

July 28, 2022

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

Re: Good Cause Exemption Request to Amend Charter Application

To State Public Charter School Authority,

Pinecrest Academy of Nevada (Pinecrest) respectfully renews its request for a good cause exemption from the current amendment schedule to amend its charter contract with the State Public Charter School Authority (SPCSA).

As noted in our original submission on July 15, 2022, the purpose of this out-of-cycle amendment is to seek the Authority's approval to open a new Pinecrest Springs campus near the Springs Preserve. The Pinecrest Governing Board has approved (a) the filling of the proposed amendment application (*see Attachment 1.1*); (b) the request to seek a good cause exemption (*see Attachment 1.2*); as well as (c) the amendment application itself (*see Attachment 1.3*). Please note this resubmitted application also includes a Gantt Chart (*Attachment 20*) that was not available at the time of the original submission on July 15, 2022.

We sincerely appreciate the support of the SPCSA staff as Pinecrest seeks the approval of this good cause exemption as well as the granting of its underlying application to amend the charter for the new Pinecrest Springs campus.

Sincerely,

Travis Keys

Travis Keys
Board Chair, Pinecrest Academy of Nevada
travis.keys@pinecrestnv.org

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2022 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For Additional Instructions, please see the [Amendment Application Guidance Document](#)

For the: **Pincrest Academy of Nevada**

Date Submitted: **July 29, 2022**

Current Charter Contract Start Date: **July 1, 2018**

Charter Contract Expiration Date: **June 30, 2024**

Key Contact: **Travis Keys**

Key Contact Title: **Board Chairperson, Pincrest Academy of Nevada**

Key Contact Email and Phone: travis.keys@pincrestnv.org / 702-600-1856

Date of School Board Approval of this Application: **November 30, 2021, April 5, 2022, July 28, 2022**

Deadlines

	Spring Cycle	Fall Cycle
Notice ¹ of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action (tentative and subject to change)	June board meeting	December board meeting

RFA application processing includes an initial high-level completeness check followed by an ongoing completeness check as specific, relevant sections of the application are reviewed in detail.

¹ Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval for):

1. [Add Distance Education](#)
2. [Add Dual-Credit Program](#)
3. [Change Mission and/or Vision](#)
4. [Eliminate a Grade Level or Other Educational Services](#)
5. [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#)
6. [Enrollment: Expand Enrollment in **Existing** Grade Level\(s\) and Facilities](#)
7. [Enrollment: Expand Enrollment in **New** Grade Levels](#)
8. [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#)
9. [Facilities: Occupy New or Additional Facility](#)
10. [Facilities: Occupy a Temporary Facility](#)
11. [Facilities: Relocate or Consolidate Campuses](#)
12. [RFA: Transportation](#)
13. [Change of Incorporation Status](#)
14. [Other changes](#)
 - **Additional Campus**

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Introduction

The SPCSA seeks to continuously improve its processes and the quality of its services. Over the past few years we have, for example, been able to significantly reduce the amount of paperwork involved in the processing of Request For Amendment (RFA) Applications (RFAAs), primarily by separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA have now add a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for most frequently requested RFA applications.

If you're submitting RFAs in one of these areas, the following guidance may help you prepare and process your application faster.

The first three and the fifth may be handled in the Consent Agenda section of the board meeting, also.

Most Frequent Request For Amendment Applications

Here are the four most frequently Request For Amendment (RFA) application types submitted to the Authority for approval by the SPCSA board. If you are requesting one of these RFA types, then you may follow the below described abbreviated process.

1. Dual credit RFA applications
2. Distant education RFA applications
3. Enrollment additions or contractions and grade expansions or contractions
4. Facilities acquisitions or leases
5. Lotteries and lottery changes

Below are the processing requirements of the RFA types above. Complete the following check marked items () from the overall application requirements list below. You do not need to respond to the unchecked areas.

Sections Required

The below focused requirements are only for schools seeking approval for the above RFA types. RFAs for Facility acquisitions or expansions have additional requirements described below:

- Executive Summary
- Meeting The Need
 - Expansions to new grade levels or new campuses must complete the Meeting the Need section.
 - Lottery RFAs must include Meeting the Need section for relevant sections.
 - Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
 1. Not required for Dual Credit or Distance Education RFAs assuming fiscal cost impacts less than 5%.
 2. Enrollment RFAs: complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
 3. Facility RFAs: complete the appropriate tab under the “**Facilities**” section below including the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections). This includes completing the “**Facilities**” related RFA section below.

All other amendment types require applicants to complete each applicable section below. If you have questions, please reach out to Mike Dang for further guidance.

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

Required for all submissions. 4 Pages or less per RFA. If your RFA submission includes more than one requested change, this must be listed in the Executive Summary. If you have questions, please contact Mike Dang.

Provide a brief overview of your school, including:

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

Pinecrest Academy of Nevada (PAN) opened its first campus in 2012 serving students in Grades K-7. Today, the PAN network has grown to five campuses serving nearly 6,500 students in Grades K-12 across the Las Vegas Valley.

Cadence Campus

225 Grand Cadence Dr. (K-5)
220 Taylor St. (6-12)
Henderson, NV 89015

Sloan Canyon Campus

675 E. Dale Ave. (K-5)
655 E. Dale Ave. (K-12*)
Henderson, NV 89044

St. Rose Campus (K-8)

1385 E. Cactus Ave.
Las Vegas, NV 89183

Horizon Campus (K-5)

1360 S. Boulder Hwy.
Henderson, NV 89015

Inspirada Campus (K-8)

2840 Via Contessa
Henderson, NV 89044

The Governing Body of PAN currently consists of the following seven (7) members representing diverse areas of expertise in the fields of legal, real estate, accounting, finance, insurance, education, and marketing in compliance with NRS [388A.320](#).

Board Chair Travis Keys is President of a successful business marketing and consulting firm. Travis has served on the Board of PAN since before the opening of the first Pinecrest campus and currently has two children attending Pinecrest Horizon and one child attending Pinecrest Cadence.

Board Vice-Chair Kacey Thomas is in the financial services industry as the owner of an independent insurance agency. Kacey has been actively involved with PAN as the former Co-President and founding member of the inaugural Parent Teacher Organization (PTO) and received an award as the Nevada Charter School Parent of the Year in 2014.

Board Secretary Marni Watkins serves as an in-house attorney with Fidelity National Law Group handling real estate disputes. Marni currently has a child attending Pinecrest St. Rose.

Board Treasurer Craig Seiden is a Certified Public Accountant who serves as Vice President for Finance and Administration for Touro University, Western Division. Craig likewise has a child attending a Pinecrest campus.

Board Member Jeff Cahill serves as a teacher and head football coach at Basic High School.

Board Member Coby Sherlock currently serves as a mortgage lender. Coby's passion for education drives him to serve his community by contributing to local government, service organizations, and various community outreach programs.

Board Member Jennifer Williamson is a life-long educator who has taught middle school English/Language Arts, high school English, and worked as a secondary reading specialist. After earning a Master's degree in School Counseling and a Ph.D. in School Counselor Education, Jennifer currently serves as an Assistant Principal at Sports Leadership and Management of Nevada (SLAM).

Michael O’Dowd is the current Principal at Pinecrest’s Inspirada campus and will serve as the founding Principal at the new Pinecrest Springs campus. After serving as an Elementary School Principal for the Clark County School District (CCSD) for nearly eighteen years, Michael has successfully served as Principal of the Inspirada campus for the last six years. During his stewardship, the Inspirada campus received a 5-Star Rating for three consecutive years, for being the top rated Middle School in the State of Nevada in 2019, and for being the first school in Nevada to receive a STEM Certification from Cognia (formerly AdvanceED).

Steve Albrecht, the current K-8 Assistant Principal at Pinecrest’s Inspirada campus, is anticipated to ultimately succeed Michael O’Dowd as Principal at the new Pinecrest Springs campus. Steve previously served as a Teacher for nine years and the Project Facilitator for the English Language Learner Division for an additional year for the Clark County School District (CCSD), For the last five years, Steve has successfully served as the K-8 Assistant Principal at Pinecrest’s Inspirada campus as well as the K-12 Administrator for another charter school, Sports Leadership and Management of Nevada (SLAM).

2. Statement and overview of the mission and vision.

The mission of Pinecrest Academy of Nevada is as follows:

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

The vision of Pinecrest Academy of Nevada is as follows:

Scholars perform at the highest level on all academic measures.

3. Specific statement of the request.

The Board of the PAN charter network, operating under a current contract with a start date of **July 1, 2018** and a six-year expiration date of **June 30, 2024** requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply)

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO or CMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility
- 10. Other (specify): **Additional Campus**

(See full list above of RFA amendment types)

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

Please see **Attachment 1 – Board Meeting Agenda & Minutes**.

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

Pinecrest Academy of Nevada is seeking approval from the Nevada State Public Charter School Authority to add a new charter school campus, Pinecrest Springs, in central Las Vegas near the Springs Preserve.

5. Description of proposed target model and target communities.

The requested amendment will not alter Pinecrest's target model.

The requested additional campus expansion targets underserved communities in the following zip codes: 89102, 89106, 89107, 89108, and 89146.

6. Statement of outcomes you expect to achieve across the network of campuses.

Pinecrest expects all students attending the new campus will be further prepared for success in college and/or career. The new Pinecrest Springs campus will have access to the Instructional Model of Pinecrest Academy. Each of the Pinecrest campuses in the southern Nevada area are consistently rated as 4- and 5- star schools. The High School programs continue to test among the highest in the state with reference to ACT scores. The new Pinecrest Springs campus is expected to build on the consistent core curriculum and blended learning programs as well as professional development opportunities in order to achieve similar levels of success.

7. Key components of your educational model for the expanded school.

Pinecrest Academy of Nevada's educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement and are constant across the Pinecrest system. These include, but are not limited to:

- A course guide, lesson plans, and syllabi based on the Nevada Academic Content Standards, Next Generation Science Standards, and national STEM Standards.
- A hybrid, standards-based approach to grading and communication of grades.
- A thematic approach to integrate core areas of study such as: mathematics, reading, language arts, writing, science, and social studies.
- A differentiated approach through blended learning to enhance student learning and goal tracking.
- Appropriate assessments to measure learning (screening, progress monitoring, and diagnostic).
- Data-driven, high-quality differentiated instruction for all students.
- Supplemental programming for student advancement and remediation.
- Research-based instructional practices.
- Professional development and support for teachers with research-based practices, advanced curriculum, and technology integration.
- Weekly grade level meetings to review common pacing calendars and lesson plans.
- Data Days and Staff Development Days for ongoing review of campus and system-wide data and professional development workshops.
- Before and after school tutoring for remediation and acceleration.
- Targeted interventions for struggling students performing below grade level.

8. Describe the charter school’s plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.

PAN’s Board of Directors will approve a Financial and Management Plan between Pinecrest Springs and Pinecrest Academy of Nevada, Inspirada Campus for the support of the Secondary Deans of Students. This will allow for the administration and oversight of behavioral circumstance and compliance with all Restorative Justice policies and procedures as applicable with the State of Nevada.

Pinecrest’s Restorative Action Plan includes:

- The need to feel right to the person harmed
- The need to be “do-able” by the one who did the harm
- The need to include an action to prevent further offending
 1. Something that strengthens and supports the offender.
 2. Something that addresses underlying issues associated to the offense.

Pinecrest Academy of Nevada has adopted a full Restorative Justice plan which would be applicable to the students enrolled in the requested Pinecrest Springs campus. For further information, please see [***Attachment 2 – Restorative Justice Plan***](#).

9. Describe the charter school’s plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.

Pinecrest Academy of Nevada is affiliated with and replicates the highly successful Pinecrest Academy charter school network based in Florida. Both systems have demonstrated success with diverse, at-risk student populations, including English Language Learners.

Pinecrest Academy of Nevada implemented a 5x weighted lottery across its network of campuses beginning in the 2022-2023 school year for students who are eligible for free or reduced-price lunch. The new Pinecrest Springs campus would follow the same weighted lottery system to ensure enrollment diversity. A full targeted marketing plan is included below and will be specifically applied to the target zip codes which align with the initiatives of the State Public Charter School Authority.

PAN’s Board of Directors will approve a Financial and Management Plan between the Pinecrest Springs campus and Pinecrest Academy of Nevada, Inspirada Campus in order to ensure that there is proper oversight, consulting, and services necessary to meet the needs of disadvantaged and underserved students enrolled in 1- or 2-star schools including students with Individualized Education Plans (IEPs), English Language Learners (ELLs), and students qualified for free and reduced-price lunch (FRL). This will be a part of the Administrative Services which are fully described below.

10. The values, approach, and leadership accomplishments of your school or network leader and leadership team.

The Pinecrest Springs campus will operate under the leadership team of the existing charter program at Pinecrest Academy’s Inspirada Campus, including Michael O’Dowd and Steve Albrecht. The leadership team represents a group with extensive experience in all aspects of charter school operations, school administration, curriculum,

instruction, and assessment pedagogy. This leadership team is committed to ensuring all Nevada State education statutes and requirements are met. Pinecrest Springs will use the leadership team's experience and building staff to provide the optimum school choice to the targeted community. Pinecrest Springs, a school of choice, will provide accountability for student learning, professional learning opportunities for teachers, and a viable learning environment focused on developing the "whole" child (academically and socially) for college and career.

Furthermore, Pinecrest Academy of Nevada's Governing Board, and experienced Principals from other local Pinecrest campuses, such as Lisa Satory, Jessica LeNeave, Wendy Shirey, and Jon Haskel, will also ensure that the school's values of high academic achievement, community unity, and quality school operations are implemented and executed faithfully with Pinecrest Springs. To do so, Pinecrest will implement best practices and use system-wide resources to minimize the potential for otherwise common issues.

11. Key supporters, partners, or resources that will contribute to your expanded school's success.

The following individuals and organizations have pledged support as key partners or resources that will help contribute to the overall success of the Pinecrest Springs' campus:

- *Springs Preserve* – Lisa Windom, Manager of Springs Preserve, supports PAN's campus expansion into the Springs Preserve area of Las Vegas. When the new Springs campus is approved, Springs Preserve will partner with PAN in the following areas in an effort to support quality educational options for students and families:
 - Share virtual programming with vocabulary, curriculum, and Google Slide decks on Conservation and Environmental Science for students in grades K-8 through its Springboard Series
 - Provide volunteer and internship opportunities for high school students within the Zoology Department, Butterfly Habitat, and Botanical Gardens
 - Provide parent engagement opportunities both at the School and at Springs Preserve
 - Help the School create and implement a Career Technical Education (CTE) program for Environmental Science
 - Consistent access to its 12,000 square foot Teaching Garden with curriculum and lessons developed by horticulture experts
 - Significantly reduced admission to the Springs Preserve facility for low income families through its Museums for All Access program
- *Team Farnham* – Matt and Leslie Farnham, owners of Team Farnham at Crown Point Realty, support PAN's campus expansion into the Springs Preserve area of Las Vegas. The Farnhams support a "School of Choice" for students and families in the Springs Preserve area and believes that Las Vegas needs a high-achieving STEM program as offered by PAN for these targeted communities.
- *Truman Orthodontics* – Zachary Truman, DMD at Truman Orthodontics likewise supports PAN's campus expansion into the Springs Preserve area of Las Vegas. Truman Orthodontics has been a proud sponsor of PAN's existing campuses and has witnessed first-hand the benefits of a high-quality educational program on the local community. Dr. Truman also supports a "School of Choice" for students and families in the Springs Preserve area and is excited that PAN can provide a high-achieving STEM program to the targeted communities.
- *Junior Achievement* – Michelle Jackson, President and CEO of Junior Achievement of Southern Nevada, supports PAN's campus expansion into the Springs Preserve area of Las Vegas. When the new Springs

campus is approved, Junior Achievement will partner with PAN in the following areas in an effort to support quality educational options for students and families:

- Offering financial literacy curriculum aligned with the Nevada Academic Content Standards that meet or exceed the state mandates for grade specific financial literacy
 - Offering field trips with hands-on experiences to JA BizTown and JA Finance Park programs or comparable virtual programs
 - Offering real-life simulations for students in business and entrepreneurship
 - Offering career readiness and pathways programing
 - Offering K-12 options and opportunities that compliment classroom content while giving students hands-on experiences supported by volunteers from the business community
- *YMCA* – Emily Sowers, Executive Director of the Bill and Lillie Heinrich YMCA, supports PAN’s campus expansion into the Springs Preserve area of Las Vegas. In general, the YMCA focuses on healthy families and communities and advocates for strong education systems that strengthen neighborhoods. The YMCA also focuses on youth development, diversity, and inclusion of families. When the new Springs campus is approved, the YMCA will partner with PAN in the following areas in an effort to support quality educational options for students and families:
 - Use of the YMCA gym and recreational facilities for learning opportunities;
 - Host family engagement events;
 - Provide before and after school programs for students; and
 - Offer summer, winter, and spring break programs.

YMCA also has a preschool program for a small cohort of students. It would be a great opportunity for students to have a high-quality public school of choice when they start school in such a close proximity.

- *Heavenly Smiles* – Janet Crosswhite, RDH, BS, PHE of Heavenly Smiles Mobile Dental, supports PAN’s campus expansion into the Springs Preserve area of Las Vegas. Heavenly Smiles provides a preventative dental hygiene program in Southern Nevada. Heavenly Smiles serves the most vulnerable populations by removing barriers to obtain access to dental care with a state-of-the-art safe mobile dental van. Janet strongly supports PAN’s effort to provide its STEM and Performing Arts curriculum learning environment in this underserved area to help nurture and prepare these students for success in college and throughout life. When the new Springs campus is approved, the Heavenly Smiles will partner with PAN in the following areas in an effort to support quality educational options for students and families:
 - Dental screenings and safe radiographs (x-rays)
 - Dental cleanings
 - Fluoride Varnish treatments / silver diamine fluoride treatments
 - Sealant program
 - Oral health education
 - Oral health supplies

- *Puentes* – R. Guy Girardin, President of Puentes, an innovator in the development of comprehensive, collaborative, and culturally relativistic initiatives that seek to provide permanent, sustainable solutions through addressing root causes, disparities, and inequities in our social order. When the new Springs campus is approved, Puentes will partner with PAN in the following areas in an effort to support quality educational options for students and families:
 - Joint development of volunteer programs for Pinecrest Academy students with Puentes as it seeks to serve disadvantaged communities in Las Vegas through the delivery of holistic health and wellness services.
 - Cooperative use of the Pinecrest Springs campus to serve its immediate community and neighborhood with the delivery of holistic health and wellness services.
 - In conjunction with Puentes’ partners, joint development of emotional health and wellness support and mentorship programs for Pinecrest Springs students.

For further information, please see ***Attachment 3 – Community Support Letters***.

In addition to these organizations that have issued written letters in support of the new Springs campus, school representatives are continuing to work with additional community partners, businesses, and agencies and anticipate receiving more letters of support in the next few weeks from the following prospective partners:

- *Clark County Fire Department* – Developing CTE program in Fire Science
- *Chase Bank* – Financial Literacy for parents and family members
- *All Uniform Wear* – providing free uniforms for families in need
- *Three Square* – Breakfast, Lunch and weekend backpacks of food
- *UNLV Medical School* – Medical services provided to families

NOTES

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate “No change” for any below requested response that has not changed from your charter school contract.**
3. **Indicate “N/A” for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond “N/A” to any Specific Requirements RFA section for which they are not applying.**
4. *If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:*
 - a. *Letter from the Board chair requesting Good Cause Exemption;*
 - b. *Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and*
 - c. *The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.*
5. **To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle () left of that heading.**

B) MEETING THE NEED

TARGETED PLAN

1. **Identify the community you wish to serve** as a result of the expansion or RFA and describe your interest in serving this specific community.

All of the Pinecrest Academy of Nevada campuses are generally open to all Nevada residents. However, the proposed target population for the new Pinecrest Springs campus is students who will be attending grades K-12 and living in the central part of Las Vegas, specifically the communities surrounding the Springs Preserve and Meadows Mall.

The zip codes that will be targeted for enrollment at the new Pinecrest Springs campus will include 89102, 89106, 89107, 89108, and 89146. See **Figure 1** below with a map of the target zip codes.

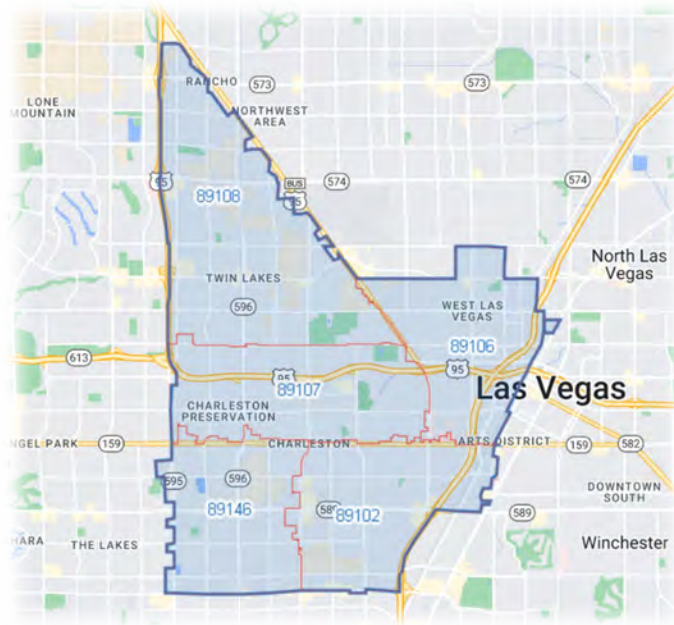


Figure 1. Map of Target Zip Codes

Collectively, there are a total of thirty-four (34) traditional public elementary, middle, and high schools served by the Clark County School District (CCSD) in these five (5) identified zip codes. **Table 1** below generally includes total enrollment information for all of the traditional public schools located within these target zip codes and is based on the District Snapshot for the Clark County School District included in *Exhibit A* to the SPCSA’s **2022 Academic and Demographic Needs Assessment**.

Table 1. Overall Enrollment Data for Target Zip Codes

Zip Code	Enrollment (Oct. 1, 2021)	Total # Schools
89102	5,856	4
89106	6,095	12
89107	9,762	10
89108	5,797	9
89146	6,851	9
Total	34,361	34

Within these target zip codes, there are a total of fifteen (15) traditional public elementary schools, three (3) middle schools, and one (1) high school that are located within a 2½ mile radius of PAN’s new Springs campus at 4000 Meadows Lane, Las Vegas, Nevada 89107 (the former Sears store at Meadows Mall). Collectively, as noted in **Table 2** below, these nineteen (19) traditional public schools serve 14,989 students (8,355 elementary students, 3,831 middle school students, and 2,803 high school students) within a 2½ mile radius of PAN’s Springs campus.²

Table 2. Enrollment Data for Schools within 2½ Miles of New Facility

Zip Code	Enrollment (Oct. 1, 2021)	Total # Schools within 2½ miles
89102	1,347	2 ³
89106	821	2 ⁴
89107	9,829	10 ⁵
89108	2,460	4 ⁶
89146	532	1 ⁷
Total	14,989	19

It is important to note that these 14,989 students in the target zip codes currently have limited charter school options in their communities. Based on *Appendix B* to the SPCSA’s **2022 Academic and Demographic Needs Assessment**, there are currently only two (2) SPCSA-sponsored charter schools located within the target zip codes: (1) Democracy Prep at the Agassi Campus located in 89106 and (2) Somerset Academy – Lone Mountain located in 89108. However, the Democracy Prep campus is located approximately 4 miles from the proposed school facility at 4000 Meadows Lane, Las Vegas, Nevada 89107 while the Somerset Academy campus is located approximately 7½ miles away from the proposed school facility.

Pinecrest Academy currently operates six (6) campuses in Nevada (five in Southern Nevada and Pinecrest Academy of Northern Nevada located in Sparks, Nevada), one campus in Twin Falls, Idaho, and nineteen campuses in Florida. As a system, Pinecrest Academy serves Title 1 schools, English Language Learners (ELLs), free or reduced-price lunch eligible populations (FRL), students with Individualized Education Programs (IEPs), and Gifted and Talented students. All Pinecrest schools in Nevada have received and maintained a 4- or 5-star rating while schools in Florida have received an A or B grade from their Departments of Education. Our proven Instructional Model provides differentiated instruction commensurate with student readiness and ability levels while infusing Science, Technology, Engineering, and Math (STEM) into the core subject areas.

² The enrollment numbers in **Table 2** are based on information obtained from CCSD’s **2021-2022 Enrollment Report** as of February 1, 2022. Data from CCSD’s enrollment report was used in this table since the SPCSA’s **2022 Academic and Demographic Needs Assessment** did **not** include enrollment data for traditional public schools that received star ratings above two stars. Four of the traditional public elementary schools (**Pittman, Vegas Verdes, Warren, and Wasden**) and one of the traditional public middle schools (**Hype Park Magnet**) located within a 2½ mile radius of PAN’s new school facility were rated as either 3- or 4-star schools.

³ The **89102** zip code includes **Bell** and **Vegas Verdes** Elementary Schools.

⁴ The **89106** zip code includes **Detwiler** and **W Williams** Elementary Schools.

⁵ The **89107** zip code includes **Adcock, Griffith, Pittman, Red Rock, Warren, and Wasden** Elementary Schools; **Garside, Gibson, and Hype Park** Middle Schools; and **Western** High School.

⁶ The **89108** zip code includes **Culley, McWilliams, Ronzone, and Twin Lakes** Elementary Schools.

⁷ The **89146** zip code includes **Hancock** Elementary School.

Pinecrest Academy desires to partner with families in these identified communities of disadvantaged and underserved students in order to provide instruction commensurate with students’ readiness and ability levels in elementary school and have students working on grade level by the end of third grade. Furthermore, PAN intends to design and implement a variety of academic paths in grades 6-12, including dual enrollment, college prep, and Career Technical Education (CTE) programs, so students can achieve success in family, community, and career.

2. **Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.**

Pinecrest Academy of Nevada is fully committed to providing disadvantaged and underserved K-12 students in the target zip codes with a superior educational experience at its new Springs campus consistent with the mission described in the SPCSA’s *2022 Academic and Demographic Needs Assessment*.

Academic Need: Geographies with a significant percentage of students enrolled in 1- and 2-star schools

Pinecrest Academy’s requested Springs campus expansion will improve the performance of the students in the target zip codes who are overwhelmingly enrolled in 1- and 2-star schools on the Nevada School Performance Framework (NSPF). The following demographic information in **Table 3** below relates to the traditional public schools within the target zip codes and is based on the District Snapshot for the Clark County School District included in *Exhibit A* to the SPCSA’s *2022 Academic and Demographic Needs Assessment*.⁸

Table 3. Analysis of Target Zip Codes with 1- and 2-Star Schools

Zip Code	Enrollment	Total Schools	★ or ★★ Schools	★ or ★★ Enrollment	★ or ★★ % Enrolled	★ or ★★ Elementary	★ or ★★ Middle	★ or ★★ High
89102	5,856	4	2	1,953	33.3	1	1	0
89106	6,095	12	8	3,288	53.9	7	1	0
89107	9,762	10	6	6,772	69.3	3	2	1
89108	5,797	9	7	4,665	80.4	6	1	0
89146	6,851	9	4	2,192	31.9	4	0	0
Total	34,361	34	27	18,870	54.9	21	5	1
Clark County	306,374	-	160	102,235	33.3	-	-	-
State of Nevada	419,256	-	260	134,187	32.0	-	-	-

Based on this data, 54.9% of the students in these target zip codes are currently enrolled in schools that are not meeting (★), or only partially meeting (★★), state performance standards. This 54.9% of disadvantaged and underserved students in the target zip codes is *64.8% higher* than the local School District average of 33.3% and *71.5% higher* than the State average of 32.0%.

This data clearly supports the need for a local charter school option since a significant population of disadvantaged and underserved students are currently enrolled in 1- and 2-star schools in these target communities. More specifically, fourteen (14) of the twenty-seven (27) 1- and 2-star traditional public schools in the target zip codes are actually located within a 2½ mile radius of PAN’s proposed Springs campus (see **Table 4** below).

⁸ The information from the SPCSA’s *2022 Academic and Demographic Needs Assessment* reflects the most recent data available from the 2018-19 school year Nevada School Performance Framework (NSPF) school star ratings.

Table 4. Star Ratings of Schools within 2½ Miles of New Campus

School	Grades	NSPF Star Rating
Adcock	ES	★★
Bell	ES	★★
Culley	ES	★★
Detwiler	ES	★★
Griffith	ES	★★
Hancock	ES	★
McWilliams	ES	★★
Red Rock	ES	★
Ronzone	ES	★★
Twin Lakes	ES	★★
W Williams	ES	★
Garside	MS	★★
R Gibson	MS	★★
Western	HS	★★

PAN’s proven Instructional Model to be implemented in its requested Springs campus expansion will improve the academic performance of these disadvantaged and underserved students currently enrolled at 1- and 2-star schools in the target zip codes since Pinecrest Academy’s existing local campuses in Southern Nevada consistently rank as 4- and 5-star schools (see **Table 5** below).

Table 5. Star Ratings of Local Pinecrest Campuses

Pinecrest	Grades	NSPF Star Rating (ES)	NSPF Star Rating (MS)
Cadence	ES / MS / HS	★★★★	★★★★★
Horizon	ES	★★★★	-
Inspirada	ES / MS	★★★★★	★★★★★
Sloan Canyon	ES / MS	Not rated	Not rated
St. Rose	ES / MS	★★★★	★★★★★

Demographic Need: Student groups that consistently underperform on the 3rd-8th grade Smarter Balanced Assessment (Math and ELA) and the 11th grade ACT Assessment (Math and ELA)

Consistent with the SPCSA’s findings, Pinecrest Academy also seeks to support student populations such as (a) Economically Disadvantaged Students who are eligible for free or reduced-price lunch (FRL), (b) English Language Learners (ELL), and (c) students with Disabilities (those with an Individual Education Program, or IEP) who have historically underperformed on the 3rd-8th grade Smarter Balanced Assessment in Math/ELA and the 11th grade ACT Assessment in Math/ELA.⁹

The following demographic information in **Table 6** represents the data for historically disadvantaged and underserved student populations at the twenty-seven (27) 1- and 2-star rated traditional public schools in these five

⁹ Pinecrest Academy recognizes the SPCSA’s **2022 Academic and Demographic Needs Assessment** also found that students in foster care and students experiencing homelessness are two additional student populations that historically underperform across multiple academic measures relative to the average Nevada student. However, at this time, the available data to adequately measure such underperformance within the schools in the target zip codes is scarce and inadequate for any meaningful quantitative analysis.

(5) target zip codes based on the District Snapshot for the Clark County School District included in *Exhibit A* to the SPCSA’s **2022 Academic and Demographic Needs Assessment**.

Table 6. Demographics of Special Populations at Traditional Public Schools within Target Zip Codes

	School	Zip Code	Enrollment (Oct. 1, 2021)	ELL %	FRL % ¹⁰	IEP %
1	Adcock ES	89107	422	32.9	64.0	13.5
2	Bell ES	89102	659	27.3	64.0	11.5
3	Booker ES	89106	354	29.0	64.0	16.1
4	Brinley MS	89108	954	27.8	64.0	14.3
5	Bunker ES	89108	665	26.3	64.0	13.9
6	Cashman MS	89102	1,294	27.5	64.0	11.2
7	Culley ES	89108	610	44.4	64.0	11.4
8	Detwiler ES	89106	522	28.5	64.0	14.5
9	Garside MS	89107	1,140	24.9	64.0	13.3
10	Gibson (Robert) MS	89107	1,240	27.4	64.0	10.5
11	Gray ES	89146	382	29.8	64.0	13.8
12	Griffith ES	89107	546	38.0	64.0	12.0
13	Hancock ES	89146	497	19.1	64.0	12.4
14	Kelly ES	89106	331	7.5	64.0	13.5
15	McWilliams ES	89108	621	45.7	64.0	14.3
16	Rainbow Dreams ES	89106	59	0.0	64.0	0.0
17	Red Rock ES	89107	610	30.0	64.0	11.3
18	Reed ES	89108	603	27.3	64.0	14.4
19	Ronzone ES	89108	721	34.1	64.0	9.4
20	Roundy ES	89146	557	44.5	64.0	11.6
21	Toland (Carson) ES	89106	277	27.4	64.0	10.4
22	Twin Lakes ES	89108	491	42.1	64.0	11.4
23	West Prep ES	89106	403	35.4	64.0	5.0
24	West Prep JS/HS	89106	1,073	22.8	64.0	16.4
25	Western HS	89107	2,814	30.4	64.0	13.5
26	Williams (Wendell) ES	89106	269	12.6	64.0	11.1
27	Wynn ES	89146	756	44.4	64.0	11.2
	27 Schools in Target Zip Codes		18,870	29.2	64.0	11.9
	14 Schools within 2½ miles of Springs Campus		11,162	31.2	64.0	12.2
	Pinecrest Academy		6,461	2.0	23.4	9.5
	SPCSA		55,415	8.8	43.4	9.8
	Clark County		320,245	15.5	64.0	12.0
	State of Nevada		492,338	13.7	77.7	12.1

¹⁰ For the FRL benchmark, PAN is relying upon the “Comparison District FRL Rate” for the Clark County School District identified in the SPCSA’s recent *FRL Data 2020-21 and 2021-2022 School Years* dated April 15, 2022 which attempts to more accurately reflect the FRL student enrollment counts without using the Community Eligibility Provision (CEP).

Economically Disadvantaged Students Who Are Eligible for Free or Reduced-price Lunch (FRL)

Figure 2 below summarizes proficiency data for the 3rd-8th Grade Smarter Balanced Assessment and 11th Grade ACT Assessment for both Math and ELA assessments based on data from the **Nevada Accountability Portal** website maintained by the Nevada Department of Education for the 2020-2021 school year.

Figure 2 compares Math and ELA proficiency data for both overall student populations and FRL students attending (a) schools throughout the State of Nevada; (b) CCSD schools; (c) SPCSA-sponsored schools; (d) 1- and 2-star rated traditional public schools in the five (5) target zip codes; (e) 1- and 2-star rated traditional public schools located within a 2½ mile radius of PAN’s proposed Springs campus; and (f) the local Pinecrest campuses in Clark County.¹¹

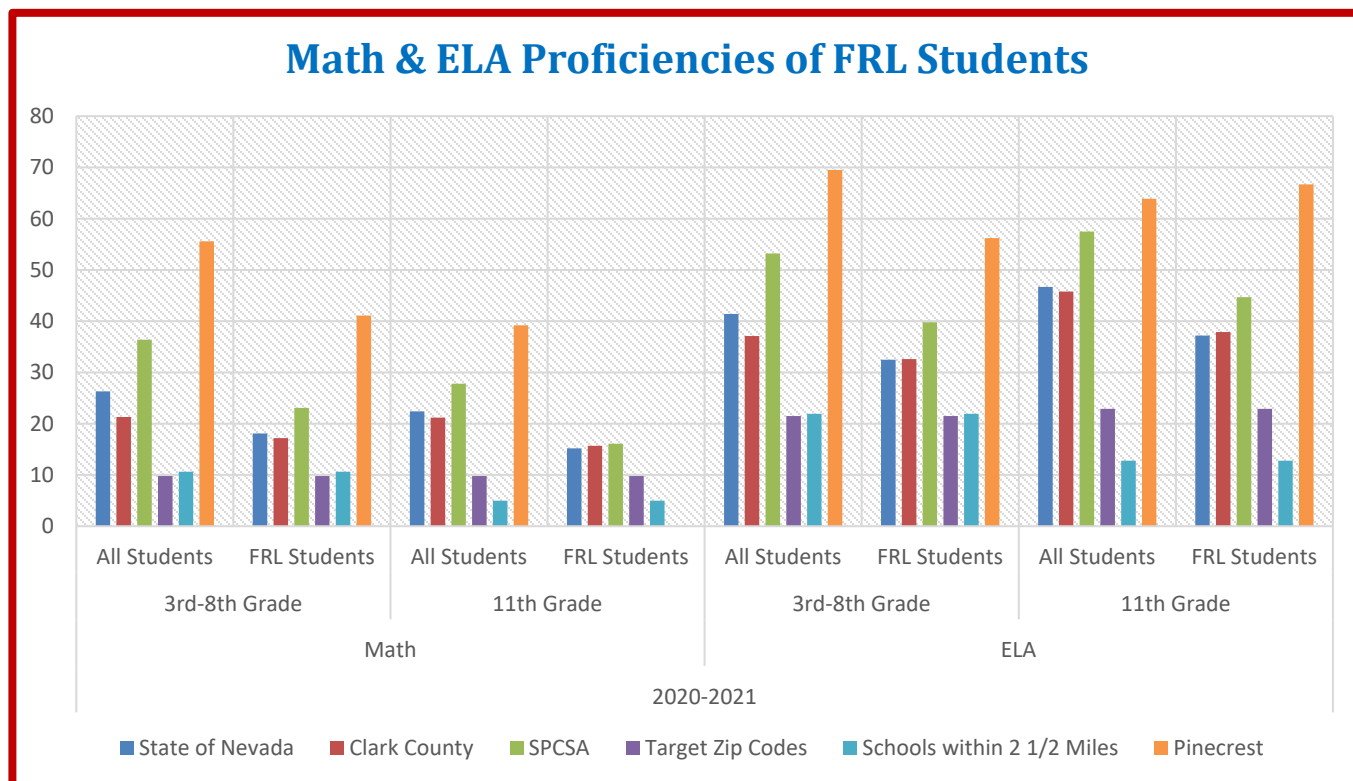


Figure 2. Math & ELA Proficiencies of FRL Students

The data in **Figure 2** confirm two circumstances.

One, Economically Disadvantaged Students who are eligible for free or reduced-price lunch (FRL) at 1- and 2-star rated traditional public schools both in the target zip codes, generally, and within a 2½ mile radius of PAN’s proposed Springs campus, specifically, have underperformed on both the 3rd-8th Grade Smarter Balanced Assessment and the 11th Grade ACT Assessment in both Math and ELA relative to their overall peers.¹²

¹¹ The proficiency data in **Figure 2** related to the 3rd-8th Grade Smarter Balanced Assessment includes proficiency data for all five of Pinecrest’s local campuses, including Cadence, Horizon, Inspirada, Sloan Canyon, and St. Rose.

The proficiency data in *Error! Reference source not found.* related to the 11th Grade ACT Assessment only includes proficiency data for Pinecrest’s Cadence campus.

¹² However, it is difficult to accurately quantify the relative performance of these Economically Disadvantaged Students at traditional public schools to their overall peers. That is, the data in the **Nevada Accountability Portal** considers 100% of the overall student population at the traditional elementary schools for both years and students at traditional middle schools for the 2020-21 school year to qualify for free or reduced-price lunch (FRL) based on the Community Eligibility Provision (CEP).

And, two, students at the local Pinecrest campuses have demonstrated significantly higher proficiency on both the Math and ELA assessments than their peers, both overall and among FRL students.¹³

English Language Learners (ELL)

Figure 3 below summarizes proficiency data for the 3rd-8th Grade Smarter Balanced Assessment and 11th Grade ACT Assessment for both Math and ELA assessments based on data from the *Nevada Accountability Portal* website maintained by the Nevada Department of Education for the 2020-2021 school year.

Figure 3 compares Math and ELA proficiency data for both overall student populations and ELL students attending (a) schools throughout the State of Nevada; (b) CCSD schools; (c) SPCSA-sponsored schools; (d) 1- and 2-star rated traditional public schools in the five (5) target zip codes; (e) 1- and 2-star rated traditional public schools located within a 2½ mile radius of PAN’s proposed Springs campus; and (f) the local Pinecrest campuses in Clark County.¹⁴

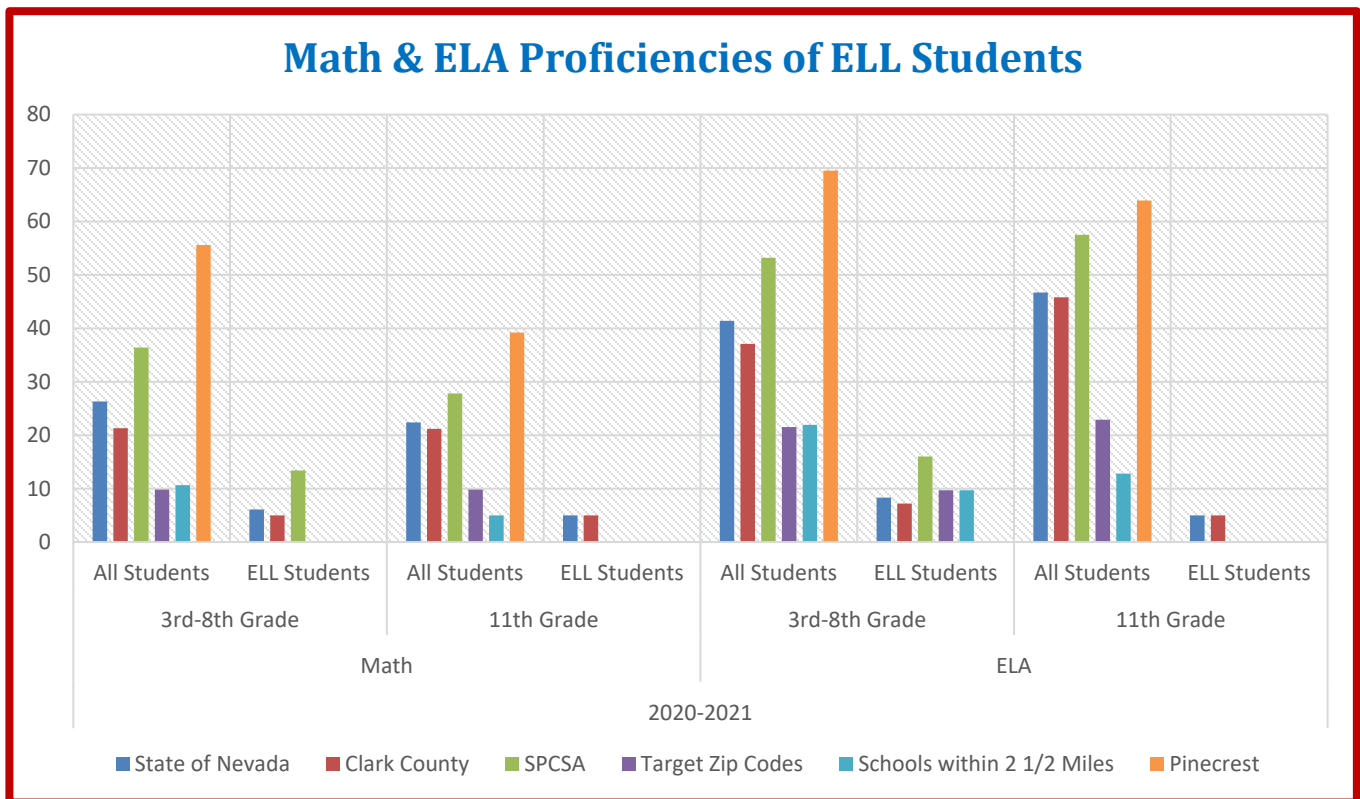


Figure 3. Math & ELA Proficiencies of ELL Students

The data in **Figure 3** demonstrate that ELL students at 1- and 2-star rated traditional public schools in the target zip codes, generally, and within a 2½ mile radius of PAN’s proposed Springs campus, specifically, have narrowly outperformed their ELL peers on the ELA portion of the 3rd-8th Grade Smarter Balanced Assessment.

Unfortunately, there is insufficient data available to compare the performance of ELL students at 1- and 2-star rated traditional public schools in the target zip codes, generally, and within a 2½ mile radius of PAN’s proposed Springs

Thus, the proficiency data of FRL students at these traditional local public schools is effectively identical to the proficiency data for those traditional public schools’ overall student populations.

¹³ However, please note the *Nevada Accountability Portal* website does not disclose proficiency data for the Math portion of the 11th Grade ACT Assessment based on the limited number of FRL students tested at Pinecrest’s Cadence campus.

¹⁴ Please note that **Figure 3** does not include proficiency quantifications for various cohorts due to insufficient assessment data for the limited population of ELL students at those campuses.

campus, specifically, on the Math portion of the 3rd-8th Grade Smarter Balanced Assessment and both the Math and ELA portions of the 11th Grade ACT Assessment.

Students with Disabilities (with an Individual Education Program, or IEP)

Figure 4 below summarizes proficiency data for the 3rd-8th Grade Smarter Balanced Assessment and 11th Grade ACT Assessment for both Math and ELA assessments based on data from the **Nevada Accountability Portal** website maintained by the Nevada Department of Education for the 2020-2021 school year.

Figure 4 compares Math and ELA proficiency data for both overall student populations and IEP students attending (a) schools throughout the State of Nevada; (b) CCSD schools; (c) SPCSA-sponsored schools; (d) 1- and 2-star rated traditional public schools in the five (5) target zip codes; (e) 1- and 2-star rated traditional public schools located within a 2½ mile radius of PAN’s proposed Springs campus; and (f) the local Pinecrest campuses in Clark County.¹⁵

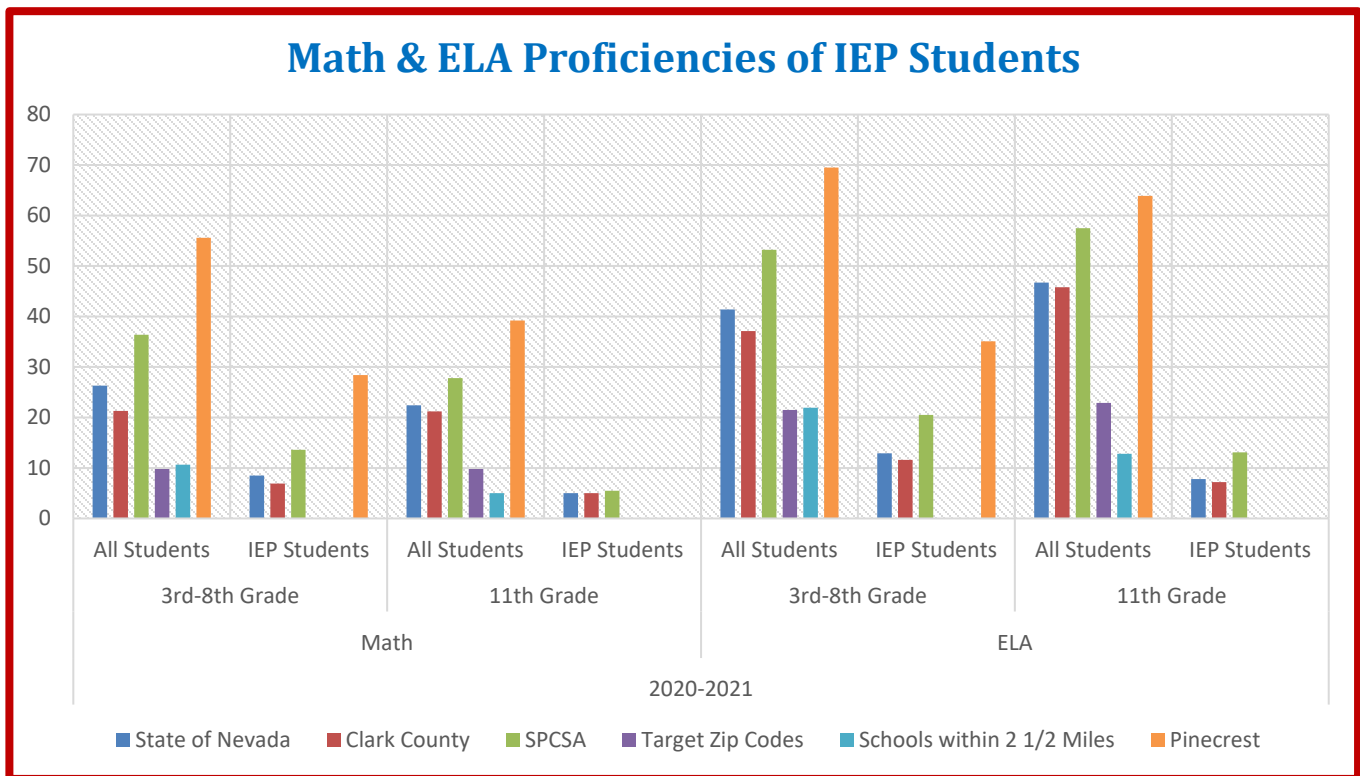


Figure 4. Math & ELA Proficiencies of IEP Students

Unfortunately, the data in **Figure 4** confirms there is insufficient information available to compare the performance of IEP students at 1- and 2-star rated traditional public schools in the target zip codes, generally, and within a 2½ mile radius of PAN’s proposed Springs campus, specifically, on either the Math or ELA portions of both the 3rd-8th Grade Smarter Balanced Assessment and the 11th Grade ACT Assessment.

To the extent such data is available, **Figure 4** demonstrates that students at the local Pinecrest campuses have demonstrated significantly higher proficiency on both the Math and ELA assessments than their peers, both overall and among IEP students, on the 3rd-8th Grade Smarter Balanced Assessment.¹⁶

¹⁵ Please note that **Figure 4** does not include proficiency quantifications for various cohorts due to insufficient assessment data for the limited population of IEP students at those campuses.

¹⁶ However, please note the **Nevada Accountability Portal** website does not disclose proficiency data for the 11th Grade ACT Assessment based on the limited number of IEP students at Pinecrest’s Cadence campus.

Students in Foster Care and Students Experiencing Homelessness

As noted above, Pinecrest Academy recognizes the SPCSA’s **2022 Academic and Demographic Needs Assessment** also found that students in foster care and students experiencing homelessness are two additional student populations that historically underperform across multiple academic measures relative to the average Nevada student. However, at this time, the available data to adequately measure such underperformance within the schools in the target zip codes is scarce and inadequate for meaningful quantitative analysis.

Students by Race/Ethnicity

Pinecrest Academy is also aware that data from the Nevada Department of Education indicates Black/African American, Hispanic/Latino, and American Indian/Alaskan Native students have likewise underperformed on the 3rd-8th Grade Smarter Balanced Assessment in Math/ELA and the 11th Grade ACT Assessment in Math/ELA relative to the average Nevada student.

The following information, based on Demographic Profile data from the **Nevada Accountability Portal** website maintained by the Nevada Department of Education for the 2020-2021 school year, includes students attending (a) schools throughout the State of Nevada; (b) CCSD schools; (c) SPCSA-sponsored schools; (d) the twenty-seven (27) 1- and 2-star rated traditional public schools in the five (5) target zip codes; (e) the fourteen (14) 1- and 2-star rated traditional public schools located within a 2½ mile radius of PAN’s proposed Springs campus; and (f) the five (5) local Pinecrest campuses in Clark County.

Table 7. Student Demographic Information by Race/Ethnicity

School	Asian %	Black / African American %	White %	Hispanic / Latino %	American Indian / Alaskan Native	Two or More %	Pacific Islander %
State of Nevada ¹⁷	5.4	12.2	29.1	43.7	0.8	7.2	0.8
Clark County	6.1	15.2	22.3	47.3	0.3	7.2	1.6
SPCSA ¹⁷	7.8	12.2	32.1	36.9	0.4	8.9	1.4
Target Zip Codes	2.0	22.9	7.6	62.0	0.4	4.3	1.2
Within 2½ Miles	1.8	19.7	8	64.9	0.3	4.3	1.5
Pinecrest	10.5	6.3	42.0	27.2	0.4	11.6	2.1

Figure 5 below summarizes proficiency data for the 3rd-8th Grade Smarter Balanced Assessment and 11th Grade ACT Assessment for both Math and ELA assessments based on data from the **Nevada Accountability Portal** website maintained by the Nevada Department of Education for the 2020-2021 school year.

Figure 5 compares Math and ELA proficiency data for students, both overall and by race/ethnicity, attending (a) schools throughout the State of Nevada; (b) CCSD schools; (c) SPCSA-sponsored schools; (d) the twenty-seven (27) 1- and 2-star rated traditional public schools in the five (5) target zip codes; (e) the fourteen (14) 1- and 2-star rated traditional public schools located within a 2½ mile radius of PAN’s proposed Springs campus; and (f) the five (5) local Pinecrest campuses in Clark County.¹⁸

¹⁷ The demographic data for the State of Nevada and the SPCSA-sponsored charter schools is based on information identified in the SPCSA’s recent **FRL Data 2020-21 and 2021-2022 School Years** dated April 15, 2022.

¹⁸ Please note that **Figure 5** does not include proficiency quantifications for various cohorts due to insufficient assessment data for the limited population of certain students by race or ethnicity at those campuses.

Math & ELA Proficiencies by Race/Ethnicity

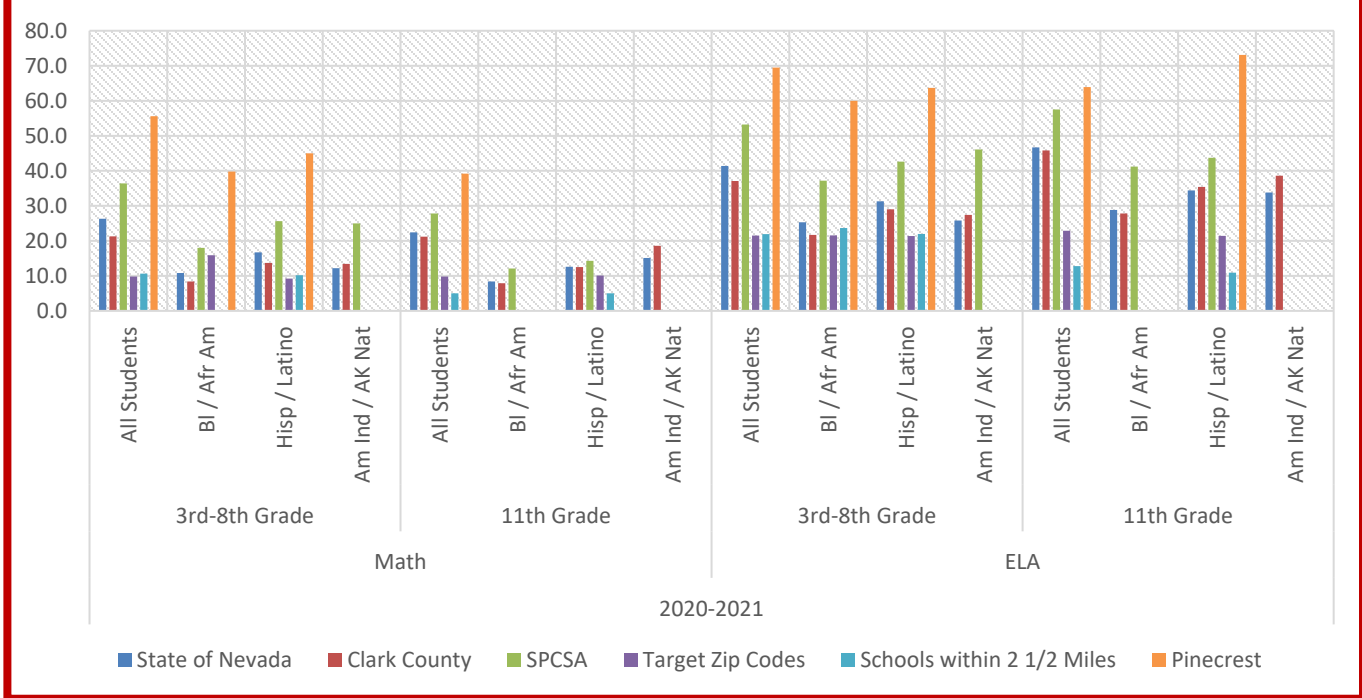


Figure 5. Math & ELA Proficiencies by Race/Ethnicity

The data in **Figure 5** confirm similar circumstances as noted above with regard to certain special student populations.

First, consistent with data from the Nevada Department of Education as acknowledged in the SPCSA's own **2022 Academic and Demographic Needs Assessment**, Black/African American, Hispanic/Latino, and American Indian/Alaskan Native students at the 1- and 2-star rated traditional public schools in the target zip codes, generally, and the 1- and 2-star rated traditional public schools located within a 2½ mile radius of PAN's proposed Springs campus, specifically, tend to underperform relative to similar student cohorts on the 3rd-8th Grade Smarter Balanced Assessment in Math/ELA and the 11th Grade ACT Assessment in Math/ELA.

And, second, to the extent such data is available by race/ethnicity, students at the local Pinecrest campuses have demonstrated significantly higher proficiency than their peers on both the Math and ELA assessments throughout the State of Nevada, CCSD, SPCSA-sponsored schools, as well as students at the 1- and 2-star rated traditional public schools in the target zip codes, and the 1- and 2-star rated traditional public schools located within a 2½ mile radius of PAN's proposed Springs campus.

Pinecrest Academy's request to open the Springs campus will improve the performance of these various student populations which consistently underperform on the 3rd-8th Grade Smarter Balanced Assessment (Math and ELA) as well as the 11th Grade ACT Assessment (Math and ELA). As will be described more fully below in the **Academic Plan**, Pinecrest Academy's school model includes demonstrated capacity and credible plans based on thorough research and analysis to intentionally enroll and serve these disadvantaged and underserved student population groups.

Academic Need: Students at Risk of Dropping Out of School

Pinecrest Academy's requested campus expansion will also help prevent at-risk students attending 1- and 2-star rated public schools in the five (5) target zip codes from dropping out of school and otherwise improve those

disadvantaged and underserved students’ graduation rates by offering a unique academic experience for students and/or are closely aligned to Nevada’s priorities for workforce and economic development.

Pinecrest Academy’s existing high school program at the Cadence campus has a graduation rate that is higher than the average graduation rate for the students attending the two (2) 1- and 2-star rated public high schools in the target zip codes.

Table 8. Graduation Rates for Class of 2021

High School	Students	Graduates	Graduation Rate
State of Nevada	37,486	30,479	81.31
Clark County	25,689	20,792	80.94
SPCSA	2,121	1,843	86.89
Target Zip Codes	754	619	82.1
West Prep HS	99	95	96.0
Western HS	655	524	80.0
Within 2½ Miles	655	524	80.0
Western HS	655	524	80.0
Pinecrest Cadence	62	57	91.9

Based on data from the Nevada Department of Education¹⁹, the graduation rate at Pinecrest Academy’s Cadence campus likewise exceeds the graduation rates of the traditional public schools in both Clark County and state-wide throughout Nevada as well as the graduation rate of all students attending SPCSA-sponsored high schools in the 2021 graduation class.

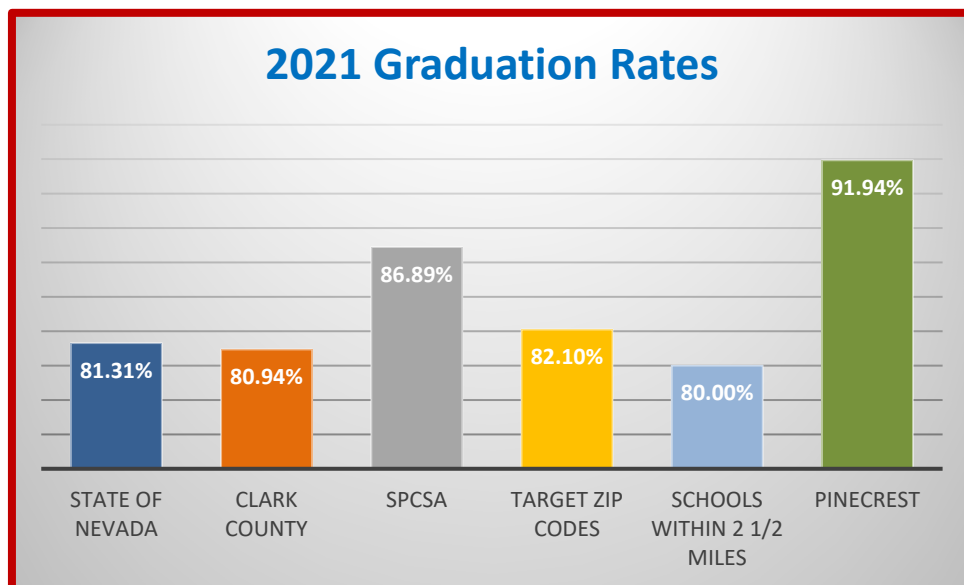
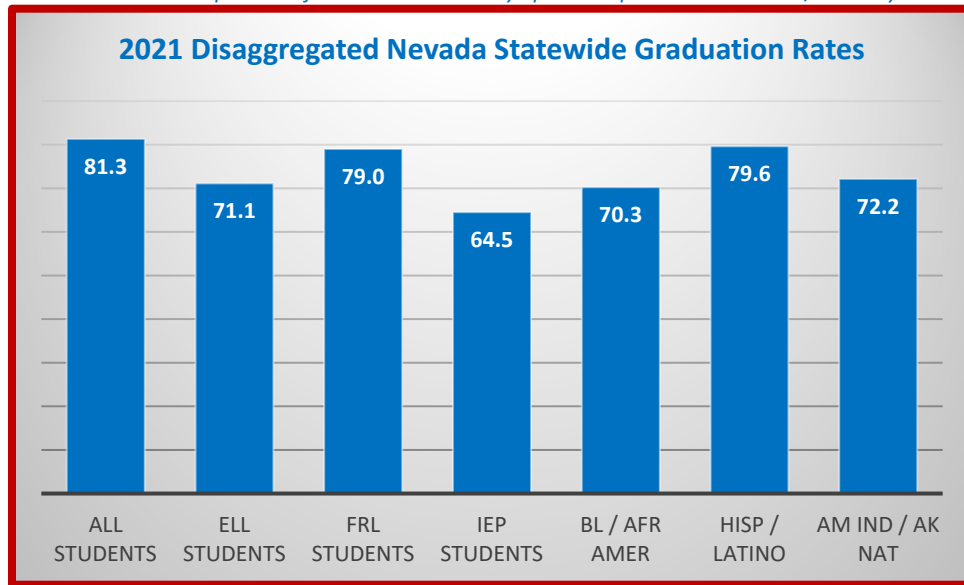


Figure 6. 2021 Graduation Rates

Finally, data from the Nevada Department of Education¹⁹ included in **Table 9** below further disaggregates the 2021 statewide graduation data for the special student populations and race/ethnicity as discussed in more detail above.

¹⁹ Nevada's 2021 Graduation Rate Remains Above 80 Percent Five Years in a Row.

Table 9. Comparison of Graduation Rates by Special Populations and Race/Ethnicity



GROWTH RATE AND RATIONALE

1. **Specifically identify the key risks associated with this growth plan** and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

- a. Inability to secure facilities/facilities financing;
 - b. Difficulty raising philanthropic funding;
 - c. Insufficient talent pipeline/difficulty recruiting faculty;
 - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
 - e. Misalignment between the founding school and leader and new campuses and leaders, and;
 - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.
2. Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

PARENT AND COMMUNITY INVOLVEMENT

1. **Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.**

To date, parents have attended informational meetings to hear about our mission, vision, purpose, and educational programming. They have provided support for our school coming to their community and have shared needs they would like our school to fulfill for their children. Parents have asked for a safe, nurturing environment for their students and a school that will accept and challenge their children no matter what level they are at. They feel the

Clark County School District has not been able to provide an education that meets their children's needs. They want to see high school programs that prepare students for careers out of high school for those that cannot afford to go to college. Others want us to help prepare their children for college, something no one else in their family has been able to do.

We have partnered with the Heinrich YMCA to hold several community events to talk with parents and seek their input. The YMCA has also agreed to provide before and after, as well holiday break care to our students. The YMCA director is a charter school parent and she has embraced the concept of bringing a charter school to the neighborhoods surrounding the Springs Preserve.

We have also partnered with the Springs Preserve to provide field trips and internships to our students, and to write a curriculum and a CTE Program for Environmental Science. We have partnered with Junior Achievement to educate our students in financial literacy. Directors from all three of these organizations have shared contacts in the community to help us and provide resources to our students. Everyone we talk to is excited and ready to support a charter school in the Springs Preserve area.

2. **Describe how you will engage parents, neighborhood, and community members from the time that the application is approved** through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
 - *Pinecrest Academy of Nevada Website* – The school's website will be a source of information designed to address the various needs of its families. The website will include information on:
 - o Pinecrest Academy of Nevada's mission, vision, and history
 - o School schedule and calendars
 - o Pinecrest Academy of Nevada curriculum
 - o Student/Parent Handbook
 - o Restorative Justice Plan
 - o Enrollment information
 - o Before and after school care
 - o School breakfast and lunch menus
 - o Frequently asked questions
 - o PAN's Governing Board meetings, public notices, agendas, and minutes
 - o Directory of administration and staff
 - o Uniform policy information with links for purchasing apparel
 - o News and announcements
 - o Link to the Pinecrest Academy of Nevada school app
 - o Any other pertinent information that parents may need to know
 - Pinecrest Springs will also use workshops, parent meetings, open houses, and other events to inform parents of involvement opportunities. Throughout the school year, parents will be informed via e-mail, website, etc., as noted above. These include events and activities such as:

- o *Parent/Teacher Conferences* - Hosted when parents or staff request a meeting to discuss topics that affect their children’s educational progress.
- o *Open Houses, Career Fairs, and Family Nights* - Events held yearly to recruit new students and maintain communication and involvement between the school and the surrounding community.
- o *Parent Teacher Organization (PTO)* – The PTO will be formed in the summer and officers are identified. PTO subcommittees will be formed with various focuses. For example, there could be a fundraising committee, charitable giving committee, etc.

The PTO coordinates extra-curricular events involving the community. Through the PTO and other such committees, parent and community members will also be able to partake in the school’s decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs.

- o *Volunteering for School Events* - Chaperoning Field Trips, assisting with class projects, helping in the library or office, speaking during career week, family day, lunch and recess monitoring, holiday events, etc.
- o Pinecrest Springs will take the initiative to involve families in the educational outcomes of their schools. Parents are encouraged to volunteer and play an active role in the education of their children.
- Pinecrest Springs will provide many opportunities for parents to attend school-wide events, community events, and education-focused nights. Below are some examples of events that support educational decisions and outcomes, as well as family involvement:
 - o New Family Night
 - o Meet the Teacher
 - o Back to School Night
 - o Open House
 - o Parent Conferences
 - o Internet Safety Workshops
 - o Bully Prevention Workshops
 - o PTSO General Membership meetings
 - o PTSO Board meetings
 - o Literacy Nights
 - o Curriculum Nights
 - o Family Movie Night
 - o Back to School Picnic
 - o Awards Assemblies
- As stated in the Board of Trustee bylaws, there will be a parent representative on the Board of Trustees for Pinecrest Academy of Nevada. In addition, the public, specifically parents, are notified of Board meetings

and may be active participants at PAN Board meetings by providing public comment and bringing relevant matters to the Board's attention.

- Parents will be encouraged to come to the principal to discuss any concerns. PAN staff and parents will work simultaneously to provide the best educational plan possible for each student's learning needs.
3. **Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles).** Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

The school and the governing body of the school commit to establish relationships with local community organizations in order to have community support and engagement in school matters. As a part of the education philosophy, Pinecrest Springs will promote an environment that allows parents, teachers, and other community members to be actively engaged in the school. Examples of parent involvement include:

- Regular parent/teacher conferences which are held before or after school or in the evening and provide parents with opportunities to discuss educational progress with their child's teachers.
- Open houses, career fairs, and family picnic events are held annually to maintain communication and active involvement in the school.
- School website, Facebook page, Twitter, Instagram newsletter, and events calendar are updated regularly to disseminate information and maintain open lines of communication in the community.
- The PTO provides invaluable support to the school leadership and faculty.

Parent satisfaction is critical to the success of the school. Accordingly, PAN has designed measures to evaluate parent satisfaction. Families are surveyed yearly to provide feedback on the school's academic plan, operation, and overall performance.

The school will ensure that parents, teachers, and other community members are actively engaged in the design and implementation of the school and are in support of the school's mission, vision, goals, and objectives. The school will regularly communicate opportunities for partnership in the education of their child(ren) through volunteering in the classroom, lunch hours, and field trips; therein being active participants in their child(ren)'s learning process.

4. **Discuss the community resources that will be available to students and parents at the expanded school.** Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** __, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Community involvement is a fundamental aspect of the mission and vision of Pinecrest Academy of Nevada. Community partnerships are extremely important as it broadens the student's opportunity to be exposed to the quality curriculum and educational experiences during and outside the school day. Pinecrest Springs will seek partnerships with community organizations that enrich school programs, after-school programs, field trips, guest speakers, etc.

The Springs Preserve has committed to sharing virtual programming, curriculum, and resources for conservation and environmental science for grades K-8. They have also agreed to provide volunteer and internship opportunities in their Botanical Garden, Butterfly Habitat, and Zoology Department for students in grades 9-12. Parent engagement opportunities will be provided at the Springs Preserve and on the school campus. For further information, please see [Springs Preserve](#) in [Attachment 3 – Community Support Letters](#).

Junior Achievement of Southern Nevada has committed to partnering with Pinecrest Springs by offering financial literacy curriculum, field trips, real life simulations, and career readiness pathways. For further information, please see [Junior Achievement](#) in [Attachment 3 – Community Support Letters](#).

The Bill & Lillie Heinrich YMCA has committed to providing a fee-based before and after-school care program. In addition, they will provide families extended care over holiday and summer breaks. For further information, please see [YMCA](#) in [Attachment 3 – Community Support Letters](#).

5. **Describe the school’s ties to and/or knowledge of the target community.** How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

Identified school administrators and staff have met with the community on numerous occasions to familiarize them with the Pinecrest network of schools. Parents were asked what specific things they were seeking for their child(ren) in an elementary, middle, and high school.

The following initiatives/strategies have been implemented to learn from and engage the community:

- Social media platforms (Facebook, Twitter, Nextdoor) have been used to promote parent information nights, special events, charitable community give-backs.
- Distribution of flyers to the community outside of schools, grocery stores, athletic fields, libraries, and the Meadows Mall.
- Creation of a school website to inform families and collect interest forms.
- Held a community barbecue and Easter Egg hunt at Lorenzi Park in Las Vegas, Nevada.
- Hosted charitable community give-backs through Wellness Fairs, donation drives, and grocery giveaways.
- Hosted barbecues and ice cream socials within apartment complexes and at local parks to interact with families at or near their residences.
- Went door-to-door to distribute information and talk with families about the proposed school.

To date, 206 families with 247 students from the surrounding communities have expressed interest in, and intent to enroll at, the Pinecrest Springs expansion campus. The PAN stakeholders are continuing their grassroots efforts to sponsor additional community engagement events to inform families in the target communities about the educational opportunities that will be available at Pinecrest’s newest campus. For instance, PAN representatives will attend the Cox Back-to-School Fair at the Meadows Mall later this month, they will continue to sponsor ice cream socials and barbecues in the target communities throughout July, August, and September, and, in November, will attend the Día de Muertos event at the Springs Preserve.

Pinecrest Springs will prioritize deep engagement with the target community through a multifaceted marketing campaign to educate parents and families about school choice. This education will not be a one-way street, because Pinecrest Springs will strategically gather knowledge from a variety of community stakeholders especially from parents, families, and targeted at-risk subgroups through focus groups and other mechanisms. Parents will use word

of mouth to spread information about the school as well as use social media to disseminate information relative to the school. As required by legislative policy, Pinecrest Springs will circulate mailers and postcards within a two-mile radius of the school to households with children in order to promote and to market to families surrounding the school.

6. **Identify any organizations, agencies, or consultants that are partners in planning and expanding the school**, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

Pinecrest Academy of Nevada's Board has partnered with Pinecrest Academy Inc. (the replicated school model and partner) and Academica Nevada (the Educational Management Organization) for the planning and establishing of the new Pinecrest Springs campus.

Pinecrest Academy Inc. and Academica Nevada's roles are further described throughout the application's Academic Plan, Operational Plan, and Financial Plan.

Pinecrest Academy of Nevada has and will continue to work with Pinecrest Academy Inc.'s Florida Schools earning accreditation through AdvancED.

Pinecrest Academy of Nevada has preliminary partnerships with the following organizations:

- Pinecrest Academy Inc.
- Springs Preserve
- Bill & Lillie Heinrich YMCA
- Junior Achievement of Southern Nevada
- The Meadows Mall
- Nevada Governor's Office of Science & Technology
- Team Farnham Realty
- Cognia Accreditation
- Truman Orthodontics
- College of Southern Nevada

C) ACADEMIC PLAN

MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

The Mission of Pinecrest Academy of Nevada is as follows:

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

The Vision of Pinecrest Academy of Nevada is as follows:

Scholars perform at the highest level on all academic measures.

Explain whether the proposed mission and vision for the school/network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications.

Pinecrest Academy of Nevada has already established five different campuses in Henderson, Nevada. This proposed campus serving the Springs Preserve area will be the sixth campus. The vision and mission of Pinecrest Academy of Nevada will remain the same at all six campuses.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

Pinecrest Academy of Nevada's purpose is to provide a safe and nurturing educational environment that maximizes student achievement and fosters respect for all. Pinecrest Academy will utilize ongoing assessments, engaging activities, the creation of a strong community environment and regular parent involvement to achieve student success. In this manner, Pinecrest Academy will assist all students to become equally successful as lifelong learners and responsible citizens.

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

1. Historical Performance

- a. **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
 - i. A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.

- ii. Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.

The data in [Table 5](#) above from the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education establishes that Pinecrest’s existing southern Nevada campuses meet and exceed the Authority’s eligibility criteria reflecting a proven academic track record of success with Nevada students. That is, each of Pinecrest Academy’s existing local campuses consistently rank as 4- and 5-star schools.

Moreover, the pertinent SPCSA’s [Charter School Organizational Performance Report](#) establishes that Pinecrest Academy of Nevada also meets the Authority’s operating expectations for both the 2019-20 and 2020-21 school years. In the 2020-21 school year, PAN achieved a score of 96 out of 100 on the organizational performance framework.

- b. **Interventions:** Please explain any past performance that has not met the organization’s expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

Not applicable. Pinecrest Academy of Nevada has not had to conduct any interventions.

2. Academic Vision and Theory of Change

- a. **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

In regard to academics, items such as school design, policies, and practices will not vary with the addition of this new Pinecrest Springs campus. The exception to this being instructional practices to meet the needs of students learning English as a Second Language (ESL). In terms of implementation of the school’s educational plan; Pinecrest Academy of Nevada will follow the elements of the system’s organizational model. PAN’s educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement and are constant across the Pinecrest system. These include, but are not limited to:

- A course guide, lesson plans, and syllabi based on the Nevada Academic Content Standards, Next Generation Science Standards, and national STEM Standards.
- A hybrid of letter grades and standards-based approach to grading and communication of grades.
- A thematic approach to integrate core areas of study such as: mathematics, reading, language arts, writing, science, and social studies.
- A differentiated approach through blended learning to enhance student learning and goal tracking.
- Appropriate assessments to measure learning (screening, progress monitoring, and diagnostic).
- Data-driven, high-quality differentiated instruction for all students.
- Supplemental programming for student advancement and remediation.
- Research-based instructional practices (i.e., CHAMPS, Kagan Cooperative Learning Structures, Blended Learning, and the Components of an Effective Lesson).
- Professional development and support for teachers with research-based practices, advanced curriculum, and technology integration.

- Weekly grade level meetings to review common pacing calendars and lesson plans.
- Data Days and Staff Development Days for ongoing review of campus and system-wide data and professional development workshops.
- Before and after school tutoring for remediation and acceleration.
- Targeted interventions for struggling students performing below grade level.

The Pinecrest Academy of Nevada’s English Language Learner Program strives to provide ELL students with language skills that will help them understand, speak, read, and write English fluently. The objective of the Pinecrest English Language Learner Program is to help students make positive and meaningful academic connections that lead to improvements in student achievement so they can succeed academically and socially in both the school setting and the community. Research shows that the most effective ELL instruction occurs when the teacher integrates instructional objectives seamlessly in teaching the components of literacy, using both language and meaning-based approaches. PAN has adopted the Structured English Immersion (SEI) program in which ELL students are provided instruction so they can transition and succeed in an English-only mainstream classroom. Classroom teacher(s) will strategically support ELL students in all subject areas, and at all grade levels and stages of language acquisition through integrating the following strategies into instruction:

- *Teacher modeling* – Direct, explicit instruction with elaboration and demonstration of skills.
- *Scaffolding* – Build from what students know, start instruction from prior knowledge, and build up to the new skill.
- *Group practice* – After explicit instruction small groups practice skills and share knowledge.
- *Peer teaching* – Students become the teacher and talk to classmates about skills learned.
- *Integration* – Applying skills learned to other core subjects.
- *Modeled Writing* – Teacher “thinks aloud” and demonstrates writing strategies.
- *Practice and review* – Practice and spiral reviews for understanding and retention.
- Emphasize listening comprehension by using read-alouds and music.
- Model language by saying and showing the meaning.
- Use visuals and have students point to pictures or act out vocabulary and make connections with the student's background knowledge.
- Utilize videos to introduce and reinforce concepts.
- Implement cooperative learning strategies that allow for the sharing of ideas between students.
- Have students retell stories or experiences.
- Re-phrase incorrect statements in correct English.
- Use graphic organizers and thinking maps.
- Create opportunities for students to practice oral reading fluency with a peer mentor.
- Create activities and assessments that give students an opportunity to present in English.
- Ask students to identify vocabulary by symbols that show the student’s level of understanding.

- Offer challenge activities to expand the student's vocabulary knowledge.
- Train students on the use of a thesaurus and dictionary.
- Demonstrate effective note-taking and provide a template.

In addition, Pinecrest Springs will adopt and implement the English Language Learners (ELL) components of the [Wonders for English Learners](#) literacy series and [Imagine Learning & Literacy](#). Wonders ELL components support English language acquisition in listening, speaking, reading, and writing. Wonder's ELL components consist of embedded ELL support in each grade's Teacher's Manual, an ELL Small Group Guide for each program, Leveled Readers specific to English language acquisition, picture cards for vocabulary, and scaffolded supports for beginning, intermediate, and advanced English language learners. Imagine Learning is an individualized, multimodal language and literacy software program designed to help English learners practice and master essential reading and speaking skills at their level of need.

Beginning Day 1, Pinecrest Springs will have an English Language Learner Coordinator to work with students learning English as a second language. This person will:

- Conduct all WIDA testing
- Provide staff with professional development on language acquisition strategies
- Push in with classroom teachers during Power Hour to model specific instructional strategies with a small group of students
- Provide parent training on how to help students learn English at home

At Pinecrest Springs, we want all students to understand their own talents, gifts, and potential and have the skill set to obtain the level of education and career of their choice. It is our goal to meet the physical needs (i.e., medical, dental, vision, nutritious food, clothing, shelter) of our students in order to provide a safe, healthy, and encouraging environment allowing students to develop cognitively, socially, emotionally, and physically.²⁰

The first step in meeting this goal, according to Maslow's Hierarchy of Needs, is meeting students basic physical needs such as food, water, shelter, and clothing. We propose to partner with the [National School Lunch Program](#) and community agencies, such as [Three Square](#), to make breakfast and lunch available to all students in need, as well as provide weekend backpacks with food and water for students to take home. We will also partner with [All Uniform Wear](#) to make uniforms available to qualifying families at low or no cost and will partner with Pinecrest Inspirada to conduct uniform drives of gently used items. We also hope to partner with local churches, food pantries, and shelters, to provide families with community resources as needs arise.



Figure 7. Maslow's Hierarchy of Needs

²⁰ McLeod, S. A. (2022). [Maslow's hierarchy of needs](#). Simply Psychology.

The next step in Maslow's Hierarchy of Needs is Safety, including personal safety, a safe school environment, and having health needs met. When the school is built, we will ensure all safety measures are included to protect our students. One thing we heard from our community was they wanted a safe school and a safe playground for their children to play. We will ensure the school building and playground(s) will be locked and enclosed and meet all applicable safety standards. We will participate in the **NCSAA** sports program offering sports to our students. We have established partnerships with **Puentes** and **Heavenly Smiles**, and are working on partnerships with the **UNLV Medical School** and **Eye Care 4 Kids**, to provide health and wellness services to our students and families.

Maslow's third level is meeting students need for Love and Belonging. To this end, we will partner with **Restorative Justice Education**, founded by Tom Cavanagh, and focus on creating a culture of care in schools. This program includes professional development for all teachers in conducting weekly community circles to give each student a voice in class and to show each student they are valued and welcomed in school. This sense of belongingness then rolls out into Restorative Justice practices to deal with students disrupting the learning environment and/or making others feel unsafe at school.

The fourth level in Maslow's Hierarchy of Needs is Esteem. This level involves developing self-worth, respect for self and others, and recognizing accomplishments of self and others. This level will be addressed by classroom teachers in weekly Community Circle lessons described above and through our Safe School Specialist teaching social-emotional learning lessons in each classroom. Our Safe School Specialist will also meet with students in small groups dealing with similar social-emotional topics.

PAN is currently using the Pinecrest Instructional Model as the foundation for supervising and evaluating teachers within our system. It is the framework upon which instructional professional development decisions for hiring teachers, providing teacher mentorships, offering reflective practice opportunities, and coaching practices are made for all teachers in the system.

Data will be collected and analyzed using the Pinecrest Instructional Model in order to, (a) strengthen the current recruitment, selection, and hiring process to better identify teacher candidates who will be successful in PAN's classrooms; (b) structure and guide mentoring activities for novice teachers; (c) focus instructional coaching of experienced teachers on increasing student learning outcomes; (d) identify professional development needs of both novice and experienced teachers to improve the effectiveness of teaching and learning practices; (e) provide reflective practice opportunities; and (f) ensure, through the teacher evaluation process, that teachers demonstrate framework knowledge and skills necessary for quality instruction.

The Pinecrest Instructional Model provides data that can be used to assess teacher effectiveness, identify teacher leaders for mentoring other teachers, coaching teachers in effective strategies for increasing student learning, and conducting professional staff development to increase teacher effectiveness.

Three principal sources will be used to measure baseline data and changes in teacher and administrator knowledge and practice. These will be through classroom walk-through protocols, direct observations, and student performance data.

- *Classroom Walk-Through Protocols* – Walk-Through Protocols are in place to capture a brief snapshot of the implementation of our system-wide Common Board expectations, the tracking of Blended Learning expectations, classroom management expectations, and the overall climate of the classroom.
- *Direct Observations* – Administration conducts classroom observations using the Observe 4 Success Platform. PAN's Classroom Observation Tool is used to measure teacher effectiveness in the domains of (a) Instructional Design and Lesson Planning; (b) The Learning Environment; (c) Instructional Delivery and

Facilitation; (d) Assessment; (e) Continuous Professional Improvement; and (f) Professional Responsibilities and Ethical Conduct. 80% of the Final Evaluation Score comes from these six domains and the remaining 20% comes from student growth and proficiency data.

- *Student Performance Data* includes formative and summative assessments administered to students to gather and collect student achievement and learning progress. The i-Ready Diagnostics are administered three times a year. Data from these diagnostics not only create an Individual Learning Path for each student within i-Ready, but are also used by teachers and administrators to gain an understanding of student academic progress, growth, and areas for intervention. In addition, we also analyze data from the state SBAC Exams and MAP assessments to celebrate proficiency and growth as well as look for identified standards in need of remediation.

Unique to Pinecrest Academy of Nevada, data days are scheduled throughout the year providing time for teachers and staff to focus on data results to help form future instruction and enrichment activities. A myriad of data points and outcomes are maintained virtually. This ensures that all stakeholders may visualize the urgency to keep focused on student achievement and keep involved with the implementation of instructional plans and the allocation of resources to promote student learning.

Another non-negotiable consistent across Pinecrest campuses is the use of the Common Board Configuration (CBC) for communicating instructional objectives. The CBC is posted in all classrooms on which teachers post the daily objective, the essential questions, classroom activities, vocabulary, and home learning assignments. It is within the CBC configuration that a student would find the date, the class period, and specific course title.

Finally, Pinecrest Academy of Nevada implements the positive and proactive **CHAMPS classroom management model** by Randy Sprick in order to establish a strong school culture. CHAMPS (which stands for **C**onversation, **H**elp, **A**ctivity, **M**ovement, **P**articipation, **S**uccess) details behavioral expectations for students, allowing teachers to focus on delivering quality instruction. In addition to CHAMPS, Pinecrest utilizes **Kagan Cooperative Learning** strategies to increase student engagement and foster a culture of student unity and high academic achievement.

3. Performance Management

- a. **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
 - i. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?

Instrumentation – Select universal screeners and standardized assessments are used by PAN to monitor students' academic progress, academic performance, and trend analysis. Commercially appropriate assessments, instruments, and curriculum will be used to assist in the development of daily lessons, weekly units of instruction, and short and long range instructional goals. Pinecrest campuses will use one or more of the following assessments: EasyCBM (CBM), Educational Software for Guiding Instruction (ESGI), Developmental Reading Assessment (DRA), Slossen, Core Phonics, I-Ready Diagnostics, Measure of Academic Progress (MAP), College Equipped Readiness Tool (CERT), World-Class Instructional Design and Assessment (WIDA), Nevada Alternative Assessment (NAA), Smarter Balanced Assessment Consortium SBAC, Science CRT, and Brigance to provide insight into further classroom instruction. In addition, teacher- created informal formative assessments will be used to monitor student progress on a daily basis.

Data Collection – PAN teachers will use the I-Ready Diagnostics to screen students at the beginning, middle, and end of the year to determine current levels of academic performance. As needed for Response to Intervention (RtI), teachers will also progress monitor students using one of the tools mentioned above on a biweekly basis. Once the data from these screeners has been analyzed and interpreted, instructional objectives will be determined. Along with state mandated assessments, a variety of data points will be collected. These data points will be assembled virtually and shared in grade-level meetings along with other student performance artifacts for the purposes of reporting individual student growth and progress for teacher and administrative use in creating meaningful and purposeful instructional activities to meet the needs of all students.

Data Analysis – PAN will form data teams composed of grade level teachers and groups of instructors who teach similar content such as math, ELA, science, and social studies. The purpose of these data teams will be to assist in monitoring student progress. Data teams will compile progress-monitoring data on a quarterly basis (or during interim testing and when evaluating instructional impact) and will disaggregate the results for cohorts. Data teams will meet at minimum quarterly to evaluate data and correlate to instructional decision, review progress-monitoring data at grade level and classroom level to identify students and their academic levels; identify professional development to enhance students’ achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; as well as facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

- ii. Explain how the school addresses underperformance and describe the corrective action plan procedures.

Instructional Changes and Interventions (Corrective Actions) Based on Data – Administrators and data teams will use data analysis to collaboratively develop instructionally focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

Students who are identified as academically “at risk” via the universal screening process and who are not already identified with an IEP, will be referred to PAN’s Student Academic Behavioral Intervention Team (SABIT). PAN’s SABIT team will be comprised of a staff member from every general education grade level and the special education teacher or designee selected by the teacher. The SABIT team notifies the parent(s) that his/her/their child will be entering the SABIT program, which will provide interventions in all areas of the student’s deficiencies.

Once the student is identified, the SABIT team writes goals for the student in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions and progress- monitoring tool provided would be interventions and tools that have been validated through research and determined effective by the SABIT team. The SABIT team reviews the student’s progress according to the progress-monitoring data every two weeks and adjusts instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child’s learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

- b. **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

Pinecrest Academy operates under a set of academic, operational, and financial goals, as set forth in the Academy’s original charter. If PAN fails to meet any of these goals, a corrective action plan will be implemented, which utilizes

internal data analysis and detailed breakdowns of student performance by analyzing data to identify key trends in achievement shortfalls. The analyses and corrective actions would be aligned to the Authority by implementing PAN's goals and procedures, developing a strategic professional development plan to adequately address academic shortfalls, and diligently monitor ongoing student and school performance to achieve these goals. By implementing these corrective actions, PAN expects to proactively address any chronic underperformance that warrants closure under Nevada State Law. If continual underperformance continues and necessary closure as prescribed under State Law is initiated, PAN will work with the SPCSA to implement the proper steps in closing low performing campus(es).

- c. **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.

PAN currently operates two High Schools at the Cadence and the Sloan Canyon campuses. These schools currently collect, aggregate, and imbed information such as college acceptance rates, enrollment, and persistence rates within a tracking system. For the new Pinecrest Springs campus, a data system will be developed during the summer before the school's first year operating with a 12th grade. This system will then be introduced to school teams who will be responsible for the management of the data during that school year and beyond.

- d. **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

Pinecrest Academy of Nevada uses the Nevada Performance Framework and its internal assessment data system to determine its academic readiness to replicate. PAN conducts an annual financial audit and will review the findings of the audit to determine if the school is in a financial position to add new campuses. Metrics used to identify the school's financial ability to replicate will include days-cash-on-hand, annual surplus, and debt service ratio. Pinecrest Academy of Nevada will assess the operational ability to replicate by reviewing the parent-teacher surveys, teacher-administrator surveys, and educational management annual review. The Board will additionally seek professional training opportunities regarding Board Governance.

- e. **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at [Alignment Template](#)) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.

Pinecrest Academy, opening a new campus in the Springs Preserve area, will comply with all laws and regulations relating to discrimination and civil rights. We will remain nonsectarian, and being a Nevada State Charter School, we will not charge tuition to our families. In addition, we will provide at least as many hours or minutes of instruction as would be provided under a traditional public school program consisting of 180 days.

The Nevada Academic Content Standards (NVACS) will be utilized K-12 to identify what students should know and be able to do by the end of each grade level. These standards will help teachers set clearly identified and measurable goals allowing them to drive instruction and measure student achievement. The NVACS will help Pinecrest Springs fulfill its mission of preparing students for the college and career of their choice.

Pinecrest Springs will provide instruction in the core academic areas set forth in subsection 1 of NRS [389.018](#) as applicable for each grade K-12. For high school grades, students will enroll in a minimum of:

- a. Four units of credit in English Language Arts
- b. Four units of credit in Mathematics, including Algebra 1 and Geometry, or an equivalent course of study that integrates Algebra 1 and Geometry.
- c. Three units of credit in science, including two laboratory courses.
- d. Three units of credit in Social Studies including, without limitation: American Government, American History, and World History or Geography.

In addition, the following subjects will be taught as applicable for each grade level: The Arts, Computer Education and Technology, Health, and Physical Education.

Pinecrest Springs will provide 180 days of instruction. A typical school day will be seven (7) hours or 420 minutes in length.

Grades K-5

- 150 minutes in English Language Arts
- 90 minutes in Mathematics
- 50 minutes in Science or Social Studies
- 50 minutes in Arts, Computer/Technology Education or Physical Education
- 45 minutes for lunch, recess, and health wellness
- 35 minutes for Interventions commensurate with students' ability levels

Grades K-5 will utilize the Wonder's Literacy Series and I-Ready to address the NVACS in English Language Arts, Ready Classroom Mathematics and I-Ready to meet the NVACS in Mathematics, and Project Lead the Way to address Next Generation Science Standards and the NVACS for Science. For Social Studies, Grades K-3 will utilize the Wonders Literacy Series, Grade 4 will use Wonders and *Nevada Our Home* textbook, and Grade 5 will use Wonders and Scott Foresman's *The United States* textbook to address the NVACS for Social Studies.

Grades 6-8

- 90 minutes in English Language Arts
- 90 minutes in Mathematics
- 45 minutes in Science
- 45 minutes in Social Studies
- 100 minutes for two different electives focusing on Fine Arts, Technology, STEM, or Health/Physical Education.
- 50 minutes for lunch, recess, passing, and health wellness

Grades 6-8 will utilize SpringBoard ELA to address the NVACS in English Language Arts, Springboard Course 1, 2 and 3 as well as Algebra and I-Ready to meet the NVACS in Mathematics, and Project Lead the Way and StemScopes to address Next Generation Science Standards and the NVACS for Science. For Social Studies, Grades 6-8 will utilize

the History Alive Series by Teachers' Curriculum Institute to address the NVACS for Social Studies. Electives will focus on STEM, Fine Arts, Physical Education/Health, Technology, and Career Technical Education.

Grades 9-12

- 50 min in English Language Arts
- 50 minutes in Mathematics
- 50 minutes in Science
- 50 minutes in Social Studies/History
- 50 min for Elective 1
- 50 min for Elective 2
- 60 min for lunch, passing, and health wellness

Grades 9-12 will utilize SpringBoard ELA to address the NVACS in English Language Arts; Springboard or All Things series for Pre-Algebra I, Geometry, Algebra II and Pre-Calculus to meet the NVACS in Mathematics; and Project Lead the Way and StemScopes to address Next Generation Science Standards and the NVACS for Science. For Social Studies, Grades 6-8 will utilize the History Alive Series by Teachers' Curriculum Institute to address the NVACS for Social Studies. Electives will focus on STEM, Fine Arts, Physical Education/Health, Technology, and Career and Technical Education.

With our community partnerships, Pinecrest Springs will provide dual enrollment as well as Career Technical Education (CTE). Some of the CTE courses Pinecrest Springs hopes to offer, but have not yet been fully finalized include:

- Environmental Science (partnership with Springs Preserve)
- Construction/Trades (*pending partnership with Carpenter's Union and other Trade Unions)
- Education Training (*pending partnership with UNLV)
- Public Safety (*pending partnership with Clark County Fire Department)

*Pending partners are waiting for Charter Approval before moving forward. Pinecrest Springs will ensure that all CTE courses are in compliance with Nevada statutes.

As PAN continues to develop and refine the academic programs for the high school grade levels, Pinecrest Springs will ensure that all components of its program comply with the requirements of NRS [388A.366\(1\)\(f\)](#) and NRS [389.018](#). Additionally, Pinecrest Springs will ensure that all courses are delivered with integrity to the course content outline and pacing guide sequentially, consistently and in a challenging format, to improve academic success and mastery of NVACS. Pinecrest Springs will use state-adopted instructional materials, including digital software and multimedia in the instruction of all subject areas. For a brief description of anticipated courses, please see ***Attachment 4 – Course Descriptions***.

- f. **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population – including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

Pinecrest Academy of Nevada has developed an instructional program and instructional strategies that have proven successful in increasing academic proficiency and increasing growth for students of all economic levels and ethnic groups. These strategies meet the students where they are academically and focus on helping them to grow, resulting in increased proficiency. These include:

- Daily intervention time to work with students on identified skills from the I-Ready Diagnostic assessments.
- Differentiated instruction both in the general education classroom and with Interventionists in small groups for students working below grade level in reading and/or math.
- Power Hour for Reading and Math where grade level students in K-5 receive daily instruction commensurate with their readiness/ability levels with a teacher demonstrating skills in that identified need area. For example, students receive 100 minutes each day of reading instruction. Fifty minutes is delivered in their home room using the Wonders Literacy series to teach the grade level NVACS. The second fifty minutes are for Power Hour where students receive instruction on skills commensurate with their readiness/ability level.
- Project Lead the Way (PLTW) Launch program is used in grades K-4 to infuse STEM instruction into the core subject areas. The Activity, Problem, Project model is used to build background knowledge and experiences through hands on activities, research, and academic skills to help students solve real-world problems in STEM. PLTW Gateway is for students in Grades 6-8 and empowers students to lead their own discovery while preparing for CTE progress provided in High School and beyond.
- Use of engagement strategies such as Champs, Kagan, and Opportunities to Respond to increase student engagement and provide opportunities for all students to actively take part in each lesson.
- Accountability Talk Strategies will be used to help students engage in discourse, listen to what others are saying, and build upon one another's knowledge while solving problems.
- Successful Performance Statements will be used by all teachers at the beginning, in the middle, and at the end of each lesson to clearly communicate what objective is being addressed and what students should be able to do at the end of the lesson.
- Self-monitoring strategies are taught in all grades to help students monitor their own learning and not only communicate, but also demonstrate, to the teacher if they understand the concept, need more help, or need one-on-one help with the identified skill.

In Grades K-8, all students take the I-Ready Diagnostic three times a year. Each diagnostic shows teachers exactly where each student is at in mastering essential skills/concepts from the NVACS. It also provides an individualized learning plan for each student and provides teachers with lessons to remediate students not working at grade level. Finally, teachers are able to monitor students' growth throughout the year and communicate with parents on how their child is progressing.

Students scoring in the bottom quartile on each diagnostic will be referred to our Response to Intervention Program. Students scoring in the second quartile will be put on our watch list and will receive interventions from our Math and/or ELA Interventionist. All students in grades K-5 will receive differentiated instruction in Reading, Writing, and Math through Power Hour Instruction in order to learn and grow at whatever level they are performing.

In grades 9-12, students will take the College Equipped Readiness Tool (CERT). CERT allows students, teachers, principals, and parents to know exactly the needs of individual students as they pursue College Readiness and high performance on state mandated assessments. CERT provides each student with an individualized learning plan and provides teachers with remedial lessons to use with students.

- g. **Remediating Academic Underperformance:** Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

A Response to Intervention Team (Rtl) (administrators, strategists, general education teachers, special education teachers) will analyze data collected through various sources (iReady, MAP, Easy CBM, Dynamic Indicators of Basic Early Literacy Skills (DIBELS®)) to collaboratively develop instructionally-focused calendars with timelines for addressing targeted strands, as denoted in assessed benchmarks. Teachers will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

This Rtl team will identify students who are at risk through the universal screening process and who are not already identified with an IEP. The team will then notify the parent(s)/guardian(s) that the child has been identified as underperforming and will be provided interventions in areas of deficiency.

The team will write goals for the identified student in the area of deficiency, provide interventions, and monitor weekly progress. The interventions and progress-monitoring tools provided will be those validated through research and determined effective by the Pinecrest system of schools. The Rtl team will review the student's progress every five weeks and will adjust instruction when a student does not show progress. Teachers will attempt a variety of interventions and strategies that will help to facilitate the child's learning/growth within the classroom. The level of intervention can be intensified by providing increased time daily or weekly, changing intervention group size (small group to one-on-one), or through a combination of intervention efforts.

Academic remediation efforts will be reviewed annually at the end of each school year to determine the success of the efforts. Modifications and/or improvements will be made as needed for future practice.

During periods of the day, PAN will differentiate students in grades K-5 using a "Power Hour" model. Students will be grouped with other students at or near their ability level in the content areas of Reading and Mathematics. These students will receive instruction commensurate with their ability level in classrooms taught by their grade level teachers. This elementary plan will ensure that all students, including gifted students, will be supported academically.

In secondary grade levels, PAN will schedule students in their classes based on their ability level and credit status. Students will receive instruction based on grade level content standards commensurate with their ability levels.

- h. **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies, and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

In grades K-8, all students take the I-Ready Diagnostic three times a year. Each diagnostic shows teachers exactly where each student is at in mastering essential skills/concepts from the NVACS. It also provides an individualized learning plan for each student and provides teachers with lessons to remediate students not working at grade level.

In grades 9-12, students will take the College Equipped Readiness Tool (CERT). CERT allows students, teachers, principals, and parents to know exactly the needs of individual students as they pursue College Readiness and high performance on state mandated assessments. CERT also provides remedial lessons for teachers to use with students.

General education teachers will monitor student progress to identify students who are struggling in their classrooms. Teachers will attempt to identify why the students are struggling through a variety of strategies designed to facilitate the child's learning in the classroom. RtI will be the process utilized by teachers and a support team. Nevada Administrative Code [§388.325](#) defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The Pinecrest model allows educationally disadvantaged students, including those in special education and those students entering below grade level, to benefit highly from the core curriculum. Students with Disabilities must be supported and challenged to excel within the general curriculum and be prepared for success at the subsequent levels of their schooling. In order to accomplish this, PAN will commit to instruction that incorporates, supports, and accommodates the following:

1. Implementation of Individual Educational Plans (IEP) for students with disabilities with appropriate supports;
2. Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services;
3. Instructional accommodations of the curriculum or procedures which do not change the standards but allow students to learn within the framework of the Nevada Academic Content Standards (NACS);
4. Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities; and
5. Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

Pinecrest Academy of Nevada will assume responsibility for programming and delivering related services to exceptional students, as identified in each student's IEP with adherence and fidelity to district, state, and federal guidelines.

- i. **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

Pinecrest Springs will offer Gifted and Talented Education services to qualifying students in grades K-5. Students will receive 150 minutes per week of pull-out instruction by a licensed teacher with a GATE endorsement on their license.

In addition, through Power Hour, students in grades K-5 will receive reading and math instruction daily at their readiness/ability level ensuring all students learn and grow academically.

In grades 6-12, leveled classes, accelerated classes, and CTE programs will be offered for students to excel at their interest and ability level.

- j. **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

All students in grades K-5 will receive Power Hour instruction in Reading and Math where they receive instruction commensurate with their ability levels. This model is especially effective for students performing at or above grade level so Pinecrest Springs will provide students ample teacher-directed time to master essential skills and enrichment opportunities.

In grades 6-12, students will be scheduled in their classes based on their ability level and credit status. Students will receive instruction based on grade level content standards commensurate with their ability levels. Pinecrest Springs will offer students CTE programs, dual enrollment, and accelerated classes, including Algebra in eighth grade and Geometry in ninth grade, as well as Honors classes, Pre-AP and AP classes. Finally, Pinecrest Springs also plans to partner with different trade unions and the Construction Union to provide classes and labs for students to learn a trade while in high school.

All students in grades K-12 will be offered before and after school clubs, athletic programs, and tutoring. Many of these opportunities will focus on STEM and the Fine Arts.

- k. **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

Grade classification for PAN high school students will be determined by years in high school, not on credits earned. Students will be classified to the next grade level at the end of each school year.

Stakeholders, including parents and students, will be informed of these standards via the school website, student/parent handbook, and the high school course catalog, all of which will be available in multiple languages to accommodate language needs.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

1. Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.

A typical annual academic calendar for Pinecrest Academy of Nevada schools centers on a 180 day, 9-month schedule. PAN schools typically start on August 01 for teachers and August 15 for students. This two-week period allows for professional development, onboarding, and classroom set-up before students arrive. PAN schools usually plan for 2-3 days of Professional Development (PD) throughout the year and six Data Days where students attend school 3.5 hours and then teachers receive training, review data, and plan for instruction for the remainder of the day. These data days are used to provide training based on the needs of the students teachers currently serve and/or toward the Pinecrest Instructional Model.

2. Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

At Pinecrest Academy schools, students attend school for 420 minutes, which is forty-nine minutes per day longer than the local school district. Most schools start at 8:00 a.m. and dismiss at 3:00 p.m.

- In elementary school (Grades K-5), students receive 150 minutes a day in English Language Arts, 90 minutes a day for mathematics, 50 minutes for fine arts and/or physical education, 50 minutes for lunch/recess/transitions, 50 minutes for science or social studies, and 30 minutes for intervention.
- In middle school (Grades 6-8), students receive 90 minutes of ELA instruction, 90 minutes for mathematics, 45 minutes for Social Studies, 45 minutes for Science, 100 minutes for electives and 50 minutes for lunch, recess and transitions.
- In high school (Grades 9-12), 50 min for ELA, 50 minutes for Mathematics, 50 minutes for Science, 50 minutes for Social Studies/History, 100 minutes for electives, and 60 min for lunch, passing, and health wellness.

The extra forty-nine minutes ensure STEM instruction is infused into the core subject areas and students have more time to practice and master essential grade-level skills.

3. Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

Our goal for daily attendance will be 90% the first year. Classroom teachers and our Registrar will collect and monitor daily attendance. Incentives for attendance will include:

- Each student who is present an entire school week (not absent or tardy) will be entered into a drawing the following Monday for a Student Store Pass. Five passes will be given out for each lunch period.
- For first, second and third quarter, any child who has two or fewer absences and two or fewer tardies will receive a Pinecrest Eagle Card. This card will entitle the child to a free homework pass, a free treat at the Student Store, and allow them to sit where they want in the lunchroom for a week. For the fourth quarter, any child who has two or fewer absences and two or fewer tardies will receive a frozen treat.

DISTANCE EDUCATION

(Distance Education Expansion Amendments)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

Not applicable. Pinecrest Springs is not seeking to operate a program of distance education. However, PAN has been approved for a virtual program housed at the Cadence campus.

1. Describe the system of course credits that the school will use.
2. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
3. Describe how the school will ensure students participate in assessments and submit coursework.
4. Describe how the school will conduct parent-teacher conferences.
5. Describe how the school will administer all tests, examinations, or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

PRE-KINDERGARTEN PROGRAMS

(All Operators Currently Operating or Proposing to Operate Pre-K)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

Not applicable. Pinecrest Springs is not seeking to operate a Pre-K program who will automatically enter our K-12 program.

1. Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
2. Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
3. Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
4. Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

Not applicable. Pinecrest Academy of Nevada is already approved to operate a high school.

1. Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses

will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.
2. SPCSA schools are to ensure streamlined access for all students requiring special programs.
3. SPCSA schools develop programs to support the needs of their students.
4. SPCSA schools do not counsel or kick any students out.
5. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
6. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.
7. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

Special Education

1. Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

Lisa Satory (PAN Lead Principal) – Mrs. Satory is Principal of the Pinecrest Sloan Canyon (K-12) campus with a student population of 1,473. During the 2020-21 school year, this campus served a special education population of 133 students with IEPs, including students with learning disabilities, autism, intellectual disability, ADHD, and emotional disturbance. Services include an inclusion co-teaching program and resource program. There are a total of eight special education teachers and four teaching assistants. Pinecrest Sloan Canyon also has a referral process for students who display characteristics of dyslexia and an intervention system in place during reading and math instruction. Students receive explicit instruction in behavioral and social skills. Occupational therapy, physical

therapy, adaptive physical education, and speech and language therapy services are available to students. Special education teachers receive ongoing PD and are CPI-trained.

Michael O’Dowd (Proposed New Principal of Pinecrest Springs) – Michael O’Dowd currently serves as the principal of the Pinecrest Inspirada campus with a student population of 1,224 in grades K-8. During the 2020-21 school year, this campus served a special education population of 102 students with IEPs, including students with learning disabilities, autism, intellectual disability, ADHD, and emotional disturbance. Services include an inclusion co-teaching program and pull-out program to meet the needs of each student. The schools has four special education teachers and four teaching assistants. Pinecrest Inspirada has a referral process for students who display characteristics of dyslexia and an intervention system is in place during reading and math instruction. Students receive explicit instruction in behavioral and social skills. Occupational therapy, physical therapy, adaptive physical education, and speech and language therapy services are available to students. Special education teachers receive ongoing PD and are CPI-trained. Prior to working at Pinecrest Academy, Mr. O’Dowd retired as Principal within the Clark County School District (CCSD). While in CCSD, he was Principal of schools with self-contained programs in Early Childhood and Autism.

Jessica LeNeave – Jessica LeNeave is Principal of the Pinecrest Cadence campus serving 1,941 students K-12. During the 2020-21 school year, this campus served a special education population of 235 IEP students, including students with learning disabilities, autism, intellectual disability, ADHD, and emotional disturbance. Prior to becoming an administrator, Ms. LeNeave served as a general education teacher in a school which had a push-in model of services and a 17% Special Education population. All services were met within the classroom and Ms. LeNeave worked with the Special Education department to grow proficiency. She now works with Special Education educators and students at Pinecrest Academy servicing a wide range of special education environments such as inclusion classrooms, resources services, and one-to-one needs. Ms. LeNeave also serves on the CIVICA Nevada Board of Trustees.

Jon Haskel – Jon Haskel serves as Principal of the Pinecrest St. Rose Campus serving 1,007 students. During the 2020-21 school year, this campus served a special education population of 82 students, including students with learning disabilities, autism, intellectual disability, ADHD, and emotional disturbance. There are a total of four special education teachers on the Saint Rose campus. Mr. Haskel implements a referral process for students who display characteristics of dyslexia and an intervention system in place during reading and math instruction. Students receive explicit instruction in behavioral and social skills. Occupational therapy, physical therapy, adaptive physical education, and speech and language therapy services are available to students. Special education teachers receive ongoing PD and are CPI-trained. Prior to coming to the St. Rose campus. Mr. Haskel worked at a school within CCSD serving a population that was 100% eligible for free or reduced-price lunch and brings a wealth of experience to the system serving students that are economically-disadvantaged.

Wendy Shirey – Mrs. Shirey currently serves as Principal of the Pinecrest Horizon (K-5) campus serving a total of 816 students. During the 2020-21 school year, this campus served a special education population of 81 IEP students, including students with learning disabilities, autism, intellectual disability, ADHD, and emotional disturbance. Services include an inclusion co-teaching program and resource program. There are a total of four special education teachers. Pinecrest Horizon also has a referral process for students who display characteristics of dyslexia and an intervention system in place during reading and math instruction. Students receive explicit instruction in behavioral and social skills. Occupational therapy, physical therapy, adaptive physical education, and speech and language therapy services are available to students. Special education teachers receive ongoing PD and are CPI-trained.

2. Identification: Describe in detail the school’s Child Find process. How will the school identify students in need of additional supports or services?
 - a. (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

As part of the school’s registration process (after the student has been accepted in lottery), parents will be asked if the student has an IEP. If the parent marks “Yes,” a Pop-up window requests the parent to provide the student’s current IEP, multidisciplinary team (MDT) report, and eligibility statement. The paperwork is collected and a caseload spreadsheet of all enrolling students with special education eligibility is created. Parents are also requested to turn in 504s. In addition, the school registrar will request special education records from the student’s previous school.

All students will be assessed using PAN’s universal progress monitoring. Analysis of the progress monitoring will allow the school to begin to identify students who may need additional support, i.e., intervention classes. Students will then be scheduled into classes based on need.

- b. (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?

Students who develop academic or behavior problems in middle school will be in Pinecrest’s Response to Intervention (RtI) program to provide intervention, collect data, and progress monitor. For example, a student who develops a mental health issue will be put into a Check In/Check Out program. The program includes daily progress monitoring sheets. A mentor will meet with the student at least three times daily; additional time may be added, if necessary. The daily progress monitoring sheet, which is point based, can be used to track improvement in behavior and/or anxiety. Students with academic problems can be scheduled into Intervention classes in the area of need. Before and after school tutoring programs can also help students gain academic skills.

Transition begins for students who have an IEP at age 14. PAN’s Professional Development in the area of Transition will ensure appropriate transition services and goals are provided as needed.

- c. (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

Students who are inappropriately placed in special education will be identified by progress monitoring students in special education on a routine weekly basis on their IEP goals. Students also take quarterly universal progress monitoring assessments that all students in the school are given. The special education teacher will complete an analysis of data monthly to determine if students are meeting their goals. If students are meeting their behavior and/or academic goals and progress monitoring is showing growth, the IEP team can meet to discuss the exit of students who are no longer showing academic or behavioral needs.

If the school has a student who needs transitioning out of special education, the IEP team may transition the student out by revising the IEP to provide consultation services during the reevaluation period. If the team determines that student no longer needs an IEP, the student will be referred to the school psychologist who, with parental permission, will reevaluate the student. The MDT will then meet to determine if the student is still in the eligibility category or does not meet eligibility.

- i. Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

The continuum of services offered by Pinecrest Academy of Nevada begins in regular education classes. All students are given a universal progress monitoring assessment three times a year. Then the school analyzes the data. Each quarter the school meets as a team during “Data Day” which allows the school to discuss children scoring in the bottom 25% or another cut score as determined by the school. Students who score in the bottom 25% and students who are failing are discussed and an intervention plan is developed. The staff then brainstorms different interventions that may help the student gain academically or behaviorally. In general education, Power Hour and intervention periods are scheduled daily to provide instructional level academics to all students. In addition, before and after school tutoring clubs and blended online learning programs provide instructional level interventions.

If the student is still not showing progress on the universal progress monitoring, the student will enter into our RtI program. Within the RtI process, a goal is written in the deficit academic area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is graphed and analyzed every 6-8 data points. If the student’s graphed line is not moving toward the grade level trend line, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 data points, the student’s graph still shows a lack of progress, the student will be referred to special education.

Once the student is in special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring continues. If a student shows no academic growth, the resource room is added and can be added up to 50% of the day to provide the necessary interventions to show academic growth.

Students with severe intellectual disabilities also can benefit from combining inclusion with resource room. In the regular education classroom, using peer assisted learning and online programs, Pinecrest Springs can help the student remain with typical peers and receive intensive instructional level instruction.

3. Enrollment: Describe the school’s strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

Pinecrest Academy of Nevada’s educational model is especially effective at meeting the educational needs of special education students. As special education populations have tripled at Pinecrest campuses over the last 3 years, these strategies help develop a sense of inclusion and make participating in classroom activities both fun and rewarding. Pinecrest Springs will highlight these facts in its grassroots community recruitment efforts to ensure that the parents of special education students are aware that PAN has developed curriculum tailored to ensure their

children's academic success. Furthermore, PAN recruits highly-skilled special education teachers, and Pinecrest Springs will highlight this fact at its community presentations. Also, Pinecrest Springs will include non-discrimination language in all of its recruitment material so that disabled children will know they are welcomed on Pinecrest campuses.

4. General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Collaboration between general education teachers, special education teachers, and related service personnel is necessary for student growth. General education teachers post their lesson plans online through the System's Google Drive. Special Education teachers have access to this tool. Then, during weekly meetings, the Special Education teachers review the students' IEP goals and the general education teacher's lesson plans to interconnect the lessons. The teachers form a collaborative plan and the daily special education lessons are then written and provided to the general education teachers and all instructional assistants that interconnect IEP goals and core instruction.

Staffing

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum?

Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

Pinecrest Academy of Nevada's administration team will recruit highly-qualified special education teachers through multiple means. The administration will use job-recruiting websites such as Teachers to Teachers. PAN's administration will attend and recruit teachers at local teacher fairs as well as teacher fairs in several states. Teachers who are not licensed in Nevada will apply for teacher licensure here. If a teacher does not have a Nevada state license and the teacher is certified in another area, the teacher will apply for an Option License. The Department of Education will analyze that teacher's transcript, and the teacher will have three years to complete his or her coursework in special education to obtain licensure.

All related service personnel, including speech and language therapists and school psychologists, are licensed in the State of Nevada or they have to apply for a license before they are hired.

1. Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?

All PAN schools have scheduled Professional Development Days and Data Days. During those days, professional development is offered in the areas of intensive interventions and research-validated methods addressing the unique needs of students with disabilities. Also, on each campus, the Special Education Facilitator, the Special Education Teachers, and the related service personnel (e.g., SLP and OT) communicate with teachers providing instructional information on how to modify the curriculum and how to address the unique needs of students with disabilities.

2. Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

Following the Individuals with Disabilities Education Act (IDEA) flow chart below protects students with disability rights. If a disabled student has a discipline problem, the administration contacts the parent for a parent meeting.

If the student is suspended, the student’s parent or guardian will pick up all of the student’s schoolwork, on a daily basis, and return the finished work so that student’s grades are not affected by his or her absence from school. If necessary, a teacher would provide service in the home setting or the student will have alternative instruction in an after-school program. The MDT/IEP team will also meet after nine days of suspension to complete a manifestation determination IEP meeting. The team will brainstorm other services and community resources that may benefit the student to prevent further behavior disruptions. A behavior analysis will be completed and the team will reconvene to write a Behavior Intervention Plan (BIP). The team may also request a behavior therapist to help in the process.

If the student has reoccurring events that result in further suspension, the team will meet after nine suspensions and complete a change of placement. Please see **Figure 8** below.²¹

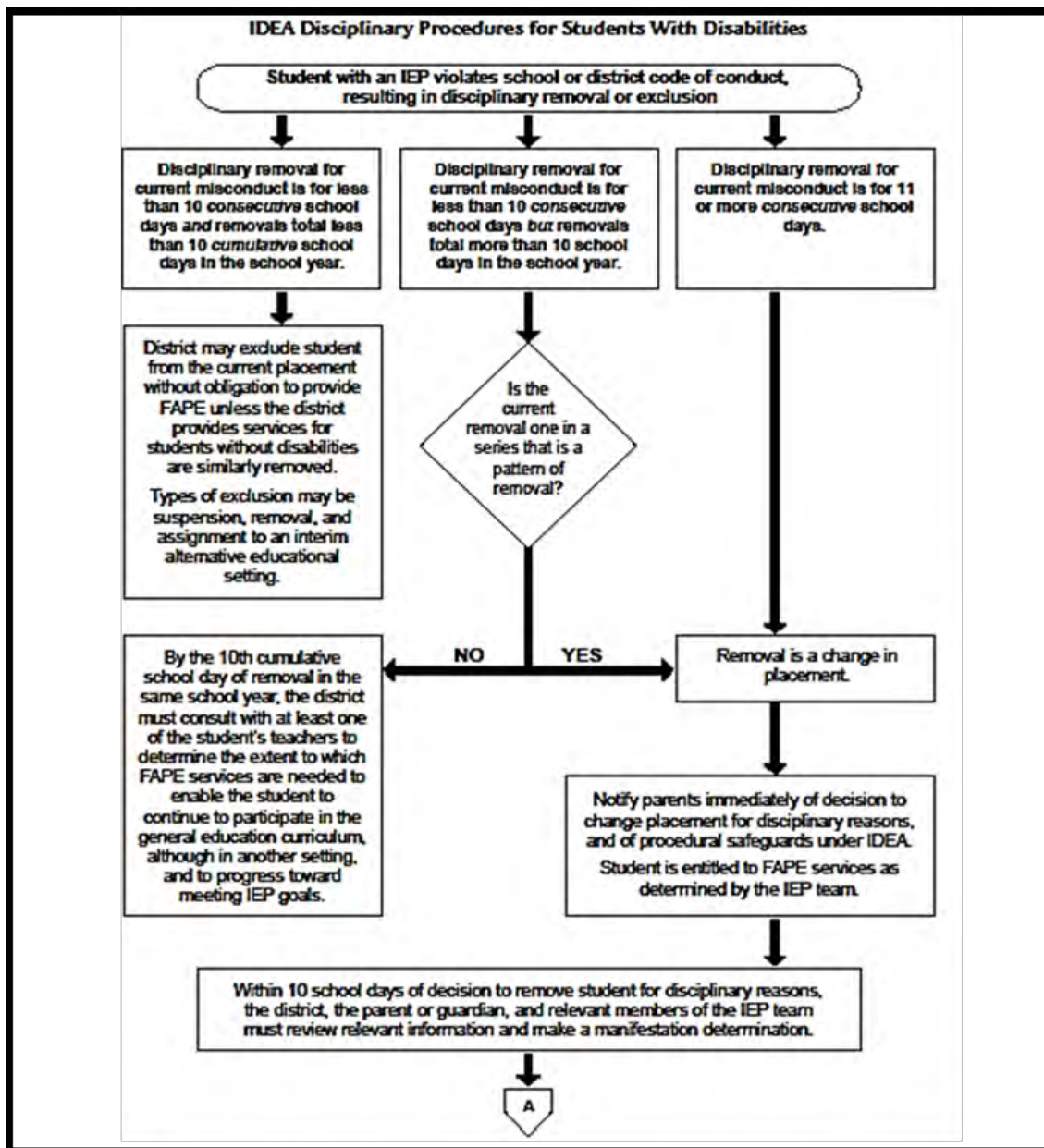


Figure 8. IDEA Disciplinary Procedures for Students with Disabilities

²¹ Bateman, David F. & Cline, Jenifer L.; *A Teacher’s Guide to Special Education*, 3rd Ed. ASCD, Alexandria, Virginia, 2016.

3. **Monitoring:** What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

Pinecrest Academy of Nevada's special education programs comply with all federal and state laws. The role of the special education facilitator is to complete compliance reviews on all IEPs before and after the IEP meetings. In addition, the school conducts monthly reviews of every confidential folder. The Special Education Facilitator ensures all meetings are held on time.

Special Education teachers monitor their students' weekly progress to evaluate for growth and success. If a student shows no academic growth, the resource room is added to their IEP. Resource Room can be added up to 50% of the day to provide the necessary interventions to achieve academic growth. If a student shows academic growth, then the student is provided a less restrictive placement with support. As a student successfully progresses towards full-time in the general education curriculum, the special education teachers may direct services in the regular education classroom with supplementary aides and services until the student receives consultation services. Quarterly progress reports are sent home. Progress reports are also sent home more frequently as determined by an IEP team. Student grades are also monitored weekly to see academic growth. If students are not receiving enough support determined by weekly progress monitoring and grade checks, then the IEP is revised.

All middle and high school students use a daily monitoring sheet that general education teachers use to complete a check out daily. The sheet includes looking at direct instruction participation, class work participation, homework turned in, and citizenship. Each teacher signs the student out of class. Special Education teachers check students out at the end of the day. Copies of the form go home with student for his or her parent's signature. Special Education teachers keep a copy. Students return the signed copy the next day when they pick up his or her new folder.

The Special Education Facilitator helps monitor the academic and behavioral growth of disabled students to ensure that the students' needs are being met. Adjustments to instructional programs are made accordingly through the collaboration and progress monitoring of the general education teacher(s) and special education teachers.

4. **Parental Involvement:** What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?

Staff follows all IDEA procedures when implementing appropriate programs related to the evaluation, reevaluation, and any type of IEP by contacting parents to set up meetings and then following with two prior written notices.

Check-In/Check-Out systems and progress-monitoring reports are sent home on a predetermined frequency; daily or weekly. Quarterly progress reports and report cards are mandatory universal grade reports. Special education teachers and related staff are expected to have frequent communication with parents of students with emotional and/or behavioral needs.

In this digital age, teachers communicate with parents via email and text messages throughout the day if necessary to give them updates, if a parent requests. In addition, the school uses Infinite Campus and website where they post all school events and homework assignments.

5. **For Distance Education Schools:** Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

Not applicable. Pinecrest Springs is not offering a distance education program.

D) FINANCIAL PLAN

This section must be completed for all applications.

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

The PAN Board of Directors oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the Board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines. Under the supervision of the Board's Treasurer and in conjunction with the school's audit firm, Academica is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS [388A.420](#) for the payment of monies belonging to the charter school is the principal. Each campus employs an office manager to work with Academica Nevada. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

The campus principals are responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. Payroll information will be uploaded by the office manager into the portal provided by the vendor in time for the payroll vendor to process all payroll information.

PAN complies with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent who will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may not incur an obligation unless that expenditure has been authorized in the budget, by governing body action, and/or governing body policy. In all cases, calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

2. Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.

This is a statement rather than a question and therefore is not applicable. However, this information can be made available upon request.

3. **Attachment 5.** Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The budget created for Pinecrest Academy of Nevada includes the per-pupil revenue assumption of \$7,290 for the 2022-23 fiscal year of operation; with an estimated 1.3% increase each subsequent year thereafter. The budget created for the proposed Springs campus assumes a per-pupil revenue assumption of \$7,388 for the first year of operation (2023-24) with an estimated 1.3% each year after. Assumptions were based on the per-pupil statewide base and per pupil funding amount in Clark County found in Senate Bill No. 458 (assuming a 1.3% increase). Please refer to **Attachment 5 – Budget Narrative** for a more detailed overview of per-pupil funding.

- a. Anticipated Funding Sources: Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school’s core operation depends in a clearly identified component of **Attachment 5**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

Please refer to **Attachment 5 – Budget Narrative** for a more detailed overview of all anticipated funding sources.

- b. Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

Please refer to **Attachment 5 – Budget Narrative** for a more detailed overview of all anticipated expenditures.

- c. Discuss in detail the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

PAN has presented a fiscally conservative budget for the first 6-years of operation for the proposed Pinecrest Springs campus. Please refer to **Attachment 6 – School Budget** for a detailed overview of the budgeted revenue and expenses.

However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes EMO/CMO Fees, student supplies, IT fees, etc. Please refer to **Attachment 5 – Budget Narrative** for a more detailed overview of all anticipated budgeted expenses.

- d. Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

PAN collaborates closely with Academica in searching and applying to receive grants deemed beneficial to the school in order to further support the planning and implementation of the charter.

- e. Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

PAN did not rely on philanthropic revenue for their operations in their budget. Please refer to **Attachment 6 – School Budget** for a detailed overview of all the budgeted revenue and expenses.

4. Submit a completed financial plan for the proposed school as an **Attachment** ____ (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external

reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

Please refer to [Attachment 6 – School Budget](#).

5. Submit, as an **Attachment** ____, a detailed budget for the operator at the network level (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

Please refer to [Attachment 7 – Network Budget](#).

6. Provide, as an **Attachment** ____, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

Academica respectfully requests the Deputy Attorney General arrange for a private review of its audited financial statements. Academica does not publicly release proprietary financial information as that information would disclose trade secrets with regard to business structure and operations. Academica has been operating within the State of Nevada for more than ten years and has a proven record of financial security and responsibility while supporting the opening of more than twenty-five (25) charter school campuses. Any requests for additional financial information or questions regarding Academica Nevada’s financial operations may be addressed privately to the Chief Operating Officer of Academica Nevada, Ryan Reeves, at 702-431-6260.

7. Complete the audit data worksheet in **Attachment 8**. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state’s charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** ____.

Please refer to [Attachment 8 – Audit Data](#).

8. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school’s fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

[PAN does not rely on fundraising programming to support the day-to-day operation of their schools and as such this question is not applicable to either PAN, generally, or Pinecrest Springs, specifically.](#)

9. Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

[The financial policies and procedures adopted by the Board are reflected at each of the campuses. The Board, Lead](#)

Principal, and Academica will work with and train the school principal and office manager in all financial policies and procedures. The PAN Board oversees all aspects of the fiscal management of the school. The Board will review financial statements at minimum once per quarter and Academica will prepare the financial statements for the designated board meetings. Academica will meet with school principals during the development of annual budgets to collaborate in creating a complete budget. Academica will then present annual budgets to the Board for their consideration. Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Academica is responsible for the school's bookkeeping, financial reporting, and financial liability. The principal of the school will supervise the budget and day-to-day cash collections at the school. Academica will meet regularly with the school principals to review their budgets.

E) OPERATIONS PLAN

◆ Indicate “No Change” to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.

1. Historical performance

- a. **Performance Data:** Schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.

Pinecrest Academy of Nevada opened its first local campus in 2012 serving students in Grades K-7. Today, the PAN network has grown to five local campuses serving nearly 6,500 students in Grades K-12 across the Las Vegas Valley.

Each of the five local Pinecrest campuses earned either 4- or 5-star ratings in both the 2017-18 and 2018-19 school years (see **Table 5** above). Due to COVID and challenges in assessing student growth and achievement, there have not been star ratings issued since that time.

The SPCSA’s latest Organizational Performance Framework for Pinecrest Academy of Nevada (see **Figure 9** below) demonstrates that PAN’s organizational performance met the applicable standards for the 2019-20 school year and continues to meet the applicable standards for organizational performance in the 2020-2021 school year.

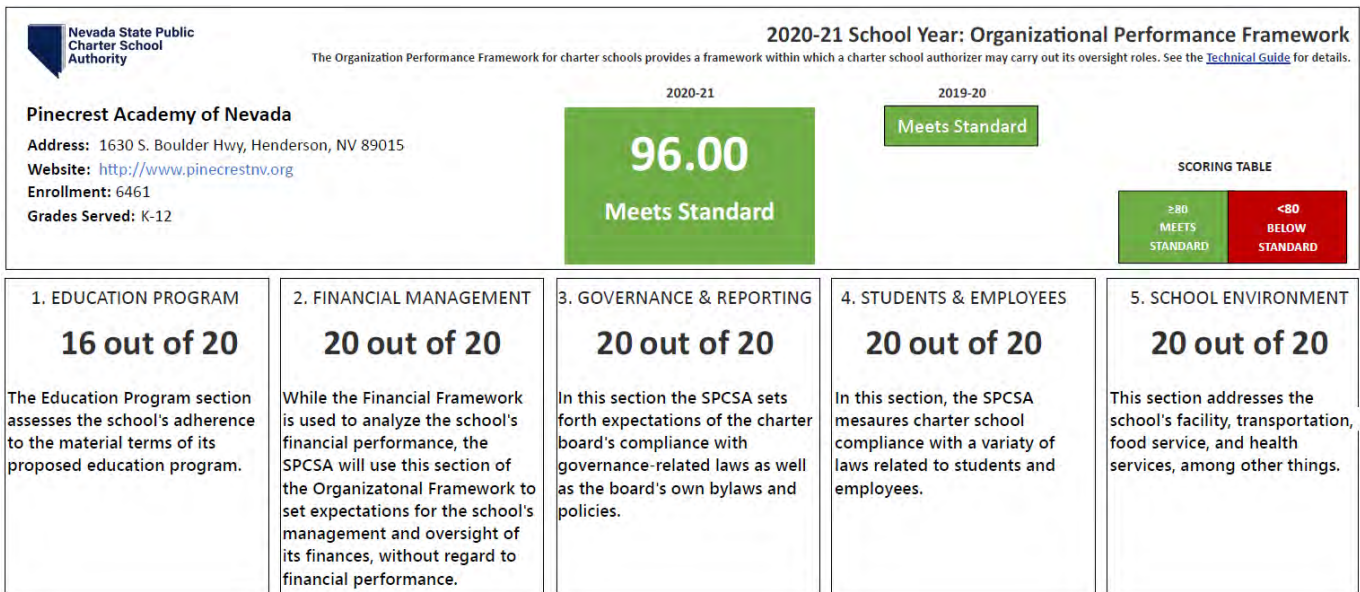


Figure 9. 2020-21 School Year: Organizational Performance Framework

The SPCSA’s latest Financial Performance Framework for Pinecrest Academy of Nevada (see **Figure 10** below) likewise demonstrates that PAN’s financial performance met the applicable standards for the 2019-20 school year and continues to meet the applicable standards for financial performance in the 2020-2021 school year.

Nevada State Public Charter School Authority

2020-21 Fiscal Year: Financial Performance Framework

The Financial Performance Framework provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for Details.

Pinecrest Academy of Nevada

Address: 1630 S. Boulder Hwy, Henderson, NV 89015
 Website: <http://www.pinecrestnv.org>
 Enrollment: 6461
 Grades Served: K-12

2020-21	2019-20
Meets the Standard	Meets the Standard

<p>1. CURRENT RATIO</p> <p style="text-align: center;">Meets Standard</p> <p style="font-size: small;">Is the school's Current Ratio at least 1.1?</p>	<p>2. UNRESTRICTED DAYS CASH ON HAND</p> <p style="text-align: center;">Meets Standard</p> <p style="font-size: small;">Is the school's UDCOH at least 60 days or 30 days with a positive</p>	<p>3. ENROLLMENT VARIANCE</p> <p style="text-align: center;">-</p> <p style="font-size: small;">Is the school's Enrollment Variance 95% or greater?</p>	<p>4. DEBT DEFAULT</p> <p style="text-align: center;">Meets Standard</p> <p style="font-size: small;">Is the school in default of loan covenant(s) or delinquent with debt service payments?</p>
<p>5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL</p> <p style="text-align: center;">Does Not Meet Standard</p> <p style="font-size: small;">Is the school's current year and three year aggregate Total Margin positive?</p>	<p>6. DEBT TO ASSET RATIO</p> <p style="text-align: center;">Does Not Meet Standard</p> <p style="font-size: small;">Is the school's Debt to Asset Ratio less than 0.90?</p>	<p>7. CASH FLOW</p> <p style="text-align: center;">Meets Standard</p> <p style="font-size: small;">Is the school's most recent year and three year aggregate cash flow positive?</p>	<p>8. DEBT OR LEASE SERVICE COVERAGE RATIO</p> <p style="text-align: center;">Meets Standard</p> <p style="font-size: small;">Is the school's Debt/Lease Service Coverage Ratio at least 1.10?</p>

Figure 10. 2020-21 School Year: Financial Performance Framework

This data clearly demonstrates that PAN’s existing schools meet the SPCSA’s eligibility criteria reflecting a proven academic track record of success with Nevada students and that PAN’s operating performance meets the organizational criteria for approval on both organizational and financial standards.

- b. **Interventions:** Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?

PAN has not had any interventions since its opening, thus, this question is not applicable.

- c. What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

If the Pinecrest Springs expansion campus is approved, PAN’s Governing Board intends to focus on data-driven results and decision-making, expanding the STEM model, and increasing community partnerships in order to drive further success. As the new Springs’ campus is in an area with a higher population of FRL and ELL students, PAN will develop additional academic supports and community partnerships to support the needs of these students.

In general, PAN’s ELL Program has been developed through evaluating relevant research, by consulting with experts in the field and with teachers and administrative staff throughout southern Nevada and Florida, and by referencing the U.S. Department of Education’s Office of English Language Acquisition English Learner Tool Kit.

PAN’s English Language Learner Program strives to provide ELL students with language skills that will help them understand, speak, read, and write English fluently. The objective of this language learner program is to help students make positive and meaningful academic connections that lead to improvements in student achievement

so they can succeed academically and socially in both the school setting and the community. Research shows that the most effective ELL instruction occurs when the teacher integrates instructional objectives seamlessly in teaching the components of literacy, using both language and meaning-based approaches. PAN has adopted the Structured English Immersion (SEI) program in which ELL students are provided instruction so they can transition and succeed in an English-only mainstream classroom. Classroom teacher(s) will strategically support ELL students in all subject areas, and at all grade levels and stages of language acquisition through integrating the following strategies into instruction:

- *Teacher modeling* – Direct, explicit instruction with elaboration and demonstration of skills.
- *Scaffolding* – Build from what students know, start instruction from prior knowledge, and build up to the new skill.
- *Group practice* – After explicit instruction small groups practice skills and share knowledge.
- *Peer teaching* – Students become the teacher and talk to classmates about skills learned.
- *Integration* – Applying skills learned to other core subjects.
- *Modeled Writing* – Teacher “thinks aloud” and demonstrates writing strategies.
- *Practice and review* – Practice and spiral reviews for understanding and retention.
- Emphasize listening comprehension by using read-alouds and music.
- Model language by saying and showing the meaning.
- Use visuals and have students point to pictures or act out vocabulary and make connections with the student's background knowledge.
- Utilize videos to introduce and reinforce concepts.
- Implement cooperative learning strategies that allow for the sharing of ideas between students.
- Have students retell stories or experiences.
- Re-phrase incorrect statements in correct English.
- Use graphic organizers and thinking maps.
- Create opportunities for students to practice oral reading fluency with a peer mentor.
- Create activities and assessments that give students an opportunity to present in English.
- Ask students to identify vocabulary by symbols that show the student’s level of understanding.
- Offer challenge activities to expand the student's vocabulary knowledge.
- Train students on the use of a thesaurus and dictionary.
- Demonstrate effective note-taking and provide a template.

In addition, Pinecrest Springs will implement the ELL components of the [***Wonders for English Learners***](#) literacy series and [***Imagine Learning & Literacy***](#). Wonders ELL components support English language acquisition in listening, speaking, reading, and writing. Wonder’s ELL components consist of embedded ELL support in each grade’s Teacher’s Manual, an ELL Small Group Guide for each program, Leveled Readers specific to English language acquisition, picture cards for vocabulary, and scaffolded supports for beginning, intermediate, and advanced English

language learners. Imagine Learning is an individualized, multimodal language and literacy software program designed to help English learners practice and master essential reading and speaking skills at their level of need.

Beginning Day 1, Pinecrest Springs will also have an English Language Learner Coordinator to work with students learning English as a second language. The Springs' EL Coordinator will have many responsibilities which will include, but not be limited to, overseeing new student home language survey results; training and mentoring teaching staff; providing modeling and classroom support to teachers in these areas; procuring curricular resources to align to learner and parent languages; crafting and maintaining a communications plan with families of learners; administering WIDA ACCESS placement and testing; ensuring formative and benchmark assessment data for English learners is analyzed and used for data-based decision-making, attending conferences to bring back the most relevant practices, providing expertise on English learner needs and EL/SpEd/GATE connections for students identified by our Student Study Teams through the MTSS or RTI process; providing Tier 3 interventions and targeted supports directly to students who require outside of class intervention, and implementing interim assessments to focus on the following data points:

- Individual student proficiency levels - noting increases or decreases since baseline
- Individual student growth data - noting increases and decreases since baseline
- Percentage of total ELL program participants meeting the student growth expectation
- Average proficiency level of ELL program participants

In addition, the EL Coordinator will:

- Provide staff development training on language acquisition strategies
- Push in with classroom teachers during Power Hour in grades K-5 to model specific instructional strategies with a small group of students
- Provide parent training on how to help students learn English at home

2. Organization governance structure & board development:

- a. Describe how the organization's governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campuses.

PAN's governance structure will not need to change in order to oversee and support the new Springs' campus. The growth plan of opening an additional campus in order to provide educational opportunities to a diverse population of disadvantaged and underserved students will not affect PAN's Board composition, their roles, responsibilities, development priorities, or relationship to individual campuses. The same governance structure used throughout the Pinecrest network will continue to support the new campus as developed.

- b. Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.

The Governing Board of PAN currently consists of the following seven (7) members representing diverse areas of expertise in the fields of legal, real estate, accounting, finance, insurance, education, and marketing. At this time, it is not anticipated that additional types of expertise will be needed to support PAN's current growth plan.

Board Chair Travis Keys is President of a successful business marketing and consulting firm. Travis has served on the Board of PAN since before the opening of the first Pinecrest campus and currently has two children attending

Pinecrest Horizon and one child attending Pinecrest Cadence.

Board Vice-Chair Kacey Thomas is in the financial services industry as the owner of an independent insurance agency. Kacey has been actively involved with PAN as the former Co-President and founding member of the inaugural Parent Teacher Organization (PTO) and received an award as the Nevada Charter School Parent of the Year in 2014.

Board Secretary Marni Watkins serves as an in-house attorney with Fidelity National Law Group handling real estate disputes. Marni currently has a child attending Pinecrest St. Rose.

Board Treasurer Craig Seiden is a Certified Public Accountant who serves as Vice President for Finance and Administration for Touro University, Western Division. Craig likewise has a child attending a Pinecrest campus.

Board Member Jeff Cahill serves as a teacher and head football coach at Basic High School.

Board Member Coby Sherlock currently serves as a mortgage lender. Coby's passion for education drives him to serve his community by contributing to local government, service organizations, and various community outreach programs.

Board Member Jennifer Williamson is a life-long educator who has taught middle school English/Language Arts, high school English, and worked as a secondary reading specialist. After earning a Master's degree in School Counseling and a Ph.D. in School Counselor Education, Jennifer currently serves as an Assistant Principal at Sports Leadership and Management of Nevada (SLAM).

Michael O'Dowd is the current Principal at Pinecrest's Inspirada campus and will serve as the founding Principal at the new Pinecrest Springs campus. After serving as an Elementary School Principal for the Clark County School District (CCSD) for nearly eighteen years, Michael has successfully served as Principal of the Inspirada campus for the last six years. During his stewardship, the Inspirada campus received a 5-Star Rating for three consecutive years, for being the top rated Middle School in the State of Nevada in 2019, and for being the first school in Nevada to receive a STEM Certification from Cognia (formerly AdvanceED).

Steve Albrecht, the current K-8 Assistant Principal at Pinecrest's Inspirada campus, is anticipated to ultimately succeed Michael O'Dowd as Principal at the new Pinecrest Springs campus. Steve previously served as a Teacher for nine years and the Project Facilitator for the English Language Learner Division for an additional year for the Clark County School District (CCSD). For the last five years, Steve has successfully served as the K-8 Assistant Principal at Pinecrest's Inspirada campus as well as the K-12 Administrator for another charter school, Sports Leadership and Management of Nevada (SLAM).

- c. Identify any Board development requirements relative to the organization's governance needs at each stage of growth.

Each board member will continue to receive four (4) hours of professional development annually, which will include, but not be limited to, attendance at the National Charter School Conferences to learn about best practices, involvement in the Charter School Association of Nevada, and other training of fiscal management for nonprofit organizations. The Board will also receive training to understand the performance dashboards provided to enable the board to maintain appropriate oversight over the financial, operational, and academic performance of every campus. Furthermore, if necessary, the PAN Board will receive additional professional development necessary to help guide them through the necessary elements of any corrective action plan it develops to address underperformance.

- d. Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

Pinecrest’s Governing Board recognizes that integrity and honesty are imperative in the operation of the School. The Bylaws and the Conflicts of Interest Policy govern the Governing Board. The Bylaws include all rules, regulations, and ethics to which the Board is expected to abide. In addition, the Code of Ethics and Conflict of Interest Policy defines conflicts, interested persons, procedures for determining if a conflict exists, as well as how to handle potential and real conflicts of interest.

Article III of the Code of Ethics and Conflicts of Interest Policy outlines the procedures as to how the Board should respond to a conflict of interest or ethical violation. These procedures allow for a Board member to abstain from voting or discussion if a conflict exists, and/or an investigation by non-interested parties, and/or possible dismissal from the Board if a member acts in an unethical manner.

The Code provides that those subject to the Code complete an annual statement attesting that they understand the Code and are in compliance. In addition, the Board will do periodic reviews to ensure compliance.

Pinecrest’s Board is comprised of individuals with a variety of backgrounds and experience. As Board Members, they provide governance to ensure that the school’s charter is faithfully and dutifully executed.

3. Organization charts and decision-making authority:

- a. Provide the following organizational charts:

- i. Current

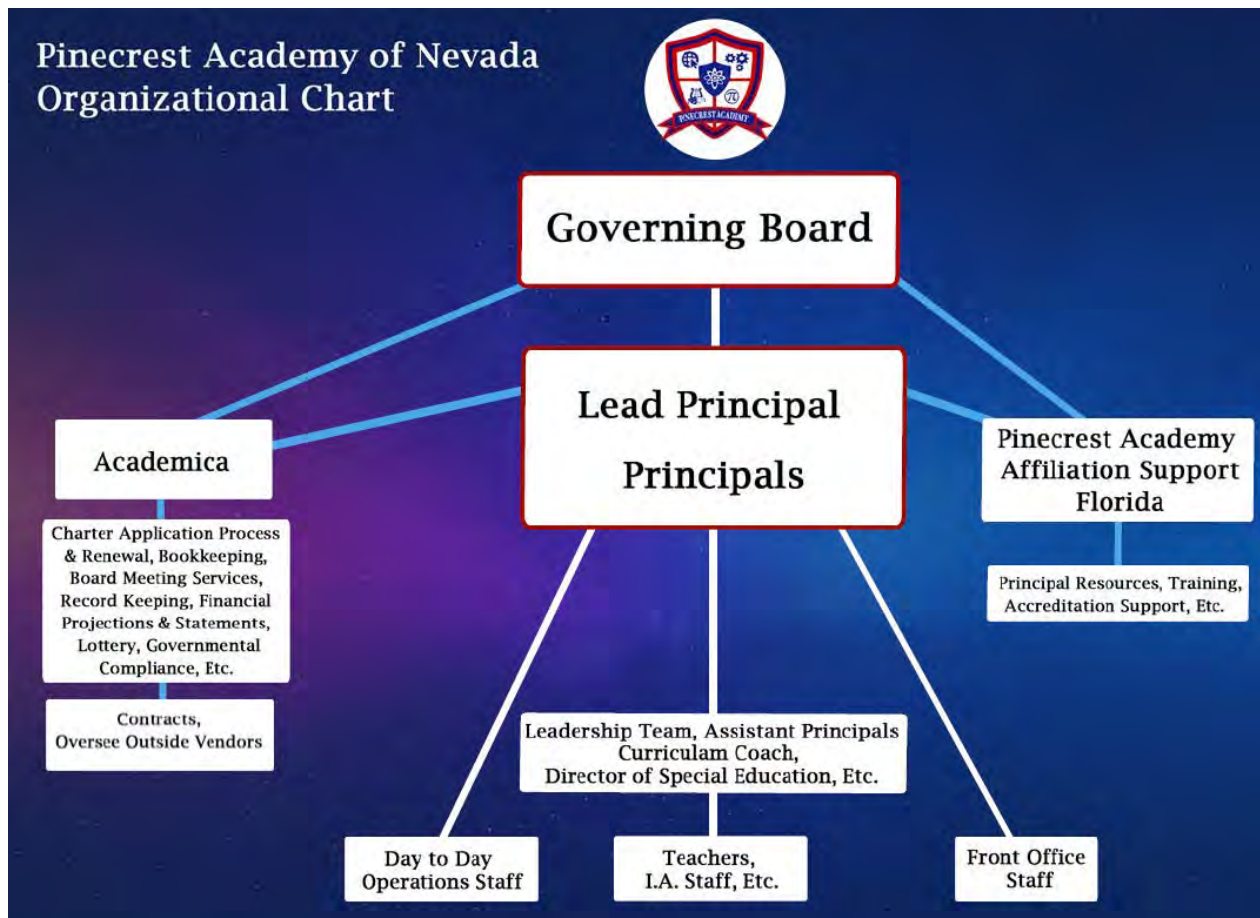


Figure 11. Pinecrest Academy of Nevada Organizational Chart

- ii. Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)

Not applicable. At this time, it is not anticipated that additional Pinecrest campuses will be opened within the next three years.

- iii. Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

Not applicable. At this time, it is not anticipated that additional Pinecrest campuses will be opened within the next six years.

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by the Management Organization (CMO or EMO) in the organizational chart, if applicable.

The expansion to an additional campus will not alter the organizational structure or decision-making within six years other than to have full enrollment and full administration and staff hired. The PAN board will govern the new Springs campus as well as all other existing Pinecrest Academy campuses in Southern Nevada.

4. Describe the proposed organizational model; include the following information:
 - a. Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment 9**)

The Governing Board will hire and oversee the new school principal. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the Board's operating policy and in compliance with state and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The Principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc.

The Governing Board of PAN receives support through its affiliation with Pinecrest Academy, Inc. for things such as curriculum, professional development for the principal and teachers, model oversight, educational software, technology systems, and data platform. The board contracts with Academica, who is responsible for support services such as bookkeeping, board meeting support, record keeping, financial projections, governmental compliance, charter renewal process, and other supports.

The new school site will not have a regional or executive director. The Principal of the new school will report directly to the Governing Board.

Please refer to **Attachment 9 – Job Descriptions** for an overview of the job descriptions for shared/central office roles of the newly proposed campus.

- b. Resumes of all current leadership (provide as an **Attachment**___).

Resumes of the current Board members are included as **Attachment 10 – Current Board Member Resumes**.

The Principal for the new campus will be Michael O’Dowd, the current Principal of PAN’s Inspirada campus while the Assistant Principal for the new campus will be Steve Albrecht, the current Assistant Principal of PAN’s Inspirada campus.

Resumes of Mr. O’Dowd and Mr. Albrecht are included as **Attachment 11 – Proposed Leadership Resumes**.

- c. Describe the leadership team’s individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
- (a) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of Attachment___)
 - (b) School leadership;
 - (c) School business operations and finance;
 - (d) Governance management and support to the Board;
 - (e) Curriculum, instruction, and assessment;
 - (f) At-risk students and students with special needs;
 - (g) Performance management; and
 - (h) Parent and community engagement.

Michael O’Dowd has worked in education for the past thirty-four years, twenty-seven of which have been in administration. He retired from the Clark County School District in 2016 and started working with the Pinecrest Academy of Nevada Charter Network. During his first two years at Pinecrest, he turned a failing school into a thriving school which recently received the National Blue Ribbon School Award in 2021. At Lamping Elementary School, Mr. O’Dowd led the charge in raising over one million dollars to build the William McCool Science Center. In 2010, Mr. O’Dowd opened Wallin Elementary as an Empowerment School overseeing the entire budget and raising the new school to be one of the best schools in the state. In 2016, Mr. O’Dowd came to Pinecrest Inspirada and took a school that was in jeopardy of closing down to be the top rated middle school and one of the top five elementary schools in the State of Nevada. Lamping Elementary, Wallin Elementary, and Pinecrest Inspirada have all been 5-star, High Achieving schools under Principal O’Dowd’s leadership.

For proficiency and claim data related to Mr. O’Dowd’s Pinecrest Inspirada campus, please see **Attachment 12 - 2021 SBAC Data** from Raising the Bar. For academic achievement and claim data related to Mr. O’Dowd’s Pinecrest Inspirada campus, please see **Attachment 13 - 2022 SBAC Data** from Raising the Bar.

An area of expertise for Principal O’Dowd is curriculum, instruction, and assessment. Mr. O’Dowd prides himself in selecting research-proven curriculum that meets the diverse learning needs of students. Curriculum chosen must address the needs of below, on, and above grade level learners, as well as the needs of Special Education students, English Language Learners, and gifted/talented learners. He then empowers teachers to group students and use the best resources possible to ensure students receive instruction commensurate with each students’ ability levels. Teachers have to be licensed, highly-qualified, and motivated to meet students’ individual needs. Mr. O’Dowd still enjoys teaching and has been known to teach a new curriculum himself alongside his teachers to see what they are experiencing. Assessment is key on a daily basis. Teachers cannot wait until the end of a unit to see what students have mastered. Daily formative assessments are a must and teachers must communicate Successful Performance statements so students know what they are expected to do by the end of each lesson. Students then assess themselves at the end of each lesson and rate their learning on a scale of 1-4 guiding the teacher on how to move forward with instruction. These strategies work for all students, but especially for at-risk students and students with

special needs. These students must be given highly visible, hands-on instruction where they have ample opportunities to engage in, and respond to, instruction.

An area of expertise for K-12 Administrator Steve Albrecht is meeting the needs of English Language Learners. Mr. Albrecht worked at Bailey Elementary School for eight years as a fifth grade teacher. At Bailey, 60% of Mr. Albrecht's class was Hispanic and nearly 10% were from non-native English speaking Asian populations. He was very successful in meeting his students' needs and teaching students English as a second language. Mr. Albrecht also worked as Project Facilitator in the English Language Learner Division of CCSD. It was here that he provided Professional Development and resources for teachers in grades K-12. He also worked with Zoom Middle Schools in helping them write curriculum and create Summer School Programs. Mr. Albrecht also worked at the Sports Leadership & Management charter school academy as a K-12 Administrator and oversaw all English Language Learner Operations. Part of Mr. Albrecht's role at Pinecrest Springs will be to oversee WIDA testing; Academic Plans and scheduling for grades K-12; Professional Development to train teachers in effective instructional strategies for English Language Learners; and conduct daily/weekly classroom walkthroughs looking for student engagement and opportunities to respond for all students especially English Language Learners.

Leadership Philosophy: The leadership philosophy of Michael O'Dowd and Steve Albrecht is "Always do what is best for children." All that they do is focused on student achievement. Frequently, the administrative team analysis student data and holds data chats to look for trends, assess strengths and weaknesses, and make instructional decisions. With data in mind, they lead by example. The leadership team tries not to forget what it means to be in the classroom. When our middle school teachers were learning the SpringBoard curriculum, the principal jumped in and taught a section of the course for one quarter of the school year. As teachers were learning the Project Lead the Way Launch program, administrators became Certified Trainers and taught multiple units before training educators throughout the Pinecrest system. When a new teacher is hired, he or she is brought through a coaching cycle to familiarize him/her with the Pinecrest Instructional Model, support them in developing a positive classroom climate, and learn the components of an effective lesson. These examples show these two administrators immerse themselves into the complete educational process, and understand first-hand that teachers and instruction are at the core of all that we do.

The leadership roles at our campus are multi-faceted. The Principal's role is to serve as an instructional leader. He provides vision, direction, leadership, and organization within the school, with a focus of infusing STEM into all core content areas. He is supported by his team that collaborates as a whole yet each administrator has a specialty area of focus, casting a wide net to meet the needs of our diverse population. For example, one administrator oversees special education and meets with the department frequently to help write Individualized Education Plans, create and revise schedules, and advocate for inclusiveness between the general and special education classrooms. Another administrator works with our teachers to provide student interventions and write/implement 504 plans.

Parental and Community Relations: It is not just our mission to partner with parents and the community, it is our expectation. We consider it a privilege to partner with families in educating our students. We recognize and value the fact that parents have been, and will continue to be, the biggest influence in each child's life. Strategies we have found to be successful in engaging families, and plan to incorporate at Pinecrest Springs, include hosting informational and community events to engage stakeholders, academic endeavors to showcase student achievement, and social events to unite and celebrate with our community. Examples of informational meetings may include a Parent Orientation when families first enroll to acquaint them with our expectations, an annual Open House, and parent teacher conferences throughout the year. Community events including Career Day, Multi-Cultural events, Grandparents Day, and PTO-sponsored restaurant nights, provide opportunities to maintain positive relationships beyond the walls of our school. Academic Engagement Events, such as STEM Showcases,

Science Fairs, Fine Arts Nights, and Family Curriculum Nights, will enable us to celebrate students' academic development with our community. Social events, in collaboration with our PTO, such as a Fall Festival, Cinco de Mayo, Career Day, and school dances will also contribute to strong community connections.

We also partner with parents at the classroom level through weekly communication and instant access to student progress via the Infinite Campus Parent Portal. Families use this information to make informed decisions with teachers on how to best facilitate home learning and essential skill reinforcement. The utilization of family surveys always will prove to be invaluable in assessing the unique needs and circumstances of our students on a regular basis.

Our community partners will have a tremendous impact to the success of our school. Thanks to the generosity of the Springs Preserve, Heinrich YMCA, Junior Achievement, Heavenly Smiles, Puentes, Truman Orthodontics, Team Farnham Realty, and many others for partnering with us even before we open our doors. Each partnership will help us better support the students and families we will serve!

PAN also contracts with a highly-experienced educational management service, Academica, to provide comprehensive, professional management of a variety of non-academic school functions. For instance, Academica primarily provides shared centralized support services including, but not limited to, the following:

- Assist the Board in creating budgets and financial forecasts;
 - Assist the Board in preparing applications for grant funds;
 - Monitor and assure compliance with all state reports;
 - Assist the Board in locating and securing a school facility;
 - Maintain the financial books of the school;
 - Assist with systems development;
 - At the Board's direction, prepare agendas and post notices of all board meetings;
 - Assist the Board in identifying and retaining an employee leasing company;
 - Provide human resources related services such as dispute resolution; and
 - Assist the Board in renewing the school's charter.
5. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment**___).

Not applicable.

6. Explain your school leader's role in the successful recruitment, hiring, development, and retention of a highly effective staff.

Like his current obligations at the existing Pinecrest Inspirada campus, Mr. O'Dowd will be responsible for hiring, creating a development plan, and retention to build out a team of qualified personnel to execute PAN's Mission and Visions. The PAN Governing Board will provide direction and Academica will provide administrative support such as coordinating travel to recruitment fairs, listing job postings, background and licensure checks, etc.

Mr. O'Dowd will ensure appropriate professional development is provided through a pre-service week prior to the school opening to make sure all personnel are prepared to educate students in the targeted community. The school

leader will be responsible for fostering a culture of equity, collaboration, and communication that allows both teachers and students to thrive. Additionally, the school leader and board will work together to provide competitive compensation and benefits packages to assist in the retention of high quality educators.

7. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?

Mr. O'Dowd and his leadership team will provide instructional guidance and school culture guidance through Professional Development for PAN's administrative team.

8. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

PAN's administrative leadership team will be put together strategically to ensure that there is a wide array of expertise. In addition, PAN will build the capacity of its faculty by empowering teachers to provide Professional Development to their colleagues once they become trained in specific tools related to the unique Pinecrest educational model.

LEADERSHIP FOR EXPANSION

Not applicable.

1. Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
2. Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** ____). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
3. If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** ____) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2022-23 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

STAFFING

1. Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

Please see **Attachment 14 – Enrollment & Staffing Charts**.

HUMAN CAPITAL STRATEGY

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve*

at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.

1. **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.

PAN understands the importance of ensuring a high quality, committed, and consistent staff of teachers and leaders. As such, the school has specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. PAN's expansion campus principal, Mr. O'Dowd, will be responsible for staffing selections. The principal will use multiple means by which to identify qualified staff including attending recruitment fairs, posting on job sites, etc. Mr. O'Dowd's specific personnel service goals are as follows:

- 1) Recruit, select, employ, train, and retain the most qualified personnel available to staff the school. PAN will seek to recruit staff that have training, education, or actual experience in working with at-risk student populations.
- 2) Provide equal employment opportunities for all candidates for positions in accordance with PAN's Non-Discrimination Policy.
- 3) Develop high quality human relationships conducive to high levels of staff performance and satisfaction.
- 4) Interview committees may consist of members of the personnel committee, principal, other staff members, and others appointed by the principal.
- 5) Develop and manage staff compensation, leave, and benefit programs in ways that attract and retain qualified employees.
- 6) Manage the development and updating of job descriptions by appropriate administrators.
- 7) Oversee an employee evaluation program that contributes to the improvement of staff performance and professional development.
- 8) Administer contracts and personnel policies with the aim of safeguarding good relations between the board and its staff.

PAN's Governing Board will utilize administrative support from Academics to help coordinate the recruitment of teachers and other school leaders.

PAN supports the development of high quality teachers with strategic recruitment, frequent feedback through observations and evaluations, and supportive mentoring. PAN is committed to the implementation of instructional strategies and methods focused on the key areas of collaboration, communication, creativity, and critical thinking. To achieve this goal, the school must attract and retain highly qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. PAN will develop a recruiting plan that identifies and hires effective teachers who have experience working with or a desire to work with at-risk students. PAN will then provide the professional development and compensation plans necessary to ensure a high retention rate.

2. **Leadership Pipeline:** Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:
 - a. How the school plans to identify leadership internally and externally;

- b. Who will be responsible for hiring leaders;
- c. Formal and informal systems that will prepare leaders for their responsibilities;
- d. The school's philosophy regarding internal promotions;
- e. The timing for identifying leaders in relation to the launch of a new campus; and,
- f. Internal or external leadership training programs.

PAN supports staff to develop into leaders and does so through providing professional development and supporting certification in educational leadership. A member of the administrative team will oversee, coordinate, assist, and monitor the staff development process.

Pinecrest Academy of Nevada will monitor teachers using three sources: direct observation, data/outcomes, and the examination of artifacts. Informal and formal classroom observations are part of the teacher evaluation process using the rigorous and comprehensive Pinecrest Instructional Model that includes four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities; 22 components within the four domains; and 76 elements will be evidenced in four precisely defined levels of performance.

Artifacts from both inside and outside of the classroom will give additional evidence of teacher performance. The teachers who perform best will be placed in the pipeline to become Master Teachers at the academy.

3. **Professional Development:** Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.

Professional development will be offered prior to the opening of the Pinecrest Springs expansion campus. At that time, the administrator and identified school staff will receive professional development in PAN's Mission, Vision, and in fundamental components of the Pinecrest Instructional Model.

PAN will support the professional development needs of all professional staff at the network level by subsidizing college classes, facilitating the attainment of continuing education credits, and offering on-site trainings. Staff members will participate in school-initiated and other relevant and necessary workshops for professional development. A member of the administrative team will oversee, coordinate, assist, and monitor the staff development process. Teachers will attend relevant local and national conferences and serve as trainers to the remainder of the staff upon their return to Pinecrest Springs. The professional development offered to teachers will align with student achievement data, curriculum, instructional personnel needs, goals from School Improvement Plans, blended learning programs, and annual school reports.

Each school year, PAN's Executive Director will assess the faculty's professional development needs by surveying faculty and reviewing data for trends that could be addressed through appropriate professional development. This survey will be used to prioritize on-going professional development. New campuses will have their initial professional development sessions focused on building knowledge and skills for proper implementation of the Pinecrest Instructional Model and specific issues related to opening a new campus. However, much of the new campus' ongoing professional development will be delivered in the same manner as these tools are provided to existing Pinecrest of Nevada network schools.

4. **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?

In line with best practices, the Principal shall administer reviews and evaluations of teachers, campus administrators, and staff members annually. The evaluations will comply with NRS [391.675](#), et seq., as applicable. The Principal should help each staff member to develop a professional development plan and set goals that support the school’s mission and goals. The Principal is expected to facilitate best practices in teacher development, such as establishing procedures and expectations for peer and coaching observations, and developing mentoring teams. The Principal will also observe the staff in day-to-day activities to determine strengths and areas of deficiency, and if necessary, the appropriate remediation. The Principal’s goal is to provide regular performance feedback to staff members including, but not limited to, constructive remediation, problem-solving support, and recognition for exemplary performance, formal, and informal evaluations.

Pinecrest Springs will retain high-performing teachers, administrators, and staff by applying the performance-based compensation framework. Under this method, high-performing teachers and administrators have the opportunity to obtain annual awards based on their skills and expertise in teaching and increasing student learning.

5. **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools, and local districts, as applicable.

The Governing Board strives to provide salaries and benefits competitive and comparable to other charter and district schools. In addition, the board works to ensure additional benefits such as retention bonuses, holiday bonuses, tuition reimbursement, and PTO “cash out” are available as further incentives to recruit and retain high quality staff.

Individual salary compensation to increase retention of effective and exceptional teachers is determined using an established Pinecrest Academy of Nevada Framework for Performance Based Compensation that objectively quantifies data collected regarding teaching performance and student achievement outcomes. The quantified data obtained by using this framework will be used to award bonus and salary compensation to those teachers who demonstrate overall effective and exceptional performance. Pinecrest Academy of Nevada performance-based compensation will be based on 40% student growth and achievement data, 10% blended learning achievement, and 50% observational components of teacher performance.

For the 2023-24 school year, the following represents the actual and anticipated staffing positions of the Pinecrest Academy of Nevada system, including the average salary of each position, depending on education, experience, and funding:

Principal - \$110,000/year – Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

Assistant Principal - \$75,000/year – Develop/implement the total school program by assisting the principal in the overall running of the school.

Counselor - \$60,000/year – Act as advocates for students’ well-being, and as valuable resources for their educational advancement.

Curriculum Coach - \$65,000/year – Serves as a content specialist to assist in the development and implementation of campus instructional plans.

ELL Coordinator - \$65,000/year – Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.

Virtual Coordinator - \$60,000/year – Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of virtual program protocols/procedures.

Classroom Teachers (Core) - \$47,725/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

Classroom Teachers (Special) - \$47,725/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

Special Education Teachers - \$47,725/year – Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.

Speech Pathologist - \$60,000/year – Diagnose and treat students with a wide range of vocal and cognitive communication impairments, helping with the emotional issues that come with that, tracking student progress to ensure academic goals are met.

School Psychologist - \$60,000/year – Work with students individually or in groups to help deal with various behavioral issues, learning difficulties, emotional problems, and any other concerns the schools may have.

School Nurse - \$60,000/year – Supports all students by providing health care services through assessments and interventions addressing the physical, mental, emotional, and social health needs.

Office Manager - \$45,000/year – Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.

Registrar - \$40,000/year – Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.

Teacher Assistants - \$14.00/hour – Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.

Clinic Aide - \$14.00/hour – Renders basic first aid to students and performs health-related records/data file management duties.

Receptionist - \$14.00/hour – Greet visitors, parents, and students while facilitating communication within the school and assuring records and schedules are kept up to date.

Campus Monitor/Custodian - \$14.00/hour – Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.

Cafeteria Manager - \$14.00/hour – Responsible for planning, managing, and supervising a small food service facility (cafeteria).

Please refer to [Attachment 5 – Budget Narrative](#) for further information.

SCALE STRATEGY

1. Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.

Pinecrest Springs will implement the same model that PAN has used in the development of its additional expansion campuses at Inspirada, St. Rose, Cadence, and Sloan Canyon. This model includes using a developer with a good track record such as the [Turner-Agassi Charter School Facilities Fund](#) to finance and develop a property with the same quality as the Inspirada, St. Rose, Cadence, and Sloan Canyon sites. The Board of Pinecrest Academy will verify that the project fits within the budget of the school and that it is built to have an excellent educational environment. The Board will have Academics work with the development group to make sure that all deadlines and permits are met so schools are on target to open on time.

The Executive Director will work with the new Administration to make sure that they are familiar with expectations of recruitment, professional development, and procurement of curriculum.

Academics staff will also work with new Administrators to procure all furniture, fixtures, equipment, technology, etc. The school's education management organization, Academics Nevada, has worked with organizations in Southern Nevada such as Somerset Academy, Mater Academy, SLAM, and Doral Academy to open numerous new charter school campuses throughout Southern Nevada.

2. If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.

PAN does use an EMO, Academics. However, although Academics supports charter schools across several states, Academics has operated in Nevada since 2011 and already supports five (five) high-performing, organizationally sound, and financially prudent charter schools across twenty-four (24) campuses in Nevada. PAN anticipates that the efforts made by Academics to scale operations for other schools will be similar. Academics is assisting PAN in identifying sites, procuring facilities and equipment financing, recruiting staff, enrolling students, creating marketing materials, and providing training on school policies and procedures.

3. Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.

Guided by Pinecrest Academy of Nevada's Board, PAN's Executive Director will support the new campus principal to ensure fidelity with Pinecrest Academy of Nevada's operational, financial, and academic goals. The new Springs campus will maintain the same mission and vision of the other PAN campuses and Mr. O'Dowd as the new school leader will receive ongoing coaching and training regarding the Pinecrest Instructional Model. Mr. O'Dowd and other Springs' administrators will also receive support and training from Pinecrest Academy, Inc. and other Pinecrest Academy partner schools.

4. Explain any shared or centralized support services the management organization will provide to campuses in Nevada.

Academics primarily provides shared centralized support services including, but not limited to, the following:

- Assist the Board in creating budgets and financial forecasts;
- Monitor and assure compliance with all state reports;
- Assist the Board in locating and securing a school facility;

- Maintain the financial books of the school;
 - Assist with systems development;
 - At the Board's direction, prepare agendas and post notices of all board meetings;
 - Provide human resource-related services including dispute resolution;
 - Contract preparation and review, and
 - Technology training.
5. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment ___**. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.

The addition of the Springs expansion campus will not affect or alter PAN's current EMO contract with Academica in terms of costs or services to be provided, but would replicate it for the additional school.

6. Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Table 10. Decision-Making Responsibilities

Function	Management Org Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals	Academica does not set school-based Performance Goals.	The Board and Executive Director set annual goals to address student performance and organizational management.	The school principal sets quarterly student performance goals. The Administration is responsible for monitoring student assessment throughout the school year to assess student and teacher performance.
Curriculum	Academica works with the School's administration to procure curriculum.	The Board delegates the identification of curriculum to the Executive Director. The Board will verify that all curriculum purchased by the school are aligned with state / federal requirements.	Based upon teacher and student feedback and student performance data, the Administration is in charge of aligning curriculum to ensure success.
Professional Development	Academica will identify opportunities for board member, teacher, and administrator professional development.	The Board participates in professional development annually.	Members of the school administrative team will oversee, coordinate, assist, and monitor the staff development process. The

			administrative team will be responsible for collaborating with Pinecrest Academy Inc. for joint professional development and training.
Data Mgmt & Interim Assessments	Academica works to identify and procure data management systems for the school.	The Board oversees that data management is being compiled in a compliant and effective way. The Board provides resources to the Administration to procure highly effective assessment tools for the school.	The school administrative team will determine the best possible interim assessment systems to use for the progression of their students. The school administration and teachers will be responsible for interpreting the data and setting individual campus goals.
Promotion Criteria	Academica assists, if requested, in making suggestions to the Board in creating promotion criteria that is used in successful charter school systems throughout the country.	The Board has adopted a Pay for Performance model that includes input from the administration and teachers.	The school administrative team will be responsible for communicating promotion criteria to staff and making evaluations of staff.
Culture	At the direction of the Board, Academica will assist to create a school culture survey and disaggregate the data to be presented to the Board annually.	The Board adopts policies and procedures to help create a culture that fosters the Mission and Vision of the Pinecrest Academy of Nevada.	School leadership teams will lead in a way to promote a healthy and enjoyable school environment for their teachers, students, and parents.
Budgeting, Finance, and Accounting	Academica is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board's	The Board oversees all aspects of the fiscal management of the school. The Board's Treasurer specifically is responsible for reviewing and approving school financials. The Board has adopted a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The school principal will oversee portions of the budget such as expenses related to curriculum, office supplies, printing, copiers, travel, etc. The principal will review their budget with Academica on a monthly basis.

	chosen accounting firm in their annual audit.		
Student Recruitment	Academica assists the Board and the administration to develop and implement recruitment plans, including but not limited to, websites, social media, flyers, mailers, advertisements, open houses, etc.	The Board will develop a budget in the start-up year for marketing and student recruitment. If the school is unable to attain the full enrollment, funds will be allocated for student recruitment.	The principal and school administration are responsible for attending events to help recruit students. The principal is instrumental and a focal point in recruiting students during start-up and operational years of the school.
School Staff Recruitment & Hiring	Academica assists the Board if requested to help identify candidates for principal positions. Academica, if asked, will assist with principal searches by conducting a national recruiting campaign.	The Board develops and reviews specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. The Board will interview and hire the new school principal.	The principal and school administration will interview and hire all teachers and support staff. The principal and administration will attend teacher recruitment fairs if needed.
HR Services (payroll, benefits, etc.)	Academica, at the Board's request, will identify and recommend a third-party payroll company. Academica is a school resource for questions or issues related to payroll and benefits. Academica will help the Board and school administration with HR Services to make sure that all proper steps and procedures are taken when dealing with staff, students, and parents.	The Board chose a third-party payroll company to contract with for the processing of PAN payroll. The Board will work to implement benefits and incentives for the school employees.	The principal, school administration, and office staff will serve as a HR resource to their teachers and staff. The school administration will work with Academica to make sure that HR policies and procedures are followed correctly.
Development / Fundraising	Under the direction of the Board, Academica will use their resources to find development/financial groups to work with the school. Academica will be a resource to the Board in the development phase as they have opened more than 100 schools across the country.	With the assistance of the administration and Academica, the Board will fundraise through its relationships in the community. The Board will decide which development groups they will deal with for the building of a facility.	The principal and school administration will assist the Board in its development and fundraising efforts.

Community Relations	Academica assists the Board and school administration with public relations and planning events within the community.	The Board builds relationships with groups and organizations in the community that support Pinecrest Academy of Nevada’s vision and mission.	The school administration will network and engage community businesses and organizations for the purposes of after-school programs, fundraising, field trips, educational programs, guest speakers, etc.
IT	Academica, at the Board’s request, helps the Board identify a third-party IT service provider.	The Board chose a third-party IT company to contract with for IT services.	The principal is responsible for reviewing the service provided by the IT company.
Facilities Management	With input and approval from the school principal and Board, Academica manages third-party contractors for the maintenance and repair of PAN’s facility.	In compliance with all public-bidding laws, the Board selects vendors.	The principal will have staff notify them of any facility concerns. The principal will contact Academica with any issues regarding the facility for repair.
Vendor Management / Procurement	Under the direction of the Board, Academica issues requests for proposals from vendors, reviews contracts, and offers recommendations. Academica is responsible for procurement of the school’s furniture, fixtures, and equipment.	In compliance with all public-bidding laws, the Board selects vendors.	The principal gives feedback to the Board and Academica regarding the quality of service provided by vendors, and will contact Academica for any changes or corrective action that needs to take place with vendors.
Student Support Services	Academic will help identify a third-party Student Support Organization.	The Board allocates resources to the school budget for student support services.	The principal will develop programs to assist students in overcoming personal concerns and academic deficiencies that could impair their ability to succeed as students.
Other operational services, if applicable	N/A	N/A	N/A

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child’s race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

1. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208

(2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

PAN is committed to serving a student population representative of the local community to be served by the new Pinecrest Springs campus and ensuring that student recruitment methods are inclusive for reaching at-risk families, such as FRL, ELL, and IEP students, and others special populations. PAN will be implementing a variety of programmatic strategies to help recruit, enroll, and retain a student population that is representative of the traditional public schools in the target zip codes.

The school will use comprehensive outreach and marketing measures to ensure that all potentially interested students and parents have equal access to apply and enroll at the school. This plan includes recruiting and marketing initiatives to target the entire community and specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs or may be “at risk” of academic failure. Specific recruitment and marketing activities will consist of, but are not limited to, the following methods.

In addition to online and social media marketing efforts, Pinecrest Springs has already begun engaging in a community-based, grassroots campaign which targets high need populations in the local communities, including aggressive door-to-door outreach, publishing marketing materials in both English and Spanish (the school will work in conjunction with local translation service providers should its outreach efforts reveal the need for translations into additional languages), and building relationships with community groups. It is expected that many of the organizations committed to partnering with the school will help with public awareness and student recruitment.

Discussions with local community stakeholders (e.g., community leaders representing all local racial/ethnic groups, community boards, media figures and editorial boards, parents, parent organizations, etc.) will also assist in disseminating information about the school.

PAN will use a neighborhood door-to-door campaign in the area surrounding the proposed Springs location and will hold neighborhood block celebrations in coordination with feed the block campaigns. Pinecrest will also use banner advertisement on the proposed location and hold tables at local community events and religious organizations to reach all demographic populations. The school will have bilingual support team members at each outreach event to insure all community members can communicate with Pinecrest about the school curriculum.

Pinecrest will also use direct mail to notify families about the opportunity to attend the school. Marketing materials will contain inclusive language to inform parents that all students are welcome to apply to Pinecrest regardless of their socioeconomic status, race/ethnicity, home language, or enrolled academic program (Special Education, English Language Learners). Promotional materials and announcements will be made available in multiple languages other than English (as needed) in order to accommodate English Second Language (ESL) families.

The local Pinecrest network has also previously adopted a weighted lottery which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law.

PAN participates in the National School Lunch Program which will likely increase the diversity of student populations by attracting students who are eligible to receive free or reduced-price lunch and would factor heavily into their decision to attend the new Pinecrest Springs campus.

PAN’s expansion campus will market via multiple modes to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that “harder-to-reach” families (e.g., single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment.

PAN will post promotional flyers and/or postcards in local public facilities such as the post office, community centers, parks/recreation centers, libraries, and other locations of free public access. The goal is to reach parents by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Mailers will also be distributed to the target community notifying of enrollment period in compliance with Senate Bill 208.

The school will promote and host informational meetings near or at the school’s proposed location, which would be accessible to all interested in attending. These informational meetings will be held at various times during the day and evening in order to provide as much access to families as possible for the school to highlight its program and how it will serve all students. Pinecrest will work to ensure at least one (1) informational meeting each month targeting interested families and students until enrollment targets are met.

2. Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school’s current zoned schools.

PAN is committed to recruiting and retaining a diverse population of students that reflect the demographic profile of the local traditional public schools in the target communities where the new Pinecrest Springs campus will be located.

Table 11 below represents the data for historically disadvantaged and underserved student populations (a) at the twenty-seven (27) 1- and 2-star rated traditional public schools in these five (5) target zip codes and (b) the fourteen (14) 1- and 2-star rated traditional public schools in these five (5) target zip codes that are located within 2½ miles of the proposed Springs campus based on the District Snapshot for the Clark County School District included in *Exhibit A* to the SPCSA’s **2022 Academic and Demographic Needs Assessment**. **Table 11** also includes the historical demographics of special populations at the local Pinecrest campus(es) in Clark County based on Demographic Profile data from the **Nevada Accountability Portal** website maintained by the Nevada Department of Education for the 2012-2021 school years:

Table 11. Demographics of Special Populations

Schools	Enrollment	ELL %	FRL % ²²	IEP %
27 Schools in Target Zip Codes	18,870	29.2	64.0	11.9
14 Schools within 2½ miles of Springs Campus	11,162	31.2	64.0	12.2

²² For the FRL benchmark, PAN is relying upon the “Comparison District FRL Rate” for the Clark County School District identified in the SPCSA’s recent **FRL Data 2020-21 and 2021-2022 School Years** dated April 15, 2022 which attempts to more accurately reflect the FRL student enrollment counts without using the Community Eligibility Provision (CEP).

Pinecrest – 2012-13	764	-	-	-
Pinecrest – 2013-14	885	3.3	13.6	7.7
Pinecrest – 2014-15	937	2.5	7.5	9.6
Pinecrest – 2015-16	2,341	0.5	6.8	6.8
Pinecrest – 2016-17	3,716	1.7	22.0	8.2
Pinecrest – 2017-18	4,216	2.6	11.8	9.9
Pinecrest – 2018-19	4,422	2.4	22.3	9.1
Pinecrest – 2019-20	5,994	1.8	23.0	10.2
Pinecrest – 2020-21	6,461	2.0	23.4	9.5

Table 12 below represents the demographic data for students attending (a) the twenty-seven (27) 1- and 2-star rated traditional public schools in the five (5) target zip codes; (b) the fourteen (14) 1- and 2-star rated traditional public schools located within a 2½ mile radius of PAN’s proposed Springs campus; and (c) the local Pinecrest campus(es) in Clark County based on Demographic Profile data from the *Nevada Accountability Portal* website maintained by the Nevada Department of Education for the 2012-2021 school year.

Table 12. Demographics by Race/Ethnicity

School	Asian %	Black / African American %	White %	Hispanic / Latino %	American Indian / Alaskan Native	Two or More %	Pacific Islander %
Target Zip Codes	2.0	22.9	7.6	62.0	0.4	4.3	1.2
Within 2½ Miles	1.8	19.7	8	64.9	0.3	4.3	1.5
Pinecrest – 2012-13	4.6	3.9	81.2	5.1	2.0	-	2.2
Pinecrest – 2013-14	3.5	4.5	79.0	8.4	1.2	1.6	1.8
Pinecrest – 2014-15	2.7	3.4	69.7	19.2	-	3.7	-
Pinecrest – 2015-16	6.3	4.0	57.5	21.2	0.6	8.8	1.7
Pinecrest – 2016-17	7.2	5.1	54.5	21.3	0.4	9.9	1.6
Pinecrest – 2017-18	7.9	6.0	51.2	23.1	-	9.5	-
Pinecrest – 2018-19	8.6	5.5	48.3	25.0	0.3	10.4	1.9
Pinecrest – 2019-20	10.2	6.1	43.7	26.3	0.3	11.5	1.9
Pinecrest – 2020-21	10.5	6.3	42.0	27.2	0.4	11.6	2.1

The location of the proposed Pinecrest Springs campus expansion in central Las Vegas differs from the location of the existing Pinecrest campuses in the communities in and near to Henderson, Nevada. As a result, PAN understands that the new Pinecrest Springs campus will have higher population of students eligible for free and reduced-price lunch and ELL students than the existing PAN campuses.

PAN appreciates and acknowledges that additional means and methods will be required, as detailed more fully above, to recruit and retain students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the student population in the communities where the new Pinecrest Springs charter school will operate facilities.

- Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2)

substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery²³ which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

PAN is committed to serving a student population representative of the local community to be served by the new Pinecrest Springs campus and ensuring that student recruitment methods are inclusive for reaching at-risk families, such as FRL, ELL, and IEP students, and others special populations.

In an effort to meet the SPSCA's needs assessment, PAN will be implementing three of the proposed "programmatic, recruitment, and enrollment strategies" to help recruit, enroll, and retain a student population that is representative of the zoned schools in the target zip codes.

First, in addition to online and social media marketing efforts, the Pinecrest Springs campus has already begun engaging in a community-based, grassroots campaign which targets high need populations in the local communities, including aggressive door-to-door outreach, publishing marketing materials in both English and Spanish, and building relationships with community groups.

Second, PAN has previously adopted a weighted lottery which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law.

And, third, PAN participates in the National School Lunch Program which will likely dramatically increasing the diversity of student populations by attracting students who are eligible to receive free or reduced-price lunch and would factor heavily into their decision to attend the new Pinecrest Springs campus.

PAN's expansion campus will market via multiple modes to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that "harder-to-reach" families (e.g., single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment.

PAN will post flyers in local public facilities such as the post office, community centers, and other locations of public access. The goal is to reach parents by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Mailers will also be distributed to the target community notifying of enrollment period in compliance with Senate Bill 208.

4. What is the enrollment calendar for both the first year of operation and subsequent years of operation?
Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

PAN plans to commence operations of the Pinecrest Springs campus in the 2023-24 school year. Open enrollment shall commence in January 2023 beginning at 12:01 a.m. and continue through February 2023 until 11:59 p.m. (and

²³ See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

will occur during a similar time frame in subsequent years). A lottery will be held after the Open Enrollment period. Families will be notified via email or phone of their child's acceptance into Pinecrest Springs through the computerized lottery program. The Office for Civil Rights (OCR) enforces federal statutes that prohibit discrimination in programs and activities that receive federal financial assistance from the Department of Education. PAN is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability, or any other protected status in accordance with all applicable federal, state, and local laws.

5. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

The Board and Principal will strive to attain the targets as set forth in the enrollment tables shown below. Target re-enrollment for Pinecrest Springs in year two will be 95%. PAN will use the re-enrollment percentage as a baseline and set corresponding goals to address subsequent years. Target enrollment and re-enrollment percentages were determined by a market analysis.

6. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

During the beginning of the year professional development, and the last professional development session prior to the beginning of the open enrollment period, staff will be trained by the Principal about the legal requirements of charter school enrollment as set forth in NRS [388A.453](#), [388A.456](#), and [388A.459](#). In addition, the school will post information about enrollment as well as a FAQ document regarding the weighted lottery to ensure staff can share that information with interested families.

7. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

Through genuine community involvement and the collaboration between existing students, families, teachers, Board members, and community partners, PAN will consistently focus on student recruitment by hosting events on the Pinecrest Springs campus that are welcome to all community members, collaborating with the Charter School Association of Nevada on any charter school fairs it decides to host in Southern Nevada, keeping parent and student satisfaction high to gain favorable recommendations, and promoting its successful efforts in social and traditional forms will also help grow enrollment. PAN will also continue its efforts to recruit a diverse population by hosting a variety of recruitment and informational events at nearby parks, recreational centers, and retail stores that may be frequented by families in the target zip codes. Vacancies in existing grades will be filled according to the enrollment priorities and positions following each year's open enrollment lottery and/or weighted lottery.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the school. Local elected officials and community leaders will be invited to visit the school. They will also be given updates on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

8. Complete the following tables for the proposed school to open in 2023-24. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2023 and fall 2024.
- a. **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Table 13. Break Even Budget Scenario

Grade Level	Number of Students				
	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K	-	-	-	-	-
K	97	97	97	97	97
1	97	97	97	97	97
2	97	97	97	97	97
3	97	97	97	97	97
4	73	97	97	97	97
5	49	73	97	97	97
6	116	116	116	116	116
7	-	116	116	116	116
8	-	-	-	116	116
9	-	-	-	-	116
10	-	-	-	-	116
Total	626	790	930	1,046	1,162

- b. **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Table 14. Planned Enrollment Budget Scenario

Grade Level	Number of Students				
	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K	-	-	-	-	-
K	100	100	100	100	100
1	100	100	100	100	100
2	100	100	100	100	100
3	100	100	100	100	100
4	75	100	100	100	100
5	50	75	100	100	100
6	120	120	120	120	120
7	-	120	120	120	120
8	-	-	120	120	120
9	-	-	-	120	120
10	-	-	-	-	120
Total	645	815	960	1,080	1,200

- c. **Maximum Enrollment** (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Table 15. Maximum Enrollment Budget Scenario

Grade Level	Number of Students				
	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K	-	-	-	-	-
K	105	105	105	105	105
1	105	105	105	105	105
2	105	105	105	105	105
3	105	105	105	105	105
4	79	105	105	105	105
5	53	79	105	105	105
6	126	126	126	126	126
7	-	126	126	126	126
8	-	-	126	126	126
9	-	-	-	126	126
10	-	-	-	-	126
Total	678	856	1,008	1,134	1,260

9. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.

The proposed initial enrollment and growth plan demonstrates the desire of PAN’s Governing Board to open with a “slow-growth” model, which will assist the school in ensuring all incoming students acclimate to the PAN educational model and, most importantly, that they are able to perform at grade-level by the end of the school year. This growth model will ensure adequate resources provide a robust system of student support for at-risk student populations including, but not limited to, FRL, ELL, and IEP students. In this manner, PAN hopes to proactively address many of the organizational and academic challenges that typically come with serving the anticipated student demographics.

10. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

PAN plans to open the Pinecrest Springs campus in 2023-2024 with 645 K-6 students, based on ensuring adequate resources to provide a robust system of student support for at-risk student populations including, but not limited to, FRL, ELL, and IEP students. Bringing together the resources involved to successfully implement the vast network of data and behavioral resources to support student achievement requires the critical mass set forth in PAN’s initial enrollment plans. In addition, as this is a replicated model that has already achieved great success in Nevada, PAN’s current administrative team will be able to support the new school principal and school administration to proactively address many of the organizational and academic challenges that typically come with serving large student bodies in a start-up environment.

11. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

This question is not applicable since the new Pinecrest Springs campus anticipates opening with less than 200 newly enrolled students in six grade or above and less than 2 grades above fifth grade.

BOARD GOVERNANCE

Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The addition of this new campus will not affect or alter PAN’s current governance philosophy. It shall remain the responsibility of the PAN Board to establish annual budgets, adopt financial policies and procedures, set human resource policies, and select the school’s legal counsel. The school principal will be responsible for all aspects of school operations within the scope of the operating policy and budgetary parameters set by the Board. The founding school principal, Mr. O’Dowd, has extensive knowledge and experience with instructional, educational, and school site matters, and will maintain the day-to-day operations of the school and serve as the instructional leader of the school, selecting teaching personnel, and identifying special staffing needs.

2. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The addition of this new campus will not affect or alter PAN’s current governance philosophy. Pinecrest Academy of Nevada will not make any changes to its Board as a result of this expansion. PAN will develop a key set of performance metrics to be displayed in the dashboard form so the Board will be able to efficiently monitor the financial, operational, and academic performance of the new Pinecrest Springs campus.

In addition, PAN will continue to ensure parental, educator, and community involvement in the governance and operation of the school. PAN’s Bylaws require that membership include parents of enrolled students, licensed educators, and professionals from the community with experience in those areas that will most assist the Board in effectively governing the school. By mandating representation on the Board by these important community stakeholders, PAN can ensure a Board of Directors with the knowledge, experience, and community involvement necessary for the success of the school.

Pinecrest Academy of Nevada will also continue to be accountable to the public through the school’s goals and accountability measures. Furthermore, PAN will continue to work closely with the Parent-Teacher-Student Organization and the School Accountability Committee to ensure that all members of the community have an active voice in the school’s governance and operations.

Finally, Pinecrest Springs' on-site administration will consist of the school principal and administrative team (school administration and lead teachers) who are responsible for curriculum development, working with the teaching staff, addressing student-related issues, and administering programs for Exceptional and Special Needs Student Populations. The administrative team, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The school principal, with the support of the administrative team, will ensure that the operations of the school (resources, courses, policies) are in accordance with PAN's Mission and Vision. The school principal will be evaluated at least annually by the Executive Director through a process that includes student and parent feedback as well as a review of school data and performance to determine the school principal's success toward fulfilling the goals required to meet Pinecrest Academy of Nevada's Mission and Vision.

3. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment**___). Please note that at least 75% of new board members for SY 2021-2022 must be identified at the time of the submission of the expansion request.

Resumes of the current Board members are included as **Attachment 10 – Current Board Member Resumes**.

4. Provide, as part of **Attachment**___, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.

Resumes of the current Board members are included as **Attachment 10 – Current Board Member Resumes**.

5. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?

Pinecrest's Governing Board recognizes that integrity and honesty are imperative in the operation of the School. The Bylaws and the Conflicts of Interest Policy govern the Governing Board. The Bylaws include all rules, regulations, and ethics to which the Board is expected to abide. In addition, the Code of Ethics and Conflict of Interest Policy defines conflicts, interested persons, procedures for determining if a conflict exists, as well as how to handle potential and real conflicts of interest.

Article III of the Code of Ethics and Conflicts of Interest Policy outlines the procedures as to how the Board should respond to a conflict of interest or ethical violation. These procedures allow for a Board member to abstain from voting or discussion if a conflict exists, and/or an investigation by non-interested parties, and/or possible dismissal from the Board if a member acts in an unethical manner.

The Code provides that those subject to the Code complete an annual statement attesting that they understand the Code and are in compliance. In addition, the Board will do periodic reviews to ensure compliance.

As a result, the Board will not be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the proposed expansion of the Pinecrest Springs campus.

6. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

There are no existing, proposed, or contemplated relationships known by PAN that could pose actual or perceived conflicts at this time, but to the extent these arise, PAN will adhere to its conflict of interest and code of ethics policies to prevent and mitigate any perceived conflicts.

7. Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?

Pinecrest Academy of Nevada's Board has had a consistently diligent and committed team of highly qualified volunteers since its inception from a variety of relevant fields. PAN's cultivation of community resources ensures a wide pool of candidates in the case of succession. Board turnover to this point has been mostly a result of natural transitions in Board member families.

When vacancies arise, the board creates a description of the board member role with specific qualities the board is looking to add, ensuring compliance with statutory requirements, and ensuring a diverse set of skills necessary to successfully oversee the school. The board advertises vacancies on the school's website and through direct communication, such as email, letters, etc., to parents of enrolled students.

The most significant action the Board has taken to address the complexity and risk associated with governing a large, multi-site has been Pinecrest Academy of Nevada's hiring of an Executive Director to ensure quality and consistency across the Pinecrest Academy of Nevada network of campuses. The use of advanced tools to monitor the operational, financial, and academic performance of each campus with additional trainings relevant to preparing PAN's Board for handling this increased capacity will ensure consistency of performance.

8. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Initially, new board members receive an orientation from the Board of Directors and the Executive Director of the Pinecrest Academy of Nevada.

For ongoing training, Board members are encouraged to attend at least two Parent Teacher Student Organization (PTSO) meetings a year to show support and encouragement for that vital aspect of our school. Directors will not serve on the PTSO Board of Directors or Executive Committee. Directors may chair and/or serve on other committees of the PTSO.

Furthermore, Directors are required to attend a yearly board retreat where the goals of the board are defined. Additionally, a board self-evaluation meeting shall be conducted each year where the performance of the board during the past year will be critiqued. Extra meetings may be held during the year where outside speakers present information on effective board leadership and/or other pertinent topics are discussed.

Lastly, the board shall conduct a Board Visit Day at least once every academic year. During this time, Board members will visit classrooms, talk with the faculty, staff, and students, and become familiar with current school concerns.

9. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

Pinecrest Academy of Nevada's Executive Director and school principals shall be expected to attend all Board Meetings in compliance with the attendance policy set forth for Board Members.

The Executive Director reports directly to the Board. The Executive Director will add an extra layer of oversight over school principals to oversee and work closely with them to support their successful operation of their schools. School principals shall make day-to-day management decisions and are responsible for all administrative duties at each campus.

A representative of Academica, PAN's educational management company, is also expected to attend all board meetings. The role of Academica is to serve at the will and guidance of the Governing Board. Academica and the Executive Director will carry out the defined responsibilities found in the EMO contract, including, maintaining the minutes and records of the board meetings and ensuring that the school complies with the requirements of NRS 386.550 regarding such meetings and record keeping.

The Executive Director, the Principal(s), and Academica Nevada will report to the Board at each Board Meeting (a minimum of four (4) meetings per year). The Executive Director's report will include academic data, when available, and other academic reports. The school principal reports will include all happenings at their school. Academica's reports will include up-to-date financial data, enrollment data, and operational reports.

10. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Pinecrest Academy of Nevada will adhere to the committees set forth in its bylaws, including its power to create ad-hoc committees, if necessary, to form any advisory bodies or councils as the need for these support organizations arise.

11. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

The PAN Board will follow the following Grievance Policy:

The school's administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest number of steps possible. The steps include:

1. Addressing the situation directly with the other person(s) involved;
2. Enlisting the assistance of an administrator to assist in facilitating a resolution;
3. Preparing a written grievance for the school principal, and/or the Executive Director, who then reviews and acts upon that grievance as appropriate; and
4. Preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a Board meeting and will ultimately make a final decision, not subject to appeal.

It is important to emphasize that the Board will not become involved in a grievance until the final step of the process. Board members are expected to refer any member of the school community who may approach them with a

grievance to the school’s grievance policy and the proper process for resolving the issue. This process is designed to avoid Board micromanagement and the creation of factions within the school.

12. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Each board member will conduct a written annual self-evaluation, including consideration of whether the board and its committees are independently knowledgeable concerning school matters or are relying too heavily upon the Executive Director, school principals, and other school personnel for guidance in establishing and maintaining policies.

Table 16. Key Expectations of Board Members

Goal	Purpose	Outcome Measure
Understand the approved curriculum and be in agreement with the educational philosophy, discipline policy and administrative structure of Pinecrest Academy of Nevada	Support Pinecrest Academy of Nevada’s Mission and Vision	SBAC results, ACT Aspire results, discipline referral decrease
Attend at least two PTO meetings per year	Show support and encouragement for Parents and Community	This will be the Board Secretary’s responsibility to communicate and track
Fulfill Board and Committee responsibilities to their fullest capability	Support Pinecrest Academy of Nevada’s Mission and Vision	Attend at least half of the scheduled meetings
Be a public relations representative of Pinecrest Academy of Nevada	Support the growth of Pinecrest Academy of Nevada	Support enrollment growth and help to market the new school
Participate in a minimum of four (4) hours of professional development every year, two (2) of which must be specific to their office within the Board	Foster effective board leadership	Hours shall be recorded by the Board Secretary
Attend a yearly Board retreat	Foster effective board leadership	None
Conduct a Board Visit Day at least once every academic year	Become familiar with current school concerns	This will be recorded by the Board Secretary
Know and abide by the Nevada Open Meetings Law, NRS Chapter 241	Compliance with the law	None

Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue, whenever in their judgment such removal would serve the best interests of charter school network.

INCUBATION YEAR DEVELOPMENT (for approved schools that have not yet opened)

1. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2022-2023) to ensure that the school is ready for a successful launch in fall 2023. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment 15**.

Please refer to [Attachment 15 – Incubation Year Planning Table](#).

2. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

Not applicable. The founding principal of the new Pinecrest Springs campus, Michael O’Dowd, currently serves as the Principal of the Pinecrest Inspirada campus. Mr. O’Dowd is a highly experienced school administrator who has worked within the Pinecrest Academy network since 2016. Mr. O’Dowd is quite familiar with the Pinecrest educational model based on his prior leadership training.

3. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

Mr. O’Dowd as the school principal and Mr. Albrecht as the Assistant Principal will be working on a part-time basis to help with the development of the proposed campus. Mr. O’Dowd will be responsible for recruiting staff, recruiting students, and identifying curriculum/furniture/fixtures/equipment.

Academica representatives will also be responsible for supporting the school principal and administration in the startup period of the school.

SCHOOL MANAGEMENT CONTRACTS

Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO) or charter management organization (CMO).

This section is “Not Applicable” because Pinecrest Academy of Nevada does not intend to amend an existing management contract or enter into a new one with a for-profit or non-profit management organization.

1. How and why was the EMO or CMO selected?
2. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
3. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
4. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.

5. Please provide the following in **Attachment** ___:
- a. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
 - b. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
 - c. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
 - d. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
 - e. Provide a brief overview of the EMO/CMO's history.
 - f. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shortened or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
 - g. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
 - h. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board

members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

SERVICES

1. Provide **Attachment**___ describing how the school leadership team will support operational execution.

Please see **Attachment 16 - Operational Execution Plan**.

2. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below.

The Office Manager will be the primary on-site person in charge of overseeing the operational needs of the school. He/she will work closely with Academics staff who are experts in the areas listed below and will be able to provide guidance and training on best practices in managing school operations.

3. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
 - a. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does not serve as a barrier to enrollment or ongoing attendance.

PAN will not provide daily transportation for the students to or from school. The school intends to help facilitate a forum where families of students, who are interested in creating carpooling groups, can communicate. The school will work to develop a transportation plan so that students who are economically disadvantaged can have equal access to the school. This may involve fundraising, a liaison to connect families with a carpool, providing bus passes for public transportation, and other options.

If a Special Education student who is enrolling at Pinecrest Springs has an IEP that has transportation as an accommodation, PAN will honor their IEP. PAN will work to partner with the RTC or CCSD, as to how to best provide this accommodation.

If the school plans field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company. The school will work with their insurance broker agency to ensure that all necessary insurance policies and coverages are in place.

- b. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does not serve as a barrier to enrollment or ongoing attendance.

PAN plans on providing food services at the school and anticipates participating in the National School Lunch Program (NSLP) from the inception of the school. PAN's Governing Board chose to become their own food authority in 2015. As such, PAN will work closely with the Department of Agriculture to apply the standards of the National School Lunch Program. Per the process, PAN's Board has appointed a Designated Official to oversee the School Food Authority (SFA). The school will follow the guidelines of the Department of Agriculture to choose a vendor who can provide meals at or below the cost of the federal reimbursement rate.

- c. Facilities maintenance (including janitorial and landscape maintenance)

PAN has a multi-tiered plan for maintaining the Pinecrest Springs facility:

1. On-Site, PAN will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
2. PAN will contract with a janitorial company to provide a cleaning service five (5) nights a week.
3. PAN's educational management organization, Academica, coordinates facility maintenance, repairs, etc. as well as coordinates with the contracted janitorial service provider.

- d. Safety and security (include any plans for onsite security personnel)

PAN'S proposed campus will have Campus Monitor(s) to provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan. PAN's Principal and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan.

- e. Other services

The addition of the new Pinecrest Springs campus will not affect or alter PAN's current process for other services. Therefore, this question is not applicable.

4. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

The additional Pinecrest Springs campus will mirror PAN's current technology infrastructure as outlined in the existing Intellatak contract. The following list is an outline of PAN's technology infrastructure and support mechanisms:

- Internet is provided by a reliable Internet Service Provider protected by an enterprise router.
 - Local area networking is provided by managed switches and wireless access points.
 - Each classroom will have one teacher computer and two student computers.
 - Each office staff member will have a computer to utilize. There will be two computer labs and at least one laptop cart per grade level with the goal of having 1-to-1 technology within 3 years.
 - PAN contracts with a service provider for support in device management and user support.
 - PAN follows an Acceptable Use Policy.
5. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

Pinecrest Springs is partnering with Academica whose staff is well versed at managing student information using the statewide Infinite Campus system. Pinecrest Springs will hire a full time registrar who will be the school wide

leader in managing the system. Academics also provides registrar trainings including one specifically on Infinite Campus. Additionally, the school registrar and Academics staff attend trainings hosted by the SPCSA.

6. **Data Security:** SPCSA charter schools record, generate, and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

The Governing Board delegates authority to the Principal the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The Board ensures student records will be accurately maintained and kept in a safe, locked area of the school's main office in secure cabinets, and in accordance with Nevada law. Only authorized staff and administration have access to the files.

In accordance with NRS [385A.800](#), the school participates in an automated information accountability system and thereby uses software, hardware, and telecommunications compatible with its sponsor (the Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The school reports data required by NRS [385A.800](#) to its sponsor. The school, under the auspices of the Nevada State Board of Education, uses Infinite Campus that is hosted as an Application Service Provider (ASP) by the Department of Education. The Governing Board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed.

If a charter school closes, the school shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school, the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with this policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS [391.330](#) and whether appropriate action is warranted in accordance with NRS [391.320 to 391.361](#), inclusive.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of eighteen (18) or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

In addition, PAN complies with NRS [388.281 through 388.296](#) to ensure that any and all school service providers provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security. Strict compliance with this statute is enforced by the Board Chair and the Principal prior to purchasing any school service. Additionally, the Principal will ensure that all teachers and other

licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

7. Provide, as an **Attachment 16**, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

Please see **Attachment 16 - Operational Execution Plan**.

ONGOING OPERATIONS

1. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

PAN treats the safety and security of its students, staff, and visitors with the highest priority. To ensure best-case outcomes for regular practices and emergencies, the Principal of the Pinecrest Springs campus shall create an Emergency Management Plan developed in conjunction with local, state, and federal policies, regulations, and laws. Safety and security is the job of every member of the PAN community, but the Principal and Campus Monitor have primary responsibility over proper implementation of the Emergency Management Plan. To that end, staff and students shall receive regularly scheduled trainings and drills regarding a variety of emergency/crisis situations, including, but not limited to, chemical spills, active shooter, and fire drills.

Depending on the physical layout of the new Pinecrest Springs facility and the advice and counsel of local authorities, PAN's Emergency Management Plan will also address issues relating to emergency communications such as two-way radios, intercom systems, or other technologies for communicating in crisis situations.

All students will be taught drill procedures for evacuations (in the event of a fire emergency), lockdowns, and shelter-in place procedures (for chemical, environmental, or community threat emergencies), active shooter, and automated external defibrillator (AED) emergency procedures. These procedures will be practiced at least quarterly and more where required by state or federal regulation. In all drills, students will be expected to complete the correct procedures seriously and respectfully to ensure preparedness for a real emergency. Training for staff on emergency drill procedures will take place during the summer staff training and training for students will take place during student orientation and throughout the school year.

2. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

Pinecrest Academy of Nevada's insurance coverage will include coverage for general liability, abuse, employee benefits, professional educators' legal liability, auto, property, equipment breakdown, crime, excess liability,

Directors & Officers/Employment Practices, student accident, and Worker’s Compensation. PAN is currently part of a consortium plan made available through Academica to provide increased levels of insurance for multi-site charters. All required insurance coverages are in place at levels above Nevada-mandated baseline requirements, and will be adjusted as student population increases each year. Please see **Table 16** below for the policy limits for each category of this coverage:

Table 17. Pinecrest Academy of Nevada's Insurance Coverages

Coverages	2022- 2023	Notes
General Liability Aggregate	\$13,000,000	Includes Umbrella Limits of \$10M
General Liability Per Occurrence	\$11,000,000	
Products/Completed Operations Aggregate	\$13,000,000	
Personal and Advertising Injury	\$11,000,000	
Abuse or Molestation Per Occurrence	\$11,000,000	Includes Umbrella Limits of \$10M
Abuse or Molestation Aggregate	\$13,000,000	
Student Accident - per accident	\$25,000	
Employee Benefits Liability Per Occurrence	\$11,000,000	Includes Umbrella Limits of \$10M
Employee Benefits Liability Aggregate	\$13,000,000	
Commercial Auto Liability	\$11,000,000	Includes Umbrella Limits of \$10M
Building Limit	100% Replacement	
Employee Dishonesty/Crime	\$1,000,000	
Educators Legal Liability Per Occurrence	\$11,000,000	Shared Limits with D&O/EPLI + Includes Umbrella Limits of \$10M
Educators Legal Liability Aggregate	\$13,000,000	
Directors & Officers Liability Per Occurrence	\$11,000,000	Shared Limits with Educators/EPLI + Includes Umbrella Limits of \$10M
Directors & Officers Liability Aggregate	\$13,000,000	
Employment Practices Liability Per Occurrence	\$11,000,000	Shared Limits with D&O/Educators + Includes Umbrella Limits of \$10M
Employment Practices Liability Aggregate	\$13,000,000	
Workers Compensation	\$11,000,000	Includes Umbrella Limits of \$10M
Excess/Umbrella Liability	\$10,000,000	

2) SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

1. Executive Summary

- i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
- ii. A list of the current school campuses
- iii. Proposed model and target communities by zip code
- iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
- v. The key components of your educational model and how the distance education program aligns with the educational model.
- vi. Key supporters, partners, or resources that will contribute to the distance education program

2. Targeted Plan

- i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
- ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

3. Distance Education Requirements

- i. Describe the system of course credits that the school will use.
- ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- iii. Describe how the school will ensure students participate in assessments and submit coursework.
- iv. Describe how the school will conduct parent-teacher conferences.
- v. Describe how the school will administer all tests, examinations, or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

4. Special Education

- i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
- ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

5. Scale Strategy

- i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
- ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.

6. Student Recruitment and Enrollment

- i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
- ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
- iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?

7. Services

- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
- ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

8. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

2. RFA: Add Dual-Credit Program

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

1. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
2. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
3. Discuss the scope of the services and resources that will be provided by the college or university.
4. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
5. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
6. Identify any employees of the college or university who will serve on the governing body of the charter school.
7. Provide as an **Attachment**__, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

3. RFA: Change Mission and/or Vision

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

For an RFA to accomplish this objective:

1. Complete and submit your RFA with the General application sections above completed.
2. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
3. Indicate “N/A” for any below requested response that is not applicable to your request.

4. RFA: Eliminate a grade level or other educational services

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

1. Complete and submit your RFA with the General Requirements sections above completed.
2. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

1. School Management Contracts

- a. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
- b. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
- c. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
- d. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
- e. How and why was the EMO selected?
- f. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
- g. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- h. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- i. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- j. Provide a brief overview of the organization's history.
- k. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- l. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing

body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

- m. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

2. Financial Plan

- a. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
- b. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
- c. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
- d. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
- e. Submit a completed financial plan for the proposed school as an **Attachment**___ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff,

- external reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- f. Submit, as an **Attachment** ____, a detailed budget for the operator at the network level (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
 - g. Provide, as an **Attachment** ____, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
 - h. Complete the audit data worksheet in **Attachment** ____. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state’s charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** ____.

Attachments Necessary for EMO Amendment

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
4. Final Term Sheet
5. Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
6. A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
7. Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
8. Documentation of Service Provider’s non-profit or for-profit status
9. Documentation of Service Provider’s authorization to do business in Nevada (e.g. current business license)

- 10. Budget Narrative
- 11. School Budget
- 12. Network Budget
- 13. Historical Audits
- 14. Audit Data Worksheet
 - a. Academic Performance Worksheet
 - b. Good Cause Exemption Letter
 - c. A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.

6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

- 1. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- 2. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- 3. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.
 - a. What is your current enrollment for the prior years in your current contract?

Year						
Enrollment						

- b. What is your projected enrollment for the years for which you are requesting an expansion?

Year						
Enrollment						

7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

For an RFA to accomplish this objective:

1. Complete and submit your RFA with the General application sections above completed.
2. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they've proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

1. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
2. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
3. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

8. RFA: Lottery: Change(s) in Charter Lottery Policy

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract.

To incorporate a weighted lottery program, a Request For Amendment must present, in at least three to five narrative pages, plus any spreadsheet, a description of the following:

1. The current academic model including current student demographics and academic performance, including performance by student group,
2. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,
3. How the school will ensure strong academic results for all students, including any adjustments to the school model and/or staffing to account for expected changes in student demographics,
4. A summary of the current fiscal state of the school under the current model, such as by a copy of the current school budget, and
5. A summary of the projected fiscal impact to revenues, expenditures, reserves, and surplus (deficit).
6. Additionally, include a copy of the current lottery policy as well as a copy of the charter school board-approved, proposed weighted lottery policy.

The draft of your proposed lottery policy must include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to NRS [388A.456](#) and/or [R131-16](#). If your school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.

1. Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?
2. Attach a revised student enrollment form to be used under the proposed policy.²⁴

²⁴ Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

Facility RFAs

9. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

1. Complete the general sections above and the general and specific facility sections below
2. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state “No change to section” in a row inserted below the heading of the applicable section.
3. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
4. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

10. RFA: Occupy New or Additional Sites (NAC 388A.315)

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

1. Complete the general sections above and the general and specific facility sections below
2. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state “No change to section” in a row inserted below the heading of the applicable section.
3. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

11. RFA: Occupy a Temporary Facility

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

1. Complete the general sections above and the general and specific facility sections below
2. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state “No change to section” in a row inserted below the heading of the applicable section.
3. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

12. RFA: Relocate or Consolidate Campuses

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

1. Complete the general sections above and the general and specific facility sections below
2. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state “No change to section” in a row inserted below the heading of the applicable section.
3. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

General Facility RFA requirements

- 1. Describe the school’s capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.**

PAN has successfully overseen the expansion of the Pinecrest school network to five campuses in Southern Nevada. PAN entered into 30-year lease-purchase agreements with Turner Impact Capital for the development and construction of each of its first four campuses that PAN built. The last school building PAN built was the Sloan Canyon K-12 campus which was financed using bond proceeds to develop the property. Given that interest rates for bonds have climbed significantly over the last six months, PAN plans to enter into a lease-purchase agreement with Turner Impact Capital for the development, acquisition, and construction of a new facility located at 4000 Meadows Lane, Las Vegas, Nevada 89107. Turner Impact Capital typically works with Ethos 3 Architecture and Nevada General Construction for the design and construction of their projects due to a good record of delivering the facility on time and on budget.

Turner Impact Capital has a division that specifically focuses on development of charter school facilities, the Turner-Agassi Education Facilities Funds III (Turner-Agassi). Since 2011, Turner-Agassi has developed 118 schools across fifty-eight (58) campuses in fourteen (14) states, serving over 59,000 students. You can view their portfolio of charter school development projects at [Turner-Agassi Charter School Facilities Funds](#). PAN and its selected developer will identify temporary campus locations well in advance of opening should the project experience unanticipated delays.

- 2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.**

Under a lease-purchase option agreement, Turner Impact Capital (TIC) will fund 100% of the acquisition and construction of the new facility. TIC does not have any existing relationship with the School. TIC has worked on multiple charter school developments wherein Academica has been the management organization for the School. However, there is no shared ownership or financial relationship between TIC and the school’s management company.

The lease will be a triple net lease wherein the school will be responsible for maintaining the facility in good condition as well as paying for property utilities. The school will work with its management company to identify and engage high-quality, facility maintenance service providers for janitorial, heating and air conditioning, landscaping, etc.

- 3. List names and roles of any parties which could be deemed financially interested and describe the potential or actual interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.**

The TIC organization will be the sole owner of the proposed facility. The School will have an option to purchase the proposed facility at a set price per the lease. The School is unaware of any existing, direct or indirect, potential ownership interests with the current and/or proposed facility owner.

4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.

- a. Current Ratio (CR)

Figures are not applicable until the start of the school year.

- b. Unrestricted Days Cash on Hand (UDCOH)

Steady increase in days cash on hand each year as shown on the last page of **Attachment 7 – Network Budget**.

- c. Cash Flow (CF)

No months ending in a negative cash flow as shown on the cash flow provided.

- d. Debt to Asset Ratio (D/A)

Figures not applicable until start of the school year.

- e. Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)

Steady throughout years 1-6, averaging over 1.2 DSCR as shown on the last page of **Attachment 7 – Network Budget**.

5. If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:

Not applicable. Please see Question 6 below.

- a. The physical address of the facility and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility.
- b. A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
- c. A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
- d. A copy of the floor plan of the facility and all other documentation required pursuant to [NAC 388A.315](#) (“Request to occupy new or additional facility”). Include notations of all included campus facilities with a table or statement describing the square footage of the facility AND an assurance the school will submit any final versions of the documentation called for here and in [NAC 388A.315](#). Include conditioned space square footage, total campus acreage acquired/ under control of the school. (Do not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)
- e. The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
- f. A copy of the Certificate of Occupancy at **Attachment** ____.

- g. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** ____.
- h. **The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.**
- i. If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate “N/A”...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment** ____.
- j. **A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.**

6. If a proposed facility has NOT been identified or the proposed facility requires any construction or renovation prior to the commencement of instruction, please provide:

- a. Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility as an **Attachment 17**.

The address for the proposed facility is 4000 Meadows Lane, Las Vegas, NV 89107. The Parcel No. is 139-31-510-015. Please refer to **Attachment 17 - Clark County Assessor’s Parcel Map & Data**.

- b. Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment** ____.

The purchase price of the facility is \$12,618,000 for the land (11.2 acres) and 90,128 square foot facility. A final PSA between TIC and Seritage SRC Finance LLC is still pending.

The school will comply with NAC 388A.315.

- c. Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment 18**.

Please refer to **Attachment 18 - Conceptual Floor Plans**.

The school will submit final documentation in compliance with NAC 388A.315.

- d. Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ___ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ___.

The entity which owns Parcel No. 139-31-510-015 is Seritage SRC Finance LLC. There is no known relationship between the current owner to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with, or is otherwise affiliated with, the School. Please refer to **Attachment 19 – Existing Floor Plan**.

The landlord for the proposed facility would be Turner Impact Capital. There is no known relationship between the proposed landlord to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school.

- e. A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** ___.

Please note there are many pre-construction tasks and approvals that must be completed in advance of any SPCSA action in order to ensure timely delivery for the 2023-24 school year. Please refer to **Attachment 20 – Gantt Chart**.

- f. A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** ___.

The project plan includes two phases of construction. Phase 1 will include design work, renovation of approximately 58,000 square foot of the existing facility, site work (e.g., fields, fencing, parking lot changes, etc.), and off site-work (e.g., potential traffic signal or flashers). PAN estimates that Phase 1 could be substantially completed by early July 2023. Phase 2 will include design work, and renovation of approximately 32,000 square foot of the existing facility. PAN estimates that Phase 2 could be substantially completed by late July 2023.

The property is currently zoned C-1 (Limited Commercial District) and located in the City of Las Vegas. A special use permit will be required for this location. An initial meeting with the City Council Member over this area, Brian Knudsen, has already taken place and he is supportive of the project. A building permit will need to be acquired through the City of Las Vegas to construct the Phase 1 improvements.

- g. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315 as an **Attachment**____.

The facility is being designed by Ethos 3 Architecture which has a significant track-record in designing educational facilities in northern and southern Nevada. The facility renovations and new construction will require a building permit, which will undergo review from Las Vegas's Community Development Department, Engineering, Fire, and Health Departments in advance of building permit issuance. The school will provide in advance of the start of school all documentation required per NAC 388A.315 to show facility compliance with all municipal, county, and state agencies.

In advance of opening, PAN will contact the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in accordance with NAC 388A.315.

7. The organization's plans/methods to finance these facilities, including:

- i. Whether the school is seeking:

- (1) A loan (CDFI or other),
- (a) For Construction financing,
- (b) For Permanent financing,
- (c) Refinancing

Turner Impact Capital will fund 100% of the project costs. The school will have the option to purchase the facility after the 26th month of the lease term.

- (2) Bond Financing,
- (a) For Construction financing,
- (b) For Permanent financing,
- (c) Refinancing
- (d) Tax-exempt
- (e) Rated
- (f) Privately placed

The school will look to purchase the facility once the purchase option window opens subject to current market conditions. The school will look to work with a Financial Advisor to determine timing of when to purchase the facility.

- (3) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).

Not applicable.

- (4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.

Not applicable.

- i. Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).

Not applicable.

- j. What is the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”)?

Please refer to **Attachment 14 – Enrollment Staffing Charts**.

- h. State the planned total classroom student capacity of the new facilities (e.g., “24,750 sqft total planned for up to 450 students at 55 square feet per pupil”).
- k. Will the financing/refinancing trigger any prepayment penalties? Yes, No.
- i. If “Yes,” describe the amount.

Not applicable.

- l. May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction? Yes, No. If so, please identify the parties and describe the interest(s).

There are no interested parties entitled to receive any success fees, loans, real estate, or other equity interests or other financial interests or gain from this transaction.

- m. Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.

The following project costs provided are preliminary and incorporate estimates provided by the proposed contractor, NGC, and architect, Ethos 3 Architecture:

- Phase 1: (Facility/Land Acquisition, Renovations of 57,600 square feet and Site Work)
 - Land and Facility Acquisition: \$12,618,000
 - Hard Costs: \$6,000,000 (Includes 5% Contractor Fee)
 - Soft Costs: \$900,000 (Includes Developer Fee of \$200,000)
 - Contingency: \$1,900,000 (10% Contingency)
 - Total Cost Phase 1: \$21,418,000
- Phase 2 (32,000 square foot renovation)
 - Hard Costs: \$5,680,000 (Includes 5% Contractor Fee)

- Soft Costs: \$700,000 (Includes \$50,000 Developer Fee)
- Contingency: \$638,000 (10% Contingency)
- Total Cost Phase 2: \$7,018,000
- Total Cost Phase 1 & 2: \$28,436,000
 - n. Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.

There is no known common area maintenance or reserve expenses associated with the facility lease. The lease will be triple net and the school will be responsible for regular maintenance and utilities associated with use of the property.

- o. Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.

Not applicable.

- p. Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.

Table 17 below shows the lease rates assumed each year for the proposed Springs campus. To allow for school growth, the lease escalates considerably for the first four (4) years until stabilizing each year thereafter.

Table 18. Lease Rate Assumptions

Year	Lease Rate	% Increase
FY23	1,000,000	-
FY24	1,250,000	25%
FY25	1,500,000	20%
FY26	1,650,000	10%
FY27	2,150,000	30%

Please refer to **Attachment 6 – School Budget** for an overview of the budget as well as the anticipated rent schedule.

- q. Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.

Table 18 below includes the facility expense assumptions for the proposed Springs facility.

Table 19. Facility Expense Assumptions

Facilities Expenses	FY23	FY24	FY25	FY26	FY27
Lease Payment	1,000,000	1,250,000	1,500,000	1,650,000	2,150,000
Public Utilities (Electricity)	78,000	79,560	81,151	82,774	85,257
Water / Sewer	20,400	20,808	21,224	21,649	22,298
Garbage/Disposal	12,000	12,240	12,485	12,734	13,117
Fire and Security alarms	6,000	6,120	6,242	6,367	6,558
Contracted Janitorial Services	81,900	83,538	85,209	86,913	86,913
Custodial Supplies	20,640	26,080	30,720	34,560	38,400
Facility Maintenance	22,500	35,000	36,500	37,500	40,000

Lawn Care	12,000	12,240	12,485	12,734	13,117
Snow removal	-	-	-	-	-
AC Maintenance & Repair	12,500	12,750	13,005	13,265	13,663
Total Facilities Expenses:	1,265,940	1,538,336	1,799,021	1,958,496	2,469,323

Please refer to **Attachment 6 – School Budget** for an overview of the budget as well as the anticipated facility expenses.

- r. A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.

Please refer to arrows on page 1 of **Attachment 19 – Existing Floor Plans** for potential traffic flow during the student arrival and pick up times. However, the final design of the facility will include a traffic study analysis of which will be analyzed by the City’s traffic engineer for comments and feedback. This has not yet been completed and will be part of acquiring a Special Use Permit for the site.

- 8. For schools which are seeking to occupy multiple facilities over several years, list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
 - a. Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
 - b. Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an **Attachment** ____. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of **Attachment** ____.

Not applicable.

Facility RFA Attachments required

- 1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility

3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth **in square feet** OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
7. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school OR a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315
9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315.
10. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315

13. RFA: Transportation

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

1. See (NAC 388A.330(4))
2. Describe the school’s plan for transportation. Be sure to include:
 - a. The number of students to receive transportation, including their grades
 - b. The hours transportation is to be provided
 - c. The physical location(s) proposed as pick-up and drop-off locations
 - d. The entity/vendor providing transportation
3. Provide a statement of assurance confirming that Somerset has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
 - a. The proposed schedule for practicing student evacuation
 - b. A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

14. Change of incorporation status

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

15. RFA: Other Changes

1. **For certain other RFA requests**
 - a. See NAC 388A.330
 - b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.
2. **For all other RFA requests not otherwise described**
 - a. See NAC 388A.335
 - b. Complete all applicable sections above, general and specific
3. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is “material or strategically important”, pursuant to NRS

388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.

- a. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

4. **Nonmaterial amendments**

- a. NAC 388A.335(2)
- b. For all other RFA requests not otherwise described in NAC 388A.335
- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

Attachment 1.1 - Board Meeting Agenda & Minutes



NOTICE OF PUBLIC MEETING

of the
Board of Directors of
Pinecrest Academy of Nevada

Notice is hereby given that the Board of Directors of Pinecrest Academy of Nevada, a public charter school, will conduct a public meeting on November 30, 2021 beginning at 5:30 p.m. at 1385 East Cactus Ave., Henderson, NV 89183. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered.

Please Note: The Board of Directors of Pinecrest Academy of Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Annette Christensen at (702) 431-6260 or annette.christensen@academicnv.com at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 6630 Surrey St., Las Vegas NV 89119, via email at annette.christensen@academicnv.com, or by visiting the school's website at <https://www.pinecrestacademy.org>. For copies of the meeting audio, please email annette.christensen@academicnv.com

Public comment may be limited to three minutes per person at the discretion of the Chairperson. **Please email annette.christensen@academicnv.com to submit or sign up for public comment.**

Attachment 1.1 - Board Meeting Agenda & Minutes



The vision of Pinecrest Academy of Nevada is where scholars perform at the highest level on all academic measures.

Board of Directors

Travis Keys – *Board Chair*

Kacey Thomas – *Board Vice Chair*

Marni Watkins – *Board Secretary*

Craig Seiden – *Board Treasurer*

Jeff Cahill – *Board Member*

Coby Sherlock – *Board Member*

Jennifer Williamson – *Board Member*

Lisa Satory – *Lead Principal, Sloan Canyon*

Jessica LeNeave – *Principal, Cadence*

Wendy Shirey – *Principal, Horizon*

Michael O’Dowd – *Principal, Inspirada*

Jon Haskel – *Principal, St. Rose*

Attachment 1.1 - Board Meeting Agenda & Minutes



Meeting of the Board of Directors November 30, 2021

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

3. CONSENT AGENDA (For Possible Action)

(All items listed under the Consent Agenda are considered routine and will be enacted by one motion. There will be no separate discussion for these items unless a Board Member or member of the public so requests, in which case the item(s) will be removed from the consent agenda and considered along with the regular order of business.)

- a. Approval of Minutes of the September 22, 2021 Board Meeting (For Possible Action)
- b. Approval of Policy Regarding the Rights and Needs of Persons With Diverse Gender Identities or Expressions (For Possible Action)
- c. Approval of the Updated Pinecrest Academy Special Education Manual and IEP Policies and Procedures Manual (For Possible Action)

4. ACTION & DISCUSSION ITEMS

(Action may be taken on those items denoted "For Possible Action")

- a. Discussion with Jessica Barr Regarding Prior Year School Data (For Discussion)
- b. School Initiatives Report by Principal Satory, Principal LeNeave, Principal Shirey, Principal Haskel, and Principal O'Dowd (For Discussion)
- c. Approval of 2022/2023 School Year Calendar (For Possible Action)

Attachment 1.1 - Board Meeting Agenda & Minutes



- d. Review and Approval of Final Revised Budget for the 2021/2022 School Year (For Possible Action)
- e. Discussion and Approval to Amend the Charter for an Additional Pinecrest Academy of Nevada Campus (For Possible Action)
- f. Discussion and Approval of Pinecrest Signage for all Campuses (For Possible Action)
- g. Review and Approval of Teacher and Staff Holiday Bonuses (For Possible Action)

5. ANNOUNCEMENTS & NOTIFICATIONS

6. MEMBER COMMENT

7. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

8. ADJOURN MEETING

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- 1) Pinecrest Academy of Nevada – Horizon 1360 S. Boulder Highway, Henderson, NV
- 2) Pinecrest Academy of Nevada – St. Rose – 1385 E. Cactus Ave., Henderson, NV
- 3) Pinecrest Academy of Nevada – Inspirada – 2840 Via Contessa, Henderson, NV
- 4) Pinecrest Academy of Nevada – Cadence – 225 Grand Cadence, Henderson, NV
- 5) Pinecrest Academy of Nevada – Sloan Canyon – 675 E. Dale Ave., Henderson, NV
- 6) <https://pinecrestnv.org>
- 7) <https://notice.nv.gov>

Attachment 1.1 - Board Meeting Agenda & Minutes

MINUTES
of the meeting of the
BOARD OF DIRECTORS of PINECREST ACADEMY OF NEVADA
November 30, 2021

The Board of Directors of Pinecrest Academy of Nevada held a meeting on November 30, 2021 at 5:30 p.m. at 1385 East Cactus Ave., Henderson, NV 89183.

1. Call to Order and Roll Call

Board Chair Travis Keys called the meeting to order at 5:30 p.m. with a quorum present. In attendance were Board members Kacey Thomas, Coby Sherlock, Craig Seiden, Marni Watkins (arrived 5:43 p.m.), and Jennifer Williamson.

Board member Jeff Cahill was not present.

Also present were Lead Principal Lisa Satory, Principal Jessica LeNeave, Principal Michael O'Dowd, Principal Jon Haskel, and Principal Wendy Shirey; as well as Academica representative Trevor Goodsell.

2. Public Comment and Discussion

There was no public comment or discussion.

3. Consent Agenda

- a. **Approval of Minutes of the September 22, 2021 Board Meeting**
- b. **Approval of Policy Regarding the Rights and Needs of Persons With Diverse Gender Identities or Expressions**
- c. **Approval of the Updated Pinecrest Academy Special Education Manual and IEP Policies and Procedures Manual**

Member Sherlock moved to approve the consent agenda. Member Thomas seconded the motion, and the Board voted unanimously to approve.

4a. Discussion with Jessica Barr Regarding Prior Year School Data

Ms. Jessica Barr addressed the Board and stated that, as she had worked with charter schools across Nevada and with schools from seven other states, she had seen the negative impact that the pandemic had had on children's educational progression. She continued that, even though there had not been official

Attachment 1.1 - Board Meeting Agenda & Minutes

STAR ratings for the past year, there had been enough data collected to calculate what the ratings would have been; adding that Pinecrest Academy of Nevada had been the only charter school that she worked with where every principal would have achieved at least one 5-STAR school. Ms. Barr then reviewed prior student achievement trends for each campus as found in the support materials.

Ms. Barr began her review reporting that Cadence's high school had earned a solid 5-STAR rating; adding that they had been the only high school she served that had achieved a 5-STAR status. Inspirada and St. Rose middle school campuses achieved a 5-STAR, while Inspirada, Sloan Canyon, and Horizon elementary campuses had each achieved a 5-STAR status. Ms. Barr explained that elementary schools had been hit the hardest across the nation and that, out of all the elementary schools she served, only six had achieved the 5-STAR rating. Ms. Barr also highlighted that Inspirada had achieved double perfect scores despite the pandemic, which had never been accomplished before for an elementary and middle school in the State of Nevada.

Ms. Barr stated that the trends she had been noticing across the schools she worked with were the same trends being seen across the nation. She continued that charter schools had out-performed their surrounding school districts by a significant amount, attributing their success to the fact that charter schools had acted quickly to continue educating their students online and had brought their students back into the classroom as soon as the State had allowed. Despite these efforts, Ms. Barr reported that, on average, charter schools witnessed a 7-10% drop in ELA proficiency and a 20-25% drop in math proficiency from 2019; adding that students performed at their best when physically in the classroom in front of their teachers with differentiated instruction. She stated that, although Pinecrest Academy had not been immune to the trends, the data showed that drops were not as drastic and responses to the drops had been quick and proficient.

Ms. Barr reviewed the overall academic achievement data for Cadence as found in the support materials. She highlighted that, overall, 4th and 7th grade reading and 3rd and 7th grade math had achieved proficiency with very high scores; adding that elementary and middle school math FRL and middle school IEP math had demonstrated significant growth. Also, College & Career Readiness indicators at Cadence had been the strongest out of all the schools she served. Ms. Barr stated that areas of focus included elementary and middle school ELA and math opportunity gap students, who were students that had not been proficient pre-pandemic and continued to struggle. She also noted that elementary and middle school IEP and FRL growth in ELA would need to be monitored, as well as high school math proficiency. Member Thomas congratulated Cadence on their overall academic achievements.

Ms. Barr then reviewed the overall academic achievement data for Horizon. She highlighted that 3rd, 4th, and 5th grade had all exceeded 64% proficiency in ELA; adding that FRL and IEP students had also demonstrated phenomenal growth in ELA. She also reported that IEP and FRL growth in ELA had both reached Holy Grail growth; adding that Horizon IEP and FRL students had outgrown their peers in Nevada for the last two years by at least 69%. Ms. Barr also announced that ELA and math opportunity

Attachment 1.1 - Board Meeting Agenda & Minutes

gaps would have received 8 out of 10 points each; adding that these areas had been hit the hardest but Horizon had actually improved. She also noted that Horizon would have received full Read by Grade 3 points for ELA proficiency. Ms. Barr then noted that areas of focus for the campus included 5th grade science proficiency, IEP and FRL math growth, and the continuation of enhancing consistency across elementary claim performance.

Member Seiden asked what had been the cause for academic achievement decline at all the campuses between 2017/2018 and 2018/2019. Principal Wendy Shirey addressed the Board and replied that the decline could most be attributed to beginning iReady at the campuses; adding that iReady had been a big program that took time to understand and implement. Member Watkins asked if there had been a correlation for when students had been allowed back into the building for in-person instruction and the increase to student achievement data. Ms. Barr replied affirmatively; adding that more time in the classroom contributed to better data. Principal Shirey stated that, looking back at everything, she would have brought the 5th grade students back first since their educational gaps had been significantly more rigorous to close when compared to kinder and 1st grade students.

Ms. Barr reviewed the overall academic achievement data for Inspirada. She announced that both elementary and middle school would have received perfect scores on the NSPF; adding that, out of all the Nevada schools that she worked with, Inspirada had the highest science proficiency. She also highlighted that elementary ELA and math achieved Holy Grail growth; adding that Holy Grail growth had been seen specifically with FRL and EIP students in ELA and math in both elementary and middle school. Ms. Barr reported that Inspirada would need to continue to enhance consistency across elementary and middle school claim performance, and continue to push middle school math opportunity gaps even though they had received full points for Nevada.

Ms. Barr continued and reviewed the overall academic achievement data for Sloan Canyon, noting that there would not be any comparative historical data since this had been the school's first SBAC cycle. She highlighted that 64% of elementary students had hit their individual ELA goals and that, overall, middle school ELA growth had been very strong. There had also been strong growth in elementary ELA and math with IEP and FRL students; adding that middle school ELA and math IEP students, and ELA FRL students, had also demonstrated tremendous growth. Ms. Barr stated that elementary math opportunity gap would continue to be a focus, as well as middle school ELA/math opportunity gap. The school would also need to enhance differentiation to increase overall middle school growth and focus on middle school FRL growth in math.

Ms. Barr lastly reviewed the overall academic achievement data for St. Rose, highlighting that the elementary ELA gap would have earned them 8 out of 10 points. She also reported that every grade level in middle school exceeded positive growth median targets in both ELA and math; adding that St. Rose had achieved the second highest middle school science proficiency scores out of all the schools she worked with, despite an influx of students transferring to Sloan Canyon during 2018/2019 and 2020/2021. Ms.

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Barr also stated that overall elementary math IEP growth had come out strong, as well as middle school ELA and math FRL and math IEP; adding that FRL and IEP students had really thrived at St. Rose while state and national trends had shown a decline for these subgroups. Ms. Barr explained that the school would be working on their elementary and middle school math opportunity gaps and would need to enhance differentiation to increase overall elementary growth; adding that they would also need to focus on enhancing consistency across subgroup performance and growth.

In conclusion, Ms. Barr stated that, after looking at the data of over 150 schools across the nation, she had been proud of Pinecrest; adding that the Pinecrest community had done the right thing for children during the pandemic and had continued to work for the betterment of the students. She thanked the Board and the principals for allowing her to support them through a challenging time. The Board thanked Ms. Barr for her help and expressed their appreciation for the data and success that had been shared.

4b. School Initiatives Report by Principal Satory, Principal LeNeave, Principal Shirey, Principal Haskel, and Principal O'Dowd

Principal Jon Haskel, Lead Principal Lisa Satory, Principal Jessica LeNeave, Principal Wendy Shirey, and Principal Michael O'Dowd addressed the Board and highlighted the following system-wide updates and major campus events and school initiatives as found within the support materials:

- St. Rose sports and performing arts
- Sloan Canyon campus activities
- Cadence sports and dual enrollment
- System wide strategic planning
- Horizon campus activities and iReady update
- Inspirada campus activities and Data Chat
- Blue Ribbon celebration

4c. Approval of 2022/2023 School Year Calendar

Lead Principal Satory stated that the calendar committee had not finalized the 2022/2023 school year calendar; adding that CCSD had not published their calendar and the committee wanted to mirror with CCSD as much as possible. Lead Principal Satory explained that, even though the calendar was not ready for approval, the start date would need to be approved for the upcoming kindergarten enrollment. She stated that she was seeking approval for an August 15th start date; adding that CCSD was planning for an August 8th start date. Member Seiden asked if teachers would begin on August 1st. Lead Principal Satory replied affirmatively. Member Thomas asked how the difference in start dates would affect the school. Lead Principal Satory replied that they would be able to adjust the difference without major issues; adding that half data days would be incorporated to keep full instructional days while being able

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to provide professional development with teachers throughout the year. It was determined that the end date would be in line with CCSD.

Member Thomas moved to approve the start date for the 2022/2023 school year as August 15th. Member Watkins seconded the motion, and the Board voted unanimously to approve.

4d. Review and Approval of Final Revised Budget for the 2021/2022 School Year

Mr. Trevor Goodsell addressed the Board and stated that there had been minor changes made to the budget due to the Average Daily Enrollment (ADE). He referred the Board to page 202 of the support materials and explained that he had projected what the ADE would be for each quarter and had adjusted the budget accordingly. Mr. Goodsell reviewed the changes, explaining that the significant changes had been with amounts tied to enrollment such as management fees, affiliation fees, and supplies. Member Seiden asked for clarification regarding the Academica donation for payroll fees found on page 182. Mr. Goodsell replied that Academica paid a third service party to process a small portion of the payroll; adding that the amount was not actually a cash donation to the school but rather compensation to cover the fee that had been billed to the school.

Member Thomas asked whether or not the reduced cost of supplies had been recorded correctly due to the trend in items increasing in cost due to the pandemic. Mr. Goodsell replied that the supplies referred to smaller items such as office supplies, nursing supplies, and copier supplies; adding that next year the cost of smaller supplies would most likely increase slightly. He also noted that the consumables line item had not been reduced.

Member Seiden moved to accept the final revised budget for the 2021/2022 academic year. Member Sherlock seconded the motion, and the Board voted unanimously to approve.

4e. Discussion and Approval to Amend the Charter for an Additional Pinecrest Academy of Nevada Campus

Member Keys stated that the founding Board members had become involved in Pinecrest Academy of Nevada because they had felt that the education in Nevada was inadequate; adding that the vision had been to have a system that could grow and become the leader in education in the state of Nevada. Member Keys stated that the system had demonstrated that they had achieved that goal; adding that the principals had created a system that was outperforming every school around it consistently by setting new standards on ratings and student achievement.

Member Keys announced that an additional K-12 campus would be built in an opportunity area; emphasizing that there were areas that needed the educational opportunities that Pinecrest Academy could provide to help families prepare their children for college and career opportunities. Member Keys

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proposed to the Board that they amend the charter to allow for an additional campus and to set a time frame in which to submit an application to the State. He also asked that Principal O'Dowd be the lead principal with this project while continuing to lead Inspirada until the campus was ready for opening; adding that, at that time, Principal O'Dowd would then move to the new campus as Principal while continuing to foster leadership at Inspirada.

Member Keys also stated that he would like to amend the charter to allow Board members to extend their terms on an annual basis after their second terms conclude; adding that he and Member Thomas would like to be able to remain on the Board to see the new school through to its opening. Mr. Goodsell reviewed the process for adding an additional campus to the charter. He explained that a letter of intent to amend the charter by adding an additional campus would be submitted to the State, after which an amendment application would be drafted and voted on by the Board for submission to the Charter Authority. A hearing would be set by the State for approval and, once the Charter Authority approved the application, then the school would most likely open in fall of 2023. Member Thomas clarified that the Board would first need to approve the submission of a letter that would inform the State that they were interested in expanding. Mr. Goodsell replied affirmatively.

Member Williamson stated that expanding would be a great idea and that Pinecrest would be successful in the area designated. Member Watkins asked what area had been designated for the new campus. Mr. Goodsell replied that several locations were being considered around the Spring's Preserve; adding that the area had been identified as a high need area. Discussion pursued regarding the challenge of finding enough land to house a K-12 campus that would not be close to another K-12 charter school and would have neighborhoods close by for students to walk to school. Mr. Goodsell assured the Board that whatever property options he brought back to them would be in areas of high need. Member Seiden suggested that the property also be accessible by public transportation. Further discussion ensued regarding possible partnerships with the public transportation services.

Member Thomas moved to approve to amend the charter to add the additional Pinecrest Academy of Nevada campus. Member Williamson seconded the motion, and the Board voted unanimously to approve.

4f. Discussion and Approval of Pinecrest Signage for all Campuses

Mr. Goodsell began by prefacing that two companies had submitted bids for the project and that one of the companies had stopped responding after a few design changes had been sent back to them. He stated that member Seiden had provided several additional companies to contact for bids; adding that those companies had been contacted and that they were waiting for additional bids. Mr. Goodsell explained that, even though the one bid seemed like a good bid, they wanted to be able to compare the bid to several others; adding that his recommendation would be to discuss the project at this time and then present additional bids to the Board at the next meeting. Member Seiden stated that he was in support of the project but could not support a \$366,000 expenditure with one bid, and the Board agreed.

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Member Thomas stated that she had wanted to have a way to connect all of the Pinecrest Academy campuses together with a type of branding; adding that the proposed signage would allow the community to recognize the schools as a system and to provide a legacy for the students. She also stated that they had been reserving funds for the signage for the past few years, ensuring that there would be enough to cover the expenses without putting a financial burden on the schools.

This item was tabled pending additional bids.

4g. Review and Approval of Teacher and Staff Holiday Bonuses

Mr. Goodsell referred the Board to the holiday bonus amounts as presented in the support materials and stated that the bonus amounts had been accounted for in the budget that had just been approved; adding that the amounts were the same as the previous year. He explained that the bonuses were printed on paper checks so that the Board could hand them out at each of the schools; adding the reminder that the holiday bonuses were an appreciation gift to administration and staff from the Board. Member Thomas asked the principals if they knew when they wanted the bonus checks delivered. The principals replied that they would let the Board know the dates.

Member Thomas moved to approve the issuance of the holiday bonuses to the teachers and staff of Pinecrest Academy of Nevada for the 2021/2022 school year as presented. Member Sherlock seconded the motion, and the Board voted unanimously to approve.

5. Announcements & Notifications

There were no announcements or notifications.

6. Member Comment

There was no member comment.

7. Public Comment and Discussion

Ms. Kristin Delap, a teacher and parent at Cadence, addressed the Board and expressed her concerns regarding students being required to wear a mask in school.

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8. Adjournment

The meeting was adjourned at 7:13 p.m.

Approved on: 2/8/22



Chair
Secretary of the Board of Directors

Pinecrest Academy of Nevada

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NOTICE OF PUBLIC MEETING

of the
Board of Directors of
Pinecrest Academy of Nevada

Notice is hereby given that the Board of Directors of Pinecrest Academy of Nevada, a public charter school, will conduct a public meeting on April 5, 2022 beginning at 5:30 p.m. at 2840 Via Contessa, Henderson, NV 89044. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered.

Please Note: The Board of Directors of Pinecrest Academy of Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Annette Christensen at (702) 431-6260 or annette.christensen@academicnv.com at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 6630 Surrey St., Las Vegas NV 89119, via email at annette.christensen@academicnv.com, or by visiting the school's website at <https://www.pinecrestnv.org>. For copies of the meeting audio, please email annette.christensen@academicnv.com

Public comment may be limited to three minutes per person at the discretion of the Chairperson. **Please email annette.christensen@academicnv.com to submit or sign up for public comment.**

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The vision of Pinecrest Academy of Nevada is where scholars perform at the highest level on all academic measures.

Board of Directors

Travis Keys – *Board Chair*

Kacey Thomas – *Board Vice Chair*

Marni Watkins – *Board Secretary*

Craig Seiden – *Board Treasurer*

Jeff Cahill – *Board Member*

Coby Sherlock – *Board Member*

Jennifer Williamson – *Board Member*

Lisa Satory – *Lead Principal, Sloan Canyon*

Jessica LeNeave – *Principal, Cadence*

Wendy Shirey – *Principal, Horizon*

Michael O’Dowd – *Principal, Inspirada*

Jon Haskel – *Principal, St. Rose*

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Meeting of the Board of Directors

April 5, 2022

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

3. CONSENT AGENDA (For Possible Action)

(All items listed under the Consent Agenda are considered routine and will be enacted by one motion. There will be no separate discussion for these items unless a Board Member or member of the public so requests, in which case the item(s) will be removed from the consent agenda and considered along with the regular order of business.)

- a. Approval of Minutes of the February 8, 2022 Annual Board Meeting and the February 22, 2022 Special Board Meeting
- b. Discussion and Possible Action to Approve a Student/Parent Handbook for Pinecrest Academy Virtual
- c. Discussion and Possible Action to Approve a Restorative Justice Policy for Pinecrest Academy Virtual
- d. Discussion and Possible Action to Approve the Revised EL Policy for Pinecrest Academy of Nevada

4. ACTION & DISCUSSION ITEMS

(Action may be taken on those items denoted "For Possible Action")

- a. School Initiatives Report by Principal Satory, Principal LeNeave, Principal Shirey, Principal Haskell, and Principal O'Dowd (For Discussion)
- b. Discussion and Possible Action Regarding Stipends Associated with Leadership of New Campus Growth (For Possible Action)
- c. Review of Current Year Financial Performance (For Discussion)

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- d. Review and Possible Approval of Initial Budget for the 2022/2023 School Year (For Possible Action)
- e. Approval for Pinecrest Academy of Nevada High School Principals to Enter into Agreements with any NSHE College for Dual Enrollment (For Possible Action)
- f. Discussion and Possible Action to Request that a Good Cause Exemption Letter be Included with the Submission of the Pinecrest Academy of Nevada Charter Amendment (For Possible Action)
- g. Discussion and Possible Action Regarding a Matriculation Agreement Between Pinecrest Academy of Nevada Cadence Campus and Somerset Academy of Nevada Stephanie Campus for Incoming High School Students (For Possible Action)
- h. Review and Possible Approval to Go Out for RFP for Auditor Bids for Next Year (For Possible Action)
- i. Review and Approval of Term Sheet for Furniture, Fixtures, and Equipment Purchases for the 2022/2023 School Year through Zions Equipment Finance (For Possible Action)
- j. Discussion and Possible Approval of Revised Signage for Pinecrest Academy of Nevada Campuses (For Possible Action)
- k. Review and Possible Action to Pay Off Capital Leases (For Possible Action)
- l. Approval of Staff Bonuses (For Possible Action)

5. ANNOUNCEMENTS & NOTIFICATIONS

- Approval of NSLP vendor (due end of May)
- Changes to Wellness Policy as needed (due end of May)
- Final Budget for 22/23 School Year (due June 8th)

6. MEMBER COMMENT

7. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

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8. ADJOURN MEETING

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- 1) Pinecrest Academy of Nevada – Horizon 1360 S. Boulder Highway, Henderson, NV
- 2) Pinecrest Academy of Nevada – St. Rose – 1385 E. Cactus Ave., Henderson, NV
- 3) Pinecrest Academy of Nevada – Inspirada – 2840 Via Contessa, Henderson, NV
- 4) Pinecrest Academy of Nevada – Cadence – 225 Grand Cadence, Henderson, NV
- 5) Pinecrest Academy of Nevada – Sloan Canyon – 675 E. Dale Ave., Henderson, NV
- 6) <https://pinecrestnv.org>
- 7) <https://notice.nv.gov>

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MINUTES
of the meeting of the
BOARD OF DIRECTORS of PINECREST ACADEMY OF NEVADA
April 5, 2022

The Board of Directors of Pinecrest Academy of Nevada held a meeting on April 5, 2022 at 5:30 p.m. at 2840 Via Contessa., Henderson, NV 89044.

1. Call to Order and Roll Call

Board Chair Travis Keys called the meeting to order at 5:37 p.m. with a quorum present. In attendance were Board members Coby Sherlock, Travis Keys, Craig Seiden, Marni Watkins, Jennifer Williamson, and Kacey Thomas (arrived 6:16 p.m.).

Board member Jeff Cahill was not present.

Also present were Lead Principal Lisa Satory, Principal Jessica LeNeave, Principal Michael O'Dowd, Assistant Principal Steve Albrecht, Assistant Principal Nicole Johnson, Assistant Principal Flynn Stern, and Assistant Principal Amy Barbine; as well as Academica representatives Trevor Goodsell, Amanda Orosco, and Matthew Tuttle.

2. Public Comment and Discussion

Ms. Sarah Turner submitted written comment that was read in the session by Board Chair Travis Keys. The statement is attached to the minutes.

3. Consent Agenda

- a. **Approval of Minutes of the February 8, 2022 Annual Board Meeting and the February 22, 2022 Special Board Meeting**
- b. **Discussion and Possible Action to Approve a Student/Parent Handbook for Pinecrest Academy Virtual**
- c. **Discussion and Possible Action to Approve a Restorative Justice Policy for Pinecrest Academy Virtual**
- d. **Discussion and Possible Action to Approve the Revised EL Policy for Pinecrest Academy of Nevada**

Member Watkins moved to approve the consent agenda. Member Sherlock seconded the motion, and the Board voted unanimously to approve.

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4. Action & Discussion Items

a. School Initiatives Report by Principal Satory, Principal LeNeave, Principal Shirey, Principal Haskel, and Principal O'Dowd

Lead Principal Lisa Satory, Principal Jessica LeNeave, Assistant Principal Steve Albrecht, Assistant Principal Nicole Johnson, Assistant Principal Flynn Stern, and Assistant Principal Amy Barbine addressed the Board and highlighted the following system-wide updates and major campus events and school initiatives as found within the support materials:

- System wide National Accreditation achieved
- Sloan Canyon cheer competitions and robotics activities
- Sloan Canyon 8th grade roadshow and college and career fair
- Sloan Canyon band activities and first ring ceremony
- Cadence new administration hire and college and career fair
- Cadence awards and activities in dance, band, orchestra, percussion and winds
- Cadence updates to theater seating, bleachers, and shade structures
- Inspirada band activities and field trips
- Inspirada fund raisers and Restorative Justice training
- Horizon book vending machine and Nevada Reading Week activities
- Horizon celebration of Down Syndrome Awareness Day and Autism Awareness Day
- Horizon career week and staffing update for 2022/2023
- St. Rose student and staff basketball game and book fair activities
- St. Rose fundraising and field trips
- St. Rose 8th grader visits to Sloan Canyon and Math Counts competition

Assistant Principal Albrecht updated the Board regarding the marketing efforts for the new campus, and reported that they had collected around 80 signatures of interest to date. He also noted that Mr. Paul Ballou of Academica was working on the charter amendment application to submit by June, and that Mr. Bryce Thiriot, also from Academica, was assisting with a landing webpage for interested parents to access additional information regarding the school.

b. Discussion and Possible Action Regarding Stipends Associated with Leadership of New Campus Growth

Mr. Trevor Goodsell addressed the Board and stated that they were being asked to consider approving stipends associated with the additional leadership roles for the new campuses. He referred them to page 141 of the support materials and reviewed the current stipend amounts associated with the Lead Principal position (\$10,000) and each principal's additional responsibilities (\$2,500) that had been

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distributed when the leadership structure changed. A \$15,000 stipend was being proposed for opening a new campus and a \$15,000 stipend for being the principal of more than one campus. Member Watkins felt that the principal of more than one campus should only receive \$5,000, which was double what each principal received for additional responsibilities; adding that opening a virtual campus would qualify for the \$15,000 and then \$5,000 for running two campuses. She also questioned if there should be differentiation between the size of campuses and the amount of the stipend.

Member Keys stated that, with the elimination of an Executive Director, the principals absorbed the responsibilities for that role and stipends were created. The proposed stipends were to compensate for increased workloads, responsibilities, and taking initiative to create a virtual campus. He agreed that the proposed amounts would need to be addressed for future discussions related to physical campuses. Member Watkins stated that the stipend for opening a new campus should address the opening year of any new campus. Member Keys concurred, and stated that they had never had a principal create a virtual campus and work it, and a regular campus, at the same time; adding that the situation would be different if a principal were working for two full campuses concurrently. For clarity, Member Keys stated that the proposed stipends would refer to opening any new campus with the intention of revisiting the topic again once new campuses moved into an operational phase.

Member Seiden stated his support in providing stipends for additional duties, but that it would be important to set expectations going forward for what the stipends would be for and their duration. Member Watkins concurred, and proposed that a stipend for opening a new school be valued at \$10,000 to make it equitable against what had been given in the past for new principals. Member Seiden stated that they had addressed salary issues through contracts, specifically with individual raises versus others to help compensate for workload issues. Member Keys clarified that the proposed stipends being presented were not intended for opening phases; adding that Principal Satory had been hired as a principal to build a school at the Sloan campus, which her salary reflected. Her stipend of \$10,000 was for the additional duties she took on when the Executive Director position had been eliminated. The same was true for Principal LeNeave as she created the Cadence campus, and for when Principal O'Dowd was hired to continue the growth for the Inspirada campus.

Member Keys stated that the proposed stipends were different, and did not reflect an amount for growing a school. Principal LeNeave and Principal O'Dowd were currently running their schools under their current benefits package and salary. Both had taken an initiative to grow an additional campus on top of their current responsibilities. He continued that the \$15,000 stipend would compensate the principals for taking on double duties. Member Sherlock asked if the proposed stipends were in addition to, or in place of, the current stipends. Member Keys replied that they were in addition; adding that the responsibilities would be tied to the campus specifically and not to the Executive Director responsibilities. Member Williamson recommended that a stipend policy be written to define the stipends to ensure clarity and continuity for the future.

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Member Watkins stated that she was in support of the stipends going into effect immediately, and that they be visited annually and clearly defined. She also stated that the proposed stipend for the principal of more than one campus should be redacted. Member Sherlock was not in favor of releasing the stipends immediately, and that he would like to see the projects completed before the stipends were paid. Member Keys clarified that a start-up phase for a physical school could last upwards of two years. He also explained that the virtual campus had required going through an extensive approval process, working with the SPCSA, creating curriculum, and adapting policies and procedures before it could be launched. The stipend was meant to incentivize the work and effort that had been, and would be, taken prior to opening a new campus.

Member Keys recommended approval of the stipends for one year and then revisit all the stipends each year; as well as identify the general duties and reasons associated with each stipend, then formalize a stipend policy in the interim. He also stated that the stipends should be made available immediately and paid monthly as opposed to one lump sum. Member Williamson stated that a policy could be set up around the stipends that were already in place, and that others could be added as needed. Member Seiden added that a deadline should be in affect once a policy was initiated. Member Sherlock stated that a stipend policy would also offer a service to the principals, clarifying expectations associated with each stipend. Member Seiden stated that the goal would be to finalize a policy for the May Board meeting and to approve an amount for the stipends for the 2022/2023 fiscal year budget.

Member Keys moved to approve administrative stipends as presented for the 2021/2022 fiscal year, and to be revisited each year; to create and finalize a stipend policy that includes all current stipends by the May 2022 Board meeting to be approved and added into the budget for the 2022/2023 fiscal year.

Member Watkins voiced concern with approving the stipends as presented when the proposed stipend for principal of more than one campus was convoluted. Member Keys clarified that the motion was asking to approve the stipends presented, as well as to create and finalize a policy that described the responsibilities of the stipends. Currently there were no principals running more than one campus while opening a new campus; therefore, the Board agreed that no action needed to be taken on that proposed stipend, and that it could be written into the policy. Member Watkins recommended that they wait to motion until the May Board meeting when they would be presented with a stipend policy.

Member Keys confirmed that the Board wanted to wait to approve the presented stipends until a policy was in place to govern the proposed stipends. He also noted that the current stipends would not need to be part of the motion. Member Seiden noted that a specific dollar amount should be indicated for the 2021/2022 fiscal year, and then an annual amount going forward; adding that the amount for the 2021/2022 fiscal year could be paid out in that same year. Ms. Amanda Orosco addressed the Board and asked which Board members would be involved in drafting a stipend policy with legal counsel. Members Watkins, Williamson, and Sherlock volunteered. **This item was then tabled.**

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Review of Current Year Financial Performance

Mr. Matthew Tuttle addressed the Board and reviewed the financial summary through February 2021. While Pinecrest was meeting the SPCSA Financial Framework standards as a system, he noted that there was a \$10 million decrease in cash flow due to spent project funds from last year, and \$4 million in accounts receivable grants, of which \$3.7 million came from the DSA revenue. He reviewed the average daily enrollment for each campus and then directed the Board to the system's income statement; adding that he had identified variances of 10% or greater and provided a brief explanation for the variance on page 147 of the support materials. Explanations were provided for variances in the following areas: federal grant income, payroll expenses, tuition reimbursement, affiliation fee training, supplies, SPED contracted services, contracted services for data analysis, athletics, building operations and maintenance, and interest expense. Mr. Tuttle also shared the specific codes that made up each category of expenditures.

Member Seiden thanked Mr. Tuttle for providing the additional information and requested a summary by campus. He also asked for the last three fiscal year budget variances in salaries and PERS for the system beginning with 2020/2021. Member Seiden was hoping that there would be enough positive variances to be able to offer more in teacher salaries for the upcoming fiscal year.

c. Review and Possible Approval of Initial Budget for the 2022/2023 School Year

Mr. Trevor Goodsell addressed the Board and compared funding from FY22 to FY23; noting that there would only be an increase of \$96.39 in per-pupil funding for the upcoming school year. He also reviewed the special funding categories. ELL increased by \$1.32; GATE increased by \$11.17; and At Risk increased by \$0.19. Mr. Goodsell directed the Board to page 175 of the support materials and explained that the statewide base amount for the 2022/2023 school year would be \$7,293/student with a 100% projected system-wide enrollment of 7,536 students. October 1st enrollment counts from the prior year were used to determine funding for the special categories. The budget was supporting 346 teachers and an additional 149 support staff members, none of which were paid by a Federal or State grant. Mr. Goodsell reported that the budget was at 97% instead of 95% due to the pressures of inflation and the lack of State funding. The National School Lunch Program was budgeted at pre-Covid levels since reimbursement rates were unknown, and SPED funding (Part B) revenue would be \$708,000.

Member Keys asked for further explanation regarding the increase to the budget. Mr. Goodsell replied that the majority of the expenses stemmed from personnel expenses; adding that rent and personnel made up 75% of the budget. He also stated that he had budgeted insurance increases with a 5-6% increase for now, and that he would watch the rates for any changes. Holiday and retention bonuses were also included in the budget. With only a 1.3% increase in funding and 2% raises, the budget would be very tight. Member Seiden stated that, if next year's revenue was pushed to 97.5%, there could potentially be an additional \$377,000 added to the budget to award additional bonuses to each teacher. He also explained that, if they allocated an allotment for more bonuses and the funding was not there, the additional bonuses

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would not be given. Mr. Goodsell stated that he would look into increasing the revenue, but that there were additional areas that could put pressure on the budget including potential rate increases for substitute and contracted services. He also stated that they accounted for a 7% inflation increase within consumables; property and liability insurances increased by 10%; and public utility payments were evening out. The final budget would be ready in May.

Member Sherlock moved to approve the initial budget for the 2022/2023 school year. Member Watkins seconded the motion, and the Board voted unanimously to approve.

d. Approval for Pinecrest Academy of Nevada High School Principals to Enter into Agreements with any NSHE College for Dual Enrollment

Principal LeNeave explained that dual enrollment was growing rapidly and that CSN was having difficulty keeping up with some of the core classes, especially since Pinecrest students were required to sign up last due to being freshman. Multiple universities within the Nevada System of Higher Education (NSHE) had been contacted to expand dual enrollment offerings. Principal LeNeave stated that she was asking the Board to allow her and Principal Satory to enter into agreements, after a legal review, to ensure Pinecrest students met enrollment windows. Further discussion followed regarding MOU standards with Great Basin. Member Watkins clarified that there would only be one agreement used, which included all legal ramifications for Nevada, and that only colleges within the NSHE, which met the standards of the agreement, would be granted a contract. Principal LeNeave replied affirmatively.

Member Sherlock asked for clarification regarding the presentation of MOUs. Principal LeNeave replied that, originally, Pinecrest would reach out to a college expressing interest in a partnership, and the college would present an MOU. If the MOU did not meet the laws, then Pinecrest would provide one that did, which the college would adopt. Member Watkins asked if the Board could approve the item with the clarification that the approval be contingent upon the college taking the MOU that Pinecrest would provide. Principal LeNeave replied affirmatively.

Member Sherlock moved to approve the Pinecrest Academy of Nevada high school principals to enter into agreements, utilizing the formal agreement that had been approved under NSHE for college dual enrollments.

Member Williamson stated that some of the agreements were not worded the same since each school had separate legal counsel; adding that, as long as the agreement met the legal standards for high school dual enrollment, the principals would not need to come back to the Board to approve each agreement.

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Member Watkins moved to approve that Pinecrest Academy of Nevada high school principals enter into agreements with any NSHE college for dual enrollment using the agreement that had been drafted and met the legal criteria for dual enrollment of high schools; but could be tailored for the minutia required for that individual college. Member Sherlock seconded the motion, and the Board voted to unanimously approve.

e. Discussion and Possible Action to Request that a Good Cause Exemption Letter be Included with the Submission of the Pinecrest Academy of Nevada Charter Amendment

Ms. Orosco stated that, if an amendment was submitted outside the regular amendment schedule, a letter request for good cause exemption from the current schedule needed to be approved by the Board. The SPCSA had recently changed their submission windows to April 15th and September or October 15th; adding that the goal was to submit the Pinecrest Spring's Preserve application by June 2022, which fell between the two submission windows.

Member Williamson moved to approve the submission of a good cause exemption letter to be included with the submission of the Pinecrest Academy of Nevada charter amendment for the additional campus. Member Sherlock seconded the motion, and the Board voted to unanimously approve.

f. Discussion and Possible Action Regarding a Matriculation Agreement Between Pinecrest Academy of Nevada Cadence Campus and Somerset Academy of Nevada Stephanie Campus for Incoming High School Students

Ms. Orosco clarified that the item was regarding an articulation agreement, which the support materials clarified and supported. She continued that charter school law allowed for priority enrollment into a charter school for a student that was currently enrolled in another charter system as long as there was an articulation agreement between the two systems. An articulation agreement was being proposed between Somerset Stephanie, a K-8, and Pinecrest Cadence, a K-12. The agreement would provide Somerset Stephanie incoming 9th graders with the ability to have some type of priority level within the existing lottery enrollment, and a FAQ of what that priority level would be. Once the agreement was approved, an amendment to the Pinecrest lottery would be submitted to the State in June 2022.

Ms. Orosco directed the Board to page 214 of the support materials to review the current transfer priorities within the Pinecrest Academy of Nevada Transfer of Campus Policy. She stated that the Board could choose a transfer priority, such as the fifth transfer priority, which would give a Somerset Stephanie student a priority to transfer to Pinecrest Cadence during the recommitment period; or, they could choose a fixed priority that would automatically transfer a Somerset Stephanie student to Pinecrest Cadence for 9th grade. Member Watkins asked if the Somerset Stephanie students would be at the same priority level

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as other Pinecrest students. Ms. Orosco replied that the Board could choose to have the same priority level, or determine a separate level.

Member Keys asked if Pinecrest had worked with Somerset on the articulation agreement. Principal LeNeave replied that Somerset had approached Pinecrest in the past regarding an agreement and she declined based upon the fact that they did not have Algebra I in 8th grade, which would have put those students behind in 9th grade at Cadence. She continued that there had been administrative changes in the last two years, their curriculum now included the math class, and their STAR rating had gone up. There were only 15 openings for 9th grade at Cadence, which would not make a massive impact for the school. She also noted that Somerset could use the agreement to communicate to their parents that there could be another charter option available since the other Somerset campuses were in North Las Vegas.

Member Keys stated that he was concerned that Somerset students who qualified as FRL would take priority over a Pinecrest transfer student. Principal LeNeave replied that she thought that would only impact a few spots, and that she had made it clear to the Somerset principal that Cadence would only be able to offer a limited option since the majority of the 8th graders stayed and 9th grade did not expand. Member Seiden asked how many students would be graduating 8th grade at Somerset Stephanie. Mr. Goodsell confirmed 120. Member Watkins asked Principal LeNeave for her priority preference. Principal LeNeave replied that the Somerset priority should be below the Pinecrest priority, and that they could further discuss an FRL priority when the time came. Member Thomas stated that the Pinecrest students should have first priority, and the Board agreed.

Member Keys clarified that a weighted lottery had just been approved for Pinecrest, giving FRL students a better chance of being accepted. A priority student would not go through the lottery. However, if there were 15 open spots in 9th grade and 15 FRL 9th graders applied, the FRL students would get the spots over the 15 priority students. The Board conversed regarding the placement of the priority for 8th graders transferring into 9th grade, and agreed it should be a sixth priority.

Member Williamson moved to approve an articulation agreement between Pinecrest Academy of Nevada Cadence campus and Somerset Academy of Nevada Stephanie campus for incoming 9th grade students to be on the priority list as #6. Member Sherlock seconded the motion, and the Board voted unanimously to approve.

g. Review and Possible Approval to Go Out for RFP for Auditor Bids for Next Year

Mr. Goodsell explained that, per State statute, the audit firm was required to rotate every six years. With it being a rotation year, a new auditing firm would need to be hired for the upcoming school year. Mr. Goodsell reviewed the list of approved auditors as found in the support materials; adding that bids from Eide Bailly, RSM, and Rubin Brown had been requested. Their bids would include pricing for one

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school, a group of three schools, and then all Academica supported schools. A member of the Board, preferably the financial representative, would need to be a part of a committee that would review the bids and make recommendations to the Board for approval.

Member Seiden moved to approve to put a Request for Proposal (RFP) out for the annual financial statement audit for the next academic year, up to the State limit. Member Watkins seconded the motion, and the Board voted unanimously to approve.

h. Review and Approval of Term Sheet for Furniture, Fixtures, and Equipment Purchases for the 2022/2023 School Year through Zions Equipment Finance

Mr. Goodsell stated that the term sheets were the Vectra Capital Leases that the Board had approved in the past, which allowed the schools to capitalize on purchases for items needed for the school year; adding that Sloan was still in a growth phase and this would allow them to follow the same structure used previously.

Member Sherlock moved to approve the term sheet for furniture, fixtures, and equipment purchases through Zions Equipment Finance as presented. Member Williamson seconded the motion, and the Board voted unanimously to approve.

i. Discussion and Possible Approval of Revised Signage for Pinecrest Academy of Nevada Campuses

This item was tabled.

j. Review and Possible Action to Pay Off Capital Leases

Mr. Goodsell stated that, after working with another school to pay off their capital leases, he thought Pinecrest would be able to do the same. He reviewed the payoff amounts of four prior Zion leases as found on page 302 of the support materials. By paying off the debt, \$1.4 million would be saved, benefitting the liquidity of the school and help protect future percentage ratios. Member Seiden asked if the interest expenses for the leases were accounted for in the 2022/2023 proposed budget. Mr. Goodsell replied affirmatively; adding that there would be savings in interest of around \$650,000 to \$700,000. Pinecrest would also miss the cash flow positive stipulation by paying off the leases, and that the SPCSA would fail the school but not hold it against them since the payments would be appointed by the Board. Member Watkins asked if paying off the leases would affect any money that was intended for other projects such as the signs, stipends, or bonuses. Mr. Goodsell replied that it would not. Member Keys

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explained that the budget line items would be opened up for the debt payoff to go back into the budget, which would be more discretionary monthly, or annually, than with the debts in the budget.

Member Sherlock moved to approve paying off the four loans identified on page 302 of the support materials. Member Seiden seconded the motion, and the Board voted unanimously to approve.

k. Approval of Staff Bonuses

Member Keys reviewed the proposed staff bonuses; noting that the total impact for the system would be \$498,000, and that the bonuses could be issued as soon as the Board approved. Member Watkins voiced her approval and stated that the money would boost morale and make a significant difference to the teachers. Member Seiden stated that, based upon the financials that were presented, the positive variance in the financials through the end of February was \$2.1 million, which was more than enough to cover bonuses for the staff. Mr. Goodsell clarified that these bonuses would be in addition to the holiday and retention bonuses already accounted for within the budget.

Member Keys stated that he was in favor of gifting the bonuses; yet, he was also concerned that they would not have a long-term affect. Member Watkins stated that she wanted to give a bonus as a token of appreciation for the work that had been done, and for the difficult hardships they had endured for the past two years. Member Keys agreed that the bonuses were deserved, but asked what the Board was looking to gain by paying out almost \$500,000. He feared that a one-time \$1,000 bonus would not fix the hardships. Member Watkin argued that the bonuses would let teachers know the Board was trying their best to show appreciation for all they had done, and that the Board would not need to receive, or expect, anything additional. Member Williamson stated that the bonus would also allow teachers to do something nice with their family, especially when living pay check to pay check.

Member Keys stated that he was concerned using the funds in an appropriate way. After researching articles regarding teacher burn-out during Covid, he reported that he had spoken to teachers at most of the campuses about their concerns. Although there were financial concerns, the biggest complaint was that teachers did not feel supported by their administration; adding that most of the teachers reported that they had not seen an administrator in their classroom this year, and there was no trust in team leads. Member Keys continued that research showed that, even though salary was important, it was not the number one retainer for high quality teachers, and that \$1,000 would not fix a burn-out for a long period of time. Member Watkins stated that the bonus was not about retention, and that the system-wide issues regarding the needs of the teachers needed to be addressed separately from the bonuses. Member Seiden stated that, whatever the Board decided to, it had to start, be paid for, and finished in 87 days; adding that the bonuses were a short-term fix to a larger problem. He also stated that the bonuses showed that they were addressing concerns to the best of their ability.

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Member Seiden asked what the teacher retention percentage was at each campus. Principal LeNeave replied that they typically had around 95% or greater and that it was currently between 85%-90%. She also agreed that there was teacher burn-out and larger systemic issue regarding administrative support, which were already felt by administrators. Those issues would be addressed as the administrative demands brought by Covid subsided.

Member Keys stated that they needed to focus on mental health issues with staff; supporting administration on a campus level; and finding immediate ways to support the teachers in conjunction with receiving the bonus. Discussion ensued regarding the purpose and terms of the bonus, and addressing morale issues long term. Member Thomas suggested discussing the possibility of forming a committee to address the long term morale issues for the school at the next Board meeting. Principal Michael O'Dowd addressed the Board and recommended that the bonus amounts vary based upon hire date since Covid. Member Seiden suggested that each principal determine bonus amounts for their own campuses using the proposed staff bonus amounts. Member Williamson stated that the bonuses should be consistent.

Member Sherlock moved to approve the staff bonuses as presented in the support materials.

Member Thomas stated that she would agree to move forward with the motion if the Board intended the bonuses be used as a token of appreciation. If the Board wanted to relate the bonuses to Covid then she would prefer Member Seiden's suggestion. Member Sherlock clarified that his motion was based upon showing appreciation. Mr. Goodsell stated that the motion would need to reflect that a person was employed by Pinecrest on the last day of school to be eligible for the bonus. Member Keys asked if the motion could reflect that a person must be employed when the bonus was paid out. Mr. Goodsell replied affirmatively and stated that they could be paid out no earlier than the April 30th paycheck.

Member Sherlock amended his motion to include: to all teachers who were employed as of the April 30th payout. Member Watkins seconded the motion, and the Board voted unanimously to approve.

5. Announcements & Notifications

There were no announcements or notifications.

6. Member Comment

There was no member comment.

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7. Public Comment and Discussion

Ms. Crislove Igeleke submitted written comment that was read in the session by Board Chair Travis Keys. The statement is attached to the minutes.

8. Adjournment

The meeting was adjourned at 8:03 p.m.

Approved on: 5/18/22



Secretary of the Board of Directors

Pinecrest Academy of Nevada

Attachment 1.2 - Board Meeting Agenda & Minutes

From: [Sarah Turner](#)
To: [Annette Christensen](#)
Subject: Board Meeting Public Comment
Date: Tuesday, April 5, 2022 2:29:56 PM

Ms. Delap gave me your email to send a public comment for the board meeting.

My concern is about salary and cost of living in Vegas/Henderson. Currently, the average cost for a 1 bedroom apartment in Vegas is \$1500. This is my 7th year teaching in Nevada, I have my bachelor's degree in education, and currently have my husband and two children on my insurance. I would not be approved for this average 1 bedroom apartment because I do not make 2.5x this take home pay a month. I am feeling like I have no other option but to leave the teaching profession because I can't afford to live in Vegas with this salary. I know we get raises, but they have been around 2% each year which does not keep up with the inflation rate. There is already a huge teacher shortage in NV and I don't think many teachers are going to have any other option but to leave the profession they love due to not being able to survive on their salary.

I understand the board is limited by state and local funding, but Pinecrest is often an innovator in finding a way to do something that others said was impossible. Thank you for reading this during public comments.

Thank you.

Attachment 1.2 - Board Meeting Agenda & Minutes

Annette Christensen

From: Cris I <crisloveigeleke@gmail.com>
Sent: Tuesday, April 5, 2022 6:52 PM
To: Annette Christensen
Subject: Re: Public Comment for April 5th Meeting

Thank you. Please also submit the following for public comment at the end of today's meeting.

As a parent who's child has been in Pinecrest for the last 3 years, I would like to request that the board evaluate the schools within this network and the policies and practices that are in place surrounding racial tension and bullying.

My child's been subject to a hostile learning environment only to be met with further intolerable actions from the school immediately thereafter. After the first incident occurred, I reached out to the board chair with no response. In summary my elementary child was subjected to being called a racial slur 10 times during lunch and once staff was informed of the situation and seen my child crying, all of the students, including the bullies and my child were sent back to class as if nothing happened. After the school's investigation they found that bullying was not substantiated, claiming the students did not know the meaning of the word, yet used it in the exact context in which it was intended. I sought an appeal through Ms. Satory and she reaffirmed the school's decision. This failure to act has now led to not only two more incidents with my child and the same bully, but even more, severe emotional and academic concerns for my child. After the 2nd incident Mr. Haskel assured that the school would do it's part in addressing these issues head on. However, I am reaching out to address this with the board because when the first situation occurred, I recieved no response, and I want to be sure it is addressed in this public format so that the organization clearly understands that it owes a duty to children of all races and backgrounds to foster a safe learning environment and must work to effectuate change in this regard. Thank you.

Attachment 1.3 - Board Meeting Agenda & Minutes



NOTICE OF PUBLIC MEETING

of the
Board of Directors of
Pinecrest Academy of Nevada

Notice is hereby given that the Board of Directors of Pinecrest Academy of Nevada, a public charter school, will conduct a public telephonic meeting on July 28, 2022 beginning at 8:00 a.m. via Zoom. The public is invited to attend.

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/89334663014>

Webinar ID: 893 3466 3014; or via phone: 1-669-900-9128

Attached hereto is an agenda of all items scheduled to be considered.

Please Note: The Board of Directors of Pinecrest Academy of Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Annette Christensen at (702) 431-6260 or annette.christensen@academicnv.com at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 6630 Surrey St., Las Vegas NV 89119, via email at annette.christensen@academicnv.com, or by visiting the school's website at <https://www.pinecrestnv.org>. For copies of the meeting audio, please email annette.christensen@academicnv.com

Public comment may be limited to three minutes per person at the discretion of the Chairperson. **Please email annette.christensen@academicnv.com to submit or sign up for public comment.**

Attachment 1.3 - Board Meeting Agenda & Minutes



The vision of Pinecrest Academy of Nevada is where scholars perform at the highest level on all academic measures.

Board of Directors

Travis Keys – *Board Chair*

Kacey Thomas – *Board Vice Chair*

Marni Watkins – *Board Secretary*

Craig Seiden – *Board Treasurer*

Jeff Cahill – *Board Member*

Coby Sherlock – *Board Member*

Jennifer Williamson – *Board Member*

Lisa Satory – *Lead Principal, Sloan Canyon*

Jessica LeNeave – *Principal, Cadence*

Wendy Shirey – *Principal, Horizon*

Michael O’Dowd – *Principal, Inspirada*

Jon Haskel – *Principal, St. Rose*

Attachment 1.3 - Board Meeting Agenda & Minutes



Meeting of the Board of Directors

July 28, 2022

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

3. ACTION & DISCUSSION ITEMS

(Action may be taken on those items denoted "For Possible Action")

- a. Review and Final Approval of a Charter Amendment Application to add an Additional Pinecrest Academy of Nevada Campus (For Possible Action)

4. ANNOUNCEMENTS & NOTIFICATIONS

- Next Board Meeting September 14th at 5:30 p.m. at the Sloan Canyon campus
- Final Revised Budget (due December 1st)

5. MEMBER COMMENT

6. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

7. ADJOURN MEETING

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- 1) Pinecrest Academy of Nevada – Horizon 1360 S. Boulder Highway, Henderson, NV
- 2) Pinecrest Academy of Nevada – St. Rose – 1385 E. Cactus Ave., Henderson, NV
- 3) Pinecrest Academy of Nevada – Inspirada – 2840 Via Contessa, Henderson, NV
- 4) Pinecrest Academy of Nevada – Cadence – 225 Grand Cadence, Henderson, NV
- 5) Pinecrest Academy of Nevada – Sloan Canyon – 675 E. Dale Ave., Henderson, NV
- 6) <https://pinecrestnv.org>
- 7) <https://notice.nv.gov>

Attachment 1.3 - Board Meeting Agenda & Minutes

MINUTES
of the meeting of the
BOARD OF DIRECTORS of PINECREST ACADEMY OF NEVADA
July 28, 2022

The Board of Directors of Pinecrest Academy of Nevada held a meeting on July 28, 2022 at 8:00 a.m. via Zoom Webinar.

1. Call to Order and Roll Call

Board Chair Travis Keys called the meeting to order at 8:02 a.m. with a quorum present. In attendance were Board members Travis Keys, Craig Seiden, Jennifer Williamson, Jeff Cahill, and Kacey Thomas.

Board members Coby Sherlock and Marni Watkins were not present.

Also present were Lead Principal Lisa Satory, Principal Jessica LeNeave, Principal Michael O’Dowd, and Principal Jon Haskel; as well as Academica representatives Ryan Reeves, Amanda Orosco, and Paul Ballou.

2. Public Comment and Discussion

There were no public comments and discussions.

3. Action & Discussion Items

a. Review and Final Approval of a Charter Amendment Application to add an Additional Pinecrest Academy of Nevada Campus

Member Keys stated that the amendment had been sent to the Board for final review last week and thanked those who contributed their time and effort to it. Member Seiden asked if the net income of \$2,000 in the initial year was due to the reduction of management fees. Principal Michael O’Dowd addressed the Board and replied affirmatively; adding that the fee would be reduced until the school was running at full enrollment. Member Seiden asked for clarification regarding the rent amount within the budget. Mr. Ryan Reeves addressed the Board and replied that the amount was based upon a proposed site that had not been purchased yet; adding that they were looking at a pre-existing building that would not be fully enrolled, and that some rent would be deferred until enrollment was at full capacity. The rent amount had taken construction costs, the amount of square footage needed to build out, and the offer that had been extended to purchase the facility into account.

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Member Seiden was concerned about the cost of the maintenance of the potential building. Mr. Reeves stated that most of the typical maintenance problems associated with an older building would be addressed with a buildout including new plumbing, electrical, and A/C units. This would also eliminate dramatic increases in maintenance costs in the first few years of the buildout. Mr. Reeves also confirmed that there would be a typical 3-10 year lease structure with the intention of a buyout based upon whether or not the area qualified for new market tax credits. Member Seiden asked the timeline for negotiating the site. Mr. Reeves replied that the owner of the property had originally advertised the property for lease, and then placed a purchase offer window of time to collect offers for selling once their bid to purchase had been proposed. The window of time expired last week and additional offers were unknown at this time. Mr. Reeves expected to hear more soon. Member Seiden asked what the timeline would be once the lease was signed. Due to construction timelines, Mr. Reeves hoped they could sign in mid-November, or the first of December at the latest, to open the following year with a portion of the building built out.

Member Williamson moved to approve the charter amendment application to add an additional Pinecrest Academy of Nevada campus. Member Thomas seconded the motion, and the Board voted unanimously to approve.

4. **Announcements & Notifications**

There were no announcements or notifications.

5. **Member Comment**

There was no member comment.

6. **Public Comment and Discussion**

There were no public comments or discussions.

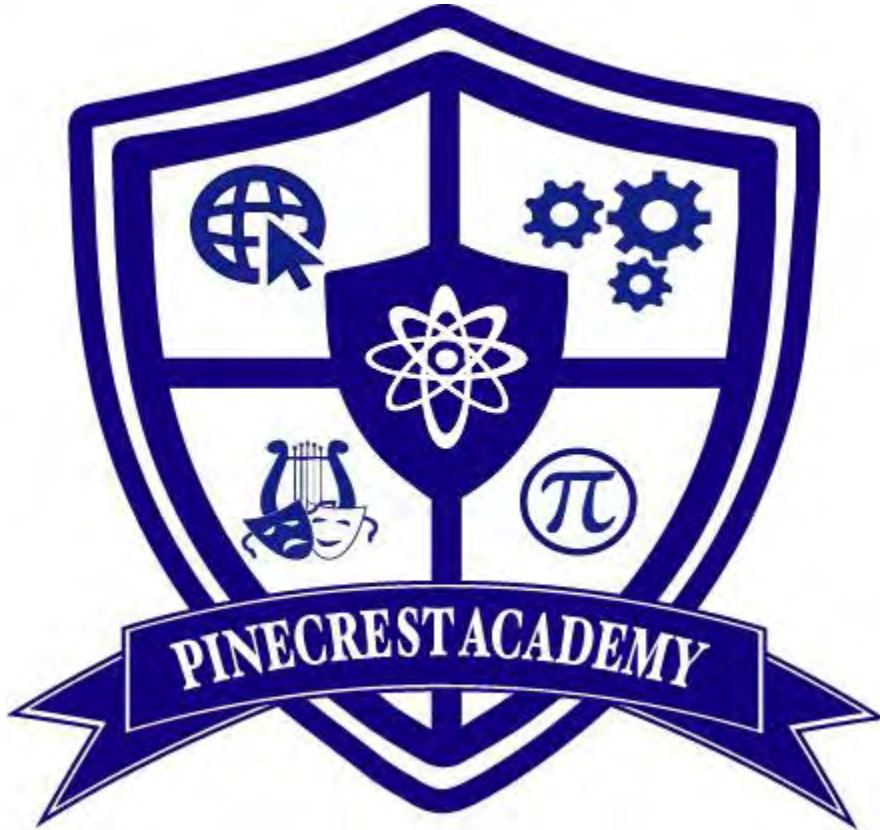
7. **Adjournment**

The meeting was adjourned at 8:13 a.m.

Approved on: _____

Secretary of the Board of Directors

Pinecrest Academy of Nevada



**Pinecrest Academy of Nevada
Restorative Justice Plan
2020-2021**

Attachment 2 - Restorative Justice Plan

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Attachment 2 - Restorative Justice Plan

The *Pinecrest Academy of Nevada* is a unified system of schools working together to carry out our mission and vision by creating a climate of support to meet the needs of all students.

Mission

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

Vision

Scholars perform at the highest level on all academic measures.

Restorative Justice

Restorative Justice is defined in Nevada legislation as:

NRS 392.4644 (from SB 89, 2019):

Provide restorative disciplinary practices which include, without limitation:

- Holding a pupil accountable for his or her behavior;
- Restoration or remedies related to the behavior of the pupil;
- Relief for any victim of the pupil; and
- Changing the behavior of the pupil.

NRS 392.472 (from AB 168, 2019):

“Restorative justice” means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil.

According to the Nevada Department of Education, Restorative Justice is about “changing systems (schools, criminal, and juvenile justice) to address harm more meaningfully and undo systemic patterns of institutional racism and oppression.” “Restorative practices strengthen students’ connections to both staff and other students, which is why these practices support both prevention and response. Repairing harm and restoring relationships after transgressions helps keep students connected to a positive school community.”

Restorative justice within education is still a developing concept. At Pinecrest Academy Nevada, we have always embedded restorative justice practices into our discipline model as we value building relationships and culture at our schools. You will see in the following pages that the means in which restorative justice is infused into our discipline model differs across grade levels. As students learn and grow, the expectations of behavior evolve as well. You will see this depicted below as our model is differentiated between elementary school, middle school, and high school.

Attachment 2 - Restorative Justice Plan

Pinecrest Academy Nevada has adopted the Nevada Department of Education's Building a Strong Foundation model as its basis for restorative justice practices for grades K-12. This model allows us to ensure we are in alignment with current state laws and affording students the best opportunities to prevent and repair harm.

Building a Strong Foundation



Multi-tiered System of Support Alignment (MTSS):

Tier 1 Supports (Preventive/Proactive Practices)- Focuses on the prevention of problem behavior by emphasizing universal support.

Pinecrest Academy of Nevada utilizes various forms of system and school-wide proactive approaches for all students as a foundation for culturally - responsive behavioral support. They include but are not limited to:

- Staff Professional Development (CPI Verbal De-escalation Strategies, CHAMPS, Classroom Management Trainings, SEL Trainings, Diversity, Opportunities to Respond (OTR) trainings, etc...)

Attachment 2 - Restorative Justice Plan

- School-wide Expectations/Guidelines of Success (Cougar CLAWS, PAWS, Character Building)
- Positive Behavior Supports (Cougar Coins, Our Class ROCKS, Family ATA Martial Arts Character Building, Pride Points)
- Character Recognition (Cougar Pride Nominations, PAN Pal Awards, Pirate Award, Pioneer Awards, Panther Awards, Student of the Month)
- Attendance Recognition
- Teacher/Staff Recognition (Classy Cougar, Teacher Spotlight, Shining Star Teacher, FRED Award, Pioneer Pride, Positive Pirate...)
- Social Emotional Learning Curriculum (Second Step, Leader in Me, Why Try, Family ATA Character Building, Character building lessons...)
- Behavior Support Team (Supports and carries out the mission of our school's proactive, responsive and restorative practices)
- Student Leaders (Leadership Climate Committee, Student Council, National Honor Society...)
- School-wide Restorative Practices
- Classroom Restorative Practices
- School Assemblies (Behavior expectations, character, school-wide PBIS Rollout, Problem Identification and problem-solving...)
- Community Events (Block Parties, Parades, Parent Impact Meetings, Booknic, Harvest Festival, Spring Festival, community wellness fair, school dances, virtual recess, parent resources and workshops for behavioral support...)

Tier 2 Supports (Responsive Practices)- Designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems.

Pinecrest Academy of Nevada provides targeted support to students who aren't successful with Tier 1 support alone. PAN support at this level is more focused and based on behavior data and documentation. Tier 2 supports include but are not limited to:

- Restorative Justice Learning Center (Assigned video lessons and assignments, behavior expectations class...)
- Small group social skills instruction
- Academic small group support

Attachment 2 - Restorative Justice Plan

- Common area focus (Data-driven)
- Parental support (Classes, workshops)
- Mentoring
- Alternative
- Conflict Resolution
- Structured breaks
- Counselor Referrals
- Behavior Contract and Reward Plan
- Behavior Plan
- Meditation or Restorative Justice Circles
- Check- in/out

Tier 3 Supports (Restorative and Reintegrative Practices) - Designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior support using evidence-based interventions.

Pinecrest Academy of Nevada provides individualized interventions and supports to reduce the occurrences and/or intensity of undesirable behaviors. Students requiring Tier 3 support are referred to our Behavior Support Team. Possible intervention includes but is not limited to:

- Tribunal Meeting (Restorative Justice Action Plan)
- Mentoring
- Check -in/out
- Behavior Contract with Behavior Goals
- Behavior tracking chart for progress monitoring
- Individual social skills lessons with SSP
- Student Behavior Support Plan (SBSP)
- Progress Monitoring by the Behavior Support Team

Attachment 2 - Restorative Justice Plan

Progress Monitoring

The Behavior Support Team (BST) will monitor the student's progress every 6-8 weeks using the SBSP document. Monitoring frequency depends on the severity of the behavior. If Interventions are proven to be effective, the level of support will decrease. If the interventions are ineffective, the team will add an additional level of support. Possible Intensive Interventions include but are not limited to:

- **504 Referral**
- **Behavior Specialist Referral**
- Evaluation recommendation for **Special Education Services- IEP, FBA**
- Community Based Support (**The Harbor, Mobile Crisis Team, Boys Town, Counseling, Therapy...**)

Behavior SABIT Process for Individual Student Support - Tier 3 Interventions:

<https://drive.google.com/file/d/116RVziEsQJWxfqcWoROqp91YgYqBw1c2/view?usp=sharing>

Restorative Justice Notes from NDE

Restorative Practices (RP) is an alternative to exclusionary disciplinary practices that remove students from the academic environment; instead, restorative justice seeks to repair the harm done when a standard of conduct is violated.

1. Except as otherwise provided in NRS 392.466 and to the extent practicable, a public school shall provide a plan of action based on restorative justice before expelling a pupil from school.
2. The Department shall develop one or more examples of a plan of action which may include, without limitation:
 - Positive behavioral interventions and support;
 - A plan for behavioral intervention;
 - A referral to a team of student support;
 - A referral to an individualized education program team;
 - A referral to appropriate community-based services; and
 - A conference with the principal of the school or his or her designee and any other appropriate personnel.

Attachment 2 - Restorative Justice Plan

Summary of Progressive Restorative Discipline Structure

Students are disciplined in a restorative, progressive manner. It is not an individual disciplinary event(s) that is/are consequential; students will be given an opportunity to correct their wrongdoings and to learn from their mistakes through restorative practices (AB 168).

Continued disregard for school rules is a key factor for all disciplinary consequences. Disciplinary action is also commensurate to the severity of the offense.

Addendum:

New guidance from the Nevada Department of Education as pertaining to AB 168 changes the level of board involvement for Special Education Students under age 11. The board is the decision-making authority for student suspension and expulsion for Special Education Students after hearing evidence from the Principal and Leadership Team.

LEVEL OF BOARD INVOLVEMENT:

- Expulsions will be reviewed by a panel consisting of at least 3 Pinecrest Principals or their designees.
- Appeals to an expulsion require Board review of circumstances and determination that action is in compliance with IDEA.
- Board action required to approve if the school requests an exception to permanently expel a Special Education student under age 11.

AB 168 & BATTERY OF AN EMPLOYEE or PUPIL

MANDATORY DISCIPLINE IN NRS:

Although the battery of an employee does not require discipline according to NRS, the PAN Board reserves the right to suspend or expel students who commit battery against school staff or pupils. If a student repeatedly commits battery against a staff member or pupil, the Principal will bring the matter to the Board for a decision as to consequences.

DISCIPLINE LIMITS FOR SPECIAL EDUCATION STUDENTS:

- 11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).

Attachment 2 - Restorative Justice Plan

- Age 11+ limit for all four categories of misconduct (no exception for possession of a firearm or dangerous weapon).
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

ADDITIONAL REQUIREMENTS: Same as general education students.

Changes to discipline laws for students who receive special education services in accordance with an Individualized Education Program (IEP)

Suspension or Expulsion

- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the district Board of Trustees has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.
- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the district Board of Trustees (NRS 392.466.9, NRS 392.467.1)

For all offenses, common sense and good judgment will prevail. Pinecrest Academy students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Behavior can be generally corrected when parents and teachers work together. Continued disregard for school rules is a key factor for all progressive consequences. Restorative action is also commensurate to the severity of the offense.

Administration will make the final decision on disciplinary actions.

If the administration determines that a Restorative Action Plan would not be practicable, the following discipline measures may be imposed: RPC, Suspension, or Expulsion.

The disciplinary charts shall only be used if:

1. A student has not followed or has violated their Restorative Action Plan
2. School administration has deemed that Restorative Justice is not practicable

Attachment 2 - Restorative Justice Plan

3. State law does not require Restorative Justice to take place

Additionally, pursuant to NRS 392.467 a student may be expelled, suspended, or removed if they have been charged with a crime if:

- a. The school conducted its own documented investigation
- b. The school gives notice of the charges brought against the student

PAN Guidelines for Success

Behavior Expectations Matrix

	Hallway	Classroom	Restroom	Cafeteria	Recess/ Playground	Virtual Learning
Respect	Walk quietly	Speak respectfully	Respect the privacy of others	Raise hand before leaving seat	Keep hands, feet, and objects to self	Use kind and encouraging words
Accountability	Keep clean	Be prepared and ready to learn	Clean up after yourself	Clean up your area	Clean up after yourself	Set up an appropriate area for learning
Responsibility	Walk on the right side of the hallway	Follow classroom expectations and rules	Return to class promptly	Maintain a low speaking voice	Line up when whistles blown	Be prepared and ready to learn
Integrity	Return to class promptly	Give best effort	Use time wisely	Use table manners	Take care of play equipment	Arrive on time and stay until dismissed
Safety	Maintain personal space	Maintain personal space	Wash hands for 20 seconds	Only eat your food	Maintain personal space	Follow class expectations

Attachment 2 - Restorative Justice Plan

Pinecrest Restorative Justice Plan Elementary School Minor and Major Infractions

Restorative Classroom Management

Teachers will create and implement a discipline and restorative justice management plan in their classrooms. Students, parents, and administration will be notified of each teacher's management plan and classroom expectations. Teachers will use Restorative Justice practices such as community-building circles, norm-setting, community circle for content, and restorative chats. The teacher will first start with implementing basic restorative skills such as listening, effective communication, and curiosity questions. Teachers will use proactive, positive behavior interventions by using effective procedures, love, patience, and consistency. Some of these interventions might include establishing routines, silent signals, proximity, quiet corrections, giving students a task, taking a break, positive phrasing, stating the behavior you want to see, and tangible reinforcers.

A student who is younger than 11 years old must not be suspended or expelled unless state law would allow.

Minor Behaviors

Examples of Minor Behaviors
<ul style="list-style-type: none">● Off task.● Not following directions.● Disrupting or distracting the class.● Talking out of turn.● Inappropriate voice level.● Unprepared for class.● Tipping chair.● Teasing others.● Name-calling.● Arguing with staff.● Using hands inappropriately.● Misusing classroom materials.● Lying.● Inappropriate language.● Disrespecting students of staff.

Attachment 2 - Restorative Justice Plan

First Offense

- Provide in-class interventions according to their Restorative Behavior Management Plan.
- Reteach the expectation and skill, and work with students to determine how to fix the situation.
- If necessary, teachers will contact the parent/guardian within 24 hours. (Email or phone call.)
- Teachers will document behavior as an initial warning.

Second Offense

- Provide a **different** in-class intervention according to their Restorative Behavior Management Plan.
- Reteach the expectation and skill, and work with students to determine how to fix the situation.
- If necessary, teachers will contact the parent/guardian within 24 hours. (Email or phone call.)
- Teachers will document behavior as a second warning.
- If necessary, students will complete a behavior self-reflection sheet.

Third Offense

- Provide a **different** in-class intervention according to their restorative behavior management plan.
- Reteach skills and work with students to determine how to fix the situation.
- Issue a restorative consequence for behavior or establish a teacher/student behavior contract.
- Teachers will contact the parent/guardian within 24 hours. (Email, phone, or in-person conference.)
- Teachers will document behavior and may issue a citation or warning.
- Students will complete a behavior self-reflection sheet.

Fourth Offense

- Provide a **different** in-class intervention according to their restorative behavior management plan.
- Reteach skills and work with students to determine how to fix the situation.
- Issue a restorative consequence for behavior or establish a teacher/student behavior contract.
- Teachers will contact the parent/guardian within 24 hours. (Email, phone, or in-person conference.)

Attachment 2 - Restorative Justice Plan

- Teachers will document behavior and may issue a citation or warning.
- Students will complete a behavior self-reflection sheet.

Or if necessary, submit office referral:

- Teachers will document and notify the Dean of Students of habitual behavior.
- The Dean of Students or administrator will come to the classroom to work with the student, if the student is uncooperative they may be removed to the office.
- Dean of Students or administrator will contact a parent/guardian to notify them of the student's behavior.
- Dean of Students or administrator will issue a restorative consequence for behavior or schedule a restorative action plan conference or RPC.

Major Behaviors

Examples of Major Behaviors

- Vandalism.
- Inappropriate sexual behavior.
- Bullying.
- Harassment.
- Threatening.
- Academic dishonesty.
- Physical aggression.

Persistent and more intense:

- Off task.
- Defiance.
- Disrupting or distracting the class.
- Inappropriate voice level.
- Hate speech.
- Arguing with staff.
- Using hands inappropriately.
- Misusing classroom materials.
- Inappropriate language.
- Disrespecting students or staff.

Attachment 2 - Restorative Justice Plan

Major Behaviors (Habitual minor behaviors will become major behaviors)

- Teachers will document and notify the Dean of Students or administrator of habitual behavior or major behavior.
- Student will be escorted to the office for administrative intervention.
- Dean of Students will document behaviors on a Discipline Referral in Infinite Campus
- The Dean of Students or administrator will contact the parent/guardian to notify them of the students' behavior.
- The Dean of Students will determine if it's necessary to schedule a restorative action plan conference or RPC. During this meeting the team (student, Dean, teacher, AP, and Parent) will discuss an appropriate restorative action plan.
- Dean of Students may issue consequences for behavior and/or establish a restorative action plan for the student, or refer to the Behavior Support Team.

Restorative Action Plan Conference Guide

Accountability

- 1- Listen emphatically as the student shares their account of what occurred.
- 2- Student Identifies and acknowledges problem behavior.

Educate

- 3- Students are guided to think through a more appropriate course of action.
- 4- Student understands and agrees on a more appropriate course of action

Repair the Harm

- 5 - Student identifies who or what was affected.
- 6 - Student with the Dean and/or team discuss additional options for educating, repairing the harm, and/or consequences.

Examples include but are not limited to:

- RJ Learning Center
- Letter of apology or verbal apology ___ teacher ___ student ___ class ___ Staff
- Social Skills/Character Video Lesson and Questions
- Mediation
- Required Parent Conference
- In-School Suspension
- Refocus Time
- Behavior Expectations Small Group Class
- Complete a behavior Self Monitoring Form
- Character Building Assignment
- Campus Community Service
- Research regarding the effects of the problem behavior
- Inverse suspension (ie. Parent attends class or recess with student)
- Student/parent workshops
- Referred to community-based support

Attachment 2 - Restorative Justice Plan

Reestablish Rapport and Reintegrate

<p style="text-align: center;">Pinecrest Restorative Justice Plan</p> <p style="text-align: center;">Middle School Minor and Major Infractions</p>
<p>Minor and Major Behavior Documentation</p> <p>Administration has the ability to determine disciplinary actions, restorative and punitive, at their discretion in line with State laws and Pinecrest Academy of Nevada policies.</p> <p>Minor Behaviors</p> <p>Teacher will write up student in progressive discipline.</p> <p>Deans will impose Restorative Justice/Punitive actions after 5 write-ups based on the infraction(s).</p> <p>Major Behaviors</p> <p>The administration will issue a Major Write Up and document major behavior occurrences in IC.</p> <p>The administration will notify parents of behavior and consequences and follow up with the teacher.</p> <p>The administration will run behavior reports monthly for school data meetings.</p>
<p style="text-align: center;">Restorative Justice Action Examples Follow</p>

Attachment 2 - Restorative Justice Plan

INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Alcohol Possession and / or Use (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS	RPC / SUS Pending EXP		
Arson (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS Pending EXP	RPC / SUS Pending EXP		
Assault to Adult (Verbal or Physical)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability		
	RPC / Change of Placement	RPC / Change of Placement / Possible SUS / Possible EXP	SUS Pending EXP	
Automobile Misuse	Restorative Interventions Category: Support by Social and	Restorative Interventions Category: Reintegration by	Restorative Interventions Category: Support by	

Attachment 2 - Restorative Justice Plan

	Emotional Learning	Accountability	Community	
	RPC / Change of Placement	RPC / SUS / Revoke Privileges	RPC / SUS Pending EXP	
Battery - Student (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	RPC / SUS Pending EXP		
Battery - Employee (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS Possible EXP	RPC / SUS Pending EXP		
Bullying / Cyber Bullying	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Community	
	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols SUS	Follow SB504 Protocols SUS / Possible EXP
Campus Disruption	Restorative Interventions Category:	Restorative Interventions Category: Support		

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(May Involve Police)	Reintegration by Accountability	by Community		
	RPC / Change of placement / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	SUS Pending EXP	
Classroom Disruption (Minor)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	
	Classroom Progressive Disc. / Parent Contact / Possible Dean Involvement	RPC / Change of Placement / Behavior Contract	RPC / Possible SUS	
Classroom Disruption (Major)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement	RPC / SUS / Possible EXP	SUS Pending EXP	
Technology Misconduct	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	

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	Minor – RPC	Minor - Loss of privileges for a period	Minor - RPC / Change of Placement / Possible SUS	
	Major-RPC / Change of Placement	Major - RPC / Possible SUS	Major - SUS / Possible EXP	
Controlled Substance Use and / or Possession (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS	SUS Pending EXP		
Controlled Substance Sale and / or Distribution (Involve Police)	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	SUS Pending EXP		
Controlled Substance Paraphernalia (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	
	Parent Contact / RPC / Change of Placement	RPC / Change of Placement	RPC / SUS	SUS Pending EXP

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Detention No-Show	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning		
	Student Conference	RPC	RPC / Change of Placement	RPC / Change of Placement
Disorderly Conduct (Student Profanity / Gestures Towards Students)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	Student Conference / Parent Contact	RPC	RPC / Possible Change of Placement / Possible SUS	SUS / Possible EXP
Distribution of Porn (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability		
	RPC / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	SUS Pending EXP	
Dress Code	Restorative Interventions Category: Support by Social and Emotional	Restorative Interventions Category: Reintegration by	Restorative Interventions Category: Reintegration by	

Attachment 2 - Restorative Justice Plan

	Learning	Accountability	Accountability	
	Warning / Parent Contact / Possible Change of Placement	RPC / Possible Change of Placement	RPC / Change of Placement	RPC / Change of Placement / Detention
Explosive Devices (Involve Police)	Restorative Interventions Category: Support by Community			
	RPC / SUS Pending EXP			
Fighting (Physical Aggression)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Change of Placement / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP	RPC / SUS Pending EXP
Fighting (Initiating Physical Altercation)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / SUS	RPC / SUS / Possible EXP	RPC / SUS Pending EXP	
	Restorative Interventions	Restorative Interventions	Restorative Interventions	Restorative Interventions

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Verbal Altercation	Category: Restoration by Healing and Repairing Harm	Category: Restoration by Healing and Repairing Harm	Category: Support by Social and Emotional Learning	Category: Reintegration by Accountability
	Student Conference / Parent Contact	RPC	Change of Placement	SUS / Possible EXP
Forgery (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability
	RPC / Possible Change of Placement	RPC / Change of Placement	RPC / SUS	SUS / Possible EXP
Gambling (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community
	RPC / Possible Change of Placement / Possible SUS	RPC / Change of Placement / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP
Gang Fighting (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS /	RPC / SUS /		

Attachment 2 - Restorative Justice Plan

	Possible EXP	Pending EXP		
Gang Activity (Involve police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Possible SUS / Possible EXP	RPC / SUS Pending EXP		
Habitual Disregard of School Rules	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	Student Conference / RPC / Possible Change of Placement / Possible SUS	RPC / Change of Placement / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP
Harassment / Threats towards students	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	RPC / Possible SUS	RPC / Possible SUS	SUS	SUS Pending EXP
Immoral Conduct	Restorative Interventions Category: Support by Social and	Restorative Interventions Category: Support by Social and	Restorative Interventions Category: Reintegration by	Restorative Interventions Category: Reintegration by

Attachment 2 - Restorative Justice Plan

	Emotional Learning	Emotional Learning	Accountability	Accountability
	Student Conference / Parent Contact / Possible Change of Placement	RPC / Change of Placement	Change of Placement / Possible SUS	SUS / Possible EXP
Incitement (May Involve police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Behavior Contract / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP	
Insubordination	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Restoration by Healing and Repairing Harm
	Student Conference / Parent Contact / Possible Change of Placement	RPC / Behavior Contract / Possible Change of Placement	RPC / Possible SUS	SUS
Leaving Campus / Class Without Permission (May Involve	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community

Attachment 2 - Restorative Justice Plan

Police)	Student Conference / Parent Contact / RPC	RPC / Possible Change of Placement / Detention	RPC / Detention / Possible SUS	RPC / Detention / SUS
Nuisance Items	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning
	Student Conference / Confiscate and Return to Student at End of Day	Confiscate Item for Parent Pick-up	RPC / Parent Pick-up	RPC / Change of Placement
Possession of Stolen Property (Under \$500) (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	Student Conference / Confiscate Items / RPC	RPC / Possible SUS	SUS / Possible EXP	
Possession of a Weapon (Non NRS)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Possible Change of Placement /	Change of Placement / SUS / Possible EXP	SUS Pending EXP	

Attachment 2 - Restorative Justice Plan

	Possible SUS			
Profanity Towards Employee	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Possible Change of Placement / Possible SUS	RPC / Change of Placement / Possible SUS	RPC / SUS	
Robbery/ Extortion (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / SUS	RPC / SUS / Possible EXP	SUS Pending EXP	
Scholastic Dishonesty	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Possible Redo / Possible Zero	RPC / Change of Placement / Possible Zero	RPC / Zero / Possible SUS	
Sexual Assault (Involve Police)	Restorative Interventions Category: Reintegration by			

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	Accountability			
	SUS Pending EXP			
Spraying Propellants (Tear Gas, Pepper Spray, Fire Extinguisher)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Behavior Contract / Possible SUS / Possible EXP	SUS Pending EXP		
Tardies	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact / RPC	RPC / Possible Change of Placement / Detention	RPC / Possible SUS	RPC / Detention / SUS
Threats - Student (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Behavior Contract / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	RPC / SUS Pending EXP	

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Threats - Employee (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of Placement / Possible SUS / Possible EXP	RPC / SUS Pending EXP		
Theft (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement / Compensation / Possible SUS	RPC / Compensation / SUS / Possible Expulsion	SUS Pending EXP	
Tobacco Possession and/or Use	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Confiscate / Change of Placement	RPC / Confiscate / Change of Placement / Possible SUS	RPC / Confiscate / SUS	
Truancy (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional	Restorative Interventions Category: Support by Social and Emotional	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community

Attachment 2 - Restorative Justice Plan

	Learning	Learning		
	Parent Contact / Possible Referral to SSP	Parent Contact / Truancy Contract / Detention	Parent Contact / Truancy Letter / Possible Contact With Outside Agency	Contact outside agency
Vandalism/ Destruction or Defacing Property (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of Placement / Compensation / Possible SUS/ Possible EXP	RPC / Compensation / SUS / Possible EXP	Compensation / SUS Pending EXP	
Weapons	Restorative Interventions Category: Reintegration by Accountability			
	RPC / SUS Pending EXP			

Attachment 2 - Restorative Justice Plan

Pinecrest Restorative Justice Plan

High School Minor and Major Infractions

Minor and Major Behavior Documentation

Administration has the ability to determine disciplinary actions, restorative and punitive, at their discretion in line with State laws and Pinecrest Academy of Nevada policies.

Minor Behaviors

Teacher will write up student in progressive discipline.

Deans will impose Restorative Justice/Punitive actions after 5 write-ups based on the infraction(s).

Major Behaviors

The administration will issue a Major Write Up and document major behavior occurrences in IC.

The administration will notify parents of behavior and consequences and follow up with the teacher.

The administration will run behavior reports monthly for school data meetings.

Restorative Justice Action Examples Follow				
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Alcohol Possession	Restorative Interventions Category:	Restorative Interventions Category:		

Attachment 2 - Restorative Justice Plan

and/or Use (Involve Police)	Reintegration by Accountability	Support by Community		
	RPC / SUS	RPC / SUS Pending EXP		
Arson (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS Pending EXP	RPC / SUS Pending EXP		
Assault to Adult (Verbal or Physical)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability		
	RPC / Change of Placement / Possible SUS / Possible EXP	SUS Pending EXP		
Automobile Misuse	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Change of Placement	RPC / SUS / Revoke Privileges	RPC / SUS Pending EXP	

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Battery - Student (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS Possible EXP	RPC / SUS Pending EXP		
Battery - Employee (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	RPC / SUS Pending EXP		
Bullying/Cyber Bullying	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Community	
	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols SUS	Follow SB504 Protocols SUS / Possible EXP	
Campus Disruption (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Change of placement / Possible SUS /	RPC / SUS / Possible EXP	SUS Pending EXP	

Attachment 2 - Restorative Justice Plan

	Possible EXP			
Classroom Disruption (Minor)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	
	RPC / Change of Placement / Behavior Contract	RPC / Possible SUS	SUS	
Classroom Disruption (Major)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Change of placement / Possible SUS	RPC / SUS / Possible EXP	SUS Pending EXP	
Technology Misconduct	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	Minor – RPC Major-RPC / Change of Placement /	Minor - Loss of privileges for a period Major - RPC / Possible SUS	Minor - RPC / Change of Placement / Possible SUS Major - SUS / Possible EXP	

Attachment 2 - Restorative Justice Plan

	Possible SUS			
Controlled Substance Use and/or Possession (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	SUS Pending EXP		
Controlled Substance Sale and/or Distribution (Involve Police)	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	SUS Pending EXP		
Controlled Substance Paraphernalia (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Change of Placement	RPC / SUS	SUS Pending EXP	
Detention No-Show	Restorative Interventions Category: Support by Social and Emotional	Restorative Interventions Category: Support by Social and Emotional		

Attachment 2 - Restorative Justice Plan

	Learning	Learning		
	RPC	RPC / Change of Placement	RPC / Change of Placement	RPC with Admin
Disorderly Conduct (Student Profanity/ Gestures Towards Students)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Possible Change of Placement / Possible SUS	Change of Placement / Possible SUS	SUS / Possible EXP	SUS Pending EXP
Distribution of Porn (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability		
	RPC / Possible SUS / Possible EXP	SUS pending EXP		
Dress Code	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	

Attachment 2 - Restorative Justice Plan

	Warning / Parent Contact / Possible Change of Placement	RPC / Possible Change of Placement	RPC / Change of Placement	RPC / Change of Placement / Detention
Explosive Devices (Involve Police)	Restorative Interventions Category: Support by Community			
	RPC / SUS Pending EXP			
Fighting (Physical Aggression)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Change of Placement / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP	RPC / SUS Pending EXP
Fighting (Initiating Physical Altercation)	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / SUS	RPC / SUS / Possible EXP	RPC / SUS Pending EXP	

Attachment 2 - Restorative Justice Plan

Verbal Altercation	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact	RPC	Change of Placement	SUS / Possible EXP
Forgery (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability
	RPC / Possible Change of Placement	RPC / Change of Placement	RPC / SUS	SUS / Possible EXP
Gambling (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community
	RPC / Possible Change of Placement / Possible SUS	RPC / Change of Placement / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP
Gang Fighting (May Involve	Restorative Interventions Category: Reintegration by	Restorative Interventions Category: Support by		

Attachment 2 - Restorative Justice Plan

Police)	Accountability	Community		
	RPC / SUS / Possible EXP	RPC / SUS / Pending EXP		
Gang Activity (Involve police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Possible SUS / Possible EXP	RPC / SUS Pending EXP		
Habitual Disregard of School Rules	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community
	Student Conference / RPC / Possible Change of Placement / Possible SUS	RPC / Change of Placement / Possible SUS	RPC / SUS / Possible EXP	SUS Pending EXP
Harassment/ Threats towards students	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	

Attachment 2 - Restorative Justice Plan

	RPC / Possible SUS	RPC / SUS	SUS Pending EXP	
Immoral Conduct	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact / Possible Change of Placement	RPC / Change of Placement	Change of Placement / Possible SUS	SUS / Possible EXP
Incitement (May Involve police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	
	RPC / Behavior Contract / Possible SUS	RPC / SUS	RPC / SUS / Possible EXP	
Insubordination	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Behavior Contract / Possible Change	RPC / Possible SUS	SUS	

Attachment 2 - Restorative Justice Plan

	of Placement			
Leaving Campus/ Class Without Permission (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Possible Change of Placement / Detention	RPC / Possible SUS	RPC / Detention / SUS	
Nuisance Items	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning
	Student Conference / Confiscate and Return to Student at End of Day	Confiscate Item for Parent Pick-up	RPC / Parent Pick-up	RPC / Change of Placement
Possession of Stolen Property (Under \$500) (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	Student Conference / Confiscate Items / RPC / Possible SUS	SUS / Possible EXP		

Attachment 2 - Restorative Justice Plan

Possession of a Weapon (Non NRS)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	Change of Placement / SUS / Possible EXP	SUS Pending EXP		
Profanity Towards Employee	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Reintegration by Accountability	
	RPC / Possible Change of Placement / Possible SUS	RPC / Change of Placement / Possible SUS	RPC / SUS	
Robbery/ Extortion (Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / SUS / Possible EXP	SUS Pending EXP		
Scholastic Dishonesty	Restorative Interventions Category: Support by Social and Emotional	Restorative Interventions Category: Reintegration by Accountability		

Attachment 2 - Restorative Justice Plan

	Learning			
	RPC / Change of Placement / Possible Zero	RPC / Zero / Possible SUS		
Sexual Assault (Involve Police)	Restorative Interventions Category: Reintegration by Accountability			
	SUS Pending EXP			
Spraying Propellants (Tear Gas, Pepper Spray, Fire Extinguisher)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Behavior Contract / Possible SUS / Possible EXP	SUS Pending EXP		
Tardies	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability
	Student Conference / Parent Contact / RPC	RPC / Possible Change of Placement / Detention	RPC / Possible SUS	RPC / Detention / SUS

Attachment 2 - Restorative Justice Plan

Threats - Student (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	
	RPC / Behavior Contract / Possible SUS / Possible EXP	RPC / SUS / Possible EXP	RPC / SUS Pending EXP	
Threats - Employee (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC, Change of Placement / Possible SUS/ Possible EXP	RPC / SUS Pending EXP		
Theft (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC / Change of Placement / Compensation / Possible SUS	RPC / Compensation / SUS / Possible Expulsion	SUS Pending EXP	
Tobacco Possession and/or Use	Restorative Interventions Category: Support by Social and Emotional	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	

Attachment 2 - Restorative Justice Plan

	Learning			
	RPC / Confiscate / Change of Placement /	RPC / Confiscate / Change of Placement / Possible SUS	RPC / Confiscate / SUS	
Truancy (May Involve Police)	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Support by Social and Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community
	Parent Contact /Possible Referral to SSP	Parent Contact /Truancy Contract /Detention	Parent Contact /Truancy Letter/ Possible Contact With Outside Agency	Contact Outside Agency
Vandalism/ Destruction or Defacing Property (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		
	RPC/ Compensation/ SUS/ Possible EXP	Compensation/ SUS Pending EXP		
Weapons	Restorative Interventions Category: Reintegration by Accountability			

Attachment 2 - Restorative Justice Plan

	RPC/SUS Pending EXP			
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Attachment 2 - Restorative Justice Plan

Restorative Justice Actions for Secondary

Infraction	Restorative Justice Actions
Alcohol Possession/Use (Involve Police)	<ul style="list-style-type: none"> ● Encouraged enrollment in addiction/alcohol program ● Daily check-ins with Dean ● Weekly check-ins with SSP
Arson (Involve Police)	<ul style="list-style-type: none"> ● Encouraged counseling ● In-school beautification activity ● RPC with information for programs/counselor contacts
Assault to Adult (Verbal or Physical)	<ul style="list-style-type: none"> ● Repair harm to the staff-student relationship ● Activities/anger management ● Conflict resolution training ● Repair harm to staff-student relationship activity ● Mandatory counseling for conflict resolution
Automobile Misuse	<ul style="list-style-type: none"> ● Daily check-in/check-out (time determined by behavior team)
Battery - Student (Involve police)	<ul style="list-style-type: none"> ● Peer-to-Peer mediation ● Preventive and Post-conflict Resolution Program
Battery - Employee (Involve police)	<ul style="list-style-type: none"> ● Teacher-to-student mediation
Bullying/Cyber Bullying	<ul style="list-style-type: none"> ● Preventive and Post-conflict Resolution Program ● Peer Jury ● Move to a new location in the classroom while an investigation is underway ● Take away privileges ● Assigned seat in the lunchroom ● Teach conflict resolution skills ● Teach coping skills ● Teach relationship skills ● Teach relaxation techniques ● Teach social skills
Campus Disruption (May involve police)	<ul style="list-style-type: none"> ● Daily check-in/check-out (time determined by behavior team)
Classroom Disruption (Minor)	<ul style="list-style-type: none"> ● Call parent or email home ● Have student repeat back directions ● Help student start an assignment ● Individual workspace for student ● Move student to a new location in the classroom ● Redirect the student

Attachment 2 - Restorative Justice Plan

	<ul style="list-style-type: none"> ● Reward system and incentives ● Student takes a break ● Take away unstructured time ● Talk one on one with the student ● Teach conflict resolution ● Teach coping skills ● Teach relationship skills ● Teach relaxation techniques ● Teach social skills ● Move assigned seat
Classroom Disruption (Major)	<ul style="list-style-type: none"> ● Tribunal
Technology Misconduct	<ul style="list-style-type: none"> ● Computer Ethics Activities ● Cyber Security Class assistant time ● Computer Science assistant time
Controlled Substance Use or Possession (Involve police)	<ul style="list-style-type: none"> ● Daily check in/check out (time determined by behavior team) ● Daily/random backpack and locker checks
Controlled Substance Sale and/or Distribution (Involve police)	<ul style="list-style-type: none"> ● Random searches by dean ● Behavior contract ● Mandatory enrollment in addiction/alcohol program
Controlled Substance Paraphernalia (May Involve Police)	<ul style="list-style-type: none"> ● Random searches by dean ● Behavior contract ● Mandatory enrollment in addiction/alcohol program
Detention NO-Show	<ul style="list-style-type: none"> ● Daily check-in/check-out (time determined by behavior team)
Disorderly Conduct (Student Profanity / Gestures Towards Students)	<ul style="list-style-type: none"> ● Peer Mediation ● Tribunal
Distribution of Porn (May Involve Police)	<ul style="list-style-type: none"> ● Daily check-in/check-out (time determined by behavior team) ● Daily/random backpack and locker checks
Dress Code	<ul style="list-style-type: none"> ● Daily check-in/check out (time determined by behavior team)

Attachment 2 - Restorative Justice Plan

Explosive Devices (Involve police)	<ul style="list-style-type: none"> ● Daily or weekly check in with the counselor or safe school professional
Fighting (Physical Aggression)	<ul style="list-style-type: none"> ● Peer Mediation ● Tribunal
Fighting (Initiating Physical Altercation)	<ul style="list-style-type: none"> ● Peer Mediation ● Tribunal ● RPC with Admi
Verbal Altercation	<ul style="list-style-type: none"> ● Peer Mediation ● Tribunal
Forgery (May Involve Police)	<ul style="list-style-type: none"> ● Ethics Activities ● English Class assistant time
Gambling (May Involve Police)	<ul style="list-style-type: none"> ● Ethics Activities ● Tribunal
Gang Fighting (May Involve Police)	<ul style="list-style-type: none"> ● Peer Mediation ● Tribunal
Gang Activity (Involve police)	<ul style="list-style-type: none"> ● Peer Mediation ● Tribunal
Habitual Disregard of School Rules	<ul style="list-style-type: none"> ● Tribunal ● RPC with Admin
Harassment - Threats towards students	<ul style="list-style-type: none"> ● Peer Mediation ● Tribunal
Immoral Conduct	<ul style="list-style-type: none"> ● Ethics Activities ● Mentor Activities with Student Leaders
Incitement (May Involve police)	<ul style="list-style-type: none"> ● Daily or weekly check in with the counselor or safe school professional
Insubordination	<ul style="list-style-type: none"> ● Daily check in/check out (time determined by behavior team) ● Tribunal ● Employee - student mediation
Leaving Campus / Class Without Permission (May Involve Police)	<ul style="list-style-type: none"> ● Peer Mediation ● Tribunal
Nuisance Items (Minor)	<ul style="list-style-type: none"> ● Daily check in/check out (time determined by behavior team) ● Tribunal

Attachment 2 - Restorative Justice Plan

Possession of Stolen Property (Under \$500) (May Involve Police)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks
Possession of a Weapon (non NRS)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks
Profanity Towards Employee	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team)
Robbery/Extortion (Involve Police)	<ul style="list-style-type: none"> • Daily or weekly check in with the counselor or safe school professional
Scholastic Dishonesty	<ul style="list-style-type: none"> • Tribunal • Receive 0 on the assignment • Redo assignment in the presence of staff
Sexual Assault (Involve Police)	<ul style="list-style-type: none"> • Daily or weekly check in with the counselor or safe school professional
Spraying Propellants (Tear Gas, Pepper Spray, Fire Extinguisher)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks
Tardies	<ul style="list-style-type: none"> • Tribunal
Threats - Student (May Involve police)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks • Peer mediation
Threats - Employee (May Involve Police)	<ul style="list-style-type: none"> • Daily or weekly check in with the counselor or safe school professional
Theft (May Involve police)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks
Tobacco Possession and / or Use	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team) • Daily/random backpack and locker checks
Truancy (May Involve Police)	<ul style="list-style-type: none"> • Daily check in/check out (time determined by behavior team)

Attachment 2 - Restorative Justice Plan

Vandalism/Destruction or Defacing Property (May Involve Police)	<ul style="list-style-type: none">• Daily check in/check out (time determined by behavior team)• Daily/random backpack and locker checks
Weapons	<ul style="list-style-type: none">• Daily check in/check out (time determined by behavior team)• Daily/random backpack and locker checks

Attachment 2 - Restorative Justice Plan

Pinecrest Academy of Nevada Student Restorative Plan of Action

Student First and Last Name:

Student Number:

DOB:

Grade Level:

Restorative Justice Administrator/Dean:

Select the Applicable Interventions from the Interventions Below

Support By Community

Starting on {date}, [student name] will have weekly scheduled meetings with [administrator/dean name], the student success specialist (replace with any title appropriate at your school). [student name] will also be able to meet with them as they need to if they are available.

This intervention was selected with the goal of building, strengthening, and restoring relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.

Support by Social & Emotional Learning

[student name] will participate in mentorship and/or after school lessons tailored to their needs, starting with a lesson on respect (towards others and themselves) on {date}. [student name] will complete the assignment and participate in a debriefing with a Student Success Advocate (replace with any title appropriate at your school).

This intervention was selected intentionally to teach [student name] self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.

Reintegration by Accountability

On {date} and {date}, [student name] participated in Restorative Conversations with [teacher name] to discuss the events leading up to the incident, how [student name] was feeling at the time of the event, who they impacted with their choices, and what they needed to do to make things "right". Expectations for classroom behavior were clearly explained and [student name] had the opportunity to ask clarifying questions as necessary.

We must set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.

Attachment 2 - Restorative Justice Plan

Restoration by Healing and Repairing Harm

On {date}, [student name] elected to write a letter of apology to [teacher name], the teacher they cussed at in front of the class. The letter was sincere and addressed the situation thoroughly. The letter was shared with [teacher name].

[student name] was offered the opportunity to sit down with [teacher name] to discuss the matter. [student name] declined at this time.

We must identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.

How will the interventions work together to provide the student with support to be successful:

_____ The rules and expectations of behavior have been clearly explained to [student name]. [student name] has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment. [student name] has talked about alternate ways of handling a similar situation in the future and has developed a plan to be better prepared for days when they come to school frustrated. Additionally, by providing [student name] with access to multiple staff members and opportunities to seek assistance, we are helping [student name] to see that there are many people on campus who care about them and their success. We want to ensure that they know they can come to any of us for help or assistance and we can help them work through their struggles.

Seeking a change of placement? Y or N

If seeking removal, provide justification for removal. What interventions are not available at this school?

Administrator Name/Title _____

Administrator Signature _____

Student Name _____

Student Signature _____



March 01, 2022

To Whom It May Concern:

I am writing to express my support of the expansion of the Pinecrest Academy of Nevada Charter into the Springs Preserve area of Las Vegas, Nevada. Pinecrest Academy of Nevada has been operating for the past ten years in Henderson, Nevada, and I am excited about the possibility of their high achieving STEM program being offered to families in our neighborhood.

The goals of Pinecrest Academy of Nevada provide for a systematic approach to raising academic achievement of students and preparing students for the college and career of their choice. The recent success of Pinecrest Academy Schools demonstrates the commitment of school personnel to developing high quality STEM infused instruction commensurate with students' readiness/ability levels. The results have been continuous improvement in student achievement and academic growth.

If approved, the Springs Preserve will partner with Pinecrest Academy in the following areas:

- Sharing virtual programming with vocabulary, curriculum and Google Slide decks on Conservation and Environmental Science for students in grades K-8 through our Springboard Series
- Providing volunteer and internship opportunities for high school students within the Zoology Department, Butterfly Habitat and Botanical Gardens
- Provide parent engagement opportunities both at the school and at Springs Preserve
- Help the school create and implement a Career Technical Education (CTE) program for Environmental Science
- Consistent access to our 12,000 square foot Teaching Garden with curriculum and lessons developed by horticulture experts
- Significantly reduced admission to the facility for low income families through our Museums for All access program

I support the expansion of Pinecrest Academy and would be happy to support quality educational options for families in the Springs Preserve area.

Sincerely,

Lisa Windom
Preserve Manager



March 01, 2022

To Whom It May Concern:

We are writing to express our support of the expansion of the Pinecrest Academy of Nevada Charter into the Springs Preserve area of Las Vegas, Nevada. As parents of children currently attending Pinecrest Inspirada, we believe and have seen first-hand the benefits of a high quality education program on a local community. We are excited for the possibility of Pinecrest's high achieving STEM program being offered to families in this designated area.

The goals of Pinecrest Academy of Nevada provide for a systematic approach to raising academic achievement of students and preparing students for the college and career of their choice. The recent success of Pinecrest Academy Schools demonstrates the commitment of school personnel to developing high quality STEM infused instruction commensurate with students' readiness/ability levels. The results have been continuous improvement in student achievement and academic growth.

We have been a part of the Pinecrest Inspirada family for over 6 years, and each year our administration levels up even more than the previous year. One extraordinary example of how this administration set themselves miles ahead was during the COVID shut down. It was very evident our administration worked to no end to ensure all kids had a teacher on Zoom and ongoing schoolwork during the transition to at home learning. What this administration has accomplished far exceeded what any parent could have anticipated or hoped for during a pandemic and beyond.

Leslie and I are so thankful to this school and its administration for all of their hard work and dedication to our three children. We support the expansion of Pinecrest Springs and would be happy to support a "School of Choice" for families in the Springs Preserve area. Las Vegas needs more Pinecrest Academy campuses and the exceptional leadership that comes from Mr. O'Dowd and Mr. Albrecht.

Sincerely,

Two handwritten signatures in blue ink. The first signature is for Matt Farnham and the second is for Leslie Farnham.

Matt & Leslie Farnham
Broker/Owners of Team Farnham at Crown Point Realty



702-530-7289 | TEAM@TEAMFARNHAM.COM | 980 AMERICAN PACIFIC #111 HENDERSON NV 89014

Attachment 3 - Community Support Letters



March 01, 2022

State Public Charter School Authority (SPCSA)
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

To Whom It May Concern:

We are writing to express our support of the expansion of the Pinecrest Academy of Nevada Charter into the Springs Preserve area of Las Vegas, Nevada. Truman Orthodontics has been a proud sponsor of Pinecrest School in Henderson, Nevada, and have seen first-hand the benefits of a high quality education program on a local community. We are excited for the possibility of Pinecrest's high achieving STEM program being offered to families in this designated area.

The goals of Pinecrest Academy of Nevada provide for a systematic approach to raising academic achievement of students and preparing students for the college and career of their choice. The recent success of Pinecrest Academy Schools demonstrates the commitment of school personnel to developing high quality STEM infused instruction commensurate with students' readiness/ability levels. The results have been continuous improvement in student achievement and academic growth.

We support the expansion of Pinecrest Springs and would be happy to support a "School of Choice" for families in the Springs Preserve area.

Sincerely,

A handwritten signature in black ink, appearing to read 'Zachary B. Truman', with a long horizontal line extending to the right.

Zachary B. Truman DMD, MS

10855 S. Eastern Avenue, Henderson, NV 89052
702-221-2272
www.trumanortho.com



Inspiring Tomorrows™



March 04, 2022

To Whom It May Concern:

I am writing to express my support of the expansion of the Pinecrest Academy of Nevada Charter into the Springs Preserve area of Las Vegas, Nevada. Pinecrest Academy of Nevada has been operating for the past ten years in Henderson, Nevada, and I am excited about the possibility of their high achieving STEM program being offered to families in this area.

The goals of Pinecrest Academy of Nevada provide for a systematic approach to raising academic achievement of students and preparing students for the college and career of their choice. The recent success of Pinecrest Academy Schools demonstrates the commitment of school personnel to developing high quality STEM infused instruction commensurate with students' readiness/ability levels. The results have been continuous improvement in student achievement and academic growth.

If approved, Junior Achievement of Southern Nevada, will partner with the Pinecrest Springs School in the following areas:

- Offering financial literacy curriculum aligned with the Nevada Academic Content Standards that meet or exceed the state mandates for grade specific financial literacy
- Offering field trips with hands-on experiences to JA BizTown and JA Finance Park programs or comparable virtual programs
- Offering real-life simulations for students in business and entrepreneurship
- Offering career readiness and pathways programing
- Offering K-12 options and opportunities that compliment classroom content while giving students hands-on experiences supported by volunteers from the business community

I support the expansion of Pinecrest Springs and would be happy to support a "School of Choice" for families in the Springs Preserve area. Should you have any questions please contact me at 702-214-0503 or michelle.jackson@ja.org.

Sincerely,

A handwritten signature in black ink, appearing to be "MJ", written over a white background.

Michelle Jackson, President & CEO
Junior Achievement of Southern Nevada

Attachment 3 - Community Support Letters



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

03/21/2022

To Whom it May Concern:

I write in support of the expansion of the Pinecrest Academy of Nevada Charter into the Springs Preserve area of Las Vegas, Nevada.

As I have learned about Pinecrest Academy from its leadership team, I'm excited for the opportunity of a new, high-quality STEM school in our neighborhood. The dedication and passion for providing quality educational opportunities for students has been evident in each interaction I've had with the Pinecrest staff.

The goals of Pinecrest Academy of Nevada provide for a systematic approach to raising academic achievement of students and preparing students for the college and career of their choice. The results have been continuous improvement in student achievement and academic growth.

I am hopeful for our partnership with Pinecrest Academy. Opportunities for partnering include use of our gym and recreational facilities for learning opportunities; hosting family engagement events, providing before and after school programs for students and offering summer, winter and spring break programs.

We also have a preschool program for a small cohort of students here at our YMCA. It would be a great opportunity for students to have a high-quality public school of choice when they start school in such a close proximity.

Further, as a parent of a child who attends a public charter school, I know the challenges of our local district and the need for all of our children to have more access to a quality education. Pinecrest Academy would be a welcome addition to our surrounding community.

At the YMCA, we focus on healthy families and communities. We are advocates for strong education systems that strengthen neighborhoods. We also focus on youth development, diversity and inclusion for our families.

I am happy to support a "School of Choice" for families in the Springs Preserve area.

Emily Sowers
Executive Director
Bill and Lillie Heinrich YMCA



June 27, 2022

State Public Charter School Authority

Dear Nevada State Public Charter School Authority,

My name is Janet Crosswhite, I am the owner of Heavenly Smiles Mobile Dental, a preventative dental hygiene program provider in Southern Nevada. We are here to service our most vulnerable population by removing barriers to obtain access to care with our state-of-the-art safe mobile dental van.

I am writing to you in support of Pinecrest Springs Academy in Las Vegas, Nevada an excellent school of choice. We strongly support the approach and focusing on a STEM and Performing Arts curriculum learning environment in an underserved area to help nurture and prepare the children to be successful in college and throughout life.

Pinecrest Springs Academy will be a great addition to the existing tuition-free public charter schools in Clark County. Pinecrest Academy is the first charter school network in Nevada that received a Blue-Ribbon Educational award appointed by the US department of education. They will bring a proven educational approach in Las Vegas, by serving a diverse student population reflected of our community.

It would be an honor for Heavenly Smiles Mobile Dental to have the opportunity to collaborate pending approval and a more detailed agreement in the near future. Heavenly Smiles Mobile dental will provide the following services:

- Dental Screenings, safe radiographs (x-rays)
- Dental cleanings
- Fluoride Varnish treatments/silver diamine fluoride treatments
- Sealant program
- Oral Health Education
- Oral Health supplies

We look forward in helping these young ladies obtain and maintain a healthy oral lifestyle.

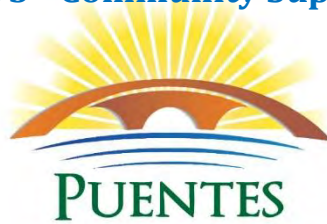
Sincerely,

A handwritten signature in black ink that reads "Janet Crosswhite RDH, BS, PHE". The signature is written in a cursive style with a large initial "J".

Janet Crosswhite RDH, BS, PHE

Janet Crosswhite RDH, BS, PHE

Attachment 3 - Community Support Letters



June 29, 2022

To Whom It May Concern:

I am writing this letter of support for Pinecrest Academy-Springs.

The goals of Pinecrest Academy is to provide for a systemic approach to raising academic achievement of students in Las Vegas, Nevada. The recent history of Pinecrest Academy partner schools demonstrates the commitment of school personnel to developing Pinecrest Academy- Springs based on educational research and providing the support necessary to successfully implement these programs. The result has been continuous improvement in the academic achievement of students.

As the President of Puentes, I highly support the opening of Pinecrest Academy-Springs and believe our partnership would entail the following:

- Joint development of volunteer programs for Pinecrest Academy students with Puentes as it seeks to serve disadvantaged communities in Las Vegas through the delivery of holistic health and wellness services.
- Cooperative use of the Pinecrest Academy campus to serve its immediate community and neighborhood with the delivery of holistic health and wellness services.
- In conjunction with our partners, joint development of emotional health and wellness support and mentorship programs for Pinecrest Academy students.

I support Pinecrest Academy and would be very happy to support the establishment and operation of this excellent school of choice in our community.

Sincerely,



R. Guy Girardin
President

Exhibit D - Course Descriptions

Elementary Grades K-5

Reading/Language Arts

The reading curriculum will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. Science and Social Studies nonfiction text will be used to teach reading skills and strategies. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information and media literacy.

Teachers will focus instruction on the 5 Big Ideas identified by the National Reading Panel: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Students will read a variety of text at their level to practice comprehension skills and strategies. Students will also be monitored to ensure their positive response to instruction in the classroom.

The writing process will be taught and all students will be required to write on a daily basis across the curriculum. While incorporating the Writing Traits, the ongoing writing strategies such as prewriting, drafting, revising, editing for language conventions, and publishing will help develop effective writers and enhance student performance on state writing assessments. Writing will also be stressed throughout the curriculum by incorporating projects such as daily journal entries, academic notebooks, and a school newspaper. The use of technology in the writing process will further enhance students ability to publish their work. Writing before, during, and after the main story selection from the school's adopted text will provide systematic, explicit writing instruction and ample practice in spelling, grammar, usage, and mechanics.

Students will also participate in school-wide structured writing assessments. By the end of the school year, students will have achieved a year's worth of learning by mastering the objectives and concepts aligned to the Nevada Academic Content Standards in Reading and Language Arts. The school will also include a strong language arts component with teachers using oral book lectures, poetry readings, roundtable discussions of novels, and creative and individualized writing instruction.

- McGraw Hill Wonders Reading
- Curriculum Associates Ready Reading and Writing

Mathematics

The mathematics curriculum will be aligned with NCTM Principles and Nevada Academic Content Standards for Mathematics by grade level for grades K-8. Mathematics activities will also include mental math, math stories, math games, and competitions.

The math programs selected in grade K-8 were specifically selected due to their philosophy of inquiry and the mathematical explanations required of all students. The curriculum is designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem

Attachment 4 - Course Descriptions

solving in all grades. Students will focus on computational fluency with whole numbers as a main goal in the elementary grades. Students will also have extensive work in the mathematical areas of rational numbers, geometry, measurement, data, and algebra. Math games are used as a tool for students to experience mathematics in fun and engaging activities. Ongoing assessments will be utilized to ensure students understand core mathematical concepts and enrichment/remediation will be provided to meet the needs of all learners.

- Curriculum Associates Ready Mathematics

Science

The science curriculum will prepare students to achieve the Next Generation Science Standards by incorporating a hands-on approach to learning of the central science themes: physical sciences, life sciences, earth and space sciences, engineering, technology, and application of science. Students will be immersed in non-fiction text to connect other content areas into science. Additionally, students will participate in hands-on science experiments while keeping science journals to extend their learning.

Social Studies

The social studies curriculum includes the study of related knowledge and modes of inquiry selected from history, the humanities, and the social sciences, including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, and sociology. Thematic units will integrate the various subjects and address key areas of social studies in alignment with Nevada Academic Content Standards. Character Education components (respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation) will be emphasized individually through thematic lessons and group projects.

Social Studies education will promote loyalty, love of country and community, and will prepare students to participate intelligently in public affairs. The curriculum will allow students to develop the knowledge and skills needed to understand current political and social issues. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders.

Middle School Grades 6-8

English Language Arts

ELA 6 Accelerated

This yearlong course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the faster instructional pacing and depth of content. This course is designed to build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

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Grade Level: 6

MS Credit Type: 6th Grade English

Associated Cost: Novel purchase
scores

Prerequisite: Teacher recommendation and qualifying diagnostic

ELA 6

This yearlong course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course is designed to build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

Grade Level: 6

MS Credit Type: 6th Grade English

Associated Cost: Novel purchase

Prerequisite: None

ELA 7 Accelerated

This yearlong course emphasizes the development of specific writing types; arguments, informative/explanatory texts, and narratives in which the development, organization, and style are appropriate to task, purpose, and audience, and are in accordance with the Nevada Academic Content Standards. Students demonstrate increasing sophistication in all aspects of language use. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use.

Grade Level: 7

MS Credit Type: 7th Grade English

Associated Cost: Novel purchase
scores

Prerequisite: C or better in ELA 6 Acc and qualifying diagnostic

ELA 7

This yearlong course emphasizes the development of specific writing types; arguments, informative/explanatory texts, and narratives in which the development, organization, and style are appropriate to task, purpose, and audience, and are in accordance with the Nevada Academic Content Standards. Students demonstrate increasing sophistication in all aspects of language use. A variety of literature and informational texts serve as models to improve writing skills. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use.

Grade Level: 7

MS Credit Type: 7th Grade English

Associated Cost: Novel purchase

Prerequisite: None

ELA 8 Accelerated

This yearlong course is based on the Nevada Academic Content Standards and emphasizes the development of critical reading and writing skills. This course is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced reading and/or writing skills. Students enrolled in this course read and write a variety of text independently and proficiently. A variety of grade level and above grade level text of steadily increasing sophistication is used. Through close reading, careful writing, class discussions, and

Attachment 4 - Course Descriptions

presentations, students deepen their ability to independently write, analyze, evaluate, and critique text. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use.

Grade Level: 8

MS Credit Type: 8th Grade English

Associated Cost: Novel purchase
scores

Prerequisite: C or better in ELA 7 Acc and qualifying diagnostic

ELA 8

This yearlong course is based on the Nevada Academic Content Standards and emphasizes the development of critical reading and writing skills. A variety of literature and informational text of varying rigor is used. Through close reading, careful writing, class discussions, and presentations, students deepen their ability to independently write, analyze, evaluate, and critique text. Students demonstrate increasing sophistication in all aspects of language use. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is integrated to enhance reading, writing, speaking, listening, and language use.

Grade Level: 8

MS Credit Type: 8th Grade English

Associated Cost: Novel purchase

Prerequisite: None

Mathematics

Math 6 Accelerated

This yearlong course is designed to prepare students for the increased rigor of the Nevada Academic Content Standards for Math 7 Accelerated/Pre-Algebra. This compacted course includes the grade six curriculum as well as a portion of the grade seven curriculum. This course focuses on five critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) complete understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; 4) developing an understanding of statistical thinking; and 5) developing an understanding of measurement, special relationships, and geometry. The use of manipulatives, mathematical tools, and technology are an integral part of this course.

Grade Level: 6

MS Credit Type: 6th Grade Mathematics

Associated Cost: None

Prerequisite: Teacher recommendation and qualifying diagnostic scores

Math 6

This yearlong course is designed to focus on five critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) complete understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; 4) developing an understanding of statistical thinking; and 5) developing an understanding of measurement, special relationships, and geometry. The use of manipulatives, mathematical tools, and technology are an integral part of this course.

Grade Level: 6

MS Credit Type: 6th Grade Mathematics

Associated Cost: None

Prerequisite: None

Attachment 4 - Course Descriptions

Math 7 Accelerated/Pre-Algebra

This yearlong course is designed to prepare students for the increased rigor of the Nevada Academic Content Standards for Algebra I in middle school. This compacted course includes grade seven curriculum as well as a portion of the currently adopted NACS grade eight curriculum. This course is designed to focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers including exponents and scientific notation, and working with expressions and solving linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two – and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. Students who are successful in completing Math 7 Accelerated with semester grades of A's or high B's will be recommended to take Pre-AP Algebra I in 8th grade.

Grade Level: 7

MS Credit Type: 7th Grade Mathematics

Associated Cost: None

Prerequisite: C or better in Math 6 Acc and qualifying diagnostic scores

Math 7

This yearlong course is designed to focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course.

Grade Level: 7

MS Credit Type: 7th Grade Mathematics

Associated Cost: None

Prerequisite: Math 6

Pre-Algebra (MS)

This yearlong course provides the necessary knowledge and skills to successfully complete algebra coursework. It is intended to increase mathematical fluency in problem-solving, reasoning, modeling, and effective communication in the study of numbers, algebra, functions, geometry, and statistics. The use of technology, including calculators and computer software, is an integral part of this course.

Grade Level: 8

MS Credit Type: 8th Grade Mathematics

Associated Cost: None

Prerequisite: Math 7

Algebra I

This yearlong course is the study of patterns and structure within the real number system. Topics include working with equations, graphing, and problem-solving strategies. Students become adept at solving problems that require the integration of a variety of mathematical concepts. The use of a calculator and computer software as instructional tools is an integral part of this course. A TI-84 Plus Graphing Calculator is highly recommended. ***Middle school students must earn a B or better both semesters to receive high school credit and advance to Geometry Honors.***

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Grade Level: 8

Credit Type: HS Mathematics or 8th Grade Mathematics

Associated Cost: None

Prerequisite: C or better in Math 7 Acc and qualifying diagnostic scores

Science

Science 6

This yearlong course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from life, Earth and space, and the physical sciences. Topics include Energy; Structure and Properties of matter; Earth's Systems; Weather and Climate; Human Impact; Structure, Function, and Information Processing; Growth, development, and Reproduction of Organisms; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

Grade Level: 6

MS Credit Type: 6th Grade Science

Associated Cost: Science Fair Supplies Prerequisite: None

Science 7

This yearlong course focuses on understanding matter, energy, ecosystems, and earth systems. Topics include Matter and Chemical Reactions, Matter and Energy in Ecosystems, Interdependent Relationships in Ecosystems, Earth's Resources, and Dynamic Earth. Students will use scientific processes, protocols, and tools, including inquiry, to build an understanding of chemistry, interdependent relationships, earth's history, and human impact. Collaboration, accuracy, and communication skills will be practiced as students extend their scientific literacy.

Grade Level: 7

MS Credit Type: 7th Grade Science

Associated Cost: Science Fair Supplies Prerequisite: Science 6

Science 8

This yearlong course provides the physical science explanations that extend understandings developed in previous science courses. Topics include Force and Motion; Energy; Electricity and Magnetism; the Universe; Waves; Light; Reproduction and Heredity; the Geologic Process; and Classification and Evidence of Change. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Critical thinking, collaboration, accuracy, and communication skills will be emphasized as students refine their scientific literacy.

Grade Level: 8

MS Credit Type: 8th Grade Science

Associated Cost: Science Fair Supplies Prerequisite: Science 7

Social Studies

Ancient History

This semester course examines fundamental geography tools and concepts, early civilizations, and world history from the development of ancient civilizations through the Age of Exploration. Students compare

Attachment 4 - Course Descriptions

and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

Grade Level: 6

MS Credit Type: 6th Grade Social Studies

Associated Cost: None

Prerequisite: None

U.S. History 7

This yearlong course focuses on the history of the United States including historical eras beginning around the American Revolution through the early modern age. American founding documents including the Constitution, Declaration of Independence and Bill of Rights are reviewed to provide a foundation of reference throughout the content that focuses on the multicultural history, economics, civics and geography of the time period. Students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. The history of Nevada during these time periods is integrated throughout the year.

Grade Level: 7

MS Credit Type: 7th Grade Social Studies

Associated Cost: None

Prerequisite: None

Geography

This yearlong course is the study of the world's cultures, economics, history, regions, and geographic features. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

Grade Level: 8

MS Credit Type: 8th Grade Social Studies

Associated Cost: None

Prerequisite: None

Foreign Language

Conversational Spanish

This nine-week course is an introduction to the Spanish language and culture. Using natural language, total physical response, storytelling, and online resources, the course is designed to develop a basic enrichment communicative competence in listening, speaking, reading, and writing to the Spanish language. The class is also introduced to the culture and traditions of many Spanish-speaking countries.

Grade Level: 6

MS Credit Type: Elective

Associated Cost: None

Prerequisite: None

Spanish I

The purpose of this yearlong course is to develop communicative competence in the Spanish language. Students will be able to write a simple narrative about a personal experience or event. They will be able to

Attachment 4 - Course Descriptions

recognize the standard rules of usage and grammar. They will comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. They will read and comprehend phrases, short sentences, written directions, and narratives. Students will identify important people, holidays, geography, and history of Spanish speaking countries and compare them to their own culture. ***Middle school students must earn a B or better both semesters to receive high school credit.***

Grade Level: 7-8
Elective

HS Credit Type: Foreign Language, Arts & Humanities, or

Associated Cost: None

Prerequisite: None

Additional Proposed Electives - Middle School

Algebra I Enrichment/Advancement

Grade Level: 7-8

Yearlong

Prerequisite: Current enrollment in Algebra I course

This advanced course in mathematics is designed for students who desire enrichment of Algebra concepts in the fields of science or engineering. This course provides additional instruction and real-world application of Algebra concepts in conjunction with the students' concurrent enrollment in Algebra. The use of mathematical tools, computer programs, and STEAM projects will give students a strong foundation in Algebra through the introduction of methods & tools they will use in high school, university, and technical careers. This course does not fulfil the middle school mathematics requirement for promotion.

Art

Grade Levels: 6-8

1 Semester

Prerequisite: None

This course introduces students to a multitude of techniques used to produce art. Students will use a variety of mediums to create original pieces of art through personal interpretation. Students will have an opportunity to apply the use of colored pencils, watercolor, tempera paints, chalk, clay, paper, and string to develop their own versions of an assigned project. Students will learn and understand the concepts behind shading, shadows, and dimension to add life to their works of art. At the end of this course, students will have gained exposure to and an appreciation for the various forms of artistic expression.

Band: Beginning Band

Grade Level: 5

Yearlong

Prerequisite: None

Beginning Band students will have the opportunity to perform on the following instruments; flute, clarinet, oboe, bassoon, saxophone, french horn, trumpet, trombone, baritone/euphonium, tuba and percussion.

Active participation during class is essential in order for a student to learn how to play an instrument and therefore will be a substantial portion of the grade. Concert attendance and participation is mandatory.

Attachment 4 - Course Descriptions

Students will learn and exhibit proper, safe, care and maintenance of their instruments. They will play in large ensembles demonstrating appropriate ensemble techniques while following a conductor. Students perform multiple-part ensemble literature and learn music terminology and music reading techniques. This course concentrates on the development of correct instrument position and placement, note-reading and aural skills, rhythmic patterns, intonation, articulation, and breath support in order to perform with a good tone quality. The importance of sustained group and individual effort is stressed. A progression of fundamental and technical proficiency is expected. This course is a preparatory course for progression to more advanced band courses.

Students are required to provide their own instrument. Arrangements for rentals have been made for Pinecrest students through Music and Arts. Please consult the teacher before purchasing an instrument.

Band: Concert Band

Grade Levels: 6-8

Yearlong

Prerequisite: 1 Year of Beginning Band & Teacher Recommendation

Concert Band is offered to students entering 6th- 8th grade as a continuation for students with previous band experience. This course concentrates on the development of style, articulation, pitch, dynamics, technique, advanced rhythmic patterns and tonal recognition. A progression of technical proficiency is expected. Students will play a carried repertoire of instrumental literature representing diverse genres and styles including both classical and popular music. Students will be able to identify the various ways that music conveys universal themes, i.e., contrast, conflict, or emotion. This course emphasizes preparing students to continue learning how a successful band functions and the continuation of success on their instrument of choice. Students with one year of experience who wish to change instruments may choose this course

Concert participation and attendance is mandatory.

Band: Symphonic Band (Advanced)

Grade Levels: 6-8

Yearlong

Prerequisite: 1 Year of Beginning Band & Teacher Recommendation

Advanced Band is offered to students entering 6th- 8th grade as a continuation for students with previous band experience. This course concentrates on advancing the development of style, articulation, pitch, dynamics, technique, advanced rhythmic patterns and tonal recognition. A progression of technical proficiency is expected. Students will play a repertoire of instrumental literature representing diverse genres and styles including both classical and popular music. Students will be able to identify the various ways that music conveys universal themes, i.e., contrast, conflict, or emotion. This course emphasizes preparing students to continue learning how a successful band functions and the continuation of success on their instrument of choice.

Concert participation and attendance is mandatory. Students are required to provide their own instrument. Arrangements for rentals have been made for Pinecrest students through Music and Arts.

Choir: Concert Choir

Grade Levels: 6-8

Yearlong

Prerequisite: None

Attachment 4 - Course Descriptions

This yearlong class is designed to enhance the musical, creative and expressive qualities of all students. Musical opportunities are provided for every child to learn the basic skills of singing, playing and reading music, developing song repertoire, broadening listening skills and experiencing the interrelated nature of music with other cultures and content areas. There is one concert per semester and attendance at these concerts are required. Students need the grey Pinecrest polo, navy blue pants, black socks and all black shoes.

Coding

Grade Level: 6

1 Semester

Prerequisite: None

Coding is a one semester course that lays the foundation of preparing students for success in future computer classes, the use of technology in secondary classes and college coursework, and career. Students in this course will experience building real working apps, games, and websites using blocks JavaScript, CSS, HTML and more!

Flight and Space

Grade Levels: 6-8

1 Semester

Prerequisite: None

This course is divided into three sections: Flight, Space, and Destination: Mars. During the flight section of the course, students discover the science of flight and use aerodynamic concepts to explain how aircraft fly. Students receive an introduction to the engineering design process, investigate the effect of different airfoils on flight, use maps for navigation, and explore flight crew scheduling criteria. During the space section of the class, students investigate how scientists and engineers play a vital role in space travel, space discovery, and living in space. They explore launch, orbit, landing, maintaining health in space, and maintaining a stable living environment for astronauts. In the last section of the course, students work in teams to design and model different aspects required to complete a mission to Mars. Students collaborate to complete the problems and present their findings. The mission includes planning the astronaut crew, rocket specifications, crew daily activity schedules, Mars landing site, and Mars landing vehicle.

Journalism/Yearbook

Grade Levels: 8

Yearlong

This is a year-long course that is designed to align with the ELA Nevada Academic Content Standards (NVACS). Students will be introduced to journalism, photography, and editing skills by producing a timeless, creative, and innovative publication that will record our school's memories, events, and spirit. Students will be challenged with projects and assignments that will develop their language and production skills to create a monthly middle school bulletin and the school yearbook.

Leadership

Grade Levels: 7-8

1 Semester

Prerequisite: None

Students will practice various aspects of leadership by experiencing a situation, discuss what happened and extract essential elements that they will then be able to apply to new situations. Students will be required to keep a daily journal of their progress, experiences, and reflections during the semester. The

Attachment 4 - Course Descriptions

Leadership skills covered during the one semester course include: communication, self-awareness, goal setting, organization, problem solving, group process, conflict resolution and promoting pluralism. This course is recommended for National Junior Honor Society and Student Council members but is not required.

Math Intervention

Grade Levels: 6-8

Yearlong

Prerequisite: Required per teacher recommendation based on mathematics placement assessment

This mandatory (administration placed) intervention course in mathematics is designed for students who need traditional instruction and support to master necessary middle school mathematics concepts. This course provides additional instruction in conjunction with the students' required mathematics course of study in grades 6, 7, and 8. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course is a repeatable elective and does not fulfil the middle school mathematics requirement for promotion.

Medical Detectives

Grade Levels: 7-8

1 Semester

Prerequisite: None

In this 1 semester course, students engage in the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health. Learning about the human body muscular and skeletal system the students will create prototype prosthetics by using the design process.

Novels and Film

Grade Levels: 6-8

1 Semester

Prerequisite: None

Students will read a variety of novels and compare them with their film adaptation. Cinematic Literacy is a course that will provide students with reading comprehension practice as well as utilize their writing skills on a daily basis. Students will be required to complete a STEM driven book report for each completed novel. This course provides the opportunity to participate in collaborative literary discussion over a common reading all while practicing reading and writing skills.

Orchestra: Beginning Orchestra

Grade Level: 5

Yearlong

Prerequisite: None

Students learn to play a string instrument. String instruments taught will include the violin, viola, cello, and string bass. Active participation during class is essential for a student to learn how to play an instrument and therefore will be a substantial portion of the grade. Concert attendance and participation is mandatory.

Attachment 4 - Course Descriptions

Students will learn and exhibit proper, safe, care and maintenance of their instruments. They will play in large ensembles demonstrating appropriate ensemble techniques while following a conductor. Students perform multiple-part ensemble literature and learn music terminology and music reading techniques. This course emphasizes the place of string music in the western musical heritage. It concentrates on the development of correct instrument position and placement, note-reading and aural skills, rhythmic patterns, intonation, and tonality inherent to string music. The importance of sustained group and individual effort is stressed. A progression of fundamental and technical proficiency is expected. This course is a preparatory course for progression to more advanced orchestra courses.

Students are required to provide their own instrument. The instrument **MUST** be from a reputable company. Arrangements for rentals have been made for Pinecrest students through Music and Arts. Please consult the teacher before purchasing an instrument.

Orchestra: Intermediate (Concert Strings) Orchestra

Grade Levels: 6-8

Yearlong

Prerequisite: 1 Year of Beginning Orchestra & Teacher Recommendation

Concert Strings is offered to students entering 6th- 8th grade as a continuation for students with previous orchestral experience. This course concentrates on the development of style, articulation, pitch, dynamics, technique, advanced rhythmic patterns, and tonal recognition. A progression of technical proficiency is expected. Students will play a carried repertoire of instrumental literature representing diverse genres and styles including both classical and popular music. Students will be able to identify the various ways that music conveys universal themes, i.e., contrast, conflict, or emotion. This course emphasizes preparing students to continue learning how a successful orchestra functions and the continuation of success on their instrument of choice.

Concert participation and attendance is mandatory. If grades or ability are not up to par, students will be given a lengthy alternate assignment for the points missed as concerts are a large portion of their grade.

Students are required to provide their own instrument. Arrangements for rentals have been made for Pinecrest students through Music and Arts.

Orchestra: Advanced Orchestra

Grade Levels: 6-8

Yearlong

Prerequisite: 1 Year of Orchestra & Teacher Recommendation

Advanced Orchestra is offered to students entering 6th- 8th grade as a continuation for students with previous orchestral experience. This course concentrates on the advancement of style, articulation, pitch, dynamics, technique, advanced rhythmic patterns, and tonal recognition. A progression of technical proficiency is expected. Students will play a carried repertoire of advanced instrumental literature representing diverse genres and styles including both classical and popular music. Students will be able to identify the various ways that music conveys universal themes, i.e., contrast, conflict, or emotion. This course emphasizes preparing students to continue learning how an advanced orchestra functions and the continuation of success on their instrument of choice. This course is designed to prepare students for high school orchestra.

Concert participation and attendance is mandatory. If grades or ability are not up to par, students will be given a lengthy alternate assignment for the points missed as concerts are a large portion of their grade.

Attachment 4 - Course Descriptions

Students are required to provide their own instrument. Arrangements for rentals have been made for Pinecrest students through Music and Arts.

Physical Education & Health

Grade Levels: 7-8

1 Semester

Prerequisite: none

This semester-long course focuses on the physical, mental, social and emotional development of the individual in a cooperative and competitive setting. The student will be provided with experiences in psychomotor skills, movement experiences, lifetime health-related fitness skills and values. The goals of this class are accomplished through participation in team sports and individual sports, fitness, wellness and movement activities. Rules, strategies, safety and life skills will be emphasized in relation to active participation and the development of becoming a knowledgeable spectator.

In addition 8th graders will take health. During the health portion of this course, students learn about health and well-being while analyzing the relationship between health behaviors and personal health. They explain the interrelationships of emotional, intellectual, physical, and social health in adolescence. Students will learn how behaviors, pathogens, genetic history, and other factors are related to illness/disease prevention. They examine how individual family, peers, and information influence the personal use, misuse, and abuse of substances. Students apply time management strategies and learn skills needed to attain a personal long-term health goal.

Robotics- First Lego League (FLL)

Grade Levels: 6-7 (*7th and 8th grade students are encouraged to participate in our after school Robotics instead of the Robotics elective*)

Yearlong - 1st semester is robotics/ 2nd semester rotates with either C02 cars or roller coaster

Prerequisite: None

Students will work hands-on with engineering software and tools to develop, plan, and build robotic creations using the Lego Mindstorms product. Students will be presented with a ‘need’ or ‘problem’ and will be tasked with developing a robotic model as a solution. Students will work on a team of up to 6 students to come up with creative, problem-solving ideas, make critical design and function decisions, and build a robot for competition. Besides building and programming a robot students are required to creatively solve a “problem” by researching, interviewing, prototyping, and presenting their proposal numerous times.

Students will compete in First Lego League (FLL competitions/challenge) at the school, as well as from 1-3 required Saturday events for the competition. Students are expected to attend all competitions, and they will require transportation by parents or guardians. Students must be willing to work extra at home and meet with their teammates to work on their solution and presentation throughout the semester.

Grades will be based on: programming ability and tasks accomplished, building ability, team work/cooperation, presentation/research, and participation in competitions.

Speech & Debate using ThinkLaw Curriculum

Grade Levels: 6-8

1 Semester

Prerequisite: none

Attachment 4 - Course Descriptions

The purpose of Speech and Debate is for students to actively work on and strengthen their skill areas in reading, writing, speaking, and listening. Students who take this course will learn how to properly and confidently speak in public. Students will participate in a variety of topics (Informational, Persuasive, Demonstrative, Argumentative) that allow them to research, analyze and prove a factual point. ThinkLaw is also a curriculum that is used by students in this course. This program allows students to study different arguments and real life law cases that students must decipher using claims and text based evidence. This helps students use their critical thinking skills.

Student Aide/Office Aid

Grade Levels: 7-8

1 Semester

Prerequisite: None

Teacher (or) administrator approval is required for this semester-long elective. Students will get the chance to partner alongside office staff, a specialist teacher, elementary teacher, or middle school teacher to assist in the day-to-day operations. Students will develop leadership and management skills, as well as a better understanding of their own learning strategies and styles.

Student Council - School Culture Committee

Grade Levels: 7-8

Year-long

Prerequisite: None

This is a one-year elective course designed to prepare students for leadership opportunities in college and in the work environment. The course offers students the opportunity to foster a variety of essential skills such as communication, organization, goal setting, collaboration, event planning, time management, public speaking and critical thinking. The purpose of the Student Council - School Culture Committee elective is to plan and implement activities that not only serve but also enrich the student body, the staff, and the community. Additional responsibilities outside of the school day including, but not limited to, planning and running events, fundraising, and volunteering may be required. Students must have a C average or better to remain in this course. This course is repeatable for credit.

World Cultures

Grade Levels: 6-8

1 Semester

In World Cultures, students will learn about what culture is, examine their own culture, and then explore the cultures of a variety of different countries. At the beginning of the course, students get to choose the countries that they are most interested in learning about for the remainder of the semester. As a class, we will explore the history, language, holidays, food, and daily life of these chosen countries. Students will also learn about some of the major issues in the world today and how individuals can get involved in solving these issues.

High School Grades 9-12

English Language Arts

Pre-AP English 1 Honors

This yearlong course provides instruction in the English Language Arts: reading, writing, speaking and listening, and language skills. Texts take center stage in the Pre-AP English classroom, inspiring and

Attachment 4 - Course Descriptions

preparing all students for close, critical reading and analytical writing. This course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the reader to appreciate authors' sometimes subtle choices, developing an awareness of how words produce effects and how the conventions of the English language are used for both precision and style. As writers, students will focus first on crafting complex sentences, building this foundational skill; they will then move on to producing well-organized paragraphs and, as the year progresses, more sophisticated, longer-form analyses. The appropriate use of technology and digital media is an integral part of this year-long course. This course is designated as honors level by the accelerated instructional pacing and depth of content.

Concurrent enrollment in Pre-AP Biology Honors and Pre-AP World History Honors is required.

Grade Level: 9

HS Credit Type: English

Associated Cost: Novel purchase
scores

Prerequisite: C or better in ELA 8 Acc and qualifying diagnostic

Pre-AP English 1

This yearlong course provides instruction in the English Language Arts: reading, writing, speaking and listening, and language skills. Texts take center stage in the Pre-AP English classroom, inspiring and preparing all students for close, critical reading and analytical writing. This course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the reader to appreciate authors' sometimes subtle choices, developing an awareness of how words produce effects and how the conventions of the English language are used for both precision and style. As writers, students will focus first on crafting complex sentences, building this foundational skill; they will then move on to producing well-organized paragraphs and, as the year progresses, more sophisticated, longer-form analyses. The appropriate use of technology and digital media is an integral part of this year-long course.

Grade Level: 9

HS Credit Type: English

Associated Cost: Novel purchase

Prerequisite: None

ELA 10 Honors

This yearlong course provides instruction designed for the development of critical reading, writing, speaking and listening, and media literacy skills. Students will complete activities that construct meaning and analyze and evaluate the logic and rhetorical strategies used in a variety of grade-level and above grade level print that represents a variety of genres, use recursive process writing strategies to craft various genres of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context, craft the meaning, style, and tone of oral and written communication at grade-level and higher complexity, and acquire an extensive vocabulary through reading, discussion, listening, and word study. This course is designated as honors level by the accelerated instructional pacing and depth of content.

Grade Level: 10

HS Credit Type: English

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Associated Cost: Novel purchase

Prerequisite: C or better in ELA 9 Honors and assessment results

ELA 10

This yearlong course provides instruction designed for the development of critical reading, writing, speaking and listening, and media literacy skills. Students will complete activities that construct meaning and analyze and evaluate the logic and rhetorical strategies used in a variety of grade-level print that represents a variety of genres, use recursive process writing strategies to craft various genres of writing expressing ideas with maturity appropriate to writer, audience, purpose, and context, craft the meaning, style, and tone of oral and written communication at grade-level complexity, and acquire an extensive vocabulary through reading, discussion, listening, and word study.

Grade Level: 10

HS Credit Type: English

Associated Cost: Novel purchase

Prerequisite: ELA 9

ELA 11

This yearlong course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around multicultural themes and perspectives found in literary, nonfiction, and expository texts by American authors to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course.

Grade Level: 11

HS Credit Type: English

Associated Cost: Novel purchase

Prerequisite: ELA 10

ELA 12

This yearlong course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. Instruction focuses on refining the skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to workplace and real-world situations. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course.

Grade Level: 12

HS Credit Type: English

Associated Cost: Novel purchase

Prerequisite: ELA 11

Mathematics

Attachment 4 - Course Descriptions

Pre-Algebra (HS)

This yearlong course designed for freshman-level students provides the necessary knowledge and skills to successfully complete algebra and geometry coursework. It is intended to increase mathematical fluency in problem-solving, reasoning, modeling, and effective communication in the study of numbers, algebra, functions, geometry, and statistics. The use of technology, including calculators and computer software, is an integral part of this course. *This course does not meet the core requirements for the NCAA or the Nevada System of Higher Education (NSHE) core requirements for university admission.*

Grade Level: 9 HS Credit Type: Mathematics

Associated Cost: None Prerequisite: None

Pre-AP Algebra 1

The yearlong Pre-AP Algebra 1 course is designed to deepen students' understanding of three big ideas: how the structure of the real number system leads to the rules of algebraic manipulation, how to use functions as a tool for modeling the world, and what information the solution(s) to a mathematical model can and cannot tell you. The framework increases clarity and provides transparency to students about the most essential knowledge and skills they will need for active, confident participation in subsequent high school courses, including Advanced Placement, as well as college coursework and post-secondary careers. The use of technology, including calculators and computer software, is an integral part of this course. A TI-84 Plus Graphing Calculator is highly recommended.

Grade Level: 9 HS Credit Type: Mathematics

Associated Cost: None Prerequisite: C+ or better in Pre-Algebra and qualifying diagnostic scores

Algebra I

This yearlong course is the study of patterns and structure within the real number system. Topics include working with equations, graphing, and problem-solving strategies. Students become adept at solving problems that require the integration of a variety of mathematical concepts. The use of a calculator and computer software as instructional tools is an integral part of this course. A TI-84 Plus Graphing Calculator is highly recommended.

Grade Level: 10-11 HS Credit Type: Mathematics

Associated Cost: None Prerequisite: None

Geometry Honors

This yearlong course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem-solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course is designated as honors level by the accelerated instructional pacing and depth of content. A TI-84 Plus Graphing Calculator is highly recommended.

Attachment 4 - Course Descriptions

Grade Level: 9 HS Credit Type: Mathematics
Associated Cost: None Prerequisite: B or better in 8th-grade Algebra I

Geometry

This yearlong course is a logical development of the inductive and deductive systems of reasoning. Emphasis is on developing visualization abilities, analytical skills, and logical reasoning. Continual development and review of algebraic skills are an integral part of this course. Various instructional techniques are utilized through activity-based methods. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. A TI-84 Plus Graphing Calculator is highly recommended.

Grade Level: 10-12 HS Credit Type: Mathematics
Associated Cost: None Prerequisite: Algebra I

Algebra II Honors

This yearlong course in algebra continues and expands upon the concepts and procedures learned in Algebra I. It has the primary goal to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, matrix arithmetic, and sequences and series. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course is designated as honors level by the accelerated instructional pacing and depth of content. A TI-84 Plus Graphing Calculator is highly recommended.

Grade Level: 10 HS Credit Type: Mathematics
Associated Cost: None Prerequisite: Algebra I and Geometry Honors

Algebra II

This yearlong course in algebra continues and expands upon the concepts and procedures learned in Algebra I. It has the primary goal to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, matrix arithmetic, and sequences and series. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. The use of technology, including graphing calculators and computer software, is an integral part of this course. A TI-84 Plus Graphing Calculator is highly recommended.

Grade Level: 11-12 HS Credit Type: Mathematics
Associated Cost: None Prerequisites: Algebra I and Geometry

College Preparatory Mathematics

This rigorous yearlong course is designed for students who have successfully completed Algebra II. This course is the study of advanced mathematical topics and their applications and will also integrate ACT

Attachment 4 - Course Descriptions

prep. The use of technology, including calculators or computer software, is an integral part of this course. A TI-84 Plus Graphing Calculator is highly recommended.

Grade Level: 11 HS Credit Type: Mathematics
Associated Cost: None Prerequisites: Algebra II

Math of Personal Finance

This yearlong course is the study of personal finance for senior-level students. Students will develop a deeper understanding of the mathematics of finance to include: money management, risk management, and financial planning related to consumer and family studies, career and technical education, and personal finance. The emphasis will be on refining problem-solving skills using project-based learning activities and academic integration within the context of financial applications. The use of technology, including calculators and computers, is an integral part of this course. *This course does not meet the core requirements for the NCAA or the Nevada System of Higher Education (NSHE) core requirements for university admission.*

Grade Level: 12 HS Credit Type: Mathematics
Associated Cost: None Prerequisites: None

Science

Pre-AP Biology Honors

The Pre-AP Biology course emphasizes the integration of content with science practices- powerful reasoning tools that support students in analyzing the natural world around them. Pre-AP Biology helps students and teachers prioritize and focus deeply on four core areas: ecological systems, evolution, cellular systems, and genetics. Students make meaningful connections among the structures, processes, and interactions that exist across biological systems- from cells to ecological communities. Pre-AP Biology motivates students to be active participants in analyzing real-world phenomena and to collaborate productively with their peers in dialogue, investigations, and problem solving. The appropriate use of technology is an integral part of this yearlong course. This course is designated as honors level by the accelerated instructional pacing and depth of content. ***Concurrent enrollment in Pre-AP English 1 Honors and Pre-AP World History Honors is required.***

Grade Level: 9 HS Credit Type: Science
Associated Cost: Science Fair Supplies Prerequisite: *See Pre-AP English 1 Honors Prerequisite*

Pre-AP Biology

The Pre-AP Biology course emphasizes the integration of content with science practices - powerful reasoning tools that support students in analyzing the natural world around them. Pre-AP Biology helps students and teachers prioritize and focus deeply on four core areas: ecological systems, evolution, cellular systems, and genetics. Students make meaningful connections among the structures, processes, and interactions that exist across biological systems - from cells to ecological communities. Pre-AP Biology motivates students to be active participants in analyzing real-world phenomena and to collaborate

Attachment 4 - Course Descriptions

productively with their peers in dialogue, investigations, and problem solving. The appropriate use of technology is an integral part of this yearlong course.

Grade Level: 9 HS Credit Type: Science
Associated Cost: Science Fair Supplies Prerequisite: None

Chemistry Honors

This yearlong course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Students in Chemistry will develop an understanding of a wide range of topics in all areas of science that build upon science concepts from elementary school through more advanced content, practice, and cross-cutting themes. There are five standard units in Chemistry: Atoms, Bonding, Chemical Reactions and Calculations, Differences in Energy, and Equilibrium. This course is designated as honors level by the accelerated instructional pacing and depth of content.

Grade Level: 10 HS Credit Type: Science
Associated Cost: Science Fair Supplies Prerequisite: Biology Honors and Algebra I

Chemistry

This yearlong course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Students in Chemistry will develop an understanding of a wide range of topics in all areas of science that build upon science concepts from elementary school through more advanced content, practice, and cross-cutting themes. There are five standard units in Chemistry: Atoms, Bonding, Chemical Reactions and Calculations, Differences in Energy, and Equilibrium. The appropriate use of technology is an integral part of this course.

Grade Level: 10-11 HS Credit Type: Science
Associated Cost: Science Fair Supplies Prerequisite: Algebra I

Geoscience

This yearlong course is designed to integrate scientific principles related to the Earth and Space Science. Topics of this course include relationships between atmospheric processes and the water cycle, solar systems and the universe, and Earth's composition and structure. The connections between Earth's systems and everyday life are evaluated throughout this course. Demonstrations and lab experiences are an integral part of instruction. Scientific methodology and the metric system are integrated and modeled. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.

Grade Level: 10-11 HS Credit Type: Science
Associated Cost: Science Fair Supplies Prerequisite: None

Anatomy & Physiology

Attachment 4 - Course Descriptions

This yearlong course is designed to integrate the fundamentals of anatomy and physiology. Topics focus on the interrelationships of human body systems. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. The appropriate use of technology is an integral part of this course. This course includes integral laboratory experiences and comparative dissections that reinforce the topics covered in class. Students are required to participate in all dissections.

Grade Level: 11-12

HS Credit Type: Science

Associated Cost: Science Fair Supplies Prerequisite: Biology

Social Studies

Pre-AP World History and Geography Honors

Pre-AP World History and Geography Honors focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The yearlong course builds students' essential skills and confidence and helps to prepare them for a range of AP history and social science coursework during high school. The learning model is that of a disciplinary apprenticeship, with students using the tools of the historian and geographer as sources, data, and analytical reading and writing take center stage in the classroom. In this course, students learn that historians and geographers are investigators intent on using the tools of their disciplines to uncover new evidence about the world and its inhabitants. The appropriate use of technology is an integral part of this year-long course. This course is designated as honors level by the accelerated instructional pacing and depth of content.

Concurrent enrollment in Pre-AP English 1 Honors and Pre-AP Biology Honors is required.

Grade Level: 9

HS Credit Type: World History/Geography or Arts & Humanities

Associated Cost: None

Prerequisite: *See Pre-AP English 1 Honors Prerequisite*

Pre-AP World History and Geography

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The yearlong course builds students' essential skills and confidence and helps to prepare them for a range of AP history and social science coursework during high school, including AP Human Geography and AP World History. The learning model is that of a disciplinary apprenticeship, with students using the tools of the historian and geographer as sources, data, and analytical reading and writing take center stage in the classroom. In this course, students learn that historians and geographers are investigators intent on using the tools of their disciplines to uncover new evidence about the world and its inhabitants. The appropriate use of technology is an integral part of this year-long course. This course fulfills the World History/Geography and/or the Arts/Humanities credits required for high school graduation.

Grade Level: 9

HS Credit Type: World History/Geography or Arts & Humanities

Associated Cost: None

Prerequisite: none

AP U.S. History

Attachment 4 - Course Descriptions

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The yearlong course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. **It is expected that students will take the AP exam in May. AP Exam estimated cost is \$94.**

Grade Level: 10

HS Credit Type: U.S. History

Associated Cost: AP Exam
recommendation

Prerequisite: B or better in PreAP World History or teacher

U.S. History Honors

This yearlong course is a study of American history with an emphasis on the Modern World from 1865 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation. This course is designated as honors level by the accelerated instructional pacing and depth of content.

Grade Level: 10

HS Credit Type: U.S. History

Associated Cost: None

Prerequisite: None

U.S. History

This yearlong course is a study of American history with an emphasis on the Modern World from 1865 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.

Grade Level: 10-11

HS Credit Type: U.S. History

Associated Cost: None

Prerequisite: None

U.S. Government & Economics

Attachment 4 - Course Descriptions

This yearlong course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

Grade Level: 12 HS Credit Type: U.S. Government
Associated Cost: None Prerequisite: U.S. History

Foreign Language

Spanish I

The purpose of this yearlong course is to develop communicative competence in the Spanish language. Students will be able to write a simple narrative about a personal experience or event. They will be able to recognize the standard rules of usage and grammar. They will comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. They will read and comprehend phrases, short sentences, written directions, and narratives. Students will identify important people, holidays, geography, and history of Spanish speaking countries and compare them to their own culture. ***Middle school students must earn a B or better both semesters to receive high school credit.***

Grade Level: 9-11 HS Credit Type: Foreign Language, Arts & Humanities, or Elective
Associated Cost: None Prerequisite: None

Spanish II Honors

The purpose of this yearlong course is to further develop communicative competence in the Spanish language. Students will be able to write a slightly more complex narrative about a personal experience or event. They will be able to recognize more complex rules of usage and grammar, particularly the use of verbs in both the past and future tense. They will comprehend a wider array of written and spoken numbers, dates, times, and other basic thematic vocabulary. They will read and comprehend longer and more complex writing in the target language. Students will continue to explore important people, holidays, geography, and history of Spanish speaking countries and compare them to their own culture.

Grade Level: 9-12 HS Credit Type: Foreign Language, Arts & Humanities, or Elective
Associated Cost: None Prerequisite: Spanish I

Performing Arts

Symphonic/Marching Band

This yearlong class offers the traditional music education band experience at an advanced level. The instruments taught are woodwinds, brass, and percussion. This level is for students that have completed at least two full years of instrument music instruction. Audition and approval are needed to be accepted into

Attachment 4 - Course Descriptions

the Symphonic/Marching Band. Musical topics are continued to be developed through rehearsal and performance. The students continue their development through a mandatory after school practice schedule, including instrument sectionals, and performance opportunities throughout the year. Each student will be responsible for renting and maintaining an instrument for this class. Instrument rental information will be provided within the first few weeks of school. Symphonic/Marching Band students begin rehearsals during the summer before the start of the school year. *High school students participating in the full Marching season are eligible for a PE II Waiver. TEAMS fee also required.* This course is repeatable for credit.

Grade Level: 9-12 HS Credit Type: Arts & Humanities or Elective
Associated Cost: TBD Prerequisite: Audition

Color Guard/Marching Band

This yearlong course promotes the physical, mental, social, and emotional development of the individual in this performance-oriented program through the use of dance and equipment (flag, rifle, sabre) utilization. It provides students with experiences in the physical conditioning, fundamentals of movement, performance skills, and leadership techniques while emphasizing responsibility and self-discipline. The course may include members of other groups such as athletics, dance, cheerleading, and marching band. *High school students participating in both the Color Guard/Marching Band (Fall) and Winter Guard seasons are eligible for a PE II Waiver. TEAMS fee also required.* This course is repeatable for credit.

Grade Level: 9-12 HS Credit Type: Arts & Humanities or Elective
Associated Cost: TBD Prerequisite: Audition

Percussion Ensemble/Marching Band

This one-year course is designed for students who have a desire to learn to play percussion instruments. This introductory course will include guidance and direction in solving psychomotor problems related to percussion instruments and the techniques for providing tone, rhythmic patterns, and dynamic levels. The importance of sustained effort and practice is stressed for technical proficiency. This course will fulfill one art/humanities elective credit toward high school graduation. Each student will be responsible for renting and maintaining an instrument for this class. Instrument rental information will be provided within the first few weeks of school. Symphonic/Marching Band students begin rehearsals during the summer before the start of the school year. *High school students participating in the full Marching season are eligible for a PE II Waiver. TEAMS fee also required.* This course is repeatable for credit.

Grade Level: 9-12 HS Credit Type: Arts & Humanities or Elective
Associated Cost: TBD Prerequisite: Concurrent enrollment in Audition

Concert Choir (HS)

Students sing a variety of songs from various time periods and backgrounds in this yearlong course. There is one concert per semester and attendance is required. Cost includes a formal concert uniform. Students will need to purchase black socks and black dress shoes. After school rehearsals are required. This course is repeatable for credit.

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Grade Level: 9-12
Associated Cost: TBD

HS Credit Type: Arts & Humanities or Elective
Prerequisite: None

Dance I

This yearlong course is open to both new and experienced dancers. Students will learn dance terminology, technique, rhythmic analysis and performance skills. Students will explore several genres of dance including but not limited to jazz, ballet, contemporary, tap and hip-hop. Appropriate attire is required for class. Tap shoes are highly recommended. Students enrolled in Dance are expected to attend performances each semester. The associated cost includes a performance t-shirt. This course is repeatable for credit.

Grade Level: 9-12
Associated Cost: TBD

HS Credit Type: Physical Education I or II, Arts & Humanities, or Elective
Prerequisite: None

Dance II

This yearlong course is open to dancers with formal dance class experience. Students will increase dance terminology, technique, rhythmic analysis and performance skills. Students will explore several genres of dance including but not limited to jazz, ballet, contemporary, tap and hip-hop. Appropriate attire is required for class. Tap and Jazz shoes are required. Students enrolled in Dance II are expected to attend performances each semester. The associated cost includes a performance t-shirt. This course is repeatable for credit.

Grade Level: 9-12
Associated Cost: TBD

HS Credit Type: Physical Education I or II, Arts & Humanities, or Elective
Prerequisite: Teacher Recommendation

Dance III

This yearlong course is open to dancers with at least two years of formal dance training. Students will master dance terminology, technique, rhythmic analysis and performance skills. Students will explore several genres of dance including but not limited to jazz, ballet, contemporary, tap and hip-hop. Appropriate attire and Tap and Jazz shoes are required for class. Students will be required to extend their dance technique and performance abilities through daily work in school. There will be extra rehearsals required for this course. Students enrolled in Dance III are expected to attend performances each semester. The associated cost includes a performance t-shirt and guest teachers. This course is repeatable for credit.

Grade Level: 9-12
Associated Cost: TBD

HS Credit Type: Physical Education I or II, Arts & Humanities, or Elective
Prerequisite: Teacher Recommendation

Musical Theater

Students will learn to integrate singing, dancing, and acting in this yearlong course. Students will be introduced to fundamental techniques and application to song and dance routines while learning vocal material. There will be vocal and physical warm ups to work on Musical Theatre technique. After school

Attachment 4 - Course Descriptions

rehearsals will be required to hone material before a performance for friends and family. This course is repeatable for credit.

Grade Level: 9-12 HS Credit Type: Arts & Humanities or Elective
Associated Cost: TBD Prerequisite: Teacher Recommendation

Physical and Health Education (HS)

Health (paired with College & Career Prep)

This semester course examines the intricate relationships between the structural and physiological functions required for the mental, physical, social, and emotional wellness. Topics include decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and noncommunicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society.

Grade Level: 10 HS Credit Type: Health
Associated Cost: None Prerequisite: None

Physical Education I

This yearlong course provides students the opportunity to develop a health and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

Grade Level: 9-12 HS Credit Type: Physical Education I
Associated Cost: None Prerequisite: None

Physical Education II

This yearlong course provides students the opportunity to develop a health- and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation. This course is repeatable for credit.

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Grade Level: 10-12

HS Credit Type: Physical Education II or Elective

Associated Cost: None

Prerequisite: Physical Education I

ADDITIONAL ELECTIVES - HIGH SCHOOL

Academic Foundations

This yearlong course is designed to help students achieve academic success. Students will develop study skills, organizational skills, and improve self-empowerment. Students will work on homework from other courses, maintaining organization for courses, effective use of a daily agenda, and work toward their academic goals. Other lessons may include using resources, note-taking, memorization strategies, and how to improve performance in content area subjects. Students are placed in Academic Foundations as required by their Individualized Educational Plans.

Grade Level: 9-12

HS Credit Type: Elective

Associated Cost: None

Prerequisite: None

AP Computer Science Principles

The AP Computer Science Principles yearlong course introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, students will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society. The AP CSP course is organized around seven big ideas, which are essential to studying computer science; creativity, abstraction, data and information, algorithms, programming, the internet, and global impact. **It is expected that students will take the AP exam in May.**

AP exam estimated cost is \$94.

Grade Level: 9-12

HS Credit Type: CTE or Elective

Associated Cost: AP Exam

Prerequisite: None

College and Career Prep (paired with Health)

In this semester course students will explore topics pertaining to college applications, career paths, and opportunities beyond high school. Topics include: degree types, majors/minors, types of colleges, financial aid, and career paths. Students will examine a variety of colleges, and begin to develop values for their own higher education. We will explore internships and various job applications to gain understanding of requirements and paths that may lead to a career they choose. Students will complete the semester by compiling a portfolio that includes a resume, letters of recommendation, and a sample college entrance essay.

Grade Level: 10

HS Credit Type: Elective

Associated Cost: None

Prerequisite: None

Computer Science and Technology Concepts

Attachment 4 - Course Descriptions

Computer Computer Science and Technology is a yearlong course that lays the foundation of preparing students for success in future computer classes, the use of technology in secondary classes and college coursework, and career. The first quarter of the course focuses on relevant standards such as Productivity Tools including Docs, Slides, Calendars, Drawings, Maps, Sheets, and Search. The second quarter of the course focuses on Computational Thinking and Computer Science. The first semester of this high school course satisfies the Use of Computers half-credit requirement for high school graduation.

Grade Level: 9-12 HS Credit Type: 0.5 Use of Computers and 0.5 Elective
Associated Cost: None Prerequisite: None

Imaginative Writing

This yearlong course develops and improves both formal and informal writing skills with emphasis placed upon self expression, creativity, and clear communication. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course is designed for the student who has a passion for writing across multiple genres.

Grade Level: 11-12 HS Credit Type: Elective
Associated Cost: None Prerequisite: None

Introduction to Physics

This yearlong course is designed for those students who exhibit an interest in mathematics and science. Topics included are the following: laboratory procedures, mathematics applications, laboratory safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure. Physics is a course that informs students about the interconnectedness among different types of forces and energy transformations. Demonstrations and/or lab experiences are an integral part of this course.

Grade Level: 9-12 HS Credit Type: Elective
Associated Cost: TBD Prerequisite: C or better in Algebra I

Mentorship

The mentorship program aims to promote student engagement in school and learning; thereby improving academic performance, persistence and, ultimately, help students graduate. Limited space is available. This course is repeatable for credit.

Grade Level: 9-12 HS Credit Type: Elective
Associated Cost: None Prerequisite: Teacher Recommendation and Contract Required

Study Skills

Study Skills provides the tools, guidance, and mentorship for students to become successful in their core classes. An emphasis is placed on time management skills. The Study Skills teacher will check on students' grades and missing assignments providing students academic support and encouragement.

Attachment 4 - Course Descriptions

Throughout the week students have time to work on homework, blended learning, and other school work. This course is repeatable for credit.

Grade Level: 9-12 HS Credit Type: Elective
Associated Cost: None Prerequisite: None

HS WORK EXPERIENCE & CAREER PREPARATION

The following electives will help high school students develop skills necessary to gain entry into the workforce. Work-based learning experiences are closely supervised by an educator and/or other appropriate staff with clearly defined roles. Students begin to practice employability skills and technical skills in a limited way through school-based activities. Upon successful completion, students will be provided with a letter of recommendation for college and/or employment.

Applied Office Practice (Office Aide)

This yearlong course is designed to provide the student with an opportunity to develop clerical skills and personal qualities necessary for success in the business world. The school reception, administrative, attendance, activities director, and counseling offices are the only areas that qualify for Applied Office Practice student assignments. Students are assigned to office personnel through a formal application process. This course is repeatable for credit.

Grade Level: 9-12 HS Credit Type: Elective
Associated Cost: None Prerequisite: 3.0 GPA and Application Required

Building Maintenance Assistant

This yearlong course is designed to provide the student with an opportunity to develop functional skills and personal qualities necessary for entry-level jobs in the workforce. The on-the-job training experience will be conducted only in the school campus setting. Students are expected to demonstrate a positive attitude and work cooperatively with staff and other students. Daily responsibilities may include: checking and completing task lists, performing minor repairs and maintenance under supervision, assisting with the cleaning and stocking of facilities, and performing other duties and projects as assigned. Students are assigned to maintenance personnel through a formal application process. This course is repeatable for credit.

Grade Level: 9-12 HS Credit Type: Elective
Associated Cost: None Prerequisite: Application Required

Student Aide

This course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. This course is repeatable for credit.

Grade Level: 9-12 HS Credit Type: Elective

Attachment 4 - Course Descriptions

Associated Cost: None

Prerequisite: 2.5 GPA and Application Required

Student Cafeteria Worker

Student cafeteria workers will learn about accepting food deliveries, managing accurate food count and production records, prepping food for lunches, cooking procedures and internal temperatures of food, managing accurate temperature logs, proper cleaning procedures and chemical amounts to prevent contamination, serving sizes, lunch service procedures and requirements, and proper food cooling and storing procedures. Selected students must obtain a Food Handlers Safety Card prior to the first day of school in August. Students must be at least 14 years old to obtain a Food Handlers Safety Card. Cards cost \$20.00 and more information can be found at:

<http://www.southernnevadahealthdistrict.org/food-handler-card/food-handler-safety-training-card.php>

This course is repeatable for credit.

Grade Level: 9-12

HS Credit Type: Elective

Associated Cost: FHS Card

Prerequisite: Food Handlers Safety Card & Administrative Approval

Student Council/Leadership

This yearlong course provides ample opportunities for students to grow as leaders and community liaisons. Time will be used in and out of class for tasks associated with their leadership responsibilities. Required before school, after school, and weekend activities include, but are not limited to, school dances, fundraisers, leadership events, athletic events, performing arts events, information nights, and other school events. Students in this course will also prepare the daily video broadcast announcements for high school. This course is repeatable for credit.

Grade Level: 9-12

HS Credit Type: Elective

Associated Cost: None

Prerequisite: 3.0 GPA and Application Required

Student Lunch Assistant

Student Lunch Assistants will assist in monitoring students at middle school lunches and helping clean up and prepare for lunches. Students are not permitted to work in the kitchen area without a Food Handlers Safety Card (not required). This course is repeatable for credit.

Grade Level: 9-12

HS Credit Type: Elective

Associated Cost: None

Prerequisite: No major discipline or attendance issues

Student Tutor

This yearlong course is designed to give students interested in teaching or social services professions an opportunity to help academically weak elementary or secondary school students. Student tutors may be assigned to English, reading, or mathematics classes in elementary or middle school to assist with individual student instruction. Student tutors are given direction and guidance by an assigned supervising teacher. Students applying for the program must have a 3.0 cumulative grade point average and be knowledgeable in the academic area in which they are to assist. This course is repeatable for credit.

Attachment 4 - Course Descriptions

Grade Level: 9-12

HS Credit Type: Elective

Associated Cost: None

Prerequisite: 3.0 GPA and Application Required

Work Experience

This yearlong course is designed to provide students with an exploratory work experience which introduces them to the world of work and bridges the gap between school and work. Students gain employability skills related to the program of study by completing a minimum of 270 hours of paid work experience per semester. Students participating in this program are required to submit an application signed by their employer, as well as provide pay stubs monthly to show hours earned.

Grade Level: 11-12

HS Credit Type: Elective

Associated Cost: None

Prerequisite: Must be employed in a paying position

Attachment 5 - Budget Narrative

Pinecrest Academy of Nevada Budget Narrative

The following narrative provides an overview of Pinecrest Academy of Nevada’s projected revenue and expenses.

Revenue

Per-Pupil Revenue:

The budget created for Pinecrest Academy of Nevada includes the per-pupil revenue assumption of \$7,290 for the 2022-23 fiscal year of operation; with an estimated 1.30% increase each subsequent year thereafter. The budget created for the proposed campus assumes a per-pupil revenue assumption of \$7,388 for the first year of operation (2023-24) with an estimated 1.30% each year after. The anticipated per-pupil amounts are based on the per-pupil statewide base & Clark County funding amounts shown in the following table found in Senate Bill No. 458 (assuming a 1.30% increase):

5. For each charter school or university school for profoundly gifted pupils, the statewide base per pupil funding amount for each pupil enrolled full-time in a program of distance education provided by such a school in Fiscal Year 2022-2023 is \$7,074. For each such school which provides in-person instruction in each of the respective counties, the adjusted base per pupil funding amount for Fiscal Year 2022-2023 is:

Carson City	\$7,074
Churchill	\$7,265
Clark	\$7,293
Douglas	\$7,074
Elko	\$7,265
Esmeralda	\$7,265
Eureka	\$7,265
Humboldt	\$7,265
Lander	\$7,265
Lincoln	\$7,265
Lyon	\$7,074
Mineral	\$7,265
Nye	\$7,265
Pershing	\$7,265
Storey	\$7,074
Washoe	\$7,074
White Pine	\$7,265

National School Lunch Program (NSLP):

The budget for Pinecrest Academy of Nevada includes an assumptive NSLP reimbursement rate of \$3.50 - \$3.75 per student for 180 school days. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day. Pinecrest Academy of Nevada has an average free-reduced lunch (FRL) student population amongst all campuses of approximately 24% with a projected 60% FRL student population for the proposed campus.

Special Education Funding (Part B):

Anticipated \$950 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year.

SPED Discretionary Unit:

Anticipated \$2,500 - \$2,600 per SPED student – Revenue is budgeted based upon prior year SPED counts. Limited funding during the first year of operation.

Attachment 5 - Budget Narrative

English Language Learner (ELL) Weight:

Anticipated \$1,635 per ELL student – Revenue is budgeted based upon prior year ELL counts. Current student ELL population for Pinecrest is roughly 1.29%. ELL per pupil funding amount is obtained by utilizing the 2022-23 statewide base of \$7,074 multiplied by the ELL weight multiplier of 0.23 (figures located in SB458). The budget assumes a 25.00% ELL student population at the proposed campus. Weight not assumed in Year 1 of the proposed campus as counts are from the prior year.

Gifted and Talented Education (GATE) Weight:

Anticipated \$848 per GATE student – Revenue is budgeted based upon prior year GATE counts. Current student GATE population for Pinecrest is roughly 3.76%. GATE per pupil funding amount is obtained by utilizing the 2022-23 statewide base of \$7,074 multiplied by the gifted and talented multiplier of 0.12 (figures located in SB458). The budget assumes a 2.50% GATE student population at the proposed campus. Weight not assumed in Year 1 of the proposed campus as counts are from the prior year.

At-Risk [Free and Reduced Lunch (FRL)] Weight:

Anticipated \$241 per FRL student – Revenue is budgeted based upon prior year FRL counts. Current student FRL population for Pinecrest is roughly 24.00%. FRL per pupil funding amount is obtained by utilizing the 2022-23 statewide base of \$7,074 multiplied by the at-risk weight multiplier of 0.03 (figures located in SB458). The budget assumes a 60.00% FRL student population at the proposed campus. Weight not assumed in Year 1 of the proposed campus as counts are from the prior year.

Expenses

Expense Categories:

1. Personnel	pg. 2
2. Benefits	pg. 4
3. Payroll Services	pg. 5
4. Contractual	pg. 5
5. Contracted Services	pg. 6
6. Equipment	pg. 7
7. Supplies	pg. 7
8. Insurance	pg. 7
9. Facility	pg. 7
10. National School Lunch Program (NSLP)	pg. 8
11. Athletics	pg. 8
12. Travel	pg. 8
13. Accounting, Audit, Legal Fees	pg. 8
14. Technology	pg. 9
15. Other	pg. 9

Attachment 5 - Budget Narrative

Personnel:

Approx. 39.86% of the budget (Year 1 – Year 6)

In the 2023-24 school year, the proposed Pinecrest Academy of Nevada campus will have a total staff of 41, including 31 teachers and 8 admin & support staff: with a total enrollment of 645 students. By the 2027-28 school year, the proposed Pinecrest Academy of Nevada campus is estimated to expand to a total staff of 75.5 and a total student enrollment of 1,200; adding, throughout the years, the necessary staff to effectively manage the actual/projected student enrollment increases. Below are the actual and anticipated staffing positions of the Pinecrest Academy of Nevada system, including the average salary of each position:

Principal - \$110,000/year – *Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*

Assistant Principal - \$75,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

Counselor - \$60,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

Curriculum Coach - \$65,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

ELL Coordinator - \$65,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.*

Virtual Coordinator - \$60,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of virtual program protocols/procedures.*

Classroom Teachers (Core) - \$47,725/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Classroom Teachers (Special) - \$47,725/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Special Ed. Teachers - \$47,725/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*

Speech Pathologist - \$60,000/year – *Diagnose and treat students with a wide range of vocal and cognitive communication impairments, helping with the emotional issues that come with that, tracking student progress to ensure academic goals are met.*

School Psychologist - \$60,000/year – *Work with students individually or in groups to help deal with various behavioral issues, learning difficulties, emotional problems, and any other concerns the schools may have.*

Attachment 5 - Budget Narrative

School Nurse - \$60,000/year – *Supports all students by providing health care services through assessments and interventions addressing the physical, mental, emotional, and social health needs.*

Office Manager - \$45,000/year – *Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.*

Registrar - \$40,000/year – *Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.*

Teacher Assistants - \$14.00/hour – *Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.*

Clinic Aide - \$14.00/hour – *Renders basic first aid to students and performs health-related records/data file management duties.*

Receptionist - \$14.00/hour – *Greet visitors, parents, and students, while facilitating communication within the school and assuring records and schedules are kept up to date.*

Campus Monitor/Custodian - \$14.00/hour – *Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.*

Cafeteria Manager - \$14.00/hour – *Responsible for planning, managing, and supervising a small food service facility (cafeteria).*

Below are Pinecrest Academy of Nevada’s anticipated staffing needs each year as a network; including the total anticipated staffing cost each year:

Position	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Principal	5.00	6.00	6.00	6.00	6.00	6.00
Assistant Principal	15.00	16.00	17.00	17.00	18.00	18.00
ELL Corrdinator / Virtual Coordinator	1.00	2.00	2.00	2.00	2.00	2.00
Counselor / Student Support Advocate / Dean	10.00	10.00	10.00	11.00	11.00	11.00
Curriculum Coach	8.00	8.00	8.00	8.00	9.00	9.00
Classroom Teachers (Core)	265.00	304.00	315.00	323.00	328.00	332.00
Classroom Teachers (Specials)	52.00	55.50	56.00	58.00	58.50	59.50
Special Education Teachers	36.00	39.00	40.50	41.00	42.00	42.50
SPED Facilitator / Speech Pathologist / School Psych / OT / School Nurse	9.50	9.50	9.50	9.50	9.50	9.50
Office Manager/Banker	8.00	9.00	9.00	9.00	9.00	9.00
Registrar	6.50	6.50	7.50	7.50	7.50	7.50
Receptionist / Clinic Aide/ FASA	14.00	15.00	16.00	16.00	16.00	16.00
Teacher Assistants (SPED Included)	53.50	56.50	61.50	64.50	66.50	66.50
Campus Monitor/Custodian	14.00	15.00	15.00	16.00	16.00	16.00
Cafeteria Manager	8.00	9.00	9.00	9.00	9.00	9.00
Total Staff:	505.50	561.00	582.00	597.50	608.00	613.50
Total Staff Cost:	23,453,729	26,706,715	28,195,436	29,483,150	30,659,993	31,560,925

*All salaries are anticipated to increase by 2.00% each year
Additional staff positions will be added in the following years based upon the growth of these charter schools.*

Attachment 5 - Budget Narrative

a. Pinecrest Academy of Nevada - Proposed Campus – Personnel Breakdown

Position	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Principal	-	1.00	1.00	1.00	1.00	1.00
Assistant Principal	-	1.00	2.00	2.00	3.00	3.00
ELL Corrdinator / Virtual Coordinator	-	1.00	1.00	1.00	1.00	1.00
Counselor / Student Support Advocate / Dean	-	-	-	1.00	1.00	1.00
Curriculum Coach	-	-	-	-	1.00	1.00
Classroom Teachers (Core)	-	25.00	31.00	36.00	40.00	44.00
Classroom Teachers (Specials)	-	3.00	3.50	5.50	6.00	7.00
Special Education Teachers	-	3.00	3.50	4.00	5.00	5.50
SPED Facilitator / Speech Pathologist / School Psych / OT / School Nurse	-	-	-	-	-	-
Office Manager/Banker	-	1.00	1.00	1.00	1.00	1.00
Registrar	-	-	1.00	1.00	1.00	1.00
Receptionist / Clinic Aide/ FASA	-	1.00	2.00	2.00	2.00	2.00
Teacher Assistants (SPED Included)	-	1.00	4.00	5.00	5.00	5.00
Campus Monitor/Custodian	-	1.00	1.00	2.00	2.00	2.00
Cafeteria Manager	-	1.00	1.00	1.00	1.00	1.00
Total Staff:	-	39.00	52.00	62.50	70.00	75.50
Total Staff Cost:	-	1,917,160	2,518,790	3,059,318	3,558,073	3,907,249

Benefits:

Approx. 20.41% of the budget (Year 1 – Year 6)

Employee benefits will cover all employees except for substitute teachers and other contracted services; as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- PERS (Retirement)
- Medicare
- Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 47.08% of salaries in the 2022-23 school year, increasing incrementally each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Total Salaries and Wages:	23,453,729	26,706,715	28,195,436	29,483,150	30,659,993	31,560,925
Benefits % of Salaries:	47.08%	47.75%	48.00%	48.25%	48.50%	48.75%
Total Cost of Benefits:	11,041,524	12,752,456	13,533,809	14,225,620	14,870,097	15,385,951

Payroll Services:

Approx. 0.22% of the budget (Year 1 – Year 6)

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$20 per employee per month to process payroll, bringing us to an annual total cost of \$240 per employee. Academica Nevada pays the payroll expenses of Pinecrest Academy of Nevada as shown in the revenue portion of the Network Budget.

Contractual:

Approx. 8.24% of the budget (Year 1 – Year 6)

Academica Nevada Management Fee – \$450 per student – Academica Nevada is an Educational Management Service Provider whose services to Pinecrest include, and are not limited to, the following:

Attachment 5 - Budget Narrative

- Identification, design, and procurement of facilities and equipment
- Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting and financial forecasting

Pinecrest Academy, Inc. Affiliation Fee – 1.00% of DSA revenue – Trademark License Agreement between Pinecrest Academy, Inc. (“Licensor”), and the school, Pinecrest Academy of Nevada (“Licensee”). Pinecrest Academy, Inc. grants Pinecrest Academy of Nevada a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of Pinecrest Academy of Nevada in the State of Nevada.

- 0.50% of the 1.00% Pinecrest Academy, Inc. Affiliation Fee goes back to the school for Professional Development.

Academica Virtual Education (AVE) [Colegia] - \$900 per student in 2022-23 for the virtual campus, incrementally increasing each year. Academica Virtual Education is a global network of public charter schools, digital learning communities, colleges, and non-profit organizations. AVE utilizes Colegia, a digital education operating system, to offer a seamless remote live instruction (RLI) experience. Remote live instruction gives students the opportunity to actively participate in the classroom while learning safely from their homes.

Administrative Fee (Virtual Oversight) - \$1,000 per student for virtual oversight of the virtual campus, this amount is included in the revenue portion of the Cadence campus as shown in the Network Budget. Cadence staff will provide virtual oversight of the program.

Contracted Services:

Approx. 2.94% of the budget (Year 1 – Year 6)

Special Education Contracted Services – Anticipated expense of \$160 per student throughout all campuses on average, increasing incrementally as SPED student enrollment increases. Pinecrest Academy of Nevada assumes a 9% special education student population based on prior year counts. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based on actual expenses of charter schools Academica Nevada works closely with.

Data Analyst Contracted Services – \$12,000 annual expense starting in the 2024-25 school year for the proposed campus, incrementally increasing each year thereafter. Projected \$74,500 in 2022-23 for the Pinecrest system. The Pinecrest Data Analyst maintains accurate data files of student achievement and works with site-based staff to interpret the data and plan for improved instructions. Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual’s student performance and school improvement.
- Develop and maintain historical student and school data files to monitor track performance.
- Interpret and review assessment data with administrators and teachers; support the planning of action steps.

Attachment 5 - Budget Narrative

- Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.
- Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

Substitute Teachers - \$175/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.* (10 days per teacher) Pinecrest will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs; are conservatively priced at \$165 per day, for 10 days per teacher.

Equipment:

Approx. 1.12% of the budget (Year 1 – Year 6)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows Pinecrest Academy of Nevada to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The leases include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. Pinecrest Academy of Nevada budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. The budget includes actual/projected FFE cost over the next few years up until the 2027-28 school year, including the total equipment cost and lease payments each year (budget may include slight variances as we anticipated a 5% interest rate for future leases, whereas our current lease interest rates are around 1.50% - 3.00%)

Copier/Printing – Anticipated copier lease at a rate of roughly \$210,700 annually for the Pinecrest academy of Nevada system. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

Supplies:

Approx. 2.73% of the budget (Year 1 – Year 6)

Consumables – \$150 per student – this includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$14 per student – utilized by administrative staff

Classroom Supplies – \$29 per student – utilized by teaching staff

Copier Supplies – \$4.25 per student

Nursing Supplies – \$3.25 per student

SPED Supplies – \$129 per SPED student– utilized by SPED teaching staff

Insurance:

Approx. 0.47% of the budget (Year 1 – Year 6)

Facility/School Insurance - \$263,800 in 2022-23 for the Pinecrest Academy of Nevada system - based upon the current yearly figures being paid as part of the Pinecrest Academy of Nevada insurance bundle. Increasing by 6% each subsequent year thereafter

Attachment 5 - Budget Narrative

Facility:

Approx. 18.93% of the budget (Year 1 – Year 6)

Scheduled Lease Payment (rent) – The Pinecrest Board will secure a facility lease in time for the commencement of school operations of the proposed campus. The facility will allow for necessary classrooms, computer labs, science labs, multi-purpose room, and office space needed. Academica manages over one-hundred schools nationwide, with a majority that have facilities with the model of adequate square feet per students that the anticipated facility will offer. Year 1 rent total of \$1,000,000. Discussions regarding a facility lease agreement have yet to be finalized; however, this projection provides a more than adequate depiction of the anticipated rental cost.

Scheduled Bond Payment – All physical campuses in the Pinecrest Academy of Nevada network were purchased by the issuance of bonds. The amounts budgeted are based on the lease agreements of these bonds. Refer to the Network Budget for the actual amounts each year contained in the bond lease agreements. No facility expenses for the virtual school.

Public Utilities (electricity, gas, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. Pinecrest is budgeting, roughly \$938,280 in the 2022-23 school year for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$862,978 annual expense in the 2022-23 school year (rates at which other charter schools working with Academica Nevada pay), includes a cushion for any major/miscellaneous janitorial expenses. Contracted janitorial for daily/weekly cleaning of the campus.

Custodial Supplies - \$32 per student.

Facility Maintenance – Facility repairs, maintenance, capital outlay assumption of \$238,336 in the 2022-23 school year, dependent on facility usage, increasing as student enrollment increases and to account for general facility wear and tear.

Lawn Care – Assumption of roughly \$100,842 annual expense in 2022-23 for basic lawn care maintenance. Based on current facility costs. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – Basic AC Maintenance & Repair assumption of roughly \$143,056 annually, increasing as student enrollment increases and to account for general AC wear and tear.

National School Lunch Program (NSLP):

Approx. 2.28% of the budget (Year 1 – Year 6)

Pinecrest Academy of Nevada projects roughly 60% of the student population of the proposed campus will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail in the subsection above. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school will seek to contract with a Vendor to prepare specified meals under the National School Lunch Program (NSLP). The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes an expense rate of \$3.10 per student for 180 school days.

Attachment 5 - Budget Narrative

Athletics:

Approx. 0.16% of the budget (Year 1 – Year 6)

Athletics – Pinecrest Academy of Nevada has budgeted \$90,000 as a network for Athletics for the 2022-23 school year. Most of the budgeted amount goes towards both K-12 campuses, Cadence & Sloan Canyon, the only two campuses who have an athletic program. Incrementally increasing each year as student enrollment increases.

Travel:

Approx. 0.02% of the budget (Year 1 – Year 6)

Travel costs associated with recruitment and staff development are estimated to be \$12,800 per year.

Accounting, Audit, and Legal Fees:

Approx. 0.17% of the budget (Year 1 – Year 6)

Audit/Accounting – Roughly \$12,000 per year per campus – includes an annual audit expense and expenses associated with accounting. Based upon previous audits performed for Pinecrest Academy of Nevada and the rates of other charter schools working closely with Academica Nevada. Incrementally increasing each year.

Legal Fees - 6,000 per year – based upon actual expenses and the expenses of other charter schools working with Academica Nevada.

Technology:

Approx. 0.92% of the budget (Year 1 – Year 6)

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall, and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$3.50 per month per student is necessary to ensure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$45.00 per year per student).

Intellatek IT Set-up Fees - Intellatek's initial start-up fee is dependent on how much new equipment is acquired by a school and/or if a school is opening for the first time. The initial start-up fee can be as high as \$15,000 per year and as low as \$5,000 per year. The budget reflects this wide variance and takes into consideration how much new equipment each school is anticipated to need each year, and whether it's a school's first year of operation.

Infinite Campus - \$2 per student plus \$2,500 per campus recurring expense each year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$4,500 per year per campus – Amount allocated for website upkeep and maintenance.

Telephone & Internet – annual contract expense of roughly \$101,712 for Pinecrest Academy of Nevada in the 2022-23 school year (includes anticipated e-rate discount), with an estimated 3.00% contract increase each subsequent year thereafter. Based on current contract in place at Pinecrest Academy of Nevada.

Attachment 5 - Budget Narrative

Other:

Approx. 1.53% of the budget (Year 1 – Year 6)

State Administrative Fee - 1.25% of DSA revenue – the state charges 1.25% of DSA revenue for the state sponsor fee.

Tuition Reimbursement – \$45,500 per campus in 2022-23 – Employee benefits in which the school pays all, or a portion, of an employee’s tuition for coursework and/or training.

Marketing/Advertising – \$5,000 per campus annually for marketing/advertising. Pinecrest will market via multiple modes to ensure that all families are informed of their educational options. The marketing campaign includes, but may not be limited to, the following: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a door-to-door approach.

Dues and Fees - Assumption of roughly \$12,000 annually per campus, increasing incrementally each year.

Postage - Estimate of \$1,000 per campus per year, based upon prior year usage; incrementally increasing as student enrollment increases.

Background and Fingerprinting - \$60 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$2,000 per year per campus, for miscellaneous expenses that may arise throughout the year.

Attachment 6 - School Budget

Pinecrest Academy of Nevada - Springs	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Statewide Base (w/ District Adj)	7,290	7,388	7,484	7,581	7,680	7,780
Total Students (FTEs)	-	645	815	960	1,080	1,200
Kinder		100	100	100	100	100
1st Grade		100	100	100	100	100
2nd Grade		100	100	100	100	100
3rd Grade		100	100	100	100	100
4th Grade		75	100	100	100	100
5th Grade		50	75	100	100	100
6th Grade		120	120	120	120	120
7th Grade		-	120	120	120	120
8th Grade		-	-	120	120	120
9th Grade		-	-	-	120	120
10th Grade		-	-	-	-	120
11th Grade		-	-	-	-	-
12th Grade		-	-	-	-	-
Total Students (FTEs)	-	645	815	960	1,080	1,200
<u>PRIOR YEAR NUMBERS</u>						
SPED Count		77	77	98	115	130
ELL Count		-	161	204	240	270
GATE Count		-	-	20	24	32
FRL %		60%	60%	60%	60%	60%
At-Risk (FRL) Count		-	148	199	235	259
					-	-
TEACHING STAFF						
Classroom Teachers		25.00	31.00	36.00	40.00	44.00
SPED Teachers		3.00	3.50	4.00	5.00	5.50
Art Teacher		1.00	1.00	1.00	1.00	1.00
Music		1.00	1.00	1.00	1.00	1.00
PE Teacher		1.00	1.00	1.00	1.00	1.00
Dance		-	-	-	-	-
Technology (STEM)		-	-	1.00	1.00	1.00
Theatre		-	-	-	-	-
Spanish / Language		-	-	1.00	1.00	1.00
Additional Elective Teachers		-	-	-	0.50	1.50
Total Teaching Staff	-	31.00	37.50	45.00	50.50	56.00
ADMIN & SUPPORT						
Principal		1.00	1.00	1.00	1.00	1.00
Assistant Principal		1.00	2.00	2.00	3.00	3.00
ELL Coordinator		1.00	1.00	1.00	1.00	1.00
Counselor/ Student Support Advocate		-	-	1.00	1.00	1.00
Curriculum Coach		-	-	-	1.00	1.00
Office Manager/Banker		1.00	1.00	1.00	1.00	1.00
Registrar		-	1.00	1.00	1.00	1.00
Clinic Aide/ FASA		-	1.00	1.00	1.00	1.00
Receptionist		1.00	1.00	1.00	1.00	1.00
Teacher Assistants (SPED Included)		1.00	4.00	5.00	5.00	5.00
Campus Monitor/Custodian		1.00	1.00	2.00	2.00	2.00
Cafeteria Manager		1.00	1.00	1.00	1.00	1.00
Parent Engagement Coordinator		-	-	-	-	-
SPED Facilitator		-	-	-	-	-
Speech Pathologist		-	-	-	-	-
School Psychologist		-	-	-	-	-
OT		-	-	-	-	-
School Nurse		-	-	-	-	-
Gate Teacher		-	0.50	0.50	0.50	0.50
Virtual Coordinator		-	-	-	-	-
Total Admin & Support	-	8.00	14.50	17.50	19.50	19.50
Total # Teachers	-	31.00	37.50	45.00	50.50	56.00
Total # Admin & Support	-	8.00	14.50	17.50	19.50	19.50
Total Staff	-	39.00	52.00	62.50	70.00	75.50
Total Salaries & Benefits as % of Expenses		57%	56%	56%	57%	56%
Instruction Salaries as % of Total Salaries		80%	77%	78%	77%	78%
Admin & Support Salaries as % of Total Salaries		20%	23%	22%	23%	22%
Rent as % of Revenue		20%	18%	18%	17%	20%

Attachment 6 - School Budget

REVENUE (@ 100%)	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
State Base Revenue		4,765,137	6,099,338	7,277,895	8,294,071	9,335,438
Local SPED		-	-	-	-	-
National School Lunch Program (NSLP)		261,225	334,476	399,168	460,728	524,880
SPED Funding (Part B)		38,000	73,530	92,910	109,440	123,120
SPED Discretionary Unit		-	193,500	249,390	293,760	324,000
ELL Weight		-	263,644	333,131	392,400	484,380
Gifted and Talented Education (GATE) Weight		-	-	17,278	20,352	29,678
At-Risk Weight		-	35,752	48,023	56,568	70,243
OTHER: Administrative Fee - Virtual		-	-	-	-	-
OTHER:		-	-	-	-	-
OTHER:		-	-	-	-	-
OTHER: Academica Donation - Payroll Fees		11,360	14,480	17,000	18,800	20,120
Total Revenues	-	5,075,722	7,014,720	8,434,796	9,646,119	10,911,859

EXPENSES	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Personnel Costs - Unrestricted Salaries						
Principal		110,000	112,200	114,444	116,733	119,068
Assistant Principal(s)		75,000	151,500	154,530	232,621	237,273
Curriculum Coach		-	-	-	65,000	66,300
ELL Coordinator/SWxS/RBG3		65,000	66,300	67,626	68,979	70,358
Counselor / Student Support Advocate/Dean		-	-	61,500	62,730	63,985
Teachers Salaries		1,363,600	1,689,800	2,078,700	2,354,625	2,666,400
Prior Grant/Categorical Positions		-	-	-	-	-
SPED Teachers		146,100	173,950	202,800	258,750	290,400
Office Manager/ Registrar / Banker		45,000	90,900	92,718	94,572	96,464
Secretary & FASA		22,400	45,600	46,400	47,200	48,000
Teacher Assistants (including SPED)		20,160	82,080	104,400	118,000	108,000
Campus Monitors		26,880	27,360	55,680	56,640	57,600
Virtual School Corrdinator		-	-	-	-	-
Total Unrestricted Salaries	-	1,874,140	2,439,690	2,978,798	3,475,849	3,823,847
Personnel Costs - Restricted Salaries						
SPED Facilitator		-	-	-	-	-
Speech Pathologist		-	-	-	-	-
School Psychologist		-	-	-	-	-
OT		-	-	-	-	-
School Nurse		-	-	-	-	-
GATE Teacher		-	35,000	35,700	36,414	37,142
NSLP Manager		-	-	-	-	-
Cafeteria Manager - NSLP		20,520	21,600	22,320	23,310	23,760
On Campus Sub		22,500	22,500	22,500	22,500	22,500
Total Restricted Salaries	-	43,020	79,100	80,520	82,224	83,402
Total Salaries and Wages	-	1,917,160	2,518,790	3,059,318	3,558,073	3,907,249
PERS - 29.75%		570,355	749,340	910,147	1,058,527	1,162,407
Insurances/Employment Taxes/Other Benefits		345,089	459,679	565,974	667,139	742,377
Retention Bonuses		-	42,768	50,952	58,168	63,008
Holiday Bonuses		7,875	9,500	10,813	11,750	12,438
Stipend		-	3,000	15,000	15,000	15,000
Additional Bonuses		-	24,000	28,750	32,500	35,250
Tuition Reimbursements		-	12,000	12,000	12,000	12,000
Subst. Teachers (10 days/Teacher)		31,750	43,125	56,250	65,875	75,500
Total Benefits and Related	-	955,069	1,343,412	1,649,885	1,920,959	2,117,980
Total Payroll / Benefits and Related	-	2,872,229	3,862,202	4,709,203	5,479,032	6,025,229
Supplies						
Consumables		29,025	122,250	144,000	162,000	180,000
Dual Enrollment - Student Fees/Textbooks		-	-	-	-	-
Zion's FFE Lease - payments		131,000	230,000	280,000	317,000	340,000
Cash instead of Zion Lease - Curriculum/Tech/Furniture		-	-	-	-	-
Office Supplies		9,030	11,410	13,440	15,120	16,800
Classroom Supplies		18,705	23,635	27,840	31,320	34,800
Copier Supplies		2,741	3,464	4,080	4,590	5,100
Nursing Supplies		2,096	2,649	3,120	3,510	3,900
SPED Supplies		9,985	9,985	12,616	14,861	16,718
Athletics/Extra		-	-	-	-	5,000
Total Supplies	-	202,582	403,392	485,096	548,401	602,318

Attachment 6 - School Budget

	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Purchased Services						
Data Analysts		-	12,000	12,360	12,731	12,731
Special Education Contracted Services		80,625	163,000	220,800	270,000	246,000
AVE Credits		-	-	-	-	-
Administrative Fee to Cadence		-	-	-	-	-
Management Fee		161,250	366,750	432,000	486,000	540,000
Payroll Services		11,360	14,480	17,000	18,800	20,120
Audit/Tax		-	12,200	12,566	12,943	13,331
Legal Fees		6,000	6,000	6,000	6,000	6,000
IT Services		29,025	36,675	43,200	48,600	54,000
IT Set-up Fees		12,500	12,500	12,500	12,500	12,500
State Administrative Fee (1.25%)		59,564	76,242	90,974	103,676	116,693
Affiliation Fee - Inc. (1/2 of 1%)		23,826	30,497	36,389	41,470	46,677
Affiliation Fee - Professional Development (1/2 of 1%)		23,826	30,497	36,389	41,470	46,677
Affiliation Fee -		-	-	-	-	-
Total Purchased Services	-	407,976	760,840	920,179	1,054,190	1,114,729
General Operations	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Telephone		6,000	6,180	6,365	6,556	6,753
Internet		9,000	9,270	9,548	9,835	10,130
Cell Phones		-	-	-	-	-
Postage		750	1,300	1,000	1,250	1,300
Website		4,000	4,120	4,244	4,371	4,502
Copier / Printing		30,000	30,900	32,136	33,421	34,758
Infinite Campus		3,790	4,130	4,420	4,660	4,900
Total General Operations	-	53,540	55,900	57,713	60,093	62,343
Insurances						
Property Insurance		10,000	10,600	11,236	11,910	12,625
Liability Insurance		7,000	7,420	7,865	8,337	8,837
Other Insurances		13,000	13,780	14,607	15,483	16,412
Total Insurances	-	30,000	31,800	33,708	35,730	37,874
Other	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Lunch Program-NSLP		217,146	278,463	335,050	386,112	441,840
Advertising/Marketing		5,000	5,000	5,000	5,000	5,000
Travel		2,000	1,500	3,000	3,000	3,000
Background and Fingerprinting		2,925	975	1,350	1,350	1,350
Dues and Fees		12,000	12,000	12,000	12,000	12,000
Loan Payment / Interest Expense		-	-	-	-	-
Prior Year Surplus allocated by board		-	-	-	-	-
Graduation		-	-	-	-	-
Other Purchases		2,000	2,000	2,000	2,000	2,000
Total Other	-	241,071	299,938	358,400	409,462	465,190
Facilities	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Public Utilities		78,000	79,560	81,151	82,774	85,257
Natural Gas		-	-	-	-	-
Water / Sewer		20,400	20,808	21,224	21,649	22,298
Garbage/Disposal		12,000	12,240	12,485	12,734	13,117
Fire and Security alarms		6,000	6,120	6,242	6,367	6,558
Contracted Janitorial Services		81,900	83,538	85,209	86,913	88,613
Custodial Supplies		20,640	26,080	30,720	34,560	38,400
Facility Maintenance/Repairs/Capital Outlay		22,500	35,000	36,500	37,500	40,000
Lawn Care		12,000	12,240	12,485	12,734	13,117
Snow removal		-	-	-	-	-
AC Maintenance & Repair		12,500	12,750	13,005	13,265	13,663
Total Facilities	-	265,940	288,336	299,021	308,497	319,323
Total Expenses Before Bldg	-	4,073,338	5,702,408	6,863,320	7,895,406	8,627,007
Scheduled Lease Payment		1,000,000	1,250,000	1,500,000	1,650,000	2,150,000
Scheduled Bond Payment		-	-	-	-	-
Scheduled Bond Payment		-	-	-	-	-
Scheduled Bond Payment		-	-	-	-	-
Additional Parking		-	-	-	-	-
Surplus (Revenues-Total Expenses-Lease-Bond)	-	2,384	62,312	71,476	100,713	134,852
		0.05%	0.93%	0.85%	1.10%	1.30%

Pinecrest Academy of Nevada - Springs

FY 23

FY 24

FY 25

FY 26

FY 27

FY 28

Attachment 7 - Network Budget

Pinecrest Academy of Nevada	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Statewide Base (w/ District Adj)	7,290	7,384	7,479	7,575	7,672	7,772
Total Students (FTEs)	7,536	8,615	9,026	9,326	9,520	9,659
Kinder	625	725	725	725	725	725
1st Grade	630	730	730	730	730	730
2nd Grade	650	750	750	750	750	750
3rd Grade	711	785	785	785	785	785
4th Grade	701	776	801	801	801	801
5th Grade	685	772	797	822	822	822
6th Grade	770	863	873	883	862	862
7th Grade	730	743	873	883	893	862
8th Grade	653	743	753	883	893	893
9th Grade	489	518	559	569	699	699
10th Grade	392	490	510	550	560	680
11th Grade	306	415	475	495	530	540
12th Grade	194	305	395	450	470	510
Total Students (FTEs)	7,536	8,615	9,026	9,326	9,520	9,659
PRIOR YEAR NUMBERS						
SPED Count	745	858	880	917	942	956
ELL Count	97	102	103	104	105	105
GATE Count	283	294	299	301	301	301
FRL %	24%	32%	32%	32%	32%	32%
At-Risk (FRL) Count	1,366	1,468	1,519	1,564	1,593	1,595
					-	-
TEACHING STAFF						
Classroom Teachers	265.00	304.00	315.00	323.00	328.00	332.00
SPED Teachers	36.00	39.00	40.50	41.00	42.00	42.50
Art Teacher	7.00	8.00	8.00	8.00	8.00	8.00
Music	7.00	8.00	8.00	8.00	8.00	8.00
PE Teacher	8.00	9.00	9.00	9.00	9.00	9.00
Dance	-	-	-	-	-	-
Technology (STEM)	5.00	7.00	7.00	8.00	8.00	8.00
Theatre	-	-	-	-	-	-
Spanish / Language	7.00	6.00	6.00	7.00	7.00	7.00
Additional Elective Teachers	12.50	12.00	12.00	12.00	12.50	13.50
Total Teaching Staff	347.50	393.00	405.50	416.00	422.50	428.00
ADMIN & SUPPORT						
Principal	5.00	6.00	6.00	6.00	6.00	6.00
Assistant Principal	15.00	16.00	17.00	17.00	18.00	18.00
ELL Coordinator	-	1.00	1.00	1.00	1.00	1.00
Counselor/ Student Support Advocate	10.00	10.00	10.00	11.00	11.00	11.00
Curriculum Coach	8.00	8.00	8.00	8.00	9.00	9.00
Office Manager/Banker	8.00	9.00	9.00	9.00	9.00	9.00
Registrar	6.50	6.50	7.50	7.50	7.50	7.50
Clinic Aide/ FASA	7.00	7.00	8.00	8.00	8.00	8.00
Receptionist	7.00	8.00	8.00	8.00	8.00	8.00
Teacher Assistants (SPED Included)	53.50	56.50	61.50	64.50	66.50	66.50
Campus Monitor/Custodian	14.00	15.00	15.00	16.00	16.00	16.00
Cafeteria Manager	8.00	9.00	9.00	9.00	9.00	9.00
Parent Engagement Coordinator	-	-	-	-	-	-
SPED Facilitator	3.33	3.33	3.33	3.33	3.33	3.33
Speech Pathologist	2.00	2.00	2.00	2.00	2.00	2.00
School Psychologist	1.50	1.50	1.50	1.50	1.50	1.50
OT	0.67	0.67	0.67	0.67	0.67	0.67
School Nurse	2.00	2.00	2.00	2.00	2.00	2.00
Gate Teacher	5.50	5.50	6.00	6.00	6.00	6.00
Virtual Coordinator	1.00	1.00	1.00	1.00	1.00	1.00
Total Admin & Support	158.00	168.00	176.50	181.50	185.50	185.50
Total # Teachers	347.50	393.00	405.50	416.00	422.50	428.00
Total # Admin & Support	158.00	168.00	176.50	181.50	185.50	185.50
Total Staff	505.50	561.00	582.00	597.50	608.00	613.50
Total Salaries & Benefits as % of Expenses	62%	61%	61%	61%	61%	61%
Instruction Salaries as % of Total Salaries	75%	76%	77%	77%	77%	77%
Admin & Support Salaries as % of Total Salaries	25%	24%	23%	23%	23%	23%
Rent as % of Revenue	14%	14%	14%	14%	14%	14%

Attachment 7 - Network Budget

Adjusted Net Income Available Before Lease and Debt Service	10,514,306	12,314,772	13,218,714	13,927,208	13,965,898	14,513,681
Scheduled Lease Payment	-	1,000,000	1,250,000	1,500,000	1,650,000	2,150,000
Scheduled Bond Payment	2,967,220	3,045,000	3,053,000	3,057,500	3,055,500	3,056,500
Scheduled Bond Payment	2,492,800	2,495,000	2,495,000	2,494,000	2,497,000	2,493,000
Scheduled Bond Payment	2,963,100	3,130,000	3,390,000	3,777,000	3,904,000	3,907,500
	30,000	30,000	30,000	30,000	30,000	30,000
Total Lease Payments & Net Debt Service	8,453,120	9,700,000	10,218,000	10,858,500	11,136,500	11,637,000
Annual Debt Service Coverage	1.24	1.27	1.29	1.28	1.25	1.25
Days Cash on Hand Calculation						
Actual Beginning Cash Balance (based on FY20 Audit)	15,437,921	17,499,107	20,113,879	23,114,593	26,183,300	29,012,698
Accounts Receivable	-	-	-	-	-	-
Plus: Operating Surplus	2,061,186	2,614,772	3,000,714	3,068,708	2,829,398	2,876,681
Ending Cash Balance	17,499,107	20,113,879	23,114,593	26,183,300	29,012,698	31,889,380
Projected Days Cash on Hand	110.67	110.24	118.91	128.26	136.64	145.87

Attachment 8 - Audit Data

INDEPENDENT AUDIT DATA

- Supply the requested data from each independent audit performed for the organization or a school i
- Please check the calculated values below and make sure they correspond with internal records
- Discrepancies between published data and reported data must be thoroughly explained on next tab

Entity Description Data				
State	Entity ID	School ID	School/Entity Name (as it appears on Independent Audit)	First Fiscal Year of Operation
NV	46-5122331		Mater Academy of Nevada	2020-2021
NV	46-1907920		Doral Academy of Nevada	2020-2021
NV	45-5065099		Pinecrest Academy of Nevada	2020-2021
NV	27-5393412		Somerset Academy of Las Vegas	2020-2021
NV	81-1668405		SLAM Academy of Nevada	2020-2021
NV	81-5173587		Doral Academy of Northern Nevada	2020-2021
NV	81-5174782		Mater Academy of Northern Nevada	2020-2021
NV	84-1776306		Pinecrest Academy of Northern Nevada	2020-2021
NV	46-5122331		Mater Academy of Nevada	2019-2020
NV	46-1907920		Doral Academy of Nevada	2019-2020
NV	45-5065099		Pinecrest Academy of Nevada	2019-2020
NV	27-5393412		Somerset Academy of Las Vegas	2019-2020
NV	81-1668405		SLAM Academy of Nevada	2019-2020
NV	81-5173587		Doral Academy of Northern Nevada	2019-2020
NV	81-5174782		Mater Academy of Northern Nevada	2019-2020
NV	46-5122331		Mater Academy of Nevada	2018-2019
NV	46-1907920		Doral Academy of Nevada	2018-2019
NV	45-5065099		Pinecrest Academy of Nevada	2018-2019
NV	27-5393412		Somerset Academy of Las Vegas	2018-2019
NV	81-1668405		SLAM Academy of Nevada	2018-2019
NV	81-5173587		Doral Academy of Northern Nevada	2018-2019
NV	81-5174782		Mater Academy of Northern Nevada	2018-2019
NV	46-5122331		Mater Academy of Nevada	2017-2018
NV	46-1907920		Doral Academy of Nevada	2017-2018
NV	45-5065099		Pinecrest Academy of Nevada	2017-2018
NV	27-5393412		Somerset Academy of Las Vegas	2017-2018
NV	81-1668405		SLAM Academy of Nevada	2017-2018
NV	81-5173587		Doral Academy of Northern Nevada	2017-2018
NV	81-5174782		Mater Academy of Northern Nevada	2017-2018
NV	46-5122331		Mater Academy of Nevada	2016-2017
NV	46-1907920		Doral Academy of Nevada	2016-2017
NV	45-5065099		Pinecrest Academy of Nevada	2016-2017
NV	27-5393412		Somerset Academy of Las Vegas	2016-2017
NV	81-1668405		SLAM Academy of Nevada	2016-2017
NV	46-5122331		Mater Academy of Nevada	2015-2016
NV	46-1907920		Doral Academy of Nevada	2015-2016
NV	45-5065099		Pinecrest Academy of Nevada	2015-2016
NV	27-5393412		Somerset Academy of Las Vegas	2015-2016
NV				

Attachment 8 - Audit Data

NV	46-5122331		Mater Academy of Nevada	2014-2015
NV	46-1907920		Doral Academy of Nevada	2014-2015
NV	45-5065099		Pinecrest Academy of Nevada	2014-2015
NV	27-5393412		Somerset Academy of Las Vegas	2014-2015
NV				
NV	46-1907920		Doral Academy of Nevada	2013-2014
NV	45-5065099		Pinecrest Academy of Nevada	2013-2014
NV	27-5393412		Somerset Academy of Las Vegas	2013-2014
NV				
NV	45-5065099		Pinecrest Academy of Nevada	2012-2013
NV	27-5393412		Somerset Academy of Las Vegas	2012-2013
NV	27-5393412		Somerset Academy of Las Vegas	2011-2012

Attachment 8 - Audit Data

n the past four years

Fiscal Year	Cash	Total Current Assets	Non Current Assets	Total Assets
2021	\$ 3,321,788	\$ 11,812,060	\$ 27,694,655	\$ 39,506,715
2021	\$ 21,249,106	\$ 34,691,889	\$ 80,047,374	\$ 114,739,263
2021	\$ 16,026,053	\$ 47,465,540	\$ 111,702,053	\$ 159,167,593
2021	\$ 33,523,696	\$ 49,731,900	\$ 120,451,016	\$ 170,182,916
2021	\$ 1,137,825	\$ 2,750,743	\$ 238,799	\$ 2,989,542
2021	\$ 1,237,992	\$ 5,163,480	\$ 19,091,531	\$ 24,255,011
2021	\$ 547,618	\$ 1,217,935	\$ 119,366	\$ 1,337,301
2021	\$ 416,541	\$ 627,841	\$ 605,069	\$ 1,232,910
2020	\$ 5,745,658	\$ 8,836,710	\$ 13,328,541	\$ 22,165,251
2020	\$ 17,477,266	\$ 29,494,911	\$ 68,913,864	\$ 98,408,775
2020	\$ 15,437,921	\$ 35,618,766	\$ 103,502,904	\$ 139,121,670
2020	\$ 23,406,296	\$ 36,003,039	\$ 91,705,788	\$ 127,708,827
2020	\$ 1,303,435	\$ 2,099,483	\$ 377,205	\$ 2,476,688
2020	\$ 1,835,023	\$ 4,295,111	\$ 17,905,789	\$ 22,200,900
2020	\$ 616,327	\$ 979,434	\$ 183,410	\$ 1,162,844
2019	\$ 2,115,467	\$ 5,034,657	\$ 13,538,795	\$ 18,573,452
2019	\$ 9,300,532	\$ 20,245,106	\$ 70,215,547	\$ 90,460,653
2019	\$ 4,526,832	\$ 28,426,993	\$ 57,170,921	\$ 85,597,914
2019	\$ 15,967,659	\$ 28,310,076	\$ 93,989,517	\$ 122,299,593
2019	\$ 439,259	\$ 717,599	\$ 418,469	\$ 1,136,068
2019	\$ 1,045,212	\$ 3,634,455	\$ 17,490,632	\$ 21,125,087
2019	\$ 221,927	\$ 395,196	\$ 98,716	\$ 493,912
2018	\$ 1,148,834	\$ 2,692,203	\$ 1,019,659	\$ 3,711,862
2018	\$ 7,357,580	\$ 12,609,531	\$ 25,153,736	\$ 37,763,267
2018	\$ 4,820,215	\$ 6,421,426	\$ 2,064,927	\$ 8,486,353
2018	\$ 12,990,269	\$ 22,654,001	\$ 81,543,668	\$ 104,197,669
2018	\$ 515,858	\$ 729,115	\$ 466,470	\$ 1,195,585
2018	\$ 1,781,896	\$ 15,446,574	\$ 5,439,812	\$ 20,886,386
2018	\$ 335,769	\$ 506,324	\$ 139,789	\$ 646,113
2017	\$ 364,724	\$ 1,493,205	\$ 462,215	\$ 1,955,420
2017	\$ 4,904,242	\$ 5,600,581	\$ 2,563,608	\$ 8,164,189
2017	\$ 2,521,445	\$ 5,288,828	\$ 2,289,463	\$ 7,578,291
2017	\$ 6,797,555	\$ 15,299,189	\$ 39,409,597	\$ 54,708,786
2017	\$ -	\$ 448,520	\$ 431,549	\$ 880,069
2016	\$ 8,516	\$ 942,949	\$ 487,174	\$ 1,430,123
2016	\$ 2,176,814	\$ 3,879,919	\$ 1,549,618	\$ 5,429,537
2016	\$ 1,083,494	\$ 3,212,540	\$ 1,521,307	\$ 4,733,847
2016	\$ 6,205,237	\$ 18,817,850	\$ 34,828,815	\$ 53,646,665

Attachment 8 - Audit Data

2015	\$ 18,148	\$ 234,180	\$ 248,284	\$ 482,464
2015	\$ 1,486,477	\$ 2,551,892	\$ 1,058,788	\$ 3,610,680
2015	\$ 1,161,809	\$ 1,845,812	\$ 507,728	\$ 2,353,540
2015	\$ 3,955,036	\$ 19,406,000	\$ 32,421,280	\$ 51,827,280
2014	\$ 510,304	\$ 1,017,714	\$ -	\$ 1,017,714
2014	\$ 1,622,241	\$ 1,776,283	\$ 21,274	\$ 1,797,557
2014	\$ 1,723,783	\$ 3,902,921	\$ 173,984	\$ 4,076,905
2013	\$ 961,962	\$ 1,114,206	\$ -	\$ 1,114,206
2013	\$ 1,209,308	\$ 2,238,199	\$ -	\$ 2,238,199
2012	\$ 1,054,878	\$ 1,092,540	\$ 4,099,196	\$ 5,191,736

Attachment 8 - Audit Data

Independent Audit Data

Current Liabilities	Non Current Liabilities	Total Liabilities	Net Assets	Funding
\$ 3,415,821	\$ 49,328,842	\$ 52,744,663	\$ (3,293,715)	\$ 33,888,463
\$ 9,124,335	\$ 127,367,667	\$ 136,492,002	\$ (6,252,270)	\$ 48,898,160
\$ 9,138,260	\$ 183,906,118	\$ 193,044,378	\$ (13,953,469)	\$ 55,227,601
\$ 8,209,219	\$ 191,059,786	\$ 199,269,005	\$ (6,473,940)	\$ 79,621,443
\$ 1,012,512	\$ 7,388,245	\$ 8,400,757	\$ (877,291)	\$ 9,913,438
\$ 1,462,915	\$ 29,256,863	\$ 30,719,778	\$ (2,737,728)	\$ 7,912,472
\$ 396,782	\$ 3,233,278	\$ 3,630,060	\$ (86,317)	\$ 4,551,727
\$ 368,298	\$ 481,466	\$ 849,764	\$ 886,795	\$ 5,716,652
\$ 2,292,581	\$ 31,197,332	\$ 33,489,913	\$ (1,798,088)	\$ 22,316,496
\$ 7,524,987	\$ 112,577,800	\$ 120,102,787	\$ (3,774,041)	\$ 47,744,805
\$ 6,975,215	\$ 157,922,380	\$ 164,897,595	\$ (9,239,054)	\$ 51,389,004
\$ 7,149,324	\$ 152,627,447	\$ 159,776,771	\$ (8,084,565)	\$ 76,127,725
\$ 700,422	\$ 5,804,308	\$ 6,504,730	\$ (144,373)	\$ 9,341,995
\$ 2,036,637	\$ 24,999,906	\$ 27,036,543	\$ (2,002,767)	\$ 7,025,911
\$ 348,574	\$ 2,669,665	\$ 3,018,239	\$ 134,177	\$ 3,737,016
\$ 2,471,853	\$ 28,152,067	\$ 30,623,920	\$ (1,501,090)	\$ 19,554,755
\$ 4,932,333	\$ 109,371,914	\$ 114,304,247	\$ (2,443,408)	\$ 43,419,051
\$ 5,104,358	\$ 107,280,513	\$ 112,384,871	\$ (7,983,769)	\$ 38,569,216
\$ 6,566,881	\$ 145,969,646	\$ 152,536,527	\$ (9,158,718)	\$ 67,827,144
\$ 633,814	\$ 4,021,921	\$ 4,655,735	\$ (103,396)	\$ 7,402,762
\$ 1,001,825	\$ 22,725,912	\$ 23,727,737	\$ (1,305,194)	\$ 5,285,411
\$ 369,314	\$ 1,510,124	\$ 1,879,438	\$ 164,070	\$ 2,506,487
\$ 1,674,528	\$ 8,091,330	\$ 9,765,858	\$ 622,328	\$ 16,318,578
\$ 5,104,883	\$ 49,645,937	\$ 54,750,820	\$ 133,138	\$ 40,161,058
\$ 2,956,409	\$ 22,187,036	\$ 25,143,445	\$ (1,349,663)	\$ 33,862,243
\$ 5,233,509	\$ 127,051,103	\$ 132,284,612	\$ (9,423,668)	\$ 52,196,541
\$ 558,550	\$ 2,447,603	\$ 3,006,153	\$ 427,123	\$ 5,828,120
\$ 454,498	\$ 21,235,793	\$ 21,690,291	\$ (658,806)	\$ 1,397,866
\$ 532,759	\$ 100,759	\$ 633,518	\$ 216,396	\$ 1,815,934
\$ 1,018,780	\$ 4,917,293	\$ 5,936,073	\$ 487,151	\$ 9,507,679
\$ 3,187,829	\$ 15,971,347	\$ 19,159,176	\$ 268,205	\$ 29,501,449
\$ 2,917,222	\$ 14,957,746	\$ 17,874,968	\$ (600,924)	\$ 29,305,075
\$ 5,979,923	\$ 73,904,866	\$ 79,884,789	\$ (9,423,668)	\$ 47,015,649
\$ 458,505	\$ 312,026	\$ 770,531	\$ 369,868	\$ 3,677,755
\$ 700,717	\$ 1,666,226	\$ 2,366,943	\$ 687,515	\$ 6,557,805
\$ 1,891,290	\$ 7,779,693	\$ 9,670,983	\$ 529,554	\$ 18,055,798
\$ 1,785,354	\$ 5,094,004	\$ 6,879,358	\$ (993,815)	\$ 17,665,570
\$ 4,552,047	\$ 62,872,574	\$ 67,424,621	\$ (8,104,743)	\$ 39,665,718

Attachment 8 - Audit Data

\$ 299,143	\$ 178,898	\$ 478,041	\$ 157,736	\$ 2,165,379
\$ 1,185,892	\$ 2,905,228	\$ 4,091,120	\$ (209,448)	\$ 11,540,277
\$ 715,222	\$ 3,680,102	\$ 4,395,324	\$ (2,403,066)	\$ 6,700,349
\$ 3,529,571	\$ 56,026,029	\$ 59,555,600	\$ (8,387,723)	\$ 31,560,824
\$ 247,888	\$ 17,831	\$ 265,719	\$ 751,995	\$ 4,920,517
\$ 338,444	\$ -	\$ 338,444	\$ 1,459,113	\$ 6,060,552
\$ 1,241,017	\$ 104,959	\$ 1,345,976	\$ 2,730,929	\$ 19,468,500
\$ 376,430	\$ -	\$ 376,430	\$ 737,776	\$ 4,758,906
\$ 878,427	\$ -	\$ 878,427	\$ 1,359,772	\$ 11,486,000
\$ 623,352	\$ 4,317,489	\$ 4,940,841	\$ 250,895	\$ 6,324,089

Attachment 8 - Audit Data

Expenditures		Change in Net Assets	Current Ratio	Unrestrict ed Days Cash	Debt to Asset Ratio	Surplus Margin	Cash Flow
\$ 35,384,090		\$ (1,495,627)	3.46	34.27	1.34	(0.04)	\$ (2,423,870)
\$ 51,376,389		\$ (2,478,229)	3.80	150.96	1.19	(0.05)	\$ 3,771,840
\$ 59,942,016		\$ (4,714,415)	5.19	97.59	1.21	(0.09)	\$ 588,132
\$ 78,010,817		\$ 1,610,626	6.06	156.85	1.17	0.02	\$ 10,117,400
\$ 10,646,356		\$ (732,918)	2.72	39.01	2.81	(0.07)	\$ (165,610)
\$ 8,647,433		\$ (734,961)	3.53	52.25	1.27	(0.09)	\$ (597,031)
\$ 4,772,221		\$ (220,494)	3.07	41.88	2.71	(0.05)	\$ (68,709)
\$ 4,829,857		\$ 886,795	1.70	31.48	0.69	0.16	\$ 416,541
\$ 22,613,494		\$ (296,998)	3.85	92.74	1.51	(0.01)	\$ 3,630,191
\$ 49,075,438		\$ (1,330,633)	3.92	129.99	1.22	(0.03)	\$ 8,176,734
\$ 52,644,289		\$ (1,255,285)	5.11	107.04	1.19	(0.02)	\$ 10,911,089
\$ 75,053,572		\$ 1,074,153	5.04	113.83	1.25	0.01	\$ 7,438,637
\$ 9,382,972		\$ (40,977)	3.00	50.70	2.63	(0.00)	\$ 864,176
\$ 7,723,484		\$ (697,573)	2.11	86.72	1.22	(0.10)	\$ 789,811
\$ 3,766,909		\$ (29,893)	2.81	59.72	2.60	(0.01)	\$ 394,400
\$ 21,678,173		\$ (2,123,418)	2.04	35.62	1.65	(0.11)	\$ 966,633
\$ 45,995,597		\$ (2,576,546)	4.10	73.80	1.26	(0.06)	\$ 1,942,952
\$ 45,203,322		\$ (6,634,106)	5.57	36.55	1.31	(0.17)	\$ (293,383)
\$ 67,562,126		\$ 265,018	4.31	86.26	1.25	0.00	\$ 2,977,390
\$ 7,933,281		\$ (530,519)	1.13	20.21	4.10	(0.07)	\$ (76,599)
\$ 5,339,761		\$ (54,350)	3.63	71.45	1.12	(0.01)	\$ (736,684)
\$ 2,558,814		\$ (52,327)	1.07	31.66	3.81	(0.02)	\$ (113,842)
\$ 16,183,403		\$ 135,175	1.61	25.91	2.63	0.01	\$ 784,110
\$ 40,296,127		\$ (135,069)	2.47	66.64	1.45	(0.00)	\$ 2,453,338
\$ 34,610,981		\$ (748,738)	2.17	50.83	2.96	(0.02)	\$ 2,298,770
\$ 52,197,610		\$ (1,069)	4.33	90.84	1.27	(0.00)	\$ 6,192,714
\$ 5,770,865		\$ 57,255	1.31	32.63	2.51	0.01	\$ 515,858
\$ 2,056,672		\$ (658,806)	33.99	316.24	1.04	(0.47)	\$ 1,781,896
\$ 1,599,538		\$ 216,396	0.95	76.62	0.98	0.12	\$ 335,769
\$ 9,708,043		\$ (200,364)	1.47	13.71	3.04	(0.02)	\$ 356,208
\$ 29,762,798		\$ (261,349)	1.76	60.14	2.35	(0.01)	\$ 2,727,428
\$ 28,912,184		\$ 392,891	1.81	31.83	2.36	0.01	\$ 1,437,951
\$ 48,334,574		\$ (1,318,925)	2.56	51.33	1.46	(0.03)	\$ 592,318
\$ 3,307,887		\$ 369,868	0.98	0.00	0.88	0.10	\$ -
\$ 6,028,026		\$ 529,779	1.35	0.52	1.66	0.08	\$ (9,632)
\$ 17,316,796		\$ 739,002	2.05	45.88	1.78	0.04	\$ 690,337
\$ 16,256,319		\$ 1,409,251	1.80	24.33	1.45	0.08	\$ (78,315)
\$ 39,382,738		\$ 282,980	4.13	57.51	1.26	0.01	\$ 2,250,201

Attachment 8 - Audit Data

\$	2,007,643		\$	157,736	0.78	3.30	0.99	0.07	\$	18,148
\$	9,970,714		\$	1,569,563	2.15	54.42	1.13	0.14	\$	976,173
\$	6,647,802		\$	52,547	2.58	63.79	1.87	0.01	\$	(460,432)
\$	30,105,962		\$	1,454,862	5.50	47.95	1.15	0.05	\$	2,231,253
\$	4,168,522		\$	751,995	4.11	44.68	0.26	0.15	\$	510,304
\$	5,339,215		\$	721,337	5.25	110.90	0.19	0.12	\$	660,279
\$	18,097,343		\$	1,371,157	3.14	34.77	0.33	0.07	\$	514,475
\$	4,021,130		\$	737,776	2.96	87.32	0.34	0.16	\$	961,962
\$	10,585,090		\$	900,910	2.55	41.70	0.39	0.08	\$	154,430
\$	6,073,194		\$	250,895	1.75	63.40	0.95	0.04	\$	1,054,878

Attachment 8 - Audit Data

Net Position (Beginning of Year)	Net Position (End of Year)
\$ (1,798,090)	\$ (3,293,717)
\$ (3,774,043)	\$ (6,252,272)
\$ (9,239,053)	\$ (13,953,468)
\$ (8,084,565)	\$ (6,473,939)
\$ (144,373)	\$ (877,291)
\$ (2,002,767)	\$ (2,737,728)
\$ 134,176	\$ (86,318)
\$ -	\$ 886,795
\$ (1,501,092)	\$ (1,798,090)
\$ (2,443,410)	\$ (3,774,043)
\$ (7,983,768)	\$ (9,239,053)
\$ (9,158,718)	\$ (8,084,565)
\$ (103,396)	\$ (144,373)
\$ (1,305,194)	\$ (2,002,767)
\$ 164,069	\$ 134,176
\$ 622,326	\$ (1,501,092)
\$ 133,136	\$ (2,443,410)
\$ (1,349,662)	\$ (7,983,768)
\$ (9,423,736)	\$ (9,158,718)
\$ 427,123	\$ (103,396)
\$ (1,250,844)	\$ (1,305,194)
\$ 216,396	\$ 164,069
\$ 487,151	\$ 622,326
\$ 268,205	\$ 133,136
\$ (600,924)	\$ (1,349,662)
\$ (9,423,668)	\$ (9,424,737)
\$ 369,868	\$ 427,123
\$ -	\$ (658,806)
\$ -	\$ 216,396
\$ 687,515	\$ 487,151
\$ 529,554	\$ 268,205
\$ (993,815)	\$ (600,924)
\$ (8,104,743)	\$ (9,423,668)
\$ -	\$ 369,868
\$ 157,736	\$ 687,515
\$ (209,448)	\$ 529,554
\$ (2,403,066)	\$ (993,815)
\$ (8,387,723)	\$ (8,104,743)

Attachment 8 - Audit Data

\$ -	\$ 157,736
\$ (1,779,011)	\$ (209,448)
\$ (2,455,654)	\$ (2,403,066)
\$ (9,842,585)	\$ (8,387,723)
\$ -	\$ 751,995
\$ 737,776	\$ 1,459,113
\$ 1,359,772	\$ 2,730,929
\$ -	\$ 737,776
\$ 458,862	\$ 1,359,772
\$ -	\$ 250,895



Principal

Summary Description

Under general direction, serves as the instructional leader and chief administrative officer of Pinecrest Springs. Perform related work as required.

The school principal shall:

- Pursue the vision and execute the mission of Pinecrest Academy of Nevada.
- Provide leadership and direction to all instructional and non-instructional staff.
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff positions.
- Administer Pinecrest Academy scheduling, enrollment, and curriculum.
- Provide formal and informal reports to the Pinecrest Governing Board.
- Prepare requested materials for Pinecrest Academy Board meetings, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, auditing, and financial planning.
- Create and continue to develop open communication with all parents of Pinecrest Springs-enrolled families.
- Attend ongoing training to ensure best practices are implemented at Pinecrest Springs.
- Perform other duties as assigned by the Pinecrest Academy Governing Board.

Supervise Staff:

- Teacher observations followed up with some type of feedback.
- Ensuring teachers conduct Peer Observations
- Conduct Goal Setting and Data Review Conferences
- Ensure each teacher participates in grade level or department planning
- Assist in providing ongoing, continuous Professional Development
- Ensure teachers conduct video self-reflections
- Observe Teaching Assistants and provide feedback
- Write formal evaluation(s)
- Lesson Plans
- Grade Book, Progress reports, Unsatisfactory Notices, Report Cards
- TEAMS & After School Clubs

Student Services:

- Student Discipline
- Parent Conferences
- Follow up any RPC or Suspension to ensure successful behavior
- Student Incentive Plans for
- Attendance

Attachment 9 - Job Descriptions

- Educational Neglect
- Opening Ceremony
- National Junior Honor Society / BETA Club
- Uniform Services
- Field Trips

School Testing & Data Coordinator:

- School Improvement Plan
- Accountability Report
- Test Security & Maintain Records
- Testing Schedule & Proctors
- Assessment Data Tracking for Student Growth and Achievement
 - I-Ready Diagnostics
 - Accelerated Reader
 - ST Math
 - I-Ready
 - Aspire ACT, SBAC & Science CRT

Teacher/Support Staff Recruitment & Selection:

- Monitor and download information from “Teacher to Teacher” site
- Assist with interviews and reference checks on all potential candidates
- Attend Job Fairs & School of Choice Fairs
- Maintain Staff Handbook

Parent Meetings & Concerns, Communication:

- Address parent concerns
- Assist students, staff, and parents with family concerns (Social Services)
- Send Out Emails, Newsletters, Press Releases, etc.
- Attend PTO Meetings
- Attend Parent Impact Meetings
- Maintain Parent/Student Handbook

Student Academic and Behavioral Intervention Team: Tier I, II, and Tier III Implementation:

- Implement a structured RTI Referral Process
- Ensure teachers are implementing Tier I, Tier II Instruction and Tier III Intervention
- Assist in Writing Tier II and Tier III plans
- Grade level schedule for Tier II Instruction and Tier III Intervention

Special Education:

- Ensuring staff are knowledgeable of and implement all IEP's & 504's
- Assist staff in writing IEP's and conducting IEP meetings
- Write 504's
- Ensure staff are trained to implement IEP's and 504's
- Coordinate related services with SPED Facilitator and Special Education Support Staff Services

Attachment 9 - Job Descriptions

Implementation of School Programs:

- Kagan
- Champs
- Electives
- Adopted Curriculum resources

Crisis Response Co-Coordinator:

- Crisis Response Plan
- Develop Solutions for Student Safety on Campus
- Track Safe Routes to School/Car Loop Safety
- Emergency Action Plan and School Emergency Procedures/Codes
 - Fire Drill
 - Lock Down
 - Shelter-in-Place

Grant Applications and Funding Awarded:

- Apply for grants during current school year related to School Programs and Goals
- Implement, monitor and evaluate grants received
- Oversee Donor's Choose applications and projects from teachers

Any Additional Job Responsibilities as needed per Principal



Middle School Assistant Principal

Supervise Staff:

- 8-10 observations per teacher per evaluation cycle, each followed up with some type of feedback. A minimum of three observations must be followed up with a post-observation conference
- Ensuring teachers conduct at least five Peer Observations
- Conduct Goal Setting and Data Review Conferences
- Ensure each teacher participates in grade level or department planning (at least once a week)
- Assist in providing ongoing, continuous Professional Development (at least once a month)
- Ensure teachers conduct at least two video self-reflections
- Observe TA's at least three times per year and provide feedback after each observation
- Write formal evaluation(s)
- Lesson Plans
- Grade Book, Progress reports, Unsatisfactory Notices, Report Cards
- TEAMS & After School Clubs

Student Services

- Student Discipline for grades 5-8
- Parent Conferences
- Follow up any RPC or Suspension to ensure successful behavior
- Student Incentive Plans for grades 5-8
- Attendance
- Educational Neglect
- Opening Ceremony
- National Junior Honor Society / BETA Club
- Uniform Services
- Field Trips

School Testing & Data Coordinator for Middle School:

- School Improvement Plan
- Accountability Report
- Test Security & Maintain Records
- Testing Schedule & Proctors Grades 5-8
- Assessment Data Tracking for Student Growth and Achievement - Grades 5-8
 - STAR Assessments
 - Accelerated Reader and Power Readers
 - ST Math
 - Study Island
 - Aspire ACT, SBAC & Science CRT

Teacher/Support Staff Recruitment & Selection:

- Monitor and download information from "Teacher to Teacher" site
- Assist with interviews and reference checks on all middle school candidates

Attachment 9 - Job Descriptions

- Attend Job Fairs & School of Choice Fairs
- Maintain Staff Handbook

Parent Meetings & Concerns, Communication

- Address parent concerns for Middle School
- Assist students, staff, and parents with family concerns (Social Services)
- Send Out Emails, Newsletters, Press Releases, etc.
- Attend PTO Meetings
- Attend Parent Impact Meetings
- Maintain Parent/Student Handbook

Grades 5-8 Student Academic and Behavioral Intervention Team: Tier I, II, and Tier III Implementation

- Implement a structured RTI Referral Process
- Ensure teachers are implementing Tier I, Tier II Instruction and Tier III Intervention
- Assist in Writing Tier II and Tier III plans
- Grade level schedule for Tier II Instruction and Tier III Intervention

Special Education

- Ensuring staff are knowledgeable of and implement all IEP's & 504's
- Assist staff in writing IEP's and conducting IEP meetings
- Write 504's
- Ensure staff are trained to implement IEP's and 504's
- Coordinate related services with SPED Facilitator and Special Education Support Staff Services

Implementation of School Programs

- Kagan
- Champs
- Electives
- Adopted Curriculum resources

Crisis Response Co-Coordinator:

- Crisis Response Plan
- Develop Solutions for Student Safety on Campus
- Track Safe Routes to School/Car Loop Safety
- Emergency Action Plan and School Emergency Procedures/Codes
 - Fire Drill
 - Lock Down
 - Shelter-in-Place

Grant Applications and Funding Awarded

- Apply for at least two grants during current school year related to School Programs and Goals
- Implement, monitor and evaluate grants received
- Oversee Donor's Choose applications and projects from teachers

Any Additional Job Responsibilities as needed per Principal



Elementary School Assistant Principal

Supervise Staff:

- 8-10 observations per teacher per evaluation cycle, each followed up with some type of feedback. A minimum of three observations must be followed up with a post-observation conference
- Ensuring teachers conduct at least five Peer Observations
- Conduct Goal Setting and Data Review Conferences
- Ensure each teacher participates in grade level planning (at least once a week)
- Assist in providing ongoing, continuous Professional Development (at least once a month)
- Ensure teachers conduct at least two video self-reflections
- Observe TA's at least three times per year and provide feedback after each observation
- Write formal evaluation(s)
- Lesson Plans
- Grade Book, Progress reports, Unsatisfactory Notices, Report Cards
- After School Athletics

Student Services

- Student Discipline for grades K-4
- Parent Conferences
- Follow up any RPC or Suspension to ensure successful behavior
- Student Incentive Plans for grades K-4
- Attendance
- Educational Neglect
- Opening Ceremony
- Student Council
- Field Trips

School Testing & Data Coordinator for Elementary School:

- School Improvement Plan
- Accountability Report
- Test Security & Maintain Records
- Testing Schedule & Proctors grades K-4
- Assessment Data Tracking for Student Growth and Achievement - Grades 5-8
 - STAR Assessments
 - Accelerated Reader and Power Readers
 - ST Math
 - Study Island
 - Aspire ACT, SBAC & Science CRT

Teacher/Support Staff Recruitment & Selection:

- Monitor and download information from "Teacher to Teacher" site
- Assist with interviews and reference checks on all elementary candidates
- Attend Job Fairs & School of Choice Fairs
- Maintain Staff Handbook

Attachment 9 - Job Descriptions

Parent Meetings & Concerns, Communication

- Address parent concerns for Elementary School
- Assist students, staff, and parents with family concerns (Social Services)
- Website and Social Media updates as necessary
- Attend PTO Meetings
- Attend Parent Impact Meetings
- Maintain Parent/Student Handbook

K-4 Student Academic and Behavioral Intervention Team: Tier I, II, and Tier III Implementation

- Implement a structured RTI Referral Process
- Ensure teachers are implementing Tier I, Tier II Instruction and Tier III Intervention
- Assist in Writing Tier II and Tier III plans
- Grade level schedule for Tier II Instruction and Tier III Intervention

Special Education & 504's

- Ensuring staff are knowledgeable of and implement all IEP's & 504's
- Assist staff in writing IEP's and conducting IEP meetings
- Write 504's
- Ensure staff are trained to implement IEP's and 504's
- Coordinate related services with SPED Facilitator and Special Education Support Staff Services

Implementation of School Programs

- Kagan
- Champs
- Homogeneous Grouping Strategies
- Adopted Curriculum resources

Crisis Response Co-Coordinator:

- Crisis Response Plan
- Develop Solutions for Student Safety on Campus
- Track Safe Routes to School/Car Loop Safety
- Emergency Action Plan and School Emergency Procedures/Codes
 - Fire Drill
 - Lock Down
 - Shelter-in-Place

Grant Applications and Funding Awarded

- Apply for at least two grants during current school year related to School Programs and Goals
- Implement, monitor and evaluate grants received
- Oversee Donor's Choose applications and projects from teachers

Any Additional Job Responsibilities as needed per Principal



Instructional Coach

Teacher Mentoring and Coaching (80% of your time):

- Lesson Planning & Pacing
- Classroom Management
- Delivery of Instruction
- Assessment
- Parent Communication
- Reflective Practice

Instructional Support/Professional Development:

- Nevada Content Standards/Pacing Calendars/Lesson Plans
- Wonders, Springboard, Everyday Math and Jane Schaffer Writing Method
- Kagan & CHAMPS
- Staff Development Days/Data Day Strategic Plans
- Grade Level Meetings
- Gradebooks/Progress Reports/Report Cards
- Pioneer Writer
- Reading Series & Accelerated Reader
- TEAMS, Tutoring, After School Enrichment

Testing Co-Chairperson:

- Test Security & Maintain Records
- Testing Schedule & Proctors
- STAR Testing
- WIDA Testing
- Aspire ACT
- Smarter Balanced Assessments (SBAC)

Observe Instructional Staff:

- Informal Observations
- Conferences with Teachers to Improve Performance
- Lesson Plan Review and Assistance
- Grade Book Review and Assistance
- Report Card Assistance

Any Additional Job Responsibilities as needed per Administration

Attachment 9 - Job Descriptions



RBG3 Specialists

The RBG3 position can look differently depending on the school site.

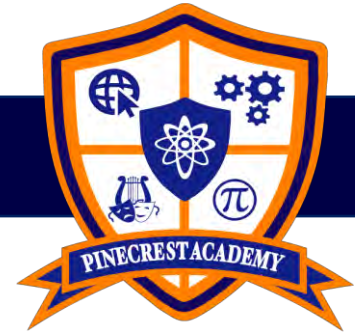
Job responsibilities in the RBG3 law:

- Train K-5 teachers in reading interventions and progress monitoring
- Chair of the SABIT committee
- Oversee and assist teachers with progress monitoring and identifying non-proficient students
- Help facilitate intervention groups
- Provide the screener that could identify characteristics of Dyslexia
- Take part in professional development offered by NDE
- Collaborate with teachers

Additionally, the RBG3 Reading Specialists at Pinecrest will:

- administer Brigance and MAP testing
 - create and maintain testing resources for teachers
 - train teachers/test proctors in the testing process and test security
 - enroll students in the testing platforms
 - schedule testing
 - support teachers with in-person or remote testing
 - proctor testing as needed
 - monitor school-wide completion of assessments
 - input scores to Infinite Campus (with System Testing and Reporting Coordinator)
 - analyze test results (this includes Brigance, MAP, and the previous year's ELA SBAC for 4th and 5th grade students)
- train teachers on the Nevada State and Pinecrest Literacy Plan
- maintain database of RBG3 students and parent notifications
- maintain database and records for SABIT students
- provide teachers with RBG3 and SABIT paperwork and assistance in completing forms
- track RBG3 and SABIT students' growth
- provide information to System Coordinator for state reporting of RBG3 and SABIT students
- support teachers with parent notifications of students who fall within the RBG3 reporting limits
- help facilitate Family and Community Engagement
- help facilitate ELL literacy development
- attend state provided professional development
- facilitate professional development relating to literacy, assessment, differentiation, and intervention
- communicate with administrators
- support teachers during conferences relating to students who were screened for Dyslexia or who have been identified as struggling readers under RBG3 law

Registrar



- **Enrollment:** *Responsible for enrollment of students.*
 - Plan, organize, and implement the yearly registration process in cooperation with administration, Lead Registrar, and Lottery Administrator.
 - Work with Lottery Administrator to keep enrollment at full capacity.
 - a. Notify Lottery Administrator when openings become available.
 - b. Send *acceptance* email to parents.
 - c. Follow-up with parents of accepted student to ensure complete registration packet is promptly submitted.
Registration Packet must include: registration form, birth certificate, immunization record, parent ID, proof of residency, legal documents and special education records (if applicable).
 - d. Add new students to Master Register.
 - e. Add new students to student database (Infinite Campus).
 - Important Enrollment Dates:
 - December* - Intent to return forms submitted from all returning students.
 - January* - Open Enrollment Period and First Lottery for next school year.
 - March* - Returning Student Registration forms due.
 - July/August* – Request new student records from Transfer Schools.
 - September/October* – Funding Day and Count Day. Funding Day is the day the school is required to report accurate student enrollment accounting for apportionment funding. Count Day is the day that the school is audited by the State.
- **Withdrawals:** *Responsible for withdrawal of students.*
 - Prepare Withdrawal form. Copy to parent, copy to student CUM file, copy to Withdrawal Binder.
 - Inform Lottery Administrator of student withdrawals/declines so openings can be promptly filled.
 - Enter student in Withdrawal Log.
 - Withdraw student from Master Register. Enter end date and withdrawal code.
 - Withdraw student from Student Database (Infinite Campus). Enter end date and withdrawal code.
 - Transfer student records, upon request, to Transfer School. If Transfer School does not request records within two weeks of withdrawal, send student records to Student Data Services.
- **Student Database – Infinite Campus:** *Maintain student database.*
 - Compile, retrieve and generate accountability records and reports including student information, registration, health records, class schedules, cumulative records, attendance, withdraws, transfers, discipline, retentions, etc.
 - Generate specialized reports using advanced queries.
- **Student Records:** *Maintain accurate CUM file for active students.*

Attachment 9 - Job Descriptions

- CUM file includes: Registration Packet, Birth Certificate, Current Immunization Record or Religious/Medical Exemption forms, Parent ID, Proof of Residency, Legal Documents (name change, guardianship papers, adoption decree, protective order, etc.), Report Cards, Test Results (ie: CRT, Star Tests), and any additional academic records. ** If necessary, contact parents/guardians to request any missing documents needed to comply with State and Charter requirements.
- **Master Register:** *Maintain Master Register.*
 - Make sure new students are *added* and withdrawn students are *deleted* from the Master Register so that it is accurate at all times.
 - Make sure *Master Register* and *Student Database* match at all times.
- **Scheduling:** *Maintain accurate student schedules. (LeNeave)*
 - In cooperation with administration, counselor and teachers, create student schedules.
 - Enter schedules into student database.
 - Record schedule changes in database.
- **Class Rosters:** *Maintain accurate class rosters.*
 - Notify teachers when a student is added or withdrawn.
 - If teachers make roster changes, make sure all changes are entered into student database (Infinite Campus).
- **Attendance:** *Maintain Student Attendance Records.*
 - Monitor attendance: absences, tardiness, suspensions, etc. (Stern)
 - Make sure teachers enter daily attendance.
 - Edit attendance when parent/doctor excuses are received.
 - Investigate absentee referrals, determine the cause, and report findings. (Stern)
 - When student has excessive number of absences, make attendance calls or send attendance letter to parents. (Stern)
 - Notify administration and teachers, via email, when a student is suspended. Record suspension in student database (Infinite Campus).
- **Records Requests**
 - *Request* student records from Transfer Schools and/or Student Data Services.
 - *Send* student records to Transfer Schools upon request. Do not send original documents to Transfer schools. Original records are sent to Student Data Services. Stamp "Complete" on cover page.

Attachment 9 - Job Descriptions

- **Reports**
 - *Prepare monthly reports:* State Attendance Report, Teacher Verification of Attendance, Withdrawn Student Report, and Master Register Report.
 - *Prepare specialized reports* as requested, including but not limited to: Class Rosters, Student and Parent Contact Lists, ELL (language), FRL (free and reduced lunch), Special Education (IEP and 504), F.T.E. (Full-Time Equivalency), Accountability, Attendance, etc.
- **Logs**
 - *Create and maintain log books:* Master Register, Student Withdrawals, Student Numbers, Records Requests, etc.
- **Public Relations**
 - *Maintain school email account* – horizon.info@pinecrestnv.org
 - *Send email correspondence* to the school community, as directed by administration.
 - *Tours* – take parents/students on tours of facility.
 - *Promote public relations* by dealing tactfully and diplomatically with public.
- **Other Tasks**
 - Back up to Office Manager. Assist as needed.
 - Back up to Receptionist. Assist at front desk, answer phone inquiries, retrieve phone messages, accept payments and write receipts, greet and direct visitors, etc.
 - Back up to FASA (school nurse). Assist with sick or injured students.
 - Assist with student Drop-off/Pick-up.
 - Assist with safety drills (fire drills, shelter in place, etc.)

Office Manager



Oversee all Office Operations

- Payroll
- Substitutes
- Budget & Banking/checking
- Keys
- Master Calendar
- Ordering Supplies
- Monday Memo
- Work Orders (w/ custodians)
- Answer all calls for Principal

Outside Vendor Coordination & Communication

- Kelly Services
- Les Olson / AIS
- NCSITS
- Bartolo Photography
- Jostens Yearbooks
- Shipping Providers
- Uniform Company
- Lunch Vendors
- CES
- School Specialty
- PayPros
- Jolley Insurance
- BG Handyman
- Landscapers
- Heating/Air Conditioning Company
- Brantley
- Charter Services (Showtime, SWEETours, LD Tours, etc.)
- Other suppliers and vendors as needed

Budgets

- Responsible for monitoring *Principal's Budget* and reporting variances to Principal.
- Review *Principals Budget vs Actual* report (Provided by Academica Monthly).
- Review *Open Purchase Orders* report (Provided by Academica Monthly).

Attachment 9 - Job Descriptions

- Provide Principal with Financial Reports for SGF.
 - Profit and Loss – Adjust Dates
 - Balance Sheet

Purchase Orders

- Creating Purchase Orders (Applicable to SGF and Operating Accts)
- Ensuring Funds are available before creating PO. Ensuring proper signature of approval and correct date.
 - Purchases exceeding \$25,000 require Board approval.
- Submitting approved PO to Academica in a timely manner.
- Obtain W9 Form from Vendors who provide services or goods.
- Forward W9 Forms to Academica at years end for 1099 processing.

SGF Payments

- Payment of Invoices
- Ensuring all Funds are properly Accounted for in QuickBooks.
- Obtaining proper signatures on checks.
- Payments are to be mailed out. Vendors should not be picking up payments personally.
- Employee Reimbursements.
 - Reimbursement form properly filled out. (operating)
 - Accounting for all original receipts.
 - Verify Dates, amounts, and that no taxes are being reimbursed.
 - Obtain approval signature on Reimbursement Form. (operating)

Supervising SGF Activities

- Fundraising Activity Forms are properly filled out and approved by Principal.
- Accounting for all fundraising monies.
- Collecting and counting money for fundraisers.
- Preparing bank deposits.
 - Money collected by Fundraising Coordinator. **Not Office Manager.**
 - Numbered receipt given to Student/Parent.
- Funds to be kept in lockbox throughout day.
- Coordinator personally delivers funds to Office Manager at the end of the day.

Reconciling SGF Bank Statement

- Reconcile by 20th of each month.

Attachment 9 - Job Descriptions

- Print forms
- Principal signature
- Submit to Academica once completed

Maintaining Employee Files

- Ensure file contains all required documents. Updated with current information.
- Keep files secured
- Background Checks
 - All school employees must have verified background checks.
 - Any person visiting school more than 15 hrs.
 - Storing of Background check files.

PERS

- Monthly PERS reporting
- Complete 503 spreadsheet
- Complete and submit PERS Enrollment, Information Change, and Termination Forms
- School PERS Liaison Officer

Payroll

- Recording of Employee time and attendance.
- Reporting payroll to Paypros.
- Submitting payroll reports to Academica for review.

Kelly Services

- Work with Kelly to set up and maintain PIN's, schedules, employee info
- Contacting Kelly Services to ensure substitute assignments
- Coordinate long term assignments
- Track PTO use
- Verify and approve substitute timesheets
- Create PO for payment

Building Inventory

- Maintaining and verifying building inventory (with Leal)
- Accounting for all Items.
 - Cross-referencing Purchase Orders and Packing Slips.
 - Recording of Received Items against PO in QuickBooks.
 - Notifying vendor in case of damaged goods or missing items.
- Updating Inventory Spreadsheet throughout year and prior to State Audit (with Leal)
- Verifying Warranty information before disposal of any item.

Attachment 9 - Job Descriptions

- Labeling of Furniture, Fixtures and Equipment upon receipt of Items.
- Maintaining List of Copier Codes/Users.
- Deliveries and Receipt of Goods.

PTSO

- Liaison between PTSO and School regarding Financial Information.
- Ensuring separation of PTSO and School regarding Accounts.
- Assure that PTSO events containing School name are Principal Approved.

Class Fee Accounting

- Record fee receipt in QuickBooks
- Ensure proper use and recording of funds

Building Safety

- Monitor building activity including crisis situations and enforcing safety procedures.
- Providing State with Crisis Situation Plan.
- Issuing and tracking building keys and Alarm Codes.
 - Labeling of Keys/ Kept in Lockbox.
 - Keeping record of Key/ Alarm code users. List must be principal approved.



Special Events Coordinator

- **Maintain all applicable records and inventory for the National School Lunch Program (NSLP)**
- **Maintain binders of all applicable records and inventory for the National School Lunch Program (NSLP) for five years**
- **Maintain a sanitary and properly cleaned environment where food is stored, cooked, and served**
- **Maintain a sanitary and properly cleaned environment where students eat**
- **Provide the vendor with information regarding students' dietary restrictions**
- **Provide alternative seating for students with dietary restrictions**
- **Place orders and coordinate with the vendor to ensure meals are ordered correctly and accounted for properly**
- **Communicate with the administrative team any issues related to the quality, quantity, and delivery of the NSLP meal items**
- **Communicate with the vendor any issues related to the quality, quantity, and delivery of the NSLP meal items**
- **Document communications between the vendor and the kitchen manager regarding issues related to the quality, quantity, and delivery of the NSLP meal items**
- **Ensure that all guidelines are followed according to NSLP rules and regulations**
- **Complete all required logs and checks on a daily basis as required by NSLP rules and regulations**
- **Oversee the meal service provided during all lunches**
- **Maintain accurate and complete records on a daily basis of the students who receive free, reduced, or paid lunches**
- **Maintain confidentiality of the payment status of the students**

Attachment 9 - Job Descriptions

- **Coordinate with teachers regarding meal orders on special event days. Ensure meal items are calculated correctly and communicated to the vendor at least two weeks in advance when a special event is taking place.**
- **Ensure meal items are written and visible to students in the lunch room on a daily basis**
- **Coordinate with parent volunteers, administration, and staff to maintain appropriate supervision during lunch services**
- **Design and maintain an accurate system for students to proceed through the lunch line to receive their meal items**
- **Maintain Clark County Health Card to qualify for food service work**
- **Attend relevant and required trainings for learning all systems and procedures related to the NSLP**
- **Learn to use and maintain the Point of Sale system selected by Pinecrest**
- **Maintain and produce all required compliance documents upon request**
- **Participate in audits of Pinecrest's NSLP and produce corrective action documents and compliance pieces (as needed) at the completion of the audit**
- **Implement corrective actions as needed**



Receptionist

Guest Services & Customer Service

- Greeting all visitors – front counter (1)
- Phone Calls (1)
- Checking students in & out
- Identification of parents
- Maintain Volunteer Sign-in
- Maintain Volunteer Hours

Additional Services:

- Mail distribution
- Laminating
- School-wide Flyer Disbursement
- Car Loop Coordinator
- Receiving and distributing supply orders
- Supervising Student Office Aides

Any Additional Job Responsibilities as needed per Principal

Start Time:

Lunch Time:

End Time:

Receptionist Signature _____

Date _____

Principal's Signature _____

Date _____

First Aide Safety Assistant



Student Health Support:

- Student Health Concerns In-take
- Parent Communication
- Immunizations & Health Concerns
- Coordinate Health and Wellness Fair (30 Vendors: i.e. Safenest, HPD, etc.)
- Health Office Liaison for Student Support (immunizations, vision, hearing, dental, etc.)
- Food Allergy Training for staff & classroom support



Head Custodian and Security

Every Morning:

- Conduct a Safety Walk in the morning to ensure campus is safe and free of any graffiti, damage, etc. Clean up any areas in need of attention and submit any necessary work orders. Communicate with Principal or AP each morning as to any concerns related to Safety Walk.
- Ensure outside trashcans are empty. Wipe down top of each receptacle.
- Ensure paper towels and toilet paper are fully stocked.
- Ensure Parking lot and Loop are ready for Morning Car Loop Procedures.
- Check with Admin or Office Manager to discuss day's events and items needing your attention.
- Ensure MP Room is ready for lunch and/or day's events.
- Ensure everything is in place for any Morning Ceremony activities.
- Assist with Car Loop and Morning Ceremony Procedures.

Throughout the day:

- Maintain cleanliness of all public areas.
- Provide on-call maintenance to classroom teachers, administrators, and/or office staff for issues involving bodily fluids. Ensure all Health and Safety procedures are followed in cleaning up such accidents.
- Provide on-call maintenance to classroom teachers, administrators, and/or office staff for any other miscellaneous clean ups of spills or messes.
- Conduct any general maintenance as needed. If a situation merits a call to an outside vendor inform an administrator or Office Manager and call Jacob Smoot.
- Monitor the hallways in the Middle School building during passing periods. Report any offending students in hallways or bathrooms to teachers or administration.
- Monitor hallways and bathrooms at least once an hour to perform quick checks for cleanliness. Pick up any trash, mop any spills, and restock paper products as needed.
- Arrange the MP Room for morning and/or afternoon assemblies, parent meetings, and sporting events and practices.
- Maintain the cleanliness of the Riser Room, the Server Room, and all Janitorial Closets.

Lunch:

- Ensure the MP Room is set up and ready for lunch.
- Monitor lunch room safety and cleanliness before, during and after lunch for each grade level.
- Be in the MP Room during all lunch periods to supervise students, dismiss students, wipe down tables, mop up any messes, etc. Circulate throughout the room monitoring student behavior, engaging with students and staff to ensure the clean, organized and safe operation of the MP Room for lunch.

Attachment 9 - Job Descriptions

- After lunch, ensure tables are wiped down, cleared out of the way, and the floor is swept and mopped as needed for afternoon and after school use of the facility. If permissible, receive training on using the floor machine for after lunch cleanup.

Security:

- Monitor the hallways and grounds throughout the day for any suspicious activity or people on campus. Report and suspicious activity to an administrator or Office Manager.
- Monitor Fire, Shelter in Place and Security Alarms. Report any suspicious activity to an administrator or Office Manager.

Perform other duties as assigned.

Attachment 10 - Current Board Member Resumes

Travis Keys

Senior Executive with expertise in media, marketing, public relations, human resources, finance and management.

Henderson, NV Phone: 702.553.7670 Email:travis.keys@gmgvegas.com

Experience

- | | | |
|---|--|---------------------|
| 2010-Present | Greenspun Media Group
Publisher | Las Vegas, Nevada |
| Manage and oversee all aspects of business for Greenspun Media Group including: Las Vegas Weekly, VegasInc, Las Vegas Life, Women's Care and LasVegasSun.com. | | |
| 2006-2010 | Expert Services Business Development
President | Las Vegas, Nevada |
| Owned and operated a business consulting group focused on the sales and marketing departments of service companies. | | |
| 2005-2006 | Mammoth Distribution
President | Las Vegas, Nevada |
| Created a nationwide sales platform for many types of industrial and consumer equipment | | |
| 2005-2006 | Excel Marketing LLC
Sales Manager | Las Vegas, Nevada |
| 1999-2005 | Computer Engineering Associates Inc
Regional Sales Director | Baltimore, Maryland |

Education

1999-2003 Brigham Young University Provo, Utah

Associations

Las Vegas Chamber of Commerce
Direct Sales Association
American Marketing Association
American Advertising Federation

Attachment 10 - Current Board Member Resumes

Kacey D.G. Thomas

700 Lomprey Ave., Henderson, Nevada 89002

P (702) 568-6911 C (702) 349-5455

kacey.thomas@american-national.com

OBJECTIVE:

Serve the Pinecrest Academy of Nevada (PAN) community, as both a Pinecrest Board Member and as a proud parent and aunt of three Pinecrest students. My goal is to ensure Pinecrest is the premier educational opportunity for our children by providing leadership and guidance, in support of the school's mission to provide a safe and nurturing educational environment that maximizes student achievement, responsibility, respect, and lifelong success.

PERSONAL HISTORY:

I am originally from Southern California, but have been proud to call Southern Nevada my home since 1996. My husband Matt and I have been happily married for 17 years. Our family has been blessed with two amazing children, Matthew and Koryn. Our family is very active and we love spending time outdoors. In general, we just strive to have a fabulous time living life to the fullest with family and friends! My passion for life and our community is contagious and I thoroughly enjoy meeting new people and helping others.

DISTINGUISHING CHARACTERISTICS:

- Goal-oriented individual: realizes high performance results through empowerment & accountability
- Ability to coordinate multiple projects, while ensuring long term goals are achieved
- Established community leader that is highly ethical, honest, and loyal
- Organized and confident with exceptional listening, written, and verbal communication skills
- Team player with a proven ability to establish/maintain effective working relationships at all levels
- Passion for working with children of all ages to help them rise to their personal best

PROFESSIONAL EXPERIENCE:

Professionally I am in the insurance and financial services industry and have been the proud owner of an independent American National Insurance Agency for the past 15 years.

- Accounting, budgeting, marketing, and human resources is an essential part of my daily duties
- Securities licensed with the Securities and Exchange Commission to assist my clients in planning for their financial future
- Six time Agent of the Year
- Four time qualifier for the Million Dollar Round Table (top 5% of life insurance professionals worldwide)
- Have spoken at numerous Professional Seminars and conferences both in and out of the country to promote professionalism, business processes/standards, and ethics

Together with my husband Matt, we also own an environmental consulting firm (H-COS, Inc.), specializing in water and wastewater management.

VOLUNTEER WORK AND COMMUNITY OUTREACH:

- Currently serving as the Co-President for Pinecrest's Inaugural Parent Teacher Organization (Stars & Stripes)
- Past Vice President for J. Marian Walker International Elementary School Parent Teacher Association
- Host of 20+ bicycle rodeos for various elementary schools in Clark County (recognized by Channel 8 News)
- Involved in Parent Advisory Committee (Dance Etc. - Boulder City, NV)
- Currently serving on American National Insurance Company's BETA and Marketing Teams & Farm Family Insurance Company's Agent Development Team
- Our family is very active in the community and has an established network of connections (both personally and professionally)

Attachment 10 - Current Board Member Resumes

EDUCATION, PROFESSIONAL LICENSES, DESIGNATIONS and PROFESSIONAL ORGANIZATIONS:

- Licensed Property & Casualty Agent (State of Nevada, Utah, California, and Arizona)
- Licensed Life & Health Agent (State of Nevada, Utah, California, and Arizona)
- Securities Licensed (Series 6 & 63)
- Life Underwriting Training Council (LUTCF designation through The American College)
- Financial Services Specialist (FSS designation through The American College)
- Member of the following organizations: National Association of Insurance and Financial Advisors (NAIFA), Building Owners and Managers Association (BOMA), Nevada Restaurant Association, and past member of Million Dollar Round Table (MDRT), The Employee Network
- Continually attend training opportunities and personal growth classes

REFERENCES:

Kenneth Gallacher
Regional Director
American National Insurance
4045 Spencer St., Ste. B28
Las Vegas, NV 89119-9307
P: (702) 734-5330
kenneth.gallacher@american-national.com

Douglas Broadbent
Assistant General Agent
American National Insurance
833 Nevada Hwy., Ste. 4
Boulder City, NV 89005
P: (702) 293-5841
douglas.broadbent@american-national.com

Jill Mellady
Board of Directors
College of the Canyons
26470 Ruether Ave., Unit 103
Santa Clarita, CA 91350-2619
P: (661) 313-2691
jill@melladydirect.com

Attachment 10 - Current Board Member Resumes

MARNI WATKINS, ESQ.

Nevada Bar No. 009674 ■ California Bar No. 248316

5337 Polizze Avenue, Las Vegas, Nevada 89141 ■ (702) 280-6575 ■ marnidukes@yahoo.com

WORK EXPERIENCE

Fidelity National Law Group, Las Vegas, Nevada **1/18/2011 – Present**

Associate: Manage transactional issues such as drafting contracts and loan documents. Manage in-house litigation cases defending first and third-party cases in a variety of different actions ranging from mechanics liens, property or lending fraud, interpleader actions, to declaratory actions involving real property and reciprocal negative covenants. Manage all aspects of litigation from conducting discovery to jury or bench trial. Review contracts.

Mainor Eglet, Las Vegas, Nevada **1/20/2009- 1/14/2011**

Associate: Manage the *In re Endoscopy* litigation for twenty-six infected plaintiffs and over 4,000 non-infected plaintiffs. I worked up and prepared the first case out of the hundreds of *In re Endoscopy* cases to proceed to trial and my clients were awarded approximately \$500 million. Additionally, I handled several single event cases involving product liability, bad faith and negligence claims. I managed these cases from the drafting of the complaint through to trial.

Fennemore Craig, P.C., Las Vegas, Nevada **3/7/08- 1/15/2009**

Associate: Reported to five partners and manage several cases, including commercial litigation, real estate litigation, construction, general litigation and tort litigation. I also handle business disputes and appeals as well as conducting legal research and drafting pleadings, memos, briefs, discovery, preparation of privilege logs, taking and defending depositions, and witness preparation.

Alverson, Taylor, Mortensen & Sanders, Las Vegas, Nevada **9/15/05- 2/29/08**

Associate: Supervised two associates and one law clerk and reported directly to a partner. Managed approximately 90 active cases including suits for attorney malpractice, insurance bad faith, breach of the duty of good faith and fair dealing, breach of contract, negligence, product liability, fraud, declaratory judgments, subrogation, accounting, toxic torts and complex litigation. These cases were in bankruptcy, federal and state court. I prepared numerous coverage opinions and conducted several Examinations Under Oath.

United States Attorney's Office, San Diego, California **1/10/05-5/1/05**

Legal Intern: Assisted Chief and Deputy Chief on trial and appellate briefs. Worked with Senior Attorneys to conduct investigations and drafted a complaint for an affirmative civil action case. Researched and wrote legal memoranda, appellate briefs statements of law and motions. Attended depositions.

Department of Justice, Environmental and Natural Resources Division, Washington, D.C. **5/15/04 – 8/7/04**

Legal Intern: Environmental Enforcement Division. Assisted Senior Attorney on major CERCLA, Clean Air Act and Natural Gas Pipeline Safety Act actions. Researched legal issues of first impression and wrote memorandum of law covering statutory interpretation, legislative history, agency interpretation and judicial opinions. Conducted expert witness background checks.

EDUCATION

California Western School of Law, San Diego, California, J.D. **May 2005**

Dean's List Fall 2004. Academic Honors Award for highest grade: Trial Practice. Nuremberg Trial class, Judge Ehrenfreund chose my definition of "aggressive war" to submit to the International Criminal Court. Co-President, Amnesty International. Member of Women's Law Caucus. Environmental Law Club. Graduated with a focus in International Law.

University of Vermont, Burlington, Vermont, B.A., English **Graduated 1998**

Pi Beta Phi Sorority. Member of the Student Senate 1995: Freelance writer, *The Cynic* (college newspaper).

Attachment 10 - Current Board Member Resumes

Craig M. Seiden, CPA, CGMA

2532 Pastis Court
Henderson, NV 89044
Home: (702) 432-0238
Work: (702) 777-4794

OBJECTIVE

A senior executive level management position that will utilize my analytical, operations management, organizational development and interpersonal skills in a teamwork environment to meet corporate objectives.

EDUCATION AND PROFESSIONAL DESIGNATIONS

- CPA** Nevada License #3458, July 2000
- University of Nevada, Las Vegas 1995 – 1997
Completed Accounting courses at the master's level as prerequisite for the Uniform CPA Examination.
- CGMA** Chartered Global Management Accountant, July 2014
- B.S.** University of Nevada, Las Vegas 1996
Major: Hotel Administration
- A.S.** Johnson and Wales University, Providence, Rhode Island 1990
Major: Hotel Food and Beverage Management
Graduated Summa Cum Laude

EMPLOYMENT HISTORY

TOURO UNIVERSITY – 09/2007 to Present, Henderson, NV & Vallejo, CA

Vice President for Finance and Administration Touro Western Division
08/2014- Present

As Vice President for Finance and Administration I assume the duties and responsibilities delineated below for the Associate Vice President for Administration at Touro University Nevada. Additionally, I serve as the principal fiscal executive for Touro University California and have direct supervisory responsibilities for all staff in Accounting, Budgeting, and Financing. Total budgetary responsibilities in excess of \$110 million dollars.

Associate Vice President for Administration Touro University Nevada
09/2007 – 07/2014

As Associate Vice President for Administration, I serve as the principal administrative operations and fiscal executive for Touro University Nevada. I have direct supervisory responsibility for all staff in the following areas: Accounting,

Attachment 10 - Current Board Member Resumes

Facilities, Security, Touro Health Center, and Center for Autism and Developmental Disabilities. I am also a member of the senior executive team responsible for the overall development and management of Touro University Nevada. My primary responsibilities include:

- Develop and manage the Touro Health Center which is the faculty clinical practice plan and Center for Autism and Developmental Disabilities. This includes billing and collections management, provider productivity analysis, clinical practice benchmarking, practice cost management, and reimbursement analysis. Areas of practice include Primary Care, Rheumatology, Gynecology, Pediatrics, Geriatrics, Osteopathic Manipulative Medicine, Neuropsychology, Occupational Therapy, Speech and Language Therapy, Applied Behavior Analysis.
- Act as primary business development contact to develop/assist in developing new clinical business opportunities.
- Supervise and implement new construction projects, including identifying and recruiting general contractors, architects, and sub-contractors.
- Oversee accounting and budgetary functions for all Colleges and Departments within Touro University Nevada.
- Serve as primary contact for third party business partners such as the campus bookstore and campus vending operations.
- Oversee business development arrangements and contracts to ensure that the business models and contractual language are not contradictory to Federal, State, and local regulatory requirements.
- Assist Deans with creation of new academic programs.
- Act as primary contact for medical malpractice and general liability issues.
- Serve as the Institutional HIPAA Privacy Officer.
- Chair of the Institutional Infrastructure Committee, member of Institutional Security Committee, member of Institutional Strategic Planning Committee,
- Member Touro College & University system 403(b) investment committee, steering committee member Touro College & University system Enterprise Resource Project.

Attachment 10 - Current Board Member Resumes

UNIVERSITY OF NEVADA SCHOOL OF MEDICINE – 06/02 to 09/2007, Las Vegas, NV

Chief Business Officer (Reno & Las Vegas Campus) 02/2007 to 09/2007

Chief Business Officer (Las Vegas Campus) 12/2005 – 01/2007

Interim Chief Business Officer – 07/2005 to 11/2005

Fiscal Officer 10/2002 to 06/2005

Financial Analyst 06/2002 to 09/2002

As financial analyst my duties and responsibilities included preparing physician productivity analysis and clinical practice benchmarking and report findings to the Chief Business Officer and Department Administrators. As Fiscal Officer, my responsibilities included preparation of all financial statements, budgets, federal tax return, and business plans, responsible for fiscal monitoring and assisting the Chief Business Officer in community practice acquisitions.

As Chief Business Officer, I serve as the principal administrative operations and fiscal executive for the clinical activities conducted on the Las Vegas and Reno campuses. Direct supervisory responsibility for all staff in the following areas: clinical operations, corporate compliance, contracting, finance and planning, accounting and treasury, human resources, billing and collections, business development, information systems, and facilities management. I am also a member of the senior executive team responsible for the overall development and management of the University of Nevada School of Medicine. My primary responsibilities include:

- Principal contact for all external and internal business constituencies, including physicians, insurers, hospitals, research organizations, banks and external lenders, auditors, legal counsel (internal and external), risk managers, business consultants, staff, and faculty.
- Recruitment and retention of physician faculty and non-physician clinical service providers.
- New business and new product line development, including new clinical sites, at-risk contracting, and acquisition of community physician practices.
- Clinical practice corporation budgeting, fiscal monitoring, and profitability. Academic and research activity budgeting, fiscal monitoring, and profitability. Direct supervisory responsibility for the Director of Accounting for both the Las Vegas and Reno campuses of the multispecialty group practice. Total budgetary responsibility in excess of \$60 million dollars.
- Clinical practice operations management consisting of greater than 25 divisions and programs, 12 departments, and 13 multispecialty practice sites.
- Assisting in strategic planning for the School of Medicine and the multispecialty group practice, promoting the resulting plan and developing/supporting initiatives designed to achieve the goals defined in the strategic planning process.

Attachment 10 - Current Board Member Resumes

- Billing and collections management, physician productivity analysis, clinical practice benchmarking, practice cost management, and reimbursement analysis.
- Information systems management and development for the multispecialty group practice, including overall responsibility for HIPAA compliance projects
- Physician credentialing and contract negotiations, including professional services, lease and sublease obligations, purchase arrangements, research endeavors, etc.
- Risk management, including physician malpractice, research activities, clinical operations, property and casualty risks, etc.

CONWAY, STUART & WOODBURY – 12/1997 to 05/2002, Las Vegas, NV

Certified Public Accountant

One of two senior auditors in the firm responsible for overseeing the financial statement audits, Minimum Internal Control Standards (MICS) audits of Nevada and California gaming clients, Oregon and New Mexico tribal gaming clients, and audits of pension and profit-sharing plans. Direct supervisory responsibility for audit staff in the following areas: planning, budgeting, fieldwork, and review process. My primary responsibilities included:

- Develop audit budgets and oversee time management of staff assigned to audit engagements. Plan financial statement, internal control, pension and profit-sharing audits, and supervise audit staff during the fieldwork process. Responsible for reviewing fieldwork to ensure the firm's quality assurance standards were properly followed.
- Responsible for analyzing a client's system of internal controls for their gaming operations in comparison to established Minimum Internal Control Standards and report findings to senior level management and the Nevada Gaming Control Board.
- Primary contact with senior level management on audit engagements to discuss audit results. Responsible for developing text for executive presentations and assisted in delivering corporate presentations.
- Responsible for reviewing major financial institutions Statement on Auditing Standards (SAS) 70 Report for those institutions who served as a client's plan trustee for their pension or profit-sharing plan.
- Prepare full disclosure financial statements as well as corporate, personal, and estate income taxes.

Attachment 10 - Current Board Member Resumes

GOLDEN NUGGET HOTEL & CASINO – 11/1995 TO 11/1997, Las Vegas, NV

Front Desk Clerk

Worked as a front desk clerk while taking required masters courses at UNLV as prerequisite for the Uniform CPA Examination.

SHOWTIME TICKETS AND TOURS – 01/1995 TO 10/1995, Las Vegas, NV

Director of Operations

FLAMINGO HILTON – 09/1991 to 01/1995, Las Vegas, NV

Assistant Hotel Manager/Assistant Director of Front Office Operations

PROFESSIONAL QUALIFICATIONS

- Excellent written and oral communication skills.
- Proficient in the use of a wide variety of Windows-based presentation and spreadsheet productivity applications including Microsoft Office.
- Well-developed executive level presentation skills

HONORS AND AFFILIATIONS

- American Institute of Certified Public Accountants
- Nevada Society of Certified Public Accountants
- Medical Group Management Association
- Society for College and University Planning
- Master Mason, Oasis Lodge #41, Las Vegas, NV
- Paseo Verde Little League, Henderson, NV Coach 2007- 2010
- Madeira Canyon Homeowners Association, Henderson, NV Secretary 2007-2010
President 2010-2013

Attachment 10 - Current Board Member Resumes

J E F F R E Y C A H I L L

EXPERIENCE

8/2003 – present CCSD Teacher @Basic High School Henderson, NV
Teacher

Responsible for all aspects of student learning and classroom management. I have taught classes in business, health, P.E, and physical conditioning with weights.

8/2001 – 8/2003 Substitute Teacher CCSD Las Vegas, NV
Substitute Teacher

Responsible for implementing the classroom teachers' lesson plan and for classroom management.

1/2011-present Vice President of the SNFCA
(Southern Nevada Football Coaches Association)

Responsible for setting up meeting agendas, running meetings and sending out information to all coaches in the association. Responsible for all operations for the SNFCA football combine each year. This event has over 360 athletes from the school district participate.

2/2008 – present Head Varsity Football Coach @Basic High School

Responsible for all aspects of planning and leading all football related activities at Basic High School. There are over 140 students in our programs. Responsible for taking over 100 students each summer to Football Camp for 5 days. Responsible for running fund raisers each year that have grossed over \$18,000 dollars per season. Responsible for going out into the community and finding sponsors for our teams.

EDUCATION

Class of 1996 California Lutheran University Thousand Oaks, CA
▪ Graduated with a Bachelor's Degree in Business Administration

2002-2004 University of Nevada, Las Vegas Las Vegas, NV
▪ Masters completed in Sports Leadership and Education

2009-2012 Touro University Henderson, NV
▪ Have completed 32 units in continuing education

Attachment 10 - Current Board Member Resumes

Coby Sherlock

5916 Lazy Creek Ave. • Las Vegas, NV 89139 • 615.715.7245 • cobysherlock@gmail.com

Notables

- Record-high loan origination as a Loan Officer for The Parent Team at Movement Mortgage
- Driven leader with heightened communication and leadership skills that works well in team environment
- Vegas Chamber President's Club Member and Member of Henderson Chamber of Commerce
- Served as a member of MTSU's President's Cabinet and the University Leadership Council for Tennessee Board of Regents
- Raised over one million dollars for various philanthropic organizations and scholarships across the country

Work Experience

Movement Fitness

Owner/Partner

Las Vegas, NV

June 2020 - Current

- Las Vegas' premier athletic training facility
- Support with operations and staff development
- Charged with fostering community partnerships and youth program development
- Responsible for operating budget and business asset management

Living Large Las Vegas

Owner/Partner

Las Vegas, NV

November 2019 - Current

- Host of Living Large Las Vegas Podcast
- Oversee operations for Living Large Las Vegas Magazine, Production, and Social Media & Marketing Services
- Responsible for operating budget and business asset management
- Spotlight Las Vegas business owners, community leaders, and attractions to create a greater connection within our city

The Parent Team at Movement Mortgage

Loan Officer

Las Vegas, NV

March 2019 - Current

- Educate and support families and individuals on building wealth through homeownership
- Instructor of the Condo and High-Rise Financing 101 course for realtors and referral partners in our market
- Develop and foster meaningful relationships in the community as well as across our various markets
- Developer of our employee perk program designed to support employers with retaining employees through homeownership
- Servicing Nevada, Tennessee, Louisiana, California, and Arizona

East Ivy Mansion

General Manager

Nashville, TN

May 2015

- Responsible for overseeing operating budget
- Direct supervisor over East Ivy Mansion staff and personnel
- Charged with overseeing daily operations and recruiting viable talent to contribute in our system
- Networked with business professionals to grow partnerships
- Earned Top Five Destination Venue for two consecutive years
- Managed all social media accounts and target marketing efforts to increase exposure and sales

Middle Tennessee State University

Enrollment Counselor

Murfreesboro, TN

October 2014

- Charged with coordinating training for MTSU faculty, staff and students for MT One Stop.
- Manage and operate the department's social media communications to better enhance customer relationships
- Counsel students and their families on best practices regarding financial aid, records and scheduling
- Exemplified a heightened level of customer service to guests to provide an individualized experience
- Responsible for coordinating the TN GEAR UP Youth Summit focusing on educating low-income, high ability students to better prepare them for higher education

Coby Sherlock

5916 Lazy Creek Ave. • Las Vegas, NV 89139 • 615.715.7245 • cobysherlock@gmail.com

Middle Tennessee State University

Admissions Recruiter

Nashville, TN

October 2013

- Recruit first-time freshmen at high schools and recruitment events
- Counsel students through the enrollment process to ensure easy transition to the University
- Develop and foster professional relationships with high school counselors and other stakeholders
- Connect students with success and retention tools and services to assist in graduation
- Charged with serving as a member of the University Review Committee to determine if a prospective student will be a valuable contributor to our institution

College of the Bahamas

Intern for the Office of Leadership and International Affairs

Nassau, Bahamas

June 2013

- Developed a leadership program for first year students
- Implemented the COBUS (Union of Students) Executive Leadership Training Program
- Created an international exchange program to serve MTSU and The College of The Bahamas
- Created the new student orientation program to support with transition to an accredited University

Education

Middle Tennessee State University

Bachelor of Science – Political Science/Pre-Law

Minor in Leadership Studies, Jones College of Business

Murfreesboro, TN

August 2013

Activities & Volunteer Experience

Hope for the City
Make A Wish
Habitat for Humanity
St. Jude's Hospital/Up Til Dawn
College of The Bahamas Leadership Development
Driven NeuroRecovery Center
Pinecrest Academy – Cadence College Night

YMCA Youth Champion Soccer Coach
Lions Club
Beta Theta Pi
Institute of Leadership Excellence
MTSU Student Body President 2012-2013
Three Square Food Pantry

References

Derek Parent
Vice President of Lending/Branch Manager
The Parent Team at Movement Mortgage
6720 via Austi Parkway, Suite 350
Las Vegas, NV 89139
702.354.1400
Derek@theparentteam.com

Dr. Laurie Witherow
Vice Provost of Admissions & Enrollment Services
Middle Tennessee State University
1301 East Main Street
Murfreesboro, TN 37132
615.898.2233
Laurie.witherow@mtsu.edu

Attachment 10 - Current Board Member Resumes

Jennifer (Mencin) Williamson

613 Doubleshot Ln.
Henderson, NV 89052
(702) 372-2836

jennifer.williamson@slamnv.org

EDUCATION:

B.A. English
Maryville University, St Louis, MO
December, 1990

M.Ed. Educational Psychology
University of Nevada Las Vegas
December, 1999

Ph.D. Educational Psychology
University of Nevada Las Vegas
December, 2011

Dissertation: *School Counselor Assignment in Secondary Schools:
Replication and Extension*

CERTIFICATION:

Counselor, grades 7-12 – Nevada
English Teacher, grades 7-12 – Nevada

EXPERIENCE:

July '16 – present

Assistant Principal

Sports Leadership and Management (SLAM) Academy of Nevada
Henderson, NV

- Curriculum, Master Schedule, Testing, Accreditation, State Reporting, Grants, CTE

Fall '13 – Spring '15

Counselor Coordinator

Basic High School
Clark County School District, Henderson, NV

Spring '07 –Spring '09

Part-time Instructor, University of Nevada Las Vegas.

- Career Theories and Practice for the Counselor Education Department, one three-credit course.
- Counseling and Consultation Skills for Teachers for the Education Department, three one-credit courses.

Fall '99 – Spring '13

Counselor (14 years)

Counselor Department Chair (6 years)

Scholarship Counselor (5 years)

Las Vegas High School
Clark County School District, Las Vegas, NV

Fall '96-Spring '99

Teacher on Special Assignment

Curriculum & Professional Development-Secondary Reading
Clark County School District, Las Vegas, NV

Fall '92-Spring '96

English Teacher

Basic High School
Clark County School District, Las Vegas, NV

Spring '91-Spring '92

Language Arts Teacher

St. Joseph School
Cottleville, MO

Attachment 10 - Current Board Member Resumes

SERVICE/SPECIAL QUALIFICATIONS:

Served on CCSD College Counseling Cadre
Past-President, Nevada School Counselor Association
Member, American School Counselor Association
Served on UNLV/CCSD Counseling Advisory Board
Served on Clark County School District Guidance Task Force to create/revise the HS Annual Guaranteed Level of Service document
Served on Task Force to create an evaluation tool for Nevada school counselors
Developed and taught staff development on college counseling strategies and information
Developed and taught staff development on reading strategies
Participated in the Clark County School District Secondary Reading Strategies Grant
Developed and team taught staff development seminar on interdisciplinary units

PUBLICATIONS:

Vatterott, C., Tomaine, M., Mencin, J. (1993). Middle school transition: Creating new roles for teachers. *In Focus*, 3-9.

PRESENTATIONS:

Geismann, M., Brewer, S., & Williamsn, J. (2008, September). College counselor to university professor: Utilizing your expertise to improve graduate counseling programs. Presentation given at National Association For College Admission Counseling, Seattle, WA.

Jones, P., Bahr, T., Davis, J., Gibbs, M., Harris, K., Walton, P., & Williamson, J. (2012, November). Counseling through the life-span: Doctoral dissertations at UNLV. Poster Session displayed at Western Association for Counselor Education & Supervision, Portland, OR.

Hoskins, W., Williamson, J., & Clyde, C. (2005, October). Counselor educators as change agents in the evaluation process of 21st century school counselors. Presentation given at the meeting of The Association of Counselor Education and Supervision, Pittsburgh, PA.

Williamson, J., Hersha, J., & Lescenski, L. (2008, February). Creating a college/career culture. Presentation given at the meeting of the Nevada School Counselor Association, Las Vegas, NV.

Williamson, J., Kadoich, J., Boyle, K., & Clyde, C. (2006, June). School counselors as change agents in the counselor evaluation process. Presentation given at the meeting of the American School Counselor Association, Chicago, IL.

Williamson, J., & Parise, S. Activating your school's crisis team. Presentation given at the CCSD Counselor Staff Development Day at the CSN W. Charleston Campus, Las Vegas, NV.

Attachment 11 - Proposed Leadership Resumes

Michael O'Dowd

295 E Eldorado Lane
Las Vegas, NV 89123
(702) 881-3821

Professional Experience:

2021-Present	New Pinecrest Principal Mentor/Supervisor
2016-Present	Principal of Pinecrest Academy Inspirada K-8 Charter School
2010-2016	Principal Shirley & Bill Wallin Elementary School
2002-2010	Principal Frank J. Lamping Elementary School
1998-2002	Principal Selma Bartlett Elementary School
1997-1998	Assistant Principal Cynthia Cunningham Elementary School
1995-1996	Assistant Principal Ernest May Elementary School
1991-1995	Gifted and Talented Education Program David M. Cox Elementary School
1990-1991	Third Grade Teacher David M. Cox Elementary School
1988-1990	Third Grade Teacher Nate Mack Elementary School

Education:

1992	University of Nevada, Las Vegas Master of Education in Educational Administration and Higher Education
1988	University of Colorado, Boulder Bachelor of Arts & Diploma of Education

Attachment 11 - Proposed Leadership Resumes

Professional Affiliations:

Member of the National Association of Elementary School Principals
February 2009 to present

Member of Nevada Association of School Administrators
February 2009 to 2016

Member of America's Registry of Outstanding Professionals
September 2006 to present

President of the William McCool Science Center Board of Trustees
January 2004 to 2010

Awards and Achievements

- | | |
|------|--|
| 2021 | National Blue Ribbon School Award |
| 2020 | Five Star Rating for both Pinecrest Elementary and Pinecrest Middle School at the Inspirada Campus |
| 2019 | Five Star Rating for both Pinecrest Elementary and Pinecrest Middle School at the Inspirada Campus. Middle School received a perfect 100 score on Nevada Report Card |
| 2018 | Five Star Rating for both Pinecrest Elementary and Pinecrest Middle School at the Inspirada Campus |
| 2017 | Five Star Rating for both Pinecrest Elementary and Pinecrest Middle School at the Inspirada Campus |
| 2015 | Nevada Department of Education Award for leading Wallin Elementary School to a "5 Star" rating |
| 2014 | Nevada Department of Education Award for leading Wallin Elementary School to a "5 Star" rating |
| 2013 | Nevada Department of Education Award for leading Wallin Elementary School to a "5 Star" rating |
| 2012 | Nevada Department of Education Award for leading Wallin |

Attachment 11 - Proposed Leadership Resumes

- Elementary School to the designation of a “High Achieving School”
- 2012 Nevada PTA Lynel Cunningham Site Administrator of the year
- 2009 National Distinguished Principal of the Year (NAESP)
- 2009 Nevada Department of Education Award for leading Lamping Elementary School to the designation of a “High Achieving School”
- 2007 Congressional Recognition Award from U.S. Congressman Jon C. Porter
- 2007 Nevada Department of Education Award for leading Lamping Elementary School to the designation of an “Exemplary School”
- 2006 School of Excellence Award from the National PTA
- 2006 William McCool Science Center and Lamping Elementary School inducted into the Clark County School District Excellence in Education Hall of Fame
- 2006 Induction into America’s Registry of Outstanding Professionals
- 2005 Honored by the Nevada State Senate and Assembly with Concurrent Resolution No. 25
- 2004 Nevada Department of Education Award for leading Lamping Elementary School to the designation of a “High Achieving School”
- 2004 Named President of the William McCool Science Center Board of Trustees

Service to the Community:

Member and Small Group Leader at Community Church at Anthem
January 2011 to present

Member and Sunday School Teacher at Green Valley Baptist Church
March 1994 to December 2010

References

Kacey Thomas, Board Chair

Attachment 11 - Proposed Leadership Resumes

Pinecrest Academy of Nevada
702-349-5455

Lisa Satori, Lead Principal
Pinecrest Academy of Nevada
702-580-6618

Pat Skorkowsky
Former Superintendent
Clark County School District

Other references available upon request.



Henderson, Nevada

702-556-7179

jstephenalbrecht@gmail.com

Administrative Objective: Experienced, caring, and dedicated educational leader seeking the position of K-12 School Administrator.

On Being and Effective Leader: As we look ahead into the 21st century, leaders will be those who empower others. – Bill Gates

EDUCATION

MASTER OF SCIENCE: EDUCATIONAL LEADERSHIP Nova Southeastern University, Las Vegas, NV	2015
ELEMENTARY EDUCATION CERTIFICATION Wayne State University, Detroit, MI	2007
BACHELOR OF ARTS: INTERDISCIPLINARY STUDIES (Political Science, Economics, Sociology) Michigan State University, E. Lansing, MI	1998

CURRENT LICENSE/ENDORSEMENTS

- | | |
|--|------|
| ▪ All Elementary Subjects | K-8 |
| ▪ English Language Acquisition and Development (formerly TESL) | K-8 |
| ▪ School Administrator | K-12 |

EXPERIENCE

- Assistant Principal: Pinecrest Academy of Nevada-Inspirada, Henderson, NV** 07/2017 – 07/2021 & 02/2022 – Present
- Observe, supervise, and evaluate teachers both live and virtually to provide meaningful feedback for growth
 - Coordinate daily school operations for grades K-8 classes in a school with 1,200 students
 - Construct and manage yearly student schedule of core classes and electives (Grades K-8)
 - Facilitate professional development experiences at the PAN Inspirada campus and throughout the PAN system
 - Doral Leadership Institute – Spring 2019
 - Founding Board Member – Pinecrest Academy of Northern Nevada 2018
 - Board Member – Pinecrest Academy of Nevada Conservatory, Henderson, NV
- K-12 Administrator: Sports Leadership and Management – SLAM, Henderson, NV** 07/2021 – 02/2022
- Opening administrative team member of the grade K-5 expansion to the SLAM Nevada campus
 - Observed, supervised and evaluated teachers ranging from grades Kindergarten – 12th Grade
 - Oversaw the English Language Learner Program including the WIDA summative English Language Proficiency Assessments
 - Created and maintained meaningful relationships with students, parents, and community stakeholders. Conflict resolution achieved through proactive communication techniques, restorative justice practices, and collaborative mediation
- Project Facilitator: Clark County School District (CCSD) English Language Learner Division, Las Vegas, NV** 08/2016 – 06/2017
- Presented and assisted CCSD elementary, middle, and high schools with the implementation of the ELL Master Plan for Success.
 - Coached teachers and administrators at multiple CCSD campuses on effective instructional practices for working with students and the development of language.
 - Evaluated underperforming CCSD schools as a district auditor to help determine schools eligible for Achievement School status.
- Licensed Teacher: Clark County School District (CCSD), Las Vegas, NV** 08/2007 – 08/2016

REFERENCES

- | | |
|---------------------------------------|---|
| ▪ Mr. Michael O'Dowd – 702-881-3821 | Principal Pinecrest Academy of Nevada - Inspirada |
| ▪ Mrs. Gayle Jefferson – 702-219-1299 | Chief Development Officer - Academica Nevada |
| ▪ Mrs. Cindy Flores – 818-414-5773 | Coordinator IV English Language Learner Division |

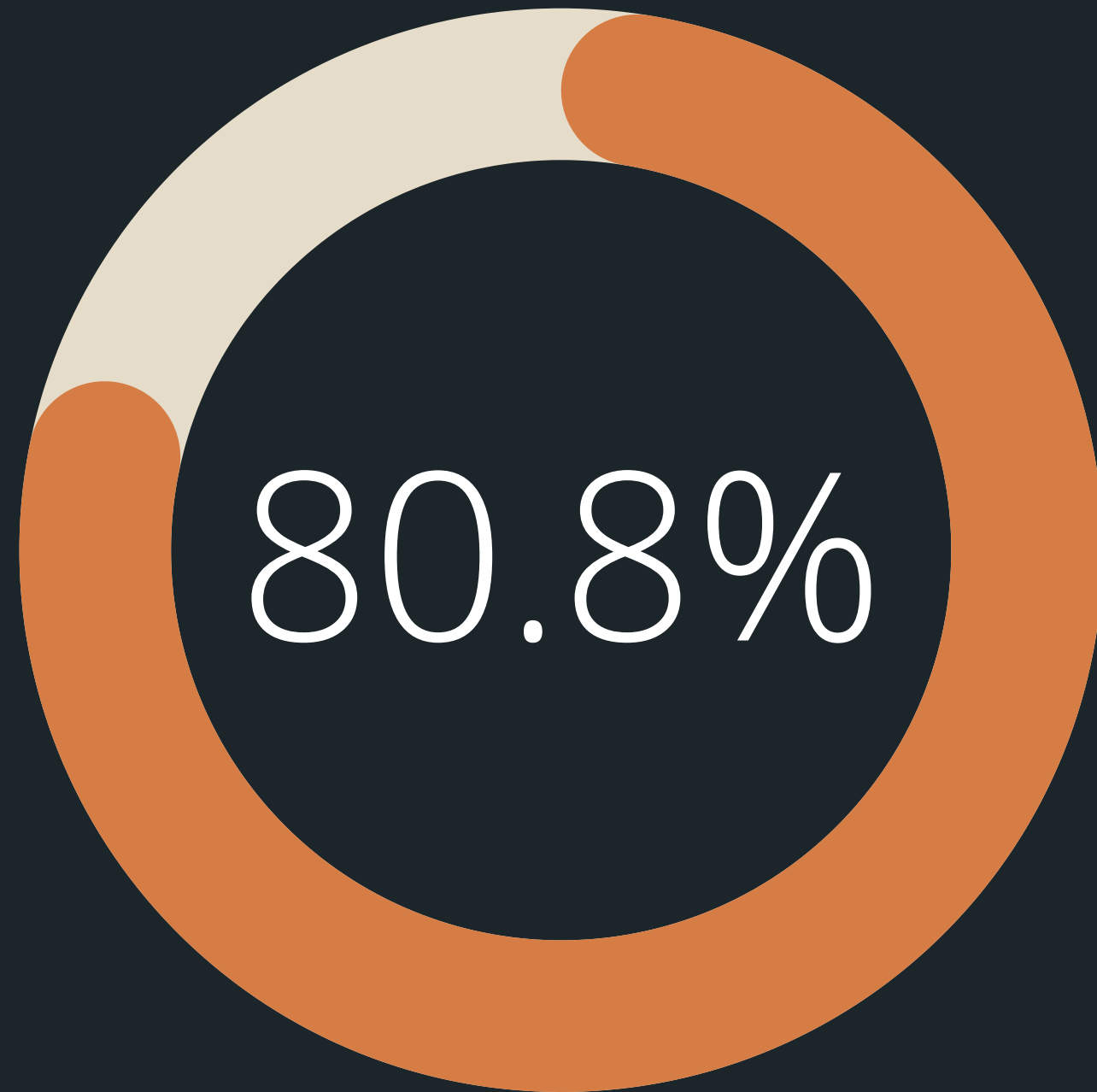
PINECREST ACADEMY - INSPIRADA

SBAC SUMMATIVE 2021

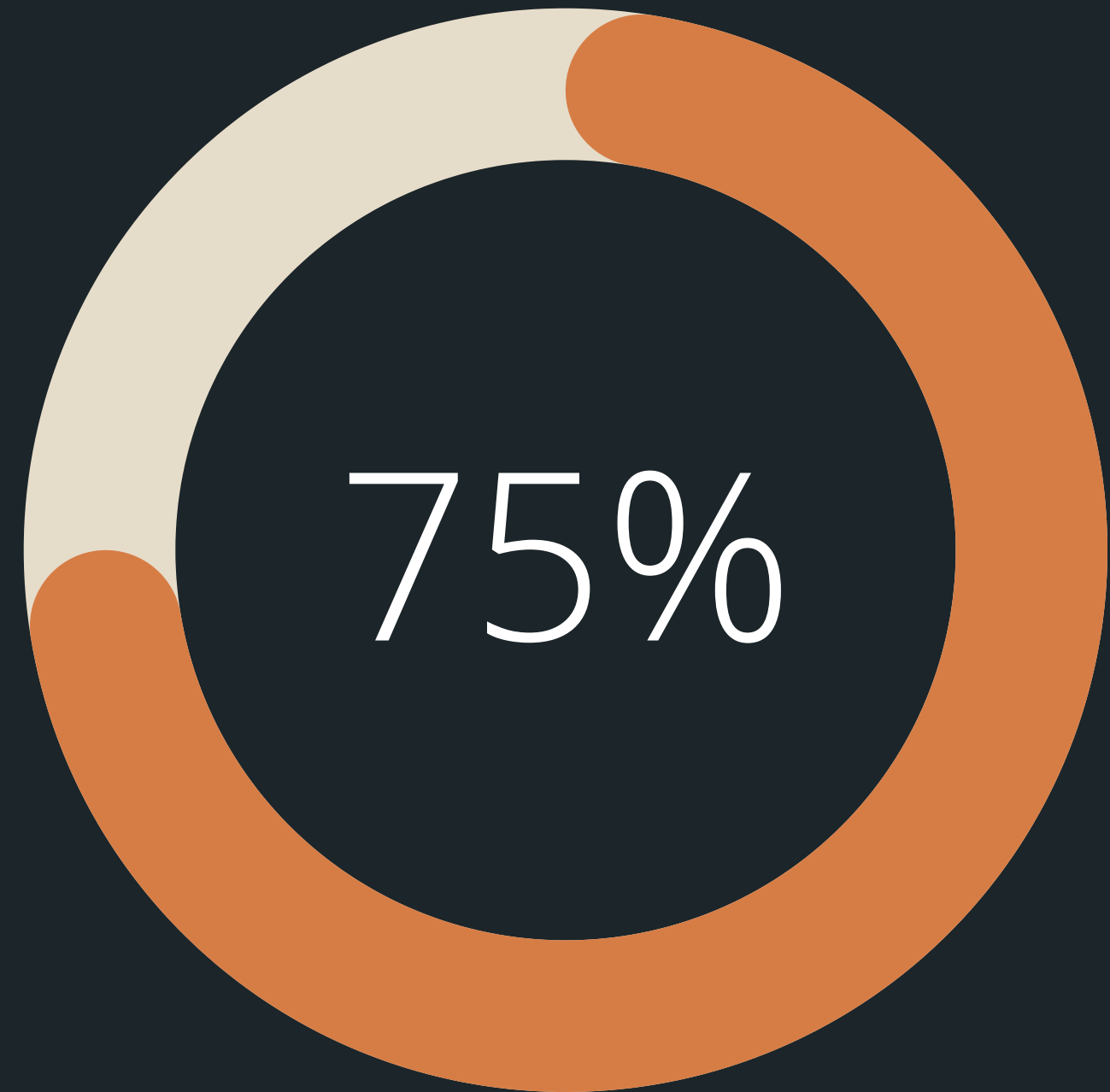
Proficiency & Claim Data



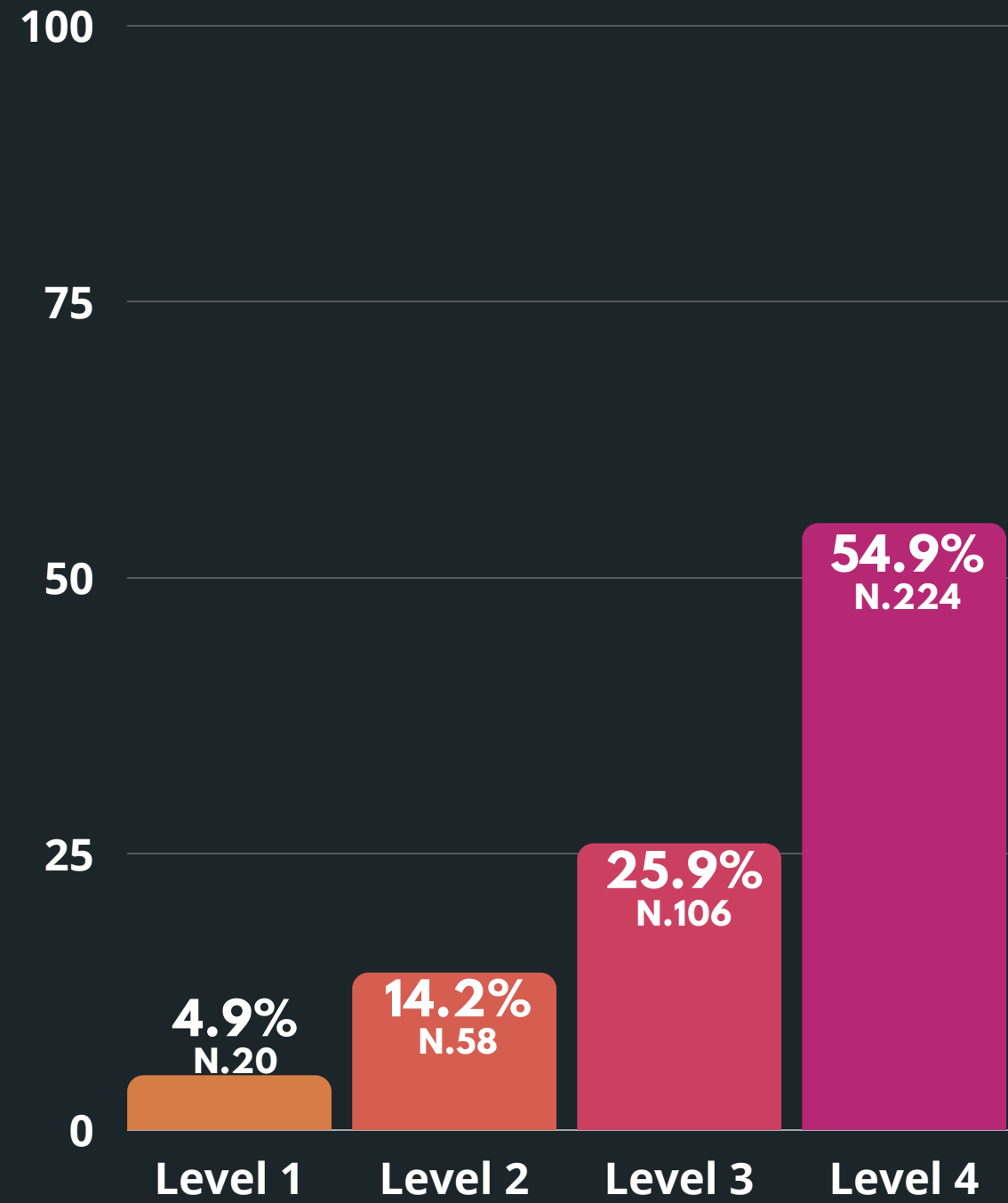
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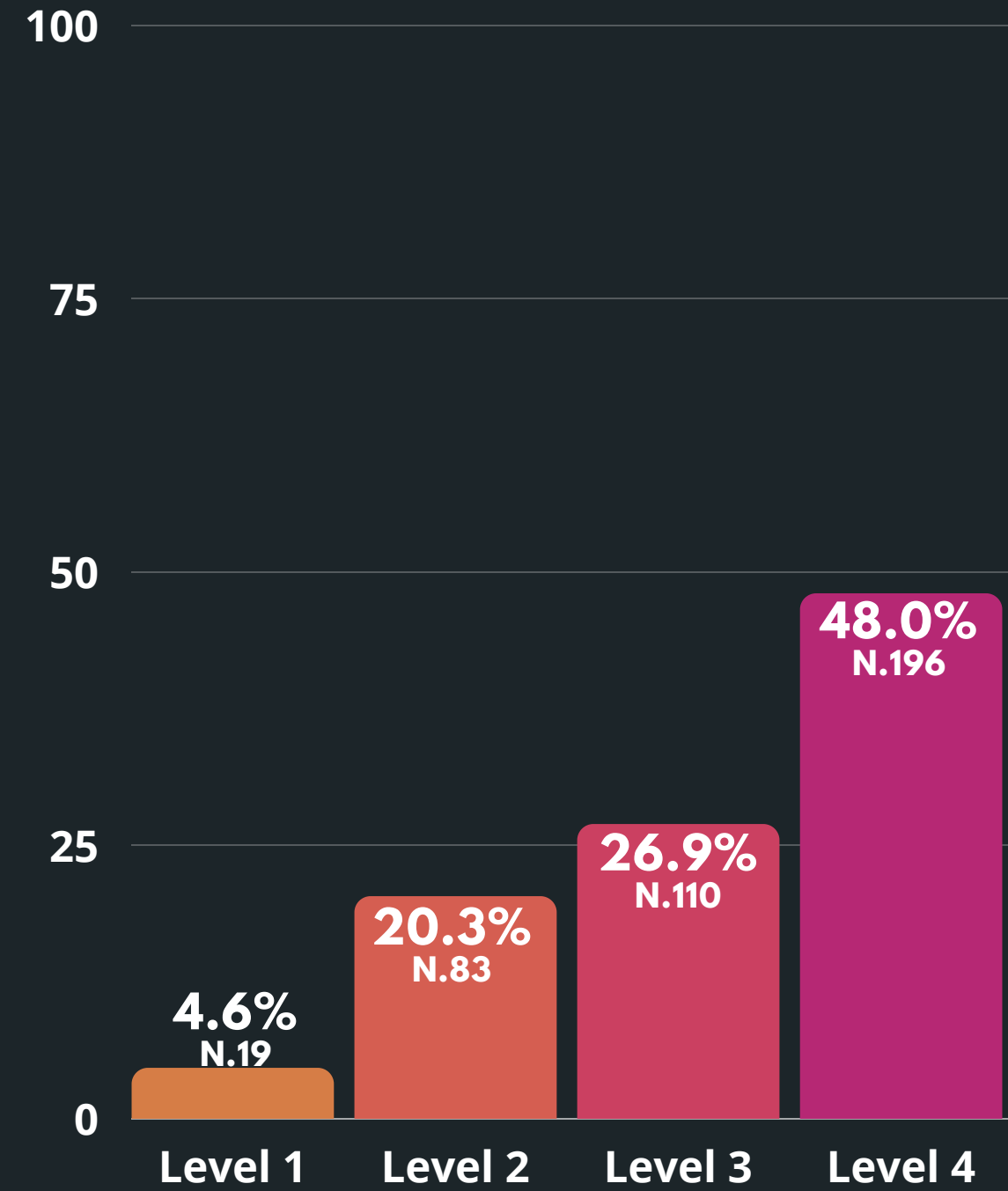
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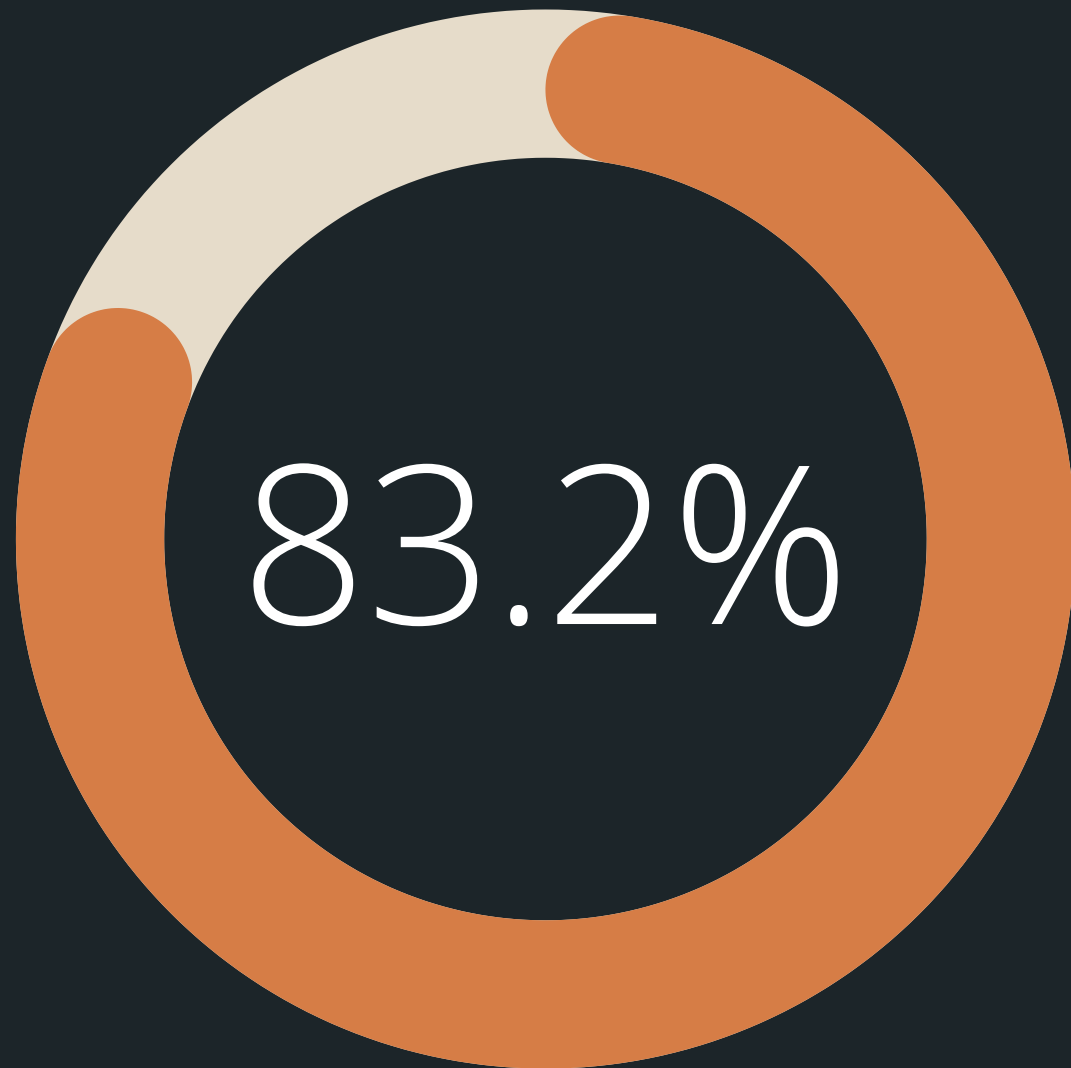
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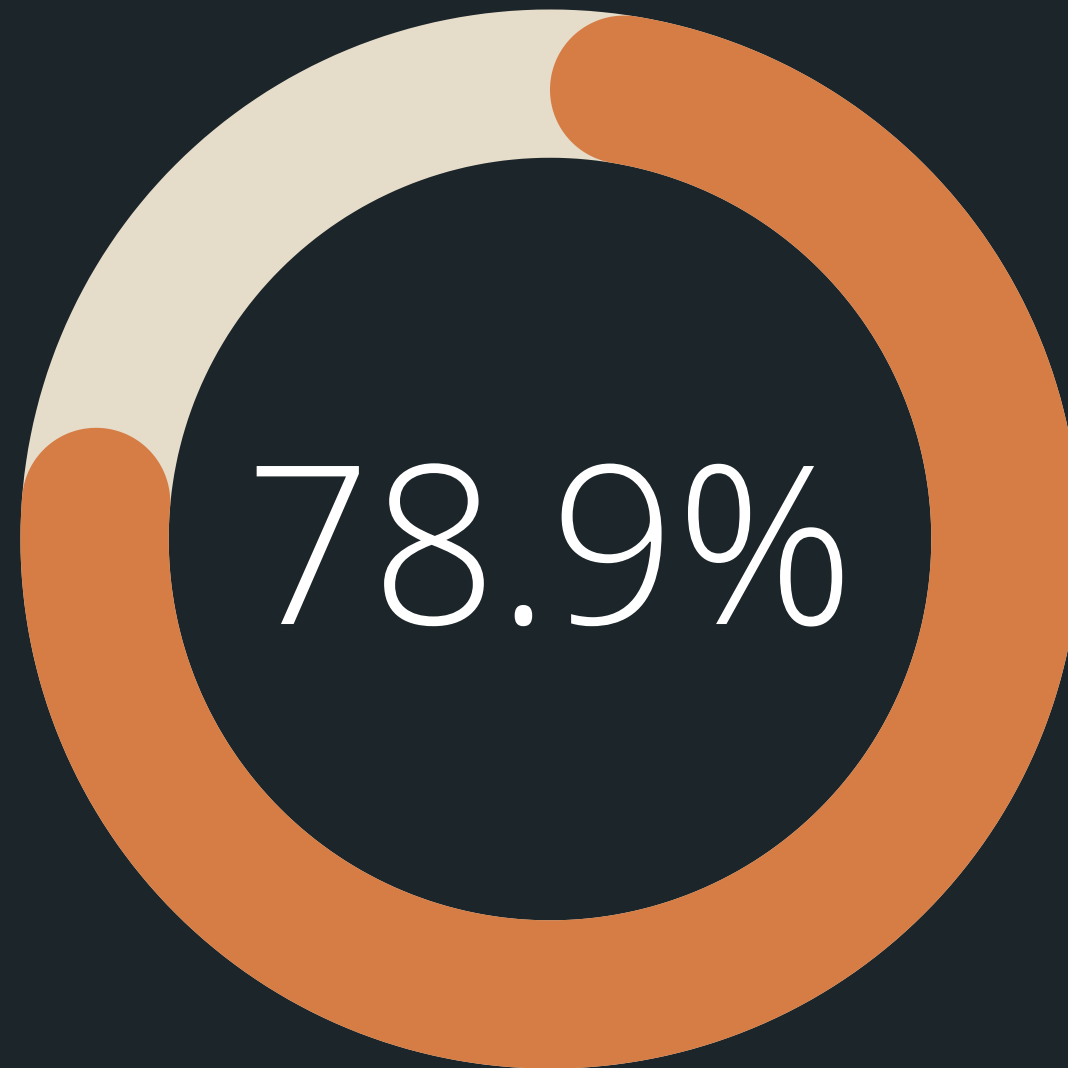
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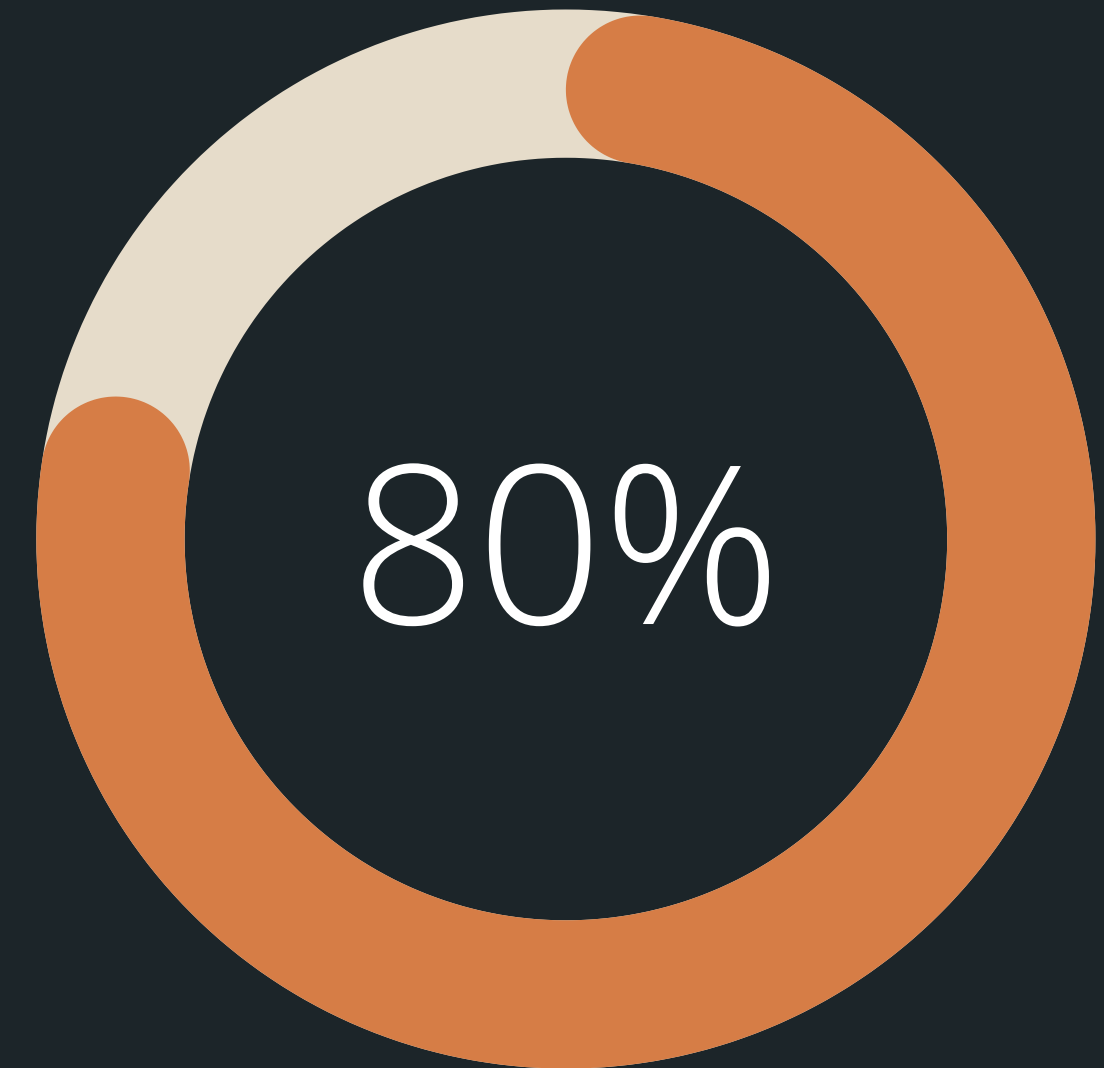
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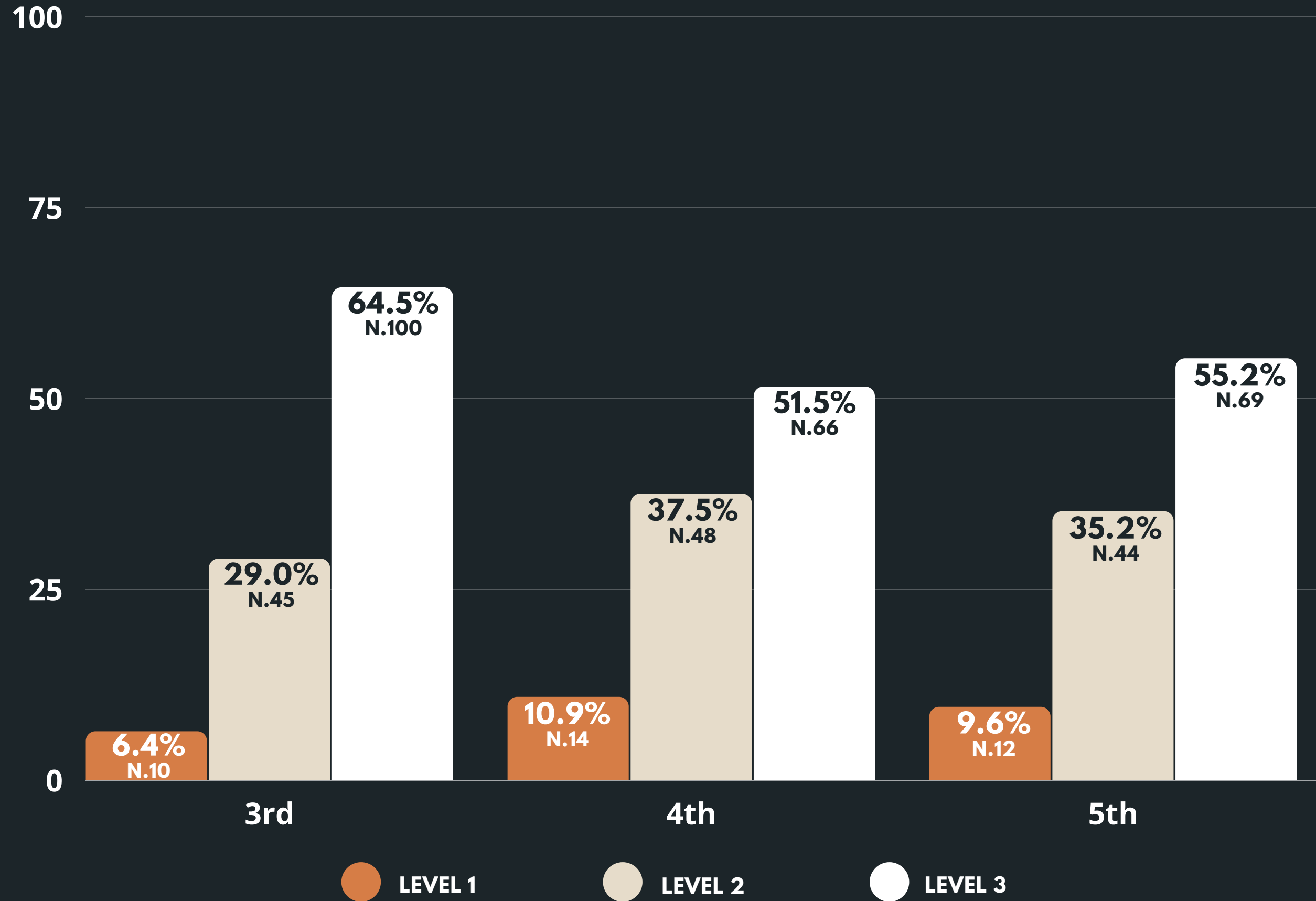


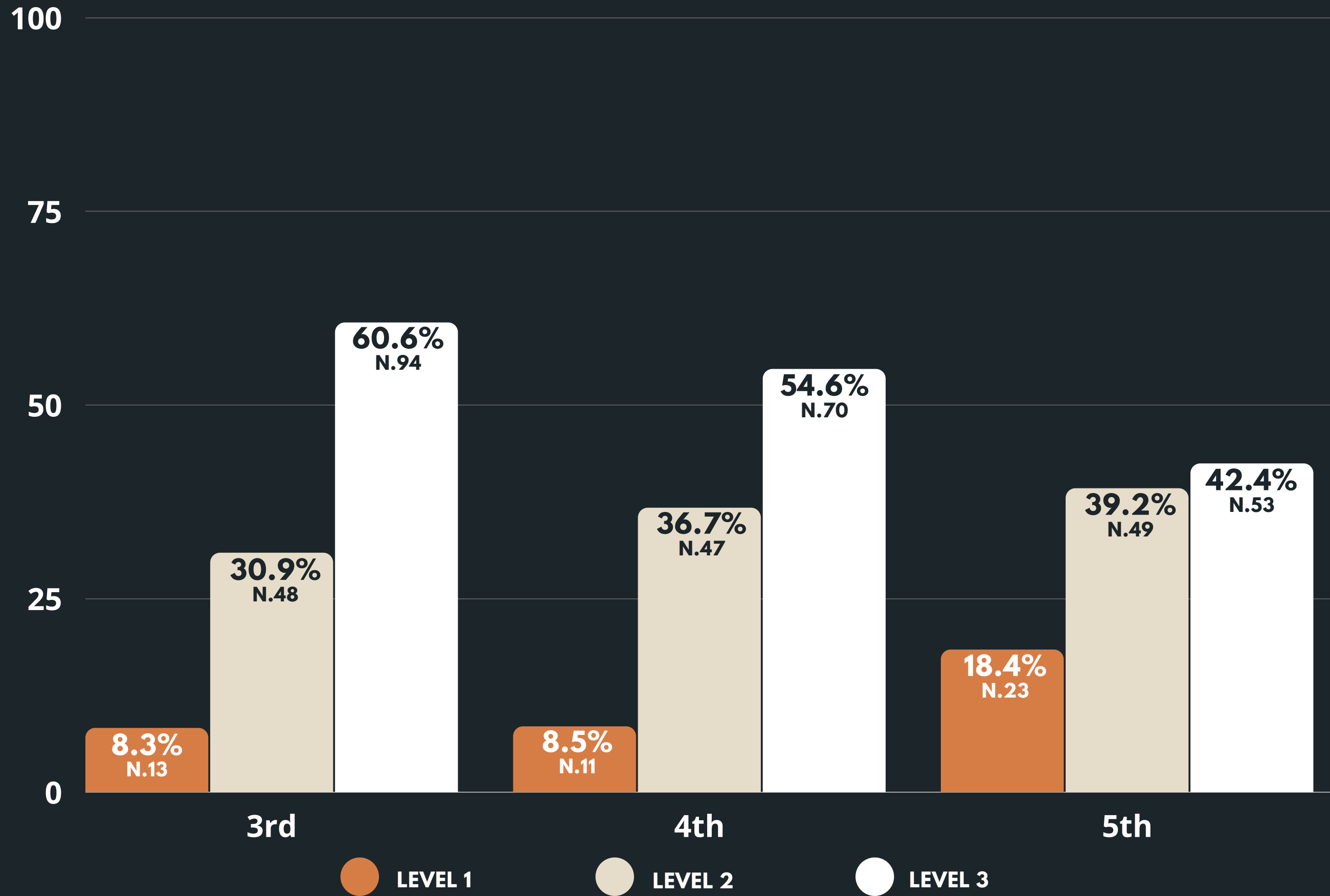
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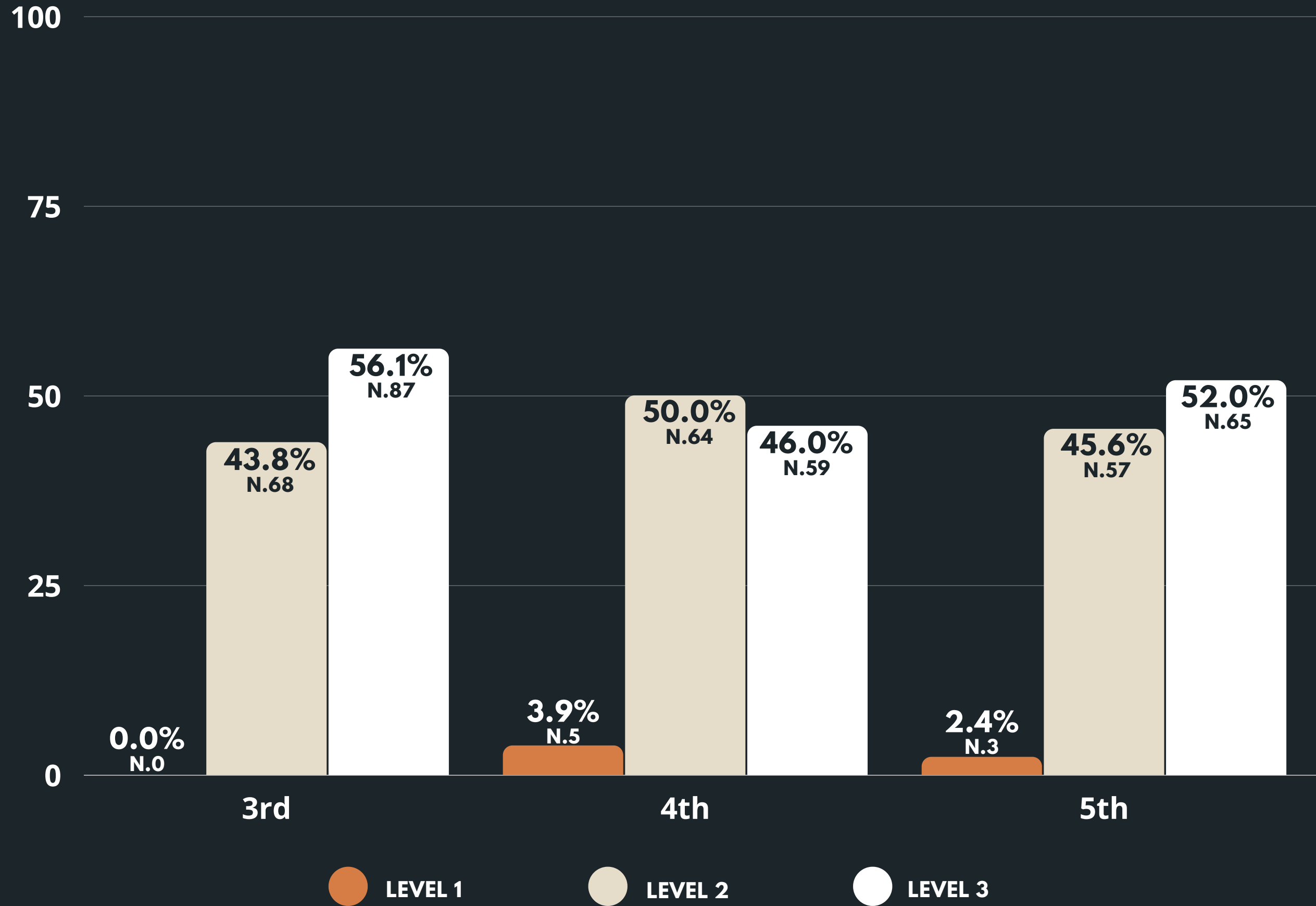


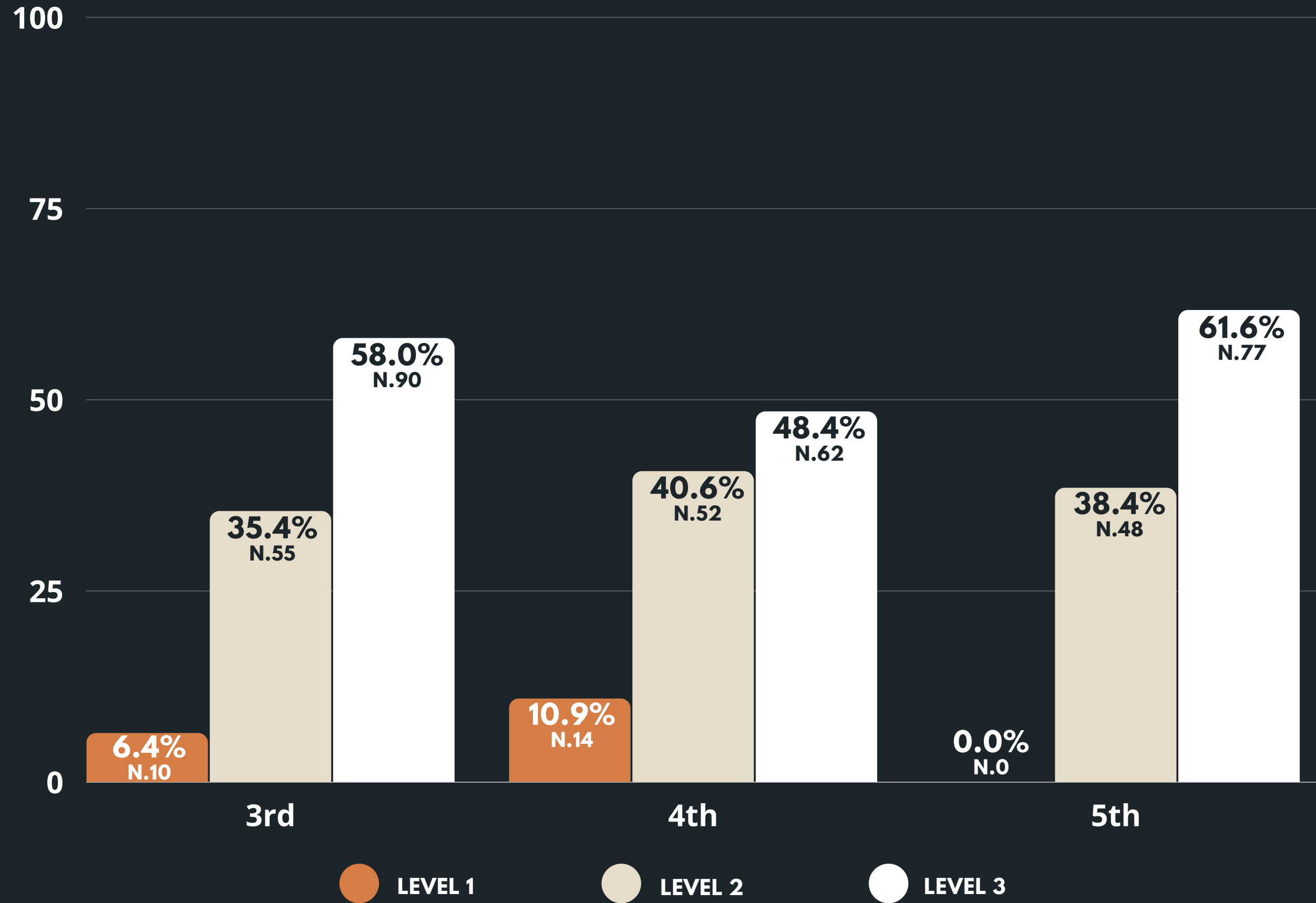
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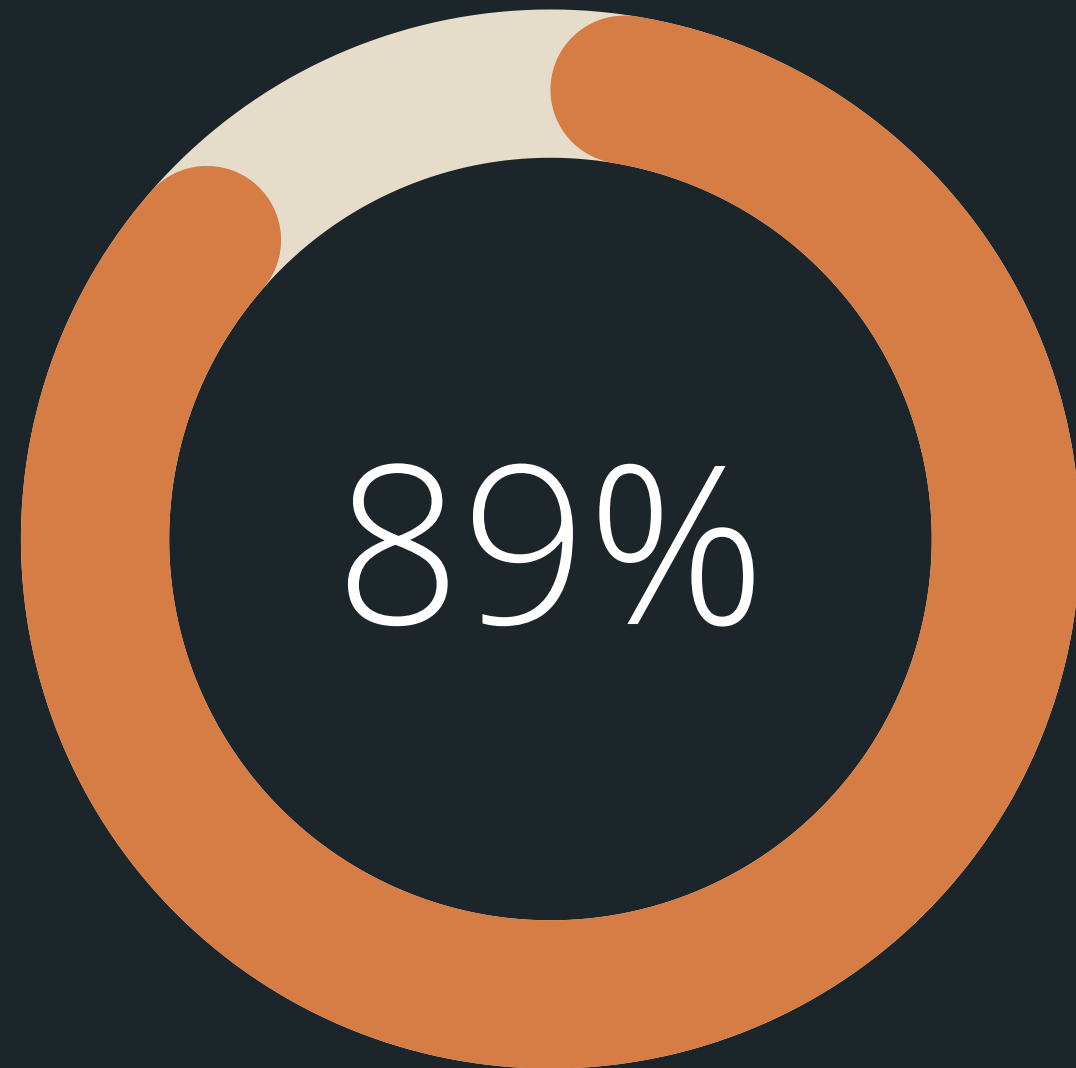




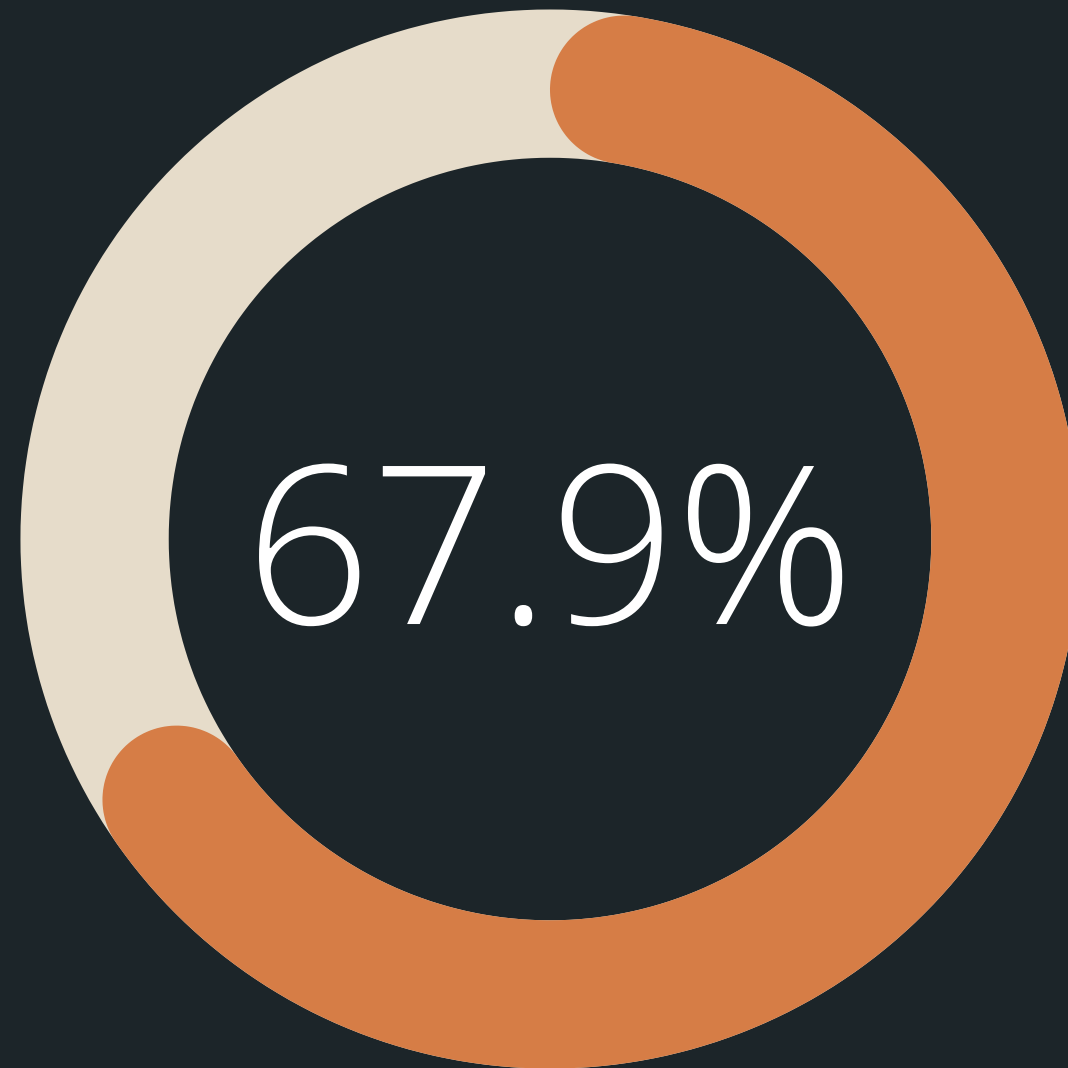




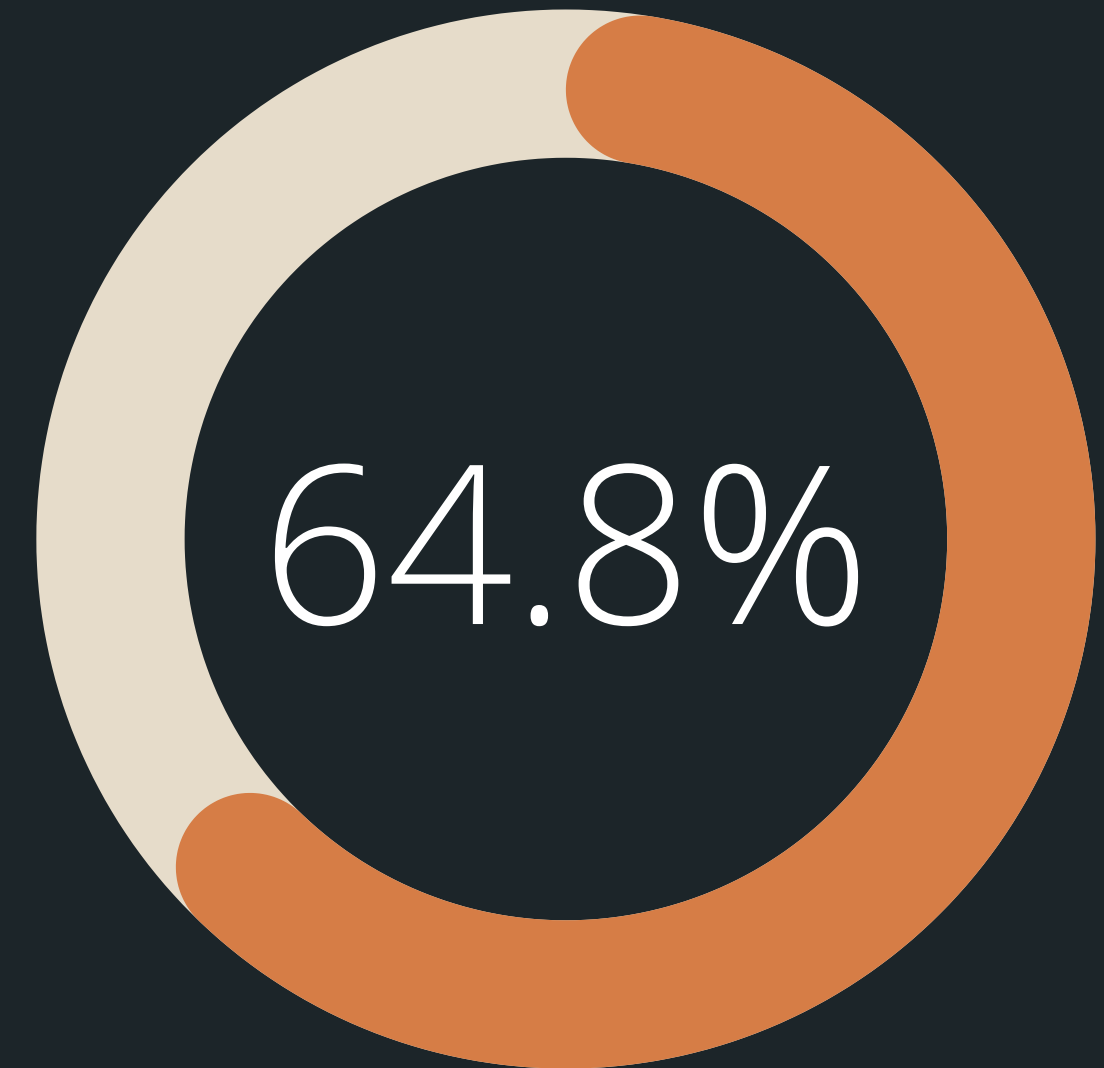
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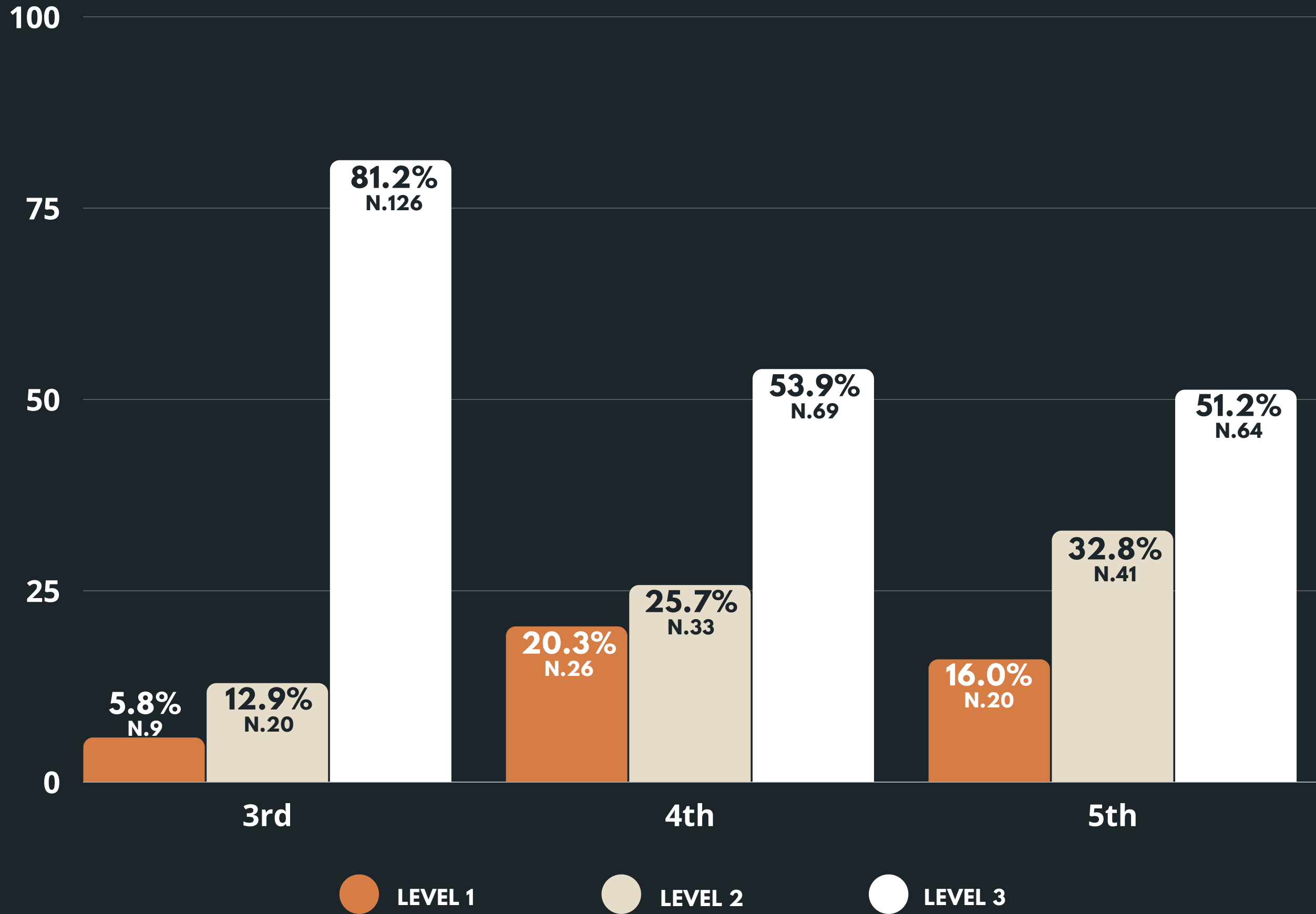


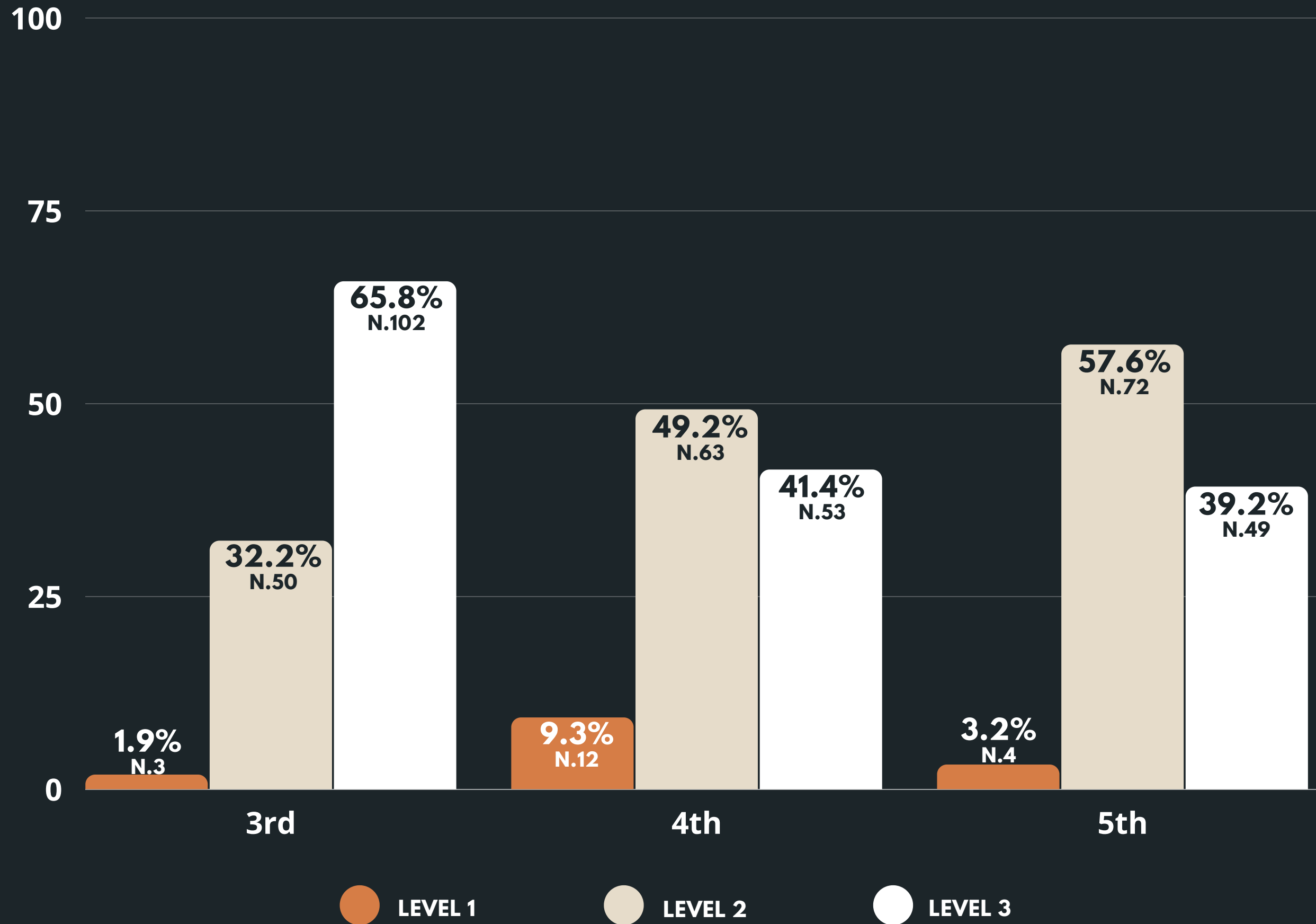
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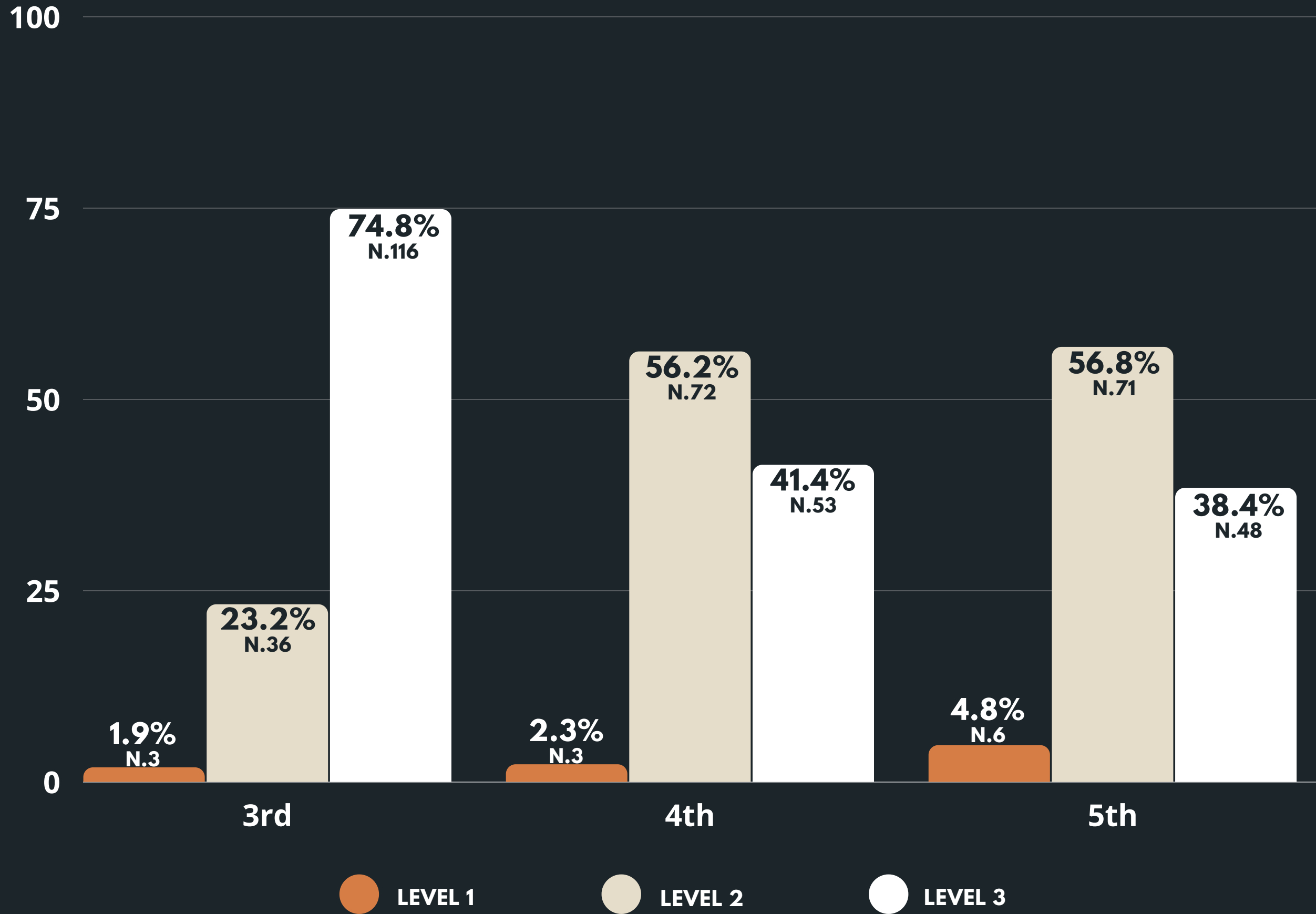


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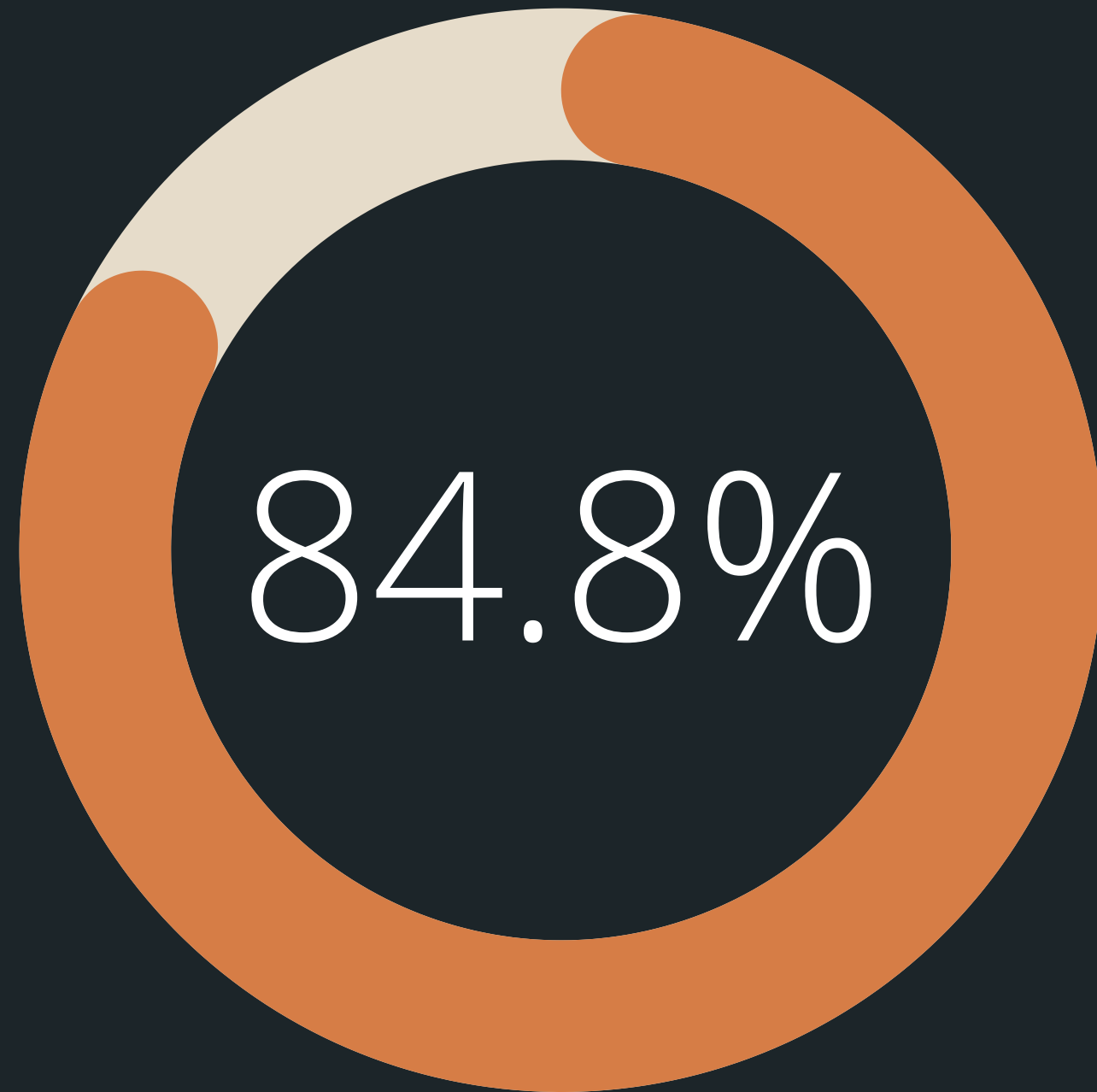




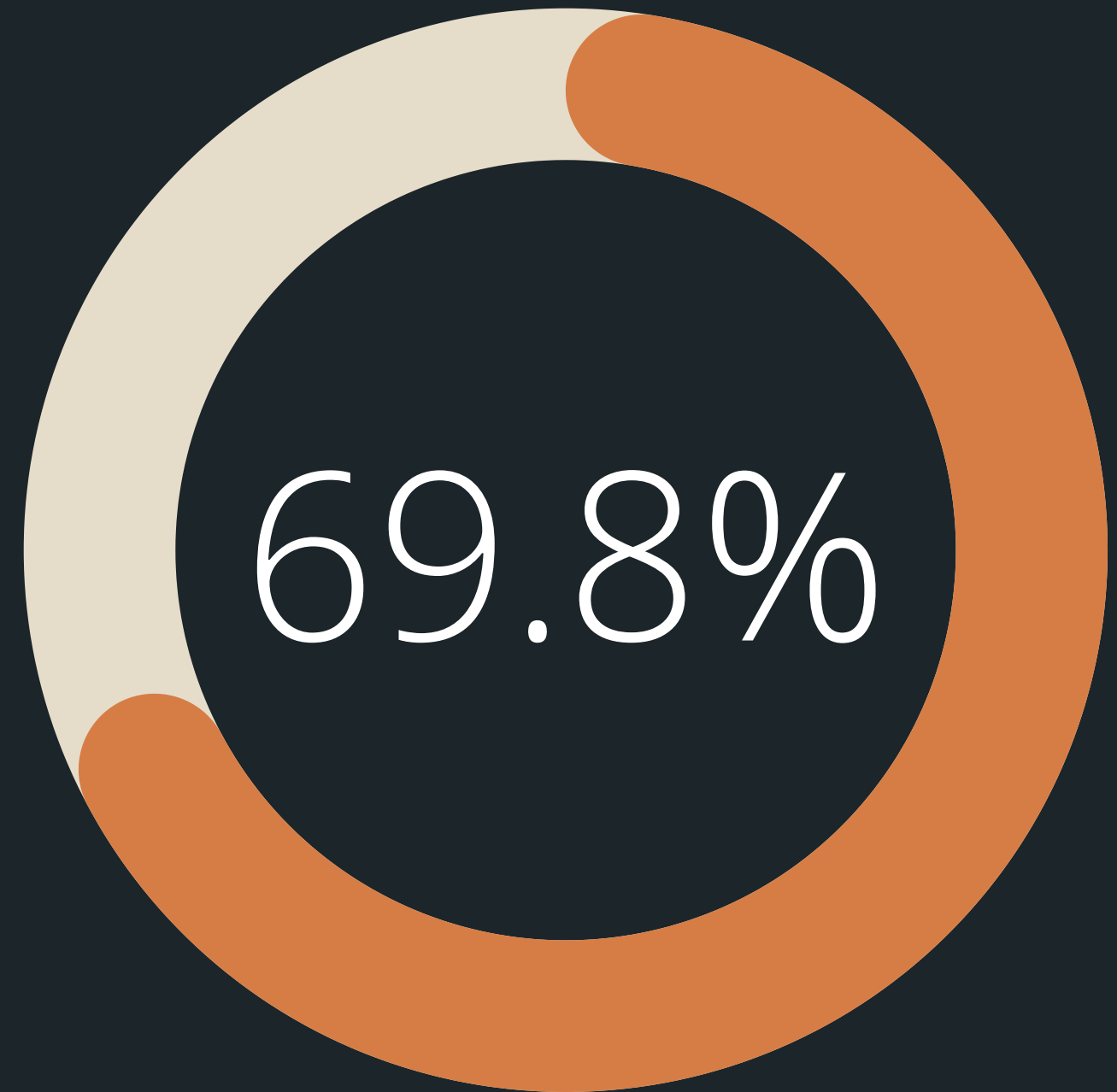




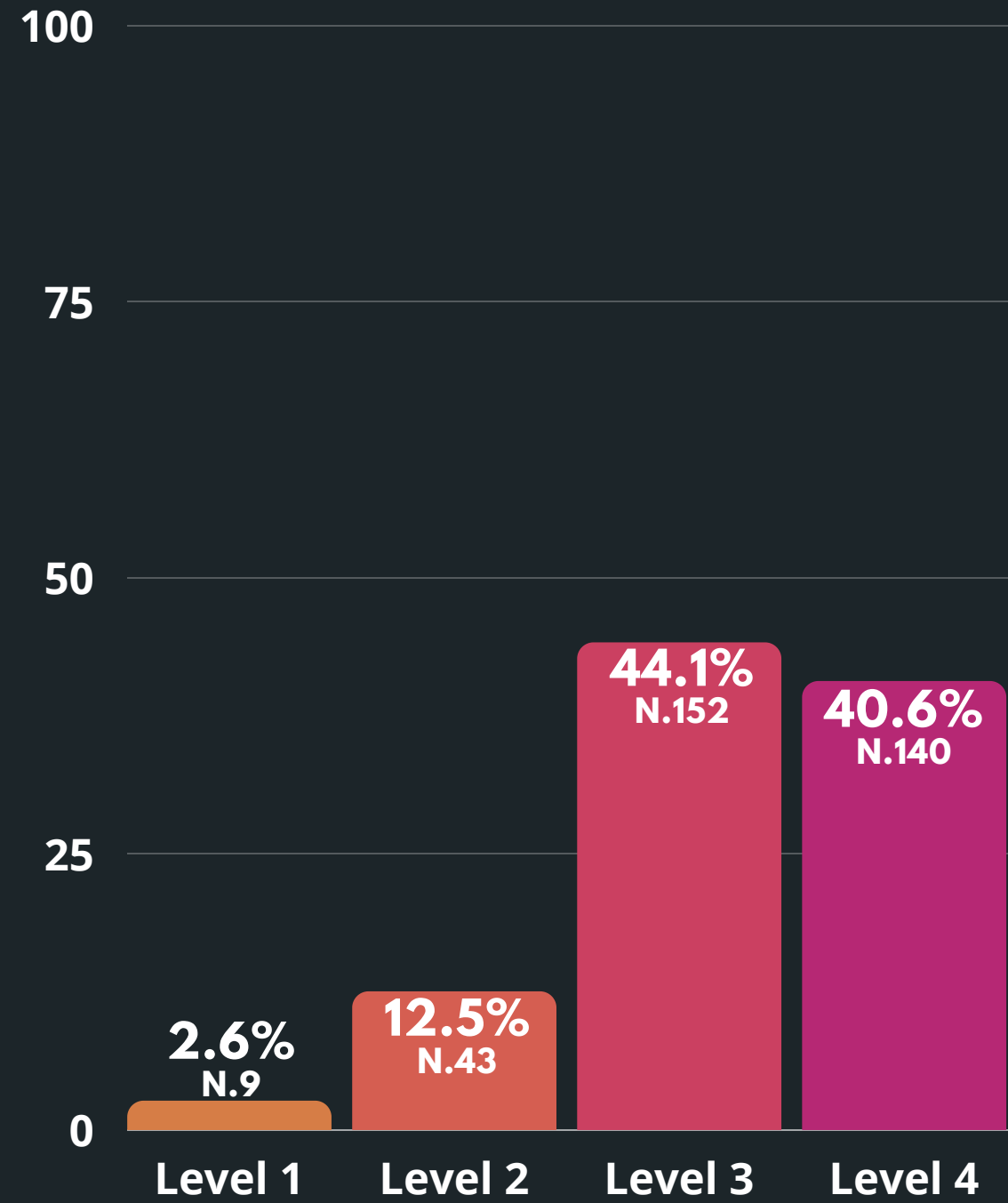
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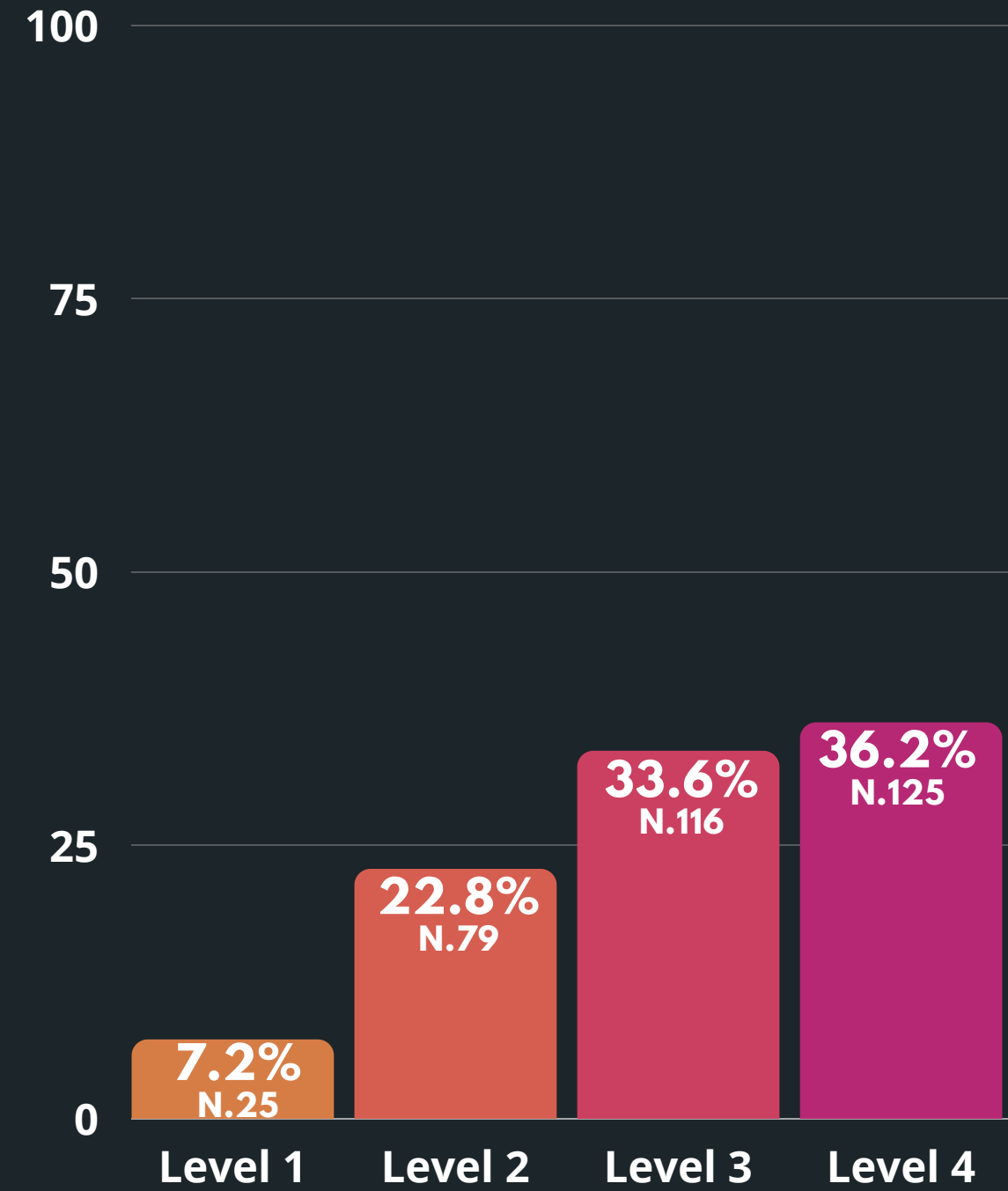
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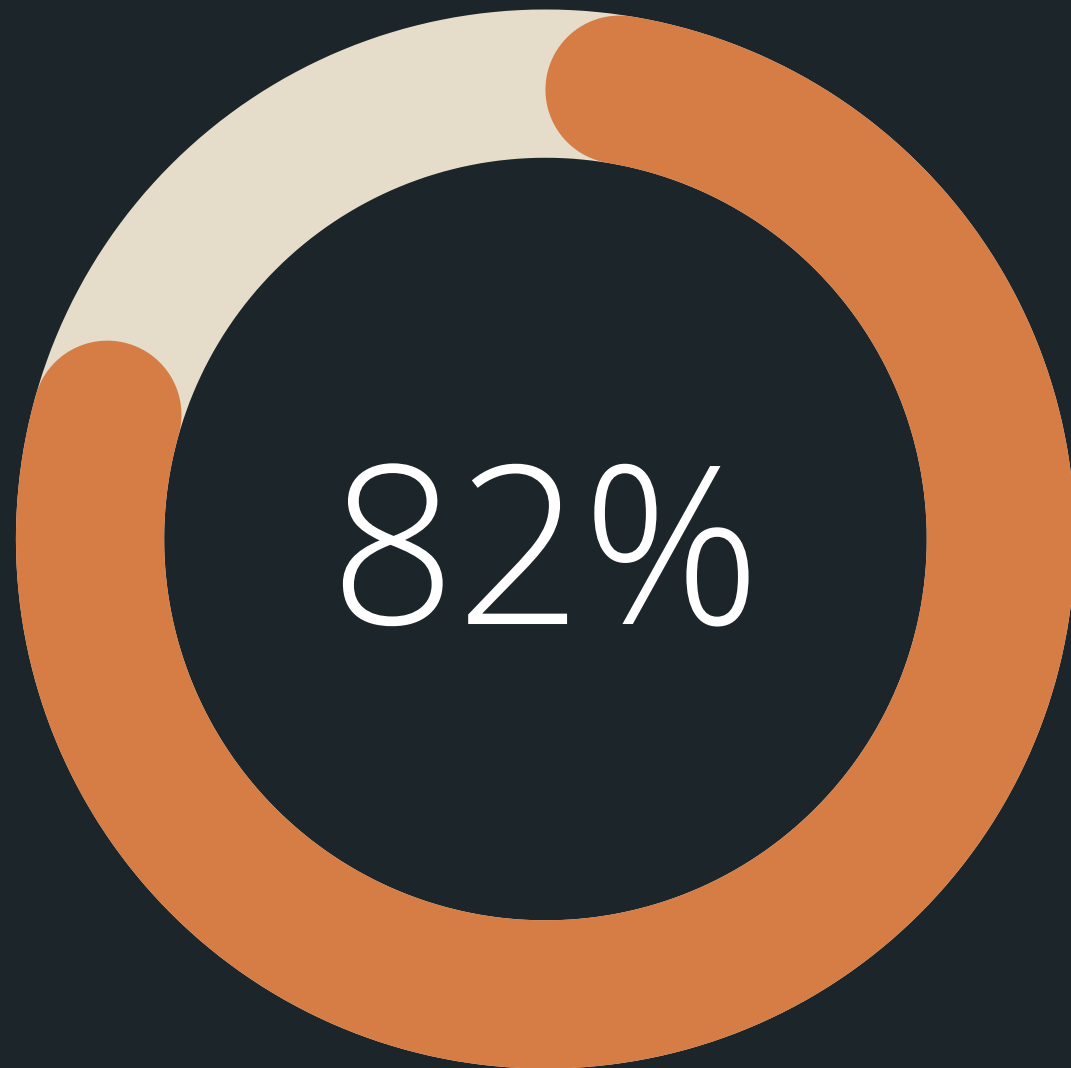
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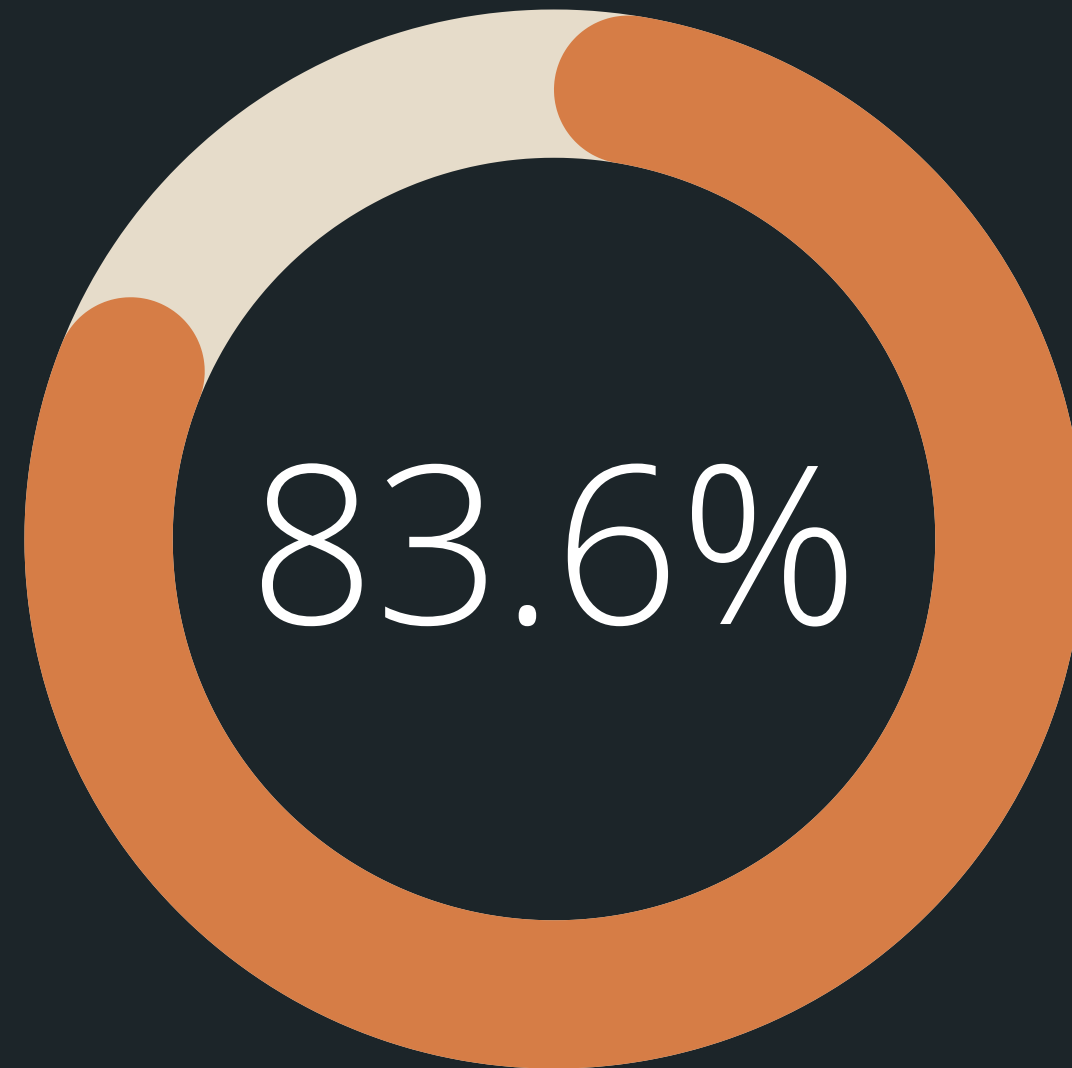
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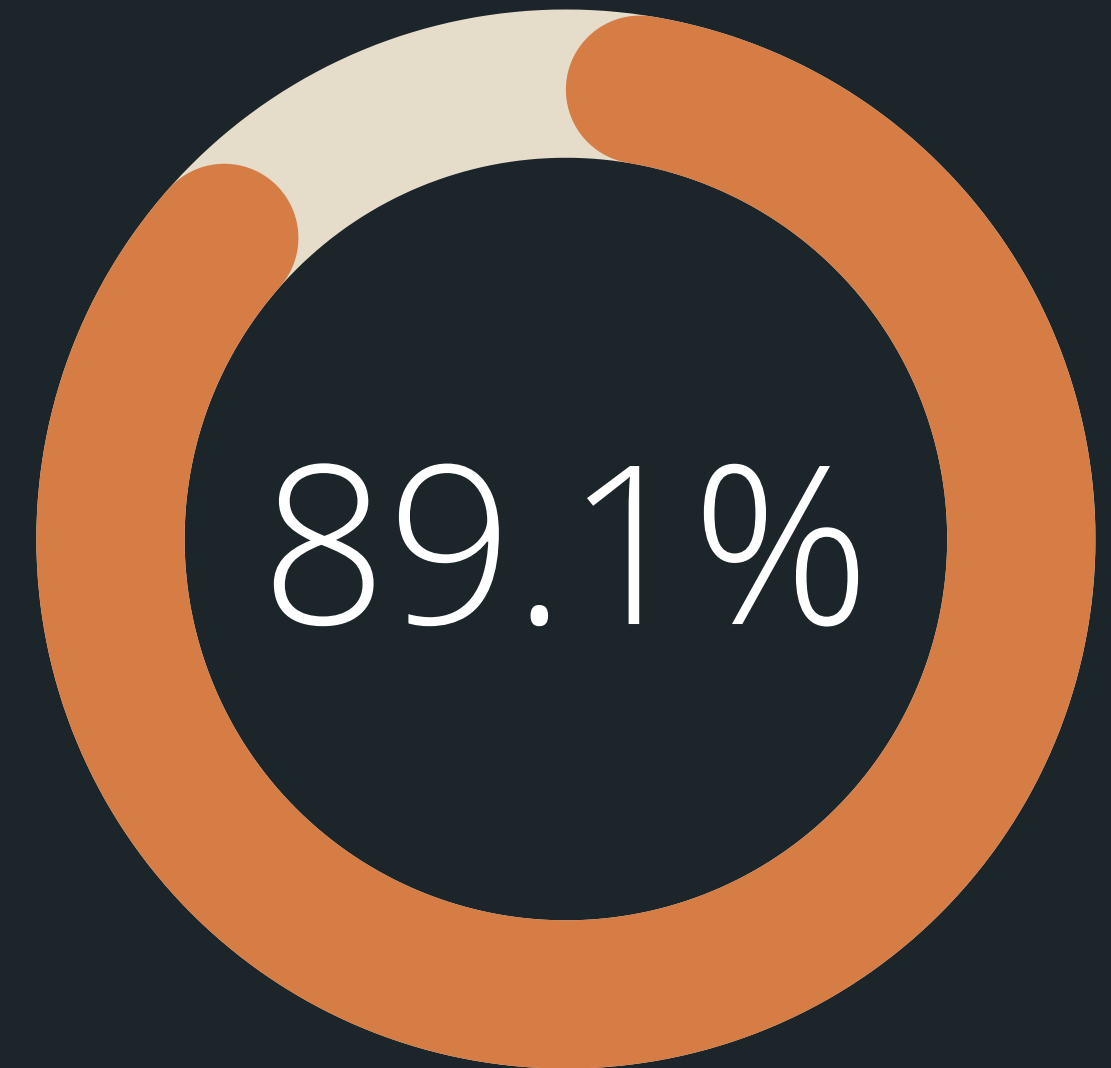
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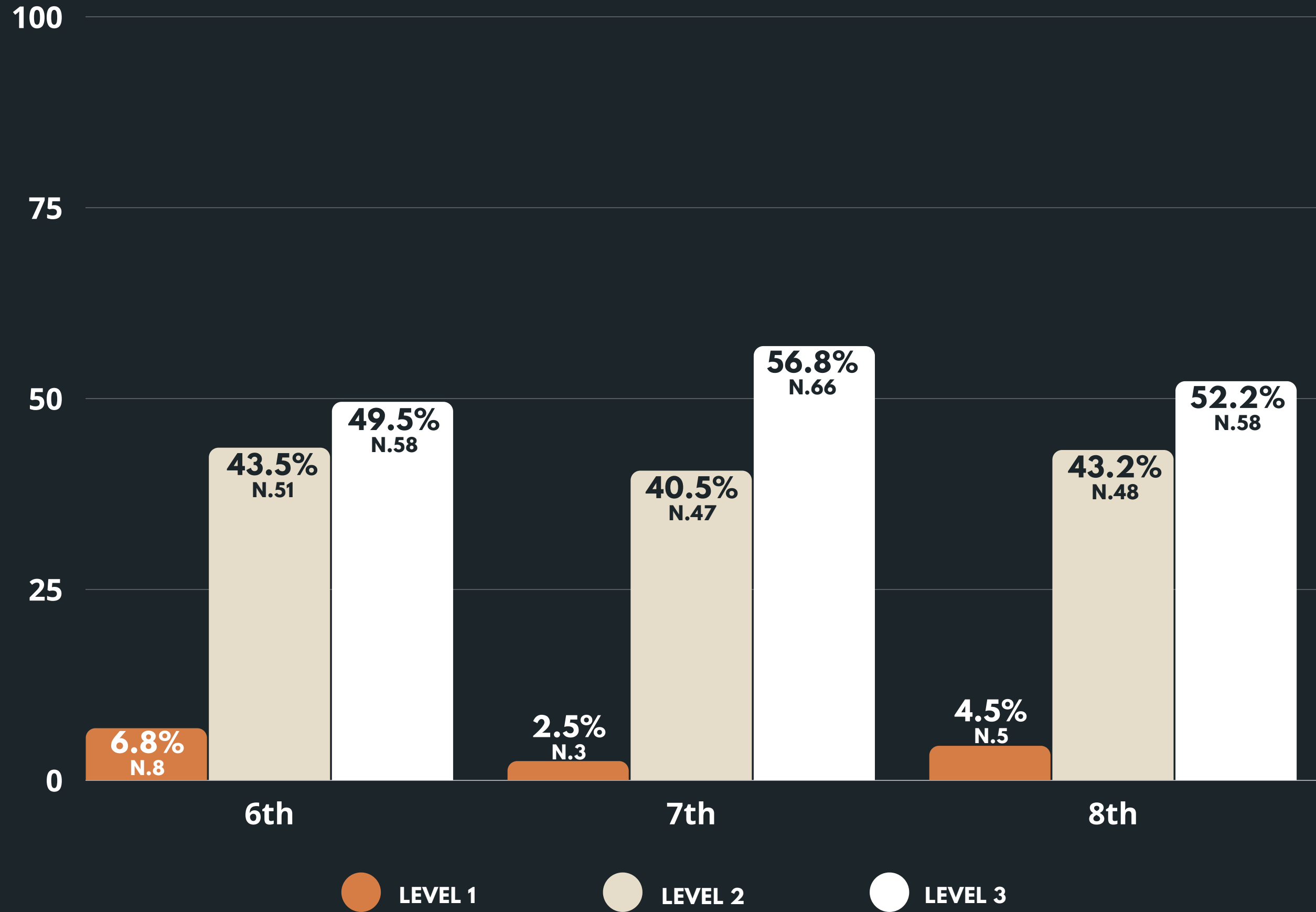


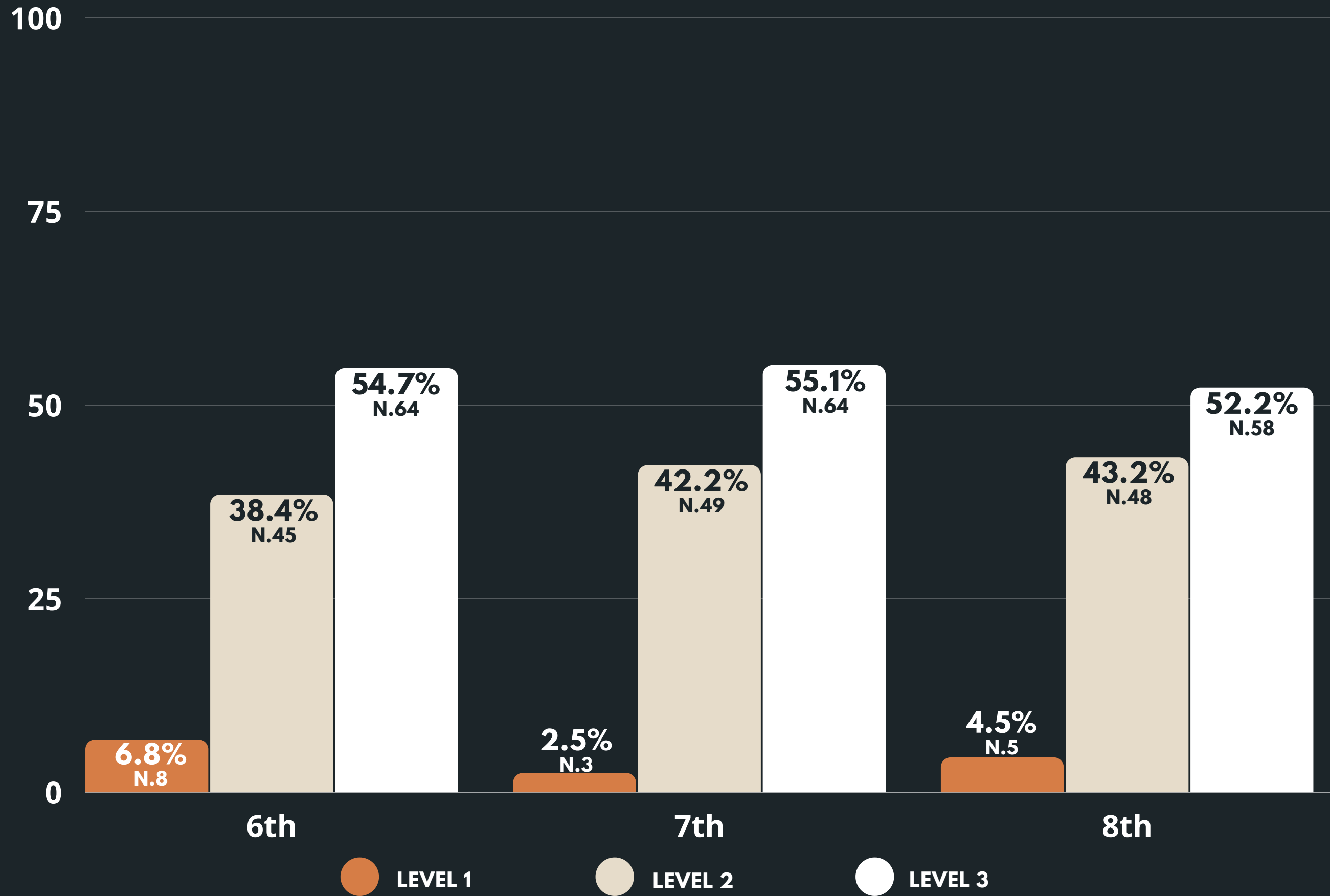
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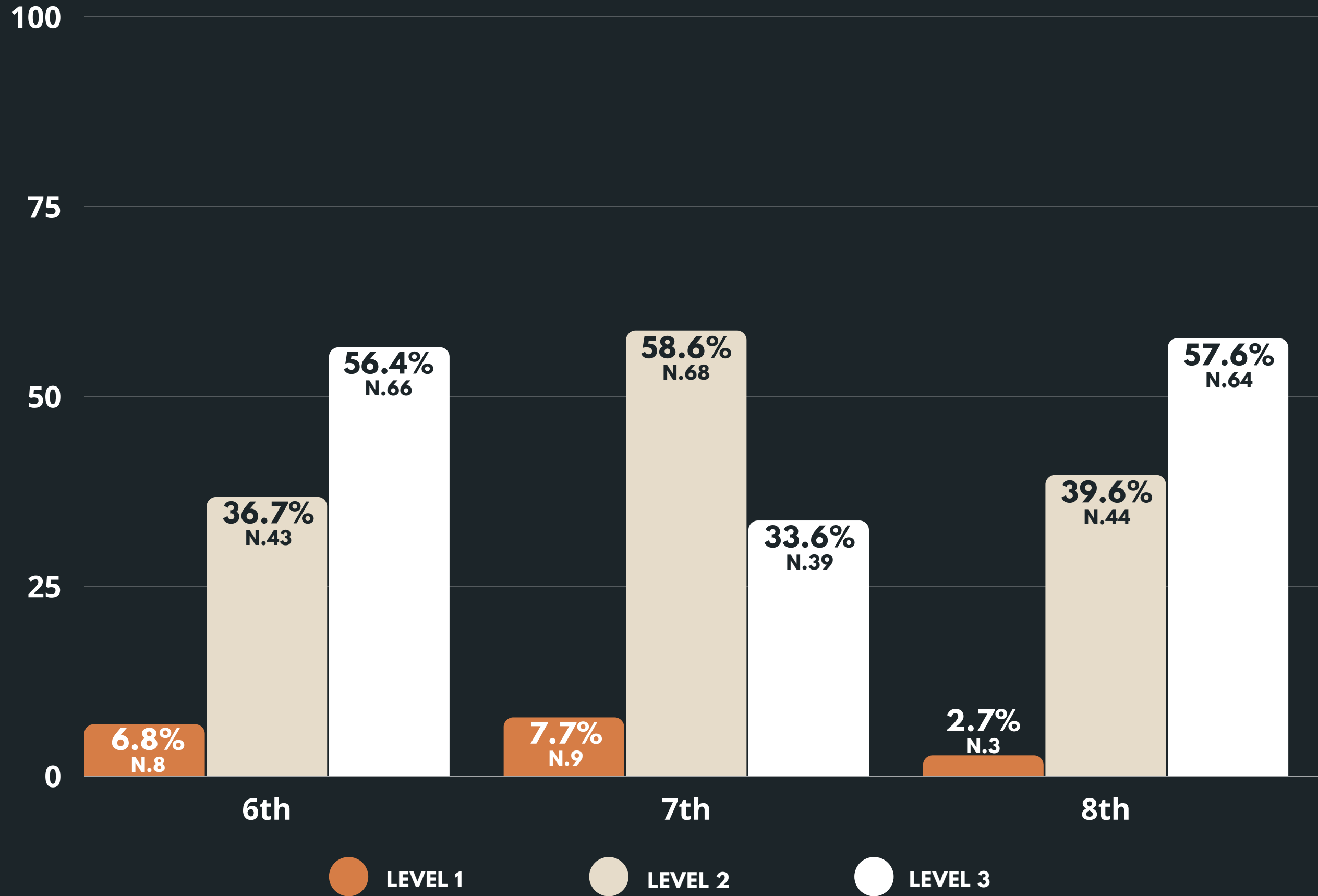


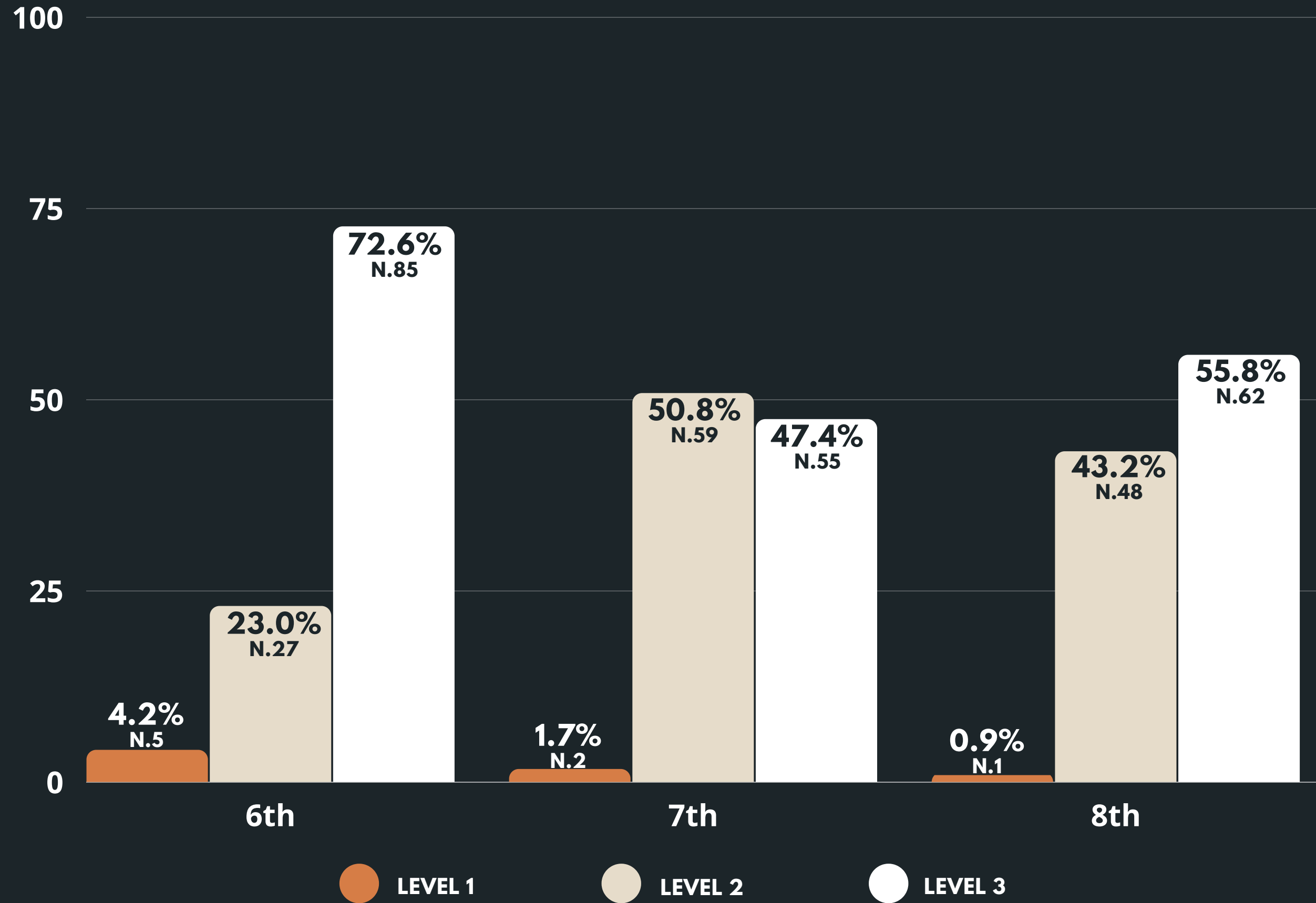
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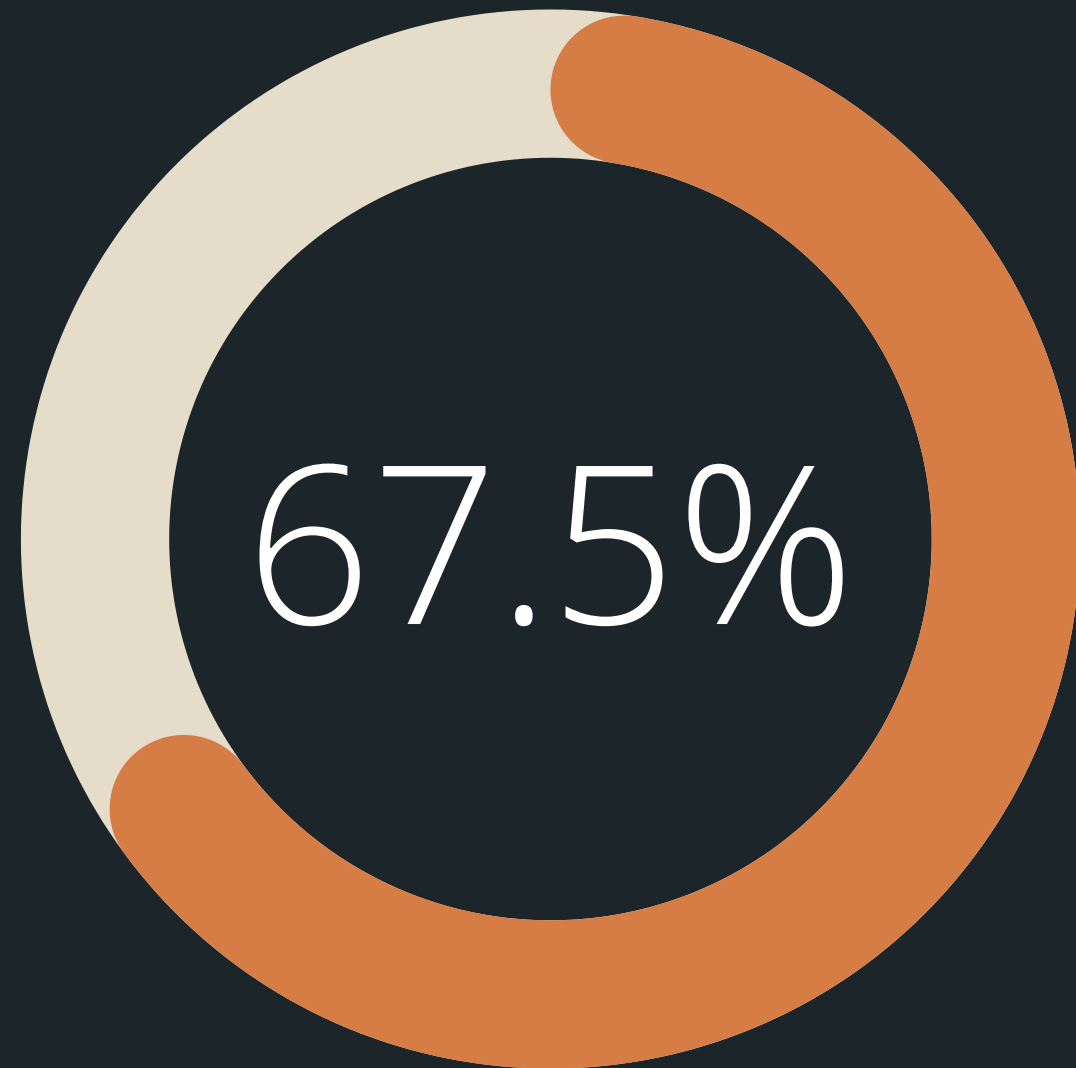




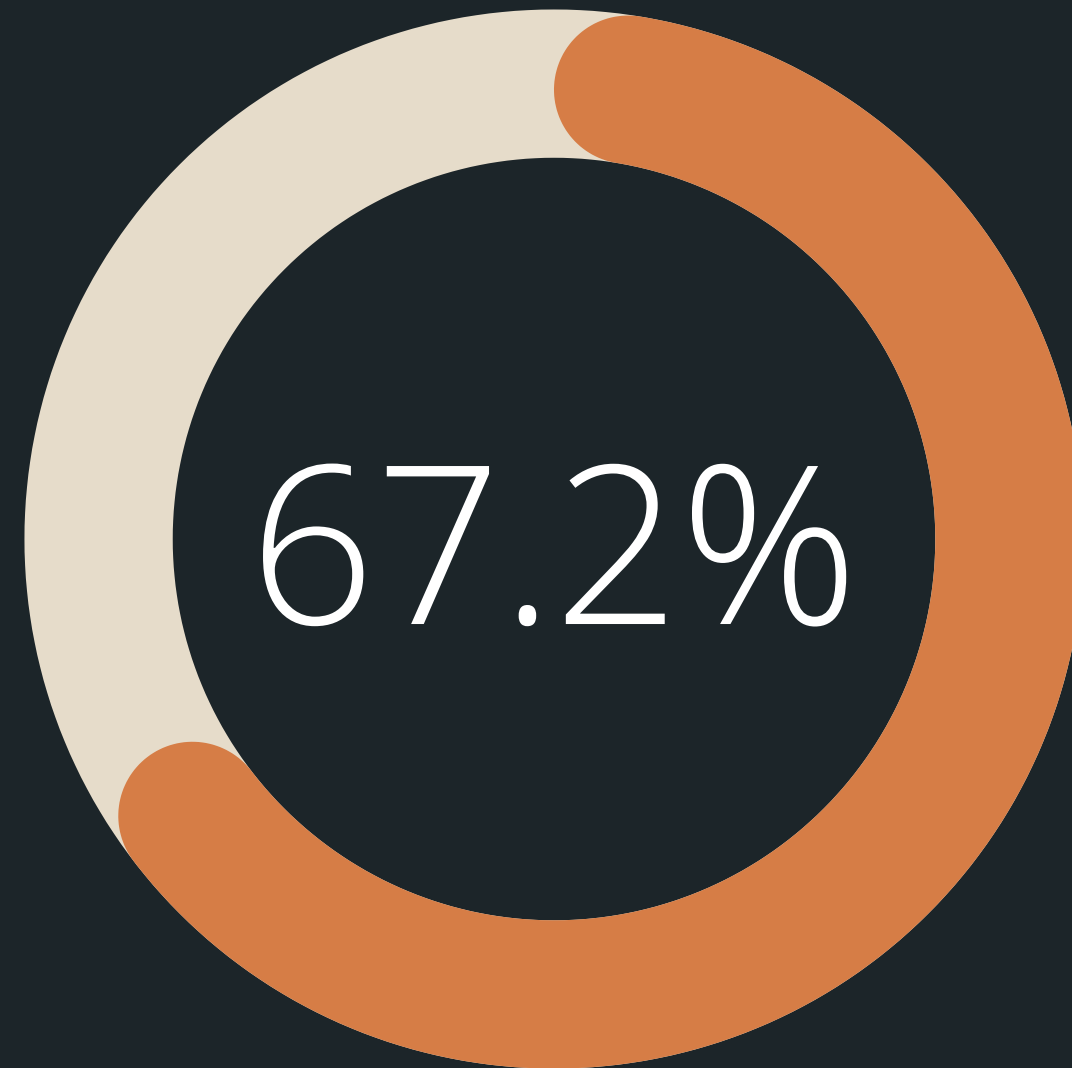




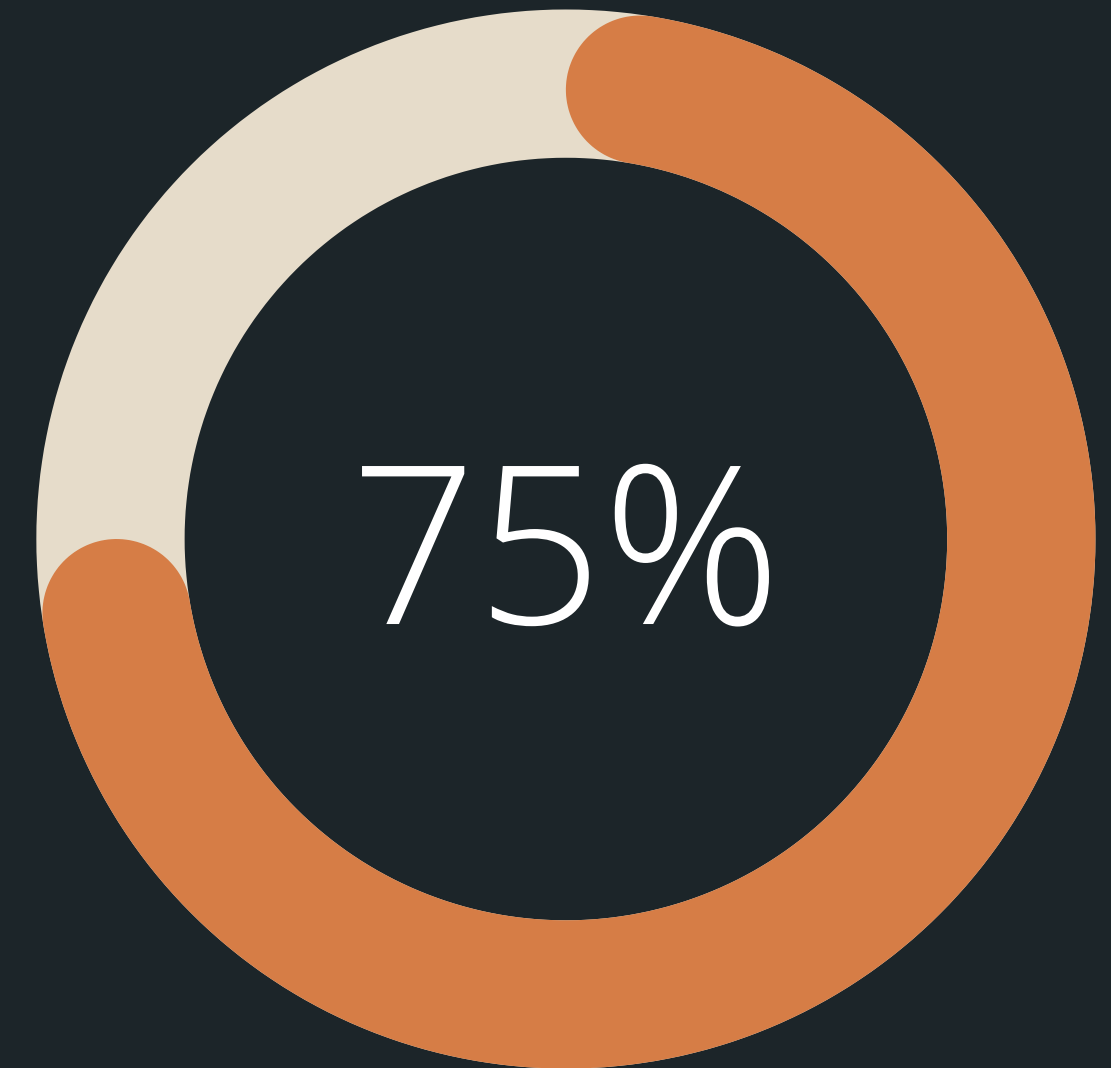
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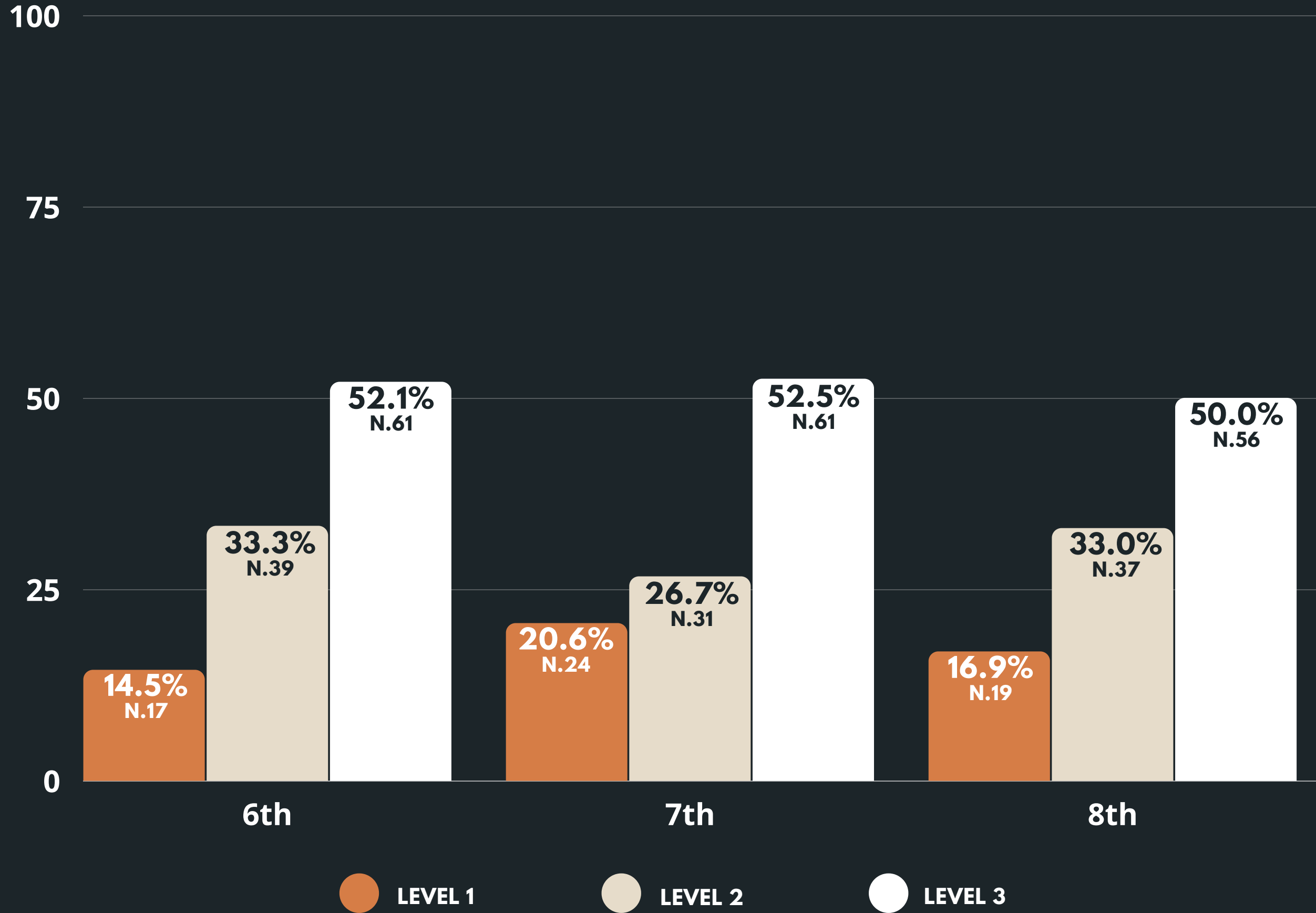


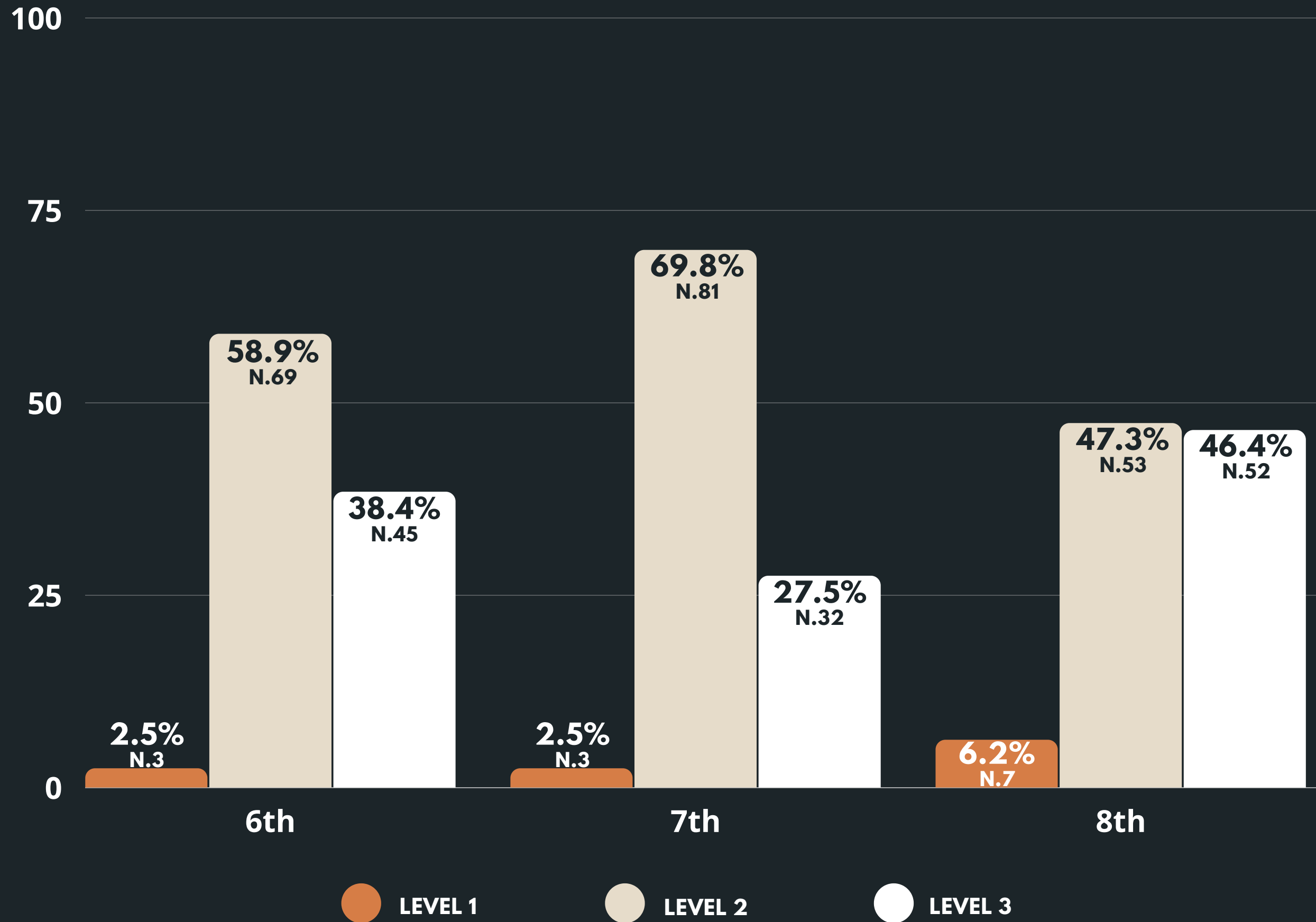
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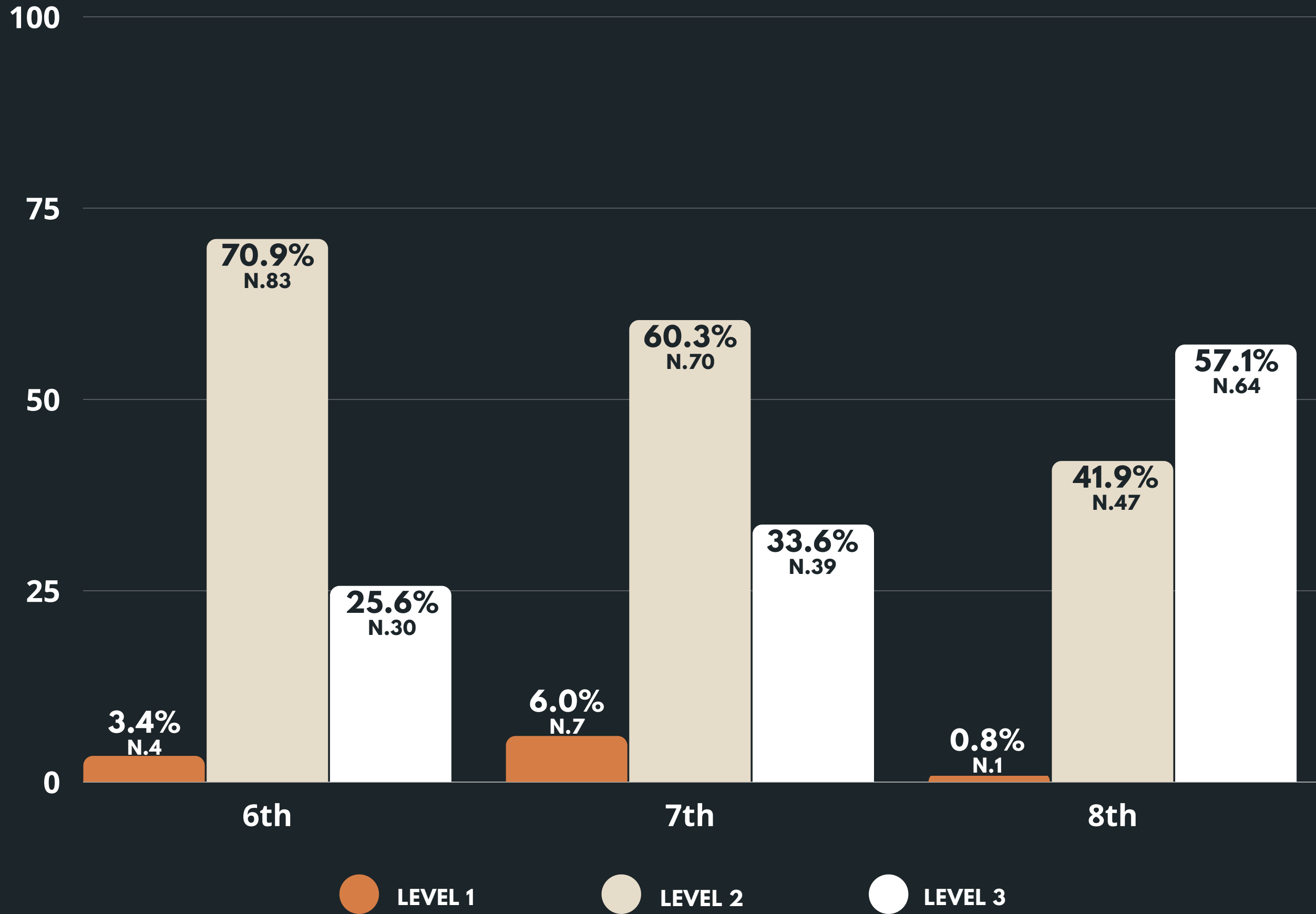


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PINECREST ACADEMY INSPIRADA

SBAC 2022

Academic Achievement & Claim Data



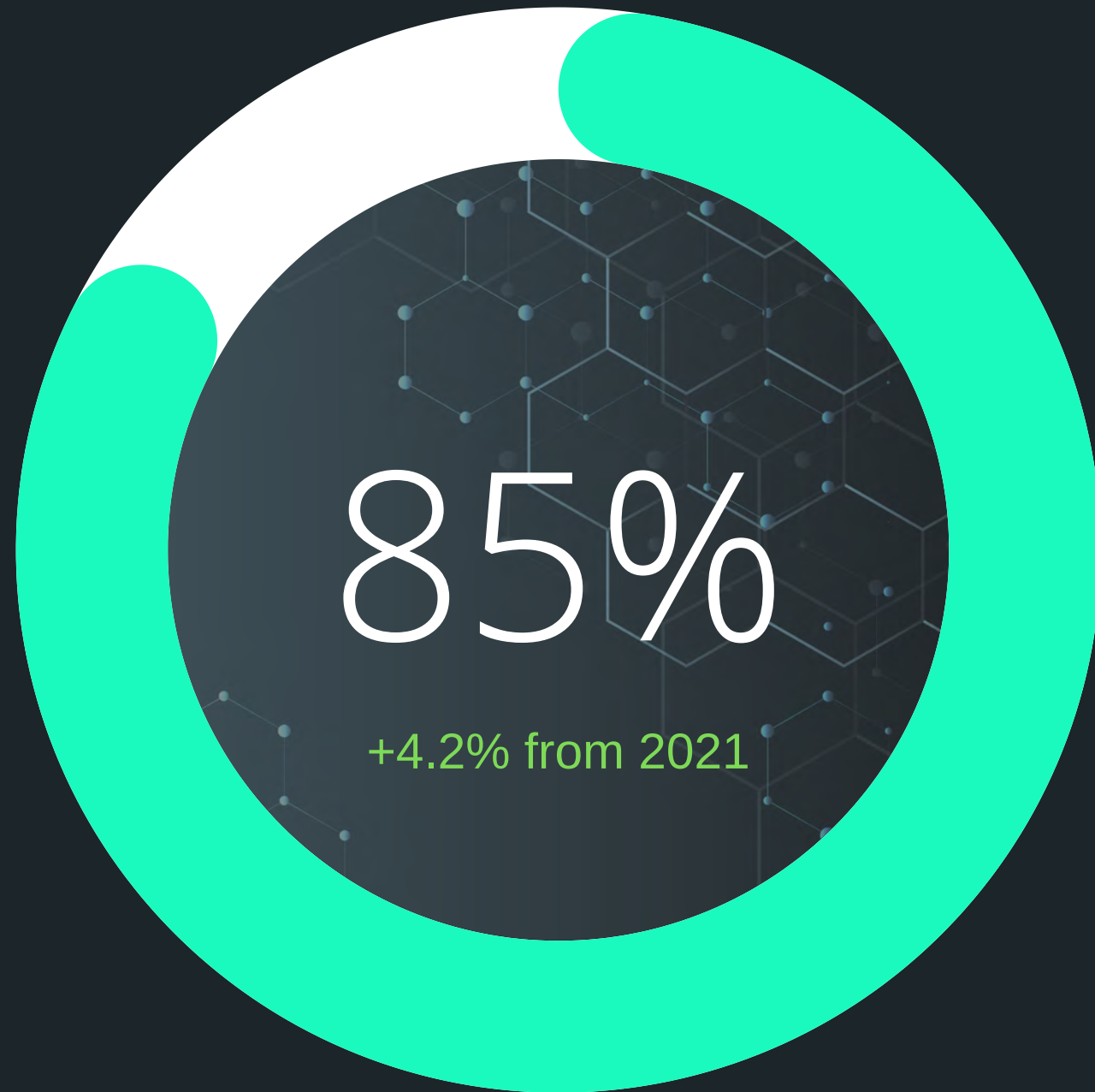
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RTB DATA & CONSULTING, LLC

PINECREST ACADEMY INSPIRADA ELEMENTARY SCHOOL



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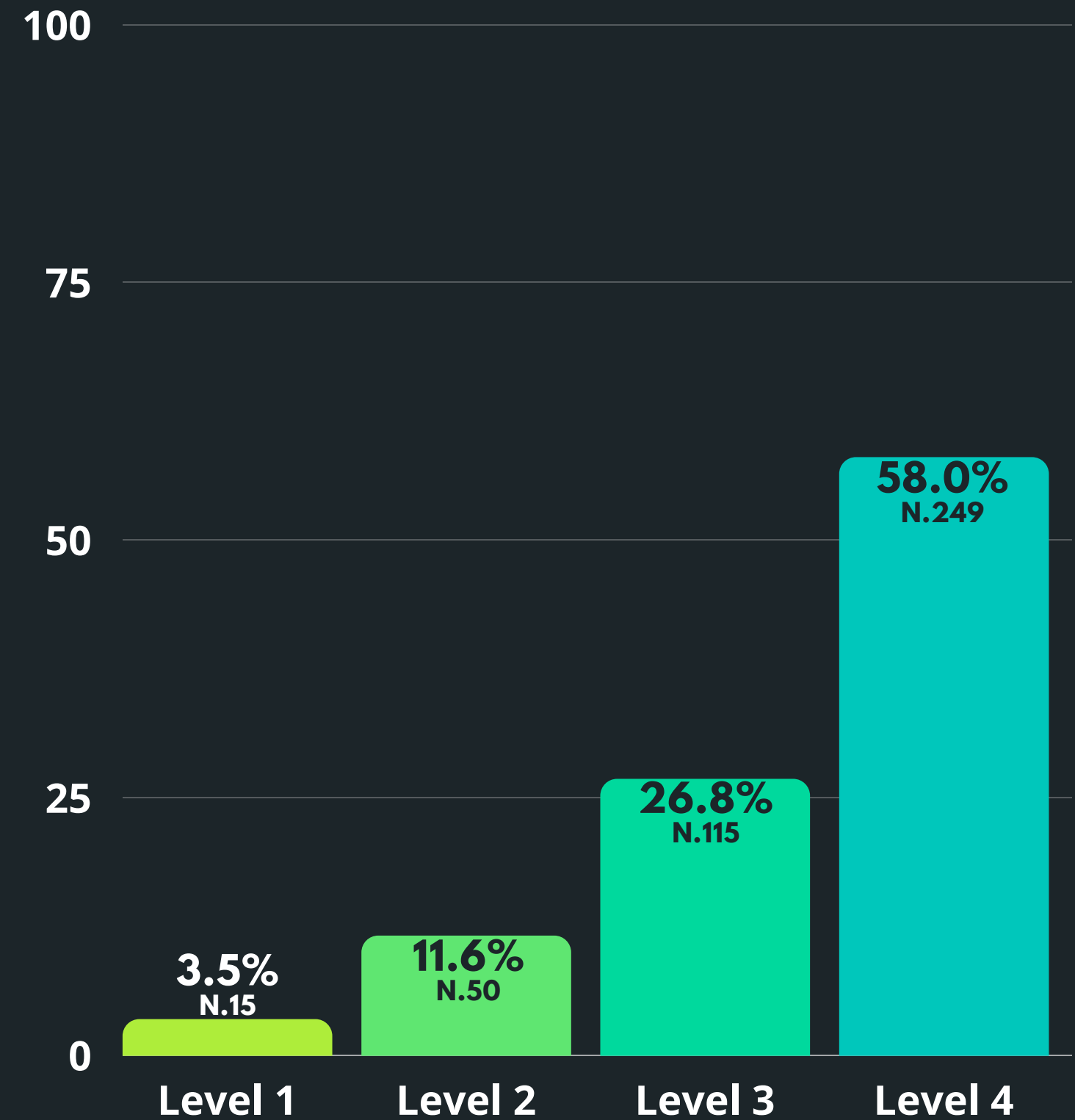
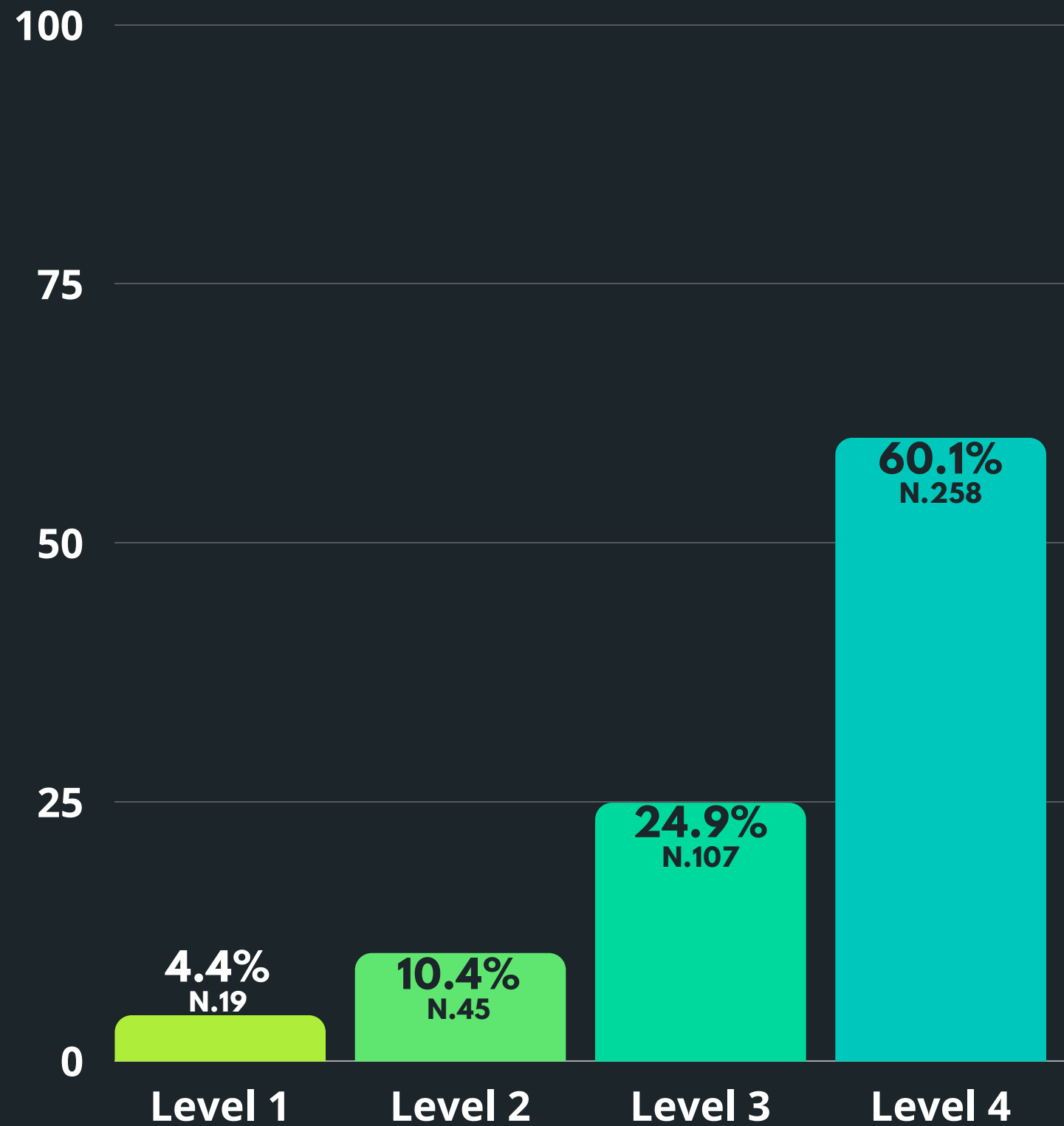


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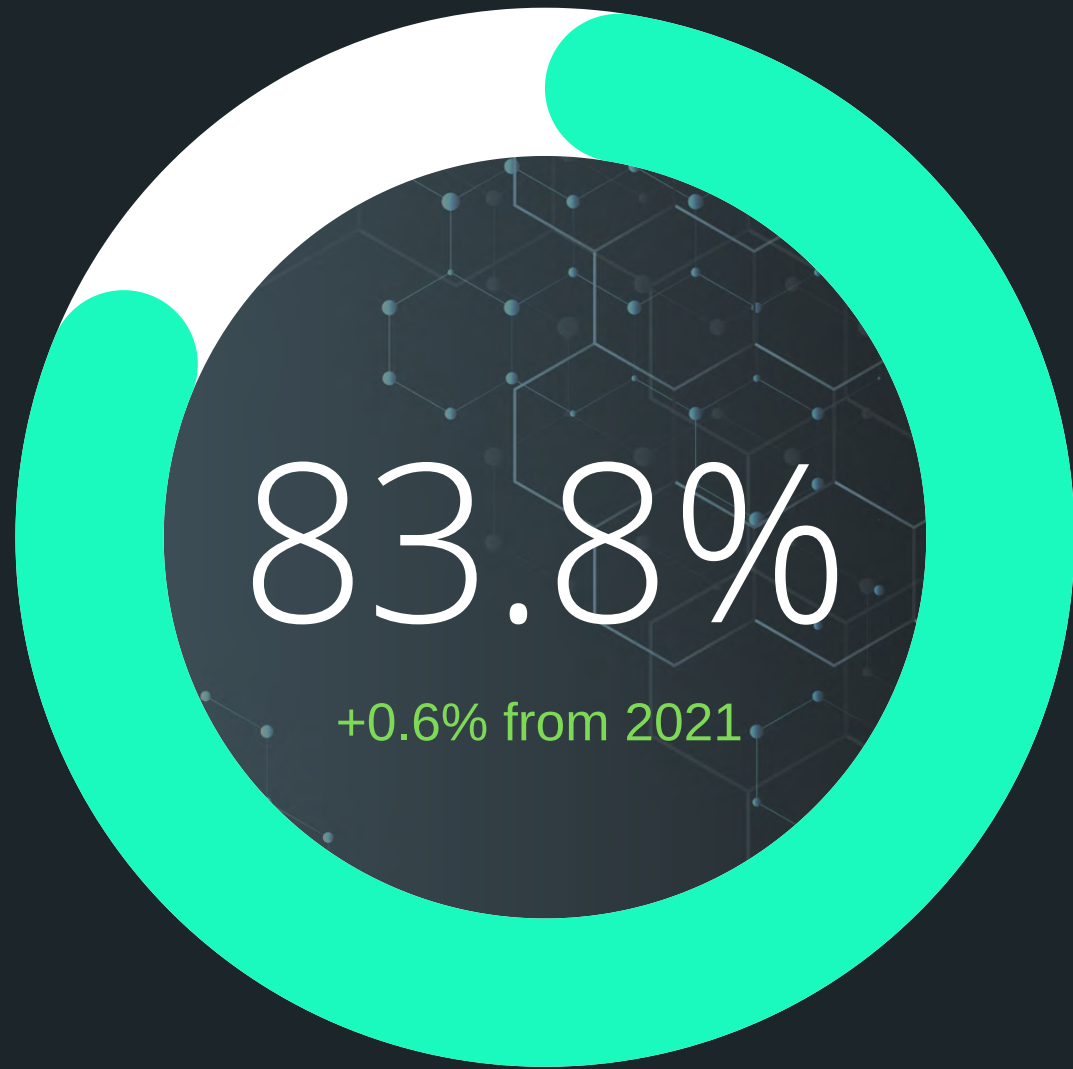


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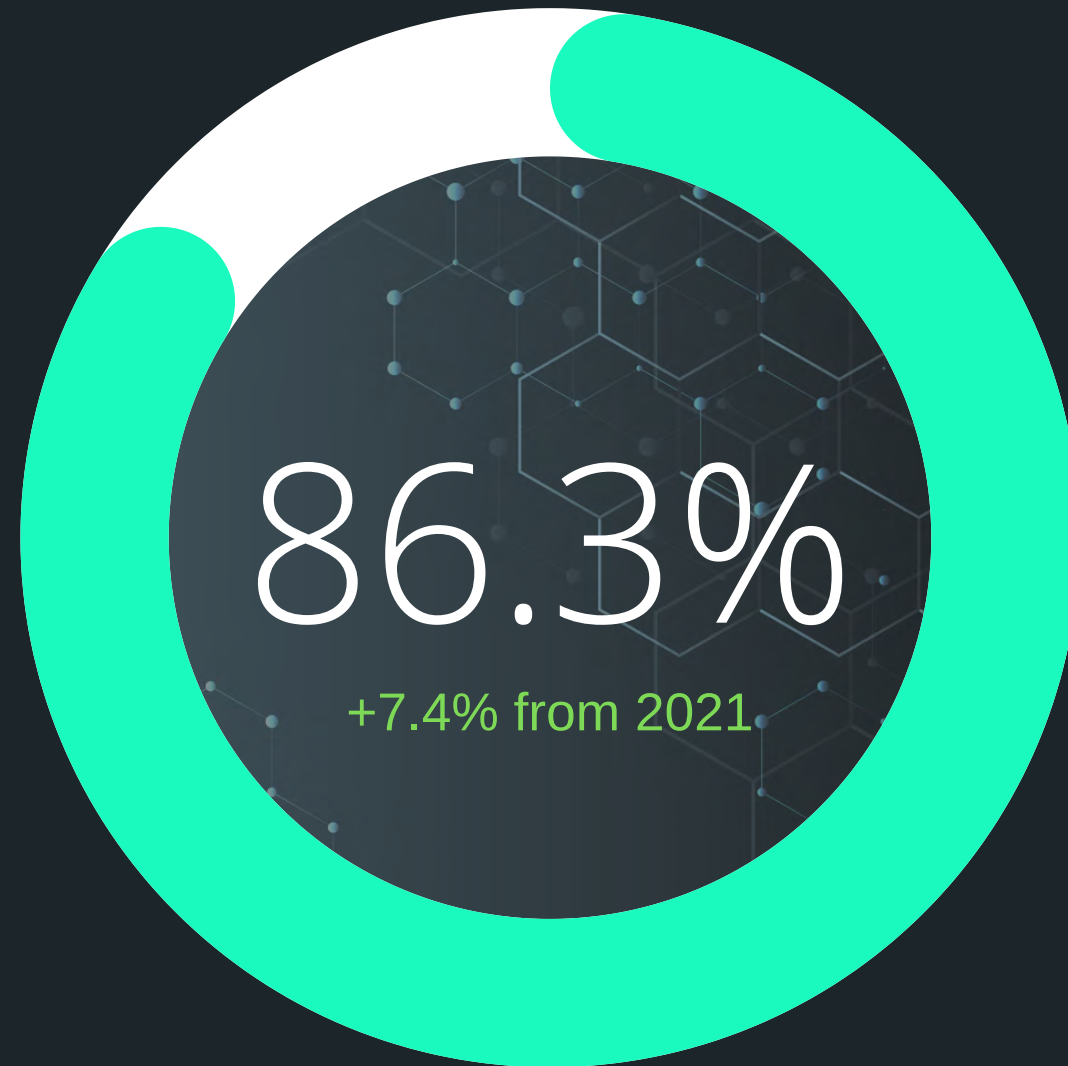
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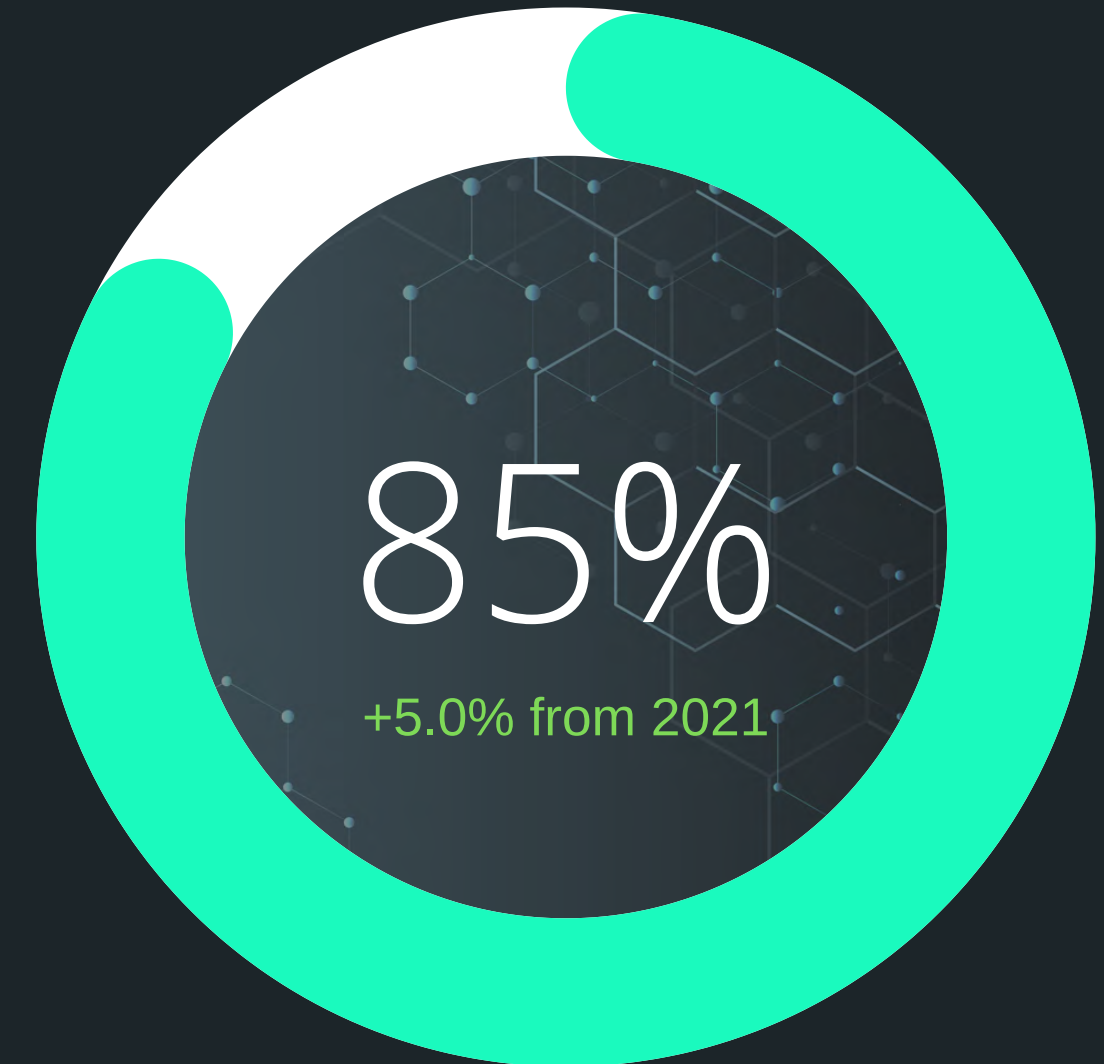
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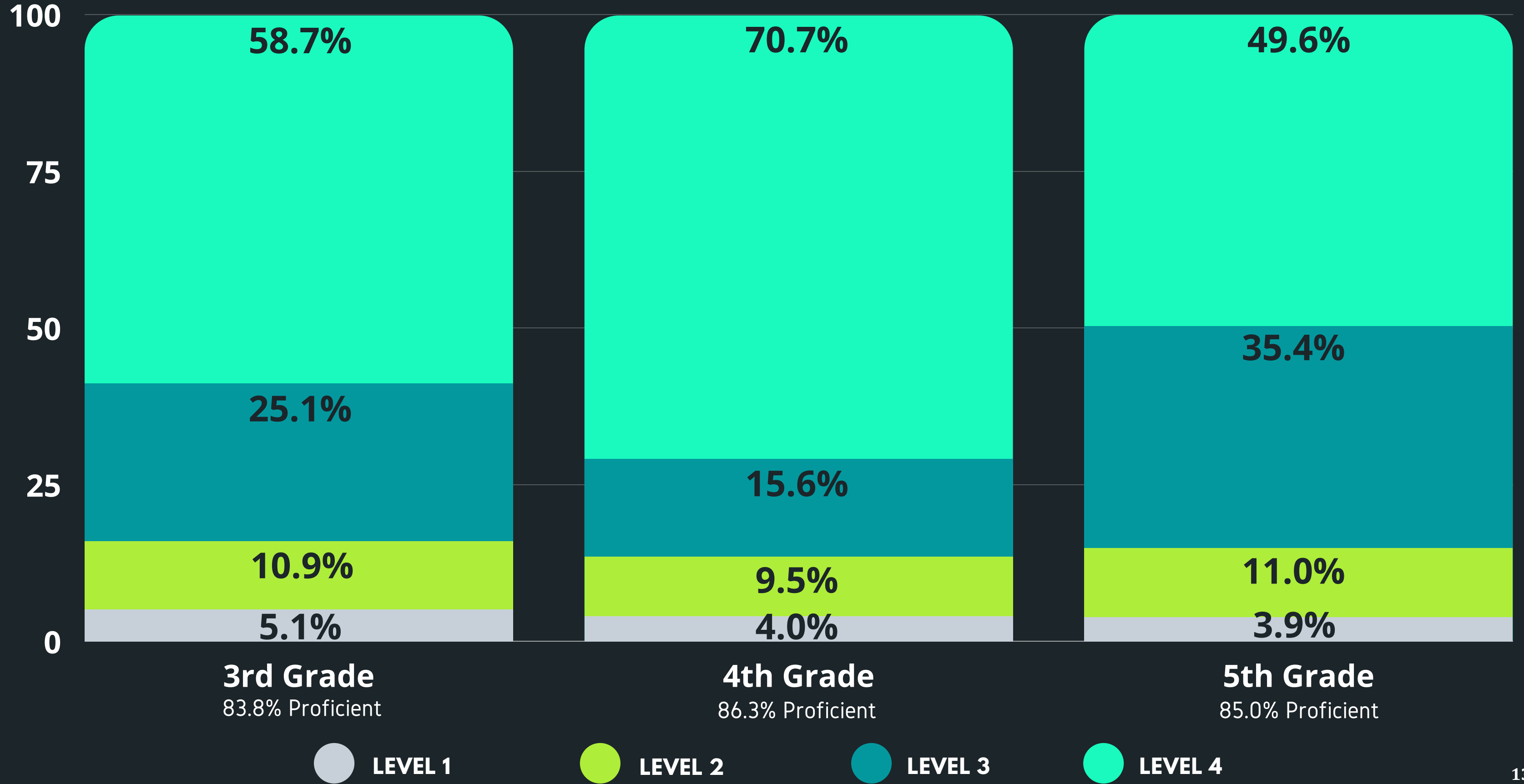


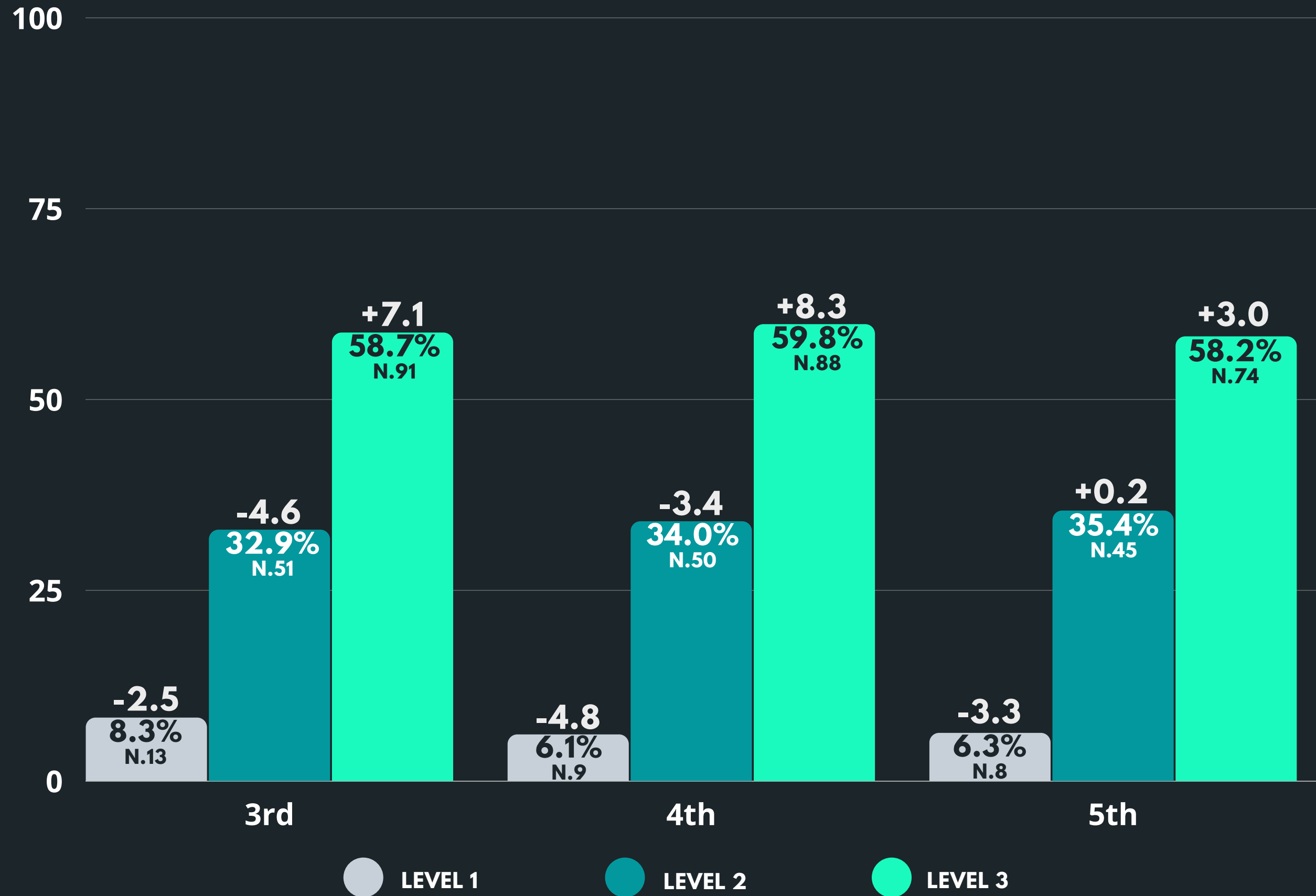
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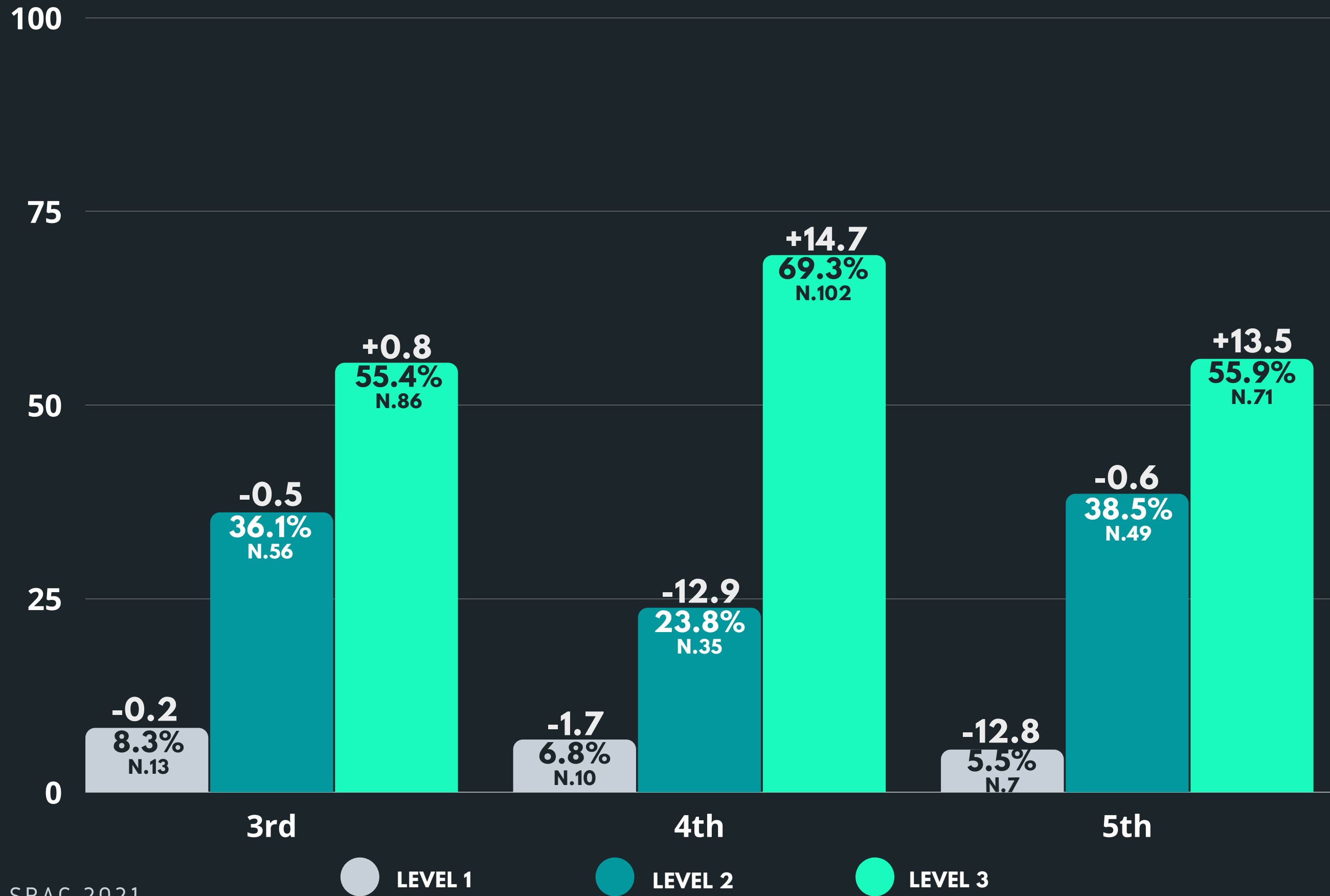
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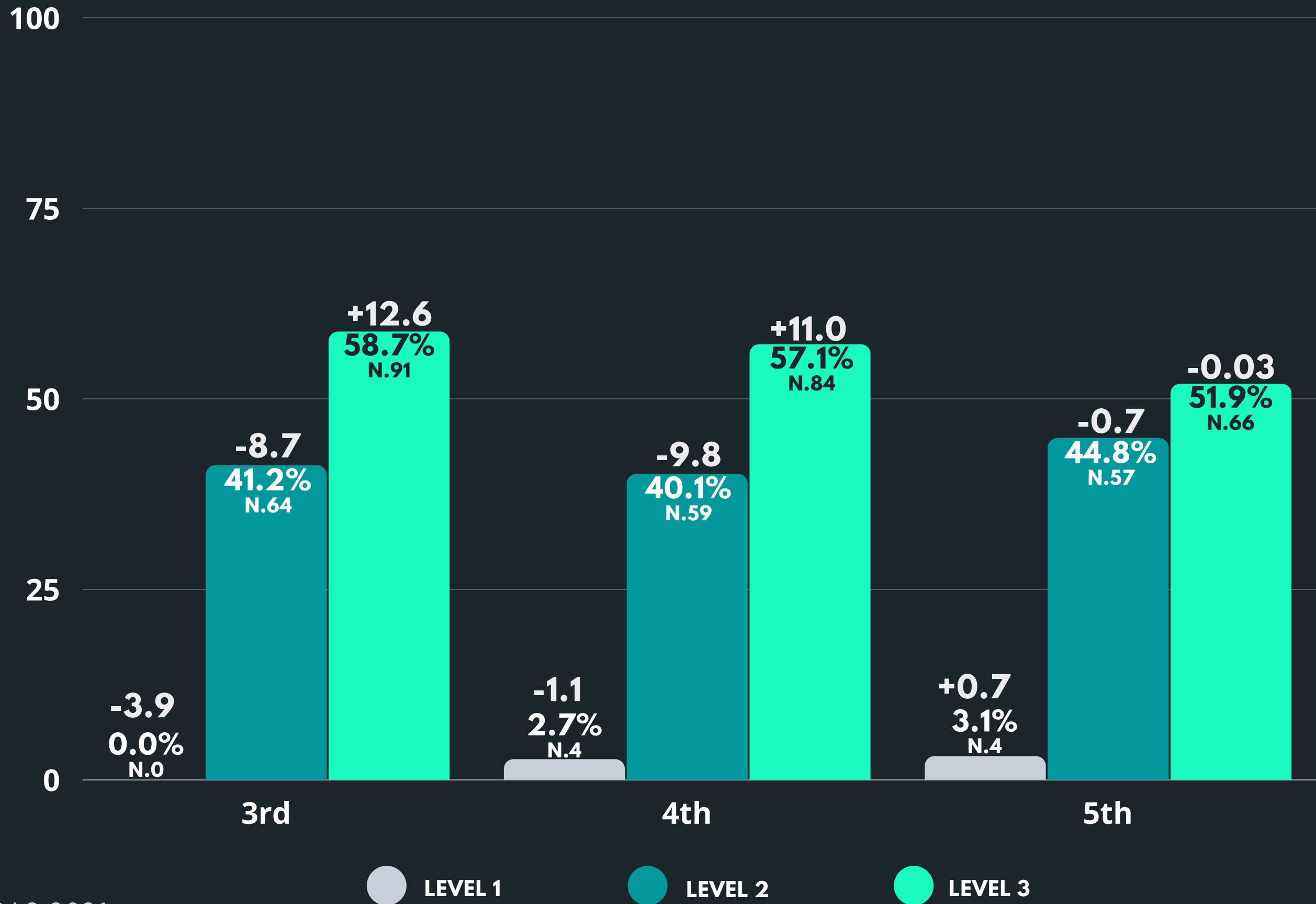




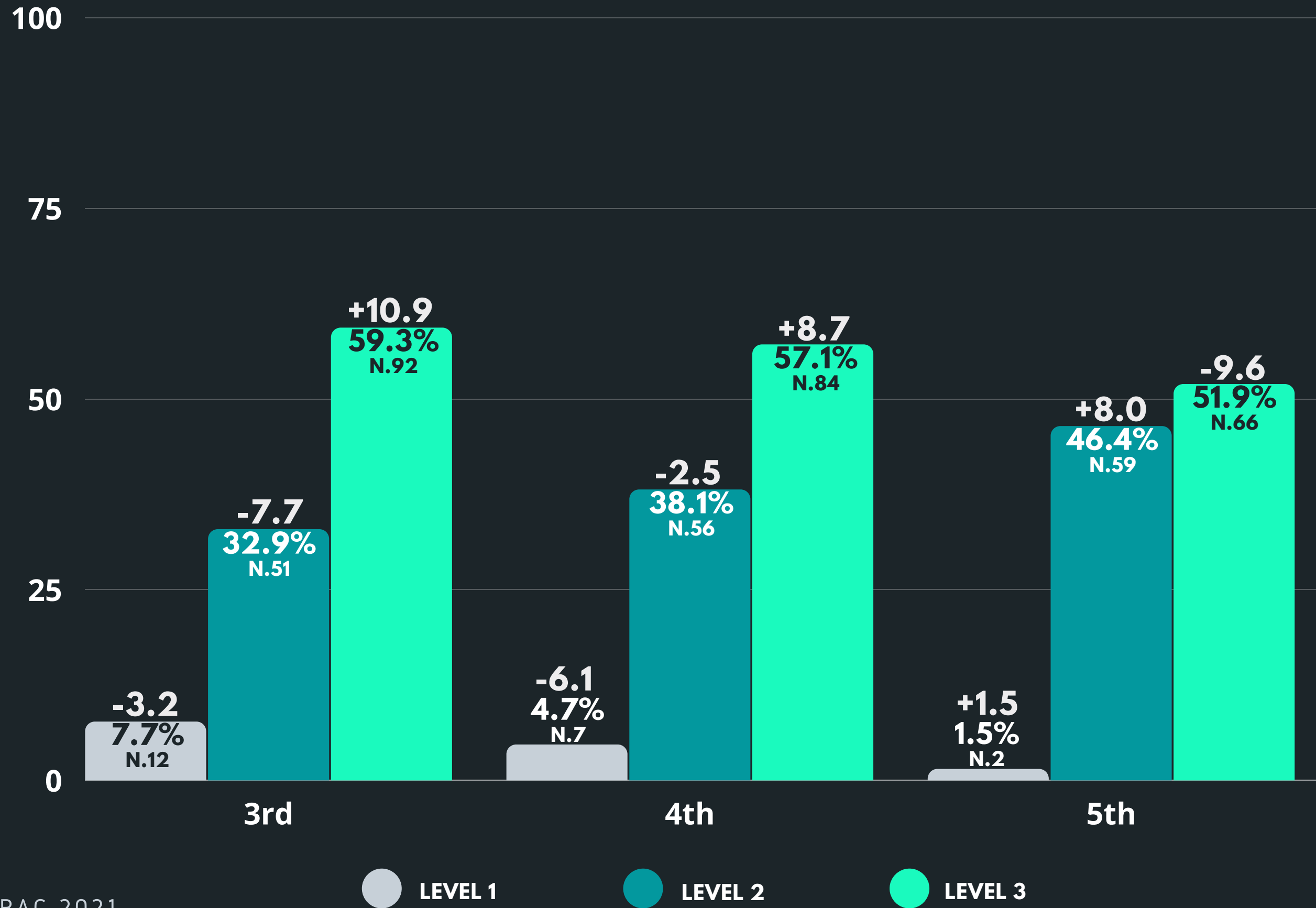
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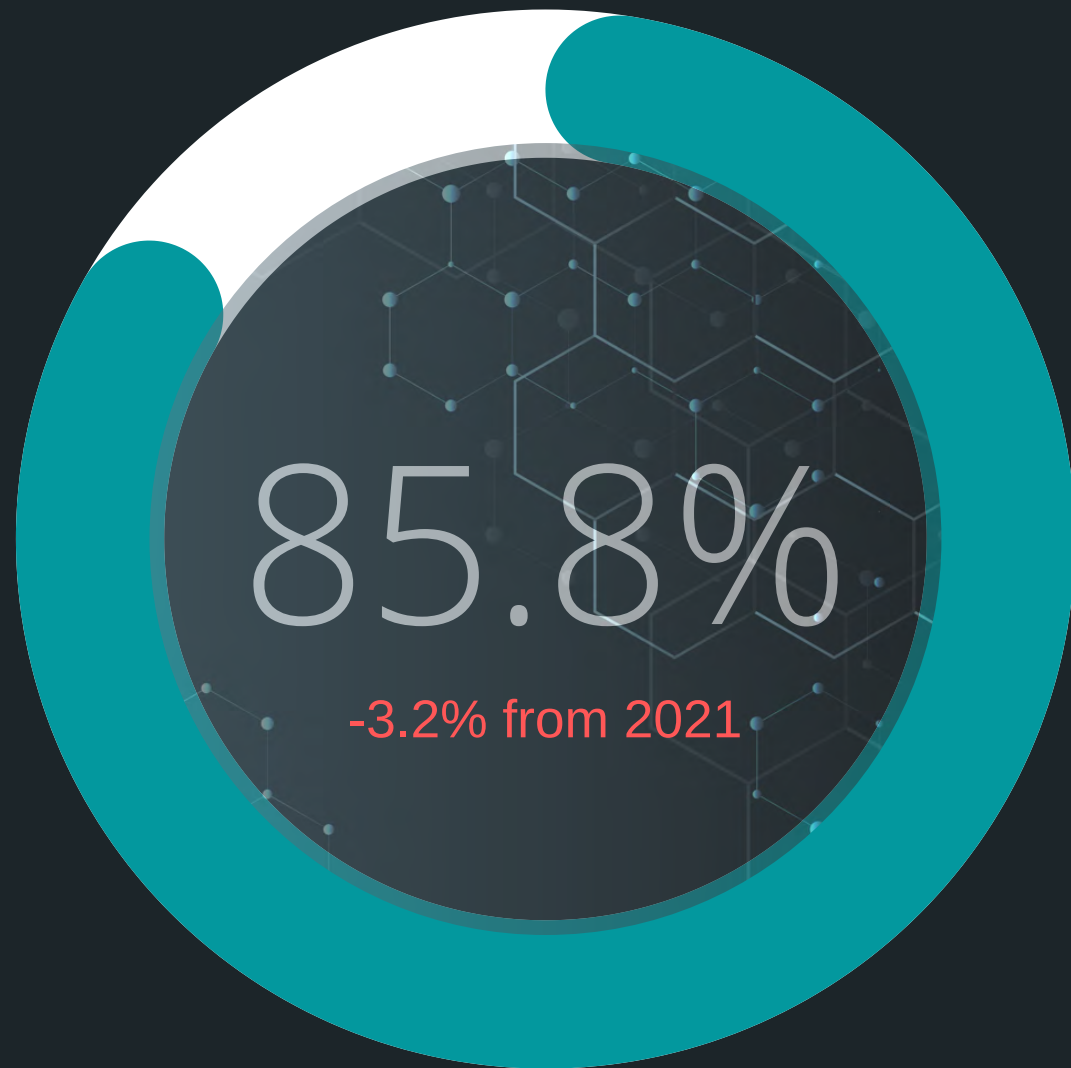


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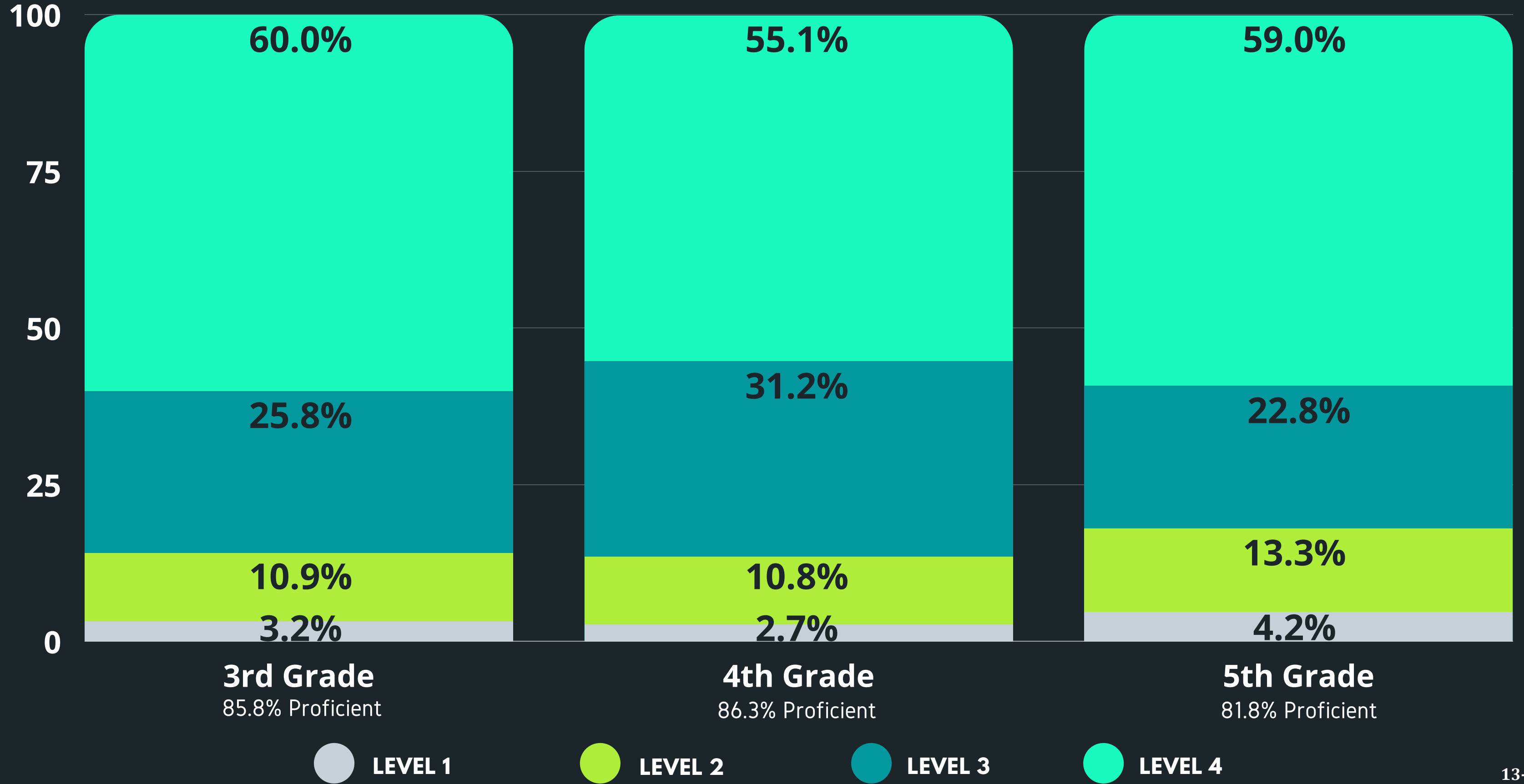


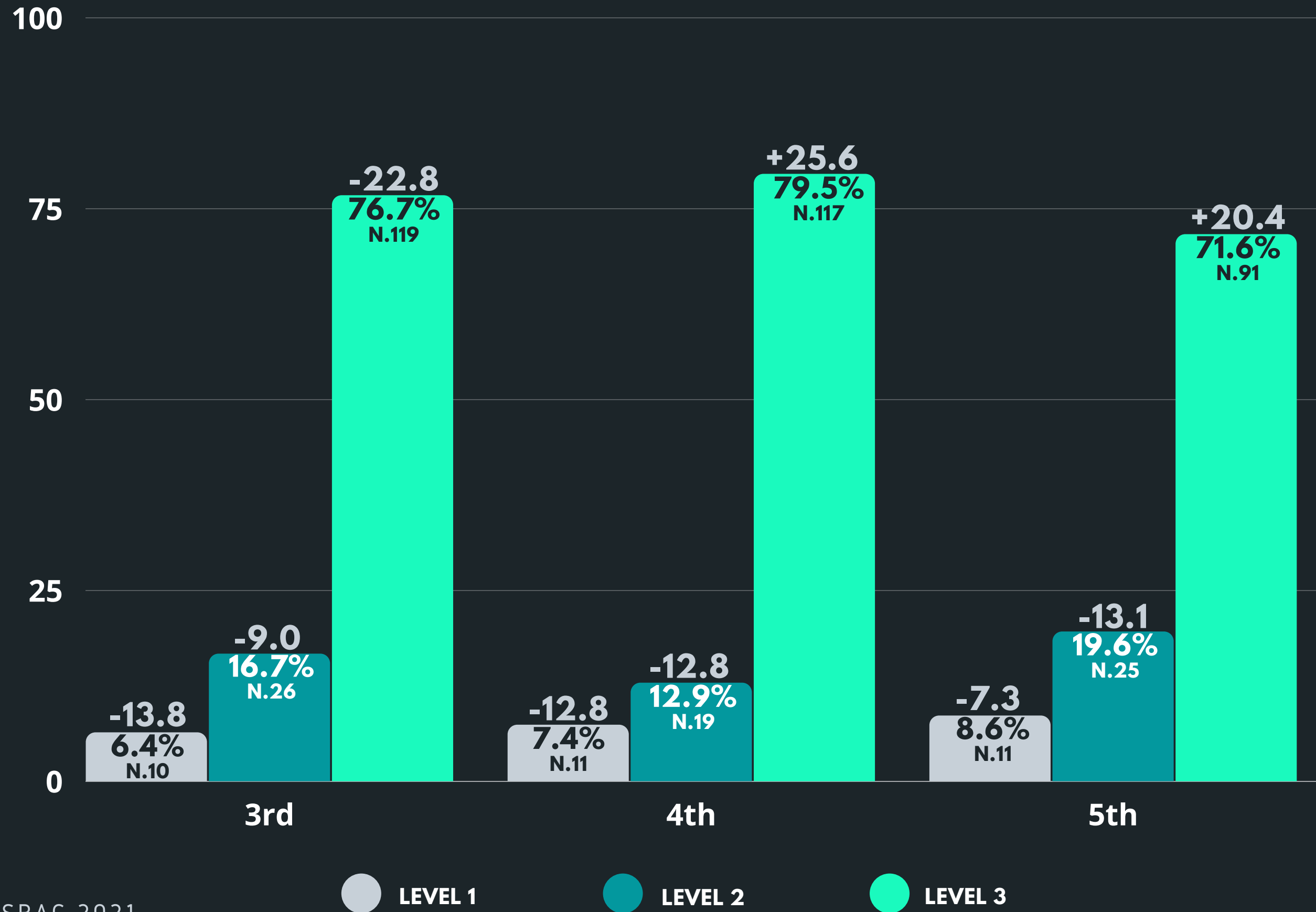
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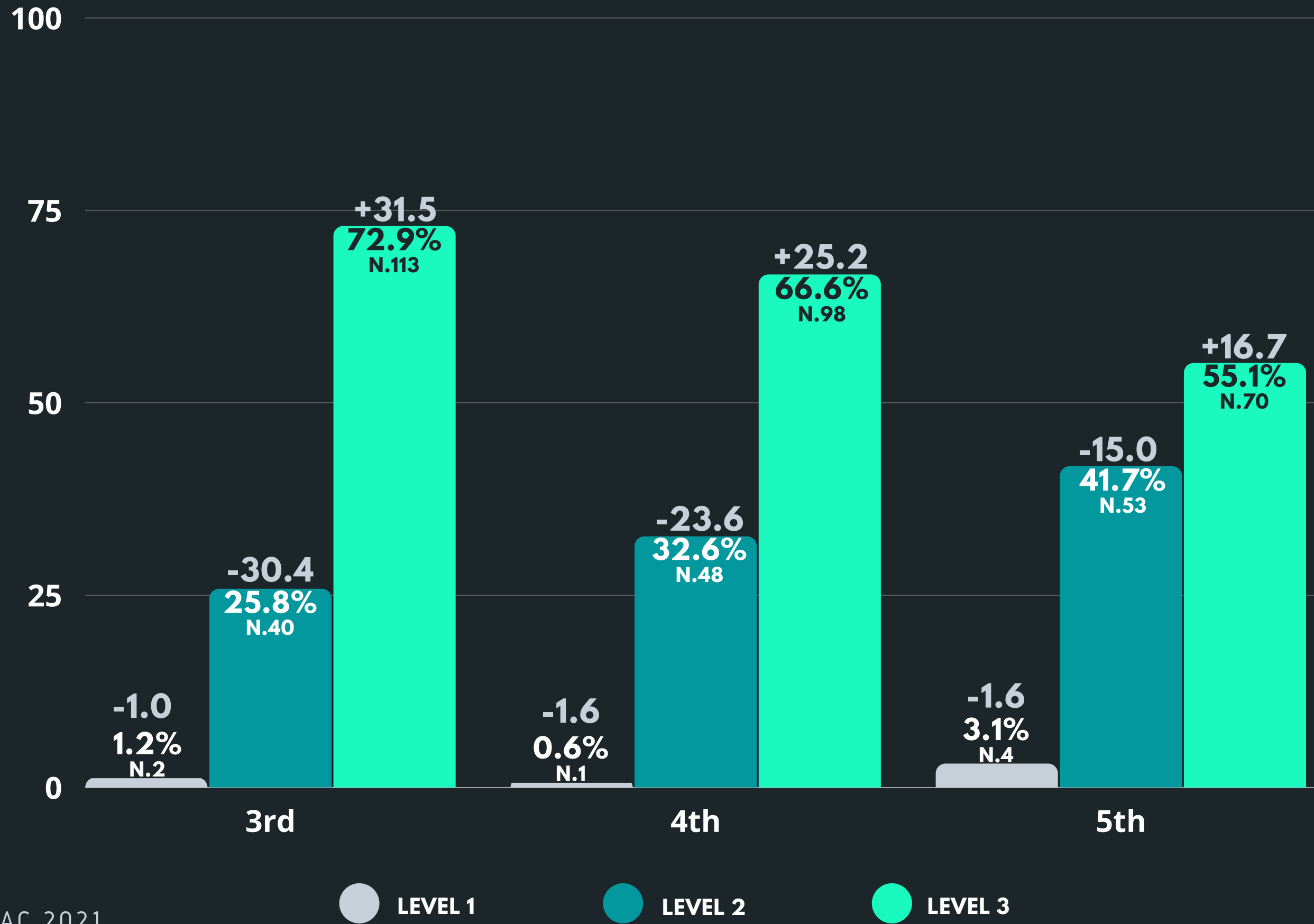
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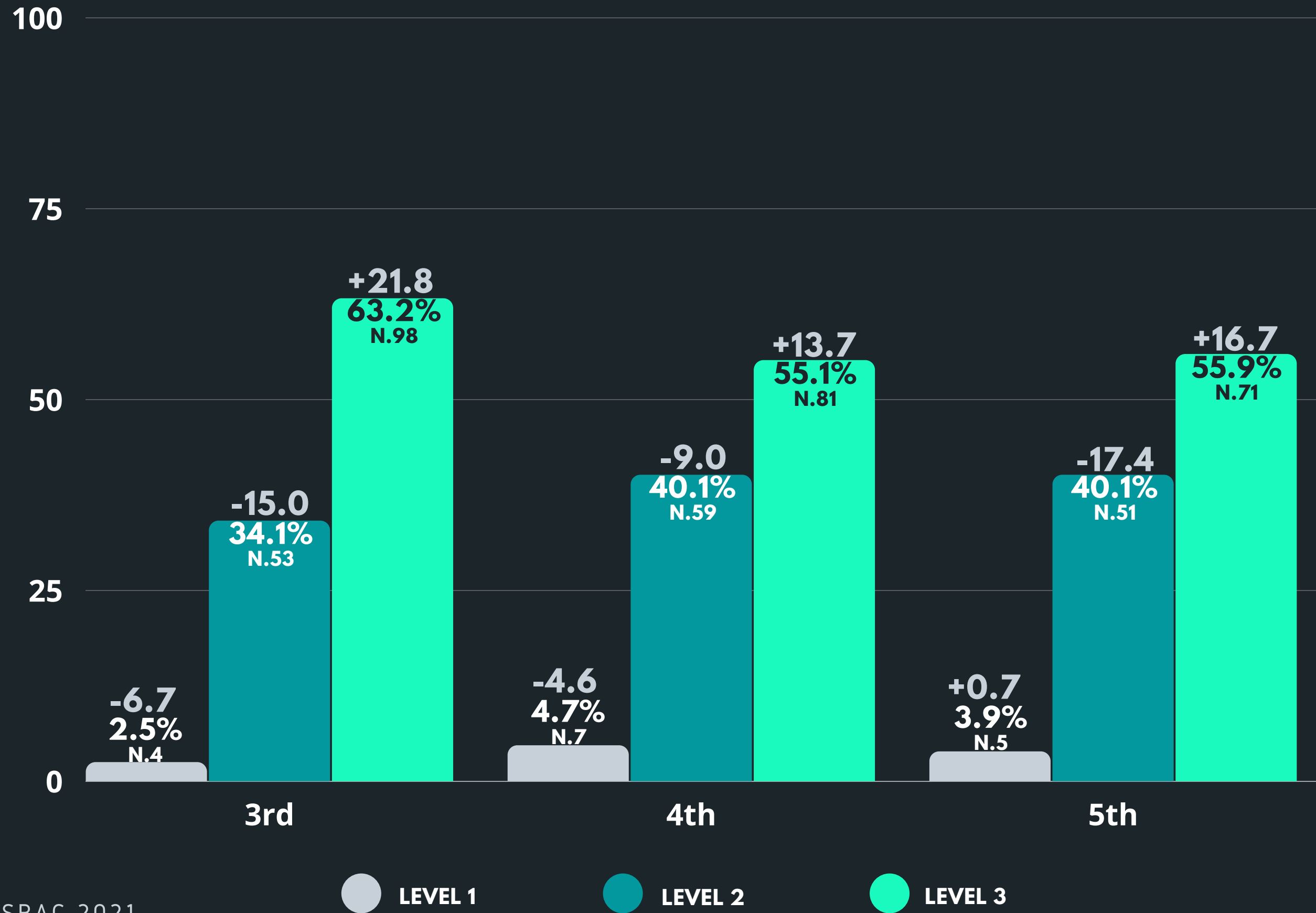




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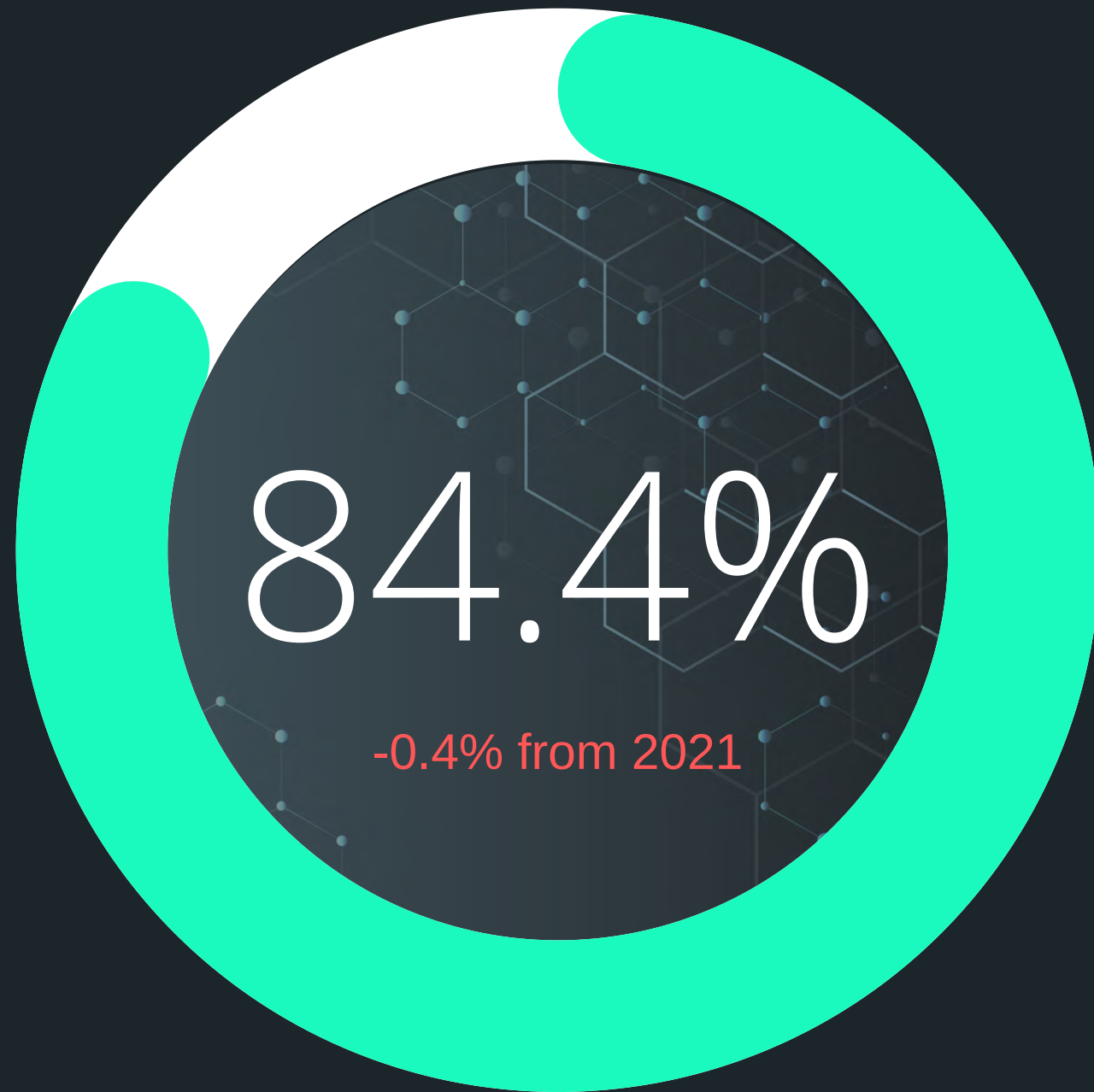


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PINECREST ACADEMY INSPIRADA MIDDLE SCHOOL



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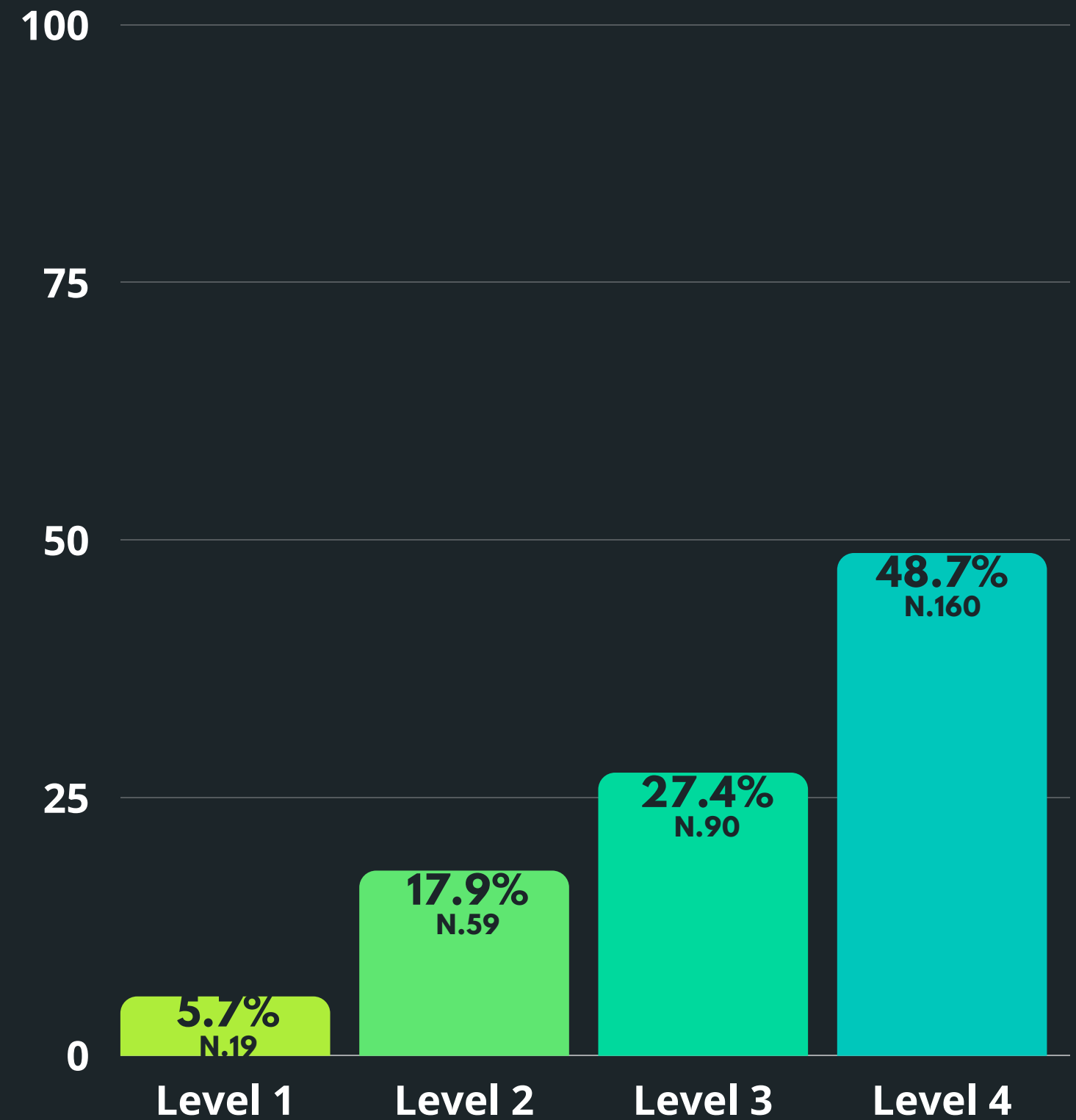
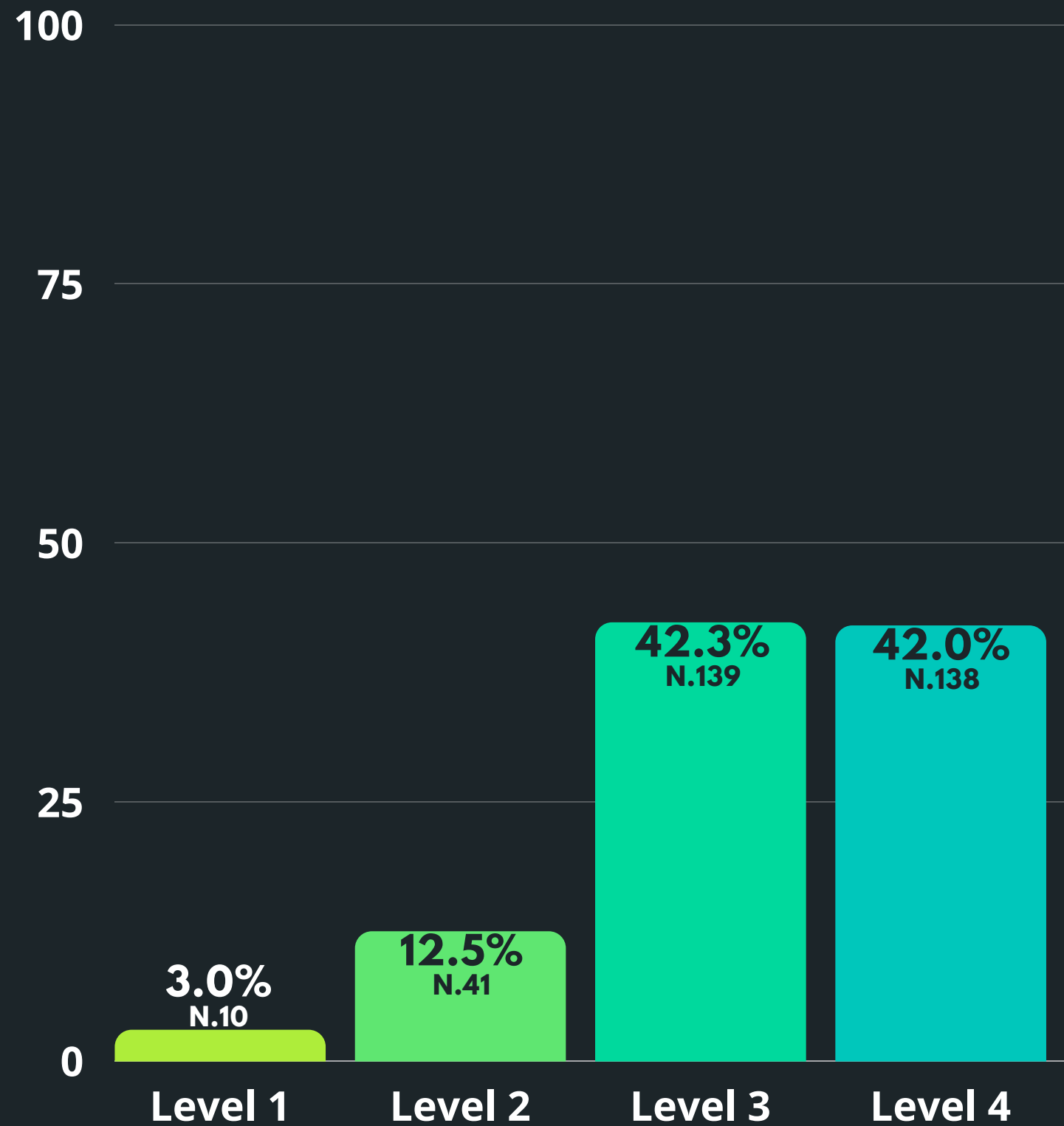


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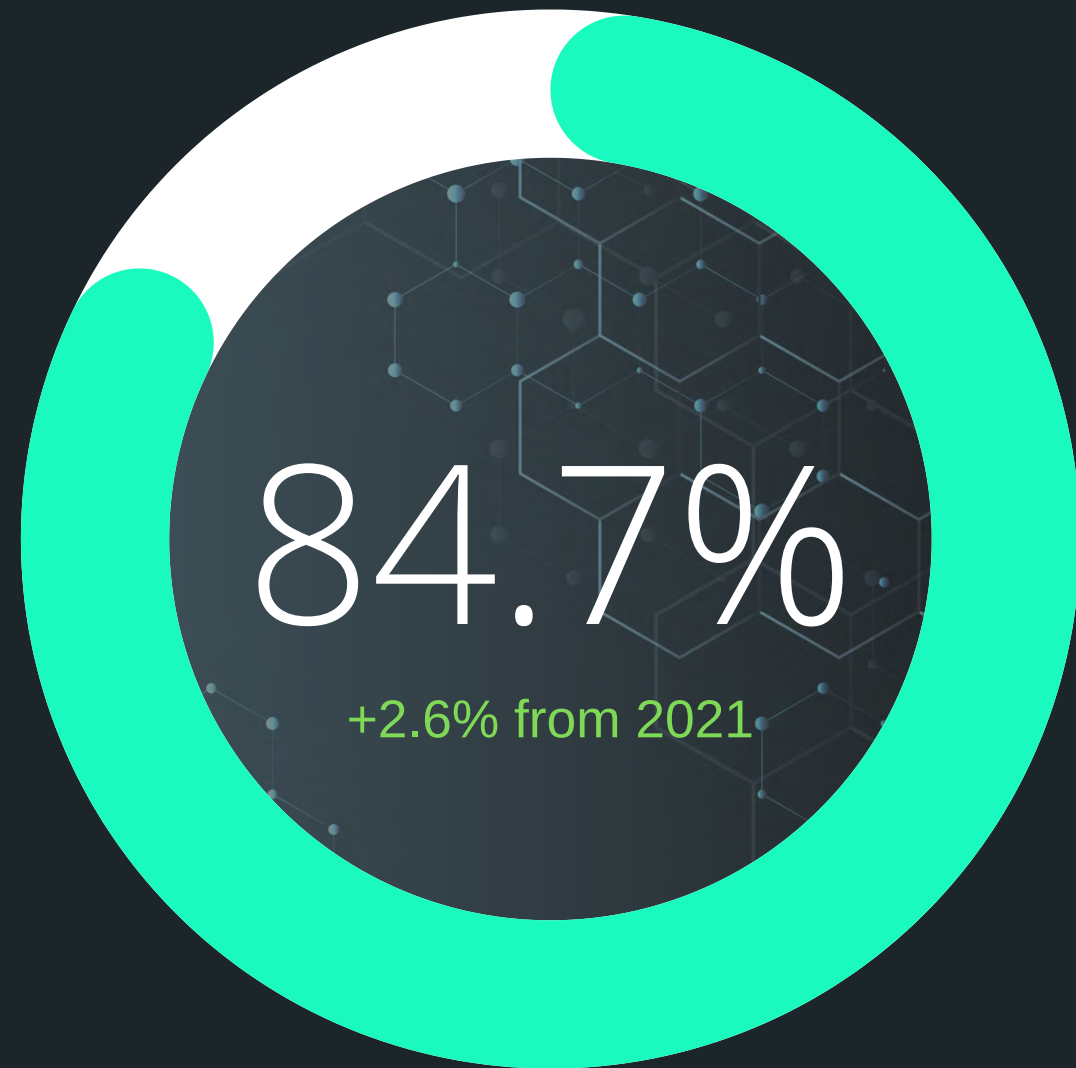


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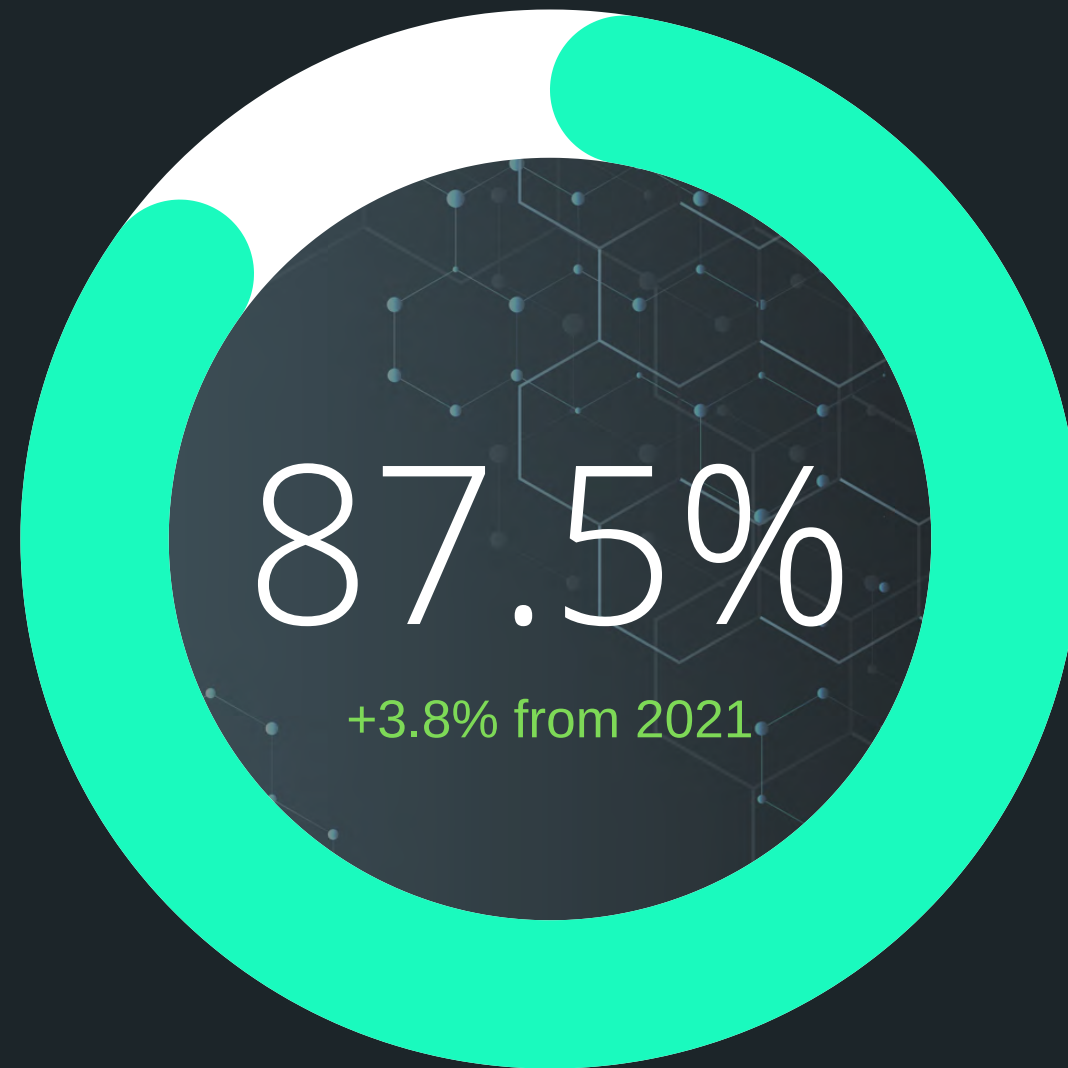
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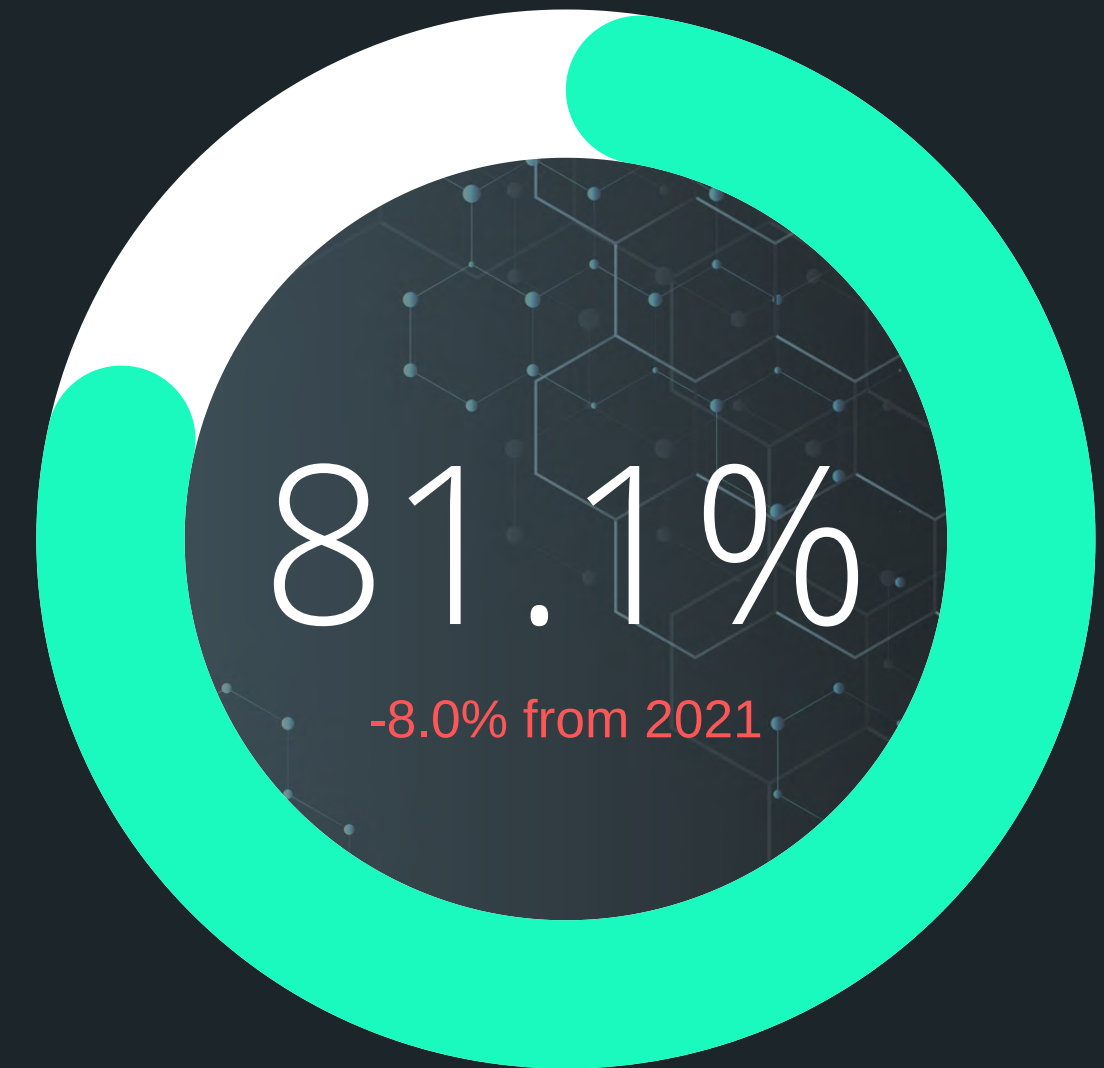
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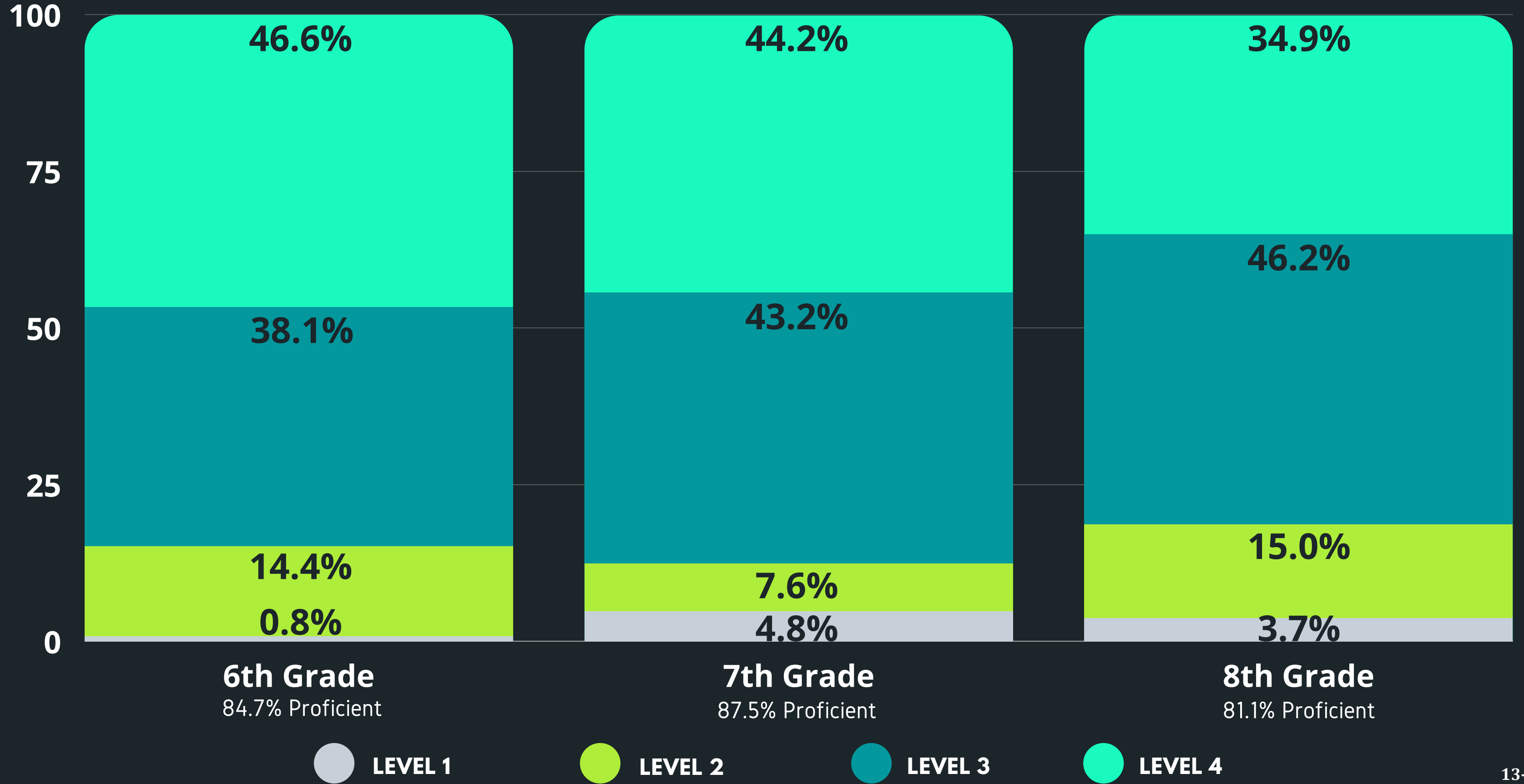


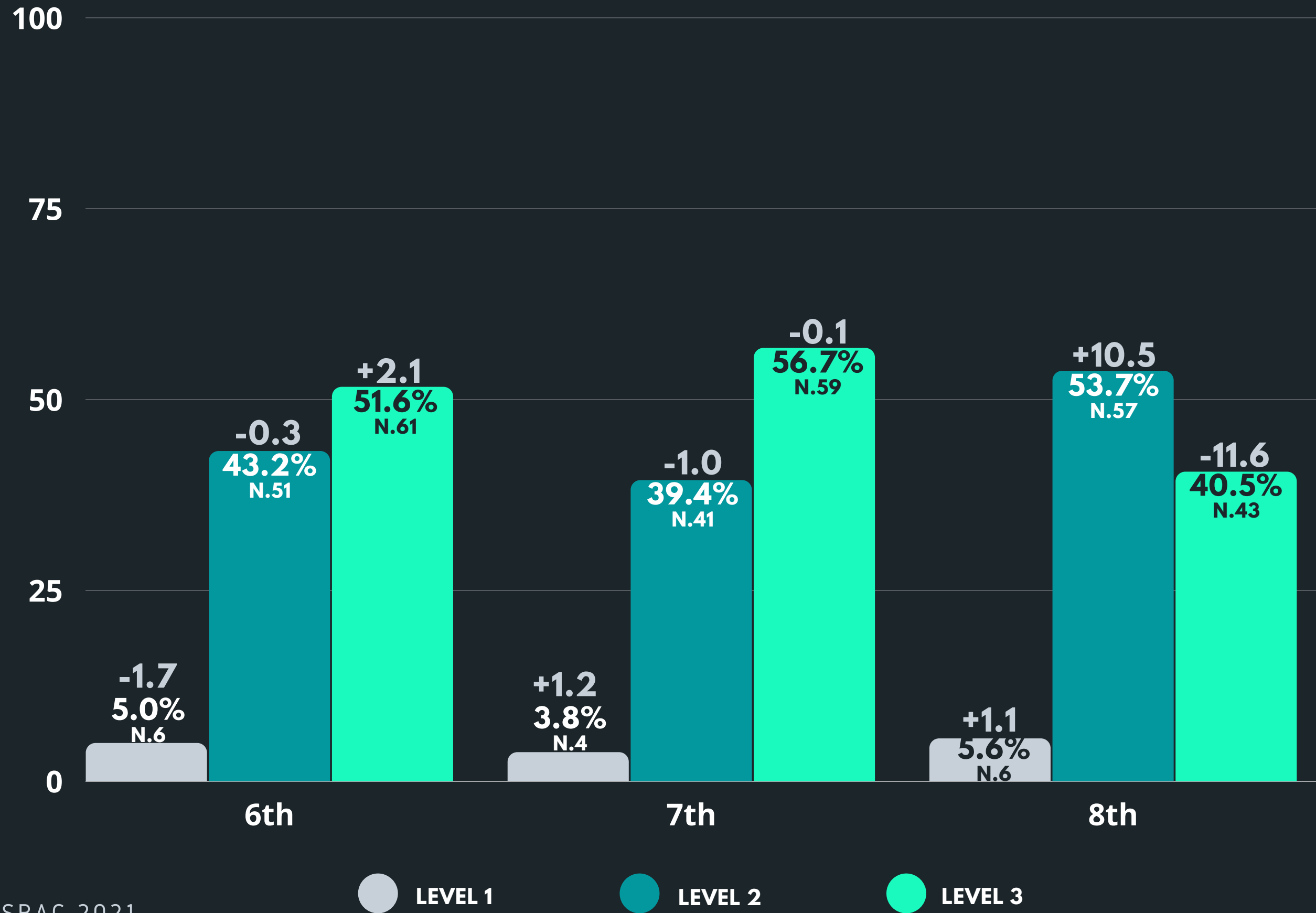
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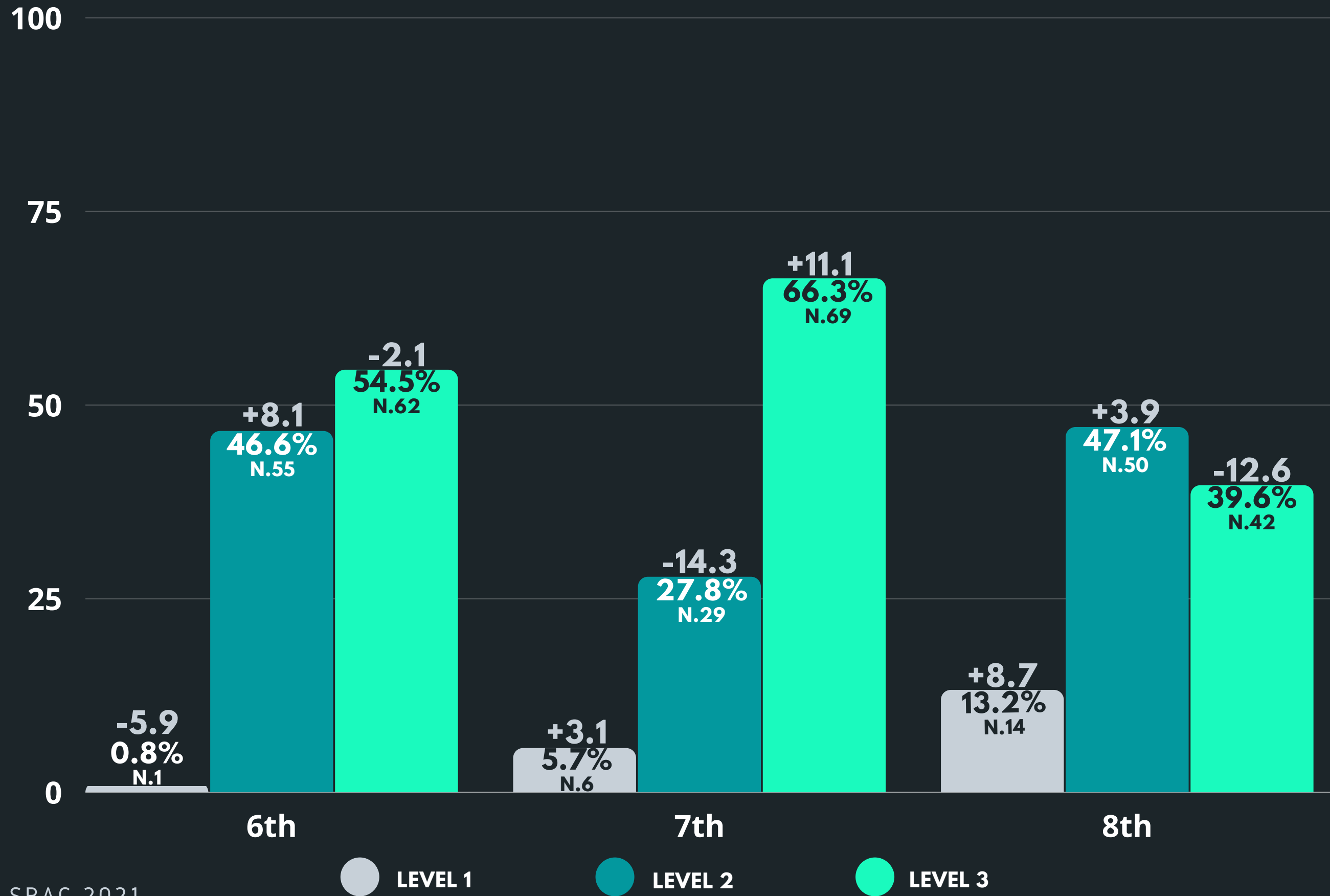
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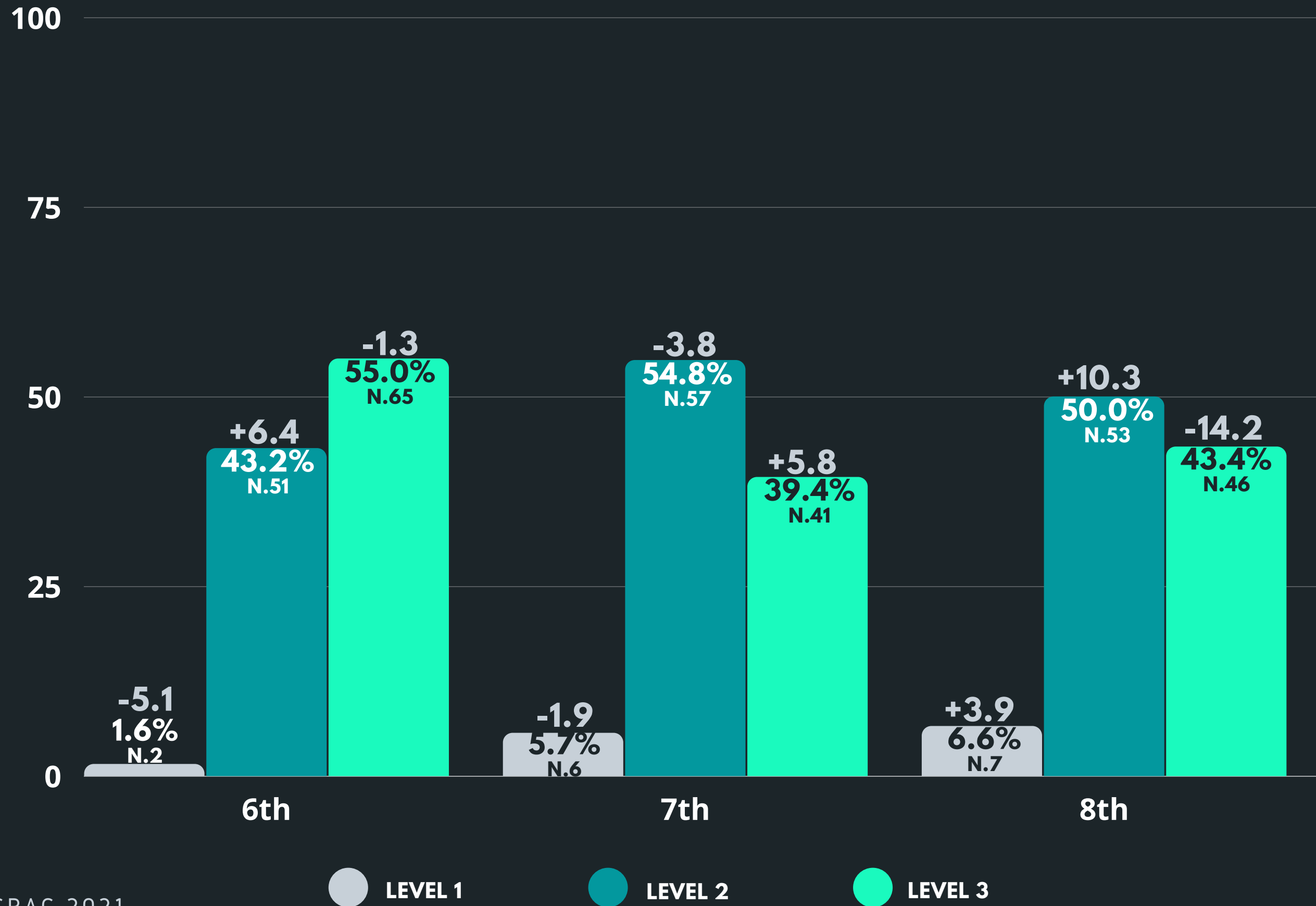




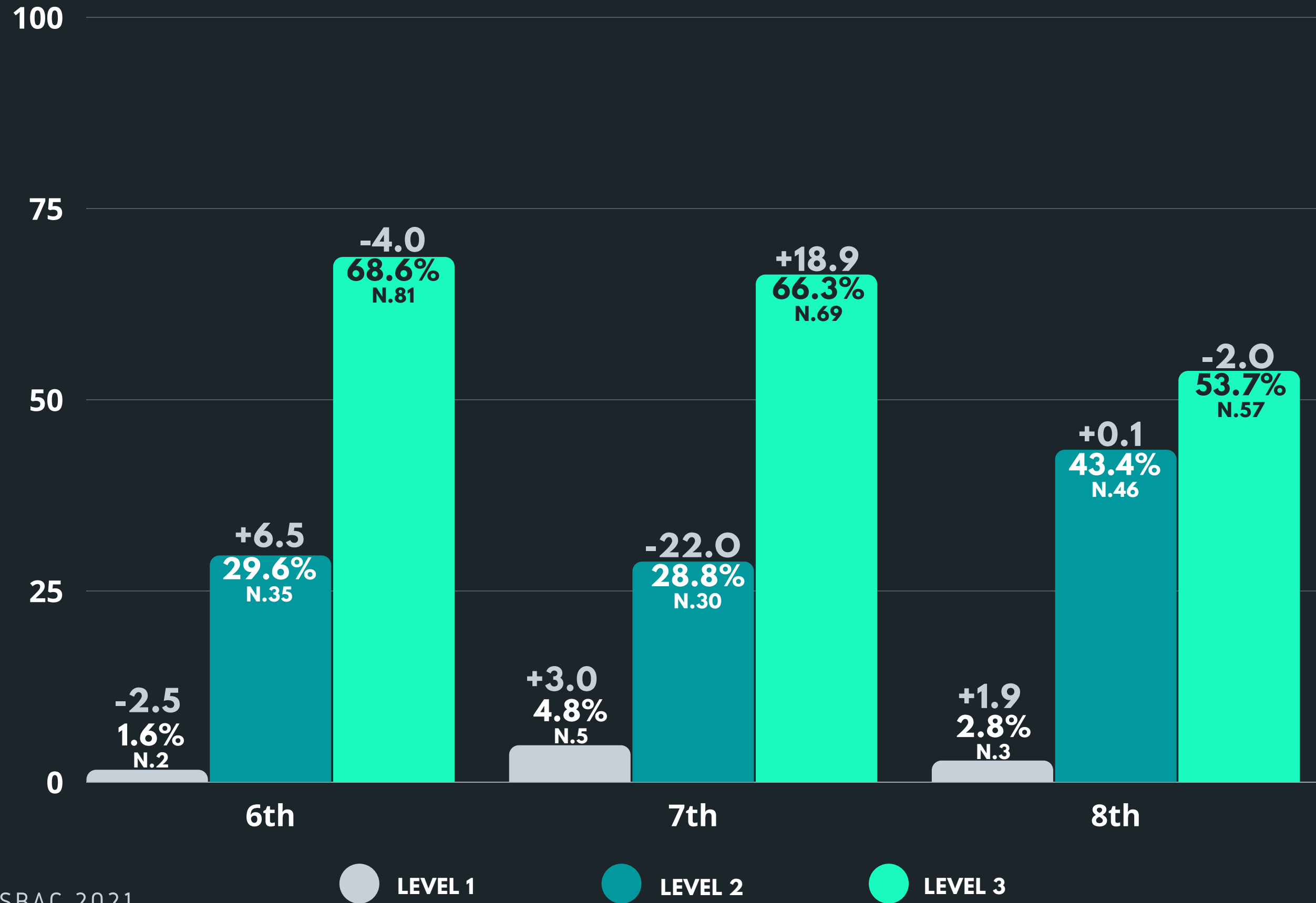
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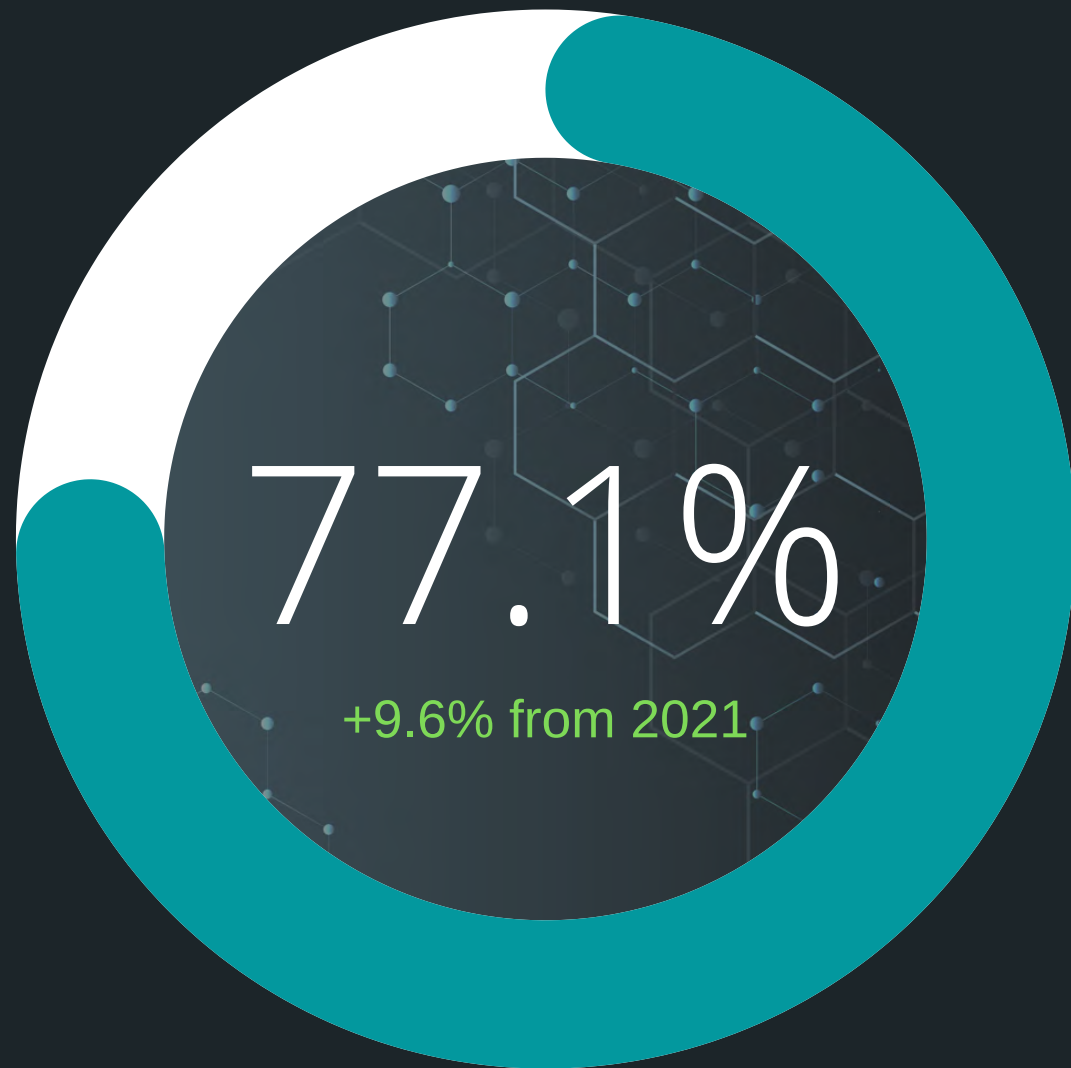


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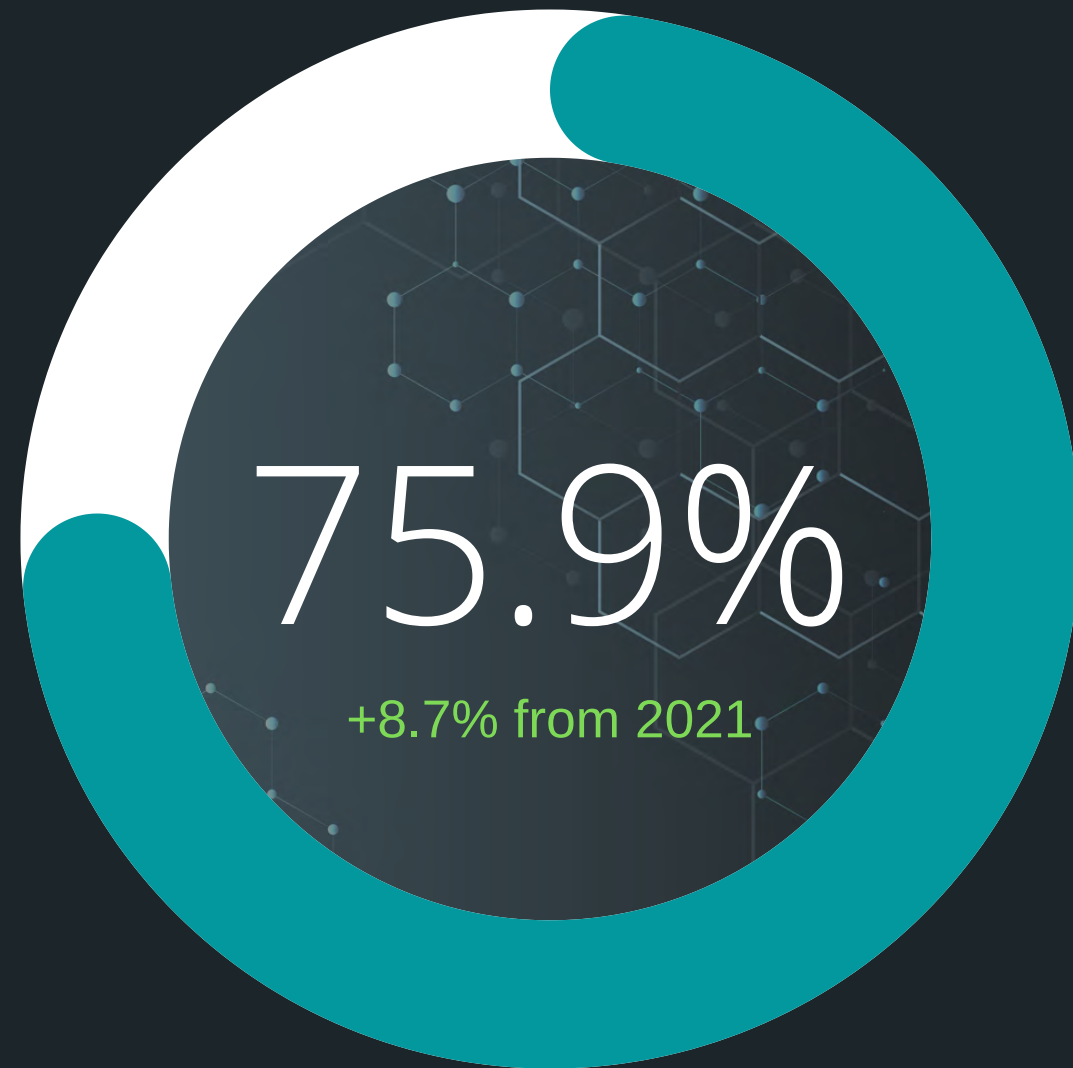


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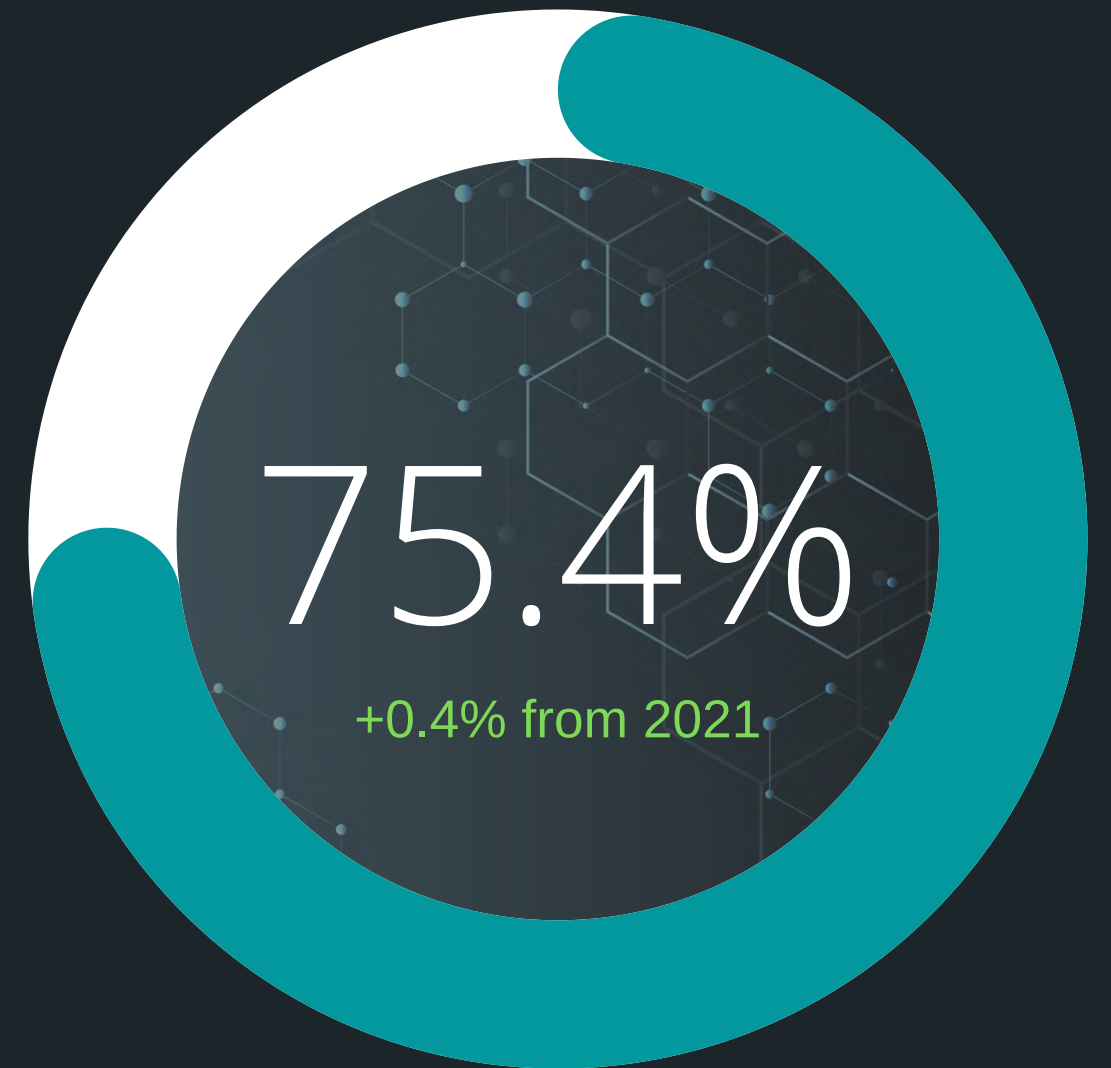
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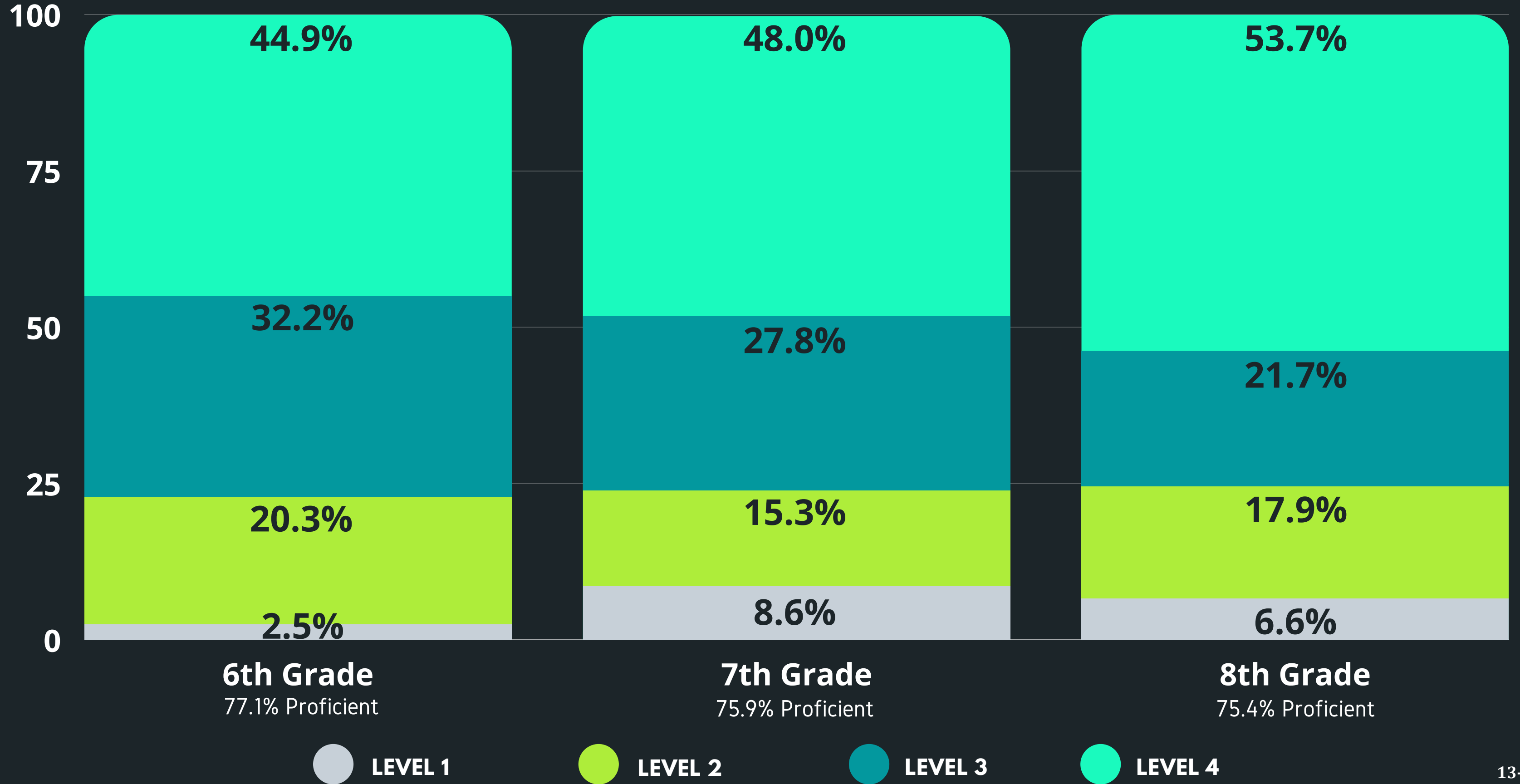


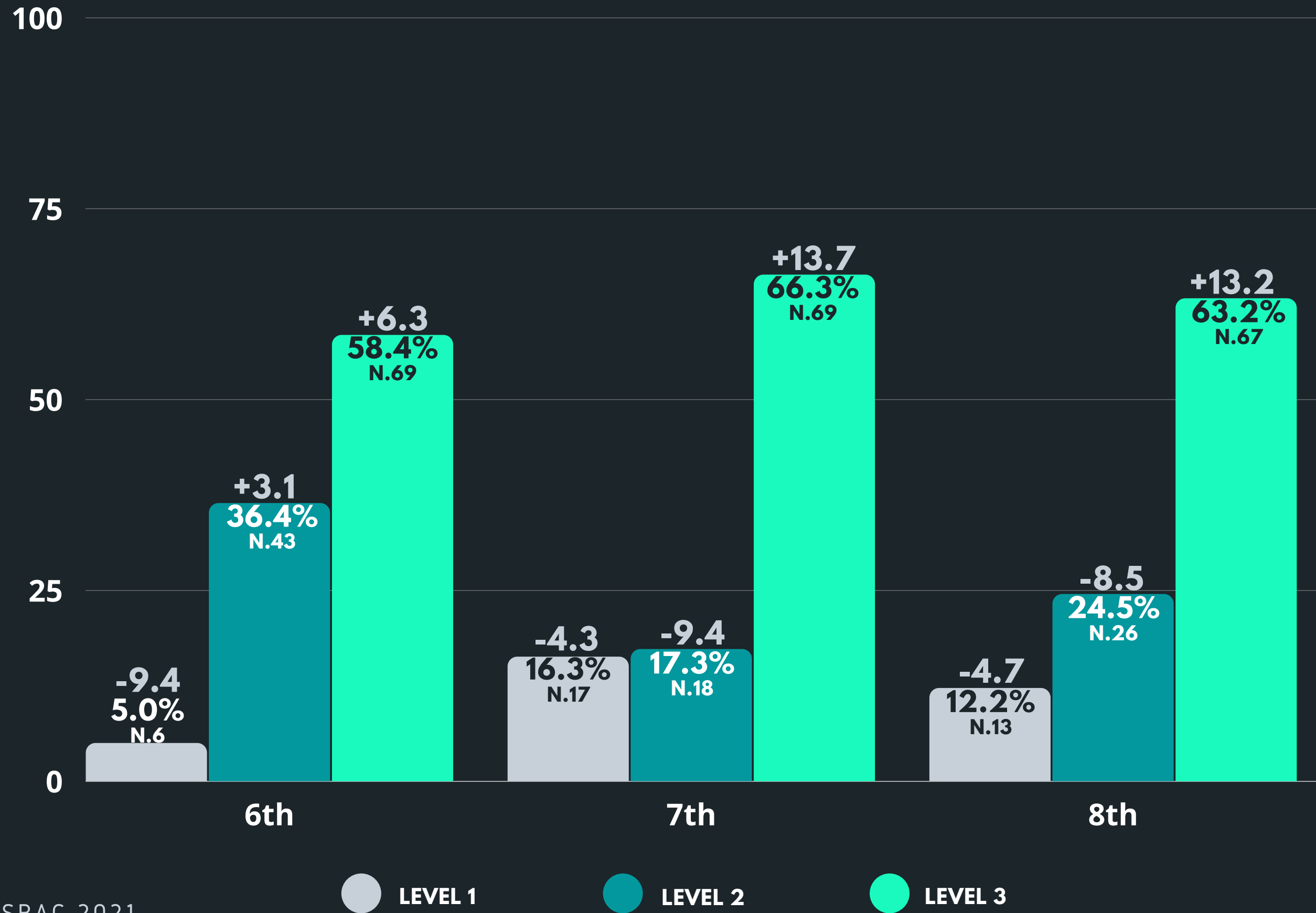
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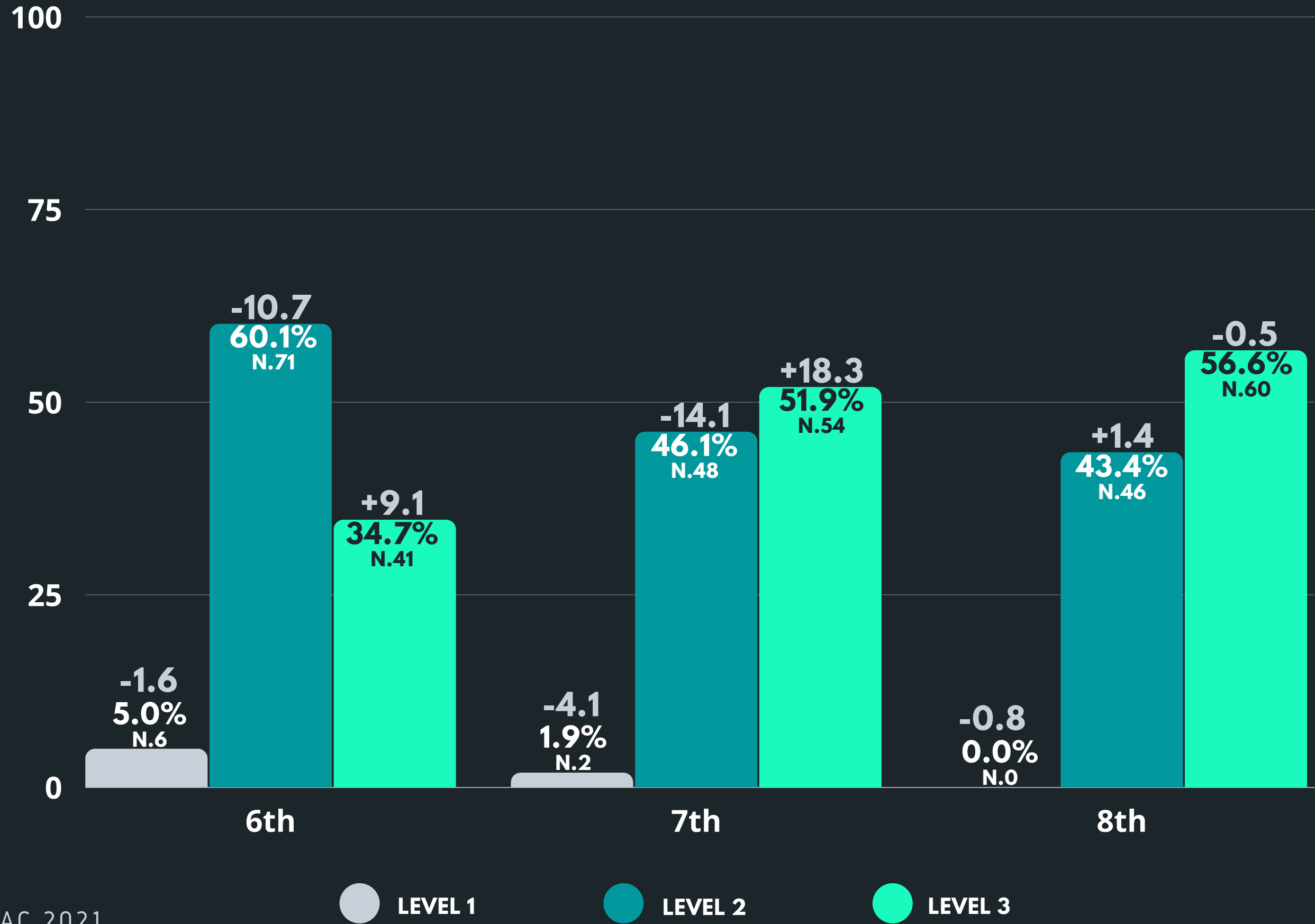
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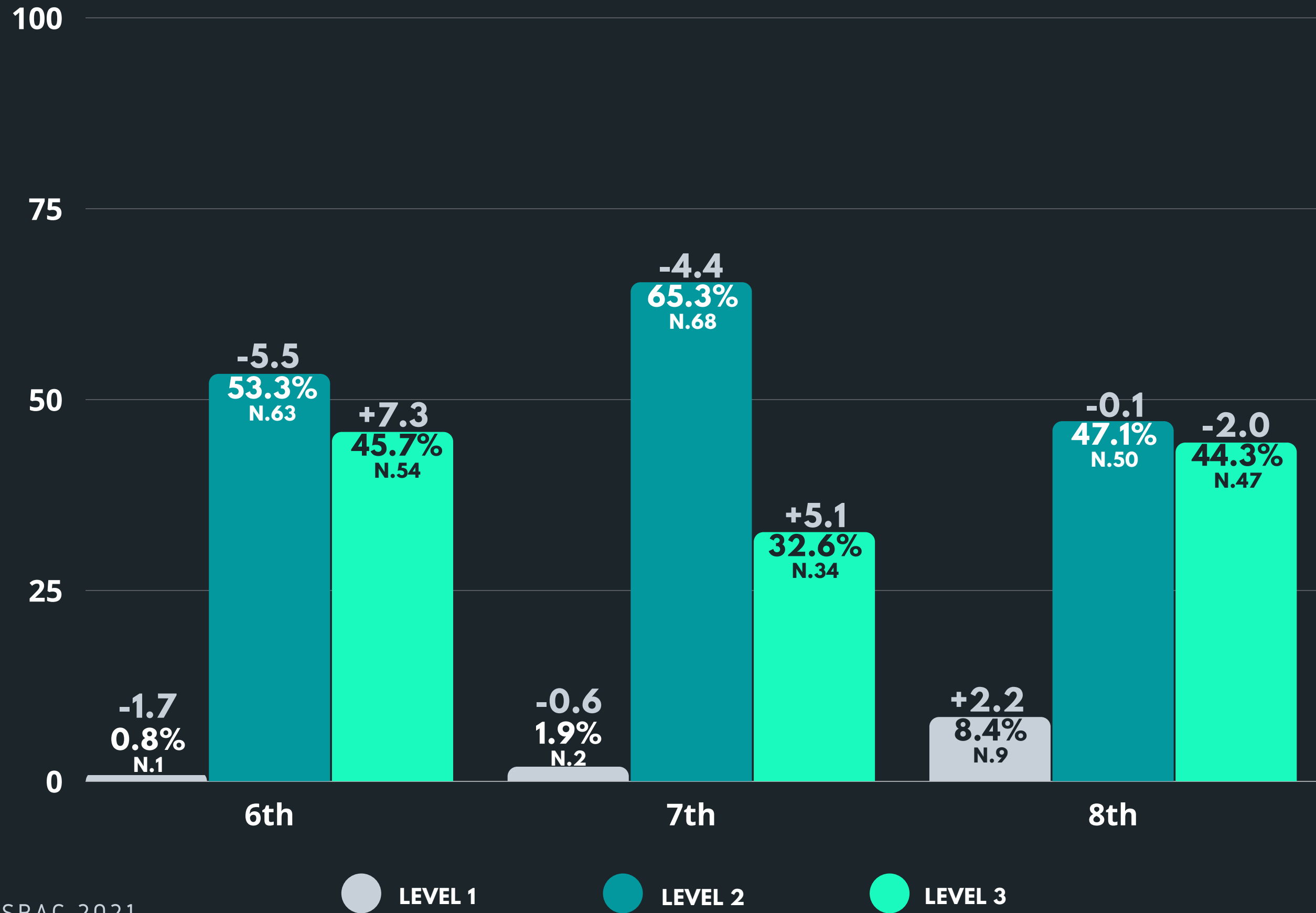




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Enrollment Tables

Pinecrest Academy of Nevada

Nevada State Public Charter School Authority

Mike Dang

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OPERATIONS PLAN

STUDENT RECRUITMENT AND ENROLLMENT

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

Grade Level	Number of Students					
	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028
Pre-K						
K	606	703	703	703	703	703
1	611	708	708	708	708	708
2	631	728	728	728	728	728
3	690	761	761	761	761	761
4	680	753	777	777	777	777
5	664	749	773	797	797	797
6	747	837	847	857	836	836
7	708	721	847	857	866	836
8	633	721	730	857	866	866
9	474	502	542	552	678	678
10	380	475	495	534	543	660
11	297	403	461	480	514	524
12	188	296	383	437	456	495
Total	7,309	8,357	8,755	9,048	9,233	9,369

(b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students					
	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028
Pre-K						
K	625	725	725	725	725	725
1	630	730	730	730	730	730
2	650	750	750	750	750	750
3	711	785	785	785	785	785
4	701	776	801	801	801	801
5	685	772	797	822	822	822
6	770	863	873	883	862	862
7	730	743	873	883	893	862
8	653	743	753	883	893	893
9	489	518	559	569	699	699
10	392	490	510	550	560	680
11	306	415	475	495	530	540
12	194	305	395	450	470	510
Total	7,536	8,615	9,026	9,326	9,520	9,659

Attachment 14 - Enrollment & Staffing Charts

(c)Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number of Students					
	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028
Pre-K						
K	656	761	761	761	761	761
1	662	767	767	767	767	767
2	683	788	788	788	788	788
3	747	824	824	824	824	824
4	736	815	841	841	841	841
5	719	811	837	863	863	863
6	809	906	917	927	905	905
7	767	780	917	927	938	905
8	686	780	791	927	938	938
9	513	544	587	597	734	734
10	412	515	536	578	588	714
11	321	436	499	520	557	567
12	204	320	415	473	494	536
Total	7,915	9,047	9,480	9,793	9,998	10,143

Enrollment Tables

Pinecrest Academy of Nevada - Springs

Nevada State Public Charter School Authority

Mike Dang

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OPERATIONS PLAN

STUDENT RECRUITMENT AND ENROLLMENT

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

Grade Level	Number of Students					
	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028
Pre-K						
K	-	97	97	97	97	97
1	-	97	97	97	97	97
2	-	97	97	97	97	97
3	-	97	97	97	97	97
4	-	73	97	97	97	97
5	-	49	73	97	97	97
6	-	116	116	116	116	116
7	-	-	116	116	116	116
8	-	-	-	116	116	116
9	-	-	-	-	116	116
10	-	-	-	-	-	116
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Total	-	626	790	930	1,046	1,162

(b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students					
	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028
Pre-K						
K	-	100	100	100	100	100
1	-	100	100	100	100	100
2	-	100	100	100	100	100
3	-	100	100	100	100	100
4	-	75	100	100	100	100
5	-	50	75	100	100	100
6	-	120	120	120	120	120
7	-	-	120	120	120	120
8	-	-	-	120	120	120
9	-	-	-	-	120	120
10	-	-	-	-	-	120
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Total	-	645	815	960	1,080	1,200

Attachment 14 - Enrollment & Staffing Charts

(c)Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number of Students					
	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028
Pre-K						
K	-	105.00	105.00	105.00	105.00	105.00
1	-	105.00	105.00	105.00	105.00	105.00
2	-	105.00	105.00	105.00	105.00	105.00
3	-	105.00	105.00	105.00	105.00	105.00
4	-	79.00	105.00	105.00	105.00	105.00
5	-	53.00	79.00	105.00	105.00	105.00
6	-	126.00	126.00	126.00	126.00	126.00
7	-	-	126.00	126.00	126.00	126.00
8	-	-	-	126.00	126.00	126.00
9	-	-	-	-	126.00	126.00
10	-	-	-	-	-	126.00
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Total	-	678	856	1,008	1,134	1,260

Attachment 14 - Enrollment & Staffing Charts

Staffing Tables of Projected Staffing Needs

Pinecrest Academy of Nevada

Nevada State Public Charter School Authority

Mike Dang

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OPERATIONS PLAN

Projections for school years beginning	School Years					
	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028

Proposed New Campus(es)

Management Organization Positions						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management (Academica Nevada)	2	2	2	2	2	2
HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9

School Staff						
Principals	-	1	1	1	1	1
Assistant Principals	-	1	2	2	3	3
Counselor / Student Support Advocate	-	-	-	1	1	1
Curriculum/Instructional Coach/ELL Coordinator	-	1	1	1	2	2
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	-	25	31	36	40	44
Classroom Teachers (Specials)	-	3	4	6	6	7
Special Education Teachers	-	3	4	4	5	6
Virtual Coordinator	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
Office Manager	-	1	1	1	1	1
Registrar	-	-	1	1	1	1
Receptionist / Clinic Aide FASA	-	1	2	2	2	2
Instructional Aide(s)	-	1	4	5	5	5
School Operations Support Staff	-	2	2	3	3	3
Total FTEs at School	-	39	52	63	70	76

Network

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Number of elementary schools	5	6	6	6	6	6
Number of middle schools	6	7	7	7	7	7
Number of high schools	3	3	3	3	4	4
Total schools	14	16	16	16	17	17
Total Student enrollment	7,536	8,615	9,026	9,326	9,520	9,659

Attachment 14 - Enrollment & Staffing Charts

Management Organization Positions						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management (Academica Nevada)	2	2	2	2	2	2
HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9

Elementary School Staff						
Principals	1.67	2.00	2.00	2.00	2.00	2.00
Assistant Principals	5.00	5.33	5.67	5.67	6.00	6.00
Counselor / Student Support Advocate	3.33	3.33	3.33	3.67	3.67	3.67
Curriculum/Instructional Coach	2.67	2.67	2.67	2.67	3.00	3.00
SPED Facilitator / Speech Pathologist / School Psychologist / OT	2.50	2.50	2.50	2.50	2.50	2.50
Classroom Teachers (Core Subjects)	153	174	176	177	177	177
Classroom Teachers (Specials)	17.33	18.50	18.67	19.33	19.50	19.83
Special Education Teachers	12.0	13.0	13.5	13.7	14.0	14.2
EL Coordinator / Virtual Coordinator	0.33	0.67	0.67	0.67	0.67	0.67
School Nurse	0.67	0.67	0.67	0.67	0.67	0.67
Office Manager	2.67	3.00	3.00	3.00	3.00	3.00
Registrar	2.17	2.17	2.50	2.50	2.50	2.50
Receptionist / Clinic Aide FASA	4.67	5.00	5.33	5.33	5.33	5.33
Teacher Aides and Assistants	17.83	18.83	20.50	21.50	22.17	22.17
School Operations Support Staff	7.33	8.00	8.00	8.33	8.33	8.33
Total FTEs at Elementary Schools	233.17	260	265	269	270	271

Middle School Staff						
Principals	1.67	2.00	2.00	2.00	2.00	2.00
Assistant Principals	5.00	5.33	5.67	5.67	6.00	6.00
Counselor / Student Support Advocate	3.33	3.33	3.33	3.67	3.67	3.67
Curriculum/Instructional Coach	2.67	2.67	2.67	2.67	3.00	3.00
SPED Facilitator / Speech Pathologist / School Psychologist / OT	2.50	2.50	2.50	2.50	2.50	2.50
Classroom Teachers (Core Subjects)	68.00	73.00	77.00	81.00	80.00	79.00
Classroom Teachers (Specials)	17.33	18.50	18.67	19.33	19.50	19.83
Special Education Teachers	12.00	13.00	13.50	13.67	14.00	14.17
EL Coordinator / Virtual Coordinator	0.33	0.67	0.67	0.67	0.67	0.67
School Nurse	0.67	0.67	0.67	0.67	0.67	0.67
Office Manager	2.67	3.00	3.00	3.00	3.00	3.00
Registrar	2.17	2.17	2.50	2.50	2.50	2.50
Receptionist / Clinic Aide FASA	4.67	5.00	5.33	5.33	5.33	5.33
Teacher Aides and Assistants	17.83	18.83	20.50	21.50	22.17	22.17
School Operations Support Staff	7.33	8.00	8.00	8.33	8.33	8.33
Total FTEs at Middle Schools	148	159	166	173	173	173

Attachment 14 - Enrollment & Staffing Charts

High School Staff						
Principals	1.67	2.00	2.00	2.00	2.00	2.00
Assistant Principals	5.00	5.33	5.67	5.67	6.00	6.00
Counselor / Student Support Advocate	3.33	3.33	3.33	3.67	3.67	3.67
Curriculum/Instructional Coach	2.67	2.67	2.67	2.67	3.00	3.00
SPED Facilitator / Speech Pathologist / School Psychologist / OT	2.50	2.50	2.50	2.50	2.50	2.50
Classroom Teachers (Core Subjects)	44.00	57.00	62.00	65.00	71.00	76.00
Classroom Teachers (Specials)	17.33	18.50	18.67	19.33	19.50	19.83
Special Education Teachers	12.00	13.00	13.50	13.67	14.00	14.17
EL Coordinator / Virtual Coordinator	0.33	0.67	0.67	0.67	0.67	0.67
School Nurse	0.67	0.67	0.67	0.67	0.67	0.67
Office Manager	2.67	3.00	3.00	3.00	3.00	3.00
Registrar	2.17	2.17	2.50	2.50	2.50	2.50
Receptionist / Clinic Aide FASA	4.67	5.00	5.33	5.33	5.33	5.33
Teacher Aides and Assistants	17.83	18.83	20.50	21.50	22.17	22.17
School Operations Support Staff	7.33	8.00	8.00	8.33	8.33	8.33
Total FTEs at High Schools	124	143	151	157	164.3	170
Total Network FTEs	515	570	591	607	617	623

Attachment 15 - Incubation Year Planning Table

	Academica	Board	Principal
Immediately Upon Charter Approval	<ul style="list-style-type: none"> • Apply for 501c3 • Set up state tax ID/EIN number (unemployment, State Income if out of state) • Open bank accounts for school • Request DUNS • Register for SAM • Setup Vendor ID with State Controller’s Office (NV) • Set up Google phone number and forward to Academica or principal 	<ul style="list-style-type: none"> • Read, assist with writing, and learn all sections of the charter • Capacity Interview 	<ul style="list-style-type: none"> • Read, assist with writing, and learn all sections of the charter • Provide input for website • Identify mascot and colors • Work with Design and Marketing Dept to develop crest, mascot, color scheme for branding • Provide updates to social media • Advertising (door to door, parent meetings, seek partnerships)
January	<ul style="list-style-type: none"> • Solicit Legal Counsel for school (approved in February) • Research quotes for Student Info System (SIS) • Begin open enrollment • Provide Offer of Intent for Employment templates to principal • Assist principal in registering for job fairs • Assist principal in preparing teacher/staff openings for Internal Transfers • Determine kindergarten enrollment (if half day is allowed in the state) and fee structure • Enrollment policies on website • Understand lottery laws in state (required notifications, age limits, vaccination requirements) • FF& E Lease 	<ul style="list-style-type: none"> • Approve Bylaws • Elect Officers • Draw for Term Limits • Delegate Signing Authority • Approve Academica Contract • Approve MOU with Academica for Incubation Year activities • Approve Board Meeting Schedule • Approval for Principal to apply for grants • Approve enrollment policy 	<ul style="list-style-type: none"> • Conduct parent informational meetings • Select mascot and design images for branding • 2-3 times weekly updates to social media • Begin drafting master schedule • Teacher Recruitment • Create a draft of parent/student handbook for registration docs • Create Acceptable Use • Continue to make updates to website • Draft email to all families in database to encourage them to register • Provide Academica a list of teacher/staff openings to include in Internal Transfer advertisements

Attachment 15 - Incubation Year Planning Table

February	<ul style="list-style-type: none"> • Begin discussions with principal on Emergency Operations Plan and development of committees • Work with principal to get registration documents (handbooks – if possible, media release, use of technology policy) • Order folders/supplies for registration materials • Procurement for furniture • Post school job openings for internal transfers • Legal/HR: research state labor laws, payroll, holidays, and PTO requirements for out of state schools. 	<ul style="list-style-type: none"> • Approve Financial Policies & Procedures • Approve Outside Legal Counsel • Approve Conflict of Interest Policy • Approve SIS • Approve Board Handbook 	<ul style="list-style-type: none"> • Conduct parent informational meetings • Teacher Recruitment • Create Master calendar (holidays, PD days, Data Days, etc.) • Begin working on employee handbook • Provide position openings to Academica for posting online • Meet with Procurement dept to determine furniture needs
March	<ul style="list-style-type: none"> • Research Board insurance provider • Lottery • Meet with insurance provider to set up coverage (if out of state, possible 401K) • Academica Hiring Fair 	<ul style="list-style-type: none"> • Approve participation in NSLP • Approve master calendar • Approval of FF & E Lease • Approve Building Lease 	<ul style="list-style-type: none"> • Conduct parent informational meetings • Teacher Recruitment • Finalize employee handbook • Begin creating course catalog • Create EL Policy
April	<ul style="list-style-type: none"> • Research uniform vendors • Set up SIS (Calendars, attendance codes, behavior codes, IEP settings, 504 settings, entry of student) • SIS training with vendor • Release RFP to secure meal vendor • Procurement for technology and curriculum • Prepare Year 1 Budget • Register with the state as an employer (state unemployment) – can't be done until EIN is provided • Solicit vendors for janitorial, HVAC, landscaping, snow removal, janitorial supplies 	<ul style="list-style-type: none"> • Approve special education policies • Approve EL Policy • Approve board insurance provider • Approve IT contract • Approve Initial Budget • Approve maximum enrollment 	<ul style="list-style-type: none"> • Hire office staff (start July 1) • Create design for Spirit Wear • Continue working on parent/student handbook • Master scheduling – secondary students selecting electives • Begin creating prep schedule

Attachment 15 - Incubation Year Planning Table

May	<ul style="list-style-type: none"> • Continue SIS set up (courses, grading tasks, report card) • Work with State Agency to complete NSLP Application • Prepare Restorative Justice Policy • Prepare No Opt Out Testing Policy • Prepare Grievance Policy 	<ul style="list-style-type: none"> • Approve NLSP vendor • Approve employee handbook 	<ul style="list-style-type: none"> • Finalize parent/student handbook • Determine car loop processes • Begin to organize before/after school care programs • Solicit parents for PTO
June	<ul style="list-style-type: none"> • Principal contract • Assist principal with scheduling students into appropriate courses • Assist principal in determining substitute teacher system • Schedule date for onboarding for all staff • Finalize campus map for furniture placement • Update J: Drive (for new charters) 	<ul style="list-style-type: none"> • Approve janitorial contract • Approve HVAC contract • Approve student/parent handbook • Approve NSLP related policies (wellness, meal charge, etc.) • Approve Restorative Justice Policy • Approve No Opt Out Testing Policy (NV) • Approve Grievance Policy • Approve Internet Safety Policy 	<ul style="list-style-type: none"> • Begin reviewing IEP caseload • Determine committees and who will lead them (Leadership, RTI/MTSS, Academics, Social/Culture) • Begin developing school-wide behavior policies • Add supply lists to website • Finalize EOP (submission required in June in NV)
July	<ul style="list-style-type: none"> • Training of office manager/registrar • Teacher contracts • Train principal on AvidXchange (Pos), Payroll, Financials, Budget • Finalize onboarding training (payroll, insurance, Aflac, sub system, HR, etc.) • Verify staff licenses and communicate concerns with office manager/principal • Load campus furniture and technology 		<ul style="list-style-type: none"> • Possible staff social gathering • Schedule PD for start of school year • Make final updates to parent/student handbook • Track curriculum orders • Begin brainstorming field trip options • Determine students incentives/award criteria • Finalize school-wide behavior policy • Staff Polos • Create fire evacuation maps • Order general office supplies and school supplies for start up • Order items for the health office • Finalize student schedules • Continue review of IEPs and secure related service providers (OT, Speech, PT, etc.) • Provide staff list to Academics for license checks

Attachment 15 - Incubation Year Planning Table

August			<ul style="list-style-type: none">• Assemble Back to School materials for Teachers which includes school-wide calendar, supervision list, teacher names/room assignments, school map, schedules for prep, lunch, duty, etc., opening school procedures, teacher evaluation rubric, etc.• Train teachers on evaluation tool• Train teachers on school's EOP prior to start of school• Teachers create Sub Folders• New Teacher On-Boarding
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Attachment 16 - Operational Execution Plan

Transportation

PAN will not provide daily transportation for the students to and from school. Should a Special Education student who is enrolling in PAN have an IEP that has transportation as an accommodation, PAN will honor their IEP. PAN will work to partner with the RTC or CCSD, as to how to best provide this accommodation. Should the school plan field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company. The school will work with their insurance broker agency to ensure that all necessary insurance policies and coverages are in place.

Food Service

PAN plans on providing food services at the school and anticipates participating in the National School Lunch Program. PAN will seek to be its own school food authority and anticipates identifying and contracting with a third party food service provider. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

Facilities Maintenance

PAN has a multi-tiered plan for maintaining the facility:

1. On-Site PAN will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
2. PAN will contract with a janitorial company to provide a cleaning service 5 nights a week.
3. PAN's EMO Academica coordinates facility maintenance, repairs, etc. as well as coordinates with the contracted janitorial service provider.

School Health & Nursing Services

The school provides health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed at the new campuses. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract is not available at this time, but will be provided to the Authority upon its finality. State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

Purchasing Processes

The purchasing agent is appointed by the governing body (Traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing program.

Attachment 16 - Operational Execution Plan

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573).

Safety & Security

PAN's proposed campus will have Campus Monitor(s) provide on-site security and work in conjunction with the Principal to implement the Emergency Management Plan. As referenced in the Operations Question and Ongoing Operations Question One, PAN's Principal and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan.

Attachment 17 - Clark County Assessor's Parcel Map & Data

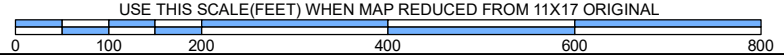
NOTES

This map is for assessment use only and does NOT represent a survey.

No liability is assumed for the accuracy of the data delineated herein. Information on roads and other non-assessed parcels may be obtained from the Road Document Listing in the Assessor's Office.

This map is compiled from official records, including surveys and deeds, but only contains the information required for assessment. See the recorded documents for more detailed legal information.

USE THIS SCALE (FEET) WHEN MAP REDUCED FROM 11X17 ORIGINAL



ASSESSOR'S PARCELS - CLARK COUNTY, NV.
Briana Johnson - Assessor

BOOK **T20S R61E**

26	125	124	123
37	138	139	140
64	163	162	161
75	176	177	178

Scale: 1" = 200'

SEC. **31**


6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

Rev: 7/6/2021

MAP **N 2 NE 4**

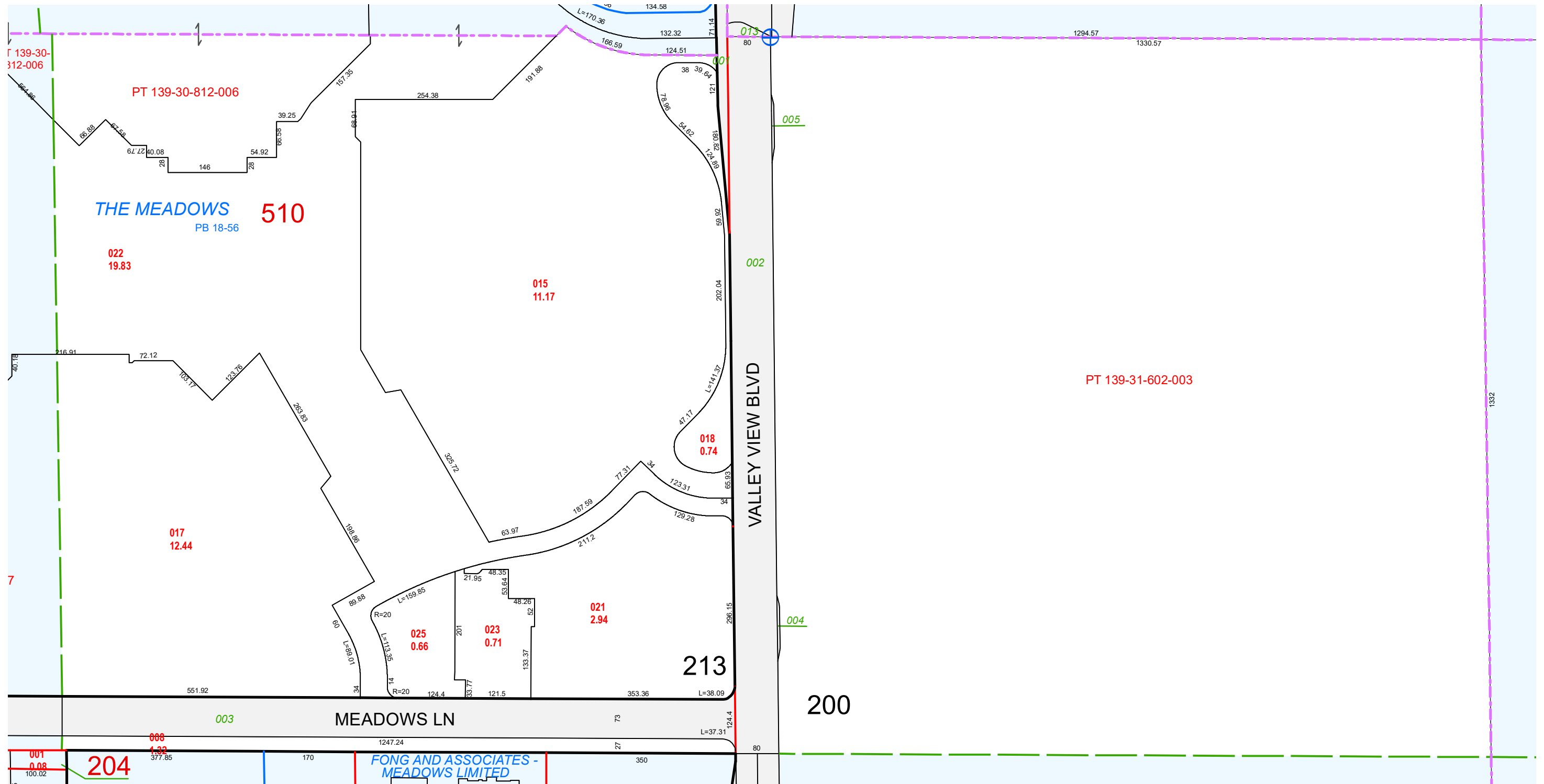
8	4	8	4
5	1	5	1
6	2	6	2
7	3	7	3
8	4	8	4
5	1	5	1

139-31-5



MAP LEGEND

—	PARCEL BOUNDARY		CONDOMINIUM UNIT	001	ROAD PARCEL NUMBER
—	SUB BOUNDARY		AIR SPACE PCL	001	PARCEL NUMBER
—	PM/LD BOUNDARY		RIGHT OF WAY PCL	1.00	ACREAGE
- - -	ROAD EASEMENT		SUB-SURFACE PCL	202	PARCEL SUB/SEQ NUMBER
- - -	MATCH / LEADER LINE			PB 24-45	PLAT RECORDING NUMBER
- - -	HISTORIC LOT LINE			5	BLOCK NUMBER
- - -	HISTORIC SUB BOUNDARY			5	LOT NUMBER
- - -	HISTORIC PM/LD BOUNDARY			GL5	GOV. LOT NUMBER
- - -	SECTION LINE				



Attachment 17 - Clark County Assessor's Parcel Map & Data



The MAPS and DATA are provided without warranty of any kind, expressed or implied.
Date Created: 07/13/2022

Property Information

Parcel: 13931510015
Owner Name(s): SERITAGE S R C FINANCE L L C
Site Address: 4000 MEADOWS LN
Jurisdiction: Las Vegas - 89107
Zoning Classification: Limited Commercial District (C-1)
Planned Landuse: Incorporated Clark County (INCORP)

Misc Information

Subdivision Name:	MEADOWS		
Lot Block:	Lot: Block:	Construction Year:	1979
Sale Date:	Not Available	T-R-S:	20-61-31
Sale Price:	Not Available	Census tract:	105
Recorded Doc Number:	20150721 00000373	Estimated Lot Size:	11.17
Flight Date:	2022-07-01		

Elected Officials

Commission:	D - William McCurdy II (D)	City Ward:	1 - Brian Knudsen
US Senate:	Jacky Rosen, Catherine Cortez-Masto	US Congress:	4 - Steven A. Horsford (D)
State Senate:	3 - Chris Brooks (D)	State Assembly:	10 - Rochelle T. Nguyen (D)
School District:	C - Evelyn Garcia Morales	University Regent:	2 - Lois Tarkanian
Board of Education:	4 - Rene Cantu	Minor Civil Division:	Las Vegas

8985 s. eastern
suite 220
las vegas, nv 89123
p 702.456.1070
f 702.456.7020

JOB NUMBER - 2021130

DATA

SITE AREA 11.6 ACRES
K-12 SCHOOL AREA 84,443 SF

JURISDICTION LAS VEGAS

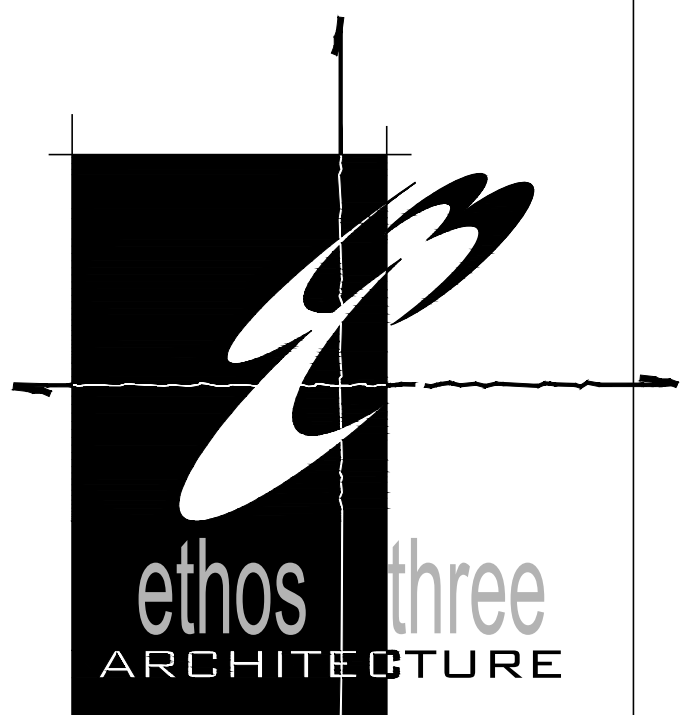
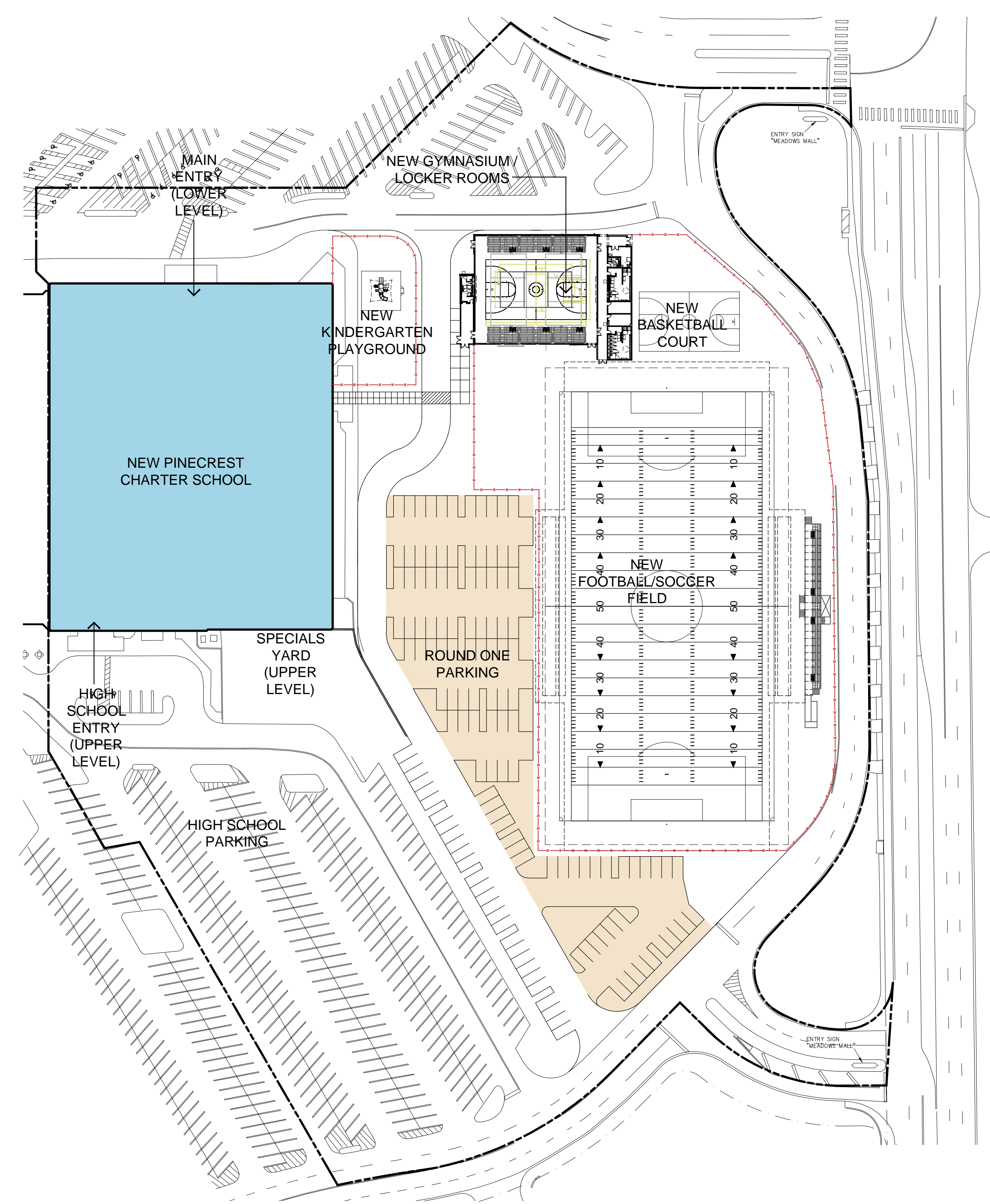
ZONING C-1

PARKING
PROVIDED FOR ROUND 1: 125 SPACES

PINECREST
REQUIRED:

K-8 (3/C.R.)	45 C.R.=135 SPACES
9-12 (9/C.R.)	20 C.R.=180 SPACES
TOTAL	315 SPACES

PROVIDED FOR SCHOOL: 302 SPACES
TOTAL SPACES ON SITE: 427 SPACES

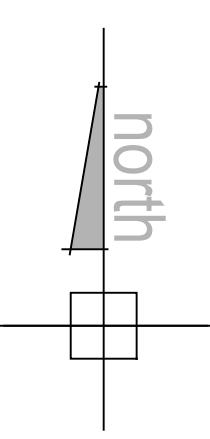
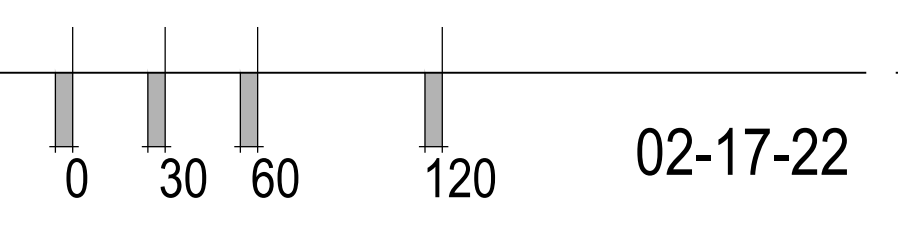


site plan

Pinecrest Academy
Meadows Mall

site plan

SCALE : 1" = 60'-0"



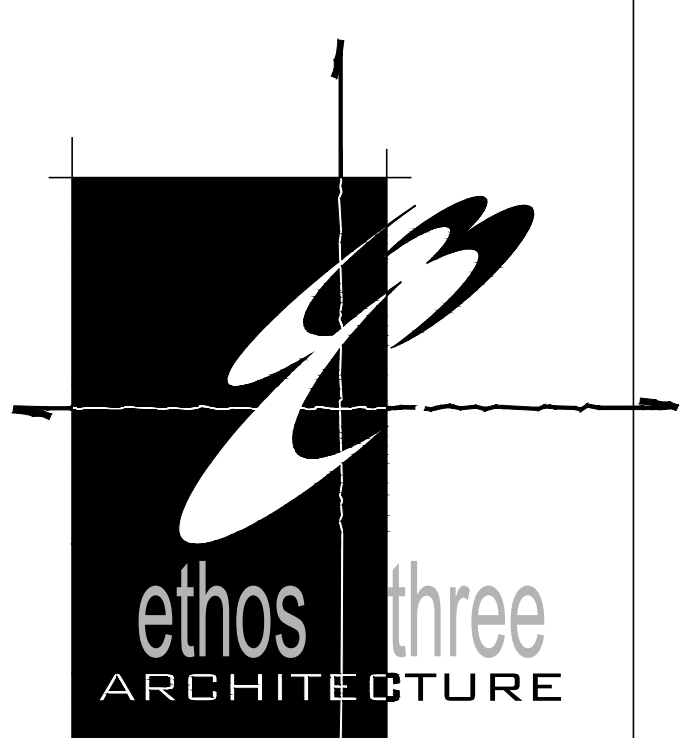
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JOB NUMBER - 2021130



- HIGH SCHOOL
- MIDDLE SCHOOL
- ELEMENTARY SCHOOL
- ADMIN. / COMMON / RESTROOMS
- CIRCULATION

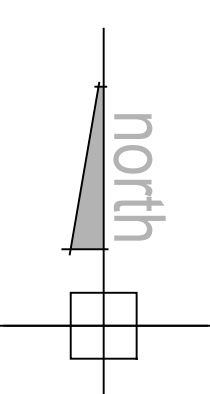
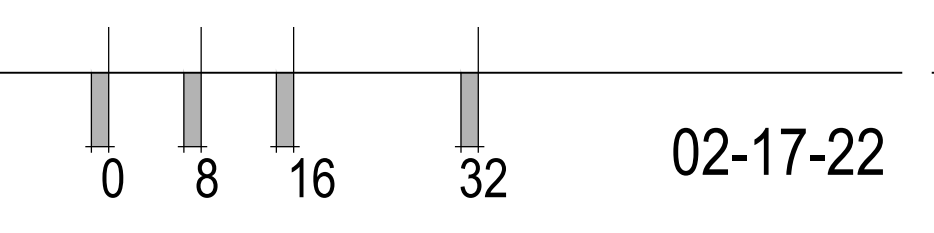


floor plan lower level

Pinecrest Academy
Meadows Mall

floor plan lower level

SCALE : 1/16" = 1'-0"



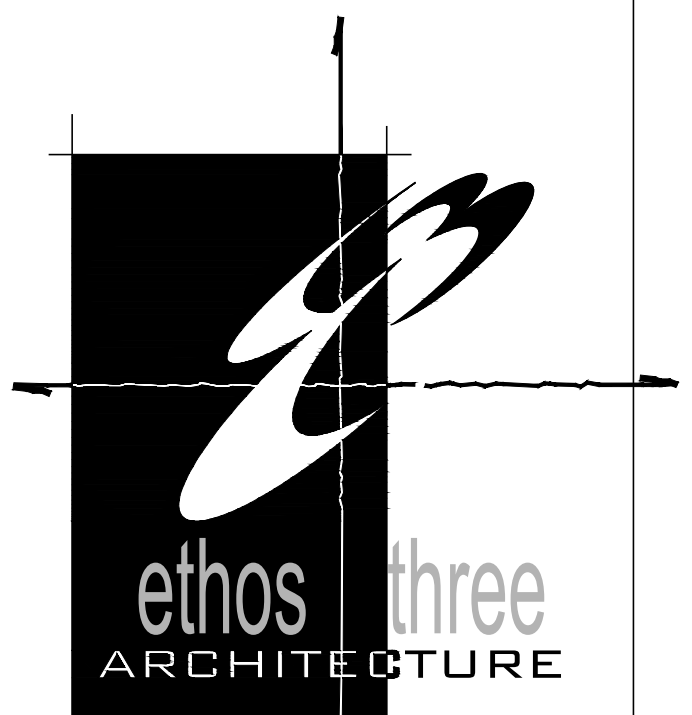
SHT A2.2

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f 702.456.7020

JOB NUMBER - 2021130



- HIGH SCHOOL
- MIDDLE SCHOOL
- ELEMENTARY SCHOOL
- ADMIN. / COMMON / RESTROOMS
- CIRCULATION

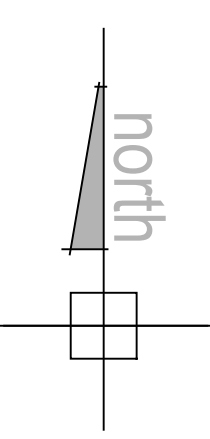
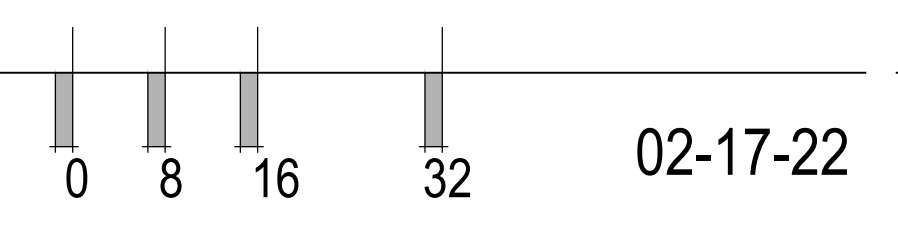


floor plan upper level

Pincrest Academy
Meadows Mall

floor plan upper level

SCALE : 1/16" = 1'-0"

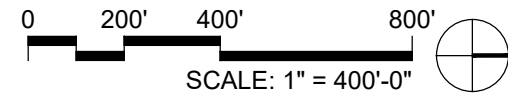


SHT A2.1

Attachment 19 - Existing Floor Plan

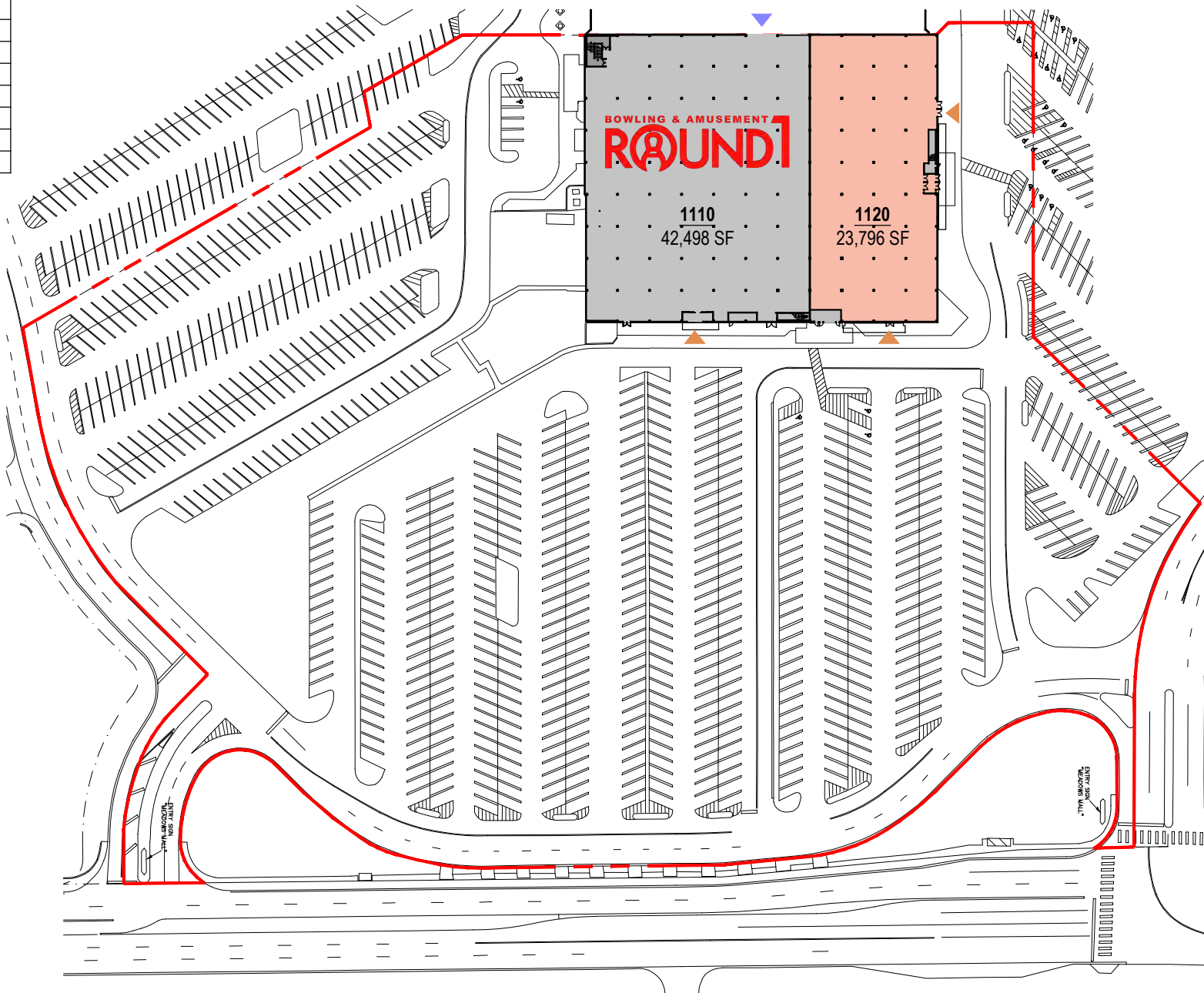


AVAILABLE LEASED



Attachment 19 - Existing Floor Plan

AREA CALCULATIONS	
1110 ROUND 1	42,498 SF
1120	23,796 SF
1210	66,332 SF
TOTAL	132,626 SF
PARKING (APPROX.)	790 SPACES
PARKING RATIO	1 PER 168 SF
	6.0 PER 1,000 SF

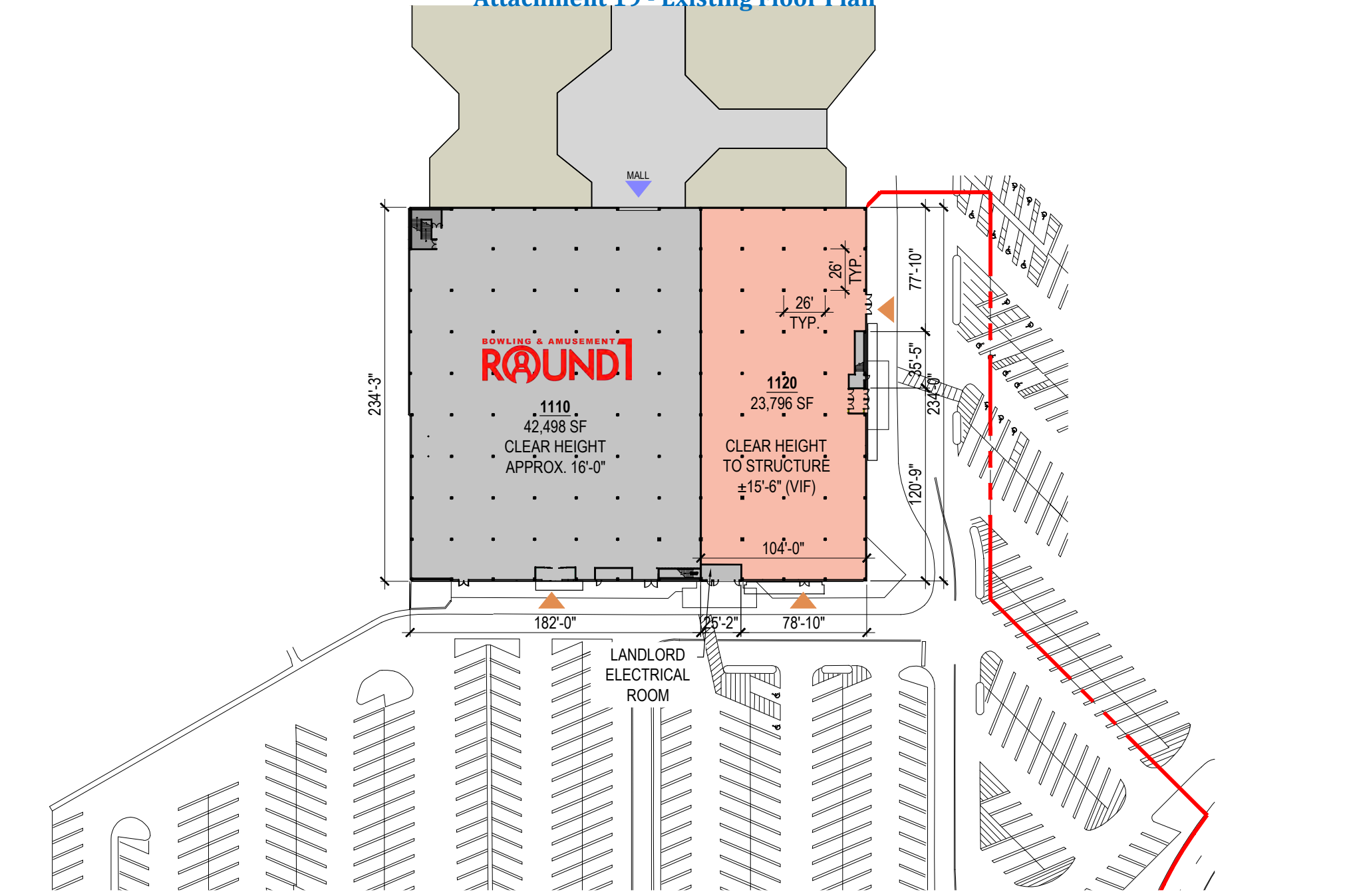


AVAILABLE
 LEASED



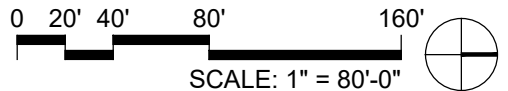
NOTE: THIS CONCEPTUAL SITE PLAN IS FOR PLANNING PURPOSES ONLY. SITE SPECIFIC INFORMATION SUCH AS EXISTING CONDITIONS, ZONING, PARKING, LANDSCAPE AND EGRESS REQUIREMENTS MUST BE VERIFIED BY ZONING ATTORNEY AND CODE CONSULTANT. LOCATIONS OF MECHANICAL SHAFTS ARE TO BE DETERMINED. STAIRS ARE FOR ILLUSTRATIVE PURPOSES ONLY AND TO BE REVISED TO MEET EGRESS REQUIREMENTS.

Attachment 19 - Existing Floor Plan

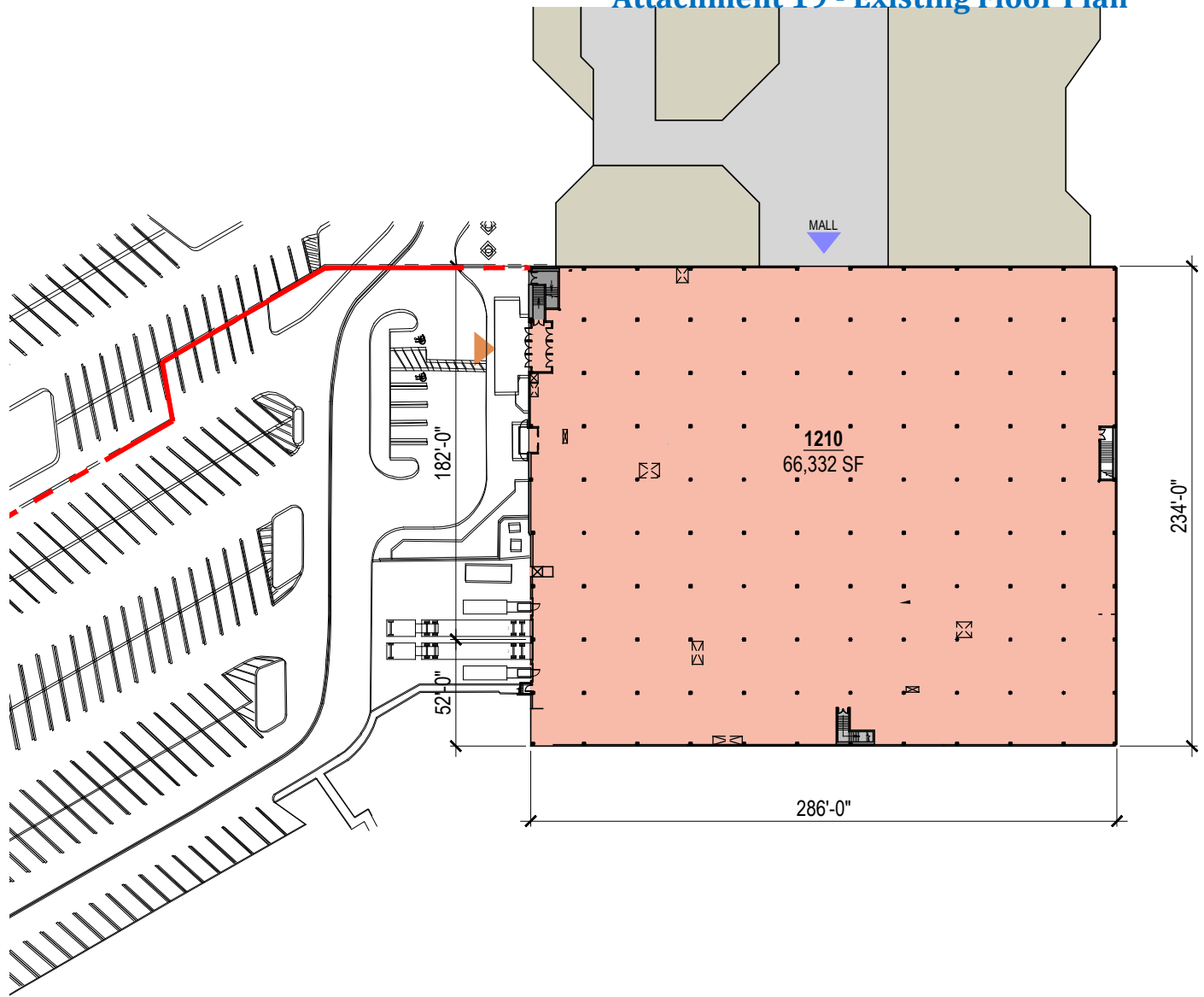


AVAILABLE
 LEASED

NOTE: THIS CONCEPTUAL SITE PLAN IS FOR PLANNING PURPOSES ONLY. SITE SPECIFIC INFORMATION SUCH AS EXISTING CONDITIONS, ZONING, PARKING, LANDSCAPE AND EGRESS REQUIREMENTS MUST BE VERIFIED BY ZONING ATTORNEY AND CODE CONSULTANT. LOCATIONS OF MECHANICAL SHAFTS ARE TO BE DETERMINED. STAIRS ARE FOR ILLUSTRATIVE PURPOSES ONLY AND TO BE REVISED TO MEET EGRESS REQUIREMENTS.



Attachment 19 - Existing Floor Plan



 AVAILABLE  LEASED

NOTE: THIS CONCEPTUAL SITE PLAN IS FOR PLANNING PURPOSES ONLY. SITE SPECIFIC INFORMATION SUCH AS EXISTING CONDITIONS, ZONING, PARKING, LANDSCAPE AND EGRESS REQUIREMENTS MUST BE VERIFIED BY ZONING ATTORNEY AND CODE CONSULTANT. LOCATIONS OF MECHANICAL SHAFTS ARE TO BE DETERMINED. STAIRS ARE FOR ILLUSTRATIVE PURPOSES ONLY AND TO BE REVISED TO MEET EGRESS REQUIREMENTS.



Pinecrest Academy of Nevada Budget Narrative

The following narrative provides an overview of Pinecrest Academy of Nevada’s projected revenue and expenses.

Revenue

Per-Pupil Revenue:

The budget created for Pinecrest Academy of Nevada includes the per-pupil revenue assumption of \$7,290 for the 22-23 fiscal year of operation; with an estimated 1.30% increase each subsequent year thereafter. The budget created for the proposed campus assumes a per-pupil revenue assumption of \$7,388 for the first year of operation (23-24) with an estimated 1.30% each year after. The anticipated per-pupil amounts are based on the per-pupil statewide base & Clark County funding amounts shown in the following table found in Senate Bill No. 458 (assuming a 1.30% increase):

5. For each charter school or university school for profoundly gifted pupils, the statewide base per pupil funding amount for each pupil enrolled full-time in a program of distance education provided by such a school in Fiscal Year 2022-2023 is \$7,074. For each such school which provides in-person instruction in each of the respective counties, the adjusted base per pupil funding amount for Fiscal Year 2022-2023 is:

Carson City	\$7,074
Churchill	\$7,265
Clark	\$7,293
Douglas	\$7,074
Elko	\$7,265
Esmeralda	\$7,265
Eureka	\$7,265
Humboldt	\$7,265
Lander	\$7,265
Lincoln	\$7,265
Lyon	\$7,074
Mineral	\$7,265
Nye	\$7,265
Pershing	\$7,265
Storey	\$7,074
Washoe	\$7,074
White Pine	\$7,265

National School Lunch Program (NSLP):

The budget for Pinecrest Academy of Nevada includes an assumptive NSLP reimbursement rate of \$3.50 - \$3.75 per student for 180 school days. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day. Pinecrest Academy of Nevada has an average free-reduced lunch (FRL) student population amongst all campuses of approximately 24% with a projected 60% FRL student population for the proposed campus.

Special Education Funding (Part B):

Anticipated \$950 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year.

SPED Discretionary Unit:

Anticipated \$2,500 - \$2,600 per SPED student – Revenue is budgeted based upon prior year SPED counts. Limited funding during the first year of operation.

English Language Learner (ELL) Weight:

Anticipated \$1,635 per ELL student – Revenue is budgeted based upon prior year ELL counts. Current student ELL population for Pinecrest is roughly 1.29%. ELL per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the ELL weight multiplier of 0.23 (figures located in SB458). The budget assumes a 29.00% ELL student population at the proposed campus. Weight not assumed in Year 1 of the proposed campus as counts are from the prior year.

Gifted and Talented Education (GATE) Weight:

Anticipated \$848 per GATE student – Revenue is budgeted based upon prior year GATE counts. Current student GATE population for Pinecrest is roughly 3.76%. GATE per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the gifted and talented multiplier of 0.12 (figures located in SB458). The budget assumes a 2.50% GATE student population at the proposed campus. Weight not assumed in Year 1 of the proposed campus as counts are from the prior year.

At-Risk [Free and Reduced Lunch (FRL)] Weight:

Anticipated \$241 per FRL student – Revenue is budgeted based upon prior year FRL counts. Current student FRL population for Pinecrest is roughly 24.00%. FRL per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the at-risk weight multiplier of 0.03 (figures located in SB458). The budget assumes a 64.00% FRL student population at the proposed campus. Weight not assumed in Year 1 of the proposed campus as counts are from the prior year.

Expenses

Expense Categories:

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Personnel:

Approx. 39.86% of the budget (Year 1 – Year 6)

In the 23-24 school year, the proposed Pinecrest Academy of Nevada campus will have a total staff of 39, including 31 teachers and 8 admin & support staff: with a total enrollment of 645 students. By the 27-28 school year, the proposed Pinecrest Academy of Nevada campus is estimated to expand to a total staff of 76.5 and a total student enrollment of 1,200; adding, throughout the years, the necessary staff to effectively manage the actual/projected student enrollment increases. Below are the actual and anticipated staffing positions of the Pinecrest Academy of Nevada system, including the average salary of each position:

Principal - \$110,000/year – *Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*

Assistant Principal - \$75,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

Counselor - \$60,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

Curriculum Coach - \$65,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

ELL Coordinator - \$65,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.*

Virtual Coordinator - \$60,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of virtual program protocols/procedures.*

Classroom Teachers (Core) - \$47,725/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Classroom Teachers (Special) - \$47,725/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Special Ed. Teachers - \$47,725/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*

Speech Pathologist - \$60,000/year – *Diagnose and treat students with a wide range of vocal and cognitive communication impairments, helping with the emotional issues that come with that, tracking student progress to ensure academic goals are met.*

School Psychologist - \$60,000/year – *Work with students individually or in groups to help deal with various behavioral issues, learning difficulties, emotional problems, and any other concerns the schools may have.*

School Nurse - \$60,000/year – *Supports all students by providing health care services through assessments and interventions addressing the physical, mental, emotional, and social health needs.*

Office Manager - \$45,000/year – *Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.*

Registrar - \$40,000/year – *Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.*

Teacher Assistants - \$14.00/hour – *Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.*

Clinic Aide - \$14.00/hour – *Renders basic first aid to students and performs health-related records/data file management duties.*

Receptionist - \$14.00/hour – *Greet visitors, parents, and students, while facilitating communication within the school and assuring records and schedules are kept up to date.*

Campus Monitor/Custodian - \$14.00/hour – *Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.*

Cafeteria Manager - \$14.00/hour – *Responsible for planning, managing, and supervising a small food service facility (cafeteria).*

Below are Pinecrest Academy of Nevada’s anticipated staffing needs each year as a network; including the total anticipated staffing cost each year:

Position	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Principal	5.00	6.00	6.00	6.00	6.00	6.00
Assistant Principal	15.00	16.00	17.00	17.00	18.00	18.00
ELL Corrdinator / Virtual Coordinator	1.00	2.00	2.00	2.50	2.50	3.00
Counselor / Student Support Advocate / Dean	10.00	10.00	10.00	11.00	11.00	11.00
Curriculum Coach	8.00	8.00	8.00	8.00	9.00	9.00
Classroom Teachers (Core)	265.00	304.00	315.00	323.00	328.00	332.00
Classroom Teachers (Specials)	52.00	55.50	56.00	58.00	58.50	59.50
Special Education Teachers	36.00	39.00	40.50	41.00	42.00	42.50
SPED Facilitator / Speech Pathologist / School Psych / OT / School Nurse	9.50	9.50	9.50	9.50	9.50	9.50
Office Manager/Banker	8.00	9.00	9.00	9.00	9.00	9.00
Registrar	6.50	6.50	7.50	7.50	7.50	7.50
Receptionist / Clinic Aide/ FASA	14.00	15.00	16.00	16.00	16.00	16.00
Teacher Assistants (SPED Included)	53.50	56.50	62.50	64.50	66.50	66.50
Campus Monitor/Custodian	14.00	15.00	15.00	16.00	16.00	16.00
Cafeteria Manager	8.00	9.00	9.00	9.00	9.00	9.00
Total Staff:	505.50	561.00	583.00	598.00	608.50	614.50
Total Staff Cost:	23,453,729	26,706,715	28,215,956	29,515,650	30,693,143	31,627,238

All salaries are anticipated to increase by 2.00% each year

Additional staff positions will be added in the following years based upon the growth of these charter schools.

a. Pinecrest Academy of Nevada - Proposed Campus – Personnel Breakdown

Position	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Principal	-	1.00	1.00	1.00	1.00	1.00
Assistant Principal	-	1.00	2.00	2.00	3.00	3.00
ELL Corrdinator / Virtual Coordinator	-	1.00	1.00	1.50	1.50	2.00
Counselor / Student Support Advocate / Dean	-	-	-	1.00	1.00	1.00
Curriculum Coach	-	-	-	-	1.00	1.00
Classroom Teachers (Core)	-	25.00	31.00	36.00	40.00	44.00
Classroom Teachers (Specials)	-	3.00	3.50	5.50	6.00	7.00
Special Education Teachers	-	3.00	3.50	4.00	5.00	5.50
Office Manager/Banker	-	1.00	1.00	1.00	1.00	1.00
Registrar	-	-	1.00	1.00	1.00	1.00
Receptionist / Clinic Aide/ FASA	-	1.00	2.00	2.00	2.00	2.00
Teacher Assistants (SPED Included)	-	1.00	5.00	5.00	5.00	5.00
Campus Monitor/Custodian	-	1.00	1.00	2.00	2.00	2.00
Cafeteria Manager	-	1.00	1.00	1.00	1.00	1.00
Total Staff:	-	39.00	53.00	63.00	70.50	76.50
Total Staff Cost:	-	1,917,160	2,539,310	3,091,818	3,591,223	3,973,562

Benefits:

Approx. 20.41% of the budget (Year 1 – Year 6)

Employee benefits will cover all employees except for substitute teachers and other contracted services; as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- PERS (Retirement)
- Medicare
- Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 47.08% of salaries in the 22-23 school year, increasing incrementally each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Total Salaries and Wages:	23,453,729	26,706,715	28,215,956	29,515,650	30,693,143	31,627,238
Benefits % of Salaries:	47.08%	47.75%	48.00%	48.25%	48.50%	48.75%
Total Cost of Benefits:	11,041,524	12,752,456	13,543,659	14,241,301	14,886,174	15,418,279

Payroll Services:

Approx. 0.22% of the budget (Year 1 – Year 6)

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$20 per employee per month to process payroll, bringing us to an annual total cost of \$240 per employee. Academica Nevada pays the payroll expenses of Pinecrest Academy of Nevada as shown in the revenue portion of the Network Budget.

Contractual:

Approx. 8.23% of the budget (Year 1 – Year 6)

Academica Nevada Management Fee – \$450 per student – Academica Nevada is an Educational Management Service Provider whose services to Pinecrest include, and are not limited to, the following:

- Identification, design, and procurement of facilities and equipment
- Staffing recommendations and human resource coordination

- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting and financial forecasting

Pinecrest Academy, Inc. Affiliation Fee – 1.00% of DSA revenue – Trademark License Agreement between Pinecrest Academy, Inc. (“Licensor”), and the school, Pinecrest Academy of Nevada (“Licensee”). Pinecrest Academy, Inc. grants Pinecrest Academy of Nevada a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of Pinecrest Academy of Nevada in the State of Nevada.

- 0.50% of the 1.00% Pinecrest Academy, Inc. Affiliation Fee goes back to the school for Professional Development.

Academica Virtual Education (AVE) [Colegia] - \$900 per student in 22-23 for the virtual campus, incrementally increasing each year. Academica Virtual Education is a global network of public charter schools, digital learning communities, colleges, and non-profit organizations. AVE utilizes Colegia, a digital education operating system, to offer a seamless remote live instruction (RLI) experience. Remote live instruction gives students the opportunity to actively participate in the classroom while learning safely from their homes.

Administrative Fee (Virtual Oversight) - \$1,000 per student for virtual oversight of the virtual campus, this amount is included in the revenue portion of the Cadence campus as shown in the Network Budget. Cadence staff will provide virtual oversight of the program.

Contracted Services:

Approx. 2.94% of the budget (Year 1 – Year 6)

Special Education Contracted Services – Anticipated expense of \$160 per student throughout all campuses on average, increasing incrementally as SPED student enrollment increases. Pinecrest Academy of Nevada assumes a 9% special education student population based on prior year counts. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based on actual expenses of charter schools Academica Nevada works closely with.

Data Analyst Contracted Services – \$12,000 annual expense starting in the 24-25 school year for the proposed campus, incrementally increasing each year thereafter. Projected \$74,500 in 22-23 for the Pinecrest system. The Pinecrest Data Analyst maintains accurate data files of student achievement and works with site-based staff to interpret the data and plan for improved instructions. Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual’s student performance and school improvement.
- Develop and maintain historical student and school data files to monitor track performance.
- Interpret and review assessment data with administrators and teachers; support the planning of action steps.
- Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.

- Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

Substitute Teachers - \$175/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.* (10 days per teacher) Pinecrest will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs; are conservatively priced at \$165 per day, for 10 days per teacher.

Equipment:

Approx. 1.12% of the budget (Year 1 – Year 6)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows Pinecrest Academy of Nevada to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The leases include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. Pinecrest Academy of Nevada budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. The budget includes actual/projected FFE cost over the next few years up until the 27-28 school year, including the total equipment cost and lease payments each year (budget may include slight variances as we anticipated a 5% interest rate for future leases, whereas our current lease interest rates are around 1.50% - 3.00%)

Copier/Printing – Anticipated copier lease at a rate of roughly \$210,700 annually for the Pinecrest academy of Nevada system. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

Supplies:

Approx. 2.73% of the budget (Year 1 – Year 6)

Consumables – \$150 per student – this includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$14 per student – utilized by administrative staff

Classroom Supplies – \$29 per student – utilized by teaching staff

Copier Supplies – \$4.25 per student

Nursing Supplies – \$3.25 per student

SPED Supplies – \$129 per SPED student– utilized by SPED teaching staff

Insurance:

Approx. 0.47% of the budget (Year 1 – Year 6)

Facility/School Insurance - \$263,800 in 22-23 for the Pinecrest Academy of Nevada system - based upon the current yearly figures being paid as part of the Pinecrest Academy of Nevada insurance bundle. Increasing by 6% each subsequent year thereafter

Facility:

Approx. 18.92% of the budget (Year 1 – Year 6)

Scheduled Lease Payment (rent) – The Pinecrest Board will secure a facility lease in time for the commencement of school operations of the proposed campus. The facility will allow for necessary classrooms, computer labs, science labs, multi-purpose room, and office space needed. Academica manages over one-hundred schools nationwide, with a majority that have facilities with the model of adequate square feet per students that the anticipated facility will offer. Year 1 rent total of \$1,000,000. Discussions regarding a facility lease agreement have yet to be finalized; however, this projection provides a more than adequate depiction of the anticipated rental cost.

Scheduled Bond Payment – All physical campuses in the Pinecrest Academy of Nevada network were purchased by the issuance of bonds. The amounts budgeted are based on the lease agreements of these bonds. Refer to the Network Budget for the actual amounts each year contained in the bond lease agreements. No facility expenses for the virtual school.

Public Utilities (electricity, gas, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. Pinecrest is budgeting, roughly \$938,280 in the 22-23 school year for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$862,978 annual expense in the 22-23 school year (rates at which other charter schools working with Academica Nevada pay), includes a cushion for any major/miscellaneous janitorial expenses. Contracted janitorial for daily/weekly cleaning of the campus.

Custodial Supplies - \$32 per student.

Facility Maintenance – Facility repairs, maintenance, capital outlay assumption of \$238,336 in the 22-23 school year, dependent on facility usage, increasing as student enrollment increases and to account for general facility wear and tear.

Lawn Care – Assumption of roughly \$100,842 annual expense in 22-23 for basic lawn care maintenance. Based on current facility costs. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – basic AC Maintenance & Repair assumption of roughly \$143,056 annually, increasing as student enrollment increases and to account for general AC wear and tear.

National School Lunch Program (NSLP):

Approx. 2.30% of the budget (Year 1 – Year 6)

Pinecrest Academy of Nevada projects roughly 60% of the student population of the proposed campus will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail in the subsection above. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school will seek to contract with a Vendor to prepare specified meals under the National School Lunch Program (NSLP). The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes an expense rate of \$3.10 per student for 180 school days.

Athletics:

Approx. 0.16% of the budget (Year 1 – Year 6)

Athletics – Pinecrest Academy of Nevada has budgeted \$90,000 as a network for Athletics for the 22-23 school year. Most of the budgeted amount goes towards both K-12 campuses, Cadence & Sloan Canyon, the only two campuses who have an athletic program. Incrementally increasing each year as student enrollment increases.

Travel:

Approx. 0.02% of the budget (Year 1 – Year 6)

Travel costs associated with recruitment and staff development are estimated to be \$12,800 per year.

Accounting, Audit, and Legal Fees:

Approx. 0.16% of the budget (Year 1 – Year 6)

Audit/Accounting – Roughly \$12,000 per year per campus – includes an annual audit expense and expenses associated with accounting. Based upon previous audits performed for Pinecrest Academy of Nevada and the rates of other charter schools working closely with Academica Nevada. Incrementally increasing each year.

Legal Fees - 6,000 per year – based upon actual expenses and the expenses of other charter schools working with Academica Nevada.

Technology:

Approx. 0.92% of the budget (Year 1 – Year 6)

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$3.50 per month per student is necessary to ensure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$45.00 per year per student).

Intellatek IT Set-up Fees - Intellatek's initial start-up fee is dependent on how much new equipment is acquired by a school and/or if a school is opening for the first time. The initial start-up fee can be as high as \$15,000 per year and as low as \$5,000 per year. The budget reflects this wide variance and takes into consideration how much new equipment each school is anticipated to need each year, and whether it's a school's first year of operation.

Infinite Campus - \$2 per student plus \$2,500 per campus recurring expense each year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$4,500 per year per campus – Amount allocated for website upkeep and maintenance.

Telephone & Internet – annual contract expense of roughly \$101,712 for Pinecrest Academy of Nevada in the 22-23 school year (includes anticipated e-rate discount), with an estimated 3.00% contract increase each subsequent year thereafter. Based on current contract in place at Pinecrest Academy of Nevada.

Other:

Approx. 1.53% of the budget (Year 1 – Year 6)

State Administrative Fee - 1.25% of DSA revenue – the state charges 1.25% of DSA revenue for the state sponsor fee.

Tuition Reimbursement – \$45,500 per campus in 22-23 – Employee benefits in which the school pays all, or a portion, of an employee’s tuition for coursework and/or training.

Marketing/Advertising – \$5,000 per campus annually for marketing/advertising. Pinecrest will market via multiple modes to ensure that all families are informed of their educational options. The marketing campaign includes, but may not be limited to, the following: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a door-to-door approach.

Dues and Fees - Assumption of roughly \$12,000 annually per campus, increasing incrementally each year.

Postage - Estimate of \$1,000 per campus per year, based upon prior year usage; incrementally increasing as student enrollment increases.

Background and Fingerprinting - \$60 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$2,000 per year per campus, for miscellaneous expenses that may arise throughout the year.

Pinecrest Academy of Nevada - Springs	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Statewide Base (w/ District Adj)	7,290	7,388	7,484	7,581	7,680	7,780
Total Students (FTEs)	-	645	815	960	1,080	1,200
Kinder		100	100	100	100	100
1st Grade		100	100	100	100	100
2nd Grade		100	100	100	100	100
3rd Grade		100	100	100	100	100
4th Grade		75	100	100	100	100
5th Grade		50	75	100	100	100
6th Grade		120	120	120	120	120
7th Grade		-	120	120	120	120
8th Grade		-	-	120	120	120
9th Grade		-	-	-	120	120
10th Grade		-	-	-	-	120
11th Grade		-	-	-	-	-
12th Grade		-	-	-	-	-
Total Students (FTEs)	-	645	815	960	1,080	1,200
PRIOR YEAR NUMBERS						
SPED Count		77	77	98	115	130
ELL Count		-	187	236	278	313
GATE Count		-	-	20	24	32
FRL %		64%	64%	64%	64%	64%
At-Risk (FRL) Count		-	148	203	239	264
					-	-
TEACHING STAFF						
Classroom Teachers		25.00	31.00	36.00	40.00	44.00
SPED Teachers		3.00	3.50	4.00	5.00	5.50
Art Teacher		1.00	1.00	1.00	1.00	1.00
Music		1.00	1.00	1.00	1.00	1.00
PE Teacher		1.00	1.00	1.00	1.00	1.00
Dance		-	-	-	-	-
Technology (STEM)		-	-	1.00	1.00	1.00
Theatre		-	-	-	-	-
Spanish / Language		-	-	1.00	1.00	1.00
Additional Elective Teachers		-	-	-	0.50	1.50
Total Teaching Staff	-	31.00	37.50	45.00	50.50	56.00
ADMIN & SUPPORT	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Principal		1.00	1.00	1.00	1.00	1.00
Assistant Principal		1.00	2.00	2.00	3.00	3.00
ELL Coordinator		1.00	1.00	1.50	1.50	2.00
Counselor/ Student Support Advocate		-	-	1.00	1.00	1.00
Curriculum Coach		-	-	-	1.00	1.00
Office Manager/Banker		1.00	1.00	1.00	1.00	1.00
Registrar		-	1.00	1.00	1.00	1.00
Clinic Aide/ FASA		-	1.00	1.00	1.00	1.00
Receptionist		1.00	1.00	1.00	1.00	1.00
Teacher Assistants (SPED Included)		1.00	5.00	5.00	5.00	5.00
Campus Monitor/Custodian		1.00	1.00	2.00	2.00	2.00
Cafeteria Manager		1.00	1.00	1.00	1.00	1.00
Parent Engagement Coordinator		-	-	-	-	-
SPED Facilitator		-	-	-	-	-
Speech Pathologist		-	-	-	-	-
School Psychologist		-	-	-	-	-
OT		-	-	-	-	-
School Nurse		-	-	-	-	-
Gate Teacher		-	0.50	0.50	0.50	0.50
Virtual Coordinator		-	-	-	-	-
Total Admin & Support	-	8.00	15.50	18.00	20.00	20.50
Total # Teachers	-	31.00	37.50	45.00	50.50	56.00
Total # Admin & Support	-	8.00	15.50	18.00	20.00	20.50
Total Staff	-	39.00	53.00	63.00	70.50	76.50
Total Salaries & Benefits as % of Expenses		56%	56%	56%	57%	56%
Instruction Salaries as % of Total Salaries		80%	77%	77%	76%	77%
Admin & Support Salaries as % of Total Salaries		20%	23%	23%	24%	23%
Rent as % of Revenue		20%	18%	18%	17%	19%

REVENUE (@ 100%)	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
State Base Revenue		4,765,137	6,099,338	7,277,895	8,294,071	9,335,438
Local SPED		-	-	-	-	-
National School Lunch Program (NSLP)		278,640	356,774	425,779	491,443	559,872
SPED Funding (Part B)		38,000	73,530	92,910	109,440	123,120
SPED Discretionary Unit		-	193,500	249,390	293,760	324,000
ELL Weight		-	305,827	386,432	455,184	561,881
Gifted and Talented Education (GATE) Weight		-	-	17,278	20,352	29,678
At-Risk Weight		-	35,752	48,809	57,493	71,414
OTHER: Administrative Fee - Virtual		-	-	-	-	-
OTHER:		-	-	-	-	-
OTHER:		-	-	-	-	-
OTHER: Academica Donation - Payroll Fees		11,360	14,720	17,120	18,920	20,360
Total Revenues	-	5,093,137	7,079,442	8,515,614	9,740,663	11,025,763

EXPENSES	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Personnel Costs - Unrestricted Salaries						
Principal		110,000	112,200	114,444	116,733	119,068
Assistant Principal(s)		75,000	151,500	154,530	232,621	237,273
Curriculum Coach		-	-	-	65,000	66,300
ELL Coordinator/SWxS/RBG3		65,000	66,300	100,126	102,129	136,671
Counselor / Student Support Advocate/Dean		-	-	61,500	62,730	63,985
Teachers Salaries		1,363,600	1,689,800	2,078,700	2,354,625	2,666,400
Prior Grant/Categorical Positions		-	-	-	-	-
SPED Teachers		146,100	173,950	202,800	258,750	290,400
Office Manager/ Registrar / Banker		45,000	90,900	92,718	94,572	96,464
Secretary & FASA		22,400	45,600	46,400	47,200	48,000
Teacher Assistants (including SPED)		20,160	102,600	104,400	118,000	108,000
Campus Monitors		26,880	27,360	55,680	56,640	57,600
Virtual School Corrdinator		-	-	-	-	-
Total Unrestricted Salaries	-	1,874,140	2,460,210	3,011,298	3,508,999	3,890,160
Personnel Costs - Restricted Salaries						
SPED Facilitator		-	-	-	-	-
Speech Pathologist		-	-	-	-	-
School Psychologist		-	-	-	-	-
OT		-	-	-	-	-
School Nurse		-	-	-	-	-
GATE Teacher		-	35,000	35,700	36,414	37,142
NSLP Manager		-	-	-	-	-
Cafeteria Manager - NSLP		20,520	21,600	22,320	23,310	23,760
On Campus Sub		22,500	22,500	22,500	22,500	22,500
Total Restricted Salaries	-	43,020	79,100	80,520	82,224	83,402
Total Salaries and Wages	-	1,917,160	2,539,310	3,091,818	3,591,223	3,973,562
PERS - 29.75%		570,355	755,445	919,816	1,068,389	1,182,135
Insurances/Employment Taxes/Other Benefits		345,089	463,424	571,986	673,354	754,977
Retention Bonuses		-	43,032	51,480	58,696	64,064
Holiday Bonuses		7,875	9,625	10,875	11,813	12,563
Stipend		-	3,000	15,000	15,000	15,000
Additional Bonuses		-	24,250	29,000	32,750	35,750
Tuition Reimbursements		-	12,000	12,000	12,000	12,000
Subst. Teachers (10 days/Teacher)		31,750	43,125	56,250	65,875	75,500
Total Benefits and Related	-	955,069	1,353,901	1,666,407	1,937,877	2,151,988
Total Payroll / Benefits and Related	-	2,872,229	3,893,211	4,758,225	5,529,100	6,125,550
Supplies						
Consumables		29,025	122,250	144,000	162,000	180,000
Dual Enrollment - Student Fees/Textbooks		-	-	-	-	-
Zion's FFE Lease - payments		131,000	230,000	280,000	317,000	340,000
Cash instead of Zion Lease - Curriculum/Tech/Furniture		-	-	-	-	-
Office Supplies		9,030	11,410	13,440	15,120	16,800
Classroom Supplies		18,705	23,635	27,840	31,320	34,800
Copier Supplies		2,741	3,464	4,080	4,590	5,100
Nursing Supplies		2,096	2,649	3,120	3,510	3,900
SPED Supplies		9,985	9,985	12,616	14,861	16,718
Athletics/Extra		-	-	-	-	5,000
Total Supplies	-	202,582	403,392	485,096	548,401	602,318

Purchased Services	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Data Analysts		-	12,000	12,360	12,731	12,731
Special Education Contracted Services		80,625	163,000	220,800	270,000	246,000
AVE Credits		-	-	-	-	-
Administrative Fee to Cadence		-	-	-	-	-
Management Fee		161,250	366,750	432,000	486,000	540,000
Payroll Services		11,360	14,720	17,120	18,920	20,360
Audit/Tax		-	12,200	12,566	12,943	13,331
Legal Fees		6,000	6,000	6,000	6,000	6,000
IT Services		29,025	36,675	43,200	48,600	54,000
IT Set-up Fees		12,500	12,500	12,500	12,500	12,500
State Administrative Fee (1.25%)		59,564	76,242	90,974	103,676	116,693
Affiliation Fee - Inc. (1/2 of 1%)		23,826	30,497	36,389	41,470	46,677
Affiliation Fee - Professional Development (1/2 of 1%)		23,826	30,497	36,389	41,470	46,677
Affiliation Fee -		-	-	-	-	-
Total Purchased Services	-	407,976	761,080	920,299	1,054,310	1,114,969
General Operations	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Telephone		6,000	6,180	6,365	6,556	6,753
Internet		9,000	9,270	9,548	9,835	10,130
Cell Phones		-	-	-	-	-
Postage		750	1,300	1,000	1,250	1,300
Website		4,000	4,120	4,244	4,371	4,502
Copier / Printing		30,000	30,900	32,136	33,421	34,758
Infinite Campus		3,790	4,130	4,420	4,660	4,900
Total General Operations	-	53,540	55,900	57,713	60,093	62,343
Insurances	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Property Insurance		10,000	10,600	11,236	11,910	12,625
Liability Insurance		7,000	7,420	7,865	8,337	8,837
Other Insurances		13,000	13,780	14,607	15,483	16,412
Total Insurances	-	30,000	31,800	33,708	35,730	37,874
Other	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Lunch Program-NSLP		231,542	296,947	357,306	411,773	471,216
Advertising/Marketing		5,000	5,000	5,000	5,000	5,000
Travel		2,000	1,500	3,000	3,000	3,000
Background and Fingerprinting		2,925	1,050	1,350	1,350	1,350
Dues and Fees		12,000	12,000	12,000	12,000	12,000
Loan Payment / Interest Expense		-	-	-	-	-
Prior Year Surplus allocated by board		-	-	-	-	-
Graduation		-	-	-	-	-
Other Purchases		2,000	2,000	2,000	2,000	2,000
Total Other	-	255,467	318,497	380,656	435,123	494,566
Facilities	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Public Utilities		78,000	79,560	81,151	82,774	85,257
Natural Gas		-	-	-	-	-
Water / Sewer		20,400	20,808	21,224	21,649	22,298
Garbage/Disposal		12,000	12,240	12,485	12,734	13,117
Fire and Security alarms		6,000	6,120	6,242	6,367	6,558
Contracted Janitorial Services		81,900	83,538	85,209	86,913	88,613
Custodial Supplies		20,640	26,080	30,720	34,560	38,400
Facility Maintenance/Repairs/Capital Outlay		22,500	35,000	36,500	37,500	40,000
Lawn Care		12,000	12,240	12,485	12,734	13,117
Snow removal		-	-	-	-	-
AC Maintenance & Repair		12,500	12,750	13,005	13,265	13,663
Total Facilities	-	265,940	288,336	299,021	308,497	319,323
Total Expenses Before Bldg	-	4,087,734	5,752,216	6,934,718	7,971,255	8,756,944
Scheduled Lease Payment		1,000,000	1,250,000	1,500,000	1,650,000	2,150,000
Scheduled Bond Payment		-	-	-	-	-
Scheduled Bond Payment		-	-	-	-	-
Scheduled Bond Payment		-	-	-	-	-
Additional Parking		-	-	-	-	-
Surplus (Revenues-Total Expenses-Lease-Bond)	-	5,403	77,225	80,895	119,408	118,818
		0.11%	1.15%	0.95%	1.29%	1.14%

REVENUE (@ 100%)	FY 23	FY 24	SPED	FY 26	FY 27	FY 28
State Base Revenue	54,940,688	63,616,597	67,505,522	70,645,032	73,040,619	75,067,861
Local SPED	-	-	-	15,000	15,000	15,000
National School Lunch Program (NSLP)	1,150,092	1,789,041	1,914,882	2,015,639	2,100,700	2,173,730
SPED Funding (Part B)	707,750	779,947	836,359	871,019	894,939	908,541
SPED Discretionary Unit	2,024,925	1,952,493	2,200,094	2,334,247	2,400,854	2,430,885
ELL Weight	158,595	165,976	474,941	557,228	626,112	749,770
Gifted and Talented Education (GATE) Weight	239,984	249,302	253,231	272,558	275,673	305,994
At-Risk Weight	329,206	353,697	401,837	425,689	441,507	479,030
OTHER: Administrative Fee - Virtual	88,000	170,000	275,000	368,000	468,000	492,000
OTHER:	-	-	-	-	-	-
OTHER:	-	-	-	-	-	-
OTHER: Academica Donation - Payroll Fees	135,320	150,400	154,000	157,600	162,040	161,800
Total Revenues	59,774,560	69,227,454	74,015,866	77,662,012	80,425,443	82,784,612

EXPENSES	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Personnel Costs - Unrestricted Salaries						
Principal	653,882	776,960	792,499	808,349	824,516	841,006
Assistant Principal(s)	1,214,855	1,314,152	1,415,435	1,443,744	1,547,619	1,578,571
Curriculum Coach	272,241	277,686	283,240	288,905	359,683	366,877
ELL Coordinator/SWxS/RBG3	57,222	123,366	125,834	160,850	164,067	199,849
Counselor / Student Support Advocate/Dean	610,119	622,322	634,768	708,963	723,143	737,605
Teachers Salaries	14,907,138	17,346,900	18,305,500	19,233,300	19,971,675	20,661,900
Prior Grant/Categorical Positions	-	-	-	-	-	-
SPED Teachers	1,721,600	1,899,300	2,013,150	2,079,000	2,173,750	2,244,200
Office Manager/ Registrar / Banker	733,267	792,932	853,791	870,866	888,284	906,049
Secretary & FASA	450,761	472,835	497,242	499,274	501,330	510,611
Teacher Assistants (including SPED)	1,073,520	1,154,700	1,300,320	1,366,020	1,444,960	1,448,820
Campus Monitors	407,760	449,760	456,960	492,000	499,680	507,360
Virtual School Corrdinator	60,000	112,200	114,400	116,600	121,000	125,400
Total Unrestricted Salaries	22,162,365	25,343,113	26,793,139	28,067,872	29,219,707	30,128,248
Personnel Costs - Restricted Salaries						
	-	-	-	-	-	-
SPED Facilitator	238,838	243,615	248,487	253,457	258,526	263,697
Speech Pathologist	138,433	141,202	144,026	146,907	149,845	152,842
School Psychologist	215,000	219,300	223,686	228,160	232,723	237,377
OT	17,271	17,616	17,968	18,328	18,694	19,068
School Nurse	128,626	131,199	133,822	136,499	139,229	142,013
GATE Teacher	254,755	259,850	300,047	306,048	312,169	318,412
NSLP Manager	-	-	-	-	-	-
Cafeteria Manager - NSLP	156,240	186,120	190,080	193,680	197,550	200,880
On Campus Sub	142,200	164,700	164,700	164,700	164,700	164,700
Total Restricted Salaries	1,291,363	1,363,602	1,422,818	1,447,778	1,473,436	1,498,990
Total Salaries and Wages	23,453,729	26,706,715	28,215,956	29,515,650	30,693,143	31,627,238
PERS - 29.75%	6,962,484	7,945,248	8,394,247	8,780,906	9,131,210	9,409,103
Insurances/Employment Taxes/Other Benefits	4,079,040	4,807,209	5,149,412	5,460,395	5,754,964	6,009,175
Retention Bonuses	409,889	425,587	474,592	486,240	494,896	500,264
Holiday Bonuses	76,688	85,938	88,563	90,438	91,750	92,500
Stipend	123,800	40,000	43,000	55,000	55,000	55,000
Additional Bonuses	244,375	249,875	277,625	284,875	290,125	293,125
Tuition Reimbursements	45,500	55,500	67,500	67,500	67,500	67,500
Subst. Teachers (10 days/Teacher)	476,675	523,050	544,825	563,200	574,575	584,200
Total Benefits and Related	12,418,451	14,132,406	15,039,763	15,788,554	16,460,020	17,010,867
Total Payroll / Benefits and Related	35,872,180	40,839,120	43,255,720	45,304,203	47,153,163	48,638,105
Supplies						
Consumables	1,064,720	1,254,275	1,403,900	1,470,900	1,525,500	1,551,350
Dual Enrollment - Student Fees/Textbooks	308,000	434,320	476,840	531,400	621,200	651,200
Zion's FFE Lease - payments	386,400	330,000	465,000	470,000	507,000	455,000
Cash instead of Zion Lease - Curriculum/Tech/Furniture	95,000	94,250	103,000	105,000	103,000	103,000
Office Supplies	106,604	121,440	127,114	131,244	133,890	135,816
Classroom Supplies	218,544	249,495	261,254	269,814	275,300	279,291
Copier Supplies	32,028	35,891	37,298	38,276	38,803	39,308
Nursing Supplies	24,492	27,446	28,522	29,270	29,673	30,059
SPED Supplies	96,105	110,943	113,926	118,800	122,195	124,042
Athletics/Extra	90,000	100,000	110,000	120,000	130,000	145,000
Total Supplies	2,421,893	2,758,061	3,126,854	3,284,703	3,486,560	3,514,067

Purchased Services	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Data Analysts	74,500	78,280	92,622	95,400	98,262	98,515
Special Education Contracted Services	918,563	1,348,425	1,513,410	1,607,760	1,720,350	1,705,735
AVE Credits	79,200	170,000	275,000	368,000	468,000	492,000
Administrative Fee to Cadence	88,000	255,000	375,000	480,000	585,000	615,000
Management Fee	3,391,200	3,747,750	4,061,700	4,196,700	4,284,000	4,346,550
Payroll Services	135,320	150,640	155,920	159,520	162,040	163,480
Audit/Tax	57,500	72,100	86,452	89,023	91,660	94,365
Legal Fees	28,500	37,500	37,500	37,500	37,500	37,500
IT Services	339,120	387,165	405,420	418,710	427,230	433,425
IT Set-up Fees	46,500	66,500	67,000	67,000	67,000	67,000
State Administrative Fee (1.25%)	695,856	795,207	843,819	883,063	913,008	938,348
Affiliation Fee - Inc. (1/2 of 1%)	274,703	318,083	337,528	353,225	365,203	375,339
Affiliation Fee - Professional Development (1/2 of 1%)	274,703	318,083	337,528	353,225	365,203	375,339
Affiliation Fee -	-	-	-	-	-	-
Total Purchased Services	6,403,666	7,744,733	8,588,898	9,109,126	9,584,456	9,742,597
General Operations	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Telephone	27,228	34,044	35,066	36,118	37,201	38,317
Internet	74,484	85,719	88,290	90,939	93,667	96,477
Cell Phones	-	-	-	-	-	-
Postage	5,950	8,950	9,700	9,700	10,050	10,100
Website	30,000	34,100	35,143	36,062	37,209	38,184
Copier / Printing	210,700	249,128	258,793	269,145	279,911	291,107
Infinite Campus	15,000	34,640	35,302	35,762	36,010	36,248
Total General Operations	363,362	446,581	462,293	477,725	494,047	510,433
Insurances	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Property Insurance	81,950	96,867	102,679	108,840	115,370	122,292
Liability Insurance	54,800	65,013	69,229	73,729	78,534	83,665
Other Insurances	127,050	147,618	156,706	166,363	176,624	187,529
Total Insurances	263,800	309,498	328,614	348,931	370,528	393,486
Other	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Lunch Program-NSLP	1,072,942	1,584,079	1,693,572	1,784,123	1,857,798	1,921,715
Advertising/Marketing	43,000	37,500	37,500	38,500	31,000	31,000
Travel	12,800	14,200	13,700	15,200	15,200	15,200
Background and Fingerprinting	9,120	8,265	6,570	6,990	6,990	6,990
Dues and Fees	69,000	80,200	81,200	81,700	82,700	85,200
Loan Payment / Interest Expense	-	-	-	-	-	-
Prior Year Surplus allocated by board	-	-	-	-	-	-
Graduation	30,000	32,000	34,000	36,000	38,000	40,000
Other Purchases	10,000	14,000	14,500	14,500	14,500	14,500
Total Other	1,246,862	1,770,244	1,881,042	1,977,013	2,046,188	2,114,605
Facilities	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Public Utilities	645,900	743,277	762,581	782,404	802,760	826,843
Natural Gas	5,340	5,500	5,665	5,835	6,010	6,191
Water / Sewer	131,820	156,175	160,269	164,474	168,794	173,858
Garbage/Disposal	155,220	171,877	176,418	181,084	185,878	191,454
Fire and Security alarms	62,500	70,375	72,220	74,116	76,062	78,344
Contracted Janitorial Services	862,978	970,767	996,366	1,022,662	1,049,675	1,052,505
Custodial Supplies	238,336	270,240	280,832	288,192	292,160	295,968
Facility Maintenance/Repairs/Capital Outlay	342,500	377,500	401,500	414,500	426,500	441,500
Lawn Care	100,842	115,867	118,943	122,102	125,349	129,109
Snow removal	-	-	-	-	-	-
AC Maintenance & Repair	143,056	159,848	164,024	168,313	172,718	177,900
Total Facilities	2,688,492	3,041,425	3,138,818	3,223,683	3,305,907	3,373,672
Total Expenses Before Bldg	49,260,254	56,909,663	60,782,239	63,725,385	66,440,849	68,286,965
Scheduled Lease Payment	-	1,000,000	1,250,000	1,500,000	1,650,000	2,150,000
Scheduled Bond Payment	2,967,220	3,045,000	3,053,000	3,057,500	3,055,500	3,056,500
Scheduled Bond Payment	2,492,800	2,495,000	2,495,000	2,494,000	2,497,000	2,493,000
Scheduled Bond Payment	2,963,100	3,130,000	3,390,000	3,777,000	3,904,000	3,907,500
Additional Parking	30,000	30,000	30,000	30,000	30,000	30,000
	-	-	-	-	-	-
Surplus (Revenues-Total Expenses-Lease-Bond)	2,061,186	2,617,791	3,015,627	3,078,127	2,848,094	2,860,647
	3.52%	3.88%	4.18%	3.96%	3.64%	3.55%

Pinecrest Academy of Nevada

FY 23

FY 24

FY 25

FY 26

FY 27

FY 28

Adjusted Net Income Available Before Lease and Debt Service	10,514,306	12,317,791	13,233,627	13,936,627	13,984,594	14,497,647
Scheduled Lease Payment	-	1,000,000	1,250,000	1,500,000	1,650,000	2,150,000
Scheduled Bond Payment	2,967,220	3,045,000	3,053,000	3,057,500	3,055,500	3,056,500
Scheduled Bond Payment	2,492,800	2,495,000	2,495,000	2,494,000	2,497,000	2,493,000
Scheduled Bond Payment	2,963,100	3,130,000	3,390,000	3,777,000	3,904,000	3,907,500
	30,000	30,000	30,000	30,000	30,000	30,000
Total Lease Payments & Net Debt Service	8,453,120	9,700,000	10,218,000	10,858,500	11,136,500	11,637,000
Annual Debt Service Coverage	1.24	1.27	1.30	1.28	1.26	1.25
Days Cash on Hand Calculation						
Actual Beginning Cash Balance (based on FY21 Audit)	16,026,053	18,087,239	20,705,030	23,720,657	26,798,784	29,646,878
Accounts Receivable	-	-	-	-	-	-
Plus: Operating Surplus	2,061,186	2,617,791	3,015,627	3,078,127	2,848,094	2,860,647
Ending Cash Balance	18,087,239	20,705,030	23,720,657	26,798,784	29,646,878	32,507,525
Projected Days Cash on Hand	114.39	113.46	121.94	131.15	139.49	148.46



PINECREST SPRINGS

Apertura en el área de Springs Preserve en agosto de 2023

A medida que nos lanzamos al éxito, haremos lo siguiente:



Proporcione instrucción al nivel de preparación de su hijo. Proporcione instrucción al nivel de preparación de su hijo. Sabemos que todos los estudiantes son diferentes y queremos encontrar a su hijo exactamente donde está. Brindaremos instrucción al nivel de preparación de su hijo. Esto incluye brindar instrucción significativa a los estudiantes que aprenden inglés como segundo idioma. Nuestro objetivo es que todos los niños trabajen al nivel de su grado o por encima de él al final del quinto grado.



El aprendizaje sea práctico, significativo y divertido. Hacemos que el aprendizaje sea práctico, significativo y divertido. Sabemos que los estudiantes deben participar activamente en el proceso de aprendizaje. Es por eso que haremos que el aprendizaje sea visual, traeremos manipulativos como modelos, proporcionaremos tecnología a los estudiantes y utilizaremos las excursiones como herramientas de enseñanza. Cada niño tendrá la oportunidad de responder en el salón de clases y practicar habilidades esenciales fuera del salón de clases a través de actividades de aprendizaje combinadas.



Infundir STEM en todas las áreas temáticas básicas. Nuestra escuela charter se centrará en infundir ciencia, tecnología, ingeniería y matemáticas (STEM) en cada área de contenido para que los estudiantes resuelvan activamente problemas del mundo real mientras aprenden a leer, escribir, resolver problemas y colaborar. Estas habilidades prepararán a los estudiantes para la vocación, universidad y/o carrera de su elección.



Asociarnos con empresas de la comunidad para brindar trayectorias profesionales a través de aprendizajes, capacitación vocacional y preparación para la universidad. En la escuela secundaria, los estudiantes pueden aprender oficios vocacionales, participar en duelos de inscripción y obtener créditos para la escuela secundaria y la universidad. Queremos que cada estudiante se embarque en su camino seleccionado y encuentre el éxito en la familia, la comunidad y la carrera como adultos más allá de la escuela secundaria.



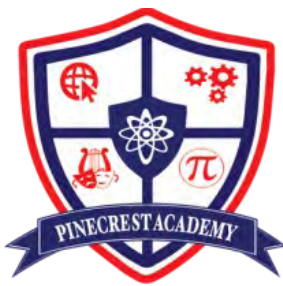
Enriquecemos los valores familiares y comunitarios. Haremos esto a través de la participación familiar y brindando servicios de apoyo comunitario en el campus para satisfacer las necesidades de nuestros estudiantes y sus familias. También ofreceremos una variedad de oportunidades para que los estudiantes y las familias aprendan sobre finanzas personales, crianza de los hijos, servicio comunitario, educación del carácter y educación cívica.



Proporcionamos maestros altamente calificados que se preocupen por su hijo. Todos los maestros recibirán capacitación continua en alfabetización, STEM, matemáticas, aprendizaje social y emocional y manejo del salón de clases. Los maestros se reunirán con los padres con frecuencia para brindar comentarios honestos y útiles sobre el progreso de sus hijos y brindarán consejos útiles sobre cómo ayudar a su hijo en casa.



Proporcionaremos programas después de la escuela a los estudiantes. Esto incluirá programas atléticos K-12, donde competimos contra otras escuelas charter en el área de Las Vegas. También ofreceremos un sólido programa de bellas artes, clases de baile, tutoría y clubes. Tenga en cuenta que ya nos hemos asociado con Heinrich YMCA para brindar cuidado antes y después de la escuela. En Pinecrest, cada niño encontrará una manera de conectarse en la escuela.



PINECREST SPRINGS

Opening in the Springs Preserve Area in August 2023

As we Launch to Success, we will:



Provide Instruction at your child's readiness level. We know all students are different, and we want to meet your child exactly where he or she is. We will provide instruction at your child's readiness level. This includes providing meaningful instruction to students learning English as a second language. It is our goal to have every child working at or above grade level by the end of fifth grade.



Make learning hands-on, meaningful and fun. We know students must be actively engaged in the learning process. That is why we will make learning visual, bring in manipulatives as models, provide students with technology, and use field trips as teaching tools. Each child will be given opportunities to respond in the classroom and practice essential skills outside of the classroom through blended learning activities.



Infuse STEM into all core subject areas. Our charter will focus on infusing Science, Technology, Engineering, and Math (STEM) into each content area so students actively solve real-world problems while learning how to read, write, problem solve, and collaborate. These skills will prepare students for the vocation, college and/or career of their choice.



Partner with community businesses to provide career tracks through internships, vocational training, and college readiness. In high school, students can learn vocational trades, participate in dual enrollment earning both high school and college credits. We want each student to embark on their selected track and find success in family, community and career as adults beyond high school.



Enrich family and community values. We will do this through family engagement and bringing community support services on campus to meet the needs of our students and their families. We will also offer a variety of opportunities for students and families to learn about personal finances, parenting, community service, character education, and civics.



Provide highly qualified teachers that care about your child. All teachers will receive ongoing training in literacy, STEM, mathematics, social and emotional learning, and classroom management. Teachers will meet with parents frequently providing honest and helpful feedback about their child's progress and will provide helpful tips on how to help your child with at home.



Provide after school programs to students. This will include a K-12 athletic programs, where we compete against other charter schools in the Las Vegas area. We will also offer a strong fine arts program, dance classes, tutoring and clubs. Please know we have already partnered with the Heinrich YMCA to provide before and after school care. At Pinecrest, every child will find a way to connect at school.

www.PinecrestSprings.org



All Uniform Wear - Corporate Office
7190 SW 87th Avenue, Suite 207, Miami, FL 33173
(305) 722-2188

July 20th, 2022

To Whom It May Concern:

I am writing this letter to express my support for Pinecrest Academy Springs.

The goals of Pinecrest Academy Springs provide for a systemic approach to raising the bat for academic achievement of students in Nevada. The recent history of Pinecrest Academy Springs partner schools demonstrates the commitment of school personnel to developing a sound school model based on educational research and providing the support necessary to successfully implement these programs. The result has been continuous improvement in the academic achievement of students.

We have learned about Pinecrest Academy Springs educational model and believe in the positive impact it will make to people all over our community. Our business stakeholders, our families, and our community deserve quality educational options, such as Pinecrest Academy Springs. We are honored and happy to demonstrate our support for this school and respectfully request its approval. We believe Pinecrest Academy SPRINGS will provide a needed and unique educational environment where our students can thrive and grow.

Feel free to contact me if you have any questions

Respectfully,

Edleen Morera
Managing Member
All Uniform Wear



Garden Farms Foundation
4020 Nobar Cir. North Las Vegas, NV 89031
www.GardenFarms.net
Vanessa Portillo, Executive Director
Vanessa@gardenfarms.net

A 509 (a) (2) Organization with a tax-exempt 501 (c) (3) status

July 25, 2022

To Whom It May Concern:

I am writing to express my support for Pinecrest Academy-Springs.

The goals of Pinecrest Academy is to provide for a systemic approach to raising academic achievement of students in Las Vegas, Nevada. The recent history of Pinecrest Academy partner schools demonstrates the commitment of school personnel to developing Pinecrest Academy- Springs based on educational research and providing the support necessary to successfully implement these programs. The result, which we have seen personally through our partnership at other Pinecrest locations, has been continuous improvement in the academic achievement of students.

As the Executive Director of Garden Farms Foundation, I highly support the opening of Pinecrest Academy Springs and believe our partnership would entail the following:

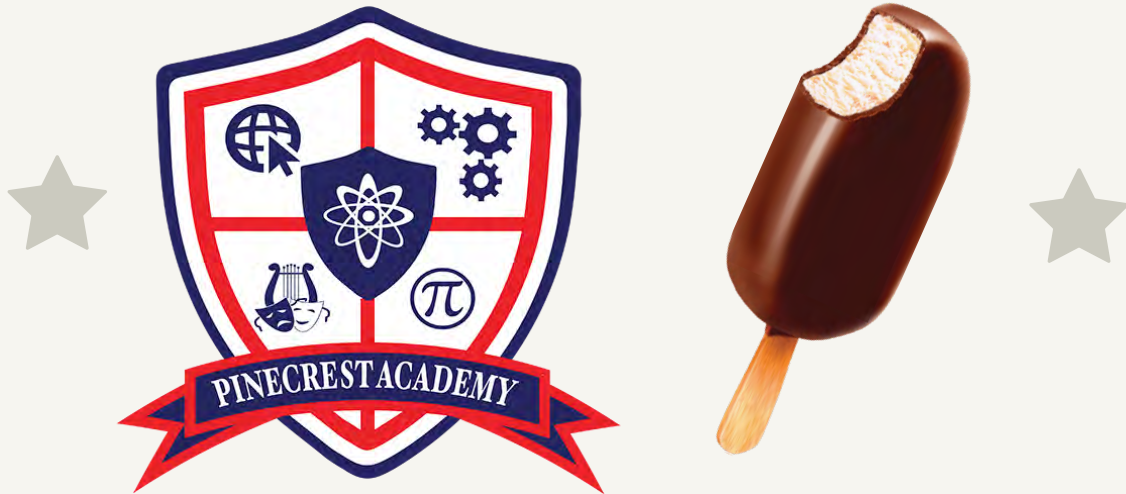
Incorporating a school garden program with an outdoor classroom. Through this garden program, children will engage in hands-on learning in a garden setting, learning about food cultivation, life cycles and science. In addition, we will provide chef demonstrations and nutrition classes to the students, teaching them the importance of a healthy diet, and provide a STEAM-based curriculum for teachers to use as a supplement to their indoor curriculum.

I strongly support the implementation of the Pinecrest Academy-Springs school into our community.

Respectfully,

Vanessa Portillo
Executive Director
Garden Farms Foundation

YOU ARE INVITED
PINECREST ACADEMY OF NEVADA
IN PARTNERSHIP WITH
SHELTER COVE APARTMENTS



ICE CREAM SOCIAL

YOUR CHILD DESERVES THE BEST!
COME HEAR HOW WE WILL LAUNCH YOUR
CHILD TO SUCCESS IN OUR AWARD WINNING
PROGRAMS.

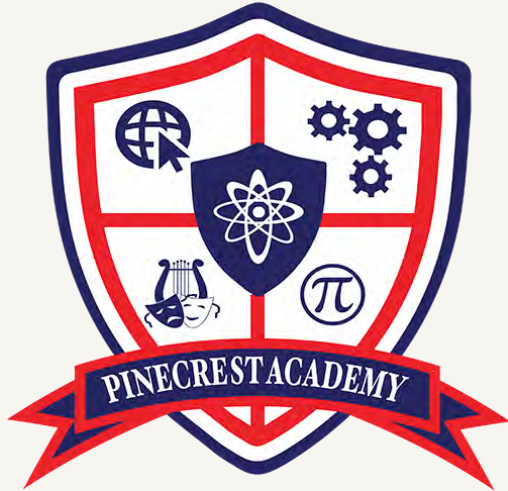
PINECREST ACADEMY IS A PROPOSED TUITION-FREE K-6 GRADE
CHARTER SCHOOL OPENING IN 2023-2024 SCHOOL YEAR
IN YOUR NEIGHBORHOOD!

THURSDAY
JULY 14, 2022

4PM - 5PM
SHELTER COVE
CLUBHOUSE

FREE ICE CREAM AND PRIZES!

ESTAS INVITADO
PINECREST ACADEMY OF NEVADA
EN ASOCIACIÓN CON
SHELTER COVE APARTMENTS



TARDE DE HELADOS

¡TU HIJO SE MERECE LO MEJOR!
VENGA A ESCUCHAR CÓMO LANZAREMOS A SU
HIJO AL ÉXITO EN NUESTROS PROGRAMAS
GALARDONADOS.

PINECREST ACADEMY ES UNA ESCUELA PROPUESTA CHÁRTER
DE GRADOS K-6 SIN MATRÍCULA
QUE SE INAUGURARÁ EN EL AÑO ESCOLAR 2023-2024
¡EN TU VECINDARIO!

JUEVES
JULIO 14, 2022

4PM - 5PM
ÁREA OFICINA SHELTER COVE

¡HELADO Y PREMIOS GRATIS!



together, we can feed everyone



Frank Woodbeck
Board Chair
College of Southern Nevada

Dallas E. Haun
Board Secretary
Nevada State Bank

Douglas E. Christensen
Board Treasurer
Community Organizer

Eric Hilton
Founder (1933-2016)

Eric Aldrian
Wynn Resorts

Brian Ayala
Ayala's Concession Group

Diana Bennett
Paragon Gaming LLC

Richard Broome
Caesars Entertainment

Cami Christensen
Westgate Las Vegas Resort & Casino

Rebecca Darling
Barrick Gold Corporation

Richard T. Crawford
The Crawford Group

Shawn Gerstenberger
University of Nevada Las Vegas

Marsha Gilford
Kroger Company

Forrest Griffin
UFC

Bill Hornbuckle
MGM Resorts International

Fran Inman
Majestic Realty Company

Ryann Juden
City of North Las Vegas

Kara Kelley
The Kelley Company

Sean McGarry
Engelstad Family Foundation

John Moon
Federal Reserve Bank of San Francisco

Anita Romero
Southwest Gas Corporation

Judy Stokey
NV Energy

Al Welch
Bank of America Merrill Lynch

Brian Burton
President & CEO

Michelle Beck
Chief Development Officer

Tifani Walker
Chief Financial Officer

Larry Scott
Chief Operating Officer

Jodi Tyson
Vice President of Strategic Initiatives

August 24, 2022

To Whom It May Concern:

I am writing this letter of support for Pinecrest Academy-Springs. Three Square Food Bank is a 501(c)3 non-profit organization, and a member of Feeding America. Three Square provides wholesome food to hungry people, while passionately pursuing a hunger-free community. As the only food bank and the area's largest hunger-relief organization in Southern Nevada, Three Square has become the backbone organization for the region's emergency food network. In the 2020-2021 fiscal year, Three Square distributed more than 58 million meals. This is the equivalent of more than 70 million pounds of food and grocery product.

The goals of Pinecrest Academy is to provide for a systemic approach to raising academic achievement of students in Las Vegas, Nevada. The recent history of Pinecrest Academy partner schools demonstrates the commitment of school personnel to developing Pinecrest Academy- Springs based on educational research and providing the support necessary to successfully implement these programs. The result has been continuous improvement in the academic achievement of students.

As the Director of Strategic Initiatives at Three Square, I highly support the opening of Pinecrest Academy - Springs and believe our partnership would entail the following:

- Meal or grocery programs, including the Backpack for Kids program

Organizations such as ours benefit from a partnership with Pinecrest Academy and we look forward to collaboration opportunities as we continue to address the needs of Nevada communities. In conclusion, we support the efforts of Pinecrest Academy – Springs to improve the academic achievement of at-risk students, encourage the use of effective and innovative methods of teaching, and provide an accurate measurement of educational achievement.

We look forward to further collaborating with Pinecrest Academy - Springs after their authorization and chartering process is complete. Your attention and consideration of Pinecrest Academy - Springs would be greatly appreciated.

Sincerely,

Lisa Segler, PhD, MPH, CHES
Director of Strategic Initiatives
Three Square Food Bank
(702) 803-4513
lsegler@threesquare.org

PINECREST ACADEMY OF NEVADA



*Apertura en el área de Springs Preserve en agosto de 2023

www.pinecrestsprings.org

Complete su formulario de interés hoy!

¡Queremos asociarnos con usted para LANZAR a su hijo al éxito! Cuando abramos en agosto de 2023, abriremos con los grados K-6 y agregaremos un nivel de grado cada año hasta que tengamos K-12 para 2029.

Pinecrest Springs:

- Sera una Escuela de Elección, abriendo como una Escuela Chárter Pública Gratuita K-12
- Tendrá un fuerte enfoque en Ciencias, Tecnología, Ingeniería y Matemáticas (STEM)
- Ofrecerá un día escolar extendido de 8:00 a. m. a 3:00 p. m.
- Se asociará con el YMCA para el cuidado de antes y después de la escuela
- Dara la bienvenida a los padres voluntarios a nuestra escuela
- Ofrecerá jardín de infantes de tiempo completo
- Proporcionara instrucción para su hijo en su nivel de preparación
- Proporcionara dos cursos electivos diarios para estudiantes de secundaria
- Ofrecerá una variedad de trayectorias profesionales a partir de la escuela intermedia (las trayectorias profesionales incluyen oficios vocacionales, inscripción dual y preparación para la universidad)
- Ofrecerá a los estudiantes de secundaria una inscripción doble en la que puedan obtener créditos universitarios en la escuela secundaria
- Ofrecerá un programa atlético K-12, clases de bellas artes y clubes extracurriculares
- Haremos que el aprendizaje sea divertido utilizando materiales prácticos, tecnología y excursiones



Tu hijo se merece LO MEJOR!

PINECREST ACADEMY OF NEVADA



***Opening in the Springs Preserve Area in August 2023**

www.pinecrestsprings.org

Complete an interest form today!

We want to partner with you to LAUNCH Your Child to Success!

When we open in August 2023, we will open with grades K-6 and add a grade level each year until we are K-12 by 2029.

Pinecrest Springs will:

- Be a School of Choice, opening as a K-12 Free Public Charter School**
- Have a strong focus in Science, Technology, Engineering & Math (STEM)**
- Offer an extended school day from 8:00 a.m. - 3:00 p.m.**
- Partner with the YMCA for before and after school care**
- Welcome parent volunteers into our school**
- Provide full-day Kindergarten**
- Provide instruction for your child at his or her readiness level**
- Provide two electives daily for middle school students**
- Offer a variety of Career Tracks starting in middle school (Career Tracks include vocational trades, dual enrollment, and college readiness)**
- Offer High School Students Dual Enrollment where they can earn college credit in high school**
- Offer a K-12 Athletic Program, fine arts classes, and after school clubs**
- Make learning fun using hands-on materials, technology, and field trips**



Your child deserves the BEST!



**PINECREST
ACADEMY
SPRINGS**

A Proposed **Grade K-12 Tuition-Free Public Charter School**

*Proposed to Launch August 2023
for grades K-6 in the Springs Preserve Area*

Una Escuela Propuesta Charter Pública
y gratuita de Grados K-12

Propuesto para Lanzar en Agosto de 2023
para los grados K-6 en el Area de Springs Preserve



We Want to partner with you to LAUNCH Your Child to Success!

¡Queremos asociarnos con usted para LANZAR a su hijo al éxito!



- *Award Winning School Curriculum*
- *Small Class Sizes*
- *Tuition-Free Public Charter School*
- *Partner with YMCA - before/after school*
- ... and more!*

- *Plan de estudios escolar galardonado*
- *clases pequeñas*
- *Escuela pública chárter de matrícula gratuita*
- *Socio con YMCA - antes/después de la escuela*
- ... ¡y más!*



*Fill out an interest form
to see this school open
in your neighborhood!*

**Llene un formulario de interés
para ver esta escuela abierta
en tu vecindario!**

www.PinecrestSprings.org



LAUNCH *to* SUCCESS

LANZAMIENTO AL EXITO



**PINECREST
ACADEMY
SPRINGS**

A Proposed **Grade K-12 Tuition-Free** **Public Charter School**

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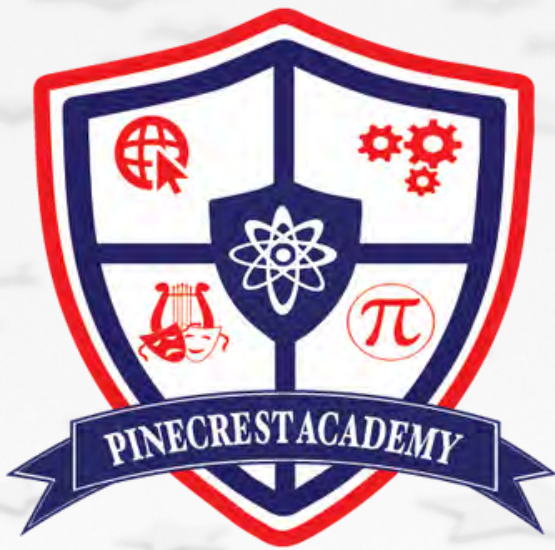


*Fill out an interest form
to see this school open
in your neighborhood!*

Llene un formulario de interés
para ver esta escuela abierta
en tu vecindario!

www.PinecrestSprings.org





Proposed school to
open grades K-6
August 2023

PINECREST ACADEMY

Your child deserves the BEST!

**Come learn more about this award-winning,
premiere charter school coming to the Springs Preserve area!**

March 16th @ 6pm

Informational Meeting
Bill & Lillie Heinrich YMCA
4141 Meadows Lane
Las Vegas, NV 89107

March 30th @ 6pm

Informational Meeting
Bill & Lillie Heinrich YMCA
4141 Meadows Lane
Las Vegas, NV 89107

April 9th 10am-12:30pm

Family Easter Egg Hunt
Bill & Lillie Heinrich YMCA
4141 Meadows Lane
Las Vegas, NV 89107

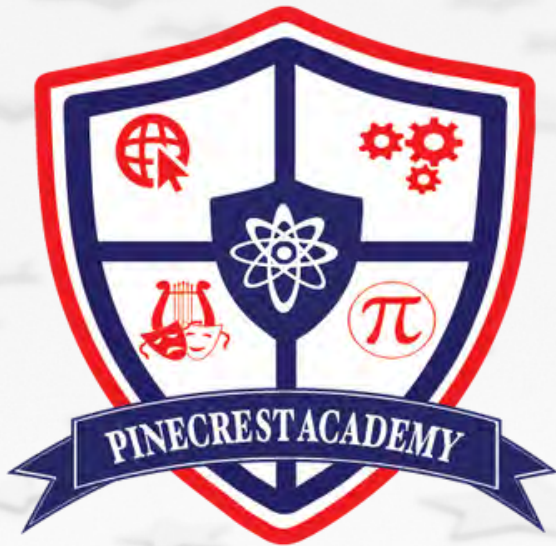
April 16th @ 11am-2pm

Family Fun Event
BBQ, Easter Egg Hunt, Games
Lorenzi Park
3333 W Washington Ave, Las Vegas, NV 89107

Kindergarten - 12th COLLEGE*

***Pinecrest Academy of Nevada is a tuition-free public charter school serving grades K-12 with the opportunity for Dual Enrollment college credits for all qualified high school students.**





PINECREST ACADEMY

Tu hijo se merece LO MEJOR!

Ven y aprende sobre una escuela Charter de primera línea, de gran reconocimiento y con un excelente nivel académico que abrirá en el área de Springs Preserve

**16 de marzo
@ 6pm**

Sesión informativa
Bill & Lillie Heinrich YMCA
4141 Meadows Lane
Las Vegas, NV 89107

**30 de marzo
@ 6pm**

Sesión informativa
Bill & Lillie Heinrich YMCA
4141 Meadows Lane
Las Vegas, NV 89107

**9 de abril
10am-12:30pm**

Búsqueda de huevos de Pascua
para toda la familia
Bill & Lillie Heinrich YMCA
4141 Meadows Lane
Las Vegas, NV 89107

**16 de abril evento con actividades
para toda la familia**

@ 11am-2pm

Lorenzi Park
3333 W Washington Ave, Las Vegas, NV 89107

Kindergarten - 12th COLLEGE*

*Pinecrest Academy of Nevada es una escuela charter gratuita que servirá a estudiantes de kínder al grado 12. Estudiantes de secundaria que califiquen, tendrán la oportunidad de tomar clases con créditos de universidad.



YOU ARE INVITED
PINECREST ACADEMY OF NEVADA
IN PARTNERSHIP WITH
TIFFANY PLACE APARTMENTS



BBQ

YOUR CHILD DESERVES THE BEST!
COME HEAR HOW WE WILL LAUNCH YOUR
CHILD TO SUCCESS IN OUR AWARD WINNING
PROGRAMS.

PINECREST ACADEMY IS A PROPOSED TUITION-FREE K-6 GRADE
CHARTER SCHOOL OPENING IN 2023-2024 SCHOOL YEAR
IN YOUR NEIGHBORHOOD!

WEDNESDAY
JUNE 15, 2022

4PM - 6PM
POOLSIDE AREA

FREE FOOD, DRINKS, AND PRIZES!

ESTAS INVITADO
PINECREST ACADEMY OF NEVADA
EN ASOCIACIÓN CON
TIFFANY PLACE APARTAMENTOS



¡TU HIJO SE MERECE LO MEJOR!
VENGA A ESCUCHAR CÓMO LANZAREMOS A SU
HIJO AL ÉXITO EN NUESTROS PROGRAMAS
GALARDONADOS.

PINECREST ACADEMY ES UNA ESCUELA PROPUESTA
CHÁRTER DE GRADOS K-6 SIN MATRÍCULA
QUE SE INAUGURARÁ EN EL AÑO ESCOLAR 2023-2024
¡EN TU VECINDARIO!

MIÉRCOLES
JUNIO 15, 2022

4PM - 6PM
ÁREA JUNTO A LA
PISCINA

¡COMIDA, BEBIDAS Y
PREMIOS GRATIS!