

1. SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your team. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information. Please note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

Primary contact person: Jake Wiskerchen

Mailing address:

Street/PO Box: 632 Northwood Drive,

City: Sparks, State NV Zip 89431

Phone Number: day 775-287-1099 evening _____

Fax Number: 702-431-6250 Email: jake@zephyrwellness.org

Name of team or entity applying: Pinecrest Academy of Northern Nevada

- ☐ Track A
- ☒ Track B
- ☐ Track C
- ☐ Track D

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

Pinecrest Academy of Northern Nevada is a proposed K-8 charter school that will be opening grades K-7 during the 2020-21 school year, and adding 8th grade the following year. The school will be replicating the successful 5-Star Pinecrest Academy school model that currently has 4 campuses in Las Vegas. Pinecrest Academy schools use rigorous STEAM-focused curriculum, project-based learning, blended technology in core instruction, and homogenous grouping / differentiated instruction for reading and math.

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

Pinecrest Academy of Northern 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.

Names, roles, and current employment of all persons on applicant team (add lines as needed):

| Full Name | Current Job Title and Employer | Position with Proposed School |
|-------------------|---|-------------------------------|
| Jake Wiskerchen | Marriage and Family Therapist, Owner & Clinical Director, Zephyr Wellness | Chair, Committee to Form |
| Megan Salcido | Former Lawyer and Governmental Affairs Officer | Member, Committee to Form |
| Angela Orr | Principal, Doral Academy of Northern Nevada | Member, Committee to Form |
| Craig Seiden | Vice President for Finance and Administration, Touro University Board Treasurer of Pinecrest Academy of Nevada | Member, Committee to Form |
| J. Steve Albrecht | Assistant Principal, Pinecrest Academy Inspirada Campus | Member, Committee to Form |
| Mike Wurm | Executive Director, Boys and Girls Club of Truckee Meadows | Member, Committee to Form |
| Matt Work | Lawyer, Work Law Law Professor, UNR and Truckee Meadows Community College | Member, Committee to Form |

Does this applicant team, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? ☒ Yes ☐ No

If yes, complete the table below, adding lines as needed.

| State | Authorizer | Proposed School Name | Application Due Date | Decision Date |
|-------|--------------------------|----------------------------|----------------------|---------------|
| ID | West Ada School District | Pinecrest Academy of Idaho | NA | NA |
| | | | | |

Does this applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2019-20 or 2020-21 school years? ☒ Yes ☐ No

If yes, complete the table below, adding lines as needed.

| Proposed School Name | City | State | Opening Date |
|--------------------------|-------------|-------|--------------|
| Pinecrest Impact Academy | Ft. Collins | CO | 2020 |
| | | | |

School Name (add lines as needed):

| Proposed School Name(s)* | Opening Year | Grades served Year 1 | Grades served at capacity |
|--------------------------|--------------|----------------------|---------------------------|
| | | K-4 | K-8 |

(a) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|-------|---------|---------|---------|---------|---------|---------|
| K | 100 | 100 | 100 | 100 | 100 | 100 |
| 1 | 100 | 100 | 100 | 100 | 100 | 100 |
| 2 | 104 | 104 | 104 | 104 | 104 | 104 |
| 3 | 104 | 104 | 104 | 104 | 104 | 104 |
| 4 | 78 | 104 | 104 | 104 | 104 | 104 |
| 5 | 78 | 78 | 104 | 104 | 104 | 104 |
| 6 | 62 | 93 | 124 | 124 | 124 | 124 |
| 7 | 62 | 62 | 93 | 124 | 124 | 124 |
| 8 | | 62 | 62 | 93 | 124 | 124 |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Total | 688 | 807 | 895 | 957 | 988 | 988 |

Nevada law currently permits an operator to contract with for-profit and non-profit education management organizations and education service providers.


| | |
|---|-------------------------|
| Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (ESP) or other organization to provide school management services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| If yes, identify the EMO/ESP: | <i>Academica Nevada</i> |

Effective January 1, 2016, Nevada law permits authorizers to enter into charter contracts to nonprofit charter management organizations which directly hold a charter in another state

as well as to Nevada non-profit corporations formed for the purpose of applying for a charter in conjunction with such a CMO.

| | |
|---|--|
| Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| If yes, identify the CMO and any affiliated NV non-profit: | |

Applicant Certification:

| | |
|---|-----------|
| Signature  | 7/14/2019 |
| Jake Wiskerchen | Date |
| Printed Name: | |

2. Executive Summary

4 Page Limit

Provide a brief overview of your proposed school, including:

(a) An overview of the mission and vision for the school

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

Vision: Scholars perform at the highest level on all academic measures.

Pinecrest Academy of Northern Nevada's (PANN) 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

(b) Proposed model and target community

PANN's educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement. These include but are not limited to:

- A standards-based curriculum based on Common Core Standards for Learning.
- A thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies.
- Arts programs such as band, orchestra, studio art, graphic design, and choir.
- Appropriate assessments for learning (screening, progress monitoring, and diagnostic).
- Data-driven, high-quality differentiated instruction.
- Supplemental programs for student advancement and remediation.
- Support for teachers and ongoing professional development for advancing technology and other 21st century resources.
- Research-based instructional practices (e.g., Marzano's High Yield Teaching Strategies¹ and Coalition of Essential School's Principles²).
- Reflective Practice: a practice designed for reflection and professional growth to enhance overall teacher performance and student outcomes.
- Weekly grade level, monthly staff meetings, and ongoing professional development workshops.
- Tutoring for remediation and enrichment programs for acceleration.
- Targeted interventions for struggling readers and students performing below grade level.

At PANN, we will uphold the following Core Values: Expectation of Excellence, Community of Collaboration, Reflection Drives Growth, and Igniting a Passion for Learning.

PANN's target location is located in Spanish Springs, northeast of the Reno/Sparks area. PANN's committee to form (CTF) has examined student ethnicity demographics as well as academic

¹ Dean, Ceri B., and Robert J. Marzano. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Pearson Education, 2013.

² See <http://essentialschools.org/common-principles/>. Last retrieved July 2019.

achievement data from schools within a 2-mile radius of the school's proposed facility site. This data has provided PANN's CTF with a projected overview, which they anticipate will reflect PANN's actual student body once the school opens. Based on these findings, PANN anticipates serving a population that is 5% American Indian/ Alaskan Native, 3% Asian, 1% Hispanic/Latino, 22% Black/African-American, 63% White, 1% Native Hawaiian/Pacific Islander and 6% Multi-Racial. Additionally, data obtained from these same sources has revealed that 19% of the anticipated student population have an Individualized Education Program (IEP), 14% are English Language Learners (ELL), and 4% qualify for Free-Reduced Lunch (FRL) services.³

(c) The outcomes you expect to achieve

In addition to SPCSA's performance standards, PANN will strive to achieve the following academic goals:

1. At least ninety (90) percent of students enrolled at the school for a three consecutive year period will achieve proficient or advanced status, with at least thirty (30) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the third-fifth grade.
2. At least seventy (70) percent of students enrolled at the school for a three year period will achieve proficient or advanced status, with at least fifteen (15) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the sixth-eighth grade.
3. If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, Students with Disabilities and other at-risk groups) and the general student population, the school will work to decrease the achievement gap between each subgroup and the general student population by at least thirty (30) percent (without reducing the rigor and performance of the general student population). This goal will be measured by the school's chosen standardized assessment(s)/universal screener(s). These screeners will be used for benchmark screening and progress monitoring to ensure academic gains for students.

(d) The key components of your educational model

PANN will encourage the use of effective and innovative methods of teaching by: incorporating strong technology use through a blended learning approach, providing all students with STEAM infused curriculum, implementing differentiated instructional strategies to provide students with instruction commensurate to his/her ability levels in both reading and math, and providing a strong instructional focus using the Nevada Academic Content Standards and Next Generation Science Standards to teach rigorous curriculum.

Teachers will use i-Ready (reading and math), ST Math, Accelerated Reader (AR), Google Classroom and/or Canvas Course Management System to incorporate blended learning teaching strategies into direct instruction. Elementary literacy instruction will consist of the McGraw-Hill Reading Wonders program and Curriculum Associates Ready Reading and Writing. Reading instruction may also be supplemented with Scientific Learning's Reading Assistant and Fast ForWord online programs for remediation. Pinecrest Academy will also purchase subscriptions to MyOn Learning, an online digital library of over 6,000 titles of various genres. Students will read titles at his/her instructional level throughout the week and take Accelerated Reader comprehension tests. Math instruction in elementary school relies on Curriculum Associates Ready Classroom Mathematics as

³ Ibid.

its core curriculum, and is supplemented with ST Math. The i-Ready Diagnostic assessment for reading and math is an assessment that Pinecrest will use to find nationally normed data, plan for instruction, track student growth in grades K-8, and provide students with digital online learning paths specific to individual student needs. Middle school teachers at PANN will follow Springboard in math and ELA. Springboard is created by the College Board and prepares students for Advanced Placement (AP) coursework and exams. STEAM instruction will be integrated into core content areas for all students with the support of Project Lead the Way curriculum. Teachers and students will have ample access to classroom technology such as: SMART Boards, laptops, desktop computers, and tablets in order to facilitate effective instructional practices.

Elementary students (grades K-5) will participate in “specials” classes once per week including: art, STEM, Physical Education (PE), music, and foreign language. Exposure to each of these areas of instruction allows students to determine an area of focus as they approach middle school age. Students enrolled in grades 6-8 will be considered middle school at PANN. Middle school students will enjoy an enhanced schedule that will include two elective options. Their six-period days will include four core classes and two electives. Students who struggle in reading or math will forego an elective option in lieu of a reading or math remediation course that will be designed to provide remedial instruction to help students attain proficiency. Elective options at PANN will be extensive and include several options ranging from digital broadcasting and web design to advanced band. Other options may include computer basics, P.E./health, beginning and advanced orchestra, beginning and advanced choir, graphic design, engineering and robotics, yearbook/journalism and photography, STEM (including use of Project Lead the Way curriculum) coding, career and financial literacy, math and reading enrichment, Think Law (speech and debate), conversational Spanish, computer literacy, and art.

Teachers will plan instruction as grade levels, so there is equity across the classrooms in every grade level. This ensures that each child, regardless of teacher, will receive the same content across the grade levels. As grade level teams, teachers will put the same assignments in the grade book and will be responsible for implementing the same standards-based assessments that communicate a clear picture of how each child is progressing toward mastery of grade level standards. PANN will follow the Nevada Academic Content Standards that have been adopted by the state of Nevada for all public schools. As a result, PANN will participate in the MAP assessment (grades K-3) and Smarter Balanced Assessment Consortium (SBAC) yearly assessment for students in grades three through eight. The mission of PANN will be to prepare students to perform at the highest levels on all academic measures.

(e) The values, approach, and leadership accomplishments of your school leader or leadership team

The CTF anticipates hiring Tiffany Bailey as PANN’s principal. Mrs. Bailey is currently serving as Assistant Principal at Pinecrest Academy of Nevada, Inspirada Campus, and has served the Nevada education community for 15 years. She served as a teacher in various elementary grades for seven years and has been an administrator for the past eight years in both the Clark County School District and at Pinecrest Academy of Nevada. Mrs. Bailey began her administrative career by opening a new school in the Clark County School District and then joined the Nevada Charter School community in 2015. She and her current Principal were both hired at Pinecrest Inspirada and were tasked with turning the school around to increase the level of proficiency for students, increase enrollment and wait list numbers, ensure all stakeholders were positively involved in the school, and establish an effective staff to ensure success for all students. Within one year, they were successful in all of these goals. Both schools where Mrs. Bailey has served as an administrator have established and maintained five-star status and are among the highest performing schools in

Nevada. In addition, Pinecrest Inspirada has recently been recognized as a “Nevada Governor Designated STEM School”. She is very familiar with school operating procedures including: opening a new school/rebuilding a current school, maintaining effective day-to-day operations, hiring effective teachers, working within specific budgets, coaching teachers through effective observation cycles, building positive relationships with all stakeholders, and ensuring the safety and security of students. Lastly, in addition to attending all Pinecrest Board meetings, she also serves on the Board of Directors for SLAM Academy of Nevada.

Mrs. Bailey is very familiar with a variety of instructional programs from her own teaching career, and that of both schools in which she served as an administrator. She is always highly involved in the training and effective implementation of programs selected.

(f) Key supporters, partners, or resources that will contribute to your school's success

PANN has established several partnerships with local organizations and businesses. Not least among these is the Boys and Girls Club of the Truckee Meadows (BGC). This partnership will benefit students and families of the school by providing before and after-school care. As the school grows, it is the anticipation of both PANN and the BGC that the collaboration will eventually be able to provide the full array of BGC programs and services for the Spanish Springs community.

Additionally, PANN has sought partnerships with other community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program. This list includes, but is not limited to: Full Tilt Logistics, Ron Smith (Mayor of the City of Sparks), Kristopher Dahir (Sparks City Councilmember Ward 5), United Cerebral Palsy of Nevada, Intellatek, ACE Foundation.

Additionally, PANN has established a partnership with two organizations for support and assistance in planning and establishing the school.

Pinecrest Academy, Inc.

Role – Sharing of best practices, professional development, and other supports as requested by the Governing Board of PANN. While PANN will be a replica of the Pinecrest Academy model originally from Florida model as well as the Pinecrest Academy of Nevada system located in Las Vegas, the

Resources – Experience and expertise in the PANN model and culture. Additional resources may include sharing of best practices, lesson plans, curricula, and teaching strategies among others.

Academica Nevada

Role – Assist in the planning and establishment of the school. Serve at the will and guidance of the governing board. The primary purpose is to facilitate a Board's vision for its school and ensure that vision is implemented as the Board desires. To that end, Academica Nevada provides each school with the services desired by the School's Board.

Resources – Academica Nevada has an experienced team of professionals that provide services and solutions for every aspect of charter school establishment and operation. These resources include, but are not limited to, assistance in the following: developing budgets, financial planning; obtaining grant funds; monitoring and assuring compliance with state reports; securing a school facility; maintaining financial records; preparing agendas and posting notices of board meetings; providing human resources-related services; and renewing the School's charter, among other services.

3. Meeting the Need

TARGETED PLAN

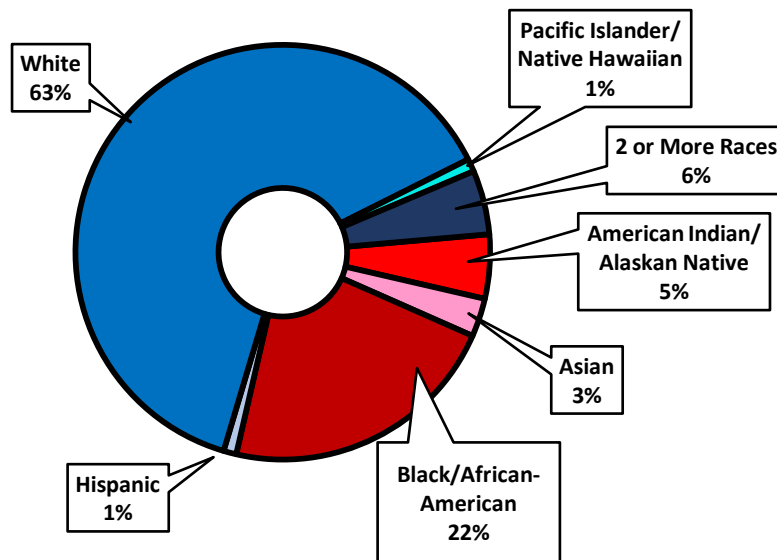
- (1) Identify the community you wish to serve and describe your interest in serving this specific community.

While Pinecrest Academy of Northern Nevada (PANN) will be open to all Nevada residents; the intended target population of the proposed school are those children and families who are located in the northeastern part of the Reno-Sparks Metropolitan area, otherwise known as Spanish Springs.

Target Community Student Demographics

In order to understand PANN's targeted population more in depth, PANN's committee to form (CTF) has examined student ethnicity demographics as well as academic achievement data from schools within a 2-mile radius of the school's proposed facility site. This data has provided PANN's CTF with a projected overview, which they anticipate will reflect PANN's actual student body once the school opens. Data for these schools was obtained through the Nevada Report Card website.¹ The results were then averaged together to produce the findings shown below:

Chart 1: Ethnicity Demographics of Surrounding Schools



Based on these findings, PANN anticipates serving a population that is 5% American Indian/Alaskan Native, 3% Asian, 1% Hispanic/Latino, 22% Black/African-American, 63% White, 1% Native Hawaiian/Pacific Islander and 6% Multi-Racial.

¹ Nevada Report Card. Nevada Department of Education. [<http://nevadareportcard.com/di/>]. Last accessed July 2019.

Additionally, data obtained from these same sources has revealed that 19% of the anticipated student population have an Individualized Education Program (IEP), 14% are English Language Learners (ELL), and 4% qualify for Free-Reduced Lunch (FRL) services.² (See **Table 1** below).

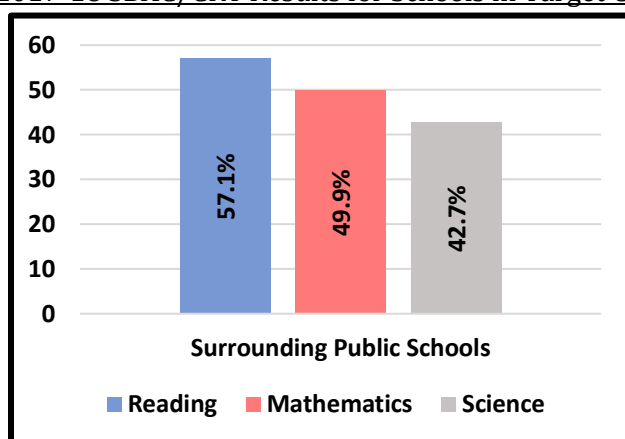
Table 1: Special Student Subgroup Populations

| IEP | ELL | FRL |
|-----|-----|-----|
| 19% | 14% | 4% |

Target Community Academic Performance

Existing schools in PANN's targeted population exhibit a commitment to education but still present room for growth. Average student results from these same surrounding schools revealed that 57% were proficient in reading, 50% were proficient in mathematics, and 43% were proficient in Science; as demonstrated by the 2017-18 Reading and Math SBACs and the Nevada Science CRT, respectively.³ (See **Chart 2** below).

Chart 2: 2017-18 SBAC/CRT Results for Schools in Target Community



While this area does have a 5-Star rated elementary, the other two are rated as a 3-Star and a 2-Star based on the 2017-18 Nevada School Performance Framework (NSPF).⁴ That is 867 students that are attending a 2-Star school in which only 56% are proficient in reading and 53% are proficient in math. The star rating system is complicated, and there are many factors that contribute to the rating. But it's worth noting that of the 647 students attending the 3-Star elementary school, only 53% are proficient in reading and only 46% are proficient in math, which is less than the 2-star rated school. The projected student demographics and the academic results demonstrate a need for the community to have access to a quality school with a rigorous and unique approach to preparing students for success in college, career, and life.

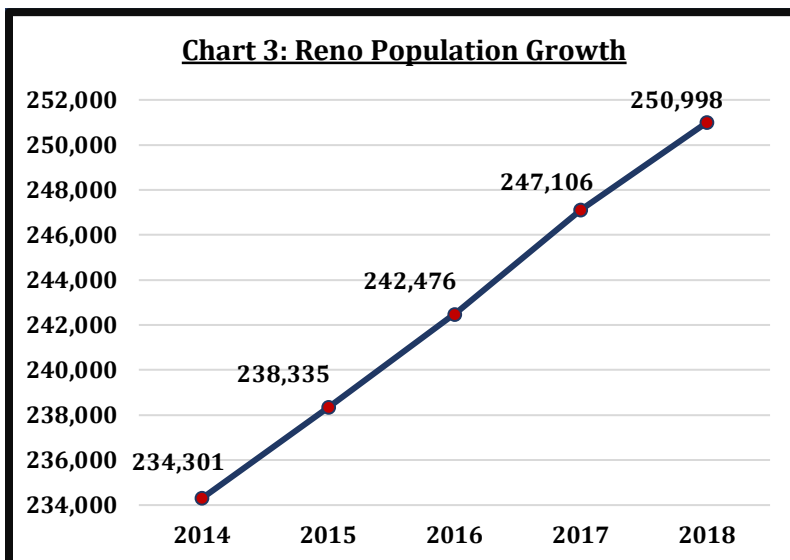
Further evidence of the need for additional educational options in this community is manifest in the problem of population growth and subsequent overcrowding in the classroom. PANN's target community is the northeastern part of the Reno-Sparks Metropolitan area, where there has been a

² Ibid.

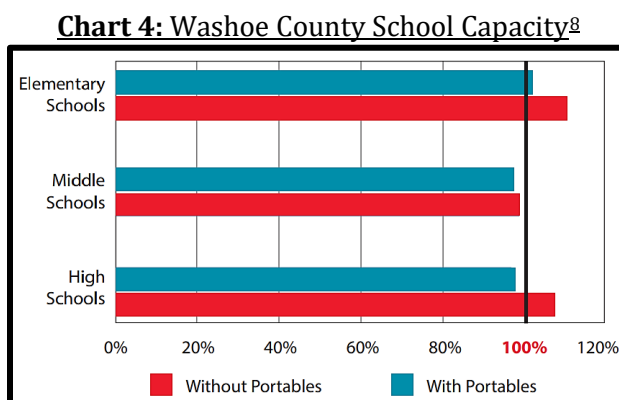
³ Ibid.

⁴ Ibid.

recent explosion of population growth. Since the last formal U.S. Census conducted in 2010, Sparks has since become the fastest-growing large city in Nevada, increasing 4.1 during a 12-month period.⁵ As demonstrated in **Chart 3**⁶ below, Reno’s overall population has grown from approximately 234,000 to more than 250,000 in a span of just 5 years.



This population growth has led to an increase of students in the classroom. For several years, many Washoe County schools have been facing an increasing problem of filling classrooms with students beyond the room’s structural maximum capacity. In some cases, students have even had to attend makeshift classrooms in hallways or trailers.⁷



⁵ McGinness, Brett. “Reno Gazette Journal”. *Reno still 3rd-largest city in Nevada – barely*. (May 2019). [\[https://www.rgj.com/story/news/2019/05/23/reno-still-3rd-largest-city-nevada-barely/1210212001/\]](https://www.rgj.com/story/news/2019/05/23/reno-still-3rd-largest-city-nevada-barely/1210212001/). Last accessed July 2019.

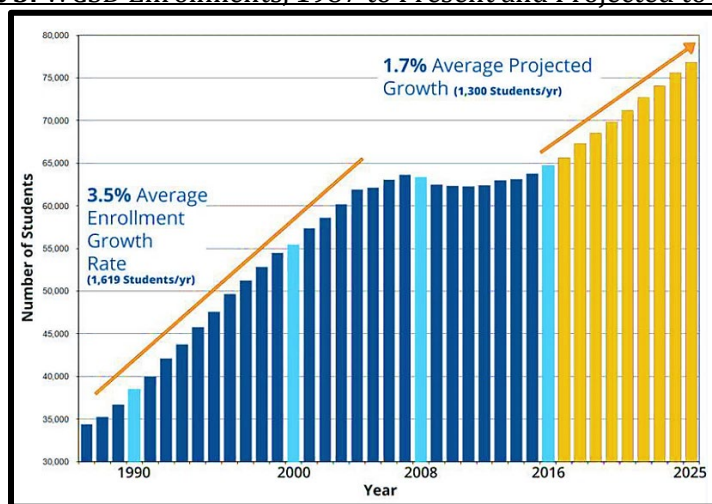
⁶ U.S. Census Bureau. *American Fact Finder*. Reno City, Nevada. [\[https://factfinder.census.gov/faces/tables/services/jsf/pages/productview.xhtml?src=bkmk\]](https://factfinder.census.gov/faces/tables/services/jsf/pages/productview.xhtml?src=bkmk). Last accessed July 2019.

⁷ Sheehan, Shelby. “School funding: Washoe County Question 1.” (2016, May). My News 4. Accessed November 2018. <https://mynews4.com/news/local/school-funding-washoe-county-question-1>

⁸ Washoe County School District. “Building Community Plan: Our Kids, Our Schools, Our Future.” Washoe County School District Communications Department. Reno, NV. (2016).

While we applaud the passage of *Washoe County Question 1* and recognize the tremendous benefit this will bring to improving schools and help alleviate some of the overcrowding issues faced by our schools, we recognize that it will not totally solve the problem and additional solutions or supports will be needed. This is particularly the case in the Spanish Springs region, which has some of the worst overcrowding problems in the Reno-Sparks area.⁹ Furthermore, significant growth is expected in the Spanish Springs area over the next several years.¹⁰

Chart 5: WCSO Enrollments, 1987 to Present and Projected to 2025¹¹



With families having to face issues related to overcrowding and a lack of quality school options, families in the Sparks, Nevada community are in desperate need of an effective and proven educational model.

- (2) Explain how your model, 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.

As demonstrated above, an analysis of public schools in PANN's target community suggests our school would be serving a student population with a variety of backgrounds and needs. Additionally, these same schools are struggling with achieving higher academic results for students as well as grappling with issues of overcrowding. PANN will meet the needs of the community by providing relief to the overcrowded schools and will prepare all students, regardless of income status, race, or native language to compete competitively in socioeconomically diverse environments at the college level and/or professional life.

How the implementation of the Pinecrest educational model would improve educational outcomes for students is evident in the already existing schools of the Pinecrest Academy of Nevada network.

⁹ Washoe County School District. *Community*. Accessed November 2018. <https://www.washoeschools.net/site/default.aspx?PageType=3&ModuleInstanceID=11319&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=10702&PageID=4883>

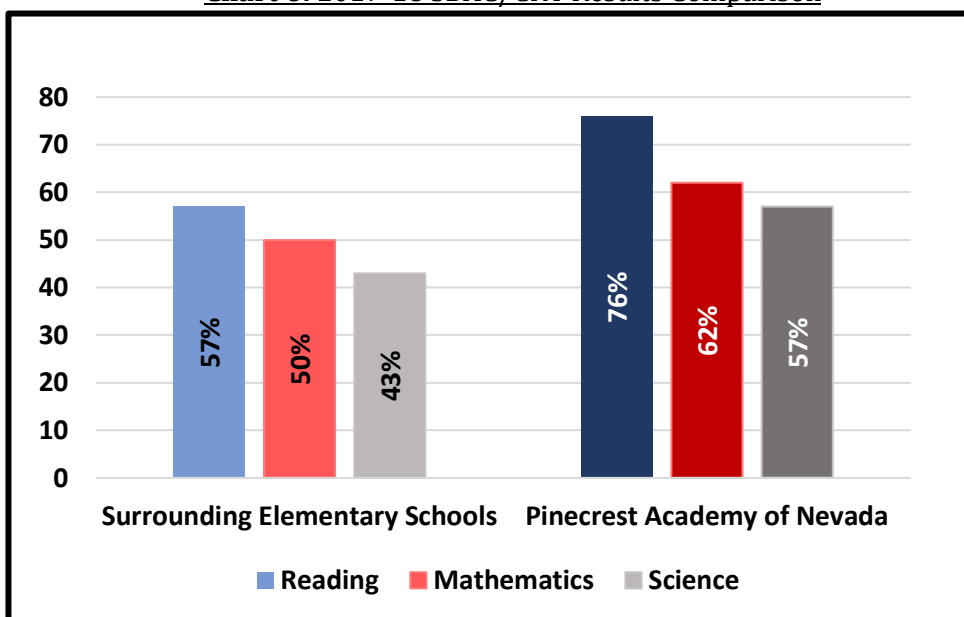
¹⁰ Ibid.

¹¹ Washoe County School District. "Building Community Plan: Our Kids, Our Schools, Our Future." Washoe County School District Communications Department. Reno, NV. (2016).

Results from the current 2017-18 Nevada School Rating show all Pinecrest Academy of Nevada campuses received a 5-star rating.¹² Furthermore, all campuses combined, the average Total Index Score for these Pinecrest schools is currently a 92.¹³ Achieving a 5-star rating is no small feat. The Nevada School Rating and corresponding Total Index Score examine several components of a school's operations and performance and then rates these various components on several different scales. Some of these components include "Academic Achievement", "Closing Opportunity Gaps", and "Student Growth," among others. To achieve a 5-star status for all current¹⁴ 8 campuses demonstrates that the Pinecrest educational model is more than simply an outlet for overcrowded schools. It is evidence of a strong and proven educational model for the students of our state.

The argument for opening PANN in the Spanish Hills area of Reno-Sparks is further strengthened when one examines the academic achievement of the Pinecrest Academy of Nevada school network against our targeted community.

Chart 6: 2017-18 SBAC/CRT Results Comparison



Based on the 2017-18 SBAC/CRT results¹⁵, Pinecrest Academy of Nevada elementary and middle schools outperformed the surrounding elementary and middle schools in our target area in all subject areas (Reading, Mathematics, and Science).

Pinecrest Academy of Nevada has achieved these results because the school has maintained a strong focus on the school's purpose, which is academic excellence. Pinecrest Academy of Northern Nevada (PANN) will push students to maximize upon their potential by pursuing a rigorous and challenging academic program. For those students who struggle and/or are underachieving, pull

¹² Nevada Report Card

¹³ Ibid.

¹⁴ "Current" meaning the school system is currently preparing for the arrival of the new Pinecrest Sloan Canyon campus as well as the addition of a high school at the Pinecrest Cadence campus.

¹⁵ Nevada Report Card

out remediation methods will be utilized to deliver intensive tutoring programs and further ensure all students are succeeding. These and other Pinecrest “best practices” (described throughout this application) are established pillars of the Pinecrest Academy, Inc. trademark, and derived from over fifteen years of experience with innovative board members, parents and educators working together for a common purpose.

PANN will meet high standards of student achievement through the delivery of a rigorous and relevant curriculum aligned to the Nevada Academic Content Standards (NACS) in Reading/Literacy, Mathematics and Science. Accordingly, the school will combine the best practices developed by the Pinecrest network and those principles driving essential school reform nationwide. In this manner, PANN’s educational model and commitment to serve our target population, will meet the needs of the community needs and align with the mission of the SPCSA to prepare all students for college and career success.

PARENT AND COMMUNITY INVOLVEMENT

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

The need for Pinecrest Academy of Northern Nevada (PANN) is not only demonstrated in the current condition of the public schools in the Reno-Sparks area, as detailed above. Actual empirical evidence lies in the demand demonstrated by parents and community groups in our targeted area that wish to see the Pinecrest educational model in Reno. To date, the proposed principal along with the Committee to Form (CTF) has hosted two Parent Informational Meetings at the Spanish Springs Library on June 4, 2019, and July 8, 2019. Each presentation included an informational session about the school’s mission and vision with the remainder of the time open for questions for interested parents. PANN has also set up informational tables at the local Walmart and Office Depot stores to meet additional community members who may not have the time to attend an hour-long meeting.

The CTF has engaged the local leaders of the community as well. Included in the application are letters of support from the Mayor of the City of Sparks and from the Ward 5 Sparks City Councilmember. Local community organizations that support the school include the Truckee Meadows Boys & Girls Club, United Cerebral Palsy of Nevada, and Full Tilt.

Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

PANN 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. A grassroots marketing campaign includes: 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. We 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 visits to local businesses, strip malls, grocery stores, community groups and churches have occurred to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment.

The governing board members of Pinecrest Academy, Inc. believe that the future of education lies in partnerships between communities, parents, and educators and their commitment to prepare lifelong learners. Therefore, Pinecrest Academy, Inc. upholds an educational culture where academic excellence is respected and pursued and caring for others is intrinsic.

The school believes in open lines of communication with families and members of the community in order to learn parent priorities and concerns during transition and post opening. Parent satisfaction will be measured by annual surveys sent to families to obtain feedback on how the school is doing. Parents can be involved through their student's activities in addition to parent organizations that will be developed to enhance communication and provide outlets for families to directly engage with the school in other ways.

(2) Describe how you will engage parents in the life of the 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.

Parental involvement is fundamental to the mission and vision of Pinecrest Academy of Northern Nevada. Specific strategies to strengthen partnerships with parents and encourage involvement include but are not limited to:

- Email Newsletters once each week prior to opening to keep parents engaged with targeted messages
 - June: Suggested summer reading lists, Suggested summer community activities
 - July: Staff Meet up, Back to School Invitation, Uniform Vendor information
 - August: Back to School Events, New School Year Info, Welcome Back to School
- Digital Marketing through social media platforms
- Website with up-to-date information and easy to navigate system information which includes the mission, vision, school calendar and events, curriculum explanation, FAQs about charter schools, Board Meeting information, uniform policy, news and announcements
- Academic Nights to engage families in the school such as STEAM Night, Nevada Reading Week Events, Fall Festival, Spring Carnival, Career Week
- Development of a Parent Organization to coordinate additional extra-curricular events involving the community.
- Conducting Parent Workshops on such topics as helping their child with mathematics, cyber safety, etc.

(3) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the 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 the EMO identified in the application or 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 Attachment 1, existing evidence of

support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

PANN has established several partnerships with local organizations and businesses. Not least among these is the Boys and Girls Club of the Truckee Meadows (BGC). This partnership will benefit students and families of the school by providing before and after-school care. As the school grows, it is the anticipation of both PANN and the BGC that the collaboration will eventually be able to provide the full array of BGC programs and services for the Spanish Springs community.

Additionally, PANN has sought partnerships with other community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program. This list includes, but is not limited to:

- Full Tilt Logistics
- Ron Smith, Mayor of the City of Sparks, Nevada
- Kristopher Dahir, Sparks City Councilmember Ward 5
- United Cerebral Palsy of Nevada
- Intellatek
- ACE Foundation

(4) Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?

PANN's Committee to Form (CTF) represents a group of individuals from the Reno-Sparks area with a variety of skill sets and deep commitment and passion for improving their community. A brief explanation of each board member is included here:

| | |
|-----------------|---|
| Jake Wiskerchen | <p>Marriage and Family Therapist, National Certified Counselor. Bachelor of Arts in Journalism/Public Relations. Master of Arts in Educational Leadership. Master of Arts in Counseling and Educational Psychology.</p> <p>Co-Founder and Clinical Director of Zephyr Wellness. Brings expertise in mental health and education, with additional experience in leadership and consulting, having served on accreditation panels for multiple universities. Former President of the State of Nevada Board of Examiners for Marriage and Family Therapists and Certified Counselors and currently hosts the Noggin Notes podcast.</p> |
| Megan Salcido | <p>Former Lawyer & Government Affairs Officer. Bachelor's degree in International Business. Law degree from the William S. Boyd School of Law at UNLV.</p> <p>Brings experience in Board development, legal expertise and knowledge of charter school management and operations. Familiar with the operation of a public body and the various laws to which it must adhere, including the open meeting law.</p> |

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|----------------|--|
| Angela Orr | <p>Principal of Doral Academy of Northern Nevada. Bachelor's degree in Secondary Education. Master's degree in Educational Specialties: Literacy. Master's degree in Educational Administration.</p> <p>Brings expertise in K-12 education, curriculum and instruction. Served as the K-12 Director of Social Studies Curriculum and Instruction for Washoe County School District. Founding Board Member for Nevada Center for Civic Engagement to provide opportunities for students and teachers to engage in civic education. Founding Board Member for Learning Forward Nevada to help teachers improve educational practices and take on leadership roles without leaving the classroom. Experience in grant writing and administration.</p> |
| Craig Seiden | <p>Licensed Certified Public Accountant. Bachelor's degree in Hotel Administration. Board Treasurer for Pinecrest Academy of Nevada.</p> <p>Brings professional experience in financial auditing, as well as finance and operations for higher education institutions. Currently serves as Vice President for Finance and Administration for Touro University Western Division. Former Chief Business Officer for the University of Nevada School of Medicine. Knowledge of charter school board management and operations.</p> |
| Steve Albrecht | <p>Assistant Principal of Pinecrest Academy Inspirada. Bachelor's degree in Interdisciplinary Studies (Political Science, Economics, Sociology). Master's degree in Educational Leadership.</p> <p>Brings experience in education and educational leadership. Served as a project facilitator for the English Language Learner Division and helped to implement the Master Plan for ELL Success in the Clark County School District. Taught in elementary grade levels for 9 years.</p> |
| Mike Wurm | <p>Executive Director of Boys & Girls Club of Truckee Meadows. Bachelor's degree in Social Science.</p> <p>Has extensive expertise in development and growth of youth programs throughout the community. Significant capital campaign, fundraising and grant application/administration knowledge. Real estate and construction process management experience. Strong community partner.</p> |
| Matt Work | <p>Partner, Work Law. Bachelor's degree in Economics. Law degree from Thomas Jefferson School of Law and member of State of Nevada Bar.</p> <p>Brings professional experience as a practicing lawyer, with significant legal expertise. In addition to practicing law, Mathew is a law professor at both University of Nevada, Reno and Truckee Meadows Community College and will facilitate connections between the school and the higher education community.</p> |

The future Principal of PANN, Tiffany Bailey, and the CTF will continue to engage community stakeholders through a variety of means. As a founding team, they will continue to engage with and market to our target community during the entire length of the application process, to the school's opening and beyond. The team already has scheduled local events which they will attend to educate and inform people of the school. Already, the team has seen the strength of parents using word of mouth and social media to spread information about the school and its benefit to the community. In

maintaining compliance with Nevada legislative policy, PANN will circulate mailers and post cards within a two-mile radius of the school to households with children in order to promote and to market to families surrounding the school.

PANN will also continue to attend community forums and town halls in order to promote the school to a broader, public audience. In all of these efforts, PANN expects and hopes to receive parental and community input in helping them make the most effective decisions for the future students and families of the school.

- (5) Identify any organizations, agencies, or consultants that are partners in planning and establishing 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 much of the founding group and/or the EMO contractor is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.

PANN has established a partnership with two organizations for support and assistance in planning and establishing the school.

Pinecrest Academy, Inc.

Role – Sharing of best practices, professional development, and other supports as requested by the Governing Board of PANN. While PANN will be a replica of the Pinecrest Academy model originally from Florida model as well as the Pinecrest Academy of Nevada system located in Las Vegas, the Governing Board of PANN has complete autonomy from both entities and PANN will have complete decision-making power over the governance of its school.

Resources – Experience and expertise in the PANN model and culture. Additional resources may include sharing of best practices, lesson plans, curricula, and teaching strategies among others.

Academica Nevada

Role – Assist in the planning and establishment of the school. Serve at the will and guidance of the governing board. The primary purpose is to facilitate a Board's vision for its school and ensure that vision is implemented as the Board desires. To that end, Academica Nevada provides each school with the services desired by the School's Board. For a list of the defined responsibilities, which Academica Nevada will carry out, please see *Attachment 23 – EMO Contract*.

Resources – Academica Nevada has an experienced team of professionals that provide services and solutions for every aspect of charter school establishment and operation. These resources could include, but are not limited to: developing budgets, assistance in financial planning; support in obtaining grant funds; monitoring and assuring compliance with all state reports; locating and securing a school facility; maintaining the financial records of the school; preparing agendas and posting notices of all board meetings; identifying and retaining an employee leasing company; providing human resources-related services such as dispute resolution and contract preparation and review; and renewing the School's charter, among other services.

Pinecrest Academy, Inc. has partnered with Academica to provide business services for eighteen years. Working with a back-office service provider allows the school's professional educators to focus on implementing the school's vision and mission and concentrate on student achievement, while Academica ensures that sound business operations are maintained.

Most charter school networks develop their own central office where the business and academic needs of the network are managed. Pinecrest Academy, Inc. however, partners with Academica to support its schools' business needs. Although it is not common for a charter school network to contract with an outside service business services provider, Pinecrest Academy schools have found that the model produces outstanding results.

The Center for Research on Education Outcomes (CREDO) at Stanford University publishes several recurring reports on charter school effectiveness comparing charter schools to traditional public schools and to other charter schools. In the 2017 publication, *Charter Management Organizations*, CREDO specifically called out the charter school management model used by Pinecrest Academy.¹⁶ The report looked at the management arrangements of various charter school networks and the resultant effect on student success. The report specifically identified the unique Charter Management Organization/Education Service Provider partnership between Pinecrest Academy and Academica, naming it a 'Hybrid' management model. The study found that students in the study attending a school with a Hybrid management model had an equivalent of 51 additional instructional days in math and an additional 46 days in reading (in a single school year). 78% of the Hybrid-model students in the study were served by a charter school network that used Academica as their back-office service provider.

Additionally, Pinecrest Academy of Nevada (Henderson) used Academica Nevada to assist in establishing the first school as well as expanding the Nevada Pinecrest network, and has used them as its back-office service provider since the first school was approved. Their governing board has found the services provided to helpful in assisting the school to run an operationally and financially sound school network.

¹⁶ Center for Research on Education Outcomes (2017). *Charter Management Organizations*. Stanford, CA, CREDO at Stanford University.