->Counseling
The counseling office is small and there is no reception area.

Suitability - ES->Clinic
The clinic is small, does have a restroom, but no cot separation.

Suitability - ES->Outside-->Vehicular Traffic
All parent and bus traffic is on street.

Suitability - ES->Outside-->Pedestrian Traffic
Pedestrian traffic crosses other traffic lanes.

Suitability - ES->Outside-->Parking
Staff parking is adequate but not conveniently located. Visitor parking is on street.

Suitability - ES->Safety and Security-->Fencing
The site has some fencing but their are numerous access points.

Suitability - ES->Safety and Security-->Signage & Way Finding
Most spaces are marked but the number and configuration of buildings causes some confusion.

Suitability - ES->Safety and Security-->Ease of Supervision
The number of buildings and walkways between them make supervision problematic.

Suitability - ES->Safety and Security-->Controlled Entrances
The school configuration provides numerous access points.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	208
Project:	Assessments 2015	Region:	10	Site:	Dayton IS
Grade Config:	7-8	Site Type:	Intermediate	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - MS				
Learning Environment				
Learning Style Variety	Excel	5.00	5.00	100.00
Interior Environment	Good	1.60	2.00	80.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Good	3.12	3.90	80.00
Size	Excel	9.75	9.75	100.00
Location	Excel	2.93	2.93	100.00
Storage/Fixed Equip	Good	2.34	2.93	80.00
Self-Contained Special Ed				
Environment	Good	0.44	0.55	80.00
Size	Good	1.09	1.36	80.00
Location	Excel	0.41	0.41	100.00
Storage/Fixed Equip	Good	0.33	0.41	80.00
Instructional Resource Rooms				
Environment	Excel	0.82	0.82	100.00
Size	Excel	2.05	2.05	100.00
Location	Excel	0.61	0.61	100.00
Storage/Fixed Equip	Excel	0.61	0.61	100.00
Science				
Environment	Excel	0.95	0.95	100.00
Size	Good	1.91	2.39	80.00
Location	Excel	0.72	0.72	100.00
Storage/Fixed Equip	Fair	0.47	0.72	65.00
Music				
Environment	Good	0.59	0.74	80.00
Size	Good	1.47	1.84	80.00
Location	Good	0.44	0.55	80.00
Storage/Fixed Equip	Unsat	0.00	0.55	0.00
Art				
Environment	Good	0.52	0.65	80.00
Size	Poor	0.81	1.61	50.00
Location	Good	0.39	0.48	80.00
Storage/Fixed Equip	Good	0.39	0.48	80.00
Career Tech Ed				
Environment	(N/A)	0.00	0.00	0.00

Project #:	7293	County:	Lyon	Site #:	208
Project:	Assessments 2015	Region:	10	Site:	Dayton IS
Grade Config:	7-8	Site Type:	Intermediate	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Computer Labs				
Environment	Fair	0.20	0.30	65.00
Size	Good	0.60	0.75	80.00
Location	Good	0.18	0.23	80.00
Storage/Fixed Equip	Fair	0.15	0.23	65.00
P.E.				
Environment	Excel	2.40	2.40	100.00
Size	Excel	6.00	6.00	100.00
Location	Excel	1.80	1.80	100.00
Storage/Fixed Equip	Excel	1.80	1.80	100.00
Performing Arts				
Environment	Excel	0.42	0.42	100.00
Size	Poor	0.52	1.05	50.00
Location	Good	0.25	0.31	80.00
Storage/Fixed Equip	Unsat	0.00	0.31	0.00
Media Center				
Environment	Good	0.74	0.93	80.00
Size	Unsat	0.00	2.32	0.00
Location	Excel	0.70	0.70	100.00
Storage/Fixed Equip	Good	0.56	0.70	80.00
Restrooms (Student)	Good	0.74	0.93	80.00
Administration	Excel	2.10	2.10	100.00
Counseling	Fair	0.28	0.42	65.00
Clinic	Excel	0.34	0.34	100.00
Staff Lounge-WkRm	Excel	0.91	0.91	100.00
Cafeteria	Excel	4.00	4.00	100.00
Food Service and Prep	Poor	2.86	5.72	50.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Excel	4.00	4.00	100.00
Pedestrian Traffic	Excel	0.43	0.43	100.00
Parking	Excel	0.86	0.86	100.00
Athletic Courts and Fields	Excel	1.05	1.05	100.00
Safety and Security				
Fencing	Excel	0.78	0.78	100.00
Signage & Way Finding	Fair	0.65	1.00	65.00
Ease of Supervision	Good	2.40	3.00	80.00
Controlled Entrances	Poor	0.25	0.50	50.00
Total For Site:		**78.08**	**91.76**	**85.09**

Comments

Project #:	7293	County:	Lyon	Site #:	208
Project:	Assessments 2015	Region:	10	Site:	Dayton IS
Grade Config:	7-8	Site Type:	Intermediate	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - MS

Dayton Intermediate School offers a comprehensive program for students in grades 7 and 8.

Suitability - MS->Learning Environment-->Interior Environment

The learning environment has some noise transfer between classrooms due to hall traffic. The HVAC is inconsistent throughout the building leaving some rooms very hot while others are very cold.

Suitability - MS->Learning Environment-->Exterior Environment

There are no standards for exterior environment.

Suitability - MS->General Classrooms-->Environment

Generally the classrooms have some noise transfer between classrooms due to hall traffic on hard floors. The HVAC is inconsistent throughout the building leaving some rooms very hot while others are very cold.

Suitability - MS->Science-->Storage/Fixed Equip

The science labs lack a preparation area, safety blankets, and sufficient storage.

Suitability - MS->Music-->Storage/Fixed Equip

The combined choral and band room lacks adequate casework, an adequate storage room, a sink and drinking fountain, high ceilings, and appropriate technology.

Suitability - MS->Art-->Size

The current art room exists in the former FAC room and is about 53% of the standard in size for an art room.

Suitability - MS->Career Tech Ed-->Environment

Dayton Intermediate school does not house a career and technical education program.

Suitability - MS->Career Tech Ed-->Size

Dayton Intermediate school does not house a career and technical education program.

Suitability - MS->Career Tech Ed-->Location

Dayton Intermediate school does not house a career and technical education program.

Suitability - MS->Career Tech Ed-->Storage/Fixed Equip

Dayton Intermediate school does not house a career and technical education program.

Suitability - MS->Computer Labs-->Environment

Some computer labs lack security, consistent HAVC temperatures, and an indoor air quality system for the removal of dust.

Suitability - MS->Computer Labs-->Storage/Fixed Equip

Some computer labs lack a teacher cabinet and a storage cabinet.

Suitability - MS->P.E.-->Size

The physical education program is housed primarily in the locker rooms and gymnasium. Those areas alone meet only 76% of the standard in size. However, the multi-purpose room has a full size court and bleachers. The two areas together exceed the size standard for the physical education program.

Suitability - MS->Performing Arts-->Size

The performing arts program is housed in a classroom and a flat surface from the multi-purpose room. It lacks a permanent stage with lights and storage. However, it does have a portable stage.

Suitability - MS->Performing Arts-->Storage/Fixed Equip

The performing arts program has only a portable stage and lacks any ADA access to the stage.

Suitability - MS->Media Center-->Size

The media center is only 15% of the standard for size.

Suitability - MS->Restrooms (Student)

The restrooms lack urinal partitions.

Project #:	7293	County:	Lyon	Site #:	208
Project:	Assessments 2015	Region:	10	Site:	Dayton IS
Grade Config:	7-8	Site Type:	Intermediate	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - MS->Counseling

The counseling area is a former classroom and lacks a reception area, a conference room, and easy access to student records.

Suitability - MS->Food Service and Prep

The food service area is primarily used for a warming kitchen and service area. The space is very small and lacks adequate storage, an office, a changing area, lockers, and a restroom.

Suitability - MS->Custodial and Maintenance

Custodial lacks a receiving area.

Suitability - MS->Safety and Security-->Signage & Way Finding

The building lacks adequate exterior and interior signage or graphics to direct the public to major spaces of the school and grounds. They lack signage to direct parents to drop off and visitors to parking.

Suitability - MS->Safety and Security-->Controlled Entrances

The building lacks a card/camera system.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	303
Project:	Assessments 2015	Region:	10	Site:	Fernley IS
Grade Config:	5-6	Site Type:	Intermediate	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - MS				
Learning Environment				
Learning Style Variety	Poor	2.50	5.00	50.00
Interior Environment	Poor	1.00	2.00	50.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Poor	1.95	3.90	50.00
Size	Excel	9.75	9.75	100.00
Location	Good	2.34	2.93	80.00
Storage/Fixed Equip	Poor	1.46	2.93	50.00
Self-Contained Special Ed				
Environment	Poor	0.27	0.55	50.00
Size	Excel	1.36	1.36	100.00
Location	Good	0.33	0.41	80.00
Storage/Fixed Equip	Poor	0.20	0.41	50.00
Instructional Resource Rooms				
Environment	Poor	0.41	0.82	50.00
Size	Excel	2.05	2.05	100.00
Location	Poor	0.31	0.61	50.00
Storage/Fixed Equip	Poor	0.31	0.61	50.00
Science				
Environment	Fair	0.62	0.95	65.00
Size	Good	1.91	2.39	80.00
Location	Good	0.57	0.72	80.00
Storage/Fixed Equip	Poor	0.36	0.72	50.00
Music				
Environment	Poor	0.37	0.74	50.00
Size	Poor	0.92	1.84	50.00
Location	Good	0.44	0.55	80.00
Storage/Fixed Equip	Poor	0.28	0.55	50.00
Art				
Environment	Good	0.52	0.65	80.00
Size	Poor	0.81	1.61	50.00
Location	Good	0.39	0.48	80.00
Storage/Fixed Equip	Poor	0.24	0.48	50.00
Career Tech Ed				
Environment	(N/A)	0.00	0.00	0.00

Project #:	7293	County:	Lyon	Site #:	303
Project:	Assessments 2015	Region:	10	Site:	Fernley IS
Grade Config:	5-6	Site Type:	Intermediate	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Computer Labs				
Environment	Good	0.24	0.30	80.00
Size	Excel	0.75	0.75	100.00
Location	Good	0.18	0.23	80.00
Storage/Fixed Equip	Poor	0.11	0.23	50.00
P.E.				
Environment	Poor	1.20	2.40	50.00
Size	Excel	6.00	6.00	100.00
Location	Good	1.44	1.80	80.00
Storage/Fixed Equip	Good	1.44	1.80	80.00
Performing Arts				
Environment	Poor	0.21	0.42	50.00
Size	Fair	0.68	1.05	65.00
Location	Good	0.25	0.31	80.00
Storage/Fixed Equip	Poor	0.16	0.31	50.00
Media Center				
Environment	Good	0.74	0.93	80.00
Size	Unsat	0.00	2.32	0.00
Location	Good	0.56	0.70	80.00
Storage/Fixed Equip	Good	0.56	0.70	80.00
Restrooms (Student)	Good	0.74	0.93	80.00
Administration	Good	1.68	2.10	80.00
Counseling	Good	0.34	0.42	80.00
Clinic	Good	0.27	0.34	80.00
Staff Lounge-WkRm	Good	0.72	0.91	80.00
Cafeteria	Good	3.20	4.00	80.00
Food Service and Prep	Poor	2.86	5.72	50.00
Custodial and Maintenance	Fair	0.33	0.50	65.00
Outside				
Vehicular Traffic	Fair	2.60	4.00	65.00
Pedestrian Traffic	Fair	0.28	0.43	65.00
Parking	Good	0.69	0.86	80.00
Athletic Courts and Fields	Good	0.84	1.05	80.00
Safety and Security				
Fencing	Poor	0.39	0.78	50.00
Signage & Way Finding	Poor	0.50	1.00	50.00
Ease of Supervision	Unsat	0.00	3.00	0.00
Controlled Entrances	Poor	0.25	0.50	50.00
Total For Site:		**61.86**	**91.76**	**67.41**

Comments

Project #:	7293	County:	Lyon	Site #:	303
Project:	Assessments 2015	Region:	10	Site:	Fernley IS
Grade Config:	5-6	Site Type:	Intermediate	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - MS

Fernley Intermediate School offers a comprehensive program for students in grades 5 and 6. Their focus is in serving every student individually.

Suitability - MS->Learning Environment-->Learning Style Variety

Fernley Intermediate has few spaces that allow for differentiated instruction.

Suitability - MS->Learning Environment-->Interior Environment

Fernley Intermediate School's spatial configuration does support the instructional program, and the lighting is adequate. However, the acoustics are poor. The acoustics amplifies the sounds and creates echoes both in and outside of the rooms.

Suitability - MS->Learning Environment-->Exterior Environment

There are no standards for exterior environment.

Suitability - MS->General Classrooms-->Environment

Fernley Intermediate School's classroom acoustics amplifies the sounds and creates echoes, primarily because most of the spaces include cinderblock walls, flat tile floors and flat ceilings.

Suitability - MS->General Classrooms-->Storage/Fixed Equip

Classrooms lack permanent casework for teaching and records, a wall of cabinets, counters, cubbies/coat hook areas, and sinks with bubblers.

Suitability - MS->Self-Contained Special Ed-->Environment

The special education flat spaces amplify the sounds and cause some echoes. The rooms have harsh lighting for the program.

Suitability - MS->Self-Contained Special Ed-->Storage/Fixed Equip

The special education rooms lack adequate permanent casework and appropriate storage for special needs equipment.

Suitability - MS->Instructional Resource Rooms-->Environment

The instructional resource areas include flat spaces that amplify the sounds and cause some echoes. The aesthetics are not inviting because of the same stock materials. Finally, the lighting is not dimmable anywhere.

Suitability - MS->Instructional Resource Rooms-->Location

The general classrooms are not near other general education classrooms, and they are not shielded from noise-producing activities and functions.

Suitability - MS->Instructional Resource Rooms-->Storage/Fixed Equip

The general classrooms lack adequate permanent casework and appropriate storage for special needs equipment.

Suitability - MS->Science-->Environment

The science areas include flat spaces that amplify the sounds and cause some echoes.

Suitability - MS->Science-->Storage/Fixed Equip

The science rooms lack adequate space for teaching materials, permanent casework, and a separate secured storage areas for volatile, flammable, and corrosive chemicals and cleaning agents. They also lack a demo station, wet flooring, sinks, safety equipment, a storage room, water, chemical storage, and a refrigerator.

Suitability - MS->Music-->Environment

The current music space needs updating. It lacks hard surface flooring, good lighting, good acoustics, and lacks height and size to adequately allow for movement of students with instruments.

Suitability - MS->Music-->Size

The music room is only 83% of standard in size and lacks office space, a music library, and storage.

Suitability - MS->Music-->Location

Project #:	7293	County:	Lyon	Site #:	303
Project:	Assessments 2015	Region:	10	Site:	Fernley IS
Grade Config:	5-6	Site Type:	Intermediate	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - MS->Music-->Storage/Fixed Equip
The music room lacks adequate casework, 200-500 sf of storage space per program, a sink, a drinking fountain, and high ceilings.

Suitability - MS->Art-->Size
The art room is housed in a regular classroom which is 54% of standard for size.

Suitability - MS->Art-->Storage/Fixed Equip
The art room has only one sink and lacks display space.

Suitability - MS->Career Tech Ed-->Environment
Fernley Intermediate School does not house a career and technical education program.

Suitability - MS->Career Tech Ed-->Size
Fernley Intermediate School does not house a career and technical education program.

Suitability - MS->Career Tech Ed-->Location
Fernley Intermediate School does not house a career and technical education program.

Suitability - MS->Career Tech Ed-->Storage/Fixed Equip
Fernley Intermediate School does not house a career and technical education program.

Suitability - MS->Computer Labs-->Storage/Fixed Equip
The computer labs lack appropriate storage for the program and bookcases.

Suitability - MS->P.E.-->Environment
The PE area lacks windows and has loud, echoing acoustics.

Suitability - MS->Performing Arts-->Environment
The performing arts area is also a part of the gymnasium. It has loud, echoing acoustics with no sound panels, and lacks natural lighting.

Suitability - MS->Performing Arts-->Size
The performing arts area lacks curtains and adequate lights.

Suitability - MS->Performing Arts-->Storage/Fixed Equip
The performing arts area lacks any ADA access and adequate storage.

Suitability - MS->Media Center-->Size
The media center is only 39% of standard in size.

Suitability - MS->Food Service and Prep
The food service area is a warming area. The delivery area and the work areas are not adequate for the needs. It also lacks lockers and a changing area.

Suitability - MS->Custodial and Maintenance
Custodial lacks a receiving area.

Suitability - MS->Outside-->Vehicular Traffic
Buses and cars cross at the one entrance.

Suitability - MS->Outside-->Pedestrian Traffic
The school lacks marked/raised crosswalks that direct students and the public to appropriate entrances.

Suitability - MS->Safety and Security-->Fencing
Fernley Intermediate School lacks appropriate security. The entrances, egresses, and play areas are not appropriately limited by gates and fences. Some fencing is short and in some areas nonexistent.

Suitability - MS->Safety and Security-->Signage & Way Finding
All rooms are not identified only with numbers.

Project #:	7293	County:	Lyon	Site #:	303
Project:	Assessments 2015	Region:	10	Site:	Fernley IS
Grade Config:	5-6	Site Type:	Intermediate	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - MS->Safety and Security-->Ease of Supervision

Fernley Intermediate School lacks appropriate interior/exterior lighting. The school lacks good direct visibility or security cameras visibility for both inside and outside the building. Camera surveillance also does not exist for all parking areas.

Suitability - MS->Safety and Security-->Controlled Entrances

Fernley Intermediate School does not have a card/camera system and security vestibule.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	305
Project:	Assessments 2015	Region:	10	Site:	Silverland MS
Grade Config:	7-8	Site Type:	Middle	Site Size:	30.94

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - MS				
Learning Environment				
Learning Style Variety	Excel	5.00	5.00	100.00
Interior Environment	Excel	2.00	2.00	100.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Excel	3.90	3.90	100.00
Size	Excel	9.75	9.75	100.00
Location	Excel	2.93	2.93	100.00
Storage/Fixed Equip	Excel	2.93	2.93	100.00
Self-Contained Special Ed				
Environment	Excel	0.55	0.55	100.00
Size	Excel	1.36	1.36	100.00
Location	Excel	0.41	0.41	100.00
Storage/Fixed Equip	Excel	0.41	0.41	100.00
Instructional Resource Rooms				
Environment	Excel	0.82	0.82	100.00
Size	Excel	2.05	2.05	100.00
Location	Excel	0.61	0.61	100.00
Storage/Fixed Equip	Good	0.49	0.61	80.00
Science				
Environment	Excel	0.95	0.95	100.00
Size	Excel	2.39	2.39	100.00
Location	Excel	0.72	0.72	100.00
Storage/Fixed Equip	Excel	0.72	0.72	100.00
Music				
Environment	Excel	0.74	0.74	100.00
Size	Excel	1.84	1.84	100.00
Location	Excel	0.55	0.55	100.00
Storage/Fixed Equip	Excel	0.55	0.55	100.00
Art				
Environment	Excel	0.65	0.65	100.00
Size	Excel	1.61	1.61	100.00
Location	Excel	0.48	0.48	100.00
Storage/Fixed Equip	Excel	0.48	0.48	100.00
Career Tech Ed				
Environment	(N/A)	0.00	0.00	0.00

Project #:	7293	County:	Lyon	Site #:	305
Project:	Assessments 2015	Region:	10	Site:	Silverland MS
Grade Config:	7-8	Site Type:	Middle	Site Size:	30.94

Suitability	Rating	Score	Possible Score	Percent Score
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Computer Labs				
Environment	Excel	0.30	0.30	100.00
Size	Excel	0.75	0.75	100.00
Location	Excel	0.23	0.23	100.00
Storage/Fixed Equip	Excel	0.23	0.23	100.00
P.E.				
Environment	Excel	2.40	2.40	100.00
Size	Excel	6.00	6.00	100.00
Location	Excel	1.80	1.80	100.00
Storage/Fixed Equip	Excel	1.80	1.80	100.00
Performing Arts				
Environment	Excel	0.42	0.42	100.00
Size	Excel	1.05	1.05	100.00
Location	Excel	0.31	0.31	100.00
Storage/Fixed Equip	Good	0.25	0.31	80.00
Media Center				
Environment	Excel	0.93	0.93	100.00
Size	Unsat	0.00	2.32	0.00
Location	Excel	0.70	0.70	100.00
Storage/Fixed Equip	Excel	0.70	0.70	100.00
Restrooms (Student)	Excel	0.93	0.93	100.00
Administration	Excel	2.10	2.10	100.00
Counseling	Fair	0.28	0.42	65.00
Clinic	Excel	0.34	0.34	100.00
Staff Lounge-WkRm	Excel	0.91	0.91	100.00
Cafeteria	Good	3.20	4.00	80.00
Food Service and Prep	Excel	5.72	5.72	100.00
Custodial and Maintenance	Excel	0.50	0.50	100.00
Outside				
Vehicular Traffic	Excel	4.00	4.00	100.00
Pedestrian Traffic	Excel	0.43	0.43	100.00
Parking	Good	0.69	0.86	80.00
Athletic Courts and Fields	Excel	1.05	1.05	100.00
Safety and Security				
Fencing	Excel	0.78	0.78	100.00
Signage & Way Finding	Fair	0.65	1.00	65.00
Ease of Supervision	Excel	3.00	3.00	100.00
Controlled Entrances	Good	0.40	0.50	80.00
Total For Site:		**87.68**	**91.76**	**95.56**

Comments

Project #:	7293	County:	Lyon	Site #:	305
Project:	Assessments 2015	Region:	10	Site:	Silverland MS
Grade Config:	7-8	Site Type:	Middle	Site Size:	30.94

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - MS

Silverland Middle School offers a comprehensive program for students in grades 7 and 8.

Suitability - MS->Learning Environment-->Exterior Environment

There are no standards for exterior environment.

Suitability - MS->Career Tech Ed-->Environment

Silverland Middle School does not house a career and technical education program.

Suitability - MS->Career Tech Ed-->Size

Silverland Middle School does not house a career and technical education program.

Suitability - MS->Career Tech Ed-->Location

Silverland Middle School does not house a career and technical education program.

Suitability - MS->Career Tech Ed-->Storage/Fixed Equip

Silverland Middle School does not house a career and technical education program.

Suitability - MS->Media Center-->Size

The media center is about 40% of the standard for size.

Suitability - MS->Counseling

The counseling area lacks a reception area and is housed in the administrative suite.

Suitability - MS->Cafeteria

The cafeteria lacks sufficient storage for the tables and chairs.

Suitability - MS->Safety and Security-->Signage & Way Finding

The building lacks adequate exterior and interior signage or graphics to direct the public to major spaces of the school and grounds. The school lacks signage to direct parents to drop off and visitors to parking.

Suitability - MS->Safety and Security-->Controlled Entrances

Silverland Middle School lacks a card/camera security system.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	302
Project:	Assessments 2015	Region:	10	Site:	Yerington IS
Grade Config:	5-8	Site Type:	Intermediate	Site Size:	5.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - MS				
Learning Environment				
Learning Style Variety	Fair	3.25	5.00	65.00
Interior Environment	Poor	1.00	2.00	50.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Good	3.12	3.90	80.00
Size	Excel	9.75	9.75	100.00
Location	Excel	2.93	2.93	100.00
Storage/Fixed Equip	Fair	1.90	2.93	65.00
Self-Contained Special Ed				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Instructional Resource Rooms				
Environment	Good	0.66	0.82	80.00
Size	Good	1.64	2.05	80.00
Location	Good	0.49	0.61	80.00
Storage/Fixed Equip	Fair	0.40	0.61	65.00
Science				
Environment	Good	0.76	0.95	80.00
Size	Excel	2.39	2.39	100.00
Location	Good	0.57	0.72	80.00
Storage/Fixed Equip	Fair	0.47	0.72	65.00
Music				
Environment	Good	0.59	0.74	80.00
Size	Excel	1.84	1.84	100.00
Location	Poor	0.28	0.55	50.00
Storage/Fixed Equip	Good	0.44	0.55	80.00
Art				
Environment	Poor	0.32	0.65	50.00
Size	Poor	0.81	1.61	50.00
Location	Poor	0.24	0.48	50.00
Storage/Fixed Equip	Poor	0.24	0.48	50.00
Career Tech Ed				
Environment	Good	1.08	1.35	80.00

Project #:	7293	County:	Lyon	Site #:	302
Project:	Assessments 2015	Region:	10	Site:	Yerington IS
Grade Config:	5-8	Site Type:	Intermediate	Site Size:	5.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Excel	3.37	3.37	100.00
Location	Fair	0.66	1.01	65.00
Storage/Fixed Equip	Excel	1.01	1.01	100.00
Computer Labs				
Environment	Excel	0.30	0.30	100.00
Size	Excel	0.75	0.75	100.00
Location	Good	0.18	0.23	80.00
Storage/Fixed Equip	Excel	0.23	0.23	100.00
P.E.				
Environment	Good	1.92	2.40	80.00
Size	Excel	6.00	6.00	100.00
Location	Poor	0.90	1.80	50.00
Storage/Fixed Equip	Good	1.44	1.80	80.00
Performing Arts				
Environment	Good	0.33	0.42	80.00
Size	Excel	1.05	1.05	100.00
Location	Poor	0.16	0.31	50.00
Storage/Fixed Equip	Good	0.25	0.31	80.00
Media Center				
Environment	Fair	0.60	0.93	65.00
Size	Unsat	0.00	2.32	0.00
Location	Good	0.56	0.70	80.00
Storage/Fixed Equip	Fair	0.45	0.70	65.00
Restrooms (Student)	Good	0.74	0.93	80.00
Administration	Poor	1.05	2.10	50.00
Counseling	Good	0.34	0.42	80.00
Clinic	Fair	0.22	0.34	65.00
Staff Lounge-WkRm	Good	0.72	0.91	80.00
Cafeteria	Good	3.20	4.00	80.00
Food Service and Prep	Good	4.57	5.72	80.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Poor	2.00	4.00	50.00
Pedestrian Traffic	Poor	0.22	0.43	50.00
Parking	Fair	0.56	0.86	65.00
Athletic Courts and Fields	Fair	0.68	1.05	65.00
Safety and Security				
Fencing	Poor	0.39	0.78	50.00
Signage & Way Finding	Poor	0.50	1.00	50.00
Ease of Supervision	Poor	1.50	3.00	50.00
Controlled Entrances	Poor	0.25	0.50	50.00
Total For Site:		**72.65**	**95.77**	**75.86**

Comments

Project #:	7293	County:	Lyon	Site #:	302
Project:	Assessments 2015	Region:	10	Site:	Yerington IS
Grade Config:	5-8	Site Type:	Intermediate	Site Size:	5.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - MS

Yerington Intermediate School serves students in grades 5-8 from the Yerington attendance area. The on-site facility consists of a main building and an annex. Some spaces in the annex are shared with both the High School and Elementary School. Yerington Intermediate students utilize facilities at the high school for cafeteria, physical education, wood shop, and band/choir.

Suitability - MS->Learning Environment-->Learning Style Variety

The facility has few special project spaces but most general classrooms are large enough to provide small group workstations.

Suitability - MS->Learning Environment-->Interior Environment

The spatial configuration at YIS is problematic. Students regularly utilize facilities across the street for cafeteria, music, physical education, and CTE classes. There is an overall intermingling of programs among all 3 schools (ES, MS, HS).

Suitability - MS->Learning Environment-->Exterior Environment

There are no standards for exterior environment.

Suitability - MS->General Classrooms-->Storage/Fixed Equip

Some classrooms have adequate storage and equipment while others do not.

Suitability - MS->Instructional Resource Rooms-->Size

Most resource room spaces meet the size standard. The OT/PT space meets approximately 65% of the standard.

Suitability - MS->Instructional Resource Rooms-->Storage/Fixed Equip

Some resource rooms have adequate storage while some do not. None have adequate fixed equipment.

Suitability - MS->Science-->Environment

YIS provides science instruction in two rooms. One provides and excellent environment, the other is in a regular classroom space.

Suitability - MS->Science-->Storage/Fixed Equip

YIS provides science instruction in two rooms. One provides appropriate storage and equipment, the other is in a regular classroom space and does not have any specialized science equipment.

Suitability - MS->Music-->Environment

The one music space located within YIS is small and does not provide an appropriate environment. The two rooms utilized at YHS do.

Suitability - MS->Music-->Size

The music room located within the intermediate school is less than 50% of the size standard. Those at the high school meet the size standard.

Suitability - MS->Music-->Location

Students are required to cross the street to the high school for music instruction.

Suitability - MS->Art

There is no art room at YIS, they use the art space at the adjacent high school.

Suitability - MS->Art-->Environment

There is no art room at YIS, they use the art space at the adjacent high school

Suitability - MS->Art-->Size

There is no art room at YIS

Suitability - MS->Art-->Location

There is no art room at YIS

Suitability - MS->Art-->Storage/Fixed Equip

There is no art room at YIS

Project #:	7293	County:	Lyon	Site #:	302
Project:	Assessments 2015	Region:	10	Site:	Yerington IS
Grade Config:	5-8	Site Type:	Intermediate	Site Size:	5.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - MS->Career Tech Ed-->Location
The location of the tech lab is excellent. Shop classes are across the street at the high school.

Suitability - MS->P.E.-->Location
PE facilities (both indoor and outdoor) are located across the street at the high school.

Suitability - MS->Performing Arts-->Environment
Performing arts space consists of a stage at the end of the intermediate school gym located at the high school.

Suitability - MS->Performing Arts-->Location
There is no performing arts space at the intermediate school. It is provided at the high school site.

Suitability - MS->Media Center-->Environment
The YIS media center is in an oversized regular classroom space. Little is provided in the way of overall aesthetics.

Suitability - MS->Media Center-->Size
The YIS media center meets less than 50% of the size standard.

Suitability - MS->Media Center-->Storage/Fixed Equip
There is some storage provided but the overall size of the media center limits the amount.

Suitability - MS->Administration
Offices are small and there is no conference room. The administration area is located without visual access to the main entrance.

Suitability - MS->Counseling
The counseling area is in a re-configured general classroom space.

Suitability - MS->Clinic
The clinic meets most requirements but does not have cot separation or a shower.

Suitability - MS->Cafeteria
Cafeteria space is located across the street in the high school.

Suitability - MS->Outside-->Vehicular Traffic
Traffic lanes are intermingled. Bus parking is on street.

Suitability - MS->Outside-->Pedestrian Traffic
Pedestrian traffic crosses other traffic lanes and regularly crosses a public street for classes located at the high school.

Suitability - MS->Outside-->Parking
Some visitor parking is on street.

Suitability - MS->Outside-->Athletic Courts and Fields
YIS has limited outdoor fields. Students utilize those at the high school.

Suitability - MS->Safety and Security-->Fencing
Most of the YIS site is unfenced.

Suitability - MS->Safety and Security-->Signage & Way Finding
Many spaces are not identified.

Suitability - MS->Safety and Security-->Ease of Supervision
Supervision within the main YIS building is reasonable. The use of multiple buildings including students going across the street to the high school makes supervision difficult.

Suitability - MS->Safety and Security-->Controlled Entrances
The use of multiple buildings on a regular basis makes control of entrances difficult.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	604
Project:	Assessments 2015	Region:	10	Site:	Dayton HS
Grade Config:	9-12	Site Type:	High School	Site Size:	55.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - HS				
Learning Environment				
Learning Style Variety	Poor	2.50	5.00	50.00
Interior Environment	Good	1.60	2.00	80.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Fair	2.54	3.90	65.00
Size	Good	7.80	9.75	80.00
Location	Good	2.34	2.93	80.00
Storage/Fixed Equip	Poor	1.46	2.93	50.00
Self-Contained Special Ed				
Environment	Fair	0.35	0.53	65.00
Size	Fair	0.87	1.33	65.00
Location	Good	0.32	0.40	80.00
Storage/Fixed Equip	Fair	0.26	0.40	65.00
Instructional Resource Rooms				
Environment	Good	0.64	0.80	80.00
Size	Excel	2.00	2.00	100.00
Location	Good	0.48	0.60	80.00
Storage/Fixed Equip	Poor	0.30	0.60	50.00
Science				
Environment	Fair	0.54	0.83	65.00
Size	Good	1.66	2.07	80.00
Location	Fair	0.40	0.62	65.00
Storage/Fixed Equip	Fair	0.40	0.62	65.00
Music				
Environment	Fair	0.39	0.59	65.00
Size	Good	1.19	1.48	80.00
Location	Excel	0.45	0.45	100.00
Storage/Fixed Equip	Poor	0.22	0.45	50.00
Art				
Environment	Good	0.53	0.67	80.00
Size	Fair	1.08	1.66	65.00
Location	Good	0.40	0.50	80.00
Storage/Fixed Equip	Fair	0.32	0.50	65.00
Career Tech Ed				
Environment	Good	1.37	1.71	80.00

Project #:	7293	County:	Lyon	Site #:	604
Project:	Assessments 2015	Region:	10	Site:	Dayton HS
Grade Config:	9-12	Site Type:	High School	Site Size:	55.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Good	3.42	4.27	80.00
Location	Excel	1.28	1.28	100.00
Storage/Fixed Equip	Good	1.03	1.28	80.00
Computer Labs				
Environment	Good	0.24	0.30	80.00
Size	Fair	0.49	0.75	65.00
Location	Good	0.18	0.23	80.00
Storage/Fixed Equip	Poor	0.11	0.23	50.00
P.E.				
Environment	Fair	1.56	2.40	65.00
Size	Fair	3.90	6.00	65.00
Location	Excel	1.80	1.80	100.00
Storage/Fixed Equip	Poor	0.90	1.80	50.00
Performing Arts				
Environment	Unsat	0.00	0.32	0.00
Size	Unsat	0.00	0.80	0.00
Location	Unsat	0.00	0.24	0.00
Storage/Fixed Equip	Unsat	0.00	0.24	0.00
Media Center				
Environment	Good	0.67	0.84	80.00
Size	Unsat	0.00	2.11	0.00
Location	Excel	0.63	0.63	100.00
Storage/Fixed Equip	Fair	0.41	0.63	65.00
Restrooms (Student)	Fair	0.59	0.91	65.00
Administration	Good	2.09	2.61	80.00
Counseling	Fair	0.49	0.76	65.00
Clinic	Good	0.19	0.24	80.00
Staff Lounge-WkRm	Good	0.57	0.71	80.00
Cafeteria	Good	3.20	4.00	80.00
Food Service and Prep	Good	4.08	5.11	80.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Good	0.80	1.00	80.00
Pedestrian Traffic	Good	0.78	0.98	80.00
Parking	Good	1.69	2.11	80.00
Athletic Courts and Fields	Fair	1.80	2.77	65.00
Safety and Security				
Fencing	Fair	0.55	0.85	65.00
Signage & Way Finding	Good	0.80	1.00	80.00
Ease of Supervision	Poor	1.50	3.00	50.00
Controlled Entrances	Poor	0.25	0.50	50.00
Total For Site:		**68.81**	**98.50**	**69.85**

Comments

Project #:	7293	County:	Lyon	Site #:	604
Project:	Assessments 2015	Region:	10	Site:	Dayton HS
Grade Config:	9-12	Site Type:	High School	Site Size:	55.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - HS

Dayton High School provides students from the greater Dayton area with a comprehensive high school program. In addition to standard classroom spaces the facility has specialized spaces for culinary arts, nursing, and woodworking.

Suitability - HS->Learning Environment-->Learning Style Variety

Most general classroom spaces are standard with minimal opportunities to provide a variety of spaces. Dayton High School does have some opportunity through the use of common spaces.

Suitability - HS->Learning Environment-->Exterior Environment

There are no standards for exterior environment.

Suitability - HS->General Classrooms-->Environment

General classrooms are functional but include little in the way of overall aesthetics and temperature control is sometimes difficult.

Suitability - HS->General Classrooms-->Size

Most general classrooms meet approximately 87% of the size standard.

Suitability - HS->General Classrooms-->Storage/Fixed Equip

Most general classrooms have no permanent casework or storage. The technology equipment available varies a good deal.

Suitability - HS->Self-Contained Special Ed-->Environment

Dayton HS has two self contained rooms, one of which provides a spatial arrangement that meets the needs of the program. The other is housed in a general classroom space.

Suitability - HS->Self-Contained Special Ed-->Size

The self-contained rooms meet approximately 80% of the size standard.

Suitability - HS->Self-Contained Special Ed-->Storage/Fixed Equip

One self-contained room provides storage and equipment appropriate to the program. The other is in a general classroom space. Neither have a restroom.

Suitability - HS->Instructional Resource Rooms-->Storage/Fixed Equip

Instructional resource rooms have minimal to no storage.

Suitability - HS->Science-->Environment

Dayton HS has four science rooms. Two provide and environment aligned with the program, two do not.

Suitability - HS->Science-->Size

Dayton HS has four science rooms. Two meet the size standard, two meet approximately 75% of the standard.

Suitability - HS->Science-->Location

Dayton HS has four science rooms. Two are located appropriately with prep area between, two are located with general classrooms.

Suitability - HS->Science-->Storage/Fixed Equip

Dayton HS has four science rooms. Two have appropriate storage and equipment, two do not.

Suitability - HS->Music-->Environment

The music room is dated and provides little in the way of a stimulating environment.

Suitability - HS->Music-->Size

The music room meets approximately 80% of the size standard.

Suitability - HS->Music-->Storage/Fixed Equip

The music room has some, but limited, storage. Technology equipment is minimal.

Suitability - HS->Art-->Size

The art room meets approximately 70% of the size standard.

Project #:	7293	County:	Lyon	Site #:	604
Project:	Assessments 2015	Region:	10	Site:	Dayton HS
Grade Config:	9-12	Site Type:	High School	Site Size:	55.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - HS->Art-->Storage/Fixed Equip
The music room has some built in equipment but storage is limited.

Suitability - HS->Career Tech Ed-->Environment
Dayton HS includes CTE spaces for culinary arts, graphic arts, instructional technology, and work-based learning. Most spaces align with the instructional program.

Suitability - HS->Computer Labs-->Size
Most computer labs meet approximately 75% of the size standard.

Suitability - HS->Computer Labs-->Storage/Fixed Equip
Most computer labs are in converted general classroom space with no built in equipment or storage.

Suitability - HS->P.E.-->Environment
The PE spaces are dated and provide little in the way of overall aesthetics. The locker rooms are small and poorly configured.

Suitability - HS->P.E.-->Size
The total PE space meets approximately 80% of the size standard but the auxiliary spaces including locker rooms, offices, etc. are limited.

Suitability - HS->P.E.-->Storage/Fixed Equip
The PE spaces have minimal storage. The locker rooms do not have working showers. The practice gym has no space for seating of any kind.

Suitability - HS->Performing Arts-->Environment
Dayton HS has no auditorium with fixed seating. The performing arts space consists of a stage adjacent to the cafeteria.

Suitability - HS->Performing Arts-->Size
Dayton HS has no auditorium with fixed seating. The performing arts space consists of a stage adjacent to the cafeteria.

Suitability - HS->Performing Arts-->Location
Dayton HS has no auditorium with fixed seating. The performing arts space consists of a stage adjacent to the cafeteria.

Suitability - HS->Performing Arts-->Storage/Fixed Equip
Dayton HS has no auditorium with fixed seating. The performing arts space consists of a stage adjacent to the cafeteria.

Suitability - HS->Media Center-->Size
The media center meets less than 50% of the size standard.

Suitability - HS->Media Center-->Storage/Fixed Equip
The storage and work space does not meet the overall needs of the program.

Suitability - HS->Restrooms (Student)
Student restrooms are adequate in number. They are not always well ventilated and there are no partitions between urinals.

Suitability - HS->Counseling
Guidance offices are adequate and are located appropriately. There is no conference room or resource area and minimal reception space.

Suitability - HS->Staff Lounge-WkRm
Staff workroom areas are provided in multiple locations.

Project #:	7293	County:	Lyon	Site #:	604
Project:	Assessments 2015	Region:	10	Site:	Dayton HS
Grade Config:	9-12	Site Type:	High School	Site Size:	55.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - HS->Cafeteria

The cafeteria consists of two separate spaces that provide adequate circulation and seating. Storage is minimal. Table are stored throughout the facility.

Suitability - HS->Outside-->Athletic Courts and Fields

Most outside facilities exist but are often separated by unimproved spaces. Seating at the football field is limited and the only restrooms are in the practice gym with direct outside access.

Suitability - HS->Safety and Security-->Fencing

There is fencing around most of the site but is easily accessed.

Suitability - HS->Safety and Security-->Ease of Supervision

The multiple buildings combined with the adjacent transportation facility, direct access from adjoining neighborhoods, and multiple entrances makes supervision problematic.

Suitability - HS->Safety and Security-->Controlled Entrances

Dayton HS has multiple entrances. It is possible to enter at the main entrance and access the instructional spaces directly.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	601
Project:	Assessments 2015	Region:	10	Site:	Fernley HS
Grade Config:	9-12	Site Type:	High School	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - HS				
Learning Environment				
Learning Style Variety	Poor	2.50	5.00	50.00
Interior Environment	Good	1.60	2.00	80.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Fair	2.54	3.90	65.00
Size	Good	7.80	9.75	80.00
Location	Good	2.34	2.93	80.00
Storage/Fixed Equip	Poor	1.46	2.93	50.00
Self-Contained Special Ed				
Environment	Good	0.43	0.53	80.00
Size	Good	1.07	1.33	80.00
Location	Good	0.32	0.40	80.00
Storage/Fixed Equip	Good	0.32	0.40	80.00
Instructional Resource Rooms				
Environment	Good	0.64	0.80	80.00
Size	Good	1.60	2.00	80.00
Location	Good	0.48	0.60	80.00
Storage/Fixed Equip	Poor	0.30	0.60	50.00
Science				
Environment	Good	0.66	0.83	80.00
Size	Excel	2.07	2.07	100.00
Location	Good	0.50	0.62	80.00
Storage/Fixed Equip	Good	0.50	0.62	80.00
Music				
Environment	Good	0.48	0.59	80.00
Size	Good	1.19	1.48	80.00
Location	Good	0.36	0.45	80.00
Storage/Fixed Equip	Poor	0.22	0.45	50.00
Art				
Environment	Good	0.53	0.67	80.00
Size	Good	1.33	1.66	80.00
Location	Good	0.40	0.50	80.00
Storage/Fixed Equip	Good	0.40	0.50	80.00
Career Tech Ed				
Environment	Good	1.37	1.71	80.00

Project #:	7293	County:	Lyon	Site #:	601
Project:	Assessments 2015	Region:	10	Site:	Fernley HS
Grade Config:	9-12	Site Type:	High School	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Good	3.42	4.27	80.00
Location	Good	1.03	1.28	80.00
Storage/Fixed Equip	Good	1.03	1.28	80.00
Computer Labs				
Environment	Good	0.24	0.30	80.00
Size	Good	0.60	0.75	80.00
Location	Good	0.18	0.23	80.00
Storage/Fixed Equip	Fair	0.15	0.23	65.00
P.E.				
Environment	Good	1.92	2.40	80.00
Size	Good	4.80	6.00	80.00
Location	Good	1.44	1.80	80.00
Storage/Fixed Equip	Good	1.44	1.80	80.00
Performing Arts				
Environment	Unsat	0.00	0.32	0.00
Size	Unsat	0.00	0.80	0.00
Location	Unsat	0.00	0.24	0.00
Storage/Fixed Equip	Unsat	0.00	0.24	0.00
Media Center				
Environment	Good	0.67	0.84	80.00
Size	Unsat	0.00	2.11	0.00
Location	Excel	0.63	0.63	100.00
Storage/Fixed Equip	Fair	0.41	0.63	65.00
Restrooms (Student)	Good	0.73	0.91	80.00
Administration	Good	2.09	2.61	80.00
Counseling	Good	0.61	0.76	80.00
Clinic	Good	0.19	0.24	80.00
Staff Lounge-WkRm	Good	0.57	0.71	80.00
Cafeteria	Good	3.20	4.00	80.00
Food Service and Prep	Good	4.08	5.11	80.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Good	0.80	1.00	80.00
Pedestrian Traffic	Good	0.78	0.98	80.00
Parking	Good	1.69	2.11	80.00
Athletic Courts and Fields	Good	2.21	2.77	80.00
Safety and Security				
Fencing	Good	0.68	0.85	80.00
Signage & Way Finding	Fair	0.65	1.00	65.00
Ease of Supervision	Fair	1.95	3.00	65.00
Controlled Entrances	Poor	0.25	0.50	50.00
Total For Site:		**72.22**	**98.50**	**73.32**

Comments

Project #:	7293	County:	Lyon	Site #:	601
Project:	Assessments 2015	Region:	10	Site:	Fernley HS
Grade Config:	9-12	Site Type:	High School	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - HS

Fernley High School offers a comprehensive program for students in grades 9 through 12. Additionally, they take special pride in their career and technical education programs.

Suitability - HS->Learning Environment-->Learning Style Variety

The classrooms are a little undersized and leave little room for flexibility in providing for various group sizes, projects, individual workstations, as well as general classrooms. They also are limited in space for project-based learning and storage of student projects, especially "in progress."

Suitability - HS->Learning Environment-->Exterior Environment

There are no standards for exterior environment.

Suitability - HS->General Classrooms-->Storage/Fixed Equip

The classrooms lack adequate permanent casework for teaching materials and records.

Suitability - HS->Instructional Resource Rooms-->Storage/Fixed Equip

The general classrooms lack permanent casework; teacher and student storage; and Smartboards.

Suitability - HS->Music-->Size

Fernley High School offers band and choir and have only one room for both.

Suitability - HS->Music-->Storage/Fixed Equip

The music room lacks adequate casework and storage. It also lacks a sink, a drinking fountain, and practice rooms.

Suitability - HS->Career Tech Ed-->Size

Fernley High School offers career and technical education in business/computer science, construction, engineering drawing/design, graphic arts, and health/science. Graphic arts is only 74% of the standard in size, business/computer science is only 65% of the standard in size, and engineering, drawing/design is only 81% of the standard in size.

Suitability - HS->Computer Labs-->Storage/Fixed Equip

The computer labs lack a teacher cabinet, a storage cabinet, and a bookcase.

Suitability - HS->Performing Arts

The performing arts area does not include an auditorium with fixed seating and lacks a sound booth.

Suitability - HS->Performing Arts-->Size

The performing arts area does not include an auditorium with fixed seating and lacks a sound booth.

Suitability - HS->Media Center-->Size

The media center is only 36% of the standard for size.

Suitability - HS->Media Center-->Storage/Fixed Equip

The media center is located at the far end of the school, near the English classrooms.

Suitability - HS->Clinic

The clinic lacks an ADA restroom in the nurse's office.

Suitability - HS->Food Service and Prep

Food services lacks lockers and a peep hole in the delivery door.

Suitability - HS->Outside-->Pedestrian Traffic

Need a marked walkway for the new parking area.

Suitability - HS->Safety and Security-->Signage & Way Finding

Fernley High School lacks adequate signage for public areas.

Suitability - HS->Safety and Security-->Ease of Supervision

Ease of supervision is adequate for most areas. It is hampered by not having enough surveillance ability for the parking and other outside areas.

Project #:	7293	County:	Lyon	Site #:	601
Project:	Assessments 2015	Region:	10	Site:	Fernley HS
Grade Config:	9-12	Site Type:	High School	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - HS->Safety and Security-->Controlled Entrances

Public entrances are not controlled with a card/camera system and security vestibule.

BASYS

Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	605
Project:	Assessments 2015	Region:	10	Site:	Silver Stage HS
Grade Config:	9-12	Site Type:	High School	Site Size:	60.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - HS				
Learning Environment				
Learning Style Variety	Excel	5.00	5.00	100.00
Interior Environment	Excel	2.00	2.00	100.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Excel	3.90	3.90	100.00
Size	Excel	9.75	9.75	100.00
Location	Excel	2.93	2.93	100.00
Storage/Fixed Equip	Good	2.34	2.93	80.00
Self-Contained Special Ed				
Environment	Good	0.43	0.53	80.00
Size	Good	1.07	1.33	80.00
Location	Excel	0.40	0.40	100.00
Storage/Fixed Equip	Excel	0.40	0.40	100.00
Instructional Resource Rooms				
Environment	Excel	0.80	0.80	100.00
Size	Good	1.60	2.00	80.00
Location	Excel	0.60	0.60	100.00
Storage/Fixed Equip	Good	0.48	0.60	80.00
Science				
Environment	Excel	0.83	0.83	100.00
Size	Excel	2.07	2.07	100.00
Location	Excel	0.62	0.62	100.00
Storage/Fixed Equip	Fair	0.40	0.62	65.00
Music				
Environment	Excel	0.59	0.59	100.00
Size	Fair	0.96	1.48	65.00
Location	Excel	0.45	0.45	100.00
Storage/Fixed Equip	Fair	0.29	0.45	65.00
Art				
Environment	Good	0.53	0.67	80.00
Size	Good	1.33	1.66	80.00
Location	Good	0.40	0.50	80.00
Storage/Fixed Equip	Fair	0.32	0.50	65.00
Career Tech Ed				
Environment	Excel	1.71	1.71	100.00

Project #:	7293	County:	Lyon	Site #:	605
Project:	Assessments 2015	Region:	10	Site:	Silver Stage HS
Grade Config:	9-12	Site Type:	High School	Site Size:	60.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Fair	2.78	4.27	65.00
Location	Good	1.03	1.28	80.00
Storage/Fixed Equip	Good	1.03	1.28	80.00
Computer Labs				
Environment	Excel	0.30	0.30	100.00
Size	Good	0.60	0.75	80.00
Location	Good	0.18	0.23	80.00
Storage/Fixed Equip	Good	0.18	0.23	80.00
P.E.				
Environment	Excel	2.40	2.40	100.00
Size	Fair	3.90	6.00	65.00
Location	Excel	1.80	1.80	100.00
Storage/Fixed Equip	Good	1.44	1.80	80.00
Performing Arts				
Environment	Excel	0.32	0.32	100.00
Size	Fair	0.52	0.80	65.00
Location	Excel	0.24	0.24	100.00
Storage/Fixed Equip	Good	0.19	0.24	80.00
Media Center				
Environment	Good	0.67	0.84	80.00
Size	Unsat	0.00	2.11	0.00
Location	Excel	0.63	0.63	100.00
Storage/Fixed Equip	Good	0.51	0.63	80.00
Restrooms (Student)	Good	0.73	0.91	80.00
Administration	Excel	2.61	2.61	100.00
Counseling	Excel	0.76	0.76	100.00
Clinic	Excel	0.24	0.24	100.00
Staff Lounge-WkRm	Excel	0.71	0.71	100.00
Cafeteria	Good	3.20	4.00	80.00
Food Service and Prep	Excel	5.11	5.11	100.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Excel	1.00	1.00	100.00
Pedestrian Traffic	Excel	0.98	0.98	100.00
Parking	Excel	2.11	2.11	100.00
Athletic Courts and Fields	Good	2.21	2.77	80.00
Safety and Security				
Fencing	Fair	0.55	0.85	65.00
Signage & Way Finding	Excel	1.00	1.00	100.00
Ease of Supervision	Good	2.40	3.00	80.00
Controlled Entrances	Poor	0.25	0.50	50.00
Total For Site:		**85.17**	**98.50**	**86.47**

Comments

Project #:	7293	County:	Lyon	Site #:	605
Project:	Assessments 2015	Region:	10	Site:	Silver Stage HS
Grade Config:	9-12	Site Type:	High School	Site Size:	60.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - HS

Silver Stage High School offers a comprehensive program for students in grades 9 through 12. The school program also houses a classroom that is interconnected with the Western Nevada Community College to support students in furthering their education beyond the high school.

Suitability - HS->Learning Environment-->Exterior Environment

There are no standards for exterior environment.

Suitability - HS->General Classrooms-->Storage/Fixed Equip

The classrooms lack permanent casework for teaching materials and records.

Suitability - HS->Science-->Storage/Fixed Equip

The science labs lack a fume hood. One lab lacks an eye wash station and a protective blanket.

Suitability - HS->Music-->Size

The size of the choral and band room is about 78% of standard.

Suitability - HS->Music-->Storage/Fixed Equip

The music room lacks a sink, water and adequate casework for storage.

Suitability - HS->Art-->Storage/Fixed Equip

The art room lacks a sink and adequate permanent casework.

Suitability - HS->Career Tech Ed-->Environment

Career technology education includes: Engineering technology, business/computer science, graphic arts, and broadcast/video production in one room. It also includes engineering drawing/design, wood construction, and health/science.

Suitability - HS->Career Tech Ed-->Size

The space allocated for business/computer science meets the district standard for size. However, the space is also used for engineering technology (42%), graphic arts (75%), and broadcast/video production (75%). Drawing/design (CAD) is held in a computer lab that is only 35% of standard in size. Wood construction is about 67% of the standard for size.

Suitability - HS->Career Tech Ed-->Storage/Fixed Equip

Most areas lack adequate storage.

Suitability - HS->P.E.-->Size

The PE area is about 74% of the standard for size and it lacks athletic locker rooms.

Suitability - HS->Performing Arts-->Size

The performing arts area lacks an auditorium with fixed seating and a lighting booth.

Suitability - HS->Media Center-->Size

The media center is about 42% of the standard for size.

Suitability - HS->Outside-->Athletic Courts and Fields

Silver Stage High School lacks tennis courts.

Suitability - HS->Safety and Security-->Fencing

Silver Stage High School entrances and egresses are not appropriately limited. Fencing is planned to help correct this need.

Suitability - HS->Safety and Security-->Controlled Entrances

Silver Stage High School lacks a card/camera system for entrances.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	602
Project:	Assessments 2015	Region:	10	Site:	Smith Valley Schools
Grade Config:	K-12	Site Type:	K-12	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - PK-12				
Learning Environment				
Learning Style Variety	Good	4.00	5.00	80.00
Interior Environment	Poor	1.00	2.00	50.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Fair	2.28	3.50	65.00
Size	Good	7.00	8.75	80.00
Location	Poor	1.31	2.63	50.00
Storage/Fixed Equip	Poor	1.31	2.63	50.00
Kindergarten				
Environment	Excel	0.25	0.25	100.00
Size	Excel	0.63	0.63	100.00
Location	Good	0.15	0.19	80.00
Storage/Fixed Equip	Good	0.15	0.19	80.00
ECE				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Self-Contained Special Ed				
Environment	(N/A)	0.00	0.00	0.00
Size	(N/A)	0.00	0.00	0.00
Location	(N/A)	0.00	0.00	0.00
Storage/Fixed Equip	(N/A)	0.00	0.00	0.00
Instructional Resource Rooms				
Environment	Poor	0.35	0.71	50.00
Size	Good	1.42	1.77	80.00
Location	Good	0.43	0.53	80.00
Storage/Fixed Equip	Poor	0.27	0.53	50.00
Science				
Environment	Good	0.46	0.58	80.00
Size	Excel	1.45	1.45	100.00
Location	Good	0.35	0.43	80.00
Storage/Fixed Equip	Good	0.35	0.43	80.00
Music				
Environment	Unsat	0.00	0.68	0.00

Project #:	7293	County:	Lyon	Site #:	602
Project:	Assessments 2015	Region:	10	Site:	Smith Valley Schools
Grade Config:	K-12	Site Type:	K-12	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Unsat	0.00	1.70	0.00
Location	Unsat	0.00	0.51	0.00
Storage/Fixed Equip	Unsat	0.00	0.51	0.00
Art				
Environment	Fair	0.34	0.53	65.00
Size	Excel	1.32	1.32	100.00
Location	Good	0.32	0.40	80.00
Storage/Fixed Equip	Poor	0.20	0.40	50.00
Career Tech Ed				
Environment	Good	1.01	1.27	80.00
Size	Excel	3.17	3.17	100.00
Location	Good	0.76	0.95	80.00
Storage/Fixed Equip	Good	0.76	0.95	80.00
Computer Labs				
Environment	Good	0.24	0.30	80.00
Size	Excel	0.75	0.75	100.00
Location	Good	0.18	0.23	80.00
Storage/Fixed Equip	Good	0.18	0.23	80.00
P.E.				
Environment	Good	1.92	2.40	80.00
Size	Good	4.80	6.00	80.00
Location	Good	1.44	1.80	80.00
Storage/Fixed Equip	Good	1.44	1.80	80.00
Performing Arts				
Environment	Poor	0.45	0.90	50.00
Size	Poor	1.13	2.26	50.00
Location	Poor	0.34	0.68	50.00
Storage/Fixed Equip	Poor	0.34	0.68	50.00
Media Center				
Environment	Excel	0.72	0.72	100.00
Size	Good	1.44	1.80	80.00
Location	Good	0.43	0.54	80.00
Storage/Fixed Equip	Excel	0.54	0.54	100.00
Restrooms (Student)	Fair	0.58	0.89	65.00
Administration	Fair	1.13	1.73	65.00
Counseling	Poor	0.16	0.31	50.00
Clinic	Fair	0.17	0.26	65.00
Staff Lounge-WkRm	Good	0.54	0.68	80.00
Cafeteria	Good	4.00	5.00	80.00
Food Service and Prep	Good	5.31	6.63	80.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Poor	1.50	3.00	50.00
Pedestrian Traffic	Poor	0.17	0.34	50.00
Parking	Good	2.04	2.55	80.00
Athletic Courts and Fields	Fair	1.73	2.66	65.00

Project #:	7293	County:	Lyon	Site #:	602
Project:	Assessments 2015	Region:	10	Site:	Smith Valley Schools
Grade Config:	K-12	Site Type:	K-12	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score
Safety and Security				
Fencing	Poor	0.71	1.43	50.00
Signage & Way Finding	Fair	0.12	0.18	65.00
Ease of Supervision	Poor	1.00	2.00	50.00
Controlled Entrances	Poor	0.25	0.50	50.00
Total For Site:		**67.19**	**94.87**	**70.82**

Comments

Suitability - PK-12

Smith Valley School provides programs for K-12 students from the surrounding rural area. The facility includes 6 separate structures (1) the high school building that includes general classrooms, science lab, art room, special education, gymnasium, and core facilities; (2) a middle school / vocational building that includes general classroom, computer lab, technology lab, and welding; (3) a wood shop; (4) auxiliary gym; (5) elementary building that includes kindergarten through 3rd grade classrooms and a literacy library; and (6) a library building that serves both the

Suitability - PK-12->Learning Environment-->Learning Style Variety

The wide variety of spaces provide for flexibility in teaching and learning styles.

Suitability - PK-12->Learning Environment-->Interior Environment

The interior environment in the high school building consists primarily of an original open space that has been sub-divided into classrooms with difficult circulation. In some cases students must go through 2 other classes before arriving at their destination. The environment in the elementary building is fair, providing space that is dated with minimal flexibility, the environment in the middle school / vocational building is good, and excellent in the media center.

Suitability - PK-12->Learning Environment-->Exterior Environment

There are no standards for exterior environment.

Suitability - PK-12->General Classrooms-->Environment

General classroom environment ranges from excellent in the middle school building to unsatisfactory in the high school building.

Suitability - PK-12->General Classrooms-->Size

General classroom size ranges from exceeding the size standard (1st grade room) to meeting approximately 75% of the standard (2nd grade room).

Suitability - PK-12->General Classrooms-->Location

General classrooms in the high school building are located in a former open space where some do not have doors and some have to be accessed through other rooms.

Suitability - PK-12->General Classrooms-->Storage/Fixed Equip

General classrooms range from no storage or equipment to reasonable storage but minimal equipment.

Suitability - PK-12->Instructional Resource Rooms-->Environment

The resource room is a general classroom space but houses a variety of special education services

Suitability - PK-12->Instructional Resource Rooms-->Storage/Fixed Equip

The special education resource room lacks appropriate storage and equipment for the programs housed.

Suitability - PK-12->Music-->Environment

Smith Valley School, while providing instruction for K-12 students has no dedicated music room.

Suitability - PK-12->Music-->Size

Smith Valley School, while providing instruction for K-12 students has no dedicated music room.

Suitability - PK-12->Music-->Location

Smith Valley School, while providing instruction for K-12 students has no dedicated music room.

Project #:	7293	County:	Lyon	Site #:	602
Project:	Assessments 2015	Region:	10	Site:	Smith Valley Schools
Grade Config:	K-12	Site Type:	K-12	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - PK-12->Music-->Storage/Fixed Equip
Smith Valley School, while providing instruction for K-12 students has no dedicated music room.

Suitability - PK-12->Art-->Environment
Art is housed in an oversized classroom space that has been divided into space for art, computer stations, and a studio. The environmental amenities are fair.

Suitability - PK-12->Art-->Storage/Fixed Equip
The art room does not have the storage and equipment normally associated for this purpose.

Suitability - PK-12->P.E.-->Size
The gym and locker rooms meet the size standard, the weight room does not.

Suitability - PK-12->P.E.-->Location
The gyms are located appropriately. The weight room is in a small space upstairs.

Suitability - PK-12->Performing Arts-->Environment
Performing arts takes place in either the gym or multi-purpose space. There is no stage, auditorium, storage, or equipment specific to performing arts.

Suitability - PK-12->Performing Arts-->Size
Performing arts takes place in either the gym or multi-purpose space. There is no stage, auditorium, storage, or equipment specific to performing arts.

Suitability - PK-12->Performing Arts-->Location
Performing arts takes place in either the gym or multi-purpose space. There is no stage, auditorium, storage, or equipment specific to performing arts.

Suitability - PK-12->Performing Arts-->Storage/Fixed Equip
Performing arts takes place in either the gym or multi-purpose space. There is no stage, auditorium, storage, or equipment specific to performing arts.

Suitability - PK-12->Media Center
The media center at Smith Valley is located in a separate building at the front of the campus and serves the community as well as all grade levels.

Suitability - PK-12->Restrooms (Student)
Student restrooms are adequate in number and appropriately located. Some lack ventilation and appropriate fixtures.

Suitability - PK-12->Administration
The administrative area at Smith Valley is located appropriately but all spaces are small and there is no conference or reception area.

Suitability - PK-12->Counseling
The counseling area consists of the counseling office and lacks any group work area, reception, or conference space.

Suitability - PK-12->Clinic
The clinic is located in the office area and lacks appropriate cot separation and restrooms.

Suitability - PK-12->Outside-->Vehicular Traffic
All traffic is intermingled. there is no separation of busses, cars, and pedestrians.

Suitability - PK-12->Outside-->Pedestrian Traffic
Pedestrian traffic crosses other traffic lanes.

Suitability - PK-12->Outside-->Athletic Courts and Fields
The size and location of outside fields is good but there is a lack of support facilities.

Project #:	7293	County:	Lyon	Site #:	602
Project:	Assessments 2015	Region:	10	Site:	Smith Valley Schools
Grade Config:	K-12	Site Type:	K-12	Site Size:	20.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - PK-12->Safety and Security-->Fencing
The majority of the site is unfenced and open to traffic.

Suitability - PK-12->Safety and Security-->Signage & Way Finding
Signage directing visitors to the school is good. The signage within the facility and between buildings is not.

Suitability - PK-12->Safety and Security-->Ease of Supervision
The multiple buildings, ease of access throughout, and hidden spaces makes supervision difficult.

Suitability - PK-12->Safety and Security-->Controlled Entrances
Smith Valley School has multiple buildings with multiple entrances. Traffic between buildings is not easily controlled.

BASYS
Building Assessment System

Suitability Report - Full

Project #:	7293	County:	Lyon	Site #:	603
Project:	Assessments 2015	Region:	10	Site:	Yerington HS
Grade Config:	9-12	Site Type:	High School	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score
Suitability - HS				
Learning Environment				
Learning Style Variety	Fair	3.25	5.00	65.00
Interior Environment	Poor	1.00	2.00	50.00
Exterior Environment	(N/A)	0.00	0.00	0.00
General Classrooms				
Environment	Fair	2.54	3.90	65.00
Size	Excel	9.75	9.75	100.00
Location	Fair	1.90	2.93	65.00
Storage/Fixed Equip	Poor	1.46	2.93	50.00
Self-Contained Special Ed				
Environment	Good	0.43	0.53	80.00
Size	Excel	1.33	1.33	100.00
Location	Good	0.32	0.40	80.00
Storage/Fixed Equip	Fair	0.26	0.40	65.00
Instructional Resource Rooms				
Environment	Fair	0.52	0.80	65.00
Size	Excel	2.00	2.00	100.00
Location	Good	0.48	0.60	80.00
Storage/Fixed Equip	Poor	0.30	0.60	50.00
Science				
Environment	Good	0.66	0.83	80.00
Size	Excel	2.07	2.07	100.00
Location	Fair	0.40	0.62	65.00
Storage/Fixed Equip	Good	0.50	0.62	80.00
Music				
Environment	Fair	0.39	0.59	65.00
Size	Excel	1.48	1.48	100.00
Location	Excel	0.45	0.45	100.00
Storage/Fixed Equip	Poor	0.22	0.45	50.00
Art				
Environment	Fair	0.43	0.67	65.00
Size	Good	1.33	1.66	80.00
Location	Good	0.40	0.50	80.00
Storage/Fixed Equip	Fair	0.32	0.50	65.00
Career Tech Ed				
Environment	Good	1.37	1.71	80.00

Project #:	7293	County:	Lyon	Site #:	603
Project:	Assessments 2015	Region:	10	Site:	Yerington HS
Grade Config:	9-12	Site Type:	High School	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score
Size	Excel	4.27	4.27	100.00
Location	Good	1.03	1.28	80.00
Storage/Fixed Equip	Good	1.03	1.28	80.00
Computer Labs				
Environment	Fair	0.20	0.30	65.00
Size	Fair	0.49	0.75	65.00
Location	Good	0.18	0.23	80.00
Storage/Fixed Equip	Poor	0.11	0.23	50.00
P.E.				
Environment	Good	1.92	2.40	80.00
Size	Good	4.80	6.00	80.00
Location	Excel	1.80	1.80	100.00
Storage/Fixed Equip	Fair	1.17	1.80	65.00
Performing Arts				
Environment	Poor	0.16	0.32	50.00
Size	Good	0.64	0.80	80.00
Location	Poor	0.12	0.24	50.00
Storage/Fixed Equip	Poor	0.12	0.24	50.00
Media Center				
Environment	Good	0.67	0.84	80.00
Size	Unsat	0.00	2.11	0.00
Location	Fair	0.41	0.63	65.00
Storage/Fixed Equip	Fair	0.41	0.63	65.00
Restrooms (Student)	Good	0.73	0.91	80.00
Administration	Poor	1.31	2.61	50.00
Counseling	Poor	0.38	0.76	50.00
Clinic	Good	0.19	0.24	80.00
Staff Lounge-WkRm	Good	0.57	0.71	80.00
Cafeteria	Fair	2.60	4.00	65.00
Food Service and Prep	Good	4.08	5.11	80.00
Custodial and Maintenance	Good	0.40	0.50	80.00
Outside				
Vehicular Traffic	Poor	0.50	1.00	50.00
Pedestrian Traffic	Poor	0.49	0.98	50.00
Parking	Fair	1.37	2.11	65.00
Athletic Courts and Fields	Good	2.21	2.77	80.00
Safety and Security				
Fencing	Poor	0.42	0.85	50.00
Signage & Way Finding	Fair	0.65	1.00	65.00
Ease of Supervision	Poor	1.50	3.00	50.00
Controlled Entrances	Poor	0.25	0.50	50.00
Total For Site:		**72.74**	**98.50**	**73.85**

Comments

Project #:	7293	County:	Lyon	Site #:	603
Project:	Assessments 2015	Region:	10	Site:	Yerington HS
Grade Config:	9-12	Site Type:	High School	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - HS

Yerington HS provides a comprehensive high school program for students in grades 9-12. Programs are housed in 5 separate buildings including a main building that includes the administrative spaces, general classrooms, science rooms, intermediate school gym, and the media center; 2 CTE facilities, a gym/multi-purpose facility, and a practice gym. The intermediate school located across the street utilizes high school facilities for physical education, music, CTE, and cafeteria.

Suitability - HS->Learning Environment-->Learning Style Variety

Yerington High School consists of a menagerie of buildings and instructional spaces built and/or remodeled at different times. Therefore a wide variety of teaching spaces exist but many are dated.

Suitability - HS->Learning Environment-->Interior Environment

Much of the facility is dated and does not provide an overall stimulating environment. Circulation is problematic due to the number of additions / renovations, etc.

Suitability - HS->Learning Environment-->Exterior Environment

There are no standards for exterior environment.

Suitability - HS->General Classrooms-->Environment

The reasonable size of the general classrooms provides some opportunity to create a stimulating environment but the facility is dated and rooms often lack appropriate natural light, temperature control, and overall aesthetics.

Suitability - HS->General Classrooms-->Location

General classrooms are located randomly throughout the school.

Suitability - HS->General Classrooms-->Storage/Fixed Equip

Storage and/or fixed equipment in general classrooms is minimal.

Suitability - HS->Self-Contained Special Ed-->Storage/Fixed Equip

The special education room includes reasonable storage and built in equipment including a life skills area. There are no restrooms.

Suitability - HS->Instructional Resource Rooms-->Environment

Resource rooms have little in the way of overall aesthetics.

Suitability - HS->Instructional Resource Rooms-->Storage/Fixed Equip

Storage and/or fixed equipment is minimal.

Suitability - HS->Science-->Location

YHS has three science rooms. Two are located together, the other is a former art space that is separated from the other science labs and near the media center.

Suitability - HS->Science-->Storage/Fixed Equip

The storage and fixed equipment in two of the science rooms is excellent. The third science room lacks appropriate storage and equipment.

Suitability - HS->Music-->Environment

The music classrooms are dated and provide little in the way of overall aesthetics.

Suitability - HS->Music-->Storage/Fixed Equip

While the size of the music rooms meets standards there is little to no storage or amenities normally associated with music classrooms.

Suitability - HS->Art-->Environment

The art room has some natural light but no other aesthetic amenities normally associate with art classrooms.

Suitability - HS->Art-->Size

The art room meets approximately 85% of the size standard.

Project #:	7293	County:	Lyon	Site #:	603
Project:	Assessments 2015	Region:	10	Site:	Yerington HS
Grade Config:	9-12	Site Type:	High School	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - HS->Art-->Storage/Fixed Equip
The art room includes some built in storage and hard surface flooring but little else in the way of equipment.

Suitability - HS->Career Tech Ed
CTE spaces at YHS include agriculture, welding, cabinetry / furniture, and a tech lab. An auto shop also exists but the program is no longer offered.

Suitability - HS->Computer Labs-->Environment
The computer lab is in a general classroom space.

Suitability - HS->Computer Labs-->Size
The computer lab meets approximately 70% of the size standard.

Suitability - HS->Computer Labs-->Storage/Fixed Equip
The computer lab lacks appropriate storage.

Suitability - HS->P.E.-->Size
The overall space meets the standard but there is a lack of support spaces available.

Suitability - HS->P.E.-->Storage/Fixed Equip
The PE area does not have sufficient storage.

Suitability - HS->Performing Arts-->Environment
YHS has a stage off of one gym but that gym is dedicated to Intermediate school use.

Suitability - HS->Performing Arts-->Location
The only performing arts space is in the Intermediate gym (located within the high school). There is no auditorium.

Suitability - HS->Performing Arts-->Storage/Fixed Equip
There is no storage associated with performing arts.

Suitability - HS->Media Center-->Size
The media center meets less than 50% of the standard.

Suitability - HS->Media Center-->Location
The media center is located within the school near regular and science classrooms. It does not serve as a focal point.

Suitability - HS->Media Center-->Storage/Fixed Equip
The media center lacks sufficient space to provide adequate storage and equipment.

Suitability - HS->Administration
Administrative spaces are small and lack reception, and conference areas. The administrative area does not have visual access to the school entrance.

Suitability - HS->Counseling
The counseling area is in the media center and utilizes that space for group activities.

Suitability - HS->Cafeteria
The cafeteria is adequate for high school use but also serves as the intermediate school cafeteria thereby limiting access at some times.

Suitability - HS->Outside-->Vehicular Traffic
Traffic lanes are not separated. Bus lanes are separate from the school at the intermediate school and on-street.

Suitability - HS->Outside-->Pedestrian Traffic
Pedestrian traffic crosses city streets and intermingles with other traffic lanes.

Suitability - HS->Outside-->Parking
Some parking is on-street.

Project #:	7293	County:	Lyon	Site #:	603
Project:	Assessments 2015	Region:	10	Site:	Yerington HS
Grade Config:	9-12	Site Type:	High School	Site Size:	15.00

Suitability	Rating	Score	Possible Score	Percent Score

Suitability - HS->Safety and Security-->Fencing
Most spaces are not fenced.

Suitability - HS->Safety and Security-->Signage & Way Finding
Many spaces are unmarked. The office is not easily identified.

Suitability - HS->Safety and Security-->Ease of Supervision
The multiple buildings and hiding places makes supervision difficult.

Suitability - HS->Safety and Security-->Controlled Entrances
YHS has multiple entrances that are not controlled. The main entrance is not visual to the office area.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	209
Site:	Cottonwood ES				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - ES						
Paved Surfaces						
Parking Lots	Single Component	100.00	Fair	10.75	17.91	60.00
Driveways	Single Component	100.00	Fair	9.07	15.12	60.00
Sidewalks	Single Component	100.00	Fair	4.33	7.22	60.00
Play Courts	Single Component	100.00	Good	7.63	8.48	90.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Good	5.75	6.39	90.00
Playfields	Single Component	100.00	Good	3.96	4.40	90.00
Irrigation System	Single Component	100.00	Good	3.77	4.19	90.00
Playgrounds						
Equipment	Single Component	100.00	Good	8.10	9.00	90.00
Playground Surfaces	Single Component	100.00	Good	2.71	3.02	90.00
Utilities						
Water Service	Single Component	100.00	Good	4.24	4.71	90.00
Waste Water Service	Single Component	100.00	Good	4.95	5.50	90.00
Storm Sewer	Single Component	100.00	Fair	2.36	3.93	60.00
Site Lighting	Single Component	100.00	Good	1.88	2.09	90.00
Fencing	Single Component	100.00	Good	7.24	8.04	90.00
Total For Site :				**76.74**	**100.00**	**76.74**

Comment

Grounds - ES->Paved Surfaces-->Parking Lots
Front parking lot has cracks and rough surface.

Grounds - ES->Paved Surfaces-->Driveways
Driveways have cracks and rough surface.

Grounds - ES->Paved Surfaces-->Sidewalks
There are some areas of spalling.

Grounds - ES->Utilities-->Storm Sewer
There are a couple of low spots near the portables with poor drainage.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	201
Site:	Dayton ES				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - ES						
Paved Surfaces						
Parking Lots	Front parking lot	80.00	New	14.33	14.33	100.00
	Rear parking lot	20.00	Unsat	0.00	3.58	0.00
		System Total :		**14.33**	**17.91**	**80.00**
Driveways	Entrance driveway	60.00	New	9.07	9.07	100.00
	Side driveway	40.00	Unsat	0.00	6.05	0.00
		System Total :		**9.07**	**15.12**	**60.00**
Sidewalks	Single Component	100.00	Good	6.50	7.22	90.00
Play Courts	Single Component	100.00	Fair	5.09	8.48	60.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Good	5.75	6.39	90.00
Playfields	Single Component	100.00	Good	3.96	4.40	90.00
Irrigation System	Single Component	100.00	Fair	2.51	4.19	60.00
Playgrounds						
Equipment	Single Component	100.00	Good	8.10	9.00	90.00
Playground Surfaces	Single Component	100.00	Good	2.71	3.02	90.00
Utilities						
Water Service	Single Component	100.00	Good	4.24	4.71	90.00
Waste Water Service	Single Component	100.00	Good	4.95	5.50	90.00
Storm Sewer	Single Component	100.00	Fair	2.36	3.93	60.00
Site Lighting	Single Component	100.00	Good	1.88	2.09	90.00
Fencing	Single Component	100.00	Good	7.24	8.04	90.00
Total For Site :				**78.69**	**100.00**	**78.69**

Comment

Grounds - ES->Paved Surfaces-->Parking Lots (Rear parking lot)
Rear parking lot is not paved.

Grounds - ES->Paved Surfaces-->Driveways (Side driveway)
Side driveway is unpaved.

Grounds - ES->Paved Surfaces-->Play Courts
Play court is rough and cracked.

Grounds - ES->Landscaped Surfaces-->Irrigation System
Irrigation system lacks sufficient pressure.

Grounds - ES->Utilities-->Storm Sewer
Play area behind Building A tends to pond.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	206
Site:	East Valley ES				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - ES						
Paved Surfaces						
Parking Lots	Single Component	100.00	Good	16.12	17.91	90.00
Driveways	Single Component	100.00	Good	13.61	15.12	90.00
Sidewalks	Single Component	100.00	Good	6.50	7.22	90.00
Play Courts	Single Component	100.00	Good	7.63	8.48	90.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Fair	3.83	6.39	60.00
Playfields	Single Component	100.00	Good	3.96	4.40	90.00
Irrigation System	Single Component	100.00	Good	3.77	4.19	90.00
Playgrounds						
Equipment	Single Component	100.00	Good	8.10	9.00	90.00
Playground Surfaces	Single Component	100.00	Good	2.71	3.02	90.00
Utilities						
Water Service	Single Component	100.00	Good	4.24	4.71	90.00
Waste Water Service	Single Component	100.00	Good	4.95	5.50	90.00
Storm Sewer	Single Component	100.00	Good	3.53	3.93	90.00
Site Lighting	Single Component	100.00	Good	1.88	2.09	90.00
Fencing	Single Component	100.00	Good	7.24	8.04	90.00
Total For Site :				**88.08**	**100.00**	**88.08**

Comment

Grounds - ES->Paved Surfaces-->Parking Lots
Parking lot has one crack and one broken curb.

Grounds - ES->Landscaped Surfaces-->Lawns\Gardens
One area in rear lawn needs reseeding. There is one large dead evergreen bush. Some trees have a lot of dead wood.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	203
Site:	Fernley ES				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - ES						
Paved Surfaces						
Parking Lots	Front parking lot	40.00	Poor	2.15	7.17	30.00
	Side parking lot	60.00	Unsat	0.00	10.75	0.00
		System Total :		**2.15**	**17.91**	**12.00**
Driveways	Single Component	100.00	Poor	4.54	15.12	30.00
Sidewalks	Single Component	100.00	Poor	2.17	7.22	30.00
Play Courts	Single Component	100.00	Fair	5.09	8.48	60.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Fair	3.83	6.39	60.00
Playfields	Single Component	100.00	Fair	2.64	4.40	60.00
Irrigation System	Single Component	100.00	Good	3.77	4.19	90.00
Playgrounds						
Equipment	Single Component	100.00	Fair	5.40	9.00	60.00
Playground Surfaces	Single Component	100.00	Good	2.71	3.02	90.00
Utilities						
Water Service	Single Component	100.00	Good	4.24	4.71	90.00
Waste Water Service	Single Component	100.00	Poor	1.65	5.50	30.00
Storm Sewer	Single Component	100.00	Poor	1.18	3.93	30.00
Site Lighting	Single Component	100.00	Poor	0.63	2.09	30.00
Fencing	Single Component	100.00	Fair	4.82	8.04	60.00
Total For Site :				**44.82**	**100.00**	**44.82**

Comment

Grounds - ES->Paved Surfaces-->Parking Lots (Front parking lot)
Front parking lot has cracks and is rough.

Grounds - ES->Paved Surfaces-->Parking Lots (Side parking lot)
Side parking lot is unpaved.

Grounds - ES->Paved Surfaces-->Driveways
Driveway is rough and has cracks.

Grounds - ES->Paved Surfaces-->Sidewalks
Sidewalks have cracks and spalling. Many areas are uneven and are tripping hazards.

Grounds - ES->Paved Surfaces-->Play Courts
Play court has rough surface.

Grounds - ES->Landscaped Surfaces-->Lawns\Gardens
Some areas need reseeding.

Grounds - ES->Landscaped Surfaces-->Playfields
Playfield is not level.

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	203
Site:	Fernley ES				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Grounds - ES->Playgrounds-->Equipment
Some steel equipment needs painting.

Grounds - ES->Utilities-->Waste Water Service
Waste line is old and at end of service life.

Grounds - ES->Utilities-->Storm Sewer
Parking lots and site in general has low slope and poor drainage.

Grounds - ES->Utilities-->Site Lighting
Many areas have insufficient lighting.

Grounds - ES->Fencing
Some areas of fencing are rusted.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	211
Site:	Riverview ES				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - ES						
Paved Surfaces						
Parking Lots	Single Component	100.00	Good	16.12	17.91	90.00
Driveways	Single Component	100.00	Good	13.61	15.12	90.00
Sidewalks	Single Component	100.00	Good	6.50	7.22	90.00
Play Courts	Single Component	100.00	Good	7.63	8.48	90.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Good	5.75	6.39	90.00
Playfields	Single Component	100.00	Poor	1.32	4.40	30.00
Irrigation System	Single Component	100.00	Good	3.77	4.19	90.00
Playgrounds						
Equipment	Single Component	100.00	Good	8.10	9.00	90.00
Playground Surfaces	Single Component	100.00	Good	2.71	3.02	90.00
Utilities						
Water Service	Single Component	100.00	Good	4.24	4.71	90.00
Waste Water Service	Single Component	100.00	Good	4.95	5.50	90.00
Storm Sewer	Single Component	100.00	Poor	1.18	3.93	30.00
Site Lighting	Single Component	100.00	Good	1.88	2.09	90.00
Fencing	Single Component	100.00	Good	7.24	8.04	90.00
Total For Site :				**85.01**	**100.00**	**85.01**

Comment

Grounds - ES->Landscaped Surfaces-->Playfields

While the playfields are in good condition, they are surfaced with a sand/gravel mix that is not appropriate for children playing.

Grounds - ES->Utilities-->Storm Sewer

The parking lot drains into a culvert which drains into a drainage ditch. The ditch is full of dirt.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	205
Site:	Silver Stage ES				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - ES						
Paved Surfaces						
Parking Lots	Single Component	100.00	Fair	10.75	17.91	60.00
Driveways	Single Component	100.00	Good	13.61	15.12	90.00
Sidewalks	Single Component	100.00	Good	6.50	7.22	90.00
Play Courts	Single Component	100.00	Fair	5.09	8.48	60.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Poor	1.92	6.39	30.00
Playfields	Single Component	100.00	Poor	1.32	4.40	30.00
Irrigation System	Single Component	100.00	Poor	1.26	4.19	30.00
Playgrounds						
Equipment	Single Component	100.00	Good	8.10	9.00	90.00
Playground Surfaces	Single Component	100.00	Good	2.71	3.02	90.00
Utilities						
Water Service	Single Component	100.00	Good	4.24	4.71	90.00
Waste Water Service	Single Component	100.00	Fair	3.30	5.50	60.00
Storm Sewer	Single Component	100.00	Good	3.53	3.93	90.00
Site Lighting	Single Component	100.00	Poor	0.63	2.09	30.00
Fencing	Single Component	100.00	Good	7.24	8.04	90.00
Total For Site :				**70.19**	**100.00**	**70.19**

Comment

Silver Stage ES
Silver Springs ES has been combined with Silver Stage MS to be one K-8 ES, which is called Silver Stage ES.

Grounds - ES->Paved Surfaces-->Parking Lots
Parking lot paving has some cracks.

Grounds - ES->Paved Surfaces-->Play Courts
The play courts have rough paving.

Grounds - ES->Landscaped Surfaces-->Lawns\Gardens
There are no landscaped areas.

Grounds - ES->Landscaped Surfaces-->Playfields
The playfield is not level, needs reseeding, has areas of poor drainage, and the track is dirt.

Grounds - ES->Landscaped Surfaces-->Irrigation System
The irrigation system has broken lines.

Grounds - ES->Utilities-->Waste Water Service
The sewer line is frequently plugged.

Grounds - ES->Utilities-->Site Lighting
Some fixtures need repair and there are not enough lights.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	210
Site:	Sutro ES				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - ES						
Paved Surfaces						
Parking Lots	Single Component	100.00	Fair	10.75	17.91	60.00
Driveways	Single Component	100.00	Fair	9.07	15.12	60.00
Sidewalks	Single Component	100.00	Fair	4.33	7.22	60.00
Play Courts	Single Component	100.00	Good	7.63	8.48	90.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Good	5.75	6.39	90.00
Playfields	Single Component	100.00	Good	3.96	4.40	90.00
Irrigation System	Single Component	100.00	Fair	2.51	4.19	60.00
Playgrounds						
Equipment	Single Component	100.00	Good	8.10	9.00	90.00
Playground Surfaces	Single Component	100.00	Good	2.71	3.02	90.00
Utilities						
Water Service	Single Component	100.00	Good	4.24	4.71	90.00
Waste Water Service	Single Component	100.00	Good	4.95	5.50	90.00
Storm Sewer	Single Component	100.00	Good	3.53	3.93	90.00
Site Lighting	Single Component	100.00	Fair	1.26	2.09	60.00
Fencing	Single Component	100.00	Good	7.24	8.04	90.00
Total For Site :				**76.04**	**100.00**	**76.04**

Comment

Grounds - ES->Paved Surfaces-->Parking Lots
Parking lot has some cracks, rough areas, and stripping is beginning to wear off.

Grounds - ES->Paved Surfaces-->Driveways
Driveways have some cracks and rough areas.

Grounds - ES->Paved Surfaces-->Sidewalks
Sidewalks have some areas of spalling.

Grounds - ES->Landscaped Surfaces-->Irrigation System
Irrigation system is not separate from domestic water. One part of irrigation system is run off of a hose bibb.

Grounds - ES->Utilities-->Site Lighting
A couple of parking lot lights need repair.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	202
Site:	Yerington ES				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - ES						
Paved Surfaces						
Parking Lots	Single Component	100.00	Unsat	0.00	17.91	0.00
Driveways	Single Component	0.00	(N/A)	0.00	0.00	0.00
Sidewalks	Single Component	100.00	Good	6.50	7.22	90.00
Play Courts	Single Component	100.00	Good	7.63	8.48	90.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Good	5.75	6.39	90.00
Playfields	Single Component	0.00	(N/A)	0.00	0.00	0.00
Irrigation System	Single Component	100.00	Good	3.77	4.19	90.00
Playgrounds						
Equipment	Single Component	100.00	Good	8.10	9.00	90.00
Playground Surfaces	Single Component	100.00	Good	2.71	3.02	90.00
Utilities						
Water Service	Single Component	100.00	Good	4.24	4.71	90.00
Waste Water Service	Single Component	100.00	Good	4.95	5.50	90.00
Storm Sewer	Single Component	100.00	Good	3.53	3.93	90.00
Site Lighting	Single Component	100.00	Good	1.88	2.09	90.00
Fencing	Single Component	100.00	Good	7.24	8.04	90.00
Total For Site :				**56.31**	**80.48**	**69.97**

Comment

Grounds - ES->Paved Surfaces-->Parking Lots
The staff parking lot is unpaved.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	208
Site:	Dayton IS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - MS						
Paved Surfaces						
Parking Lots	Single Component	100.00	Good	19.16	21.28	90.00
Driveways	Front driveway	30.00	Good	6.15	6.84	90.00
	Bus driveway	30.00	Fair	4.10	6.84	60.00
	Rear driveway	40.00	Unsat	0.00	9.12	0.00
		System Total :		**10.25**	**22.79**	**45.00**
Sidewalks	Single Component	100.00	Fair	6.29	10.48	60.00
Play Courts	Single Component	100.00	Good	2.61	2.90	90.00
Landscaped Surfaces						
Lawns\Gardens	Front	60.00	Good	5.42	6.02	90.00
	Courtyard	40.00	Poor	1.20	4.02	30.00
		System Total :		**6.63**	**10.04**	**66.00**
Playfields\Track	Single Component	100.00	Fair	4.09	6.82	60.00
Irrigation System	Single Component	100.00	Fair	2.58	4.30	60.00
Playgrounds						
Equipment	Single Component	100.00	Good	0.97	1.08	90.00
Utilities						
Water Service	Single Component	100.00	Good	4.35	4.84	90.00
Waste Water Service	Single Component	100.00	Good	5.08	5.64	90.00
Storm Sewer	Single Component	100.00	Fair	2.42	4.03	60.00
Site Lighting	Pole lights	35.00	Good	1.02	1.13	90.00
	Wall packs	65.00	Fair	1.26	2.10	60.00
		System Total :		**2.27**	**3.23**	**70.50**
Fencing	Single Component	100.00	Good	2.32	2.58	90.00
Total For Site :				**69.02**	**100.00**	**69.02**

Comment

Grounds - MS->Paved Surfaces-->Driveways (Bus driveway)
Paving on bus driveway is cracked.

Grounds - MS->Paved Surfaces-->Driveways (Rear driveway)
Rear driveway is unpaved.

Grounds - MS->Paved Surfaces-->Sidewalks
The sidewalks have some spalling.

Grounds - MS->Landscaped Surfaces-->Lawns\Gardens (Courtyard)
Courtyard is not landscaped.

Grounds - MS->Landscaped Surfaces-->Playfields\Track
The playfield has brown spots and areas of poor drainage.

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Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	208
Site:	Dayton IS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Grounds - MS->Landscaped Surfaces-->Irrigation System

The irrigation system has old sprinkler heads and needs a pump for sufficient pressure.

Grounds - MS->Utilities-->Storm Sewer

Drainage from offsite has flooded the bus loading area.

Grounds - MS->Utilities-->Site Lighting (Wall packs)

There are too few wall packs on the building.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	303
Site:	Fernley IS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - MS						
Paved Surfaces						
Parking Lots	Single Component	100.00	Poor	6.39	21.28	30.00
Driveways	Single Component	100.00	Poor	6.84	22.79	30.00
Sidewalks	Single Component	100.00	Fair	6.29	10.48	60.00
Play Courts	Single Component	100.00	Good	2.61	2.90	90.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Good	9.04	10.04	90.00
Playfields\Track	Single Component	100.00	Fair	4.09	6.82	60.00
Irrigation System	Single Component	100.00	Good	3.87	4.30	90.00
Playgrounds						
Equipment	Single Component	100.00	Good	0.97	1.08	90.00
Utilities						
Water Service	Single Component	100.00	Fair	2.90	4.84	60.00
Waste Water Service	Single Component	100.00	Good	5.08	5.64	90.00
Storm Sewer	Single Component	100.00	Good	3.63	4.03	90.00
Site Lighting	Single Component	100.00	Fair	1.94	3.23	60.00
Fencing	Single Component	100.00	Good	2.32	2.58	90.00
Total For Site :				**55.95**	**100.00**	**55.95**

Comment

Grounds - MS->Paved Surfaces-->Parking Lots
A majority of the parking lots are unpaved. Half of the paved area is in poor condition with cracks and rough surface.

Grounds - MS->Paved Surfaces-->Driveways
Driveways have rough, cracked paving or are unpaved.

Grounds - MS->Paved Surfaces-->Sidewalks
Some areas of sidewalks have spalling. One are has settled leaving uneven slabs that create tripping hazard.

Grounds - MS->Landscaped Surfaces-->Playfields\Track
Track is dirt and uneven.

Grounds - MS->Utilities-->Water Service
Shut off valve on at least one building is inoperable.

Grounds - MS->Utilities-->Site Lighting
The site lacks sufficient lighting near the Annex and in back of site.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	305
Site:	Silverland MS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - MS						
Paved Surfaces						
Parking Lots	Single Component	100.00	Good	19.16	21.28	90.00
Driveways	Single Component	100.00	Good	20.51	22.79	90.00
Sidewalks	Single Component	100.00	Good	9.43	10.48	90.00
Play Courts	Single Component	100.00	Good	2.61	2.90	90.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Good	9.04	10.04	90.00
Playfields\Track	Single Component	100.00	Good	6.13	6.82	90.00
Irrigation System	Single Component	100.00	Poor	1.29	4.30	30.00
Playgrounds						
Equipment	Single Component	100.00	Good	0.97	1.08	90.00
Utilities						
Water Service	Single Component	100.00	Fair	2.90	4.84	60.00
Waste Water Service	Single Component	100.00	Good	5.08	5.64	90.00
Storm Sewer	Single Component	100.00	Good	3.63	4.03	90.00
Site Lighting	Single Component	100.00	Fair	1.94	3.23	60.00
Fencing	Single Component	100.00	Good	2.32	2.58	90.00
Total For Site :				**85.00**	**100.00**	**85.00**

Comment

Grounds - MS->Landscaped Surfaces-->Irrigation System
The irrigation system is problematic. There have been many leaks. Installation may not have been to specification.

Grounds - MS->Utilities-->Water Service
The water system has had several breaks probably due to poor installation.

Grounds - MS->Utilities-->Site Lighting
Pole fixtures are no longer made and are difficult to replace when broken.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	302
Site:	Yerington IS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - MS						
Paved Surfaces						
Parking Lots	Single Component	100.00	Good	19.16	21.28	90.00
Driveways	Single Component	100.00	Good	20.51	22.79	90.00
Sidewalks	Single Component	100.00	Fair	6.29	10.48	60.00
Play Courts	Single Component	100.00	Poor	0.87	2.90	30.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Good	9.04	10.04	90.00
Playfields\Track	Single Component	100.00	Good	6.13	6.82	90.00
Irrigation System	Single Component	100.00	Good	3.87	4.30	90.00
Playgrounds						
Equipment	Single Component	100.00	Good	0.97	1.08	90.00
Utilities						
Water Service	Single Component	100.00	Good	4.35	4.84	90.00
Waste Water Service	Single Component	100.00	Good	5.08	5.64	90.00
Storm Sewer	Single Component	100.00	Fair	2.42	4.03	60.00
Site Lighting	Single Component	100.00	Good	2.90	3.23	90.00
Fencing	Single Component	100.00	Good	2.32	2.58	90.00
Total For Site :				**83.91**	**100.00**	**83.91**

Comment

Grounds - MS->Paved Surfaces-->Sidewalks
Sidewalks have some areas of spalling.

Grounds - MS->Paved Surfaces-->Play Courts
Play court is cracked and has broken concrete.

Grounds - MS->Utilities-->Storm Sewer
Drainage ditch lacks capacity.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	604
Site:	Dayton HS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - HS						
Paved Surfaces						
Parking Lots	Student parking	60.00	Fair	6.88	11.47	60.00
	Other parking	40.00	New	7.65	7.65	100.00
		System Total :		**14.53**	**19.12**	**76.00**
Driveways	Front Driveways	60.00	New	8.34	8.34	100.00
	Rear access driveways	40.00	Unsat	0.00	5.56	0.00
		System Total :		**8.34**	**13.91**	**60.00**
Sidewalks	Single Component	100.00	Fair	3.36	5.60	60.00
Athletic Courts	Single Component	100.00	Poor	2.24	7.46	30.00
Track	Single Component	100.00	Good	16.79	18.66	90.00
Landscaped Surfaces						
Lawns\Gardens	Front of school	25.00	Good	1.08	1.20	90.00
	Sides and rear	75.00	Unsat	0.00	3.61	0.00
		System Total :		**1.08**	**4.81**	**22.50**
Athletic\Playfields	Football, baseball	65.00	Good	10.92	12.13	90.00
	Softball	35.00	Poor	1.96	6.53	30.00
		System Total :		**12.88**	**18.66**	**69.00**
Irrigation System	Single Component	100.00	Fair	1.34	2.24	60.00
Utilities						
Water Service	Single Component	100.00	Good	0.76	0.84	90.00
Waste Water Service	Single Component	100.00	Fair	0.59	0.98	60.00
Storm Sewer	Single Component	100.00	Poor	0.21	0.70	30.00
Site Lighting	Single Component	100.00	Good	0.67	0.75	90.00
Fencing	Single Component	100.00	Good	5.64	6.27	90.00
Total For Site :				**68.44**	**100.00**	**68.44**

Comment

Grounds - HS->Paved Surfaces-->Parking Lots (Student parking)
Student parking needs restriping.

Grounds - HS->Paved Surfaces-->Driveways (Rear access driveways)
Rear access driveways are unpaved.

Grounds - HS->Paved Surfaces-->Sidewalks
Some areas of the sidewalks are not level and have spalling.

Grounds - HS->Paved Surfaces-->Athletic Courts
Athletic court is not level, rough surface and has cracks.

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	604
Site:	Dayton HS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Grounds - HS->Landscaped Surfaces-->Lawns\Gardens (Sides and rear)
Side and rear of school is unimproved, no landscaping.

Grounds - HS->Landscaped Surfaces-->Athletic\Playfields (Softball)
Softball field is not level.

Grounds - HS->Landscaped Surfaces-->Irrigation System
Irrigation system has significant pressure drop.

Grounds - HS->Utilities-->Waste Water Service
Some waste line clogs due to tree roots.

Grounds - HS->Utilities-->Storm Sewer
South and east side of building has surface storm drainage which is unimproved.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	601
Site:	Fernley HS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - HS						
Paved Surfaces						
Parking Lots	Front parking lot	80.00	Good	13.77	15.30	90.00
	Side and rear lots	20.00	Unsat	0.00	3.82	0.00
		System Total :		**13.77**	**19.12**	**72.00**
Driveways	Front driveways	60.00	Good	7.51	8.34	90.00
	Side and rear driveways	40.00	Unsat	0.00	5.56	0.00
		System Total :		**7.51**	**13.91**	**54.00**
Sidewalks	Single Component	100.00	Good	5.04	5.60	90.00
Athletic Courts	Single Component	0.00	(N/A)	0.00	0.00	0.00
Track	Single Component	100.00	Good	16.79	18.66	90.00
Landscaped Surfaces						
Lawns\Gardens	Front	50.00	Good	2.17	2.41	90.00
	Rear	50.00	Poor	0.72	2.41	30.00
		System Total :		**2.89**	**4.81**	**60.00**
Athletic\Playfields	Single Component	100.00	Good	16.79	18.66	90.00
Irrigation System	Single Component	100.00	Good	2.02	2.24	90.00
Utilities						
Water Service	Single Component	100.00	Good	0.76	0.84	90.00
Waste Water Service	Single Component	100.00	Good	0.88	0.98	90.00
Storm Sewer	Single Component	100.00	Fair	0.42	0.70	60.00
Site Lighting	Single Component	100.00	Good	0.67	0.75	90.00
Fencing	Single Component	100.00	Fair	3.76	6.27	60.00
Total For Site :				**71.30**	**92.54**	**77.05**

Comment

Grounds - HS->Paved Surfaces-->Parking Lots (Side and rear lots)
Side and rear parking lots are unpaved.

Grounds - HS->Paved Surfaces-->Driveways (Side and rear driveways)
Side and rear driveways are unpaved.

Grounds - HS->Paved Surfaces-->Sidewalks
Sidewalks have minor cracking.

Grounds - HS->Landscaped Surfaces-->Lawns\Gardens (Rear)
Landscaped areas in rear of building have dead grass or are unimproved.

Grounds - HS->Utilities-->Storm Sewer
There is minor areas of pooling beside the English building and in the rear parking lot.

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	601
Site:	Fernley HS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Grounds - HS->Fencing

Some fencing around football field is slanted.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	605
Site:	Silver Stage HS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - HS						
Paved Surfaces						
Parking Lots	Main and faculty parking lots	90.00	Good	15.49	17.21	90.00
	Rear parking lot	10.00	Unsat	0.00	1.91	0.00
		System Total :		**15.49**	**19.12**	**81.00**
Driveways	Entrance driveways	40.00	Good	5.01	5.56	90.00
	Rear driveways	60.00	Unsat	0.00	8.34	0.00
		System Total :		**5.01**	**13.91**	**36.00**
Sidewalks	Single Component	100.00	Good	5.04	5.60	90.00
Athletic Courts	Single Component	0.00	(N/A)	0.00	0.00	0.00
Track	Single Component	100.00	Good	16.79	18.66	90.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Poor	1.44	4.81	30.00
Athletic\Playfields	Single Component	100.00	Fair	11.20	18.66	60.00
Irrigation System	Single Component	100.00	Good	2.02	2.24	90.00
Utilities						
Water Service	Single Component	100.00	Good	0.76	0.84	90.00
Waste Water Service	Single Component	100.00	Good	0.88	0.98	90.00
Storm Sewer	Single Component	100.00	Good	0.63	0.70	90.00
Site Lighting	Single Component	100.00	Good	0.67	0.75	90.00
Fencing	Single Component	100.00	Good	5.64	6.27	90.00
Total For Site :				**65.57**	**92.54**	**70.85**

Comment

Grounds - HS->Paved Surfaces-->Parking Lots (Main and faculty parking lots)
Surface of paving is rough.

Grounds - HS->Paved Surfaces-->Parking Lots (Rear parking lot)
Rear parking lot is unpaved.

Grounds - HS->Paved Surfaces-->Driveways (Rear driveways)
Rear driveways are unpaved.

Grounds - HS->Landscaped Surfaces-->Lawns\Gardens
Other than trees, there is no landscaping.

Grounds - HS->Landscaped Surfaces-->Athletic\Playfields
There are some brown spots in fields and the drainage is poor in some area. Staff uses pump to drain some areas of football field.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	602
Site:	Smith Valley Schools				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - HS						
Paved Surfaces						
Parking Lots	High School lot	65.00	Fair	7.46	12.43	60.00
	Elementary School lot	35.00	Unsat	0.00	6.69	0.00
		System Total :		**7.46**	**19.12**	**39.00**
Driveways	Front driveways	40.00	Good	5.01	5.56	90.00
	Rear driveways	60.00	Unsat	0.00	8.34	0.00
		System Total :		**5.01**	**13.91**	**36.00**
Sidewalks	Single Component	100.00	Fair	3.36	5.60	60.00
Athletic Courts	Single Component	100.00	Fair	4.48	7.46	60.00
Track	Single Component	100.00	Unsat	0.00	18.66	0.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Good	4.33	4.81	90.00
Athletic\Playfields	Single Component	100.00	Good	16.79	18.66	90.00
Irrigation System	Single Component	100.00	Fair	1.34	2.24	60.00
Utilities						
Water Service	Single Component	100.00	Good	0.76	0.84	90.00
Waste Water Service	Single Component	100.00	Good	0.88	0.98	90.00
Storm Sewer	Single Component	100.00	Good	0.63	0.70	90.00
Site Lighting	Single Component	100.00	Good	0.67	0.75	90.00
Fencing	Single Component	100.00	Good	5.64	6.27	90.00
Total For Site :				**51.35**	**100.00**	**51.35**

Comment

Grounds - HS->Paved Surfaces-->Parking Lots (High School lot)
Paving is rough and has cracks. Stripping is worn.

Grounds - HS->Paved Surfaces-->Parking Lots (Elementary School lot)
Lot is not paved.

Grounds - HS->Paved Surfaces-->Driveways (Rear driveways)
Rear driveways are not paved.

Grounds - HS->Paved Surfaces-->Sidewalks
Some areas of the walks have spalling

Grounds - HS->Paved Surfaces-->Athletic Courts
Play court has cracks.

Grounds - HS->Paved Surfaces-->Track
Track is dirt.

Grounds - HS->Landscaped Surfaces-->Irrigation System
The irrigation system does not provide good coverage.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	603
Site:	Yerington HS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - HS						
Paved Surfaces						
Parking Lots	Staff lot	40.00	Fair	4.59	7.65	60.00
	Student	40.00	Good	6.88	7.65	90.00
	Event	20.00	Unsat	0.00	3.82	0.00
		System Total :		**11.47**	**19.12**	**60.00**
Driveways	Front driveways	40.00	Good	5.01	5.56	90.00
	Rear driveways	60.00	Unsat	0.00	8.34	0.00
		System Total :		**5.01**	**13.91**	**36.00**
Sidewalks	Single Component	100.00	Fair	3.36	5.60	60.00
Athletic Courts	Single Component	100.00	Good	6.72	7.46	90.00
Track	Single Component	100.00	Good	16.79	18.66	90.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Good	4.33	4.81	90.00
Athletic\Playfields	Single Component	100.00	Good	16.79	18.66	90.00
Irrigation System	Single Component	100.00	Good	2.02	2.24	90.00
Utilities						
Water Service	Single Component	100.00	Good	0.76	0.84	90.00
Waste Water Service	Single Component	100.00	Poor	0.29	0.98	30.00
Storm Sewer	Single Component	100.00	Good	0.63	0.70	90.00
Site Lighting	Wall packs	50.00	Poor	0.11	0.37	30.00
	Pole mounted	50.00	Good	0.34	0.37	90.00
		System Total :		**0.45**	**0.75**	**60.00**
Fencing	Single Component	100.00	Good	5.64	6.27	90.00
Total For Site :				**74.26**	**100.00**	**74.26**

Comment

Grounds - HS->Paved Surfaces-->Parking Lots (Staff lot)
Paving is rough with cracks.

Grounds - HS->Paved Surfaces-->Parking Lots (Event)
Event lot is not paved.

Grounds - HS->Paved Surfaces-->Driveways (Rear driveways)
Rear driveways are not paved.

Grounds - HS->Paved Surfaces-->Sidewalks
Walks have some areas of spalling.

Grounds - HS->Utilities-->Waste Water Service
Waste lines are old and have convoluted runs. Some lines are damaged, flattened, and corroded.

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	603
Site:	Yerington HS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score

Grounds - HS->Utilities-->Site Lighting (Wall packs)

Wall packs require frequent maintenance and bulb replacement. They are scheduled for replacement.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	907
Site:	Adult Ed - Fernley HS				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - HS						
Paved Surfaces						
Parking Lots	Single Component	100.00	Poor	5.74	19.12	30.00
Driveways	Single Component	100.00	Poor	4.17	13.91	30.00
Sidewalks	Single Component	100.00	Good	5.04	5.60	90.00
Athletic Courts	Single Component	0.00	(N/A)	0.00	0.00	0.00
Track	Single Component	0.00	(N/A)	0.00	0.00	0.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	0.00	(N/A)	0.00	0.00	0.00
Athletic\Playfields	Single Component	0.00	(N/A)	0.00	0.00	0.00
Irrigation System	Single Component	0.00	(N/A)	0.00	0.00	0.00
Utilities						
Water Service	Single Component	100.00	Good	0.76	0.84	90.00
Waste Water Service	Single Component	100.00	Poor	0.29	0.98	30.00
Storm Sewer	Single Component	100.00	Good	0.63	0.70	90.00
Site Lighting	Single Component	100.00	Good	0.67	0.75	90.00
Fencing	Single Component	100.00	Good	5.64	6.27	90.00
Total For Site :				**22.94**	**48.16**	**47.63**

Comment

Grounds - HS->Paved Surfaces-->Parking Lots
Parking lot is gravel.

Grounds - HS->Paved Surfaces-->Driveways
Driveways are gravel.

Grounds - HS->Utilities-->Waste Water Service
The waste line is shallow and has a low slope which causes it to freeze.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	904
Site:	Bus Yard - Dayton				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - ES						
Paved Surfaces						
Parking Lots	Single Component	100.00	Poor	5.37	17.91	30.00
Driveways	Single Component	100.00	Poor	4.54	15.12	30.00
Sidewalks	Single Component	100.00	Fair	4.33	7.22	60.00
Play Courts	Single Component	0.00	(N/A)	0.00	0.00	0.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	0.00	(N/A)	0.00	0.00	0.00
Playfields	Single Component	0.00	(N/A)	0.00	0.00	0.00
Irrigation System	Single Component	0.00	(N/A)	0.00	0.00	0.00
Playgrounds						
Equipment	Single Component	0.00	(N/A)	0.00	0.00	0.00
Playground Surfaces	Single Component	0.00	(N/A)	0.00	0.00	0.00
Utilities						
Water Service	Single Component	100.00	Good	4.24	4.71	90.00
Waste Water Service	Single Component	100.00	Good	4.95	5.50	90.00
Storm Sewer	Single Component	100.00	Good	3.53	3.93	90.00
Site Lighting	Single Component	100.00	Good	1.88	2.09	90.00
Fencing	Single Component	100.00	Good	7.24	8.04	90.00
Total For Site :				**36.09**	**64.53**	**55.93**

Comment

Grounds - ES->Paved Surfaces-->Parking Lots
The parking lot is gravel.

Grounds - ES->Paved Surfaces-->Driveways
The driveway is gravel.

Grounds - ES->Paved Surfaces-->Sidewalks
The sidewalk has some spalling.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	903
Site:	Bus Yard - Fernley				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - ES						
Paved Surfaces						
Parking Lots	Single Component	100.00	Poor	5.37	17.91	30.00
Driveways	Single Component	100.00	Poor	4.54	15.12	30.00
Sidewalks	Single Component	100.00	Good	6.50	7.22	90.00
Play Courts	Single Component	0.00	(N/A)	0.00	0.00	0.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	0.00	(N/A)	0.00	0.00	0.00
Playfields	Single Component	0.00	(N/A)	0.00	0.00	0.00
Irrigation System	Single Component	0.00	(N/A)	0.00	0.00	0.00
Playgrounds						
Equipment	Single Component	0.00	(N/A)	0.00	0.00	0.00
Playground Surfaces	Single Component	0.00	(N/A)	0.00	0.00	0.00
Utilities						
Water Service	Single Component	100.00	Good	4.24	4.71	90.00
Waste Water Service	Single Component	100.00	Poor	1.65	5.50	30.00
Storm Sewer	Single Component	100.00	Good	3.53	3.93	90.00
Site Lighting	Single Component	100.00	Good	1.88	2.09	90.00
Fencing	Single Component	100.00	Good	7.24	8.04	90.00
Total For Site :				**34.96**	**64.53**	**54.17**

Comment

Grounds - ES->Paved Surfaces-->Parking Lots
The parking lot is gravel and lacks sufficient space for all the buses.

Grounds - ES->Paved Surfaces-->Driveways
The driveway is gravel.

Grounds - ES->Utilities-->Waste Water Service
The waste line is shallow and has a low slope which causes it to freeze.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	905
Site:	Bus Yard - Silver Springs				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - ES						
Paved Surfaces						
Parking Lots	Single Component	100.00	Unsat	0.00	17.91	0.00
Driveways	Single Component	100.00	Unsat	0.00	15.12	0.00
Sidewalks	Single Component	0.00	(N/A)	0.00	0.00	0.00
Play Courts	Single Component	0.00	(N/A)	0.00	0.00	0.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	0.00	(N/A)	0.00	0.00	0.00
Playfields	Single Component	0.00	(N/A)	0.00	0.00	0.00
Irrigation System	Single Component	0.00	(N/A)	0.00	0.00	0.00
Playgrounds						
Equipment	Single Component	0.00	(N/A)	0.00	0.00	0.00
Playground Surfaces	Single Component	0.00	(N/A)	0.00	0.00	0.00
Utilities						
Water Service	Single Component	100.00	Good	4.24	4.71	90.00
Waste Water Service	Single Component	100.00	Good	4.95	5.50	90.00
Storm Sewer	Single Component	100.00	Good	3.53	3.93	90.00
Site Lighting	Single Component	100.00	Fair	1.26	2.09	60.00
Fencing	Single Component	100.00	Good	7.24	8.04	90.00
Total For Site :				**21.21**	**57.30**	**37.02**

Comment

Grounds - ES->Paved Surfaces-->Parking Lots
The parking lots are unpaved.

Grounds - ES->Paved Surfaces-->Driveways
The driveways are unpaved.

Grounds - ES->Utilities-->Site Lighting
There is insufficient lighting.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	902
Site:	District Office Complex				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - HS						
Paved Surfaces						
Parking Lots	Single Component	100.00	Poor	5.74	19.12	30.00
Driveways	Single Component	100.00	Poor	4.17	13.91	30.00
Sidewalks	Single Component	100.00	Good	5.04	5.60	90.00
Athletic Courts	Single Component	0.00	(N/A)	0.00	0.00	0.00
Track	Single Component	0.00	(N/A)	0.00	0.00	0.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	100.00	Good	4.33	4.81	90.00
Athletic\Playfields	Single Component	0.00	(N/A)	0.00	0.00	0.00
Irrigation System	Single Component	100.00	Good	2.02	2.24	90.00
Utilities						
Water Service	Single Component	100.00	Good	0.76	0.84	90.00
Waste Water Service	Single Component	100.00	Good	0.88	0.98	90.00
Storm Sewer	Single Component	100.00	Good	0.63	0.70	90.00
Site Lighting	Single Component	100.00	Poor	0.22	0.75	30.00
Fencing	Single Component	100.00	Good	5.64	6.27	90.00
Total For Site :				**29.43**	**55.22**	**53.30**

Comment

Grounds - HS->Paved Surfaces-->Parking Lots
The parking lot in the rear is gravel, not level, and rough.

Grounds - HS->Paved Surfaces-->Driveways
The driveway is gravel.

Grounds - HS->Utilities-->Site Lighting
The site lighting is at the end of its service life.

BASYS
Building Assessment System

Grounds Assessment

Project #:	7293	Project:	Assessments 2015		
County:	Lyon	Region:	10	Site #:	908
Site:	GED_PDC Silver Stage				

Systems	Component(s)	% of System	Rating	Score	Possible Score	Percent Score
Grounds - HS						
Paved Surfaces						
Parking Lots	Single Component	100.00	Unsat	0.00	19.12	0.00
Driveways	Single Component	100.00	Poor	4.17	13.91	30.00
Sidewalks	Single Component	0.00	(N/A)	0.00	0.00	0.00
Athletic Courts	Single Component	0.00	(N/A)	0.00	0.00	0.00
Track	Single Component	0.00	(N/A)	0.00	0.00	0.00
Landscaped Surfaces						
Lawns\Gardens	Single Component	0.00	(N/A)	0.00	0.00	0.00
Athletic\Playfields	Single Component	0.00	(N/A)	0.00	0.00	0.00
Irrigation System	Single Component	0.00	(N/A)	0.00	0.00	0.00
Utilities						
Water Service	Single Component	100.00	Good	0.76	0.84	90.00
Waste Water Service	Single Component	100.00	Good	0.88	0.98	90.00
Storm Sewer	Single Component	100.00	Good	0.63	0.70	90.00
Site Lighting	Single Component	0.00	(N/A)	0.00	0.00	0.00
Fencing	Single Component	100.00	Good	5.64	6.27	90.00
Total For Site :				**12.08**	**41.82**	**28.89**

Comment

Grounds - HS->Paved Surfaces-->Parking Lots
The parking lot is gravel.

Grounds - HS->Paved Surfaces-->Driveways
The driveway is gravel.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	209
Project:	Assessments 2015	Region:	10	Site:	Cottonwood ES

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Fair	7.50	15.00	50.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Fair	5.00	10.00	50.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Good	5.00	5.00	100.00
Voice Distribution	Unsat	0.00	5.00	0.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
Total For Site:		**82.50**	**100.00**	**82.50**

Comments

Technology Readiness->Comm\IT Equipment Environment

Some Communications and IT equipment are not properly climate-controlled and lack adequate storage.

Technology Readiness->Voice Distribution

Not all staff members have 2-way voice communications to the classrooms via phone and intercom services. However, all instructional spaces do have 2-way communications with the intercom, and the intercom can be heard on the play or athletic areas. Additionally, there is only one telephone available to the staff.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	201
Project:	Assessments 2015	Region:	10	Site:	Dayton ES

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Good	15.00	15.00	100.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Good	10.00	10.00	100.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Fair	10.05	15.00	67.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Unsat	0.00	5.00	0.00
Faculty & Staff Technology	Fair	6.70	10.00	67.00
Total For Site:		**81.75**	**100.00**	**81.75**

Comments

Technology Readiness->Comm\IT Equipment Environment
The communications and IT equipment lack adequate HVAC controls and storage.

Technology Readiness->Electrical Power
Some instructional, technology, and administrative spaces (classrooms, media center, labs, data centers, etc.) lack sufficient electrical power for all applicable technology devices.

Technology Readiness->LAN Connectivity
Not available in all instructional spaces.

Technology Readiness->LAN-WAN Performance
Internet connectivity is not always reliable.

Technology Readiness->Video Distribution
Dayton HS has no video network.

Technology Readiness->Voice Distribution
The only communication system is the intercom. There is no access to outside lines from instructional areas.

Technology Readiness->Faculty & Staff Technology
Availability is not always consistent.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	206
Project:	Assessments 2015	Region:	10	Site:	East Valley ES

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Fair	7.50	15.00	50.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Good	10.00	10.00	100.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Good	5.00	5.00	100.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
Total For Site:		**92.50**	**100.00**	**92.50**

Comments

Technology Readiness->Comm\IT Equipment Environment
The communications and IT equipment lack adequate HVAC controls and storage.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	203
Project:	Assessments 2015	Region:	10	Site:	Fernley ES

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Unsat	0.00	15.00	0.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Unsat	0.00	10.00	0.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Poor	3.30	10.00	33.00
Video Distribution	Good	5.00	5.00	100.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
Total For Site:		**68.30**	**100.00**	**68.30**

Comments

Technology Readiness->Comm\IT Equipment Environment

The communications and IT equipment lacks a climate-controlled environment that is secure and accessible. The equipment is not located in a place designed for communications /IT equipment. The space lacks a climate-controlled environment that is secure and accessible. The areas also lack adequate storage, utilities, and fixed equipment.

Technology Readiness->Cooling

The classroom computer labs lack sufficient HVAC capacity for the number of computers present.

Technology Readiness->LAN-WAN Performance

Device connectivity is not consistent, leaving only some instructional, technology, and administrative spaces (classrooms, media center, labs, data centers, etc.) with sufficient hardwired and wireless access for all applicable technology devices.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	211
Project:	Assessments 2015	Region:	10	Site:	Riverview ES

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Unsat	0.00	15.00	0.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Good	10.00	10.00	100.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Fair	6.70	10.00	67.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Unsat	0.00	5.00	0.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
Total For Site:		**71.70**	**100.00**	**71.70**

Comments

Technology Readiness->Comm\IT Equipment Environment
IT equipment is not located in a separate space and is not easily accessible.

Technology Readiness->LAN-WAN Performance
Internet connectivity is not always reliable.

Technology Readiness->Video Distribution
There is no video distribution system.

Technology Readiness->Voice Distribution
Communication is via intercom. There are no phones or direct outside access from instructional spaces.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	205
Project:	Assessments 2015	Region:	10	Site:	Silver Stage ES

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Fair	7.50	15.00	50.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Fair	5.00	10.00	50.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Good	5.00	5.00	100.00
Voice Distribution	Fair	2.50	5.00	50.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
Total For Site:		**85.00**	**100.00**	**85.00**

Comments

Technology Readiness->Comm\IT Equipment Environment

Some of the communications and IT equipment lack a climate-controlled environment and a place designed for the equipment.

Technology Readiness->Cooling

Not all classroom computer labs have sufficient HVAC capacity for the number of computers present. The spaces lack adequate year round cooling and ventilations.

Technology Readiness->Voice Distribution

The elementary and middle school systems are not connected and cause communication issues and issues of safety during emergency situations.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	210
Project:	Assessments 2015	Region:	10	Site:	Sutro ES

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Unsat	0.00	15.00	0.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Good	10.00	10.00	100.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Fair	10.05	15.00	67.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Fair	6.70	10.00	67.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Unsat	0.00	5.00	0.00
Faculty & Staff Technology	Fair	6.70	10.00	67.00
Total For Site:		**63.45**	**100.00**	**63.45**

Comments

Technology Readiness->Comm\IT Equipment Environment
The IT equipment is not located in a secure environment.

Technology Readiness->LAN Connectivity
Availability is not always consistent.

Technology Readiness->LAN-WAN Performance
Internet connectivity is not always reliable.

Technology Readiness->Video Distribution
There is no video distribution system.

Technology Readiness->Voice Distribution
The only communication system is via the intercom. There is no access to outside lines.

Technology Readiness->Faculty & Staff Technology
Availability is not always consistent.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	202
Project:	Assessments 2015	Region:	10	Site:	Yerington ES

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Unsat	0.00	15.00	0.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Good	10.00	10.00	100.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Fair	10.05	15.00	67.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Fair	6.70	10.00	67.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Unsat	0.00	5.00	0.00
Faculty & Staff Technology	Poor	3.30	10.00	33.00
Total For Site:		**60.05**	**100.00**	**60.05**

Comments

Technology Readiness->Comm\IT Equipment Environment
IT equipment is located in an open space in one of the computer labs and is cooled only with a portable fan.

Technology Readiness->LAN Connectivity
Availability is not always consistent.

Technology Readiness->LAN-WAN Performance
Internet connectivity is not always reliable.

Technology Readiness->Video Distribution
There is no video distribution system.

Technology Readiness->Voice Distribution
The only communication is via the intercom with no direct outside access.

Technology Readiness->Faculty & Staff Technology
Hard wired service for staff technology is minimal.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	208
Project:	Assessments 2015	Region:	10	Site:	Dayton IS

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Fair	7.50	15.00	50.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Unsat	0.00	10.00	0.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Good	5.00	5.00	100.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
Total For Site:		**82.50**	**100.00**	**82.50**

Comments

Technology Readiness->Comm\IT Equipment Environment

Some equipment is not located in a place designed for communications /IT equipment.

Technology Readiness->Cooling

Not all classroom computer labs have sufficient HVAC capacity for the number of computers present. The spaces lack adequate year round cooling and ventilations.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	303
Project:	Assessments 2015	Region:	10	Site:	Fernley IS

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Good	15.00	15.00	100.00
Electrical Power	Fair	5.00	10.00	50.00
Cooling	Good	10.00	10.00	100.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Unsat	0.00	5.00	0.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
Total For Site:		**85.00**	**100.00**	**85.00**

Comments

Technology Readiness->LAN-WAN Performance

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	305
Project:	Assessments 2015	Region:	10	Site:	Silverland MS

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Good	15.00	15.00	100.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Good	10.00	10.00	100.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Good	5.00	5.00	100.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
Total For Site:		**100.00**	**100.00**	**100.00**

Comments

Technology Readiness->Voice Distribution

Not all staff members have 2-way voice communications to the classrooms via phone and intercom services including access to outside lines. However, all instructional spaces do have 2-way communications with the intercom. The intercom can be heard on the play and athletic areas.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	302
Project:	Assessments 2015	Region:	10	Site:	Yerington IS

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Unsat	0.00	15.00	0.00
Electrical Power	Fair	5.00	10.00	50.00
Cooling	Fair	5.00	10.00	50.00
Equity of Access	Fair	6.70	10.00	67.00
LAN Connectivity	Fair	10.05	15.00	67.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Fair	6.70	10.00	67.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Unsat	0.00	5.00	0.00
Faculty & Staff Technology	Fair	6.70	10.00	67.00
Total For Site:		**50.15**	**100.00**	**50.15**

Comments

Technology Readiness->Comm\IT Equipment Environment
IT equipment is not in a secure, cooled environment.

Technology Readiness->Electrical Power
Some instructional, technology, and administrative spaces (classrooms, media center, labs, data centers, etc.) lack sufficient electrical power for all applicable technology devices.

Technology Readiness->Cooling
Not all classroom computer labs have sufficient HVAC capacity for the number of computers present. The spaces lack adequate year round cooling and ventilations.

Technology Readiness->Equity of Access
Availability is not always consistent.

Technology Readiness->LAN Connectivity
Availability is not always consistent.

Technology Readiness->LAN-WAN Performance
Internet connectivity is not always reliable.

Technology Readiness->Video Distribution
There is no video distribution system.

Technology Readiness->Voice Distribution
The only communication system in via intercom with no direct outside access.

Technology Readiness->Faculty & Staff Technology
Availability is not always consistent.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	604
Project:	Assessments 2015	Region:	10	Site:	Dayton HS

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Unsat	0.00	15.00	0.00
Electrical Power	Fair	5.00	10.00	50.00
Cooling	Good	10.00	10.00	100.00
Equity of Access	Fair	6.70	10.00	67.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Fair	6.70	10.00	67.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Unsat	0.00	5.00	0.00
Faculty & Staff Technology	Fair	6.70	10.00	67.00
Total For Site:		**60.10**	**100.00**	**60.10**

Comments

Technology Readiness->Comm\IT Equipment Environment
IT equipment is located in multiple spaces that are not always secure.

Technology Readiness->Electrical Power
Some instructional, technology, and administrative spaces (classrooms, library, labs, data centers, etc.) lack sufficient electrical power for all applicable technology devices.

Technology Readiness->Equity of Access
Not available in all instructional spaces.

Technology Readiness->LAN-WAN Performance
Internet connectivity is not always reliable.

Technology Readiness->Video Distribution
Dayton HS has no video network.

Technology Readiness->Voice Distribution
Communications is via intercom. There are no phones or direct outside access from most instructional spaces.

Technology Readiness->Faculty & Staff Technology
Availability is not always consistent.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	601
Project:	Assessments 2015	Region:	10	Site:	Fernley HS

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Fair	7.50	15.00	50.00
Electrical Power	Fair	5.00	10.00	50.00
Cooling	Good	10.00	10.00	100.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Good	5.00	5.00	100.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
Total For Site:		**87.50**	**100.00**	**87.50**

Comments

Technology Readiness->Comm\IT Equipment Environment

The communications and IT equipment environment is located in a space that was not designed for the equipment, and is not adequately climate controlled.

Technology Readiness->Electrical Power

Some instructional, technology, and administrative spaces (classrooms, media center, labs, data centers, etc.) lack sufficient electrical power for all applicable technology devices.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	605
Project:	Assessments 2015	Region:	10	Site:	Silver Stage HS

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Fair	7.50	15.00	50.00
Electrical Power	Good	10.00	10.00	100.00
Cooling	Good	10.00	10.00	100.00
Equity of Access	Good	10.00	10.00	100.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Good	10.00	10.00	100.00
Video Distribution	Good	5.00	5.00	100.00
Voice Distribution	Good	5.00	5.00	100.00
Faculty & Staff Technology	Good	10.00	10.00	100.00
Total For Site:		**92.50**	**100.00**	**92.50**

Comments

Technology Readiness->Comm\IT Equipment Environment

Some of the communications and IT equipment lack a climate-controlled environment and a place designed for the equipment.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	602
Project:	Assessments 2015	Region:	10	Site:	Smith Valley Schools

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Unsat	0.00	15.00	0.00
Electrical Power	Fair	5.00	10.00	50.00
Cooling	Fair	5.00	10.00	50.00
Equity of Access	Fair	6.70	10.00	67.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Fair	6.70	10.00	67.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Unsat	0.00	5.00	0.00
Faculty & Staff Technology	Fair	6.70	10.00	67.00
Total For Site:		**55.10**	**100.00**	**55.10**

Comments

Technology Readiness->Comm\IT Equipment Environment
Communication equipment is not secure or properly air conditioned.

Technology Readiness->Electrical Power
Some instructional, technology, and administrative spaces (classrooms, media center, labs, data centers, etc.) lack sufficient electrical power for all applicable technology devices.

Technology Readiness->Cooling
Not all classroom computer labs have sufficient HVAC capacity for the number of computers present. The spaces lack adequate year round cooling and ventilations.

Technology Readiness->Equity of Access
Not available in all instructional spaces.

Technology Readiness->LAN-WAN Performance
Internet connectivity is not always reliable.

Technology Readiness->Video Distribution
There is no video distribution system.

Technology Readiness->Voice Distribution
Voice distribution is by intercom and is not reliable in all instructional spaces. There is no outside access.

Technology Readiness->Faculty & Staff Technology
Not available in all instructional spaces.

BASYS
Building Assessment System

Technology Readiness Report - Full

Project #:	7293	County:	Lyon	Site #:	603
Project:	Assessments 2015	Region:	10	Site:	Yerington HS

Technology Readiness	Rating	Score	Possible Score	Percent Score
Technology Readiness				
Comm\IT Equipment Environment	Good	15.00	15.00	100.00
Electrical Power	Fair	5.00	10.00	50.00
Cooling	Fair	5.00	10.00	50.00
Equity of Access	Fair	6.70	10.00	67.00
LAN Connectivity	Good	15.00	15.00	100.00
WAN Backbone	Good	10.00	10.00	100.00
LAN-WAN Performance	Fair	6.70	10.00	67.00
Video Distribution	Unsat	0.00	5.00	0.00
Voice Distribution	Unsat	0.00	5.00	0.00
Faculty & Staff Technology	Fair	6.70	10.00	67.00
Total For Site:		**70.10**	**100.00**	**70.10**

Comments

Technology Readiness->Electrical Power
Some instructional, technology, and administrative spaces (classrooms, media center, labs, data centers, etc.) lack sufficient electrical power for all applicable technology devices.

Technology Readiness->Cooling
Not all classroom computer labs have sufficient HVAC capacity for the number of computers present. The spaces lack adequate year round cooling and ventilations.

Technology Readiness->Equity of Access
Not available in all instructional spaces.

Technology Readiness->LAN-WAN Performance
Internet connectivity is not always reliable.

Technology Readiness->Video Distribution
There is no video distribution system.

Technology Readiness->Voice Distribution
The only communication is via intercom with no direct outside access.

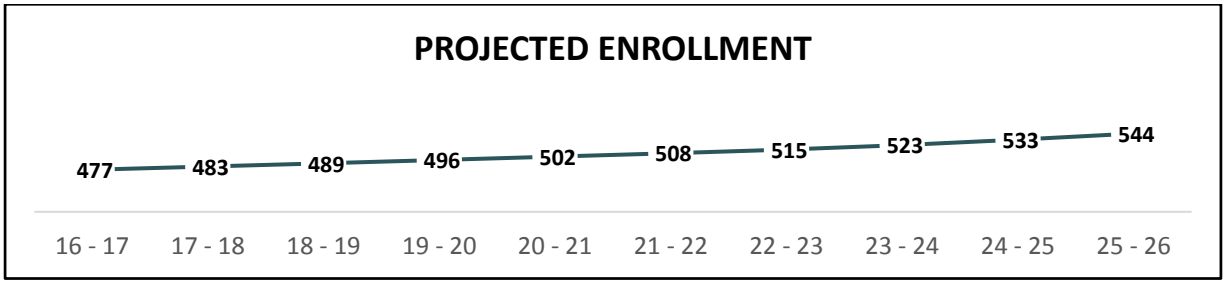
Technology Readiness->Faculty & Staff Technology
Availability is not always consistent.

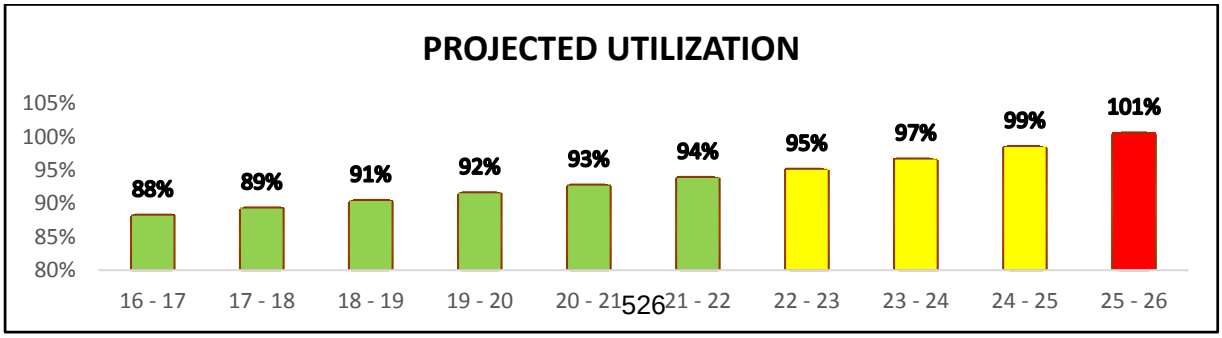
Appendix D
School ScoreCard

Dayton Elementary School

Dayton Elementary School is located in the original part of Dayton near both Dayton High and Intermediate Schools. The school is 48,912 square feet and serves students in grades PK - 6 from the surrounding area. There are 3 separate buildings, one of which was originally built as an open concept plan but has been since renovated.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	79.44	$1,732,778
Suitability	72.83	$985,782
Technology	81.75	$23,809
Site	76.89	$252,922
Combined 30/50/10/10	78.08	$2,995,300

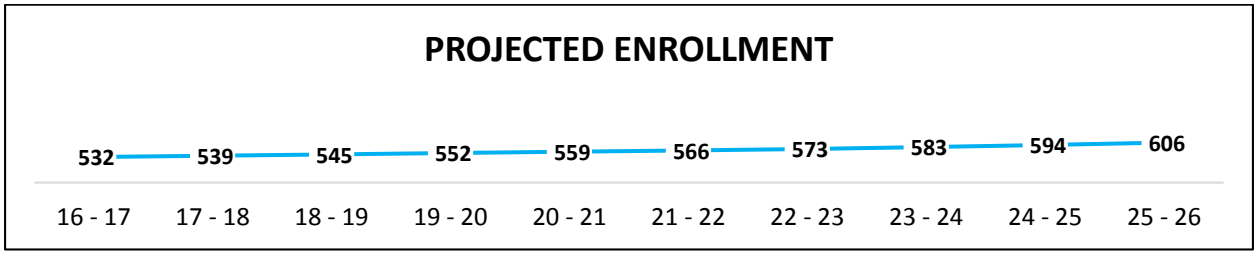


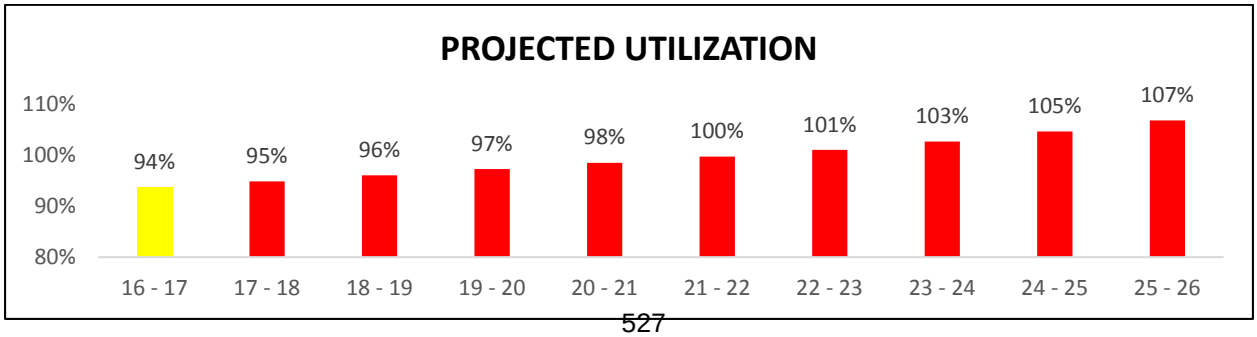


Cottonwood Elementary School

Cottonwood Elementary School provides a comprehensive program for students in grades pre-k through 4. Additionally, Cottonwood Elementary houses an Early Childhood Education program and an Autism program.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	79.25	$1,915,166.79
Suitability	71.10	$1,178,122.13
Technology	82.50	$23,496.67
Site	76.74	$321,915.13
Combined 30/30/30/10	77.53	$3,438,700.00

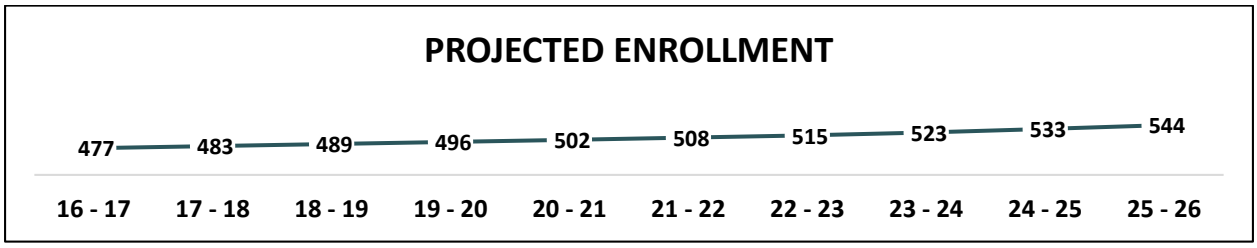


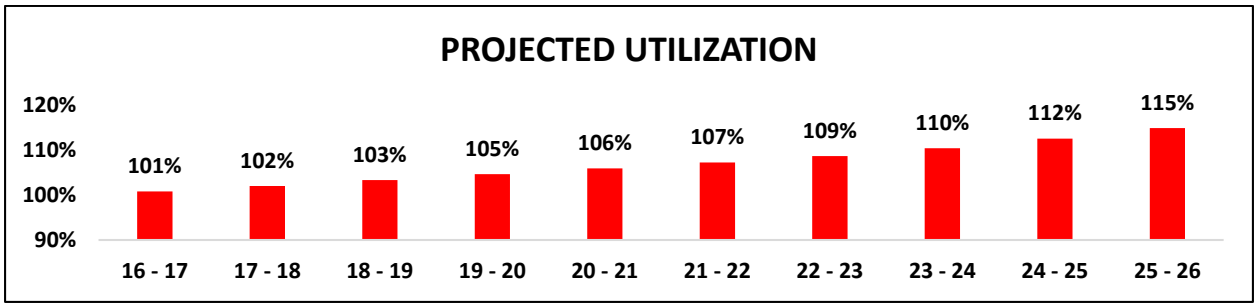


East Valley Elementary School

East Valley Elementary School offers a comprehensive program for grades pre-k through 4.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	86.01	$712,315
Suitability	78.33	$728,211
Technology	92.50	$ -
Site	88.08	$46,593
Combined 30/30/30/10	85.86	$1,487,100

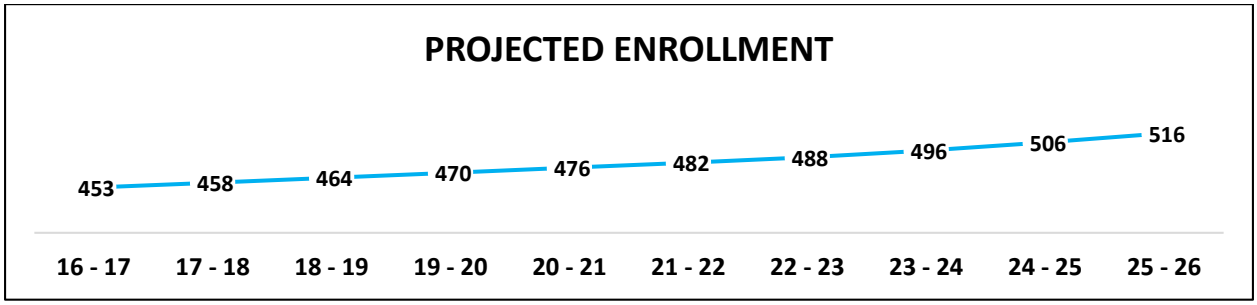


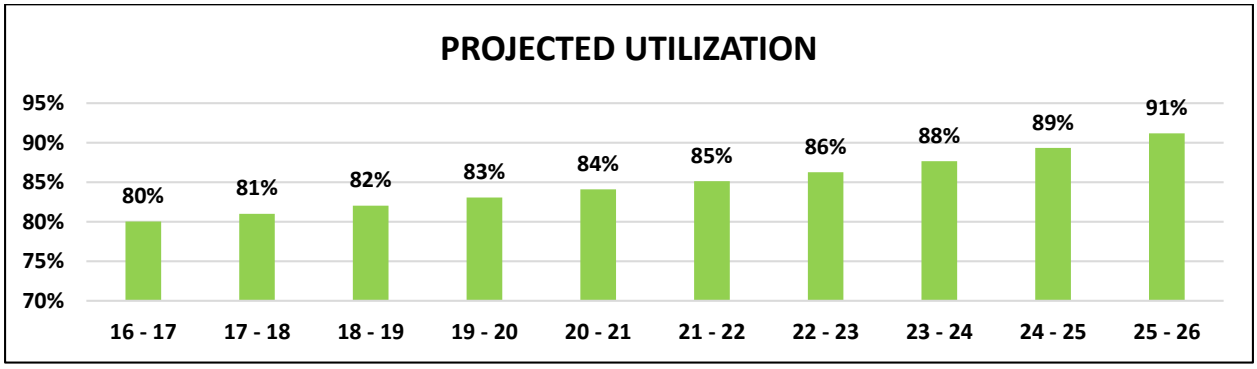


Fernley Elementary School

Fernley Elementary School provides a comprehensive public education program for students in grades pre-k through 4. The facility also serves pre-school students in an Early Childhood Education program.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	69.60	$4,051,724
Suitability	64.08	$1,802,186
Technology	68.30	$75,819
Site	44.82	$1,223,776
Combined 30/30/30/10	65.07	$7,153,500

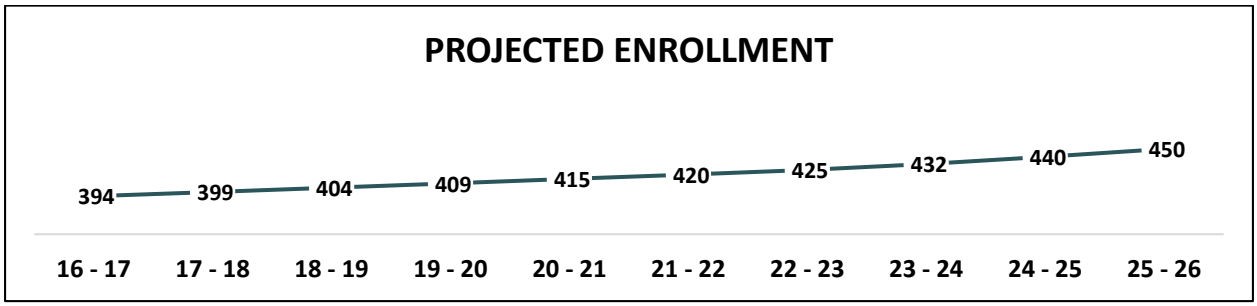


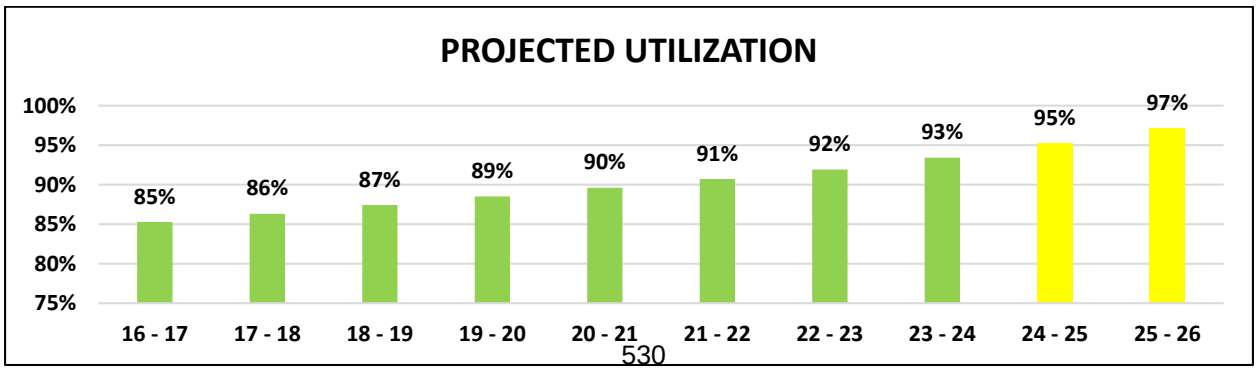


Riverview Elementary School

Riverview Elementary School is located on the east side of Dayton and provides programs for students in grades PK-6 from the surrounding area. The school was built in 2007 and remains essentially as it was built.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	87.38	$445,027
Suitability	80.29	$576,703
Technology	71.70	$54,626
Site	85.01	$115,556
Combined 30/30/30/10	80.31	$1,191,900

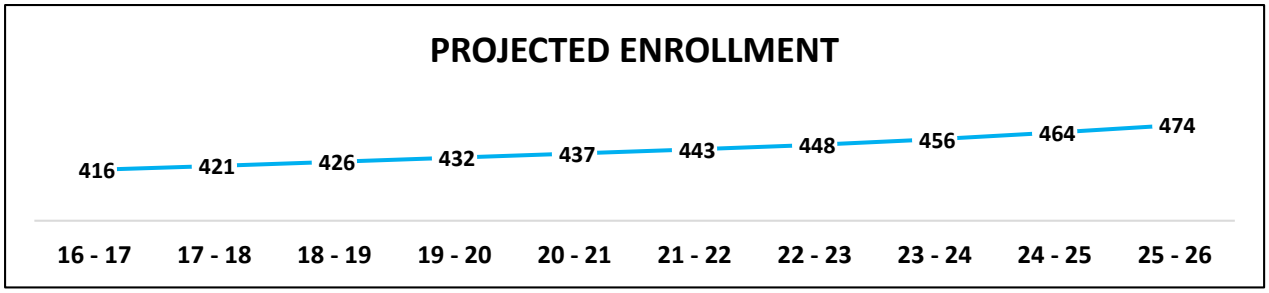


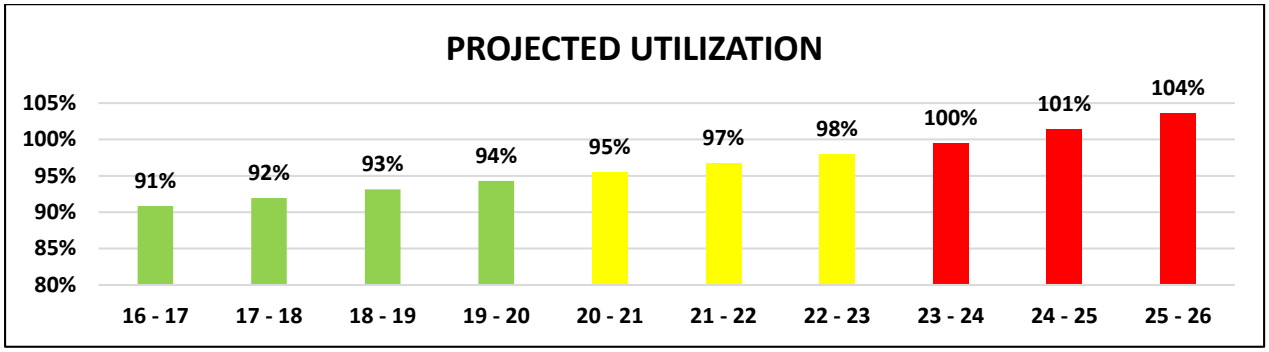


Sutro Elementary School

Sutro Elementary, located in the Dayton attendance area serves students in grades PK-6 from the surrounding area. The school is located in an established residential area.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	72.38	$ 2,757,232
Suitability	76.06	$763,425
Technology	63.45	$73,101
Site	76.04	$ 298,000
Combined 30/30/30/10	71.17	$3,891,800

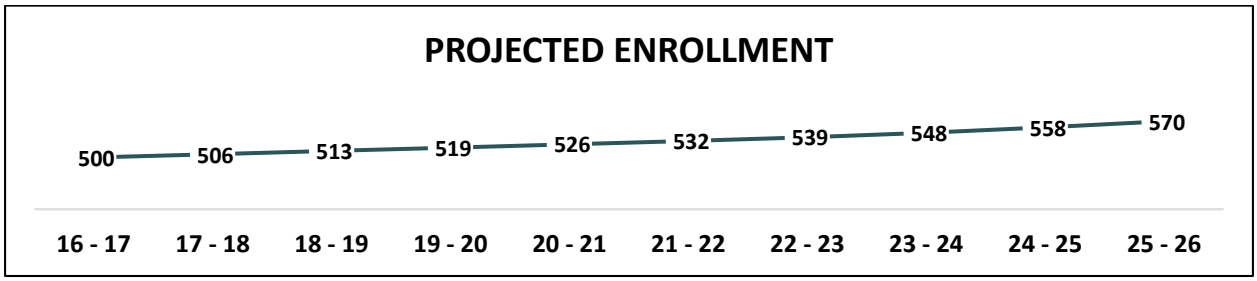


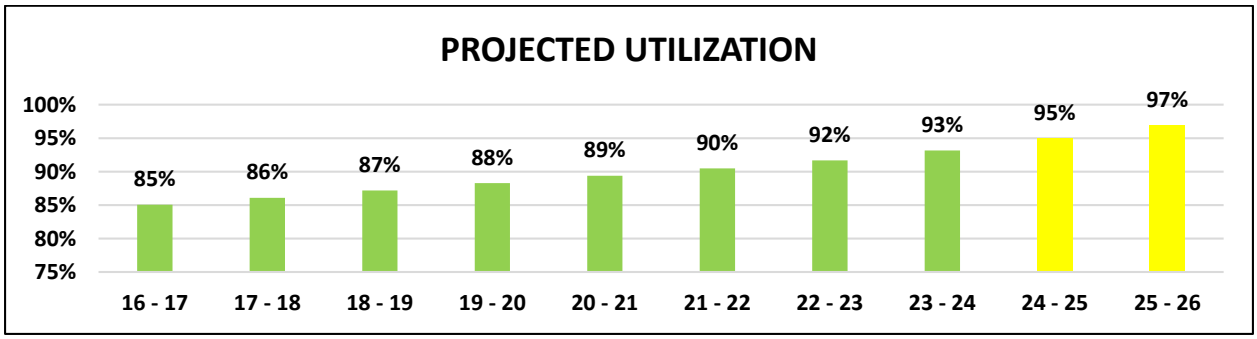


Yerington Elementary School

Yerington Elementary School provides programs for students from the greater Yerington area in grades pre-k through 4. The facility consists of 6 separate buildings and shares some space with the adjacent intermediate school.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	78.32	$2,351,132
Suitability	73.58	$1,156,682
Technology	60.05	$106,064
Site	69.97	$549,943
Combined 30/30/30/10	70.58	$4,163,800

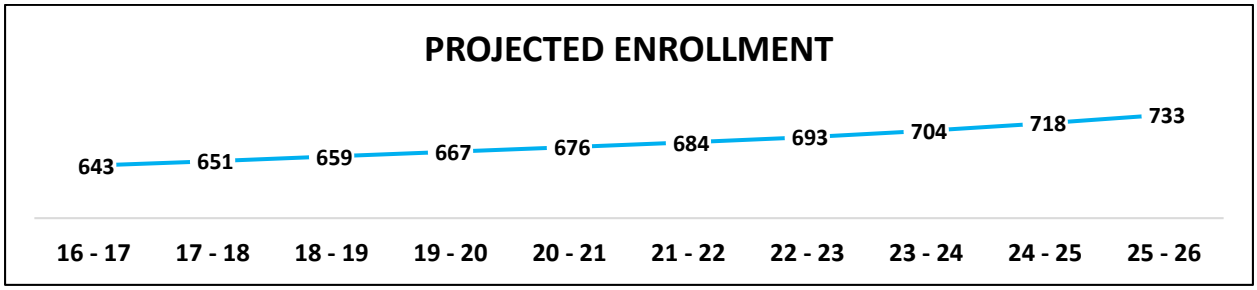


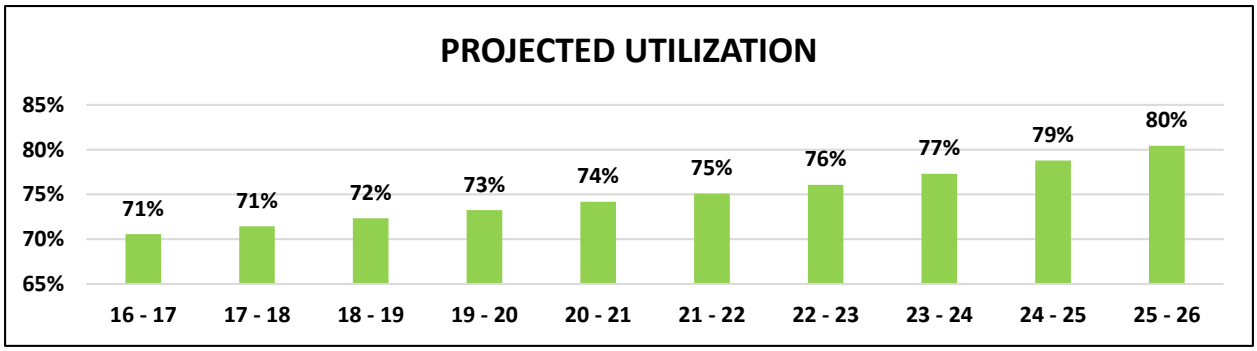


Silver Stage K-8 School

Recently the elementary school program and the middle school program were merged into one program called Silver Stage Elementary. As Silver Stage Elementary it now offers a comprehensive program for students in pre-k through 8. It also offers an Early Childhood Education program.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	73.68	$8,841,273
Suitability	66.69	$4,419,262
Technology	85.00	$47,641
Site	70.19	$1,463,021
Combined 30/30/30/10	74.63	$14,771,200

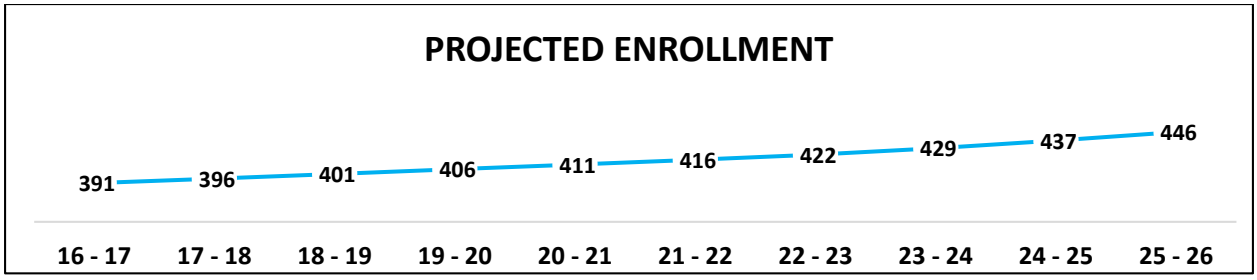


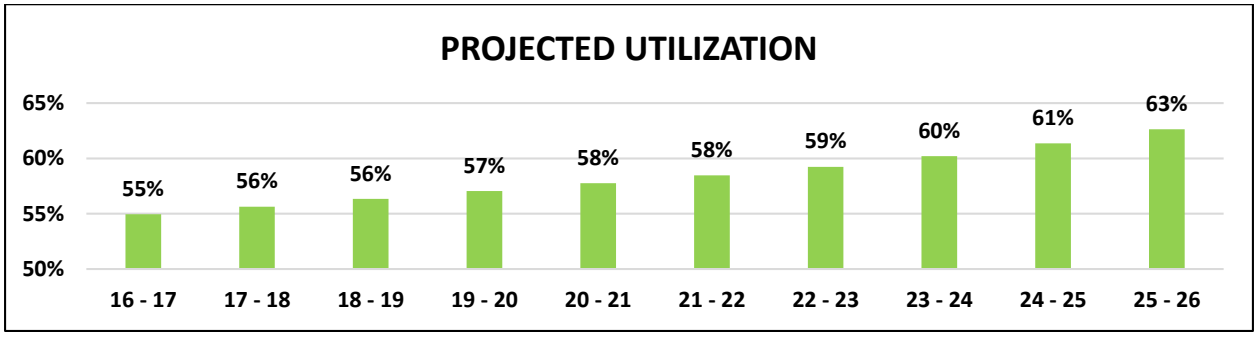


Dayton Intermediate School

Dayton Intermediate School offers a comprehensive program for students in grades 7 and 8.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	81.66	$2,410,661
Suitability	85.09	$496,195
Technology	82.50	$38,116
Site	69.02	$826,574
Combined 30/30/30/10	81.68	$3,771,500

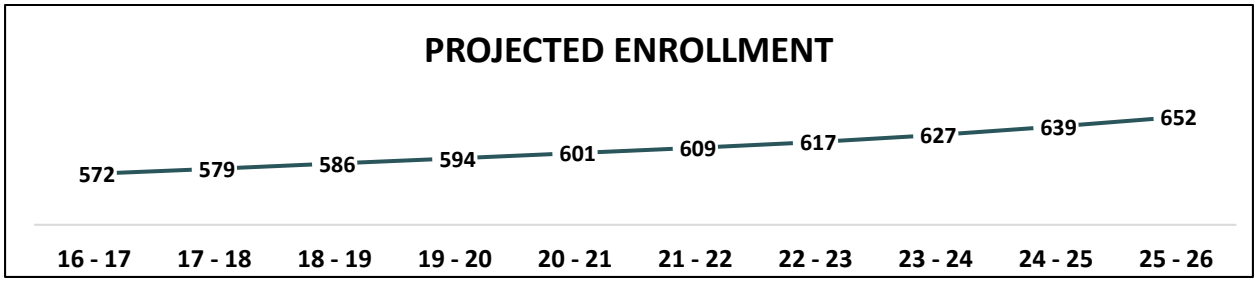


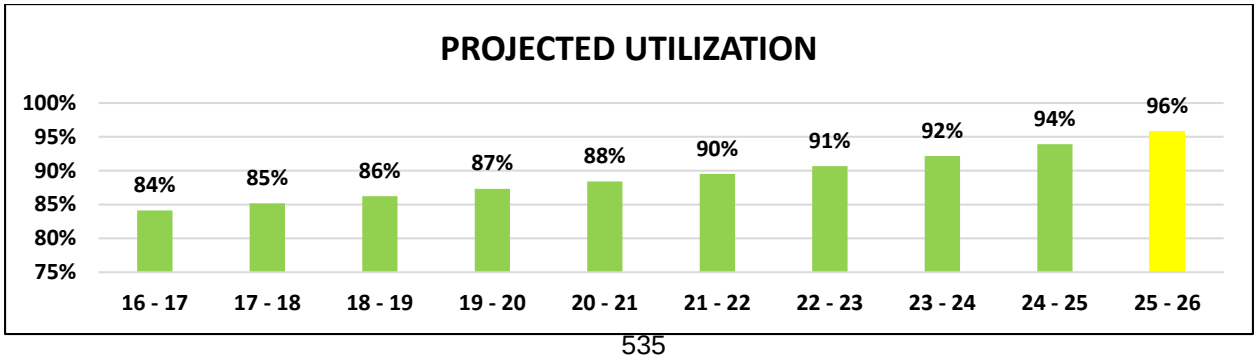


Fernley Intermediate School

Fernley Intermediate School offers a comprehensive program for students in grades 5 and 6. Their focus is in serving every student individually.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	79.45	$3,143,674
Suitability	67.41	$2,354,586
Technology	85.00	$26,198
Site	55.95	$1,383,024
Combined 30/30/30/10	75.15	$6,907,500

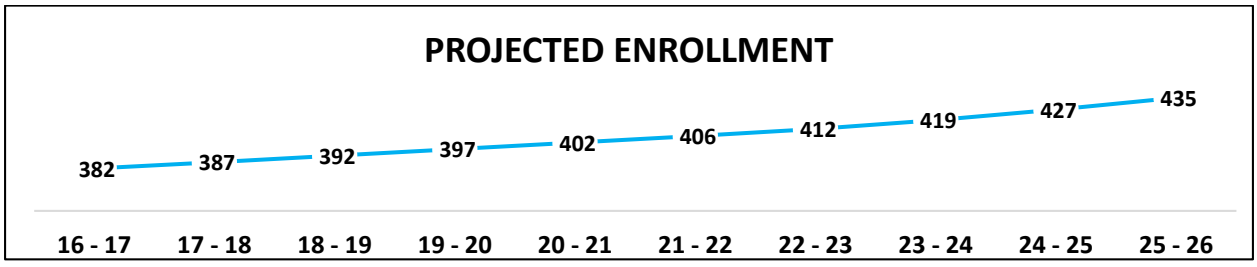


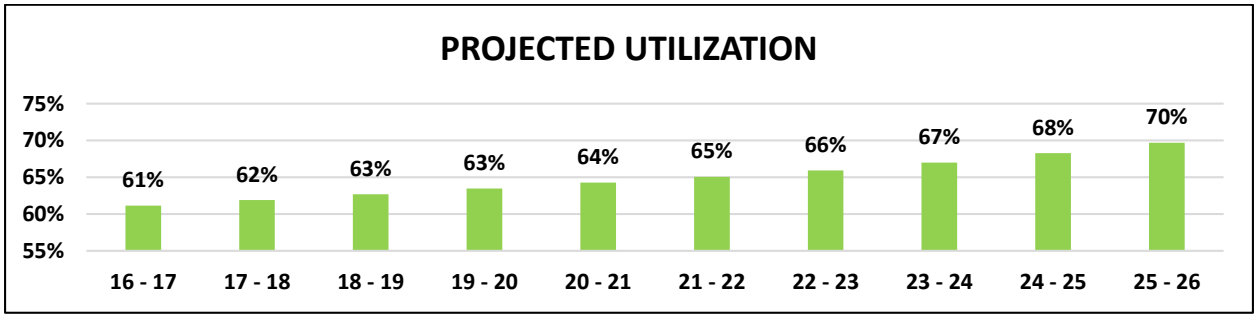


Yerington Intermediate School

Yerington Intermediate School serves students in grades 5-8 from the Yerington attendance area. The on-site facility consists of a main building and an annex. Some spaces in the annex are shared with both the High School and Elementary School. Yerington Intermediate students utilize facilities at the high school for cafeteria, physical education, wood shop, and band/choir.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	74.59	$3,115,106
Suitability	75.86	$1,000,257
Technology	50.15	$141,691
Site	83.91	$167,985
Combined 30/30/30/10	68.57	$4,425,000

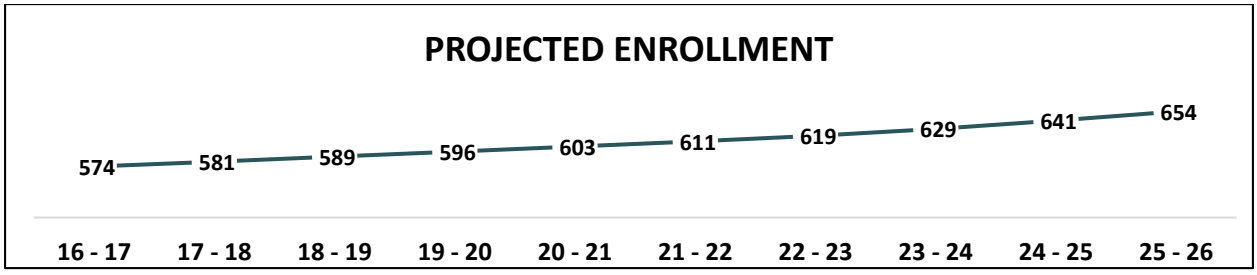


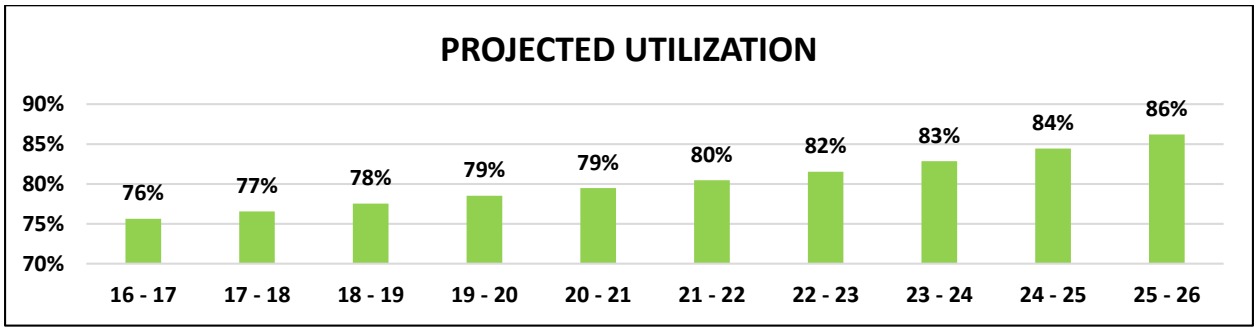


Silver Land Middle School

Silver Land Middle School offers a comprehensive program for students in grades 7 and 8.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	86.5	$1,197,572
Suitability	95.6	$ -
Technology	100.0	$ -
Site	85.0	$232,369
Combined 30/30/30/10	93.1	$1,429,900

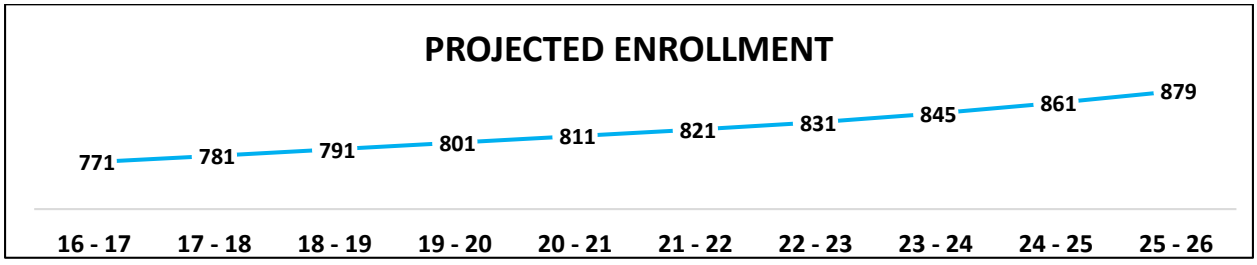


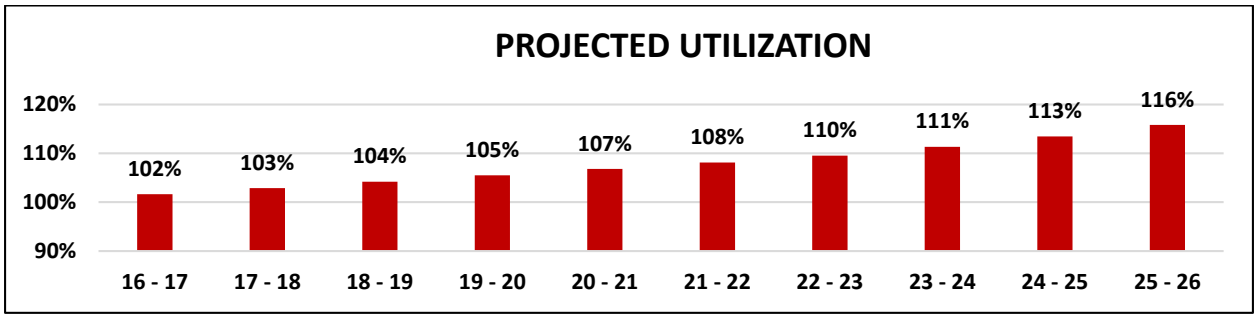


Dayton High School

Dayton High School provides students from the greater Dayton area with a comprehensive high school program. In addition to standard classroom spaces the facility has specialized spaces for culinary arts, nursing, and woodworking.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	76.56	$5,073,558
Suitability	69.85	$2,662,486
Technology	60.10	$198,598
Site	68.44	$1,110,128
Combined 30/30/30/10	68.80	$9,044,800

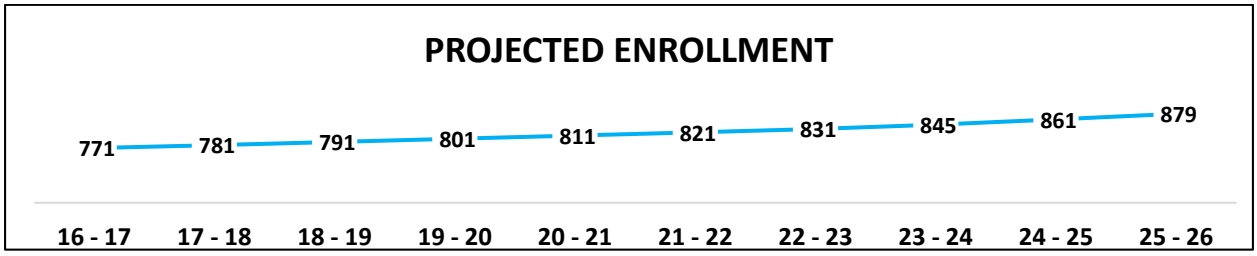


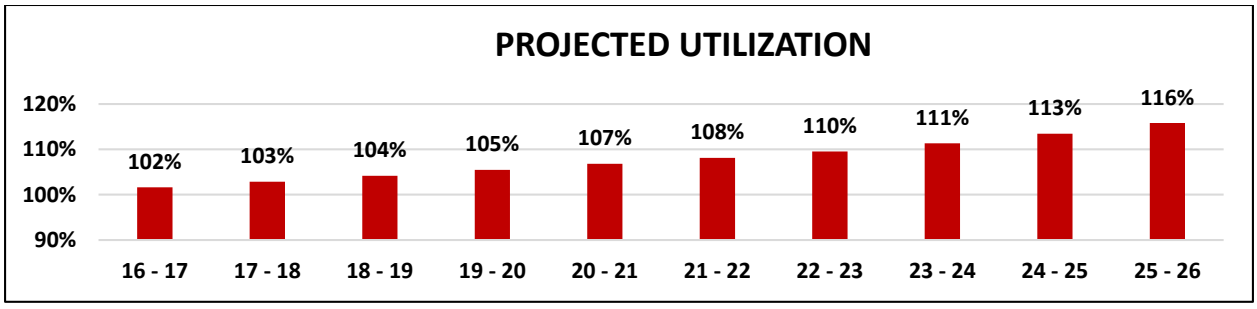


Fernley High School

Fernley High School offers a comprehensive program for students in grades 9 through 12. Additionally, they take special pride in their career and technical education programs.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	76.56	$ 5,073,558
Suitability	69.85	$2,662,486
Technology	60.10	$198,598
Site	68.44	$1,110,128
Combined 30/30/30/10	68.80	$9,044,800

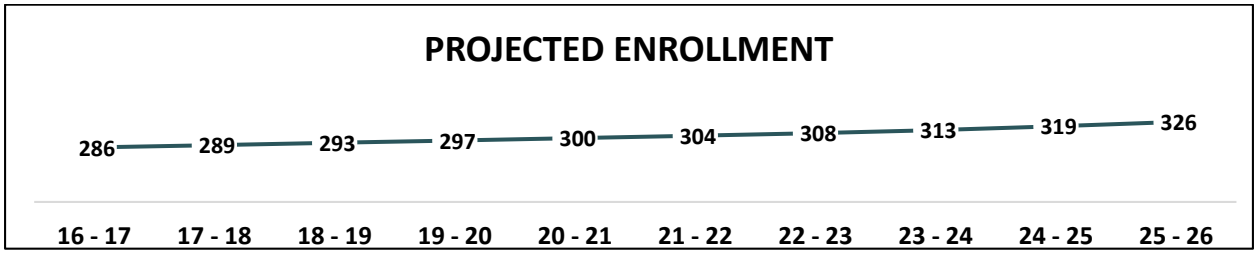


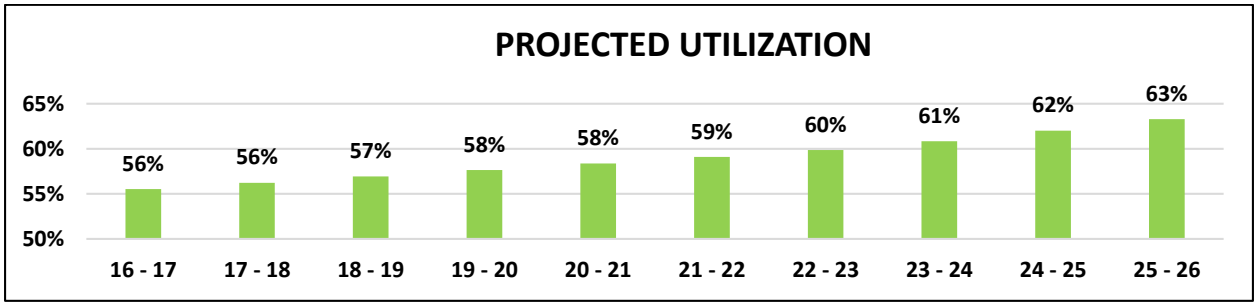


Silver Stage High School

Silver Stage High School offers a comprehensive program for students in grades 9 through 12. The school program also houses a classroom that is interconnected with the Western Nevada Community College to support students in furthering their education beyond the high school.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	85.673	$1,419,953
Suitability	86.465	$405,963
Technology	92.500	$ -
Site	70.854	$856,653
Combined 30/30/30/10	86.477	$2,682,600

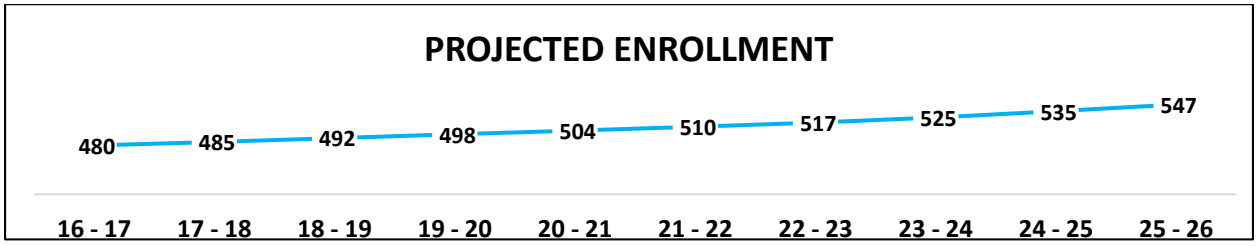


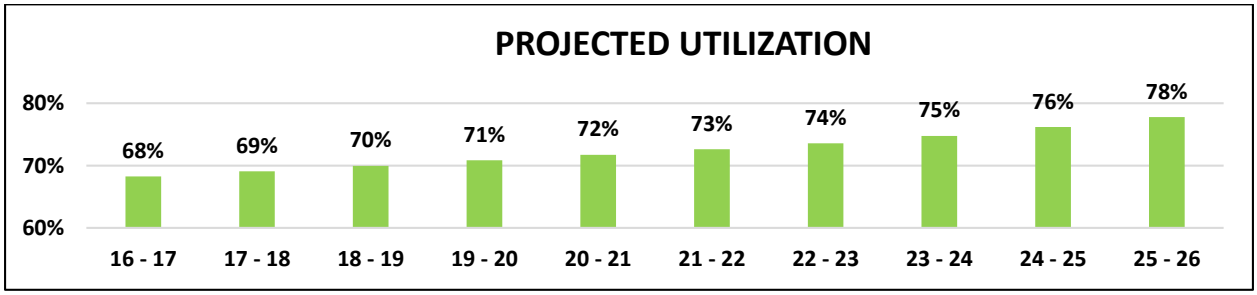


Yerington High School

Yerington HS provides a comprehensive high school program for students in grades 9-12. Programs are housed in 5 separate buildings including a main building that includes the administrative spaces, general classrooms, science rooms, intermediate school gym, and the media center; 2 CTE facilities, a gym/multi-purpose facility, and a practice gym. The intermediate school located across the street utilizes high school facilities for physical education, music, CTE, and cafeteria.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	82.42	$3,247,134
Suitability	73.85	$2,422,748
Technology	70.10	$150,055
Site	74.26	$919,887
Combined 30/30/30/10	75.34	$6,739,800

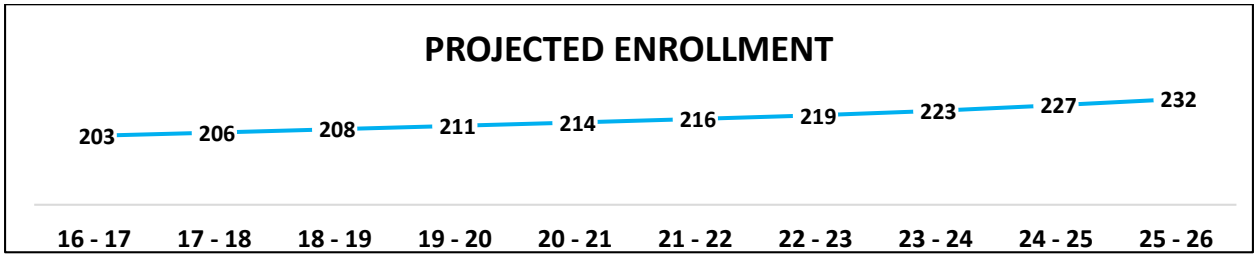


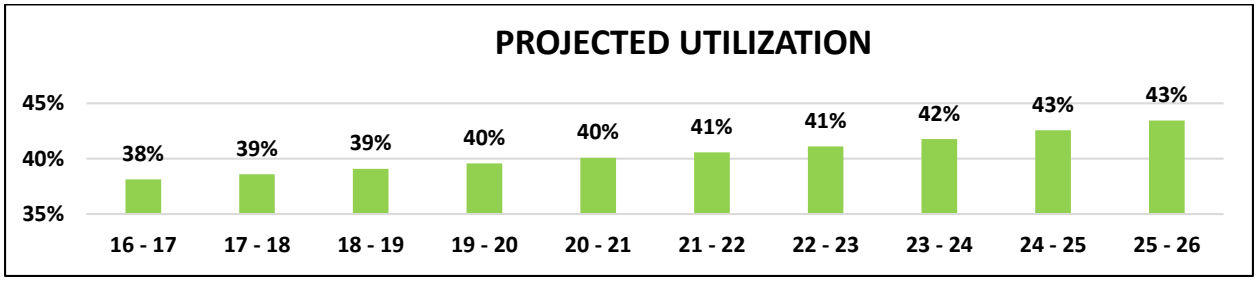


Smith Valley Schools

Smith Valley School provides programs for K-12 students from the surrounding rural area. The facility includes 6 separate structures (1) the high school building that includes general classrooms, science lab, art room, special education, gymnasium, and core facilities; (2) a middle school / vocational building that includes general classroom, computer lab, technology lab, and welding; (3) a wood shop; (4) auxiliary gym; (5) elementary building that includes kindergarten through 3rd grade classrooms and a literacy library; and (6) a library building that serves both the school and community.

FACILITY ASSESSMENTS	SCORE	BUDGET (90%)
Condition	82.19	$1,882,390
Suitability	70.82	$1,618,526
Technology	55.10	$147,998
Site	51.35	$1,270,421
Combined 30/30/30/10	67.57	$4,919,300





Lyon County
School District

Facility, Safety, & Security Upgrades

2019-2024

Please note that while this document outlines projects and upgrades completed from 2019-2024, it does not necessarily encompass all existing infrastructure or future plans. Items/locations not listed may still be in place, available, or under consideration.

Legend:

CES - Cottonwood Elementary School
DES - Dayton Elementary School
DIS - Dayton Intermediate School
DHS - Dayton High School
EVES - East Valley Elementary School
FES - Fernley Elementary School
FIS - Fernley Dayton Intermediate School
FHS - Fernley High School
RES - Riverview Elementary School
SES - Sutro Elementary School
SMS - Silverland Middle School
SSES - Silver Stage Elementary School
SSMS - Silver Stage Middle School
SSHS - Silver Stage High School
SVS - Smith Valley School
YES - Yerington Elementary School
YIS - Yerington Dayton Intermediate School
YHS - Yerington High School

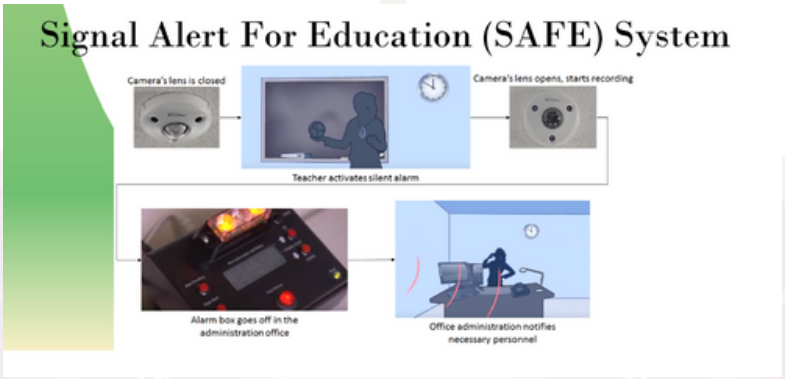
Safety & Security Upgrades

Upgraded Cameras:*
Fernley Elementary School
Cottonwood Elementary School
Fernley Intermediate School
Silverland Middle School
Fernley High School
East Valley Elementary School
Dayton High School
Dayton Intermediate School
Silver Stage Elementary School
Silver Stage Middle School
Smith Valley School

Fencing:*
Fernley High School
Silver Stage High School (Perimeter)

Safety & Security Upgrades

District-Wide Audio Enhancement SAFE System:



Modified Single Point of Entry:

All Elementary and middle schools were upgraded to a Modified Single Point of Entry. In addition, other schools received Door Upgrades.

Door Upgrades:*

Fernley High School, Fernley Elementary School, Silver Stage Elementary and Middle School, Smith Valley School

Facility Upgrades

FHS Courtyard
FES Parking Lots
EVES/FHS Modular Buildings
EVES/FHS Modular Buildings
FHS Turf Field Replacement
FHS Track Replacement
FES Building Controls/Heat Exchanger/Boilers
FIS Building Controls
FHS Stadium Bleachers Project
FIS Indoor Bleachers
FIS Gym Resurfacing/Sanding
FIS Gym Equiptment
FES Boilers
FIS Parking Lot
EVES Expansion
FES Roof
FHS Rooftop HVAC Unit Replacement
FHS Master Plan
Fernely High School Building Controls
FHS Gym
FIS Building Controls
SMS Building Controls
CES Swamp Cooler
FHS Rooftop HVAC Unit Install
CES Roof
FES Paint
FIS Paint
FHS Theater Door
FHS CTE Roof
FIS Gym Roof/Ceiling
FHS Roof
EVES Paint
SMS Paint
CES Paint
FIS Chiller
FES Chillers 2x
CES Kitchen Boiler
CES Boilers Replacement Professional Services
CES Boilers Replacement Professional Services
SMS Roof Replacement
Rain Gutters/Concrete
FES Multipurpose Room Rexnor Units
FHS Baseball/Softball Upgrades
FHS Main Gym Floor Replacement

FHS Bleachers
FIS MPR
FES MPR
CES MPR
DHS Courtyard
DES Sewer Project
CES Boiler
CES Building Controls
DHS Turf Field Replacement
DHS Track Replacement
DHS Building Controls
DHS Outdoor Bleachers Project
DIS Indoor Bleachers
DIS MPR Flooring
DES MPR Flooring
SES MPR Flooring
DHS Stage Lighting
DHS/SSMS Construction Services
DHS Indoor Bleachers
DIS Roof
DHS Rooftop HVAC Unit Replacement
DES Rooftop HVAC Unit Replacement
DIS HVAC
SES Buidling Controls
DHS Building Controls
DES Building Controls
RES Building Controls
SES Swamp Cooler
DES Doors
DES Rooftop HVAC Unit Install
DHS Rooftop HVAC Unit Install
RES Paint
SES Paint
DES Paint
DIS Paint
DHS Paint
SES Paint
DHS Boilers Replacement Professional Services
SSMS Boilers Replacement
Dayton Playground Equiptment/Repairs
Rain Gutters/Concrete
DHS Baseball/Softball Upgrades
DHS Main Gym Floor Replacement
DHS Aux Gym Resurface

Facility Upgrades

RES MPR
DHS Football Scoreboard
DHS Baseball/Softball Scoreboard
SSHS Track Replacement
SSMS Indoor Bleachers
SSMS Roof
Silver Springs Bus Yard Construction
Silver Springs Bus Yard Pro Services
Silver Springs Turf Repair
SSMS Buidling Controls
SSES Building Controls
SSES Dining Hall Roof
SSES/SSMS Paint
SSHS Paint
SSHS Chillers 2x
SSHS Baseball/Softball Upgrades
SSMS Boilers Replacement Professional Services
SSMS Boilers Replacement
Rain Gutters/Concrete
Yerington HS Gym Resurfacing
YHS Track Replacement
YES Boiler (500 Wing)
YHS Indoor Bleachers
YHS Stadium Bleachers Project
YES Roof
YHS Roof
YIS Building Controls
YES Building Controls
YHS Building Controls
YIS Doors
YES Playground
YES Audio Enhancement
YIS Audio Enhancement
YHS Audio Enhancement
YIS Stage Door
YES Paint
YHS Paint
YES Cameras
YIS Cameras
YHS Cameras
YIS Bleachers
YIS Office Roof
YHS Baseball/Softball Upgrades
Rain Gutters/Concrete
YHS Main Floor Resurface
YIS Main Floor Resurface
YHS/YIS MPR
YES MPR
YES Audio Enhancement
Septic Tank/WH SVS
Smith Valley HS Gym Resurfacing
Smith Rubber Aux Gym Floor
Smith Building Controls
SVS Paint
Rain Gutters/Concrete

Facilities: District-Wide Capacity

LYON COUNTY SCHOOL DISTRICT	
CURRENT AND PROJECTED UTILIZATION RATES	
UTILIZATION	DESCRIPTION
>110	Inadequate
100-109.9	Approaching Inadequate
85-99.9	Adequate
70-84.9	Approaching Inefficient
<70	Inefficient

Attendance Area	Student Enrollment	Enrollment % of Lyon CSD
Silver Springs	1,037	11.41%
Fernley	4,146	45.60%
Dayton	2,437	26.80%
Yerington	1,276	14.03%
Smith	196	2.16%
Totals	9,092	100%

School	Enrollment March 8, 2024	Lyon Online Enrollment March 8, 2024	Enrollment Less Lyon Online	Capacity* please see notes below	MGT 2015 Utilization	MGT 2025 Utilization	Utilization as of March 8, 2024
Silver Stage ES, PreK-4	367	3	368	680	75%	80%	54%
Silver Stage MS, 5-8	323	22	304	464	75%	80%	45%
Silver Stage HS, 9-12	347	31	301	515	46%	63%	44%
Total SS (11.4% of LCSD)	**1,037**	**56**	**973**	1,659			**59%**
East Valley ES, Prek-4	518	6	549	669	97%	115%	82%
Cottonwood ES, Prek-4	575	3	589	711	105%	107%	83%
Fernley ES, Prek-4	439	2	425	606	82%	91%	70%
Fernley IS, 5-6	654	11	638	680	81%	96%	94%
Silverland MS, 7-8	645	43	601	759	73%	86%	79%
Fernley HS, 9-12	1,315	170	1,131	1,346	92%	106%	84%
Total Fernley (45.6% of LCSD)	**4,146**	**235**	**3,933**	4,771			**82%**
Dayton ES, Prek-6	460	-	441	541	86%	101%	82%
Sutro ES, Prek-6	415	2	401	506	93%	104%	79%
Riverview ES, Prek-6	453	1	426	511	92%	97%	83%
Dayton IS, 7-8	369	8	374	712	51%	63%	53%
Dayton HS, 9-12	740	95	650	932	74%	94%	70%
Total Dayton (26.8% of LCSD)	**2,437**	**106**	**2,292**	3,202			**72%**
Yerington ES, Prek-4	469	1	493	588	85%	97%	84%
Yerington IS, 5-8	402	8	400	625	60%	70%	64%
Yerington HS, 9-12	405	49	344	703	53%	78%	49%
Total Yerington (14% of LCSD)	**1,276**	**58**	**1,237**	1,916			**65%**
SVS K-12 (2.2% of LCSD)	**196**	**12**	**196**	533	39%	43%	**37%**
Total Enrollment LCSD	**9,092**	**467**	**8,631**	12,081			**71%**

March 2024

Contact Information

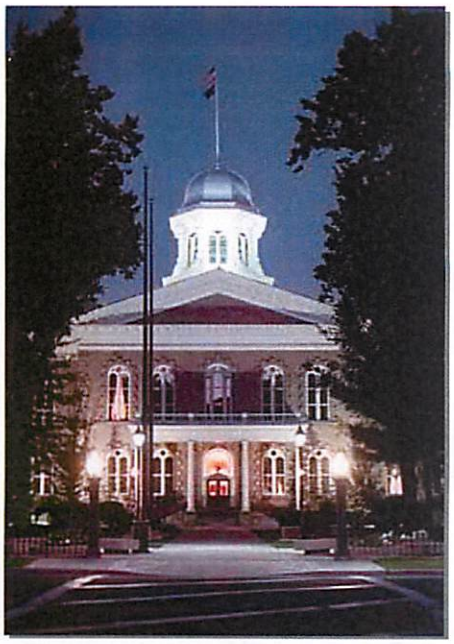
@lyoncsd

(775) 463-6800

communications@lyoncsd.org

25 W Goldfield Ave, Yerington, NV 89447

www.lyoncsd.org



State of Nevada
Governor's Finance Office
Division of Internal Audits

Audit Report
Executive Order 2023-005

Review of Nevada's 17 Public School Districts and the State Public Charter School Authority

*****

Report to the Governor
and the Director, Governor's Finance Office

****

Sufficient information is mostly available to reasonably evaluate the efficacy, efficiency, and fiscal responsibility of each school district and public charter school; however, a more integrated oversight process will help monitor spending and outcomes as well as identify and manage accountability gaps.

DIA EO 2023-005
December 29, 2023

EXECUTIVE SUMMARY
Executive Order 2023-005
Review of Nevada's 17 School Districts and State Public Charter School Authority

Introduction ..... page 1

Assess Sufficiency of Existing Audit and Reporting Tools for Public School Accountability

Chapter 1: Current State of Accountability ..... page 2

Extensive data to assess public school accountability is available at http://nevadareportcard.nv.gov. The state is increasing investment in public education by $2.6 billion over previous biennium funding. The Pupil-Centered Funding Plan (PCFP) combines funding into the State Education Fund. PCFP and other sources are included in total funding to public schools, which tops over $6 billion in fiscal year 2024 and over $6.3 billion in fiscal year 2025.

Efforts to monitor spending and achievement are not coordinated. The state's Acing Accountability Initiative opens a data-driven discussion, and the Superintendent of Public Instruction is required to establish performance metrics. The performance metrics are intended to measure progress on meeting academic achievement expectations.

The Commission on School Funding established by NRS is empowered to collect and report on performance metrics. Elementary school literacy progress is a key component of the Commission's reporting. Commission recommendations are meant to guide state, school district, and charter school efforts. Staff support for the Commission falls to the Nevada Department of Education (NDE).

The Legislature has taken action to enhance oversight of education funding and achievement. The Interim Finance Committee Education Accountability Subcommittee was established to address accountability in public education and improve educational achievements and outcomes for students. The Commission on Innovation and Excellence in Education was established and empowered to develop a statewide vision and plan to improve the public education system. The Legislative Auditor was authorized additional staff and empowered to audit school districts, beginning with the two largest, Clark and Washoe Counties.

Focusing policy and improvement efforts on critical performance elements, specifically reading and mathematics achievement, will provide a solid foundation for individual learning. Priorities will help guide investment decisions. Extensive reporting requirements resulting from expanded oversight efforts will add to NDE's workload. NDE and the State Public Charter School Authority (SPCSA) may not be sufficiently staffed to meet the reporting requirements.

The Superintendent of Public Instruction is statutorily responsible for PK-12 oversight but has no enforcement mechanism to compel non-compliant school districts or charter schools to abide by laws and guidelines. Proportional intervention tools are necessary to affect change. Policies in other states to support chronically low-performing schools range from developing and monitoring

improvement plans, to closing schools, or changing their governance structure. It is important to start a policy conversation to improve underperforming schools.

Recommendations to improve the current state of public school accountability:

1.1. Consider legislation to establish a single unified statewide system of accountability and support within the PK-12 public education system to recommend data-driven policy solutions. (Governor and Legislature)
1.2. Focus policy and improvement efforts on critical performance elements. (Stakeholders)
1.3. Consider legislation to provide the Nevada Department of Education with more robust intervention tools to support chronically low-performing schools. (Governor and Legislature)
1.4. Identify and prioritize areas where additional resources would support implementation of accountability, oversight, and technical assistance roles. (Nevada Department of Education)

Chapter 2: Profiles, Performance, and Accountability ..... page 24

Accountability for Nevada's investment in public education can be improved by using profile and performance data to inform funding decisions and align priorities and resources. The data will help education leaders refine investment opportunities and ensure achievement gaps are being addressed. Functional spending differs between urban and rural school districts and there is no discernable pattern in actual spending between instruction and support services in public schools. Overall staff ratios in school districts are relatively consistent. Charter school staff ratios vary significantly.

There are opportunities for enhanced efficiencies and effectiveness in public school operations. A shared services model may provide efficiencies for small rural school districts. More research is necessary to move a shared services model forward.

Teacher compensation varies across the state. Clark County School District (CCSD) beginning teacher compensation and maximum teacher compensation is competitive with comparable districts across the country. Washoe County School District (WCSD) beginning teacher compensation and maximum teacher compensation is less competitive with comparable districts across the country.

Student Achievement is not necessarily dependent on the amount of dollars spent. The National Assessment of Education Progress (NAEP), the Nation's Report Card, provides insight into investments and outcomes. CCSD student achievement compares favorably to districts of similar size even though CCSD invested the least amount of dollars per student in comparison. CCSD, in general, ranked second highest of the comparable school districts. Graduation rates mostly align with investments although school ranking is not necessarily a predicter of graduation rates. Class size matters for both teachers and students. Both CCSD and WCSD have higher student-teacher ratios than the national average. Many factors affect student achievement.

Recommendation to improve education accountability:

2.1. Use profile and performance data to inform funding decisions. (Nevada Department of Education, State Public Charter School Authority, School Districts, and Charter Schools)

Chapter 3: Fiscal Accountability ..... page 61

The current state of public school fiscal accountability can be improved by complying with statutes requiring the reporting of financial data and performing of audits, which stress transparency and equitability of public education funds.

Three quarters of school districts did not comply with quarterly expenditure reporting requirements. Failure to comply with this statute limits transparency for the public and inhibits accountability for tax dollars designated to support public education in the state. Expanding the reporting platforms will result in improved transparency and accountability of expenditures.

Reporting financial information that does not tie to audited financial statements limits confidence in the information being reported. Using accurate reports enables decision makers to have appropriate information when considering budget enhancements. Procedures ensuring the accurate transmission of financial data will result in increased transparency and accountability.

The requirement to revert excess funds prevents school districts from amassing large ending fund balances, which is the intent of the legislation creating the PCFP. Using PCFP fund allocations on current education expenses will enable school districts to focus spending on improving academic outcomes for today's students.

Charter schools do not present financial statements in the same format limiting comparability. The Charter School Audit Guide needs to be updated to provide a uniform approach to the financial statement formats and related notes.

Current sampling for statutory pupil count audits results in smaller school districts being held to a higher standard of accountability. A representative, statistically based sample can achieve the same level of enrollment confidence with fewer records being reviewed. Statistical sampling would also allow for extrapolation of results to the entire population of the audited entity creating a uniform standard for enrollment audit accountability.

Recommendations to improve fiscal accountability:

3.1. Comply with statute for public reporting requirements. (School Districts and Nevada Department of Education)
3.2. Update statute to expand acceptable public notice platforms. (Nevada Department of Education)
3.3. Reconcile financial reports. (School Districts, Charter Schools, and Nevada Department of Education)
3.4. Study the impact of requiring charter schools to revert excess funds to the Education Stabilization Account as school districts are required to do. (Nevada Department of Education)
3.5. Clarify requirements in the Charter School Audit Guide for financial statement preparation. (Nevada Department of Education)
3.6. Apply statistical sampling and, if determined allowable and applicable, extrapolation methodologies to pupil count process and assess the impact of extrapolation. (Nevada Department of Education)
3.7. Request a bill draft to change the due date for the submission of the 387 Reports for school districts and charter schools (NRS 387.303 and NRS 388A.345) and the due date for compilation and submission of the 387 Report to the Office of Finance and the Legislative Counsel Bureau. (Nevada Department of Education)

Chapter 4: Instructional Accountability.....page 85

Instructional accountability goals can improve student achievement. Nevada's Read by Grade 3 (RBG3) program should adhere to the statutory intent for program guidelines. Third grade reading proficiency is the greatest predictor of future academic success. Nevada passed RBG3 legislation in 2015 and the program has evolved since, to include more specific retention and monitoring guidelines. Some students are at risk of being retained in the third grade, although multiple good

cause exemptions may apply that mitigate the risk. Monitoring plans are required for students performing below grade level and NDE is tasked with reviewing literacy plans to achieve the grade level reading proficiency goal for all students. While literacy specialists are required in each elementary school, teacher shortages impact the ability to meet this requirement.

There are multiple assessments used to evaluate RBG3 effectiveness. The Nevada State Board of Education approved two evidence-based assessments for K-3 students in 2016. The Brigance Early Childhood Screen III assesses kindergarten entry readiness and measures reading preparedness. The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) is used to evaluate student reading proficiency in grades 1-3. The Smarter Balanced Assessment Consortium (SBAC) tool is used to monitor progress in grades 4-5 with scores used to identify students who qualify for additional services to achieve grade level reading skills.

The adequacy of Nevada's RBG3 goal should be reviewed to ensure it aligns with other states and prioritizes the skills necessary to assist students throughout their academic careers. NDE prioritizes a student's individualized reading growth with the goal for students to improve annually if not reading at grade level. The State Board of Education established a reading level for a student to qualify for intensive instruction. The Acing Accountability Initiative set a grade level reading target. NDE reports the goal is for 43.3% of third graders to read at grade level in 2025 which is significantly lower than other states.

The RBG3 program is underperforming statewide. School district RBG3 scores are lower than the state goal and have declined since the 2018-2019 school year. The COVID-19 Pandemic continues to impact student learning. Underperforming school districts have not made major improvements. Charter school RBG3 scores are higher than school district scores but have also declined since the 2018-2019 school year. Statute needs updating to allow NDE to hire literacy specialists to coordinate RBG3 efforts and train licensed teachers performing literacy specialist roles in individual schools.

The US Department of Education (DOE) has determined the Nevada Individuals with Disabilities Education Act (IDEA) program "Needs Assistance" for the last three years. NDE's strategy to improve program results using technical assistance has not been revised despite the repeated "Needs Assistance" determinations by DOE. Failure to improve the program could result in DOE imposing more restrictive measures to include directing the use of state funds to specific areas. Charter schools have a lower but growing enrollment of students with Individualized Education Plans (IEPs). In the 2021-2022 school year, the charter school average student population with IEPs was 10.89% compared to the statewide average of 13.71%. The NRS requirement for a lottery to be used to fill open seats when there are more applicants than seats available partially explains the discrepancy. The SPCSA continues to work towards student enrollment reflective of the statewide average.

Recommendations to improve instructional accountability:

4.1. Adhere to statutory intent for Read by Grade 3 implementation guidelines. (Nevada Department of Education)
4.2. Evaluate the adequacy of the Read by Grade 3 goal. (Nevada Department of Education)
4.3. Ensure all school districts comply with Read by Grade 3 reporting requirements. (Nevada Department of Education)
4.4. Update statute to allow NDE to hire literacy specialists to coordinate Read by Grade 3 efforts and train at school-level. (Nevada Department of Education)
4.5. Revise the strategy for implementing an effective Individuals with Disabilities Education Act program. (Nevada Department of Education)

Chapter 5: Support Services Accountability ..... page 108

Support services accountability can be improved by expanding participation in the Community Eligibility Provision (CEP) of the National School Lunch Program and School Breakfast Program and by improving support services training and reporting. Federal funds are available to cover the cost of student meals served in Nevada schools that participate in CEP without the need to collect individual meal applications. CEP eligibility is determined by a school's Identified Student Percentage (ISP) which represents the percentage of students at a school who are directly certified to receive free meals due to their participation in government assistance programs. Schools with a higher ISP receive a larger federal reimbursement.

Participating in CEP reduces paperwork and costs associated with administering school meals. Participating in CEP maximizes federal meal reimbursements and makes meals free for students; however, if a school's ISP is not sufficiently high enough (62.5%) then the school is responsible for a portion of the actual cost of meals served. The USDA allows grouping of multiple schools to maximize the ISPs for the purpose of jointly qualifying for CEP. Clark County School District grouped schools to qualify all schools for CEP and reports that the district has a high enough average ISP to receive enough federal reimbursement funds to cover the actual cost of the meals served district-wide.

Approximately 25% of public schools in Nevada do not participate in CEP. The ISP threshold was lowered from 40% to 25% in October 2023, meaning more Nevada public schools likely qualify for CEP. Decision makers at the district and school level can conduct a cost-benefit analysis of participating in CEP and consider options now for funding school meals during the 2024-2025 school year when state-directed ARPA funds allowing all students access to free meals are no longer available. Access to school meals at no cost to students has been shown to reduce child food insecurity, eliminate social stigma associated with free meals, and benefit families most in need. Schools and families can help maximize federal meal reimbursements by participating in CEP and qualifying students for free or reduced-price meals in schools not yet participating in CEP. Qualifying schools for CEP and families for free school meals will ensure the most at-risk students who have been receiving free meals through state and federal subsidies continue to do so when funding ends.

The Nevada Department of Agriculture (NDA) Administrative Reviews of Food Operations highlight significant areas for improvement in support services training and reporting. The frequency of food service training violations, particularly during the COVID-19 Pandemic, underscores the importance of compliance with training requirements and emphasizes the urgency of adapting training methods to accommodate unforeseen circumstances. The prevalence of menu records and nutrition violations further emphasizes the need for support staff training.

Noncompliance with federal meal patterns poses a significant risk to school meal funding, with potential consequences ranging from loss of reimbursement to financial penalties and ineligibility for federal meal programs. The NDA Administrative Review process has proven effective in correcting identified violations but a more proactive approach through enhanced training can help prevent noncompliance. Enhanced training will ensure high standards in food handling, temperature monitoring, and cleanliness, while reducing the likelihood of safety violations.

Recommendations to improve support services accountability:

5.1. Expand participation in the Community Eligibility Provision of the National School Lunch Program and School Breakfast Program. (Nevada Department of Agriculture)
5.2. Improve support services training and reporting. (Nevada Department of Agriculture)

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Executive Order 2023-005

INTRODUCTION

At the direction of Executive Order 2023-005, the Division of Internal Audits (DIA) conducted an audit of Nevada's 17 Public School Districts and the State Public Charter School Authority. The audit focused on a review of the external, third-party audits prepared on behalf of each school district and each public charter school and considered the scope of the audits, their application of Generally Accepted Accounting Principles, any findings and corrective action plans, and the extent to which they provide information sufficient to reasonably evaluate the efficacy, efficiency, and fiscal responsibility of each school district and each public charter school. The audit's scope, methodology, and acknowledgments are included in Appendix A.

DIA's audit objective was to develop recommendations to:

- ✓ Assess sufficiency of existing audit and reporting tools for public school accountability.

Nevada Department of Education, State Public Charter School Authority, and Nevada Department of Agriculture Responses and Implementation Plans

DIA provided draft copies of this report to the Nevada Department of Education, State Public Charter School Authority, and the Nevada Department of Agriculture. DIA considered their comments in the preparation of this report; their responses are included in Appendix B. In their responses, they accepted the recommendations and offered comments on specific issues and impacts to their agencies. Appendix C includes a time frame to implement the recommendations.

The following report (DIA EO 2023-005) contains the audit's *observations, findings, conclusions,* and *recommendations.*

Chapter 1
Current State of Accountability

The current state of public school accountability in Nevada can be improved. Responsibility for oversight of PK-12 education is fragmented and could benefit from a more unified approach. The Governor, Legislature, Nevada Department of Education (NDE), and the State Public Charter School Authority (SPCSA) should work with districts and charter schools to enhance the effectiveness of existing and upcoming audit and reporting tools by:

1.1. *Considering legislation to establish a single unified statewide system of accountability and support within the PK-12 public education system to recommend data-driven policy solutions.*

A single unified statewide system of accountability and support within the PK-12 public education system will increase oversight and transparency of educational spending and outcomes. Increased accountability and support will help assure the public's confidence that public school investments are appropriately targeted to address achievement gaps and improve outcomes for Nevada students.

1.2. *Focusing policy and improvement efforts on critical performance elements.*

A more focused policy and improvement effort will help target resources to critical achievement gaps in reading and mathematics to set conditions for academic success throughout the student's public school experience.

1.3. *Considering legislation to provide the Nevada Department of Education with more robust intervention tools to support chronically low-performing schools.*

More robust intervention tools to support chronically low-performing schools will help state education professionals to more timely intervene and assist school districts and charter schools improve achievement outcomes.

1.4. *Identifying and prioritizing areas where additional resources would support implementation of accountability, oversight, and technical assistance roles.*

Prioritizing areas where additional resources would support NDE's role in implementing accountability, oversight, and technical assistance will help ensure NDE has sufficient budget authority to perform as envisioned by the Governor and Legislature.

Extensive Data Available

Much information is available on NDE's Nevada Accountability Portal. The portal is accessed through the website (http://nevadareportcard.nv.gov) and allows a user to view a wide range of data at the state, district, and school levels. The availability of information does not of itself link to better policy. Effectively and efficiently monitoring the state's additional $2.6 billion investment in education will be key to establishing accountability for the results stakeholders expect to achieve.[1]

$2.6 Billion Increase Over Previous Biennium Funding

Nevada's historic investment in public education was recommended by Governor Lombardo, approved by the 82nd Legislature (2023), and is a $2.6 billion increase in funding over the previous biennium. The investment increases the base per pupil amount and fully funds the weights of the Pupil-Centered Funding Plan (PCFP), bolstering per pupil funding by over $4,000 for English language learners, $3,000 for at-risk students, and $1,000 for gifted and talented students. The investment allocates an additional $23 million in special education funding for the biennium.

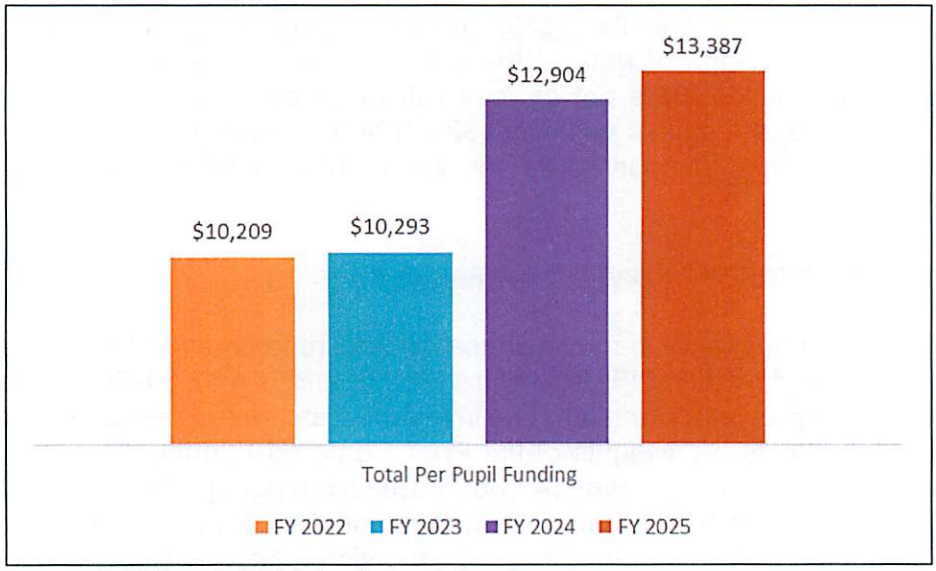
The investment is best illustrated in the increase in per pupil funding as calculated in the legislatively approved per pupil amount. The per pupil amount is the amount of funding to school districts and charter schools to support educating Nevada's students.

Exhibit 1.1 shows the growth in per pupil funding through the current biennium, including adjusted base, categories, weights, tiers (food service, transportation, and local special education funding), and federal funding.

[1] Stakeholders include the Governor, Legislature, NDE, SPCSA, School Districts, individual schools, students, parents, State Board of Education, Charter School Authority Board, District Boards of Trustees, Charter School Boards, local officials, Nevada's business community, and other interested members of the public.

Exhibit 1.1

Funding on a Per Pupil Basis
Fiscal Years 2022 – 2025



Source: 2023 Nevada Legislative Appropriations Report.

The increase in per pupil funding from fiscal year 2023 to 2024 is just over 25% with an additional increase of 3.75% for fiscal year 2025, an overall 30% increase in public school funding from fiscal year 2023.

Pupil-Centered Funding Plan Combines Funding into State Education Fund

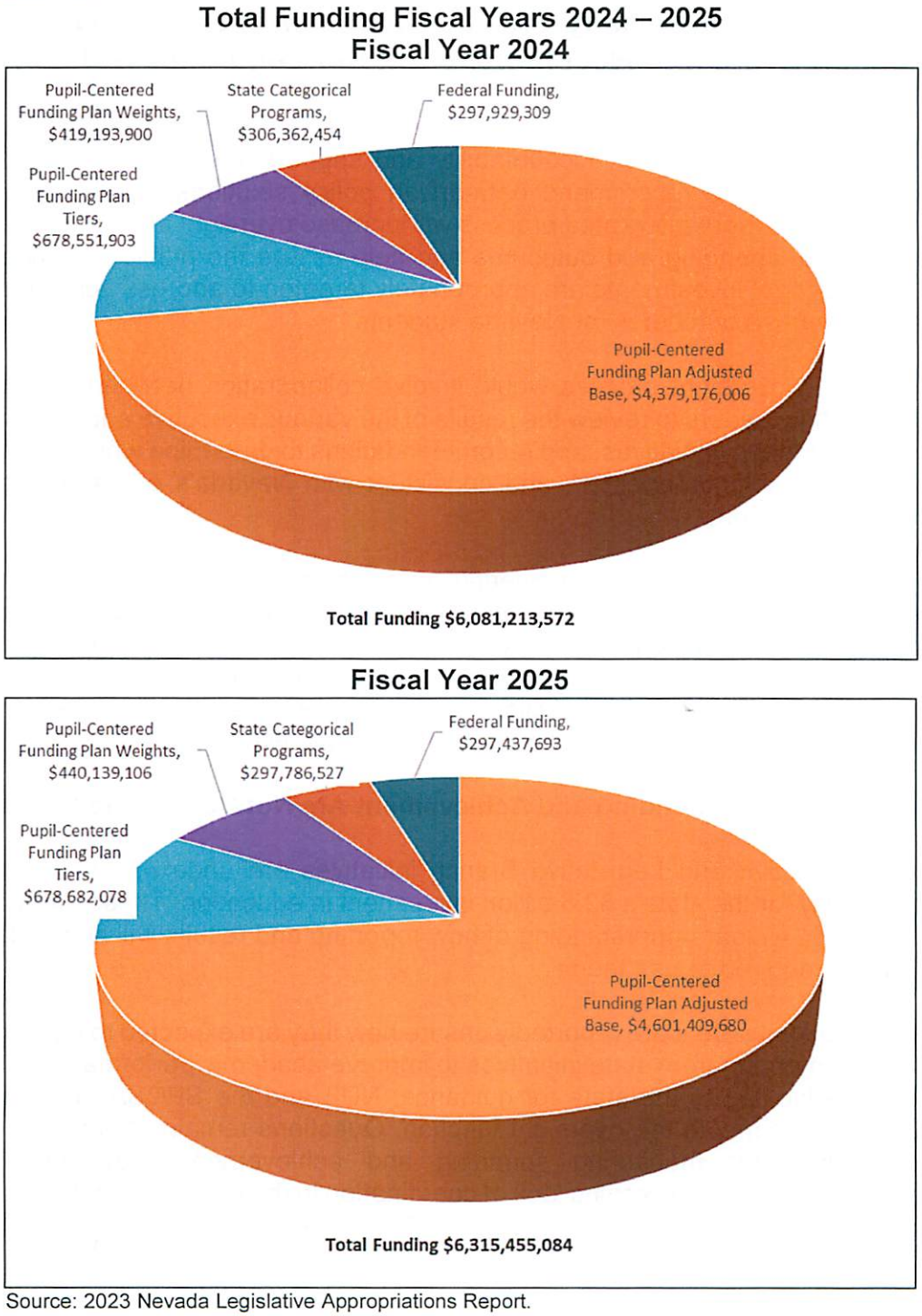
The PCFP replaced the 54-year-old Nevada Plan and prioritizes equity by funding students based on their unique needs and circumstances. The formula combined over 80 education programs and grants that had funded Nevada education into the State Education Fund and redistributed those resources through the PCFP.

The plan seeks to provide all students with a base level of resources and to provide greater support to those who need it. The plan also accounts for the adjusted costs of providing education in urban, rural, large, and small district and school settings across Nevada.

PCFP and Other Sources Included in Total Funding

The PCFP is comprised of several components, including a base and adjusted base amount, weights – special populations calculated on a per pupil basis (English learners, at-risk pupils, and gifted and talented pupils), and tiers – auxiliary funding based on prior year expenditures (food service and transportation costs of school districts and local funding to support pupils with disabilities). State categorical programs and federal funding are outside the PCFP. Exhibit 1.2 shows a breakout of the various amounts per component for the upcoming biennium.

Exhibit 1.2



Source: 2023 Nevada Legislative Appropriations Report.

All education stakeholders, including state, school district, and charter school officials, as well as students, parents, and interest groups have a role in ensuring the investment in Nevada's students is well thought through, evidence-based policy, accountable for results, and prepared to adjust to achieve success.

Consider Legislation to Establish a Single Unified Statewide System of Accountability and Support within the PK-12 Public Education System to Recommend Data-driven Policy Solutions

The Governor and Legislature should consider legislation to establish a single unified statewide system of accountability and support within the PK-12 public education system to recommend data-driven policy solutions for achievement shortcomings. A more integrated process will increase oversight and transparency of educational spending and outcomes and help assure the public's confidence that public school investments are appropriately targeted to address achievement gaps and improve outcomes for Nevada students.

An integrated oversight process would involve collaboration between state and local education leaders to review the results of the various executive and legislative branch committees, initiatives, and recommendations to determine which are most cost effective, solution-oriented, and consistent with Nevada's overall goals for student achievement.

This process would include empowering an existing state entity, establishing a blue-ribbon panel, or designating some other authority to bring a greater element of coordination and action to the myriad of reporting results in the months and years to come. The missing policy imperative from the many initiatives is the link between managing the $2.6 billion investment in Nevada's students, the achievement results, and how to best adjust along the way.

Efforts to Monitor Spending and Achievement Are Not Coordinated

Several Executive and Legislative Branch initiatives are underway to enhance accountability for the state's $2.6 billion investment in education. These efforts are siloed without a clear understanding of how reporting and results will be used and who will be required to use them.

Local education leaders are reportedly unsure how they are expected to implement strategies emerging from state initiatives to improve academic performance. Local leaders are looking to the state for guidance; NDE and the SPCSA are unclear about their authority in the oversight function. Questions remain about roles and responsibilities for monitoring spending and achievement outcomes. This uncertainty signals a concerning lack of coordination in the near term and may lead to wasteful and ineffective use of the $2.6 billion investment in the long term.

State's Acing Accountability Initiative Opens Data-Driven Discussion

Governor Joe Lombardo & Superintendent of Public Instruction Jhone Ebert Roll Out Acing Accountability Initiative.

The recently announced Acing Accountability Initiative opens the way for a data-driven discussion on the efficiency and effectiveness of district and charter school use of new education investment funds. The Governor's 2023 increase in funding to PK-12 education of $2.6 billion also calls for enhancing Nevada's accountability measures to ensure resources are directly tied to performance. The Governor noted that along with funding, he expected results and would not accept lack of funding as an excuse for underperformance. The Governor stated he intended to work with the State Superintendent of Public Instruction to ensure systems of accountability and transparency are robust and enforced.

<u>Superintendent of Public Instruction Required to Establish Performance Metrics</u>

The Governor signed Senate Bill 98 (2023) requiring the Superintendent of Public Instruction to establish performance metrics for schools. These metrics include specifically:

- The growth and proficiency of pupils in literacy and mathematics;
- The engagement and proficiency of pupils in courses for college and career readiness; and
- The retention and recruitment of teachers and education support professionals.

The initiative is not exclusively a state-driven process. Additional performance metrics are to be developed by each district and approved by the Superintendent of Public Instruction to identify and meet the unique needs of the students and schools. Together, state and district-level performance metrics are expected to form the basis for data-driven analysis and assessments of academic performance.

Performance Metrics to Measure
Progress on Meeting Expectations

The performance metrics are intended to measure progress on meeting expectations of academic achievement. When viewed together, the metrics are intended to provide a comprehensive basis to evaluate success. Metrics include:

- Effective implementation of reading and mathematics resources – using evidence-based instructional materials and district planning;
- Kindergarten-Grade 3 students demonstrating progress toward mastery in literacy, as measured by the Measures of Academic Progress (MAP) Growth in Reading assessment – using K-3 literacy growth and proficiency;
- Grades 4-8 students demonstrating growth and proficiency in mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment – using 4-8 growth and proficiency;
- High School graduates prepared for success in college or a career – using rigorous coursework, student proficiency, and College and Career Ready diplomas;
- Workforce availability to meet needs of students – using fully licensed and certified staff, distribution of vacancies and long-term substitutes, and district budget allocation for recruitment and retention; and
- Innovative solutions to meet the unique needs of students – using district-developed success targets.

Commission on School Funding to Spearhead Reporting on Investment

NRS 387.1246 established the Commission on School Funding and, as amended by Senate Bill 98 (2023), empowers the Commission to review the academic progress made by pupils in each public school since the implementation of the PCFP. The review includes, without limitation, changes to the academic progress of students as the result of any additional money provided to each school by the funding plan.

The Commission's role is to provide guidance to school districts and NDE on implementation of the PCFP, monitor implementation of the PCFP, and make any recommendations to the Joint Interim Standing Committee on Education that would, within the limits of appropriated funding, improve the implementation of the PCFP or correct any deficiencies of NDE or any school district or public school in carrying out the PCFP.

Collection and Reporting of Metrics
Fundamental Commission Responsibility

The Commission is directed to use metrics that measure the academic achievement of students on a wide range of data, including:

- Graduation rates by diploma type;
- Performance on standardized examinations in mathematics, reading, and science;
- Number of credentials or other certification in fields of career and technical education earned by students;
- Number of students who earn a passing score on an advanced placement examination;
- Percentage of students in each school who lack a sufficient number of credits to graduate by the end of their 12th grade year;
- Percentage of students in each school who drop out;
- Number of students who enroll in higher education upon graduation;
- Number of students who enroll in a vocational or technical school or apprenticeship training program;
- Attendance rate of students;
- Number of violent acts and disciplinary actions against students; and
- Any other metric prescribed by the Commission.

The Commission is directed to use metrics to measure the improvement of pupils enrolled in elementary school in literacy, including:

- Literacy rate for students in first, third, and fifth grades;
- Number of students in elementary school promoted to the next grade after testing below proficient in reading in the immediately preceding school year, by grade level, and by level of performance on the relevant test;
- Number of schools that employ a licensed teacher designated to serve as a literacy specialist pursuant to NRS 388.159 and the number of schools that fail to employ and designate such a licensed teacher; and
- Any other metric prescribed by the Commission.

The Commission is directed to use metrics to measure the ability of public schools to hire and retain sufficient staff to meet the needs of the public schools, including:

- Rate of vacancies in positions for teachers, support staff, and administrators;
- Attendance rate for teachers;
- Retention rate for teachers;
- Number of schools and classrooms within each school in which the number of students attending exceeds the designed capacity for the school or classroom;
- Number of classes taught by a substitute teacher for more than 25% of the school year; and
- Any other metric prescribed by the Commission.

The Commission is directed to use metrics to measure the extent schools are meeting the needs and expectations of students, parents or legal guardians of students, teachers, and administrators, including:

- Results of an annual survey of satisfaction of school employees;
- Results of an annual survey of satisfaction of students, parents or legal guardians of students, and graduates; and
- Any other metric prescribed by the Commission.

Elementary School Literacy Progress
Key Component of Commission's Reporting

The Commission is directed to identify the progress made by each school, school district, and charter school on improving the literacy of pupils enrolled in elementary school.

Commission Recommendations Meant to Guide
State, School District, and Charter School Efforts

The Commission is empowered to make recommendations for strategies to increase the efficacy, efficiency, transparency, and accountability of public schools. Recommendations include how to improve the reporting, tracking, monitoring, analyzing, and disseminating of data relating to student achievement and financial accountability. Moreover, the Commission is responsible for reviewing and considering strategies to improve accessibility and ensure equitability of existing and new programs for students within and between public schools.

Staff Support for Commission
Falls to NDE

The extensive amount of data gathering and reporting cannot be accomplished by the Commission members alone. The result is staff support falls primarily to NDE. NDE reports limited staffing levels already impact their ability to respond to the increasing number of legislative requirements. While much of the information required by the Commission is already gathered, the important work of data analysis and assessment must be balanced with a myriad of existing priorities and reporting requirements.

Some limited additional staff funding for contractors and consultants was made available during the legislative session. Retaining contract staff has reportedly been a challenge as other more secure career and job opportunities for professional education staff have impacted staff retention and availability. NDE leadership has expressed an ability to manage staffing challenges in the near term, but as the Commission's work progresses and expectations for reporting results grows, a more permanent solution may be necessary, such as growing the size of the professional staff at NDE or reducing requirements.

Legislature Enhances Oversight of Education Funding and Achievement

Nevada State Legislature Building

In response to Nevada's ability to invest an additional $2.6 billion to address long-term education challenges, the Legislature moved forward with several initiatives to enhance oversight of the state's funding and achievement goals for school districts and charter schools. The Legislature seeks not only to enhance oversight in the current environment but also to shape the future of the education conversation in the years following to build a collaborative support structure for learning and academic success for students, parental engagement, and the needs of Nevada's future workforce.

IFC Education Accountability Subcommittee Established

NRS 218E was amended by Assembly Bill 399 (2023) to create the Interim Finance Committee (IFC) Subcommittee on Education Accountability. The general objectives and function of the Subcommittee are to discuss, evaluate, and make recommendations relating to accountability in public education in Nevada to improve the educational achievements and outcomes for students.

The Subcommittee is empowered to study:

- Fiscal policy, school finance, or similar or related financial activities;
- The sufficiency of current revenue and expenditures relating to public education and the anticipated revenue and expenditures necessary to improve educational achievements and outcomes for students;
- Administrative support and policies;
- Corrective action plans for public schools to improve educational achievements and outcomes; and
- The rules, regulations, and policies of individual school districts or public schools.

Commission on Innovation and Excellence in Education Established

NRS 385 was amended by Senate Bill 425 (2023) to create the Commission on Innovation and Excellence in Education. The Commission is empowered to develop a statewide vision and implementation plan to improve the public education system in Nevada and shall:

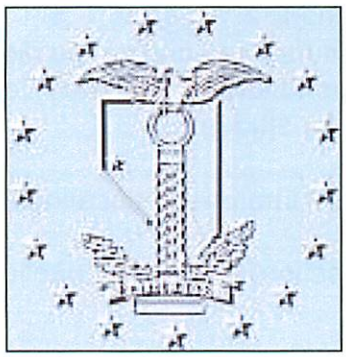
- Conduct a benchmarking or gap analysis study comparing the education policies of Nevada to the education policies of high-performing international and domestic education systems;
- Make recommendations on how to adapt the appropriate education policies of high-performing systems in the public education system in Nevada;
- Identify objectives to put the education performance of students in Nevada in parity with students in high-performing systems and make recommendations on how to meet the identified objectives;
- Review the findings of any previous or ongoing studies related to the funding of education and incorporate any relevant findings; and
- Develop an implementation plan for the recommendations made which includes an analysis of the costs of the plan.

To carry out any of its functions, the Commission may coordinate with the National Center on Education and the Economy or organizations with similar expertise as well as educational and business entities for information and expertise.

NDE Has Significant Role
In Commission's Operation

The legislation appoints the Superintendent of Public Instruction to call the first meeting of the Commission, which is expected to take place in January 2024. Moreover, the legislation designated NDE to provide any administrative support necessary for the Commission to carry out its duties.

Legislative Auditor to
Audit School Districts



Emblem of the Nevada Legislature

NRS 218G was amended by Assembly Bill 517 (2023) requiring the Legislative Auditor to conduct a performance audit of the two school districts with the largest number of enrolled students in Nevada (Clark and Washoe Counties) and the State Public Charter School Authority not later than August 31, 2026, and not less than once every four years thereafter.

The bill authorizes the Chair of the Interim Finance Committee to request the Legislative Auditor conduct a performance audit of up to three additional school districts no later than January 1, 2026, and every four years thereafter. The audit reports will be presented to the Legislative Commission, the Interim Finance Committee or Subcommittee on Education Accountability, and the Legislative Commission's Audit Subcommittee. The Legislature authorized an additional 15 positions to assist the Legislative Auditor accomplish the new audits.

The Legislative Auditor's performance audits will evaluate:

- Compliance with statutory requirements concerning annual reports of accountability, as well as consistency, or lack thereof, in the methodology used for such reporting;
- Compliance with state or local laws relating to contracting with outside entities to provide goods or services;
- Whether any plans presented by the school district or SPCSA to the Legislature or the IFC have been implemented and whether any such plan is achieving or has achieved the desired outcome;
- The efficacy of any strategy or program implemented at one or more schools to improve the proficiency of students in reading, mathematics, science, or writing; improve outcomes of students who are English learners, at-risk students, or receiving special education; improve the academic performance of students enrolled in a Title I school; or increase parental involvement and family and community engagement in public schools;
- The efficacy of any strategy or program of recruitment or retention designed to ensure availability of qualified teachers and other educational personnel and support staff, including mental health professionals;
- The efficacy of any strategy or program implemented by a school district or SPCSA to reduce class size; and
- Any other matter the Legislative Auditor is requested to evaluate by the IFC.

Audit Results Will Inform Accountability Assessments

The Legislative Auditor's reports will likely inform Legislative actions, the Executive Branch, and assessments of NDE and SPCSA efforts to comply with legislation and enhance accountability for the state's additional $2.6 billion investment. While the Legislative Auditor's reports will focus on district and charter school compliance, initiatives, and outcomes, NDE and SPCSA may benefit from audit findings affecting state-level initiatives and authorities.

Conclusion

The current state of accountability on education funding and performance is mostly sufficient to reasonably evaluate the efficacy, efficiency, and fiscal responsibility of each school district and public charter school. Additional accountability measures driven, in large part, by legislative action may provide more detailed information. This information may lead to alternative policy options for stakeholders to assess and use to ensure Nevada's additional $2.6 billion funding in education is invested appropriately to achieve better results for students.

The many efforts at enhancing accountability lack coordination to offer school districts and charter schools informed guidance and actionable policy to help those that fall short of the mark. Without an identified lead to gather the results of the many studies and reporting requirements ongoing in the coming biennium, a cohesive, data-driven, well-informed policy process will be challenging to achieve.

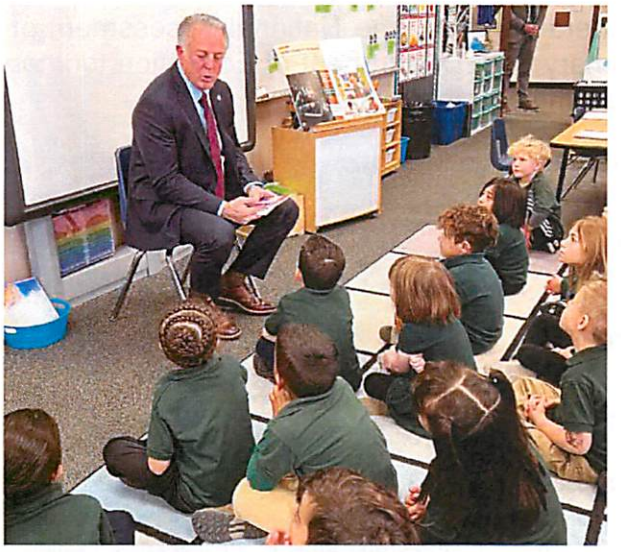
Focus Policy and Improvement Efforts on Critical Performance Elements

Stakeholders should agree to focus policy and improvement efforts funded by the additional $2.6 billion education investment on critical performance elements, specifically reading and mathematics achievement in the early years of a student's education. A more focused policy and improvement effort will help target resources to critical achievement gaps in reading and mathematics to set conditions for academic success throughout the student's public school experience.

Focusing on these critical performance elements in school curriculum, funding priorities, and assessing achievement will provide a solid foundation for individual learning and enhance public confidence in school district and charter school outcomes.

Priority on Reading and Mathematics Necessary for Future Success

Reading skills set up academic success throughout a student's educational experience and mathematics is fundamental for a range of academic and life skills, including science, financial literacy, cost-benefit analysis, and workplace requirements. Nevada continues to underperform in reading and mathematics assessments. While all performance elements are important, including computer science skills, social studies, science, and fine arts, to name a few, all cannot be prioritized simultaneously. The goal should be to address the fundamental building blocks of all student success whether the student progresses and is college bound or is career and technical oriented.



Governor Joe Lombardo visits Nevada students.

<u>Priorities Will Help Guide Investment Decisions</u>

Nevada's historic $2.6 billion additional investment in education has the ability to improve educational outcomes with appropriate objectives to guide where and how the funds are spent. That guidance must start with stakeholder agreement on what the priorities are and how to build subsequent success on a solid foundation of learning and academic achievement.

Successful Private Sector Companies Prioritize Limited Objectives Before Moving On

Research shows that successful private sector companies prioritize a limited number of objectives before moving on to other objectives built on prior success of the initial priorities. For example, both Forbes and Warren Buffett speak to the need of establishing priorities within all the objectives and goals companies want to accomplish.

The Forbes model suggests prioritizing "income producing potential." Nevada's education stakeholders should view this suggestion in terms of what investment will prepare students for future academic success. Reading skills are the critical element for all future academic success. Studies show a key predictor of school success and high-school graduation is the ability to read at grade level by the end of grade three.[2]

Federal Funding Emphasizes Reading and Mathematics Progress

Federal education guidelines and initiatives emphasize the importance of reading and mathematics as fundamental building blocks for academic achievement. Academic assessments are key to federal funding. The National Assessment of Educational Progress (NAEP) is a primary U.S. Department of Education tool for gauging and funding state efforts in reading and mathematics.

Fourth-grade students' mathematics lesson. Richard C. Priest Elem. Sch., North Las Vegas. Photo by thenevadaindependent.com.

Federal law specifies that NAEP is voluntary for every student, school, school district, and state. However, federal law also requires all states that receive Title I funds to participate in NAEP reading and mathematics assessments at fourth and eighth grades.[3] Similarly, school districts that receive Title I funds and are selected for the NAEP sample are also required to participate in NAEP reading and mathematics assessments at fourth and eighth grades. Federal guidance requires each State Plan to demonstrate the state educational agency (NDE), in consultation with local education agencies (school districts/SPCSA), is implementing a set of high-quality student academic assessments in mathematics, reading or language arts, and science.

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[2] Annie E. Casey Foundation, "Early Warning! Why Reading by the End of Third Grade Matters," 2010.
University of Chicago, Chapin Hall, "Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment?" 2011.
Alliance for Excellent Education, "The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools," 2011.
Nevada Department of Education, 2023-2024 Read by Grade 3 School Implementation Guide III, 2023.

[3] Title I is a U.S. Department of Education program that provides federal funding to schools and school districts to help students who are economically disadvantaged or at risk of failing to meet state standards. The funding is meant to help schools establish programs to help these students. The program was first authorized in 1965 as part of President Lyndon B. Johnson's War on Poverty.

Extensive Reporting Requirements Add to Workload

There is a lot of work that will be going on in Nevada to establish a body of knowledge, monitor programs and funding, and oversee the $2.6 billion investment in education. As detailed earlier, there are extensive reporting requirements for the state, school districts, and charter schools. Moreover, specific commissions, legislative committees, as well as NDE and the SPCSA are tasked with conducting various studies and reporting on a wide range of educational topics.

A clear challenge will be meeting the reporting requirements by the limited number of professional staff at both NDE and SPCSA as well as validating the work of contractors or consultants brought into the process. NDE reports the challenge of retaining contract professional educators who quickly move on to other, more lucrative, permanent positions elsewhere. Focusing efforts will be critical to successful and meaningful reporting results.

NDE and SPCSA May Not Be Sufficiently Staffed to Meet Reporting Requirements

Both in the near and long terms, NDE and SPCSA may not be sufficiently staffed to meet the reporting requirements and consolidate the results into better policy to maximize the $2.6 billion investment in Nevada's education outcomes. The Legislature is directing more work for NDE, to include supporting the newly created Commission on Innovation and Excellence in Education. The increased workload may require consideration for additional staff to assure quality support for all education entities in the state.

Focusing on priorities in reading and mathematics will help guide all the work that needs to be done to assure academic achievement and policy support for Nevada's students.

Comparison with Other States
Shows the Staff Challenge

Staffing has long been a concern for state education leaders and will likely continue to be a challenge as accountability requirements and expectations grow to ensure Nevada's additional $2.6 billion funding in public education is efficiently and effectively invested. Departments of Education are, in general, doing the same type of work managing grants, monitoring school districts and schools, and implementing strategies to meet academic standards. Exhibit 1.3 highlights the challenge for NDE.

Exhibit 1.3

Comparison of State Departments of Education
Fiscal Year 2016

State	Dept. of Ed. Staff	Students in Public Education	Ratio
Nevada	170	464,000	1:2,729
New Mexico[a]	350	330,000	1:943
Oregon[a]	470	563,000	1:1,198
Mississippi[b]	423	487,000	1:1,151
Florida[c]	2,400	2,727,105	1:1,136
Arkansas[b]	408	491,000	1:1,203

Source: NDE presentation to Commission on School Funding, January 8, 2021.
Notes: [a] Other western states.
[b] State with comparable student population.
[c] State with successful reading and mathematics testing results noted in this report, Chapter 4.

While a comparison of roles and responsibilities for Departments of Education would be needed, NDE may be understaffed in comparison to other states. As expectations and specific tasks increase for NDE's role in overseeing Nevada's additional $2.6 billion investment in public education, consideration must be given to the question of whether there are sufficient staff at the state level to meet the workload.

To achieve a comparable ratio with Arkansas, the state with the worst, but closest staff to student ratio, NDE staff would need to more than double. That growth rate is unlikely for many reasons. NDE will need to propose alternative strategies to accomplish the expanded role to meet the necessary oversight function of the significantly increased state funding to school districts and charter schools. Proposed strategies may include modest and targeted staff enhancements at the most critical nexus of oversight functions.

Conclusion

Many stakeholders are trying to address all of the state's education deficiencies through the additional $2.6 billion investment being made in Nevada's students. A more focused approach to invest in core education competencies that lead to overall academic achievement may have more impact. Reading and mathematics competency is the cornerstone of academic achievement throughout a student's educational experience. Staffing challenges alone present an immediate need to prioritize resources and commit to focusing on the necessary performance elements at all levels of instruction in Nevada's public schools.

Consider Legislation to Provide the Nevada Department of Education with More Robust Intervention Tools to Support Chronically Low-performing Schools

The Governor and Legislature should consider legislation to provide the Nevada Department of Education with more robust intervention tools to support chronically low-performing schools. Empowered state education professionals will be able to more timely intervene and assist school districts and charter schools improve achievement outcomes and serve as a ready resource to reinforce teaching and learning strategies that lead to academic success.

Successful school improvement interventions are implemented by using a range of strategies that vary in intensity from general technical assistance to alternative governance for identified schools or districts. State intervention at the district and school levels would be a valuable and proactive tool that is based on achievement results, of a defined period of time, and with specific, metric-driven goals. The effort would be to break the cycle of under-achievement that occurs in some districts and schools.

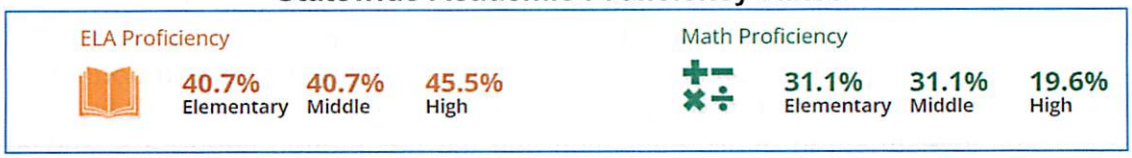
When schools do not meet their improvement goals in the state-established timeframe, more rigorous interventions may be taken. According to the U.S. Department of Education, states and districts are more likely to implement successful school improvement interventions by using rigorous and relevant evidence and assessing the local capacity to implement the intervention (e.g., funding, staff, staff skills, and stakeholder support).

Some Schools Will Need Help to Succeed

Inevitably, some schools will need additional help to successfully meet standards. Exhibit 1.4 shows the current rates of English/Language Arts (ELA) and mathematics proficiency statewide.

Exhibit 1.4

Statewide Academic Proficiency Rates



Source: Nevada Department of Education, Nevada Report Card, November 2023.

The state should be positioned to offer targeted, data-driven interventions to help all of Nevada's schools improve performance and literacy proficiencies.

NDE should be building an assistance plan to help specific districts and schools improve performance. Preliminary work is ongoing at the state level for identifying intervention strategies to help districts and schools improve. These strategies range from interjecting teach-the-teacher opportunities and reading and mathematics assistance teams to a conversation about more management authority to affect the changes necessary to improve performance and proficiency. Discussions with stakeholders have emphasized the necessity of a professional, collegial partnership between the state, school districts, and charter schools to develop the most effective strategy for improving performance of each of Nevada's schools to the benefit of each individual student.

State Superintendent of Public Instruction Responsible for PK-12 Oversight

In Nevada, the State Constitution consigns responsibility for public education to the Legislature (Article 11, Section 2) which states, "The Legislature shall provide for a uniform system of common schools." The Nevada Legislature enacted NRS 385.175 and assigned responsibility for the oversight of PK-12 public education to the Superintendent of Public Instruction.

The statute states, among several responsibilities, the Superintendent of Public Instruction is the educational leader for the system of PK-12 public education in Nevada. The Superintendent shall enforce the statutes and regulations governing PK-12 public education and shall request a plan of corrective action from the Board of Trustees of a school district if the Superintendent of Public Instruction determines the school district has not complied with a requirement of statute or regulation governing PK-12 public education.

<u>Responsibility Without an Enforcement Mechanism</u>

The Superintendent of Public Instruction may be responsible for oversight of public education in Nevada; however, there is no substantive enforcement mechanism in statute to compel non-compliant school districts or schools to abide by duly enacted laws concerning public education. NRS 388.175 requires school districts that are out of compliance with statute or regulation to include a "timeline approved by the Superintendent of Public Instruction for compliance with the statute." Nevada law is silent in cases where a school district or school fails to provide a timeline or fails to adhere to an approved timeline. The policy gap is that Nevada needs a mechanism to compel out-of-compliance school districts to adhere to existing statutes and regulations. Such a mechanism is especially important as school districts and charter schools begin funding plans with the $2.6 billion additional investment in public education and the heightened need for spending and program accountability.

Proportional Intervention Tools Necessary to Affect Change

Affecting positive change in school districts and individual schools may require a range of tools available to NDE to help achieve improved educational outcomes. These tools should not be perceived as punitive but rather as a helping hand from the state to ensure all Nevada students are equipped and feel empowered to attain their vision of success.

Federal Survey of States Shows Consistent Intervention Policies

State policies show a great deal of consistency in approaches to supporting chronically low-performing schools, perhaps because many of the interventions align closely with federal guidance for improving schools, according to a U.S. Department of Education report.[4] The federal survey of state intervention in chronically underperforming schools identified six categories of policies guiding strategies:

- Development or monitoring of school improvement plans (nearly all states);
- Changes in staffing (47 states);
- Closing a school (31 states);
- Financial incentives or interventions (37 states);
- Reforms to the day-to-day operation of the school (32 states); and
- Changes related to the entity that governs or operates the school (39 states).

Although a majority of states have, to some extent, a range of policies guiding their intervention actions for chronically underperforming schools, specific policies vary and are generally tailored for individual state preferences and need. For example, with regard to preparing and monitoring school improvement plans, strategies vary from a state's ability to conduct an instructional audit or external evaluation of a school to a state's more limited ability to monitor or supervise implementation of a school improvement plan. Stakeholders will need to find common ground on the appropriate scope and intensity of interventions necessary to ensure accountability for Nevada's additional $2.6 billion investment in public education.

Other Efforts Can Be Basis to Start Policy Conversation

Prior Nevada administrations have tackled the challenge of improving chronically underperforming schools with mixed results. Those efforts can be the basis for starting a policy conversation between the Governor Lombardo administration and the Legislature to pursue meaningful, implementable, and shared responsibility for improving underperforming schools. Nevada's students deserve no less than a committed, honest effort to help them succeed in the school they find themselves attending.

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[4] U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, State Policies for Intervening in Chronically Low-Performing Schools: A 50-State Scan, June 2016.

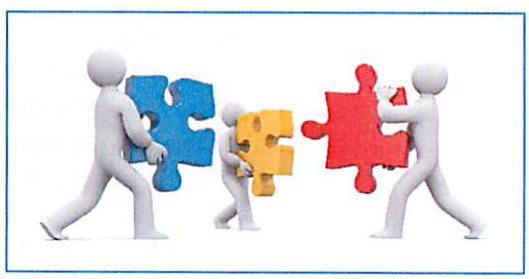
Louisiana Recognized as Leader in Reshaping Education System

The State of Louisiana has long ranked low compared to other states on the National Assessment of Education Progress, referred to as the Nation's Report Card. Despite that ranking, Louisiana is now a recognized national leader in reshaping a state's education system.[5]

A decade's worth of commitment and effort has shown sustained improvement in academic achievement, including graduation rates, college and career readiness, improved teacher preparation and performance, a highly regarded school measurement and accountability system, and more options for school and course choice. Louisiana education officials point to a strong framework of policies and innovations and the hard work of effective educators and school leaders for its success.

An important aspect of Louisiana's success is the ability to intervene in failing schools. The Louisiana Department of Education is empowered to approve evidence-based interventions at the first incident of being assessed an academically unacceptable school. Subsequent unacceptable assessments lead to more intensive interventions recommended by the Department of Education and approved by the State Board of Education up to and including transfer to the Recovery School District, a special statewide school district administered by the Department of Education designed to take underperforming schools and transform and make them effective in educating children.

Reading and Mathematics Assistance Teams Can Help Teachers and Students



State-level reading and mathematics assistance teams are an option to give teachers and students the help they need to improve performance at the local level. State teams equipped to teach-the-teacher are a first step in establishing the necessary instructional infrastructure to support school districts and charter schools. Assistance teams at the school district and charter school authority levels are logical components of a cohesive, broad, and coordinated effort to intervene at the earliest opportunity and at the appropriate instructional level to affect performance and outcomes.

[5] Rand Corporation, "What Other States Can Learn from Louisiana's Ambitious Efforts to Reshape Its Education System," 2019.

Conclusion

Accountability for Nevada's additional $2.6 billion investment in public education is challenged because there is no mechanism for NDE to intervene substantively to affect change in underperforming school districts or charter schools. Limited statutory authority to review, monitor, and establish timelines for underperforming schools to comply with standards is further constrained by the lack of an enforcement mechanism should schools fail to adhere to the approved plan for improving performance. A majority of other states have legislatively approved mechanisms to allow interventions at local levels to address underperformance issues. Empowering NDE to intervene to help school districts and charter schools meet achievement standards is a logical step to assure accountability for Nevada's financial commitment to improving education outcomes for all students.

Recommendations

1.1. Consider legislation to establish a single unified statewide system of accountability and support within the PK-12 public education system to recommend data-driven policy solutions. (Governor and Legislature)

1.2. Focus policy and improvement efforts on critical performance elements. (Stakeholders)

1.3. Consider legislation to provide the Nevada Department of Education with more robust intervention tools to support chronically low-performing schools. (Governor and Legislature)

1.4. Identify and prioritize areas where additional resources would support implementation of accountability, oversight, and technical assistance roles. (Nevada Department of Education)

Chapter 2
Profiles, Performance, and Accountability

Education stakeholders can improve accountability of Nevada's additional $2.6 billion investment in public education by:

2.1. Using profile and performance data to inform funding decisions.

Informed funding decisions will provide greater transparency of school district and charter school finances and address achievement gaps, savings and reallocation opportunities, and teacher compensation priorities.

Profile and performance data is shown to provide a more complete discussion of Nevada's school districts and charter schools. Profile data includes budget information, staffing levels, disciplinary actions, teacher compensation, and class size. Performance data includes graduation rates and testing results for large city/school districts by the National Assessment of Educational Progress (NAEP), often referred to as the Nation's Report Card.

Use Profile and Performance Data to Inform Funding Decisions

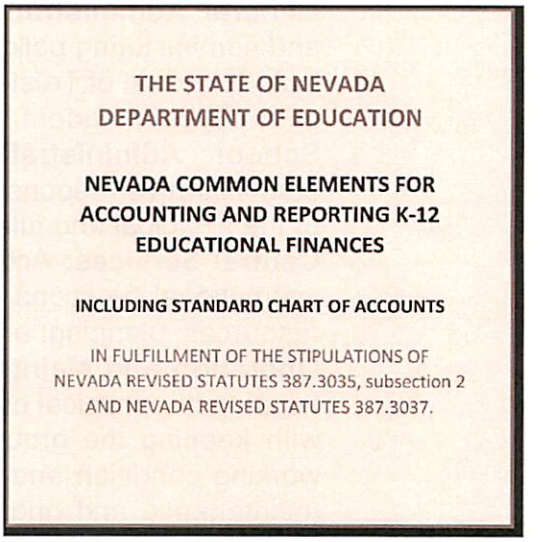
School districts and charter schools should use profile and performance data to inform funding decisions. Informed funding decisions will help align priorities and resources and provide for more efficient and effective use of the state's investment of $2.6 billion in public education.

The compiled profile and performance data provided by Nevada's 17 school districts and 53 charter schools is another tool to help education leaders focus and refine investment opportunities and to ensure specific gaps in achievement are being addressed. The data is also informative for stakeholders to ensure academic standards can be met through an appropriate balance of instruction, support, and staff funding.

NRS Guides Accounting and Reporting of Education Finances

NRS requires, among other stipulations, the Nevada Department of Education (NDE) to develop a uniform system of budgeting and accounting to report education revenues and expenditures in a consistent manner. To fulfill that stipulation, NDE has developed the Nevada Common Elements for Accounting and Reporting PK-12 Education Finances, commonly referred to as the Standard Chart of Accounts, most recently updated May 3, 2021.

The NDE Chart of Accounts provides accounting and reporting guidance for various types of funds, revenues, programs, and functions, along with other instructions for financial reporting. The Chart of Accounts helps school district and charter school officials track and account for public resources and prepare for the annual financial reporting.


THE STATE OF NEVADA
DEPARTMENT OF EDUCATION

NEVADA COMMON ELEMENTS FOR ACCOUNTING AND REPORTING K-12 EDUCATIONAL FINANCES

INCLUDING STANDARD CHART OF ACCOUNTS

IN FULFILLMENT OF THE STIPULATIONS OF NEVADA REVISED STATUTES 387.3035, subsection 2 AND NEVADA REVISED STATUTES 387.3037.

Functional Spending Highlights Variances between Urban and Rural School Districts

The Chart of Accounts/Function section's guidelines and reporting best illustrates the variances between Nevada's urban and rural school districts. The Function section describes the activity for which a service or material object is acquired. The function of a school district is classified into five broad areas: Instruction, Support Services, Operation of Non-Instructional Services, Facilities Acquisition and Construction, and Debt Service. The Instruction and Support Services reporting best shows spending on activities that most directly affect the education of students:

- **Instruction** includes activities dealing directly with the interaction between teachers and students. Teaching may be provided in a school classroom, another location such as a home or hospital, and other learning situations such as those involving cocurricular activities. Teaching may also be provided through some other approved medium, such as television, radio, computer, internet, multimedia telephone, and correspondence delivered inside or outside the classroom or other teacher-student setting. Activities include the work of aides and classroom assistants of any type who assist in the instructional process.
- **Support Services** provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction. These services are adjuncts for fulfilling the objectives of instruction, community services, and enterprise programs. Support Services are further categorized as:

    - **Students:** Activities designed to assess and improve the well-being of students and to supplement the teaching process. Examples include: attendance and social work services; guidance services; health services; and speech pathology and audiology services.
    - **Instruction:** Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students. Examples include: instruction and curriculum development; instructional staff training; library/media services; technology supporting instruction; student learning centers; and academic student assessment.

- **General Administration:** Activities concerned with establishing and administering policy for operating the school district. Examples include: Board of Trustees; executive administration; and the Office of the Superintendent.
- **School Administration:** Activities concerned with overall administrative responsibility for a school. Examples include Office of the Principal and full-time department chairpersons.
- **Central Services:** Activities that support other administrative and instructional functions. Examples include: fiscal services; human resources; planning; and administrative information technology.
- **Operation and Maintenance of Plant:** Activities concerned with keeping the physical plant open, comfortable, and safe for use and with keeping the grounds, buildings, and equipment in effective working condition and state of repair. Examples include: building maintenance and operation; vehicle operation and maintenance; security; and safety.
- **Student Transportation:** Activities concerned with conveying students to and from school, as provided by state and federal law, including trips between home and school and trips to school activities.

No Discernable Pattern in Actual Spending Between Instruction and Support Services

The 17 Nevada School Districts and 53 Charter Schools reported the breakout between the instruction and support services expenditures for fiscal year 2022. The report showed no discernable pattern for instruction and support services spending.

Given the delineation of activities in the Chart of Accounts, it should be expected that school districts with a smaller number of students would have a ratio showing more spending for support services. Support services cover activities consistent in all school districts, whereas the number of students varies. The associated amount of spending to cover teacher/student activities will also vary.

Exhibit 2.1 shows the actual spending breakout of instruction and support services for fiscal year 2022 as reported to NDE on the report required by NRS 387.303, commonly referred to as the "387 Report."

Exhibit 2.1

Instruction/Support Services Expenditure Breakout for School Districts in Fiscal Year 2022

	Breakout of Expenditures Reported in 387.303 Report in Fiscal Year 2022					
School District	**Enrollment**	**Instuction $**	**Support $**	**Total $**	**Instruction%**	**Support%**
Carson City	7,271	61,925,903	46,413,210	108,339,113	57%	43%
Churchill	3,237	26,054,984	15,951,887	42,006,871	62%	38%
Clark	300,529	2,458,526,531	1,521,456,225	3,979,982,756	62%	38%
Douglas	5,221	42,374,518	25,583,563	67,958,081	62%	38%
Elko	9,576	74,709,780	61,398,800	136,108,580	55%	45%
Esmeralda	81	1,209,808	1,800,353	3,010,161	40%	60%
Eureka	321	5,905,474	9,452,011	15,357,485	38%	62%
Humboldt	3,229	27,626,705	23,002,071	50,628,776	55%	45%
Lander	981	9,630,054	5,863,793	15,493,847	62%	38%
Lincoln	860	9,677,506	6,576,580	16,254,086	60%	40%
Lyon	8,858	68,663,246	47,988,824	116,652,070	59%	41%
Mineral	562	5,852,653	4,095,961	9,948,614	59%	41%
Nye	5,429	48,676,310	31,336,116	80,012,426	61%	39%
Pershing	655	5,711,383	7,800,458	13,511,841	42%	58%
Storey	434	4,449,151	4,834,531	9,283,682	48%	52%
Washoe	61,490	465,870,256	417,342,678	883,212,934	53%	47%
White Pine	1,248	11,046,953	10,409,050	21,456,003	51%	49%
Totals	**409,979**	**3,327,911,215**	**2,241,306,111**	**5,569,217,326**	**60%**	**40%**

Source: DIA analysis of NDE 387 Report.

Charter School Reporting Shows Wide Range of Instruction and Support Services Expenditures

Exhibit 2.2 shows that several charter schools were able to spend more for instruction, in large part because of support services these schools did not provide in 2022, such as transportation and limited food services. Other charter schools spent less for instruction than the average school district. Part of this can be attributed to the capital spending by charter schools that do not have the same long-term financing options available to school districts. In most cases, charter schools save money over years in order to pay for capital outlays in a single year. Overall, charter schools in general spent less than school districts although instructional spending did not directly correlate to the performance of the school.

Exhibit 2.2

Instruction/Support Services Expenditure Breakout for Charter/University Schools in Fiscal Year 2022

	Breakout of Expenditures Reported in 387.303 Report in Fiscal Year 2022					
Charter/University School	Enrollment	Instruction $	Support $	Total $	Instruction%	Support%
100 Academy of Excellence	413	1,452,788	3,314,893	4,767,681	30%	70%
Academy for Career Education	208	1,000,650	1,185,686	2,186,336	46%	54%
Alpine Academy	138	685,181	534,168	1,219,349	56%	44%
Amplus	2,230	9,795,853	8,369,786	18,165,639	54%	46%
Bailey Charter Elementary School	187	1,144,323	729,847	1,874,170	61%	39%
Beacon Academy of Nevada	384	3,022,919	2,265,902	5,288,821	57%	43%
Carson Montessori School	281	1,758,706	439,654	2,198,360	80%	20%
CIVICA Nevada	573	3,285,005	2,470,963	5,755,968	57%	43%
Coral Academy of Science-Las Vegas	3,719	20,214,198	9,270,256	29,484,454	69%	31%
Coral Academy of Science-Reno	1,589	8,069,559	10,992,709	19,062,268	42%	58%
Davidson Academy of Nevada	157	3,257,035	2,235,277	5,492,312	59%	41%
Delta Academy	898	1,989,240	5,098,254	7,087,494	28%	72%
Democracy Prep Academy	1,115	5,841,008	7,454,908	13,295,916	44%	56%
Discovery Charter School	453	2,264,084	1,569,717	3,833,801	59%	41%
Doral Academy of Nevada	6,081	27,372,069	15,956,764	43,328,833	63%	37%
Doral Academy of Northern Nevada	923	3,713,446	2,951,912	6,665,358	56%	44%
Elko Institute for Academic Achievement	198	1,051,475	1,176,584	2,228,059	47%	53%
enCompass Academy	105	803,267	587,835	1,391,102	58%	42%
Equipo Academy	831	5,401,547	3,561,949	8,963,496	60%	40%
Explore Academy	177	1,066,456	901,414	1,967,870	54%	46%
Explore Knowledge Academy	674	3,976,255	1,801,977	5,778,232	69%	31%
Founders Academy	903	3,506,261	2,437,617	5,943,878	59%	41%
Freedom Classical Academy	1,013	4,396,812	2,334,887	6,731,699	65%	35%
Futuro Academy	486	2,676,807	2,550,040	5,226,847	51%	49%
Girls Athletic Leadership School	103	230,030	978,362	1,208,392	19%	81%
High Desert Montessori School	364	1,807,620	10,421,767	12,229,387	15%	85%
Honors Academy of Literature	227	1,110,968	632,561	1,743,529	64%	36%
Imagine School at Mountain View	652	2,687,321	2,500,315	5,187,636	52%	48%
Innovations International	651	3,825,251	3,368,901	7,194,152	53%	47%
Leadership Academy of Nevada	300	1,444,014	1,059,288	2,503,302	58%	42%
Learning Bridge Charter School	189	1,063,227	550,816	1,614,043	66%	34%
Legacy Traditional School	4,236	18,188,843	12,553,762	30,742,605	59%	41%
Mariposa Academy of Language & Learning	153	1,237,532	833,032	2,070,564	60%	40%
Mater Academy of Nevada	3,563	23,429,843	15,918,327	39,348,170	60%	40%
Mater Academy of Northern Nevada	481	2,865,474	2,111,632	4,977,106	58%	42%
Nevada Connections Academy	1,173	6,511,836	5,246,139	11,757,975	55%	45%
Nevada Prep	235	1,356,881	1,349,512	2,706,393	50%	50%
Nevada Rise Academy	377	2,048,874	1,481,678	3,530,552	58%	42%
Nevada State High School	913	1,427,386	5,507,777	6,935,163	21%	79%
Nevada State High School Meadowood	49	70,447	337,318	407,765	17%	83%
Nevada Virtual Academy	2,143	10,913,167	5,819,026	16,732,193	65%	35%
Oasis Academy	708	4,248,683	8,510,453	12,759,136	33%	67%
Odyssey Charter Schools	2,353	9,199,976	10,397,507	19,597,483	47%	53%
Pinecrest Academy of Nevada	6,825	30,230,017	19,729,997	49,960,014	61%	39%
Pinecrest Academy of Northern Nevada	863	3,386,944	3,288,435	6,675,379	51%	49%
Quest Academy Preparatory	460	2,378,829	1,849,667	4,228,496	56%	44%
Rainbow Dreams Academy	54	367,830	725,662	1,093,492	34%	66%
Sierra Nevada Academy Charter	315	1,362,837	1,974,533	3,337,370	41%	59%
Signature Prep	927	4,048,185	3,003,048	7,051,233	57%	43%
Silver Sands Montessori Charter School	253	1,033,140	1,167,540	2,200,680	47%	53%
Somerset Academy of Las Vegas	9,528	42,221,141	23,272,283	65,493,424	64%	36%
Sports Leadership and Management	1,613	6,645,652	8,044,422	14,690,074	45%	55%
TEACH Las Vegas	114	928,366	1,237,459	2,165,825	43%	57%
Totals	**63,558**	**304,015,258**	**244,064,218**	**548,079,476**	**55%**	**45%**

Source: DIA analysis of NDE 387 Report (https://doe.nv.gov/studentinvestmentdivision/home/).

Charter schools reported a wide range of spending ratios between instruction and support services. Almost 53% of charter schools reported they were able to commit at least 55% of their spending to instruction in 2022. Notably, charter school average ratio for instruction and support spending is lower than for school districts. Given that most charter schools do not provide transportation and only about half provide food services to students, the question of higher charter school support services expenditures in relation to instructional spending remains open. This question will be reviewed in an upcoming audit by the Division of Internal Audits.

Overall Staff Ratios Relatively Consistent Statewide

Staff data reported by Nevada's 17 School Districts and 53 Charter Schools show a relative consistency among school districts and greater variance in charter schools. The ratio between school district instruction and support personnel is, except for two rural counties, approximately 1 to 1. The ratio of school district leadership, to include the superintendent's staff and school principals and staff varies more so.

School Staff Meeting

Exhibit 2.3 summarizes Nevada school district staff breakouts and ratios reported for the audit.

Exhibit 2.3

School District Staff Breakout and Ratios
2022

	Staff Breakout				
School District	# Admin / Leadership	# Classroom Instruction Staff	# Support Staff	Ratio Ldrshlp:Staff 1:#	Ratio Instr:Support[a] #:1
Carson City	79	527	255	9.9	1.6
Churchill	13	197	189	29.7	1.0
Clark	1,350	15,581	12,233	20.6	1.1
Douglas	40	394	368	19.1	1.0
Elko	50	598	455	21.1	1.2
Esmeralda	4	11	1	2.9	2.2
Eureka	4	32	31	15.8	0.9
Humboldt	19	187	230	22.0	0.7
Lander	6	70	95	27.5	0.7
Lincoln	9	74	61	15.0	1.1
Lyon	57	540	425	16.9	1.1
Mineral	4	45	57	25.5	0.7
Nye	26	451	299	28.8	1.4
Pershing	11	79	32	10.1	1.8
Storey	4	39	25	16.1	1.3
Washoe	466	4,104	2,560	14.3	1.4
White Pine	24	59	18	3.2	1.4

Source: DIA analysis of information submitted pursuant to Executive Order.
Note: [a] Support includes Support Staff and Administrative/Leadership Staff.

Charter School Staffing Varies Significantly

Review of data reported by charter schools shows staffing ratios vary significantly. Leadership to staff ratios range from 1:76 – 1:1 with an average of 1:14. Instruction to support staff ratios range from 24:1 – 0.7:1 with an average of 3:1. The unique nature and focus of each charter school may account for the staff variances; however, further analysis would be necessary to assess specific causes and subsequent effects of the variances. Such a review would be able to identify potential recommendations to achieve enhanced efficiencies and effectiveness of charter school staffing. The review would be consequential for conducting oversight of the state's $2.6 billion investment in public education and the enhanced revenues for charter school funding.

Exhibit 2.4 summarizes Nevada charter school staff breakouts and ratios reported for the audit.

Exhibit 2.4

Charter Schools Staff Breakout and Ratios
2022

Sponsor	Charter School	Staff Breakout				
		# Admin / Leadership	# Classroom Instruction Staff	# Support Staff	Ratio Ldrship:Staff 1:#	Ratio Instr:Support #:1
CarsonSD	Carson Montessori	1	17	5	22.0	3.4
CCSD	100 Acad. of Excel.	1	18	10	28.0	1.8
CCSD	Explore Knwldge Acad.	3	31	31	20.7	1.0
CCSD	Innovations Int'l	3	40	34	24.7	1.2
CCSD	Odyssey Charter Sch.	12	102	37	11.6	2.8
CCSD	Rainbow Dreams Acad.	2	4	3	3.5	1.3
CCSD	The Delta Academy	4	22	15	9.3	1.5
SPCSA	Girls Empowerment MS	4	7	3	2.5	2.3
SPCSA	Alpine Academy	1	10	1	11.0	10.0
SPCSA	Doral Acad. No. NV	2	45	10.5	27.8	4.3
SPCSA	Elko Inst. Acad. Achv.	2	10	3	6.5	3.3
SPCSA	Futuro Academy	2	23	13	18.0	1.8
SPCSA	Learning Bridge	1	10	6	16.0	1.7
SPCSA	Mater Acad. No. NV	5	32.5	6	7.7	5.4
SPCSA	NV St. HS-M'wood	1	1	0	1.0	0.0
SPCSA	Oasis Academy	2	73	18	45.5	4.1
SPCSA	Pinecrest Acad. No. NV	8	48	10	7.3	4.8
SPCSA	Quest Academy	7	29	18	6.7	1.6
SPCSA	Amplus Academy	8	153	34	23.4	4.5
SPCSA	Beacon Acad. of NV	4	20	16	9.0	1.3
SPCSA	CIVICA Academy	6	28	31	9.8	0.9
SPCSA	Coral Acad. of Sci. LV	30	175	71	8.2	2.5
SPCSA	Democracy Prep. NV	1	55	21	76.0	2.6
SPCSA	Discovery Charter Sch.	3	26	22	16.0	1.2
SPCSA	Doral Academy of NV	20	383	184	28.4	2.1
SPCSA	Equipo Academy	7	73	7.5	11.5	9.7
SPCSA	Explore Academy	1	10	6	16.0	1.7
SPCSA	Founders Acad. of LV	2	50	13.5	31.8	3.7
SPCSA	Freedom Classical Acd.	7	57	12	9.9	4.8
SPCSA	Honors Acad. of Lit.	2	10	6	8.0	1.7
SPCSA	Imagine Sch. Mtn. View	6	31	20	8.5	1.6
SPCSA	Leadership Acad. of LV	3	13.5	2.5	5.3	5.4
SPCSA	Legacy Traditional	7	188	134	46.0	1.4
SPCSA	Mater Academy	58	316	262	10.0	1.2
SPCSA	NV Connections Acad.	11	38	5	3.9	7.6
SPCSA	Nevada Prep	2	16.5	3.5	10.0	4.7
SPCSA	Nevada Rise Academy	2	24	6	15.0	4.0
SPCSA	NV State High School	6	13	18	5.2	0.7
SPCSA	Nevada Virtual Acad.	11	54	26	7.3	2.1
SPCSA	Pinecrest Academy	80	446	194	8.0	2.3
SPCSA	Signature Prep	2	53	23	38.0	2.3
SPCSA	Silver Sands Mont.	4.5	15	1	3.6	15.1
SPCSA	Somerset Acad. of LV	28	497	254	26.8	2.0
SPCSA	Sports Ldr. & Mgt. Acd.	23	80	36	5.0	2.2
SPCSA	TEACH Las Vegas	1	8	4	12.0	2.0
WCSD	Acad. for Career Ed.	3	9	2.5	3.8	3.6
WCSD	Bailey Charter School	1	6	1	7.0	6.0
WCSD	Coral Acad. of Sci Reno	10	96	4	10.0	24.0
WCSD	EnCompass Academy	1	5	1	6.0	5.0
WCSD	High Desert Montessori	2	21	32	26.5	0.7
WCSD	Mariposa Dual Lang.	1	26	6	32.0	4.3
WCSD	Sierra Nevada Acad.	2	12	6.5	9.3	1.8

Source: DIA analysis of information submitted pursuant to Executive Order.

Profile Data Point to Opportunities for Enhanced Efficiencies and Effectiveness

Review of reported profile data points to opportunities for enhanced efficiencies and effectiveness from re-imagined school district organizations. There is redundancy in administrative and support funding in many of Nevada's smaller, rural school districts that can least afford avoidable costs. Sharing these costs could save significant amounts of funding that could be redirected to instruction and increased resources in the classroom for students in rural Nevada.

Shared Services Model Offers
Alternative to Rural School Districts

Conceptually, school districts have an opportunity to re-configure their organizational structure for supporting public education in rural areas. District size has constrained rural school districts from providing adequate instructional staff and the range of curriculum offered in urban schools. A shared services model would first and foremost allow elimination of costly, redundant support services. These support services are performed in multiple administrative offices that include fiscal services, human resources, and information technology. Sharing costs for redundant services would achieve savings for participating rural county school districts and free up resources that could be redirected into the instructional environment, be it a classroom, virtual learning, or technical and career learning setting.

Possible Next Avenues
for Exploration

The audit has discerned that state and local education leaders are looking for, and open to, new and alternative constructs for providing the best education opportunities to Nevada's students. A shared services model arrangement has precedent. New York and Colorado allow the formation of a Board of Cooperative Educational Services (BOCES). Legislation in these states permits independent organizations to be created so local area school districts can pool resources, share costs, build programs, and then access needed services at a more affordable rate.

New York and Colorado vary slightly in their approach. Generally, a BOCES can be formed by two or more school districts that have a common need for some specialized education support service. The services a BOCES might provide include financial, technological, operational, curricular, instructional, and professional learning. A BOCES is governed by a board composed of representatives from member school districts. The board for a particular BOCES typically adopts the policies needed to guide operations. In some cases, a BOCES may have a tiered system of membership. In return for a larger annual contribution, full members have access to the full array of BOCES services. In return for a more modest annual contribution, associate members have access to a more-restricted array of services. In New York and Colorado, school district membership is on an "opt-in" basis.

Accountability through Discipline is an Occasionally Used Tool

Reported uses of disciplinary action to achieve individual accountability is an occasionally used tool by Nevada's school districts and charter schools. Exhibit 2.5 summarizes disciplinary action for public school instructional staff in 2022.

Exhibit 2.5

Documented Disciplinary Action for Instructional Staff, 2022

	Performance	Other
Districts	10	6
Charter Schools	21	22

Source: DIA analysis of information submitted pursuant to Executive Order.

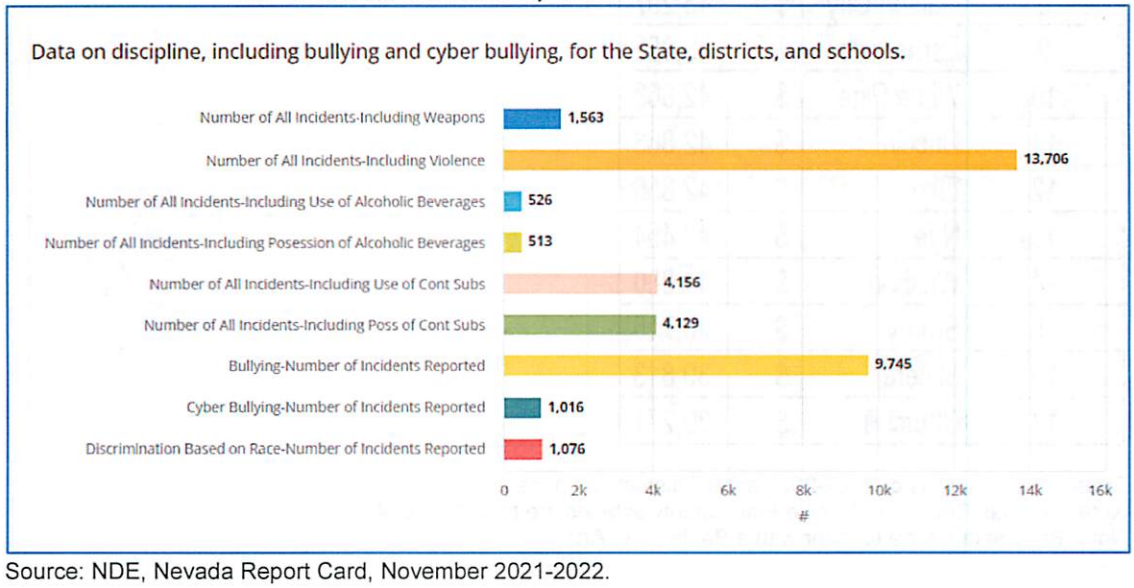
In Calendar Year 2022:

- .06% of school district teachers received documented disciplinary action for performance or other infractions (16 of 27,123 teachers).
- 1.7% of charter school teachers received documented disciplinary action for performance or other infractions (43 of 2,536 teachers).

Exhibit 2.6 details student infractions.

Exhibit 2.6

Documented Disciplinary Action for Nevada Students, School Year 2021-2022



Source: NDE, Nevada Report Card, November 2021-2022.

In School Year 2021-2022:

- 7.5% of Nevada students received documented disciplinary action for various infractions (36,430 of 486,682 students).

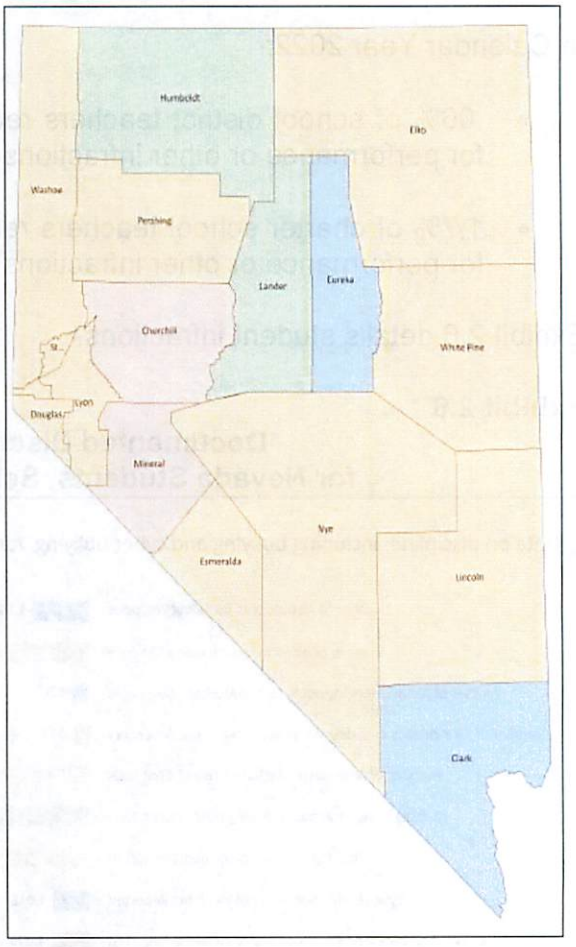
Teacher Compensation Varies Across the State

Nevada's public school teacher compensation varies across the state because each school district negotiates contracts and salary schedules for teachers. The starting salary varies for an entry level teacher among Nevada's school districts.[6] The lowest starting salary is in Churchill County at just over $39,000 and the highest starting salary is in Eureka County at almost $60,000, both rural school districts. See Exhibit 2.7 for a comparison of starting teacher salary compensation among school districts.

Exhibit 2.7

Starting Teacher Salary Compensation Among School Districts
School Year 2022 – 2023

Rank Base Salary Start	County	Base Salary Start Highest to Lowest
1	Eureka	$ 59,720
2	Clark	$ 50,115
3	Lander	$ 47,095
4	Humboldt	$ 46,024
5	Pershing	$ 44,321
6	Lyon	$ 43,348
7	Douglas	$ 43,341
8	Carson City	$ 43,297
9	Esmeralda	$ 43,052
10	White Pine	$ 42,868
11	Lincoln	$ 42,863
12	Elko	$ 42,856
13	Nye	$ 42,454
14	Washoe	$ 41,080
15	Storey	$ 40,715
16	Mineral	$ 39,813
17	Churchill	$ 39,271



Source: DIA analysis of 2022-2023 school district compensation.
Note: Douglas County and White Pine County salaries are for 2023-2024.
Note: Base salary for a teacher with a Bachelor of Arts.

[6] Certified Teacher with a B.A. at Step 0- or 0-years' experience or Class 1 Step 1.

Recent Salary Negotiations in Clark and Washoe Counties Will Increase Teacher Salaries in the Coming Years

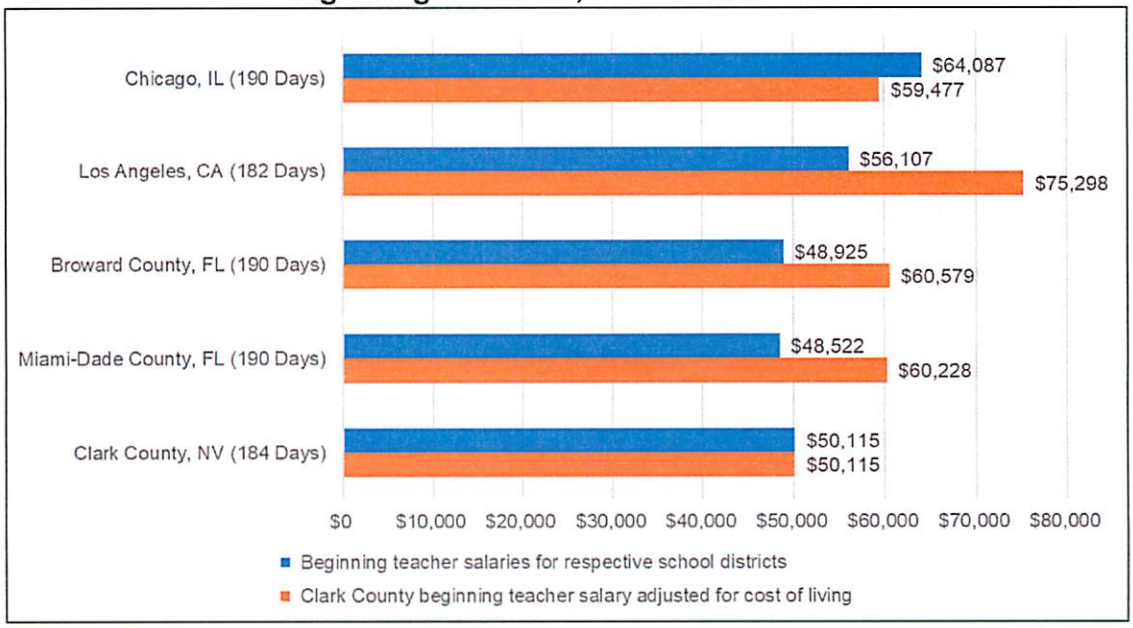
The variance in starting teacher salary is noteworthy in the state's two urban counties. Recent teacher contract negotiations in Clark and Washoe Counties with raises of approximately 20% will help in relation to comparable school districts. Raising teacher compensation has been a long-time goal for Nevada's Governors, Legislature, and other leaders; all recognize the value and imperative of attracting and retaining qualified and committed teachers in the classroom. The audit comparison is limited to Nevada's two urban counties because they employ approximately 88% of all teachers in the state with the greatest impact on the state's $2.6 billion additional investment in public education.

Clark County Beginning Teacher Compensation Competitive with Comparable Districts

Beginning school teacher compensation in Clark County compares favorably with other large urban school districts, especially when cost of living adjustments are applied. Exhibit 2.8 summarizes beginning teacher compensation in Clark County and four other large urban school districts.

Exhibit 2.8

Urban School District Annual Compensation Comparison Beginning Teachers, School Year 2023

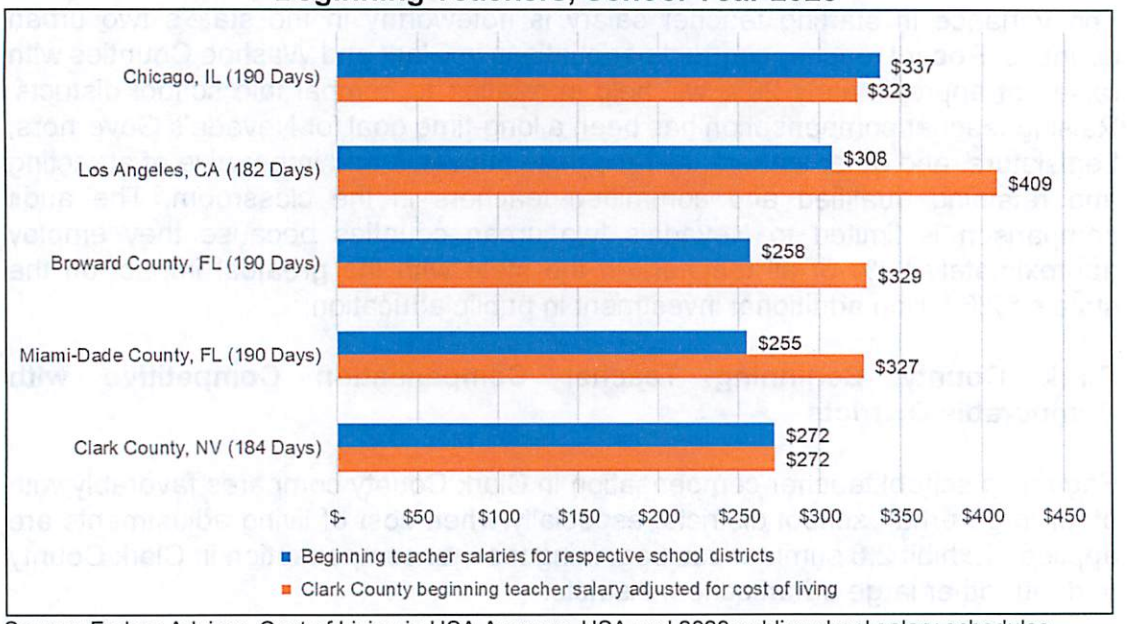


Source: Forbes Advisor, Cost of Living in USA Average, USA and 2023 public school salary schedules.

Clark County beginning teacher compensation comparisons remain consistent when calculated as a daily rate. Exhibit 2.9 summarizes beginning teacher compensation as a daily rate in Clark County and four other large urban school districts.

Exhibit 2.9

Urban School District Daily Rate Compensation Comparison
Beginning Teachers, School Year 2023



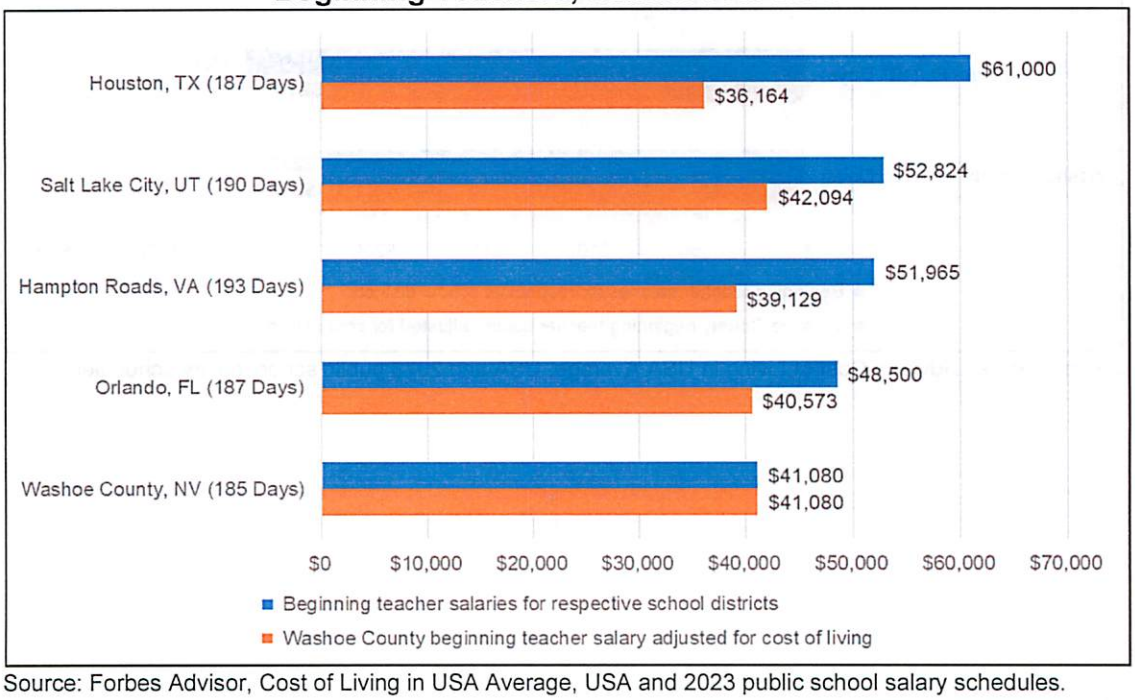
Source: Forbes Advisor, Cost of Living in USA Average, USA and 2023 public school salary schedules.

Washoe County Beginning Teacher Compensation Less Competitive with Comparable Districts

Beginning school teacher compensation in Washoe County compares less favorably with that in other urban school districts with a similar size student population, especially when cost of living adjustments are applied. Exhibit 2.10 summarizes beginning teacher compensation in Washoe County and four other urban school districts with a similar size student population.

Exhibit 2.10

Urban School District Annual Compensation Comparison
Beginning Teachers, School Year 2023

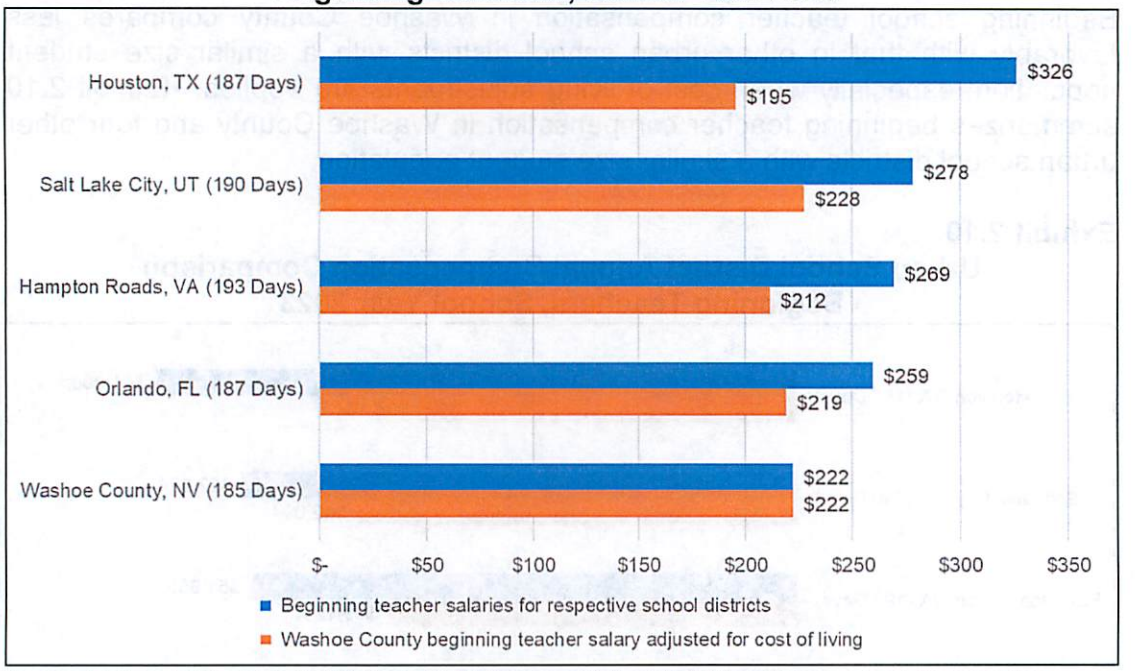


Source: Forbes Advisor, Cost of Living in USA Average, USA and 2023 public school salary schedules.

Washoe County beginning teacher compensation comparisons remain consistent when calculated as a daily rate. Exhibit 2.11 summarizes beginning teacher compensation as a daily rate in Washoe County and four other urban school districts with similar sized student populations.

Exhibit 2.11

Urban School District Compensation Daily Rate Comparison
Beginning Teachers, School Year 2023



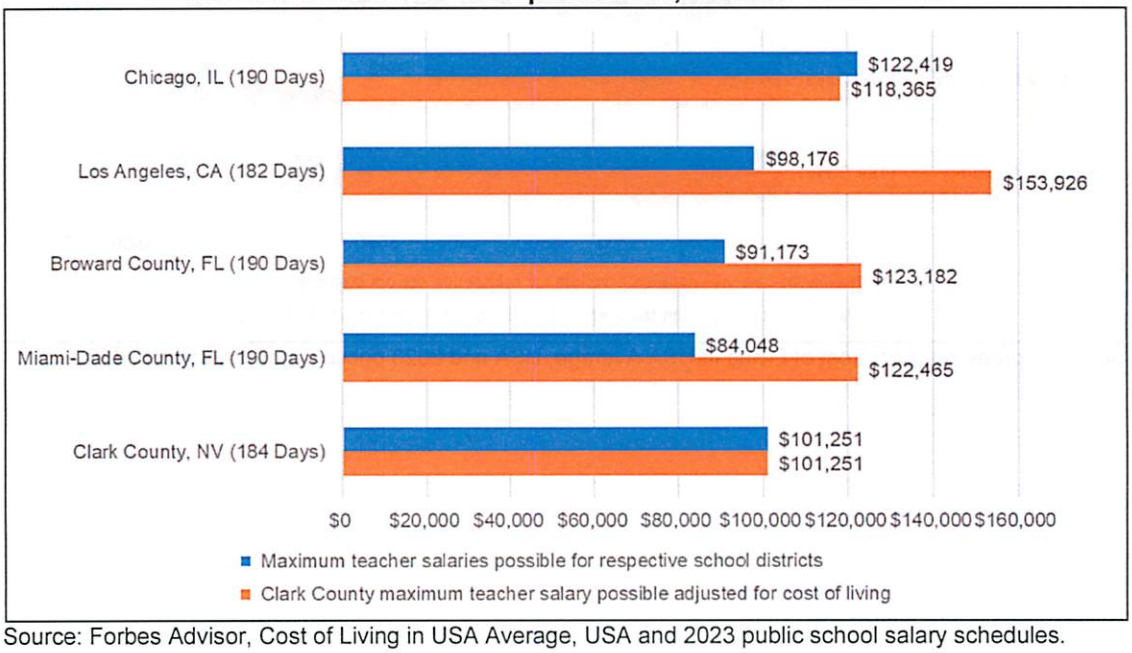
Source: Forbes Advisor, Cost of Living in USA Average, USA and 2023 public school salary schedules.

Clark County Maximum Teacher Compensation Competitive with Comparable Districts

Maximum teacher compensation in Clark County compares favorably with other large urban school districts, especially when cost of living adjustments are applied. Exhibit 2.12 summarizes maximum teacher compensation in Clark County and four other large urban school districts.

Exhibit 2.12

Urban School District Annual Compensation Comparison
Teacher Maximum Compensation, School Year 2023

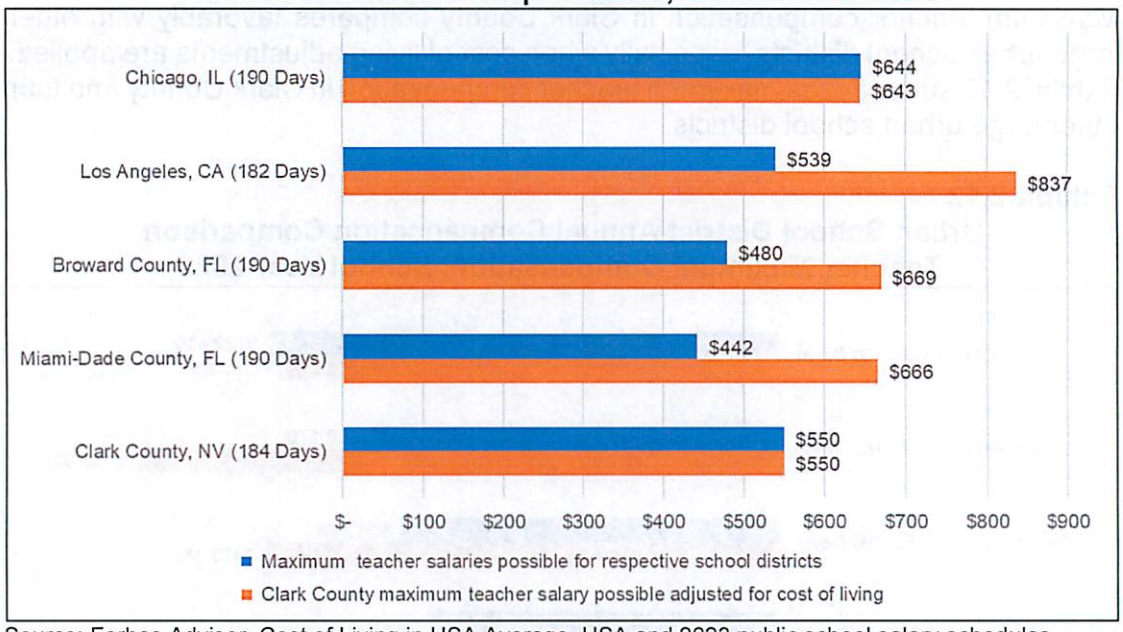


Source: Forbes Advisor, Cost of Living in USA Average, USA and 2023 public school salary schedules.

Clark County maximum teacher compensation comparisons remain consistent when calculated as a daily rate. Exhibit 2.13 summarizes teacher maximum compensation as a daily rate in Clark County and four other large urban school districts.

Exhibit 2.13

Urban School District Daily Rate Compensation Comparison
Teacher Maximum Compensation, School Year 2023



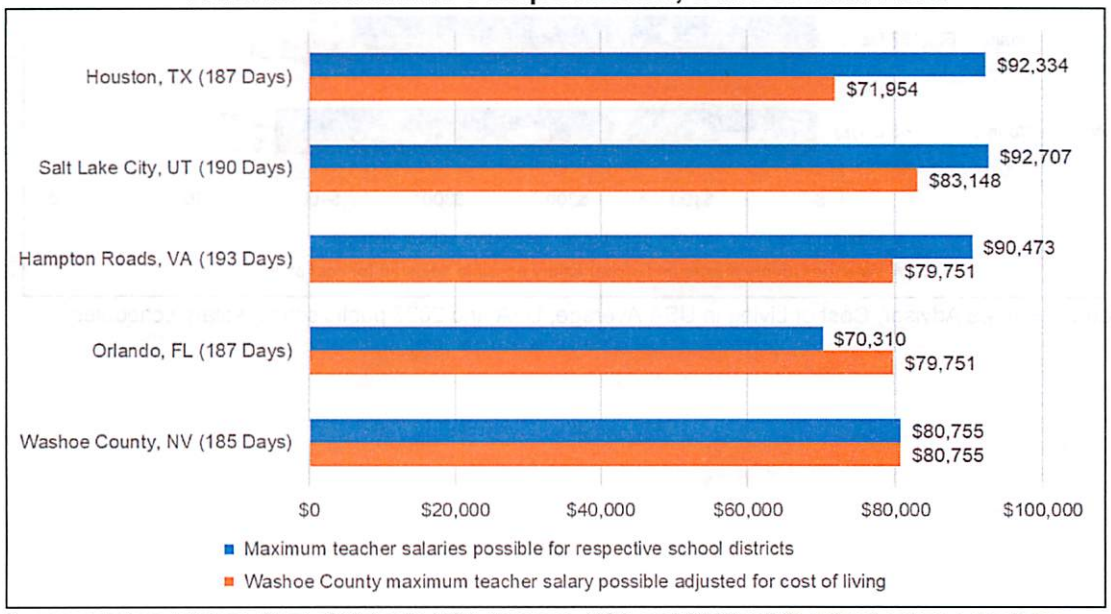
Source: Forbes Advisor, Cost of Living in USA Average, USA and 2023 public school salary schedules.

Washoe County Teacher Maximum Compensation Less Competitive with Comparable Districts

Maximum teacher compensation in Washoe County compares less favorably with other urban school districts with a similar size student population, especially when cost of living adjustments are applied. Exhibit 2.14 summarizes beginning teacher compensation in Washoe County and four other urban school districts with a similar size student population.

Exhibit 2.14

Urban School District Annual Compensation Comparison
Teacher Maximum Compensation, School Year 2023

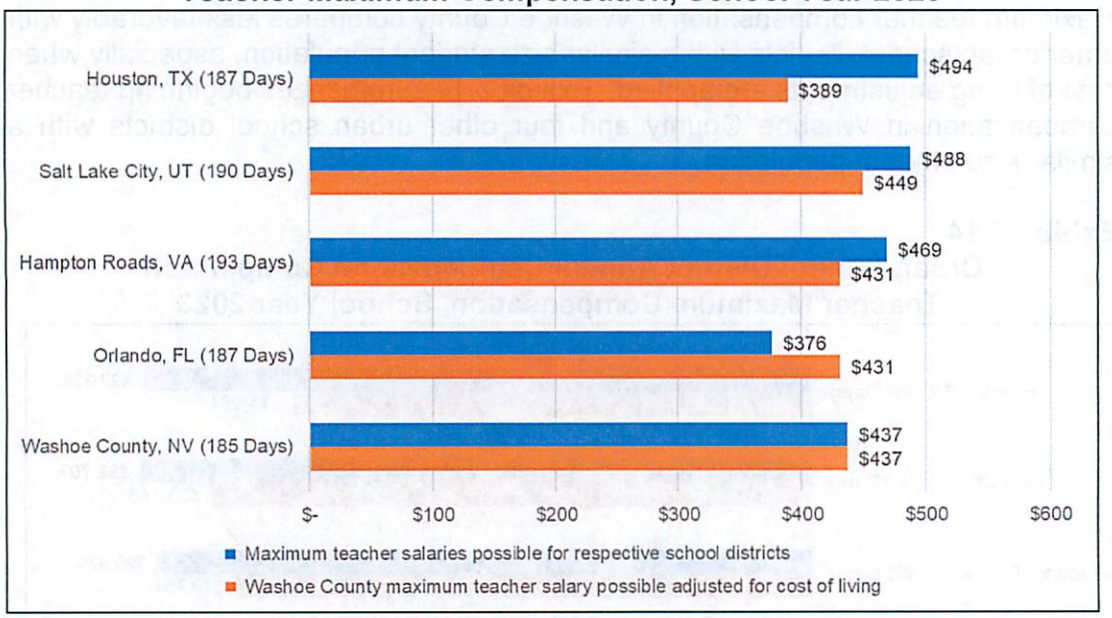


Source: Forbes Advisor, Cost of Living in USA Average, USA and 2023 public school salary schedules.

Washoe County teacher maximum compensation comparisons remain consistent when calculated as a daily rate. Exhibit 2.15 summarizes teacher maximum compensation as a daily rate in Washoe County and four other urban school districts with similar sized student populations.

Exhibit 2.15

Urban School District Annual Compensation Comparison
Teacher Maximum Compensation, School Year 2023



Source: Forbes Advisor, Cost of Living in USA Average, USA and 2023 public school salary schedules.

Student Achievement Not Necessarily Dependent on Dollars Spent

The consensus among education professionals interviewed for this audit is that greater investment in instruction will result in higher achievement by students. There are many factors which contribute to a student's success, including teacher quality, acquiring basic academic skills, instructional environment, and the amount of support provided to students throughout their academic career. [7]

While all stakeholders agree it is imperative that greater investment be made in public education, the investment alone is not sufficient to ensure Nevada students will be successful. NDE and SPCSA's responsibilities include ensuring the $2.6 billion investment in public education is invested with clear guidelines, monitoring, and accountability that align with the state's education priorities.

Analysis shows that while Nevada's largest school district may have spent less than comparable urban school districts, achievement results exceeded some of those districts that spent more on public education.

General Fund Expenditures Varied for Clark and Washoe Compared to Similar Districts

The Clark County School District (CCSD) and the Washoe County School District (WCSD) are Nevada's two largest school districts. However, they vary in size and student body demographics.[8] WCSD had 65,540 students enrolled in 119 schools for the 2021-2022 school year. The majority of students were white followed by Hispanic students.[9] CCSD had 310,556 enrolled students and 381 schools for the 2021-2022 school year. The majority of students were Hispanic.[10]

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[7] National Bureau of Economic Research:
C. Kirabo Jackson and Claire Mackevisuc, "The Distribution of School Spending Impacts," 2021.
C. Kirabo Jackson, et.al., "The Effects of School Spending on Education Economic Outcomes," 2015.
C. Kirabo Jackson et.al., "The Effect of School Finance Reform on the Distribution of Spending, Academic Achievement, and Adult Outcomes," 2014

[8] Nevada Accountability Portal.

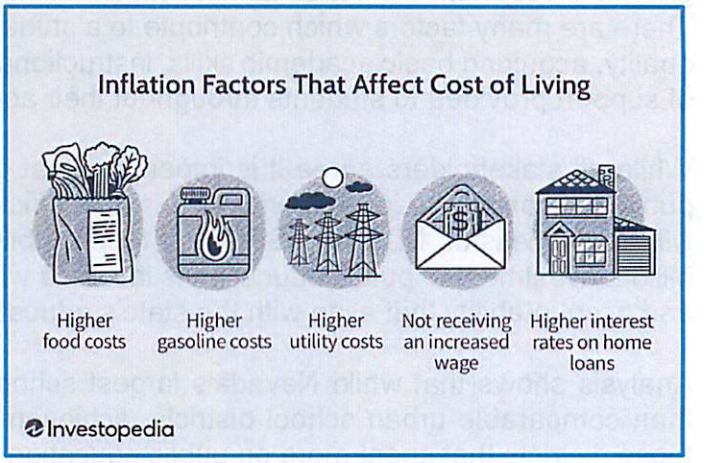
[9] WCSD Demographics: 42.41% White; 41.93% Hispanic; 6.26% Two or more races; 4.11% Asian; 2.62% Black; 1.45% Pacific Islander; and 1.22% American Indian/Alaskan Native.

[10] CCSD Demographics: 47.19% Hispanic; 21.6% White, 15.74% Black; 7.55% Two or more races; 5.95% Asian; 1.63% Pacific Islander; and 0.33% American Indian/Alaskan Native.

Clark and Washoe School District Expenditures Adjusted for Cost of Living (COLA) to Compare with Other Districts

The per student general fund instruction and support expenditures for CCSD and WCSD were adjusted in each respective school district to compare the general fund expenditures for instruction and support with other similarly sized, large school districts.[11] COLA included the following categories:[12]

- Housing costs;
- Transportation costs;
- Healthcare costs; and
- Miscellaneous goods and services.



Results of the COLA show:

- The cost of living was approximately 18% to 50% less in CCSD than in the other similar districts.[13]
    - Cost of living was lowest in CCSD.
    - Chicago, IL, the next lowest district in the comparison had a cost of living 16% higher than CCSD.
    - Miami-Dade and Broward County School Districts, FL had a cost of living 17% higher than CCSD.[14]
    - Los Angeles Unified School District, CA had the highest cost of living 33% higher than CCSD.[15]

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[11] Forbes Advisor was used to calculate the cost of living in respective districts. Cost of living items adjusted were housing, transportation, and utilities as noted on the Forbes website. The Annual Comprehensive Financial Reports (ACFR), Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances for the fiscal year ended June 30, 2022, were used to obtain general fund instruction and support expenditure data for each school district of similar size to Clark County School District (CCSD) and Washoe County School District (WCSD).

[12] The number of adjustments for each cost-of-living category varied. Housing costs considered an area's home price, apartment rent, total energy, and phone bill. Transportation cost comparison considers the cost of gasoline and does not take other car related expenses into account. Healthcare costs include doctor, dentist, and optometrist visits as well as prescription drugs and the cost of ibuprofen. The miscellaneous goods and services category adjustment considers primarily common food items and shampoo. The cost-of-living calculator took the expenditure for the cost of support and instruction per student in Clark and Washoe County School District and determined the per student expenditures equivalence in the comparable districts.

[13] The school districts compared to Clark County School District were Broward County in Florida, City of Chicago in Illinois, Los Angeles Unified in California, and Miami-Dade County in Florida.

[14] Broward County encompasses Fort Lauderdale, FL.

[15] Los Angeles Unified, CA encompasses the Los Angeles – Long Beach, CA area.

- The cost of living in WCSD ranged from approximately 1% to 14% more than three of the four comparable districts and 2% less than the fourth district.
    - WCSD's cost of living was competitive compared to the other school districts.
    - Aldine Independent School District, TX (Houston) had a cost of living 14% lower than WCSD.
    - Virginia Beach City Public Schools, VA had a cost of living 5% lower than WCSD.
    - Seminole County School District, FL (Orlando) had a cost of living 1% lower than WCSD.
    - Granite School District, UT (Salt Lake City) had a cost of living 2% higher than WCSD.

CCSD and WCSD Invested the Least Amount of Dollars Per Student

CCSD and WCSD both invested the least amount of general fund instruction and support dollars per student when compared to other districts of similar size without cost of living adjustments. See Exhibit 2.16 for CCSD General Fund Instruction and Support Expenditures 2021-2022 Comparison and Exhibit 2.17 for WCSD General Fund Instruction and Support Expenditures 2021-2022 Comparison.

Exhibit 2.16

CCSD General Fund Instruction and Support Expenditures 2021-2022 Comparison

School District	Per Student General Fund Expenditures	Clark Per Student General Fund Expenditures Adjusted for COLA in Other Districts
Clark County	$7,194	$7,194
Broward County	$9,156	$8,696
Miami-Dade County	$9,737	$8,646
City of Chicago	$22,437	$8,538
Los Angeles Unified	$23,172	$10,809

Source: Annual Comprehensive Financial Reports (ACFR), Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances for the fiscal year ended June 30, 2022, and Forbes Advisor, Cost of Living in USA Average, USA.

Exhibit 2.17
WCSD General Fund Instruction and Support Expenditures
2021-2022 Comparison

School District	Per Student General Fund Expenditures	Washoe Per Student General Fund Expenditures Adjusted for COLA in Other Districts
Aldine ISD	$8,874	$6,564
Virginia Beach City	$12,570	$7,102
Washoe County	$7,456	$7,456
Seminole County	$7,755	$7,364
Granite	$10,008	$7,640

Sources: Annual Comprehensive Financial Reports (ACFR), Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances for the fiscal year ended June 30, 2022, and Forbes Advisor, Cost of Living in USA Average, USA.

CCSD and WCSD Invested the Least Amount of Instruction Dollars Per Student

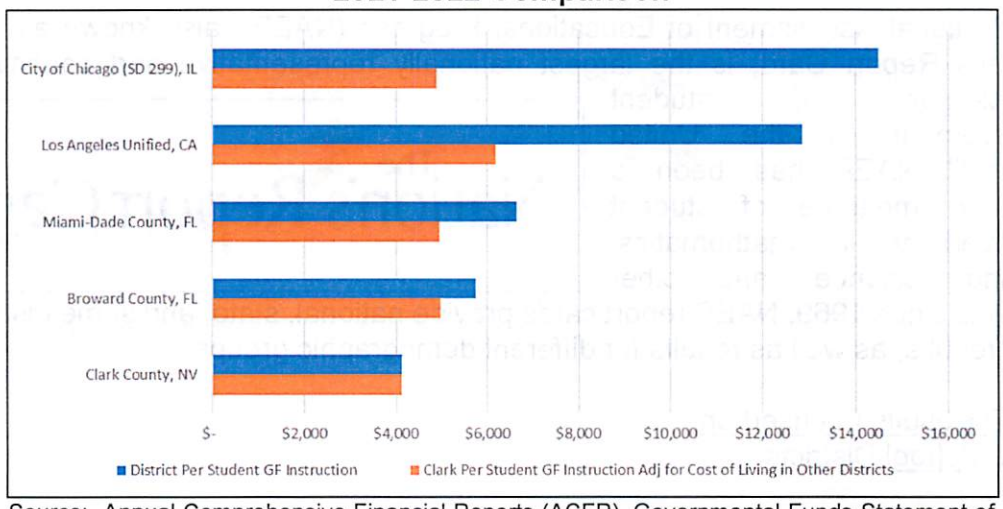
CCSD and WCSD both invested the least amount of general fund instruction dollars per student when compared to the other districts of similar size. After removing expenditures for support and only considering instruction expenditures, both CCSD and WCSD spent more of their per student dollars on instruction than support expenditures. When only considering the amount spent on instruction expenditures for the 2021-2022 school year, CCSD spent $4,120 per student; WCSD spent $4,184 per student for the same school year. WCSD spent approximately 56% of their instruction and support expenditure on instruction.[16] CCSD spent approximately 57% of their instruction and support expenditure on instruction.[17]

See Exhibit 2.18 for CCSD General Fund Instruction Expenditures 2021-2022 Comparison and Exhibit 2.19 for WCSD General Fund Instruction Expenditures 2021-2022 Comparison.[18]

[16] $4,184/$7,456 = 56.12%
[17] $4,120/$7,194 = 57.27%
[18] CCSD and WCSD expenditure information differs between that reported on the NDE 387 Report and ACFR. This variance between Exhibit 2.1 and 2.18 is addressed in Chapter 3 of this audit report.

Exhibit 2.18

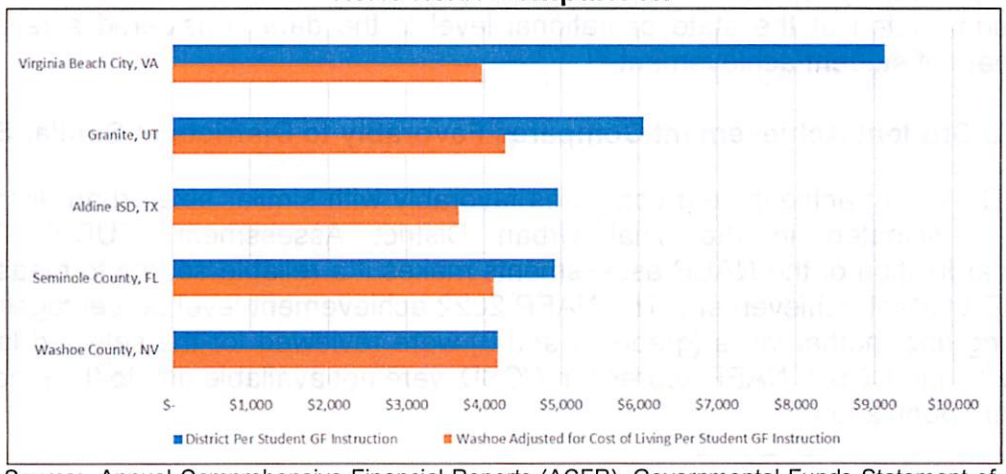
CCSD General Fund Instruction Expenditures
2021-2022 Comparison



Source: Annual Comprehensive Financial Reports (ACFR), Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances for the fiscal year ended June 30, 2022, and Forbes Advisor, Cost of Living in USA Average, USA.

Exhibit 2.19

WCSD General Fund Instruction Expenditures
2021-2022 Comparison



Source: Annual Comprehensive Financial Reports (ACFR), Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances for the fiscal year ended June 30, 2022, and Forbes Advisor, Cost of Living in USA Average, USA.

National Assessment of Educational Progress (The Nation's Report Card) Provides Insight into Investments and Outcomes

The National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card, is the largest nationally representative and continuing assessment of student achievement in the United States.[19] NAEP has been a common measure of student achievement in mathematics, reading, science, and other subjects since 1969. NAEP report cards provide national, state, and some district-level results, as well as results for different demographic groups.

NAEP Results Focused on Large School Districts

In 2002, NAEP began to report, on a trial basis, the results from several large urban districts who participate in the assessments after the release of state and national results. NAEP is a large-group assessment where each student takes only a small part of the overall assessment. In most schools, only a small portion of the total grade enrollment is selected to take the assessment. These students may not reliably or validly represent the total school population. Only when student scores are aggregated at the state or national level is the data considered a reliable estimate of student achievement.[20]

CCSD Student Achievement Compares Favorably to Districts of Similar Size

CCSD student achievement compares favorably with similar size urban districts that participated in the Trial Urban District Assessment (TUDA). The standardization of the NAEP assessments makes it a reliable source to measure CCSD student achievement. The NAEP 2022 achievement level percentages for reading and mathematics (grades 4 and 8) were reviewed for the selected large districts and CCSD. NAEP scores for WCSD were not available due to the smaller student population.

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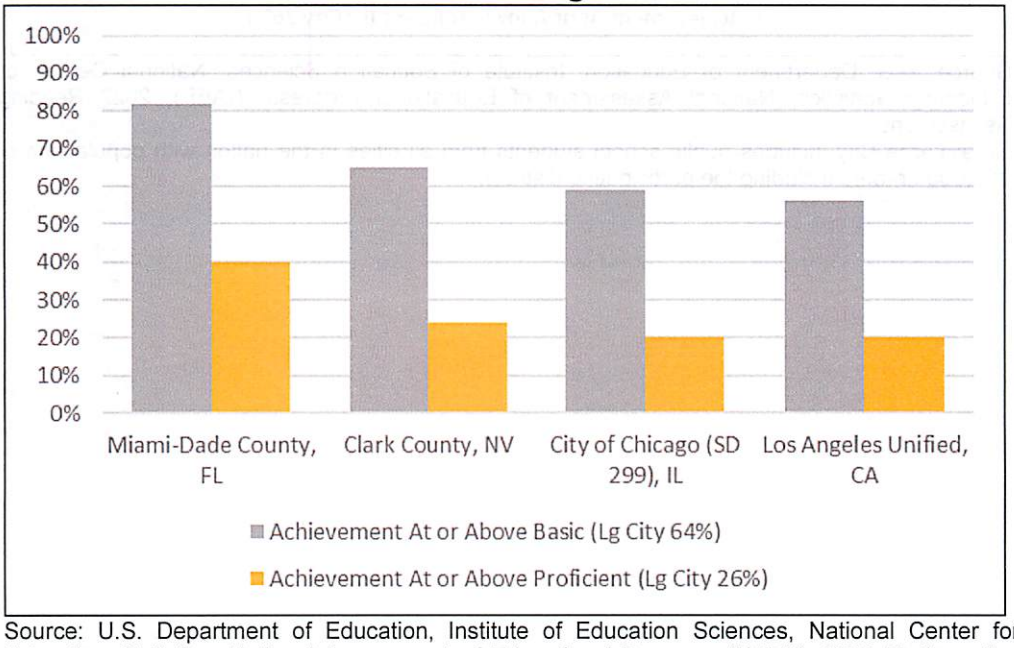
[19] NAEP is a congressionally mandated project of the National Center for Education Statistics (NCES), located in the U.S. Department of Education's Institute of Education Sciences. The NAEP assessment is administered in every state, providing educators, policymakers, and parents with a universal measure of student achievement that allows for comparisons among state and participating urban districts.
Federal law states NAEP is voluntary for every student, school, school district, and state. However, federal law requires all states that receive Title I funds to participate in NAEP reading and mathematics assessments at grades 4 and 8. School districts, in nonparticipating states, that receive Title I funds and are selected for the NAEP sample are also required to participate in NAEP reading and mathematics assessments at 4th and 8th grades. The majority of states report NEAP results. Selected urban districts that participate in the Trial Urban District Assessment (TUDA) will also report NAEP results.
NAEP assessments are administered to representative samples of different student groups. The sample size for each assessment varies based on assessment design. NAEP assessments are nationally standardized for all students. State test standards are based on each state's curriculum standards. National NAEP results are reported as both scores and as percentages of students for each NAEP achievement level of NAEP Basic, NAEP Proficient and NAEP Advanced. Students performing at or above the *NAEP Proficient* level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter.
[20] School and student-level results are never reported.

The NAEP 2022 achievement level percentages for reading and mathematics (grades 4 and 8) for CCSD were compared with other large school districts of similar size student populations that met the criteria for participating in the assessment (Miami-Dade County School District, FL; Los Angeles Unified School District, CA; and Chicago, IL).[21]

CCSD Grade 4 Achievement
Similar to Large City School District Average

CCSD achieved Grade 4 Mathematics scores similar to the NAEP average for Large City school districts. The Large City achievement level at or above basic was 64% and 26% for at or above proficient. CCSD scored 65% at or above basic and 24% at or above proficient. CCSD scored higher than Chicago and Los Angeles but not as high as Miami-Dade County. Exhibit 2.20 summarizes NAEP student achievement percentages for Grade 4 Mathematics.

Exhibit 2.20
NAEP Student Achievement Percentages for Grade 4 Mathematics



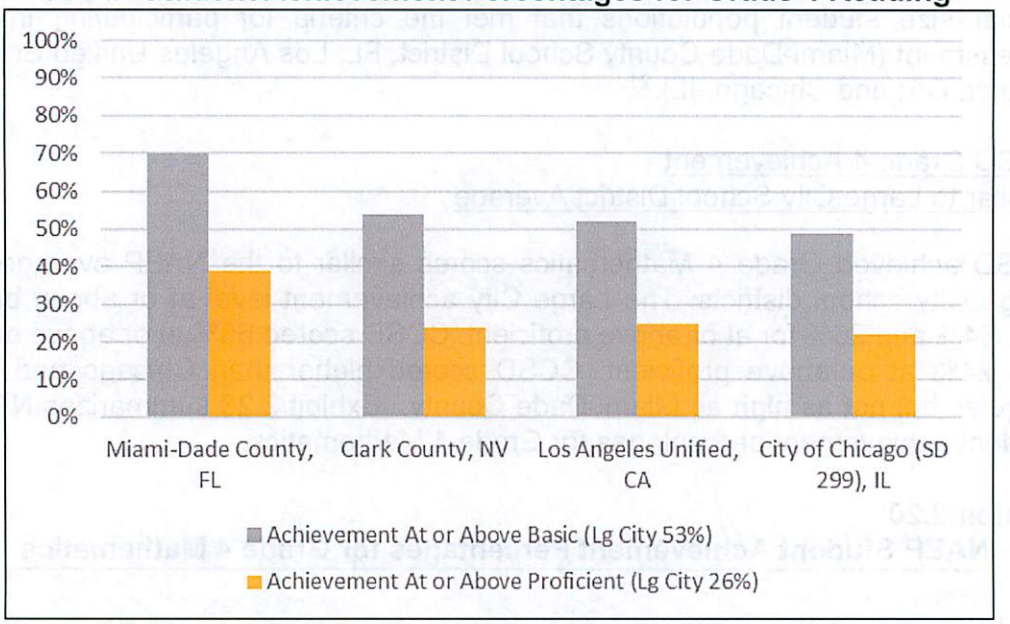
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment.
Note: Large City includes public school students from all cities in the nation with populations of 250,000 or more including the participating districts.

CCSD achieved Grade 4 Reading scores similar to the NAEP average for Large City school districts. The Large City achievement level at or above basic was 53% and 26% for at or above proficient. CCSD scored 54% at or above basic and 24% at or above proficient. CCSD scored higher than Chicago and Los Angeles but not as high as Miami-Dade County. Exhibit 2.21 summarizes NAEP student achievement percentage for Grade 4 Reading.

[21] U.S. Department of Education, Institute of Education Services, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics and Reading Assessments.

Exhibit 2.21

NAEP Student Achievement Percentages for Grade 4 Reading



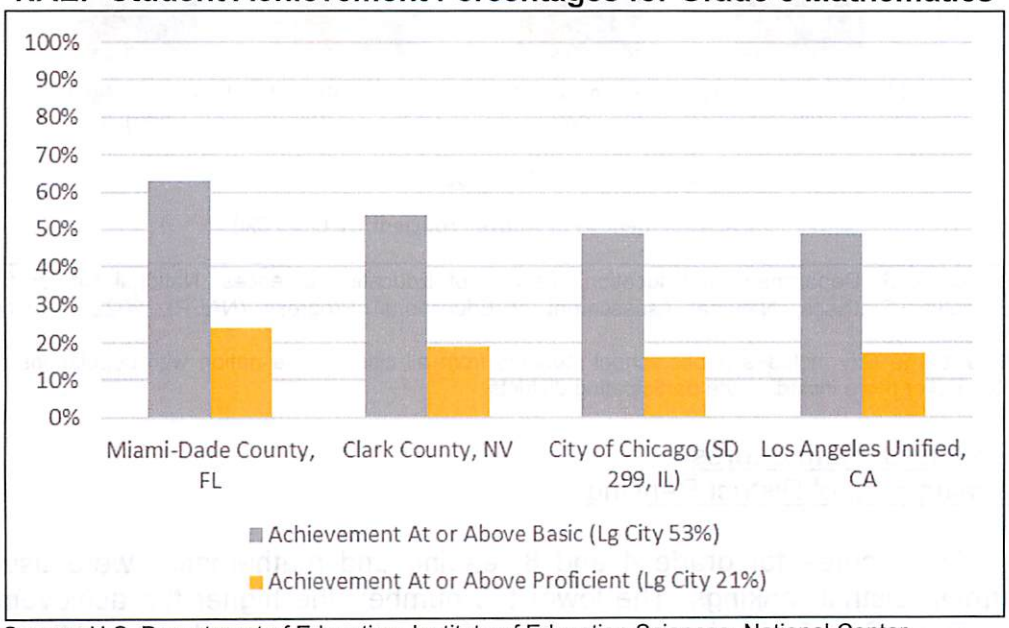
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.

Note: Large City includes public school students from all cities in the nation with populations of 250,000 or more including the participating districts.

CCSD Grade 8 Achievement is
Similar to Large City School District Average

CCSD achieved Grade 8 Mathematics scores similar to the NAEP average for Large City school districts. The Large City achievement level at or above basic was 53% and 21% for at or above proficient. CCSD scored 54% at or above basic and 19% at or above proficient. CCSD scored higher than Chicago and Los Angeles but not as high as Miami-Dade County. Exhibit 2.22 summarizes NAEP student achievement percentages for Grade 8 Mathematics.

Exhibit 2.22
NAEP Student Achievement Percentages for Grade 8 Mathematics

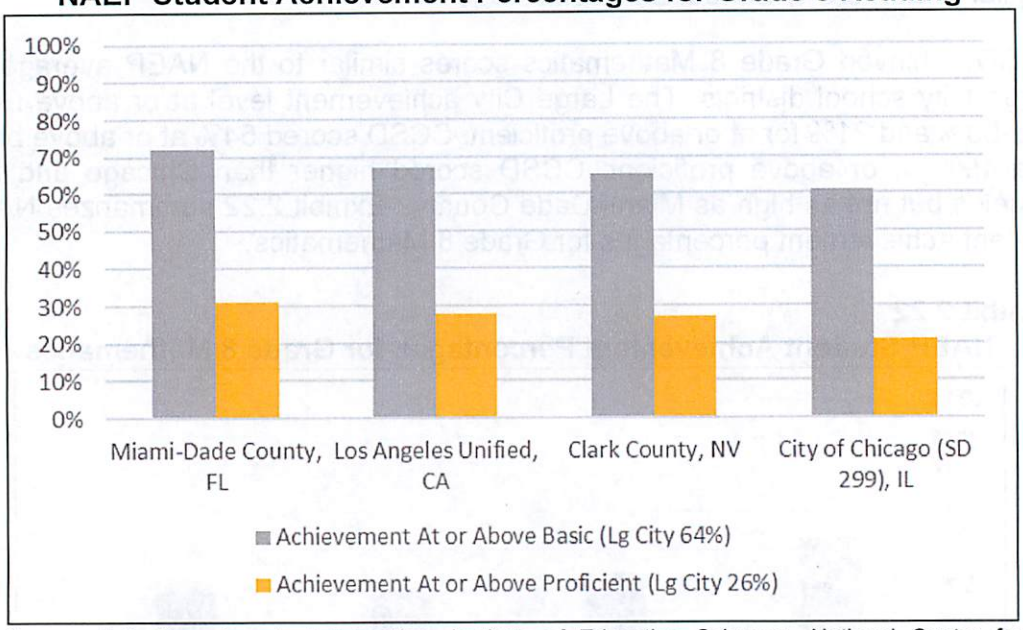


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment.
Note: Large City includes public school students from all cities in the nation with populations of 250,000 or more including the participating districts.

CCSD achieved Grade 8 Reading scores just above the NAEP average for Large City school districts. The Large City achievement level at or above basic was 64% and 26% for at or above proficient. CCSD scored 65% at or above basic and 27% at or above proficient. CCSD scored higher than Chicago but not as high as Miami-Dade County and Los Angeles. Exhibit 2.23 summarizes NAEP student achievement percentage for Grade 8 Reading.

Exhibit 2.23

NAEP Student Achievement Percentages for Grade 8 Reading

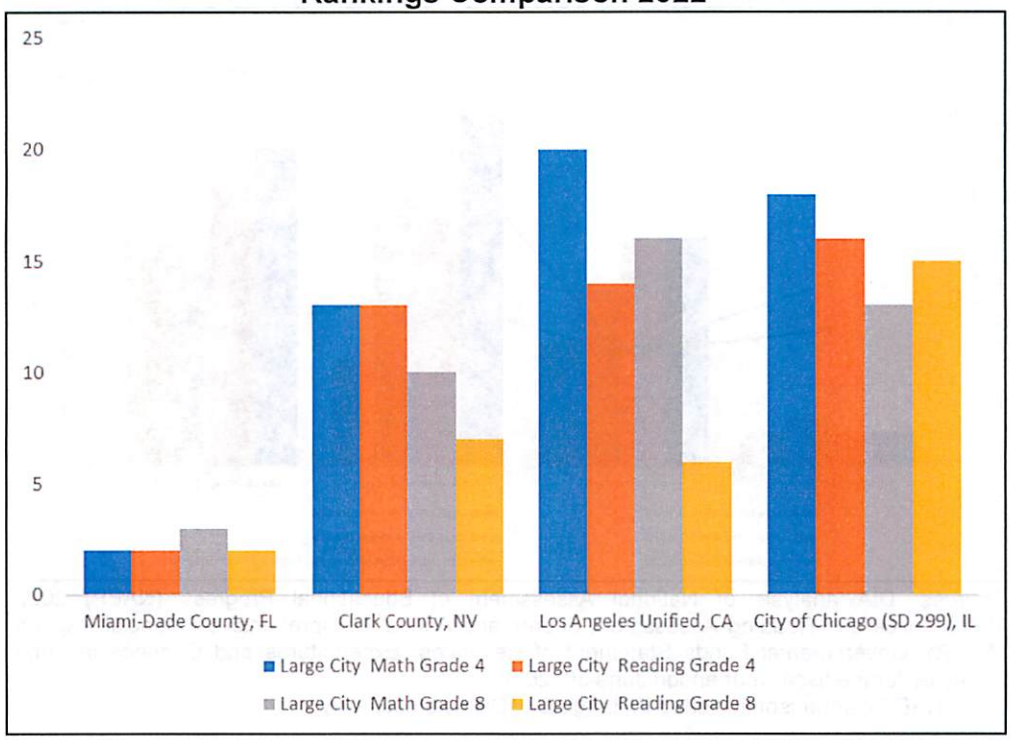


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.
Note: Large City includes public school students from all cities in the nation with populations of 250,000 or more including the participating districts.

NAEP Assessment Scores Determine School District Ranking

The NAEP scores for grade 4 and 8 reading and mathematics were used to determine district rankings. The lower the number, the higher the achievement. Miami-Dade County rankings for mathematics and reading grades 4 and 8 were 2, 2, 3, and 2, respectively. CCSD ranking for mathematics and reading grades 4 and 8 were 13, 13, 10, and 7, respectively. Both Los Angeles and Chicago were ranked below CCSD for most categories; Grade 8 Reading was an exception as Los Angeles ranked 6 while CCSD was ranked 7. See Exhibit 2.24 for 2022 NAEP rankings.

Exhibit 2.24
National Assessment of Educational Progress (NAEP) Large City/District Rankings Comparison 2022



Source: DIA analysis of National Assessment of Educational Progress (NAEP) 2022 Mathematics and Reading Assessment Scores.
Note: NAEP comparison included 27 Large City/Districts nationally.

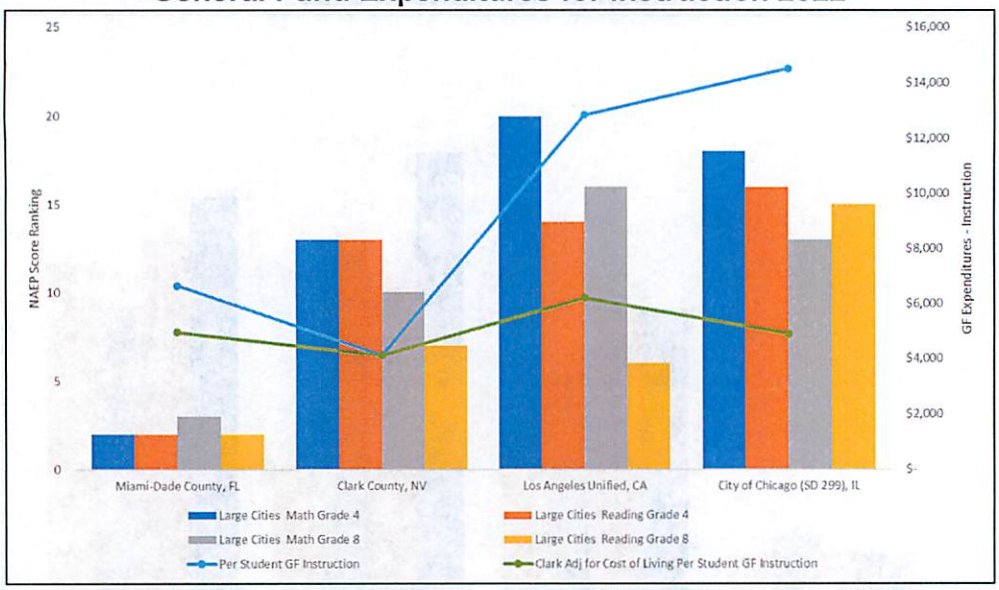
Greater Expenditures Do Not Mean Higher Achievement Rankings

DIA compared the NAEP rankings to the per student general fund expenditures for instruction and support for 2022. Chicago and Los Angeles spent significantly more than CCSD and achieved mostly lower ranking results. These results evidence the amount of funding spent is not the only factor affecting student achievement levels. Miami-Dade County spent a similar amount to CCSD per student for both instruction and support but scored consistently higher. These results further support the notion that how funding per student is spent is a greater indicator of success than the amount spent alone.

See Exhibit 2.25 for NAEP Large City/District Rankings Compared to Adjusted Per Student General Fund Expenditures for Instruction in 2022 and Exhibit 2.26 for NAEP Large City/District Scores Compared to Adjusted Per Student General Fund Expenditures for Support 2022.

Exhibit 2.25

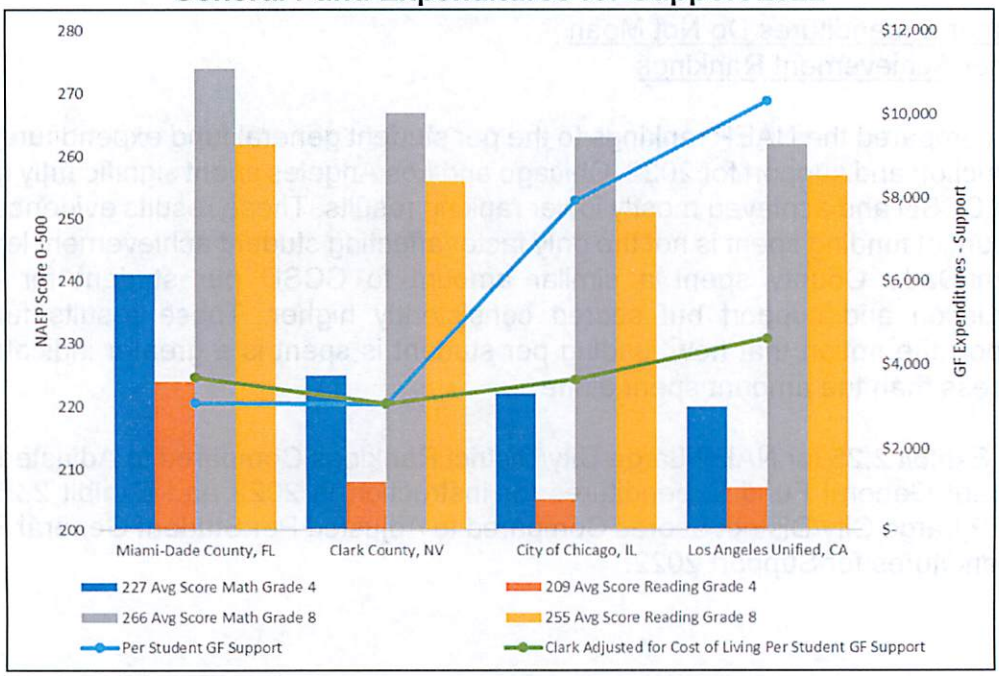
NAEP Large City/District Rankings Compared to Adjusted Per Student General Fund Expenditures for Instruction 2022



Sources: DIA analysis of National Assessment of Educational Progress (NAEP) 2022 Mathematics and Reading Assessment Scores and Annual Comprehensive Financial Reports (ACFR), Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances for the fiscal year ended June 30, 2022.
Note: NAEP comparison included 27 Large City/Districts nationally.

Exhibit 2.26

NAEP Large City/District Scores Compared to Adjusted Per Student General Fund Expenditures for Support 2022



Sources: National Assessment of Educational Progress (NAEP) 2022 Mathematics and Reading Assessment Scores and Annual Comprehensive Financial Reports (ACFR), Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances for the fiscal year ended June 30, 2022.

Graduation Requirements Vary Across States and School Districts

Graduation requirements vary across states and school districts. The different requirements may account for some of the variance between funding and graduation rates. For example:

- CCSD requires students to have 23 credits/units and have taken the ACT with writing during junior year to graduate.[22]

- LA Unified School District requires students to have earned 18.5 courses/units with a minimum D grade, and to have completed Service Learning and a Career path to be eligible to graduate.

- Miami-Dade County requires students to have a minimum of 24 courses/units, pass the Grade 10 Florida Comprehensive Assessment Test (FCAT), complete a community service project, and earn a minimum of a 2.0 cumulative grade point average.

Varying graduation requirements make it difficult to equitably assess student achievement on graduation rates alone. Along with different requirements, school districts vary in how students earn credits for graduation.

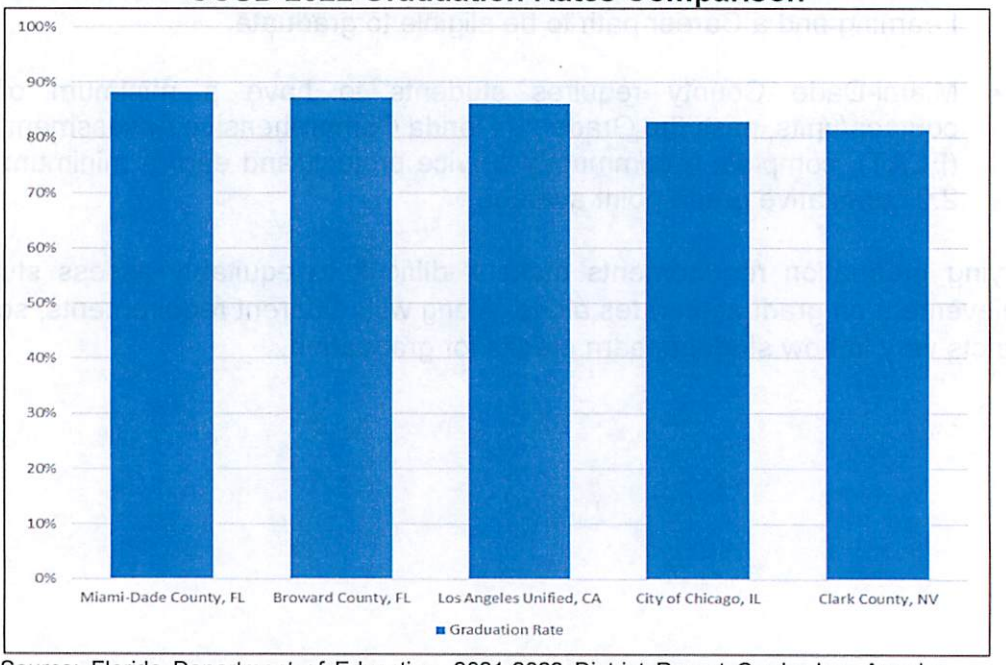
[22] Graduation requirements in Clark County are different for students pursuing the Alternative Diploma.

Graduation Rates Mostly Align with Investment in Education

CCSD had the lowest graduation rate of 81% compared to the similar districts for school year 2022; CCSD also had the lowest amount of General Fund investment of the compared school districts. The graduation rates mostly align with General Fund investments in education except for Miami-Dade County, which had the second lowest investment amount to CCSD but the highest graduation rate. See Exhibit 2.27 for CCSD 2022 Graduation Rates Comparison.

Exhibit 2.27

CCSD 2022 Graduation Rates Comparison

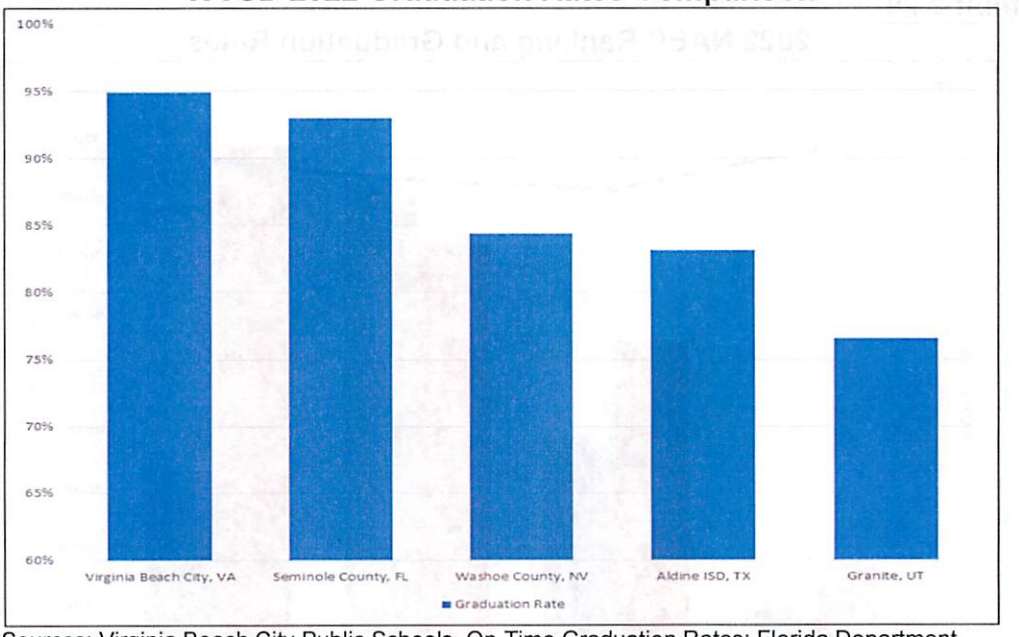


Source: Florida Department of Education, 2021-2022 District Report Cards; Los Angeles Unified, Open Data District at a Glance; Illinois State Board of Education, 2022 Report Card; and Nevada Department of Education, Press Release, Published November 17, 2022.

WCSD's graduation rate of 84% falls mid-way compared to the similar districts for school year 2022; WCSD also had the mid-way amount of General Fund investment of the compared school districts. The graduation rates do not align with General Fund investments in education. The Granite School District (Salt Lake City) had the second highest amount of General Fund investment in education (Exhibit 2.19) but lowest graduation rate of the compared school districts. See Exhibit 2.28 for WCSD Graduation Rates Comparison.

Exhibit 2.28

WCSD 2022 Graduation Rates Comparison



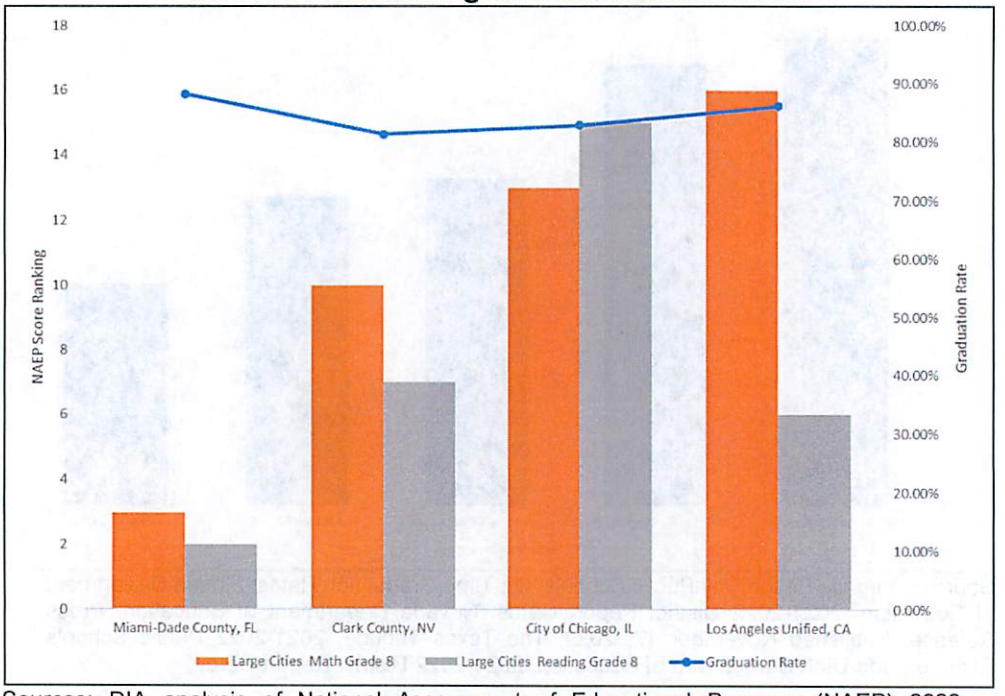
Sources: Virginia Beach City Public Schools, On-Time Graduation Rates; Florida Department of Education, 2021-2022 District Report Cards; Nevada Department of Education, Press Release, Published November 17, 2022; The Texas Tribune, 2021-2022 Public Schools Explorer; and Utah State Board of Education, 2021-2022 District Report Card.

School Ranking Not Necessarily a Predicter of Graduation Rate

The NAEP ranking for a school district is not necessarily a predicter of the graduation rate. CCSD and the respective districts' graduation rates show this inconsistency. Miami-Dade had the highest graduation rates at 88% and the highest ranks for mathematics and reading proficiency. CCSD's graduation rate was 81%, lowest of the four districts compared but CCSD ranked second in mathematics and reading proficiency. See Exhibit 2.29 for 2022 NAEP Rankings and Graduation Rates.

Exhibit 2.29

2022 NAEP Ranking and Graduation Rates



Sources: DIA analysis of National Assessment of Educational Progress (NAEP) 2022 Mathematics and Reading Assessment Scores and Nevada Department of Education, Press Release, Published November 17, 2022.
Note: NAEP comparison included 27 Large City/Districts nationally.

The school districts analyzed in Florida (Miami-Dade and Broward Counties) consistently scored higher on proficiency assessments and had a higher graduation rate for the school year reviewed. Miami-Dade School District spent a similar amount per student for instruction as CCSD. Miami-Dade School District may be a good resource for CCSD in determining how to best direct its portion of Nevada's $2.6 billion investment in public education.

Class Size Matters for Both Teachers and Students

There are benefits to having a smaller class size. The student-teacher ratio is the number of students per teacher in a regular classroom. There is no recognized standard for the appropriate number of students per teacher; however, class size can impact a student's success in the classroom.

The ratio of students to a teacher impacts the amount of personalized attention a student receives and has a direct impact on a student's quality of education, academic success, engagement, and learning outcomes. A teacher with a greater number of students will have more difficulty focusing on the strengths and weaknesses of each individual student and tailoring their teaching to the needs of individual students.[23] Additionally, teachers with more students will have a higher workload proportionate to the number of students they teach.

CCSD and WCSD Have Higher Student-Teacher Ratio Than National Average

CCSD and WCSD have a higher student to teacher ratio than the national average of 15:1.[24] Washoe County had one more student per teacher than Clark County.

The student to teacher ratio in Clark County was approximately 18 students per teacher. The student to teacher ratio in Washoe County was approximately 19 students per teacher for grades PK-12 for the 2022 school year.[25] See Exhibit 2.30 for CCSD Student Teacher Ratio Comparison and Exhibit 2.31 for WCSD Student Teacher Ratio Comparison for School Year 2021-2022.

Exhibit 2.30

CCSD Student Teacher Ratio Comparison
2021-2022 School Year

School District	Teachers	Students in Public Education	Ratio
National Average	3,211,973	49,342,118	1:15
Chicago	22,797	329,836	1:14
Clark County	17,378	315,787	1:18
Miami-Dade County	17,365	328,589	1:19
Broward County	13,341	256,037	1:19
Los Angeles Unified	21,894	435,958	1:20

Source: Institute of Education Sciences, National Center for Education Statistics.

[23] The Hun School of Princeton.
[24] National average for grades PK-12. Institute of Education Sciences, National Center of Education Statistics, Common Core of Data and data provided by Nevada Department of Education were used to calculate the ratio.
[25] CCSD student teacher ratio = 18.17:1; WCSD student teacher ratio = 19.47:1.

Exhibit 2.31

WCSD Student Teacher Ratio Comparison
2021-2022 School Year

School District	Teachers	Students in Public Education	Ratio
National Average	3,211,973	49,342,118	1:15
Aldine ISD	3,991	61,633	1:15
Virginia Beach City	4,238	65,450	1:15
Seminole County	3,543	66,729	1:19
Washoe County	3,366	65,358	1:19
Granite	2,786	62,544	1:22

Source: Institute of Education Sciences, National Center for Education Statistics.

Many Factors Affect Student Achievement

The audit found no direct correlation between student achievement and funding. Many factors impact student achievement, and it is both the challenge and reward of professional educators to identify what works best for each student. There is a role for parents, family members, community organizations, and others as well. The profile and performance data reviewed in this audit shows there are many opportunities and challenges for improving academic performance.

Conclusion

School district and charter school profile and performance data is helpful in understanding where and how education funds are being used and can be a tool to assess priorities, achievement, and accountability. The data is also instructive about areas where greater efficiency and effectiveness can be achieved to support increased funding in instruction and higher achievement for Nevada's students. While challenging as a policy option, Nevada's rural counties can look to a shared services model to lower support services costs and leverage individual county strengths into stronger organizations. Student achievement is not only a matter of dollars, although funding is a key component of success and priorities. Linking known data to the state's additional $2.6 billion investment in public schools will help establish a more efficient and effective way of managing expectations and outcomes.

Recommendation

2.1. Use profile and performance data to inform funding decisions. (Nevada Department of Education, State Public Charter School Authority, School Districts, and Charter Schools)

Chapter 3
Fiscal Accountability

The current state of public school fiscal accountability in Nevada can be improved. The Nevada Department of Education (NDE) and the State Public Charter School Authority (SPCSA) should work with districts and charter schools to improve fiscal transparency and accountability by:

3.1. Complying with statute for public reporting requirements.

Complying with statute for public reporting will ensure legislative intent is met by school districts. Transparency of school expenditures will increase stakeholder confidence in fiscal accountability of public schools.

3.2. Updating statute to expand acceptable public notice platforms.

Expanding reporting to platforms generally used by the public, such as the agency's website or official social media account, will provide better access to public school information.

3.3. Reconciling financial reports.

Reconciling financial reports required by NDE to the audited financial statements will ensure financial accuracy and increase public confidence in the fiscal accountability of public schools.

3.4. Studying the impact of requiring charter schools to revert excess funds to the Education Stabilization Account as school districts are required to do.

Conducting a study to determine whether or not charter schools should be held to the same standard will ensure there is equity in funding between school districts and charter schools.

3.5. Clarifying requirements in the Charter School Audit Guide for financial statement preparation.

Clarifying the requirements for financial statement preparation outlined in the Charter School Audit Guide will create consistency among the charter school financial reports and make it possible to compare financial results and analyze excess education funds.

3.6. *Applying statistical sampling and, if determined allowable and applicable, extrapolation methodologies to pupil count process and assess the impact of extrapolation.*

Applying statistical sampling and extrapolation methodologies to the pupil count process will enable NDE to make equitable district-level funding adjustments, which will improve accountability and transparency in state funding for education.

3.7. *Requesting a bill draft to change the due date for the submission of the 387 Reports for school districts and charter schools (NRS 387.303 and NRS 388A.345) and the due date for compilation and submission of the 387 Report to the Office of Finance and the Legislative Counsel Bureau.*

Revising due dates for the 387 Report would allow for better ability to reconcile to the 387 Report to audited financial statements, increase public confidence, and ensure that accurate amounts are being reported.

Fiscal Reports Submitted by School Districts and Charter Schools

In response to the Governor's Executive Order 2023-005, school districts and charter schools submitted a wide array of financial and programmatic reports. This chapter focuses on fiscal accountability. The reports examined in preparing this chapter were financial audits, NRS-required financial reports, and Pupil Enrollment and Attendance Audits. Interviews were also conducted with NDE, SPCSA, and officials from various school districts and charter schools.

Comply with Statute for Public Reporting Requirements

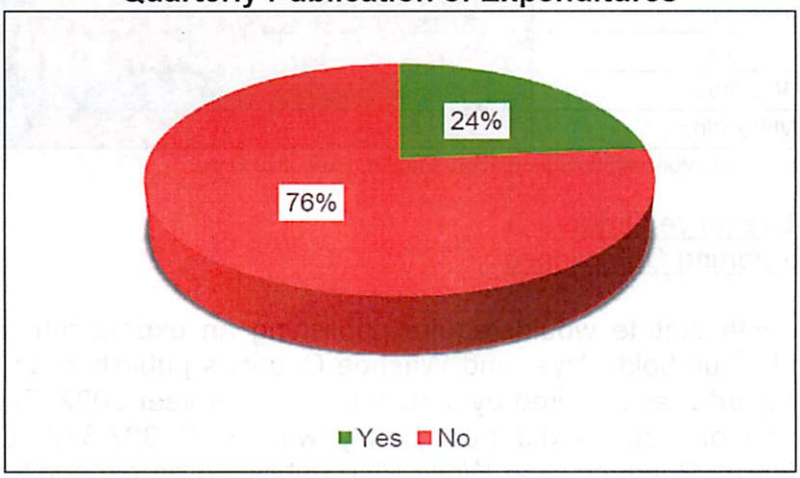
School districts should comply with statute for public reporting requirements. Public reporting requirements create transparency for the public. Complying with statute will provide transparency of school expenditures and increase stakeholder confidence in fiscal accountability of public school districts.

Most School Districts Did Not Comply with Statutory Public Reporting Requirements

NRS 387.320 requires the 17 school districts to report public school expenditures quarterly.[26] The report format is prescribed by the Nevada Superintendent of Public Instruction and published in an established newspaper that serves the local school district community. Exhibit 3.1 summarizes school district compliance with the quarterly publication requirement.

Exhibit 3.1

School District Compliance with Quarterly Publication of Expenditures



Source: DIA analysis of information submitted pursuant to Executive Order.

<u>Most School Districts Did Not Report Education Expenditures</u>

Most school districts did not report education expenditures as required by statute. Over three quarters, 76% (13 of 17) of school districts did not report expenditures in calendar year 2022. Several of the financial managers of the non-compliant school districts stated they were unaware of the requirement or thought it was no longer required. Compliance with this statutory requirement is not monitored. Exhibit 3.2 summarizes school district quarterly reporting.

[26] NRS 387.320, Quarterly publication of expenditures of school district.

Exhibit 3.2

School Districts Compliance with NRS 387.320, Calendar Year 2022

School District	Quarter Ending 3/31/2022	Quarter Ending 6/30/2022	Quarter Ending 9/30/2022	Quarter Ending 12/31/2022
Carson City				X
Churchill				
Clark	X	X	X	X
Douglas				X
Elko				
Esmeralda				
Eureka				
Humboldt	X	X	X	X
Lander				
Lincoln				
Lyon				
Mineral				X
Nye	X	X	X	X
Pershing				X
Storey				
Washoe	X	X	X	X
White Pine				X

Source: DIA analysis of information submitted pursuant to Executive Order.

Governor's Executive Order
Prompted Reporting Compliance

Compliance with statute would require publishing an expenditure report every quarter. Clark, Humboldt, Nye, and Washoe Counties published an expenditure report every quarter as required by statute in calendar year 2022. Thirteen of the seventeen school districts did not comply with NRS 387.320. Carson City, Douglas, Mineral, Pershing, and White Pine published an expenditure report for the last quarter of calendar year 2022 in response to the Governor's Executive Order. Churchill, Elko, Esmeralda, Eureka, Lander, Lincoln, Lyon, and Storey committed to publishing quarterly expenditure reports moving forward, beginning with the quarter ending March 31, 2023.

NRS Prescribed Reporting Methods Limit Access to Public School Expenditure Information

Statute requires the quarterly expenditure report to be "printed in some newspaper published and of general circulation in the county the boundaries of which are conterminous with the boundaries of the county school district."[27] The statute also states, "if no qualified newspaper is published within a county, then the required

[27] NRS 387.320, Quarterly publication of expenditures of school district.

publication shall be printed in some qualified newspaper printed in the State of Nevada and having a general circulation within the county."[28]

Statute Needs Updating to Expand Acceptable Public Notice Platforms

Expanding reporting to platforms generally used by the public, such as the agency's website or official social media account, will provide better access to public school information. Historically, the benefit of publishing a notice in a newspaper is that it provides transparency and accessibility to citizens interested in the information. However, this requirement is outdated and expensive. The state of Wisconsin recently created a new publication option for certain notices. Local jurisdictions may now publish a summary indicating where the full-text content may be viewed. The full-text content is then published on the local jurisdiction's website.

Expanding the statutorily prescribed reporting platform, while maintaining accessibility and transparency, will lead to greater access to public school expenditure information and enhance transparency for school district operations.

Conclusion

Public reporting requirements are meant to enhance transparency and the public's confidence in spending on education. Failure to comply with statutory school expenditure reporting requirements limits transparency for the public and inhibits accountability for tax dollars designated to support public education in the state. Expanding the statutorily prescribed reporting platform will result in cost savings while maintaining transparency and accessibility. Oversight of this reporting requirement should be clarified in statute.

[28] NRS 387.320, Quarterly publication of expenditures of school district.

Reconcile Financial Reports

NDE should confirm the amounts reported in the Annual Comprehensive Financial Report (ACFR) tie to the annual report required by NRS 387.303.[29] Ensuring the amounts tie between the reports will ensure accuracy and increase public confidence in fiscal accountability of public education.

NRS Required Reporting and Public School Financial Statements Vary

Two reports are prepared that contain school district and charter school financial information: a NDE required public school summary report (387 Report); and, pursuant to NRS 354.624, each local government's annual audit of its financial statements included in the ACFR.[30]

The ACFR is a set of financial statements that comply with the accounting requirements established by the Governmental Accounting Standards Board issued by a state, municipality, or other government entity. It presents a wide variety of information needed for readers to understand the true financial picture of a local government's finances and how they compared to the financial data projected in the budget. The ACFR must be audited by an independent auditor using Generally Accepted Government Auditing Standards.

Pursuant to statute, the board of trustees of each school district and the governing body of each charter school shall submit a report to the Superintendent of Public Instruction each year.[31] The report includes information about the number of licensed and non-licensed persons, the salaries paid to these persons, and the actual expenditures in the fiscal year being reported. Additionally, proposed expenditures and a schedule of salaries for licensed employees for the current fiscal year, along with a statement of whether the negotiations regarding salaries for the current school year have been completed, will also be included. The 387 Report requires reporting the school district's actual expenditures in the fiscal year preceding the report but is not required to be audited by an independent auditor.[32]

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[29] NRS 387.303, Budgets: Annual reports by school districts; compilation of reports; biennial budget request for State Education Fund. The statute requiring charter schools to submit a similar report is NRS 388A.345. The audit report will refer to the school district and the charter school report as the 387.303 report, consistent with NDE practice.

[30] NRS 354.624, Annual audit: Requirements; designation of auditor; scope and disposition; dissemination; prohibited provision in contract with auditor.

[31] NRS 387.303, Budgets: Annual reports by school districts; compilation of reports; biennial budget request for State Education Fund.

[32] Ibid.

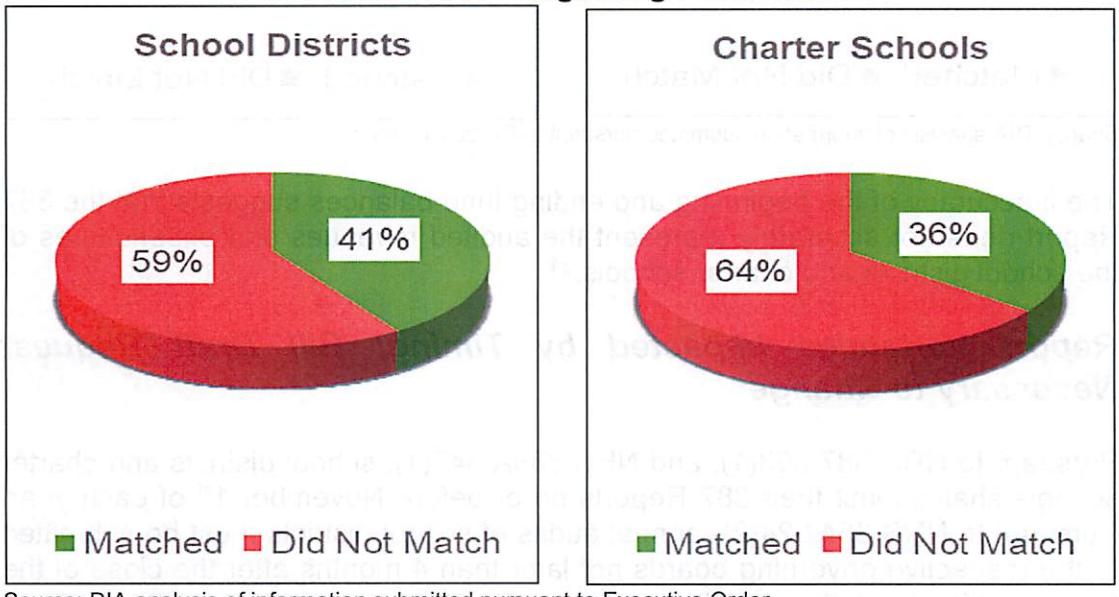
Fewer Than Half of Public School Financial Reports Reconciled

Fewer than half of the 387 Reports submitted reconciled to the entity's ACFR. DIA attempted to reconcile the school districts' and charter schools' audited financial statements to their 387 Reports.[33] Due to differences in how the financial information is presented in the two reports, the beginning and ending fund balances were compared as a first step to reconcile the reports.

The beginning fund balance for the general fund was accurately recorded from the ACFR by 41% (7 out of 17) of school districts and 36% (19 out of 53) of charter schools. Exhibit 3.3 illustrates the results.

Exhibit 3.3

ACFR Compared to NRS 387.303 Report
Fiscal Year 2022 – Beginning Fund Balance



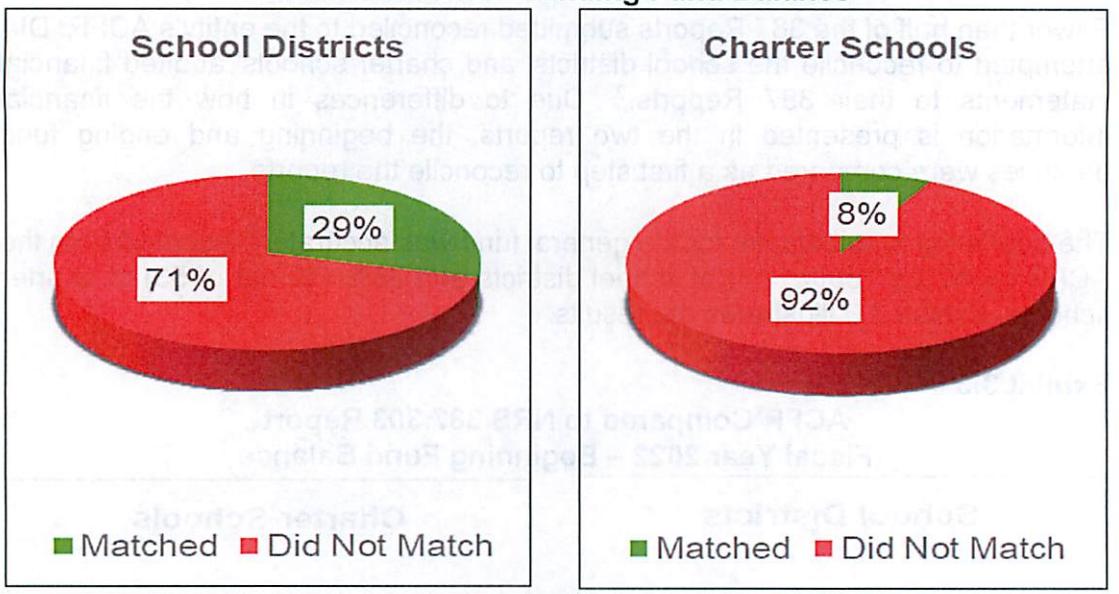
Source: DIA analysis of information submitted pursuant to Executive Order.

The ending fund balance for the general fund was accurately recorded from the ACFR by 29% (5 out of 17) of school districts and 8% (4 out of 53) of charter schools. Exhibit 3.4 illustrates the results.

[33] NRS 387.303, Budgets: Annual reports by school districts; compilation of reports; biennial budget request for State Education Fund.

Exhibit 3.4

ACFR Compared to NRS 387.303 Report
Fiscal Year 2022 – Ending Fund Balance



Source: DIA analysis of information submitted pursuant to Executive Order.

The inaccuracy of the beginning and ending fund balances suggests that the 387 Report does not accurately represent the audited revenues and expenditures of the school districts and charter schools.[34]

Report Variances Impacted by Timing; Bill Draft Request Necessary to Change

Pursuant to NRS 387.303(1), and NRS 388A.345(1), school districts and charter schools shall submit their 387 Reports on or before November 1st of each year. Pursuant to NRS 354.624(2), annual audits of school districts must be submitted to the respective governing boards not later than 4 months after the close of the fiscal year for which the audit is conducted. Fiscal year closing generally occurs at the end of August making the annual audit due by the end of December. Since the 387 Report is due on November 1st, it is possible that variances will occur between the 387 Report and the annual audit if changes to the annual audit occur after the submission of the 387 Report.

NDE should request a bill draft to change the due date for the submission of the 387 Reports for school districts and charter schools (NRS 387.303 and NRS 388A.345) and the due date for compilation and submission of the 387 Report to the Office of Finance and the Legislative Counsel Bureau. Reconciling the existing financial reports would increase confidence in the 387 Report and ensure that accurate amounts are reported.

[34] NRS 387.303, Budgets: Annual reports by school districts; compilation of reports; biennial budget request for State Education Fund.

Conclusion

Reconciliation of the Annual Comprehensive Financial Report (ACFR) to the annual 387 Report assures consistency in financial information available to the Governor, Legislature, education leaders, and the public. Fewer than 30% of school districts and 10% of charter schools reported an ending fund balance in the 387 Report that agreed to the audited financial statements. Consequently, the 387 Report may not be a reliable source of financial information. Revising due dates for the 387 Report would allow for better ability to reconcile the reports to audited financial statements, increase public confidence, and ensure that accurate amounts are being reported.

Study the Impact of Requiring Charter Schools to Revert Excess Funds to the Education Stabilization Account as School Districts Are Required to Do

School districts are required to annually revert excess funds to the Education Stabilization Account. Reverting excess funds each year encourages planning in the use of current resources. Charter schools are not required to revert excess funds to the Education Stabilization Account. This may create inequities between school districts and charter schools.

Required Transfers Are Not Necessarily Equitable

The Education Stabilization Account transfers should be calculated pursuant to statute. The account is the state's education contingency fund. During the last legislative session, NRS 387.1213(1) was amended by section 2.3 of Senate Bill 124 (2023) as follows:

> The Education Stabilization Account is hereby created in the State Education Fund. [E]ach year after the close of the previous fiscal year and before the issuance of the State Controller's annual report, each county school district shall transfer from the county school district fund to the Education Stabilization Account any amount by which the actual ending fund balance of the county school district fund exceeds 16.6% of the total actual expenditures for the fund.[35]

Senate Bill 124 (2023) specifically excludes the following when determining the actual ending fund balance:

- Money deposited on or before June 30, 2020;
- Money apportioned for capital projects or debt service; and
- Money transferred to the school district for net proceeds of minerals which is authorized for mitigating the adverse effects of the cyclical nature of the industry of extracting and processing minerals.

The implementation of the Pupil-Centered Funding Plan in fiscal year 2021 intended to protect school districts from being unfairly penalized for having an ending fund balance greater than the new legislation allowed. The implementation provisions included a "grandfather" clause allowing school districts to retain certain amounts above the 16.6% as long as they had those funds prior to June 30, 2020. This has created certain inequities between school districts depending on their respective ending fund balances as of the transition date.

NDE currently tracks school district ending fund balances to insure those who have been grandfathered to have an ending fund balance above the 16.6% limit do not exceed their specific allowable amount.

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[35] NRS 387.1213, Education Stabilization Account: Creation; transfer of money; limitation on balance.

The existing statute does not apply to charter schools. This creates a question of equity in that school districts are required to revert excess funds to the Education Stabilization Account, but charter schools are not. Research should be conducted to determine if there would be a benefit of requiring charter schools to be held to the same ending fund balance restrictions as are school districts.

Some School Districts and Charter Schools Have Large Fund Balances

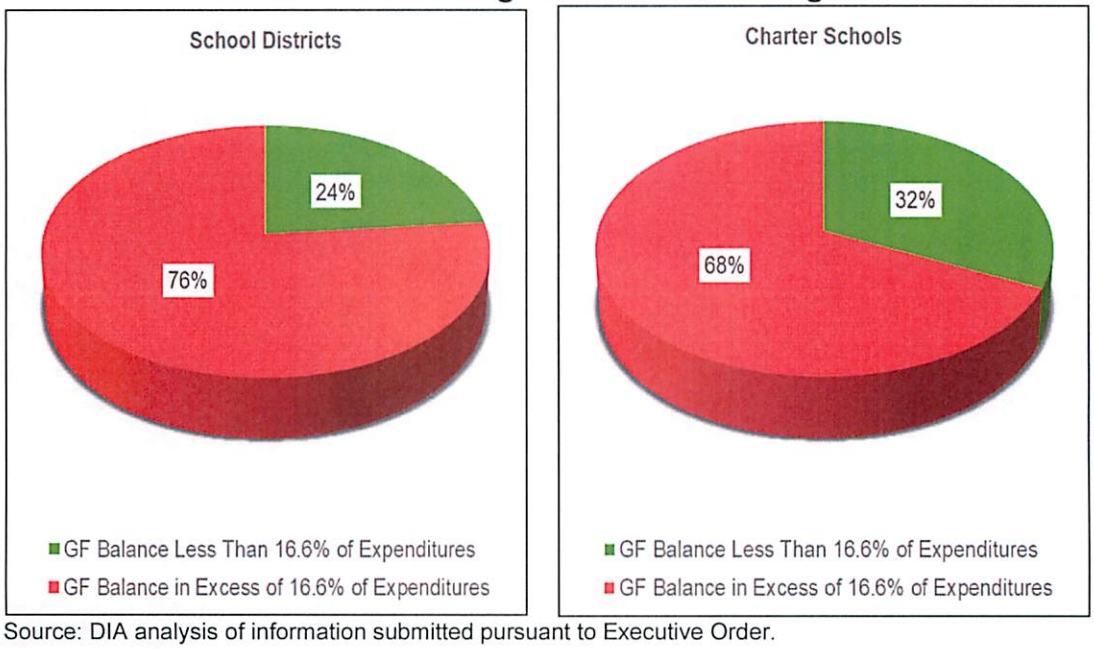
Analysis on the actual ending fund balances for the 17 school districts showed for fiscal year 2022, 13 of the 17 school districts (76%) had an actual ending general fund balance in excess of 16.6% of total actual general fund expenditures.

Clark County School District (CCSD) had an ending fund balance of 22.7% when compared to expenditures. Between 2017 and 2022 the actual ending general fund balance increased from $42 million to $494 million. If required to revert actual general fund ending balance in excess of 16.6%, the reversion amount for CCSD would have been $132 million at the end of fiscal year 2022. The reversion amount for all 17 school districts would have been approximately $200 million.

Of the 53 charter schools in operation during the 2022 school year, 36 (68%) had an actual ending general fund balance in excess of 16.6% of total actual general fund expenditures. If charter schools were required to revert the actual general fund ending balance in excess of 16.6%, the reversion amount would have been almost $150 million at the end of fiscal year 2022. Exhibit 3.5 shows public schools general fund ending balances exceeding 16.6%.

Exhibit 3.5

General Fund Ending Balances Exceeding 16.6%



Source: DIA analysis of information submitted pursuant to Executive Order.

It should be noted that charter schools and some small rural school districts do not have the same access to capital funding as do larger school districts that have the ability to issue and repay long-term bonds. This requires the charter schools and small rural districts to set aside funds to acquire or repair capital assets. The requirement to revert excess funds to the Education Stabilization Account should recognize these capital set aside funds as an allowable amount above the 16.6% ending fund balance allowed. However, the use of any such set aside funds should be restricted for capital outlays only.

Requiring school districts, and possibly charter schools, to annually revert excess funds to the Education Stabilization Account will encourage planning in the use of current resources and support fiscally responsible budget preparation during the subsequent budget cycles.

Conclusion

Allowing public schools to hold large ending fund balances prevents the state from using these funds for other education priorities. School districts are required to revert excess funds to the Education Stabilization Account; charter schools are not. A study to determine whether or not charter schools should be held to the same standard would ensure there is equity in funding between school districts and charter schools.

Clarify Requirements in the Charter School Audit Guide for Financial Statement Preparation

NDE should clarify the requirements for financial statement preparation outlined in the Charter School Audit Guide to create consistency among the charter school financial reports and make it possible to compare financial results and analyze excess education funds.

The most recent Charter School Audit Guide issued by the Nevada Department of Education states in Section 100, "all financial statements must use the modified accrual basis of accounting."[36] Section 105 states, "the charter schools' activities should be accounted for as a Business-Type Entity and report all activity with the Proprietary Fund."[37] Business-Type Entities report activity using the accrual basis of accounting. The audit guide may be inconsistent as the modified accrual basis of accounting would not be used when reporting a proprietary fund.

Audit Guide Direction is Unclear

It is unclear what type of proprietary fund the audit guide is recommending in Section 105. Proprietary funds include enterprise and internal service funds. Enterprise funds may be used to report any activity for which a fee is charged to external users for goods or services. Internal service funds may be used to report any activity that provides goods or services to other funds, departments, or agencies of the primary government and its component units, or to other governments, on a cost reimbursement basis.[38]

Governmental fund financial statements are prepared using the current financial resources measurement focus and the modified accrual basis of accounting.[39] Proprietary fund financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting.[40] Hence, it is important to identify what type of fund is being reported prior to determining the basis of accounting and measurement focus.

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[36] Nevada Department of Education Charter School Audit Guide, February 2023, Section 100 Introduction.
[37] Nevada Department of Education Charter School Audit Guide, February 2023, Section 105 Background.
[38] GASB Statement No. 34, Basic Financial Statements and Management's Discussion and Analysis-For State and Local Governments, Page 26-27.
[39] GASB Statement No. 34, Basic Financial Statements and Management's Discussion and Analysis-For State and Local Governments, Page 29.
[40] GASB Statement No. 34, Basic Financial Statements and Management's Discussion and Analysis-For State and Local Governments, Page 33.

Charter Schools May Incorporate as a Nonprofit Corporation

Nevada Revised Statute 388A.095 states that "a charter school *may* be incorporated as a nonprofit corporation".[41] 35 charter schools are registered as nonprofit corporations with the Nevada Secretary of State.[42] "Government and nonprofit organizations aren't interested in making money, so they use an accounting system called fund accounting. Fund accounting essentially groups financial data together into funds or accounts that share a similar purpose."[43] In nonprofit accounting, there are four required financial statements that organizations must produce: the Statement of Financial Position, the Statement of Activities, the Statement of Cash Flows, and the Statement of Functional Expenses.[44] These statements are prepared on an accrual basis.

While NRS 388A.095 allows for a charter school to incorporate as a nonprofit corporation, it does not require it to do so. Registering as a nonprofit corporation requires additional IRS reporting.[45] NRS 388.020 identifies a charter school as a kind of public school, which would follow the Governmental Accounting Standards Board (GASB) guidelines, specifically GASB 34, for financial statement preparation.[46,47]

[41] NRS 388A.095, Operation for profit prohibited; incorporation as nonprofit corporation authorized.
[42] SilverFlume, Nevada's Business Portal.
[43] Investopedia, Navigating Government and Nonprofit Financials, July 27, 2021.
[44] Association of Non-profit Accountants & Finance Professionals, Guide to Understanding Nonprofit Financial Statements, 2020.
[45] https://www.irs.gov/charities-non-profits.
[46] NRS 388.020, Kinds of public schools.
[47] GASB Statement No. 34, Basic Financial Statements and Management's Discussion and Analysis-For State and Local Governments.

Changes to Audit Guide Created Inconsistencies Among Charter School Financial Reports

The NDE Charter School Audit Guide reporting requirements changed in 2023. Section 800 of the Audit Guide was revised from January 2019 as shown in Exhibit 3.6.

Exhibit 3.6

Nevada Charter School Audit Guide Reporting Package

January 2019	February 2023
Government-Wide Financial Statements	**Basic Financial Statements**
Statement of Net Position	Statement of Net Position
Statement of Activities	Statement of Revenues, Expenses and Changes in Net Postion
Statement of Cash Flows	Statement of Cash Flows
Fund Financial Statements	
Balance Sheet for Governmental Funds	
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position	
Statement of Revenues, Expenditures and Changes in Fund Balances for Governmental Funds	
Reconciliation of the Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities	

Source: Nevada Department of Education Charter School Audit Guide, January 2019 and February 2023 releases.

The changes to the audit guide reporting requirements show a shift from modified accrual statements to accrual statements. The current audit guide requires three accrual statements, whereas the former guidelines required three accrual statements and two modified accrual statements. Nevada county school districts prepare financial statements using the modified accrual basis. It is unclear why charter schools would prepare financial statements using a different accounting basis than school districts.

Charter Schools Used Different Bases of Accounting

Review of the audited financial statements of the charter schools shows 49 charter schools prepared financial statements using the modified accrual basis while 4 charter schools prepared financial statements using the accrual basis of accounting for fiscal year 2022. The change to accrual financial statement preparation does not allow for analysis of the general fund ending balance, which would be required if the recommendation to require charter schools to revert

excess funds to the Education Stabilization Account is implemented. The general fund ending balance is not presented on accrual financial statements.

Consistent Reporting Requirements
Would Enable Analysis Among Charter Schools

Creating consistent reporting requirements in the Charter School Audit Guide for financial statement preparation will ensure financial statements are consistent among charter schools and enable analysis and comparison of financial results.

Conclusion

Requiring all charter schools to prepare the same statements, regardless of how they are organized, will standardize financial reporting and allow financial information to be compared and ending balances to be analyzed. An updated Charter School Audit Guide will clarify financial statement preparation. Section 102 states "The purpose of the Guide is to provide procedures to properly complete the charter school's annual audit and provides a uniform approach to the financial statement formats and related notes to the financial statements."[48] An updated audit guide will provide for preparing financial statements in conformity with reporting requirements for local governments and/or governmental nonprofits, while providing the necessary statements for analysis of fund balances.

[48] Nevada Department of Education Charter School Audit Guide, February 2023, Section 102: Purpose.

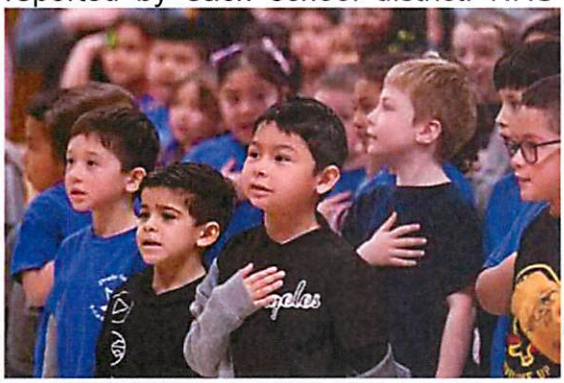
Apply Statistical Sampling and, if Determined Allowable and Applicable, Extrapolation Methodologies to Pupil Count Process and Assess the Impact of Extrapolation

NDE should apply statistical sampling and, if determined allowable and applicable, extrapolation methodologies to pupil count process and assess the impact of extrapolation. Sampling and extrapolating the results to the pupil count process will improve accountability and transparency in state funding for public education.

Standardizing and updating the Pupil Enrollment and Attendance Audit (PEAA) process will hold each school district accountable at the district level. Currently, only the pupil enrollment reviewed is adjusted for errors identified in the audit. If determined appropriate, extrapolating results from audit samples to the full district population would allow NDE to make more accurate district level Pupil-Centered Funding Plan (PCFP) base funding adjustments, which will ensure fairness in the funding process.

NRS Requires NDE to Verify Enrollment

Effective July 1, 1999, the Nevada Legislature enacted NRS 387.304, requiring NDE to conduct an annual audit of the count of pupils for apportionment purposes reported by each school district. NRS 387.1238 allows for the verification of "reports of enrollment and daily attendance submitted by any school district, charter school or university school for profoundly gifted pupils for apportionment purposes." In addition, NDE is authorized to adjust for pupils not properly enrolled or not attending school pursuant to NRS 387.1243.



Milken Educator Awards, February 7, 2023.

The purpose of the PEAA is to verify the pupil enrollment count submitted to NDE for PCFP funding by determining the integrity of the data included in the master registers, ethnic reports, and class record books. NDE is also responsible for monitoring public school compliance with applicable Nevada statutes and regulations.

The PCFP replaced the 54-year-old Nevada Plan in fiscal year 2022. As defined in NRS 387.121, the PCFP prioritizes equity by funding students based on their unique needs and circumstances. The plan seeks to provide students with a base level of resources and greater support to those in need. Additionally, the education funding formula accounts for the adjusted costs of providing education in urban/rural and large/small district and school settings across the state and promotes transparency and accountability in state funding for public education.[49]

[49] NDE, PCFP Summary Document 2021, Understanding the Pupil-Centered Funding Plan.

NDE Conducted Annual
Pupil Enrollment and Attendance Audits

Pursuant to NRS 387.304, NDE conducted the annual 2021-2022 PEAAs of 17 school districts and 53 charter schools. NDE audited an average of approximately 29,000 pupils' enrollment and attendance within Nevada's 17 school districts per quarter.

Objective of Sampling Populations

According to Statements on Auditing Standards issued by the Auditing Standards Board, the objective of an audit, when using audit sampling, is to provide a reasonable basis to draw conclusions about the population from which the sample is selected.[50,51]

Audit sampling is defined as the selection and evaluation of less than 100 percent of the population of audit relevance such that the auditor expects the items selected (the sample) to be representative of the population and, thus, likely to provide a reasonable basis for conclusions about the population. In this context, representative means that evaluation of the sample will result in conclusions that, subject to the limitations of sampling risk, are similar to those that would be drawn if the same procedures were applied to the entire population.[52]

The statement concludes that once an appropriate sample has been drawn, audit procedures have been performed, and deviations have been identified and evaluated, the auditor should project the results of audit sampling to the population.[53]

Pupil Enrollment Errors Identified
Result in PCFP Funding Adjustments

As part of the PEAA process, NDE verifies the pupil enrollment submitted by the public schools for PCFP funding by determining the integrity of the data included in the master registers, ethnic reports, and class record books. When pupil enrollment errors are identified in the audit, NDE makes year-end PCFP adjustments for pupils not properly enrolled or not attending school.

In review of the 17 school district PEAAs, 28% had no PCFP base funding adjustments and 72% had base funding adjustments for the 2021-2022 school year. Exhibit 3.7 summarizes the results.

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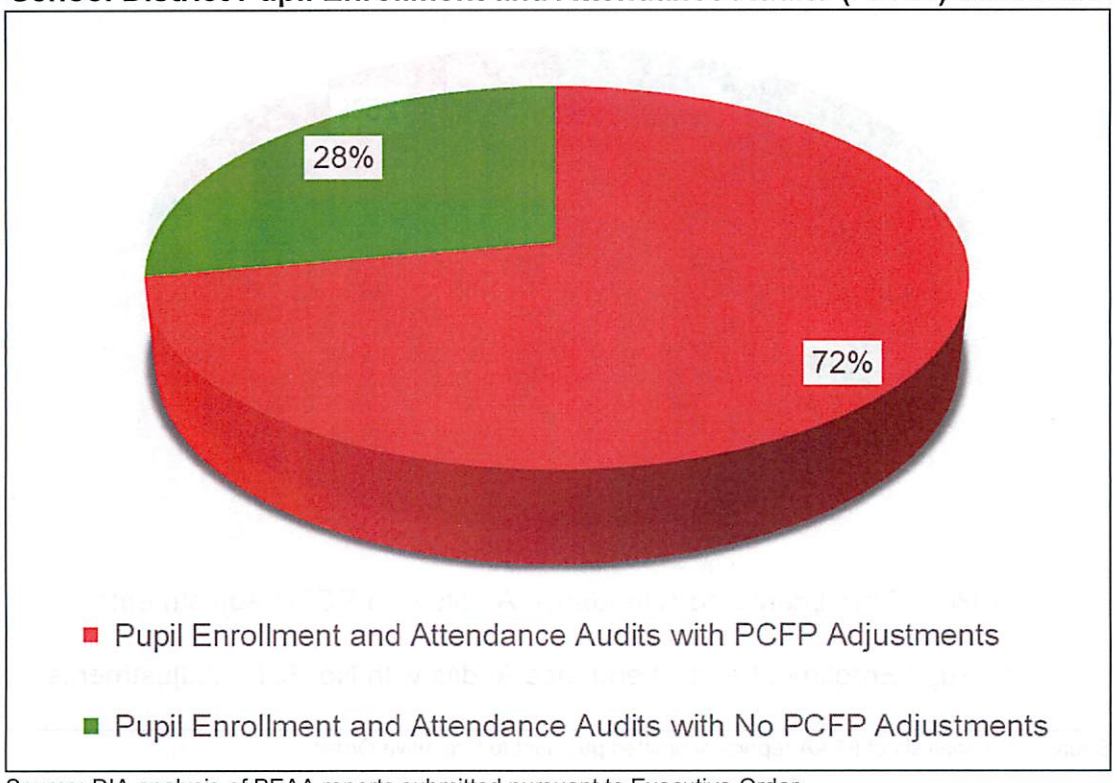
[50] The Auditing Standards Board is the American Institute of Certified Public Accountant's senior committee for auditing, attestation, and quality control applicable to the performance and issuance of audit and attestation reports for nonpublic companies. Its mission is to serve the public interest by developing, updating, and communicating comprehensive standards and practice guidance that enable practitioners to provide high-quality, objective audit and attestation services to nonpublic companies in an effective and efficient manner.
[51] Statement on Auditing Standards No. 122, Statements on Auditing Standards: Clarification and Recodification, AU-C Section 530, Audit Sampling.
[52] Ibid.
[53] Ibid.

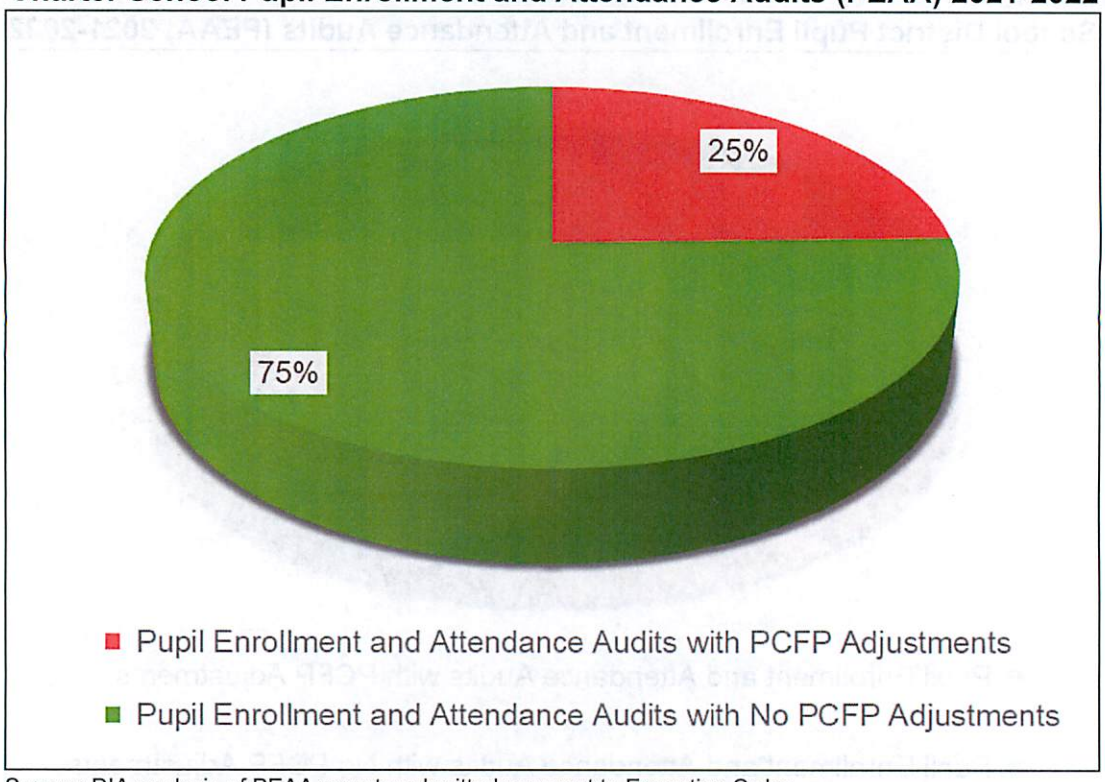
Exhibit 3.7
School District Pupil Enrollment and Attendance Audits (PEAA) 2021-2022



Source: DIA analysis of PEAA reports submitted pursuant to Executive Order.

In review of the 53 charter school PEAAs, 75% had no PCFP base funding adjustments and 25% had base funding adjustments for the 2021-2022 school year. Exhibit 3.8 summarizes the results.

Exhibit 3.8
Charter School Pupil Enrollment and Attendance Audits (PEAA) 2021-2022



Source: DIA analysis of PEAA reports submitted pursuant to Executive Order.

Pupil Enrollment Adjusted by Specific Errors Identified

NDE made PCFP base funding adjustments based on the errors identified within the tested average daily enrollment for the quarter (population). PCFP base funding adjustments are supposed to correct for underpayment or overpayment of funding to public schools.[54]

The school district and charter school findings consisted of errors in recording and reporting pupil enrollment and withdrawal dates, records not retained as required to support funding, incomplete information in class record books, and errors in posting information to the Master Registers. Adjustments to base funding were made based on these errors.

NDE performed PEAAs on either an actual or a sample basis. Sample schools and pupil days were judgmentally selected and reviewed. The percentage of the average daily enrollment reviewed ranged from 2% to 100%. In instances where PCFP adjustments were made due to errors identified in the audit, adjustments were made to the tested average daily enrollment for the quarter reviewed. NDE's selection of schools to be audited on a judgmental sample basis may not have

[54] NRS 387.1243, Adjustments for pupil not properly enrolled or not attending; final computation; underpayments and overpayments.

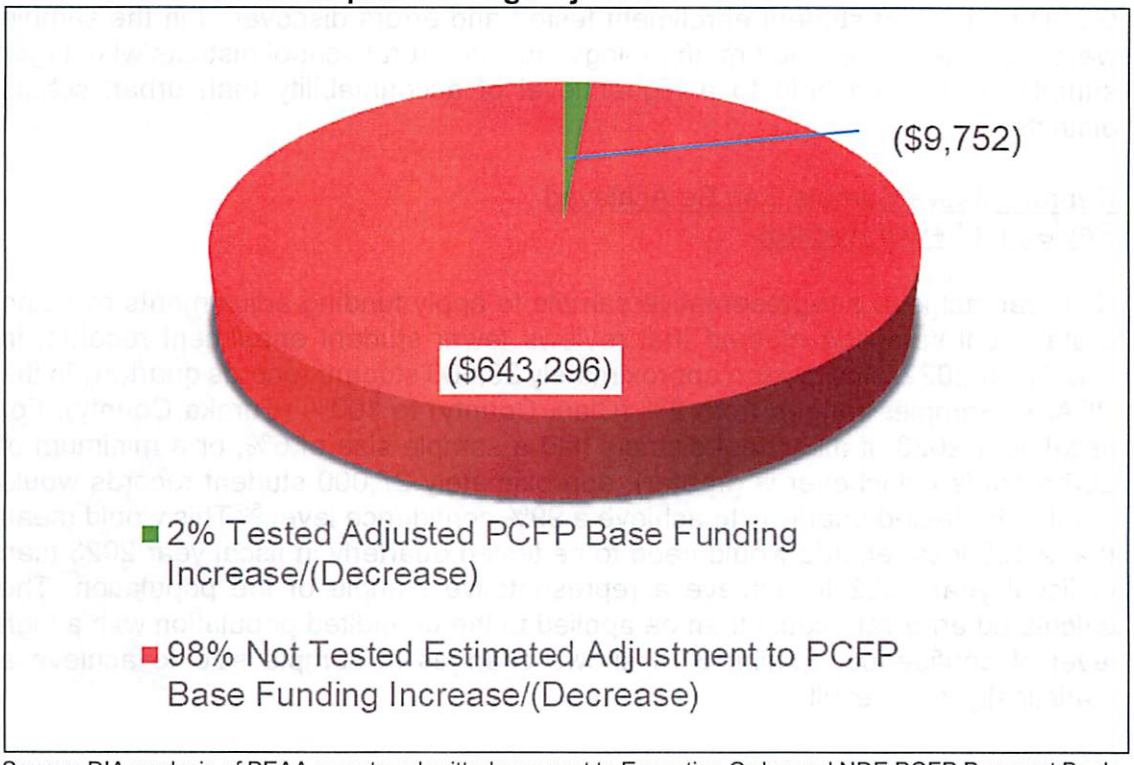
resulted in a representative sample. A more statistically valid methodology would allow for accurate PCFP funding adjustments. An error rate derived from a more statistically valid methodology could have been calculated and applied to the remaining public schools.

Projecting Errors Leads to More Accurate Funding Adjustments

More accurate funding adjustments would result from projecting student count errors across the school district. To illustrate the effect of applying an error rate district wide, had the Clark County error rate from 2021-2022 been applied to the untested population (98%), the PCFP funding would have been reduced by approximately $643,000. A more statistical sampling methodology would likely change the funding adjustment. Exhibit 3.9 illustrates the difference between the actual adjustment and a statistically applied adjustment.

Exhibit 3.9

Clark County School District PEAA
Example Funding Adjustment 2021-2022



Source: DIA analysis of PEAA reports submitted pursuant to Executive Order and NDE PCFP Payment Book, Year-End Final True-up Report.

NDE Claims Error Rate
Should Not Be Projected

NDE claims that a calculated error rate should not be projected to the unaudited population because the sample used is too small to be representative of the unaudited population. Using an appropriate sampling methodology would allow for the error rate to be extrapolated. NDE also expressed that the intent of the audit is to provide technical assistance and ensure accurate reporting, not to correct data after the fact.

School Districts with Larger Sample Size
Have Higher Level of Accountability

NDE is testing a higher percentage of student enrollment in rural school districts and making corrections for all errors found within those samples. A smaller percentage of students were tested in urban school districts. Consequently, rural school districts have a higher level of accountability for funding adjustments than urban school districts. For example, Lander County School District had 70% of student enrollment tested and errors discovered in the sample were corrected. CCSD had 2% of student enrollment tested and errors discovered in the sample were corrected. This audit methodology indicates rural school districts with larger samples are being held to a higher level of accountability than urban school districts.

Representative Sample Can Be Achieved
Reviewing Fewer Records

NDE can achieve a representative sample to apply funding adjustments by using a statistical sampling method that reviews fewer student enrollment records. In fiscal year 2022, NDE tested approximately 29,000 student records quarterly in the PEAAs. Samples ranged from 2% (Clark County) to 100% (Eureka County). For fiscal year 2023, if all school districts had a sample size of 6%, or a minimum of 200 records (whichever is greater), approximately 27,000 student records would need to be tested quarterly to achieve a 99% confidence level.[55] This would mean that 2,100 less records would need to be tested quarterly in fiscal year 2023 than in fiscal year 2022 to achieve a representative sample of the population. The calculated error rate could then be applied to the unaudited population with a high level of confidence. Exhibit 3.10 shows changes in sample size to achieve a statistically valid result.

[55] Sample methodology determined by GFO Economist.

Exhibit 3.10

School District PEAA Sample Size Comparison

School District	Total Students FY23	Average Qtrly Sample Size for FY22 Pupil Enrollment & Attendance Audit	Sample Size 6% of FY23 District Population, Minimum of 200
Carson City	7,722	3,671	463
Churchill	3,394	2,249	204
Clark	314,372	5,986	18,862
Douglas	5,331	2,547	320
Elko	10,171	2,530	610
Esmeralda	88	43	88
Eureka	333	330	200
Humboldt	3,329	519	200
Lander	1,059	690	200
Lincoln	958	216	200
Lyon	9,085	1,529	545
Mineral	613	209	200
Nye	5,873	1,092	352
Pershing	684	330	200
Storey	416	437	200
Washoe	64,990	6,033	3,899
White Pine	1,322	641	200
Grand Total	429,740	29,052	26,944

Source: DIA analysis of PEAA reports submitted pursuant to Executive Order and sample methodology provided by GFO Economist.

Conclusion

NDE is required to conduct an annual audit of pupil enrollment reported each quarter by each school district for apportionment purposes and is authorized to make PCFP funding adjustments. Standardizing and updating the PEAA process will allow NDE to form representative sample sizes across the districts and, when allowable and applicable, to extrapolate the identified errors to make equitable district level funding adjustments and promote accountability in state funding for public education.

Recommendations

3.1. Comply with statute for public reporting requirements. (School Districts and Nevada Department of Education)

3.2. Update statute to expand acceptable public notice platforms. (Nevada Department of Education)

3.3. Reconcile financial reports. (School Districts, Charter Schools, and Nevada Department of Education)

3.4. Study the impact of requiring charter schools to revert excess funds to the Education Stabilization Account as school districts are required to do. (Nevada Department of Education)

3.5. Clarify requirements in the Charter School Audit Guide for financial statement preparation. (Nevada Department of Education)

3.6. Apply statistical sampling and, if determined allowable and applicable, extrapolation methodologies to pupil count process and assess the impact of extrapolation. (Nevada Department of Education)

3.7. Request a bill draft to change the due date for the submission of the 387 Reports for school districts and charter schools (NRS 387.303 and NRS 388A.345) and the due date for compilation and submission of the 387 Report to the Office of Finance and the Legislative Counsel Bureau. (Nevada Department of Education)

Chapter 4
Instructional Accountability

The current state of public school instructional accountability in Nevada can be improved. The Nevada Department of Education (NDE) should work with districts and charter schools to improve instructional accountability by:

4.1. *Adhering to statutory intent for Read by Grade 3 implementation guidelines.*

Adhering to guidelines will provide the requisite literacy resources in public schools to achieve Nevada's Read by Grade 3 proficiency targets.

4.2. *Evaluating the adequacy of the Read by Grade 3 goal.*

Evaluating the Read by Grade 3 goal to set a higher proficiency expectation will align with national standards and help more students succeed throughout their academic careers.

4.3. *Ensuring all school districts comply with Read by Grade 3 reporting requirements.*

Ensuring all school districts comply with Read by Grade 3 reporting requirements will allow NDE to assess student reading proficiency and school compliance with Read by Grade 3 requirements.

4.4. *Updating statute to allow NDE to hire literacy specialists to coordinate Read by Grade 3 efforts and train at school-level.*

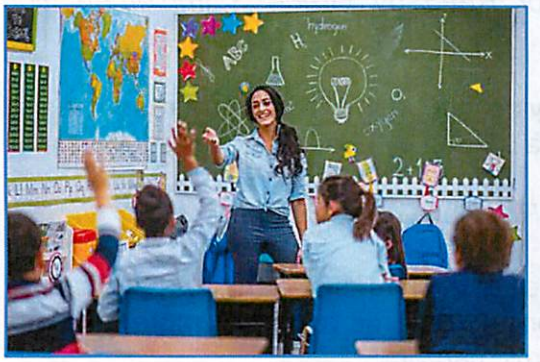
Updating statute to allow NDE to hire and provide professional learning for literacy specialists for district schools that receive a 3-Star rating or below, and to have districts hire literacy specialists for all other elementary schools, would allow for coordinated efforts among the different schools.

4.5. *Revising the strategy for implementing an effective Individuals with Disabilities Education Act program.*

Revising the strategy for Individuals with Disabilities Education Act program technical assistance activities and reporting will improve the effectiveness of the assistance provided for program performance and improved student outcomes.

Instructional Reports Submitted by School Districts and Charter Schools

In response to the Governor's Executive Order 2023-005, school districts and charter schools submitted a wide array of financial and programmatic reports. This chapter focuses on instructional accountability. The reports examined in preparing this chapter were NDE Read by Grade 3 (RGB3) data, Individuals with Disabilities Education Act (IDEA) reports, Nevada School Rating reports (2018-2023), and the Pupil Enrollment and Attendance Audits.

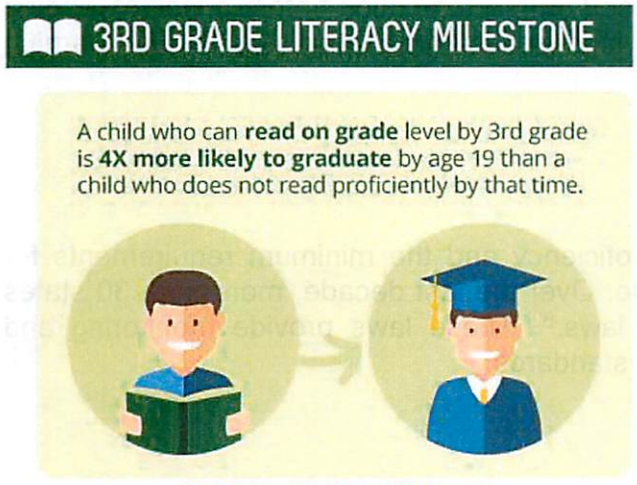


Adhere to Statutory Intent for Read by Grade 3 Implementation Guidelines

NDE should ensure school districts and charter schools adhere to statute for RBG3 implementation guidelines. Adhering to statute will ensure appropriate resources are in place to achieve RBG3 goals.

School districts and charter schools are not following staffing and program guidelines established in statute to implement effective RBG3 programs in Nevada public schools. Monitoring will help school districts and charter schools ensure the portion of resources provided in the $2.6 billion additional investment into public education are effectively programmed to achieve RBG3 proficiency goals.

Third Grade Reading Proficiency the Greatest Predictor of Future Success



Rodel Foundation of Delaware

Third grade reading proficiency is the greatest predictor of future success. Third grade is when students make the leap from learning to read to reading to learn.[56] Beginning in fourth grade, students transition to more complicated material requiring greater comprehension skills. If students are behind in third grade, they will struggle to catch up in reading and other topics as well.

Many states have enacted RBG3 laws because of the importance of grade 3 reading proficiency.[57] RBG3 proficiency not only affects a child's ability to master more difficult topics, but also influences a student's likelihood of graduating high school and pursuing further education, to include trade skills and acquiring advanced manufacturing jobs. A student's proficiency in third grade affects their proficiency in eighth grade, which influences their proficiency in eleventh grade and their likelihood of graduating high school.[58]

<u>Read by Grade 3 Predictor of High School Graduation and Future Success</u>

A student's likelihood of graduating high school and success in life can be predicted by their reading skill at the end of third grade. Students who are unable to read by third grade are more likely to fall behind and drop out. Students who do

[56] "What's so important about 3rd grade?" Gail Robinson, 2023.
[57] NDE, RBG3 Team information.
[58] Ibid.

not graduate high school are more likely to experience unemployment, receive government assistance, and be incarcerated.[59]

Students who graduate high school tend to earn higher wages, lead a more secure lifestyle, and become productive members of society. In addition to earning more, high school graduates live longer, and are less likely to become teen parents and more likely to raise healthier and better educated children. High school graduates are less likely to commit crimes, rely on food stamps, and receive housing assistance.[60]

In an increasingly global and technical economy, employers struggle to find enough skilled, competent, and accountable workers. Researchers note, "The bottom line is that if we don't get dramatically more children on track as proficient readers, the U.S. will lose a growing and essential proportion of its human capital to poverty, and the price will be paid not only by individual children and families but by the entire country."[61] Students need early intervention before a lack of reading proficiency becomes a barrier to high school graduation and higher earning potential.

States Set Standards for
RBG3 Proficiency

States set standards for RBG3 proficiency and the minimum requirements for students to move on to fourth grade. Over the last decade, more than 30 states have passed third grade reading laws.[62] These laws provide monitoring and interventions to help students meet standards.

Nevada Joins RBG3 Focus
in 2015

With the passing of SB 391 (2015), Nevada joined a growing number of states focusing on the ability to read on grade level by third grade. Nevada's RBG3 legislation established a statewide comprehensive system of early reading instruction aimed at accelerating reading growth of students reading below grade level in kindergarten through third grade. The legislation requires the Board of Trustees of a school district or the governing body of a charter school to prepare a plan to improve the literacy of students enrolled in kindergarten and grades 1-3 and submit the plan to NDE for approval.

The legislation requires schools to designate a licensed teacher employed by the school to serve as a literacy specialist to train and assist teachers in providing instruction to students who are deficient in reading. The legislation requires schools to provide notice to the parents of students who are deficient in reading

[59] The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools. Alliance for Excellent Education, 2011.
[60] Ibid.
[61] Early Warning! Why Reading by the End of Third Grade Matters. The Annie E. Casey Foundation, 2010.
[62] Third-Grade Reading Laws, National Center for Learning & Disabilities.

enrolled in kindergarten, or grades 1-3. Schools must develop a plan to monitor progress of those students who are deficient in reading and assess the proficiency for students who are enrolled in this plan at the beginning of next school year.[63]

AB 289 (2019) revised the RBG3 program. The most notable revisions included an increase in local funding, an expanded scope from K-3 to all grade levels in elementary schools, and a requirement for an assigned literacy specialist. AB 289 (2019) also removed the grade 3 retention requirements.

The Nevada Legislature passed AB 400 (2023), which reinstates RBG3 retention provisions but will not be effective until 2028. School districts and charter schools are required to establish an effective system of implementation of the RBG3 program to ensure all elementary students in Nevada can read proficiently.

Students at Risk of
Being Retained

Fewer than half of Nevada students are meeting proficiency goals. Students who do not read at grade level in third grade are at risk of being retained beginning school year 2028-2029.[64] There are several opportunities for good cause exemptions and students may advance to fourth grade any time during the year if they demonstrate reading proficiency.

Beyond the impact on a student's education and mental health, retention of such a large number of students will place an additional strain on elementary schools, specifically third grade teachers. Under AB 400 (2023), a majority of students could be retained in grade 3, potentially resulting in unrealistic class sizes. Multiple good cause exemptions may be employed at the time of implementation that would mitigate numbers of students retained in grade 3.

Monitoring Plan Required for
Students Performing Below Grade Level

AB 289 (2019) requires school districts and charter schools to implement a monitoring plan for students who are performing below grade level. The individual student literacy plan must include intervention services and instruction the student will receive. The literacy plan is retained at the elementary schools and approved by the school principal.[65]

NDE to Review Literacy Plans

NDE's RBG3 team requested a submission of literacy plans by all school districts and charter schools during fall of 2022. The NDE RBG3 team is meeting with individual school literacy specialists to assess plan progress and identify local

[63] Senate Bill 391 (2023).
[64] Assembly Bill 400 (2023).
[65] Assembly Bill 289 (2019).

literacy needs for the year. A new local literacy plan template is to be released in the spring for fall 2024 submission and implementation. [66]

Literacy Specialist Required
In Each Elementary School

AB 289 (2019) requires all public elementary schools to designate a licensed teacher employed by the school who has demonstrated leadership abilities to serve as a literacy specialist. While statute requires schools to designate a literacy specialist, NDE reports it does not have the capacity to oversee or provide oversight in who is designated a literacy specialist. Specialist qualifications and duties are set by the school principal. However, AB 400 (2023) further clarified literacy specialists and teachers involved in a student's reading success must be knowledgeable and have expertise providing intervention services and intensive instruction to students in reading.

Teacher Shortage Impacts
Success of RBG3 Initiative

The teacher shortage in Nevada impacts the success of the RBG3 initiative. NDE reports the time needed for instruction and intervention with students is being jeopardized by the staffing shortages. NDE reported difficulty hiring licensed teachers for core subjects, making hiring a literacy specialist a lower priority for many schools. NDE reports staffing shortages with literacy specialists is an on-going problem and directly inhibits school district and charter school efforts to implement effective individualized reading programs for children who need help.

To comply with legislative language, schools have resorted to assigning the role to an available teacher. Due to flexibility in the application of funds, school districts and charter schools may be directing funds to personnel, such as administrators, to support teachers around best practices in reading. For example, a school in Northern Nevada directed the RBG3 funds to a Dean of Students rather than a literacy specialist.[67]

Teacher Scholarship Opportunities
May Help Reduce Shortage

Teacher scholarship opportunities may help reduce the existing shortage and provide an avenue for developing future literacy specialists. Literacy specialists require additional education and training in comprehension, vocabulary, fluency, and word study.[68] NRS 381A provides grant funding for two types of scholarships: an undergraduate degree and an advanced degree. Teach Nevada Scholarships are offered to students pursuing a traditional or alternative route to licensure. Institutions can apply to the Nevada State Board of Education for grant funding for the Teach Nevada Scholarship Program to assist future teachers in obtaining a

[66] NDE, RBG3 team.
[67] Ibid.
[68] University of Nevada, Reno, Reading Curriculum and Instruction, M. Ed.

bachelor's degree to teach PK-12 and the Nevada Teacher Advancement Scholarship to obtain a master's degree in education or a related field of study.[69]

In fiscal year 2022, the State Board of Education approved almost $4 million in scholarship awards. Scholarship recipients may receive an amount not to exceed $3,000 per semester or $24,000 in the aggregate.[70] The institution that awards the scholarship shall disburse 75% of the awarded amount to the recipient for the semester.[71] A scholarship recipient may only receive the 25% of the retained scholarship if the scholarship recipient meets the following requirements:[72]

- Completes the program for which he or she was awarded the scholarship;
- Maintains employment as a teacher at a public school in this State for 5 consecutive school years immediately following completion of the program unless the State Board waives this requirement for good cause shown; and
- Meets any other requirements established by the State Board.

Scholarship opportunities can be used to incentivize existing teachers into obtaining the necessary education to become literacy specialists. Nevada's continued struggle to hire qualified teachers demonstrates a need to invest in developing future teachers.

Multiple Assessments Used to Evaluate RBG3

Nevada uses multiple types of assessments to evaluate RBG3 effectiveness. In 2016 the Nevada State Board of Education approved two evidence-based assessments for K-3 students codified by NAC 388.660. The two approved assessments were effective for school year 2017-2018 and every school year after:

- Brigance Early Childhood Screen III is a kindergarten entry assessment and is used to measure student's readiness for kindergarten.
- The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment is used to evaluate student reading proficiency in grades 1-3.

Smarter Balanced Assessment Consortium (SBAC) is used for monitoring progress in grades 4-5. The scores from SBAC are used to identify students reading below grade level. Those students qualify for additional services as mandated by AB 289 (2019).

[69] Institutions include universities, colleges, or other providers of an alternative licensure program in Nevada.
[70] NRS 391.A585(1)(f)(2).
[71] NRS 391.A585(1)(f)(3).
[72] NRS 391.A585(1)(f)(4).

RBG3 Funding Transitioned to Nevada's Pupil-Centered Funding Plan

The Nevada Legislature passed SB 439 (2021) affecting Nevada's Pupil-Centered Funding Plan (PCFP). RBG3 funding became part of Nevada's PCFP allocation instead of a state categorical appropriation. This change provides greater flexibility to school districts and charter schools in using funds to implement RBG3 requirements.

Conclusion

RBG3 statutory guidelines are intended to provide appropriate resources for the range of reading skills of Nevada students, including literacy specialists to guide school reading programs. The RBG3 program aims at accelerating reading growth of students reading below grade level in kindergarten through third grade.

School literacy plans approved by NDE are taking shape as the program moves forward after the COVID-19 Pandemic, and must address declining reading proficiency. Schools struggle to hire teachers for core subjects, making finding a qualified literacy specialist a lower priority for many. Teacher scholarship opportunities are available and can help provide a path for developing future literacy specialists. Fewer than half of Nevada students are meeting the proficiency goal and are at risk of being retained in the future. Without proper intervention and intensive instruction, students may fall behind and be retained in third grade or alternatively be promoted without the fundamental prerequisites for success.

Evaluate the Adequacy of Read by Grade 3 Goal

NDE should evaluate the adequacy of Nevada's Read by Grade 3 (RBG3) goal. A higher goal will align Nevada with other states and prioritize the skills necessary to assist students' success throughout their academic careers.

Nevada's goal is 43.3% of third graders reading at grade level in 2025. Schools are considered successful if they increase their score by 5% annually; however, RBG3 scores have declined over the last three years.

Student Individualized
Reading Growth Prioritized

NDE's priority is assessing student performance based on personalized learning growth goals. Currently, the Nevada State Board of Education has set the RBG3 indicator to qualify for intensive instruction as "at or below the 40th percentile" on the MAP Growth Reading assessment. Students who score at or below the 40th percentile are at risk of being retained in grade 3 under the guidelines of AB 400 (2023).[73]

Scoring at or above the 65th percentile is considered reading at grade level pursuant to the Acing Accountability initiative. Scoring at or below the 40th percentile for grade level reading triggers intervention. Students at or below the 40th percentile are deemed vulnerable to not reaching the 65th percentile without intensive intervention.

For school year 2022-2023:

- 56% of students in kindergarten through grade 3 scored at or above the 40th percentile.
- 44% of students in kindergarten through grade 3 scored below the 40th percentile.

Acing Accountability Introduces Performance Metrics

NDE reports under the Acing Accountability initiative, students are considered to be reading at grade level if they score at or above the 65th percentile. NDE reports the goal is to get 43.3% of students reading within the 65th percentile by 2025.

NDE is implementing performance metrics through the Acing Accountability initiative introduced in 2023.[74] Accountability measures for grade 3 literacy include K-3 literacy growth and K-3 literacy proficiency:

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[73] NDE reports the 40th percentile indicator was set by the Nevada State Board of Education in 2017.
[74] Senate Bill 98 (2023) requires the Superintendent of Public Instruction to establish performance metrics for each grade for: 1) The growth and proficiency of pupils in literacy, mathematics, and science; 2) The engagement and proficiency of pupils in courses for college and career readiness; and 3) The retention and recruitment of teachers and education support professionals.

- K-3 Literacy Growth
  - At least 65% of students in the school district and SPCSA meeting or improving their personalized learning growth goal in reading.[75]
- K-3 Literacy Proficiency
  - Increasing the number of students in the school district and SPCSA demonstrating grade-level proficiency in reading.
  - Spring MAP results show at least a five-point annual increase in the percentage of students in the school district and SPCSA demonstrating proficiency (at or above the 65th percentile).

For school year 2022-2023:

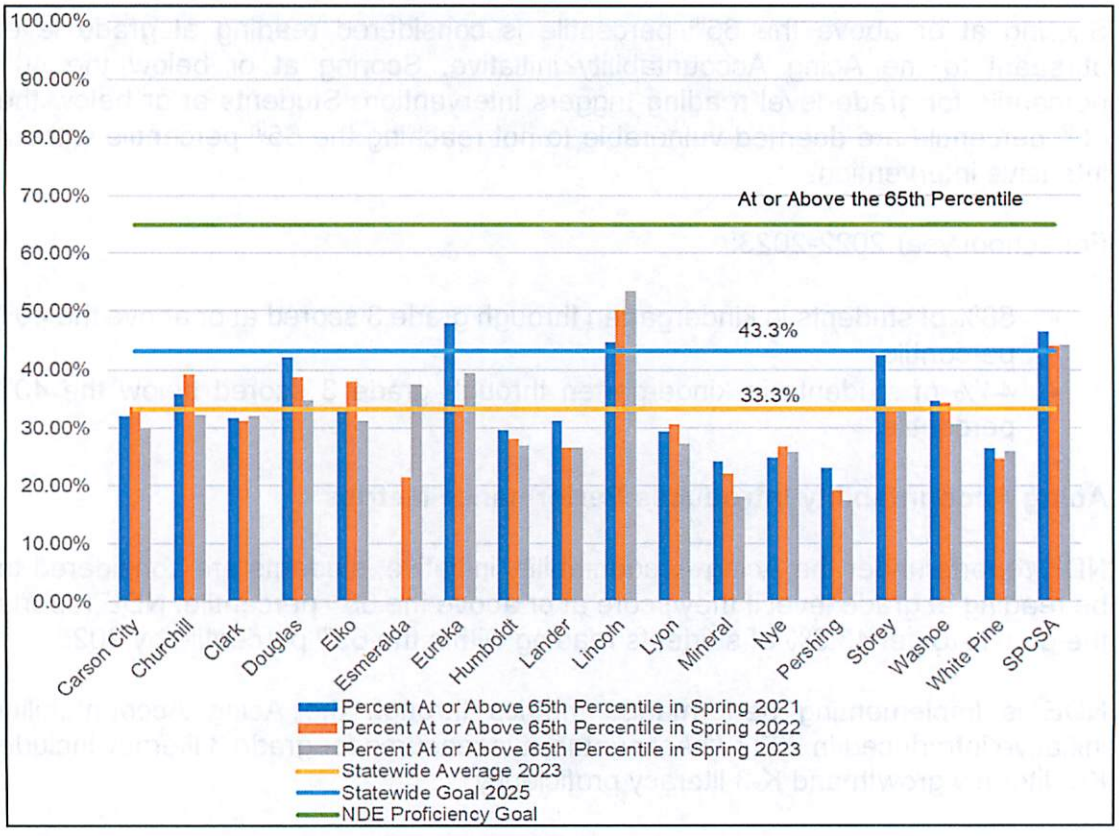
- 33.3% of students scored at or above the 65th percentile (grade level).

Exhibit 4.1 shows NWEA's MAP growth assessment for 2021, 2022, and 2023 in comparison to performance metrics.

Exhibit 4.1

NWEA MAP Growth Assessment

Source: NDE and NWEA reports.



[75] Personalized learning growth goals are determined by individual results from the fall administration of MAP for kindergarten students and the spring administration of MAP for 1-3 grade students. Outcomes are evaluated based on the spring administration.

RBG3 Program Underperforming Statewide

Nevada's RBG3 is underperforming statewide; proficiency rates are below the 65th percentile. Nevada's RBG3 results show over half of Nevada's students are not reading proficiently at grade level.

Fewer Than Half of Nevada Students
Read at Grade Level

Reading proficiency in third grade is an indicator of school and career success. About 2 of every 3 students in a district school were not reading at grade level in school year 2022-2023. About half of students in charter schools were not reading at grade level. All Nevada public schools are required to submit RBG3 data to NDE; however, not all schools comply. School districts and charter schools should comply with statutory reporting requirements to NDE. NDE provided RBG3 data submitted for the years under review by those school districts and charter schools that provided the required information.

Nevada's RBG3 Goal Significantly Lower than Other States

Each state sets its own RBG3 goal to align with its priorities, funding commitment, and unique needs.[76] Nevada's RBG3 goal is significantly lower than comparable states:

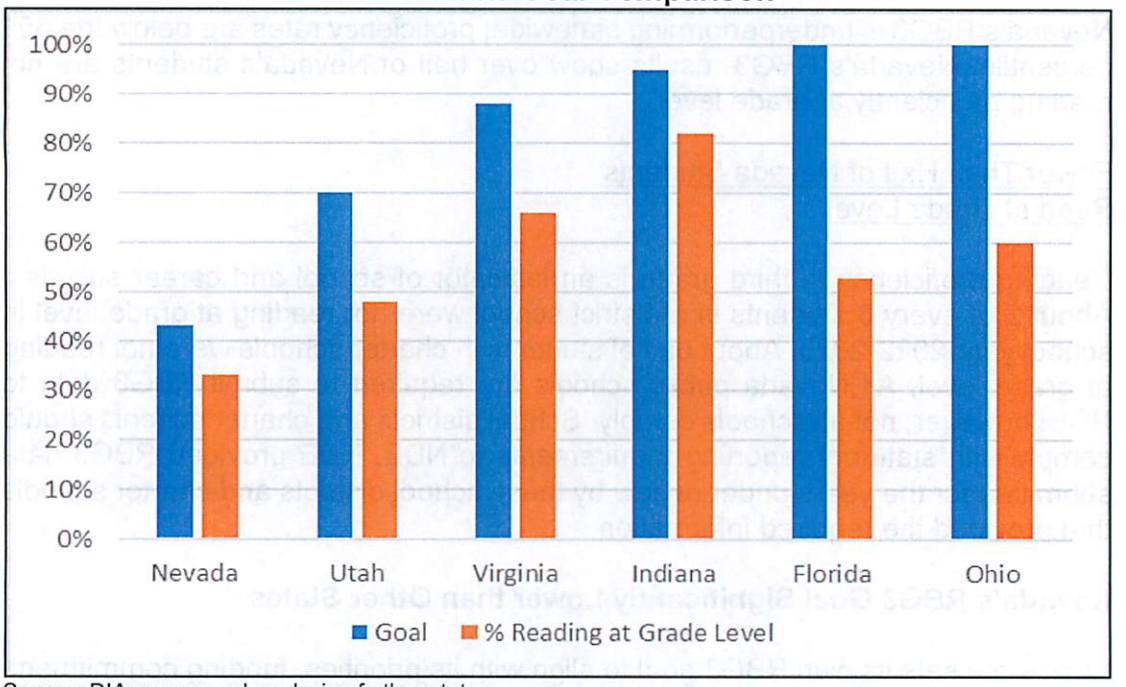
- Nevada's goal is 43.3% at or above the 65th percentile by 2025.
  - 33.3% of students read at grade level in 2023.
  - 53% of charter school students read at grade level in 2023.
- Utah's goal is 70% by 2027.
  - 48% of students read at grade level in 2023.
- Indiana's goal is 95% by 2027.
  - 82% of students passed the 2023 IREAD-3 test.
- Virginia's goal is 88%.
  - 66% of students read at grade level in 2023.
- Florida's goal is 100%.
  - 53% of students read at grade level in 2023.
- Ohio's goal is 100%.
  - 60% of students read at grade level in 2023.

See Exhibit 4.2 for RBG3 state goal comparison.

[76] States may use different benchmarks for the score a student needs to achieve to be considered "proficient" reading at grade-level. The challenge in comparing states' goals in terms of the percent of their students who score "proficient" is that each state has its own unique definition for the skills necessary to be at "grade-level". Further, states measure proficiency with different tests, including the assessment type (fixed or adaptive) and variances in the number and types of items on the test. The proficiency determinations of those tests can also be different based on the unique standards setting process of each state.

Exhibit 4.2

RBG3 State Goal Comparison



Source: DIA survey and analysis of other states.

Nevada School District RBG3 Scores
Lower Than State Goal

Nevada school district RBG3 average proficiency scores have trended downward. The school district average proficiency scores for the last five school years are:

- School year 2022-2023, school district average proficiency was 33.3%.
- School year 2021-2022, school district average proficiency was 36.2%.
- School year 2020-2021, no testing due to COVID-19 Pandemic.
- School year 2019-2020, no testing due to COVID-19 Pandemic.
- School year 2018-2019, school district average proficiency was 41.2%.

COVID-19 Pandemic
Impacted Student Learning

The COVID-19 pandemic significantly impacted student learning. Third graders scored lower in the 2021-2022 and 2022-2023 school years than they did in the 2018-2019 school year. Pre-pandemic reading levels were near the 2025 goal but have been trending downward. Most students are not proficient in reading at third grade level and the majority of school districts are performing below the state goal.

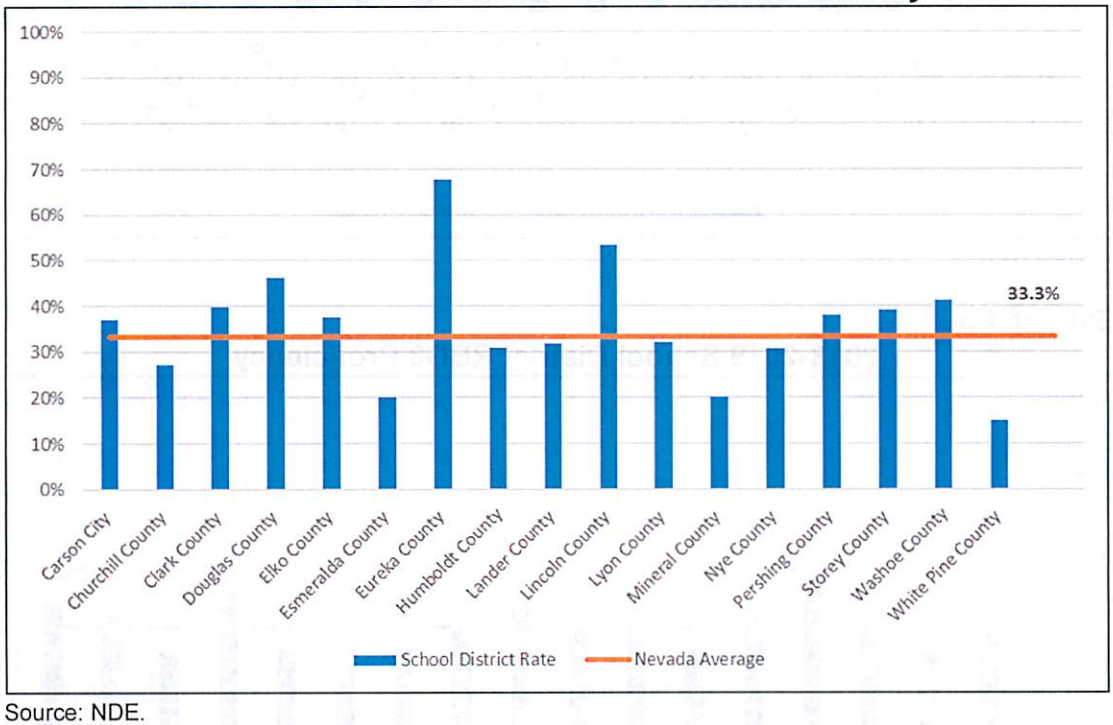
Underperforming Districts
Have Not Made Major Improvements

Underperforming districts have not made major improvements over the course of three tested years. School districts have been unable to meet the already low state goal. Data shows proficiency rates continue to trend downward. Statute requires schools to provide intensive intervention to prevent students from falling behind.

Some schools do not have a literacy specialist on site due to staff shortages. Other schools are delegating the role of literacy specialist to available staff. Literacy specialists are vital to school districts and help students become better readers and improve proficiency scores. Exhibits 4.3 – 4.5 show RBG3 proficiency scores for tested years.

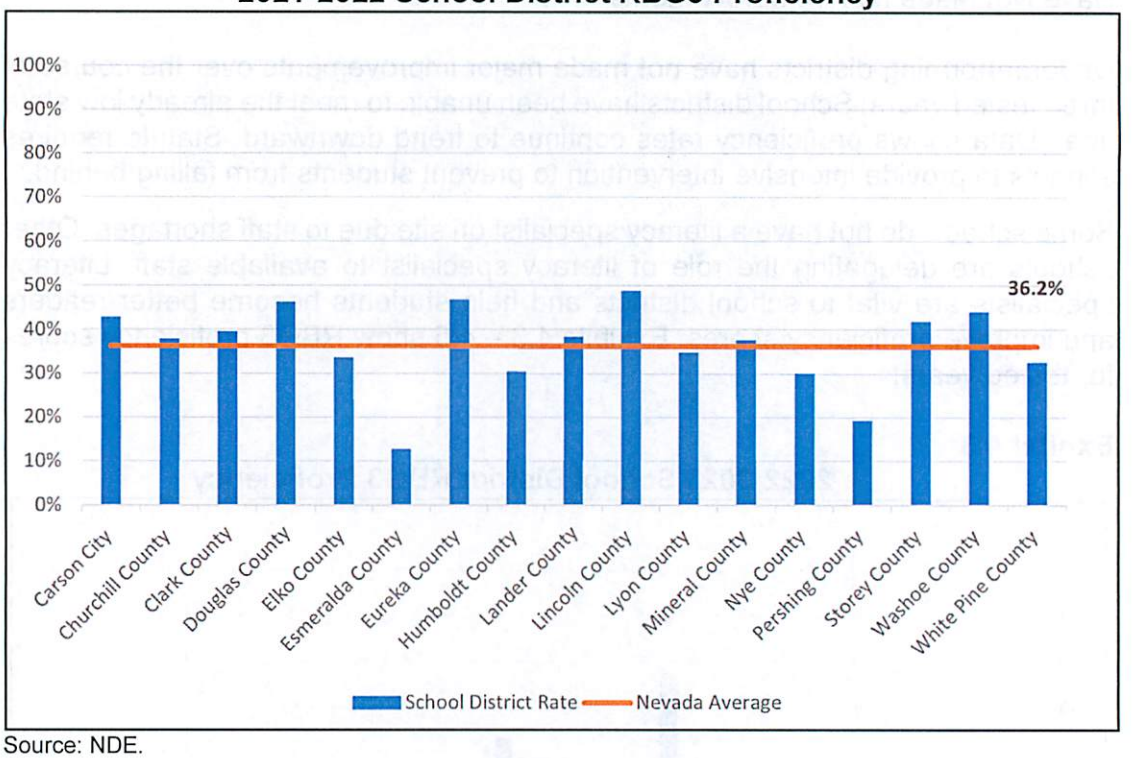
Exhibit 4.3

2022-2023 School District RBG3 Proficiency



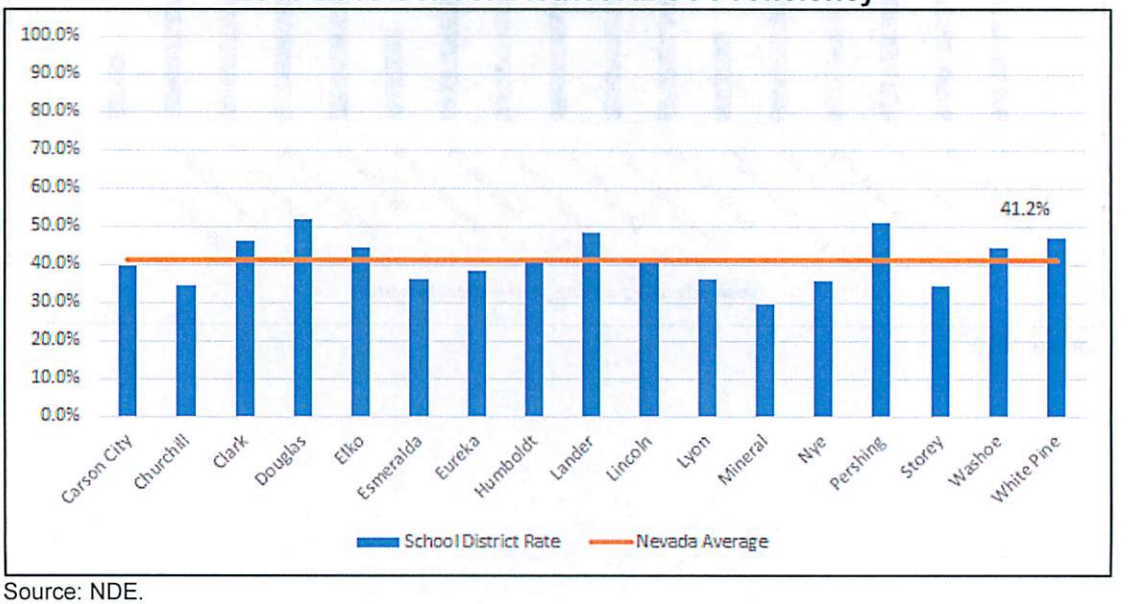
Source: NDE.

Exhibit 4.4



Source: NDE.

Exhibit 4.5



Source: NDE.

Charter Schools RBG3 Scores
Higher Than School Districts

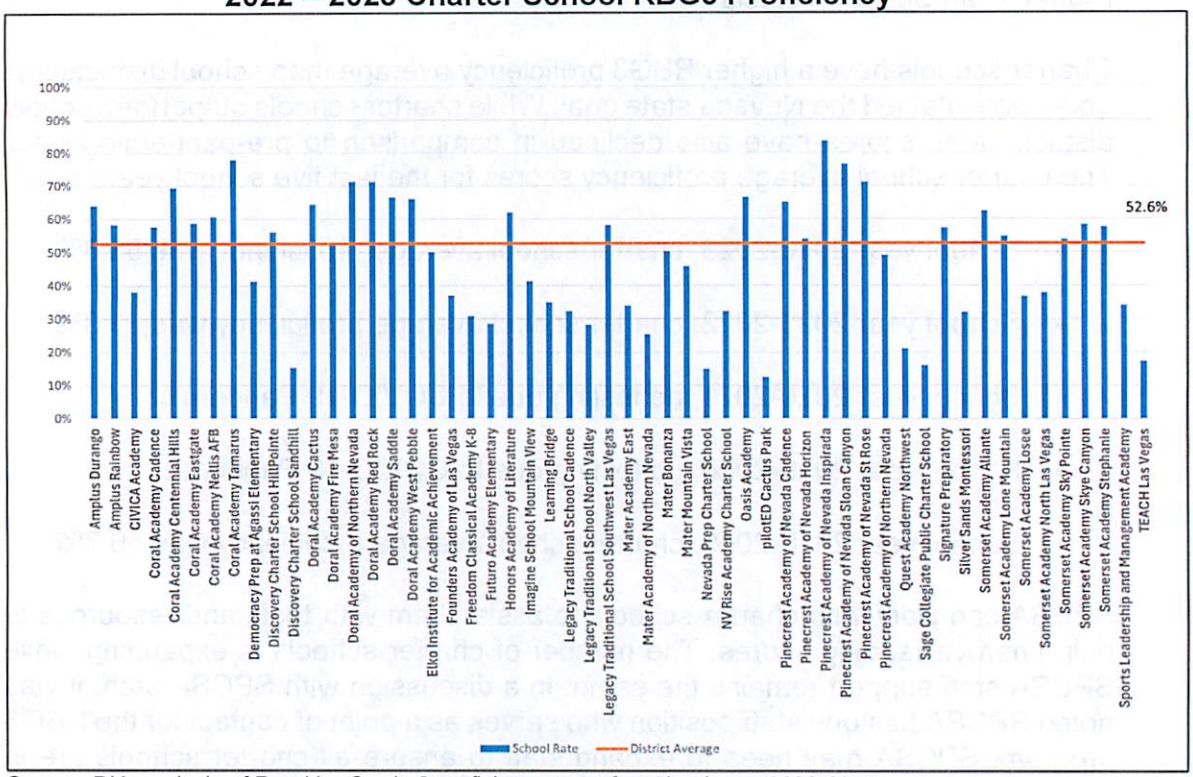
Charter schools have a higher RBG3 proficiency average than school districts and about half attained the Nevada state goal. While charter schools outperform school districts, their scores have also declined in comparison to pre-pandemic levels. The charter school average proficiency scores for the last five school years are:

- School year 2022-2023, charter school average proficiency was 52.6%.
- School year 2021-2022, charter school average proficiency was 51.8%.
- School year 2020-2021, no testing due to COVID-19 Pandemic.
- School year 2019-2020, no testing due to COVID-19 Pandemic
- School year 2018-2019, charter school average proficiency was 56.7%.

SPCSA can work with charter schools to assist them with tools and resources to help improve reading scores. The number of charter schools is expanding while SPCSA staff support remains the same. In a discussion with SPCSA staff, it was noted SPCSA has one staff position who serves as a point of contact for the RBG3 program. SPCSA may need to expand staff to ensure all charter schools are in compliance with the literacy specialist requirement.

Exhibits 4.6 – 4.8 show RBG3 proficiency scores for tested years.

Exhibit 4.6



Source: DIA analysis of Read by Grade 3 proficiency rates for school year 2022-2023.

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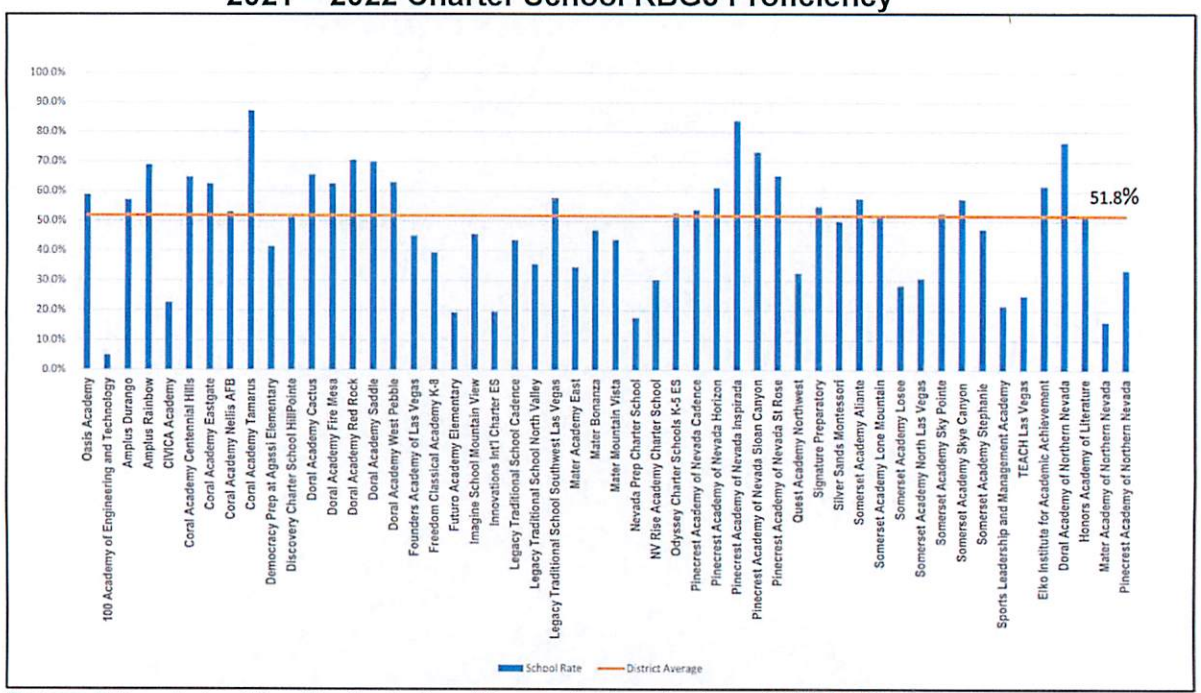
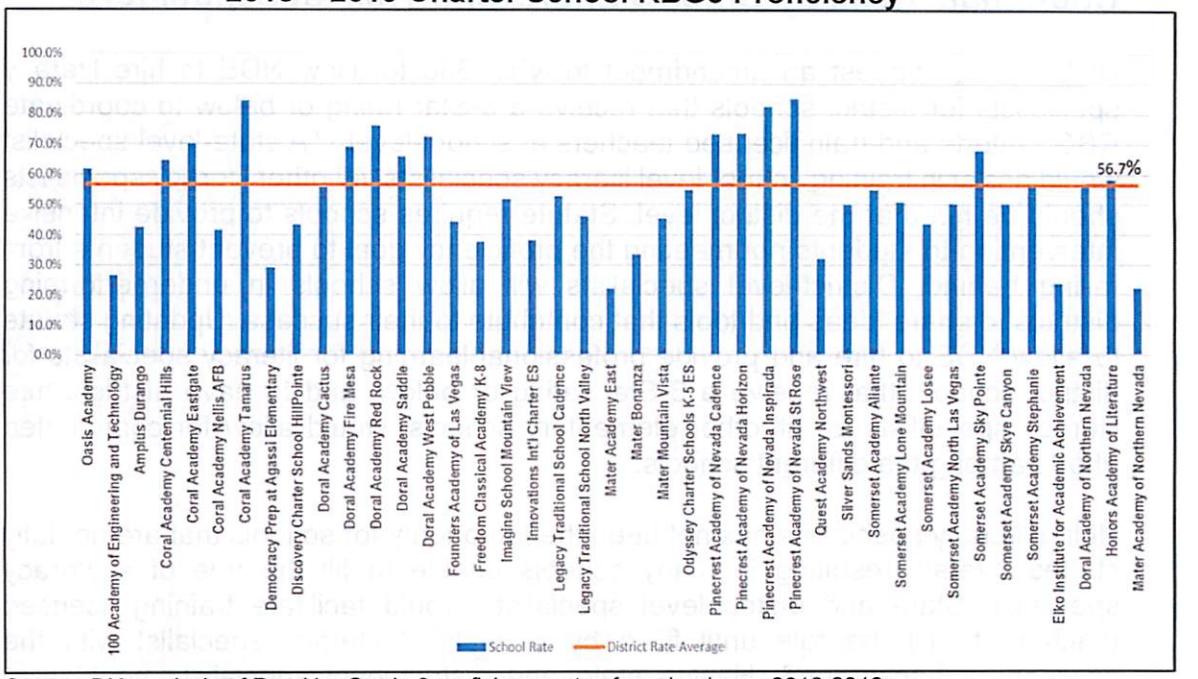
Exhibit 4.7



Source: DIA analysis of Read by Grade 3 proficiency rates for school year 2021-2022.

Exhibit 4.8

2018 – 2019 Charter School RBG3 Proficiency



Source: DIA analysis of Read by Grade 3 proficiency rates for school year 2018-2019.

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Reading Proficiency Requires Practice Beyond the Classroom

Proficiency in reading requires practice beyond the classroom. Parents can emphasize the importance of reading and comprehension skills outside the classroom by working with their children at home. One study shows children who have parental involvement and support in their development of reading skills are more likely to have better phonological awareness.[77] Students will be more likely to perform better on reading tasks and activities.

Inc Magazine

Parents that encourage reading for 30 minutes with age-appropriate books selected by the child help make reading an enjoyable activity. Studies have shown the more words in a child's language world, the more words they will learn; the stronger their language skills are when they reach kindergarten, the more prepared they are to be able to read; and the better they read, the more likely they are to graduate from high school.[78] Reading helps children improve vocabulary and communication skills, which helps them academically, and encourages the child to develop a lifelong love for reading.

[77] Brandon University Journal of Graduate Studies in Education, Volume 10, Issue 2, 2018.
[78] Benefits & Importance of Reading to Children: Children's Bureau, 2023.

Update Statute to Allow NDE to Hire Literacy Specialists to Coordinate Read by Grade 3 Efforts and Train at School-level

NDE should request an amendment to NRS 388 to allow NDE to hire literacy specialists for district schools that receive a 3-Star rating or below to coordinate RBG3 efforts and train licensed teachers at school-level.[79] A state-level specialist would assist in training school-level literacy specialists. All other literacy specialists should be hired at the district level. Statute requires schools to provide intensive intervention to students not meeting the proficiency goal to prevent students from falling behind. District-level specialists will allow schools in underperforming districts to share ideas and tools that contribute to their success. Updating statute to allow NDE to hire and provide professional learning for literacy specialists for district schools that receive a 3-Star rating or below, and to have districts hire literacy specialists for all other elementary schools, would allow for coordinated efforts among the different schools.

Hiring literacy specialists has not been the top priority for schools that are not fully staffed overall, resulting in many schools unable to fill the role of a literacy specialist. State and district-level specialists would facilitate training licensed teachers to fill the role until filled by a qualified literacy specialist with the appropriate background. Having state and district-level specialists could also assist NDE with monitoring literacy plans to develop specific guidance to assist the schools in effectively supporting students. Currently, NDE is only required to review and provide feedback on literacy plans. Literacy specialists at the state and district level could allow for a more hands-on approach and implementation.

Conclusion

Nevada's goal for RBG3 may be inadequate and holds students to a lower standard than other states. Reading proficiency by third grade is an important predictor of school and career success, yet almost 60% of public-school students are expected to miss the crucial milestone each year. Nevada students struggle to read at grade level and RBG3 proficiency averages have been declining during the years tested. Ensuring all schools have access to a qualified literacy specialist will support the RBG3 goal. NRS 388 should be revised to define the role and criteria of a literacy specialist along with RBG3 funding requirements.[80]

[79] NRS 388.159, System of Public Instruction, Literacy specialist: Designation; additional compensation; provision of professional development in subject area of reading; regulations.
[80] NRS 388, System of Public Instruction.

Revise the Strategy for Implementing an Effective Individuals with Disabilities Education Act Program

NDE's Office of Inclusive Education (OIE) should revise the strategy for implementing a more effective Individuals with Disabilities Education Act (IDEA) program to improve Nevada's performance for students with disabilities. Revising the strategy gains OIE a focused and proactive approach to providing technical assistance activities for an effective program and improved student outcomes.

Annual State Performance Plans Required

State Performance Plans are required pursuant to IDEA, which requires states to develop and submit a State Performance Plan (SPP) to the U.S. Department of Education (DOE) Office of Special Education Programs (OSEP).[81] The SPP is designed to evaluate the state's efforts to implement the requirements and purposes of IDEA. States are required to publicly report on the performance of school districts. DOE issues determinations annually for states on implementation of IDEA.

State's Implementation of IDEA "Needs Assistance"

In June 2023, DOE issued its 2023 determination of "Needs Assistance" to NDE for their implementation of IDEA.[82] DOE determined NDE's implementation of IDEA "Needs Assistance" for the last three years.[83] IDEA requires DOE to issue an annual determination based on Nevada's SPP and Annual Performance Report (APR) that evaluates Nevada's efforts to implement the requirements and purposes of IDEA, and describes how Nevada can improve implementation.

"Needs Assistance" Score
Determined by Accountability Matrix

"Needs Assistance" scores are determined by an accountability matrix. These scores measure the IDEA determination by using a results-driven accountability matrix (RDA) scored by DOE. The matrix includes results and compliance components, which combine to calculate the RDA percentage and state

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[81] Special education and related services have been part of school systems since 1975 when the rights of students with disabilities to attend public schools were legally recognized under the Education for All Handicapped Children Act (EHA), Public Law 94-142. The name of EHA was changed to the Individuals with Disabilities Education Act (IDEA) in 1990. An amendment in 1997 required all students with disabilities to participate in state and district-wide assessments alongside their peers in general education. IDEA includes Part B special education services for ages 3-21 and Part C early intervention services for birth through age 2.

[82] Part B includes the participation rate percentage of children with IEPs participating in the assessments; participation and assessment scores by 4th, 8th, and 11th grades; and proficiency rates for children with IEPs against grade level academic achievement standards.

[83] Letters are issued in June for the Federal Fiscal Year (FFY). DIA reviewed letters issued in 2021, 2022, and 2023 which covered FFYs 2019, 2020, and 2021.

determination.[84] There are 14 results indicators that can earn 1 or 2 points for a total of 24 points. There are 10 compliance indicators that can each earn 2 points for a total of 20 points.

The 2023 DOE determination for a state's IDEA implementation is assessed as:

- "Meets Requirements" – the RDA percentage is above 80%.
- "Needs Assistance" – the RDA percentage is between 60% and 80%.
- "Needs Intervention" – the RDA percentage is less than 60%.
- "Needs Substantial Intervention" – specific criteria not identified.

NDE provided the 2023 accountability matrix for DOE's determination of Nevada's IDEA implementation. The results component earned 13 out of 24 points (54%) and the compliance component earned 16 out of 20 points (80%). The components average is 67%, resulting in a "Needs Assistance" determination.

Assessment Results Indicate Improvement is Needed

Reading and mathematics assessment results indicate improvement is needed to meet the NDE-set proficiency targets.[85] Most school districts failed to meet the NDE-set proficiency targets in school years 2021 and 2022:

- 56% of school districts failed to meet the grade 4 Mathematics Assessment target in school year 2021 for students with Individualized Education Plans (IEP).[86]
- 71% failed to meet the grade 4 Mathematics Assessment target in school year 2022 for students with IEPs.
- 81% of school districts failed to meet the grade 4 Reading Assessment target in 2021 for students with IEPs.
- 75% failed to meet the grade 4 Reading Assessment target in 2022 for students with IEPs.[87]

Exhibits 4.8 – 4.9 show school district mathematics and reading assessment results for students with IEPs.

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[84] Scoring of the compliance matrix uses the cumulative possible number of points as the denominator and the actual points the State received as the numerator. The Compliance Matrix reflects a Compliance Score that is combined with the Results Score to calculate the State's RDA Percentage and Determination.

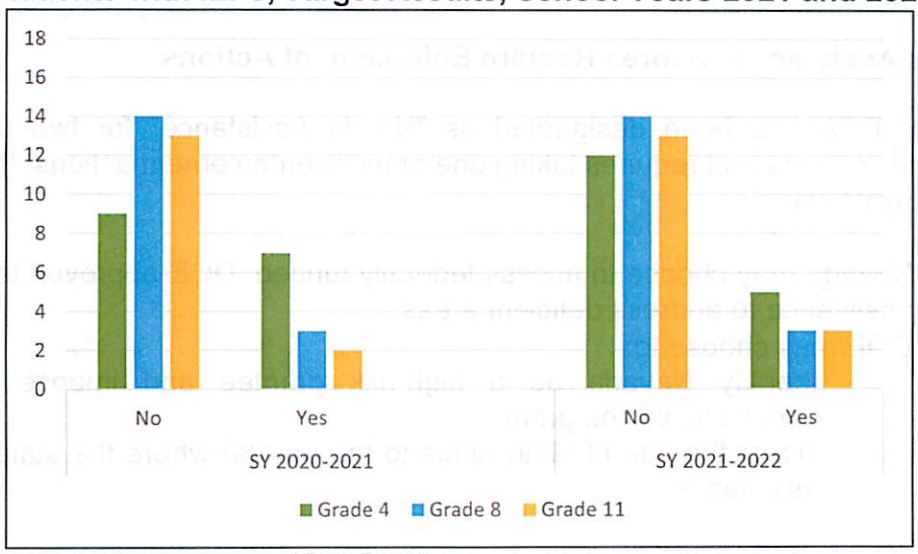
[85] The state targets for mathematics in school year 2020-2021 are: grade 4/17%; grade 8/5%; grade 11/4%. The state targets for mathematics in school year 2021-2022 are: grade 4/18%; grade 8/6%; grade 11/5%. The state targets for reading in school year 2020-2021 are: grade 4/18%; grade 8/9%; grade 11/9%. The state targets for reading for school year 2021-2022 are: grade 4/19%; grade 8/10%; grade 11/10%.

[86] An Individualized Education Plan (IEP) helps children with disabilities by providing personalized resources to help them be more successful in school. An Individualized Education Plan (IEP) is a legal document developed for each public school child in the United States who needs special education. It is created through a team of the child's parent(s) and district personnel who are knowledgeable about the child's needs. The IEP is a written document that outlines the student's educational needs and goals and any programs and services the school district will provide to help the student make educational progress. The IEP must be designed for one student and must be a truly individualized document.

[87] The school district performance indicator data for school years 2020-2022 show reading and mathematics scoring indicating a "yes" or "no" to meeting the targeted proficiency rate set by NDE. These percentages are totaled for all districts and reported to DOE.

Exhibit 4.8

School District IDEA Mathematics Assessment Proficiency for Students with IEPs, Target Results, School Years 2021 and 2022



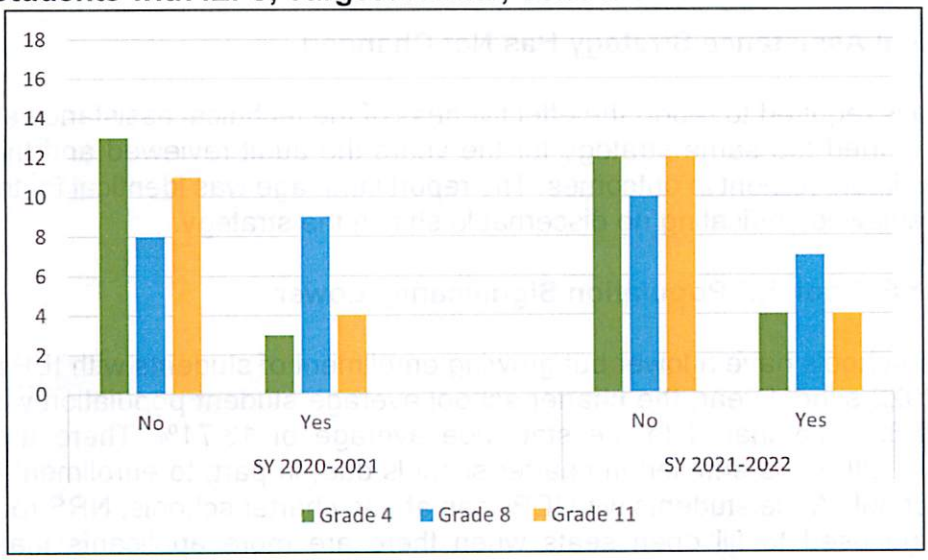
Source: NDE Unsuppressed Data Reports.

Notes: [a] School year 2021 does not include one 4th grade and two 11th grade district assessments because there were fewer than 10 students tested and results were suppressed.

[b] School year 2022 does not include one 11th grade district assessment because there were fewer than 10 students tested and results were suppressed.

Exhibit 4.9

School District IDEA Reading Assessment Proficiency for Students with IEPs, Target Results, School Years 2021 and 2022



Source: NDE Unsuppressed Data Reports.

Notes: [a] School year 2021 does not include one 4th grade and two 11th grade district assessments because there were fewer than 10 students tested and results were suppressed.

[b] School year 2022 chart does not include one 11th grade district assessment because there were fewer than 10 students tested and results were suppressed.

The assessment results indicate students with IEPs struggle to meet the NDE-set proficiency targets in 4th, 8th, and 11th grades in reading and mathematics. Failing to meet the NDE-set targets contributes to the determination issued by DOE.

"Needs Assistance" Scores Require Enforcement Actions

Nevada IDEA has been designated as "Needs Assistance" for two or more consecutive years and requires taking one or more enforcement actions. Per CFR 300.603(b)(1)(ii):

- Nevada may choose to access federally funded, DOE-approved technical assistance to address deficient areas.
- DOE may choose to:
    - Identify Nevada as a high-risk grantee and impose special conditions on the grant.
    - Direct the use of state funds to the area(s) where the state needs assistance.

Currently Nevada has the flexibility to use the least invasive option of requesting technical assistance with OSEP approval. Lack of improvement could lead to OSEP imposing the more restrictive options of special conditions or directing funding. Nevada has opted for technical assistance as the enforcement action for the last three years.[88] NDE reports OSEP has not indicated it intends to impose more restrictive options. However, Nevada needs to take proactive measures to prevent a change in their determination to "Needs Intervention," which could trigger more invasive enforcement actions by DOE.

Technical Assistance Strategy Has Not Changed

Nevada is required to report the effectiveness of the technical assistance strategy. NDE reported the same strategy for the years the audit reviewed and there has been no improvement in outcomes. The report language was identical for the three years reviewed, indicating no discernable shift in the strategy.

Charter School IEP Population Significantly Lower

Charter schools have a lower but growing enrollment of students with IEPs. In the 2021-2022 school year, the charter school average student population with IEPs was 10.89% compared to the statewide average of 13.71%. There are fewer students with IEPs enrolled in charter schools due, in part, to enrollment caps at each school. While students with IEPs can attend charter schools, NRS requires a lottery be used to fill open seats when there are more applicants than seats available. This system, in part, explains the discrepancy. The SPCSA continues to work towards an enrollment of students served by IEPs consistent with the state average.

[88] DIA reviewed the 2021-2023 determinations. Previous years (2017-2020) also indicate "Needs Assistance" but were out of the scope of the audit.

Conclusion

Nevada's federal determination of IDEA implementation continues to be "Needs Assistance." Assessment test results indicate that improvement is needed to meet NDE-set proficiency goals for mathematics and reading. There has been no documented shift in Nevada's strategy to improve the IDEA program and DOE has not yet taken more invasive actions to guide implementing the IDEA program. DOE intervention to direct how Nevada IDEA funding is used would significantly restrict school district and charter school autonomy and flexibility.

NDE aims to understand requirements and changes needed to improve DOE's determination of IDEA implementation. Technical assistance provided to school districts can be more fully reported to demonstrate the effort and effectiveness of the IDEA program. The assistance offered to school districts can best be focused on improving outcomes, which will improve the federal determination of "Needs Assistance."

Recommendations

4.1. Adhere to statutory intent for Read by Grade 3 implementation guidelines. (Nevada Department of Education)

4.2. Evaluate the adequacy of the Read by Grade 3 goal. (Nevada Department of Education)

4.3. Ensure all school districts comply with Read by Grade 3 reporting requirements. (Nevada Department of Education)

4.4. Update statute to allow NDE to hire literacy specialists to coordinate Read by Grade 3 efforts and train at school-level. (Nevada Department of Education)

4.5. Revise the strategy for implementing an effective Individuals with Disabilities Education Act program. (Nevada Department of Education)

Chapter 5
Support Services Accountability

The current state of public school support services accountability in Nevada can be improved. The Nevada Department of Agriculture (NDA) should work with school districts and charter schools to improve support services accountability by:

5.1. *Expanding participation in the Community Eligibility Provision of the National School Lunch Program and School Breakfast Program.*

Expanding participation in the Community Eligibility Provision of the National School Lunch Program and School Breakfast Program will ensure federal meal reimbursement funds are maximized to provide meals at no cost to Nevada students, reduce food insecurity, and improve educational outcomes; and

5.2. *Improving support services training and reporting.*

Improving support services training and reporting will enhance accountability of school support services, maximize federal reimbursement funds, and ensure the health and safety of students through compliance with local, state, and federal food safety and nutrition requirements.

Support Services Reports Submitted by School Districts and Charter Schools

In response to the Governor's Executive Order 2023-005, school districts and charter schools submitted a wide array of financial and programmatic reports. This chapter focuses on support services accountability. The reports examined in preparing this chapter were audits and reviews of school food and nutrition operations and financial reports related to school meals. Interviews were conducted with leadership and staff of NDA, Nevada Department of Education (NDE), State Public Charter School Authority (SPCSA), and public school officials.

Expand Participation in the Community Eligibility Provision of the National School Lunch Program and School Breakfast Program

The Nevada Department of Agriculture (NDA) should work with public schools to expand participation in the Community Eligibility Provision of the National School Lunch Program and the School Breakfast Program. Expanding participation will increase the number of school meals available at no cost to students, enhance academic achievement, and ensure the maximum amount of federal funds are received to fund student meals in Nevada.

Federal Funds Are Available to Subsidize Nevada School Meals

Federal funds are available to subsidize the cost of student meals served in Nevada schools. The Community Eligibility Provision (CEP) of the National School Lunch Program and School Breakfast Program is a federal provision that allows eligible schools to provide breakfast and lunch to all students, at no cost to the students, without the need to collect individual meal applications. CEP simplifies the process of providing meals to students and aims to ensure that students in high-need areas have access to nutritious meals. Key features of CEP include:

- **Universal Free Meals:** CEP allows schools to offer meals to all students free of charge, regardless of their individual family income. The federal government provides financial support to schools participating in CEP to cover some or all the cost of providing free meals;

- **Reduced Administrative Burden:** CEP streamlines the administrative process for school meal eligibility, as there is no requirement to collect and process meal applications. CEP uses existing data on eligible students, from multiple sources, based on family participation in certain federal needs-based programs;

- **Reduced Food Insecurity:** Families with access to free school meals through CEP may see declines in their monthly grocery spending by as much as 19% and CEP is associated with a nearly 5% decline in households experiencing food insecurity;[89] and

- **Elimination of Stigma:** By providing free meals to all students, CEP helps eliminate stigma associated with receiving free or reduced-price meals.

CEP is available to schools with a high enough proportion of students who are directly certified to receive free meals due to their participation in government assistance programs. The program helps ensure that all students receive the meals they need to support their health and academic performance.

[89] The Effect of Free School Meals on Household Food Purchases: Evidence from the Community Eligibility Provision. Marcus M, Yewell KG. National Library of Medicine: pubmed.ncbi.nlm.nih.gov/35792362/

CEP Eligibility Determined by Identified Student Percentage

To participate in CEP, a school (or group of schools if jointly qualifying) must have an Identified Student Percentage (ISP) that exceeds a specific eligibility threshold. Effective October 26, 2023, the threshold is 25%; at least one quarter of the student population must qualify for government assistance to be eligible. Identified students are those who are directly certified for free meals without submitting a household application. Schools identify these students using existing federal data on participation in government assistance programs, such as the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or the Food Distribution Program on Indian Reservations. Other identified student populations include those experiencing homelessness, Medicaid-eligible, and those receiving foster care.

A school's ISP is a key factor in determining federal reimbursement for school meals through the National School Lunch Program and the School Breakfast Program. These programs are administered by the USDA and provide funding to schools to offer nutritious meals to students.

CEP Participation Reduces Paperwork and Costs

Participating in CEP reduces paperwork and costs associated with administering school meals. Once eligible for CEP, a school can provide breakfast and lunch to students without the need to distribute, collect, and verify meal applications from households. CEP eliminates the printing and distribution costs of household applications. Not all families will apply but an application must be made available at schools not qualified for CEP, resulting in applications printed that will never be submitted. For example, Clark County School District (CCSD) printed and distributed over 300,000 household applications annually prior to implementing CEP district-wide.

CEP participation also eliminates administrative costs associated with processing and verifying household applications. For example, CCSD used to hire 20 temporary employees at the start of each school year to assist with application processing and verification. Since participating in CEP district-wide, there is no longer a need to hire temporary employees to process and verify household applications. Additionally, CCSD reduced the number of full-time equivalent (FTE) positions that worked exclusively on household applications and related tasks from 1.5 to 0.5 FTEs. Schools and districts participating in CEP benefit from administrative cost savings.

Federal Reimbursement Determined by ISP

The amount of federal reimbursement funds for school meals at participating CEP schools is determined primarily by the school's ISP. The ISP is calculated by dividing the total number of identified students by the total number of enrolled students. This percentage represents the portion of students who are eligible for free meals through direct certification.

Schools with a higher ISP will receive a larger federal reimbursement. The ISP is multiplied by the USDA-set rate of 1.6 to determine the percentage of meals reimbursed at the federal free meal rate. The free meal rate is the highest federal reimbursement rate. For all meals to be reimbursed at this rate, a school must have an ISP of at least 62.5% (62.5% x 1.6 = 100%). Consequently, CEP-qualified schools with a high-enough ISP (62.5%) will receive all meals reimbursed at the federal free rate.

<u>USDA Determines Meal Reimbursement Rates and Additional Funds Are Available Based on Need and Performance</u>

USDA determines school meal reimbursement rates based on several factors. These reimbursement rates are adjusted annually to reflect changes in the Food Away From Home series of the Consumer Price Index for All Urban Consumers. The amount of money the federal government reimburses schools for meals served to students in the National School Lunch Program and School Breakfast Program are referred to as "national average payments."

An extra reimbursement of $.08 per lunch is available for schools that qualify. The extra $.08 per lunch is a performance-based reimbursement provided to schools that are certified to be in compliance with USDA-determined meal patterns.[90] An additional per-lunch reimbursement of $.02 is required to be provided if 60% or more of a school's lunches are free or reduced-price.

Schools where at least 40% of meals served were free or reduced-price during the second preceding school year, qualify for "severe need" school breakfast reimbursements. Rates are in effect from July 1 through June 30 (school year). Exhibit 5.1 shows the reimbursement rates for meals and milk during school year 2023-2024.

[90] The Healthy Hunger-Free Kids Act initially provided an additional $.06 per lunch reimbursement, which was increased to $.08 in 2012.

Exhibit 5.1

USDA Meal and Milk Reimbursement Rates
School Year 2023-2024, in Dollars

School Lunch (Contiguous States)	Less Than 60%	Less Than 60% Plus 8 Cents	60% or More	60% or More Plus 8 Cents	Maximum Rate	Maximum Rate Plus 8 Cents
Paid	0.40	0.48	0.42	0.50	0.48	0.56
Reduced-Price	3.85	3.93	3.87	3.95	4.02	4.10
Free	4.25	4.33	4.27	4.35	4.42	4.50

School Breakfast (Contiguous States)	Non-Severe Need	Severe Need
Paid	0.38	0.38
Reduced-Price	1.98	2.43
Free	2.28	2.73

Special Milk Program (All States)	All Milk	Paid Milk	Free Milk
Non-Pricing Programs	0.2625	N/A	N/A
Without Free Option	0.2625	N/A	Avg Cost per 1/2 Pint
With Free Option	N/A	0.2625	N/A

Sources: USDA; Richard B. Russell National School Lunch Act; and Child Nutrition Act of 1966.

The exhibit shows the maximum federal meal reimbursement rate is $4.50 (including $.08 performance-based reimbursement) per lunch and $2.73 per breakfast. This is the amount a school will be reimbursed per meal, regardless of the actual cost to provide the meal. Schools with a higher percentage of students receiving federal assistance benefit from this USDA reimbursement methodology in two ways:

- The higher percentage of students receiving federal assistance results in a higher ISP, which allows for more meals to be reimbursed at the full, federal free rate ($4.25 - $4.50 per lunch) rather than the federal paid rate ($.40 - $.56 per lunch); and
- Schools receive an additional reimbursement of $.02 per meal for *all* meals served (if the school's ISP is at least 60%).

Budget Impacts are Possible

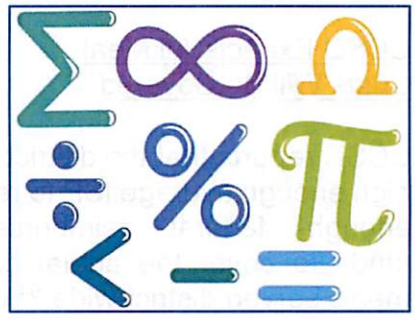
Schools and districts must consider the budgetary implications of participating in CEP. Qualifying for CEP increases federal reimbursements and makes meals free for students; however, if the ISP of the school (multiplied by 1.6) is not sufficiently high enough (62.5%), then the school will be responsible for a portion of the actual cost of the meals served. These are the meals reimbursed at the lower, federal paid rate (i.e., $.40 - $.56 per lunch) rather than the full, federal free rate (i.e., $4.25 - $4.50 per lunch).

For example, a school with an ISP of 40% will receive 64% of meals served reimbursed at the full, federal free rate (40% ISP x 1.6 federal multiplier = 64%). The remaining meals served will be reimbursed at the lower, federal paid rate. CEP-participating schools are responsible for the actual cost of the meals less the total federal reimbursement for the meals. Schools with an ISP below 62.5% can still benefit from participating in CEP but schools with a relatively low ISP will not benefit financially from CEP participation unless grouped with other schools.

USDA Allows Grouping of Multiple Schools to Jointly Qualify for CEP

The USDA allows grouping of multiple schools to maximize the ISPs for the purpose of jointly qualifying for CEP. This means multiple schools can be grouped together to create an average ISP above the USDA-set threshold, allowing schools to collectively participate in CEP. Some schools within a district, or an entire school district, can qualify for CEP by combining their ISPs to maximize the federal reimbursement. Similarly, a group of public charter schools could qualify for CEP by grouping related schools together to maximize their ISPs.

For example, combining a school with an ISP of 90% and a school with an ISP of 20% would allow both schools to qualify for CEP, rather than just the school with an ISP of 90%. Additionally, the federal reimbursement would be maximized in aggregate because a school or group of schools does not receive any additional funds if the ISP exceeds 62.5% due to the existing 1.6 ISP multiplier for meal reimbursement (62.5% x 1.6 = 100% of meals reimbursed at federal free meal rate). Therefore, the school with the lower ISP benefits from the "unused" ISP of the school with an ISP of 90%.



By combining schools for the purpose of qualifying for CEP, a school with an ISP of 20% will benefit from a much higher number of meals eligible for reimbursement at the federal free meal rate. Assuming an equal student population, the average ISP of the combined schools in the example would be 55% (average of 90 + 20), equating to 88% of meals at each school being reimbursed at the federal free meal rate due to the current federal multiplier of 1.6 (55% x 1.6 = 88%). In contrast, if each school applied for CEP individually, the school with an ISP of 90% would have no more than 100% of actual meals served reimbursed at the federal free meal rate, and the other school would not be eligible for CEP as it is below the 25% threshold.[91] In practice, multiple high-ISP schools are grouped with a low-ISP school to maximize the combined ISP for federal reimbursement purposes.

CCSD Qualified All Schools for CEP

CCSD made a policy decision to qualify all schools for CEP beginning in 2016. The decision to qualify schools for CEP district-wide was based on the priority to offer all students access to nutritious meals free of charge, ensure equity among students of varying socioeconomic status, and improve success in the classroom.

[91] The school denied CEP would still be reimbursed for the meals served to students eligible for free meals. This is possible because households that participate in certain federal needs-based programs are eligible for federal school meal subsidies to pay for the cost of their meals, even if the school does not participate in CEP. Households eligible for free meals typically have a household income below 130% of the federal poverty level.

CCSD Food Service Department Partnered With Schools District-wide to Qualify for CEP

The CCSD Food Service Department partnered with schools to qualify all CCSD schools for CEP that were not previously qualified. During school year 2022-2023, all CCSD schools participated in CEP to offer meals to all students (over 300,000) district-wide at no cost to the student.[92] Qualifying all schools for CEP addressed the gap of students who did not qualify for a free or reduced-price meal and whose families did not always provide a meal (or funds to purchase a meal).[93] This gap has not existed in recent years (beginning of COVID-19 Pandemic through school year 2023-2024) due to federal and state subsidies funding free meals for students statewide; however, these funds expire at the end of school year 2023-2024.

CCSD Expects All Meal Costs Will Be Covered

CCSD reports that the district has a high enough average ISP to receive enough federal reimbursement funds to cover the actual cost of meals served district-wide.[94] CCSD was able to offer universal free meals to students district-wide by qualifying all schools for CEP under a combined (weighted average) ISP. The schools with a high ISP were combined with low ISP schools to achieve a high enough combined ISP to increase the amount of meals reimbursed at the full, federal free meal rate. Additionally, CCSD leadership report a substantial reduction in administrative burden related to collecting and processing free and reduced-price meal applications, because CEP-qualified schools are not required to process these applications.

Public School Participation in CEP Can Be Improved in Nevada

Public school participation in CEP can be improved in Nevada. As of August 2023, approximately 25% of public schools in Nevada did not participate in CEP. Over half of participating schools statewide are within CCSD, where all 353 schools participated during the 2022-2023 school year. Excluding CCSD, fewer than half of the remaining public schools in Nevada participate in CEP.[95]

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[92] Approximately 76% of the CCSD student population would have otherwise qualified for free or reduced-price lunch during school year 2022-2023.

[93] Generally, families qualify for free meals with an income below 130% of the federal poverty line, regardless of school participation in CEP.

[94] Data obtained from the Food Research and Action Center indicates CCSD's unweighted average ISP was 53% during school year 2022-2023.

[95] Excluding CCSD, approximately 47% of Nevada public schools participated in CEP in school year 2022-2023.

Eureka County schools do not participate in CEP, the National School Lunch Program, or the School Breakfast Program. Exhibit 5.2 shows CEP participation and eligibility by school district or relevant authority (SPCSA or Bureau of Indian Education) during the 2022 – 2023 school year.

Exhibit 5.2

Nevada Public School CEP Participation and Eligibility[c]
School Year 2022-2023

District/Authority	Schools on CEP	Not on CEP	Eligible @ 40% but Did Not Participate
Carson	7	4	0
Churchill	6	0	0
Clark	353	0	0
Douglas	1	11	0
Elko	6	21	4[a]
Esmeralda	3	0	0
Humboldt	9	4	0
Lander	0	3	0
Lincoln	0	8	1[b]
Lyon	6	12	0
Mineral	4	0	0
Nye	24	0	0
Pershing	2	3	0
Storey	1	2	0
Washoe	53	49	0
White Pine	5	2	0
State Public Charter Schools	16	43	0
Bureau of Indian Education Schools	2	0	0

Source: NDA.

Notes: [a] Carlin Elementary School; Carlin Junior High School; West Wendover Elementary School; and West Wendover Junior High School.
[b] Pioche Elementary School.
[c] Eureka County schools do not participate in CEP, the National School Lunch Program, or the School Breakfast Program. ISP and CEP eligibility data are unavailable.

Four schools in Elko County and one school in Lincoln County did not participate in CEP despite being eligible to do so. These schools were eligible to participate in CEP due to having an ISP that exceeded the 40% threshold that existed through school year 2022-2023. These schools could have leveraged federal school meal subsidies to offer meals to all students free of charge. Moreover, beginning October 2023, the 40% ISP threshold has been lowered, effectively meaning more Nevada public schools likely qualify for CEP.

CEP Eligibility Criteria Lowered in October 2023

USDA published a final rule to expand access to CEP by lowering the minimum ISP threshold from 40% to 25% effective October 2023. The rule gives more high-need schools access to CEP. To be eligible, an individual school or group of schools must meet or exceed the 25% minimum ISP. Lowering the CEP threshold made many schools not previously eligible for CEP (ISP below 40%) eligible if their ISP (or combined ISP) is at least 25%.

NDA Compiles School-Level CEP Eligibility Data Annually

School-level CEP eligibility data must be submitted to NDA each year by April 10. NDA must inform school districts or local educational agencies which schools are eligible or "near eligible" for CEP by April 15.[96] NDA posts eligibility data to its website and sends a link to USDA by May 1. Eligible schools must notify NDA of their intent to participate in CEP by June 30. NDA reviews and accepts CEP elections that meet the established criteria.

Annually, NDA publishes a list detailing school participation in CEP for the upcoming school year. The data shows schools and districts that are eligible to participate in CEP but that have elected not to participate.[97] Moreover, schools are notified by NDA when they are newly eligible for CEP or when they are "nearly eligible" for CEP. This presents an opportunity to encourage newly eligible schools to apply for CEP and for "nearly eligible" schools to consider being grouped to leverage federal funds to offer meals to students.

Local Decision Makers Need to Act

As more Nevada schools may now qualify for CEP under the lowered ISP threshold, decision makers at the district and school level can conduct a cost-benefit analysis of participating in CEP. NDA reports assistance is available to determine CEP eligibility. Local-level decision makers must consider options now for funding school meals during school year 2024-2025 when state funding for universal free meals is no longer available.

[96] Eligibility data is submitted by schools participating in USDA meal programs, such as the National School Lunch Program and the School Breakfast Program. Eureka County does not participate in these programs and does not submit this data to NDA.

[97] Data does not include schools not participating in USDA meal programs (i.e. Eureka County schools).

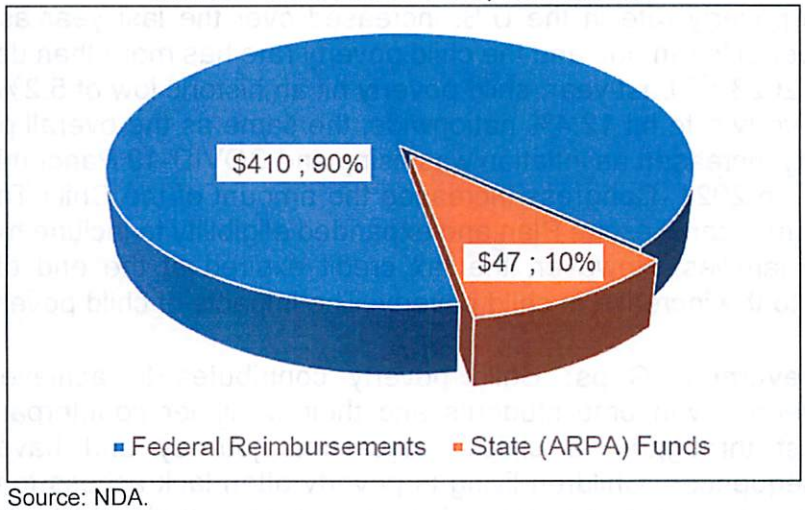
Funding for Universal Free Meals Ends July 2024

COVID-19 Pandemic-era funding for free meals through the USDA has expired and post-pandemic state funding for universal free meals ends July 2024. Beginning in March 2020 and extending through school year 2021-2022, school meals in Nevada were made free through USDA waivers.[98] The state funded universal free school meals during the 2022-2023 and 2023-2024 school years using American Rescue Plan Act (ARPA) funds.[99]

The state directed approximately $100 million of ARPA funds to cover the cost of free meals in school years 2022-2023 and 2023-2024. The actual amount of state-directed ARPA funds used to subsidize universal free meals in school year 2022-2023 was approximately $47 million.[100] Exhibit 5.3 shows the split between federal and state-directed ARPA funds used in school year 2022-2023.

Exhibit 5.3

Federal and State Funds Used for Free Student Meals School Year 2022-2023, in Millions



Source: NDA.

The exhibit shows 90% of the cost of student meals in Nevada was funded by the federal government. A portion of the state's $47 million cost of providing free school meals represents the amount of money that would have been paid by student families for meals subsidized at the reduced-price or paid rates. That burden will shift back to families when state meal subsidies expire July 2024. Decision makers will need to consider all available options to address the student meal gap that will exist when subsidies are no longer available to cover meals for

[98] The USDA issued many COVID-19 Pandemic-era waivers that resulted in school meals effectively being subsidized by the federal government. Many, but not all, waivers were not renewed and likely will not be renewed before the beginning of the 2024-2025 school year.

[99] To track and be reimbursed for meals served, schools tally the number of meals served and request reimbursement from NDA. Reimbursement amounts: $2.24 per breakfast and $3.91 per lunch.

[100] CCSD received approximately $24 million of state-directed ARPA funds in fiscal year 2023. The funds were used to increase the Nonprofit School Food Service account's reserve from three months to 12 months. The full cost of school meals in CCSD was subsidized by the federal government. NDA approved the reserve increase.

students in financial need that do not qualify for free meals and cannot afford reduced-price or paid meals. Participating in CEP is one option for local and county-level decision makers to consider when addressing the student meal gap that will exist when universal free meals are no longer available to Nevada students.

Access to Nutritious Meals Leads to Better Outcomes for Children

Access to nutritious meals leads to better outcomes for children. Research shows increased access to nutritious meals improves academic achievement, reduces malnutrition and health-related issues, and decreases the likelihood of students dropping out of school.[101,102,103] Access to school meals at no cost to students has been shown to reduce child food insecurity, eliminate social stigma associated with free meals, and benefit families most in need through savings on groceries.

Child Poverty Rate Doubled After
COVID-19 Pandemic Benefits Ended

The overall poverty rate in the U.S. increased over the last year as COVID-19 Pandemic benefits ran out, and the child poverty rate has more than doubled as of September 2023.[104] Last year, child poverty hit an historic low of 5.2%. This year, the child poverty rate hit 12.4% nationwide, the same as the overall poverty rate. Child poverty increased as inflation was rising and COVID-19 Pandemic relief was running out. In 2021, Congress increased the amount of the Child Tax Credit as part of the American Rescue Plan and expanded eligibility to include millions more low-income families. However, the tax credit expired at the end of 2021 and contributed to the increase in child poverty. The impacts of child poverty include:

- **Achievement Gaps:** Child poverty contributes to achievement gaps between low-income students and their wealthier counterparts that can persist throughout a child's educational journey and have long-term consequences. Children living in poverty often lack access to educational resources and technology. This can hinder their ability to complete assignments and engage in independent learning;

- **Increased Dropout Rates:** Children living in poverty are at a higher risk of dropping out of school. The lack of resources, academic support, and a stable home environment can lead to disengagement and disinterest in pursuing an education. Not pursuing a quality education can perpetuate the cycle of poverty; and

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[101] Center for American Progress: "5 States Addressing Child Hunger and Food Insecurity with Free School Meals for All." May 4, 2023.
[102] United Nations World Food Program, USA: "The Effects of Child Nutrition on Academic Performance: How School Meals Can Break the Cycle of Poverty." September 21, 2023.
[103] No Kid Hungry.org: "How Does Hunger Affect Learning?" April 24, 2023.
[104] U.S. Census Bureau's Annual Data on Poverty, Income, and Health Insurance released September 2023.

- **Food Insecurity and Malnutrition:** Poverty is directly correlated with food insecurity. Food insecurity can lead to various health-related issues, malnutrition, and chronic illness. These health challenges can result in frequent absences from school, which affect a student's continuity of learning and overall academic performance.

CEP Participation is Correlated With Reduced Food Insecurity

CEP participation is correlated with a reduction in food insecurity among students at the participating school. Households see a nearly 5% decline in food insecurity when introduced to CEP participation.[105] Families with access to free school meals through CEP may see declines in their monthly grocery spending by as much as 19%.[106] Moreover, access to school meals at no cost has been shown to eliminate social stigma and improve student academic performance.[107]

Schools and Families Must Help Maximize Federal Reimbursements

Nevada schools and families must help maximize federal school meal reimbursements. Maximizing eligibility for federal reimbursements reduces the burden on families to pay for student meals. Families can qualify for free or reduced-price lunch in Nevada schools not yet participating in CEP. This will be necessary for many families who received free meals through state and federal subsidies rather than the meal application process. These applications are used to determine the federal meal reimbursement rate; family participation in the coming school year is necessary to maximize federal reimbursements. Reimbursements are maximized through family and school involvement because:

- Schools are reimbursed with USDA funds at the federal free and reduced-price meal rates for families that apply and qualify. Program participation benefits schools because the free and reduced-price meal rates are much higher than the federal paid meal rate. Families benefit from the savings on student meals, even if only at the reduced-price meal rate; and

- Schools are reimbursed additional funds per meal served if the student population is "severe need" or 60% of the student meals served are free or reduced-price. If schools do not encourage eligible or potentially eligible families to apply for free or reduced-price lunch, then federal reimbursement funds will decrease as state school meal subsidies expire.

[105] The Effect of Free School Meals on Household Food Purchases: Evidence from the Community Eligibility Provision. Marcus M, Yewell KG. National Library of Medicine: pubmed.ncbi.nlm.nih.gov/35792362/
[106] Ibid.
[107] Ibid.

Schools and Families Can Help Increase
ISP to Maximize Reimbursements

Increasing a school's ISP can be one of the most effective ways to boost the school's meal and nutrition budget because the percent of meals reimbursed at the federal free rate corresponds with the school's ISP (multiplied by 1.6).

Capturing data to identify every eligible student and grouping schools to expand the reach of CEP will increase federal meal reimbursements. Schools can identify more students for federal meal subsidies by:

- Identifying all data used in Nevada's direct certification system and comparing it to the student population data to identify gaps. Some student data may not be reported directly through the certification system. Non-federal data, such as homelessness, can be used when calculating a school's ISP. Students are categorically eligible for free school meals and should be included in the ISP calculation if they are:
    - Enrolled in SNAP, TANF, the Food Distribution Program on Indian Reservations, Medicaid, or in a household where another student is enrolled in one of these programs;
    - Experiencing homelessness; a migrant; a runaway; or receiving foster care; or
    - Enrolled in Head Start or Early Head Start.

- Using connections with social workers and homeless liaisons. School or district-level homeless liaisons or social workers are responsible for assisting homeless, migrant, runaway, and foster care students. Liaisons and social workers have the most current information regarding categorically eligible students. This student information should be captured at least annually, though monthly check-ins are recommended;[108]

- Examining possible direct certification mismatches. Simple errors between datasets can prevent students from being directly certified, such as: misspelled names, partial social security numbers, or incorrect birthdays;

- Conducting direct certification as often as possible to increase the likelihood of identifying students who temporarily enroll in categorically-eligible benefits. Even if a student only receives SNAP benefits for one month, that student will remain directly certified all year if records of initial enrollment are maintained. Districts report significant benefits in directly certifying students at least monthly;[109] and

- Promoting SNAP outreach in schools. ISP is increased as more families enroll in SNAP. Schools should consider including the link to the state's

[108] NoKidHungry.org recommends monthly or weekly check-ins.
[109] NoKidHungry.org.

SNAP application on the school website and should assist families with completing and submitting SNAP applications at school events. Many nonprofit organizations provide SNAP application services free of charge. These organizations can be leveraged to maximize SNAP participation.

Schools can help maximize federal meal reimbursements by participating in CEP and increasing each school's ISP by identifying all students that qualify for certification for free meals. Families can qualify for free or reduced-price meals in schools not yet participating in CEP to maximize federal funds and save money on groceries. Qualifying schools for CEP and families for free meals will be necessary to ensure the students who received free meals through state and federal subsidies and will no longer be eligible to receive free meals continue to do so.

Conclusion

Funding for universal free meals for Nevada students will end July 2024. Initiative must be taken at the local level to affect meaningful change for families that may not be able to afford school meals and do not qualify for free school meals (meal participation gap). Federal funds are available to subsidize school meals, but not all eligible schools choose to apply to receive the funds. Recent changes to USDA administrative rules lowered the ISP threshold, allowing more Nevada schools to qualify all students for universal free meals. Many of the schools that were previously ineligible to receive these federal funds (25% of Nevada public schools) are eligible beginning October 2023. Expanding Nevada student access to free school meals will require action at the school level and administrative support at the state level. Schools can offer free meals to all students by participating in CEP. Schools that choose not to participate in CEP can help maximize federal meal reimbursements by identifying and enrolling all eligible students for free and reduced-price meals.

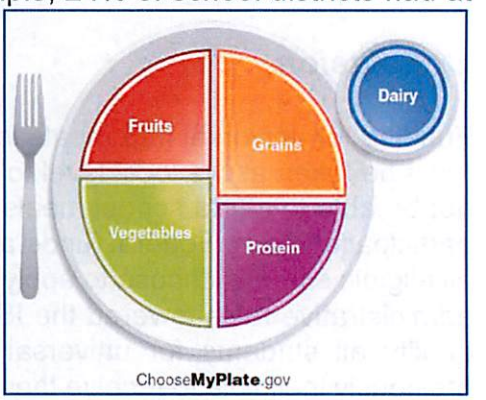
Expanding school participation in CEP will increase the number of school meals available at no cost to students and ensure the maximum amount of federal funds are used to fund student meals in Nevada. Additional benefits include reduced administrative burden, lower child food insecurity, and improved educational outcomes. Using the success of CCSD as a model, collaborative efforts to combine schools to maximize the ISP for CEP qualification will increase federal meal subsidies and the number of students receiving free school meals. Decision makers at the school, district/authority, and state levels should consider all options available to close the 25% meal participation gap among Nevada students. Collaboration between schools and families, along with administrative guidance and support from NDA, will maximize federal reimbursements and ensure continued access to nutritious meals for Nevada students.

Improve Support Services Training and Reporting

The Nevada Department of Agriculture (NDA) should work with public schools and school districts to improve support services training and reporting. Improving training and reporting will enhance accountability of support services, maximize federal reimbursement funds, and ensure the health and safety of students through compliance with local, state, and federal food safety and nutrition requirements.

Food Service Training Violations Persistent Through COVID-19 Pandemic

DIA reviewed NDA's Administrative Reviews of School Food Operations of Nevada public schools and noted food service training violations were persistent throughout the COVID-19 Pandemic. For example, 24% of school districts had at least one training violation and approximately 5% of charter schools had at least one training violation. School staff surveyed indicated that training violations were the result of disruption to normal training offered due to the COVID-19 Pandemic and lapses in reporting the training. Additionally, the most recent NDA Administrative Review of a sample of CCSD schools found that 53% of randomly selected CCSD support staff were deficient in the number of required training hours.[110]



The COVID-19 Pandemic changed food service processes overnight. The priority to feed children remained, but procedures to do so needed to be flexible to accommodate the closure of centralized school sites. The findings and violations noted may have been different had the pandemic not occurred.

<u>Menu Records Reporting and Nutrition Violations Indicate a Need for Additional Support Staff Training</u>

Menu records reporting violations include:

- Missing the number of meals served;
- Not recording the amount of food used; and
- Underserving certain meal components.

Approximately 12% of charter schools, and 24% of school districts, had menu records reporting violations.

[110] 30 employees had some training completed but did not meet the requirement.

Nutrition violations include:

- Menu items with sodium content exceeding federal requirements for school meals;
- Too many total calories per meal served; and
- Not offering fruits or vegetables with meals.

Approximately 16% of charter schools, and 29% of school districts, had nutrition violations.

Public school support staff will benefit from additional training in menu records reporting. Public schools will benefit from improved compliance with federal guidelines for school meals. Compliance with these guidelines is necessary to maintain federal funding for school meals.

Noncompliance with Federal Meal Patterns
Can Result in Reduced School Meal Funding

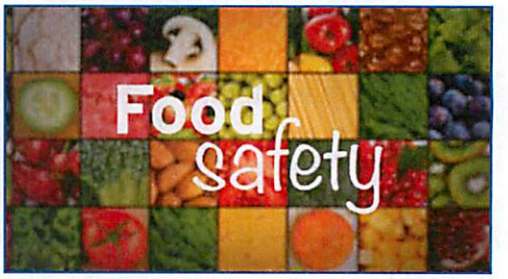
Noncompliance with federal meal patterns can result in reduced school meal funding. Federal meal patterns are a set of nutrition standards that schools must follow to receive federal reimbursements for each meal served. These standards are aligned with national dietary guidelines and are designed to ensure that children receive balanced, nutritious meals. Noncompliance with these federal meal patterns can be costly to schools. Consequences of noncompliance include:

- **Loss of Reimbursement:** Schools receive cash subsidies for each "creditable" meal served. If a school does not meet the federal meal pattern requirements, the meals may not be considered "creditable" and would not be reimbursable;
- **Penalties:** In some cases, noncompliance can result in financial penalties or other sanctions from the federal government; and
- **Loss of Participation:** Continuous noncompliance can lead to a loss of eligibility to participate in federal school meal programs, which would result in a loss of all associated funding.

Consequences vary depending on the nature and extent of the noncompliance, as well as the specific policies of the USDA in effect. Generally, noncompliance with federal meal patterns in Nevada public schools was corrected when identified during NDA's Administrative Review process. Only two instances of recurring meal pattern violations were noted in school districts, and one instance at charter schools, for the period being reviewed.[111] This indicates the NDA Administrative Review process is sufficient to identify noncompliance with federal meal patterns.

[111] A recurring violation is a violation that occurs in two sequential audits.

Food Temperature and Safety Violations
Indicate Continuous Improvement is Necessary



Food temperature and safety violations indicate continuous improvement is necessary but NDA Administrative Reviews effectively identify and correct violations. Approximately 18% of school districts, and 5% of charter schools, had at least one food temperature or safety violation during NDA's Administrative Review.

During the most recent NDA Administrative Review of a sample of CCSD schools, multiple issues were observed, including: workers not compliant with health and safety regulations governing food handling and serving; noncompliance with regulations governing food temperature monitoring and cleanliness of food preparation and service areas; and missing standard operating procedures. These issues were remediated upon follow-up review.

There were no recurring food temperature or safety violations during the period reviewed, indicating corrective action was taken timely after the NDA Administrative Review was conducted. Sufficient accountability exists at the state level to ensure food temperature and safety violations are corrected when identified.

Conclusion

The NDA Administrative Reviews of Food Operations highlight areas for improvement in support services training and reporting within public schools. The persistent nature of food service training violations, particularly during the COVID-19 Pandemic, underscores the importance of compliance with training requirements for support staff and emphasizes the urgency of adapting training methods to accommodate unforeseen circumstances. The prevalence of menu records and nutrition violations further necessitates support staff training. Improved compliance with federal guidelines is crucial not only for the health and safety of students but also to maximize federal reimbursement funds for school meals. Noncompliance with federal meal patterns poses a significant risk to school meal funding, with potential consequences ranging from loss of reimbursement to financial penalties and ineligibility for federal meal programs.

The NDA Administrative Review process has proven effective in correcting identified violations but a more proactive approach through enhanced training can help prevent noncompliance. Food temperature and safety violations, although effectively addressed through the NDA Administrative Review process, highlight the need for improvement. Ongoing training programs can contribute to maintaining high standards in food handling, temperature monitoring, and cleanliness, reducing the likelihood of safety violations. Action is needed at the school level to ensure support staff are adequately trained. NDA can collaborate with public schools to expand food training initiatives. Benefits of additional training include increased accountability, optimized federal reimbursements, and the assurance of the health and safety of students.

Recommendations

5.1. Expand participation in the Community Eligibility Provision of the National School Lunch Program and School Breakfast Program. (Nevada Department of Agriculture)

5.2. Improve support services training and reporting. (Nevada Department of Agriculture)

Appendix A

Scope, Methodology, and Acknowledgments

Scope and Methodology

The Division of Internal Audits (DIA) began the audit in March 2023. In the course of audit work, DIA reviewed the audits and reports identified in the Nevada Governor's Executive Order 2023-005; identified and gathered additional and supporting documents and data to assist in assessing the sufficiency of existing audit and reporting tools for public school accountability; and interviewed state school officials for a more complete understanding of perceived accountability measures for public schools. DIA reviewed Nevada Revised Statutes, Nevada Administrative Code, the Nevada State Administrative Manual, Generally Accepted Accounting Principles, and other federal and state guidelines. DIA concluded fieldwork in December 2023.

Acknowledgments

DIA expresses appreciation to the Office of the Governor, Nevada Department of Education, State Public Charter School Authority, Nevada Department of Agriculture, Nevada School Districts, Nevada Charter Schools, and the Governor's Finance Office, Budget Division for their cooperation and assistance throughout the audit.

Contributors to this report included:

Administrator
Craig Stevenson

Executive Branch Audit Managers
Beatriz Mena-Ortiz
Jessica Young

Executive Branch Auditors
Patti Antonucci
Jasdeep Bains
Melissa Gardner

Compliance Auditors
Emma Farrell
Teresa Schuff

Appendix B

Department of Education, State Public Charter School Authority, and Department of Agriculture Response and Implementation Plans

Joe Lombardo
Governor

Jhone M. Ebert
Superintendent of Public Instruction

Southern Nevada Office
2080 E. Flamingo Road, Suite 210
Las Vegas, Nevada 89119-0811
Phone: (702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-1116

Via Electronic Mail

February 7, 2024

Division of Internal Audits
209 Musser St., Suite 302
Carson City, NV 89702

Nevada Department of Education, Response to EO 2023-005 Audit

To Whom It May Concern:

Let me start by thanking you for your work and the work of your colleagues in the Governor's Finance Office. I refer to the efforts of the Division of Internal Audits to prepare an audit report pursuant to Executive Order 2023-005. The report your team produced is titled "Review of Nevada's 17 Public School Districts and the State Charter School Authority."

Before diving into the individual recommendations, I would be remiss if I didn't address the report as a whole.

CURRENT STATE OF ACCOUNTABILITY

I applaud the decision to portray the challenge of education accountability in Nevada using language that describes the real problem we are trying to solve, "Responsibility for the oversight of PK12 education is fragmented and could benefit from a more-unified approach."

This framing casts the challenge as one of better coordinating oversight efforts with the overarching aim to create conditions that link and coordinate the varied and ever-growing number of oversight initiatives that result from new legislation each biennium. Our intent should be to supply the "missing policy imperative" that can lead to a "more-integrated oversight process." I support this framing for one reason; it keeps us focused on the main idea. That focus being the purpose of accountability, the central impediment to effective oversight, and identifying how the executive and legislative branches within Nevada State government can function in tandem to better coordinate on oversight so public education more-efficiently and effectively achieves its aim of preparing all young people for success in life and career.

SUPPORT FOR A RECOMMENDATION AFFORDING NDE THE RESOURCES NEEDED TO MEET THE GOAL

The Nevada Department of Education welcomes a recommendation that equips NDE with the amount and type of resources NDE needs to accomplish the oversight responsibilities delegated to it by law. I am pleased to support a recommendation that states; "NDE should identify and prioritize the amount and type of additional resources required so NDE can fulfill its accountability, oversight, and technical assistance roles."

Below is the NDE's response to the individual recommendations.

Category 1: Recommendations with an anticipated implementation period less than six (6) months.

Recommendations:

3.1 Comply with statute for public reporting requirements.

The NDE will work with school districts that are not in compliance with this section of law.

3.5 Clarify requirements in the Charter School Audit Guide for financial statement preparation.

The NDE can comply with clarifying requirements in the Charter School Audit Guide by July 2024.

4.1 Adhere to statutory intent for Read by Grade 3 implementation guidelines.

The NDE is working toward building the number of teachers that are available with the knowledge and skills to teach this specific content.

4.2 Evaluate the adequacy of the Read by Grade 3 goal.

The Nevada State Board of Education determines the measure for retention and intervention. The NDE will review and share the recommendations from this audit with the State Board of Education as they make decisions regarding the current Read by Grade 3 goals. NDE agrees with setting a higher expectation for our state goal for literacy.

4.3 Ensure all school districts comply with Read by Grade 3 reporting requirements.

In Chapter 1, it was recognized that to meet the mandates and requirements referenced in this document, the NDE will need to identify and prioritize areas where additional resources would support implementation of accountability, oversight, and technical assistance roles. NDE agrees with this goal, increased authority, and staff to provide more direct support to Local Education Agencies (LEAs) and individual schools as needed.

4.5 Revise the strategy for implementing an effective Individuals with Disabilities Education Act program.

NDE implements a continuous improvement model and will review best practices for implementing effective practices. NDE staff will continue to provide support to districts and the State Sponsored Charter School Authority.

To move toward a more proactive model we refer to Chapter 1 where it was recognized that to meet the

mandates and requirements referenced in this document, the NDE will need to identify and prioritize areas where additional resources would support implementation of accountability, oversight, and technical assistance roles.

Category 2: Recommendations with an anticipated implementation period exceeding six (6) months.

Recommendations:

1.4 Identify and prioritize areas where additional resources would support implementation of accountability, oversight, and technical assistance roles.

The NDE agrees with reviewing the current resources in alignment with the oversight responsibilities delegated by law. The Department will work with the Governor's Office and Governor's Finance Office to develop a robust proposal for the 2025 Budget that will meet the needs of Nevada's students.

2.1 Use profile and performance data to inform funding decisions.

The NDE can comply and use profile and performance data to inform funding decisions by July of 2025.

3.2 Update statute to expand acceptable public notice platforms.

The NDE will work with school districts to identify more accessible platforms (e.g., school/district websites) including newspapers, to meet this requirement by July 2025.

3.3 Reconcile financial reports.

The limited number of staff at the NDE and recent turnover will make this a challenging deadline to meet by July of 2025.

3.4 Study the impact of requiring charter schools to revert excess funds to the Education Stabilization Account as school districts are required to do.

The NDE will conduct an analysis of the impact and propose language in a Bill Draft Request (BDR) to include charter schools.

3.6 Apply statistical sampling and, if determined allowable and applicable, extrapolation methodologies to pupil count process and assess the impact of extrapolation.

The NDE will conduct research and complete an analysis of the research to deliver an appropriate sampling and audit methodology. If applicable, NDE will propose legislative changes.

3.7 Request a bill draft to change the due date for the submission of the 387 Reports for school districts and charter schools (NRS 387.303 and NRS 388A.345) and the due date for compilation and submission of the 387 Report to the Office of Finance and the Legislative Counsel Bureau.

The NDE will assemble a Bill Draft Request (BDR) to address this request.

4.4 Update statute to allow NDE and school districts to hire literacy specialists to coordinate RBG3 efforts and train at school level.

Updating statute to allow NDE to hire and provide professional learning for literacy specialists for schools in our 17 districts that receive a star rating of 3 or below, and to have districts hire literacy specialists for all other elementary schools, would allow for coordinated efforts across NDE, districts, and schools.

NDE will request an amendment through a Bill Draft Request (BDR) to NRS 388 and NRS 392 requiring NDE to participate in the hiring process alongside districts to hire, but not employ at the state level, state sanctioned literacy specialists for schools in our 17 districts that receive a star rating of 3 or below. The NDE, in collaboration with the school district would conduct and approve the final performance evaluation of literacy specialists and review and evaluate the impact this state level supervision had on student achievement outcomes.

In addition, state sanctioned district-level literacy specialists would facilitate training of licensed teachers to provide literacy services in schools until filled by a qualified literacy specialist.

Having state sanctioned district-level specialists could also assist NDE with monitoring literacy plans to develop specific guidance to assist the schools in effectively supporting students. Currently NDE is only required to review and provide feedback on the literacy plans. Having state sanctioned literacy specialists alongside district level literacy specialists could allow for a more hands-on approach and implementation leading to improved student achievement.

Sincerely,

Jhone M. Ebert
Superintendent of Public Instruction

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

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

Via Electronic Mail

December 28, 2023

Division of Internal Audits
209 Musser St., Suite 302
Carson City, NV 89702

Nevada State Public Charter School Authority, Response to EO 2023-005 Audit

To Whom It May Concern:

Thank you for providing an opportunity for the Nevada State Public Charter School Authority (SPCSA) to respond to the recommendations of the Division of Internal Audits based on the audit conducted at the direction of Executive Order 2023-005. The comments in this response are based on the audit version received 01/31/2024. The SPCSA reserves the right to amend comments should something substantially change in the final published version. The SPCSA will address the recommendations of each chapter, one through five.

Chapter One- Current State of Accountability

1.1 Consider legislation to establish a single unified statewide system of accountability and support within the PK-12 public education system to recommend data-driven policy solutions. (Governor and Legislature)

The SPCSA agrees that a greater element of coordination is needed around the tremendous amount of reporting that public schools, including public charter schools, and the important data that reporting creates. This coordinated effort should lead to data-driven policies. Currently, several boards and commissions are doing important work concerning these matters in Nevada, many of which are discussed in this report section. Creating another entity to review results would be duplicative and further complicate efforts regarding who is ultimately responsible for the work.

Undoubtably, as the Commission on School Funding progresses and additional reporting is required additional staffing at NDE will be necessary.

1.2 *Focusing policy and improvement efforts on critical performance elements.*

Most of the additional investment in education went to increasing salaries and maintaining programs started with ARP/ESSER dollars, the funding of which will soon sunset. This is

especially true for charter schools, which were not eligible for funding from SB231 and are therefore required to use more of their general funds to remain competitive with traditional public school district salaries and wages.

A statewide wage study should be conducted to determine the actual deficit in public education wages to better inform decisions and policy.

The SPCSA agrees that focusing on reading and mathematics achievement in the early elementary years is critical to our success as a state. Unfortunately, an inequitable amount of the at-risk funding for schools in our portfolio was allocated to credit-deficient high school students. The eligibility criteria of at-risk funding should be reexamined, focus equitably on the early years of a student's school experience and be a transparent process.

The Nevada Department of Education (NDE) has significant responsibility in moving this work forward and is continually being tasked with additional duties, including supporting other boards and commissions. It is not reasonable, or likely, that they will make the progress they are working so diligently toward when so egregiously understaffed. Additionally, the number of vacancies in the Department is problematic in moving the work forward. Nevada has extremely talented educators across the state who would benefit NDE if they were provided the opportunity to join the team. The NDE should consider allowing talented Nevadans in rural areas of the state to work remotely in positions in which it would be appropriate. The Montana Department of Education provides an example of this.

Although the SPCSA does not have as many vacancies as the NDE, the agency is significantly understaffed, especially considering our dual role as a Local Education Agency.

1.3 *Provide the Nevada Department of Education with More Robust Intervention Tools to Support Chronically Low-performing Schools.*

The limited number of staff at the NDE and SPCSA will make it challenging to provide the technical assistance school districts will need in the school improvement process, including assessing the capacity of each school to implement their unique plans with fidelity.

The limited number of staff at the SPCSA will make it impossible to offer reading and math assistance teams to public charter schools. However, we welcome the opportunity to hire additional staff and believe our schools could benefit from this level of support.

1.4 *Identify and prioritize areas where additional resources would support implementation of accountability, oversite, and technical assistance roles.*

No comment. No written narrative in audit.

Chapter 2- Profiles, Performance, and Accountability

2.1 Using profile performance data to inform funding decisions.

Charter schools must use general funds for facility costs and capital projects and those dollars have been captured in the "Support $" column On Exhibit 2.1, whereas for districts, only operating expenditures are captured in the 'support services' column. The following are two such examples to illustrate this point. In 2022, Oasis Academy purchased the facility they had been leasing for 10 years for $6.5 million which was wholly captured in "Support $." In reality, the school outlaid only a downpayment of $1.3 million dollars (which they had been saving over the previous 10 years) and financed the remaining $5.2 million with a conventional bank loan, all of which were captured in the support services column, greatly exaggerating the difference between the 2 columns.

A second example is Pinecrest Academy of Northern Nevada, who had an extra $426,000 in support services for the issuance of their debt to purchase their building in FY22. Generally speaking, inequity in facility funding and inaccurate representation of charter school expenditures explains the question of higher charter school support services expenditures in relation to instructional spending compared to traditional districts.

The SPCSA takes its responsibility to ensure the $2.6 billion investment in public education seriously and provides schools in our portfolio with clear guidelines, monitoring, and accountability that align with the state's education priorities. Clear guidelines are communicated through our annual academic framework, financial framework, and organizational framework. Annually, schools are measured on these frameworks against an established set of best practice benchmarks in each category. Additionally, the SPCSA conducts regular site visits at every charter school. Charter schools receive a site visit in their first, third, and fifth year of operation unless they do not meet standards on one of the frameworks (academic, financial, or organizational). If a school does not meet standards, they will have annual site visits until such time that they do.

In the last ten years, the following accountability measures have been used within the SPCSA portfolio regarding underperformance and accountability: charter school closure, charter schools put under receivership, grade levels removed from charter schools, forced enrollment reductions, required board reconstitution, and required educational model revisions. Charter schools have historically, and will continue, to take responsibility for and hold schools accountable for performance.

Chapter 3- Fiscal Accountability

3.1. Complying with statute for public reporting requirements.

No comment.

3.2. Updating statute to expand acceptable public notice platforms.

The SPCSA agrees that expanding the statutorily prescribed reporting platforms to include agency websites and social media platforms is essential and will increase accessibility.

3.3. Reconciling financial reports.

The NRS 387.303 template provided annually by the Nevada Department of Education (NDE) has multiple formula errors. The department sends numerous templates to make corrections until the day they are due. This year, the report was turned in with known formulaic errors. These issues directly result from critically low staffing allocations at the NDE. The prepopulated data provided by the NDE is inaccurate and locked.

A statutory change to the due date of the NRS 387.303 reports should be considered, or it should be made a requirement of the audit process, making it an additional component of the mandated fiscal audit. The 387 report is due by November 1, the same day the audited financial statements are due to district superintendents and charter school directors. Audits are presented to school boards in November (or earlier) for approval and are due to the state by December 1. Following school board approvals of audits, all public schools submit their audited financial statements and trial balances to SchoolNomics. This is the root financial data coded to the NDE chart of accounts and verified by SchoolNomics for compliance with Federal ESSA requirements. If the due date of the NRS 387.303 report was pushed back, NDE could use the accurate data provided to SchoolNomics to populate the NRS 387.303 report, mitigating the differences in figures. It would capture the adjustments that auditors are making right up to the audit deadline for things like depreciation, capitalization of leases, and other multiyear contracts. These adjustments can affect balance sheets and are only sometimes accounted for in the NRS 387 report but are captured in the data provided to SchoolNomics.

3.4. Study the impact of requiring school districts and charter schools to revert excess funds to the Education Stabilization Account.

Charters must receive equitable access to facility funding or remain exempt from NRS 387.1213 (1) as they currently are. Charter schools cannot access property tax revenues to service debt as traditional public schools do. Therefore, they must set aside money each year from their per-pupil operating funds for capital expenditures. Some small school districts, like White Pine, are in a similar situation as their counties have reached Nevada's constitutional property tax rate limits. Looking at two charter schools, Oasis Academy and Somerset Academy, will illustrate that point.

Oasis Academy purchased the building they have been in since 2011 for $6.5 million. To qualify for financing to make that purchase, not only did they have to have enough cash on hand to make a 20% down payment, but they also had to demonstrate the capacity to service the debt in ten years' time. This would not have been possible were they required to revert funds to the Education Stabilization Account. Additionally, they were informed that they were losing their high school location. The school had been setting aside money for twelve years for future capital expenses and, as a result, got $4.7 million in matching funds from the William N. Pennington Foundation to build a small high school building. This would not have been possible were they required to revert funds to the Education Stabilization Account.

Somerset Academy of Las Vegas recently had a reserve study performed for its seven campuses by Applied Reserve Analysis. The school owns all seven campuses. This study showed how much each campus would need to put aside to meet the future needs of each campus for

anticipated significant repairs and replacement of furniture and fixtures in those buildings. This independent third party showed that campuses would need to set aside approximately $25,000 per month for a typical K-8 campus and about $70,000 for a K-12 campus to meet the future needs of those schools. The school would not have the cash to deal with inevitable capital expenses if required to revert funds to the education stabilization account. The table below summarizes the study.

SOMERSET ACADEMY OF LAS VEGAS-2023 CAPITAL RESERVE STUDY				
	Target Balance to Fund Capital Needs at 75%	Recommended monthly contribution	Recommended annual contribution	Target Balance to Fund Capital Needs at 100%
Aliante	$1,225,500	$35,000	$420,000	$1,634,000
Lone Mountain	$1,427,250	$27,000	$324,000	$1,903,000
Losee	$3,966,750	$73,000	$876,000	$5,289,000
NLV	$1,611,750	$19,500	$234,000	$2,149,000
Skye Canyon	$1,005,635	$28,000	$336,000	$1,340,846
Sky Pointe	$3,915,750	$67,000	$804,000	$5,221,000
Stephanie	$1,516,500	$26,000	$312,000	$2,022,000
	$14,669,135	$275,500	$3,306,000	$19,558,846

Note: This study considered maintenance and replacement costs of all building components, floor coverings, athletic surfaces, furniture, and fixtures. This study did not include any capital resources that should be set aside for regular updates of other assets which may include, but not be limited to, computers and information technology infrastructure, books and curriculum, and the eventual replacement or upgrade of the building structure itself.

We fully support taking the time to study the impact of requiring charter schools to reverts excess funds to the Education Stabilization Account as the examples indicate how detrimental it could be.

3.5. Clarifying requirements in the Charter School Audit Guide for financial statement preparation.

The SPCSA looks forward to working with the NDE on clarification and will communicate those clarifications to the schools in our portfolio and update any financial framework accountability metrics accordingly.

3.6. Applying statistical sampling and, if determined allowable and applicable, extrapolation methodologies to pupil count process and assess the impact of extrapolation.

Public charter schools must continue to receive individual, annual, Pupil Enrollment and Attendance Audits (PEAA) as they are distinct legal entities.

3.7. Request a bill draft to change the due date for the submission of the 387 Reports for school districts and charter schools (NRS 387.303 and NRS 388A.345) and the due date for compilation and submission of the 387 Report to the Office of Finance and the Legislative Counsel Bureau.

The State Public Charter School Authority is in full support of such a bill.

Chapter 4- Instructional Accountability

4.1. Adhering to statutory intent for Read by Grade 3 implementation guidelines.

The SPCSA agrees that third grade reading proficiency is the most significant predictor of future success, therefore the at-risk calculation and dollars must be adjusted so those dollars can equitably help support early literacy efforts.

The SPCSA welcomes the opportunity to support the schools in its portfolio on early literacy measures, including the implementation of the new local literacy plan template. However, additional staffing allocations will be necessary.

Teacher scholarships are an excellent way to help mitigate teacher shortages that lead to reading specialist shortages. Individuals with sub licenses who are teachers of record and individuals working in support roles (i.e., instructional aides) should be prioritized as scholarship recipients. Municipalities with significant shortages in their public schools should consider participation in scholarship programs.

4.2. Evaluating the adequacy of the Ready by Grade 3 goal.

As seen below, per the 2022-23 NWEA MAP Growth Assessment file posted by the NDE on the Nevada Accountability Portal, 68.5% of students at SPCSA-sponsored schools were at or above the 40th percentile, while 44.3% were above the 65th percentile. The SPCSA agrees that Nevada's goal is too low, and data suggests that if students are not performing at or above the 65th percentile on the MAP Assessment, they will not be proficient on state assessments.

District Code	District Name	Number Tested in Spring	Number at or above 40th Percentile in Spring	Percent at or above 40th Percentile in Spring	Number at or above 65th Percentile in Spring	Percent at or above 65th Percentile in Spring
18	State Public Charter School Authority	18455	12638	68.5%	8182	44.3%

The SPSCA acknowledges that, while outperforming traditional public schools, charter schools have seen a decline in proficiency since COVID-19. The SPCSA would love to have a designated staff member to support charter schools and their reading specialists in reaching Nevada's established goals.

4.3. Ensuring all school districts comply with Read by Grade 3 reporting requirements.

The SPCSA agrees that all schools, including public charter schools, should comply with RBG3 reporting requirements.

4.4. Updating statute to allow NDE to hire literacy specialists to coordinate RBG3 efforts and train at school-level.

The SPCSA welcomes the opportunity to help coordinate and support its sponsored schools on RBG3 efforts. This will require additional staffing allocations.

4.5. Revising strategy for implementing an effective Individuals with Disabilities Education Act program.

It must be noted that while public charter schools enroll all students, including those with disabilities, the funding they receive is not equitable. The table below represents the special education enrollment and funding change from 2020-2023. It is shocking to see school districts with declining special education enrollment receive additional special education funding. In contrast, charter schools that had a 43% increase in the number of students with disabilities saw only minor increases in funding comparatively.

Change in Special Education Enrollment and Per Pupil Funding from 2020-2023			
Local Education Association	**Change in Special Education Enrollment from 2020 to 2023**	**Change in State Special Education Funding from 2020 to 2023**	**Change in Per Pupil State Special Education Funding from FY20 to FY23**
Carson City County	-8%	13%	22%
Churchill County	5%	21%	15%
Clark County	-4%	6%	10%
Douglas County	-5%	9%	15%
Elko County	-3%	6%	10%
Esmeralda County	-14%	6%	24%
Eureka County	10%	7%	-2%
Humboldt County	6%	21%	14%
Lander County	-15%	7%	26%
Lincoln County	-20%	12%	40%
Lyon County	-1%	12%	13%
Mineral County	-9%	16%	27%
Nye County	0%	13%	13%
Pershing County	8%	18%	9%
Storey County	-23%	5%	38%
Washoe County	0%	12%	12%
White Pine County	-14%	19%	38%
State Charters	**43%**	**8%**	**-24%**
All data in Table Two was obtained in an Excel Spreadsheet titled, "State Special Education Funding Summary through FY23" by the Nevada Department of Education September 19, 2022.			

While efforts were made to correct the inequities in fiscal year 2024, they remain and, in some districts, equate to more than $1000 per student. Funding inequity makes the work incredibly challenging.

Lastly, it should be noted that the SPCSA also serves as the Local Education Agency (LEA) and needs additional staffing to complete that work. The SPCSA has 6,488 students with IEPs and one individual overseeing and supporting schools in the area of Special Education. Washoe County School District has 9,851 students with IEPS, and according to their website, 14 individuals oversee and support that work. To support schools effectively in improving their outcomes on the "Accountability Matrix" and improve student outcomes, the SPCSA needs additional staffing allocations. **This is our top priority when it comes to staffing needs.**

Chapter 5- Support Services Accountability

5.1. Expanding participation in the Community Eligibility Provision of the National School Lunch and School Breakfast Programs.

Under the new 25% threshold, effective October 26, 2023, and according to the December 1, 2023, direct certification files, 29.6% of total charter school students qualify, making the SPCSA a "district" eligible for CEP status. Further analysis is required to determine the advantages of such a decision and the effect that it would have on the schools already participating in the National School Lunch Program. 68.1% of charter schools in our portfolio, are at or above the 25% direct cert eligibility threshold.

5.2. Improving support services training and reporting.

The SPCSA looks forward to working with the Nevada Department of Agriculture (NDA) to support our schools, especially new schools, to improve support services training and reporting.

Sincerely,

M. Mackedon

Melissa Mackedon
Executive Director, Nevada State Public Charter School Authority

cc: Dr. Tonia Holmes-Sutton, Chair, State Public Charter School Authority

JOE LOMBARDO
Governor

STATE OF NEVADA

J.J. GOICOECHEA, DVM
Director

Las Vegas Office:
2300 East St. Louis Ave.
Las Vegas, NV 89104-4211
(702) 668-4590
Fax (702) 668-4567

Elko Office:
4780 East Idaho Street
Elko, NV 89801-4672
(775) 753-1360
Fax (775) 738-2639

DEPARTMENT OF AGRICULTURE
405 South 21st Street
Sparks, Nevada 89431-5557
Telephone (775) 353-3601 Fax (775) 353-3661
Website: http://www.agri.nv.gov

December 21, 2023

Warren Lowman, Administrator
Governor's Finance Office, Division of Internal Audits
209 E. Musser St., Suite 302
Carson City, NV 89701

Re: DIA Report No. EO 2023-005

Nevada Department of Agriculture Response and Anticipated Implementation Plan

Dear Mr. Lowman,

As requested, the following information is provided as NDA's response and implementation plan for the recommendations contained in Chapter 5 of DIA Report No. EO 2023-005. There were two recommendations issued to NDA:

Recommendation #1: Expand participation in the Community Eligibility Provision of the National School Lunch and School Breakfast Programs.

Response to Recommendation #1:

- The NDA accepts this recommendation.
- Plan to implement recommendation.
  - The NDA will continue to work with Nevada school food authorities to expand participation in the Community Eligibility Provision (CEP) of the National School Lunch and School Breakfast Programs.
  - We will continue to communicate CEP eligibility to schools in a timely manner, work with schools to help them increase their Identified Student Percentage (ISP) to as high as possible, and answer any questions about eligibility status, including encouraging them to identify and enroll all eligible students. Though we cannot force participation in this federal program, we will continue to educate and strongly encourage the benefits through in person meetings where possible.
  - NDA will strive to work with the Nevada Department of Education specifically to partner with their Title I program area to assist schools that are eligible for CEP but are concerned about losing Title I funding.

JOE LOMBARDO
Governor

Las Vegas Office:
2300 E. St. Louis Ave.
Las Vegas, NV 89104-4211
(702) 668-4590
Fax (702) 668-4567

STATE OF NEVADA
DEPARTMENT OF AGRICULTURE
405 South 21st Street
Sparks, Nevada 89431-5557
Telephone (775) 353-3601 Fax (775) 353-3661
Website: http://www.agri.nv.gov

J.J. GOICOECHEA, DVM
Director

Elko Office:
4780 E. Idaho Street
Elko, NV 89801-4672
(775) 738-8076
Fax (775) 738-2639

- Timeframe to implement the recommendation.
  - July 2024. As CEP is an annual and ongoing process, NDA will continue to do this annually.

Recommendation #2: Improve support services training and reporting.

Response to Recommendation #2:

- The NDA accepts this recommendation.
- Plan to implement recommendation.
  - The NDA will continue to work with schools to offer training and technical assistance on common findings from the Administrative/Compliance Reviews in areas we see, including around training and reporting, and others.
  - One area that impacts support services, training, and reporting is the high turnover in staff at school food authorities and school sites. This was increased by the pandemic and many schools continue to struggle with staff shortages. NDA will offer assistance to target these sites with a higher volume of new staff.
  - The NDA is compelled to point out that as noted in this report, the COVID-19 pandemic was an unprecedented event that changed priorities overnight. School sites shut down and the main priority was feeding children, which was a struggle for many. Previously known processes were not viable as new processes and procedures had to be created, often on the go, including state agency oversight and compliance. During this period, the NDA moved to fully virtual processes, which had never been done before. The NDA has concerns about this period of time being evaluated and the agency identified for violations, as even the federal government did not have processes in place nor were they prepared for the pandemic.
- Timeframe to implement the recommendation.
  - July 2024. As technical assistance and training is an ongoing and year-round process for the NDA, we will continue to do this annually.

Respectfully yours,

J.J. Goicoechea, DVM
Director
775-353-3619
jgoicoechea@agri.nv.gov

Appendix C

Time Frame for Implementing Audit Recommendations

In consultation with the Nevada Department of Education (NDE), State Public Charter School Authority (SPCSA), and Nevada Department of Agriculture (NDA), the Division of Internal Audits (DIA) categorized the recommendations contained within this report into two implementation time frames (*Category 1* – less than six months; *Category 2* – more than six months). Agencies should begin implementing recommendations as soon as possible. The target completion dates are incorporated from Appendix B.

Category 1: Recommendations with an anticipated implementation period less than six months.

Recommendation	Time Frame
1. 1.2. Focus policy and improvement efforts on critical performance elements. (Stakeholders)	July 2024
2. 3.1. Comply with statute for public reporting requirements. (NDE and School Districts)	Jan 2024
3. 3.5. Clarify requirements in the Charter School Audit Guide for financial statement preparation. (NDE)	July 2024
4. 4.1. Adhere to statutory intent for Read by Grade 3 implementation guidelines. (NDE)	July 2024
5. 4.2. Evaluate the adequacy of the Read by Grade 3 goal. (NDE)	July 2024
6. 4.3. Ensure all school districts comply with Read by Grade 3 reporting requirements. (NDE)	July 2024
7. 4.5. Revise the strategy for implementing an effective Individuals with Disabilities Education Act program. (NDE)	July 2024
8. 5.1. Expand participation in the Community Eligibility Provision of the National School Lunch Program and School Breakfast Program. (NDA)	July 2024
9. 5.2. Improve support services training and reporting. (NDA)	July 2024

Category 2: Recommendations with an anticipated implementation period exceeding six months.

	Recommendation	Time Frame
10.	1.1. Consider legislation to establish a single unified statewide system of accountability and support within the PK-12 public education system to recommend data-driven policy solutions. (Governor and Legislature)	July 2025
11.	1.3. Consider legislation to provide the Nevada Department of Education with more robust intervention tools to support chronically low-performing schools. (Governor and Legislature)	July 2025
12.	1.4. Identify and prioritize areas where additional resources would support implementation of accountability, oversight, and technical assistance roles. (NDE)	Sept 2024
13.	2.1. Use profile and performance data to inform funding decisions. (NDE, SPCSA, School Districts, and Charter Schools)	July 2025
14.	3.2. Update statute to expand acceptable public notice platforms. (NDE)	July 2025
15.	3.3. Reconcile financial reports. (NDE, School Districts, and Charter Schools)	Dec 2024
16.	3.4. Study the impact of requiring charter schools to revert excess funds to the Education Stabilization Account as school districts are required to do. (NDE)	July 2025
17.	3.6. Apply statistical sampling and, if determined allowable and applicable, extrapolation methodologies to pupil count process and assess the impact of extrapolation. (NDE)	Sept 2025
18.	3.7. Request a bill draft to change the due date for the submission of the 387 Reports for school districts and charter schools (NRS 387.303 and NRS 388A.345) and the due date for compilation and submission of the 387 Report to the Office of Finance and the Legislative Counsel Bureau. (NDE)	July 2025
19.	4.4. Update statute to allow NDE to hire literacy specialists to coordinate Read by Grade 3 efforts and train at school-level. (NDE)	July 2025

DIA shall evaluate the actions taken by NDE, SPCSA, and NDA concerning the report recommendations within six months from the issuance of this report. DIA shall report the results of its evaluation to the Governor; Director, Governor's Finance Office; NDE; SPCSA; and NDA.

Appendix D

State of Nevada, Executive Department
Executive Order 2023-0005

EXECUTIVE ORDER 2023-005

Order Directing the Governor's Finance Office, Division of Internal Audits to Review Nevada's 17 Public School Districts and the State Public Charter School Authority

WHEREAS, Article 11, Section 2 of the Nevada Constitution requires that the State "provide for a uniform system of common schools"; and

WHEREAS, Nevada currently operates 763 public schools that serve more than 480,000 students across 17 school districts and a state charter school authority; and

WHEREAS, Nevada taxpayers invest over $5 billion annually in the operations of the State's public schools; and

WHEREAS, K-12 education accounted for $3.2 billion in general fund appropriations approved by the Nevada State Legislature for the 2021-23 biennium, more than any other function of state government; and

WHEREAS, it is in the best interests of the citizens of Nevada that its public schools be operated in a transparent and fiscally responsible manner; 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."

NOW, THEREFORE by the authority vested in me as Governor by the Constitution and laws of the State of Nevada and the United States, it is hereby ordered as follows:

SECTION 1:
The superintendent of each school district and the executive director of the State Public Charter School Authority shall gather, collect and submit all external, third-party audits prepared on behalf of each school district (including sponsored charter schools) and every state public charter school between January 1, 2022 and December 31, 2022 (the "review period") to the Governor's Finance Office, Division of Internal Audits on or before March 1, 2023. This shall include, but may not be limited to, the audits listed below. To the extent the most recent audit available falls outside the review period, the most recent audit shall be provided.

(a) External independent financial or single audits
(b) Program or performance audits, including but not limited to: English language learners, students with disabilities, underperforming schools, and extra-curricular activities
(c) Nevada Department of Education compliance audits, including the State Grant Financial Monitoring Report and Pupil Count audits
(d) State of Nevada Medicaid Administrative Claiming audits
(e) Federal agency audits, or site visit monitoring reports
(f) Civil rights compliance audits
(g) Public Employees Retirement System audits
(h) Worker's Compensation audits
(i) Employee Benefit Program audits
(j) Internal Revenue Service audits
(k) Any reports prepared for Department of Health and Human Services and/or local health authorities
(l) Nevada Department of Agriculture, Administrative Review of Food Operations
(m) Any reports to the Commission on Local Government Finance required by NRS 387.3045
(n) Quarterly Publication of School District Expenditures required by NRS 387.320

SECTION 2:
Having received the information set forth in Section 1, the Governor's Finance Office, Division of Internal Audits shall review the external, third-party audits prepared on behalf of each school district and each public charter school. The review shall consider the scope of the audits, their application of generally accepted accounting and auditing procedures, any findings and corrective action plans and the extent to which they provide information sufficient to reasonably evaluate the efficacy, efficiency and fiscal responsibility of each school district and each public charter school.

SECTION 3:
The Governor's Finance Office, Division of Internal Audits shall issue a report on or before December 29, 2023 summarizing the findings of its review, identifying any deficiencies and providing recommendations to remedy the identified deficiencies. The report shall be submitted to the Governor and the Chief of the Budget Division.

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 3rd day of February, in the year two thousand twenty-three.

Governor

Secretary of State

Deputy

ACING ACCOUNTABILITY

Ensuring the Effectiveness of New Investments in Nevada's K-12 Education System

with Accountability and Transparency

In 2023, Governor Lombardo committed

$2.6 Billion Dollars

in **increased funding to K-12 education in Nevada**. As these funds are distributed to Nevada's school districts, the State's accountability measures will ensure that resources are directly tied to performance.

The Governor also signed **SB98**, requiring the Superintendent of Public Instruction to establish metrics of performance for schools, specifically:

- *The growth and proficiency of pupils in literacy and mathematics.*
- *The engagement and proficiency of pupils in courses for college and career readiness*
- *The retention and recruitment of teachers and education support professionals*

Additional metrics of performance will be developed by each district and approved by the Superintendent of Public Instruction to identify and meets the unique needs of the students and schools.

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"Along with this funding, I expect results. I won't accept a lack of funding as an excuse for underperformance. I'll be working with our State Superintendent to ensure our systems of accountability and transparency are robust and enforced."

- Governor Joe Lombardo

State of the State Address, January 2023

Implementation Expectations

What metrics illustrate whether a district is making progress and meeting expectations?

To what degree are districts effectively implementing reading and mathematics resources?

- **Evidence-Based Instructional Materials**
- **District Planning**

To what degree are kindergarten through grade 3 (K-3) students demonstrating progress toward mastery in literacy, as measured by the Measures of Academic Progress (MAP) Growth in Reading assessment?

- **K-3 Literacy Growth**
- **K-3 Literacy Proficiency**

To what degree are grades 4 through 8 (4-8) students demonstrating growth and proficiency in mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment?

- **4-8 Mathematics Growth**
- **4-8 Mathematics Proficiency**

To what degree are high school graduates prepared for success in college or a career?

- **Rigorous Coursework**
- **College and Career Ready Diploma**
- **Student Proficiency**

To what degree do districts have the workforce to meet the needs of every student?

- **Fully Licensed and Certified Staff**
- **District Budget Allocation for Recruitment and Retention**
- **Distribution of Vacancies and Long-Term Substitutes**

To what degree are districts using innovative solutions to meet the unique needs of their students?

- **District-Developed Success Target(s)**

These accountability metrics align with portions of legislation passed during the 82nd Session (2023). Assembly Bill (AB) 400 and Senate Bill (SB) 98 call for an analysis of the return on the historic investment into Nevada's education system. Additionally, AB400 emphasizes the critical need of proficient literacy skills by third grade. AB241 establishes a new requirement that all students are on track for College and Career Readiness diploma. Finally, SB72 requires the study of the safety and well-being of staff, and AB285 adds data requirements that seek to connect school staffing levels with student behavior.

District Data Summary

District		Early Literacy - MAP (Grade K-3)		Math - SBAC (Grade 4-8)		College and Career Readiness (High School)			Workforce		
		Met Annual Growth Projections	≥65th Percentile in Spring	Met Adequate Growth	Proficient (Level 3 or Level 4)	Rigorous Coursework Enrollment	Student Proficiency	% graduates with CCR Diploma	% unfilled positions	% classes fully licensed	Substitute Distribution
Carson City	'23	41.1%	30%	30.4%	31.4%	70.5%					
	'24	65%	35%	35.4%	36.4%	75%					
	Δ[1]	+23.9%	+5	+5	+5	+4.5					
Churchill	'23	47.3%	32.3%	18.9%	20%	82%					
	'24	65%	37.3%	23.9%	25%	75%					
	Δ	+17.7	+5	+5	+5						
Clark	'23	49.9%	32%	30.7%	26.9%	70.5%					
	'24	65%	37%	35.7%	31.9%	75%					
	Δ	+15.1	+5	+5	+5	+4.5					
Douglas	'23	44.3%	34.8%	29%	32.1%	79.6%					
	'24	65%	39.8%	34%	37.1%	75%					
	Δ	+20.7	+5	+5	+5						
Elko	'23	37.7%	31.3%	26.9%	25.3%	69.7%					
	'24	65%	36.3%	31.9%	30.3%	75%					
	Δ	+27.3	+5	+5	+5	+5.3					
Esmeralda	'23	61.5%	37.5%	25.9%	13.7%	N/A					
	'24	65%	42.5%	30.9%	18.7%	N/A					
	Δ	+3.5	+5	+5	+5	N/A					
Eureka	'23	64.2%	39.5%	48.3%	49.2%	19.6%					
	'24	65%	44.5%	53.3%	54.2%	75%					
	Δ	+.8	+5	+5	+5	+55.4					
Humboldt	'23	39.5%	27%	35.8%	30.4%	72.9%					
	'24	65%	32%	40.8%	35.4%	75%					
	Δ	+25.5	+5	+5	+5	+2.1					

[1] Δ represents the change in value from the 2022-2023 school year to the 2023-2024 school year to meet expectations.
[2] N/A indicates data with fewer than 10 students.

District		Early Literacy (Grade K-3)		Math (Grade 4-8)		College and Career Readiness (High School)			Workforce		
		Met Annual Growth Projections	≥65th Percentile in Spring	Met Adequate Growth	Proficient (Level 3 or Level 4)	Rigorous Coursework	Student Proficiency	% graduates with CCR Diploma	% unfilled positions	% classes fully licensed	Substitute Distribution
Lander	‘23	56.5%	26.6%	15.4%	13.2%	50%					
	‘24	65%	31.6%	20.4%	18.2%	75%					
	Δ	+8.5	+5	+5	+5	+25					
Lincoln	‘23	56.2%	53.5%	36%	39.9%	62%					
	‘24	65%	58.5%	41%	44.9%	75%					
	Δ	+8.8	+5	+5	+5	+13					
Lyon	‘23	41%	27.2%	24.6%	22.3%	69.4%					
	‘24	65%	32.2%	29.6%	27.3%	75%					
	Δ	+24	+5	+5	+5	+5.6					
Mineral	‘23	35.9%	18.1%	10.1%	7.8%	39%					
	‘24	65%	23.1%	15.1%	12.8%	75%					
	Δ	+29.1	+5	+5	+5	+36					
Nye	‘23	44.8%	25.8%	26.5%	22.8%	59.8%					
	‘24	65%	30.8%	31.5%	27.8%	75%					707
	Δ	+20.2	+5	+5	+5	+15.2					
Pershing	‘23	37.9%	17.4%	18%	13.1%	74.9%					
	‘24	65%	22.4%	23%	18.1%	75%					
	Δ	+27.1	+5	+5	+5	+.1					
SPCSA	‘23	51.5%	44.3%	44.4%	42.8%	72.6%					
	‘24	65%	49.3%	49.4%	47.8%	75%					
	Δ	+13.5	+5	+5	+5	+2.4					
Storey	‘23	40.3%	33.3%	40.5%	36.3%	10%					
	‘24	65%	38.3%	45.5%	41.3%	75%					
	Δ	+24.7	+5	+5	+5	+65					
Washoe	‘23	42.1%	30.7%	30.9%	32.3%	62%					
	‘24	65%	35.7%	35.9%	27.3%	75%					
	Δ	+22.9	+5	+5	+5	+13					
White Pine	‘23	41.7%	25.9%	34.2%	29.8%	71.8%					
	‘24	65%	30.9%	39.2%	34.8%	75%					
	Δ	+23.3	+5	+5	+5	+3.2					

Acing Accountability in Nevada

State of Nevada | Monitoring Period: 2023-2024 School Year

In 2023, Governor Lombardo committed $2.6B in increased funding for K-12 education in Nevada. As these funds were distributed to Nevada's school districts, the State also created accountability metrics to ensure that resources are directly tied to performance. The following information describes how the district performed relative to expectations.

To what degree are districts effectively implementing resources?

Evidence Based Instruction Materials		
The school district and the SPCSA ensures that evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; all primary materials are on State-approved lists.	**23/24 Goal**	**Meets Expectations**
	23/24 Actual	
	23/24 Rating	

District Performance Plan		
The District Performance Plan (DPP) contains strategic targets to improve student growth and proficiency in literacy and mathematics and increase the number of students graduating with the College and Career Ready Diploma. The SPCSA collects the annual plan to improve the achievement of pupils from each of their sponsored schools.	**23/24 Goal**	**Meets Expectations**
	23/24 Actual	
	23/24 Rating	

To what degree are K-3 students demonstrating progress toward mastery in literacy, as measured by Measures of Academic Progress (MAP) Growth in Reading assessment?

Student Academic Growth		
In grades K-3, at least 65% of students in the school district and SPCSA meet or exceed their personalized learning growth goal in reading. Personalized learning growth goals are determined by individual results from the winter administration of MAP for kindergarten students and the spring administration of MAP for 1-3 grade students, and outcomes will be evaluated based on the spring administration.	**22/23 Base**	**47.7%**
	23/24 Goal	**65%**
	23/24 Actual	
	23/24 Rating	

Student Academic Proficiency		
In grades K-3, an increasing number of students in the school district and SPCSA demonstrate grade-level proficiency in reading. Spring MAP results show at least a five-point annual increase in the percentage of students in the school district and SPCSA demonstrating proficiency (at or above the 65th percentile).	**22/23 Base**	**33.3%**
	23/24 Goal	**38.3%**
	23/24 Actual	
	23/24 Rating	

To what degree are grades 4-8 students demonstrating growth and proficiency in mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment?

Student Academic Growth		
In grades 4-8, an increasing number of students are on-track to be proficient within three years or by eighth grade. SBAC results show at least a five-point annual increase in the percentage of students in the school district and SPCSA on-track to be proficient as measured using Adequate Growth Percentile (AGP).	**22/23 Base**	**32.2%**
	23/24 Goal	**37.2%**
	23/24 Actual	
	23/24 Rating	

Student Academic Proficiency		
In grades 4-8, an increasing number of students demonstrate proficiency in mathematics. SBAC results show at least a five-point annual increase in the percentage of students in the district and SPCSA scoring a Level 3 or Level 4, thus designated as "proficient".	**22/23 Base**	**29.3%**
	23/24 Goal	**34.3%**
	23/24 Actual	
	23/24 Rating	

To what degree are high school graduates prepared for success in college or a career?

Rigorous Coursework		
In the 2024-25 school year, at least 75% of all high school students are enrolled in at least one course unique to the College and Career Ready Diploma requirements, which include an Advanced Placement (AP) course, International Baccalaureate (IB) course, dual-credit course, Career and Technical Education (CTE) course, work-based learning course, or world language course.	**22/23 Base**	**69.3%**
	23/24 Goal	**75%**
	23/24 Actual	
	23/24 Rating	
Student Proficiency		
School districts and the SPCSA show at least a five-point annual increase in the percentage of high school students passing courses unique to College and Career Ready Diploma requirement, including dual-credit, Career and Technical Education (CTE), work-based learning, and world language courses or designated as proficient on Advanced Placement (AP) or International Baccalaureate (IB) exams OR have 75% of students taking AP/IB exams passing AP/IB exams (3 or higher) and/or dual-credit, CTE, work-based learning, and world language courses.	**22/23 Base**	
	23/24 Goal	
	23/24 Actual	
	23/24 Rating	
College and Career Ready (CCR) Diploma		
School districts and the SPCSA show at least a five-point annual increase in the percentage of graduates who earn the College and Career Ready Diploma.	**22/23 Base**	
	23/24 Goal	
	23/24 Actual	
	23/24 Rating	

To what degree do districts have the workforce to meet the needs of every student?

Fully Licensed and Certified Staff		
School districts and the SPCSA show at least a 20% decrease in unfilled positions, including those positions temporarily filled by substitutes, **OR** at least 95% of classrooms have a licensed educator, not including a substitute, teaching in their endorsed area.	**22/23 Base**	
	23/24 Goal	
	23/24 Actual	
	23/24 Rating	
Distribution of Vacancies & Long-Term Substitutes		
School districts and the SPCSA show that the percentage of long-term substitute teachers and vacancies at Title I schools are within 10% of such percentages in non-Title I schools.	**23/24 Goal**	**<10%**
	23/24 Actual	
	23/24 Rating	
District Budget Allocation for Recruitment and Retention		
School districts and the SPCSA provide the percentage of the budget that is allocated toward salaries and benefits of all employees.		

To what degree are districts using innovative solutions to meet the unique needs of their students?

District Success Goal #1		
	23/24 Goal	
	23/24 Actual	
	23/24 Rating	
District Success Goal #2		
	23/24 Goal	
	23/24 Actual	
	23/24 Rating	

Ensuring the Effectiveness of New Investments in Nevada's K-12 Education System

On January 23, 2023, Governor Lombardo delivered his inaugural State of the State address. He announced that his Executive Budget proposed adding more than $2B in new funding for K-12 education in Nevada. He also emphasized the importance of accountability for new funding:

> "Along with this funding, I expect results. I won't accept a lack of funding as an excuse for underperformance. I'll be working with our State Superintendent to ensure our systems of accountability and transparency are robust and enforced."

This document provides an overview of the structure and processes that will be used to analyze the performance of the provided metrics.

Funding Availability and Metrics of Performance

The approved State budget includes $2.6B in new State education funding for the 2023-25 biennium. This funding became available on July 1, 2023, so the impact will be measured on the outcomes of the 2023-24 and 2024-25 school years, compared to the baseline of the 2022-23 school year.

Each school district, the State Public Charter School Authority (SPCSA), and its charter holders will be evaluated based on a set of measures that answer the following Essential Questions:

- To what degree are school districts and the SPCSA effectively implementing reading and mathematics resources?
- To what degree are kindergarten through grade 3 (K-3) students demonstrating progress toward mastery in literacy?
- To what degree are grades 4 through 8 (4-8) students demonstrating growth and proficiency in mathematics?
- To what degree are high school graduates prepared for success in college or a career?
- To what degree do school districts and the SPCSA have the workforce to meet the needs of every student?
- To what degree are school districts and the SPCSA using innovative solutions to meet the unique needs of their students?

A number of relevant metrics, further described below, will be used to evaluate whether a school district, the SPCSA, and its charter holders, are exceeding, meeting, approaching, or failing to meet expectations. A rubric has been developed to define the criteria for each metric as well as to specify how designations will be determined. The Nevada Department of Education (NDE) will monitor and publish annual results, which will include the designation received for each metric.

Section 1: Accountability Measures

Determining whether $2.6B has resulted in improved student outcomes requires identifying relevant measures.

Some measures will assess whether a school district, the SPCSA, and its charter holders, have or have not met a certain bar; specifically, those measures related to the implementation of resources.

Other measures will place school districts, the SPCSA, and its charter holders along a continuum of exceeding, meeting, approaching, or failing to meet the expectations.

To what degree are school districts and the SPCSA effectively implementing reading and mathematics resources?

- **Evidence-Based Instructional Materials -** The school district and the SPCSA ensures that evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; all primary materials are on State-approved lists.

- **School District Planning -** The District Performance Plan (DPP) contains strategic targets to improve student growth and proficiency in literacy and mathematics and increase the number of students graduating with the College and Career Ready Diploma. The SPCSA collects the annual plan to improve the achievement of pupils from each of their sponsored schools.

To what degree are kindergarten through grade 3 (K-3) students demonstrating progress toward mastery in literacy, as measured by the Measures of Academic Progress (MAP) Growth in Reading assessment?

- **K-3 Literacy Growth -** In grades K-3, at least 65% of students in the school district and SPCSA meet or exceed their personalized learning growth goal in reading. Personalized learning growth goals are determined by individual results from the winter administration of MAP for kindergarten students and the spring administration of MAP for 1-3 grade students, and outcomes will be evaluated based on the spring administration.

- **K-3 Literacy Proficiency -** In grades K-3, an increasing number of students in the school district and SPCSA demonstrate grade-level proficiency in reading. Spring MAP results show at least a five-point annual increase in the percentage of students in the school district and SPCSA demonstrating proficiency (at or above the 65th percentile).

To what degree are grades 4 through 8 (4-8) students demonstrating growth and proficiency in mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment?

- **4-8 Mathematics Growth -** In grades 4-8, an increasing number of students are on-track to be proficient within three years or by eighth grade. SBAC results show at least a five-point annual increase in the percentage of students in the school district and SPCSA on-track to be proficient as measured using Adequate Growth Percentile (AGP[1]).

- **4-8 Mathematics Proficiency -** In grades 4-8, an increasing number of students demonstrate proficiency in mathematics. SBAC results show at least a five-point annual increase in the percentage of students in the district and SPCSA scoring a Level 3 or Level 4, thus designated as "proficient".

[1] AGP (Adequate Growth Percentile): The minimum student growth percentile a previously non-proficient student must earn on a Criterion Referenced Test in order to reach proficiency in a given timeframe, measured as on-track to be proficient in three years or by the end of eighth grade.

To what degree are high school graduates prepared for success in college or a career?

- **Rigorous Coursework –** In the 2024-25 school year, at least 75% of all high school students are enrolled in at least one course unique to the College and Career Ready Diploma requirements, which include an Advanced Placement (AP) course, International Baccalaureate (IB) course, dual-credit course, Career and Technical Education (CTE) course, work-based learning course, or world language course.

- **Student Proficiency –** School districts and the SPCSA show at least a five-point annual increase in the percentage of high school students passing courses unique to College and Career Ready Diploma requirement, including dual-credit, Career and Technical Education (CTE), work-based learning, and world language courses or designated as proficient on Advanced Placement (AP) or International Baccalaureate (IB) exams OR have 75% of students taking AP/IB exams passing AP/IB exams (3 or higher) and/or dual-credit, CTE, work-based learning, and world language courses.

- **College and Career Ready Diploma –** School districts and the SPCSA show at least a five-point annual increase in the percentage of graduates who earn the College and Career Ready Diploma.

To what degree do school districts and the SPCSA have the workforce to meet the needs of every student?

- **Fully Licensed and Certified Staff –** School districts and the SPCSA show at least a 20% decrease in unfilled positions, including those positions temporarily filled by substitutes, OR at least 95% of classrooms have a licensed educator, not including a substitute, teaching in their endorsed area.

- **Distribution of Vacancies and Long-Term Substitutes** – School districts and the SPCSA show that the percentage of long-term substitute teachers and vacancies at Title I schools are within 10% of such percentages in non-Title I schools.

- **Budget Allocation for Recruitment and Retention** – School districts and the SPCSA provide the percentage of the budget that is allocated toward salaries and benefits of all employees.

- **To what degree are school districts and the SPCSA using innovative solutions to meet the unique needs of their students?**
    - **School District and SPCSA Developed Success Target(s) –** Success targets developed by each school district, the SPCSA, and its charters show growth in response to school and community areas that will have an impact on student achievement. These targets will be developed and monitored by each school district and the SPCSA and approved by the Superintendent of Public Instruction.

Section 2. Rubrics

Implementation of Resources

Essential Question	Source	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
To what degree are school districts and the SPCSA effectively implementing reading and mathematics resources?	Evidence- Based Instructional Materials	Not Applicable	Meets criteria	Not Applicable	Does not meet criteria
	District and SPCSA Planning • Annual DPP submission • Charter school annual plan for the improvement of pupils	Not Applicable	Plan is approved **AND** Plan includes evidence to improve literacy, mathematics, and CCR diploma rates	Not Applicable	Plan is not approved **OR** Plan does not include evidence to improve literacy, mathematics, and CCR diploma rates

Data Acquisition

- Evidence-based Instructional Materials: School districts and the SPCSA
- District Performance Plan: School districts submit the District Performance Plan annually to the Department of Education for approval. The Department ensures the plan contains strategic targets, updated annually, to improve literacy and mathematics outcomes as well as increase the number of students receiving the College and Career Ready Diploma.
- Charter School Plans: SPCSA will collect the annual plan for the improvement of pupils from each sponsored charter school and ensure the plan contains strategic targets, updated annually, to improve literacy and mathematics outcomes and increase the number of students receiving the College and Career Ready Diploma.

K-3 Literacy

Essential Question	Source	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
To what degree are kindergarten through grade 3 (K-3) students demonstrating progress toward mastery in literacy?	K-3 Literacy Growth • Winter-Spring K, Spring-Spring 1-3 administration of MAP Reading	Greater than or equal to 80.0% of students met or exceeded their personalized learning growth goal	65.0-79.9% of students met or exceeded their personalized learning growth goal	50.0-64.9% of students met or exceeded their personalized learning growth goal	Less than 50% of students met or exceeded their personalized learning growth goal
	K-3 Literacy Proficiency • Spring administration of MAP Reading	Greater than or equal to 9.0% increase of students scoring at or above the 65th percentile	5.0-8.9% increase of students scoring at or above the 65th percentile	0.1-4.9% increase of students scoring at or above the 65th percentile	Negative or no improvement on students scoring at or above the 65th percentile

Data Acquisition

- NWEA provided MAP reports for the winter and spring for kindergarten and spring to spring for 1-3 administration demonstrate whether or not a student met their personalized learning growth goal.

4-8 Mathematics

Essential Question	Source	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
To what degree are grades 4 through 8 (4-8) students demonstrating growth and proficiency in mathematics?	4-8 Mathematics Growth • SBAC Mathematics (at least two years of data)	Greater than or equal to 9.0% increase of previously non-proficient students on track to be proficient in 3 years or by 8th grade as measured by AGP[2]	5.0-8.9% increase of previously non-proficient students on track to be proficient in 3 years or by 8th grade as measured by AGP	0.1-4.9% increase of previously non-proficient students on track to be proficient in 3 years or by 8th grade as measured by AGP	Negative or no growth of previously non-proficient students on track to be proficient in 3 years or by 8th grade as measured by AGP
	4-8 Mathematics Proficiency • SBAC Mathematics	Greater than or equal to 9.0% increase of students scoring Level 3 or 4	5.0-8.9% increase of students scoring Level 3 or 4	0.1-4.9% increase of students scoring Level 3 or 4	Negative or no improvement on students scoring Level 3 or 4

Data Acquisition

- Office of Assessment, Data, and Accountability Management (ADAM) receives this data from the assessment vendor.

[2]AGP (Adequate Growth Percentile): The minimum student growth percentile a previously non-proficient student must earn on a Criterion Referenced Test in order to reach proficiency in a given timeframe, measured as on-track to be proficient in three years or by the end of eighth grade.

College and Career Ready (CCR) Graduates

Essential Question	Source	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
To what degree are high school graduates prepared for success in college or a career?	Rigorous Coursework • Course enrollment data	**2024-2025** Greater than or equal to 85% of students enrolled in Courses unique to CCR diploma coursework	**2024-2025** 75-84.9% of students enrolled in courses unique to CCR diploma coursework	**2024-2025** 65-74.9% of students enrolled in courses unique to CCR diploma coursework	**2024-2025** Less than 65% of students enrolled in courses unique to CCR diploma coursework
	Student Proficiency • Advanced Placement (AP) Exam Scores • International Baccalaureate (IB) Exam Scores • Course enrollment data	Greater than or equal to 9.0% increase passage of AP/IB exams (3 or higher) and/or courses unique to CCR diploma coursework **OR** Greater than or equal to 80% of students passing AP/IB exams (3 or higher) and/or enrolled in courses unique to CCR diploma coursework	+5.0-8.9% increase passage of AP/IB exams (3 or higher) and/or courses unique to CCR diploma coursework **OR** Greater than or equal to 75% of students passing AP/IB exams (3 or higher) and/or courses unique to CCR diploma coursework	+0.1-4.9% increase passage of AP/IB exams (3 or higher) and/or courses unique to CCR diploma coursework	Negative or no improvement in passage AP/IB exams (3 or higher) and/or courses unique to CCR diploma coursework
	College and Career Ready Diploma (9-12) • CCR Diploma Endorsements	Greater than or equal to 9% increase in students who earn the College and Career Ready Diploma **OR** Greater than or equal to 50% of graduates receive the CCR diploma	5.0-8.9% increase in students who earn the College and Career Ready Diploma	0.1-4.9% increase in students who earn the College and Career Ready Diploma	Decline or no growth in percent of students who earn the College and Career Ready Diploma

Data Acquisition

- College and Career Ready: The Department will request information from each of the school districts and the SPCSA.
- College and Career Ready:
  - AP and/or Dual-Credit: Office of Assessment, Data, and Accountability Management receives AP data from Nevada school districts and the SPCSA.
  - Dual-Credit Course Enrollment: The Department will request information from each of the school districts and the SPCSA.
  - College & Career Ready Diploma: Office of Assessment, Data, and Accountability Management collects from and validates this data with Nevada school districts and the SPCSA.

Staff Retention and Recruitment

Essential Question	Source	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
To what degree do school districts and the SPCSA have the workforce to meet the needs of every student?	Fully Licensed and Certified Staff • October 1 Staff Report	Greater than or equal to 30% reduction in unfilled positions, including positions temporarily filled by substitute staff **OR** 98-100% of classroom educators and employees are fully licensed and certified	20-29.9% reduction in unfilled positions, including positions temporarily filled by substitute staff **OR** 95-97.9% of classroom educators and employees are fully licensed and certified	10-19.9% reduction in unfilled positions, including positions temporarily filled by substitute staff **OR** 91-94.9% of classroom educators and employees are fully licensed and certified	Less than 10% reduction in unfilled positions, including positions temporarily filled by substitute staff **OR** Less than 91% of classroom educators and employees are fully licensed and certified
	Distribution of Vacancies and Long-Term Substitutes • October 1 Staff Report	Less than or equal to 5% variability between Title I and non-Title I schools.	5.1-10.0% variability between Title I and non-Title I schools.	10.1-20.0% variability between Title I and non-Title I schools.	Greater than 20% variability between Title I and non-Title I schools.
	Percentage of the budget that is allocated toward salaries and benefits for all employees.	% of budget			

Data Acquisition

- Staff Retention and Recruitment: Office of Educator Development, Licensure, and Family Engagement receives a staff report each October 1 per NAC 391.150.
- Distribution of Substitutes: The Department will request information from each of the school districts and the SPCSA.
- Budget: School districts and the SPCSA will provide the percentage of the budget that is allocated toward salaries and benefits for all employees.

Innovative Solutions

Essential Question	Source	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
To what degree are school districts and the SPCSA using innovative solutions to meet the unique needs of their students?	School District and SPCSA Developed Success Target(s)	To be developed by each school district and the SPCSA, based on the success target and corresponding data			

Data Acquisition

- To be determined by each school district based on the success target and corresponding data.

FREQUENTLY ASKED QUESTIONS
ENSURING THE EFFECTIVENESS OF NEW INVESTMENTS

How were the metrics identified?
These accountability metrics align with portions of legislation passed during the 82nd Session (2023). Assembly Bill (AB) 400 and Senate Bill (SB) 98 call for an analysis of the return on the historic investment into Nevada's education system. Additionally, AB 400 emphasizes the critical need for proficient literacy skills by third grade. AB 241 establishes a new requirement that all students are on track for the College and Career Readiness diploma. Finally, SB 72 requires the study of the safety and well-being of staff, and AB 285 adds data requirements that seek to connect school staffing levels with student behavior.

In addition to alignment with recently passed legislation, the metrics aim to mitigate additional work and responsibilities placed on each school district and the State Public Charter School Authority (SPCSA) and, instead, focused on areas of accountability that were already enacted in some form. This allows a baseline of data from the 2022-23 school year to be established with which these metrics will be measured.

These metrics seem similar to some of the Nevada School Performance Framework (NSPF) metrics. Do these metrics replace the Nevada School Performance Framework?
No. While the metrics may mirror some of the metrics in the NSPF, this work does not replace it. These metrics reflect specific growth, achievement, and workforce goals identified by the legislature in AB241, AB285, AB400, SB72, and SB98, to improve the state of public education in Nevada.

What if a school district fails to meet expectations in some areas?
Reviews of the system will identify those metric areas in which expectations were met by all, some, or no school districts or the SPCSA. The overall results of the reviews will inform the Nevada government and public on the impact of the new investments and assist in making determinations regarding future investments as well as accountability of school districts in need of support.

Will the District Performance Plans change as part of this?
No, the performance plans are designed to allow school districts and schools to use any data available to them for root cause analysis. These additional metrics will assist in understanding the progress each school district is making toward state goals. It is recommended that the sources of data identified in these metrics be included by school districts when creating strategic targets to improve student growth and proficiency in literacy and mathematics and increase the number of students graduating with the College and Career Ready Diploma.

How are the student learning growth projections determined?
The Northwest Evaluation Association (NWEA) has an embedded tool that provides growth goals for each student for the NWEA Measures of Academic Progress (MAP) Growth Reading assessment in grades K-3. The growth projections are the growth anticipated to be made from the winter to spring for kindergarten and spring to spring for grades 1-3. The projection is individualized based on how each individual student scores on the MAP assessment.

The previous target for proficiency on the MAP Growth Reading assessment was the 40th percentile. Why has it changed to the 65th percentile?
According to the NWEA Linking Study for Nevada, proficiency projections for students in grade 3 show a higher probability of demonstrating Meets Standard on the Smarter Balanced Assessment when students score between the 62nd and 78th percentile and above on the MAP Growth Reading assessment.

Does the metric for enrollment in rigorous coursework include all enrolled students or a particular grade level?
The metric for enrollment in rigorous coursework is for all grade levels (9-12).

What course enrollment will be collected as part of the metrics?
When the Nevada Department of Education (NDE) refers to enrolled days, a student must (1) have an enrollment that is included in apportionment (Average Daily Enrollment) and (2) be scheduled for instructional courses in a given school for the specified number of days during the specified timeline. Courses that will be evaluated for enrollment include Advanced Placement (AP), International Baccalaureate (IB), dual-credit, Career and Technical Education (CTE), work-based learning, and world language courses.

What are the requirements for the College and Career Ready Diploma?
Complete requirements for the College and Career Ready (CCR) Diploma can be found here.

How will school district and SPCSA workforce metrics be monitored?
Workforce metrics will be monitored using vacancy data reports, critical shortage area reports, and the Title IIA equitable distribution of teachers table.

What should school districts and the SPCSA be doing to ensure accurate data collection around workforce metrics?
NDE currently collects data from school districts on this metric and will use that data for reporting.

How will the standard error of measurement, plus or minus 3-5 RIT points, be taken into consideration?
There is a difference between looking at the measurement error for an individual student versus a whole group. Measurement error is minimized across a larger number of students tested.

Is it more difficult to achieve a growth projection for students scoring above the 95th percentile?
It is generally true that, according to NWEA norms, students with a higher initial Rasch Unit (RIT) score will show less raw growth over a fixed amount of time compared to students with a lower initial RIT score. However, the growth projection provided for a student takes that into consideration.

Joe Lombardo
Governor

Jhone M. Ebert
Superintendent of Public Instruction

Southern Nevada Office
2080 E. Flamingo Rd, Ste 210
Las Vegas, Nevada 89119-0811
Phone: (702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION

700 E. Fifth St. | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-1116

MEMORANDUM

TO: All District Superintendents
All District Board of Trustees

FROM: Jhone Ebert, Superintendent of Public Instruction

DATE: Thursday, September 21

SUBJECT: Ensuring the Effectiveness of New Investments in Nevada's K-12 Education System

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The 82nd Legislative Session resulted in an historic $2.6 billion increase in K-12 education funding for the 2023-25 biennium (Senate Bill 503). Senate Bill 98 (2023) requires the Superintendent of Public Instruction to establish performance metrics to ensure accountability and transparency about the impact new education funding will have on student and school outcomes. SB 98 identifies key focus areas, including the growth and proficiency of pupils in literacy and mathematics; the engagement and proficiency of pupils in courses for college and career readiness; and the retention and recruitment of teachers and education support professionals. The metrics strive to leverage data that is already available and measure both proficiency and growth. In addition to Statewide metrics, each school district, the State Public Charter School Authority (SPCSA), and its charter holders will have the opportunity to develop local metrics that enable them to best meet the unique needs of their students and school communities.

Performance Metrics

In developing metrics to ensure school districts, the SPCSA, and its charters are making measurable progress and meeting expectations, the Nevada Department of Education (NDE or Department) framed six essential questions:

- To what degree are school districts and the SPCSA effectively implementing reading and mathematics resources?
- To what degree are kindergarten through grade 3 (K-3) students demonstrating progress toward mastery in literacy?
- To what degree are grades 4 through 8 (4-8) students demonstrating growth and proficiency in mathematics?
- To what degree are high school graduates prepared for success in college or a career?
- To what degree do school districts and the SPCSA have the workforce to meet the needs of every student?
- To what degree are school districts and the SPCSA using innovative solutions to meet the unique needs of their students?

For each of these questions, NDE has defined metrics that will be monitored throughout the 2023-24 and 2024-25 school years. The performance of school districts, the SPCSA, and its charter holders on each metric will be determined by a rubric. Certain metrics determine whether each entity meets a specific standard and will have a binary outcome: meets or fails to meet expectations. The majority of metrics have defined targets and school districts, the SPCSA, and its charters will receive a determination on whether they are exceeding, meeting, approaching, or failing to meet expectations. The monitoring will provide transparent results that demonstrate the impact of the increase in education funding.

Defining the Metrics
The metrics align with legislation passed during the 82nd Session (2023). Assembly Bill (AB) 400 and Senate Bill (SB) 98 call for an analysis of the return on the historic investment into Nevada's K-12 education system. AB 400 further emphasizes the importance of students demonstrating proficient literacy skills by third grade. AB 241 establishes a new requirement that all students are on-track to earn a College and Career Ready diploma. Finally, SB 72 requires the study of the safety and well-being of staff, and AB 285 adds data requirements that seek to connect school staffing levels with student behavior.

In addition to aligning with statute, the metrics are designed to minimize additional work for districts by focusing on areas of accountability that are already measured and assessments that are already administered. School districts, the SPCSA, and its charters should refer to the attached "Ensuring the Effectiveness of New Investments in Nevada's K-12 Education System," which includes further details on how each metric is defined as well as the rubric against which outcomes will be measured.

District-Developed Success Target(s)
Acknowledging that there are unique opportunities in each of our districts and within the SPCSA that require leadership focus, each entity will have the opportunity to develop their own 1 to 2 targets that will showcase their unique response. Using data to determine areas of opportunity, districts will develop strategic and measurable goal(s) and monitor progress made toward the goal(s) throughout the 2023-24 and 2024-25 school years. Goal(s) will be approved by the Superintendent of Public Instruction and will be reflected on a dashboard along with the other metrics and results. Examples of target areas include, but are not limited to, chronic absenteeism, district-wide implementation of social-emotional learning (SEL), increased enrollment in Science, Technology, Engineering, Art, and Mathematics (STEAM) courses, etc.

Support for Success
The essential questions and accompanying metrics are not intended to distract from, replace, or remove any other existing accountability requirements, Every Student Succeeds Act (ESSA) designations, star ratings, etc. Whereas the other systems in place look specifically at school performance, this system evaluates the work of the districts. For a deeper understanding of Nevada's assessment systems, please visit https://doe.nv.gov/Assessments/ and https://doe.nv.gov/Accountability/.

NDE stands ready to support districts in implementing and monitoring these new accountability metrics throughout the 2023-24 and 2024-25 school years. If there are questions related to the metrics and rubrics being utilized, please contact Ann Marie Dickson, Deputy Superintendent, Student Achievement Division, at AnnMarie.Dickson@doe.nv.gov.

Attachments: Ensuring the Effectiveness of New Investments in Nevada's K-12 Education System
Frequently Asked Questions – Ensuring the Effectiveness of New Investments

cc: Governor Joe Lombardo
Majority Leader Nicole Cannizzaro
Speaker Steve Yeager
Nevada State Board of Education
Ben Kieckhefer, Chief of Staff, Governor Joe Lombardo

Joe Lombardo
Governor

Jhone M. Ebert
Superintendent of Public Instruction

Southern Nevada Office
2080 E. Flamingo Road, Suite 210
Las Vegas, Nevada 89119-0811
Phone: (702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION

700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-1116

MEMORANDUM

TO: School District Superintendents and State Public Charter School Authority

FROM: Jhone M. Ebert, Superintendent of Public Instruction

DATE: January 17, 2024

SUBJECT: Acing Accountability

Thanks to your Accountability staff, it was brought to the Nevada Department of Education's attention that the data reported for the student academic growth measure for students in grades 4-8 was reported incorrectly in the September 2023 release of the Acing Accountability. The criteria for this measure states, "increase of previously non-proficient students on track to be proficient in 3 years or by 8th grade as measured by AGP." The data for this measure that was reported in September included data for all students, both proficient and non-proficient in the prior year. My team has made the correction. In your new report, you will find the data reported is for students that were previously non-proficient.

Attached you will find your data dashboard with the most updated data included. If you or your team has any questions, please contact Ann Marie Dickson at annmarie.dickson@doe.nv.gov.

cc: Ann Marie Dickson, Deputy Superintendent for Student Achievement
Christy McGill, Deputy Superintendent for Educator Effectiveness and Family Engagement
Megan Peterson, Deputy Superintendent for Student Investment Division
Lisa Ford, Chief Strategy Officer

Acing Accountability in Nevada

Lyon County School District | Monitoring Period: 2023-2024 School Year

In 2023, Governor Lombardo committed $2.6B in increased funding for K-12 education in Nevada. As these funds were distributed to Nevada's school districts, the State also created accountability metrics to ensure that resources are directly tied to performance. The following information describes how the district performed relative to expectations.

To what degree are districts effectively implementing resources?

Evidence Based Instruction Materials

The school district and the SPCSA ensures that evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; all primary materials are on State-approved lists.	**23/24 Goal**	**Meets Expectations**
	23/24 Actual	
	23/24 Rating	

District Performance Plan

The District Performance Plan (DPP) contains strategic targets to improve student growth and proficiency in literacy and mathematics and increase the number of students graduating with the College and Career Ready Diploma. The SPCSA collects the annual plan to improve the achievement of pupils from each of their sponsored schools.	**23/24 Goal**	**Meets Expectations**
	23/24 Actual	
	23/24 Rating	

To what degree are K-3 students demonstrating progress toward mastery in literacy, as measured by Measures of Academic Progress (MAP) Growth in Reading assessment?

Student Academic Growth

In grades K-3, at least 65% of students in the school district and SPCSA meet or exceed their personalized learning growth goal in reading. Personalized learning growth goals are determined by individual results from the winter administration of MAP for kindergarten students and the spring administration of MAP for 1-3 grade students, and outcomes will be evaluated based on the spring administration.	**22/23 Base**	**41%**
	23/24 Goal	**65%**
	23/24 Actual	
	23/24 Rating	

Student Academic Proficiency

In grades K-3, an increasing number of students in the school district and SPCSA demonstrate grade-level proficiency in reading. Spring MAP results show at least a five-point annual increase in the percentage of students in the school district and SPCSA demonstrating proficiency (at or above the 65th percentile).	**22/23 Base**	**27.2%**
	23/24 Goal	**32.2%**
	23/24 Actual	
	23/24 Rating	

To what degree are grades 4-8 students demonstrating growth and proficiency in mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment?

Student Academic Growth

In grades 4-8, an increasing number of students are on-track to be proficient within three years or by eighth grade. SBAC results show at least a five-point annual increase in the percentage of students in the school district and SPCSA on-track to be proficient as measured using Adequate Growth Percentile (AGP).	**22/23 Base**	**13.2%**
	23/24 Goal	**18.2%**
	23/24 Actual	
	23/24 Rating	

Student Academic Proficiency

In grades 4-8, an increasing number of students demonstrate proficiency in mathematics. SBAC results show at least a five-point annual increase in the percentage of students in the district and SPCSA scoring a Level 3 or Level 4, thus designated as "proficient".	**22/23 Base**	**22.3%**
	23/24 Goal	**27.3%**
	23/24 Actual	
	23/24 Rating	

To what degree are high school graduates prepared for success in college or a career?

Rigorous Coursework		
In the 2024-25 school year, at least 75% of all high school students are enrolled in at least one course unique to the College and Career Ready Diploma requirements, which include an Advanced Placement (AP) course, International Baccalaureate (IB) course, dual-credit course, Career and Technical Education (CTE) course, work-based learning course, or world language course.	**22/23 Base**	**69.4%**
	23/24 Goal	**75%**
	23/24 Actual	
	23/24 Rating	
Student Proficiency		
School districts and the SPCSA show at least a five-point annual increase in the percentage of high school students passing courses unique to College and Career Ready Diploma requirement, including dual-credit, Career and Technical Education (CTE), work-based learning, and world language courses or designated as proficient on Advanced Placement (AP) or International Baccalaureate (IB) exams OR have 75% of students taking AP/IB exams passing AP/IB exams (3 or higher) and/or dual-credit, CTE, work-based learning, and world language courses.	**22/23 Base**	
	23/24 Goal	
	23/24 Actual	
	23/24 Rating	
College and Career Ready (CCR) Diploma		
School districts and the SPCSA show at least a five-point annual increase in the percentage of graduates who earn the College and Career Ready Diploma.	**22/23 Base**	
	23/24 Goal	
	23/24 Actual	
	23/24 Rating	

To what degree do districts have the workforce to meet the needs of every student?

Fully Licensed and Certified Staff		
School districts and the SPCSA show at least a 20% decrease in unfilled positions, including those positions temporarily filled by substitutes, **OR** at least 95% of classrooms have a licensed educator, not including a substitute, teaching in their endorsed area.	**22/23 Base**	
	23/24 Goal	
	23/24 Actual	
	23/24 Rating	
Distribution of Vacancies & Long-Term Substitutes		
School districts and the SPCSA show that the percentage of long-term substitute teachers and vacancies at Title I schools are within 10% of such percentages in non-Title I schools.	**23/24 Goal**	**<10%**
	23/24 Actual	
	23/24 Rating	
District Budget Allocation for Recruitment and Retention		
School districts and the SPCSA provide the percentage of the budget that is allocated toward salaries and benefits of all employees.		

To what degree are districts using innovative solutions to meet the unique needs of their students?

District Success Goal #1		
	23/24 Goal	
	23/24 Actual	
	23/24 Rating	
District Success Goal #2		
	23/24 Goal	
	23/24 Actual	
	23/24 Rating	

Superintendent
Wayne Workman
Deputy Superintendent
Tim Logan

Executive Directors
Human Resources - Dawn Huckaby
Educational Services - Jim Gianotti
Educational Services - Heather Moyle
Operations- Harman Bains
Special Services - Rachel Stewart

Lyon County School District Memo

To: Lyon County School District Staff

From: Jim Gianotti, Heather Moyle – Educational Services

Date: September 28, 2023

Re: Nevada School Performance Framework (NSPF) Star Ratings

The Nevada Department of Education recently released STAR Ratings for schools across the state of Nevada. These ratings are calculated based on growth measures and growth targets that are outlined in the Nevada School Performance Framework (NSPF). The two attached documents highlight concerns that were discovered because of both the negative impacts of the pandemic as well as substantial non-participation on assessments statewide. The state also utilizes other factors when calculating Star Ratings, such as student engagement (attendance), English language proficiency (growth for students who are designated as English Learners), and growth.

Lyon County School District (LCSD) was not immune to these impacts and has seen the effects in our classrooms as well as in the results of our assessments districtwide. LCSD acknowledges that these Star Ratings are not where we want them to be, however, they do not reflect the great work done by our teachers and students in the classroom. We continue to monitor student growth MAP assessments, i-Ready Diagnostics as well as the ongoing formative measures that are conducted by teachers on a regular basis. Site administrators work with staff and stakeholders to meet the needs of our students in a variety of ways. LCSD also works with parents/guardians and families as they choose to opt their students out of the Smarter Balanced Assessment and ACT, which are one-time snapshots of a student in a given school year. The drastic increase in the number of parents/guardians opting their student(s) out of testing may be an indicator that they find little value in these annual assessments.

While we recognize that ratings may frustrate staff and stakeholders, please remember that the NSPF is not designed to capture all the real-life learning that takes place every day in our classrooms. LCSD continues to focus on our Portrait of a Learner (PoL) based on the feedback from students, staff, parents/guardians and other community stakeholders. By doing this, we know that student achievement and NSPF ratings will continually increase as we move past the damage done by the pandemic. The LCSD and each individual school are committed to providing the best personalized education to our students in partnership with you. Thank you for allowing us to serve them.

Respectfully,

Jim Gianotti and Heather Moyle Executive Directors for Educational Services

School	School Star Ratings for 2022-2023
Dayton Elementary School	
Yerington Elementary School	
Fernley Elementary School	
Silver Stage Elementary School	
East Valley Elementary School	
Dayton Intermediate School	
Cottonwood Elementary School	
Sutro Elementary School	
Riverview Elementary School	
Yerington Intermediate School	
Fernley Intermediate School	
Silver Stage Middle School	
Silverland Middle School	
Fernley High School	
Smith Valley Elementary School	
Smith Valley Middle School	
Smith Valley High School	
Yerington High School	
Dayton High School	
Silver Stage High School	

Student Growth Targets

Understanding differences between 2022 and 2023 growth targets on Nevada's SBAC assessments

The pandemic impacted education in numerous ways and its effects are still being felt. Due to the pandemic's impact on student testing in Nevada, one manifestation of the pandemic is showing up as discrepancies in student growth targets based upon the SBAC assessment.

Student growth targets are calculated each year in two ways: Current growth targets and lagged growth targets. Current growth targets indicate the growth needed for a student to reach or maintain proficiency within three years or by eighth grade starting from their current score. Lagged growth targets indicate the growth needed for a student to reach or maintain proficiency within three years or by eighth grade starting from their prior score. Both targets use student growth percentile (SGP) growth norms in the calculation. Because growth norms can change from year-to-year, growth targets can change solely because the growth of students in the state has changed.

This is what occurred when discrepancies were noted by practitioners between current growth targets from 2022 and lagged growth targets from 2023. If growth norms did not change between years, then the current growth targets from 2022 would equal the lagged growth targets from 2023. One manifestation of the pandemic was to distort the growth norms in 2022 leading to these discrepancies between student growth targets in 2022 and 2023.

Growth norms in 2022 were distorted because of two-factors:

- Substantial non-participation in 2021
- Negative impact on 2021 student scores due to pandemic disruptions to testing

Both factors contributed to a scenario where the SGP growth norms calculated in 2022 presented a picture of student growth that over-estimated what would have been observed had the pandemic disruptions not occurred. Simply, because of test participation and other testing factors, students in the state appeared to be learning at faster rates than they really were. When those student growth norms were used to produce student growth targets, the results were targets that were, in reality, too low. Had norms that accurately captured student growth in the state been available, targets would have been higher.

And this is exactly what happened when moving forward a year to 2023. With student growth norms available from 2023 representing more normal education and testing conditions, we have student growth norms that more accurately reflect the learning of students in Nevada. Absent the inflated norms from 2022, we see higher growth targets in 2023.

It is important to note that the trajectory for students to reach proficiency hasn't changed, only our interpretation of the difficulty (the student growth target tells us the difficulty of hitting our target) of maintaining that trajectory. In 2024, with student growth norms stabilizing, discrepancies between current targets in 2023 and lagged targets in 2024 should be minimal.

Bullet Points

- Differences between 2022 and 2023 targets are the result of different growth norms used to create the targets in 2022 versus 2023. Growth norms model the relationship between a student's current and prior achievement scores. The student growth targets associated with the trajectories depend upon the growth norms.
- 2021 to 2022 growth norms over-estimated student progress resulting in lower targets. This was the result of substantial non-participation on assessments in 2021 and the negative impact on 2021 student scores due to pandemic disruptions to testing.
- 2022 to 2023 student growth norms saw a return to more normal rates of student growth leading to higher targets.

Multi Tiered Systems of Support

Tier I

- Academic and Behavioral systems that create **PREDICTABLE** (Common Language, Vision, Experience), **POSITIVE** (Regular Recognition of Positive Actions/Activity), **SAFE** (Violent And Disruptive Behavior Is Not Tolerated), **CONSISTENT** (Words Match Your Actions).
- Applied to all students.
- Examines systems for all.
- Preventative.

Tier II

- Tier 2 supports are additional strategies and interventions provided to students who need more support beyond what is provided at the Tier 1 level.
- These supports are usually targeted towards small groups of students who are at risk of falling behind or who are not responding to Tier 1 supports.
- Typical Tier 2 interventions might include **small group tutoring**, social skills training, or **regular check-ins** with a teacher or counselor. The aim is to provide these students with a little extra help, without taking them out of the regular classroom environment.

Tier III

- Tier 3 supports are the **MOST INTENSIVE** and individualized interventions provided in a multi-tiered support system.
- They're designed for students **WHO CONTINUE** to struggle despite Tier 1 and Tier 2 interventions.
- These supports are highly individualized and often involve one-on-one instruction or therapy, based on a student's specific needs. They may include individual tutoring, behavioral intervention plans, or specialized therapies.
- Remember, these supports are **NOT A REPLACEMENT** for Tier 1 and Tier 2, but supplement them.

Lyon County School District
Superintendent Evaluation Instrument

Superintendent:_____ Date: _____

Evaluator: ☐ Board member ☐ Board as a whole

Performance Categories

(Use the indicators below as examples and do not rate each one. These are listed only to help you in thinking about the standard, and are not intended to be a checklist of tasks.)

Categories	***Outcome Statements***
Student Learning	Students are making progress toward achieving outcomes identified by the board. Indicators: 1. Specific progress is evident. 2. Student learning is defined based on the knowledge and skills necessary to be successful. 3. Data and information collected is reliable, valid, and believable. 4. Data is regularly presented and is communicated in understandable forms. 5. Data is used for future planning and improvement. 6. Effective methods of providing, monitoring, evaluating, and reporting student achievement are used. 7. Surveys generally demonstrate student satisfaction with their school program. 8. Preparing students for post-secondary education and/or entrance into the job market. 9. Data is disaggregated, analyzed, and explained. 10. Other:
The superintendent has sufficient authority to achieve this standard? ☐ Yes ☐ No The superintendent's rating for this standard is: ☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding	
Written Comments:	

Instruction	Students receive the highest quality instruction. Indicators: 1. Curriculum is aligned across the system. 2. Students are engaged in their work. 3. Instructional best practices are described and used. 4. Adopted programs are fully implemented and effectiveness regularly monitored. 5. Faculty and stakeholders are involved in the enhancement, renewal, and alignment of curriculum, instruction, and assessment. 6. Feedback about effective instruction is encouraged. 7. Professional development and teacher evaluation are focused on improving instructional practices. 8. Teachers understand and utilize knowledge about different learning styles and particular student needs. 9. Students and teachers work in an environment of shared respect and open feedback. 10. Other:

The superintendent has sufficient authority to achieve this standard? □ Yes □ No

The superintendent's rating for this standard is:

☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding

Written Comments:

Community Relations	The community at large is satisfied with performance and supports the school Indicators: 1. Parents communicate satisfaction with school experiences. 2. A community process exists to develop and implement a shared vision that focuses on improving student achievement. 3. Budgets are consistently supported by the community. 4. Community members are involved in school activities. 5. Students participate in community service learning activities. 6. A process is in place and followed to listen to and resolve complaints. 7. Other:
The superintendent has sufficient authority to achieve this standard? □ Yes □ No The superintendent's rating for this standard is: ☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding	
Written Comments:	

Human Resources	The environment supports the staff performing their best work. Indicators: 1. Staff members are treated fairly. 2. Teachers work effectively within their classroom, throughout the school, across district schools, and with the community. 3. Operations are clearly defined, communicated, and implemented. 4. Personnel contracts are adhered to. 5. Effective collective bargaining strategies advance and promote student learning. 6. Other:

The superintendent has sufficient authority to achieve this standard? □ Yes □ No

The superintendent's rating for this standard is:

☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding

Written Comments:

Policy	Policies are adhered to and administrative procedures are followed. Indicators: 1. The superintendent serves as a resource to the board in developing, adopting, and updating policies. 2. Procedures are developed and available to the board, staff, students, and the public. 3. Procedures are aligned with board policy and comply with all Jaws, rules, and regulations. 4. Procedures are reviewed and revised periodically. 5. Legal counsel is judiciously used to proactively prevent /respond to civil and criminal liabilities. 6. The superintendent understands the system of public school governance and differentiates between the policy making and administrative roles. 7. Other:
The superintendent has sufficient authority to achieve this standard? □ Yes □ No The superintendent's rating for this standard is: ☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding	
Written Comments:	

Finances	The district is an effective steward of financial resources. Indicators: 1. Budgets reflect district goals for student achievement. 2. District expenses do not exceed revenues. If this occurs, a plan is developed and presented to the board for remediation within an acceptable timeline. 3. Finances are managed in accordance with GASBE and GAAP standards. 4. The annual audit shows no material deficiencies and audit recommendations are effectively implemented. 5. Multi-year budget plans are used for planning purposes. 6. Other:

The superintendent has sufficient authority to achieve this standard? □ Yes □ No

The superintendent's rating for this standard is:

☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding

Written Comments:

Facilities	The district is a good steward of capital resources. Indicators: 1. All buildings meet safety, health, and construction codes. 2. Facilities and equipment are not subject to improper wear or insufficient maintenance. 3. Multi-year plans for maintenance, repairs, and facility upgrades are in place. 4. Ongoing inspection and reporting systems are utilized. 5. Other:
The superintendent has sufficient authority to achieve this standard? □ Yes □ No The superintendent's rating for this standard is: ☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding	
Written Comments:	

Board Relations	The superintendent fosters a relationship of mutual respect and support. Indicators: 1. The superintendent assists the board in developing clear policies that meet federal and state requirements. 2. The superintendent understands and communicates legal liability to the district. 3. The superintendent supports the board chair to maximize the effectiveness of board operations. 4. The superintendent regularly informs all board members about the business of the district and alerts the board about critical issues and areas that may have impact on the district. 5. The superintendent maintains a future-focus on emerging trends and research. 6. The superintendent follows agreed upon board-superintendent guidelines. 7. Other:
The superintendent has sufficient authority to achieve this standard? □ Yes □ No The superintendent's rating for this standard is: ☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding	
Written Comments:	

Safety	Students, staff, and community members are physically and psychologically safe in the school. Indicators: 1. The superintendent creates and implements practices and procedures that promote safe school environments. 2. A school-based climate of tolerance, acceptance, and civility are in place and continually monitored. 3. Crisis plans exist and are routinely practiced. 4. Parents, staff, and students report feeling physically and emotionally safe and respected in school. 5. Other:
The superintendent has sufficient authority to achieve this standard? □ Yes □ No The superintendent's rating for this standard is: ☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding	
Written Comments:	

Communication	The superintendent promotes two-way communication with students, staff, parents, and the community as a whole, including building effective relationships with the media. Indicators: 1. Communication systems are in place that effectively keeps all parties informed. 2. Systems are in place to monitor internal and external perceptions of the district. 3. Involvement of all stakeholders is promoted. 4. The superintendent demonstrates effective communication skills in formal and informal settings. 5. Other:

The superintendent has sufficient authority to achieve this standard? □ Yes □ No

The superintendent's rating for this standard is:

☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding

Written Comments:

Ethics	The district operates in an ethical manner. Indicators: 1. The superintendent manifests a professional code of ethics and demonstrates personal integrity. 2. The superintendent models accepted moral and ethical standards in all interactions. 3. The superintendent explores and develops ways to find common ground in dealing with difficult and divisive issues. 4. The superintendent promotes opportunities for growth in professional competence for staff, administrators, and self. 5. Moral and ethical practices are established and followed in every classroom, school, and throughout the district. 6. Other:
The superintendent has sufficient authority to achieve this standard? □ Yes □ No The superintendent's rating for this standard is: ☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding	
Written Comments:	

Lyon County School District Superintendent Evaluation

EVALUATION OVERVIEW This evaluation model offers a two-part guide for evaluating the Superintendent:

Part I is based on standards and professional practices.

Part II is the final performance summary sheet. It provides a final rating on the Superintendent's performance standards.

THE EVALUATION MODEL AND TIMELINE MODEL: The Board of Trustees should participate in the process from start to finish, and the Board Chair is responsible for expediting the evaluation process.

Per LCSD Board Policy BCD, The Superintendent shall be given a formal evaluation by the Board in a regularly agendized, open meeting no less than one time per each school year that they are employed by the School Board (See NRS 241.031). The Board may, at their discretion, informally evaluate the Superintendent at any time during the school year in order to develop the formal year-end evaluation. Informal evaluations will not be used by the Board in any other manner.

The Board and Superintendent should agree on the evaluation timeline and process. Collectively, the Board and Superintendent review the standards of performance, as well as identify the annual Superintendent goals based on local priorities of the District.

It is recommended that the Superintendent provide the feedback survey completed by cabinet and leadership as evidence to the Board.

A designee collects all the individual Board member evaluations and compiles the results and comments.

A regular public meeting is convened for the Board to discuss the evaluation results and provide feedback regarding performance ratings and recommendations. The Board shall vote on the final overall rating for the Superintendent evaluation.

CONSIDER THESE NORMS WHEN CONDUCTING THE EVALUATION:

- Give each review the time and attention it deserves and provide specific evidence
- Maintain a respectful, professional process
- Focus on standards and outcomes (not personality)
- Consider the Superintendent feedback survey completed by cabinet and leadership
- Use multiple evidence-based documents when assessing performance
- Identify strengths in performance upon which to build
- Address ratings that need improvement with tact and constructive criticism
- Provide recommendations for specific corrective action

PART I- RATING BASED ON STANDARDS AND PROFESSIONAL PRACTICES

Standards and Professional Practices:

1) Student Learning and Instruction
2) Communication and Ethics
3) Human Resources and Finance
4) Policy and Board Relations
5) Facilities and Safety

Rating Scale:

Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
Performance has continually exceeded the criteria	*Performance consistently meets the criteria*	*Performance does not meet the criteria and requires significant improvement*

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Name of Evaluator:

Date of Evaluation:

OUTCOME #1 Student Learning & Instruction	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
Students are achieving benchmarks for grade level proficiency or targeted growth goals. The Superintendent leads the District by providing best practices in instructional programs and staff professional development.			
1.1 Student achievement proficiency and growth data in Math and ELA are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing deficiencies Provide Evidence for Rating:			
1.2 CTE and workplace learning participation are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing concerns and areas of growth Provide Evidence for Rating:			
1.3 District graduation rate meets or exceeds the state's graduation rate Provide Evidence for Rating:			
1.4 Students with specialized learning needs are provided appropriate modifications and accommodations through individual plans with learning goals and programs			

DRAFT

Provide Evidence for Rating:			
1.5 District goals, curriculum, and initiatives are systemically aligned throughout the District using the District Performance Plan and Portrait of a Learner with associated professional development to staff Provide Evidence for Rating:			

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #2 Communication & Ethics	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent establishes effective communication with all stakeholders by effectively engaging and responding to the interests and needs that support the success of all students.			
2.1 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, and state and local officials Provide Evidence for Rating:			

DRAFT

2.2 Provides an annual survey for parents/guardians to communicate experiences and provide feedback about District and school operations Provide Evidence for Rating:			
2.3 Regularly visits schools and visibly engages the school community and the community at large Provide Evidence for Rating:			
2.4 Reports during the monthly board meeting to help educate stakeholders about important educational issues and updates Provide Evidence for Rating:			
2.5 Responds to stakeholder and board communications within 2 working days Provide Evidence for Rating:			
The Superintendent administers district operations in an ethical manner.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
2.6 Manifests a professional code of ethics and demonstrates personal integrity, including continued professional learning Provide Evidence for Rating:			
2.7 Models accepted moral and ethical standards in all interactions			

DRAFT

Provide Evidence for Rating:			
2.8 Explores and develops ways to find common ground in dealing with difficult and divisive issues Provide Evidence for Rating:			

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #3 Human Resources and Finance	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations and promotes a positive working environment for staff.			
3.1 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified individuals Provide Evidence for Rating:			

DRAFT

3.2 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District Provide Evidence for Rating:			
3.3 Ensures that federal, state, and local laws and policies are implemented for employees Provide Evidence for Rating:			
The Superintendent is an effective steward of the District's financial resources and ensures the fiscal health of the District.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District's current fiscal position and future needs Provide Evidence for Rating:			
3.5 Implements audit recommendations and works to ensure the annual audit is completed in a timely manner and reflects best practices Provide Evidence for Rating:			
3.6 Ensures that District expenses and budgeting reflect a positive ending fund balance and bond rating Provide Evidence for Rating:			

DRAFT

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #4 Policy & Board Relations	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent works effectively with the Board of Trustees to lead and manage the District consistent with Board policies.			
4.1 Advises the Board on the need for new and/or revised policies and regulations, with particular attention during legislative sessions Provide Evidence for Rating:			
4.2 Creates administrative regulations to ensure the appropriate enforcement of board policy and compliance with state and federal law Provide Evidence for Rating:			
4.3 Legal resources are appropriately used to proactively prevent and respond to possible liabilities Provide Evidence for Rating:			
The superintendent fosters a relationship of mutual respect and support with board members and exhibits a shared understanding of Board and Superintendent roles.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)

DRAFT

4.4 Keeps the Board regularly informed with data, reports, and information which enables them to make effective and timely decisions Provide Evidence for Rating:			
4.5 Works with the Board to develop District Goals that align with the District Performance Plan (DPP) Provide Evidence for Rating:			
4.6 Attends trustee conferences and workshops as circumstances allow and invites trustees to site visits and events Provide Evidence for Rating:			
4.7 Makes considerable effort to have a positive working relationship with the Board and attempts to resolve any serious conflicts with Board members Provide Evidence for Rating:			
4.8 Works proactively with the Board President to plan for meetings, prepare agenda items, and collaborate regarding issues and concerns Provide Evidence for Rating:			

Comments: (Identify strengths or recommendations for improvement):

DRAFT

OUTCOME #5 Facilities and Safety	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The district is a good steward of capital resources. Students, staff, and community members are physically and psychologically safe in the school.			
5.1 Ensures the Capital Improvement Plan (CIP), Master Facility Plan, and current facility projects are being updated and presented to the Board Provide Evidence for Rating:			
5.2 Stays informed of facilities use and needs and makes facility and safety improvement recommendations as needed to the Board Provide Evidence for Rating:			
5.3 Ensures that each school and the District has a current Emergency Operation Plan and applicable safety drills are conducted at each school in conjunction with appropriate first responders Provide Evidence for Rating:			
5.4 Provides an appropriate Social Emotional Learning (SEL) curriculum and resources to students, staff, and families for mental health wellness Provide Evidence for Rating:			
5.5 Presents the District progressive restorative discipline plan and safe and respectful learning policy for annual approval and update			

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Provide Evidence for Rating:			

Comments: (Identify strengths or recommendations for improvement):

DRAFT

Lyon County School District Superintendent Evaluation

PART I- RATING BASED ON STANDARDS AND PROFESSIONAL PRACTICES

Standards and Professional Practices:

1) Student Learning and Instruction
2) Communication and Ethics
3) Human Resources and Finance
4) Policy and Board Relations
5) Facilities and Safety

Rating Scale:

Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
Performance has continually exceeded the criteria	*Performance consistently meets the criteria*	*Performance does not meet the criteria and requires significant improvement*

OUTCOME #1 Student Learning & Instruction	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)	Averages for trustee responses:
1.1 Student achievement proficiency and growth data in Math and ELA are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing deficiencies Provide Evidence for Rating:	15	9	1	3.57

1.2 CTE and workplace learning participation are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing concerns and areas of growth Provide Evidence for Rating:	10	12	1	3.29
1.3 District graduation rate meets or exceeds the state's graduation rate Provide Evidence for Rating:	5	15	1	3.00
1.4 Students with specialized learning needs are provided appropriate modifications and accommodations through individual plans with learning goals and programs Provide Evidence for Rating:	5	12	2	2.71
1.5 District goals, curriculum, and initiatives are systemically aligned throughout the District using the District Performance Plan and Portrait of a Learner with associated professional development to staff Provide Evidence for Rating:	10	9	2	3.00

Overall average for Outcome 1	3.11

OUTCOME #2 Communication & Ethics	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)	Averages for trustee responses:
2.1 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, and state and local officials Provide Evidence for Rating:	15	9	1	3.57
2.2 Provides an annual survey for parents/guardians to communicate experiences and provide feedback about District and school operations	15	9	1	3.57

Provide Evidence for Rating:				
2.3 Regularly visits schools and visibly engages the school community and the community at large Provide Evidence for Rating:	10	12	1	3.29
2.4 Reports during the monthly board meeting to help educate stakeholders about important educational issues and updates Provide Evidence for Rating:	5	15	1	3.00
2.5 Responds to stakeholder and board communications within 2 working days Provide Evidence for Rating:	0	15	2	2.43
2.6 Manifests a professional code of ethics and demonstrates personal integrity, including continued professional learning Provide Evidence for Rating:	0	18	1	2.71
2.7 Models accepted moral and ethical standards in all interactions Provide Evidence for Rating:	5	15	1	3.00
2.8 Explores and develops ways to find common ground in dealing with difficult and divisive issues Provide Evidence for Rating:	10	12	1	3.29

Overall average for Outcome 2	3.11

OUTCOME #3 Human Resources and Finance	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)	Averages for trustee responses:
3.1 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified individuals	10	9	2	3.00

Provide Evidence for Rating:				
3.2 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District Provide Evidence for Rating:	0	15	2	2.43
3.3 Ensures that federal, state, and local laws and policies are implemented for employees Provide Evidence for Rating:	5	15	1	3.00
3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District's current fiscal position and future needs Provide Evidence for Rating:	35	0	0	5.00
3.5 Implements audit recommendations and works to ensure the annual audit is completed in a timely manner and reflects best practices Provide Evidence for Rating:	10	12	1	3.29
3.6 Ensures that District expenses and budgeting reflect a positive ending fund balance and bond rating Provide Evidence for Rating:	15	9	1	3.57

Overall Average for Outcome 3	3.38

OUTCOME #4 Policy & Board Relations	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)	Averages for trustee responses:
4.1 Advises the Board on the need for new and/or revised policies and regulations, with particular attention during legislative sessions Provide Evidence for Rating:	10	12	1	3.29

4.2 Creates administrative regulations to ensure the appropriate enforcement of board policy and compliance with state and federal law Provide Evidence for Rating:	5	15	1	3.00
4.3 Legal resources are appropriately used to proactively prevent and respond to possible liabilities Provide Evidence for Rating:	10	12	1	3.29
4.4 Keeps the Board regularly informed with data, reports, and information which enables them to make effective and timely decisions Provide Evidence for Rating:	5	12	2	2.71
4.5 Works with the Board to develop District Goals that align with the District Performance Plan (DPP) Provide Evidence for Rating:	35	0	0	5.00
4.6 Attends trustee conferences and workshops as circumstances allow and invites trustees to site visits and events Provide Evidence for Rating:	5	12	2	2.71
4.7 Makes considerable effort to have a positive working relationship with the Board and attempts to resolve any serious conflicts with Board members Provide Evidence for Rating:	5	15	1	3.00
4.8 Works proactively with the Board President to plan for meetings, prepare agenda items, and collaborate regarding issues and concerns Provide Evidence for Rating:	10	12	1	3.29

Overall Average for Outcome 4:	3.29

OUTCOME #5 Facilities and Safety	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)	Averages for trustee responses:
5.1 Ensures the Capital Improvement Plan (CIP), Master Facility Plan, and current facility projects are being updated and presented to the Board Provide Evidence for Rating:	35	0	0	5.00
5.2 Stays informed of facilities use and needs and makes facility and safety improvement recommendations as needed to the Board Provide Evidence for Rating:	5	15	1	3.00
5.3 Ensures that each school and the District has a current Emergency Operation Plan and applicable safety drills are conducted at each school in conjunction with appropriate first responders Provide Evidence for Rating:	0	18	1	2.71
5.4 Provides an appropriate Social Emotional Learning (SEL) curriculum and resources to students, staff, and families for mental health wellness Provide Evidence for Rating:	0	18	1	2.71
5.5 Presents the District progressive restorative discipline plan and safe and respectful learning policy for annual approval and update Provide Evidence for Rating:	35	0	0	5.00

Overall average for Outcome 5:	3.69

PART II- EVALUATION SUMMARY

Outcome #1 Student Learning & Instruction	3.11
Outcome #2 Communication & Ethics	3.11
Outcome #3 Human Resources and Finance	3.38
Outcome #4 Policy & Board Relations	3.29
Outcome #5 Facilities and Safety	3.69

Average of the Outcomes 1-5 (Final Score):	3.29

*An overall average between 2-4 points signifies a **satisfactory** evaluation.*
*An overall average between 4-5 points signifies an **exceptional** evaluation.*
*An overall average between 1-2 signifies an **unsatisfactory** evaluation.*

_____
Board President (date)

_____
Superintendent (date)