Douglas County School District
Board of Trustees
Agenda for the Regular Board Meeting of
Thursday, October 15, 2026
4:00 PM
George Whittell High School & Zoom
240 Warrior Way
Zephyr Cove, NV 89448

Mission Statement

We will inspire, empower, and prepare each learner to achieve his/her life aspirations.

Board Purpose

The DCSD Board of Education will govern and oversee a well-functioning school district where children and staff are thriving!

Board of Trustees

Yvonne Wagstaff, President

Melinda Gneiting, Vice President

Erinn Miller, Legislative Representative

David Brady, Member

Heather Jackson, Member

Susan Jansen, Member

Markus Zinke, Member

1638 Mono Avenue, Minden, Nevada 89423

DOUGLAS COUNTY SCHOOL DISTRICT
Information Concerning Board Policy and Procedures
For Communication with the Board of Trustees

The Douglas County School District ("DCSD") welcomes visitors at our meetings and appreciate constructive suggestions and comments, which help to meet the educational needs of the District. The Board has a scheduled order of business to follow. The agenda has been available for study by the Members of the Board since published. The Board may only take action items agendized for possible action, unless it finds that the need to discuss or act upon an un-agendized item was truly unforeseen at the time the meeting agenda was posted, the matter requires immediate action, and is to be an emergency as defined by Nevada Revised Statutes.

The Board may act on the consent items with one motion unless a Trustee requests that a consent item be pulled for individual consideration, in which case the Chairperson of the Board will defer action on the particular consent item or items to the regular agenda for consideration separately.

Although each Trustee represents a geographical area of the District, Trustees are elected at large and, as such, represent all citizens of Douglas County. It is the desire of the Board to make decisions that in the best interests of the District. In making decisions, Members of the Board strive to meet the needs of every student enrolled in DCSD schools and will best serve the interests of the entire District.

Members of the Board of Trustees are responsible for exercising their public function in accordance with the requirements of applicable law and regulations, as well as Board Policies adopted by the Board of Trustees of DCSD.

If copies of the complete agenda (and supporting materials) are desired in advance, they may be obtained at the District Office on the Monday preceding a regular meeting of the Board. Please contact DCSD at 775-782-5134 or suptoffice@dcsd.k12.nv.us. Communication with the Board of Trustees as a unit may be either in writing, by personal appearance at a meeting of the Board, or by verbal communication through the District Superintendent.

Public Comment: During regular Board meetings, there will be a general period of public comment for any matter that is not specifically agendized for possible action, and on each item listed on the agenda for possible action.

The Board limits public comment to three minutes per commenter.

Written Communication: Written communication to the Board of Trustees, related to an action item on the agenda, can be emailed to the Board, the District Superintendent, or the Board Secretary, prior to the meeting. Although this communication will not be read during the meeting, it will be added to the minutes of the meeting upon request.

Personal Appearance at a Board Meeting: When an individual or group desires to communicate with the Board of Trustees by means of placing an item on the agenda, at a meeting of the Board, the District Superintendent shall be notified no later than 12:00 noon two weeks prior to the scheduled regular meeting, and the Board President and Superintendent, in their discretion, will determine whether the subject of the communication will be placed on the agenda. When a holiday observed by the District falls on a meeting date, the deadline shall be two weeks prior to the meeting.

- At the time of the meeting, the public can add their name to a sign-up sheet and they will be called upon during the allocated public comment time.
- The Board may set a reasonable time limit for each speaker and for answering questions.
- Extensive formal statements addressing specific items for consideration by the Board should be submitted in writing.

Although the Board may impose reasonable restrictions on the time, place and manner of public comments, it may not restrict comments based on viewpoint. No action may be taken on a matter raised during public comment that is unrelated to any agenda item.

Non-discrimination/Notice to Individuals with Disabilities: The Douglas County School District does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. Members of the public who require special assistance or accommodations at a meeting of the Board of Trustees are asked to notify the District Administration at 1638 Mono Ave., Minden, Nevada 89423, or by calling 775-782-5134, so that such notification is received at least twenty-four hours prior to the meeting.

Revised 11/6/2025

Douglas County School District
Regular Board Meeting
George Whittell High School & Zoom
240 Warrior Way
Zephyr Cove, NV 89448
Thursday, October 15, 2026
4:00 PM

AGENDA

Please click the link below to join the webinar: https://dcsd-k12.zoom.us/j/84039576283 Passcode: OCT2026 Or Telephone: +1 669 900 6833 US Webinar ID: 840 3957 6283 Telephone Passcode: 1213159

1. **Call to Order**

A. **Adoption of the Agenda, as submitted *(For Possible Action)* (*Public Comment will be taken prior to any action*)**
Please Note: The Board reserves the right to (1) take items in a different order, (2) combine two or more Agenda items for consideration, and (3) to remove an item from the Agenda or delay discussion relating to an item on the Agenda at any time, in order to accomplish the business on the Agenda in the most efficient manner.

B. **Pledge of Allegiance**
DHS JROTC will be presenting colors and leading the pledge.

2. **Public Comment *(For Discussion Only)***
Comments will be accepted in person, or through virtual participation via email; suptoffice@dcsd.k12.nv.us no later than 12:30 p.m. the day of the meeting. Email for public comment must include the submitting party's full name. Email for public comment will be posted as a supplemental document and copies will be provided to the board members. The names of those who have provided virtual public comment will be read during public comment and the emails will be included in the record, but the virtual public comment will not be read during the meeting. Comments may be made by members of the public on any matter within the authority of this Board. Please note that public comment will be taken on items marked "for possible action" before action is taken on such items, and members of the public are encouraged to comment on such items at the time they are being considered. Although members of the Board may respond to questions and discuss issues raised during public comment, no action may be taken on such a matter until the matter is placed on an agenda for action at a meeting of the Board. In making public comment, speakers are asked to come to the table or podium, sign in, speak into the microphone, and identify themselves for the record. Commenters are instructed to limit their comments to no more than three (3) minutes, and not simply repeat comments made by others.

3. **Consent Items (*For Possible Action*)**
Information concerning the following consent items has been forwarded to each Board Member for study prior to this meeting. Unless a Trustee or individual organization interested in one or more consent items has any questions concerning a particular item, the items are approved at one time by the Board of Trustees. The Board President may defer action on such a particular matter or matters at his or her discretion, and may choose to place the same at the end of the regular agenda for separate consideration.

A. **Minutes of the Regular Board Meeting of September 17, 2026.** **8**
Attached are Minutes of the Regular Board Meeting of September 17, 2026, for review and approval.

B. **Accounts Payable Special and Regular Run Vouchers** **21**
A complete list of payments contained in Accounts Payable Special Vouchers numbers 2724, 2725, 2726, 2726, 2727, 2728, 2729, and Regular Run Voucher numbers 2730, 2731, and 2732 are attached. Vouchers

have been prepared in accordance to state law and copies of the Vouchers are available for review by the public at the Superintendent's office prior to the meeting.

C. **Budget Voucher Adjustments** **219**

A complete list of budget adjustments made by the Director of Business Services during the recent course of business is provided for review and approval by the Board of Trustees as required by NRS 354.598005.

D. **Required Submission - Department of Taxation** **230**

On May 19, 2026, the Nevada Department of Taxation placed Douglas County School District on "Fiscal Watch". Under Nevada law, Fiscal Watch is defined as the monitoring of a local government by the Department of Taxation after the Department determines certain financial risk conditions exist. After an agency is placed on Fiscal Watch, the
Department of Taxation and the Committee on Local Government Finance (CLGF) increase their oversight of the organization. At this time, the following items are required to be submitted by the District to the Department on an ongoing basis, along with proof of submission to this Board and their approval and acceptance of the items.

- Monthly Bank Reconciliations
- Monthly Treasurer's Report
- Cash Balances of All Funds
- Written status report on how fiscal practices or budgetary conditions have been corrected and/or improved.

E. **Personnel Report No. 26-10** **318**

Listed on the Personnel Report No. 26-10 are personnel actions presented for consideration by the Board of Trustees. Salaries for individuals employed will be determined in accordance with salary regulations of the District.

F. **AB 168 Annual Progressive Discipline Plan** **320**

DCSD Assistant Director of Educational Services, Leslie Peters, has provided the Progressive Discipline Plan for the Board's annual review and approval.

G. **Annual Northwest Regional Professional Development Program (NWRPDP) Report** **340**

The Board is presented with the annual NWRPDP report on professional development support for approval.

H. **Approval of English Language Development Program Manual** **416**

The DCSD K-12 English Language Development Program Manual provides explanation and guidance for administrators, staff, and parents for the EL program in Douglas County Schools. The manual outlines how students are identified and what instruction, support, assessment, and monitoring look like for the EL students.

I. **District Performance Plan (DPP)** **445**

The Board is presented with the required annual District Performance Plan. DCSD has goals focused on K-3 reading, 4-8 math, MTSS fidelity, College and Career Readiness diplomas, Chronic Absenteeism, Emotional Safety of students, and language acquisition progress of English Learners.

J. **School Performance Plans (SPP)** **475**

Each school site has provided a performance plan for review.

K. **Board Policy 546 - Personal Technology and Communication Devices *(2nd Reading)*** **669**

The Board will review and discuss proposed revisions to Board Policy 546 - Personal Technology and Communication Devices, which is governed under Students. The Board may provide direction to staff, request additional information, or take formal action to approve, modify, or deny the proposed revisions.

L. **Board Policy 603 - Budget Preparation, Fund Balances, and Reserves *(2nd Reading)*** **671**

The Board will review previously presented BP 603, which governs finances. The Board may provide direction to staff, request additional information, or take formal action to approve, modify, or deny the proposed revisions.

4. **Closed Session *(For Discussion Only)***

The Board will recess to closed session in order to discuss matters with its management representatives pursuant to NRS 288.220(4). No action will be taken during closed session.

5. **Elementary Schools' School Performance Plan Presentations *(For Discussion Only)*** **679**

The Principal of each school site will present their School Performance Plan to the Board.

- Veronica Griffith - GES
- Blaine Spires - GSES
- Heather Duncan - JVES
- Andrew Fromdahl - MES
- Jason Reid - PHES
- Sean Ryan - ZCES

6. **Gifted and Talented (GT) Overview and Presentation *(Information Only)*** Presenter: Judith Lombard Currier

This item provides the Board with an informational overview of the district's Gifted and Talented Program. The presentation will highlight key program components, instructional goals, and the specific services provided to eligible students.

7. **Academic Achievement Data *(For Discussion Only)*** Presenter: Ashley Mitchell, Assistant Director of AGPM **694**

The Board is presented with the 2025-26 achievement data.

8. **Sanctioning of Boys Lacrosse at designated DCSD school *(For Discussion and Possible Action)*** Presenter: Terri Willoughby, CFO, and Frankie Alvarado, Superintendent **909**

This agenda item brings forward the proposal to officially sanction Boys Lacrosse at designated high schools within the Douglas County School District (DCSD). Following the Nevada Interscholastic Activities Association (NIAA) decision to recognize lacrosse as a spring varsity sport starting in the 2026-2027 school year, the Board will review the operational and financial requirements for local implementation. Discussion will center on necessary resource allocation, including facility access, uniform funding, coaching stipends, and transportation needs for the programs. Finally, the Board may take action to approve, modify, or delay the transition of these programs from club status into fully school-sponsored athletics.

9. **Sanctioning of Girls Lacrosse at designated DCSD school *(For Discussion and Possible Action)*** Presenter: Terri Willoughby, CFO, and Frankie Alvarado, Superintendent **914**

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10. **Monthly Financial Close and Reporting *(For Discussion Only)*** Presenter: Terri Willoughby, CFO **919**

The Board is presented with a continued commitment to sound fiscal stewardship and transparent financial reporting. The Business Services Department is implementing a structured monthly close process that will establish consistent procedures for recording financial transactions, reconciling accounts, reviewing financial activity, and producing management reports.

11. **Preliminary FY 2026-27 General Fund Forecast and Potential Budget Adjustments *(For Discussion and Possible Action)*** Presenter: Terri Willoughby, CFO **946**

Presentation and discussion of revised FY 2026-27 General Fund revenue and expenditure projections, estimated savings, and the projected fund balance deficit. The Board will consider direction to staff on additional corrective actions and potential budget amendments or augmentation, subject to available resources and statutory requirements.

12. **Introduction of the First Quarter Cash Report *(For Discussion and Possible Action)*** **953**
Presenter: Terri Willoughby, CFO
Presentation and possible action to receive and accept the District's First Quarter Cash Report for July-September 2026, including cash balances by fund, liquidity concerns, and reconciliation status.

13. **NEW Board Policy #622 - Position Authorization and Budget Control *(1st Reading)*** **969**
(For Discussion Only) Presenter: Terri Willoughby
The Board is presented with a new policy and related administrative regulations managed under finances for review and possible modification.

14. **NEW Board Policy #623 - Health Fund Reserves Funding and Recovery *(1st Reading)*** **978**
(For Discussion Only) Presenter: Terri Willoughby
The Board is presented with a new policy and related administrative regulations managed under finances for review and possible modification.

15. **NEW Board Policy #624 - Cash Management and Interfund Financing *(1st Reading)*** **985**
(For Discussion Only) Presenter: Terri Willoughby, CFO
The Board is presented with a new policy and related administrative regulations managed under finances for review and possible modification.

16. **DCSD Self-Insured Health Insurance Plan - Proposed Benefit Revisions for Plan Year** **995**
2027 *(For Discussion Only)* Presenter: Jeannie Dwyer, Executive Director of Human Resources
Member(s) of the DCSD Health Advisory Committee will present proposed revisions to the district's Self-Insured Health Insurance Plan to the Board. The Board will discuss the proposed benefit changes for the 2027 plan year.

17. **Acceptance of Leave of Absence from Erinn Miller *(For Discussion and Possible Action)*** **999**
Presenter: Frankie Alvarado, Superintendent
Review and possible action to formally accept the requested leave of absence from Trustee Erinn Miller. Approval of this item will officially acknowledge the request for the Board's administrative record.

18. **Temporary Board Officer Assignment of Legislative Repsersentative Officer to Replace Erinn Miller *(For Discussion and Possible Action)*** Presenter: Frankie Alvarado, Superintendent
This item requests board approval to appoint a temporary Legislative Representative Officer to replace Erinn Miller. The appointed board member will fulfill these duties in an interim capacity to ensure uninterrupted legislative advocacy and representation. This temporary officer assignment will remain in effect until the standard Board Reorganization occurs in January 2027.

19. **Temporary Board Committee Assignment(s) to Replace Erinn Miller *(For Discussion*** **1000**
and Possible Action) Presenter: Frankie Alvarado, Superintendent
This item requests board approval to appoint a temporary replacement for Erinn Miller's current committee assignments. The appointed board member will serve in this interim capacity to ensure full representation and uninterrupted committee operations. This temporary assignment will remain in effect only until the standard Board Reorganization occurs in January 2027.

20. **Student Representative Report *(For Discussion Only)***
Our Student Board Representative will give a report to the Board of Trustees.

21. **Board Reports *(For Discussion Only)***
Brief updates from the Board regarding District committees to which they are assigned.

22. **Future Board Agenda Items *(For Discussion Only)*** **1001**
Future Agenda Items will provide trustees an opportunity to identify topics for upcoming board meetings that support strategic planning, policy review, and district improvement efforts. This item allows board members to request reports, propose new initiatives, or flag emerging issues that may require discussion or action. Suggested items will be prioritized by the Board Officers and Superintendent based on urgency, alignment with district goals, and available resources. No action will be taken during this meeting, as this item is intended solely for planning and direction-setting.

23. **Superintendent Report** ***(For Discussion Only)***

Superintendent, Frankie Alvarado, will report to the Board regarding activities of the past month and upcoming District events that may be of interest to them.

24. **Informational Items** ***(For Discussion Only)***

ALL MATTERS LISTED UNDER INFORMATIONAL ITEMS ARE CONSIDERED ROUTINE NON-ACTION ITEMS.

A. **School Events** **1002**

Information provided by schools on their site events for October 15–November 19, 2026.

B. **Summary of Donations**

Donations received by school sites over the last month. The District wishes to acknowledge and thank the generosity of all donors on behalf of the students we serve;

- Eric Wilson donated a 2005 Ford F-150 valued at $4,500 to the DHS Automotive Program
- Ryan Wagoner donated $815 to various DHS Athletic Programs
- Douglas County Rodeo donated $1,000 to GES
- Nutrition Angel Account Donations:
    - Janet Elizabeth Rivett-Carnac $300 to JVES
    - Whitney Robinson-Fine $185 to JVES
    - Annonymous $2,400 split between schools

C. **Monthly Update of Enrollment Counts** **1003**

Monthly update on enrollment numbers for each school site is provided to the Board.

D. **DCSD Employee Health Benefits Open Enrollment**

Open enrollment is November 2–30, 2026 and is required for anyone enrolled in the DCSD insurance benefit plan.

25. **Adjournment**

(*) Times are estimated. Items on the Agenda may be taken out of order. The Board of Trustees may combine two or more agenda items for consideration, and may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. Generally speaking, the item will be heard no earlier than the time indicated.

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Notice to Individuals with Disabilities: Members of the public who require special assistance or accommodations are asked to notify the District Administration at 1638 Mono Avenue, Minden, Nevada, 89423, or by calling 782-5134, so that such notification is received at least twenty-four (24) hours prior to the meeting. In conformance with the Open Meeting Law, it is hereby noted that the agenda for the meeting of the Douglas County School Board of Trustees has been posted at the following locations:

Douglas County School District, Minden, NV
District website: www.dcsd.k12.nv.us
State of Nevada website: https://notice.nv.gov

Douglas County School District
Board of Trustees
Regular Board Meeting
Airport Training Center & Zoom
Thursday, September 17, 2026
4:00 p.m.

DRAFT

Minutes

Present:
Trustees
Yvonne Wagstaff, President
Melinda Gneiting, Vice President
Erinn Miller, Legislative Representative **(ABSENT)**
David Burns, Member
Heather Jackson, Member
Susan Jansen, Member
Markus Zinke, Member

District Office Administrators:
Frankie Alvarado, Superintendent
Jeannie Dwyer, Executive Director of Human Resources
Terri Willoughby, Chief Financial Officer
Ashley Mitchell, Assistant Director of AGMP
Leslie Peters, Assistant Director of Ed Services

Others Present:
Keith Ketola, Legal Counsel

Meeting minutes are created and provided to the public in accordance with NRS 241.035. They are not a word-for-word transcript of the meeting. Audio and video of some meetings are maintained on the district website for public review.

1. Call to Order
(For Possible Action)

Trustee Wagstaff called the meeting to order at 4:00 p.m. and provided the expectations for behavior during the meeting. She turned the meeting over to legal counsel, Mr. Ketola.

Mr. Ketola directed the attention to a statement issued by the District this week regarding Trustee Erinn Miller. The statement provides that Trustee Miller is taking a leave of absence from her duties as a member of the Board effective immediately pending the resolution of personal legal matters. Additionally, because board members are elected officials, the Board does not have the legal authority to compel the removal of a sitting board member. That is all the information that the District is able to share at this time regarding that matter.

Mr. Alvarado brings the lacrosse sanctioning item to the Board's attention, there has been new information gathered by athletic director, Dan Senger. Initially the girls' interest was about five athletes, as of last Friday it was approximately seven athletes. Over the weekend, Mr. Senger received over 30 survey responses, he did an audit of those responses and we are now up to 15 athletes that are interested in girls' lacrosse, which is NIAA's minimum standard. He recommends to the Board that they postpone this item to the next meeting to allow Mr. Senger to meet with the female athletes and give them the opportunity to fundraise and bring in additional revenue. He reminds them that this is an item that is not budgeted and DCSD is on fiscal watch and cannot commit an expenditure that is not budgeted as we have been warned by CFO, Terri Willoughby, it could be a

misdemeanor offense.

MOTION: Trustee Jackson moves to remove the sanctioning of lacrosse, item #9, from today's agenda. Seconded by Trustee Jansen.

PUBLIC COMMENT: None

VOTE: 6-0

Trustee Jackson comments on her gratefulness to the community for donating to lacrosse.

MOTION: Trustee Gneiting motions to accept a flexible agenda. Seconded by Trustee Zinke.

PUBLIC COMMENT: None

VOTE: 6-0

DHS JROTC presented colors and led the Pledge of Allegiance.

2. Public Comment (For Discussion Only)

Item taken out of order

Comments will be accepted in person, or through virtual participation via email; suptoffice@dcsd.k12.nv.us no later than 12:30 p.m. the day of the meeting. Email for public comment must include the submitting party's full name. Email for public comment will be posted as a supplemental document and copies will be provided to the board members. The names of those who have provided virtual public comment will be read during public comment and the emails will be included in the record, but the virtual public comment will not be read during the meeting.

PUBLIC COMMENT: Marty Swisher, Gardnerville resident, concerned of allegations against Trustee Miller as he supported her candidacy. In that process he spoke to many parents, staff, and community members that reported her as a loving and dedicated parent, a committed and involved volunteer, and there was never any possibility of criminal activity. That aside he is very concerned for our school district, he has emailed Mrs. Miller and asked her to resign as Douglas County can't afford to lack representation for the Lake and all constituents. The reputation of Douglas County in recent years and this particular event is hurting our students, staff, parents, and community. He is making a public call for Mrs. Miller to resign her position. The legal process she will go through is going to take far too much time for her to be able to dedicate time to this Board and school district.

Stephanie Christiansen, thanks the District for listening to her complaint about chromebook settings and is very impressed with the solution of Q-Studio, it is a wonderful program and now the chromebook is an education tool. She gives a shout-out to Scarselli administration and staff, they are doing a phenomenal job. A special shout out to the facilities crew, they pulled off a miracle with the move. She shares a statement from her senior daughter on lacrosse.

ONLINE: Melissa Rousse, resident in the Lake area and President of the ZCES Parent Club, respectfully but very clearly asks Trustee Erinn Miller to resign from the DC School Board immediately. A leave of absence does not help the Lake community, there is a significant lack of trust, and the Lake community deserves a representative that can be present to represent their community and schools.

Eric Obermeyer, Silver City, Assembly candidate that would like 3 minutes to speak about himself. Trustee Wagstaff states if it has to do with Douglas County he can. He is shocked and saddened by the situation the District is in. With Mr. Swisher coming to the Board, he feels there will be change. The Legislature does not appropriate enough money for the schools to do what they require of them. He will fight for this in the future if he is elected.

Brian Patrick speaks on JVES being a 3-star school and the loss of students. Do we know what age group the 200 less students left from? Are they elementary, middle, or high school students? It is appropriate to look at to be fair to the schools that are considered for consolidation.

3. Closed Session *(For Discussion Only)*

Item taken out of order

Closed Session 6:05pm to 6:10pm ~ Reconvened 6:15pm

Trustee Wagstaff states that closed session was in regard to legal matters.

4. Special Recognition *(For Discussion Only)*

Item taken out of order

Mrs. Dwyer asks Sue Estes to please come sit at the table one more time. She acknowledges Sue's 46+ years of service to DCSD and shares our gratitude. Mrs. Estes was recently honored as a distinguished classified supervisor. She is a great historian of our district and has impacted many people in her time here. Trustee Wagstaff thanks her for her hard work.
Mr. Alvarado shares his appreciation for her and her dedication. Mrs. Estes shares her joy in her work and how hard it will be to retire.

Leslie Peters presents Heather Duncan (JVES), Andrew Fromdahl and Molly Ravenscroft (MES), Amy Carter and Jen Worthington (PWLMS), and Blaine Spires (formerly CCMES) and their support of MTSS which is part of the strategic plan for student success and opportunity. These schools did exceptionally well with their Ter 1 interventions, particularly around behavior.

5. Consent Items (For Possible Action)

A. **Minutes of the Regular Board Meeting of August 20, 2026.**

B. **Accounts Payable Special and Regular Run Vouchers**
A complete list of payments contained in Accounts Payable Special Vouchers numbers 2715, 2716, 2717, 2718, 2719, 2720, 8856, and Regular Run Voucher numbers 2721, 2722, and 2723 are attached. Vouchers have been prepared in accordance to state law and copies of the Vouchers are available for review by the public at the Superintendent's office prior to the meeting.

C. **Budget Voucher Adjustments**
A complete list of budget adjustments made by the Director of Business Services during the recent course of business is provided for review and approval by the Board of Trustees as required by NRS 354.598005.

D. **Required Submission - Department of Taxation**
On May 19, 2026, the Nevada Department of Taxation placed Douglas County School District on "Fiscal Watch". Under Nevada law, Fiscal Watch is defined as the monitoring of a local government by the Department of Taxation after the Department determines certain financial risk conditions exist. After an agency is placed on Fiscal Watch, the
Department of Taxation and the Committee on Local Government Finance (CLGF) increase their oversight of the organization. At this time, the following items are required to be submitted by the District to the Department on an ongoing basis, along with proof of submission to this Board and their approval and acceptance of the items.

- Monthly Bank Reconciliations
- Monthly Treasurer's Report
- Cash Balances of All Funds
- Written status report on how fiscal practices or budgetary conditions have been corrected and/or improved.

E. **Personnel Report No. 26-09**

Listed on the Personnel Report No. 26-09 are personnel actions presented for consideration by the Board of Trustees. Salaries for individuals employed will be determined in accordance with salary regulations of the District.

F. **Class Size Reduction (CSR) - Alternative Plan for 2027-28**
Description:
To approve the Douglas County School District's application for the Class Size Reduction Program for the 2027-28 fiscal year. Per NRS 388.720 The Class Size Reduction Program aims to reduce the number of students in classrooms to provide a more effective learning environment. The program has been proven to improve student performance and increase teacher retention. The board is requested to review and approve the district's application for the Class Size Reduction Program, which outlines the proposed use of funds and strategies for reducing class sizes.
Nevada Revised Statutes (NRS) 388.720 pertains to the development of a plan by school districts in Nevada to reduce pupil-teacher ratios. The key points include:

- School districts, in consultation with recognized associations representing licensed educational personnel, must develop a plan to reduce pupil-teacher ratios in kindergarten and grades 1, 2, and 3 within the limits of available financial support.
- In counties with a population of less than 100,000, school districts may develop alternative pupil-teacher ratios per class for specified grade levels in elementary schools, with some conditions and limitations.
- The State Board of Education is responsible for reviewing and approving plans submitted by school districts.

G. **Board Policy 546 - Personal Technology and Communication Devices *(2nd Reading)***
Description: The Board will consider a 2nd reading of Board Policy No. 546 to align district policies with the statewide mandates of Nevada Senate Bill 444.

H. **Board Policy 552 - Intra-District Open Enrollment and Transportation Assistance**
Description: The Board will consider a 1st reading revision to Board Policy No. 552 to align district policies with recommendations by the Nevada Department of Education (NDE).

Trustee Gneiting would like to pull item 5.G, Board Policy 546.

PUBLIC COMMENT: None

Trustee Jackson asks about 5.F. wording 2026-27 throughout the documents, but the agenda item states 2027-28. Mrs. Dwyer states that was an error.

MOTION: Trustee Brady makes a motion to approve the consent items, absent 5G. Seconded by Trustee Jansen.

VOTE: 6-0

Trustee Gneiting asks if item 5.G. had any changes since the last discussion. Mr. Alvarado stated Ms. Bidart has mentioned some issues with BoardBook, she is not here tonight to speak on it. Any changes will include new information in blue and removed information in red strikethroughs and will be brought back to the Board next month.

6. DCSO SRO Report *(For Discussion Only)*

Deputies Brent Koontz and Kevin Karosich presented an overview of the SRO incident report data for the 2025-26 school year district wide and clarify what they do on campus for our schools during each day. They are fully fledged police officers that fall under the administrative division of the Sheriff's office that is headed by Captain Rick Koontz and Supervisor Bruce Jacobson, who are very engaged and excited to work with the SROs. They are excited to welcome Deputy Kevin Lewis on board and he is just as excited to be part of this group. They will be providing additional assistance for traffic issues through school areas during the morning and afternoon commutes.

Trustee Zinke questioned what cases don't have a report. Trustee Wagstaff stated that information was already given. Deputy Koontz reiterated the information, these would be school issues that are not law enforcement issues.

Trustee Brady asks about the role of canine use in the school program. Deputy Koontz states there are no school canines at this time and the biggest concerning trend is marijuana dab pens. The new detectors are helping catch the use of these devices and hopes this will be a deterrent and lower the use at schools.

At the end of the presentation Mr. Alvarado introduces Taskar Zane, the new Student Representative. Since 7th grade he has dedicated countless hours to couching and officiating youth basketball and flag football games throughout the community. He is actively involved in school culture serving as an ASB Commissioner, Vice President of Block D Letterman's club, a Skills USA social media manager, and a member of the National Honor Society. He has athletic dedication which he demonstrated perseverance and strong work ethic on the basketball court, now the varsity captain. Principal Rech praises Taskar for his maturity, integrity, and composure, he was named the DHS student of the year for the 2025-26 junior class.

7. Monthly Financial Close and Reporting *(For Discussion Only)*

Terri Willoughby speaks on the fund balance through August being updated and the deficit is greater than anticipated, expenditures are on target, fuel costs have increased, and property/casualty insurance will impact the end fund balance. She will be bringing some adjustments in October.

Mr. Alvarado provided additional updates on immediate cost containment measures: pulling back 10% of every discretionary budget across the district and we are looking at the workers comp fund. We currently put 0.9% into the fund and will cut that back by half because the fund is healthy at this time. This will give Terri time to do a thorough review of every discretionary budget and find additional savings and continue to provide monthly reports. Terri adds that she is looking into every fund not just the discretionary portion, it will be very thorough and look at things people didn't know to look at. It will help move forward into a new budget year and a new budget process.

Trustee Jackson asks for explanation on what review timing, coding, and fiscal impact is. Terri explains that some items are paid at the beginning of the year for the entire year or paid for a certain period, it is not a month-by-month expenditure, it's paid in a lump sum at one time. So, if you are seeing 90% of a budget has been used by August, but they paid for the whole budget upfront that's not a problem. If they're at 90% of their budget and they keep spending that budget, it is a problem. This is what Terri is determining and will address it as needed.

Trustee Wagstaff questions when expenses are paid, the beginning of the year (one time) or over time?

Trustee Brady asks Terri to speak on the timing of the revenue receipts. In particular, there is one month of revenue from the state, but two months of expenditures on the report. Terri explains that in the last fiscal year, the first month of PCFP funding was received in July, so there was two months and now we only have one month. We are on track, we will still get the entire year, and she has added the enrollment on the key performance indicators that will continue to be updated every month. She is forecasting PCFP receipts to have accurate revenue pictures, which she will show any changes in the revenue throughout the year.

Trustee Jackson asks for clarification on the process for PCFP forecasting every month. Every month Terri will look at the enrollment and PCFP receipt so that we see the actual amount that should be received in funding. The forecast model should work to forecast what will be received for the whole year. She spoke to the State to make sure she understands their model and it matches up with hers. If she forecasts and the revenue reduces expenditures will be adjusted as well.

8. Finance Committee Applicant Pool and Selection of Finalists *(For Discussion and Possible Action)*

Terri Willoughby states that (4) applicants and (1) board member will need to be selected for the committee.

Trustee Gneiting disclosed that (2) applicants contributed to her campaign, but legal has informed her that it is not necessary to abstain.

Trustee Brady nominations: Diane Yopps, Linda Fields, Kevin Jansen, Heather Field

Trustee Jackson nominations: Kathleen DeSocio, Gavin Clark, Ross Chichester, Diane Yopps

Trustee Zinke nominations: Yopps, Fields – with an (s), Clark, DeSocio

Trustee Gneiting nominations: Kathleen DeSocio, Kevin Jansen, Gavin Clark, Linda Fields

Trustee Jansen nominations: Jon Crawford, Jason Reid, Diane Yopps (correction Mr. Reid abstained as he is an employee) Linda Fields, Kevin Jansen

Trustee Wagstaff nominations: Ross Chichester, Diane Yopps, Linda Fields, Gavin Clark

Tally: 1. Diane Yopps, 2. Linda Fields, 3. Gavin Clark, 4. tied between Kevin Jansen and Kathleen DeSocio

Trustee Zinke asks if they can keep all five to which Terri states would be on odd number for a committee. He then asks about selecting one more and making it seven. With that it would be Yopps, Fields, Clark, Jansen

Final Tally: Heather Field, Diane Yopps, Linda Fields, Gavin Clark, Kevin Jansen, Kathleen DeSocio, and Ross Chichester

PUBLIC COMMENT on trustee nomination: None

MOTION: Trustee Zinke nominates Trustee Jackson for this committee. Seconded by Trustee Wagstaff.

PUBLIC COMMENT on suggested committee: Gavin Clark came to make his presence known and to put a face to the name.

There was confusion with Field and Fields last names during the tally. Trustee Zinke clarifies that he did state Field (no S) which changes the nomination numbers for a tie between Ross Chichester and Heather Field. The Board tie breaker selection:

Trustee Jansen - Heather Field

Trustee Gneiting – Heather Field

Trustee Zinke – Heather Field

Trustee Jackson – Ross Chichester

Trustee Brady – Heather Field

Trustee Wagstaff – Ross Chichester

Revised final tally: Diane Yopps, Gavin Clark, Linda Fields, Kevin Jansen, Kathleen DeSocio, and Heather Field

MOTION: Trustee Jackson motions to approve those listed to be on the finance committee. Seconded by Trustee Jansen.

VOTE: 6-0

9. Sanctioning of Lacrosse at designated DCSD schools *(For Discussion and Possible Action)*

This item was removed from the agenda at the start of the meeting. It will come back in October.

9.A. Scarselli Elementary School Playground Replacement Project *(For Discussion and Possible Action)*

Terri Willoughby gives an overview of the playground equipment at Scarselli Elementary and funding will be coming from the sale of the “dog park”. After contacting several vendors we are piggybacking on a bid with this

vendor to get a better price.

Trustee Jackson questions why this is needed and why did you choose the equipment you did. Mr. Spires speaks on the dated equipment at Scarselli. They are looking at one piece of equipment for the Kinder, 1st, and 2nd grade playground. He has been working with the grounds personnel about getting that area of the playground taken care of so that it does not flood anymore.

Trustee Zinke comments on the number of kids using the equipment and clarifies that this expenditure does not come from the general fund it comes from a bucket of money from a sale and this is absolutely needed. Mrs. Willoughby also clarifies that there are very strict allowable uses for this money and this improvement at at a site is one of them.

Trustee Wagstaff asks if the funds from the “dog park” sale are restricted.

Trustee Jansen comments about the safety of the equipment and the kids will have fun on it.

Trustee Jackson thanks the finance department for figuring out how to move salary into this CIP category as well to cover the cost of work to install this equipment.

PUBLIC COMMENT: None

MOTION: Trustee Brady moves to approve the Scarselli Elementary School replacement project as presented, including the cooperative purchase from Big T Recreation under Sourcewell Cooperative purchasing agreement #101625, for $173,568: authorization for staff to finalize and execute the related contract and purchasing documents, an increase of $420,000 in capital fund revenues from the sale of “dog park” property; creation of the Scarselli Elementary playground equipment project in the capital fund, and a project appropriation of $188,568, including $15,000 for district staff time attributable to the capital project. Seconded by Trustee Gneiting.

VOTE: 6-0

10. Summer School and ESY Reports *(For Discussion Only)*

Leslie Peters presents the DCSD summer school and ESY data.

Trustee Jackson asks how many students are invited to summer school or ESY compared to how many actually register. Mrs. Peters didn’t have specific numbers, but will email the numbers to the Board. Trustee Jackson asks how summer sessions are funded and are they required by law? Mrs. Peters explains that students use the online program Edmentum, which is paid for with DCSD software budget out of capital funds and she is not sure it is required by law. Terri Willoughby adds that the staff cost from the general fund is approximately $58,000.

Trustee Gneiting asks if attendees pay. Mrs. Peters replied that she wasn’t certain on the cost, but will find out and email the Board about the cost and whether it is required.

Trustee Zinke asked how it compared to years past. Mrs. Peters stated she will run a comparison and email the information. Trustee Zinke questioned if there is a policy or administrative regulation to allow students to take a portion of summer school to gain credit. Mrs. Peters explains that if a student finishes a course in a week, then they are done, they do not to attend the remainder of time.

Trustee Jackson inquires if transportation is provided. Mrs. Peters replies, yes.

Leslie Peters presents on ESY on behalf of Amy Kidman-Delaney.

Trustee Jackson has the same questions as summer school. Mrs. Peters will ask Mrs. Kidman-Delany and email the Board.

11. Financial Literacy *(For Information Only)*

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Mrs. Peters brings back in formation to the Board in regard to a future agenda item requested by Trustee Zinke. She explains that SB249 sets the requirements. She reviewed the standards by grade: 3rd, 4th, 5th, 6th-8th, and 9th-12th and how the standards are addressed.

Trustee Zinke thanked her for the information.

12. Suspension of BP 803 and Calendar Development Workgroup *(For Discussion and Possible Action)*

Ashley Mitchell presents a summary of the first Calendar Workgroup meeting and a recommendation to suspend BP 803 while the workgroup develops DCSD's 2027-28 district calendar. She shares results from two surveys given November 2025 and December 2025 that had two major items: the majority want to keep both breaks and end semester at Christmas break. DRAFT has these two items included and adding 5 reduction days back in. DRAFT 3 ends semester at Christmas break with semester being unbalanced (allowable) and days taken away from October break.

Trustee Zinke agrees that suspending BP 803 is a good idea. He suggests removing 11/22 and 11/23 as days off, start the year 2 days earlier, and add days off to October break. Then in the spring end 3 days later and add 3 days to February break.

Trustee Gneiting asks how many classes at high school are semester classes (health, econ)

Trustee Jackson agrees to suspend Board policy.

PUBLIC COMMENT: ONLINE Terilyn Marino would like the Board to consider Lake schools lack of representation with these decisions.

Brian Patrick asks if semesters are "lopsided" due to the split at Christmas.

ONLINE Melissa Rousse comments that Lake schools are connected to South Lake Tahoe area and the February and October breaks are important to families, please preserve them and consider an early August start.

Trustee Jackson states that she has received several emails from Lake constituents and reminds people that they can reach out to any Board member as they represent all schools, kids, and families.

Student Representative, Taskar Zane agrees that October break is important.

Trustee Wagstaff asks Taskar if he knew how students feel about ending semester at break vs after? He commented that it could be better to start earlier in August, ending semester at break.

Trustee Gneiting agrees to suspend policy and gives information on the calendar workgroup ideas.

MOTION: Trustee Zinke motions to suspend Board Policy 803. Seconded by Trustee Jackson.

VOTE: 6-0

13. Board Policy 603 Update *(1st Reading) (For Discussion Only)*

Item taken out of order

Terri Willoughby presents an overview of updated BP 603 which states guidelines for future and best practices, which will guide fiscal recovery. Not to use reserves to fund operating costs and include a contingency within the budget each year.

Trustee Brady asks if it is part of the budget process itself. She replies, yes.

14. Board Reports

Trustee Jansen – has been out of town and has nothing to share

Trustee Gneiting – HAC Committee (proposals presented in Sept and Oct to make up 8%)

Trustee Zinke – went to sporting events, coached girls golf

Trustee Jackson – visited SES, NASB training in Lovelock, went to football games, and tutors at DHS

Trustee Brady – attended the Chamber board meeting and the CLGF meeting

Trustee Wagstaff – has been out of town and has nothing to share

Taskar Zane, Student Representative – reports sporting events and Homecoming week is 9/28 -10/2

15. Future Board Agenda Items

Trustee Gneiting – asks to redo leadership team for the 3rd officer position – Legislative Representative and any committee Trustee Miller is assigned to.

Trustee Jackson would like reports from schools and asks Mr. Alvarado to have the focus around school performance plans (SPP).

Trustee Zinke asks about athletic finances, activity accounts, where the money comes from, where it goes, how it's spent, how it's accumulated, how decisions are made

Trustee Brady asks that Trustee Zinke's request wait until the audit is done.

16. Superintendent Report

- Student achievement data has been released and will be presented in October, it shows steady growth
- Visited ZCES Boys and Girls Club (12-14 students), the lease is paid in full
- Met with Amy Southerland in regard to the NASS iNVest resolution
- DETR Grant received: $70k reimbursable for 2 years
- NASB webinar for Trustees regarding NEFP, DCSD is a level 2 district
- Monthly NASS meeting – led to Principal meeting
- Governance training in Pershing County – 1, 2, 3 meeting cycle; recommend governance meetings in small groups on a 2-week cycle
- CLGF meeting regarding recovery plan
- Attended variance meeting with Trustee Brady
- Addressed written public comment provided to CLGF
- Mr. Spires attended Cabinet in regard to consolidation
- Mr. Reid attended Cabinet on 9/16 in regard to consolidation
- Visited EDU101 course with Mr. Rechs
- Attended Tahoe Chamber meeting

17. Informational Items

- Summary of Donations
- School Events
- Monthly Update of Enrollment Counts – changes on report: August – 4 categories: full enrollment, pre-k SPED, part-time enrollment (no funding), and other (no funding).

18. Adjournment

Meeting adjourned at 6:49 p.m.

Approved: Submitted by,

Melinda Gneiting
Board Vice President

Renee Bidart
Executive Secretary

Upon approval by the Board of Trustees in a public meeting, these minutes become the official minutes of the meeting held on the above date. Board minutes are kept on a permanent basis and are available for public review in the office of the Superintendent.

On Wed, Sep 16, 2026, 9:39 AM .....com> wrote:
Thank you for your response Yvonne. Can you please include my email in the public comments for tomorrow's meeting?
Sheila Reichle

On Sep 16, 2026, at 9:31 AM, Yvonne Wagstaff <ywagstaff@dcsd.k12.nv.us> wrote:

Thank you for sharing your thoughts and concerns about our calendar.

On Wed, Sep 16, 2026, 9:26AM .....com> wrote:
Good morning Trustees,

I am a parent of two students at Whittell High School and I am strongly opposed to the proposed draft of the 2027-2028 school calendar.

Not only would suspending board policy 803 be necessary in order for this school calendar to get approved, but this proposed calendar goes against was the majority of the staff and families voted for. Majority voted to keep both the fall and February break in place.

I also feel that starting school earlier in August is a safety issue. The school is located directly across the street from one of the busiest beaches in the basin. Especially now that all the highway parking has been eliminated for Zephyr Cove Resort, parking at our school is needed more than ever. It's unsafe to have beach goers parking in our school parking lots while school is in session.

The other concern is that there is no air conditioning at Whittell. Being in class mid-August with intense sun on those buildings makes for a very uncomfortable classroom situation.

I would prefer to have another survey sent out to staff and parents about the calendar and suggest starting LATER in August, preferably after Labor Day. The crowds will have passed by then, temperatures are cooler and us locals can enjoy the two best summer months in Tahoe. It's a unique situation living in Tahoe and late spring/summer isn't always warm and enjoyable temperatures. August is a wonderful month to enjoy up here. Let's focus on more of August being included in summer break. I'd be open to the idea of removing ONE of the breaks to accommodate this, but only one of them.

Thank
you!

Kindly,

Sheila Reichle

Public Comment for the Record – September Board Meeting

External

Inbox

A S[redacted] .com> Wed, Sep 16, 5:32 PM (4 days ago)

to me, Yvonne, Melinda, dbrady, hjackson, Markus

Good morning Renee,

I was hoping to get this could be attached as to the minutes of the September 17th Board meeting as public comment. I CC's the Trustees so they would have a copy before the meeting.

Thank you very much!

Have a great week,

-Adrienne Sawyer

Good afternoon Trustees,

I am unable to attend Thursday's meeting as I will be taking my oldest to college in Oregon, but I respectfully request that the following be included as public comment for the record.

Consent Item 5.G – Policy 546
The posted version appears unchanged from August and does not include the two Board-directed edits (middle school phone use on buses; removal of video-consent language). Clarification on why these edits were not incorporated—and how the decision was made—would be appreciated.

Item 7 – PCFP Payments, Cash Flow, and Transfers
Not receiving a July 2026 PCFP payment raises cash-flow concerns, particularly given CLGF guidance on restricted funds. Last year's missing August payment was resolved by two payments in June; is the same pattern expected?

The variance report acknowledges the spike in school-site expenditures. Additional details on what "review timing and coding" means—and how it produced such a large increase—would be helpful.

On enrollment: Should PCFP enrollment be included, since it drives revenue? The new enrollment report breaks out enrollment subsections but does not include the number used for monthly PCFP funding. If declines are occurring in non-PCFP-funded subsections, that would be helpful to know.

Item 8 – Finance Committee Applicants
I am very pleased to see such strong and engaged applicants. The agenda description does not clearly state what action the Board may take (selecting finalists, appointing members, adopting criteria), which is required under NRS 241.020. The only documented process appears on the optional rubric; if it is intended to guide selection, the agenda should state that.

It is also unclear how Trustees can objectively score the rubric categories—Governance and Advisory Experience, Communication Skills, and Collaboration/Districtwide Perspective—based solely on the staff summary. Several listed criteria (advisory-role understanding, plain-language communication, constructive engagement, willingness to ask difficult questions, ability to work across differing viewpoints, districtwide focus) are not addressed in the summaries. Because Trustees did not receive the full applications, what evidence is expected to support scoring? Nothing in the agenda mentions interviews, so reading applicants' own words would add an important personal element to the process.

The applications should be provided to the Board and the public to ensure consistent and fair evaluation.

Item 9A – Capital Project Staff Time
Will the $15,000 in staff time be reflected as a General Fund savings?

Item 18 – Enrollment Report
The new table is helpful. Clarification on PKSE, PKEC, and NR!PK would be appreciated. Including PCFP enrollment—either here or in the monthly financial report—would significantly improve the public's understanding of enrollment throughout the district and how revenue fluctuates with enrollment.

Thank you for all that you do for the students of DCSD. Respectfully,
Adrienne Sawyer

Voucher Detail Listing

Voucher Batch Number: 2724 09/14/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
HOMETOWN HEALTH PROVIDERS						
Check Group:						
HOMETOWN HEALTH PROVIDERS INS CO EXPENSES		1	26270016	SEPTEMBER 2026 9/10/2026	702.000.0000.000.2900.340.03000.50.421	$19,251.24
DIVERSIFIED DENTAL SERV INC EXP		1	26270016	SEPTEMBER 2026 9/10/2026	702.000.0000.000.2900.340.03000.50.421	$432.60
SPECIFIC STOP LOSS - RELIASTAR		1	26270016	SEPTEMBER 2026 9/10/2026	702.000.0000.000.2900.523.03000.50.421	$54,600.62
MULTIPLAN (PHCS)		1	26270016	SEPTEMBER 2026 9/10/2026	702.000.0000.000.2900.340.03000.50.421	$52.25
MUTUAL OF OMAHA		1	26270016	SEPTEMBER 2026 9/10/2026	702.000.0000.000.2900.523.03000.50.421	$2,724.12
						21
L/P INSURANCE SERVICES INC		1	26270016	SEPTEMBER 2026 9/10/2026	702.000.0000.000.2900.340.03000.50.421	$1,500.00

Check #: 0

PO/InvoiceTotal:	$78,560.83
Vendor Total:	$78,560.83
Grand Total:	$78,560.83

End of Report

Voucher Detail Listing

Voucher Batch Number: 2725 09/18/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
ALECIA ROHDE						
Check Group:						
Back to School Night Ice Cream Scoopers		2	26270659	walm09082026 9/14/2026	100.000.0000.430.1000.610.03504.30.421	$25.76
Napkins		1	26270659	walm09082026 9/14/2026	100.000.0000.430.1000.610.03504.30.421	$7.68
Plastic Cups		1	26270659	walm09082026 9/14/2026	100.000.0000.430.1000.610.03504.30.421	$5.84
2 Liters of Sprite		4	26270659	walm09082026 9/14/2026	100.000.0000.430.1000.610.03504.30.421	$11.88
2 Liter Rootbeer MUG brand for floats		6	26270659	walm09082026 9/14/2026	100.000.0000.430.1000.610.03504.30.421	$12.00
Lime Sherbert		3	26270659	walm09082026 9/14/2026	100.000.0000.430.1000.610.03504.30.421	$8.91
						22
Bowls		1	26270659	walm09082026 9/14/2026	100.000.0000.430.1000.610.03504.30.421	$4.47
12pk cream soda		1	26270659	walm09082026 9/14/2026	100.000.0000.430.1000.610.03504.30.421	$4.84
Vanilla Icecream for floats		4	26270659	walm09082026 9/14/2026	100.000.0000.430.1000.610.03504.30.421	$32.48
Plastic Spoons		1	26270659	walm09082026 9/14/2026	100.000.0000.430.1000.610.03504.30.421	$4.13
					Check #: 181702	
					PO/InvoiceTotal:	$117.99
					Vendor Total:	$117.99
AMAZON BUSINESS CAPITAL SVCS						
Check Group:						
Water Color Paints		3	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$78.27

Voucher Detail Listing

Voucher Batch Number: 2725 09/18/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Bulletin Board Paper White		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$109.23
Post It Sticky Easel Pads		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$129.96
24 Pack Crayola Crayons		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$24.65
Art Paper		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$52.19
4x6 Ruled Index Cards		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$7.70
3x5 Plain Index Cards		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$11.97
Bordette Bl 8 Pk		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$19.32
20x23 Chart Paper		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$39.51
25x30 Chart Paper		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$88.10
Spiral Notebooks		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$46.39
Bordette Multi Color Pk		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$26.05
Paper Clips Sm		5	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$36.97

Voucher Detail Listing

Voucher Batch Number: 2725 09/18/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Crayons		4	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$172.44
Colored Pencils		2	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$123.22
Flair Pens Blue		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$21.35
Flair Pens Red		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$19.32
Flair Pens Black		5	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$69.93
Pencil Boxes		2	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$41.87
Kid Scissors		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$21.35
Playdough		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$32.86
Sharpies		4	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$40.56
Masking Tape		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$29.96
Jumbo Paper Clips		5	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$46.93
Elmer's Glue Sticks		1	26270040	13VQ-YQVL-XT1Y 9/10/2026	100.014.0000.100.1000.610.03206.10.421	$19.27

24

Check #: 181703

Voucher Detail Listing

Voucher Batch Number: 2725 09/18/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$1,309.37
Check Group:						
Joy Carpets Kid Essentials Simply Swirls 7'8" x 10'9" Area Rug in Color Neutral		1	26270346	16W6-HCX3-XJR4 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$391.23
					Check #: 181703	
					PO/InvoiceTotal:	$391.23
Check Group:						
More Ten-Minute Plays for Middle School Performers: Plays for a Variety of Cast Sizes by Rebecca Young		1	26270349	114D-3VDV-43KY 9/11/2026	100.033.0000.100.1000.610.03302.20.421	($17.89)
Ten-Minute Plays for Middle School Performers by Rebecca Young		1	26270349	197H-DFJL-WF96 9/11/2026	100.033.0000.100.1000.610.03302.20.421	$13.99
						25
Ten-Minute Plays for Middle School Performers by Rebecca Young		1	26270349	1FGK-7XHM-41HR 9/11/2026	100.033.0000.100.1000.610.03302.20.421	($13.99)
30 Middle School Monologues: Engaging, Funny & Emotional Scripts for Drama Class, Public Speaking, and Classroom Performance (Grades 6–8)		1	26270349	1KW4-3D3J-H47J 9/11/2026	100.033.0000.100.1000.610.03302.20.421	$9.99
12 Fabulously Funny Fairy Tale Plays by Justin McCory Martin		1	26270349	1KW4-3D3J-H47J 9/11/2026	100.033.0000.100.1000.610.03302.20.421	$8.39
Ten Large Cast Plays for Middle School by Quinn Baldwin		1	26270349	1KW4-3D3J-H47J 9/11/2026	100.033.0000.100.1000.610.03302.20.421	$19.99
Middle School Drama Workbook: A Complete 10-Day Scene Study Unit with Scripts, Acting Activities, and Performance Worksheets for Grades 6–8		1	26270349	1KW4-3D3J-H47J 9/11/2026	100.033.0000.100.1000.610.03302.20.421	$11.99
More Ten-Minute Plays for Middle School Performers: Plays for a Variety of Cast Sizes by Rebecca Young		1	26270349	1KW4-3D3J-H47J 9/11/2026	100.033.0000.100.1000.610.03302.20.421	$17.89
					Check #: 181703	

Voucher Detail Listing

Voucher Batch Number: 2725 09/18/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$50.36
Check Group:						
20 Pack - Made in USA - Explore Replacement Blades Compatible Cricut Imagine Explore Air 2 Create Maker 3 Expression 45° Standard Vinyl Fabric Scrapbook Cuttin…		1	26270387	1MY3-TLRN-DXHR 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$9.95
PANDRI Two Pocket Folders, Paper Folders with Pockets, 30 Pack, DarkBlue | 2 Pocket Folders Fit Letter Size Paper, Paper File Folder for School Office Home Business		1	26270387	1MY3-TLRN-DXHR 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$16.14
Baden | Soft Strike | Cushioned Synthetic Leather Recreational Volleyball | Indoor/Outdoor for Beginners & Youth | Official Size | Blue/Pink/White		1	26270387	1MY3-TLRN-DXHR 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$14.99
Affrolling 24 Pack Take Home Folders with Pockets for Students,Green | Bulk School and Home Communication Folder Heavy Duty Plastic Homework Privacy Folders for		1	26270387	1MY3-TLRN-DXHR 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$32.95 26
Adidas Unisex-Adult World Cup Soccer Ball, Lucid Lemon/Black/Silver Metallic, 4		2	26270387	1MY3-TLRN-DXHR 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$34.98
Crayola Broad Line Markers, Classic Colors 10 Each (Pack of 24)		1	26270387	1MY3-TLRN-DXHR 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$41.00
					Check #: 181703	
					PO/InvoiceTotal:	$150.01
Check Group:						
(26ft x 0.75in) White Velcro Strips with Adhesive, Double Rolls of Heavy Duty Self Adhesive Tape with Backing (26ft x 0.75in)		1	26270458	14XX-HN9W-LTJL 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$8.54
VELCRO Brand Sticky Back Dots, White, 500pc Bulk Pack, 5/8 Inch Circles | Round Adhesive Hook And Loop For School, Teachers, Mounting, Arts And Crafts, Office Or…		1	26270458	14XX-HN9W-LTJL 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$16.42

Voucher Detail Listing

Voucher Batch Number: 2725 09/18/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Henoyso 24 Pack Back to School Take Home Folders with 2 Pocket, Dark Blue | For Students Teachers and Classrooms, School to Home Communication, Clear Front Po…		1	26270458	14XX-HN9W-LTJL 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$26.99
Pendaflex Fastener File Folders, 2 Durable Fasteners, Classification Folder for School, Home and Office, Letter Size, Blue, 1/3 Cut Tabs in Left, Right, Center Positions, 50…		1	26270458	14XX-HN9W-LTJL 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$23.96
Oxford Blank Write On Binder Dividers, 1/5 Cut Tabs, 3 Hole Punch Dividers in 5 Tab Sets, 100 Dividers, 20 Sets, White (89981)Oxford Blank Write On Binder Dividers, 1/5 Cut Tabs, 3 Hole Punch Dividers in 5 Tab Sets, 100 Dividers, 20 Sets, White (89981)		1	26270458	14XX-HN9W-LTJL 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$12.53
SATINIOR 20 Pcs Rubber Finger Cots Tips for Counting,Xs S M L XL,5 Colors | Reusable Thumb Guards with Grip for Sewing, Money Handling, Sorting, Hot Glue, Hand Emb…		1	26270458	14XX-HN9W-LTJL 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$27.99
				Check #: 181703		
					PO/InvoiceTotal:	$96.43
Check Group:						
DUMOS Rolling Desk, Storage Shelves, Laptop Table, Home Office		1	26270459	1R7G-JMQX-HVGC 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$34.94
				Check #: 181703		
					PO/InvoiceTotal:	$34.94
Check Group:						
46" L Collapsible Foldable Extended Wagon, 500LB Weight Capacity with 280L Heavy Duty Folding Cart,Utility Wagon with All-Terrain Beach Wheel & Drink Holders,Black		8	26270460	1Y1P-LDKG-K369 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$615.44
				Check #: 181703		

Voucher Detail Listing

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$615.44
Check Group:						
Innotalk Desk Phone Wireless Headset		1	26270461	1N1Y-VDTM-PVGC 9/11/2026	100.000.0000.430.1000.611.03504.30.421	$134.89
Zyrtec Allergy Medication for Nurses Station		1	26270461	1N1Y-VDTM-PVGC 9/11/2026	100.000.0000.430.1000.611.03504.30.421	$8.66
Label Maker Tape Refill Replacements		1	26270461	1N1Y-VDTM-PVGC 9/11/2026	100.000.0000.430.1000.611.03504.30.421	$17.99
Student Birthday Cards 120pk		1	26270461	1N1Y-VDTM-PVGC 9/11/2026	100.000.0000.430.1000.611.03504.30.421	$25.99
Paper Gift Bags student birthdays		1	26270461	1N1Y-VDTM-PVGC 9/11/2026	100.000.0000.430.1000.611.03504.30.421	$24.99
Bulk Candy Lollipops		1	26270461	1N1Y-VDTM-PVGC 9/11/2026	100.000.0000.430.1000.611.03504.30.421	$21.37
Bulk Candy Chewy		1	26270461	1N1Y-VDTM-PVGC 9/11/2026	100.000.0000.430.1000.611.03504.30.421	$47.49
Bandaids 300 count for Nurse Station		2	26270461	1N1Y-VDTM-PVGC 9/11/2026	100.000.0000.430.1000.611.03504.30.421	$25.98
Double Sided Tape pack of 6		1	26270461	1N1Y-VDTM-PVGC 9/11/2026	100.000.0000.430.1000.611.03504.30.421	$14.99
Staple Removers 6 pack		1	26270461	1N1Y-VDTM-PVGC 9/11/2026	100.000.0000.430.1000.611.03504.30.421	$6.98
Kool-Aid Pouches		1	26270461	1TYN-JK6G-9RFR 9/11/2026	100.000.0000.430.1000.611.03504.30.421	$16.54

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Voucher Detail Listing

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
FINATI Drafting Desk Chair		1	26270461	1TYN-JK6G-9RFR 9/11/2026	100.000.0000.430.1000.611.03504.30.421	$118.98
					Check #: 181703	
					PO/InvoiceTotal:	$464.85
Check Group:						
acer Wired Headphones, HD Bass Driven Audio, Lightweight Aluminum Wired in Ear Earbud Headphones, Compatible with Android, Phone, Laptops, MP3 and Other		8	26270478	11Y7-Q963-1PHH 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$31.92
Jenga GIANT - Hardwood Blocks - Stacks to Over 5 feet - Officially Licensed - JS7		1	26270478	11Y7-Q963-1PHH 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$129.95
Full Size 3x3x3 Speed Cube Set, 2.2in Puzzle Party Favors Toy Stickerless Magic Cube Set, School Classroom Prize for Students, Birthday Party Stocking Stuffers Gifts		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$21.70
Dollar 2.2" Puzzle Cube with Acrylic Box - 3x3 Speed Cube Fidget Toys | Stickerless Magic Cube for Stress Relief & Focus, Puzzle Toy, Birthday Gifts for Kids Adults Teens		3	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$29.78
Tootsie Roll Tootsie Pops Assorted with Chocolatey Center, 3.75 Pound, 100 Count Giveaway Box, Peanut Free, Gluten Free Wild Berry Flavors, 60 Ounce		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$27.81
Takis Fuego 40 Count 1 oz Snack Size Multipack - Extreme Spicy Rolled Tortilla Chips Hot Chili Pepper & Lime Flavored		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$22.84
JOLLY RANCHER Assorted Fruit Flavored Hard Candy Bulk Bag, 5 lb		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$14.32
30 Pack Positive Crochet Animals Bulk,Corporate Gifts,Employee Appreciation | Team Building,Library,Volunteer Events,Graduations,Teacher Appreciation,Community		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$72.52

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
CZWZ 20Pcs Multicolor Pens in One 4-in-1 Cute Pens Bulk, Ballpoint Pen for Birthdays and Parties, Fun Gifts Assorted Ink Kawaii Pen(Style-2)		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$19.86
36 Pcs Crazy Straws Colorful Reusable Silly Straws for Kids | Funny Straws Great for Parties, Birthday Party, Kids Ages 3+		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$12.91
AZEN 24 Pack Lip Gloss Set, Clear Lip Gloss Bulk, Lip Oil for Dry Cracked Lips Moisturizing Hydrating Nourishing with Vitamin E		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$9.92
Stainless Steel Fidget Rings for Women Men Anxiety Spinner Ring Size 7 | Adjustable Flower Moon Star Stress Relieving Fidget Spinning Ring Wedding Band Rings Set		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$16.88
Stress Balls Squishy Fidget Toys: 6 Pack Big Textured Memory Gel Squeeze Balls for Stress Relief - Squishy Ball Sensory Fidget Toys for Kids Teens Adults in Classroom		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$15.89
Swooc Games - XL Giant Kick Darts (Over 8ft Tall) with 15+ Games Included - Jumbo Soccer Darts w/Air Pump - Big Inflatable Games - Carnival Games - Giant Outdoor		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$258.27
DoubleFill 24 Pcs Camping Wood Crafts for Kids, DIY Cutouts Ornaments | Paint Your Own Unfinished Ornaments, Summer Camp Hanging Decor, Summer Party Favors		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$14.49
BFB DIY Super Bouncy Balls Kit - Make Your Own Ball Science Kits, Crystal Powder Girls & Boys Crafts Set, Multi-Colored Glow in the Dark DIY Kids Projects - DIY		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$27.32
MARFOREVER 40 Pcs/20 Pairs Camping Charms for Jewelry Making Gift | Outdoor Travel Theme Enamel Charms, Adventure Pendants, Necklace Bracelet Keychain		1	26270478	1QLJ-TWNY-3MN1 9/11/2026	270.084.0000.100.1000.610.03302.20.421	$8.80

Check #: 181703

PO/InvoiceTotal: $735.18

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Check Group:						
6 Pack Diecast Construction Toys - Mini		2	26270557	1RLX-VMJX-XFJY 9/10/2026	280.622.0000.100.1000.610.03000.50.421	$26.56
					Check #: 181703	
					PO/InvoiceTotal:	$26.56
Check Group:						
Colorful Cat Mouse Pads (3)		1	26270579	1JL3-RMRX-1L1C 9/10/2026	280.633.0000.100.1000.650.03000.10.421	$9.99
Amazon Basics 11x17 Copy Paper		1	26270579	1JL3-RMRX-1L1C 9/10/2026	280.633.0000.100.1000.610.03000.50.421	$72.29
Rosmonde 50-Pack Bulk Composition Notebooks		2	26270579	1JL3-RMRX-1L1C 9/10/2026	280.633.0000.100.1000.610.03000.50.421	$54.28
Rosmonde Composition Wide-Ruled Notebooks - 50 Pack		5	26270579	1JL3-RMRX-1L1C 9/10/2026	280.633.0000.100.1000.610.03000.50.421	$392.40
Flower Mouse Pads		1	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.650.03000.10.421	$8.98
Beach Mouse Pads		1	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.650.03000.10.421	$8.98
Plain Mouse Pads		2	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.650.03000.10.421	$17.42
12-Pack Wireless Mice		1	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.650.03000.10.421	$42.99
VEEBOOST Composition Notebooks Quad-Ruled		10	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.610.03000.50.421	$783.90
Paper Mate Erasers - Pink - 12 Count		12	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.610.03000.50.421	$96.60

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Rosmonde 50-Pack Bulk Composition Notebooks		8	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.610.03000.50.421	$217.12
Neon Puffer Balls - 12 Pack Squishy		12	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.610.03000.50.421	$216.36
Size 6 Stainless Steel Fidget Rings		2	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.610.03000.50.421	$33.98
Size 7 Stainless Steel Fidget Rings		2	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.610.03000.50.421	$33.98
10 Pcs Silver Plated Fidget Rings		1	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.610.03000.50.421	$21.99
24 Pack Slow Rising Stress Cubes - Squishy		6	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.610.03000.50.421	$119.94
22-Pack Desk Dividers - Plastic		1	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.610.03000.50.421	$46.97
Bic Xtra Smooth Bright Mechanical Pencils - Medium		30	26270579	1WQ4-HWHR-R7WT 9/15/2026	280.633.0000.100.1000.610.03000.50.421	$190.80
					Check #: 181703	
					PO/InvoiceTotal:	$2,373.97
Check Group:						
X-ACTO Pencil Sharpener, School Pro Electric Sharpener, Black, With Six Size Dial, XL Shavings Bin - Heavy Duty, Classroom Supplies		1	26270615	1HQM-T63W-QVMF 9/14/2026	100.033.0000.100.1000.610.03302.20.421	$34.19
					Check #: 181703	
					PO/InvoiceTotal:	$34.19
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
XKDOUS 12 Pack Money and Rent Receipt Book, 2-Part Carbonless | 2-3/4" X 6-1/2", 50 Sets Per Book, Carbonless Duplicate Receipt Book for Rent, Cash Payments		1	26270616	1CQN-TJX1-T1FH 9/11/2026	100.033.0000.100.1000.610.03302.20.421	$15.99
Amazon Basics Catalog Mailing Envelopes, Peel and Seal, 10 x 13 Inch, White, 100-Pack		5	26270616	1CQN-TJX1-T1FH 9/11/2026	100.033.0000.100.1000.610.03302.20.421	$73.75
					Check #: 181703	
					PO/InvoiceTotal:	$89.74
Check Group:						
VEVOR 36-Slot Cell Phone Locker - Silver Aluminum w/Key Lock Portable Handle		1	26270635	1CV1-G9JH-T1VH 9/10/2026	100.052.0000.100.1000.610.03502.30.421	$45.90
					Check #: 181703	
					PO/InvoiceTotal:	$45.90
Check Group:						
Soccer Balls		1	26270640	14DP-GL14-13RQ 9/15/2026	100.014.0000.100.1000.610.03206.10.421	$43.99
Everich Toy Kickballs		1	26270640	14DP-GL14-13RQ 9/15/2026	100.014.0000.100.1000.610.03206.10.421	$23.49
Tetherballs		1	26270640	14DP-GL14-13RQ 9/15/2026	100.014.0000.100.1000.610.03206.10.421	$45.99
Volleyballs		1	26270640	14DP-GL14-13RQ 9/15/2026	100.014.0000.100.1000.610.03206.10.421	$29.99
Basketballs		3	26270640	14DP-GL14-13RQ 9/15/2026	100.014.0000.100.1000.610.03206.10.421	$59.91
Dodgeballs		1	26270640	14DP-GL14-13RQ 9/15/2026	100.014.0000.100.1000.610.03206.10.421	$17.48
Double Dutch Jump Ropes		1	26270640	14DP-GL14-13RQ 9/15/2026	100.014.0000.100.1000.610.03206.10.421	$17.49
					Check #: 181703	

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$238.34
Check Group:						
Jeep Sport Stroller Wagon by Delta Children		3	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.610.03000.50.421	$612.03
The Leaf Thief		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$9.62
Time for School, Mouse!		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$6.39
See, Touch, Feel: A First Sensory Book		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$6.11
The Library Fish Learns to Read		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$11.10 34
Never Touch a Moody Mouse!		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$6.59
Never Touch a Dragon!		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$5.90
Ricky, The Rock That Couldn't Roll		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$11.30
Library Lion		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$15.99
Do Not Bring Your Dragon to the Library		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$10.26
8 Little Planets: A Solar System Book for Kids with Unique Planet Cutouts		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$5.89

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Find Spot at Preschool: A Lift-the-Flap Book		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$6.89
Overdue: The Misadventure of Bob the Book		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$13.50
Wild Animals: A Touch and Feel Book		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$7.00
Ocean Friends - Touch and Feel Board Book		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$7.99
Ninjas Go to the Library: A Rhyming Children's Book About Exploring Books		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$15.99
A Very Middy Mystery - Children's Silicone Touch and Feel Board Book		1	26270643	1NTW-CMKR-9H34 9/15/2026	280.623.0000.100.1000.640.03000.50.421	$10.17
					Check #: 181703	
					PO/InvoiceTotal:	$762.72
Check Group:						
Early Childhood Environment Rating Scale Spiral-Bound Books		3	26270649	1R39-6DWC-VD49 9/10/2026	280.623.0000.100.1000.640.03000.50.421	$62.19
					Check #: 181703	
					PO/InvoiceTotal:	$62.19
Check Group:						
Dry Erase Erasers		1	26270663	1CLY-VXDC-G1LF 9/11/2026	100.014.0000.100.1000.610.03206.10.421	$23.27
Foldable Felt Strips		1	26270663	1YH6-TJCX-6KYW 9/11/2026	100.014.0000.100.1000.610.03206.10.421	$18.99
					Check #: 181703	
					PO/InvoiceTotal:	$42.26

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Check Group:						
Amazon Basics Sturdy File Folders with Reinforced Tabs for Filing and Organization, 1/3-Cut Tab, Assorted Positions, Letter Size, 8.5x11 inches, Manila, 100-Pack		5	26270681	1HTY-6K3D-RJJY 9/16/2026	100.033.0000.100.1000.610.03302.20.421	$61.85
Dog Car Barrier Net Pet Car for SUV-47 Divider Back Seat Barrier Net | Driving Safely with Children & Pets, Easy to Install and Remove,with Flexible Bungee Cords Adjust		2	26270681	1HTY-6K3D-RJJY 9/16/2026	100.033.0000.000.2620.610.03302.20.421	$30.58
UGREEN USB-B to USB-C Cable 16FT, Nylon Braided for Printer & MIDI | USB-B to USB-C, Printer Cable, USB 2.0 480Mbps, Nylon Braided, Plug & Play, Printer, MIDI		1	26270681	1HTY-6K3D-RJJY 9/16/2026	100.033.0000.000.2620.610.03302.20.421	$15.99
					Check #: 181703	
					PO/InvoiceTotal:	$108.42
Check Group:						36
Puffy paint		1	26270689	1X6G-H3N4-Q1ML 9/17/2026	100.031.0000.300.1000.610.03301.20.421	$27.99
street glitter glue pens		1	26270689	1X6G-H3N4-Q1ML 9/17/2026	100.031.0000.300.1000.610.03301.20.421	$41.52
white cardstock		1	26270689	1X6G-H3N4-Q1ML 9/17/2026	100.031.0000.300.1000.610.03301.20.421	$18.99
200 pcs brads		1	26270689	1X6G-H3N4-Q1ML 9/17/2026	100.031.0000.300.1000.610.03301.20.421	$5.99
					Check #: 181703	
					PO/InvoiceTotal:	$94.49
Check Group:						
Ginkgo Coffee Cups with Lids		1	26270731	1MF7-CHJK-R796 9/16/2026	100.000.0000.000.2210.610.03000.50.421	$23.74
18 Inch Security Mirror Half Dome		1	26270731	1MF7-CHJK-R796 9/16/2026	100.000.0000.000.2210.610.03000.50.421	$30.37

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
HAOPENGYOU Organizer and Storage Rack		1	26270731	1MF7-CHJK-R796 9/16/2026	100.000.0000.000.2210.610.03000.50.421	$49.99
Child Lock Galanz GLCMKA07RDR-07 Microwave		1	26270731	1MF7-CHJK-R796 9/16/2026	100.000.0000.000.2210.610.03000.50.421	$79.85
Rosmena 3.5 Cu. Ft Fridge and Freezer		1	26270731	1MF7-CHJK-R796 9/16/2026	100.000.0000.000.2210.610.03000.50.421	$206.98
					Check #: 181703	
					PO/InvoiceTotal:	$390.93
Check Group:						
INVOICE#1PV9-XY3J-R14F ARMANZA SQUARE MOUSE PAD		1	26270740	1PV9-XY3J-R14F 9/16/2026	100.000.0000.000.2570.610.03000.50.421	$8.99
					Check #: 181703	
					PO/InvoiceTotal:	$8.99
Check Group:						
LVSTEEL Large Printer Stand with Storage and Lock		1	26270743	1VD9-4PJ7-QWTK 9/16/2026	280.623.0000.100.1000.610.03000.50.421	$119.99
					Check #: 181703	
					PO/InvoiceTotal:	$119.99
					Vendor Total:	$8,246.50
APRIL CRANDALL						
Check Group:						
4 Crafts of Coffee from DST Coffee for Teacher Academy		4	26270732	TCHR ACA COFFEE 9/16/2026	100.000.0000.100.2213.610.03000.50.421	$80.00
					Check #: 181704	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
CANNON COCHRAN MANAGEMENT SERV INC						
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
INVOICE#0179346-IN AUGUST 2026 BILLING CLAIM FEE MEDICAL - INDEMNITY		1	26270676	0179346-IN 9/16/2026	703.000.0000.000.2900.340.03000.50.421	$1,199.95
CLAIM FEE - MEDICAL ONLY		2	26270676	0179346-IN 9/16/2026	703.000.0000.000.2900.340.03000.50.421	$381.10
SUNSET FEES		4	26270676	0179346-IN 9/16/2026	703.000.0000.000.2900.340.03000.50.421	$260.00
					Check #: 181705	
					PO/InvoiceTotal:	$1,841.05
					Vendor Total:	$1,841.05
CANON FINANCIAL SERVICES						
Check Group:						
COPIER LEASE CURRICULUM		1	26270079	43877731 9/14/2026	100.000.0000.000.2212.442.03000.50.421	$39.77 38
COPIER LEASE GRANTS		1	26270079	43877731 9/14/2026	100.000.0000.000.2191.442.03000.50.421	$39.77
COPIER LEASE SUPERINTENDENT		1	26270079	43877731 9/14/2026	100.000.0000.000.2320.442.03000.50.421	$39.77
COPIER LEASE BUSINESS SERVICES		1	26270079	43877731 9/14/2026	100.000.0000.000.2510.442.03000.50.421	$39.77
COPIER LEASE HUMAN RESOURCES		1	26270079	43877731 9/14/2026	100.000.0000.000.2570.442.03000.50.421	$39.77
COPIER LEASE ED SERVICES		1	26270079	43877731 9/14/2026	100.000.0000.000.2210.442.03000.50.421	$39.77
COPIES CURRICULUM		1	26270079	43877731 9/14/2026	100.000.0000.000.2212.611.03000.50.421	$20.00
COPIES GRANTS		1	26270079	43877731 9/14/2026	100.000.0000.000.2191.611.03000.50.421	$20.00
COPIES SUPERINTENDENT		1	26270079	43877731 9/14/2026	100.000.0000.000.2320.611.03000.50.421	$85.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
COPIES BUSINESS SERVICES		1	26270079	43877731 9/14/2026	100.000.0000.000.2510.611.03000.50.421	$85.00
COPIES HUMAN RESOURCES		1	26270079	43877731 9/14/2026	100.000.0000.000.2570.611.03000.50.421	$60.43
COPIES AREA 4		1	26270079	43877731 9/14/2026	100.000.0000.000.2210.611.03000.50.421	$20.00
COPIER LEASE CURRICULUM		1	26270079	43879682 9/14/2026	100.000.0000.000.2212.442.03000.50.421	$23.83
COPIER LEASE GRANTS		1	26270079	43879682 9/14/2026	100.000.0000.000.2191.442.03000.50.421	$23.83
COPIER LEASE SUPERINTENDENT		1	26270079	43879682 9/14/2026	100.000.0000.000.2320.442.03000.50.421	$23.83
COPIER LEASE BUSINESS SERVICES		1	26270079	43879682 9/14/2026	100.000.0000.000.2510.442.03000.50.421	$23.83
COPIER LEASE HUMAN RESOURCES		1	26270079	43879682 9/14/2026	100.000.0000.000.2570.442.03000.50.421	$23.83
COPIER LEASE ED SERVICES		1	26270079	43879682 9/14/2026	100.000.0000.000.2210.442.03000.50.421	$23.83
COPIES CURRICULUM		1	26270079	43879682 9/14/2026	100.000.0000.000.2212.611.03000.50.421	$3.30
COPIES GRANTS		1	26270079	43879682 9/14/2026	100.000.0000.000.2191.611.03000.50.421	$3.30
COPIES SUPERINTENDENT		1	26270079	43879682 9/14/2026	100.000.0000.000.2320.611.03000.50.421	$3.30
COPIES BUSINESS SERVICES		1	26270079	43879682 9/14/2026	100.000.0000.000.2510.611.03000.50.421	$3.30
COPIES HUMAN RESOURCES		1	26270079	43879682 9/14/2026	100.000.0000.000.2570.611.03000.50.421	$3.30
COPIES AREA 4		1	26270079	43879682 9/14/2026	100.000.0000.000.2210.611.03000.50.421	$3.33

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Check #: 181706

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$691.86
Check Group:						
8-26 Contract Charge		1	26270528	43692757 9/11/2026	100.015.0000.100.1000.442.03207.10.421	$584.98
7-26 BW Copies		52	26270528	43692757 9/11/2026	100.015.0000.100.1000.611.03207.10.421	$0.29
7-26 BW Copies		203	26270528	43692757 9/11/2026	100.015.0000.100.1000.611.03207.10.421	$1.12
7-26 BW Copies		998	26270528	43692757 9/11/2026	100.015.0000.100.1000.611.03207.10.421	$5.49
7-26 Color Copies		165	26270528	43692757 9/11/2026	100.015.0000.100.1000.611.03207.10.421	$8.09
					Check #: 181706	40
					PO/InvoiceTotal:	$599.97
Check Group:						
contract charge 9/1-9/30		1	26270725	43859098 9/17/2026	100.031.0000.100.1000.442.03301.20.421	$729.68
copy charges 8/1-8/31		1	26270725	43859098 9/17/2026	100.031.0000.100.1000.611.03301.20.421	$710.81
					Check #: 181706	
					PO/InvoiceTotal:	$1,440.49
Check Group:						
Contract Fee		1	26270729	43692766 9/16/2026	100.000.0000.100.2213.442.03000.50.421	$106.66
BW Maintenance Overage		1327	26270729	43692766 9/16/2026	100.000.0000.100.2213.611.03000.50.421	$11.28
CLR Maintenance Overage		194	26270729	43692766 9/16/2026	100.000.0000.100.2213.611.03000.50.421	$12.61
					Check #: 181706	
					PO/InvoiceTotal:	$130.55

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$2,862.87
CARSON VALLEY SIGNS	480272					
Check Group:						
Safety Signs		6	26270561	QUOTE 4399 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$171.00
					Check #: 181707	
					PO/InvoiceTotal:	$171.00
					Vendor Total:	$171.00
COLIN KVASNICKA						
Check Group:						
Teacher Supplis		1	26270650	AMAZ08252026 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$100.00
					Check #: 181708	41
					PO/InvoiceTotal:	$100.00
					Vendor Total:	$100.00
ELIDA DIAZ						
Check Group:						
Classroom		1	26270648	TARG08042026 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$100.00
					Check #: 181709	
					PO/InvoiceTotal:	$100.00
					Vendor Total:	$100.00
JULES GERIL						
Check Group:						
School Items		1	26270665	FAST08192026 9/11/2026	100.014.0000.100.1000.610.03206.10.421	$195.80
					Check #: 181710	
					PO/InvoiceTotal:	$195.80
					Vendor Total:	$195.80
LYNDSEY BEDNAR						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Check Group:						
Bakers Dozen Bagels for Teacher Academy X2		1	26270730	PDC TEACHER ACADEMY 9/16/2026	100.000.0000.100.2213.610.03000.50.421	$43.00
Cream Cheese 28 oz x2		1	26270730	PDC TEACHER ACADEMY 9/16/2026	100.000.0000.100.2213.610.03000.50.421	$10.50
1 8oz veggie cream cheese		1	26270730	PDC TEACHER ACADEMY 9/16/2026	100.000.0000.100.2213.610.03000.50.421	$6.75
1 8 oz Strawberry Cream Cheese		1	26270730	PDC TEACHER ACADEMY 9/16/2026	100.000.0000.100.2213.610.03000.50.421	$6.75
Tax		1	26270730	PDC TEACHER ACADEMY 9/16/2026	100.000.0000.100.2213.610.03000.50.421	$4.76
						42
					Check #: 181711	
					PO/InvoiceTotal:	$71.76
					Vendor Total:	$71.76
RALEYS	680718					
Check Group:						
BAG OF POTATOES		1	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$4.99
CRISPY FRIED ONIONS		1	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$4.19
BBQ SAUCE		1	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$1.99
CHOCOLATE CHIPS		1	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$8.98
WHITE CHOCOLATE MELTING WAFERS		1	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$9.49
SOUR CREAM		1	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$3.24

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
SUPER FIRM TOFU		1	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$4.49
SHREDDED CHEESE		1	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$11.99
GREEN ONION		1	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$1.69
FROZEN BAG OF PETIT GREEN BEANS		1	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$2.99
CHICKEN THIGHS		1	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$8.76
CHICKEN THIGHS		1	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$9.92
STRAWBERRIES		2	26270633	105390-5000005 9/10/2026	100.052.0000.300.1000.610.03502.30.421	$13.98
						43
					Check #: 181712	
					PO/InvoiceTotal:	$86.70
Check Group:						
SPRING MIX		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$5.25
50/50 BLEND SALAD MIX		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$6.99
GF PASTA		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$6.29
PASTA		2	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$3.00
OLIVE OIL		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$19.99
GARLIC		2	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$1.38
RED ONION		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$1.34

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
MILK		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$3.98
MAPLE SYRUP		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$8.89
RED WINE VINEGAR		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$4.99
BALSAMIC VINEGAR		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$5.99
PEACH VINEGAR		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$3.49
HOT CHILI OIL		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$6.89
HONEY		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$7.98
BASIL		3	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$7.44
VEGETABLE OIL		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$7.98
DIJON MUSTARD		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$2.48
PARMESAN		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$3.98
SHALLOTS		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$1.52
PINE NUTS		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$4.79
CHICKEN BREASTS		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$10.72
NO BAKE CHEESECAKE		2	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$7.98

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
SHERRY VINEGAR		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$11.99
CITRUS CHAMPAGNE VINEGAR		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$11.99
CHERRY PIE FILLING		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$7.39
OLIVES		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$0.86
ONION POWDER		2	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$3.98
DRY MUSTARD POWDER		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$5.19
FRESH MOZZARELLA		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$5.99
YELLOW MUSTARD		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$2.19
CHERRY TOMATOES		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	$6.49
MEMBER DISCOUNT		1	26270714	105437 -5000005 9/16/2026	100.052.0000.300.1000.610.03502.30.421	($12.12)
					Check #: 181712	
					PO/InvoiceTotal:	$177.29
					Vendor Total:	$263.99
SOUTHWEST GAS CORP	743781					
Check Group:						
CCMES		1	26270019	09282026 9/15/2026	100.000.0000.000.2611.621.03205.10.421	$711.16
JVES		1	26270019	09282026 9/15/2026	100.000.0000.000.2611.621.03206.10.421	$597.36
SES		1	26270019	09282026 9/15/2026	100.000.0000.000.2611.621.03207.10.421	$650.09

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PWLMS		1	26270019	09282026 9/15/2026	100.000.0000.000.2611.621.03302.20.421	$611.24
ZCES		1	26270019	09302026 9/17/2026	100.000.0000.000.2611.621.03202.10.421	$244.02
DHS		1	26270019	09302026 9/17/2026	100.000.0000.000.2611.621.03501.30.421	$1,392.19
WHS		1	26270019	09302026 9/17/2026	100.000.0000.000.2611.621.03502.30.421	$628.05
DISTRICT OFFICE		1	26270019	09302026 9/17/2026	100.000.0000.000.2611.621.03000.50.421	$33.31
					Check #: 181713	
					PO/InvoiceTotal:	$4,867.42
					Vendor Total:	$4,867.42
STACEY ROBERTS						
Check Group:						
Walmart Student Water Dispenser Jug Refills (x3 jugs)		4	26270661	walmaugust 9/14/2026	100.000.0000.430.1000.610.03504.30.421	$32.16
Walmart Student Water Dispenser Jug Refill (x2 jugs)		3	26270661	walmaugust 9/14/2026	100.000.0000.430.1000.610.03504.30.421	$16.08
					Check #: 181714	
					PO/InvoiceTotal:	$48.24
					Vendor Total:	$48.24
STUPPY GREENHOUSE						
Check Group:						
Labor/Construction of Greenhouse.		1	26270060	quote 11555 9/15/2026	240.308.0000.300.4600.450.03000.50.421	$43,262.80
Greenhouse - DHS - Agriculture		1	26270060	quote11551 9/15/2026	240.308.0000.300.4600.731.03000.50.421	$47,197.64
					Check #: 181715	
					PO/InvoiceTotal:	$90,460.44

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Voucher Batch Number: 2725 09/18/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$90,460.44
					Grand Total:	$109,427.06

End of Report

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Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
AMAZON BUSINESS CAPITAL SVCS						
Check Group:						
TICARVE 2 pk- Cleaning Gel for Desk Keyboard- Office Supplies		1	26270545	1FJ6-1NJ1-6YKV 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$8.54
TICARVE 2 pk- Cleaning Gel for Office Keyboard- Nurse Jerry		1	26270545	1FJ6-1NJ1-6YKV 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$8.54
Keyboard Cleaner Brush- Office Supplies		1	26270545	1FJ6-1NJ1-6YKV 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$9.49
Hipat 24 pk- Stainless Steel Whistles with Lanyard- Office Supplies		2	26270545	1FJ6-1NJ1-6YKV 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$18.98
American Flag with Wall Mount Bracket, Classroom- 12x18"- Custodian		2	26270545	1FJ6-1NJ1-6YKV 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$48.98 48
American Flag Made in the USA- Outdoor Premium, 3x5 Flag- Custodian		1	26270545	1FJ6-1NJ1-6YKV 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$28.42
Double Sided Nevada State Flag- Outdoor Heavy Duty 3x5- Custodian		1	26270545	1FJ6-1NJ1-6YKV 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$25.99
ReliThick 8 pc 3 Ring Binder, 1" with Pocket, Beige- Office Supplies		1	26270545	1FJ6-1NJ1-6YKV 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$44.64
					Check #: 181717	
					PO/InvoiceTotal:	$193.58
Check Group:						
Aobabo Metal Garage Storage Cabinet with Wheels and Door Pegboard | Garage and business storage for tools and office supplies; 5 adjustable shelves, lockable black c…		1	26270564	16WT-JFDV-6QVY 9/24/2026	100.015.0000.100.1000.610.03207.10.421	$152.94
					Check #: 181717	
					PO/InvoiceTotal:	$152.94

Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Check Group:						
Sinmoe 200 Pcs Large Adhesive Bandages 2 x 4 Inch Wound Care Bandages | Individually Wrapped Sterile for Knees Elbows, Flexible Fabric Fits Joints, Large Pad…		1	26270613	1D37-YXD4-RLKT 9/24/2026	100.015.0000.000.2130.610.03207.10.421	$25.99
TheraTears Dry Eye Drops, Preservative-Free Vials, 30 Ct | Preservative-Free Lubricating Eye Drops for Dry Eyes, Single-Use Vials, Dry Eye Therapy, Immediate Lo… $11.54		1	26270613	1D37-YXD4-RLKT 9/24/2026	100.015.0000.000.2130.610.03207.10.421	$11.57
Amazon Basic Care Children's Ibuprofen Chewable Tablets 100 mg, Grape Flavor, Pain Reliever and Fever Reducer (NSAID), For Ages 2-11, 24 Count		5	26270613	1D37-YXD4-RLKT 9/24/2026	100.015.0000.000.2130.610.03207.10.421	$23.55
Amazon Basic Care Children's Allergy Relief Oral Solution, Diphenhydramine HCl Antihistamine, Cherry Flavor, 4 fl oz (Pack of 1)		1	26270613	1D37-YXD4-RLKT 9/24/2026	100.015.0000.000.2130.610.03207.10.421	$4.39
						49
					Check #: 181717	
					PO/InvoiceTotal:	$65.50
Check Group:						
Historic Tales of Jamestown by Rosemary Enright		1	26270617	1RHP-XCGP-JY1F 9/22/2026	100.033.0000.000.2220.640.03302.20.421	$33.71
Gross Facts About the American Colonies (Gross History) by Mira Vonne		1	26270617	1RHP-XCGP-JY1F 9/22/2026	100.033.0000.000.2220.640.03302.20.421	$23.51
Colonial America: The Story of the Thirteen Colonies from Jamestown to the Dawn of Revolution (1607–1775): From the First English Settlements to the ... Spirit (The Am… by Harvey T. Ruben		1	26270617	1RHP-XCGP-JY1F 9/22/2026	100.033.0000.000.2220.640.03302.20.421	$21.07
MYNT3D ABS 3D Pen Filament Refill Pack (10 Color, 3m Each)		2	26270617	1X6H-3XVP-KHQ6 9/22/2026	100.033.0000.000.2220.610.03302.20.421	$29.10

Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
A History of US: Making Thirteen Colonies: 1600-1740A History of US Book Two by Joy Hakim		1	26270617	1X6H-3XVP-KHQ6 9/22/2026	100.033.0000.000.2220.640.03302.20.421	$11.59
Written in Bone: Buried Lives of Jamestown and Colonial Maryland by Sally M. Walker		1	26270617	1X6H-3XVP-KHQ6 9/22/2026	100.033.0000.000.2220.640.03302.20.421	$16.83
					Check #: 181717	
					PO/InvoiceTotal:	$135.81
Check Group:						
SOMOS AMIGOS		2	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$20.02
EL VENDEDOR		3	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$30.03 50
CHURRO CON CHOCOLATE		2	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$20.02
SOMOS AMIGOS		2	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$18.20
SONBRAS		3	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$30.03
ANDRES		3	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$30.03
SOMOS AMIGOS		2	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$20.02
LUCIA		2	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$20.02

Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
SOMOS BASURA		3	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$30.03
CHURROS CON CHOCOLATE		3	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$30.03
PLATA LA RATA		3	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$30.03
LOS TURISTAS		3	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$30.03
QUIERO SER UN DINOSAURIO		3	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$30.03
MONSTRUO		3	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$30.03
ES IMPORTANTE		3	26270619	1HFQ-V16M-343H 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$30.05
					Check #: 181717	
					PO/InvoiceTotal:	$398.60
Check Group:						
42 Decorative Flower Pushpins- Office Desk Decor		2	26270637	1NXR-CWX7-KYWL 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$17.18
Amcove Spring Flowers and Leaves Mousepad Gray Pink Roses- Office Desk Decor		1	26270637	1NXR-CWX7-KYWL 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$9.13
gianotter 4-Tier Paper Organizer with Magazine Holder- Pink- Office Desk Decor		1	26270637	1NXR-CWX7-KYWL 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$24.50
MINDEPOT Desk File Organizer Folder Holder w/ 5 Vertical, Pink- Office Desk Decor		2	26270637	1NXR-CWX7-KYWL 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$50.72

Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
FASTPRO 18 pk 9 LED Mini Flashlight Set, AAA Batteries Included- Safety Backpacks		2	26270637	1NXR-CWX7-KYWL 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$49.43
Amazon Basics AAA Long Lasting Alkaline Batteries, 100 Count- Office Supply Restock		1	26270637	1NXR-CWX7-KYWL 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$32.24
Amazon Basics AA Long Lasting Alkaline Batteries, 100 Count- Office Supply Restock		1	26270637	1NXR-CWX7-KYWL 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$27.94
DEVAISE 2 Drawer Metal File Cabinet, Under Desk File Cabinet, Black- Office Supplies		1	26270637	1NXR-CWX7-KYWL 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$128.98
157" Cable Raceway Kit Cord Cover for TV Wall Wire Concealer, Black- Nurse Jerry Office Supplies		1	26270637	1NXR-CWX7-KYWL 9/18/2026	100.012.0000.100.1000.610.03201.10.421	$18.35
					Check #: 181717	52
					PO/InvoiceTotal:	$358.47
Check Group:						
The Library Fish		1	26270643	133Q-WRGX-1DT3 9/23/2026	280.623.0000.100.1000.640.03000.50.421	$19.90
					Check #: 181717	
					PO/InvoiceTotal:	$19.90
Check Group:						
Water Color Paper		2	26270663	1KKK-4KRM-MDKN 9/18/2026	100.014.0000.100.1000.610.03206.10.421	$54.98
White Construction Paper		8	26270663	1KKK-4KRM-MDKN 9/18/2026	100.014.0000.100.1000.610.03206.10.421	$79.52
DBL Sided Tape		1	26270663	1KKK-4KRM-MDKN 9/18/2026	100.014.0000.100.1000.610.03206.10.421	$8.54
Glue Sticks		1	26270663	1KKK-4KRM-MDKN 9/18/2026	100.014.0000.100.1000.610.03206.10.421	$26.99

Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Binders		2	26270663	1KKK-4KRM-MDKN 9/18/2026	100.014.0000.100.1000.610.03206.10.421	$64.78
					Check #: 181717	
					PO/InvoiceTotal:	$234.81
Check Group:						
ID SLEEVES		1	26270679	1YF6-K6R4-PR47 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$27.48
					Check #: 181717	
					PO/InvoiceTotal:	$27.48
Check Group:						
LEARNING GAMES		1	26270680	17GK-FP3W-VP6P 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$14.33
PARTY FAVORS		1	26270680	17GK-FP3W-VP6P 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$12.58
SPACE TOYS		1	26270680	17GK-FP3W-VP6P 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$12.67
BAMBOO SCEWERS		1	26270680	17GK-FP3W-VP6P 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$20.19
CRAHM CRACKERS		1	26270680	17GK-FP3W-VP6P 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$6.77
SOUR PATCH KIDS		3	26270680	17GK-FP3W-VP6P 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$13.29
PETRI DISHES		1	26270680	17GK-FP3W-VP6P 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$83.41
ECOSYSTEM		3	26270680	17GK-FP3W-VP6P 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$289.79

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Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
GUMMI BEARS		2	26270680	17GK-FP3W-VP6P 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$29.76
STARBURST		1	26270680	17GK-FP3W-VP6P 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$13.29
TAPE DISPENSER		2	26270680	17GK-FP3W-VP6P 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$33.15
TAPE		1	26270680	17GK-FP3W-VP6P 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$17.49
					Check #: 181717	
					PO/InvoiceTotal:	$546.72
Check Group:						
Graph paper		2	26270688	1MRW-V1XR-V91R 9/23/2026	100.031.0000.100.1000.610.03301.20.421	$20.98
					Check #: 181717	
					PO/InvoiceTotal:	$20.98
Check Group:						
10000 pcs pony beads bulk		1	26270690	17GK-FP3W-MJQ7 9/23/2026	100.031.0000.100.1000.610.03301.20.421	$32.89
hersheys zero sugar baking chips		1	26270690	17GK-FP3W-MJQ7 9/23/2026	100.031.0000.100.1000.610.03301.20.421	$22.99
unreal milk chocolate gems		1	26270690	17GK-FP3W-MJQ7 9/23/2026	100.031.0000.100.1000.610.03301.20.421	$34.53
citric acid powder		1	26270690	17GK-FP3W-MJQ7 9/23/2026	100.031.0000.100.1000.610.03301.20.421	$14.79
epsom salt		1	26270690	17GK-FP3W-MJQ7 9/23/2026	100.031.0000.100.1000.610.03301.20.421	$2.81

Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
calcium chloride food grade		1	26270690	17GK-FP3W-MJQ7 9/23/2026	100.031.0000.100.1000.610.03301.20.421	$18.99
Mini Vegan Marshmallows		1	26270690	17GK-FP3W-MJQ7 9/23/2026	100.031.0000.100.1000.610.03301.20.421	$9.99
					Check #: 181717	
					PO/InvoiceTotal:	$136.99
Check Group:						
Scribbledo Small Dry Erase Whiteboards for Students, 6 Pack 9 x 12 | Double Sided, 6 Board & 6 Erasers, Homeschool Whiteboard Set for Kids and Teachers, Easy to Clean…		1	26270691	1VMK-F6RT-N3Y3 9/24/2026	100.015.0000.100.1000.610.03207.10.421	$14.36
					Check #: 181717	
					PO/InvoiceTotal:	$14.36
Check Group:						
POST ITS		1	26270704	17PV-LMDW-KJFD 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$41.94
STICKERS		1	26270704	17PV-LMDW-KJFD 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$7.99
CHIPS		1	26270704	17PV-LMDW-KJFD 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$26.91
ACTION FIGURES		1	26270704	17PV-LMDW-KJFD 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$21.99
					Check #: 181717	
					PO/InvoiceTotal:	$98.83
Check Group:						

Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Zozen Measuring Wheel Digital Display, Imperial/Metric,12.5” Green Roller | 3-Section Foldable, Backlit Display, High Precision Measure Wheel Up to 9,999.99Ft/9,999.99M, Kickstand, Portable BackpackZozen Measuring Wheel Digital Display, Imperial/Metric,12.5” Green Roller | 3-Section Foldable, Backlit Display, High Precision Measure Wheel Up to 9,999.99Ft/9,999.99…		1	26270721	1TJV-JHY4-WVQ1 9/24/2026	100.015.0000.100.1000.610.03207.10.421	$49.99
					Check #: 181717	
					PO/InvoiceTotal:	$49.99
Check Group:						
Sharpie Permanent Markers, Ultimate Collection, Ultra Fine And Fine Tip Markers, Assorted Colors, 72 Count - Classroom, Teacher Supplies, Arts & Crafts,		1	26270722	1NXC-HKGG-J3NL 9/22/2026	100.033.0000.100.1000.610.03302.20.421	$48.19
Geyoga 36 Pcs Professional Charcoal Pencils Bulk, Black, Assorted | Professional for Sketching, Shading, Blending and Portrait Art, Soft to Hard Graphite Effect,		4	26270722	1NXC-HKGG-J3NL 9/22/2026	100.033.0000.100.1000.610.03302.20.421	$54.11
Crayola Fine Line Markers Classpack (200ct), Teacher Classroom Must Haves & Essentials, Bulk Kids Markers For Preschool, Kindergarten, Elementary School		1	26270722	1NXC-HKGG-J3NL 9/22/2026	100.033.0000.100.1000.610.03302.20.421	$56.61
Nicpro 14 Colors Large Washable Paint Set for Kid (16.9oz), Acrylic Bulk | Paint Supplies Non Toxic Tempera Paint for Art, Craft, Poster & Finger Paint, Home, Scho		2	26270722	1NXC-HKGG-J3NL 9/22/2026	100.033.0000.100.1000.610.03302.20.421	$79.33
Nicpro 14 Colors Large Bulk Acrylic Paint Set for Artist (16.9 oz, 500 ml) | Rich Art Painting Supplies, Non Toxic for Multi Surface Craft Pumpkin Rock Canvas Wood		2	26270722	1NXC-HKGG-J3NL 9/22/2026	100.033.0000.100.1000.610.03302.20.421	$88.14
Crayola Broad Line Markers Classpack (256 Ct), Bulk Classroom Must Haves | Teacher School Supplies for Preschool & Kindergarten		1	26270722	1NXC-HKGG-J3NL 9/22/2026	100.033.0000.100.1000.610.03302.20.421	$58.76

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Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Pacon Standard Weight Drawing Paper, White, 9" x 12", 500 Sheets | Great for arts, crafts, displays, presentations and classroom projects		2	26270722	1NXC-HKGG-J3NL 9/22/2026	100.033.0000.100.1000.610.03302.20.421	$24.90
					Check #: 181717	
					PO/InvoiceTotal:	$410.04
Check Group:						
Rolling File Cart w/3 storage drawers under desk filing cabinet w/diy dividers hanging file folders organizer on wheels Black		1	26270754	13W6-MDM3-MDRC 9/18/2026	100.013.0000.000.2120.610.03202.10.421	$47.99
					Check #: 181717	
					PO/InvoiceTotal:	$47.99
Check Group:						
Crayola Crayons		2	26270755	111P-NMJV-KJM1 9/22/2026	100.014.0000.100.1000.610.03206.10.421	$27.02
Magnetic Letters		6	26270755	111P-NMJV-KJM1 9/22/2026	100.014.0000.100.1000.610.03206.10.421	$133.74
Binders		2	26270755	111P-NMJV-KJM1 9/22/2026	100.014.0000.100.1000.610.03206.10.421	$81.98
Believe Key Chains		2	26270755	111P-NMJV-KJM1 9/22/2026	100.014.0000.100.1000.610.03206.10.421	$17.98
					Check #: 181717	
					PO/InvoiceTotal:	$261.62
Check Group:						
WIRELESS HEADSET WITH MICROPHONE		1	26270763	1PH1-DD9X-J6RQ 9/23/2026	100.000.0000.000.2510.612.03000.50.421	$48.89
WASTE BASKET		1	26270763	1PH1-DD9X-J6RQ 9/23/2026	100.000.0000.000.2510.610.03000.50.421	$8.96

Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 181717	
					PO/InvoiceTotal:	$57.85
Check Group:						
no parking sign		2	26270766	16MV-PT3H-FVR6 9/23/2026	100.031.0000.000.2620.610.03301.20.421	$43.32
notice no firearms sign		1	26270766	16MV-PT3H-FVR6 9/23/2026	100.031.0000.000.2620.610.03301.20.421	$10.53
					Check #: 181717	
					PO/InvoiceTotal:	$53.85
Check Group:						
Hasbro Gaming Wordle The Party Game for 2-4 Players, Official Wordle Board Game Inspired by New York Times ages 14+		1	26270786	1F9P-CKMN-QMXV 9/22/2026	250.052.0000.200.1000.610.03502.30.421	$44.20
Scholastic Week by Week Phonics & Word Study for the Intermediate Grades 3-6		1	26270786	1RQ7-GR41-FHYX 9/22/2026	250.052.0000.200.1000.610.03502.30.421	$10.71
Teaching Phonics & Word Study in the Intermediate Grades 3rd edition		1	26270786	1RQ7-GR41-FHYX 9/22/2026	250.052.0000.200.1000.610.03502.30.421	$27.72
					Check #: 181717	
					PO/InvoiceTotal:	$82.63
Check Group:						
Disposable Coffee Cups w/lids 12oz. 100 pack		1	26270787	1TJV-JHY4-WTWQ 9/22/2026	100.052.0000.100.1000.610.03502.30.421	$18.80
Pure Life Purified Bottled Water - 24 Pack Mini 8oz		4	26270787	1TJV-JHY4-WTWQ 9/22/2026	100.052.0000.100.1000.610.03502.30.421	$13.96
					Check #: 181717	
					PO/InvoiceTotal:	$32.76
Check Group:						

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Voucher Batch Number: 2726 09/25/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
[3 Pack] iPad Charger, iPhone Charger ?MFi Certified? Long Lightning Cable 10 Foot Lightning Charging Cord with 12W Wall Foldable Block Portable Travel Plug Charging for iPad/iPadMini/iPadAir, iPhone		1	26270788	1D61-T1DH-MXNH 9/23/2026	250.033.0000.200.1000.610.03302.20.421	$23.99
					Check #: 181717	
					PO/InvoiceTotal:	$23.99
Check Group:						
Sherr Paper Hot Dog Trays, 6 in Disposable Food Boats, 1200 Pcs | Grease resistant fluted holders, nachos, fries, BBQ parties, food trucks, tailgates, concession stands		1	26270789	16WW-GDMV-N1T9 9/23/2026	100.033.0000.100.1000.610.03302.20.421	$38.99
Sratte 300 Pcs 80s Silicone Jelly Bracelets Bulk Wristbands,Neon | Retro Rubber Bands for Parties, Lightweight Bangles Double as Hair Ties, Wristband Accessories		1	26270789	16WW-GDMV-N1T9 9/23/2026	100.033.0000.100.1000.610.03302.20.421	$23.99
DTOFOOT 10 Pcs 80s Party Decorations, 1980s Table Honeycomb Centerpieces | Easy Assembly Paper Toppers, Back to the 80s Decor for Retro Party, For 1980s Theme		1	26270789	16WW-GDMV-N1T9 9/23/2026	100.033.0000.100.1000.610.03302.20.421	$9.99
HIPVVILD 80's Party Decorations Tablecloth Supplies, 3 Pack, 54in x 108in | Disposable 80's Theme Party Supplies Table Cover, 80s Birthday Table Cloth		1	26270789	16WW-GDMV-N1T9 9/23/2026	100.033.0000.100.1000.610.03302.20.421	$9.00
Tang Orange Sweetened Powdered Drink Mix 1 Count 20 oz Canister | for Flavorful Hydration and Shareable Refreshment Good Source of Calcium, 100% Daily Value		2	26270789	16WW-GDMV-N1T9 9/23/2026	100.033.0000.100.1000.610.03302.20.421	$7.48
80s Party Decorations Includes Backdrop, Banner, Hanging Swirls, Foil & Latex Balloons, Cake & Cupcake Toppers, Honeycomb Centerpieces for 80s 90s Party		1	26270789	16WW-GDMV-N1T9 9/23/2026	100.033.0000.100.1000.610.03302.20.421	$17.99
Kool-Aid Drink Mix, Tropical Punch, 19 oz | for Flavorful Hydration and Shareable Refreshment Good Source of Vitamin C, Caffeine Free Gluten Free		4	26270789	16WW-GDMV-N1T9 9/23/2026	100.033.0000.100.1000.610.03302.20.421	$14.72

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Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Fruit Roll-Ups Fruit Flavored Snacks, Variety Pack, 10 ct, 10 Pack | Gluten-Free, Strawberry & Tropical Tie-Dye Flavors, Gelatin Free, Good Vitamin C Source		2	26270789	16WW-GDMV-N1T9 9/23/2026	100.033.0000.100.1000.610.03302.20.421	$56.44
Glow Sticks Bulk Neon Party Supplies - 200 8” Neon Party Glow Sticks w/ Connectors for Glow Necklaces and Glow Bracelets Glow in the Dark Party Supplies		1	26270789	16WW-GDMV-N1T9 9/23/2026	100.033.0000.100.1000.610.03302.20.421	$16.98
Rice Krispies Treats Crispy Marshmallow Squares, Kids Snacks, Cereal Bars, Original, 3.329lb Box (54 Bars)		4	26270789	16WW-GDMV-N1T9 9/23/2026	100.033.0000.100.1000.610.03302.20.421	$66.96
					Check #: 181717	
					PO/InvoiceTotal:	$262.54
Check Group:						
LUDOS Zenith Wired Earbuds in-Ear Headphones; 5 year warranty		9	26270808	1XQY-FL36-D4R3 9/24/2026	280.633.0000.100.1000.650.03000.10.421	$74.25 60
					Check #: 181717	
					PO/InvoiceTotal:	$74.25
					Vendor Total:	$3,762.48
AMY CARTER						
Check Group:						
Sticker Mule, Badges for PBIS		1	26270791	STIC08082026 9/22/2026	270.084.0000.100.1000.610.03302.20.421	$351.82
					Check #: 181718	
					PO/InvoiceTotal:	$351.82
					Vendor Total:	$351.82
ANNEMARIE CHASE						
Check Group:						
TO REIMBURSE ANNEMARIE FOR GIMKIT SUBSCRIPTION		4	26270701	GIMKIT 26-27 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$239.52
					Check #: 181719	

Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$239.52
					Vendor Total:	$239.52
AT&T LONG DISTANCE						
Check Group:						
BUSINESS SERVICES		1	26270002	10132026 9/22/2026	100.000.0000.000.2510.533.03000.50.421	$11.63
					Check #: 181720	
					PO/InvoiceTotal:	$11.63
					Vendor Total:	$11.63
AT&T MOBILITY						
Check Group:						
Superintendent budget [2x$51.11x12 months]		1	26270001	10082026 9/22/2026	100.000.0000.000.2320.534.03000.50.421	$107.75 61
IT [1X$51.11X12]		1	26270001	10082026 9/22/2026	100.000.0000.000.2580.534.03000.50.421	$53.88
BOARD CELL PHONES [5X51.11X12]		4	26270001	10082026 9/22/2026	100.000.0000.000.2310.534.03000.50.421	$215.51
MAINTENANCE 10 NEW PHONES[APPROX 50 PER MONTH x 12 x 10]		1	26270001	10082026 9/22/2026	100.000.0000.000.2620.534.03000.50.421	$93.34
					Check #: 181721	
					PO/InvoiceTotal:	$470.48
					Vendor Total:	$470.48
BRANDI GRAMOLINI						
Check Group:						
Instructional Funds - Books		1	26270752	LAPR09152026 9/22/2026	250.014.0000.200.1000.610.03206.10.421	$150.00
					Check #: 181722	
					PO/InvoiceTotal:	$150.00
					Vendor Total:	$150.00

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Voucher Batch Number: 2726 09/25/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
CANON FINANCIAL SERVICES						
Check Group:						
September Contract Charge		1	26270720	43859097 9/21/2026	100.015.0000.100.1000.442.03207.10.421	$584.98
Aug BW Office Copies		6965	26270720	43859097 9/21/2026	100.015.0000.100.1000.611.03207.10.421	$38.31
Aug BW Lounge Copies		42185	26270720	43859097 9/21/2026	100.015.0000.100.1000.611.03207.10.421	$232.02
Aug BW Lounge Copies		37534	26270720	43859097 9/21/2026	100.015.0000.100.1000.611.03207.10.421	$206.44
Aug Color Copies Office		5931	26270720	43859097 9/21/2026	100.015.0000.100.1000.611.03207.10.421	$290.62
					Check #: 181723	
					PO/InvoiceTotal:	$1,352.37
Check Group:						
Contract Charge Sept 2026 C5840i		1	26270734	43890597 9/22/2026	280.638.0000.200.2100.442.03000.50.421	$140.94
CL Maint Overage Copies Aug 2026 C5840i		1	26270734	43890597 9/22/2026	280.638.0000.200.2100.610.03000.50.421	$4.90
					Check #: 181723	
					PO/InvoiceTotal:	$145.84
Check Group:						
Contract Charge 9/1/2026-9/30/2026		1	26270739	43890596 9/21/2026	100.033.0000.100.1000.442.03302.20.421	$574.03
CL Maintenance Overage 8/1/2026-8/31/2026		1	26270739	43890596 9/21/2026	100.033.0000.100.1000.611.03302.20.421	$278.82
BW Maintenance Overage 8/1/2026-8/31/2026		1	26270739	43890596 9/21/2026	100.033.0000.100.1000.611.03302.20.421	$58.62
BW Maintenance Overage 8/1/2026-8/31/2026		1	26270739	43890596 9/21/2026	100.033.0000.100.1000.611.03302.20.421	$124.44

Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
BW Maintenance Overage 8/1/2026-8/31/2026		1	26270739	43890596 9/21/2026	100.033.0000.100.1000.611.03302.20.421	$164.47
BW Maintenance Overage 8/1/2026-8/31/2026		1	26270739	43890596 9/21/2026	100.033.0000.100.1000.611.03302.20.421	$28.13
					Check #: 181723	
					PO/InvoiceTotal:	$1,228.51
Check Group:						
BW & CL Maintenance Overages 8/1/26-8/31/26		1	26270747	43859104 9/18/2026	100.013.0000.100.1000.611.03202.10.421	$259.68
Contract Charges 9/1/26-9/30/26		1	26270747	43859104 9/18/2026	100.013.0000.100.1000.442.03202.10.421	$496.73
					Check #: 181723	
					PO/InvoiceTotal:	$756.41
Check Group:						
INV 43859103		1	26270750	43859103 9/22/2026	100.014.0000.100.1000.442.03206.10.421	$550.00
					Check #: 181723	
					PO/InvoiceTotal:	$550.00
Check Group:						
B&W and Color copies August 2026 C2591F		1	26270774	43890598 9/22/2026	280.638.0000.200.2100.610.03000.50.421	$0.72
Contract Charge Sept 2026 C2591F		1	26270774	43890598 9/22/2026	280.638.0000.200.2100.442.03000.50.421	$46.55
					Check #: 181723	
					PO/InvoiceTotal:	$47.27
Check Group:						
BW & CL Maintenance Overages 8/1/26-8/31/26		1	26270785	43859099 9/22/2026	100.052.0000.100.1000.611.03502.30.421	$393.71
Contract Charges 9/1/26-9/30/26		1	26270785	43859099 9/22/2026	100.052.0000.100.1000.442.03502.30.421	$610.01

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Voucher Batch Number: 2726 09/25/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 181723	
					PO/InvoiceTotal:	$1,003.72
Check Group:						
Contract Charge 9/1/2026-9/30-2026		1	26270811	43864628 9/23/2026	100.033.0000.100.1000.442.03302.20.421	$313.18
Insurance charge 9/1/2026-9/30/2026		1	26270811	43864628 9/23/2026	100.033.0000.100.1000.442.03302.20.421	$21.87
					Check #: 181723	
					PO/InvoiceTotal:	$335.05
Check Group:						
Sept Ret		1	26270813	43859105 9/24/2026	100.016.0000.100.1000.442.03209.10.421	$497.34
Aug B/W charges		1	26270813	43859105 9/24/2026	100.016.0000.100.1000.611.03209.10.421	$209.03
Aug color chargees		1	26270813	43859105 9/24/2026	100.016.0000.100.1000.611.03209.10.421	$393.62
					Check #: 181723	
					PO/InvoiceTotal:	$1,099.99
					Vendor Total:	$6,519.16
CARSON VALLEY MEDICAL CENTER	114417					
Check Group:						
7/23/2026 CDL EXAM GW		1	26270849	7/23/2026 GW CDL 9/24/2026	100.000.0000.000.2710.340.03000.50.421	$100.00
					Check #: 181724	
					PO/InvoiceTotal:	$100.00
					Vendor Total:	$100.00
DOUGLAS HIGH SCHOOL						
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
TO MOVE LEHMAN MONEY THAT WAS PLACED IN 920 TO GIRLS TENNIS ACTIVITY ACCOUNT		1	26270707	LEHMAN 9/24/2026	100.051.0000.920.1000.610.03501.30.421	$500.00
					Check #: 181725	
					PO/InvoiceTotal:	$500.00
Check Group:						
TO REIMBURSE VICA FOR TEACER PROFESSIONAL MEMBERSHIPS		10	26270758	VICA MEMBRSHP 9/24/2026	100.051.0000.100.1000.810.03501.30.421	$280.00
					Check #: 181725	
					PO/InvoiceTotal:	$280.00
					Vendor Total:	$780.00
JENNIFER KAUFMANN						
Check Group:						65
Refund AFLAC premium from prior years		1	26270817	A8M82 AFLAC 9/22/2026	100.000.0000.000.0000.000.03000.00.421	$470.47
					Check #: 181726	
					PO/InvoiceTotal:	$470.47
					Vendor Total:	$470.47
JENNIFER N WORTHINGTON						
Check Group:						
2 packs of 50 pack black lanyards from Amazon plua $1.42 tax		1	26270790	AMAZ09152026 9/22/2026	270.084.0000.100.1000.610.03302.20.421	$21.40
					Check #: 181727	
					PO/InvoiceTotal:	$21.40
					Vendor Total:	$21.40
JENNIFER TYNDALL						
Check Group:						
Advil		1	26270815	WALM09202026 9/24/2026	100.016.0000.000.2130.610.03209.10.421	$19.26

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 181728	
					PO/InvoiceTotal:	$19.26
					Vendor Total:	$19.26
KELLY WINTER						
Check Group:						
TO REIMBURSE FOR BELIEVE MUGS		30	26270698	DEV DAY MUGS 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$552.30
BELIEVE MUGS		10	26270698	DEV DAY MUGS 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$128.50
GIFT WRAP		1	26270698	DEV DAY MUGS 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$9.76
					Check #: 181729	
					PO/InvoiceTotal:	$690.56
					Vendor Total:	$690.56
LUCAS WHITMORE						
Check Group:						
Grocery outlet-groceries		1	26270768	AUG/SEPT CUL 9/21/2026	100.031.0000.300.1000.610.03301.20.421	$12.06
Grocery outlet-groceries		1	26270768	AUG/SEPT CUL 9/21/2026	100.031.0000.300.1000.610.03301.20.421	$34.89
Grocery outlet-groceries		1	26270768	AUG/SEPT CUL 9/21/2026	100.031.0000.300.1000.610.03301.20.421	$20.97
Smiths-groceries		1	26270768	AUG/SEPT CUL 9/21/2026	100.031.0000.300.1000.610.03301.20.421	$24.98
Smiths- groceries		1	26270768	AUG/SEPT CUL 9/21/2026	100.031.0000.300.1000.610.03301.20.421	$19.90
smiths groceries		1	26270768	AUG/SEPT CUL 9/21/2026	100.031.0000.300.1000.610.03301.20.421	$1.39
Smiths groceries		1	26270768	AUG/SEPT CUL 9/21/2026	100.031.0000.300.1000.610.03301.20.421	$12.41
					Check #: 181730	

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$126.60
					Vendor Total:	$126.60
NEIDA ARELLANO						
Check Group:						
Instructional Funds		1	26270757	TARG08132026 9/22/2026	100.014.0000.100.1000.610.03206.10.421	$121.80
					Check #: 181731	
					PO/InvoiceTotal:	$121.80
					Vendor Total:	$121.80
PAU WA LU MIDDLE SCHOOL	601391					
Check Group:						
Walmart receipt reimbursement to Natalie Ordas for Eggs		1	26270797	3584 3582 CHECKS 9/23/2026	100.033.0000.300.1000.610.03302.20.421	$28.76
Costco receipt reimbursed to Natalie Ordas Eggs		1	26270797	3584 3582 CHECKS 9/23/2026	100.033.0000.300.1000.610.03302.20.421	$8.09
US Chef's Store receipt for culinary supplies paid to Natalie Ordas		1	26270797	3584 3582 CHECKS 9/23/2026	100.033.0000.300.1000.610.03302.20.421	$155.35
US Chef's Store receipt reimbursement to Natalie Ordas		1	26270797	3584 3582 CHECKS 9/23/2026	100.033.0000.300.1000.610.03302.20.421	$298.57
					Check #: 181732	
					PO/InvoiceTotal:	$490.77
Check Group:						
Lake Tahoe Meet fee 9/4		1	26270798	3574 3578 3583 9/23/2026	100.033.0000.920.1000.810.03302.20.421	$30.00
North Tahoe Meet Fee 9/11/2026		1	26270798	3574 3578 3583 9/23/2026	100.033.0000.920.1000.810.03302.20.421	$25.00
South Tahoe Meet Fee 9/17/26		1	26270798	3574 3578 3583 9/23/2026	100.033.0000.920.1000.810.03302.20.421	$30.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 181732	
					PO/InvoiceTotal:	$85.00
					Vendor Total:	$575.77
RALEYS	680718					
Check Group:						
GF BROWNIE MIX		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$8.87
REG BROWNIE MIX		2	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$7.98
KOSHER SALT		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$6.29
CORN TORTILLA CHIPS		2	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$4.96
BLACK BEANS		2	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$3.98
GARBANZO BEANS		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$1.99
CHICKEN TENDERS		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$9.65
#3 GROUND TURKEY		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$15.99
BAGUETTE		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$2.99
ARUGULA MICRO GREENS		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$3.99
ASIAN PEAR		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$2.43
BULK LEMONS		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$1.79
LIMES		2	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$1.18

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
NAVEL ORANGES		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$4.66
CILANTRO		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$1.99
ICEBURG LETTUCE		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$3.49
BABY SPINACH		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$5.60
BASIL		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$2.48
CORN TORTILLA CHIPS		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$3.00
TOMATOES		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$4.99
PISTACHIOS		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$6.99
PEACHES		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$3.80
HOT SALSA		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$7.99
RICOTTA		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$4.99
PROSCIUTTO		2	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$15.98
FETA		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$3.98
BRIE BITES		1	26270783	105475 -5000005 9/22/2026	100.052.0000.300.1000.610.03502.30.421	$7.99

Check #: 181733

PO/InvoiceTotal: $150.02

Vendor Total: $150.02

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
SCHOOL NUTRITION PROGRAM						
Check Group:						
Donation from Dave Brady to Angel tree in SNP		1	26270818	DAVE BRADY ANGEL TRE 9/22/2026	100.000.0000.000.2310.115.03000.50.421	$2,400.00
					Check #: 181734	
					PO/InvoiceTotal:	$2,400.00
					Vendor Total:	$2,400.00
SOUTHWEST GAS CORP	743781					
Check Group:						
HERITAGE		1	26270019	10052026 9/22/2026	100.000.0000.000.2611.621.03000.50.421	$23.88
ASPIRE 50%/PDC (HERITAGE) 50%		1	26270019	10052026 9/22/2026	100.000.0000.000.2611.621.03504.30.421	$23.87
						70
GES		1	26270019	10052026 9/22/2026	100.000.0000.000.2611.621.03201.10.421	$228.23
PHES		1	26270019	10052026 9/22/2026	100.000.0000.000.2611.621.03209.10.421	$428.07
MES		1	26270019	10052026 9/22/2026	100.000.0000.000.2611.621.03210.10.421	$326.47
CVMS		1	26270019	10052026 9/22/2026	100.000.0000.000.2611.621.03301.20.421	$436.92
AIRPORT FACILITIES		1	26270019	10052026 9/22/2026	100.000.0000.000.2611.621.03000.50.421	$236.00
					Check #: 181735	
					PO/InvoiceTotal:	$1,703.44
					Vendor Total:	$1,703.44
TONYA CHARLES						
Check Group:						

Voucher Detail Listing

Voucher Batch Number: 2726 09/25/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
TO REIMBURSE FOR CLASSROOM SCREEN SUBSCRIPTION		1	26270624	CLASS08292026 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$36.00
					Check #: 181736	
					PO/InvoiceTotal:	$36.00
					Vendor Total:	$36.00
VIRGINIA THOMAS						
Check Group:						
TO REIMBURSE FOR AP CHEMISTRY CIRRICULUM BUNDLE		1	26270706	TPT 9/24/2026	100.051.0000.100.1000.640.03501.30.421	$339.99
					Check #: 181737	
					PO/InvoiceTotal:	$339.99
					Vendor Total:	$339.99
WHITTELL HIGH SCHOOL	891848					
Check Group:						
Reimbursing WHS Activity Fund - PBIS Purchases		1	26270771	PBIS 9/22/2026	100.054.0000.100.1000.610.03502.30.421	$752.14
					Check #: 181738	
					PO/InvoiceTotal:	$752.14
					Vendor Total:	$752.14
					Grand Total:	$19,792.54

End of Report

Voucher Detail Listing

Voucher Batch Number: 2727 09/28/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
HUNT & SONS INC						
Check Group:						
REGULAR UNLEADED GASOLINE (9/18/26)		8481	26270863	927265	100.000.0000.000.2650.626.03000.50.421	$34,136.03
P-Card Payee: COMMERCE BANK				9/28/2026		
NEVADA GAS		1	26270863	927265	100.000.0000.000.2650.626.03000.50.421	$1,950.62
P-Card Payee: COMMERCE BANK				9/28/2026		
NEVADA PETROLEUM CLEANUP FEE		1	26270863	927265	100.000.0000.000.2650.626.03000.50.421	$63.61
P-Card Payee: COMMERCE BANK				9/28/2026		
FEDERAL LUST (G)		1	26270863	927265	100.000.0000.000.2650.626.03000.50.421	$8.48
P-Card Payee: COMMERCE BANK				9/28/2026		
NEVADA LOCAL OPTION-GAS		1	26270863	927265	100.000.0000.000.2650.626.03000.50.421	$763.29
P-Card Payee: COMMERCE BANK				9/28/2026		
NEVADA COUNTY OPTION-GAS		1	26270863	927265	100.000.0000.000.2650.626.03000.50.421	$84.81
P-Card Payee: COMMERCE BANK				9/28/2026		72
NEVADA INSPECTION FEE		1	26270863	927265	100.000.0000.000.2650.626.03000.50.421	$4.66
P-Card Payee: COMMERCE BANK				9/28/2026		
FEDERAL SUPERFUND (G)		1	26270863	927265	100.000.0000.000.2650.626.03000.50.421	$32.74
P-Card Payee: COMMERCE BANK				9/28/2026		
7% INVOICE CHARGE TO SPED		1	26270863	927265	100.000.0000.000.2650.626.03000.50.421	($2,593.10)
P-Card Payee: COMMERCE BANK				9/28/2026		
7% INVOICE CHARGE TO SPED		1	26270863	927265	250.000.0000.200.2730.626.03000.50.421	$2,593.10
P-Card Payee: COMMERCE BANK				9/28/2026		

Check #: 0

PO/InvoiceTotal:	$37,044.24
Vendor Total:	$37,044.24
Grand Total:	$37,044.24

End of Report

Voucher Detail Listing

Voucher Batch Number: 2728 09/29/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
AMERICAN EXPRESS						
Check Group:						
BUSINESS SERVICES - HUMMERT INTL -		1	26270874	10102026 9/28/2026	270.038.0000.000.2900.610.03302.20.421	$507.79
BUSINESS SERVICES - GOOGLE WORKSPACE FOR IT		1	26270874	10102026 9/28/2026	100.000.0000.000.2580.652.03000.50.421	$293.41
BUSINESS SERVICES - ZOOM - ANNUAL FEE FOR DISTRICT ZOOM		1	26270874	10102026 9/28/2026	100.000.0000.000.2580.652.03000.50.421	$1,569.27
BUSINESS SERVICES - ETRAILER - REPLCEMENT DUAL FORCE STRUT		1	26270874	10102026 9/28/2026	100.000.0000.000.2650.619.03000.50.421	$106.80
BUSINESS SERVICES - ETRAILER - EXMARK PART DECK FOLD CYL 142-6609		1	26270874	10102026 9/28/2026	100.000.0000.000.2650.619.03000.50.421	$677.17
						73

Check #: 181793

PO/InvoiceTotal:	$3,154.44
Vendor Total:	$3,154.44
Grand Total:	$3,154.44

End of Report

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
AMAZON BUSINESS CAPITAL SVCS						
Check Group:						
Shipping for Tardy slips		1	26270614	1HTY-6K3D-LKWJ 9/29/2026	100.033.0000.100.1000.610.03302.20.421	$15.26
The Spoiled Office Tardy Slip Book, 400 Carbonless Forms, 11 x 9 Inches | Perforated White Passes, Automatic Yellow Copies, USA Printed, Cardboard Reinforcement		3	26270614	1HTY-6K3D-LKWJ 9/29/2026	100.033.0000.100.1000.610.03302.20.421	$134.97
Amazon Basics Sturdy Manila File Folders, 1/3 Tabs in Assorted Positions for Filing and Easy Labeling, Legal Size, 8.5 x 14 inch, 100-Pack		5	26270614	1HTY-6K3D-LKWJ 9/29/2026	100.033.0000.100.1000.610.03302.20.421	$69.60
100 Pcs Vertical Badge Holders, Waterproof ID Badge Holder, Clear ID Card Holder with Resealable Zip for Proximity Cards, RFID, Credit Cards		5	26270614	1HTY-6K3D-LKWJ 9/29/2026	100.033.0000.100.1000.610.03302.20.421	$66.40
						74
Amazon Basics Sturdy Manila File Folders, 1/3 Tabs in Assorted Positions for Filing and Easy Labeling, Legal Size, 8.5 x 14 inch, 100-Pack		5	26270614	1K6W-616W-M4C9 9/29/2026	100.033.0000.100.1000.610.03302.20.421	($69.60)
					Check #: 181795	
					PO/InvoiceTotal:	$216.63
Check Group:						
How to Catch a Dinosaur Book- B. Brock- Library Book Restock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$6.94
How to Catch a Class Pet: A Back to School Adventure for Kids Book- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$6.34
How to Catch Bigfoot Book- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$10.27
How to Catch a Monster: A Halloween Picture Book for Kids About Conquering Fears!- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$5.78

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Who Would Win? Colossal Competitions! (10 Book Box Set)- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$29.00
The Lucky Baseball Bat: A Classic Sports Story About Luck, Teamwork, and Baseball Dreams- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$5.59
The Warriors Graphic Novel Box Set: The Prophecies Begin: The Complete First Arc, Books 1-3- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$25.53
The Wayside School 4 Book Box Set: Sideways Stories from Wayside School, Wayside School is Falling Down, Wayside School Gets a Little Stranger, Wayside School Beneath the Cloud of Doom- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$25.57
My Mouth Is A Volcano: A Picture Book About Interrupting- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$8.40
						75
Patrick Picklebottom and the Penny Book- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$9.30
What Should Darla Do? Featuring the Power to Choose (The Power to Choose Series)- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$11.51
100 Mighty Dragons All Named Broccoli- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$12.60
See You Later, Alligator (RhymeTime Animals)- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$8.91
Santa's Underwear- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$9.48
Attack on Titan Season 1 Part 1 Manga Book Set- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$26.12
The School for Good and Evil: The Complete 6- Book Box Set- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$33.77

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Children of the Lamp #1: The Akhenaten Adventure- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$13.51
The Blue Djinn of Babylon (Children of the Lamp, Book 2)- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$11.37
Beyblade X, Vol. 1- B. Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$11.99
Beyblade X, Vol. 2		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$11.99
Kirby Manga Mania, Vol.1- B Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$11.15
Kirby Manga Mania, Vol. 2- B Brock		1	26270638	13N1-DTYQ-C77N 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$11.17
Tough Cookie: A Christmas Story- B. Brock		1	26270638	1H4V-PG4R-F1XG 9/29/2026	100.012.0000.000.2220.640.03201.10.421	$19.86
					Check #: 181795	
					PO/InvoiceTotal:	$326.15
Check Group:						
Hanging file folders, legal, blue, 25 ct		1	26270686	1DMC-HV3C-RQFF 9/29/2026	100.017.0000.100.1000.610.03210.10.421	$24.62
Two pocket folders, 100 pack, assorted		1	26270686	1DMC-HV3C-RQFF 9/29/2026	100.017.0000.100.1000.610.03210.10.421	$32.29
Tether ball w/ rope, blue, 4 ct		1	26270686	1DMC-HV3C-RQFF 9/29/2026	100.017.0000.100.1000.610.03210.10.421	$43.99
Dawn PRO powerwash spray, 6 pack		1	26270686	1FJM-YCMW-QGNR 9/29/2026	100.017.0000.100.1000.610.03210.10.421	$24.35

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Blynkie highlighters, blue, 40 pack		2	26270686	1XCV-VGX4-TM1K 9/29/2026	100.017.0000.100.1000.610.03210.10.421	$14.78
Avery 5160 printable address labels, 5010 ct		1	26270686	1XCV-VGX4-TM1K 9/29/2026	100.017.0000.100.1000.610.03210.10.421	$27.24
					Check #: 181795	
					PO/InvoiceTotal:	$167.27
Check Group:						
ASB stickers		1	26270688	1TD9-VK3G-HT4Y 9/25/2026	100.031.0000.100.1000.610.03301.20.421	$19.90
					Check #: 181795	
					PO/InvoiceTotal:	$19.90
Check Group:						77
PACK OF 2-eldoLED *2743X3 OPTOTRONIC PROGRAMMABLE LINEAR 50 WATTS CONSTANT CURRENT LED DRIVER, 0-10V DIMMABLE OTi50/120-277/1A4 DIMM-1 L G2 120/277 VAC WHITE-REPLACEMENT/COMPATIBLE WITH OSRAM 57452		1	26270703	1TXF-GVNR-PHXQ 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$54.95
					Check #: 181795	
					PO/InvoiceTotal:	$54.95
Check Group:						
Black Toner Cartridge Inclusive Ed		3	26270705	1TTP-1MXY-J791 9/28/2026	100.053.0000.100.1000.610.03503.30.421	$349.50
Plastic Storage Bins		1	26270705	1TTP-1MXY-J791 9/28/2026	100.053.0000.100.1000.610.03503.30.421	$33.99
					Check #: 181795	
					PO/InvoiceTotal:	$383.49
Check Group:						

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Large Mailing Envelopes		2	26270715	19NC-XDH4-F1RY 10/1/2026	100.014.0000.100.1000.610.03206.10.421	$31.72
100 Pk Shoelaces		2	26270715	19NC-XDH4-F1RY 10/1/2026	100.014.0000.100.1000.610.03206.10.421	$55.42
20 Pk Shoelaces		1	26270715	19NC-XDH4-F1RY 10/1/2026	100.014.0000.100.1000.610.03206.10.421	$10.55
12 Piece Baking Sheets		3	26270715	19NC-XDH4-F1RY 10/1/2026	100.014.0000.100.1000.610.03206.10.421	$209.97
					Check #: 181795	
					PO/InvoiceTotal:	$307.66
Check Group:						78
Bofoho 800 Pieces Wiky Sticks for Kids		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$16.14
Odoorgames 10 Pieces Farm Animal Exrays		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$13.49
Hand2mind Letter Tracing Sensory Pad		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$14.99
Yowlieu 10 Pieces Wooden Senory Bin Tools		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$17.99
YHZAN Learn to Tie Shoes Dressing Board		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$18.04
600 Piece Basic Mix - Mini Waffle Blocks		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$37.99
Learning Resources Primary Bucket Balance		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$19.49

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
36" Kids Trampoline with Big Handle		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$75.99
Stem Building Blocks Interlocking Construction Playset		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$16.99
Pushpeel Advanced ABC Tracing Puzzle Board		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$31.34
Wood Rocking Doll Crib		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$37.99
100 Pieces Magnetic Tiles for Kids		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$37.99
Learning Resources STEM Explorers Magnet Movers		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$14.99
14 Pieces Toddler Dress Up Clothes		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$32.99
Closssound 40 Pieces Wooden Community Helpers Toy Wooden Cars Wooden People		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$25.99
Teacher Created Resources Up-Close Magnifying Glasses & Tweezers		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$16.89
KRAND - See-Through Small Water & Sand Sensory Tables for Kids w/Transparent Tub		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$99.99
Plastic S Hooks for Hanging		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$9.99
Toy Choi's Twin Baby Dolls 12" Soft Body Baby Doll; 2 Blue Outfits; Playset w/Rompers; Hat; Pacifier & Doll Bibs		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$28.87

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
60 Pcs Wooden Train Set - Magnetic Trains w/Wooden Track Set		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$34.99
Pillowhale Tangram Activity Wall Busy Board Panels		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$109.98
Odoorgames - 60 Pieces 3D Shapes for Teaching		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$17.99
Artojoy 12 Pieces Real Insect Resin Specimen Preserved Butterflies & Beetles		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$25.64
7 Piece Plastic Paint Scraper Set		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$7.99
Biggun 7" Large Ink Pads for Kids		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$18.79
Panda Brothers Wooden Geoboard		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$18.95
CroBlissful Extra Large Floor Pillows		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$124.99
26 Alphabet Robots ABC Letters		1	26270726	19MT-PMDF-PRLP 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$26.89
					Check #: 181795	
					PO/InvoiceTotal:	$954.35
Check Group:						
A world worth saving		1	26270767	1M1V-C766-D9JV 9/30/2026	100.031.0000.000.2220.640.03301.20.421	$9.99
So Over Sharing		5	26270767	1M1V-C766-D9JV 9/30/2026	100.031.0000.000.2220.640.03301.20.421	$49.95
The Wrong Way Home		5	26270767	1M1V-C766-D9JV 9/30/2026	100.031.0000.000.2220.640.03301.20.421	$35.00

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Alone		5	26270767	1M1V-C766-D9JV 9/30/2026	100.031.0000.000.2220.640.03301.20.421	$37.45
The Firefly Summer		5	26270767	1M1V-C766-D9JV 9/30/2026	100.031.0000.000.2220.640.03301.20.421	$39.45
Away		5	26270767	1M1V-C766-D9JV 9/30/2026	100.031.0000.000.2220.640.03301.20.421	$39.95
War Games		5	26270767	1M1V-C766-D9JV 9/30/2026	100.031.0000.000.2220.640.03301.20.421	$52.55
					Check #: 181795	
					PO/InvoiceTotal:	$264.34
Check Group:						
EUDAX Physics Science Lab Learning Circuit kit, Electricity Experiment Set, Building Circuits for Student Junior Senior High School Students		10	26270775	1WTL-QPG4-1WGG 9/30/2026	100.015.0000.100.1000.610.03207.10.421	$113.90 81
					Check #: 181795	
					PO/InvoiceTotal:	$113.90
Check Group:						
Next Steps in Literacy Instruction: Connecting Assessments to Effective Interventions		13	26270776	1M7H-QM69-R16G 9/29/2026	100.000.0000.000.2212.640.03000.50.421	$519.48
					Check #: 181795	
					PO/InvoiceTotal:	$519.48
Check Group:						
EL SENOR DE LAS MOSCAS		2	26270777	1G4Y-KFXW-377T 9/29/2026	100.000.0000.420.1000.640.03000.50.421	$44.60
DE RATONES Y HOMBRES		2	26270777	1G4Y-KFXW-377T 9/29/2026	100.000.0000.420.1000.640.03000.50.421	$37.38
THE RUCIBLE SPANISH VERSION		2	26270777	1G4Y-KFXW-377T 9/29/2026	100.000.0000.420.1000.640.03000.50.421	$47.54

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
FAHRENHEIT 451 SPANISH EDITION		2	26270777	1HFN-R6Q1-NNVL 9/29/2026	100.000.0000.420.1000.640.03000.50.421	$26.54
EL VIEJO EL MAR		2	26270777	1HFN-R6Q1-NNVL 9/29/2026	100.000.0000.420.1000.640.03000.50.421	$27.90
LA CASA EN MANGO STREET		2	26270777	1HFN-R6Q1-NNVL 9/29/2026	100.000.0000.420.1000.640.03000.50.421	$13.64
TO KILL A MOCKING BIRD SPANISH EDITION		2	26270777	1HFN-R6Q1-NNVL 9/29/2026	100.000.0000.420.1000.640.03000.50.421	$19.00
MACBETH SPANISH EDITION		2	26270777	1HFN-R6Q1-NNVL 9/29/2026	100.000.0000.420.1000.640.03000.50.421	$19.04
REBELION EN LA GRANJA		2	26270777	1HFN-R6Q1-NNVL 9/29/2026	100.000.0000.420.1000.640.03000.50.421	$27.45
PROMOTION DISCOUNT		1	26270777	1HFN-R6Q1-NNVL 9/29/2026	100.000.0000.000.2210.640.03000.50.421	($2.99)
					Check #: 181795	
					PO/InvoiceTotal:	$260.10
Check Group:						
ASTROBRIGHTS COLOR COSMIC ORANGE		3	26270778	1CHL-TWCC-334V 9/29/2026	100.000.0000.000.2210.610.03000.50.421	$29.10
250 BRIGHT ORANGE BUSINESS CARDS FOR SAFETY CARD		1	26270778	1F3T-7D3J-9NMG 9/29/2026	100.000.0000.000.2210.610.03000.50.421	$13.81
PUFFS FACIAL TISSUE		1	26270778	1F3T-7D3J-9NMG 9/29/2026	100.000.0000.000.2210.610.03000.50.421	$6.79
					Check #: 181795	
					PO/InvoiceTotal:	$49.70
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
BUILDING THINKING CLASSROOMS IN MATHEMATICS		1	26270779	16NG-4PNY-7VJ3 9/29/2026	100.000.0000.100.2213.610.03000.50.421	$25.67
BULK CANDY INDIVIDUALLY WRAPPED KID'S DREAM		2	26270779	1F9G-67QD-JN9R 9/29/2026	100.000.0000.100.2213.610.03000.50.421	$75.56
CHOCOLATE CANDY VARIETY PACK 5 LB		5	26270779	1F9G-67QD-JN9R 9/29/2026	100.000.0000.100.2213.610.03000.50.421	$199.95
CIXILDTS .5 INCH ROUND RING BINDERS 6 BULK		2	26270779	1MKK-YXT4-H3GP 9/29/2026	100.000.0000.100.2213.610.03000.50.421	$50.26
					Check #: 181795	
					PO/InvoiceTotal:	$351.44
Check Group:						
DTTO Case for iPad (A16) 11th generation 11-inch & 10th Gen Light Black		41	26270780	1DRL-7T4K-M1T1 10/1/2026	280.638.0000.200.1000.610.03000.50.421	$642.06
					Check #: 181795	
					PO/InvoiceTotal:	$642.06
Check Group:						
40 Pack Wooden Rulers, 12 Inch/30 cm, Double-Sided for Classroom | Clear Inch and Metric Scales, Double-Beveled Edges, for School, Office, Home and Crafts		1	26270805	1KPJ-GQX1-DFKG 9/25/2026	100.033.0000.100.1000.610.03302.20.421	$9.99
					Check #: 181795	
					PO/InvoiceTotal:	$9.99
Check Group:						
Coffee Bar Cabinet w/ Storage for Staff Room.Office		1	26270807	1JDV-GWYT-KGKD 9/28/2026	100.000.0000.430.1000.610.03504.30.421	$169.90
					Check #: 181795	
					PO/InvoiceTotal:	$169.90
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
PACETAP 50 Pack Grow Sponges, Seed Pods Replacement Root Growth Sponges Compatible with AeroGarden, Seedling Starter Sponges Kit Refill Grow Spong		2	26270812	1R1D-P4QC-FYK6 9/25/2026	100.033.0000.100.1000.610.03302.20.421	$18.00
Legigo 1 Inch Rockwool Cubes Seed Starter Plugs for Hydroponics, 200 Plugs | Promotes Germination Rate & Root Growth, Rockwool for Hydroponic Tower		1	26270812	1R1D-P4QC-FYK6 9/25/2026	100.033.0000.100.1000.610.03302.20.421	$14.52
Plant Spacer Caps Compatible with Aerogarden Harvest, Bounty, Farm, Extra, Ultra All Models, Pod Covers Hole Covers for Indoor Growing System, Hydroponic Plant		1	26270812	1R1D-P4QC-FYK6 9/25/2026	100.033.0000.100.1000.610.03302.20.421	$7.59
Active Aqua Submersible Water Pump, 400 GPH, Magnetic Drive, Hydroponic | Ceramic-shaft magnetic-drive pump delivers quiet, reliable flow for hydroponic		1	26270812	1R1D-P4QC-FYK6 9/25/2026	100.033.0000.100.1000.610.03302.20.421	$33.52
iDOO 102Pcs Seed Pot Labels Sticker, PVC Round Peel and Stick Hydroponic Garden Label, Plant Grow Basket Label		1	26270812	1R1D-P4QC-FYK6 9/25/2026	100.033.0000.100.1000.610.03302.20.421	$9.49
					Check #: 181795	
					PO/InvoiceTotal:	$83.12
Check Group:						
H-Qprobd 60x48 White Board		1	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$184.34
Amazon Basics 3-Ring Binders - 2" - D-Ring		2	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$29.96
JoyCat Magnetic Letter Tiles - 234 Pcs, Alphabet, Double-Sided Magnet Board		1	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$25.98
EXPO Dry Erase Markers - Low Odor Ink, Black		3	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$73.35
Rolling Whiteboard on Wheels 48x32 Aluminum Black Frame		2	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$245.08

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Scribbledo Small Dry Erase Whiteboards - 6 Pack 9x12		2	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$30.30
40x28 Double-Sided Magnetic Whiteboard U-Stand		2	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$208.04
Essex Wares - 50 Pack Dry Erase Sentence Strips - 16x3IN - White		2	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$26.58
Taja 48 Count Dividers for 3-Ring Binders with two Pockets - 8 Tab Sets		1	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$24.69
EXPO Block Erasers for Whiteboards		2	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$85.94
Favourde 48-Pack Magnetic Whiteboard Dry Erase Erasers		2	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$26.58
EXPO Dry Erase Markers - Chisel Tip - Black		3	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$61.05
WDT Heavy Duty 3-Tier Utility Carts		2	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$169.24
H-Qprobd 5x4 Dry Erase Board for Wall - 60x48 - 2 Pack		1	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$278.99
Aizweb 12-Pack Elkonin Boxes Phonemic Awareness Boards - 9x12		1	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$14.99
VIZ-PRO Double-Sided Magnetic Mobile Whiteboard - 72x48 - Rolling		2	26270832	1QFT-LJGL-71FY 9/30/2026	280.623.0000.100.1000.610.03000.50.421	$465.40
					Check #: 181795	
					PO/InvoiceTotal:	$1,950.51
Check Group:						
Zhenx Spinning Chair for Autistic Kids Ages 3-18, Autism sensory toy gift 220 lbs capacity		1	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.2100.610.03000.50.421	$60.86

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
DRATO 135 Gallon Deck Boxes outdoor waterproof storage box with wheels		1	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.2100.610.03000.50.421	$84.80
Nuby Vibe-eez Vibrating teether-Battery powered textured surface and easy to grasp toy		1	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.2100.610.03000.50.421	$8.47
Infanino Lil'Nibbles Apple teether, vibrating bristle gum soother		1	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.2100.610.03000.50.421	$9.10
Giant Tower Stack - The jumbo block balancing game by relatable		1	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.2100.610.03000.50.421	$32.85
Outdoor Toys for kids ages 4-8 Catch Ball Toss Game		1	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.2100.610.03000.50.421	$18.84
Portable Cornhole Set PVC Framed Corn holes outdoor game set with 2 cornhole boards		1	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.2100.610.03000.50.421	$32.97
Gesipor 10 pcs 6 inch silicone cable times- reusable rubber twist ties		1	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.2100.610.03000.50.421	$6.49
ARK Grabber Sensory Chew Tool Combo Standard XT Magenta/Lime Green Sensory Toy for kids and adults		1	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.2100.610.03000.50.421	$22.40
ARK Textured grabber sensory chew XXT Very Firm Royal Blue Sensory toy for Kids and Adults		1	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.2100.610.03000.50.421	$11.37
ZOHAN Kids Ear protection 2 pack 25dB NRR Noise Cancelling headphones for kids		3	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.1000.650.03000.50.421	$67.12
ZOHAN Kids Ear protection 2 pack 25dB NRR Noise cancelling headphones for kids with pillowy pads		1	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.1000.650.03000.50.421	$21.47
Crayola Clicks Retractable tip markers 10 ct washable cone tip art marker set		1	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.1000.610.03000.50.421	$11.02

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Chew Necklaces for sensory kids, 8 pack chewy necklace sensory boys and girls with autism, ADHD, SPD, biting		2	26270833	1MX4-CLMK-TL3J 10/1/2026	280.638.0000.200.2100.610.03000.50.421	$16.08
					Check #: 181795	
					PO/InvoiceTotal:	$403.84
Check Group:						
JBL Professional AWC129-BK All Weather Compact 2-Way Coaxial Loudspeaker w/12" LF, Black		2	26270843	1P6M-P6Q9-QX7N 9/28/2026	100.052.0000.920.1000.612.03502.30.421	$2,170.00
JBL Professional AWC129-BK All Weather Compact 2-Way Coaxial Loudspeaker w/12" LF, Black		1	26270843	1WQ4-HWHR-NKC1 9/28/2026	100.052.0000.920.1000.612.03502.30.421	$1,085.00
					Check #: 181795	
					PO/InvoiceTotal:	$3,255.00
Check Group:						87
Payroll & Director of Finance battery backups - old ones quick working		2	26270844	1YFG-LLWD-QG4C 9/30/2026	100.000.0000.000.2510.652.03000.50.421	$475.98
					Check #: 181795	
					PO/InvoiceTotal:	$475.98
Check Group:						
Key rings for badge holders		1	26270845	1PVL-RG6T-DLX6 10/1/2026	100.031.0000.100.1000.610.03301.20.421	$5.89
NV Flag		1	26270845	1PVL-RG6T-DLX6 10/1/2026	100.031.0000.100.1000.610.03301.20.421	$21.99
					Check #: 181795	
					PO/InvoiceTotal:	$27.88
Check Group:						
Privacy folders for student testing, 24 pc		1	26270861	1P3H-7XH3-1DRW 9/29/2026	100.017.0000.100.1000.610.03210.10.421	$30.79

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Bostich office electric stapler		1	26270861	1QLJ-TWNY-FL1R 9/29/2026	100.017.0000.100.1000.610.03210.10.421	$30.95
Fanny pack		5	26270861	1WGH-YPMN-JH17 9/29/2026	100.017.0000.100.1000.610.03210.10.421	$48.95
					Check #: 181795	
					PO/InvoiceTotal:	$110.69
Check Group:						
Bobrick B2740 Double Toilet paper roll dispenser		4	26270862	17PV-LMDW-LPMJ 9/29/2026	100.017.0000.000.2620.610.03210.10.421	$134.01
22" computer privacy screen, 2 pk (nurse office)		1	26270862	17PV-LMDW-LPMJ 9/29/2026	100.017.0000.000.2130.610.03210.10.421	$34.56
					Check #: 181795	88
					PO/InvoiceTotal:	$168.57
Check Group:						
KODAK PIXPRO FZ55 16MP Compact Digital Camera 5x Optical Zoom Blue		1	26270866	1DVH-6VFD-GHJJ 9/29/2026	100.052.0000.100.1000.610.03502.30.421	$141.68
Hello Papaya Fast Sling Puck Game - Test Your Speed & Accuracy w/ this fast paced wooden air hockey desktop battle board game		1	26270866	1DVH-6VFD-GHJJ 9/29/2026	100.052.0000.100.1000.610.03502.30.421	$14.51
SD Card Reader for iPhone Memory card w/USB -C to Lightning adapter plug & play trail game camera micro SD card viewer support SD/TF Card Black		1	26270866	1DVH-6VFD-GHJJ 9/29/2026	100.052.0000.100.1000.610.03502.30.421	$14.72
Giant 4 in 1 set checkers tic tac toe chess for kids		1	26270866	1DVH-6VFD-GHJJ 9/29/2026	100.052.0000.100.1000.610.03502.30.421	$23.00
OMKSIH Granny Pants Yard Game Freaky Party Games		1	26270866	1DVH-6VFD-GHJJ 9/29/2026	100.052.0000.100.1000.610.03502.30.421	$40.74

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QPAU Inflatable Reindeer Bouncy Hopper Toy 2 pack		2	26270866	1DVH-6VFD-GHJJ 9/29/2026	100.052.0000.100.1000.610.03502.30.421	$81.53
					Check #: 181795	
					PO/InvoiceTotal:	$316.18
Check Group:						
INVOICE1144-NFJL-6TKM 045140 EZ YMCKO RIBBON CARTRIDGE FOR DTC4250E		1	26270870	1144-NFJL-6TKM 9/28/2026	100.000.0000.000.2570.610.03000.50.421	$77.60
INVOICE#14Q9-JHFK-Y69C JEAPKA 2 PACK 27 INCH MAGNETIC COMPUTER PRIVACY SCREEN FILTER		1	26270870	14Q9-JHFK-Y69C 9/28/2026	100.000.0000.000.2570.610.03000.50.421	$78.99
INVOICE#1974-MDXM-1CXD ASTROBRIGHT COLOR PAPER, COSMIC ORANGE; AVERY 5263 TRUEBLOCK SHIPPING LABELS; AMERICAN FLAG, HEAVY DUTY FOR DO; BOYKOY PORTABLE DVD PLAYER (FOR NEW HIRE REGISTRATIONS)		1	26270870	1974-MDXM-1CXD 9/28/2026	100.000.0000.000.2570.610.03000.50.421	$147.23 89
INVOICE#1QWV-H9NY-RWRH LOGITECH STUDIO SERIES SMALL MOUSE PAD		1	26270870	1QWV-H9NY-RWRH 9/28/2026	100.000.0000.000.2570.610.03000.50.421	$8.99
INVOICE#1WHQ-KHK3-DM7L LAPTOP BLUE LIGHT SCREEN PROTECTOR; GABRYLLY ERGONOMIC OFFICE CHAIR; LAPTOP PRIVACY SCREEN 16INCH MAMOL		1	26270870	1WHQ-KHK3-DM7L 9/28/2026	100.000.0000.000.2570.610.03000.50.421	$238.03
					Check #: 181795	
					PO/InvoiceTotal:	$550.84
Check Group:						
MOSTORY Starfish Shell Fairy Crown		2	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$27.84
Blue & White Paper Lanterns 12PCS 6-10" Hanging		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$14.06

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4 Pack Light blue party foil curtin CYLMFC 3.3x6.6' Wavy Photo Booth Backdrop		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$15.91
YBSAHLYY 100 Pack 12oz Blue Plactic Cups		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$15.91
4E's Novelty Fish Net Décor Pack of 3 Natural Cotton Fushnet 14x4'		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$17.01
Baby Blue Tulle Fabric Roll 54"x40yards		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$18.90
CMFYHM Iridescent blue cellophane wrape roll 34'x100'		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$18.90
HAULL 7 pcs under the sea mermaid party decoe set		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$18.90
YOVUWEI Jellyfish Décor 12 pcs lanterns doe under the sea decorations		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$23.77
ZHZJCKSHB 54" x 320' plactic Table Cover Roll w/Cutter Box light blue		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$29.84
ZHZJCKSHB 54" x 320' plactic Table Cover Roll w/Cutter Box turquoise		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$32.83
ZHZJCKSHB 54" x 320' plactic Table Cover Roll w/Cutter Box blue		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$33.82
Ciselure 10pcs blue plastic plates 10" Pebbled Disposable Plates		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$39.79
Piakrum 6 pcs ocean wave projector light		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$51.97

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10 pcs 2 ply light blue napkins folded 5x5" Disposable cocktail paper napkins		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$6.96
PartyWoo Clear Balloon 123pcs different sizes of 18 12 10 5 "		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$8.05
36 pcs dusty blue gray hanging swril décor		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$9.94
PityBlns Balloon Arch Kit 162pcs w/star Chrome Blue Light Navy		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$9.93
Super Z Outlet Sea Shells Mixed Beach Seashells 2" Sheels bag od Approx 50		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$10.72
JOYFLOAT Blue Beach Balloon Arck Kit doe Ocean Theme Baby Shower Décor		1	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$11.93
Unicra Mermaid Crown Starfish Tiara Silver Seashell Headband Beach Wedding Hair Accessories for woamn		2	26270883	11XQ-6RDP-K7QK 10/1/2026	100.052.0000.100.1000.610.03502.30.421	$27.19
					Check #: 181795	
					PO/InvoiceTotal:	$444.17
Check Group:						
Ramede 12 pcs Adult 1950s Waiter Costume Kit		1	26270894	17HN-FN1D-QD7Q 10/1/2026	100.013.0000.100.1000.610.03202.10.421	$27.99
Vpoisen Paper Popcorn Bags 100 Pack 1 oz Popcorn Bags		1	26270894	17HN-FN1D-QD7Q 10/1/2026	100.013.0000.100.1000.610.03202.10.421	$5.89
					Check #: 181795	
					PO/InvoiceTotal:	$33.88
Check Group:						
QUIETLEMON 120 SHEET AUT FEED PAPER SHREDDER		1	26270895	1VTW-6YTY-FWWL 10/2/2026	100.000.0000.000.2730.610.03000.50.421	$159.98

Voucher Detail Listing

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 181795	
					PO/InvoiceTotal:	$159.98
Check Group:						
(2) REAPER TURF TIRE ASSEMBLIES 18X8.5-10 FITS WALKER SBCDT 5075-3 (#308)		1	26270896	16XY-HQFH-94V9 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$296.98
					Check #: 181795	
					PO/InvoiceTotal:	$296.98
Check Group:						
WEDGE CAR SEAT CUSION		3	26270897	17KV-L379-QX3T 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$110.97
BRING IT ON CLEANER HARD WATER STAIN REMOVER, 32 OZ, 2PK		1	26270897	17KV-L379-QX3T 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$37.77
BOAT BLING BOAT ESSENTIALS CLEANING & DETAILING KIT, 4 PK, 20 OZ EA		1	26270897	17KV-L379-QX3T 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$49.99
SHIPPING AND HANDLING		1	26270897	17KV-L379-QX3T 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$2.99
PROMOTIONS AND DISCOUNTS		1	26270897	17KV-L379-QX3T 10/2/2026	100.000.0000.000.2730.619.03000.50.421	($2.99)
HP 936E CYAN EVOMORE INK (BUS ALIGNMENT PRINTER)		1	26270897	19YR-9PJ7-RX76 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$65.89
HP 936E MAGENTA EVOMORE INK (BUS ALIGNMENT PRINTER)		1	26270897	19YR-9PJ7-RX76 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$65.89
HP 936E YELLOW EVOMORE INK (BUS ALIGNMENT PRINTER)		1	26270897	19YR-9PJ7-RX76 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$65.89
HP 936E BLACK EVOMORE INK (BUS ALIGNMENT PRINTER)		1	26270897	19YR-9PJ7-RX76 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$94.89

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
7% INVOICE CHARGE TO SPED		1	26270897	19YR-9PJ7-RX76 10/2/2026	100.000.0000.000.2730.619.03000.50.421	($48.30)
7%INVOICE CHARGE TO SPED		1	26270897	19YR-9PJ7-RX76 10/2/2026	250.000.0000.200.2730.619.03000.50.421	$48.30
AMAZON BASICS 48 PK AA ALKALINE BATTERIES		1	26270897	1CYR-FFJH-C334 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$12.36
AMAZON BASICS AAA LONG LASTING ALKALINE BATTERIES, 100 CT		1	26270897	1CYR-FFJH-C334 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$23.78
FRIENDA 3 PC MINI SMALL DIGITAL CLOCK STICK ON, BLACK		3	26270897	1CYR-FFJH-C334 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$27.87
SHIPPING AND HANDLING		1	26270897	1CYR-FFJH-C334 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$2.99
PROMOTIONS AND DISCOUNTS		1	26270897	1CYR-FFJH-C334 10/2/2026	100.000.0000.000.2730.619.03000.50.421	($2.99)
TRUPOW 110 AC 16 GPM ELECTRI SELF PRIMING DIESEL KEROSENE BIODIESEL OIL FUEL TRANSFER PUMP		1	26270897	1TD1-XQLK-TP33 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$99.75
WEDGE CAR SEAT CUSION		1	26270897	1WLD-TGFM-FDWQ 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$34.99
PROMOTIONS AND DISCOUNTS		1	26270897	1WLD-TGFM-FDWQ 10/2/2026	100.000.0000.000.2730.619.03000.50.421	($2.99)
SHIPPING AND HANDLING		1	26270897	1WLD-TGFM-FDWQ 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$2.99
				Check #: 181795		
					PO/InvoiceTotal:	$690.04
Check Group:						
From Phonics to Reading Level A Teacher Edition		1	26270921	163G-JGCX-GL67 10/1/2026	100.013.0000.100.1000.640.03202.10.421	$55.94

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
From Phonics to Reading Level B Teachers Edition		1	26270921	1MRW-V1XR-TDG1 10/1/2026	100.013.0000.100.1000.640.03202.10.421	$69.99
From Phonics to Reading Level B Student Edition Grade 2		1	26270921	1PL4-V1MW-MP69 10/1/2026	100.013.0000.100.1000.640.03202.10.421	$29.09
					Check #: 181795	
					PO/InvoiceTotal:	$155.02
					Vendor Total:	$13,933.99
AMERICAN EXPRESS						
Check Group:						
MIKE - HAMPTON INN - DANIEL SENGER ROOM IN VEGAS - FOOTBALL		1	26270953	10132026 10/2/2026	100.051.0000.920.1000.580.03501.30.421	$168.37
MIKE - SPRINGHILL SUITES - DHS FOOTBALL - 60 PLAYERS, 23 ROOMS TOTAL WITH BUS DRIVER AND COACHES		1	26270953	10132026 10/2/2026	100.051.0000.920.1000.580.03501.30.421	$5,209.04
MIKE - CREDIT FROM CHARTER UP FOR BAD SERVICE		1	26270953	10132026 10/2/2026	100.051.0000.920.1000.580.03501.30.421	($3,190.86)
MIKE - HOLIDAY INN EXPRESS - DHS GIRLS VOLLEYBALL - SACRAMENTO		1	26270953	10132026 10/2/2026	100.051.0000.920.1000.580.03501.30.421	$1,131.90
HAILEY - DESCRIPT - TRANSCRIPTION SERVICES FOR THE DCSD WEBSITE ARTICLES		1	26270953	10132026 10/2/2026	100.000.0000.000.2322.610.03000.50.421	$24.00
HAILEY - ADOBE - WEBSITE WIDGETS FOR THE DCSD WEBSITE		1	26270953	10132026 10/2/2026	100.000.0000.000.2322.610.03000.50.421	$49.99
FRANKIE - OPENAICHAT - MONTHLY SUBSCRIPTION FOR ADMINISTRATORS		1	26270953	10132026 10/2/2026	100.000.0000.000.2320.651.03000.50.421	$20.00
FRANKIE - EB SILVER STATE - SILVER STATE SUMMIT BY CHAMBER OF COMMERCE		1	26270953	10132026 10/2/2026	100.000.0000.000.2320.580.03000.50.421	$100.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
FRANKIE - EB SILVER STATE - SILVER STATE CHAMBER OF COMMERCE - BOARD		1	26270953	10132026 10/2/2026	100.000.0000.000.2310.580.03000.50.421	$100.00
FRANKIE - SOUTHWEST AIRLINES - REFUND		1	26270953	10132026 10/2/2026	100.000.0000.000.2320.580.03000.50.421	($262.81)
ASHLEY - MARCYCOOKMATH - MES MATH MANIPULATIVE BOOKS		1	26270953	10132026 10/2/2026	280.633.0000.100.1000.640.03000.50.421	$1,412.00
ASHLEY - LAPREA EDUCATION - MES DECODER BOOKS		1	26270953	10132026 10/2/2026	280.633.0000.100.1000.640.03000.50.421	$1,961.35
ASHLEY - LAKESHORE LEARNING - MES PRE-K TITLE I a		1	26270953	10132026 10/2/2026	280.622.0000.100.1000.610.03000.50.421	$821.94
ASHLEY - PLAYAWAY - PRE-K TO 2ND BOOKS		1	26270953	10132026 10/2/2026	280.622.0000.100.1000.640.03000.50.421	$405.93 95
ASHLEY - SOUTHWEST AIRLINES - NV READY PRE-K - ANNUAL DIRECTORS MEETING		1	26270953	10132026 10/2/2026	100.000.0000.000.2191.580.03000.50.421	$561.80
ASHLEY - VISTAPRINT - BUSINESS CARDS FOR ASHLEY		1	26270953	10132026 10/2/2026	100.000.0000.000.2191.610.03000.50.421	$26.44
ASHLEY - ZOO-PHONICS - MES CURRICULUM - TITLE I a		1	26270953	10132026 10/2/2026	280.623.0000.100.1000.640.03000.50.421	$494.95
ASHLEY - SOUTHWEST AIRLINES - NV READY PRE-K DIRECTORS MEETING		1	26270953	10132026 10/2/2026	100.000.0000.000.2191.580.03000.50.421	$647.80
TERRI - AMEX NEW MEMBERSHIP - PRORATED 6 MONTHS		1	26270953	10132026 10/2/2026	100.000.0000.000.2510.810.03000.50.421	$37.50
LESLIE - SOUTHWEST AIRLINES - NAGC CONFERENCE FOR GIFTED AND TALENTED IN NOVEMBER		1	26270953	10132026 10/2/2026	100.000.0000.000.2210.580.03000.50.421	$1,585.20
ALICIA - MATHMEDIC - PRE-CALCULUS & ALGEBRA		1	26270953	10132026 10/2/2026	100.052.0000.100.1000.653.03502.30.421	$650.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
ALICIA - COMFORT INN - WHS GIRLS SOCCER IN BATTLE MOUNTAIN		1	26270953	10132026 10/2/2026	100.052.0000.920.1000.580.03502.30.421	$858.60
ALICIA - HORSESHOE HOTEL - GIRLS GOLF		1	26270953	10132026 10/2/2026	100.052.0000.920.1000.580.03502.30.421	$1,302.12
ALICIA - INSTACART - GIRLS GOLF LUNCH SUPPLIES		1	26270953	10132026 10/2/2026	100.052.0000.920.1000.610.03502.30.421	$176.28
AMY - ALLIANZ TRAVEL - INSURANCE		1	26270953	10132026 10/2/2026	280.639.0000.200.2213.580.03000.50.421	$206.00
AMY - DCDT - CONFERENCE REGISTRATION		1	26270953	10132026 10/2/2026	280.639.0000.200.2213.330.03000.50.421	$514.75
AMY - ALASKA AIRLINES - DCDT CONFERENCE		1	26270953	10132026 10/2/2026	280.639.0000.200.2213.580.03000.50.421	$3,007.20
AMY - SOUTHWEST AIRLINES - DCDT CONFERENCE		1	26270953	10132026 10/2/2026	280.639.0000.200.2213.580.03000.50.421	$657.41
AMY - COUNCIL FOR EXCEPTIONAL CHILDREN - DUES TI		1	26270953	10132026 10/2/2026	250.000.0000.200.2000.810.03000.00.421	$120.00
AMY - JUSTPARK - AIRPORT PARKING		1	26270953	10132026 10/2/2026	280.639.0000.200.2213.580.03000.50.421	$75.80
AMY - PORTLAND MARRIOTT - PACIFIC NORTHWEST INSTITUTE OF SPED		1	26270953	10132026 10/2/2026	280.639.0000.200.2213.580.03000.50.421	$4,514.76
AMY - ALASKA AIRLINES - CHECKED BAG FOR K WINTERS		1	26270953	10132026 10/2/2026	280.639.0000.200.2213.580.03000.50.421	$45.00

Check #: 181796

PO/InvoiceTotal: $23,430.46

Vendor Total: $23,430.46

AUTUMN THETFORD

Check Group:

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Land of Balance book		1	26270904	BARN 10/1/2026	100.031.0000.000.2220.640.03301.20.421	$23.12
					Check #: 181797	
					PO/InvoiceTotal:	$23.12
					Vendor Total:	$23.12
CANON FINANCIAL SERVICES						
Check Group:						
TOTAL CONTRACT IS $50.03 PER MONTH FOR 60 MONTHS - $600.36 ANNUALLY		1	26270153	43877732 9/30/2026	100.000.0000.000.2730.442.03000.50.421	$50.03
COPIES - B&W AND COLOR		1	26270153	43877732 9/30/2026	100.000.0000.000.2730.611.03000.50.421	$15.75
					Check #: 181798	
					PO/InvoiceTotal:	$65.78
Check Group:						
JHS Contract Charge		1	26270748	43840284 9/28/2026	100.053.0000.100.1000.442.03503.30.421	$45.89
					Check #: 181798	
					PO/InvoiceTotal:	$45.89
Check Group:						
Contract Charge AAHS Inv#43877730		1	26270749	43877730 9/28/2026	100.000.0000.430.1000.442.03504.30.421	$274.16
					Check #: 181798	
					PO/InvoiceTotal:	$274.16
Check Group:						
CANON CONTRACT FEE SEPT.		1	26270773	43859106 9/29/2026	100.000.0000.100.2213.442.03000.50.421	$106.66
BW MAINTENANCE OVERAGE		86	26270773	43859106 9/29/2026	100.000.0000.100.2213.611.03000.50.421	$0.73

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
CLR MAINTENANCE OVERAGE		35	26270773	43859106 9/29/2026	100.000.0000.100.2213.611.03000.50.421	$2.28
					Check #: 181798	
					PO/InvoiceTotal:	$109.67
Check Group:						
Contract Charge 9/1-9/30/26		1	26270803	43877733 9/29/2026	100.017.0000.100.1000.442.03210.10.421	$524.63
6855i BW copies 8/1-8/31/2026		27262	26270803	43877733 9/29/2026	100.017.0000.100.1000.611.03210.10.421	$133.58
C5840i BW copies 8/1-8/31/26		4855	26270803	43877733 9/29/2026	100.017.0000.100.1000.611.03210.10.421	$24.28
6855i BW copies 8/1-8/31/2026		9239	26270803	43877733 9/29/2026	100.017.0000.100.1000.611.03210.10.421	$45.27
C5840i Clr copies 8/1-8/31/26		8158	26270803	43877733 9/29/2026	100.017.0000.100.1000.611.03210.10.421	$372.00
					Check #: 181798	
					PO/InvoiceTotal:	$1,099.76
Check Group:						
Contract Charge- 9/1/26-9/30/26- Inv#: 43877734		1	26270824	43877734 9/29/2026	100.012.0000.100.1000.442.03201.10.421	$179.98
B&W Overage Charge- 8/1/26-8/31/26		1	26270824	43877734 9/29/2026	100.012.0000.100.1000.611.03201.10.421	$58.07
					Check #: 181798	
					PO/InvoiceTotal:	$238.05
Check Group:						
Contract Charge- 9/1/26-9/30/26- Inv#: 43877729		1	26270825	43877729 9/29/2026	100.012.0000.100.1000.442.03201.10.421	$289.35
B&W Overage Charge- 8/1/26-8/31/26		1	26270825	43877729 9/29/2026	100.012.0000.100.1000.611.03201.10.421	$136.21
					Check #: 181798	

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					PO/InvoiceTotal:	$425.56
Check Group:						
Contract Charge- 9/1/26-9/30/26- Inv#: 43840287		1	26270826	43840287 9/29/2026	100.012.0000.100.1000.442.03201.10.421	$168.78
B&W Overage Charge- 8/1/26-8/31/26		1	26270826	43840287 9/29/2026	100.012.0000.100.1000.611.03201.10.421	$36.61
Color Overage Charge- 8/1/26-8/31/26		1	26270826	43840287 9/29/2026	100.012.0000.100.1000.611.03201.10.421	$175.96
					Check #: 181798	
					PO/InvoiceTotal:	$381.35
Check Group:						
CONTRACT CHARGE 09/01/2026-09/30/2026		1	26270915	43840290 10/2/2026	100.000.0000.000.2620.442.03000.50.421	$82.74 99
BW MAINTENANCE OVERAGE/4MK10730/156846/1		615	26270915	43840290 10/2/2026	100.000.0000.000.2620.611.03000.50.421	$6.77
CLR MAINTENANCE OVERAGE/4MK10730/156846/2		48	26270915	43840290 10/2/2026	100.000.0000.000.2620.611.03000.50.421	$3.31
					Check #: 181798	
					PO/InvoiceTotal:	$92.82
					Vendor Total:	$2,733.04
DOUGLAS COUNTY SCHOOL DISTRICT	143745					
Check Group:						
reimbusment for PreK Phonemic Awareness Bundle from Heggerty		1	26270868	reimburse prek nurse 9/29/2026	100.013.0000.100.1000.640.03202.10.421	$197.39
reimbusment for nurse office supplies		1	26270868	reimburse prek nurse 9/29/2026	100.013.0000.000.2130.610.03202.10.421	$94.20
					Check #: 181799	
					PO/InvoiceTotal:	$291.59
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
reimbursment for the Math Medics Web Based Programs for Jason Henkle		1	26270920	ABATEMENTS 7 THRU 9 10/1/2026	100.052.0000.100.1000.653.03502.30.421	$949.00
reimbusment for 3 invoice for Basketball Officiating		1	26270920	ABATEMENTS 7 THRU 9 10/1/2026	100.052.0000.920.1000.360.03502.30.421	$5,642.42
reinbursment for AP training for Kristin Steinkraus		1	26270920	ABATEMENTS 7 THRU 9 10/1/2026	100.052.0000.100.1000.330.03502.30.421	$799.00
					Check #: 181799	
					PO/InvoiceTotal:	$7,390.42
					Vendor Total:	$7,682.01
DOUGLAS HIGH SCHOOL						
Check Group:						
TO REIMB MUSIC BOOSTERS FOR WBA REGISTRATION		1	26270708	BAND AUG 26 9/25/2026	100.051.0000.910.1000.810.03501.30.421	$400.00
REGISTRATION SNBS		1	26270708	BAND AUG 26 9/25/2026	100.051.0000.910.1000.810.03501.30.421	$950.00
NCBA REGISTRATION		1	26270708	BAND AUG 26 9/25/2026	100.051.0000.910.1000.810.03501.30.421	$375.00
					Check #: 181800	
					PO/InvoiceTotal:	$1,725.00
Check Group:						
TO REIMBURSE MUSIC BOOSTERS FOR UDB APP SEATS		45	26270709	UDB 08072026 9/25/2026	100.051.0000.910.1000.640.03501.30.421	$540.00
					Check #: 181800	
					PO/InvoiceTotal:	$540.00
Check Group:						
TO REIMBURSE MUSIC BOOSTERS FOR SPRAY PAINT		3	26270710	WALM BAND 9/25/2026	100.051.0000.910.1000.610.03501.30.421	$31.41

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CONES		1	26270710	WALM BAND 9/25/2026	100.051.0000.910.1000.610.03501.30.421	$12.96
TENT PEGS		2	26270710	WALM BAND 9/25/2026	100.051.0000.910.1000.610.03501.30.421	$3.76
STRING		1	26270710	WALM BAND 9/25/2026	100.051.0000.910.1000.610.03501.30.421	$8.97
FOLDING TABLE		1	26270710	WALM BAND 9/25/2026	100.051.0000.910.1000.610.03501.30.421	$38.94
FOLDING CANOPY		1	26270710	WALM BAND 9/25/2026	100.051.0000.910.1000.610.03501.30.421	$98.94
					Check #: 181800	
					PO/InvoiceTotal:	$194.98
Check Group:						101
TO REIMBURSE MUSIC BOOSTERS FOR 18" BASS HEAD		2	26270836	WEISS09172026 9/25/2026	100.051.0000.910.1000.612.03501.30.421	$96.00
20" BASS HEAD		2	26270836	WEISS09172026 9/25/2026	100.051.0000.910.1000.612.03501.30.421	$100.00
22" BASS HEAD		2	26270836	WEISS09172026 9/25/2026	100.051.0000.910.1000.612.03501.30.421	$108.00
24" BASS HEAD		2	26270836	WEISS09172026 9/25/2026	100.051.0000.910.1000.612.03501.30.421	$120.00
SNARE STICKS		8	26270836	WEISS09172026 9/25/2026	100.051.0000.910.1000.612.03501.30.421	$112.00
SMALL BASE MALLETS		2	26270836	WEISS09172026 9/25/2026	100.051.0000.910.1000.612.03501.30.421	$80.00
MEDIUM BASE MALLETS		2	26270836	WEISS09172026 9/25/2026	100.051.0000.910.1000.612.03501.30.421	$109.95
					Check #: 181800	
					PO/InvoiceTotal:	$725.95
					Vendor Total:	$3,185.93

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
FRONTIER						
Check Group:						
CCMES		1	26270024	10132026 9/29/2026	100.011.0000.000.2400.533.03205.10.421	$155.50
GES		1	26270024	10132026 9/29/2026	100.012.0000.000.2400.533.03201.10.421	$191.04
ZCES		1	26270024	10132026 9/29/2026	100.013.0000.000.2400.533.03202.10.421	$58.55
JVES		1	26270024	10132026 9/29/2026	100.014.0000.000.2400.533.03206.10.421	$304.62
SES		1	26270024	10132026 9/29/2026	100.015.0000.000.2400.533.03207.10.421	$148.50
PHES		1	26270024	10132026 9/29/2026	100.016.0000.000.2400.533.03209.10.421	$148.50 102
MES		1	26270024	10132026 9/29/2026	100.017.0000.000.2400.533.03210.10.421	$158.60
CVMS		1	26270024	10132026 9/29/2026	100.031.0000.000.2400.533.03301.20.421	$155.50
PWLMS		1	26270024	10132026 9/29/2026	100.033.0000.000.2400.533.03302.20.421	$148.50
DHS		1	26270024	10132026 9/29/2026	100.051.0000.000.2400.533.03501.30.421	$283.70
WHS		1	26270024	10132026 9/29/2026	100.052.0000.000.2400.533.03502.30.421	$99.00
JHS		1	26270024	10132026 9/29/2026	100.053.0000.100.1000.533.03503.30.421	$106.00
SUPERINTENDENT		1	26270024	10132026 9/29/2026	100.000.0000.000.2320.533.03000.50.421	$63.65
ED SERVICES		1	26270024	10132026 9/29/2026	100.000.0000.000.2210.533.03000.50.421	$63.65

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
HR/JOBLINE/CLOSET		1	26270024	10132026 9/29/2026	100.000.0000.000.2570.533.03000.50.421	$63.65
BUSINESS SERVICES		1	26270024	10132026 9/29/2026	100.000.0000.000.2510.533.03000.50.421	$63.65
CURRICULUM		1	26270024	10132026 9/29/2026	100.000.0000.000.2212.533.03000.50.421	$63.65
INFORMATIONAL SERVICES		1	26270024	10132026 9/29/2026	100.000.0000.000.2580.533.03000.50.421	$145.17
FOOD SERVICES		1	26270024	10132026 9/29/2026	600.000.0000.000.3100.533.03000.50.421	$145.17
MAINT		1	26270024	10132026 9/29/2026	100.000.0000.000.2620.533.03000.50.421	$145.17
TRANSPORTATION		1	26270024	10132026 9/29/2026	100.000.0000.000.2710.533.03000.50.421	$145.17
GRANTS AND ASSESSMENTS SHARED FAX LINE		1	26270024	10132026 9/29/2026	100.000.0000.000.2191.533.03000.50.421	$63.65
ALARMS (DIST WIDE)		1	26270024	10132026 9/29/2026	100.099.0000.000.2620.491.03000.50.421	$390.55
ASPIRE		1	26270024	10132026 9/29/2026	100.000.0000.430.1000.533.03504.30.421	$51.93
					Check #: 181801	
					PO/InvoiceTotal:	$3,363.07
					Vendor Total:	$3,363.07
JENNIFER DALY FISHBAUGHER						
Check Group:						
Classroom Items/Supplies- Walmart, Target, Costco, & TPT- J. Daly-Fishbaugher- Dist. General Allowance		1	26270822	AUG 26 SUPPLIES 9/29/2026	100.012.0000.100.1000.610.03201.10.421	$190.00
					Check #: 181802	
					PO/InvoiceTotal:	$190.00
					Vendor Total:	$190.00

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Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
JENNIFER KAUFMANN						
Check Group:						
Return of premium for AFLAC cancelled 11-1-25		1	26270873	REFUND AFLAC 9/28/2026	100.000.0000.000.0000.000.03000.00.421	$470.47
					Check #: 181803	
					PO/InvoiceTotal:	$470.47
					Vendor Total:	$470.47
MICHELLE BROOKS						
Check Group:						
Michelle Brooks - Purchase of shoes for student		1	26270854	TITLE 1 SHOES 9/28/2026	280.633.0000.100.1000.610.03000.50.421	$20.33
					Check #: 181804	
					PO/InvoiceTotal:	$20.33
					Vendor Total:	$20.33
NATIONAL ACADEMIC QUIZ TOURNAMENTS						
Check Group:						
INVITATIONAL SERIES PRACTICE QUESTIONS #240,242,244,246		4	26270838	Y7ZK44 9/25/2026	100.051.0000.910.1000.610.03501.30.421	$176.00
					Check #: 181805	
					PO/InvoiceTotal:	$176.00
					Vendor Total:	$176.00
NV ENERGY	733170					
Check Group:						
CCMES		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03205.10.421	$3,345.64
GES		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03201.10.421	$5,207.59
ZCES		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03202.10.421	$2,638.61

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
JVES		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03206.10.421	$5,398.69
SES		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03207.10.421	$9,774.59
MES		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03210.10.421	$5,548.43
PHES		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03209.10.421	$8,101.83
CVMS		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03301.20.421	$9,943.96
PWLMS		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03302.20.421	$12,131.04
DHS		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03501.30.421	$24,765.10
WHS		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03502.30.421	$118.78
DISTRICT OFFICE		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03000.50.421	$394.91
AIRPORT FACILITIES - INCLUDING FREEZER		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03000.50.421	$4,811.39
HERITAGE		1	26270022	10132026 10/1/2026	100.000.0000.000.2611.622.03000.50.421	$820.69
					Check #: 181806	
					PO/InvoiceTotal:	$93,001.25
					Vendor Total:	$93,001.25
PITNEY BOWES RESERVE ACCOUNT						
Check Group:						
GES POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.012.0000.000.2400.531.03201.10.421	$6.53
ZCES POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.013.0000.000.2400.531.03202.10.421	$9.32

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Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
JVES POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.014.0000.000.2400.531.03206.10.421	$86.95
SES POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.015.0000.000.2400.531.03207.10.421	$54.50
PHES POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.016.0000.000.2400.531.03209.10.421	$12.01
MES POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.017.0000.000.2400.531.03210.10.421	$78.73
CVMS POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.031.0000.000.2400.531.03301.20.421	$82.70
PWLMS POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.033.0000.000.2400.531.03302.20.421	$82.31
DHS POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.051.0000.000.2400.531.03501.30.421	$320.29
WHS POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.052.0000.000.2400.531.03502.30.421	$33.13
SUPERINTENDENT POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.000.0000.000.2320.531.03000.50.421	$33.13
BUSINESS SERVICES POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.000.0000.000.2510.531.03000.50.421	$33.13
ED SERVICES POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.000.0000.000.2210.531.03000.50.421	$33.13
HR POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.000.0000.000.2570.531.03000.50.421	$33.13
GRANTS POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.000.0000.000.2191.531.03000.50.421	$33.13
CURRICULUM POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.000.0000.000.2212.531.03000.50.421	$33.13
FOOD SERVICES POSTAGE		1	26270021	SEPT 2026 10/1/2026	600.000.0000.000.3100.531.03000.50.421	$61.62

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Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
MAINT POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.000.0000.000.2620.531.03000.50.421	$1.56
ASPIRE POSTAGE		1	26270021	SEPT 2026 10/1/2026	100.000.0000.430.1000.531.03901.30.421	$60.84
					Check #: 181807	
					PO/InvoiceTotal:	$1,089.27
					Vendor Total:	$1,089.27
POSTMASTER GARDNERVILLE -BULK PERMITS						
Check Group:						
DHS BULK MAIL		1	26270205	692528798 10/1/2026	100.051.0000.000.2400.531.03501.30.421	$70.06
					Check #: 181808	
					PO/InvoiceTotal:	$70.06
					Vendor Total:	$70.06
RALEYS	680718					
Check Group:						
SOUR CREAM		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$3.99
ONION		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$4.99
MINI GOUDA		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$10.99
OG BABY BELLS		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$10.99
BACON		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$9.49
BLUE CHEESE		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$3.98
BRIE		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$9.99

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
GREEK YOGURT		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$4.99
ROASTED RED PEPPERS		2	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$10.58
GOOD THINS CRACKERS		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$4.49
LENTILS		3	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$5.94
DISCOUNT		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	($4.53)
CRACKERS		3	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$16.47
DILL		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$1.99
CILANTRO		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$1.89
GARLIC		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$0.69
GRAPES		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$5.78
MINT		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$1.99
HONEY SQUASH		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$5.77
CARROTS		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$2.99
CELERY		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$2.99
ITALIAN PARSLEY		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$1.89

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Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
BAG OF APPLES		2	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$7.98
GOLD POTATOES		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$3.99
BASIL		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$2.48
THYME		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$2.48
CHILVES		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$2.48
TARRAGON		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$2.48
RED GRAPES		1	26270864	105500-5000005 9/28/2026	100.052.0000.300.1000.610.03502.30.421	$5.58
						109
				Check #: 181809		
					PO/InvoiceTotal:	$145.81
					Vendor Total:	$145.81
RENE SMITH						
Check Group:						
Books		1	26270835	AUG BOOKS/SUPPLIES 9/29/2026	100.014.0000.000.2220.640.03206.10.421	$341.65
Supplies		1	26270835	AUG BOOKS/SUPPLIES 9/29/2026	100.014.0000.000.2220.610.03206.10.421	$58.41
				Check #: 181810		
					PO/InvoiceTotal:	$400.06
					Vendor Total:	$400.06
SCARSELLI ELEMENTARY SCHOOL	723269					
Check Group:						

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Donation from Carter & Stephanie Christensen for SES fun run		1	26270869	SES FUN RUN 9/28/2026	100.000.0000.000.0000.000.03000.00.421	$3,000.00
					Check #: 181811	
					PO/InvoiceTotal:	$3,000.00
					Vendor Total:	$3,000.00
T MOBILE						
Check Group:						
CARES ACT STUDENTS INTERNET HOTSPOTS - MOVED TO 99 CODE		1	26270011	10202026 9/29/2026	100.099.0000.000.2580.533.03000.50.421	$353.75
					Check #: 181812	
					PO/InvoiceTotal:	$353.75
					Vendor Total:	$353.75
TOWN OF MINDEN-493614	493614					
Check Group:						
DHS FRONT LANDSCAPE WATER		1	26270018	10252026 10/1/2026	100.000.0000.000.2611.411.03501.30.421	$67.40
DHS SOCCER FIELD		1	26270018	10252026 10/1/2026	100.000.0000.000.2611.411.03501.30.421	$1,290.05
DHS FIRE/SPRINKLER/HYDRANT		1	26270018	10252026 10/1/2026	100.000.0000.000.2611.411.03501.30.421	$2,863.55
MES WATER/FIRE SPRINKLER/HYDRANT		1	26270018	10252026 10/1/2026	100.000.0000.000.2611.411.03210.10.421	$1,408.10
MES TRASH		1	26270018	10252026 10/1/2026	100.000.0000.000.2611.421.03210.10.421	$960.77
DISTRICT OFFICE TRASH		1	26270018	10252026 10/1/2026	100.000.0000.000.2611.421.03000.50.421	$132.52
DISTRICT OFFICE DOMESTIC WATER		1	26270018	10252026 10/1/2026	100.000.0000.000.2611.411.03000.50.421	$102.40
					Check #: 181813	

Voucher Detail Listing

Voucher Batch Number: 2729 10/02/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$6,824.79
					Vendor Total:	$6,824.79
TRACIE MOULTRUP	503700					
Check Group:						
Instructional Funds		1	26270821	SEPT SUPPLIES 9/29/2026	100.014.0000.100.1000.610.03206.10.421	$75.11
					Check #: 181814	
					PO/InvoiceTotal:	$75.11
					Vendor Total:	$75.11
					Grand Total:	$160,168.52

End of Report

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Voucher Detail Listing

Voucher Batch Number: 2730 10/06/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
HUNT & SONS INC						
Check Group:						
ULTRA LOW SULFUR DYED DIESEL #2 (9/22/26)		8989	26270875	928852	100.000.0000.000.2730.626.03000.50.421	$48,181.04
P-Card Payee: COMMERCE BANK				10/5/2026		
NEVADA PETROLEUM CLEANUP FEE		1	26270875	928852	100.000.0000.000.2730.626.03000.50.421	$67.42
P-Card Payee: COMMERCE BANK				10/5/2026		
FEDERAL LUST		1	26270875	928852	100.000.0000.000.2730.626.03000.50.421	$8.99
P-Card Payee: COMMERCE BANK				10/5/2026		
FEDERAL SUPERFUND		1	26270875	928852	100.000.0000.000.2730.626.03000.50.421	$38.56
P-Card Payee: COMMERCE BANK				10/5/2026		
7% INVOICE CHARGE TO SPED		1	26270875	928852	100.000.0000.000.2730.626.03000.50.421	($3,380.72)
P-Card Payee: COMMERCE BANK				10/5/2026		
7% INVOICE CHARGE TO SPED		1	26270875	928852	250.000.0000.200.2730.626.03000.50.421	$3,380.72
P-Card Payee: COMMERCE BANK				10/5/2026		112

Check #: 0

PO/InvoiceTotal:	$48,296.01
Vendor Total:	$48,296.01
Grand Total:	$48,296.01

End of Report

Voucher Detail Listing

Voucher Batch Number: 2731 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
ALLISON MACKENZIE, LTD						
Check Group:						
General Legal Counsel		1	26270376	21580	100.000.0000.000.2318.341.03000.50.421	$11,246.25
P-Card Payee: COMMERCE BANK				10/7/2026		
					Check #: 0	
					PO/InvoiceTotal:	$11,246.25
					Vendor Total:	$11,246.25
BRANDED SCREEN PRINTING						
Check Group:						
Black Unisex Fine Jersey T Shirt 202		40	26270533	1321739	100.000.0000.430.1000.610.03504.30.421	$195.20
P-Card Payee: COMMERCE BANK				9/11/2026		
Burgundy Tultex-Unisex T-Shirt		41	26270533	1321739	100.000.0000.430.1000.610.03504.30.421	$200.08
P-Card Payee: COMMERCE BANK				9/11/2026		
Screen Printing Charge		81	26270533	1321739	100.000.0000.430.1000.610.03504.30.421	$226.80
P-Card Payee: COMMERCE BANK				9/11/2026		
Screen Fee 1 Color Set Up Fee		1	26270533	1321739	100.000.0000.430.1000.610.03504.30.421	$35.00
P-Card Payee: COMMERCE BANK				9/11/2026		
Shipping Fee		1	26270533	1321739	100.000.0000.430.1000.610.03504.30.421	$20.00
P-Card Payee: COMMERCE BANK				9/11/2026		
Discount		1	26270533	1321739	100.000.0000.430.1000.610.03504.30.421	($67.71)
P-Card Payee: COMMERCE BANK				9/11/2026		
					Check #: 0	
					PO/InvoiceTotal:	$609.37
					Vendor Total:	$609.37
CARNEGIE LEARNING						
Check Group:						
Fast ForWord with ClearFluency Subscription		1	26270563	Q-69818	100.015.0000.100.1000.610.03207.10.421	$1,000.00
P-Card Payee: COMMERCE BANK				9/24/2026		
					Check #: 0	
					PO/InvoiceTotal:	$1,000.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$1,000.00
CHARACTERSTRONG, LLC						
Check Group:						
School-wide Tier 2 Curriculum License (Counselor)		1	26270872	INV260878	100.017.0000.100.1000.653.03210.10.421	$1,999.00
P-Card Payee: COMMERCE BANK				10/5/2026		
					Check #: 0	
					PO/InvoiceTotal:	$1,999.00
					Vendor Total:	$1,999.00
CINTAS CORPORATION						
Check Group:						
BLANKET PO FOR FLEET MAINTENANCE UNIFORMS, 2026-2027, 52 WEEKS, ESTIMATED AT $155.00/WK		1	26270154	4281214526	100.000.0000.000.2730.610.03000.50.421	$139.61
P-Card Payee: COMMERCE BANK				9/30/2026		
BLANKET PO FOR FLEET MAINTENANCE UNIFORMS, 2026-2027, 52 WEEKS, ESTIMATED AT $155.00/WK		1	26270154	4281886090	100.000.0000.000.2730.610.03000.50.421	$139.61
P-Card Payee: COMMERCE BANK				9/30/2026		
BLANKET PO FOR FLEET MAINTENANCE UNIFORMS, 2026-2027, 52 WEEKS, ESTIMATED AT $155.00/WK		1	26270154	4282731495	100.000.0000.000.2730.610.03000.50.421	$139.61
P-Card Payee: COMMERCE BANK				9/30/2026		
BLANKET PO FOR FLEET MAINTENANCE UNIFORMS, 2026-2027, 52 WEEKS, ESTIMATED AT $155.00/WK		1	26270154	4283491172	100.000.0000.000.2730.610.03000.50.421	$139.61
P-Card Payee: COMMERCE BANK				9/30/2026		
BLANKET PO FOR FLEET MAINTENANCE UNIFORMS, 2026-2027, 52 WEEKS, ESTIMATED AT $155.00/WK		1	26270154	4284255637	100.000.0000.000.2730.610.03000.50.421	$139.61
P-Card Payee: COMMERCE BANK				10/6/2026		
					Check #: 0	
					PO/InvoiceTotal:	$698.05
					Vendor Total:	$698.05
CMC TIRE INC						
Check Group:						
225 / 65R17 IRONMAN HT 4S		2	26270899	50139274	100.000.0000.000.2730.614.03000.50.421	$212.50
P-Card Payee: COMMERCE BANK				10/2/2026		

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
18 / 9.50-8 CARLISLE MULTI TRAC D/		2	26270899	50139274	100.000.0000.000.2730.614.03000.50.421	$249.46
P-Card Payee: COMMERCE BANK				10/2/2026		
225 / 65R17 IRONMAN HT 4S		6	26270899	50139324	100.000.0000.000.2730.614.03000.50.421	$637.50
P-Card Payee: COMMERCE BANK				10/2/2026		
7% INVOICE CHARGE TO SPED		1	26270899	50139324	100.000.0000.000.2730.614.03000.50.421	($76.96)
P-Card Payee: COMMERCE BANK				10/2/2026		
7% INVOICE CHARGE TO SPED		1	26270899	50139324	250.000.0000.200.2730.614.03000.50.421	$76.96
P-Card Payee: COMMERCE BANK				10/2/2026		
					Check #: 0	
					PO/InvoiceTotal:	$1,099.46
					Vendor Total:	$1,099.46
CONCENTRA MEDICAL CENTERS						
Check Group:						115
INVOICE#957908962 9/2/26 MV NEW HIRE PHYSICAL EXAM		1	26270741	957908962	100.000.0000.000.2570.340.03000.50.421	$334.00
P-Card Payee: COMMERCE BANK				9/16/2026		
					Check #: 0	
					PO/InvoiceTotal:	$334.00
Check Group:						
INVOICE#957933700 DOT PHYSICAL		1	26270941	957933700	100.000.0000.000.2710.340.03000.50.421	$137.00
P-Card Payee: COMMERCE BANK				10/5/2026		
					Check #: 0	
					PO/InvoiceTotal:	$137.00
					Vendor Total:	$471.00
CRISIS PREV. INSTITUTE INC	107772					
Check Group:						
NCI Workbook 3rd Ed CPI Training Workbooks		29.4	26270770	NAIN-260904	280.638.0000.200.1000.640.03000.50.421	$999.31
P-Card Payee: COMMERCE BANK				9/28/2026		
NCI Workbook 3rd Ed CPI Training Workbooks		70.6	26270770	NAIN-260904	250.000.0000.200.2000.640.03000.50.421	$2,399.69
P-Card Payee: COMMERCE BANK				9/28/2026		
					Check #: 0	

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$3,399.00
					Vendor Total:	$3,399.00
DEMCO	127208					
Check Group:						
Vistafoil Laminate 4-Mil Glass Finish- 12"Wx200"L- B. Brock		2	26270492	7849760 NO TAX	100.012.0000.000.2220.610.03201.10.421	$39.00
P-Card Payee: COMMERCE BANK				9/18/2026		
Clear Heavy-Duty Non-Glare Label Protector- 1"Hx3"W 200/box		2	26270492	7849760 NO TAX	100.012.0000.000.2220.610.03201.10.421	$24.72
P-Card Payee: COMMERCE BANK				9/18/2026		
Multi-Purpose Laser Labels 1"x3/4"- White 9000/box		1	26270492	7849760 NO TAX	100.012.0000.000.2220.610.03201.10.421	$41.81
P-Card Payee: COMMERCE BANK				9/18/2026		
					Check #: 0	
					PO/InvoiceTotal:	$105.53
Check Group:						
CIRC EXTENDER CONTOUR LAMINATE		1	26270505	26270505	100.051.0000.000.2220.610.03501.30.421	$51.74
P-Card Payee: COMMERCE BANK				9/24/2026		
LABEL PROTECTORS		2	26270505	26270505	100.051.0000.000.2220.610.03501.30.421	$98.98
P-Card Payee: COMMERCE BANK				9/24/2026		
					Check #: 0	
					PO/InvoiceTotal:	$150.72
					Vendor Total:	$256.25
DOUGLAS DISPOSAL SERVICE INC	125372					
Check Group:						
SES TRASH		1	26270025	606093	100.000.0000.000.2611.421.03207.10.421	$1,753.00
P-Card Payee: COMMERCE BANK				10/5/2026		
CVMS TRASH		1	26270025	634428	100.000.0000.000.2611.421.03301.20.421	$1,277.10
P-Card Payee: COMMERCE BANK				10/2/2026		
DHS TRASH		1	26270025	634429	100.000.0000.000.2611.421.03501.30.421	$1,142.10
P-Card Payee: COMMERCE BANK				10/2/2026		

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
GES TRASH		1	26270025	634431	100.000.0000.000.2611.421.03201.10.421	$761.40
P-Card Payee: COMMERCE BANK				10/2/2026		
AIRPORT TRASH		1	26270025	634506	100.000.0000.000.2611.421.03000.50.421	$149.94
P-Card Payee: COMMERCE BANK				10/2/2026		
AIRPORT TRASH		1	26270025	634512	100.000.0000.000.2611.421.03000.50.421	$149.94
P-Card Payee: COMMERCE BANK				10/2/2026		
JVES TRASH		1	26270025	634526	100.000.0000.000.2611.421.03206.10.421	$1,245.60
P-Card Payee: COMMERCE BANK				10/2/2026		
SES TRASH		1	26270025	634540	100.000.0000.000.2611.421.03207.10.421	$1,176.40
P-Card Payee: COMMERCE BANK				10/2/2026		
PWLMS TRASH		1	26270025	634561	100.000.0000.000.2611.421.03302.20.421	$761.40
P-Card Payee: COMMERCE BANK				10/2/2026		
PHES TRASH		1	26270025	634587	100.000.0000.000.2611.421.03209.10.421	$934.20
P-Card Payee: COMMERCE BANK				10/2/2026		
AIRPORT TRASH		1	26270025	634611	100.000.0000.000.2611.421.03000.50.421	$299.98
P-Card Payee: COMMERCE BANK				10/2/2026		
DHS TRASH		1	26270025	634651	100.000.0000.000.2611.421.03501.30.421	$56.23
P-Card Payee: COMMERCE BANK				10/2/2026		
AIRPORT TRASH		1	26270025	634652	100.000.0000.000.2611.421.03000.50.421	$112.46
P-Card Payee: COMMERCE BANK				10/2/2026		
CVMS TRASH		1	26270025	634653	100.000.0000.000.2611.421.03301.20.421	$51.90
P-Card Payee: COMMERCE BANK				10/2/2026		
PWLMS TRASH		1	26270025	634685	100.000.0000.000.2611.421.03302.20.421	$25.95
P-Card Payee: COMMERCE BANK				10/2/2026		
GES TRASH		1	26270025	634718	100.000.0000.000.2611.421.03201.10.421	$393.00
P-Card Payee: COMMERCE BANK				10/2/2026		
SES TRASH		1	26270025	635051	100.000.0000.000.2611.421.03207.10.421	$123.91
P-Card Payee: COMMERCE BANK				10/2/2026		
GVILL TRANSFER STATION		1	26270025	635291	100.000.0000.000.2611.421.03000.50.421	$227.40
P-Card Payee: COMMERCE BANK				10/2/2026		

Check #: 0

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$10,641.91
					Vendor Total:	$10,641.91
E3 DIAGNOSTICS HCI AUDIOMETRICS						
Check Group:						
Ambco 650AB: Device Asset No 0513 DHS		1	26270735	SRV-180889	100.000.0000.000.2130.430.03501.30.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Ambco 650AB: Device Asset No 0506 ZCES		1	26270735	SRV-180889	100.000.0000.000.2130.430.03202.10.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Ambco 650AB: Device Asset No 0510 PWLMS		1	26270735	SRV-180889	100.000.0000.000.2130.430.03302.20.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Ambco 650AB: Device Asset No 0512 DHS		1	26270735	SRV-180889	100.000.0000.000.2130.430.03501.30.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Ambco 650AB: Device Asset No 0501 - AAHS		1	26270735	SRV-180889	100.000.0000.000.2130.430.03000.50.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Ambco 650AB: Device Asset No 0511 CVMS		1	26270735	SRV-180889	100.000.0000.000.2130.430.03301.20.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Ambco 650AB: Device Asset No 0509 JVES		1	26270735	SRV-180889	100.000.0000.000.2130.430.03206.10.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Ambco 650AB: Device Asset No 0505 GES		1	26270735	SRV-180889	100.000.0000.000.2130.430.03201.10.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Ambco 650AB: Device Asset No 0508 MES		1	26270735	SRV-180889	100.000.0000.000.2130.430.03210.10.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Ambco 650AB: Device Asset No 0504 PHES		1	26270735	SRV-180889	100.000.0000.000.2130.430.03209.10.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Ambco 650AB: Device Asset No 0502 GWHS		1	26270735	SRV-180889	100.000.0000.000.2130.430.03502.30.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Ambco 650AB: Device Asset No 0503 SES		1	26270735	SRV-180889	100.000.0000.000.2130.430.03207.10.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Maico MA1 Calibration - DHS		1	26270735	SRV-180889	100.000.0000.000.2130.430.03501.30.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		

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Travel Fee (fixed)		1	26270735	SRV-180889	100.000.0000.000.2130.430.03000.50.421	$95.00
P-Card Payee: COMMERCE BANK				9/22/2026		
Ambo 650AB: Device Asset No 0507 - Aspire		1	26270735	SRV-180889	100.000.0000.000.2130.430.03504.30.421	$105.00
P-Card Payee: COMMERCE BANK				9/22/2026		
					Check #: 0	
					PO/InvoiceTotal:	$1,565.00
					Vendor Total:	$1,565.00
EWING IRRIGATION	195000					
Check Group:						
EMPRO 50LB 80/20BLUE/RYE MIX		1	26270910	31902773	100.000.0000.000.2630.610.03000.50.421	$140.70
P-Card Payee: COMMERCE BANK				10/2/2026		
EMPRO 15-15-15 35%(S3) 2FE		1	26270910	31902773	100.000.0000.000.2630.610.03000.50.421	$35.83
P-Card Payee: COMMERCE BANK				10/2/2026		119
					Check #: 0	
					PO/InvoiceTotal:	$176.53
					Vendor Total:	$176.53
EXPLORELEARNING, LLC						
Check Group:						
VocabularyA-Z		1	26270692	CI-00991848	100.015.0000.100.1000.610.03207.10.421	$356.25
P-Card Payee: COMMERCE BANK				9/24/2026		
					Check #: 0	
					PO/InvoiceTotal:	$356.25
					Vendor Total:	$356.25
FAST GLASS INC						
Check Group:						
DB11597YPYNCOM BACK WINDOW-(STATIONARY, SOLAR CONTROLLED), 1 FLEET LABOR (FLAT RATE) (2.2 HOURS), 1 HAH000004 ADHESIVE-(1.5, URETHANE, DAM, PRIMER) (#519)		1	26270964	ICA109968	100.000.0000.000.2650.619.03000.50.421	$280.00
P-Card Payee: COMMERCE BANK				10/6/2026		
					Check #: 0	

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					PO/InvoiceTotal:	$280.00
					Vendor Total:	$280.00
HIGH SIERRA BUSINESS SYSTEMS INC						
Check Group:						
CANON/IRA-4235 COPIER FOR SNP OFFICE BEGIN METER:384,466 END METER:388,456 TOTAL:3,990		3990	26270678	155903	600.000.0000.000.3100.611.03000.50.421	$51.87
P-Card Payee: COMMERCE BANK				9/22/2026		
					Check #: 0	
					PO/InvoiceTotal:	$51.87
					Vendor Total:	$51.87
JONES SCHOOL SUPPLY COMPANY INC						
Check Group:						
Paw Gold Medal-2"- SALT, N. Cazares		200	26270634	4051474	100.012.0000.100.1000.610.03201.10.421	$270.90
P-Card Payee: COMMERCE BANK				9/18/2026		120
Laser Medal Engraving "Golden Cougar Award"- SALT, N. Cazares		200	26270634	4051474	100.012.0000.100.1000.610.03201.10.421	$312.90
P-Card Payee: COMMERCE BANK				9/18/2026		
					Check #: 0	
					PO/InvoiceTotal:	$583.80
					Vendor Total:	$583.80
MAC GILL AND CO	480224					
Check Group:						
cough drops		2	26270453	IN0932395	100.031.0000.000.2130.610.03301.20.421	$80.00
P-Card Payee: COMMERCE BANK				9/11/2026		
4x7 covers		3	26270453	IN0932395	100.031.0000.000.2130.610.03301.20.421	$85.50
P-Card Payee: COMMERCE BANK				9/11/2026		
pepto		3	26270453	IN0932395	100.031.0000.000.2130.610.03301.20.421	$29.85
P-Card Payee: COMMERCE BANK				9/11/2026		
XL Bandages		3	26270453	IN0932395	100.031.0000.000.2130.610.03301.20.421	$13.47
P-Card Payee: COMMERCE BANK				9/11/2026		

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bandages 1x3		1	26270453	IN0932395	100.031.0000.000.2130.610.03301.20.421	$42.00
P-Card Payee: COMMERCE BANK				9/11/2026		
3x3 gauze		4	26270453	IN0932395	100.031.0000.000.2130.610.03301.20.421	$16.48
P-Card Payee: COMMERCE BANK				9/11/2026		
3 oz cup		5	26270453	IN0932395	100.031.0000.000.2130.610.03301.20.421	$22.45
P-Card Payee: COMMERCE BANK				9/11/2026		
					Check #: 0	
					PO/InvoiceTotal:	$289.75
					Vendor Total:	$289.75
MINDEN GARDNERVILLE SANITATION DIST	493610					
Check Group:						
GES		1	26270007	26-10-01469	100.000.0000.000.2611.411.03201.10.421	$2,233.02
P-Card Payee: COMMERCE BANK				10/5/2026		
CVMS		1	26270007	26-10-01470	100.000.0000.000.2611.411.03301.20.421	$4,238.22
P-Card Payee: COMMERCE BANK				10/5/2026		
ADMINISTRATION		1	26270007	26-10-01636	100.000.0000.000.2611.411.03000.50.421	$803.24
P-Card Payee: COMMERCE BANK				10/5/2026		
DHS		1	26270007	26-10-01889	100.000.0000.000.2611.411.03501.30.421	$9,597.29
P-Card Payee: COMMERCE BANK				10/5/2026		
MES		1	26270007	26-10-02926	100.000.0000.000.2611.411.03210.10.421	$2,451.21
P-Card Payee: COMMERCE BANK				10/5/2026		
					Check #: 0	
					PO/InvoiceTotal:	$19,322.98
					Vendor Total:	$19,322.98
NEVADA NEWS GROUP	6429					
Check Group:						
K-6, Proposed Curricculu, Newspaper Add		1	26270728	62200	100.000.0000.000.2210.610.03000.50.421	$672.00
P-Card Payee: COMMERCE BANK				9/16/2026		
					Check #: 0	
					PO/InvoiceTotal:	$672.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$672.00
OREILLY AUTO PARTS						
Check Group:						
44180 SPANR WRENCH		1	26270975	3530-380303	100.000.0000.000.2650.619.03000.50.421	$56.99
P-Card Payee: COMMERCE BANK				10/6/2026		
615-144 SPINDLE NUT		2	26270975	3530-381551	100.000.0000.000.2650.619.03000.50.421	$13.86
P-Card Payee: COMMERCE BANK				10/6/2026		
					Check #: 0	
					PO/InvoiceTotal:	$70.85
					Vendor Total:	$70.85
PACIFIC OFFICE AUTOMATION						
Check Group:						
INV AR00670497		1	26270664	AR00670497	100.014.0000.100.1000.611.03206.10.421	$51.41
P-Card Payee: COMMERCE BANK				9/11/2026		
					Check #: 0	
					PO/InvoiceTotal:	$51.41
Check Group:						
INV AR00785581		1	26270756	AR00785581	100.014.0000.100.1000.611.03206.10.421	$577.85
P-Card Payee: COMMERCE BANK				9/22/2026		
					Check #: 0	
					PO/InvoiceTotal:	$577.85
					Vendor Total:	$629.26
R&S OPTIMUM OFFSET	710150					
Check Group:						
bus notes		500	26270684	26-18572	100.016.0000.100.1000.610.03209.10.421	$95.00
P-Card Payee: COMMERCE BANK				9/17/2026		
					Check #: 0	
					PO/InvoiceTotal:	$95.00
					Vendor Total:	$95.00
RIVERSIDE INSIGHTS						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Check Group:						
Cognitive Abilities Test (CogAT) Form 7 Online Testing Levels 5/6-17/18 Ed Serv. Portion		1	26270898	INV294013	100.000.0000.000.2210.653.03000.50.421	$1,463.00
P-Card Payee: COMMERCE BANK				10/5/2026		
Cognitive Abilities Test (CogAT) Form 7 Online Testing Levels 5/6-17/18 Ed Serv. Portion		1	26270898	INV294013	100.000.0000.000.2219.653.03000.50.421	$1,463.00
P-Card Payee: COMMERCE BANK				10/5/2026		
					Check #: 0	
					PO/InvoiceTotal:	$2,926.00
					Vendor Total:	$2,926.00
SCHOLASTIC INC						
Check Group:						
New York Times Upfront magazine		25	26270784	M7748412	100.052.0000.100.1000.640.03502.30.421	$274.73
P-Card Payee: COMMERCE BANK				9/22/2026		
						123
					Check #: 0	
					PO/InvoiceTotal:	$274.73
Check Group:						
Quantity Update		1	26270932	M7594358 05272026	100.014.0000.100.1000.640.03206.10.421	$48.12
P-Card Payee: COMMERCE BANK				10/5/2026		
					Check #: 0	
					PO/InvoiceTotal:	$48.12
					Vendor Total:	$322.85
SCHOOL OUTFITTERS						
Check Group:						
TABLES		16	26270367	INV14438940	100.051.0000.100.1000.612.03501.30.421	$3,084.92
P-Card Payee: COMMERCE BANK				9/24/2026		
CHAIRS		32	26270367	INV14450971	100.051.0000.100.1000.612.03501.30.421	$2,070.64
P-Card Payee: COMMERCE BANK				9/24/2026		
					Check #: 0	
					PO/InvoiceTotal:	$5,155.56

Voucher Detail Listing

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$5,155.56
TEACHERS DISCOVERY	766400					
Check Group:						
PROFICIENCY THROUGH PLAY		1	26270694	220604	100.051.0000.100.1000.640.03501.30.421	$49.99
P-Card Payee: COMMERCE BANK				9/24/2026		
CALENDAR TALK		1	26270694	220604	100.051.0000.100.1000.640.03501.30.421	$24.99
P-Card Payee: COMMERCE BANK				9/24/2026		
QUIENES SOMOS		1	26270694	220604	100.051.0000.100.1000.640.03501.30.421	$29.99
P-Card Payee: COMMERCE BANK				9/24/2026		
PRACTICE PROF DEVELOPMENT COHORT		1	26270694	220604	100.051.0000.100.1000.640.03501.30.421	$141.40
P-Card Payee: COMMERCE BANK				9/24/2026		
					Check #: 0	
					PO/InvoiceTotal:	$246.37
					Vendor Total:	$246.37
THE LINCOLN ELECTRIC COMPANY						
Check Group:						
Innershield NR-211-MP -0.035 in 0.9mm - 25LB Spool		1	26270986	914989447	280.631.0000.300.1000.610.03501.30.421	$792.00
P-Card Payee: COMMERCE BANK				10/7/2026		
SuperArc L-56 - 0.035in 0.9mm - 33LB Plastic Spool		1	26270986	914989447	280.631.0000.300.1000.610.03501.30.421	$1,419.00
P-Card Payee: COMMERCE BANK				10/7/2026		
SuperGlaze 4043 - 3/32in 2.4mm - 10LB Carton		1	26270986	914989447	280.631.0000.300.1000.610.03501.30.421	$127.40
P-Card Payee: COMMERCE BANK				10/7/2026		
IronArc 7018 MR - 3/32x14in 2.4x350mm - 50LB Easy Open Can		1	26270986	914989447	280.631.0000.300.1000.610.03501.30.421	$1,308.00
P-Card Payee: COMMERCE BANK				10/7/2026		
IronArc 7018 MR 1/8x14in 3.2x350mm - 50LB Easy Open Can		1	26270986	914989447	280.631.0000.300.1000.610.03501.30.421	$654.00
P-Card Payee: COMMERCE BANK				10/7/2026		
					Check #: 0	
					PO/InvoiceTotal:	$4,300.40
					Vendor Total:	$4,300.40

Voucher Detail Listing

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
UNITY SCHOOL BUS PARTS						
Check Group:						
07-CB68 EXECUTIVE MICROPHONE 5 PIN		6	26270969	0648688-IN	100.000.0000.000.2730.619.03000.50.421	$249.00
P-Card Payee: COMMERCE BANK				10/6/2026		
480271 5 PIN CARBON STYLE MICROPHONE		6	26270969	0648688-IN	100.000.0000.000.2730.619.03000.50.421	$351.00
P-Card Payee: COMMERCE BANK				10/6/2026		
					Check #: 0	
					PO/InvoiceTotal:	$600.00
					Vendor Total:	$600.00
WEDCO INC	886608					
Check Group:						
BAB2050 WESTINGHOUSE 50A 2P CIRCUIT BREAKER		1	26270801	S100266717.001	100.000.0000.000.2620.610.03000.50.421	$89.24
P-Card Payee: COMMERCE BANK				10/2/2026		
D5072 KLEIN TOOLS EXTRA CAPACITY ADJ WRENCHES 2-PC		1	26270801	S100266717.001	100.000.0000.000.2620.610.03000.50.421	$29.99
P-Card Payee: COMMERCE BANK				10/2/2026		
26 12 200 SBA KNIPEX LONG NOSE PLIERS WITH CUTTER 2612200SBA		1	26270801	S100266717.001	100.000.0000.000.2620.610.03000.50.421	$43.14
P-Card Payee: COMMERCE BANK				10/2/2026		
					Check #: 0	
					PO/InvoiceTotal:	$162.37
					Vendor Total:	$162.37
WESTERN NEVADA SUPPLY CO	887678					
Check Group:						
PART#: PCZ1001130 - 011305 NO 6 URN WAX		2	26270944	102446622	100.000.0000.000.2620.610.03000.50.421	$16.38
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: PTB1M01038 - SLOA A 38 A 3.5GPF 3301038 DIA KIT		4	26270944	102446901	100.000.0000.000.2620.610.03000.50.421	$149.92
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: IEZC113196 - SPEA 2 MA PVC PVC 40 ADPT		10	26270944	102468684	100.000.0000.000.2630.610.03000.50.421	$30.40
P-Card Payee: COMMERCE BANK				10/7/2026		

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
PART#: IEZC114624 - SPEA 2 S PVC 40 T		6	26270944	102468684	100.000.0000.000.2630.610.03000.50.421	$35.04
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: IEZC000030 - 2 40 PVC/DWV PIPE BE		10	26270944	102468684	100.000.0000.000.2630.610.03000.50.421	$10.70
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: IEZJ411720 - FLCO 118 20 2 IPS PVC EXP CPLG SLIP FIX (OLD 117 20)		3	26270944	102468684	100.000.0000.000.2630.610.03000.50.421	$75.06
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: IEZC000030 - 2 40 PVC/DWV PIPE BE		20	26270944	102471021	100.000.0000.000.2630.610.03000.50.421	$21.40
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: IEZC114090 - SPEA 2 S PVC 40 90 ELL		4	26270944	102471021	100.000.0000.000.2630.610.03000.50.421	$18.92
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: IEZH130772 - CHRI RED HOT BLUE GLUE PT		1	26270944	102471021	100.000.0000.000.2630.610.03000.50.421	$25.41
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: IEZH130782 - CHRI PRPL PRIMER PT		1	26270944	102471021	100.000.0000.000.2630.610.03000.50.421	$19.39
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: TLZ2400090 - 40 CU FT NITROGEN FULL TANK		1	26270944	102479281	100.000.0000.000.2620.610.03000.50.421	$75.64
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: PXZ1040430 - 3/4 X 24 SS GAS FLEX W/VLV CSSC2J-24		1	26270944	12473353	100.000.0000.000.2620.610.03000.50.421	$6,617.61
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: PTB1G00520 - MOEN 52100 MTR CARTRIDGE		10	26270944	42418710	100.000.0000.000.2620.610.03000.50.421	$1,081.93
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: PTB1399195 - CHIC E3JKABCP AERATOR		5	26270944	42429758	100.000.0000.000.2620.610.03000.50.421	$156.13
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: MOEN01075 - MOEN 143326 AERATOR JR		5	26270944	42429768	100.000.0000.000.2620.610.03000.50.421	$72.05
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: PTB1M01038 - SLOA A 38 A 3.5GPF 3301038 DIA KIT		3	26270944	42448543	100.000.0000.000.2620.610.03000.50.421	$112.44
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: PCZ1118003 - DAP18001 5.5 OZ WHT KWIK SEAL CAULK		2	26270944	42448543	100.000.0000.000.2620.610.03000.50.421	$12.56
P-Card Payee: COMMERCE BANK				10/7/2026		

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
PART#; PTZCA10005 - LF BRAS OCR19XC 1/2X3/8 CP ANGL STOP		5	26270944	42457747	100.000.0000.000.2620.610.03000.50.421	$84.25
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: PTZCA10010 - LF BRAS CR1901LRX R1 1/2X3/8X3/8 DUAL VLV		2	26270944	42457747	100.000.0000.000.2620.610.03000.50.421	$60.46
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: PGZ1210165 - AMST 034638-0070A FOAM URINAL GSKT		1	26270944	42457747	100.000.0000.000.2620.610.03000.50.421	$8.86
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: PTB1M61080 - SLOA 3323182 VAC BRK KIT V-651-A		3	26270944	42457747	100.000.0000.000.2620.610.03000.50.421	$16.71
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: 011305 NO 6 URN WAX		1	26270944	42457747	100.000.0000.000.2620.610.03000.50.421	$8.19
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: PGZ1160500 - AMST 6590 001 WHY WASH URINAL (6501 010)		1	26270944	42468123	100.000.0000.000.2620.610.03000.50.421	$340.40
P-Card Payee: COMMERCE BANK				10/7/2026		127
PART#: PBRAD00645 - BRAD RG275H6N NG WTR HTR		1	26270944	42479712	100.000.0000.000.2620.610.03000.50.421	$1,558.13
P-Card Payee: COMMERCE BANK				10/7/2026		
PART#: PXZ1040430 - 3/4 X 24 SS GAS FLEX W/VLV CSSC2J-24		1	26270944	CM12473353	100.000.0000.000.2620.610.03000.50.421	($6,588.73)
P-Card Payee: COMMERCE BANK				10/7/2026		

Check #: 0

PO/InvoiceTotal:	$4,019.25
Vendor Total:	$4,019.25
Grand Total:	$73,246.38

End of Report

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
7UP/RC BOTTLING COMPANY OF RENO						
Check Group:						
SNAPPLE, DIET, Variety, 24/20 oz. "HS"		20	26270751	4525020997 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$480.00
					Check #: 181839	
					PO/InvoiceTotal:	$480.00
					Vendor Total:	$480.00
ACCOLADES	3456					
Check Group:						
PTO plates		2	26270769	91226 9/22/2026	100.016.0000.100.1000.610.03209.10.421	$24.00
plaque		1	26270769	91226 9/22/2026	100.016.0000.100.1000.610.03209.10.421	$156.00
classified plates		2	26270769	91226 9/22/2026	100.016.0000.100.1000.610.03209.10.421	$24.00
name plates		6	26270769	91226 9/22/2026	100.016.0000.100.1000.610.03209.10.421	$108.00
					Check #: 181840	
					PO/InvoiceTotal:	$312.00
					Vendor Total:	$312.00
ACE HARDWARE	3550					
Check Group:						
5' aluminum flag pole - approved by Sue		1	26270841	182444/1 9/23/2026	100.000.0000.000.2510.610.03000.50.421	$22.99
					Check #: 181841	
					PO/InvoiceTotal:	$22.99
Check Group:						
WALLPLAT BLANK 2G IV		5	26270884	181654/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$8.95

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
CM SCKT 3/8DR 3/4" 6PTDP		1	26270884	181727/1 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$8.59
VLV BOX W/COVR 21X12-1/4		1	26270884	181833/1 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$39.99
RAKE FBRGLS 24X65"		1	26270884	181833/1 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$32.99
DW MFIT DRVR BIT SET 60P		1	26270884	181849/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$31.99
ANCHR/SCREW KIT ASRT 72PC		2	26270884	181849/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$23.98
SCRW 1/4X1-1/4" HEX 75PK		1	26270884	181849/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$29.99
FUSE ELEC FAST ACT 5ACD2		1	26270884	181891/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$8.99
ELCTL TP VNL BK 60' ACE		2	26270884	181891/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$3.98
GFC1 OUTLET DPLX 15A WHT		1	26270884	181904/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$31.99
GFC1 OUTLET DPLX 20A WHT		2	26270884	181904/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$53.98
ANCHOR B100 W/SCR #10		4	26270884	181914/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$5.16
FOAM WASP & HORNET 17.5OZ		4	26270884	181916/1 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$22.36
2000 FLUSHES CLNR 2PK		1	26270884	181916/1 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$5.99
FASTENERS		2	26270884	181916/1 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$0.82
OFFSET SCREWDRIVER ST 2 PC		1	26270884	181921/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$7.99

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
DUR BATT LTHM 2032 2 PK		1	26270884	181935/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$8.99
ANCH 10-12X1 PLTC		4	26270884	181961/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$5.16
TOGGLE SWITCH WALPLT2GWH		1	26270884	181989/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$1.99
EMERGENCY KIT SIGN 4x10"		2	26270884	182013/1 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$17.18
LINZER CHIP BRUSH 3"		3	26270884	182013/1 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$6.99
CUT 1 DIPPED GLOVES XL		1	26270884	182013/1 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$7.99
4 SQ EXPOSED WORK COVER		1	26270884	182036/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$4.99
BOX MNT GLVZD STL SQ 4"		1	26270884	182036/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$4.59
14-16 X 1-1/2 PLASTIC ANC		4	26270884	182036/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$5.16
BARREL BOLT 4" GALV		1	26270884	182053/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$9.99
ULTRA PRO SASH BRUSH1.5"		1	26270884	182076/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$12.99
PTR TPE BL 1.41"X60yd		1	26270884	182076/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$7.59
SCRPR W/S 1"W		1	26270884	182094/1 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$6.99

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Check #: 181841

PO/InvoiceTotal: $418.34

Vendor Total: $441.33

ADAMS ESQ.

Check Group:

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Legal Fees for a Due Process complaint filed on behalf of student 24190 at MES on 8/11/26		1	26270867	20260924 10/1/2026	250.000.0000.200.2000.341.03000.50.421	$18,250.00
					Check #: 181842	
					PO/InvoiceTotal:	$18,250.00
					Vendor Total:	$18,250.00
AMAZON BUSINESS CAPITAL SVCS						
Check Group:						
gothic garland		1	26270718	1GXL-XRQX-3LQ6 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$19.95
3D halloween rug		1	26270718	1GXL-XRQX-3LQ6 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$19.99
blue expo markers		10	26270718	1GXL-XRQX-3LQ6 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$121.20
AA batteries		1	26270718	1GXL-XRQX-3LQ6 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$12.36
LR41 batteries		1	26270718	1GXL-XRQX-3LQ6 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$3.79
wall balls		1	26270718	1GXL-XRQX-3LQ6 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$31.15
8.5 inch kick balls		1	26270718	1GXL-XRQX-3LQ6 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$24.99
5 inch dodgeballs		2	26270718	1GXL-XRQX-3LQ6 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$29.98
red stamp pad		1	26270718	1GXL-XRQX-3LQ6 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$6.99
					Check #: 181843	

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$272.40
Check Group:						
Running Piggy Kids Dress-Up Rack		1	26270726	1F3V-16HN-JXQW 10/6/2026	280.633.0000.100.1000.610.03000.50.421	$89.99
					Check #: 181843	
					PO/InvoiceTotal:	$89.99
Check Group:						
BAKERY FOOD PAN SHEET COVER RACK COVER FOR JVES KITCHEN		2	26270753	1N9F-HNLJ-C9PK 9/28/2026	600.000.0000.000.3100.612.03206.10.421	$104.01
					Check #: 181843	
					PO/InvoiceTotal:	$104.01
Check Group:						132
LR41 batteries		1	26270814	1QTK-13DX-YP3X 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$3.79
binder rings		1	26270814	1QTK-13DX-YP3X 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$12.45
thin markers		3	26270814	1QTK-13DX-YP3X 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$89.91
label tape		1	26270814	1QTK-13DX-YP3X 10/5/2026	100.016.0000.100.1000.610.03209.10.421	$19.29
					Check #: 181843	
					PO/InvoiceTotal:	$125.44
Check Group:						
Blue Swan Anti-cracking case for MacBook Air 13 inch		1	26270829	1CND-3VR3-13LK 10/5/2026	280.639.0000.200.1000.610.03000.50.421	$17.95
Alcohol Prep Pads, 200 ct		1	26270829	1CND-3VR3-13LK 10/5/2026	250.000.0000.200.2000.610.03000.50.421	$6.06

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Astrobrights Color Cardstock, 65 lv cover weight, 8.5x11 solar yellow 250 pack		1	26270829	1CND-3VR3-13LK 10/5/2026	250.000.0000.200.2000.610.03000.50.421	$20.49
2 pcs English keyboard replacement letter stickers, universal computer colorful rainbow lettering		1	26270829	1CND-3VR3-13LK 10/5/2026	280.638.0000.200.2100.610.03000.50.421	$4.98
4 pcs English keyboard replacement letter stickers universal keyboard sticker matte English keyboard alphabet sticker with color background		1	26270829	1CND-3VR3-13LK 10/5/2026	280.638.0000.200.2100.610.03000.50.421	$5.99
Colorful Lenovo Chromebook keyboard cover for Lenovo Chromebook Flex		1	26270829	1CND-3VR3-13LK 10/5/2026	280.638.0000.200.2100.610.03000.50.421	$6.99
BLEWAY Large Print computer keyboard sticker, high contrast keyboard sticker with oversized print letters for visually impaired		2	26270829	1CND-3VR3-13LK 10/5/2026	280.638.0000.200.2100.610.03000.50.421	$14.54
						133
.5 inch 3 ring binders 12 pack		1	26270829	1CND-3VR3-13LK 10/5/2026	250.000.0000.200.2000.610.03000.50.421	$31.99
					Check #: 181843	
					PO/InvoiceTotal:	$108.99
Check Group:						
Oxford Index Cards 3x5 white		2	26270865	1DVH-4VW3-VDPG 10/6/2026	280.625.0000.100.1000.610.03000.50.421	$17.12
10Ft Tower Power Strip Long Extension Cord Flat Plug		9	26270865	1DVH-4VW3-VDPG 10/6/2026	280.625.0000.100.1000.610.03000.50.421	$175.41
Vtopmart 4-Pack Clear Stackable Closet Storage Drawers 15Qt		2	26270865	1DVH-4VW3-VDPG 10/6/2026	280.625.0000.100.1000.610.03000.50.421	$99.96
VUSIGN Dry Erase Erasers - Magnetic Board Eraser - 6 Pack - White		2	26270865	1DVH-4VW3-VDPG 10/6/2026	280.625.0000.100.1000.610.03000.50.421	$42.64
Huron 6-Slot Vertical Organizer, Black Steel Mesh		9	26270865	1DVH-4VW3-VDPG 10/6/2026	280.625.0000.100.1000.610.03000.50.421	$250.38

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 181843	
					PO/InvoiceTotal:	$585.51
Check Group:						
Sight Words (1A)		1	26270934	1NYD-RDX6-7GC4 10/7/2026	100.014.0000.100.1000.610.03206.10.421	$28.37
Sensory Bin (PkM)		1	26270934	1NYD-RDX6-7GC4 10/7/2026	100.014.0000.100.1000.610.03206.10.421	$22.58
Letters/#s (PkM)		1	26270934	1NYD-RDX6-7GC4 10/7/2026	100.014.0000.100.1000.610.03206.10.421	$13.49
Comm Cards (PkM)		1	26270934	1NYD-RDX6-7GC4 10/7/2026	100.014.0000.100.1000.610.03206.10.421	$12.49
					Check #: 181843	134
					PO/InvoiceTotal:	$76.93
Check Group:						
woven basket inbasket		1	26270939	1VG4-GRVL-4366 10/2/2026	100.000.0000.000.2510.610.03000.50.421	$21.84
double-sided white board - dry erase		1	26270939	1VG4-GRVL-4366 10/2/2026	100.000.0000.000.2510.610.03000.50.421	$23.74
					Check #: 181843	
					PO/InvoiceTotal:	$45.58
Check Group:						
Boboking baby soft cotton underwear Little Girls 6/7y		1	26270947	1W7N-JH9G-MMCR 10/5/2026	100.013.0000.000.2130.610.03202.10.421	$8.99
Boboking baby soft cotton underwear Little Girls 5y		1	26270947	1W7N-JH9G-MMCR 10/5/2026	100.013.0000.000.2130.610.03202.10.421	$8.99
Boboking baby soft cotton underwear Little Girls 4y		1	26270947	1W7N-JH9G-MMCR 10/5/2026	100.013.0000.000.2130.610.03202.10.421	$8.99

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
GRPSKOCOS Boys Dinosaur Underwear - Pack of 5 boxer shorts briefs 2-4 year old		1	26270947	1W7N-JH9G-MMCR 10/5/2026	100.013.0000.000.2130.610.03202.10.421	$9.47
					Check #: 181843	
					PO/InvoiceTotal:	$36.44
Check Group:						
LKQI REAPLACEMENT SPRING & SPRING CAP FITS ECHO SPEED FEED 400 450 375 SRM-225 SRM-225i GT-225L C242 GT=230 T235 T242 (2 PACK)		1	26270948	13FN-WWWL-3WJT 10/7/2026	100.000.0000.000.2630.610.03000.50.421	$9.49
HARRIS HARDWARE TP5154B ALUMINUM STRIKE & KEEPER FOR 1" PILASTER		3	26270948	17X7-M1F1-XHT1 10/7/2026	100.000.0000.000.2620.610.03000.50.421	$28.17
					Check #: 181843	
					PO/InvoiceTotal:	$37.66
Check Group:						
HAPPY BELLY MEDIUM ROAST COFFEE PODS, 100 CT		6	26270977	1G3N-J17T-DQYN 10/5/2026	100.000.0000.000.2720.610.03000.50.421	$183.24
MAQIHAN 1000 PC WOODEN COFFEE STIRERS		1	26270977	1G3N-J17T-DQYN 10/5/2026	100.000.0000.000.2720.610.03000.50.421	$6.99
HAPPY BELLY HOT COCOA PODS, MILK CHOCOLATE, 24 CT		1	26270977	1G3N-J17T-DQYN 10/5/2026	100.000.0000.000.2720.610.03000.50.421	$9.52
MAGNETIC DRY ERASE WHITE BOARD AND CORK BOARD COMBO, 36" X 24", WALL MOUNTED		1	26270977	1XCV-14GF-G4V3 10/5/2026	100.000.0000.000.2720.610.03000.50.421	$42.29
SUQJOY DRY ERASE MARKERS, BULLET TIP WHITEBOARD MARKERS, LOW ODOR THICK DRY MARKERS, 12 PK ASSORTED COLORS		1	26270977	1XCV-14GF-G4V3 10/5/2026	100.000.0000.000.2720.610.03000.50.421	$8.99
					Check #: 181843	
					PO/InvoiceTotal:	$251.03
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
The witch of black bird pond		22	26270995	1XGX-CDRJ-JQ6R 10/7/2026	100.013.0000.100.1000.640.03202.10.421	$148.94
					Check #: 181843	
					PO/InvoiceTotal:	$148.94
					Vendor Total:	$1,882.92
AMCS GROUP INC - DOSSIER						
Check Group:						
DOSSIER DOD FUEL & METER IMPORT (5-AUG-2026 TO 4-NOV-2026)		1	26270893	209567 10/2/2026	100.000.0000.000.2730.651.03000.50.421	$115.67
DOSSIER DOD FULL USERS - PAID USERS (5-AUG-2026 TO 4-NOV-2026		6	26270893	209567 10/2/2026	100.000.0000.000.2730.651.03000.50.421	$1,084.96
					Check #: 181844	136
					PO/InvoiceTotal:	$1,200.63
Check Group:						
DOSSIER DOD FUEL AND METER IMPORT (5-NOV-2026 TO 4-FEB-2027)		1	26270983	210297 10/5/2026	100.000.0000.000.2730.651.03000.50.421	$115.67
DOSSIER DOD FULL USERS - PAID USERS (5-NOV-2026 TO 4-FEB-2027)		6	26270983	210297 10/5/2026	100.000.0000.000.2730.651.03000.50.421	$1,084.96
					Check #: 181844	
					PO/InvoiceTotal:	$1,200.63
					Vendor Total:	$2,401.26
AMIRA LEARNING INC						
Check Group:						
Amira Reading Assess and Tutoring		150	26270651	SIN033687 9/15/2026	100.015.0000.100.1000.610.03207.10.421	$3,375.00
					Check #: 181845	
					PO/InvoiceTotal:	$3,375.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$3,375.00
APPLE INC						
Check Group:						
iPad Wi-Fi 128GB		1	26270662	MD05449927 10/5/2026	250.000.0000.200.2000.652.03000.50.421	$429.00
iPad Wi-Fi 128GB Blue		8	26270662	MD05947814 10/5/2026	280.638.0000.200.2200.654.03000.50.421	$3,392.00
iPad Wi-Fi 128GB		32	26270662	MD05947814 10/5/2026	280.639.0000.200.1000.654.03000.50.421	$13,568.00
					Check #: 181846	
					PO/InvoiceTotal:	$17,389.00
Check Group:						
Apps and Books Credit for Education Quote 2214928989 Name: Spec Services Dept Instructional / DCSD		1	26270891	MD15067341 10/5/2026	280.639.0000.200.2140.651.03000.50.421	$300.00
					Check #: 181846	
					PO/InvoiceTotal:	$300.00
					Vendor Total:	$17,689.00
ASSURANCE DIRECT OIL LLC						
Check Group:						
FL DEF BG (9/1/26)		220	26270902	10656412 10/2/2026	100.000.0000.000.2730.626.03000.50.421	$613.78
FLYERS HD 15W40 CK4 BG (9/1/26)		99	26270902	10656412 10/2/2026	100.000.0000.000.2730.613.03000.50.421	$1,568.16
7% INVOICE CHARGE TO SPED		1	26270902	10656412 10/2/2026	100.000.0000.000.2730.613.03000.50.421	($109.77)
7% INVOICE CHARGE TO SPED		1	26270902	10656412 10/2/2026	250.000.0000.200.2730.613.03000.50.421	$109.77
					Check #: 181847	
					PO/InvoiceTotal:	$2,181.94

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$2,181.94
BATTERIES PLUS CARSON#350						
Check Group:						
INC10010 3S6/5 S4567		1	26270696	P94402039 NO TAX 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$4.99
					Check #: 181848	
					PO/InvoiceTotal:	$4.99
					Vendor Total:	$4.99
BICKMORE ACTUARIAL						
Check Group:						
WC Actuarial Report		1	26270793	32644 9/22/2026	100.000.0000.000.2510.340.03000.50.421	$4,800.00
					Check #: 181849	138
					PO/InvoiceTotal:	$4,800.00
					Vendor Total:	$4,800.00
BIMBO BAKERIES USA	7100					
Check Group:						
PWLMS 09/04/2026		1	26270674	64118190007656 9/22/2026	600.000.0000.000.3100.630.03302.20.421	$147.60
BREAD DELIEVERED TO SITES: GES 08/13/2026		1	26270674	64118190007829 9/22/2026	600.000.0000.000.3100.630.03201.10.421	$106.00
SES 08/27/2026		1	26270674	64118190007909 9/22/2026	600.000.0000.000.3100.630.03207.10.421	$161.30
GES 09/04/2026		1	26270674	64118190007955 9/22/2026	600.000.0000.000.3100.630.03201.10.421	$135.10
MES 09/03/2026		1	26270674	641182900007916 9/22/2026	600.000.0000.000.3100.630.03210.10.421	$126.90
CVMS 08/13/2026		1	26270674	64118290007829 9/22/2026	600.000.0000.000.3100.630.03301.20.421	$147.45

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
DHS 08/22/2026		1	26270674	64118290007888 9/22/2026	600.000.0000.000.3100.630.03501.30.421	$87.85
DHS 09/03/2026		1	26270674	64118290007915 9/22/2026	600.000.0000.000.3100.630.03502.30.421	$89.70
ZCES 08/26/2026		1	26270674	64118990008392 9/22/2026	600.000.0000.000.3100.630.03202.10.421	$41.30
ZCES 09/01/2026		1	26270674	64118990008450 9/22/2026	600.000.0000.000.3100.630.03202.10.421	$72.70
					Check #: 181850	
					PO/InvoiceTotal:	$1,115.90
Check Group:						
SES 09/17/2026		1	26270850	64118190008014 9/28/2026	600.000.0000.000.3100.630.03207.10.421	$255.75
BREAD DELIVERED TO SITES: GES 09/18/2026		1	26270850	64118190008022 9/28/2026	600.000.0000.000.3100.630.03201.10.421	$126.70
CVMS 09/08/2026		1	26270850	64118290007384 9/28/2026	600.000.0000.000.3100.630.03301.20.421	$138.90
DHS 09/17/2026		1	26270850	64118290007968 9/28/2026	600.000.0000.000.3100.630.03501.30.421	$146.30
JVES 09/11/2026		1	26270850	64119790008267 9/28/2026	600.000.0000.000.3100.630.03206.10.421	$164.70
					Check #: 181850	
					PO/InvoiceTotal:	$832.35
Check Group:						
MES 09/24/2026		1	26270962	64118290007996 10/5/2026	600.000.0000.000.3100.630.03210.10.421	$169.85
WHS 09/22/2026		1	26270962	64118290008000 10/5/2026	600.000.0000.000.3100.630.03502.30.421	$24.60
DHS 09/24/2026		1	26270962	64118990008599 10/5/2026	600.000.0000.000.3100.630.03501.30.421	$111.90

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
BREAD DELIEVERED TO SITES: PHES 09/24/2026		1	26270962	6418290008001 10/5/2026	600.000.0000.000.3100.630.03209.10.421	$158.05
					Check #: 181850	
					PO/InvoiceTotal:	$464.40
					Vendor Total:	$2,412.65
BONANZA PRODUCE-63130	63130					
Check Group:						
PRODUCE DELIEVERED TO SITES: GES 08/24/2026		1	26270671	03936959 9/22/2026	600.000.0000.000.3100.630.03201.10.421	$59.55
MES 08/24/2026		1	26270671	03936961 9/22/2026	600.000.0000.000.3100.630.03210.10.421	$26.25
PHES 08/24/2026		1	26270671	03936962 9/22/2026	600.000.0000.000.3100.630.03209.10.421	$39.35
SES 08/24/2026		1	26270671	03936963 9/22/2026	600.000.0000.000.3100.630.03207.10.421	$59.55
CVMS 08/24/2026		1	26270671	03936964 9/22/2026	600.000.0000.000.3100.630.03301.20.421	$54.99
DHS 08/24/2026		1	26270671	03936966 9/22/2026	600.000.0000.000.3100.630.03501.30.421	$74.19
ZCES 08/24/2026		1	26270671	03936967 9/22/2026	600.000.0000.000.3100.630.03202.10.421	$17.10
WHS 08/24/2026		1	26270671	03936968 9/22/2026	600.000.0000.000.3100.630.03502.30.421	$35.24
PWLMS 08/24/2026		1	26270671	03936995 9/22/2026	600.000.0000.000.3100.630.03302.20.421	$43.09
GES 08/28/2026		1	26270671	03938545 9/22/2026	600.000.0000.000.3100.630.03201.10.421	$26.13
JVES 08/28/2026		1	26270671	03938546 9/22/2026	600.000.0000.000.3100.630.03206.10.421	$20.74

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
MES 08/28/2026		1	26270671	03938548 9/22/2026	600.000.0000.000.3100.630.03210.10.421	$31.88
PHES 08/28/2026		1	26270671	03938550 9/22/2026	600.000.0000.000.3100.630.03209.10.421	$16.29
SES 08/28/2026		1	26270671	03938551 9/22/2026	600.000.0000.000.3100.630.03207.10.421	$26.13
PWLMS 08/28/2026		1	26270671	03938555 9/22/2026	600.000.0000.000.3100.630.03302.20.421	$33.04
DHS 08/28/2026		1	26270671	03938558 9/22/2026	600.000.0000.000.3100.630.03501.30.421	$57.63
ZCES 08/31/2026		1	26270671	03938560 9/22/2026	600.000.0000.000.3100.630.03202.10.421	$19.39
WHS 08/28/2026		1	26270671	03938561 9/22/2026	600.000.0000.000.3100.630.03502.30.421	$16.39
GES 09/04/2026		1	26270671	03940035 9/22/2026	600.000.0000.000.3100.630.03201.10.421	$26.25
JVES 09/04/2026		1	26270671	03940037 9/22/2026	600.000.0000.000.3100.630.03206.10.421	$46.45
MES 09/04/2026		1	26270671	03940039 9/22/2026	600.000.0000.000.3100.630.03210.10.421	$25.90
PHES 09/04/2026		1	26270671	03940040 9/22/2026	600.000.0000.000.3100.630.03209.10.421	$20.15
SES 09/04/2026		1	26270671	03940041 9/22/2026	600.000.0000.000.3100.630.03207.10.421	$32.40
PWLMS 09/04/2026		1	26270671	03940044 9/22/2026	600.000.0000.000.3100.630.03302.20.421	$22.45
DHS 09/04/2026		1	26270671	03940045 9/22/2026	600.000.0000.000.3100.630.03501.30.421	$41.36
MES 08/28/2026		1	26270671	CM73875 9/22/2026	600.000.0000.000.3100.630.03210.10.421	($11.85)

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
JVES 08/24/2026		1	26270671	V693532 9/22/2026	600.000.0000.000.3100.630.03206.10.421	$59.55
					Check #: 181851	
					PO/InvoiceTotal:	$919.59
Check Group:						
PRODUCE DELIVERED TO SITES: GES 08/14/2026		1	26270848	03934592 9/28/2026	600.000.0000.000.3100.630.03201.10.421	$20.74
CVMS 08/28/2026		1	26270848	03938552 9/28/2026	600.000.0000.000.3100.630.03301.20.421	$32.99
CVMS 09/04/2026		1	26270848	03940042 9/28/2026	600.000.0000.000.3100.630.03301.20.421	$31.34
ZCES 09/08/2026		1	26270848	03940046 9/28/2026	600.000.0000.000.3100.630.03202.10.421	$21.55 142
WHS 09/08/2026		1	26270848	03940048 9/28/2026	600.000.0000.000.3100.630.03502.30.421	$38.24
GES 09/14/2026		1	26270848	03942553 9/28/2026	600.000.0000.000.3100.630.03201.10.421	$39.23
JVES 09/14/2026		1	26270848	03942555 9/28/2026	600.000.0000.000.3100.630.03206.10.421	$39.94
MES 09/14/2026		1	26270848	03942556 9/28/2026	600.000.0000.000.3100.630.03210.10.421	$40.89
PHES 09/14/2026		1	26270848	03942558 9/28/2026	600.000.0000.000.3100.630.03209.10.421	$33.84
SES 09/14/2026		1	26270848	03942559 9/28/2026	600.000.0000.000.3100.630.03207.10.421	$44.39
PWLMS 09/14/2026		1	26270848	03942562 9/28/2026	600.000.0000.000.3100.630.03302.20.421	$33.49
DHS 09/14/2026		1	26270848	03942564 9/28/2026	600.000.0000.000.3100.630.03501.30.421	$73.08

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
ZCES 09/14/2026		1	26270848	03942565 9/28/2026	600.000.0000.000.3100.630.03202.10.421	$19.39
WHS 09/14/2026		1	26270848	03942566 9/28/2026	600.000.0000.000.3100.630.03502.30.421	$31.55
SES 09/14/2026		1	26270848	CM73880 9/28/2026	600.000.0000.000.3100.630.03207.10.421	($5.39)
					Check #: 181851	
					PO/InvoiceTotal:	$495.27
Check Group:						
CVMS 09/21/2026		1	26270956	03942561 10/5/2026	600.000.0000.000.3100.630.03301.20.421	$22.80
PRODUCE DELIEVERED TO SITES: GES 09/21/2026		1	26270956	03944408 10/5/2026	600.000.0000.000.3100.630.03201.10.421	$59.20 143
JVES 09/21/2026		1	26270956	03944409 10/5/2026	600.000.0000.000.3100.630.03206.10.421	$70.10
MES 09/21/2026		1	26270956	03944410 10/5/2026	600.000.0000.000.3100.630.03210.10.421	$54.35
PHES 09/21/2026		1	26270956	03944411 10/5/2026	600.000.0000.000.3100.630.03209.10.421	$33.25
SES 09/21/2026		1	26270956	03944412 10/5/2026	600.000.0000.000.3100.630.03207.10.421	$54.75
PWLMS 09/21/2026		1	26270956	03944414 10/5/2026	600.000.0000.000.3100.630.03302.20.421	$32.90
DHS 09/21/2026		1	26270956	03944415 10/5/2026	600.000.0000.000.3100.630.03501.30.421	$87.31
ZCES 09/21/2026		1	26270956	03944417 10/5/2026	600.000.0000.000.3100.630.03202.10.421	$17.10
WHS 09/21/2026		1	26270956	03944418 10/5/2026	600.000.0000.000.3100.630.03502.30.421	$36.94
					Check #: 181851	

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$468.70
					Vendor Total:	$1,883.56
BRADY INDUSTRIES						
Check Group:						
CONTR, 10 oz. Sqt. Styro, 20/50 ct.(lid=31128)		2	26270746	12176641 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$156.34
CONTR, 12 oz, styro, sqt (lid= 31128), 500 ct		3	26270746	12176641 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$149.79
PLASTIC WRAP, 24" X 2000'		2	26270746	12176641 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$47.22
FOOD TRAY, 5 lb., 500 ct.		50	26270746	12176641 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$1,506.00
					Check #: 181852	144
					PO/InvoiceTotal:	$1,859.35
					Vendor Total:	$1,859.35
BUS WEST						
Check Group:						
Outbound Freight		1	26270877	XA500497349:01 9/29/2026	280.633.0000.100.1000.610.03000.50.421	$231.00
13 Super Star Car Seats		1	26270877	XA500497349:01 9/29/2026	280.633.0000.100.1000.610.03000.50.421	$2,820.87
					Check #: 181853	
					PO/InvoiceTotal:	$3,051.87
Check Group:						
410X/SYN 2468210 BELT OUTER BLACK SYNTEC		4	26270892	XA410071226:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$328.08
500X/F150172 SUPER STAR SEAT		35	26270892	XA500481679:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$7,594.65
FREIGHT-TRUCK FREIGHT		1	26270892	XA500481679:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$350.00

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
500X/SYN 2466759 DUAL BUCKLE BLACK/GRAY		10	26270892	XA500495016:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$555.60
500X/F150172 SUPER STAR SEAT		35	26270892	XA500497345:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	($7,594.65)
FREIGHT-TRUCK FREIGHT		1	26270892	XA500497345:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	($350.00)
500X/F150172 SUPER STAR SEAT		8	26270892	XA500497353:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$1,735.92
OUTBOUND FREIGHT		1	26270892	XA500497353:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$119.00
7% INVOICE CHARGE TO SPED		1	26270892	XA500497353:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	($191.70)
7% INVOICE CHARGE TO SPED		1	26270892	XA500497353:01 10/2/2026	250.000.0000.200.2730.619.03000.50.421	$191.70
						145
					Check #: 181853	
					PO/InvoiceTotal:	$2,738.60
					Vendor Total:	$5,790.47
CANON FINANCIAL SERVICES						
Check Group:						
Late Fee		1	26270933	43953241 10/5/2026	100.014.0000.100.1000.442.03206.10.421	$75.59
					Check #: 181854	
					PO/InvoiceTotal:	$75.59
Check Group:						
BW MAINTENANCE OVERAGE, 8/1/26 - 8/31/26		1	26270976	43877735 10/5/2026	100.000.0000.000.2720.611.03000.50.421	$39.51
COLOR MAINTENANCE OVERAGE, 8/1/26 - 8/31/26		1	26270976	43877735 10/5/2026	100.000.0000.000.2720.611.03000.50.421	$40.48
CONTRACT CHARGE, 9/1/26 - 9/30/26		1	26270976	43877735 10/5/2026	100.000.0000.000.2720.442.03000.50.421	$56.50

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Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 181854	
					PO/InvoiceTotal:	$136.49
					Vendor Total:	$212.08
CARSON VALLEY LOCKSMITH INC	6528					
Check Group:						
LABOR TO INSTALL		1	26270695	14018 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$65.00
SERVICE CALL CVMS SES DSCS D.O.		2	26270695	14018 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$100.00
SERVICE CALL MIN		1	26270695	14033 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$97.50
					Check #: 181855	
					PO/InvoiceTotal:	$262.50
					Vendor Total:	$262.50
CARSON VALLEY MIDDLE SCH	114432					
Check Group:						
Lake Tahoe School Cross Country meet 9/4		1	26270942	cross cntry reimb 10/6/2026	100.031.0000.920.1000.810.03301.20.421	$30.00
North Lake Tahoe Cross Country meet 9/10		1	26270942	cross cntry reimb 10/6/2026	100.031.0000.920.1000.810.03301.20.421	$25.00
South Lake Tahoe Middle School Cross Country meet 9/17		1	26270942	cross cntry reimb 10/6/2026	100.031.0000.920.1000.810.03301.20.421	$30.00
Whittell High School Cross Country meet 9/25		1	26270942	cross cntry reimb 10/6/2026	100.031.0000.920.1000.810.03301.20.421	$30.00
St Teresa of Avila Catholic school cross country meet 10/2		1	26270942	cross cntry reimb 10/6/2026	100.031.0000.920.1000.810.03301.20.421	$30.00
					Check #: 181856	
					PO/InvoiceTotal:	$145.00
					Vendor Total:	$145.00
CARSON VALLEY SIGNS	480272					

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Check Group:						
Over Highway Banner - Double-Sided		1	26270959	4443 10/5/2026	230.231.0000.600.2500.540.03903.30.421	$1,500.00
					Check #: 181857	
					PO/InvoiceTotal:	$1,500.00
					Vendor Total:	$1,500.00
CARSON VALLEY SWIM CTR	114650					
Check Group:						
AQUATIC CLASSES		1	26270744	3877 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$1,375.00
AQUATIC CLASSES		1	26270744	3877 9/24/2026	100.051.0000.000.2400.610.03501.30.421	$1,375.00
					Check #: 181858	147
					PO/InvoiceTotal:	$2,750.00
					Vendor Total:	$2,750.00
CENTERLINE MACHINE WORKS						
Check Group:						
BASKETBALL BACKBOARD REPLACEMENT PARTS, 2PCS (LOT CHARGE)		1	26270918	23213 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$620.00
					Check #: 181859	
					PO/InvoiceTotal:	$620.00
					Vendor Total:	$620.00
CERRIS SYSTEMS RENO INC						
Check Group:						
LABOR STANDADR (CVMS TROUBLESHOOT HV-1 COOLING AND ADD SLIDE BAR OFFSETS TO CLASSROOM GRAPHICS)		8.5	26270711	8594 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$1,487.50
					Check #: 181860	
					PO/InvoiceTotal:	$1,487.50

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Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$1,487.50
COAST ALUMINUM INC						
Check Group:						
Aluminum Tubes, Flat Sheets		1	26270839	6770551 10/1/2026	240.300.0000.300.1000.610.03501.30.421	$1,694.36
Aluminum Tubes, Flat Sheets		1	26270839	6770553 10/1/2026	240.300.0000.300.1000.610.03501.30.421	$522.55
Aluminum Tubes, Flat Sheets		1	26270839	6770555 10/1/2026	240.300.0000.300.1000.610.03501.30.421	$1,873.55
					Check #: 181861	
					PO/InvoiceTotal:	$4,090.46
					Vendor Total:	$4,090.46
CRYSTAL DAIRY FOODS						148
Check Group:						
MILK DELIEVERED TO SITES: GES 08/12/2026		1	26270677	104526 9/22/2026	600.000.0000.000.3100.630.03201.10.421	$422.95
CVMS 08/12/2026		1	26270677	104535 9/22/2026	600.000.0000.000.3100.630.03301.20.421	$294.03
CVMS 08/20/2026		1	26270677	105295 9/22/2026	600.000.0000.000.3100.630.03301.20.421	$282.23
GES 08/20/2026		1	26270677	105318 9/22/2026	600.000.0000.000.3100.630.03201.10.421	$291.06
ZCES 08/24/2026		1	26270677	105354 9/22/2026	600.000.0000.000.3100.630.03202.10.421	$38.13
WHS 08/24/2026		1	26270677	105360 9/22/2026	600.000.0000.000.3100.630.03502.30.421	$28.35
GES 08/21/2026		1	26270677	105465 9/22/2026	600.000.0000.000.3100.630.03201.10.421	$37.74
DHS 08/27/2026		1	26270677	105663 9/22/2026	600.000.0000.000.3100.630.03501.30.421	$401.08

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
CVMS 08/27/2026		1	26270677	105666 9/22/2026	600.000.0000.000.3100.630.03301.20.421	$211.22
SES 08/27/2026		1	26270677	105681 9/22/2026	600.000.0000.000.3100.630.03207.10.421	$592.86
PWLMS 08/27/2026		1	26270677	105684 9/22/2026	600.000.0000.000.3100.630.03302.20.421	$236.25
GES 08/27/2026		1	26270677	105695 9/22/2026	600.000.0000.000.3100.630.03201.10.421	$395.62
MES 08/27/206		1	26270677	105705 9/22/2026	600.000.0000.000.3100.630.03210.10.421	$343.54
WHS 08/31/2026		1	26270677	105711 9/22/2026	600.000.0000.000.3100.630.03502.30.421	$64.43
PHES 08/27/2026		1	26270677	105716 9/22/2026	600.000.0000.000.3100.630.03209.10.421	$31.92
ZCES 08/28/2026		1	26270677	105717 9/22/2026	600.000.0000.000.3100.630.03202.10.421	$135.68
JVES 08/27/2026		1	26270677	105729 9/22/2026	600.000.0000.000.3100.630.03206.10.421	$195.87
WHS 09/03/2026		1	26270677	106067 9/22/2026	600.000.0000.000.3100.630.03502.30.421	$0.74
ZCES 09/03/2026		1	26270677	106068 9/22/2026	600.000.0000.000.3100.630.03202.10.421	$112.64
DHS 09/03/2026		1	26270677	106137 9/22/2026	600.000.0000.000.3100.630.03501.30.421	$274.02
SES 09/03/2026		1	26270677	106150 9/22/2026	600.000.0000.000.3100.630.03207.10.421	$388.28
PWLMS 09/03/2026		1	26270677	106154 9/22/2026	600.000.0000.000.3100.630.03302.20.421	$237.97
GES 09/03/2026		1	26270677	106163 9/22/2026	600.000.0000.000.3100.630.03201.10.421	$368.55

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
MES 09/03/2026		1	26270677	106171 9/22/2026	600.000.0000.000.3100.630.03210.10.421	$346.65
PHES 09/03/2026		1	26270677	106180 9/22/2026	600.000.0000.000.3100.630.03209.10.421	$172.41
JVES 09/03/2026		1	26270677	106185 9/22/2026	600.000.0000.000.3100.630.03206.10.421	$639.70
DHS 09/03/2026		1	26270677	106192 9/22/2026	600.000.0000.000.3100.630.03501.30.421	$36.29
					Check #: 181862	
					PO/InvoiceTotal:	$6,580.21
Check Group:						
ICE CREAM, Cookies & Cream Cone, 1/24 ct. "A"		50	26270796	107083 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$888.20
ICE CREAM, Melon Push Ups, 1/24 ct. "A"		30	26270796	107083 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$738.72
ICE CREAM, Vanilla Cream Sandwich, 1/24 ct. "A"		50	26270796	107083 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$907.20
					Check #: 181862	
					PO/InvoiceTotal:	$2,534.12
Check Group:						
DHS 08/20/20206		1	26270851	105287 9/29/2026	600.000.0000.000.3100.630.03501.30.421	$138.45
CVMS 09/03/2026		1	26270851	106140 9/29/2026	600.000.0000.000.3100.630.03301.20.421	$247.43
ZCES 09/14/2026		1	26270851	106519 9/29/2026	600.000.0000.000.3100.630.03202.10.421	$245.82
DHS 09/10/2026		1	26270851	106523 9/29/2026	600.000.0000.000.3100.630.03501.30.421	$308.70
WHS 09/10/2026		1	26270851	106530 9/29/2026	600.000.0000.000.3100.630.03502.30.421	$76.35

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
PWLMS 09/10/2026		1	26270851	106537 9/29/2026	600.000.0000.000.3100.630.03302.20.421	$197.56
MILK DELIEVERED TO SITES: GES 09/10/2026		1	26270851	106543 9/29/2026	600.000.0000.000.3100.630.03201.10.421	$450.88
MES 09/10/2026		1	26270851	106548 9/29/2026	600.000.0000.000.3100.630.03210.10.421	$518.20
PHES 09/10/2026		1	26270851	106555 9/29/2026	600.000.0000.000.3100.630.03209.10.421	$313.88
JVES 09/10/2026		1	26270851	106559 9/29/2026	600.000.0000.000.3100.630.03206.10.421	$335.06
DHS 09/17/2026		1	26270851	106944 9/29/2026	600.000.0000.000.3100.630.03501.30.421	$288.10
CVMS 09/17/2026		1	26270851	106947 9/29/2026	600.000.0000.000.3100.630.03301.20.421	$223.89
SES 09/17/20026		1	26270851	106952 9/29/2026	600.000.0000.000.3100.630.03207.10.421	$665.21
PWLMS 09/17/2026		1	26270851	106954 9/29/2026	600.000.0000.000.3100.630.03302.20.421	$311.35
GES 09/17/2026		1	26270851	106968 9/29/2026	600.000.0000.000.3100.630.03201.10.421	$325.98
MES 09/17/2026		1	26270851	106977 9/29/2026	600.000.0000.000.3100.630.03210.10.421	$479.47
PHES 09/17/2026		1	26270851	106984 9/29/2026	600.000.0000.000.3100.630.03209.10.421	$322.42
JVES 09/17/2026		1	26270851	106990 9/29/2026	600.000.0000.000.3100.630.03206.10.421	$491.98

Check #: 181862

PO/InvoiceTotal: $5,940.73

Check Group:

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
SES 09/10/2026		1	26270972	106534 10/5/2026	600.000.0000.000.3100.630.03207.10.421	$650.63
ZCES 09/21/2026		1	26270972	106967 10/5/2026	600.000.0000.000.3100.630.03202.10.421	$170.61
WHS 09/21/2026		1	26270972	107058 10/5/2026	600.000.0000.000.3100.630.03502.30.421	$62.60
DHS 09/24/2026		1	26270972	107358 10/5/2026	600.000.0000.000.3100.630.03501.30.421	$327.85
CVMS 09/24/2026		1	26270972	107363 10/5/2026	600.000.0000.000.3100.630.03301.20.421	$342.22
SES 09/24/2026		1	26270972	107366 10/5/2026	600.000.0000.000.3100.630.03207.10.421	$657.40
PWLMS 09/24/2026		1	26270972	107369 10/5/2026	600.000.0000.000.3100.630.03302.20.421	$325.59
MILK DELIEVERED TO SITES: GES 09/24/2026		1	26270972	107377 10/5/2026	600.000.0000.000.3100.630.03201.10.421	$437.69
MES 09/24/2026		1	26270972	107388 10/5/2026	600.000.0000.000.3100.630.03210.10.421	$543.25
PHES 09/24/2026		1	26270972	107392 10/5/2026	600.000.0000.000.3100.630.03209.10.421	$278.97
JVES 09/24/2026		1	26270972	107398 10/5/2026	600.000.0000.000.3100.630.03206.10.421	$516.59
					Check #: 181862	
					PO/InvoiceTotal:	$4,313.40
Check Group:						
MILK DELIEVERED TO SITES: JVES 08/20/2026		1	26270994	105341 10/6/2026	600.000.0000.000.3100.630.03206.10.421	$389.77
DHS 08/31/2026		1	26270994	105940 10/6/2026	600.000.0000.000.3100.630.03501.30.421	$36.29

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
CVMS 09/10/2026		1	26270994	106525 10/6/2026	600.000.0000.000.3100.630.03301.20.421	$202.72
					Check #: 181862	
					PO/InvoiceTotal:	$628.78
					Vendor Total:	$19,997.24
DAMASA MILLER						
Check Group:						
MES colors satin paint		4	26270909	LOWE09162026 10/5/2026	100.017.0000.000.2620.610.03210.10.421	$183.92
					Check #: 181863	
					PO/InvoiceTotal:	$183.92
					Vendor Total:	$183.92
DANIELLE AMADOR						153
Check Group:						
Class Items		1	26270931	WALM09302026 10/5/2026	100.014.0000.100.1000.610.03206.10.421	$10.72
					Check #: 181864	
					PO/InvoiceTotal:	$10.72
					Vendor Total:	$10.72
DIESEL DIRECT WEST LLC						
Check Group:						
ULSD DYED (WHS 9/9/26)		130	26270900	87548175 10/2/2026	100.000.0000.000.2730.626.03000.50.421	$881.59
NV-DYED-ENVIRON FEE		1	26270900	87548175 10/2/2026	100.000.0000.000.2730.626.03000.50.421	$0.98
NV-DYED-FED LUST		1	26270900	87548175 10/2/2026	100.000.0000.000.2730.626.03000.50.421	$0.13
NV-DYED-FED SUPERFUND		1	26270900	87548175 10/2/2026	100.000.0000.000.2730.626.03000.50.421	$0.56

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
ULSD DYED (WHS 9/13/26)		225	26270900	87554632 10/2/2026	100.000.0000.000.2730.626.03000.50.421	$1,552.82
NV-DYED-ENVIRON FEE		1	26270900	87554632 10/2/2026	100.000.0000.000.2730.626.03000.50.421	$1.69
NV-DYED-FED LUST		1	26270900	87554632 10/2/2026	100.000.0000.000.2730.626.03000.50.421	$0.23
NV-DYED-FED SUPERFUND		1	26270900	87554632 10/2/2026	100.000.0000.000.2730.626.03000.50.421	$0.96
7% INVOICE CHARGE TO SPED		1	26270900	87554632 10/2/2026	100.000.0000.000.2730.626.03000.50.421	($170.73)
7% INVOICE CHARGE TO SPED		1	26270900	87554632 10/2/2026	250.000.0000.200.2730.626.03000.50.421	$170.73
					Check #: 181865	
					PO/InvoiceTotal:	$2,438.96

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Check Group:

GASOLINE UNL (WHS 9/6/26)		352	26270901	87542122 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$1,661.65
GAS-STATE TAX		1	26270901	87542122 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$80.96
GAS-FED SUPERFUND		1	26270901	87542122 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$1.36
GAS-INSP FEE		1	26270901	87542122 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$0.19
GAS-FED EXCISE		1	26270901	87542122 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$64.42
GAS-COUNTY TAX		1	26270901	87542122 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$35.20
GAS-ENVIRON FEE		1	26270901	87542122 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$2.64
GAS-FED LUST		1	26270901	87542122 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$0.35

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
GASOLINE UNL (WHS 9/7/26)		200	26270901	87542192 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$944.12
GAS-STATE TAX		1	26270901	87542192 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$46.00
GAS-FED SUPERFUND		1	26270901	87542192 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$0.77
GAS-INSP FEE		1	26270901	87542192 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$0.11
GAS-FED EXCISE		1	26270901	87542192 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$36.60
GAS-COUNTY TAX		1	26270901	87542192 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$20.00
GAS-ENVIRON FEE		1	26270901	87542192 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$1.50
GAS-FED LUST		1	26270901	87542192 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$0.20
GASOLINE UNL (WHS 9/13/26)		410	26270901	87554631 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$1,927.25
GAS-STATE TAX		1	26270901	87554631 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$94.30
GAS-FED SUPERFUND		1	26270901	87554631 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$1.58
GAS-INSP FEE		1	26270901	87554631 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$0.23
GAS-FED EXCISE		1	26270901	87554631 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$75.03
GAS-COUNTY TAX		1	26270901	87554631 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$41.00
GAS-ENVIRON FEE		1	26270901	87554631 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$3.08

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Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
GAS-FED LUST		1	26270901	87554631 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$0.41
GASOLINE UNL (WHS 9/21/26)		570	26270901	87580271 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$2,787.64
GAS-STATE TAX		1	26270901	87580271 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$131.10
GAS-FED SUPERFUND		1	26270901	87580271 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$2.20
GAS-INSP FEE		1	26270901	87580271 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$0.31
GAS-FED EXCISE		1	26270901	87580271 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$104.31
GAS-COUNTY TAX		1	26270901	87580271 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$57.00
GAS-ENVIRON FEE		1	26270901	87580271 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$4.28
GAS-FED LUST		1	26270901	87580271 10/2/2026	100.000.0000.000.2650.626.03000.50.421	$0.57
7% INVOICE CHARGE TO SPED		1	26270901	87580271 10/2/2026	100.000.0000.000.2650.626.03000.50.421	($568.85)
7% INVOICE CHARGE TO SPED		1	26270901	87580271 10/2/2026	250.000.0000.200.2730.626.03000.50.421	$568.85
					Check #: 181865	
					PO/InvoiceTotal:	$8,126.36
Check Group:						
GASOLINE UNL (WHS 9/28/26)		400	26270981	87598391 10/5/2026	100.000.0000.000.2650.626.03000.50.421	$1,912.12
NV - GAS - COUNTY TAX		1	26270981	87598391 10/5/2026	100.000.0000.000.2650.626.03000.50.421	$40.00
NV-GAS - ENVIRON FEE		1	26270981	87598391 10/5/2026	100.000.0000.000.2650.626.03000.50.421	$3.00

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Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
NV - GAS - FED EXCISE		1	26270981	87598391 10/5/2026	100.000.0000.000.2650.626.03000.50.421	$73.20
NV - GAS - FED LUST		1	26270981	87598391 10/5/2026	100.000.0000.000.2650.626.03000.50.421	$0.40
NV - GAS - FED SUPERFUND		1	26270981	87598391 10/5/2026	100.000.0000.000.2650.626.03000.50.421	$1.54
NV - GAS INSP FEE		1	26270981	87598391 10/5/2026	100.000.0000.000.2650.626.03000.50.421	$0.22
NV - GAS - STATE TAX		1	26270981	87598391 10/5/2026	100.000.0000.000.2650.626.03000.50.421	$92.00
7% INVOICE CHARGE TO SPED		1	26270981	87598391 10/5/2026	100.000.0000.000.2650.626.03000.50.421	($148.57)
7% INVOICE CHARGE TO SPED		1	26270981	87598391 10/5/2026	250.000.0000.200.2730.626.03000.50.421	$148.57 157
					Check #: 181865	
					PO/InvoiceTotal:	$2,122.48
					Vendor Total:	$12,687.80

DONNA BUDDINGTON

Check Group:

August & September 2026 Counseling Services - Student I/Ds - 20139, 18749, 29367 & 27199		1	26270882	JF 9/23/26 9/29/2026	280.688.0000.100.2100.340.03000.50.421	$300.00
August & September 2026 Counseling Services - Student I/Ds - 20139, 18749, 29367 & 27199		1	26270882	KA 9/23/26 9/29/2026	280.688.0000.100.2100.340.03000.50.421	$560.00
August & September 2026 Counseling Services - Student I/Ds - 20139, 18749, 29367 & 27199		1	26270882	LI 9/23/26 9/29/2026	280.688.0000.100.2100.340.03000.50.421	$480.00
August & September 2026 Counseling Services - Student I/Ds - 20139, 18749, 29367 & 27199		1	26270882	SB 9/23/26 9/29/2026	280.688.0000.100.2100.340.03000.50.421	$700.00
					Check #: 181866	

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$2,040.00
					Vendor Total:	$2,040.00
DOUGLAS CO SHERIFF	143723					
Check Group:						
COPS IN SCHOOLS - QUARTERLY PAYMENT - 07-01-26 THRU 09-30-26		1	26270005	43 10/6/2026	100.000.0000.000.2660.590.03000.50.421	$60,000.00
					Check #: 181867	
					PO/InvoiceTotal:	$60,000.00
					Vendor Total:	$60,000.00
FIRST CHOICE SERVICES						
Check Group:						
BLANKET PO FOR 5 GAL PURIFIED WATER AND DELIVERY CHARGE FOR FLEET MAINENANCE, ESTIMATED AT 6 BOTTLES PER MONTH @ $11.95/MO X 12 MONTHS AND DELIVERY CHARGE @ $9.95 PER MONTH X 12 MONTHS FOR 2026-2027 SCHOOL YEAR		1	26270139	RE-1568936 9/30/2026	100.000.0000.000.2730.610.03000.50.421	$45.80 158
BLANKET PO FOR 5 GAL PURIFIED WATER FOR TRANSPORTATION DEPT, ESTIMATED AT 6 BOTTLES PER MONTH @ $11.95/MO X 12 MONTHS FOR 2026-2027 SCHOOL YEAR		1	26270139	RE-1568936 9/30/2026	100.000.0000.000.2720.610.03000.50.421	$83.65
					Check #: 181868	
					PO/InvoiceTotal:	$129.45
Check Group:						
PURIFIED BOTTLED WATER 5 GAL. FOR WAREHOUSE		4	26270675	RE-1568884 9/22/2026	100.000.0000.000.2520.610.03000.50.421	$47.80
PURIFIED BOTTLED WATER 5 GAL FOR SNP OFFICE		2	26270675	RE-1568885 9/22/2026	100.000.0000.000.2520.610.03000.50.421	$23.90
EQUIPMENT MAINTENANCE RECOVERY FEE (09/01/2026-09/30/2026)		1	26270675	RE-1588061 9/22/2026	100.000.0000.000.2520.442.03000.50.421	$0.75

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
R-HCBTLD-BOTTLED WATER H/C RENTAL FOR WAREHOUSE (9/01/2026-09/30/2026)		1	26270675	RE-1588061 9/22/2026	100.000.0000.000.2520.442.03000.50.421	$14.95
EQUIPMENT MAINTENANCE RECOVERY (09/01/2026-09/30/2026)		1	26270675	RE-1588062 9/22/2026	600.000.0000.000.3100.442.03000.50.421	$0.75
R-HCBTLD-BOTTLED WATER H/C RENTAL (09/01/2026-09/30/2026)		1	26270675	RE-1588062 9/22/2026	600.000.0000.000.3100.442.03000.50.421	$14.95
					Check #: 181868	
					PO/InvoiceTotal:	$103.10
Check Group:						
R-CLOVER - CLOVER FILTERED COOLER RENTAL 8/1/26-8/31/26		1	26270699	RE-1511136 10/2/2026	100.000.0000.000.2620.442.03000.50.421	$23.95
R-EQP - EQUIPMENT MAINTENANCE RECOVERY 8/1/26 - 8/31/26		1	26270699	RE-1511136 10/2/2026	100.000.0000.000.2620.442.03000.50.421	$1.20
R-CLOVER - CLOVER FILTERED COOLER RENTAL 9/1/26-9/30/26		1	26270699	RE-1588970 10/2/2026	100.000.0000.000.2620.442.03000.50.421	$23.95
R-EQP - EQUIPMENT MAINTENANCE RECOVERY 9/1/26-9/30/26		1	26270699	RE-1588970 10/2/2026	100.000.0000.000.2620.442.03000.50.421	$1.20
					Check #: 181868	
					PO/InvoiceTotal:	$50.30
					Vendor Total:	$282.85
FLOOR COVERINGS INTERNATIONAL						
Check Group:						
CARPET ADHESIVE		807	26270919	PN#1420914 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$290.52
TRAVEL FEE		1	26270919	PN#1420914 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$134.26

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Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
GLUE DOWN CARPET INSTALLATION		74.67	26270919	PN#1420914 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$1,226.30
INSTALL TRANSITION		1	26270919	PN#1420914 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$0.91
PG2 CARPET		85.871	26270919	PN#1420914 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$2,419.84
TRANSITION STRIP		6.5	26270919	PN#1420914 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$94.58
SOFT SURFACE FREIGHT		89.604	26270919	PN#1420914 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$121.86
					Check #: 181869	
					PO/InvoiceTotal:	$4,288.27
					Vendor Total:	$4,288.27
FLYERS ENERGY LLC						
Check Group:						
REG CONV (#524)		18.25	26270973	CFS-4703371 10/5/2026	100.000.0000.000.2650.626.03000.50.421	$75.76
REG CONV (#524)		17.4	26270973	CFS-4703371 10/5/2026	100.000.0000.000.2650.626.03000.50.421	$70.25
REG CONV (#524)		14	26270973	CFS-4703371 10/5/2026	100.000.0000.000.2650.626.03000.50.421	$59.03
					Check #: 181870	
					PO/InvoiceTotal:	$205.04
					Vendor Total:	$205.04
FOLLETT CONTENT SOLUTIONS, LLC						
Check Group:						
A thousand heartbeats		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$22.23
Anthem		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$22.23

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Bad best friend		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$11.11
Boy 2.0		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$20.01
Cabin Girl		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$12.18
Dragon Curse		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$21.12
Dragon Fire		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$21.12
Dragon Fury		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$21.12
Fridays with the wizards		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$21.64
Hatchet		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$22.23
June's wild flight		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$16.67
Killers of the Flower Moon: The Osage murders		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$21.13
Legend		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$23.34
Never have I ever: a lying game novel		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$24.40
Oh brother		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$12.18
One of us is lying		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$14.45
Piecing me together		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$21.12

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Voucher Detail Listing

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Rebel		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$15.56
Revolution		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$24.07
Search and rescue. Pentagon escape		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$19.84
Shipwreck		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$8.89
Spy camp, the graphic novel		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$27.79
Spy ski school, the graphic novel		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$27.79
Stuntboy, in the meantime		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$15.56
Stuntboy, in-between time		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$16.67
Taran Wanderer		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$10.00
That was then, this is now		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$24.07
The final gambit		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$21.12
The flames of hope		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$20.29
The ghosts of Tupelo Landing		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$21.23
The Hawthorne Legacy		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$21.12
The hybrid prince		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$22.23

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Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
The last kids on Earth and the destructor's lair		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$16.67
The last kids on Earth and the doomsday race		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$16.67
The last kids on Earth and the forbidden fortress		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$16.67
The last kids on Earth and the monster dimension		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$16.67
The last kids on Earth and the skeleton road		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$16.67
The last kids on Earth, Thrilling tales from the tree house		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$15.56
The radium girls: the scary but true story of the posin		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$22.18
The ride home		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$12.18
The snow fell three graces deep: voices from the Donner		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$27.86
Thursdays with the crown		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$21.64
Unplugged		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$11.11
Wednesdays in the tower		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$21.64
Winter road		1	26270666	794357 9/23/2026	100.031.0000.000.2220.640.03301.20.421	$12.17

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Check #: 181871

PO/InvoiceTotal: $852.20

Vendor Total: $852.20

GARY ROMERO INC

Check Group:

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Voucher Batch Number: 2732 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
(1) 3/0 X 7/0 X 1 3/4 HONEYCOMB HOLLOW METAL DOOR (3) 4.5 X 4.5 HINGES 26D		1	26270713	13689 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$1,055.00
LABOR TO INSTALL THE ABOVE DOOR, HINGES AND EXISTING LOCKSET AND REMOVAL OF EXISTING DOOR AND LOCKSET		1	26270713	13689 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$405.00
					Check #: 181872	
					PO/InvoiceTotal:	$1,460.00
					Vendor Total:	$1,460.00
GOLD STAR FOODS INC						
Check Group:						
BAGEL, Plain, WG, 72/3 oz.		5	26270683	10614232 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$108.75
BROOKIE, WG, Wrpd, 96/2 oz., "A"		5	26270683	10614232 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$240.00
CHIPS, Cheeto Limon, HOT, WG, GF,104/.875 oz., "A"		10	26270683	10614232 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$388.50
CHIPS, Doritos, Flamas 72/1 oz, "S"		8	26270683	10614232 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$215.20
CHIPS, Kettle, Jalepeno Chdr, RF, 64/1.375 "S"		4	26270683	10614232 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$158.32
CHIPS, Kettle, Salt & Vin., RF, 64/1.375 "S"		9	26270683	10614232 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$356.22
CRACKERS, Cheeze-It, WG, 60/1 oz. "A"		3	26270683	10614232 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$48.18
CROUTONS, Seasoned WG, 4/2.5#		2	26270683	10614232 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$54.92
FLATBREAD, Pizza Crust or sandwich WW, 192/2 oz		1	26270683	10614232 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$36.46
FRUIT SNACKS, Mxd Frt, 144/1.5 oz "A"		10	26270683	10614232 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$588.10

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
PRETZEL SOFT, WG, 100/2.2 oz, frzn.		3	26270683	10614232 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$109.92
VEG, BEANS, Refri. Dehyd., 6/30oz.		5	26270683	10614232 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$128.65
BAGEL, Blberry, WG, sl., 72/3 oz.		6	26270683	10614232 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$156.12
BAGEL, Cin. Raisin, WG, sl., 72/3 oz		5	26270683	10614232 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$135.50
SORBET, Blue Rasp, 96/4 oz., "A" SO		3	26270683	10614232 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$131.64
WATER, Flavored, Grape, 24/16.9 oz. "HS"		5	26270683	10614232 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$111.10
POTATOES, Sweet Potato Fries, 6/2.5#		40	26270683	10614232 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$1,172.40
						165
					Check #: 181873	
					PO/InvoiceTotal:	$4,139.98
Check Group:						
BREADSTICK, Garlic, No Proof, 240/1.19 oz		4	26270781	10652985 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$206.24
BRKFST BAR, Hny. Wht., 72/2.5 oz.		30	26270781	10652985 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$1,217.10
BROOKIE, WG, Wrpd, 96/2 oz., "A"		5	26270781	10652985 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$240.00
BROWNIE, WG, Wrpd, 96/2 oz., "A"		3	26270781	10652985 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$140.73
CHIPS, BKD, Mingles, Zesty Lime Ch, 90/.74 oz. "E"		5	26270781	10652985 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$159.05
CHIPS, Cheeto Limon, HOT, WG, GF,104/.875 oz., "A"		4	26270781	10652985 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$155.40
CHIPS, Doritos, Flamas 72/1 oz, "S"		5	26270781	10652985 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$134.50

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
COOKING SPRAY, Butter Flv, 6/17 oz		11	26270781	10652985 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$440.44
EGG ROLLS, 72/3 oz.		4	26270781	10652985 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$192.92
FOOD TRAY, 1 lb (16 oz)., 1000 ct.		3	26270781	10652985 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$58.89
FOOD TRAY, 3 lb.,1000 ct.		3	26270781	10652985 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$53.94
FRUIT SNACKS, Mxd Frt, 144/1.5 oz "A"		5	26270781	10652985 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$294.05
GATORADE, Fruit Punch, 24/12 oz., "S"		10	26270781	10652985 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$176.60
KETCHUP, 6/#10		3	26270781	10652985 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$105.75
MUFFIN, Choc. Chip, WG, 90/1.9 oz.		4	26270781	10652985 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$140.40
PANCAKE ON A STICK, 56/2.85 oz, "A"		10	26270781	10652985 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$313.30
PORTION PK, Syrup Cups, 100/1.5 oz.		20	26270781	10652985 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$322.20
WATER, Plain, 35/16.9 oz., "A"		54	26270781	10652985 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$308.34
FRUIT SNACKS, Berries & Cherries, 144/1.5 oz., "A"		10	26270781	10652985 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$588.10
RICE KRISPY BAR, WG, Choc Chip, 80/1.3 oz. "A"		9	26270781	10652985 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$321.93
SORBET, Blue Rasp, 96/4 oz., "A" SO		15	26270781	10652985 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$539.10
POTATOES, Hashbrowns, Triangular, 6/5#		20	26270781	10652985 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$692.40

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$6,801.38
Check Group:						
FOOD TRAY, 1/2 lb (8 oz)., 1000 ct.		10	26270855	10612434 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$217.00
BENEFIT BAR, Oatmeal Choc Chip, 48/2.5 oz		4	26270855	10665777 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$100.24
BROOKIE, WG, Wrpd, 96/2 oz., "A"		5	26270855	10665777 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$240.00
BROWNIE, WG, Wrpd, 96/2 oz., "A"		5	26270855	10665777 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$234.55
CHIPS, BKD, Mingles, Zesty Lime Ch, 90/.74 oz. "E"		5	26270855	10665777 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$159.05
CRACKERS, Cheeze-It, WG, 60/1 oz. "A"		2	26270855	10665777 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$32.12
FRUIT ROLL UPS - Stwby, 96/.5 oz., "A"		5	26270855	10665777 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$143.35
JC, Shelf Stable, Apple, 12/46 oz		2	26270855	10665777 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$95.34
PICKLES, Dill Chips, 1/5 GAL. (1950 sl.)		6	26270855	10665777 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$145.50
PIZZA, Fr. Brd., Pepp., 60/5.19 oz.		5	26270855	10665777 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$301.90
RICE, Parboiled WG Brown, 1/25#		3	26270855	10665777 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$49.38
TORTILLA CHIPS, Unsalted, 1/12#		3	26270855	10665777 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$58.50
TORTILLA, Wrap Tomato Basil, 12", 5/10 ct "S" only		2	26270855	10665777 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$40.08
VINEGAR, White, 4/1 Gal.		1	26270855	10665777 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$13.28

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
SALSA, Medium, 4/1 gal		5	26270855	10665777 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$238.55
					Check #: 181873	
					PO/InvoiceTotal:	$2,068.84
Check Group:						
BREADSTICK, Garlic, No Proof, 240/1.19 oz		4	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$206.24
BRKFST BAR, Hny. Wht., 72/2.5 oz.		50	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$2,028.50
BROOKIE, WG, Wrpd, 96/2 oz., "A"		5	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.615.03000.50.421	$240.00
BROWNIE, WG, Wrpd, 96/2 oz., "A"		10	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.615.03000.50.421	$469.10
CEREAL, LRG., Cinn. Toasters, 48/2 oz. "S"		2	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$55.58
CHIPS, Doritos, Flamas 72/1 oz, "S"		6	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.615.03000.50.421	$161.40
CHIPS, Walking Taco Doritos, NC. 44/1.4 oz "S"		8	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.615.03000.50.421	$182.64
CRACKERS, Cheeze-It, WG, 60/1 oz. "A"		5	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.615.03000.50.421	$80.30
EGG ROLLS, 72/3 oz.		4	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$192.92
EGG, PRESCRAMBLED, frzn, FC, 4/5#		4	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$308.12
FRANKS, Turkey, 1/10 lb		10	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$213.10
GRANOLA, WG. Cinn, 4/50 oz.		2	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$88.02
PANCAKE ON A STICK, 56/2.85 oz, "A"		5	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$156.65

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
PORTION PK, Taco Sauce, 500/9 gm.		2	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$16.68
RICE KRISPY BAR, WG, 80/1.41 oz. "A"		5	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.615.03000.50.421	$178.85
RICE, Parboiled WG Brown, 1/25#		3	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$49.38
VEG, PEAS, 1/20#, frzn.		2	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$48.92
VINEGAR, White, 4/1 Gal.		1	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$13.28
WATER, Plain, 35/16.9 oz., "A"		51	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.615.03000.50.421	$291.21
STRAW, Jumbo paper, 7 3/4", wrapped, 6/500 ct		3	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$490.32
BAGEL, Cin. Raisin, WG, sl., 72/3 oz		5	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$135.50
BAGEL, Plain, WG, 72/3 oz.		10	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$217.50
BREAD, English Muffin, WG, 144, 2 oz.		8	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$326.88
COOKING SPRAY, Butter Flv, 6/17 oz		2	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.610.03000.50.421	$70.70
RICE KRISPY BAR, WG, Choc Chip, 80/1.3 oz. "A"		4	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.615.03000.50.421	$143.08
RICE KRISPY BAR, WG, Confetti, 80/1.3 oz. "A"		15	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.615.03000.50.421	$536.55
GATORADE, Glacier Freeze, 24/12 oz., "S"		10	26270940	WEB-2083461 10/5/2026	600.000.0000.000.3100.615.03000.50.421	$176.60

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Check #: 181873

PO/InvoiceTotal: $7,078.02

Vendor Total: $20,088.22

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
GOPHER	263428					
Check Group:						
Steel Chain Basketball net		8	26270672	IN538693 9/22/2026	100.033.0000.920.1000.610.03302.20.421	$120.72
					Check #: 181874	
					PO/InvoiceTotal:	$120.72
Check Group:						
Textured activity balls, set of 6 (playground)		2	26270857	IN541730 9/30/2026	100.017.0000.100.1000.610.03210.10.421	$58.10
Rainbow SkyBlazer foam discs 9", set of 6 (PE)		5	26270857	IN541730 9/30/2026	100.017.0000.100.1000.610.03210.10.421	$106.60
					Check #: 181874	
					PO/InvoiceTotal:	$164.70
					Vendor Total:	$285.42
HOME DEPOT/GECF	303240					
Check Group:						
M18 18-Volt Lithium-Ion Dual Bay Rapid Battery Charger		1	26270673	WN70227059 9/14/2026	100.033.0000.000.2620.612.03302.20.421	$149.00
					Check #: 181875	
					PO/InvoiceTotal:	$149.00
Check Group:						
885911777018 DEWALT 2100 PSI 1.2 GPM JOBSITE EPW		1	26270885	3021030 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$329.00
					Check #: 181875	
					PO/InvoiceTotal:	$329.00
Check Group:						
5/8X3-7/8 MDF KL20 BASE		16	26270886	1010753 no tax 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$37.76

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11/16X7-1/4 MDF KL377 STOOL		16	26270886	1010753 no tax 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$111.68
LN EXTREME WHITE 10 OZ		1	26270886	1010753 no tax 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$4.48
TAPCON+ 5/16X2-1/4 HWH 15CT		1	26270886	1020045 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$24.97
COBRA TORK 1/2 INX6 IN 2PK		1	26270886	1020045 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$5.97
TOGGLE BOLT 1/4X3 10 PC		2	26270886	1020045 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$15.36
TOGGLED 48" 16W T85000K DIM LED 2 PK		1	26270886	1020045 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$21.48
HDX AA 60PK		1	26270886	1620999 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$19.87
3/4X3/4 PINE LWM206 O/S CRN		16	26270886	20172 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$21.44
ABS CAP		1	26270886	3012979 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$5.98
3/4" SB ELBOW (4-PACK)		1	26270886	3012979 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$44.14
1/2" SB END STOP (4-PACK)		1	26270886	3012979 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$30.96
3/4" SB END STOP (4-PACK)		1	26270886	3012979 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$35.18
10.1OZ SIKABOND CONSTRCTN ADHESIVE		1	26270886	3023586 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$10.47
2X6-8 GDF		3	26270886	3251519 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$28.44
FINISHING WASHER SS #10 25PC		3	26270886	3251519 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$17.91

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
2" COARSE DRYWALL SCREW 1 LB		1	26270886	3251519 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$5.97
TEKS LATH SHARP PT SCREW 8X2" 100 PK		1	26270886	3251519 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$15.76
KPR COMBAT RATCHET 1.25"X16' 1000L		2	26270886	4011597 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$65.96
AVANTI PRO MASONRY BIT SET 14 PC		1	26270886	4011597 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$22.97
ACRYLPRO TILE ADHESIVE 1GAL		1	26270886	4011664 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$20.97
SIMPLEGROUT NATURAL GRAY 1QT		1	26270886	4011664 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$16.97
HINGE F-LESS SOFT INSET 110D-2		1	26270886	4023499 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$13.68
UNB (60W) A19 3CCT WHITE LED 4PK		1	26270886	5020745 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$7.98
MKE SHOCKWAVE RIGHT ANGLE ADAPTER		1	26270886	5023334 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$26.97
SC 4SQ BOX DRAWN 1-1/2"D 1/2"KO		1	26270886	6011398 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$2.78
20A LT ALMOND CMRCL DUPLEX OUTLET		4	26270886	6011398 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$17.52
E420 EMT 1/2" SS CONN PK5		2	26270886	6011398 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$8.46
SC 4SQ BOX DRAWN 1-1/2" D 1/2" KO CKO		2	26270886	6011398 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$5.34
SC 4SQ BOX DRAWN 1-1/2" D 1/2" KO		1	26270886	6011398 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$2.78
1/2" EMT CONDUIT X 10'		10	26270886	6011398 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$65.80

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Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
TAPCON 3/16X1-1/4 HEX HEAD 75 PK		1	26270886	6011398 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$20.97
SC 4SQ COVER FLAT 1/2"KO		1	26270886	6011398 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$1.74
SC 4SQ COVER 1/2" RAISED 1 DUPLEX		4	26270886	6011398 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$14.68
1/2"COMPX3/8"OD COMP STRGHT VALVE		3	26270886	6612398 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$35.94
BEHR PPI 3300 SG DEEP 116OZ		1	26270886	9020261 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$43.98
WSTR PRO NP 1.0 THN AGL SASH ALL PNT		1	26270886	9020261 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$9.97
					Check #: 181875	
					PO/InvoiceTotal:	$863.28
Check Group:						
810016114239 LARGE BOX 26X16X15		4	26270957	2012242 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$11.92
888603036271 TOMCAT SUPER HOLD MOUSE GLUE 4CT		2	26270957	2012242 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$8.94
					Check #: 181875	
					PO/InvoiceTotal:	$20.86
					Vendor Total:	$1,362.14
HUNT PROPANE						
Check Group:						
BULK PROPANE CYL FILL		21.7	26270712	154682 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$77.04
					Check #: 181876	
					PO/InvoiceTotal:	$77.04
					Vendor Total:	$77.04

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
HYDRAULIC INDUSTRIAL SERVICES	318668					
Check Group:						
CYLINDER REPAIR (SCOTT MOWER)		1	26270958	70028 10/5/2026	100.000.0000.000.2650.619.03000.50.421	$450.00
H20116BK EASY COUPLE - POHB HOSE		20	26270958	70029 10/5/2026	100.000.0000.000.2650.619.03000.50.421	$157.60
					Check #: 181877	
					PO/InvoiceTotal:	$607.60
					Vendor Total:	$607.60
IBUYPOWER						
Check Group:						
EBA7N56T05/R7-8700F/RTX 5060TI 16GB/32GB/2TB SSD Computers (4)		4	26270647	quote 120144 9/16/2026	280.631.0000.300.1000.652.03501.30.421	$7,599.96 174
Shipping		1	26270647	quote 120144 9/16/2026	280.631.0000.300.1000.652.03501.30.421	$25.59
Educational Discount		1	26270647	quote 120144 9/16/2026	280.631.0000.300.1000.652.03501.30.421	($519.96)
					Check #: 181878	
					PO/InvoiceTotal:	$7,105.59
					Vendor Total:	$7,105.59
INDIAN HILLS GID	341032					
Check Group:						
JVES DOMESTIC		1	26270006	10292026 10/7/2026	100.000.0000.000.2611.411.03206.10.421	$1,654.67
JVES SPRINKLERS		1	26270006	10292026 10/7/2026	100.000.0000.000.2611.411.03206.10.421	$2,769.33
					Check #: 181879	
					PO/InvoiceTotal:	$4,424.00
					Vendor Total:	$4,424.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
INLAND CHEMICAL AND SUPPLY	341500					
Check Group:						
TISSUE, FACIAL, 30 BX/CASE		8	26270061	1120575-02 9/22/2026	100.000.0000.000.2900.610.03000.50.421	$143.20
					Check #: 181880	
					PO/InvoiceTotal:	$143.20
Check Group:						
MOP HEAD, Blue, w/scrub back		8	26270794	11122054-01 10/2/2026	100.000.0000.000.2900.610.03000.50.421	$88.40
FLOOR PAD 21" WHITE/POLISH, 5/cs		1	26270794	1122054 10/2/2026	100.000.0000.000.2900.610.03000.50.421	$31.12
MOP HEAD, Blue, w/scrub back		4	26270794	1122054 10/2/2026	100.000.0000.000.2900.610.03000.50.421	$44.20
GLOVES - NITRILE POWDER FREE - MEDIUM		100	26270794	1122054 10/2/2026	100.000.0000.000.2900.610.03000.50.421	$797.00
GLOVES - NITRILE POWDER FREE - LARGE		100	26270794	1122054 10/2/2026	100.000.0000.000.2900.610.03000.50.421	$737.00
ELIMINATOR -		72	26270794	1122054 10/2/2026	100.000.0000.000.2900.610.03000.50.421	$353.48
					Check #: 181880	
					PO/InvoiceTotal:	$2,051.20
					Vendor Total:	$2,194.40
INTERBORO PACKAGING CORP						
Check Group:						
GLOVES, Disp. Food Srvc, Med., 1000 ct.		5	26270516	80533 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$47.00
GLOVES, Disp. Food Srvc., Large, 1000CT.		5	26270516	80533 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$47.00
BAG, Sheet Pan Cover, 40" x 48", 250ct.		3	26270516	80533 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$83.46

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 181881	
					PO/InvoiceTotal:	$177.46
					Vendor Total:	$177.46
INTERPRETERS UNLIMITED						
Check Group:						
8/27/26 Professional Language Services Interpreter for IEP at SES		1	26270837	466200 9/28/2026	250.000.0000.200.2000.340.03000.50.421	$210.00
9/4/26 Professional Language Services Interpreter for IEP at SES		1	26270837	466644 9/28/2026	250.000.0000.200.2000.340.03000.50.421	$210.00
					Check #: 181882	
					PO/InvoiceTotal:	$420.00
					Vendor Total:	$420.00
JACKS VALLEY ELEMENTARY	360250					
Check Group:						
Reimburse JVES - FY26 Title IA - Amplify - JVES PO 26270581		1	26270951	26270581 REIMBURSE 10/5/2026	280.633.0000.100.1000.653.03000.50.421	$3,110.10
					Check #: 181883	
					PO/InvoiceTotal:	$3,110.10
					Vendor Total:	$3,110.10
JENSEN PROFESSIONAL SERVICES						
Check Group:						
Invoice # 1009 - Policies		1	26270980	1009 Policy 10/5/2026	280.683.0000.000.2500.340.03000.50.421	$987.00
Invoice # 1010 - Policies		1	26270980	1010 Policy 10/5/2026	280.683.0000.000.2500.340.03000.50.421	$462.00
					Check #: 181884	
					PO/InvoiceTotal:	$1,449.00
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
CLGF assistance - Blanket PO up to $9000. Review and prepare to implement CLGF models		1	26270985	1005 CLGF 10/5/2026	100.000.0000.000.2320.340.03000.50.421	$3,157.00
					Check #: 181884	
					PO/InvoiceTotal:	$3,157.00
					Vendor Total:	$4,606.00
JOSTENS	383676					
Check Group:						
REPLACEMENT DIPLOMA		1	26270693	40101020 9/24/2026	100.051.0000.100.1000.610.03501.30.421	$18.35
					Check #: 181885	
					PO/InvoiceTotal:	$18.35
					Vendor Total:	$18.35
LA PERKS PLUMBING AND HEATING INC						
Check Group:						
CONSUMABLES		1	26270971	899807 10/5/2026	100.000.0000.000.2730.430.03000.50.421	$25.00
MILEAGE		100	26270971	899807 10/5/2026	100.000.0000.000.2730.430.03000.50.421	$200.00
DANIEL 8-14-26		4.5	26270971	899807 10/5/2026	100.000.0000.000.2730.430.03000.50.421	$562.50
					Check #: 181886	
					PO/InvoiceTotal:	$787.50
					Vendor Total:	$787.50
LAKESIDE GLASS INC	440720					
Check Group:						
INSTALL GLASS		1	26270911	50604 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$220.00
REPLACE BROKEN GLASS IN GYM DOOR, 1 EACH +/-8x34 1/4" CLEAR LAMINATED		1.89	26270911	50604 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$39.35

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 181887	
					PO/InvoiceTotal:	$259.35
					Vendor Total:	$259.35
LEXIA LEARNING SYSTEMS LLC						
Check Group:						
Lexia Unlimited Subscription		1	26270480	CI-00956311 9/24/2026	100.015.0000.100.1000.610.03207.10.421	$11,050.00
					Check #: 181888	
					PO/InvoiceTotal:	$11,050.00
					Vendor Total:	$11,050.00
LINGUISTICA 360 INC						
Check Group:						
NEWS IN SLOW FRENCH		1	26270630	Q-08302026 9/24/2026	100.051.0000.100.1000.651.03501.30.421	$137.70
					Check #: 181889	
					PO/InvoiceTotal:	$137.70
					Vendor Total:	$137.70
LUCAS WHITMORE						
Check Group:						
Costco-groceries		1	26270949	sept culinary 10/6/2026	100.031.0000.300.1000.610.03301.20.421	$163.95
Walmart- groceries		1	26270949	sept culinary 10/6/2026	100.031.0000.300.1000.610.03301.20.421	$89.43
Grocery Outlet-groceries		1	26270949	sept culinary 10/6/2026	100.031.0000.300.1000.610.03301.20.421	$8.99
US Foods-groceries		1	26270949	sept culinary 10/6/2026	100.031.0000.300.1000.610.03301.20.421	$192.16
					Check #: 181890	
					PO/InvoiceTotal:	$454.53
					Vendor Total:	$454.53

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MEEKS LUMBER	486741					
Check Group:						
SIMPSON STRONG-TIE TNT 25214H 1/4"X2-1/4" TITEN TURBO CONCREETE SCREW-HEX-100-PC		10	26270905	19202958 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$3.70
HILLMAN FASTENERS 270055 1/4" ZINC USS FLAT WASHER 100PC		10	26270905	19202958 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$1.30
DIABLO DMARG1030 3/16"X4X6" SPEEDEMON RED GRANITE CARBIDE TIPPED HAMMER DRILL		1	26270905	19202958 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$6.99
SIMPSON STRONG-TIE TNT 25214H 1/4"X2-1/4" TITEN TURBO CONCREETE SCREW-HEX-100-PC		2	26270905	19203575 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$0.74
HILLMAN FASTENERS 41096 #14X1" PHILLIPS PAN HEAD SHEET METAL SCREW ZINC 25PC XL PAK		1	26270905	19214634 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$5.99
3M 8210PA1-A SANDING RESPIRATOR		1	26270905	19217095 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$8.99
GRIP-RITE PTN2S1 2" PRIMEGUARD EXTERIOR SC GRAY 1LB		1	26270905	19221263 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$11.99
RADIATA PINE 1X6X1 CLEAR & BETTER 16/1		16	26270905	19222571 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$67.20
GORILLA 105629 1.88"X30YD HEAVY DUTY DUCT TAPE BLACK		1	26270905	19222585 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$11.99
					Check #: 181891	
					PO/InvoiceTotal:	$118.89
					Vendor Total:	$118.89
MELISSA MCKINNEY						
Check Group:						
STAFF APPRECIATION FOR MES KICTHEN		1	26270853	145385 9/28/2026	600.000.0000.000.3100.612.03000.50.421	$14.98

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
STAFF APPRECIATION FOR SES KITCHEN		1	26270853	99902135810012692280 9/28/2026	600.000.0000.000.3100.612.03000.50.421	$17.50
					Check #: 181892	
					PO/InvoiceTotal:	$32.48
Check Group:						
ITEMS PURCHASED FOR SNP STAFF APPRECIATION		1	26270978	160245 10/5/2026	600.000.0000.000.3100.612.03000.50.421	$23.99
ITEMS PURCHASES FOR SNP STAPP APPRECIATION		1	26270978	175825/020785 10/5/2026	600.000.0000.000.3100.612.03000.50.421	$2.50
					Check #: 181892	
					PO/InvoiceTotal:	$26.49
					Vendor Total:	$58.97
MINDEN ELEMENTARY-493608	493608					
Check Group:						
Amazon basic care cough drops, 140 ct		2	26270912	REIMBURSE SAF 2 10/7/2026	100.017.0000.000.2130.610.03210.10.421	$9.40
American white cross fabric bandages, 1"x3", box of 130		1	26270912	REIMBURSE SAF 2 10/7/2026	100.017.0000.000.2130.610.03210.10.421	$47.99
Amazon Basics children's allergy medicine, 8 oz		1	26270912	REIMBURSE SAF 2 10/7/2026	100.017.0000.000.2130.610.03210.10.421	$9.97
White page holder		1	26270912	REIMBURSE SAF 2 10/7/2026	100.017.0000.100.1000.610.03210.10.421	$11.99
Plastic binding combs, 3/8 in, 200 pack		1	26270912	REIMBURSE SAF 2 10/7/2026	100.017.0000.100.1000.610.03210.10.421	$20.89
Traffic cone sleeve w/ pockets, set of 8		1	26270912	REIMBURSE SAF 2 10/7/2026	100.017.0000.100.1000.610.03210.10.421	$21.99

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Left-handed kids scissors 5", 6 pack		1	26270912	REIMBURSE SAF 2 10/7/2026	100.017.0000.100.1000.610.03210.10.421	$9.99
Stainless steel sports whistles w/ lanyards, 24 ct		1	26270912	REIMBURSE SAF 2 10/7/2026	100.017.0000.100.1000.610.03210.10.421	$9.99
					Check #: 181893	
					PO/InvoiceTotal:	$142.21
Check Group:						
The very hungry caterpillar sensory bin (Jacobsen)		1	26270913	REIMBURSE SAF 10/7/2026	100.017.0000.100.1000.610.03210.10.421	$13.99
Outer space sensory bin (Jacobsen)		1	26270913	REIMBURSE SAF 10/7/2026	100.017.0000.100.1000.610.03210.10.421	$14.97
Mermaid sensory bin (Jacobsen)		1	26270913	REIMBURSE SAF 10/7/2026	100.017.0000.100.1000.610.03210.10.421	$19.99
Dinosaur dig sensory bin (Jacobsen)		1	26270913	REIMBURSE SAF 10/7/2026	100.017.0000.100.1000.610.03210.10.421	$21.55
Montessori sensory toys (Jacobsen)		1	26270913	REIMBURSE SAF 10/7/2026	100.017.0000.100.1000.610.03210.10.421	$30.99
Light filter overlays, 10 ct (Miller)		1	26270913	REIMBURSE SAF 10/7/2026	100.017.0000.100.1000.610.03210.10.421	$7.56
2 pocket file folders, green, 60 ct (Leonis/Senger)		1	26270913	REIMBURSE SAF 10/7/2026	100.017.0000.100.1000.610.03210.10.421	$21.84
					Check #: 181893	
					PO/InvoiceTotal:	$130.89
					Vendor Total:	$273.10
MODEL DAIRY LCC	502616					
Check Group:						
JC, Juice, Apple, 40/4.23 oz,		140	26270795	59759815 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$1,226.40

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
JC, Juice, Fruit Punch, 40/4.23 oz.		100	26270795	59759815 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$876.00
					Check #: 181894	
					PO/InvoiceTotal:	$2,102.40
					Vendor Total:	$2,102.40
MOUNTAIN STATE SCHOOLBOOK DEPO	503753					
Check Group:						
Words Thier Way Clsm 2019 Letter Name Vol 1		25	26270240	514-269-708 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$249.26
Words Their Way Clsm 2019 Syllables/Affixes Vol 1		20	26270240	514-269-708 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$199.40
Words Their Way Classroom Emergent Early Learning Letter Name		42	26270240	514-270-395 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$418.75 182
Words Their Way Clsm 2019 Within Word Patterns Vol 1		30	26270240	514-270-395 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$299.11
Words Their Way Clsm 2019 Syllables/Affixes Vol 2		60	26270240	514-270-395 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$598.21
Words Their Way Clsm 2019 Derivational Relations		70	26270240	514-270-395 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$697.92
					Check #: 181895	
					PO/InvoiceTotal:	$2,462.65
Check Group:						
Words Their Way Clsm 2019 Letter Name Vol 2		20	26270243	514-269-711 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$199.40
Words Their Way Clsm 2019 Syllables/Affixes Vol 1		10	26270243	514-269-711 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$99.70
Words Their Way Clsm 2019 Syllables/Affixes Vol 2		10	26270243	514-269-711 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$99.70
Words Their Way Clsm 2019 Derivational Relations		10	26270243	514-269-711 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$99.71

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Words Their Way Clsm 2019 Letter Name Vol 1		30	26270243	514-270-397 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$299.11
Words Their Way Clsm 2019 Within Word Patterns Vol 1		50	26270243	514-270-397 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$498.52
Words Their Way Clsm 2019 Within Word Patterns Vol 2		50	26270243	514-270-397 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$498.51
					Check #: 181895	
					PO/InvoiceTotal:	$1,794.65
Check Group:						
Words Their Way Clsm 2019 Derivational Relations		40	26270244	514-269-712 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$398.81
Words Their Way Clsm 2019 Letter Name Vol 1		46	26270244	514-270-398 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$458.63
Words Their Way Clsm 2019 Letter Name Vol 2		20	26270244	514-270-398 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$199.41
Words Their Way Clsm 2019 Within Word Patterns Vol 1		100	26270244	514-270-398 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$997.03
Words Their Way Clsm 2019 Within Word Patterns Vol 2		125	26270244	514-270-398 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$1,246.28
Words Their Way Clsm 2019 Syllables/Affixes Vol 2		30	26270244	514-270-398 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$299.11
Words Their Way Clsm 2019 Syllables/Affixes Vol 1		30	26270244	514-270-398 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$299.10
					Check #: 181895	
					PO/InvoiceTotal:	$3,898.37
Check Group:						
Words Their Way Classroom Emergent Early Letter Name		15	26270245	514-269-713 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$149.55
Words Their Way Clsm 2019 Letter Name Vol 2		20	26270245	514-270-399 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$199.41

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Words Their Way Clsm 2019 Within Word Patterns Vol 1		40	26270245	514-270-399 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$398.81
Words Their Way Clsm 2019 Within Word Patterns Vol 2		40	26270245	514-270-399 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$398.81
Words Their Way Clsm 2019 Syllables/Affixes Vol 1		25	26270245	514-270-399 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$249.26
Words Their Way Clsm 2019 Syllables/Affixes Vol 2		25	26270245	514-270-399 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$249.26
Words Their Way Clsm 2019 Derivational Relations		20	26270245	514-270-399 9/15/2026	100.000.0000.100.1000.640.03000.50.421	$199.40
					Check #: 181895	
					PO/InvoiceTotal:	$1,844.50
Check Group:						
GLN Geometry OL e TE 1 Yr		1	26270536	514-270-293 9/15/2026	100.000.0000.000.2210.653.03000.50.421	184 $38.28
					Check #: 181895	
					PO/InvoiceTotal:	$38.28
					Vendor Total:	$10,038.45
MOUNTAIN WEST CONSTRUCTION, INC.						
Check Group:						
MATERIALS - DRESSLER PIT 8/12/26 - 4 YD BOBTAIL (1 LOAD) HAULED BY JOHN TOBIAS		4	26270702	9913 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$32.00
MATERIALS - DRESSLER PIT - 8/12/26 - 3 YD BOBTAIL (1 LOAD) HAULED BY JOHN TOBIAS		3	26270702	9913 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$24.00
					Check #: 181896	
					PO/InvoiceTotal:	$56.00
					Vendor Total:	$56.00
NAPA						
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
SEAL/LEAD ACID BATTERY		1	26270697	249330 10/2/2026	100.000.0000.000.2630.610.03000.50.421	$106.19
PART NUMBER 781144 - BATTERY CABLES		1	26270697	254035 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$13.49
PART NUMBER 301-726B CAP SCREW		1	26270697	254092 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$2.06
					Check #: 181897	
					PO/InvoiceTotal:	$121.74
Check Group:						
7145 NAPAGOLD OIL FILTER (#503)		1	26270888	255982 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$5.45
2100332 NAPA OIL FILTER (#547)		1	26270888	256094 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$4.98
2200859 AIR FILTER (#547)		1	26270888	256094 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$13.08
2230320 CABIN FILTER (#547)		1	26270888	256094 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$11.78
704-1448 DRAIN PLUG GASKETS (#547)		1	26270888	256137 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$1.47
92-4006M TPMS SENSOR (#547)		1	26270888	256645 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$39.75
7356 NAPAGOLD OIL FILTER (#309)		1	26270888	256765 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$5.45
2188 AIR FILTER (#309)		1	26270888	256765 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$13.12
03309 EXHAUST HARDWARE (#519)		1	26270888	256850 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$37.55
MS97083 EXH MANI GASKET SET (#519)		1	26270888	256850 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$60.79
CTPLUG08125M PLUG TAP, METRIC, 8MM (#519)		1	26270888	257344 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$5.99

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
29883 AIR FILTER PRO SELECT (#520)		1	26270888	257592 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$10.98
21372 OIL FIL (#520)		1	26270888	257592 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$4.43
22487 AIR FILTER (#500)		1	26270888	258218 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$13.45
21042 OIL FILTER (#500)		1	26270888	258218 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$3.77
38-1191 REMAN STEERING PUMP (#500)		1	26270888	258273 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$95.09
38-1191 CORE DEPOSIT		1	26270888	258273 10/2/2026	100.000.0000.000.2650.619.03000.50.421	$67.00
					Check #: 181897	
					PO/InvoiceTotal:	$394.13
Check Group:						
91074 HOSE STOP (HOSE REEL)		1	26270889	255932 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$16.36
7059 NAPAGOLD OIL FILTER		2	26270889	256126 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$21.86
112628 MOBIL 1 OIL QT 0W40		12	26270889	256126 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$179.88
75516 NAPA FS 0W16 QT		12	26270889	256150 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$131.88
25-080806HD FLEETRUNNER BELT		2	26270889	256700 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$128.84
25-080885HD V-RIBBED BELT		1	26270889	257237 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$94.13
25-9570HS FLEETRUNNER BELT		1	26270889	257237 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$47.04
16067 PS WINSHLD REPAIR KT		2	26270889	258083 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$37.98

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
BP9008-N BLISTER PACK CAPSULES		4	26270889	258473 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$87.96
7% INVOICE CHARGE TO SPED		1	26270889	258473 10/2/2026	100.000.0000.000.2730.619.03000.50.421	($52.22)
7% INVOICE CHARGE TO SPED		1	26270889	258473 10/2/2026	250.000.0000.200.2730.619.03000.50.421	$52.22
					Check #: 181897	
					PO/InvoiceTotal:	$745.93
Check Group:						
16067 PX WINDSHLD REPAIR KIT		2	26270966	259057 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$37.98
82195 PX 82195 ULTRA GREY C		2	26270966	259233 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$53.98
24105 PX ULTRA BLACK SILICO		1	26270966	259233 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$28.99
					Check #: 181897	
					PO/InvoiceTotal:	$120.95
Check Group:						
SG8523X SILENTGUARD BRK PADS (#532)		1	26270967	258974 10/6/2026	100.000.0000.000.2650.619.03000.50.421	$43.99
27060 PRO SELECT OIL FILTER (STOCK)		3	26270967	259020 10/6/2026	100.000.0000.000.2650.619.03000.50.421	$11.31
500027 NAPA GOLD AIR FILTER (#309)		1	26270967	259312 10/6/2026	100.000.0000.000.2650.619.03000.50.421	$35.69
1361 OIL FIL (#309)		1	26270967	259312 10/6/2026	100.000.0000.000.2650.619.03000.50.421	$5.84
1334 OIL FIL (#309)		1	26270967	259312 10/6/2026	100.000.0000.000.2650.619.03000.50.421	$5.45
1056 OIL FIL (#210)		1	26270967	259421 10/6/2026	100.000.0000.000.2650.619.03000.50.421	$12.21

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6449 AIR FIL (#210)		1	26270967	259421 10/6/2026	100.000.0000.000.2650.619.03000.50.421	$17.08
078 POWER1 4T 10W40 QT		4	26270967	259421 10/6/2026	100.000.0000.000.2650.619.03000.50.421	$67.96
					Check #: 181897	
					PO/InvoiceTotal:	$199.53
					Vendor Total:	$1,582.28
NASS						
Check Group:						
Nevada Association of School Superintendents Annual Dues - 2026-2027 School Year based on 2025-2026 NV Report Card Student Enrollment - 4,731		1	26270945	00-000074 10/5/2026	100.000.0000.000.2320.810.03000.50.421	$5,000.00
					Check #: 181898	188
					PO/InvoiceTotal:	$5,000.00
					Vendor Total:	$5,000.00
NATIONAL ASSOC FOR MUSIC EDUCATION						
Check Group:						
Membership fees		1	26270765	RENEWAL00019 8524 9/23/2026	100.031.0000.910.1000.810.03301.20.421	$150.00
					Check #: 181899	
					PO/InvoiceTotal:	$150.00
					Vendor Total:	$150.00
NEIDA ARELLANO						
Check Group:						
Instructional Funds		1	26270936	AMAZ09182026 10/5/2026	100.014.0000.100.1000.610.03206.10.421	$24.34
					Check #: 181900	
					PO/InvoiceTotal:	$24.34
					Vendor Total:	$24.34

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NEVADA DEPT OF PUBLIC SAFETY						
Check Group:						
INVOICE#013017 FINGERPRINTS AND BACKGROUND CHECKS - EMPLOYEES		1	26270982	013017 10/7/2026	100.000.0000.000.2570.590.03000.50.421	$633.00
					Check #: 181901	
					PO/InvoiceTotal:	$633.00
					Vendor Total:	$633.00
NEVADA STATE DONATED FOOD	554678					
Check Group:						
CHEESE, String, Bulk, 168/1 oz., "A"		7	26270668	27 012101 9/29/2026	600.000.0000.000.3100.610.03000.50.421	$131.60
CHEESE, Shred Cheddar RF, 4/5#		3	26270668	27 012101 9/29/2026	600.000.0000.000.3100.610.03000.50.421	$56.64 189
FRUIT, Frozen Diced Strwbry, Ind. Cups, 96/4 oz		29	26270668	27 012101 9/29/2026	600.000.0000.000.3100.610.03000.50.421	$72.50
					Check #: 181902	
					PO/InvoiceTotal:	$260.74
Check Group:						
CHICKEN NUGGETS, Brd. CHUNK, 161/serv per cs		25	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$1,895.50
CHICKEN PATTY, Brd Brst Filet, Tyson, 132/3.75 oz		15	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$811.35
CHICKEN PATTY, Brd., H&S, WG, 148/3.53 oz		10	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$554.10
CHEESE, American, Sl. 4/5#, 160 sl.		20	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$377.80
CHICKEN, Drumstick Brd WG, 72-113/4-6 oz		25	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$1,462.75
CHICKEN TENDERS, WG, Brd., 110/4.5 oz.		10	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$682.90

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CHEESE, String, Bulk, 168/1 oz., "A"		40	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$752.00
CHEESE SAUCE, Nacho, 6/5# Bags		20	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$906.40
MAC AND CHEESE, RS 6/5# bags, 80/6 oz. serv.		15	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$774.00
CHEESE, Shred Cheddar RF, 4/5#		15	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$283.20
CHALUPA, Beef & Cheese, IW, 72/3.11 oz		10	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$587.60
BEEF PATTY, Charbrl, 240/2 oz.		25	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$1,210.00
TACO, Beef & Cheese, 106/2.27 oz.		15	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$1,097.85 190
CHICKEN, Fajita Strips, 30 lb case		10	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$25.00
FRUIT, Peaches, Diced, 6/#10		25	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$62.50
FRUIT, Pears, Diced, 6/#10		25	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$62.50
SAUCE, TOMATO, Marinara, LS 6/#10		15	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$37.50
FRUIT, Applesauce, Unswt., 6/#10		25	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$62.50
CHICKEN, Sweet & Sour, 176/4 oz, 6/5# bags		15	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$2,224.50
CHICKEN, Teriyaki, RTH, 175/2.8 oz 6/5# bags		20	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$2,707.20
CHICKEN, Mandarin Org., FC, 1.76/3.9 oz., 6/5# bag		20	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$2,701.20

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CHICKEN, General Tso's, FC, 1.76/3.9 oz, 6/5# bag		10	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$1,483.00
HAM, Turkey - Sliced, 1/12#		10	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$299.80
PIZZA, Pepp Stuffed Sandwich, IW, 48/4.46 oz. "A"		30	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$1,110.30
PIZZA, Fiestada, Beef, WG, 72/6/5.44 oz. "S"		15	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$689.25
PIZZA, 16" Four Chz, Sliced, 8 cut, 72/5.13 oz "A"		50	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$2,548.00
PIZZA, 16" Pepp, Sliced, 8 cut, 72/5.13 oz. "A"		50	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$2,676.00
BREADSTICK, RF Cheese BOSCO Stick, 144/2.15 oz.		5	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$209.10 191
BRKFST SUNRISE STICKS, Beef & Cheese 100/2.40 oz.		5	26270736	27 012113 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$269.45
					Check #: 181902	
					PO/InvoiceTotal:	$28,563.25
					Vendor Total:	$28,823.99
NZNMEA	559248					
Check Group:						
Membership dues		1	26270764	1095 9/21/2026	100.031.0000.910.1000.810.03301.20.421	$200.00
					Check #: 181903	
					PO/InvoiceTotal:	$200.00
					Vendor Total:	$200.00
OFFICE DEPOT	568350					
Check Group:						
Office Depot® Brand Lamination Rolls, 27" x 500', Clear, Pack Of 2		2	26270393	478780036001 9/11/2026	100.015.0000.100.1000.610.03207.10.421	$110.86

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					Check #: 181904	
					PO/InvoiceTotal:	$110.86
Check Group:						
Just Basics® Wirebound Notebook, 8" x 10-1/2", Wide Ruled, 70 Sheets, Assorted Colors, Pack Of 6		9	26270562	480532975001 9/24/2026	100.015.0000.100.1000.610.03207.10.421	$60.14
Office Depot® Brand File Folders, 1/3 Cut, Letter Size, 30% Recycled, Manila, Pack Of 100 Folders		2	26270562	480532975001 9/24/2026	100.015.0000.100.1000.610.03207.10.421	$15.13
Bostitch No-Jam Premium Desktop Stapler, Full-Strip, Black, Includes 1,250 Staples, Set Of 12 Staplers		1	26270562	480532975001 9/24/2026	100.015.0000.100.1000.610.03207.10.421	$70.28
Office Depot® Brand Envelopes, 4-1/8" x 9-1/2", Gummed Seal, White, Box Of 500		1	26270562	480532975001 9/24/2026	100.015.0000.100.1000.610.03207.10.421	$11.93
					Check #: 181904	
					PO/InvoiceTotal:	$157.48
Check Group:						
BROTHER HL-L2460DW WIRELESS COMPACT MONOCHROM LASER PRINTER FOR ASPIRE KITCHEN		1	26270782	483073076001 10/7/2026	600.000.0000.000.3100.652.03504.30.421	$207.73
AVERY MARKS A LOT PERMANENT MARKES, LARE DESK-STYLE SIZE, RED FOR WAREHOUSE		2	26270782	483073375001 10/7/2026	100.000.0000.000.2520.610.03000.50.421	$31.98
SHARPIE CHISEL-TIP PERMANENT MARKERS, BLUE, PACK OF 12 FOR WAREHOUSE		2	26270782	483073375001 10/7/2026	100.000.0000.000.2520.610.03000.50.421	$18.56
PENTEL ENERGEL LIQUID GEL PEN REFEILL, NEEDLE POINT FOR SNP OFFICE		1	26270782	483073378001 10/7/2026	600.000.0000.000.3100.612.03000.50.421	$7.18
					Check #: 181904	
					PO/InvoiceTotal:	$265.45

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$533.79
PACIFIC SHREDDING						
Check Group:						
DO SHREDDING		0.2	26270008	5332322 9/23/2026	100.000.0000.000.2510.421.03000.50.421	$13.05
DO SHREDDING		0.2	26270008	5332322 9/23/2026	100.000.0000.000.2510.421.03000.50.421	$13.05
DO SHREDDING		0.2	26270008	5332322 9/23/2026	100.000.0000.000.2510.421.03000.50.421	$13.05
DO SHREDDING		0.2	26270008	5332322 9/23/2026	100.000.0000.000.2510.421.03000.50.421	$13.05
DO SHREDDING		0.2	26270008	5332322 9/23/2026	100.000.0000.000.2320.421.03000.50.421	$13.07
DO SHREDDING		0.2	26270008	5333509 9/30/2026	100.000.0000.000.2510.421.03000.50.421	$13.05
DO SHREDDING		0.2	26270008	5333509 9/30/2026	100.000.0000.000.2510.421.03000.50.421	$13.05
DO SHREDDING		0.2	26270008	5333509 9/30/2026	100.000.0000.000.2510.421.03000.50.421	$13.05
DO SHREDDING		0.2	26270008	5333509 9/30/2026	100.000.0000.000.2510.421.03000.50.421	$13.05
DO SHREDDING		0.2	26270008	5333509 9/30/2026	100.000.0000.000.2320.421.03000.50.421	$13.07
					Check #: 181905	
					PO/InvoiceTotal:	$130.54
Check Group:						
Service 64 gal tote		1	26270657	5330337 9/15/2026	100.015.0000.100.1000.421.03207.10.421	$35.31
					Check #: 181905	
					PO/InvoiceTotal:	$35.31

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Check Group:						
Invoice #5331041 Service		1	26270685	5331041 9/17/2026	100.000.0000.430.1000.810.03504.30.421	$33.00
Transportation		1	26270685	5331041 9/17/2026	100.000.0000.430.1000.810.03504.30.421	$2.31
					Check #: 181905	
					PO/InvoiceTotal:	$35.31
Check Group:						
Shredding Bin Pick-Up		1	26270842	5332229 9/28/2026	100.052.0000.100.1000.421.03502.30.421	$35.31
					Check #: 181905	
					PO/InvoiceTotal:	$35.31
					Vendor Total:	$235.47
PAVION CORP						
Check Group:						
5/4 RICK FREER		4	26270700	PSW-PSI-50495 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$636.00
5/4 TRIP CHARGE		1	26270700	PSW-PSI-50495 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$155.00
					Check #: 181906	
					PO/InvoiceTotal:	$791.00
Check Group:						
LIBRARY DOORS WILL NOT UNLOCK ON THE SCHEDULE, REBOOTED THE ISTAR EDGE PANEL. THE SCHEDULE DID EXECUTE AFTER THE REBOOT, 8/24 RICK FREER		3	26270916	PSW-PSI-59819 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$477.00
TRIP CHARGE		1	26270916	PSW-PSI-59819 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$155.00
					Check #: 181906	
					PO/InvoiceTotal:	$632.00

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$1,423.00
PETERBILT TRUCK PARTS AND EQUIP LLC						
Check Group:						
PROGRAM LOOSE ECM #19, LABOR		1.8	26270974	R101036104:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$395.20
DISPOSAL FEE		1	26270974	R101036104:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$5.00
SHOP SUPPLIES		1	26270974	R101036104:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$29.64
101P/4943134RXCUM MODULE, ELECTRONIC CONTROL		1	26270974	X101349943:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$1,962.16
101P/4943134RXCUM-COR, MODULE, ELECTRONIC CONTROL		1	26270974	X101349943:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$600.00 195
101X/8XC3200VN 24 V 150A BATTERYLESS ALTERNATOR		1	26270974	X101350266:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$1,133.33
101P/4943134RXCUM-COR, CORE RETURN FROM X101349943:01, MODULE, ELECTRONIC CONTROL		1	26270974	X101351014:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	($600.00)
101D/CA5514JAB AIR FILTER		4	26270974	X101351136:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$421.12
101D/FS20176FLG FILTER-FUEL/WATER SEP		1	26270974	X101352259:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$34.50
101D/FF63054NNFLG FILTER - FUEL SPIN ON		3	26270974	X101352259:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$101.61
101D/LF3970FLG FILTER - OIL		2	26270974	X101352259:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$22.38
101D/LF9009FLG FILTER OIL		1	26270974	X101352259:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$32.53
101X/FLTPSF32KK FLEETRITE POWER STEERING 32 OZ		12	26270974	X101352259:02 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$152.64

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
101D/FS19532FLG SEPARATOR-FUEL/WATER		2	26270974	X101352259:03 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$64.34
101X/WNDWASDW20 DRUM W/S WASH 55 GAL		1	26270974	X101354371:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	$274.31
7% INVOICE CHARGE TO SPED		1	26270974	X101354371:01 10/6/2026	100.000.0000.000.2730.619.03000.50.421	($324.01)
7% INVOICE CHARGE TO SPED		1	26270974	X101354371:01 10/6/2026	250.000.0000.200.2730.619.03000.50.421	$324.01
					Check #: 181907	
					PO/InvoiceTotal:	$4,628.76
					Vendor Total:	$4,628.76
QUILL CORPORATION-672544	672544					
Check Group:						196
INVOICE#50248172 SCOTCH TAPE 2 6PK		1	26270737	50248172 9/16/2026	100.000.0000.000.2570.610.03000.50.421	$15.13
					Check #: 181908	
					PO/InvoiceTotal:	$15.13
Check Group:						
Toners for copier in Business Services		1	26270792	50396073 9/22/2026	100.000.0000.000.2510.650.03000.50.421	$763.75
					Check #: 181908	
					PO/InvoiceTotal:	$763.75
					Vendor Total:	$778.88
RALEYS	680718					
Check Group:						
SUNFLOWER SEEDS		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$4.19
CORIANDER SEEDS		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$10.49

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Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
SUMAC		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$11.36
OLIVES		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$14.10
CASHEWS		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$9.29
BROTH		2	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$5.00
COCONUT MILK		2	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$4.96
GARBANZO BEANS		2	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$3.98
HEAVY WHIPPING CREAM		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$5.00
CHICKEN BREASTS		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$15.84
DISCOUNT COUPON		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	($23.00)
BAGS OF NAVELS		2	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$11.98
GRAPEFRUIT		2	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$3.98
3PK OF BUTTER LETTUCE		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$5.49
CILANTRO		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$1.89
FENNEL BULBS		2	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$5.98
GINGER		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$0.95

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Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
AVOCADOS		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$1.66
HONEYDEW		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$4.99
TOMATOES		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$4.89
GREEN ONION		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$1.69
CAULIFLOWER		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$3.99
ITALIAN PARSLEY		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$1.89
RED CHILI PEPPER		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$0.55
PERSONAL WATERMELON		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$2.97
RADICCHIO		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$3.99
MINT		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$2.48
RED ONION		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$1.74
GOAT CHEESE		1	26270943	105540-5000005 10/7/2026	100.052.0000.300.1000.610.03502.30.421	$7.99

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Check #: 181909

PO/InvoiceTotal: $130.31

Vendor Total: $130.31

REFRIGERATION SUPPLIES DISTRIBUTOR 686768

Check Group:

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
REFRIGERANT HFC R-410A 25LB CYLINDER AZ-20		1	26270799	13688375-00 CYL DEP 10/7/2026	100.000.0000.000.2620.610.03000.50.421	$500.00
REFRIGERANT HFC R-410A 25LB CYLINDER AZ-20		2	26270799	13703664-00 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$450.00
REFRIGERANT HFC R-404A 24LB CYLINDER HP-62		2	26270799	13703664-00 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$852.00
GRIPNOTCH BELT BX-55		4	26270799	13703664-00 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$101.88
SERIES "358" GRIPNOTCH BELT 5VX530		2	26270799	13703664-00 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$89.56
					Check #: 181910	
					PO/InvoiceTotal:	$1,993.44
					Vendor Total:	$1,993.44
RENO DRAIN OIL SERVICE						
Check Group:						
SERVICE CHARGE		1	26270965	214160 10/5/2026	100.000.0000.000.2730.613.03000.50.421	$200.00
ANTI-FREEZE COLLECTION		100	26270965	214160 10/5/2026	100.000.0000.000.2730.613.03000.50.421	$250.00
					Check #: 181911	
					PO/InvoiceTotal:	$450.00
					Vendor Total:	$450.00
RONS REFRIGERATION INC						
Check Group:						
LABOR FOR SERVICE CALL - DISTRICT WAREHOUSE MAIN WALK-IN FREEZER		1.5	26270802	44535 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$180.00
TRUCK CHARGE		1	26270802	44535 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$25.00
					Check #: 181912	

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Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$205.00
					Vendor Total:	$205.00
SCARSELLI ELEMENTARY SCHOOL	723269					
Check Group:						
Reimbursement to SES for the purchase of Lexia - Invoice # CI-00956311 - Blaine Spires		1	26270952	LEXIA REIMBURSE 10/5/2026	280.633.0000.100.1000.653.03000.50.421	$11,050.00
					Check #: 181913	
					PO/InvoiceTotal:	$11,050.00
					Vendor Total:	$11,050.00
SIERRA SCOOP						
Check Group:						
INVOICE#49498 ADVERTISING FOR SUBSTITUTE BUS DRIVERS		1	26270871	49498 9/28/2026	100.000.0000.000.2570.540.03000.50.421	$62.89 200
					Check #: 181914	
					PO/InvoiceTotal:	$62.89
					Vendor Total:	$62.89
STEVEN PRUITT	628400					
Check Group:						
REIMBURSEMENT TO STEVE PRUITT FOR DEF FOR BUS 80 TRIP #20008 TO WEST WENDOVER SEPT 24-25, 2026		1	26270960	43915 10/5/2026	100.000.0000.000.2730.626.03000.50.421	$9.62
					Check #: 181915	
					PO/InvoiceTotal:	$9.62
					Vendor Total:	$9.62
SYSCO SACRAMENTO	759590					
Check Group:						
BACON, Turkey Pre-Cooked, 600 Slices		4	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$427.28

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
BAGEL, Everything, 72/3 oz.		3	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$98.88
BREAD, Rolls, WW, heat & bake, 240/1.5 oz		10	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$426.40
CEREAL SNACK, Chex Mix, Cheddar, 60/.92 oz. "A"		1	26270656	631681420 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$28.45
CEREAL SNACK, Strawberry, 60/1.03 oz. "A"		2	26270656	631681420 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$56.90
CEREAL, Coco Puffs, RS, 96/1 oz.		3	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$122.88
CEREAL, LRG., Marsh Matey's, 60/2 oz. "S"		4	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$117.40
CHEESE, Cream LF, 10/3#, MKT.		1	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$73.15
CHIPS, BKD, Lrg., Reg., 64/1.125 oz., "S"		2	26270656	631681420 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$84.76
CHIPS, Cheeto Cheese Puff, RF, 72/.7 oz. "A"		2	26270656	631681420 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$53.42
CHIPS, Doritos, Cool Rnch, RF, 72/1 oz., "A"		2	26270656	631681420 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$53.42
CHIPS, Doritos, Nacho Ch., RF, 72/1 oz "A"		4	26270656	631681420 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$106.84
CHIPS, Flamin' Hot Cheeto, 104/.88 oz. "A"		4	26270656	631681420 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$154.28
CINNAMON ROLL DOUGH, WG, 120/2.5 oz.		5	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$179.35
COOKIES, Mini Choc Chip. WG, 80/1.22 oz "A"		10	26270656	631681420 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$360.90
DRESSING, Ranch Mix, 18/3.2 oz.		2	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$57.18

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
FRUIT, Frozen Puree Mango, 6/30 oz.		2	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$149.48
FRUIT, Frozen Puree Strawberry, 6/30 oz.		2	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$157.90
FRUIT, Strawberries, Frzn., 2/5#		2	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$54.32
JC, Tropicana, Apple, 24/10 oz. "S"		4	26270656	631681420 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$106.92
KETCHUP, Cryovac Pouch, 2/1.5 gal.		3	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$72.63
LID, for 4 oz Portion cup, 2400 ct. (#31190)		2	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$53.04
MUFFIN TOPS, Double Choc. WG, 120/3.2 oz.		5	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$348.05
MUSTARD, Cryovac Pouch, 2/1.5 gal.		1	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$22.93
PAN COATING, Aerosol, 6/17 oz.		1	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$18.69
RIB-B-QUE, 100/2.5 oz		4	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$256.84
ROAST BEEF, Sliced, Cooked, 6/2#,		2	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$245.94
SEASONING, Taco, 6/9 oz.,		4	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$93.88
SWITCH JUICE, Blk Cherry, 24/7.5 oz "A"		25	26270656	631681420 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$304.75
SWITCH JUICE, Strwby Watermelon, 24/7.5 oz "A"		25	26270656	631681420 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$323.00
TORTILLAS, Flour, 10', 16/12 ct. 192 ct.		5	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$177.90

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
TURKEY/HAM, Diced combo 4/5#		1	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$67.65
UNCRUSTABLE, SunButter and Jelly, 96/2.8 oz, IW		1	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$76.58
VANILLA, Immit., 6/16 oz		2	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$8.80
YOGURT, GOGURT, LF, Strawberry, 96/2 oz.		5	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$174.45
SOUP, Tomato, 12/50 oz.,		10	26270656	631681420 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$449.70
					Check #: 181916	
					PO/InvoiceTotal:	$5,564.94
Check Group:						203
TEA, CHAI SF 6/32 oz "HS"		5	26270727	631695987 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$177.80
WATER, Sparkling Mango, 24/12 oz. "S"		2	26270727	631695987 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$25.86
WATER, Sparkling Peach Pear, 24/12 oz. "S"		2	26270727	631695987 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$35.52
POTATOES, Oven Fries, Oven Ready 6/5#		10	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$414.70
CEREAL, Cinnamon Toasters, 96/1 oz.		3	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$124.20
CEREAL, Marsh Mateys, 96 ct.		3	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$88.05
CHEESE PUFF, Pirate's Booty, 72/.75 oz. "A" SO		5	26270727	631695987 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$106.00
CHIPS, BKD, Lrg., Reg., 64/1.125 oz., "S"		2	26270727	631695987 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$84.76
CHIPS, Doritos, Nacho Ch., RF, 72/1 oz "A"		2	26270727	631695987 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$53.42

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
CINNAMON ROLL DOUGH, WG, 120/2.5 oz.		5	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$179.35
CONTR, 4 oz. Portion Cup, 3000ct. (lid=31202)		3	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$134.55
CRACKERS, Graham, Honey, WG, 150/1 oz.		4	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$102.48
FRENCH TOAST STICKS, 12/2#		12	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$657.48
JC, Tropicana, Apple, 24/10 oz. "S"		6	26270727	631695987 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$160.38
KETCHUP, Cryovac Pouch, 2/1.5 gal.		3	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$72.63
FRANKS, Turkey, 1/10 lb		5	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$125.95
PIZZA, Fr. Brd., Ch., 60/5.2 oz.		15	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$845.70
PRETZEL, Tiny Twist, 120/.5 oz., "A"		2	26270727	631695987 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$54.18
RINSE AID/Dry Solid, 2/2.5#		2	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$544.00
SAUCE, Sweet & Sour, 2/1 gal., 128 serv.		1	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$34.88
SUGAR, Powdered, 1/25#		3	26270727	631695987 9/22/2026	600.000.0000.000.3100.610.03000.50.421	$81.72
SWITCH JUICE, Kiwi, 24/7.5 oz "A"		25	26270727	631695987 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$323.00
SWITCH JUICE, Orange Tang., 24/7.5 oz. "A"		25	26270727	631695987 9/22/2026	600.000.0000.000.3100.615.03000.50.421	$304.75

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Check #: 181916

PO/InvoiceTotal: $4,731.36

Check Group:

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
BAGEL, Everything, 72/3 oz.		10	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$329.60
CEREAL, LRG Trix, RS, 60/2 oz. "S"		3	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$151.47
CEREAL, LRG., Cocoa Puffs, 60/2 oz "S"		3	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$151.47
CHEESE PUFF, Pirate's Booty, 72/.75 oz. "A" SO		5	26270820	631709762 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$181.70
CHEESE, Cream LF, 10/3#, MKT.		2	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$146.30
CHIPS, BKD, Sm bag, BBQ, 60/.875 oz. "E"		2	26270820	631709762 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$44.50
CHIPS, Flamin' Hot Cheeto, 104/.88 oz. "A"		4	26270820	631709762 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$154.28
COFFEE, COLD BREW, 6/32 oz. "HS"		5	26270820	631709762 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$455.55
COOKIES, Mini Choc Chip. WG, 80/1.22 oz "A"		6	26270820	631709762 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$216.54
CRACKERS, Graham, Honey, WG, 150/1 oz.		2	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$51.24
DRESSING, Ranch Mix, 18/3.2 oz.		2	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$57.18
FRUIT, Frozen Puree Mango, 6/30 oz.		2	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$149.48
FRUIT, Frozen Puree Peach, 6/30 oz.		1	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$66.32
FRUIT, Frozen Puree Strawberry, 6/30 oz.		1	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$78.95
GATORADE, Grape, 24/12 oz., "S"		5	26270820	631709762 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$84.70

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
JC, Tropicana, Apple, 24/10 oz. "S"		5	26270820	631709762 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$133.65
MEAT STICK, Chicken, BBQ, 144/1 oz., "S"		5	26270820	631709762 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$634.20
MEAT STICK, Chicken, Smokehouse, 144/1oz., "S"		5	26270820	631709762 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$634.20
PAN LINER, Parchment, 1/1000 ct.		5	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$307.85
SAUCE, BBQ Cryovac Pouch, 2/1.5 gal.		2	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$76.66
SOLITAIRE, Hand Solid, Soap for 3 Comp Sink, 4/5#		2	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$394.10
SUGAR, Powdered, 1/25#		3	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$81.72
SWITCH JUICE, Fruit Punch, 24/7.5 oz "A"		25	26270820	631709762 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$395.50
SYRUP, Coffee, Vanilla SF, 12/Btl 750 mL "HS"		12	26270820	631709762 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$67.08
TEA, CHAI SF 6/32 oz "HS"		3	26270820	631709762 9/28/2026	600.000.0000.000.3100.615.03000.50.421	$106.68
TURKEY/HAM, Diced combo 4/5#		1	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$67.65
VEG, ONION RINGS, WG, Oven Ready 6/4#		5	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$269.45
YOGURT, GOGURT, LF, Strawberry, 96/2 oz.		4	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$139.56
SPICE, CINNAMON, Grnd.		1	26270820	631709762 9/28/2026	600.000.0000.000.3100.610.03000.50.421	$6.91

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Check #: 181916

PO/InvoiceTotal: $5,634.49

Vendor Total: $15,930.79

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
TAHOE DOUGLAS DISTRICT	760558					
Check Group:						
WHS QUARTERLY SEWER		1	26270012	10312026 10/5/2026	100.000.0000.000.2611.411.03502.30.421	$9,115.40
ZCES QUARTERLY SEWER		1	26270012	10312026 10/5/2026	100.000.0000.000.2611.411.03202.10.421	$6,806.15
					Check #: 181917	
					PO/InvoiceTotal:	$15,921.55
					Vendor Total:	$15,921.55
TAHOE SUPPLY						
Check Group:						
Vectair V-FLow dispenser		3	26270337	1166908 10/5/2026	100.033.0000.000.2620.610.03302.20.421	$49.50
Vectair V-air flow citrus mango		1	26270337	1166908 10/5/2026	100.033.0000.000.2620.610.03302.20.421	$49.99
Fuel Surcharge		1	26270337	1166908 10/5/2026	100.033.0000.000.2620.610.03302.20.421	$3.00
					Check #: 181918	
					PO/InvoiceTotal:	$102.49
Check Group:						
FOR MES: CASTER 2-1/2 GREAY ULTRAT LOW RESISTANCE		2	26270587	1167794 10/7/2026	100.000.0000.000.2610.610.03210.10.421	$118.80
DELAMO VINYL BAG YELLOW FOR JANITOR CART		1	26270587	1167794 10/7/2026	100.000.0000.000.2610.610.03210.10.421	$48.06
					Check #: 181918	
					PO/InvoiceTotal:	$166.86
Check Group:						
VIBE PRO-LINEN BREEZE AIR		2	26270588	1167796 10/2/2026	100.000.0000.000.2610.610.03501.30.421	$139.00

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Voucher Detail Listing

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
FOR DHS: FLOOR PAD 27" WHITE/BUFF		2	26270588	1167796-01 10/2/2026	100.000.0000.000.2610.610.03501.30.421	$137.11
					Check #: 181918	
					PO/InvoiceTotal:	$276.11
Check Group:						
MVP99003A BIG MOUTH RH BLUE		1	26270724	1168264 10/5/2026	100.000.0000.000.2730.610.03000.50.421	$18.14
FUEL CHARGE		1	26270724	1168264 10/5/2026	100.000.0000.000.2730.610.03000.50.421	$3.00
MVP99003A BIG MOUTH RH BLUE		1	26270724	1169065 10/5/2026	100.000.0000.000.2730.610.03000.50.421	$18.14
FUEL CHARGE		1	26270724	1169065 10/5/2026	100.000.0000.000.2730.610.03000.50.421	$3.00
						208
					Check #: 181918	
					PO/InvoiceTotal:	$42.28
Check Group:						
NEUTRAL DISINFECTANT - NAVIGATOR #61		9	26270772	1168389 9/25/2026	100.000.0000.000.2900.610.03000.50.421	$525.42
ENZYME FLOOR CLEANER 2/2L		10	26270772	1168389 9/25/2026	100.000.0000.000.2900.610.03000.50.421	$524.23
MOP HEAD, 5" Orange w/scrub back, 12/cs		1	26270772	1168389 9/25/2026	100.000.0000.000.2900.610.03000.50.421	$74.40
LINERS - 38 X 58 (60 GALLON) - 100/cs		64	26270772	1168389 9/25/2026	100.000.0000.000.2900.610.03000.50.421	$2,108.59
NEUTRAL DISINFECTANT - NAVIGATOR #61		6	26270772	1168389-01 9/25/2026	100.000.0000.000.2900.610.03000.50.421	$350.28
ENZYME FLOOR CLEANER 2/2L		5	26270772	1168389-01 9/25/2026	100.000.0000.000.2900.610.03000.50.421	$262.12
					Check #: 181918	
					PO/InvoiceTotal:	$3,845.04

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Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Check Group:						
TOWELS ROLLED/CASE of 6 - Natural		100	26270908	1169417 10/2/2026	100.000.0000.000.2900.610.03000.50.421	$4,687.00
					Check #: 181918	
					PO/InvoiceTotal:	$4,687.00
Check Group:						
CHAIN GROUNDING 10"		1	26270963	1161489 10/7/2026	100.000.0000.000.2610.610.03210.10.421	$8.50
FUEL CHARGE		1	26270963	1161489 10/7/2026	100.000.0000.000.2610.610.03210.10.421	$3.00
HOSE DRAIN W/PLUG 31.91" L		1	26270963	1162099 10/7/2026	100.000.0000.000.2610.610.03000.50.421	$48.60
HOSE 1.5"ID 38.50"L SQUEEGEE VAC HOSE		1	26270963	1162099 10/7/2026	100.000.0000.000.2610.610.03000.50.421	$39.99
LABOR - ALLEN VILLA		1	26270963	1162099 10/7/2026	100.000.0000.000.2610.430.03209.10.421	$95.00
TRIP CHARGE - ALLEN		1	26270963	1162099 10/7/2026	100.000.0000.000.2610.610.03000.50.421	$95.00
FUEL CHARGE		1	26270963	1162099 10/7/2026	100.000.0000.000.2610.610.03000.50.421	$3.00
ELBOW PACKEDAGED ANTISTATIC NW 2K		1	26270963	1164078-01 10/7/2026	100.000.0000.000.2610.610.03302.20.421	$50.00
NANO EDGE STARTER PAD KIT		1	26270963	1164079-014 10/7/2026	100.000.0000.000.2610.610.03501.30.421	$107.61
NANO PREP SCRUB PAD 60/CS		1	26270963	1164079-014 10/7/2026	100.000.0000.000.2610.610.03501.30.421	$137.72
FLOOR PAD 20" X-OUT MELAMINE CS/5		1	26270963	1164079-02 10/7/2026	100.000.0000.000.2610.610.03501.30.421	$156.69
BELT 2S 5MM HTD DUO DRIVE		1	26270963	1165130 10/7/2026	100.000.0000.000.2610.610.03301.20.421	$60.46

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
JET BODY MINI PROMAX BODY		1	26270963	1165130 10/7/2026	100.000.0000.000.2610.610.03301.20.421	$6.47
JET MINI PROMAX 11004		1	26270963	1165130 10/7/2026	100.000.0000.000.2610.610.03301.20.421	$39.38
WASHER 7/16X3/4X.19RUBBER		1	26270963	1165130 10/7/2026	100.000.0000.000.2610.610.03301.20.421	$12.41
LABOR-JONATHAN		2.25	26270963	1165130 10/7/2026	100.000.0000.000.2610.430.03301.20.421	$213.75
TRIP CHARGE - JGR		2	26270963	1165130 10/7/2026	100.000.0000.000.2610.610.03301.20.421	$190.00
ELBOW 1/8NPT STREET		1	26270963	1165130 10/7/2026	100.000.0000.000.2610.610.03301.20.421	$14.12
					Check #: 181918	
					PO/InvoiceTotal:	$1,281.70
					Vendor Total:	$10,401.48
THE DOOR COMPANY, LLC						
Check Group:						
EA VON DUPRIN 499 RIM PANIC STRIKES		2	26270809	8092 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$192.10
					Check #: 181919	
					PO/InvoiceTotal:	$192.10
					Vendor Total:	$192.10
TILE OUTLET						
Check Group:						
KEYSTONE MOSAIC 1X1 (12X24 SHEET) DESERT GRAY SPECKLE D200		10	26270914	47616 10/2/2026	100.000.0000.000.2620.610.03000.50.421	$117.20
					Check #: 181920	
					PO/InvoiceTotal:	$117.20
					Vendor Total:	$117.20

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
TIMELY TESTING						
Check Group:						
ONSITE FEE 08/12/2026		1	26270742	30462 9/17/2026	100.000.0000.000.2570.340.03000.50.421	$175.00
RANDOM DOT DRUG SCREEN: KG, AG, MH		3	26270742	30462 9/17/2026	100.000.0000.000.2570.340.03000.50.421	$255.00
RANDOM BREATH ALCOHOL TESTING: AG		1	26270742	30462 9/17/2026	100.000.0000.000.2570.340.03000.50.421	$60.00
					Check #: 181921	
					PO/InvoiceTotal:	$490.00
					Vendor Total:	$490.00
TURF STAR INC	793300					
Check Group:						
63-1770 SPANNER		4	26270961	INV179027 10/5/2026	100.000.0000.000.2650.619.03000.50.421	$84.92
FREIGHT SHIP VIA UPS GRD		1	26270961	INV179027 10/5/2026	100.000.0000.000.2650.619.03000.50.421	$11.70
63-8400 CASTER WHEEL ASM		4	26270961	INV179234 10/5/2026	100.000.0000.000.2650.619.03000.50.421	$355.64
FREIGHT SHIP VIA UPS GRD		1	26270961	INV179234 10/5/2026	100.000.0000.000.2650.619.03000.50.421	$27.97
93-9938 WHEEL ASM		2	26270961	INV180134 10/5/2026	100.000.0000.000.2650.619.03000.50.421	$342.24
FREIGHT SHIP VIA UPS GRD		1	26270961	INV180134 10/5/2026	100.000.0000.000.2650.619.03000.50.421	$25.12
7% INVOICE CHARGE TO SPED		1	26270961	INV180134 10/5/2026	100.000.0000.000.2650.619.03000.50.421	($59.33)
7% INVOICE CHARGE TO SPED		1	26270961	INV180134 10/5/2026	250.000.0000.200.2730.619.03000.50.421	$59.33
					Check #: 181922	

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Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$847.59
					Vendor Total:	$847.59
TYLER TECHNOLOGIES INC						
Check Group:						
Invoice # 025-567033 - Content Manager Core		1	26270988	025-567033 10/7/2026	280.683.0000.000.2500.651.03000.50.421	$1,160.00
					Check #: 181923	
					PO/InvoiceTotal:	$1,160.00
					Vendor Total:	$1,160.00
TYR1 PEST SOLUTIONS						
Check Group:						
COMMERCIAL MONTHLY SERVICE		1	26270810	11368 10/2/2026	100.000.0000.000.2620.430.03000.50.421	$2,850.00 212
					Check #: 181924	
					PO/InvoiceTotal:	$2,850.00
					Vendor Total:	$2,850.00
UNR BOARD OF REGENTS	554725					
Check Group:						
Registration fees for Amy Kidman-Delany to attend the 2026 Mountain Madness Special Education District Administrators meeting July 2026		1	26270733	MM2026-04 9/22/2026	250.000.0000.200.2000.330.03000.50.421	$250.00
					Check #: 181925	
					PO/InvoiceTotal:	$250.00
					Vendor Total:	$250.00
US FOODSERVICE	829060					
Check Group:						
8" Pot Terry Brown Fire - 12 Each		1	26270738	4996523 9/16/2026	240.300.0000.300.1000.610.03501.30.421	$59.45
					Check #: 181926	

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Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$59.45
Check Group:						
Fuel Surcharge		1	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$11.00
9" Mold Plates		1	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$62.59
Cups		1	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$49.19
32oz McCormick's Vanilla Extract		2	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$21.00
1 Tub - Creamy Peanut Butter		1	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$21.18
1 Case - Containers - Brown		1	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$91.59
Baking Chocolate		1	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$139.92
C&H Sugar		1	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$35.90
Enriched Flour - 50LB		2	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$62.22
White Cane Sugar		2	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$101.08
Plain White Forks		3	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$56.37
Lemons		2	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$41.40
Plum Fresh Tomatoes		1	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$21.38
Parmsean Cheese		1	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$103.69

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Voucher Batch Number: 2732 10/08/2026

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Semi-Sweet Chocolate Chips		1	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$146.46
Russet Potatoes		1	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$18.53
Jalapeno Peppers		1	26270800	4950066 9/22/2026	240.300.0000.300.1000.610.03501.30.421	$18.18
					Check #: 181926	
					PO/InvoiceTotal:	$1,001.68
					Vendor Total:	$1,061.13
VELOCITY TRUCK CENTERS						
Check Group:						
261V/SMA 009368 ASSY-SUB, MICROSWITCH & WIRE, PROLO		10	26270890	XA261187442:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$422.90 214
261F/TBB 233032 ICU AMI DIESEL ENGLISH AIR		1	26270890	XA261187763:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$1,102.49
261F/TBB 233032-CORE		1	26270890	XA261187763:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$227.49
INBOUND FREIGHT		1	26270890	XA261187763:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$65.00
261F/TBB THSP21204 SWITCH/HANDLE KIT		15	26270890	XA261187954:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	$530.85
7% INVOICE CHARGE TO SPED		1	26270890	XA261187954:01 10/2/2026	100.000.0000.000.2730.619.03000.50.421	($164.41)
7% INVOICE CHARGE TO SPED		1	26270890	XA261187954:01 10/2/2026	250.000.0000.200.2730.619.03000.50.421	$164.41
					Check #: 181927	
					PO/InvoiceTotal:	$2,348.73
Check Group:						

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
261V/SMA 009368 ASSY-SUB, MICROSWITCH & WIRE, PROLO		10	26270968	XA261188928:01 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$422.90
261F/TBB 180741 SURGE TANK-EFX, 2013		2	26270968	XA261188928:01 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$614.98
7% INVOICE CHARGE TO SPED		1	26270968	XA261188928:01 10/5/2026	100.000.0000.000.2730.619.03000.50.421	($72.65)
7% INVOICE CHARGE TO SPED		1	26270968	XA261188928:01 10/5/2026	250.000.0000.200.2730.619.03000.50.421	$72.65
					Check #: 181927	
					PO/InvoiceTotal:	$1,037.88
					Vendor Total:	$3,386.61
VERIZON WIRELESS						
Check Group:						215
IT		1	26270013	10132026 10/1/2026	100.000.0000.000.2580.534.03000.50.421	$47.52
					Check #: 181928	
					PO/InvoiceTotal:	$47.52
					Vendor Total:	$47.52
VIRGINIA THOMAS						
Check Group:						
CUSTOM T-SHIRT		9	26270379	RIGH08132026 10/5/2026	100.051.0000.100.1000.610.03501.30.421	$180.00
					Check #: 181929	
					PO/InvoiceTotal:	$180.00
					Vendor Total:	$180.00
VISION SERVICE PLAN						
Check Group:						
2026/2027 ADMIN FEES		1	26270014	826086878 10/5/2026	702.000.0000.000.2900.340.03000.50.421	$1,150.80
					Check #: 181930	

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$1,150.80
Check Group:						
2026/2027 CLAIMS		1	26270015	826019497 10/5/2026	702.000.0000.000.2900.591.03000.50.421	$3,117.41
					Check #: 181930	
					PO/InvoiceTotal:	$3,117.41
					Vendor Total:	$4,268.21
VISTA LEARNING NFP						
Check Group:						
EvaluWise License		2	26270847	VLI26-1433 9/29/2026	100.031.0000.000.2400.651.03301.20.421	$43.90
					Check #: 181931	
					PO/InvoiceTotal:	$43.90
					Vendor Total:	$43.90
WHITTELL HIGH SCHOOL	891848					
Check Group:						
reimbursment for the Math Medics Web Based Programs for Jason Henkle		1	26270954	REIMBURSE SAF 10/7/2026	100.052.0000.100.1000.653.03502.30.421	$949.00
reimbusment for 3 invoice for Basketball Officiating		1	26270954	REIMBURSE SAF 10/7/2026	100.052.0000.920.1000.360.03502.30.421	$5,642.42
reinbursment for AP training for Kristin Steinkraus		1	26270954	REIMBURSE SAF 10/7/2026	100.052.0000.100.1000.330.03502.30.421	$799.00
					Check #: 181932	
					PO/InvoiceTotal:	$7,390.42
					Vendor Total:	$7,390.42
WIPI						
Check Group:						
78664 NITRILE GLOVES ORANGE HD L		2	26270979	2609-172891 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$37.98

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
22004 HEXARMOR X1 SAFETY GLASSES CLEAR		10	26270979	2609-172891 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$98.00
22005 HEXARMOR X1 SAFETY GLASSES TINTED		10	26270979	2609-172891 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$95.48
3742 PHILLIPS PAN SM #12X1		25	26270979	2609-172891 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$7.34
13154 WASHER METRIC LOCK Z/P 6.0MM		50	26270979	2609-172891 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$3.39
21811 STRAPS (TY-RAP) NYLON WEATHER 40LBS 9/64" X 5.50		25	26270979	2609-172891 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$10.85
21815 STRAPS (TY-RAP) NYLON WEATHER 50LBS 3/16" X 7.3		25	26270979	2609-172891 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$14.20
9204 PIPE LONG NIPPLE BRASS 3328 X 4		1	26270979	2609-172891 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$3.05
940066 HEAT SHRINK & CRIMP BULLETT TERMINAL, MALE, .156", BLUE, 16-14 GA		30	26270979	2609-172891 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$31.48
940067 HEAT SHRINK & CRIMP BULLETT TERMINA, FEMALE, .156", BLUE, 16-14 GA		25	26270979	2609-172891 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$34.60
18343 FLAP WHEEL (MANDREL MOUNTED) 60 GRIT 1X1		10	26270979	2609-172891 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$51.01
18344 FLAP WHEEL (MANDREL MOUNTED) 80 GRIL 1X1		10	26270979	2609-172891 10/5/2026	100.000.0000.000.2730.619.03000.50.421	$50.84

Check #: 181933

PO/InvoiceTotal: $438.22

Vendor Total: $438.22

ZEPHYR COVE ELEMENTARY 967428

Check Group:

Voucher Detail Listing

Voucher Batch Number: 2732 10/08/2026

Fiscal Year: 2026-2027

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
reimbusment for PreK Phonemic Awareness Bundle from Heggerty		1	26270955	reimburse saf 10/5/2026	100.013.0000.100.1000.640.03202.10.421	$197.39
reimbusment for nurse office supplies		1	26270955	reimburse saf 10/5/2026	100.013.0000.000.2130.610.03202.10.421	$94.20
					Check #: 181934	
					PO/InvoiceTotal:	$291.59
					Vendor Total:	$291.59
					Grand Total:	$369,837.34

End of Report

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Douglas County School District
EMPOWER • PREPARE • INSPIRE • CONNECT

1638 Mono Avenue
Minden, NV 89423
P: 775 • 782 • 5134
F: 775 • 782 • 3162
www.dcsd.net

DATE: October 11, 2026

To: Board Members, Cabinet

From: Susan Estes, Director of Business Services

Re: FY26-27 Budget Adjustment Vouchers

****

The majority of budget adjustment submittals are due to grant budgets that are adjusted outside of the normal budget submittals to the board due to changes in grant funding (e.g., by state or federal agencies), request by responsible grantee to move budget categories, etc. Additionally, many of the grant submittals do not run on the same budget cycle as the district, and funding allocations are revised as approved by grantor.

All budget journal entries are completed by the Director of Business Services upon the approval of the Administrator that is responsible for that budget. This aligns with our purchasing policy adopted by the Board of Trustees.

Budget journal entries #29-37 are included for FY26-27.

ADMINISTRATION
Frankie Alvarado - Superintendent
P: 775 • 782 • 5134

BOARD OF TRUSTEES
David Burns
Katherine Dickerson
Melinda Gneiting
Susan Jansen
Erinn Miller
Yvonne Wagstaff
Marcus Zinke
E: *board@dcsd.k12.nv.us*

EDUCATION SERVICES
Shannon Brown - Executive Director
Leslie Peters - Assistant Director
P: 775 • 782 • 7170

INCLUSIVE EDUCATION
Dr. Cheryl Mayfield - Executive Director
Amy Kidman-Delaney - Assistant Director
P: 775 • 265 • 5262

GRANTS & ACCOUNTABILITY
Ashley Mitchell - Coordinator of Grants
P: 775 • 782 • 5160

HUMAN RESOURCES
Jeannie Dwyer - Executive Director
P: 775 • 782 • 7177

TITLE II-A - FY25-26 FUNDS

From Date: 8/1/2026 To Date: 8/31/2026

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
280.708.0000.100.2213.161.03000.50.421	Extra Duty Pd to Teachers	$6,513.36	$699.72	$699.72	$5,813.64	$493.92	$5,319.72	81.67%
280.708.0000.100.2213.241.03000.50.421	Medicare	$0.00	$10.00	$10.00	($10.00)	$6.15	($16.15)	0.00%
280.708.0000.100.2213.271.03000.50.421	Workers' Compensation	$0.00	$6.29	$6.29	($6.29)	$4.45	($10.74)	0.00%
280.708.0000.100.2213.580.03000.50.421	Employee Only Travel	$24.00	$0.00	$0.00	$24.00	$0.00	$24.00	100.00%
280.708.0000.100.2213.610.03000.50.421	General Supplies	$43.21	$0.00	$0.00	$43.21	$0.00	$43.21	100.00%
280.708.0000.100.2213.893.03000.50.421	Indirect Costs	$6,438.68	$0.00	$0.00	$6,438.68	$0.00	$6,438.68	100.00%
280.708.0000.100.2400.330.03000.50.421	Employee Training & Developmen	$769.00	$0.00	$0.00	$769.00	$0.00	$769.00	100.00%
280.708.0000.100.2500.330.03000.50.421	Employee Training & Developmen	$416.00	$0.00	$0.00	$416.00	$0.00	$416.00	100.00%
	Grand Total:	$14,204.25	$716.01	$716.01	$13,488.24	$504.52	$12,983.72	91.41%

End of Report

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Douglas County School District

Budget Journal Entry

Journal Entry Number 29

Fiscal Year: 2026-2027

Journal Type: Adjustment

GL Entry Date: 08/31/2026 Memo: Amend Title III

Budget Type: FY26-27 WORKING

User ID: 6489.sestes

Reference: BUDGET JOURNAL ENTRY Voucher: 0

Originator: 6489.sestes

Line #	Account	Description	Debit	Credit
1	280.658.0000.420.2213.893.03000.50.421	Indirect Costs	$0.00	($77.25)
2	280.658.0000.420.3300.610.03000.50.421	General Supplies	$0.00	($1,845.31)
3	280.000.4526.000.0000.000.03000.50.107	Title III - LEP	$1,922.56	$0.00
			$1,922.56	($1,922.56)

Total Items Printed: 3

Master Account Entries

Fund	Debits	Credits
280	1,922.56	(1,922.56)
Totals:	1,922.56	(1,922.56)

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End of Report

Douglas County School District

Budget Journal Entry

Journal Entry Number 30

Fiscal Year: 2026-2027

Journal Type: Adjustment

GL Entry Date: 09/21/2026

Memo: Reversing journal entry for journal entry 29

Budget Type: FY26-27 WORKING

User ID: 6489.sestes

Reference: BUDGET JOURNAL ENTRY

Voucher: 0

Originator: 6489.sestes

Line #	Account	Description	Debit	Credit
1	280.000.4526.000.0000.000.03000.50.107	Title III - LEP	$0.00	($1,922.56)
2	280.658.0000.420.2213.893.03000.50.421	Indirect Costs	$77.25	$0.00
3	280.658.0000.420.3300.610.03000.50.421	General Supplies	$1,845.31	$0.00
Total Items Printed:		3	$1,922.56	($1,922.56)

Master Account Entries

Fund	Debits	Credits
280	1,922.56	(1,922.56)
Totals:	1,922.56	(1,922.56)

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End of Report

Douglas County School District

Budget Journal Entry

Journal Entry Number 31

Fiscal Year: 2026-2027

Journal Type: Adjustment

GL Entry Date: 08/31/2026 Memo: Amend Title I-A Grant

Budget Type: FY26-27 WORKING

User ID: 6489.sestes

Reference: BUDGET JOURNAL ENTRY Voucher: 0

Originator: 6489.sestes

Line #	Account	Description	Debit	Credit
1	280.633.0000.100.1000.640.03000.10.421	Books and Periodicals	$2,209.10	$0.00
2	280.633.0000.100.1000.640.03000.50.421	Books and Periodicals	$0.00	($2,209.10)
3	280.633.0000.100.2200.161.03206.10.421	Extra Duty Pd to Teachers	$1,300.00	$0.00
4	280.633.0000.100.2200.161.03302.20.421	Extra Duty Pd to Teachers	$1,300.00	$0.00
5	280.633.0000.100.2200.221.03207.10.421	Social Security Contributions	$111.16	$0.00
6	280.633.0000.100.2213.161.03206.10.421	Extra Duty Pd to Teachers	$0.00	($1,300.00)
7	280.633.0000.100.2213.161.03302.20.421	Extra Duty Pd to Teachers	$0.00	($1,300.00)
8	280.633.0000.100.2213.236.03000.10.421	Retirement Contributions	$0.00	($111.16)
Total Items Printed:		8	$4,920.26	($4,920.26)

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Master Account Entries

Fund	Debits	Credits
280	4,920.26	(4,920.26)
Totals:	4,920.26	(4,920.26)

End of Report

Douglas County School District

Budget Journal Entry

Journal Entry Number 32

Fiscal Year: 2026-2027

Journal Type: Adjustment

GL Entry Date: 09/22/2026 Memo: Amend Early Childhood

Budget Type: FY26-27 WORKING

User ID: 6489.sestes

Reference: BUDGET JOURNAL ENTRY Voucher: 0

Originator: 6489.sestes

Line #	Account	Description	Debit	Credit
1	280.000.4575.000.0000.000.03000.50.107	Early Childhood	$0.00	($18,000.00)
2	280.665.0000.200.1000.610.03000.50.421	General Supplies	$3,300.00	$0.00
3	280.665.0000.200.1000.640.03000.50.421	Books and Periodicals	$68.94	$0.00
4	280.665.0000.200.1000.653.03000.50.421	Web-based Programs	$14,100.00	$0.00
5	280.665.0000.200.1000.893.03000.50.421	Indirect Costs	$531.06	$0.00
Total Items Printed:		5	$18,000.00	($18,000.00)

Master Account Entries

Fund	Debits	Credits
280	18,000.00	(18,000.00)
Totals:	18,000.00	(18,000.00)

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End of Report

Douglas County School District

Budget Journal Entry

Journal Entry Number 33

Fiscal Year: 2026-2027

Journal Type: Adjustment

GL Entry Date: 09/23/2026 Memo: Amend CV Health Donation Grant

Budget Type: FY26-27 WORKING

User ID: 6489.sestes

Reference: BUDGET JOURNAL ENTRY Voucher: 0

Originator: 6489.sestes

Line #	Account	Description	Debit	Credit
1	270.000.1948.000.0000.000.03000.50.107	CV Health Donation - Nurses	$0.00	($4,000.00)
2	270.110.0000.000.2130.610.03000.50.421	General Supplies	$4,000.00	$0.00
			$4,000.00	($4,000.00)

Total Items Printed: 2

Master Account Entries

Fund	Debits	Credits
270	4,000.00	(4,000.00)
Totals:	4,000.00	(4,000.00)

End of Report

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Douglas County School District

Budget Journal Entry

Journal Entry Number 34

Fiscal Year: 2026-2027

GL Entry Date: 09/24/2026 Memo: Move salaries over budget in 2191 to discretionary

User ID: 6489.sestes

Originator: 6489.sestes

Journal Type: Adjustment

Budget Type: FY26-27 WORKING

Reference: BUDGET JOURNAL ENTRY Voucher: 0

Line #	Account	Description	Debit	Credit
1	100.000.0000.000.2191.117.03000.50.421	Salaries of Reg Empl Pd to Other Classified/Supp	$3,708.00	$0.00
2	100.000.0000.000.2191.114.03000.50.421	Salaries of Regular Empl Pd to Licensed Admin	$0.00	($2,324.00)
3	100.000.0000.000.2191.651.03000.50.421	Supplies - IT Software	$0.00	($1,384.00)
Total Items Printed:		3	$3,708.00	($3,708.00)

Master Account Entries

Fund	Debits	Credits
100	3,708.00	(3,708.00)
Totals:	3,708.00	(3,708.00)

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End of Report

Douglas County School District

Budget Journal Entry

Journal Entry Number 35

Fiscal Year: 2026-2027

Journal Type: Adjustment

GL Entry Date: 09/24/2026

Memo: Move budget at WHS to cover expenditures expected

Budget Type: FY26-27 WORKING

User ID: 6489.sestes

Reference: BUDGET JOURNAL ENTRY

Voucher: 0

Originator: 6489.sestes

Line #	Account	Description	Debit	Credit
1	100.052.0000.000.2120.612.03502.30.421	Supplies/Equipment	$900.00	$0.00
2	100.052.0000.100.1000.612.03502.30.421	Supplies/Equipment	$0.00	($900.00)
3	100.052.0000.000.2400.612.03502.30.421	Supplies/Equipment	$2,600.00	$0.00
4	100.052.0000.000.2400.610.03502.30.421	General Supplies	$0.00	($2,600.00)
5	100.052.0000.100.1000.653.03502.30.421	Web-based Programs	$7,000.00	$0.00
6	100.052.0000.100.1000.612.03502.30.421	Supplies/Equipment	$0.00	($7,000.00)
Total Items Printed:		6	$10,500.00	($10,500.00)

Master Account Entries

Fund	Debits	Credits
100	10,500.00	(10,500.00)
Totals:	10,500.00	(10,500.00)

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End of Report

Douglas County School District

Budget Journal Entry

Journal Entry Number 36

Fiscal Year: 2026-2027

Journal Type: Adjustment

GL Entry Date: 09/25/2026 Memo: Add budget for Title I 1003(a) FY25-26 funds

Budget Type: FY26-27 WORKING

User ID: 6489.sestes

Reference: BUDGET JOURNAL ENTRY Voucher: 0

Originator: 6489.sestes

Line #	Account	Description	Debit	Credit
1	280.000.4520.000.0000.000.03000.50.107	Title I - 1003(a) - FY25-26	$0.00	($65,411.48)
2	280.625.0000.100.1000.161.03000.50.421	Extra Duty Pd to Teachers	$44,462.83	$0.00
3	280.625.0000.100.1000.221.03000.50.421	Social Security Contributions	$2,756.70	$0.00
4	280.625.0000.100.1000.231.03000.50.421	Retirement Contributions	$13,590.59	$0.00
5	280.625.0000.100.1000.241.03000.50.421	Medicare	$644.71	$0.00
6	280.625.0000.100.1000.271.03000.50.421	Workers' Compensation	$400.17	$0.00
7	280.625.0000.100.1000.610.03000.50.421	General Supplies	$3,547.13	$0.00
8	280.625.0000.100.1000.893.03000.50.421	Indirect Costs	$9.35	$0.00
Total Items Printed:		8	$65,411.48	($65,411.48)

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Master Account Entries

Fund	Debits	Credits
280	65,411.48	(65,411.48)
Totals:	65,411.48	(65,411.48)

End of Report

Douglas County School District

Budget Journal Entry

Journal Entry Number 37

Fiscal Year: 2026-2027

GL Entry Date: 09/30/2026 Memo: Move salaries from 2322 to 2580

User ID: 6489.sstrople

Originator: 6489.sstrople

Journal Type: Adjustment

Budget Type: FY26-27 WORKING

Reference: BUDGET JOURNAL ENTRY Voucher: 0

Line #	Account	Description	Debit	Credit
1	100.000.0000.000.2580.117.03000.50.421	Salaries of Reg Empl Pd to Other Classified/Supp	$45,094.00	$0.00
2	100.000.0000.000.2322.117.03000.50.421	Salaries of Regular Empl Pd to Licensed Admin	$0.00	($45,094.00)
			$45,094.00	($45,094.00)

Total Items Printed: 2

Master Account Entries

Fund	Debits	Credits
100	45,094.00	(45,094.00)
Totals:	45,094.00	(45,094.00)

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End of Report

Douglas County School District
Board Agenda Item Memo

Date: October 15, 2026

To: DCSD Board of Trustees

From: Terri Willoughby, Chief Financial Officer
Susan Estes, Director of Business Services

Re: Required Submission-Department of Taxation

Requested Action: Accept the attached documents and approve submission to the Department of Taxation.

Background Information: On May 19, 2026, the Nevada Department of Taxation placed Douglas County School District on "Fiscal Watch". Under Nevada law, Fiscal Watch is defined as the monitoring of a local government by the Department of Taxation after the Department determines certain financial risk conditions exist. After an agency is placed on Fiscal Watch, the Department of Taxation and the Committee on Local Government Finance (CLGF) increase their oversight of the organization. At this time, the following items are required to be submitted by the District to the Department on an ongoing basis, along with proof of submission to this Board and their approval and acceptance of the items.

- Monthly Bank Reconciliations
- Monthly Treasurer's Report
- Cash Balances of All Funds
- Written status report on how fiscal practices or budgetary conditions have been corrected and/or improved.

These items are attached to this report for the Board's review and consideration.

Budget Considerations and Impact: **None.**

Recommendation: **Accept this report and the attached documents.**

Key issues for Board Discussion: **Discussion of the effects of Fiscal Watch and the recovery process. The proposed response to Fiscal Watch would be for the District to:**

- **Acknowledge the findings**
- **Develop a written corrective action plan**
- **Establish monthly financial reporting**
- **Strengthen internal controls**
- **Complete all audits and filings on time**
- **Provide regular updates to the Board and State officials**
- **Demonstrate measurable progress within 6-12 months**

Attachment(s):

1. Bank Statements and Reconciliations: September 2026
2. Cashbooks: 25-26
3. Cashbook 26-27
4. GL Cash Reports: September 2026
5. Fiscal Practices and Budgetary Conditions Corrective Action Plan Report

Fiscal Practices and Budgetary Conditions Corrective Action Plan Report: September 2026

Executive Summary

This report updates the District's corrective actions in response to Fiscal Watch by the Nevada Department of Taxation. It covers September 2026 progress and subsequent updates known through October 6, 2026, for the October 15 Board meeting. Work focuses on establishing a reliable financial baseline, strengthening controls, improving forecasts, and providing transparent reporting. Draft policies and procedures are identified separately from implemented actions; projected savings remain subject to verification.

Budget Development and Monitoring

Implement monthly budget-to-actual reviews, department accountability, multi-year forecasting, and expenditure trend analysis.

Update: Monthly budget-to-actual reviews and enrollment, revenue, and expenditure forecasts continue. General Fund and Special Education Fund analyses compare FY 2025–26 expenditures with FY 2026–27 budgets by location, function, and object to identify savings, potential shortfalls, and unbudgeted spending. Administrators have been asked to review personnel budgets and grant-funded coding. Early revenue reductions and a deficit elimination plan have been developed; expenditure review continues. Meetings with school site administrators and department heads have large been complete. Fiscal Year 2026-27 projections are primarily complete.

Financial Reporting and Transparency

Establish monthly closing procedures, reporting calendars, standardized Board reports, and improved budget reporting.

Update: PCFP monitoring and monthly revenue reconciliation procedures have been developed, and reconciliation work has begun. Monthly General Fund reports include prior-year comparisons, enrollment trends, variance explanations, and updated projections. The September report incorporates revenue reductions for amounts not expected to be realized and a $100,000 increase in transfers out to align with the Special Education Fund budget. An audit issues tracker has been drafted. Next steps include completing outstanding reconciliations, documenting reviewer sign-off, and establishing consistent closing and reporting deadlines.

Procurement and Expenditure Controls

Modernize procurement practices, strengthen purchasing compliance, evaluate purchasing cards, and improve vendor management.

Update: The procurement assessment approved by the Board in June remains in progress; completion has not been confirmed. Current processes are being mapped, and contract approval authority remains under review. Simple maintenance contract forms and

procedures have been distributed. Contract approval checklists and supporting-documentation guidance have been developed. Allovue Budget Suite is scheduled for October 15 Board consideration to support budget development and monitoring. Next steps include completing the assessment and prioritizing changes to approvals, purchasing compliance, and vendor management.

Cash Flow and Fund Balance Management

Implement cash flow forecasting, reserve targets, and ongoing monitoring of cash position and fund balances.

Update: A General Fund cash flow model has been developed and updated with July and August actuals. Cash management and interfund loan policy/procedure drafts have been prepared; the Cash Management policy is on the October 15 Board agenda for consideration. Fund balance targets and a deficit elimination framework have been developed. Proposed interest revenue reductions reflect negative cash balances. Next steps include updating cash forecasts monthly, reconciling cash by fund, documenting any interfund support, and tracking recovery against fund balance targets.

Payroll and Staffing Cost Management

Improve position control, staffing analysis, vacancy monitoring, and personnel cost forecasting.

Update: Staffing and salary analyses have been prepared to identify budget pressures, vacancies, extra-duty costs, and positions created or filled outside the approved budget. A Position Control policy, administrative regulation, shared HR/Business Services manual, and introductory guide have been drafted. The policy is on the October 15 Board agenda for consideration. Guidance addresses transfers, FTE changes, job progression, and promotions. Payroll documentation for retroactive and one-time pay has been developed, and labor agreement provisions have been reviewed. Next steps include establishing authorized position records, reconciling them with HR and payroll, and documenting budget approval before staffing changes.

Internal Controls and Compliance

Update procedures, strengthen segregation of duties, improve documentation standards, and conduct compliance reviews.

Update: Work continues to strengthen segregation of duties and documented approvals. Draft tools include a bank reconciliation form with preparer/reviewer sign-off, a financial review approval stamp, and a wire transfer form with requester and approver signatures and GL coding. Health Fund payment and monthly reconciliation procedures have been drafted, including reconciliation of TPA enrollment to payroll and deductions to approved plan rates. Next steps include assigning responsibility, training staff, implementing

approved procedures, and retaining evidence that reconciliations and independent reviews occur consistently.

Key Performance Indicators

Track month-end close timelines, budget variances, procurement compliance, reporting timeliness, fund balance levels, and audit findings.

Update: KPIs are included in monthly financial reports. Next steps include establishing a consistent baseline and targets for close completion, reconciliation completion and review, significant budget variances, enrollment, projected operating results, cash position, fund balance recovery, and audit issue resolution. Each corrective action should identify its responsible owner, target date, and evidence of completion. Financial results and control implementation should both be tracked; preparation of a procedure alone does not demonstrate that it is operating effectively.

Risks and Challenges

Monitor enrollment trends, inflation, staffing challenges, funding uncertainty, and rising benefit costs.

Update: Enrollment decline, PCFP funding uncertainty, negative cash balances, staffing capacity, benefit costs, and self-funded health claims remain significant risks. Enrollment models and ongoing financial reviews support monitoring. The Health Fund Reserve policy has been drafted and is on the October 15 Board agenda for consideration; Health Fund liquidity and potential General Fund support remain under review. Temporary state funding relief should be evaluated separately from recurring revenues and savings in recovery forecasts. Next steps include updating revenue assumptions, monitoring utility and benefit costs, and assessing the sustainability of expenditure reductions.

Conclusion

Continue implementation of corrective actions, with priority on completed reconciliations, verified forecasts, position control, cash management, and documented independent review. Following October 15 Board consideration, implement adopted policies and report progress, unresolved risks, responsible owners, and target dates monthly. Policy drafts, proposed savings, and projected surpluses do not establish that the accumulated deficit has been eliminated or that Fiscal Watch requirements have been satisfied.

Cash Sub-Ledger Detail Report

DCSD - DOUGLAS COUNTY SCHOOL DISTRICT

September/2026				**Month Beg. Bal:**	**$8,000,000.20**
Txn. Date	**Deposit**	**Withdrawl**	**Interest Rcvd**	**Comments**	
9/1/2026	$0.00	$0.00	$30,450.60	Interest Earnings	
9/1/2026	$0.00	$30,450.60	$0.00	INTW	
Month Total:	**$0.00**	**$30,450.60**	**$30,450.60**		
				Month End Bal:	**$8,000,000.20**
Report Total:	**$0.00**	**$30,450.60**	**$30,450.60**		

	Special Education				
25/26		Deposits	Expenses	Abate	Balance
11-Jul	July A/P		2,500.00		-2,500.00
26-Jul	Sp Run A/P		314.21		-2,814.21
29-Jul	Sped Qtr 1	1,074,783.00			1,071,968.79
29-Jul	Sped 13%	5,471.09			1,077,439.88
30-Jul	Sp Run A/P - EFT		1,449.51		1,075,990.37
31-Jul	July Req		61.39		1,075,928.98
31-Jul	July P/R		53,536.60		1,022,392.38
1-Aug	Sp Run A/P		732.76		1,021,659.62
15-Aug	Aug A/P		2,336.75		1,019,322.87
15-Aug	Aug A/P - EFT		1,799.59		1,017,523.28
24-Aug	Sp Run A/P - EFT		3,380.52		1,014,142.76
29-Aug	Reimb from pr yr - ProEd 250.200.2000.340	481.00		481.00	1,014,623.76
29-Aug	Aug Reqs		44.93		1,014,578.83
29-Aug	Aug P/R		812,053.32		202,525.51
26-Sep	Sp Run A/P		1,042.00		201,483.51
26-Sep	Sp Run A/P		9,277.48		192,206.03
26-Sep	Sept A/P - EFT		1,055.60		191,150.43
26-Sep	Sept A/P		1,715.38		189,435.05
26-Sep	Sp Run A/P - EFT		1,844.96		187,590.09
26-Sep	Sp Run A/P		4,249.02		183,341.07
26-Sep	Sp Run A/P - EFT		415.13		182,925.94
30-Sep	Sp Run A/P		1,713.89		181,212.05
30-Sep	JE #99		-575.12		181,787.17
30-Sep	JE #169		-2,584.61		184,371.78
30-Sep	Sept P/R		891,668.70		-707,296.92
3-Oct	Sp Run A/P		1,277.35		-708,574.27
6-Oct	Int on investments - August	656.54			-707,917.73
8-Oct	Oct A/P		19,359.29		-727,277.02
8-Oct	Oct A/P - EFT		619.73		-727,896.75
20-Oct	Sp Run A/P - EFT		3,484.56		-731,381.31
27-Oct	Sp Run A/P		1,343.64		-732,724.95
27-Oct	JE #206		-24,300.00		-708,424.95
30-Oct	Oct Req		121.15		-708,546.10
30-Oct	Oct P/R		871,699.18		-1,580,245.28
30-Oct	Sp Run A/P		7,321.30		-1,587,566.58
3-Nov	State Special Ed	1,074,783.00			-512,783.58
3-Nov	13% - Sped	5,471.09			-507,312.49
4-Nov	Sp Run A/P		3,184.50		-510,496.99
12-Nov	Sp Run A/P		296.73		-510,793.72
12-Nov	Sp Run A/P - EFT		1,511.22		-512,304.94
13-Nov	Nov A/P		12,462.90		-524,767.84
13-Nov	Nov A/P - EFT		1,414.95		-526,182.79
19-Nov	Sp Run A/P - EFT		2,507.53		-528,690.32
19-Nov	Sp Run A/P		3,690.85		-532,381.17
25-Nov	Nov Reqs		11.29		-532,392.46
25-Nov	Nov P/R		857,327.91		-1,389,720.37
25-Nov	JE #311 - Transfer from GF	1,500,000.00			110,279.63
25-Nov	Sp Run A/P		321.18		109,958.45
25-Nov	JE #268		-85.00		110,043.45
5-Dec	Sp Run A/P		621.43		109,422.02
9-Dec	Sp Run A/P		1,540.65		107,881.37
11-Dec	PAES Lab Reimb. - DETR 250.200.1000.112	41,692.28		41,692.28	149,573.65
11-Dec	Dec A/P		21,172.00		128,401.65
11-Dec	Dec A/P - EFT		357.68		128,043.97
11-Dec	JE #339		-20,925.00		148,968.97
17-Dec	Sp Run A/P - EFT		1,448.13		147,520.84
23-Dec	PAES Lab Reimb. - DETR 250.200.1000.112	41,692.28		41,692.28	189,213.12
23-Dec	Sp Run A/P		106.28		189,106.84
31-Dec	Sp Run A/P - EFT		1,490.13		187,616.71
31-Dec	JE #324		-15,081.46		202,698.17
31-Dec	Dec Req		69.50		202,628.67
31-Dec	Dec P/R		889,949.66		-687,320.99
5-Jan	Sp Run A/P		58.39		-687,379.38
8-Jan	Jan A/P		12,674.35		-700,053.73
8-Jan	Jan A/P - EFT		249.70		-700,303.43
14-Jan	Sp Run A/P		139.49		-700,442.92
23-Jan	Sp Run A/P		183.54		-700,626.46
27-Jan	Sal Reimb. 250.200.1000.112.03000	3,398.16		3,398.16	-697,228.30
30-Jan	JE#400		-1,699.15		-695,529.15
30-Jan	JE #401		-3,375.00		-692,154.15
30-Jan	JE #410		228.50		-692,382.65
30-Jan	Jan P/R		875,929.01		-1,568,311.66
30-Jan	Sp Run A/P		607.18		-1,568,918.84
30-Jan	JE #430		29.00		-1,568,947.84
2-Feb	State special Ed	1,074,783.00			-494,164.84
2-Feb	State Special Ed	5,471.09			-488,693.75
6-Feb	Balance forward from FY24-25	-476,338.89			-965,032.64
12-Feb	Sp Run A/P		5,716.34		-970,748.98
13-Feb	Sp Run A/P		14.24		-970,763.22
19-Feb	Feb A/P		35,175.42		-1,005,938.64

	Special Education				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
19-Feb	**Balance Forward**				**-1,005,938.64**
19-Feb	Feb A/P - EFT		1,584.00		-1,007,522.64
27-Feb	PWL Reimb. 250.033.200.1000.610	154.19		154.19	-1,007,368.45
27-Feb	JE #512 - Transfer from GF	2,000,000.00			992,631.55
27-Feb	JE #436		-2,340.20		994,971.75
27-Feb	JE #439		-22,564.56		1,017,536.31
27-Feb	JE #440		-22,569.98		1,040,106.29
27-Feb	JE #441		-20,033.79		1,060,140.08
27-Feb	JE #492		-2,787.00		1,062,927.08
27-Feb	Feb Req		132.77		1,062,794.31
27-Feb	Feb P/R		921,981.17		140,813.14
27-Feb	Sp Run A/P		64.15		140,748.99
6-Mar	Sp Run A/P		579.02		140,169.97
12-Mar	March A/P		15,564.53		124,605.44
12-Mar	March A/P - EFT		175.78		124,429.66
20-Mar	Sp Run A/P		30.73		124,398.93
27-Mar	Sp Run A/P		331.43		124,067.50
31-Mar	Void ck. #179759		-1,150.25		125,217.75
31-Mar	Mar Req		29.27		125,188.48
31-Mar	Mach P/R		852,649.46		-727,460.98
31-Mar	JE #630		295.00		-727,755.98
9-Apr	Apr A/P		14,165.89		-741,921.87
9-Apr	Apr A/P - EFT		73.50		-741,995.37
10-Apr	Sp Run A/P		374.55		-742,369.92
17-Apr	Sp Run A/P		3,150.00		-745,519.92
22-Apr	Int on investments - March	211.84			-745,308.08
23-Apr	Sal Reimb. 250.200.1000.112.03000	5,039.96		5,039.96	-740,268.12
30-Apr	JE #624		-3,420.00		-736,848.12
29-Apr	JE #641		-399.00		-736,449.12
30-Apr	Apr Req		17.90		-736,467.02
30-Apr	Apr P/R		881,692.05		-1,618,159.07
1-May	State Sped Funding	1,080,254.09			-537,904.98
1-May	Sp Run A/P		1,010.10		-538,915.08
8-May	Sp Run A/P		35.47		-538,950.55
14-May	May A/P		26,817.62		-565,768.17
14-May	May A/P - EFT		203.50		-565,971.67
22-May	Sp Run A/P		53.58		-566,025.25
29-May	JE #699		168.43		-566,193.68
29-May	JE #732		-7,671.00		-558,522.68
29-May	JE #744		1,388.88		-559,911.56
29-May	May P/R		861,390.65		-1,421,302.21
29-May	JE #759 - Transfer from GF	2,100,000.00			678,697.79
29-May	Sp Run A/P		520.32		678,177.47
5-Jun	Sp Run A/P		120.68		678,056.79
12-Jun	Sp Run A/P		2,775.59		675,281.20
18-Jun	Sp Run A/P		34,099.96		641,181.24
18-Jun	Sp Run A/P - EFT		460.52		640,720.72
24-Jun	Advertising for buses 250.200.1000.112	7,200.00		7,200.00	647,920.72
30-Jun	Sp Run A/P		154.81		647,765.91
30-Jun	JE #798		11.33		647,754.58
30-Jun	JE #853		-65.00		647,819.58
30-Jun	JE #776		99.98		647,719.60
30-Jun	June Req		710.98		647,008.62
30-Jun	June P/R		852,650.49		-205,641.87
30-Jun	JE #884		582.41		-206,224.28
30-Jun	JE #885		-756.50		-205,467.78
30-Jun	JE #985 - PCFP GT		-24,141.49		-181,326.29
9-Jul	July A/P		16,983.87		-198,310.16
9-Jul	July A/P - EFT		65.34		-198,375.50
14-Jul	Int on investments - June	1,281.24			-197,094.26
31-Jul	Partnership Reimb. 205.200.1000.112	7,774.32		7,774.32	-189,319.94
31-Jul	PWL Reimb. 250.033.200.1000.610	324.93		324.93	-188,995.01
31-Jul	Sp Run A/P		721.05		-189,716.06
31-Jul	July P/R		746,954.28		-936,670.34
17-Aug	Aug A/P		2,250.00		-938,920.34
20-Aug	JE #960 - Early Childhood over budget		2,504.29		-941,424.63
24-Aug	Sal Reimb. - Partnership 250.200.1000.112	8,072.45		8,072.45	-933,352.18
10-Sep	JE #1002 - Advertising on buses		7,200.00		-940,552.18
					-940,552.18
					-940,552.18
					-940,552.18
					-940,552.18
					-940,552.18
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					-940,552.18

	Federal Funds				
25/26		Deposits	Expenses	Abate	Balance
18-Jul	Sp Run A/P		250.00		-250.00
18-Jul	SB500	188,797.58			188,547.58
26-Jul	Sp Run A/P		449.42		188,098.16
31-Jul	SB500	188,797.58			376,895.74
31-Jul	July P/R		63,263.10		313,632.64
1-Aug	Sp Run A/P		3,141.58		310,491.06
8-Aug	Sp Run A/P		500.70		309,990.36
15-Aug	Aug A/P		73,252.63		236,737.73
15-Aug	Aug A/P - EFT		21,225.87		215,511.86
22-Aug	Sp Run A/P		15,400.00		200,111.86
29-Aug	JE #91 - Void ck #177881		-16.12		200,127.98
29-Aug	Aug Req		62.10		200,065.88
29-Aug	Aug P/R		355,856.61		-155,790.73
3-Sep	SB500	188,797.58			33,006.85
26-Sep	Sp Run A/P		11,152.89		21,853.96
26-Sep	Sp Run A/P		1,957.83		19,896.13
26-Sep	Sept A/P - EFT		5,136.13		14,760.00
26-Sep	Sept A/P		27,200.67		-12,440.67
26-Sep	Sp Run A/P		18,402.15		-30,842.82
26-Sep	Sp Run A/P		6,715.42		-37,558.24
26-Sep	Sp Run A/P		37,259.26		-74,817.50
29-Sep	Void ck. #178153 - VOYA		-32.24		-74,785.26
30-Sep	JE #143 - Void to VOYA		-8.06		-74,777.20
30-Sep	Betts Scholarship 270.1925	5,250.00			-69,527.20
30-Sep	Sp Run A/P		4,363.90		-73,891.10
30-Sep	JE #99		575.12		-74,466.22
30-Sep	Sept P/R		361,301.17		-435,767.39
30-Sep	JE #169		4,927.79		-440,695.18
30-Sep	JE #177		5,842.20		-446,537.38
30-Sep	JE #183		-3,347.19		-443,190.19
2-Oct	SB500 280.4573	188,797.58			-254,392.61
3-Oct	Sp Run A/P		8,137.97		-262,530.58
8-Oct	Oct A/P		10,981.44		-273,512.02
8-Oct	Oct A/P - EFT		12,549.73		-286,061.75
14-Oct	Sp Run A/P		1,831.31		-287,893.06
24-Oct	JE #215 - Return ck - Betts Foundation	-5,000.00			-292,893.06
27-Oct	Title II-A 280.4598	21,093.07			-271,799.99
27-Oct	Adult Ed 230.3520	4,057.63			-267,742.36
27-Oct	CTE State Allocation 240.3506	11,275.20			-256,467.16
27-Oct	CTE State Competitive 240.3508	21,570.86			-234,896.30
27-Oct	IDEA Special Projects 280.4525	33,820.38			-201,075.92
27-Oct	Local Plan 280.4565	243,531.83			42,455.91
27-Oct	Early Childhood - FY24-25 280.4566	29,990.92			72,446.83
27-Oct	Early Childhood	10,630.39			83,077.22
27-Oct	Sp Run A/P		2,592.29		80,484.93
28-Oct	Donations - SIT Students 270.1940	7,700.00			88,184.93
28-Oct	JE #192 - Void ck 178307		-40.30		88,225.23
29-Oct	JE #170		-21,031.40		109,256.63
29-Oct	JE #171		-19,142.20		128,398.83
29-Oct	JE #206		24,300.00		104,098.83
29-Oct	JE #175		-5,824.14		109,922.97
30-Oct	JE #159 - Void ck from prior yr		-589.05		110,512.02
30-Oct	Void ck #178469 - VOYA		-48.36		110,560.38
30-Oct	Oct Req		56.82		110,503.56
30-Oct	Oct P/R		343,794.44		-233,290.88
30-Oct	JE #258 - Reversing #175		5,824.14		-239,115.02
30-Oct	JE #264		-1,673.59		-237,441.43
3-Nov	Perkins Basic 280.4590	28,637.16			-208,804.27
3-Nov	Title I - 1003(a) 280.4524	16,733.62			-192,070.65
3-Nov	SB500 280.4573	188,797.58			-3,273.07
4-Nov	Sp Run A/P		8,644.53		-11,917.60
12-Nov	CTE - State Allocation 240.3206	1,652.83			-10,264.77
12-Nov	Title IV-A 280.4517	336.46			-9,928.31
12-Nov	Sp Run A/P		7,030.65		-16,958.96
13-Nov	Void ck. #178559 - VOYA Inst Trust		-48.36		-16,910.60
13-Nov	Nov A/P		6,091.37		-23,001.97
13-Nov	Nov A/P - EFT		27,725.92		-50,727.89
13-Nov	IDEA Special Projects 280.4525	16,910.19			-33,817.70
13-Nov	Local Plan 280.4565	105,416.59			71,598.89
13-Nov	Early Childhood 280.4575	4,018.47			75,617.36
18-Nov	Adult Ed 230.3520	4,755.67			80,373.03
18-Nov	Title I - 1003(a) 280.4518	8,366.81			88,739.84
18-Nov	Title I-A 280.4523	70,631.43			159,371.27
19-Nov	DIF - Nevada Trip 280.4503	2,500.00			161,871.27
19-Nov	Sp Run A/P		141.50		161,729.77
24-Nov	Void ck. #178722 - VOYA		-48.36		161,778.13
25-Nov	Betts Scholarship 270.1925	5,250.00			167,028.13
25-Nov	JE #268		85.00		166,943.13
25-Nov	JE #291		34,555.84		132,387.29
25-Nov	Nov P/R		339,959.31		-207,572.02

	Federal Funds				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
25-Nov	Balance Forward				-207,572.02
25-Nov	Sp Run A/P		25.00		-207,597.02
25-Nov	JE #347		-45.88		-207,551.14
1-Dec	SB500 - 280.4573	188,797.58			-18,753.56
1-Dec	Title II-A 280.4598	10,546.54			-8,207.02
1-Dec	Title I-A 280.4523	32,983.80			24,776.78
1-Dec	K-5 STEM 270.1931	4,879.93			29,656.71
2-Dec	AB495 - Final - 280.4519	34,555.84			64,212.55
5-Dec	Sp Run A/P		15,112.19		49,100.36
11-Dec	Dec A/P		14,736.19		34,364.17
11-Dec	Dec A/P - EFT		21,906.12		12,458.05
11-Dec	JE #339		20,925.00		-8,466.95
18-Dec	CTE State Allocation - 240.3206	20,169.91			11,702.96
23-Dec	Perkins Basic 280.4590	1,031.50			12,734.46
23-Dec	Adult Ed 230.3220	2,101.27			14,835.73
23-Dec	Title I-A - 1003(a) 280.4518	8,366.81			23,202.54
23-Dec	Title I-A 280.4523	29,287.66			52,490.20
23-Dec	IDEA Sp Projects 280.4562	16,910.19			69,400.39
23-Dec	Local Plan 280.4565	72,256.47			141,656.86
23-Dec	Early Childhood 280.4575	3,806.29			145,463.15
23-Dec	Title Ii-A 280.4598	15,090.88			160,554.03
23-Dec	Sp Run A/P		40.83		160,513.20
31-Dec	Tuition Reimb 270.049.2900.560	3,000.00		3,000.00	163,513.20
31-Dec	Special Donation - Big George 270.1935	10,000.00			173,513.20
31-Dec	JE #324		15,081.46		158,431.74
31-Dec	JE #345		1,721.38		156,710.36
31-Dec	Dec Req		29.00		156,681.36
31-Dec	Dec P/R		341,654.21		-184,972.85
31-Dec	Void ck. #178920 - VOYA		-48.36		-184,924.49
31-Dec	Void ck. #179002- VOYA		-48.36		-184,876.13
31-Dec	Title I-A - 1003(a) - FY24-25 funds	1,271.06			-183,605.07
3-Jan	SB500 - 280.4573	188,797.58			5,192.51
3-Jan	IDEA Sp Projects 280.4562	3,101.59			8,294.10
3-Jan	Title I - 1003(a) - FY24-25 Funds	11,746.11			20,040.21
8-Jan	Jan A/P		34,158.76		-14,118.55
8-Jan	Jan A/P - EFT		1,217.75		-15,336.30
14-Jan	Sp Run A/P		20.99		-15,357.29
23-Jan	Sp Run A/P		3,711.21		-19,068.50
27-Jan	CTE State All Reimb. 240.300.300.1000.612	2,699.00		2,699.00	-16,369.50
30-Jan	JE #395		24,870.16		-41,239.66
30-Jan	JE #400		1,699.15		-42,938.81
30-Jan	JE #401		3,375.00		-46,313.81
30-Jan	JE #410		-228.50		-46,085.31
30-Jan	JE #413		-96.00		-45,989.31
30-Jan	Jan P/R		342,258.21		-388,247.52
30-Jan	Sp Run A/P		530.48		-388,778.00
30-Jan	JE #430		-29.00		-388,749.00
2-Feb	SB500 - 280.4573	188,797.58			-199,951.42
6-Feb	Balance Forward - State Funds	45,347.56			-154,603.86
6-Feb	Balance Forward - Local Funds	179,273.36			24,669.50
6-Feb	Balance Forward - Federal Funds	84,877.25			109,546.75
9-Feb	Sp Run A/P		4,509.08		105,037.67
11-Feb	Adult Ed 230.3220	7,487.36			112,525.03
11-Feb	CTE State Allocation - 240.3206	6,912.78			119,437.81
11-Feb	CTE State Competitive - 240-3208	7,873.52			127,311.33
11-Feb	DIF - Nevada Trip 280.4503	2,500.00			129,811.33
11-Feb	Local Plan 280.4565	184,624.13			314,435.46
11-Feb	Early Childhood 280.4575	7,901.11			322,336.57
11-Feb	Early Childhood - FY24-25 Funds 280.4566	266.59			322,603.16
12-Feb	Title II-A 280.4598	52,458.20			375,061.36
20-Feb	Title IV-A 280.4517	1,481.41			376,542.77
20-Feb	Perkins Basic 280.4590	5,404.87			381,947.64
20-Feb	Title I - 1003(a) - 280.4518	18,203.71			400,151.35
20-Feb	Title I-D 280.4521	1,880.69			402,032.04
20-Feb	Title I-A 280.4523	75,932.71			477,964.75
20-Feb	Title III Immigrant - FY24-25 280.4560	15,516.15			493,480.90
20-Feb	Sp Run A/P		2,321.45		491,159.45
20-Feb	Feb A/P		43,028.93		448,130.52
20-Feb	Feb A/P - EFT		2,034.64		446,095.88
14-Feb	Title I-A Reimb. 280.633.100.2710.510	1,626.62		1,626.62	447,722.50
27-Feb	JE #436		2,340.20		445,382.30
27-Feb	JE #438		3,506.17		441,876.13
27-Feb	JE #439		22,564.56		419,311.57
27-Feb	JE #440		22,569.98		396,741.59
27-Feb	JE #441		20,033.79		376,707.80
27-Feb	JE #446		-335.62		377,043.42
27-Feb	JE #455		2,108.60		374,934.82
27-Feb	JE #464		-2,108.60		377,043.42
27-Feb	JE #492		2,787.00		374,256.42
27-Feb	JE #500		-6,220.00		380,476.42

	Federal Funds				
25/26		Deposits	Expenses	Abate	Balance
27-Feb	**Balance Forward**				380,476.42
27-Feb	Feb P/R		386,564.60		-6,088.18
27-Feb	Sp Run A/P		852.18		-6,940.36
2-Mar	SB500	188,797.58			181,857.22
6-Mar	Sp Run A/P		32,267.16		149,590.06
12-Mar	March A/P		22,827.65		126,762.41
12-Mar	March A/P - EFT		1,320.00		125,442.41
17-Mar	Title I - 1003(a) FY24-25 funds	10,401.30			135,843.71
17-Mar	Title II-A 280.4598	14,952.27			150,795.98
17-Mar	Perkins Basic 280.4590	128.11			150,924.09
17-Mar	Adult Ed 230.3220	4,241.75			155,165.84
17-Mar	CTE State Allocation 240.3206	8,906.43			164,072.27
17-Mar	CTE State Competitive 240.3205	32,164.41			196,236.68
17-Mar	Title I - 1003(a)	3,457.10			199,693.78
17-Mar	Title III - Immigrant - FY24-25 280.4560	732.15			200,425.93
17-Mar	Title I - 1003(a) FY24-25 funds	11,710.82			212,136.75
17-Mar	Title I-D 280.4521	4,336.58			216,473.33
17-Mar	Title III - ESL 280.4526	9,220.69			225,694.02
17-Mar	Title IV-A 280.4517	1,476.29			227,170.31
20-Mar	Sp Run A/P		5,775.08		221,395.23
20-Mar	IDEA - 280.4540	51,315.90			272,711.13
20-Mar	Local Plan 280.4565	160,770.31			433,481.44
20-Mar	Early Childhood 280.4575	4,149.23			437,630.67
20-Mar	K-5 STEM 270.1931	737.95			438,368.62
27-Mar	Sp Run A/P		4,167.34		434,201.28
31-Mar	JE #547		-1,043.35		435,244.63
31-Mar	JE #530		3,687.60		431,557.03
31-Mar	JE #547		1,043.35		430,513.68
31-Mar	JE #549		267.00		430,246.68
31-Mar	JE #567		484.67		429,762.01
31-Mar	JE #592		3,356.69		426,405.32
31-Mar	March P/R		359,616.03		66,789.29
31-Mar	JE #543 - Indirect Costs - Title III Immigrant		732.15		66,057.14
31-Mar	JE #629		-37.00		66,094.14
31-Mar	JE #630		-295.00		66,389.14
31-Mar	JE #637		-7,981.94		74,371.08
1-Apr	SB500	188,797.58			263,168.66
2-Apr	Dif - Nevada Trip 280.4503	2,500.00			265,668.66
9-Apr	Title I-A 280.4523	31,630.71			297,299.37
9-Apr	JE #627 - Void EFT - Title I-A		-1,320.00		298,619.37
9-Apr	April A/P		42,959.36		255,660.01
9-Apr	April A/P - EFT		200.00		255,460.01
10-Apr	Sp Run A/P		3,190.62		252,269.39
17-Apr	Sp Run A/P		2,820.10		249,449.29
22-Apr	Title II-A 280.4598	10,130.74			259,580.03
22-Apr	Title I - 1003(a) FY24-25 funds	10,243.44			269,823.47
22-Apr	Title I - 1003(a)	8,716.01			278,539.48
23-Apr	CTE State Competitive 240.3205	8,018.03			286,557.51
23-Apr	Dif - Nevada Trip 280.4503	2,500.00			289,057.51
28-Apr	Adult Ed 230.3220	3,892.96			292,950.47
28-Apr	Title I-D 280.4521	774.10			293,724.57
28-Apr	Title III - 280.4526	3,096.37			296,820.94
28-Apr	Title IV-A 280.4517	1,625.01			298,445.95
28-Apr	IDEA - 280.4540	17,258.15			315,704.10
29-Apr	Local Plan 280.4565	85,317.44			401,021.54
29-Apr	Early Childhood 280.4575	4,149.23			405,170.77
29-Apr	JE #647		3,665.48		401,505.29
29-Apr	JE #659		500.00		401,005.29
29-Apr	JE #624		3,420.00		397,585.29
29-Apr	JE #641		399.00		397,186.29
30-Apr	Apr P/R		389,283.50		7,902.79
1-May	SB500	188,797.58			196,700.37
1-May	Sp Run A/P		4,324.51		192,375.86
6-May	Title I-A 280.4523	50,003.58			242,379.44
8-May	Sp Run A/P		374.57		242,004.87
14-May	May A/P		30,766.59		211,238.28
14-May	May A/P - EFT		200.00		211,038.28
18-May	Title I 1003(a) - FY24-25 280.4512	7,897.50			218,935.78
18-May	Title I 1003(a) - FY25-26 280.4518	8,716.06			227,651.84
18-May	Title II-A 280.4598	12,074.75			239,726.59
22-May	Sp Run A/P		3,243.83		236,482.76
26-May	Local Plan 280.4565	81,126.92			317,609.68
27-May	CTE State Competitive 240.3205	8,019.27			325,628.95
27-May	Title I-A 280.4523	61,587.68			387,216.63
27-May	Title I-A - FY24-25 Funds 280.4522	10,353.16			397,569.79
27-May	Operational Efficiency 280.4509	2,020.00			399,589.79
29-May	JE #707		600.00		398,989.79
29-May	JE #729		63.25		398,926.54
29-May	JE #697		-1,834.64		400,761.18
29-May	JE #699		-168.43		400,929.61

	Federal Funds				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
29-May	Balance Forward				400,929.61
29-May	JE #732		7,671.00		393,258.61
29-May	JE #744		-1,388.88		394,647.49
29-May	May P/R		359,146.92		35,500.57
29-May	Sp Run A/P		523.82		34,976.75
29-May	JE #794		-2,985.63		37,962.38
1-Jun	Sp Run A/P		14,437.05		23,525.33
1-Jun	Title IV-A 280.4517	31,481.12			55,006.45
2-Jun	SB500 - 280.4573	188,797.58			243,804.03
2-Jun	IDEA - Vision Svcs 280.4530	17,258.15			261,062.18
2-Jun	Early Childhood 280.4575	4,149.23			265,211.41
11-Jun	Local Plan 280.4565	97,832.53			363,043.94
11-Jun	IDEA - Vision Svcs 280.4530	17,258.15			380,302.09
11-Jun	Early Childhood 280.4575	4,149.23			384,451.32
11-Jun	CTE State Allocation 240.3206	4,127.36			388,578.68
11-Jun	CTE State Competitive 240.3205	8,018.05			396,596.73
12-Jun	Sp Run A/P		6,302.92		390,293.81
12-Jun	Adult Ed 230.3220	3,618.08			393,911.89
12-Jun	Title I 1003(a) - FY24-25 - 280.4512	14,518.74			408,430.63
12-Jun	Title I 1003(a) - FY25-26 - 280.4518	8,716.03			417,146.66
12-Jun	Title III - 280.4526	1,977.75			419,124.41
12-Jun	Title IV-A 280.4517	1,232.01			420,356.42
18-Jun	June A/P		45,459.64		374,896.78
18-Jun	June A/P - EFT		8,628.19		366,268.59
23-Jun	Adult Ed - 230-3220 - April	6,314.77			372,583.36
23-Jun	CTE State Allocation 240-3205 - April	4,454.08			377,037.44
23-Jun	Title I-D - 280.4521 - April	178.72			377,216.16
23-Jun	Title III - 280.4526 - April	1,548.50			378,764.66
24-Jun	Title I-D - 280.4521 - May	2,583.30			381,347.96
24-Jun	Donation - Smallwood PWL	50,000.00			431,347.96
30-Jun	Sp Run A/P		7,938.63		423,409.33
30-Jun	JE #852 - Transfer from GF		2,589.84		420,819.49
30-Jun	JE #776		-99.98		420,919.47
30-Jun	JE #798		-11.33		420,930.80
30-Jun	June P/R		817,190.24		-396,259.44
30-Jun	JE #890 - Reversing JE #852		-2,589.84		-393,669.60
30-Jun	JE #881		-6,510.86		-387,158.74
30-Jun	JE #884		-582.41		-386,576.33
30-Jun	JE #885		756.50		-387,332.83
30-Jun	JE #886 - Indirect Costs - Early Childhood		2,015.82		-389,348.65
30-Jun	JE #893		-25.10		-389,323.55
1-Jul	Title I-A - FY24-25 Funds 280.4522	3,395.62			-385,927.93
9-Jul	July A/P		49,125.22		-435,053.15
9-Jul	July A/P - EFT		16,998.16		-452,051.31
16-Jul	Adult Ed 230.3220	3,773.29			-448,278.02
17-Jul	CTE State Competitive 240.3205	8,018.05			-440,259.97
17-Jul	Title I - 1003(a) - FY24-25 280.4512	14,177.16			-426,082.81
17-Jul	Title I - 1003(a) - FY25-26 280.4518	8,716.01			-417,366.80
17-Jul	Title III 280.4526	1,548.50			-415,818.30
17-Jul	Title IV-A 280.4517	1,761.18			-414,057.12
17-Jul	Early Childhood 280.4575	6,339.09			-407,718.03
27-Jul	AB398 - 240.3245	468,539.52			60,821.49
27-Jul	Title I-D 280.4521	293.52			61,115.01
27-Jul	Local Plan 280.4565	111,332.00			172,447.01
27-Jul	Title II-A 280.4598	4,876.36			177,323.37
27-Jul	CTE State Allocation 240.3206	13,343.69			190,667.06
27-Jul	LEA Fin & Operational Efficiency 280.4509	4,738.00			195,405.06
27-Jul	Title I-A FY24-25 280.4522	10,156.78			205,561.84
27-Jul	Title I-A FY25-26 280.4523	72,665.17			278,227.01
27-Jul	IDEA - Vision Svcs 280.4530	17,258.17			295,485.18
27-Jul	Perkins Basic	9,146.39			304,631.57
29-Jul	Mc Kinney Vento 280.4524	3,671.98			308,303.55
29-Jul	Sp Run A/P		920.36		307,383.19
29-Jul	Sp Run A/P - EFT		2,062.50		305,320.69
31-Jul	Sp Run A/P		5,415.22		299,905.47
31-Jul	July P/R		328,156.20		-28,250.73
31-Jul	JE #957		-19,635.74		-8,614.99
31-Jul	JE #958		-8,023.50		-591.49
31-Jul	JE #959		-7,499.97		6,908.48
31-Jul	JE #961		39,187.72		-32,279.24
31-Jul	JE #964 - Indirect Costs - Perkins Basic		1,642.94		-33,922.18
31-Jul	JE #965 - Indirect Costs - Title I 1003(a)		4,535.21		-38,457.39
31-Jul	JE #968 - Indirect Costs - Title I-A		19,394.20		-57,851.59
20-Aug	Aug A/P		1,051.31		-58,902.90
20-Aug	JE #988		11,245.37		-70,148.27
25-Aug	Title I 1003(a) FY24-25 Funds 280.4512	4,500.42			-65,647.85
20-Aug	Title I 1003(a) FY25-26 funds 280.4518	13,251.89			-52,395.96
25-Aug	Title I-A 280.4523	52,081.80			-314.16
25-Aug	Local Plan 280.4565	149,524.60			149,210.44
25-Aug	JE #960		-2,504.29		151,714.73

	Federal Funds				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
25-Aug	Balance Forward				151,714.73
31-Aug	JE #1004 - State		-1,203.16		152,917.89
31-Aug	JE #1004 - Local		1,203.16		151,714.73
2-Sep	Title III 280.4526	1,548.55			153,263.28
7-Sep	Title II-A 280.4598	8,346.56			161,609.84
7-Sep	Title I-A - FY24-25 Funds 280.4522	18,370.46			179,980.30
7-Sep	Perkins Basic 280.4590	1,973.89			181,954.19
10-Sep	JE #1002 - Advertising on buses	14,400.00			196,354.19
10-Sep	JE #1005 - Local Grants		2,849.90		193,504.29
10-Sep	JE #1008 - Federal Grants		-2,849.90		196,354.19
10-Sep	JE #1006 - Move to GF		-24,073.21		220,427.40
					220,427.40
					220,427.40

	ELL (206)				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
30-Jul	PCFP - ELL	56,849.42			56,849.42
31-Aug	Aug P/R		50,676.71		6,172.71
3-Sep	PCFP - ELL	56,849.42			63,022.13
30-Sep	Sept P/R		50,676.71		12,345.42
1-Oct	PCFP - ELL	56,849.42			69,194.84
30-Oct	Oct P/R		51,614.62		17,580.22
30-Oct	JE #264		1,673.59		15,906.63
3-Nov	PCFP - ELL	56,849.42			72,756.05
25-Nov	Nov P/R		53,060.34		19,695.71
1-Dec	PCFP - ELL	56,849.42			76,545.13
31-Dec	Dec P/R		56,076.13		20,469.00
3-Jan	PCFP - ELL	56,849.42			77,318.42
30-Jan	Jan P/R		54,902.66		22,415.76
2-Feb	PCFP - ELL	56,849.42			79,265.18
27-Feb	Feb P/R		61,118.40		18,146.78
2-Mar	PCFP - ELL	56,849.42			74,996.20
31-Mar	Mar P/R		54,407.98		20,588.22
1-Apr	PCFP - ELL	56,849.42			77,437.64
30-Apr	Apr P/R		54,407.84		23,029.80
1-May	PCFP - ELL	56,849.42			79,879.22
29-May	May P/R		54,407.91		25,471.31
1-Jun	PCFP - ELL	56,849.42			82,320.73
29-Jun	PCFP - ELL	56,849.42			139,170.15
30-Jun	June P/R		54,400.36		84,769.79
30-Jun	JE #985 - Move expense from GF		30,360.25		54,409.54
31-Jul	July P/R		54,409.54		0.00
					0.00
					0.00

	Gifted & Talented (207)				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
30-Jul	PCFP - GT	11,110.92			11,110.92
29-Aug	Aug P/R		9,135.86		1,975.06
3-Sep	PCFP - GT	11,110.92			13,085.98
30-Sep	Sept P/R		9,135.86		3,950.12
1-Oct	PCFP - GT	11,110.92			15,061.04
30-Oct	Oct P/R		9,135.86		5,925.18
3-Nov	PCFP - GT	11,110.92			17,036.10
25-Nov	Nov P/R		9,135.86		7,900.24
1-Dec	PCFP - GT	11,110.92			19,011.16
31-Dec	Dec P/R		9,091.72		9,919.44
3-Jan	PCFP - GT	11,110.92			21,030.36
30-Jan	Jan P/R		9,211.69		11,818.67
2-Feb	PCFP - GT	11,110.92			22,929.59
27-Feb	Feb P/R		9,127.36		13,802.23
2-Mar	PCFP - GT	11,110.92			24,913.15
31-Mar	Mar P/R		9,043.08		15,870.07
1-Apr	PCFP - GT	11,110.92			26,980.99
30-Apr	Apr P/R		9,043.08		17,937.91
1-May	PCFP - GT	11,110.92			29,048.83
29-May	May P/R		9,043.08		20,005.75
1-Jun	PCFP - GT	11,110.92			31,116.67
29-Jun	PCFP - GT	11,110.92			42,227.59
30-Jun	June P/R		9,043.08		33,184.51
30-Jun	JE #985 - Move from Sped		24,141.49		9,043.02
31-Jul	July P/R		9,043.02		0.00
					0.00
					0.00

	At-Risk (208)				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
30-Jul	PCFP - At-Risk	39,547.42			39,547.42
29-Aug	Aug P/P		28,533.79		11,013.63
3-Sep	PCFP - At-Risk	39,547.42			50,561.05
30-Sep	Sept P/R		28,533.79		22,027.26
1-Oct	PCFP - At-Risk	39,547.42			61,574.68
30-Oct	Oct A/P		28,533.79		33,040.89
3-Nov	PCFP - At-Risk	39,547.42			72,588.31
25-Nov	Nov P/R		28,533.80		44,054.51
1-Dec	PCFP - At-Risk	39,547.42			83,601.93
31-Dec	Dec P/R		28,480.67		55,121.26
3-Jan	PCFP - At-Risk	39,547.42			94,668.68
30-Jan	Jan P/R		28,845.59		65,823.09
2-Feb	PCFP - At-Risk	39,547.42			105,370.51
27-Feb	Feb P/R		29,097.84		76,272.67
2-Mar	PCFP - At Risk	39,547.42			115,820.09
31-Mar	Mar P/R		28,845.57		86,974.52
1-Apr	PCFP - At-Risk	39,547.42			126,521.94
30-Apr	Apr P/R		28,845.64		97,676.30
1-May	PCFP - At-Risk	39,547.42			137,223.72
29-May	May P/R		28,845.57		108,378.15
1-Jun	PCFP - At-Risk	39,547.42			147,925.57
29-Jun	PCFP - At-Risk	39,547.42			187,472.99
30-Jun	June P/R		28,845.56		158,627.43
30-Jun	JE #985 - Move from GF		129,767.52		28,859.91
31-Jul	July P/R		28,859.91		0.00
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	Food Services				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
7-Jul	Sp Run A/P		145.01		-145.01
11-Jul	July A/P		558.60		-703.61
26-Jul	Sp Run A/P		99.95		-803.56
31-Jul	July Req		23.16		-826.72
31-Jul	July P/R		18,705.69		-19,532.41
1-Aug	Sp Run A/P		738.65		-20,271.06
15-Aug	Aug A/P		37,708.61		-57,979.67
15-Aug	Aug A/P - EFT		49.15		-58,028.82
19-Aug	Int on investments - July	7,493.55			-50,535.27
29-Aug	Aug Req		-34.72		-50,500.55
29-Aug	Aug P/R		109,190.96		-159,691.51
26-Sep	State Matching	2,961.65			-156,729.86
26-Sep	Sp Run A/P		525.09		-157,254.95
26-Sep	Sept A/P - EFT		3,188.67		-160,443.62
26-Sep	Sept A/P		57,990.70		-218,434.32
26-Sep	Sp Run A/P		11,824.80		-230,259.12
26-Sep	Sp Run A/P		785.77		-231,044.89
30-Sep	Sp Run A/P		168.81		-231,213.70
30-Sep	Sept Req		-92.91		-231,120.79
30-Sep	Sept P/R		112,414.38		-343,535.17
3-Oct	Sp Run A/P		82.88		-343,618.05
6-Oct	Int on Investments - August	7,023.67			-336,594.38
8-Oct	Oct A/P		91,567.66		-428,162.04
27-Oct	Sp Run A/P		100.41		-428,262.45
27-Oct	Int on investments - Sept	7,442.43			-420,820.02
28-Oct	Student Proceeds - July	829.41			-419,990.61
28-Oct	Int on ck acct - July	68.43			-419,922.18
28-Oct	Student Proceeds - August	78,002.72			-341,919.46
28-Oct	Int on ck acct - August	60.83			-341,858.63
28-Oct	Student Proceeds - Sept	95,889.88			-245,968.75
28-Oct	Int on ck acct - Sept	209.63			-245,759.12
30-Oct	Oct Req		-13.92		-245,745.20
30-Oct	Oct P/R		112,629.44		-358,374.64
6-Nov	Fed Reimb. - Lunch - August	35,852.84			-322,521.80
6-Nov	Fed Reimb. - Breakfast - August	9,652.76			-312,869.04
12-Nov	Sp Run A/P		218.05		-313,087.09
13-Nov	Nov A/P		86,049.97		-399,137.06
13-Nov	Nov A/P - EFT		55.14		-399,192.20
20-Nov	Int on investments - Oct	6,059.37			-393,132.83
21-Nov	Fed Reimb. - Lunch - Sept	96,261.13			-296,871.70
21-Nov	Fed Reimb. - Breakfast - Sept	29,119.60			-267,752.10
21-Nov	Fed Reimb. - Lunch - Oct	79,730.38			-188,021.72
21-Nov	Fed Reimb. - Breakfast - Oct	25,875.32			-162,146.40
25-Nov	Student Proceeds - Oct	113,752.67			-48,393.73
25-Nov	Int on ck acct.	359.92			-48,033.81
25-Nov	Nov P/R		112,842.15		-160,875.96
25-Nov	Sp Run A/P		100.41		-160,976.37
5-Dec	Sp Run A/P		365.35		-161,341.72
11-Dec	Dec A/P		70,210.69		-231,552.41
11-Dec	Dec A/P - EFT		352.20		-231,904.61
31-Dec	Student Proceeds - Nov	77,584.52			-154,320.09
31-Dec	Int on ck acct - Nov	192.97			-154,127.12
31-Dec	Int on investments - Nov	5,817.90			-148,309.22
31-Dec	Dec Req		-19.97		-148,289.25
31-Dec	Dec P/R		113,442.56		-261,731.81
5-Jan	Fed Reimb. - Lunch - Nov	67,969.31			-193,762.50
5-Jan	Fed Reimb. - Breakfast - Nov	21,768.16			-171,994.34
5-Jan	Sp Run A/P		22.94		-172,017.28
8-Jan	Jan A/P		26,977.41		-198,994.69
26-Jan	Int on investments - Dec	5,965.69			-193,029.00
27-Jan	Student Proceeds - Nov	93,496.47			-99,532.53
27-Jan	Int on ck acct - Nov	194.64			-99,337.89
30-Jan	JE #399		-1,168.85		-98,169.04
30-Jan	Jan Req		-130.05		-98,038.99
30-Jan	Jan P/R		115,838.97		-213,877.96
30-Jan	Sp Run A/P		522.73		-214,400.69
6-Feb	Balance Forward from FY24-25	2,941,997.67			2,727,596.98
6-Feb	Sp Run A/P		11.10		2,727,585.88
20-Feb	Int on investments - Jan	5,607.74			2,733,193.62
20-Feb	Sp Run A/P		30.74		2,733,162.88
20-Feb	Feb A/P		106,861.46		2,626,301.42
20-Feb	Feb A/P - EFT		854.68		2,625,446.74
27-Feb	Fed Reimb. - Lunch Dec	67,054.97			2,692,501.71
27-Feb	Fed Reimb. - Breakfast - Dec	21,244.00			2,713,745.71
27-Feb	Students Proceeds - January	78,924.94			2,792,670.65
27-Feb	Int on ck acct - January	164.02			2,792,834.67
27-Feb	Feb Req		29.27		2,792,805.40
27-Feb	Feb P/R		115,826.94		2,676,978.46
6-Mar	Sp Run A/P		168.46		2,676,810.00
11-Mar	Int on investments - Feb	5,047.17			2,681,857.17

	Food Service				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
11-Mar	**Balance Forward**				2,681,857.17
12-Mar	Fed Reimb. - Lunch - Jan	72,027.37			2,753,884.54
12-Mar	Fed Reimb. - Breakfast - Jan	23,049.68			2,776,934.22
12-Mar	March A/P		44,867.78		2,732,066.44
19-Mar	Student Proceeds - Feb	78,335.07			2,810,401.51
19-Mar	Int on ck acct	155.41			2,810,556.92
31-Mar	JE #608		-446.17		2,811,003.09
31-Mar	Mar Req		-25.40		2,811,028.49
31-Mar	Mar P/R		119,966.07		2,691,062.42
9-Apr	Fed Reimb. - SNP - Lunch - Feb	68,092.86			2,759,155.28
9-Apr	Fed Reimb. - SNP - Breakfast - Feb	21,337.54			2,780,492.82
9-Apr	Apr A/P		80,017.49		2,700,475.33
10-Apr	Sp Run A/P		144.78		2,700,330.55
17-Apr	Sp Run A/P		167.84		2,700,162.71
22-Apr	Int on investments - March	5,688.04			2,705,850.75
23-Apr	Student Proceeds - March	113,347.73			2,819,198.48
23-Apr	Int on ck acct	156.11			2,819,354.59
28-Apr	Fed Reimb. - Lunch - March	94,133.70			2,913,488.29
28-Apr	Fed Reimb. - Breakfast - March	31,279.66			2,944,767.95
30-Apr	Apr Req		-2.59		2,944,770.54
30-Apr	Apr P/R		110,683.87		2,834,086.67
8-May	Sp Run A/P		3.70		2,834,082.97
14-May	May A/P		71,879.58		2,762,203.39
14-May	May A/P - EFT		52.50		2,762,150.89
14-May	Int on investments - April	5,869.79			2,768,020.68
26-May	Fed Reimb. - Lunch - April	73,894.50			2,841,915.18
26-May	Fed Reimb. - Breakfast - April	26,330.42			2,868,245.60
29-May	Student Proceeds - April	83,830.21			2,952,075.81
29-May	Int on ck acct	184.89			2,952,260.70
29-May	May Req		-145.28		2,952,405.98
29-May	May P/R		123,471.23		2,828,934.75
29-May	Sp Run A/P		144.56		2,828,790.19
4-Jun	Sp Run A/P		14.06		2,828,776.13
18-Jun	June A/P		38,697.73		2,790,078.40
18-Jun	June A/P - EFT		3,726.32		2,786,352.08
24-Jun	Int on investments - May	6,233.54			2,792,585.62
24-Jun	Student Proceeds - May	91,549.47			2,884,135.09
24-Jun	Int on ck acct	181.28			2,884,316.37
25-Jun	Fed Reimb. - Lunch - May	85,031.46			2,969,347.83
25-Jun	Fed Reimb. - Breakfast - May	28,305.98			2,997,653.81
30-Jun	June Req		-1,092.58		2,998,746.39
30-Jun	June P/R		100,990.64		2,897,755.75
9-Jul	July A/P		774.18		2,896,981.57
14-Jul	Int on investments - June	5,759.58			2,902,741.15
17-Jul	Student Proceeds - June	33,709.99			2,936,451.14
17-Jul	Int on ck acct	141.15			2,936,592.29
27-Jul	Fed Reimb. - Lunch - June	28,414.67			2,965,006.96
27-Jul	Fed Reimb. - Breakfast - June	9,582.30			2,974,589.26
31-Jul	July P/R		91,862.51		2,882,726.75
24-Aug	JE #975		-100.00		2,882,826.75
					2,882,826.75
					2,882,826.75

	Workers Compensation				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
7-Jul	Sp Run A/P		55,869.02		-55,869.02
18-Jul	Sp Run A/P		766.65		-56,635.67
31-Jul	WC Premiums	8,713.81			-47,921.86
8-Aug	Sp Run A/P		2,625.00		-50,546.86
15-Aug	Aug A/P		4,020.00		-54,566.86
19-Aug	Int on investments - July	4,787.93			-49,778.93
29-Aug	WC Premiums - Aug	31,861.68			-17,917.25
26-Sep	Sept A/P		195.00		-18,112.25
30-Sep	WC Premium - Sept	32,942.93			14,830.68
30-Sep	Sp Run A/P		195.00		14,635.68
6-Oct	Int on investments - August	4,580.36			19,216.04
27-Oct	Sp Run A/P		385.55		18,830.49
27-Oct	Int on investments - September	5,159.00			23,989.49
28-Oct	WC Premiums - October	34,117.30			58,106.79
12-Nov	Sp Run A/P		2,625.00		55,481.79
13-Nov	Nov A/P		23,760.99		31,720.80
20-Nov	Int on investments - Oct	4,653.61			36,374.41
30-Nov	Wc Premiums - Nov	32,941.80			69,316.21
11-Dec	Dec A/P		195.00		69,121.21
31-Dec	WC Premiums - Dec	34,116.76			103,237.97
31-Dec	Int on investments - Nov	4,347.55			107,585.52
14-Jan	JE #407 - Transfer to WC account		100,000.00		7,585.52
26-Jan	Int on investments - Dec	4,378.50			11,964.02
30-Jan	WC Premiums - Jan	32,609.14			44,573.16
30-Jan	Sp Run A/P		2,625.00		41,948.16
6-Feb	Balance Forward from FY24-25	1,934,674.50			1,976,622.66
20-Feb	Int on investments - Jan	4,057.17			1,980,679.83
20-Feb	Sp Run A/P		450.55		1,980,229.28
20-Feb	Feb A/P		1,157.94		1,979,071.34
27-Feb	WC Premiums - Jan adj	849.55			1,979,920.89
27-Feb	WC Premiums - Feb	36,527.49			2,016,448.38
27-Feb	JE #475 - CCMSI check cashed twice		2,035.00		2,014,413.38
6-Mar	Sp Run A/P		545.00		2,013,868.38
11-Mar	Int on investments - Feb	3,407.66			2,017,276.04
31-Mar	WC Premiums - Feb	32,580.71			2,049,856.75
10-Apr	Sp Run A/P		1,776.05		2,048,080.70
22-Apr	Int on investments - March	4,185.19			2,052,265.89
29-Apr	WC Premiums - April	32,864.61			2,085,130.50
1-May	Sp Run A/P		2,625.00		2,082,505.50
8-May	Sp Run A/P		2,031.60		2,080,473.90
14-May	Int on investments - April	4,398.28			2,084,872.18
29-May	WC Premiums - May	33,861.93			2,118,734.11
12-Jun	Sp Run A/P		3,037.60		2,115,696.51
22-Jun	June A/P		463.65		2,115,232.86
24-Jun	Int on investments - May	4,627.00			2,119,859.86
30-Jun	WC Premiums - June	36,988.78			2,156,848.64
30-Jun	WC Reimb. - Draper	1,619.38			2,158,468.02
14-Jul	Int on investments - June	4,278.49			2,162,746.51
17-Jul	Sp Run A/P		450.55		2,162,295.96
17-Jul	WC Assessment Reimb	9,751.35			2,172,047.31
17-Jul	WC Reimb. - Draper	8,328.24			2,180,375.55
31-Jul	WC Premiums - July	24,792.33			2,205,167.88
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	Workers Compensation				
25/26				Abate	Balance
					0.00
					0.00
					0.00

	Building & Sites				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
31-Jul	Rent - Historical Society	2.00			2.00
15-Aug	Aug A/P		123,503.70		-123,501.70
19-Aug	Int on investments - July	1,018.93			-122,482.77
6-Oct	Int on investments - August	801.20			-121,681.57
27-Oct	Sp Run A/P		2,175.00		-123,856.57
27-Oct	Int on investments - September	726.12			-123,130.45
20-Nov	Int on investments - October	642.48			-122,487.97
25-Nov	Rent - WHS	2,019.99			-120,467.98
25-Nov	Rent - DHS	904.07			-119,563.91
31-Dec	Rent - DHS	904.07			-118,659.84
31-Dec	Rent - DHS	1,625.92			-117,033.92
31-Dec	Rent - ZCES Parking Lot	49,373.68			-67,660.24
31-Dec	Int on investments - Nov	593.18			-67,067.06
22-Jan	Sp Run A/P - EFT		882.00		-67,949.06
26-Jan	Int on investments - Dec	595.82			-67,353.24
6-Feb	Balance Forward from FY24-25	392,413.78			325,060.54
20-Feb	Int on investments - Jan	663.97			325,724.51
20-Feb	Feb A/P		7,725.97		317,998.54
11-Mar	Int on investments - Feb	555.55			318,554.09
19-Mar	Rent - DHS	772.50			319,326.59
19-Mar	Rent - PWL	978.07			320,304.66
19-Mar	Rent - DHS	437.50			320,742.16
19-Mar	Rent - DHS	257.50			320,999.66
22-Apr	Int on investments - March	662.64			321,662.30
23-Apr	Rent - DHS	1,037.92			322,700.22
29-Apr	JE #647		-5,861.79		328,562.01
1-May	Sp Run A/P		7,007.50		321,554.51
6-May	Void ck. #180126		-7,007.50		328,562.01
14-May	May A/P		5,472.56		323,089.45
14-May	Int on investments - April	689.87			323,779.32
29-May	Rent - DHS	2,600.00			326,379.32
29-May	Rent - DHS	257.50			326,636.82
29-May	Rent - DHS	12.27			326,649.09
24-Jun	Int on investments - May	720.48			327,369.57
24-Jun	Rent - DHS	2,288.00			329,657.57
24-Jun	Rent - DHS	212.00			329,869.57
9-Jul	July A/P		6,000.00		323,869.57
14-Jul	Int on investments - June	662.16			324,531.73
17-Jul	Sp Run A/P		867.45		323,664.28
20-Aug	Sale of Dog Park	420,000.00			743,664.28
					743,664.28
					743,664.28

	Building & Sites				
25/26		Deposits	Expenses	Abate	Balance
					0.00
					0.00
					0.00

	Capital Projects - MVPT				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
7-Jul	Sp Run A/P - EFT		15,468.00		-15,468.00
11-Jul	July A/P		7,700.00		-23,168.00
26-Jul	Sp Run A/P		1,085,992.50		-1,109,160.50
13-Aug	GST - July	164,057.29			-945,103.21
15-Aug	Aug A/P		35,032.85		-980,136.06
19-Aug	Int on investments - July	6,298.62			-973,837.44
22-Aug	Sp Run A/P		316,371.15		-1,290,208.59
29-Aug	RBPT - July	72,864.00			-1,217,344.59
26-Sep	GST - August	124,279.91			-1,093,064.68
30-Sep	Sp Run A/P		13,100.50		-1,106,165.18
1-Oct	RBPT - August	55,440.00			-1,050,725.18
6-Oct	Int on investments - August	3,993.19			-1,046,731.99
8-Oct	GST - Sept	187,813.55			-858,918.44
27-Oct	Int on investments - Sept	4,000.18			-854,918.26
27-Oct	RBPT - September	33,264.00			-821,654.26
12-Nov	GST - October	176,285.91			-645,368.35
12-Nov	Sp Run A/P - EFT		882.00		-646,250.35
20-Nov	Int on investments - Oct	4,236.45			-642,013.90
25-Nov	RBPT - Oct	63,360.00			-578,653.90
9-Dec	GST - November	146,189.81			-432,464.09
11-Dec	Dec A/P		1,000.00		-433,464.09
31-Dec	RBPT - Nov	38,016.00			-395,448.09
31-Dec	Int on investments - Nov	4,365.33			-391,082.76
8-Jan	Jan A/P		98,458.76		-489,541.52
14-Jan	GST - Dec	167,761.33			-321,780.19
26-Jan	Int on investments - Dec	4,835.99			-316,944.20
27-Jan	RBPT - Dec	36,432.00			-280,512.20
30-Jan	Sp Run A/P		101,800.00		-382,312.20
6-Feb	Balance Forward from FY24-25	2,684,102.88			2,301,790.68
11-Feb	GST - Jan	169,877.85			2,471,668.53
20-Feb	Int on investments - Jan	4,725.82			2,476,394.35
20-Feb	Feb A/P		107,276.04		2,369,118.31
3-Mar	RBPT - Jan	11,088.00			2,380,206.31
11-Mar	Int on investments - Feb	4,092.83			2,384,299.14
17-Mar	GST - Feb	129,554.57			2,513,853.71
31-Mar	RBPT - Feb	23,760.00			2,537,613.71
9-Apr	Apr A/P		164,464.00		2,373,149.71
17-Apr	Sp Run A/P		7,700.00		2,365,449.71
22-Apr	Int on investments - March	5,073.97			2,370,523.68
23-Apr	RBPT - March	12,736.00			2,383,259.68
29-Apr	JE #681 - Buses from GF to CIP		500,226.50		1,883,033.18
29-Apr	JE #682 - Transfer from Debt Service	1,100,000.00			2,983,033.18
29-Apr	JE #647		2,196.31		2,980,836.87
29-Apr	GST - March	169,624.69			3,150,461.56
14-May	May A/P		69,702.01		3,080,759.55
14-May	Int on investments - April	5,292.95			3,086,052.50
18-May	GST - April	150,664.24			3,236,716.74
29-May	RBPT - April	32,000.00			3,268,716.74
8-Jun	GST - May	153,750.64			3,422,467.38
18-Jun	June A/P		19,797.67		3,402,669.71
24-Jun	Int on investments - May	7,060.37			3,409,730.08
24-Jun	RBPT	57,600.00			3,467,330.08
30-Jun	JE #814		20,720.00		3,446,610.08
30-Jun	JE #982 - Move from GF - DW Software		417,519.98		3,029,090.10
14-Jul	JE #983 - Move from GF - "99" Funds		573,828.20		2,455,261.90
17-Jul	JE #984 - Move from GF - DW Textbooks		410,699.41		2,044,562.49
9-Jul	July A/P		250.00		2,044,312.49
14-Jul	Int on investments - June	6,850.91			2,051,163.40
17-Jul	GST - June	163,152.66			2,214,316.06
31-Jul	RBPT - June	56,000.00			2,270,316.06
31-Jul	JE #933		21,911.64		2,248,404.42
31-Jul	JE #934		10,000.00		2,238,404.42
31-Jul	JE #957		15,000.00		2,223,404.42
17-Aug	GST Adjustments	7,740.42			2,231,144.84
20-Aug	JE #986 - Transfer from Debt Service	1,700,000.00			3,931,144.84
21-Aug	JE #988		-11,245.37		3,942,390.21
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	Capital Projects - MVPT				
25/26		Deposits	Expenses	Abate	Balance
					0.00
					0.00
					0.00

	Self-Insurance Fund				
25/26		**Revenue**	**Expenses**	**Abate**	**Balance**
7-Jul	Transfer to HTH - WF Claims		512,734.80		**-512,734.80**
7-Dec	Non check batch - Admin Fees		95,772.18		-608,506.98
10-Jul	Transfer to HTH - WF Claims		207,708.50		-816,215.48
11-Jul	July A/P		2,416.33		-818,631.81
17-Jul	Transfer to HTH - WF Claims		107,909.07		-926,540.88
24-Jul	Transfer to HTH - WF Claims		158,214.35		-1,084,755.23
30-Jul	Transfer to HTH - WF Claims		201,862.24		-1,286,617.47
30-Jul	JE #37 - Expensed Ins - July	23,398.21			-1,263,219.26
30-Jul	PERS Ins - July	66,100.77			-1,197,118.49
31-Jul	Ins Premiums - July	135,794.92			-1,061,323.57
6-Aug	Transfer to HTH - WF Claims		117,507.14		-1,178,830.71
6-Aug	Non-check batch - Admin Fees		94,682.03		-1,273,512.74
8-Aug	Sp Run A/P		6,957.54		-1,280,470.28
13-Aug	Transfer to HTH - WF Claims		128,385.76		-1,408,856.04
15-Aug	Aug A/P		1,246.56		-1,410,102.60
19-Aug	Int on investments - July	2,232.22			-1,407,870.38
20-Aug	Transfer to HTH - WF Claims		103,948.99		-1,511,819.37
27-Aug	Transfer to HTH - WF Claims		127,372.02		-1,639,191.39
29-Aug	Ins Premiums - Aug	591,319.68			-1,047,871.71
29-Aug	Expensed Ins - August	39,430.48			-1,008,441.23
29-Aug	PERS Ins - August	72,232.69			-936,208.54
2-Sep	Non-check batch - Admin Fees		86,266.73		-1,022,475.27
4-Sep	Transfer to HTH - WF Claims		143,065.04		-1,165,540.31
11-Sep	Transfer to HTH - WF Claims		63,196.03		-1,228,736.34
23-Sep	Transfer to HTH - WF Claims		191,678.62		-1,420,414.96
25-Sep	Transfer to HTH - WF Claims		110,838.41		-1,531,253.37
26-Sep	Sp Run A/P		8,201.47		-1,539,454.84
26-Sep	Sept A/P		1,149.12		-1,540,603.96
30-Sep	Ins Premiums - Sept	608,549.43			-932,054.53
30-Sep	NV Health Reimb.	700.00		700.00	-931,354.53
30-Sep	PERS Ins - September	71,784.05			-859,570.48
30-Sep	JE #152 - Expensed Ins - September	34,990.38			-824,580.10
1-Oct	Transfer to HTH - WF Claims		155,723.23		-980,303.33
1-Oct	Non-check batch - Admin Fees		94,702.25		-1,075,005.58
2-Oct	Gateway rebate - 2nd Qtr	85,376.04			-989,629.54
6-Oct	Int on investments - August	2,253.70			-987,375.84
8-Oct	Transfer to HTH - WF Claims		213,895.03		-1,201,270.87
8-Oct	Oct A/P		5,496.16		-1,206,767.03
15-Oct	Transfer to HTH - WF Claims		139,372.38		-1,346,139.41
22-Oct	Transfer to HTH - WF Claims		114,136.58		-1,460,275.99
24-Oct	Gatement rebate adj - 2nd Qtr	26,499.53			-1,433,776.46
27-Oct	Int on investments - Sept	2,697.97			-1,431,078.49
27-Oct	JE #227 - Oct Expensed Ins	29,751.80			-1,401,326.69
28-Oct	PERS Ins - October	71,784.05			-1,329,542.64
28-Oct	Ins Premiums - October	613,263.08			-716,279.56
28-Oct	Sp Run A/P		1,246.56		-717,526.12
3-Nov	Transfer to HTH - WF Claims		207,838.50		-925,364.62
5-Nov	Transfer to HTH - WF Claims		127,666.26		-1,053,030.88
6-Nov	JE #252 -NV Health Reimb. To GF	-700.00		-700.00	-1,053,730.88
12-Nov	Sp Run A/P		3,917.11		-1,057,647.99
12-Nov	Transfer to HTH - WF Claims		115,250.00		-1,172,897.99
12-Nov	Non-check batch - Admin Fees		93,398.89		-1,266,296.88
13-Nov	Nov A/P		1,253.28		-1,267,550.16
19-Nov	Transfer to HTH - WF Claims		166,694.91		-1,434,245.07
20-Nov	Int on investments - Oct	2,545.33			-1,431,699.74
24-Nov	PERS Ins - Nov	69,685.68			-1,362,014.06
25-Nov	Ins Premiums - Nov	619,177.81			-742,836.25
25-Nov	JE #308 - Expensed Ins	28,354.88			-714,481.37
1-Dec	Transfer to HTH - WF Claims		280,041.87		-994,523.24
1-Dec	Non-check batch - Admin Fees		93,858.84		-1,088,382.08
3-Dec	Transfer to HTH - WF Claims		139,515.50		-1,227,897.58
10-Dec	Transfer to HTH - WF Claims		158,763.14		-1,386,660.72
11-Dec	Dec A/P		6,569.67		-1,393,230.39
17-Dec	Transfer to HTH - WF Claims		226,273.59		-1,619,503.98
24-Dec	Transfer to HTH - WF Claims		220,094.90		-1,839,598.88
24-Dec	Non-check batch - Admin Fees		88,739.24		-1,928,338.12
31-Dec	PERS Ins - Dec	74,904.19			-1,853,433.93
31-Dec	Ins Premiums - Dec	619,120.57			-1,234,313.36
31-Dec	Int on investments - Nov	2,556.25			-1,231,757.11
31-Dec	Gateway rebate - 3rd Qtr	119,102.66			-1,112,654.45
1-Jan	Transfer to HTH - WF Claims		110,381.66		-1,223,036.11
8-Jan	Transfer to HTH - WF Claims		137,901.31		-1,360,937.42
8-Jan	Jan A/P		4,871.49		-1,365,808.91
15-Jan	Transfer to HTH - WF Claims		107,213.66		-1,473,022.57
23-Jan	Transfer to HTH - WF Claims		259,493.98		-1,732,516.55
26-Jan	Int on investments - Dec	1,627.97			-1,730,888.58
27-Jan	JE #412 - Expensed Ins - Dec & Jan	59,620.84			-1,671,267.74
28-Jan	Transfer to HTH - WF Claims		330,238.45		-2,001,506.19
30-Jan	Ins Premiums - PERS	72,279.19			-1,929,227.00
30-Jan	Transfer to HTH - WF Claims		110,381.66		-2,039,608.66

	Self Insurance Fund				
25/26		**Revenue**	**Expenses**	**Abate**	**Balance**
30-Jan	Balance Forward				-2,039,608.66
30-Jan	Ins Premiums - Jan	688,058.00			-1,351,550.66
2-Feb	Non-check batch - Admin Fees		87,983.28		-1,439,533.94
5-Feb	Transfer to HTH - WF Claims		147,355.71		-1,586,889.65
6-Feb	Balance Forward from FY24-25	2,244,407.83			657,518.18
11-Feb	Transfer to HTH - WF Claims		118,638.29		538,879.89
20-Feb	Int on investments - Jan	1,621.62			540,501.51
20-Feb	Transfer to HTH - WF Claims		217,775.11		322,726.40
20-Feb	Sp Run A/P		6,529.36		316,197.04
20-Feb	Feb A/P		5,979.06		310,217.98
25-Feb	Transfer to HTH - WF Claims		104,141.41		206,076.57
27-Feb	Ins Premiums - Feb	687,603.00			893,679.57
27-Feb	PERS Ins Premiums - Feb	67,529.19			961,208.76
27-Feb	JE #502 - Expensed Ins - Feb	31,660.77			992,869.53
27-Feb	JE #510 - Return ck for Ins - Peters	-925.00			991,944.53
4-Mar	Transfer to HTH - WF Claims		213,137.46		778,807.07
4-Mar	Non-check batch - Admin Fees		86,473.71		692,333.36
4-Mar	Reverse transfer from 1/29 - Duplicate		-110,381.66		802,715.02
11-Mar	Int on investments - Feb	999.35			803,714.37
11-Mar	Transfer to HTH - WF Claims		81,284.50		722,429.87
12-Mar	March A/P		7,316.37		715,113.50
20-Mar	Transfer to HTH - WF Claims		34,087.52		681,025.98
25-Mar	Transfer to HTH - WF Claims		194,443.52		486,582.46
31-Mar	Gateway Rebate - 3rd Qtr	122,540.05			609,122.51
31-Mar	pers Ins Premiums - March	68,479.19			677,601.70
31-Mar	Ins Premiums - March	682,583.00			1,360,184.70
31-Mar	Expensed Insurance - March	28,351.61			1,388,536.31
31-Mar	Bank chg for duplicate transfer adj		50.00		1,388,486.31
2-Apr	Transfer to HTH - WF Claims		208,149.99		1,180,336.32
9-Apr	Transfer to HTH - WF Claims		221,052.42		959,283.90
9-Apr	Apr A/P		3,625.00		955,658.90
10-Apr	Sp Run A/P		7,256.71		948,402.19
15-Apr	Transfer to HTH - WF Claims		147,684.68		800,717.51
22-Apr	Int on investments - March	1,522.60			802,240.11
22-Apr	Transfer to HTH - WF Claims		180,636.24		621,603.87
22-Apr	Non-check batch - Admin Fees		88,057.77		533,546.10
28-Apr	PERS Ins Premiums - April	72,519.19			606,065.29
29-Apr	Ins Premiums - April	675,428.00			1,281,493.29
29-Apr	JE #676 - Expensed Insurance - April	35,370.60			1,316,863.89
30-Apr	Transfer to HTH - WF Claims		62,533.02		1,254,330.87
7-May	Transfer to HTH - WF Claims		175,565.18		1,078,765.69
7-May	Non-check batch - Admin Fees		87,439.28		991,326.41
8-May	Sp Run A/P		4,763.54		986,562.87
14-May	Transfer to HTH - WF Claims		126,371.31		860,191.56
14-May	Int on investments - April	1,952.74			862,144.30
21-May	Transfer to HTH - WF Claims		157,872.29		704,272.01
26-May	JE #743 - Expensed Ins	32,621.61			736,893.62
27-May	PERS Ins - May	72,519.19			809,412.81
27-May	Transfer to HTH - WF Claims		338,457.96		470,954.85
29-May	Ins Premiums - May	684,833.00			1,155,787.85
1-Jun	JE #768 - Return ck for no signature	-950.00			1,154,837.85
4-Jun	Sp Run A/P		4,264.29		1,150,573.56
4-Jun	Transfer to HTH - WF Claims		283,357.04		867,216.52
4-Jun	Non-check batch - Admin Fees		87,161.16		780,055.36
11-Jun	Transfer to HTH - WF Claims		144,394.13		635,661.23
11-Jun	JE #805 - Return of checks for Ins premiums	-1,752.00			633,909.23
17-Jun	Transfer to HTH - WF Claims		136,493.40		497,415.83
18-Jun	June A/P		1,197.84		496,217.99
24-Jun	Int on investments - May	2,084.21			498,302.20
24-Jun	Transfer to HTH - WF Claims		178,121.36		320,180.84
30-Jun	PERS Ins - June	71,924.19			392,105.03
30-Jun	JE #851 - Expensed Ins - Jun	32,621.61			424,726.64
30-Jun	Ins Premiums - June	659,210.50			1,083,937.14
1-Jul	Gateway Rebate - Qtr 4	120,723.05			1,204,660.19
9-Jul	July A/P		4,881.98		1,199,778.21
14-Jul	Int on investments - June	931.89			1,200,710.10
31-Jul	Ins Premiums - July	457,193.00			1,657,903.10
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	Debt Service Fund				
25/26		**Revenue**	**Expenses**	**Abate**	**Balance**
19-Aug	Int on investments - July	15,503.00			15,503.00
29-Aug	Ad Valorem - July	185,314.69			200,817.69
26-Sep	JE #130 - Bond pymts - Interest 10-1-25		294,840.51		-94,022.82
1-Oct	Ad Valorem - August	1,506,208.23			1,412,185.41
6-Oct	Int on investments - August	15,160.95			1,427,346.36
27-Oct	IRS Interest Subsity	53,373.80			1,480,720.16
27-Oct	Int on investments - Sept	17,054.46			1,497,774.62
3-Nov	Ad Valorem - September	166,238.07			1,664,012.69
20-Nov	Int on investments - Oct	18,118.14			1,682,130.83
25-Nov	Ad Valorem - Oct	666,471.85			2,348,602.68
11-Dec	Dec A/P		750.00		2,347,852.68
31-Dec	Ad Valorem - Nov	80,231.34			2,428,084.02
31-Dec	Int on investments - Nov	17,527.21			2,445,611.23
26-Jan	Int on investments - Dec	18,647.42			2,464,258.65
27-Jan	Ad Valorem - Dec	268,825.81			2,733,084.46
6-Feb	Balance Forward from FY24-25	6,188,183.89			8,921,268.35
20-Feb	Int on investments - Jan	17,725.06			8,938,993.41
3-Mar	Ad Valorem - Jan	616,943.25			9,555,936.66
11-Mar	Int on investments - Feb	15,364.17			9,571,300.83
20-Mar	JE #573 - Bond Pymts - Principal		2,431,000.00		7,140,300.83
20-Mar	JE #573 - Interest pymts		294,840.51		6,845,460.32
31-Mar	Ad Valorem - Feb	519,934.06			7,365,394.38
31-Mar	Sp Run A/P		625.00		7,364,769.38
22-Apr	Int on investments - March	17,609.75			7,382,379.13
23-Apr	Ad Valorem - March	280,655.46			7,663,034.59
29-Apr	JE #682 - Transfer to CIP		1,100,000.00		6,563,034.59
14-May	May A/P		1,000.00		6,562,034.59
14-May	Int on investments - April	15,799.81			6,577,834.40
29-May	Ad Valorem - April	69,261.39			6,647,095.79
24-Jun	Int on investments - May	14,586.21			6,661,682.00
24-Jun	Ad Valorem	8,585.66			6,670,267.66
14-Jul	Int on investments - June	13,431.87			6,683,699.53
31-Jul	Ad Valorem - June	3,871.54			6,687,571.07
21-Aug	JE #985 - Transfer to CIP		1,700,000.00		4,987,571.07
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	All Funds				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
7-Jul	Transfer to HTH - WF Claims		512,734.80		-512,734.80
7-Jul	Non check batch - Admin Fees		95,772.18		-608,506.98
7-Jul	Sp Run A/P		1,345,511.07	General	-1,954,018.05
7-Jul	Sp Run A/P		145.01	Food Svc	-1,954,163.06
7-Jul	Sp Run A/P		55,869.02	WC	-2,010,032.08
7-Jul	Sp Run A/P - EFT		45,214.00	General	-2,055,246.08
7-Jul	Sp Run A/P - EFT		15,468.00	CP - GST	-2,070,714.08
10-Jul	Transfer to HTH - WF Claims		207,708.50		-2,278,422.58
11-Jul	July A/P		55,128.01	General	-2,333,550.59
11-Jul	July A/P		558.60	Food Svcs	-2,334,109.19
11-Jul	July A/P		2,500.00	Sped	-2,336,609.19
11-Jul	July A/P		7,700.00	CP - GST	-2,344,309.19
11-Jul	July A/P		2,416.33	Ins	-2,346,725.52
11-Jul	July A/P - EFT		24,407.49		-2,371,133.01
17-Jul	Transfer to HTH - WF Claims		107,909.07		-2,479,042.08
18-Jul	Sp Run A/P		8,073.03	General	-2,487,115.11
18-Jul	Sp Run A/P		250.00	Federal	-2,487,365.11
18-Jul	Sp Run A/P		766.65	WC	-2,488,131.76
18-Jul	SB500 - July	188,797.58			-2,299,334.18
24-Jul	Transfer to HTH - WF Claims		158,214.35		-2,457,548.53
26-Jul	Sp Run A/P		14,983.71	General	-2,472,532.24
26-Jul	Sp Run A/P		449.42	Federal	-2,472,981.66
26-Jul	Sp Run A/P		99.95	Food Svc	-2,473,081.61
26-Jul	Sp Run A/P		314.21	Sped	-2,473,395.82
	Sp Run A/P		1,085,992.50	CP - GST	-3,559,388.32
29-Jul	SB500 - August	188,797.58			-3,370,590.74
29-Jul	Sped - 1st Qtr	1,074,783.00			-2,295,807.74
29-Jul	Sped - 13%	5,471.09			-2,290,336.65
30-Jul	PCFP - Base Funding - July	4,181,633.55			1,891,296.90
30-Jul	PCFP - Transportation	331,438.75			2,222,735.65
30-Jul	PCFP - Local Sped	452,366.67			2,675,102.32
30-Jul	PCFP - ELL	56,849.42			2,731,951.74
30-Jul	PCFP - GT	11,110.92			2,743,062.66
30-Jul	PCFP - At-Risk	39,547.42			2,782,610.08
30-Jul	Transfer to HTH - WF Claims		201,862.24		2,580,747.84
30-Jul	PERS Ins - July	66,100.77			2,646,848.61
30-Jul	Rent - Historical Society	2.00			2,646,850.61
30-Jul	WC Premiums - July	8,713.81			2,655,564.42
30-Jul	PRIS Funding - July	8,352.00			2,663,916.42
30-Jul	Ins Premiums - July	135,794.92			2,799,711.34
30-Jul	Misc Ins - July	25,215.86			2,824,927.20
30-Jul	Sp Run A/P - EFT		19,257.75	General	2,805,669.45
30-Jul	Sp Run A/P - EFT		1,449.51	Sped	2,804,219.94
30-Jul	Sp run A/P		1,376.03	General	2,802,843.91
31-Jul	July P/R		1,224,391.72	General	1,578,452.19
31-Jul	July P/R		63,263.10	Federal	1,515,189.09
31-Jul	July P/R		18,705.69	Food Svc	1,496,483.40
31-Jul	July P/R		53,536.60	Sped	1,442,946.80
1-Aug	Sp Run A/P		161,418.30	General	1,281,528.50
1-Aug	Sp Run A/P		3,141.58	Federal	1,278,386.92
1-Aug	Sp Run A/P		738.65	Food Svc	1,277,648.27
1-Aug	Sp Run A/P		732.76	Sped	1,276,915.51
6-Aug	Transfer to HTH - WF Claims		117,507.14		1,159,408.37
6-Aug	Non check batch - Admin Fees		94,682.03		1,064,726.34
7-Aug	Sp Run A/P		25,759.84	General	1,038,966.50
7-Aug	Sp Run A/P		500.70	Federal	1,038,465.80
7-Aug	Sp Run A/P		6,957.54	Ins	1,031,508.26
7-Aug	Sp Run A/P		2,625.00	WC	1,028,883.26
11-Aug	Void ck. #177548		-6,030.00		1,034,913.26
13-Aug	GST - July	164,057.29			1,198,970.55
13-Aug	Transfer to HTH - WF Claims		128,385.76		1,070,584.79
15-Aug	PWL Reimb	14.98			1,070,599.77
15-Aug	Aug A/P		506,476.65	General	564,123.12
15-Aug	Aug A/P		73,252.63	Federal	490,870.49
15-Aug	Aug A/P		37,708.61	Food Svc	453,161.88
15-Aug	Aug A/P		2,336.75	Sped	450,825.13
15-Aug	Aug A/P		35,032.85	CP - GST	415,792.28
15-Aug	Aug A/P		123,503.70	Bldg & Sites	292,288.58
15-Aug	Aug A/P		1,246.56	Ins	291,042.02
15-Aug	Aug A/P		4,020.00	WC	287,022.02
15-Aug	Aug A/P - EFT		194,070.34	General	92,951.68
15-Aug	Aug A/P - EFT		21,225.87	Federal	71,725.81
15-Aug	Aug A/P - EFT		49.15	Food Svc	71,676.66
15-Aug	Aug A/P - EFT		1,799.59	Sped	69,877.07
19-Aug	Int on investments - July	40,022.51			109,899.58
20-Aug	Transfer to HTH - WF Claims		103,948.99		5,950.59
22-Aug	Commerce Bank rebates	3,358.95			9,309.54
22-Aug	Sp Run A/P		256,456.37	General	-247,146.83
22-Aug	Sp Run A/P		15,400.00	Federal	-262,546.83
22-Aug	Sp Run A/P		316,371.15	CP - GST	-578,917.98

	All Funds				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
22-Aug	**Balance Forward**				-578,917.98
22-Aug	Sp Run A/P - EFT		22,751.16	General	-601,669.14
24-Aug	Sp Run A/P - EFT		44,912.69	General	-646,581.83
24-Aug	Sp Run A/P - EFT		3,380.52	Sped	-649,962.35
24-Aug	Void ck. #177824		-79,219.89		-570,742.46
24-Aug	Sp Run A/P		76,194.89		-646,937.35
27-Aug	July IC Deposits	19.98			-646,917.37
27-Aug	JE #90 - July IC Fees		12.95		-646,930.32
27-Aug	Transfer to HTH - WF Claims		127,372.02		-774,302.34
27-Aug	Void ck. #177881 - VOYA		-383.88		-773,918.46
27-Aug	Void ck #177881 - VOYA		-16.12		-773,902.34
27-Aug	Direct wire - VOYA		200.00		-774,102.34
29-Aug	Do Co Commissioners Ins	5,553.04			-768,549.30
29-Aug	PRIS funding	36,736.00			-731,813.30
29-Aug	Misc Ins Premiums	34,822.32			-696,990.98
29-Aug	WC Premiums - August	31,861.68			-665,129.30
29-Aug	Ins Premiums - August	591,319.68			-73,809.62
29-Aug	Sped Reimb from prior year	481.00			-73,328.62
29-Aug	Ad Valorem - July	185,314.69			111,986.07
29-Aug	RBPT - July	72,864.00			184,850.07
29-Aug	PERS Ins Premiums - August	72,232.69			257,082.76
29-Aug	Non-check batch - PEBP - July		48,125.00	General	208,957.76
29-Aug	Aug P/R		3,899,056.78	General	-3,690,099.02
29-Aug	Aug P/R		50,676.71	PCFP - ELL	-3,740,775.73
29-Aug	Aug P/R		9,135.86	PCFP - GT	-3,749,911.59
29-Aug	Aug P/R		28,533.79	PCFP - At Risk	-3,778,445.38
29-Aug	Aug P/R		355,856.61	Federal	-4,134,301.99
29-Aug	Aug P/R		109,190.96	Food Svcs	-4,243,492.95
29-Aug	Aug P/R		812,053.32	Sped	-5,055,546.27
2-Sep	Non-check batch - Admin Fees		86,266.73		-5,141,813.00
2-Sep	PCFP - Base Funding - August	4,181,633.55			-960,179.45
2-Sep	PCFP - Transportation	331,438.75			-628,740.70
2-Sep	PCFP - Local Sped	452,366.67			-176,374.03
2-Sep	PCFP - ELL	56,849.42			-119,524.61
2-Sep	PCFP - GT	11,110.92			-108,413.69
2-Sep	PCFP - At-Risk	39,547.42			-68,866.27
2-Sep	SB500 - September	188,797.58			119,931.31
26-Sep	Void ck. #178044 - VOYA		-191.94	General	120,123.25
26-Sep	Void ck. #178044 - VOYA		-8.06	Federal	120,131.31
26-Sep	JE #132 - Direct wire - VOYA		200.00		119,931.31
26-Sep	JE #130 - Bond payments - Interest 10-1-25		294,840.51		-174,909.20
26-Sep	Transfer to HTH - WF Claims - 9-4-25		143,065.04		-317,974.24
26-Sep	Transfer to HTH - WF Claims - 9-11-25		63,196.03		-381,170.27
26-Sep	Transfer to HTH - WF Claims - 9-18-25		191,678.62		-572,848.89
26-Sep	Transfer to HTH - WF Claims - 9-25-25		110,838.41		-683,687.30
26-Sep	GST - CP - August	124,279.91			-559,407.39
26-Sep	State Matching funds - SNP	2,961.65			-556,445.74
26-Sep	Sp Run A/P		13,990.62	General	-570,436.36
26-Sep	Sp Run A/P		11,152.89	Federal	-581,589.25
26-Sep	Sp Run A/P		1,042.00	Sped	-582,631.25
26-Sep	Sp Run A/P - EFT		8,405.01	General	-591,036.26
26-Sep	Sp Run A/P		100,071.67	General	-691,107.93
26-Sep	Sp Run A/P		1,957.83	Federal	-693,065.76
26-Sep	Sp Run A/P		525.09	Food Svcs	-693,590.85
26-Sep	Sp Run A/P		9,277.48	Sped	-702,868.33
26-Sep	Sp Run A/P		8,201.47	Ins	-711,069.80
26-Sep	Sp Run A/P		195.00	WC	-711,264.80
26-Sep	Sept A/P - EFT		44,869.26	General	-756,134.06
26-Sep	Sept A/P - EFT		5,136.13	Federal	-761,270.19
26-Sep	Sept A/P - EFT		3,188.67	Food Svcs	-764,458.86
26-Sep	Sept A/P - EFT		1,055.60	Sped	-765,514.46
26-Sep	Sept A/P		214,587.44	General	-980,101.90
26-Sep	Sept A/P		27,200.67	Federal	-1,007,302.57
26-Sep	Sept A/P		57,990.70	Food Svcs	-1,065,293.27
26-Sep	Sept A/P		1,715.38	Sped	-1,067,008.65
26-Sep	Sept A/P		1,149.12	Ins	-1,068,157.77
26-Sep	Sept A/P		195.00	WC	-1,068,352.77
26-Sep	Sp Run A/P - PEBP		48,036.83	General	-1,116,389.60
26-Sep	Sp Run A/P - EFT		24,511.67	General	-1,140,901.27
26-Sep	Sp Run A/P - EFT		1,844.96	Sped	-1,142,746.23
26-Sep	Sp Run A/P		72,388.32	General	-1,215,134.55
26-Sep	Sp Run A/P		18,402.15	Federal	-1,233,536.70
26-Sep	Sp Run A/P		11,824.80	Food Svcs	-1,245,361.50
26-Sep	Sp Run A/P		4,249.02	Sped	-1,249,610.52
26-Sep	Sp Run A/P - EFT		377.58	General	-1,249,988.10
26-Sep	Sp Run A/P - EFT		6,715.42	Federal	-1,256,703.52
26-Sep	Sp Run A/P		12,141.89	General	-1,268,845.41
26-Sep	Sp Run A/P		37,259.26	Federal	-1,306,104.67
26-Sep	Sp Run A/P		785.77	Food Svcs	-1,306,890.44
26-Sep	Sp Run A/P		415.13	Sped	-1,307,305.57

	All Funds				
25/26		Deposits	Expenses	Abate	Balance
29-Sep	Balance Forward				-1,307,305.57
29-Sep	Void ck. #178153 - VOYA		-767.76	General	-1,306,537.81
29-Sep	Void ck. #178153 - VOYA		-32.24	Federal	-1,306,505.57
29-Sep	JE #139 - Direct wire to VOYA		200.00	General	-1,306,705.57
29-Sep	Void EFT - Pacific Automation		-553.65	General	-1,306,151.92
29-Sep	Sp Run A/P - EFT		22,770.31	General	-1,328,922.23
29-Sep	Sp Run A/P - EFT		1,713.89	Sped	-1,330,636.12
30-Sep	PWL Reimb.	302.00			-1,330,334.12
30-Sep	PWL Reimb.	149.00			-1,330,185.12
30-Sep	Misc Ins - September	27,276.53			-1,302,908.59
30-Sep	Maint Refund	1,900.00			-1,301,008.59
30-Sep	Fuel Reimb.	3,981.70			-1,297,026.89
30-Sep	Sal Reimb.	9,691.55			-1,287,335.34
30-Sep	Meal Reimb.	89.00			-1,287,246.34
30-Sep	Ins Reimb.	700.00			-1,286,546.34
30-Sep	Jury Duty - Staci March	130.00			-1,286,416.34
30-Sep	CCM Reimb.	47.99			-1,286,368.35
30-Sep	Fuel Reimb.	3,174.27			-1,283,194.08
30-Sep	Fuel Reimb.	31,828.83			-1,251,365.25
30-Sep	Fuel Reimb.	87.30			-1,251,277.95
30-Sep	Fuel Reimb.	785.70			-1,250,492.25
30-Sep	Betts Scholarship	5,250.00			-1,245,242.25
30-Sep	Fuel Reimb.	80.57			-1,245,161.68
30-Sep	Fuel Reimb.	562.50			-1,244,599.18
30-Sep	Wc Premiums - Sept	32,942.93			-1,211,656.25
30-Sep	PRIS funding - Sept	36,768.00			-1,174,888.25
30-Sep	Ins Premiums - Sept	608,549.43			-566,338.82
30-Sep	PERS Ins - Sept	71,784.05			-494,554.77
30-Sep	Fuel Reimb.	213.00			-494,341.77
30-Sep	Sal Reimb.	405.00			-493,936.77
30-Sep	Sp Run A/P		179,602.19	General	-673,538.96
30-Sep	Sp Run A/P		4,363.90	Federal	-677,902.86
30-Sep	Sp Run A/P		168.81	Food Svc	-678,071.67
30-Sep	Sp Run A/P		13,100.50	CP - GST	-691,172.17
30-Sep	Sept P/R		3,964,789.09	General	-4,655,961.26
30-Sep	Sept P/R		50,676.71	PCFP - ELL	-4,706,637.97
30-Sep	Sept P/R		9,135.86	PCFP - GT	-4,715,773.83
30-Sep	Sept P/R		28,533.79	PCFP - At Risk	-4,744,307.62
30-Sep	Sept P/R		361,301.17	Federal	-5,105,608.79
30-Sep	Sept P/R		112,414.38	Food Svc	-5,218,023.17
30-Sep	Sept P/R		891,668.70	Sped	-6,109,691.87
1-Oct	PCFP - Base Funding	4,181,633.55			-1,928,058.32
1-Oct	PCFP - Transportation	331,438.75			-1,596,619.57
1-Oct	PCFP - Local Sped	452,366.67			-1,144,252.90
1-Oct	PCFP - ELL	56,849.42			-1,087,403.48
1-Oct	PCFP - GT	11,110.92			-1,076,292.56
1-Oct	PCFP - At-Risk	39,547.42			-1,036,745.14
1-Oct	CCM Reimb.	100.77			-1,036,644.37
1-Oct	RBPT	55,440.00			-981,204.37
1-Oct	Ad Valorem - Debt Svc	1,506,208.23			525,003.86
1-Oct	Transfer to HTH - WF Claims		155,723.23		369,280.63
1-Oct	Non-check batch - Admin Fees		94,702.25		274,578.38
2-Oct	Gateway Rebates - 2nd Qtr	85,376.04			359,954.42
2-Oct	SB500 - September	188,797.58			548,752.00
3-Oct	Sp Run A/P		41,005.29	General	507,746.71
3-Oct	Sp Run A/P		8,137.97	Federal	499,608.74
3-Oct	Sp Run A/P		82.88	Food Svc	499,525.86
3-Oct	Sp Run A/P		1,277.35	Sped	498,248.51
6-Oct	Int on investments - August	39,871.38			538,119.89
8-Oct	GST - CP - Sept	187,813.55			725,933.44
8-Oct	Transfer to HTH - WF Claims		213,895.03		512,038.41
8-Oct	Oct A/P		127,126.03	General	384,912.38
8-Oct	Oct A/P		10,981.44	Federal	373,930.94
8-Oct	Oct A/P		91,567.66	Food Svc	282,363.28
8-Oct	Oct A/P		19,359.29	Sped	263,003.99
8-Oct	Oct A/P		5,496.16	Ins	257,507.83
8-Oct	Oct A/P - EFT		81,464.32	General	176,043.51
8-Oct	Oct A/P - EFT		12,549.73	Federal	163,493.78
8-Oct	Oct A/P - EFT		619.73	Sped	162,874.05
15-Oct	Void ck. #178307 - VOYA		-959.70	General	163,833.75
15-Oct	Void ck. #178307 - VOYA		-40.30	Federal	163,874.05
15-Oct	JE #193 - Direct wire to VOYA		200.00	General	163,674.05
15-Oct	Transfer to HTH - WF Claims		139,372.38		24,301.67
17-Oct	Sp Run A/P - PEBP Pymt - Sept		47,868.67		-23,567.00
17-Oct	Sp Run A/P		81,061.59	General	-104,628.59
17-Oct	Sp Run A/P		1,831.31	Federal	-106,459.90
17-Oct	Sp Run A/P		7,321.30	Sped	-113,781.20
17-Oct	Sp Run A/P		1,246.56	Ins	-115,027.76
20-Oct	Sp Run A/P - EFT		46,294.76		-161,322.52
20-Oct	Sp Run A/P - EFT		3,484.56		-164,807.08

	All Funds				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
22-Oct	Balance Forward				-164,807.08
22-Oct	Transfer to HTH - WF Claims		114,136.58		-278,943.66
24-Oct	JE #210 -Analysis Fee - Sept		513.13		-279,456.79
24-Oct	JE #211 - IC Fees for Aug & Sept		1,119.13		-280,575.92
24-Oct	JE #212 - DD Reversals - Aug & Sept		-460.00		-280,115.92
24-Oct	JE #293 - DD Reversal	-130.00			-280,245.92
24-Oct	Return ck - Betts Foundation	-5,000.00			-285,245.92
24-Oct	Gateway Rebate adj	26,499.53			-258,746.39
24-Oct	Commerce Rebate - August	2,018.44			-256,727.95
27-Oct	Commerce Rebate - Sept	3,721.31			-253,006.64
27-Oct	JROTC - August	4,097.87			-248,908.77
27-Oct	JROTC - September	4,097.87			-244,810.90
27-Oct	IC Deposits - August	3,792.98			-241,017.92
27-Oct	IC Deposits - Sept	1,831.88			-239,186.04
27-Oct	IRS Interest Subsidy	53,373.80			-185,812.24
27-Oct	IC Deposit - SNP	1.50			-185,810.74
27-Oct	Title II-A	21,093.07			-164,717.67
27-Oct	Adult Ed	4,057.63			-160,660.04
27-Oct	CTE - State Allocation	11,275.20			-149,384.84
27-Oct	CTE - State Competitive	21,570.86			-127,813.98
27-Oct	IDEA - Special Projects	33,820.38			-93,993.60
27-Oct	Local Plan	243,531.83			149,538.23
27-Oct	Early Childhood - FY24-25 Funds	29,990.92			179,529.15
27-Oct	Early Childhood	10,630.39			190,159.54
27-Oct	Sp Run A/P		38,402.25	General	151,757.29
27-Oct	Sp Run A/P		2,592.29	Federal	149,165.00
27-Oct	Sp Run A/P		100.41	Food Svc	149,064.59
27-Oct	Sp Run A/P		1,343.64	Sped	147,720.95
27-Oct	Sp Run A/P		2,175.00	Bldg & Sites	145,545.95
27-Oct	Sp Run A/P		385.55	WC	145,160.40
27-Oct	Int on ck acct - Sept	38,717.79			183,878.19
27-Oct	PERS Ins - October	71,784.05			255,662.24
27-Oct	Misc Ins Premiums	26,618.12			282,280.36
27-Oct	ZCES Reimb.	1,149.02			283,429.38
28-Oct	WHS Reimb.	1,584.22			285,013.60
28-Oct	Parts Reimb.	230.45			285,244.05
28-Oct	Fuel Reimb.	1,293.40			286,537.45
28-Oct	Sal Reimb.	4,532.96			291,070.41
28-Oct	Meal Reimb.	44.00			291,114.41
28-Oct	Advertising Reimb.	7,200.00			298,314.41
28-Oct	Fuel Reimb.	4,448.06			302,762.47
28-Oct	Fuel Reimb.	30,523.33			333,285.80
28-Oct	CCM Reimb.	57.98			333,343.78
28-Oct	DHS Reimb.	100.00			333,443.78
28-Oct	Advertising Reimb.	900.00			334,343.78
28-Oct	JVES Reimb.	2,756.74			337,100.52
28-Oct	DHS Reimb.	741.28			337,841.80
28-Oct	Grant for GPS installation on white fllet	6,075.00			343,916.80
28-Oct	Fuel Reimb.	203.00			344,119.80
28-Oct	AF Group Reimb	2,974.50			347,094.30
28-Oct	Jury Duty - Staci March	130.00			347,224.30
28-Oct	Fuel Reimb.	63.43			347,287.73
28-Oct	Fuel Reimb.	531.80			347,819.53
28-Oct	WC Premiums - Oct	34,117.30			381,936.83
28-Oct	Ins Premiums - Oct	613,263.08			995,199.91
28-Oct	Donation - SIT Students	7,700.00			1,002,899.91
28-Oct	Student Proceeds - July	829.41			1,003,729.32
28-Oct	Int on ck acct - July	68.43			1,003,797.75
28-Oct	Student Proceeds - Aug	78,002.72			1,081,800.47
28-Oct	Int on ck acct - Aug	60.83			1,081,861.30
28-Oct	Student Proceeds - Sept	95,889.88			1,177,751.18
28-Oct	Int on ck acct - Sept	209.63			1,177,960.81
28-Oct	PRIS Funding - October	36,608.00			1,214,568.81
28-Oct	Oct P/R		4,143,081.00	General	-2,928,512.19
28-Oct	Oct P/R		51,614.62	PCFP - ELL	-2,980,126.81
28-Oct	Oct P/R		9,135.86	PCFP - GT	-2,989,262.67
30-Oct	Oct P/R		28,533.79	PCFP - At-Risk	-3,017,796.46
30-Oct	Oct P/R		343,794.44	Federal	-3,361,590.90
30-Oct	Oct P/R		112,629.44	Food Svc	-3,474,220.34
30-Oct	Oct P/R		871,699.18	Sped	-4,345,919.52
30-Oct	Void ck. #178469 - VOYA Inst Trust		-1,151.64		-4,344,767.88
30-Oct	Void ck. #178469 - VOYA Inst Trust		-48.36		-4,344,719.52
30-Oct	Direct wire - VOYA		200.00		-4,344,919.52
30-Oct	JE #159 - Void ck from prior year		-589.05	Federal	-4,344,330.47
3-Nov	Transfer to HTH - WF Claims		207,838.50		-4,552,168.97
3-Nov	Perkins Basic	28,637.16			-4,523,531.81
3-Nov	RBPT - CP	33,264.00			-4,490,267.81
3-Nov	Ad Valorem - Sept	166,238.07			-4,324,029.74
3-Nov	PCFP - Base Funding - Nov	4,028,154.50			-295,875.24
3-Nov	PCFP - Transportation	331,438.75			35,563.51

	All Funds				
25/26		Deposits	Expenses	Abate	Balance
3-Nov	Balance Forward				35,563.51
3-Nov	PCFP - Local Sped	452,366.67			487,930.18
3-Nov	PCFP - ELL	56,849.42			544,779.60
3-Nov	PCFP - GT	11,110.92			555,890.52
3-Nov	PCFP - At Risk	39,547.42			595,437.94
3-Nov	SB500	188,797.58			784,235.52
3-Nov	State Special Ed	1,074,783.00			1,859,018.52
3-Nov	13% Sped	5,471.09			1,864,489.61
3-Nov	Title I - 1003(a)	16,733.62			1,881,223.23
4-Nov	Sp Run A/P		14,990.72	General	1,866,232.51
4-Nov	Sp Run A/P		8,644.53	Federal	1,857,587.98
4-Nov	Sp Run A/P		3,184.50	Sped	1,854,403.48
5-Nov	Transfer to HTH - WF Claims		127,666.26		1,726,737.22
6-Nov	JE #253 - Void EFT to Fitness Finders -		-205.10		1,726,942.32
6-Nov	Fed Reimb. - Lunch - August	35,852.84			1,762,795.16
6-Nov	Fed Reimb. - Breakfast - August	9,652.76			1,772,447.92
12-Nov	GST - Oct - CP	176,285.91			1,948,733.83
12-Nov	CTE State Allocation	1,652.83			1,950,386.66
12-Nov	Title IV-A	336.46			1,950,723.12
12-Nov	Sp Run A/P		120,022.63	General	1,830,700.49
12-Nov	Sp Run A/P		7,030.65	Federal	1,823,669.84
12-Nov	Sp Run A/P		218.05	Food Svc	1,823,451.79
12-Nov	Sp Run A/P		296.73	Sped	1,823,155.06
12-Nov	Sp Run A/P		3,917.11	Ins	1,819,237.95
12-Nov	Sp Run A/P		2,625.00	WC	1,816,612.95
12-Nov	Sp Run A/P - PEBP		47,693.24		1,768,919.71
12-Nov	Sp Run A/P - EFT		20,077.61	General	1,748,842.10
12-Nov	Sp Run A/P - EFT		1,511.22	Sped	1,747,330.88
12-Nov	Sp Run A/P - EFT		882.00	CP - GST	1,746,448.88
12-Nov	Transfer to HTH - WF Claims		115,250.00		1,631,198.88
12-Nov	Non-check batch - Admin Fees		93,398.89		1,537,799.99
13-Nov	Void ck. #178559 - VOYA Inst Trust		-1,151.64	General	1,538,951.63
13-Nov	Void ck. #178559 - VOYA Inst Trust		-48.36	Federal	1,538,999.99
13-Nov	JE #279 - VOYA Inst Trust		200.00	General	1,538,799.99
13-Nov	Nov A/P		134,039.95	General	1,404,760.04
13-Nov	Nov A/P		6,091.37	Federal	1,398,668.67
13-Nov	Nov A/P		86,049.97	Food Svc	1,312,618.70
13-Nov	Nov A/P		12,462.90	Sped	1,300,155.80
13-Nov	Nov A/P		1,253.28	Ins	1,298,902.52
13-Nov	Nov A/P		23,760.99	WC	1,275,141.53
13-Nov	Nov A/P - EFT		48,701.71	General	1,226,439.82
13-Nov	Nov A/P - EFT		27,725.92	Federal	1,198,713.90
13-Nov	Nov A/P - EFT		55.14	Food Svc	1,198,658.76
13-Nov	Nov A/P - EFT		1,414.95	Sped	1,197,243.81
13-Nov	IDEA - Special Projects	16,910.19			1,214,154.00
13-Nov	Local Plan	105,416.59			1,319,570.59
13-Nov	Early Childhood	4,018.47			1,323,589.06
19-Nov	Adult Ed	4,755.67			1,328,344.73
18-Nov	Title I - 1003(a)	8,366.81			1,336,711.54
18-Nov	Title I-A	70,631.43			1,407,342.97
19-Nov	DIF - Nevada Trip	2,500.00			1,409,842.97
19-Nov	Sp Run A/P - EFT		33,826.74	General	1,376,016.23
19-Nov	Sp Run A/P - EFT		2,507.53	Sped	1,373,508.70
19-Nov	Sp Run A/P		59,159.01	General	1,314,349.69
19-Nov	Sp Run A/P		141.50	Federal	1,314,208.19
19-Nov	Sp Run A/P		3,690.85	Sped	1,310,517.34
19-Nov	Transfer to HTH - WF Claims		166,694.91		1,143,822.43
20-Nov	Int on investments - Oct	38,436.28			1,182,258.71
21-Nov	Fed Reimb. - Lunch - Sept	96,261.13			1,278,519.84
21-Nov	Fed Reimb. - Breakfast - Sept	29,119.60			1,307,639.44
21-Nov	Fed Reimb. - Lunch - Oct	79,730.38			1,387,369.82
21-Nov	Fed Reimb. - Breakfast - Oct	25,875.32			1,413,245.14
24-Nov	Commerce Bank Rabates - Oct	2,709.65			1,415,954.79
24-Nov	PERS Ins - Nov	69,685.68			1,485,640.47
24-Nov	Void ck. #178722 - VOYA Inst Trust		-1,151.64	General	1,486,792.11
24-Nov	Void ck. #178722 - VOYA Inst Trust		-48.36	Federal	1,486,840.47
24-Nov	JE #306 - Direct wire to VOYA		200.00		1,486,640.47
25-Nov	Misc Ins Payments - Nov	25,091.22			1,511,731.69
25-Nov	PRIS funding - Nov	36,416.00			1,548,147.69
25-Nov	Travel Reimb.	552.36			1,548,700.05
25-Nov	Badge Replacements	120.00			1,548,820.05
25-Nov	Supplies Reimb. - Marketing	476.17			1,549,296.22
25-Nov	CCM Reimb.	3,336.46			1,552,632.68
25-Nov	Parts Reimb.	2,500.00			1,555,132.68
25-Nov	Fuel Reimb.	3,815.65			1,558,948.33
25-Nov	Fuel Reimb.	31,124.83			1,590,073.16
25-Nov	PWL Reimb.	58.82			1,590,131.98
25-Nov	AF Refund on forfeiture	324.99			1,590,456.97
25-Nov	CCM Reimb.	815.94			1,591,272.91
25-Nov	PWL Reimb.	415.83			1,591,688.74

	All Funds				
25/26		Deposits	Expenses	Abate	Balance
25-Nov	**Balance Forward**				1,591,688.74
25-Nov	Fuel Reimb.	1,421.87			1,593,110.61
25-Nov	Sal Reimb.	681.52			1,593,792.13
25-Nov	DHS Reimb.	10,851.75			1,604,643.88
25-Nov	Refund - National Life	100.00			1,604,743.88
25-Nov	WC Premiums - Nov	32,941.80			1,637,685.68
25-Nov	Ins Premiums - Nov	619,177.81			2,256,863.49
25-Nov	Rent - WHS	2,019.99			2,258,883.48
25-Nov	Donation - Betts Scholarship	5,250.00			2,264,133.48
25-Nov	Student Proceeds - Oct	113,752.67			2,377,886.15
25-Nov	Int on ck acct - Oct	359.92			2,378,246.07
25-Nov	Nov P/R		4,016,595.27	General	-1,638,349.20
25-Nov	Nov P/R		53,060.34	PCFP - ELL	-1,691,409.54
25-Nov	Nov P/R		9,135.86	PCFP - GT	-1,700,545.40
25-Nov	Nov P/R		28,533.80	PCFP - At Risk	-1,729,079.20
25-Nov	Nov P/R		339,959.31	Federal	-2,069,038.51
25-Nov	Nov P/R		112,842.15	Food Svc	-2,181,880.66
25-Nov	Nov P/R		857,327.91	Sped	-3,039,208.57
25-Nov	Ad Valorem - Oct	666,471.85			-2,372,736.72
25-Nov	RBPT - Oct	63,360.00			-2,309,376.72
25-Nov	Rent - DHS	904.07			-2,308,472.65
25-Nov	Sp Run A/P		47,528.49		-2,356,001.14
25-Nov	Sp Run A/P		25.00		-2,356,026.14
25-Nov	Sp Run A/P		321.18		-2,356,347.32
25-Nov	Sp Run A/P		100.41		-2,356,447.73
1-Dec	Transfer to HTH - WF Claims		280,041.87		-2,636,489.60
1-Dec	Non-check batch - Admin Fees		93,858.84		-2,730,348.44
1-Dec	PCFP - Base funding	4,028,154.50			1,297,806.06
1-Dec	PCFP - Transportation	331,438.75			1,629,244.81
1-Dec	PCFP - Local Sped	452,366.67			2,081,611.48
1-Dec	PCFP - ELL	56,849.42			2,138,460.90
1-Dec	PCFP - GT	11,110.92			2,149,571.82
1-Dec	PCFP - At-Risk	39,547.42			2,189,119.24
1-Dec	SB500	188,797.58			2,377,916.82
1-Dec	Title II	10,546.54			2,388,463.36
1-Dec	Title I-A	32,983.80			2,421,447.16
1-Dec	K-5 STEM funding	4,879.93			2,426,327.09
2-Dec	AB495 - Final	34,555.84			2,460,882.93
3-Dec	Transfer to HTH - WF Claims		139,515.50		2,321,367.43
5-Dec	Sp Run A/P		116,581.99	General	2,204,785.44
5-Dec	Sp Run A/P		15,112.19	Federal	2,189,673.25
5-Dec	Sp Run A/P		365.35	Food Svc	2,189,307.90
5-Dec	WC Premiums - Nov		621.43	Sped	2,188,686.47
9-Dec	Sp Run A/P - EFT		20,468.69	General	2,168,217.78
9-Dec	Sp Run A/P - EFT		1,540.65	Sped	2,166,677.13
9-Dec	GST - CP - Nov	146,189.81			2,312,866.94
10-Dec	Transfer to HTH - WF Claims		158,763.14		2,154,103.80
11-Dec	Sp Run A/P - PEBP - Direct wire		48,052.35		2,106,051.45
11-Dec	PAES lab Reimb. - DETR	41,692.28			2,147,743.73
11-Dec	Dec A/P		285,759.21	General	1,861,984.52
11-Dec	Dec A/P		14,736.19	Federal	1,847,248.33
11-Dec	Dec A/P		70,210.69	Food Svc	1,777,037.64
11-Dec	Dec A/P		21,172.00	Sped	1,755,865.64
11-Dec	Dec A/P		1,000.00	CP - GST	1,754,865.64
11-Dec	Dec A/P		750.00	Debt Svc	1,754,115.64
11-Dec	Dec A/P		6,569.67	Ins	1,747,545.97
11-Dec	Dec A/P		195.00	WC	1,747,350.97
11-Dec	Dec A/P - EFT		103,636.39	General	1,643,714.58
11-Dec	Dec A/P - EFT		21,906.12	Federal	1,621,808.46
11-Dec	Dec A/P - EFT		352.20	Food Svc	1,621,456.26
11-Dec	Dec A/P - EFT		357.68	Sped	1,621,098.58
12-Dec	Void ck #178920 - VOYA Inst Trust		-1,200.00		1,622,298.58
12-Dec	JE #343 - Direct wire to VOYA		200.00		1,622,098.58
17-Dec	Transfer to HTH - WF Claims		226,273.59		1,395,824.99
17-Dec	Sp Run A/P - EFT		19,239.42	General	1,376,585.57
17-Dec	Sp Run A/P - EFT		1,448.13	Sped	1,375,137.44
18-Dec	CTE State Allocation	20,169.91			1,395,307.35
23-Dec	Perkins Basic	1,031.50			1,396,338.85
23-Dec	PAES lab Reimb. - DETR	41,692.28			1,438,031.13
23-Dec	Title II-A	15,090.88			1,453,122.01
23-Dec	Adult Ed	2,101.27			1,455,223.28
23-Dec	Title I-A - 1003(a)	8,366.81			1,463,590.09
23-Dec	Title I-A	29,287.66			1,492,877.75
23-Dec	IDEA Special Projects	16,910.19			1,509,787.94
23-Dec	Local Plan	72,256.47			1,582,044.41
23-Dec	Early Childhood	3,806.29			1,585,850.70
23-Dec	Sp Run A/P		67,550.38	General	1,518,300.32
23-Dec	Sp Run A/P		40.83	Federal	1,518,259.49
23-Dec	Sp Run A/P		106.28	Sped	1,518,153.21
24-Dec	Transfer to HTH - WF Claims		220,094.90		1,298,058.31

	All Funds				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
23-Dec	**Balance Forward**				1,298,058.31
24-Dec	Non-check batch - Admin Fees		88,739.24		1,209,319.07
24-Dec	Commerce Bank Rebates - Nov	1,907.24			1,211,226.31
24-Dec	PERS Ins - Dec	74,904.19			1,286,130.50
31-Dec	Student Proceeds - Nov	77,584.52			1,363,715.02
31-Dec	Int on ck acct	192.97			1,363,907.99
31-Dec	Rent - ZCES Parking Lot	49,373.68			1,413,281.67
31-Dec	Ad Valorem - Nov	80,231.34			1,493,513.01
31-Dec	RBPT - Nov	38,016.00			1,531,529.01
31-Dec	Tuition Reimb.	3,000.00			1,534,529.01
31-Dec	Rent - DHS	904.07			1,535,433.08
31-Dec	Rent - DHS	1,625.92			1,537,059.00
31-Dec	Special Donation - Big George	10,000.00			1,547,059.00
31-Dec	PWL Reimb.	25.96			1,547,084.96
31-Dec	DHS Reimb.	903.70			1,547,988.66
31-Dec	Maint Refund	121.06			1,548,109.72
31-Dec	ZCES Reimb.	304.34			1,548,414.06
31-Dec	ZCES Reimb.	1,485.71			1,549,899.77
31-Dec	DHS Reimb.	4,724.79			1,554,624.56
31-Dec	DHS Reimb.	2,085.44			1,556,710.00
31-Dec	PWL Reimb.	441.16			1,557,151.16
31-Dec	ASPIRE Reimb.	437.00			1,557,588.16
31-Dec	JVES Reimb.	2,249.00			1,559,837.16
31-Dec	JVES Reimb.	450.00			1,560,287.16
31-Dec	Marketing Refund	13.98			1,560,301.14
31-Dec	Fuel Reimb.	6.18			1,560,307.32
31-Dec	Fuel Reimb.	207.17			1,560,514.49
31-Dec	Grants Reimb	159.84			1,560,674.33
31-Dec	PWL Reimb.	505.00			1,561,179.33
31-Dec	RPDP Reimb.	1,335.67			1,562,515.00
31-Dec	CVMS Reimb.	650.00			1,563,165.00
31-Dec	PWL Reimb.	204.68			1,563,369.68
31-Dec	PWL Reimb.	732.93			1,564,102.61
31-Dec	PWL Reimb.	22.76			1,564,125.37
31-Dec	Fuel Reimb.	5,619.97			1,569,745.34
31-Dec	Fuel Reimb.	29,549.04			1,599,294.38
31-Dec	Fuel Reimb.	4,811.10			1,604,105.48
31-Dec	Sal Reimb.	944.10			1,605,049.58
31-Dec	WC Premiums -Dec	34,116.76			1,639,166.34
31-Dec	Ins Premiums - Dec	619,120.57			2,258,286.91
31-Dec	PRIS Funding - Dec	36,000.00			2,294,286.91
31-Dec	Int on investments - Nov	36,509.11			2,330,796.02
31-Dec	Sp run A/P - EFT		20,507.46	General	2,310,288.56
31-Dec	Sp run A/P - EFT		1,490.13	Sped	2,308,798.43
31-Dec	Gateway Rebate	119,102.66			2,427,901.09
31-Dec	Void ck. #179002		-1,151.64	General	2,429,052.73
31-Dec	Void ck. #179002		-48.36	Federal	2,429,101.09
31-Dec	Direct wire - VOYA Trust		300.00		2,428,801.09
31-Dec	Dec P/R		4,160,959.23	General	-1,732,158.14
31-Dec	Dec P/R		56,076.13	PCFP - ELL	-1,788,234.27
31-Dec	Dec P/R		9,091.72	PCFP - GT	-1,797,325.99
31-Dec	Dec P/R		28,480.67	PCFP -At Risk	-1,825,806.66
31-Dec	Dec P/R		341,654.21	Federal	-2,167,460.87
31-Dec	Dec P/R		113,442.56	Food Svcs	-2,280,903.43
31-Dec	Dec P/R		889,949.66	Spec	-3,170,853.09
31-Dec	Title I - 1003(a) FY24-25 funds	1,271.06			-3,169,582.03
1-Jan	Transfer to HTH - WF Claims		110,381.66		-3,279,963.69
5-Jan	Sp Run A/P		16,022.19	General	-3,295,985.88
5-Jan	Sp Run A/P		22.94	Food Svcs	-3,296,008.82
5-Jan	Sp Run A/P		58.39	Sped	-3,296,067.21
8-Jan	Jan A/P		192,717.47	General	-3,488,784.68
8-Jan	Jan A/P		34,158.76	Federal	-3,522,943.44
8-Jan	Jan A/P		26,977.41	Food Svcs	-3,549,920.85
8-Jan	Jan A/P		12,674.35	Sped	-3,562,595.20
8-Jan	Jan A/P		98,458.76	CP - GST	-3,661,053.96
8-Jan	Jan A/P		4,871.49	Ins	-3,665,925.45
8-Jan	Jan A/P - EFT		42,745.13	General	-3,708,670.58
8-Jan	Jan A/P - EFT		249.70	Sped	-3,708,920.28
8-Jan	Jan A/P - EFT		1,217.75	Federal	-3,710,138.03
8-Jan	Transfer to HTH - WF Claims		137,901.31		-3,848,039.34
8-Jan	Title I - 1003(a) FY24-25 funds	11,746.11			-3,836,293.23
8-Jan	PCFP - Base Funding	4,028,154.51			191,861.28
8-Jan	PCFP - Transportation	331,438.75			523,300.03
8-Jan	PCFP - Local Sped	452,366.67			975,666.70
8-Jan	PCFP - ELL	56,849.42			1,032,516.12
8-Jan	PCFP - GT	11,110.92			1,043,627.04
8-Jan	PCFP - At-Risk	39,547.42			1,083,174.46
8-Jan	SB500	188,797.58			1,271,972.04
14-Jan	Fed Reimb. - Lunch - Nov	67,969.31			1,339,941.35
14-Jan	Fed Reimb. - Breakfast - Nov	21,768.16			1,361,709.51

	All Funds				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
14-Jan	Balance Forward				1,361,709.51
14-Jan	IDEA Special Projects	3,101.59			1,364,811.10
14-Jan	Transfer to HTH - WF Claims		107,213.66		1,257,597.44
14-Jan	Sp run A/P - PEBP Direct wire		48,995.50	General	1,208,601.94
14-Jan	Sp Run A/P - EFT		33,290.07	General	1,175,311.87
16-Jan	Sp Run A/P		32,270.55	Federal	1,143,041.32
16-Jan	Sp Run A/P		20.99	Federal	1,143,020.33
16-Jan	Sp Run A/P		139.49	Sped	1,142,880.84
22-Jan	Sp Run A/P - EFT		882.00	Bldg & Sites	1,141,998.84
23-Jan	Sp Run A/P		64,684.48	General	1,077,314.36
23-Jan	Sp Run A/P		3,711.21	Federal	1,073,603.15
23-Jan	Sp Run A/P		183.54	Sped	1,073,419.61
23-Jan	Transfer to HTH - WF Claims		259,493.98		813,925.63
26-Jan	Int on investments - Dec	36,220.27			850,145.90
26-Jan	GST - CP - Dec	167,761.33			1,017,907.23
26-Jan	Commerce Bank Rebates - Dec	2,709.71			1,020,616.94
27-Jan	CTE State Allocation Reimb.	2,699.00			1,023,315.94
27-Jan	Sped Reimb.	3,398.16			1,026,714.10
27-Jan	Ad Valorem	268,825.81			1,295,539.91
27-Jan	RBPT - CP	36,432.00			1,331,971.91
27-Jan	Student Proceeds - Nov	93,496.47			1,425,468.38
27-Jan	Int on ck acct - Nov	194.64			1,425,663.02
27-Jan	DHS Reimb.	12,150.92			1,437,813.94
27-Jan	Parts Reimb.	241.50			1,438,055.44
27-Jan	Fuel Reimb.	3,515.49			1,441,570.93
27-Jan	Fuel Reimb.	23,933.60			1,465,504.53
27-Jan	DHS Reimb.	550.34			1,466,054.87
27-Jan	SES Reimb.	122.91			1,466,177.78
27-Jan	SES Reimb.	2,689.31			1,468,867.09
27-Jan	ASPIRE Reimb.	510.00			1,469,377.09
27-Jan	Tuition reimb.	250.00			1,469,627.09
27-Jan	Parts Reimb.	760.87			1,470,387.96
27-Jan	DHS Reimb.	5,000.00			1,475,387.96
27-Jan	DHS Reimb.	19,864.42			1,495,252.38
27-Jan	VM Reimb.	11.20			1,495,263.58
27-Jan	Maint Reimb.	1,188.99			1,496,452.57
27-Jan	Maint Reimb. - Recycle	1,308.60			1,497,761.17
27-Jan	DHS Reimb.	8,013.37			1,505,774.54
27-Jan	Misc Ins	59,120.61			1,564,895.15
27-Jan	Fuel Reimb.	553.00			1,565,448.15
28-Jan	Void ck #179015		-103.00		1,565,551.15
28-Jan	Transfer to HTH - WF Claims		330,238.45		1,235,312.70
30-Jan	Ins Premiums - PERS - Jan	72,279.19			1,307,591.89
30-Jan	Ins Premiums - Jan	688,058.00			1,995,649.89
30-Jan	WC Premiums - Jan	32,609.14			2,028,259.03
30-Jan	PRIS Premiums - Jan	35,712.00			2,063,971.03
30-Jan	JE $407 - Transfer to WC		100,000.00		1,963,971.03
30-Jan	Jan P/R		4,132,061.63	General	-2,168,090.60
30-Jan	Jan P/R		54,902.66	PCFP - ELL	-2,222,993.26
30-Jan	Jan P/R		9,211.69	PCFP - GT	-2,232,204.95
30-Jan	Jan P/R		28,845.59	PCFP - At-Risk	-2,261,050.54
30-Jan	Jan P/R		342,258.21	Federal	-2,603,308.75
30-Jan	Jan P/R		115,838.97	Food Svc	-2,719,147.72
30-Jan	Jan P/R		875,929.01	Sped	-3,595,076.73
30-Jan	JE #429 - Direct wire to VOYA		300.00		-3,595,376.73
30-Jan	Sp run A/P		36,716.77	General	-3,632,093.50
30-Jan	Sp run A/P		530.48	Federal	-3,632,623.98
30-Jan	Sp run A/P		522.73	Food Svc	-3,633,146.71
30-Jan	Sp run A/P		607.18	Sped	-3,633,753.89
30-Jan	Sp run A/P		101,800.00	CP - GST	-3,735,553.89
30-Jan	Sp run A/P		2,625.00	WC	-3,738,178.89
30-Jan	Transfer to HTH - WF Claims		110,381.66		-3,848,560.55
2-Feb	Non-check batch - Admin fees		87,983.28		-3,936,543.83
2-Feb	Sp Run A/P - EFT		21,234.73		-3,957,778.56
2-Feb	PCFP - Base Funding	4,189,971.82			232,193.26
2-Feb	PCFP - Transportation	331,438.75			563,632.01
2-Feb	PCFP - Local Sped	452,366.67			1,015,998.68
2-Feb	PCFP - ELL	56,849.42			1,072,848.10
2-Feb	PCFP - GT	11,110.92			1,083,959.02
2-Feb	PCFP - At-Risk	39,547.42			1,123,506.44
2-Feb	SB500	188,797.58			1,312,304.02
2-Feb	State Sped	1,074,783.00			2,387,087.02
2-Feb	State Sped	5,471.09			2,392,558.11
5-Feb	Transfer to HTH - WF Claims		147,355.71		2,245,202.40
6-Feb	Balance Forward from FY24-25	4,351,751.30			6,596,953.70
9-Feb	Fed Reimb. - SNP - Lunch - Dec	67,054.97			6,664,008.67
9-Feb	Fed Reimb. - SNP - Breakfast - Dec	21,244.00			6,685,252.67
9-Feb	Sp Run A/P		105,051.07	General	6,580,201.60
9-Feb	Sp Run A/P		4,509.08	Federal	6,575,692.52
9-Feb	Sp Run A/P		11.10	Food Svc	6,575,681.42

	All Funds				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
9-Feb	**Balance Forward**				**6,575,681.42**
9-Feb	Sp Run A/P		5,716.34	Sped	6,569,965.08
11-Feb	Sp Run A/P - PEBP		46,777.98		6,523,187.10
11-Feb	GST - Jan - CP	169,877.85			6,693,064.95
11-Feb	Adult Ed	7,487.36			6,700,552.31
11-Feb	CTE State Allocation	6,912.78			6,707,465.09
11-Feb	CTE State Competitive	7,873.52			6,715,338.61
11-Feb	DIF - Nevada Trip	2,500.00			6,717,838.61
11-Feb	Local Plan	184,624.13			6,902,462.74
11-Feb	Early Childhood	7,901.11			6,910,363.85
11-Feb	Early Childhood - FY24-25 funds	266.59			6,910,630.44
11-Feb	Transfer to HTH - WF Claims		118,638.29		6,791,992.15
12-Feb	Title II-A	52,458.20			6,844,450.35
13-Feb	JE #470 - October Analysis Fee		1,882.90		6,842,567.45
13-Feb	JE #471 - October IC Fees		740.63		6,841,826.82
13-Feb	October IC Deposits	876.30			6,842,703.12
13-Feb	JE #473 - Nov Analysis Fee		1,714.79		6,840,988.33
13-Feb	JE #474 - Nov IC Fees		1,491.02		6,839,497.31
13-Feb	JE #475 - Ck cleared to CCMSI		2,035.00		6,837,462.31
13-Feb	Wire to VOYA for 11-30-25		200.00		6,837,262.31
13-Feb	JROTC - Oct & Nov	8,195.74			6,845,458.05
13-Feb	Nov IC Deposits	500.42			6,845,958.47
13-Feb	JE #479 - Dec Analysis Fee		824.26		6,845,134.21
13-Feb	JE #479 - Dec IC Fees		757.07		6,844,377.14
13-Feb	Dec JROTC	4,097.87			6,848,475.01
13-Feb	Dec IC Deposits	895.74			6,849,370.75
20-Feb	Title IV-A	1,481.41			6,850,852.16
20-Feb	Perkins Basic	5,404.87			6,856,257.03
20-Feb	Title I - 1003(a)	18,203.71			6,874,460.74
20-Feb	Title I-D	1,880.69			6,876,341.43
20-Feb	Title I-A	75,932.71			6,952,274.14
20-Feb	Title III Immigrant - FY24-25 Funds	15,516.15			6,967,790.29
20-Feb	Jan Interest	34,401.38			7,002,191.67
20-Feb	Transfer to HTH - WF Claims		217,775.11		6,784,416.56
20-Feb	Sp Run A/P		30,261.23	General	6,754,155.33
20-Feb	Sp Run A/P		2,321.45	Federal	6,751,833.88
20-Feb	Sp Run A/P		30.74	Food Svc	6,751,803.14
20-Feb	Sp Run A/P		14.24	Sped	6,751,788.90
20-Feb	Sp Run A/P		6,529.36	Ins	6,745,259.54
20-Feb	Sp Run A/P		450.55	WC	6,744,808.99
20-Feb	Feb A/P		211,707.36	General	6,533,101.63
20-Feb	Feb A/P		43,028.93	Federal	6,490,072.70
20-Feb	Feb A/P		106,861.46	Food Svc	6,383,211.24
20-Feb	Feb A/P		35,175.42	Sped	6,348,035.82
20-Feb	Feb A/P		107,276.04	CP - GST	6,240,759.78
20-Feb	Feb A/P		7,725.97	Bldg & Sites	6,233,033.81
20-Feb	Feb A/P		5,979.06	Ins	6,227,054.75
20-Feb	Feb A/P		1,157.94	WC	6,225,896.81
20-Feb	Feb A/P - EFT		30,542.68	General	6,195,354.13
20-Feb	Feb A/P - EFT		2,034.64	Federal	6,193,319.49
20-Feb	Feb A/P - EFT		854.68	Food Svc	6,192,464.81
20-Feb	Feb A/P - EFT		1,584.00	Sped	6,190,880.81
23-Feb	Sp Run A/P - EFT		23,883.07	General	6,166,997.74
25-Feb	Transfer to HTH - WF Claims		104,141.41		6,062,856.33
27-Feb	Sped Reimb. - PWL	154.19			6,063,010.52
27-Feb	SIT Transp Reimb.	1,626.62			6,064,637.14
27-Feb	Student Proceeds - Jan	78,924.94			6,143,562.08
27-Feb	Int on ck acct - Jan	164.02			6,143,726.10
27-Feb	WC premiums - Jan Adj	849.55			6,144,575.65
27-Feb	WC Premiums - Feb	36,527.49			6,181,103.14
27-Feb	Ins Premiums - Feb	687,603.00			6,868,706.14
27-Feb	Misc Ins Premiums - Feb	22,432.62			6,891,138.76
27-Feb	WHS scoreboard reimb	5,000.00			6,896,138.76
27-Feb	Badge Replacement	30.00			6,896,168.76
27-Feb	PRIS Funding - Feb	35,616.00			6,931,784.76
27-Feb	DHS Sal Reimb.	260.00			6,932,044.76
27-Feb	Alpine Co Tuition	145,894.80			7,077,939.56
27-Feb	Math Cohort Sal & Benefit Reimb.	7,047.61			7,084,987.17
27-Feb	Lyndsey Bednar Sal & Benefit Reimb.	61,761.72			7,146,748.89
27-Feb	AF Flex Refund	1,408.28			7,148,157.17
27-Feb	CCM Reimb.	879.78			7,149,036.95
27-Feb	PWL Reimb.	542.97			7,149,579.92
27-Feb	JVES Reimb.	1,750.00			7,151,329.92
27-Feb	JVES Reimb.	206.17			7,151,536.09
27-Feb	ZCES Reimb	1,279.06			7,152,815.15
27-Feb	WHS Reimb.	1,617.81			7,154,432.96
27-Feb	Maint Reimb	17.47			7,154,450.43
27-Feb	Fuel Reimb.	4,649.24			7,159,099.67
27-Feb	Fuel Reimb.	25,577.68			7,184,677.35
27-Feb	DHS Reimb.	3,868.85			7,188,546.20

	All Funds				
25/26		Deposits		Abate	Balance
27-Feb	**Balance Forward**				7,188,546.20
27-Feb	Parts Reimb.	426.00			7,188,972.20
27-Feb	Fuel Reimb.	252.30			7,189,224.50
27-Feb	Sal Reimb.	905.08			7,190,129.58
27-Feb	Fuel Reimb.	56.55			7,190,186.13
27-Feb	Sal Reimb.	130.01			7,190,316.14
27-Feb	Fuel Reimb.	165.00			7,190,481.14
27-Feb	Sal Reimb.	210.00			7,190,691.14
27-Feb	PERS Ins Premiums - Feb	67,529.19			7,258,220.33
27-Feb	JE #510 - Return ck for Insurance	-925.00			7,257,295.33
27-Feb	JE #507 - Jan Analysis Fee		614.93		7,256,680.40
27-Feb	JE #506 - Jan IC Fees		742.27		7,255,938.13
27-Feb	Jan IC Deposits	585.23			7,256,523.36
27-Feb	Jan JROTC	4,097.87			7,260,621.23
27-Feb	Commerce Bank Rebate - Jan	1,463.47			7,262,084.70
27-Feb	Feb P/R		4,499,619.10	General	2,762,465.60
27-Feb	Feb P/R		61,118.40	PCFP - ELL	2,701,347.20
27-Feb	Feb P/R		9,127.36	PCFP - GT	2,692,219.84
27-Feb	Feb P/R		29,097.84	PCFP - At Risk	2,663,122.00
27-Feb	Feb P/R		386,564.60	Federal	2,276,557.40
27-Feb	Feb P/R		115,826.94	Food Svc	2,160,730.46
27-Feb	Feb P/R		921,981.17	Sped	1,238,749.29
27-Feb	JE #505 - Transfer to VOYA Trust		300.00		1,238,449.29
27-Feb	JE #463 - Transfer to VOYA Trust		300.00		1,238,149.29
27-Feb	Sp Run A/P		47,064.16	General	1,191,085.13
27-Feb	Sp Run A/P		852.18	Federal	1,190,232.95
27-Feb	Sp Run A/P		64.15	Sped	1,190,168.80
27-Feb	DHS Reimb.	20,086.60			1,210,255.40
2-Mar	DHS Records Request Reimb.	15.00			1,210,270.40
2-Mar	PCFP - Base Funding	4,126,160.16			5,336,430.56
2-Mar	PCFP - Transportation	331,438.75			5,667,869.31
2-Mar	PCFP - Local Sped	452,366.67			6,120,235.98
2-Mar	PCFP - ELL	56,849.42			6,177,085.40
2-Mar	PCFP - GT	11,110.92			6,188,196.32
2-Mar	PCFP - At-Risk	39,547.42			6,227,743.74
2-Mar	SB500	188,797.58			6,416,541.32
2-Mar	Sp Run A/P - EFT		24,076.22		6,392,465.10
3-Mar	RBPT - Jan	11,088.00			6,403,553.10
3-Mar	Ad Valorem - Debt Svc - Jan	616,943.25			7,020,496.35
4-Mar	Transfer to HTH - WF Claims		213,137.46		6,807,358.89
4-Mar	Non-check batch - Admin Fees		86,473.71		6,720,885.18
5-Mar	Rev transfer from 1-29 - Dup pymt - ($50)		-110,381.66		6,831,266.84
6-Mar	Sp Run A/P		95,638.85	General	6,735,627.99
6-Mar	Sp Run A/P		32,267.16	Federal	6,703,360.83
6-Mar	Sp Run A/P		168.46	Food Svc	6,703,192.37
6-Mar	Sp Run A/P		579.02	Sped	6,702,613.35
6-Mar	Sp Run A/P		545.00	WC	6,702,068.35
11-Mar	Void ck. #179478		-76.56		6,702,144.91
11-Mar	Int on investments - Feb	31,623.15			6,733,768.06
11-Mar	Transfer to HTH - WF Claims		81,284.50		6,652,483.56
12-Mar	Fed Reimb. - SNP - Lunch - Jan	72,027.37			6,724,510.93
12-Mar	Fed Reimb. - SNP - Breakfast - Jan	23,049.68			6,747,560.61
12-Mar	March A/P		610,397.59	General	6,137,163.02
12-Mar	March A/P		22,827.65	Federal	6,114,335.37
12-Mar	March A/P		44,867.78	Food Svc	6,069,467.59
12-Mar	March A/P		15,564.53	Sped	6,053,903.06
12-Mar	March A/P		625.00	Debt Svc	6,053,278.06
12-Mar	March A/P		7,316.37	Ins	6,045,961.69
12-Mar	March A/P - EFT		52,992.93	General	5,992,968.76
12-Mar	March A/P - EFT		1,320.00	Federal	5,991,648.76
12-Mar	March A/P - EFT		175.78	Sped	5,991,472.98
17-Mar	JE #571 - VOYA Inst		300.00		5,991,172.98
17-Mar	Non-check batch - PEBP - March		44,415.62		5,946,757.36
17-Mar	Void ck. #179752		-1,070.12		5,947,827.48
17-Mar	Void ck. #179753		-922.61		5,948,750.09
17-Mar	Void ck. #179755		-1,069.36		5,949,819.45
17-Mar	Void ck. #179754		-1,101.05		5,950,920.50
17-Mar	Void ck. #179756		-1,223.35		5,952,143.85
17-Mar	Void ck. #179757		-968.81		5,953,112.66
17-Mar	Void ck. #179758		-1,082.83		5,954,195.49
17-Mar	Void ck. #179760		-1,479.80		5,955,675.29
17-Mar	Void ck. #179761		-1,519.38		5,957,194.67
17-Mar	Void ck. #179762		-1,254.51		5,958,449.18
17-Mar	Void ck. #179763		-1,479.80		5,959,928.98
17-Mar	Void ck. #179765		-1,099.71		5,961,028.69
17-Mar	Void ck. #179756		-1,063.27		5,962,091.96
17-Mar	Void ck. #179767		-1,121.18		5,963,213.14
17-Mar	Void ck. #179768		-1,091.66		5,964,304.80
17-Mar	Void ck. #179769		-1,277.22		5,965,582.02
17-Mar	GST - CP - Feb	129,554.57			6,095,136.59

	All Funds				
25/26		Deposits	Expenses	Abate	Balance
17-Mar	Balance Forward				6,095,136.59
17-Mar	Title I - 1003(a) - FY24-25 funds	10,401.30			6,105,537.89
17-Mar	Title II-A	14,952.27			6,120,490.16
17-Mar	Perkins Basic	128.11			6,120,618.27
17-Mar	Adult Ed	4,241.75			6,124,860.02
17-Mar	CTE - State Allocation	8,906.43			6,133,766.45
17-Mar	CTE - State Competitive	32,164.41			6,165,930.86
17-Mar	Title I - 1003(a)	3,457.10			6,169,387.96
17-Mar	Title III - Immigrant - FY24-25 funds	732.15			6,170,120.11
17-Mar	Title I - 1003(a) - FY24-25 funds	11,710.82			6,181,830.93
17-Mar	Title I-D	4,336.58			6,186,167.51
17-Mar	Title III - ESL	9,220.69			6,195,388.20
17-Mar	Title I-A	1,476.29			6,196,864.49
18-Mar	JE #573 - Bond Pymts - Principal		2,431,000.00		3,765,864.49
18-Mar	JE #573 - Interest Pymts		294,840.51		3,471,023.98
18-Mar	Transfer to HTH - WF Claims		34,087.52		3,436,936.46
19-Mar	IC Deposits - February	86.54			3,437,023.00
19-Mar	JROTC - Feb	10,203.75			3,447,226.75
19-Mar	JE #575 - IC Fees - Feb		153.95		3,447,072.80
19-Mar	JE #576 - Analysis Fee - Feb		1,368.86		3,445,703.94
19-Mar	JE #577 - HSA Returns		-4,125.00		3,449,828.94
19-Mar	Hi-Set Fees Reimb.	390.00			3,450,218.94
19-Mar	Fuel Reimb.	96.31			3,450,315.25
19-Mar	Ed Svcs Reimb.	2,452.86			3,452,768.11
19-Mar	DHS Reimb.	1,032.99			3,453,801.10
19-Mar	PWL Reimb.	62.63			3,453,863.73
19-Mar	Fuel Reimb.	3,332.36			3,457,196.09
19-Mar	Fuel Reimb.	25,459.96			3,482,656.05
19-Mar	DHS Reimb.	1,821.60			3,484,477.65
19-Mar	Restitution for damages	51.00			3,484,528.65
19-Mar	CCM Reimb.	1,353.43			3,485,882.08
19-Mar	Request for Public Records	79.10			3,485,961.18
19-Mar	UNR Reimb.	200.00			3,486,161.18
19-Mar	Maint Reimb	316.40			3,486,477.58
19-Mar	Tuition Reimb.	1,500.00			3,487,977.58
19-Mar	Rent - DHS	772.50			3,488,750.08
19-Mar	Student Proceeds - Feb	78,335.07			3,567,085.15
19-Mar	Int on ck acct - Feb	155.41			3,567,240.56
19-Mar	Rent - PWL	978.07			3,568,218.63
19-Mar	Rent - DHS	437.50			3,568,656.13
19-Mar	Rent - DHS	257.50			3,568,913.63
20-Mar	Sp Run A/P		17,815.98	General	3,551,097.65
20-Mar	Sp Run A/P		5,775.08	Federal	3,545,322.57
20-Mar	Sp Run A/P		30.73	Sped	3,545,291.84
20-Mar	IDEA - Special Projects	51,315.90			3,596,607.74
20-Mar	Local Plan	160,770.31			3,757,378.05
20-Mar	Early Childhood	4,149.23			3,761,527.28
20-Mar	K-5 STEM	737.95			3,762,265.23
24-Mar	Void ck #179731		-46.24		3,762,311.47
24-Mar	PEBP Adj - Direct wire		2,217.52		3,760,093.95
24-Mar	Sp Run A/P - EFT		32,431.97		3,727,661.98
25-Mar	Transfer to HTH - WF Claims		194,443.52		3,533,218.46
26-Mar	JE #593 - Void EFT file to NASB		-500.00		3,533,718.46
27-Mar	Sp Run A/P		28,844.68	General	3,504,873.78
27-Mar	Sp Run A/P		4,167.34	Federal	3,500,706.44
27-Mar	Sp Run A/P		331.43	Sped	3,500,375.01
27-Mar	JE #602 - Transfer to VOYA Inst Trust		300.00		3,500,075.01
27-Mar	Commerce Bank Rebate - Feb	375.96			3,500,450.97
31-Mar	Gateway Rebate - Qtr 3	122,540.05			3,622,991.02
31-Mar	PERS Ins Premiums - March	68,479.19			3,691,470.21
31-Mar	PRIS Funding	35,264.00			3,726,734.21
31-Mar	ZCES Reimb.	1,137.52			3,727,871.73
31-Mar	WHS Reimb.	1,202.36			3,729,074.09
31-Mar	Parts Reimb.	10.00			3,729,084.09
31-Mar	COSTCO Reimb.	27.24			3,729,111.33
31-Mar	DHS Reimb.	3,355.55			3,732,466.88
31-Mar	Maint Reimb	516.41			3,732,983.29
31-Mar	DHS Reimb.	1,098.90			3,734,082.19
31-Mar	Donation - Johnsn Valuation Group	5,000.00			3,739,082.19
31-Mar	Misc Ins Premiums - March	26,177.90			3,765,260.09
31-Mar	Ins Premiums - March	682,583.00			4,447,843.09
31-Mar	RBPT - Feb	23,760.00			4,471,603.09
31-Mar	WC Premiums	32,580.71			4,504,183.80
31-Mar	Ad Valorem - Feb	519,934.06			5,024,117.86
31-Mar	JE #615		50.00	Ins	5,024,067.86
31-Mar	March P/R		4,039,598.32	General	984,469.54
31-Mar	March P/R		54,407.98	PCFP - ELL	930,061.56
31-Mar	March P/R		9,043.08	PCFP - GT	921,018.48
31-Mar	March P/R		28,845.57	PCFP - At Risk	892,172.91
31-Mar	March P/R		359,616.03	Federal	532,556.88

	All Funds				
25/26		Deposits	Expenses	Abate	Balance
31-Mar	**Balance Forward**				532,556.88
31-Mar	March P/R		119,966.07	Food Svcs	412,590.81
31-Mar	March P/R		851,499.21	Sped	-438,908.40
31-Mar	Void ck - Didn't owe		-100.00	General	-438,808.40
1-Apr	PCFP - Base funding	4,126,160.16			3,687,351.76
1-Apr	PCFP - Transportation	331,438.75			4,018,790.51
1-Apr	PCFP - Local Sped	452,366.67			4,471,157.18
1-Apr	PCFP - ELL	56,849.42			4,528,006.60
1-Apr	PCFP - GT	11,110.92			4,539,117.52
1-Apr	PCFP - At-Risk	39,547.42			4,578,664.94
1-Apr	SB500	188,797.58			4,767,462.52
2-Apr	Transfer to HTH WF Claims		208,149.99		4,559,312.53
2-Apr	Dif - Nv Trip	2,500.00			4,561,812.53
9-Apr	Transfer to HTH WF Claims		221,052.42		4,340,760.11
9-Apr	Fed Reimb. - Lunch - SNP - Feb	68,092.86			4,408,852.97
9-Apr	Fed Reimb. - Breakfast - SNP - Feb	21,337.54			4,430,190.51
9-Apr	Title I-A	31,630.71			4,461,821.22
9-Apr	JE #627 - Void EFT - Title I-A		-1,320.00		4,463,141.22
9-Apr	Apr A/P		53,719.73	General	4,409,421.49
9-Apr	Apr A/P		42,959.36	Federal	4,366,462.13
9-Apr	Apr A/P		80,017.49	Food Svcs	4,286,444.64
9-Apr	Apr A/P		14,165.89	Sped	4,272,278.75
9-Apr	Apr A/P		164,464.00	CP - GST	4,107,814.75
9-Apr	Apr A/P		3,625.00	Ins	4,104,189.75
9-Apr	Apr A/P - EFT		75,195.87	General	4,028,993.88
9-Apr	Apr A/P - EFT		200.00	Federal	4,028,793.88
9-Apr	Apr A/P - EFT		73.50	Sped	4,028,720.38
10-Apr	Sp Run A/P		167,768.44	General	3,860,951.94
10-Apr	Sp Run A/P		3,190.62	Federal	3,857,761.32
10-Apr	Sp Run A/P		144.78	Food Svcs	3,857,616.54
10-Apr	Sp Run A/P		374.55	Sped	3,857,241.99
10-Apr	Sp Run A/P		7,256.71	Ins	3,849,985.28
10-Apr	Sp Run A/P		1,776.05	WC	3,848,209.23
10-Apr	Sp Run A/P - EFT		8,703.28	General	3,839,505.95
10-Apr	Sp Run A/P - PEBP Pymt		47,108.57		3,792,397.38
14-Apr	JE #652 - Transfer to VOYA Inst Trust		300.00		3,792,097.38
15-Apr	Transfer to HTH WF Claims		147,684.68		3,644,412.70
16-Apr	March IC Deposits	63.90			3,644,476.60
16-Apr	March JROTC	7,620.49			3,652,097.09
16-Apr	JE #653 - March IC Fees		343.45		3,651,753.64
16-Apr	JE #654 - March Analysis Fee		1,078.59		3,650,675.05
17-Apr	Sp Run A/P		43,454.79	General	3,607,220.26
17-Apr	Sp Run A/P		2,820.10	Federal	3,604,400.16
17-Apr	Sp Run A/P		167.84	Food Svcs	3,604,232.32
17-Apr	Sp Run A/P		3,150.00	Sped	3,601,082.32
17-Apr	Sp Run A/P		7,700.00	CP - GST	3,593,382.32
22-Apr	TITLE II-A	10,130.74			3,603,513.06
22-Apr	Title I-1003(a) FY24-25 funds	10,243.44			3,613,756.50
22-Apr	Title I - 1003(a)	8,716.01			3,622,472.51
22-Apr	Int on investments - March	34,954.03			3,657,426.54
22-Apr	Transfer to HTH WF Claims		180,636.24		3,476,790.30
22-Apr	Non-check batch - Admin Fees		88,057.77		3,388,732.53
22-Apr	Sp Run A/P - EFT		33,371.11		3,355,361.42
23-Apr	RBPT - CP	12,736.00			3,368,097.42
23-Apr	Ad Valorem	280,655.46			3,648,752.88
23-Apr	Rent - DHS	1,037.92			3,649,790.80
23-Apr	Student Proceeds - SNP - March	113,347.73			3,763,138.53
23-Apr	Int on ck acct - March	156.11			3,763,294.64
23-Apr	Sped Salary Reimb.	5,039.96			3,768,334.60
23-Apr	AF Reimb. - Morian	54.54			3,768,389.14
23-Apr	JVES Reimb	5,582.00			3,773,971.14
23-Apr	Parking Lot Damage Reimb.	19,610.00			3,793,581.14
23-Apr	DHS Reimb.	2,938.92			3,796,520.06
23-Apr	JVES Reimb.	44.44			3,796,564.50
23-Apr	CVMS Reimb.	69.80			3,796,634.30
23-Apr	PWL Reimb.	51.47			3,796,685.77
23-Apr	CCM Reimb.	1,239.80			3,797,925.57
23-Apr	Fuel Reimb.	6,241.16			3,804,166.73
23-Apr	Fuel Reimb.	24,573.56			3,828,740.29
23-Apr	Fuel Reimb.	63.00			3,828,803.29
23-Apr	JVES Reimb.	245.82			3,829,049.11
23-Apr	Fuel Reimb.	18,288.55			3,847,337.66
23-Apr	Sal Reimb.	4,427.00			3,851,764.66
23-Apr	CTE State Competitive	8,018.03			3,859,782.69
23-Apr	DIF - Nevada Trip	2,500.00			3,862,282.69
28-Apr	Fed Reimb. - Lunch - SNP - March	94,133.70			3,956,416.39
28-Apr	Fed Reimb. - Breakfast - SNP - March	31,279.66			3,987,696.05
28-Apr	Commerce Bank Rebate - March	1,265.44			3,988,961.49
28-Apr	Adult Ed - March	3,892.96			3,992,854.45
28-Apr	Title I-D - March	774.10			3,993,628.55

	All Funds				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
28-Apr	Balance Forward				3,993,628.55
28-Apr	Title III - LEP - March	3,096.37			3,996,724.92
28-Apr	Title IV- A - March	1,625.01			3,998,349.93
28-Apr	IDEA Sp Projects - Vision - March	17,258.15			4,015,608.08
28-Apr	PERS Ins - March	72,519.19			4,088,127.27
29-Apr	Nat Life TSA Reimb	150.00			4,088,277.27
29-Apr	Reimb for damages - DHS	87.00			4,088,364.27
29-Apr	PRIS Funding - April	35,072.00			4,123,436.27
29-Apr	Misc Ins - April	31,931.65			4,155,367.92
29-Apr	ZCES Reimb.	599.80			4,155,967.72
29-Apr	Ins Premiums - April	675,428.00			4,831,395.72
29-Apr	WC Premiums - April	32,864.61			4,864,260.33
29-Apr	Local Plan	85,317.44			4,949,577.77
29-Apr	Early Childhood	4,149.23			4,953,727.00
29-Apr	Transfer to VOYA Inst Trust		300.00		4,953,427.00
29-Apr	GST - March	169,624.69			5,123,051.69
30-Apr	April P/R		3,991,386.17	General	1,131,665.52
30-Apr	April P/R		54,407.84	PCFP - ESL	1,077,257.68
30-Apr	April P/R		9,043.08	PCFP - GT	1,068,214.60
30-Apr	April P/R		28,845.64	PCFP - At-Risk	1,039,368.96
30-Apr	April P/R		389,283.50	Federal	650,085.46
30-Apr	April P/R		110,683.87	Food Svc	539,401.59
30-Apr	April P/R		881,692.05	Sped	-342,290.46
30-Apr	Transfer to HTH - WF Claims		62,533.02		-404,823.48
30-Apr	Void ck to WNC		-500.00		-404,323.48
1-May	PCFP - Base Funding	4,000,218.65			3,595,895.17
1-May	PCFP - Transportation	331,438.75			3,927,333.92
1-May	PCFP - Local Sped	452,366.67			4,379,700.59
1-May	PCFP - ELL	56,849.42			4,436,550.01
1-May	PCFP - GT	11,110.92			4,447,660.93
1-May	PCFP - At-Risk	39,547.42			4,487,208.35
1-May	SB500	188,797.58			4,676,005.93
1-May	State Sped	1,080,254.09			5,756,260.02
1-May	Sp Run A/P		38,024.42	General	5,718,235.60
1-May	Sp Run A/P		4,324.51	Federal	5,713,911.09
1-May	Sp Run A/P		1,010.10	Sped	5,712,900.99
1-May	Sp Run A/P		7,007.50	Bldg & Sites	5,705,893.49
1-May	Sp Run A/P		2,625.00	WC	5,703,268.49
1-May	Sp Run A/P - EFT		39,140.44	General	5,664,128.05
6-May	Void ck. #180126		-7,007.50		5,671,135.55
6-May	Non-check batch - PEBP pymt		47,450.61		5,623,684.94
6-May	Title I-A	50,003.58			5,673,688.52
7-May	Transfer to HTH - WF Claims		175,565.18		5,498,123.34
7-May	Non-check batch - Admin Fees		87,439.28		5,410,684.06
7-May	JE #712 - April IC Fees		209.60		5,410,474.46
7-May	JE #713 - April Analysis Fee		1,624.01		5,408,850.45
7-May	April IC Deposits	51.16			5,408,901.61
7-May	April Analysis Fee	1,188.47			5,410,090.08
7-May	April JROTC	7,620.49			5,417,710.57
8-May	Sp Run A/P		104,068.13	General	5,313,642.44
8-May	Sp Run A/P		374.57	Federal	5,313,267.87
8-May	Sp Run A/P		3.70	Food Svc	5,313,264.17
8-May	Sp Run A/P		35.47	Sped	5,313,228.70
8-May	Sp Run A/P		4,763.54	Ins	5,308,465.16
8-May	Sp Run A/P		2,031.60	WC	5,306,433.56
14-May	JE #731 - Transfer to Voya Inst Trust		300.00		5,306,133.56
14-May	Transfer to HTH - WF Claims		126,371.31		5,179,762.25
14-May	May A/P - EFT		57,003.51	General	5,122,758.74
14-May	May A/P - EFT		200.00	Federal	5,122,558.74
14-May	May A/P - EFT		52.50	Food Svc	5,122,506.24
14-May	May A/P - EFT		203.50	Sped	5,122,302.74
14-May	May A/P		217,813.34	General	4,904,489.40
14-May	May A/P		30,766.59	Federal	4,873,722.81
14-May	May A/P		71,879.58	Food Svc	4,801,843.23
14-May	May A/P		26,817.62	Sped	4,775,025.61
14-May	May A/P		69,702.01	CP - GST	4,705,323.60
14-May	May A/P		5,472.56	Bldg & Sites	4,699,851.04
14-May	May A/P		1,000.00	Debt Svc	4,698,851.04
14-May	Int on investments - April	34,003.44			4,732,854.48
18-May	Title I 1003(a) - FY24-25	7,897.50			4,740,751.98
18-May	Title I 1003(a) - FY25-26	8,716.06			4,749,468.04
18-May	Title II-A	12,074.75			4,761,542.79
18-May	GST - April	150,664.24			4,912,207.03
21-May	Transfer to HTH - WF Claims		157,872.29		4,754,334.74
21-May	Sp Run A/P - EFT		39,258.85		4,715,075.89
22-May	Sp Run A/P		44,281.17	General	4,670,794.72
22-May	Sp Run A/P		3,243.83	Federal	4,667,550.89
22-May	Sp Run A/P		53.58	Sped	4,667,497.31
26-May	Local Plan	81,126.92			4,748,624.23
26-May	Fed Reimb. - Lunch - April	73,894.50			4,822,518.73

	All Funds				
25/26		**Deposits**	**Expenses**	**Abate**	
26-May	**Balance Forward**				4,822,518.73
26-May	Fed Reimb - Breakfast - April	26,330.42			4,848,849.15
27-May	CTE State Competitive	8,019.27			4,856,868.42
27-May	Operational Efficiency	2,020.00			4,858,888.42
27-May	Title I-A - FY24-25 Funds	10,353.16			4,869,241.58
27-May	Title I-A	61,587.68			4,930,829.26
27-May	PERS Insurance - May	72,519.19			5,003,348.45
27-May	Transfer to HTH - WF Claims		338,457.96		4,664,890.49
29-May	Ad Valorem - Debt Svc	69,261.39			4,734,151.88
29-May	Ins Premiums - May	684,833.00			5,418,984.88
29-May	Rent - DHS	2,600.00			5,421,584.88
29-May	Rent - DHS	257.50			5,421,842.38
29-May	WC Premiums - May	33,861.93			5,455,704.31
29-May	Rent - DHS	12.27			5,455,716.58
29-May	RBPT - April	32,000.00			5,487,716.58
29-May	Student Proceeds - April	83,830.21			5,571,546.79
29-May	Int on ck acct - April	184.89			5,571,731.68
29-May	Nat Forest Dist	6,582.17			5,578,313.85
29-May	PRIS Funding - May	35,072.00			5,613,385.85
29-May	DHS Reimb.	7,061.43			5,620,447.28
29-May	Misc Ins Premiums	26,810.30			5,647,257.58
29-May	PWL Reimb.	421.46			5,647,679.04
29-May	DHS Reimb.	787.95			5,648,466.99
29-May	Misc Refund	41.85			5,648,508.84
29-May	CCM Reimb.	1,992.62			5,650,501.46
29-May	DHS Reimb.	1,489.60			5,651,991.06
29-May	WHS Reimb.	709.42			5,652,700.48
29-May	Fuel Reimb.	5,245.99			5,657,946.47
29-May	Fuel Reimb.	34,300.12			5,692,246.59
29-May	Fuel Reimb.	137.38			5,692,383.97
29-May	PHES Donation	1,000.00			5,693,383.97
29-May	Reimb for records request	59.10			5,693,443.07
29-May	DHS Reimb.	988.00			5,694,431.07
29-May	JE #729 - Voya Institutional Trust		300.00		5,694,131.07
29-May	Commerce Bank Rebate - April	1,893.66			5,696,024.73
29-May	May P/R		4,151,717.68	General	1,544,307.05
29-May	May P/R		54,407.91	PCFP - ELL	1,489,899.14
29-May	May P/R		9,043.08	PCFP - GT	1,480,856.06
29-May	May P/R		28,845.57	PCFP - At Risk	1,452,010.49
29-May	May P/R		359,146.92	Federal	1,092,863.57
29-May	May P/R		123,471.23	Food Svcs	969,392.34
29-May	May P/R		861,390.65	Sped	108,001.69
29-May	Sp Run A/P - EFT		47,905.31	General	60,096.38
29-May	Sp Run A/P		35,471.61	General	24,624.77
29-May	Sp Run A/P		523.82	Federal	24,100.95
29-May	Sp Run A/P		144.56	Food Svcs	23,956.39
29-May	Sp Run A/P		520.32	Sped	23,436.07
1-Jun	JE #749 - Return ck for no signature	-950.00			22,486.07
1-Jun	PCFP - Base	4,094,674.78			4,117,160.85
1-Jun	PCFP - Transportation	331,438.75			4,448,599.60
1-Jun	PCFP - Local Sped	452,366.67			4,900,966.27
2-Jun	SB500	188,797.58			5,089,763.85
2-Jun	IDEA - Vision Services	17,258.15			5,107,022.00
2-Jun	Early Childhood	4,149.23			5,111,171.23
4-Jun	Transfer to HTH - WF Claims		283,357.04		4,827,814.19
4-Jun	Non-check batch - Admin Fees		87,161.16		4,740,653.03
4-Jun	Sp Run A/P		105,683.09	General	4,634,969.94
4-Jun	Sp Run A/P		14,437.05	Federal	4,620,532.89
4-Jun	Sp Run A/P		14.06	Food Svcs	4,620,518.83
4-Jun	Sp Run A/P		120.68	Sped	4,620,398.15
4-Jun	Sp Run A/P		4,264.29	Ins	4,616,133.86
6-Jun	Transfer for PEBP - June		45,608.42		4,570,525.44
8-Jun	GST - May	153,750.64			4,724,276.08
11-Jun	Local Plan	97,832.53			4,822,108.61
11-Jun	IDEA - Vision Services	17,258.15			4,839,366.76
11-Jun	Early Childhood	4,149.23			4,843,515.99
11-Jun	CTE State Competitive	8,018.05			4,851,534.04
11-Jun	CTE State Allocation	4,127.36			4,855,661.40
11-Jun	Transfer to HTH - WF Claims		144,394.13		4,711,267.27
11-Jun	JE #805 - Return cks for Ins premiums	-1,752.00			4,709,515.27
12-Jun	JE #808 - Voya Inst Trust		300.00		4,709,215.27
12-Jun	Sp Run A/P		39,315.74	General	4,669,899.53
12-Jun	Sp Run A/P		6,302.92	Federal	4,663,596.61
12-Jun	Sp Run A/P		2,775.59	Sped	4,660,821.02
12-Jun	Sp Run A/P		3,037.60	WC	4,657,783.42
12-Jun	Adult Ed	3,618.08			4,661,401.50
12-Jun	Title I 1003(a) FY24-25	14,518.74			4,675,920.24
12-Jun	Title I 1003(a) - FY25-26	8,716.03			4,684,636.27
12-Jun	Title III	1,977.75			4,686,614.02
12-Jun	Title IV-A	1,232.01			4,687,846.03

	All Funds				
25/26		Deposits	Expenses	Abate	Balance
12-Jun	**Balance Forward**				4,687,846.03
17-Jun	Transfer to HTH - WF Claims		136,493.40		4,551,352.63
18-Jun	June A/P		167,807.41	General	4,383,545.22
18-Jun	June A/P		45,459.64	Federal	4,338,085.58
18-Jun	June A/P		38,697.73	Food Svc	4,299,387.85
18-Jun	June A/P		34,099.96	Sped	4,265,287.89
18-Jun	June A/P		19,797.67	CIP - GST	4,245,490.22
18-Jun	June A/P		1,197.84	Ins	4,244,292.38
18-Jun	June A/P		463.65	WC	4,243,828.73
18-Jun	June A/P - EFT		70,580.24	General	4,173,248.49
18-Jun	June A/P - EFT		8,628.19	Federal	4,164,620.30
18-Jun	June A/P - EFT		3,726.32	Food Svc	4,160,893.98
18-Jun	June A/P - EFT		460.52	Sped	4,160,433.46
23-Jun	Adult Ed - April	6,314.77			4,166,748.23
23-Jun	CTE State Allocation - April	4,454.08			4,171,202.31
23-Jun	Title I-D - April	178.72			4,171,381.03
23-Jun	Title III - LEP - April	1,548.50			4,172,929.53
23-Jun	May JROTC	7,620.49			4,180,550.02
23-Jun	May IC Deposits	212.47			4,180,762.49
23-Jun	JE #824 - IC Fees - May		67.64		4,180,694.85
23-Jun	JE #825 - Analysis Fee - May		1,631.84		4,179,063.01
24-Jun	Title I-D - May	2,583.30			4,181,646.31
24-Jun	GST - May	0.00			4,181,646.31
24-Jun	Int on investments - May	35,311.81			4,216,958.12
24-Jun	Records Request	15.00			4,216,973.12
24-Jun	UNR Sal Reimb. MTSS	13,200.00			4,230,173.12
24-Jun	CVMS Reimb.	7,019.20			4,237,192.32
24-Jun	DHS Reimb.	400.00			4,237,592.32
24-Jun	PWL Reimb.	4,001.98			4,241,594.30
24-Jun	JVES Reimb.	421.68			4,242,015.98
24-Jun	Fuel Reimb.	367.50			4,242,383.48
24-Jun	WHS Reimb.	864.44			4,243,247.92
24-Jun	WHS Reimb.	1,415.29			4,244,663.21
24-Jun	State Dept of Wildlife	9,658.54			4,254,321.75
24-Jun	Aspire rental return for January	10,000.00			4,264,321.75
24-Jun	Parts Reimb.	171.65			4,264,493.40
24-Jun	CCM Reimb.	4,498.12			4,268,991.52
24-Jun	Rental Deposit returned	400.00			4,269,391.52
24-Jun	Fuel Reimb.	6,960.51			4,276,352.03
24-Jun	Fuel Reimb.	37,112.31			4,313,464.34
24-Jun	Settlement return	754.62			4,314,218.96
24-Jun	Rent - DHS	2,288.00			4,316,506.96
24-Jun	Rent - DHS	212.00			4,316,718.96
24-Jun	Student Proceeds - May	91,549.47			4,408,268.43
24-Jun	Int on ck acct - May	181.28			4,408,449.71
24-Jun	Smallwood Donation - PWL	50,000.00			4,458,449.71
24-Jun	Ad Valorem	8,585.66			4,467,035.37
24-Jun	RBPT - CP	57,600.00			4,524,635.37
24-Jun	Advertising - Parnership	7,200.00			4,531,835.37
24-Jun	Transfer to HTH - WF Claims		178,121.36		4,353,714.01
25-Jun	Fed Reimb. - SNP - Lunch - May	85,031.46			4,438,745.47
25-Jun	Fed Reimb. - SNP - Breakfast - May	28,305.98			4,467,051.45
30-Jun	PERS Ins - June	71,924.19			4,538,975.64
30-Jun	JE #847 - Transfer to VOYA		300.00		4,538,675.64
30-Jun	Commerce Bank Rebates - May	1,948.97			4,540,624.61
30-Jun	PCFP - Base Funding	4,094,674.78			8,635,299.39
30-Jun	PCFP - Transportation	331,438.75			8,966,738.14
30-Jun	PCFP - Local Sped	452,366.67			9,419,104.81
30-Jun	PCFP - ELL	56,849.42			9,475,954.23
30-Jun	PCFP - GT	11,110.92			9,487,065.15
30-Jun	PCFP - At-Risk	39,547.42			9,526,612.57
30-Jun	Sp Run A/P		19,500.41	General	9,507,112.16
30-Jun	Sp Run A/P		7,938.63	Federal	9,499,173.53
30-Jun	Sp Run A/P		154.81	Sped	9,499,018.72
30-Jun	Misc Ins Premiums - June	34,130.10			9,533,148.82
30-Jun	Summer School	5,380.00			9,538,528.82
30-Jun	Fuel Reimb.	676.50			9,539,205.32
30-Jun	CVMS Reimb.	7,640.85			9,546,846.17
30-Jun	CVMS Reimb.	2,339.70			9,549,185.87
30-Jun	ASPIRE Reimb.	395.00			9,549,580.87
30-Jun	Fuel Reimb.	424.50			9,550,005.37
30-Jun	Fuel Reimb.	2,288.02			9,552,293.39
30-Jun	ASPIRE Reimb.	840.00			9,553,133.39
30-Jun	CVMS Reimb.	909.60			9,554,042.99
30-Jun	PRIS Funding	36,480.00			9,590,522.99
30-Jun	WC Premiums	36,988.78			9,627,511.77
30-Jun	WC Reimb. - Draper	1,619.38			9,629,131.15
30-Jun	PCFP - ELL	56,849.42			9,685,980.57
30-Jun	PCFP - GT	11,110.92			9,697,091.49
30-Jun	PCFP - At-Risk	39,547.42			9,736,638.91

	All Funds				
25/26		Deposits	Expenses	Abate	Balance
30-Jun	**Balance Forward**				9,736,638.91
30-Jun	Ins Premiums - June	659,210.50			10,395,849.41
30-Jun	June P/R		4,048,119.31	General	6,347,730.10
30-Jun	June P/R		54,400.36	PCFP - ELL	6,293,329.74
30-Jun	June P/R		9,043.08	PCFP - GT	6,284,286.66
30-Jun	June P/R		28,845.56	PCFP - At Risk	6,255,441.10
30-Jun	June P/R		817,190.24	Federal	5,438,250.86
30-Jun	June P/R		100,990.64	Food Svc	5,337,260.22
30-Jun	June P/R		852,650.49	Sped	4,484,609.73
30-Jun	Title IV-A	31,481.12			4,516,090.85
1-Jul	Gateway Rebate - Qtr 4	120,723.05			4,636,813.90
1-Jul	Title I-A - FY24-25 Funds	3,395.62			4,640,209.52
6-Jul	Sp Run A/P - EFT		35,007.79		4,605,201.73
9-Jul	July A/P		241,859.86	General	4,363,341.87
9-Jul	July A/P		49,125.22	Federal	4,314,216.65
9-Jul	July A/P		774.18	Food Svc	4,313,442.47
9-Jul	July A/P		16,983.87	Sped	4,296,458.60
9-Jul	July A/P		250.00	CP - GST	4,296,208.60
9-Jul	July A/P		6,000.00	Bldg & Sites	4,290,208.60
9-Jul	July A/P		4,881.98	Ins	4,285,326.62
9-Jul	July A/P - EFT		49,261.01	General	4,236,065.61
9-Jul	July A/P - EFT		16,998.16	Federal	4,219,067.45
9-Jul	July A/P - EFT		65.34	Sped	4,219,002.11
9-Jul	Void ck. #181022		-30.99		4,219,033.10
					4,219,033.10
14-Jul	JE #887 - Voya Inst Trust		300.00		4,218,733.10
14-Jul	Int on investments - June	33,196.14			4,251,929.24
					4,251,929.24
16-Jul	Adult Ed	3,773.29			4,255,702.53
17-Jul	Sp Run A/P - EFT		761.05	General	4,254,941.48
17-Jul	GST - June	163,152.66			4,418,094.14
17-Jul	CTE State Competitive	8,018.05			4,426,112.19
17-Jul	Title I - 1003(a) FY24-25	14,177.16			4,440,289.35
17-Jul	Title I - 1003 (a) FY25-26	8,716.01			4,449,005.36
17-Jul	Title III	1,548.50			4,450,553.86
17-Jul	Title IV-A	1,761.18			4,452,315.04
17-Jul	Early Childhood	6,339.09			4,458,654.13
17-Jul	Void EFT - Enerspect Medical Solutions		-848.10		4,459,502.23
17-Jul	Sp Run A/P		91,559.60	General	4,367,942.63
17-Jul	Sp Run A/P		867.45	Bldg & Sites	4,367,075.18
17-Jul	Sp Run A/P		450.55	WC	4,366,624.63
17-Jul	June JROTC	7,620.50			4,374,245.13
17-Jul	June IC Deposits	558.28			4,374,803.41
17-Jul	JE #909 - June IC Fees		2.12		4,374,801.29
17-Jul	JE #910 - June Analysis Fee		1,624.04		4,373,177.25
17-Jul	JE #911 - HSA returns	2,625.00			4,375,802.25
17-Jul	JE #912 - Reconciliation		122.36		4,375,679.89
17-Jul	JE #913 - Commerce Bank Adjustments	-4,824.40			4,370,855.49
17-Jul	JE #913 - Commerce Bank Adjustments		8,000.00		4,362,855.49
17-Jul	Fuel Reimb.	6,416.20			4,369,271.69
17-Jul	Sal Reimb.	1,840.20			4,371,111.89
17-Jul	Fuel Reimb.	385.00			4,371,496.89
17-Jul	Sal Reimb.	292.50			4,371,789.39
17-Jul	Meal Reimb.	22.00			4,371,811.39
17-Jul	Fuel Reimb.	1,544.00			4,373,355.39
17-Jul	Sal Reimb.	561.30			4,373,916.69
17-Jul	Meal Reimb.	66.00			4,373,982.69
17-Jul	Sal Reimb. - Bednar	41,205.41			4,415,188.10
17-Jul	Ins Reimb.	6,650.00			4,421,838.10
17-Jul	PERS Reimb.	15,142.99			4,436,981.09
17-Jul	Medicare Reimb.	597.47			4,437,578.56
17-Jul	WC Reimb	370.85			4,437,949.41
17-Jul	PRIS Reimb	448.00			4,438,397.41
17-Jul	RPDP Math Cohort Reimb.	9,950.83			4,448,348.24
17-Jul	Fuel Reimb.	69.00			4,448,417.24
17-Jul	Fuel Reimb.	70.50			4,448,487.74
17-Jul	Summer School	2,797.00			4,451,284.74
17-Jul	Fuel Reimb.	3,725.50			4,455,010.24
17-Jul	Sal Reimb.	2,586.20			4,457,596.44
17-Jul	Meal Reimb.	99.00			4,457,695.44
17-Jul	Fuel Reimb.	1,859.50			4,459,554.94
17-Jul	Sal Reimb.	1,239.10			4,460,794.04
17-Jul	Fuel Reimb.	1,165.50			4,461,959.54
17-Jul	Sal Reimb.	729.00			4,462,688.54
17-Jul	Fuel Reimb.	4,094.60			4,466,783.14
17-Jul	Sal Reimb.	1,941.23			4,468,724.37
17-Jul	Meal Reimb.	86.00			4,468,810.37
17-Jul	Fuel Reimb.	1,050.00			4,469,860.37
17-Jul	Sal Reimb.	972.60			4,470,832.97
17-Jul	Meal Reimb.	19.00			4,470,851.97

	All Funds				
25/26		Deposits	Expenses	Abate	Balance
17-Jul	Balance Forward				4,470,851.97
17-Jul	Fuel Reimb.	199.50			4,471,051.47
17-Jul	Sal Reimb.	138.90			4,471,190.37
17-Jul	Meal Reimb.	23.00			4,471,213.37
17-Jul	Fuel Reimb.	1,179.50			4,472,392.87
17-Jul	Sal Reimb.	916.50			4,473,309.37
17-Jul	Meal Reimb.	22.00			4,473,331.37
17-Jul	Fuel Reimb.	4,168.50			4,477,499.87
17-Jul	Sal Reimb.	2,007.90			4,479,507.77
17-Jul	Meal Reimb.	148.00			4,479,655.77
17-Jul	Fuel Reimb.	322.00			4,479,977.77
17-Jul	Sal Reimb.	365.40			4,480,343.17
17-Jul	Fuel Reimb.	1,213.20			4,481,556.37
17-Jul	Sal Reimb.	743.59			4,482,299.96
17-Jul	Meal Reimb.	23.00			4,482,322.96
17-Jul	Fuel Reimb.	54.00			4,482,376.96
17-Jul	Fuel Reimb.	3,230.50			4,485,607.46
17-Jul	Sal Reimb.	2,326.80			4,487,934.26
17-Jul	Meal Reimb.	41.00			4,487,975.26
17-Jul	Fuel Reimb.	131.95			4,488,107.21
17-Jul	Sal Reimb.	795.65			4,488,902.86
17-Jul	Fuel Reimb.	755.45			4,489,658.31
17-Jul	Sal Reimb.	3,638.59			4,493,296.90
17-Jul	Fuel Reimb.	977.35			4,494,274.25
17-Jul	Sal Reimb.	4,771.79			4,499,046.04
17-Jul	Fuel Reimb.	684.33			4,499,730.37
17-Jul	Sal Reimb.	3,341.13			4,503,071.50
17-Jul	Fuel Reimb.	187.05			4,503,258.55
17-Jul	Sal Reimb.	631.55			4,503,890.10
17-Jul	Fuel Reimb.	181.25			4,504,071.35
17-Jul	Sal Reimb.	241.02			4,504,312.37
17-Jul	Meal Reimb.	22.00			4,504,334.37
17-Jul	Fuel Reimb.	1,494.50			4,505,828.87
17-Jul	Sal Reimb.	616.80			4,506,445.67
17-Jul	Meal Reimb.	22.00			4,506,467.67
17-Jul	Fuel Reimb.	1,385.20			4,507,852.87
17-Jul	Sal Reimb.	1,237.50			4,509,090.37
17-Jul	Fuel Reimb.	1,084.45			4,510,174.82
17-Jul	Sal Reimb.	1,026.56			4,511,201.38
17-Jul	Fuel Reimb.	926.50			4,512,127.88
17-Jul	Sal Reimb.	900.27			4,513,028.15
17-Jul	Meal Reimb.	42.00			4,513,070.15
17-Jul	Fuel Reimb.	3,214.10			4,516,284.25
17-Jul	Sal Reimb.	2,439.30			4,518,723.55
17-Jul	Meal Reimb.	38.00			4,518,761.55
17-Jul	Fuel Reimb.	125.33			4,518,886.88
17-Jul	Fuel Reimb.	952.06			4,519,838.94
17-Jul	Fuel Reimb.	8,884.31			4,528,723.25
17-Jul	Fuel Reimb.	40,715.87			4,569,439.12
17-Jul	Fuel Reimb.	160.50			4,569,599.62
17-Jul	WC Reimb - Draper	8,328.24			4,577,927.86
17-Jul	WC Assessment Reimb	9,751.35			4,587,679.21
17-Jul	Student Proceeds - June	33,709.99			4,621,389.20
17-Jul	Int on ck acct	141.15			4,621,530.35
27-Jul	Void ck #180279		-297.00		4,621,827.35
27-Jul	Sp Run A/P		5,506.51	General	4,616,320.84
27-Jul	AB398	468,539.52			5,084,860.36
27-Jul	Title I-D	293.52			5,085,153.88
27-Jul	Local Plan	111,332.00			5,196,485.88
27-Jul	Title II-A	4,876.36			5,201,362.24
27-Jul	CTE State Allocation	13,343.69			5,214,705.93
27-Jul	LEA Financial & Operational Efficincy Grant	4,738.00			5,219,443.93
27-Jul	Title I-A - FY24-25 Funds	10,156.78			5,229,600.71
27-Jul	Title I-A - FY25-26 Funds	72,665.17			5,302,265.88
27-Jul	IDEA Vision Services	17,258.17			5,319,524.05
27-Jul	Perkins Basic	9,146.39			5,328,670.44
27-Jul	Fed Reimb. - SNP - Lunch - June	28,414.67			5,357,085.11
27-Jul	Fed Reimb. - SNP - Breakfast - June	9,582.30			5,366,667.41
28-Jul	Commerce Bank Rebates - June	1,864.42			5,368,531.83
29-Jul	Return ck for summer school	-115.00			5,368,416.83
29-Jul	Return ck for fuel - ZCES Parents Club		5,691.40		5,362,725.43
29-Jul	Mc Kinney Vento	3,671.98			5,366,397.41
29-Jul	Sp Run A/P		8,394.70		5,358,002.71
29-Jul	Sp Run A/P		920.36		5,357,082.35
29-Jul	Sp Run A/P - EFT		2,062.50		5,355,019.85
31-Jul	Fuel Reimb	1,197.16			5,356,217.01
31-Jul	Fuel Reimb	523.40			5,356,740.41
31-Jul	Fuel Reimb.	182.70			5,356,923.11
31-Jul	Fuel Reimb	160.39			5,357,083.50
31-Jul	PRIS Funding - July	28,480.00			5,385,563.50

	All Funds				
25/26		**Deposits**	**Expenses**	**Abate**	**Balance**
31-Jul	Balance Forward				5,385,563.50
31-Jul	Sped Reimb. - Partnership	7,774.32			5,393,337.82
31-Jul	GST - June	56,000.00			5,449,337.82
31-Jul	Ad Valorem - June	3,871.54			5,453,209.36
31-Jul	Ins Premiums - June	457,193.00			5,910,402.36
31-Jul	WC Premiums - July	24,792.33			5,935,194.69
31-Jul	PWL Reimb.	324.93			5,935,519.62
31-Jul	Fuel Reimb.	990.50			5,936,510.12
31-Jul	Fuel Reimb.	664.80			5,937,174.92
31-Jul	Sp Run A/P		26,883.60		5,910,291.32
31-Jul	Sp Run A/P		721.05		5,909,570.27
31-Jul	Sp Run A/P		5,415.22		5,904,155.05
31-Jul	July P/R		2,912,860.83		2,991,294.22
31-Jul	July P/R		54,409.54		2,936,884.68
31-Jul	July P/R		9,043.02		2,927,841.66
31-Jul	July P/R		28,859.91		2,898,981.75
31-Jul	July P/R		328,156.20		2,570,825.55
31-Jul	July P/R		91,862.51		2,478,963.04
31-Jul	July P/R		746,954.28		1,732,008.76
31-Jul	JE #987 - Reversing transfer to VOYA		-300.00		1,732,308.76
4-Aug	Fuel Reimb.	1,435.00			1,733,743.76
4-Aug	Sal Reimb.	1,267.80			1,735,011.56
4-Aug	Meal Reimb.	38.00			1,735,049.56
4-Aug	Fuel Reimb.	114.00			1,735,163.56
10-Aug	Sp Run A/P		7,398.44		1,727,765.12
17-Aug	GST Adjustments	7,740.42			1,735,505.54
17-Aug	Sp Run A/P - EFT		1,135.75		1,734,369.79
17-Aug	Sp Run A/P - EFT		9,928.07		1,724,441.72
17-Aug	Aug A/P		57,490.98		1,666,950.74
17-Aug	Aug A/P		1,051.31		1,665,899.43
17-Aug	Aug A/P		2,250.00		1,663,649.43
19-Aug	Sale of dog park	420,000.00			2,083,649.43
24-Aug	Fuel Reimb.	49.50			2,083,698.93
24-Aug	Fuel Reimb.	44,739.55			2,128,438.48
24-Aug	Fuel Reimb.	5,190.70			2,133,629.18
24-Aug	Fuel Reimb.	5,691.40			2,139,320.58
24-Aug	Summer School - DHS	5,215.00			2,144,535.58
24-Aug	DHS Reimb.	7,657.31			2,152,192.89
24-Aug	Sal Reimb. - Partnership	8,072.45			2,160,265.34
25-Aug	Title I 1003(a) - FY24-25 Funds	4,500.42			2,164,765.76
25-Aug	Title I 1003(a) - FY25-26 Funds	13,251.89			2,178,017.65
25-Aug	Title I-A	52,081.80			2,230,099.45
25-Aug	Local Plan	149,524.60			2,379,624.05
2-Sep	Title III	1,548.55			2,381,172.60
2-Sep	Sp Run A/P		1,651.88		2,379,520.72
7-Sep	Title I-A - FY24-25 funds	18,370.46			2,397,891.18
7-Sep	Perkins Basic	1,973.89			2,399,865.07
7-Sep	Title II-A	8,346.56			2,408,211.63
10-Sep	JE #1003 - Return of PCFP funding	-160,870.18			2,247,341.45
					2,247,341.45
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					2,247,341.45
					2,247,341.45
	Self-Insurance Fund - Hometown Health				

	Acct. # 5010080088617				
25/26		Deposits	Expenses	Abate	Balance
7-Jul	Transfer to HTH	512,734.80			512,734.80
7-Jul	Maxor Plus		78,867.79		433,867.01
7-Jul	Claims Paid		433,867.01		0.00
10-Jul	Transfer to HTH	207,708.50			207,708.50
10-Jul	Maxor Plus		11,153.86		196,554.64
10-Jul	Claims Refund		-80.00		196,634.64
10-Jul	Claims Paid		196,634.64		0.00
17-Jul	Transfer to HTH	107,909.07			107,909.07
17-Jul	Maxor Plus		25,319.19		82,589.88
17-Jul	HTH ID Cards		1.76		82,588.12
17-Jul	Claims Refund		-248.00		82,836.12
17-Jul	Claims Paid		82,836.12		0.00
24-Jul	Transfer to HTH	158,214.35			158,214.35
24-Jul	Maxor Plus		21,523.40		136,690.95
24-Jul	Claims Paid		136,690.95		0.00
30-Jul	Transfer to HTH	201,862.24			201,862.24
30-Jul	Multiplan		85.02		201,777.22
30-Jul	Maxor Plus		36,771.69		165,005.53
30-Jul	Claims Paid		165,005.53		0.00
6-Aug	Transfer to HTH	117,507.14			117,507.14
6-Aug	Maxor Plus		18,854.05		98,653.09
6-Aug	Claims Paid		98,543.84		109.25
6-Aug	GlobalCare		109.25		0.00
13-Aug	Transfer to HTH	128,385.76			128,385.76
13-Aug	Maxor Plus		60,087.49		68,298.27
13-Aug	Claims Paid		68,298.27		0.00
20-Aug	Transfer to HTH	103,948.99			103,948.99
20-Aug	Maxor Plus		22,603.09		81,345.90
20-Aug	Claims Refund		-202.72		81,548.62
20-Aug	Claims Paid		81,544.22		4.40
20-Aug	HTH ID Cards		4.40		0.00
27-Aug	Transfer to HTH	127,372.02			127,372.02
27-Aug	Maxor Plus		22,925.92		104,446.10
27-Aug	Claims Paid		104,446.10		0.00
4-Sep	Transfer to HTH	143,065.04			143,065.04
4-Sep	GlobalCare		89.45		142,975.59
4-Sep	Maxor Plus		27,471.56		115,504.03
4-Sep	Claims Paid		115,504.03		0.00
11-Sep	Transfer to HTH	63,196.03			63,196.03
11-Sep	Deposit - Stop-loss	15,840.05			79,036.08
11-Sep	Claims Paid		79,036.08		0.00
18-Sep	Transfer to HTH	191,678.62			191,678.62
18-Sep	Maxor Plus		74,544.91		117,133.71
18-Sep	Claims Refunds		-116.79		117,250.50
18-Sep	Claims Paid		117,250.50		0.00
25-Sep	Transfer to HTH	110,838.41			110,838.41
25-Sep	HTH ID Cards		22.88		110,815.53
25-Sep	Maxor Plus		28,653.74		82,161.79
25-Sep	Claims Paid		82,161.79		0.00
1-Oct	Transfer to HTH	155,723.23			155,723.23
1-Oct	Maxor Plus		32,678.69		123,044.54
1-Oct	Claims Paid		123,044.54		0.00
8-Oct	Transfer to HTH	213,895.03			213,895.03
8-Oct	Maxor Plus		153,587.89		60,307.14
8-Oct	Claims Paid		60,307.14		0.00
15-Oct	Transfer to HTH	139,372.38			139,372.38
15-Oct	Maxor Plus		24,643.31		114,729.07
15-Oct	Claims Refunds		-767.03		115,496.10
15-Oct	Deposit - Stop-loss	982.00			116,478.10
15-Oct	Claims Paid		116,478.10		0.00
22-Oct	Transfer to HTH	114,136.58			114,136.58
22-Oct	HTH ID Cards		24.64		114,111.94
22-Oct	Claims Paid		114,111.94		0.00
3-Nov	Transfer to HTH	207,838.50			207,838.50
3-Nov	Claims Refund		-60.76		207,899.26
3-Nov	Claims Paid		207,899.26		0.00
5-Nov	Transfer to HTH	127,666.26			127,666.26
5-Nov	Maxor Plus		29,349.51		98,316.75
5-Nov	Claims Paid		98,316.75		0.00
12-Nov	Transfer to HTH	115,250.00			115,250.00
12-Nov	Maxor Plus		63,233.52		52,016.48
12-Nov	Deposit - Stop-loss	43,496.30			95,512.78
12-Nov	Claims Paid		95,512.78		0.00
20-Nov	Transfer to HTH	166,694.91			166,694.91
20-Nov	Maxor Plus		27,642.72		139,052.19
20-Nov	GlobalCare		21.03		139,031.16
20-Nov	HTH ID Cards		2.64		139,028.52
20-Nov	Claims Refund		-209.50		139,238.02
20-Nov	Claims Paid		139,238.02		0.00
					0.00
	Self-Insurance Fund - Hometown Health				

	Acct. # 5010080088617				
25/26		Deposits	Expenses	Abate	Balance
1-Dec	Balance Forward				0.00
1-Dec	Transfer to HTH	280,041.87			280,041.87
1-Dec	Maxor Plus		23,807.40		256,234.47
1-Dec	Claims Paid		256,234.47		0.00
3-Dec	Transfer to HTH	139,515.50			139,515.50
3-Dec	Maxor Plus		82,486.30		57,029.20
3-Dec	Claims Paid		57,029.20		0.00
10-Dec	Transfer to HTH	158,763.14			158,763.14
10-Dec	Maxor Plus		23,171.94		135,591.20
10-Dec	Claims Paid		135,591.20		0.00
17-Dec	Transfer to HTH	226,273.59			226,273.59
17-Dec	Maxor Plus		37,317.41		188,956.18
17-Dec	Claims Refund		-2,171.92		191,128.10
17-Dec	Claims Paid		191,128.10		0.00
24-Dec	Transfer to HTH	220,094.90			220,094.90
24-Dec	HTH ID Cards		14.08		220,080.82
24-Dec	Maxor Plus		64,903.65		155,177.17
24-Dec	Claims Refunds		-10,922.54		166,099.71
24-Dec	GlobalCare		126.78		165,972.93
24-Dec	Claims Paid		165,972.93		0.00
1-Jan	Transfer to HTH	110,381.66			110,381.66
1-Jan	Maxor Plus		26,880.36		83,501.30
1-Jan	Claims Paid		83,501.30		0.00
8-Jan	Transfer to HTH	137,901.31			137,901.31
8-Jan	Multiplan		60.62		137,840.69
8-Jan	GlobalCare		642.85		137,197.84
8-Jan	Maxor Plus		26,327.16		110,870.68
8-Jan	Claims Refund		-42.69		110,913.37
8-Jan	Claims Paid		110,913.37		0.00
15-Jan	Transfer to HTH	107,213.66			107,213.66
15-Jan	Claims Paid		107,213.66		0.00
23-Jan	Transfer to HTH	259,493.98			259,493.98
23-Jan	GlobalCare		3,257.81		256,236.17
23-Jan	Maxor Plus		49,845.44		206,390.73
23-Jan	Deposit - Stop-loss	41,523.83			247,914.56
23-Jan	Deposit - Stop-loss	1,688.29			249,602.85
23-Jan	HTH ID Cards		1.76		249,601.09
23-Jan	Claims Paid		249,601.09		0.00
28-Jan	Transfer to HTH	330,238.45			330,238.45
28-Jan	Claims Refund		-40.11		330,278.56
28-Jan	Claims Paid		330,278.56		0.00
5-Feb	Transfer to HTH	147,355.71			147,355.71
5-Feb	Maxor Plus		74,257.79		73,097.92
5-Feb	Claims Paid		73,097.92		0.00
11-Feb	Transfer to HTH	118,638.29			118,638.29
11-Feb	Maxor Plus		44,472.95		74,165.34
11-Feb	Deposit - Stop-loss	62,743.81			136,909.15
11-Feb	Claims Paid		136,909.15		0.00
19-Feb	Transfer to HTH	217,775.11			217,775.11
19-Feb	HTH ID Cards		56.32		217,718.79
19-Feb	Maxor Plus		30,455.72		187,263.07
19-Feb	Deposit - Stop-loss	39,954.29			227,217.36
19-Feb	Claims Paid		227,217.36		0.00
25-Feb	Transfer to HTH	104,141.41			104,141.41
25-Feb	Maxor Plus		25,902.54		78,238.87
25-Feb	Claims Refund		-101.50		78,340.37
25-Feb	Claims Paid		78,340.37		0.00
4-Mar	Transfer to HTH	213,137.46			213,137.46
4-Mar	Maxor Plus		70,780.12		142,357.34
4-Mar	Claims Refund		-296.20		142,653.54
4-Mar	Granular refund		72.11		142,581.43
4-Mar	Claims Paid		142,581.43		0.00
11-Mar	Transfer to HTH	81,284.50			81,284.50
11-Mar	Claims refund		-10.80		81,295.30
11-Mar	Claims Paid		81,295.30		0.00
20-Mar	Transfer to HTH	34,087.52			34,087.52
20-Mar	Maxor Plus		6,638.05		27,449.47
20-Mar	Deposit - Stop-loss	31,855.50			59,304.97
20-Mar	HTH ID Cards		6.16		59,298.81
20-Mar	Claims Paid		59,298.81		0.00
25-Mar	Transfer to HTH	194,443.52			194,443.52
25-Mar	GlobalCare		1,144.86		193,298.66
25-Mar	Maxor Plus		58,770.48		134,528.18
25-Mar	Claims Refunds		-142.65		134,670.83
25-Mar	Claims Paid		134,670.83		0.00
2-Apr	Transfer to HTH	208,149.99			208,149.99
2-Apr	Maxor Plus		35,454.16		172,695.83
2-Apr	Claims Refunds		-764.00		173,459.83
2-Apr	Claims Paid		173,459.83		0.00
9-Apr	Transfer to HTH	221,052.42			221,052.42
	Self-Insurance Fund - Hometown Health				

	Acct. # 5010080088617				
25/26		Deposits	Expenses	Abate	Balance
9-Apr	Balance Forward				221,052.42
9-Apr	Maxor Plus		27,207.15		193,845.27
9-Apr	Claims Paid		193,845.27		0.00
15-Apr	Transfer to HTH	147,684.68			147,684.68
15-Apr	HTH ID Cards		1.76		147,682.92
15-Apr	Maxor Plus		34,966.30		112,716.62
15-Apr	Claims Refund		-61.70		112,778.32
15-Apr	Claims Paid		112,778.32		0.00
22-Apr	Transfer to HTH	180,636.24			180,636.24
22-Apr	Maxor Plus		53,112.94		127,523.30
22-Apr	Claims Paid		127,523.30		0.00
30-Apr	Transfer to HTH	62,533.02			62,533.02
30-Apr	Maxor Plus		12,108.47		50,424.55
30-Apr	Claims Refunds		-182.97		50,607.52
30-Apr	Claims Paid		50,607.52		0.00
7-May	Transfer to HTH	175,565.18			175,565.18
7-May	Maxor Plus		25,278.36		150,286.82
7-May	Claims Paid		150,286.82		0.00
14-May	Transfer to HTH	126,371.31			126,371.31
14-May	Maxor Plus		54,299.80		72,071.51
14-May	Claims Refunds		-1,223.07		73,294.58
14-May	Claims Paid		73,294.58		0.00
21-May	Transfer to HTH	157,872.29			157,872.29
21-May	Maxor Plus		53,611.96		104,260.33
21-May	Claims Refund		-61.70		104,322.03
21-May	HTH ID Cards		10.56		104,311.47
21-May	Claims Paid		104,311.47		0.00
27-May	Transfer to HTH	338,457.96			338,457.96
27-May	Maxor Plus		36,569.13		301,888.83
27-May	Claims Refunds		-183.48		302,072.31
27-May	Claims Paid		302,072.31		0.00
4-Jun	Transfer to HTH	283,357.04			283,357.04
4-Jun	Maxor Plus		33,345.02		250,012.02
4-Jun	Claims Paid		250,012.02		0.00
11-Jun	Transfer to HTH	144,394.13			144,394.13
11-Jun	GlobalCare		110.48		144,283.65
11-Jun	Maxor Plus		29,195.83		115,087.82
11-Jun	Claims Paid		115,087.82		0.00
17-Jun	Transfer to HTH	136,493.40			136,493.40
17-Jun	HTH ID Cards		3.52		136,489.88
17-Jun	Multiplan		109.25		136,380.63
17-Jun	Maxor Plus		40,914.83		95,465.80
17-Jun	Claims Refund		-109.25		95,575.05
17-Jun	Claims Paid		95,575.05		0.00
24-Jun	Transfer to HTH	178,121.36			178,121.36
24-Jun	Maxor Plus		34,986.76		143,134.60
24-Jun	Claims Paid		143,134.60		0.00
					0.00
					0.00
					0.00
					0.00
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					0.00
					0.00

	General Fund				
26/27		**Deposits**	**Expenses**	**Abate**	**Balance**
1-Jul	Sp Run A/P		1,252,330.25		-1,252,330.25
1-Jul	Sp Run A/P - EFT		5,600.00		-1,257,930.25
9-Jul	July A/P		37,924.21		-1,295,854.46
10-Jul	Sp Run A/P		22,130.37		-1,317,984.83
14-Jul	Sp Run A/P - EFT		31,208.65		-1,349,193.48
17-Jul	Sp Run A/P		6,018.58		-1,355,212.06
29-Jul	Sp Run A/P		1,050.27		-1,356,262.33
31-Jul	Misc Ins 100.100.1000.211	35,984.25			-1,320,278.08
31-Jul	PRIS Funding - July	33,120.00			-1,287,158.08
31-Jul	JE #36 - Expensed Ins - July		37,330.81		-1,324,488.89
31-Jul	State Request for records	15.00			-1,324,473.89
31-Jul	Sp Run A/P		43,968.68		-1,368,442.57
31-Jul	JE #39 - Transfer to VOYA		300.00		-1,368,742.57
31-Jul	JE #16 - SB460		-2,589.84		-1,366,152.73
31-Jul	Sp Run A/P		36,759.80		-1,402,912.53
31-Jul	JE #40 - Transfer to VOYA		300.00		-1,403,212.53
31-Jul	July Req		11.33		-1,403,223.86
31-Jul	July P/R		3,584,380.56		-4,987,604.42
3-Aug	PCFP - Base Funding	4,089,066.12			-898,538.30
3-Aug	PCFP - Transportation	331,438.75			-567,099.55
3-Aug	PCFP - Sped local funds	452,366.67			-114,732.88
10-Aug	Sp Run A/P		164,166.42		-278,899.30
10-Aug	Non-check batch - PEBP Pymt		45,708.17		-324,607.47
10-Aug	Sp Run A/P - EFT		29,457.56		-354,065.03
17-Aug	Aug A/P		118,835.88		-472,900.91
17-Aug	Aug A/P - EFT		90,066.87		-562,967.78
24-Aug	Do Co portion of liab ins 100.2612.522	6,090.53		6,090.53	-556,877.25
24-Aug	Sal Reimb. - Jay Jackson 100.2710.117	2,983.00		2,983.00	-553,894.25
24-Aug	Donation - Build a Better Board	1,600.00			-552,294.25
25-Aug	Sp Run A/P		30,785.55		-583,079.80
25-Aug	Sp Run A/P - EFT		651.25		-583,731.05
28-Aug	JE #104 - Transfer to VOYA Inst Trust		300.00		-584,031.05
28-Aug	Commerce Bank Rebate - July	2,791.10			-581,239.95
31-Aug	Misc Ins 100.100.1000.211	38,694.50		38,694.50	-542,545.45
31-Aug	PRIS Funding - August	33,920.00		33,920.00	-508,625.45
31-Aug	Donation - Lacrosse - DHS Boosters	12,800.00			-495,825.45
31-Aug	Donation - Dixon	1,000.00			-494,825.45
31-Aug	Donation - Whittaker	1,000.00			-493,825.45
31-Aug	DHS Reimb. - 100.051.920.1000.580	10,636.21		10,636.21	-483,189.24
31-Aug	JE #107 - Expensed Ins to Ins Fund		46,351.11		-529,540.35
31-Aug	JE #64 - Move to DHS		-690.00		-528,850.35
31-Aug	JE #82 - Transfer to VOYA Inst Trust		300.00		-529,150.35
31-Aug	Aug Req		-15.39		-529,134.96
31-Aug	Aug P/R		3,665,918.15		-4,195,053.11
31-Aug	Sp Run A/P		15,431.69		-4,210,484.80
2-Sep	PCFP - Base Funding	4,089,066.11			-121,418.69
2-Sep	PCFP - Transportation	331,438.75			210,020.06
2-Sep	PCFP - Local Sped	452,366.67			662,386.73
2-Sep	Non-check batch - PEBP Pymt		45,679.17		616,707.56
8-Sep	Sp Run A/P		172,326.47		444,381.09
8-Sep	Sp Run A/P - EFT		32,875.41		411,505.68
10-Sep	JE #148 - Move to CIP DW Textbooks		-5,425.00		416,930.68
10-Sep	Sp Run A/P		144,401.59		272,529.09
10-Sep	Sp Run A/P - EFt		104,110.59		168,418.50
15-Sep	Void ck. #181393		-2,227.00		170,645.50
16-Sep	JE #165 - Void EFT from August		-7,868.00		178,513.50
16-Sep	JE #167 - Void HSA		-500.00		179,013.50
16-Sep	JE #168 - July & August Analysis Fees		2,394.19		176,619.31
16-Sep	JE #164 - IC Fees for July & August		799.03		175,820.28
16-Sep	IC Deposits - July & August	14.19			175,834.47
16-Sep	JROTC - July	3,522.62			179,357.09
16-Sep	JROTC - August	7,696.70			187,053.79
21-Sep	Sp Run A/P		13,044.96		174,008.83
22-Sep	JE #197 - Transfer to Voya Inst Trust		300.00		173,708.83
25-Sep	Sp Run A/P		18,875.44		154,833.39
25-Sep	Commerce Bank Rebate - August	2,507.92			157,341.31
28-Sep	Sp Run A/P - EFT		34,451.14		122,890.17
28-Sep	JE #226 - Expensed Ins - September		44,262.91		78,627.26
28-Sep	Misc Refund - Ready Refresh	20.00			78,647.26
28-Sep	PWL Reimb. 100.033.100.1000.610	394.95		394.95	79,042.21
28-Sep	Fuel Reimb. 100.2730.626	158.02		158.02	79,200.23

	General Fund				
26/27		**Deposits**	**Expenses**	**Abate**	**Balance**
28-Sep	**Balance Forward**				**79,200.23**
28-Sep	Fuel Reimb. 100.2650.626	853.71		853.71	80,053.94
28-Sep	Fuel Reimb. 100.2730.626	6,050.49		6,050.49	86,104.43
28-Sep	Fuel Reimb. 100.2650.626	49,060.95		49,060.95	135,165.38
28-Sep	DHS Reimb. 100.051.920.1000.580	475.87		475.87	135,641.25
28-Sep	PWL Reimb. 100.033.100.1000.610	140.10		140.10	135,781.35
28-Sep	SES Reimb. 100.015.100.1000.610	500.00		500.00	136,281.35
28-Sep	PWL Reimb. 100.033.100.1000.610	500.00		500.00	136,781.35
28-Sep	SES Donation - Fun Run 100.421	3,000.00			139,781.35
28-Sep	Aflac Refund from prior yr 100.421	470.47		470.47	140,251.82
28-Sep	Forum Supplies Reimb. 100.2320.610	2,744.73		2,744.73	142,996.55
28-Sep	Forum Supplies Reimb. 100.2210.610	1,083.01		1,083.01	144,079.56
28-Sep	DHS Reimb. 100.051.920.1000.580	5,207.04		5,207.04	149,286.60
28-Sep	Salary Reimb. - Hamilton 100.2110.116	4,671.78		4,671.78	153,958.38
28-Sep	PWL Reimb. 100.033.100.1000.610	410.04		410.04	154,368.42
28-Sep	Misc Ins 100.100.1000.211	32,435.80		32,435.80	186,804.22
28-Sep	Lacrosse Donations 100.1897	12,500.00			199,304.22
28-Sep	PRIS Funding 100.2900.590	34,016.00		34,016.00	233,320.22
28-Sep	Bus Damage Restitution 100.2710.519	240.00		240.00	233,560.22
30-Sep	Sp Run A/P		2,646.65		230,913.57
30-Sep	JE #125		-500.00		231,413.57
30-Sep	JE #132		-5,355.89		236,769.46
30-Sep	JE #133		-9,865.66		246,635.12
30-Sep	JE #134		-13,976.34		260,611.46
30-Sep	JE #135		-10,013.16		270,624.62
30-Sep	JE #142		-50,400.71		321,025.33
30-Sep	JE #177		-192.36		321,217.69
30-Sep	JE #195		-791.85		322,009.54
30-Sep	JE #202		-2,222.77		324,232.31
30-Sep	JE #204		-5,245.50		329,477.81
30-Sep	JE #206		-26,949.53		356,427.34
30-Sep	JE #207		-3,845.07		360,272.41
30-Sep	JE #234 - Transfer to VOYA		300.00		359,972.41
30-Sep	JE #115 - Void ck # 181395		-859.90		360,832.31
30-Sep	Sept Req		301.86		360,530.45
30-Sep	Sept P/R		3,733,064.16		-3,372,533.71
30-Sep	JE #235		336.10		-3,372,869.81
					-3,372,869.81
					-3,372,869.81
					-3,372,869.81
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					-3,372,869.81

	General Fund				
26/27		**Deposits**	**Expenses**	**Abate**	**Balance**
					0.00
					0.00
					0.00
					0.00

	General Fund				
26/27		**Deposits**	**Expenses**	**Abate**	**Balance**
					0.00
					0.00
					0.00
					0.00

	General Fund				
26/27		Deposits	Expenses	Abate	Balance
					0.00
					0.00
					0.00
					0.00

	General Fund				
26/27		Deposits		Abate	Balance
					0.00
					0.00
					0.00

	General Fund				
26/27		Deposits			
					0.00
					0.00
					0.00

	General Fund				
26/27		Deposits	Expenses	Abate	Balance
					0.00
					0.00
					0.00

	General Fund				
26/27					**Balance**
					0.00
					0.00
					0.00

	General Fund				
26/27		Deposits	Expenses	Abate	Balance
					0.00
					0.00
					0.00

BANK OF AMERICA

P.O. Box 15284
Wilmington, DE 19850

Customer service information

Customer service: 1.888.400.9009

bankofamerica.com

Bank of America, N.A.
P.O. Box 25118
Tampa, FL 33622-5118

DOUGLAS COUNTY SCHOOL DISTRICT
1638 MONO AVE
MINDEN, NV 89423-4212

Your Full Analysis Business Checking

for September 1, 2026 to September 30, 2026

Account number: 0003 2327 4902

DOUGLAS COUNTY SCHOOL DISTRICT

Account summary

Beginning balance on September 1, 2026	$393,190.98
Deposits and other credits	8,424,215.76
Withdrawals and other debits	-5,047,205.71
Checks	-2,749,002.21
Service fees	-3,687.83
Ending balance on September 30, 2026	**$1,017,510.99**

# of deposits/credits: 32

# of withdrawals/debits: 249

# of days in cycle: 30

Average ledger balance: $2,218,781.25

PULL: E CYCLE: 55 SPEC: O DELIVERY: P TYPE: IMAGE: A BC: NV

IMPORTANT INFORMATION:
BANK DEPOSIT ACCOUNTS

How to Contact Us - You may call us at the telephone number listed on the front of this statement.

Updating your contact information - We encourage you to keep your contact information up-to-date. This includes address, email and phone number. If your information has changed, the easiest way to update it is by visiting the Help & Support tab of Online Banking.

Deposit agreement - When you opened your account, you received a deposit agreement and fee schedule and agreed that your account would be governed by the terms of these documents, as we may amend them from time to time. These documents are part of the contract for your deposit account and govern all transactions relating to your account, including all deposits and withdrawals. Copies of both the deposit agreement and fee schedule which contain the current version of the terms and conditions of your account relationship may be obtained at our financial centers.

Electronic transfers: In case of errors or questions about your electronic transfers - If you think your statement or receipt is wrong or you need more information about an electronic transfer (e.g., ATM transactions, direct deposits or withdrawals, point-of-sale transactions) on the statement or receipt, telephone or write us at the address and number listed on the front of this statement as soon as you can. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

- Tell us your name and account number.
- Describe the error or transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
- Tell us the dollar amount of the suspected error.

For consumer accounts used primarily for personal, family or household purposes, we will investigate your complaint and will correct any error promptly. If we take more than 10 business days (10 calendar days if you are a Massachusetts customer) (20 business days if you are a new customer, for electronic transfers occurring during the first 30 days after the first deposit is made to your account) to do this, we will provisionally credit your account for the amount you think is in error, so that you will have use of the money during the time it will take to complete our investigation.

For other accounts, we investigate, and if we find we have made an error, we credit your account at the conclusion of our investigation.

Reporting other problems - You must examine your statement carefully and promptly. You are in the best position to discover errors and unauthorized transactions on your account. If you fail to notify us in writing of suspected problems or an unauthorized transaction within the time period specified in the deposit agreement (which periods are no more than 60 days after we make the statement available to you and in some cases are 30 days or less), we are not liable to you and you agree to not make a claim against us, for the problems or unauthorized transactions.

Direct deposits - If you have arranged to have direct deposits made to your account at least once every 60 days from the same person or company, you may call us to find out if the deposit was made as scheduled. You may also review your activity online or visit a financial center for information.

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Bank of America, N.A. Member FDIC and Equal Housing Lender

Deposits and other credits

Date	Transaction description	Customer reference	Bank reference	Amount
09/02/26	NV TREASURER DES:CCDPAYABLE ID:202608289875269 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:27-201S-03000-02 *T 40231900 *		906643046340065	5,175,150.12
09/02/26	Infinite Campus, Inc. DES:RTP CR DATE:09-02-2026 12:25 INSTID:20260902043000096P1BA AAA00447971744 E2EID:ST-CMEXYMXGCC7V6GGAJS7JWO REFID:20260902043000096P1BAAAA0044797174 4 PMTDET:DCSD.NET		920624589023993	5.87
09/04/26	Infinite Campus, Inc. DES:RTP CR DATE:09-04-2026 11:52 INSTID:20260904043000096P1BA AAA00449218830 E2EID:ST-AOKJH6GEUDCHNXT1LMNMAX REFID:20260904043000096P1BAAAA0044921883 0 PMTDET:DCSD.NET		920624789044751	5.02
09/08/26	NV TREASURER DES:CCDPAYABLE ID:202609029877925 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:27-207-03000 01 *T 40231900 *27-207-0300001		906646030565664	39,101.05
09/08/26	TREAS 310 DES: DOD MISC ID:886000034210043 INDN:DOUGLAS COUNTY S CO ID:9071736170 CTX ADDITIONAL INFORMATION IS AVAILABLE FOR THIS PMT. CONTACT A TREASURY SALES OFFICER FOR ASSISTANCE.		906647017006947	7,696.70

continued on the next page

Deposits and other credits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/08/26	Infinite Campus, Inc. DES:RTP CR DATE:09-08-2026 13:24 INSTID:20260908043000096P1BA AAA00451456729 E2EID:ST-IO3SC0XAM57GGKJQYT4MHU REFID:20260908043000096P1BAAAA0045145672 9 PMTDET:DCSD.NET		920625189016369	23.34
09/09/26	NV TREASURER DES:CCDPAYABLE ID:202609039878515 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:26-631-03000 84.048 07 *T 40231900 *26-631-0300007		906647033015156	28,285.93
09/09/26	Infinite Campus, Inc. DES:RTP CR DATE:09-09-2026 11:50 INSTID:20260909043000096P1BA AAA00452892882 E2EID:ST-FTUGVZQHECNXDAV7AYAG1D REFID:20260909043000096P1BAAAA0045289288 2 PMTDET:DCSD.NET		920625289076169	6.05
09/10/26	NV TREASURER DES:CCDPAYABLE ID:202609049879114 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:26-709-03000 84.367 09 *T 40231900 *26-709-0300009		906651050620458	12,521.56
09/10/26	Infinite Campus, Inc. DES:RTP CR DATE:09-10-2026 12:22 INSTID:20260910043000096P1BA AAA00453509103 E2EID:ST-XOPMRSDWGZDTJVJPZBBUN9 REFID:20260910043000096P1BAAAA0045350910 3 PMTDET:DCSD.NET		920625389045577	0.20
09/15/26	DOUGLAS CO SCHOO DES:RETURN ID:SA70071 INDN:SETT-ACH DETAIL RETURN CO ID:1886000034 CCD BATCH DESC:PAYROLL		902558017347989	734.11
09/17/26	NV TREASURER DES:CCDPAYABLE ID:202609149883892 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:08/26 BGST DISTR. *T 40231900 *		906658028774942	162,484.70
09/17/26	NV TREASURER DES:CCDPAYABLE ID:202609149883594 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:27-709-03000 84.367 01 *T 40231900 *27-709-0300001		906658028774868	2,910.79
09/18/26	NV TREASURER DES:CCDPAYABLE ID:202609159884515 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:27-631-03000 84.048 02 *T 40231900 *27-631-0300002		906659023929490	73,895.05

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Deposits and other credits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/21/26	Infinite Campus, Inc. DES:RTP CR DATE:09-21-2026 12:13 INSTID:20260921043000096P1BA AAA00459685432 E2EID:ST-WCWWKH3F6P4NOTON0KURK4 REFID:20260921043000096P1BAAAA0045968543 2 PMTDET:DCSD.NET		920626489066649	7.89
09/22/26	NV TREASURER DES:CCDPAYABLE ID:202609179886066 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:LGIP INT DIST 8/31/2026 *T 40231900 *DCSD60831		906661025877183	30,450.60
09/22/26	NV TREASURER DES:CCDPAYABLE ID:202609179886265 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:27-667-03000 84.027 02 *T 40231900 *27-667-0300002		906661025877197	11,645.91
09/22/26	Infinite Campus, Inc. DES:RTP CR DATE:09-22-2026 11:44 INSTID:20260922043000096P1BA AAA00460227623 E2EID:ST-CLN8EIBANRDN7QBGZLSUV1 REFID:20260922043000096P1BAAAA0046022762 3 PMTDET:DCSD.NET		920626589021650	5.08
09/23/26	NV TREASURER DES:CCDPAYABLE ID:202609189887145 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:25-624-03000 84.010A 13 *T 40231900 *25-624-0300013		906664041474530	72,109.37
09/23/26	Infinite Campus, Inc. DES:RTP CR DATE:09-23-2026 11:45 INSTID:20260923043000096P1BA AAA00460776176 E2EID:ST-JA4ZZWWY1I4RIPX6OSJ8NK REFID:20260923043000096P1BAAAA0046077617 6 PMTDET:DCSD.NET		920626689029273	1.03
09/25/26	PUB EMPLOYEES-NV DES:PERS CHECK ID:000009203 INDN:DOUGLAS CO SCHOOL DIST CO ID:1886001993 PPD		906666019456681	70,479.19
09/25/26	NV TREASURER DES:CCDPAYABLE ID:202609229889113 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:FY27 NSLP STATE MATCH *T 40231900 *FY27 NSLP		906666019435610	13,319.26

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Deposits and other credits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/25/26	Infinite Campus, Inc. DES:RTP CR DATE:09-25-2026 11:55 INSTID:20260925043000096P1BA AAA00461921063 E2EID:ST-I7RDOOVXCVRGFW8FPP76ZJ REFID:20260925043000096P1BAAAA0046192106 3 PMTDET:DCSD.NET		920626889007935	8.92
09/28/26	GATEWAY HTH PTNR DES:PAYABLES ID:GATE0108 INDN:DOUGLAS COUNTY SCHOOL CO ID:XXXXXXXXX CCD		906668024009114	163,401.78
09/28/26	COMMERCE BANK DES:REV SHARE ID:000000000651142 INDN:Revenue Share CO ID:BRRLP00578 CCD		906668016023312	2,507.92
09/28/26	Infinite Campus, Inc. DES:RTP CR DATE:09-28-2026 12:28 INSTID:20260928043000096P1BA AAA00463158135 E2EID:ST-HONGLZS6X1EKCBWDZGFGPV REFID:20260928043000096P1BAAAA0046315813 5 PMTDET:DCSD.NET		920627189036554	20.91
09/29/26	Deposit		813006452335315	1,519,785.38
09/29/26	Deposit		813006452388404	947,730.69
09/29/26	NV TREASURER DES:CCDPAYABLE ID:202609249890309 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:27-639-03000 84.027 02 *T 40231900 *27-639-0300002		906668026712990	85,760.99
09/30/26	DOUGLAS CO SCHOO DES:RETURN ID:WE17393 INDN:SETT-ACH DETAIL RETURN CO ID:1886000034 CCD BATCH DESC:PAYROLL		902573011184725	2,471.75
09/30/26	NV TREASURER DES:CCDPAYABLE ID:202609259891102 INDN:DOUGLAS COUNTY SCHOOL CO ID:6886000022 CCD PMT INFO:27-658-03000 84.365A 02 *T 40231900 *27-658-0300002		906671044821640	1,513.60
09/30/26	DOUGLAS CO SCHOO DES:RETURN ID:OR76668 INDN:SETT-ACH DETAIL RETURN CO ID:1886000034 CCD BATCH DESC:PAYROLL		902573022438830	175.00
Total deposits and other credits				**$8,424,215.76**

Withdrawals and other debits

Date	Transaction description	Customer reference	Bank reference	Amount
09/01/26	dcsd.net DES:PURCHASE d ID:ST-M2V8H6N2W8L3 INDN:DOUGLAS COUNTY SCHOOL CO ID:1800948598 CCD		906643049799568	-3.35
09/03/26	WIRE TYPE:WIRE OUT DATE:260903 TIME:1403 ET TRN:2026090300517810 SERVICE REF:016641 BNF:Wells Fargo Bank ID:4122476260 BNF BK:WELLS FA RGO BANK, N.A. ID:121000248 PMT DET:T0Q9SL00O0NIBR 1FHTH claims for week ending 9/1/26		903709030517810	-415,091.84
09/03/26	WIRE TYPE:WIRE OUT DATE:260903 TIME:1543 ET TRN:2026090300571104 SERVICE REF:019488 BNF:Wells Fargo Bank ID:4000101030 BNF BK:WELLS FA RGO BANK, N.A. ID:121000248 PMT DET:T0Q9SOK3CETIBC Q8PEBP pymt for 729		903709030571104	-45,679.17
09/03/26	dcsd.net DES:PURCHASE d ID:ST-H2W9C3Q4Y1W9 INDN:DOUGLAS COUNTY SCHOOL CO ID:4270465600 CCD		902545013533314	-47.23
09/08/26	WIRE TYPE:WIRE OUT DATE:260908 TIME:1132 ET TRN:2026090800719760 SERVICE REF:014923 BNF:Commerce Bank ID:41590 BNF BK:COMMERCE BANK ID:101000019 PMT DET:T0Q9ZKSRQ6WQB42GCustomer 0000 651142		903709080719760	-35,349.90
09/10/26	WIRE TYPE:WIRE OUT DATE:260910 TIME:1116 ET TRN:2026091000409484 SERVICE REF:011384 BNF:Wells Fargo Bank ID:4122476260 BNF BK:WELLS FA RGO BANK, N.A. ID:121000248 PMT DET:T0QA2F4ITDZBBG 3AHTH Claims for week ending 9/10/26		903709100409484	-224,158.79
09/10/26	WIRE TYPE:WIRE OUT DATE:260910 TIME:1242 ET TRN:2026091000458313 SERVICE REF:013675 BNF:Wells Fargo Bank ID:4000101030 BNF BK:WELLS FA RGO BANK, N.A. ID:121000248 PMT DET:T0QA2I51430JB6 39Return of PCFP Base funding - 2026		903709100458313	-160,870.18
09/11/26	dcsd.net DES:PURCHASE d ID:ST-B1Q4M4H7M9Y5 INDN:DOUGLAS COUNTY SCHOOL CO ID:1800948598 CCD		906653024961968	-19.22
09/14/26	WIRE TYPE:WIRE OUT DATE:260914 TIME:0417 ET TRN:2026091100115341 SERVICE REF:003387 BNF:Commerce Bank ID:41590 BNF BK:COMMERCE BANK ID:101000019 PMT DET:T0QA2FIF9FX6BB2W		903709110115341	-135,817.99
09/14/26	dcsd.net DES:PURCHASE d ID:ST-F4S1F8N7Z9I2 INDN:DOUGLAS COUNTY SCHOOL CO ID:1800948598 CCD		906657017851952	-10.24

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Withdrawals and other debits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/15/26	DOUGLAS CO SCHOO DES:REG SALARY FL# 26254002451 INDN:SETT-BATCH 1886000034 CO ID:1886000034 CCD BATCH DESC:PAYROLL		902558008105154	-1,327,032.28
09/15/26	WIRE TYPE:WIRE OUT DATE:260915 TIME:0443 ET TRN:2026091400215230 SERVICE REF:003651 BNF:US Bank ID:180120521620 BNF BK:U.S. BANK N.A. ID:091000022 PMT DET:T0Q9ZLB6BPSSBJBRInvoice 33215 80 - Bond Int pymt		903709140215230	-41,992.50
09/15/26	WIRE TYPE:WIRE OUT DATE:260915 TIME:0443 ET TRN:2026091400215250 SERVICE REF:003563 BNF:Computershare Corporate Tr ID:6355060501 BNF BK:WELLS FARGO BANK ID:091000019 PMT DET:T0Q9Z KZ7R8FSB9JRInvoice - DOUGLAS COUNT 01102026		903709140215250	-147,897.51
09/15/26	WIRE TYPE:WIRE OUT DATE:260915 TIME:0443 ET TRN:2026091400215265 SERVICE REF:003567 BNF:Webster Bank ID:6700018161 BNF BK:SANTANDER BA NK, N.A. ID:221970443 PMT DET:T0Q9ZL6Z59REBJADBond Interest pymt 10-1-26		903709140215265	-54,670.20
09/15/26	IRS DES:USATAXPYMT ID:270665853287913 INDN:COUNTY OF DOUGLAS CO ID:3387702000 CCD		906657032569020	-182,972.11
09/15/26	dcsd.net DES:PURCHASE d ID:ST-X1Q6G8T7E0G6 INDN:DOUGLAS COUNTY SCHOOL CO ID:4270465600 CCD		902557031141888	-11.57
09/16/26	dcsd.net DES:PURCHASE d ID:ST-M9L4G2C4A7I9 INDN:DOUGLAS COUNTY SCHOOL CO ID:1800948598 CCD		906658032323721	-25.25
09/17/26	WIRE TYPE:WIRE OUT DATE:260917 TIME:1734 ET TRN:2026091700580270 SERVICE REF:021457 BNF:Wells Fargo Bank ID:4122476260 BNF BK:WELLS FA RGO BANK, N.A. ID:121000248 PMT DET:T0QACSOWI3JOB5 6FHTH Claims for week ending 9/17/26		903709170580270	-241,472.20
09/17/26	dcsd.net DES:PURCHASE d ID:ST-F5Y1D9P5Q2W8 INDN:DOUGLAS COUNTY SCHOOL CO ID:4270465600 CCD		902559013381290	-94.11
09/18/26	dcsd.net DES:PURCHASE d ID:ST-R7I9U0B6V1J4 INDN:DOUGLAS COUNTY SCHOOL CO ID:1800948598 CCD		906660028482667	-24.02
09/21/26	WIRE TYPE:WIRE OUT DATE:260921 TIME:1719 ET TRN:2026092100624525 SERVICE REF:020751 BNF:US Bank ID:153564471529 BNF BK:US BANK, NA ID: 125000105 PMT DET:T0QAIHWXCB69BCR9Lease pymt on Ve rkada Cameras		903709210624525	-200,000.00

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Withdrawals and other debits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/22/26	WIRE TYPE:WIRE OUT DATE:260922 TIME:1337 ET TRN:2026092200435553 SERVICE REF:011902 BNF:Voya Institutional Trust C ID:11012929 BNF BK: STATE STREET BANK AND T ID:011000028 PMT DET:T0QAJ PFUL1HIBPPZPN625032 1054		903709220435553	-300.00
09/23/26	WIRE TYPE:WIRE OUT DATE:260923 TIME:0541 ET TRN:2026092200109647 SERVICE REF:004091 BNF:Key Government Finance, In ID:329951040644 BNF BK:KEYBANK NATIONAL ASSOCI ID:021300077 PMT DET:T0QADY07T0VHBPSNCont 2002277279 Bond Pymt		903709220109647	-30,739.60
09/24/26	dcsd.net DES:PURCHASE d ID:ST-D3E6C8C6W2X9 INDN:DOUGLAS COUNTY SCHOOL CO ID:4270465600 CCD		902566018380204	-2.49
09/25/26	WIRE TYPE:WIRE OUT DATE:260925 TIME:0439 ET TRN:2026092400612922 SERVICE REF:003157 BNF:Wells Fargo Bank ID:4122476260 BNF BK:WELLS FA RGO BANK, N.A. ID:121000248 PMT DET:T0QAMVCVWDSQB7 LMHTH Claims for week ending 9/24/26		903709240612922	-171,838.78
09/28/26	WIRE TYPE:WIRE OUT DATE:260928 TIME:1121 ET TRN:2026092800539169 SERVICE REF:012247 BNF:Commerce Bank ID:41590 BNF BK:COMMERCE BANK ID:101000019 PMT DET:T0QAS57D7EV0BWQNCust 00006511 42		903709280539169	-37,044.24
09/29/26	dcsd.net DES:PURCHASE d ID:ST-V9G8B1D4Q2M9 INDN:DOUGLAS COUNTY SCHOOL CO ID:4270465600 CCD		902571026186924	-47.70
09/30/26	DOUGLAS CO SCHOO DES:REG SALARY FL# 26271003863 INDN:SETT-BATCH 1886000034 CO ID:1886000034 CCD BATCH DESC:PAYROLL		902573007398074	-1,367,473.04
09/30/26	DOUGLAS CO SCHOO DES:REG SALARY FL# 26271003863 INDN:SETT-BATCH 1886000034 CO ID:1886000034 CCD BATCH DESC:PAYROLL		902573007504916	-22,632.97
09/30/26	IRS DES:USATAXPYMT ID:270667382640572 INDN:COUNTY OF DOUGLAS CO ID:3387702000 CCD		906672020062393	-203,875.99
09/30/26	dcsd.net DES:PURCHASE d ID:ST-W5B0O4M0L2Q6 INDN:DOUGLAS COUNTY SCHOOL CO ID:1800948598 CCD		906672024516015	-11.24
Total withdrawals and other debits				**-$5,047,205.71**

Checks

Date	Check #	Bank reference	Amount
09/01	180056	813009692634528	-156.00
09/23	180408*	813007152788611	-115.59
09/28	180920*	813008592859831	-200.00
09/14	181060*	813009192831241	-69.46
09/28	181218*	813008592913421	-176.06
09/14	181341*	813009192919060	-1,133.36
09/09	181365*	813008692462546	-9,050.00
09/04	181419*	813008292881556	-1,030.77
09/03	181436*	813008192386712	-24,030.72
09/04	181443*	813004892420909	-375.00
09/09	181444	813008692314523	-3,120.00
09/14	181445	813009092090923	-2,750.00
09/10	181447*	813005092122020	-62.89
09/01	181467*	813009792163613	-571.00
09/01	181485*	813006652288353	-888.17
09/09	181486	813004992631655	-918.53
09/14	181487	813009192919061	-1,116.54
09/04	181488	813008292200416	-3,279.42
09/04	181489	813008292299964	-550.00
09/08	181490	813008392267482	-300.00
09/03	181491	813008092565423	-2,726.72
09/10	181492	813008892067960	-6,229.40
09/03	181493	813008192027984	-18,739.42
09/08	181494	813008592063450	-925.00
09/08	181495	813008492832897	-2,225.00
09/01	181498*	813009792542678	-16,040.00
09/04	181499	813004892421515	-425.00
09/09	181504*	813004992702329	-2,712.50
09/08	181505	813008392508607	-1,375.00
09/03	181506	813008092261062	-16,092.50
09/03	181507	813008092261061	-115.00
09/01	181508	813009792542483	-150.00
09/02	181509	813009892095835	-750.00
09/17	181510	813009592064733	-225.00
09/11	181511	813008992797808	-660.00
09/10	181513*	813008892067968	-550.00
09/03	181514	813008192151351	-1,194,788.05
09/11	181515	813008992502171	-2,176.00
09/01	181516	813009792550994	-335.50
09/08	181517	813008592054019	-7,556.66
09/17	181522*	813009492806954	-830.00
09/04	181523	813008292425674	-6,162.78
09/03	181524	813008092318011	-130.15
09/04	181525	813008192729696	-360.62
09/09	181526	813006292437838	-4,711.77
09/28	181527	813008892060821	-368.99
09/02	181528	813009792891495	-727.38
09/03	181529	813008192031579	-720.00
09/28	181530	813008892060805	-49.97
09/03	181532*	813008092406950	-47.52
09/01	181533	813007252878935	-150.29
09/08	181535*	813008392095846	-353.75
09/02	181536	813008092083326	-1,029.00
09/04	181537	813008152085243	-248.52
09/03	181538	813008092447848	-3,150.00
09/09	181540*	813008692167216	-1,651.88
09/09	181541	813008692683621	-1,080.54
09/21	181542	813008092487015	-138.40
09/08	181543	813008592229100	-7,116.97
09/08	181544	813006292128559	-18,352.94
09/08	181545	813006292128587	-8,418.30
09/09	181546	813008792080793	-371.86
09/09	181547	813008692137117	-311.26
09/10	181548	813005092134004	-215.86
09/21	181549	813007192518266	-1,304.15
09/14	181550	813009092082657	-48.44
09/10	181552*	813008892408980	-22,279.74
09/09	181553	813008692741229	-371.63
09/09	181554	813004992626789	-9,191.90
09/09	181555	813008692212571	-52.87
09/14	181556	813009092433342	-94.18
09/10	181557	813008892406974	-4,560.00
09/21	181558	813009792445581	-44.66
09/08	181559	813008592216111	-85,563.59
09/14	181560	813009192698620	-3,179.10
09/16	181561	813009492376158	-160.74
09/09	181562	813004992626845	-1,920.00
09/09	181563	813008692832525	-10,000.00
09/09	181564	813008152716654	-8,602.27
09/14	181565	813009092607306	-47.52
09/14	181566	813006592622334	-8,092.61
09/25	181567	813005492736658	-4,439.00

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Checks - continued

Date	Check #	Bank reference	Amount
09/24	181569*	813008492355650	-135.00
09/25	181570	813008592343735	-120.43
09/22	181571	813008092891087	-1,437.00
09/15	181573*	813009292426949	-5,901.08
09/24	181574	813008392313124	-1,530.00
09/25	181575	813005492770020	-5,409.41
09/24	181576	813007592305785	-1,233.00
09/22	181577	813008092893746	-311.65
09/30	181578	813009192023047	-3,412.64
09/23	181579	813008292384435	-1,364.59
09/16	181580	813006892179561	-1,169.45
09/18	181581	813006752709491	-50.00
09/22	181582	813008192624549	-1,275.70
09/21	181584*	813008092616278	-23,635.36
09/23	181585	813008292164910	-2,411.91
09/22	181586	813008192382811	-7,667.80
09/23	181587	813008292294510	-72,177.28
09/15	181588	813009292317073	-150.00
09/28	181589	813008692008319	-254.61
09/15	181592*	813008252650530	-10,818.32
09/15	181593	813008252650531	-6,284.97
09/24	181594	813008492129838	-19,949.19
09/24	181595	813008492082027	-13,000.00
09/29	181596	813008992011580	-81.99
09/23	181597	813005492119195	-153.35
09/22	181598	813008192624490	-8,601.94
09/24	181599	813008392750424	-3,400.00
09/24	181600	813008492385669	-5,425.00
09/15	181601	813009392251049	-8,175.43
09/22	181602	813008192387180	-1,405.28
09/25	181603	813008592511336	-19,514.52
09/23	181604	813008292283162	-38.70
09/24	181605	813008392405990	-356.99
09/25	181606	813008592682336	-6,250.00
09/29	181609*	813008892351340	-940.88
09/21	181612*	813008092651716	-1,155.82
09/24	181613	813005492427700	-259.90
09/28	181614	813008792745370	-150.00
09/11	181615	813007152720538	-35.00
09/28	181616	813008692436179	-15.92
09/23	181617	813008292726312	-324.00
09/29	181619*	813005592793683	-2,999.00
09/21	181620	813008092617915	-12,775.00
09/25	181621	813008592027783	-542.30
09/11	181622	813007152624672	-114.22
09/25	181623	813008492650658	-981.12
09/22	181624	813008192387082	-4,879.19
09/23	181625	813008392261998	-195.90
09/22	181626	813008092902284	-2,309.74
09/28	181627	813008692293729	-1,350.24
09/28	181628	813008892064466	-1,300.00
09/15	181629	813009292565192	-453.00
09/16	181630	813009392902866	-500.00
09/23	181631	813008392016367	-12,818.56
09/28	181633*	813008692558691	-10,232.46
09/28	181634	813008792755061	-2,503.98
09/23	181635	813008292384433	-456.26
09/22	181636	813008192863063	-297.12
09/22	181637	813008092709373	-1,154.85
09/25	181638	813007692231968	-2,941.00
09/22	181639	813008192608011	-5,013.58
09/14	181640	813009092558872	-134.83
09/24	181641	813007592231534	-1,556.00
09/30	181642	813009092236062	-140.80
09/22	181643	813008192266931	-203.38
09/14	181644	813005092875640	-374.61
09/18	181645	813009692284573	-69.44
09/25	181646	813008592339497	-5,410.49
09/28	181647	813008792921250	-223.95
09/28	181648	813008892060426	-285.99
09/28	181649	813008892064132	-250.00
09/22	181650	813008192399238	-1,159.20
09/21	181651	813009792756779	-151.12
09/25	181652	813008492551841	-579.00
09/30	181653	813005692280484	-24,389.89
09/22	181654	813005392613396	-12,208.56

continued on the next page

Checks - continued

Date	Check #	Bank reference	Amount
09/22	181655	813008092933554	-3,450.00
09/25	181657*	813008492650639	-1,331.80
09/23	181658	813008292384434	-1,514.96
09/28	181659	813007692907542	-1,039.92
09/22	181660	813008192349764	-3,502.00
09/24	181661	813005492448921	-4,444.20
09/22	181663*	813008192387802	-879.37
09/25	181664	813008592421337	-5,058.22
09/18	181665	813005292596034	-400.58
09/22	181666	813005392669513	-1,869.80
09/15	181667	813006552725602	-888.17
09/22	181668	813005392692402	-918.53
09/18	181670*	813005292596568	-180.08
09/16	181671	813009492661263	-480.22
09/17	181672	813009592539993	-199.34
09/17	181674*	813006752370957	-2,335.08
09/17	181675	813009592808061	-685.44
09/16	181676	813009492495670	-1,142.28
09/18	181678*	813009792172186	-550.00
09/21	181679	813009792466767	-300.00
09/18	181680	813009692794006	-925.00
09/18	181681	813009692506270	-2,225.00
09/22	181683*	813005392689893	-2,712.50
09/18	181684	813009692046537	-1,400.00
09/18	181685	813009692046538	-17,376.50
09/18	181686	813009692046536	-115.00
09/18	181687	813009692809430	-150.00
09/25	181688	813008492584902	-750.00
09/18	181689	813009692248144	-225.00
09/16	181691*	813009492493647	-505.19
09/21	181692	813008092027122	-550.00
09/18	181693	813009692808719	-335.50
09/21	181694	813008092219184	-7,556.66
09/21	181698*	813009792695248	-830.00
09/21	181700*	813005392050531	-394.20
09/16	181701	813009492112252	-879.59
09/23	181702	813008292663532	-117.99
09/23	181705*	813008292843136	-1,841.05
09/25	181706	813007692170881	-2,862.87
09/23	181708*	813008292192930	-100.00
09/24	181709	813008492157292	-100.00
09/22	181710	813005392641824	-195.80
09/24	181711	813007252627746	-71.76
09/25	181712	813008592021949	-263.99
09/30	181713	813009092045595	-4,867.42
09/25	181715*	813008592343003	-90,460.44
09/29	181717*	813008992214973	-3,762.48
09/30	181718	813009092832988	-351.82
09/30	181719	813008992914597	-239.52
09/29	181720	813008892524607	-11.63
09/29	181721	813008892524741	-470.48
09/29	181722	813002152484091	-150.00
09/28	181731*	813008792912072	-121.80
09/30	181732	813009092781684	-575.77
09/30	181735*	813009092045365	-1,703.44
09/30	181741*	813006552530327	-888.17
09/29	181769*	813006452388454	-623,399.70
09/29	181770	813006452388456	-34,016.00
09/29	181771	813006452388455	-26,049.65

Total checks **-$2,749,002.21**

Total # of checks **217**

* *There is a gap in sequential check numbers*

Service fees

Date	Transaction description	Amount
09/15/26	08/26 ACCT ANALYSIS FEE	-3,687.83

Total service fees **-$3,687.83**

Note your Ending Balance already reflects the subtraction of Service Fees.

Daily ledger balances

Date	Balance ($)	Date	Balance($)	Date	Balance ($)
09/01	374,896.67	09/11	3,257,860.28	09/22	1,010,872.19
09/02	5,547,546.28	09/14	3,104,991.40	09/23	958,612.85
09/03	3,826,187.96	09/15	1,314,790.54	09/24	907,149.32
09/04	3,813,760.87	09/16	1,309,927.82	09/25	672,203.32
09/08	3,693,044.85	09/17	1,229,482.14	09/28	782,565.80
09/09	3,667,269.82	09/18	1,279,351.07	09/29	2,643,913.35
09/10	3,260,864.72	09/21	1,030,523.59	09/30	1,017,510.99

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BANK OF AMERICA

P.O. Box 15284
Wilmington, DE 19850

Customer service information

Customer service: 1.888.400.9009

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P.O. Box 25118
Tampa, FL 33622-5118

DOUGLAS COUNTY SCHOOL DISTRICT
WORKERS COMPENSATION ACCOUNT
NELSON, JONES & ASSOCIATES
1638 MONO AVE
MINDEN, NV 89423-4212

Your Analyzed Business Interest Checking

for September 1, 2026 to September 30, 2026 Account number: 0002 9009 0752

DOUGLAS COUNTY SCHOOL DISTRICT WORKERS COMPENSATION ACCOUNT NELSON, JONES & ASSOCIATES

Account summary

Beginning balance on September 1, 2026	$88,792.55
Deposits and other credits	2,831.95
Withdrawals and other debits	-0.00
Checks	-11,052.03
Service fees	-0.00
Ending balance on September 30, 2026	**$80,572.47**

# of deposits/credits: 3

# of withdrawals/debits: 40

# of days in cycle: 30

Average ledger balance: $83,250.52

Annual Percentage Yield Earned this statement period: 1.56%.
Interest Paid Year To Date: $767.55.

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IMPORTANT INFORMATION:
BANK DEPOSIT ACCOUNTS

How to Contact Us - You may call us at the telephone number listed on the front of this statement.

Updating your contact information - We encourage you to keep your contact information up-to-date. This includes address, email and phone number. If your information has changed, the easiest way to update it is by visiting the Help & Support tab of Online Banking.

Deposit agreement - When you opened your account, you received a deposit agreement and fee schedule and agreed that your account would be governed by the terms of these documents, as we may amend them from time to time. These documents are part of the contract for your deposit account and govern all transactions relating to your account, including all deposits and withdrawals. Copies of both the deposit agreement and fee schedule which contain the current version of the terms and conditions of your account relationship may be obtained at our financial centers.

Electronic transfers: In case of errors or questions about your electronic transfers - If you think your statement or receipt is wrong or you need more information about an electronic transfer (e.g., ATM transactions, direct deposits or withdrawals, point-of-sale transactions) on the statement or receipt, telephone or write us at the address and number listed on the front of this statement as soon as you can. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

- Tell us your name and account number.
- Describe the error or transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
- Tell us the dollar amount of the suspected error.

For consumer accounts used primarily for personal, family or household purposes, we will investigate your complaint and will correct any error promptly. If we take more than 10 business days (10 calendar days if you are a Massachusetts customer) (20 business days if you are a new customer, for electronic transfers occurring during the first 30 days after the first deposit is made to your account) to do this, we will provisionally credit your account for the amount you think is in error, so that you will have use of the money during the time it will take to complete our investigation.

For other accounts, we investigate, and if we find we have made an error, we credit your account at the conclusion of our investigation.

Reporting other problems - You must examine your statement carefully and promptly. You are in the best position to discover errors and unauthorized transactions on your account. If you fail to notify us in writing of suspected problems or an unauthorized transaction within the time period specified in the deposit agreement (which periods are no more than 60 days after we make the statement available to you and in some cases are 30 days or less), we are not liable to you and you agree to not make a claim against us, for the problems or unauthorized transactions.

Direct deposits - If you have arranged to have direct deposits made to your account at least once every 60 days from the same person or company, you may call us to find out if the deposit was made as scheduled. You may also review your activity online or visit a financial center for information.

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Deposits and other credits

Date	Transaction description	Customer reference	Bank reference	Amount
09/17/26	CANNON COCHRAN M DES:CASH C&D ID: INDN:DOUGLAS COUNTY SCHOOL CO ID:3710579227 CCD PMT INFO:RETURNED CK 10238\		902559011722176	1,783.00
09/18/26	CANNON COCHRAN M DES:CASH C&D ID: INDN:DOUGLAS COUNTY SCHOOL CO ID:3710579227 CCD PMT INFO:Returned CK 10219\		902560013869919	942.90
09/30/26	Interest Earned			106.05
Total deposits and other credits				**$2,831.95**

Checks

Date	Check #	Bank reference	Amount
09/11	10353	813008992836253	-942.90
09/11	10354	813008992836383	-875.55
09/10	10400*	813008792485144	-195.35
09/03	10412*	813008092322534	-63.23
09/24	10418*	813008492073248	-46.39
09/04	10421*	813008292881366	-3,108.51
09/15	10423*	813009292567088	-582.96
09/02	10424	813008092039653	-24.47
09/02	10425	813008092039478	-50.00
09/10	10426	813008892190813	-720.00
09/16	10427	813009492204440	-175.36
09/03	10428	813008192276116	-20.00
09/08	10429	813008592481166	-113.72
09/08	10430	813008592479873	-220.98
09/09	10431	813008692429334	-80.00
09/30	10432	813009192008929	-112.49
09/11	10433	813008992797993	-127.80
09/15	10434	813009292477081	-477.45
09/09	10435	813008792183725	-25.00
09/10	10436	813008892408477	-60.87
09/17	10437	813009592540038	-188.80
09/21	10438	813009892738495	-175.36
09/11	10439	813008992723680	-83.19
09/28	10440	813008692772386	-195.35
09/17	10441	813009492854542	-796.13
09/30	10442	813009192008928	-46.39
09/24	10443	813008492362757	-308.25
09/30	10445*	813009092071947	-582.96
09/16	10446	813009492734601	-16.78
09/22	10447	813008192383121	-116.45
09/17	10448	813009592769530	-15.00
09/17	10449	813009592769532	-33.56

continued on the next page

Checks - continued

Date	Check #	Bank reference	Amount
09/25	10450	813008492727976	-116.45
09/25	10451	813008492727977	-116.45
09/21	10453*	813008092608815	-67.56
09/22	10455*	813008292067431	-22.87
09/22	10456	813008292067433	-40.20
09/23	10461*	813008392261255	-35.38
09/25	10464*	813008592773833	-0.07
09/28	10467*	813008892215997	-71.80
Total checks			**-$11,052.03**
Total # of checks			**40**

* *There is a gap in sequential check numbers*

Daily ledger balances

Date	Balance ($)	Date	Balance($)	Date	Balance ($)
09/01	88,792.55	09/11	82,080.98	09/22	82,098.40
09/02	88,718.08	09/15	81,020.57	09/23	82,063.02
09/03	88,634.85	09/16	80,828.43	09/24	81,708.38
09/04	85,526.34	09/17	81,577.94	09/25	81,475.41
09/08	85,191.64	09/18	82,520.84	09/28	81,208.26
09/09	85,086.64	09/21	82,277.92	09/30	80,572.47
09/10	84,110.42				

BANK OF AMERICA

P.O. Box 15284
Wilmington, DE 19850

Customer service information

Customer service: 1.888.400.9009

bankofamerica.com

Bank of America, N.A.
P.O. Box 25118
Tampa, FL 33622-5118

DOUGLAS COUNTY SCHOOL DISTRICT
SCHOOL NUTRITION PROGRAM
1638 MONO AVE
MINDEN, NV 89423-4212

Your Analyzed Business Interest Checking

for September 1, 2026 to September 30, 2026 Account number: 0002 9002 6800

DOUGLAS COUNTY SCHOOL DISTRICT SCHOOL NUTRITION PROGRAM

Account summary

Beginning balance on September 1, 2026	$95,132.01
Deposits and other credits	104,863.16
Withdrawals and other debits	-0.00
Checks	-85,132.01
Service fees	-0.00
Ending balance on September 30, 2026	**$114,863.16**

# of deposits/credits: 217

# of withdrawals/debits: 1

# of days in cycle: 30

Average ledger balance: $140,865.08

Annual Percentage Yield Earned this statement period: 1.56%.
Interest Paid Year To Date: $1,258.00.

IMPORTANT INFORMATION:
BANK DEPOSIT ACCOUNTS

How to Contact Us - You may call us at the telephone number listed on the front of this statement.

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Deposit agreement - When you opened your account, you received a deposit agreement and fee schedule and agreed that your account would be governed by the terms of these documents, as we may amend them from time to time. These documents are part of the contract for your deposit account and govern all transactions relating to your account, including all deposits and withdrawals. Copies of both the deposit agreement and fee schedule which contain the current version of the terms and conditions of your account relationship may be obtained at our financial centers.

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- Tell us your name and account number.
- Describe the error or transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
- Tell us the dollar amount of the suspected error.

For consumer accounts used primarily for personal, family or household purposes, we will investigate your complaint and will correct any error promptly. If we take more than 10 business days (10 calendar days if you are a Massachusetts customer) (20 business days if you are a new customer, for electronic transfers occurring during the first 30 days after the first deposit is made to your account) to do this, we will provisionally credit your account for the amount you think is in error, so that you will have use of the money during the time it will take to complete our investigation.

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Direct deposits - If you have arranged to have direct deposits made to your account at least once every 60 days from the same person or company, you may call us to find out if the deposit was made as scheduled. You may also review your activity online or visit a financial center for information.

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Deposits and other credits

Date	Transaction description	Customer reference	Bank reference	Amount
09/01/26	Infinite Campus, Inc. DES:RTP CR DATE:09-01-2026 12:24 INSTID:20260901043000096P1BA AAA00447302689 E2EID:ST-UKUGGUE3UWC5CBXUBFGPWU REFID:20260901043000096P1BAAAA0044730268 9 PMTDET:DCSD.NET		920624489049944	3,503.50
09/02/26	Infinite Campus, Inc. DES:RTP CR DATE:09-02-2026 12:25 INSTID:20260902043000096P1BA AAA00447971331 E2EID:ST-OVDPSSDYAKV8R8U4PGE49D REFID:20260902043000096P1BAAAA0044797133 1 PMTDET:DCSD.NET		920624589020115	371.50
09/02/26	Deposit	0000000013	813006652910487	270.00
09/02/26	Deposit	0000000033	813006652880469	210.00
09/02/26	Deposit	0000000051	813006652861986	192.75
09/02/26	Deposit	0000000051	813006652861978	190.50
09/02/26	Deposit	0000000031	813006652910481	176.70
09/02/26	Deposit	0000000052	813006652861988	146.00
09/02/26	Deposit	0000000504	813006652932903	97.25
09/02/26	Deposit	0000000016	813006652910485	79.00
09/02/26	Deposit	0000000014	813006652861984	74.75
09/02/26	Deposit	0000000014	813006652861982	60.75
09/02/26	Deposit	0000000033	813006652861980	58.00
09/02/26	Deposit	0000000017	813006652910479	50.00
09/02/26	Deposit	0000000012	813006652880472	28.00
09/02/26	Deposit	0000000014	813006652910492	26.25
09/02/26	Deposit	0000000015	813006652880467	11.50

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Deposits and other credits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/02/26	Deposit	0000000013	813006652880465	10.00
09/02/26	Deposit	0000000052	813006652861990	2.00
09/03/26	Infinite Campus, Inc. DES:RTP CR DATE:09-03-2026 12:14 INSTID:20260903043000096P1BA AAA00448569705 E2EID:ST-PWJQBBWMTUKOUPPKFXOCMT REFID:20260903043000096P1BAAAA0044856970 5 PMTDET:DCSD.NET		920624689089209	7,377.84
09/03/26	Deposit	0000000051	813006752684571	191.80
09/03/26	Deposit	0000000016	813006752684573	185.00
09/03/26	Deposit	0000000015	813006752704093	151.26
09/03/26	Deposit	0000000033	813006752684565	148.00
09/03/26	Deposit	0000000014	813006752704090	134.50
09/03/26	Deposit	0000000031	813006752684559	121.00
09/03/26	Deposit	0000000013	813006752684561	32.00
09/04/26	Infinite Campus, Inc. DES:RTP CR DATE:09-04-2026 11:52 INSTID:20260904043000096P1BA AAA00449218856 E2EID:ST-W0CVQIAJ0OXAABSZ2L9DQQ REFID:20260904043000096P1BAAAA0044921885 6 PMTDET:DCSD.NET		920624789044683	3,283.85
09/04/26	Deposit		813006852622402	394.22
09/04/26	Deposit	0000000051	813006852622398	248.50
09/04/26	Deposit	0000000033	813006852600220	95.00
09/04/26	Deposit	0000000017	813006852600216	44.00
09/04/26	Deposit	0000000031	813006852600223	43.25
09/04/26	Deposit	0000000052	813006852622404	40.00
09/04/26	Deposit	0000000012	813006852622400	31.05
09/04/26	Deposit	0000000014	813006852600225	26.50
09/04/26	Deposit	0000000016	813006852622406	26.00
09/04/26	Deposit	0000000012	813006852600214	22.00
09/04/26	Deposit	0000000052	813006852600218	21.00

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Deposits and other credits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/08/26	Infinite Campus, Inc. DES:RTP CR DATE:09-08-2026 13:24 INSTID:20260908043000096P1BA AAA00451456538 E2EID:ST-OLV1LSRECOUXVWQZQ262QR REFID:20260908043000096P1BAAAA0045145653 8 PMTDET:DCSD.NET		920625189014477	2,738.89
09/09/26	Infinite Campus, Inc. DES:RTP CR DATE:09-09-2026 11:50 INSTID:20260909043000096P1BA AAA00452892886 E2EID:ST-MDVTRGYUUM6UWY5HFE2JFH REFID:20260909043000096P1BAAAA0045289288 6 PMTDET:DCSD.NET		920625289076173	2,372.50
09/09/26	Deposit	0000000051	813006152346906	307.10
09/09/26	Deposit	0000000013	813006152346898	243.00
09/09/26	Deposit	0000000051	813006152365426	237.75
09/09/26	Deposit	0000000031	813006152365430	150.15
09/09/26	Deposit	0000000033	813006152346910	114.00
09/09/26	Deposit	0000000033	813006152365428	105.00
09/09/26	Deposit	0000000017	813006152346902	104.00
09/09/26	Deposit	0000000504	813006152346896	94.65
09/09/26	Deposit	0000000014	813006152365424	91.00
09/09/26	Deposit	0000000015	813006152346912	83.25
09/09/26	Deposit	0000000014	813006152346900	83.00
09/09/26	Deposit	0000000013	813006152346904	72.00
09/09/26	Deposit	0000000017	813006152365420	53.36
09/09/26	Deposit	0000000031	813006152346908	30.00
09/09/26	Deposit	0000000016	813006152365418	14.00
09/09/26	Deposit	0000000052	813006152365422	6.00
09/09/26	Bank Adjustment	0000000051	813009452977271	1.00
09/10/26	Infinite Campus, Inc. DES:RTP CR DATE:09-10-2026 12:22 INSTID:20260910043000096P1BA AAA00453509571 E2EID:ST-ADQQBF8IUJ1SDGOA0XI2LH REFID:20260910043000096P1BAAAA0045350957 1 PMTDET:DCSD.NET		920625389049636	3,383.25
09/10/26	Deposit	0000000051	813006252202422	267.75
09/10/26	Deposit	0000000016	813006252202412	144.25

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Deposits and other credits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/10/26	Deposit	0000000031	813006252202414	131.00
09/10/26	Deposit	0000000033	813006252219218	127.00
09/10/26	Deposit	0000000014	813006252202424	88.25
09/10/26	Deposit	0000000015	813006252219220	76.50
09/10/26	Deposit	0000000015	813006252202416	74.25
09/10/26	Deposit	0000000012	813006252202426	47.05
09/10/26	Deposit	0000000012	813006252202418	15.35
09/10/26	Deposit	0000000012	813006252202420	6.25
09/11/26	Infinite Campus, Inc. DES:RTP CR DATE:09-11-2026 12:13 INSTID:20260911043000096P1BA AAA00454155438 E2EID:ST-HMDRNUHL0RMS3FV3TZZ5M8 REFID:20260911043000096P1BAAAA0045415543 8 PMTDET:DCSD.NET		920625489097531	4,055.50
09/11/26	Deposit	0000000051	813006352040965	280.50
09/11/26	Deposit		813006352020527	171.46
09/11/26	Deposit	0000000016	813006352040961	141.00
09/11/26	Deposit	0000000014	813006352020533	131.00
09/11/26	Deposit	0000000033	813006352020531	108.00
09/11/26	Deposit	0000000031	813006352020525	58.30
09/11/26	Deposit	0000000015	813006352040967	50.50
09/11/26	Deposit	0000000017	813006352020535	31.00
09/11/26	Deposit	0000000013	813006352020529	29.00
09/14/26	Infinite Campus, Inc. DES:RTP CR DATE:09-14-2026 12:09 INSTID:20260914043000096P1BA AAA00455750271 E2EID:ST-GJ4JEGPKMGJ65JHYUQVI63 REFID:20260914043000096P1BAAAA0045575027 1 PMTDET:DCSD.NET		920625789015723	4,103.27
09/14/26	Deposit	0000000051	813006452527908	173.50
09/14/26	Deposit	0000000014	813006452561268	79.00
09/14/26	Deposit	0000000033	813006452561262	60.50
09/14/26	Deposit	0000000016	813006452561266	36.00
09/14/26	Deposit	0000000031	813006452527910	34.52
09/14/26	Deposit	0000000013	813006452561264	23.45
09/14/26	Deposit	0000000015	813006452527906	13.03

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Deposits and other credits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/15/26	Infinite Campus, Inc. DES:RTP CR DATE:09-15-2026 11:48 INSTID:20260915043000096P1BA AAA00456297817 E2EID:ST-I4CWYBYIJL62VCEOZVSHFT REFID:20260915043000096P1BAAAA0045629781 7 PMTDET:DCSD.NET		920625889045311	4,365.75
09/15/26	Deposit	0000000013	813006552377275	237.00
09/15/26	Deposit	0000000012	813006552398491	210.90
09/15/26	Deposit	0000000051	813006552420347	193.75
09/15/26	Deposit	0000000016	813006552398496	167.00
09/15/26	Deposit	0000000014	813006552377286	128.00
09/15/26	Deposit	0000000012	813006552377282	124.75
09/15/26	Deposit	0000000033	813006552377279	120.00
09/15/26	Deposit	0000000015	813006552398546	117.90
09/15/26	Deposit	0000000052	813006552398499	95.00
09/15/26	Deposit	0000000504	813006552420349	74.35
09/15/26	Deposit	0000000017	813006552377284	53.40
09/15/26	Deposit	0000000012	813006552398494	32.00
09/15/26	Deposit	0000000052	813006552398544	22.00
09/15/26	Deposit	0000000052	813006552398542	12.00
09/16/26	Infinite Campus, Inc. DES:RTP CR DATE:09-16-2026 11:46 INSTID:20260916043000096P1BA AAA00456885589 E2EID:ST-6ATQAV0WPA1TEXNZOUSA37 REFID:20260916043000096P1BAAAA0045688558 9 PMTDET:DCSD.NET		920625989097905	4,857.90
09/16/26	Deposit	0000000031	813006652190054	158.50
09/16/26	Deposit	0000000051	813006652190068	132.05
09/16/26	Deposit	0000000014	813006652190064	84.75
09/16/26	Deposit	0000000015	813006652212103	63.39
09/16/26	Deposit	0000000017	813006652190062	46.00
09/16/26	Deposit	0000000031	813006652190058	37.50
09/16/26	Deposit	0000000016	813006652190066	36.00
09/16/26	Deposit	0000000033	813006652190056	34.00
09/16/26	Deposit	0000000013	813006652190060	20.00

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Deposits and other credits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/17/26	Infinite Campus, Inc. DES:RTP CR DATE:09-17-2026 11:43 INSTID:20260917043000096P1BA AAA00457461074 E2EID:ST-JU2UH8RG1JNRTT4FNNI7I1 REFID:20260917043000096P1BAAAA0045746107 4 PMTDET:DCSD.NET		920626089077390	8,933.10
09/17/26	Deposit	0000000051	813006652876738	253.95
09/17/26	Deposit	0000000014	813006652891625	69.00
09/17/26	Deposit	0000000033	813006652876744	63.25
09/17/26	Deposit	0000000017	813006652876746	62.00
09/17/26	Deposit	0000000013	813006652876732	47.00
09/17/26	Deposit	0000000031	813006652876734	35.55
09/17/26	Deposit	0000000016	813006652876736	29.00
09/17/26	Deposit	0000000012	813006652876740	24.90
09/17/26	Deposit	0000000012	813006652876742	23.45
09/18/26	Infinite Campus, Inc. DES:RTP CR DATE:09-18-2026 11:50 INSTID:20260918043000096P1BA AAA00458104668 E2EID:ST-FGQNDKQ6KQCJDCALJALNKP REFID:20260918043000096P1BAAAA0045810466 8 PMTDET:DCSD.NET		920626189056237	4,718.60
09/18/26	Deposit	0000000051	813006752653103	382.00
09/18/26	Deposit	0000000033	813006752653105	146.00
09/18/26	Deposit	0000000031	813006752682356	118.00
09/18/26	Deposit	0000000014	813006752706729	88.85
09/18/26	Deposit	0000000015	813006752633590	82.00
09/18/26	Deposit	0000000013	813006752682364	80.00
09/18/26	Deposit	0000000015	813006752653107	41.25
09/18/26	Deposit	0000000052	813006752653109	37.00
09/18/26	Deposit	0000000052	813006752633588	35.00
09/18/26	Deposit	0000000017	813006752682362	20.00
09/21/26	Infinite Campus, Inc. DES:RTP CR DATE:09-21-2026 12:13 INSTID:20260921043000096P1BA AAA00459685802 E2EID:ST-FRJP7R4XSZMYNWSD3NUZMN REFID:20260921043000096P1BAAAA0045968580 2 PMTDET:DCSD.NET		920626489070400	2,924.50
09/21/26	Deposit	0000000051	813006952042170	170.00
09/21/26	Deposit	0000000013	813006952014201	165.75
09/21/26	Deposit	0000000012	813006852993232	103.00

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Deposits and other credits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/21/26	Deposit	0000000031	813006952014227	69.00
09/21/26	Deposit	0000000016	813006952014214	57.25
09/21/26	Deposit	0000000033	813006952042168	56.00
09/21/26	Deposit	0000000012	813006952014216	26.17
09/21/26	Deposit	0000000014	813006952014221	25.91
09/21/26	Deposit	0000000017	813006952014210	10.00
09/21/26	Bank Adjustment	0000000033	813009452245915	0.01
09/22/26	Infinite Campus, Inc. DES:RTP CR DATE:09-22-2026 11:44 INSTID:20260922043000096P1BA AAA00460226875 E2EID:ST-E0FY8P9VTZWQY3AG7HKCXB REFID:20260922043000096P1BAAAA0046022687 5 PMTDET:DCSD.NET		920626589049362	3,263.74
09/22/26	Deposit	0000000014	813006952857819	346.50
09/22/26	Deposit	0000000051	813006952872999	323.00
09/22/26	Deposit	0000000504	813006952872992	314.60
09/22/26	Deposit	0000000016	813006952873015	173.00
09/22/26	Deposit	0000000015	813006952857816	92.00
09/22/26	Deposit	0000000033	813006952873011	78.75
09/22/26	Deposit	0000000015	813006952857776	40.23
09/22/26	Deposit	0000000012	813006952857772	28.00
09/22/26	Deposit	0000000013	813006952857824	14.25
09/22/26	Deposit	0000000031	813006952872997	12.05
09/22/26	Deposit	0000000017	813006952873007	9.00
09/23/26	Infinite Campus, Inc. DES:RTP CR DATE:09-23-2026 11:44 INSTID:20260923043000096P1BA AAA00460776104 E2EID:ST-0UISTKI3ZDWRBTXISVNRPY REFID:20260923043000096P1BAAAA0046077610 4 PMTDET:DCSD.NET		920626689029492	3,642.50
09/23/26	Deposit	0000000051	813007052598754	180.75
09/23/26	Deposit	0000000014	813007052598752	126.00
09/23/26	Deposit	0000000031	813007052598762	123.00
09/23/26	Deposit	0000000033	813007052598750	85.00
09/23/26	Deposit	0000000015	813007052598760	70.00
09/23/26	Deposit	0000000016	813007052598756	49.90

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Deposits and other credits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/23/26	Deposit	0000000013	813007052598765	34.00
09/24/26	Infinite Campus, Inc. DES:RTP CR DATE:09-24-2026 11:45 INSTID:20260924043000096P1BA AAA00461349129 E2EID:ST-LMQ6YK0BHUORX7DELEYPSC REFID:20260924043000096P1BAAAA0046134912 9 PMTDET:DCSD.NET		920626789060083	5,972.66
09/24/26	Deposit	0000000051	813006152329589	297.00
09/24/26	Deposit	0000000014	813006152291735	136.00
09/24/26	Deposit	0000000033	813006152291727	97.25
09/24/26	Deposit	0000000052	813006152291729	60.00
09/24/26	Deposit	0000000016	813006152329587	45.00
09/24/26	Deposit	0000000015	813006152329593	41.12
09/24/26	Deposit	0000000052	813006152291725	26.00
09/24/26	Deposit	0000000012	813006152291733	24.05
09/24/26	Deposit	0000000031	813006152291713	12.00
09/24/26	Deposit	0000000012	813006152291731	6.00
09/25/26	Infinite Campus, Inc. DES:RTP CR DATE:09-25-2026 11:55 INSTID:20260925043000096P1BA AAA00461921147 E2EID:ST-K8DNRMRUCSLYSFH7P3TWFZ REFID:20260925043000096P1BAAAA0046192114 7 PMTDET:DCSD.NET		920626889007032	4,044.85
09/25/26	Deposit	0000000051	813006152968261	324.55
09/25/26	Deposit	0000000014	813006152968252	155.00
09/25/26	Deposit	0000000016	813006152968269	123.00
09/25/26	Deposit	0000000031	813006152968254	107.90
09/25/26	Deposit	0000000052	813006152968263	105.00
09/25/26	Deposit	0000000017	813006152968267	100.00
09/25/26	Deposit	0000000033	813006152968265	88.00
09/25/26	Deposit	0000000015	813006152968257	29.00
09/25/26	Deposit	0000000017	813006152968259	27.35
09/28/26	Infinite Campus, Inc. DES:RTP CR DATE:09-28-2026 12:28 INSTID:20260928043000096P1BA AAA00463158327 E2EID:ST-LS3QZMFLCSO1VF3MZ40BIY REFID:20260928043000096P1BAAAA0046315832 7 PMTDET:DCSD.NET		920627189038447	3,612.15
09/28/26	Deposit	0000000051	813006352337399	171.15
09/28/26	Deposit	0000000015	813006352337407	82.75

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Deposits and other credits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/28/26	Deposit	0000000033	813006352337403	60.00
09/28/26	Deposit	0000000013	813006352337397	53.75
09/28/26	Deposit	0000000016	813006352337394	39.85
09/28/26	Deposit	0000000017	813006352337405	35.50
09/29/26	Infinite Campus, Inc. DES:RTP CR DATE:09-29-2026 12:02 INSTID:20260929043000096P1BA AAA00463719190 E2EID:ST-70SALIVPMJ2UANIXZB3OII REFID:20260929043000096P1BAAAA0046371919 0 PMTDET:DCSD.NET		920627289010803	4,591.00
09/29/26	Deposit	0000000014	813006452183016	236.25
09/29/26	Deposit	0000000051	813006452183020	187.30
09/29/26	Deposit	0000000014	813006452183018	135.80
09/29/26	Deposit	0000000504	813006452200927	93.00
09/29/26	Deposit	0000000033	813006452167259	71.75
09/29/26	Deposit	0000000012	813006452167263	44.25
09/29/26	Deposit	0000000012	813006452167261	43.50
09/29/26	Deposit	0000000016	813006452183024	42.75
09/29/26	Deposit	0000000015	813006452183022	34.00
09/29/26	Deposit	0000000017	813006452167267	17.00
09/29/26	Deposit	0000000012	813006452167265	15.65
09/30/26	Infinite Campus, Inc. DES:RTP CR DATE:09-30-2026 12:23 INSTID:20260930043000096P1BA AAA00464321903 E2EID:ST-4STGAR5AD8CFHUGP4OJPUL REFID:20260930043000096P1BAAAA0046432190 3 PMTDET:DCSD.NET		920627389053791	4,036.25
09/30/26	Deposit	0000000051	813006552032960	259.75
09/30/26	Deposit	0000000014	813006552032958	168.91
09/30/26	Deposit	0000000031	813006452983776	139.10
09/30/26	Deposit	0000000033	813006552004614	115.00
09/30/26	Deposit	0000000013	813006452983780	68.70
09/30/26	Deposit	0000000013	813006552004610	48.00
09/30/26	Deposit	0000000017	813006552004612	44.00
09/30/26	Deposit	0000000052	813006552032962	35.00
09/30/26	Deposit	0000000012	813006552004616	17.10

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Deposits and other credits - continued

Date	Transaction description	Customer reference	Bank reference	Amount
09/30/26	Deposit	0000000031	813006452983778	14.00
09/30/26	Deposit	0000000052	813006552032965	5.00
09/30/26	Interest Earned			179.27
Total deposits and other credits				**$104,863.16**

Checks

Date	Check #	Bank reference	Amount
09/29	5176	813006452388435	-85,132.01
Total checks			**-$85,132.01**
Total # of checks			**1**

Daily ledger balances

Date	Balance ($)	Date	Balance($)	Date	Balance ($)
09/01	98,635.51	09/11	129,625.04	09/22	169,164.81
09/02	100,690.46	09/14	134,148.31	09/23	173,475.96
09/03	109,031.86	09/15	140,102.11	09/24	180,193.04
09/04	113,307.23	09/16	145,572.20	09/25	185,297.69
09/08	116,046.12	09/17	155,113.40	09/28	189,352.84
09/09	120,207.88	09/18	160,862.10	09/29	109,733.08
09/10	124,568.78	09/21	164,469.69	09/30	114,863.16

Classified Personnel

HIRING RECOMMENDATIONS FOR CLASSIFIED PERSONNEL			
Name	**Position/Location**	**Effective Date**	**Replacing**
Jesika Kosco	Special Education Bus Aide – Student Transportation	09-01-2026	Brenda Dossey
Jennifer Henry	Instructional Para IV – Minden Elementary	09-16-2026	New Position / Enrollment
Grace Farkas	Special Education Para IV – Jacks Valley Elementary	09-23-2026	Heather Blankenship
Nicole Serrano	Instructional Para II – Jacks Valley Elementary	09-23-2026	New Position / Enrollment
Nadia Quesada	Special Education Para II – Jacks Valley Elementary	09-24-2026	Carmen Quesada
Brian Guerrero Torres	Student Safety Campus Monitor – ASPIRE High	10-01-2026	New Position
Whitney Metcalf	Instructional Para II – Jacks Valley Elementary	10-06-2026	Kathleen Holden
Rebecca Ellison	Instructional Para II – Minden Elementary	10-14-2026	Natalie Cazares

CLASSIFIED RESIGNATIONS		
Name	**Position/Location**	**Last Day Worked / End of Contract**

CLASSIFIED CHANGES				
Name	**Former Position/Location**	**New Position/Location**	**Effective Date**	**Replacing**
Jason McNary	Custodian – Pau Wa Lu Middle	Custodian – Zephyr Cove Elementary	09-28-2026	Jason McNary
Bonnie Jackson	Educational Interpreter – Whittell High	Educational Interpreter – Gardnerville Elementary	09-28-2026	New Position

CLASSIFIED RETIREMENTS		
Name	**Position**	**Effective Date**

CLASSIFIED REQUEST FOR UNPAID LEAVE – BOARD APPROVAL REQUIRED			
Name	**Position/Location**	**Reason**	**DATES**

Certified Personnel

CERTIFIED NEW HIRES			
Name	**Position/Location**	**Information**	**School Year**
Heather Blankenship	Classroom Teacher – Jacks Valley Elementary	From Special Education Para – Jacks Valley Elementary	26-27
Merri Malas	Special Ed Teacher-Resource ZCES (.5) GWHS (.5)	Coming from South Lake Tahoe Police Department	26-27

CERTIFIED CHANGES			
Name	**From Position/Location**	**To Position/Location**	**School Year**

CERTIFIED RESIGNATIONS/RETIREMENT/LOA			
Name	**Position/Location**	**Last Day Worked / End of Contract**	**School Year**

CLASSIFIED POSITIONS ELMINATED		
Name	**Position/Location**	**Effective Date**

CERTIFIED REQUEST FOR UNPAID LEAVE – BOARD APPROVAL REQUIRED		
Name	**Position/Location**	**Dates**

Douglas County School District

District Level
Progressive Discipline Plan

2026 - 2027

This progressive discipline plan was reviewed by school teams according to AB 285. It reflects the comments provided by "teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts, other educational personnel and support personnel, the parents and guardians of pupils, the pupils who are enrolled in the school, and, if applicable, organizational teams established pursuant to NRS 388G.700." It includes recommendations and guidance from the Nevada Department of Education's Office of Safe and Respectful Learning Environment. The plan was then modified by the district personnel to reflect the comments and recommendations from the school teams.

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Restorative Questions I & II

Prior to implementing consequences and restorative supports all schools will develop and maintain a positive school climate and safe and respectful learning environment. This will be achieved through a focus on making connections with students, building relationships, and facilitating family and community engagement. In addition, all schools will have a Multi-Tiered Systems of Support team that will facilitate the development of individual behavior plans that include restorative strategies including but not limited to those mentioned in the interventions and best practices section of this document to change the inappropriate behaviors of the student.

Restorative Questions I[1]

To respond to challenging behavior

- ★ What happened?
- ★ What were you thinking of or feeling at the time?
- ★ Who has been affected by what you have done?
- ★ In what way?
- ★ Why did this happen?
- ★ What do you think you need to do to make things right?

Restorative Questions II[2]

To help those harmed by another's actions.

- ★ What did you think when you realized what had happened?
- ★ What impact did this incident have on you and others?
- ★ How are you doing?
- ★ What has been the hardest thing for you?
- ★ What do you think needs to happen to make things right?

All restorative justice plans developed to support students should address the following:

1. Holding the pupil accountable for their behavior;
2. Restoration or Remedies related to their behavior;
3. Relief for the victim;
4. Intervention for changing their behavior

[1] From International Institute for Restorative Practices, www.iirp.org

[2] From International Institute for Restorative Practices, www.iirp.org

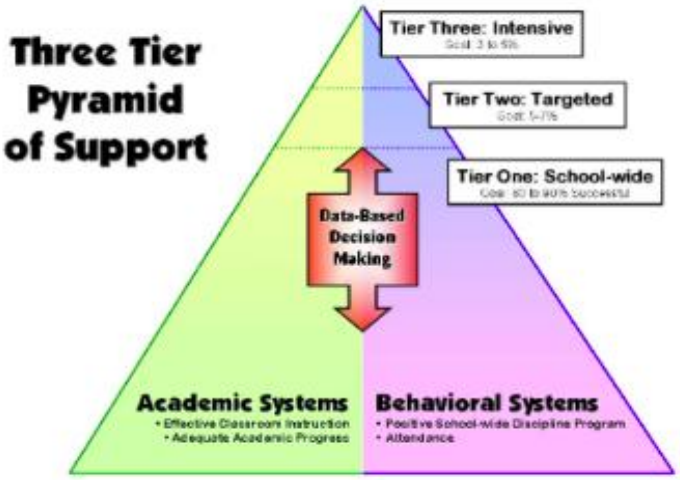
Tier One, Two, & Three Behavior Supports

TIER ONE BEHAVIOR SUPPORTS	TIER TWO BEHAVIOR SUPPORTS	TIER THREE BEHAVIOR SUPPORTS

• Commitment to PBIS
• Universal Expectations & Rules
• Office Referral Procedures
• School-Wide Acknowledgement System
• School-Wide Social Skills Instruction
• Active Supervision
• Enforcement of Expectations
• Data-Based Decision Making
• Safe and Welcoming Climate
	Strategic Skill Development
	• School Success
	  ○ Attendance
	  ○ Classroom Survival Skills
	  ○ Interacting with Confidence
	  ○ Organization
	• Targeted Skill Development
	  ○ Anti-Social
	  ○ Conflict with Authority
	  ○ Drug/Alcohol
	  ○ Impulse Control
	  ○ Problems with Peers
	  ○ Withdrawal
	
	Function-Based Intervention
	• Gain
	  ○ Check In/Check Out
	  ○ Mentoring
	• Escape
	  ○ Academic support
	  ○ Accommodations
	
	School-Based Network of Support
	• Planned staff collaboration
	• Intentional staff/student interactions
	
	Increased monitoring & Feedback
		Analysis of Behavior Function & Creation of Behavior Support Plan
		• Environmental modifications
		• Replacement Behaviors
		• Curriculum modifications
		• Reinforcement system
		• Proactive strategies
		• Reactive strategies
		• Behavior goals
		• Communication systems
		
		Wrap Around Support(s)
		• School-based network of support
		• Inter-agency collaboration
		• Continuous monitoring & feedback
		
		District-Based Structured Alternative/Resource Setting
		• School-wide Behavior Management System
		  ○ Proactive supervision and monitoring
		  ○ On-site community agency personnel (school resource officer, social worker, mental health)

Adapted from LCSD

Three Tier Pyramid of Support



Tier Two Supports (Targeted):
Tier Two supports (academic / behavioral) are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone.

Targeted behavior supports include:

- targeted skill development
- function-based interventions
- increased support and feedback
- increased progress monitoring

Tier One Supports (School-wide):
Tier One Supports are proactive and preventative in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these academic and behavioral supports.

School-wide behavior supports include:

- explicit teaching of expected behaviors
- consistent acknowledgement and correction of student behavior
- data-based decision making
- active supervision
- safe and welcoming culture

Tier Three Supports (Individual):
Tier Three supports (academic / behavioral) are long-term, intensive interventions which focus on individual students.

Tier Three supports are appropriate for students identified, through the systematic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification and placement.

Adapted from LCSD

Interventions and Best Practices

- **Clearly define/post** the behavioral expectations.
- **Implement procedures** for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- **TEACH and ROLE-PLAY** the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior "looks like" (positive example) as well as what it "does not look like" (non-example).
- **Pre-correct.** Prior to directing students to perform a task, provide a description of what the expected behavior will look like. "Lunch will be in two minutes. At that time, everyone will put away all the materials, push in all the chairs and line up."
- **Cue/Prompt/Remind**. Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.
- **Acknowledge students** who appropriately demonstrate the expected behavior.
- **Specifically explain** HOW the behavior did not meet the stated / taught expectation. "It is disrespectful to other students when you _____."
- **Provide a warning.** "Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning."
- **Check for student understanding of the behavioral expectations.** "Please summarize what we discussed so I ensure there is no confusion."
- **Evaluate the student's skill repertoire**. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.
- **Determine the FUNCTION** of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?
- **Provide a structured choice.** Clearly offer a choice between two alternatives and state the consequence for each. "You can work quietly on your assignment now and leave with the class or work with me during lunch."
- **Evaluate ENVIRONMENTAL factors** within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.
- **Collaborate with colleagues** to identify behavior patterns and trends (class to class, year to year, etc.).
- **Use a variety of consequences**: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with antisocial behaviors.
- **Evaluate the effectiveness of consequences**. Ineffective consequences must be analyzed and modified. Seek assistance for "out of the box" ideas.
- **Involve a problem-solving team**
- **Peer Mediation/Restorative Circles**

Adapted from LCSD

ELEMENTARY EDUCATION

Early Childhood – 5th Grade

Restorative Disciplinary Matrix

LEVEL 1 **Incidental Violations** **Non-Referred**	**Possible Resolutions**	**LEVEL 2** **Minor Violations** **(not a safety concern)** **Might be Referred, and Recorded in IC**	**Possible Resolutions**	**LEVEL 3** **Major Violations** **(safety concern)** **Referred and Recorded in Infinite Campus**	**Possible Resolutions**	**LEVEL 4** **Illegal Violation** **Referred and Recorded in IC**	**Required Resolutions**
• Running • Yelling • Off-task behavior • Name calling • Noise making • Out of seat • Missing homework • Disruptive • Breaking cafeteria rules • Breaking playground rules • Inappropriate behavior in the bathrooms • Tattling • Tardy	• Conference with student • Restore relationship with individual • Teacher communicates with home • Tier 1 SEL • Tier 1 PBIS	• Disrespect • Disruption • Physical contact • Inappropriate language • Property misuse • Dress code violation • Technology violation • Lying • Cheating • Forgery	• Conference with student • Restore relationship with individual • Tier 1 SEL • Tier 1 PBIS • Teacher communicates with home • Detention • Conduct grade lowered • Minor/Major referral completed • Admin communicated with parents • Minor/Major MTSS Team for support • Community Service	• Multiple minor violations • Defiance • Physical Aggression • Disruption - severe (other students can't work) • Disrespect • Abusive/ Inappropriate language • Harassment • Sexual Harassment (AR 112 & AR 113) • Bullying • Fighting • Inappropriate language / profanity • Truancy • Theft • Technology violation • Property damage/ vandalism	**Level 1 OR 2 Resolutions AND:** • Positive Behavior Intervention Plan • Detention • Loss of privilege • Parent conference **Tier II Referral** • Bullying report • Major office referral • In School Support (ISS) • Admin communicated with parents • Connecting students to peer/ staff mentors/ or school clubs • Referral to MTSS Team for support	• Drug use and/or possession • Weapon use/possession • Truancy • Arson • Bomb threat • Extreme property damage/ vandalism • Combustibles • Assaults/threats/bullying **In accordance with NRS 392.466 & 392.467, a student may be suspended or expelled under extraordinary circumstance for:** • Battery on an employee • Possession of firearm or dangerous weapon • Sale or distribution of controlled substance • Habitual disciplinary problem	• Revisit Positive Behavior Intervention Plan **Level 2 AND 3 Resolutions AND:** • Out-of-School suspension with Board approval • Bullying Report (BP543) • Refer to AR 523(a), BP 529, BP 529(b) • Refer to SRO • Administrator communicated with parents • Referral to District Threat Assessment Team **Restorative practices must be used here and for all progressive discipline tiers**

SECONDARY EDUCATION

6th - 12th Grade

Restorative Disciplinary Matrix

LEVEL 1 **Incidental Violations** **Non-Referred**	**Possible Resolutions**	**LEVEL 2** **Minor Violations** **(not a safety concern)** **Might be Referred, and Recorded in IC**	**Possible Resolutions**	**LEVEL 3** **Major Violations and Repeated minors** **(safety concern)** **Referred and Recorded in Infinite Campus**	**Possible Resolutions**	**LEVEL 4** **Illegal Violation** **Referred and Recorded in IC**	**Required Resolutions**
• Cutting class • Defiance/ Disrespect/ Misbehavior • Violation of closed campus • Inappropriate language, gesture, writing, etc. (general use) • Inappropriate drawings (drug. symbols etc.) • Cafeteria disruption • Use of bikes, skateboards, rollerblades, scooters, etc. on campus • Dress code violation • Inappropriate display of affection	• Conference with student • Restore relationship with individual • Teacher communicates with home • Tier 1 SEL • Tier 1 PBIS	• Repeated class disruption including defiance/disrespect/ misbehavior/ non-compliance • Willful Defiance/ Disrespect • Violation of closed campus • Inappropriate use of the internet/school electronics • Vape Device/ Tobacco/lighters/ matches/etc. • No show detention (must make-up detention + consequence) • Failure to identify to staff, report to office, giving false information to staff • Inappropriate touching/contact of non-sexual nature • Plagiarism/Cheating/ Forgery Level 2 and 3	• Conference with student • Restore relationship with individual • Tier 1 SEL • Tier 1 PBIS • Teacher communicates with home • Detention • Conduct grade lowered • Minor/Major referral completed • Admin communicated with parents • Referral to MTSS Team for support Community service	• Threat to safety and order/Dangerous Behavior • Physical aggression • Fighting • Multiple minor violations • Possession or use of a controlled substance without intent to sell and/or distribute • Bullying/intimidation/ harassment • Theft/stealing • Plagiarism/Cheating/ Forgery Level 2 and 3 • Inappropriate language to staff/obscene gesture to students or staff • Inappropriate touch of a sexual nature • Use of an electronic device to record fights, bullying, etc.	**Level 1 OR 2 Resolutions AND:** • Positive Behavior Intervention Plan • Detention • Loss of privilege • Parent conference **Tier II Referral** • Bullying report • Major office referral • In School Support (ISS) • Out-of-School Suspension • Admin communicated with parents • Connecting students to peer/ staff mentors/ or school clubs • Referral to MTSS Team for support • Community service • Possible Expulsion depending on severity	• Guns/Firearms/Dangerous Weapons/Explosives/ Knives (NRS 392.466 and Board Policy 529A) Battery to Staff (NRS 392.466 and Board Policy 529A) • Possession or use of a controlled substance with the intent to sell and/or distribute • Sale of an/or distribution of a controlled substance (NRS 392.466 and Board Policy 529A) • Sexual Harassment (NRS 392.463 and NRS 200.571) • Habitual Discipline Problem (NRS 392.4655 and Board Policy 529(a)	• Revisit Positive Behavior Intervention Plan **Level 2 AND 3 Resolutions AND:** • Out-of-School Suspension or Expulsion with Board approval • Bullying Report (BP 543) • Refer to AR 523(a), BP 529, 529(a), 529(b) • Refer to SRO • Administrator communicated with parents • Referral to District Threat Assessment Team **Restorative practices must be used here and for all progressive discipline tiers**

*Tier 1, Tier 2, and Tier 3 Strategies from the Multi-Tiered System of Support, which include Social Emotional Academic Learning Strategies, Restorative Justice Strategies, Positive Behavioral Intervention Supports, etc., can be used individually or woven together to provide the level of support the pattern of behavior warrants.

CAMPUS Resolution Menu

If a student is issued a suspension of 3 or more days or has reached a cumulative 5 days or has been expelled the team is required to create a plan based on Restorative Justice.

In accordance with BP529 (e) and NRS 392.4612 to 392.472 Parents/guardians or students, if the student is of the age of 18, has 5 (five) days from the date of the issuance to appeal any suspension or expulsion.

When developing individual plans for students based on restorative practices, relief for the victim should be considered as part of the plan.

Level 1 Discipline Menu

- Warning - Restorative Conference (communication with family, supervised meeting with affected individual)
- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.)
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice

Level 2 Discipline Menu

- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.) Teacher communicates concerns with guardian.
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice
- In School Support (ISS)
- Out of School Suspension (OSS)

Level 3 Discipline Menu

- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.) Teacher communicates concerns with guardian.
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice
- In School Support (ISS)
- Out of School Suspension (OSS)
- Expulsion (if offenses meet criteria established in NRS 392.466 and Board Policy 529(a))

Level 4 Discipline Menu

- Restorative Practice Strategies (Possible strategies: Repair harm, school beautification, volunteer, etc.) Teacher communicates concerns with guardian.
- Lunch Detention (LD)
- Combo of LD/After School Detention (ASD) and mandated parent conference/plan of action based on restorative justice
- In School Support (ISS)
- Out of School Suspension (OSS)
- Expulsion (Refer to NRS 392.466 and Board Policy 529(a))

Changes to Suspension & Expulsion Guidelines (23-24)

Ages 11 and Under

Reference Graphic for Suspension & Expulsion Guidelines

According to NRS 392.466 [2023 Revisions]

Violation	Age: -3	4	5	6	7	8	9	10	11	12	13 +	DCSD Policy or Regulation
Distribution of a Controlled Substance	May suspend with supt. approval			May suspend					May expel			BP 529 (b)
	May not expel											
Battery of a School Employee	May suspend with supt. approval			May suspend		May expel						BP 529 (a)
	May not expel											
Battery of a School Employee with Intent to Result in Bodily Injury	May suspend with supt. approval			Must suspend		Must suspend, expel, or permanently expel						BP 529 (a)
	May not expel											
Continuing Danger to People or Property/Ongoing Threat of Disrupting Academic Process	May suspend with supt. approval			May suspend					May expel			BP 529 (a)
	May not expel											
Posession of a Dangerous Weapon Other Than a Firearm	May suspend with supt. approval			May suspend					May expel			BP 529 (a)
	May not expel											
Posession of a firearm	May suspend with supt. approval			May suspend		Must suspend or expel			May suspend			BP 529 (a)
	May not expel					May not permanently expel			Must suspend, expel, or permanently expel			

Process for Appealing a Suspension or Expulsion

NRS 392.461 to 392.472

This regulation shall provide for the implementation of Board Policy 529, Suspensions and Expulsions. It incorporates amendments to NRS Chapter 392 enacted by the 2021 Legislature under Assembly Bill 194 which creates a requirement for the board of trustees of school districts to adopt a policy for appealing a suspension or expulsion. Please refer to Appendix C: AR 529(e) Suspension Expulsion Appeal Form

Students that are suspended or expelled will be offered the opportunity to communicate with their teachers or school personnel to continue their coursework and receive educational services so as to prevent loss of academic credit during the period of suspension or expulsion (NRS 392.4673)

Student that are expelled or permanently expelled will be offered in person instruction in an alternative placement.

Temporary Alternative Placement

This is a plan for the temporary removal of a pupil from the classroom in accordance with NRS 392.4645:

When a student engages in behavior that seriously interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn, the student may be removed from the classroom pursuant to NRS 392.4645. School administration shall provide an explanation of the reason for the removal of the student to the student and offer the student an opportunity to respond. Within twenty-four (24) hours after the removal of a student, the principal's office shall notify the parent or legal guardian of the student.

The student will be assigned to In-School Suspension (ISS), which is separated, to the extent practicable, from students who are not assigned to a temporary alternative placement for up to three (3) days. The student will study under the supervision of appropriate personnel of the school and will be prohibited from engaging in any extracurricular activity sponsored by the school during the term of placement in the alternative learning environment.

Additional supports/services are provided to students with Individualized Educational Plans while in the temporary alternative placement. Students will also be provided their procedural safeguards in this disciplinary change of placement as put forth in the IDEA. These rights include manifestation and due process rights as placement in this setting will count as a suspension. Parents are informed within 24 hours of the temporary removal of the student and a conference is scheduled. During the conference, the principal/designee will notify the student and their parent/guardian that if the behavior continues upon return to the classroom that the Temporary Alternative Placement (TAP) listed below will be conducting a meeting to review the circumstances of the student's removal from the classroom and the student's behavior that caused the removal from the classroom. Based upon its review, the Committee shall make a recommendation to the principal on placement of the student that will benefit the student and the teacher.

Temporary Alternative Placement (TAP) Members: Administrator, 2 teachers, 1 alt teacher, 1 staff, 1 alt staff (teachers and staff members to be selected by peers and serve two-year terms).

Disclosures

Please note the following disclosures in regards to the DCSD Progressive Discipline Plan:

- The severity of some discipline infractions may dictate more serious consequences
- All consequences are administered at the discretion of the DCSD designated administrator
- Criminal offenses will be reported to the Douglas County Sheriff's Office (DCSO)
- The School and/or District is not responsible for lost or stolen items
- Bus/transportation -student may not be removed from bus on the same trip of infraction
- The School and District implement several proactive measures to support student success including Positive Behavior
- Intervention Supports (PBIS), Social Emotional Learning (SEL), and a Multi-Tiered System of Supports (MTSS)
- The School and District promote a learning approach regarding disciplinary infractions & exercise restorative justice opportunities, when applicable
- School's progressive discipline plan addresses all incidents as outlined in DCSD Board Policy 525 and 529
- Please note that this is a supplementary document to DCSD Board Policy 525
- For specific information about discipline infractions and applicable NRS, including that for alternative placement and transportation, refer to DCSD Board Policy 529, 529(a), 529(b), and 543
- All infractions and consequences require parent/guardian notification
- All consequences are administered at the discretion of the school administrator(s) and in accordance with DCSD Board Policy
- Should a student reach the end of the classroom discipline ladder and in the judgment of the teacher engaged in behavior that seriously interferes with teaching and learning, the student shall be sent to the Principal with a written referral indicating that the student has been removed from class pursuant to NRS 392.4645. Once this point is reached, all steps outlined in NRS 392.4645 dealing with temporary removal from the classroom will be specifically followed. Restorative practices AND instructional interventions must be used here and for all progressive discipline tiers (Temporary Alternative Placement)
- As outlined in NRS 392.4647, selected certified staff will review an alternative placement and plan with administration should a teacher request temporary removal of a student
- Once a suspension is assigned, the student is not allowed back on campus until the suspension is fulfilled. This includes all school related activities: dances, athletic events, etc.
- This plan utilizes behavior categories recognized by the state
    - ISS = In School Suspension / OSS = Out of School Suspension /APEP = Alternative Placement Education Program
    - Alternative Placement (AP) = ISS/APEP/OSS (administrator discretion)
- Early out may be revoked in addition to other consequences

Addressing/Protecting those who are recipients of infractions and to whom harm has been done

- Recipients will be treated with compassion and respect for their dignity
- Steps will be taken to minimize re-traumatization
- They are entitled to redress for the harm that they may have suffered
- They will have access to school counselors and other professionals as needed and available
- They will be given the opportunity to participate in restorative conferences

DOCUMENTATION

Accurate documentation of student behavior within Infinite Campus is mandatory. Documentation allows schools and the school district to track trends and behaviors to provide focused supports, interventions and training. Documentation of events and use of the associated data is required under federal regulations and civil rights laws.

DATA COLLECTION AND REPORTING

In accordance with NRS 392.4644(1)(h) Each school will collect, report and review data on the occurrences of the suspension, expulsion, or removal from school that disproportionately affect students who belong to a group listed in NRS 385.A250.2.

These reports will include data on: the implementation of the plan, number of student suspensions and expulsions, number of vacant positions, average class size for each grade in the school, training received by teachers and administrators regarding each plan, number of placement of pupils in another school, and the ratio of pupils to school counselors, school psychologists, and school social workers.

After each quarterly review of the above data school administration and staff will work with District administration to design and implement training for teachers , administrators and staff to address the occurrences of the suspension, expulsion, or removal of students from school that disproportionately affect students who belong to a group of pupils listed in NRS 385A.250.2.

DISCRETION FOR RESOLVING INCIDENT

This guidance provides administrators options for resolving incidences. The choice for discipline is based on the current situation, its perceived severity, and past similar or other disruptive behavior. Administrators are ultimately responsible for chosen disciplinary action and have discretion in the choices they make in accordance with Douglas County School District Board Policies and Administrative Regulations related to:

- Tobacco Free Schools – Board Policy 106
- Use of Medications – Board Policy 508
- Drug-Alcohol Abuse - Board Policy 523
- Student Discipline - Board Policy 525
- Suspension and Expulsion - Board Policy 529
- Safe Schools Weapons-Fighting-Intimidation – Board Policy 529(a)
- Safe and Drug Free Environment - Board Policy 529(b)
- Gang Affiliation and Activity – Board Policy 540
- Safe and Respectful Learning Environments – Bullying - Board Policy 543
- Reference: NRS 392.466, NRS 392.4645, NRS 392.467, NRS 392.4612 to 392.472

ACRONYM KEY

NRS- Nevada Revised Statute NAC- Nevada Administrative Code MTSS- Multi-Tiered System of Supports	Tier- Referring to a level in the MTSS ISS- In School Support OSS- Out of school suspension

Appendix A: Examples of School Sites Written Rules of Behavior

Examples of school sites "Written Rules of Behavior." NRS 392.463 These are examples as every school modifies them to meet the unique needs of the specific school site.

Douglas High School (DHS) Behavior Expectations

We all make decisions about our behavior on a daily basis. The choices we make have consequences. Because we have high expectations for DHS students, we support all healthy and positive choices you make about your behavior. Students demonstrating inappropriate behavior will be referred by staff to administration. These students will receive due process and a consequence determined through the school's progressive discipline policies, district policies, and state laws. It is important that you know you are accountable for your behavior. Listed below are some basic rules to guide Douglas High School students. Violations of any of the following school rules will result in disciplinary action:

1. Students are expected to treat members of the school staff with respect.
2. Students must carry and provide proper identification to school personnel upon request.
3. Visitors are not allowed to attend classes without prior approval. No visitors will be allowed during the week of finals. Only staff, parents/guardians, and enrolled students attending scheduled classes are allowed on school grounds. A trespass warning will be issued to unauthorized individuals on a first offense; on a second offense individuals will be subject to arrest per NRS 207.200.
4. Students must obtain administrative approval for any meeting or assembly held on school property and any printed matter they wish to distribute or post on school property.
5. No student may leave a classroom without the permission of the teacher.
6. No student may leave the campus for any reason during the school day without obtaining a pass from the attendance office. Permission from a teacher to leave is not sufficient.
7. Leaving campus at lunch is a privilege granted to most juniors and seniors. Upperclassmen may have their privilege revoked based on grades or behavior.
8. Eighteen-year-old students must conform to the same requirements as all other students if they attend the regular day classes.
9. The school does not assume responsibility for lost, stolen, or confiscated items, which may include money, electronic equipment, PE clothes, or school-issued supplies.
10. Students representing the school in school-affiliated groups or clubs, co-curricular activities, and extracurricular activities must conform to the standards established by the coaches or sponsors of the activities, district policy and by the Nevada Interscholastic Activities Association, as applicable.
11. Items that can affect student and staff safety are prohibited. Prohibited items will be confiscated. This includes any inhalants that cause a mind altered state.
12. Unless a student has permission from a staff member, cell phones and all other electronic devices must be turned off and put away (not visible) during instructional time, including in hallways and in restrooms. This includes but is not limited to cell phones, iPods, earphones/earbuds, and gaming devices.
13. Skateboards, skate shoes, and roller blades may not be ridden on school property except as part of club activities.
14. Acceptable Use Policy (AUP): In order to use any school computer, students must have on file an AUP agreement signed by both the student and his/her parent or guardian.
15. Food and drink are not permitted in any of the school's computer labs.
16. Lockers are school property and may be searched at any time. School officials may search students, their backpacks, purses, and vehicles if there is reasonable suspicion that the student has violated school rules or civil laws.
17. Douglas County School District prohibits behavior that is bullying, intimidating, harassing, hazing, threatening, or disruptive. It also prohibits behavior associated with gang activity or affiliation. This also includes texting and social media that affects students' ability to function and be safe at school.
18. Students are expected to clean up any messes they create. We expect our campus to stay clean.
19. It is inappropriate for students to gather in a manner that obstructs the orderly movement of pupils and staff.
20. Couples should demonstrate proper respect for each other by avoiding excessive and/or offensive displays of affection on school property or at school-sponsored activities.
21. Students should not engage in any behavior that threatens the safety or welfare of themselves or others. 17 22. Douglas High School's campus will be closed for all Freshmen, Sophomores, and any students determined to not be in good standing. Juniors and Seniors must have a parent/guardian signed consent form to be allowed to leave campus and remain in good standing.

Gardnerville Elementary School (GES) PBIX Expectation Matrix

	All Areas	Restrooms	MPR	Arrival/ Departure	Hall	Recess/ Playground
BE Safe	Body to self Eyes forward Don't open doors to strangers	Keep feet on floor Wash hands after use Keep water & soap in sink	Walk, use proper doors when entering/ leaving Sit on bottom facing table	Stay on sidewalks and crosswalks Walk scooters, bikes, etc. Avoid parking lots	Walk on right side of hall in line Calm body to self	Body to self Use equipment correctly
BE Respectful	Use kind words Quiet Feet Follow adult directions	Give people privacy Use posted voice level	Include others Use your manners Use quiet voice	Be courteous Obey adults on duty and bus drivers	Silent voice Quiet feet	Follow adult directions Use kind words Wait your turn
BE Responsible	Follow adult directions Take care of your belongings Be honest	Put paper towels in garbage can Return to room promptly	Get all utensils, milk, etc. when first going through the line Clear table and wait to be excused Pick up trash	Leave immediately after the bell rings Arrive and leave on time Go directly to where you belong	Don't open outside doors Keep hallways clear	Put equipment away Follow playground rules
STAFF Expectations	Have high expectations for ***ALL*** students Refrain from using anger or sarcasm Model positive behavior using the matrix and carry blue tickets at ***ALL*** times	Use a positive approach to discipline Have a routine for bathroom usage	Walk students to the lunch line at your assigned time. Circulate and help students as needed.	Arrive on time and pick your students up on time Make yourself present in hallways after school Arrive to duty location at 8:30 or 3:10	***WALK*** class to recess and lunch the entire way ***STAY*** with class as you travel	Pick up class on time Reinforce positive expectations prior to recess/lunch Communicate with all adults about behaviors/concerns

Appendix B: Individual Student Progressive Discipline Plan

Douglas County School District

EMPOWER • PREPARE • INSPIRE • CONNECT

Progressive Discipline Plan based on Restorative Justice

Individual Student Plan

The Individual Progressive Discipline Plan Based on Restorative Justice shall be developed in consultation with the student and the parent/guardian of the student.

School: Click to select **Date:** Click to enter a date.

Student Information

First Name: Enter First Name of Student **Last Name:** Enter Last Name of Student

Student Number: Enter Student Number **DOB:** Enter Student DOB

Incident and Discipline Consequence

This conference will focus on the incident that occurred on Click to enter a date for the behavior(s) outlined in the Behavior Detail Report (attach additional documentation as needed).

- ☐ A copy of the **Behavior Detail Report** logged for this incident in the student information system (Infinite Campus) is included with this plan.
- ☐ **Appeal Notice** – A notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671 was provided. The parent has five school days to file an appeal.

Parent/Guardian Agreement Statement

I, _____, the parent/guardian of _____, choose to participate in a meeting to develop a Plan of Action Based on Restorative Justice. This conference will focus on an incident that occurred on Click to enter a date.

Parent/Guardian Signature: _____ Date: _____

Student Agreement Statement

I, _____, choose to participate in a meeting to develop a Plan of Action Based on Restorative Justice. This conference will focus on an incident that occurred on Click to enter a date.

Student Signature: _____ Date: _____

Disciplinary Practices Based on Restorative Justice

Student Accountability (Student Account)

- What happened? Enter Student Response Here.
- What were you thinking about at the time? Enter Student Response Here.
- What have you thought about since the incident? Enter Student Response Here.
- Who do you think has been affected by your actions? Enter Student Response Here.
- How have they been affected? Enter Student Response Here.
- Is there anything you want to say at this point? Enter Student Response Here.
- What can you do to repair the harm that was done? Enter Student Response Here.

Relief for Victim (Victim/Individual harmed)

Have the person harmed respond to each of the following questions during a separate meeting. This should be done at the discretion of the student who was harmed, parents/guardians, and the administrator.

- What happened? Enter Student Response Here.
- What was your reaction at the time of the incident? Enter Student Response Here.
- How do you feel about what happened? Enter Student Response Here.
- What has been the hardest thing for you? Enter Student Response Here.
- Relief for student harmed? Enter Student Response Here.

Restoration of Remedies

Behavior Change Checklist

The elements below must be included in every individualized plan. Please confirm the inclusion of each by checking the box and including evidence of support or intervention.

☐ Referral to School Psychologist for PBIS, MTSS, BIP, SIT, and IEP considerations: Enter Comments Here
☐ Support by Social and Emotional Learning: Enter Comments Here
☐ Referral to appropriate community-based support: Enter Comments Here
☐ A conference with the principal/designee and any other appropriate personnel: Enter Comments Here
☐ A determination of the need for a referral to a school social worker: Enter Comments Here
☐ A plan for reinstatement and guidelines for the provision of notice to a pupil to initiate their reinstatement: Enter Comments Here

Reintegration by Accountability

On Click to enter a date, Enter Name of Student participated in Restorative Conversations with Enter Name of Supporting Staff Member to discuss the events leading up to the incident, how he/she was thinking and feeling at the time of the incident, who they impacted with their choices, and what they need to do to make things right. Expectations for classroom and/or school behavior were clearly explained and had the opportunity to ask clarifying questions as necessary.

Meeting Participants

Student	Parent/Guardian
Administrator	Other
Other	Other

ADMINISTRATIVE REGULATION

No. 529 (e)

Board of Trustees
Douglas County School District

STUDENTS

Process for Appealing a Suspension or Expulsion

NRS 392.461 to 392.472

This regulation shall provide for the implementation of Board Policy 529, Suspensions and Expulsions. It incorporates amendments to NRS Chapter 392 enacted by the 2021 Legislature under Assembly Bill 194 which creates a requirement for the board of trustees of school districts to adopt a policy for appealing a suspension or expulsion. The following is the Douglas County School District process for appealing a suspension or expulsion:

Initial notification of right to appeal: Information on the right to appeal a suspension or expulsion and the current process for doing so must be provided to the parent or guardian of the pupil on the same day that the suspension or expulsion is issued.

Filing of the appeal: The student, or, if the pupil is under 18 years of age, the parent or legal guardian of the pupil, may file an appeal within five (5) days of the suspension or expulsion.

Hearing the appeal: The board of trustees of a school district, the governing body or a charter school or university school for profoundly gifted pupils or the designee of the board of trustees of governing body, as applicable, shall schedule a hearing on an appeal of suspension or expulsion of a pupil within five (5) days of the appeal being filed.

Level 1) Parent/guardian meeting with the administrator whom assigned the suspension/expulsion MUST occur prior to the formal filing of an "Disciplinary Appeal."

Level 2) Parent/guardian must complete DCSD Disciplinary Appeal Form and submit to the site principal within (5) five days of the date the suspension/expulsion was issued. The principal, immediate supervisor of the Principal, or designee will schedule a hearing on the appeal within (5) five days of the receipt of the appeal.

Results of the appeal: The determination upon the hearing of the appeal shall be final and no further appeal shall be granted**.** Furthermore, the length of the initial suspension or expulsion may not be increased as a result of the hearing of the appeal.

See Board Policy 529
See Suspension Expulsion Appeal Form

Adopted: February 2022

Douglas County School District
Board Agenda Item Memo

Date: 9/3/26

To: DCSD Board of Trustees

From: Leslie Peters, Assistant Director of Education Services

Re: 25-26 NWRPDP Annual Report

Requested Action: Approve the 25-26 NWRPDP Annual Report

Background Information: The Northwest Regional Professional Development Program (NWRPDP) is required to submit an annual report on professional development support across the Northwest region to include Washoe, Carson, Storey, Lyon and Douglas county school districts.

Budget Considerations and Impact: N/A

Recommendation: Approve the 25-26 NWRPDP Annual Report

Discussed at Previous Meeting: N/A

Key issues for Board Discussion:

Attachment(s):
25-26 NWRPDP Annual Report

Northwest Regional Professional Development Program

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

Annual Report

2025-2026

Program Director
Ben Dickson

Table of Contents

1. Introduction

Part 1: Evaluation of Region Training Program

2. Five Year Plan

Part 2: Individual RPDP Information

3. Message from the Director
4. Key Findings
5. Case Study Infographics

INTRODUCTION:

The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's Academic Content Standards (NVACS) through regionally determined professional development activities. Although the essential mission has remained unchanged, legislative mandates and the pedagogical needs of teachers continue to broaden the program's scope and responsibilities; the programs' expertise is called upon to assist with district and statewide educational committees and assist in statewide efforts to improve instruction through the Nevada Educator Performance Framework (NEPF).

The planning and implementation of professional development services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, representatives of Nevada's higher education system, and the State Department of Education. A nine-member Statewide Coordinating Council, consisting of members appointed by the Governor or legislators, the Superintendent of Public Instruction, and one member from each of the RPDP governing boards oversees the three regional programs.

As outlined in Standards for Professional Learning (Learning Forward, 2011), there is a relationship between professional learning and student results:

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement (p. 16).

Figure 1. below is a visual representation of the relationship between professional learning based on the Professional Learning Standards and improved student learning. (Desimone, 2009).

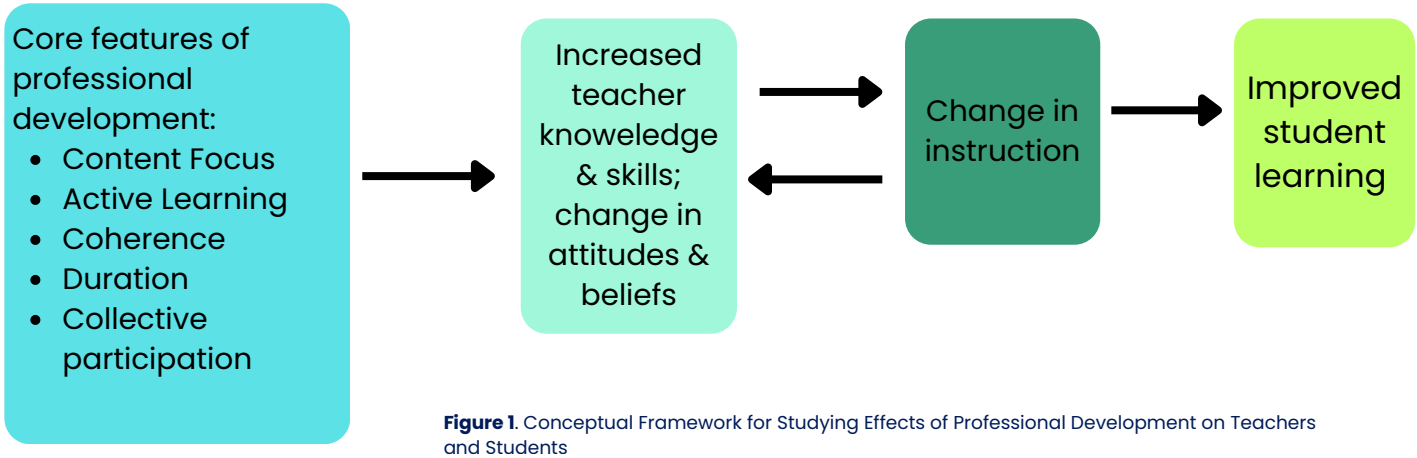


Figure 1. Conceptual Framework for Studying Effects of Professional Development on Teachers and Students

The updated Standards for Professional Learning from the national professional development organization, Learning Forward, were adopted by the Regional Professional Development Programs in 2011. In 2017, Nevada included two additional standards to address equity and cultural competency to become the Nevada Professional Development Standards. These nine standards are used synergistically in order to increase educator effectiveness thereby improving students learning. The standards provide a framework for planning and leading professional learning opportunities.

PART 1:
2025 – 2026 EVALUATION OF REGIONAL TRAINING PROGRAM

Part One: NRS 391A.190 1c Evaluation of Regional Training Program

1.The priorities for training adopted by the governing body pursuant to NRS 391A.175 [391A.175 (a) Adopt a Training Model, taking into consideration other model programs, including, without limitation, the program used by the Geographic Alliance in Nevada.]

After conversations with our service requestor to establish the outcome(s) of the professional learning and alignment with the standards for professional development adopted by the State Board, a training model that is best matched to the work is chosen. Training models may include, without limitation, action research, critical friends/professional learning communities, personal learning networks, coaching, mentoring, instructional rounds, lesson study, and educational courses.

391A.175 (b) Assess the training needs of teachers and administrators who are employed by the school districts within the primary jurisdiction of the regional training program and adopt priorities of training for the program based upon the assessment of needs. The board of trustees of each school district may submit recommendations to the appropriate governing body for the types of training that should be offered by the regional training program.

391A.175 (c) In making the assessment required by paragraph (b) and as deemed necessary by the governing body, review the plans to improve the achievement of pupils prepared pursuant to NRS 385A.650 for individual schools within the primary jurisdiction of the regional training program.

The assessment of training needs of teachers and administrators is determined through a request for service model. This model takes into consideration the needs of our districts and includes a combination of planning tools and strategies, including but not limited to the following:

- Request for services from district personnel or principals based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional development plan;
- Formal and informal needs assessments as needed with districts, departments, and/or schools;
- Input from the RPDP Governing Boards; and/or
- Collaborative work with the Nevada Department of Education on initiatives to design and implement support or roll-out plans for the NVACS as well as other state initiatives.

Table 1: 391A.190 1c (8)

An evaluation of the effectiveness of the regional training program, including, without limitation, the Nevada Early Literacy Intervention Program, in accordance with the method established pursuant to paragraph (a), and (10) An evaluation of the effectiveness of training on improving the quality of instruction and the achievement of pupils

NWRPDP EVALUATION QUESTIONS (5-point scale)	Average 25/26
1. The training matched my needs.	4.66
2. The training provided opportunities for interactions and reflections.	4.83
3. The presenter's/facilitator's experience and expertise enhanced the quality of the training.	4.81
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.76
5. The presenter/facilitator modeled effective teaching strategies.	4.73
6: This training added to my knowledge of standards and/or my subject matter content.	4.65
7. This training will improve my teaching skills.	4.63
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.70
9. This training will help me meet the needs of diverse student populations.	4.67

Table 2: 391A.190 1c (2)

Type of training offered through the regional training program in the immediately preceding year.

	CONSULTING	INSTRUCTIONAL	Coaching	TOTAL TRAININGS
Carson City	**0**	**1**	**0**	**1**
Charter Schools	**0**	**1**	**0**	**1**
Churchill County	**1**	**3**	**0**	**4**
Douglas County	**0**	**10**	**0**	**10**
Lyon County	**0**	**3**	**0**	**3**
Regional (Multiple Districts)	**7**	**82**	**8**	**97**
Storey County	**3**	**19**	**2**	**24**
Washoe County	**3**	**21**	**2**	**27**
Aggregate	**14**	**142**	**14**	**170**

Note: "Regional" training includes schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

Table 3: 391A.190 1c (3)

The number of teachers and administrators who received training through the regional training program in the immediately preceding year

	TEACHERS TRAINED	UNIQUE TEACHERS TRAINED	ADMINISTRATORS TRAINED	UNIQUE ADMINSTRATORS TRAINED	TOTAL TRAINED
Carson City	**229**	**180**	**24**	**20**	**253**
Charter Schools	**103**	**53**	**2**	**2**	**105**
Churchill County	**265**	**165**	**12**	**12**	**277**
Douglas County	**376**	**173**	**11**	**8**	**387**
Lyon County	**197**	**123**	**22**	**18**	**219**
Other	**8**	**6**	**2**	**1**	**10**
Regional (Multiple Districts)	**10**	**10**	**1**	**1**	**11**
Storey County	**380**	**32**	**2**	**2**	**382**
Washoe County	**1502**	**839**	**72**	**56**	**157**
Aggregate	**3070**	**1639**	**148**	**120**	**3218**

Note: The "Other" category includes training sessions with schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

Table 4: 391A.190 1c (4)

The number of administrators who received training pursuant to [NEPF] in the immediately preceding year.

	ADMINISTRATORS TRAINED	UNIQUE ADMINISTRATORS TRAINED
Carson City	**17**	**13**
Charter Schools	**1**	**1**
Churchill County	**8**	**8**
Douglas County	**7**	**7**
Lyon County	**18**	**16**
Other	**2**	**1**
Regional/NDE/Government	**1**	**1**
Storey County	**2**	**2**
Washoe County	**43**	**41**
Aggregate	**99**	**89**

Note: The "Other" category includes training sessions with schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

Table 5: 391A.190 1c (5)

The number of teachers, administrators, and OLEP who received training [specific to correct deficiencies in performance identified per NEPF evaluation] in the immediately preceding year.

	Carson City	Charter	Churchil l County	Douglas	Lyon	Other	Storey	Washoe	Aggregate
Teachers, Admin, OLEP	77	34	170	21	53	11	12	340	718

Table 6: 391A.190 1c (6)

The number of teachers who received training in [family engagement] in the immediately preceding year.

	Carson City	Charter	Churchill County	Douglas	Lyon	Other	Storey	Washoe	Aggregate
Teachers,	6	9	2	4	12	3	0	82	118

Table 7: 391A.190 1c (7)

The number of paraprofessionals, if any, who received training in the immediately preceding year.

	Carson City	Churchill County	Douglas	Lyon	Regional/ NDE/Gov	Storey	Washoe	Aggregate
Parapro-fessional	3	15	1	25	1	2	89	136

Table 8: 391A.190 1c (9) I & II

Trainings that included NVACS in the immediately preceding year; III Trainings that included NEPF in the immediately preceding year; IV Trainings that included culturally relevant pedagogy in the immediately preceding year.

	NVACS	NEPF	CULTURALLY RELEVANT PEDAGOGY
Carson City	**9**	**32**	**4**
Churchill County	**15**	**40**	**9**
Douglas County	**12**	**36**	**6**
Lyon County	**12**	**44**	**9**
NDE/Statewide	**14**	**47**	**8**
Other	**2**	**11**	**5**
Regional (Multiple Districts)	**0**	**6**	**1**
Storey County	**3**	**0**	**17**
Washoe County	**33**	**71**	**17**
Aggregate	**100**	**287**	**76**

Note: "Regional" training includes schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

FIVE YEAR PLAN

The three Regional Professional Development Programs (RPDPs) were established during the 70th Session (1999) of the Nevada State Legislature upon passage of Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's Academic Content Standards (NVACS) through regionally determined professional learning activities. The planning and implementation of professional learning services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, and representatives of Nevada's higher education system and the State Department of Education (Section 16.1-16.8). A Statewide Council for the Coordination of the Regional Training Programs provides oversight statewide and includes members from each regional governing body, the Superintendent of Public Instruction or their designee, and several legislatively appointed members. The RPDPs target three broad categories of professional learning: 1) Meeting district requests for services (e.g., NVACS, differentiation, student engagement), 2) Fulfilling legislated mandates (e.g., NVACS, NEPF, Parent Engagement), and 3) Supporting individual teachers (e.g., coaching, credit classes, modeling, instructional rounds).

Service Areas of Each Region

The **Northeastern Nevada Regional Professional Development Program** (NNRPDP) serves approximately 1,200 teachers and administrators in schools across six counties in northeastern Nevada, an area of 51,385 square miles. Districts range in size from 300 students in Eureka County to over 9,000 students in Elko County; schools range in size from fewer than 10 students to over 1,600 students. The NNRPDP serves Elko, Eureka, Humboldt, Pershing, Lander, and White Pine School Districts, as well as schools governed by the State Public Charter School Authority.

The **Northwest Regional Professional Development Program** (NWRPDP) serves over 4,900 teachers and administrators in schools across six counties in northwestern Nevada, an area of 14,489 square miles. Districts range in size from 445 in Storey County to over 61,000 in Washoe County; schools range in size from 203 students to over 2,200 students. The NWRPDP serves Carson City, Churchill, Douglas, Lyon, Storey, and Washoe County School Districts, as well as schools governed by the State Public Charter School Authority.

The **Southern Nevada Regional Professional Development Program** (SNRPDP) serves approximately 18,250 teachers and administrators in schools across five counties in southern Nevada, an area of 44,299 square miles. Districts range in size from 85 students in Esmeralda County to over 310,000 in Clark County; schools range in size from fewer than 10 students to over 3,500 students. The SNRPDP serves educators in Clark, Nye, Lincoln, Esmeralda, and Mineral County School Districts, as well as schools governed by the State Public Charter School Authority.

Figure 2. Map of counties serviced by each regional program.

Mission

The RPDPs provide high-quality professional learning opportunities to enhance student learning within the context of Nevada Professional Development Standards by recognizing and supporting research-based instruction and by facilitating instructional leadership.

Professional Learning Standards

Professional learning opportunities with RPDP align to the Standards for Professional Learning as outlined by the national association of professional learning, Learning Forward, as well as the Nevada's Professional Learning Standards recognized by Nevada Department of Education.

Statewide RPDP Goals

The mission and governance structure of the RPDPs guide the goals of the organization by providing a framework around which services are provided. The goals meet the broad organizations' directives while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities.

- Provide professional learning opportunities for teachers to strengthen pedagogical content knowledge.
  - Develop and maintain positive relationships and trust with teachers
  - Create robust professional learning opportunities with specific outcomes
  - Communicate opportunities for professional learning to teachers
- Partner with administrators to improve instructional leadership and support teacher pedagogical content knowledge.
  - Develop positive relationships and trust with administrators
  - Create robust professional learning opportunities with specific outcomes
  - Participate in district level planning as appropriate
  - Communicate opportunities for professional learning to administrators
- Partner with stakeholders in Nevada
  - Collaborate with organizations and businesses wherein partnerships benefit educators in Nevada
  - Exchange resources and services within and across RPDPs statewide
  - Create and maintain programs with the Nevada System of Higher Education
  - Liaise with Nevada Department of Education
- Sustain and Continue Growth as a Learning Organization
  - Provide professional learning opportunities for RPDP professional learning leaders in order to maintain a high level of expertise
  - Undertake rigorous review of research to drive best practices and continuous improvement
- Provide leadership in national and statewide educational priorities
  - Develop and provide professional learning including, but not limited to, interactive and integrative technology, equity and diversity, and science of reading

Measurement

In order to demonstrate progress of the five-year plan, multiple measures will be applied. The NRS-mandated statewide RPDP evaluation form will be collected and reported in Part I of each RPDP's annual report. Additional means to demonstrate effectiveness of goals within this plan can be found in Part II of each RPDP's annual report. These measures may include educator and/or student assessments aligned to professional learning outcomes, surveys, alignment to the five-level evaluation of professional development framework (Guskey, 2002), impact reports of professional learning provided, and/or in-depth case studies of specific projects. The measurements in Part II are not mandatory, but provide stakeholders a more robust description of the return on investment.

Assessment of Training Needs

The assessment of training needs of teachers and administrators is determined through a request for service model. This model takes into consideration the needs of the districts and includes a combination of planning tools and strategies, including but not limited to the following:

- Request for services from district personnel based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional learning plan;
- Formal and informal needs assessments as needed with districts, departments, and/or schools;
- Input from the RPDP Governing Boards; and/or
- Collaborative work with the Nevada Department of Education to design, implement, support, or roll-out plans for state initiatives.

Two-Year Focus and Budgets

Each RPDP provides professional learning opportunities to districts and schools within their respective regions and works collaboratively statewide to provide consistent and equitable opportunities for educators in Nevada. Training programs offered each year vary depending upon the needs and requests of the districts each RPDP serves; RPDPs do not solely determine those training programs without significant input from respective stakeholders. The RPDPs collectively provide learning opportunities across the state and current opportunities can be found online at rpdp.net, nwrpdp.com, and nnrpdp.com.

Total Biennial Budget FY25 & FY26
Collective RPDP Budget - $15,134,786

- SNRPDP $8,060,814.00
- NWRPDP $4,542,684.00
- NNRPDP $2,531,288.00

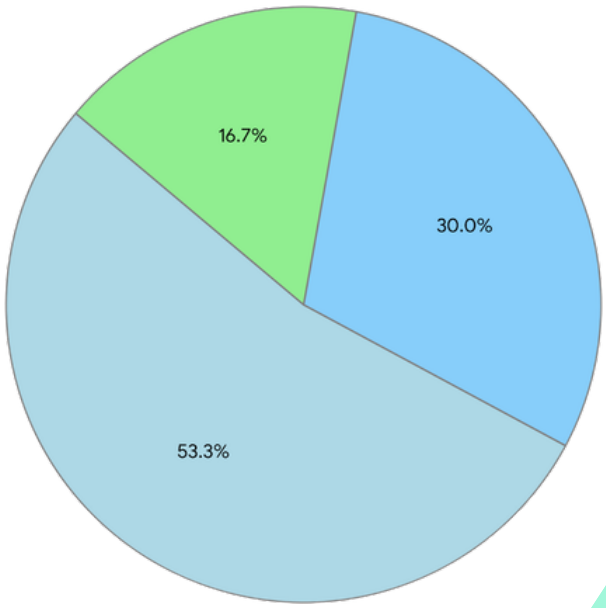


Figure 3. Pie chart showing percentages of the total RPDP budget allocated to each region

PART 2: **INDIVIDUAL RPDP INFORMATION**

Dear Educators,
The Northwest Nevada Regional Professional Development Program (NWRPDP) is incredibly proud to share the impact we have had with educators across our region and the state of Nevada over the 2025/2026 school year.

In today's rapidly evolving world, your role as an educator is more critical than ever and our organization exists entirely to support you in this vital endeavor.

Exceptional teaching is the foundation of a thriving community. At NWRPDP, our core purpose is to ensure that all educators have the tools, resources, and support they need to be their absolute best. We understand the unique challenges you face daily: navigating evolving curricula, meeting the diverse needs of your students, and constantly innovating under pressure.

With these realities in mind, our professional learning events this past year were intentionally designed to offer practical strategies, cutting-edge research, and collaborative spaces that ignite passion and enhance your craft.

We see ourselves as partners in your professional journey. We are committed to fostering a community where knowledge is shared, best practices are celebrated, and every educator feels supported, inspired, and valued. When you grow, your students flourish, and ultimately, our communities thrive. This ripple effect is what fuels our passion and defines our purpose.

Thank you for your unwavering commitment to education. We are deeply honored to be a part of your professional growth, and we look forward to continuing to serve you with integrity, innovation, and an steadfast belief in the power of every educator.

NWRPDP Staff

NWRPDP Sponsored Training Programs

The Northwest Regional Professional Development Program (NWRPDP) is a service organization providing professional learning opportunities to districts and schools within our region. Training programs offered each year vary depending upon the needs and requests of the districts we serve; the NWRPDP does not solely determine those training programs without significant input from our stakeholders.

In addition to serving the requests of our districts and schools, the NWRPDP has developed and provided training for teachers and administrators during the 2024-26 biennium. These professional learning opportunties have consisted of year long endorsement courses, year long school wide professional develoment, legislative mandates and our first ever AI conference.

Below is a sample of those trainings provided to Nevada educators this year.

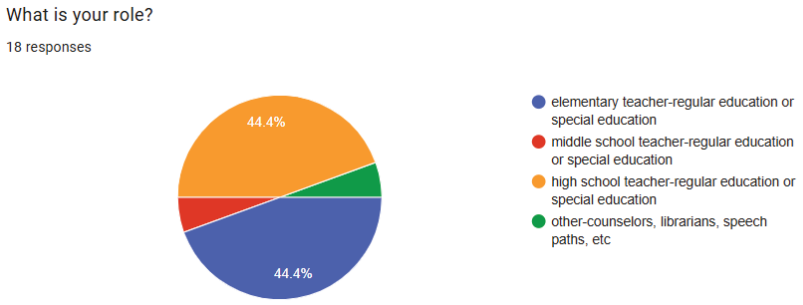
Teacher Academy

YEAR-END REVIEW & IMPACT REPORT

Douglas County School District
EMPOWER • PREPARE • INSPIRE • CONNECT

What is Teacher Academy?

Teacher Academy is a two-year professional learning group in Douglas County School District designed to support educators through coaching, collaboration, and ongoing professional growth. Participants engage in a cohort model, meeting throughout the year with fellow teachers supported by Professional Learning Facilitators to deepen their instructional practice and strengthen their impact on student learning. Teacher Academy focuses on key areas such as effective classroom instruction, classroom management, the Nevada Educator Performance Framework (NEPF), and collaboration. The graph below represents the participants in Teacher Academy 1 for the 25-26 school year.



Impact

Teacher Academy Focus Areas	Growth of Knowledge
DCSD Instructional Model	Beginning of Year: 55.6% End of Year: 94.4%
Nevada Educator Performance Framework (NEPF)	Beginning of Year: 55.5% End of Year: 88.9%
Thinking Maps	Beginning of Year: 28% End of Year: 83%
Levels of Engagement	Beginning of Year: 33% End of Year: 89%

Feedback

Representative Comments:

- “Thank you so much for all the information and fun! You are all amazing.
- “I absolutely loved this and the relationship that I was able to build and connect with. Thank you for all of the help and all of the insight and I am sure that I will still need and have questions for next year. Thank YOU!”
- “Thank you for making teacher academy fun.”
- “The mentorship has been great.”

Top Rated Components:

- Receiving coaching and feedback from Professional Learning Facilitators
- Peer observations and building relationships with peers
- August training days prior to the start of the school year
- Access to resources and support

PODCAST YEAR IN REVIEW

WE CAN DO EPIC THINGS

Douglas County School District
EMPOWER - PREPARE - INSPIRE - CONNECT

GROWTH & ENGAGEMENT

AUDIENCE INCREASED

442%

from last year

FOLLOWERS INCREASED **20%**

LISTENER TOP SCORES

NUMBER 1 EPISODE: The One Where We Are Hot Dogs

8616 DOWNLOADS | **106** EPISODES | **3** SEASONS

For **32 PEOPLE,** we were their **#1 PODCAST**

FEATURED GUEST LINEUP

FEATURED GUEST LINEUP:
THE INNOVATORS

KATIE MARTIN | CATLIN TUCKER | A.J. JULIANI | GRACE DEARBORN | FAWN NGUYEN

Douglas County School District

Summary of Project:

The *We Can Do EPIC Things* podcast was created as an innovative approach to professional learning, designed to reimagine traditional in-service classes. When the first episode launched in August of 2023, the goal was to provide educators with a flexible and engaging way to learn about Douglas County School District, hear from educational leaders and innovators, while earning salary credit advancement through podcast participation. Season three brought listeners 30+ episodes filled with students, teachers, best selling educational authors, and practical classroom strategies to use with students kindergarten through 12th grade.
By offering professional learning in an on-demand format, the podcast allows educators to engage with content when it is most convenient, which is essential for teachers and their busy lives.

Results:

Over the past year, the podcast has experienced tremendous growth and educator engagement. The audience increased by 442% compared to the previous year and followers grew by 20%. This demonstrates a strong demand for accessible, on-demand professional learning. We have reached 8,616 downloads across 107 episodes spanning three seasons (with season 4 on the way in August). The podcast has provided a wealth of professional learning content for 100 teachers in our district and has become the number one podcast for 32 of our listeners!
We have had the opportunity to speak with many educational celebrities such as Catlin Tucker, Katie Martin, A.J. Juliani, but our biggest highlight of season 3 was Grace Dearborn. We spoke with Grace at the Learning and the Brain conference in New York City about her new book release, how to get students engaged, and practical strategies for classroom management. She shared a wealth of knowledge and the feedback we received from listeners about purchasing her new book was overwhelming!

Conclusion:

The success of *We Can Do EPIC Things* demonstrates that professional learning can be both meaningful and accessible when delivered through innovative formats. The substantial increase in audience engagement, continued growth in listeners, and positive feedback from educators indicate the podcast is successfully meeting its goal of providing flexible, relevant, and impactful learning experiences. We have just wrapped Season 3 and will continue with Season 4 at the start of the 26-27 school year in August. Our goals for season 4 is to expand our audience, continue providing educators with diverse educational perspectives, and hopefully more educational celebrities!

INNOVATIVE LEADERSHIP INSTITUTE

2025-2026

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

Program Objective

The goal of this course is to build collective efficacy and expand the leadership capacity of educators in Northwest Nevada. The course is designed for classroom teachers, TOSAs, and new deans.

Three-Phase Leadership Model

Module 1: You As a Leader

Focus on identity, core values, leadership styles.

Module 2: Leading Others

Focus on navigating team dynamics, pyschological safety, and building trust.

Module 3: Policy & Advocacy

Focus on educational systems, problems of practice, and building and presenting policy solutions.

95%

Felt more confident in their leadership strengths and capabilities!

The Transformative Shift

- **From Logistical to Root Cause:** Participants noted a shift in problem analysis from identifying surface-level issues to diagnosing deep “problems of practice.”
- **From Reluctant to Empowered:** Participants moved from being intimidated by leadership to feeling “excited and motivated” to drive change.
- **Value-Driven Leadership:** Participants moved from reactive decision-making to intentional actions grounded in a clear “why”.

Leading from Within: Expanding Educator Capacity with ILI

Project Overview

The Innovative Leadership Institute (ILI) is a rigorous, year-long professional learning program now in its third consecutive cohort year. ILI emphasizes collaborative discourse, peer learning, and the direct application of concepts to participants' own school sites — bridging theory and practice in every session in order to expand educator leadership capacity and build collective efficacy.

Project Design

The 2025-2026 ILI cohort design was structured around three interconnected leadership modules, each culminating in a capstone project that required participants to apply learning directly to their school context:

In the first module, You as a Leader, participants explored models of effective leadership, identified core values, learned how credibility is built (and lost), and engaged in reflective practice. The module was focused on leading with vulnerability and empathy, anchored by an Ignite-style presentation in which participants articulate their leadership identity and purpose.

The second module, Leading Others, equipped participants to navigate complex interpersonal and organizational dynamics, including dealing with resistance, holding difficult conversations, coaching and mentoring colleagues, building psychologically safe collaborative environments, and recognizing and challenging systemic inequities. The capstone for this module was a School Improvement Plan (SIP) case study that required participants to identify and analyze a real problem of practice at their site.

Participants developed the skills to communicate and implement a vision with authentic stakeholders in the third and final module, Policy and Advocacy. The culminating panel presentation required participants to present a compelling policy proposal to a live audience of educational leaders and community partners, including members of the Washoe County School District Board of Trustees.

Results and Impact

Twenty-two participants completed an end-of-program survey rating their growth across twelve outcome indicators on a 4-point scale. Results reflect strong and consistent impact across all areas of leadership development. Average scores across all twelve indicators ranged from 3.73 to 3.91 out of 4.0.

Table 1. Participant Outcome Ratings (% Strongly Agree, n=22)

% Strongly Agree	Outcome Indicator
91%	Gained clarity on core leadership values and guiding "Why"
95%	More confident identifying leadership strengths and growth areas

% Strongly Agree	Outcome Indicator
95%	Better prepared to analyze problems of practice beneath school-wide goals
82%	Better equipped to observe and analyze team dynamics and psychological safety
95%	Developed strategic thinking skills to move SIP goals forward
86%	More comfortable going against the grain to initiate positive change
95%	Overall, ILI significantly expanded capacity to lead and support school change

Participant reflections further illustrate the depth of impact:

> *"I was not confident talking about struggles I have as an educator. I have been able to implement an attendance communication program at my school. This class gave me the confidence to speak to my principal and talk about real issues in my classroom."*
>
> *"Even though I have my doctorate in Education, I learned a lot more about myself as a leader and what good leadership looks like in practice."*
>
> *"At the start of this course I would describe my approach as prepared to be a coach. Now, after taking this course I have decided to get my credential in Educational Leadership through WGU — something I did not have the confidence to do before."*
>
> *"I have been a Department Leader for ten years. This class taught me valuable lessons that would have dramatically increased my efficacy had I known it a decade ago."*

Participants also described concrete leadership actions taken at their school sites as a direct result of the program, including:

- Developing and presenting a data-informed proposal to address chronic absenteeism in an EL program
- Leading teacher professional development at staff meetings using course frameworks
- Guiding school administration through a master schedule review process by designing an all-staff survey
- Coaching an assistant principal on credibility and communication strategies to secure school-wide buy-in
- Implementing collaborative walk-through observation protocols that shifted evaluative conversations to instructional coaching dialogues

Conclusion and Path Forward

The 2025–2026 cohort marked the third consecutive year of the Innovative Leadership Institute, and survey results affirmed the program's sustained impact on educator leadership capacity across Washoe County. Participants consistently reported not only increased confidence and

skill, but meaningful, site-level action. Providing evidence that ILI produces leaders who are ready to drive change now, not just in future formal roles.

The program's design, which is grounded in authentic application, peer collaboration, and progressive capstone projects, continues to distinguish ILI as a high-quality, relevant leadership pipeline for educators at all career stages. Participant testimonials from this cohort reflected transformational shifts in leadership identity, professional confidence, and commitment to equity and advocacy within their schools.

Given the demonstrated outcomes and continued demand from educators across the region, NWRPDP intends to proceed with a fourth cohort in the 2026–2027 school year.

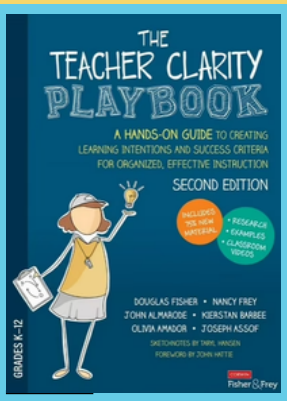
TEACHER CLARITY MEETS REVEAL MATH

Jesse Hall Elementary School

WCSD

THE MODEL

- Seven Hour-Long Deep-Dive Sessions: Focused on pairing the guiding principles of Fisher and Frey's Teacher Clarity Playbook directly with the specific components of the Reveal Math curriculum.
- Two 2-hour Planning Intensives: Provided dedicated time for content exploration and collaborative planning empowering teachers to build their Teacher Clarity-driven Reveal lessons.
- Two Learning Walk Rounds: Facilitators visited classrooms to gather real time data on the professional learning in action.



Reveal MATH

https://www.corwin.com/books/teacher-clarity-playbook-288328?utm_source=google&utm_medium=cpc&utm_campaign={campaignname}&utm_content={adgroupname}&utm_term=&gad_source=1&gad_campaignid=230819390021&gbraid=0AAAAAC7LOsMxa3my1qMbhzzg9hezkvzy J&gclid=EAIaIQobChMI6eOonrWWIAMVixmtBh3eYQBtEAQYASABEgL-rfD_BwE
https://www.mheducation.com/prek-12/program/microsites/MKTSP-GIP20M0?srsltid=AfmBOoosRay4BG0uMzlPa4AMRkfApS_QDJEUzLrpi4jZ8JnZbYscobaP

PROJECT OBJECTIVES

- *Bridge Theory & Practice*: Pair the 9 modules of Teacher Clarity directly with the Reveal Math concepts.
- *Establish Instructional Consistency*: Empower teachers to consistently develop and share learning intentions and success criteria so students clearly understand their learning goals.
- *Deepen Standards Alignment:* Help teachers gain a more profound understanding of math standards by identifying necessary concepts and skills.
- *Foster Data-Driven Growth:* Use collaborative planning and learning walks to observe these practices and refine conncetions between clairty and math instruction.

RESULTS

- Teachers reported having a clearer understanding of how Teacher Clarity supports effective implementation of Reveal Math.
- Teachers now consistently share learning intentions and success criteria during math lessons.
- Teachers identified positive impacts on student learning as a result of their clear communication.
- 100% of teachers agreed that the PL helped them grow in their ability to connect TC practices with their math instruction.

Teacher Clarity Meets Reveal Math

Project Overview

The 2025-2026 school year initiative focused on the intentional integration of Teacher Clarity frameworks with the Reveal Math curriculum at a K-5 elementary school in Washoe County School District. Recognizing that high-quality materials are most effective when paired with clear instructional intentions, the project aimed to empower educators to dismantle complex standards into manageable, transparent learning pathways for students. By fostering a culture of "knowing where we are going," the school sought to improve student agency and mathematical proficiency across all grade levels.

Why this Project

Teacher Clarity is the practice of explicitly communicating learning intentions, success criteria, and expectations to students. The research behind this approach is compelling: John Hattie (2023) identified teacher clarity as having an effect size of 0.84, making it one of the highest-impact instructional strategies available. When students understand both the "what" and the "why" of their learning, they engage more deeply and retain information better. To leverage this impact alongside the new Reveal Math curriculum, the Site-Level Curriculum Team chose to implement Teacher Clarity. This year-long project also honored the schoolwide Math Path Agreements established during the previous school year. Through collaborative professional development, teachers co-designed learning intentions and success criteria, ensuring explicit math instruction was consistent schoolwide.

Results & Impact

The implementation of the Teacher Clarity Project at Jesse Hall Elementary resulted in a measurable shift in both instructional precision and student performance. Post-implementation survey data revealed a 100% consensus among participating educators that the clear definition of learning intentions and success criteria directly improved student learning outcomes. Teachers reported this framework allowed them to be more "intentional with planning and teaching," moving away from broad activities toward targeted, goal-oriented instruction. This clarity extended to the students as well; qualitative feedback highlighted that learners now have a "better understanding of what they are learning and why," leading to increased engagement and mastery. Furthermore, the project’s integration with the Reveal Math curriculum has been described as a "game-changer," with 94% of staff expressing high confidence in their ability to lead and sustain these practices, ensuring long-term impact on the school's pedagogical culture.

Conclusion

This 2025-2026 project has demonstrated that when Teacher Clarity is treated as the "engine" and Reveal Math as the "vehicle," student outcomes accelerate. The project successfully shifted the classroom dynamic from passive receiving to active, goal-oriented learning. Moving forward, the school remains committed to refining these practices, ensuring that every student has a clear map to mathematical success.

References

Hattie, J. (2023). *Visible learning: The sequel: A synthesis of over 2,100 meta-analyses relating to achievement* (1st ed.). Routledge.

NEVADA MIDDLE SCHOOL CTE PILLAR FRAMEWORK PILOT COMMITTEE | 2025-2026 YEAR IN REVIEW

MISSION: PILOTING THE NEW NEVADA MIDDLE SCHOOL CTE PILLAR FRAMEWORK.

AUGUST 2025 – MAY 2026

KEY IMPACT NUMBERS

STUDENTS IMPACTED:
3,212

EDUCATORS INVOLVED:
26

SCHOOLS PARTICIPATED:
14

COMMITTEE WORK & LEARNING

10 HOURS
of Professional Learning
completed by teachers

Curriculum Review & Vetting or **Collaborative Sessions**

FINAL RECOMMENDATION

COMMITTEE FORMALLY RECOMMENDS
DISTRICT-WIDE ADOPTION
FOR THE 2026-2027 SCHOOL YEAR

NEXT STEPS

ROLLOUT PLAN

FULL IMPLEMENTATION

Summary of Project

Our committee was tasked with creating a statewide framework for middle school career exploration in partnership with the Carson, Elko, Lyon, and Clark school districts. Previously, existing middle school standards restricted alignment with high school Career and Technical Education (CTE) pathways to just six specific areas: Agriculture, Business and Marketing, Education/Family Consumer Sciences, Health Science and Public Safety, Media Technologies, and Skilled and Technical Sciences. This constraint excluded many other valuable CTE programs, significantly limiting students' opportunities to explore diverse careers and develop relevant early skills. To eliminate these barriers, we designed a dynamic framework that enhances flexibility and opens the door to a much wider variety of CTE pathways. Importantly, this new framework is applicable across all academic content areas, rather than being confined to specific subjects.

The framework is intentionally designed to help middle school students build their occupational identity and confidently choose and complete high school programs. It provides actionable guidance on engaging with Career and Technical Student Organizations (CTSOs), exploring post-secondary education and training options, understanding industry-recognized certifications, and accessing work-based learning opportunities. Designed to introduce these high school pathways, the repeatable course teaches essential concepts and skills for career readiness across various fields through four foundational pillars: Understanding Careers and the Nature of Work, Safety and Best Practices, Employability Skills, and 4PBL (Phenomenon, Place, Project, Problem).

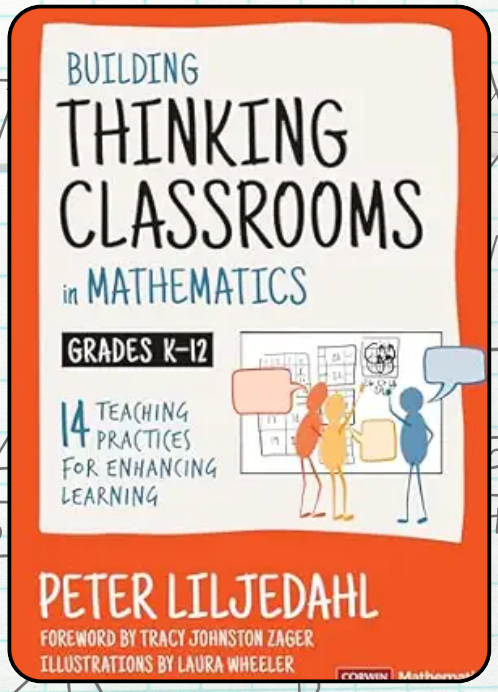
Impact/Next Steps

Between August 2025 and May 2026, our committee successfully tested this framework in a comprehensive pilot program. The pilot yielded excellent engagement, directly impacting 3,212 students across 14 participating schools. The initiative was championed by 26 dedicated educators, each of whom completed 10 hours of targeted professional learning to effectively deliver the new curriculum. The curriculum emphasizes critical thinking, collaboration, and real-world applications, allowing students to deepen their knowledge and expand their skills annually with age-appropriate experiences and increasing responsibility. To accommodate varying district scheduling needs, the course duration is highly flexible, ranging from 9 weeks to 3 years.

Following this highly successful testing phase, the committee formally recommends district-wide and statewide adoption, with full implementation slated for the 2026–2027 school year. To ensure a smooth and successful transition, statewide professional development will take place during the 2026–2027 school year and be offered to educators across all counties to support rollout. Additionally, the Northwest Regional Professional Development Program (NWRPDP), which provided vital assistance to teachers during the pilot, will continue to provide comprehensive support and resources throughout the statewide launch.

Building Thinking Classrooms

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE



Summary

- **The Problem**: 80% of math students engage in "non-thinking" (mimicking/stalling).
- **The Goal**: Use 14 research-based practices to foster deep cognitive engagement.
- **The Shift**: Move from teacher-led lectures to student-centered problem-solving.

Introduction

- **Objective:** Disrupt passive learning norms through monthly professional development.
- **Key Drivers for Change:** Thinking tasks, Vertical Non-Permanent Surfaces (VNPS), and random grouping showed the strongest impact on student thinking.

43 Teachers

43 teachers and administrators from kindergarten through fifth grade participated in the six session training. Teachers were guided through the practices of the book as if they were students then reflected as teachers on the process.

2 Schools

Two schools requested the Building Thinking Classrooms in Mathematics practices to be brought to their staff as part of their professional learning for the year.

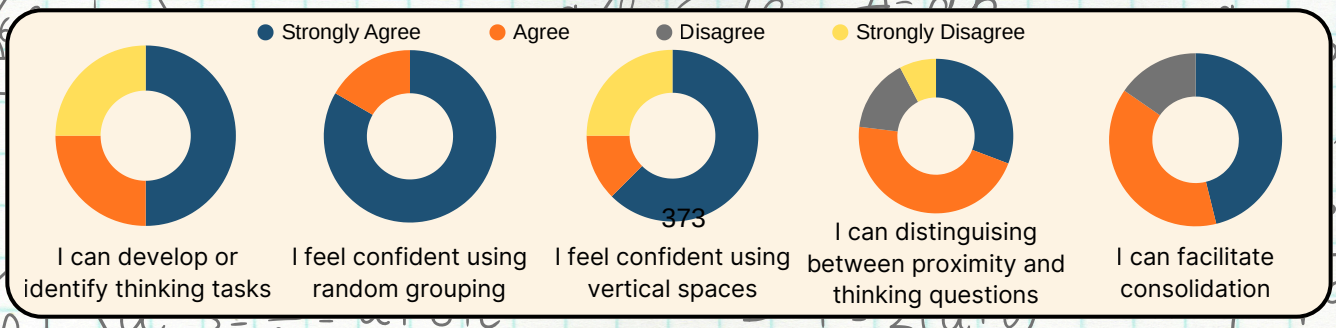
10 Hours

Schools used early release days to complete the sessions. Sessions were held once per month at each school site to allow for teahcers to integrate practices into their instruction.

Result

Successes: High engagement with random grouping and vertical spaces; increased teacher confidence in implementing thinking tasks.

Growth Area: Teachers need further support in navigating student questioning and managing "keep-thinking" prompts.



Building Thinking Classrooms in Mathematics

Project Overview

The Building Thinking Classrooms (BTC) project was a targeted professional development initiative designed to disrupt passive learning norms in mathematics. Implementation focused on transitioning from traditional teacher-led lectures, where an estimated 80% of students engage in "non-thinking" behaviors like mimicking or stalling, to student-centered problem-solving. By utilizing 14 research-based practices from Peter Liljedahl's framework, the project sought to foster deep cognitive engagement and among students across kindergarten to fifth grades.

Project Design and Analysis

The project was structured as a comprehensive six-session training program involving 43 teachers and administrators from K-5 grade levels across two elementary schools. To ensure a practical understanding of the pedagogy, participants were guided through the BTC practices first as students before reflecting on the implementation from a teaching perspective. The sessions were held once per month on early release days, providing a deliberate cadence that allowed educators to integrate specific practices into their instruction between meetings. Post training data were collected anonymously to determine strengths and areas for growth across the 14 practices. which were identified as the primary drivers for shifting classroom culture and increasing student cognitive stamina.

Results

Data indicate significant increases in teacher confidence and student participation. The most substantial successes were seen in the use of visibly random grouping, where 83.3% of teachers reported high confidence, and vertical spaces, which saw 62.5% strong confidence. While 46.2% of teachers felt capable of identifying or developing effective thinking tasks, the results also highlighted specific areas for continued professional growth. Specifically, while teachers showed progress in distinguishing between proximity and thinking questions, there remains a documented need for further support in navigating complex student questioning and effectively managing "keep-thinking" prompts to maintain student momentum without giving away answers.

Conclusion

The Building Thinking Classrooms initiative successfully established a foundation for active mathematical thinking across the participating schools. By delivering 10 hours of professional learning across the identified schools, the project moved the needle from passive observation to active problem-solving. While the initial "Toolkit" practices have been largely mastered, the conclusion of this study suggests that future efforts should focus on the refinement of consolidation techniques and the nuances of student interaction to ensure the "thinking" culture remains a permanent fixture of the mathematics classroom.

HOW ROAD ECOLOGY IS SHAPING THE FUTURE OF OUR PLANET

CROSSINGS

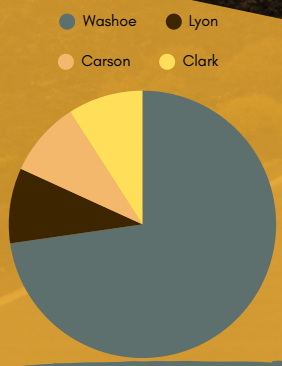
NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

Summary

This book club investigated the immediate, high-impact visible disruptions that roads introduce to ecosystems, by exploring the hidden, systemic, and long-term consequences that roads have on natural environments.

Objective

- Identify and analyze Nevada-centric landscapes, priorities, and tradeoffs of engineering roadways
- Determine pathways from awareness to action in engineering design features



11 teachers participated in the book club

Sessions were held virtually with whole and small group discussions

Participants

- Participants reported developing a broader, fuller view of ecology in relation to roads
- Participants appreciated the Nevada focus, finding how these ideas are currently being addressed in their own back yards

Results

Communication and awareness through various strategies - bumper sticker

Use of Nevada specific phenomena and scenarios to tie into instructional sequences

Identification of GIS aligned to road ecology in Nevada. Used to identify animal crossings, herds, and migration corridors across the state.

In the Classroom

Crossings Science Book Club

Course Overview

The professional development course, Crossings: How Road Ecology is Shaping the Future of Our Planet, was a virtual book club tailored for K-12 educators through the Northwest Regional Professional Development Program (NWRPDP). Moving past the traditional view of roadways as static infrastructure, the course guided participants to analyze roads as dominant, high-impact forces causing severe structural and ecological disruptions. The program empowered teachers to identify Nevada-centric ecological priorities, evaluate modern roadway engineering tradeoffs, and establish actionable instructional pathways to elevate student environmental awareness.

Project Design and Analysis

The initiative featured synchronous virtual seminars paired with interactive, small-group breakout sessions and collaborative whole-group discussions. To anchor the analysis in localized, place-based ecology, the course specifically investigated the distinct territorial and infrastructure challenges within Nevada. A central analytical component involved utilizing Geographic Information Systems (GIS) mapping data aligned with regional road networks. Educators applied these tools to identify critical animal crossings, resident herds, and seasonal migration corridors intersecting major state transit routes. By evaluating these specialized mapping frameworks alongside regional engineering demands, participating educators successfully deconstructed the complex tradeoffs required to balance human transportation needs with crucial habitat preservation.

Results

A cohort of 11 professional educators successfully completed the virtual book club. Post-coursework feedback indicated that participants developed a significantly broader understanding of how human infrastructure interfaces with ecology. Teachers highly valued the deliberate focus on Nevada's geography, noting it allowed them to see complex ecological concepts playing out directly in their own communities.In terms of classroom application, the educators successfully formulated targeted strategies to integrate Nevada-centric environmental phenomena into their upcoming instructional units.

Conclusion

The Crossings book club successfully demonstrated the profound impact that place-based professional development can have on environmental literacy and curriculum design. By re-evaluating the footprint of human transit systems through the lens of road ecology, the program provided teachers with the conceptual tools necessary to foster systemic thinking in their students. The transition from basic environmental awareness to actionable engineering solutions ensures that the next generation of Nevada students will be equipped to analyze infrastructure critically.

GRBR AND NWRPDP

TISSUE PAPER BALLOON LAUNCH

SUMMARY

The E.L. Cord Tissue Paper Balloon Launch is a fully funded STEM adventure for fifth-grade explorers! This unique program bridges the classroom and the sky through a three-step journey:

Teacher Training: Educators deep dive into the principles of aeronautics and engineering.

Classroom Construction: Students apply their knowledge to build custom tissue paper balloons.

The Big Event: Classes head to the Great Reno Balloon Races to watch their handiwork take flight!

DATA

Teachers Trained	15
Schools Impacted	7
Students Engaged	540

RESULTS

- **Empowered Educators:** Teachers felt fully equipped to lead complex STEM projects independently.
- **Peak Engagement:** Students and staff called the field trip a curriculum highlight that brought science to life.
- **Proven Value:** 100% of teachers found the program highly beneficial and intend to return.

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

THE GREAT RENO BALLOON RACE

Tissue Paper Balloon Launch

Project Overview

The E.L. Cord Tissue Paper Balloon Launch, organized through a partnership between the Great Reno Balloon Race (GRBR) and the Northwest Regional Professional Development Program (NWRPDP), is a premier, fully funded STEM initiative designed specifically for fifth-grade students in Washoe County. The program serves as a critical bridge between theoretical classroom instruction and real-world application, immersing young learners in the foundational principles of aviation. By engaging approximately 540 students across seven schools, representing roughly 10% of the county's fifth-grade population, the project fosters a deep-seated interest in STEM and scientific inquiry. Through a structured three-step journey that culminates in a high-profile public event, the program transforms abstract curriculum into a tangible, life-changing educational experience.

Project Design and Analysis

The project is designed around a rigorous engineering loop that begins with comprehensive teacher professional development. During the initial training phase, educators deep-dive into the scientific and engineering principles while building their own tissue paper balloon to ensure they feel empowered to lead complex STEM projects independently. This expertise then translates to the classroom, where students work in collaborative teams to construct functional tissue paper balloons, applying geometry and physics to ensure structural integrity and lift. Analysis of current district data reveals that while the program is highly successful, it currently reaches only a fraction of the available elementary schools in the district, indicating a significant opportunity for future scaling and resource allocation.

Results

Feedback from the 2025-2026 cohort demonstrates exceptional program impact and participant satisfaction. Educators reported a significant increase in their own instructional efficacy, feeling fully equipped to implement the engineering curriculum in their classrooms. Student engagement reached a peak during the "Big Event" at the Great Reno Balloon Race, where teachers described the field trip as a definitive curriculum highlight that brought science to life. Most notably, the program achieved a 100% satisfaction rate, with all participating teachers finding the project highly beneficial and expressing a strong intent to return with future classes.

Conclusion

The E.L. Cord Tissue Paper Balloon Launch has proven to be a vital asset to the Washoe County educational landscape, successfully turning 540 students into young engineers. By providing teachers with the tools to succeed and students with a platform to witness their handiwork take flight, the program achieves its goal of inspiring the next generation of scientists and engineers. As the initiative looks toward 2027, the focus remains on expanding this reach to the remaining 90% of the district, ensuring that every fifth-grade student in the county has the opportunity to explore the limitless possibilities of STEM.

ADVANCING THINKING THROUGH WRITING

"Researchers found that handwriting but not typewriting leads to widespread brain activity."

Empowering Students. Strengthening Comprehension.
Building Capacity Across All Content Areas.

PRACTICAL STRATEGIES. POWERFUL IMPACT.

- **BECAUSE, BUT, SO**
- **A PICTURE IS WORTH 1,000 WORDS**
- **STOP AND JOT**
- **SENTENCE ELABORATION**
- **PIECE IT TOGETHER**

Stronger writing.
Deeper thinking.
Greater learning.

NORTHWESTERN REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM

SERVING THE EDUCATIONAL COMMUNITY ACROSS NORTHWEST NEVADA

Rachel Croft, NBCT
Literacy Facilitator

Building Teacher Capacity.
Improving Student Learning.

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

★ *Using Writing as a Powerful Tool for Thinking, Comprehension, and Content Learning* ★

Case Study: Advancing Thinking Through Writing

Summary

This project was designed to strengthen instructional practices in writing across K–12 classrooms. Grounded in research from The Writing Revolution, (Hochman & Wexler, 2017) the project emphasized the idea that writing is not simply a product or isolated literacy skill, but a powerful method for teaching content, deepening comprehension, and advancing student thinking. The project focused on providing teachers with practical, immediately usable writing strategies that could be implemented across content areas and grade levels. Research presented during the session highlighted the cognitive benefits of writing, including findings that handwriting activates widespread brain activity and supports learning and retention.

Impact

The impact of the project was evident in both teacher practice and student engagement. Teachers reported increased awareness of writing as a cognitive tool and demonstrated greater confidence in teaching writing across disciplines. As a result, writing became more consistently embedded in instruction, with educators integrating strategies such as Sentence Elaboration (80%), Piece It Together (80%), Because, But, So (40%), and A Picture Is Worth 1,000 Words (20%). Students showed greater willingness to participate in writing tasks and increased engagement during writing activities. Overall, educators shifted their perspective of writing from a final product to a tool for comprehension and critical thinking, while also strengthening regional professional learning support for educators across Nevada.

Conclusion

“Advancing Thinking Through Writing” demonstrated how practical, research-based literacy instruction can strengthen both teaching practice and student learning. By positioning writing as a tool for thinking and comprehension, the project supported teachers in moving beyond compliance-driven writing tasks toward more meaningful cognitive engagement. Teachers experienced the strategies as learners themselves, which increased understanding, engagement, and confidence in implementation.

Next Steps

Future work for the project includes:

- Additional follow-up professional development sessions
- Expanded coaching and co-teaching opportunities
- Continued classroom implementation support
- Collection of additional student writing data
- Increased cross-content literacy integration
- Ongoing teacher collaboration and reflection cycles

NWRPDP

Northwestern Regional Professional Development Program

GATE ENDORSEMENT PROGRAM

EXPANDING ACCESS. | STRENGTHENING PRACTICE. | SUPPORTING GIFTED LEARNERS.

TEACHER CAPACITY

Educators implement new learning directly into classrooms.

STUDENT IMPACT

Greater differentiation and more responsive instruction for gifted learners.

400+ Educators Served

SINCE PROGRAM LAUNCH

ACROSS 7 YEARS

EXPANDED ACCESS

Virtual delivery removes geographic barriers across Nevada.

SYSTEMS GROWTH

Districts strengthen eligibility for gifted education funding.

COHORT 7 (2025–2026)

52 PARTICIPANTS COMPLETED

MULTIPLE NEVADA DISTRICTS + CHARTER PARTICIPATION

60 PARTICIPANTS ENROLLED FOR FALL

COHORT 8 FILLED ON OPENING DAY!

SUPPORTED THROUGH ENDORSEMENT-ALIGNED GRADUATE COURSEWORK AND CLASSROOM IMPLEMENTATION.

GATE ENDORSEMENT PROGRAM CASE STUDY | 2025–2026

SUMMARY

Gifted learners require intentional instructional design, differentiation, and educational experiences that support continued growth. Yet gifted students are frequently underserved due to assumptions that advanced learners will succeed without specialized support.

The GATE Endorsement Program addresses this challenge through sustained professional learning designed for direct classroom application. Delivered virtually through NWRPDP, the program removes geographic barriers and expands educator access across Nevada while building long-term instructional capacity.

Now in its seventh year, the program has served more than 400 educators and continues to grow in demand.

Participants complete 12 graduate credits aligned to endorsement requirements through four courses:

1. Characteristics and Needs of Gifted and Talented Pupils
2. Assessment of Gifted and Talented Students
3. Curriculum, Methodology and Strategies for Teaching Gifted and Talented Students — Part I
4. Curriculum, Methodology and Strategies for Teaching Gifted and Talented Students — Part II

PROJECT DESCRIPTION

The 2025–2026 cohort included 52 educators and one administrator representing multiple Nevada districts and school contexts serving grades K–12.

Participants engaged in coursework intentionally designed for transfer into practice and applied learning directly in classroom settings.

Program components included:

- classroom implementation
- differentiated lesson design
- assessment development
- instructional projects
- portfolios and reflection

The virtual cohort structure created opportunities for educators from different districts to collaborate, exchange practices, and strengthen regional networks.

RESULTS

PROGRAM GROWTH AND REACH

- ✓ Year 7 of implementation
- ✓ 400+ educators served since program launch
- ✓ 52 educators completed Cohort 7 (2025–2026)
- ✓ Cohort 8 filled on opening day with 60 participants committed for fall

EVIDENCE OF INSTRUCTIONAL IMPACT

Participants reported:

- increased differentiation
- more appropriately challenging instruction for advanced learners
- stronger understanding of gifted learner characteristics
- increased confidence serving gifted students
- greater student engagement

> *"These courses have revitalized my practice."*

> *"I learned so much and have started putting my new learning into practice in my classroom."*

Participants developed: Lesson Plans | Instructional Units | Assessments | Projects | Portfolios

CONCLUSION

The GATE Endorsement Program demonstrates that accessible, practice-centered professional learning can strengthen instruction while expanding opportunities for underserved student populations.

Beyond endorsement completion, the program supported immediate implementation in classrooms and fostered instructional growth that extends beyond gifted education and benefits overall teaching practice.

IMPACT

TEACHER CAPACITY

400+ educators have expanded their ability to identify and serve gifted learners.

STUDENT EXPERIENCE

Teachers implemented differentiation practices that support more responsive and appropriately challenging instruction.

DISTRICT CAPACITY

Districts increased the number of GATE-endorsed educators available to support programming.

STATEWIDE IMPACT

By increasing endorsement access across Nevada, districts strengthen their ability to qualify for gifted education funding through the Nevada Department of Education.

NEXT STEPS

- Launch Cohort 8 with 60 enrolled participants
- Continue expanding endorsement access across Nevada
- Increase opportunities for districts with limited GATE staffing
- Sustain cross-district professional learning communities
- Continue developing educator expertise to better serve gifted learners

Endorsement-aligned graduate coursework. ★ Real classrooms. Real impact. Statewide.

SEL*F

Integrating Social-Emotional Learning and Wellness into Professional Learning

CASEL

Improved Focus

Integrated SEL

Case Study: Integrating Social-Emotional Learning and Wellness into Educator Professional Learning

Summary

During the 2025–2026 school year, I completed two certifications:

- **200-hour Certified Yoga Teacher (CYT 200)**
- **Social-Emotional Learning Facilitator Certification (SEL*F)**

This year-long professional learning experience focused on trauma-informed teaching, inclusive movement practices, mindfulness, educator wellness, and the foundational competencies of social-emotional learning (SEL), aligned with the CASEL framework. The purpose of this project was to align with emerging policy conversations, including proposed state-level initiatives related to mental health education and SEL integration, reinforcing the importance of proactive capacity building in this area. This project strengthens instructional support capacity within NWRPDP and is grounded in research indicating that SEL competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making contribute to improved engagement, classroom climate, and academic learning. (CASEL. (2020–2023). What Does the Research Say?) Educator wellness is closely linked to teacher effectiveness, retention, and the ability to create supportive learning environments. (Jennings, P., & Greenberg, M. (2009) The prosocial classroom)

Conclusion

This project strengthened both organizational capacity and expertise in SEL.The work reinforces the connection between educator well-being, classroom climate, and instructional effectiveness. Within literacy facilitation, these practices support the conditions necessary for student engagement, collaboration, and comprehension, particularly in structures that require sustained attention and interpersonal interaction.

Participant survey responses and written feedback indicated that:

- Educators found the breathing and mindfulness strategies helpful as reminders to connect with their own bodies and well-being
- Participants reported increased alertness and focus following participation in sessions
- Educators noted the value of integrating short regulation strategies into professional learning and classroom practice

Next Steps

Future work will focus on:

- Developing structured educator wellness workshops for schools and districts
- Integrating SEL more intentionally into literacy and engagement training
- Building a cohort-based model for sustained professional learning in SEL
- Expanding coaching and facilitation support that connects educator regulation practices to student engagement and academic outcomes

RECIPROCAL TEACHING

Building Comprehension. Empowering Classrooms.

A RESEARCH-BASED STRATEGY.
A PROVEN IMPACT.

Comprehension instead of compliance.

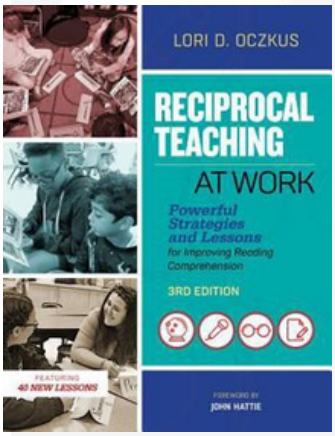
141 TEACHERS TRAINED

21 SCHOOLS IMPACTED

6 NEVADA SCHOOL DISTRICTS

A STRATEGY THAT WORKS in Any Curriculum, Any Content, Any Grade Level

SERVING 6 NEVADA SCHOOL DISTRICTS



- ★ Carson City School District
- ★ Churchill County School District
- ★ Douglas County School District
- ★ Lyon County School District
- ★ Storey County School District
- ★ Clark County School District

WHAT IS RECIPROCAL TEACHING?

A highly effective, research-based instructional strategy that helps students become active thinkers and readers.

PREDICT
Thinking about what might happen next.

QUESTION
Asking meaningful questions before, during, and after reading.

CLARIFY
Identifying and clearing up confusing information.

SUMMARIZE
Identifying the most important ideas and synthesizing information.

A THREE-DAY PROFESSIONAL DEVELOPMENT CYCLE

DAY 1
Whole-Staff Training
Learn the strategy. Build understanding.

DAY 2
Classroom Modeling
See it in action. Observe student engagement.

DAY 3
Collaborative Planning
Plan together. Implement with confidence.

DISCUSSION DRIVES DEEPER LEARNING

When students think, talk, and work together, comprehension soars.

Reciprocal Teaching: SOR Comprehension Pillar

Project Overview

The goal of this project was to improve student comprehension by helping teachers shift instructional practices from passive reading activities toward active engagement with text through the implementation of Reciprocal Teaching, a research-based instructional strategy aligned with the Science of Reading. The professional development initiative served 141 educators from 21 schools across six Nevada school districts: Carson City School District, Churchill County School District, Douglas County School District, Lyon County School District, Storey County School District, and Clark County School District.

Project Design and Analysis

The design of the project reflected the understanding that modeling in classrooms is more effective than lecture-only professional development. Teachers observed authentic student responses and witnessed the level of engagement possible when students actively interact with text. This practical application increased teacher confidence and strengthened the likelihood of implementation.

On Day One, whole-staff professional development sessions introduced teachers to the principles of Reciprocal Teaching and its alignment with the Science of Reading. Teachers explored the four core components of the strategy and discussed how these practices support deeper comprehension and student discourse.

On Day Two, the strategy was modeled in authentic classroom settings across multiple grade levels and content areas. Teachers observed how the strategy could be adapted across disciplines and developmental levels while maintaining high levels of student engagement.

On Day Three, teachers participated in collaborative planning sessions focused on classroom implementation. Educators worked together to identify opportunities to embed Reciprocal Teaching within existing curriculum materials and instructional routines.

Results

Teachers gained practical experience with a structured, research-based strategy that could be implemented immediately within their existing curriculum. The classroom modeling component was especially impactful because teachers were able to observe the strategy in action with real students rather than only hearing about it theoretically. In addition, administrators and teachers provided positive feedback regarding the training model and instructional relevance of the strategy. Schools requested additional professional development opportunities, indicating both satisfaction with the training and interest in continued implementation.

Conclusion

This project reinforced the importance of comprehension-centered literacy instruction and demonstrated the effectiveness of research-based professional development grounded in authentic classroom practice. One of the most significant lessons from this work was the value of classroom modeling. Observing students actively engaged in collaborative text discussions helped teachers recognize the immediate instructional impact of the strategy. Many educators expressed surprise at the level of student engagement generated through structured comprehension conversations.

Future next steps include expanding ongoing coaching and follow-up support to sustain implementation over time. Additional opportunities for collaborative planning, classroom modeling, and teacher reflection could strengthen consistency across schools and deepen instructional impact.

ARL Classroom Management

"You don't rise to the level of your goals, you fall to the level of your systems." – James Clear

Topics Addressed

- REFLECTIVE EDUCATOR
- METHODS OF GROUPING
- CLASSROOM MANAGEMENT
- POSITIVE BEHAVIOR REINFORCEMENT
- HIGH VALUE QUESTIONING STRATEGIES
- FORMATIVE ASSESSMENT
- EXPLICIT INSTRUCTION
- WORKING MEMORY AND TRAUMA
- NEPF INSTRUCTIONAL PRACTICES & PROFESSIONAL RESPONSIBILITIES

In Their Words

AVG. POST-COURSE KNOWLEDGE RATING: 4.11 / 5.0

"POSITIVE REINFORCEMENT IS MUCH MORE POWERFUL THAN NEGATIVE NOTICES. CREATING A POSITIVE ENVIRONMENT BEGINS AT THE DOOR."

"DE-ESCALATION BEFORE A TEACHABLE MOMENT. PEOPLE CAN'T LEARN WHEN THEY ARE OVERLOADED. CREATING ROUTINE AND SAFETY WILL HELP BEHAVIORS."

"I AM DOING MORE THINGS THAT ARE RECOMMENDED THAN I EXPECTED. THIS GIVES ME SOME ADDITIONAL CONFIDENCE I AM ON THE RIGHT TRACK."

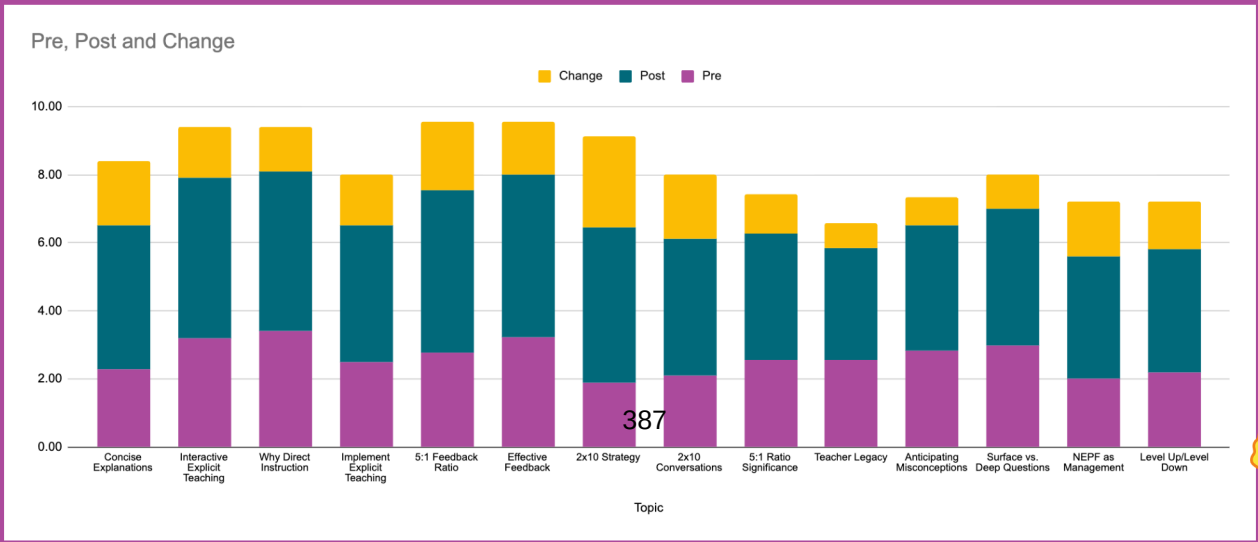
Impact

THE 2025–26 COURSE EQUIPPED 15 EARLY-CAREER EDUCATORS WITH ESSENTIAL SKILLS, IMPACTING APPROXIMATELY 1,500 STUDENTS ANNUALLY. OVER THESE EDUCATORS' CAREERS, THIS INTERVENTION WILL POSITIVELY INFLUENCE TENS OF THOUSANDS OF STUDENTS IN WELL-MANAGED LEARNING ENVIRONMENTS.

Future Focus

THE ARL CLASSROOM MANAGEMENT COURSE WILL CONTINUE TWICE ANNUALLY IN WASHOE COUNTY, PROVIDING ONGOING SUPPORT FOR ALTERNATIVE ROUTE EDUCATORS AND ENSURING QUALITY CLASSROOM MANAGEMENT TRAINING FOR TEACHERS ENTERING THROUGH NON-TRADITIONAL PATHWAYS.

Results



Case Study: Washoe County School District ARL Classroom Management

Project Overview

Many educators enter classrooms through Alternative Route to Licensure (ARL) programs without traditional classroom management preparation. The ARL Classroom Management Course directly addresses this gap by equipping early-career educators with practical, evidence-based tools they can implement immediately. The 2025–26 cohort expanded its scope beyond relationship-building basics to encompass the full instructional ecosystem of a well-managed classroom: explicit instruction, formative assessment, proactive differentiation, and the NEPF Standards as management, not just instructional, tools.

Project Design and Analysis

The course was designed around a core belief: classroom management is not a reactive set of discipline strategies bolted onto instruction. It is instruction, done well, with intention. Sessions addressed the 5:1 Positive Specific Feedback ratio, the 2x10 relationship-building strategy, surface vs. deep questioning, dual coding and instructional clarity, de-escalation, and proactive planning through Level Up/Level Down differentiation. Each session connected content to participants' lived classroom experiences, and the collaborative peer learning structure was intentional, participants learned from each other as much as from the material. Pre- and post-course surveys using a 5-point knowledge scale were administered across 14 competency areas to measure growth.

Results / Evidence of Impact

Post-course data demonstrated significant growth across every measured domain. The largest gains were recorded where participants started with the lowest baselines, the areas they needed most. The 2x10 Strategy produced the course's highest single-topic gain (+2.67 points), followed by the 5:1 Feedback Ratio (+2.00), Direct Instruction Clarity (+1.90), and NEPF as a Management Tool (+1.60). The average post-course knowledge rating across all 14 domains was 4.11 out of 5.0, with an average growth of +1.43 points per domain. Participants reflected this growth in their own words: "I am doing more things that are recommended than I expected - this gives me some additional confidence I am on the right track." Another noted: "De-escalation before a teachable moment. People can't learn when they are overloaded. Creating routine and safety will help behaviors."

Conclusions / Looking Ahead

The 2025–26 ARL Classroom Management course equipped 15 early-career educators with essential skills, impacting approximately 1,500 students annually. Over these educators' careers, this intervention will positively influence tens of thousands of students in well-managed learning environments. The course will continue twice annually in Washoe County, providing sustained support for educators entering through non-traditional pathways. As Nevada's hiring landscape continues to evolve, this targeted professional development ensures that all students receive instruction from educators who are not just present — but prepared.

NEW TEACHER ACADEMY

Participants

The participants included 18 secondary teachers, 5 elementary teachers, among them 12 ARL licenses, 2 Business and Industry licenses, and 3 substitutes working on obtaining licensure.

Impact

Participants serve approximately 2,255 students district-wide: 130 at the elementary level and 2,125 at the secondary level. They are focused on improving classroom management and instructional quality for these learners.

Looking Ahead

Churchill County School District remains committed to setting incoming educators up for success through the New Teacher Academy, an in-person program offering hands-on support and professional learning to help new staff thrive.

"Coming here reminds me that I can always learn more." - cohort participant

RESULTS

BACKGROUND KNOWLEDGE

Toolbox of strategies for building background knowledge

BEFORE	AFTER	GAIN
3.18	4.18	+1.00

Systematic planning for five types of knowledge

BEFORE	AFTER	GAIN
2.88	3.88	+1.00

Background knowledge is worth the instructional time

BEFORE	AFTER	GAIN
3.47	4.53	+1.06

STD. 4: METACOGNITION

Understanding NEPF Standard 4 independently

BEFORE	AFTER	GAIN
2.44	4.11	+1.67

Students explain what, why, and how of their learning

BEFORE	AFTER	GAIN
2.44	4.11	+1.67

My students could accurately answer an observer

BEFORE	AFTER	GAIN
2.11	3.78	+1.67

AI AS AN ED. PARTNER

PARTS approach to creating effective AI prompts

BEFORE	AFTER	GAIN
2.67	3.92	+1.25

Understanding deepfakes and AI technology

BEFORE	AFTER	GAIN
3.25	4.33	+1.08

Using text-based AI tools in an educational context

BEFORE	AFTER	GAIN
2.67	3.67	+1.00

★ LARGEST SINGLE GAIN IN THE PROGRAM ★

I understand that sentence stems and structured discourse protocols are instructional tools that elevate the quality of academic conversation for all students, and that structure does not limit discourse, it deepens it.

BEFORE	AFTER	GAIN
2.67	3.67	+1.73

"I want them to be curious and learn for the sake of learning and discover new things because they are interested in them." - cohort participant

Curious by Design: Building Teachers Who Build Learners

Course Design

The 2025-26 cohort includes 23 educators, 18 secondary and 5 elementary, who represent the full spectrum of how people enter teaching in Churchill County. Twelve are on Alternative Route to Licensure pathways. Two hold Business and Industry licenses, bringing professional expertise from outside education into Churchill County classrooms. Five are substitutes working toward full licensure. Over the course of the year, each participant attended seven three-hour sessions, met monthly with a mentor, all while managing their own classrooms and their own continuing development as educators.

Evidence of Impact

The single largest shift this cohort showed was in structured discourse, confidence in facilitating academic conversation where students build meaning together, moving 1.733 points on a 5-point scale. Metacognitive instruction followed closely at 1.667 points of growth, reflecting educators' confidence that any student in their classroom could accurately explain what they are learning and why. These gains are connected: structured discourse and metacognitive transparency ask the same thing of students, and when a teacher improves at one, the other follows.

Participants described changes that go beyond skill acquisition. "I have really tried to focus on more collaboration and less of me steering each lesson every day," one wrote. Another reflected something that doesn't show up in any rubric: "Connecting the experiences of the other professionals in the room. We shared a common struggle." Across twenty-one hours of professional learning, these educators left each session knowing they were not navigating this work alone.

Project Overview

Now in its third year, the New Teacher Academy provides structured professional learning for incoming and transitioning educators in Churchill County School District through an in-person format pairing targeted content with mentoring and classroom observation. The 23 participants in this cohort collectively serve approximately 2,255 students district-wide, 150 at the elementary level and 2,125 at the secondary level.

Conclusion

Churchill County School District will carry the New Teacher Academy into 2026-27 with the same commitments: in-person learning, relevant content, and a structure that treats new educators as professionals building expertise. The program works because it meets educators where they are, and in its third year, the evidence shows they are getting there.

Does Your Impact Match Your Intention?

LEAD Churchill - Grow Your Own Leadership Cohort

Project Overview

LEAD Churchill is a grow-your-own leadership development cohort designed to build teacher leadership capacity across Churchill County School District. Co-facilitated through NWRPDP, the cohort enrolled nine CCSD teacher leaders in a year-long, 14-session professional learning experience grounded in collaborative inquiry, research-based frameworks, and reflective practice. The culminating project challenged each participant to conduct a formal case study—applying leadership frameworks to a real professional team—and present findings to the board of trustees and superintendent.

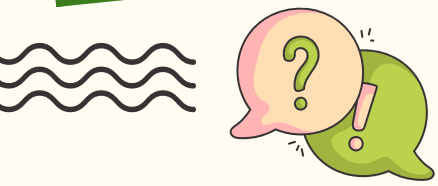
participants	sessions	credit hours	year
11	17	45	1

> My biggest aha moment so far has been figuring out what impostor syndrome is and overcoming it.

Course design & analysis

Sessions were sequenced to build leadership identity before introducing team dynamics frameworks. Content was drawn from Lencioni's Five Dysfunctions, Edmondson's Psychological Safety, Collective Efficacy, SCARF, and First & Second Order Change — each anchored in participants' real team contexts.

> Good conversations that help to see different perspectives from different walks of this job.

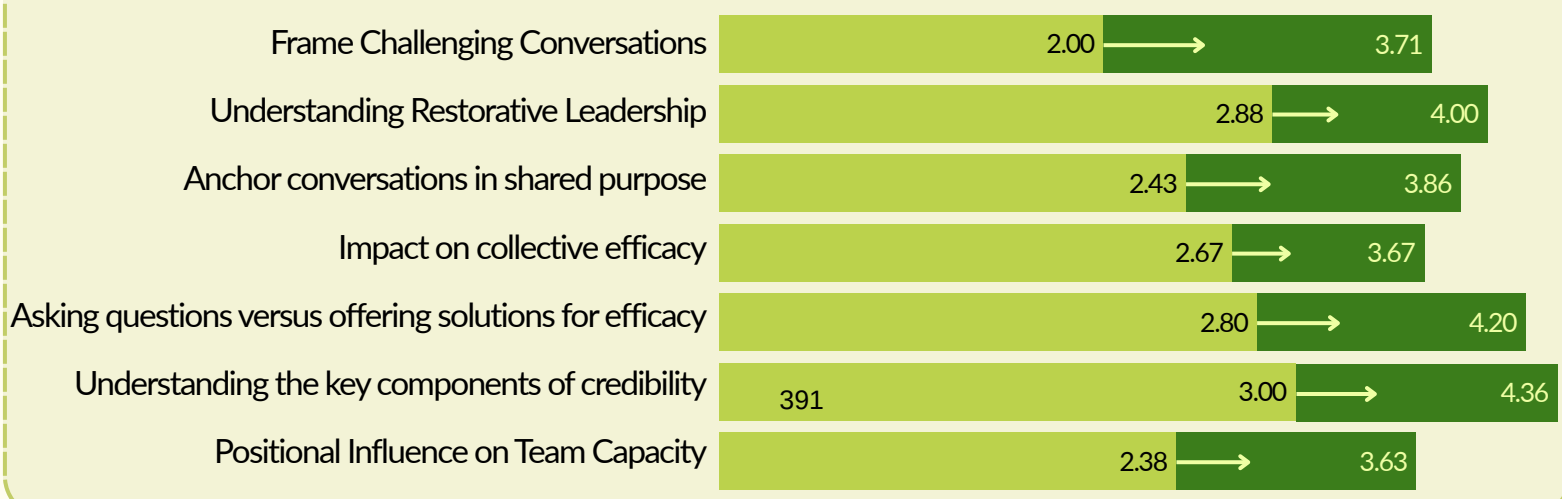


Conclusion & Next Steps

LEAD Churchill's inaugural cohort demonstrated measurable growth across every tracked leadership competency. Participants entered with limited confidence in the most complex skills — navigating difficult conversations, analyzing team dysfunction, and understanding the difference between first and second order change — and left with applied confidence across all measures. As a next step, facilitators have compiled all course resources and built a Canvas shell, making this program ready to pass along to other systems through NWRPDP. LEAD Churchill is replicable — and it is ready.

Evidence of Impact

Pre versus Post Scores



Does Your Impact Match Your Intention?

LEAD Churchill - Grow Your Own Leadership Cohort

Project Overview

School districts across Nevada face a persistent challenge: developing teacher leaders from within. Without intentional investment, high-potential educators are left to navigate leadership without frameworks, language, or a community of practice. LEAD Churchill was designed to change that.

Churchill County School District partnered with the Northwest Regional Professional Development Program (NWRPDP) to launch LEAD (Leadership Excellence and Development) Churchill—a grow-your-own cohort model grounded in the belief that the expertise to lead already exists inside every school building. The question was never whether teacher leaders were capable. It was whether they had the conditions, tools, and support to lead with confidence and intention. LEAD Churchill bridged the gap between educational theory and practical leadership application.

Course Design and Frameworks

LEAD Churchill enrolled eleven CCSD teacher leaders in a year-long, 17-session professional learning experience grounded in collaborative inquiry, research-based frameworks, and reflective practice.

The culminating project challenged each participant to conduct a formal case study—applying the leadership frameworks explored throughout the year to a real professional team they were part of—and present their findings to the Churchill County Board of Trustees and Superintendent. This design held participants accountable to authentic, applied learning rather than theoretical exercises.

Facilitators designed the program with a clear north star: create the conditions for teacher leaders to develop the skills, language, and confidence to lead—and then get out of the way. In practice, that required a year of designing, reading the room, and redesigning. The program's most important learning often happened in those unplanned moments.

Sessions were sequenced deliberately—beginning with leadership identity before introducing team dynamics frameworks—so participants could locate themselves in the work before analyzing the systems around them. Each framework was anchored in participants' real contexts, not abstract scenarios.

Core Frameworks included Lencioni's Five Dysfunctions of a Team, Edmondson's Psychological Safety, Collective Efficacy & Enabling Conditions, SCARF Model, First & Second Order Change, and Restorative Leadership Practices.

Mid-cohort, facilitators discovered that many participants did not have functioning PLCs—the structural scaffold the culminating project had been built around. Rather than push through a design that no longer matched reality, facilitators paused, named the pattern without blame, and

reframed the case study as observational and analytical research around an identified problem of practice.

The result: participants who once felt stuck produced some of the most honest and substantive case studies in the cohort. The limitation became the lens.

Conclusion

LEAD Churchill's inaugural cohort demonstrated measurable growth across every tracked leadership competency. Participants entered with limited confidence in the most complex skills—navigating difficult conversations, analyzing team dysfunction, and understanding the difference between first and second order change—and left with applied confidence across all measures.

Perhaps more importantly, the program demonstrated that high-quality leadership development does not require participants to have perfect conditions—it requires skilled facilitators who can hold the learning even when the plan needs to change. The willingness to name what wasn't working—and redesign in real time—was itself the highest-fidelity modeling of the adaptive leadership the cohort was designed to build.

LEAD (Leadership Excellence and Development) is built and ready to implement. Facilitators have compiled all course resources and built a Canvas shell, making this program ready to replicate across other NWRPDP districts. The curriculum is complete. The framework is tested. The evidence of impact is documented.

Does your impact match your intention? Only if you're willing to ask the question honestly—and adjust when the answer is no. LEAD Churchill asked. LEAD Churchill adjusted. And the results speak for themselves.

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Parent Involvement and Family Engagement

“"The most beneficial part was realizing that even small, consistent efforts can make a big impact on family engagement and student success."

164 educators

The participants included 79 elementary teachers, 55 secondary teachers, and an additional 30 individuals from various roles such as administrator, counselor, social worker, nurse, and speech pathologist, from 6 Nevada school districts. They met for eight two-hour Zoom classes, completed assignments related to each module, asynchronous reading, and a final project.

On a scale of 1 to 5 rate the statement:

This course offered useful and important information about Parent Involvement and Family Engagement.

Mean: 4.70

Participants said:

“Thank you for making us do positive phone calls home — it is the best outreach and relationship building technique I have ever tried.”

"It definitely made me less scared for my teacher conferences. I feel like I built enough positive currency with parents to where I am not afraid to relay a bad day to them."

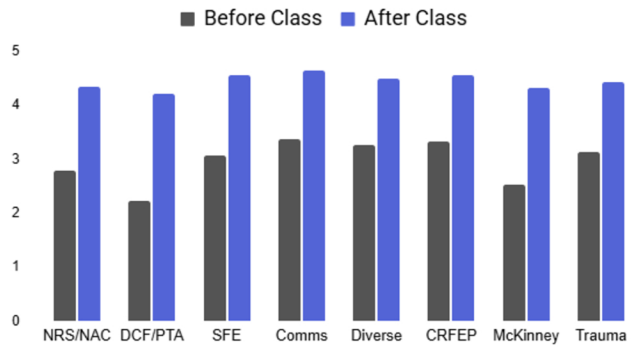
"I was able to apply what I learned right away."

"The strategies and frameworks felt realistic and adaptable to daily practice rather than theoretical."

Impact Potential

- Students and families of 3,475 elementary students.
- Students and families of 9,740 secondary students.

The Results



Educators left the class with a strong understanding of best practices related to family engagement, preparing them to cultivate stronger and more equitable school-family partnerships in the future

Parent and Family Topics Addressed:

1. Knowledge of Parent Involvement and Family Engagement NRS 391.019 and NAC 391.030
2. Dual Capacity Framework and PTA Standards
3. Implications of Diverse Family Structures
4. Ideas to Support Family Engagement at Your School Site
5. Culturally Responsive Family Engagement Practices
6. Effective Communication Strategies for Working with Families
7. McKinney-Vento Act and Help for Families in Transition
8. Trauma Informed Practices

Looking ahead...

17% of participants developed collaborative initiatives that will strengthen parent involvement strategies by sharing with broader educational stakeholders, extending research backed family engagement frameworks throughout our educational community.

34% of participants created sustainable projects grounded in evidence-based practices that will welcome new families and establish lasting systems to strengthen school-family partnerships for years to come.

When Knowing the Law Isn't Enough - Parent Involvement and Family Engagement

"The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life."

- Anne T. Henderson & Karen L. Mapp, A New Wave of Evidence (2002)

Project Overview

Nevada law is clear: every initial licensee must complete 3 semester credits in parent involvement and family engagement within three years of receiving their license. But a legal requirement and genuine competence are not the same thing. The Parent Involvement and Family Engagement (PIFE) course was designed to bridge that gap - not by checking a compliance box, but by building the skills, frameworks, and confidence educators need to actually reach the families they serve.

Course Design

NWRPDP delivers PIFE as a research-grounded professional learning experience that meets NRS 391.019 and NAC 391.030 requirements while going far beyond them. Sessions moved deliberately from legal foundation to relational practice - building knowledge of policy and frameworks first, then anchoring that knowledge in the real contexts participants navigate every day. The final project was not incidental to the learning; it was the point. Participants left with a tangible, context-specific product designed to be implemented, not shelved.

Evidence of Impact

Participants grew across every competency area tracked - with the most striking gains in the areas where educators arrived with the least prior knowledge. The data tells part of the story. Participants told the rest.

One came in needing something simple and essential: "gathering the confidence to talk with families." Another left with a reframe that gets at the heart of the course: "family engagement is not just about hosting events or sharing information, but about creating systems that empower families to feel valued, heard, and connected to their child's learning."

Conclusion

The reach of this course extends far beyond the educators who completed it. When teachers, counselors, administrators, and support staff know how to build genuine partnerships with families - not just satisfy a requirement - students benefit. That is the work PIFE does. And this year's data shows it is working.

TEACHER BOOK CLUBS

Read. Reflect. Grow—Together.

STRONGER EDUCATORS. HEALTHIER CLASSROOMS. BETTER OUTCOMES FOR STUDENTS.

Learning together. Growing together.

KEY OUTCOMES REPORTED BY EDUCATORS

IMPROVED CLASSROOM PRACTICE & STUDENT OUTCOMES

- Stronger routines and smoother transitions
- Improved student regulation and fewer challenging behaviors
- More proactive, consistent, and relationship-centered teaching
- Increased student engagement and success

> *"Students now follow routines more consistently, transitions are smoother, and elopement has greatly improved."*

GROWTH IN KNOWLEDGE & INSTRUCTIONAL CONFIDENCE

- New strategies for classroom management and self-regulation
- Practical tools that are easy to use and implement
- More confident, proactive, and effective educators

> *"I have learned so many techniques for classroom management... I am much more preventative than punitive now."*

STRONGER WELL-BEING & SELF-CARE

- Greater awareness of self-care and setting healthy boundaries
- Better stress management and emotional regulation
- Showing up more present for students and colleagues

> *"These courses have helped me be better at scheduling out my self care and holding myself accountable so I can show up more presently in my profession.*

STRONGER RELATIONSHIPS & STUDENT CONNECTIONS

- More intentional listening and empathy
- Valuing student voice and unique perspectives
- Creating classrooms where students feel seen, heard and valued

> *"One thing that has really resonated with me is making every single one of my students feel noticed every day."*

COLLABORATION, COMMUNITY & PROFESSIONAL GROWTH

- Supportive, respectful, and encouraging professional community
- Sharing ideas, challenges, and successes
- Learning from others across roles and districts
- Less isolation, more connection

> *"The dialogue is often MORE valuable than the readings... I walk away with an idea, situation, or tip that I could use later."*

POSITIVE IMPACT ON STUDENT LEARNING & PERFORMANCE

- Improved classroom climate
- Increased student engagement
- Greater academic success and growth

> *"It's not only about academics, we're educating the whole person."*

SHIFTING MINDSETS & PRACTICES

- From reacting to behaviors → proactive, compassionate support
- Greater patience, trust, and predictability in the classroom
- Seeing challenges as opportunities for growth

> *"This experience changed my practice by helping me become more patient, proactive, and focused on building trust and predictability."*

DIVERSE PERSPECTIVES, SHARED PURPOSE

- Educators from different roles, subjects, and backgrounds
- Welcoming new voices and building belonging
- United by a passion to be better for our students

> *"It's amazing to collaborate with people who want to be in these book clubs, and want to learn to be better educators."*

TEACHER BOOK CLUBS EMPOWER EDUCATORS, STRENGTHEN CLASSROOMS, AND CREATE LASTING POSITIVE IMPACT FOR STUDENTS.

TOGETHER, WE READ. TOGETHER, WE GROW. TOGETHER, WE MAKE A DIFFERENCE.

Research Summary: Impact of Teacher Book Clubs on Instructional Practice and Student Outcomes YEAR 2

Teacher book clubs provide a powerful, research-based model of professional learning that strengthens instructional practice, educator well-being, and student success. Grounded in collaboration, reflective dialogue, and shared learning, these book studies promote active engagement, sustained professional growth, and collective participation among educators (DuFour, 2004). Research shows that collaborative professional learning communities improve instructional effectiveness and student outcomes when educators engage in ongoing inquiry and evidence-based practices (Amendum et al., 2019).

Educators described the book clubs as supportive professional communities that reduced isolation, encouraged shared problem-solving, and strengthened cross-district collaboration among teachers, counselors, librarians, social workers, and other educational professionals. Several participants reported that the discussions and collaborative exchanges were often as impactful as the readings themselves, helping them translate research and theory into practical classroom strategies.Others emphasized increased attention to student voice, emotional connection, and creating classrooms where students feel seen, valued, and supported.

This Year 2 case study included 25 educators from five school districts who participated in three or more book studies during the 2024–2025 school year and continued participation throughout 2025–2026. An additional 25 educators joined the book club cohorts during the 2025–2026 school year, expanding the collaborative professional learning community across districts and educator roles. Participant reflections demonstrated strong alignment with the Nevada Department of Education's strategic priorities, particularly in the areas of Equipped Educators and Leaders, Strong Foundations, and Empowering Pathways. Educators reported increased capacity to implement evidence-based instructional and social-emotional practices, foster inclusive and relationship-centered learning environments, and support the whole child through meaningful engagement, compassion, and culturally responsive approaches.

Key Findings from Survey Results

Participants reported substantial growth across all professional and personal wellness indicators following participation in the book club/professional learning experience.

	Knowledge Before	Knowledge After	Change +
Building Positive Relationships with **Students**	3.25	4.65	+1.4
Building Positive Relationships with **Colleagues**	3.15	4.7	+1.6
Utilizing Social Emotional Learning Strategies (Welcoming/Inclusion, Engaging, Optimistic Closures),	3.15	4.65	+1.5
Utilizing Trauma-Sensitive Strategies (Check-ins, Strengths-Based Language, Regulation and Safety, Empathy)	3.05	4.65	+1.6
Creating a Calm Classroom Environment (Calming Corners, Classroom Lighting, etc.)	3.5	4.6	+1.1
Self Regulation (Regulate, Relate, Reason)/Brain Research	3.05	4.5	+1.5

De-escalation Techniques for Difficult Behaviors	2.9	4.35	+1.5
Developing and Implementing Professional and Personal Goals	3.05	4.8	+1.8
Maximizing Your Time and Energy	2.85	4.7	+1.9
Ideas for Self Care/Addressing Stress	3.1	4.8	+1.7

*All survey results showed statistically significant gains ($p < 0.001$), indicating that improvements were highly unlikely to have occurred by chance and strongly suggest meaningful participant growth as a result of the professional learning experience.

Participant Perception and Application of Learning

Survey responses demonstrated exceptionally strong participant satisfaction, motivation, and confidence in applying the learning from the book clubs to their professional practice.

Survey Area	Average Rating (5-Point Scale)
Motivation to Continue Learning Collaboratively Through Book Studies	4.85
Likelihood of Using Book Club Ideas and Strategies	4.85
Sense of Stronger Professional Community	4.75
Courses Offered Useful Information That Improved Student Performance	4.70

Participants reported high levels of motivation to continue collaborative professional learning through future book studies, expressed strong confidence in applying the strategies and practices learned to their professional settings, described the book clubs as fostering meaningful professional connection and collaboration, and overwhelmingly agreed that the courses provided valuable, relevant, and actionable information that positively impacted student learning and performance.

Resources

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NWRPDP

THE AI FRONTIER

EMPOWERING EDUCATORS IN NEVADA 2026 CONFERENCE

MARCH 7TH & 8TH

Conference Experience & Innovation

- *Human-Centered Creativity in the Age of AI:* Keynote Jesse Lubinsky explored how AI empowers student expression rather than replacing it.
- *Practical Workflows Rather than Flashy Tech*: Session focused on reducing teacher busywork through tools like MagicSchool, Gemini, and Canva.
- *Student Voice on the AI Frontier*: A Panel of 11th and 12th grade students shared perspectives on AI for tutoring and efficiency.
- *From Theory to "Monday-Ready" Resources:* Sessions focused on instant implementation of AI for differentiation and lesson design.

Professional Impact & Feedback

- 72% Boost in Supporting Diverse Learners

Participants reported the conference greatly helped them meet the needs of ELL, Special Education, and Gifted students.

- 71% Direct Classroom Implementation

Educators confirmed they felt more prepared to translate these skills into their teaching and professional duties immediately.

- 76% Would recommend the Conference to a Colleague

MORE THAN150 EDUCATORS ATTENDED

>50% OF ATTENDEES WERE NEW TO NWRPDP

The AI Frontier: Empowering Educators in Nevada 2026 Conference

Project Summary

The AI Frontier: Empowering Educators in Nevada was a comprehensive two-day conference held March 7–8, 2026, in Reno, Nevada. This event served as a critical intervention for K-12 educators, repositioning AI as a pedagogical catalyst for critical thinking, original expression, and student-led inquiry.

Research Base

Current research points to a significant "readiness gap" in schools. Educators remain wary of AI due to concerns about academic integrity and the potential displacement of the human element in teaching. The strongest predictor of resistance is lack of time; most educators require 12–18 months to feel confident with new technologies. Compounding this, only 19% of teachers report that their schools have clear AI policies, creating widespread professional uncertainty. This conference was designed to directly address these barriers through structured, hands-on professional development.

Project Description & Scope

The conference featured a keynote by Jesse Lubinsky (Adobe) on "Creativity in the Age of AI," followed by over 30 immersive breakout sessions covering platforms such as MagicSchool AI, Adobe Express, Canva, Drift, and Google Gemini. A standout highlight was a Student Panel in which Washoe-area high schoolers shared how they use AI to personalize their learning. The conference reached K-12 educators, administrative staff, and administrators across the NWRPDP service area; notably, 51% of attendees were first-time NWRPDP participants.

Goals

The primary goal was to move educators beyond AI hype and fear toward meaningful pedagogical growth, through three objectives:

- **Instructional Efficiency** — reducing administrative fatigue and classroom "busywork"
- **Inclusive Excellence** — providing tools for instant differentiation to support diverse learners
- **Future Readiness** — bridging the gap between current technology and classroom practice

Results

Evaluation data confirmed strong impact:

- 92% of participants felt the activities matched their professional needs
- 71% intended to apply the skills gained "to a great extent" in their classrooms
- 72% reported the conference helped them better meet the needs of diverse student populations
- 63% believed the training would significantly improve their overall teaching skills

Impact

The AI Frontier conference shifted educator perception of AI from an academic integrity concern to a practical instructional resource, helping bridge the 12–18 month readiness gap common among teachers. NWRPDP's "teaching assistant" framing allowed educators to recover approximately six weeks of instructional time annually and refocus on student-centered approaches. With 51% first-time participants, the initiative meaningfully expanded regional reach while improving inclusive readiness; 72% of educators left better equipped to support diverse learners, including multilingual and at-risk populations.

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ENRICHING CONTENT KNOWLEDGE & INSTRUCTIONAL PRACTICE THROUGH SOCIAL STUDIES BOOK CLUBS

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

The Content Anchors

- *The Ghost Map* by Steven Johnson: Focused on the 1854 London cholera outbreak and the battle between miasma and germ theory.
- *The Divorce Colony* by April White: Explored the Gilded Age legal doctrine of "coverture" and the rise of "divorce mills" in cities like Sioux Falls and Reno.
- *The Peking Express* by James Zimmerman: Examined 1920s Chinese-American relations through an international train hijacking.
- *The Escape Artist* by Jonathan Freedland: Detailed the systemic dehumanization of the Holocaust and the "burden of witness" following an Auschwitz escape.

EDUCATOR GROWTH METRICS

Increased Content Confidence:
Educators reported feeling "much more knowledgeable" and "confident" discussing complex topics like the Holocaust, public health crises, and 19th-century law with their students.
Complex Text Comfort:
A significant majority noted a higher comfort level in using challenging nonfiction in their own classrooms.

SCIENCE OF READING CONNECTIONS

Vocabulary Scaffolding:
Moving from "everyday" words to discipline-specific terms.
Discourse Conventions:
Teaching students how historians organize evidence and construct arguments.
Active Inquiry:
Shifting students from memorizing facts to "reasoning and producing knowledge" like experts.

DIRECT CLASSOOM IMPACT

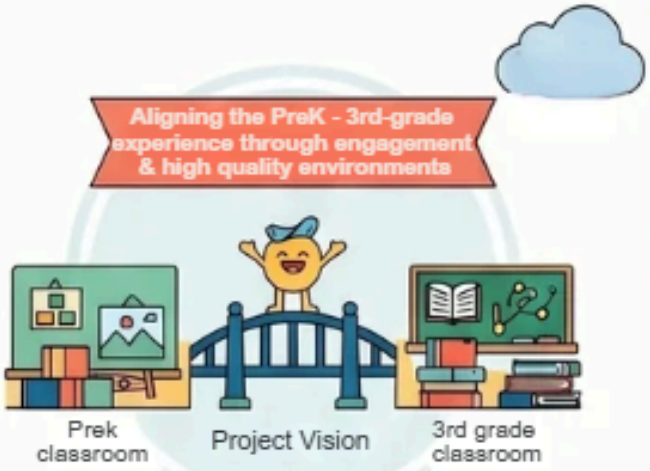
Student Engagement:
Teachers noted that students found the new strategies "fun".
Quality of Work:
"Discussions were more robust and comprehensive," and graphic organizers led to deeper understanding of novels read in class.
Concept Connection:
"I love that my students can connect to the content easier with this strategy".

THEN VS. NOW CONNECTIONS

Public Health Misinformation:
Connect historical "deadly misconceptions") to modern challenges in public health communication.
Chinese-U.S.-Relations:
Using the Peking Express scandal as a foundation for modern U.S.-China economic and political relations.
Social Laws:
Cultural views of divorce from the 19th century to modern-day.

Nevada DAP in Action: Strengthening Kindergarten Practice

PROJECT OVERVIEW & FRAMEWORK



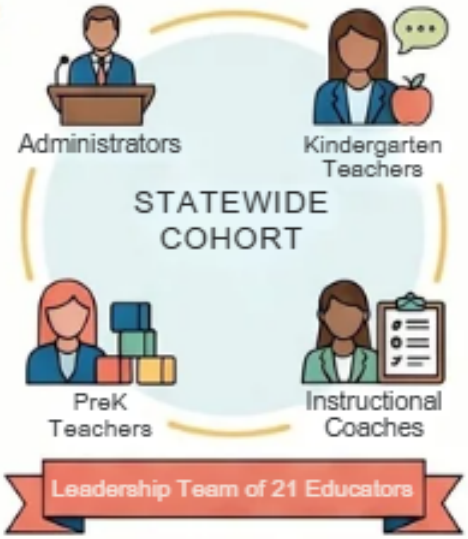
THREE-PHASE PROJECT TIMELINE

Phase 1
OBSERVATION
Calibration of high-quality P3 early learning instruction and environments

Phase 2
VIDEO DOCUMENTATION
Recruiting and coaching teachers in Playful Learning Practices to create video-based learning tools

Phase 3
SUSTAINABILITY
Launching statewide video repository and teacher community resources

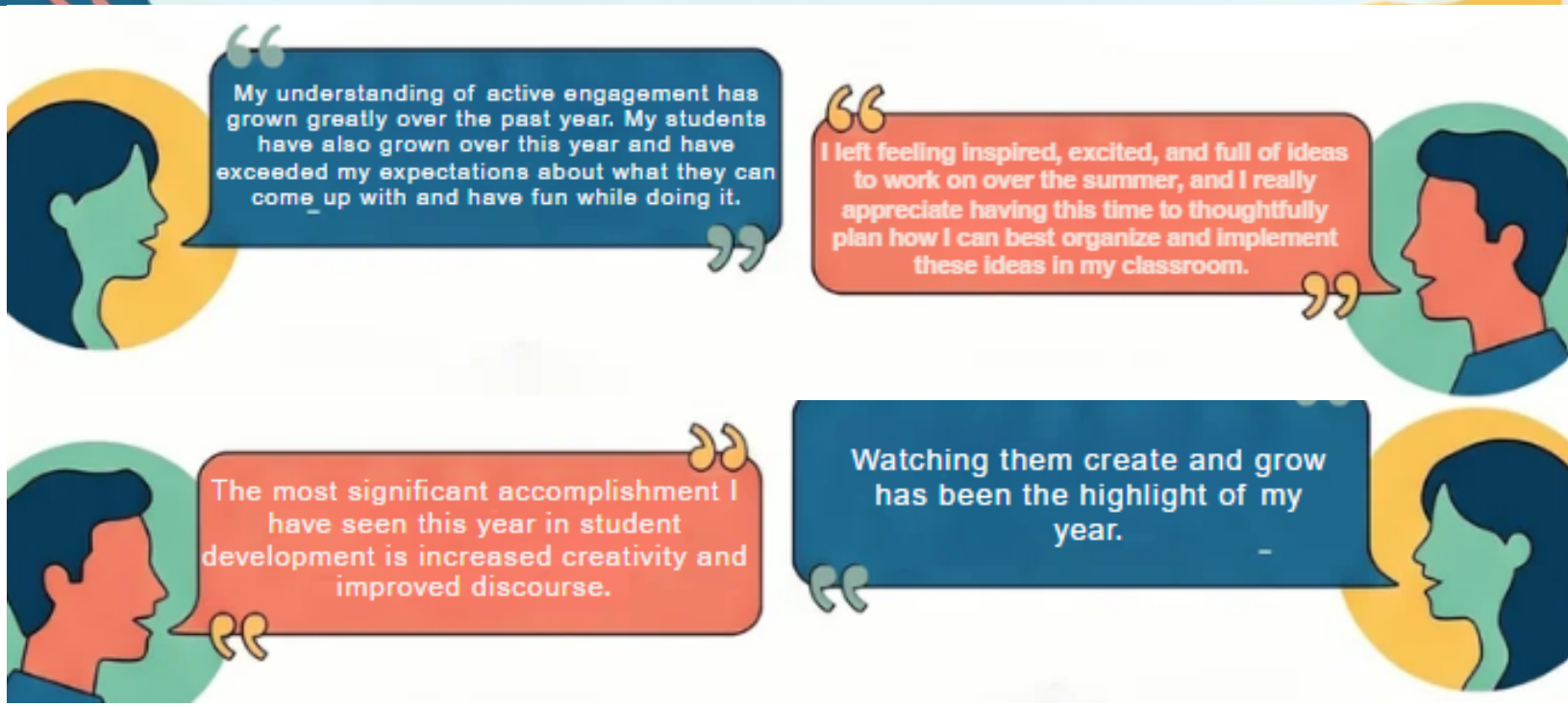
DEMOGRAPHICS & IMPACT



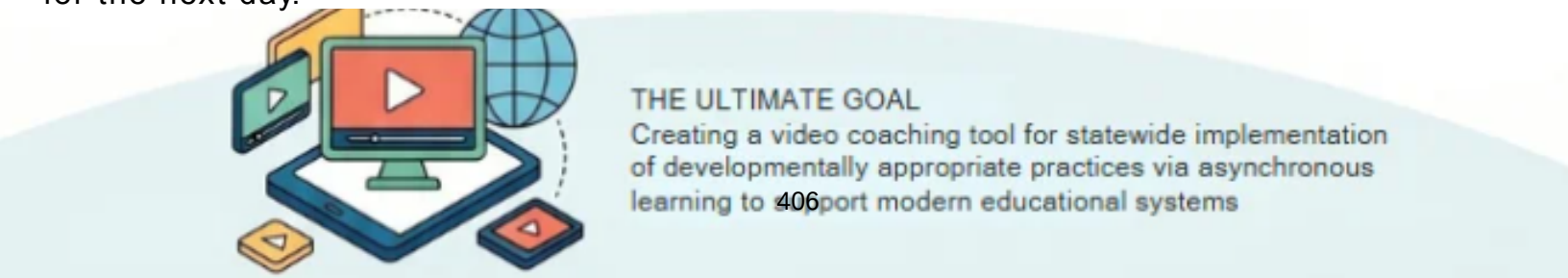
Statewide Reach: impacting educators and students across 4 Nevada counties

INVESTMENT IN EDUCATORS & CLASSROOMS

Classroom Makeovers



The DAP in Action project is a comprehensive initiative to implement Developmentally Appropriate Practices within early childhood education, specifically focusing on the transition between Pre-K and kindergarten with the eventual goal of aligning transitions through 2nd grade. A state leadership team of 21 educators and administrators came together to observe national examples of high quality developmentally appropriate practices and chose a model to emulate and “Nevadacize.” Central to this project is a shift toward playful learning, emphasizing engagement as well as student choice and autonomy. During a 30-60 minute period of the day, students are given the freedom to choose their own learning path and demonstrate their understanding in unique and individualized ways. They utilize academic language from the unit, collaborate with one another and then participate in a “thinking and feedback” protocol to reflect on their learning and plan work for the next day.



7 Mighty Moves Book Study: Aligning Instruction to the SOR Research

Focus:

A six-week Science of Reading book study designed for K–3 educators, building knowledge and implementation skills in phonemic awareness, phonics, high frequency words, decodable texts, fluency, and comprehension. Delivered via Zoom by NWRPDP facilitators, this course directly addresses the foundational literacy practices Nevada SB460 requires of all K–3 teachers.

Impact:

Seventeen teachers across four districts achieved statistically significant gains in all 12 measured literacy domains ($p < 0.001$). On average, teachers moved from a score of 2.8 to 4.3 — nearly a full category shift on a 5-point scale — reflecting deep, meaningful change in both knowledge and classroom practice.

Evidence of Impact

3 Districts	2.8 → 4.3	400 Students
Served	Average Confidence Gain	Impacted

Understanding/Knowledge Gains

Phonemic Awareness	2.79	4.36	+1.57
Phonics	3.36	4.57	+1.21
High Frequency Words	2.86	4.29	+1.43
Decodable Texts	2.57	4.36	+1.79
Fluency	2.71	4.21	+1.50
Comprehension	2.86	4.43	+1.57

Implementation/Intentional Practice

Phonemic Awareness	2.64	4.21	+1.57
Phonics	3.00	4.29	+1.29
High Frequency Words	2.79	4.14	+1.36
Decodable Texts	2.57	4.07	+1.50
Fluency	2.68	4.07	+1.39
Comprehension	2.79	4.07	+1.29

Participant Feedback

Instructional Change

"All the reading training I have had over the years resulted in expert guessing. I now have a tool box filled with strategies that will help all of my students become successful life-long readers."
-Lyon County Educator

Excitement & Confidence

"Valuable strategies that I can go back to at any time and take little to no prep to implement"
-Lyon County Educator

"This class (and book) was phenomenal!"
-Washoe County Educator

Learning Community

"It was interesting, encouraging, and enlightening to learn how to put Science of Reading practices into place - and to talk through it all with teachers from a variety of schools."
-Washoe County Educator

Next Steps in Literacy Instruction Book Study: Aligning Assessment and Instruction to the SOR Research

Focus:

A nine-week intervention course for K–5 educators delivered via Zoom by NWRPDP facilitators. Grounded in Scarborough's Reading Rope, the course equips teachers with diagnostic tools and evidence-based strategies across all eight literacy strands to identify skill gaps and deliver intensive, targeted support to students not yet meeting benchmarks.

Impact:

Ten teachers achieved statistically significant gains across all 18 measured intervention domains — 4 at $p < 0.001$ and 14 at $p < 0.01$. Teachers moved from an average score of 2.49 to 3.53, developing both the knowledge and the diagnostic lens to effectively support struggling K–5 readers.

Evidence of Impact

3 Districts	2.49 → 3.53	400 Students
Served	Average Confidence Gain	Impacted

Understanding/Knowledge Gains

Phonological/ Phonemic Awareness	2.40	3.60	+1.20
Deconding & Encoding	2.30	3.40	+1.10
Automatic Word Recognition	2.30	3.60	+1.30
Reading Fluency	2.70	3.50	+0.90
Vocabulary	2.60	3.50	+0.90
Syntax	2.40	3.40	+1.10
Verbal Reasoning	2.60	3.60	+0.80
Comprehension Strategies	2.70	3.60	+0.90

Implementation/Intentional Practice

Phonological/ Phonemic Awareness	2.20	3.70	+1.50
Interention Strategies	2.40	3.70	+1.30
Automatic Word Recognition	2.50	3.70	+1.20
Fluency Gains	2.60	3.50	+0.90
Vocabulary & Background Knowledge	2.40	3.50	+1.10
Syntax & Grammar	2.20	3.40	+1.20
Verbal Reasoning	2.60	3.40	+0.80
Explicit Comprehension Instruction	2.70	3.60	+0.90

Participant Feedback

Instructional Change

"My instruction is more focused and purposeful with a diagnostic lens. I now look at what each student needs specifically before choosing a strategy."
-Washoe County Educator

Strategies Implemented

"Elkonin boxes, CUPS, arm spelling, story maps, word chains, and many more."
-Churchill County Educator

"Decodables, fluency triangles, vocabulary, and more."
-Mariposa Academy Educator

Excitement & Confidence

"This book was easy to read and had great, applicable activities that can be easily added to any classroom lesson!"
-Washoe County Educator

"I love having the padlet with added resources."
-Churchill County Educator

NWRPDP Science of Reading: A Professional Learning Continuum

Overview

Nevada's Senate Bill 460 (2025) codifies the Science of Reading into state law, requiring all K–3 teachers to complete training in research-backed literacy instruction. The urgency is clear: fewer than four in ten Nevada third graders currently read at grade level. Meeting SB460's mandate requires more than policy — it requires high-quality, sustained professional learning that actually changes what happens in classrooms.

NWRPDP is meeting that challenge through an intentional continuum of Science of Reading professional learning. During the 2025–26 school year, NWRPDP facilitators delivered three connected experiences: *Seven Mighty Moves*, a six-week book study equipping K–3 teachers with evidence-based Tier 1 practices directly aligned to SB460; *Literacy Interventions for K–5 Students*, a nine-week course equipping teachers to deliver targeted intervention to students not yet meeting benchmarks; and a Train the Trainer experience preparing literacy specialists in one Northwest region district to bring Science of Reading training directly to their school sites. Together, these experiences reached educators across five districts and schools, producing statistically significant gains at every level of the system.

Seven Mighty Moves Book Study: Aligning Instruction to the Science of Reading Research

Summary

Designed and facilitated by NWRPDP facilitators, *Seven Mighty Moves* was a six-week book study for K–3 educators directly aligned to Nevada SB460. Participants met via Zoom on Monday evenings from 4:00–6:00 PM. A total of 17 teachers from Washoe County School District, Lyon County School District, Churchill County School District, and Mariposa Academy built knowledge and implementation skills in phonemic awareness, phonics, high frequency words, decodable texts, fluency, and comprehension — the foundational practices SB460 requires.

Results

Teachers self-reported knowledge and implementation across 12 domains before and after the book study using a 5-point scale, analyzed with the Wilcoxon signed-rank test. Gains across all 12 domains were statistically significant ($p < 0.001$). On average, teachers moved from a score of 2.8 to 4.3 — nearly a full category shift. The largest gains were in decodable texts (+1.79), phonemic awareness (+1.57), and comprehension (+1.57).

In the end of course comments, participants described what they learned in the course:

> *"All the reading training I have had over the years resulted in expert guessing. I now have a toolbox filled with strategies that will help all of my students become successful life-long readers."*
> — Lyon County teacher

> *"I am already implementing strategies and seeing success!"*
> — Lyon County teacher

Next Steps

As SB460 drives demand for Science of Reading professional learning statewide, NWRPDP is positioned to meet that need. *Seven Mighty Moves* offers districts a rigorous, evidence-based option for fulfilling the law's K–3 training requirements. As documented below, NWRPDP is already equipping literacy specialists to deliver this training within their own districts — extending reach and building lasting local capacity.

Next Steps in Literacy Instruction Book Study: Aligning Assessment and Intervention to the Science of Reading

Summary

Literacy Interventions for K–5 Students was the second step in NWRPDP's continuum — moving from Tier 1 classroom instruction into the specialized work of intervention. Designed and facilitated by NWRPDP facilitators, this nine-week course met via Zoom on Monday evenings from 4:00–6:30 PM. Ten teachers from Washoe County School District, Churchill County School District, and Mariposa Academy built knowledge and implementation skills across all eight strands of Scarborough's Reading Rope, from phonological awareness and phonics through syntax, verbal reasoning, and comprehension. The goal was to equip teachers with diagnostic tools and evidence-based strategies to deliver intensive, targeted support to students not yet meeting literacy benchmarks — ensuring that the students SB460 aims to reach are supported at every tier of instruction.

Results

Teachers self-reported knowledge and implementation across 18 domains before and after the course using a 5-point scale, analyzed with the Wilcoxon signed-rank test. Gains across all 18 domains were statistically significant — 4 at $p < 0.001$ and 14 at $p < 0.01$. On average, teachers moved from a score of 2.49 to 3.53, a gain of more than a full point. The largest implementation gains were in phonological awareness (+1.50), evidence-based intervention strategies (+1.30), and automatic word recognition (+1.30).

In the end of course comments, participants described what they learned in the course:

> *"It has made a huge change on my students' comprehension and writing."*
> — Washoe County teacher

> *"I have implemented vocabulary and fluency strategies with a focus on students' specific needs."*
> — Washoe County teacher

Next Steps

NWRPDP will continue to offer *Literacy Interventions for K–5 Students* as an ongoing professional learning opportunity that meets the requirements of SB460. This course ensures Tier 2 and Tier 3 instruction keeps pace — giving every K–5 student access to the evidence-based literacy support they deserve.

Train the Trainer: A District in the Northwest Region

Summary

The Train the Trainer experience represents the most systemically ambitious step in NWRPDP's continuum — moving from equipping individual teachers to building district-level capacity to lead Science of Reading implementation from within. This model directly addresses one of the core challenges of SB460 compliance: ensuring districts have the internal expertise to sustain Science of Reading professional learning over time.

In May 2026, NWRPDP facilitators delivered 15 hours of intensive professional learning over two sessions — May 21 and May 28 — for 11 literacy specialists in one Northwest region school district. Participants focused on the Science of Reading research base, Scarborough's Reading Rope, the Simple View of Reading, connecting research to instructional practice, managing teacher resistance, and planning school-wide rollout of *Seven Mighty Moves* for K–2 teachers and *Next Steps in Literacy Instruction* for grades 3–5 teachers. The district's literacy specialists are scheduled to deliver that training to their teaching staff beginning in the 2026–27 school year.

Results

Participants self-reported confidence and preparedness across 8 domains before and after the training using a 5-point scale, analyzed with the Wilcoxon signed-rank test, with 10 of 11 participants completing the survey. Gains across all 8 domains were statistically significant — 1 at $p < 0.001$ and 7 at $p < 0.01$. Overall, participants moved from an average score of 3.14 to 4.25, a gain of +1.11 points. Notably, specialists began with higher baseline scores than classroom teacher cohorts, reflecting existing expertise — yet gains were consistent and meaningful across every domain. The largest gains were in having a clear plan to roll out SOR training (+1.20) and feeling supported by their district to lead implementation (+1.10).

In the end of course comments, participants described what they learned in the course:

> *"I like that everyone was presented with the same information, so it is consistent across all of our sites. Having the background knowledge and being able to ask specific questions of NWRPDP facilitators really helped and made me feel more confident."*
> — Northwest region literacy specialist

> *"I feel much more confident in the plan for delivering the Science of Reading training. NWRPDP has put together a well-informed and comprehensive presentation."*
> — Northwest region literacy specialist

Next Steps

Beginning in 2026–27, the 11 literacy specialists will deliver *Seven Mighty Moves* and *Next Steps in Literacy Instruction* professional learning across their school sites — directly multiplying NWRPDP's reach without requiring every teacher to participate in an external course. This is precisely the district-embedded capacity SB460 demands for sustainable, long-term implementation. NWRPDP will explore bringing the Train the Trainer model to additional districts across the region.

Conclusion

Nevada SB460 sets a clear mandate. NWRPDP's 2025–26 continuum demonstrates it is already being met.

Across three cohorts, NWRPDP reached 38 educators — 17 classroom teachers in *Seven Mighty Moves*, 10 teachers and interventionists in *Literacy Interventions for K–5 Students*, and 11 literacy specialists in one Northwest region school district. Every cohort produced statistically significant gains. Every cohort reported meaningful changes in instructional practice. And beginning in 2026–27, those literacy specialists will extend that reach further, bringing Science of Reading training to teachers across their school sites.

The students who benefit are the K–5 readers in Washoe, Lyon, Churchill, and Mariposa Academy classrooms whose teachers now understand how reading develops — and have the tools, the confidence, and the research backing to act on it. That is what SB460 calls for. That is what NWRPDP delivers.

Train the Trainer:
A District in the Northwest Region

Focus:

A 15-hour, two-day intensive designed to prepare 11 district literacy specialists to facilitate Science of Reading professional learning at their own school sites. Grounded in Scarborough's Reading Rope and the Simple View of Reading, this training builds the sustainable, district-embedded leadership capacity that SB460 implementation demands over time.

Impact:

All 8 confidence and preparedness domains reached statistical significance, with an overall gain of +1.11 points on a 5-point scale. Beginning in 2026–27, these specialists will deliver Seven Mighty Moves and Next Steps in Literacy Instruction training directly to teachers across their school sites — multiplying NWRPDP's reach region-wide.

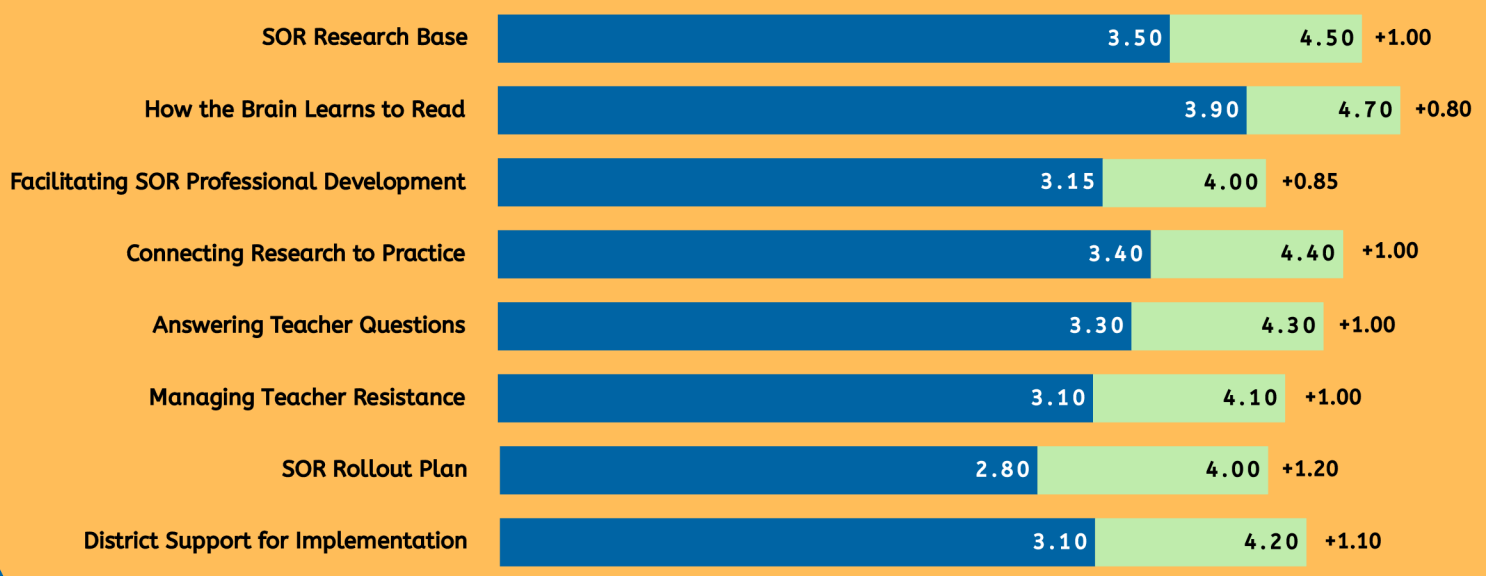
Evidence of Impact

11 Specialists
Trained

3.14 → 4.25
Average Confidence Gain

2,150 Students
Impacted

Instructional Leadership Readiness



Participant Feedback

Consistency Across Sites

"I like that everyone was presented with the same information, consistent across all of our sites"
- Literacy Specialist

Confidence to Lead

"I feel much more confident in the plan for delivering the Science of Reading training."
-Literacy Specialist

Excitement for Impact

"I think my biggest shift will be the way that I approach interventions with my students 3-5."
-Literacy Specialist

Supporting Teachers. Strengthening Practice. Impacting Students.

NATIONAL BOARD
for Professional Teaching Standards®

Northern Nevada National Board Cohort | 2025–26

PROJECT OVERVIEW

The Northern Nevada National Board Cohort supports educators as they pursue National Board Certification, the profession's highest mark of accomplished teaching. During the 2025–26 cohort year, candidates represented diverse certificate areas, grade levels, and districts across Nevada. Through monthly cohort sessions, individualized Candidate Support Provider feedback, writing tools, work sessions, and revision cycles, the cohort helped teachers strengthen reflective practice, analyze student learning, and complete components aligned to National Board standards.

97 candidates in Preschool to 12th grade

8 candidate support providers

40 candidates certified in 2025

5,560 students impacted

6 Nevada districts highlighted

COHORT DESIGN & SUPPORT MODEL

Support was intentionally designed around the four National Board components. Candidates received structured guidance for understanding prompts, collecting evidence, writing analytically, revising forms and commentaries, and preparing for Component 1. The cohort model included whole-group learning, small-group support, individualized feedback, work time, and ongoing access to resources.

UNPACK COMPONENTS → Understand prompts, standards, and scoring expectations

GATHER EVIDENCE → Collect and analyze student learning and classroom assessment

DRAFT → Write analytically using structure, evidence, and reflection

RECEIVE FEEDBACK → Get personalized feedback from CSPs and peers

REVISE → Strengthen writing and evidence based on feedback

SUBMIT → Finalize and submit each component toward National Board Certification

QUALITATIVE SURVEY DATA: CANDIDATE IMPACT

When asked how the National Board process has influenced their teaching and mindset, candidates shared profound shifts in their practice, reflection, and impact on students.

MORE REFLECTIVE & DATA-DRIVEN

"Absolutely, I am more data-driven than I was before."
– Laura S.

"It has improved my teaching practices and I love everything I have learned through the process."
– Megan C.

IMPROVED PRACTICES & INSTRUCTIONAL IMPACT

"This experience has helped me review and refine a lot of practices that had become a natural."
– Amanda A.

"My biggest shift comes with seeking more student input through survey, self-assessment, and self-reflection."
– Adrienne B.

FOCUS ON STUDENT VOICE & FEEDBACK

"Yes! I feel so much more confident and knowledgeable as an educator."
– Justine C.

"I'm definitely more invested in my feedback to students, teammate feedback, and feedback from myself."
– Conrad P.

GROWTH, CONFIDENCE & MINDSET SHIFT

"Growth mindset for me. I feel like I'm learning a lot about myself as a teacher."
– Jen W.

"This has impacted me so much. I feel like it has rejuvenated my instruction and my love for teaching."
– Jen W.

LASTING IMPACT ON STUDENTS & FUTURE PRACTICE

"Kids deserve this level of education. Teachers need time to teach this way."
– Paul G.

"I promise your hard work is going to impact on hundreds of students and their lives."
– Ilissa F.

Candidate comments are drawn from exit tickets.

NEVADA SNAPSHOT

Nevada ranks **#11** nationally

3.80% of Nevada educators are active NBCTs

State ranking data updated Jan. 26, 2026

ACTIVE NBCTS LISTED IN THE NATIONAL BOARD DIRECTORY

National Board Directory total in Nevada: 1,547

1	Clark County School District	932
2	Washoe County School District	462
3	Carson City School District	23
4	Douglas County School District	23
5	Lyon County School District	23
6	Churchill County School District	9
	NEVADA TOTAL	**1,547**

Source: National Board Certified Teacher Directory, active listings by Nevada district, 2026.

WHO WE SERVED: CERTIFICATE AREAS REPRESENTED

CTE (9–12)	2
Early Adolescence through Young Adulthood/ Art (Ages 11–18+)	1
English as a New Language (Ages 3–12)	2
English as a New Language (Ages 11–18+)	5
English Language Arts (Ages 11–14)	1
English Language Arts (Ages 11–15)	2
English Language Arts (Ages 14–18+)	5
Exceptional Needs	13
Generalist Early Childhood	12
Generalist Middle Childhood (Ages 7–12)	17
Health—Early Adolescence and YA (Ages 14–18)	1
Library Media (6th–8th)	1
Literacy (Ages 3–12)	6
Mathematics (Ages 11–15)	7
Mathematics (Ages 11–18+)	7
Music, Early & Middle Childhood (Ages 3–12)	5
Physical Education	1
Science Early Adolescence–YA (Ages 14–18)	3
Science Young Adult (Ages 11–15)	3
Social Studies–History (Ages 14–18+)	4
World Language (Ages 11–18+)	3

Certificate areas represented across 97 candidates.

CONCLUSION & NEXT STEPS

The Northern Nevada National Board Cohort demonstrated measurable impact by helping candidates complete components, certify, and continue progressing toward National Board Certification. Candidates reported that structured sessions, individualized feedback, writing supports, and Candidate Support Provider guidance made the process clearer, more manageable, and more supportive.

NEXT STEPS

- Targeted support for the candidates completing Component 2 and 3 next year.
- Recruit school groups to participate in the 2026–27 cohort together.
- Expanded opportunities for certified teachers to serve as mentors and teacher leaders across the region.

Project Overview

The Northern Nevada National Board Cohort supports educators as they pursue National Board Certification, the profession's highest recognition of accomplished teaching. During the 2025–26 cohort year, 97 candidates in Preschool through 12th grade represented a wide range of certificate areas, grade levels, and districts across Northern Nevada. Eight Candidate Support Providers facilitated classes at Sparks High School, provided feedback, and supported candidates throughout the process. The cohort provided structured support through monthly cohort sessions, weekly work sessions at WCSD schools, Zoom sessions for rural candidates, individualized feedback, Component 1 study sessions, written commentary guides, component tip sheets, revision cycles, and a pacing calendar with suggested due dates. Candidates also unpacked rubrics, studied the Architecture of Accomplished Teaching Helix, and examined how National Board expectations aligned to each component.

Why the Project

National Board Certification is a rigorous process that requires teachers to examine their practice, collect evidence of student learning, analyze instructional decisions, and communicate the impact of their teaching. Many candidates begin with strong instructional skills, but need support understanding component expectations, organizing evidence, writing analytically, and maintaining momentum. The cohort was created so candidates would not complete this work in isolation but would instead collaborate with and learn alongside other accomplished teachers across the region. Through consistent guidance, individualized feedback, practical resources, collaboration, and accountability, the cohort made the process more manageable and meaningful. Although the process is designed to take 2–3 years, a larger group of candidates completed all four components in one year because December 2026 will be the last year WCSD offers the 8% National Board incentive before it decreases to 5% in December 2027.

Results and Impact

The 2025–26 Northern Nevada National Board Cohort demonstrated measurable impact across candidate progress, certification outcomes, teacher leadership, and student reach. In December 2025, 40 candidates earned National Board Certification for the 2024–2025 school year, resulting in a 91% pass rate for our cohort. For the 2025–2026 school year, 61 candidates submitted all four components, and 39 candidates will continue working on Components 2 and 3 next year. The cohort was supported by 8 Candidate Support Providers and impacted an estimated 5,560 students. Candidates reported becoming more data-driven, intentional, and student-centered in their instructional decisions, strengthening classroom practice beyond the certification process. The cohort also reflects Nevada's broader commitment to growing accomplished teachers and expanding National Board Certification across the state. Nevada ranks 11th nationally, with 3.80% of educators holding active National Board Certification. According to the National Board-Certified Teacher Directory, Nevada has 1,547 active NBCTs, including 932 in Clark County, 462 in Washoe County, 23 in Carson City, 23 in Douglas, 23 in Lyon, and 9 in Churchill. Candidate feedback provided strong evidence of impact. Candidates described the cohort as supportive, structured, and essential to their success. They highlighted the value of unpacking components, receiving feedback, using writing guides and tip sheets, attending support sessions, and working with knowledgeable Candidate Support Providers. One candidate shared, "The feedback was spot on, constructive, and useful." Another wrote, "I couldn't have done it without you all." These comments show that the cohort provided clarity, encouragement, accountability, and professional growth.

Conclusion

The Northern Nevada National Board Cohort helped educators make progress toward certification, complete components, certify, and grow as reflective practitioners and teacher leaders. The cohort model was effective because it addressed both the technical and emotional demands of National Board Certification. Next steps include supporting candidates completing Components 2 and 3, recruiting school groups for the 2026–27 cohort, preparing NBCTs for Maintenance of Certification, and expanding opportunities for certified teachers to serve as mentors and teacher leaders. This work continues to strengthen accomplished teaching across Nevada and extend that impact to thousands of students.

District English Learner

Policy and Plan

2026-2027

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INTRODUCTION

DCSD Mission Statement

The DCSD mission is to continually grow as an innovative educational community committed to the learning of all.

DCSD Vision Statement

We will inspire, empower, and prepare each learner to achieve his/her life aspirations.

Plan Process

To review the EL Policy and Plan, 7 EL Specialists reviewed the plan in September, 2026. The plan will be shared for approval through the consent agenda with the DCSD School Board in October, 2026.

English Learner specialists who participated in the EL Policy and Plan review:

Rebecca Allen, teacher
Rebecca Linford, teacher
Lissette Hammond, teacher
Natalie Cazares, teacher
Tara Nixon, teacher
Anita Swearingen, teacher
Xochitl Espinoza, teacher
Lauren Spires, PDC facilitator
Leslie Peters, Assistant Director of Education Services

GLOSSARY

Basic Interpersonal Communication Skills (BICS)
Everyday oral skills necessary for survival.

Caseload
Caseloads are the total number of EL students being provided services by a single licensed EL teacher.

Cognitive Academic Language Proficiency (CALP)
Language necessary to read and understand textbooks and core curriculum.

Cooperative Learning
The classroom structure is modified so students work together in small cooperative teams. It is very structured when used in the Johnson and Johnson Model, as measured in T4S.

English Language Development (ELD)
English language development includes instruction that is designed for students whose primary language is other than English. The instructional techniques, assessments, materials and approaches are directed toward communicative competence and academic achievement in listening, speaking, reading and writing in the core and elective curricula. An EL program incorporates the cultural aspects of the student's experiences in the instruction. Students receiving these services are referred to as an EL Student.

English Learners (EL)
An English learner is a student who has a language background other than English, and his/her proficiency in English is such that the probability of the student's academic success in an English only classroom is below that of an academically successful peer with an English language background. The term is employed by Title III as a student age 3 - 21 enrolled in school whose primary or home language is not English and who does not meet proficiency on a state approved language proficiency assessment.

English Language Proficiency
Mastery of reading, writing, speaking and listening in English as demonstrated on the English Language Proficiency Assessment (WIDA Access.)

Exited EL
A student who has demonstrated proficiency in English on the English Language Proficiency Assessment.

Inclusion
Assuring students have access to core curriculum and equal opportunity to participate in district programs and activities.

Incoming EL
An out of state student transferring into the district as an EL. It may also be a student incoming to middle school from elementary school or incoming to high school from middle school.

Language Experience
A method to teach reading using the children's own language in written form. The children learn to recognize and read the vocabulary they speak. Concepts of written language and phonics are also taught through this process.

Long-term English Learners
Students who have had six years or more of formal education in the U.S. Students approach oral fluency criteria in English, but they are not yet proficient in all four domains (reading, writing, speaking, and listening).

Monitor Status
A student who has demonstrated proficiency in English on the English Language Proficiency Assessment and whose academic success is monitored by the English Learner Specialist for four years following exit.

Newcomer EL
A new arrival to the country (less than 2 years) whose primary or home language is not English and who does not meet proficiency criteria on a state approved language proficiency assessment.

Pullout
A pullout program is defined as removing students from a portion of their regular school day in order to attend to some particular English or academic need. It can sometimes be the most appropriate and effective service, especially when students are new to the country and to the English language. There are instances where EL Students need individualized attention away from their regular classroom.

Regularly Scheduled EL Class
A regularly scheduled EL class is one which is held at the secondary level where the EL class is on the student's schedule. EL English may be taken for English credit or Study Skills and Strategies are taken as an elective.

Sheltered English Instruction
Sheltered instruction represents a visual, hands-on approach to teaching in the content areas using a modified vocabulary. Sheltered instruction does not reduce

or eliminate the content area curriculum; instead, it tailors the curriculum to English Learners' proficiency in English. In the sheltered class the teacher uses subject matter as a tool for language acquisition.

Short-term English Learner

Students who are new to the country or have attended U.S. schools for fewer than six years or less. Short-term EL's are typically Limited English Proficient in comprehension/speaking as well as in reading/writing.

Total Physical Response (TPR)

Students are required only to respond physically to commands. Through this approach the students develop high levels of listening skills so that they will be ready to make a non-stressful transition to speaking the language.

EL DEVELOPMENT (ELD) PROGRAM PHILOSOPHY

The Douglas County School District's (DCSD) English Language Development (ELD) program focuses its human and funding resources on assisting students who are learning English as a new language as they learn the language sufficient for academic success. Specifically**,** the focal point of the ELD program is to increase the proficiency levels of English learners (ELs) in the language proficiencies of listening, speaking, reading, and writing so that they acquire the academic language and social/cultural skills to function in the regular education setting and successfully graduate from high school.

The district is accountable for increasing the English proficiency and core academic content knowledge of ELs as mandated by the state and federal governments under Every Student Succeeds Act (ESSA). The Assistant Director of Education Services provides data which is used to monitor student achievement and support educational decisions.

DCSD's ELD program manages the administration and reporting of the state mandated WIDA assessment. The WIDA determines the English language proficiency levels of the students, shows growth and provides data for program development and evaluation. These academic goals require collaborative efforts between the EL program specialists and regular education programs.

The ELD program is a tiered system requiring more targeted support for students who are not proficient in English and less support for those approaching proficiency. This philosophy may be illustrated as a gradual release of responsibility. The levels of support vary depending on the age and time in the program for each student. A description of services is included in the table on page 10. These services include pulling the student out of the regular classroom, providing ELD support within the regular education context, and a consultative role for the EL specialist once the student demonstrates proficiency with the English language.

Douglas County School District (DCSD) prescribes to the WIDA Guiding Principles of Language Development in its programming and support of students in their language development:

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

   Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

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

   Nieto (2008); Collier (1995); California State Department of Education (1986)

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

   Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991)

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

   Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003 & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)

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

   Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995)

6. Students use language in functional and communicative ways that vary according to context.

   Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)

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

   Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)

8. Students' development of academic language and academic content knowledge are inter-related processes.

   Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)

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

   Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)

10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

    Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)

Douglas County School District (DCSD) further prescribes to the WIDA Standards Framework and its Theoretical Foundations and its description of language development.

> "Language development occurs over time and depends on many factors**.** Second language and literacy skills develop interdependently but at different rates and in different sequences (*Araujo, 2002; Fitzgerald & Noble, 2000; Pérez, 1994*). A variety of individual and environmental factors impact second language

acquisition, including age, time in the country, and educational background (*Lightbown & Spada, 2006, Spolsky, 1989; Collier, 1987*). Children's varied experiences and backgrounds in addition to program type, curriculum, and the number and quality of opportunities for learning in and out of school, shape their entry points into language development. Recent research shows that language growth occurs more slowly at intermediate levels of proficiency than at beginning levels of proficiency (*Cook, Boals, & Lundberg, 2011*). All of these factors result in a wide range of language proficiencies and a number of paths toward progress among language learners" (p 3).

The table below describes the language services students may receive in this model based on language development:

Pull out/Push In Services	**General Ed with EL Specialist Consultation and Tracking**
-Non-English Speakers -A week or two upon arrival, as needed thereafter for intensive intervention -A temporary orientation program -Individualized -Customized -Focus on listening, speaking, reading, and writing -Regularly monitor progress with various data points -Pull out during ELA and Math classes kept to minimum -May include after-school program - May include time on computer using high quality educational software -Provide help with homework and explanation of the American school system - Helps classroom teachers modify homework assignments and provides testing support. -The focus should be on pre-teaching vocabulary, concepts, and procedures; scaffolding with comprehensible input; and teaching of language objectives using SIOP and/or HQSI strategies.	-The EL Specialist will track language and core content area (ELA and Math) progress of all students in Levels 4 and 5, and consult with general education teachers. Direct teaching by the EL specialist will be at a minimum. -Will provide monitoring support and services for students who have exited for the following classifications: Monitor Year 1, Monitor Year 2, Monitor Year 3, Monitor Year 4.

IN CLASS SERVICES PROTOCOL FOR EL SPECIALISTS/EL AIDE

These guidelines will assist the EL Specialist/EL Aide and general education teacher with possible roles while the Specialist/Aide is supporting student learning within the content area classroom.

Preparation:

- Know language needs of students (communicate English proficiency levels and details)
- Know lesson objective/unit based on prior communication between teachers
- EL Specialist/Aide has a written plan for English language teaching/support ready when working in the content classroom including specific related language objectives
- EL Specialist/Aide arrives to class on time (early when possible)
- Ask student(s) to articulate the learning objective (without interrupting the lesson)
- Use formative assessment to determine if students are learning the content objective and language objective (informal checks for understanding)
- Predetermine acceptable classroom role of EL Specialist/Aide (i.e., acceptable scaffolding to whole class)
- EL Specialist/Aide should be prepared by knowing current content and language objectives to support learning and for teachable moments

EL Specialist/EL Aide Provides Scaffolding:

- While observing the content lesson, develop a study guide, graphic organizer, advanced organizer, homework guide, take notes for later tutoring, create visuals or flash cards, etc., as needed or translated as needed
- Direct students' attention to task (monitor behavior and attention)
- All actions should relate to content and language objectives
- Monitor and adjust (note progress of student and reteach/intervene when appropriate)
- Ask teacher and student how you can better assist
- Consistently communicate with regular education teacher
- Move around room, eye contact with students – help teachers rephrase toward comprehensible input
- Facilitate opportunities for the students to use the language, not just hear it
- Facilitate lesson closure when possible (emphasizing objectives, summary, key vocabulary and concepts, predicting next steps, directions for homework, etc.)
- When direct teaching to the whole class, focus attention to ELs

EL DEVELOPMENT PROGRAM GOALS

The Douglas County School District provides a special instructional program for all students who have a primary or home language other than English and who are identified as *English Learners (ELs)* and qualify for services based upon placement assessment. Our instructional program is based on the *English Language Development (ELD)* models of instruction. The goals of the *ELD* program are to:

1. Provide a comprehensive English language development program aimed at assisting EL students in achieving competence in listening, speaking, reading and writing English.
2. Assist all EL students in making annual, measurable academic progress toward English proficiency.
3. Assist English learners as they learn reading, writing, speaking, listening, math, social studies and science standards.

In order to achieve these goals, the ELD program will make continuous progress toward:

1. Use of district approved resources and supplemental material, proven instructional practices, and an ongoing review of students' progress.
2. Continual professional development opportunities for all teaching and support staff about effective instruction and data analysis.
3. A culture of collaboration that expects every adult to take responsibility for the achievement of every student. *
4. Efforts to reach out to the families of ELs and include them in the education process.

* Some goals were adapted from the work of WestEd (a nonprofit research, development, and service agency).

EL PROGRAM INITIAL IDENTIFICATION CHECKLIST

To accurately identify and track the language proficiency and academic advancement of EL students within the Douglas County School District the following **Title III Data Management Procedures** are used:

- ❑ Students whose home language is other than English are identified by the Home Language Survey through the Infinite Campus Online Registration (OLR) with a language other than English listed in any of the three state mandated areas on the form (native or first language of the student, languages spoken at home and language with peers).

- ❑ The **school secretary** or **registrar** where the child is registering receives a notification that there is another language used **and refers the child to the EL teacher within one day of registration,** providing the student name and school ID number, so that the ELS can view the Home Language Survey and Immigrant Form. The ELS and Title III secretary share any follow up information, testing and surveys for tracking. Immigrant data (if applicable) is entered on the **State/Province-NV** page by adding the Title III Immigrant Program (Pgm 13) to the student's records.

- ❑ On the **State/Province-NV** page select from the drop down menu: Primary Language, Date Entered into the U.S., Date Entered into District, Data Entered into School, Birth Country, and New in Country (if applicable).

- ❑ The EL teacher administers the initial placement test within 30 days of the start of the school year or within two weeks if the child enters after the first 30 days of the school year (per federal regulation).

- ❑ If there is written evidence from the previous school that the student was in the program, there is no need to administer the WIDA screener.

The following are guidelines and cut scores for identification of a student as an English Learner (EL).

Scores/Levels for Identification of English Learners (EL) using WIDA Screener	
Kindergarten: First Semester **Speaking and Listening**	**Kindergarten: Second Semester** **Speaking, Listening, Reading, and Writing**
Administer only Oral domains (Speaking and Listening) of the Kindergarten WIDA ACCESS Is the: ▪ WIDA calculator 4.5 or higher ✔ **YES**: Student meets requirement for proficiency and may not be eligible for EL programming. ✔ **NO**: If the student does not meet the minimum raw score for proficiency on the Oral portion of the test the student is eligible for EL programming	**Administer all four domains (Speaking, Listening, Reading, and Writing) of the Kindergarten WIDA ACCESS** Is the: ▪ WIDA calculator 4.5 or higher, and ✔ **YES**: Student meets requirements for proficiency and may not be eligible for EL programming. The student must meet the minimum raw score on all three portions of the test. ✔ **NO**: If the student does not meet the minimum raw score for proficiency on all portions of the test, (1. Oral, 2. Reading, and 3. Writing) the student is eligible for EL programming.
Grade 1: First Semester **Speaking, Listening, Reading, and Writing**	**Grade 1: Second Semester** **Grades 2-12: First and Second Semester*** **Speaking, Listening, Reading, and Writing**
Administer all four domains (Speaking, Listening, Reading, and Writing) of the Kindergarten WIDA ACCESS Is the: ▪ WIDA calculator 4.5 or higher, and ✔ **YES**: Student meets requirements for proficiency and may not be eligible for EL programming. The student must meet the minimum raw score on all three portions of the test. ✔ **NO**: If the student does not meet the minimum raw score for proficiency on all portions of the test, (1. Oral, 2. Reading, and 3. Writing) the student is eligible for EL programming.	**Administer all four domains of the appropriate grade level** **WIDA ACCESS** **Students entering Grades 3, 6, and 9 during the first semester take the W-APT for the grade they have just completed (e.g. a first semester 3rd grader will take the 1-2 grade test, a first semester 6th grader will take the 3-5 grade test, and a first semester 9th grader will take the 6-8 grade test). Students entering during the second semester take the WIDA ACCESS for their current grade level.* Is the: ▪ Grade level adjusted composite score: 4.5 or higher ✔ **YES**: Student meets requirements for proficiency and may not be eligible for EL programming. ✔ **NO**: Student does not meet minimum proficiency requirements and is eligible for EL programming.

❑ Following administration of the placement test, regardless of whether

the student qualifies or not, the EL Specialist completes the **EL Student Information sheet for Infinite Campus** and provides a copy to Education Services. Education Services will enter the English Proficiency Level as well as place the student in Program 11.

- ❑ The initial placement letter is sent to parents by the EL teacher. ***Note: If the parents opt out of services, the student must be given the WIDA Access every year until he or she exits the ELD program, graduates from high school, or withdraws from school.***
- ❑ The EL specialist creates a file for the student and determines services based on the student's English proficiency level. Ongoing communication begins between the EL specialist and the general education teacher(s) with whom the student will work.

Data Upkeep and Management

Records of the student's WIDA proficiency level, SBAC scores and ACT scores must be kept up to date in Infinite Campus. Those data are needed for annual reports and will help teachers determine the instructional needs of the student. Data management and updates will be maintained by Education Services and the AGPM office.

IDENTIFICATION OF *EL STUDENTS*

Initial Identification of *English Learners (EL)*

In accordance with AB 195, Douglas County School District is required to provide for the identification of the primary language of each student enrolled in the school district at the beginning of each school year to assist in the identification of pupils who are English learners. The home language survey is given to every student enrolling in the district as part of the online enrollment process. It is the initial identification of potential students for the *EL* program. When in doubt about a student's English language proficiency, faculty and staff members refer students to the *English Learner Specialist*(*ELS*) for formal and informal assessment. This situation can occur when the student shows evidence of non-native speaker problems when doing academic work.

Common examples might include:

-Inability to answer simple questions
-Lack of participation or non-completion of work
-Poor oral or written expression
-Sentence structure problems in speaking and/ or writing
-Indication that family is non-English proficient

Responsibilities

The school registrar has the initial responsibility of reviewing the online application and specifically reading over the Home Language Survey (*HLS*) portion. If any language other than English is identified on the *HLS*, the school registrar forwards the survey to the *ELS* for further review and possible assessment. Faculty and staff members are responsible for making referrals to the *ELS* when there is doubt about a student's English language proficiency. The *ELS* will share this information with the Title III Secretary for tracking purposes.

Timeframe

Within one working day of completion of the online registration and Home Language Survey, forms indicating any home language other than English are forwarded to the *ELS*. It is recommended that the *ELS* be consulted before student placement in regular classes to assist in this process. Itinerant EL teachers would be contacted within five school days of the student's enrollment. **All new students with a language other than English listed on the Home Language Survey (native or first language of the student, languages spoken at home and language with peers), must be tested for English language proficiency within 30 school days of the beginning of the school year or within 14 calendar days if they enter school after the first 30 days. Parent notification, in the language parents will understand, of a student's initial eligibility or eligibility for continuing services is sent home within 15 school days.**

Interpreters

No staff with special skills is required for completing the Home Language Survey in the initial identification process. Principals should be contacted for scheduling translators and principals send requests to the Educational Services office for budget approval. Some translation services are available on an as-needed basis.

Documentation of Identification Process

In order to document the identification process, the Home Language Survey online indicates any home language other than English by flagging and emailing the *EL Specialis*t (*ELS*) and Title III secretary. *ELS* document formal assessment (currently the WIDA screener) used in determining the need of *EL* services. The *ELS* sends a copy of the **EL Student Information sheet for Infinite Campus** to Education Services where the appropriate data will be entered in Infinite Campus. When a student is placed in the district EL program for the first time, an "Initial Placement" letter is sent home within 15 calendar days. "Continuing Placement" letters notifying the existing student's parents that services will continue into the school year are sent within 15 calendar days from the first day of school to all eligible students. (Appendix A: Parent Notifications) Each school site keeps a copy of any letters that have been sent to parents in their accumulative file.

Continuous communication begins between the *ELS* and regular education teachers about the language needs of identified students.

TIMELINE FOR DATA MANAGEMENT

Review of timeline for data management:

Student Services	Time Frame
New student with language other than English arriving on the 1st day of school	Tested within 30 days from beginning of school
New student with language other than English arriving after the 1st thirty days of school	Tested within 14 calendar days after student's arrival
New Qualifying EL Student	Parent notification is sent within 14 calendar days of student's initial eligibility (Placement test)
Continuing EL Students	Parent notification is sent within 30 calendar days of the start of school
Exited EL Student	Parent notification is sent at the beginning of the following school year
EL Student Information Sheet for Infinite Campus	This form must be filled out within 30 days for new students. The form's accuracy is essential and must be forwarded to the Title III office as soon as possible.
Testing Accommodation Form for any student in the program as needed; optional for former EL	Place form in student's EL folder at least 1 month prior to first state assessment. Give a copy to the testing administrator for the site.
Monitor Placement Form	Mailed annually to the parents until after year 4 screening is complete.

ASSESSMENT OF *EL* STUDENTS

Procedures for Assessing Potential *EL* Students

Once identification of a potential *EL* student takes place, *EL* teachers utilize the WIDA Screener test as the formal language placement assessment for all *EL* students in Douglas County. The WIDA screener test is used for classification, placement, and specific diagnosis. For primary students in grades K-1, the K WIDA screener is used for this placement purpose. A state approved English language proficiency assessment is used to measure annual student progress during the annual state appointed testing window. The current Nevada assessment is the WIDA ACCESS.

Language Skill Areas Assessed

The WIDA screener measures ability in the four language modalities of speaking, listening, reading, and writing, giving a holistic assessment of potential social and academic functioning in basic English. The WIDA screener is a comprehensive assessment designed to provide complete information about a student's language proficiency.

Annual Formal Language Assessment Instrument

As mandated by Title III guidelines, the District utilizes the State approved assessment, which is currently the WIDA ACCESS, to determine students' annual progress toward English proficiency. These annual measures are given during a testing window each year following strict testing procedures and test security guidelines. Student results are reported in three ways: as raw scores, scale scores, and English language proficiency (ELP) levels. Scores are reported for each of the four language domains and in several composites as follows:

- Listening
- Speaking
- Reading
- Writing
- Oral Language (Listening 50%, Speaking 50%)
- Literacy (Reading 50%, Writing 50%)
- Comprehension (Listening 30%, Reading 70%)
- Overall (Listening 15%, Speaking 15%, Reading 35%, Writing 35%)

Persons Responsible

Currently, all EL Specialists in Douglas County are highly qualified. These *EL* staff members, trained in WIDA testing procedures and proficient in English, administer the examination. This exam is administered on an online platform during the online registration process. Because the WIDA is high-stakes, the site administrator is responsible for secure storage, signing out the test

booklets and log in tickets, collecting completed tests, and returning the materials.

Documentation of English Language Proficiency Assessment Results

The annual WIDA is administered in-district but scored by the testing publisher. The results are sent directly to the Title III office at the State. District reports are then sent to the Education Services office and are distributed to individual schools. The EL Specialist is responsible for maintaining a database of their EL students listing their current language proficiency levels in all four domains (reading, writing, listening, and speaking). A copy is then placed into the student's cumulative file.

Academic Achievement Assessments and Tracking
Students may not be exited from the ELD program until they reach an overall Level 4.5 or higher on both the overall composite as well as literacy composite on the ELPA. Once a student meets the criteria, he or she is exited from the program. As of 2021, students who meet the following scores may be eligible for the Alternate English Proficiency pathway.

- Grade 3-8 student received 3's or higher on the SBAC ELA and Math assessments for corresponding year AND overall WIDA ACCESS score of 4.0-4.4
- Grade 9-10 student received 3's or higher on 8th grade SBAC ELA and Math assessments AND overall WIDA ACCESS score of 4.0-4.4.
- Grade 11 student received a 17 on ACT ELA and a 20 on ACT Math AND overall WIDA ACCESS score of 4.0-4.4.
- Grade 12 student received a 17 on the 11th grade ACT ELA and a 20 on ACT Math assessments AND overall WIDA ACCESS score of 4.0-4.4.

  *Reclassification determinations must be made and communicated to parents within 30 days of the beginning of the school year/ Changes in EL status must be made in Infinite Campus prior to October 1st.

The EL Specialist and Education Services must keep current records of the following information in Infinite Campus and in the student's green EL folder:

- Student name
- Grade level
- Ethnicity
- Year the student was enrolled in the ELD program
- English language proficiency level upon entry
- Current English language proficiency level
- Exit date

The student green EL folder must be kept in the student cumulative file.

The district's Educational Services office will run periodic Infinite Campus queries to determine quality of data input and upkeep. The EL and Immigrant data must be kept current for reporting and test purchasing purposes as several state reports are required for both EL and Immigrant students.

ALTERNATIVE PROGRAM OF SERVICES FOR *EL STUDENTS*

Match of Services to Educational Theory

The DCSD *EL* program has two instructional components. First is the direct teaching of the English language skills of speaking, listening, reading, and writing. The second component is assisting *EL Students* with skills needed to succeed in learning the general education curricula. Instruction is provided both within the regular classroom and the *EL* classroom environments by balancing structured immersion (in-class) and minimal pull out services based upon the needs of each student.

Models of Instruction

EL services in Douglas County School District are delivered through a variety of configurations using regularly scheduled EL classes, pull out sessions, and in-class services (inclusive practices):

- Push-In language instruction
- Pull-Out language instruction

EL students are to be provided services in facilities comparable to those of mainstreamed students, in accordance with Office of Civil Rights guidelines. EL students are to be given an equal opportunity to reach the same high standards as other students and their education is the shared responsibility of the entire school community.

Specific instructional services include combinations of the following based on the needs of the student:

- Intensive English Instruction - is provided to EL students by the EL Specialist. Intensive language instruction is most often delivered through a pull out model, small group format in the regular classroom, or separate EL classes. There must be an effort to reach out to families to involve them in the child's education. This may require EL family nights or meetings with an interpreter in attendance.
- Sheltered Instruction or Structured Immersion- is provided to EL students by regular classroom teachers and the EL Specialist. EL students are placed in the general education classrooms, but the teachers and EL Specialists use scaffolding practices such as communicating academic language objectives, consciously making input comprehensible, and the use of pre-teaching of key vocabulary and modeling, cooperative learning, supplementary materials, showing explicit links to background knowledge, and ample practice opportunities.
- Transition Services – are provided in the regular classroom by the EL teacher or aide. Students at the higher English proficiency levels are transitioning from content support to

full classroom participation. Students at the secondary level are scheduled into the full range of academic courses, with content support available as needed from the EL Specialist, aide, or content area teacher. EL students will be placed in classrooms that are supported by the EL Specialist and regular education teacher whenever possible. Elementary students receive content support by the EL Specialist in consultation with the classroom teacher.

- Monitor Services – The EL Specialist will monitor for four years, and then as needed, the progress of ELs who have reached proficiency in English (as determined by a Level 4.5 on the WIDA Access in both overall composite as well as literacy composite) and will be available for consultation about continued student progress with the regular classroom teacher.

Support provided to EL studen*ts* by aides is always under the direction of an EL Specialist. Teachers in the regular classroom, in consultation with the EL teacher, will need to modify and adapt their course work to meet the special needs of EL students as needed.

Variations in Services
Although a consistent, district-wide program of services is provided for EL Students, the EL specialist is the case manager, determining the amount and type of service that an individual EL student receives within the district-wide program. WIDA results, state tests, benchmarks, classroom grades, and communication with other teachers are some of the factors to be taken into account in determining individual services.

Transition of Services
To ensure consistency of program, transition meetings will be held at the end of each school year between EL teachers for EL students transitioning from elementary school to middle school or middle school to high school.

Notification of Parents
The Home Language Survey informs all enrolling families about the provision of a program of *English Language* Development for those students who qualify (Appendix A: Parent Notifications). Spanish is currently the home language of the vast majority of the EL students in Douglas County. Calendars of events and school schedules will include Spanish translated information and a note to call the school if additional information is needed. Translation services are utilized on an as-needed basis for parents who speak a language other than Spanish or English.

STAFFING AND RESOURCES

Staffing
EL Specialists must have an endorsement to teach English as a second language, in accordance with NRS 391.237, which includes having a valid elementary or secondary license and additional course work in the acquisition of a second language. All teachers currently employed in the EL program hold appropriate endorsements. EL aides are hired in accordance with the Douglas County School District EL Aide Position Description, which includes having a high school diploma or equivalent, ability to work cooperatively with others, and a thorough knowledge of the English language.

All of the teachers and aides in Douglas are considered "Highly Qualified". The district offers teacher training to enable general education teachers to meet the educational needs of limited English proficient students, including strategies listed in Nevada Educator Performance Framework.

The Assistant Director of Education Services oversees all aspects of the instructional program of EL services**.** EL Specialists are the teachers who provide intensive English instruction and consult with regular classroom teachers. EL aides may assist in the provision of these services, including those EL services provided in the regular classroom under the supervision of the classroom teacher. School administrators are responsible for overall EL program support and supervision at individual sites, coordinating state testing efforts, and ensuring the provision of necessary data to the district for state reporting purposes through Infinite Campus upkeep. The English Language Development Program provides adequate numbers of licensed EL staff to all schools. Caseloads are the total number of EL students being provided services by a single licensed EL teacher. It should be noted that the EL specialist does not instruct all students in the *caseload* at one time. As part of a yearly review, the Assistant Director of Education Services considers whether or not to increase or decrease licensed EL staff and program aides based upon the same criteria for the staffing of other instructional programs. Mid-year adjustments may be made in accordance with need and available resources.

Resources and Curriculum Materials
An effort is made through coordination by Education Services to provide a consistent curriculum. EL specialists may also select instructional materials as appropriate for the levels of language proficiency and the ages of their students. Resources and materials used may include:

-leveled guided reading books
-content area glossaries and supplemental textbooks
-elementary and secondary district curriculum resources
-multicultural/ multilingual text and materials
-visual vocabulary supports
-listening centers
-computers and electronic translators

- a variety of dictionaries, including picture dictionaries
-current maps and globes
-graphic organizers
-iLit ELL
-Reading A-Z

All DCSD classroom teachers and specialists utilize high quality rigorous instructional materials and practices that align with the Nevada Academic Content Standards and receive ongoing professional development and coaching in the implementation of high quality instructional strategies that integrate multi-cultural relevance, building of background knowledge and the acquisition of academic language into all content area and language development instruction. DCSD teachers use learning progressions to monitor student classroom progress toward proficiency on priority standards. Elementary (K-5) teachers also give Common Formative Assessments for ELA and Math priority standards to all students to show evidence of learning and give direction in next steps for instruction. DCSD Administrators have also been trained in the coaching and support of teachers in these strategies.

Through Professional Development, DCSD teachers have opportunities to learn more about effective strategies to use with EL students. DCSD employs a PDC trainer who has an ELAD endorsement and who offers multiple professional learning opportunities throughout the year for both EL specialists as well as general education teachers.

While WIDA screen testing materials will be used in initial placement, the WIDA ACCESS will be used to measure annual student progress in language acquisition. The WIDA MODEL is used as an interim assessment to document language development progress. District and grant resources will be committed as needed for the purchase and scoring of mandated test materials. In accordance with the district's Strategic Plan, as new textbooks are adopted, a set of materials is purchased for the EL specialists.

EL PROGRAM EXIT CRITERIA

Formal Exit Criteria

English learners who are placed in an English language program will remain in the program until the student obtains language proficiency based on an appropriate assessment of students who are English learners, unless the parent or legal guardian of the student declines for the student to remain placed in a program for English learners. Students will be exited from direct language services and supports when the following formal assessment criteria are met:

1. Achieving Overall Composite of 4.5 as well as the "Literacy Composite" column of the WIDA Access, or following the alternate exit criteria that can be found on page 19.

Once a student meets the criteria above, the student is exited from the program. The EL specialist will continue to monitor the students for four years and consult with the regular education teachers about student progress and appropriate instructional methods and materials.

Documentation

A report of the final WIDA Access scores, Language Proficiency level, required state assessments for English/Language Arts and math, and pertinent classroom data are placed in the *EL* Student's Record file. This file is stored in the student's permanent cumulative record folder. All scores, levels, and records must be kept current in Infinite Campus by Education Services. Additionally, Initial Placement, Continuing Placement, and Testing Accommodation forms need to be included in the Student's EL Record File. After one year of continuing placement and documentation, it is not necessary to include a copy of the letter if there is documentation of when and to whom the letter was sent.

The WIDA Access results are sent to the district's Educational Services office from the Nevada Department of Education and those results will be used to help determine the school's rating in the Nevada School Performance Framework (NSPF).

MONITORING THE ALTERNATIVE PROGRAM OF SERVICES

The DCSD Education Services will monitor students' progress on standardized WIDA Access and state academic tests on an annual basis for district improvement planning purposes. EL Specialists will use the same data to inform instructional practice and for communicating with the student, parents, and teachers.

1. Monitoring Progress of Former EL Students

Student Success Data
The EL Specialist will monitor the progress of ELs who have reached proficiency in English and will be available for consultation about continued student progress with the regular classroom teacher. The EL specialist will keep a database of former ELs and monitor their academic progress and at the secondary level, specifically focus on requirements to graduate, performance on state assessments as well as credit acquisition.

Re-Identification of Former *EL* students
If exit criteria are met and, subsequently, the student experiences academic failure, other possible factors must be researched. The student should be interviewed and counseled by the regular teacher, EL specialist, or counselor. A student's English proficiency may be reassessed using the screener, staff observations, and the student's work portfolio, as well as district and state assessments results. If there is evidence that the problem is lack of English proficiency, the student may re-enter the *ELD* Program with approval from Education Services and the student's parents. If the evidence shows that the student is failing due to other factors, the student will not re-enter the *ELD* program but other interventions will be considered within the regular instructional program.

2. Program Evaluation

Persons Responsible
EL specialists and site administrators must closely monitor the effectiveness of their school's ELD program by studying student achievement data on formal and informal measures of academic progress and English acquisition. This is a part of the annual school performance planning process. Interim assessments in the form of the MAP are available for use up to three times per year and those data will help to predict student growth on the annual WIDA Access.

The DCSD Education Services will also monitor program effectiveness based upon the annual WIDA Access reports and proficiency levels will be reported to schools annually.

Some of the factors that may be used to examine effectiveness of the EL program are:

- School NSPF data and designations
- Number of English learners who have been reclassified/exited from the EL program

- Initial and continuing placement notification
- State Proficiency Test results, and standardized test scores of EL students compared with the performance of their non-English learning peers
- District assessment results of EL students compared with the performance of their non-English learning peers
- Graduation and drop-out rates of English Learners
- Credit acquisition of English Learners
- Former EL status follows with the student until graduation.

ADDITIONAL DISTRICT SERVICES

Among the district services for which *EL Students* may qualify are: Reading Specialist interventions, Speech, Special Education, and Gifted and Talented. DCSD relies on multiple measures to assess students for Gifted and Talented services, including the Naglieri Nonverbal Ability Test specifically to assess English Learners. For multiple services offered during the school day, student placement is decided by the appropriate legal and district procedures.

Assigning *EL* Students to Special Education
Decisions about Special Education services must be based on solid testing practices, and involve careful examination by a specialized team that is competent in designing student interventions including guidance provided by the EL Specialist.

Those EL students suspected of having a disability will be referred and identified consistent with IDEA, with particular attention given to those aspects germane to second language learners.

Compliance with all current district and federal guidelines regarding Special Education placement includes adhering to all regulations regarding limited English-speaking students. This includes the translation of materials and communications with the family into the native language. Interpreters will also be available as needed.

Qualification for Special Education services will <u>not</u> exit a student from the EL program. If stated in the Individual Education Plan, WIDA Access testing in the form of the Alternate ACCESS may be administered. A statement similar to the following must be recorded in the child's IEP to be included in the Alternate ACCESS Test: "Because of this child's significant cognitive impairment, this child's special education eligibility precludes the ELPA from functioning as an appropriate measure of his/her language acquisition.

Last Review: 8/22/2025

Names of Reviewees:

Shannon Brown- Executive Director Education Services
Leslie Peters- Assistant Executive Director Education Services
Michelle Baugh- EL Specialist
Lissette Hammond- EL Specialist
Rebecca Linford- EL Specialist
Anita Swearingen- EL Specialist
Xochitl Espinoza- EL Specialist
Maria Herrera Aguilar- EL Specialist
Tara Nixon-EL Specialist
Tandy Erickson- EL Secretary

Douglas County School District
Board Agenda Item Memo

Date: 9/3/26

To: DCSD Board of Trustees

From: Leslie Peters, Assistant Director of Education Services

Re: 26-27 District Performance Plan

Requested Action: Approve the 26-27 District Performance Plan

Background Information: Nevada Department of Education requires local education agencies to submit a yearly District Performance Plan. Our plan has goals focused on K-3 reading, 4-8 math, MTSS fidelity, College and Career Readiness diplomas, Chronic Absenteeism, Emotional Safety of students and language acquisition progress of our English Learners.

Budget Considerations and Impact: N/A

Recommendation: Approve the 26-27 District Performance Plan.

Discussed at Previous Meeting: N/A

Key issues for Board Discussion:

Attachment(s):
26-27 District Performance Plan

Our mission is to ensure that all students achieve excellence in education, character and citizenship, in partnership with parents and community.

Douglas County School District

2026-2027 District Improvement Plan

District Approval Date:
June 23, 2026

Generated by Plan4Learning.com
September 03, 2026 at 08:04 AM

Mission Statement

Ensure that all students achieve excellence in education, character and citizenship, in partnership with parents and the community.

Vision

We will Inspire, empower and prepare each learner to achieve his/her life aspirations. We will continually grow as an innovative educational community committed to learning of all.

Stakeholder Engagement

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	All families in DCSD are invited to attend quarterly District Parent Advisory Council (DPAC) meetings. Information is shared and stakeholder feedback is requested for various topics. District survey are also conducted when requesting specific information.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	Parents in our district want to get back to discussing students and h we are helping them grow and make progress. This information has been important in selecting goals for our district performance plan a where to put our resources and energy.
What has worked well in your previous engagement efforts?	Our number of parents who attend the DPAC meeting is very limited We have discussed having each department including Education Services, Inclusive Education, Human Resources and Superintenden each facilitate one meeting per year in order to share specific information related to specific student groups.
What might you do differently to increase or improve engagement moving forward?	

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- All K-8 teachers have completed professional development lesson studies for the Mathematical Practices through Routines for Reasoning. This has allowed for vertical alignment of practices and strategies.
- Increase in literacy foundational skills professional development to elementary staff through literacy specialists.
- 24/25 Acing Accountability data showed an increase in the number of K-3 students who showed grade level proficiency on Reading MAP assessment.
- 24/25 Acing Accountability data showed an increase in the number of 4-8 students who were proficient on the SBAC Math assessment.
- 24/25 Acing Accountability data shows 78% of high school students are enrolled in at least one course unique to the College and Career Ready Diploma.
- 24/25 Acing Accountability data shows 86.3% of students demonstrated proficiency on courses unique to the College and Career Ready Diploma.

Areas for Growth

- We have 24% of students who are dually qualified for English Language services as well as special education services.
- 24/25 Acing Accountability data shows 57.8% of students in grades K-3 met or exceeded their personalized learning growth goal in Reading as measured by MAP Growth. This was a decrease from the 23/24 data.
- 24/25 Acing Accountability data shows 45.9% of students in grades K-3 demonstrated proficiency in Reading as measured by MAP Growth. This did not meet the 5% increase threshold set by the state.
- 24/25 Acing Accountability data shows 15.4% of students in grades 4-8 were on track to be proficient within 3 years or by 8th grade in Math based on SBAC scores. This did not meet the 5% increase threshold set by the state.
- 24/25 Acing Accountability data shows only 25% of students graduated with a College and Career Ready Diploma. This is a decrease from the previous year.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Qualifying students in the EL program for Inclusive Education services • Educating about CCR Diploma	• Revisit the EL Critical Data Matrix for decision-making • CCR Toolkit training for middle and high school admin and counselors to share pathway
Foster/Homeless	• Educating about CCR Diploma	• CCR Toolkit training for middle and high school admin and counselors to share pathway
Free and Reduced Lunch	• Educating about CCR Diploma	• CCR Toolkit training for middle and high school admin and counselors to share pathway

Migrant/Title1-C Eligible	• Educating about CCR Diploma	• CCR Toolkit training for middle and high school admin and counselors to share pathway
Racial/Ethnic Minorities	• Educating about CCR Diploma	• CCR Toolkit training for middle and high school admin and counselors to share pathway
Students with IEPs	• Educating about CCR Diploma	• CCR Toolkit training for middle and high school admin and counselors to share pathway

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	DCSD decreased the percentage of students (25%) who graduated with a College and Career Ready Diploma during the 24/25 school year.	Limited discussion with students about requirement of a CCR Diploma and helping them to select that pathway, even in 8th grade.
2 ★	57.8% of K-3 students met or exceeded their personalized growth goal as measured by the Reading MAP Growth assessment.	Lack of consistent K-5 ELA curriculum Inconsistent implementation of foundational literacy strategies Some upper elementary teachers (4th/5th) lack sufficient understanding of foundational literacy skills and how best to support struggling readers
3 ★	35.4% of 4-8 grade students demonstrated proficiency in Math based on the SBAC assessment.	Difficulty finding an access point for the math problems to read and understand what they are asking Difficulty in responding and showing mathematical thinking through modeling and writing Lack of perseverance in working through more rigorous math problems

★ = Priority

Connectedness

Areas of Strength

- Chronic Absenteeism for the district continues to show a downward trend. As of April 2026, chronic absenteeism is at 18.25%. This is a decrease from the 24/25 Acing Accountability data of 19.8%.
- DCSD saw a positive increase across most domains on the NV School Climate Survey for students between the 234/25 and 25/26 school years. Physical Safety saw a district-wide increase of 10 points.

Areas for Growth

-
- Although DCSD has seen improvement with chronic absenteeism, there is still room for improvement at all sites across the district.
- NV School Climate survey data indicates that although there has been growth, Emotional Safety falls in the area of "needs improvement."

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Consistent system for data analysis, intervention implementation and progress monitoring across school sites	• Continued partnership with UNR Technical Assistance Center for MTSS integrated training on behavior and academics
Foster/Homeless	• Consistent system for data analysis, intervention implementation and progress monitoring across school sites	• Continued partnership with UNR Technical Assistance Center for MTSS integrated training on behavior and academics
Free and Reduced Lunch	• Consistent system for data analysis, intervention implementation and progress monitoring across school sites	• Continued partnership with UNR Technical Assistance Center for MTSS integrated training on behavior and academics
Migrant/Title1-C Eligible	• Consistent system for data analysis, intervention implementation and progress monitoring across school sites	• Continued partnership with UNR Technical Assistance Center for MTSS integrated

		training on behavior and academics
Racial/Ethnic Minorities	• Consistent system for data analysis, intervention implementation and progress monitoring across school sites	• Continued partnership with UNR Technical Assistance Center for MTSS integrated training on behavior and academics
Students with IEPs	• Consistent system for data analysis, intervention implementation and progress monitoring across school sites	• Continued partnership with UNR Technical Assistance Center for MTSS integrated training on behavior and academics

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Lack of consistent system for data analysis, intervention selection and implementation and progress monitoring for students across all school sites.	Not all schools have had MTSS training for academics yet Some school sites still require additional coaching support with MTSS data decision rules and implementation fidelity
2 ★	Overall, students' feeling of Emotional Safety needs improvement.	Increase in mental health challenges for students across all schools Decrease in number of social workers in DCSD Most schools started their MTSS work this year and are initial stages of implementation

★ = Priority

Instructional Practices and Supports

Areas of Strength

- SIOP training offered to EL Specialists and general education teachers.
- UFLI literacy training for elementary staff provided by literacy specialists.
- DCSD continued support for teachers in their first two years of employment in the district through Academy 1 and Academy 2 professional development support and mentoring. 24/25 Acing Accountability data shows an increase in the percentage of classrooms with a licensed teacher. This speaks to the importance of professional development to support and retain educators in our district.
- All school sites in Douglas County were trained in collaboration with UNR Technical Assistance Center in PBIS and Tier I MTSS during the 25/26 school year. In the Fall of the 25/26 school year, 55% of school sites were implementing Tier I with fidelity. We are hoping for 100% of schools with Tier I fidelity by June 2026.

Areas for Growth

- Science of Reading training for ALL K-5 teachers, paraprofessionals, administrators and administrator supervisors.
- Secondary literacy training to support PreK-12 grade literacy.
- Additional instructional support for EL specialists to support newcomers as well as long-term learners.
- K-5 curriculum adoption.
- Continued work with UNR Technical Assistance through an integrated training model for behavior and academic supports for all sties in DCSD so that ALL sites are implementing Tier I with fidelity and some sites are moving toward Tier II fidelity implementation.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Teachers understanding of research-based strategies for explicit instruction to help build background and scaffold as needed • Large number of long-term English Learners and lack of research-based resources for newcomers • Access to 5 pillars of Science of Reading and instruction in appropriate pillars	• SIOP strategies reviewed by EL Specialists and book study using Making Content Comprehensible • iLit ELL resources and training for use with 4-12 grade newcomers and long-term English Learners • Science of Reading professional development for all K-5 teachers, paras and administrators
Foster/Homeless	• Access to 5 pillars of Science of Reading and instruction in appropriate pillars	• Science of Reading professional development for all K-5 teachers, paras and administrators

Free and Reduced Lunch	• Access to 5 pillars of Science of Reading and instruction in appropriate pillars	• Science of Reading professional development for all K-5 teachers, paras and administrators
Migrant/Title1-C Eligible	• Access to 5 pillars of Science of Reading and instruction in appropriate pillars	• Science of Reading professional development for all K-5 teachers, paras and administrators
Racial/Ethnic Minorities	• Access to 5 pillars of Science of Reading and instruction in appropriate pillars	• Science of Reading professional development for all K-5 teachers, paras and administrators
Students with IEPs	• Teachers understanding of research-based strategies for explicit instruction to help build background and scaffold as needed • Access to 5 pillars of Science of Reading and instruction in appropriate pillars	• SIOP strategies reviewed by EL Specialists and book study using Making Content Comprehensible (good strategies for ALL students) • Science of Reading professional development for all K-5 teachers, paras and administrators

Problem Statements Identifying Instructional Practices and Supports Needs

	Problem Statement	Critical Root Cause
1 ★	Lack of research-based district resources for newcomers and long-term English Learners	Instructional resources for newcomers and long-term English Learners has not been a priority

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	DCSD decreased the percentage of students (25%) who graduated with a College and Career Ready Diploma during the 24/25 school year.	Limited discussion with students about requirement of a CCR Diploma and helping them to select that pathway, even in 8th grade.
2 ★	57.8% of K-3 students met or exceeded their personalized growth goal as measured by the Reading MAP Growth assessment.	Lack of consistent K-5 ELA curriculum Inconsistent implementation of foundational literacy strategies Some upper elementary teachers (4th/5th) lack sufficient understanding of foundational literacy skills and how best to support struggling readers
3 ★	35.4% of 4-8 grade students demonstrated proficiency in Math based on the SBAC assessment.	Difficulty finding an access point for the math problems to read and understand what they are asking Difficulty in responding and showing mathematical thinking through modeling and writing Lack of perseverance in working through more rigorous math problems
4 ★	Lack of research-based district resources for newcomers and long-term English Learners	Instructional resources for newcomers and long-term English Learners has not been a priority
5 ★	Lack of consistent system for data analysis, intervention selection and implementation and progress monitoring for students across all school sites.	Not all schools have had MTSS training for academics yet Some school sites still require additional coaching support with MTSS data decision rules and implementation fidelity
6 ★	Overall, students' feeling of Emotional Safety needs improvement.	Increase in mental health challenges for students across all schools Decrease in number of social workers in DCSD Most schools started their MTSS work this year and are initial stages of implementation

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

In grades K-3, at least 65% of students will meet or exceed their individual growth goal AND in grades K-3 students will have an annual increase of at least 5 points in the percentage of students who demonstrate proficiency scoring at or above the 65th percentile as measured from Fall 2026 to Spring 2027 Reading MAPs.

State Priorities: Implementing reading & math resources, Literacy in K-3

Improvement Strategy 1

Provide all K-5 teachers, paraprofessionals and site administrators with Science of Reading professional development.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Science of Reading PD plan created and submitted to NDE	DCSD Office of Teaching and Learning DCSD Professional Developmen t Center facilitators	May 2026	
2	Coordination of training dates for literacy specialists with NWRPDP	DCSD Office of Teaching and Learning DCSD Professional Developmen t Center facilitators	May 2026	
3	Schedule 2026 PD training dates for all elementary sites with NWRPDP staff and DCSD PDC trainers	DCSD Office of Teaching and Learning DCSD Professional Developmen t Center facilitators	May 2026	
4	Provide Science of Reading professional development across DCSD between August 2026 and March 2027.	DCSD Office of Teaching and Learning DCSD Professional Developmen t Center facilitators NWRPDP trainers Site Literacy Specialists	August 2026-March 2027	

Resources Needed: 7 Might Moves book for all K-2 teachers, paraprofessionals, support staff and site administrators
Shifting the Balance training resources provided from NWRPDP

Evidence Level

Level 4: Demonstrate Rationale:

Problem Statements: Student Success 2

Status Checks

November	February	June

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	57.8% of K-3 students met or exceeded their personalized growth goal as measured by the Reading MAP Growth assessment.	Lack of consistent K-5 ELA curriculum Inconsistent implementation of foundational literacy strategies Some upper elementary teachers (4th/5th) lack sufficient understanding of foundational literacy skills and how best to support struggling readers

SMART Goal 2

Increase the number of students in grades 4-8 who demonstrate Math proficiency based on 26/27 SBAC data to 45%.

State Priorities: Implementing reading & math resources, Math in 4-8

Improvement Strategy 1

Routines for Reasoning strategies for the 8 Mathematical Practices

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Routines for Reasoning PD offered	PDC facilitator	26-27 school year	
2	Lesson study with classroom observations and coaching	PDC facilitator NWRPDP contractor	26-27 school year	
3	Routines for Reasoning PD for elementary and middle school administrators	PDC facilitator NWRPDP contractor	September 2026	

Resources Needed: PDC facilitator and NWRPDP contractor

Evidence Level

Level 2: Moderate:

Level 3: Promising:

Problem Statements: Student Success 3

Status Checks

November	February	June

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
3	35.4% of 4-8 grade students demonstrated proficiency in Math based on the SBAC assessment.	Difficulty finding an access point for the math problems to read and understand what they are asking Difficulty in responding and showing mathematical thinking through modeling and writing Lack of perseverance in working through more rigorous math problems

SMART Goal 3

DCSD will increase the percentage of students graduating with a College and Career Diploma during the 26-27 school year to 35%.

State Priorities: CCR in secondary

Improvement Strategy 1

Professional development provided to all middle and high school administrators, counselors and CTE staff on using the CCR Toolkit with students to promote the CCR diploma pathway.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule CCR Toolkit professional development	Office of Teaching and Learning	May 2026	
2	Discuss CCR Toolkit plan ideas with middle and high school	Office of Teaching and Learning	26-27 school year	

Status Checks

November **February** **June**

Inquiry Area 2

Connectedness

SMART Goal 1

Decrease DCSD Chronic Absenteeism to below 17.5% by June 2027.

Improvement Strategy 1

Review monthly attendance

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Run attendance reports through AGPM office and share at leadership each month	AGPM and Office of Teaching and Learning	26-27 school year	
2	District-wide attendance campaigns to share research and data	Office of Teaching and Learning Communications and Family Engagement	26-27 school year	

Status Checks

November **February** **June**

SMART Goal 2

Increase the percentage of school sites demonstrating proficient fidelity in Tier I MTSS implementation to 100% as measured by the Tiered Fidelity Inventory by June 2027.

State Priorities: Implementing reading & math resources

Improvement Strategy 1

District Leadership Teams (DLT) meetings with UNR Technical Assistance Center for MTSS support.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule meetings every other month with team	DLT and MTSS Facilitators	26-27 school year	
2	Tier I and Tier I Integrated trainings for all site teams with UNR Technical Assistance Center	District staff, MTSS Facilitators, UNR Technical Assistance Training Center	26-27 school year	
3	Monthly MTSS Site Liason meetings/training with MTSS Facilitators	MTSS coaches and Counselors	26-27 school year	

Resources Needed: time/location

Evidence Level

Level 3: Promising:

Problem Statements: Connectedness 1

Status Checks

November **February** **June**

Improvement Strategy 2

Trainings and on-going support for all DCSD sites on Tier I and Tier II integrated MTSS supports

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule cohort trainings	Office of Teaching and Learning and MTSS coaches	May 2026	
2	Cohort trainings with UNR Technical Assistance professional development facilitators	Office of Teaching and Learning MTSS coaches UNR Technical Assistance Center	26-27 school year	
3	Monthly site coaching with MTSS teams	MTSS coaches	26-27 school year	

Status Checks

November **February** **June**

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Lack of consistent system for data analysis, intervention selection and implementation and progress monitoring for students across all school sites.	Not all schools have had MTSS training for academics yet Some school sites still require additional coaching support with MTSS data decision rules and implementation fidelity

SMART Goal 3

Increase the Emotional Safety score of students across DCSD from 340 to 350 based on the 26-27 NV School Climate Survey.

Improvement Strategy 1

Navigate 360 Compass Curriculum

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Navigate360 Compass lessons with fidelity to strengthen students' social-emotional skills	MTSS champions and counselors	26-27 school year	

Status Checks

November **February** **June**

Inquiry Area 3

Instructional Practices and Supports

SMART Goal 1

Increase the number of students who demonstrate proficiency on the WIDA assessment

State Priorities: Implementing reading & math resources

Improvement Strategy 1

Integrate iLit ELL curriculum

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	iLit ELL training for EL Specialists	Leslie Peters	April 2026	
2	iLit ELL curriculum used with newcomers and long-term ELs at middle and high school level to provide additional support	EL Specialists	26-27 school year	

Problem Statements: Instructional Practices and Supports 1

Status Checks

November **February** **June**

SMART Goal 1 Problem Statements Identifying Instructional Practices and Supports

	Problem Statement	Root Cause
1	Lack of research-based district resources for newcomers and long-term English Learners	Instructional resources for newcomers and long-term English Learners has not been a priority

SMART Goal 2

Decrease the percentage from 21 % to 18% of students who are qualified for both EL and IEP services by using the EL Critical Data Matrix with MTSS teams when discussing additional services for EL students.

Douglas County School District

Carson Valley Middle School

2026-2027 School Improvement Plan

District Approval Date:
September 11, 2026

Generated by Plan4Learning.com
October 05, 2026 at 10:13 AM

Mission Statement

CVMS will inspire and prepare students to be independent life-long learners and empower them to make connections and have a positive impact in a diverse, ever-changing world.

Vision

We teach because we love watching students grow into the best versions of themselves. Our goal is for every student to feel a sense of purpose and agency, to make meaningful connections with others, and to become safe, respectful, and responsible citizens who positively impact our community."

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- Improved mathematics achievement, demonstrated by increased SBAC performance.
- Significant improvement in student behavior, demonstrated by the reduction in office discipline referrals.
- Strong access to student achievement data, including MAP Reading and i-Ready Mathematics administered three times annually.
- Increased teacher collaboration, supported by the implementation of common plan time for core content teachers.
- A growing culture of student ownership and leadership, supported by advisory, Leader in Me, and the "Own Your Journey: Lead the Way" schoolwide focus.

Areas for Growth

- ELA Achievement and Growth
    - Strengthen reading comprehension, writing, vocabulary, and literacy across content areas following the slight decline in ELA SBAC performance.
- Consistent Tier 1 Instruction
    - Increase consistency in differentiation, rigor, engagement, and instructional strategies across classrooms.
- Data-Driven Instruction
    - More consistently use MAP Reading and i-Ready Mathematics data to identify needs, adjust instruction, and monitor student growth.
- Intervention and Enrichment
    - Strengthen systems to provide timely intervention for students needing additional support and enrichment or acceleration for students ready for greater challenge.
- Student Ownership and Engagement
    - Increase students' ability to understand their academic data, set goals, monitor progress, and take ownership of their learning.
- PLC and Common Planning
    - Maximize new common planning time so teacher collaboration results in measurable changes in instruction and improved student outcomes.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	Although CVMS has made meaningful progress in student behavior and mathematics achievement, continued gaps remain in ensuring all students consistently demonstrate grade-level mastery and make appropriate academic growth. Office discipline referrals have decreased, reflecting stronger behavioral systems and student expectations, while SBAC mathematics performance has improved. However, ELA achievement declined slightly, indicating a need to strengthen literacy instruction and student engagement across all grade levels. Additionally, differences in student readiness, skill levels, and learning needs require more consistent differentiation, intervention, enrichment, and opportunities for students to take ownership of their learning.	Inconsistent Differentiation and Tier 1 Instruction Students enter CVMS with a wide range of academic skills and readiness levels. While advanced opportunities such as GT and accelerated coursework are available, core instruction must consistently provide appropriate challenge, scaffolding, and support for all learners. Inconsistent Use of Student Data to Drive Instruction CVMS has access to MAP, SBAC, i-Ready, Accelerated Reader, and classroom assessment data. However, the use of this data to identify specific learning gaps, adjust instruction, provide targeted intervention, and monitor student growth is not yet fully consistent across classrooms and grade levels. ELA Achievement and Literacy Growth The decline in ELA SBAC performance demonstrates a need for a stronger schoolwide focus on literacy, including reading comprehension, academic vocabulary, writing, and students' ability to apply literacy skills across content areas. Student Ownership and Engagement CVMS has strengthened behavioral systems and reduced discipline referrals, but academic ownership must continue to grow. Students need consistent opportunities to understand their academic data, set goals, monitor progress, and take responsibility for their learning. Ensuring Access to Support and Challenge for All Students Student success cannot be limited to students enrolled in accelerated or GT programs. All students need access to appropriate intervention, enrichment, and rigorous instruction based on their individual needs. A stronger MTSS approach, combined with effective Tier 1 instruction and targeted interventions, will help ensure students receive the support or challenge necessary to reach their potential.

★ = Priority

Adult Learning Culture

Areas of Strength

Common Planning Time
Implementation of common plan time for core content teachers provides a strong structure for collaboration and shared instructional planning.

Collaborative Teacher Culture

Teachers are increasingly working together to discuss student needs, share strategies, and develop consistent approaches to instruction.

Access to Meaningful Student Data

MAP, i-Ready, SBAC, common assessments, and classroom data provide teachers with multiple sources of information to guide instructional decisions.

Willingness to Reflect and Improve

Staff demonstrate a willingness to examine student outcomes, identify areas of need, and adjust instructional practices.

Focus on Student Outcomes

Professional conversations are increasingly centered on student achievement, growth, engagement, and identifying ways to better support individual learners.

Areas for Growth

Maximize Common Planning Time

- Ensure common plan time consistently focuses on student learning, instructional strategies, and measurable outcomes.

Strengthen Data-Driven Collaboration

- Increase consistent use of MAP, i-Ready, common assessments, and student work to guide instructional decisions.

Increase Consistency in Tier 1 Instruction

- Strengthen differentiation, engagement, rigor, and evidence-based instructional practices across classrooms.

Strengthen PLC Effectiveness

- Move PLCs from primarily sharing information to a consistent cycle of assess, analyze, plan, implement, and adjust.

Increase Collective Teacher Ownership

- Continue building a culture where teachers share effective practices, learn from one another, and see student success as a collective responsibility.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1	CVMS will develop a consistent, collaborative culture of adult learning in which educators use student data, evidence-based instructional practices, and professional collaboration to improve outcomes for every student. Through purposeful PLCs, common assessments, data analysis, and professional learning, teachers will strengthen Tier 1 instruction, differentiation, literacy practices, and targeted interventions while sharing effective strategies and monitoring their impact on student learning.	Inconsistent Use of Data to Drive Instruction Although CVMS has access to multiple sources of student data, including SBAC, MAP, i-Ready, common assessments, and classroom data, teachers do not yet consistently use data to identify specific skill gaps, adjust instruction, and monitor the effectiveness of interventions. Inconsistent Tier 1 Differentiation and Instructional Practices Students enter CVMS with a wide range of academic readiness and learning needs. Differentiation, scaffolding, enrichment, and opportunities for increased rigor are not yet consistently implemented across classrooms, resulting in some students receiving instruction that is not appropriately matched to their individual needs. PLCs Focus More on Collaboration Than on Instructional Response While teachers collaborate through PLCs, the work is not yet consistently focused on the cycle of identifying a learning standard, analyzing evidence of student learning, determining instructional responses, implementing those responses, and measuring whether the response resulted in improved student outcomes. Limited Collective Ownership of Student Outcomes There is an opportunity to strengthen the belief that student achievement and growth are a shared responsibility across the entire school. Teachers need consistent structures and expectations for sharing effective practices, examining student work, learning from colleagues, and collectively responding when students are not making expected progress. Need for Stronger Schoolwide Literacy Practices The decline in ELA SBAC performance indicates a need for greater consistency in literacy instruction across all content areas. Teachers need shared strategies for reading comprehension, academic vocabulary, writing, and helping students engage with increasingly complex texts.

★ = Priority

Connectedness

Areas of Strength

Strong Adult-Student Relationships

- Staff prioritize relationships and work to create a supportive environment where students feel known and cared for.

Improved School Climate

- The significant reduction in discipline referrals reflects stronger relationships, clearer expectations, and a more positive school environment.

Student Leadership Opportunities

- The **"Own Your Journey: Lead the Way"** focus provides a strong foundation for developing student voice, leadership, and ownership.

Multiple Opportunities for Involvement

- Athletics, clubs, electives, leadership, and enrichment programs provide students with multiple ways to connect with peers, staff, and the school.

Areas for Growth

Increase Student Sense of Belonging

- Ensure more students feel known, valued, and connected to CVMS.

Strengthen Adult-Student Connections

- Ensure every student has a trusted adult at school who knows them, supports them, and regularly checks in with them.

Increase Student Voice and Leadership

- Provide more meaningful opportunities for students to contribute ideas, make decisions, and lead within the school.

Expand Student Involvement

- Increase participation in athletics, clubs, activities, and other opportunities, particularly for students who may not currently feel connected to school.

Strengthen Advisory

- Use advisory more intentionally for relationship-building, student goal-setting, reflection, and developing a stronger sense of belonging.

Use Student Feedback to Drive Improvement

- Regularly gather and analyze student voice and connectedness data to identify gaps and make adjustments to the student experience.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	Although CVMS has made progress in strengthening student behavior, relationships, and schoolwide expectations, opportunities remain to increase students' sense of belonging, connection, and ownership of their school experience. With a growing and diverse student population, some students may not yet feel consistently known, valued, or connected to an adult, peer group, activity, or meaningful aspect of school. Students need increased opportunities to build positive relationships, develop their voice and leadership skills, and see themselves as an important part of the CVMS community. Strengthening connectedness will help support student engagement, academic success, positive behavior, and the development of confident student leaders.	Inconsistent Adult-Student Connections While many CVMS staff members build strong relationships with students, not every student has a consistent connection with a trusted adult who knows them well, understands their strengths and needs, and intentionally checks in with them. A more systematic approach is needed to ensure that students who are less engaged or more disconnected are identified and connected to supportive adults. Limited Student Voice, Leadership, and Ownership CVMS is beginning to place greater emphasis on leadership and the theme "Own Your Journey: Lead the Way," but students need more consistent opportunities to have a voice in their school, contribute to decision-making, lead activities, and take meaningful ownership of their learning and school community. Uneven Sense of Belonging Across Student Groups Students connect to school in different ways. While athletics, electives, clubs, leadership opportunities, and other activities provide important connections, not all students participate in these experiences. Some students may need additional entry points to find a group, activity, interest, or adult connection that makes school meaningful to them. Transition and Developmental Needs of Middle School Students CVMS serves students during a significant developmental transition from elementary school toward high school. Students are developing their identity, independence, and peer relationships while navigating increased academic and social expectations. Without intentional structures for connection, some students can become disengaged or feel that they do not have a meaningful place within the school community. Need for Consistent Schoolwide Structures for Belonging CVMS has several positive structures--including advisory, PBIS, Student-Led Conferences, leadership opportunities, clubs, athletics, and enrichment--but these systems are not yet fully connected into a cohesive schoolwide approach to student belonging. The next step is creating consistent opportunities for every student to be known, heard, supported, and involved.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **Accelerated/Advanced Coursework Enrollment**
- [x] **Curriculum Based Measures**
- [x] **Grades**
- [x] **I-Ready**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Student failure and/or retention rates**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Action research results**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Master schedule**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Enrollment trends**
- [x] **Perception/survey data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By May 2027, CVMS will increase the percentage of students demonstrating expected academic growth in mathematics by using Ready Mathematics data three times throughout the school year to identify student needs, adjust Tier 1 instruction, provide targeted interventions, and monitor progress.

Specifically, CVMS will increase the percentage of students meeting or exceeding their i-Ready Mathematics growth target from the 2026-2027 baseline by 10 percentage points.

Formative Measures: CVMS will monitor progress toward the annual academic growth goal through three formal i-Ready Mathematics data-analysis cycles; common formative assessment results aligned to priority standards; monthly/interim monitoring of students' progress toward individual growth targets; progress-monitoring data for students receiving targeted interventions; PLC documentation of instructional adjustments based on student data; and classroom walkthrough evidence of responsive Tier 1 instruction. Students identified as not demonstrating adequate progress will be provided targeted support and monitored at regular intervals to determine response to intervention.

Improvement Strategy 1

CVMS will establish a consistent, data-driven cycle of assessment, analysis, instructional adjustment, intervention, and progress monitoring using i-Ready Mathematics data. Teachers and PLCs will use assessment results at least three times throughout the school year to identify individual student needs, strengthen Tier 1 instruction, provide targeted interventions, and monitor student progress toward established growth targets. This process will ensure that instructional decisions are based on current student data and that students who are not demonstrating expected growth receive timely and targeted support.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish Baseline and Growth Targets	CVMS Math Department	Week 4 of the school year.	
2	Conduct Three Data Cycles Throughout the Year	School wide through advisory classes.	Late May will be the last cycle.	
3	Strengthen Tier 1 Instruction	Math department with administration.	Ongoing throughout the school year.	
4	Provide Targeted Interventions	Math PLC's	On-going after analysis'.	
5	Build Staff Capacity Through PLCs	Math PLC's	Ongoing as we work through the MTSS process.	

Position Responsible: Sarah Sparhawk

Resources Needed: Data from each iReady assessment.

Status Checks

November **February** **June**

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By May 2027, CVMS will establish a consistent culture of collaborative adult learning through common plan time for core content teachers, using collaborative planning, common assessments, student work, MAP Reading, and i-Ready Mathematics data to strengthen Tier 1 instruction and respond to student learning needs.

By the end of the 2026-2027 school year, 100% of core content PLC teams will participate in common planning and document evidence of the instructional cycle: identify student needs, plan a common instructional response, assess student learning, analyze results, and adjust instruction. At least 80% of core content teams will demonstrate evidence of improved student performance following an instructional adjustment or intervention identified through their collaborative planning process.

Formative Measures: CVMS will monitor implementation of collaborative adult learning through monthly PLC documentation, common planning agendas, common assessment results, student work analysis, and evidence of instructional adjustments. PLC teams will document each step of the instructional cycle--identify student needs, plan a common response, assess learning, analyze results, and adjust instruction. Progress will be monitored through quarterly reviews of PLC evidence and student performance data to determine whether instructional adjustments are resulting in improved student learning.

Improvement Strategy 1

CVMS will establish a consistent culture of collaborative adult learning through protected common planning time for core content teachers. PLC teams will use a common instructional cycle. The cycle will consist of: Identify Student Needs - Plan - Teach - Assess - Analyze - Adjust, to collaboratively examine common assessments, student work, MAP Reading, i-Ready Mathematics, and other relevant student data. Departments will use this information to strengthen Tier 1 instruction, provide targeted support, and monitor the impact of instructional adjustments on student learning.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish Common Planning Structures	Admin	Beginning of the school year.	
2	Implement a Consistent PLC Instructional Cycle	Admin and Department Leads	Ongoing throughout the year.	
3	Monitor Implementation and Student Impact	Admin, Department Leads, and all teachers.	Ongoing throughout the year.	

Position Responsible: Admin

Resources Needed: Time

Status Checks

November **February** **June**

Inquiry Area 3

Connectedness

SMART Goal 1

By May 2027, CVMS will strengthen student connectedness and sense of belonging by increasing opportunities for students to build meaningful relationships with adults and peers, participate in leadership and school activities, and take ownership of their school experience.

CVMS will use student connectedness surveys, participation data, advisory activities, and student voice opportunities to identify areas of need and monitor progress. By the end of the 2026-2027 school year, CVMS will increase the percentage of students reporting that they feel connected to at least one trusted adult and feel that they belong at CVMS by 10 percentage points from the fall baseline.

Formative Measures: CVMS will monitor student connectedness through student survey data, advisory participation and implementation, student leadership and activity participation, student voice opportunities, and evidence of intentional connections between students and trusted adults. Data will be reviewed at least quarterly to identify student groups and areas of need, adjust relationship-building and engagement strategies, and monitor progress toward increasing the percentage of students reporting that they feel connected to a trusted adult and that they belong at CVMS.

Improvement Strategy 1

CVMS will strengthen student connectedness and sense of belonging by intentionally creating opportunities for every student to develop meaningful relationships with trusted adults and peers, participate in leadership and school activities, and have a voice in their school experience. CVMS will use student connectedness survey data, advisory activities, participation data, and student voice feedback to identify students and groups experiencing lower levels of connectedness and to guide targeted strategies. Staff will intentionally build relationships with students through advisory, classroom interactions, extracurricular activities, student leadership, and other school-wide opportunities that help students feel known, valued, and connected to CVMS.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish Intentional Trusted Adult Connections	Advisory Teachers	Beginning of the school year.	
2	Strengthen Advisory as a Connection and Belonging Structure	Advisory Teachers	Ongoing throughout the school year.	
3	Increase Student Leadership and Participation	Admin and All Staff	Ongoing throughout the school year.	

Position Responsible: Greg Thetford

Status Checks

November **February** **June**

SMART Goal 2

By the end of the 2027 school year, CVMS will increase its NV-SCSEL Emotional Safety score from the 2025-2026 baseline of 340 to at least 360, moving the school from the "Needs Improvement" range to a level at or above the current state average of 357. CVMS will accomplish this by strengthening students' sense of emotional safety through consistent relationship-building practices, explicit social-emotional learning, student voice opportunities, predictable schoolwide expectations, and timely adult response to student concerns. Progress will be monitored through NV-SCSEL data, student feedback, discipline/incident trends, and implementation of schoolwide emotional-safety strategies throughout the 2026-2027 school year.

Formative Measures: CVMS will monitor progress toward the Emotional Safety goal through student pulse surveys, trusted-adult connection data, Advisory/SEL implementation, student voice and feedback opportunities, behavior and discipline data, counselor/support referrals, and schoolwide implementation walkthroughs. Data will be reviewed at least quarterly to identify trends, student groups, or settings requiring additional support and to adjust emotional-safety strategies. Progress will be evaluated by comparing interim student feedback and implementation data to the 2025-2026 NV-SCSEL baseline of 340, with the ultimate goal of increasing the NV-SCSEL Emotional Safety score to 357 or higher by May 2027.

Improvement Strategy 1

By May 2027, CVMS will increase its NV-SCSEL Emotional Safety score from 340 to at least 357, reaching or exceeding the current state average and demonstrating measurable improvement in students' perceptions of emotional safety at CVMS.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Strengthen Trusted Adult Relationships	Admin and staff	Ongoing throughout the year.	
2	Embed Emotional Safety and SEL into Advisory - Leader in Me	Teachers	Ongoing throughout the year.	
3	Increase Student Voice and Ownership	Schoolwide	Ongoing throughout the year.	
4	Use Data to Identify and Address Areas of Concern	Admin and staff	Ongoing throughout the year.	

Position Responsible: Greg Thetford

Resources Needed: None

Status Checks

November **February** **June**

Douglas County School District

Douglas High School

2026-2027 School Improvement Plan

District Approval Date:
August 13, 2026

Generated by Plan4Learning.com
October 05, 2026 at 10:13 AM

Mission Statement

As Tigers, we will work together to encourage and empower each other to be lifelong learners and positive contributing members of society.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Douglas High School has demonstrated a consistent, multi-year decline in course failure rates across both fall and spring semesters:

- **Fall semester failure rate** dropped from 6.18% (Fall 2022) to 5.44% (Fall 2025) — a decrease of 0.31 percentage points, with steady improvement each year
- **Spring semester failure rate** dropped from 6.90% (Spring 2023) to 5.78% (Spring 2026) — a decrease of 0.23 percentage points, also trending downward every year
- The decline has held even as total enrollment/course-taking volume has decreased (Fall total N fell from 10,820 to 8,240; Spring total N fell from 10,664 to 8,717), indicating the improvement isn't simply an artifact of a shrinking student body — the *rate*, not just the raw count, has improved
- This sustained downward trend reflects effective early-intervention and credit-recovery efforts and supports the school's continued emphasis on credit sufficiency, particularly in historically high D/F courses like required math courses

Areas for Growth

- **Spring rates consistently run higher than fall rates every year** (e.g., Spring 2026 at 5.78% vs. Fall 2025 at 5.44%) — this pattern holds across all four years, suggesting cumulative fatigue, course rigor timing, or exam/final weighting is driving more failures by year's end; earlier intervention before spring may be warranted
- **The improvement trend hasn't been fully linear** — Fall failure rate rose from 5.47% (2023) to 5.75% (2024) before resuming its decline in 2025, showing gains aren't yet consistent year-over-year and current strategies may need reinforcement to hold
- **No course- or subject-level breakdown yet** — the SMART goal specifically targets courses with historically high D/F rates, particularly required math courses, but the data currently available is schoolwide only; disaggregating by course/department is needed to confirm math is still the priority area and to target interventions precisely
- **Failure rate, while declining, is not yet at target** — roughly 1 in 18 course enrollments still ends in failure each semester; continued focus on credit recovery and on-track monitoring for underclassmen remains necessary to sustain momentum toward zero-gap credit sufficiency

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Academic language demands in content-area courses (especially math/science vocabulary) can drive higher failure rates independent of content mastery • Course placement/scheduling constraints (EL support blocks) can limit access to on-level or accelerated coursework needed for credit pacing.	• Embed explicit academic vocabulary instruction into content-area lesson planning (e.g., sentence frames, word walls) in high D/F courses, particularly math • Provide content-area teachers with EL-specific PD or coaching on scaffolding strategies (e.g., WIDA-aligned strategies) so language support isn't siloed to EL staff alone • Continue reviewing master schedule to identify and reduce conflicts between EL support blocks and on-level/accelerated

		course access • Continue providing a case-review process (EL staff + counselors) at scheduling time each year to proactively place EL students in courses aligned with their needs.
Foster/Homeless		
Free and Reduced Lunch		
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		
Students with IEPs	• Gap between accommodations specified in the IEP and consistent implementation across all content-area teachers, particularly in high D/F courses like required math • Credit accrual pace can lag if intervention/support periods pull from elective or core instructional time • Transition points (e.g., 9th grade entry, course-level changes) are common risk points for failure without proactive progress monitoring	• Continue providing teachers with a streamlined, accessible accommodations reference (e.g., quick-view sheet per student) at the start of each semester, particularly for high D/F courses like required math • Continually conduct periodic accommodation-fidelity checks (admin or case manager walkthroughs) to confirm accommodations are being implemented as written, not just documented • Continue reviewing IEP student schedules to identify and minimize cases where intervention blocks displace core credit-bearing instruction

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Despite steady multi-year declines in course failure rates (fall: 6.18%-5.44%; spring: 6.90%-5.78%), gains have been inconsistent year-over-year and spring rates remain higher than fall rates every year. Continued focus is needed to protect this trend and lower failure rates in high-D/F courses, especially required math, to keep underclassmen on track for graduation.	The gap between fall and spring failure rates, along with an inconsistent year-over-year trend, suggests that early-year supports (e.g., initial credit-check monitoring, first-semester intervention structures) are not sustained with the same intensity through the second semester. Without consistent, embedded systems for identifying and supporting struggling students throughout the entire year -- not just at the start -- students who begin to fall behind in spring have fewer structured opportunities to recover before the semester ends.

★ = Priority

Adult Learning Culture

Areas of Strength

- Priority standards have been outlined schoolwide, providing a foundation for aligned instructional planning
- Scope, sequence, and pacing consistency is a growing strength, supporting more coherent instruction across sections and courses
- PLCs are familiar with the DuFour guiding questions, giving teams a shared structural framework for collaborative work
- Common final exams are beginning to take hold, reflecting early movement toward assessment consistency
- The school actively reviews and analyzes ACT data and has already developed targeted strategies to improve ACT and college/career readiness outcomes, demonstrating existing capacity to translate data into action

Areas for Growth

- While PLCs know the DuFour guiding questions, teams are not yet strong at analyzing student data and using it to readjust instruction in real time — the structure exists, but the data-to-instruction feedback loop needs strengthening
- Common assessment creation is inconsistent; beyond emerging common finals, most common assessments are not yet built or implemented with fidelity across departments
- Teachers need explicit training on how to create effective common assessments — this is a prerequisite for the broader goal of PLCs analyzing meaningful, comparable data
- Formalized PLC agendas and data templates are not yet in place, which limits the consistency and depth of data-driven discussion across teams

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	PLCs share a common structural framework and are growing in scope/sequence/pacing, but data-driven instructional adjustment and consistent, fidelity-built common assessments are still developing. Without common assessments and data-focused PLC protocols, teachers lack the shared data needed to identify and respond to instructional gaps in real time.	PLCs have a shared discussion framework but lack structured protocols, templates, and training in common assessment creation and data analysis -- so PLC time defaults to general discussion rather than a consistent assess-analyze-adjust cycle.

★ = Priority

Connectedness

Areas of Strength

- Douglas High School has already built strong Tier 1 fidelity, raising TFI scores from a 16% baseline to 53% — a substantial, verified gain confirmed through 3 TFI walkthroughs
- Core Tier 1 systems are established and functioning: defined behavioral expectations (Douglas Way Matrix), a teaching matrix, an acknowledgment system, and data-based decision-making structures
- The school has a clear, structured monitoring process already in place (TFI walkthroughs at set intervals, MTSS team review) to sustain fidelity going forward
- There is existing momentum and infrastructure to build on — this goal isn't starting Tier 1 from scratch, it's protecting a proven system while extending into Tier 2

Areas for Growth

- Tier 2 intervention structures do not yet exist — students not responding to Tier 1 supports currently have no formalized next level of support
- A universal screening process to identify Tier 2 candidates (behavioral and/or academic) is not yet established or refined
- Clear data decision rules (e.g., office referrals, attendance, grades) for flagging students needing Tier 2 support have not yet been set
- Staff have not yet been trained to use data systems to identify and refer students for Tier 2, or to deliver Tier 2 interventions once selected
- No Tier 2 interventions have been piloted; entry/exit criteria and progress-monitoring schedules for Tier 2 students still need to be defined

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Universal screening and data decision rules for Tier 2 may not account for language acquisition factors, risking EL students being over- or under-identified for behavioral/academic intervention based on data that doesn't distinguish language needs from skill gaps	Include EL staff in developing data decision rules and screening criteria, and ensure Tier 2 progress-monitoring considers language proficiency stage alongside behavioral/academic data
Foster/Homeless		
Free and Reduced Lunch	Data decision rules relying on attendance or office referrals may reflect underlying barriers (transportation, housing instability, work obligations) rather than a need for behavioral intervention, risking mis-targeted Tier 2 placement	Pair data decision rules with a brief context check (e.g., counselor consult) before Tier 2 placement for FRL-flagged students, and ensure Tier 2 options include supports that address access barriers, not just behavior/academic skill-building
Migrant/Title1-C Eligible		

Racial/Ethnic Minorities		
Students with IEPs	Without clear coordination, Tier 2 intervention selection and entry/exit criteria could overlap or conflict with existing IEP goals and services, creating redundant or misaligned support	Involve special education staff/case managers in Tier 2 planning so interventions complement (not duplicate) IEP services, with shared data systems flagging when Tier 2 referral may signal an IEP review is needed instead

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	Douglas High School has built strong Tier 1 fidelity (53%, up from a 16% baseline), but no Tier 2 intervention structure currently exists for students who don't respond to Tier 1 supports. Without a universal screening process, clear data decision rules, or trained staff to identify and serve these students, students needing additional support have no formalized next level of intervention -- limiting the school's ability to fully meet student behavioral and academic needs.	MTSS work to date has focused on establishing and stabilizing Tier 1 systemwide, which has not yet been paired with the data infrastructure (screening, decision rules, staff training) needed to identify and route non-responsive students into Tier 2. As a result, Tier 2 has not been built or piloted, even though Tier 1 foundations are now solid enough to support that next step.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Despite steady multi-year declines in course failure rates (fall: 6.18%-5.44%; spring: 6.90%-5.78%), gains have been inconsistent year-over-year and spring rates remain higher than fall rates every year. Continued focus is needed to protect this trend and lower failure rates in high-D/F courses, especially required math, to keep underclassmen on track for graduation.	The gap between fall and spring failure rates, along with an inconsistent year-over-year trend, suggests that early-year supports (e.g., initial credit-check monitoring, first-semester intervention structures) are not sustained with the same intensity through the second semester. Without consistent, embedded systems for identifying and supporting struggling students throughout the entire year -- not just at the start -- students who begin to fall behind in spring have fewer structured opportunities to recover before the semester ends.
2 ★	PLCs share a common structural framework and are growing in scope/sequence/pacing, but data-driven instructional adjustment and consistent, fidelity-built common assessments are still developing. Without common assessments and data-focused PLC protocols, teachers lack the shared data needed to identify and respond to instructional gaps in real time.	PLCs have a shared discussion framework but lack structured protocols, templates, and training in common assessment creation and data analysis -- so PLC time defaults to general discussion rather than a consistent assess-analyze-adjust cycle.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **College and career readiness data**
- [x] **Course Offerings**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **SAT, ACT, PSAT or ASPIRE**
- [x] **Student failure and/or retention rates**

Adult Learning Culture

- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **PBIS/MTSS data**
- [x] **School safety data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

To maintain our current rates of credit sufficiency and lowered failure rates in courses with historically high D/F rates, particularly math courses required for graduation. Emphasis will be placed on ensuring underclassmen stay on track toward earning sufficient credits for graduation.

Improvement Strategy 1

Continue to utilize formative assessments and early progress indicators to trigger supports earlier in the semester.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Offer extended learning opportunities (maath labs, tutoring, Saturday school) specifically for high-failure-rate courses.	Department Leads	On-Going	
2	Provide monthly data review meetings for teachers (PLC) to adjust instruction based on assessment trends.	Department Leads and Admin	On-Going	
3	Identify students with multiple D/F grades at each grading period and assign targeted academic supports.	Admin Team and Teachers	On-Going	

Status Checks

November **February** **June**

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

To strengthen the school's professional learning culture through structured PLCs that analyze student growth data, evaluate the effectiveness of interventions, and align instructional practices with college and career readiness standards.

Improvement Strategy 1

Continued work on PLC protocols focused on common assessment creation, data analysis, and instructional planning that aligns with student data trends and instructional gaps.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Facilitate professional development focused on formative assessment practices and responses to intervention.	Admin Team	Fall 2026 and on-going PLC	
2	Align observation and feedback cycle aligned to NEPF standards and student outcomes.	Admin Team	On-Going	
3	Facilitate professional development focused on common Scope, Sequence, Pacing, and Assessments	Admin & Department Leads	Fall 2026 & On-Going	
4	Create structured agendas and data templates for PLC discussions	Department Leads	On-Going	

Status Checks

November **February** **June**

Improvement Strategy 2

Continue developing instructional leadership capacity through department leads and peer mentorship.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Continued focus in our Site Leadership Teams	Admin Team and Department Leaders	On-Going	

Status Checks

November **February** **June**

Inquiry Area 3

Connectedness

SMART Goal 1

Douglas High School will maintain Tier 1 fidelity at or above 53%, as measured by the MTSS Tiered Fidelity Inventory (TFI) across 3 walkthroughs, while implementing and building capacity for Tier 2 intervention strategies for students not responding to Tier 1 supports, by the end of the 2026-27 school year.

Improvement Strategy 1

Maintain Tier 1 core fidelity

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct the first TFI walkthrough early in the year to confirm current Tier 1 practices remain intact (defined expectations, teaching matrix, acknowledgment system, data-based decision making)	MTSS Team	Fall 2026	
2	Schedule walkthroughs 2 and 3 at planned intervals (e.g., winter and spring) to confirm fidelity is sustained at 53% or higher	MTSS Team	Fall 2026 and Spring 2027	
3	Review TFI results with the MTSS team after each walkthrough and address any area that dips below current levels	MTSS Team and Admin	Spring 2027	

Status Checks

November **February** **June**

Improvement Strategy 2

Build the MTSS data infrastructure needed to identify Tier 2 candidates

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish or refine a universal screening process (behavior and/or academic) to flag students not responding to Tier 1	Admin and MTSS Team	Fall 2026	
2	Set clear data decision rules (e.g., office referrals, attendance, grades) for identifying students who need Tier 2 support	Admin and MTSS Team	Fall 2026	
3	Train staff on how to use existing data systems to flag and refer students for Tier 2 consideration	Admin and MTSS Team	Spring 2027	

Status Checks

November **February** **June**

Improvement Strategy 3

Launch initial Tier 2 intervention structures

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Select 1-2 evidence-based Tier 2 interventions to pilot (e.g., Check-In/Check-Out, small-group skill instruction)	MTSS Team	Fall 2026	
2	Identify and train staff who will deliver the Tier 2 intervention(s)	MTSS Team	Winter 2026	
3	Define entry/exit criteria and a progress-monitoring schedule for students placed in Tier 2	MTSS Team	Fall 2026	
4	Begin piloting Tier 2 with a small student cohort before a full-scale rollout	MTSS Team	Spring 2027	

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November **February** **June**

SMART Goal 2

Based on the results of the NV-SCSEL staff survey, Douglas High School will focus on improving staff perception and experience with physical safety while on campus by communicating our safety efforts and progress, and will measure this through a locally-administered staff safety survey given to the entire staff, with the goal of increasing positive responses on key safety indicators (measured against the Fall 2025 baseline) by the end of the 2026-27 school year.

Improvement Strategy 1

Reduce vandalism (Baseline: 53% report occurs often)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct a walkthrough with custodial/security staff to map current vandalism hotspots (restrooms, stairwells, parking lots)	Admin and Head Custodian	Fall 2026	
2	Increase staff supervision presence in identified hotspots during passing periods, lunch & after school.	Admin, Deans, and Safety Monitors	On-Going	
3	With new cameras, admin can more closely review and expand camera coverage where gaps previously existed in hotspot areas	Admins and Deans	On-Going	
4	Continue track vandalism incidents by location to measure change against baseline	Admins and Deans	On-Going	

Status Checks

November **February** **June**

Improvement Strategy 2

Communicate safety efforts to the staff.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Share a semester safety update with staff summarizing actions taken on vandalism and verbal abuse, plus data on physical conflicts, theft, weapons, and other lower-frequency but high-severity concerns	Admin	Fall and Spring Semesters	
2	Administer the full locally-created safety survey each semester to track against the Fall 2025 baseline	Admin	Spring Semester	
3	Present survey results transparently to staff, including what's improved and what hasn't	Admin	End of Spring Semester	

Status Checks

November **February** **June**

Douglas County School District

G. L. Scarselli Elementary School

Classification: 3 Star School

Accreditation Status:
Accredited

Title I

2026-2027 School Improvement Plan

District Approval Date:
September 11, 2026

Generated by Plan4Learning.com
October 05, 2026 at 10:13 AM

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Comprehensive Needs Assessment

Student Success

Areas of Strength

We have continued to see growth in student writing now that we have implemented Write Score for two years.

Our primary grades have been utilizing UFLI with fidelity and we have seen growth with their reading scores.

Our Kindergarten math MAP scores show high levels of proficiency.

We have implemented PBIS and MTSS for our students showing an improvement in expected behaviors.

Areas for Growth

We still have students who are not proficient writers. SBAC no longer separates writing for ELA as they have done historically. We will use Write Score to measure student writing growth.

All staff will be attending the Science of Reading trainings so that everyone understands the research and instructional practices instead of the small pockets of teachers who currently have this training.

There has been a decline in math proficiency in grade 1 - 5. We need to work on improving math instruction as new programs are piloted throughout the district.

With the merger of two schools, who are in different spots of the MTSS process, we will need to align the staff with the same expectations through the MTSS trainings with UNR.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We now have more students receiving EL services than previously.	We now have a full time EL teacher supporting this population, as well as an instructional aide.
Foster/Homeless	We have a few students that are SIT and this occurs at different points in the year.	We have a full time counselor, a part time counselor and a social worker to support these students. We will continue to build strong relationships with families and continuing to foster trust.
Free and Reduced Lunch	We are designated a Title 1 school due to our population of FRL students.	We receive additional funding that allows us to have a reading interventionist, a math interventionist and the funds support online learning resources.
Migrant/Title1-C Eligible	NA	

Racial/Ethnic Minorities	We have a larger population of Native Americans that have historically been disadvantaged.	We work with the local Tribal community to coordinate resources in the school. Students receive tutoring outside of school.
Students with IEPs	Students that exhibit challenging behaviors impact and impede their learning and the learning of others.	We receive support from our BCBA, RBT's, case managers and administration to best support these students. The goal is to decrease behaviors using the MTSS and PTR process.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	We have varying levels of writing proficiency.	Writing is challenging and students struggle with organization and stamina. Writing instruction and student practice is labor intensive consuming large amounts of time.
2	Reading scores show various levels toward meeting proficiency.	We have not had a dedicated ELA program so there has been inconsistency with reading instruction.
3	Math scores show various levels toward meeting proficiency.	We have not had a dedicated Math program so there has been inconsistency with math instruction.

★ = Priority

Adult Learning Culture

Areas of Strength

As the two schools come together, we have a very strong teaching staff with many years of experience. We will all be working through the Science of Reading training through the state. The staff brings a great deal of background knowledge to reading. This will also enhance our MTSS process as we determine how best to support students with reading interventions.

Areas for Growth

It is too early to be specific on this area, but based upon a global view and feedback from our core MTSS team, we need to ensure high quality Tier 1 instruction, effective PLCs that use data to drive instruction, and accurately identifying and implementing Tier 2 interventions for students. We need more accurate data tracking.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Can sometime be misdiagnosed.	Student study teams and more conversations with parents and the team.
Foster/Homeless	Can be transient and we see them come and go from our school.	Keep up to date information on students and the work we have been doing for them. MTSS data trackers.
Free and Reduced Lunch	These students may have other challenges and are an important sub population to monitor.	This confidential information for staff, so finding other ways to address student needs through the MTSS process.
Migrant/Title1-C Eligible	NA	NA
Racial/Ethnic Minorities	We have a large population of Native Americans and each family has unique challenges.	Communicate frequently and attend events at the tribe.
Students with IEPs	More students are coming to use with needs. Ensure all interventions have been tried prior to testing.	Student study teams and following the MTSS process.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1	We have a large number of problem behaviors at our school. Based on the Nevada Working Conditions Survey and and internal staff survey presented by the principal at the end of the last school year, it was determined that student behavior concerns needed to be addressed, thus these behavior goals.	How students communicate their needs can often be challenging for them and this results in inappropriate behaviors. Students struggle with code switching and being emotionally resilient when faced with a challenge.
2	Staff are at various levels of understanding MTSS processes. This is critical since the staff of two schools are merging. It is an opportunity to reboot and get everyone trained. Our school will be utilizing Compass Curriculum for SEL lessons to support positive student behaviors.	How students communicate their needs can often be challenging for them and this results in inappropriate behaviors. Students struggle with code switching and being emotionally resilient when faced with a challenge.
3	There has been inconsistency with reading instruction.	We have been working without a dedicated ELA program.

★ = Priority

Connectedness

Areas of Strength

Many students already know each other because of sports and close proximity to each other. We have two veteran staffs coming together. We know what is good for kids and have already started to work together on the needs of students. We have family evening events planned for each month of the year. We have implemented PBIS effectively and will use data to adjust support and training.

Areas for Growth

We have to use data to monitor our school culture throughout the year. Since we are new, we are using best practices to build a positive culture for all students, staff and families.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Not all teachers are certified in language acquisition instruction methods yet.	ELL teacher and support staff for language acquisition. The stat will be requiring this training for all teachers in the years to come.
Foster/Homeless	We have (?) students who are supported by McKinney Vento who may need SEL support	Counselors and SSW will check in on students regularly
Free and Reduced Lunch	The merger of two schools will show an increase of students receiving FRL.	Students are offered breakfast and lunch at the school and more lunch staff will be available to support the need.
Migrant/Title1-C Eligible	NA	NA
Racial/Ethnic Minorities	More Native American students will be joining the school.	Tribal supports will be offered at the school and a relationship has been built with tribal services.
Students with IEPs	We have a CLS/Autism program, resource program, SLP program, OT and Pt at the school.	Coordination will have to be precise to ensure student receive the services needed.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	Scarselli and C.C. Meneley Elementary schools were consolidated into Scarselli for the 2026-27 school year. The results of the Staff Climate Survey were reviewed. As the schools come together to ensure that we continue to have strong relationships within our school and with the community we serve. The survey results are for one school only are not an accurate reflection of the combined schools. We need to collect Staff Climate Survey data to gather a baseline and then work together to ensure we have a strong culture and daily climate.	Two school consolidating into one and not having accurate data to reflect the changes in the school community.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [x] **Early childhood literacy and math data**
- [x] **Early reading assessment results**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**

- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

We will have a five-point increase in our percentage of K-5 students demonstrating progress toward mastery in literacy by meeting their individual growth goal in Reading as measured by Fall 2026 to Spring 2027 (Winter 2026 to Spring 2027 for K) MAP Reading growth.

Formative Measures: Fall, Winter and Spring Reading MAP Growth data, K- 1 Science of Reading Assessments, 3rd - 5th Write Score data. Staff will attend the Scoence of Reading trainings throughout the year delivered by the Literacy Specialists.

Improvement Strategy 1

We will utilize Title I funding to pay for tutoring and an interventionist position.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Hire qualified staff for additional interventions.	interventionist	beginning of the year to the end of state testing	✓

Status Checks

November **February** **June**

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

We will increase K-5 teacher knowledge of Science of Reading pillars and effective instructional strategies by having all K-5 teachers complete 15 hours of Science of Reading training during the 2026/27 and 2027/28 school years.

Formative Measures: Training session sign-in sheets, teacher assignment artifacts, SOR pre/post conference Science of Reading Knowledge Assessment, classroom literacy walkthroughs, PLC accountability, reading of 7 Mighty Moves and Next Step in Literacy Instruction Connecting Assessments to Effective Interventions. All certified K-5 staff will be trained by the end of the year.

Improvement Strategy 1

Train all certified K-5 teachers on the Science of Reading.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Trainings throughout the school year.	PDC and Interventionists.	2026-27 school year.	

Position Responsible: Literacy Specialists and PDC.

Resources Needed: NA

Status Checks

November **February** **June**

Inquiry Area 3

Connectedness

SMART Goal 1

Increase strong and effective MTSS practices and increase our fidelity score from 60% to 65% as measured by Fall 2026 to Spring 2027 Tiered Fidelity Inventory 3.0 schoolwide data. A specific area to focus is having established procedures for responding to behaviors.

Scarselli and C.C. Meneley Elementary schools were consolidated into Scarselli for the 2026-27 school year. The results of the Staff Climate Survey were reviewed. As the schools come together to ensure that we continue to have strong relationships within our school and with the community we serve. The survey results are for one school only are not an accurate reflection of the combined schools. We need to collect Staff Climate Survey data to gather a baseline and then work together to ensure we have a strong culture and daily climate.

Formative Measures: Tiered Fidelity Inventory 3.0 schoolwide data. The MTSS team will continue the trainings with the district team and UNR. Information will be shared with staff and all staff will attend school MTSS meetings and review data to better understand the process to help better support students.

Improvement Strategy 1

Will increase the fidelity of our MTSS processes as measured by the Tiered Fidelity Inventory.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	MTSS Training and continued work of MTSS in the school	All staff	whole year	

Position Responsible: Administration will train and guide this work

Resources Needed: Training through UNR and district MTSS coordinators.

Status Checks

November **February** **June**

Douglas County School District

Gardnerville Elementary School

2026-2027 School Improvement Plan

District Approval Date:
September 11, 2026

Generated by Plan4Learning.com
October 05, 2026 at 10:14 AM

Vision

Gardnerville Elementary School is a great place to learn because every member of the GES Family matters. We provide meaningful, intentional, and purposeful learning experiences that honor what is best for students. With high expectations, we prepare students to be lifelong learners and contributing members of society.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

GES Recent Data

- Grades 1–5 reading achievement increased from 46.8% in fall to 55.0% in spring at or above the 65th percentile.
- In reading, 73.7% of students in Grades 1–5 met or exceeded their individual MAP growth projections, and 86.6% demonstrated positive growth.
- Second grade demonstrated strong achievement and growth in both reading and math, with observed growth exceeding MAP projections.
- Kindergarten reading achievement increased from 64.9% in winter to 70.3% in spring at or above the 65th percentile.
- SBAC results showed areas of strength across ELA and mathematics, providing evidence of effective instruction and a foundation for continued improvement.

Areas for Growth

- Strengthen kindergarten math growth, particularly in Measurement and Data, as fewer students met their winter-to-spring MAP growth projections.
- Improve first-grade reading achievement while continuing to maintain the strong individual growth demonstrated by students.
- Increase upper-elementary math achievement, particularly in fourth grade, with an emphasis on Concepts and Procedures.
- Strengthen ELA performance in Writing and Research, including selecting evidence, organizing responses, and explaining thinking.
- Continue addressing opportunity gaps for students receiving special education, English learner, and economically disadvantaged services.
- Reduce chronic absenteeism and increase the percentage of students attending school consistently.
- Strengthen consistent implementation of the Cougar Way and schoolwide expectations to support student belonging, positive behavior, and a safe learning environment.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners may need additional support with academic vocabulary, oral language, comprehension, and explaining their thinking in reading, writing, and mathematics. The small number of English learners at GES can also make schoolwide percentages unstable and may result in individual needs being overlooked.	Provide targeted support from the ESL teacher; incorporate explicit vocabulary and language-development strategies into Tier 1 instruction; use visuals, modeling, sentence frames, and structured academic conversations; monitor each student's MAP, classroom, and language-development data during PLCs; and provide timely, skill-specific intervention without removing students from essential core instruction.
	Students may experience changes in housing or caregivers, inconsistent	Coordinate with the district liaison, caregivers, counselor, and teachers to ensure immediate enrollment, transportation, meals, supplies, and

Foster/Homeless	attendance, transportation barriers, interrupted learning, limited access to school supplies, and increased social-emotional needs.	access to school services; provide a consistent, trusted adult at school; monitor attendance, achievement, behavior, and well-being; and offer flexible, targeted academic support to address interrupted learning.
Free and Reduced Lunch	Students may experience barriers related to attendance, access to learning materials and enrichment opportunities, unfinished learning, and limited academic support outside of school.	Provide equitable access to instructional materials, technology, intervention, enrichment, meals, and school activities; use PLCs to monitor achievement, growth, and attendance at the student level; provide targeted support during the school day without removing students from core instruction; and connect families with available school and community resources.
Migrant/Title1-C Eligible	Students may experience interrupted schooling, mobility, attendance barriers, gaps in academic records, language needs, and difficulty accessing consistent instructional programs and school services.	
Racial/Ethnic Minorities	Students may experience opportunity gaps, cultural or language barriers, limited representation in instructional materials, or a reduced sense of belonging and connection to school.	
Students with IEPs		

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	GES does not yet have a consistent schoolwide system for disaggregating and routinely monitoring achievement, growth, attendance, and behavioral data for English learners, students experiencing foster care or homelessness, students receiving free or reduced-price lunch, migrant students, racial or ethnic minority students, and students with IEPs. As a result, individual opportunity gaps and needs are not always identified early enough to ensure timely and equitable access to grade-level instruction, intervention, enrichment, and social-emotional support.	Grade-level teams have not consistently used a common PLC and MTSS process, common formative assessments, short-cycle progress monitoring, and disaggregated student data to identify needs, select targeted instructional responses, and evaluate whether those responses are working. Limited staff time, small subgroup sizes, inconsistent attendance, and varying access to specialized personnel and intervention further affect the school's ability to respond consistently.

★ = Priority

Adult Learning Culture

Areas of Strength

- Staff members are dedicated, hardworking, and willing to take on challenges.
- Teachers actively pursue professional learning and look for ways to strengthen their instructional practices.
- Staff members are willing to pilot new programs, strategies, and resources to support student learning.
- Teachers demonstrate leadership by volunteering to chair committees, lead departments, and support schoolwide initiatives.
- Staff members collaborate well, support one another, and demonstrate a strong team-oriented mindset.
- Teachers are excited to engage in meaningful PLCs focused on collaboration, student data, instruction, and shared responsibility for student success.

Areas for Growth

- Continue developing a shared openness to change as staff members implement new practices, programs, and schoolwide systems.
- Strengthen flexibility and a solution-focused mindset when plans, schedules, or student needs require adjustments.
- Build greater consistency in the implementation of agreed-upon instructional practices and schoolwide expectations.
- Use PLC time to move beyond sharing information toward examining student evidence, making instructional decisions, and monitoring the impact.
- Increase staff members' comfort with receiving feedback, reflecting on practice, and adjusting instruction when student results indicate a need.
- Strengthen collective responsibility by viewing all GES students, not only those assigned to an individual classroom, as shared learners.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers have varying levels of training, resources, and collaborative planning time to effectively integrate academic vocabulary, oral language development, and language supports into grade-level instruction.	Provide professional learning and coaching from the ESL teacher; dedicate PLC time to reviewing English learner data and planning instruction; and consistently use explicit vocabulary instruction, visuals, modeling, sentence frames, and structured academic conversations across content areas.
Foster/Homeless	Teachers have limited information, training, and planning time to respond consistently to interrupted learning, attendance challenges, transitions, and trauma-related social-emotional	Provide staff training in trauma-responsive practices; establish timely communication among teachers, the counselor, administration, caregivers, and the district liaison; assign each student a trusted adult; and use PLC

	needs.	and MTSS time to monitor attendance, academics, behavior and needed supports.
Free and Reduced Lunch	Teachers have limited time and resources to address differences in students' access to academic support, materials, technology, enrichment, and learning opportunities outside the school day.	Use PLC and MTSS time to monitor achievement, growth, attendance, and participation; provide needed materials, technology, intervention, and enrichment during the school day; connect families with available resources; and ensure financial barriers do not prevent students from participating in school activities.
Migrant/Title1-C Eligible	Teachers have limited time, information, and specialized training to respond to interrupted schooling, student mobility, language needs, incomplete records, and differences in curriculum between schools.	Coordinate with the district Migrant Education Program and families to obtain records and identify student needs promptly; provide teachers with relevant student information and instructional support; use PLC and MTSS time to monitor achievement, growth, and attendance; and provide targeted instruction and transition support while maintaining access to grade-level learning.
Racial/Ethnic Minorities	Staff have varying levels of training and collaborative time to examine disaggregated data, recognize potential bias, provide culturally responsive instruction, and ensure students see their identities and experiences represented in school.	Provide professional learning in culturally responsive and inclusive practices; use PLCs to review achievement, growth, attendance, behavior, and participation data by student group; incorporate diverse perspectives and materials into instruction; strengthen communication with families; and ensure equitable access to leadership, enrichment, intervention, and advanced learning opportunities.
Students with IEPs	GES has a strong special education team; however, limited collaborative planning time can make it challenging for general education teachers, special education teachers, and specialists to consistently align accommodations, specially designed instruction, interventions, and grade-level learning.	Protect collaboration time for the strong special education and general education teams to review student progress, align instruction, and share effective practices; provide training and support on accommodations and inclusive instruction; and use PLC and MTSS processes to monitor each student's achievement, growth, and access to rigorous grade-level learning.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1	GES staff are committed to learning and supporting students; however, professional learning, collaborative planning time, and implementation of inclusive instructional practices are not yet consistent across all grade levels. This limits the school's ability to provide a coordinated response to the academic, language, attendance, transition, cultural, and social-emotional needs of English learners, foster/homeless students, students receiving free or reduced-price lunch, migrant students, racial/ethnic minority students, and students with IEPs.	Protected collaboration time, specialized training, and structured opportunities for classroom teachers, special education staff, the ESL teacher, interventionists, and other specialists to plan and monitor student progress have been limited or inconsistent.

★ = Priority

Connectedness

Areas of Strength

- GES has a strong sense of community among students, staff, families, and community partners.
- Staff members work as a team and are willing to support one another and the needs of all students.
- The Cougar Way provides shared expectations for being safe, respectful, and responsible.
- The school's PTO is highly involved and provides meaningful support for students, staff, activities, and schoolwide events.
- Staff members volunteer for committees, leadership roles, and family events, demonstrating ownership and commitment to the school community.
- Schoolwide traditions, celebrations, and recognition systems help students and families feel welcomed, valued, and connected to GES.

Areas for Growth

- Dedicate staff time to monitor student belonging, attendance, behavior, and participation through PLC and MTSS processes.
- Ensure every student, particularly those in identified student groups, has a consistent and trusted adult at school.
- Provide translation and interpretation so families can access school communication, events, and decision-making opportunities.
- Use the counselor, ESL teacher, special education team, district liaisons, and community partners to connect students and families with academic, social-emotional, attendance, and basic-needs supports.
- Remove financial, transportation, language, and accessibility barriers that could prevent students or families from participating in school activities and enrichment opportunities.
- Provide staff learning in culturally responsive, trauma-responsive, and inclusive practices to strengthen students' sense of safety, representation, and belonging.

Equity Resource Supports

English Learners	Language differences can limit students' and families' access to school communication, events, relationships, and opportunities to participate fully in the school community.	Provide translated communication and interpretation when needed; use visuals and accessible language; intentionally connect students with peers and trusted adults; invite families to participate in school events and decision-making; and use the ESL teacher as a bridge among students, families, teachers, and school resources.
Foster/ Homeless	Changes in housing, caregivers, transportation, or school placement can disrupt attendance, relationships, routines, and students' sense of safety and belonging.	Assign each student a consistent, trusted adult; coordinate with caregivers, the counselor, and the district liaison; provide immediate access to meals, transportation, supplies, activities, and other services; monitor attendance and well-being; and maintain predictable, welcoming school routines.
Free and Reduced Lunch	Financial barriers can limit students' access to school activities, enrichment opportunities, supplies, technology, and other experiences that strengthen their connection to school.	Ensure students have equitable access to supplies, technology, clubs, field trips, and school events regardless of ability to pay; connect families with available school and community resources; provide welcoming, accessible family events; and ensure each student develops a meaningful connection with a trusted adult at school.

Migrant/ Title1-C Eligible	Mobility and interrupted enrollment can make it difficult for students and families to develop consistent relationships, participate in school activities, and feel connected to the school community.	Coordinate with the district Migrant Education Program to welcome students and connect families with services; assign each student a trusted adult and peer connection; provide translated communication and interpretation when needed; remove barriers to activities and events; and maintain communication during transitions to promote continuity and belonging.
Racial/ Ethnic Minorities	Students and families may feel less connected when their cultures, identities, and experiences are not consistently represented in instruction, school activities, communication, and decision-making.	Use culturally responsive and inclusive materials and practices; include diverse perspectives in instruction and school activities; strengthen two-way communication with families; intentionally invite families to participate in events and decision-making; monitor belonging, behavior, and participation data; and ensure every student h
Students with IEPs	Students may experience barriers to fully participating in general education classrooms, school activities, peer relationships, and leadership opportunities because of individual learning, communication, behavioral, sensory, or accessibility needs.	Use the strength of GES's special education team to coordinate inclusive supports with general education staff; provide accommodations and accessible opportunities across school settings; intentionally support peer relationships and student voice; ensure participation in activities and leadership opportunities; and connect each students with a trusted adult.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	GES has a strong school community; however, systems for monitoring and responding to student belonging, attendance, participation, behavior, and family engagement are not yet implemented consistently across all grade levels. English learners, foster/homeless students, students receiving free or reduced-price lunch, migrant students, racial/ethnic minority students, and students with IEPs face barriers that can limit full participation and connection to the school community.	GES has not consistently used disaggregated attendance, behavior, participation, and school-climate data to identify barriers and coordinate timely support among staff, families, specialists, and community partners.

★ = Priority

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By Spring 2027, the percentage of students in Grades 1-5 scoring at or above the 65th percentile on MAP Math will increase from 47.9% to at least 55%, as measured by the Spring 2027 MAP assessment. Progress will be monitored through fall, winter, and spring MAP data, common formative assessments, and PLC progress-monitoring cycles.

Formative Measures: Fall, winter, and spring MAP Math achievement and growth data
Grade-level common formative assessments and exit tickets
i-Ready diagnostic and lesson-passage data
Student work aligned to priority math standards
PLC records showing instructional responses and progress-monitoring results

Improvement Strategy 1

Strengthen standards-aligned Tier 1 math instruction

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify 3-4 priority standards per grade level; use common instructional routines, manipulatives, and frequent checks for understanding.	Principal, assistant principal, classroom teachers, math interventionist, instructional specialists	August-May	

Status Checks

November **February** **June**

Improvement Strategy 2

Use PLC data cycles to respond to student needs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer common formative assessments, examine student work, identify specific skill needs, implement a shared instructional response, and reassess within 2-4 weeks.	Grade-level teams, specialists, principal, assistant principal	Twice monthly, September-May	

Status Checks

November **February** **June**

Improvement Strategy 3

Provide targeted math intervention without replacing core instruction

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use MAP, i-Ready, and classroom data to create temporary, responsive WIN/intervention groups; monitor progress and adjust groups regularly.	Classroom teachers, math interventionist, special education staff, ESL Teacher	September-May; reviewed every 4-6 weeks	

Status Checks

November **February** **June**

Improvement Strategy 4

Monitor achievement and growth

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review MAP achievement, projected growth, and subgroup data after each testing window; identify students needing additional support or enrichment.	Principal, assistant principal, teachers, MTSS team	Fall, Winter, Spring	

Status Checks

November **February** **June**

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By May 2027, 100% of grade-level teams will participate in at least two structured PLC meetings each month, and at least 90% of reviewed PLC cycles will include analysis of student evidence, a common instructional response, and documented progress monitoring.

Formative Measures: PLC agendas, minutes, and attendance records
Evidence of at least two structured PLC meetings per month
Common assessments and student work reviewed during PLCs
Documented instructional strategies and follow-up results
Staff feedback or surveys regarding PLC effectiveness and professional learning needs

Improvement Strategy 1

Establish consistent, meaningful PLC structures

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule at least two PLC meetings each month; use a common agenda focused on student evidence, instructional responses, and progress monitoring.	Principal, assistant principal, grade level teams	August-May	

Status Checks

November **February** **June**

Improvement Strategy 2

Strengthen staff capacity through focused professional learning

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide learning on formative assessment, data analysis, priority standards, math routines, differentiation, and inclusive instructional practices.	Principal, assistant principal, district specialists, teacher leaders	Monthly or as scheduled, August to May	

Status Checks

November **February** **June**

Improvement Strategy 3

Support implementation through collaboration and feedback

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct classroom walkthroughs, provide timely feedback, share successful practices, and offer coaching or modeling when needed.	Principal, assistant principal, instructional specialists, teacher leaders	September to May,	

Status Checks

November **February** **June**

Improvement Strategy 4

Monitor PLC effectiveness

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review PLC agendas, student work, common assessments, and documented results; gather staff feedback and adjust support.	Principal, assistant principal, PLC teams	Quarterly	

Status Checks

November **February** **June**

Inquiry Area 3

Connectedness

SMART Goal 1

By the end of the 2026-27 school year, GES will reduce chronic absenteeism by at least 10% from the 2025-26 baseline and ensure that 90% of students report having at least one trusted adult at school, as measured through attendance data and a student connectedness survey administered at least twice during the school year.

Formative Measures: Monthly attendance and chronic-absenteeism data
Percentage of students identifying at least one trusted adult
Behavior referrals and Cougar Way recognition data
Participation in clubs, activities, leadership opportunities, and family events
MTSS records documenting attendance and connectedness interventions

Improvement Strategy 1

Strengthen attendance systems

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review attendance weekly; contact families early; identify barriers; provide tiered attendance supports; and recognize individual improvement and consistent attendance.	Principal, assistant principal, registrar, counselor, teachers, attendance team	Weekly and Monthly, August to June	

Status Checks

November **February** **June**

Improvement Strategy 2

Ensure every student has a trusted adult

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer a student connectedness survey, identify students unable to name a trusted adult, and intentionally connect them with a staff member.	Counselor, teachers, principal, assistant principal, support staff	Fall, winter, spring survey	

Status Checks

November **February** **June**

Improvement Strategy 3

Strengthen schoolwide belonging through the Cougar Way

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Explicitly teach and reinforce safe, respectful, and responsible behavior; use positive recognition and restorative responses consistently.	All staff, PBIS team, principal, assistant principal	August-June, reviewed Monthly	

Status Checks

November **February** **June**

Improvement Strategy 4

Remove barriers to participation

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide translation, transportation coordination, supplies, fee assistance, accommodations, and targeted family outreach so all students can participate in school activities.	Administration, counselor, ESL teacher, special education team, district liaisons, PTO	Ongoing	

Status Checks

November **February** **June**

Improvement Strategy 5

Increase family and student engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Offer welcoming family events, student leadership opportunities, clubs, and two-way communication through Parent Square and direct outreach.	Administration, teachers, PTO, committee chairs, support staff	Throughout the school year	

Status Checks

November **February** **June**

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

The GES leadership team, including administrators, grade-level teachers, special education staff, specialists, and support staff, reviewed MAP, SBAC, attendance, behavior, school-climate, and subgroup data during beginning-of-year planning. The team will revisit these data through twice-monthly PLCs, MTSS meetings, and quarterly schoolwide progress reviews throughout the 2026–27 school year.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

The GES Site-Based Committee, which includes administrators, staff, parents, and community representatives, will review the School Performance Plan and provide feedback and recommendations for revisions. Additional input will be gathered from staff through PLCs and staff meetings and from families through ParentSquare, surveys, and school events.

2.2 Regular monitoring and revision

The GES leadership team will conduct quarterly status checks with the staff members responsible for each strategy and review formative measures to determine progress toward the SMART goals. Progress, lessons learned, necessary revisions, and next steps will be documented in Plan4Learning and shared with staff and the Site-Based Committee.

2.3 Available to parents and community in an understandable format and language

The GES leadership team will conduct quarterly status checks with staff responsible for each strategy and review formative data to monitor progress toward the SMART goals. Progress, lessons learned, revisions, and next steps will be documented in Plan4Learning and shared with staff and the Site-Based Committee.

2.4 Opportunities for all children to meet State standards

Title I funding will support a math interventionist who provides supplemental, targeted instruction, primarily for students in Grades 4–5, without replacing core instruction. Funds will also support evidence-based math fact-fluency resources in the primary grades, with students identified through MAP, classroom assessments, and PLC/MTSS progress monitoring to ensure equitable opportunities to meet Nevada Academic Content Standards.

2.5 Increased learning time and well-rounded education

Title I funding provides additional learning time through supplemental math intervention and targeted WIN instruction during

the school day, without replacing core instruction or enrichment opportunities. Flexible groups will be based on current student data and adjusted regularly so students receive the additional time and intensity needed while continuing to participate in a well-rounded educational program.

2.6 Address needs of all students, particularly at-risk

Title I funding will support supplemental math intervention, evidence-based instructional resources, and targeted WIN instruction for students identified through MAP, classroom assessments, attendance, and PLC/MTSS data. Priority will be given to students who are not yet meeting grade-level standards or growth expectations, while flexible grouping and regular progress monitoring ensure support is timely, responsive, and available to any student who demonstrates a need.

3.1 Annually evaluate the schoolwide plan

At the end of each school year, the GES leadership team and Site-Based Committee will evaluate the effectiveness of the School Performance Plan by reviewing progress toward each SMART goal, formative measures, and student achievement, growth, attendance, behavior, and connectedness data. The team will identify successful strategies, unmet needs, and resource adjustments to guide revisions for the following year's plan.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The GES Parent Involvement and Family Engagement Policy is reviewed and developed annually with input from administrators, staff, parents, the PTO, and the Site-Based Committee. The policy is distributed through ParentSquare, the school website, the student handbook, and the annual Title I meeting, with translated or printed copies available upon request.

4.2 Offer flexible number of parent involvement meetings

GES provides multiple family involvement opportunities throughout the year, including orientations, conferences, PTO and Site-Based Committee meetings, family events, and the annual Title I meeting. Events are offered on different days and at varied times, with virtual participation, translated communication, and individual meeting options available when needed.

5.1 Determine which students will be served by following local policy

Not applicable. GES operates a Title I schoolwide program rather than a Targeted Assistance School program; therefore, Title I services may support all students, with additional assistance prioritized according to identified academic needs.

Douglas County School District

Jacks Valley Elementary School

Classification: 1 Star School

Accreditation Status:
Accredited

Title I

2026-2027 School Improvement Plan

District Approval Date:
September 11, 2026

Generated by Plan4Learning.com
October 05, 2026 at 10:16 AM

Mission Statement

The Jacks Valley Elementary School community will ensure each student a path to a bright future through continuous academic improvement in a safe, kind, motivating, and positive environment.

Vision

Staff Shared Vision

We teach at Jacks Valley to have a positive impact and empower students to be their best self, so they may live a happy and productive life with self-worth and purpose. As a result, they will have a beneficial influence on themselves and those around them.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- A higher percentage of students school-wide achieved schoolwide Smarter Balance proficiency in ELA than in math (45.9% in ELA to 36.6 in math)
- Students have decreased in chronic absenteeism from 14.77% to 13.44%

Areas for Growth

- Increase percentage of non-proficient students making adequate growth in ELA on Smarter Balanced ELA assessment by 4% (currently 54.61%)
- Increase percentage of non-proficient students making adequate growth in math on Smarter Balanced ELA assessment by 3% (currently 30.8%)

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barrier that results in math & ELA deficiency.	EL Interventions built into the scedule
Foster/Homeless	N/A	
Free and Reduced Lunch	Socioeconomic barriers that result in math & ELA deficiency's amongst some students.	Ongoing interventions built into the schedule.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Some students have vocabulary & fluency barriers that result in math & ELA deficiency.	Ongoing interventions built into the schedule.
Students with IEPs	Some students struggle with grade level material.	Special education teachers and aides help with our students IEP goals.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Lack of fluency in academic vocabulary results in barriers amongst some student subgroups that affects speaking, listening, reading, and writing comprehension, which results in lower math and ELA proficiency rates.	The use of materials that represent diverse populations limits academic vocabulary exposure that allows for practice and fluency.

★ = Priority

Adult Learning Culture

Areas of Strength

- 94% of staff feel that JVES provides opportunity for them to do their very best at their jobs.
- 100% of staff feel that they do their very best at helping students learn at home.

Areas for Growth

- Grade level PLC's will be new to teachers this year
- Grade level MTSS meetings will be new to teacher this year
- All teachers are not trained in the science of reading.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	All teachers are not trained in the science of reading.	In the past, teacher training revolved around whole language and balanced literacy.

★ = Priority

Connectedness

Areas of Strength

- Family engagement is strong with a Parent Teacher Student Organization that meets regularly.
- According to the Staff School Climate Survey Data, 100% of staff agree with or strongly agree with:
  -All students are treated equally, regardless of whether their parentsare rich or poor.
  -This school emphasizes showing respect for all students' cultural beliefs and practices.

Areas for Growth

- Families of EL learners/low socioeconomic status do not attend family engagement events as regularly as their counterparts.
- According to the Staff School Climate Survey Data, 23% of staff disagree or strangly disagree that this school provides instructional materials (e.g., textbooks, handouts) that reflect diverse students' cultural background, ethnicity, and identity.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Higher rates of chronic absenteeism during holiday periods for some.	Interventions built into the schedule. Continue reaching out through resources with translation.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	JVES school could provide more instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.	Need more ways to relate to and connect with students from diverse backgrounds, as current materials are not targeted for various groups.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Lack of fluency in academic vocabulary results in barriers amongst some student subgroups that affects speaking, listening, reading, and writing comprehension, which results in lower math and ELA proficiency rates.	The use of materials that represent diverse populations limits academic vocabulary exposure that allows for practice and fluency.
2 ★	All teachers are not trained in the science of reading.	In the past, teacher training revolved around whole language and balanced literacy.
3 ★	JVES school could provide more instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.	Need more ways to relate to and connect with students from diverse backgrounds, as current materials are not targeted for various groups.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [x] **Early childhood literacy and math data**
- [x] **Early reading assessment results**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **WIDA Screener**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Master schedule**

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Gifted and talented data**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **School safety data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026 2027 school year, SBAC scores in reading and math will indicate a growth rate of 5% for the student population. At least 48.10% (currently 45.67%) of students will demonstrate proficiency on the ELA SBAC assessment and at least 33.852% (currently 32.24%) of students will demonstrate proficiency on the math SBAC assessment.

Formative Measures: MAP and classroom standard based formative assessments

Improvement Strategy 1

Science of Reading strategies will be implemented schoolwide in Tier 1, 2, and 3 interventions.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Support and monitor Science of Reading training attendance and assignment follow ups for all classroom teachers.	Principal, EL, SPED, and Reading Specialist	08/2026-06/2027	

Evidence Level

Level 1: Strong:

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **February** **June**

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

100% of staff will participate in district Science of Reading trainings and will take the information to work on collaboratively to integrate into the ELA and math curriculum in Tier 1, 2, and 3 instruction.

Formative Measures: MAP results, in grades K-5 will indicate overall student mean reading achievement at grade level or above 65% for the entire student body population by Spring, 2027 (currently 56.95%) to 60%.

MAP results, in grades K-5 will indicate overall student mean for math achievement at grade level or above 65% for the enterire student body population by Spring, 2027 (currently 50.83%) to 53%

Improvement Strategy 1

Schedule revised to include grade level PLC time into the schudule for all teachers.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule revision	Principal	8/15/26	

Evidence Level

Level 1: Strong:
Schedule

Problem Statements: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

November **February** **June**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Lack of fluency in academic vocabulary results in barriers amongst some student subgroups that affects speaking, listening, reading, and writing comprehension, which results in lower math and ELA proficiency rates.	The use of materials that represent diverse populations limits academic vocabulary exposure that allows for practice and fluency.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	All teachers are not trained in the science of reading.	In the past, teacher training revolved around whole language and balanced literacy.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	JVES school could provide more instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.	Need more ways to relate to and connect with students from diverse backgrounds, as current materials are not targeted for various groups.

Inquiry Area 3

Connectedness

SMART Goal 1

Student chronic absenteeism will decrease by 10% (from 13.44%) by the end of the 2026-2027 school year. to less than 12.09% overall.

Formative Measures: IC data will be used weekly to monitor and track absenteeism rates.

Improvement Strategy 1

By supplementing current curriculum with materials that encourage diversity and taking schoolwide steps for inclusiveness in the culture, overall student attendance will improve by 10% from 13.44% to 12%.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Using 2024-2025 data and ongoing IC data, at risk students will be identified early on where Tier 2-3 interventions can be implemented as appropriate. Tier 1 strategies will incorporate PBIS to encourage ongoing attendance goals.	Jacqueline Hostler	June 2027	

Position Responsible: School counselor

Resources Needed: Access to IC, PBIS materials, time for interventions.

Evidence Level

Level 1: Strong:

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

November **February** **June**

Improvement Strategy 2

Families will be made aware that our SPP goal is to bring diversity into the educational resources

and will be encouraged to reach out and use, as well as offer input in these resources.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will be provided access to materials and resources that support a diverse student population	Principal and EL staff.	12/18/26	

Position Responsible: Principal and EL staff

Resources Needed: Reading items that represent diverse groups and gestures and routines that align with vocabulary as techniques for all learners to acquire information on a closer spectrum.

Evidence Level

Level 2: Moderate:

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6, 4.1, 4.2

Status Checks

November **February** **June**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	JVES school could provide more instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.	Need more ways to relate to and connect with students from diverse backgrounds, as current materials are not targeted for various groups.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

The comprehensive needs assessment includes the Teacher Leadership team who meets every month to review data and discusses school culture. Strengths are celebrated and areas of growth are determined with a plan for improvement.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Staff, families, and the community will be invited to the Teacher Leadership meeting on September 1st, 2026 to review and offer feedback on the SPP.

On May 4, 2026 the Teacher Leadership committee will meet again to address the SPP and prepare it for the 2027-2028 school year.

The SPP will be posted online and families will be urged to review it and offer insight on ParentSquare.

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
TBD	Interventionist	ELA & Math Support	

Community Outreach Activities

Activity	Date	Lesson Learned
Title I Public Presentation	8/14/26	Continue with Family Engagement outreach

Douglas County School District

Minden Elementary School

2026-2027 School Improvement Plan

District Approval Date:
September 11, 2026

Generated by Plan4Learning.com
October 05, 2026 at 10:16 AM

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Minden Elementary School areas of strength:

Raw SBAC data for 3rd, 4th, and 5th grades:

3.6% increase in ELA proficiency

1.4% increase in math proficiency

Over 50% proficiency in both (+17% in 24-25)

Growth calculations TBD

Areas for Growth

Chronic absenteeism is an identified area of needed growth (current data points will be added when available).

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Small enrollment and limited staffing	Increase the amount of ELAD certified teachers
Foster/Homeless	High absenteeism	Reduce barriers, promote stability and provide support through school and community resources
Free and Reduced Lunch	Do not know which students these are	Support all students
Migrant/Title1-C Eligible	Small enrollment and limited staffing	Learn about the students' educational history; build background for the students and connect with ELAD supports
Racial/Ethnic Minorities	Often times very small enrollment	Build background with families and make solid connections with the school
Students with IEPs	Changing staffing and close to the maximum caseloads	Cross train certified and classified staff to work with all students with IEPs.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	Students identified as chronically absent (missing 10% or more of the school year) increased (exact data to be added when availabe). Students who are absent or frequently tardy are missing considerable amounts of instruction and may be developing holes in their learning skills because of the absenteeism.	There may be a misconception about attendance coding and absence verification. Families are consistent in reporting and verifying absences, but may be under the impression that a verified or excused absence means the absence does not count. All absences (pre-arranged, illness, appointment, family event) count as an absence. Additionally, Minden's school zone is a mix of nearby neighborhoods, residences in the towns of Minden and Gardnerville, and 20+ miles south in the Topaz area. This means that transportation methods vary: a portion of the school is in the required walk-zone (no bus); a portion have a bus ride under 5 miles; and about 60 students have a bus ride that is over an hour long each way.

★ = Priority

Adult Learning Culture

Areas of Strength

Minden's staff have high expectations of themselves and strive to be successful in all areas of school. MES teachers and support staff are are helpful to each other. Minden is purposeful in its use of professional development days, professional learning community time (early student release), and mornings before school to implement adult learning opportunities and programs.

Areas for Growth

A major priority this year is to continue to improve implementing the MTSS framework. Tier development and resources, along with defined interventions and data tracking systems are a must. The school has a wide range of experience and time as a teacher so there is not always a common background, understanding, or experience; additionally no grade level from kindergarten through 5th grade has the same structure and teachers from last year. Mainly due to the enrollment trends, this has been a recurring theme the past few school years.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1	Minden Elementary School is committed to a collaborative and reflective adult learning culture. While staff demonstrate a strong willingness to support all learners, there is a need to strengthen shared understanding and implementation of Multi-Tiered System of Supports (MTSS), especially Tier 1 practices. This aligns with the district's MTSS Tier 1 priority. Spring 2026 MTSS TFI 3.0 baseline data is 60/80. Targeted professional learning will build staff capacity to implement Tier 1 practices with greater consistency and effectiveness.	While our MTSS team is established and meets regularly, the team's operating procedures and communication systems are not yet fully developed to ensure consistent, schoolwide understanding and implementation of MTSS Tier 1 practices. Strengthening both team processes and staff-wide professional learning (adult learning culture) will support more consistent and effective Tier 1 implementation leading to improved outcomes for all students.

★ = Priority

Connectedness

Areas of Strength

Minden Elementary strives to connect with families and students in a variety of ways. One focus this year is to establish grade-level traditions and experiences so that students know about their grade level and can look forward to future years. MES has a mix of family nights (one a month) and engagement opportunities both instructional and fun throughout the year. The school has successfully transitioned to the new ParentSquare app for communication. The school has re-set homework expectations and resources to be consistent across the school and to promote a positive experience at home. The school administrators are connecting in different ways in person and electronically with families. This year there was a principals' message to kick-off back to school night. The administrators will use different methods each quarter to communication with families. Minden is responding to parent feedback about conferences and making adjustments to the conference schedule and format to better connect with families.

Areas for Growth

Generating feedback can often be challenging or unsure of even where to start for the school to collect data and receive feedback from families. With all the changes happening, surveys and family feedback would be powerful to help with our attempts at connecting with families.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Home language communication	Human translation or App help
Foster/Homeless	Inconsistent school enrollment and school learning opportunities	Connect with community resources and organizations; provide supports at school.
Free and Reduced Lunch	Not all students eligible have completed paperwork	Offer multiple opportunities and build background; 2nd year without universal FRL
Migrant/Title1-C Eligible	Home language communication	Human translation or APP help
Racial/Ethnic Minorities	School traditions and experience may differ	Develop consistent traditions across grade levels at school
Students with IEPs	May have communication coming from a variety of sources and supports	Centralize and identify a lead person to support communication

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	School communication systems or efforts to connect with families at home are inconsistent, not developed, and cause confusion or missed information for families.	The school communication systems previously in place were inconsistent and often dependent on position: administrators utilized Infinite Campus while classroom teachers utilized Remind. There were also different understandings and follow-through for paper communication. The homework expectations were inconsistent and confusing throughout the school.

★ = Priority

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the school year, June 2027, the chronic absenteeism rate at Minden Elementary School will reduce from (add 25-26 % when available) to below 12.5% for the 2026-27 school year as calculated by the NSPF (released mid-September, 2027).

Formative Measures: Quarterly attendance updates; family communication and required notices; admin and teacher info shares for clarification and improved understanding.

Improvement Strategy 1

Quarterly attendance reporting (outside of state and district required notifications)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Quarterly attendance reporting (outside of state and district required notifications)	Administrators and registrar	October; January; April	
2	Administration informational share outs with families	Administrators	Fall, WInter; Spring	

Position Responsible: Administrators, secretaries, and classroom teachers (to help distribute)

Resources Needed: Time, creation of notifications, letters, and presentations

Evidence Level

Level 1: Strong:
Data driven by student attendance

Status Checks

November **February** **June**

SMART Goal 2

Minden Elementary School will have a five-point increase in our percentage of K-5 students demonstrating progress toward mastery in literacy by meeting their individual growth goal in Reading as measured by Fall 2026 to Spring 2027 (Winter 2026 to Spring 2027 for K) MAP Reading growth.

Formative Measures: Fall, Winter and Spring Reading MAP growth data

Improvement Strategy 1

Increase K-5 teacher knowledge of Science of Reading pillars and effective instructional strategies

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Science of Reading training	Literacy Specialist	August 2026, March 2027, August 2027	

Position Responsible: Administrator

Resources Needed: 7 Mighty Moves (K-2) and Next Steps in Literacy Instruction Connecting Assessments to Effective Interventions (3-5)

Status Checks

November	February	June

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By June 2027, Minden Elementary School will strengthen MTSS Tier 1 implementation by increasing its MTSS/PBIS Tiered Fidelity Inventory (TFI) 3.0 score from 60/80 (Fall 2026) to at least 68/80 (Spring 2027) through targeted professional learning and collaboration.

Formative Measures: MTSS Team Meetings (agendas, notes and action plan; 2x month)
Staff professional development (with learning reflections and feedback)
PLC Meetings (agendas, notes and action plan; approximately 2x/month)
TFI 3.0 + Walkthroughs (formal with external coach and core MTSS site team 2x/year; informal with core MTSS site team1-2x/year)

Improvement Strategy 1

Strengthen MTSS Team Functioning

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Define and document team roles, responsibilities, and operating procedures.	Administrators & MTSS Site Liaison (Counselor); MTSS Team Members	September 2026	
2	Ensure a communication system to share MTSS updates and data with all staff.	Administrators & MTSS Site Liaison (Counselor); MTSS Team Members	September 2026	
3	Use MTSS Team Meetings to review Tier 1 data and guide site action plan.	Administrators & MTSS Site Liaison (Counselor); MTSS Team Members	September 2026 - June 2027	

Position Responsible: Administrators & MTSS Site Liaison (Counselor)

Resources Needed: Allocate time to complete the above actions; use Google Suite to support documentation and communication

Status Checks

November	February	June

Improvement Strategy 2

Improve Adult Learning of MTSS Through Professional Learning

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide targeted professional development on MTSS Tier 1 core features, including schoolwide expectations, acknowledgment systems and classroom practices	Administrators & MTSS Site Liaison (Counselor); MTSS Team Members	September 2026 - June 2027	
2	Incorporate MTSS learning into staff meetings and PLCs for reflection and application.	Administrators & MTSS Site Liaison (Counselor); MTSS Team Members	September 2026 - June 2027	
3	Share examples and model consistent Tier 1 implementation across grade levels.	Administrators & MTSS Site Liaison (Counselor); MTSS Team Members	September 2026 - June 2027	

Position Responsible: Administrators & MTSS Site Liaison (Counselor)

Status Checks

November	February	June

Improvement Strategy 3

Use Data to Drive Continuous Improvement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Complete TFI 3.0 + Walkthroughs (formal with external coach and core MTSS site team 2x/ year; informal with core MTSS site team1-2x/ year)	Administrators & MTSS Site Liaison	Fall, Winter & Spring	
2	Use data from TFI 3.0 + Walkthroughs to develop an action plan for improvement; continue to revisit/modify action plan as needed	Administrators & MTSS Liaison; MTSS Team Members	Ongoing	

Position Responsible: Administrators & MTSS Site Liaison

Status Checks

November **February** **June**

SMART Goal 2

By June 2027, increase staff emotional safety from 363 to 400 out of 500 on the Nevada School Climate / Social Emotional Learning (NV-SCSEL) staff survey by fostering a supportive, trusting school environment where staff feel valued, heard, and confident in addressing challenges.

Formative Measures: Staff participation and feedback (PLC, grade-level team meetings, etc.)
Staff surveys (internal and external)

Improvement Strategy 1

Provide regular staff check-ins, recognition, and opportunities for open communication to strengthen trust, support, and emotional safety.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct monthly staff check-ins, recognize staff contributions, provide behavior-management support, and create regular opportunities for staff to share concerns and successes.	Administration	August 2026 - June 2027	

Position Responsible: Administration

Resources Needed: Staff meeting time, staff survey tools, professional development, administrative support, and resources for student behavior management

Status Checks

November	February	June

Inquiry Area 3

Connectedness

SMART Goal 1

By June 2027, Minden Elementary School will have 100% of families connected with the ParentSquare app.

Formative Measures: Class rosters and family invites

Improvement Strategy 1

Connect with all families with the new app

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	System check for access and invitations to share	Administration and marketing director	Quarterly	

Position Responsible: Administration, office staff, and marketing director

Resources Needed: Knowledge of the program to check

Evidence Level

Level 2: Moderate:
Data per student and family

Schoolwide and Targeted Assistance Title I Element: 4.1

Status Checks

November **February** **June**

SMART Goal 2

By June 2027, Minden Elementary will have 90%+ families participate in at least one in-person conference.

Formative Measures: Conference data sheets by teacher fall and spring; conference scheduling

Improvement Strategy 1

Offer flexible conference times and schedule well in advance

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Flexible scheduling for conferences with early morning, daytime, after school, and evening times available	Administration and classroom teachers	October & November	
2	Format adjustment for individual conference times per family (no groups or open time format)	Administration and classroom teachers	November	
3	Student led portion along with direct adult-adult conversations; pre-information sheet before the conference	Classroom teachers	October & November	

Position Responsible: Administration

Resources Needed: Staff meeting time, documents made by admin and classroom teachers,

Evidence Level

Level 1: Strong:

Schoolwide and Targeted Assistance Title I Element: 4.1, 4.2

Status Checks

November **February** **June**

Douglas County School District

Pau Wa Lu Middle School

608

2026-2027 School Improvement Plan

District Approval Date:
September 11, 2026

Generated by Plan4Learning.com
October 05, 2026 at 10:16 AM

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Comprehensive Needs Assessment

611

Student Success

Areas of Strength

Even though we did not meet our goal of 100% of students making growth on Reading MAP. We did increase our At/Above 65%tile from 34.34% overall in the fall to 35.22% in the spring. Our teachers were trained on evidence-based reading strategies which we observed in classrooms throughout the year. Continuation of training and use of science of learning will continue to raise student MAP and SBAC scores for this school year.

Areas for Growth

Our goal for 25-26 was for 100% of students to make growth on Reading MAP. Even though we had many students make growth, it was difficult to track each student and their scores from assessment to assessment. This year, our goal is to have an increase of 5% of our students become proficient on Reading SBAC going from a 31% to a 36% by spring of 2027. Areas for growth that staff identified are with 8th grade because their scores have dropped the past two years in 8th grade. We would like to reward students who are profient in SBAC even if it is the following school year. Staff brainstormed ideas for enouragement and positively promoting the SBAC test. We want students to feel empowered and support one another to improve each year.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	Students are not meeting proficiency targets on the state Reading SBAC assessments.	Students need more independent reading while also having systematic reading instruction that meets students needs. By middle school, students have gaps in their foundation learning about phonemic awareness and phonics.
2	Professional learning for middle school staff who teach many different subjects can be difficult for all staff. Professional learning needs to be a collaborative process for all learners. We are lacking teacher efficacy across all content areas and grade levels.	There have been inconsistent expectations around professional learning in the past.

★ = Priority

Adult Learning Culture

Areas of Strength

All teachers were trained during the 25-26 school year on Science of Learning and other evidence-based reading strategies including reciprocal teaching, close reading, and notice & note. Administration observed these taught in many classrooms. Students were engaging with reading more often because of these reading strategies that were required across all content areas including electives.

Areas for Growth

This year, we will continue to have professional learning on the the same strategies while building more independence and ownership from students. We will also begin professional learning with The Writing Revolution to increase our writing practices and build stronger passages in order to create stronger writers.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1	Professional learning for middle school staff who teach many different subjects can be difficult for all staff. Professional learning needs to be a collaborative process for all learners. We are lacking teacher efficacy across all content areas and grade levels.	There have been inconsistent expectations around professional learning in the past.
2	Students are not meeting proficiency targets on the state Reading SBAC assessments.	Students need more independent reading while also having systematic reading instruction that meets students needs. By middle school, students have gaps in their foundation learning about phonemic awareness and phonics.

★ = Priority

Connectedness

Areas of Strength

We had about 38% of our students involved in extra-curricular activities on campus. We also had 41% of our students attend events on campus. On the NVSEL Survey in the Fall of 2025, our students Engagement-Relationships scores raised in every category from Fall 2024 with American Indian/Alaska Native Students being the highest score at 353. We are proud of the connections our students make with each other and with our staff members.

Areas for Growth

An area for growth this year is to collect better data at events and clubs. We want to make sure that each student who attends something outside of the classroom is accounted for. We would also like to help the students who are not connected yet to find some connection point by attending clubs, athletics, or participating at lunchtime activities.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	We don't have enough connection options for all students. Some students cannot stay after school for a club or sports.	We have a large zone of students who need bus transportation and cannot stay for after school activities.

★ = Priority

Data Documentation for CNA

618

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **I-Ready**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**

Connectedness

- [x] **Attendance**

- [x] **Behavior**
- [x] **Demographic data**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Students will increase proficiency on Reading SBAC by 5%. In 2026, the school proficiency rate was 31.85%. By June 2027, our percentage of students proficient in Reading will be at 36.85%.

Formative Measures: We will use Reading MAP data to discuss our progress throughtout the year in fall, winter, and spring.

Improvement Strategy 1

Professional learning is scheduled for the year with NVRPDP trainers in order to improve our reading instructional practice. This professional learning will make staff feel more confident in teaching reading strategies and giving interventions within their classroom which will in turn improve reading scores.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional Learning for Reciprocal Teaching part 1	Admin with Rachel Croft from NVRPDP	August 28 for PD Day	
2	Continued work with English Dept in fall during PLC days	Admin with Rachel Croft from NVRPDP	Sept 14, Oct 5, Dec 7	

Position Responsible: Administration to schedule and plan with trainer.

Resources Needed: Staff, reading and writing materials

Status Checks

November **February** **June**

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

All staff including new staff to our site and district will be trained in evidence-based reading and writing strategies for professional learning.

Formative Measures: Our formative measures will be informal and formal observations to see that strategies are being implemented in classrooms.

Improvement Strategy 1

All staff will have ongoing training on reading strategies during the first semester. Writing professional learning with all staff will happen during the second semester.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional Learning for Reciprocal Teaching part 1	Admin with Rachel Croft from NVRPDP.	August 28	
2	Writing department will have new training for The Writing Revolution	Admin with Rachel Croft from NVRPDP.	Sept 14, Oct 5, Dec 7	
3	All certified staff will have professional learning for The Writing Revolution	Admin with Rachel Croft from NVRPDP.	January 19	
4	The district PDC trainer meets with new English teachers to provide help and resources for new Savvas curriculum.	April Crandell	Ongoing check ins with teachers	

Position Responsible: Administration for scheduling and planning. NVRPDP trainer. PDC trainer.

Resources Needed: Reading and writing materials. The Writing Revolution book for staff who would like to do a book club.

Status Checks

November	February	June

Inquiry Area 3

Connectedness

SMART Goal 1

We will increase student participation in school activities by 5% in all areas which include extracurriculars (athletics, leadership, NJHS), clubs, and event attendance (dances or games).

Formative Measures: We will collect attendance data by quarter in these three areas.

Improvement Strategy 1

Increase opportunities for students to engage in activities during the day to be available for all students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We received a grant to purchase large outdoor games that students can play at lunch time.	Admin	All year	
2	We had outside consultant training for Leadership students during the summer to teach them to engage with all students on campus better.	Admin & Leadership teacher, leadership students	Training on August 10, ongoing resources and support throughout the year	

Position Responsible: Administration and Leadership teacher

Resources Needed: Large games for courtyard activities

Status Checks

November **February** **June**

SMART Goal 2

Based on our Staff NVSEL Survey from Fall 2025, 41% of the 27 staff who took the survey agreed that "the following types of problems occur at this school often: student verbal abuse of teachers". We had 37% disagree and 22% strongly disagree. Our goal is for that problem behavior to decrease by half and for staff to feel more physically safe on campus.

Formative Measures: We will monitor PBIS minor and major referrals for disrespect to staff each quarter. We will have discussions with staff about how to support them better with these classroom behaviors.

Douglas County School District

Pinon Hills Elementary School

2026-2027 School Improvement Plan

District Approval Date:
August 13, 2026

Generated by Plan4Learning.com
October 05, 2026 at 10:16 AM

Mission Statement

The Piñon Hills Elementary School students, parents, staff, and community encourage the use of active minds and bodies in striving for excellence in academics and citizenship.

Vision

Piñon Hills Staff believes EPIC Learning provides every student a Learner Centered environment that builds self-confidence, and develops problem solving skills to help learners become successful.

Piñon Hills Staff ensure our students feel loved so they can learn to love others and themselves, and they will therefore maintain healthy relationships throughout their lives.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Our core values and essential practices that we believe provide students an opportunity to thrive are as follow:

1. Every child matters and every moment counts to make a difference.
2. Authentic and organic relationships are critical. They will never care how much we know until they know how much we care about them. (students and families)
3. Instructional learning time that maximizes student cognition at their zone of proximal development.
4. We utilize formative assessment to make instructional adjustments during the learning. Additionally, we teach students how to self-monitor and make learning adjustments.

Areas for Growth

Due to a focus on responsive instruction, we experienced an 8.3% increase in the percentage of students scoring a 3 or 4 in Reading and 5.7% decrease in Math on SBAC assessments from 2024-2025 to 2025-2026 in grades 3 through 5. Additionally, as evidenced by our 2024-25 School Climate Survey our students reported the following results.

431 Engagement – Relationships – 2024- 403 increased to 2025- 452

500 Safety – Physical Safety – 2024- 500 2025- 500

Safety – Emotional Safety – 2024- 415 increased to 2025- 454

Social and Emotional Competence – 2024- 86/100 increased to 2025- 97/100

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language acquisition	Use best practices and strategies.
Foster/Homeless	Sense of belonging and Social emotional learning	provide a family environment filled with love and nurturing
Free and Reduced Lunch	Sense of belonging and Social emotional learning	provide a family environment filled with love and nurturing
Migrant/Title1-C Eligible	None	

Racial/Ethnic Minorities	None	
Students with IEPs	Learning challenges	Provide support by implementing their Individualized plans, partnering with families and working as a team.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	With regards to English Learners, we dropped from 4 students in this program to 2 from 2024-2025 to 2025-2026. Those 2 students did not earn a proficient score on the SBAC ELA component. One of the students grew from a 1 to a 2 in ELA and scored a 1 gain on Math. Both students showed growth on the WIDA access measurement.	The causes are language acquisition continues to be a barrier and therefore we need to build capacity by providing more consultation regarding strategies with our general education teachers.
2	Our percentage of students on IEP's who scored a 3 or a 4 on the Math SBAC decreased from 40.7% in 2025 to 21.1% in 2026.	In 2026 our district emphasized 3 Reads as a strategy when attacking mathematical problem solving. Reading is a primary reason these students qualified for the program, we did not attend to those reading deficits when implementing these strategies.

★ = Priority

Data Documentation for CNA

634

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**

Connectedness

- [x] **Attendance**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

100% of PHES students will meet or exceed their individual growth goals in reading and math as measured by Fall 2026 to Spring 2027 MAP.

Formative Measures: MAP, DRA, Common Assessments

Improvement Strategy 1

All students will be provided responsive individualized instruction and opportunities for additional skill practice and content understanding through small groups and targeted instruction.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	High quality and effective Tier 1 instruction	Admin, classroom teachers, specialists	daily	✓

Position Responsible: Admin, teachers, specialists

Resources Needed: time

Evidence Level

Level 1: Strong:

Status Checks

November **February** **June**

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

We will ensure that we utilize responsive instruction that provides individualization and target skill practice.
100% of the staff will utilize responsive instruction to address the learning needs of all students.

Formative Measures: Classroom observation along with reflect feedback and coaching
Self-assessment

Improvement Strategy 1

Support all teachers with support, additional time, specific feedback and coaching. We will allocate time for teachers to observe teachers, share strategies and work in PLC's.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1		All staff	daily	✓

Position Responsible: All staff

Resources Needed: time

Evidence Level

Level 1: Strong:

Status Checks

November **February** **June**

SMART Goal 2

We will ensure that 100% of our staff are valued, supported and report high efficacy at work

Formative Measures: Local climate survey
Staff workplace environment and conditions survey
Daily authentic, open and honest communication

Improvement Strategy 1

Support all teachers with honesty, transparency, care, additional time, specific feedback, coaching and support. We will allocate time for teachers to observe teachers, share learning and work in PLC's.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We will have direct in person interaction that communicates care, compassion and support.	All staff	daily	✓

Position Responsible: All staff

Resources Needed: time

Evidence Level

Level 1: Strong:

Status Checks

November	February	June

Inquiry Area 3

Connectedness

SMART Goal 1

We will ensure a positive culture and climate for all students.

Formative Measures: High attendance rate
Low chronic absenteeism
School climate survey

Improvement Strategy 1

Utilize social emotional learning, positive behavior intervention supports, positive relationships, classroom communities and student centered environments for an improved school climate.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teach and re-teach all expectations. Positively reinforce when students demonstrate expected behaviors.	All staff	Daily	✓

Position Responsible: All staff

Resources Needed: Time

Evidence Level

Level 1: Strong:

Status Checks

November **February** **June**

Douglas County School District

Zephyr Cove Elementary School

Classification: 3 Star School

2026-2027 School Improvement Plan

District Approval Date:
September 11, 2026

Generated by Plan4Learning.com
October 05, 2026 at 10:17 AM

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Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

At least 65% of students will meet or exceed their individual growth goal as measured by fall to spring reading MAP assessment. (Winter to spring assessment for Kindergarten.)

Formative Measures: MAP, SBAC and common assessment results

Improvement Strategy 1

Use student data to identify specific student interventions and provide supports to increase reading growth for students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Work with team using data to identify students areas of need to develop interventions to support.	MTSS Team	School year	

Position Responsible: Principal

Status Checks

November **February** **June**

SMART Goal 2

Use the MTSS/PBIS process to support student growth with interventions in the Tier 2 process.

Improvement Strategy 1

Using the MTSS team to support instructional pracitces for interventions that have an impact on student growth.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	MTSS Team will work with all teachers in the builiding providing interventions with evidence based support.	MTSS Team	School Year	

Position Responsible: Counselor

Status Checks

November	February	June

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Increase the utilization of the MTSS/PBIS process to evaluate Tier 1 instruction across all grade levels.

Improvement Strategy 1

Using classroom observations, PLCs and MTSS meetings to focus on using evidence based instructional practices to support student learning.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Classroom observations with feedback	Principal	School year	

Position Responsible: Principal

Status Checks

November **February** **June**

SMART Goal 2

Bsed upon the Nevada Workplace Conditions Survey, the staff identified that they need more instructional resources and support. In order to support this need, administration will work with the District's Professional Development Team to provide instructional support.

Formative Measures: Tracking of Professional Development opportunities for staff during the school year.

Improvement Strategy 1

Coordinate with District's Professional Development team to identify and provide trainings for staff that improve instruction in their classrooms.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Contact PDC to determine availablitiy and areas for training. Schedule PD for staff.	Principal	School year	

Position Responsible: Principal

Status Checks

November	February	June

Inquiry Area 3

Connectedness

SMART Goal 1

Increase the daily attendance rate.

Improvement Strategy 1

Increase communications with families of students that have multiple absences to provide support.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor attendance closely for students missing multiple school days. Meet with parents of students that have attendance issues.	Attendance Secretary Counsleor Principal	School Year	

Position Responsible: Counsleor

Status Checks

November **February** **June**

Douglas County School District

ASPIRE Academy High School

2026-2027 School Improvement Plan

650

Generated by Plan4Learning.com
October 07, 2026 at 12:38 PM

Mission Statement

ASPIRE Academy High School's mission statement was found quite simply in our acronym: All Students Pursuing Integrity, Responsibility and Education. This mission exemplifies our vision for this program as we challenge young people to attain these qualities. Our vision statement is- “Our ASPIRE family’s education will be achieved through the passionate pursuit of personal growth and independence.” Our students actively pursue responsibility as they begin to learn the importance of and apply healthy behavior choices, accountability, and community service. Finally, our staff intends to not only educate our students academically but, additionally inspire in them an intrinsic desire to grow and learn.

Vision

Our ASPIRE family's education will be achieved through the passionate pursuit of personal growth and independence.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- ASPIRE's small size allows staff to know students well and provide individualized support. The school's family-like culture and emphasis on second chances can help students reconnect with school.
- The Edmentum model allows students to work at an appropriate pace and gives staff the ability to monitor individual progress closely. Students have a clear pathway through courses rather than simply moving at the pace of an entire class.
- With about 80 to 100 students and a relatively small staff, students can receive frequent adult attention. Staff can identify concerns quickly and intervene before students become completely disconnected.

Areas for Growth

- Attendance and student engagement**:** ASPIRE will continue to strengthen consistent attendance and active engagement in learning. Because students have significant independence within our instructional model, regular attendance and productive use of instructional time are essential to maintaining academic progress.
- Academic progress**:** ASPIRE will strengthen systems for monitoring student progress and identifying students who are not making adequate progress toward course completion. Staff will use student progress data to provide targeted support and intervention before students fall significantly behind.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The independent/self-paced Edmentum model may create an additional challenge for students who are still developing academic English, particularly when directions, readings, or assessments rely heavily on language. Staff have limited time to provide individualized language support.	Identify EL students who are not making expected progress and provide additional staff check-ins, clarification of directions, scaffolding, and appropriate instructional accommodations. Coordinate with district EL staff as needed.
Foster/Homeless	Students experiencing housing instability or foster-care transitions may have inconsistent attendance, transportation challenges, changes in guardianship, or disruptions to their ability to focus on school.	Establish consistent adult check-ins, monitor attendance and academic progress closely, communicate with appropriate support personnel/ guardians, and connect students with available district/community resources. Provide flexibility and a predictable school environment when circumstances interfere with learning.
Free and Reduced Lunch	Financial circumstances may create barriers outside of school that affect attendance, access to technology/ internet, transportation, food security,	Ensure students have reliable access to meals and necessary technology/ resources at school. Monitor students who demonstrate attendance or engagement concerns and connect

	or ability to fully engage in school.	families with available school/district/ community resources.
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	Because ASPIRE has a small student population, individual students from racial/ethnic minority groups may have limited opportunities to see their backgrounds and experiences represented in the school environment. Students may also enter ASPIRE after experiencing challenges in other educational settings.	Continue building an inclusive school culture in which every student is known, respected, and supported. Incorporate diverse perspectives and experiences into instruction and FOCUS activities and monitor student engagement and academic outcomes by student group to identify emerging disparities.
Students with IEPs	Students with IEPs may require more frequent individualized support than the self-paced model naturally provides. Limited staffing and the small-school setting can make it challenging to provide specialized support while maintaining access to the general curriculum.	Strengthen collaboration between general education and special education staff, regularly monitor IEP goals and course progress, provide accommodations consistently, and use progress data to identify students needing additional intervention or support.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	ASPIRE students experience attendance challenges that can interfere with consistent engagement in instruction, academic progress, and timely course completion. Because ASPIRE's instructional model relies heavily on individualized, self-paced learning, consistent attendance is particularly important for students to receive the academic and social-emotional support necessary to remain on track. Students experiencing additional barriers, including students with IEPs, students experiencing housing instability, students from economically disadvantaged backgrounds, English Learners, and students from racial/ethnic minority groups, may require additional support to overcome barriers that affect regular school attendance.	A critical root cause is the need for a more consistent, proactive system for identifying and addressing the individual barriers contributing to student absences. ASPIRE has historically relied heavily on the small-school relationships between staff and students to address attendance concerns, but a more systematic approach to monitoring attendance, identifying patterns early, communicating with families, and connecting students with appropriate supports is needed to ensure students receive timely intervention.

★ = Priority

Adult Learning Culture

Areas of Strength

- Strong staff relationships and collaboration: ASPIRE's small staff allows teachers and support staff to communicate frequently, know students well, and share information about individual student needs.
- Commitment to student-centered support: Staff understand that ASPIRE students don't all follow the same path to success. The individualized nature of the school requires adults to adjust their support based on student needs rather than relying on a one-size-fits-all approach.
- Staff knowledge of the ASPIRE model: Many staff members have experience working within ASPIRE's unique environment and understand that success involves more than simply completing coursework. The culture emphasizes relationships, responsibility, and helping students develop independence.

Areas for Growth

ASPIRE has a strong foundation of staff collaboration and individual expertise, but opportunities to make adult learning more intentional and systematic can be strengthened. Because ASPIRE has a small staff and typically has one teacher per content area, traditional content-area PLC structures are not always applicable. ASPIRE will continue developing collaborative learning opportunities focused on examining student data, identifying students in need of additional support, sharing effective practices, and learning from one another's experiences working within the ASPIRE model. Strengthening these structures will help ensure that effective individual practices become shared school-wide practices.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staff may have varying levels of training and experience in supporting English Learners within a self-paced online curriculum. Limited staff time can make it difficult to collaborate around language-specific strategies.	Provide targeted professional learning on scaffolding, language supports, and accommodations for EL students. Use PLC time to share effective strategies and collaborate with district EL personnel when needed.
Foster/Homeless	Staff may not always have the specialized knowledge or consistent systems needed to recognize and respond to barriers associated with housing instability or foster-care transitions.	Provide staff with information about available district/community resources and appropriate supports. Use PLC/ collaborative time to identify barriers affecting individual students and coordinate appropriate interventions.
Free and Reduced Lunch	Staff may not always be aware of the outside-of-school factors affecting students' attendance, engagement, and academic progress. Limited time can make it difficult to coordinate supports beyond the classroom.	Increase staff awareness of available resources and establish a process for identifying students experiencing barriers related to basic needs. Use collaboration time to connect students and families with appropriate school, district, and community supports.

Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	Staff may have limited opportunities to examine whether instructional practices, expectations, and school systems are equally effective for students from different racial/ethnic backgrounds, particularly given ASPIRE's small enrollment.	Use disaggregated student data during PLCs to monitor attendance, academic progress, and engagement across student groups. Provide opportunities for staff to discuss culturally responsive practices and ensure that expectations and supports are equitable.
Students with IEPs	Staff need consistent understanding of IEP accommodations and effective strategies for supporting students with disabilities within ASPIRE's self-paced model. Limited special education staffing/time can make collaboration more difficult.	Strengthen collaboration between general education and special education staff, review accommodations and student needs regularly, and use PLC time to discuss strategies and monitor progress of students with IEPs.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1	ASPIRE staff need a more consistent and systematic approach to identifying and addressing the individual barriers that contribute to student absenteeism. While staff have strong relationships with students and frequently respond to attendance concerns, opportunities to collaboratively analyze attendance patterns, identify barriers among student groups, and develop targeted interventions can be strengthened. Students experiencing additional barriers, including those who are English Learners, experiencing foster care or homelessness, economically disadvantaged, from racial/ethnic minority groups, or receiving special education services, may require staff to have specialized knowledge and coordinated supports to address factors affecting their attendance.	A critical root cause is limited structures and dedicated time for staff to collaboratively analyze attendance data and build shared knowledge around the specific barriers affecting different student groups. ASPIRE staff often address attendance concerns individually and through established relationships with students, but a more consistent school-wide process is needed to identify patterns early, understand the underlying causes of absences, and coordinate appropriate interventions and resources.

★ = Priority

Connectedness

Areas of Strength

ASPIRE's small-school environment provides a strong foundation for student connectedness. Staff are able to develop meaningful relationships with students and provide individualized attention and support. ASPIRE also promotes a sense of belonging through its emphasis on family, fresh starts, student responsibility, and positive relationships. Programs such as FOCUS, service projects, whole-school activities, and other community-building opportunities give students opportunities to connect with peers and staff beyond their individual coursework. The school's supportive environment allows students to be known as individuals and provides opportunities for students to rebuild positive connections with school and adults.

Areas for Growth

ASPIRE has historically benefited from a strong sense of community and meaningful relationships between students and staff. The transition to a new campus has created an opportunity to intentionally rebuild and strengthen these connections. Because ASPIRE's instructional model is largely individualized and self-paced, students can spend significant portions of the school day working independently. ASPIRE will continue to create intentional opportunities for positive peer interaction, whole-school experiences, student voice, and shared traditions that strengthen students' sense of belonging and connection to the school community.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers may make it more difficult for students to fully participate in whole-school activities, FOCUS, or informal peer interactions. Staff may also need additional strategies and time to ensure EL students are meaningfully included.	Provide intentional staff check-ins, ensure activities and communication are accessible, and use FOCUS/whole-school activities to create structured opportunities for EL students to participate and build relationships. Collaborate with EL support staff when additional resources are needed.
Foster/Homeless	**Changes in housing, caregivers, transportation, or other life circumstances may make it difficult for students to establish and maintain consistent relationships with peers and adults.**	Assign a consistent adult point of contact, provide predictable check-ins, monitor participation and attendance, and connect students with school/ district/community resources that can reduce barriers to participation.
Free and Reduced Lunch	**Lunch** **Financial circumstances may limit students' ability to participate in activities that require money,**	Ensure school-sponsored activities are accessible regardless of a student's financial circumstances. Provide necessary materials and transportation when possible and identify community/

	transportation, supplies, or other resources.	district resources that can remove financial barriers to participation.
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	Students may not always see their backgrounds, experiences, or perspectives reflected in school activities and may need intentional opportunities to develop a sense of belonging.	Build an inclusive school culture, incorporate diverse perspectives into activities and FOCUS, and provide opportunities for students to share their experiences and contribute to the school community. Monitor participation and connectedness data by subgroup when available.
Students with IEPs	Some students with disabilities may experience barriers to participating fully in group activities or may require additional adult support, accommodations, or modifications to engage successfully with peers and the school community.	Plan activities with accessibility in mind, provide required accommodations, and collaborate between general education and special education staff to identify and remove participation barriers. Provide additional adult support when needed.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	ASPIRE students who experience barriers to feeling connected to school, peers, and trusted adults may be less likely to attend consistently. While ASPIRE's small-school environment provides strong opportunities for meaningful relationships, some students--particularly those experiencing additional academic, economic, social, or personal barriers--may require more intentional opportunities and support to develop a strong sense of belonging. Strengthening student connectedness can help students see themselves as valued members of the ASPIRE community and increase their motivation to attend regularly.	A critical root cause is the need for more intentional and consistent opportunities for students to develop meaningful connections with adults, peers, and the ASPIRE community. Although strong relationships are a foundation of ASPIRE, the individualized nature of the instructional model and the transition to a new campus can limit natural opportunities for students to connect. Staff need shared strategies and dedicated opportunities to identify students who are becoming disconnected and intentionally reconnect them to the school community.

★ = Priority

Data Documentation for CNA

663

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **Grades**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Student Climate Survey, Student Voice**

Adult Learning Culture

- [x] **Master schedule**
- [x] **Student Climate Survey**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Enrollment**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By May 2027, ASPIRE will increase its overall student attendance rate by 5 percentage points from the baseline established through the 2026-27 Data Dive, with progress monitored monthly and targeted supports provided to students demonstrating attendance concerns.

Formative Measures: Staff will review attendance data monthly to identify students with concerning attendance patterns. For identified students, staff will document barriers, interventions, family communication, and changes in attendance. Progress will be reviewed during PLC/collaborative meetings and interventions adjusted as needed.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By May 2027, 100% of ASPIRE instructional staff will participate in a minimum of one collaborative attendance-data review each month and document at least one strategy or intervention used to address identified attendance barriers.

Formative Measures: Meeting agendas/minutes will document monthly attendance-data reviews, students identified for support, barriers discussed, and strategies selected. Staff will periodically share the effectiveness of attendance strategies and adjust practices based on student response.

Inquiry Area 3

Connectedness

SMART Goal 1

By May 2027, ASPIRE will increase the percentage of students who report feeling connected to at least one trusted adult and to the ASPIRE school community by 5 percentage points from the baseline established through the 2026-27 NDE student climate survey.

Formative Measures: Staff will conduct periodic student check-ins/surveys to monitor students' sense of belonging and connection. Staff will identify students reporting low connectedness and provide intentional adult check-ins and opportunities for meaningful participation in FOCUS, service projects, and whole-school activities.

POLICY

No. 546

Board of Trustees
Douglas County School District

STUDENTS

Personal Technology and Communication Devices

Nevada law requires the Douglas County School District Board of Trustees ("the Board") to adopt a policy concerning the use and possession by students of electronic communication devices, including, without limitation, mobile phones, tablets, and wearable smart devices such as smart watches and glasses, etc.

1. Students may possess electronic devices, provided that such devices do not disrupt the educational program or school activity. Any disruptive, inappropriate or illegal usage of any electronic devices may result in disciplinary consequences as set forth below.

2. During instructional time, electronic communication devices must be turned off and stored out of sight so as not to interfere with or disrupt instruction (This excludes smart watches).

3. Middle and Elementary School students may not use electronic communication devices during scheduled nutrition or lunch periods and at school-sponsored activities during the regular school day, but may use them on district buses.

4. High School students may use electronic communication devices during scheduled nutrition or lunch periods, at school-sponsored activities, and while on district buses.

5. The use of electronic devices capable of capturing audio or video recordings is strictly prohibited in restrooms, locker rooms, student clinics or health offices of any school buildings, whether or not such event or activity is located on the premises of the District.

~~5. When under the direct supervision of DCSD staff during instructional time, the use of electronic communication devices to record audio or visual content of another individual on campus or during district transportation, including other students, DCSD staff, or visitors, without that person's consent is strictly prohibited. The use of electronic communication devices to share personally identifiable information of other individuals without their consent is strictly prohibited.~~

6. Wearable devices capable of audio or video recording, such as smart glasses, must be powered off and stored during the school day unless specifically authorized for instructional, accessibility, or health purposes.

7. During state or other high-stakes testing, personal electronic devices must not be in a student's possession. Should any electronic device cause a disruption during an assessment, the student's test will be invalidated, and the student will be subject to discipline.

8. This policy shall be included within each copy of the rules of behavior for pupils.

9. This policy does not apply to electronic devices issued to students by DCSD for instructional purposes.

Disciplinary Action

In the event that a student violates the provisions of this policy, consequences will be implemented based on the number and severity of the violation. The following will serve as a guideline, and more severe consequences may be issued based on the seriousness of the infraction.

First Infraction: Warning and confiscation of the device for the remainder of the school day.

Second Infraction: Confiscation of the device for the remainder of the school day, and a parent must meet with a school official to claim the device.

Additional Infractions: Repeated violations may result in disciplinary action under Board Policy No. 525 and Administrative Regulation No. 529 and may include suspension.

Exceptions

Electronic communication devices may be used in the following circumstances:

i. During an emergency, crisis, or as needed to manage the health of a pupil;
ii. If a teacher allows for the use of an electronic communication device for instructional purposes; and
iii. If the use of an electronic communication device is included as part of an individualized education program or a plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 USC § 794.

See Administrative Regulation 546 related to this Policy
Student Acceptable Use Agreement - English

Reference:

Date Adopted: 8/12/2014
Date Revised: TBD

POLICY

No. 603

Board of Trustees
Douglas County School District

FINANCES

BUDGET PREPARATION, FUND BALANCE, AND RESERVES

The Board of Trustees considers the preparation, adoption, and monitoring of the annual budget to be among its most important responsibilities. The budget shall reflect the District's educational priorities, provide for the maintenance of District facilities and operations, honor the District's obligations, and comply with all applicable federal and state laws, regulations, accounting standards, and reporting requirements.[1]

The District shall prepare its budget using reasonable and supportable estimates of revenues, enrollment, expenditures, and other financing sources and uses. Revenue estimates shall be appropriately conservative, particularly when revenues are dependent upon enrollment, average daily enrollment, legislative appropriations, economic conditions, or other factors outside the District's control.

1. Purpose of Fund Balance and Reserves

The District shall maintain prudent fund balance and reserve levels to:

1. Provide sufficient working capital and liquidity;
2. Address temporary revenue interruptions or unanticipated revenue losses;
3. Respond to emergencies and significant unforeseen expenditures;
4. Avoid unnecessary borrowing and related interest costs;
5. Protect the District's creditworthiness;
6. Support continuity of essential educational and operational services;
7. Provide time to respond responsibly to material changes in enrollment, funding, or economic conditions; and
8. Facilitate stable, long-term financial planning.

Fund balance is not intended to serve as an ongoing funding source for expenditures that are recurring, predictable, or structurally unsupported by recurring revenues.

2. Fund Balance Classifications

The District shall classify governmental fund balances in accordance with Governmental Accounting Standards Board Statement No. 54, or its successor standards, as follows:

- Non-spendable;
- Restricted;
- Committed;

[1] Nothing in this policy shall be construed to authorize, require, or permit any action that is inconsistent with applicable federal or state law, administrative regulation, or other legally binding requirement. Where a statute, regulation, or other applicable legal authority establishes a more restrictive or heightened requirement than that provided for in this policy, the more restrictive, stringent, or heightened requirement shall govern and shall be followed by the District. In the event of any conflict between this policy and applicable law, the applicable law shall control, and this policy shall be interpreted and applied to the maximum extent permitted by law.

- Assigned; and
- Unassigned.

The Board may commit fund balance for a specific purpose through formal Board action. The same level of formal action shall be required to modify or remove a commitment.

The Board delegates to the Superintendent and Chief Financial Officer the authority to assign fund balance for specific purposes consistent with Board policy, the adopted budget, applicable law, and generally accepted accounting principles. An assignment shall not reduce unassigned fund balance below an applicable minimum established by this policy without express Board approval.

3. General Fund Reserve Levels

For purposes of this policy, **unrestricted fund balance** consists of committed, assigned, and unassigned fund balance that is not subject to an external legal or contractual restriction.

The District shall use the following standards when preparing and administering the General Fund budget:

A. Minimum Budgeted Ending Fund Balance

The legally adopted General Fund budget shall contain an ending fund balance of no less than **4% of annual General Fund expenditures and other financing uses, excluding capital outlay**, or such greater amount as may be required by Nevada law or regulation.

The 4% amount is a minimum budget threshold and shall not be considered the District's preferred or sufficient operating reserve. In no event shall the Board adopt any budget which appropriates for any fund any amount in excess of the budget resources of that fund. NRS 288.150 separately uses a budgeted unreserved General Fund ending balance of 4% or less of prior-year actual expenditures as one collective-bargaining fiscal-emergency criterion, subject to statutory explanation and recovery-plan requirements. It is not the source of the District's Board-established minimum.

B. Board Operating Reserve Floor

The District shall seek to maintain unrestricted General Fund balance of no less than **8.3% of annual General Fund expenditures and other financing uses, excluding capital outlay**, equivalent to approximately one month of operations.

Except in the circumstances authorized by this policy, the District shall not adopt a budget that reduces projected unrestricted General Fund balance below 8.3%.

C. Long-Term Target

The Board establishes a long-term target unrestricted General Fund balance of **12% of annual General Fund expenditures and other financing uses, excluding capital outlay**.

The target is intended to support liquidity, financial stability, continuity of operations, and the District's ability to respond to economic, legislative, enrollment, and operational uncertainty.

Achievement of the 12% target shall be balanced with the District's obligation to provide appropriate educational programs and services. Progress toward the target may occur over multiple fiscal years. NRS 354.6241 separately provides that, for Chapter 288 purposes, a school district budgeted ending fund balance of not more than 12% of total budgeted expenditures is excluded from negotiation and fact-finder or arbitrator consideration. The District's 12% target remains a Board financial-stability objective.

D. Measurement

Reserve percentages shall ordinarily be calculated using the greater of:

1. Actual General Fund expenditures and other financing uses for the most recently completed fiscal year; or
2. Budgeted General Fund expenditures and other financing uses for the applicable fiscal year,

excluding capital outlay and extraordinary accounting transactions that do not represent normal operating costs.

The Chief Financial Officer may recommend an alternative calculation when necessary to provide a more accurate measure of operating requirements, subject to disclosure to and approval by the Board.

4. Annual Contingency

As authorized by law, the adopted General Fund budget shall ordinarily include a contingency appropriation equal to at least **1% of appropriations**, excluding transfers to other funds.

The Board may approve a contingency greater than 1%, but not exceeding the maximum allowed by Nevada law, when justified by identified risks, including:

- Enrollment or funding uncertainty;
- Pending legislative or regulatory changes;
- Collective bargaining uncertainty;
- Insurance or litigation exposure;
- Emergency facility or transportation needs;
- Significant price volatility;
- Unfunded mandates; or
- Other material financial risks.

Contingency is an appropriation within the current-year budget and is separate from ending fund balance. Unspent contingency shall remain in fund balance at year-end.

Transfers from contingency shall be reported to the Board through periodic financial reports and processed in accordance with applicable Nevada budget law and District policy.

5. Permitted Uses of Unrestricted Fund Balance

Unrestricted fund balance above the 8.3% operating reserve floor may be considered for the following purposes:

1. Unanticipated or emergency expenditures;
2. Temporary and material revenue shortfalls;
3. One-time expenditures that do not create an ongoing financial obligation;
4. Matching funds required to secure grants or other external funding;
5. One-time investments that produce measurable operating savings or cost avoidance;
6. Urgent health, safety, security, technology, transportation, or facility needs;
7. Early repayment or defeasance of debt when supported by a documented financial benefit;
8. Temporary stabilization of operations during an economic downturn, enrollment decline, legislative funding reduction, or other material disruption; or
9. Other extraordinary circumstances specifically identified and approved by the Board.

Whenever practical, planned one-time expenditures shall be funded from amounts formally committed or assigned for that purpose rather than from the District's operating reserve.

6. Restricted and Prohibited Uses

Except as part of a Board-approved financial recovery or transition plan, unrestricted fund balance shall not be used to:

1. Support permanent salaries, benefits, positions, programs, or other recurring expenditures without an identified recurring revenue source;
2. Balance an ongoing structural deficit without corrective action;
3. Fund continuing compensation increases that cannot be sustained from ongoing revenues;
4. Avoid necessary operating reductions when recurring expenditures exceed recurring revenues;
5. Establish a new program or service that creates future-year obligations without a sustainable funding plan;
6. Replace restricted revenues that have expired when the related expenditures will continue indefinitely;
7. Provide routine departmental budget enhancements that should be considered through the normal budget-prioritization process; or
8. Circumvent competitive procurement, budget augmentation, public-meeting, or other legal requirements.

Reserves shall not be treated as excess cash merely because the balance exceeds the statutory minimum.

7. Use Below the 8.3% Operating Reserve Floor

Use of unrestricted General Fund balance that is projected to reduce the balance below 8.3% shall require formal Board approval.

Before approving such use, the Board shall receive a written recommendation from the Superintendent and Chief Financial Officer addressing:

1. The amount and purpose of the proposed use;
2. Why the expenditure or revenue loss cannot reasonably be addressed through current-year appropriations, contingency, expenditure reductions, or another lawful funding source;
3. The projected effect on cash flow, liquidity, creditworthiness, and future budgets;
4. Whether the proposed use supports a recurring or nonrecurring expenditure;
5. Alternatives considered;
6. The projected unrestricted fund balance after the proposed use;
7. The risks of approving and not approving the use; and
8. A proposed replenishment plan and timeline.

Use of reserves below the 4% minimum shall occur only when legally permissible and necessary to address an emergency or severe fiscal condition, and shall require express Board action following consultation with legal counsel and applicable state agencies.

8. Temporary Use for Structural Transition

The Board may authorize temporary use of fund balance for recurring expenditures when a material decline in enrollment, revenue, or other economic condition makes immediate reductions impracticable or unnecessarily disruptive.

Such use shall be approved only as part of a written multi-year financial stabilization plan that:

1. Identifies the structural imbalance;
2. Establishes specific expenditure reductions, revenue measures, or operational changes;
3. Demonstrates how recurring expenditures will be brought into alignment with recurring revenues;
4. Limits the duration and annual amount of reserve use;
5. Includes measurable milestones and regular Board reporting; and
6. Restores reserves within the timeframe required by this policy.

Fund balance shall not be used indefinitely to postpone resolution of a structural deficit.

9. Replenishment of Reserves

When unrestricted General Fund balance is projected to fall below 8.3%, the Superintendent and Chief Financial Officer shall present a reserve-replenishment plan to the Board no later than adoption of the next tentative budget, or sooner when directed by the Board.

The plan shall ordinarily restore unrestricted General Fund balance to:

- At least 8.3% within no more than **three fiscal years**; and
- The 12% target over a reasonable period established by the Board.

The replenishment plan may include:

- Expenditure reductions;
- Application of one-time revenues;
- Revenue enhancements;
- Transfer of eligible year-end savings;
- Disposition of surplus property;
- Vacancy management;
- Program restructuring;
- Redirection of future budget surpluses; or
- Other lawful corrective measures.

At least **50% of any unplanned General Fund year-end operating surplus** should ordinarily be applied toward reserve replenishment until the 12% target is achieved, unless the Board expressly authorizes another use after considering the District's financial condition and long-term obligations.

10. Use of Amounts Above the Target

When unrestricted General Fund balance exceeds 12%, the excess shall not automatically be available for recurring expenditures.

The Superintendent and Chief Financial Officer shall evaluate and may recommend that amounts above the target be used for:

- One-time capital or technology needs;
- Deferred maintenance;
- Vehicle or equipment replacement;
- Debt reduction;
- Pension, insurance, or other long-term obligations;
- One-time strategic investments;
- Stabilization of other operating funds;
- Additional reserves for identified risks; or
- Other one-time Board priorities.

Any recommendation shall consider current economic conditions, enrollment trends, deferred obligations, five-year projections, cash-flow needs, and known financial risks. NRS 387.1213 generally requires transfer to the State Education Stabilization Account of actual ending fund balance exceeding 16.6% of actual expenditures, subject to statutory exclusions and exceptions.

11. Monitoring and Reporting

The Chief Financial Officer shall report projected and actual fund balance and contingency levels to the Board as part of:

1. The tentative and final budget;

2. Any amended budget;
3. Regular General Fund financial reports;
4. The annual audit presentation; and
5. The District's long-range financial forecast.

Reports shall distinguish between:

- Total fund balance;
- Restricted fund balance;
- Committed fund balance;
- Assigned fund balance;
- Unassigned fund balance;
- Total unrestricted fund balance;
- Budgeted contingency;
- The 4% minimum;
- The 8.3% operating reserve floor; and
- The 12% long-term target.

The Superintendent and Chief Financial Officer shall advise the Board promptly when projections indicate that the District may fall below a reserve standard or may need to use reserves for operating purposes. Under NRS 387.3045, the Chief Financial Officer shall submit the required written explanation if the General Fund ending balance declines for three consecutive years.

12. Spending Order

When expenditures qualify for payment from more than one fund-balance classification, the District shall ordinarily consider resources spent in the following order:

1. Restricted;
2. Committed;
3. Assigned; and
4. Unassigned.

The Board may establish a different order for a particular transaction when consistent with applicable law, contractual restrictions, accounting standards, and sound financial management.

Legal References

- NRS 288.150; NRS 387.1213; NRS 387.3045
- NRS Chapter 354, Local Financial Administration
- NRS 354.596
- NRS 354.598
- NRS 354.598005
- NRS 354.608
- NRS 354.6241
- NRS 387.170-.180
- NRS 387.205

- NRS 387.300
- NAC Chapter 354
- NAC 354.650
- Statement No. 54 of the Governmental Accounting Standards Board and successor standards

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Adopted: 08/12/80
Revised: 01/12/99
Revised: 07/10/12
Revised: 09/13/16
Revised: 03/26/2026
Revised: TBD

School Performance Plans & School Highlights

October 2026

Gardnerville Elementary Highlights

★ ★ ★

Star Rating Progress

Moving Up Fast!

GES moved up a full **STAR rating** and is now just **3.5 points away** from becoming a 4-Star School.

Current Status

3+ Star School ★★★★

Target: 4-Star (3.5 pts away)

Key Growth Achievements

1. Remarkable Overall Growth

GES increased its School Performance Index from **35 to 63.5** — a **28.5-point gain** in one year.

2. Student Growth Accelerated

Growth Indicator jumped from **6.5 to 21.5 points** (**+15 points**), with Math median growth rising from **36 to 47**.

3. Closing Opportunity Gaps

Score increased from **3 to 12 points** — quadrupling our score and demonstrating stronger outcomes for students who need us most.

Gardnerville Elementary School Performance Plan

Student Success

Goal

By Spring 2027, the percentage of students in Grades 1-5 scoring at or above the 65th percentile on MAP Math will increase from 49.82% to at least 57%, as measured by the Spring 2027 MAP assessment. Progress will be monitored through fall, winter, and spring MAP data, common formative assessments, and PLC progress-monitoring cycles.

Improvement Strategy

Strengthen PLC data cycles to identify student needs, provide targeted math instruction and intervention, and continually regroup and adjust instruction based on student progress.

Adult Learning Culture

Goal

By May 2027, 100% of grade-level teams will participate in at least two structured PLC meetings each month, and at least 90% of reviewed PLC cycles will include analysis of student evidence, a common instructional response, and documented progress monitoring.

Improvement Strategy

Strengthen PLC cycles through consistent analysis of student evidence, shared instructional responses, progress monitoring, and ongoing administrative feedback and support.

Connectedness

Goal

By the end of the 2026–27 school year, GES will reduce chronic absenteeism by at least 10% through consistent attendance monitoring, individual and grade-level recognition, and targeted PBIS supports.

Improvement Strategy

Use attendance data, targeted interventions, and PBIS-based individual and grade-level recognition to increase student engagement and improve daily attendance.

Jacks Valley Elementary Highlights

1. Enrollment Growth

Enrollment is higher than expected!

Approaching 350 Students

- 3 Pre-K classes are almost full
- Large, robust Kindergarten classes
- Three 1st Grade classes are all thriving

2. NEPF Tremendous Growth

★ JVES gained a Star!

Read by Grade 3 Proficiency

41.8% → 59.5% +17.7%

Math Median Growth

25.5% → 47.0% +21.5%

EL Adequate Growth Target Met

44.8% → 61.5% +16.7%

Jacks Valley Elementary School Performance Plan

Student Success

Goal

By the end of the school year, SBAC scores in reading & math will indicate a growth rate of 5%. At least 48% (currently 45%) will demonstrate proficiency on the ELA SBAC and at least 33% (currently 32%) will demonstrate math proficiency.

Improvement Strategy

Science of reading emphasizes decoding words and emphasizing vocabulary to convey meaning. These concepts will be integrated

Adult Learning Culture

Goal

100% of staff will participate in district Science of Reading (SOR) trainings and will take the information to work on collaboratively to integrate into the curriculum.

Improvement Strategy

During PLC time, SOR concepts and how it will be integrated into curriculum will take place.

Connectedness

Goal

Student chronic absenteeism will decrease by 10% (from 13.44%) by the end of the 2026-2027 school year to less than 12.09% overall.

Improvement Strategy

With PBIS, family communication and engagement, and early identification to offer interventions, attendance will be a priority to families and students.

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Minden Elementary Highlights

Minden Elementary School Performance Plan

Student Success Goals:

- The chronic absenteeism rate at Minden Elementary School will reduce from 9.4% to below 7.5% for the 2026-27 school year as calculated by the NSPF (released mid-September, 2027).
    - *Improvement Strategy:* Quarterly attendance reporting (outside of state and district required notifications; adjusted to 17 days for 26-27 calendar)
- Minden Elementary School will have a five-point increase in our percentage of K-5 students demonstrating progress toward mastery in literacy by meeting their individual growth goal in Reading as measured by Fall 2026 to Spring 2027 (Winter 2026 to Spring 2027 for K) MAP Reading growth.
    - *Improvement Strategy:* Increase K-5 teacher knowledge of Science of Reading pillars and effective instructional strategies

Minden Elementary School Performance Plan

Adult Learning Culture Goals:

- By June 2027, Minden Elementary School will strengthen MTSS Tier 1 implementation by increasing its MTSS/PBIS Tiered Fidelity Inventory (TFI) 3.0 score from 60/80 (Fall 2026) to at least 68/80 (Spring 2027) through targeted professional learning and collaboration.
    - *Improvement Strategies:* Strengthen MTSS Team Functioning; Improve Adult Learning of MTSS Through Professional Learning; Use Data to Drive Continuous Improvement
- By June 2027, increase staff emotional safety from 363 to 400 out of 500 on the Nevada School Climate / Social Emotional Learning (NV-SCSEL) staff survey by fostering a supportive, trusting school environment where staff feel valued, heard, and confident in addressing challenges.
    - *Improvement Strategy:* Provide regular staff check-ins, recognition, and opportunities for open communication to strengthen trust, support, and emotional safety.

Minden Elementary School Performance Plan

Connectedness Goals:

- By June 2027, Minden Elementary School will have 100% of families connected with the ParentSquare app.
  - *Improvement Strategy:* Connect all families with the new app

- By June 2027, Minden Elementary will have 90%+ families participate in at least one in-person conference.
  - *Improvement Strategy:* Offer flexible conference times and schedule well in advance

Pinon Hills Elementary Highlights

- ★ Positive Climate for all stakeholders!
- ★ Amazing Parent Volunteers every week!
- ★ Cohesive and Dedicated Staff!

Pinon Hills Elementary School Performance Plan

Student Success Goal: PHES students will meet or exceed their individual expected growth goals in reading and math as measured by MAPS assessment.

Improvement Strategy: All students will be provided responsive individualized instruction, opportunities for additional skill practice, content understanding through small groups and targeted instruction.

Adult Learning Culture Goal: We will ensure that our staff are valued, supported and empowered.

Improvement Strategy: Support all teachers with honesty, transparency, care, additional time, specific feedback, coaching and support. We will allocate time for teachers to observe each other and share their learning.

Connectedness Goal: We will ensure a positive culture and climate for all stakeholders.

Improvement Strategy: Engage in positive relationships, facilitate classroom communities, student centered environments, and we strongly encourage active family involvement.

Scarselli Elementary Highlights

- ★ Home to over 500 “Wildcats” as Scarselli and C.C. Meneley come together.
- ★ Strong start to the year as our staff focuses on building our new culture. Held our first Bingo of the year and had a great turnout for Back to School Night. We are excited for our upcoming school - wide Nevada Day community partners event.
- ★ 5th graders will be attending Science Camp at the Great Basin Outdoor School. Not only is this a great experience for our students it will also help build a cohesive fifth grade student body.

Scarselli Elementary School Performance Plan

Student Success Goal: We will have a five-point increase in our percentage of K-5 students demonstrating progress toward mastery in literacy by meeting their individual growth goal in Reading as measured by Fall 2026 to Spring 2027 (Winter 2026 to Spring 2027 for K) MAP Reading growth.

Improvement Strategy: We will utilize Title I funding to pay for a math tutor for the first time and a reading interventionist..

Adult Learning Culture Goal: We will increase K-5 teacher knowledge of the *Science of Reading* pillars and effective instructional strategies by having all K-5 teachers complete 15 hours of *Science of Reading* training during the 2026/27 and 2027/28 school years.

Improvement Strategy: Train all certified K-5 teachers on the Science of Reading.

Connectedness Goal: Increase strong and effective MTSS practices and increase our fidelity score from 60% to 65% as measured by Fall 2026 to Spring 2027 Tiered Fidelity Inventory 3.0 schoolwide data. A specific area to focus is having established procedures for responding to behaviors.

Improvement Strategy: Will increase the fidelity of our MTSS processes as measured by the Tiered Fidelity Inventory.

Zephyr Cove Elementary Highlights

- ★ **Made almost 8 points of growth on Nevada School Framework Report (Star Report) from previous year and just over 42 points since 2023-2024 school year. (We are just 7 points away from being a 4 star school.)**

- ★ **Continue to have close partnership with Parent's Club to promote engaging activities for students and families.**

- ★ **NR!PK has 10 students enrolled.**

Zephyr Cove Elementary School Performance Plan

Student Success Goal: At least 65% of students will meet or exceed their individual growth goal as measured by fall to spring reading MAP assessment. (Winter to spring assessment for Kindergarten.)

Improvement Strategy: Use student data to identify specific student interventions and provide supports to increase reading growth for students.

Adult Learning Culture Goal: Based upon the Nevada Workplace Conditions Survey, the staff identified that they need more instructional resources and support.

Improvement Strategy: Coordinate with District's Professional Development team to identify and provide trainings for staff that improve instruction in their classrooms.

Connectedness Goal: Increase the daily attendance rate.

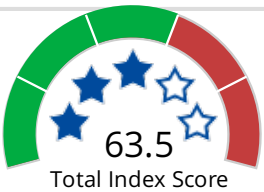
Improvement Strategy: Increase communications with families of students that have multiple absences to provide support.

ZCES
Zephyr Cove Elementary School

Gardnerville Elementary School

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Douglas
School Address: 1290 Toler Avenue, Gardnerville, NV 89410



Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

60.6% White/Caucasian
N/A% Black/African American
28.5% Hispanic/Latino
3.2% Asian
1% American Indian/Alaska Native
N/A% Pacific Islander
6.4% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	35 ★★
2023-2024	42.5 ★★

Additional Student Groups

6.8% English Learners
17.6% Students with Disabilities
49.8% Economically Disadvantaged

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

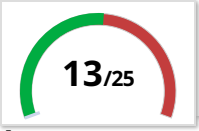
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

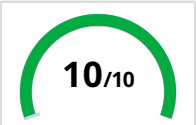
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2025-2026 School Performance



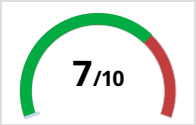
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**44.5**	44.8
Math Proficiency	44.4	43.2
ELA Proficiency	52.9	54.8
Science Proficiency	23.3	20.9
Read-by-Grade-3 Proficiency	51.1	56.1



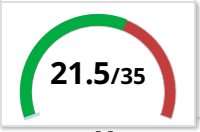
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	68.7	59.4



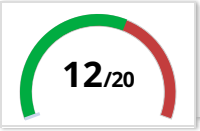
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	10.1	12.2



Growth Indicator

Measure	School Median	District Median
Math MGP	47	52
ELA MGP	54	53
	School Rate	**District Rate**
Met Math AGP Target	37.5	39.2
Met ELA AGP Target	58.6	55.2



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	22.4	23.4
Prior Non-Proficient Met ELA AGP Target	50	47.4

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.

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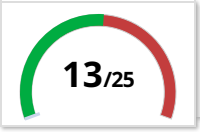


Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

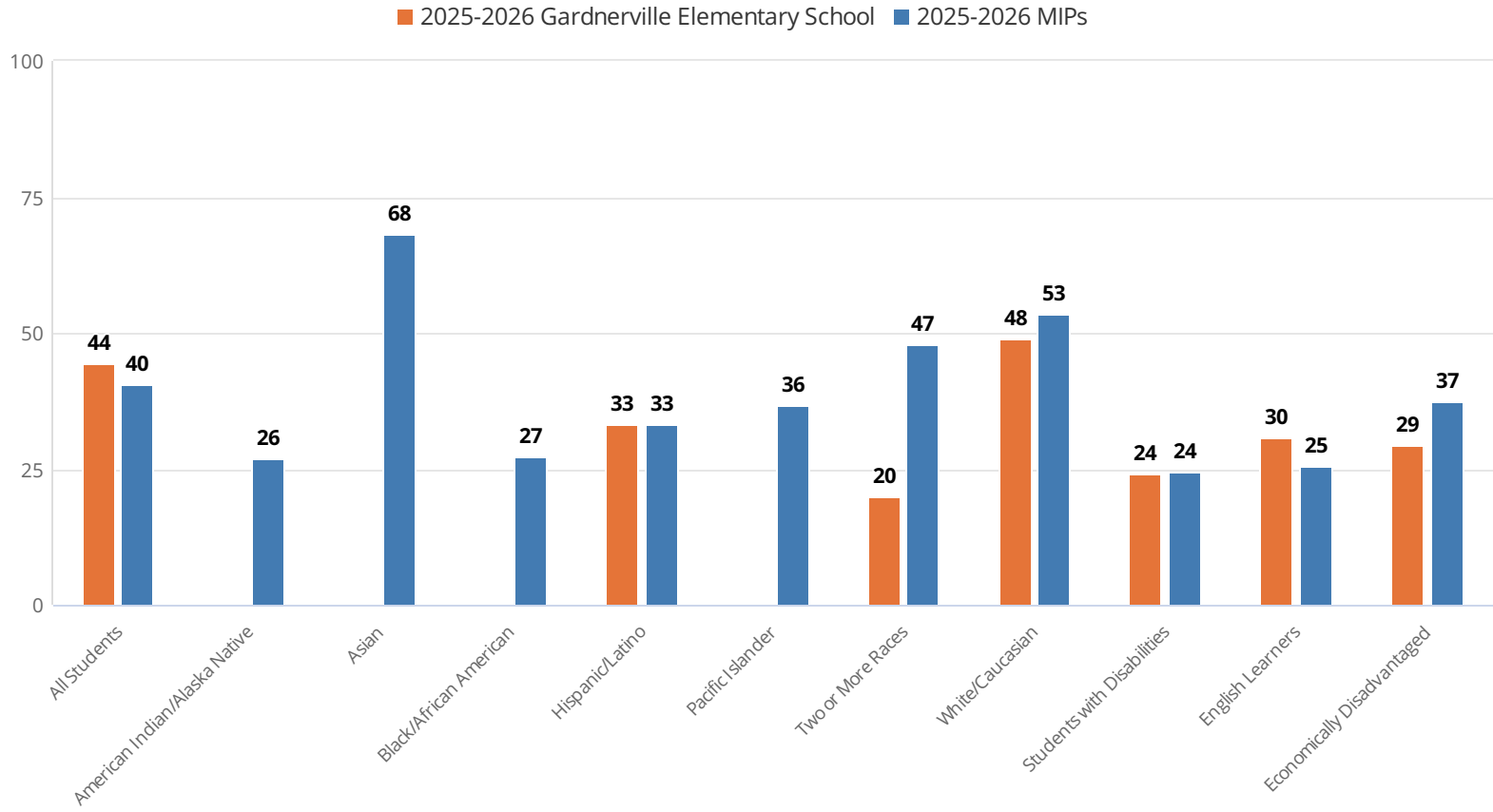
Pooled Proficiency Points Earned: 9/20

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	44.5	44.8	40.5	43.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	44.4	43.2	40.4	39.2	42.7	39.2
American Indian/ Alaska Native	-	19	26.8	-	16	23
Asian	-	84.6	68.2	-	69.2	67.5
Black/ African American	N/A	-	27.4	-	-	25.2
Hispanic/ Latino	33.3	34.5	33.3	28.5	31.5	31.3
Pacific Islander	N/A	-	36.6	N/A	-	35.3
Two or More Races	20	37	47.9	25	42.3	46.8
White/ Caucasian	48.9	47.1	53.4	44.3	47.5	52.4
Students with Disabilities	24	20.2	24.5	28.5	22.8	20.5
English Learners	30.7	17.7	25.4	-	13.7	21.5
Economically Disadvantaged	29.3	28.8	37.5	27.2	26.5	36.3

Math Assessments % Proficient



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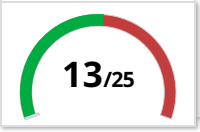
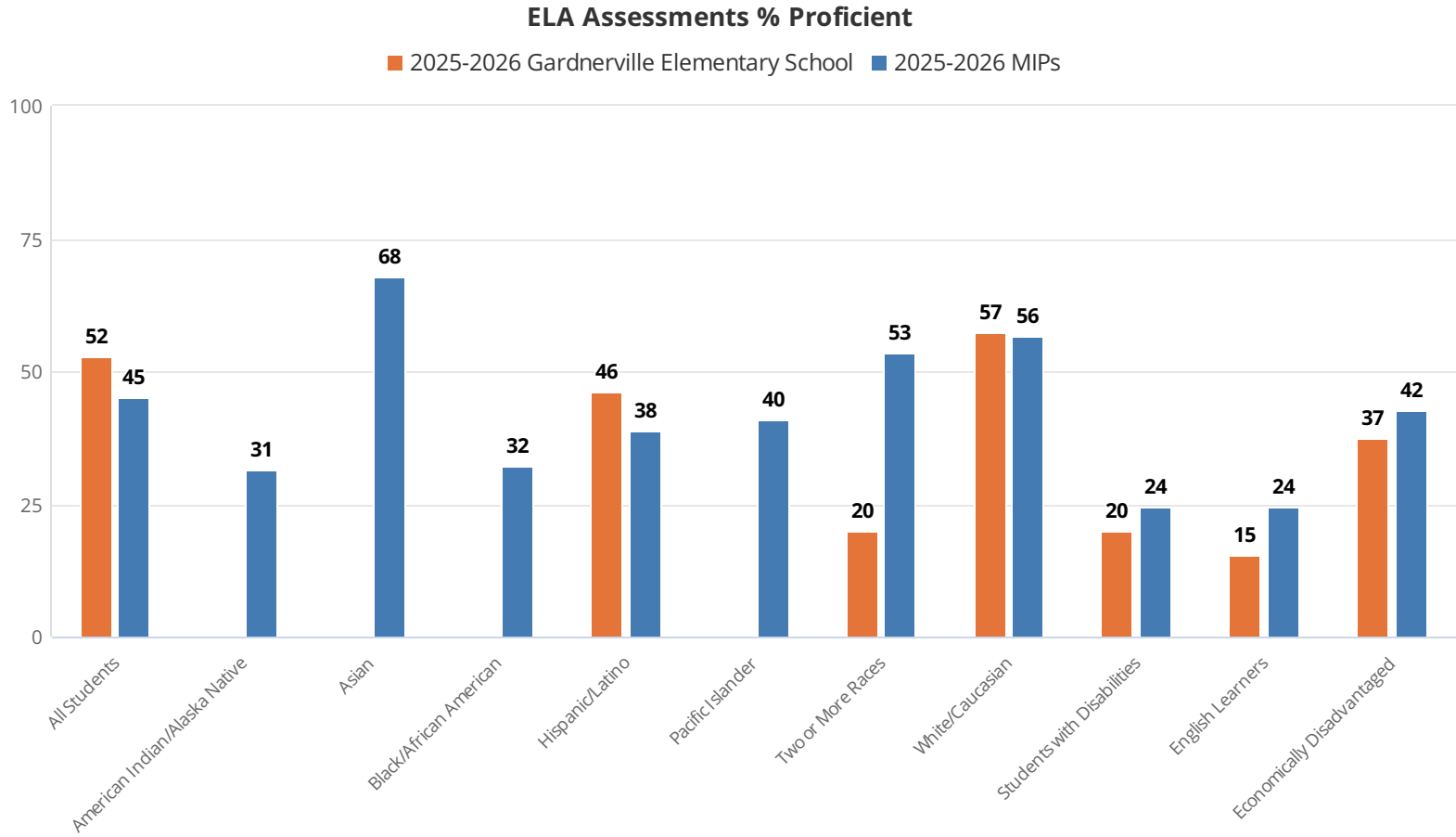


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	52.9	54.8	45	47.7	49.3	43.9
American Indian/ Alaska Native	-	23.8	31.5	-	24	27.9
Asian	-	84.6	68	-	69.2	67.3
Black/ African American	N/A	-	32.3	-	-	30.2
Hispanic/ Latino	46.1	44.5	38.7	33.3	36.5	36.8
Pacific Islander	N/A	-	40.9	N/A	-	39.7
Two or More Races	20	53.2	53.5	33.3	50.8	52.5
White/ Caucasian	57.4	59.4	56.8	53	54.6	55.9
Students with Disabilities	20	25.9	24.6	25	22.1	20.6
English Learners	15.3	17.7	24.4	-	13.7	20.4
Economically Disadvantaged	37.3	39.6	42.5	32.9	32.7	41.3



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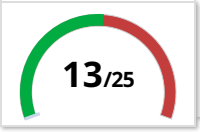
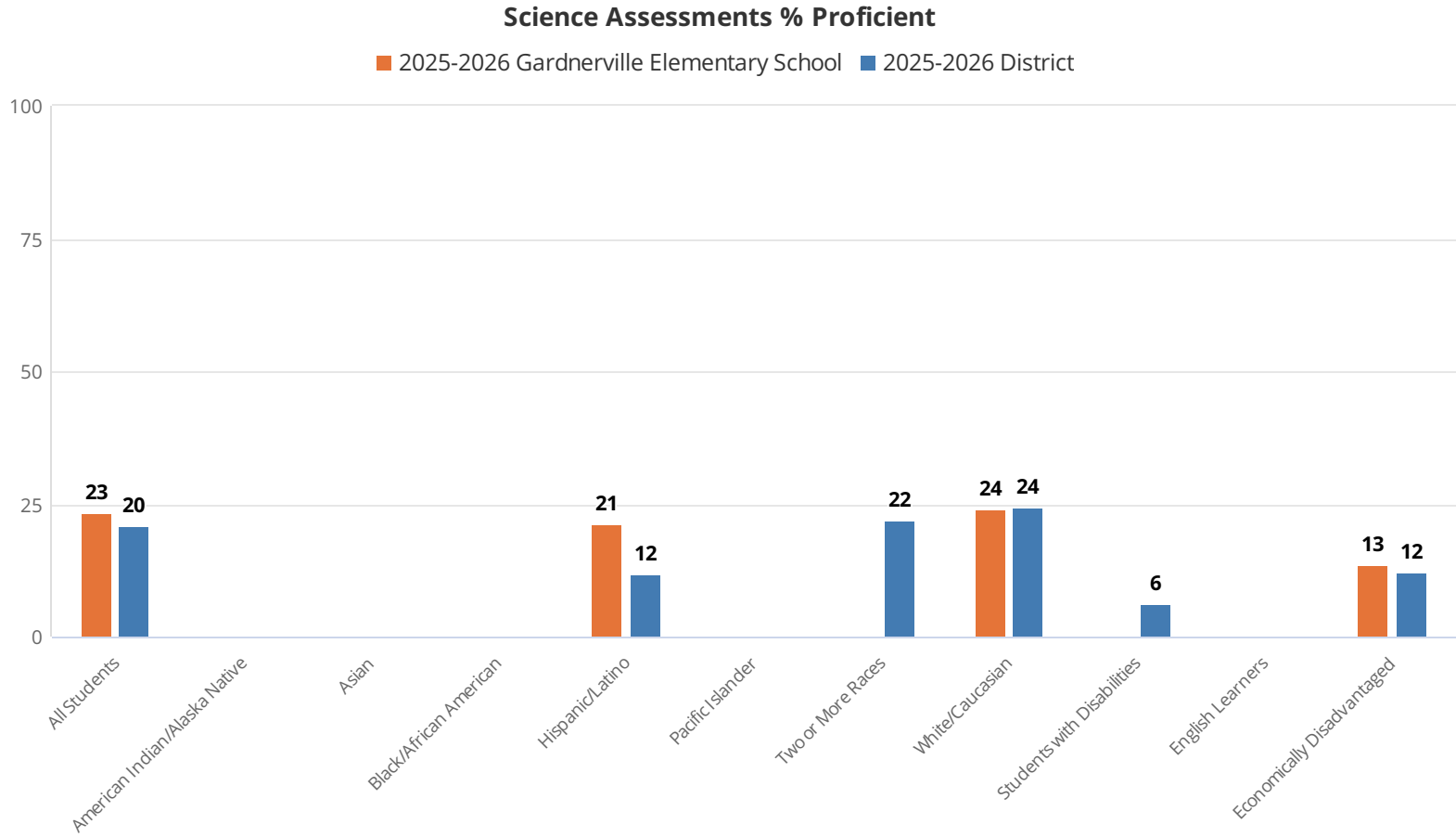


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	23.3	20.9	19	25.9
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	N/A	-
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	21.4	12	-	13.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	22.2	-	50
White/ Caucasian	24.3	24.5	25	28.6
Students with Disabilities	-	6.2	-	7.5
English Learners	-	-	-	<5
Economically Disadvantaged	13.6	12.2	<5	9.4



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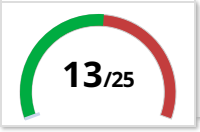


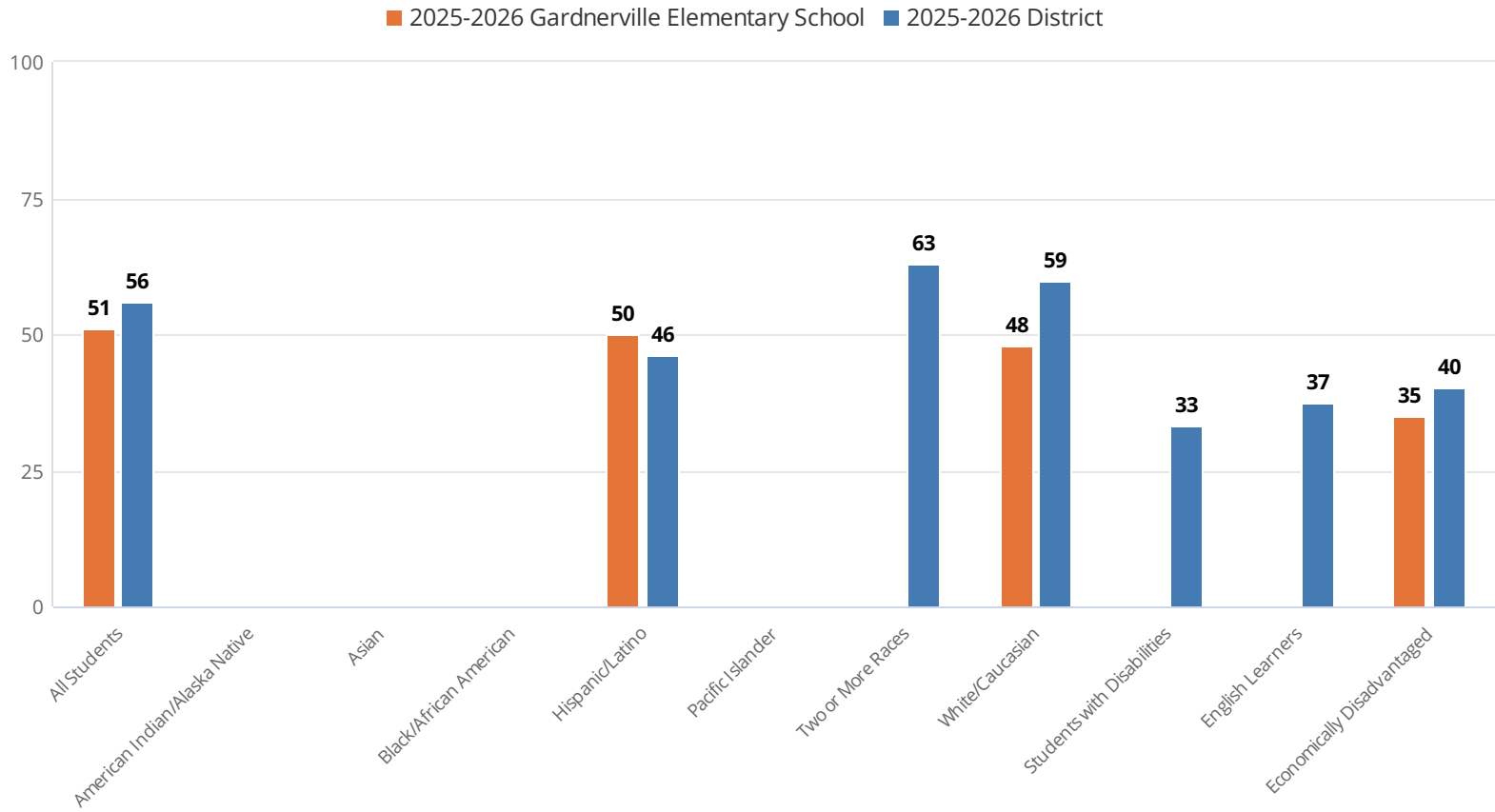
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	51.1	56.1	44	48.7
American Indian/ Alaska Native	-	-	N/A	10
Asian	-	-	-	-
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	50	46.1	25	35.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	63.1	-	33.3
White/ Caucasian	48	59.7	53.5	56.6
Students with Disabilities	-	33.3	38.4	25.3
English Learners	-	37.5	-	23.8
Economically Disadvantaged	35	40.1	31.2	34.6

Read by Grade 3 % Proficient



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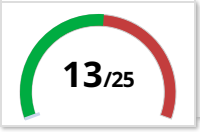

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

District percentages reflect the district the school was associated with when the data was collected.
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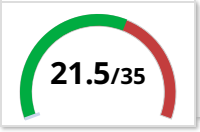


Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10 **ELA MGP Points Earned: 7/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	47	52	54	53	36	41	33	49
American Indian/ Alaska Native	-	46	-	58	-	20.5	-	32
Asian	-	-	-	-	-	-	-	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	50	55.5	50.5	52.5	39	41	37	48
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	51	-	46	-	39	-	52.5
White/ Caucasian	44	52	55	54	33	42	31.5	48
Students with Disabilities	37	48.5	35	44	38	41	41	53
English Learners	-	63.5	-	53.5	-	37	-	49
Economically Disadvantaged	43.5	46.5	54	52	38.5	38	31	46.5

AGP Growth Data

Math AGP Points Earned: 4.5/7.5 **ELA AGP Points Earned: 6/7.5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	37.5	39.2	58.6	55.2	28.7	36.1	38.8	52.4
American Indian/ Alaska Native	-	17.6	-	41.1	-	35.7	-	28.5
Asian	-	-	-	-	-	-	-	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	34.6	37.1	53.8	50	33.3	30	40	47.9
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	31.7	-	43.9	-	38.2	-	58.8
White/ Caucasian	36.9	41.1	63	58.5	26.8	37.9	39.7	54.4
Students with Disabilities	15.3	19.1	15.3	34	21.4	23	21.4	38.5
English Learners	-	36.6	-	36.6	-	21.2	-	30.3
Economically Disadvantaged	28.8	28.4	51.9	46.7	20.4	24	34.7	43

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

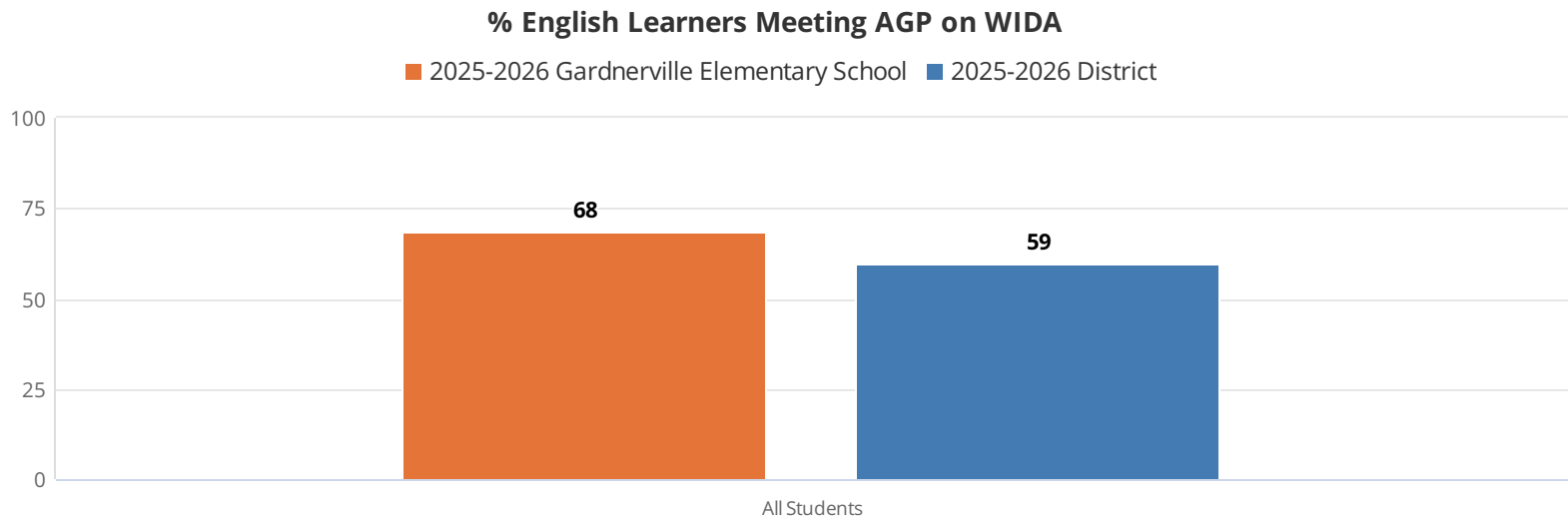
District percentages reflect the district the school was associated with when the data was collected.
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	16	68.7	59.4	20	65	51.6



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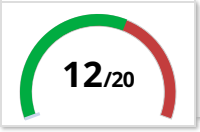

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 3/10 **ELA AGP Points Earned: 9/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	22.4	23.4	50	47.4	13	22.1	30.4	40.6
American Indian/ Alaska Native	-	20	N/A	30.7	-	20	-	20
Asian	-	-	-	-	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	N/A	N/A	-	N/A	-
Hispanic/ Latino	20	22.3	50	46.6	15.3	19.1	26.6	33
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	15.3	-	39.1	-	9	-	26.6
White/ Caucasian	20	24.5	58.6	50	14.2	24.8	36	46.2
Students with Disabilities	10	12.1	18.1	32.4	10	12.6	16.6	29.3
English Learners	-	33.3	-	44	-	16.6	-	32.2
Economically Disadvantaged	20	20.9	47.2	42.2	18.5	16.9	34.4	35.4

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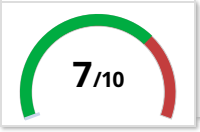


Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

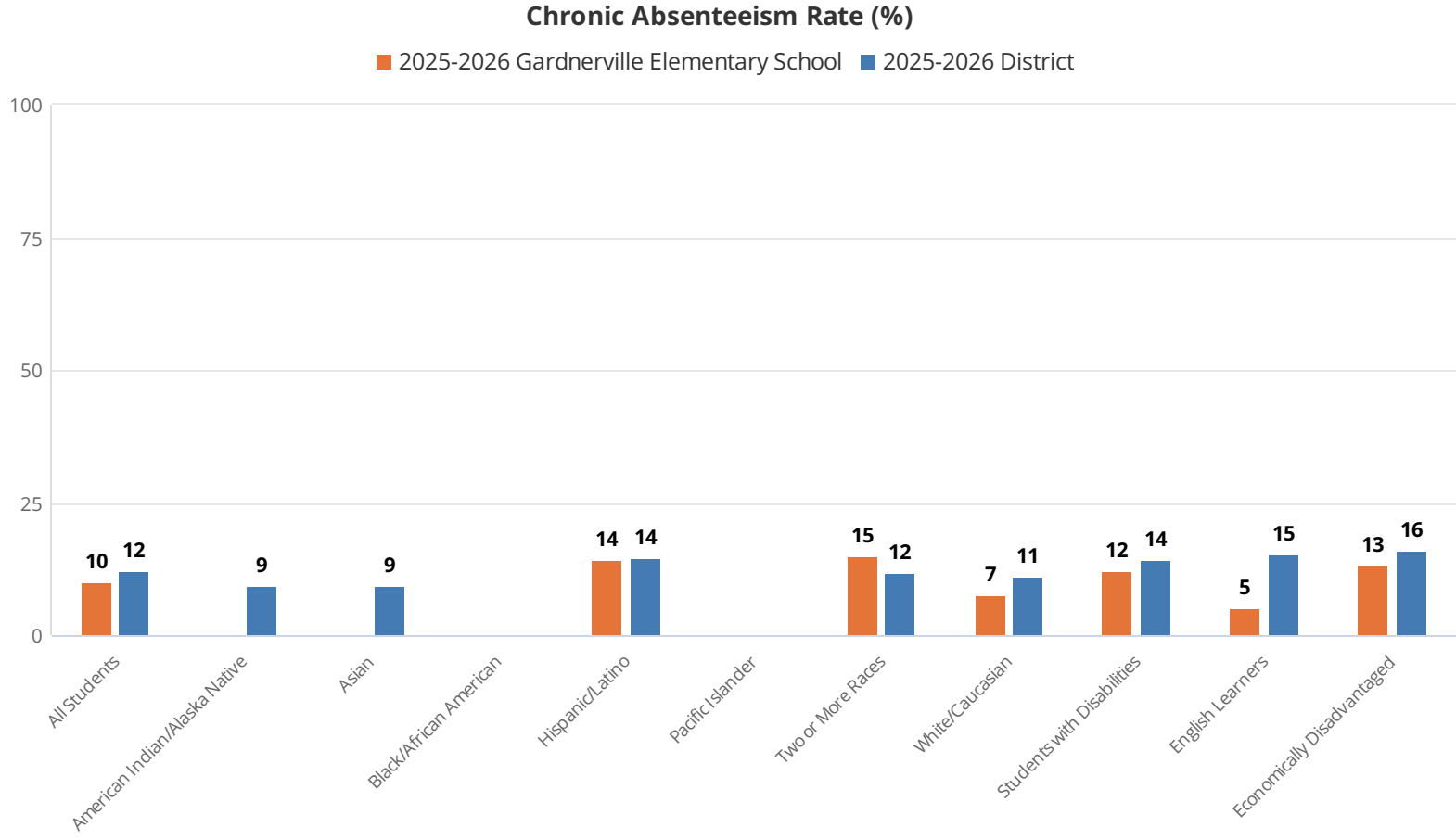
Chronic Absenteeism Points Earned: 7/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	10.1	12.2	13.5	13.5
American Indian/ Alaska Native	-	9.6	-	23
Asian	-	9.5	-	<5
Black/ African American	N/A	-	-	-
Hispanic/ Latino	14.2	14.7	23.5	16.3
Pacific Islander	N/A	-	N/A	-
Two or More Races	15	12	<5	13.9
White/ Caucasian	7.7	11.2	9.8	12.2
Students with Disabilities	12.2	14.3	17.8	18.1
English Learners	5.2	15.4	14.8	18.8
Economically Disadvantaged	13.2	16	16.8	18

All Students Chronic Absenteeism Percent Change: -25.1%

Points Earned by the Chronic Absenteeism Rate: 7/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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Zephyr Cove Elementary School

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Douglas
School Address: 226 Warrior Way, Zephyr Cove, NV 89448

60.5
Total Adjusted Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

77.1% White/Caucasian
N/A% Black/African American
14.3% Hispanic/Latino
0.6% Asian
N/A% American Indian/Alaska Native
0.6% Pacific Islander
7.1% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	52.7 ★★★
2023-2024	18.3 ★

Additional Student Groups

-% English Learners
9.8% Students with Disabilities
26.7% Economically Disadvantaged

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2025-2026 School Performance

18/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**50.5**	44.8
Math Proficiency	47.2	43.2
ELA Proficiency	61.1	54.8
Science Proficiency	29.1	20.9
Read-by-Grade-3 Proficiency	66.6	56.1

22.5/35 Growth Indicator

Measure	School Median	District Median
Math MGP	47	52
ELA MGP	62	53
	School Rate	**District Rate**
Met Math AGP Target	33.3	39.2
Met ELA AGP Target	58.8	55.2

N/A English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	59.4

**3/10 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	22.6	12.2

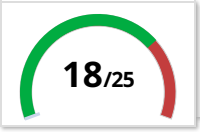
11/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.3	23.4
Prior Non-Proficient Met ELA AGP Target	55.5	47.4

** Reduction in Chronic Absenteeism (CA): Received points in Chronic Absenteeism due to the Chronic Absenteeism Reduction alternative measure.

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

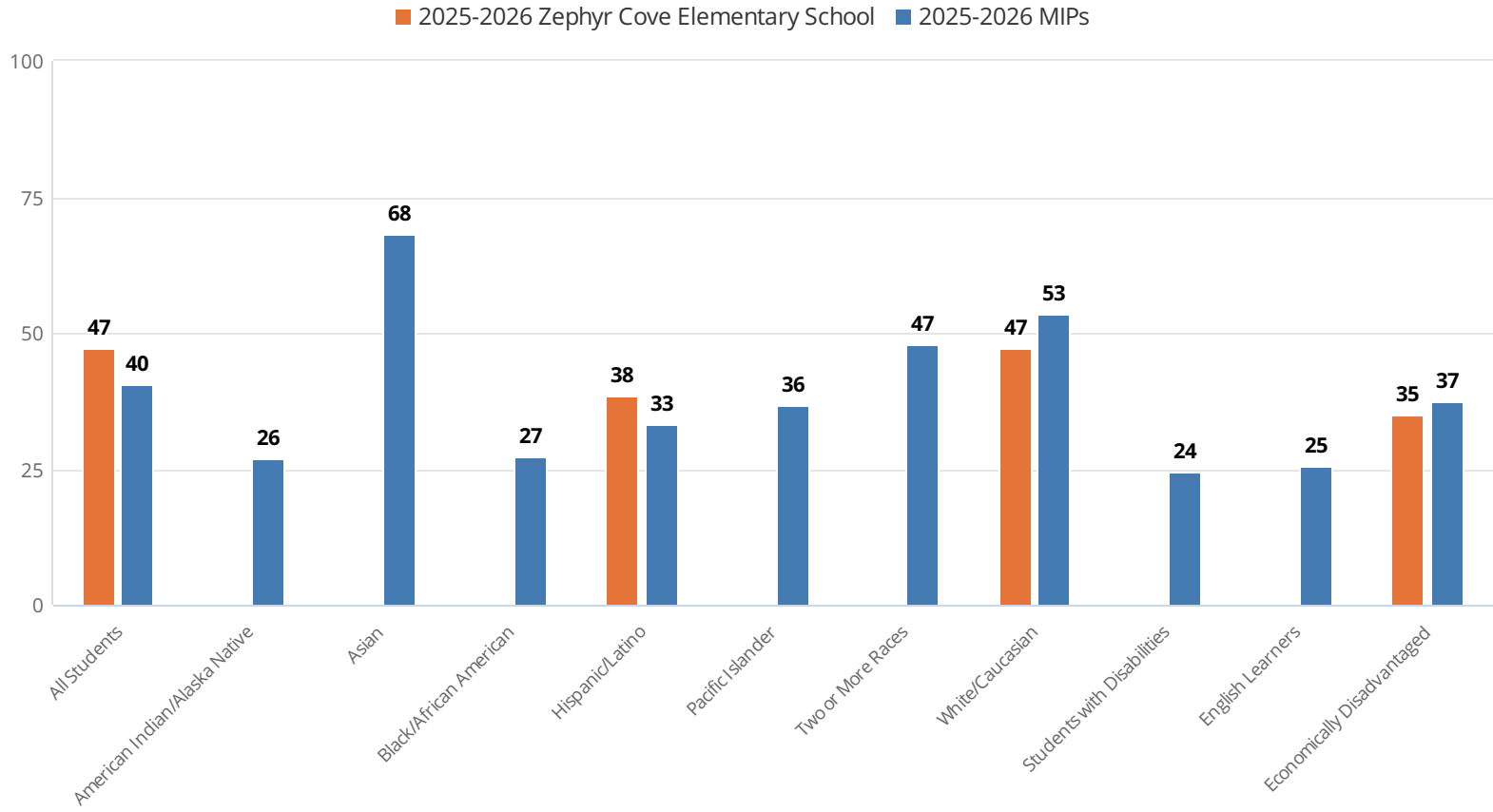
Pooled Proficiency Points Earned: 13/20

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	50.5	44.8	46.5	43.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	47.2	43.2	40.4	50.7	42.7	39.2
American Indian/ Alaska Native	N/A	19	26.8	N/A	16	23
Asian	N/A	84.6	68.2	N/A	69.2	67.5
Black/ African American	N/A	-	27.4	N/A	-	25.2
Hispanic/ Latino	38.4	34.5	33.3	61.5	31.5	31.3
Pacific Islander	-	-	36.6	-	-	35.3
Two or More Races	-	37	47.9	-	42.3	46.8
White/ Caucasian	47.2	47.1	53.4	47	47.5	52.4
Students with Disabilities	-	20.2	24.5	-	22.8	20.5
English Learners	N/A	17.7	25.4	-	13.7	21.5
Economically Disadvantaged	35	28.8	37.5	35	26.5	36.3

Math Assessments % Proficient



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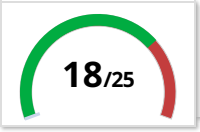
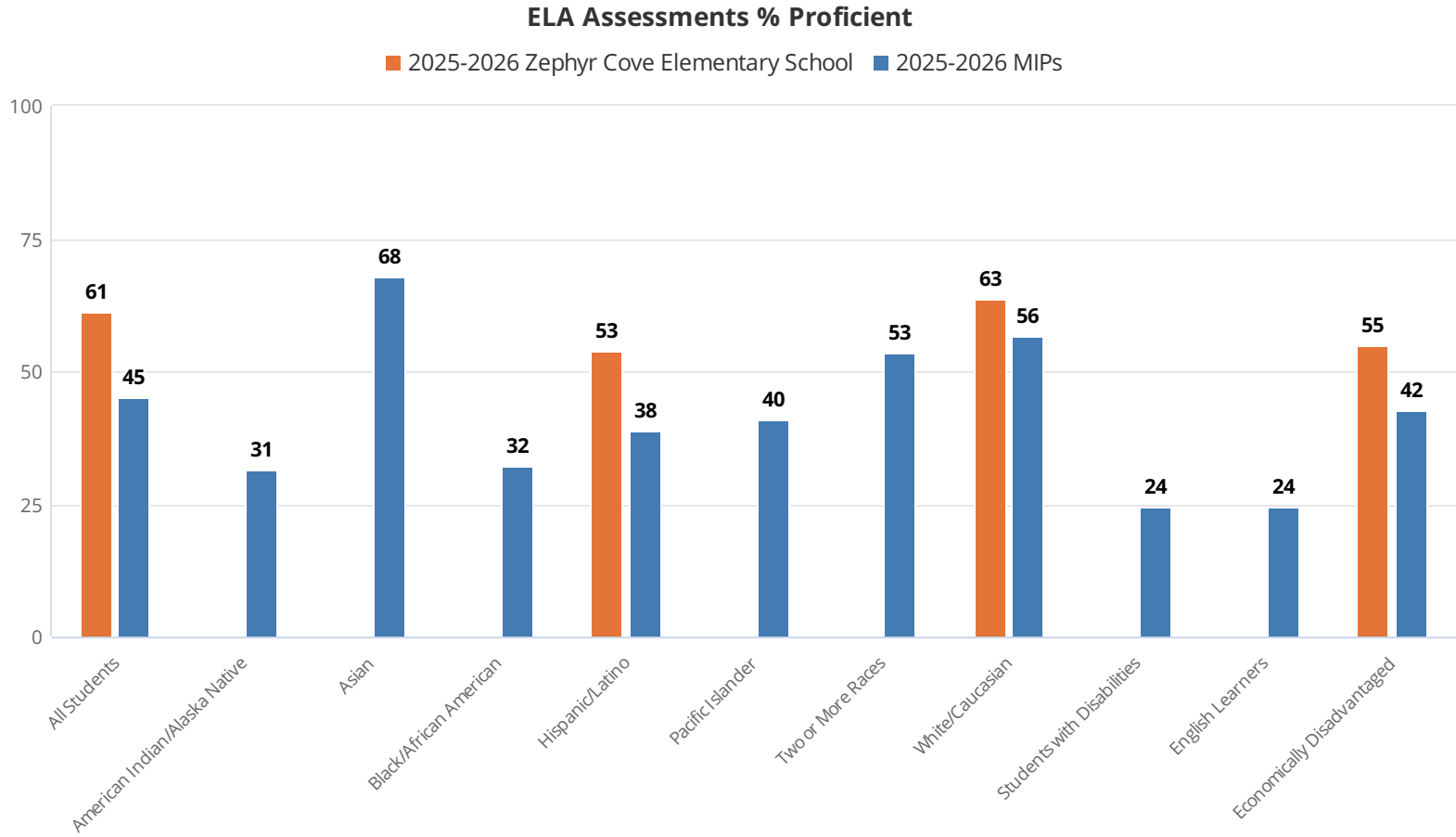


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	61.1	54.8	45	49.2	49.3	43.9
American Indian/ Alaska Native	N/A	23.8	31.5	N/A	24	27.9
Asian	N/A	84.6	68	N/A	69.2	67.3
Black/ African American	N/A	-	32.3	N/A	-	30.2
Hispanic/ Latino	53.8	44.5	38.7	38.4	36.5	36.8
Pacific Islander	-	-	40.9	-	-	39.7
Two or More Races	-	53.2	53.5	-	50.8	52.5
White/ Caucasian	63.6	59.4	56.8	50.9	54.6	55.9
Students with Disabilities	-	25.9	24.6	-	22.1	20.6
English Learners	N/A	17.7	24.4	-	13.7	20.4
Economically Disadvantaged	55	39.6	42.5	30	32.7	41.3



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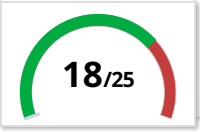
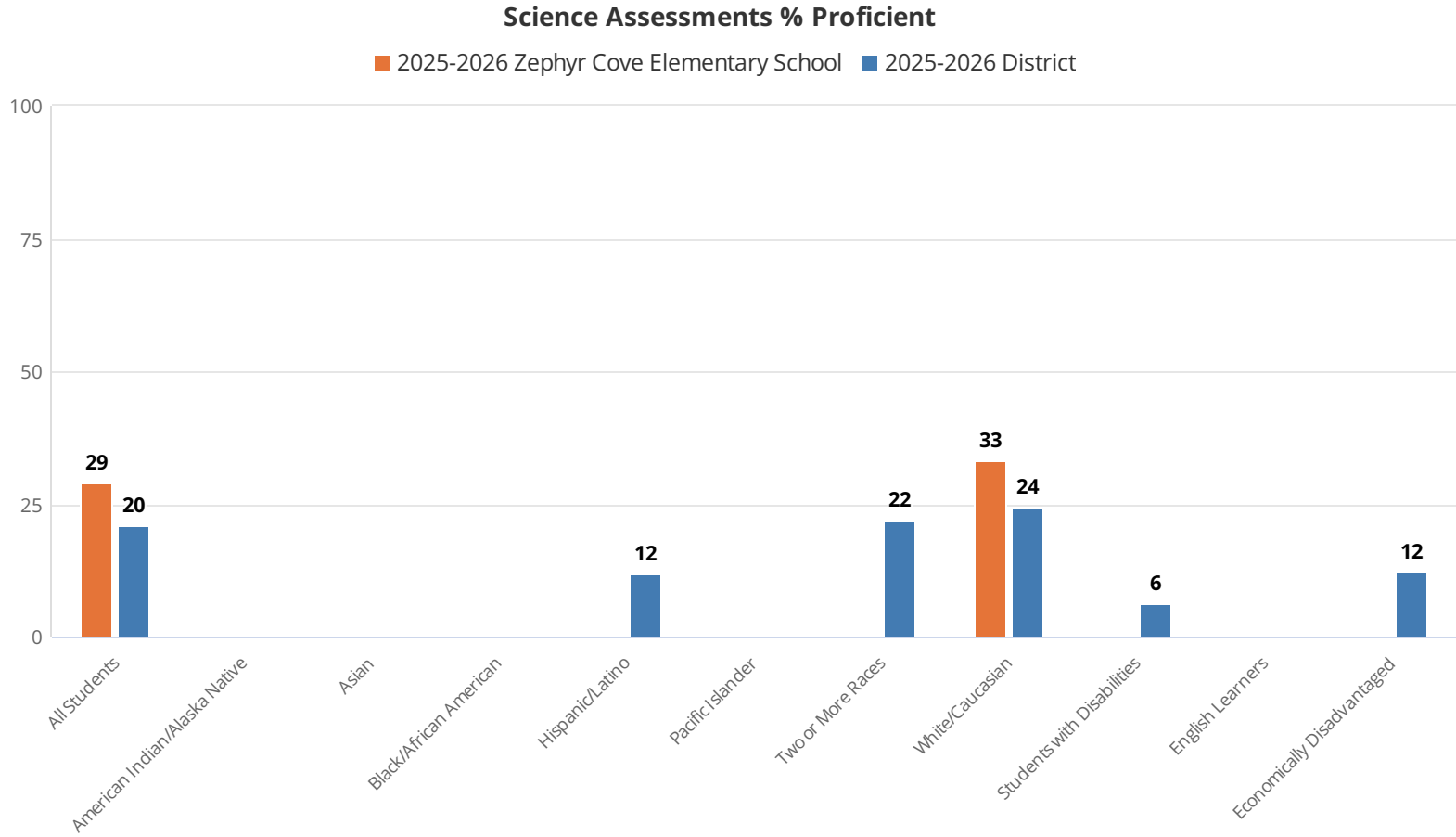


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	29.1	20.9	21	25.9
American Indian/ Alaska Native	N/A	-	N/A	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	-	12	-	13.6
Pacific Islander	N/A	N/A	-	-
Two or More Races	N/A	22.2	-	50
White/ Caucasian	33.3	24.5	15.3	28.6
Students with Disabilities	-	6.2	-	7.5
English Learners	-	-	N/A	<5
Economically Disadvantaged	-	12.2	-	9.4



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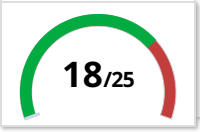


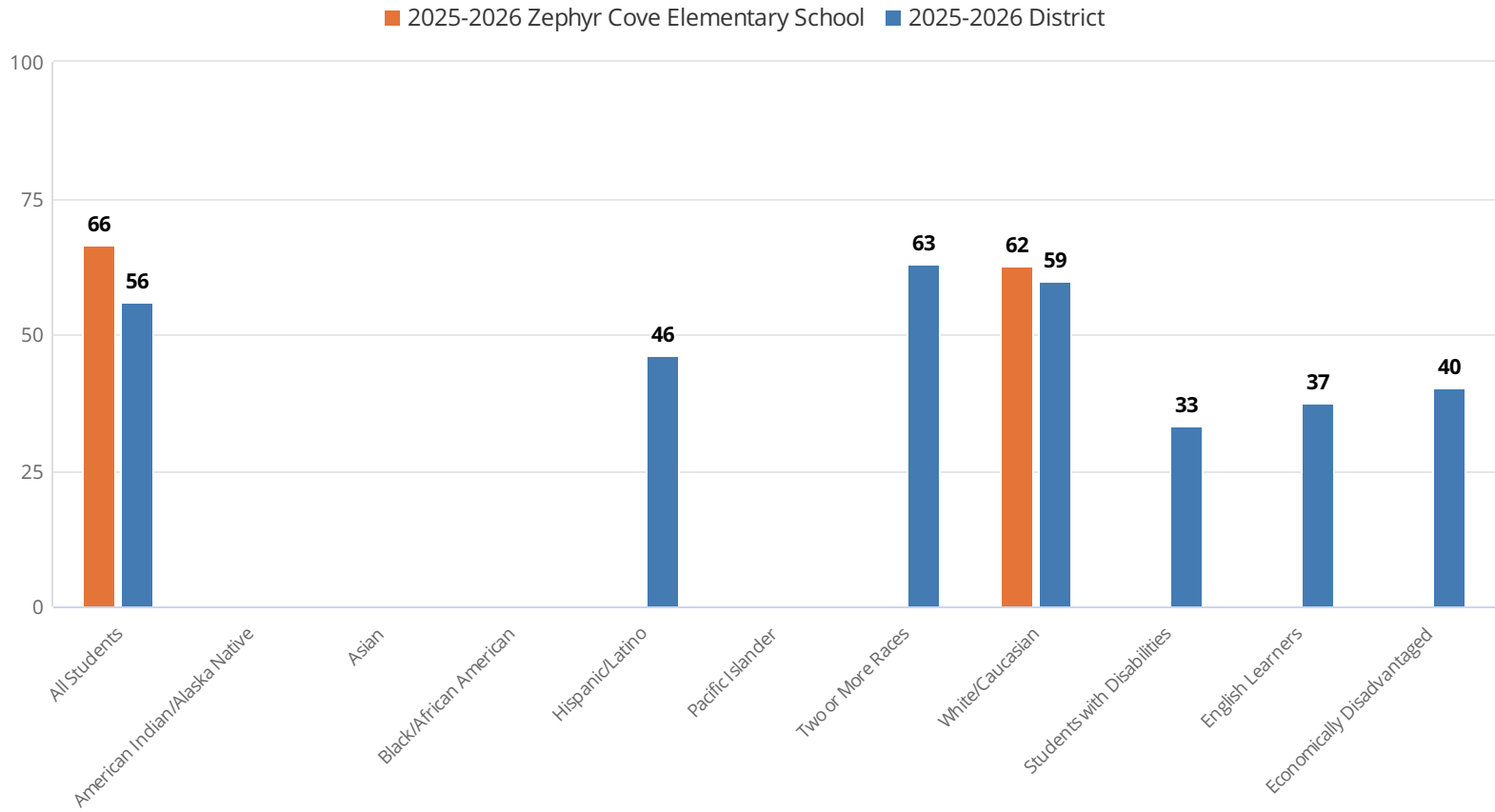
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 5/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	66.6	56.1	51.7	48.7
American Indian/ Alaska Native	N/A	-	N/A	10
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	-	46.1	-	35.6
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	63.1	-	33.3
White/ Caucasian	62.5	59.7	61.1	56.6
Students with Disabilities	-	33.3	-	25.3
English Learners	N/A	37.5	-	23.8
Economically Disadvantaged	-	40.1	-	34.6

Read by Grade 3 % Proficient



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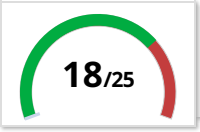

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	-	-	-	-
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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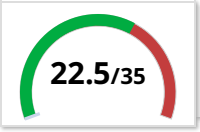

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10 **ELA MGP Points Earned: 9/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	47	52	62	53	63	41	40	49
American Indian/ Alaska Native	N/A	46	N/A	58	N/A	20.5	N/A	32
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	48	55.5	57.5	52.5	-	41	-	48
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	51	-	46	-	39	-	52.5
White/ Caucasian	46.5	52	65	54	63	42	35	48
Students with Disabilities	-	48.5	-	44	-	41	-	53
English Learners	-	63.5	-	53.5	N/A	37	N/A	49
Economically Disadvantaged	53	46.5	52.5	52	44.5	38	41	46.5

AGP Growth Data

Math AGP Points Earned: 3.5/7.5 **ELA AGP Points Earned: 6/7.5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	33.3	39.2	58.8	55.2	46.3	36.1	48.7	52.4
American Indian/ Alaska Native	N/A	17.6	N/A	41.1	N/A	35.7	N/A	28.5
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	40	37.1	50	50	-	30	-	47.9
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	31.7	-	43.9	-	38.2	-	58.8
White/ Caucasian	28.9	41.1	63.1	58.5	48.4	37.9	42.4	54.4
Students with Disabilities	-	19.1	-	34	-	23	-	38.5
English Learners	-	36.6	-	36.6	N/A	21.2	N/A	30.3
Economically Disadvantaged	25	28.4	50	46.7	16.6	24	50	43

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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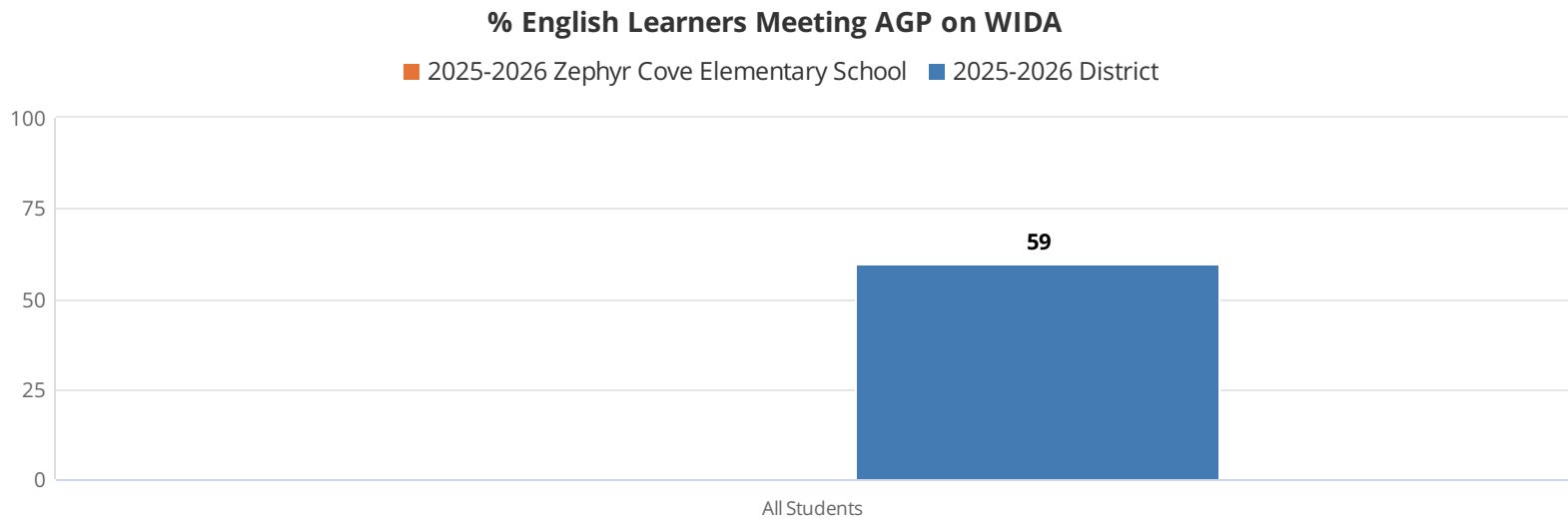
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	-	-	59.4	-	-	51.6



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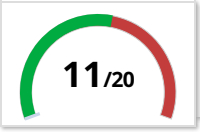

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 1/10 **ELA AGP Points Earned: 10/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	15.3	23.4	55.5	47.4	29.6	22.1	34.7	40.6
American Indian/ Alaska Native	N/A	20	N/A	30.7	N/A	20	N/A	20
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	N/A	N/A	-	N/A	-
Hispanic/ Latino	-	22.3	-	46.6	-	19.1	-	33
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	15.3	-	39.1	-	9	-	26.6
White/ Caucasian	10.5	24.5	55.5	50	31.8	24.8	27.7	46.2
Students with Disabilities	-	12.1	-	32.4	-	12.6	-	29.3
English Learners	-	33.3	-	44	N/A	16.6	N/A	32.2
Economically Disadvantaged	-	20.9	50	42.2	18.1	16.9	-	35.4

District percentages reflect the district the school was associated with when the data was collected.
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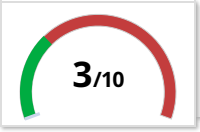


Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

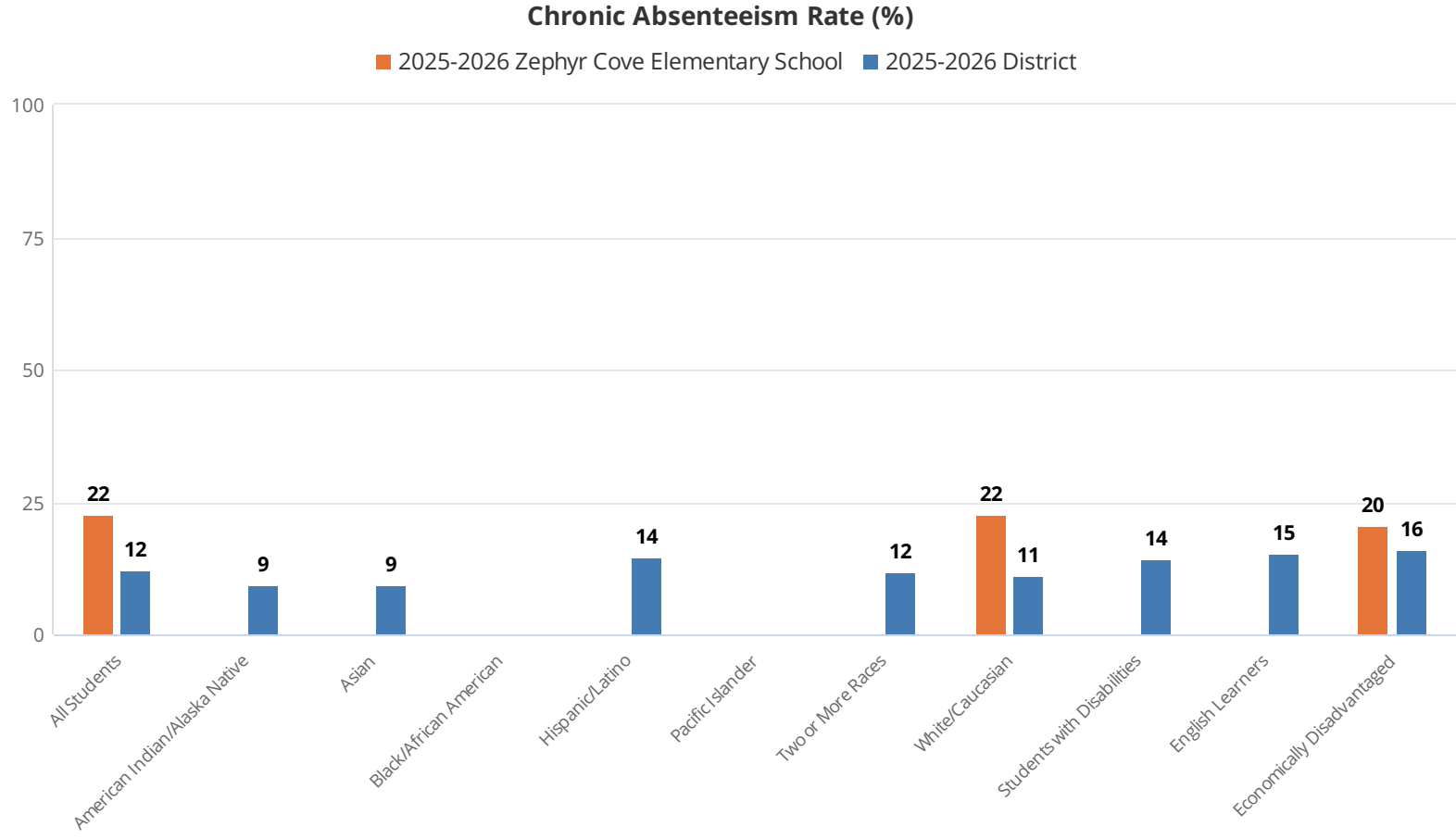
Chronic Absenteeism Points Earned: 3/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	22.6	12.2	28.2	13.5
American Indian/ Alaska Native	N/A	9.6	N/A	23
Asian	-	9.5	-	<5
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	<5	14.7	25	16.3
Pacific Islander	-	-	-	-
Two or More Races	-	12	50	13.9
White/ Caucasian	22.8	11.2	27.7	12.2
Students with Disabilities	<5	14.3	18.7	18.1
English Learners	-	15.4	-	18.8
Economically Disadvantaged	20.5	16	35	18

All Students Chronic Absenteeism Percent Change: -19.8%

Points Earned by the Chronic Absenteeism Rate: NA/10

Points Earned by Chronic Absenteeism Reduction Rate: 3/5



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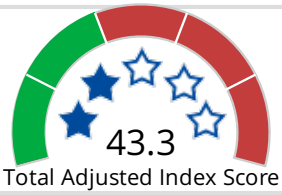
C. C. Meneley Elementary School

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Douglas
School Address: 1446 Muir Dr, Gardnerville, NV 89460



Total Adjusted Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

59% White/Caucasian
N/A% Black/African American
27.1% Hispanic/Latino
0.2% Asian
6.4% American Indian/Alaska Native
N/A% Pacific Islander
7% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	32.7 ★★
2023-2024	32.5 ★★

Additional Student Groups

3.8% English Learners
23.6% Students with Disabilities
46.7% Economically Disadvantaged

What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

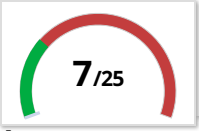
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

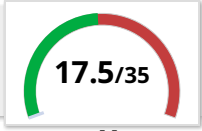
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2025-2026 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**33.5**	44.8
Math Proficiency	31	43.2
ELA Proficiency	39.8	54.8
Science Proficiency	20.8	20.9
Read-by-Grade-3 Proficiency	42.8	56.1



Growth Indicator

Measure	School Median	District Median
Math MGP	49	52
ELA MGP	54	53
	School Rate	**District Rate**
Met Math AGP Target	26.2	39.2
Met ELA AGP Target	49.5	55.2

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	59.4

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	11.4	12.2

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	14.2	23.4
Prior Non-Proficient Met ELA AGP Target	44.6	47.4

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.

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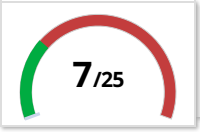


Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

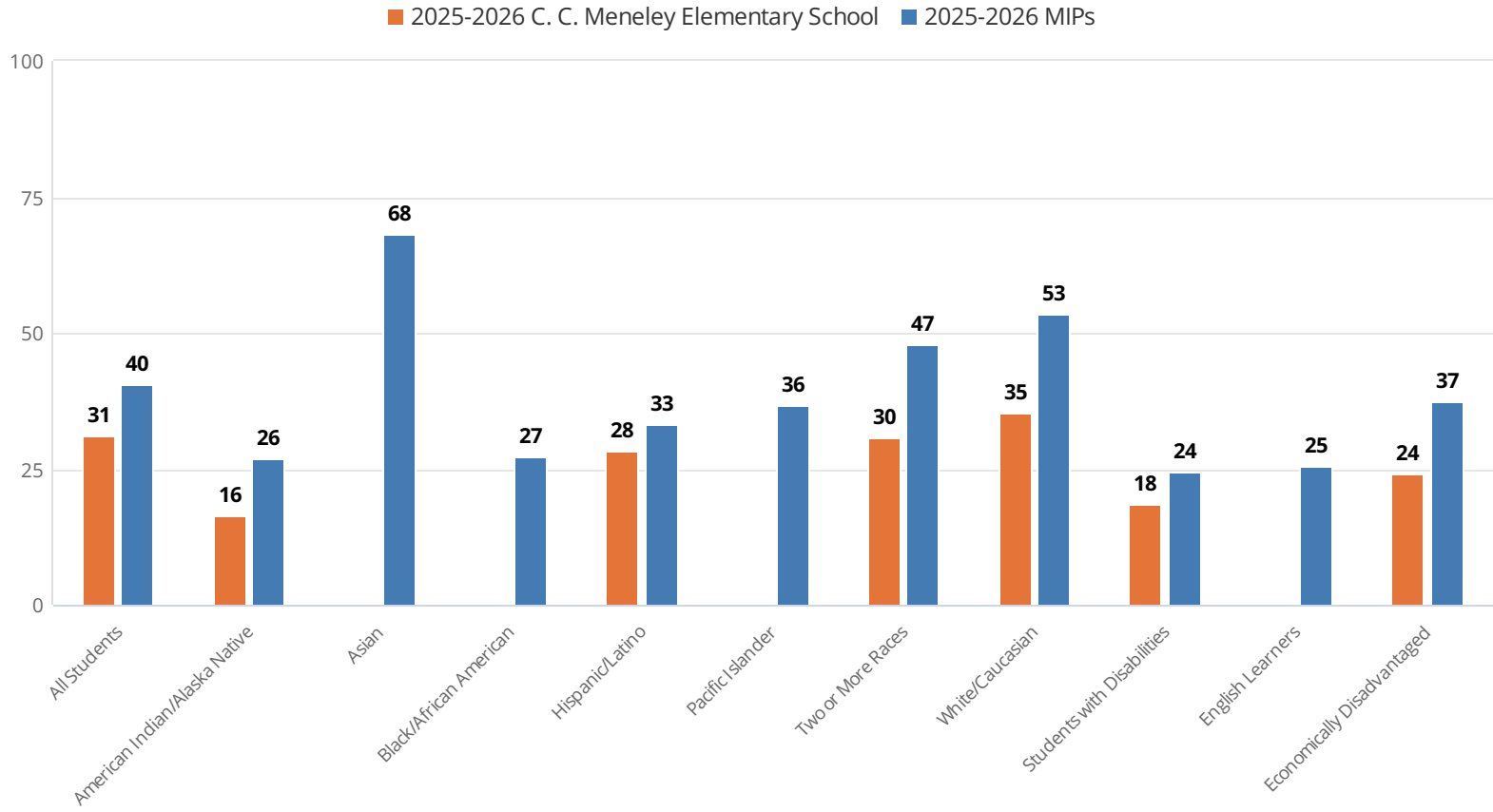
Pooled Proficiency Points Earned: 4/20

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	33.5	44.8	34.8	43.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	31	43.2	40.4	28.5	42.7	39.2
American Indian/ Alaska Native	16.6	19	26.8	20	16	23
Asian	N/A	84.6	68.2	N/A	69.2	67.5
Black/ African American	N/A	-	27.4	-	-	25.2
Hispanic/ Latino	28.2	34.5	33.3	18.7	31.5	31.3
Pacific Islander	N/A	-	36.6	N/A	-	35.3
Two or More Races	30.7	37	47.9	-	42.3	46.8
White/ Caucasian	35.2	47.1	53.4	34.4	47.5	52.4
Students with Disabilities	18.5	20.2	24.5	11.5	22.8	20.5
English Learners	-	17.7	25.4	-	13.7	21.5
Economically Disadvantaged	24.2	28.8	37.5	15.4	26.5	36.3

Math Assessments % Proficient



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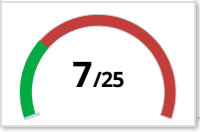
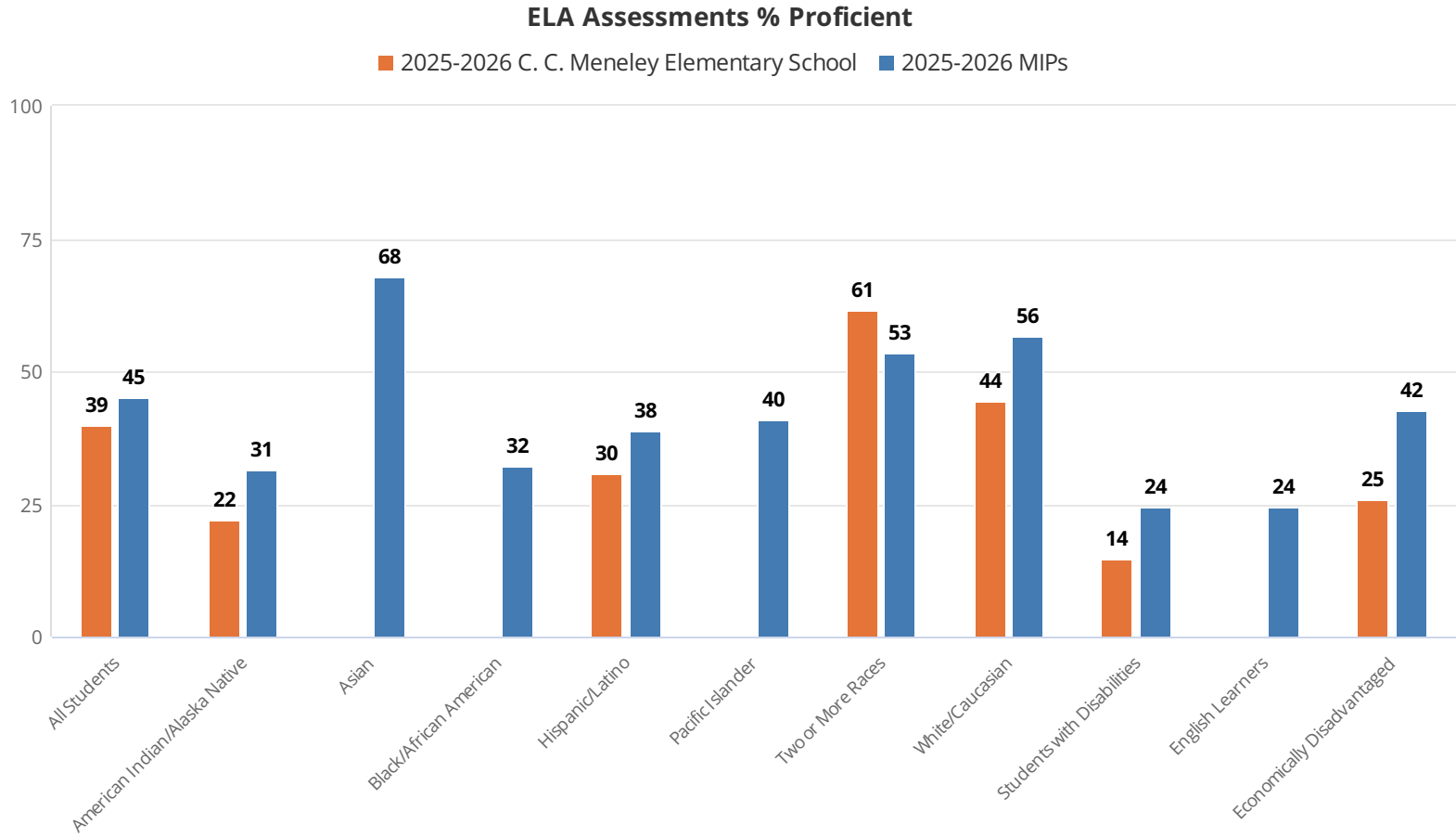


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	39.8	54.8	45	38.9	49.3	43.9
American Indian/ Alaska Native	22.2	23.8	31.5	20	24	27.9
Asian	N/A	84.6	68	N/A	69.2	67.3
Black/ African American	N/A	-	32.3	-	-	30.2
Hispanic/ Latino	30.7	44.5	38.7	21.2	36.5	36.8
Pacific Islander	N/A	-	40.9	N/A	-	39.7
Two or More Races	61.5	53.2	53.5	-	50.8	52.5
White/ Caucasian	44.3	59.4	56.8	50	54.6	55.9
Students with Disabilities	14.8	25.9	24.6	15.3	22.1	20.6
English Learners	-	17.7	24.4	-	13.7	20.4
Economically Disadvantaged	25.7	39.6	42.5	22.5	32.7	41.3



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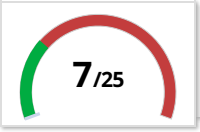
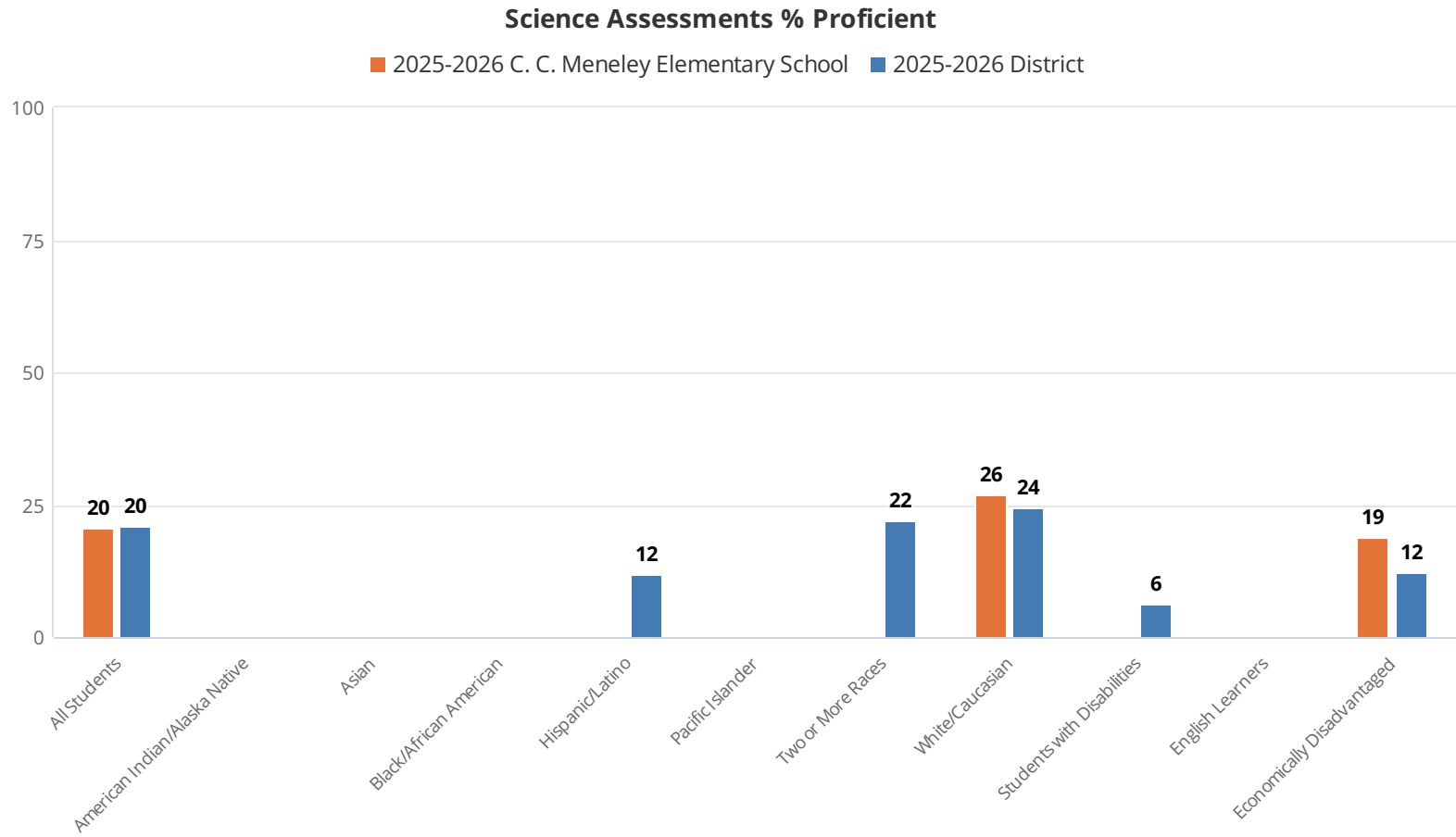


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	20.8	20.9	41.3	25.9
American Indian/ Alaska Native	-	-	-	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	<5	12	13.3	13.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	22.2	-	50
White/ Caucasian	26.9	24.5	52.9	28.6
Students with Disabilities	-	6.2	-	7.5
English Learners	N/A	-	-	<5
Economically Disadvantaged	19	12.2	22.7	9.4



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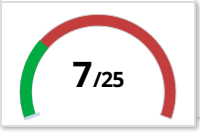


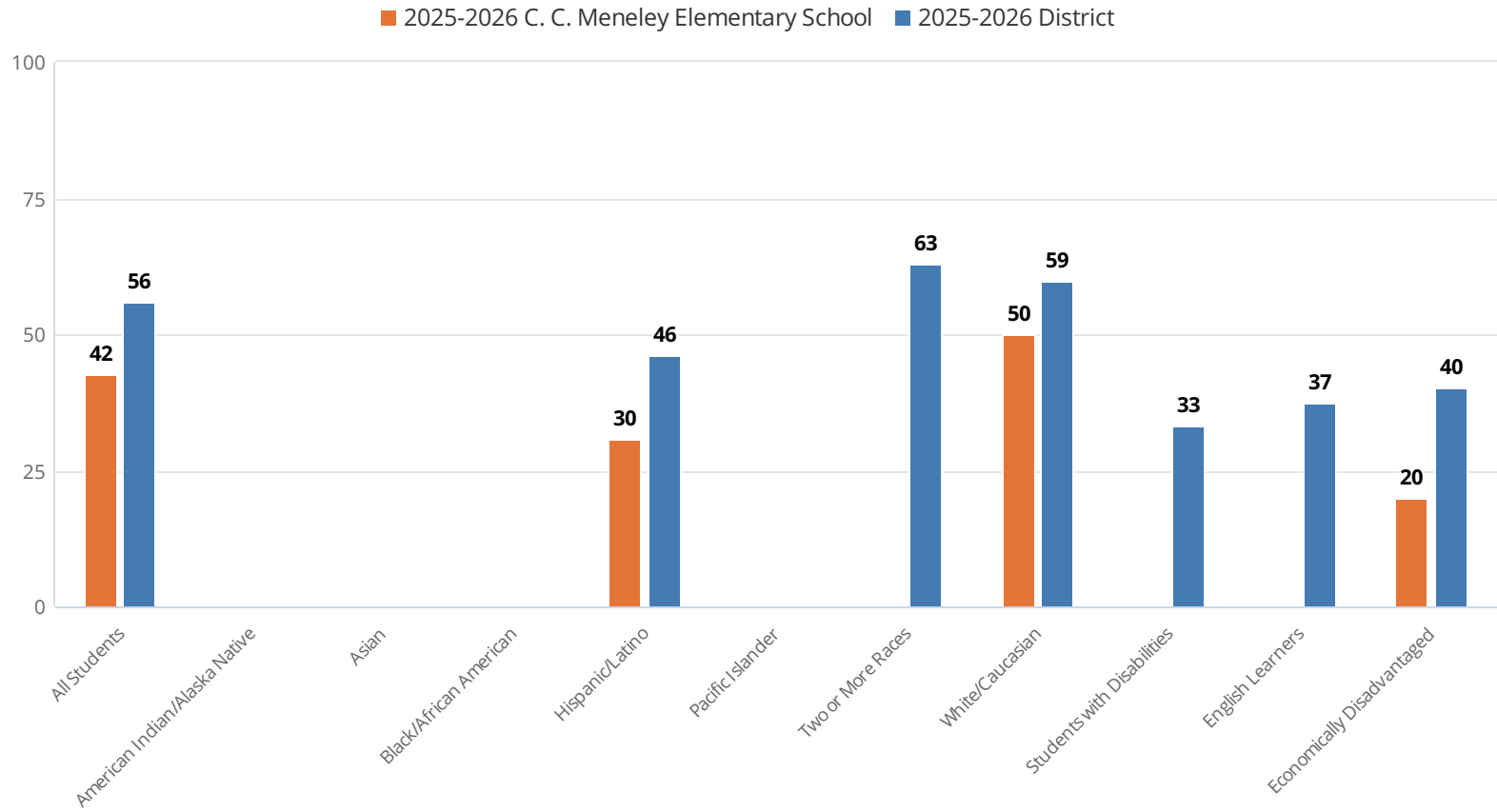
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	42.8	56.1	34.4	48.7
American Indian/ Alaska Native	-	-	-	10
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	30.7	46.1	22.2	35.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	63.1	-	33.3
White/ Caucasian	50	59.7	50	56.6
Students with Disabilities	-	33.3	16.6	25.3
English Learners	-	37.5	-	23.8
Economically Disadvantaged	20	40.1	18.5	34.6

Read by Grade 3 % Proficient



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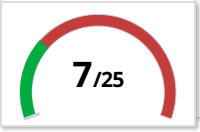

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	>=95%	>=95%
Asian	N/A	N/A	N/A	N/A
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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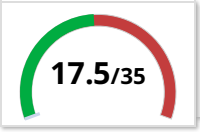

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 5/10 **ELA MGP Points Earned: 7/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	49	52	54	53	36.5	41	44	49
American Indian/ Alaska Native	41	46	58.5	58	26	20.5	35	32
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	-	-	-	-
Hispanic/ Latino	49	55.5	51	52.5	35.5	41	37	48
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	58.5	51	45.5	46	-	39	-	52.5
White/ Caucasian	49.5	52	54.5	54	42	42	45	48
Students with Disabilities	50	48.5	32	44	34.5	41	57.5	53
English Learners	-	63.5	-	53.5	-	37	-	49
Economically Disadvantaged	40	46.5	49	52	34.5	38	47	46.5

AGP Growth Data

Math AGP Points Earned: 1.5/7.5 **ELA AGP Points Earned: 4/7.5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	26.2	39.2	49.5	55.2	29.8	36.1	40.7	52.4
American Indian/ Alaska Native	12.5	17.6	37.5	41.1	41.6	35.7	33.3	28.5
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	-	-	-	-
Hispanic/ Latino	20	37.1	48	50	10	30	27.5	47.9
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	30	31.7	50	43.9	-	38.2	-	58.8
White/ Caucasian	32.6	41.1	53.8	58.5	38.1	37.9	47.2	54.4
Students with Disabilities	11.7	19.1	23.5	34	21.4	23	28.5	38.5
English Learners	-	36.6	-	36.6	-	21.2	-	30.3
Economically Disadvantaged	16.6	28.4	39.5	46.7	21.4	24	28.5	43

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

District percentages reflect the district the school was associated with when the data was collected.
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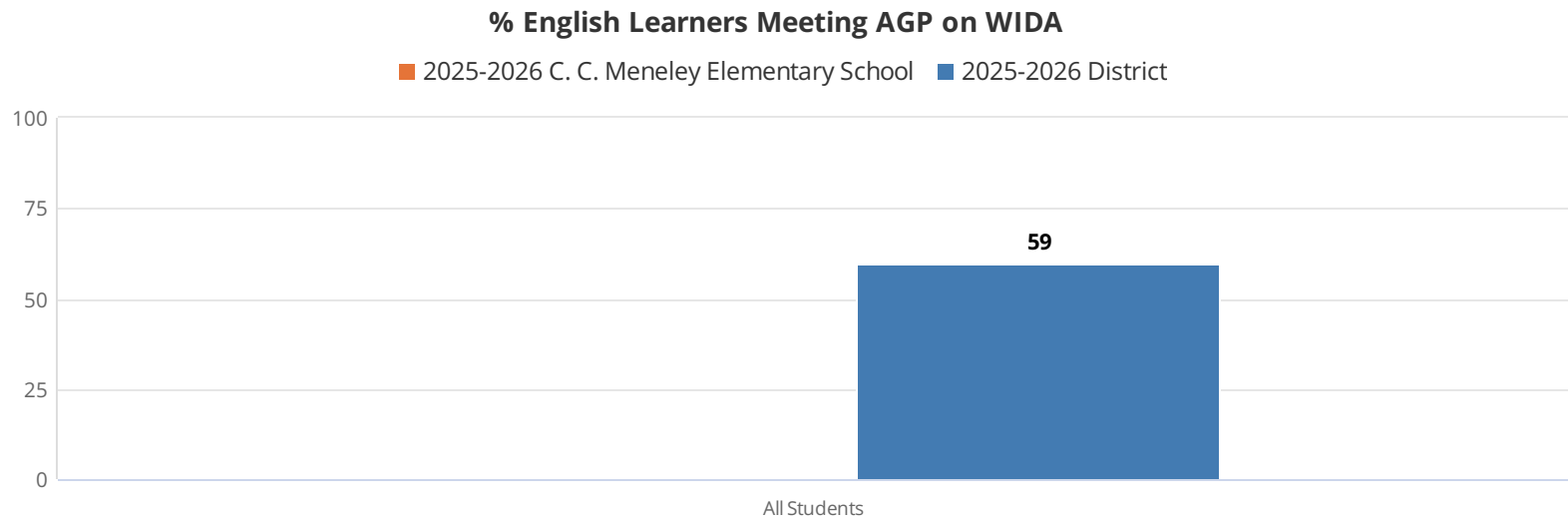
N/A

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	-	-	59.4	-	-	51.6



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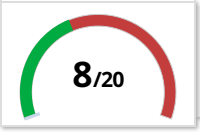

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 1/10 **ELA AGP Points Earned: 7/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	14.2	23.4	44.6	47.4	18	22.1	28.7	40.6
American Indian/ Alaska Native	14.2	20	30.7	30.7	-	20	-	20
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	N/A	-	-	-	-
Hispanic/ Latino	5.2	22.3	40	46.6	7.6	19.1	20.8	33
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	15.3	-	39.1	-	9	-	26.6
White/ Caucasian	21.6	24.5	55.5	50	26.4	24.8	36.6	46.2
Students with Disabilities	<5	12.1	26.6	32.4	15.3	12.6	23	29.3
English Learners	-	33.3	-	44	-	16.6	-	32.2
Economically Disadvantaged	7.8	20.9	35.2	42.2	12.1	16.9	21.2	35.4

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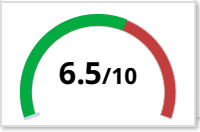


Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

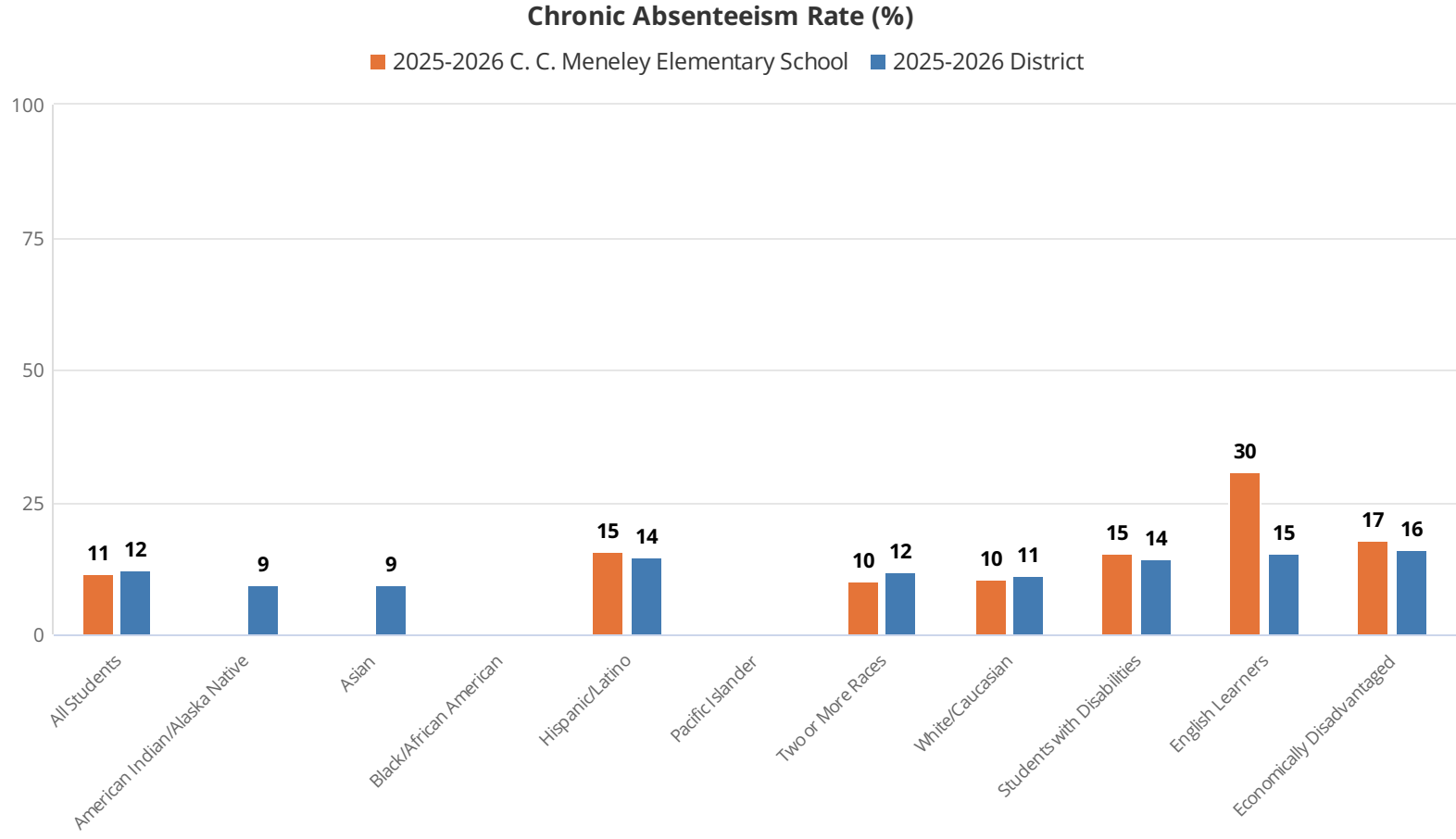
Chronic Absenteeism Points Earned: 6.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	11.4	12.2	7.3	13.5
American Indian/ Alaska Native	<5	9.6	16.1	23
Asian	N/A	9.5	N/A	<5
Black/ African American	N/A	-	-	-
Hispanic/ Latino	15.7	14.7	<5	16.3
Pacific Islander	N/A	-	N/A	-
Two or More Races	10	12	5.5	13.9
White/ Caucasian	10.6	11.2	7.2	12.2
Students with Disabilities	15.5	14.3	8.6	18.1
English Learners	30.7	15.4	9	18.8
Economically Disadvantaged	17.8	16	10	18

All Students Chronic Absenteeism Percent Change: 56.1%

Points Earned by the Chronic Absenteeism Rate: 6.5/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



District percentages reflect the district the school was associated with when the data was collected.
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Jacks Valley Elementary School

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Douglas
School Address: 701 Jacks Valley Road, Carson City, NV 89705

Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

55.8% White/Caucasian
N/A% Black/African American
35.5% Hispanic/Latino
2.6% Asian
0.2% American Indian/Alaska Native
N/A% Pacific Islander
5.5% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	30.5 ★★
2023-2024	34 ★★

Additional Student Groups

10.8% English Learners
20.2% Students with Disabilities
43.5% Economically Disadvantaged

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

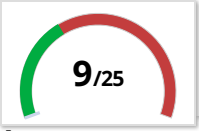
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

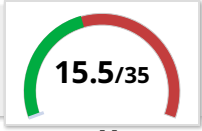
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2025-2026 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**36.4**	44.8
Math Proficiency	33.5	43.2
ELA Proficiency	45.7	54.8
Science Proficiency	15.9	20.9
Read-by-Grade-3 Proficiency	59.5	56.1

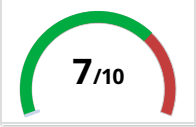


Growth Indicator

Measure	School Median	District Median
Math MGP	47	52
ELA MGP	51.5	53
	School Rate	**District Rate**
Met Math AGP Target	29.4	39.2
Met ELA AGP Target	46.8	55.2

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	61.5	59.4



Student Engagement Indicator

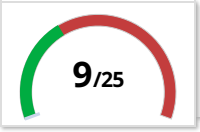
Measure	School Rate	District Rate
Chronic Absenteeism	10.1	12.2

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	23.8	23.4
Prior Non-Proficient Met ELA AGP Target	40.3	47.4

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

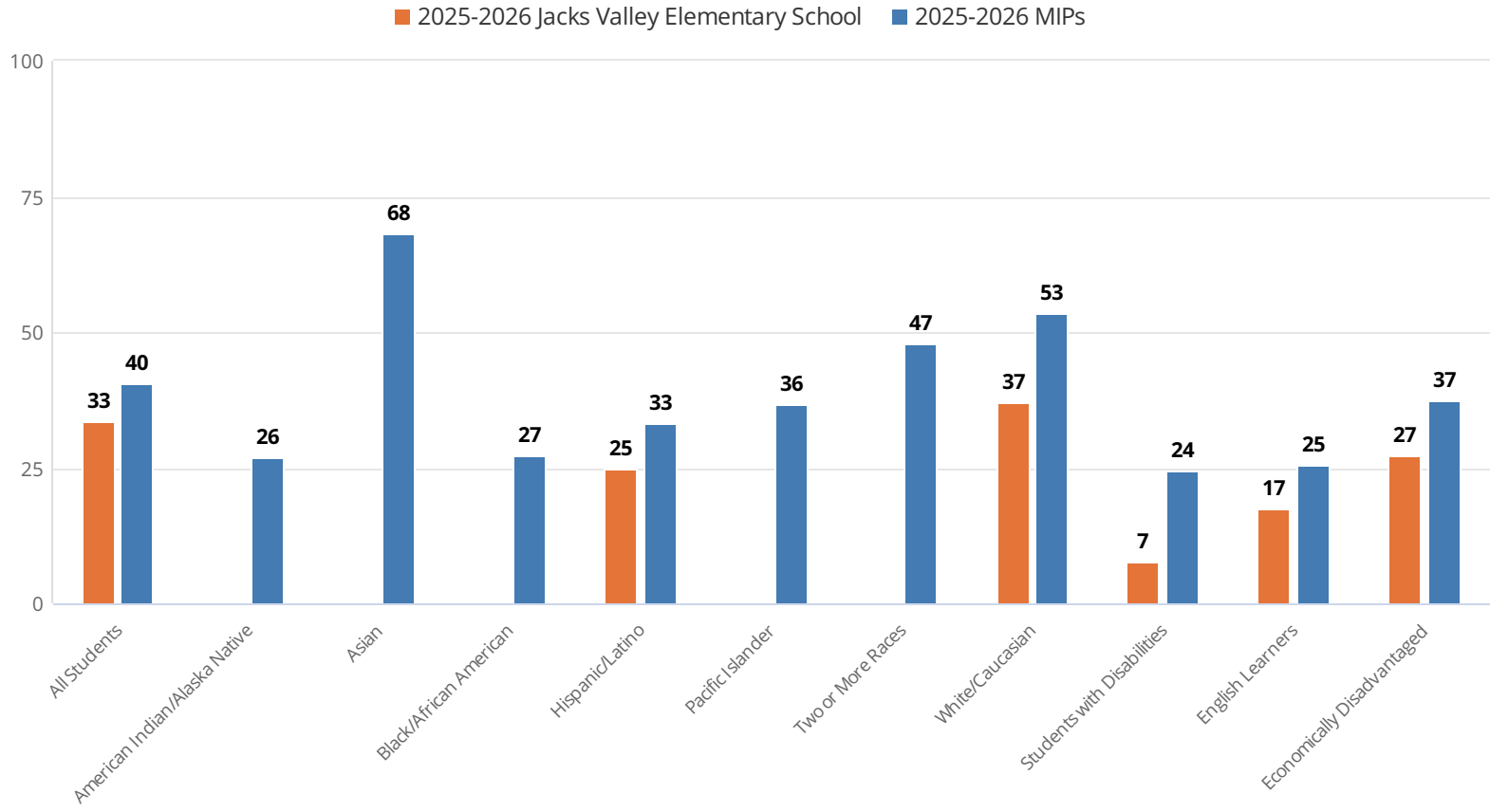
Pooled Proficiency Points Earned: 5/20

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	36.4	44.8	32.2	43.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	33.5	43.2	40.4	32.9	42.7	39.2
American Indian/ Alaska Native	N/A	19	26.8	-	16	23
Asian	-	84.6	68.2	-	69.2	67.5
Black/ African American	N/A	-	27.4	N/A	-	25.2
Hispanic/ Latino	25	34.5	33.3	18.5	31.5	31.3
Pacific Islander	N/A	-	36.6	N/A	-	35.3
Two or More Races	-	37	47.9	-	42.3	46.8
White/ Caucasian	37.1	47.1	53.4	40	47.5	52.4
Students with Disabilities	7.7	20.2	24.5	9	22.8	20.5
English Learners	17.6	17.7	25.4	7.1	13.7	21.5
Economically Disadvantaged	27.4	28.8	37.5	23.7	26.5	36.3

Math Assessments % Proficient



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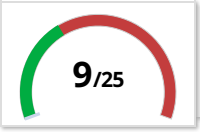
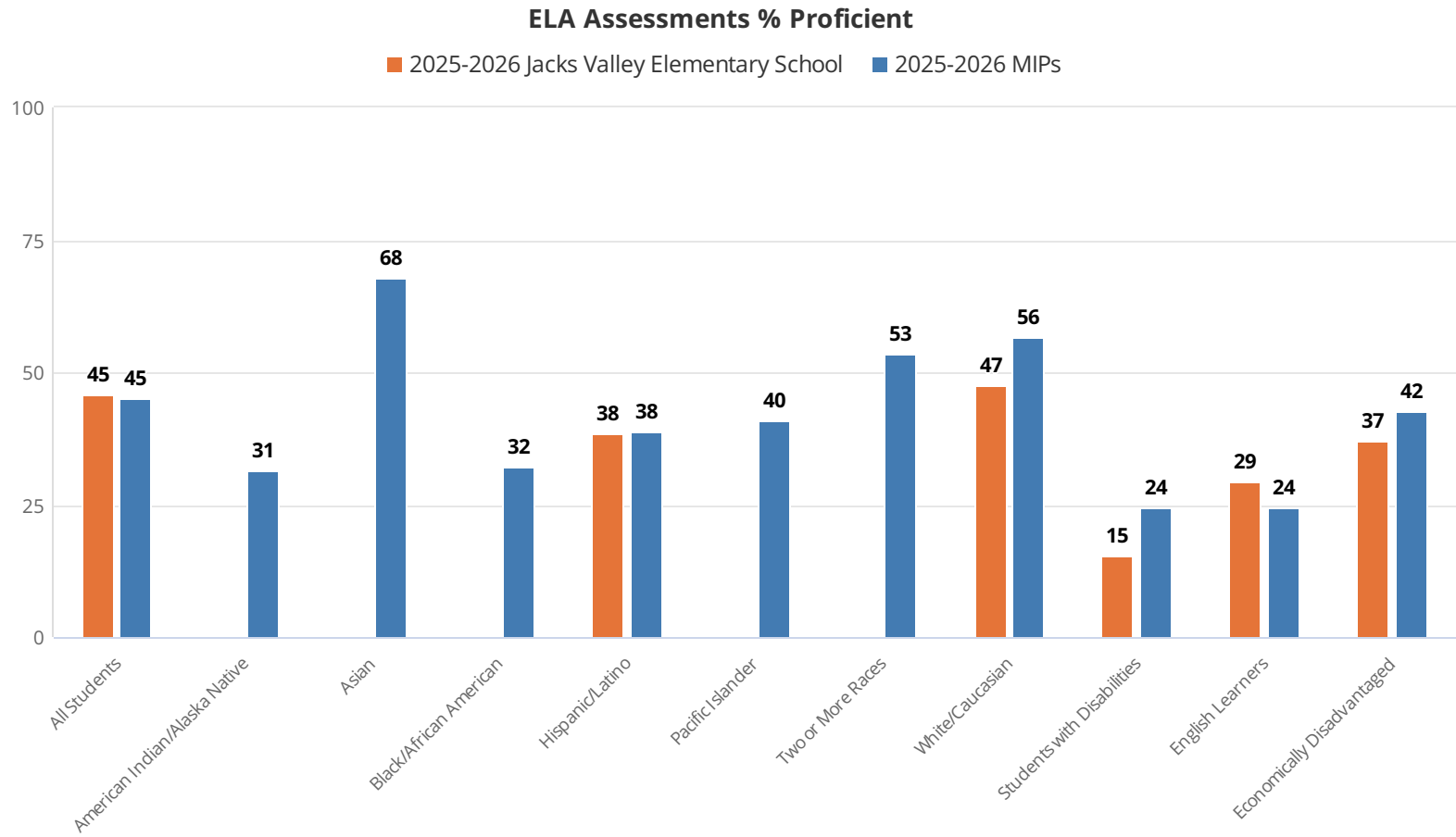


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	45.7	54.8	45	38.1	49.3	43.9
American Indian/ Alaska Native	N/A	23.8	31.5	-	24	27.9
Asian	-	84.6	68	-	69.2	67.3
Black/ African American	N/A	-	32.3	N/A	-	30.2
Hispanic/ Latino	38.4	44.5	38.7	25.9	36.5	36.8
Pacific Islander	N/A	-	40.9	N/A	-	39.7
Two or More Races	-	53.2	53.5	-	50.8	52.5
White/ Caucasian	47.4	59.4	56.8	41.9	54.6	55.9
Students with Disabilities	15.5	25.9	24.6	<5	22.1	20.6
English Learners	29.4	17.7	24.4	7.1	13.7	20.4
Economically Disadvantaged	37	39.6	42.5	28.7	32.7	41.3



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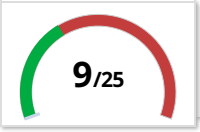
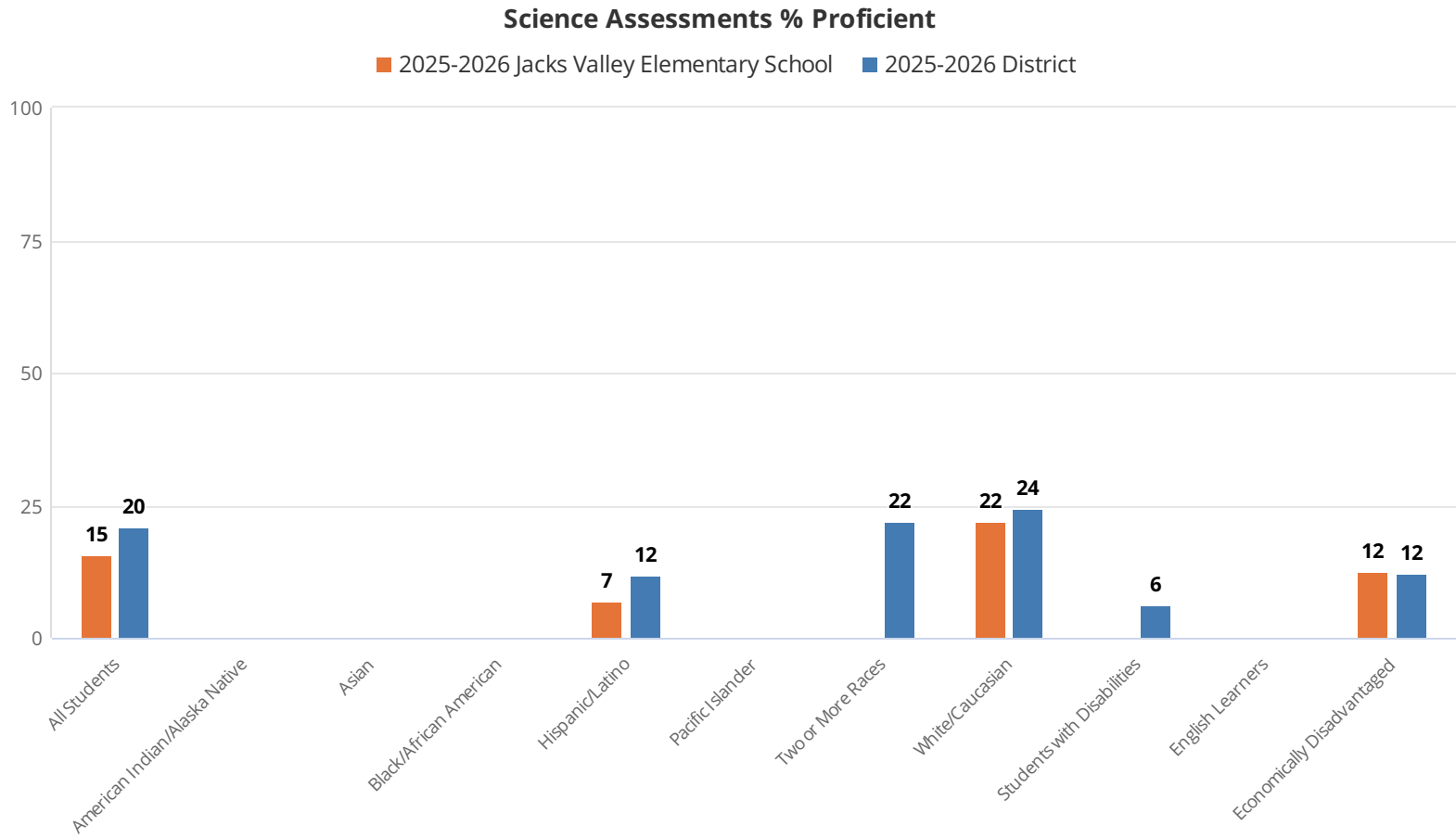


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	15.9	20.9	15.9	25.9
American Indian/ Alaska Native	N/A	-	-	-
Asian	-	-	-	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	7.1	12	11.1	13.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	22.2	-	50
White/ Caucasian	22.2	24.5	13.5	28.6
Students with Disabilities	-	6.2	<5	7.5
English Learners	-	-	-	<5
Economically Disadvantaged	12.5	12.2	6.4	9.4



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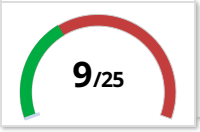


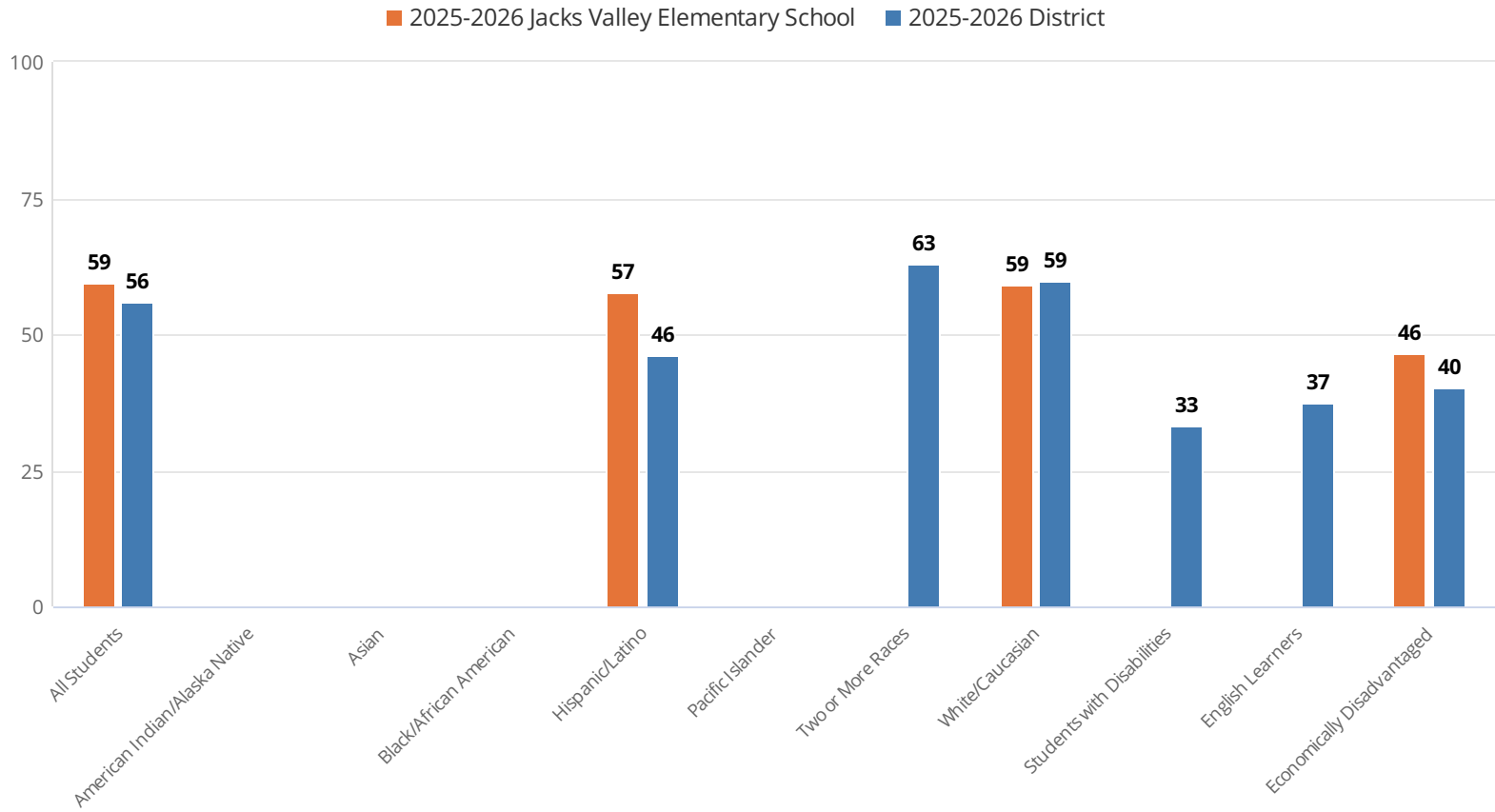
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	59.5	56.1	41.8	48.7
American Indian/ Alaska Native	N/A	-	N/A	10
Asian	-	-	-	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	57.8	46.1	31.2	35.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	63.1	-	33.3
White/ Caucasian	59	59.7	45.4	56.6
Students with Disabilities	-	33.3	10	25.3
English Learners	-	37.5	-	23.8
Economically Disadvantaged	46.6	40.1	35.4	34.6

Read by Grade 3 % Proficient



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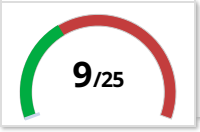

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	-	-
Asian	-	-	-	-
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	90%	90%	94.4%	>=95%
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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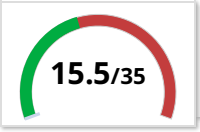

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10 **ELA MGP Points Earned: 6/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	47	52	51.5	53	25.5	41	42	49
American Indian/ Alaska Native	N/A	46	N/A	58	N/A	20.5	N/A	32
Asian	-	-	-	-	-	-	-	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	53	55.5	59	52.5	34	41	38	48
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	51	-	46	-	39	-	52.5
White/ Caucasian	44	52	48.5	54	23.5	42	42.5	48
Students with Disabilities	52.5	48.5	43	44	30.5	41	40	53
English Learners	65	63.5	67	53.5	-	37	-	49
Economically Disadvantaged	47	46.5	48.5	52	21.5	38	43.5	46.5

AGP Growth Data

Math AGP Points Earned: 2.5/7.5 **ELA AGP Points Earned: 3/7.5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	29.4	39.2	46.8	55.2	15.4	36.1	44.5	52.4
American Indian/ Alaska Native	N/A	17.6	N/A	41.1	N/A	35.7	N/A	28.5
Asian	-	-	-	-	-	-	-	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	32.2	37.1	38.7	50	13.5	30	40.5	47.9
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	31.7	-	43.9	-	38.2	-	58.8
White/ Caucasian	25.4	41.1	50	58.5	15.1	37.9	45.4	54.4
Students with Disabilities	27.7	19.1	44.4	34	<5	23	13.6	38.5
English Learners	54.5	36.6	36.3	36.6	-	21.2	-	30.3
Economically Disadvantaged	28.8	28.4	41.3	46.7	12.5	24	43.7	43

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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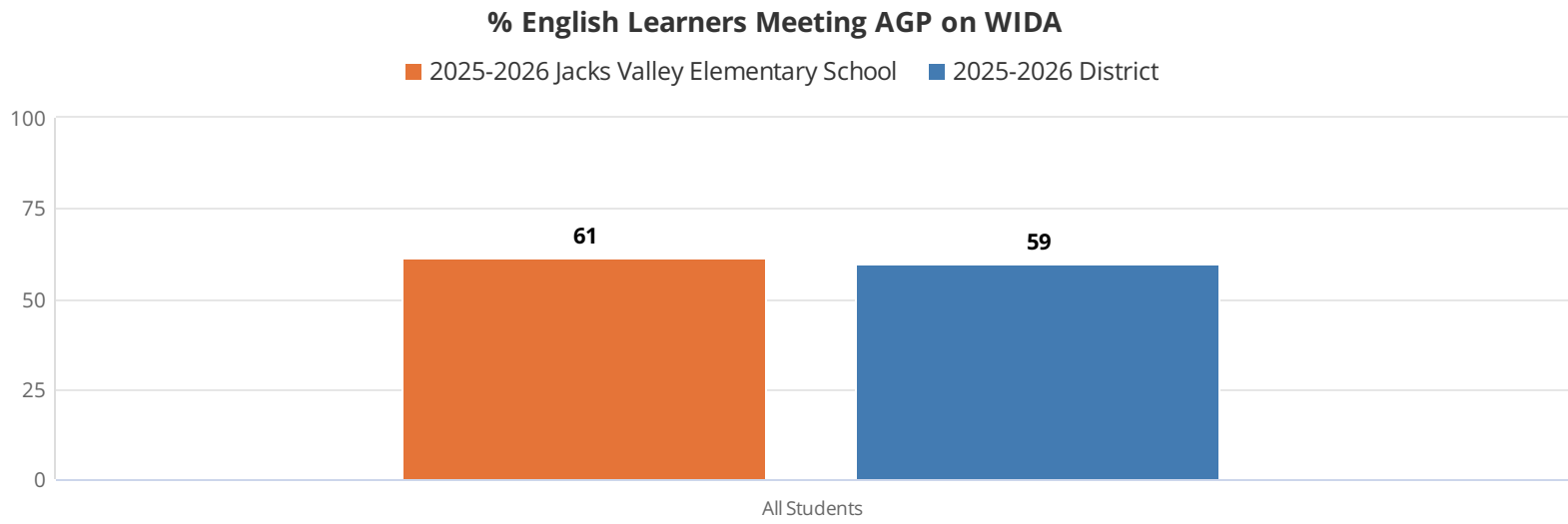
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	26	61.5	59.4	29	44.8	51.6



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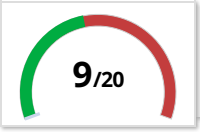

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 3/10 **ELA AGP Points Earned: 6/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	23.8	23.4	40.3	47.4	7.6	22.1	31.7	40.6
American Indian/ Alaska Native	N/A	20	N/A	30.7	N/A	20	N/A	20
Asian	-	-	-	-	-	-	-	-
Black/ African American	N/A	N/A	N/A	N/A	N/A	-	N/A	-
Hispanic/ Latino	28	22.3	36	46.6	10	19.1	28.5	33
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	15.3	-	39.1	N/A	9	-	26.6
White/ Caucasian	18.1	24.5	39.3	50	6	24.8	33.3	46.2
Students with Disabilities	26.6	12.1	37.5	32.4	<5	12.6	13.6	29.3
English Learners	50	33.3	40	44	-	16.6	-	32.2
Economically Disadvantaged	29.4	20.9	37.1	42.2	8.1	16.9	35.1	35.4

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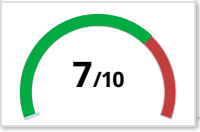

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Chronic Absenteeism

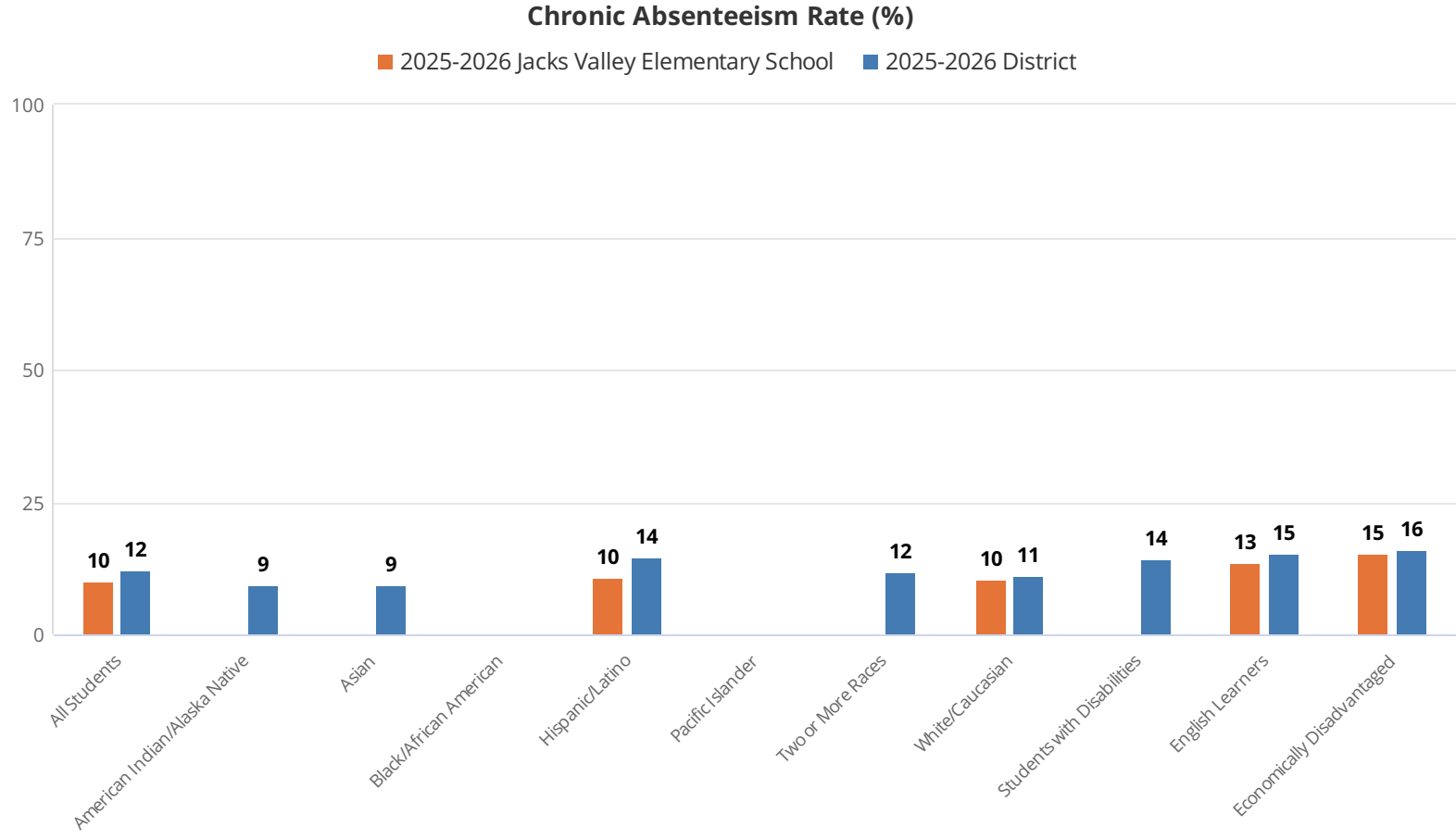
Chronic Absenteeism Points Earned: 7/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	10.1	12.2	9.7	13.5
American Indian/ Alaska Native	-	9.6	-	23
Asian	-	9.5	-	<5
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	10.8	14.7	9.5	16.3
Pacific Islander	N/A	-	N/A	-
Two or More Races	<5	12	9	13.9
White/ Caucasian	10.6	11.2	9.9	12.2
Students with Disabilities	<5	14.3	17.2	18.1
English Learners	13.8	15.4	7.8	18.8
Economically Disadvantaged	15.5	16	12.8	18

All Students Chronic Absenteeism Percent Change: 4.1%

Points Earned by the Chronic Absenteeism Rate: 7/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



District percentages reflect the district the school was associated with when the data was collected.
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

G. L. Scarselli Elementary School

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Douglas
School Address: 699 Long Valley Rd, Gardnerville, NV 89460

62.2
Total Adjusted Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

70.1% White/Caucasian
0.3% Black/African American
21.3% Hispanic/Latino
N/A% Asian
0.6% American Indian/Alaska Native
N/A% Pacific Islander
7.4% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	79.4 ★★★★
2023-2024	55.5 ★★★

Additional Student Groups

3.7% English Learners
21.6% Students with Disabilities
45.4% Economically Disadvantaged

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2025-2026 School Performance

12/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**43.3**	44.8
Math Proficiency	41.7	43.2
ELA Proficiency	56.3	54.8
Science Proficiency	13.3	20.9
Read-by-Grade-3 Proficiency	62	56.1

26/35 Growth Indicator

Measure	School Median	District Median
Math MGP	63.5	52
ELA MGP	51.5	53
	School Rate	**District Rate**
Met Math AGP Target	45.9	39.2
Met ELA AGP Target	54	55.2

N/A English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	59.4

5/10 Student Engagement Indicator

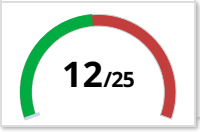
Measure	School Rate	District Rate
Chronic Absenteeism	14.7	12.2

13/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	28.8	23.4
Prior Non-Proficient Met ELA AGP Target	47.8	47.4

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

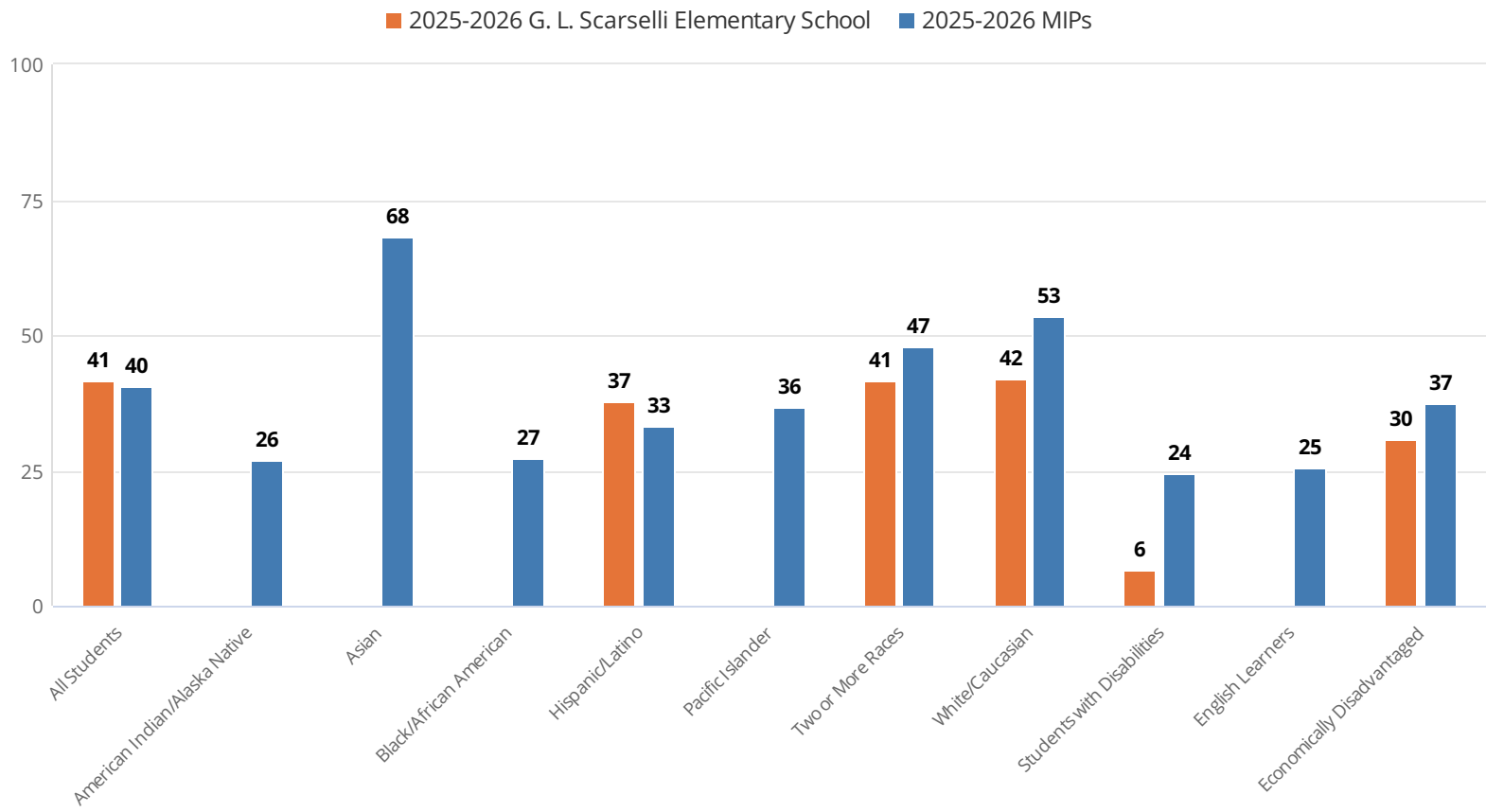
Pooled Proficiency Points Earned: 8/20

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	43.3	44.8	44.4	43.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	41.7	43.2	40.4	43.1	42.7	39.2
American Indian/ Alaska Native	-	19	26.8	-	16	23
Asian	N/A	84.6	68.2	N/A	69.2	67.5
Black/ African American	-	-	27.4	-	-	25.2
Hispanic/ Latino	37.8	34.5	33.3	33.3	31.5	31.3
Pacific Islander	N/A	-	36.6	N/A	-	35.3
Two or More Races	41.6	37	47.9	-	42.3	46.8
White/ Caucasian	42	47.1	53.4	46.3	47.5	52.4
Students with Disabilities	6.7	20.2	24.5	10.8	22.8	20.5
English Learners	-	17.7	25.4	-	13.7	21.5
Economically Disadvantaged	30.7	28.8	37.5	30.1	26.5	36.3

Math Assessments % Proficient



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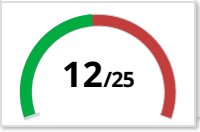
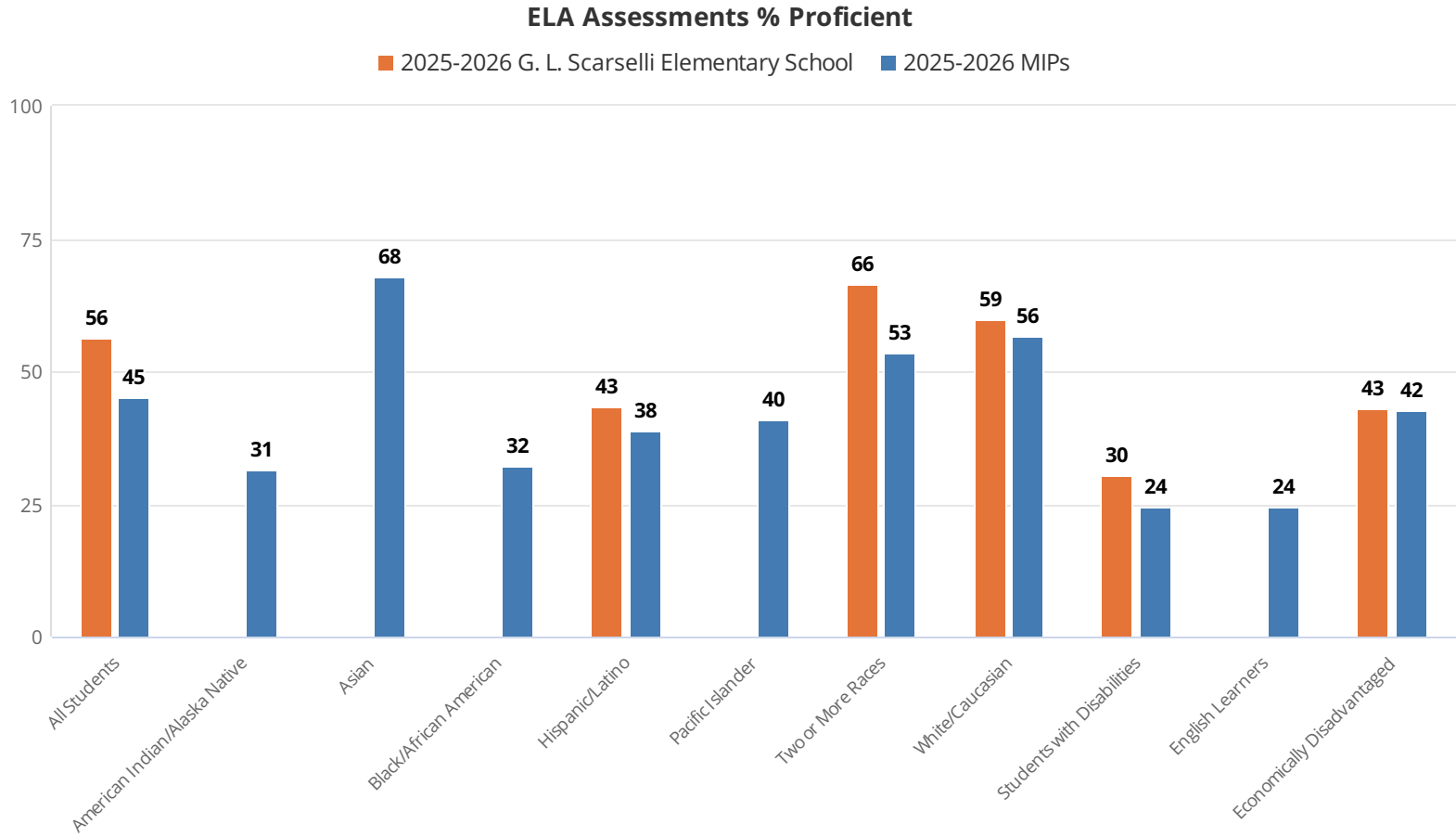


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	56.3	54.8	45	50.9	49.3	43.9
American Indian/ Alaska Native	-	23.8	31.5	-	24	27.9
Asian	N/A	84.6	68	N/A	69.2	67.3
Black/ African American	-	-	32.3	-	-	30.2
Hispanic/ Latino	43.2	44.5	38.7	42.4	36.5	36.8
Pacific Islander	N/A	-	40.9	N/A	-	39.7
Two or More Races	66.6	53.2	53.5	-	50.8	52.5
White/ Caucasian	59.8	59.4	56.8	53.6	54.6	55.9
Students with Disabilities	30.5	25.9	24.6	10.8	22.1	20.6
English Learners	-	17.7	24.4	-	13.7	20.4
Economically Disadvantaged	43	39.6	42.5	38	32.7	41.3



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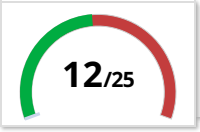
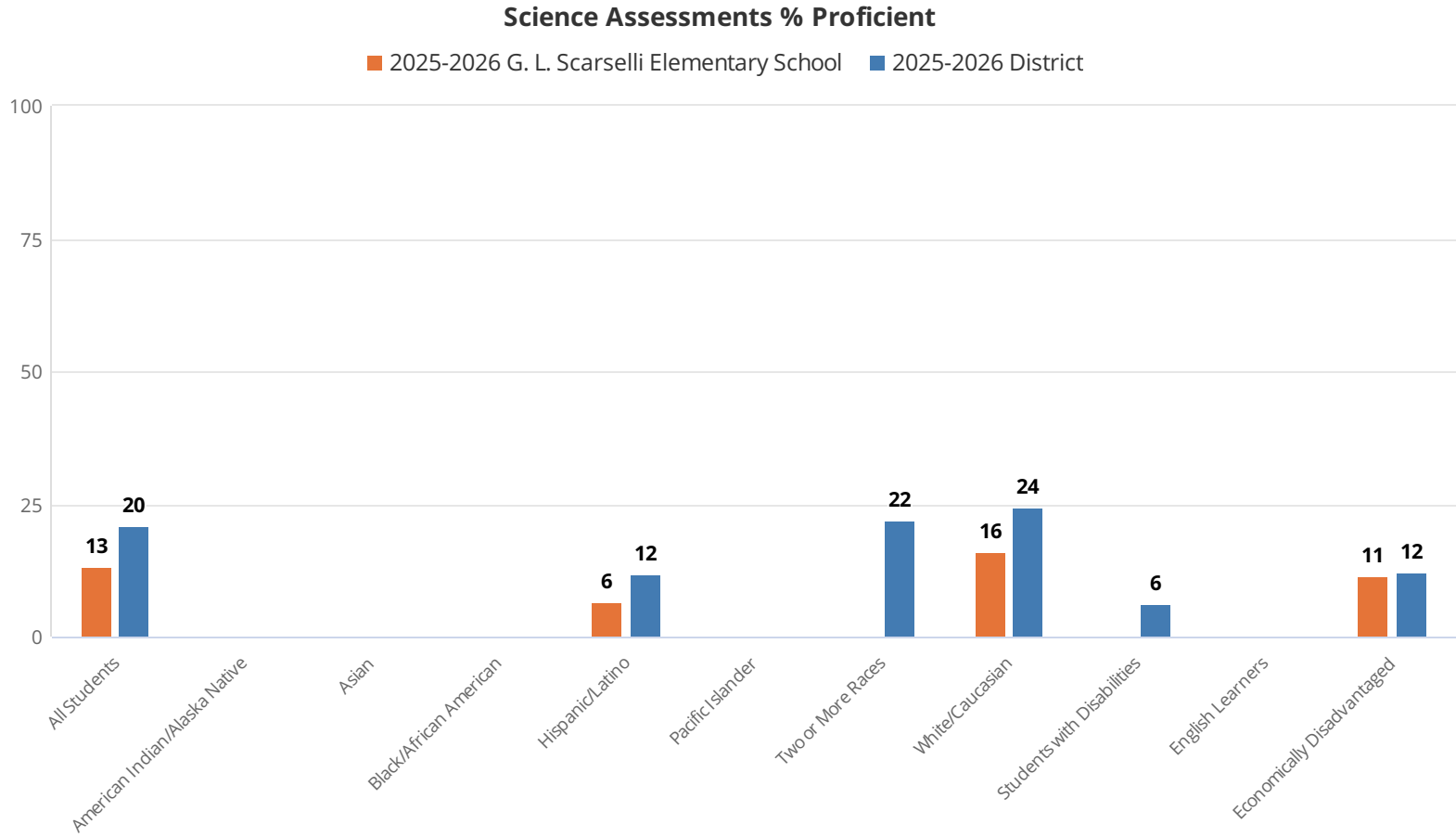


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	13.3	20.9	27.6	25.9
American Indian/ Alaska Native	N/A	-	N/A	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	6.6	12	18.1	13.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	22.2	-	50
White/ Caucasian	16.2	24.5	31.2	28.6
Students with Disabilities	<5	6.2	-	7.5
English Learners	-	-	-	<5
Economically Disadvantaged	11.5	12.2	14.2	9.4



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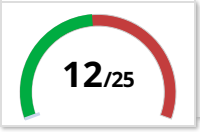


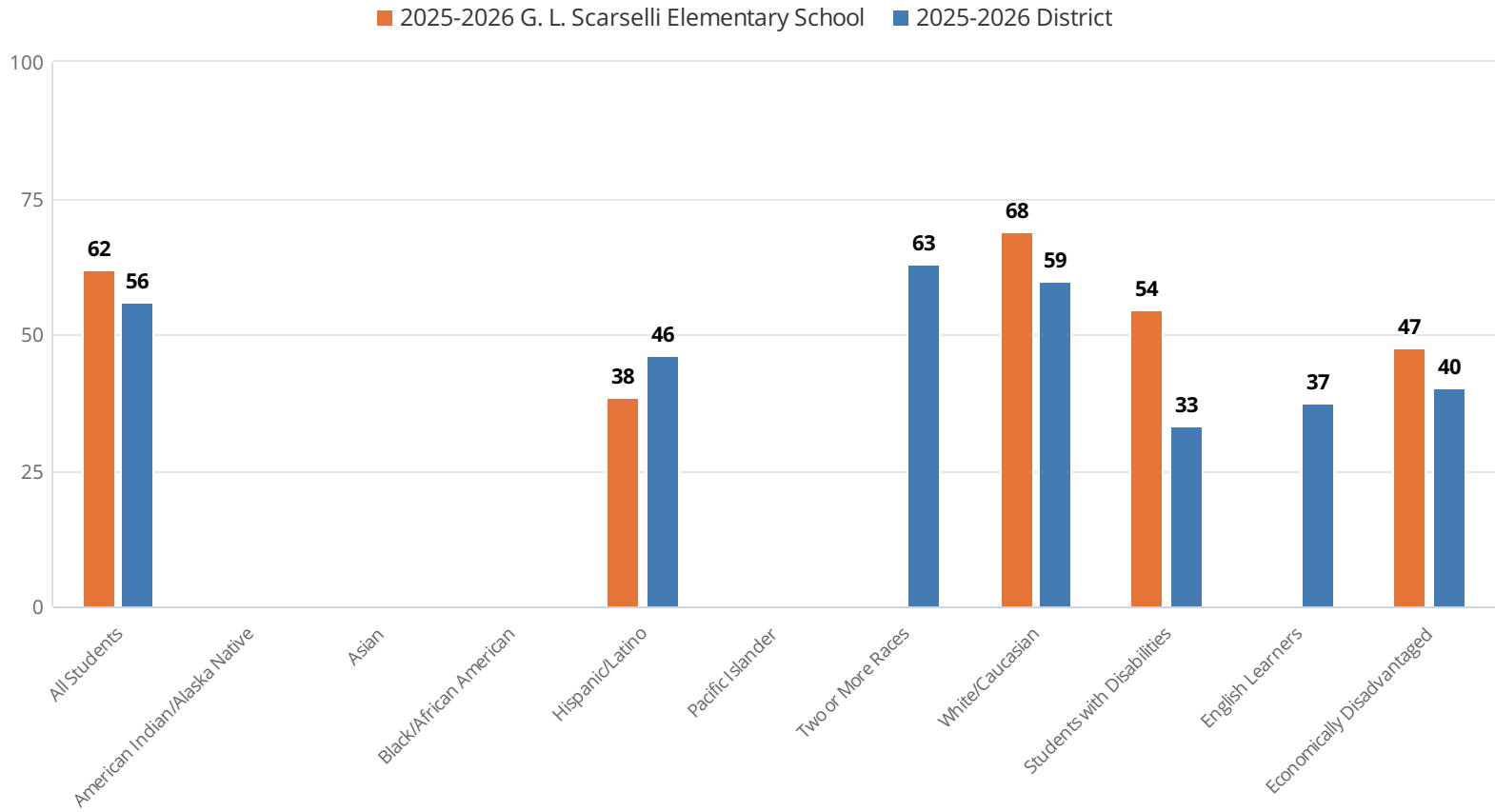
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	62	56.1	45.6	48.7
American Indian/ Alaska Native	N/A	-	-	10
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	38.4	46.1	-	35.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	63.1	-	33.3
White/ Caucasian	68.9	59.7	48.5	56.6
Students with Disabilities	54.5	33.3	-	25.3
English Learners	-	37.5	N/A	23.8
Economically Disadvantaged	47.6	40.1	27.7	34.6

Read by Grade 3 % Proficient



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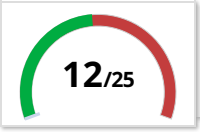

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	N/A	N/A	N/A	N/A
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	91.6%	88.8%	93.1%	93.1%
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	94.4%	>=95%	>=95%

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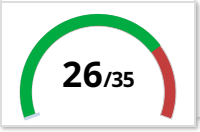

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 9/10 **ELA MGP Points Earned: 6/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	63.5	52	51.5	53	65	41	69	49
American Indian/ Alaska Native	N/A	46	N/A	58	N/A	20.5	N/A	32
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	-	-	-	-	N/A	-	N/A	-
Hispanic/ Latino	63	55.5	38	52.5	56.5	41	67.5	48
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	51	-	46	-	39	-	52.5
White/ Caucasian	68	52	53	54	65	42	70	48
Students with Disabilities	54	48.5	56	44	64	41	74	53
English Learners	-	63.5	-	53.5	-	37	-	49
Economically Disadvantaged	51	46.5	45	52	50	38	72	46.5

AGP Growth Data

Math AGP Points Earned: 6/7.5 **ELA AGP Points Earned: 5/7.5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	45.9	39.2	54	55.2	47.5	36.1	63.3	52.4
American Indian/ Alaska Native	N/A	17.6	N/A	41.1	N/A	35.7	N/A	28.5
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	-	-	-	-	N/A	-	N/A	-
Hispanic/ Latino	47.6	37.1	47.6	50	50	30	58.3	47.9
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	31.7	-	43.9	-	38.2	-	58.8
White/ Caucasian	47.2	41.1	55.5	58.5	46.4	37.9	67.6	54.4
Students with Disabilities	7.6	19.1	38.4	34	23.5	23	70.5	38.5
English Learners	-	36.6	-	36.6	-	21.2	-	30.3
Economically Disadvantaged	34.8	28.4	48.8	46.7	43.9	24	63.4	43

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

District percentages reflect the district the school was associated with when the data was collected.
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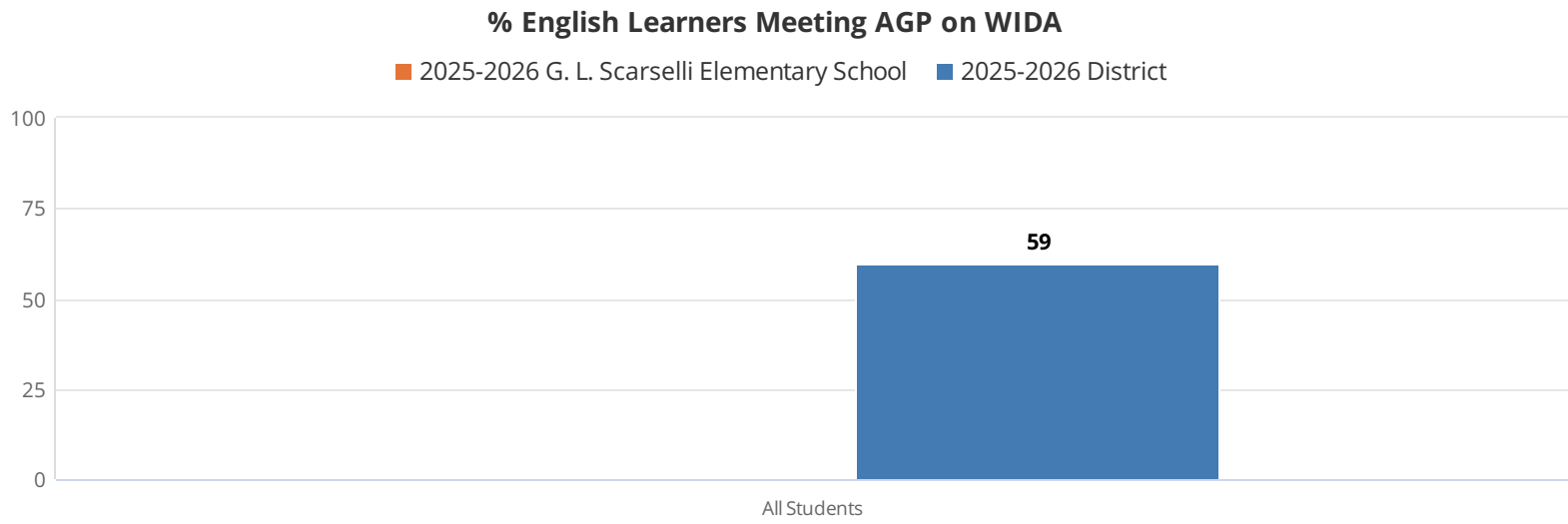
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	-	-	59.4	-	-	51.6



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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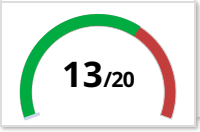

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 5/10 **ELA AGP Points Earned: 8/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	28.8	23.4	47.8	47.4	39.2	22.1	63.1	40.6
American Indian/ Alaska Native	N/A	20	N/A	30.7	N/A	20	N/A	20
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	N/A	N/A	-	N/A	-
Hispanic/ Latino	28.5	22.3	-	46.6	46.6	19.1	50	33
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	15.3	-	39.1	-	9	-	26.6
White/ Caucasian	28.5	24.5	45.7	50	35	24.8	70.7	46.2
Students with Disabilities	7.6	12.1	38.4	32.4	14.2	12.6	71.4	29.3
English Learners	-	33.3	-	44	-	16.6	-	32.2
Economically Disadvantaged	29	20.9	48	42.2	30.7	16.9	59.2	35.4

District percentages reflect the district the school was associated with when the data was collected.
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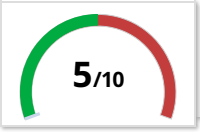


Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

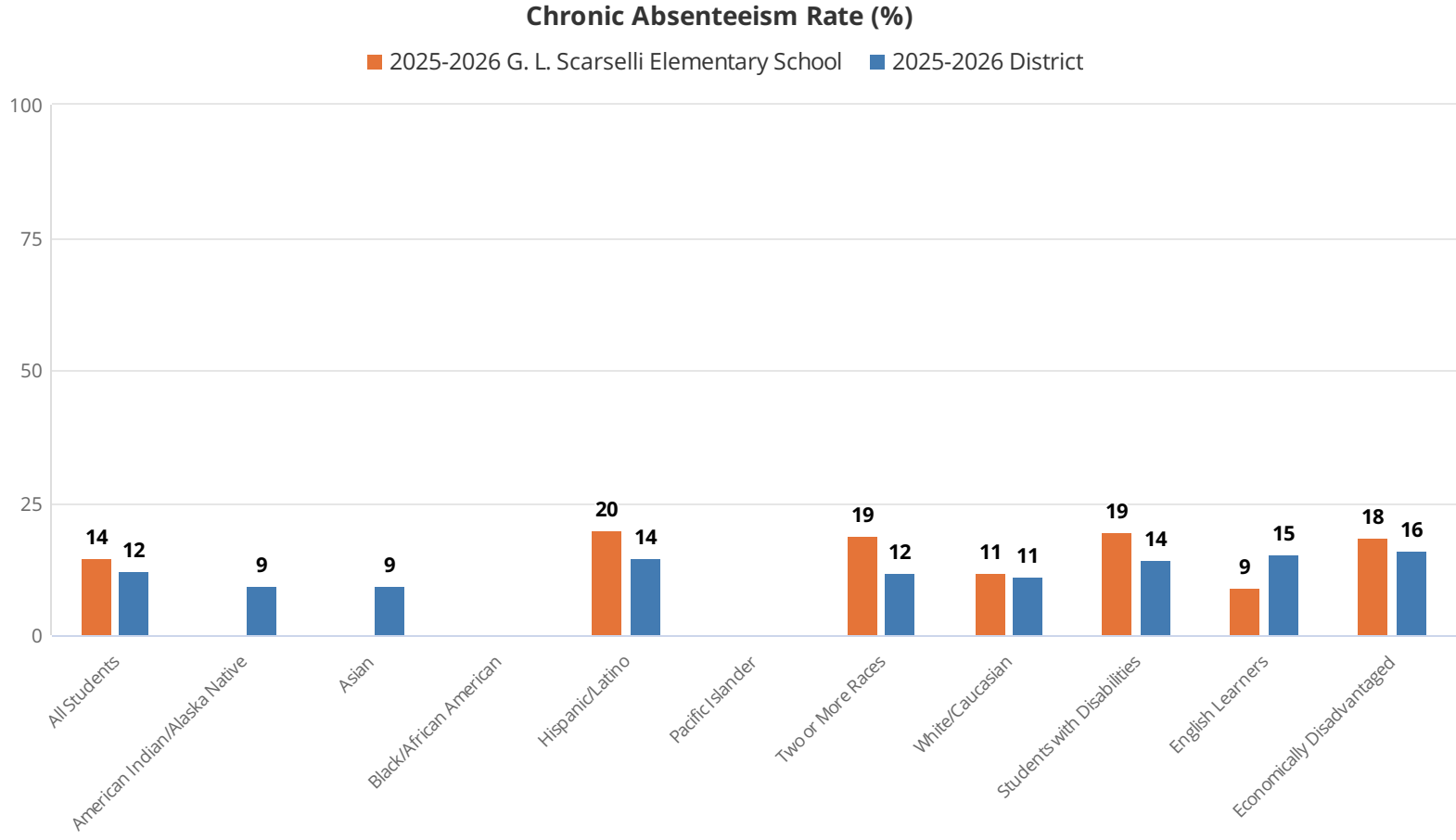
Chronic Absenteeism Points Earned: 5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	14.7	12.2	11.9	13.5
American Indian/ Alaska Native	-	9.6	-	23
Asian	N/A	9.5	N/A	<5
Black/ African American	-	-	-	-
Hispanic/ Latino	20	14.7	16.2	16.3
Pacific Islander	N/A	-	N/A	-
Two or More Races	19	12	10	13.9
White/ Caucasian	11.9	11.2	10.3	12.2
Students with Disabilities	19.6	14.3	13.8	18.1
English Learners	9	15.4	16.6	18.8
Economically Disadvantaged	18.4	16	11.8	18

All Students Chronic Absenteeism Percent Change: 23.5%

Points Earned by the Chronic Absenteeism Rate: 5/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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Pinon Hills Elementary School

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Douglas
School Address: 1479 Stephanie Way, Minden, NV 89423

91.1
Total Adjusted Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

73.3% White/Caucasian
N/A% Black/African American
17.3% Hispanic/Latino
N/A% Asian
1.2% American Indian/Alaska Native
N/A% Pacific Islander
8% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	87.2 ★★★★★
2023-2024	93.3 ★★★★★

Additional Student Groups

-% English Learners
16.9% Students with Disabilities
22.9% Economically Disadvantaged

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

2025-2026 School Performance

23/25 — **Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	**57.9**	44.8
Math Proficiency	56.7	43.2
ELA Proficiency	77.9	54.8
Science Proficiency	15.3	20.9
Read-by-Grade-3 Proficiency	65.5	56.1

33/35 — **Growth Indicator**

Measure	School Median	District Median
Math MGP	68	52
ELA MGP	58	53
	School Rate	**District Rate**
Met Math AGP Target	63.4	39.2
Met ELA AGP Target	68.2	55.2

N/A — **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	59.4

6/10 — **Student Engagement Indicator**

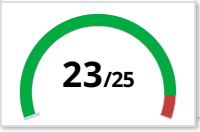
Measure	School Rate	District Rate
Chronic Absenteeism	12.6	12.2

20/20 — **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	55.1	23.4
Prior Non-Proficient Met ELA AGP Target	69.2	47.4

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

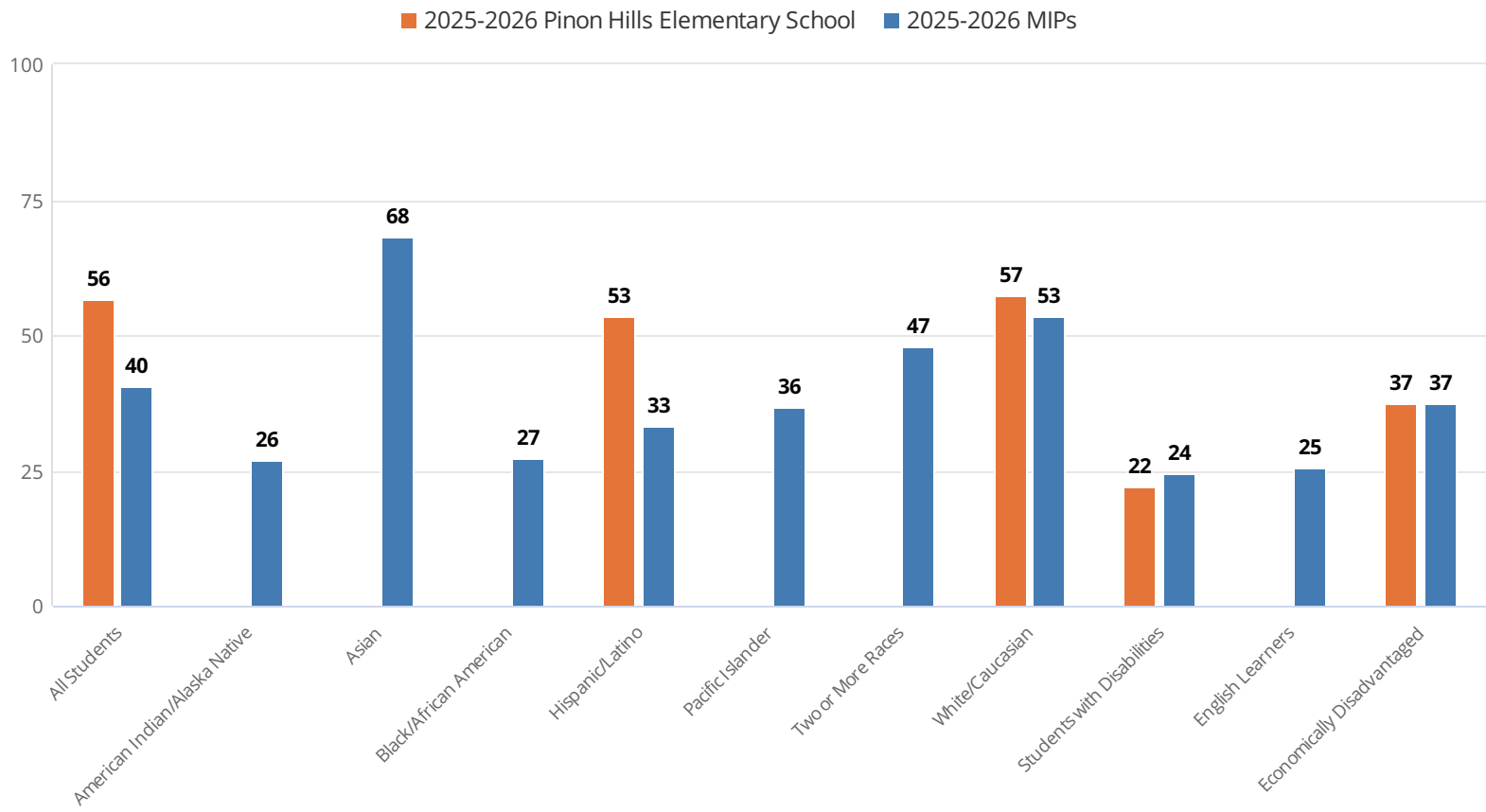
Pooled Proficiency Points Earned: 18/20

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	57.9	44.8	61.7	43.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	56.7	43.2	40.4	65.6	42.7	39.2
American Indian/ Alaska Native	N/A	19	26.8	N/A	16	23
Asian	N/A	84.6	68.2	-	69.2	67.5
Black/ African American	N/A	-	27.4	N/A	-	25.2
Hispanic/ Latino	53.5	34.5	33.3	56.3	31.5	31.3
Pacific Islander	N/A	-	36.6	N/A	-	35.3
Two or More Races	-	37	47.9	-	42.3	46.8
White/ Caucasian	57.3	47.1	53.4	65.6	47.5	52.4
Students with Disabilities	22.2	20.2	24.5	38.5	22.8	20.5
English Learners	-	17.7	25.4	-	13.7	21.5
Economically Disadvantaged	37.5	28.8	37.5	47.8	26.5	36.3

Math Assessments % Proficient



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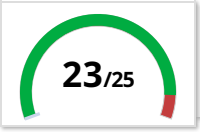
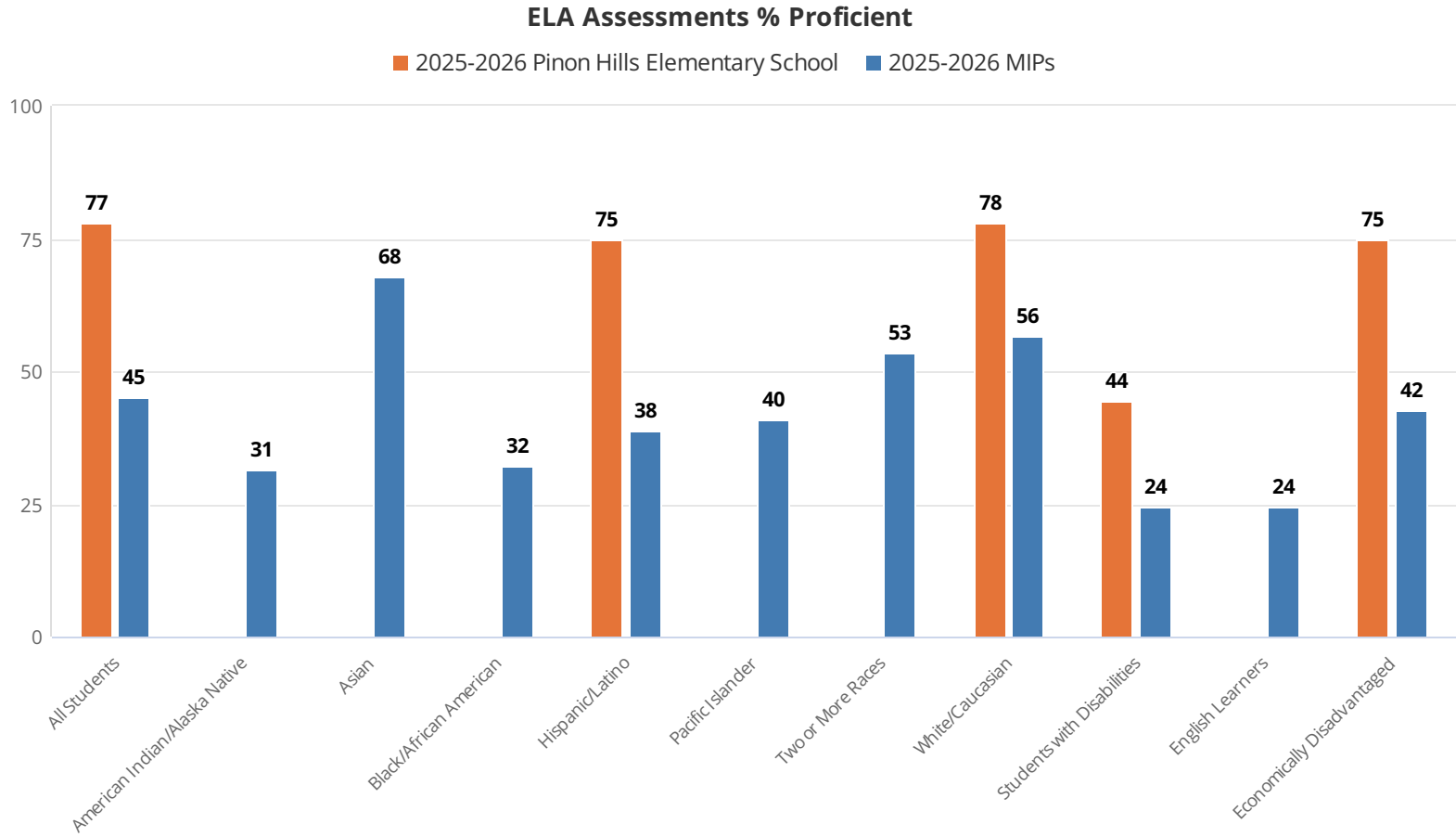


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	77.9	54.8	45	71.6	49.3	43.9
American Indian/ Alaska Native	N/A	23.8	31.5	N/A	24	27.9
Asian	N/A	84.6	68	-	69.2	67.3
Black/ African American	N/A	-	32.3	N/A	-	30.2
Hispanic/ Latino	75	44.5	38.7	67.6	36.5	36.8
Pacific Islander	N/A	-	40.9	N/A	-	39.7
Two or More Races	-	53.2	53.5	-	50.8	52.5
White/ Caucasian	78	59.4	56.8	72.7	54.6	55.9
Students with Disabilities	44.4	25.9	24.6	38.5	22.1	20.6
English Learners	-	17.7	24.4	-	13.7	20.4
Economically Disadvantaged	75	39.6	42.5	56.5	32.7	41.3



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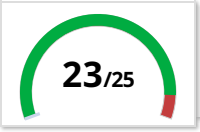
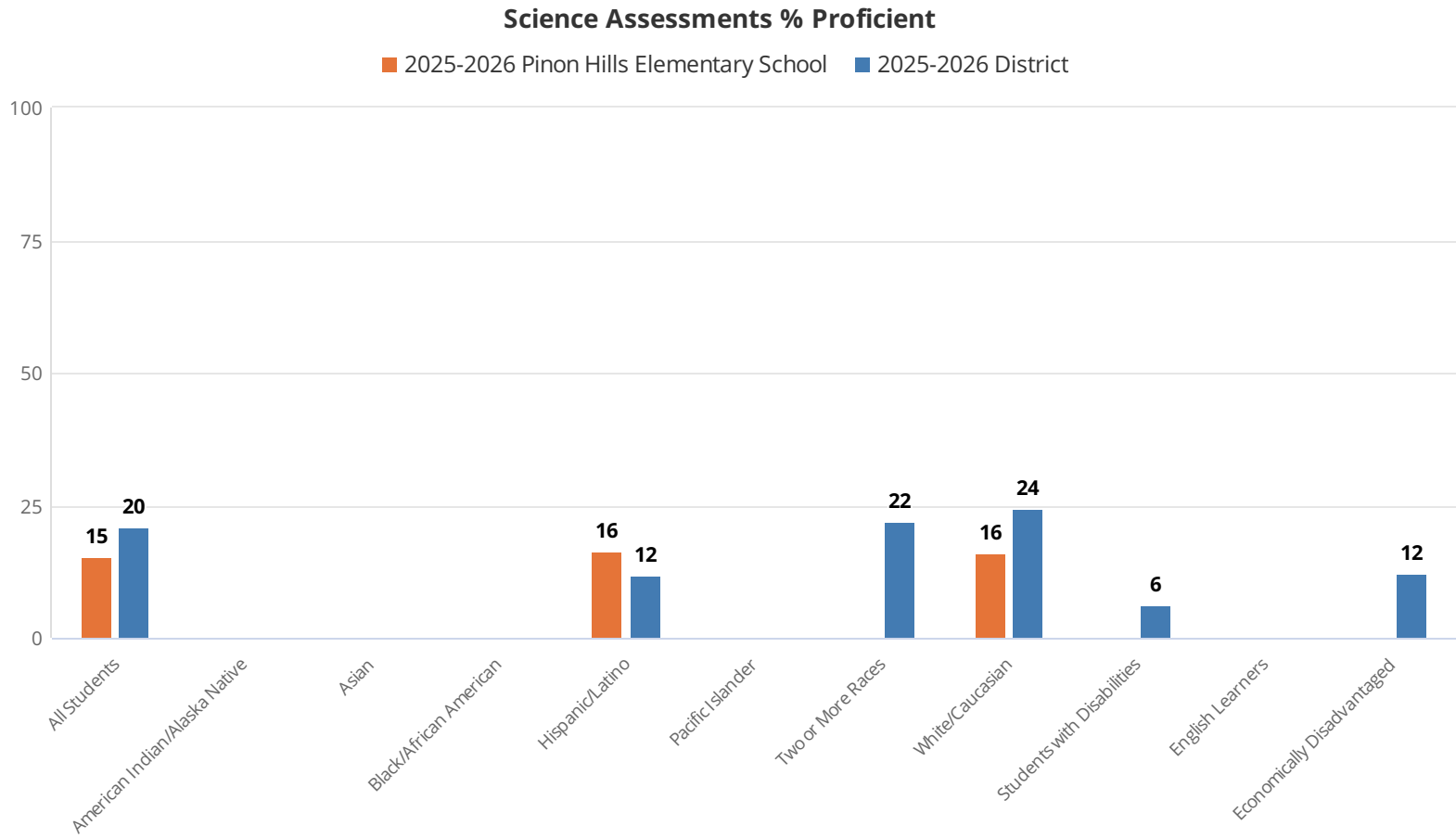


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	15.3	20.9	25.4	25.9
American Indian/ Alaska Native	N/A	-	N/A	-
Asian	N/A	-	-	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	16.6	12	9	13.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	22.2	-	50
White/ Caucasian	16.2	24.5	25	28.6
Students with Disabilities	-	6.2	16.6	7.5
English Learners	-	-	N/A	<5
Economically Disadvantaged	<5	12.2	-	9.4



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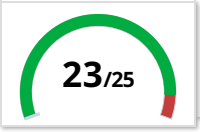


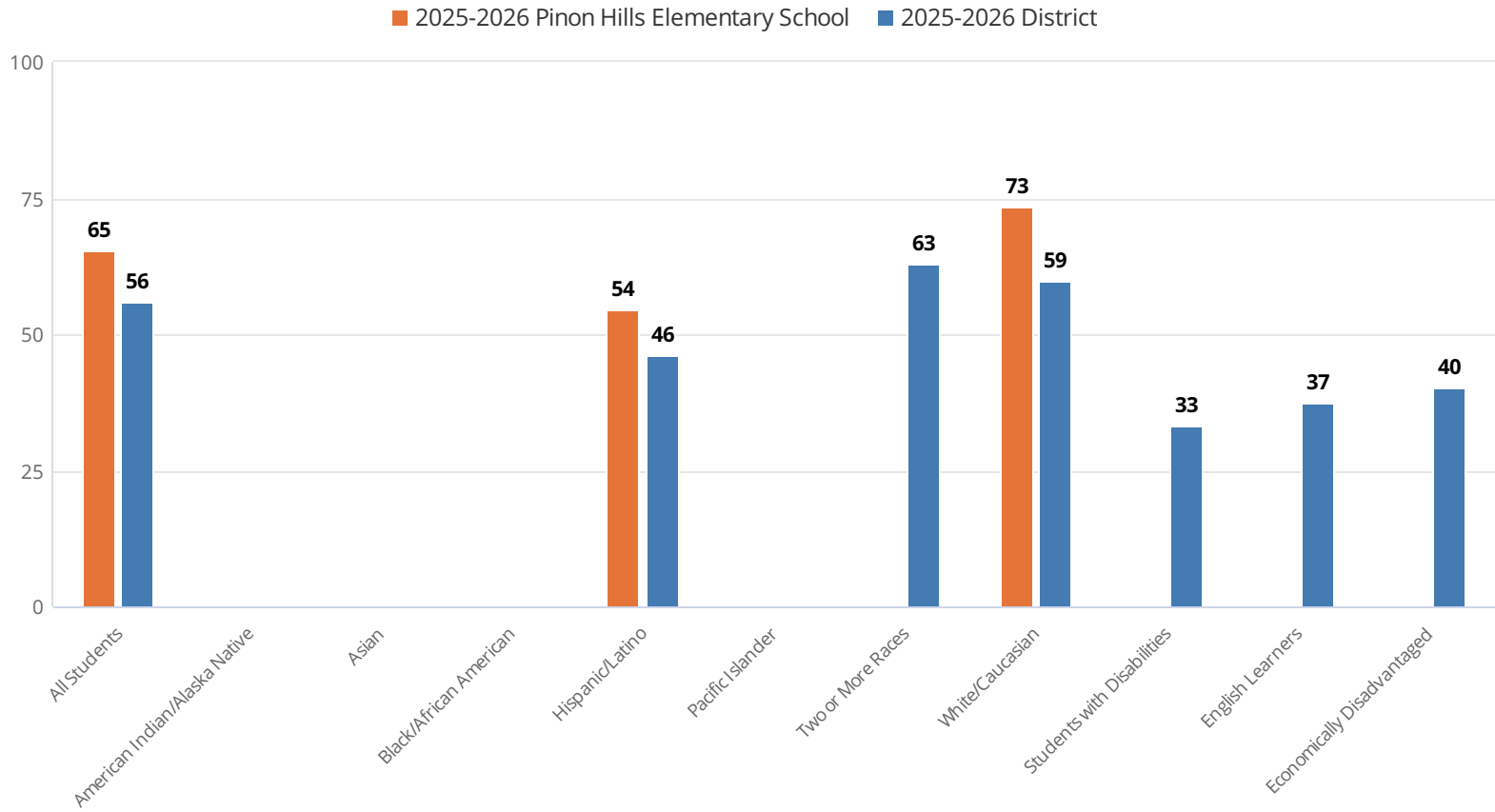
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 5/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	65.5	56.1	80	48.7
American Indian/ Alaska Native	N/A	-	N/A	10
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	54.5	46.1	-	35.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	63.1	-	33.3
White/ Caucasian	73.3	59.7	81.2	56.6
Students with Disabilities	-	33.3	-	25.3
English Learners	-	37.5	-	23.8
Economically Disadvantaged	-	40.1	-	34.6

Read by Grade 3 % Proficient



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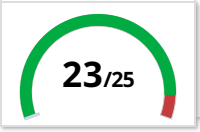

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	-	-
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	>=95%	>=95%	93.3%	93.3%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	-	-	87.5%	87.5%
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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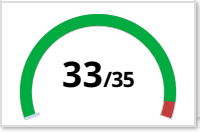

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 10/10 **ELA MGP Points Earned: 8/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	68	52	58	53	56	41	71.5	49
American Indian/ Alaska Native	N/A	46	N/A	58	N/A	20.5	N/A	32
Asian	N/A	-	N/A	-	-	-	-	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	64	55.5	62.5	52.5	57	41	81.5	48
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	51	-	46	-	39	-	52.5
White/ Caucasian	71	52	51	54	51	42	68	48
Students with Disabilities	-	48.5	-	44	57	41	61	53
English Learners	-	63.5	-	53.5	-	37	-	49
Economically Disadvantaged	57	46.5	60.5	52	38.5	38	61	46.5

AGP Growth Data

Math AGP Points Earned: 7.5/7.5 **ELA AGP Points Earned: 7.5/7.5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	63.4	39.2	68.2	55.2	54.4	36.1	77.7	52.4
American Indian/ Alaska Native	N/A	17.6	N/A	41.1	N/A	35.7	N/A	28.5
Asian	N/A	-	N/A	-	-	-	-	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	62.5	37.1	81.2	50	44.4	30	88.8	47.9
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	31.7	-	43.9	-	38.2	-	58.8
White/ Caucasian	62.2	41.1	65.5	58.5	53.8	37.9	73.8	54.4
Students with Disabilities	-	19.1	-	34	42.1	23	57.8	38.5
English Learners	-	36.6	-	36.6	-	21.2	-	30.3
Economically Disadvantaged	55.5	28.4	77.7	46.7	33.3	24	58.3	43

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

District percentages reflect the district the school was associated with when the data was collected.
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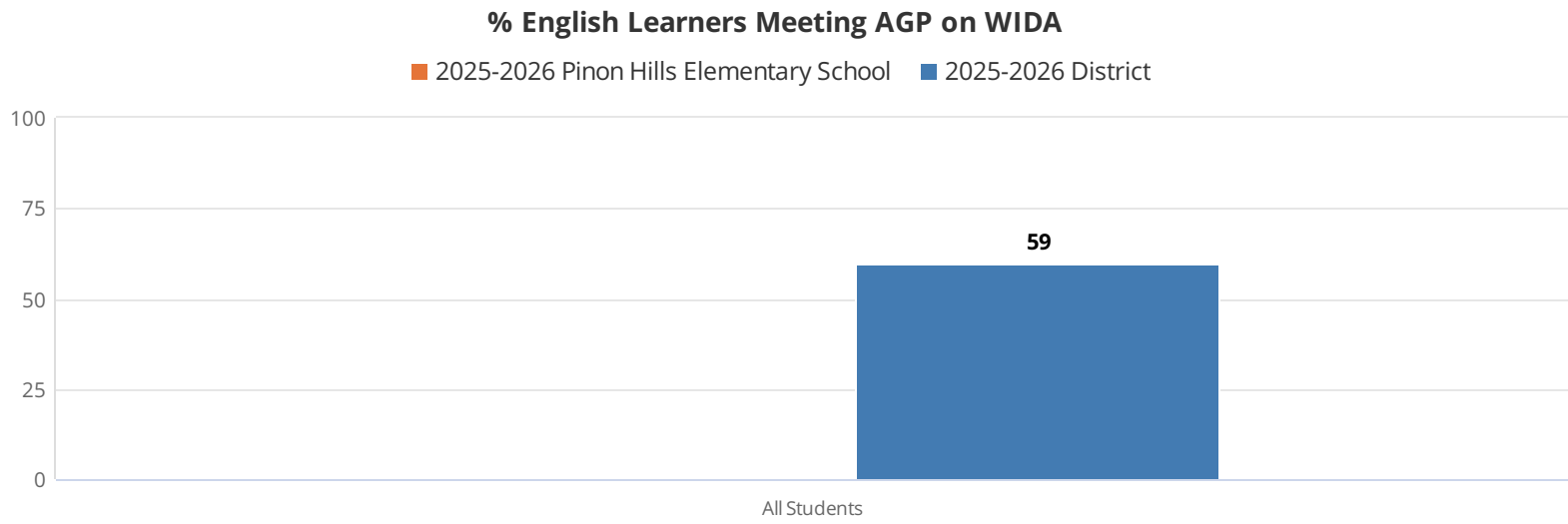
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	-	-	59.4	-	-	51.6



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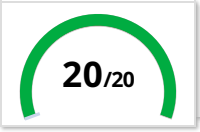

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 **ELA AGP Points Earned: 10/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	55.1	23.4	69.2	47.4	25.8	22.1	59.3	40.6
American Indian/ Alaska Native	N/A	20	N/A	30.7	N/A	20	N/A	20
Asian	N/A	-	N/A	-	N/A	-	-	-
Black/ African American	N/A	N/A	N/A	N/A	N/A	-	N/A	-
Hispanic/ Latino	-	22.3	-	46.6	-	19.1	-	33
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	15.3	-	39.1	-	9	-	26.6
White/ Caucasian	57.1	24.5	63.1	50	33.3	24.8	52.1	46.2
Students with Disabilities	-	12.1	-	32.4	-	12.6	27.2	29.3
English Learners	-	33.3	-	44	-	16.6	-	32.2
Economically Disadvantaged	-	20.9	-	42.2	-	16.9	-	35.4

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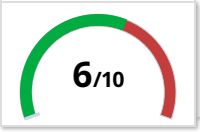


Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

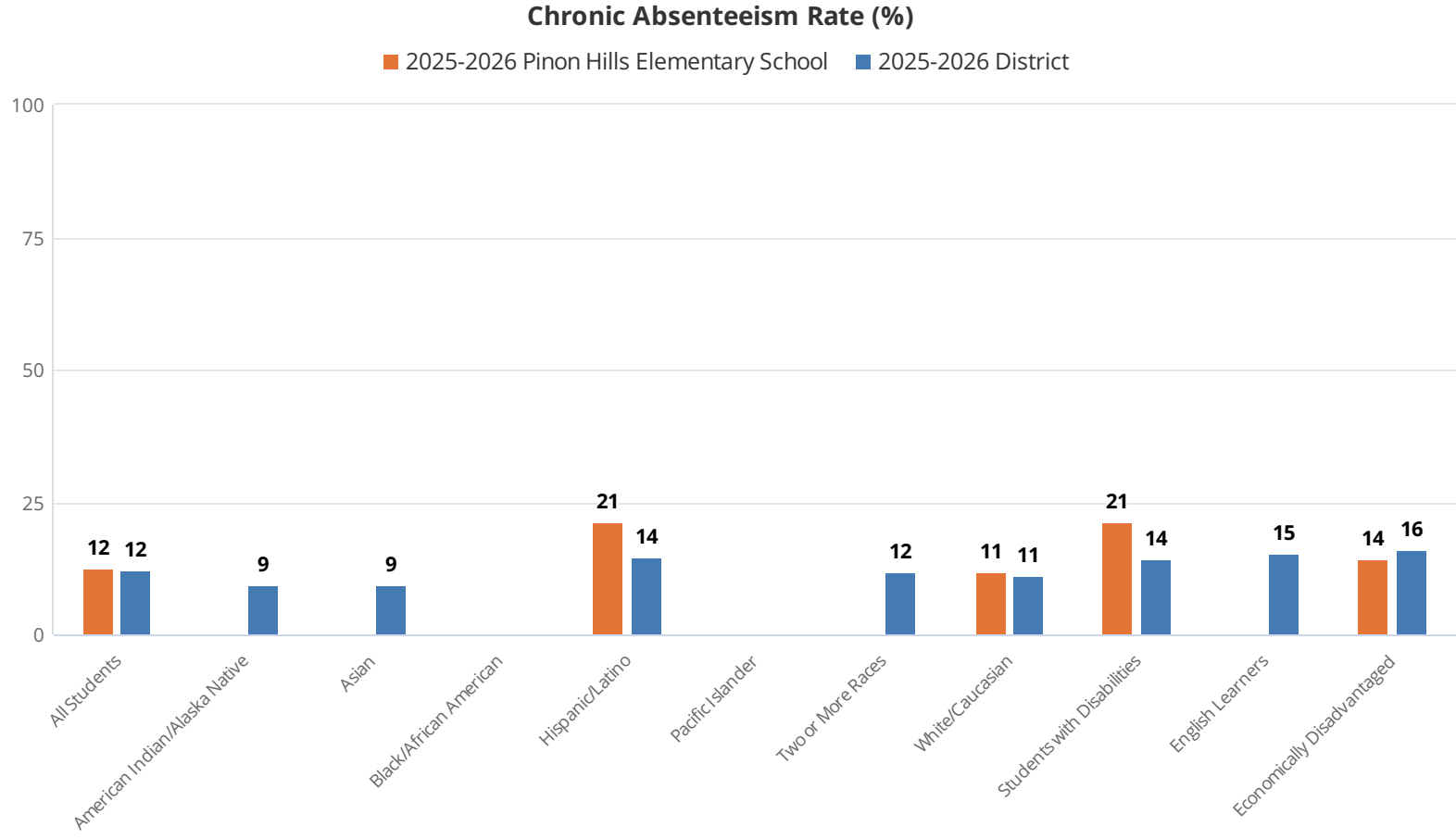
Chronic Absenteeism Points Earned: 6/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	12.6	12.2	9.4	13.5
American Indian/ Alaska Native	-	9.6	N/A	23
Asian	N/A	9.5	-	<5
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	21.2	14.7	10.4	16.3
Pacific Islander	N/A	-	N/A	-
Two or More Races	<5	12	<5	13.9
White/ Caucasian	11.8	11.2	10.1	12.2
Students with Disabilities	21.2	14.3	20	18.1
English Learners	-	15.4	-	18.8
Economically Disadvantaged	14.2	16	20.3	18

All Students Chronic Absenteeism Percent Change: 34%

Points Earned by the Chronic Absenteeism Rate: 6/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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Minden Elementary School

School Year 2025-2026 Nevada School Rating

School Level: Elementary School
Grade Levels: PK-05
District: Douglas
School Address: 1170 Baler Street, Minden, NV 89423

60.5
Total Adjusted Index Score

School Type: Regular
School Designation: Additional TSI

Student Race/Ethnicity

67.8% White/Caucasian
N/A% Black/African American
24.7% Hispanic/Latino
1.4% Asian
0.2% American Indian/Alaska Native
0.2% Pacific Islander
5.3% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	58.5 ★★★
2023-2024	24.5 ★

Additional Student Groups

3.6% English Learners
18.1% Students with Disabilities
35.5% Economically Disadvantaged

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 67 ★★★
At or above 67 and less than 84 ★★★★
At or above 84 ★★★★★

ATSI designation: This school has an underperforming subgroup that, on its own, would result in a CSI designation. See the ATSI designation report for more information.

2025-2026 School Performance

18/25 — **Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	**52.2**	44.8
Math Proficiency	51.8	43.2
ELA Proficiency	57.8	54.8
Science Proficiency	35.2	20.9
Read-by-Grade-3 Proficiency	54.1	56.1

21/35 — **Growth Indicator**

Measure	School Median	District Median
Math MGP	50	52
ELA MGP	52	53
	School Rate	**District Rate**
Met Math AGP Target	40.5	39.2
Met ELA AGP Target	54.9	55.2

N/A — **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	59.4

8/20 — **Closing Opportunity Gaps Indicator**

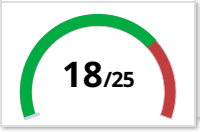
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	16.6	23.4
Prior Non-Proficient Met ELA AGP Target	40.4	47.4

7.5/10 — **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	9.4	12.2

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.



Academic Achievement

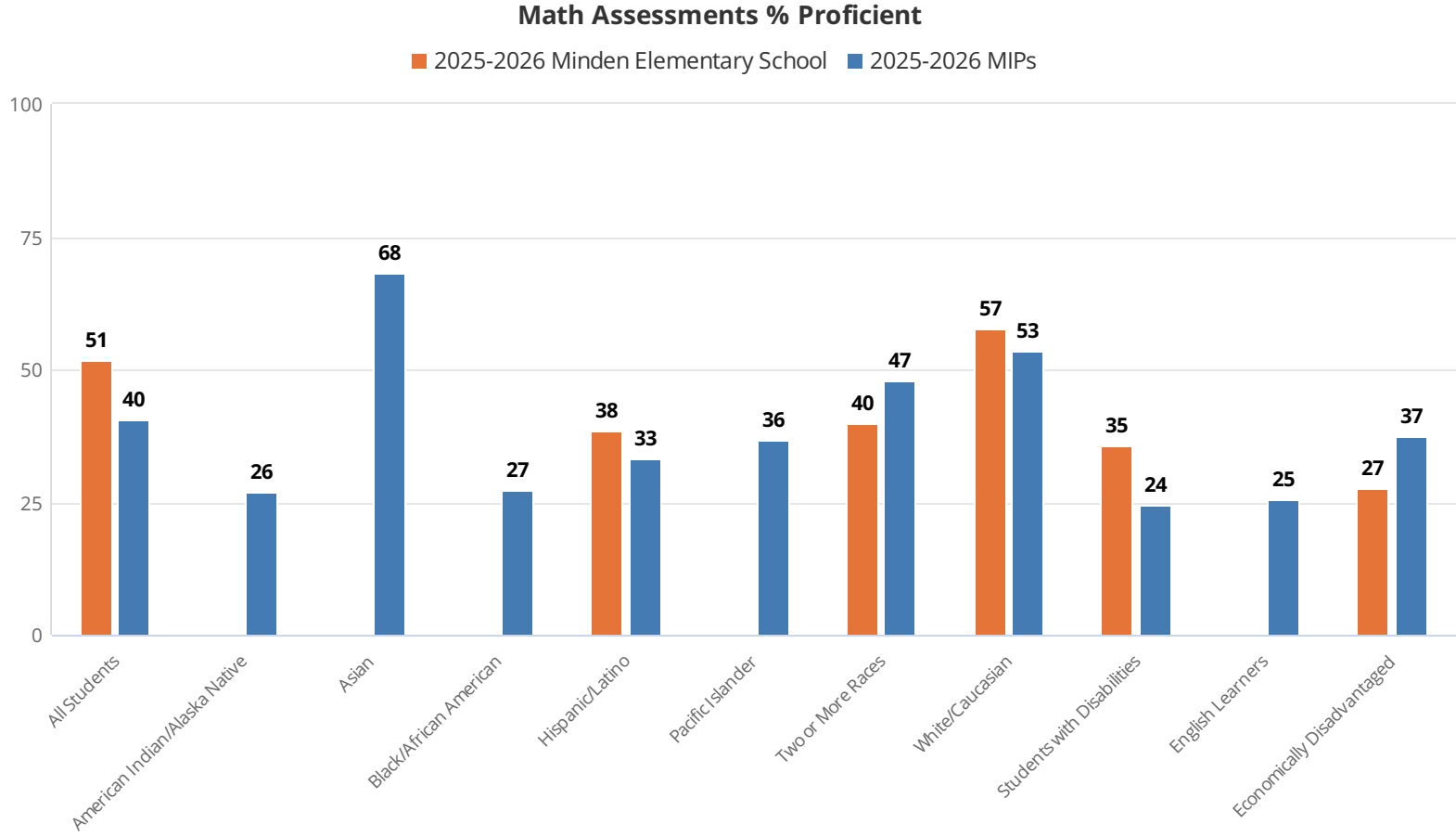
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 14/20

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	52.2	44.8	47.5	43.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	51.8	43.2	40.4	49.1	42.7	39.2
American Indian/ Alaska Native	N/A	19	26.8	N/A	16	23
Asian	-	84.6	68.2	-	69.2	67.5
Black/ African American	N/A	-	27.4	N/A	-	25.2
Hispanic/ Latino	38.4	34.5	33.3	38.4	31.5	31.3
Pacific Islander	N/A	-	36.6	N/A	-	35.3
Two or More Races	40	37	47.9	40	42.3	46.8
White/ Caucasian	57.7	47.1	53.4	54.2	47.5	52.4
Students with Disabilities	35.7	20.2	24.5	33.3	22.8	20.5
English Learners	-	17.7	25.4	<5	13.7	21.5
Economically Disadvantaged	27.5	28.8	37.5	29	26.5	36.3



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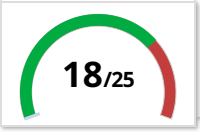
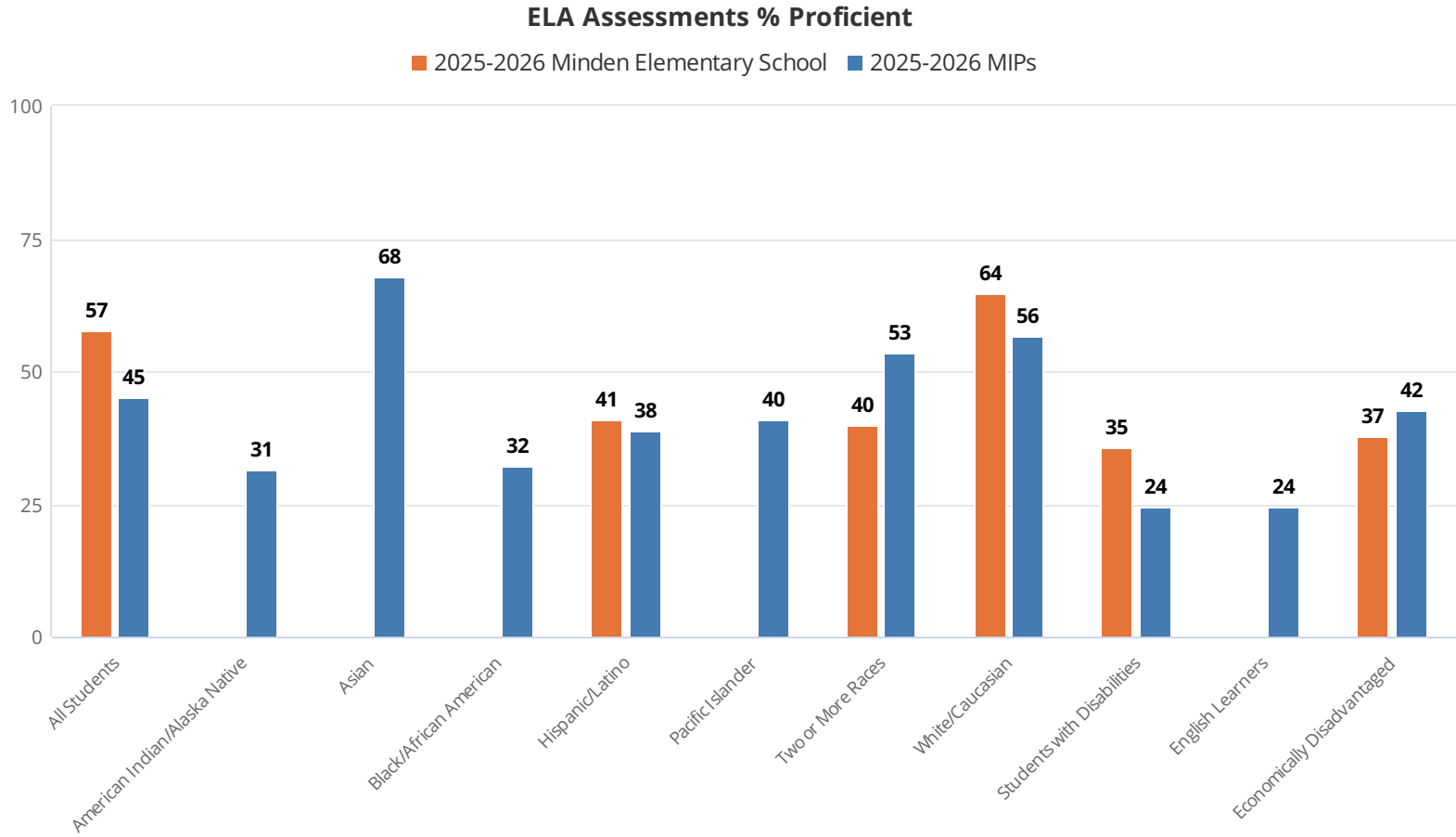


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	57.8	54.8	45	53.5	49.3	43.9
American Indian/ Alaska Native	N/A	23.8	31.5	N/A	24	27.9
Asian	-	84.6	68	-	69.2	67.3
Black/ African American	N/A	-	32.3	N/A	-	30.2
Hispanic/ Latino	41	44.5	38.7	40.3	36.5	36.8
Pacific Islander	N/A	-	40.9	N/A	-	39.7
Two or More Races	40	53.2	53.5	40	50.8	52.5
White/ Caucasian	64.6	59.4	56.8	60.1	54.6	55.9
Students with Disabilities	35.7	25.9	24.6	36.1	22.1	20.6
English Learners	-	17.7	24.4	10	13.7	20.4
Economically Disadvantaged	37.9	39.6	42.5	32.2	32.7	41.3



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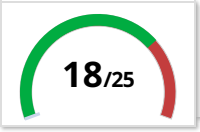
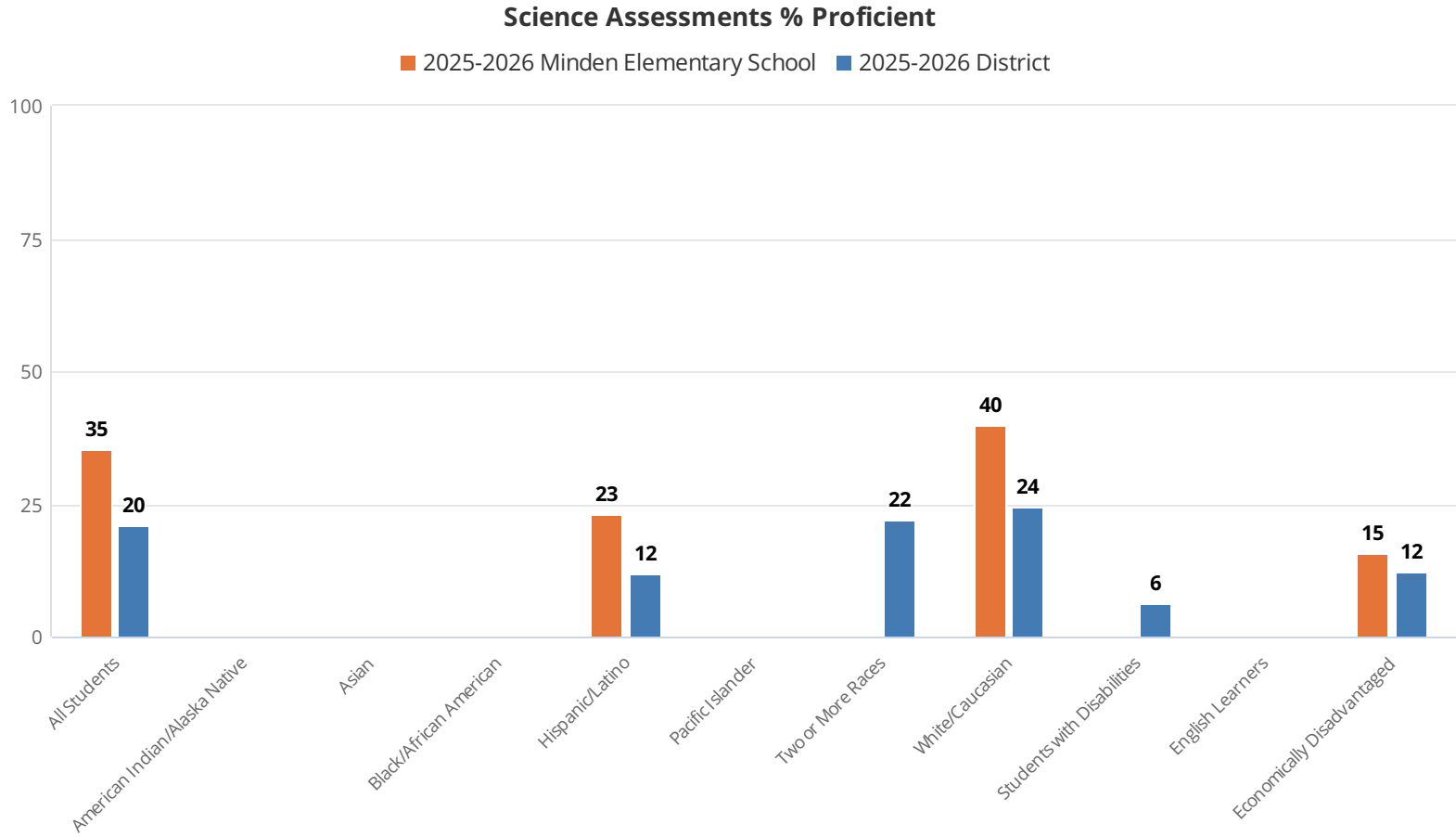


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	35.2	20.9	28.1	25.9
American Indian/ Alaska Native	N/A	-	N/A	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	23	12	20	13.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	22.2	-	50
White/ Caucasian	40	24.5	30.6	28.6
Students with Disabilities	-	6.2	7.1	7.5
English Learners	-	-	-	<5
Economically Disadvantaged	15.7	12.2	5	9.4



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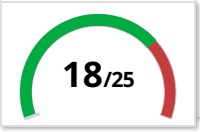


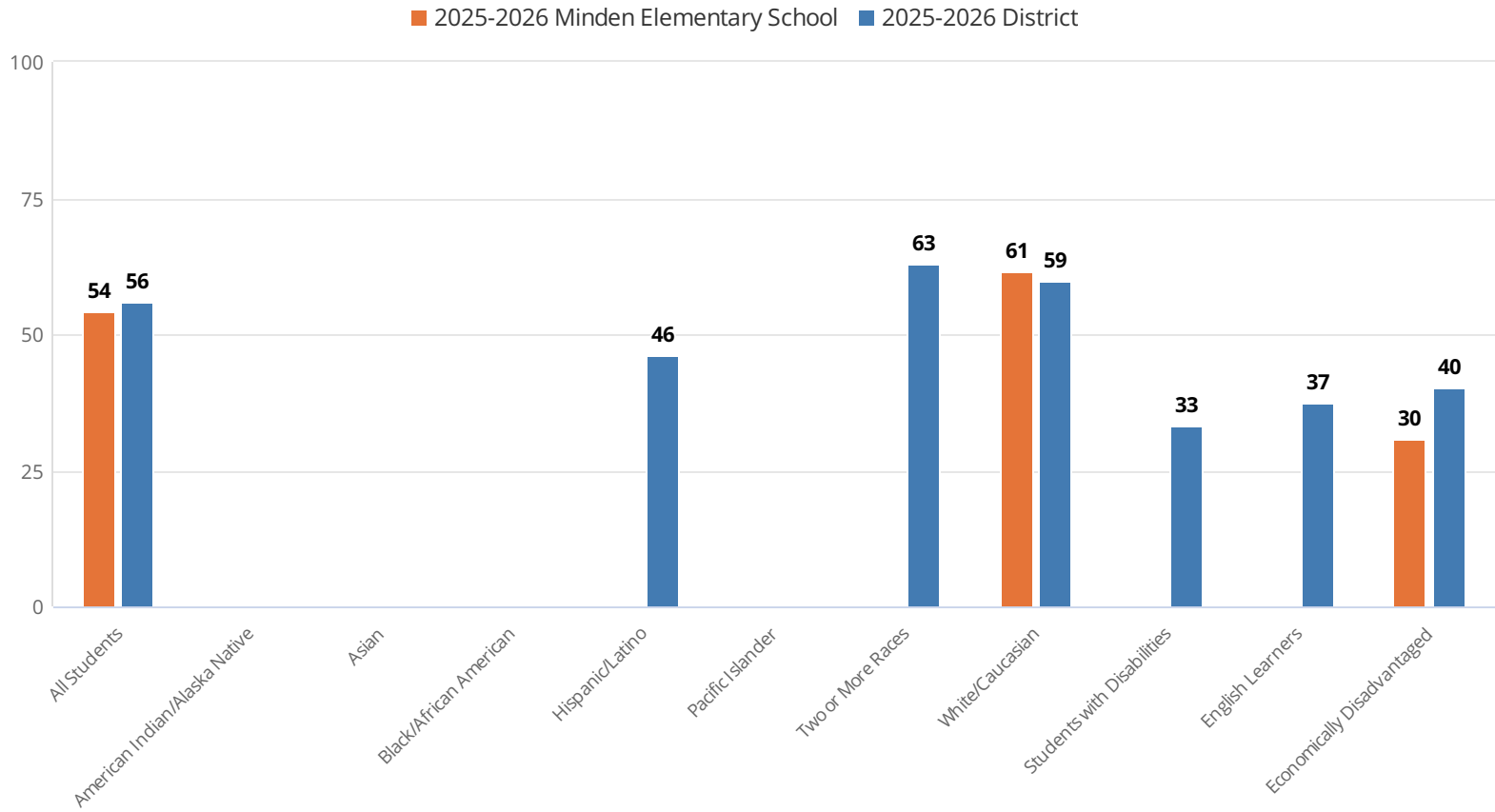
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	54.1	56.1	53.9	48.7
American Indian/ Alaska Native	N/A	-	N/A	10
Asian	N/A	-	-	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	-	46.1	47.3	35.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	63.1	-	33.3
White/ Caucasian	61.5	59.7	63.1	56.6
Students with Disabilities	-	33.3	35.7	25.3
English Learners	-	37.5	-	23.8
Economically Disadvantaged	30.7	40.1	36.3	34.6

Read by Grade 3 % Proficient



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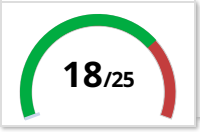

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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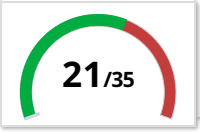

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 5/10 **ELA MGP Points Earned: 6/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	50	52	52	53	46	41	48	49
American Indian/ Alaska Native	N/A	46	N/A	58	N/A	20.5	N/A	32
Asian	-	-	-	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	61	55.5	45	52.5	42.5	41	38.5	48
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	51	-	46	-	39	-	52.5
White/ Caucasian	48	52	54	54	47	42	50.5	48
Students with Disabilities	46	48.5	45	44	41	41	50	53
English Learners	-	63.5	-	53.5	48	37	52	49
Economically Disadvantaged	48	46.5	52	52	39	38	37	46.5

AGP Growth Data

Math AGP Points Earned: 5/7.5 **ELA AGP Points Earned: 5/7.5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	40.5	39.2	54.9	55.2	41	36.1	54.7	52.4
American Indian/ Alaska Native	N/A	17.6	N/A	41.1	N/A	35.7	N/A	28.5
Asian	-	-	-	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	39.3	37.1	48.4	50	38.2	30	44.1	47.9
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	-	31.7	-	43.9	-	38.2	-	58.8
White/ Caucasian	44.2	41.1	58.5	58.5	42.3	37.9	57.6	54.4
Students with Disabilities	19	19.1	33.3	34	22.7	23	36.3	38.5
English Learners	-	36.6	-	36.6	30	21.2	40	30.3
Economically Disadvantaged	25.5	28.4	41.8	46.7	24.3	24	36.5	43

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

District percentages reflect the district the school was associated with when the data was collected.
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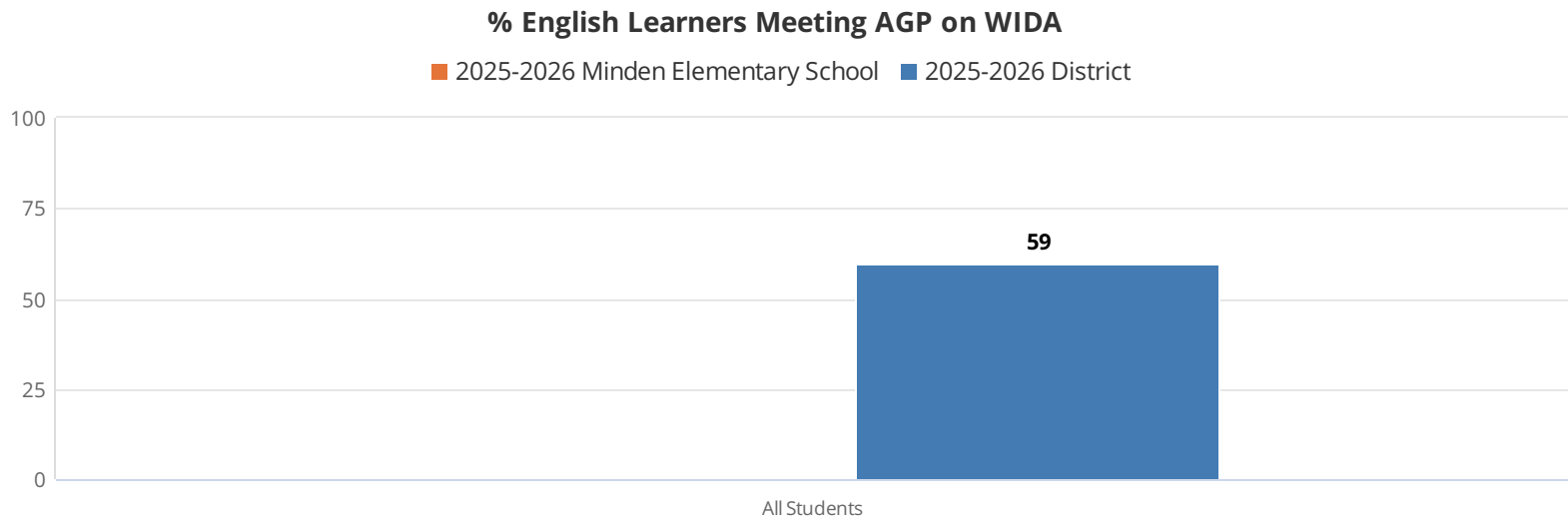
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	-	-	59.4	15	53.3	51.6



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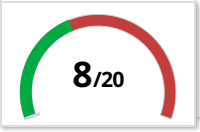

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 2/10 **ELA AGP Points Earned: 6/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	16.6	23.4	40.4	47.4	29.2	22.1	43	40.6
American Indian/ Alaska Native	N/A	20	N/A	30.7	N/A	20	N/A	20
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	N/A	N/A	-	N/A	-
Hispanic/ Latino	20	22.3	44.4	46.6	30.4	19.1	23.8	33
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	15.3	-	39.1	-	9	-	26.6
White/ Caucasian	16.6	24.5	40	50	29.2	24.8	52.3	46.2
Students with Disabilities	<5	12.1	25	32.4	12.5	12.6	25	29.3
English Learners	-	33.3	-	44	-	16.6	40	32.2
Economically Disadvantaged	13.7	20.9	37	42.2	20.5	16.9	29	35.4

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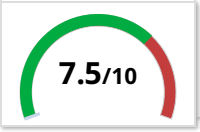


Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

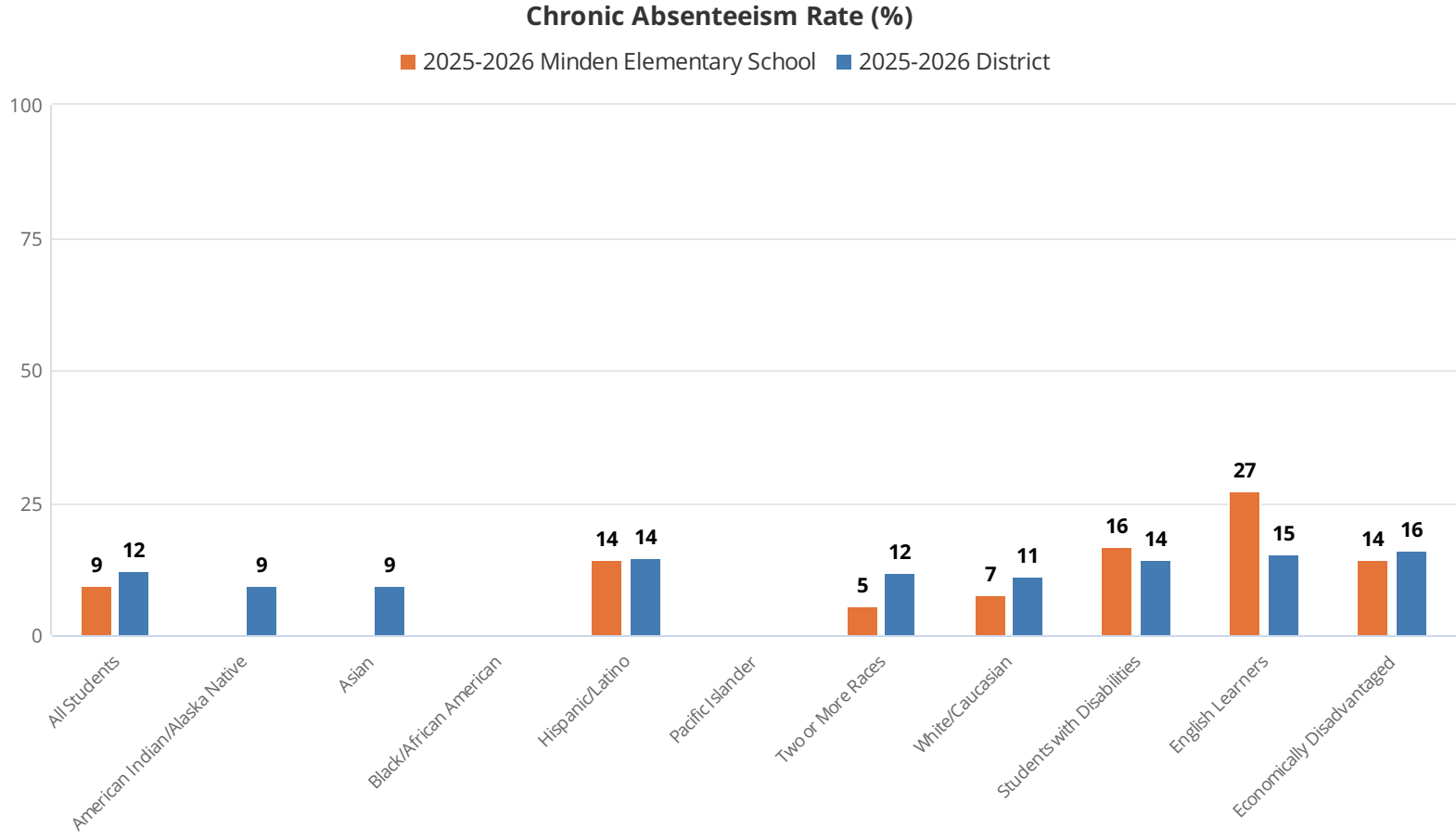
Chronic Absenteeism Points Earned: 7.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	9.4	12.2	14.7	13.5
American Indian/ Alaska Native	-	9.6	N/A	23
Asian	-	9.5	-	<5
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	14.4	14.7	20.2	16.3
Pacific Islander	-	-	-	-
Two or More Races	5.5	12	26.3	13.9
White/ Caucasian	7.7	11.2	11.6	12.2
Students with Disabilities	16.9	14.3	19	18.1
English Learners	27.2	15.4	41.1	18.8
Economically Disadvantaged	14.5	16	25.2	18

All Students Chronic Absenteeism Percent Change: -36%

Points Earned by the Chronic Absenteeism Rate: 7.5/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2023-2024	Summer 2027

What is an Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Significant subgroup performance challenges that would, on their own, lead to a CSI designation. The NDE has calculated an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25, and following applicable rules regarding Measures required for rating. If one or more subgroups had an adjusted NSPF score that is at or below the calculated bottom 5th percentile used for CSI Designations for the relevant school level, then the school is designated as ATSI.

A school designated as ATSI must work with their LEA to develop a plan to exit the ATSI designation within three years. The school is evaluated for exit at the end of this three-year period.

Why did this school receive an ATSI Designation, what is required for exit from an ATSI designation, and how is the school progressing toward exit?

The table below shows the populations that were flagged for ATSI designation based on the specific population's adjusted index score (refer to the Baseline Year column). Highlighted populations in the Baseline Year column are the populations that caused the school to receive the ATSI designation. ATSI schools will be evaluated for exit after a three-year designation period. Schools are exited if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria in either the most recent NSPF or the year they were designated (whichever cut score is higher). If the school picks up additional flags (student groups that meet ATSI Criteria) during the designation period (highlighted populations in Years 1 and/or 2), those flags do not reset the designation timeline, nor do they need to be cleared to exit the original ATSI designation. However, if these new flag(s) are present upon exit from the original ATSI designation (highlighted populations in Year 3), the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline. During the ATSI designation period, if a school meets CSI criteria (bottom 5th percentile for school's adjusted index score or 4-year ACGR <67%), the school will be redesignated as CSI and receive a new designation timeline and report.

ES CSI Cut Scores	10.7	15	13.1	
Populations	**Baseline NSPF Index Score (2023-2024)**	**NSPF Index Score (2024-2025)**	**NSPF Index Score (2025-2026)**	**NSPF Index Score (2026-2027)**
American Indian/ Alaska Native	*	*	*	
Asian	*	*	*	
Black/ African American	*	*	*	
Hispanic/ Latino	31.3	29.2	48.4	
Pacific Islander	*	*	*	
Two or More Races	*	*	*	
White/ Caucasian	26.6	67.7	76.8	
Students with Disabilities	21.5	*	*	
English Learners		*	*	
Economically Disadvantaged	9.4	15.2	33.5	

* = insufficient n-size (n < 25) to receive an NSPF index score.

Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school. Non-Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be evaluated for exit annually.

Blank cells within this table for the English Learner (EL) population are a result of revised Nevada School Performance Framework (NSPF) business rules for the 2023-24 school year. Because the identification criteria for EL students has been updated, data for this population before the 2024-25 school year can not be provided.

For a complete and comprehensive list of the annual school designations, please reference the Nevada Comprehensive Support and Improvement (CSI) Schools report, the Nevada Targeted Support and Improvement (TSI) Schools report, and the Nevada Additional Targeted Support and Improvement (ATSI) Schools report in the NSPF/APF resources under Help & Resources on the Nevada Report Card website.

Carson Valley Middle School

School Year 2025-2026 Nevada School Rating

School Level: Middle School
Grade Levels: 06-08
District: Douglas
School Address: 1477 Hwy 395 Gardnerville, NV 89410

63.5
Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

64.3% White/Caucasian
0.1% Black/African American
25.4% Hispanic/Latino
2.7% Asian
1.2% American Indian/Alaska Native
N/A% Pacific Islander
6% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	63.5 ★★★
2023-2024	46 ★★

Additional Student Groups

4.2% English Learners
13% Students with Disabilities
29.9% Economically Disadvantaged

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29 ★
At or above 29 but less than 50 ★★
At or above 50 and less than 70 ★★★
At or above 70 and less than 80 ★★★★
At or above 80 ★★★★★

2025-2026 School Performance

Academic Achievement Indicator

17/25

Measure	School Rate	District Rate
Pooled Proficiency	**42.5**	37.3
Math Proficiency	38.3	33
ELA Proficiency	50	43
Science Proficiency	32.2	33.4

English Language Proficiency Indicator

10/10

Measure	School Rate	District Rate
Met EL AGP Target	40	27

Student Engagement Indicator

8/15

Measure	School Rate	District Rate
Chronic Absenteeism	16.3	16.1
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	87.8	84.9

Student Growth Indicator

19.5/30

Measure	School Median	District Median
Math MGP	57	52
ELA MGP	53	48
	School Rate	**District Rate**
Met Math AGP Target	37.8	32
Met ELA AGP Target	47.2	40.6

Closing Opportunity Gaps Indicator

9/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	14.7	11.8
Prior Non-Proficient Met ELA AGP Target	22.7	18.1

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.

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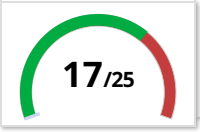


Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

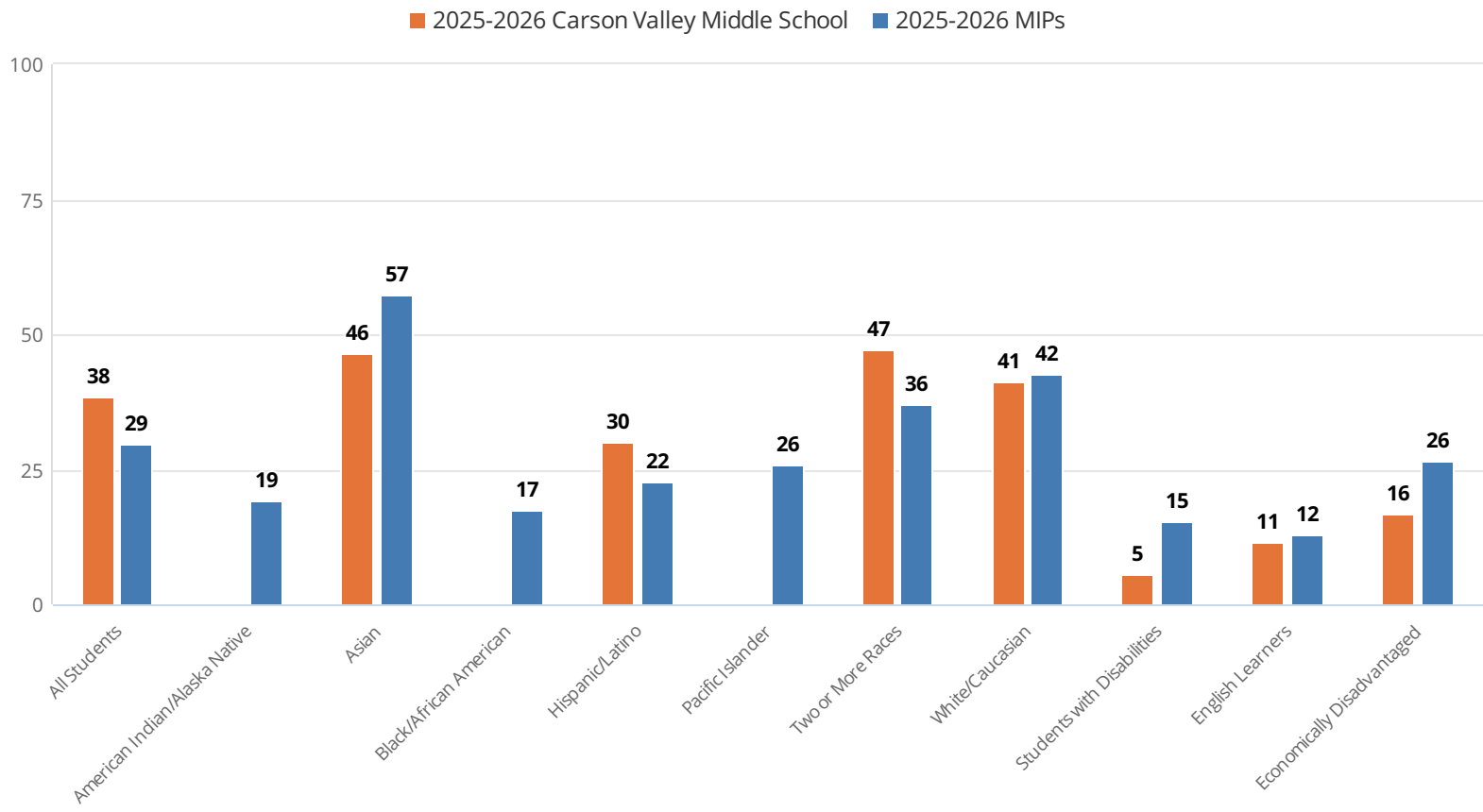
Pooled Proficiency Points Earned: 17/25

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	42.5	37.3	43.5	39.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	38.3	33	29.6	36.8	32.1	28.2
American Indian/ Alaska Native	-	8.6	19.1	-	15.3	16.6
Asian	46.6	43.7	57.5	57.1	50	56.6
Black/ African American	-	-	17.4	-	-	14.9
Hispanic/ Latino	30	26.4	22.7	29.6	25.4	20.3
Pacific Islander	N/A	-	26	N/A	-	24.5
Two or More Races	47.2	37.3	36.9	43.3	36.9	35.7
White/ Caucasian	41.2	35.8	42.8	38.5	34.7	41.6
Students with Disabilities	5.6	6.9	15.5	9	6.3	11
English Learners	11.7	5.7	12.8	5.8	<5	8.2
Economically Disadvantaged	16.9	16	26.4	20.4	15.9	24.9

Math Assessments % Proficient



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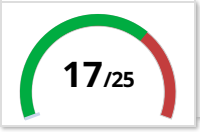
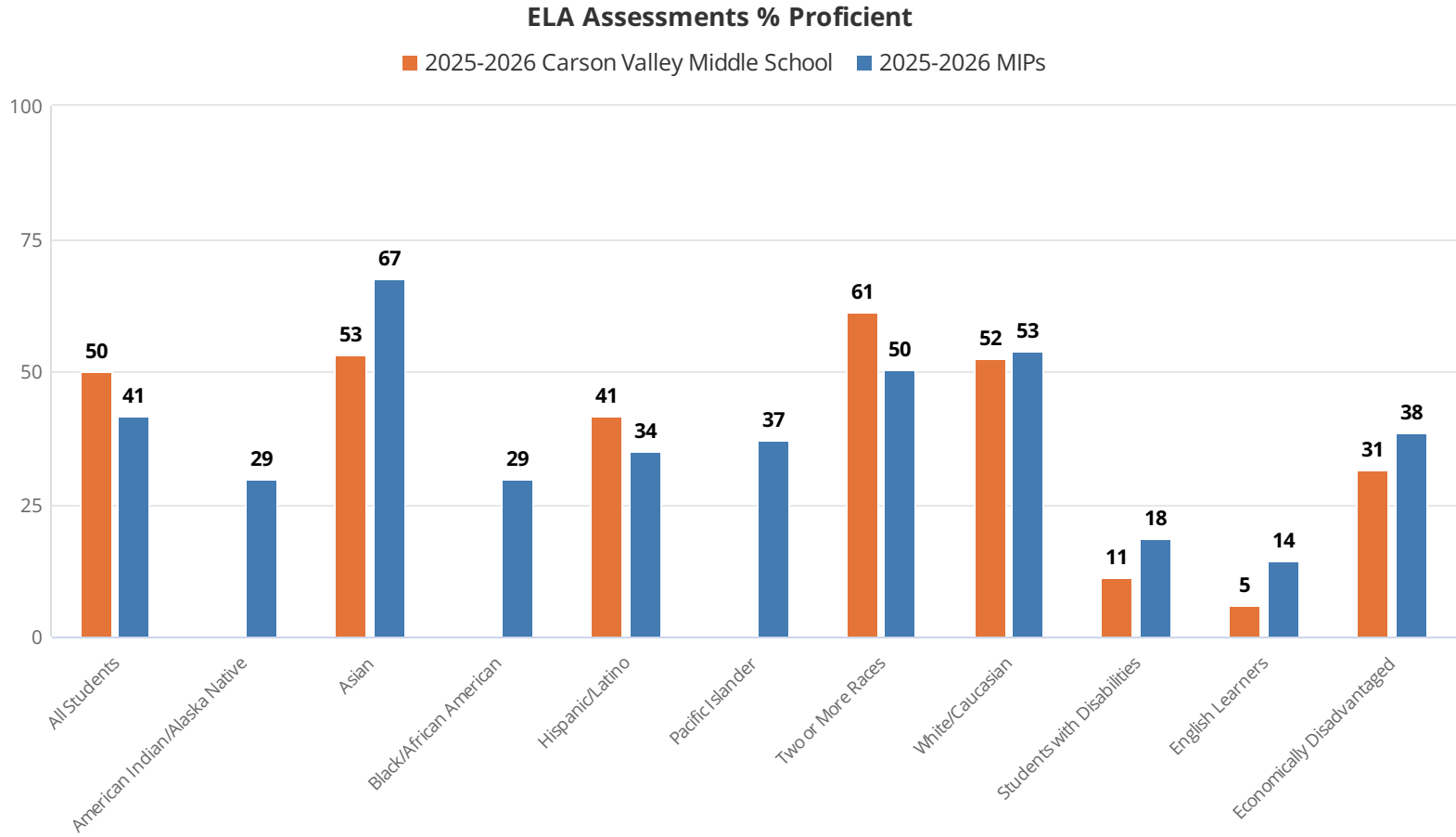


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	50	43	41.5	53.3	47.2	40.3
American Indian/ Alaska Native	-	21.7	29.6	-	19.2	27.5
Asian	53.3	50	67.5	64.2	56.2	66.8
Black/ African American	-	-	29.6	-	-	27.4
Hispanic/ Latino	41.7	37.1	34.8	50	44.4	32.8
Pacific Islander	N/A	-	37.2	N/A	-	35.9
Two or More Races	61.1	53.7	50.3	55.7	53	49.3
White/ Caucasian	52.4	44.9	53.8	54	48.7	52.8
Students with Disabilities	11.1	8.4	18.4	16.3	12.5	14.1
English Learners	5.8	<5	14.3	11.7	6.6	9.8
Economically Disadvantaged	31.5	26.6	38.3	36.6	32.4	37



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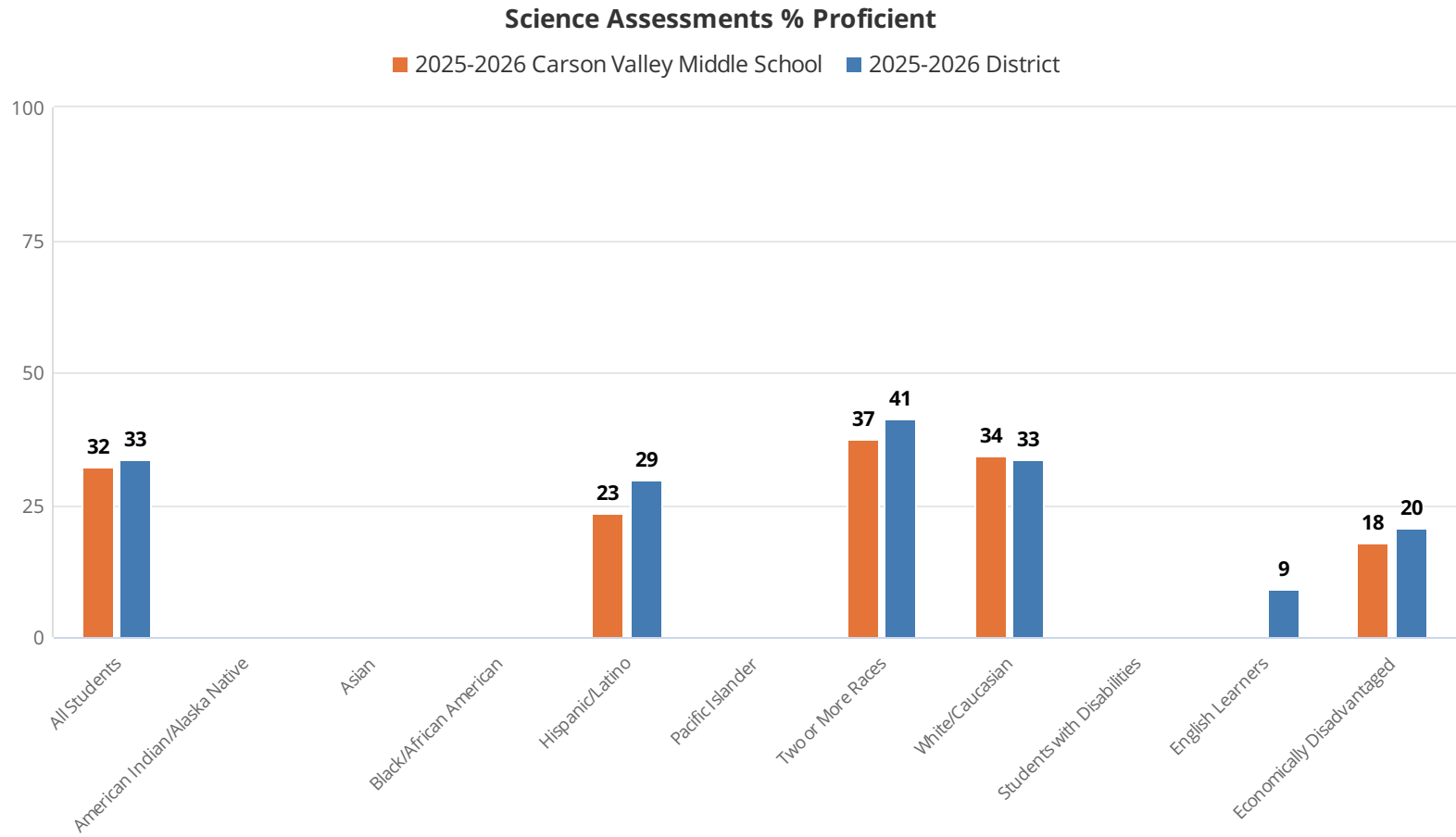
17/25

Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	32.2	33.4	33.9	35.7
American Indian/ Alaska Native	-	-	-	<5
Asian	-	-	-	-
Black/ African American	N/A	-	-	-
Hispanic/ Latino	23.4	29.8	27.9	25.5
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	37.5	41.3	-	47
White/ Caucasian	34.2	33.7	38.3	41.2
Students with Disabilities	<5	<5	29.4	15.7
English Learners	-	9	-	<5
Economically Disadvantaged	18	20.6	20	18.1



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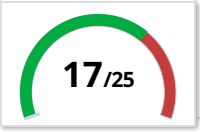

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	-	-
Two or More Races	>=95%	>=95%	86.1%	88.8%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	91.8%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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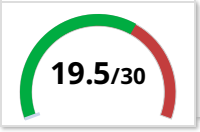

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 7/10 **ELA MGP Points Earned: 6/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	57	52	53	48	49	49	47	46
American Indian/ Alaska Native	-	30	-	56	-	43.5	-	52
Asian	81	73.5	59	59	46	50.5	64	56
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	57	54	58	49	52.5	47.5	54	46
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	65.5	55	67	59.5	49	48	48	48
White/ Caucasian	55	50	49	47	47	49	45	44.5
Students with Disabilities	60.5	52	49	46	49.5	47	38	44
English Learners	66	60	68	58.5	47	55	63	45
Economically Disadvantaged	51	50	47	44	51	49	44	45

AGP Growth Data

Math AGP Points Earned: 4/5 **ELA AGP Points Earned: 2.5/5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	37.8	32	47.2	40.6	34.6	31.3	50.9	46.7
American Indian/ Alaska Native	-	9.5	-	28.5	-	16.6	-	36
Asian	46.6	43.7	46.6	43.7	46.6	50	53.3	50
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	30.7	26.4	40	35.9	30	26.5	51.1	43.8
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	44.1	34.9	65.7	56.2	35.7	28.8	55.1	53.3
White/ Caucasian	40.5	34.5	48.3	41.4	36	33.6	50.4	47.7
Students with Disabilities	8	10.4	20	15.5	12	8.2	21.1	19.1
English Learners	10.5	8.3	15.7	11.1	9.5	17.1	14.2	14.2
Economically Disadvantaged	19	17	30	26.3	20.5	16.6	36.8	33.6

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

District percentages reflect the district the school was associated with when the data was collected.
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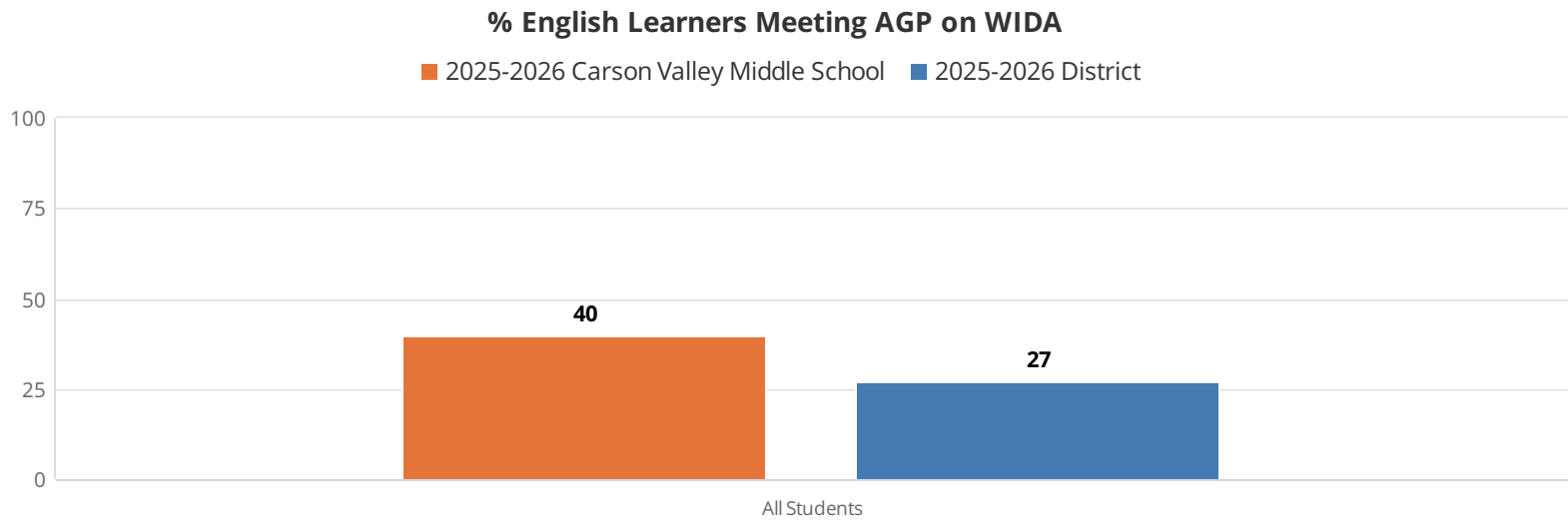
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	20	40	27	20	45	39.3



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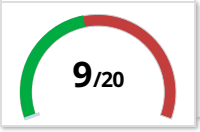

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 5/10 **ELA AGP Points Earned: 4/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	14.7	11.8	22.7	18.1	15.4	14.9	33.6	30.6
American Indian/ Alaska Native	-	<5	-	6.6	-	5.2	-	35
Asian	-	-	-	-	-	-	-	-
Black/ African American	-	-	-	-	N/A	-	N/A	-
Hispanic/ Latino	10.3	7.7	20	17.4	16.3	16	36.3	28.5
Pacific Islander	N/A	N/A	N/A	N/A	N/A	-	N/A	-
Two or More Races	16.6	13.5	33.3	21.4	21.4	15.1	37.5	31.4
White/ Caucasian	17.7	14.4	24.1	19.3	15	14.6	31.5	31.3
Students with Disabilities	6.7	6.1	13.7	10.3	<5	<5	16.6	16.3
English Learners	<5	<5	15.7	11.1	5	14.7	14.2	14.2
Economically Disadvantaged	7.6	6.2	19.4	14.2	13.1	10.1	30.6	25.5

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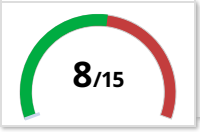


Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

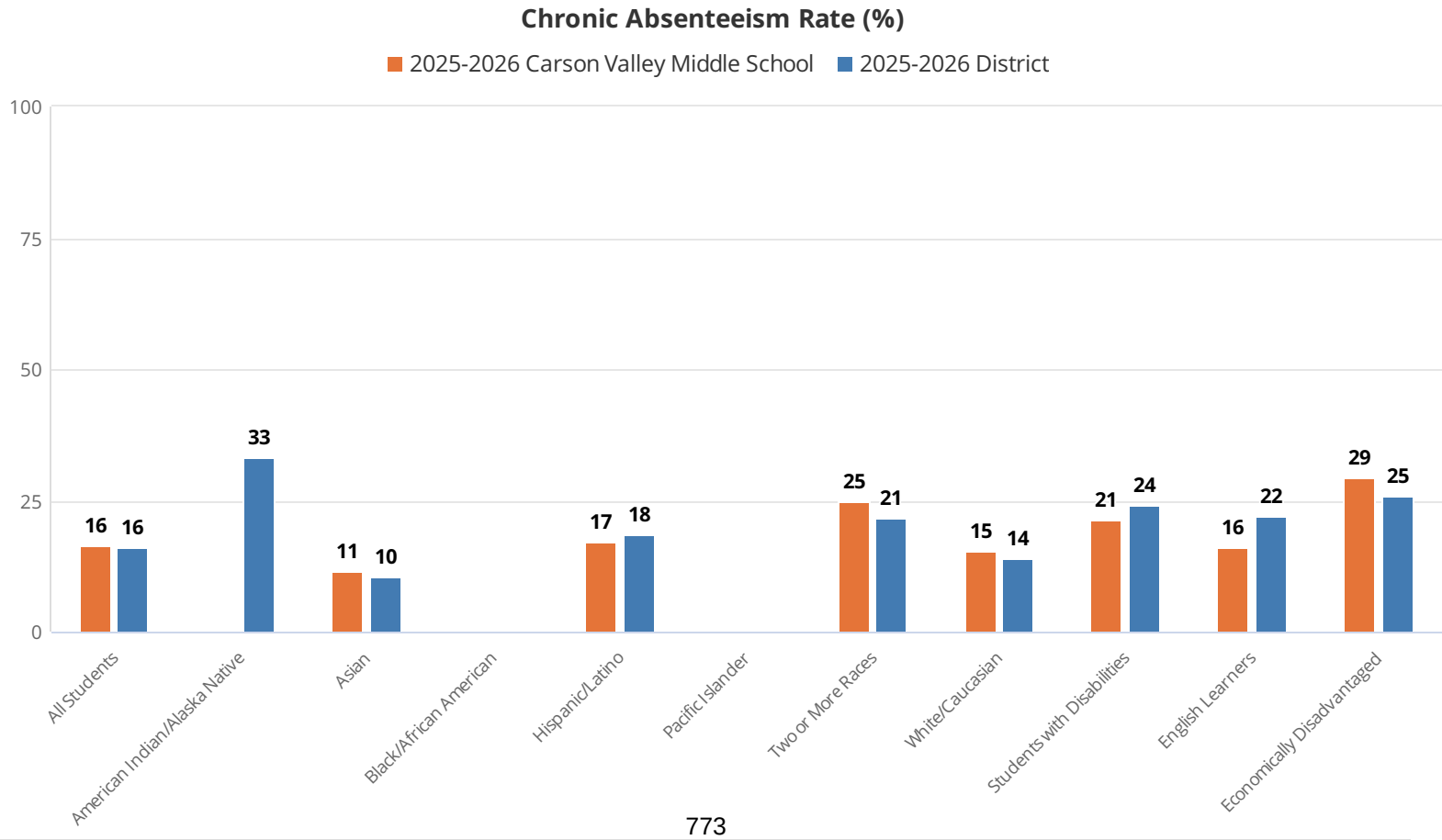
Chronic Absenteeism Points Earned: 4/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	16.3	16.1	18.6	20.5
American Indian/ Alaska Native	-	33.3	-	25.9
Asian	11.7	10.5	18.7	16.6
Black/ African American	-	-	-	-
Hispanic/ Latino	17.3	18.5	20	22.1
Pacific Islander	N/A	-	N/A	-
Two or More Races	25	21.6	19.4	23.2
White/ Caucasian	15.3	14	16.9	19.3
Students with Disabilities	21.4	24	27.5	27.7
English Learners	16	22.2	18.1	18.9
Economically Disadvantaged	29.5	25.8	31.2	29.8

All Students Chronic Absenteeism Percent Change: -12.3%

Points Earned by the Chronic Absenteeism Rate: 4/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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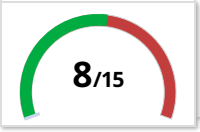


Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

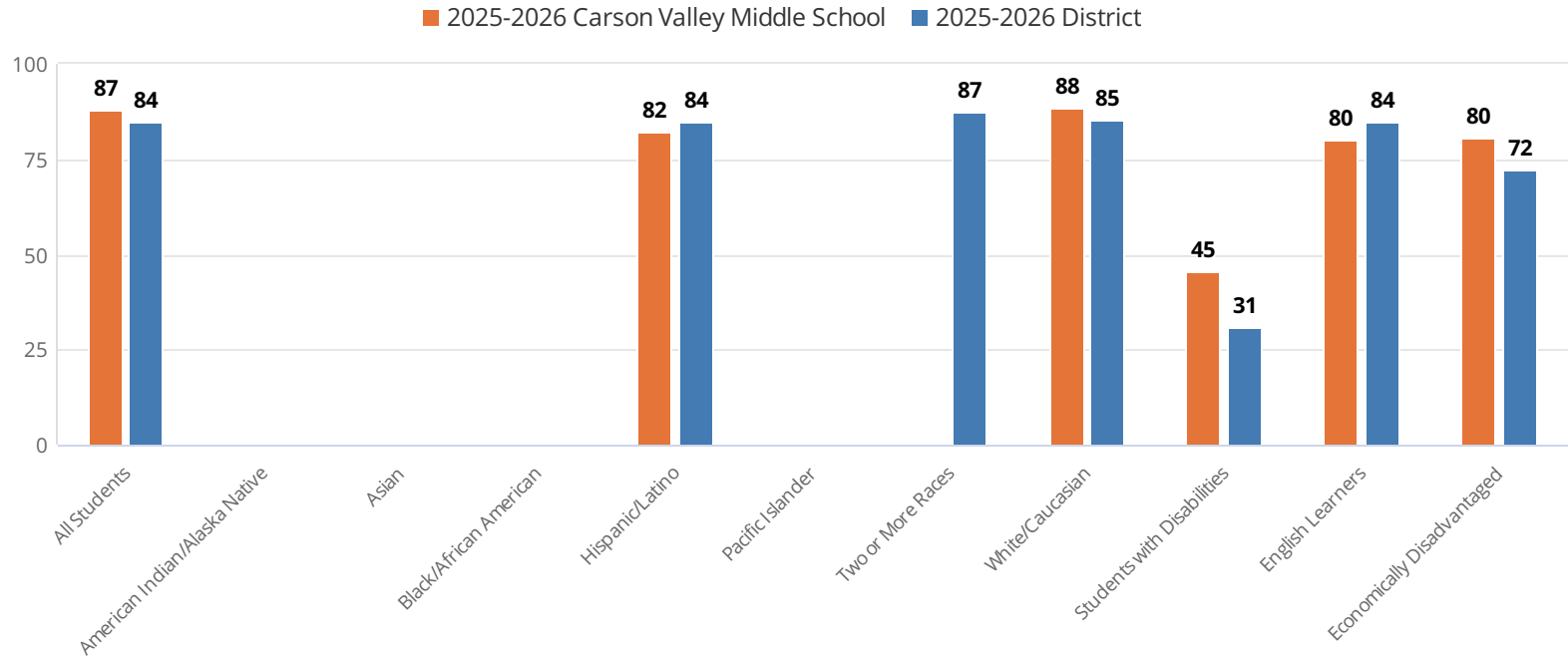
Groups	2026 % Academic Learning Plans	2026 % District	2025 % Academic Learning Plans	2025 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/ African American	-	-	-	-
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	N/A	-	N/A	-
Two or More Races	>95	>95	>95	>95
White/ Caucasian	>95	>95	>95	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	87.8	84.9	72.9	82
American Indian/ Alaska Native	-	-	-	81.8
Asian	-	-	-	-
Black/ African American	N/A	-	-	-
Hispanic/ Latino	82	84.6	76.5	84.8
Pacific Islander	N/A	-	-	-
Two or More Races	>95	87.5	-	84.2
White/ Caucasian	88.3	85.3	72.3	81.1
Students with Disabilities	45.4	31	>95	>95
English Learners	80	84.6	-	90.9
Economically Disadvantaged	80.7	72.2	85.4	84.1

% of Students Meeting 8th Grade Credit Requirements



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Pau Wa Lu Middle School

School Year 2025-2026 Nevada School Rating

School Level: Middle School
Grade Levels: 06-08
District: Douglas
School Address: 701 Long Valley Rd, Gardnerville, NV 89460

Total Index Score

School Type: Regular
School Designation: Additional TSI

Student Race/Ethnicity

62.2% White/Caucasian
0.4% Black/African American
25.7% Hispanic/Latino
0.4% Asian
4.1% American Indian/Alaska Native
N/A% Pacific Islander
6.8% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	45 ★★
2023-2024	27 ★

Additional Student Groups

3.8% English Learners
14.3% Students with Disabilities
44.7% Economically Disadvantaged

What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

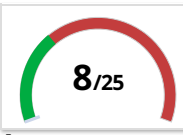
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

ATSI designation: This school has an underperforming subgroup that, on its own, would result in a CSI designation. See the ATSI designation report for more information.

2025-2026 School Performance

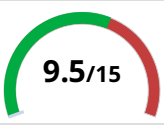


Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**29.3**	37.3
Math Proficiency	25.1	33
ELA Proficiency	31.5	43
Science Proficiency	35.4	33.4

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	7.1	27

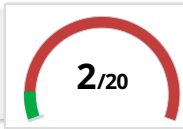


Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	13.6	16.1
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	85	84.9

Student Growth Indicator

Measure	School Median	District Median
Math MGP	48	52
ELA MGP	36	48
	School Rate	**District Rate**
Met Math AGP Target	22.4	32
Met ELA AGP Target	29.1	40.6

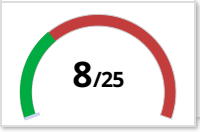


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	7.9	11.8
Prior Non-Proficient Met ELA AGP Target	11.9	18.1

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

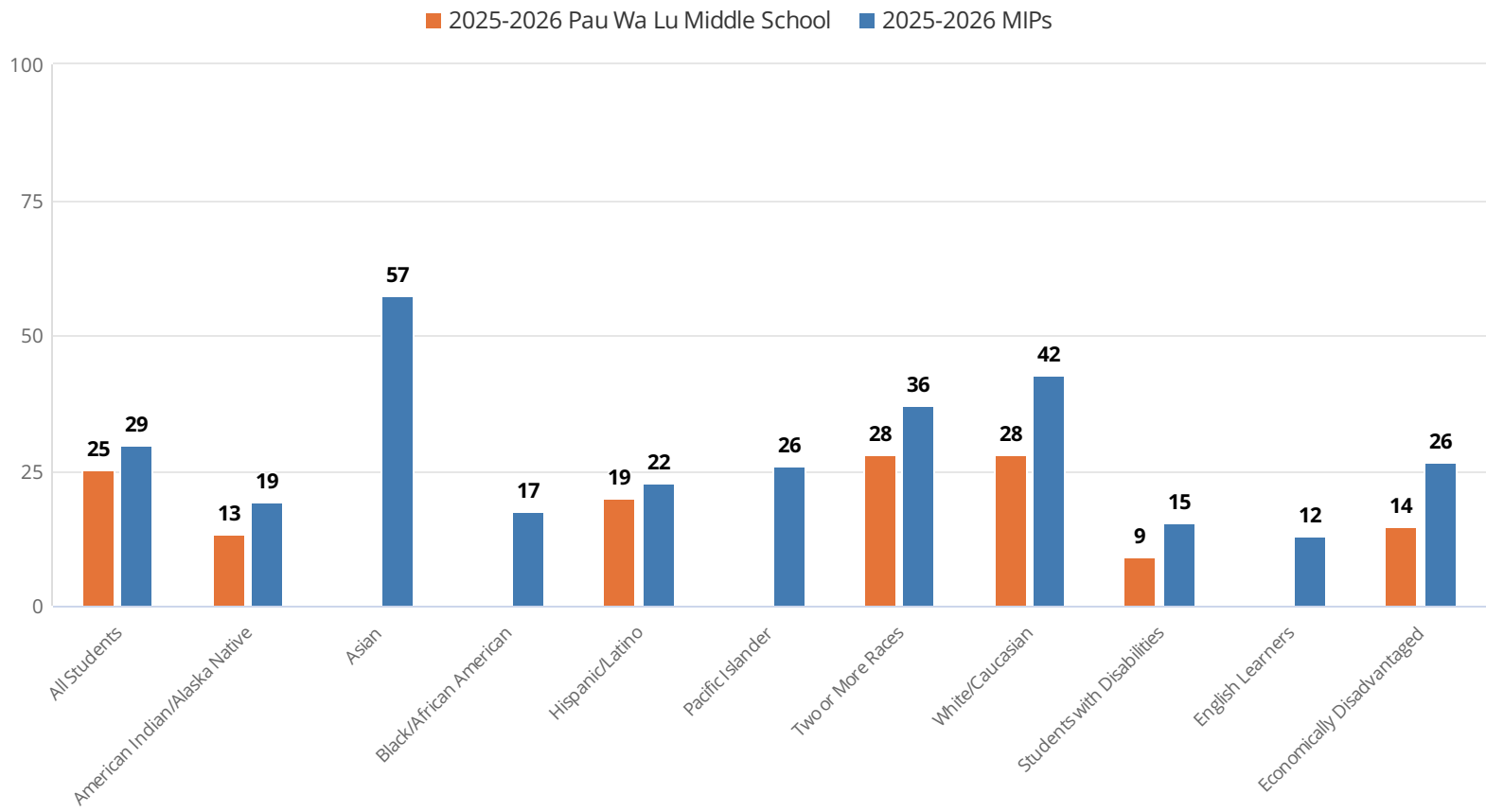
Pooled Proficiency Points Earned: 8/25

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	29.3	37.3	29.4	39.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	25.1	33	29.6	22.3	32.1	28.2
American Indian/ Alaska Native	13.3	8.6	19.1	16.6	15.3	16.6
Asian	-	43.7	57.5	-	50	56.6
Black/ African American	-	-	17.4	-	-	14.9
Hispanic/ Latino	19.8	26.4	22.7	20	25.4	20.3
Pacific Islander	N/A	-	26	-	-	24.5
Two or More Races	28	37.3	36.9	22.5	36.9	35.7
White/ Caucasian	28	35.8	42.8	23.9	34.7	41.6
Students with Disabilities	9.2	6.9	15.5	<5	6.3	11
English Learners	<5	5.7	12.8	<5	<5	8.2
Economically Disadvantaged	14.7	16	26.4	10.4	15.9	24.9

Math Assessments % Proficient



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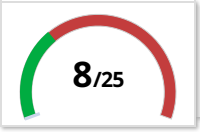
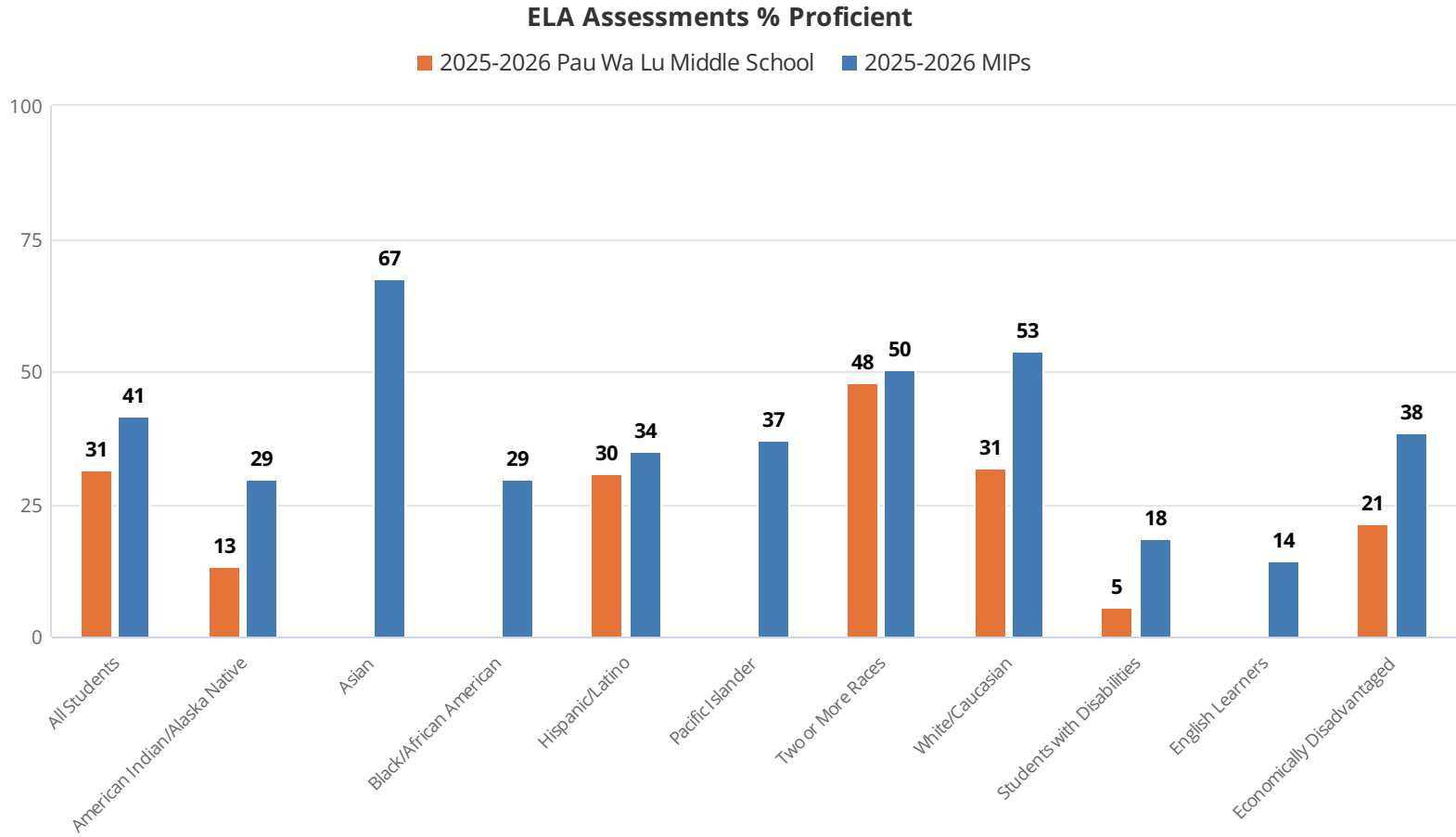


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	31.5	43	41.5	35.5	47.2	40.3
American Indian/ Alaska Native	13.3	21.7	29.6	11.1	19.2	27.5
Asian	-	50	67.5	-	56.2	66.8
Black/ African American	-	-	29.6	-	-	27.4
Hispanic/ Latino	30.6	37.1	34.8	33.6	44.4	32.8
Pacific Islander	N/A	-	37.2	-	-	35.9
Two or More Races	48	53.7	50.3	41.9	53	49.3
White/ Caucasian	31.7	44.9	53.8	37.4	48.7	52.8
Students with Disabilities	5.5	8.4	18.4	5.7	12.5	14.1
English Learners	<5	<5	14.3	<5	6.6	9.8
Economically Disadvantaged	21.4	26.6	38.3	23.7	32.4	37



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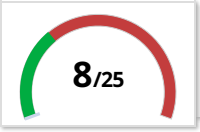
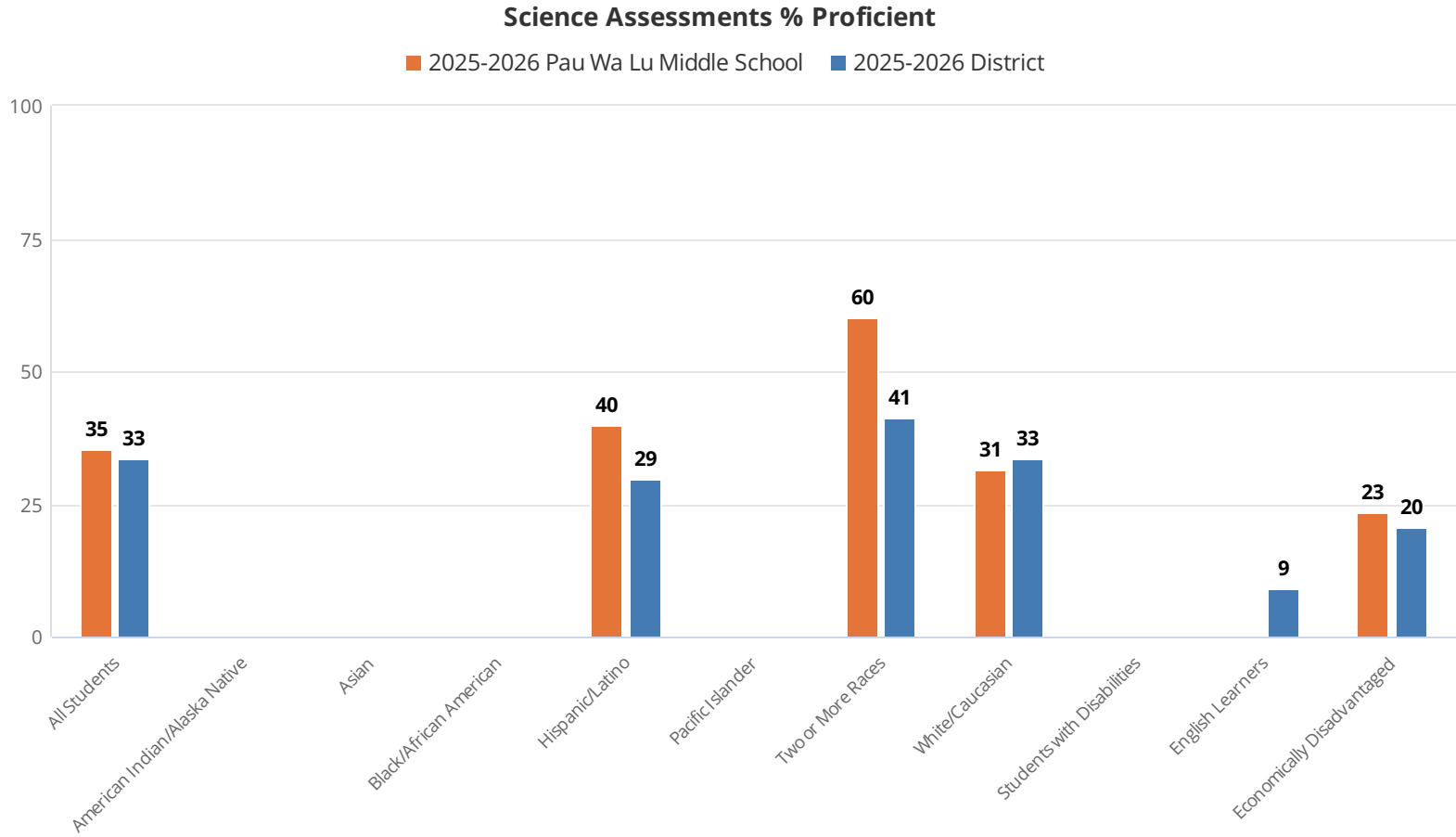


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	35.4	33.4	32.3	35.7
American Indian/ Alaska Native	-	-	-	<5
Asian	N/A	-	N/A	-
Black/ African American	-	-	-	-
Hispanic/ Latino	40	29.8	26.8	25.5
Pacific Islander	N/A	N/A	-	-
Two or More Races	60	41.3	50	47
White/ Caucasian	31.6	33.7	33.7	41.2
Students with Disabilities	<5	<5	<5	15.7
English Learners	-	9	-	<5
Economically Disadvantaged	23.5	20.6	16.9	18.1



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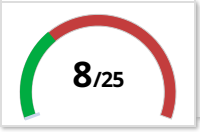

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 5/10 **ELA MGP Points Earned: 2/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	48	52	36	48	44	49	41	46
American Indian/ Alaska Native	27	30	44	56	43.5	43.5	57	52
Asian	-	73.5	-	59	-	50.5	-	56
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	50	54	38	49	43	47.5	39	46
Pacific Islander	N/A	-	N/A	-	-	-	-	-
Two or More Races	37	55	45	59.5	45	48	42	48
White/ Caucasian	48	50	35	47	44	49	40.5	44.5
Students with Disabilities	40	52	29.5	46	39.5	47	46.5	44
English Learners	53.5	60	46	58.5	59.5	55	33	45
Economically Disadvantaged	50	50	36	44	44	49	42	45

AGP Growth Data

Math AGP Points Earned: 2/5 **ELA AGP Points Earned: 0.5/5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	22.4	32	29.1	40.6	21.5	31.3	37.9	46.7
American Indian/ Alaska Native	14.2	9.5	14.2	28.5	16.6	16.6	33.3	36
Asian	-	43.7	-	43.7	-	50	-	50
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	17.5	26.4	28.8	35.9	21.1	26.5	33.6	43.8
Pacific Islander	N/A	-	N/A	-	-	-	-	-
Two or More Races	24	34.9	44	56.2	14.8	28.8	44.4	53.3
White/ Caucasian	25.1	34.5	28.8	41.4	22.5	33.6	39.5	47.7
Students with Disabilities	12.8	10.4	10	15.5	<5	8.2	14.2	19.1
English Learners	<5	8.3	<5	11.1	20	17.1	20	14.2
Economically Disadvantaged	13.5	17	21.4	26.3	10.1	16.6	27.3	33.6

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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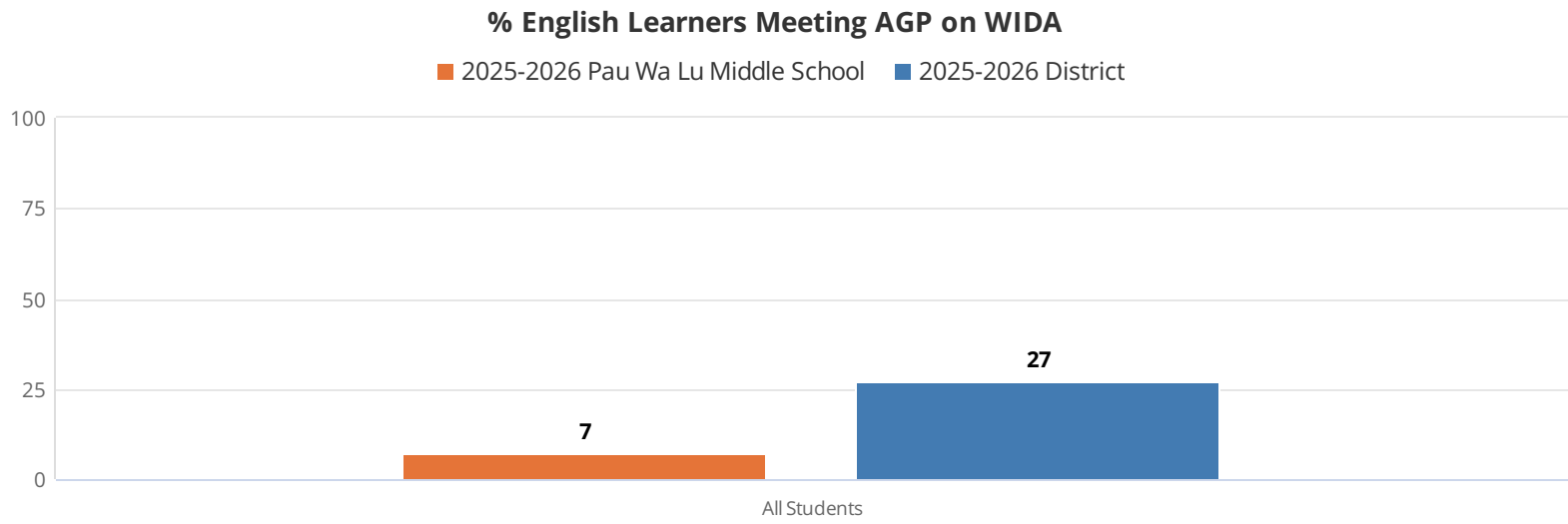
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	14	7.1	27	10	40	39.3



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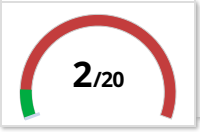

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 1/10 **ELA AGP Points Earned: 1/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	7.9	11.8	11.9	18.1	11.2	14.9	25	30.6
American Indian/ Alaska Native	-	<5	<5	6.6	7.1	5.2	33.3	35
Asian	-	-	-	-	-	-	-	-
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	<5	7.7	15.2	17.4	14.2	16	18.6	28.5
Pacific Islander	N/A	N/A	N/A	N/A	-	-	-	-
Two or More Races	12.5	13.5	9	21.4	5.8	15.1	22.2	31.4
White/ Caucasian	9.9	14.4	11.8	19.3	9.7	14.6	27.2	31.3
Students with Disabilities	<5	6.1	5.7	10.3	<5	<5	15	16.3
English Learners	<5	<5	<5	11.1	20	14.7	20	14.2
Economically Disadvantaged	<5	6.2	9	14.2	6.2	10.1	20	25.5

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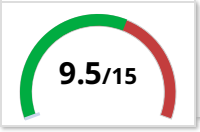


Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

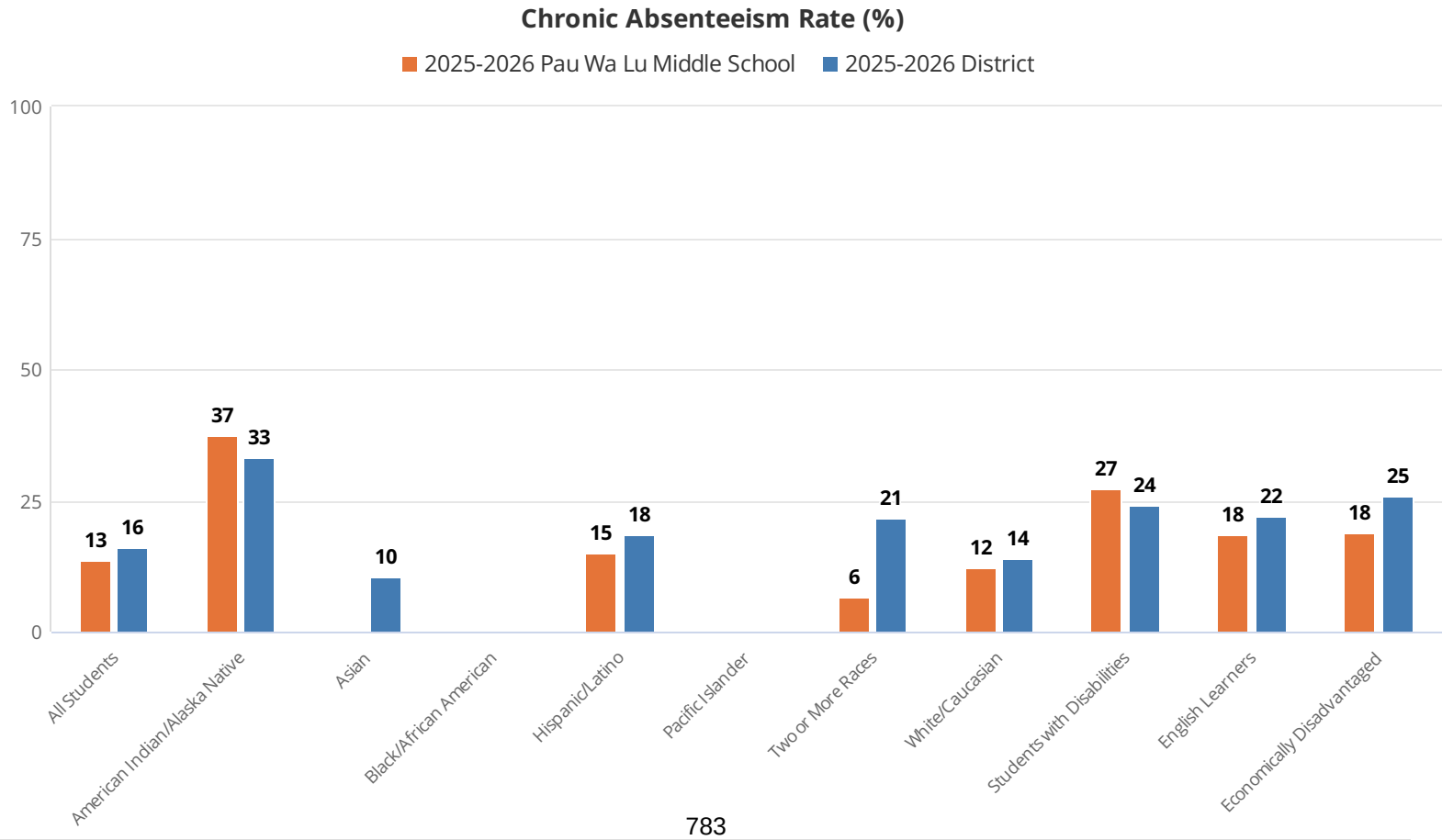
Chronic Absenteeism Points Earned: 5.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	13.6	16.1	19.5	20.5
American Indian/ Alaska Native	37.5	33.3	15.7	25.9
Asian	-	10.5	-	16.6
Black/ African American	-	-	-	-
Hispanic/ Latino	15.2	18.5	20.5	22.1
Pacific Islander	N/A	-	-	-
Two or More Races	6.8	21.6	15.6	23.2
White/ Caucasian	12.4	14	20.3	19.3
Students with Disabilities	27.1	24	20.3	27.7
English Learners	18.7	22.2	8.3	18.9
Economically Disadvantaged	18.8	25.8	25.3	29.8

All Students Chronic Absenteeism Percent Change: -30.2%

Points Earned by the Chronic Absenteeism Rate: 5.5/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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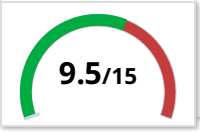


Student Engagement

Academic Learning Plans

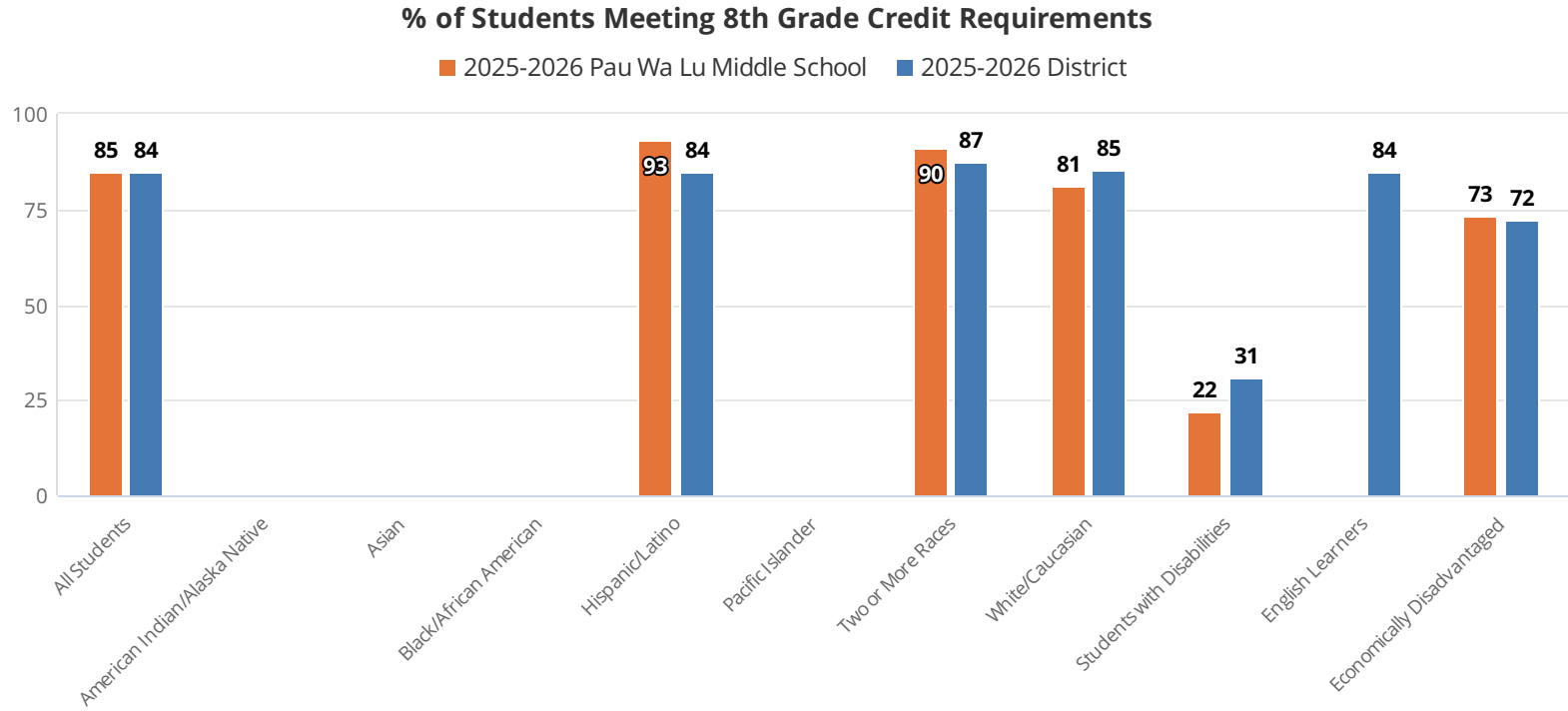
Academic Learning Plans Points Earned 2/2

Groups	2026 % Academic Learning Plans	2026 % District	2025 % Academic Learning Plans	2025 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	>95	>95	>95	>95
Asian	-	>95	-	>95
Black/ African American	-	-	-	-
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	N/A	-	-	-
Two or More Races	>95	>95	>95	>95
White/ Caucasian	>95	>95	>95	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	85	84.9	90.8	82
American Indian/ Alaska Native	-	-	-	81.8
Asian	N/A	-	N/A	-
Black/ African American	-	-	-	-
Hispanic/ Latino	93.3	84.6	92.8	84.8
Pacific Islander	N/A	-	-	-
Two or More Races	90.9	87.5	81.8	84.2
White/ Caucasian	81.4	85.3	90.9	81.1
Students with Disabilities	22.2	31	94.4	>95
English Learners	-	84.6	-	90.9
Economically Disadvantaged	73.5	72.2	82.1	84.1



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School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2025-2026	Summer 2029

What is an Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Significant subgroup performance challenges that would, on their own, lead to a CSI designation. The NDE has calculated an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25, and following applicable rules regarding Measures required for rating. If one or more subgroups had an adjusted NSPF score that is at or below the calculated bottom 5th percentile used for CSI Designations for the relevant school level, then the school is designated as ATSI.

A school designated as ATSI must work with their LEA to develop a plan to exit the ATSI designation within three years. The school is evaluated for exit at the end of this three-year period.

Why did this school receive an ATSI Designation, what is required for exit from an ATSI designation, and how is the school progressing toward exit?

The table below shows the populations that were flagged for ATSI designation based on the specific population's adjusted index score (refer to the Baseline Year column). Highlighted populations in the Baseline Year column are the populations that caused the school to receive the ATSI designation. ATSI schools will be evaluated for exit after a three-year designation period. Schools are exited if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria in either the most recent NSPF or the year they were designated (whichever cut score is higher). If the school picks up additional flags (student groups that meet ATSI Criteria) during the designation period (highlighted populations in Years 1 and/or 2), those flags do not reset the designation timeline, nor do they need to be cleared to exit the original ATSI designation. However, if these new flag(s) are present upon exit from the original ATSI designation (highlighted populations in Year 3), the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline. During the ATSI designation period, if a school meets CSI criteria (bottom 5th percentile for school's adjusted index score or 4-year ACGR <67%), the school will be redesignated as CSI and receive a new designation timeline and report.

MS CSI Cut Scores	**15.7**			
Populations	**Baseline NSPF Index Score (2025-2026)**	**NSPF Index Score (2026-2027)**	**NSPF Index Score (2027-2028)**	**NSPF Index Score (2028-2029)**
American Indian/ Alaska Native	*			
Asian	*			
Black/ African American	*			
Hispanic/ Latino	30			
Pacific Islander	*			
Two or More Races	55.9			
White/ Caucasian	35.5			
Students with Disabilities	11.4			
English Learners	*			
Economically Disadvantaged	18.8			

* = insufficient n-size (n < 25) to receive an NSPF index score.

Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school. Non-Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be evaluated for exit annually.

Blank cells within this table for the English Learner (EL) population are a result of revised Nevada School Performance Framework (NSPF) business rules for the 2023-24 school year. Because the identification criteria for EL students has been updated, data for this population before the 2024-25 school year can not be provided.

For a complete and comprehensive list of the annual school designations, please reference the Nevada Comprehensive Support and Improvement (CSI) Schools report, the Nevada Targeted Support and Improvement (TSI) Schools report, and the Nevada Additional Targeted Support and Improvement (ATSI) Schools report in the NSPF/APF resources under Help & Resources on the Nevada Report Card website.

Douglas High School

School Year 2025-2026 Nevada School Rating

School Level: High School
Grade Levels: 09-12
District: Douglas
School Address: 1670 Hwy 88 Minden, NV 89423

86
Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

65.1% White/Caucasian
0.2% Black/African American
25.4% Hispanic/Latino
1.5% Asian
2.2% American Indian/Alaska Native
0.2% Pacific Islander
5.2% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	79 ★★★★
2023-2024	78.5 ★★★★

Additional Student Groups

3.1% English Learners
9.4% Students with Disabilities
31.2% Economically Disadvantaged

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 82	★★★★
At or above 82	★★★★★

2025-2026 School Performance

Academic Achievement Indicator

18.5/25

Measure	School Rate	District Rate
Math Proficiency	34.9	34.4
ELA Proficiency	59.3	58.2
Science Proficiency	25.3	25.4

English Language Proficiency Indicator

8/10

Measure	School Rate	District Rate
Met EL AGP Target	15.7	15.7

Student Engagement Indicator

5.5/10

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	93.4	90.1
Chronic Absenteeism	18.7	21.9

Graduation Rates Indicator

30/30

Measure	School Rate	District Rate
4-Year	91.3	84.7
5-Year	93.3	88.6

College and Career Readiness Indicator

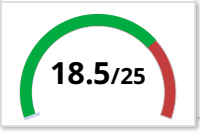
24/25

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	88.0	84.7
Post-Secondary Preparation Completion	81.4	76.8
Advanced or CCR Diploma	52.2	51.7

Graduation and diploma rates are based on the class of 2024-2025.

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

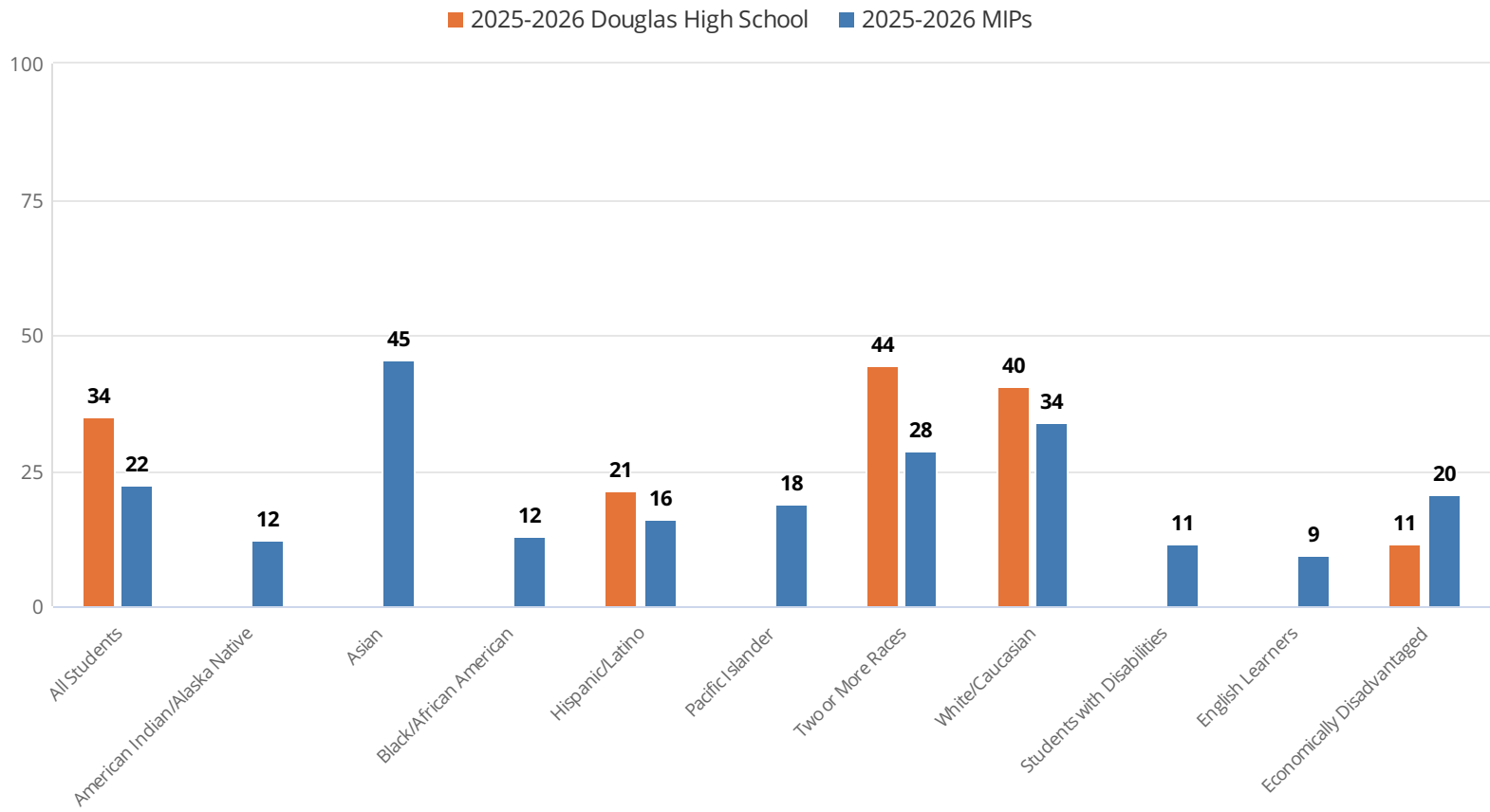
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 7/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	34.9	34.4	22.5	31.6	30.7	21
American Indian/ Alaska Native	-	-	12.1	-	10	9.4
Asian	-	-	45.6	-	-	44.5
Black/ African American	-	-	12.9	N/A	N/A	10.2
Hispanic/ Latino	21.5	21	16	16	14.7	13.4
Pacific Islander	N/A	N/A	18.9	N/A	N/A	17.2
Two or More Races	44.4	50	28.8	33.3	31.2	27.3
White/ Caucasian	40.5	39.6	34	36.9	36.4	32.6
Students with Disabilities	<5	<5	11.4	<5	5.8	8.7
English Learners	-	-	9.6	-	-	6.8
Economically Disadvantaged	11.5	13.4	20.5	19	18.5	18.9

Math Assessments % Proficient



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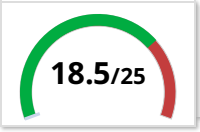
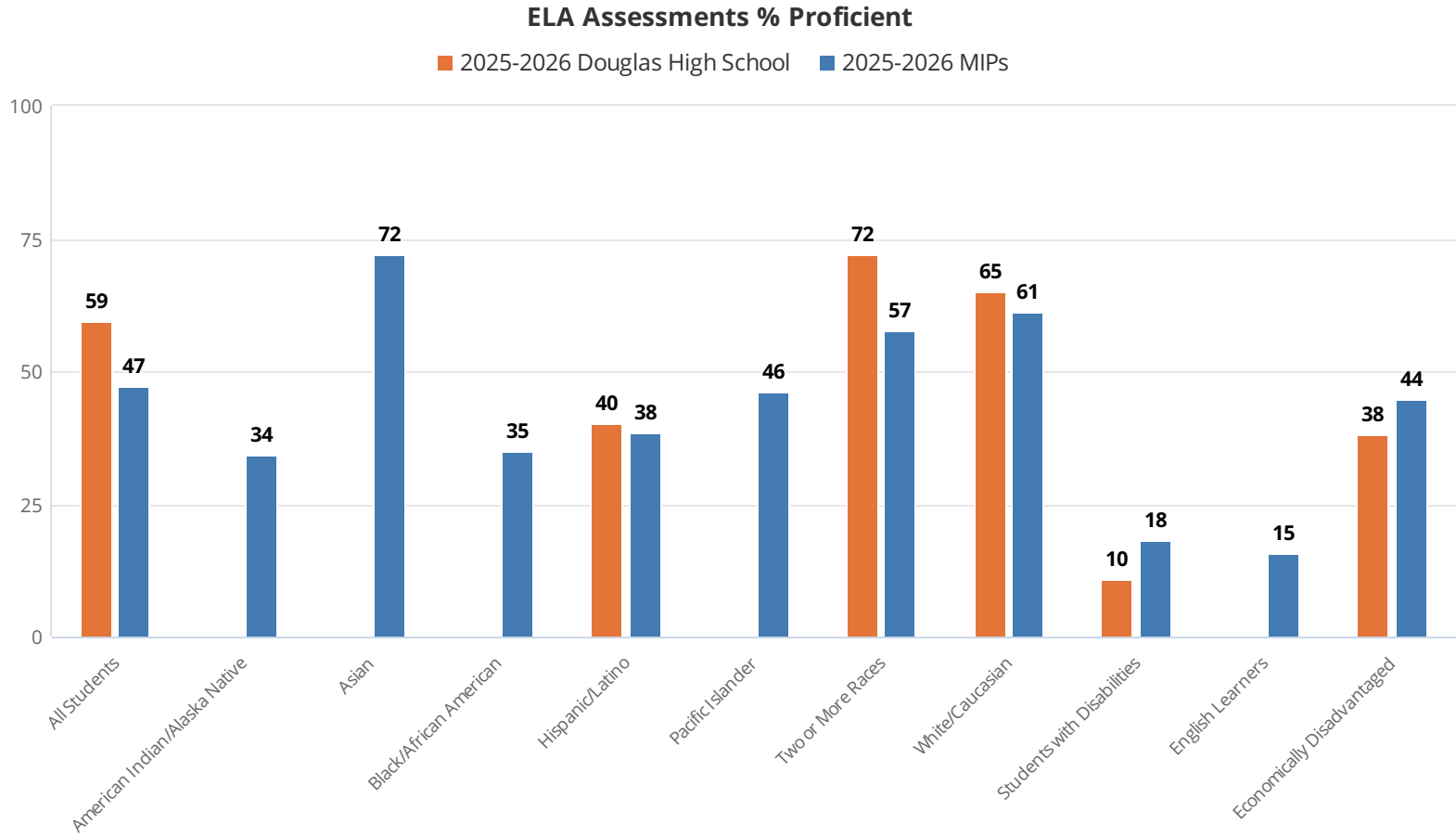


Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	59.3	58.2	47.3	50.7	49.3	46.2
American Indian/ Alaska Native	-	-	34.2	-	30	32.1
Asian	-	-	72.2	-	-	71.6
Black/ African American	-	-	35.1	N/A	N/A	33.1
Hispanic/ Latino	40.2	38.2	38.5	39.5	37.5	36.6
Pacific Islander	N/A	N/A	46.1	N/A	N/A	45
Two or More Races	72.2	75	57.7	60	62.5	56.8
White/ Caucasian	65	64	61.1	54.2	52.8	60.3
Students with Disabilities	10.7	9.6	18.2	<5	<5	13.9
English Learners	-	-	15.8	-	-	11.4
Economically Disadvantaged	38.1	37.9	44.8	37.3	35.4	43.7



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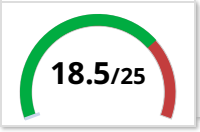


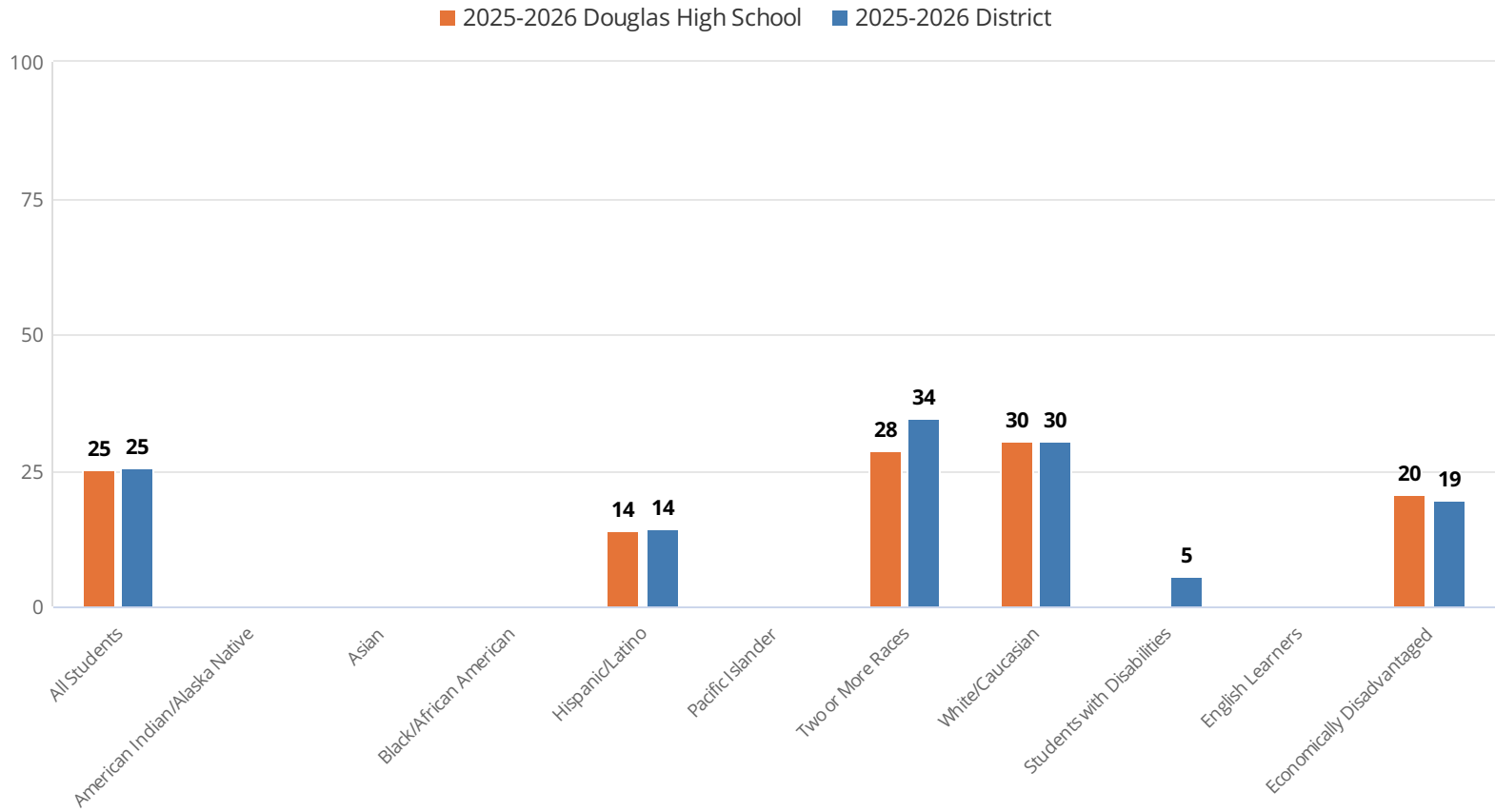
Academic Achievement

Science Proficient

Science Proficient Points Earned: 1.5/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	25.3	25.4	26.6	26.2
American Indian/ Alaska Native	<5	<5	9	9
Asian	-	-	-	-
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	14.1	14.2	19.1	17.5
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	28.5	34.7	40	39.1
White/ Caucasian	30.4	30.4	29.7	29.7
Students with Disabilities	<5	5.7	5.5	7.3
English Learners	<5	<5	<5	<5
Economically Disadvantaged	20.8	19.5	14.2	13.4

Science Assessments % Proficient



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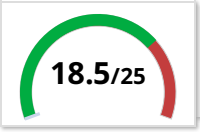

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	90.6%	90.6%
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

District percentages reflect the district the school was associated with when the data was collected.
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30/30

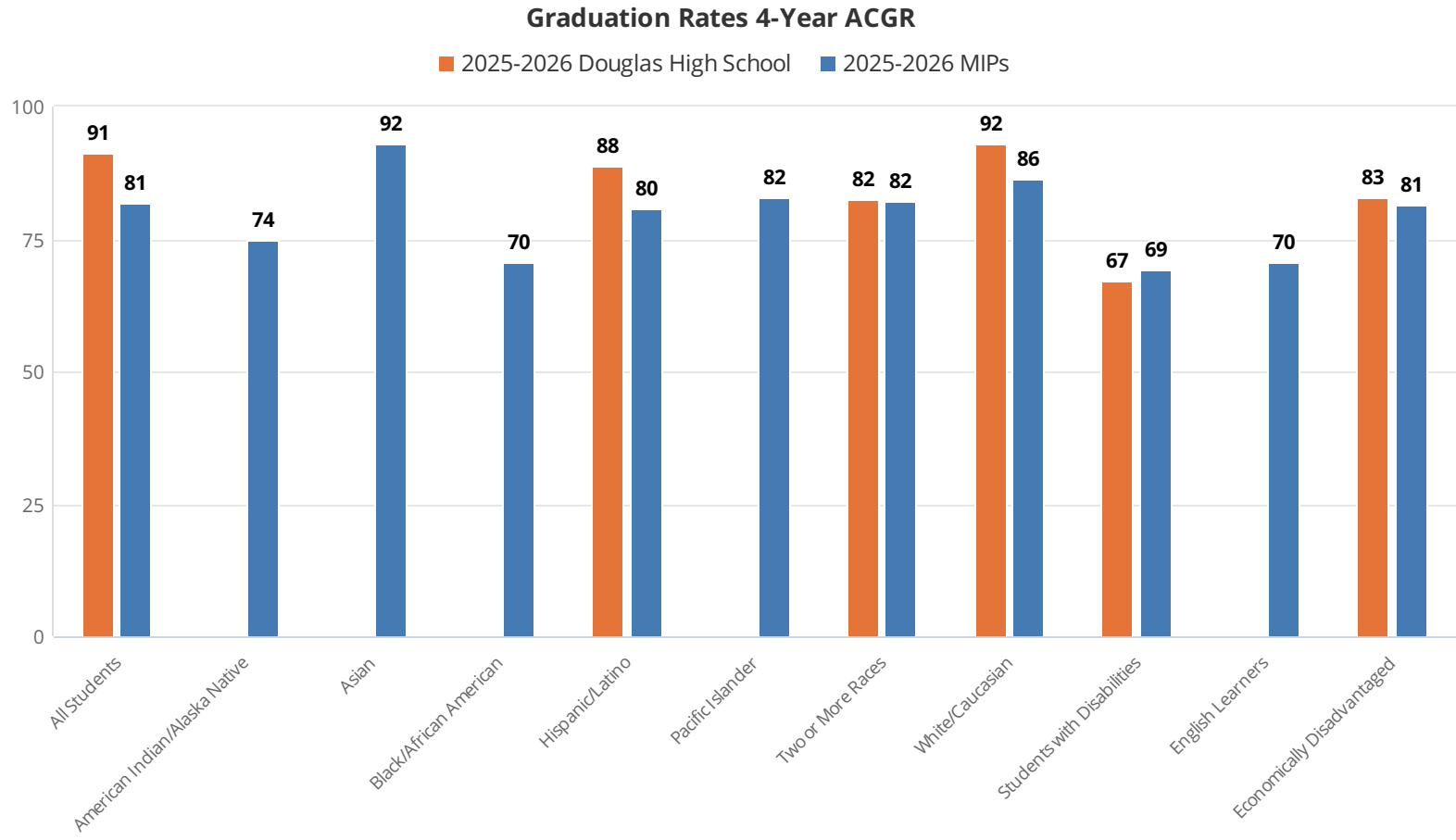
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2025 % 4-Year ACGR	2025 % District	2025 % 4-Year ACGR MIP	2024 % 4-Year ACGR	2024 % District	2024 % 4-Year ACGR MIP
All Students	91.3	84.7	81.9	92.4	88.1	89.4
American Indian/ Alaska Native	-	72.7	74.7	80	66.6	83.9
Asian	-	-	92.9	-	-	94.2
Black/ African American	-	-	70.7	-	-	78.2
Hispanic/ Latino	88.8	84.5	80.6	91	82.4	88.7
Pacific Islander	-	-	82.7	N/A	N/A	90.3
Two or More Races	82.6	75	82.3	94.1	85.7	89.8
White/ Caucasian	92.9	86.1	86.4	93.7	91.8	90.7
Students with Disabilities	67.3	60	69.1	80	70.1	75.7
English Learners	N/A	N/A	70.6	88.2	84.2	
Economically Disadvantaged	83	71	81.5	83.8	77.1	86.3



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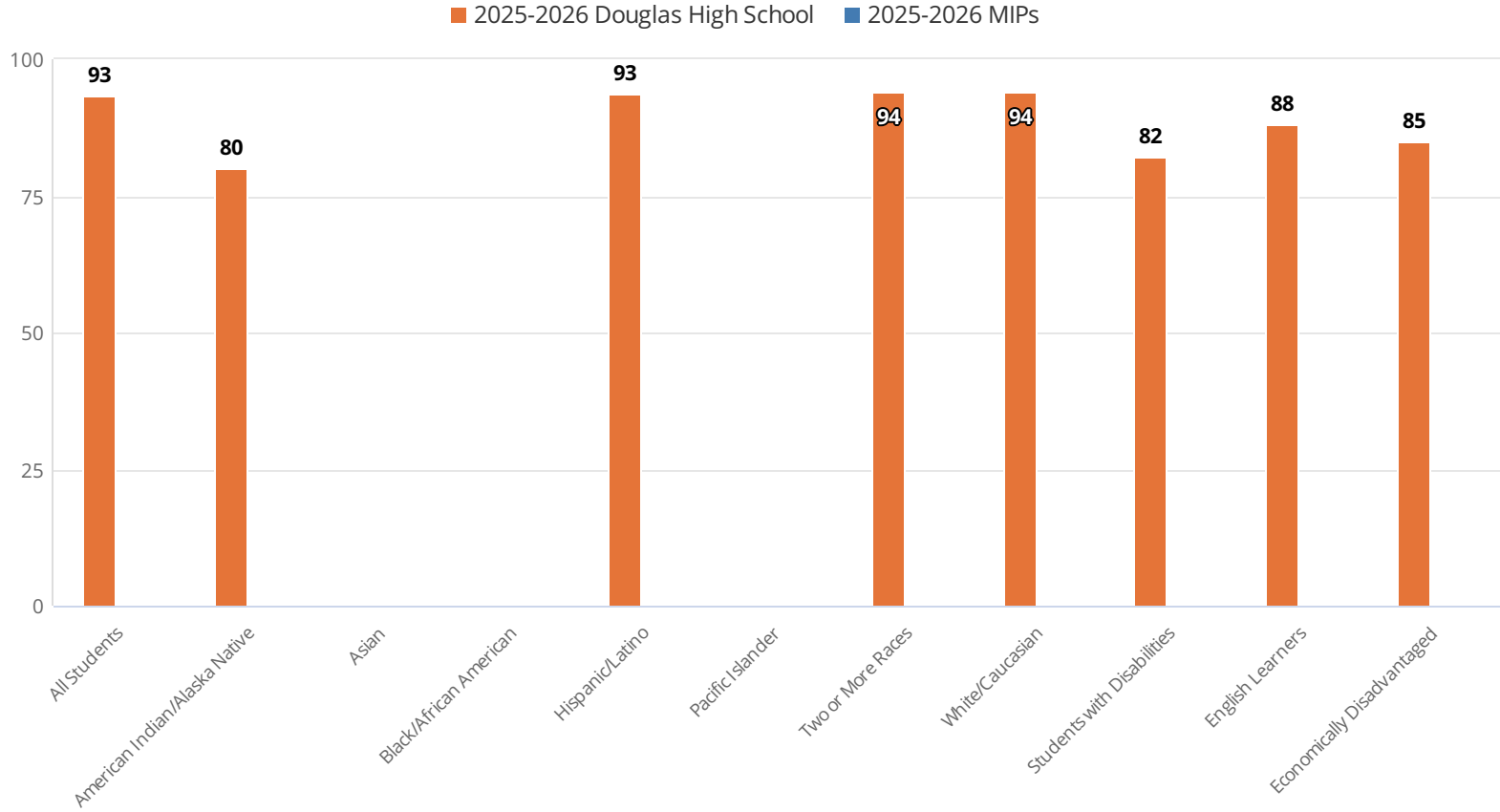
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2025 % 5-Year ACGR	2025 % District	2025 % 5-Year ACGR MIP	2024 % 5-Year ACGR	2024 % District	2024 % 5-Year ACGR MIP
All Students	93.3	88.6		92.6	87.1	91.4
American Indian/ Alaska Native	80	66.6		82.3	70	85.9
Asian	-	-		-	-	96.1
Black/ African American	-	-		-	-	80.2
Hispanic/ Latino	93.8	83.9		92.5	88.1	90.7
Pacific Islander	N/A	N/A		-	-	92.3
Two or More Races	94.1	86.3		>95	93.1	91.8
White/ Caucasian	94	92.2		93.1	87.3	92.7
Students with Disabilities	82.2	72.4		74.4	71.6	77.7
English Learners	88.2	84.2		85.7	85.7	
Economically Disadvantaged	85.1	77.6		85.7	76.7	88.3

Graduation Rates 5-Year ACGR



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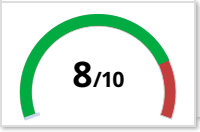
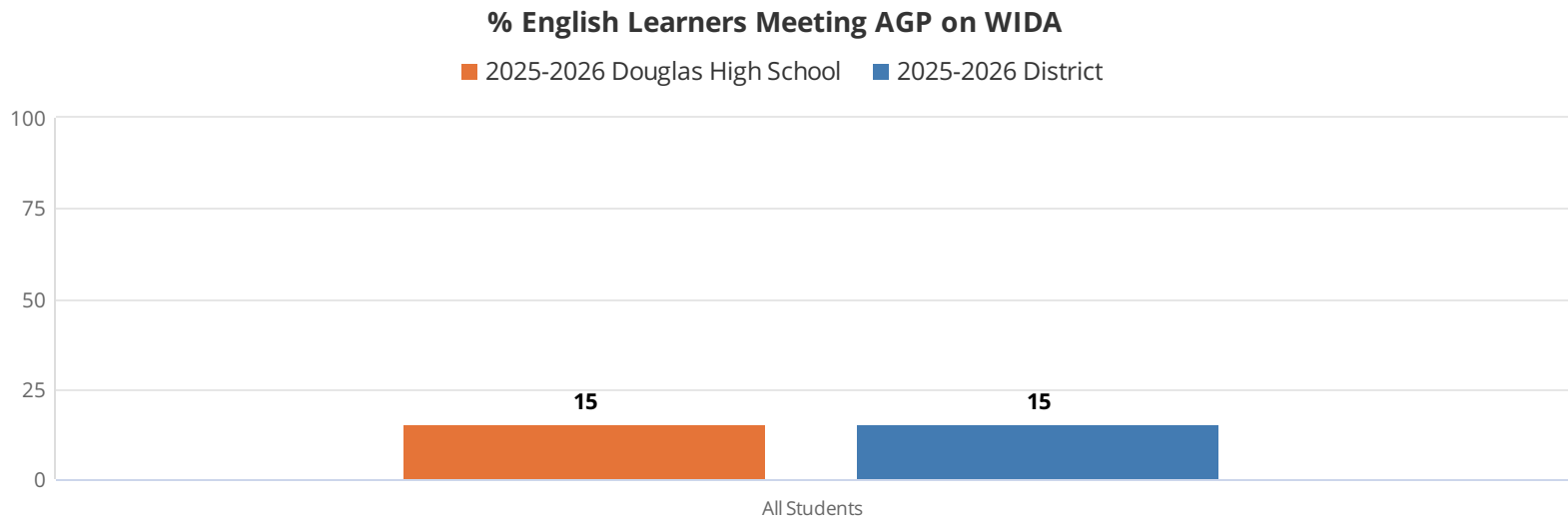


English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 8/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	38	15.7	15.7	38	13.1	15.3



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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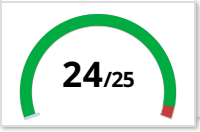

College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 10/10

Groups	2026 % Participation	2026 % Participation District	2025 % Participation	2025 % Participation District
All Students	88	84.7	85	83.2
American Indian/ Alaska Native	-	60	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	87.9	82.4	78.6	77.9
Pacific Islander	N/A	N/A	-	-
Two or More Races	71.4	71.4	80.9	83.3
White/ Caucasian	89.5	86.8	88.4	86.4
Students with Disabilities	74	75	61.5	50
English Learners	60	60	90	90.9
Economically Disadvantaged	85	76.1	80.2	77.8

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 10/10

Groups	2026 % Completion	2026 % Completion District	2025 % Completion	2025 % Completion District
All Students	81.4	76.8	70.9	67.6
American Indian/ Alaska Native	-	40	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	81.9	75.8	57.3	54.6
Pacific Islander	N/A	N/A	-	-
Two or More Races	57.1	57.1	71.4	66.6
White/ Caucasian	83.2	79.1	76.1	72.9
Students with Disabilities	70.3	71.4	38.4	31.2
English Learners	60	60	70	72.7
Economically Disadvantaged	71.2	59.6	60.4	55.7

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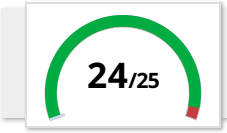
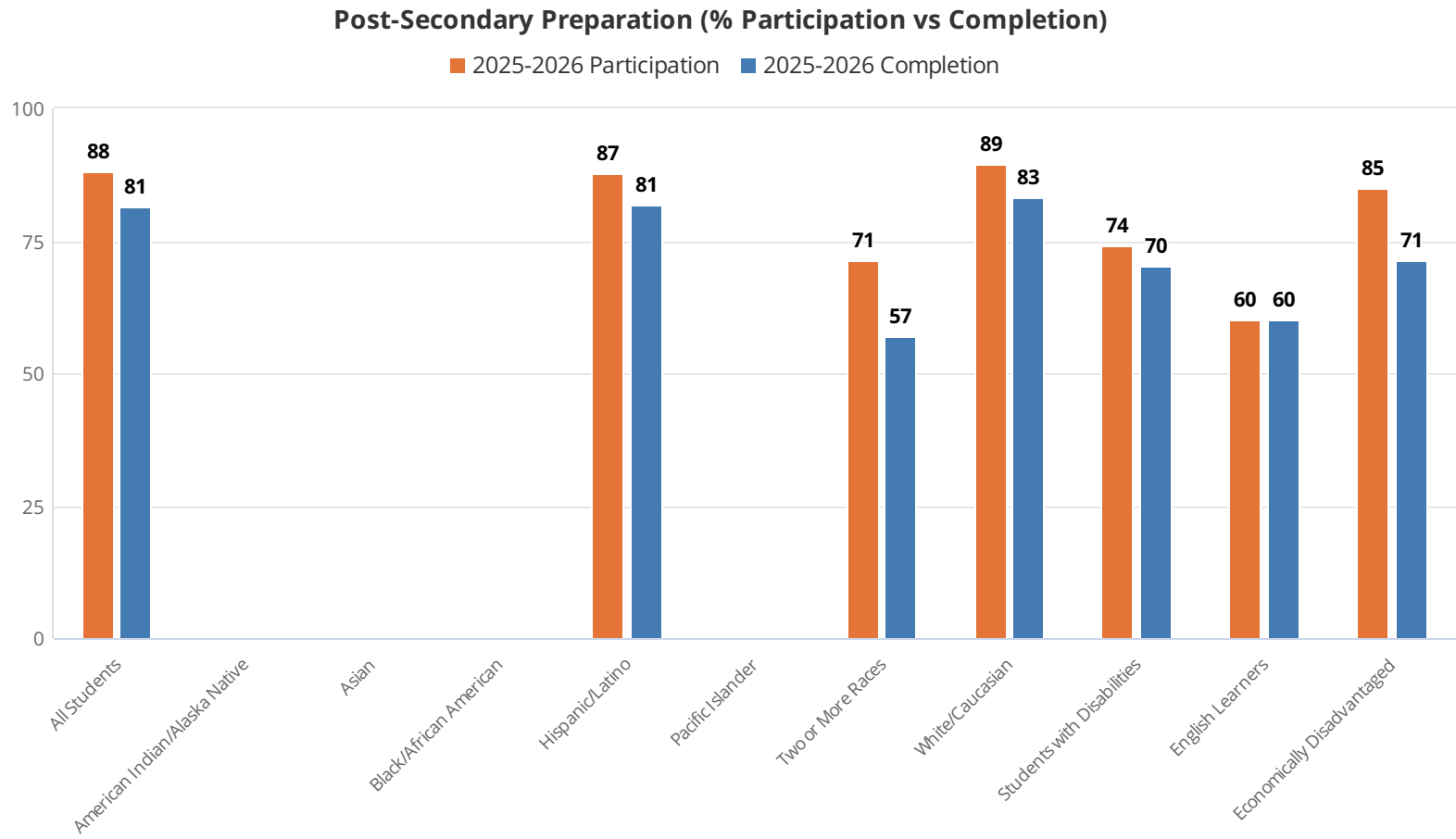


College and Career Readiness



Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 4/5

Groups	2026 % Advanced or CCR Diploma	2026 % Advanced or CCR Diploma District	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District
All Students	52.2	51.7	51.7	50.8
American Indian/ Alaska Native	-	-	33.3	33.3
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	43	43.9	35.8	36.1
Pacific Islander	-	-	N/A	N/A
Two or More Races	73.6	71.4	68.7	61.1
White/ Caucasian	55.3	54.4	56.5	55.3
Students with Disabilities	16.1	16.6	16.6	15
English Learners	N/A	N/A	13.3	12.5
Economically Disadvantaged	29.5	31.2	33.6	33.1

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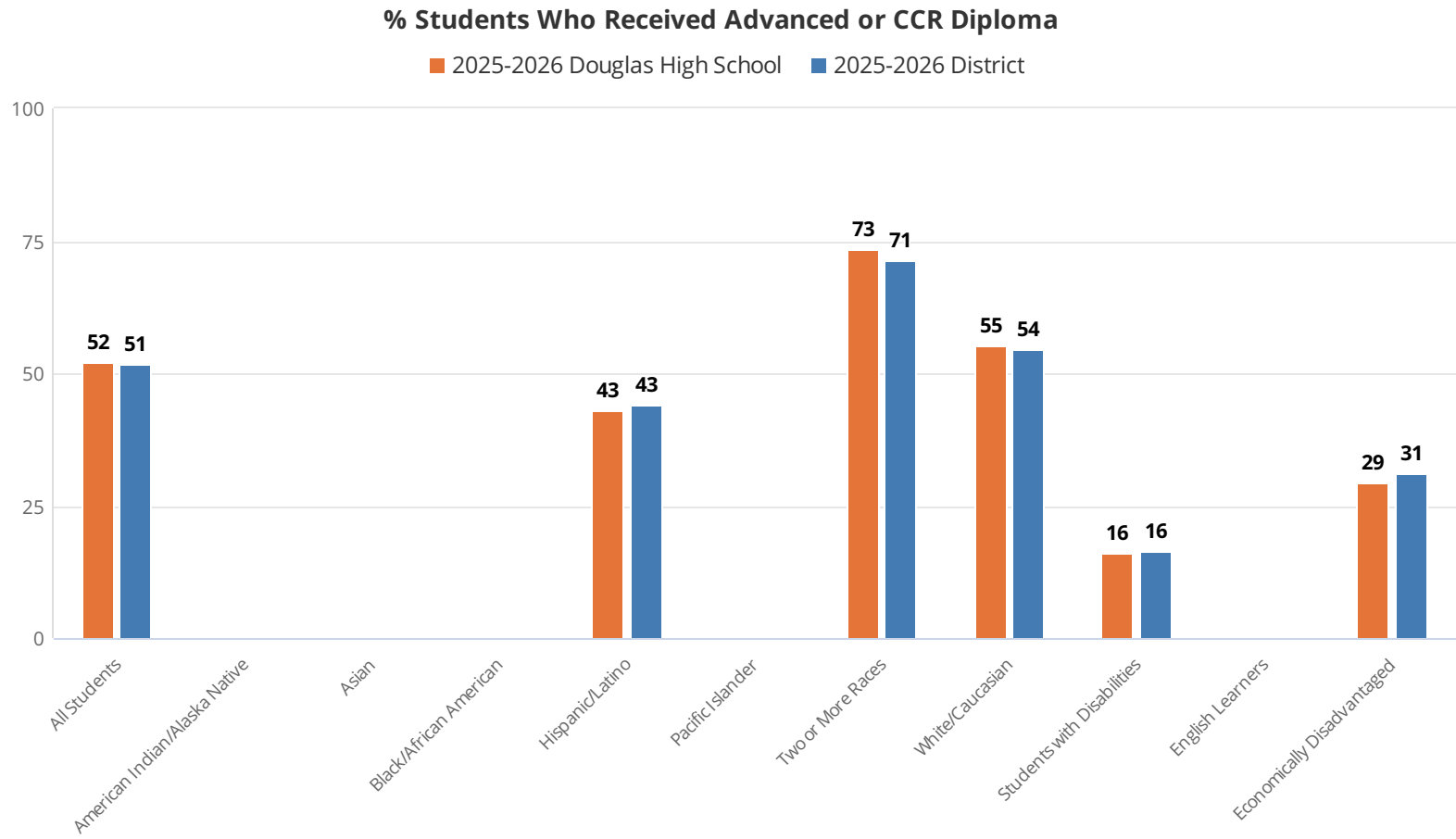
College and Career Readiness



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	47.4	34.8	34.2	16	<5	<5	59.7	56.8
American Indian/ Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	45.7	32.5	28.9	9.6	<5	<5	61.4	60.2
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	50	42.8	42.8	14.2	<5	<5	35.7	35.7
White/ Caucasian	48.1	35.5	36.8	19.2	<5	<5	60.6	56.9
Students with Disabilities	14.8	7.4	18.5	11.1	<5	<5	62.9	62.9
English Learners	10	10	10	<5	<5	<5	50	50
Economically Disadvantaged	36.7	21.8	32.1	13.7	<5	<5	62	59.7

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

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Student Engagement

Chronic Absenteeism and 9th Grade Credit Sufficiency are Measures of Student Engagement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Research shows that attendance is tied to student achievement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

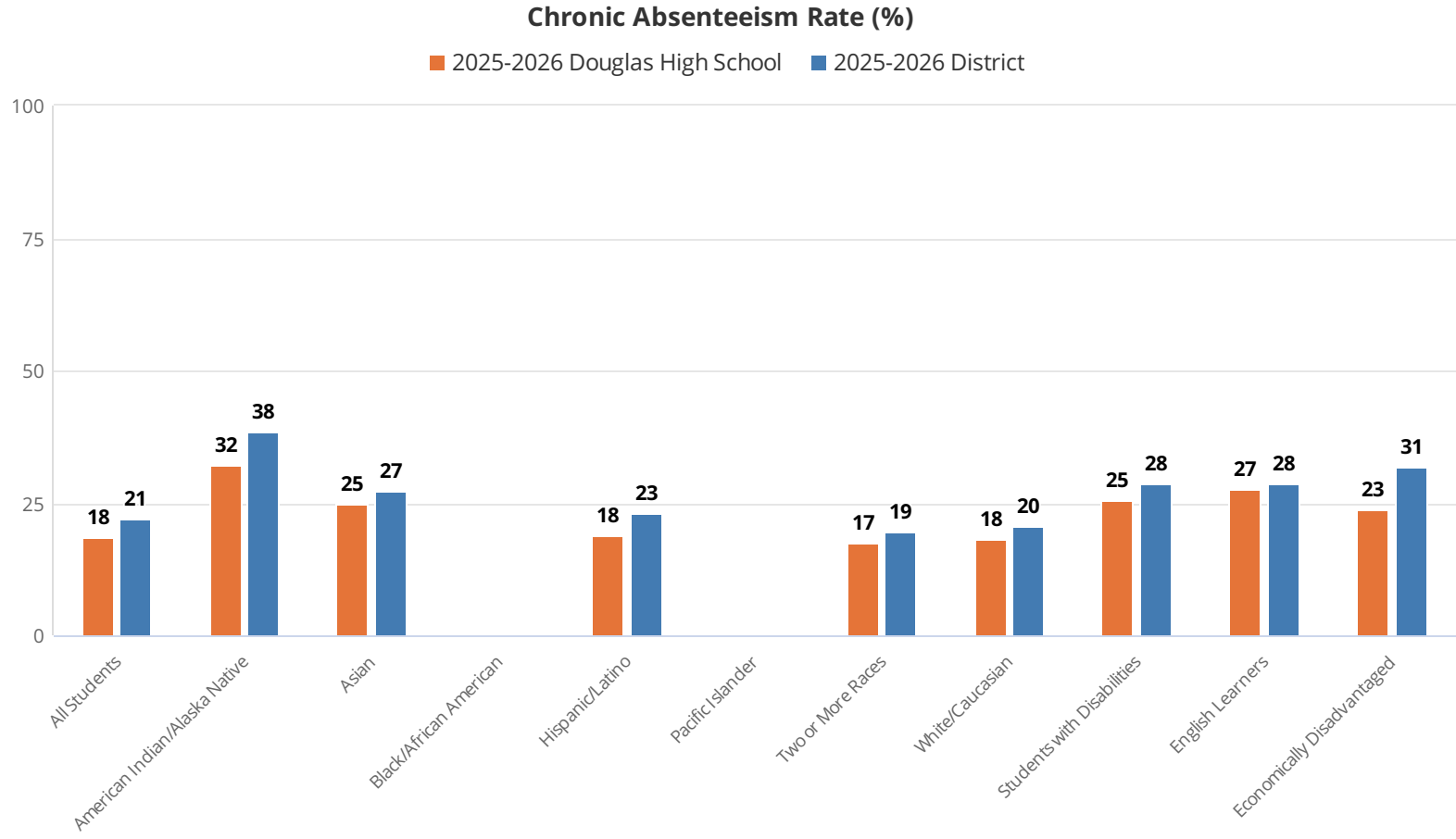
Chronic Absenteeism Points Earned: 1.5/5

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	18.7	21.9	20.9	24.4
American Indian/ Alaska Native	32.2	38.4	30	31.1
Asian	25	27.2	<5	13
Black/ African American	-	-	-	-
Hispanic/ Latino	18.8	23	22.5	25.8
Pacific Islander	-	-	-	-
Two or More Races	17.5	19.7	19.2	22
White/ Caucasian	18.2	20.8	20.7	24.1
Students with Disabilities	25.6	28.7	22.1	25.9
English Learners	27.5	28.8	18.7	21.5
Economically Disadvantaged	23.8	31.8	25.7	31.9

All Students Chronic Absenteeism Percent Change: -10.5%

Points Earned by the Chronic Absenteeism Rate: 1.5/5

Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5



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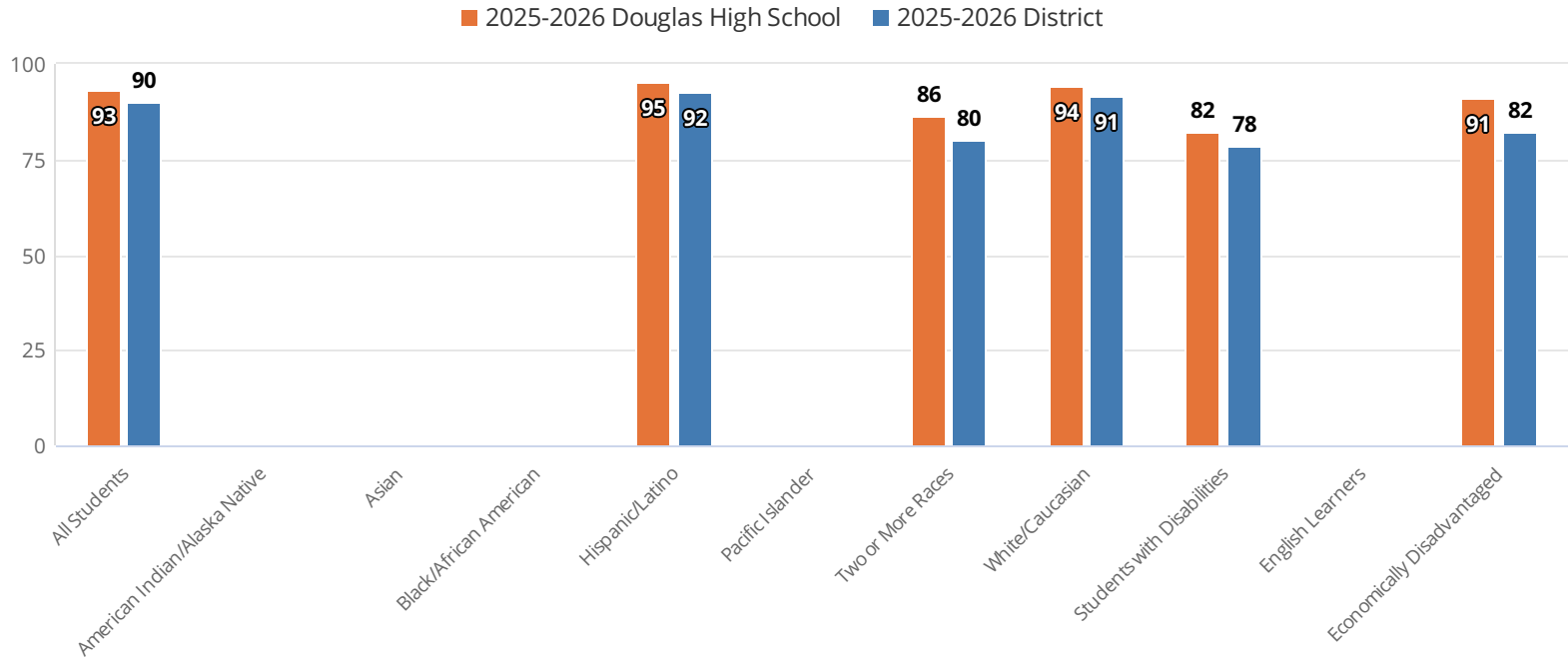
Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 4/5

Groups	2026 % 9th Grade Credit Sufficiency	2026 % 9th Grade Credit Sufficiency District	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District
All Students	93.4	90.1	94.7	91.5
American Indian/ Alaska Native	-	-	91.6	68.7
Asian	-	-	-	-
Black/ African American	N/A	-	N/A	N/A
Hispanic/ Latino	95.2	92.6	89.6	86.8
Pacific Islander	-	-	N/A	N/A
Two or More Races	86.3	80	95	87.5
White/ Caucasian	94.1	91.4	96.6	94.9
Students with Disabilities	82.1	78.7	81	77.5
English Learners	-	-	100	92.3
Economically Disadvantaged	91.3	82.3	87.8	81.8

% of Students Meeting 9th Grade Credit Requirements



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George Whittell High School

School Year 2025-2026 Nevada School Rating

School Level: Middle School
Grade Levels: 06-12
District: Douglas
School Address: 240 Warrior Way, Zephyr Cove, NV 89448

72.2
Total Adjusted Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

68.6% White/Caucasian
N/A% Black/African American
23.8% Hispanic/Latino
N/A% Asian
N/A% American Indian/Alaska Native
1.4% Pacific Islander
5.9% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	93.3 ★★★★★
2023-2024	80 ★★★★★

Additional Student Groups

-% English Learners
-% Students with Disabilities
34.3% Economically Disadvantaged

What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29 ★
At or above 29 but less than 50 ★★
At or above 50 and less than 70 ★★★
At or above 70 and less than 80 ★★★★
At or above 80 ★★★★★

2025-2026 School Performance

20/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**49.6**	37.3
Math Proficiency	41.9	33
ELA Proficiency	58	43
Science Proficiency	48	33.4

N/A English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	27

7/15 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	20.8	16.1
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	92.3	84.9

23/30 Student Growth Indicator

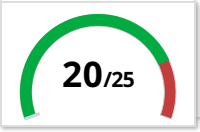
Measure	School Median	District Median
Math MGP	57.5	52
ELA MGP	56.5	48
	School Rate	**District Rate**
Met Math AGP Target	45	32
Met ELA AGP Target	56.6	40.6

15/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.3	11.8
Prior Non-Proficient Met ELA AGP Target	33.3	18.1

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

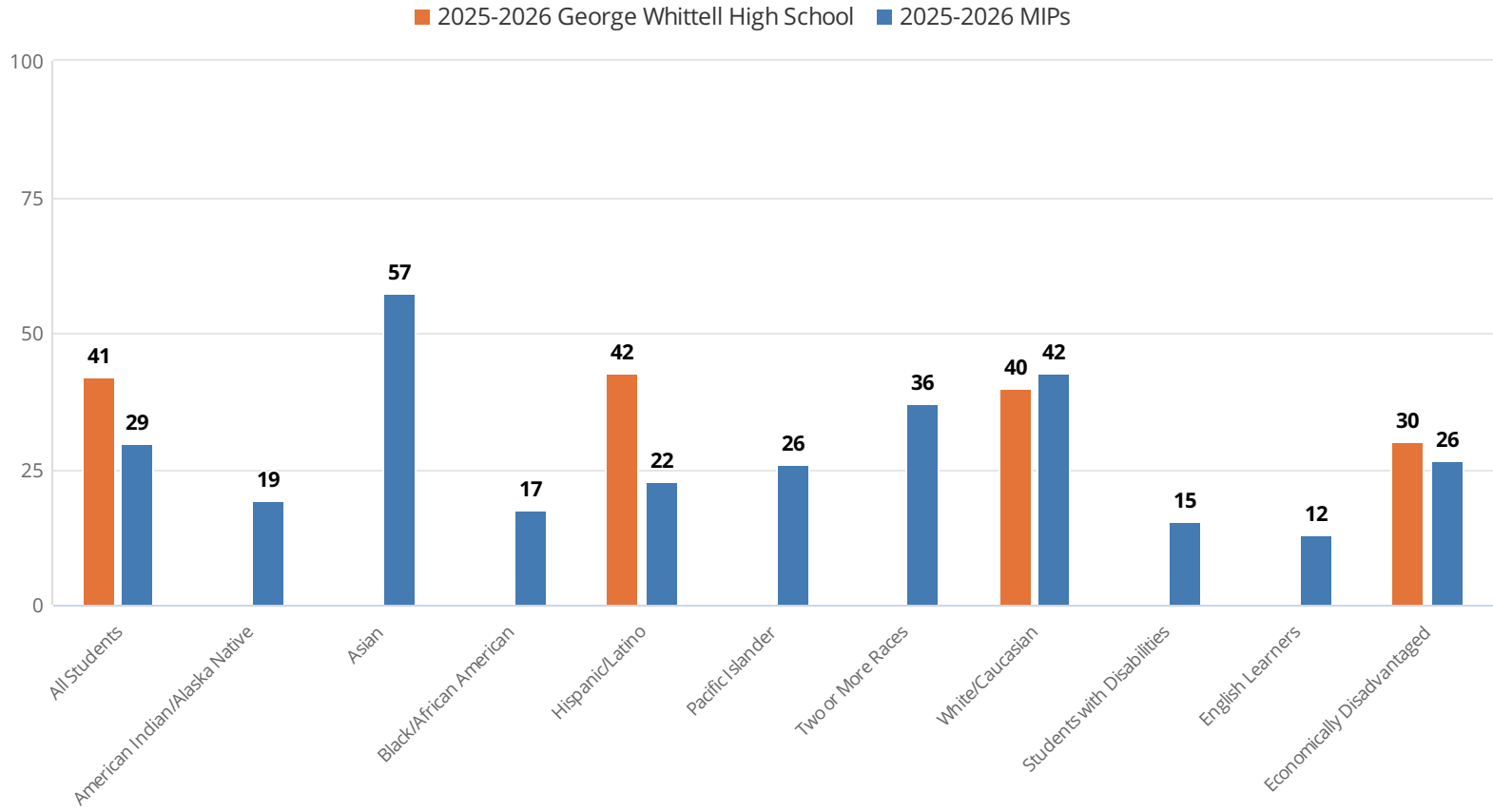
Pooled Proficiency Points Earned: 20/25

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	49.6	37.3	65.6	39.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	41.9	33	29.6	60.8	32.1	28.2
American Indian/ Alaska Native	N/A	8.6	19.1	N/A	15.3	16.6
Asian	N/A	43.7	57.5	N/A	50	56.6
Black/ African American	N/A	-	17.4	N/A	-	14.9
Hispanic/ Latino	42.8	26.4	22.7	33.3	25.4	20.3
Pacific Islander	-	-	26	N/A	-	24.5
Two or More Races	-	37.3	36.9	-	36.9	35.7
White/ Caucasian	40	35.8	42.8	66.6	34.7	41.6
Students with Disabilities	-	6.9	15.5	-	6.3	11
English Learners	-	5.7	12.8	-	<5	8.2
Economically Disadvantaged	30	16	26.4	33.3	15.9	24.9

Math Assessments % Proficient



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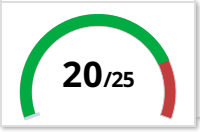
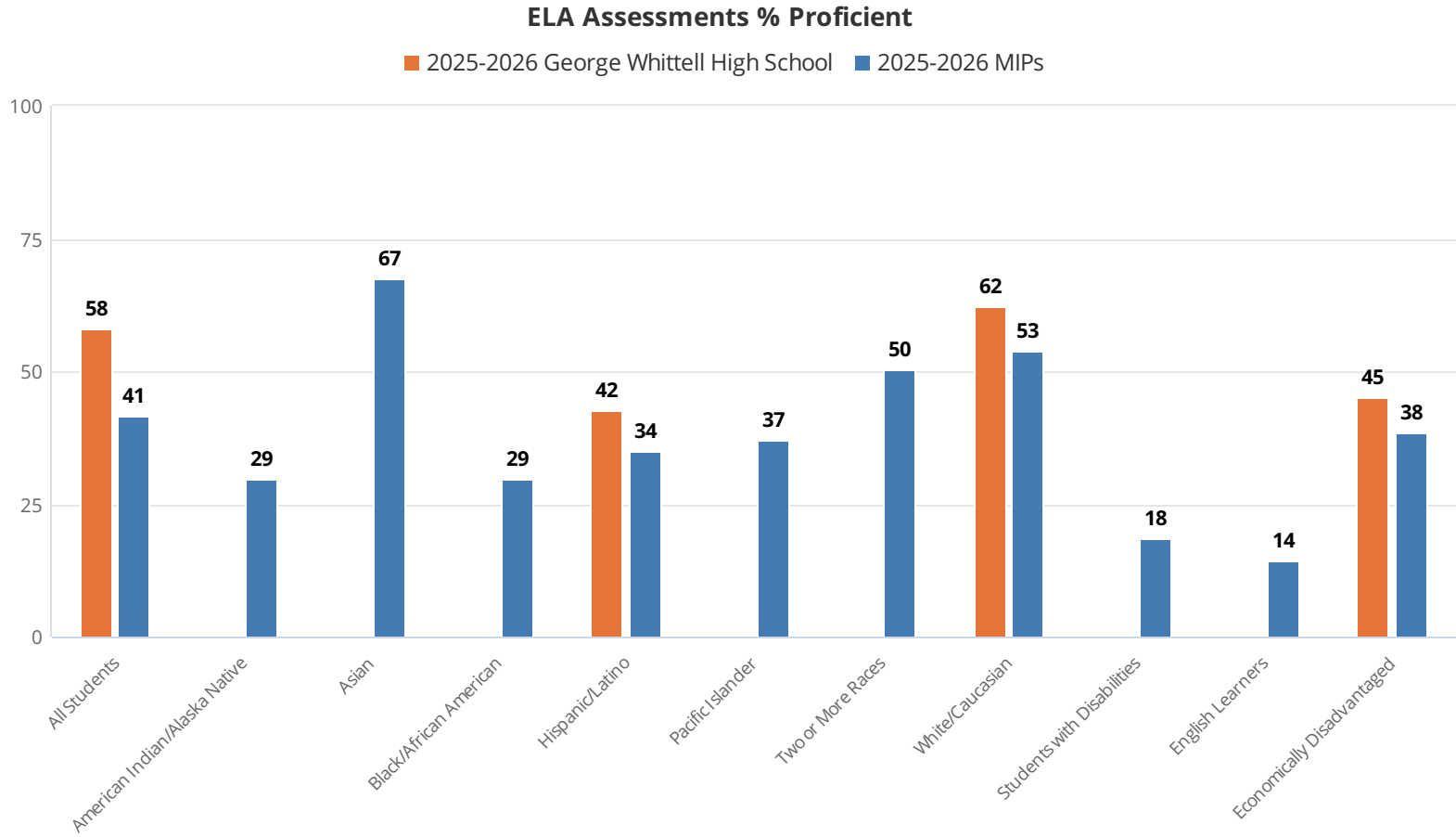


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	58	43	41.5	71	47.2	40.3
American Indian/ Alaska Native	N/A	21.7	29.6	N/A	19.2	27.5
Asian	N/A	50	67.5	N/A	56.2	66.8
Black/ African American	N/A	-	29.6	N/A	-	27.4
Hispanic/ Latino	42.8	37.1	34.8	60	44.4	32.8
Pacific Islander	-	-	37.2	N/A	-	35.9
Two or More Races	-	53.7	50.3	-	53	49.3
White/ Caucasian	62.2	44.9	53.8	72.5	48.7	52.8
Students with Disabilities	-	8.4	18.4	-	12.5	14.1
English Learners	-	<5	14.3	-	6.6	9.8
Economically Disadvantaged	45	26.6	38.3	66.6	32.4	37



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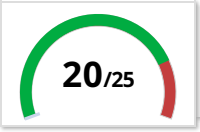
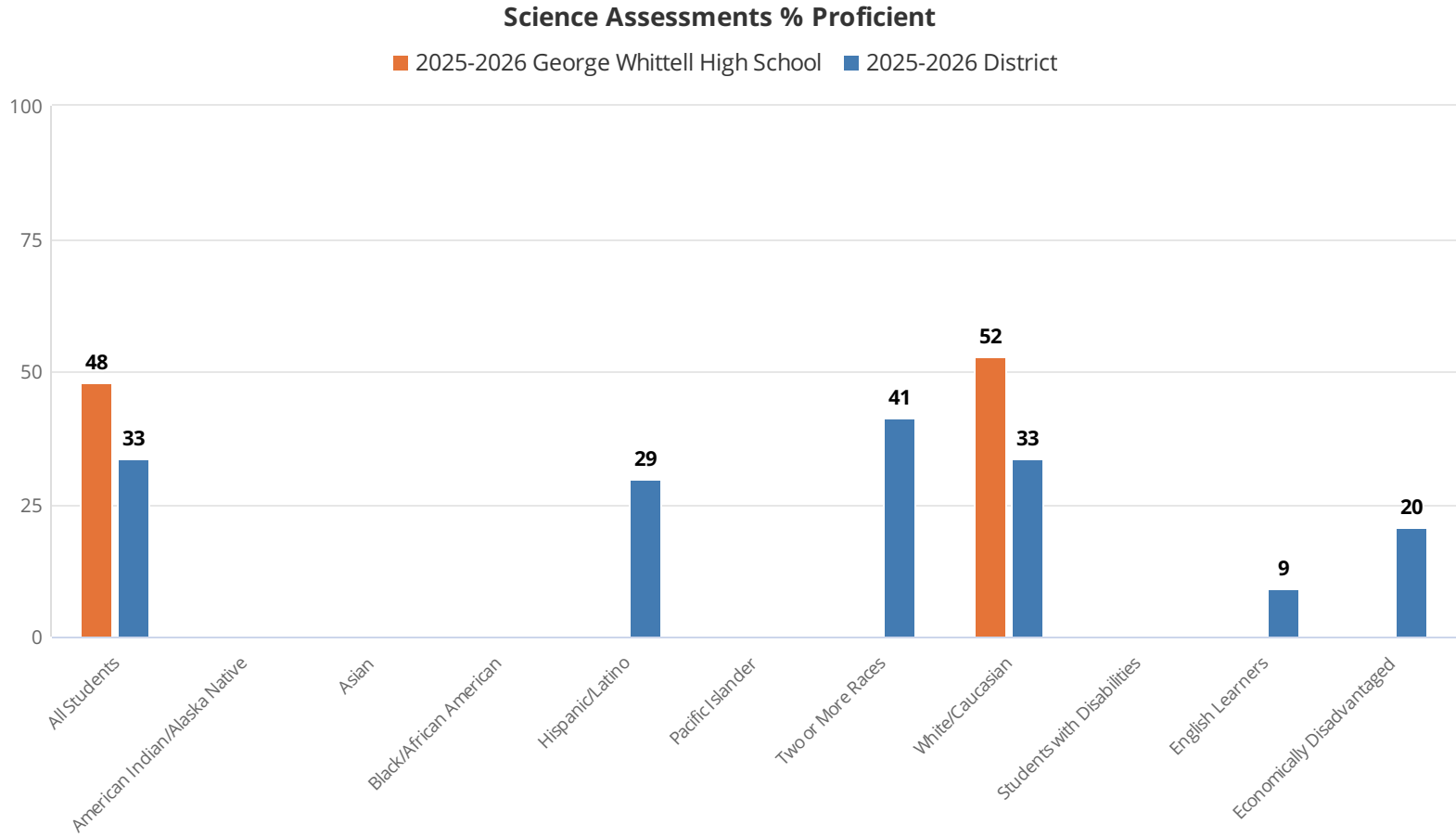


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	48	33.4	64.2	35.7
American Indian/ Alaska Native	N/A	-	N/A	<5
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	29.8	-	25.5
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	41.3	-	47
White/ Caucasian	52.9	33.7	77.2	41.2
Students with Disabilities	N/A	<5	-	15.7
English Learners	-	9	N/A	<5
Economically Disadvantaged	-	20.6	-	18.1



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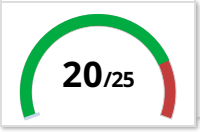

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	-	-
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	-	-	-	-
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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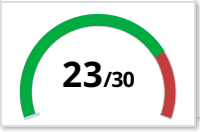

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 7/10 **ELA MGP Points Earned: 7/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	57.5	52	56.5	48	76	49	61	46
American Indian/ Alaska Native	N/A	30	N/A	56	N/A	43.5	N/A	52
Asian	N/A	73.5	N/A	59	N/A	50.5	N/A	56
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	69.5	54	64.5	49	67	47.5	55.5	46
Pacific Islander	-	-	-	-	N/A	-	N/A	-
Two or More Races	-	55	-	59.5	-	48	-	48
White/ Caucasian	50	50	57	47	79.5	49	65	44.5
Students with Disabilities	-	52	-	46	-	47	-	44
English Learners	-	60	-	58.5	-	55	-	45
Economically Disadvantaged	60	50	65	44	59	49	60	45

AGP Growth Data

Math AGP Points Earned: 5/5 **ELA AGP Points Earned: 4/5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	45	32	56.6	40.6	69.2	31.3	66.1	46.7
American Indian/ Alaska Native	N/A	9.5	N/A	28.5	N/A	16.6	N/A	36
Asian	N/A	43.7	N/A	43.7	N/A	50	N/A	50
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	50	26.4	50	35.9	42.8	26.5	42.8	43.8
Pacific Islander	-	-	-	-	N/A	-	N/A	-
Two or More Races	-	34.9	-	56.2	-	28.8	-	53.3
White/ Caucasian	41.8	34.5	58.1	41.4	75	33.6	70.8	47.7
Students with Disabilities	-	10.4	-	15.5	-	8.2	-	19.1
English Learners	-	8.3	-	11.1	-	17.1	-	14.2
Economically Disadvantaged	36.8	17	47.3	26.3	50	16.6	55.5	33.6

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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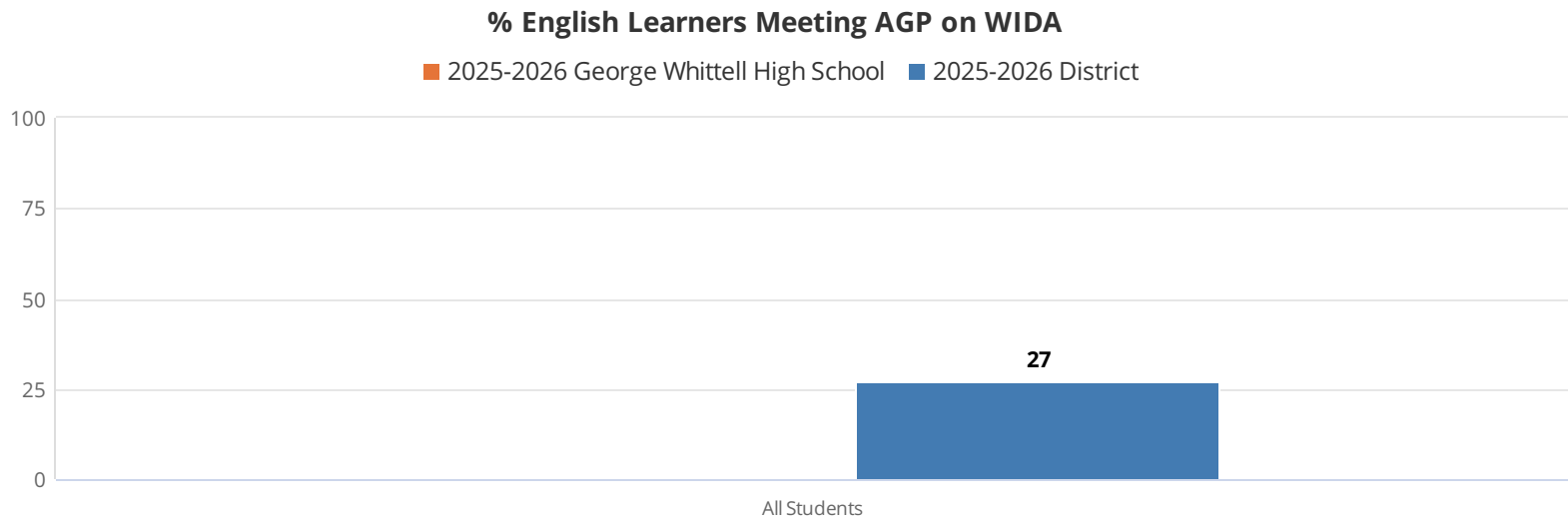
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	-	-	27	-	-	39.3



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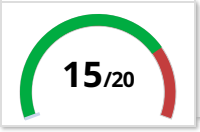

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 6/10 **ELA AGP Points Earned: 9/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	15.3	11.8	33.3	18.1	45.7	14.9	48.1	30.6
American Indian/ Alaska Native	N/A	<5	N/A	6.6	N/A	5.2	N/A	35
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	-	7.7	-	17.4	27.2	16	-	28.5
Pacific Islander	N/A	N/A	N/A	N/A	N/A	-	N/A	-
Two or More Races	-	13.5	-	21.4	-	15.1	N/A	31.4
White/ Caucasian	15.7	14.4	41.1	19.3	52.1	14.6	60	31.3
Students with Disabilities	-	6.1	-	10.3	-	<5	-	16.3
English Learners	-	<5	-	11.1	-	14.7	-	14.2
Economically Disadvantaged	15.3	6.2	23	14.2	30.7	10.1	-	25.5

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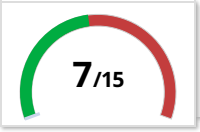


Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

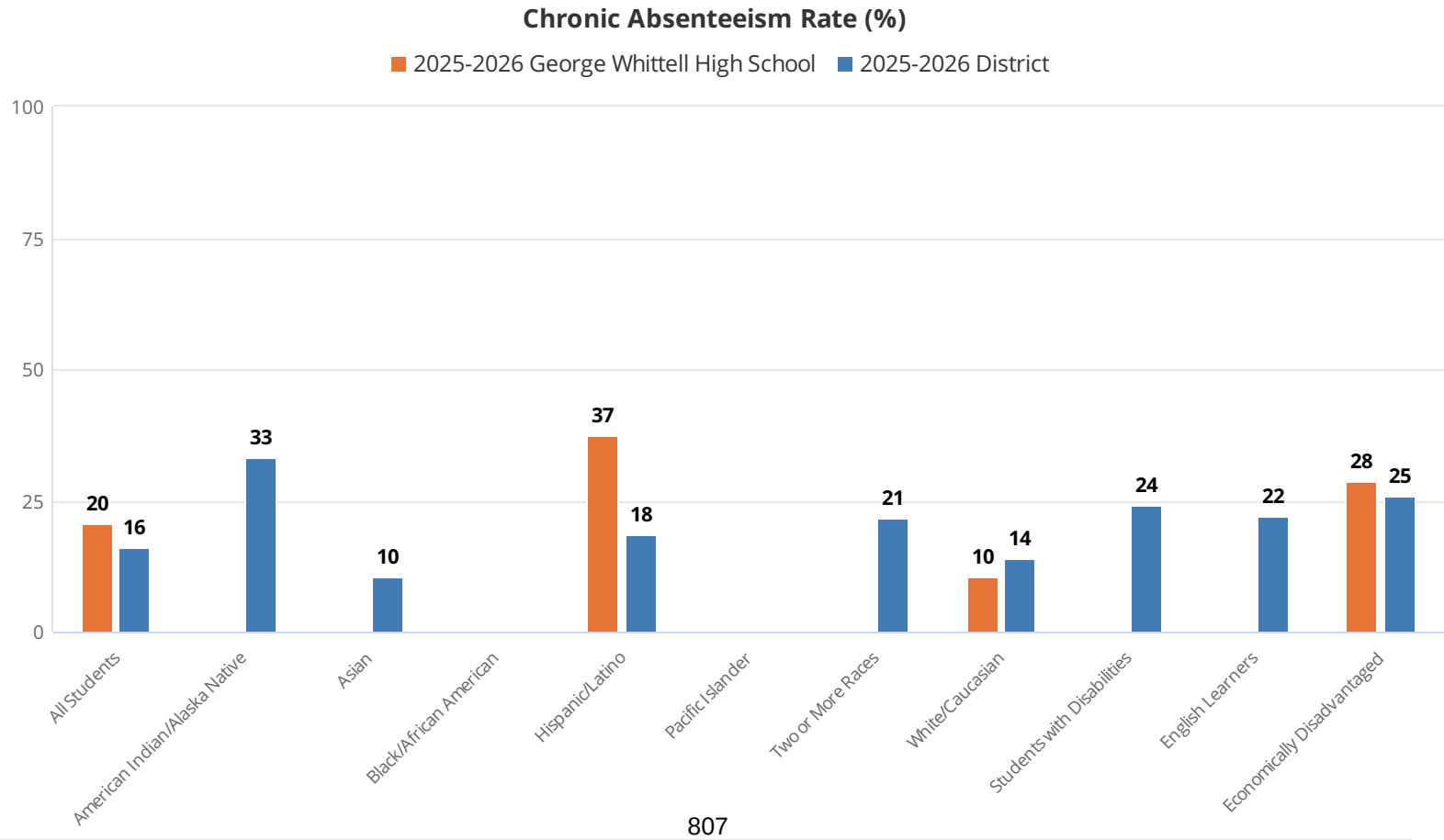
Chronic Absenteeism Points Earned: 2/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	20.8	16.1	16.9	20.5
American Indian/ Alaska Native	N/A	33.3	N/A	25.9
Asian	N/A	10.5	N/A	16.6
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	37.5	18.5	25	22.1
Pacific Islander	-	-	N/A	-
Two or More Races	-	21.6	-	23.2
White/ Caucasian	10.6	14	11.5	19.3
Students with Disabilities	-	24	-	27.7
English Learners	-	22.2	-	18.9
Economically Disadvantaged	28.5	25.8	27.2	29.8

All Students Chronic Absenteeism Percent Change: 23%

Points Earned by the Chronic Absenteeism Rate: 2/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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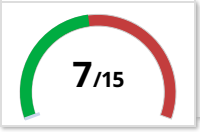


Student Engagement

Academic Learning Plans

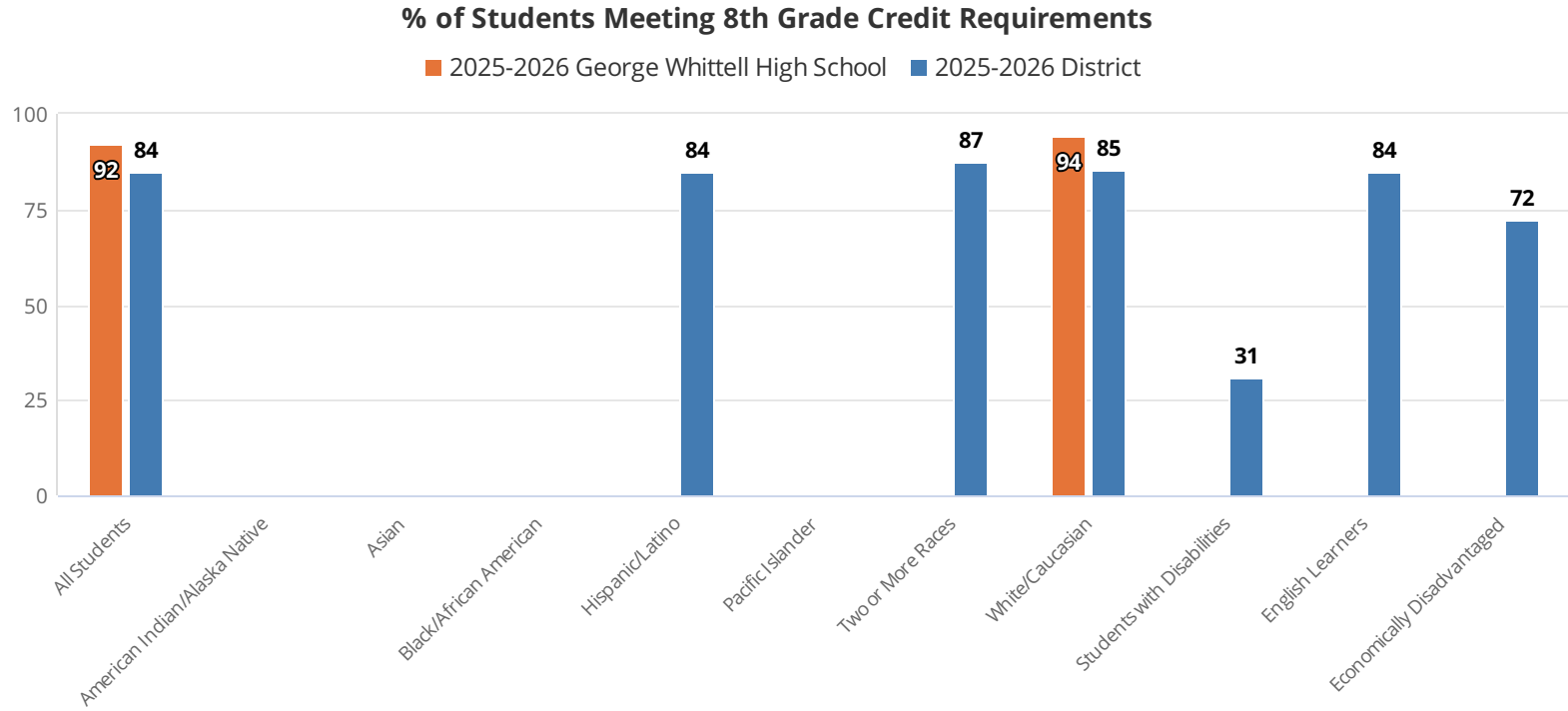
Academic Learning Plans Points Earned 2/2

Groups	2026 % Academic Learning Plans	2026 % District	2025 % Academic Learning Plans	2025 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	N/A	>95
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	>95	>95	93.7	>95
Pacific Islander	-	-	N/A	-
Two or More Races	-	>95	-	>95
White/ Caucasian	>95	>95	>95	>95
Students with Disabilities	-	>95	-	>95
English Learners	-	>95	-	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	92.3	84.9	>95	82
American Indian/ Alaska Native	N/A	-	N/A	81.8
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	84.6	-	84.8
Pacific Islander	N/A	-	N/A	-
Two or More Races	N/A	87.5	-	84.2
White/ Caucasian	94.1	85.3	>95	81.1
Students with Disabilities	N/A	31	-	>95
English Learners	-	84.6	N/A	90.9
Economically Disadvantaged	-	72.2	-	84.1



808

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George Whittell High School

School Year 2025-2026 Nevada School Rating

School Level: High School
Grade Levels: 06-12
District: Douglas
School Address: 240 Warrior Way, Zephyr Cove, NV 89448

85.3
Total Adjusted Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

70.4% White/Caucasian
N/A% Black/African American
23.9% Hispanic/Latino
N/A% Asian
N/A% American Indian/Alaska Native
N/A% Pacific Islander
5.6% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	87.6 ★★★★★
2023-2024	90 ★★★★★

Additional Student Groups

N/A% English Learners
-% Students with Disabilities
29.5% Economically Disadvantaged

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 82	★★★★
At or above 82	★★★★★

2025-2026 School Performance

20.5/25 — **Academic Achievement Indicator**

Measure	School Rate	District Rate
Math Proficiency	39.1	34.4
ELA Proficiency	52.1	58.2
Science Proficiency	45.4	25.4

N/A — **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	N/A	15.7

5/10 — **Student Engagement Indicator**

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	100.0	90.1
Chronic Absenteeism	32.8	21.9

25/25 — **Graduation Rates Indicator**

Measure	School Rate	District Rate
4-Year	91.6	84.7
5-Year	-	88.6

5/5 — **College and Career Readiness Indicator**

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	-	84.7
Post-Secondary Preparation Completion	-	76.8
Advanced or CCR Diploma	59.0	51.7

Graduation and diploma rates are based on the class of 2024-2025.

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.

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Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

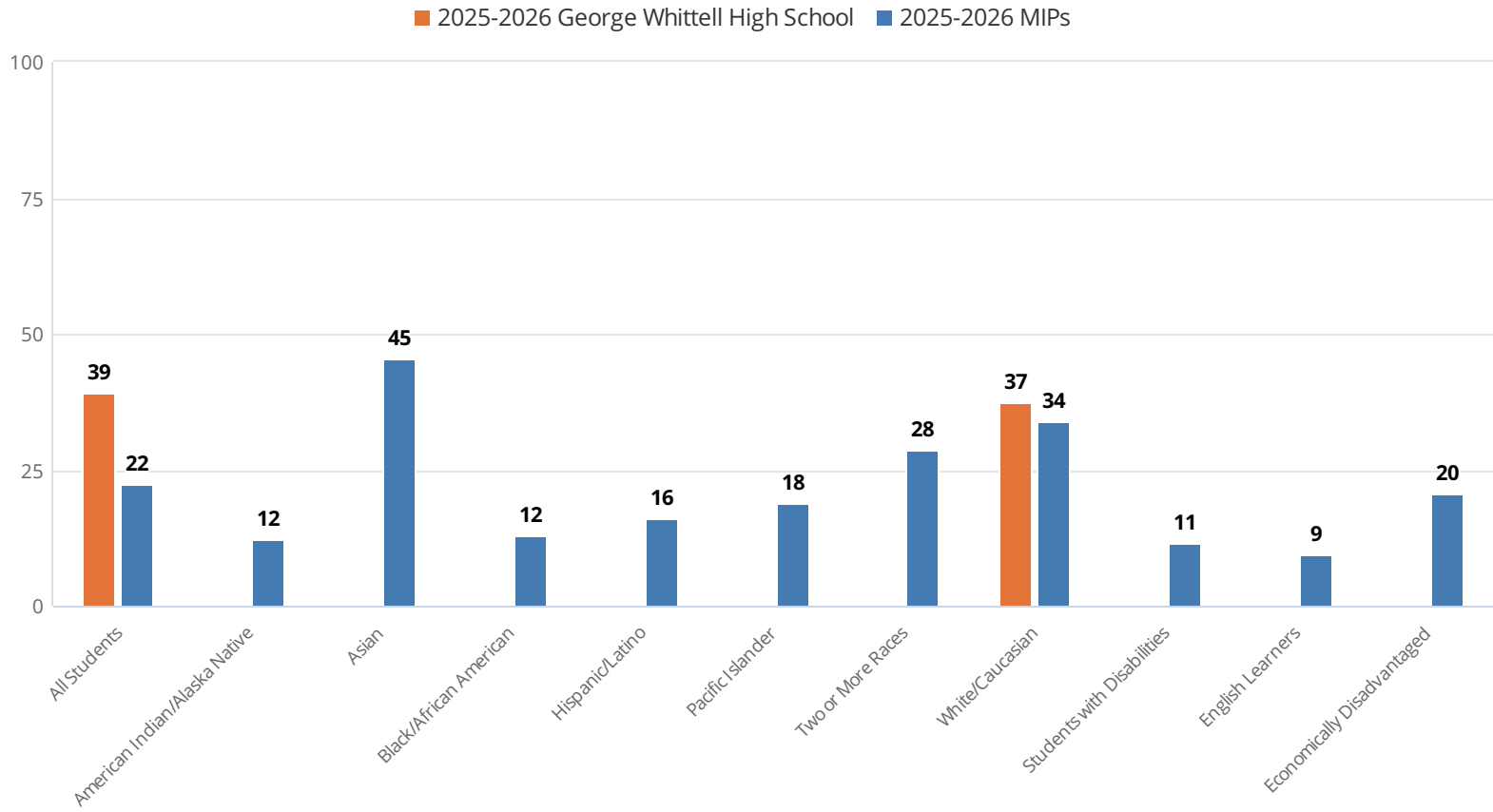
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 8.5/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	39.1	34.4	22.5	44.8	30.7	21
American Indian/ Alaska Native	N/A	-	12.1	N/A	10	9.4
Asian	N/A	-	45.6	N/A	-	44.5
Black/ African American	N/A	-	12.9	N/A	N/A	10.2
Hispanic/ Latino	-	21	16	-	14.7	13.4
Pacific Islander	N/A	N/A	18.9	N/A	N/A	17.2
Two or More Races	-	50	28.8	N/A	31.2	27.3
White/ Caucasian	37.5	39.6	34	-	36.4	32.6
Students with Disabilities	-	<5	11.4	-	5.8	8.7
English Learners	N/A	-	9.6	N/A	-	6.8
Economically Disadvantaged	-	13.4	20.5	-	18.5	18.9

Math Assessments % Proficient



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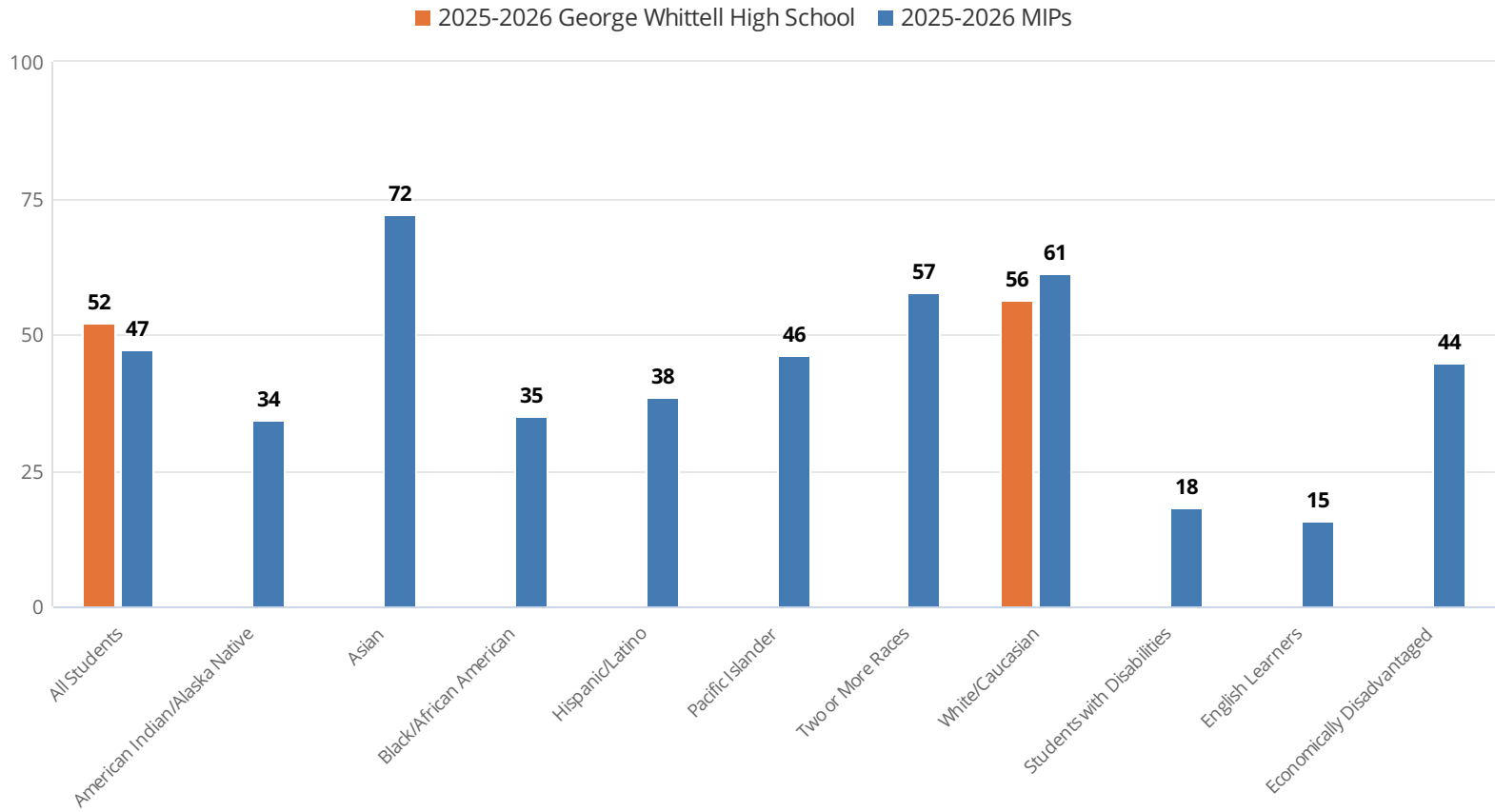
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 8/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	52.1	58.2	47.3	58.6	49.3	46.2
American Indian/ Alaska Native	N/A	-	34.2	N/A	30	32.1
Asian	N/A	-	72.2	N/A	-	71.6
Black/ African American	N/A	-	35.1	N/A	N/A	33.1
Hispanic/ Latino	-	38.2	38.5	-	37.5	36.6
Pacific Islander	N/A	N/A	46.1	N/A	N/A	45
Two or More Races	-	75	57.7	N/A	62.5	56.8
White/ Caucasian	56.2	64	61.1	-	52.8	60.3
Students with Disabilities	-	9.6	18.2	-	<5	13.9
English Learners	N/A	-	15.8	N/A	-	11.4
Economically Disadvantaged	-	37.9	44.8	-	35.4	43.7

ELA Assessments % Proficient



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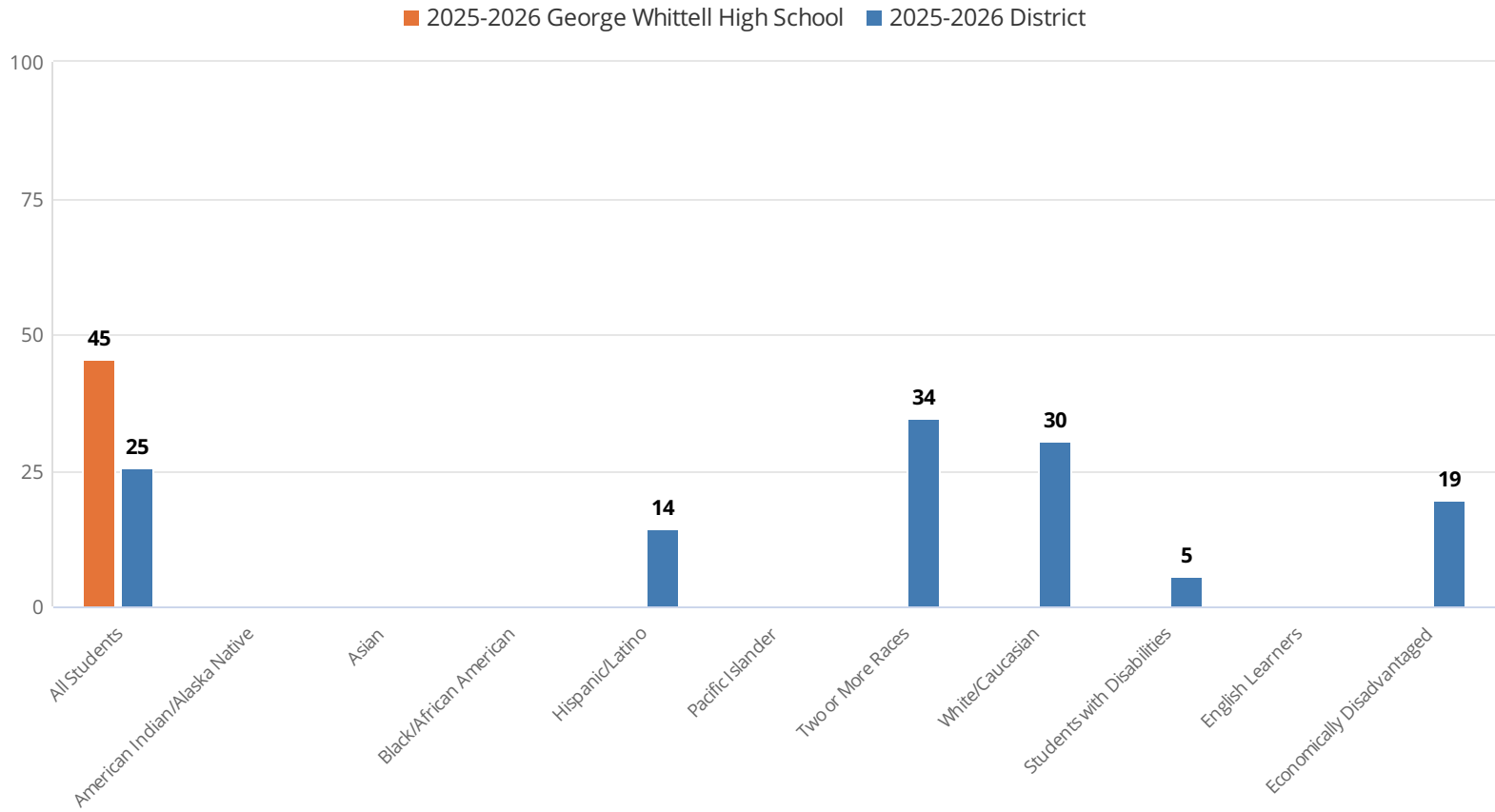
Academic Achievement

Science Proficient

Science Proficient Points Earned: 4/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	45.4	25.4	23	26.2
American Indian/ Alaska Native	N/A	<5	N/A	9
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	-	14.2	-	17.5
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	34.7	-	39.1
White/ Caucasian	-	30.4	31.2	29.7
Students with Disabilities	N/A	5.7	-	7.3
English Learners	N/A	<5	-	<5
Economically Disadvantaged	-	19.5	-	13.4

Science Assessments % Proficient



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Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	-	-
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	-	-
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	N/A	N/A
White/ Caucasian	-	-	-	-
Students with Disabilities	-	-	-	-
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	-	-	-	-

Yellow indicates 95% participation requirement not met.

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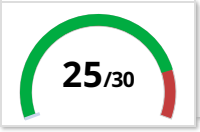


Graduation Rates

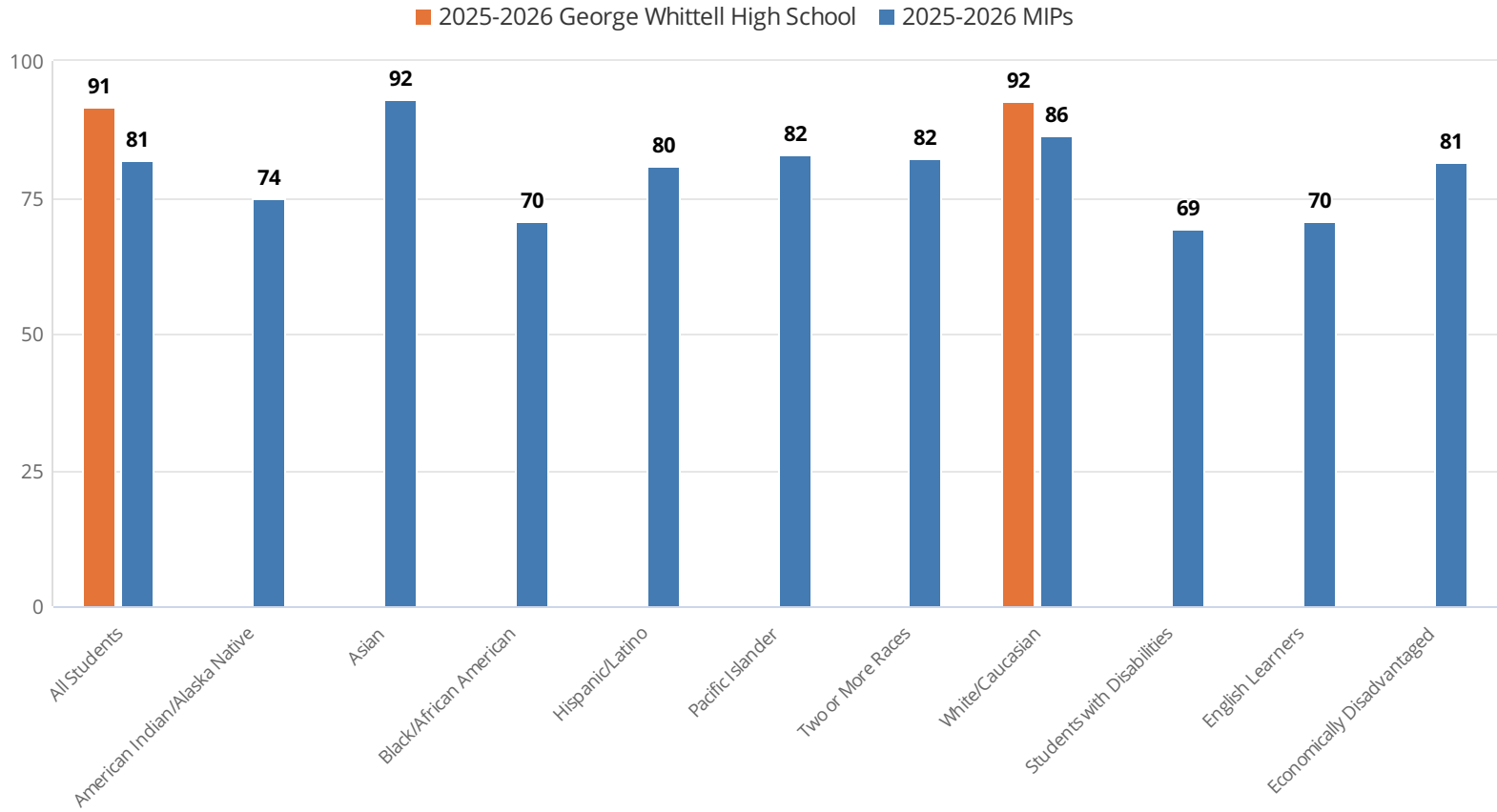
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2025 % 4-Year ACGR	2025 % District	2025 % 4-Year ACGR MIP	2024 % 4-Year ACGR	2024 % District	2024 % 4-Year ACGR MIP
All Students	91.6	84.7	81.9	90.6	88.1	89.4
American Indian/ Alaska Native	N/A	72.7	74.7	N/A	66.6	83.9
Asian	-	-	92.9	N/A	-	94.2
Black/ African American	N/A	-	70.7	N/A	-	78.2
Hispanic/ Latino	-	84.5	80.6	-	82.4	88.7
Pacific Islander	N/A	-	82.7	N/A	N/A	90.3
Two or More Races	-	75	82.3	N/A	85.7	89.8
White/ Caucasian	92.8	86.1	86.4	-	91.8	90.7
Students with Disabilities	-	60	69.1	-	70.1	75.7
English Learners	N/A	N/A	70.6	-	84.2	
Economically Disadvantaged	-	71	81.5	-	77.1	86.3

Graduation Rates 4-Year ACGR



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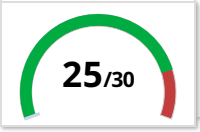


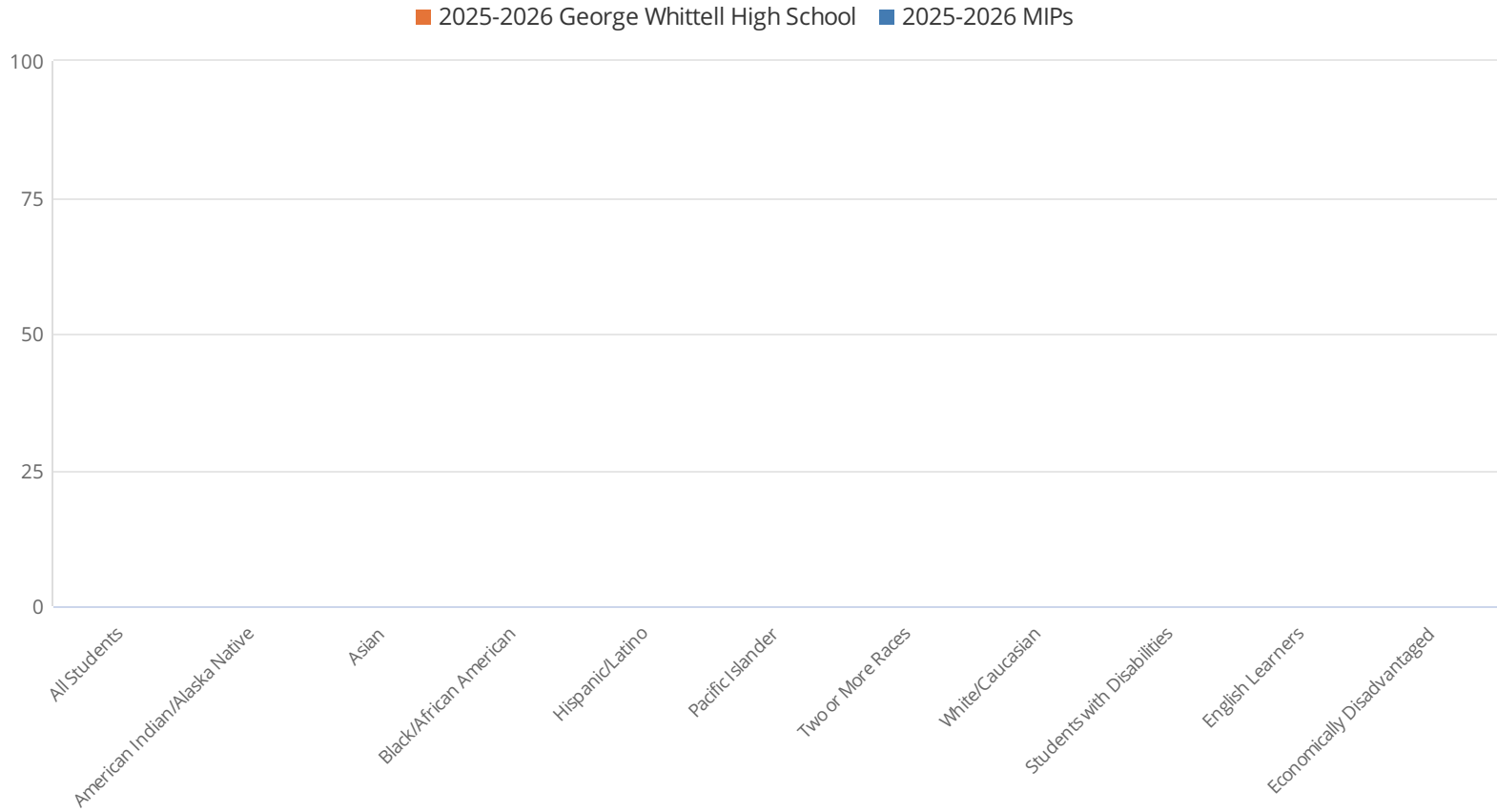
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2025 % 5-Year ACGR	2025 % District	2025 % 5-Year ACGR MIP	2024 % 5-Year ACGR	2024 % District	2024 % 5-Year ACGR MIP
All Students	-	88.6		>95	87.1	91.4
American Indian/ Alaska Native	N/A	66.6		N/A	70	85.9
Asian	N/A	-		-	-	96.1
Black/ African American	N/A	-		N/A	-	80.2
Hispanic/ Latino	-	83.9		-	88.1	90.7
Pacific Islander	N/A	N/A		N/A	-	92.3
Two or More Races	N/A	86.3		-	93.1	91.8
White/ Caucasian	-	92.2		93.7	87.3	92.7
Students with Disabilities	-	72.4		-	71.6	77.7
English Learners	-	84.2		N/A	85.7	
Economically Disadvantaged	-	77.6		-	76.7	88.3

Graduation Rates 5-Year ACGR



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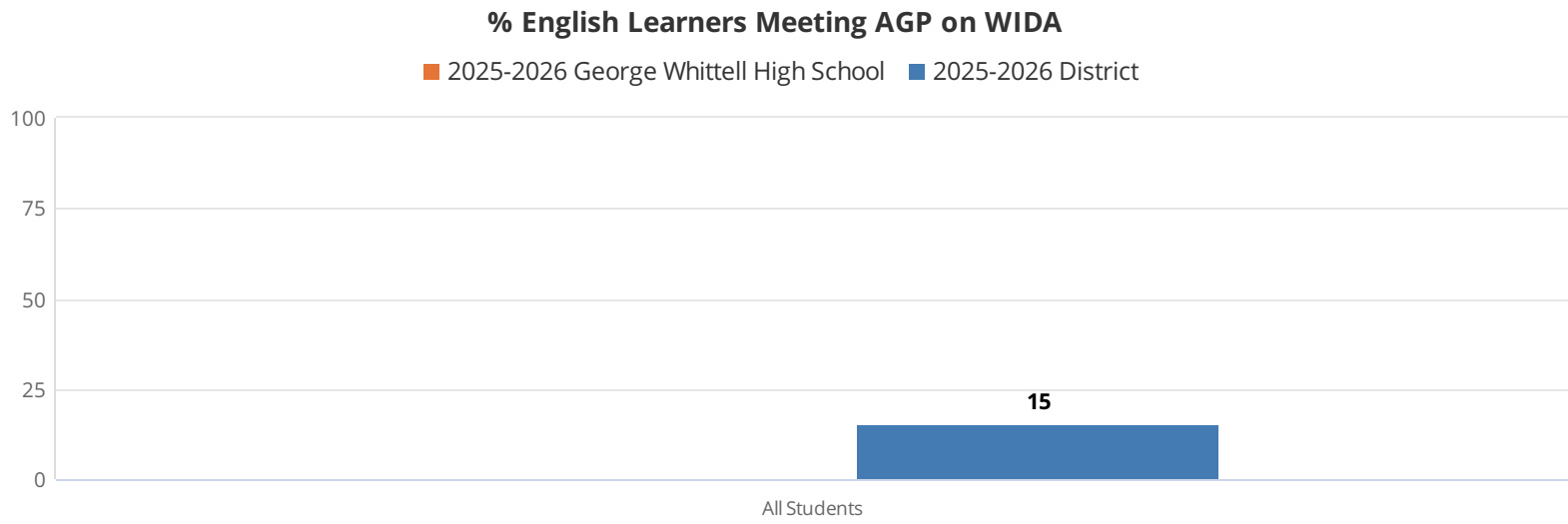
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	N/A	N/A	15.7	-	-	15.3



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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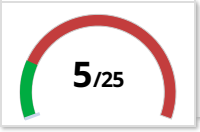

College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: NA/10

Groups	2026 % Participation	2026 % Participation District	2025 % Participation	2025 % Participation District
All Students	-	84.7	>95	83.2
American Indian/ Alaska Native	N/A	60	N/A	-
Asian	N/A	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	82.4	-	77.9
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	71.4	-	83.3
White/ Caucasian	-	86.8	>95	86.4
Students with Disabilities	-	75	N/A	50
English Learners	N/A	60	-	90.9
Economically Disadvantaged	-	76.1	-	77.8

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: NA/10

Groups	2026 % Completion	2026 % Completion District	2025 % Completion	2025 % Completion District
All Students	-	76.8	63.6	67.6
American Indian/ Alaska Native	N/A	40	N/A	-
Asian	N/A	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	75.8	-	54.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	57.1	-	66.6
White/ Caucasian	-	79.1	69.2	72.9
Students with Disabilities	-	71.4	N/A	31.2
English Learners	N/A	60	-	72.7
Economically Disadvantaged	-	59.6	-	55.7

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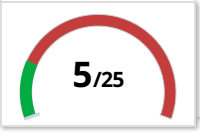

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 5/5

Groups	2026 % Advanced or CCR Diploma	2026 % Advanced or CCR Diploma District	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District
All Students	59	51.7	-	50.8
American Indian/ Alaska Native	N/A	-	N/A	33.3
Asian	-	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	43.9	-	36.1
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	71.4	N/A	61.1
White/ Caucasian	61.5	54.4	-	55.3
Students with Disabilities	-	16.6	-	15
English Learners	N/A	N/A	-	12.5
Economically Disadvantaged	-	31.2	-	33.1

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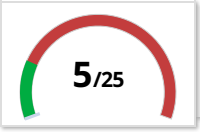
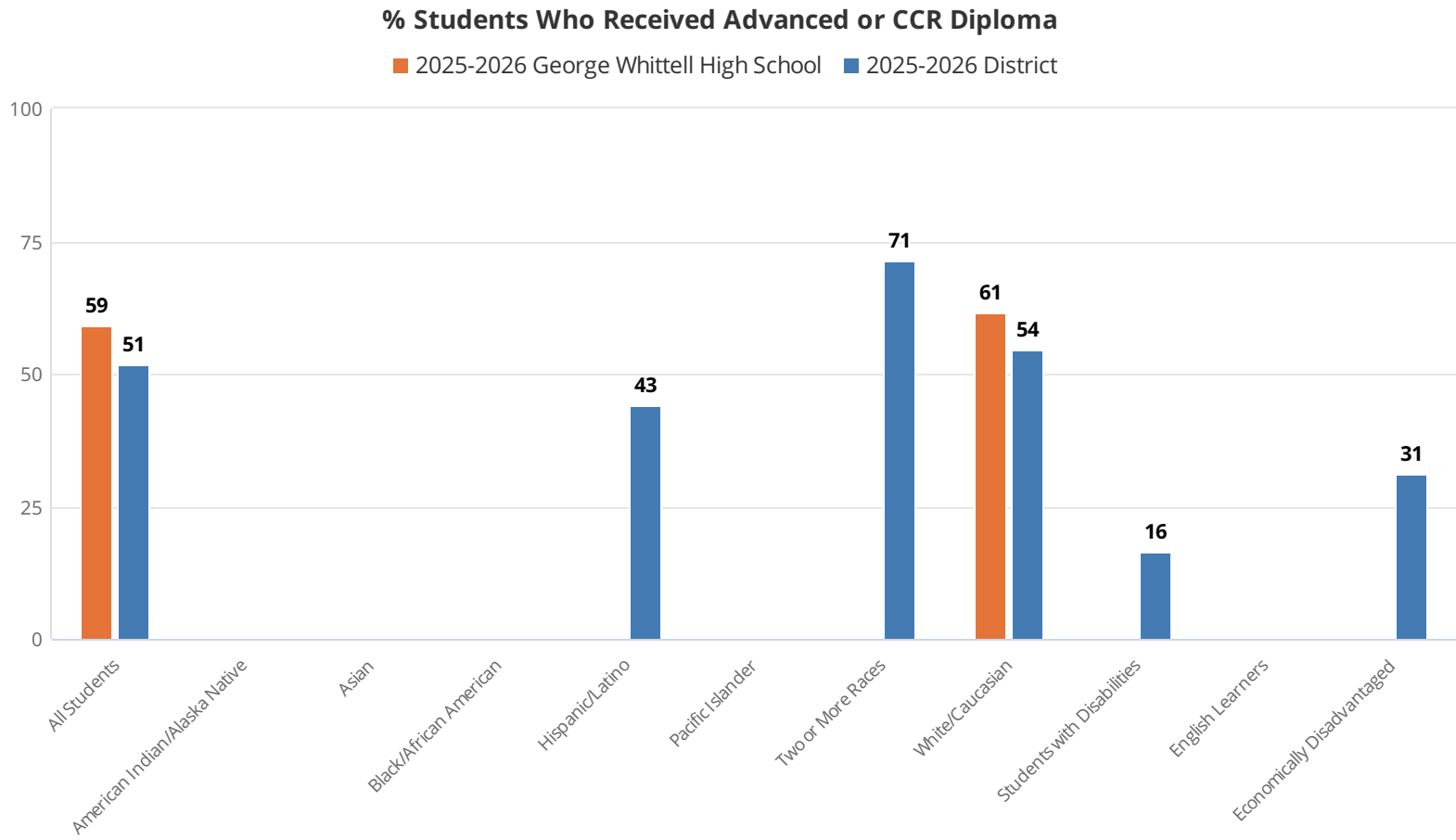


College and Career Readiness



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	-	-	-	-	-	-	-	-
American Indian/ Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/ African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	-	-	-	-	-	-
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/ Caucasian	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	-	-	-	-	-	-	-	-

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

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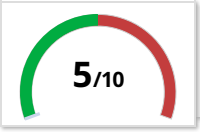


Student Engagement

Chronic Absenteeism and 9th Grade Credit Sufficiency are Measures of Student Engagement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Research shows that attendance is tied to student achievement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

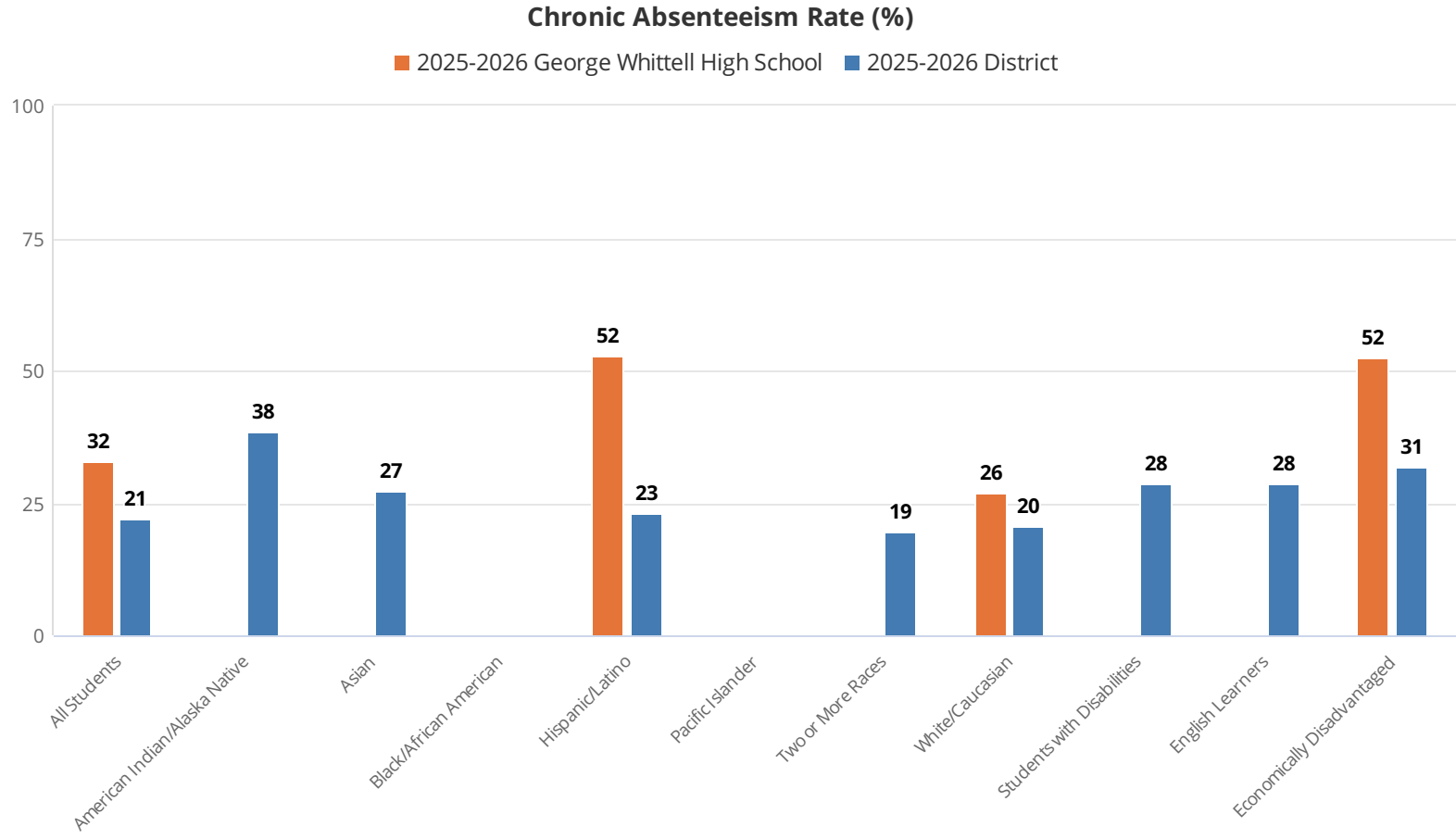
Chronic Absenteeism Points Earned: 0/5

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	32.8	21.9	31.3	24.4
American Indian/ Alaska Native	N/A	38.4	N/A	31.1
Asian	N/A	27.2	-	13
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	52.9	23	20	25.8
Pacific Islander	N/A	-	N/A	-
Two or More Races	-	19.7	-	22
White/ Caucasian	26.9	20.8	34.1	24.1
Students with Disabilities	-	28.7	-	25.9
English Learners	N/A	28.8	-	21.5
Economically Disadvantaged	52.3	31.8	28	31.9

All Students Chronic Absenteeism Percent Change: 4.7%

Points Earned by the Chronic Absenteeism Rate: 0/5

Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5



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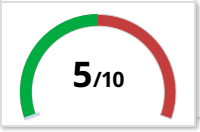
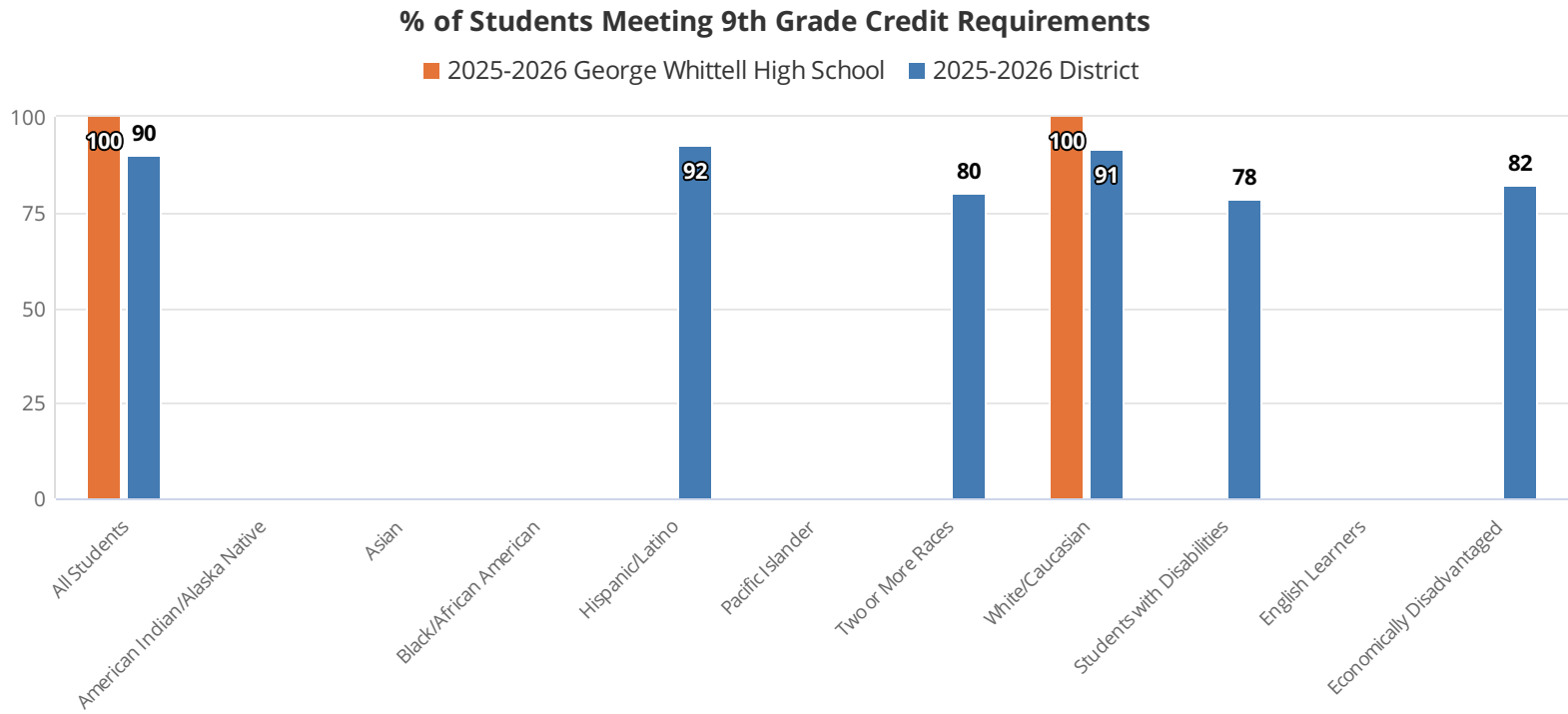


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 5/5

Groups	2026 % 9th Grade Credit Sufficiency	2026 % 9th Grade Credit Sufficiency District	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District
All Students	100	90.1	91.6	91.5
American Indian/ Alaska Native	N/A	-	N/A	68.7
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	N/A
Hispanic/ Latino	-	92.6	-	86.8
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	80	-	87.5
White/ Caucasian	100	91.4	-	94.9
Students with Disabilities	-	78.7	N/A	77.5
English Learners	N/A	-	N/A	92.3
Economically Disadvantaged	-	82.3	-	81.8



District percentages reflect the district the school was associated with when the data was collected.
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Nevada Alternative Performance Framework

Jacobsen High School

School Level: Middle School
Grade Level: 07-12
District: Douglas

School APF Category: Juvenile Detention
School Type: Juvenile Correctional
School NSPF Designation: CSI-MRI

About the Alternative Performance Framework
The APF is intended to collect and report additional performance data for alternative schools where at least 75% of the enrollment is comprised of students with unique needs. Schools usually fall into one of four categories: schools offering credit recovery programs; schools offering behavioral/continuation programs; Juvenile Detention Facilities providing services to adjudicated youth; and Special Education schools serving students identified as having significant cognitive disabilities. Some APF schools include grade levels that cross the typical elementary, middle, and/or high school configurations. The APF Report compiles data for all grade levels represented in the school.

School Performance SY2025-2026

School Mission

School Mission: Provide academic support and credit recovery opportunities to adjudicated youth. One measure of student progress is the Goal of the school: Students will grow one grade level in four months in Reading, Math, and Science as measured by pre-post MAP assessments while at JHS.

Continuum of Performance
Schools approved under the APF are rated based on a continuum of performance. The school is rated as Improving, Maintaining, Declining, or Not Applicable (N/A) on each applicable APF Measure. Some Measures included in the APF are not relevant to certain categories of schools. The rating compares the school's performance in the current school year to that of the prior year for each applicable APF Measure.

Notice Regarding 2025-2026 APF Reporting Revisions
Following recommendations from the APF Workgroup, which met from fall 2024 through spring 2026, several modifications were made to the framework's business rules and rating methodologies for the 2025-2026 school year. These changes, designed to better reflect the unique characteristics and outcomes of alternative schools, include the expansion of the Opportunity-to-Engage (OTE) threshold to additional measures and a shift in the OTE definition from 30 consecutive days to 30 total days. Furthermore, updates were implemented for the calculation of Attendance and Credit Earning rates, moving from an average of each student's rate to a total student population calculation. Due to these revised methodologies, stakeholders should exercise interpretive consideration when evaluating school performance or comparing current results to prior years. Detailed information on all workgroup updates can be found in the Guide to the Nevada Alternative Performance Framework School Year 2025-2026 Document.

Academic Achievement Indicator

School Narrative: At Jacobson High, we use MAPS testing, student goal-setting, and individualized plans to drive growth in core subjects. Progress is tracked regularly, aligning with Nevada's APF focus on academic improvement, student engagement, and readiness for reintegration or further education.

	2024-2025	2025-2026	Continuum of Performance
Math Pooled Average	0	0	Maintaining
ELA Pooled Average	10	8.3	Maintaining
Science Pooled Average	-	16.6	-

This Indicator reports academic proficiency for students enrolled for at least 30 days for the following measures: Attendance rate, Chronic absenteeism, Grad attainment, and Student engagement. Results are based on administration of the state mandated assessments including criterion-referenced English Language Arts (ELA) and Math assessments in grades 3-8; Science assessments in grades 5, 8 and high school; the Nevada Alternative Assessment (NAA); and a college and career readiness assessment for grade 11. Rates are determined through a pooled average of all students who assessed in the content area regardless of grade level.

Academic Progress Indicator

School Narrative: At Jacobson High, we track academic progress weekly, using team reviews, individualized pacing, and a computer-based platform. Our incentive system promotes engagement and course completion. Through collaboration and targeted support, students earn credits and build skills for success, aligned with Nevada's APF goals.

	2024-2025	2025-2026	Continuum of Performance
Credit Earning Rate	91.2	99.5	Improving
Academic IEP Math Goals	N/A	N/A	-
Academic IEP ELA Goals	N/A	N/A	-

Performance on this Indicator reflects student academic progress for students enrolled in the current school year for at least 30 days. For the Credit Earning Rate Measure, the school's credit earning rate is calculated in grades 9-12 based on the total number of credits earned divided by the total number of credits attempted. The Academic IEP Math and ELA Goal Measures reflect the progress of students with an Individualized Education Program (IEP). A school IEP Goal rate is based on the school-wide percentage of IEP goals (Math and ELA) identified as having Satisfactory Progress or Goal Met on student fourth quarter of final progress reports from the last annual IEPs.

Graduation Indicator

School Narrative: At Jacobson High, we review transcripts on entry to create personalized plans for credit recovery and academic success. Students set daily goals, track progress, and receive targeted support. Academic effort is tied to overall program advancement, promoting ownership, engagement, and measurable growth.

	2024-2025	2025-2026	Continuum of Performance
4-Year ACGR	-	-	-
5-Year ACGR	-	-	-
Graduation Attainment	7.2	-	-

The Graduation Indicator reports the extent to which students successfully complete or make substantial progress toward completing high school. Data for the 4-and 5-year cohort graduation rates (ACGRs) lag by one year due to the cohort collection and data validation process. The Graduation Attainment Measureis determined by mapping high school completion status or exit codes to a ten-point scale for students with an Original Year of Graduation (OYOG) for the current year or earlier. The reported rate is the average of all points earned for qualifying students.

Attendance Indicator

School Narrative: At Jacobson High, education is integrated into a 24/7 residential program. School staff coordinate with counselors, medical, and court teams to support student success. Individualized plans, daily goal-setting, and real-time communication ensure academic progress and alignment with all treatment goals.

	2024-2025	2025-2026	Continuum of Performance
Attendance Rate	95.1	99.3	Maintaining
Chronic Absenteeism	8.3	0	Improving

The Attendance Indicator reports school-wide performance on attendance and absenteeism rates for students enrolled in the current school year for at least 30 days. For the Attendance Rate Measure, a school attendance rate is calculated based on the total number of days enrolled divided by the total number of days attended. For the Chronic Absenteeism Measure, the percentage of chronically absent students is determined. Chronically absent students are those enrolled for 10 or more school days and absent for 10% or more of the days for any reason (e.g., illness, suspension, the need to care for a family), regardless of whether absences are excused or unexcused. A student is considered absent if they are not physically on school grounds and not participating in instruction or instruction-related activities at an approved off-grounds location for at least 50% of the school day.

Student Engagement Indicator

	2024-2025	2025-2026	Continuum of Performance
Transferred to Traditional School	25	24.3	Maintaining
Persisted at Traditional School	-	-	-
Transferred to or Stayed at Alternative School	75	75.6	Maintaining
Persisted at Alternative School	100	88.2	Declining
Student Participation	N/A	N/A	-

The Student Engagement Indicator reports the extent to which students are engaged in the educational process. The Student Persistence data reveal the percentage of students who remained enrolled in the current alternative setting, transferred to another alternative setting, or transferred to a traditional school within the school year. A further calculation is done to determine how many of these students ended the current year at that setting. The Student Participation Measure is specific to Special Education schools and reflects the percentage of students participating in a purposeful learning activity. Calculations are based on the number of students observed and the number of students engaged over the span of the current school year.

Planning for Success Indicator

At Jacobson High, student success is measured through credit recovery, MAPS growth, and renewed engagement in learning. Many earn key credits or even graduate. Progress in skills, confidence, and mindset reflects a deeper shift—students leave with purpose, goals, and belief in their future.

	2024-2025	2025-2026	Continuum of Performance
Academic Learning Plans	100	98.5	Maintaining
Life Skills IEP Goals	N/A	N/A	-

Performance on the Planning for Success Indicator reflects student success towards career, college, and life pathways. Academic Learning Plans (ALPs) are mandated by NRS 388.205 and must set forth specific education goals that the pupil intends to achieve before graduation from high school; the rate shown is the percentage of students with an ALP. Life Readiness Skills IEP Goals are based on the progress found on a student's fourth quarter or final progress report from the last annual IEP.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.
Some APF schools include grade levels that cross the typical elementary, middle and/or high school configurations.
The APF report includes compiled data for all grade levels represented in that school

NSPF Rating Report Below ↓

Jacobsen High School

School Year 2025-2026 Nevada School Rating

School Level: Middle School
Grade Levels: 07-12
District: Douglas
School Address: 225 China Spring Rd, Gardnerville, NV 89410

NR
N/A
Total Index Score

School Type: Juvenile Correctional
School Designation: No Designation

Student Race/Ethnicity

100% White/Caucasian
N/A% Black/African American
N/A% Hispanic/Latino
N/A% Asian
N/A% American Indian/Alaska Native
N/A% Pacific Islander
N/A% Two or More Races

School Performance History

School Year	Index Score/	Star Rating
2024-2025	N/A	NR
2023-2024	N/A	NR

Additional Student Groups

N/A% English Learners
N/A% Students with Disabilities
N/A% Economically Disadvantaged

What does my school rating mean?

In order for an elementary or middle school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators: Student Achievement, Growth. For this school, the minimum requirements have not been met.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29 ★
At or above 29 but less than 50 ★★
At or above 50 and less than 70 ★★★
At or above 70 and less than 80 ★★★★
At or above 80 ★★★★★

2025-2026 School Performance

N/A

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	-	37.3
Math Proficiency	-	33
ELA Proficiency	-	43
Science Proficiency	N/A	33.4

N/A

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	N/A	27

N/A

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	-	16.1
Academic Learning Plans	N/A	>95
8th Grade Credit Requirements	-	84.9

N/A

Student Growth Indicator

Measure	School Median	District Median
Math MGP	-	52
ELA MGP	-	48
	School Rate	**District Rate**
Met Math AGP Target	-	32
Met ELA AGP Target	-	40.6

N/A

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	N/A	11.8
Prior Non-Proficient Met ELA AGP Target	N/A	18.1

Due to low n-size, data for measures required for rating may have been pooled over multiple years.

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.

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Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

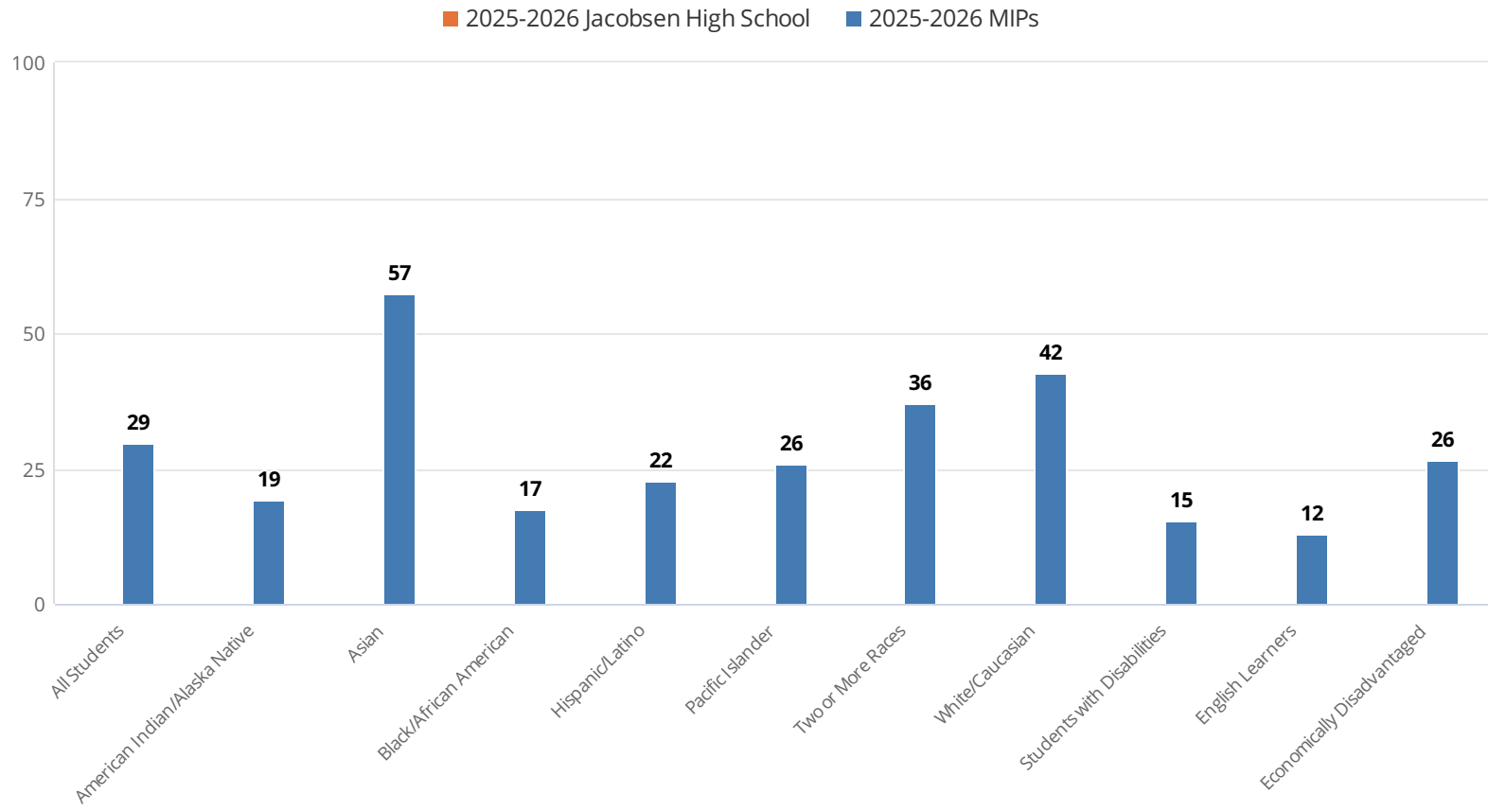
Pooled Proficiency Points Earned: NA/25

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	-	37.3	-	39.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	-	33	29.6	-	32.1	28.2
American Indian/ Alaska Native	N/A	8.6	19.1	N/A	15.3	16.6
Asian	N/A	43.7	57.5	N/A	50	56.6
Black/ African American	N/A	-	17.4	N/A	-	14.9
Hispanic/ Latino	N/A	26.4	22.7	N/A	25.4	20.3
Pacific Islander	N/A	-	26	N/A	-	24.5
Two or More Races	N/A	37.3	36.9	N/A	36.9	35.7
White/ Caucasian	N/A	35.8	42.8	N/A	34.7	41.6
Students with Disabilities	N/A	6.9	15.5	N/A	6.3	11
English Learners	N/A	5.7	12.8	N/A	<5	8.2
Economically Disadvantaged	N/A	16	26.4	N/A	15.9	24.9

Math Assessments % Proficient



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District percentages reflect the district the school was associated with when the data was collected.
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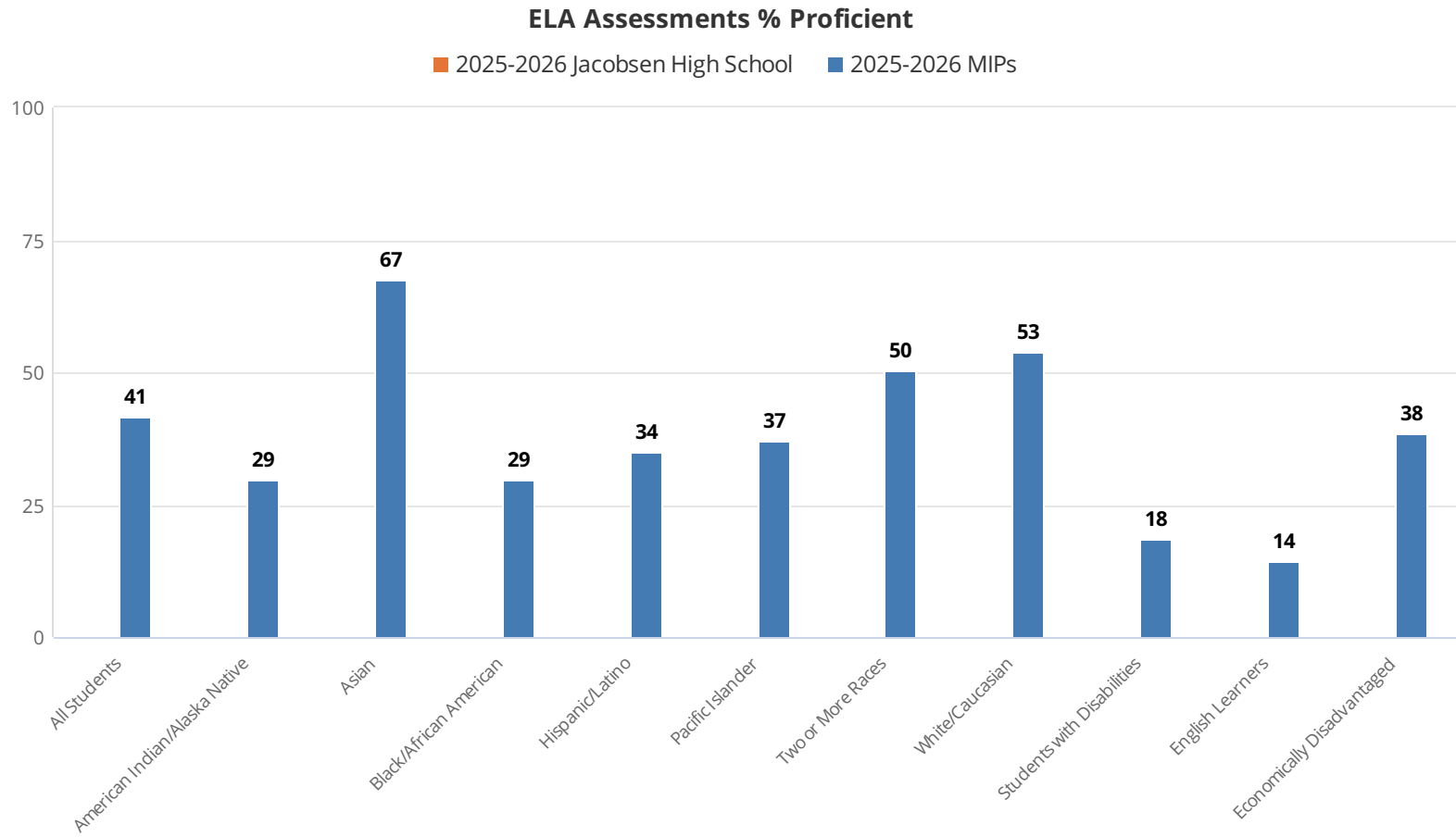
N/A

Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	-	43	41.5	-	47.2	40.3
American Indian/ Alaska Native	N/A	21.7	29.6	N/A	19.2	27.5
Asian	N/A	50	67.5	N/A	56.2	66.8
Black/ African American	N/A	-	29.6	N/A	-	27.4
Hispanic/ Latino	N/A	37.1	34.8	N/A	44.4	32.8
Pacific Islander	N/A	-	37.2	N/A	-	35.9
Two or More Races	N/A	53.7	50.3	N/A	53	49.3
White/ Caucasian	N/A	44.9	53.8	N/A	48.7	52.8
Students with Disabilities	N/A	8.4	18.4	N/A	12.5	14.1
English Learners	N/A	<5	14.3	N/A	6.6	9.8
Economically Disadvantaged	N/A	26.6	38.3	N/A	32.4	37



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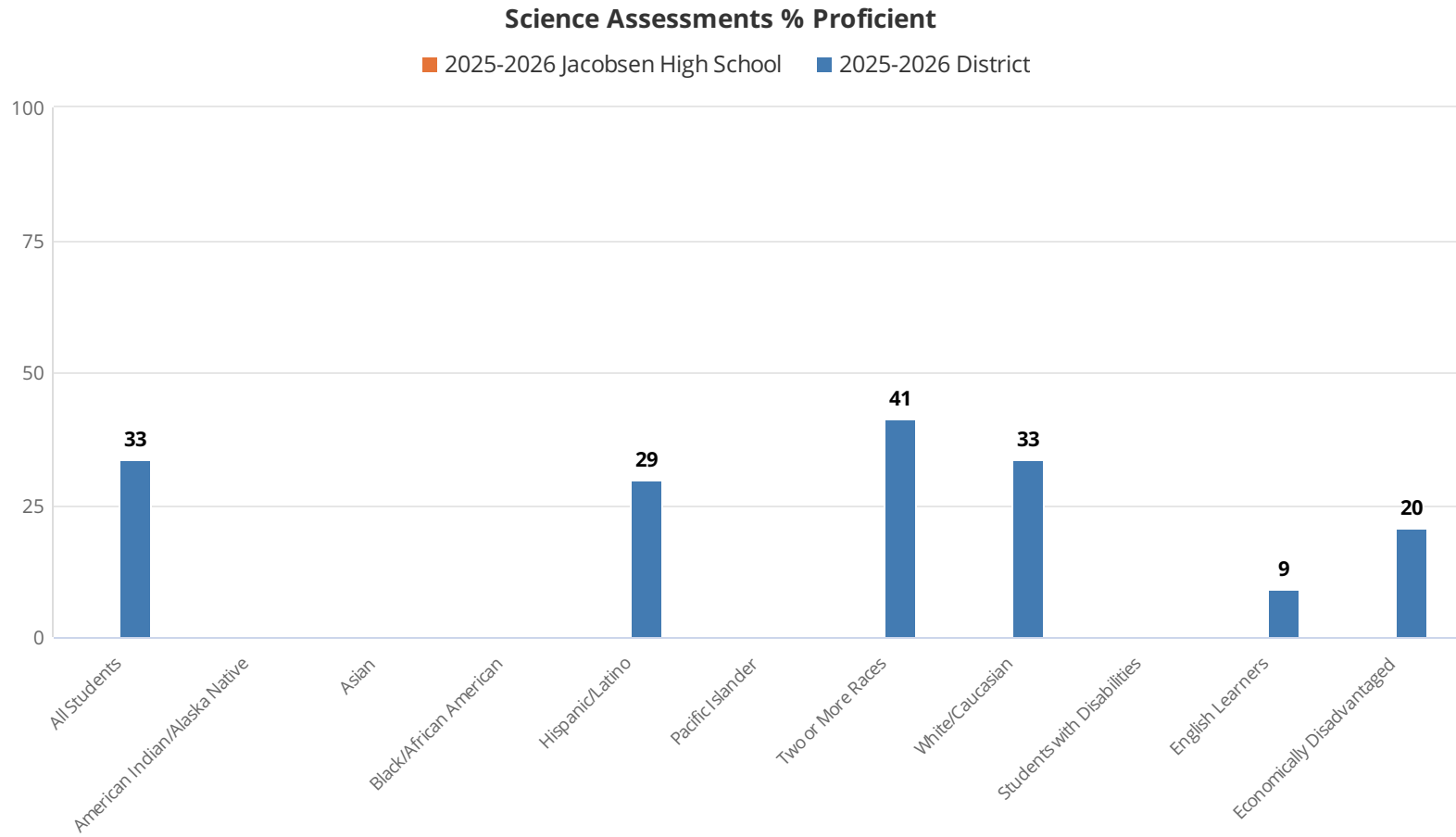
N/A

Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	N/A	33.4	N/A	35.7
American Indian/ Alaska Native	N/A	-	N/A	<5
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	N/A	29.8	N/A	25.5
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	41.3	N/A	47
White/ Caucasian	N/A	33.7	N/A	41.2
Students with Disabilities	N/A	<5	N/A	15.7
English Learners	N/A	9	N/A	<5
Economically Disadvantaged	N/A	20.6	N/A	18.1



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Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	-	-	-	-
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	-	-
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
White/ Caucasian	N/A	N/A	-	-
Students with Disabilities	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	-	-

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N/A

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: NA/10 **ELA MGP Points Earned: NA/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	-	52	-	48	-	49	-	46
American Indian/ Alaska Native	N/A	30	N/A	56	N/A	43.5	N/A	52
Asian	N/A	73.5	N/A	59	N/A	50.5	N/A	56
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	N/A	54	N/A	49	N/A	47.5	N/A	46
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	N/A	55	N/A	59.5	N/A	48	N/A	48
White/ Caucasian	N/A	50	N/A	47	N/A	49	N/A	44.5
Students with Disabilities	N/A	52	N/A	46	N/A	47	N/A	44
English Learners	N/A	60	N/A	58.5	N/A	55	N/A	45
Economically Disadvantaged	N/A	50	N/A	44	N/A	49	N/A	45

AGP Growth Data

Math AGP Points Earned: NA/5 **ELA AGP Points Earned: NA/5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	-	32	-	40.6	-	31.3	-	46.7
American Indian/ Alaska Native	N/A	9.5	N/A	28.5	N/A	16.6	N/A	36
Asian	N/A	43.7	N/A	43.7	N/A	50	N/A	50
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	N/A	26.4	N/A	35.9	N/A	26.5	N/A	43.8
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	N/A	34.9	N/A	56.2	N/A	28.8	N/A	53.3
White/ Caucasian	N/A	34.5	N/A	41.4	N/A	33.6	N/A	47.7
Students with Disabilities	N/A	10.4	N/A	15.5	N/A	8.2	N/A	19.1
English Learners	N/A	8.3	N/A	11.1	N/A	17.1	N/A	14.2
Economically Disadvantaged	N/A	17	N/A	26.3	N/A	16.6	N/A	33.6

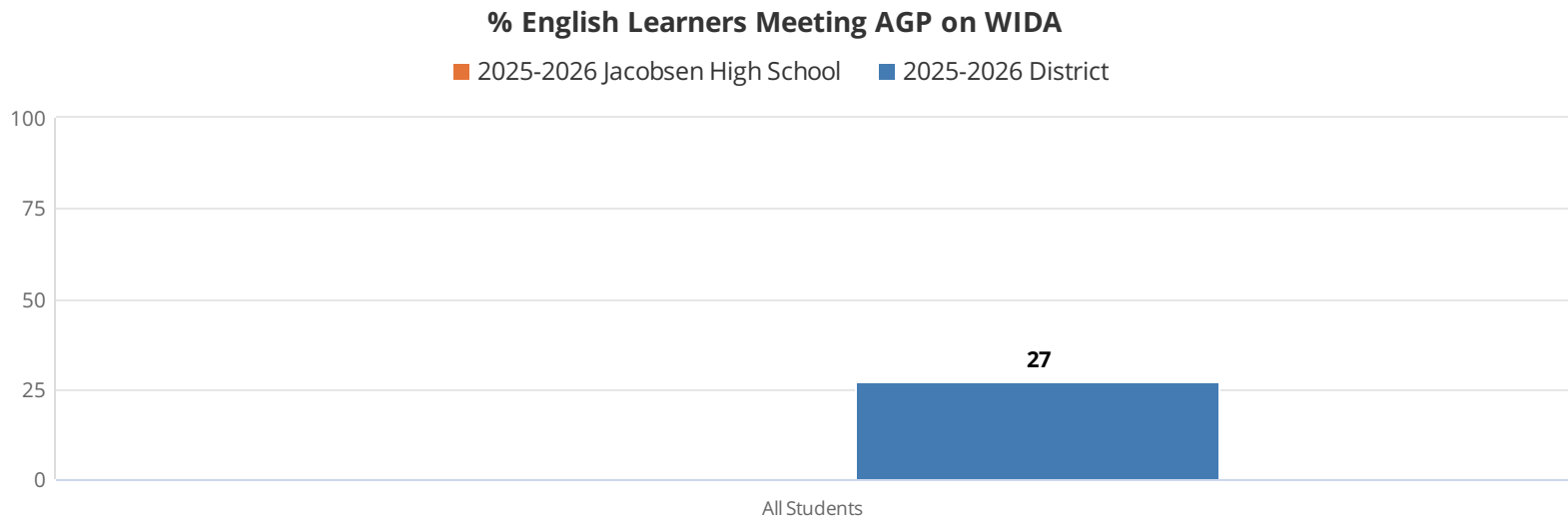
For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	N/A	N/A	27	N/A	N/A	39.3



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

District percentages reflect the district the school was associated with when the data was collected.
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Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: NA/10 **ELA AGP Points Earned: NA/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	N/A	11.8	N/A	18.1	N/A	14.9	N/A	30.6
American Indian/ Alaska Native	N/A	<5	N/A	6.6	N/A	5.2	N/A	35
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	N/A	7.7	N/A	17.4	N/A	16	N/A	28.5
Pacific Islander	N/A	N/A	N/A	N/A	N/A	-	N/A	-
Two or More Races	N/A	13.5	N/A	21.4	N/A	15.1	N/A	31.4
White/ Caucasian	N/A	14.4	N/A	19.3	N/A	14.6	N/A	31.3
Students with Disabilities	N/A	6.1	N/A	10.3	N/A	<5	N/A	16.3
English Learners	N/A	<5	N/A	11.1	N/A	14.7	N/A	14.2
Economically Disadvantaged	N/A	6.2	N/A	14.2	N/A	10.1	N/A	25.5

District percentages reflect the district the school was associated with when the data was collected.
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

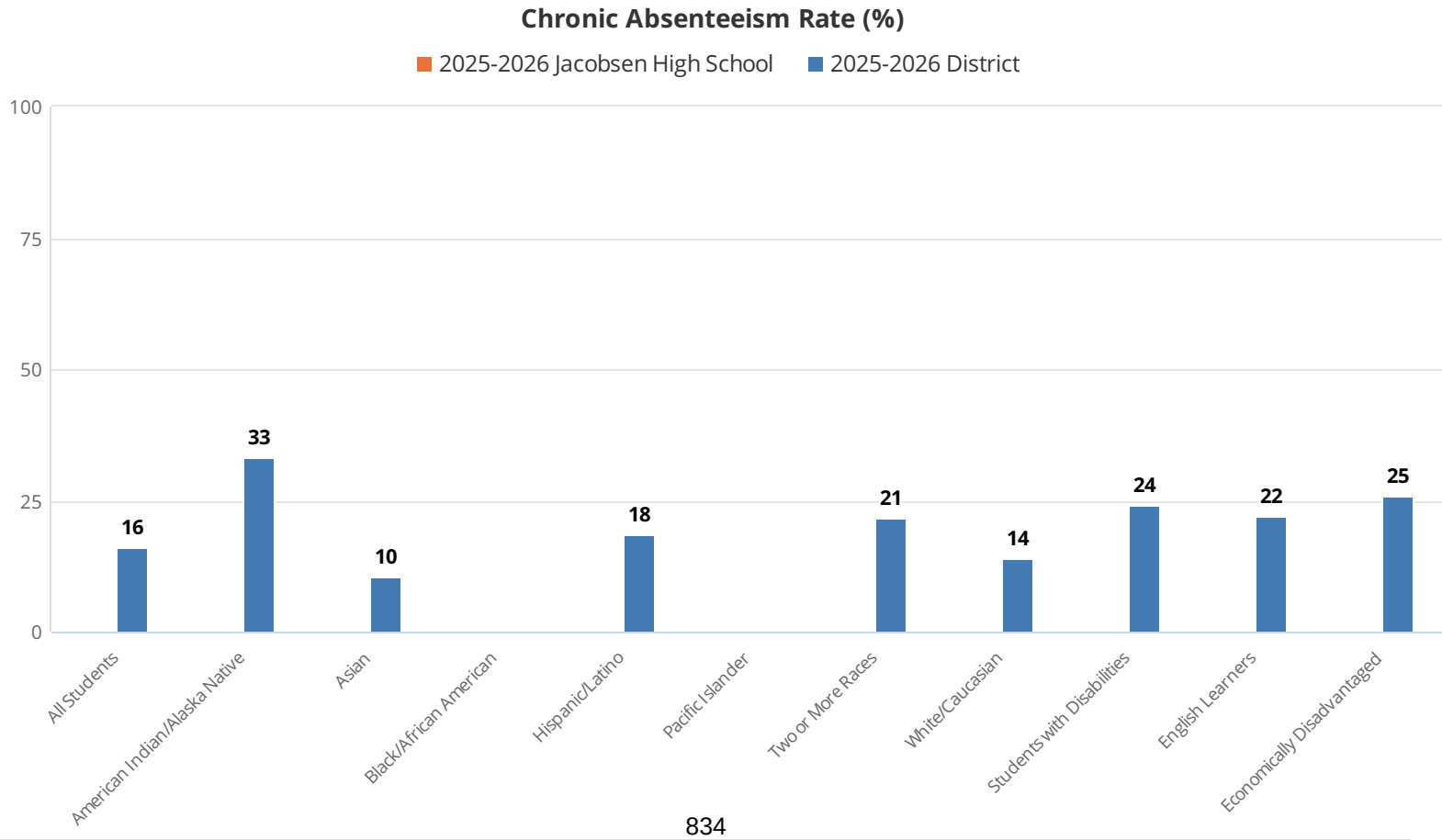
Chronic Absenteeism Points Earned: NA/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	-	16.1	-	20.5
American Indian/ Alaska Native	N/A	33.3	N/A	25.9
Asian	N/A	10.5	N/A	16.6
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	18.5	-	22.1
Pacific Islander	N/A	-	N/A	-
Two or More Races	N/A	21.6	N/A	23.2
White/ Caucasian	-	14	N/A	19.3
Students with Disabilities	N/A	24	N/A	27.7
English Learners	N/A	22.2	-	18.9
Economically Disadvantaged	N/A	25.8	-	29.8

All Students Chronic Absenteeism Percent Change: NA%

Points Earned by the Chronic Absenteeism Rate: NA/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



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District percentages reflect the district the school was associated with when the data was collected.
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Student Engagement

Academic Learning Plans

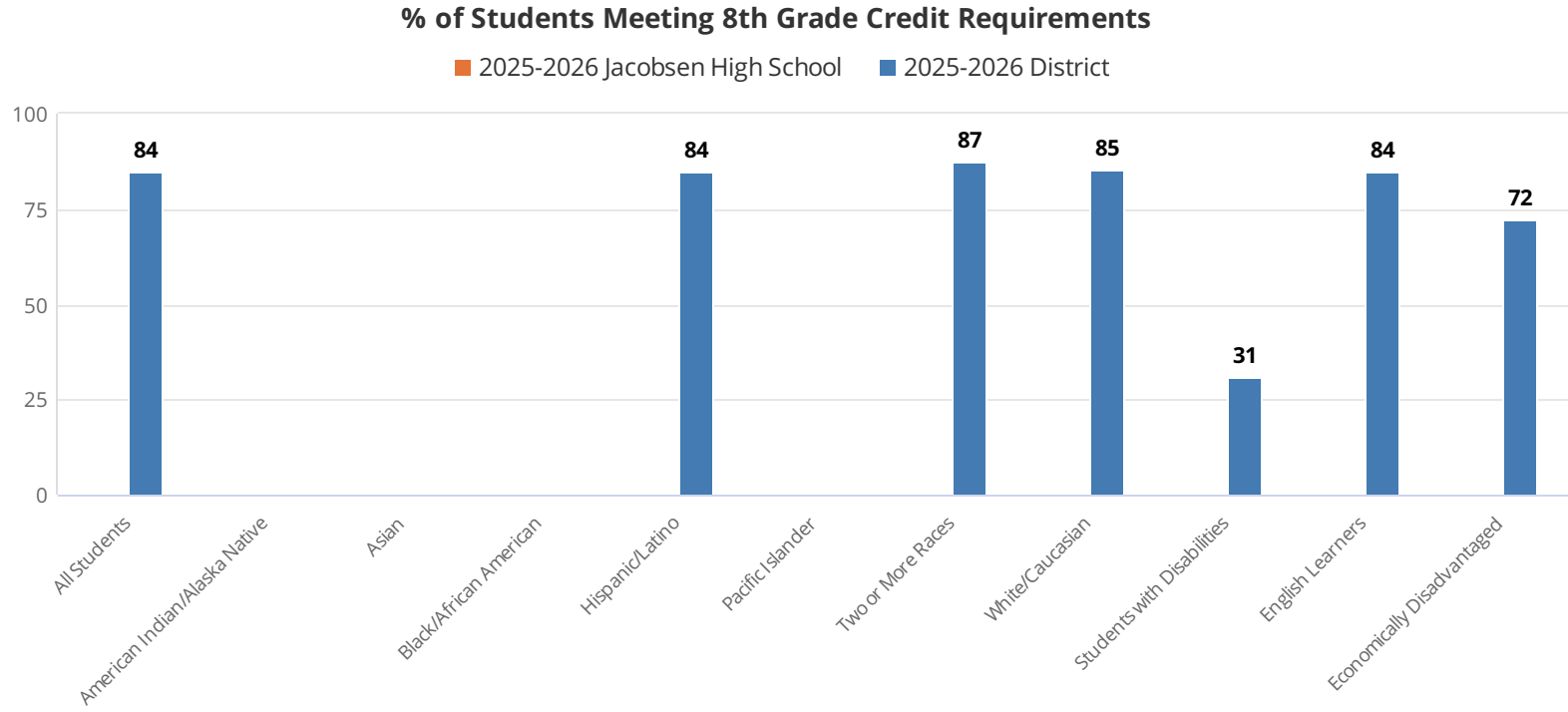
Academic Learning Plans Points Earned NA/2

Groups	2026 % Academic Learning Plans	2026 % District	2025 % Academic Learning Plans	2025 % District
All Students	N/A	>95	N/A	>95
American Indian/ Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	N/A	>95
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	N/A	>95	N/A	>95
Pacific Islander	N/A	-	N/A	-
Two or More Races	N/A	>95	N/A	>95
White/ Caucasian	N/A	>95	N/A	>95
Students with Disabilities	N/A	>95	N/A	>95
English Learners	N/A	>95	N/A	>95
Economically Disadvantaged	N/A	>95	N/A	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned NA/3

Groups	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	-	84.9	-	82
American Indian/ Alaska Native	N/A	-	N/A	81.8
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	84.6	-	84.8
Pacific Islander	N/A	-	N/A	-
Two or More Races	N/A	87.5	N/A	84.2
White/ Caucasian	N/A	85.3	-	81.1
Students with Disabilities	N/A	31	N/A	>95
English Learners	N/A	84.6	N/A	90.9
Economically Disadvantaged	N/A	72.2	-	84.1



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Nevada Alternative Performance Framework

Jacobsen High School

School Level: High School
Grade Level: 07-12
District: Douglas

School APF Category: Juvenile Detention
School Type: Juvenile Correctional
School NSPF Designation: CSI-MRI

About the Alternative Performance Framework
The APF is intended to collect and report additional performance data for alternative schools where at least 75% of the enrollment is comprised of students with unique needs. Schools usually fall into one of four categories: schools offering credit recovery programs; schools offering behavioral/continuation programs; Juvenile Detention Facilities providing services to adjudicated youth; and Special Education schools serving students identified as having significant cognitive disabilities. Some APF schools include grade levels that cross the typical elementary, middle, and/or high school configurations. The APF Report compiles data for all grade levels represented in the school.

School Performance SY2025-2026

School Mission

School Mission: Provide academic support and credit recovery opportunities to adjudicated youth. One measure of student progress is the Goal of the school: Students will grow one grade level in four months in Reading, Math, and Science as measured by pre-post MAP assessments while at JHS.

Continuum of Performance
Schools approved under the APF are rated based on a continuum of performance. The school is rated as Improving, Maintaining, Declining, or Not Applicable (N/A) on each applicable APF Measure. Some Measures included in the APF are not relevant to certain categories of schools. The rating compares the school's performance in the current school year to that of the prior year for each applicable APF Measure.

Notice Regarding 2025-2026 APF Reporting Revisions
Following recommendations from the APF Workgroup, which met from fall 2024 through spring 2026, several modifications were made to the framework's business rules and rating methodologies for the 2025-2026 school year. These changes, designed to better reflect the unique characteristics and outcomes of alternative schools, include the expansion of the Opportunity-to-Engage (OTE) threshold to additional measures and a shift in the OTE definition from 30 consecutive days to 30 total days. Furthermore, updates were implemented for the calculation of Attendance and Credit Earning rates, moving from an average of each student's rate to a total student population calculation. Due to these revised methodologies, stakeholders should exercise interpretive consideration when evaluating school performance or comparing current results to prior years. Detailed information on all workgroup updates can be found in the Guide to the Nevada Alternative Performance Framework School Year 2025-2026 Document.

Academic Achievement Indicator

School Narrative: At Jacobson High, we use MAPS testing, student goal-setting, and individualized plans to drive growth in core subjects. Progress is tracked regularly, aligning with Nevada's APF focus on academic improvement, student engagement, and readiness for reintegration or further education.

	2024-2025	2025-2026	Continuum of Performance
Math Pooled Average	0	0	Maintaining
ELA Pooled Average	10	8.3	Maintaining
Science Pooled Average	-	16.6	-

This Indicator reports academic proficiency for students enrolled for at least 30 days for the following measures: Attendance rate, Chronic absenteeism, Grad attainment, and Student engagement. Results are based on administration of the state mandated assessments including criterion-referenced English Language Arts (ELA) and Math assessments in grades 3-8; Science assessments in grades 5, 8 and high school; the Nevada Alternative Assessment (NAA); and a college and career readiness assessment for grade 11. Rates are determined through a pooled average of all students who assessed in the content area regardless of grade level.

Academic Progress Indicator

School Narrative: At Jacobson High, we track academic progress weekly, using team reviews, individualized pacing, and a computer-based platform. Our incentive system promotes engagement and course completion. Through collaboration and targeted support, students earn credits and build skills for success, aligned with Nevada's APF goals.

	2024-2025	2025-2026	Continuum of Performance
Credit Earning Rate	91.2	99.5	Improving
Academic IEP Math Goals	N/A	N/A	-
Academic IEP ELA Goals	N/A	N/A	-

Performance on this Indicator reflects student academic progress for students enrolled in the current school year for at least 30 days. For the Credit Earning Rate Measure, the school's credit earning rate is calculated in grades 9-12 based on the total number of credits earned divided by the total number of credits attempted. The Academic IEP Math and ELA Goal Measures reflect the progress of students with an Individualized Education Program (IEP). A school IEP Goal rate is based on the school-wide percentage of IEP goals (Math and ELA) identified as having Satisfactory Progress or Goal Met on student fourth quarter of final progress reports from the last annual IEPs.

Graduation Indicator

School Narrative: At Jacobson High, we review transcripts on entry to create personalized plans for credit recovery and academic success. Students set daily goals, track progress, and receive targeted support. Academic effort is tied to overall program advancement, promoting ownership, engagement, and measurable growth.

	2024-2025	2025-2026	Continuum of Performance
4-Year ACGR	-	-	-
5-Year ACGR	-	-	-
Graduation Attainment	7.2	-	-

The Graduation Indicator reports the extent to which students successfully complete or make substantial progress toward completing high school. Data for the 4-and 5-year cohort graduation rates (ACGRs) lag by one year due to the cohort collection and data validation process. The Graduation Attainment Measureis determined by mapping high school completion status or exit codes to a ten-point scale for students with an Original Year of Graduation (OYOG) for the current year or earlier. The reported rate is the average of all points earned for qualifying students.

Attendance Indicator

School Narrative: At Jacobson High, education is integrated into a 24/7 residential program. School staff coordinate with counselors, medical, and court teams to support student success. Individualized plans, daily goal-setting, and real-time communication ensure academic progress and alignment with all treatment goals.

	2024-2025	2025-2026	Continuum of Performance
Attendance Rate	95.1	99.3	Maintaining
Chronic Absenteeism	8.3	0	Improving

The Attendance Indicator reports school-wide performance on attendance and absenteeism rates for students enrolled in the current school year for at least 30 days. For the Attendance Rate Measure, a school attendance rate is calculated based on the total number of days enrolled divided by the total number of days attended. For the Chronic Absenteeism Measure, the percentage of chronically absent students is determined. Chronically absent students are those enrolled for 10 or more school days and absent for 10% or more of the days for any reason (e.g., illness, suspension, the need to care for a family), regardless of whether absences are excused or unexcused. A student is considered absent if they are not physically on school grounds and not participating in instruction or instruction-related activities at an approved off-grounds location for at least 50% of the school day.

Student Engagement Indicator

	2024-2025	2025-2026	Continuum of Performance
Transferred to Traditional School	25	24.3	Maintaining
Persisted at Traditional School	-	-	-
Transferred to or Stayed at Alternative School	75	75.6	Maintaining
Persisted at Alternative School	100	88.2	Declining
Student Participation	N/A	N/A	-

The Student Engagement Indicator reports the extent to which students are engaged in the educational process. The Student Persistence data reveal the percentage of students who remained enrolled in the current alternative setting, transferred to another alternative setting, or transferred to a traditional school within the school year. A further calculation is done to determine how many of these students ended the current year at that setting. The Student Participation Measure is specific to Special Education schools and reflects the percentage of students participating in a purposeful learning activity. Calculations are based on the number of students observed and the number of students engaged over the span of the current school year.

Planning for Success Indicator

At Jacobson High, student success is measured through credit recovery, MAPS growth, and renewed engagement in learning. Many earn key credits or even graduate. Progress in skills, confidence, and mindset reflects a deeper shift—students leave with purpose, goals, and belief in their future.

	2024-2025	2025-2026	Continuum of Performance
Academic Learning Plans	100	98.5	Maintaining
Life Skills IEP Goals	N/A	N/A	-

Performance on the Planning for Success Indicator reflects student success towards career, college, and life pathways. Academic Learning Plans (ALPs) are mandated by NRS 388.205 and must set forth specific education goals that the pupil intends to achieve before graduation from high school; the rate shown is the percentage of students with an ALP. Life Readiness Skills IEP Goals are based on the progress found on a student's fourth quarter or final progress report from the last annual IEP.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.
Some APF schools include grade levels that cross the typical elementary, middle and/or high school configurations.
The APF report includes compiled data for all grade levels represented in that school

NSPF Rating Report Below ↓

Jacobsen High School

School Year 2025-2026 Nevada School Rating

School Level: High School
Grade Levels: 07-12
District: Douglas
School Address: 225 China Spring Rd Gardnerville, NV 89410

NR
16.6
Total Adjusted Index Score

School Type: Juvenile Correctional
School Designation: CSI-MRI

Student Race/Ethnicity

48% White/Caucasian
4% Black/African American
20% Hispanic/Latino
N/A% Asian
12% American Indian/Alaska Native
4% Pacific Islander
12% Two or More Races

School Performance History

School Year	Index Score/	Star Rating
2024-2025	N/A	NR
2023-2024	16.6	NR

Additional Student Groups

-% English Learners
-% Students with Disabilities
40% Economically Disadvantaged

What does my school rating mean?

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 70 ★★★
At or above 70 and less than 82 ★★★★
At or above 82 ★★★★★

CSI-MRI designation: This school is one of the lowest performing schools in the state. See the CSI-MRI report for more information.

2025-2026 School Performance

N/A

Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	N/A	34.4
ELA Proficiency	N/A	58.2
Science Proficiency	N/A	25.4

N/A

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	N/A	15.7

5/5

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	N/A	90.1
Chronic Absenteeism	<5	21.9

0/25

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	12.5	84.7
5-Year	-	88.6

N/A

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	-	84.7
Post-Secondary Preparation Completion	-	76.8
Advanced or CCR Diploma	N/A	51.7

Graduation and diploma rates are based on the class of 2024-2025.

Due to low n-size, data for measures required for rating may have been pooled over multiple years.

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.

840

N/A

Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

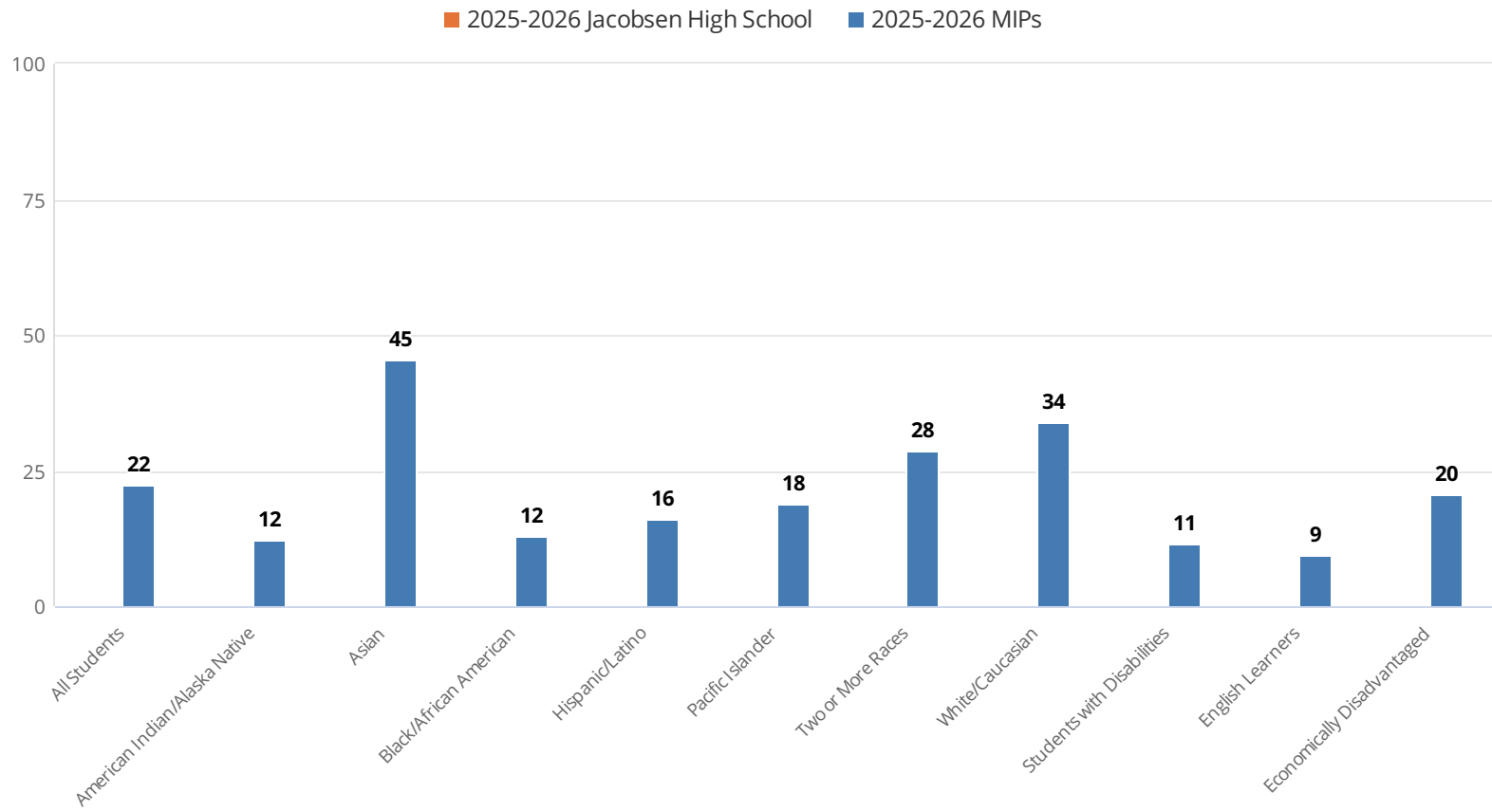
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: NA/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	N/A	34.4	22.5	N/A	30.7	21
American Indian/ Alaska Native	N/A	-	12.1	N/A	10	9.4
Asian	N/A	-	45.6	N/A	-	44.5
Black/ African American	N/A	-	12.9	N/A	N/A	10.2
Hispanic/ Latino	N/A	21	16	N/A	14.7	13.4
Pacific Islander	N/A	N/A	18.9	N/A	N/A	17.2
Two or More Races	N/A	50	28.8	N/A	31.2	27.3
White/ Caucasian	N/A	39.6	34	N/A	36.4	32.6
Students with Disabilities	N/A	<5	11.4	N/A	5.8	8.7
English Learners	N/A	-	9.6	N/A	-	6.8
Economically Disadvantaged	N/A	13.4	20.5	N/A	18.5	18.9

Math Assessments % Proficient



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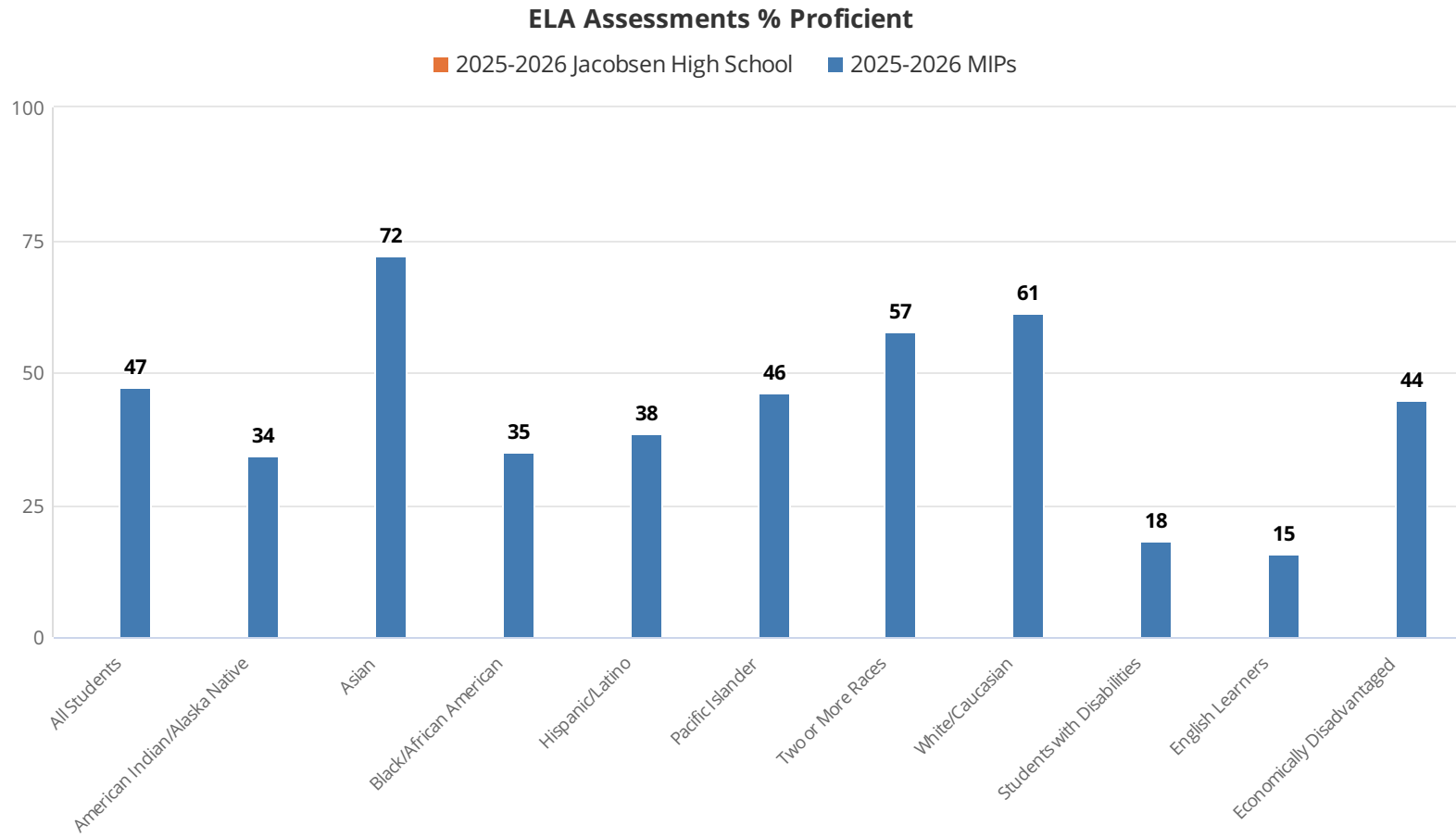
N/A

Academic Achievement

ELA Proficient

ELA Proficient Points Earned: NA/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	N/A	58.2	47.3	N/A	49.3	46.2
American Indian/ Alaska Native	N/A	-	34.2	N/A	30	32.1
Asian	N/A	-	72.2	N/A	-	71.6
Black/ African American	N/A	-	35.1	N/A	N/A	33.1
Hispanic/ Latino	N/A	38.2	38.5	N/A	37.5	36.6
Pacific Islander	N/A	N/A	46.1	N/A	N/A	45
Two or More Races	N/A	75	57.7	N/A	62.5	56.8
White/ Caucasian	N/A	64	61.1	N/A	52.8	60.3
Students with Disabilities	N/A	9.6	18.2	N/A	<5	13.9
English Learners	N/A	-	15.8	N/A	-	11.4
Economically Disadvantaged	N/A	37.9	44.8	N/A	35.4	43.7



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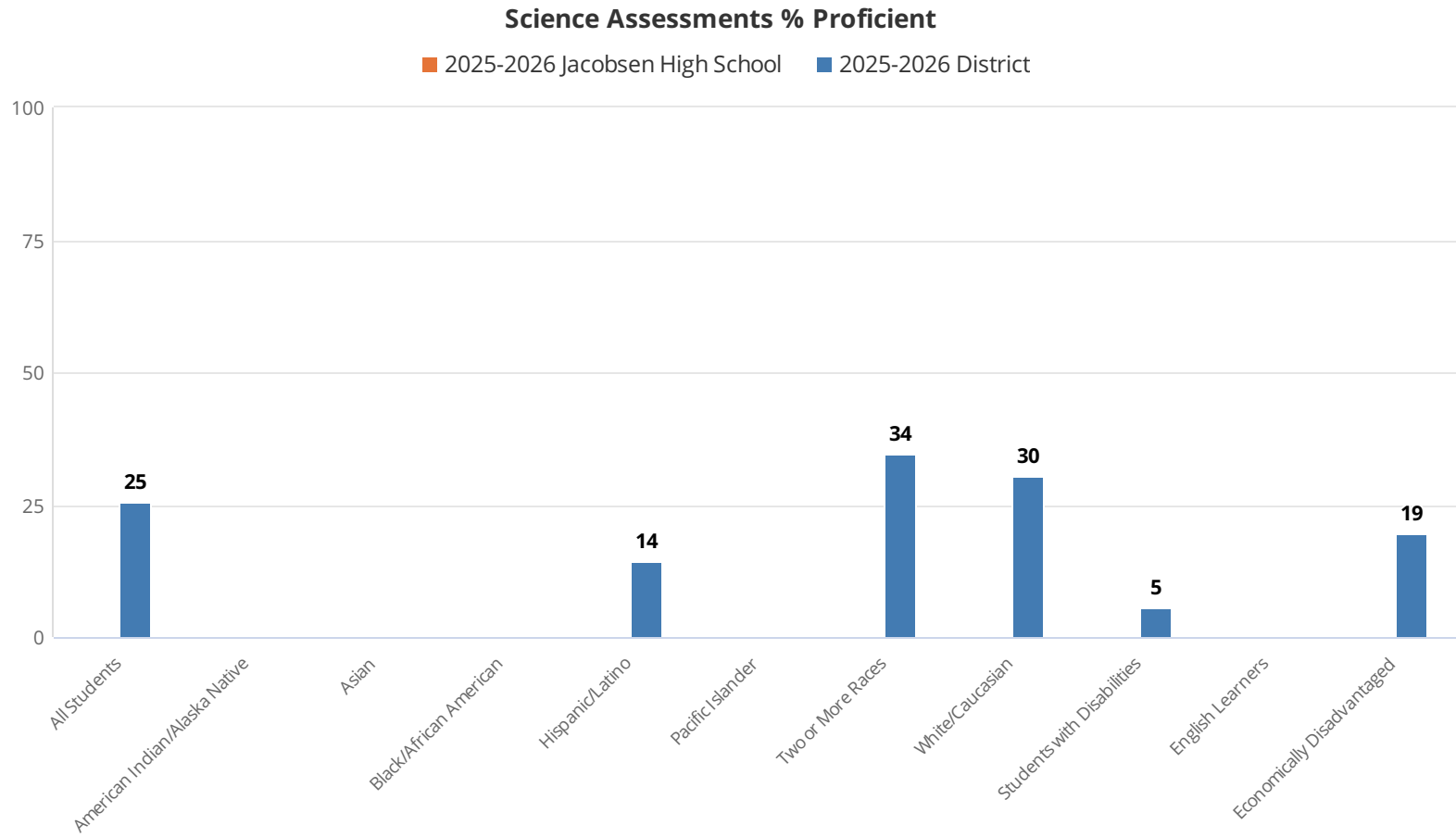
N/A

Academic Achievement

Science Proficient

Science Proficient Points Earned: NA/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	N/A	25.4	N/A	26.2
American Indian/ Alaska Native	N/A	<5	N/A	9
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	N/A	14.2	N/A	17.5
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	34.7	N/A	39.1
White/ Caucasian	N/A	30.4	N/A	29.7
Students with Disabilities	N/A	5.7	N/A	7.3
English Learners	N/A	<5	N/A	<5
Economically Disadvantaged	N/A	19.5	N/A	13.4



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Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	-	-	-	-
American Indian/ Alaska Native	-	-	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	-	-	-	-
Pacific Islander	N/A	N/A	-	-
Two or More Races	N/A	N/A	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	-	-	-	-
English Learners	-	-	-	-
Economically Disadvantaged	-	-	-	-

Yellow indicates 95% participation requirement not met.

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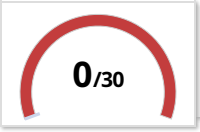


Graduation Rates

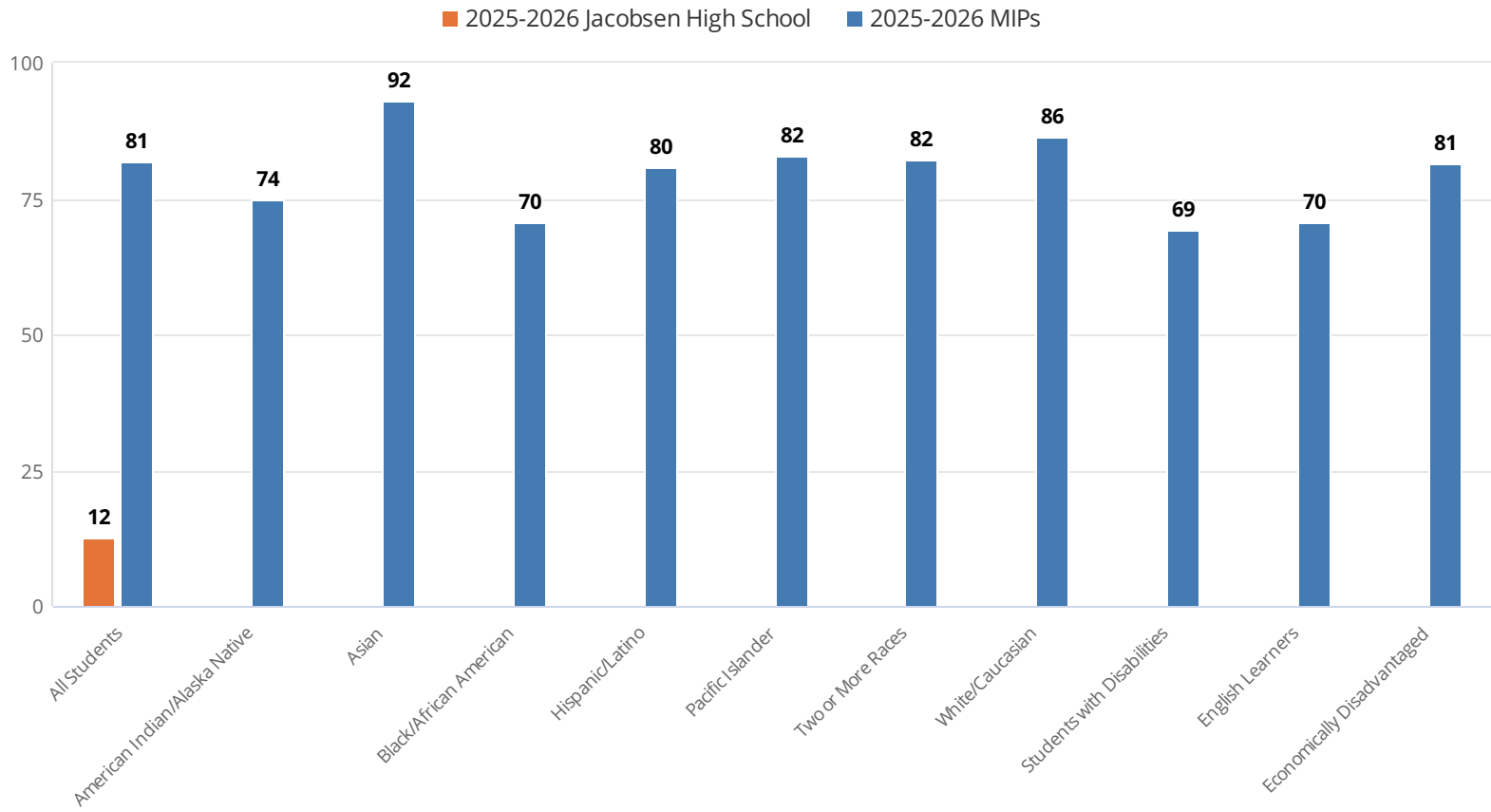
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 0/25

Groups	2025 % 4-Year ACGR	2025 % District	2025 % 4-Year ACGR MIP	2024 % 4-Year ACGR	2024 % District	2024 % 4-Year ACGR MIP
All Students	12.5	84.7	81.9	20	88.1	89.4
American Indian/ Alaska Native	N/A	72.7	74.7	N/A	66.6	83.9
Asian	N/A	-	92.9	N/A	-	94.2
Black/ African American	N/A	-	70.7	-	-	78.2
Hispanic/ Latino	N/A	84.5	80.6	-	82.4	88.7
Pacific Islander	N/A	-	82.7	N/A	N/A	90.3
Two or More Races	N/A	75	82.3	N/A	85.7	89.8
White/ Caucasian	-	86.1	86.4	N/A	91.8	90.7
Students with Disabilities	-	60	69.1	N/A	70.1	75.7
English Learners	N/A	N/A	70.6	-	84.2	
Economically Disadvantaged	-	71	81.5	-	77.1	86.3

Graduation Rates 4-Year ACGR



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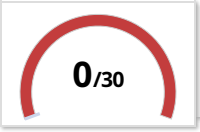


Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2025 % 5-Year ACGR	2025 % District	2025 % 5-Year ACGR MIP	2024 % 5-Year ACGR	2024 % District	2024 % 5-Year ACGR MIP
All Students	-	88.6		-	87.1	91.4
American Indian/ Alaska Native	N/A	66.6		N/A	70	85.9
Asian	N/A	-		N/A	-	96.1
Black/ African American	-	-		N/A	-	80.2
Hispanic/ Latino	N/A	83.9		-	88.1	90.7
Pacific Islander	N/A	N/A		N/A	-	92.3
Two or More Races	N/A	86.3		N/A	93.1	91.8
White/ Caucasian	N/A	92.2		-	87.3	92.7
Students with Disabilities	N/A	72.4		-	71.6	77.7
English Learners	N/A	84.2		N/A	85.7	
Economically Disadvantaged	-	77.6		-	76.7	88.3

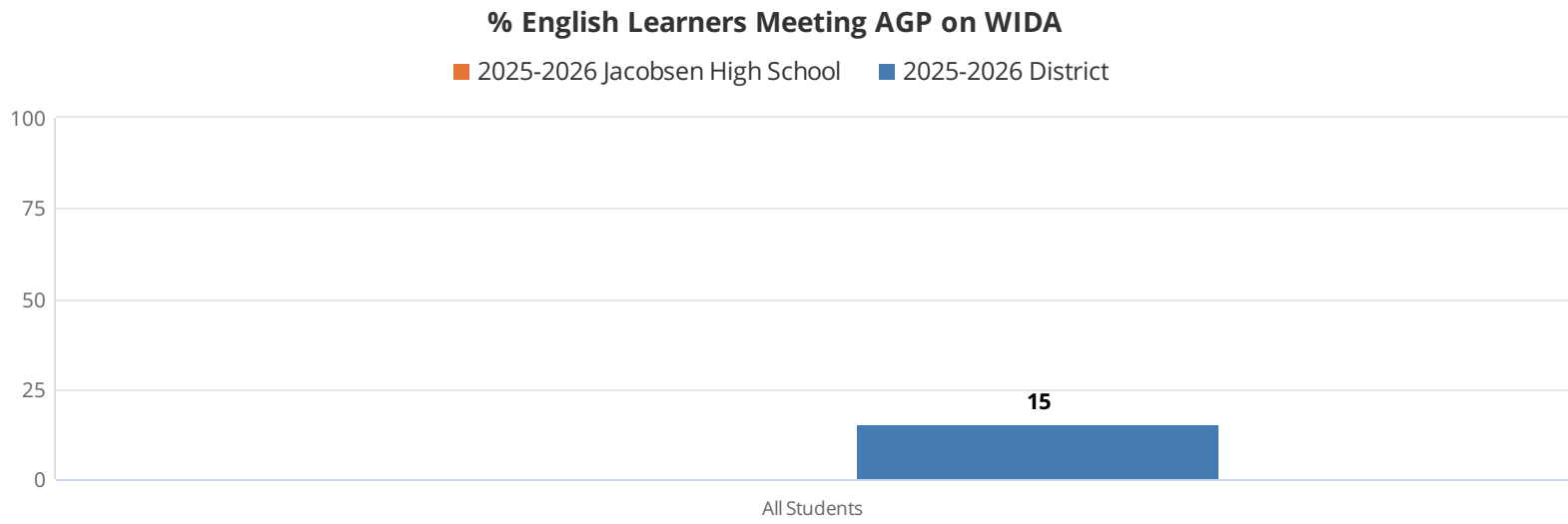
District percentages reflect the district the school was associated with when the data was collected.
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	N/A	N/A	15.7	N/A	N/A	15.3



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

District percentages reflect the district the school was associated with when the data was collected.
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: NA/10

Groups	2026 % Participation	2026 % Participation District	2025 % Participation	2025 % Participation District
All Students	-	84.7	-	83.2
American Indian/ Alaska Native	N/A	60	N/A	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	N/A	82.4	N/A	77.9
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	71.4	N/A	83.3
White/ Caucasian	-	86.8	-	86.4
Students with Disabilities	N/A	75	-	50
English Learners	N/A	60	N/A	90.9
Economically Disadvantaged	N/A	76.1	N/A	77.8

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: NA/10

Groups	2026 % Completion	2026 % Completion District	2025 % Completion	2025 % Completion District
All Students	-	76.8	-	67.6
American Indian/ Alaska Native	N/A	40	N/A	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	N/A	75.8	N/A	54.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	57.1	N/A	66.6
White/ Caucasian	-	79.1	-	72.9
Students with Disabilities	N/A	71.4	-	31.2
English Learners	N/A	60	N/A	72.7
Economically Disadvantaged	N/A	59.6	N/A	55.7

District percentages reflect the district the school was associated with when the data was collected.
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College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

Groups	2026 % Advanced or CCR Diploma	2026 % Advanced or CCR Diploma District	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District
All Students	N/A	51.7	N/A	50.8
American Indian/ Alaska Native	N/A	-	N/A	33.3
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	N/A	43.9	N/A	36.1
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	N/A	71.4	N/A	61.1
White/ Caucasian	N/A	54.4	N/A	55.3
Students with Disabilities	N/A	16.6	N/A	15
English Learners	N/A	N/A	N/A	12.5
Economically Disadvantaged	N/A	31.2	N/A	33.1

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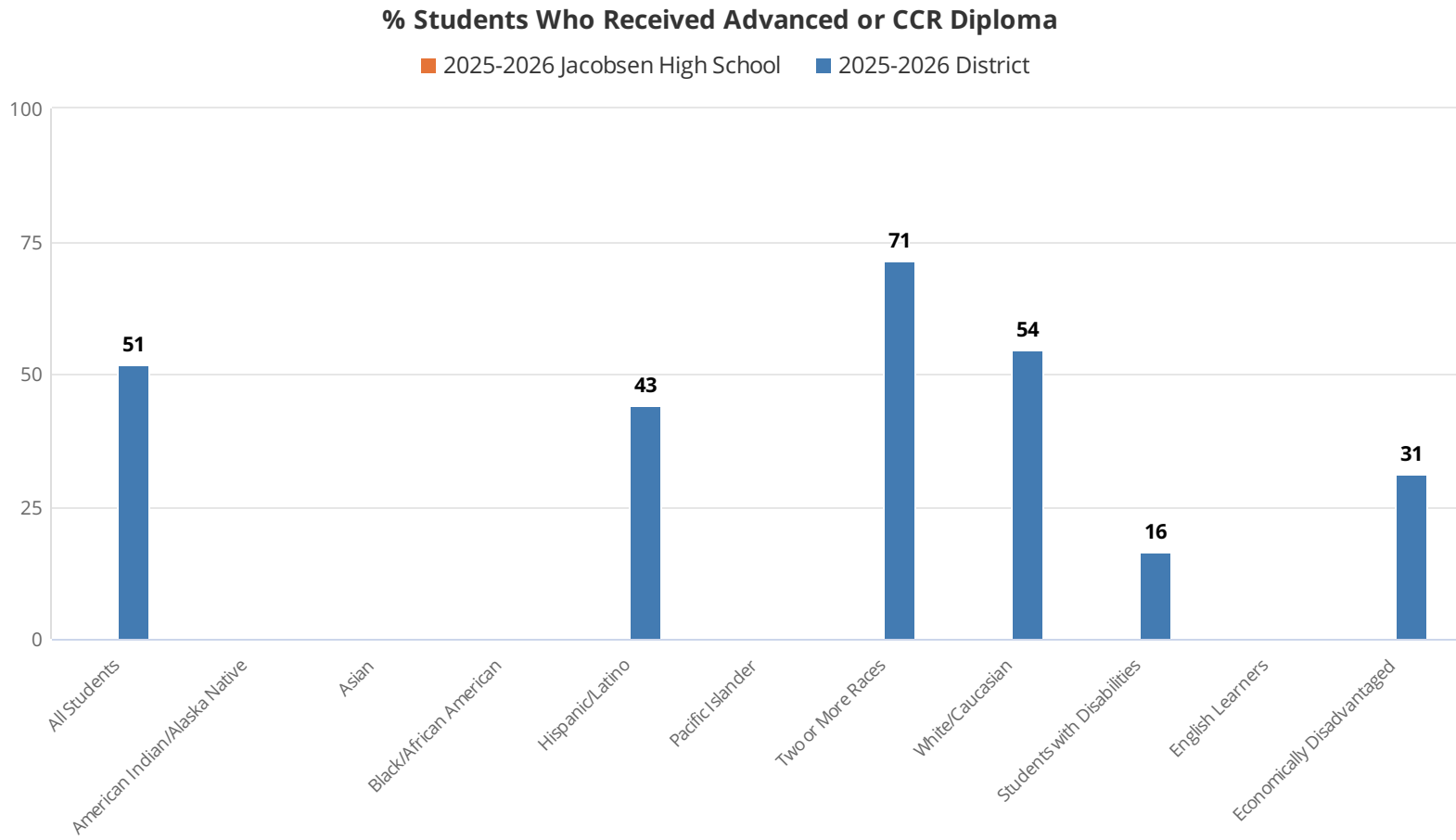
College and Career Readiness



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	-	-	-	-	-	-	-	-
American Indian/ Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/ African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/ Caucasian	-	-	-	-	-	-	-	-
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

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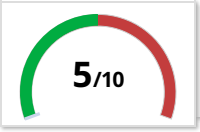


Student Engagement

Chronic Absenteeism and 9th Grade Credit Sufficiency are Measures of Student Engagement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Research shows that attendance is tied to student achievement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

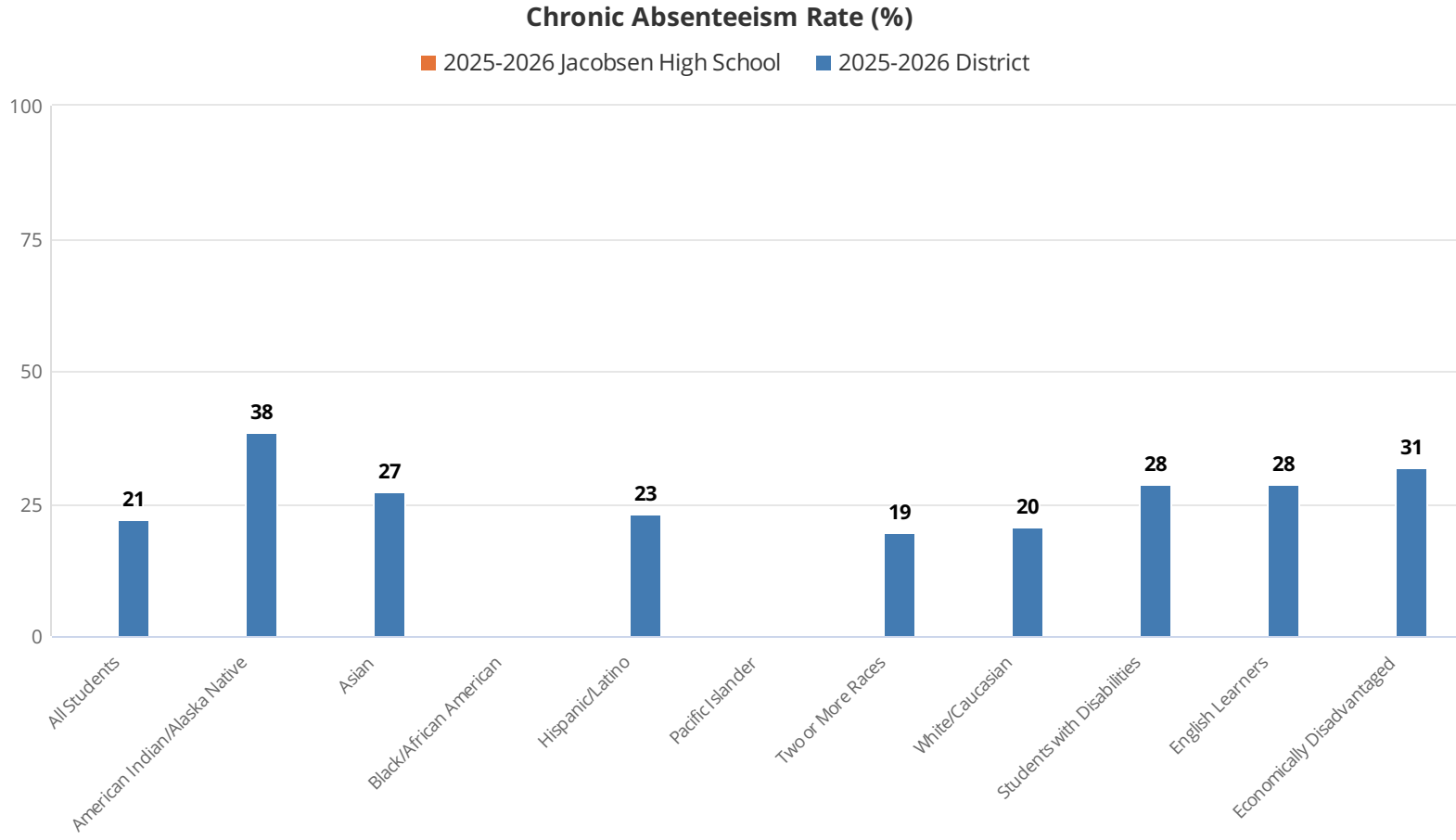
Chronic Absenteeism Points Earned: 5/5

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	<5	21.9	-	24.4
American Indian/ Alaska Native	-	38.4	-	31.1
Asian	N/A	27.2	N/A	13
Black/ African American	-	-	-	-
Hispanic/ Latino	-	23	-	25.8
Pacific Islander	N/A	-	-	-
Two or More Races	N/A	19.7	-	22
White/ Caucasian	-	20.8	-	24.1
Students with Disabilities	-	28.7	N/A	25.9
English Learners	-	28.8	-	21.5
Economically Disadvantaged	-	31.8	-	31.9

All Students Chronic Absenteeism Percent Change: NA%

Points Earned by the Chronic Absenteeism Rate: 5/5

Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5



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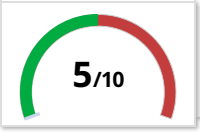


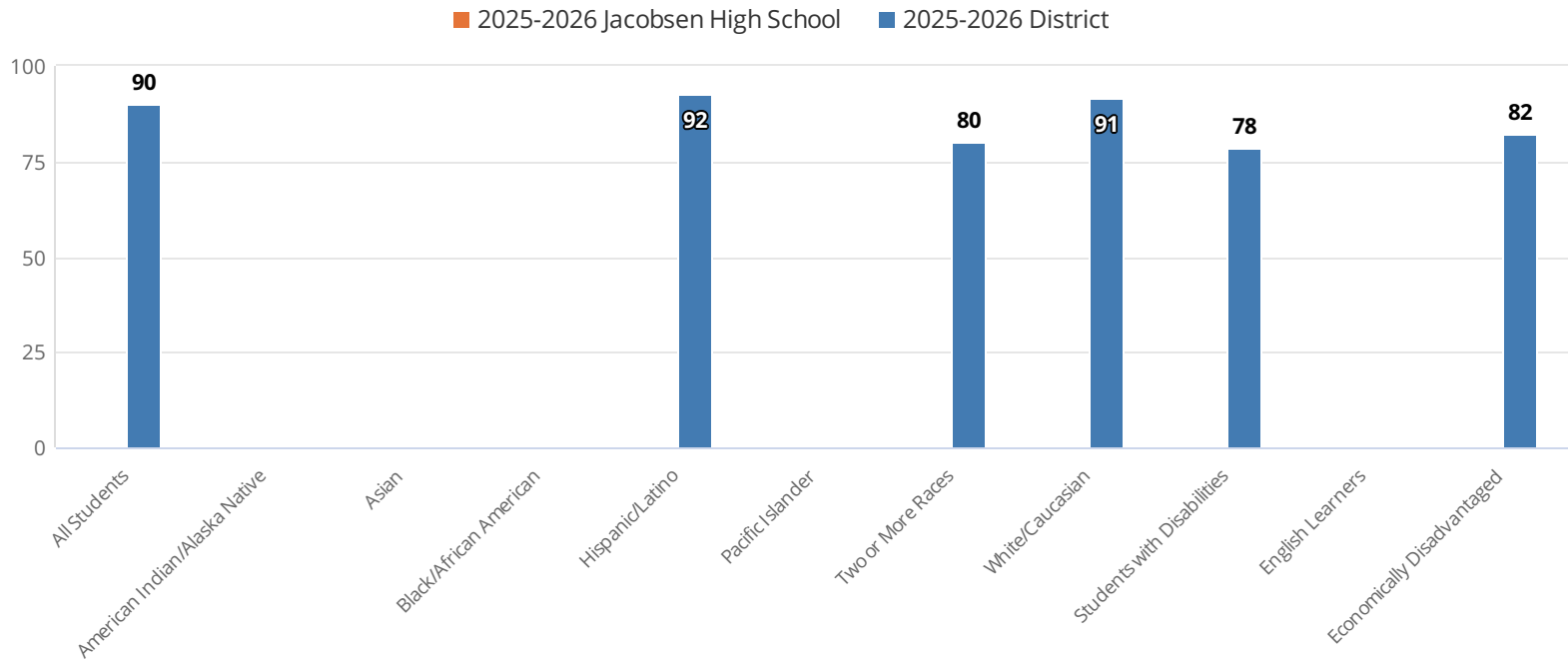
Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned NA/5

Groups	2026 % 9th Grade Credit Sufficiency	2026 % 9th Grade Credit Sufficiency District	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District
All Students	N/A	90.1	-	91.5
American Indian/ Alaska Native	N/A	-	N/A	68.7
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	N/A
Hispanic/ Latino	N/A	92.6	N/A	86.8
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	N/A	80	-	87.5
White/ Caucasian	N/A	91.4	N/A	94.9
Students with Disabilities	N/A	78.7	N/A	77.5
English Learners	N/A	-	N/A	92.3
Economically Disadvantaged	N/A	82.3	-	81.8

% of Students Meeting 9th Grade Credit Requirements



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School Designation	NSPF Designation Year	Exit Evaluation
CSI-MRI	2017-2018	Summer 2027

What is a Comprehensive Support and Improvement with More Rigorous Interventions (CSI-MRI) Designation?

Schools with a CSI-MRI designation meet the following criteria:

- CSI schools that do not exit within three years.

CSI-MRI designation necessitates heightened state intervention and focused support from NDE and LEAs.

Why did this school receive a CSI Designation?

CSI Criteria Met in Designation Year	HS Grad Rate <67%

What is required for exit from the CSI-MRI designation, and how is the school progressing toward exit?

CSI-MRI schools are evaluated annually for exit based on the CSI exit criteria. To exit, schools must:

- No longer meet CSI Criteria.
- For schools designated because they were among the lowest performing Title I schools or because they were a Title I ATSI school that did not exit, the total adjusted NSPF index score in the most recent NSPF must be 10 or more points above the score received in the year the school was identified as CSI.

The table below displays the school's progress toward achieving exit from CSI-MRI.

Criteria	Baseline (2017-2018)	Improvement Year (2023-2024)	Improvement Year (2024-2025)	Improvement Year (2025-2026)
Star Rating	NR	NR	NR	NR
Index Score	2.8	16.6	0	16.6
Graduation Rate	41.6	18.1	20	12.5

For a complete and comprehensive list of the annual school designations, please reference the Nevada Comprehensive Support and Improvement (CSI) Schools report, the Nevada Targeted Support and Improvement (TSI) Schools report, and the Nevada Additional Targeted Support and Improvement (ATSI) Schools report in the NSPF/APF resources under Help & Resources on the Nevada Report Card website.

ASPIRE Academy High School

School Year 2025-2026 Nevada School Rating

School Level: Middle School
Grade Levels: 07-12
District: Douglas
School Address: 1680 Bently Parkway South, Minden, NV 89423

NR
7.5
Total Adjusted Index Score

School Type: Alternative
School Designation: No Designation

Student Race/Ethnicity

52.9% White/Caucasian
N/A% Black/African American
23.5% Hispanic/Latino
N/A% Asian
5.8% American Indian/Alaska Native
5.8% Pacific Islander
11.7% Two or More Races

School Performance History

School Year	Index Score/	Star Rating
2024-2025	N/A	N/A
2023-2024	N/A	N/A

Additional Student Groups

N/A% English Learners
-% Students with Disabilities
100% Economically Disadvantaged

What does my school rating mean?

In order for an elementary or middle school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators: Student Achievement, Growth. For this school, the minimum requirements have not been met.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29 ★
At or above 29 but less than 50 ★★
At or above 50 and less than 70 ★★★
At or above 70 and less than 80 ★★★★
At or above 80 ★★★★★

2025-2026 School Performance

1/25 — Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**<5**	37.3
Math Proficiency	<5	33
ELA Proficiency	<5	43
Science Proficiency	-	33.4

N/A — English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	N/A	27

2/15 — Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	73.3	16.1
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	18.1	84.9

N/A — Student Growth Indicator

Measure	School Median	District Median
Math MGP	-	52
ELA MGP	-	48
	School Rate	**District Rate**
Met Math AGP Target	-	32
Met ELA AGP Target	-	40.6

N/A — Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	-	11.8
Prior Non-Proficient Met ELA AGP Target	-	18.1

Due to low n-size, data for measures required for rating may have been pooled over multiple years.

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.

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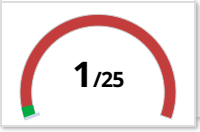


Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

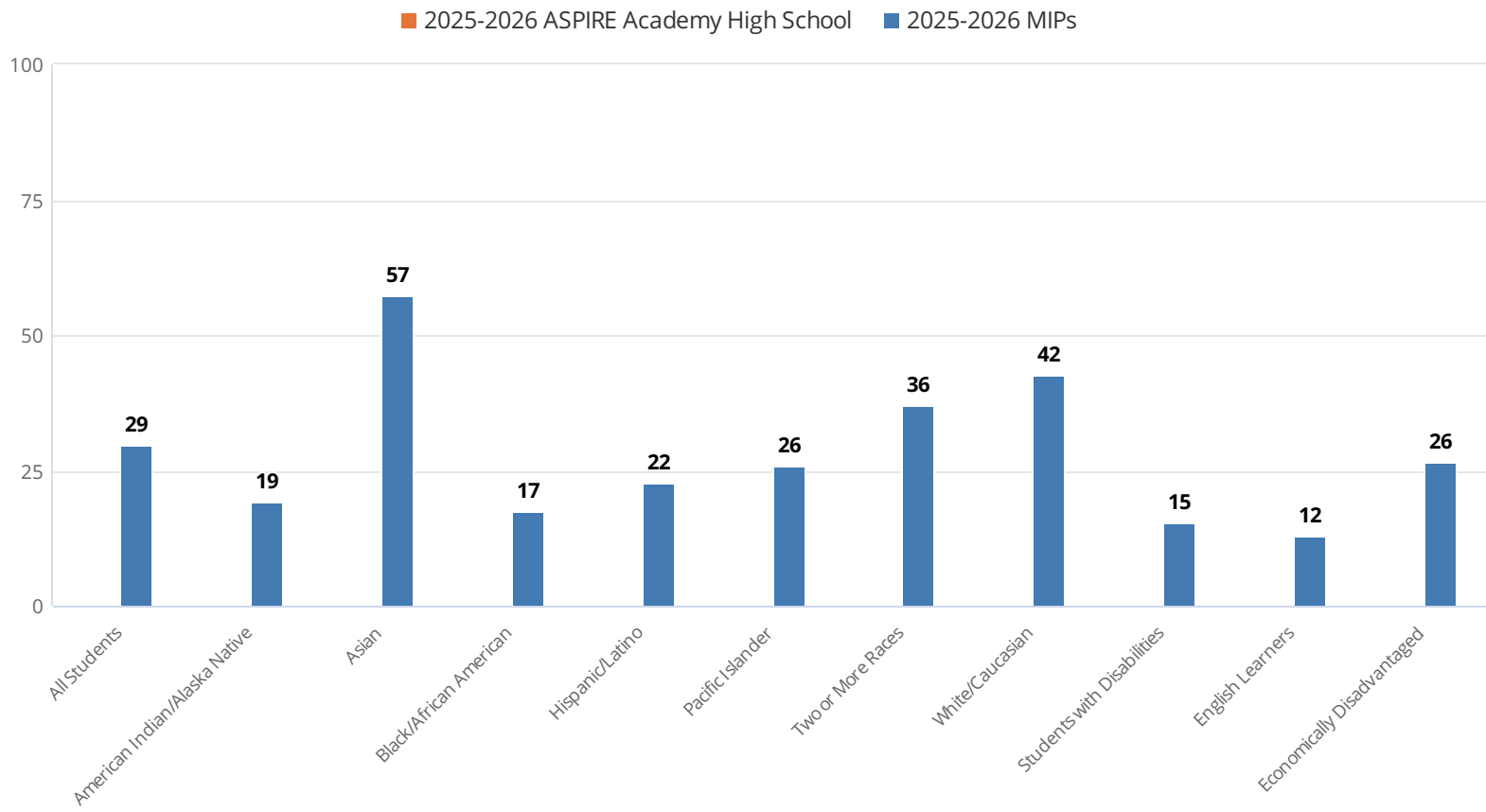
Pooled Proficiency Points Earned: 1/25

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	<5	37.3		

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	<5	33	29.6			28.2
American Indian/ Alaska Native	-	8.6	19.1			16.6
Asian	N/A	43.7	57.5			56.6
Black/ African American	N/A	-	17.4			14.9
Hispanic/ Latino	-	26.4	22.7			20.3
Pacific Islander	N/A	-	26			24.5
Two or More Races	-	37.3	36.9			35.7
White/ Caucasian	-	35.8	42.8			41.6
Students with Disabilities	-	6.9	15.5			11
English Learners	N/A	5.7	12.8			8.2
Economically Disadvantaged	<5	16	26.4			24.9

Math Assessments % Proficient



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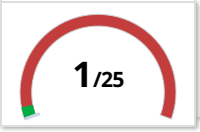
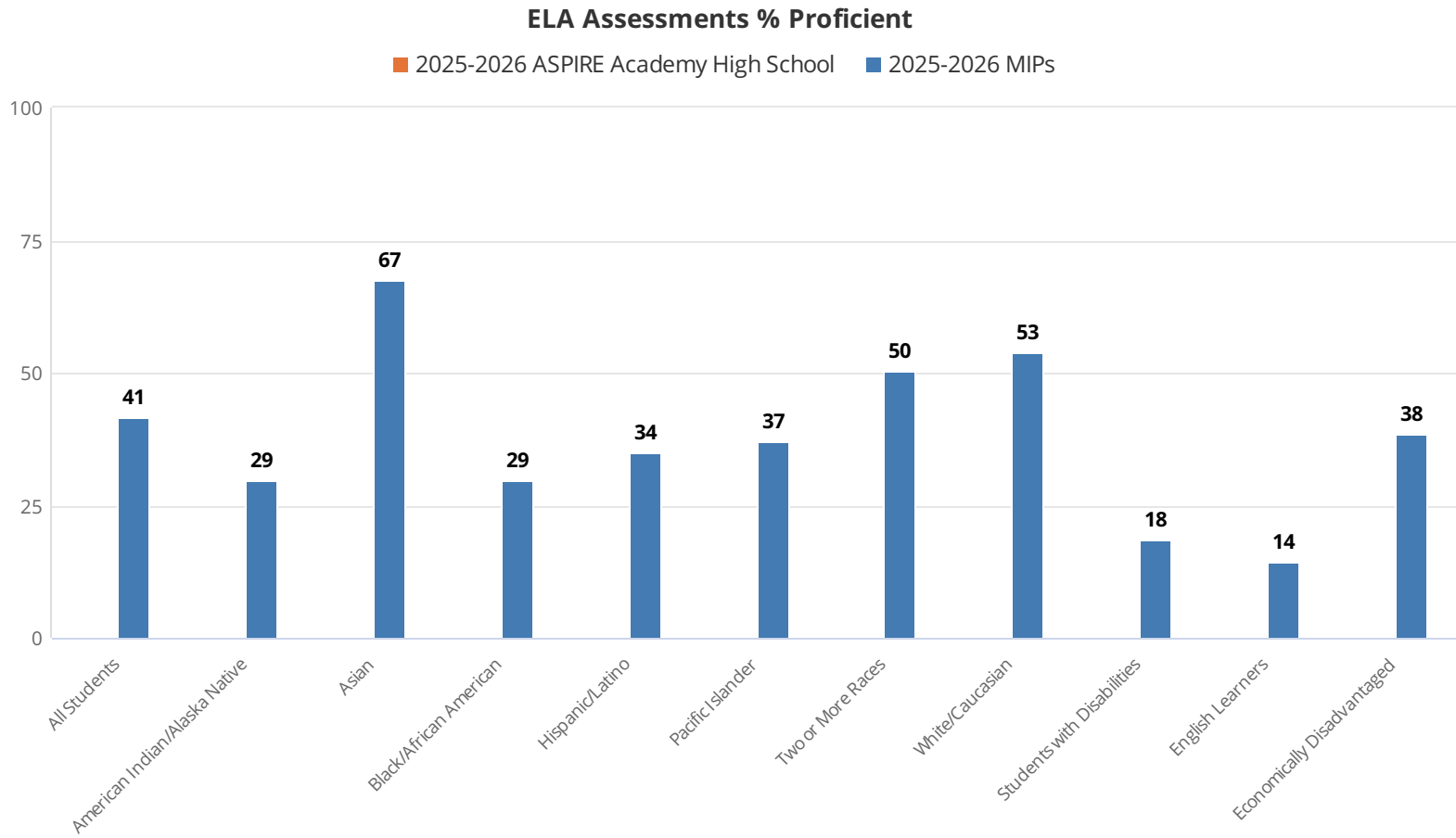


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	<5	43	41.5			40.3
American Indian/ Alaska Native	-	21.7	29.6			27.5
Asian	N/A	50	67.5			66.8
Black/ African American	N/A	-	29.6			27.4
Hispanic/ Latino	-	37.1	34.8			32.8
Pacific Islander	N/A	-	37.2			35.9
Two or More Races	-	53.7	50.3			49.3
White/ Caucasian	-	44.9	53.8			52.8
Students with Disabilities	-	8.4	18.4			14.1
English Learners	N/A	<5	14.3			9.8
Economically Disadvantaged	<5	26.6	38.3			37



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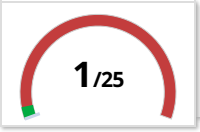
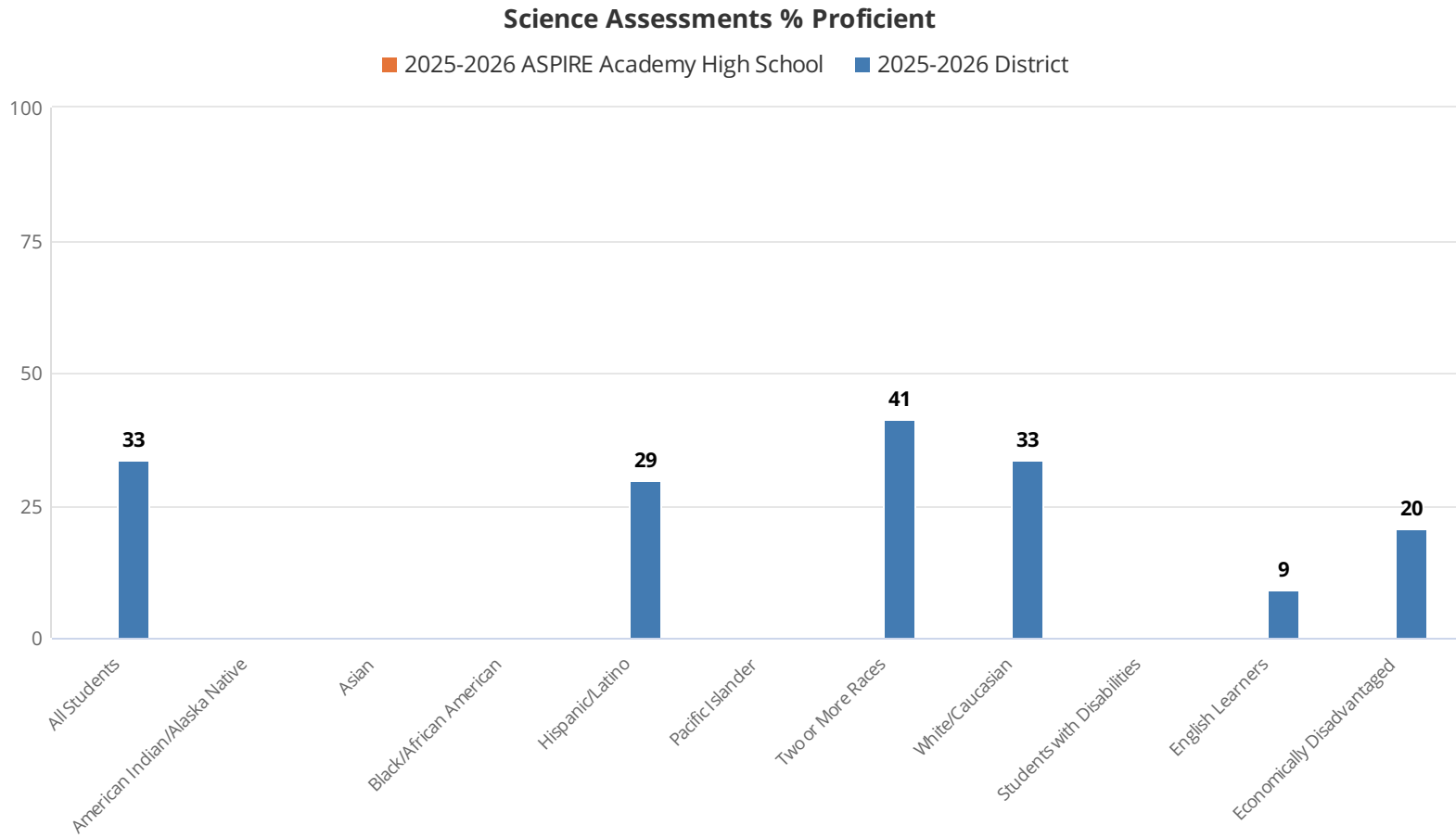


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	-	33.4		
American Indian/ Alaska Native	-	-		
Asian	N/A	-		
Black/ African American	N/A	-		
Hispanic/ Latino	N/A	29.8		
Pacific Islander	N/A	N/A		
Two or More Races	-	41.3		
White/ Caucasian	-	33.7		
Students with Disabilities	N/A	<5		
English Learners	N/A	9		
Economically Disadvantaged	-	20.6		



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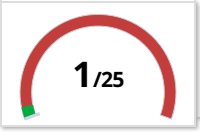

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	75%	75%	>=95%	>=95%
American Indian/ Alaska Native	-	-	>=95%	>=95%
Asian	N/A	N/A	>=95%	>=95%
Black/ African American	N/A	N/A	>=95%	>=95%
Hispanic/ Latino	-	-	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	-	-	>=95%	>=95%
White/ Caucasian	-	-	>=95%	>=95%
Students with Disabilities	-	-	>=95%	>=95%
English Learners	N/A	N/A	>=95%	>=95%
Economically Disadvantaged	-	-	>=95%	>=95%

District percentages reflect the district the school was associated with when the data was collected.
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Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: NA/10 **ELA MGP Points Earned: NA/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	-	52	-	48				
American Indian/ Alaska Native	N/A	30	N/A	56				
Asian	N/A	73.5	N/A	59				
Black/ African American	N/A	-	N/A	-				
Hispanic/ Latino	-	54	-	49				
Pacific Islander	N/A	-	N/A	-				
Two or More Races	N/A	55	N/A	59.5				
White/ Caucasian	-	50	-	47				
Students with Disabilities	N/A	52	N/A	46				
English Learners	N/A	60	N/A	58.5				
Economically Disadvantaged	-	50	-	44				

AGP Growth Data

Math AGP Points Earned: NA/5 **ELA AGP Points Earned: NA/5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	-	32	-	40.6				
American Indian/ Alaska Native	N/A	9.5	N/A	28.5				
Asian	N/A	43.7	N/A	43.7				
Black/ African American	N/A	-	N/A	-				
Hispanic/ Latino	-	26.4	-	35.9				
Pacific Islander	N/A	-	N/A	-				
Two or More Races	N/A	34.9	N/A	56.2				
White/ Caucasian	-	34.5	-	41.4				
Students with Disabilities	N/A	10.4	N/A	15.5				
English Learners	N/A	8.3	N/A	11.1				
Economically Disadvantaged	-	17	-	26.3				

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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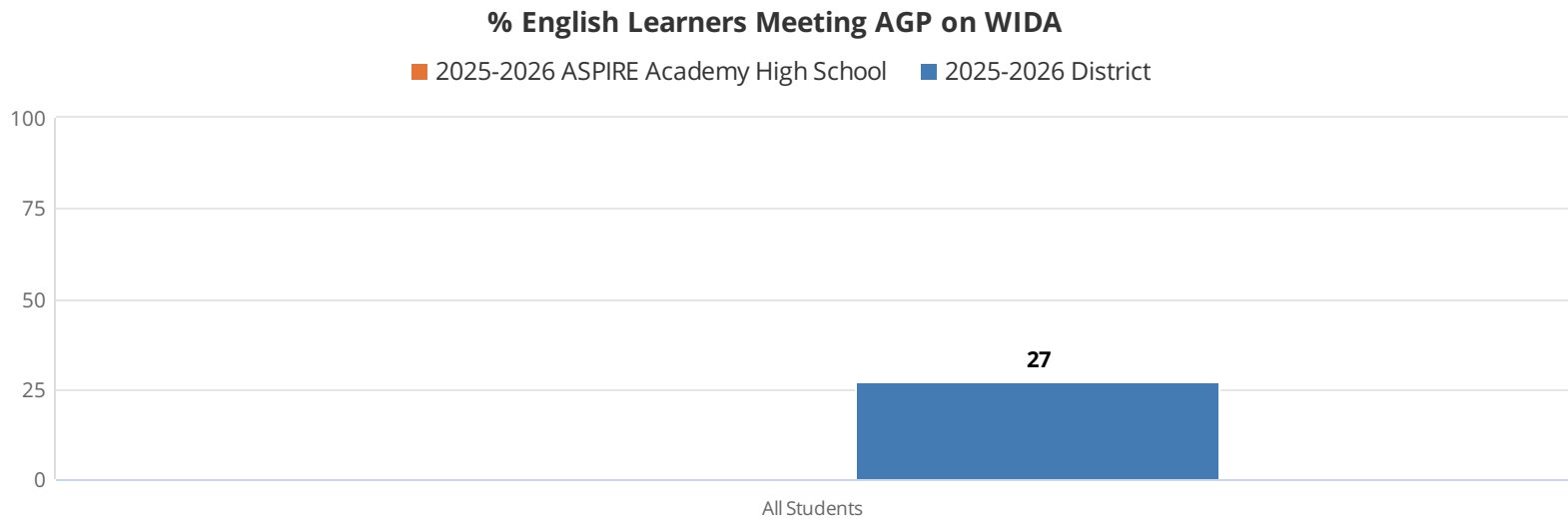
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	N/A	N/A	27			



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

District percentages reflect the district the school was associated with when the data was collected.
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Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: NA/10 **ELA AGP Points Earned: NA/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	-	11.8	-	18.1				
American Indian/ Alaska Native	N/A	<5	N/A	6.6				
Asian	N/A	-	N/A	-				
Black/ African American	N/A	-	N/A	-				
Hispanic/ Latino	-	7.7	-	17.4				
Pacific Islander	N/A	N/A	N/A	N/A				
Two or More Races	N/A	13.5	N/A	21.4				
White/ Caucasian	-	14.4	-	19.3				
Students with Disabilities	N/A	6.1	N/A	10.3				
English Learners	N/A	<5	N/A	11.1				
Economically Disadvantaged	-	6.2	-	14.2				

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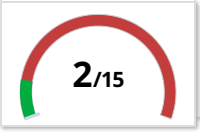


Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

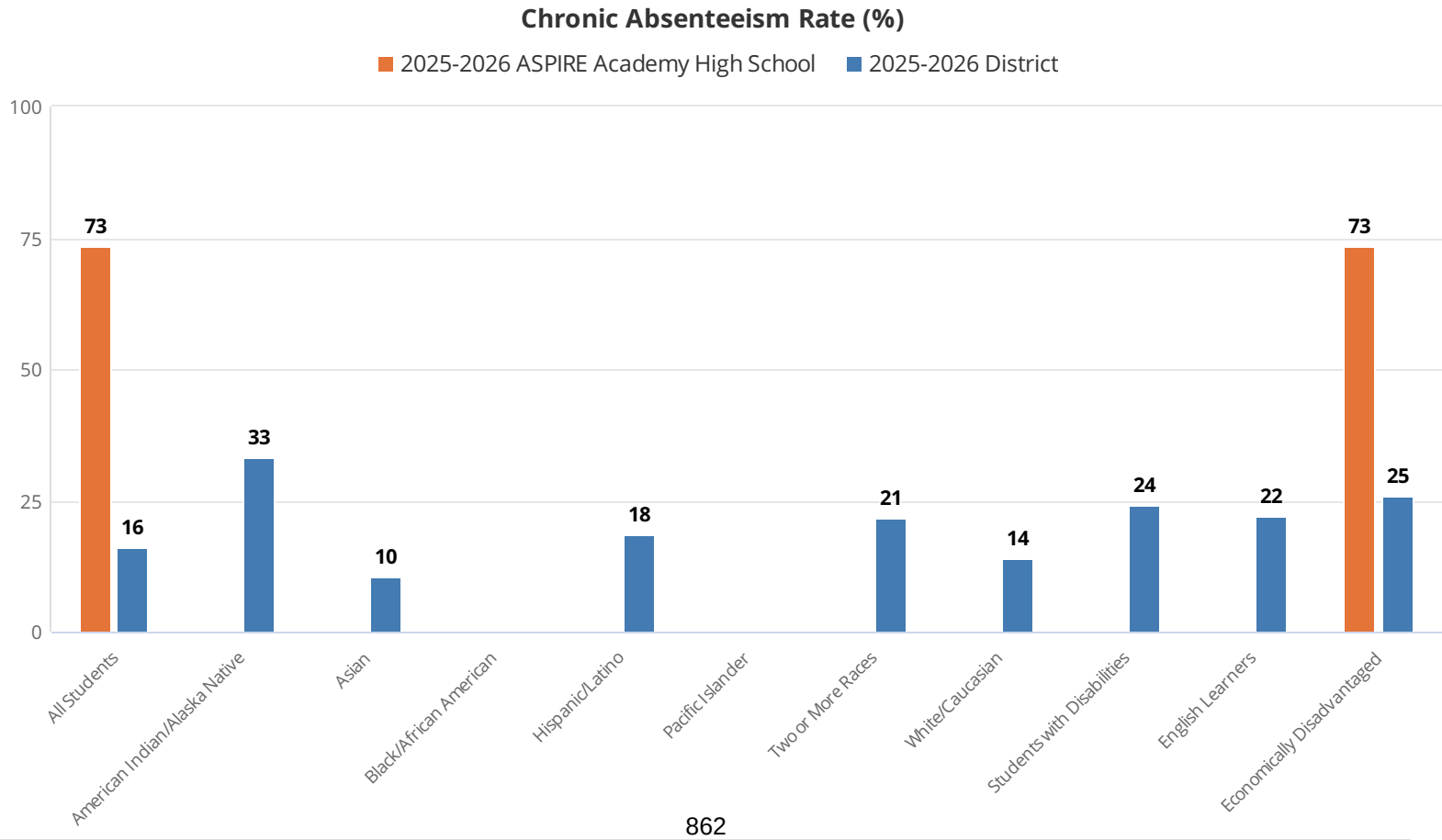
Chronic Absenteeism Points Earned: 0/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	73.3	16.1		
American Indian/ Alaska Native	-	33.3		
Asian	N/A	10.5		
Black/ African American	N/A	-		
Hispanic/ Latino	-	18.5		
Pacific Islander	-	-		
Two or More Races	-	21.6		
White/ Caucasian	-	14		
Students with Disabilities	N/A	24		
English Learners	N/A	22.2		
Economically Disadvantaged	73.3	25.8		

All Students Chronic Absenteeism Percent Change: NA%

Points Earned by the Chronic Absenteeism Rate: 0/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



862

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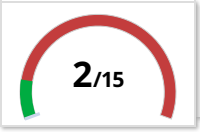


Student Engagement

Academic Learning Plans

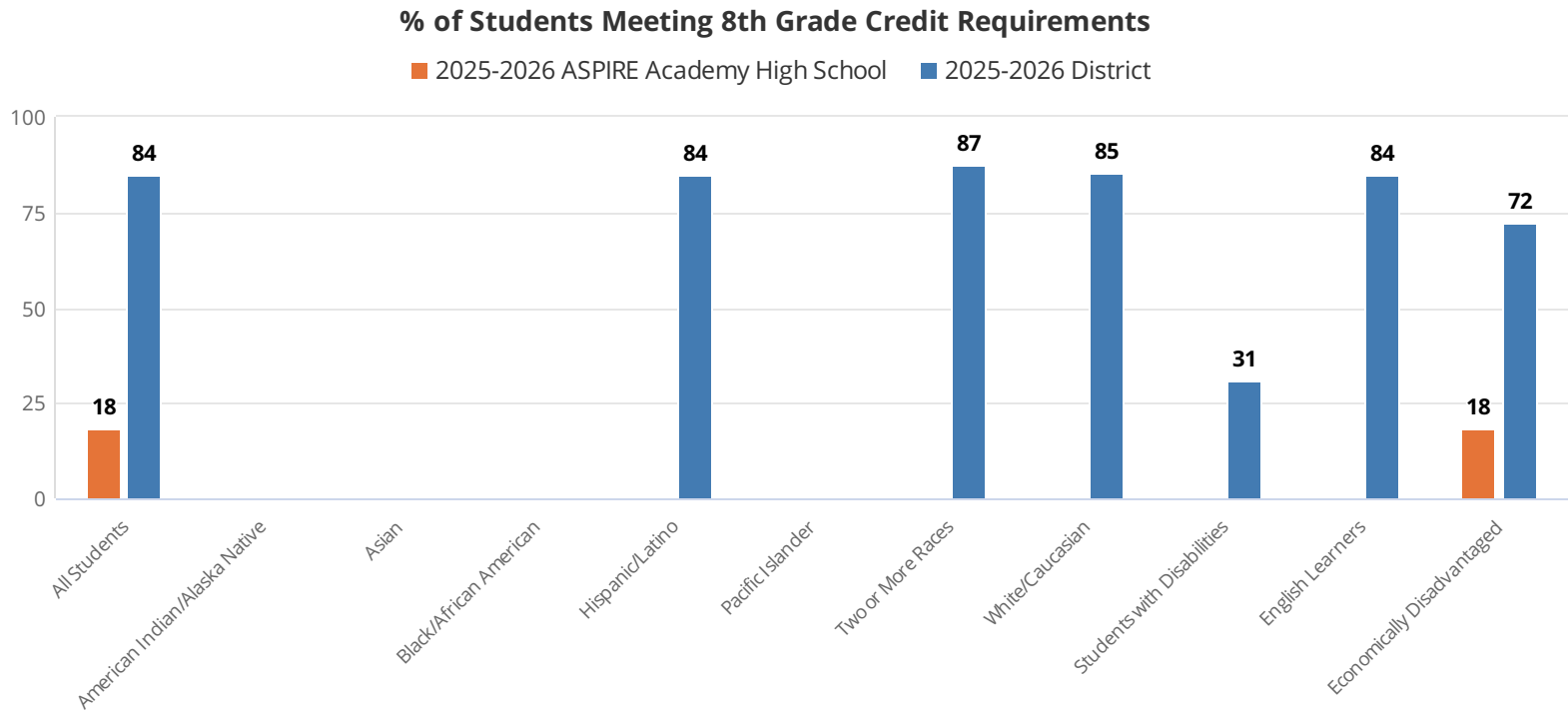
Academic Learning Plans Points Earned 2/2

Groups	2026 % Academic Learning Plans	2026 % District	2025 % Academic Learning Plans	2025 % District
All Students	>95	>95		
American Indian/ Alaska Native	-	>95		
Asian	N/A	>95		
Black/ African American	N/A	-		
Hispanic/ Latino	-	>95		
Pacific Islander	-	-		
Two or More Races	-	>95		
White/ Caucasian	-	>95		
Students with Disabilities	N/A	>95		
English Learners	N/A	>95		
Economically Disadvantaged	>95	>95		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 0/3

Groups	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	18.1	84.9		
American Indian/ Alaska Native	-	-		
Asian	N/A	-		
Black/ African American	N/A	-		
Hispanic/ Latino	-	84.6		
Pacific Islander	-	-		
Two or More Races	-	87.5		
White/ Caucasian	-	85.3		
Students with Disabilities	N/A	31		
English Learners	N/A	84.6		
Economically Disadvantaged	18.1	72.2		



863

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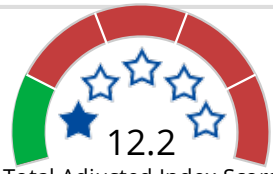
ASPIRE Academy High School

School Year 2025-2026 Nevada School Rating

School Level: High School
Grade Levels: 07-12
District: Douglas
School Address: 1680 Bently Parkway South, Minden, NV 89423



Total Adjusted Index Score

School Type: Alternative
School Designation: CSI-MRI

Student Race/Ethnicity

59.7% White/Caucasian
1.1% Black/African American
27.5% Hispanic/Latino
1.1% Asian
6.8% American Indian/Alaska Native
N/A% Pacific Islander
3.4% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	14.7 ★
2023-2024	7.3 ★

Additional Student Groups

N/A% English Learners
13.7% Students with Disabilities
100% Economically Disadvantaged

What does my school rating mean?

One-Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.

How are school star ratings determined?

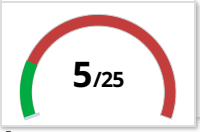
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 70 ★★★
At or above 70 and less than 82 ★★★★
At or above 82 ★★★★★

CSI-MRI designation: This school is one of the lowest performing schools in the state. See the CSI-MRI report for more information.

2025-2026 School Performance



Academic Achievement Indicator

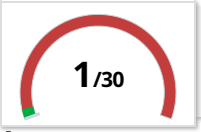
Measure	School Rate	District Rate
Math Proficiency	7.5	34.4
ELA Proficiency	33.8	58.2
Science Proficiency	13.3	25.4

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	N/A	15.7

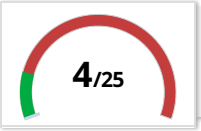
Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	35.7	90.1
Chronic Absenteeism	60.2	21.9



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	48.6	84.7
5-Year	68.0	88.6



College and Career Readiness Indicator

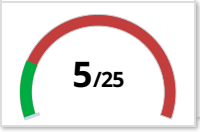
Measure	School Rate	District Rate
Post-Secondary Preparation Participation	23.5	84.7
Post-Secondary Preparation Completion	<4.5	76.8
Advanced or CCR Diploma	33.3	51.7

Graduation and diploma rates are based on the class of 2024-2025.

Due to low n-size, data for measures required for rating may have been pooled over multiple years.

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

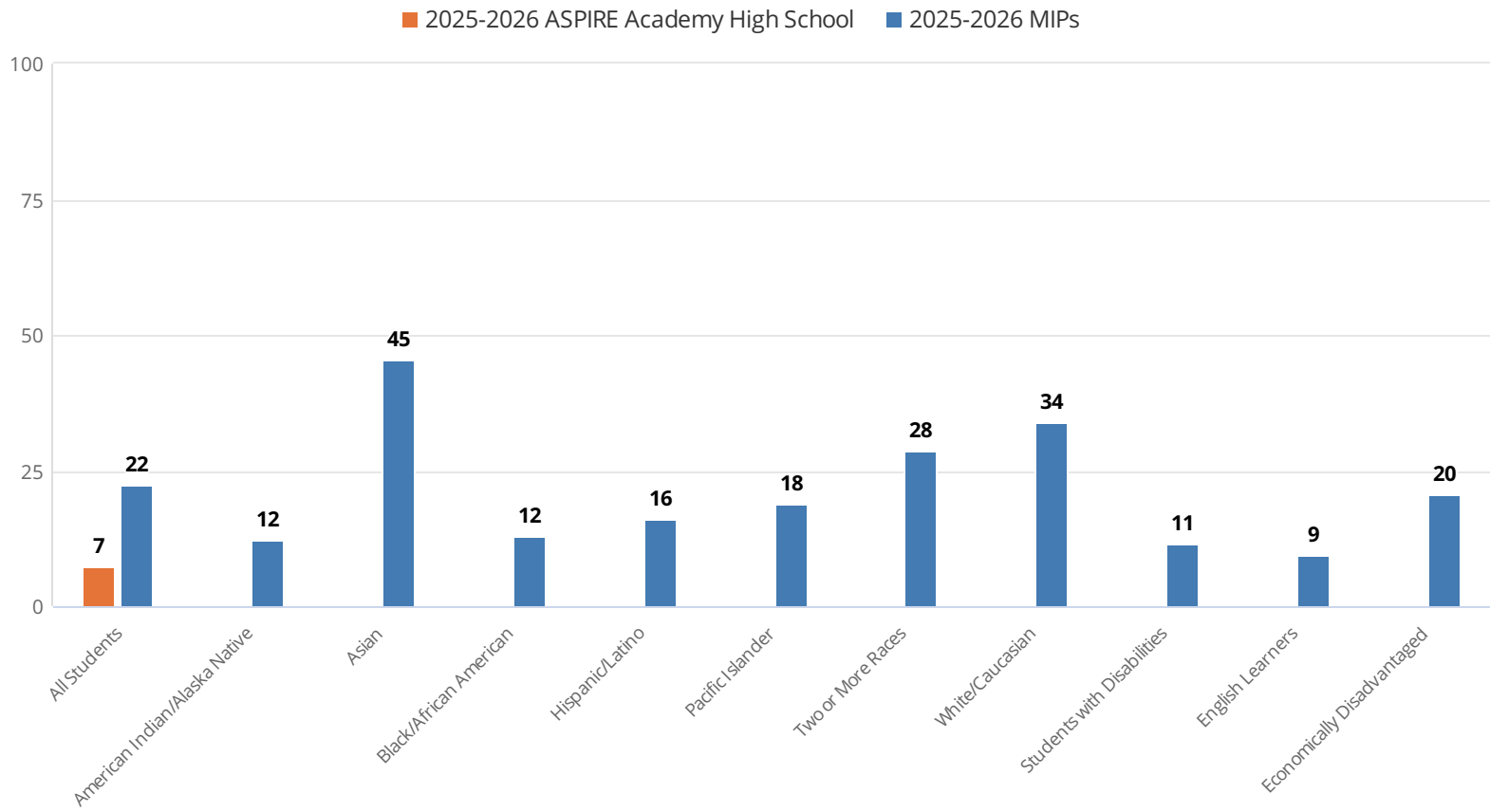
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 1/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	7.5	34.4	22.5	10.5	30.7	21
American Indian/ Alaska Native	N/A	-	12.1	-	10	9.4
Asian	N/A	-	45.6	-	-	44.5
Black/ African American	N/A	-	12.9	N/A	N/A	10.2
Hispanic/ Latino	-	21	16	-	14.7	13.4
Pacific Islander	N/A	N/A	18.9	N/A	N/A	17.2
Two or More Races	N/A	50	28.8	-	31.2	27.3
White/ Caucasian	-	39.6	34	14.2	36.4	32.6
Students with Disabilities	-	<5	11.4	-	5.8	8.7
English Learners	N/A	-	9.6	N/A	-	6.8
Economically Disadvantaged	-	13.4	20.5	-	18.5	18.9

Math Assessments % Proficient



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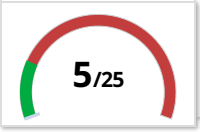


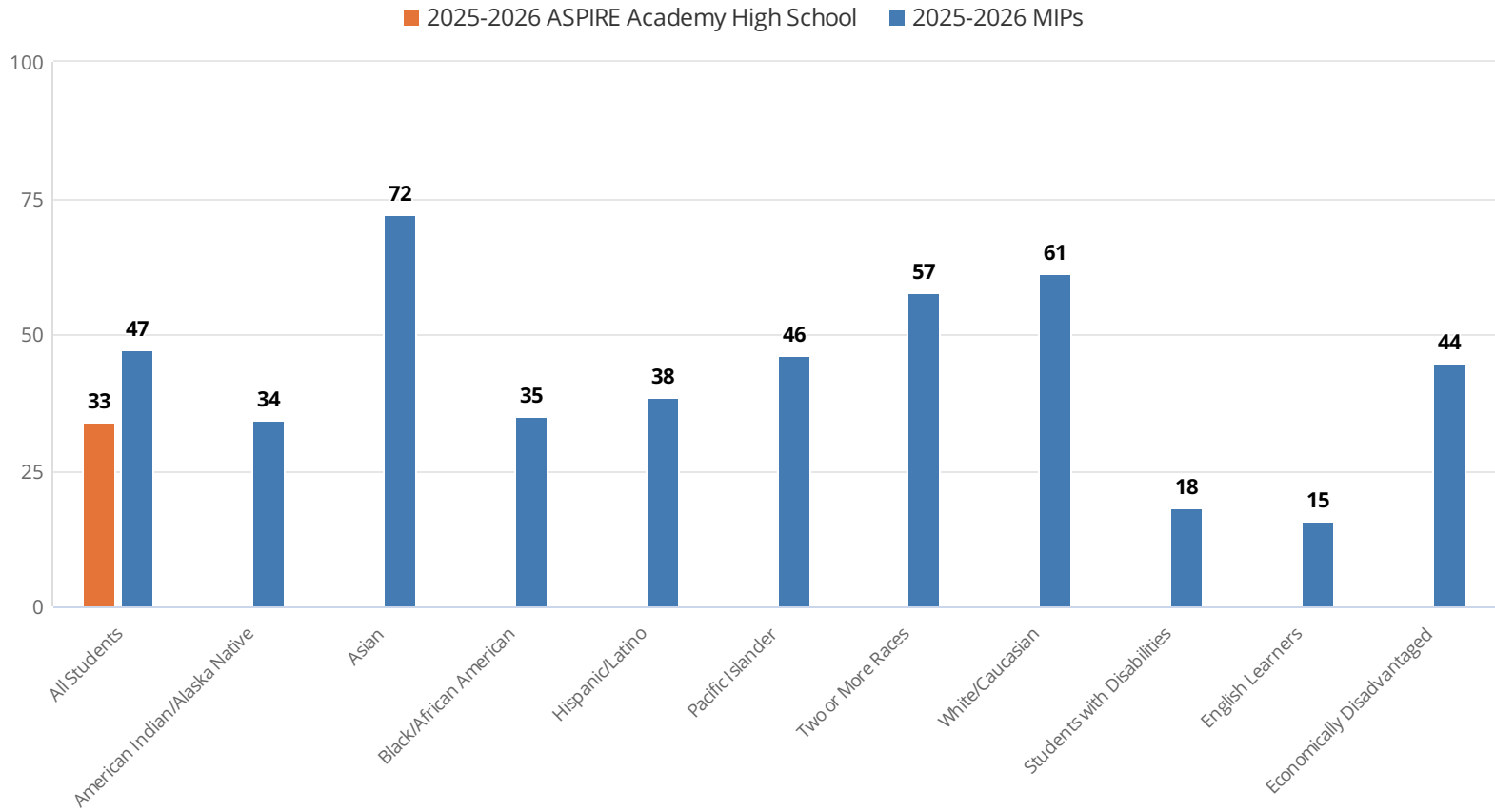
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 3.5/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	33.8	58.2	47.3	36.8	49.3	46.2
American Indian/ Alaska Native	N/A	-	34.2	-	30	32.1
Asian	N/A	-	72.2	-	-	71.6
Black/ African American	N/A	-	35.1	N/A	N/A	33.1
Hispanic/ Latino	-	38.2	38.5	-	37.5	36.6
Pacific Islander	N/A	N/A	46.1	N/A	N/A	45
Two or More Races	N/A	75	57.7	-	62.5	56.8
White/ Caucasian	-	64	61.1	28.5	52.8	60.3
Students with Disabilities	-	9.6	18.2	-	<5	13.9
English Learners	N/A	-	15.8	N/A	-	11.4
Economically Disadvantaged	-	37.9	44.8	-	35.4	43.7

ELA Assessments % Proficient



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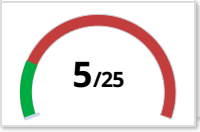


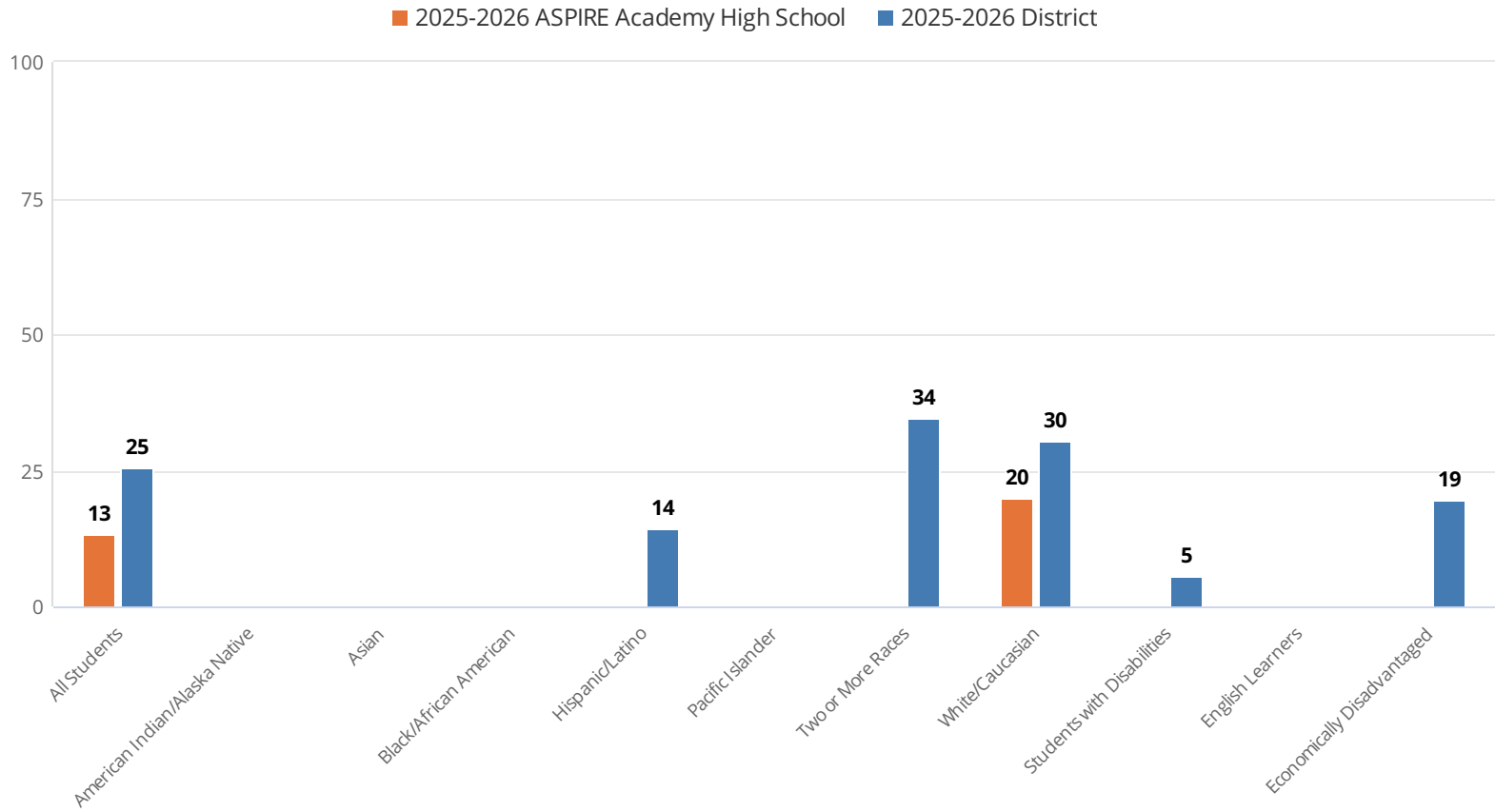
Academic Achievement

Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	13.3	25.4	-	26.2
American Indian/ Alaska Native	N/A	<5	N/A	9
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	-	14.2	-	17.5
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	34.7	N/A	39.1
White/ Caucasian	20	30.4	-	29.7
Students with Disabilities	-	5.7	-	7.3
English Learners	N/A	<5	N/A	<5
Economically Disadvantaged	-	19.5	N/A	13.4

Science Assessments % Proficient



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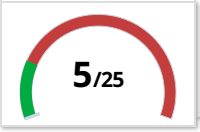

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	-	-	92%	92%
American Indian/ Alaska Native	N/A	N/A	-	-
Asian	N/A	N/A	-	-
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	-	-
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	-	-	-	-
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	-	-	-	-

Yellow indicates 95% participation requirement not met.

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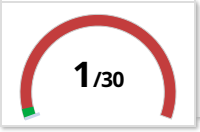


Graduation Rates

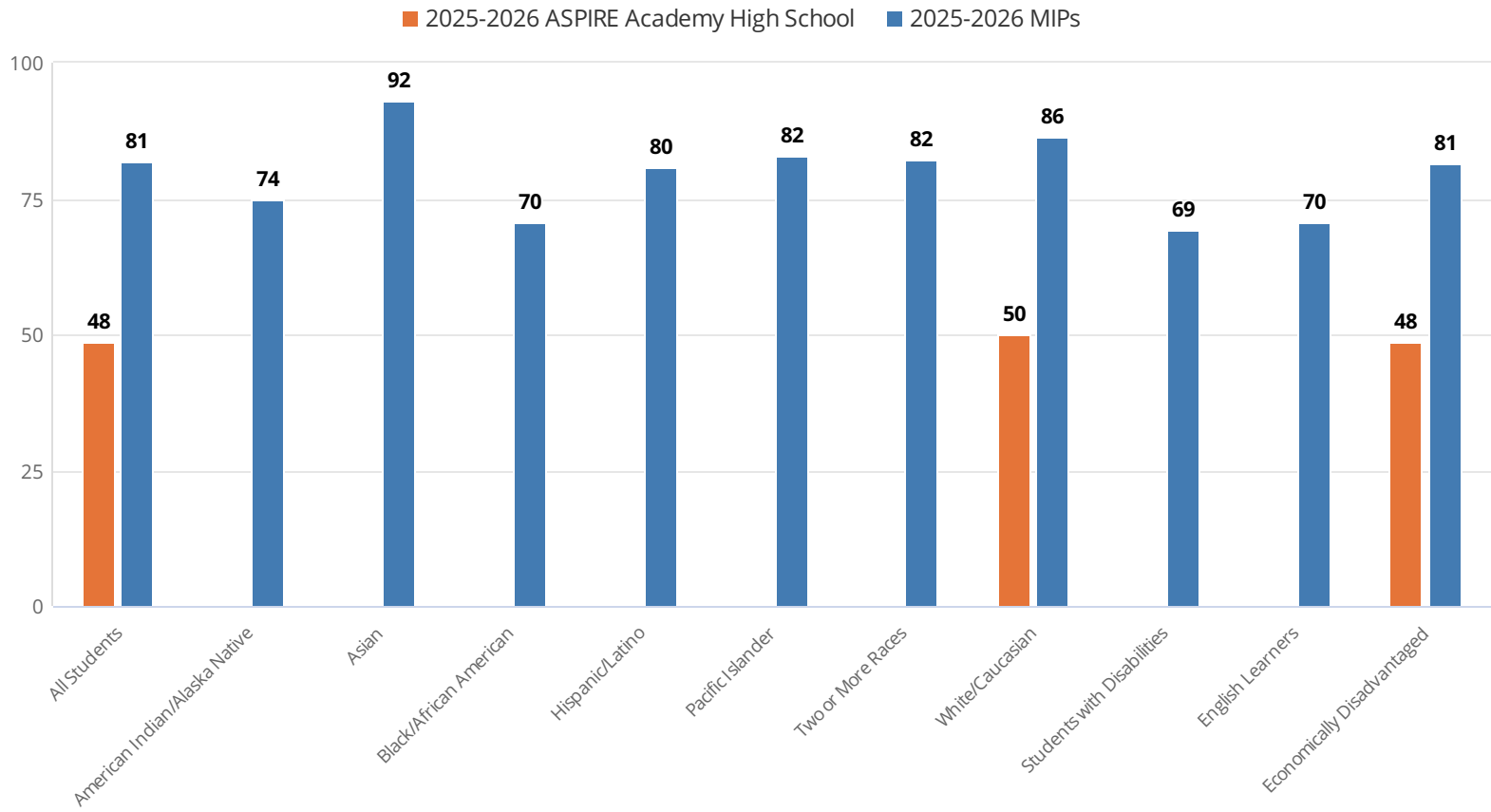
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 0/25

Groups	2025 % 4-Year ACGR	2025 % District	2025 % 4-Year ACGR MIP	2024 % 4-Year ACGR	2024 % District	2024 % 4-Year ACGR MIP
All Students	48.6	84.7	81.9	55.1	88.1	89.4
American Indian/ Alaska Native	-	72.7	74.7	-	66.6	83.9
Asian	-	-	92.9	N/A	-	94.2
Black/ African American	N/A	-	70.7	N/A	-	78.2
Hispanic/ Latino	-	84.5	80.6	-	82.4	88.7
Pacific Islander	-	-	82.7	N/A	N/A	90.3
Two or More Races	-	75	82.3	-	85.7	89.8
White/ Caucasian	50	86.1	86.4	68.4	91.8	90.7
Students with Disabilities	-	60	69.1	-	70.1	75.7
English Learners	N/A	N/A	70.6	-	84.2	
Economically Disadvantaged	48.6	71	81.5	55.1	77.1	86.3

Graduation Rates 4-Year ACGR



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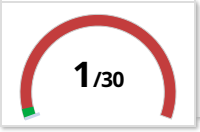


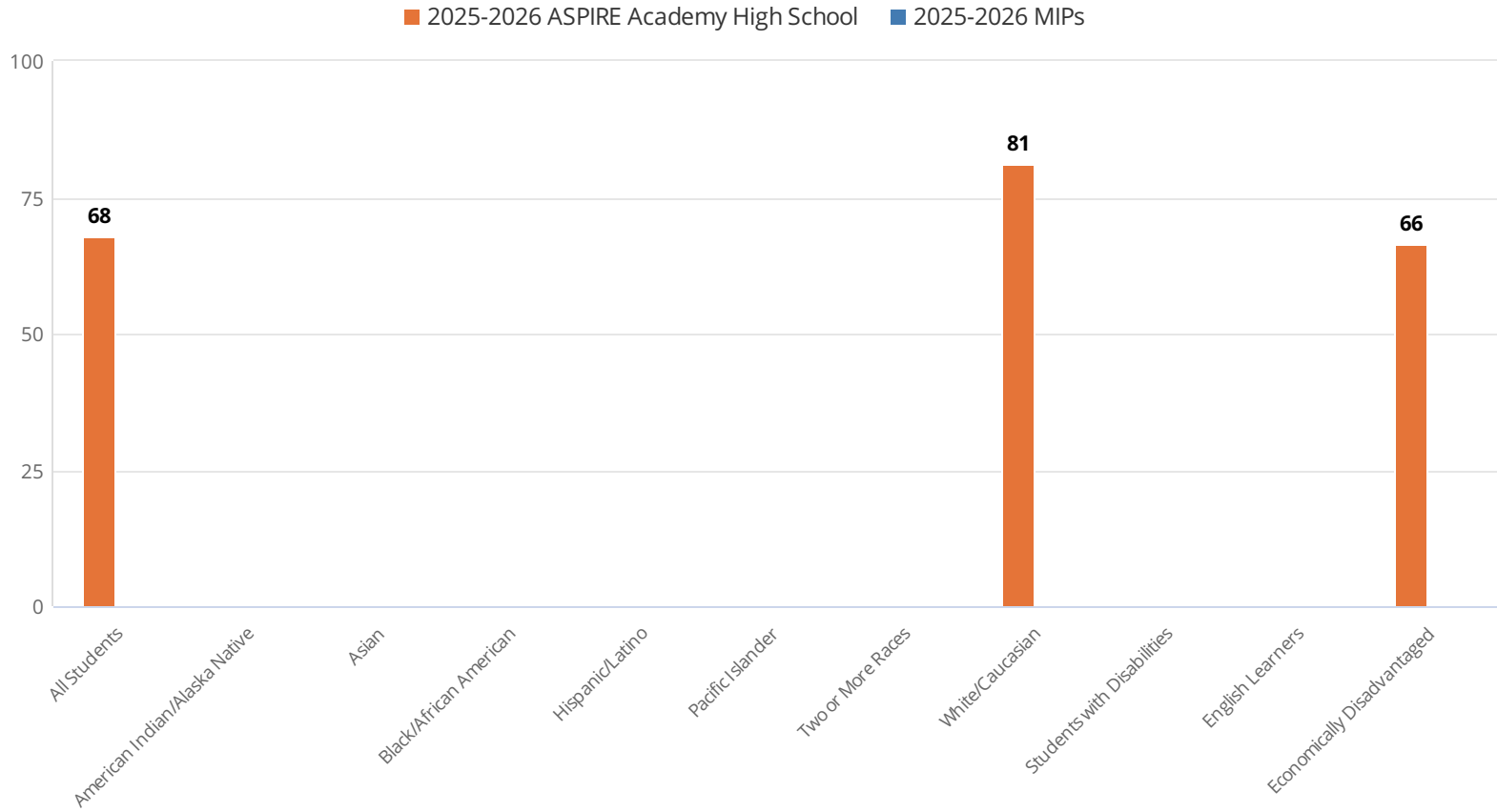
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 1/5

Groups	2025 % 5-Year ACGR	2025 % District	2025 % 5-Year ACGR MIP	2024 % 5-Year ACGR	2024 % District	2024 % 5-Year ACGR MIP
All Students	68	88.6		30.7	87.1	91.4
American Indian/ Alaska Native	-	66.6		N/A	70	85.9
Asian	N/A	-		N/A	-	96.1
Black/ African American	N/A	-		N/A	-	80.2
Hispanic/ Latino	-	83.9		-	88.1	90.7
Pacific Islander	N/A	N/A		N/A	-	92.3
Two or More Races	-	86.3		-	93.1	91.8
White/ Caucasian	81.2	92.2		30	87.3	92.7
Students with Disabilities	-	72.4		-	71.6	77.7
English Learners	-	84.2		N/A	85.7	
Economically Disadvantaged	66.6	77.6		-	76.7	88.3

Graduation Rates 5-Year ACGR



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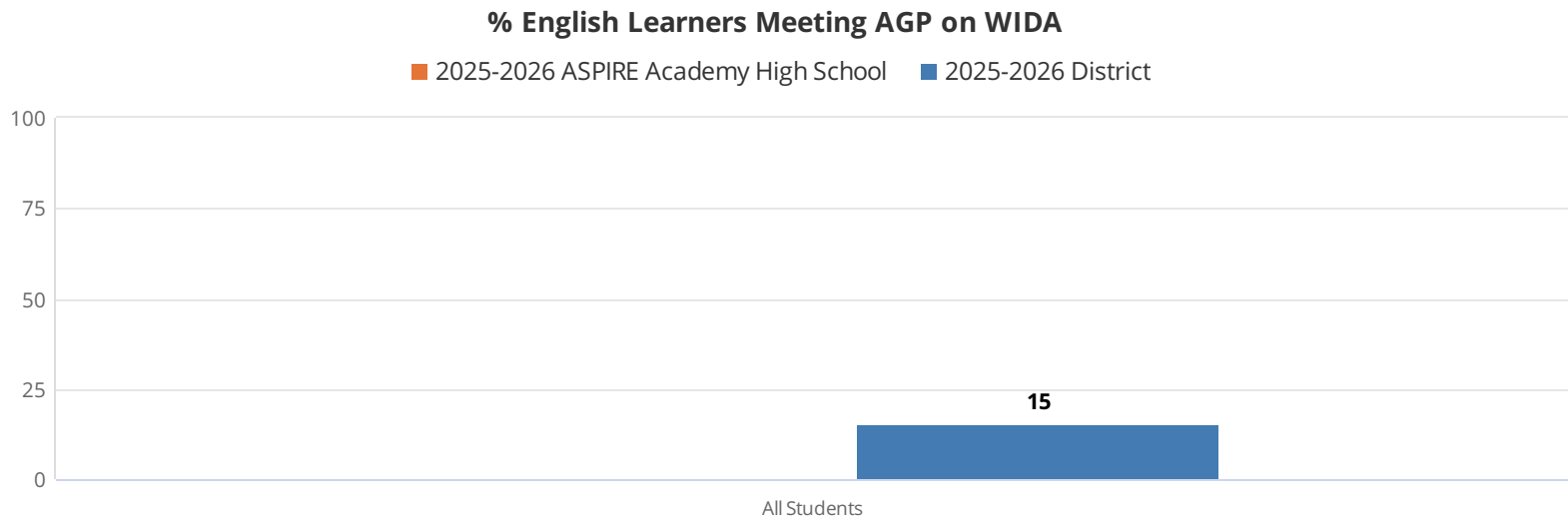
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	N/A	N/A	15.7	N/A	N/A	15.3



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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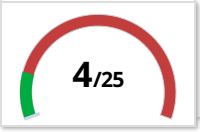

College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 0.5/10

Groups	2026 % Participation	2026 % Participation District	2025 % Participation	2025 % Participation District
All Students	23.5	84.7	40	83.2
American Indian/ Alaska Native	-	60	-	-
Asian	N/A	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	82.4	-	77.9
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	71.4	-	83.3
White/ Caucasian	40	86.8	36.3	86.4
Students with Disabilities	N/A	75	-	50
English Learners	N/A	60	N/A	90.9
Economically Disadvantaged	23.5	76.1	-	77.8

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 0.5/10

Groups	2026 % Completion	2026 % Completion District	2025 % Completion	2025 % Completion District
All Students	<4.5	76.8	20	67.6
American Indian/ Alaska Native	-	40	-	-
Asian	N/A	-	-	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	75.8	-	54.6
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	57.1	-	66.6
White/ Caucasian	<5	79.1	18.1	72.9
Students with Disabilities	N/A	71.4	-	31.2
English Learners	N/A	60	N/A	72.7
Economically Disadvantaged	<5	59.6	-	55.7

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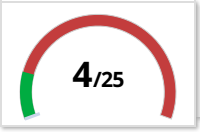
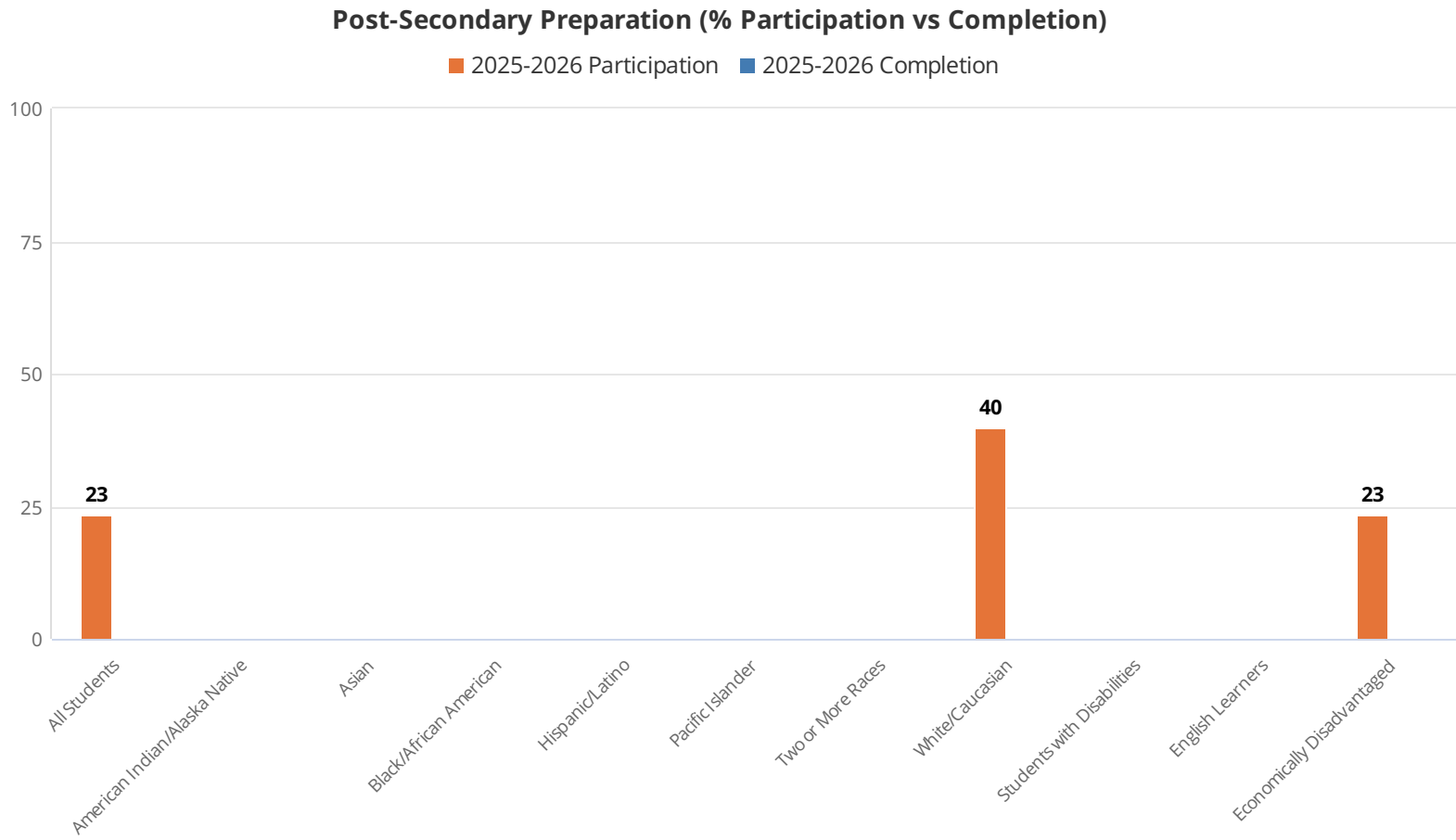


College and Career Readiness



Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 3/5

Groups	2026 % Advanced or CCR Diploma	2026 % Advanced or CCR Diploma District	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District
All Students	33.3	51.7	31.2	50.8
American Indian/ Alaska Native	-	-	N/A	33.3
Asian	-	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	43.9	-	36.1
Pacific Islander	-	-	N/A	N/A
Two or More Races	N/A	71.4	-	61.1
White/ Caucasian	27.2	54.4	30.7	55.3
Students with Disabilities	-	16.6	-	15
English Learners	N/A	N/A	N/A	12.5
Economically Disadvantaged	33.3	31.2	31.2	33.1

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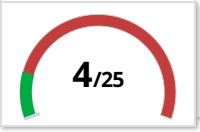
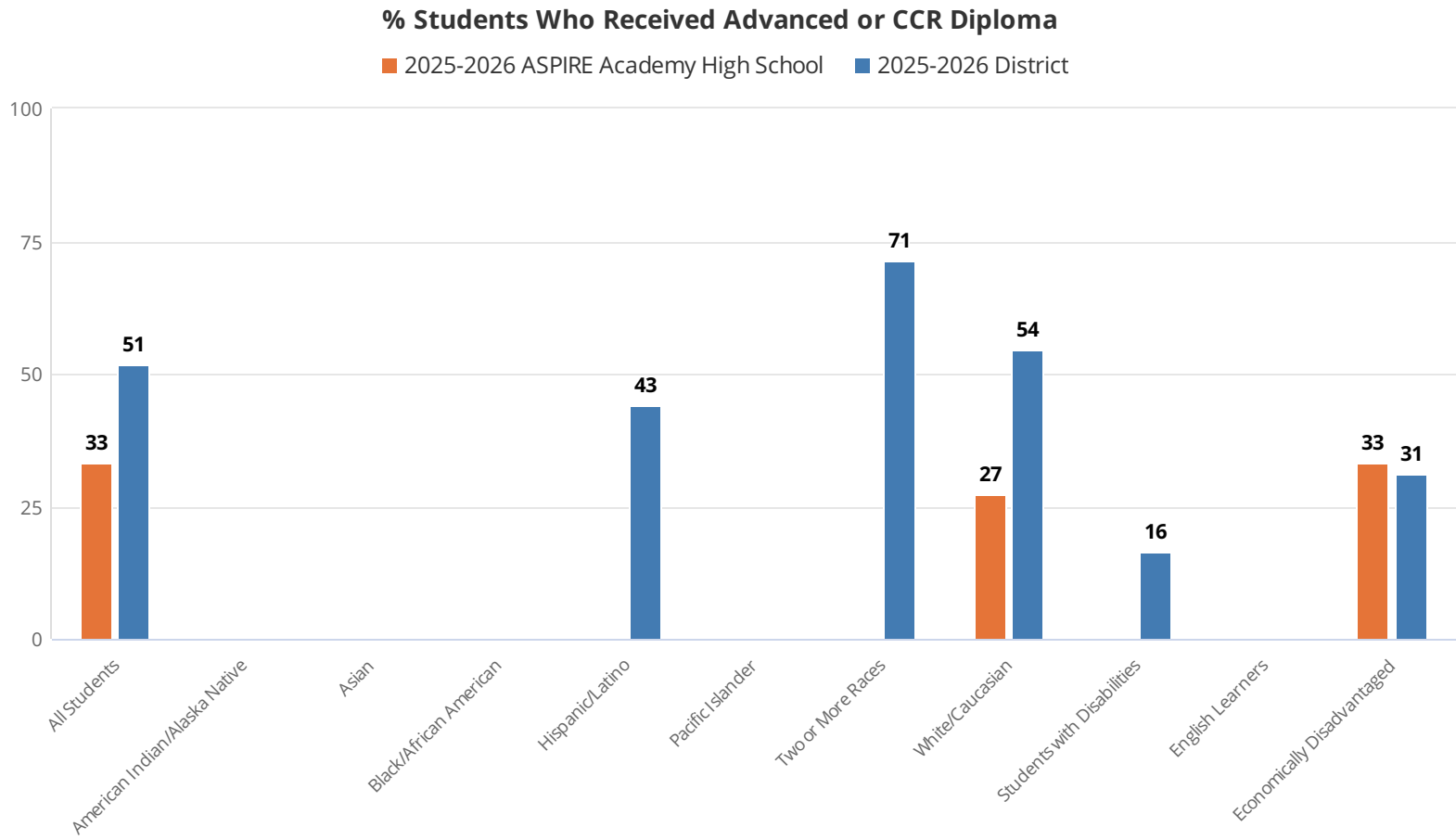


College and Career Readiness



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	<5	<5	23.5	<5	<5	<5	<5	<5
American Indian/ Alaska Native	-	-	-	-	-	-	-	-
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/ African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	-	-	-	-	-	-
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/ Caucasian	<5	<5	40	<5	<5	<5	<5	<5
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	<5	<5	23.5	<5	<5	<5	<5	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

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Student Engagement

Chronic Absenteeism and 9th Grade Credit Sufficiency are Measures of Student Engagement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Research shows that attendance is tied to student achievement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

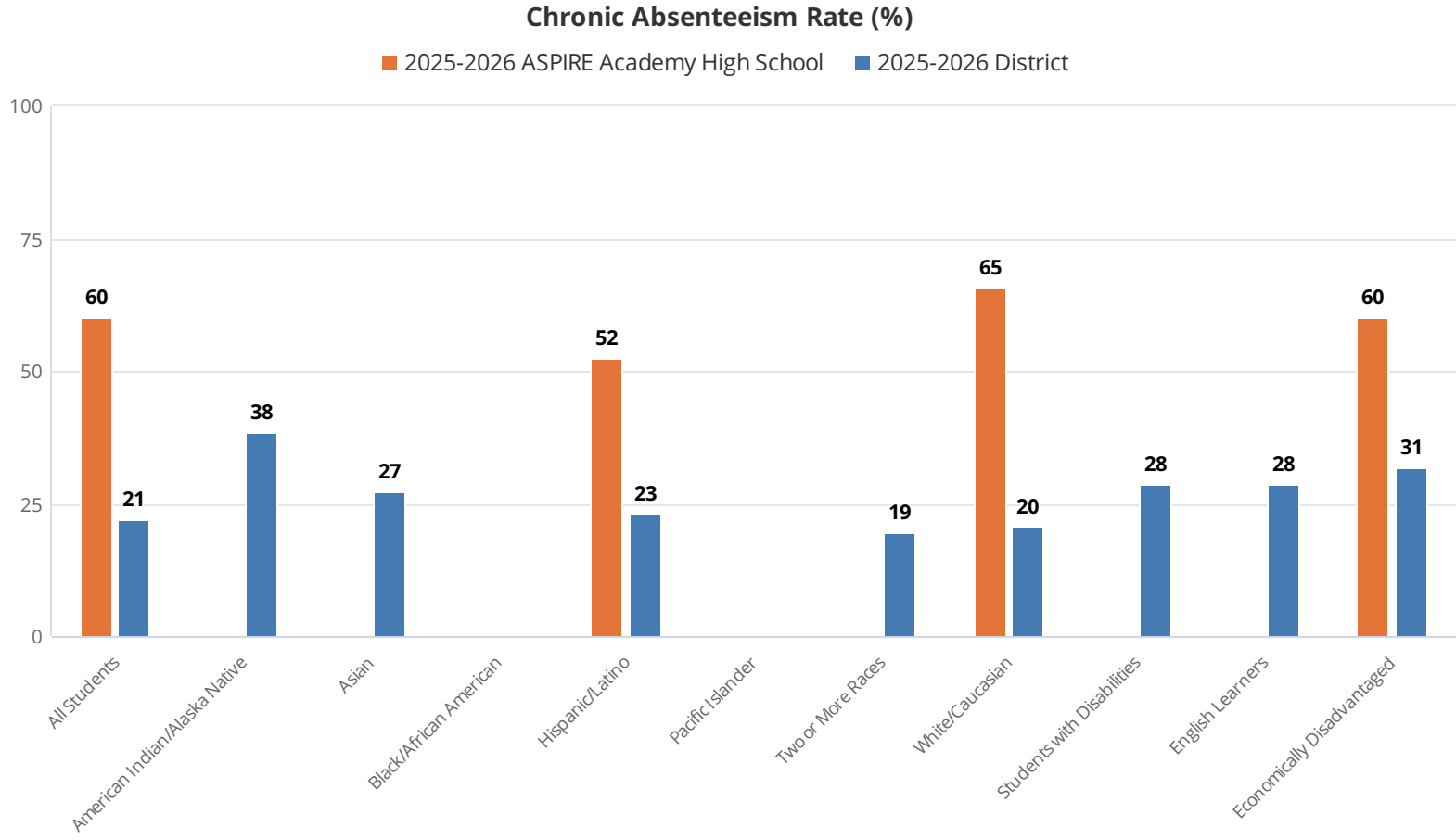
Chronic Absenteeism Points Earned: 0/5

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	60.2	21.9	54.4	24.4
American Indian/ Alaska Native	-	38.4	-	31.1
Asian	-	27.2	-	13
Black/ African American	-	-	N/A	-
Hispanic/ Latino	52.3	23	64.2	25.8
Pacific Islander	-	-	N/A	-
Two or More Races	-	19.7	-	22
White/ Caucasian	65.9	20.8	52.1	24.1
Students with Disabilities	-	28.7	30	25.9
English Learners	N/A	28.8	N/A	21.5
Economically Disadvantaged	60.2	31.8	54.4	31.9

All Students Chronic Absenteeism Percent Change: 10.6%

Points Earned by the Chronic Absenteeism Rate: 0/5

Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5



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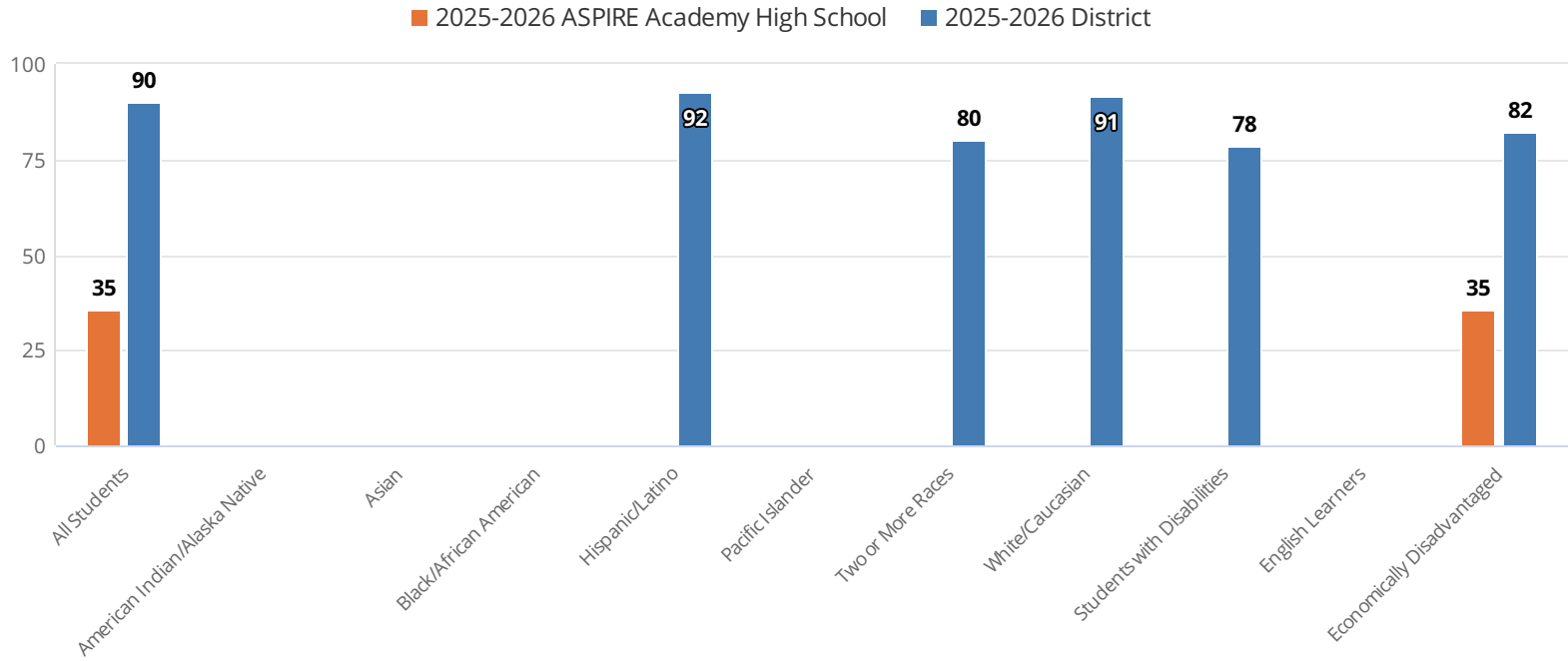
Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 1/5

Groups	2026 % 9th Grade Credit Sufficiency	2026 % 9th Grade Credit Sufficiency District	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District
All Students	35.7	90.1	66.6	91.5
American Indian/ Alaska Native	N/A	-	-	68.7
Asian	N/A	-	N/A	-
Black/ African American	-	-	N/A	N/A
Hispanic/ Latino	-	92.6	-	86.8
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	80	N/A	87.5
White/ Caucasian	-	91.4	-	94.9
Students with Disabilities	-	78.7	-	77.5
English Learners	N/A	-	N/A	92.3
Economically Disadvantaged	35.7	82.3	66.6	81.8

% of Students Meeting 9th Grade Credit Requirements



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School Designation	NSPF Designation Year	Exit Evaluation
CSI-MRI	2018-2019	Summer 2027

What is a Comprehensive Support and Improvement with More Rigorous Interventions (CSI-MRI) Designation?

Schools with a CSI-MRI designation meet the following criteria:

- CSI schools that do not exit within three years.

CSI-MRI designation necessitates heightened state intervention and focused support from NDE and LEAs.

Why did this school receive a CSI Designation?

CSI Criteria Met in Designation Year	One-Star School HS Grad Rate <67%

What is required for exit from the CSI-MRI designation, and how is the school progressing toward exit?

CSI-MRI schools are evaluated annually for exit based on the CSI exit criteria. To exit, schools must:

- No longer meet CSI Criteria.
- For schools designated because they were among the lowest performing Title I schools or because they were a Title I ATSI school that did not exit, the total adjusted NSPF index score in the most recent NSPF must be 10 or more points above the score received in the year the school was identified as CSI.

The table below displays the school's progress toward achieving exit from CSI-MRI.

Criteria	Baseline (2018-2019)	Improvement Year (2023-2024)	Improvement Year (2024-2025)	Improvement Year (2025-2026)
Star Rating	1	1	1	1
Index Score	11.8	7.3	14.7	12.2
Graduation Rate	53.8	30.7	55.1	48.6

For a complete and comprehensive list of the annual school designations, please reference the Nevada Comprehensive Support and Improvement (CSI) Schools report, the Nevada Targeted Support and Improvement (TSI) Schools report, and the Nevada Additional Targeted Support and Improvement (ATSI) Schools report in the NSPF/APF resources under Help & Resources on the Nevada Report Card website.

Douglas Nevada Online

School Year 2025-2026 Nevada School Rating

School Level: Middle School
Grade Levels: 06-08
District: Douglas
School Address: 1680 Bently Parkway Minden, NV 89423

69
Total Adjusted Index Score

School Type: Alternative
School Designation: No Designation

Student Race/Ethnicity

N/A% White/Caucasian
N/A% Black/African American
N/A% Hispanic/Latino
N/A% Asian
N/A% American Indian/Alaska Native
N/A% Pacific Islander
N/A% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	38.4 ★★
2023-2024	31.3 ★★

Additional Student Groups

N/A% English Learners
N/A% Students with Disabilities
N/A% Economically Disadvantaged

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29 ★
At or above 29 but less than 50 ★★
At or above 50 and less than 70 ★★★
At or above 70 and less than 80 ★★★★
At or above 80 ★★★★★

2025-2026 School Performance

Academic Achievement Indicator

23/25

Measure	School Rate	District Rate
Pooled Proficiency	**54.5**	37.3
Math Proficiency	-	33
ELA Proficiency	-	43
Science Proficiency	-	33.4

English Language Proficiency Indicator

N/A

Measure	School Rate	District Rate
Met EL AGP Target	N/A	27

Student Engagement Indicator

N/A

Measure	School Rate	District Rate
Chronic Absenteeism	N/A	16.1
Academic Learning Plans	N/A	>95
8th Grade Credit Requirements	N/A	84.9

Student Growth Indicator

15/30

Measure	School Median	District Median
Math MGP	16	52
ELA MGP	65	48
	School Rate	**District Rate**
Met Math AGP Target	10	32
Met ELA AGP Target	54.5	40.6

Closing Opportunity Gaps Indicator

N/A

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	N/A	11.8
Prior Non-Proficient Met ELA AGP Target	N/A	18.1

Due to low n-size, data for measures required for rating may have been pooled over multiple years.

District percentages reflect the district the school was associated with when the data was collected.

Click here to learn more about the NSPF.

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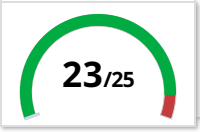


Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

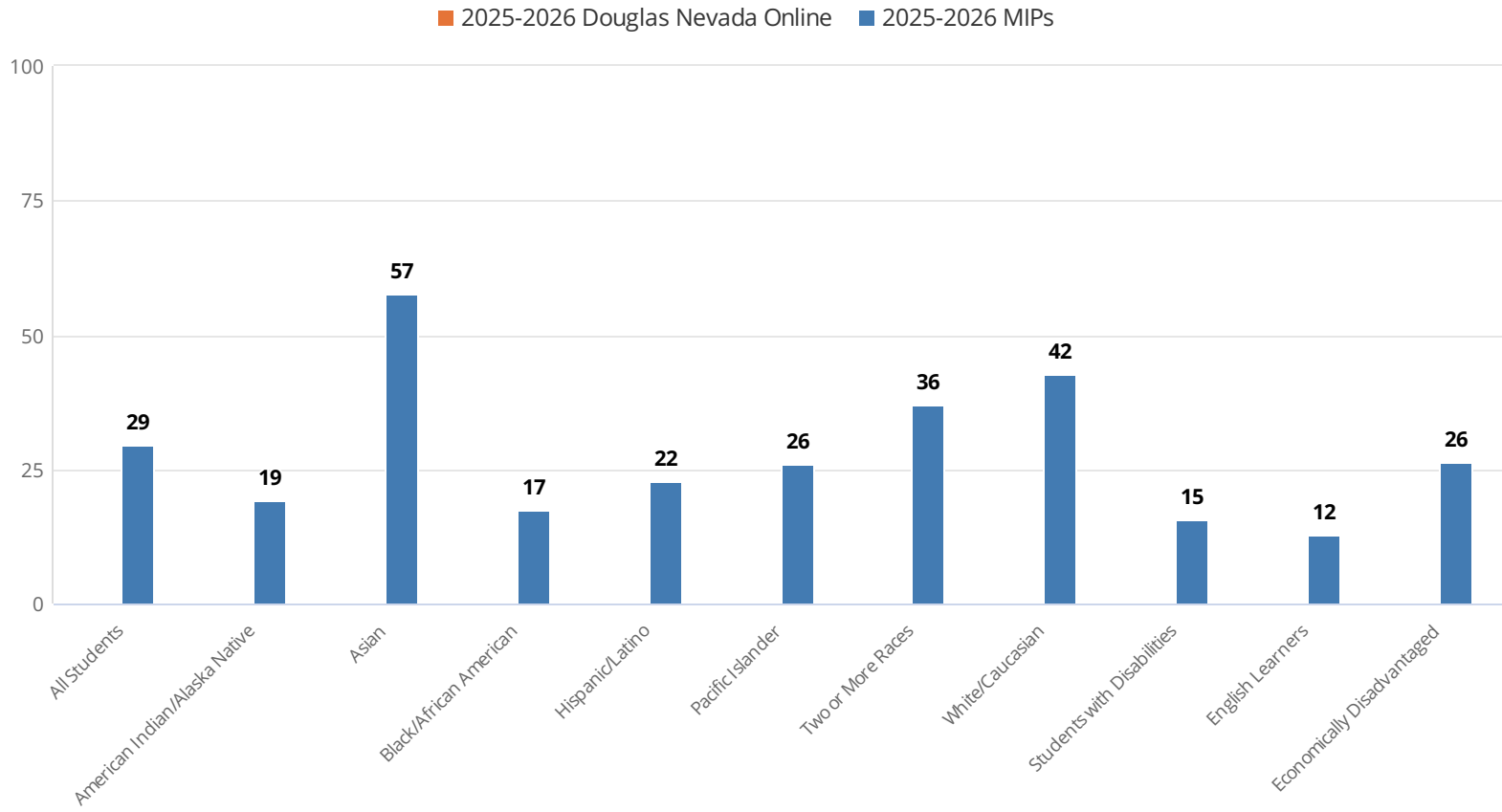
Pooled Proficiency Points Earned: 23/25

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	54.5	37.3	41.6	39.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	-	33	29.6	-	32.1	28.2
American Indian/ Alaska Native	N/A	8.6	19.1	N/A	15.3	16.6
Asian	N/A	43.7	57.5	N/A	50	56.6
Black/ African American	N/A	-	17.4	N/A	-	14.9
Hispanic/ Latino	N/A	26.4	22.7	-	25.4	20.3
Pacific Islander	N/A	-	26	N/A	-	24.5
Two or More Races	N/A	37.3	36.9	<5	36.9	35.7
White/ Caucasian	N/A	35.8	42.8	-	34.7	41.6
Students with Disabilities	N/A	6.9	15.5	<5	6.3	11
English Learners	N/A	5.7	12.8	N/A	<5	8.2
Economically Disadvantaged	N/A	16	26.4	-	15.9	24.9

Math Assessments % Proficient



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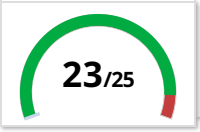
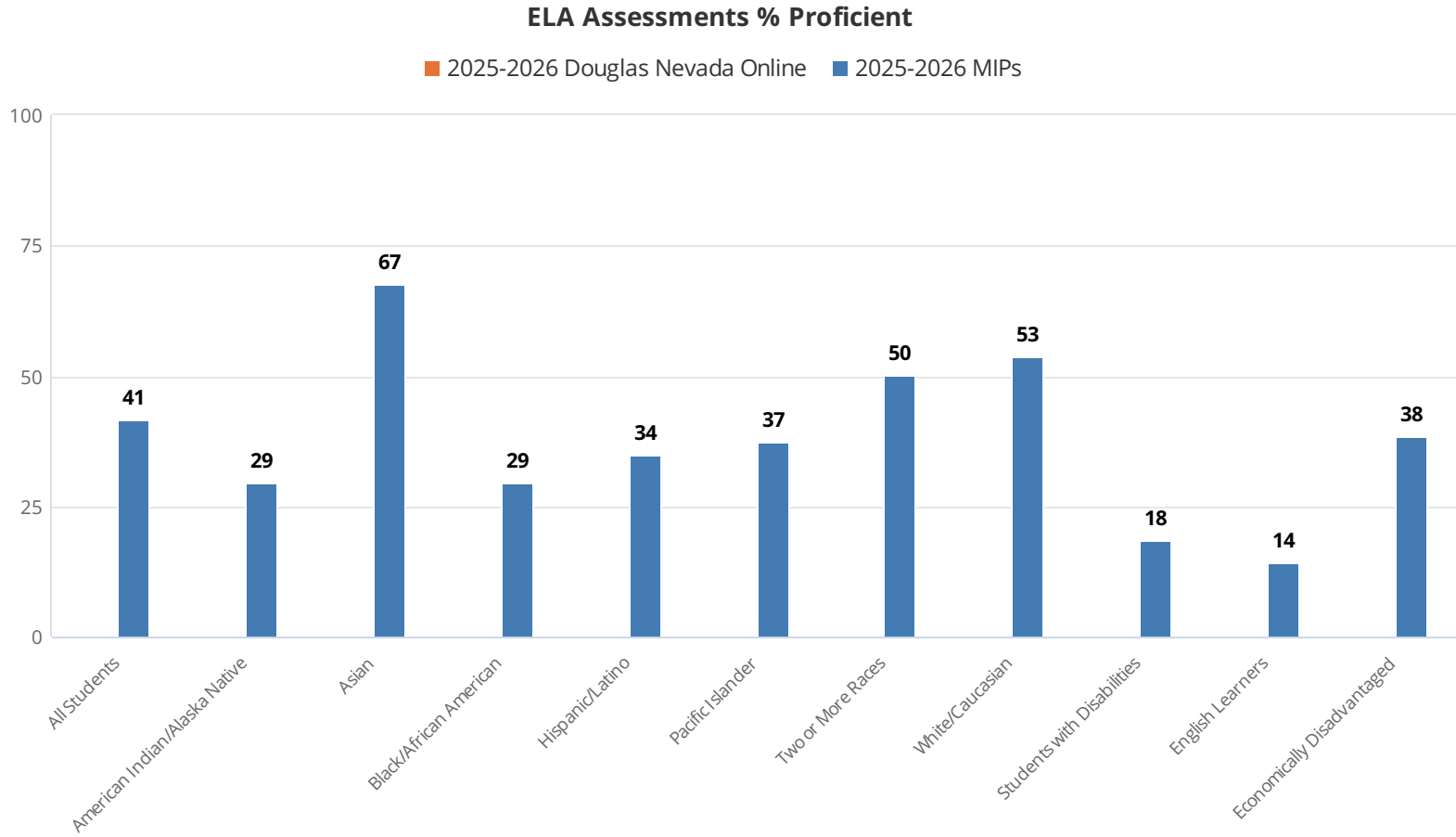


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	-	43	41.5	-	47.2	40.3
American Indian/ Alaska Native	N/A	21.7	29.6	N/A	19.2	27.5
Asian	N/A	50	67.5	N/A	56.2	66.8
Black/ African American	N/A	-	29.6	N/A	-	27.4
Hispanic/ Latino	N/A	37.1	34.8	-	44.4	32.8
Pacific Islander	N/A	-	37.2	N/A	-	35.9
Two or More Races	N/A	53.7	50.3	<5	53	49.3
White/ Caucasian	N/A	44.9	53.8	-	48.7	52.8
Students with Disabilities	N/A	8.4	18.4	<5	12.5	14.1
English Learners	N/A	<5	14.3	N/A	6.6	9.8
Economically Disadvantaged	N/A	26.6	38.3	-	32.4	37



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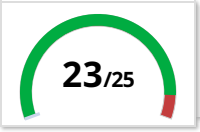
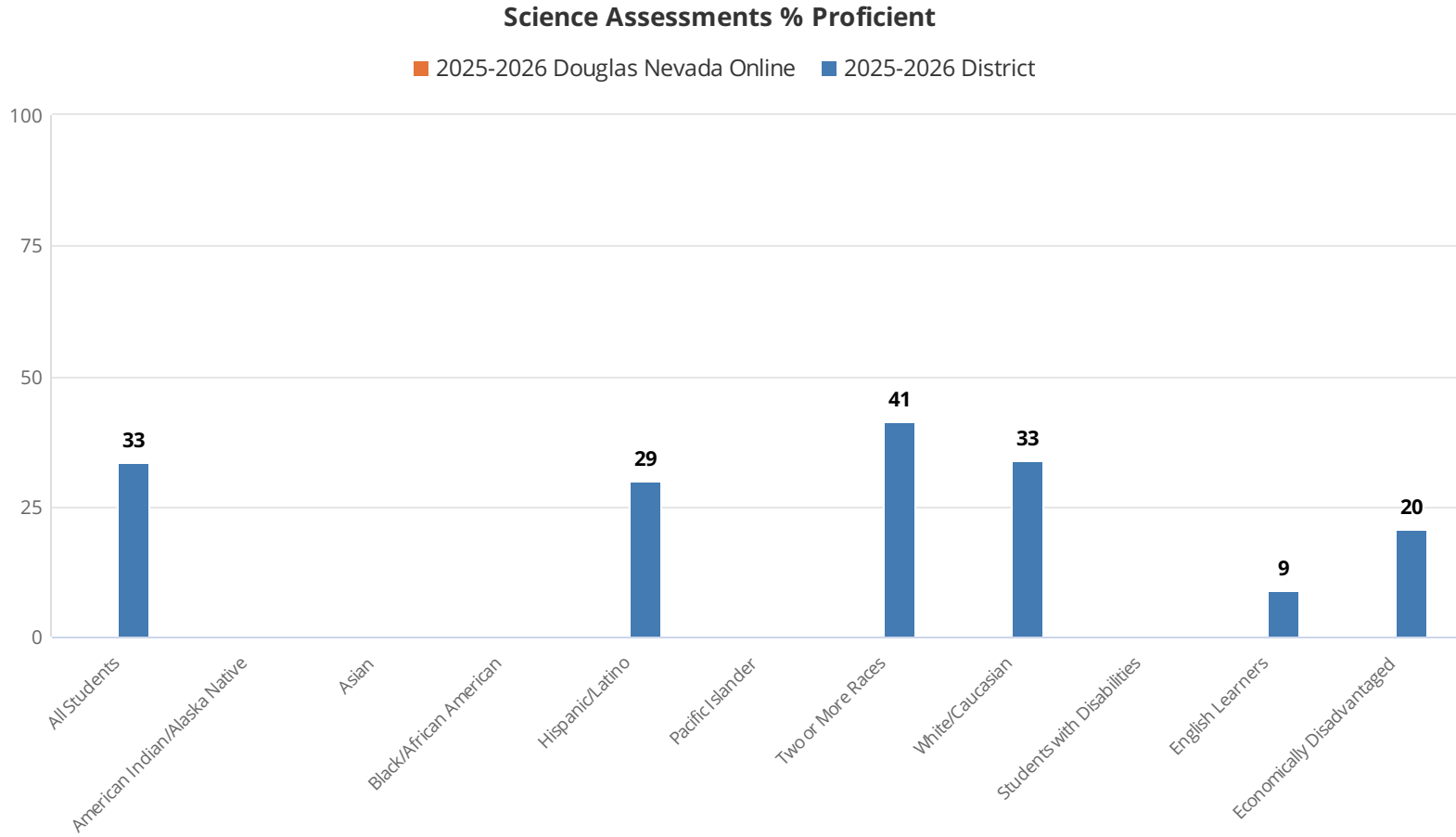


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	-	33.4	-	35.7
American Indian/ Alaska Native	N/A	-	N/A	<5
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	N/A	29.8	-	25.5
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	41.3	N/A	47
White/ Caucasian	N/A	33.7	-	41.2
Students with Disabilities	N/A	<5	N/A	15.7
English Learners	N/A	9	N/A	<5
Economically Disadvantaged	N/A	20.6	-	18.1



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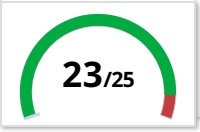

Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	N/A	N/A	-	-
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	N/A	N/A	-	-
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	-	-
White/ Caucasian	N/A	N/A	-	-
Students with Disabilities	N/A	N/A	-	-
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	-	-

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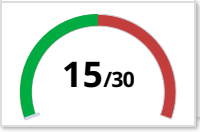

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 1/10 **ELA MGP Points Earned: 10/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	16	52	65	48	16	49	65	46
American Indian/ Alaska Native	N/A	30	N/A	56	N/A	43.5	N/A	52
Asian	N/A	73.5	N/A	59	N/A	50.5	N/A	56
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	N/A	54	N/A	49	-	47.5	-	46
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	N/A	55	N/A	59.5	N/A	48	N/A	48
White/ Caucasian	N/A	50	N/A	47	-	49	-	44.5
Students with Disabilities	N/A	52	N/A	46	N/A	47	N/A	44
English Learners	N/A	60	N/A	58.5	N/A	55	N/A	45
Economically Disadvantaged	N/A	50	N/A	44	-	49	-	45

AGP Growth Data

Math AGP Points Earned: 0.5/5 **ELA AGP Points Earned: 3.5/5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	10	32	54.5	40.6	10	31.3	54.5	46.7
American Indian/ Alaska Native	N/A	9.5	N/A	28.5	N/A	16.6	N/A	36
Asian	N/A	43.7	N/A	43.7	N/A	50	N/A	50
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	N/A	26.4	N/A	35.9	-	26.5	-	43.8
Pacific Islander	N/A	-	N/A	-	N/A	-	N/A	-
Two or More Races	N/A	34.9	N/A	56.2	N/A	28.8	N/A	53.3
White/ Caucasian	N/A	34.5	N/A	41.4	-	33.6	-	47.7
Students with Disabilities	N/A	10.4	N/A	15.5	N/A	8.2	N/A	19.1
English Learners	N/A	8.3	N/A	11.1	N/A	17.1	N/A	14.2
Economically Disadvantaged	N/A	17	N/A	26.3	-	16.6	-	33.6

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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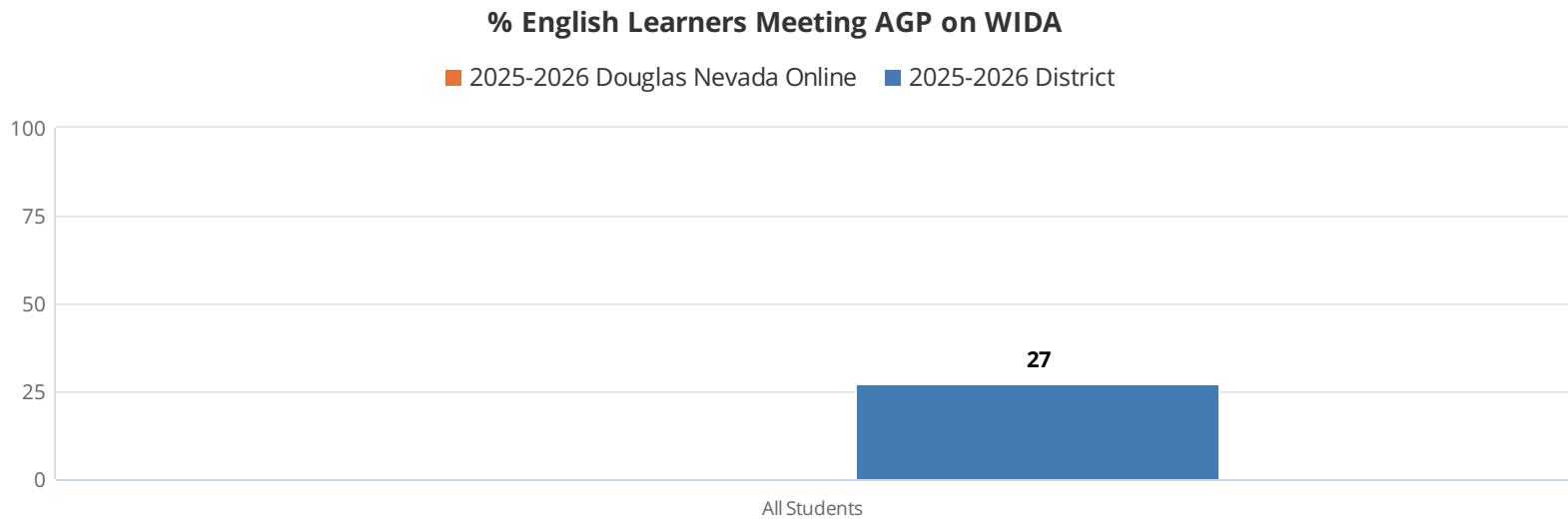
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	N/A	N/A	27	N/A	N/A	39.3



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: NA/10 **ELA AGP Points Earned: NA/10**

Groups	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	N/A	11.8	N/A	18.1	-	14.9	-	30.6
American Indian/ Alaska Native	N/A	<5	N/A	6.6	N/A	5.2	N/A	35
Asian	N/A	-	N/A	-	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-	N/A	-	N/A	-
Hispanic/ Latino	N/A	7.7	N/A	17.4	-	16	-	28.5
Pacific Islander	N/A	N/A	N/A	N/A	N/A	-	N/A	-
Two or More Races	N/A	13.5	N/A	21.4	N/A	15.1	N/A	31.4
White/ Caucasian	N/A	14.4	N/A	19.3	-	14.6	-	31.3
Students with Disabilities	N/A	6.1	N/A	10.3	N/A	<5	N/A	16.3
English Learners	N/A	<5	N/A	11.1	N/A	14.7	N/A	14.2
Economically Disadvantaged	N/A	6.2	N/A	14.2	-	10.1	-	25.5

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Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

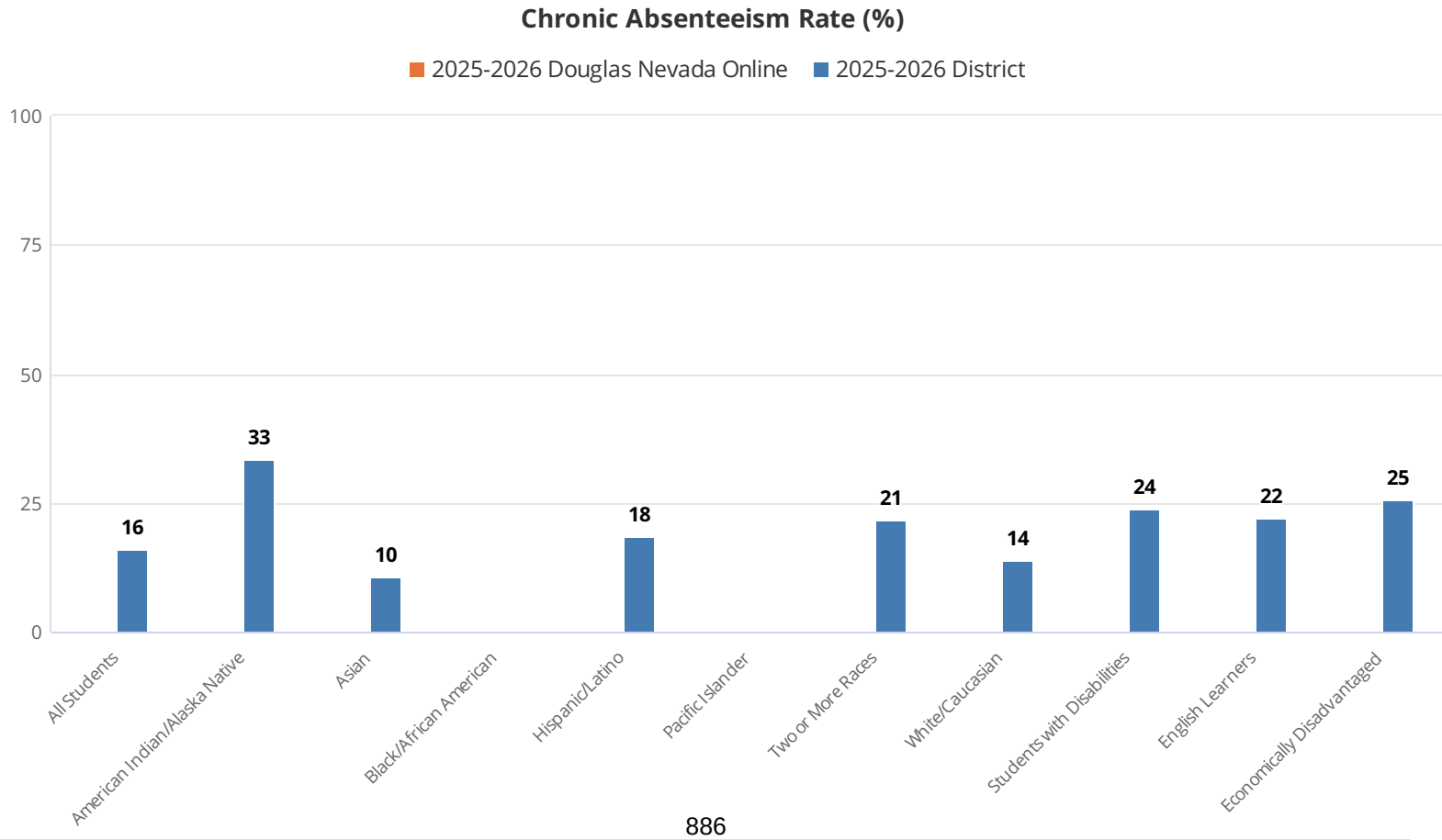
Chronic Absenteeism Points Earned: NA/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	N/A	16.1	92.3	20.5
American Indian/ Alaska Native	N/A	33.3	N/A	25.9
Asian	N/A	10.5	N/A	16.6
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	N/A	18.5	-	22.1
Pacific Islander	N/A	-	N/A	-
Two or More Races	N/A	21.6	-	23.2
White/ Caucasian	N/A	14	-	19.3
Students with Disabilities	N/A	24	-	27.7
English Learners	N/A	22.2	-	18.9
Economically Disadvantaged	N/A	25.8	-	29.8

All Students Chronic Absenteeism Percent Change: NA%

Points Earned by the Chronic Absenteeism Rate: NA/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



886

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N/A

Student Engagement

Academic Learning Plans

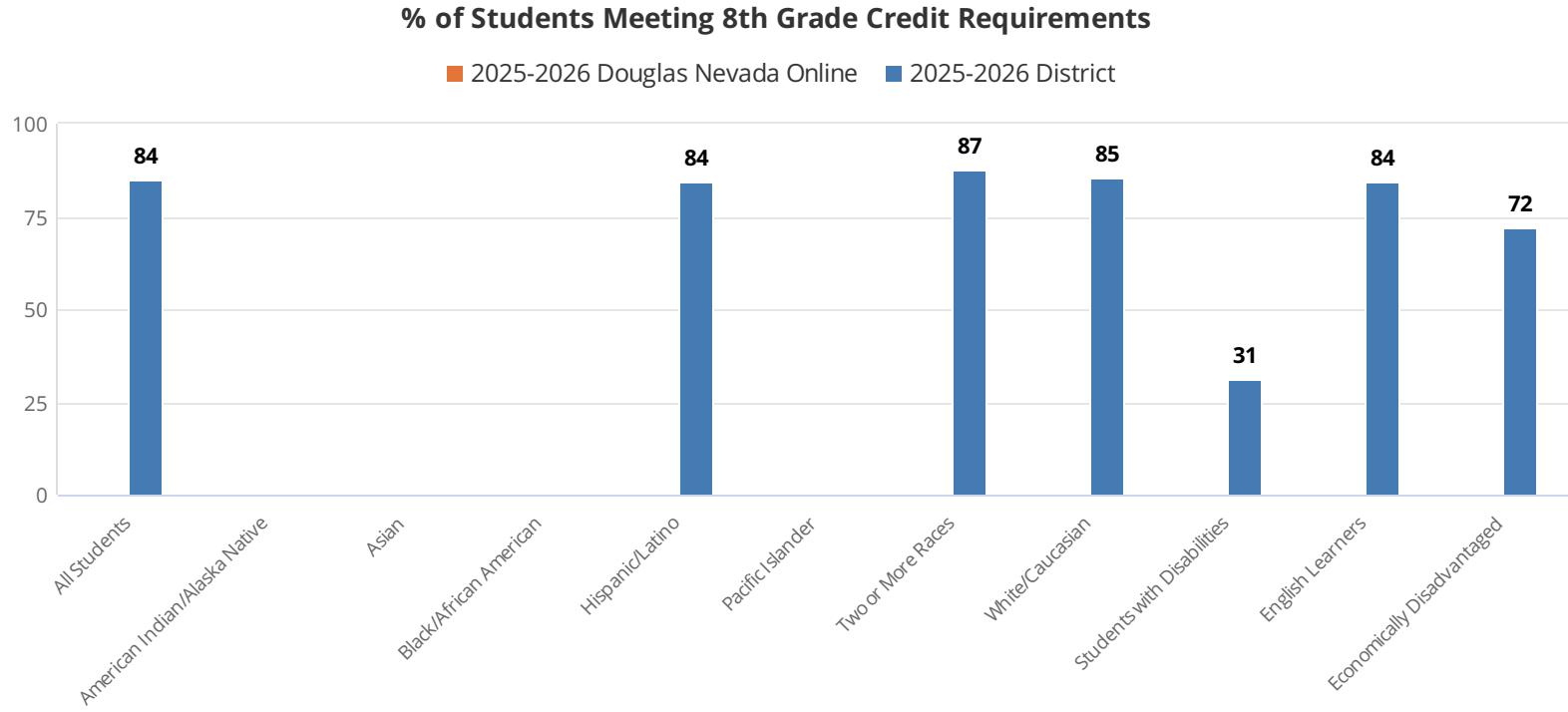
Academic Learning Plans Points Earned NA/2

Groups	2026 % Academic Learning Plans	2026 % District	2025 % Academic Learning Plans	2025 % District
All Students	N/A	>95	-	>95
American Indian/ Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	N/A	>95
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	N/A	>95	-	>95
Pacific Islander	N/A	-	N/A	-
Two or More Races	N/A	>95	-	>95
White/ Caucasian	N/A	>95	-	>95
Students with Disabilities	N/A	>95	-	>95
English Learners	N/A	>95	N/A	>95
Economically Disadvantaged	N/A	>95	-	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned NA/3

Groups	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	N/A	84.9	-	82
American Indian/ Alaska Native	N/A	-	N/A	81.8
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	N/A	84.6	-	84.8
Pacific Islander	N/A	-	N/A	-
Two or More Races	N/A	87.5	-	84.2
White/ Caucasian	N/A	85.3	-	81.1
Students with Disabilities	N/A	31	-	>95
English Learners	N/A	84.6	N/A	90.9
Economically Disadvantaged	N/A	72.2	-	84.1



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Douglas County School District

1638 Mono Ave
Minden, NV 89423
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Frankie Alvarado, Superintendent

Website: www.dcsd.net

Board Members

Yvonne Wagstaff - President
Dave Brady - Member
Susan Jansen - Member
Markus Zinke - Member
Melinda Gneiting - Vice President
Heather Jackson - Member
Erinn Miller - Member

2025-2026 District Accountability Report

For more information visit www.nevadareportcard.nv.gov

Mission Statement

Our mission is to ensure that all students achieve excellence in education, character and citizenship, in partnership with parents and community.

Superintendent's Highlights

Our commitment to student success is guided by our comprehensive Strategic Plan, which outlines four key goals:

1. Student Success with Opportunity & Access: We are dedicated to ensuring every classroom provides equitable access to rigorous, relevant, and personalized learning opportunities. Our aim is for every DCSD graduate to be fully prepared for their life aspirations, whether that's a college pathway or a career.
2. Highly Qualified Personnel: We actively work to recruit, retain, and develop highly qualified personnel who are passionate about education and dedicated to our students.
3. Operations Management: We strive to create responsive, effective, and integrated operations that sustain district initiatives, enable continuous improvement of educational programs, and achieve overall organizational success.
4. Community Engagement: We strengthen family, school, and community partnerships through clear and consistent communication. We provide meaningful opportunities for feedback and input, fostering a collaborative environment for continuous improvement.

At DCSD, we deeply value our strong relationships with families and the wider community. We warmly encourage volunteers in our schools and invite all stakeholders to play an active role in our students' educational journey. Through this collaborative spirit, every DCSD student will achieve success, now and in the future.

Our students, educators, and families entered the school year with tremendous academic achievement gains. The District achievement results indicate positive growth in achievement results across all subject areas and grade levels with exception to 11th grade science. Students and Teachers in grades 6-12th implemented a new English Language Arts Curriculum this year. Additional curriculum adoptions remain a priority for the District.

Goals and Objectives

Goal 1: Student Success with Opportunity and Access: Every classroom will provide equitable access to rigorous, relevant, and personalized learning opportunities. Each Douglas County School District graduate will be prepared for their life aspirations to include a college or career pathway.

- Objective 1: Set high expectations and challenge students with rigorous, personalized, inclusive, and blended learning opportunities.
- Objective 2: Foster a safe, positive, and trusting learner-centered environment.
- Objective 3: Increase student preparation for college and/or career pathways.

Goal 2: Recruit, retain and develop high-qualified personnel

- Objective 1: Provide a compensation package that is competitive with other school districts in the region.
- Objective 2: Recruit and retain skilled and qualified candidates.
- Objective 3: Provide support for new staff through a comprehensive induction program.
- Objective 4: Provide professional learning opportunities tied directly to school and district improvement plans.

Goal 3: Create responsive, effective, and integrated operations to sustain district initiatives, enable continuous improvement of educational programs, and achieve organizational success.

- Objective 1: Provide sound, responsible financial stewardship through the management and maintenance of adequate financial reserves.
- Objective 2: Ensure the alignment of resources to meet district strategic goals.
- Objective 3: Increase support for educational programs and strategic goals by leveraging community and fiscal partnerships.
- Objective 4: Create effective and efficient operational procedures and systems responsive to the needs of our students, staff and stakeholders.
- Objective 5: Maintain and improve facilities to provide high-quality and safe learning environments.

Goal 4: Strengthen family, school, and community partnerships through clear and consistent communication. Provide meaningful feedback and input opportunities toward continuous improvement efforts.

- Objective 1: Schools and facilities will be safe and inviting places for families, staff, and the community.
- Objective 2: Build relationships with families to strengthen understanding of state standards, student progress, and the importance of teachers and families working together.
- Objective 3: Coordinate with community stakeholders to support student growth and development.
- Objective 4: Highlight student achievements and school events through a multitude of media outlets.
- Objective 5: Create additional opportunities for students and staff to make a positive impact on the community.

District Communication Efforts

Douglas County School District (DCSD) considers parent communication essential to student academic and social emotional growth. Recognizing the importance of maintaining open two-way communication with our parents and community, we have the following in place:

- District and School websites
- Social Media (Facebook, Twitter, Instagram)
- Website pop ups and news stories
- District app and athletic management
- Messages through Infinite Campus (IC)
- School Newsletters
- District-wide Monthly newsletter
- District Parent Advisory Council (DPAC)
- Parent Square Application
- On-line access to student information in IC for parents, student progress reports, district and site parent advisory councils
- Parent-teacher conferences
- Student-led conferences
- Food for Thought Family Instruction and Social Emotional Learning nights
- Family involvement nights which target Nevada Academic Content Standards in addition to math, science, reading, and language arts, career technical education, gifted and talented education, and English language learners.
- Parent/community volunteers and tutors
- Back to School Nights
- Parent resource guides
- Community partnerships
- Wrap-Around Services
- Parent and community surveys
- Translation services as needed
- Parent representation on Strategic Plan, School Performance Plans (SPPs), and District Performance Plan (DPP) teams
- Safe School Volunteers at PHES

Discipline

School safety is a priority in Douglas County Schools. All educational stakeholders work together to create school climates which are inviting, supportive and hold high expectations for appropriate behavior. Site principals work with their Multi-Tiered System of Support Team to align expectations and corrective actions across the system. The following list is a compilation of practices offered at various schools within our district consistent with ensuring a safe, respectful, and responsible learning environment in our schools:

- Positive Behavior Intervention and Supports (PBIS) including opportunities for restorative practices
- Partnership with UNR Technical Assistance Center with all schools receiving formal training and currently implementing MTSS
- Positive Student Behavior Intervention Plans
- Civility Policy
- Safe and Respectful Learning Environments Policy
- Social Emotional Learning support
- District and Site Behavioral Threat Assessment Teams Team and Board Policy (for students presenting safety concerns to self or others)

- District Safety Manual and drill protocols
- Four School Resource Officers
- District Safety Task Force
- School Social Workers
- Character Strong
- Counselor implementing social emotional learning curriculums
- Random Acts of Kindness
- Anti-bullying training and reporting
- Safe Voice anonymous tip line
- Handle With Care
- Community partnerships to support Trauma, SEL, etc.
- OpenGate Weapons detection system
- Health and Wellness resources on District website

Access to Menstrual Products

Douglas County School District (DCSD) is committed to supporting the health and well-being of all students by ensuring consistent access to essential hygiene items, including menstrual products. The district recognizes that lack of access to such products can negatively impact student attendance, comfort, and participation in school.

To address this need, DCSD provides menstrual products—pads and tampons—in all secondary school girls' restrooms. This ensures students have timely and discreet access to necessary supplies throughout the school day. By placing products directly in restrooms, the district reduces potential embarrassment or disruption caused by needing to visit another location or request assistance.

In addition to secondary schools, menstrual products are available in the health office of every school across the district, including primary schools. While elementary-aged students may be less likely to need such products, access at these sites ensures that all students—regardless of age—have appropriate support. This system allows students experiencing early menstruation, emergencies, or irregular cycles to receive needed items in a private and respectful manner.

DCSD has also prioritized access for students facing significant challenges, including those identified as students in transition. These students may be experiencing homelessness or unstable living situations and are more likely to encounter barriers to basic hygiene supplies. The district uses grant funds to provide menstrual products as needed to these students, ensuring equity and continuity of care regardless of their housing status.

This approach is aligned with DCSD's broader efforts to support the whole child and eliminate non-academic barriers to learning. Lack of menstrual products can lead to missed class time, increased anxiety, and negative impacts on physical health. By making menstrual hygiene support a part of standard school health services, the district promotes consistent attendance, participation, and student confidence.

Distribution of menstrual products is handled in a way that maintains student privacy and dignity. At the secondary level, restroom-based access minimizes disruptions and avoids the need for students to seek out staff or nurses during instructional time. At all grade levels, the health office serves as a safe and confidential resource for students who may need supplies on a case-by-case basis.

Grant funding is an important element of the district's strategy. By leveraging external resources, DCSD ensures that students in the most vulnerable circumstances receive targeted support without depleting general school resources. This targeted use of funds supports equity, aligning with the district's responsibilities to meet the needs of all student populations.

Access to menstrual products also supports a healthy school environment by reinforcing the importance of hygiene and normalizing menstruation as a part of adolescent development. It allows school health staff and educators to integrate basic health education and reduce stigma associated with menstruation. This helps build a climate of understanding and support among students and staff.

DCSD's current practice reflects national trends and public health recommendations that call for increased menstrual equity in schools. By implementing a structured and sustainable system for access to menstrual products, the district demonstrates a practical, student-centered approach to addressing this basic need.

In summary, Douglas County School District has implemented a clear, tiered system to provide menstrual products for students. All secondary schools offer products in girls' restrooms. All schools—primary and secondary—provide access through their health offices. Students in transition receive additional support through grant-funded resources. These efforts ensure that menstrual hygiene is not a barrier to education and that all students are supported with dignity and consistency across the district.

Technology

Online Curriculum & Platforms (Single Sign-On)

- Strategic Collaboration: The technology team collaborates closely with Administrative Staff to ensure all online platforms are thoroughly vetted and approved for instructional use, prioritizing student safety.
- Platform Focus: The district maintains a primary focus on online curriculum and platforms, particularly those utilizing

Single Sign-On (SSO) to streamline access.
- Screen Monitoring & Security: A comprehensive online filter and firewall service, consisting of multiple software packages, empowers instructors to monitor student screens and block individual sites to maintain a secure, focused learning environment.

Chromebooks & Device Management

- Device Maintenance: The technology department ensures all student Chromebooks and computer lab PCs receive timely automatic updates to remain secure and current.
- Support Volume: The department is replacing all student devices for grades K-5 for the start of the 26/27 school year. Additionally we repair devices onsite to maintain continuous learning device access for all students.
- Defined Mobile Devices: As defined by the Nevada Department of Education, mobile learning devices supported across the district include laptops (HP, Dell, Chromebook, MacBooks) and tablets (iPads, Android, Lenovo).

Supporting Computer-Based Testing & Data-Driven Instruction

- Technical Readiness: The technology department ensures all deployed Chromebooks feature current Kiosk-mode and test-specific applications to guarantee a seamless testing environment.
- State & National Assessments: This critical support enables essential state-level data collection through tests like WIDA and NWEA , as well as other vital assessments like the ACT and AP exams.
- Data Utilization: The curriculum department and district administration use this testing data to inform instructional initiatives and evaluate whether to adopt or discontinue specific online platforms throughout the school year.

Classroom Technology & Infrastructure Upgrades

- Interactive Displays: Classrooms throughout the district are heavily equipped with interactive touchscreens, including new-model Newline panels and Promethean boards.
- Instructional Tools: Document cameras issued to every teacher during the COVID-19 pandemic continue to serve as highly valuable instructional tools in the classroom.
- Behind-the-Scenes Maintenance: The team continually drives infrastructure projects to ensure seamless daily classroom operations. This includes vital upgrades to network switches, wireless access points, bell and emergency systems, and student/instructor workstations. These ongoing efforts are critical to maintaining a robust and reliable environment.
- E-Rate - The district is fully utilizing available funding and is replacing all Wireless Access Points across our campuses and completing the replacement of all switches.
- Server - Servers have been replaced with a central server for the entire district and a failover site.

Student Information Systems & Communication

- Real-Time Portals: The widely utilized Infinite Campus student and parent portals provide real-time tracking of individual grades and academic progress. This transparency boosts student engagement and aligns with DCSD's comprehensive instructional goals.
- Dedicated Management: A dedicated Student Information Systems Specialist administers the Infinite Campus platform to ensure its continuous operational health.
- Community Outreach: The district utilizes Parent Square to facilitate safe, efficient, and streamlined communication among staff, parents, and students.

Support Operations & Assistive Technology

- FMX: To minimize classroom downtime, the department is implementing the FMX system to track and resolve teacher-reported issues like Wi-Fi connectivity, device malfunctions, or login troubles.
- Inclusive Education: Adhering to individual IEP requirements, the inclusive education department leverages specialized technology (such as iPads and custom software) to meet diverse student needs. Specialists work directly with these students to monitor progress.
- MDM Management: The technology department manages and supports these inclusive education devices and software installations using JAMF, a Mobile Device Management (MDM) tool.

Key Technical Achievements & Milestone Projects

The technology department consistently addresses unique and varied technological needs across campuses to support student success:

- Implemented standardized communication software district-wide.
- Deployed robust cyber filtering software to establish a safer internet environment for students.
- Deploying new Verkada cloud based camera system across the district to include vape sensors and main entry door access.
- Redesign of Phone System,
- Replacement of Servers and establishment of failover site.
- Upgrade of network switches.

Curriculum Details

The Douglas County School Board of Trustees recognizes the responsibility for the quality of the educational program of the schools in Douglas County School District and directs the district curriculum and assessments be evaluated, adapted,

developed and revised on a continuing basis to ensure a rigorous academic experience for all students. The standards, curriculum, and assessments of the Douglas County School District are to remain consistent with the written Strategic Plan Goals and objectives. They are designed to develop individual talents and interests and provide for continuous learning through effective articulation and encourage the utilization of community resources.

The Douglas County School District standard core academic curriculum consists of English language arts, mathematics, science, social studies, and computer science. Curricular and instructional support is also provided in the areas of technology, fine arts, career and technical education, world languages, health, and physical education providing students with a well-rounded, full curriculum. The foundation of the curriculum in Douglas County School District is on Nevada Academic Content Standards in all content areas. Curriculum documents are currently in various states of development to reflect the ongoing revisions for each grade level and subject area based upon state standards. Each content area is systematically reviewed and revised as needed to align with the rigor demanded by the Nevada Academic Content Standards.

The curriculum includes:

- Alignment to the Nevada Academic Content Standards
- Educational programs and services for all students with differing abilities
- Compensatory and remedial education programs for students
- College and Career Readiness and career/technical education
- Educational opportunities for academically talented students
- Opportunities for dual credit with state community colleges
- Programs and services of school-level library/media facilities and class text collections which support the educational program
- Kindergarten through 5th grade District-wide common assessments in ELA and Math

The Douglas County School District has adopted a literacy plan which addresses literacy instruction from birth to graduation. At the heart of literacy instruction is the strong-held belief that all students can become independent readers and writers. Douglas County School District's commitment to literacy begins before kindergarten and offers support for students in all content areas through their senior year of high school. The Nevada Academic Content Standards provide the framework for "what" students need to be able to demonstrate and the Douglas County School District Literacy Plan explains "how" the teachers will ensure instruction meets the needs of all students. Teachers in the Douglas County School District are expected to follow a balanced literacy approach to literacy instruction that is rooted in years of research across all grade levels and all content areas.

Student progress toward achievement is continually assessed in a variety of ways. Teachers are expected to use a wide range of data and student benchmark expectations to determine appropriate interventions when differentiating instruction, providing remediation, and extending learning opportunities for our students. Additional learning opportunities for students include summer school, alternative education, on-line course work and site tutoring to provide enrichment and remediation opportunities.

Demographics and Student Information

Data are provided by the Nevada Department of Education from the state student information system. Gender, race/ethnicity, and special student populations are reported as of validation day.

Gender and Ethnicity

No Data Available

Data as of Validation Day

'-' indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

| means these schools are CEP or Provision 2 Schools and officials do not track who eats breakfast or lunch.

Adult Education is not included in the totals.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

Special Populations

No Data Available

Data as of Validation Day

'-' indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

IEP= Students with disabilities

EL= Students who are English Learners

FRL= Students qualifying for Free/Reduced Price Lunch

District totals do not include state or district sponsored charter school data. (2008-Current)

| means these schools are CEP or Provision 2 Schools and officials do not track who eats breakfast or lunch.

Adult Education is not included in the totals.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

Continuously enrolled tracks English Leaner enrollment from the beginning of the school year (validation day count) to the end of the school year.

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

Student Average Daily Attendance (ADA)

Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	All Students	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
State	93.5	91.9	>95	93.1	92.6	94.2	92.5	93.7	92.5	93.1	93.2
Douglas	94.0	92.0	94.7	93.5	-	94.3	-	94.0	93.4	93.5	92.6

School

ALT School	-	-	N/A	-	N/A	-	N/A	N/A	N/A	N/A	-
ASPIRE Academy High School	84.1	-	-	84.7	-	85.6	-	-	86.8	N/A	84.1
C C Meneley Elementary School	93.8	95.0	-	93.3	N/A	93.9	N/A	93.4	93.9	93.6	92.6
Carson Valley Middle School	94.3	-	>95	94.3	-	94.2	N/A	94.4	93.4	95.0	92.8
Douglas High School	94.1	93.2	>95	93.3	-	94.4	-	94.0	92.4	92.1	92.8
Douglas Nevada Online	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
G L Scarselli Elementary School	93.9	-	N/A	93.1	-	94.3	N/A	93.1	93.2	94.7	93.2
Gardnerville Elementary School	94.5	-	-	94.1	N/A	94.6	N/A	93.5	94.9	>95	93.9
George Whittell High School	93.1	N/A	N/A	90.8	N/A	93.7	-	-	92.6	-	90.2
Jacks Valley Elementary School	>95	-	-	>95	N/A	>95	N/A	>95	>95	94.2	94.7
Jacobsen High School	>95	-	N/A	-	-	>95	-	-	-	-	>95
Minden Elementary School	94.4	-	-	93.1	N/A	94.9	-	94.5	94.0	90.3	93.2
Pau Wa Lu Middle School	94.7	92.8	-	94.7	-	94.6	N/A	>95	91.4	93.0	93.4
Pinon Hills Elementary School	94.9	-	N/A	93.4	N/A	>95	N/A	>95	94.4	-	94.2

Student Average Daily Attendance (ADA)

Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	All Students	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
Zephyr Cove Elementary School	92.7	N/A	-	93.0	N/A	93.5	-	82.4	93.8	-	93.5

ADA Data as of: First 100 days of instruction

'-' indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

IEP = Students with disabilities

ELL = Students who are English Language Learners

FRL = Students qualifying for Free/Reduced Price Lunch

Top and bottom coding applied to values that fall <5% or >95%, in order to protect student privacy.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

PY = reported for prior school year

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

NSHE discontinued remedial courses beginning in Fall 2021 due to a policy and legislative change. As a result, the data currently displayed on the portal under the “Remedial Report” starting with Accountability Year 2021-2022 will show as Not Applicable or N/A

Transiency, Truancy, and Discipline

	Transiency Rate**
State	21.7
Douglas	14.8

School

ALT School	112.5
ASPIRE Academy High School	71.3
C C Meneley Elementary School	14.2
Carson Valley Middle School	9
Douglas High School	10.3
Douglas Nevada Online	N/A
G L Scarselli Elementary School	8
Gardnerville Elementary School	8
George Whittell High School	6.9
Jacks Valley Elementary School	14
Jacobsen High School	128.5
Minden Elementary School	13.3
Pau Wa Lu Middle School	13.1
Pinon Hills Elementary School	12.8
Zephyr Cove Elementary School	16.7

State
Douglas

School

ALT School
ASPIRE Academy High School
C C Meneley Elementary School
Carson Valley Middle School
Douglas High School
Douglas Nevada Online
G L Scarselli Elementary School
Gardnerville Elementary School
George Whittell High School

Jacks Valley Elementary School
Jacobsen High School
Minden Elementary School
Pau Wa Lu Middle School
Pinon Hills Elementary School
Zephyr Cove Elementary School

State
Douglas

School

ALT School
ASPIRE Academy High School
C C Meneley Elementary School
Carson Valley Middle School
Douglas High School
Douglas Nevada Online
G L Scarselli Elementary School
Gardnerville Elementary School
George Whittell High School
Jacks Valley Elementary School
Jacobsen High School
Minden Elementary School
Pau Wa Lu Middle School
Pinon Hills Elementary School
Zephyr Cove Elementary School

Data as of: End of school year

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'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

Discipline and Transiency incidents are reported at the school where the action occurred.

Users should note that this data may have been affected by the early closure of school facilities in spring of 2019-20 due to the COVID 19 pandemic. Consequently, results for 2019-20 may not be comparable to previous years.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

PY = reported for prior school year

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

NSHE discontinued remedial courses beginning in Fall 2021 due to a policy and legislative change. As a result, the data currently displayed on the portal under the “Remedial Report” starting with Accountability Year 2021-2022 will show as Not Applicable or N/A

**The purpose of some alternative programs is to enroll students for a short period of time until they can reenroll in a comprehensive school; therefore, transiency rates may be greater than 100% or N/A. Data reported as of the end of the school year.

Retention by Grade

	K		1		2		3		4		5		6		7		8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	454	0.7	413	0.6	257	0.4	157	0.2	94	0.1	68	0	133	0.1	215	0.2	327	0.4
Douglas	-	-	-	-	-	-	0	<5	0	<5	0	<5	0	<5	-	-	-	-

School

ALT School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ASPIRE Academy High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	0	<5
C C Meneley Elementary School	-	-	-	-	0	<5	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
Carson Valley Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	0	<5	-	-

Retention by Grade

	K		1		2		3		4		5		6		7		8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Douglas Nevada Online	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	0	<5
G L Scarselli Elementary School	-	-	0	<5	0	<5	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
Gardnerville Elementary School	-	-	0	<5	-	-	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
George Whittell High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	0	<5	0	<5
Jacks Valley Elementary School	-	-	0	<5	0	<5	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
Jacobsen High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	<5
Minden Elementary School	-	-	0	<5	0	<5	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
Pau Wa Lu Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	0	<5	-	-
Pinon Hills Elementary School	-	-	-	-	0	<5	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
Zephyr Cove Elementary School	0	<5	-	-	0	<5	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A

Data as of: Count Day

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'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

Because of the changes in law (NAC 387.659) in 2009-2010 that affected the way credit deficient students are identified, results prior to this date and post this date cannot be compared.

Users should note that this data may have been affected by the early closure of school facilities in spring of 2019-20 due to the COVID 19 pandemic. Consequently, results for 2019-20 may not be comparable to previous years.

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Credit Deficiency by Grade 9

	9																															
	#	%	# English Learner	% English Learner	# Free or Reduced Priced Lunch Eligible	% Free or Reduced Priced Lunch Eligible	# IEP	% IEP	# Am In/ AK Native	% Am In/ AK Native	# Asian	% Asian	# Hispanic	% Hispanic	# Black	% Black	# White	% White	# Pacific Islander	% Pacific Islander	# Two or More Races	% Two or More Races	# Male	% Male	# Female	% Female	# Homeless	% Homeless	# Foster	% Foster	# Military Connected	% Military Connected
State	11,121	14.9	2,507	25.2	10,117	16.1	1,752	19.3	114	20.8	166	<5	5,788	17	2,256	24.9	1,897	9.4	165	15.6	735	13.3	6,307	16.4	4,808	13.2	539	37.2	108	35.1	92	8
Douglas	55	6.9	-	-	35	12.6	11	14.6	-	-	0	<5	15	7.5	-	-	26	5.1	0	<5	-	-	35	8.3	20	5.3	-	-	-	-	0	<5

School

ALT School	-	-	N/A	N/A	-	-	N/A	N/A	-	-	N/A	N/A	-	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ASPIRE Academy High School	-	-	N/A	N/A	-	-	-	-	-	-	N/A	N/A	-	-	-	-	-	-	N/A	N/A	-	-	-	-	-	-	0	<5	N/A	N/A	N/A	N/A
Douglas High School	44	6.1	-	-	25	10.8	10	14.4	-	-	0	<5	13	7.3	0	<5	22	<5	0	<5	-	-	28	7.3	16	<5	-	-	-	-	0	<5
George Whittell High School	0	<5	N/A	N/A	0	<5	0	<5	N/A	N/A	N/A	N/A	0	<5	N/A	N/A	0	<5	N/A	N/A	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
Jacobsen High School	-	-	0	<5	-	-	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	N/A	N/A	0	<5	0	<5	-	-	0	<5	-	-	N/A	N/A	N/A	N/A	N/A	N/A

Credit Deficiency by Grade 10

	10																															
	#	%	# English Learner	% English Learner	# Free or Reduced Priced Lunch Eligible	% Free or Reduced Priced Lunch Eligible	# IEP	% IEP	# Am In/ AK Native	% Am In/ AK Native	# Asian	% Asian	# Hispanic	% Hispanic	# Black	% Black	# White	% White	# Pacific Islander	% Pacific Islander	# Two or More Races	% Two or More Races	# Male	% Male	# Female	% Female	# Homeless	% Homeless	# Foster	% Foster	# Military Connected	% Military Connected
State	14,769	19.7	3,442	35.7	13,360	21.2	2,203	25.2	126	23.6	310	6.7	8,035	23.4	2,743	30.9	2,388	11.7	247	22.3	920	17.2	8,405	21.8	6,351	17.4	643	47.8	130	47.4	104	9.8
Douglas	76	9.3	-	-	47	16.6	-	-	-	-	0	<5	32	15.2	0	<5	37	7.2	0	<5	-	-	41	9.6	35	9	-	-	0	<5	0	<5

School

ALT School	-	-	N/A	N/A	-	-	N/A	N/A	-	-	N/A	N/A	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	-	-	-	-	N/A	N/A	N/A	N/A	N/A	N/A
ASPIRE Academy High School	12	42.8	N/A	N/A	12	42.8	-	-	0	<5	N/A	N/A	-	-	N/A	N/A	-	-	N/A	N/A	0	<5	-	-	-	-	-	-	N/A	N/A	N/A	N/A
Douglas High School	56	7.7	-	-	30	12.8	-	-	-	-	0	<5	24	12.9	0	<5	26	5.5	N/A	N/A	-	-	31	8.2	25	7.1	-	-	0	<5	0	<5
George Whittell High School	-	-	0	<5	-	-	0	<5	N/A	N/A	N/A	N/A	-	-	N/A	N/A	-	-	N/A	N/A	0	<5	-	-	-	-	N/A	N/A	N/A	N/A	N/A	N/A
Jacobsen High School	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A

Credit Deficiency by Grade 11

	11																															
	#	%	# English Learner	% English Learner	# Free or Reduced Priced Lunch Eligible	% Free or Reduced Priced Lunch Eligible	# IEP	% IEP	# Am In/ AK Native	% Am In/ AK Native	# Asian	% Asian	# Hispanic	% Hispanic	# Black	% Black	# White	% White	# Pacific Islander	% Pacific Islander	# Two or More Races	% Two or More Races	# Male	% Male	# Female	% Female	# Homeless	% Homeless	# Foster	% Foster	# Military Connected	% Military Connected
State	14,457	19	3,357	35.6	12,672	20.3	2,122	25.4	149	25.7	298	6.3	7,956	22.9	2,617	29.6	2,348	11.3	244	22.1	845	16	8,311	21.3	6,139	16.6	600	45.8	150	49.5	96	9.6
Douglas	64	7.7	-	-	34	14.1	-	-	-	-	0	<5	23	11	0	<5	33	6	-	-	-	-	30	7.1	34	8.3	-	-	0	<5	0	<5

School

ALT School	-	-	N/A	N/A	-	-	N/A	N/A	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	N/A	N/A	N/A	N/A	N/A	N/A
ASPIRE Academy High School	12	31.5	N/A	N/A	12	31.5	0	<5	-	-	0	<5	-	-	N/A	N/A	-	-	N/A	N/A	0	<5	-	-	11	37.9	N/A	N/A	0	<5	N/A	N/A
Douglas High School	46	6.2	-	-	19	10.2	-	-	-	-	0	<5	19	10.1	0	<5	21	<5	N/A	N/A	-	-	26	6.8	20	5.6	-	-	0	<5	0	<5
George Whittell High School	-	-	N/A	N/A	-	-	-	-	N/A	N/A	N/A	N/A	0	<5	N/A	N/A	-	-	N/A	N/A	0	<5	-	-	-	-	N/A	N/A	N/A	N/A	N/A	N/A
Jacobsen High School	-	-	N/A	N/A	-	-	0	<5	0	<5	N/A	N/A	0	<5	N/A	N/A	0	<5	-	-	0	<5	-	-	0	<5	N/A	N/A	N/A	N/A	N/A	N/A

Credit Deficiency by Grade 12

	12																															
	#	%	# English Learner	% English Learner	# Free or Reduced Priced Lunch Eligible	% Free or Reduced Priced Lunch Eligible	# IEP	% IEP	# Am In/ AK Native	% Am In/ AK Native	# Asian	% Asian	# Hispanic	% Hispanic	# Black	% Black	# White	% White	# Pacific Islander	% Pacific Islander	# Two or More Races	% Two or More Races	# Male	% Male	# Female	% Female	# Homeless	% Homeless	# Foster	% Foster	# Military Connected	% Military Connected
State	8,564	11.2	1,748	19.1	7,360	11.7	1,359	16.4	80	14.5	177	<5	4,504	12.8	1,713	19.3	1,370	6.7	146	12	574	10.9	4,821	12.4	3,737	10	480	30.8	78	31.3	46	<5
Douglas	31	<5	-	-	18	6.7	-	-	-	-	0	<5	10	5	0	<5	18	<5	0	<5	-	-	21	<5	10	<5	-	-	N/A	N/A	0	<5

School

ALT School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ASPIRE Academy High School	11	15.7	0	<5	11	15.7	-	-	-	-	0	<5	-	-	N/A	N/A	-	-	0	<5	0	<5	-	-	-	-	0	<5	N/A	N/A	N/A	N/A
Douglas High School	18	<5	-	-	-	-	-	-	0	<5	0	<5	-	-	0	<5	12	<5	0	<5	-	-	14	<5	-	-	-	-	N/A	N/A	0	<5
George Whittell High School	-	-	0	<5	0	<5	0	<5	N/A	N/A	0	<5	0	<5	N/A	N/A	-	-	N/A	N/A	0	<5	-	-	0	<5	N/A	N/A	N/A	N/A	N/A	N/A
Jacobsen High School	-	-	0	<5	-	-	0	<5	N/A	N/A	N/A	N/A	0	<5	N/A	N/A	-	-	N/A	N/A	N/A	N/A	-	-	0	<5	N/A	N/A	N/A	N/A	N/A	N/A

Data as of: Count Day

'-' indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

Because of the changes in law (NAC 387.659) in 2009-2010 that affected the way credit deficient students are identified, results prior to this date and post this date cannot be compared.

Users should note that this data may have been affected by the early closure of school facilities in spring of 2019-20 due to the COVID 19 pandemic. Consequently, results for 2019-20 may not be comparable to previous years.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

PY = reported for prior school year

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

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Student/Teacher Ratio

Student/Teacher Ratio is listed for all classes whose students do not rotate to different teachers.

	All Schools	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
State	20:1	20:1	19:1	19:1	20:1	22:1	23:1	18:1	N/A	N/A
Douglas	22:1	20:1	21:1	20:1	23:1	23:1	25:1	+	N/A	N/A

School

ALT School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ASPIRE Academy High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
C C Meneley Elementary School	22:1	18:1	18:1	25:1	26:1	21:1	25:1	+	N/A	N/A
Carson Valley Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Douglas Nevada Online	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
G L Scarselli Elementary School	25:1	20:1	20:1	24:1	27:1	26:1	32:1	+	N/A	N/A
Gardnerville Elementary School	21:1	19:1	19:1	21:1	22:1	26:1	21:1	+	N/A	N/A
George Whittell High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Jacks Valley Elementary School	20:1	19:1	24:1	17:1	23:1	20:1	24:1	+	N/A	N/A
Jacobsen High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Minden Elementary School	23:1	23:1	25:1	17:1	25:1	23:1	27:1	+	N/A	N/A
Pau Wa Lu Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pinon Hills Elementary School	20:1	18:1	21:1	22:1	16:1	20:1	26:1	+	N/A	N/A
Zephyr Cove Elementary School	25:1	21:1	26:1	24:1	23:1	28:1	26:1	+	N/A	N/A

Data as of: December 1st

'-' indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

"+" Teachers may serve multiple grade levels as needed. Student/Teacher Ratio is reported for the school as a whole.

"++" Kindergarten ratios are based on the number of classes, not teachers.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

PY = reported for prior school year

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

NSHE discontinued remedial courses beginning in Fall 2021 due to a policy and legislative change. As a result, the data currently displayed on the portal under the “Remedial Report” starting with Accountability Year 2021-2022 will show as Not Applicable or N/A

Average Class Size

Average Class Size is listed for all classes where students rotate to different teachers for different subjects.

	English	Mathematics	Science	Social Studies
State	20.5	20.2	22.4	23.4
Douglas	15	15.8	16.7	16.3

School

ALT School	1.2	1.6	1.7	1.8
ASPIRE Academy High School	2.4	2.8	2.8	2.7

Average Class Size

Average Class Size is listed for all classes where students rotate to different teachers for different subjects.

	English	Mathematics	Science	Social Studies
Carson Valley Middle School	27.4	27.9	28.4	28.4
Douglas High School	22.7	20.2	22.2	24.2
Douglas Nevada Online	0	0	0	0
George Whittell High School	8.4	8.1	13.8	12.7
Jacobsen High School	1.7	1	1	1
Pau Wa Lu Middle School	25	25	25	24.9

Data as of: December 1st

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'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

PY = reported for prior school year

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

NSHE discontinued remedial courses beginning in Fall 2021 due to a policy and legislative change. As a result, the data currently displayed on the portal under the “Remedial Report” starting with Accountability Year 2021-2022 will show as Not Applicable or N/A

Annual Dropout Rate for the Prior School Year

	Total %	Grade 8 %	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Grade 9-12 %
State	<5	<5	<5	<5	<5	<5	<5
Douglas	<5	<5	<5	<5	<5	5.29	<5

School

ASPIRE Academy High School	16.25	NA	7.69	<5	8.00	28.57	16.25
Carson Valley Middle School	<5	<5	NA	NA	NA	NA	NA
Douglas Alternative School	25.00	NA	50.00	<5	<5	NA	25.00
Douglas County High School	<5	NA	<5	<5	<5	<5	<5
Douglas Nevada Online	<5	<5	NA	NA	NA	NA	NA
George Whittell High School	<5	<5	<5	<5	12.50	<5	<5
Jacobsen High School	<5	<5	<5	<5	<5	16.67	<5
Pau Wa Lu Middle School	<5	<5	NA	NA	NA	NA	NA

Data as a of: Previous School Year

'-' indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

Data in grade 9-12 excludes pupils:

who successfully completed HSE assessment,

who are enrolled in approved courses for an adult standard diploma,

withdrew from school to attend another school.

Data is not displayed for a group where enrollment information is missing.

Negative value indicates rate cannot be calculated due to zero enrollment.

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

'- -' indicates data not presented for groups greater than 10 but suppressed in order to protect the student privacy under FERPA.

Nevada System of Higher Education Remedial Data

Students enrolled in remedial courses within the Nevada System of Higher Education (NSHE) do not reflect all graduates. Some graduates do not attend college or they attend college out of state.

	# Enrolled	# Remediated	% Remediated
State	NA	NA	NA
Douglas	NA	NA	NA

School

ALT School	NA	NA	NA
ASPIRE Academy High School	NA	NA	NA
Douglas High School	NA	NA	NA
George Whittell High School	NA	NA	NA
Jacobsen High School	NA	NA	NA

Data as of: End of school year

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'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

PY = reported for prior school year

FRB Eligible and FRB/FRL Receivers are no longer required to be reported starting with 2023-2024.

NSHE discontinued remedial courses beginning in Fall 2021 due to a policy and legislative change. As a result, the data currently displayed on the portal under the “Remedial Report” starting with Accountability Year 2021-2022 will show as Not Applicable or N/A

Graduation Rate: Class of 2025

	Female	Male	Am In/AK Native	Asian	Black	Hispanic	Two or More Races	Pacific Islander	White	Total
	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate
State	87.38	83.65	75	94.08	78.45	85.02	86.22	86.49	87.29	85.49
Douglas	89.32	82.81	72.73	-	-	84.54	75	-	87.94	85.95

School

ASPIRE Academy High School	50	46.67	-	-	N/A	-	-	-	50	48.65
Douglas County Adult School	-	-	N/A	N/A	N/A	-	-	N/A	-	-
Douglas High School	94.77	88.17	-	-	-	88.89	82.61	-	92.95	91.34
Douglas Nevada Online	N/A	-	N/A	N/A	N/A	N/A	N/A	N/A	-	-
George Whittell High School	90.91	92.31	N/A	-	N/A	-	-	N/A	92.86	91.67
Jacobsen High School	-	-	N/A	N/A	N/A	N/A	N/A	N/A	-	-

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

Cohort Graduation Rate is lagging data, which means that for 2012-2013 Report Card, data from 2011-2012 school year (class of 2012) is being reflected. Likewise, in the 2011-2012 Report Card, data from 2010-2011 (class of 2011) school year is reflected.

For further explanation on cohort graduation indicators and other terminology, please see the glossary section.

High School Completion Indicators: Class of 2025

Group	Graduating Class of	Completion Indicators - Graduates					Completion Indicators - Non-Graduates
		# Adult Diploma	# Advanced Diploma	# Alternative Diploma	# College and Career Ready Diploma	# Standard Diploma	# Adjusted Diploma
State	2024-2025	243	4665	173	9746	19591	191
Douglas	2024-2025	-	98	-	92	175	-
Douglas High School	2024-2025	-	87	-	84	154	-
George Whittell High School	2024-2025	-	-	-	-	-	-
Jacobsen High School	2024-2025	-	-	-	-	-	-
ASPIRE Academy High School	2024-2025	-	-	-	-	12	-
Douglas Nevada Online	2024-2025	-	-	-	-	-	-
Douglas County Adult School	2024-2025	-	-	-	-	-	-

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'*' indicates that the data was not available.

Adjusted Diploma receivers and HSE Earners are not considered Graduates in the ACGR calculations.

Although Adult Diploma receivers are considered as graduates in Nevada, per the federal regulations they are not considered as graduates in the ACGR calculations starting with the 4-year class of 2021-22.

For further explanation on cohort graduation indicators and other terminology, please see the glossary section.

Cohort graduation rate data is lagging data.

Progress toward meeting long-term goals and measures of interim progress for 4- and 5-year ACGR (per section 1111(h)(1)(C)(vi)) is available

'- -' indicates data not presented for groups greater than 10 but suppressed in order to protect the student privacy under FERPA.

Beginning with the 2016-17 school year, Nevada transitioned away from the High School Proficiency Exam (HSPE) as a graduation requirement. This policy change may contribute to higher 4-year and 5-year Adjusted Cohort Graduation Rates (ACGR) compared to prior years.

Summary of Standards-Based Test Performance

Nevada uses CRT (Criterion Referenced Test with the new NV Standards, also known as the Smarter Balanced) to measure student achievement relative to Nevada's academic standards. For grade specific assessment results and other assessment information, refer to www.nevadareportcard.nv.gov.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)
AS = Percentage of students performing in the "Approaches Standards" range of achievement
MS = Percentage of students performing in the "Meets Standards" range of achievement
ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

Level 1 = The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school
Level 2 = The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school
Level 3 = The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school
Level 4 = The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school

CRT	Reading				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	31	23	27	19	39	25	19	17	N/A	N/A	N/A	N/A
Douglas	25	26	29	19	32	31	22	16	N/A	N/A	N/A	N/A

School

ASPIRE Academy High School	67	22	11	0	83	11	6	0	N/A	N/A	N/A	N/A
C. C. Meneley Elementary School	34	27	23	16	37	32	18	13	N/A	N/A	N/A	N/A
Carson Valley Middle School	23	28	34	15	35	28	19	18	N/A	N/A	N/A	N/A
G. L. Scarselli Elementary School	15	26	37	22	27	31	25	17	N/A	N/A	N/A	N/A
Gardnerville Elementary School	24	22	28	26	22	32	28	18	N/A	N/A	N/A	N/A
George Whittell High School	20	23	41	17	29	29	18	24	N/A	N/A	N/A	N/A
Jacks Valley Elementary School	27	28	20	25	30	38	21	11	N/A	N/A	N/A	N/A
Jacobsen High School	-	-	-	-	-	-	-	-	N/A	N/A	N/A	N/A
Minden Elementary School	17	26	25	32	25	25	31	20	N/A	N/A	N/A	N/A
Pau Wa Lu Middle School	34	34	23	9	38	36	18	7	N/A	N/A	N/A	N/A
Pinon Hills Elementary School	15	6	39	40	15	27	32	26	N/A	N/A	N/A	N/A

Summary of Standards-Based Test Performance

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Level 3 = The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school
Level 4 = The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school

CRT	Reading				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
Zephyr Cove Elementary School	20	21	36	24	26	28	29	17	N/A	N/A	N/A	N/A

Data as of: December 1st

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Fiscal Information

Per-Pupil Expenditures 2024-2025

No Data Available

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

Schools only showing up with $0 are new and data was not collected for prior year.

NDE in consultation with In$ite adjusted formula used to calculate per pupil expenditures with the Annual Reports of Accountability, rendering comparisons between the year and past years data.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area. Data were obtained from the Office of Teacher Licensure as of May 2026.

	English/ Reading/ Lang. Arts	Mathematics	Science	Social Studies	Foreign Languages	Arts	Elementary	Poverty Level (H/ L)
	%	%	%	%	%	%	%	
State	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Douglas	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

School

ALT School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Personnel Information

Classes Not Taught by Highly Qualified Teachers

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	English/ Reading/ Lang. Arts	Mathematics	Science	Social Studies	Foreign Languages	Arts	Elementary	Poverty Level (H/ L)
	%	%	%	%	%	%	%	
ASPIRE Academy High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
C C Meneley Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Carson Valley Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Douglas County Adult School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Douglas County Child Find	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Douglas High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Douglas Nevada Online	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
G L Scarselli Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Gardnerville Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
George Whittell High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Jacks Valley Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Jacobsen High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Minden Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Pau Wa Lu Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Pinon Hills Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□
Zephyr Cove Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	□

Teacher Data as of: May 1st (2008-Current)

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

Schools under PovertyLevel with a 'N/A' designation indicates that there was no student enrollment on Validation Day.

(H) = High Poverty School - defined as being within the bottom quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

(L) = Low Poverty School - defined as being within the top quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

□ Indicates data is reported on a separate report. Starting in 2024-25, Professional Qualifications data is reported here.

Teacher Average Daily Attendance

	Average Daily Attendance
State	93.6
Douglas	94.2

School

ALT School	*
ASPIRE Academy High School	93.3
C C Meneley Elementary School	93.3
Carson Valley Middle School	94.6
Douglas County Adult School	*
Douglas County Child Find	*
Douglas High School	95.5
Douglas Nevada Online	*
G L Scarselli Elementary School	92.4
Gardnerville Elementary School	94.3
George Whittell High School	92.2
Jacks Valley Elementary School	93.1
Jacobsen High School	*
Minden Elementary School	93.6

Teacher Average Daily Attendance

	Average Daily Attendance
Pau Wa Lu Middle School	95.1
Pinon Hills Elementary School	92.4
Zephyr Cove Elementary School	95

Teacher Data as of: May 1st (2008-Current)

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

Schools under PovertyLevel with a 'N/A' designation indicates that there was no student enrollment on Validation Day.

(H) = High Poverty School - defined as being within the bottom quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

(L) = Low Poverty School - defined as being within the top quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

Indicates data is reported on a separate report. Starting in 2024-25, Professional Qualifications data is reported here.

Persons Employed as Substitute Teachers

	Grade Level	Subjects									
		Elementary		Mathematics		Science		Social Studies		English	
		Long Term	Short Term	Long Term	Short Term	Long Term	Short Term	Long Term	Short Term	Long Term	Short Term
State	K-12	2,020	86,187	476	11,666	267	10,667	268	10,842	422	14,403
Douglas	K-12	48	2,233	284	355	137	361	173	250	89	305

School

ALT School	04-12	0	0	0	0	0	0	0	0	0	0
ASPIRE Academy High School	07-12	0	0	132	39	102	14	0	0	89	16
C C Meneley Elementary School	PK-05	0	274	0	0	0	0	0	0	0	0
Carson Valley Middle School	06-08	0	0	126	51	0	98	173	52	0	59
Douglas County Adult School	AD-AD	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Douglas County Child Find	PK-12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Douglas High School	09-12	0	0	0	155	0	145	0	97	0	144
Douglas Nevada Online	06-08	0	0	0	0	0	0	0	0	0	0
G L Scarselli Elementary School	PK-05	0	347	0	0	0	0	0	0	0	0
Gardnerville Elementary School	PK-05	0	357	0	0	0	0	0	0	0	0
George Whittell High School	06-12	0	0	26	78	35	54	0	34	0	36
Jacks Valley Elementary School	PK-05	0	322	0	0	0	0	0	0	0	0
Jacobsen High School	07-12	0	0	0	0	0	0	0	0	0	0
Minden Elementary School	PK-05	0	368	0	0	0	0	0	0	0	0
Pau Wa Lu Middle School	06-08	0	0	0	32	0	50	0	67	0	50
Pinon Hills Elementary School	PK-05	0	476	0	0	0	0	0	0	0	0
Zephyr Cove Elementary School	PK-05	48	89	0	0	0	0	0	0	0	0

Substitute Teachers Data as of: June 30th (2008-Current)

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

Schools under PovertyLevel with a 'N/A' designation indicates that there was no student enrollment on Validation Day.

The reporting of long-term substitute teacher data began in 2005-2006. Short-term substitute teacher data will be reported for the first time on the 2006-2007 report.

Indicates data is reported on a separate report. Starting in 2024-25, Professional Qualifications data is reported here.

Parent/Community Involvement

Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance

School

C C Meneley Elementary School	2026	92
C C Meneley Elementary School	2025	87
C C Meneley Elementary School	2024	92
G L Scarselli Elementary School	2026	93
G L Scarselli Elementary School	2025	93

Parent/Community Involvement

Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance
Gardnerville Elementary School	2026	92
Gardnerville Elementary School	2025	94
Gardnerville Elementary School	2024	85
Jacks Valley Elementary School	2026	87
Jacks Valley Elementary School	2025	91
Jacks Valley Elementary School	2024	96
Minden Elementary School	2026	96
Minden Elementary School	2025	82
Minden Elementary School	2024	91
Pinon Hills Elementary	2024	91
Pinon Hills Elementary School	2026	92
Pinon Hills Elementary School	2025	95
Scarselli Elementary School	2024	91
Zephyr Cove Elementary School	2026	80
Zephyr Cove Elementary School	2025	97
Zephyr Cove Elementary School	2024	94

Data as of: Fall

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008- Current)

District School Rating Report:

School Name	Stars
Douglas Alternative ES	NR
Gardnerville ES	3
Jacks Valley ES	3
Meneley ES	2
Minden ES	3
Pinon Hills ES	5
Scarselli ES	3
Zephyr Cove ES	3
ASPIRE MS	NR
Carson Valley MS	3
Douglas Alternative MS	NR
Douglas Online MS	3
Jacobsen MS	NR
Pau Wa Lu MS	2
Whittell MS	4
ASPIRE HS	1
Douglas Alternative HS	NR
Douglas HS	5
Jacobsen HS	NR
Whittell HS	5

Note: District totals do not include state or district sponsored charter school data.

The development of this annual state accountability report is a joint effort among the Nevada Department of Education and Nevada school districts. This report is provided to the public as required by the federal Every Student Succeeds Act (ESSA) and NRS 385A.400. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.nv.gov.

Douglas County School District

EMPOWER • PREPARE • INSPIRE • CONNECT

REVISED OCTOBER 2026

DCSD AT A GLANCE

NSPF Star Ratings

CCMES	★★
GES	★★★
JVES	★★★
MES	★★★
PHES	★★★★★
SES	★★★
ZCES	★★★
CVMS	★★★
PWLMS	★★
AAHS	★
DHS	★★★★★
GWMS	★★★★
GWHS	★★★★★

Budget Data

	23-24	24-25	25-26
BEGINNING BALANCE	$10,614,028	$4,164,952	-$948,912
REVENUE	$58,425,684	$59,086,484	$58,875,497
EXPENDITURES	-$64,874,103	-$64,260,467	-$60,443,185
ENDING BALANCE	$4,169,952	-$948,912	-$2,521,716

CTE Statistics

# OF PROGRAMS	N/A
END OF PROGRAM PERFORMANCE	N/A
STATE RANKING	N/A
WORKPLACE READINESS SKILLS PERFORMANCE	N/A
STATE RANKING	N/A

Advanced Placement Assessment

		23-24	24-25	25-26
TEST TAKEN	DHS	601	583	634
	GWHS	65	67	80
TEST PASSED	DHS	509	505	526
	GWHS	48	55	47
% PASSED	DHS	83.2%	88.0%	82.9%
	GWHS	73.4%	88.9%	58.7%

ACT Composite Scores

	23-24	24-25	25-26
AAHS	16.1	15.5	15.5
DHS	17.5	18.1	18.5
GWHS	19.9	21	18.8
STATE	17.2	16.9	TBA

MAP Assessment Data

GRADE	23-24 MATH	23-24 ELA	24-25 MATH	24-25 ELA	25-26 MATH	25-26 ELA
K	48.0%	44.2%	71.1%	59.9%	82.8%	72.9%
1ST	67.8%	54.9%	62.4%	46.6%	74.2%	77.0%
2ND	62.7%	76.0%	65.0%	66.1%	77.5%	74.6%
3RD	45.8%	58.4%	77.9%	53.0%	68.2%	67.4%
4TH	46.7%	62.9%	61.4%	53.0%	61.3%	66.9%
5TH	49.6%	52.3%	64.8%	47.9%	62.5%	61.9%
6TH	49.4%	47.3%	69.6%	49.9%	54.8%	55.1%
7TH	45.7%	52.3%	58.5%	50.6%	62.9%	57.1%
8TH	54.6%	50.4%	57.4%	51.7%	67.5%	60.1%

Graduation Data

		23-24	24-25	25-26
DIPLOMA TYPE	STANDARD	198	175	TBA
	ADVANCED	98	98	TBA
	ADULT	N/A	N/A	TBA
	CCR	107	92	TBA
COMPLETERS	ADJUSTED	6	4	TBA
	HSET/GED	4	8	TBA

Summative Assessment

		23-24	24-25	25-26
ELA	SBAC- GRADES 3-8 % PROFICIENT	41.0%	48.0%	48.5%
	SBAC- GRADES 3-8 STATE RANKING	7TH	4TH	4TH
	ACT- GRADE 11 % PROFICIENT	45.2%	49.2%	57.5%
	ACT- GRADE 11 STATE RANKING	7TH	4TH	2ND
MATH	SBAC- GRADES 3-8 % PROFICIENT	33.7%	37.3%	37.6%
	SBAC- GRADES 3-8 STATE RANKING	6TH	4TH	4TH
	ACT- GRADE 11 % PROFICIENT	24.3%	29.9%	33.7%
	ACT- GRADE 11 STATE RANKING	2ND	1ST	2ND
SCIENCE	SBAC- GRADES 3-8 % PROFICIENT	23.4%	30.8%	27.1%
	SBAC- GRADES 3-8 STATE RANKING	10TH	4TH	5TH
	GRADE 11 % PROFICIENT	25.6%	25.1%	34.1%
	GRADE 11 STATE RANKING	1ST	4TH	1ST

By The Numbers

	23-24	24-25	25-26
DISTRICT ENROLLMENT	4,937	4,820	4,655
EMPLOYEES (FTE)	682	644	598
CERTIFIED EMPLOYEES	358	336	320
SCHOOLS	13	13	13
K-5 STUDENT/TEACHER RATIO	21:1	22:1	22:1
PER PUPIL EXPENDITURES	$12,094*	$14,746	N/A
AVERAGE DAILY ATTENDANCE	93.6%	94.0%	94.0%
GRADUATION RATE	86.1%	85.9%	TBA
TRANSIENCY RATE	15.0%	13.9%	14.8%
CHRONIC ABSENTEEISM	20.5%	20.3%	19.2%
CERTIFIED RETENTION RATE	95%	91%	91%
CLASSIFIED RETENTION RATE	79%	84%	83%

*unofficial

DCSD Boys and Girls Lacrosse - Board Fiscal Summary

Key Metric	Value	Planning Note
Boys Planning Participation	33	User-confirmed
Girls Planning Participation	20	Updated from 6 to 20
Year 1 Combined Cash Cost	$47,356	Before cash funding
Five-Year Combined Cash Cost	$196,412	Includes replacement-year costs
Five-Year Cash Funding	$68,467	Allocated by program per Donations spreadsheet
Year 1 Boys Ending Carryover	$19,806	Restricted to future boys program costs
Year 1 Girls District Contribution	**($4,695)**	**Boys-designated surplus is not applied to girls**
Five-Year Boys District Contribution	($60,022)	After boys funding and carryover
Five-Year Girls District Contribution	($67,923)	After girls funding and carryover
Five-Year Combined District Contribution	**($127,945)**	**Program allocations preserved**
In-Kind Equipment Support - Boys Only	$33,355	Existing donations plus helmet grant; girls

Metric	2027	2028	2029	2030	2031
Combined Cash Cost	$47,356	$29,685	$30,622	$33,819	$54,930
Combined Cash Funding	$62,467	$3,000	$3,000	-	-
Combined Ending Carryover	$19,806	$6,319	-	-	-
District Contribution	($4,695)	($13,198)	($21,303)	($33,819)	($54,930)

Year	Combined (	Combined (	Combined I	District Contribution
2027	47356	62467	19805.5	4694.5
2028	29684.6	3000	6319	13198.1
2029	30622.27	3000	0	21303.27
2030	33819.12	0	0	33819.12
2031	54929.98	0	0	54929.98

Key Modeling Observations

1. The model uses 33 boys and 20 girls, with one program for each gender.
2. Cash allocations follow the Donations spreadsheet exactly. Booster Club and miscellaneous donations are assigned to boys; High Sierra, Douglas Lacrosse Board, and the DCSD fundraising goal are divided as shown.
3. The $20,000 DCSD fundraising amount is a goal and should not be treated as collected cash until received.
4. Existing donated equipment ($32,055) and the USA Lacrosse helmet grant ($1,300) benefit only the boys program. The helmet grant reduces the boys Year 1 equipment cash requirement by $1,300.
5. Program-designated carryover remains with the applicable program. Therefore, a boys surplus does not offset a girls funding shortfall in this model.

DCSD Boys and Girls Lacrosse - Five-Year Fiscal Impact

Cost or Funding Category	2027	2028	2029	2030	2031	5-Year Total
BOYS PROGRAM						
Coaching Stipends	$6,482	$6,676	$6,877	$7,083	$7,296	$34,414
Player Equipment / Safety - Cash Purchase	$10,500	-	-	-	$13,281	$23,781
Uniforms - Cash Purchase	-	-	-	-	-	-
Officials	$5,000	$5,150	$5,305	$5,464	$5,628	$26,546
Transportation	$2,266	$2,357	$2,451	$2,549	$2,651	$12,273
Facility / Field Preparation	$500	$515	$530	$546	$563	$2,655
Practice Equipment / Hydration	$80	-	-	$87	-	$167
Donated Inventory Replacement - Goalie Gear	-	-	-	$546	-	$546
Donated Inventory Replacement - Balls	-	$288	$297	$306	$315	$1,207
Donated Inventory Replacement - Goal Frames / Nets	-	-	-	$656	-	$656
Donated Inventory Replacement - Portable Creases	-	-	-	-	-	-
Donated Inventory Replacement - Sticks / D-Pole	-	-	-	$852	-	$852
Donated Inventory Replacement - Helmets	-	-	-	-	-	-
Donated Inventory Replacement - Chest / Shoulder Pads	-	-	-	-	$4,558	$4,558
Donated Inventory Replacement - Other Practice Items	-	-	-	-	-	-
Total Boys Cash Cost	**$24,828**	**$14,987**	**$15,460**	**$18,090**	**$34,291**	**$107,655**
Boys Cash Funding	**$44,634**	**$1,500**	**$1,500**	**-**	**-**	**$47,634**
Beginning Boys Carryover	-	$19,806	$6,319	-	-	
Boys Carryover Applied	-	$13,487	$6,319	-	-	
Ending Boys Carryover	**$19,806**	**$6,319**	**-**	**-**	**-**	
Boys District Contribution	**-**	**-**	**($7,641)**	**($18,090)**	**($34,291)**	($60,022)
Cumulative Boys District Contribution	-	-	($7,641)	($25,730)	($60,022)	($60,022)
GIRLS PROGRAM						
Coaching Stipends	$6,482	$6,676	$6,877	$7,083	$7,296	$34,414
Player Equipment / Safety - Cash Purchase	$4,000	-	-	-	$4,502	$8,502
Uniforms - Cash Purchase	$4,200	-	-	-	-	$4,200
Officials	$5,000	$5,150	$5,305	$5,464	$5,628	$26,546
Transportation	$2,266	$2,357	$2,451	$2,549	$2,651	$12,273
Facility / Field Preparation	$500	$515	$530	$546	$563	$2,655
Practice Equipment / Hydration	$80	-	-	$87	-	$167
Total Girls Cash Cost	**$22,528**	**$14,698**	**$15,163**	**$15,729**	**$20,639**	**$88,757**
Girls Cash Funding	**$17,834**	**$1,500**	**$1,500**	**-**	**-**	**$20,834**
Beginning Girls Carryover	-	-	-	-	-	
Girls Carryover Applied	-	-	-	-	-	
Ending Girls Carryover	**-**	**-**	**-**	**-**	**-**	
Girls District Contribution	**($4,695)**	**($13,198)**	**($13,663)**	**($15,729)**	**($20,639)**	($67,923)
Cumulative Girls District Contribution	($4,695)	($17,893)	($31,555)	($47,285)	($67,923)	($67,923)
COMBINED PROGRAM						
Combined Program Cash Cost	**$47,356**	**$29,685**	**$30,622**	**$33,819**	**$54,930**	**$196,412**
Combined Cash Funding	**$62,467**	**$3,000**	**$3,000**	**-**	**-**	**$68,467**
Combined Ending Carryover	**$19,806**	**$6,319**	**-**	**-**	**-**	
Combined District Contribution	**($4,695)**	**($13,198)**	**($21,303)**	**($33,819)**	**($54,930)**	($127,945)
Cumulative Combined District Contribution	**($4,695)**	**($17,893)**	**($39,196)**	**($73,015)**	**($127,945)**	**($127,945)**
Planning Participants	53	53	53	53	53	265
District Contribution per Participant	$89	$249	$402	$638	$1,036	$2,414
In-Kind Equipment Support - Boys Only	$33,355	-	-	-	-	$33,355

DCSD Boys and Girls Lacrosse - Five-Year Model Inputs

Program / Operating Assumption	Base Input	Units	Replacement Cycle	Annual Escalation	Notes / Source	Other Factor
Program Start Year	2,027.00	Year			Spring 2027	
Boys Planning Participation	33.00	Athletes		0%	User-confirmed updated participation	
Girls Planning Participation	20.00	Athletes		0%	Updated from 6 initial interested students	
Boys Current Interest	33.00	Students		0%	User-confirmed; boys program otherwise unchanged	
Girls Current Interest	20.00	Students		0%	User-confirmed updated interest	
Cash Donations Restricted by Program	01.00	1 = yes		0%	Follow Donations spreadsheet exactly	
Boys Cash Cost Assumptions						
Boys Coaching Stipends	6,482.00	$ / year		3%	Sanctioning presentation p. 7	
Boys Player Equipment / Safety	11,800.00	$ startup / replacement base	4	3%	Sanctioning presentation p. 7; Year 1 reduced by helmet grant	
Boys Practice Equipment / Hydration	80.00	$ startup	3	3%	Sanctioning presentation p. 7	
Boys Uniforms - Cash Purchase	00.00	$ startup	5	3%	Men's uniforms donated	
Boys Officials	5,000.00	$ / year		3%	Sanctioning presentation p. 7	
Boys Transportation	2,266.00	$ / year		4%	Six league away games	
Boys Facility / Field Preparation	500.00	$ / year		3%	Sanctioning presentation p. 7	
Girls Cash Cost Assumptions						
Girls Coaching Stipends	6,482.00	$ / year		3%	Sanctioning presentation p. 7	
Girls Player Equipment / Safety	4,000.00	$ startup / replacement base	4	3%	Sanctioning presentation p. 7	
Girls Practice Equipment / Hydration	80.00	$ startup	3	3%	No boys equipment donation allocated to girls	
Girls Uniforms	4,200.00	$ startup	5	3%	Sanctioning presentation p. 7	
Girls Officials	5,000.00	$ / year		3%	Sanctioning presentation p. 7	
Girls Transportation	2,266.00	$ / year		4%	Six league away games	
Girls Facility / Field Preparation	500.00	$ / year		3%	Sanctioning presentation p. 7	
Boys In-Kind Equipment - Future Replacement Base						
Men's Uniforms	12,100.00	$ replacement base	5	3%	Sanctioning presentation p. 5	
Gloves - Personal Equipment	1,500.00	$ disclosed value	3	3%	Not modeled as a District replacement	
Elbow Pads - Personal Equipment	1,150.00	$ disclosed value	4	3%	Not modeled as a District replacement	
Goalie Gear	500.00	$ replacement base	3	3%	One donated set	
Lacrosse Balls	700.00	$ replacement base	1	3%	Replenish 40% annually after startup	0.4
Goal Frames	3,500.00	$ replacement base	10	3%	Six donated goals	
Portable Creases	400.00	$ replacement base	5	3%	Donated equipment	
Sticks / D-Pole	780.00	$ replacement base	3	3%	Ten sticks and one D-pole	
Helmets	7,200.00	$ replacement base	5	3%	25 donated helmets; verify remaining service life	
Chest / Shoulder Pads	4,050.00	$ replacement base	4	3%	27 donated units	
Other Durable Practice Items	255.00	$ replacement base	5	3%	Cones and timer/clock	
Goal Nets - Planning Allowance	600.00	$ replacement base	3	3%	Six nets at $100; replace with vendor quote	
Grant and Donation Assumptions						
Existing Equipment Donation - Boys Only	32,055.00	$ noncash		0%	Sanctioning presentation pp. 5 and 8	1
USA Lacrosse Helmet Grant - Boys Only	1,300.00	$ Year 1 offset		0%	2026 award letter; 10 helmets; approximate retail value	1
Girls In-Kind Equipment Allocation	00.00	$ noncash		0%	Equipment donations assigned only to boys	0

Lacrosse Cash Donations and Fundraising Allocation

Funding Source	Program	2027	2028	2029	2030	2031	5-Year Total
Booster Club	Boys	$12,800	-	-	-	-	$12,800
High Sierra	Boys	$5,334	-	-	-	-	$5,334
High Sierra	Girls	$5,334	-	-	-	-	$5,334
Douglas Lacrosse Board	Boys	$2,500	$1,500	$1,500	-	-	$5,500
Douglas Lacrosse Board	Girls	$2,500	$1,500	$1,500	-	-	$5,500
DCSD Fundraising Goal	Boys	$10,000	-	-	-	-	$10,000
DCSD Fundraising Goal	Girls	$10,000	-	-	-	-	$10,000
Miscellaneous Donations	Boys	$14,000	-	-	-	-	$14,000
Miscellaneous Donations	Girls	-	-	-	-	-	-
Program Total	**Program**						
Boys Total	Boys	$44,634	$1,500	$1,500	-	-	$47,634
Girls Total	Girls	$17,834	$1,500	$1,500	-	-	$20,834
Combined Cash Funding	**All Programs**	**$62,467**	**$3,000**	**$3,000**	**-**	**-**	**$68,467**

In-Kind Support	Program	2027	2028	2029	2030	2031	Total
Existing Equipment Donations	Boys	$32,055	-	-	-	-	$32,055
USA Lacrosse Helmet Grant	Boys	$1,300	-	-	-	-	$1,300
Total In-Kind Equipment Support	**Boys**	**$33,355**	**-**	**-**	**-**	**-**	**$33,355**

Source note: Cash allocations follow La Crosse Donations 260917(1).xlsx exactly. The $20,000 DCSD fundraising amount is a goal, not a confirmed donation. Equipment donations and the USA Lacrosse grant apply only to the boys program.

DCSD Boys and Girls Lacrosse - Five-Year Fiscal Impact

Cost or Funding Category	2027	2028	2029	2030	2031	5-Year Total
BOYS PROGRAM						
Coaching Stipends	$6,482	$6,676	$6,877	$7,083	$7,296	$34,414
Player Equipment / Safety - Cash Purchase	$10,500	-	-	-	$13,281	$23,781
Uniforms - Cash Purchase	-	-	-	-	-	-
Officials	$5,000	$5,150	$5,305	$5,464	$5,628	$26,546
Transportation	$2,266	$2,357	$2,451	$2,549	$2,651	$12,273
Facility / Field Preparation	$500	$515	$530	$546	$563	$2,655
Practice Equipment / Hydration	$80	-	-	$87	-	$167
Donated Inventory Replacement - Goalie Gear	-	-	-	$546	-	$546
Donated Inventory Replacement - Balls	-	$288	$297	$306	$315	$1,207
Donated Inventory Replacement - Goal Frames / Nets	-	-	-	$656	-	$656
Donated Inventory Replacement - Portable Creases	-	-	-	-	-	-
Donated Inventory Replacement - Sticks / D-Pole	-	-	-	$852	-	$852
Donated Inventory Replacement - Helmets	-	-	-	-	-	-
Donated Inventory Replacement - Chest / Shoulder Pads	-	-	-	-	$4,558	$4,558
Donated Inventory Replacement - Other Practice Items	-	-	-	-	-	-
Total Boys Cash Cost	**$24,828**	**$14,987**	**$15,460**	**$18,090**	**$34,291**	**$107,655**
Boys Cash Funding	**$49,634**	**$1,500**	**$1,500**	**-**	**-**	**$52,634**
Beginning Boys Carryover	-	$24,806	$11,319	-	-	
Boys Carryover Applied	-	$13,487	$11,319	-	-	
Ending Boys Carryover	**$24,806**	**$11,319**	**-**	**-**	**-**	
Boys District Contribution	**-**	**-**	**($2,641)**	**($18,090)**	**($34,291)**	($55,022)
Cumulative Boys District Contribution	-	-	($2,641)	($20,730)	($55,022)	($55,022)
GIRLS PROGRAM						
Coaching Stipends	$6,482	$6,676	$6,877	$7,083	$7,296	$34,414
Player Equipment / Safety - Cash Purchase	$4,000	-	-	-	$4,502	$8,502
Uniforms - Cash Purchase	$4,200	-	-	-	-	$4,200
Officials	$5,000	$5,150	$5,305	$5,464	$5,628	$26,546
Transportation	$2,266	$2,357	$2,451	$2,549	$2,651	$12,273
Facility / Field Preparation	$500	$515	$530	$546	$563	$2,655
Practice Equipment / Hydration	$80	-	-	$87	-	$167
Total Girls Cash Cost	**$22,528**	**$14,698**	**$15,163**	**$15,729**	**$20,639**	**$88,757**
Girls Cash Funding	**$24,482**	**$1,500**	**$1,500**	**-**	**-**	**$27,482**
Beginning Girls Carryover	-	$1,954	-	-	-	
Girls Carryover Applied	-	$1,954	-	-	-	
Ending Girls Carryover	**$1,954**	**-**	**-**	**-**	**-**	
Girls District Contribution	**-**	**($11,244)**	**($13,663)**	**($15,729)**	**($20,639)**	($61,275)
Cumulative Girls District Contribution	-	($11,244)	($24,907)	($40,636)	($61,275)	($61,275)
COMBINED PROGRAM						
Combined Program Cash Cost	**$47,356**	**$29,685**	**$30,622**	**$33,819**	**$54,930**	**$196,412**
Combined Cash Funding	**$74,115**	**$3,000**	**$3,000**	**-**	**-**	**$80,115**
Combined Ending Carryover	**$26,759**	**$11,319**	**-**	**-**	**-**	
Combined District Contribution	**-**	**($11,244)**	**($16,303)**	**($33,819)**	**($54,930)**	($116,297)
Cumulative Combined District Contribution	**-**	**($11,244)**	**($27,548)**	**($61,367)**	**($116,297)**	**($116,297)**
Planning Participants	58	58	58	58	58	290
District Contribution per Participant	-	$194	$281	$583	$947	$2,005
In-Kind Equipment Support - Boys Only	$33,355	-	-	-	-	$33,355

DCSD Boys and Girls Lacrosse - Board Fiscal Summary

Key Metric	Value	Planning Note
Boys Planning Participation	33	User-confirmed
Girls Planning Participation	20	Updated from 6 to 20
Year 1 Combined Cash Cost	$47,356	Before cash funding
Five-Year Combined Cash Cost	$196,412	Includes replacement-year costs
Five-Year Cash Funding	$68,467	Allocated by program per Donations spreadsheet
Year 1 Boys Ending Carryover	$19,806	Restricted to future boys program costs
Year 1 Girls District Contribution	**($4,695)**	**Boys-designated surplus is not applied to girls**
Five-Year Boys District Contribution	($60,022)	After boys funding and carryover
Five-Year Girls District Contribution	($67,923)	After girls funding and carryover
Five-Year Combined District Contribution	**($127,945)**	**Program allocations preserved**
In-Kind Equipment Support - Boys Only	$33,355	Existing donations plus helmet grant; girls

Metric	2027	2028	2029	2030	2031
Combined Cash Cost	$47,356	$29,685	$30,622	$33,819	$54,930
Combined Cash Funding	$62,467	$3,000	$3,000	-	-
Combined Ending Carryover	$19,806	$6,319	-	-	-
District Contribution	($4,695)	($13,198)	($21,303)	($33,819)	($54,930)

Year	Combined (	Combined (	Combined I	District Contribution
2027	47356	62467	19805.5	4694.5
2028	29684.6	3000	6319	13198.1
2029	30622.27	3000	0	21303.27
2030	33819.12	0	0	33819.12
2031	54929.98	0	0	54929.98

Key Modeling Observations

1. The model uses 33 boys and 20 girls, with one program for each gender.
2. Cash allocations follow the Donations spreadsheet exactly. Booster Club and miscellaneous donations are assigned to boys; High Sierra, Douglas Lacrosse Board, and the DCSD fundraising goal are divided as shown.
3. The $20,000 DCSD fundraising amount is a goal and should not be treated as collected cash until received.
4. Existing donated equipment ($32,055) and the USA Lacrosse helmet grant ($1,300) benefit only the boys program. The helmet grant reduces the boys Year 1 equipment cash requirement by $1,300.
5. Program-designated carryover remains with the applicable program. Therefore, a boys surplus does not offset a girls funding shortfall in this model.

DCSD Boys and Girls Lacrosse - Five-Year Fiscal Impact

Cost or Funding Category	2027	2028	2029	2030	2031	5-Year Total
BOYS PROGRAM						
Coaching Stipends	$6,482	$6,676	$6,877	$7,083	$7,296	$34,414
Player Equipment / Safety - Cash Purchase	$10,500	-	-	-	$13,281	$23,781
Uniforms - Cash Purchase	-	-	-	-	-	-
Officials	$5,000	$5,150	$5,305	$5,464	$5,628	$26,546
Transportation	$2,266	$2,357	$2,451	$2,549	$2,651	$12,273
Facility / Field Preparation	$500	$515	$530	$546	$563	$2,655
Practice Equipment / Hydration	$80	-	-	$87	-	$167
Donated Inventory Replacement - Goalie Gear	-	-	-	$546	-	$546
Donated Inventory Replacement - Balls	-	$288	$297	$306	$315	$1,207
Donated Inventory Replacement - Goal Frames / Nets	-	-	-	$656	-	$656
Donated Inventory Replacement - Portable Creases	-	-	-	-	-	-
Donated Inventory Replacement - Sticks / D-Pole	-	-	-	$852	-	$852
Donated Inventory Replacement - Helmets	-	-	-	-	-	-
Donated Inventory Replacement - Chest / Shoulder Pads	-	-	-	-	$4,558	$4,558
Donated Inventory Replacement - Other Practice Items	-	-	-	-	-	-
Total Boys Cash Cost	**$24,828**	**$14,987**	**$15,460**	**$18,090**	**$34,291**	**$107,655**
Boys Cash Funding	**$44,634**	**$1,500**	**$1,500**	**-**	**-**	**$47,634**
Beginning Boys Carryover	-	$19,806	$6,319	-	-	
Boys Carryover Applied	-	$13,487	$6,319	-	-	
Ending Boys Carryover	**$19,806**	**$6,319**	**-**	**-**	**-**	
Boys District Contribution	**-**	**-**	**($7,641)**	**($18,090)**	**($34,291)**	($60,022)
Cumulative Boys District Contribution	-	-	($7,641)	($25,730)	($60,022)	($60,022)
GIRLS PROGRAM						
Coaching Stipends	$6,482	$6,676	$6,877	$7,083	$7,296	$34,414
Player Equipment / Safety - Cash Purchase	$4,000	-	-	-	$4,502	$8,502
Uniforms - Cash Purchase	$4,200	-	-	-	-	$4,200
Officials	$5,000	$5,150	$5,305	$5,464	$5,628	$26,546
Transportation	$2,266	$2,357	$2,451	$2,549	$2,651	$12,273
Facility / Field Preparation	$500	$515	$530	$546	$563	$2,655
Practice Equipment / Hydration	$80	-	-	$87	-	$167
Total Girls Cash Cost	**$22,528**	**$14,698**	**$15,163**	**$15,729**	**$20,639**	**$88,757**
Girls Cash Funding	**$17,834**	**$1,500**	**$1,500**	**-**	**-**	**$20,834**
Beginning Girls Carryover	-	-	-	-	-	
Girls Carryover Applied	-	-	-	-	-	
Ending Girls Carryover	**-**	**-**	**-**	**-**	**-**	
Girls District Contribution	**($4,695)**	**($13,198)**	**($13,663)**	**($15,729)**	**($20,639)**	($67,923)
Cumulative Girls District Contribution	($4,695)	($17,893)	($31,555)	($47,285)	($67,923)	($67,923)
COMBINED PROGRAM						
Combined Program Cash Cost	**$47,356**	**$29,685**	**$30,622**	**$33,819**	**$54,930**	**$196,412**
Combined Cash Funding	**$62,467**	**$3,000**	**$3,000**	**-**	**-**	**$68,467**
Combined Ending Carryover	**$19,806**	**$6,319**	**-**	**-**	**-**	
Combined District Contribution	**($4,695)**	**($13,198)**	**($21,303)**	**($33,819)**	**($54,930)**	($127,945)
Cumulative Combined District Contribution	**($4,695)**	**($17,893)**	**($39,196)**	**($73,015)**	**($127,945)**	**($127,945)**
Planning Participants	53	53	53	53	53	265
District Contribution per Participant	$89	$249	$402	$638	$1,036	$2,414
In-Kind Equipment Support - Boys Only	$33,355	-	-	-	-	$33,355

DCSD Boys and Girls Lacrosse - Five-Year Model Inputs

Program / Operating Assumption	Base Input	Units	Replacement Cycle	Annual Escalation	Notes / Source	Other Factor
Program Start Year	2,027.00	Year			Spring 2027	
Boys Planning Participation	33.00	Athletes		0%	User-confirmed updated participation	
Girls Planning Participation	20.00	Athletes		0%	Updated from 6 initial interested students	
Boys Current Interest	33.00	Students		0%	User-confirmed; boys program otherwise unchanged	
Girls Current Interest	20.00	Students		0%	User-confirmed updated interest	
Cash Donations Restricted by Program	01.00	1 = yes		0%	Follow Donations spreadsheet exactly	
Boys Cash Cost Assumptions						
Boys Coaching Stipends	6,482.00	$ / year		3%	Sanctioning presentation p. 7	
Boys Player Equipment / Safety	11,800.00	$ startup / replacement base	4	3%	Sanctioning presentation p. 7; Year 1 reduced by helmet grant	
Boys Practice Equipment / Hydration	80.00	$ startup	3	3%	Sanctioning presentation p. 7	
Boys Uniforms - Cash Purchase	00.00	$ startup	5	3%	Men's uniforms donated	
Boys Officials	5,000.00	$ / year		3%	Sanctioning presentation p. 7	
Boys Transportation	2,266.00	$ / year		4%	Six league away games	
Boys Facility / Field Preparation	500.00	$ / year		3%	Sanctioning presentation p. 7	
Girls Cash Cost Assumptions						
Girls Coaching Stipends	6,482.00	$ / year		3%	Sanctioning presentation p. 7	
Girls Player Equipment / Safety	4,000.00	$ startup / replacement base	4	3%	Sanctioning presentation p. 7	
Girls Practice Equipment / Hydration	80.00	$ startup	3	3%	No boys equipment donation allocated to girls	
Girls Uniforms	4,200.00	$ startup	5	3%	Sanctioning presentation p. 7	
Girls Officials	5,000.00	$ / year		3%	Sanctioning presentation p. 7	
Girls Transportation	2,266.00	$ / year		4%	Six league away games	
Girls Facility / Field Preparation	500.00	$ / year		3%	Sanctioning presentation p. 7	
Boys In-Kind Equipment - Future Replacement Base						
Men's Uniforms	12,100.00	$ replacement base	5	3%	Sanctioning presentation p. 5	
Gloves - Personal Equipment	1,500.00	$ disclosed value	3	3%	Not modeled as a District replacement	
Elbow Pads - Personal Equipment	1,150.00	$ disclosed value	4	3%	Not modeled as a District replacement	
Goalie Gear	500.00	$ replacement base	3	3%	One donated set	
Lacrosse Balls	700.00	$ replacement base	1	3%	Replenish 40% annually after startup	0.4
Goal Frames	3,500.00	$ replacement base	10	3%	Six donated goals	
Portable Creases	400.00	$ replacement base	5	3%	Donated equipment	
Sticks / D-Pole	780.00	$ replacement base	3	3%	Ten sticks and one D-pole	
Helmets	7,200.00	$ replacement base	5	3%	25 donated helmets; verify remaining service life	
Chest / Shoulder Pads	4,050.00	$ replacement base	4	3%	27 donated units	
Other Durable Practice Items	255.00	$ replacement base	5	3%	Cones and timer/clock	
Goal Nets - Planning Allowance	600.00	$ replacement base	3	3%	Six nets at $100; replace with vendor quote	
Grant and Donation Assumptions						
Existing Equipment Donation - Boys Only	32,055.00	$ noncash		0%	Sanctioning presentation pp. 5 and 8	1
USA Lacrosse Helmet Grant - Boys Only	1,300.00	$ Year 1 offset		0%	2026 award letter; 10 helmets; approximate retail value	1
Girls In-Kind Equipment Allocation	00.00	$ noncash		0%	Equipment donations assigned only to boys	0

Lacrosse Cash Donations and Fundraising Allocation

Funding Source	Program	2027	2028	2029	2030	2031	5-Year Total
Booster Club	Boys	$12,800	-	-	-	-	$12,800
High Sierra	Boys	$5,334	-	-	-	-	$5,334
High Sierra	Girls	$5,334	-	-	-	-	$5,334
Douglas Lacrosse Board	Boys	$2,500	$1,500	$1,500	-	-	$5,500
Douglas Lacrosse Board	Girls	$2,500	$1,500	$1,500	-	-	$5,500
DCSD Fundraising Goal	Boys	$10,000	-	-	-	-	$10,000
DCSD Fundraising Goal	Girls	$10,000	-	-	-	-	$10,000
Miscellaneous Donations	Boys	$14,000	-	-	-	-	$14,000
Miscellaneous Donations	Girls	-	-	-	-	-	-
Program Total	**Program**						
Boys Total	Boys	$44,634	$1,500	$1,500	-	-	$47,634
Girls Total	Girls	$17,834	$1,500	$1,500	-	-	$20,834
Combined Cash Funding	**All Programs**	**$62,467**	**$3,000**	**$3,000**	**-**	**-**	**$68,467**

In-Kind Support	Program	2027	2028	2029	2030	2031	Total
Existing Equipment Donations	Boys	$32,055	-	-	-	-	$32,055
USA Lacrosse Helmet Grant	Boys	$1,300	-	-	-	-	$1,300
Total In-Kind Equipment Support	**Boys**	**$33,355**	**-**	**-**	**-**	**-**	**$33,355**

Source note: Cash allocations follow La Crosse Donations 260917(1).xlsx exactly. The $20,000 DCSD fundraising amount is a goal, not a confirmed donation. Equipment donations and the USA Lacrosse grant apply only to the boys program.

DCSD Boys and Girls Lacrosse - Five-Year Fiscal Impact

Cost or Funding Category	2027	2028	2029	2030	2031	5-Year Total
BOYS PROGRAM						
Coaching Stipends	$6,482	$6,676	$6,877	$7,083	$7,296	$34,414
Player Equipment / Safety - Cash Purchase	$10,500	-	-	-	$13,281	$23,781
Uniforms - Cash Purchase	-	-	-	-	-	-
Officials	$5,000	$5,150	$5,305	$5,464	$5,628	$26,546
Transportation	$2,266	$2,357	$2,451	$2,549	$2,651	$12,273
Facility / Field Preparation	$500	$515	$530	$546	$563	$2,655
Practice Equipment / Hydration	$80	-	-	$87	-	$167
Donated Inventory Replacement - Goalie Gear	-	-	-	$546	-	$546
Donated Inventory Replacement - Balls	-	$288	$297	$306	$315	$1,207
Donated Inventory Replacement - Goal Frames / Nets	-	-	-	$656	-	$656
Donated Inventory Replacement - Portable Creases	-	-	-	-	-	-
Donated Inventory Replacement - Sticks / D-Pole	-	-	-	$852	-	$852
Donated Inventory Replacement - Helmets	-	-	-	-	-	-
Donated Inventory Replacement - Chest / Shoulder Pads	-	-	-	-	$4,558	$4,558
Donated Inventory Replacement - Other Practice Items	-	-	-	-	-	-
Total Boys Cash Cost	**$24,828**	**$14,987**	**$15,460**	**$18,090**	**$34,291**	**$107,655**
Boys Cash Funding	**$49,634**	**$1,500**	**$1,500**	**-**	**-**	**$52,634**
Beginning Boys Carryover	-	$24,806	$11,319	-	-	
Boys Carryover Applied	-	$13,487	$11,319	-	-	
Ending Boys Carryover	**$24,806**	**$11,319**	**-**	**-**	**-**	
Boys District Contribution	**-**	**-**	**($2,641)**	**($18,090)**	**($34,291)**	($55,022)
Cumulative Boys District Contribution	-	-	($2,641)	($20,730)	($55,022)	($55,022)
GIRLS PROGRAM						
Coaching Stipends	$6,482	$6,676	$6,877	$7,083	$7,296	$34,414
Player Equipment / Safety - Cash Purchase	$4,000	-	-	-	$4,502	$8,502
Uniforms - Cash Purchase	$4,200	-	-	-	-	$4,200
Officials	$5,000	$5,150	$5,305	$5,464	$5,628	$26,546
Transportation	$2,266	$2,357	$2,451	$2,549	$2,651	$12,273
Facility / Field Preparation	$500	$515	$530	$546	$563	$2,655
Practice Equipment / Hydration	$80	-	-	$87	-	$167
Total Girls Cash Cost	**$22,528**	**$14,698**	**$15,163**	**$15,729**	**$20,639**	**$88,757**
Girls Cash Funding	**$24,482**	**$1,500**	**$1,500**	**-**	**-**	**$27,482**
Beginning Girls Carryover	-	$1,954	-	-	-	
Girls Carryover Applied	-	$1,954	-	-	-	
Ending Girls Carryover	**$1,954**	**-**	**-**	**-**	**-**	
Girls District Contribution	**-**	**($11,244)**	**($13,663)**	**($15,729)**	**($20,639)**	($61,275)
Cumulative Girls District Contribution	-	($11,244)	($24,907)	($40,636)	($61,275)	($61,275)
COMBINED PROGRAM						
Combined Program Cash Cost	**$47,356**	**$29,685**	**$30,622**	**$33,819**	**$54,930**	**$196,412**
Combined Cash Funding	**$74,115**	**$3,000**	**$3,000**	**-**	**-**	**$80,115**
Combined Ending Carryover	**$26,759**	**$11,319**	**-**	**-**	**-**	
Combined District Contribution	**-**	**($11,244)**	**($16,303)**	**($33,819)**	**($54,930)**	($116,297)
Cumulative Combined District Contribution	**-**	**($11,244)**	**($27,548)**	**($61,367)**	**($116,297)**	**($116,297)**
Planning Participants	58	58	58	58	58	290
District Contribution per Participant	-	$194	$281	$583	$947	$2,005
In-Kind Equipment Support - Boys Only	$33,355	-	-	-	-	$33,355

Douglas County School District
Board Agenda Item Memo

Date: October 15, 2026

To: DCSD Board of Trustees

From: Terri Willoughby, Chief Financial Officer

Re: September 2026 General Fund Monthly Financial Report

Requested Action

Review and accept the September 2026 General Fund Monthly Financial Report.

Background Information

The attached report presents General Fund activity for July through September 2026, compares it with the same period of fiscal year 2025-26, and evaluates results against the 25.0% of the fiscal year elapsed.

Through September 30, the District recognized $9,791,211 in revenue, or 16.7% of the revised projection, and recorded $13,165,481 in expenditures, or 22.8% of the amended budget. The $3,374,271 year-to-date operating deficit reflects payment and expenditure timing and is not the projected year-end result.

Budget Considerations and Impact

Projected revenue is $58,594,113 after a $61,247 reduction for amounts not expected to be realized. Budgeted expenditures are $57,797,712 after increasing Transfers Out by $100,000 to agree with the Special Education Fund transfers-in budget.

The revised projected operating surplus is $796,401. After the $2,521,716 beginning fund balance deficit, the projected ending fund balance is a $1,725,315 deficit.

Recommendation

Staff recommends that the Board accept the report and continue monthly monitoring of budget performance, enrollment, cash reconciliation, and the year-end forecast.

Discussed at Previous Meeting

The Board received the August 2026 report on September 15, 2026. This report continues the monthly financial reporting and variance-analysis process.

Key Issues for Board Discussion

1. September enrollment was 4,683 students, a decrease of 142 students, or 2.9%, from September 2025. Enrollment totals include students who are not funded through the Pupil-Centered Funding Plan.
2. Revenue and expenditure projections incorporate the $61,247 revenue reduction and the $100,000 increase in Transfers Out described above.
3. Staff is continuing expenditure-coding review, position-budget review, payroll and benefit trend analysis, and reconciliation of General Fund cash and revenue. Insurance and non-student vehicle fuel remain areas for monitoring.

Attachments

September 2026 General Fund Monthly Financial Report

Our mission is to ensure that all students achieve excellence in education, character and citizenship, in partnership with parents and community.

Douglas County School District

EMPOWER • PREPARE • INSPIRE • CONNECT

GENERAL FUND MONTHLY FINANCIAL REPORT

Year to Date as of September 30, 2026

Board and Public Reporting

Purpose of This Report

The purpose of this report is to provide the Board of Trustees, District leadership, and the public with a clear, timely, and transparent overview of the General Fund's financial position and operating results. The report compares current-year revenues and expenditures with the amended budget and the comparable July-September period of the prior year, evaluates activity against the portion of the fiscal year completed, and highlights matters requiring continued monitoring or management action.

EXECUTIVE SUMMARY

AMENDED EXPENDITURES	JULY-SEPTEMBER ACTIVITY	BUDGET EXPENDED	YEAR ELAPSED
$57,797,712	**$13,165,481**	**22.8%**	**25.0%**
FY 2026-27 budget	FY27 expenditures	Benchmark: 25.0%	3 of 12 months

Executive Observations

Overall spending pace: Expenditures are at 22.8% of the amended budget after three months, below the 25.0% straight-line benchmark.

Prior-year comparison: FY27 expenditures are $705,120, or 5.7%, above the comparable FY26 period.

Revenue: FY27 revenue totals $9,791,211, representing two monthly PCFP payments through September. The annual projection has been reduced by $61,247 for revenues not expected to be realized.

Fund balance: The calculated September 30 fund balance is ($5,895,987); this is a point-in-time accounting result, not a year-end forecast.

Items Requiring Monitoring

• P & C Insurance - 100.4% of budget expended.
• Student Transportation Insurance - 98.5% of budget expended.
• Vehicle Operations & Maintenance (Non-Student) - 40.1% of budget expended.
• Administrative Technology Services - 35.6% of budget expended.
• Aspire Academy - 31.1% of budget expended.

REVENUE ANALYSIS

PROJECTED REVENUE	FY26 JULY-SEPTEMBER ACTIVITY	FY27 JULY-SEPTEMBER ACTIVITY	PROJECTION RECOGNIZED
$58,594,113	**$9,939,418**	**$9,791,211**	**16.7%**
FY 2026-27	Prior-year comparison	Current year	As presented

Detailed Revenue Schedule

Account / Function	FY27 Projected Revenue	FY26 Jul-Sep Activity	FY27 Jul-Sep Activity	Variance with Projected	Percent of Projection
Base Funding-PCFP	48,924,972	8,363,267	8,178,132	40,746,840	16.7%
PCFP-Transportation	3,977,265	662,878	662,878	3,314,388	16.7%
Special Ed-Local Funding (PCFP)	5,437,370	904,733	904,733	4,532,637	16.6%
Tuition-Out of State	146,000	-	-	146,000	0.0%
JROTC Revenue	65,273	-	11,219	54,054	17.2%
Indirect Costs	69,851	2,343	-	69,851	0.0%
Interest	-	2,688	-	-	-
Commercial Bank Rebates	23,000	3,359	5,299	17,701	23.0%
Proceeds from Sale of Assets	-	-	-	-	-
Donations and Other	11,629	150	28,949	(17,320)	248.9%
Revenue Projection Adjustment	(61,247)	-	-	(61,247)	-
Total Revenues	58,594,113	9,939,418	9,791,211	48,802,902	16.7%

Revenue Projection Adjustments

Revenue Account	FY27 Budget	Projected	Reduction
Investment interest	35,000	-	(35,000)
Miscellaneous	6,000	3,629	(2,371)
Environmental fines	1,000	-	(1,000)
Indirect costs	75,000	69,851	(5,149)
JROTC	75,000	65,273	(9,727)
Asset disposals	8,000	-	(8,000)
Total Adjustments	200,000	138,753	(61,247)

Revenue Commentary

The FY 2026-27 revenue projection has been reduced by $61,247, from $58,655,360 to $58,594,113, because the affected revenues are not expected to be realized. FY27 year-to-date revenue is $148,208, or 1.5%, below the comparable prior-year period, primarily reflecting lower PCFP base funding. Revenue recognition is 16.7% of the revised projection.

EXPENDITURE DETAIL - INSTRUCTION & STUDENT SUPPORT

Account / Function	FY27 Amended Budget	FY26 Jul-Sep Activity	FY27 Jul-Sep Activity	Variance with Amended	Percent of Budget
Instruction	460,431	542,289	89,541	370,890	19.4%
Attendance and Social Work Services	575,388	91,031	116,230	459,158	20.2%
Health Services	43,298	2,041	885	42,413	2.0%
Other Support Services-Student	5,800	1,805	-	5,800	0.0%
Testing	456,831	111,136	106,155	350,676	23.2%
Grants & Assessments	10,950	(1,906)	-	10,950	0.0%
Improvement of Instruction	297,419	85,676	62,183	235,236	20.9%
Instruction and Curriculum Development	143,501	56,943	37,628	105,873	26.2%
Instructional Staff Training	222,539	77,664	45,972	176,567	20.7%
Other Improvement of Instruction Services	2,900	-	-	2,900	0.0%
Instruction Related Technology	3,200	-	-	3,200	0.0%
Board of Education	96,168	34,394	29,565	66,603	30.7%
Page Subtotal	2,318,425	1,001,076	488,159	1,830,266	21.1%

EXPENDITURE DETAIL - ADMINISTRATION

Account / Function	FY27 Amended Budget	FY26 Jul-Sep Activity	FY27 Jul-Sep Activity	Variance with Amended	Percent of Budget
Staff Relations and Negotiations	50,000	-	5,136	44,864	10.3%
Legal Services	230,000	138,812	10,019	219,981	4.4%
Executive Administration	556,804	128,747	124,383	432,421	22.3%
Community Relations	80,932	32,945	15,944	64,988	19.7%
Fiscal Services	591,625	107,758	159,723	431,902	27.0%
Warehouse/Purchasing	254,683	62,473	63,782	190,901	25.0%
Personnel Services	576,785	137,290	126,126	450,659	21.9%
Administrative Technology Services	746,880	483,165	265,989	480,891	35.6%
Operation of Buildings	374,839	70,821	76,303	298,536	20.4%
Utilities	170,500	23,948	22,447	148,053	13.2%
P & C Insurance	1,020,635	945,071	1,024,774	(4,139)	100.4%
Maintenance of Buildings (Custodial)	967,883	322,389	184,378	783,505	19.0%
Page Subtotal	5,621,566	2,453,419	2,079,004	3,542,562	37.0%

EXPENDITURE DETAIL - OPERATIONS & TRANSPORTATION

Account / Function	FY27 Amended Budget	FY26 Jul-Sep Activity	FY27 Jul-Sep Activity	Variance with Amended	Percent of Budget
Care and Upkeep of Grounds	657,813	185,063	128,522	529,291	19.5%
Vehicle Operations & Maintenance (Non-Student)	187,250	58,178	75,135	112,115	40.1%
Security	240,000	-	-	240,000	0.0%
Vehicle Operations (Student Only)	2,018,924	321,558	364,927	1,653,997	18.1%
Student Transportation Insurance	83,000	81,393	81,755	1,245	98.5%
Student Monitoring Services	183,244	106,578	39,554	143,690	21.6%
Vehicle Servicing and Maint (Student Only)	1,409,304	262,790	228,919	1,180,385	16.2%
Other Support Services	301,600	12,595	66,831	234,769	22.2%
Transfers Out	5,600,000	-	-	5,600,000	0.0%
Page Subtotal	10,681,135	1,028,154	985,643	9,695,492	9.2%

EXPENDITURE DETAIL - SCHOOL SITES

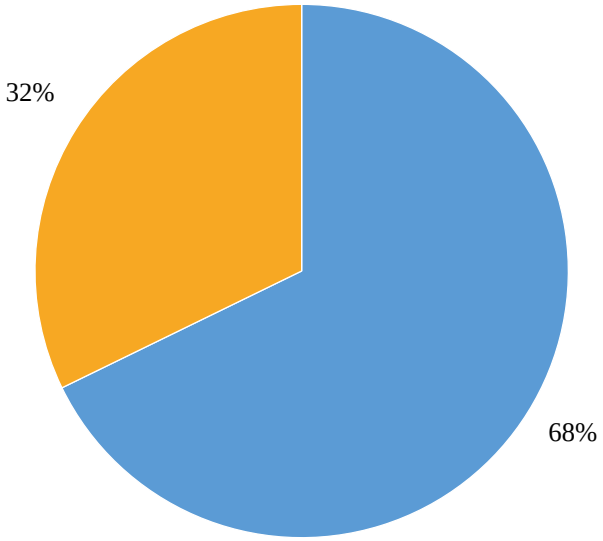
Account / Function	FY27 Amended Budget	FY26 Jul-Sep Activity	FY27 Jul-Sep Activity	Variance with Amended	Percent of Budget
Gardnerville Elementary	2,834,318	545,350	771,883	2,062,435	27.2%
Zephyr Cove Elementary	1,940,660	319,935	321,657	1,619,003	16.6%
CC Meneley Elementary School	341,130	554,563	16,691	324,439	4.9%
Jacks Valley Elementary School	2,862,743	644,640	652,480	2,210,263	22.8%
Gene Scarselli Elementary	3,962,060	571,733	1,061,336	2,900,724	26.8%
Pinon Hills Elementary	2,730,111	506,942	667,088	2,063,023	24.4%
Minden Elementary	2,796,907	510,321	739,148	2,057,759	26.4%
Carson Valley Middle School	4,263,342	813,156	1,234,061	3,029,281	28.9%
Pa Wa Lu Middle School	3,490,572	672,471	834,178	2,656,394	23.9%
Douglas High School	10,928,621	2,090,847	2,594,827	8,333,794	23.7%
George Whittell High School	2,407,866	461,923	544,621	1,863,245	22.6%
Jacobsen High (CSYC)	67,664	21,986	3,086	64,578	4.6%
Aspire Academy	546,392	126,299	170,099	376,293	31.1%
Douglas Nevada Online	4,100	2,022	1,447	2,653	35.3%
Alternative School	100	40,534	72	28	72.1%
School Site Subtotal	39,176,586	7,882,723	9,612,675	29,563,911	24.5%

VARIANCE ANALYSIS

Above-Benchmark Expenditure Lines

Line Item	Percent Expended	July-September Activity	Management Explanation / Follow-up
P & C Insurance	100.4%	1,024,774	Annual premium has substantially used the budget; confirm the final cost and required budget adjustment.
Student Transportation Insurance	98.5%	81,755	Annual premium is front-loaded; confirm the remaining annual requirement.
Alternative School	72.1%	72	The ratio reflects $72 of activity against a $100 budget; review the position and operating budget.
Vehicle Operations & Maintenance (Non-Student)	40.1%	75,135	Fuel represents most year-to-date activity; review coding and the full-year forecast.
Administrative Technology Services	35.6%	265,989	Software and hardware purchases are front-loaded; continue timing and coding review.
Douglas Nevada Online	35.3%	1,447	Annual membership was paid early in the fiscal year.
Aspire Academy	31.1%	170,099	Reviewing position budget for the current year.
Board of Education	30.7%	29,565	Includes annual memberships and other front-loaded costs.
Carson Valley Middle School	28.9%	1,234,061	Review payroll, benefits, and start-of-year spending against the position budget.
Gardnerville Elementary	27.2%	771,883	Review payroll, benefits, and start-of-year spending against the position budget.
Fiscal Services	27.0%	159,723	Review payroll and professional-service timing against the full-year forecast.
Gene Scarselli Elementary	26.8%	1,061,336	Review payroll, benefits, and consolidated site budget assumptions.
Minden Elementary	26.4%	739,148	Review payroll, benefits, and start-of-year spending against the position budget.
Instruction and Curriculum Development	26.2%	37,628	Review timing of salaries, books, software, and supplies.
Warehouse/Purchasing	25.0%	63,782	Spending is approximately at the elapsed-year benchmark; continue monitoring payroll.
Benchmark	25.0%		Three of twelve months elapsed.

BUDGET BY FUNCTION



Direct School Expenses	$39,176,586	67.8%
Districtwide & Support	$18,621,126	32.2%

Functional Analysis

Direct school expenses - elementary, middle, high, and other schools - comprise approximately 68% of budgeted expenditures. The remaining 32% supports districtwide instruction, student support, administration, operations, transportation, transfers, and other central services.

FUND BALANCE & BUDGET POSITION

PROJECTED REVENUE	BUDGETED EXPENDITURES	PROJECTED OPERATING RESULT	PROJECTED ENDING BALANCE
$58,594,113	**$57,797,712**	**$796,401**	**($1,725,315)**
Revised projection	Amended budget	Revenue over expenditures	After beginning deficit

Measure	FY27 Budget / Projection	FY26 July-September Activity	FY27 July-September Activity
Excess/(Deficiency) Revenues over Expenditures	$796,401	($2,520,943)	($3,374,271)
Fund Balance, Beginning of Year	($2,521,716)	($948,912)	($2,521,716)
Fund Balance, End of Period	($1,725,315)	($3,469,855)	($5,895,987)

Projection Adjustments

Measure	Original Budget	Adjustment	Revised Budget / Projection
Revenue	58,655,360	(61,247)	58,594,113
Expenditures	57,697,712	100,000	57,797,712
Operating Result	957,648	(161,247)	796,401
Ending Fund Balance	(1,564,068)	(161,247)	(1,725,315)

Fund Balance Narrative

The projection reflects $61,247 in revenue reductions for amounts not expected to be realized and a $100,000 increase in Transfers Out to agree with the transfers-in budget in the Special Education Fund. Monthly fund balance fluctuates due to the timing of state funding, property tax collections, payroll cycles, and other seasonal activity. The September balance should be viewed as a point-in-time accounting result rather than an indicator of the District's year-end position. It is not the reconciled month-end cash balance.

KEY PERFORMANCE INDICATORS

The following KPIs provide a concise view of budget performance, reserve strength, enrollment, and the District's projected year-end position.

REVENUE RECOGNIZED	BUDGET EXPENDED	YEAR ELAPSED
16.7%	**22.8%**	**25.0%**
YTD revenue / revised projection	YTD expenditures / amended budget	3 of 12 months

PROJECTED YEAR-END FUND BALANCE	FUND BALANCE AS % OF EXPENDITURES	PROJECTED OPERATING RESULT
($1,725,315)	**-3.0%**	**$796,401**
Projection; not month-end cash	Projected ending balance / expenditures	Projected revenue less amended expenditures

Monthly Enrollment

Month	FY 2025-26	FY 2026-27	Change	Percent Change
August	4,962	4,745	(217)	(4.4%)
September	4,825	4,683	(142)	(2.9%)

** Enrollment represents all students and includes students who are not funded through the Pupil-Centered Funding Plan (PCFP).*

Monthly KPI Interpretation

Use these measures together. A single period may be affected by payment timing, annual invoices, payroll cycles, enrollment, or other seasonal activity. Explain material deviations from the year-elapsed benchmark and identify any management action or forecast change.

MANAGEMENT OUTLOOK & NEXT STEPS

Management Assessment

Through three months, General Fund expenditures are below the straight-line benchmark at 22.8% of budget. Expenditures are $705,120, or 5.7%, above the comparable prior-year period. September enrollment is 4,683 students, 142 students or 2.9% below September 2025. The insurance lines and non-student vehicle fuel require continued monitoring. Revenue is consistent with two PCFP payments through September, and the annual revenue projection has been reduced by $61,247 for amounts not expected to be realized. The year-end forecast should be updated after enrollment-driven PCFP adjustments, recurring payroll costs, expenditure coding, and cash reconciliation are validated.

Next Month Focus

Focus Area	Owner	Status / Due Date
Revenue reconciliation	Finance	October close
Payroll and benefits trend	Payroll / Finance	October close
Insurance budget alignment	Finance	October budget review
School and department forecasts	Department leaders / Finance	Within 30 days
Fund balance and cash forecast	CFO	October 31, 2026
Cash reconciliation	Finance	Upon completion

BUDGETARY COMPARISON SUMMARY

Summary Totals

Category	FY27 Budget / Projection	FY26 July-September Activity	FY27 July-September Activity	Variance with Budget / Projection	Percent
Total Revenues	58,594,113	9,939,418	9,791,211	48,802,902	16.7%
Total Expenditures	57,797,712	12,460,361	13,165,481	44,632,231	22.8%
Excess/(Deficiency)	796,401	(2,520,943)	(3,374,271)	-	-
Beginning Fund Balance	(2,521,716)	(948,912)	(2,521,716)	-	-
Ending Fund Balance	(1,725,315)	(3,469,855)	(5,895,987)	-	-

Notes

• Amounts may not sum due to rounding.

• July, August, and September are presented as one combined year-to-date period.

• FY 2026-27 projected revenue includes $61,247 of reductions for revenues not expected to be realized.

• Budgeted expenditures include a $100,000 increase in Transfers Out to agree with the Special Education Fund transfers-in budget.

• The report preserves the source schedule terminology and classifications.

• Percent-of-budget comparisons should be interpreted with seasonal and annual payment timing in mind.

• Month-end cash remains pending completion of the reconciled cash report.

• The FY 2026-27 beginning fund balance used in this report is $(2,521,716).

Douglas County School District

EMPOWER • PREPARE • INSPIRE • CONNECT

GENERAL FUND MONTHLY FINANCIAL REPORT

Year to Date as of September 30, 2026

Board and Public Reporting

Purpose of This Report

The purpose of this report is to provide the Board of Trustees, District leadership, and the public with a clear, timely, and transparent overview of the General Fund's financial position and operating results. The report compares current-year revenues and expenditures with the amended budget and the comparable July-September period of the prior year, evaluates activity against the portion of the fiscal year completed, and highlights matters requiring continued monitoring or management action.

EXECUTIVE SUMMARY

AMENDED EXPENDITURES	JULY-SEPTEMBER ACTIVITY	BUDGET EXPENDED	YEAR ELAPSED
$57,797,712	**$13,165,481**	**22.8%**	**25.0%**
FY 2026-27 budget	FY27 expenditures	Benchmark: 25.0%	3 of 12 months

Executive Observations

Overall spending pace: Expenditures are at 22.8% of the amended budget after three months, below the 25.0% straight-line benchmark.

Prior-year comparison: FY27 expenditures are $705,120, or 5.7%, above the comparable FY26 period.

Revenue: FY27 revenue totals $9,791,211, representing two monthly PCFP payments through September. The annual projection has been reduced by $61,247 for revenues not expected to be realized.

Fund balance: The calculated September 30 fund balance is ($5,895,987); this is a point-in-time accounting result, not a year-end forecast.

Items Requiring Monitoring

• P & C Insurance - 100.4% of budget expended.
• Student Transportation Insurance - 98.5% of budget expended.
• Vehicle Operations & Maintenance (Non-Student) - 40.1% of budget expended.
• Administrative Technology Services - 35.6% of budget expended.
• Aspire Academy - 31.1% of budget expended.

REVENUE ANALYSIS

PROJECTED REVENUE	FY26 JULY-SEPTEMBER ACTIVITY	FY27 JULY-SEPTEMBER ACTIVITY	PROJECTION RECOGNIZED
$58,655,360	**$9,939,418**	**$9,791,211**	**16.7%**
FY 2026-27	Prior-year comparison	Current year	As presented

Detailed Revenue Schedule

Account / Function	FY27 Projected Revenue	FY26 Jul-Sep Activity	FY27 Jul-Sep Activity	Variance with Projected	Percent of Projection
Base Funding-PCFP	48,924,972	8,363,267	8,178,132	40,746,840	16.7%
PCFP-Transportation	3,977,265	662,878	662,878	3,314,388	16.7%
Special Ed-Local Funding (PCFP)	5,437,370	904,733	904,733	4,532,637	16.6%
Tuition-Out of State	146,000	-	-	146,000	0.0%
JROTC Revenue	65,273	-	11,219	54,054	17.2%
Indirect Costs	69,851	2,343	-	69,851	0.0%
Interest	-	2,688	-	-	-
Commercial Bank Rebates	23,000	3,359	5,299	17,701	23.0%
Proceeds from Sale of Assets	-	-	-	-	-
Donations and Other	11,629	150	28,949	(17,320)	248.9%
Total Revenues	58,655,360	9,939,418	9,791,211	48,864,149	16.7%

Revenue Projection Adjustments

Revenue Account	FY27 Budget	Projected	Reduction
Investment interest	35,000	-	(35,000)
Miscellaneous	6,000	3,629	(2,371)
Environmental fines	1,000	-	(1,000)
Indirect costs	75,000	69,851	(5,149)
JROTC	75,000	65,273	(9,727)
Asset disposals	8,000	-	(8,000)
Total Adjustments	200,000	138,753	(61,247)

Revenue Commentary

The FY 2026-27 revenue projection has been reduced by $61,247, from $58,716,607 to $58,655,360, because the affected revenues are not expected to be realized. FY27 year-to-date revenue is $148,208, or 1.5%, below the comparable prior-year period, primarily reflecting lower PCFP base funding. Revenue recognition is 16.7% of the revised projection.

EXPENDITURE DETAIL - INSTRUCTION & STUDENT SUPPORT

Account / Function	FY27 Amended Budget	FY26 Jul-Sep Activity	FY27 Jul-Sep Activity	Variance with Amended	Percent of Budget
Instruction	460,431	542,289	89,541	370,890	19.4%
Attendance and Social Work Services	575,388	91,031	116,230	459,158	20.2%
Health Services	43,298	2,041	885	42,413	2.0%
Other Support Services-Student	5,800	1,805	-	5,800	0.0%
Testing	456,831	111,136	106,155	350,676	23.2%
Grants & Assessments	10,950	(1,906)	-	10,950	0.0%
Improvement of Instruction	297,419	85,676	62,183	235,236	20.9%
Instruction and Curriculum Development	143,501	56,943	37,628	105,873	26.2%
Instructional Staff Training	222,539	77,664	45,972	176,567	20.7%
Other Improvement of Instruction Services	2,900	-	-	2,900	0.0%
Instruction Related Technology	3,200	-	-	3,200	0.0%
Board of Education	96,168	34,394	29,565	66,603	30.7%
Page Subtotal	2,318,425	1,001,076	488,159	1,830,266	21.1%

EXPENDITURE DETAIL - ADMINISTRATION

Account / Function	FY27 Amended Budget	FY26 Jul-Sep Activity	FY27 Jul-Sep Activity	Variance with Amended	Percent of Budget
Staff Relations and Negotiations	50,000	-	5,136	44,864	10.3%
Legal Services	230,000	138,812	10,019	219,981	4.4%
Executive Administration	556,804	128,747	124,383	432,421	22.3%
Community Relations	80,932	32,945	15,944	64,988	19.7%
Fiscal Services	591,625	107,758	159,723	431,902	27.0%
Warehouse/Purchasing	254,683	62,473	63,782	190,901	25.0%
Personnel Services	576,785	137,290	126,126	450,659	21.9%
Administrative Technology Services	746,880	483,165	265,989	480,891	35.6%
Operation of Buildings	374,839	70,821	76,303	298,536	20.4%
Utilities	170,500	23,948	22,447	148,053	13.2%
P & C Insurance	1,020,635	945,071	1,024,774	(4,139)	100.4%
Maintenance of Buildings (Custodial)	967,883	322,389	184,378	783,505	19.0%
Page Subtotal	5,621,566	2,453,419	2,079,004	3,542,562	37.0%

EXPENDITURE DETAIL - OPERATIONS & TRANSPORTATION

Account / Function	FY27 Amended Budget	FY26 Jul-Sep Activity	FY27 Jul-Sep Activity	Variance with Amended	Percent of Budget
Care and Upkeep of Grounds	657,813	185,063	128,522	529,291	19.5%
Vehicle Operations & Maintenance (Non-Student)	187,250	58,178	75,135	112,115	40.1%
Security	240,000	-	-	240,000	0.0%
Vehicle Operations (Student Only)	2,018,924	321,558	364,927	1,653,997	18.1%
Student Transportation Insurance	83,000	81,393	81,755	1,245	98.5%
Student Monitoring Services	183,244	106,578	39,554	143,690	21.6%
Vehicle Servicing and Maint (Student Only)	1,409,304	262,790	228,919	1,180,385	16.2%
Other Support Services	301,600	12,595	66,831	234,769	22.2%
Transfers Out	5,600,000	-	-	5,600,000	0.0%
Page Subtotal	10,681,135	1,028,154	985,643	9,695,492	9.2%

EXPENDITURE DETAIL - SCHOOL SITES

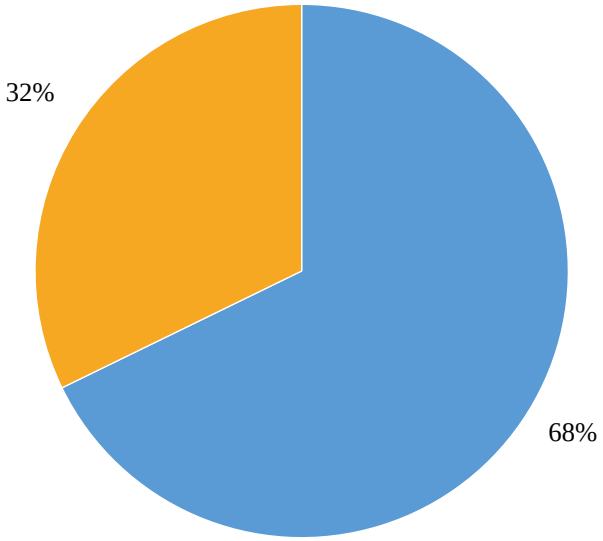
Account / Function	FY27 Amended Budget	FY26 Jul-Sep Activity	FY27 Jul-Sep Activity	Variance with Amended	Percent of Budget
Gardnerville Elementary	2,834,318	545,350	771,883	2,062,435	27.2%
Zephyr Cove Elementary	1,940,660	319,935	321,657	1,619,003	16.6%
CC Meneley Elementary School	341,130	554,563	16,691	324,439	4.9%
Jacks Valley Elementary School	2,862,743	644,640	652,480	2,210,263	22.8%
Gene Scarselli Elementary	3,962,060	571,733	1,061,336	2,900,724	26.8%
Pinon Hills Elementary	2,730,111	506,942	667,088	2,063,023	24.4%
Minden Elementary	2,796,907	510,321	739,148	2,057,759	26.4%
Carson Valley Middle School	4,263,342	813,156	1,234,061	3,029,281	28.9%
Pa Wa Lu Middle School	3,490,572	672,471	834,178	2,656,394	23.9%
Douglas High School	10,928,621	2,090,847	2,594,827	8,333,794	23.7%
George Whittell High School	2,407,866	461,923	544,621	1,863,245	22.6%
Jacobsen High (CSYC)	67,664	21,986	3,086	64,578	4.6%
Aspire Academy	546,392	126,299	170,099	376,293	31.1%
Douglas Nevada Online	4,100	2,022	1,447	2,653	35.3%
Alternative School	100	40,534	72	28	72.1%
School Site Subtotal	39,176,586	7,882,723	9,612,675	29,563,911	24.5%

VARIANCE ANALYSIS

Above-Benchmark Expenditure Lines

Line Item	Percent Expended	July-September Activity	Management Explanation / Follow-up
P & C Insurance	100.4%	1,024,774	Annual premium has substantially used the budget; confirm the final cost and required budget adjustment.
Student Transportation Insurance	98.5%	81,755	Annual premium is front-loaded; confirm the remaining annual requirement.
Alternative School	72.1%	72	The ratio reflects $72 of activity against a $100 budget; review the position and operating budget.
Vehicle Operations & Maintenance (Non-Student)	40.1%	75,135	Fuel represents most year-to-date activity; review coding and the full-year forecast.
Administrative Technology Services	35.6%	265,989	Software and hardware purchases are front-loaded; continue timing and coding review.
Douglas Nevada Online	35.3%	1,447	Annual membership was paid early in the fiscal year.
Aspire Academy	31.1%	170,099	Reviewing position budget for the current year.
Board of Education	30.7%	29,565	Includes annual memberships and other front-loaded costs.
Carson Valley Middle School	28.9%	1,234,061	Review payroll, benefits, and start-of-year spending against the position budget.
Gardnerville Elementary	27.2%	771,883	Review payroll, benefits, and start-of-year spending against the position budget.
Fiscal Services	27.0%	159,723	Review payroll and professional-service timing against the full-year forecast.
Gene Scarselli Elementary	26.8%	1,061,336	Review payroll, benefits, and consolidated site budget assumptions.
Minden Elementary	26.4%	739,148	Review payroll, benefits, and start-of-year spending against the position budget.
Instruction and Curriculum Development	26.2%	37,628	Review timing of salaries, books, software, and supplies.
Warehouse/Purchasing	25.0%	63,782	Spending is approximately at the elapsed-year benchmark; continue monitoring payroll.
Benchmark	25.0%		Three of twelve months elapsed.

BUDGET BY FUNCTION



Direct School Expenses	$39,176,586	67.8%
Districtwide & Support	$18,621,126	32.2%

Functional Analysis

Direct school expenses - elementary, middle, high, and other schools - comprise approximately 68% of budgeted expenditures. The remaining 32% supports districtwide instruction, student support, administration, operations, transportation, transfers, and other central services.

FUND BALANCE & BUDGET POSITION

PROJECTED REVENUE	BUDGETED EXPENDITURES	PROJECTED OPERATING RESULT	PROJECTED ENDING BALANCE
$58,655,360	**$57,797,712**	**$857,648**	**($1,664,068)**
Revised projection	Amended budget	Revenue over expenditures	After beginning deficit

Measure	FY27 Budget / Projection	FY26 July-September Activity	FY27 July-September Activity
Excess/(Deficiency) Revenues over Expenditures	$857,648	($2,520,943)	($3,374,271)
Fund Balance, Beginning of Year	($2,521,716)	($948,912)	($2,521,716)
Fund Balance, End of Period	($1,664,068)	($3,469,855)	($5,895,987)

Projection Adjustments

Measure	Original Budget	Adjustment	Revised Budget / Projection
Revenue	58,716,607	(61,247)	58,655,360
Expenditures	57,697,712	100,000	57,797,712
Operating Result	1,018,895	(161,247)	857,648
Ending Fund Balance	(1,502,821)	(161,247)	(1,664,068)

Fund Balance Narrative

The projection reflects $61,247 in revenue reductions for amounts not expected to be realized and a $100,000 increase in Transfers Out to agree with the transfers-in budget in the Special Education Fund. Monthly fund balance fluctuates due to the timing of state funding, property tax collections, payroll cycles, and other seasonal activity. The September balance should be viewed as a point-in-time accounting result rather than an indicator of the District's year-end position. It is not the reconciled month-end cash balance.

KEY PERFORMANCE INDICATORS

The following KPIs provide a concise view of budget performance, reserve strength, enrollment, and the District's projected year-end position.

REVENUE RECOGNIZED	BUDGET EXPENDED	YEAR ELAPSED
16.7%	**22.8%**	**25.0%**
YTD revenue / revised projection	YTD expenditures / amended budget	3 of 12 months

PROJECTED YEAR-END FUND BALANCE	FUND BALANCE AS % OF EXPENDITURES	PROJECTED OPERATING RESULT
($1,664,068)	**-2.9%**	**$857,648**
Projection; not month-end cash	Projected ending balance / expenditures	Projected revenue less amended expenditures

Monthly Enrollment

Month	FY 2025-26	FY 2026-27	Change	Percent Change
August	4,962	4,745	(217)	(4.4%)
September	4,825	4,683	(142)	(2.9%)

** Enrollment represents all students and includes students who are not funded through the Pupil-Centered Funding Plan (PCFP).*

Monthly KPI Interpretation

Use these measures together. A single period may be affected by payment timing, annual invoices, payroll cycles, enrollment, or other seasonal activity. Explain material deviations from the year-elapsed benchmark and identify any management action or forecast change.

MANAGEMENT OUTLOOK & NEXT STEPS

Management Assessment

Through three months, General Fund expenditures are below the straight-line benchmark at 22.8% of budget. Expenditures are $705,120, or 5.7%, above the comparable prior-year period. September enrollment is 4,683 students, 142 students or 2.9% below September 2025. The insurance lines and non-student vehicle fuel require continued monitoring. Revenue is consistent with two PCFP payments through September, and the annual revenue projection has been reduced by $61,247 for amounts not expected to be realized. The year-end forecast should be updated after enrollment-driven PCFP adjustments, recurring payroll costs, expenditure coding, and cash reconciliation are validated.

Next Month Focus

Focus Area	Owner	Status / Due Date
Revenue reconciliation	Finance	October close
Payroll and benefits trend	Payroll / Finance	October close
Insurance budget alignment	Finance	October budget review
School and department forecasts	Department leaders / Finance	Within 30 days
Fund balance and cash forecast	CFO	October 31, 2026
Cash reconciliation	Finance	Upon completion

BUDGETARY COMPARISON SUMMARY

Summary Totals

Category	FY27 Budget / Projection	FY26 July-September Activity	FY27 July-September Activity	Variance with Budget / Projection	Percent
Total Revenues	58,655,360	9,939,418	9,791,211	48,864,149	16.7%
Total Expenditures	57,797,712	12,460,361	13,165,481	44,632,231	22.8%
Excess/(Deficiency)	857,648	(2,520,943)	(3,374,271)	-	-
Beginning Fund Balance	(2,521,716)	(948,912)	(2,521,716)	-	-
Ending Fund Balance	(1,664,068)	(3,469,855)	(5,895,987)	-	-

Notes

• Amounts may not sum due to rounding.

• July, August, and September are presented as one combined year-to-date period.

• FY 2026-27 projected revenue includes $61,247 of reductions for revenues not expected to be realized.

• Budgeted expenditures include a $100,000 increase in Transfers Out to agree with the Special Education Fund transfers-in budget.

• The report preserves the source schedule terminology and classifications.

• Percent-of-budget comparisons should be interpreted with seasonal and annual payment timing in mind.

• Month-end cash remains pending completion of the reconciled cash report.

• The FY 2026-27 beginning fund balance used in this report is $(2,521,716).

Douglas County School District
Board Agenda Item Memo

Date: October 8, 2026

To: DCSD Board of Trustees

From: Terri Willoughby, Chief Financial Officer

Re: Preliminary FY 2026–27 General Fund forecast and potential budget adjustments

Requested Action:

Receive the preliminary General Fund forecast and direct the Superintendent and Chief Financial Officer to validate the projected adjustments, develop additional reductions, and return with a legally supportable budget amendment and deficit recovery plan. No augmentation or increase in appropriation authority is recommended for approval through this memo.

Background Information:

At the October 7, 2026 CLGF subcommittee meeting, the CFO discussed revised revenue projections but did not address revised expenditure projections. This memo presents the complete preliminary forecast and proposed response.

Budget Considerations and Impact:

The current working forecast projects expenditures and transfers out of $58,753,178, approximately $1,055,466 above the adopted amount of $57,697,712. It includes $1,354,641 of projected increases and $299,175 of estimated offsets. Regular revenue is projected at $58,655,360, a reduction of $61,247 from the adopted budget. The combined effect worsens the recurring operating outlook by approximately $1,116,713.

Before one-time PCFP support, the projected operating result is a deficit of $97,818. Including the assumed $731,000 PCFP adjustment produces a current-year surplus of $633,182. Applied against the preliminary beginning deficit of $2,643,398, that leaves a projected ending total fund balance deficit of approximately $2,010,217, before any separate reservation adjustment. The one-time adjustment therefore reduces the accumulated deficit but does not establish recurring operating balance.

The projected increases are $958,649 for salaries, $167,407 for restoration of the Business Services personnel budget, $100,000 for transfers out, and $128,585 for property and casualty insurance. Estimated offsets relate to transportation vacancies, transportation appropriations, fuel, fire protection, and allocation of eligible HR salary costs to the Workers' Compensation Fund. Attachment A presents the full reconciliation.

Before finalizing the forecast, staff should reconcile the beginning deficit to year-end records, confirm salary and benefit coverage and possible overlap with the Business Services adjustment, verify PCFP funding, confirm reserve treatment, and validate each offset. The HR allocation is a shift between funds rather than a districtwide cost reduction. It requires support for allowable costs and receiving-fund capacity.

The forecast does not amend the adopted budget or authorize additional expenditures. Staff should evaluate appropriation transfers and required Board actions while developing the school-district amendment due on or before January 1 following the applicable average daily enrollment report.

An augmentation is conditional on qualifying additional resources. The preliminary resource comparison shows total revised resources approximately $1,124,557 below the adopted estimate. It therefore does not currently demonstrate ordinary General Fund augmentation capacity under NAC 354.410. Staff should obtain Taxation's guidance on the PCFP adjustment and the revised beginning deficit before recommending an augmentation or other amendment mechanism. A formal budget cannot appropriate more than the fund's budget resources under NRS 354.598(5).

Recommendation:

• Validate the forecast and the $299,175 in offsets within 30 days, identifying implemented, approved and estimated amounts separately.

• Develop additional reductions sufficient to address the $1,055,466 expenditure pressure if additional authority cannot lawfully be obtained; separately address the $97,818 recurring operating gap and accumulated deficit. These amounts are different measures and must not be added together as separate savings targets.

• Review new discretionary commitments and position changes before approval, and track actuals, encumbrances and remaining appropriation authority at applicable budget-control levels.

• Prepare a monthly cash forecast, an appropriation compliance schedule, and Board and CLGF updates showing forecast changes and realized savings.

• Return with specific amendments, transfers or augmentation documents only when the resource basis, approvals and filing requirements are established.

Suggested motion:

I move that the Board receive the preliminary FY 2026–27 General Fund forecast and direct the Superintendent and Chief Financial Officer to validate the forecast and proposed offsets, develop additional corrective actions, consult the Department of Taxation on a compliant budget amendment, and report progress monthly. Any increase in appropriations requiring Board action shall return for separate consideration through the applicable statutory process.

Discussed at Previous Meeting:

The October 7 CLGF subcommittee discussion addressed revised revenues. Prior Board consideration of this complete forecast has not been established for this draft. Staff proposes validating adjustments within 30 days, reporting progress monthly, and preparing the required enrollment-related amendment for the December Board meeting before the January 1 deadline.

Key issues for Board Discussion:

Ability to meet the adopted expenditure total; validation of the $299,175 in offsets; additional reductions; one-time versus recurring PCFP support; the accumulated deficit and cash outlook; and the legal resource basis for any augmentation. The $1,055,466 expenditure variance and $97,818 operating gap are separate measures and should not be added together as independent savings targets.

Attachment(s):

A — Financial reconciliation
B — Proposed corrective actions
C — Budget amendment and augmentation review

The proposed direction remains subject to proper agenda notice and does not approve individual expenditure changes or offsets.

Attachment A financial reconciliation

FY 2026–27 General Fund • Preliminary forecast as of October 8, 2026
Amounts rounded to whole dollars. Parentheses indicate deficits or reductions.

Measure	Adopted	Projected	Change
Beginning total fund balance	($849,088)	($2,643,398)	($1,794,310)
Regular revenues	$58,716,607	$58,655,360	($61,247)
One-time PCFP adjustment	$0	$731,000	$731,000
Expenditures and transfers out	$57,697,712	$58,753,178	$1,055,466
Operating result before one-time PCFP	$1,018,895	($97,818)	($1,116,713)
Current-year result including one-time PCFP	$1,018,895	$633,182	($385,713)
Ending total fund balance before reservation	$169,807	($2,010,217)	($2,180,024)

Projected expenditure changes

Item	Increase or reduction
Salary adjustments	$958,649
Business Services personnel budget restoration	$167,407
Transfers out	$100,000
Property and casualty insurance	$128,585
Total projected increases	$1,354,641
Transportation bus driver vacancies	($50,000)
Transportation account 2650–732	($64,175)
Transportation fuel	($100,000)
Maintenance fire protection	($50,000)
HR salaries allocated to Workers' Compensation Fund	($35,000)
Total estimated offsets	($299,175)
Net expenditure increase	$1,055,466

Calculation: $57,697,712 + $1,354,641 − $299,175 = $58,753,178. Offsets are included in the working forecast but their approval and implementation status has not been established by the source worksheet.

Attachment A reconciliation notes

Source: DCSD Shortfall Summary.xlsx, Summary and Sheet2, supplied October 8, 2026. This attachment is a planning reconciliation, not a filed budget schedule or audit conclusion.

Beginning balance

The projected beginning deficit is $2,643,398.33. Its audited or final status is not established by the worksheet. Reconcile it to FY 2025–26 closing records before final adoption.

Reserved fund balance

The adopted calculation deducts $121,797 from ending total fund balance of $169,807 to report $48,010. The projected formula references a blank reservation cell. Accordingly, this attachment reports projected total fund balance before any separate reservation adjustment. If the same reservation remains applicable, the comparable available balance would be approximately negative $2,132,014. Confirm classification and treatment before publication.

Rounding

Summary uses $128,585 for insurance; Sheet2 uses $128,584.92. This attachment follows Summary, which produces projected expenditures of $58,753,178.20 and a combined recurring deterioration of $1,116,713.20.

Discretionary estimate

The worksheet has a $1,750 calculation outside the expenditure adjustment range. It is excluded here pending clarification of its purpose and support.

Personnel and cost allocation

Confirm whether the $958,649 salary adjustment includes benefits and whether it overlaps the $167,407 Business Services restoration. Validate the $35,000 HR allocation against allowable work and receiving-fund resources.

PCFP funding

The $731,000 is an assumption included in the supplied forecast. Confirm the amount, eligibility, restrictions and recognition timing with the State before treating it as budget resources.

Illustrative downside if all offsets are unavailable

If none of the $299,175 offsets is realized and all other assumptions remain unchanged, projected expenditures rise to $59,052,353 and the current-year result including one-time PCFP falls to a surplus of approximately $334,007. The ending total deficit would be approximately $2,309,392. This illustration shows the need to validate savings rather than assume implementation.

Attachment B proposed corrective actions

These are proposed assignments and target dates for management approval. No action is represented as completed or approved by the source worksheet.

Action	Proposed lead	Target
Reconcile beginning deficit, reserve and source totals	CFO and accounting staff	October 12
Confirm salary and benefit forecast and Business Services overlap	CFO and HR	October 16
Verify PCFP amount and restrictions and request Taxation guidance	CFO	October 16
Validate transportation offsets and service effects	Transportation and CFO	October 23
Validate fire protection offset against safety and contract needs	Facilities and CFO	October 23
Document eligible HR cost allocation and fund capacity	HR and CFO	October 23
Identify additional recurring reductions and approval needs	Cabinet and department leaders	November 6
Prepare monthly cash and appropriation compliance schedules	CFO and accounting staff	November 6
Present validated forecast and recovery actions	Superintendent and CFO	Earliest properly noticed Board meeting
Prepare required enrollment-related amendment	CFO	December Board meeting
Report forecast changes and realized savings	CFO	Monthly

Savings documentation and monitoring

For each offset or additional reduction, retain the amount, supporting calculation, affected fund and account, owner, approval status, implementation date, service effect, and actual savings realized. Separate reductions in districtwide costs from reallocations between funds. Do not count the same reduction twice.

The $1,055,466 difference from adopted expenditures is the additional reduction needed to meet that original total if the existing offsets are realized and no additional authority is obtained. The $97,818 recurring operating deficit is a separate annual-balance measure. The accumulated deficit requires a multiyear recovery plan. Track these measures separately.

Before new commitments, review remaining appropriation authority, existing encumbrances, necessary operating costs and cash availability. The supplied summary alone does not establish the timing or existence of an actual statutory overexpenditure.

Attachment C budget amendment and augmentation review

The following review applies Form 4413 to the preliminary forecast. It is not a resolution, publication notice, or request to approve an augmentation.

Resource comparison	Amount
Adopted beginning balance plus regular revenues	$57,867,519
Projected beginning balance plus regular revenues and one-time PCFP	$56,742,962
Net change in total resources	($1,124,557)

Based on these figures, ordinary General Fund augmentation capacity has not been demonstrated. Confirm the appropriate treatment with Taxation. Expenditure increases do not themselves provide a resource basis; the assumed one-time payment must be evaluated alongside the other resource changes.

Applicable requirements

- Available resources: NAC 354.410 identifies larger opening balances, revenues above budget, previously unbudgeted revenue sources and certain capital-project fund ending balances; total revised resources are compared with original resources.
- Budget limits: NRS 354.598(5) prohibits appropriating more than a fund's budget resources. A forecast showing a deficit does not establish a lawful basis to adopt increased appropriations.
- Transfers: NRS 354.598005(5) provides procedures for transfers within functions, between functions or programs, and between funds or from contingency, without increasing the total fiscal-year appropriation and subject to other statutory provisions.
- School-district amendment: NRS 354.598005(9) requires adoption on or before January 1 following the preceding quarter's average daily enrollment report. The 2016 packet's pupil-count reference is outdated.
- Augmentation procedure: If qualifying resources are established, identify each affected fund, resource and appropriation in the resolution and schedules. For a fund receiving ad valorem taxes, publish the newspaper notice and wait at least three days before the vote. The notice must identify the hearing time and place, appropriations and resource nature.
- Adoption and effectiveness: Obtain a majority vote of all Board members and deliver the executed resolution to Taxation. Augmentation becomes effective upon delivery. Submit revised revenue schedules for each affected fund and supporting expenditure schedules consistent with the resolution and notice. Complete augmentation before June 30, 2027.

References: Nevada Department of Taxation, Form 4413LGF, Budget Augmentation Guidelines and References, updated December 12, 2016, pp. 4–6 and 16–17; current NRS 354.598 and 354.598005, https://www.leg.state.nv.us/NRS/NRS-354.html; current NAC 354.410–354.450, https://www.leg.state.nv.us/nac/NAC-354.html. Current statutory and regulatory text checked October 8, 2026.

Douglas County School District
Board Agenda Item Memo

Date: October 15, 2026

To: DCSD Board of Trustees

From: Terri Willoughby, Chief Financial Officer

Re: Introduction of the First Quarter Cash Report

Requested Action:

Receive and accept the First Quarter Cash Report for July 1 through September 30, 2026, with reconciliation to bank and investment statements pending confirmation.

Background Information:

Business & Financial Services is introducing a cash report to give the Board and public a clearer view of cash activity and balances by fund. The report complements the General Fund monthly financial report by focusing on liquidity and the timing of cash activity. This first report covers the combined July through September period and uses the same District branding.

Reported districtwide cash declined from $13,132,341 to $7,057,587 during the quarter, a decrease of $6,074,755, or 46.3%. Cash increases totaled $17,186,635, and decreases totaled $23,261,389. Eight of the 16 reported funds ended the quarter with negative cash balances.

The General Fund reported cash of ($5,944,927), and Special Education reported ($2,095,238), a combined deficit of ($8,040,165). Debt Service reported positive cash of $6,507,358. Positive balances in other funds do not establish that cash is available for general operations; restrictions and any authorized interfund arrangements require separate review.

Budget Considerations and Impact:

Receiving this report does not change the adopted budget or authorize expenditures, transfers, or interfund loans. Cash balances differ from fund balance and should not be interpreted as a year-end forecast. The source schedule agrees arithmetically, but reconciliation to bank and investment statements has not been confirmed.

Recommendation:

Receive and accept the report with its stated reconciliation status. Acceptance acknowledges receipt of the information and does not certify that the balances have been reconciled. Staff recommends continuing cash reporting alongside the monthly General Fund report, adding monthly trends as those schedules become available.

Discussed at Previous Meeting:

This item introduces the new cash report format to the Board.

Key issues for Board Discussion:

The districtwide positive cash total should be considered alongside the General Fund and Special Education deficits. Management priorities are to complete fund-level cash reconciliation, confirm expected receipts and payment timing, and update a near-term cash forecast for payroll and other obligations.

Attachment(s):

DCSD First Quarter Cash Report for July 1 through September 30, 2026.

Douglas County School District
EMPOWER • PREPARE • INSPIRE • CONNECT

FIRST QUARTER CASH REPORT

July 1 - September 30, 2026

Board and Public Reporting

Purpose of This Report

Provide the Board of Trustees, District leadership, and the public with a clear view of reported cash by fund, first-quarter cash activity, and liquidity matters requiring management attention.

Reporting status: Balances are presented as reported in the source cash schedule. Reconciliation to bank and investment statements has not been confirmed. This report is not a year-end cash forecast.

EXECUTIVE SUMMARY

BEGINNING CASH	ENDING CASH	NET CASH DECREASE	NEGATIVE FUNDS
$13,132,341	$7,057,587	($6,074,755)	8 of 16
July 1, 2026	September 30, 2026	First-quarter activity	Reported ending balances

Executive Observations

Districtwide trend: Reported cash decreased 46.3% during the quarter. Increases totaled $17,186,635 and decreases totaled $23,261,389.

Operating liquidity: General Fund cash was ($5,944,927), and Special Education cash was ($2,095,238). Their combined reported deficit was ($8,040,165).

Positive balances require context: Debt Service had the largest positive balance, $6,507,358. Positive cash in other funds does not establish that it is available for General Fund operations; applicable restrictions and any authorized interfund arrangements require separate review.

Other negative balances: Federal Funds, State Grants, ELL, Gifted & Talented, At-Risk, and Adult Education together reported ($508,083). Receipt timing, reimbursement claims, transfers, and coding should be reviewed before assigning a cause.

Reporting limitation: The source provides one combined July-September period. Separate monthly trends, bank balances, investment detail, and a cash forecast are not available in this workbook.

Management Priority

Complete fund-level cash reconciliation and a near-term cash forecast, with particular attention to General Fund and Special Education funding needs. Confirm the timing of expected receipts and upcoming payroll, vendor, and debt-service payments.

CASH ACTIVITY BY FUND

Fund / Description	Beginning	Increases	Decreases	Ending
100 - GENERAL FUND	(2,572,057)	10,248,120	13,620,990	(5,944,927)
110 - REVOLVING	5,000	0	0	5,000
206 - ELL - PCFP Funding	0	112,057	161,044	(48,987)
207 - Gifted & Talented - PCFP Funding	0	22,578	26,997	(4,420)
208 - At-Risk - PCFP Funding	0	94,626	100,606	(5,980)
230 - ADULT EDUCATION	0	0	4,850	(4,850)
240 - STATE GRANTS	1	40,574	247,157	(206,583)
250 - SPECIAL EDUCATION	(940,552)	1,084,634	2,239,319	(2,095,238)
270 - OTHER SPECIAL FUNDS/MISCELLANEOUS	185,480	20,218	13,230	192,468
280 - FEDERAL FUNDS	34,947	825,502	1,097,713	(237,264)
300 - CAPITAL PROJECTS	3,942,390	515,116	2,059,896	2,397,610
330 - BUILDING & SITES	743,664	46,870	1,920	788,614
400 - DEBT SERVICE FUNDS	4,987,571	1,795,087	275,300	6,507,358
600 - FOOD SERVICE/ENTERPRISE FUNDS	2,882,827	106,021	436,643	2,552,205
702 - HEALTH INSURANCE	1,657,903	2,182,442	2,807,199	1,033,146
703 - WORKERS COMPENSATION	2,205,168	92,790	168,526	2,129,433
TOTAL	13,132,341	17,186,635	23,261,389	7,057,587

Amounts are rounded to whole dollars for presentation; calculations use source cents. Parentheses indicate negative balances. Increases and decreases retain source terminology and are not classified here as revenues and expenditures.

LIQUIDITY & CASH CHANGE

Cash roll-forward	Amount
Beginning reported cash	$13,132,341
Add: increases	17,186,635
Less: decreases	(23,261,389)
Ending reported cash	$7,057,587

Largest Contributors to the Cash Decrease

Fund	Net cash change	Interpretation
GENERAL FUND	(3,372,870)	Decreases exceeded increases during the quarter.
CAPITAL PROJECTS	(1,544,780)	Decreases exceeded increases during the quarter.
SPECIAL EDUCATION	(1,154,686)	Decreases exceeded increases during the quarter.
HEALTH INSURANCE	(624,757)	Decreases exceeded increases during the quarter.
FOOD SERVICE/ENTERPRISE FUNDS	(330,622)	Decreases exceeded increases during the quarter.

Offsetting activity: Debt Service cash increased $1,519,787 during the quarter. The remaining funds collectively decreased $566,827. These changes explain the net districtwide decrease of $6,074,755.

What the Districtwide Total Does and Does Not Show

Positive fund balances totaled $15,605,834; negative fund balances totaled ($8,548,248), producing net reported cash of $7,057,587. This net position does not measure unrestricted operating liquidity or demonstrate bank overdrafts. Fund cash allocations must be reconciled to the underlying bank and investment accounts, and restrictions must be identified before assessing available cash.

REPORTING CONTEXT & NEXT STEPS

Cash Compared with General Fund Balance

Measure at September 30, 2026	Amount	Basis
General Fund reported cash	($5,944,927)	Cash workbook
General Fund calculated fund balance	($5,895,987)	General Fund monthly financial report
Cash less calculated fund balance	($48,940)	Comparison; not a reconciled difference

Cash and fund balance measure different things. Fund balance may include receivables, liabilities, and other accounting items. The $48,940 difference requires an accounting bridge; it should not be treated as a cash error or assumed to be explained by any specific item.

Recommended Follow-up

Focus area	Suggested owner	Target
Reconcile cash by fund to bank and investment statements; resolve differences.	Finance	Before final issuance
Confirm expected state receipts, grant reimbursements, and transfer timing.	Finance / Grants	October close
Update a weekly near-term cash forecast for payroll and other obligations.	CFO / Finance	October review
Identify restricted balances and document any authorized interfund cash arrangements.	CFO / Finance	October review
Add July, August, and September ending balances for monthly trend reporting.	Finance	Next report

Source & Methodology

Primary source: DCSD Cash Report_Q1.xlsx, Sheet1, rows 7-23; period July 1-September 30, 2026. All 16 fund roll-forwards and the districtwide totals agree arithmetically using source cents. Arithmetic agreement does not establish bank reconciliation. Branding and the fund-balance comparison are drawn from the September 2026 General Fund monthly financial report. No unsupported monthly activity, forecast, or unrestricted-cash calculation has been added. Suggested owners and targets are recommendations.

Douglas County School District

CASH REPORT

From Date: 7/1/2026 To Date: 9/30/2026

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.000.0000.000.0000.000.03000.00.101	Cash in Bank	$0.00	($3,372,869.81)	($3,372,869.81)	$3,372,869.81	$0.00	$3,372,869.81	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
1	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$5,600.00
10	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$31,208.65
102	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$1,059.07
103	0	0	PR Deduction Checks	6489.thyman	Payroll	-$2,550,096.02
104	0	0	Transfer to VOYA Institutional Trust	6489.sestes	Adjusting	-$300.00
107	0	0	Expensed Ins Premiums - August	6489.sestes	Adjusting	-$46,351.11
110	0	0	Warehouse Posting	6489.sestes	Warehouse	$15.39
113	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$15,431.69
114	0	0	VOID: WRONG VENDOR	6489.sestes	Payroll	$212.62
115	0	0	VOID: duplicate payment	6489.sstrople	Accounts Payable	$859.90
12	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$1,419.46
121	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$45,679.17
125	0	0	Move donation from Big George donation to DHS for Gir	6489.sestes	Adjusting	$500.00
127	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$172,326.47
129	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$32,875.41
13	0	0	PR Deduction Checks	6489.thyman	Payroll	-$1,049,720.97
132	0	0	PR ADJ: HAYES-SPIRES, LAUREN C Teacher - PDC	6489.sestes	Adjusting	$5,355.89
133	0	0	PR ADJ: CRANDALL, APRIL D Teacher - PDC	6489.sestes	Adjusting	$9,865.66
134	0	0	PR ADJ: CRANDALL, APRIL D Teacher - PDC	6489.sestes	Adjusting	$13,976.34
135	0	0	PR ADJ: HAYES-SPIRES, LAUREN C Teacher - PDC	6489.sestes	Adjusting	$10,013.16
142	0	0	Correct Coding of Edmentum invoice 32659	6489.sestes	Adjusting	$50,400.71
143	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$104,110.59
145	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$144,401.59
146	0	0	VOID: DUPLICATE PAYMENT	6489.sstrople	Accounts Payable	$2,227.00
148	0	0	Move expenditure from Supt budget to CIP Textbooks fc	6489.sestes	Adjusting	$5,425.00
15	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$1,623.36
150	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$400.58
152	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$1,763.10
153	0	0	PR Deduction Checks	6489.thyman	Payroll	-$1,125,802.49
154	0	0	VOID: Wrong pay period	6489.sestes	Payroll	$212.62
157	0	0	Payroll Employee Check Processing	6489.sestes	Payroll	-$394.20
16	0	0	Move expenditure for Wagstaff travel from GF to SB460	6489.sestes	Adjusting	$2,589.84
164	0	0	July & August IC Fees	6489.sestes	Adjusting	-$799.03
165	0	0	Void EFT files not picked up	6489.sestes	Adjusting	$7,868.00
167	0	0	HSA returns for July	6489.sestes	Adjusting	$500.00
168	0	0	Analysis Fee for July & August	6489.sestes	Adjusting	-$2,394.19
176	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$13,044.96
177	0	0	Move expenditure to correct category	6489.sestes	Adjusting	$192.36
18	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$6,018.58
195	0	0	PR ADJ: HAYES-SPIRES, LAUREN C SUPP - NATL BI	6489.sestes	Adjusting	$791.85
197	0	0	Transfer funds to Voya Institutional Trust - 9-15-26 PR	6489.sestes	Adjusting	-$300.00
200	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$734.11
202	0	0	PR ADJ: DWYER, JEANETTE Director - Human Resour	6489.sestes	Adjusting	$2,222.77
204	0	0	Transfer Infinite Campus costs to Capital-District Wide S	6489.twilloughby	Adjusting	$5,245.50
206	0	0	PR ADJ: WHITE, JACK Teacher - DW SpEd	6489.sestes	Adjusting	$26,949.53
207	0	0	PR ADJ: KAUFMANN, TAI FONG Teacher - Classroom	6489.sestes	Adjusting	$3,845.07
209	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$18,875.44
21	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$43,968.68
215	0	0	Payroll Employee Check Processing	6489.smckinnis	Payroll	-$29,014.14

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CASH REPORT

From Date: 7/1/2026 To Date: 9/30/2026

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
217	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$34,451.14
223	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$2,187.84
224	0	0	PR Deduction Checks	6489.thyman	Payroll	-$2,570,605.80
226	0	0	Expensed Insurance for September	6489.sestes	Adjusting	-$44,262.91
23	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$1,050.27
230	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$2,646.65
233	0	0	Warehouse Posting	6489.sestes	Warehouse	-$301.86
234	0	0	Transfer funds for VOYA	6489.sestes	Adjusting	-$300.00
235	0	0	Credit taken twice to spec	6489.sestes	Adjusting	-$336.10
238	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$2,374.52
25	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$2,541.95
27	0	0	VOID: Wrong amount	6489.thyman	Payroll	$2,541.95
29	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$3,227.34
3	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$1,252,330.25
31	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$5,187.08
33	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$1,050.06
34	0	0	PR Deduction Checks	6489.thyman	Payroll	-$2,521,467.12
36	0	0	Expensed Insurance for July	6489.sestes	Adjusting	-$37,330.81
3637	0	0	DIRECT DEPOSIT - STATE REQUEST FOR RECORDS		Deposits	$15.00
3651	0	0	DEPOSIT		Deposits	$69,104.25
3655	0	0	DIRECT DEPOSIT - PCFP FUNDING		Deposits	$4,872,871.53
3662	0	0	DEPOSIT		Deposits	$10,673.53
3665	0	0	DIRECT DEPOSIT - COMMERCE BANK REBATE - JUI		Deposits	$2,791.10
3667	0	0	DEPOSIT		Deposits	$98,050.71
3668	0	0	DIRECT DEPOSIT - PCFP FUNDING		Deposits	$4,872,871.53
3676	0	0	DIRECT DEPOSIT - JROTC - JULY & AUGUST		Deposits	$11,219.32
3677	0	0	DIRECT DEPOSIT - JULY & AUGUST IC DEPOSITS		Deposits	$14.19
3685	0	0	DIRECT DEPOSIT - COMMERCE BANK REBATE		Deposits	$2,507.92
3689	0	0	DEPOSIT		Deposits	$154,932.96
38	0	0	Warehouse Posting	6489.sestes	Warehouse	-$11.33
39	0	0	Voya Institutional Trust	6489.sestes	Adjusting	-$300.00
4	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$36,759.80
40	0	0	Transfer funds to VOYA Institutional Trust	6489.sestes	Adjusting	-$300.00
45	0	0	Payroll Employee Check Processing	6489.sestes	Payroll	-$290.97
50	0	0	Payroll Employee Check Processing	6489.sestes	Payroll	-$394.20
56	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$164,166.42
6	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$37,924.21
60	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$29,457.56
61	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$45,708.17
64	0	0	Move funds from Big George donation to DHS for footba	6489.sestes	Adjusting	$690.00
66	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$6,238.82
69	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$1,445.37
70	0	0	PR Deduction Checks	6489.thyman	Payroll	-$1,101,625.66
73	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$90,066.87
75	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$118,835.88
79	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$5,665.83
8	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$22,130.37
82	0	0	Transfer to VOYA Institutional Trust	6489.sestes	Adjusting	-$300.00
90	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$651.25
94	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$30,785.55

CASH REPORT

From Date: 7/1/2026 To Date: 9/30/2026

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
						Detail Total:	-$3,372,869.81	
	Fund: GENERAL FUND - 100	$0.00	($3,372,869.81)	($3,372,869.81)	$3,372,869.81	$0.00	$3,372,869.81	0.00%
206.000.0000.000.0000.000.03000.00.101	Cash in Bank	$0.00	($48,987.20)	($48,987.20)	$48,987.20	$0.00	$48,987.20	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
103	0	0	PR Deduction Checks	6489.thyman	Payroll	-$36,189.58
122	0	0	Move revenue from At-Risk to ELL	6489.sestes	Adjusting	$7,470.44
13	0	0	PR Deduction Checks	6489.thyman	Payroll	-$18,097.57
153	0	0	PR Deduction Checks	6489.thyman	Payroll	-$16,803.05
224	0	0	PR Deduction Checks	6489.thyman	Payroll	-$36,140.30
34	0	0	PR Deduction Checks	6489.thyman	Payroll	-$37,010.74
3655	0	0	DIRECT DEPOSIT - PCFP FUNDING		Deposits	$57,273.25
3668	0	0	DIRECT DEPOSIT - PCFP FUNDING		Deposits	$47,313.40
70	0	0	PR Deduction Checks	6489.thyman	Payroll	-$16,803.05
					Detail Total:	-$48,987.20

	Fund: ELL - PCFP Funding - 206	$0.00	($48,987.20)	($48,987.20)	$48,987.20	$0.00	$48,987.20	0.00%
207.000.0000.000.0000.000.03000.00.101	Cash in Bank	$0.00	($4,419.53)	($4,419.53)	$4,419.53	$0.00	$4,419.53	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
103	0	0	PR Deduction Checks	6489.thyman	Payroll	-$6,075.96
13	0	0	PR Deduction Checks	6489.thyman	Payroll	-$2,928.34
153	0	0	PR Deduction Checks	6489.thyman	Payroll	-$2,928.34
224	0	0	PR Deduction Checks	6489.thyman	Payroll	-$6,062.01
34	0	0	PR Deduction Checks	6489.thyman	Payroll	-$6,075.01
3655	0	0	DIRECT DEPOSIT - PCFP FUNDING		Deposits	$11,193.75
3668	0	0	DIRECT DEPOSIT - PCFP FUNDING		Deposits	$11,383.77
70	0	0	PR Deduction Checks	6489.thyman	Payroll	-$2,928.34
					Detail Total:	-$4,419.53

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	Fund: Gifted & Talented - PCFP Funding - 207	$0.00	($4,419.53)	($4,419.53)	$4,419.53	$0.00	$4,419.53	0.00%
208.000.0000.000.0000.000.03000.00.101	Cash in Bank	$0.00	($5,979.54)	($5,979.54)	$5,979.54	$0.00	$5,979.54	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
103	0	0	PR Deduction Checks	6489.thyman	Payroll	-$18,467.02
122	0	0	Move revenue from At-Risk to ELL	6489.sestes	Adjusting	-$7,470.44
13	0	0	PR Deduction Checks	6489.thyman	Payroll	-$6,028.93
153	0	0	PR Deduction Checks	6489.thyman	Payroll	-$9,483.72
206	0	0	PR ADJ: WHITE, JACK Teacher - DW SpEd	6489.sestes	Adjusting	-$10,779.82
207	0	0	PR ADJ: KAUFMANN, TAI FONG Teacher - Classroom	6489.sestes	Adjusting	-$3,845.07
224	0	0	PR Deduction Checks	6489.thyman	Payroll	-$22,598.99
34	0	0	PR Deduction Checks	6489.thyman	Payroll	-$12,447.95
3655	0	0	DIRECT DEPOSIT - PCFP FUNDING		Deposits	$39,842.28
3668	0	0	DIRECT DEPOSIT - PCFP FUNDING		Deposits	$54,783.84
70	0	0	PR Deduction Checks	6489.thyman	Payroll	-$9,483.72
					Detail Total:	-$5,979.54

	Fund: At-Risk - PCFP Funding - 208	$0.00	($5,979.54)	($5,979.54)	$5,979.54	$0.00	$5,979.54	0.00%
230.000.0000.000.0000.000.03000.00.101	Cash in Bank	$0.00	($4,849.71)	($4,849.71)	$4,849.71	$0.00	$4,849.71	0.00%

CASH REPORT

From Date: 7/1/2026 To Date: 9/30/2026

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
Fund: ADULT EDUCATION - 230		$0.00	($4,849.71)	($4,849.71)	$4,849.71	$0.00	$4,849.71	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
152	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$1,142.28
153	0	0	PR Deduction Checks	6489.thyman	Payroll	-$1,988.45
223	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$501.21
224	0	0	PR Deduction Checks	6489.thyman	Payroll	-$1,217.77
					Detail Total:	-$4,849.71

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
240.000.0000.000.0000.000.03000.00.101	Cash in Bank	$0.00	($206,583.20)	($206,583.20)	$206,583.20	$0.00	$206,583.20	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
103	0	0	PR Deduction Checks	6489.thyman	Payroll	-$38,119.87
13	0	0	PR Deduction Checks	6489.thyman	Payroll	-$10,122.04
145	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$1,331.80
150	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$1,869.80
153	0	0	PR Deduction Checks	6489.thyman	Payroll	-$17,614.62
16	0	0	Move expenditure for Wagstaff travel from GF to SB460	6489.sestes	Adjusting	-$2,589.84
176	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$90,460.44
224	0	0	PR Deduction Checks	6489.thyman	Payroll	-$38,879.75
34	0	0	PR Deduction Checks	6489.thyman	Payroll	-$23,726.12
3669	0	0	DIRECT DEPOSIT - FEDERAL GRANTS		Deposits	$25,906.58
3674	0	0	DIRECT DEPOSIT - FEDERAL GRANTS		Deposits	$7,941.38
3679	0	0	DIRECT DEPOSIT - FEDERAL GRANTS		Deposits	$4,780.00
3689	0	0	DEPOSIT		Deposits	$1,945.72
6	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$4,780.00
70	0	0	PR Deduction Checks	6489.thyman	Payroll	-$17,650.01
75	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$12.79
					Detail Total:	-$206,583.20

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
Fund: STATE GRANTS - 240		$0.00	($206,583.20)	($206,583.20)	$206,583.20	$0.00	$206,583.20	0.00%
250.000.0000.000.0000.000.03000.00.101	Cash in Bank	$0.00	($1,154,685.79)	($1,154,685.79)	$1,154,685.79	$0.00	$1,154,685.79	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
10	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$2,349.04
102	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$1,733.38
103	0	0	PR Deduction Checks	6489.thyman	Payroll	-$507,749.69
110	0	0	Warehouse Posting	6489.sestes	Warehouse	-$92.79
114	0	0	VOID: WRONG VENDOR	6489.sestes	Payroll	$40.00
12	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$1,733.38
127	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$1,140.78
129	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$2,474.49
13	0	0	PR Deduction Checks	6489.thyman	Payroll	-$182,441.34
143	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$3,112.53
145	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$15,154.88
152	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$3,883.84
153	0	0	PR Deduction Checks	6489.thyman	Payroll	-$233,204.61
154	0	0	VOID: Wrong pay period	6489.sestes	Payroll	$40.00
161	0	0	VOID: Paid Wrong Person	6489.thyman	Payroll	$546.77
163	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$879.59
206	0	0	PR ADJ: WHITE, JACK Teacher - DW SpEd	6489.sestes	Adjusting	-$16,169.71

CASH REPORT

From Date: 7/1/2026 To Date: 9/30/2026

Fiscal Year: 2026-2027

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☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
209	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$256.62
217	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$2,593.10
223	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$3,297.78
224	0	0	PR Deduction Checks	6489.thyman	Payroll	-$555,474.12
235	0	0	Credit taken twice to spec	6489.sestes	Adjusting	$336.10
33	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$1,918.38
34	0	0	PR Deduction Checks	6489.thyman	Payroll	-$482,317.50
3655	0	0	DIRECT DEPOSIT - PCFP FUNDING		Deposits	$1,077,573.08
3689	0	0	DEPOSIT		Deposits	$5,872.65
47	0	0	Void ck #181280	6489.sestes	Adjusting	$185.00
60	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$2,217.24
69	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$1,733.38
70	0	0	PR Deduction Checks	6489.thyman	Payroll	-$201,138.20
75	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$16,038.54
94	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$174.48
					Detail Total:	-$1,154,685.79

Fund: SPECIAL EDUCATION - 250	$0.00	($1,154,685.79)	($1,154,685.79)	$1,154,685.79	$0.00	$1,154,685.79	0.00%
270.000.0000.000.0000.000.03000.00.101 Cash in Bank	$0.00	$6,988.35	$6,988.35	($6,988.35)	$0.00	($6,988.35)	0.00%

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Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
113	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$130.15
125	0	0	Move donation from Big George donation to DHS for Gir	6489.sestes	Adjusting	-$500.00
127	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$3,240.68
143	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$1,059.03
145	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$4,887.56
176	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$735.18
209	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$373.22
230	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$507.79
3667	0	0	DEPOSIT		Deposits	$4,800.00
3686	0	0	DIRECT DEPOSIT - STATE & FEDERAL GRANTS		Deposits	$10,218.24
3689	0	0	DEPOSIT		Deposits	$5,200.00
64	0	0	Move funds from Big George donation to DHS for footba	6489.sestes	Adjusting	-$690.00
75	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$75.31
94	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$1,030.97
					Detail Total:	$6,988.35

Fund: OTHER SPECIAL FUNDS/MISCELLANEOUS - 270	$0.00	$6,988.35	$6,988.35	($6,988.35)	$0.00	($6,988.35)	0.00%
280.000.0000.000.0000.000.03000.00.101 Cash in Bank	$0.00	($272,211.16)	($272,211.16)	$272,211.16	$0.00	$272,211.16	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
102	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$130.79
103	0	0	PR Deduction Checks	6489.thyman	Payroll	-$207,923.67
113	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$2,864.11
114	0	0	VOID: WRONG VENDOR	6489.sestes	Payroll	$28.20
12	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$130.82
127	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$4,903.99
13	0	0	PR Deduction Checks	6489.thyman	Payroll	-$76,353.00
132	0	0	PR ADJ: HAYES-SPIRES, LAUREN C Teacher - PDC	6489.sestes	Adjusting	-$5,355.89

CASH REPORT

From Date: 7/1/2026 To Date: 9/30/2026

Fiscal Year: 2026-2027

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☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
133	0	0	PR ADJ: CRANDALL, APRIL D Teacher - PDC	6489.sestes	Adjusting	-$9,865.66
134	0	0	PR ADJ: CRANDALL, APRIL D Teacher - PDC	6489.sestes	Adjusting	-$13,976.34
135	0	0	PR ADJ: HAYES-SPIRES, LAUREN C Teacher - PDC	6489.sestes	Adjusting	-$10,013.16
143	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$468.05
145	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$47,946.35
152	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$2,461.08
153	0	0	PR Deduction Checks	6489.thyman	Payroll	-$106,736.94
154	0	0	VOID: Wrong pay period	6489.sestes	Payroll	$28.20
176	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$3,345.43
18	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$922.71
19	0	0	Move expenditure for Naviate 360 to Title IV-A from CIP	6489.sestes	Adjusting	-$11,662.00
195	0	0	PR ADJ: HAYES-SPIRES, LAUREN C SUPP - NATL BI	6489.sestes	Adjusting	-$791.85
209	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$287.26
223	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$3,023.49
224	0	0	PR Deduction Checks	6489.thyman	Payroll	-$227,567.01
23	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$9,185.98
238	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$97.23
25	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$147.86
27	0	0	VOID: Wrong amount	6489.thyman	Payroll	$147.86
33	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$130.82
34	0	0	PR Deduction Checks	6489.thyman	Payroll	-$203,012.9[illegible]
3636	0	0	DIRECT DEPOSIT - SB500		Deposits	$188,797.58
3655	0	0	DIRECT DEPOSIT - PCFP FUNDING		Deposits	$188,797.58
3668	0	0	DIRECT DEPOSIT - PCFP FUNDING		Deposits	$188,797.58
3669	0	0	DIRECT DEPOSIT - FEDERAL GRANTS		Deposits	$11,645.92
3675	0	0	DIRECT DEPOSIT - FEDERAL GRANTS		Deposits	$4,175.00
3679	0	0	DIRECT DEPOSIT - FEDERAL GRANTS		Deposits	$69,115.05
3680	0	0	DIRECT DEPOSIT - FEDERAL GRANT		Deposits	$2,910.79
3681	0	0	DIRECT DEPOSIT - FEDERAL & STATE GRANTS		Deposits	$11,645.91
3682	0	0	DIRECT DEPOSIT - STATE & FEDERAL GRANTS		Deposits	$72,109.37
3684	0	0	DIRECT DEPOSIT - FEDERAL GRANTS		Deposits	$85,760.99
3687	0	0	DIRECT DEPOSIT - FEDERAL GRANTS		Deposits	$1,513.60
4	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$4,175.00
56	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$7,146.59
6	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$6,993.60
69	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$130.71
70	0	0	PR Deduction Checks	6489.thyman	Payroll	-$89,585.57
73	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$10,336.95
75	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$27,254.70
79	0	0	Payroll Employee Check Processing	6489.thyman	Payroll	-$2,757.68
					Detail Total:	-$272,211.16

Fund: FEDERAL FUNDS - 280	$0.00	($272,211.16)	($272,211.16)	$272,211.16	$0.00	$272,211.16	0.00%
300.000.0000.000.0000.000.03000.00.101 Cash in Bank	$0.00	($1,544,780.19)	($1,544,780.19)	$1,544,780.19	$0.00	$1,544,780.19	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
142	0	0	Correct Coding of Edmentum invoice 32659	6489.sestes	Adjusting	-$50,400.71
143	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$27,067.79
145	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$486,486.42

CASH REPORT

From Date: 7/1/2026 To Date: 9/30/2026

Fiscal Year: 2026-2027

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
148	0	0	Move expenditure from Supt budget to CIP Textbooks fc	6489.sestes	Adjusting	-$5,425.00
174	0	0	Adjust amount sent for GST - Check written in error of	6489.sestes	Adjusting	-$2,397.15
18	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$86,725.53
182	0	0	Payment on Verkada cameras for FY26-27	6489.sestes	Adjusting	-$200,000.00
19	0	0	Move expenditure for Naviate 360 to Title IV-A from CIP	6489.sestes	Adjusting	$11,662.00
204	0	0	Transfer Infinite Campus costs to Capital-District Wide S	6489.twilloughby	Adjusting	-$5,245.50
23	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$156,720.50
3	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$102,718.47
3658	0	0	DIRECT DEPOSIT - GST - JULY		Deposits	$178,530.91
3660	0	0	DIRECT DEPOSIT - INT ON INVESTMENTS - JULY		Deposits	$7,135.55
3667	0	0	DEPOSIT		Deposits	$62,400.00
3678	0	0	DIRECT DEPOSIT - AUG GST		Deposits	$164,881.85
3683	0	0	DIRECT DEPOSIT - INTEREST - AUGUST		Deposits	$4,105.62
3690	0	0	DEPOSIT		Deposits	$86,400.00
56	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$700,657.15
73	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$56,855.30
75	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$179,196.60
					Detail Total:	-$1,544,780.19

Fund: CAPITAL PROJECTS - 300	$0.00	($1,544,780.19)	($1,544,780.19)	$1,544,780.19	$0.00	$1,544,780.19	0.00%
330.000.0000.000.0000.000.03000.00.101 Cash in Bank	$0.00	$44,950.14	$44,950.14	($44,950.14)	$0.00	($44,950.14)	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
127	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$1,920.00
3660	0	0	DIRECT DEPOSIT - INT ON INVESTMENTS - JULY		Deposits	$688.82
3683	0	0	DIRECT DEPOSIT - INTEREST - AUGUST		Deposits	$983.32
3689	0	0	DEPOSIT		Deposits	$45,198.00
					Detail Total:	$44,950.14

Fund: BUILDING & SITES - 330	$0.00	$44,950.14	$44,950.14	($44,950.14)	$0.00	($44,950.14)	0.00%
400.000.0000.000.0000.000.03000.00.101 Cash in Bank	$0.00	$1,519,787.02	$1,519,787.02	($1,519,787.02)	$0.00	($1,519,787.02)	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
232	0	0	Bond payments for 10-1-26	6489.sestes	Adjusting	-$275,299.81
3660	0	0	DIRECT DEPOSIT - INT ON INVESTMENTS - JULY		Deposits	$14,137.49
3667	0	0	DEPOSIT		Deposits	$335,203.51
3683	0	0	DIRECT DEPOSIT - INTEREST - AUGUST		Deposits	$12,360.45
3690	0	0	DEPOSIT		Deposits	$1,433,385.38
					Detail Total:	$1,519,787.02

Fund: DEBT SERVICE FUNDS - 400	$0.00	$1,519,787.02	$1,519,787.02	($1,519,787.02)	$0.00	($1,519,787.02)	0.00%
600.000.0000.000.0000.000.03000.00.101 Cash in Bank	$0.00	($330,622.08)	($330,622.08)	$330,622.08	$0.00	$330,622.08	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
103	0	0	PR Deduction Checks	6489.thyman	Payroll	-$77,463.79
110	0	0	Warehouse Posting	6489.sestes	Warehouse	$77.40
114	0	0	VOID: WRONG VENDOR	6489.sestes	Payroll	$19.18
127	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$195.00

CASH REPORT

From Date: 7/1/2026 To Date: 9/30/2026

Fiscal Year: 2026-2027

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☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
13	0	0	PR Deduction Checks	6489.thyman	Payroll	-$28,049.38
145	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$76,060.49
153	0	0	PR Deduction Checks	6489.thyman	Payroll	-$30,302.80
154	0	0	VOID: Wrong pay period	6489.sestes	Payroll	$19.18
177	0	0	Move expenditure to correct category	6489.sestes	Adjusting	-$192.36
224	0	0	PR Deduction Checks	6489.thyman	Payroll	-$76,877.94
233	0	0	Warehouse Posting	6489.sestes	Warehouse	$301.86
3	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$11,354.40
34	0	0	PR Deduction Checks	6489.thyman	Payroll	-$72,679.83
3660	0	0	DIRECT DEPOSIT - INT ON INVESTMENTS - JULY		Deposits	$6,150.54
3662	0	0	DEPOSIT		Deposits	$5,612.07
3683	0	0	DIRECT DEPOSIT - INTEREST - AUGUST		Deposits	$5,577.54
3686	0	0	DIRECT DEPOSIT - STATE & FEDERAL GRANTS		Deposits	$3,101.02
3689	0	0	DEPOSIT		Deposits	$85,132.01
38	0	0	Warehouse Posting	6489.sestes	Warehouse	$11.33
56	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$904.45
6	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$144.56
70	0	0	PR Deduction Checks	6489.thyman	Payroll	-$28,292.17
73	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$20.27
75	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$978.57
90	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$29[illegible]
92	0	0	Payroll Employee Check Processing	6489.sestes	Payroll	-$385.37
94	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$32,693.03
					Detail Total:	-$330,622.08

Fund:	FOOD SERVICE/ENTERPRISE FUNDS - 600	$0.00	($330,622.08)	($330,622.08)	$330,622.08	$0.00	$330,622.08	0.00%
702.000.0000.000.0000.000.03000.00.101	Cash in Bank	$0.00	($624,756.88)	($624,756.88)	$624,756.88	$0.00	$624,756.88	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
107	0	0	Expensed Ins Premiums - August	6489.sestes	Adjusting	$46,351.11
109	0	0	Transfer to Insurance Fund	6489.sestes	Adjusting	-$748,678.92
127	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$8,092.61
145	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$1,039.92
155	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$78,560.83
166	0	0	Deposit adjustment on 8-31-26	6489.sestes	Adjusting	-$0.50
221	0	0	Transfer to Insurance Fund	6489.sestes	Adjusting	-$974,000.78
226	0	0	Expensed Insurance for September	6489.sestes	Adjusting	$44,262.91
36	0	0	Expensed Insurance for July	6489.sestes	Adjusting	$37,330.81
3651	0	0	DEPOSIT		Deposits	$608,534.70
3657	0	0	DIRECT DEPOSIT - PERS INS PREMIUMS - JULY		Deposits	$71,199.19
3660	0	0	DIRECT DEPOSIT - INT ON INVESTMENTS - JULY		Deposits	$1,663.21
3666	0	0	DIRECT DEPOSIT - PERS INSURANCE - AUGUST		Deposits	$71,199.19
3667	0	0	DEPOSIT		Deposits	$604,814.70
3683	0	0	DIRECT DEPOSIT - INTEREST - AUGUST		Deposits	$3,207.00
3688	0	0	DIRECT DEPOSIT - PERS INS - SEPTEMBER		Deposits	$70,479.19
3689	0	0	DEPOSIT		Deposits	$623,399.70
37	0	0	Transfer to Insurance Fund	6489.sestes	Adjusting	-$695,591.59
41	0	0	Transfer adjustment to Insurance account	6489.sestes	Adjusting	-$121,472.91
52	0	0	Adj for return check for insurance	6489.sestes	Adjusting	-$198.35

CASH REPORT

From Date: 7/1/2026 To Date: 9/30/2026

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
56	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$5,584.00
6	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$2,365.44
8	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$86,965.63
80	0	0	Direct Voucher Posting	6489.sstrople	Accounts Payable	-$84,647.11
					Detail Total:	-$624,756.88

Fund: HEALTH INSURANCE - 702	$0.00	($624,756.88)	($624,756.88)	$624,756.88	$0.00	$624,756.88	0.00%
703.000.0000.000.0000.000.03000.00.101 Cash in Bank	$0.00	($75,735.16)	($75,735.16)	$75,735.16	$0.00	$75,735.16	0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
176	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$1,841.05
18	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$760.00
202	0	0	PR ADJ: DWYER, JEANETTE Director - Human Resour	6489.sestes	Adjusting	-$2,222.77
21	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$2,625.00
224	0	0	PR Deduction Checks	6489.thyman	Payroll	-$422.53
228	0	0	VOID: Duplicate	6489.sestes	Accounts Payable	$463.65
3	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$49,434.00
3651	0	0	DEPOSIT		Deposits	$28,237.58
3660	0	0	DIRECT DEPOSIT - INT ON INVESTMENTS - JULY		Deposits	$4,490.01
3667	0	0	DEPOSIT		Deposits	$29,332.96
3683	0	0	DIRECT DEPOSIT - INTEREST - AUGUST		Deposits	$4,216.67
3689	0	0	DEPOSIT		Deposits	$26,049.65
46	0	0	Transfer to WC account	6489.sestes	Adjusting	-$100,000.00
75	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$10,756.55
94	0	0	AP Expense Checks	6489.sstrople	Accounts Payable	-$463.65
					Detail Total:	-$75,735.16

Fund: WORKERS COMPENSATION - 703	$0.00	($75,735.16)	($75,735.16)	$75,735.16	$0.00	$75,735.16	0.00%
Grand Total:	$0.00	($6,074,754.74)	($6,074,754.74)	$6,074,754.74	$0.00	$6,074,754.74	0.00%

End of Report

Douglas County School District
Board Agenda Item Memo

Date: October 15, 2026

To: DCSD Board of Trustees

From: Frankie Alvarado, Superintendent; Terri Willoughby, Chief Financial Officer

Re: First Reading of Board Policy and Review of Administrative Regulation – Position Authorization and Budget Control

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Requested Action:

Conduct a first reading of the proposed Board Policy, Position Authorization and Budget Control, and review the accompanying Administrative Regulation. Provide direction regarding any revisions and direct staff to return the Board Policy for a second reading and final adoption after remaining legal and administrative edits are incorporated. The Administrative Regulation will be finalized under the Superintendent's authority consistent with the adopted policy.

Proposed motion: I move that the Board accept the proposed Board Policy, Position Authorization and Budget Control, for first reading; review the accompanying Administrative Regulation; and direct staff to incorporate Board and legal comments and return the Board Policy for second reading and final adoption.

Background Information:

DCSD has identified instances in which positions or personnel commitments were created or filled without being included in the adopted budget or without a complete fiscal review. Some positions may have addressed legitimate student, safety, compliance, workload, or operational needs. However, operational need does not by itself establish authority to incur an expenditure or liability.

NRS 354.626 prohibits a local government from expending, contracting to expend, or incurring a liability above the amount appropriated for the applicable function. NRS 354.598005 provides procedures for lawful appropriation transfers and budget augmentations. The proposed policy and regulation establish a preventive control so personnel decisions are reviewed before the District makes a commitment.

The policy establishes the Board's fiscal guardrails and delegation of authority. The regulation provides the operating process: administrator request; HR validation; full-cost and funding analysis by Business Services; CFO fiscal certification; Superintendent and Board approval when required; HR and Payroll activation controls; and monthly reconciliation of positions, employees, payroll, funding, and budget forecasts.

Budget Considerations and Impact:

Adoption of the policy does not itself authorize a new position, increase an appropriation, or approve a personnel expenditure. Initial implementation will require staff time to finalize forms and system workflow, establish a verified position-control baseline, train administrators and staff, and conduct monthly HR–Payroll–Business Services reconciliation.

Each future personnel action will require documentation of its current-year and annualized cost, including salary, PERS, payroll taxes, benefits, stipends, overtime or substitute effects, and other reasonably anticipated costs. Finance must verify that funding is allowable, available for the required period, supported by adequate appropriation, and incorporated into the forecast. Temporary, grant, categorical, or one-time funding will require an end or continuation plan.

The control is expected to improve budget accuracy, protect fund balance, reduce unsupported commitments, and provide earlier warning when a staffing request would require an offsetting reduction, transfer, augmentation, use of contingency or fund balance, or Board action.

Recommendation:

Staff recommends that the Board complete the first reading and direct the policy to return for second reading and adoption after final edits. Staff further recommends that the Board review the Administrative Regulation as the implementation companion to the policy. Following adoption, the Superintendent will finalize the regulation and staff will implement the shared HR and Business Services Position Review Manual, authorization form, training, baseline reconciliation, and monthly exception reporting.

The recommended framework permits expedited review for an immediate and material student-safety, legal-compliance, essential-service, or District-property risk. The exception does not authorize the District to exceed an appropriation. When a position is necessary but funding is unavailable or undetermined, the normal response is to acknowledge the need and require staff to return with a lawful funding plan before recruitment or hiring.

Approval of the policy and review of the regulation do not retroactively approve any previously created position. Existing exceptions will be reviewed individually for employment, funding, appropriation, grant, payroll, and corrective-action requirements.

Discussed at Previous Meeting:

The Board has received ongoing information regarding DCSD's budget condition, staffing costs, financial controls, and recovery work. [Insert the date of any prior Board or committee discussion of this specific policy, or state 'This specific policy has not previously been presented to the Board.']

Key Issues for Board Discussion:

1. Governance roles: the Board establishes fiscal authority and approval triggers; the Superintendent administers the operating regulation.
2. Pre-commitment control: HR review and CFO fiscal certification must occur before posting, recruitment, offer, start date, FTE increase, extension, reclassification, overlap, or funding change.
3. Board triggers: Board action is required when the request involves a reserved transfer or augmentation, contingency or fund balance, a material program expansion, significant ongoing General Fund exposure, an increase in total authorized positions or FTE beyond delegation, or another legal or policy requirement.
4. Temporary funding: grant and categorical positions do not automatically transfer to the General Fund when funding ends.
5. Accountability: after-the-fact approval is corrective and does not validate the original failure to follow the process.
6. Implementation: establish the position-control baseline, shared form and workflow, training, monthly reconciliation, exception reporting, and periodic quality review.

Attachment(s):

1. Proposed Board Policy – Position Authorization and Budget Control
2. Proposed Administrative Regulation – Position Authorization and Budget Control
3. 4. Board presentation, if included in the agenda packet

Our mission is to ensure that all students achieve excellence in education, character and citizenship, in partnership with parents and community.

POLICY

No. 622

Board of Trustees
Douglas County School District

FINANCES

POSITION AUTHORIZATION AND BUDGET CONTROL

Purpose

The Board of Trustees establishes this policy to ensure that every District position and personnel commitment is necessary, properly authorized, fully funded, and administered within the Board-adopted budget and Nevada law. A demonstrated operational need does not, by itself, constitute authority to incur an expenditure or liability.

Policy

1. The Board-adopted budget, together with any lawful amendment, augmentation, or appropriation transfer, establishes the District's spending authority. The District shall not expend or contract to expend money, or incur a liability, in excess of the amount appropriated for the applicable function.

2. No position may be created, posted, recruited for, offered, filled, increased in full-time equivalent status, extended, reclassified, or moved to another funding source until the position has been reviewed by Human Resources and the Chief Financial Officer has certified the availability and allowability of funding.

3. Fiscal certification must include the full current-year and annualized cost of salary, benefits, retirement contributions, payroll taxes, stipends, negotiated increases, and other reasonably anticipated costs. The review must also identify whether the funding is recurring, restricted, temporary, or dependent on a grant or categorical allocation.

4. The Superintendent may authorize personnel actions within the Board-adopted budget and delegated authority only after completion of the required Human Resources and fiscal reviews. The Superintendent shall establish administrative procedures and position controls sufficient to prevent a personnel commitment before approval.

5. Board approval is required before a personnel action is implemented when the action requires a budget augmentation or an appropriation transfer reserved to the Board; uses contingency or fund balance; materially expands a program; creates a significant ongoing General Fund obligation outside the approved staffing plan; increases total authorized positions or full-time equivalents beyond delegated authority; or is otherwise required by law or Board policy.

6. A position supported by a grant, categorical allocation, donation, or other temporary revenue shall not be continued with unrestricted General Fund resources when the funding ends unless the continuation is separately evaluated, funded, and approved. Employment notices for such positions must disclose the funding limitation when permitted by law.

7. Vacancy, turnover, or salary savings are not available to fund another position unless the Chief Financial Officer verifies the savings, determines that other approved obligations will not be displaced, and authorizes the proposed use.

8. When an unbudgeted position is necessary to meet an urgent student, safety, legal, or essential operational need, the District shall use the exception process in the Administrative Regulation. The need must be documented, a lawful funding plan must be approved, and any required Board action must occur before the District incurs the obligation whenever practicable.

9. The Chief Financial Officer and the chief Human Resources administrator shall maintain a unified position-control system and reconcile authorized positions, active employees, payroll records, funding sources, vacancies, and budget projections at least monthly.

10. The Superintendent shall promptly notify the Board of material exceptions, projected appropriation overruns, and corrective actions. Budget transfers and augmentations shall be processed and reported in accordance with NRS 354.598005 and other applicable requirements.

11. No employee may evade this policy by changing account codes, dividing duties among multiple assignments, using temporary or contracted personnel in place of an employee, allowing work to begin before approval, or otherwise committing District resources outside the established process.

Responsibility

The Superintendent is responsible for implementation. The Chief Financial Officer is responsible for fiscal certification, appropriation monitoring, and financial reporting. Human Resources is responsible for position authority and employment processing. Administrators are responsible for obtaining approval before making or communicating a personnel commitment.

Legal Compliance

This Board Policy shall be interpreted in a manner that is consistent with all applicable laws and regulations, including federal, state, and local laws. Nothing in this policy shall be construed to require or allow any act contrary to any applicable provision of law, and, in the event that any provision within this policy is found to conflict with any applicable law, the law shall control, and the contrary provision shall be deemed null and void.

Cross reference
Administrative Regulation #622 - Position Authorization and Budget Control

Legal references
- NRS 354.470 through 354.626, Local Government Budget and Finance Act
- NRS 354.598, adoption and effect of the final budget
- NRS 354.598005, budget augmentations, amendments, and appropriation transfers
- NRS 354.626, expenditures and liabilities in excess of appropriations
- Applicable grant requirements, collective bargaining agreements, Board policies, and employment law

Date Adopted: TBD

ADMINISTRATIVE REGULATION

No. 622

Board of Trustees
Douglas County School District

FINANCES

POSITION AUTHORIZATION AND BUDGET CONTROL

Purpose and Scope

This regulation implements the Board Policy on Position Authorization and Budget Control. It applies to all employee groups, funds, locations, programs, and departments and to every request to create, recruit for, fill, extend, reclassify, transfer, or change a position or personnel commitment.

Definitions

Fiscal certification

Written confirmation by the Chief Financial Officer or designee that a personnel action has an allowable funding source and adequate budget authority and has been incorporated into the District's financial forecast.

Personnel commitment

Any action or representation that may reasonably obligate the District to pay salary, benefits, stipends, overtime, additional days, contracted staffing costs, or related expenses.

Position control

The integrated record connecting each authorized position number to its classification, FTE, work calendar, funding, budget, incumbent, and approval history.

Unbudgeted position

A position or increase in personnel cost that was not included in the adopted staffing plan or for which the approved budget does not provide sufficient funding for the proposed action.

Roles and Responsibilities

Role	Responsibility
Requesting administrator	Documents the operational need, proposed effective date, alternatives considered, funding proposal, and service impact.
Human Resources	Confirms classification, FTE, work calendar, bargaining-unit requirements, position number, organizational authority, and employment terms.
Finance	Calculates the full cost, validates the funding source, tests appropriation capacity, identifies required budget action, and updates the forecast.
Chief Financial Officer	Issues or denies fiscal certification and recommends any transfer, augmentation, offset, or other corrective action.
Superintendent	Approves or denies the operational request after HR and fiscal review and refers matters requiring Board action.
Payroll	Activates or changes pay only after receiving the complete approved authorization and verifies coding against the position record.
Board of Trustees	Acts on matters outside delegated authority and receives required transfer, augmentation, and exception reporting.

Required Approval Sequence

1. Request - Before recruitment or commitment, the requesting administrator submits a Personnel Position and Budget Authorization form. The request must state the need, service impact, effective date, FTE, work calendar, proposed classification, location, anticipated duration, proposed funding, and alternatives considered.
2. Human Resources Review - Human Resources verifies the job description, classification, salary placement assumptions, FTE, calendar, bargaining-unit provisions, reporting relationship, organizational need, and availability or creation of a unique position-control number.
3. Fiscal Analysis - Finance calculates the current-year and full-year cost, including salary, PERS, payroll taxes, health and other benefits, stipends, negotiated or scheduled increases, substitute or overtime effects, and material equipment or workspace costs. For a material continuing commitment, Finance will evaluate the multiyear effect.
4. Funding Certification - The Chief Financial Officer approves, conditionally approves, or denies the funding plan in writing. Conditional approval must state the conditions that must be completed before recruitment, offer, start date, or payroll activation.
5. Fiscal Certification - The Chief Financial Officer approves, conditionally approves, or denies the funding plan in writing. Conditional approval must state the conditions that must be completed before recruitment, offer, start date, or payroll activation.
6. Superintendent Decision - After HR review and fiscal certification, the Superintendent or authorized designee approves or denies the personnel action. Requests requiring Board action may not proceed beyond any expressly authorized preliminary step until the Board acts.
7. Recruitment and Offer - Human Resources may post, recruit, or issue an offer only after the required approvals. Every offer must match the approved position number, classification, FTE, calendar, funding limitation, salary authority, and effective date.
8. Payroll Activation - Payroll must receive the completed authorization and compare it with the employee record before activating or changing pay. A coding change may not be used to cure or conceal an unauthorized personnel action.
9. Budget and Position Update - Finance and Human Resources update the budget forecast, staffing plan, position-control record, and ERP coding promptly after final approval.

Required Fiscal Documentation

- Current-year cost from the proposed effective date through June 30
- Full-year annualized cost and, when material, a multiyear projection
- Salary, benefits, PERS, payroll taxes, stipends, overtime, and related costs
- Fund, function, program, object, location, position number, and grant or project code
- Identification of recurring, one-time, restricted, categorical, or grant funding
- Grant award, period of performance, allowability, matching requirement, and sustainability plan, when applicable.

- Specific vacancy, reduction, transfer, augmentation, or other source proposed to support the action
- Effect on the applicable function's appropriation and on the District's current forecast
- Disposition of the position when temporary funding expires

Unbudgeted but Necessary Positions
A requesting administrator may propose an unbudgeted position when the administrator demonstrates a student-service, safety, legal, compliance, or essential operational need. The request must not be treated as approved merely because the need is compelling. Before the District incurs a liability, the following steps are required:

1. Document the need, consequences of delay, alternatives considered, and why reassignment, vacancy management, temporary scheduling, or another lower-cost option is insufficient.
2. Identify the complete current-year and annualized cost and whether the obligation is expected to continue in later years.
3. Identify a lawful funding plan, including an appropriation transfer, budget augmentation, offsetting reduction, grant, categorical resource, or other available authority.
4. Obtain CFO fiscal certification and Superintendent approval.
5. Obtain Board approval before implementation when required by policy, law, the nature of the budget action, or the Superintendent's delegation.

Urgent Exception
When delay would create an immediate and material risk to student safety, legal compliance, continuity of an essential service, or protection of District property, the Superintendent may authorize expedited review. Human Resources and the CFO must document the personnel authority, estimated cost, available appropriation, and funding plan before the commitment whenever practicable. If advance documentation is not practicable, the Superintendent must notify the CFO and Board President promptly, and the complete authorization and any required Board or budget action must be presented at the earliest lawful opportunity. This exception does not authorize expenditures or liabilities in excess of an appropriation.

Special Funding Rules

1. Grant and categorical positions. Finance must confirm that the cost is allowable, the award or allocation is sufficiently assured, the period of performance covers the anticipated cost, and a closeout or continuation plan exists. Expiration of funding does not authorize transfer to the General Fund.
2. Vacancy savings. Savings may be recognized only after Finance validates the vacancy period, salary and benefit assumptions, recruitment plans, substitute or overtime costs, and other commitments. The underlying position remains authorized unless separately abolished or modified.

3. Transfers and reclassifications. A transfer, reclassification, promotion, change in calendar, increase in FTE, or funding-source change requires review when it changes cost, appropriation, allowability, or future-year obligations.
4. Temporary and contracted staffing. A department may not bypass position control by using temporary employees, independent contractors, staffing agencies, stipends, additional-duty agreements, or split assignments. Procurement and worker-classification requirements also apply.
5. Overlap and transition periods. Dual occupancy or overlap for training requires express approval, a stated end date, and funding for the full overlap cost.

Monthly Reconciliation and Monitoring

No later than a date established by the CFO each month, Human Resources, Payroll, and Finance will reconcile:

- Authorized position-control records and the Board-approved staffing plan
- Active employees, vacancies, leaves, substitutes, and temporary assignments
- FTE, work calendars, pay rates, additional days, and stipends
- Payroll distributions and budget account coding
- Grant and categorical funding periods and available balances
- Actual salary and benefit expenditures and projected year-end costs
- Positions without incumbents, incumbents without valid positions, duplicate occupancy, and positions exceeding authorized FTE

Finance will investigate exceptions, quantify the current-year and annualized effect, assign an owner and correction date, and update the forecast. Material exceptions and projected appropriation overruns must be reported promptly to the Superintendent and, when appropriate or legally required, to the Board.

Budget Corrections and Reporting

1. A correction must not be limited to moving an expense to another account. Finance must confirm that the receiving funding source is allowable and that the applicable appropriation remains sufficient.
2. Transfers within or between functions, programs, funds, or contingency accounts and budget augmentations must follow NRS 354.598005, the Board Policy, and the District's budget-administration procedures.
3. When a personnel commitment has already been made without authorization, Human Resources and Finance must notify the Superintendent and CFO immediately; preserve all relevant records; determine the legal, employment, budget, grant, and payroll implications; and prepare a documented corrective-action plan. Legal counsel will be consulted when warranted.

4. Retrospective approval is corrective and does not validate the original failure to follow procedure. The responsible administrator will receive direction or training, and repeated or willful noncompliance may result in corrective or disciplinary action consistent with law, policy, and applicable agreements.

Records

Human Resources and Finance shall retain the request, cost analysis, approvals, funding documentation, budget action, position-control record, offer terms, and any exception or corrective-action materials in accordance with the District's records-retention requirements. Electronic approvals must identify the approver and date and must be reproducible for audit.

Minimum Form Fields

- Requesting department, location, administrator, and date
- Position number, title, classification, FTE, calendar, and supervisor
- New, replacement, transfer, reclassification, extension, overlap, or funding change
- Need, alternatives, service impact, and proposed effective date
- Current-year, annualized, and applicable multiyear cost
- Complete account coding and funding duration
- Appropriation test and required budget action
- HR review, CFO certification, Superintendent decision, and Board action if required
- Conditions, expiration date, and position disposition

Legal Compliance

This Administrative Regulation shall be interpreted in a manner that is consistent with all applicable laws and regulations, whether federal, state, or local. Nothing in this regulation shall be deemed to require or allow any act contrary to law, and, in the event that any provision within this regulation is found to require or allow any act contrary to law, the law shall control, and the contrary provision shall be deemed null and void.

Cross Reference

Board Policy #622 – Position Authorization and Budget Control

Legal References

- NRS 354.470 through 354.626, Local Government Budget and Finance Act
- NRS 354.598, adoption and effect of the final budget
- NRS 354.598005, budget augmentations, amendments, and appropriation transfers
- NRS 354.626, expenditures and liabilities in excess of appropriations
- Applicable grant requirements, collective bargaining agreements, Board policies, and employment law

Douglas County School District
Board Agenda Item Memo

Date: October 15, 2026

To: DCSD Board of Trustees

From: Terri Willoughby, Chief Financial Officer

Re: First Reading of Health Fund Reserves Funding and Recovery Policy

Requested Action:

Receive the proposed Health Fund Reserves Funding and Recovery Policy for first reading, provide direction, and advance it to a subsequent meeting for second reading and consideration of adoption. The Health Advisory Committee recommended approval at its September 29, 2026 meeting.

Background Information:

DCSD's self-funded health plan pays covered claims from employee and District contributions. The District bears the claims risk retained under the plan and its stop-loss contracts. Reserves provide a cushion when claims exceed expectations and help pay obligations while contributions or reimbursements are pending.

The draft unaudited FY 2025–26 trial balance reports estimated ending net position of $167,073.89, or approximately $167,000, at June 30, 2026. This follows beginning fund balance of $609,406.03 and an annual loss of $442,332.14. Revenues were $9,726,083.19 and expenses were $10,168,415.33. The trial balance records $1,040,807 of incurred but not reported claims (IBNR) as a liability. Those claims have already been incurred even though they have not yet been reported or fully processed; that liability is separate from the reserve cushion.

The proposed policy measures reserves as net position after all liabilities, including IBNR. It establishes a minimum of two months of projected annual plan costs (16.7%), a target of three months (25%), and an upper evaluation range of four months (33.3%). These are proposed District standards, not statutory reserve percentages. Adequate cash to pay claims is also required.

For scale only, using FY 2025–26 expenses as a historical benchmark, two months equals approximately $1,694,736 and three months equals $2,542,104. The estimated $167,074 balance represents about 1.6% of annual expenses, or roughly six days of expenses. The gap to the two-month benchmark is approximately $1,527,662. Actual policy thresholds must use updated projected plan costs, net of reasonably collectible reimbursements and rebates.

The policy requires a corrective plan within 90 days when reserves are below the minimum. Below one month, or when inability to pay claims is projected, Board action must be sought within 30 days or sooner as circumstances require. Initial recovery goals are the two-month minimum by June 30, 2029 and the three-month target by June 30, 2031. Quarterly reporting and annual stop-loss review support that recovery.

Budget Considerations and Impact:

First reading does not approve a transfer, contribution increase, benefit change, or insurance contract. Implementation will require an updated funding and recovery plan. Recurring contributions must cover expected annual costs before reserves can be rebuilt. One-time support alone will not correct an ongoing operating deficit.

What "one big claim away from insolvency" means. With only about $167,000 of estimated net position, an unexpected claim cost retained by the District could exhaust the reserve cushion. For example, an additional $200,000 cost above amounts already estimated, after applicable recoveries and without offsetting revenue or savings, would reduce net position to approximately negative $32,926. This is an illustration, not a prediction or a statement of DCSD's stop-loss deductible. Payment of a claim already included in IBNR generally settles a recorded liability rather than causing a second expense, but it still uses cash.

Stop-loss insurance can limit covered exposure, but its deductibles, exclusions, claim deadlines, coverage limits, and reimbursement timing determine the protection actually available. The relevant risk is the amount DCSD must retain and finance. A large claim or cluster of claims can also create a cash shortfall before reimbursement arrives. The current stop-loss terms must be confirmed before treating the "one big claim" phrase as a quantified assessment.

What happens if the fund becomes insolvent. Negative net position means recorded liabilities exceed assets. Cash insolvency means the fund cannot pay obligations when due. Either condition requires urgent correction, although they may occur at different times. Running out of reserves does not cancel valid covered claims or transfer them automatically to the claims administrator or stop-loss carrier. DCSD would need to arrange lawful funding and manage its obligations under the plan documents and contracts with legal counsel, the benefits consultant, and the administrator.

Without timely funding, claim payments could be delayed. Employees and dependents could experience unpaid provider bills, billing disputes, and disruptions in access to care, depending on provider and plan arrangements. The District could face contractual disputes and legal claims. Management should immediately update the cash forecast, verify unpaid claims and collectible recoveries, notify the Board, and present funding and coverage options before payments fail. The policy's response deadlines are outer limits, not reasons to delay urgent action.

Potential General Fund support. The Board may need to consider additional employer contributions or another legally permissible form of temporary support. Any proposal must identify available resources, budget authority, cash timing, and the effect on District operations, with legal review and separate disclosure. A loan, if legally permissible, must have Board-approved repayment terms and a credible repayment source. Support is not automatic. With the General Fund already under fiscal pressure, assistance could deepen its deficit or require spending reductions. Health plan money remains restricted to lawful plan purposes under NRS 287.029.

Budget Considerations and Impact continued:

Potential transition to a fully insured plan. If DCSD cannot sustainably fund the retained claims risk, the Board may need to consider purchasing fully insured coverage. This is a potential corrective option, not an automatic consequence of insolvency. Under a fully insured contract, the insurer assumes covered claims risk for the new coverage period in return for premiums. Pricing, availability, benefits, provider networks, bargaining obligations, and transition timing require evaluation.

A transition does not erase the self-funded plan's prior obligations. Unless a separate enforceable arrangement explicitly assumes them, DCSD remains responsible for covered claims incurred before the transition, including claims reported or paid afterward. These are commonly called run-out claims. The District would therefore need to pay new insurance premiums while also funding the former plan's remaining claims, administrator fees, and other closing costs. Existing IBNR provides a liability estimate, not a separate pot of cash.

Before any transition, staff must obtain an updated run-out estimate and cash schedule, confirm administrator services and claim-submission deadlines, and review stop-loss protection for claims incurred before termination but paid afterward. Any extended run-out coverage must be confirmed in writing. The financial comparison must include both new premiums and legacy obligations so the Board can assess the full transition cost.

Recommendation:

Advance the policy to second reading and consideration of adoption. Direct staff to prepare an updated recovery and liquidity plan using reconciled year-end net position, current claims and IBNR estimates, projected costs, and confirmed stop-loss terms. The plan should identify recurring funding needed, annual reserve milestones, an adverse claims scenario, and contingency options for temporary support or a coverage transition. Contribution and benefit changes remain subject to applicable law, plan documents, and collective bargaining obligations.

Discussed at Previous Meeting:

The Health Advisory Committee recommended approval on September 29, 2026. This memo presents the policy for Board first reading on October 15, 2026. A second-reading date will be scheduled following Board direction.

Key issues for Board Discussion:

The adequacy of current cash and reserves; the District's actual retained stop-loss exposure; affordable recurring funding and recovery milestones; the General Fund's capacity to provide temporary support; and the combined cost of fully insured premiums and self-funded run-out claims.

Attachment(s):

1. Proposed Health Fund Reserves Funding and Recovery Policy after legal review.

Source note: Financial figures are preliminary and subject to reconciliation and audit. Ending net position is calculated as beginning balance plus revenues less expenses. The draft trial balance's balance-sheet section also contains an additional formula at L31 equal to 8% of annual expenses; its purpose and effect on that section must be reconciled before final reporting. Policy thresholds above are illustrative historical comparisons. Legal reference: NRS 287.029, https://www.leg.state.nv.us/nrs/nrs-287.html#NRS287Sec029. Coverage and transition obligations require review of DCSD's actual contracts.

Our mission is to ensure that all students achieve excellence in education, character and citizenship, in partnership with parents and community.

POLICY

No. 623

Board of Trustees
Douglas County School District

FINANCES

HEALTH FUND RESERVES FUNDING AND RECOVERY

Purpose and scope

The Board shall maintain the financial capacity of the District's self-funded employee health plan to pay benefits when due, absorb reasonable claims volatility, and protect District operations. This policy governs the Self-Insurance Health Fund, including medical, prescription, dental, and vision benefits and related plan costs.

Fund stewardship and reserve measurement

The District shall account for the self-funded plan as an internal service fund. Employee deductions and District contributions shall be deposited in a trust fund or otherwise held in trust and used only for the purposes permitted by NRS 287.029. Amounts held for the health plan shall not be treated as available General Fund resources.

The Chief Financial Officer (CFO) shall recognize unpaid claims, including incurred but not reported claims (IBNR), using a documented annual actuarial or professionally supported estimate. IBNR is a liability and shall not be counted toward the reserve cushion. For this policy, reserve net position means Health Fund net position after recognition of all liabilities. Annual plan costs means projected claims and plan administration, stop-loss and other related costs, net of reasonably collectible reimbursements and rebates.

The minimum reserve is reserve net position equal to two months (16.7%) of projected annual plan costs. The target reserve is three months (25%). Four months (33.3%) is the upper range for evaluating prospective plan-related uses. The CFO shall recalculate dollar thresholds at least annually and after the year-end liability estimate. The District shall also maintain adequate liquidity to pay claims and other obligations as they come due.

Annual funding and risk management

Before the Board acts on the annual budget and health plan funding, the Superintendent shall present a forward-looking analysis of claims, enrollment, plan costs, stop-loss terms, unpaid-claim liabilities, contribution levels, cash flow, and an adverse claims scenario. Recommended funding shall cover projected annual plan costs and, while below target, include an identified reserve-recovery component. One-time resources may stabilize the plan temporarily but shall be accompanied by recurring corrective measures. All contribution and benefit changes remain subject to applicable law, plan documents, and collective bargaining obligations.

The District shall annually evaluate specific and aggregate stop-loss options, including coverage terms, premiums, deductibles, exclusions, reimbursement timing, and the financial exposure retained without coverage. The Superintendent shall document the recommendation.

Corrective action and recovery

When reserve net position is below the target but at or above the minimum, the Superintendent shall include a defined recovery contribution in the next budget and rate cycle. When it falls below the minimum, the Superintendent shall present a written corrective plan to the Board within 90 days. The plan shall address rates and contributions, plan cost and procurement actions, liquidity, stop-loss coverage, temporary support, and projected annual reserve milestones. If reserves fall below one month of annual plan costs or the District projects inability to pay claims when due, the Superintendent shall seek Board action within 30 days or sooner as circumstances require.

The District shall first restore recurring operating balance, then rebuild the minimum reserve as soon as practicable and ordinarily within three fiscal years of adoption of a corrective plan. It shall ordinarily restore the target within five to seven fiscal years. The Board may approve a revised schedule upon written findings explaining updated forecasts, affordability, bargaining constraints, and the actions needed to protect claims payment. Temporary General Fund support shall be separately disclosed and legally reviewed; any repayment terms shall be approved by the Board.

Use of reserve balances

The Health Fund may pay lawful plan claims and expenses, including unexpected claim costs and vendor transition costs. Any discretionary use of the reserve cushion below the minimum requires a Board approved finding of necessity and a replenishment plan. While below target, the District shall not adopt an unfunded benefit expansion or contribution holiday. A risk-reducing or verified cost-saving action may be approved by the Board after review of its effect on recovery.

A balance above the target shall ordinarily be retained for claim volatility and rate stability. Before approving a discretionary use above target, the Board shall receive a CFO certification of liabilities and reasonably collectible receivables, a three-year expected and adverse forecast, the participant impact, and a description of the proposed use. The projected reserve must remain at or above target under the expected case and at or above minimum under the adverse case. Uses above the upper range may include prospective contribution stabilization, additional risk protection, or lawful one-time health plan investments. Recurring benefit or contribution changes require a recurring funding source. No Health Fund balance shall be transferred for an unrelated District purpose.

Reporting and review

The CFO shall report quarterly to the Board on cash, receivables, unpaid claims and IBNR, reserve net position and months of cost coverage, contributions and claims compared with budget, stop-loss recoveries, projected year-end results, and progress against any recovery plan. Reports shall omit personally identifiable health information. The Board shall review this policy at least every three years and sooner after a material change in funding, benefits, enrollment, or financial condition.

Initial recovery direction

For the initial recovery period, the Superintendent shall bring an annually updated five-year plan to the Board, with a goal of reaching the two-month minimum by June 30, 2029, and the three-month target by June 30, 2031. The plan shall use audited beginning net position, current claims and IBNR estimates, and updated cost projections; illustrative dollar amounts in planning materials are not adopted appropriations. If the annual forecast is more than 10% below an approved milestone, the Superintendent shall present a catch-up plan within 60 days.

Compliance with law

This Board Policy and the adoption of the self-funded employee health plan shall be interpreted in accordance with all applicable provisions of law and regulation, including without limitation NRS 287.010-.040, and any other applicable statutes, regulations, and legally binding requirements pertaining to self-insured health plans provided by the District. In no event shall any provision of this Board Policy be construed to require the occurrence of any act that is prohibited by or that would be in violation of any provision of applicable federal, state, or local law or regulation. To the extent that any provision of this Board Policy is determined to conflict with applicable law, the applicable law shall control, and the conflicting provision shall be construed, limited, or disregarded to the extent necessary to achieve compliance with such law or regulation.

Reference: NRS 287.010, 287.029, 288.150, 354.543

Date Adopted: TBD

Douglas County School District
Board Agenda Item Memo

Date: October 15, 2026

To: DCSD Board of Trustees

From: Chief Financial Officer

Re: Cash Management and Interfund Financing Policy and Administrative Regulation

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Requested Action:

Approve the proposed Board Policy on Cash Management and Interfund Financing. Review the accompanying Administrative Regulation, which establishes the staff process for reconciliation, cash forecasting, loan approvals, accounting, and reporting. The Board's action on the policy would establish prospective controls; it would not approve a particular interfund loan or determine the legal status of any prior transaction.

Background Information:

The District's monthly cash reports show negative fund-level cash activity in several funds. The existing deficit tracker carries FY 2025–26 negative balances into FY 2026–27, while the FY 2026–27 cash report begins at zero. The FY 2025–26 13th-period postings also materially change the reported year-end positions. These views must be bridged before the District identifies any actual interfund balance or proposes a lender. The August 2026 cash report lists negative balances in the General Fund and Special Education Fund as well as in funds identified as potential sources of coverage in the tracker.

The proposed documents require separate accounting for each fund's pooled cash, a reviewed bridge between fiscal years, a rolling cash forecast, and a transaction-level register. They require a restriction and liquidity assessment before any loan proposal and prompt reporting of negative positions and repayment risk. Both documents direct staff to follow applicable law if a conflict arises.

Legal framework. NRS 354.6118 requires a public hearing and findings that sufficient unrestricted money is available and that lending will not compromise the lending fund's economic viability. The Board must establish the loan term, repayment conditions, and interest rate, if any. NAC 354.290 imposes additional conditions on a temporary interfund loan, including a written agreement for repayment within one year, filing of the authorizing resolution with the Department of Taxation, and notice when repaid. Debt service funds and funds dedicated to bonded debt may not serve as temporary lenders. Enterprise, food service, capital, grant, and self-insurance resources warrant separate restriction reviews. These requirements apply to each proposed loan; adopting the policy alone does not satisfy them.

Implementation and oversight. Business Services will reconcile FY 2025–26 year-end and 13th-period cash to FY 2026–27 opening entries, July and August activity, bank balances, and interfund ledger accounts. The CFO will identify unresolved differences and consult district counsel and the independent auditor before characterizing historic coverage as a loan. The District will then present monthly cash and loan status with its fiscal recovery reporting. The separate Cash Receipts and Deposits Administrative Regulation governs how collections are safeguarded and deposited.

Budget Considerations and Impact:

Adopting the policy and regulation does not itself appropriate money, transfer resources, or authorize borrowing. Staff time will be required to reconcile the fiscal-year bridge, maintain forecasts and loan records, and report monthly. Any proposed advance will return to the Board with its own fund-specific analysis, public hearing, and resolution.

Recommendation:

Adopt the proposed Board Policy. Receive the accompanying Administrative Regulation for implementation by the Superintendent. Direct staff to return with a reconciled fund-level cash report and bring each proposed interfund loan to the Board separately under applicable law.

Discussed at Previous Meeting:

Prior Board discussion and the meeting date should be confirmed before agenda publication.

Key issues for Board Discussion:

The FY 2025–26 13th-period balances must be bridged to FY 2026–27 opening entries. The District must verify whether historic pooled-cash coverage represents posted interfund loans. Food Service, capital, and self-insurance resources require fund-specific restriction review before they are proposed as lenders. Any future loan needs its own public hearing, findings, terms, and resolution.

Attachment(s):

1. Proposed Board Policy Cash Management and Interfund Financing
2. Proposed Administrative Regulation Cash Reconciliation and Interfund Loan Administration

POLICY

No. 624

Board of Trustees
Douglas County School District

FINANCES

CASH MANAGEMENT AND INTERFUND FINANCING

The Board directs the District to safeguard cash belonging to each fund, identify shortages promptly, and use temporary interfund financing only when lawful, documented, and repayable. A negative cash position requires a reconciliation and corrective plan. An interfund loan does not create revenue, increase an appropriation, or resolve a recurring operating deficit.

Purpose and scope
This policy applies to all District funds, bank accounts, investments, pooled cash, interfund receivables and payables, and proposed advances between funds. The Superintendent shall maintain implementing procedures and present material exceptions to the Board.

Fund ownership and cash controls
The District shall account for each fund's share of pooled cash separately. Staff shall reconcile banks, investments, pooled cash, and interfund balances at least monthly and monitor near-term liquidity more frequently. Each fund's cash, fund balance or net position, legally restricted resources, and appropriations shall be reported as distinct measures. The District shall maintain a rolling cash forecast by major fund and identify payroll, benefit, debt, grant, capital, and other material payment dates.

The District shall separately reconcile final prior-year balances, including 13th-period adjustments, to current-year opening entries. A fiscal-year cash report beginning at zero shall not be treated as evidence that an earlier deficit or interfund obligation was extinguished.

Restrictions on financing
No employee may initiate or characterize a transfer or pooled-cash use as an interfund loan merely because one fund shows a negative cash balance. Before proposing a loan, staff shall identify the actual transaction, assess the source and legal restrictions of the lender's resources, document the lender's obligations and forecast liquidity, and identify the borrower's specific repayment source and date.

Debt service funds and funds dedicated to bonded debt shall not be used for temporary interfund loans. Bond proceeds shall be used only for authorized bond purposes. Food service revenues, grants, capital revenues, insurance and self-insurance reserves, fiduciary resources, and other restricted money require fund-specific legal and program review; the existence of a cash balance alone does not establish lending authority.

Board authorization
Before a temporary interfund loan is made, the Board shall hold the public hearing required by NRS 354.6118 and determine that sufficient unrestricted money is available and that the loan will not compromise the lending fund's economic viability. At the hearing the Board shall establish the

term, repayment conditions, and interest rate, if any. The authorizing resolution shall identify the lending and borrowing funds, maximum principal, purpose, maturity, repayment source, and interest decision.

Temporary loans shall meet NAC 354.290, including without limitation and subject to applicable law, a written agreement for repayment within one year after the advance, filing of the resolution with the Nevada Department of Taxation, and notice to the Department upon repayment. Enterprise fund transactions shall meet any additional requirements of NRS 354.613 and applicable federal and program restrictions. The Board may impose shorter terms or more stringent limits.

Reporting and corrective action
During fiscal watch, the Superintendent or designee shall provide the Board a monthly report of fund-level cash and forecasts, negative positions, each actual outstanding loan, repayments, maturities, and exceptions. Any projected inability to repay on time, material deterioration of the lender's liquidity, or recurring borrowing need shall be escalated promptly with a corrective operating plan. New borrowing shall not be used to conceal an operating shortfall.

Legal Compliance
This Policy shall be interpreted and administered in a manner consistent with all applicable federal, state, and local laws, regulations, and other legal requirements. Nothing in this Policy shall be construed to require, authorize, or permit the District, its Board of Trustees, or any employee or representative thereof to take any action, or refrain from taking any action, in violation of applicable law. In the event of any conflict between this Policy and applicable law, applicable law shall control, and this Policy shall be construed to the extent reasonably possible to avoid such conflict.

Authority and review
The Superintendent shall review this policy with district counsel and the independent auditor before adoption and periodically thereafter.

Reference: NRS 354.6118, 354.612, 354.613, 354.6215, 354.626; NAC 354.290; 7 CFR 210.14, as applicable.

Date Adopted: TBD

ADMINISTRATIVE REGULATION

No. 624(a)

Board of Trustees
Douglas County School District

FINANCES

CASH RECONCILIATION AND INTERFUND LOAN ADMINISTRATION

This regulation implements the Board policy by establishing the evidence required before an interfund loan, the records for each advance and repayment, and the reconciliation of fund cash across fiscal years. The Chief Financial Officer is responsible for administration and may assign preparation and independent review to separate staff.

1. Daily and monthly cash control

- Record receipts and disbursements to the correct fund and account. Monitor bank and pooled cash daily, with priority for payroll, benefits, debt, and large vendor payments.
- At month-end reconcile each bank and investment account to the ledger; reconcile each fund's equity in pooled cash to the pool total; match due-to and due-from accounts and resolve unmatched items. A preparer and an independent reviewer shall sign and date the reconciliation.
- Investigate each negative fund cash position and record its cause, supporting transaction, expected cure date, owner, and whether an approved loan exists. Do not assign a lender by formula solely to force the schedule to zero.

2. Fiscal-year and 13th-period bridge

For every fund, reconcile June 30 cash, each subsequent prior-year adjustment, final prior-year cash, current-year opening entries, current-year monthly debits and credits, and current-year reported cash. Identify each corresponding interfund receivable or payable. Preserve the journal-entry numbers, dates, descriptions, approvals, and effect on both fiscal years. Obtain Controller review and consult the auditor on unresolved cut-off or classification questions before presenting a definitive year-end position.

3. Rolling forecast and lender eligibility

Prepare a 13-week forecast updated at least weekly for the General Fund, Special Education Fund, and any fund with a negative balance or proposed loan. Maintain a monthly forecast through fiscal year-end for all material funds. Include known receipt dates, PCFP adjustments, payroll and benefits, grant reimbursements, capital commitments, claims, debt service, and the anticipated repayment.

Before recommending any lender, document the legal source and restrictions of its cash, outstanding obligations and encumbrances, planned projects or claims, any required reserve, and its lowest projected cash balance both before and after lending. Obtain counsel and program-administrator review for food service and restricted grants, and counsel and actuarial or claims review for self-insurance funds. Do not propose debt service funds or funds dedicated to bonded debt as temporary lenders.

4. Loan proposal and approval file

The CFO shall prepare a separate file for each lender and borrower pair. The file shall contain the temporary need and alternatives considered; actual and forecast cash; lender viability analysis;

legal restriction review; specific repayment source and schedule; proposed maximum, term and interest; and draft resolution and written agreement. If the need reflects a continuing operating gap or repayment within the required term is unsupported, present a corrective budget and operating plan instead of relying on another short-term advance.

Schedule the NRS 354.6118 public hearing before any advance. Record the Board's findings and terms in the minutes and resolution. File the executed resolution with the Nevada Department of Taxation. Apply any

additional enterprise-fund or federal restrictions. Staff shall not disburse funds until the required approvals and written agreement are complete.

5. Accounting and transaction register

Post each authorized advance on its actual date with corresponding entries in the lender and borrower; record repayments and any authorized interest separately. Keep the loan separate from revenue, expenditures, and permanent transfers. The loan register shall show the resolution and agreement, each advance, repayment, interest amount, outstanding principal, maturity, and Department filing and repayment-notice dates. Reconcile it monthly to both funds' ledgers and pooled cash. Notify the Department of Taxation when a temporary loan is fully repaid.

6. Exceptions and reporting

The CFO shall report monthly to the Superintendent and Board the verified cash by fund, 13-week low point, loans outstanding and due dates, negative positions without approved financing, and corrective actions with owners and deadlines. Escalate a missed repayment, projected lender impairment, material unreconciled cash difference, or potentially restricted-fund use immediately to the Superintendent, counsel, and auditor, and bring corrective action to the Board as appropriate. Do not backdate an approval or reclassify a prior use as an authorized loan without legal and audit review.

Initial implementation

Reconstruct the FY 2025–26 13th-period to FY 2026–27 bridge and reconcile July and August 2026 for all funds. Verify whether the allocations in the existing deficit tracker correspond to actual entries. Suspend reliance on its forecast loan totals until the roll-forward formulas and blank forecast receipts and payments are corrected. Identify any prior transactions requiring legal or audit remediation separately from prospective Board-approved financing.

Legal Compliance

This Regulation shall be interpreted and administered in a manner consistent with all applicable federal, state, and local laws, regulations, and other legal requirements. Nothing in this Regulation shall be construed to require, authorize, or permit the District, its Board of Trustees, or any employee or representative thereof to take any action, or refrain from taking any action, in violation of applicable law. In the event of any conflict between this Regulation and applicable law, applicable law shall control, and this Regulation shall be construed to the extent reasonably possible to avoid such conflict.

Reference: Board Policy #624 - Cash Management and Interfund Financing;

NRS 354.6118, 354.613, 354.6215; NAC 354.290; 7 CFR 210.14, as applicable.

Date Adopted: TBD

ADMINISTRATIVE REGULATION

No. 624(b)

Board of Trustees
Douglas County School District

CASH RECEIPTS AND DEPOSITS

This regulation establishes a consistent process for receiving, safeguarding, depositing, recording, and reconciling District money. It applies to all schools, departments, programs, student activity accounts, food service, events, and employees or volunteers authorized to receive money on behalf of Douglas County School District. The Chief Financial Officer administers this regulation and issues the forms and site instructions needed to carry it out.

1. Receipt and immediate custody

Only authorized personnel may collect District money. At the time of receipt, issue a prenumbered receipt or retain a system-generated transaction record showing the date, amount, payer or transaction identifier, purpose, and receiving site. For mail, two employees shall open or log remittances when staffing permits; otherwise an independent employee shall compare the mail log with the deposit and ledger. Endorse checks restrictively upon receipt. Never leave money unattended or take District money home.

Keep cash and checks in a locked, access-controlled location until transfer or deposit. Limit keys, combinations, and payment-system access to assigned staff. Document each handoff with the amount, date, time, and signatures or electronic acknowledgments of both parties. Do not exchange personal checks for cash, borrow from collections, use collections for purchases or refunds, or net expenses against receipts.

2. Deposit deadline and exceptions

Prepare and deposit receipts intact each business day when banking or approved remote deposit is available. Money received after the daily cutoff shall be secured and deposited on the next business day. A school or department that cannot deposit daily shall transmit collections to the District cashier or bank no later than the next business day unless the CFO approves a written exception in advance. An exception must state the reason, alternate custody controls, responsible employee, and deposit date; ordinarily no later than two business days after receipt. A weekend, holiday, or closure extends the business-day count, but money must remain secured and logged.

The CFO may require same-day courier or bank deposit for a large event or unusual collection and may set a lower cash-on-hand threshold by site. No site may delay a deposit to accumulate a larger amount. If safety, weather, bank closure, or staffing prevents the scheduled deposit, notify Business Services promptly and document the actual deposit date and reason. These deadlines are District internal-control standards and yield to a stricter applicable law, grant term, contract, or program rule.

3 Deposit preparation and posting

The collector shall balance daily cash, checks, and electronic settlement records to receipt numbers or point-of-sale totals. A second employee shall verify the count and deposit documentation when staffing permits. Record the gross amount by proper fund, revenue account, location, program, and date received; identify and resolve overages or shortages without altering the source record.

The preparer shall retain a deposit log, itemized receipts or batch report, bank deposit confirmation, and any variance explanation. Do not include personal funds or unrelated receipts in the deposit.

Business Services shall post each deposit to the general ledger promptly, using the bank deposit date and the correct accounting period. Near fiscal year-end, document receipts in transit and any required year-end accounting entry. A deposit appearing in the bank but not yet assigned to a fund shall be researched promptly; it shall not be used to conceal or offset another fund's negative cash position.

4. Electronic, remote, and program receipts

For ACH, wires, online payments, card processors, and remote check deposits, retain settlement and remittance reports, identify gross receipts, separately record processor fees and refunds, and reconcile expected settlements to bank credits and the ledger. Use District-approved merchant accounts and systems. Employees must not collect District payments through personal accounts or unapproved payment applications.

School sites shall submit student activity and event receipts with ticket, registration, inventory, or point-of-sale counts where applicable. Food service receipts shall be identified and retained for food service purposes in accordance with program requirements. Grant or restricted receipts shall be coded to the correct fund and award. The applicable program manager shall review unusual or unidentified receipts with Business Services.

5. Segregation, reconciliation, and oversight

Separate collection, deposit preparation, ledger posting, refund approval, and bank reconciliation among different employees whenever practicable. Where staffing makes full separation impossible, the principal or department head shall independently compare the receipt log, deposit confirmation, bank activity, and ledger posting at least monthly and sign the review. A person who receives money should not be the sole reviewer of its deposit and reconciliation.

Business Services shall reconcile deposits in transit, bank credits, merchant settlements, and ledger receipts monthly. Review gaps in receipt numbers, late deposits, unexplained variances, returned payments, and old unidentified items. Keep an exception log showing the owner, resolution, and date. The CFO shall report material or repeated exceptions to the Superintendent and incorporate their cash impact in the rolling forecast.

6. Refunds, returned items, and losses

Issue refunds only through an approved District payment process with evidence of the original receipt and an independent approval. Record returned checks and chargebacks to the original fund and investigate them promptly. Preserve records and notify the CFO immediately of missing money, suspected theft, altered records, or a material discrepancy. The CFO shall secure evidence, coordinate with the Superintendent and appropriate officials, and determine required insurance,

law enforcement, audit, or Board notifications. Do not silently replace missing money or alter the original receipt record.

7. Records and implementation

Retain receipt records, logs, deposit slips and confirmations, batch reports, reconciliations, exception approvals, and review sign-offs under the District records retention schedule. Business Services shall train collectors and reviewers annually and when duties change. The CFO may issue forms and site-specific instructions consistent with this regulation and shall review deposit exceptions periodically to improve banking access and staffing coverage.

8. Legal Compliance

This Regulation shall be interpreted and administered in a manner consistent with all applicable federal, state, and local laws, regulations, and other legal requirements. Nothing in this Regulation shall be construed to require, authorize, or permit the District, its Board of Trustees, or any employee or representative thereof to take any action, or refrain from taking any action, in violation of applicable law. In the event of any conflict between this Regulation and applicable law, applicable law shall control, and this Regulation shall be construed to the extent reasonably possible to avoid such conflict.

Reference: Board Policy #624 - Cash Management and Interfund Financing;
NRS 354.612;
7 CFR 210.14 for nonprofit school food service revenues, as applicable.

Date Adopted: TBD

Douglas County School District
Board Agenda Item Memo

Date: October 15, 2026

To: DCSD Board of Trustees

From: Jeannie Dwyer, Executive Director of Human Resources

Re: Approval of Proposed Health Insurance Plan Design Changes and Premium Adjustment for January 1, 2027

Requested Action:
To approve the proposed health insurance plan design changes and dependent premium tier adjustments for the PPO and HSA plans effective January 1, 2027, as recommended by the Health Advisory Committee.

Background Information:
As part of ongoing fiduciary management and plan cost-containment strategy for Douglas County School District's self-funded health insurance plan, the Health Advisory Committee and LP Insurance Services evaluated benefit design modifications and revenue enhancements for the upcoming 2027 plan year.

Due to rising claims trends and cost convergence within the self-funded plan, plan adjustments are necessary to maintain the financial stability of the health insurance fund while preserving competitive benefits for employees. The proposed changes modify deductibles, out-of-pocket maximums, co-insurance, office visit co-pays, pharmacy cost-sharing, and dependent premium contributions.

Budget Considerations and Impact:
The combined proposed plan design changes and revenue adjustments generate total projected savings/revenue of $1,085,118 for the 2027 plan year:

1. Benefit Plan Design Changes (Estimated Savings: $870,318)
    - PPO Plan Adjustments ($659,183 Total Savings):

        - Deductible (In/Out): Increase from $1,000 / $2,000 to $2,000 / $4,000 *(Savings: $234,546)*

        - Out-of-Pocket Maximum (In/Out): Increase from $6,000 / $12,000 to $7,500 / $15,000 *(Savings: $115,585)*

        - Co-Insurance (In/Out): Adjust from 80%/60% to 70%/50% *(Savings: $179,007)*

        - Primary Physician Co-pay: Increase from $55 to $60 *(Savings: $66,158)*

        - Specialist Office Visit Co-pay: Increase from $60 to $70 *(Savings: $60,877)*

        - Urgent Care Co-pay: Increase from $55 to $70 *(Savings: $3,710)*

    - HSA Plan Adjustments ($47,436 Total Savings):

        - Deductible (In/Out): Increase from $2,425 / $4,850 (Ind) & $4,850 / $9,700 (Fam) to $3,000 / $6,000 (Ind) & $6,000 / $12,000 (Fam)
        - Out-of-Pocket Maximum (In/Out): Increase from $7,210 / $14,420 (Ind) & $14,420 / $28,820 (Fam) to $8,000 / $16,000 (Ind) & $16,000 / $32,000 (Fam) *(Combined HSA Savings: $47,436)*

        - Co-Insurance (In/Out): Adjust from 80%/60% to 70%/50%
    - Pharmacy Changes ($163,000 Total Savings):

        - Greater of Copay vs. Coinsurance (In/Out): Adjust cost-share structure from 80%/60% to 70%/50% *(Savings: $163,000)*

2. Dependent Tier Revenue Enhancement ($214,800 Annual Revenue):

    - Employee Only (534 Avg Enrollment): $0 monthly increase
    - Employee & Spouse (63 Avg Enrollment): +$100/month *(Monthly: $6,300)*

    - Employee & Child (28 Avg Enrollment): +$100/month *(Monthly: $2,800)*

- Employee + 2 or More (88 Avg Enrollment): +$100/month *(Monthly: $8,800)*
- Total Monthly Increase: $17,900 / Annual Total: $214,800

All savings and revenues accrue directly to the DCSD Self-Funded Health Insurance Fund.

Recommendation:
The Health Advisory Committee recommends that the Board of Trustees approve the proposed 2027 plan design changes and tier rate adjustments as presented.

Discussed at Previous Meeting:
June 25, 2026 Board Meeting: Board review of the Self-Insured & Fully Insured Marketing Analysis and TPA selection presentation by LP Insurance.

April 7, 2026 Board Workshop: Initial Insurance Workshop with LP Insurance Services discussing long-term self-funded plan trends and preliminary cost-containment options.

Key issues for Board Discussion:
Fiscal Responsibility & Reserve Protection: Achieving $1,085,118 in total plan savings and increased revenue directly mitigates rising medical/Rx claims trends and strengthens self-funded reserve levels for 2027.

Employee Impact & Equity: Maintaining a $0 contribution increase for the "Employee Only" tier minimizes financial impact on individual employees (534 enrollees), while applying a modest $100/month increase to dependent coverage tiers.

Alignment with Benefit Strategy: The shift in co-insurance (80%/60% to 70%/50%) and co-pays aligns employee cost-sharing with surrounding regional market benchmarks while maintaining essential benefit coverage.

Attachment(s):
DCSD 2027 Possible Plan Changes.pdf

Douglas County School District

Options: Plan Design Changes for January 1, 2027

	Benefit	*Current Plan Design*	*Plan Design Change*	*Est Total Med / Rx Savings*
	PPO Plan			
1	**Deductible**			**Savings**
	Option 3 (In/Out)	$1,000 / $2,000	$2,000/$4,000	$234,546
2	**Out of Pocket Maximum**			
	Option 2 (In/Out)	$6,000 / $12,000	$7,500 / $15,000	$115,585
3	**Co-Insurance**			
	Option 1 (In/Out)	80% / 60%	70% / 50%	$179,007
4	**Primary Physician**			
	Option 2 (In/Out)	$55 co-pay / 60%	$60 co-pay / 60%	$66,158
5	**Specialist Office Visit**			
	Option 1 (In/Out)	$60 co-pay / 60%	$70 co-pay / 60%	$60,877
6	**Urgent Care**			
	Option 2 (In/Out)	$55 co-pay / 60%	$70 co-pay / 60%	$3,710
	HSA Plan			
1	**Deductible**			
	Individual (In/Out)	$2,425 / $4,850	$3,000 / $6,000	
	Family	$4,850 / $9,700	$6,000 / $12,000	
	Out of Pocket Maximum			
	Individual (In/Out)	$7,210 / $14,420	$8,000 / $16,000	$47,436
	Family	$14,420 / $28,820	$16,000 / $32,000	
	Co-Insurance			
	Co-Insurance (In/Out)	80% / 60%	70% / 50%	
	Pharmacy			
1	**Greater of Copay vs Coinsurance**			
	Option 1 (In/Out)	80% / 60%	70% / 50%	$163,000

Estimated Savings From Benefit Changes	**$870,318**

Tier	12 Month Avg ENR	Additional $100	Monthly Revenue INCR
Employee Only	534	$0	$0
Employee & Spouse	63	$100	$6,300
Employee & Child	28	$100	$2,800
Empl;oyee + 2	88	$100	$8,800
		Monthly	$17,900
		Annual	**$214,800**

Projected Benefit Savings	$870,318
Increased Revenue	$214,800
Total Savings	**$1,085,118**

998

Douglas County School District

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September 15, 2026

NEWS RELEASE

DOUGLAS COUNTY SCHOOL DISTRICT

Trustee Erinn Miller Leave of Absence

Minden, Nevada – Douglas County School District Board of Trustees member Erinn Miller has taken a leave of absence from her duties as a member of the DCSD Board of Trustees effective immediately, pending the resolution of personal legal matters.

DCSD remains focused on supporting its students, staff and families and ensuring the continued work of the Board of Trustees and DCSD operations.

During Miller's leave of absence, the DCSD Board of Trustees will continue conducting its business and carrying out the mission of DCSD.

Additional information regarding Board of Trustees meetings and district business is available through the Douglas County School District website.

DOUGLAS COUNTY SCHOOL DISTRICT

BOARD OF TRUSTEES – 2026 COMMITTEE ASSIGNMENTS

Appointment Position	Board Member(s) 2026 Appointments
Debt Management Commission (2-year commitment)	Trustee: Heather Jackson Alternate: ~~Erinn Miller~~
Board of Directors – Nevada Association of School Boards *Meetings every two months (approx. 2-3 hrs. each), annual conference (2-3 days), trainings (2-4 ½ days), committee work (voluntary participation, participation with legislative activities during legislative years. Board member provides monthly updates to the Board at regular board meetings.	Director: Yvonne Wagstaff Alternate: ~~Erinn Miller~~
Douglas County Parks and Recreation Board *6-8 meetings per year (approx. 2 hrs. each). Covers various projects related to the county. Very little of the discussion relates to the school district. The school district role on the committee is to convey issues/concerns that are not handled by staff or may be political in nature.	Trustee: Markus Zinke Alternate: Melinda Gneiting
School Safety Task Force *Meets quarterly with community group that includes East Fork Fire, DCSSO and administrators from each school (approx.. 1-1.5 hours). Includes table top activities related to safety protocols.	Trustee: Susan Jansen Alternate: Dave Brady
Liaison to Tahoe/Douglas Chamber of Commerce	Trustee: ~~Erinn Miller~~ Alternate: Heather Jackson
Liaison to Carson Valley Chamber of Commerce	Trustee: Markus Zinke Alternate: Dave Brady
Health Advisory Committee	Trustee: Melinda Gneiting Alternative:
Budget Committee	Trustee: Heather Jackson Alternate: ~~Erinn Miller~~

BOARD MEMBER REQUESTS FOR ITEMS TO BE PLACED ON THE AGENDA

Request Date	Requested by (2 Names)	Topic	Future Meeting Date	Presenter
9.17.2026	Melinda Gneiting	Redo Leadership team (3rd officer -Legislative Rep) and Committees to re-assign Erinn Miller's seat	10.15.2026	Superintendent
9.17.2026	Heather Jackson	School reports - School Performance Plans (SPP)	10.15.2026	Leslie Peters and Elementary Principals
9.17.202	Markus Zinke	Athletic finances (activity funds) where money comes from, where it goes, how spent, how accumulated, how decisions are made	Per Mr. Brady wait until audit is done	

School Events

School sites have provided information for the following events:

- *October 15 - CVMS Student of the Month Celebration*
- *October 15 - DHS Free Dental Day*
- *October 16 - End of First Quarter*
- *October 17 - PSAT Testing at DHS 7:00am - 12:00pm*
- *October 19 -23 - GWHS Red Ribbon Spirit Week*
- *October 20 - DHS Band/Choir Fall Concert 6:00 - 8:00pm*
- *October 21 - CVMS Tentative Drone Assembly w/ DCSO*
- *October 21 - CTE Career & Trades Fair, 7:30 - 11:00am at DHS*
- *October 21 - FAFSA Night with WNC at DHS Media Center 5:30-8:00pm*
- *October 23 - Pumpkin Run at CVMS*
- *October 23 - JAG Ceremony - 5:30pm hors d'oeuvres, 6:00pm ceremony at Valley Christian Fellowship on Lucerne*
- *October 26-30 - Fall Break*
- *October 31 - GWHS Robotics Competition 12:30 - 6:30pm*
- *November 2 - 19 - CVMS Food Drive*
- *November 4 - ASVAB at DHS Media Center 2:00 - 5:30pm*
- *November 5 - CVMS Student of the Month Celebration*
- *November 10 - SES Veteran's Day Assembly 9 - 10am*
- *November 12 - SES Veteran's Day Assembly for Parents 2:00 - 3:00pm*
- *November 13 - SES Wolf Jett CV Arts Council Assembly 2:00 - 3:00pm*
- *November 16 - PLC Early Release*
- *November 19 - DHS HOSA Blood Drive 7:00am - 3:00pm*
- *November 19 - SES Bingo! 5:30 - 7:00pm*

ENROLLMENT COUNTS - ALL

ENROLLMENT NUMBERS BY MONTH - 26-27

SCHOOL	BOARD MEETINGS																																									
		September				October				November				December				January				February				March				April				May				June			
	August	Full Enrollment	PKSE	Part-Time Enrollment	Other*	Full Enrollment	PKSE	Part-Time Enrollment	Other*	Full Enrollment	PKSE	Part-Time Enrollment	Other*	Full Enrollment	PKSE	Part-Time Enrollment	Other*	Full Enrollment	PKSE	Part-Time Enrollment	Other*	Full Enrollment	PKSE	Part-Time Enrollment	Other*	Full Enrollment	PKSE	Part-Time Enrollment	Other*	Full Enrollment	PKSE	Part-Time Enrollment	Other*	Full Enrollment	PKSE	Part-Time Enrollment	Other*	Full Enrollment	PKSE	Part-Time Enrollment	Other*
201-GES	345	324	9	2	11	327	10	3	11																																	
202-ZCES	149	147	0	0	9	145	0	0	10																																	
206-JVES	343	296	12	0	37	296	14	1	37																																	
207-SES	513	505	0	3	0	505	0	4	0																																	
209-PHES	250	254	0	1	0	254	0	1	0																																	
210-MES	380	342	29	2	23	344	32	2	23																																	
301-CVMS	650	652	0	0	0	650	0	1	0																																	
302-PWL	387	393	0	1	0	391	0	1	0																																	
501-DHS	1,378	1,372	0	13	9	1,366	0	13	9																																	
502-GWHS	135	127	0	0	0	123	0	0	0																																	
503-JHS	18	18	0	0	0	19	0	0	0																																	
504-AAHS	66	77	0	0	0	81	0	0	0																																	1003
901-ALT	3	3	0	0	0	2	0	0	0																																	
903-DCAS					12				14																																	
TOTAL	**4617**	**4510**	**50**	**22**	**101**	**4503**	**56**	**26**	**104**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
DIFFERENCE FROM PRIOR YEAR	128	142				139																																				

Revised 10/2/2026

This table shows **ALL** enrollments including PKEC, NR!PK, Grade 13 (UG), Adults, and those students taking a class enrolled in homeschool, private school, or charter school. PCFP is based on average daily enrollment, not on this snapshot data.

*Other category includes enrollment codes such as PK students without IEP, adult education students, students taking less than a full academic load, CA students attending DCSD