

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2021 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

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

For the: **Pinecrest Academy of Nevada**

Date Submitted: **October 15, 2021**

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

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

Key Contact: **Travis Keys**

Key Contact title: **Board Chair, Pinecrest Academy of Nevada**

Key Contact email and phone: travis.keys@pinecrestnv.org / 702-600-1856

Date of School Board approval of this application: **September 22, 2021**

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 <i>(tentative and subject to change)</i>	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.](#)

[Red text indicates updates or points of emphasis.](#)

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](#)
 - Implementation of Virtual School Program
 - Implementation of Weighted Lottery Policy

Contents

Introduction	4
Most Frequent Requests For Amendments (RFAs)	4
Section I: Standard RFA Requirements	5
A) EXECUTIVE SUMMARY	Error! Bookmark not defined.
B) MEETING THE NEED.....	9
TARGETED PLAN	9
GROWTH RATE AND RATIONALE.....	9
PARENT AND COMMUNITY INVOLVEMENT.....	9
C) ACADEMIC PLAN	11
MISSION & VISION.....	11
CURRICULUM & INSTRUCTIONAL DESIGN	11
SCHOOL STRUCTURE: CALENDAR AND SCHEDULE.....	12

DISTANCE EDUCATION 12

PRE-KINDERGARTEN PROGRAMS 13

(All Operators Currently Operating or Proposing to Operate Pre-K) 13

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS..... 13

SPECIAL POPULATIONS 13

Special Education..... 14

Staffing..... 14

D) FINANCIAL PLAN 16

E) OPERATIONS PLAN 19

LEADERSHIP FOR EXPANSION 20

STAFFING 20

HUMAN CAPITAL STRATEGY 20

SCALE STRATEGY 21

STUDENT RECRUITMENT AND ENROLLMENT 22

BOARD GOVERNANCE 24

INCUBATION YEAR DEVELOPMENT 25

SCHOOL MANAGEMENT CONTRACTS 26

SERVICES 27

ONGOING OPERATIONS 27

Section II: SPECIFIC RFA SECTIONS29

RFA: Academic Amendments.....29

1. RFA: Add Distance EducationError! Bookmark not defined.

2. RFA: Add Dual-Credit Program..... 41

3. RFA: Change Mission and/or Vision 41

4. RFA: Eliminate a grade level or other educational services 41

5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO 42

a) School Management Contracts..... 42

6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities 44

7. RFA: Enrollment: Expand Enrollment in New Grade Level(s) 46

8.	RFA: Lottery: Change(s) in Charter Lottery Policy	47
	Facility RFAs	49
9.	RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)	49
10.	RFA: Occupy New or Additional Sites (NAC 388A.315)	49
11.	RFA: Occupy a Temporary Facility.....	49
12.	RFA: Relocate or Consolidate Campuses	49
	General Facility RFA requirements	49
	Facility RFA Attachments required	49
13.	<input type="checkbox"/> RFA: Transportation.....	49
14.	<input type="checkbox"/> Change of incorporation status.....	49
15.	RFA: Other Changes	49

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 Applications, primarily by separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA are now adding 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 one of the following four most frequently requested RFA applications.

If you're seeking RFAs in one of the following four (4) areas, the following guidance may help you prepare and process your application faster

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

Most Frequent Requests For Amendments (RFAs)

The following are four most frequently requested amendments to charters/contracts:

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

Below are the processing requirements.

For the following:

1. Dual credit RFA applications
2. Distant education RFA applications

3. Enrollment additions or contractions and grade expansions or contractions (Financial Plans required)

Complete the following check marked items from the below application requirements. You do not need to respond to the unchecked areas.

Sections Required (short form only for the above four RFA requests):

- Executive Summary
- Meeting The Need
 - Expansions to new grade levels or new campuses must complete the Meeting the Need section.
- Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
 1. For enrollment RFAs, complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
 2. For facility related RFAs, complete the tab labeled “**Facilities**” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
 3. This file is not required for Dual Credit or Distance Education RFAs assuming costs are nominal. The applicant is responsible for confirming this in the narrative should this be the case.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections)

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

Required for all submissions. 4 Pages or less per RFA

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-7th. Today, Pinecrest Academy of Nevada has grown to five campuses located across the Las Vegas Valley, serving more than 7,000 K-12th Grade students.

The Governing Body of PAN consists of five members who are in compliance with NRS 388A.320. They represent diverse areas of expertise, including: legal, financial, and education, to name a few.

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

(Example:) “The Board of the above named charter school, 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):

- Implementation of Virtual School Program - Pinecrest Academy Virtual (PAV)

- Implementation of Weighted Lottery Policy

(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 SPCSA for the following requests:

- Enrollment: Expand enrollment in existing grades and facilities
- To implement a blended-learning program
- To implement a weighted lottery policy

5. Description of proposed target model and target communities

The requested amendments will not alter Pinecrest’s target model or communities and therefore, a description is not applicable.

Please see [RFA: Enrollment: Expand Enrollment In Existing Grade Level\(s\) And Facilities](#), [RFA: Lottery: Change\(s\) in Charter Lottery Policy](#), and [RFA: Add Distance Education](#) for further detail regarding the requested amendments.

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

Pinecrest expects all students participating in their blended learning program will be further prepared for success in college and/or career. PAV will have access to the Instructional Model of Pinecrest Academy of Nevada. All Pinecrest campuses in the Henderson area consistently rate as 4-5 Star Campuses. The High School programs continue to test amongst the highest in the state with reference to the ACT scores. PAV 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.

The Pinecrest Academy of Nevada Board of Directors will approve a Financial and Management Plan between PAV and Pinecrest Academy of Nevada, Cadence 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 will include:

- 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 Pinecrest Academy Virtual. 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 will be implementing a weighted lottery across the network of campuses beginning in the 2022-2023 school year. PAV 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 targeted zip codes which align with the initiatives of the State Public Charter School Authority.

The Pinecrest Academy of Nevada Board of Directors will approve a Financial and Management Plan between PAV and Pinecrest Academy of Nevada, Cadence Campus in order to ensure that there is proper oversight, consulting, and services needed to meet the needs of FRL, EL, and IEP students. 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 requested blended-learning program will operate under the leadership team of the existing charter program at Pinecrest Academy Cadence Campus. 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 Academy Virtual (PAV) will use the leadership team’s experience and building staff to provide the optimum school choice to the targeted community. PAV, 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 Campus Principals will also ensure that the school’s values of high academic achievement, community unity, and quality school operations are implemented and

executed faithfully with the addition of the requested blended-learning program and enrollment modification. 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 requested enrollment modification will not alter or affect Pinecrest's key supporters, partners, or resources.

Key to the success of the requested blended-learning program is Academica Virtual Education (AVE). AVE has years of expertise in education technology, online platforms, state compliance, data tracking, and professional development. These resources, through a statement of commitment have been pledged to help support the mission of Pinecrest Academy Virtual for success in Nevada. Key to the operational assistance in Nevada is the expertise and experience of Academica. Their day-to-day operational assistance allows for the educators and school leadership to focus on the education model and success of the students.

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

The questions in this section do not pertain to this requested amendment and are therefore, not applicable. Please see [RFA: Lottery: Change\(s\) in Charter Lottery Policy](#), [RFA: Enrollment: Expand Enrollment In Existing Grade Level\(s\) And Facilities](#) and [RFA: Add Distance Education](#) for further detail regarding the requested amendments.

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.
- (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.

GROWTH RATE AND RATIONALE

- (1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).
 - a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.
- (2) 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.
- (3) 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.
- (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?
- (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.
- (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.

- (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?
- (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.

C) ACADEMIC PLAN

The questions in this section do not pertain to this requested amendment and are therefore, not applicable. Please see [RFA: Lottery: Change\(s\) in Charter Lottery Policy](#), [RFA: Enrollment: Expand Enrollment In Existing Grade Level\(s\) And Facilities](#) and [RFA: Add Distance Education](#) for further detail regarding the requested amendments.

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.

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.

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?

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.*
- (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?

(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.

(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.
 - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
 - b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- 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.
- 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.

- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- 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 http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment_Template.xlsx) 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.
- 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.
- 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?
- 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.
- 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?
- 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.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- a) 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.
- b) 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.
- c) 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?

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.

- (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.

- (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.

- (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:

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
2. SPCSA schools develop programs to support the needs of their students.
3. SPCSA schools do not counsel or kick any students out.
4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
5. 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.
6. 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.
- (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?
 - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*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?
 - a) 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.
- (4) 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?
- (5) 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?

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.

- (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?
- (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.
- (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?

- (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?
- (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.*

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 Pinecrest Academy of Nevada Board 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 Nevada 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 NRS386.573 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.

Pinecrest Academy of Nevada 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. He/She will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation 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 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 proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.

Available upon request.

- (3) **Attachment _10_.** 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 \$7,293 and the

per-pupil revenue assumption for the proposed virtual campus of \$7,074 for the 22-23 fiscal year of operation; with an estimated 1.00-2.00% increase each subsequent year thereafter. Assumptions were based on the per-pupil statewide base and per pupil funding amount in Clark County found in Senate Bill No. 458. Refer to [Attachment 10 – 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 _10_**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

Refer to [Attachment 10 – 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.

Refer to [Attachment 10 – 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.

Pinecrest Academy of Nevada has presented a fiscally conservative budget for the first 6-years of operation for the proposed campus. 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. Refer to [Attachment 10 – 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.

Pinecrest Academy of Nevada collaborates closely with Academica Nevada 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.

Pinecrest Academy of Nevada did not rely on philanthropic revenue for their operations in their budget. Refer to [Attachment 11 – 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_11_** (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).

Refer to [Attachment 11 – School Budget](#).

- (5) Submit, as an **Attachment_12_**, 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).

Refer to [Attachment 12 – Network Budget](#).

- (6) Provide, as an **Attachment_13_**, 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.

Available upon request.

- (7) Complete the audit data worksheet in **Attachment_14_**. 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_14_**.

Refer to **Attachment 14 – 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.

Pinecrest Academy of Nevada does not rely on fundraising programming to support the day-to-day operation of their school and as such this question is not applicable to Pinecrest Academy of Nevada.

- (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 Nevada will work with and train the school principal and office manager in all financial policies and procedures. The Pinecrest Academy of Nevada Board oversees all aspects of the fiscal management of the school. The Board will review financial statements at minimum once per quarter and Academica Nevada 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 Nevada 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 Nevada 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 Nevada will meet regularly with the school principals to review their budgets.

E) OPERATIONS PLAN

The questions in this section do not pertain to this requested amendment and are therefore, not applicable. Please see [RFA: Lottery: Change\(s\) in Charter Lottery Policy](#), [RFA: Enrollment: Expand Enrollment In Existing Grade Level\(s\) And Facilities](#) and [RFA: Add Distance Education](#) for further detail regarding the requested amendments.

- ◆ **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.
 - (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?
 - (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?
- 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
 - (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.
 - (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
 - (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.
- 3. Organization charts and decision-making authority:
 - (a) Provide the following organizational charts:
 - (i) Current
 - (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)
 - (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)

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.*
- 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**___)
 - b) Resumes of all current leadership (provide as an **Attachment**___).
 - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment**___)
- 5. 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) School leadership;
 - (b) School business operations and finance;
 - (c) Governance management and support to the Board;
 - (d) Curriculum, instruction, and assessment;
 - (e) At-risk students and students with special needs;
 - (f) Performance management; and
 - (g) Parent and community engagement.
6. 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**___).
 7. Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.
 8. 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?
 9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

LEADERSHIP FOR EXPANSION

- a) 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.
- b) 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.
- c) 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

- a) **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.

Sample Excerpt—Complete using Excel file

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Management Organization Positions						
<i>Complete this form using the Excel file</i>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

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.

- a) **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.
- b) Leadership Pipeline: **Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
 - 1) How the school plans to identify leadership internally and externally;
 - 2) Who will be responsible for hiring leaders;
 - 3) Formal and informal systems that will prepare leaders for their responsibilities;
 - 4) The school’s philosophy regarding internal promotions;
 - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
 - 6) Internal or external leadership training programs.
- c) **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.
- d) **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?
- e) **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.

SCALE STRATEGY

- a) 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.
- b) 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.
- c) 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.
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- e) 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.
- f) 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.

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				

Data Mgt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

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.

- g. 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.
- h. 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.

- i. 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 lottery² 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.
- j. 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.
- k. 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.
- l. 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?
- m. 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?
- n. Complete the following tables for the proposed school to open in 2021-22. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.
 - 1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Sample Excerpt

Grade Level	Number of Students				
	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K					
K					
1					
2...					
10					
11					
12					
Total					

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

Sample Excerpt

Grade Level	Number of Students

² 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.

	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K...					
12					
Total					

- 3) 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.”***

Sample Excerpt

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K					
12					
Total					

- a. 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.
- b. 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.
- c. 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.

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.”

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- p. 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.
- q. 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.
- r. 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.
- s. 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?
- t. 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.

- u. 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?
- v. 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.
- w. 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.
- x. 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.
- y. 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.
- z. 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?

Goal	Purpose	Outcome Measure

INCUBATION YEAR DEVELOPMENT

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** ____.

- bb. 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.
- cc. 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.

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)**.

- dd. How and why was the EMO or **CMO** selected?
- ee. 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).
- ff. 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.
- gg. 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.
- hh. Please provide the following in **Attachment**___:
 1. 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;
 2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
 3. 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.
 4. Documentation of the service provider’s for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
 5. Provide a brief overview of the EMO/CMO's history.
 6. 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.
 7. 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.

8. 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, 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.

SERVICES

9. Provide **Attachment**___ describing how the school leadership team will support operational execution.
10. 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.
11. 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.
 - i. 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 serve as a barrier to enrollment or ongoing attendance.
 - ii. 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 serve as a barrier to enrollment or ongoing attendance.
 - iii. Facilities maintenance (including janitorial and landscape maintenance)
 - iv. Safety and security (include any plans for onsite security personnel)
 - v. Other services
12. 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.
13. 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.
14. 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.
15. Provide, as an Attachment___, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

ONGOING OPERATIONS

16. 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?
17. 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.

Section II: SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

a. 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.



The mission of Pinecrest Academy Virtual (PAV) is:

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

The vision of PAV is:

Pinecrest Academy students perform at the highest levels on all academic measures.

Both the mission and the vision align with PAV's commitment to develop and educate future active and responsible members of society. Students attending PAV will feel safe in taking the educational risks necessary to develop into a contributing member of the community. PAV empowers students to post-secondary careers through educational growth mindsets.

- ii. A list of the current school campuses

The Pinecrest Academy of Nevada network currently includes 5 campuses across the Las Vegas Valley. They are:

Cadence Campus

225 Grand Cadence Drive,
Henderson, NV 89015

Inspirada Campus

2840 Via Contessa
Henderson, NV 89044

Sloan Canyon Campus

675 Dale Avenue
Henderson, NV 89044

Horizon Campus

1360 South Boulder Highway
Henderson, NV 89015

St. Rose Campus

1385 East Cactus Avenue,
Las Vegas, NV 89183

iii. Proposed model and target communities by zip code

Pinecrest Academy Virtual will serve 6th through 12th grade students in a narrowly targeted geographical area. PAV intends to start with 6th through 10th grade and add one grade level each year until reaching full enrollment. Given the demographics of the area PAV has targeted; PAV expects a wide range of students to show interest. PAV's three-tier instructional model allows us to target the full range of students, from deficient through high performing. Although PAV is not 100% online and onsite attendance is required, PAV's model will appeal to students who do not find enough time or flexibility in traditional school settings. This could be due to work needs, social and special needs issues, medically fragile, single parents, high performing athletes, or other activities requiring time away from a traditional school setting. PAV targets students who need added attention as well as high performing students who are independent and high achievers. PAV's model and technology infrastructure allow for the continuous oversight and measurement that ensure ongoing progress and accountability of each student. The program is targeted for students who can work toward a higher percent of online learning through demonstrating the skills necessary to be successful in that environment.

By utilizing the highest quality tools, continuous monitoring and measurement, and a gradual release program, Pinecrest Academy Virtual creates a new category of school, one that is highly targeted at the 21st century learner. Pinecrest Academy Virtual is not an online school, nor is PAV a typical brick-and-mortar school. Although the term has been used frequently to indicate many different models, Pinecrest Academy Virtual is a "blended" or "hybrid" learning school.

Pinecrest Academy Virtual will be housed within the Pinecrest Cadence facility (225 Grand Cadence Drive / 220 Taylor St., Henderson, NV 89015). Attendance in blended learning courses is always mandatory, and frequency is dependent upon a student's progress and mastery of each subject in relation to their appropriate grade level. PAV will utilize the irreplaceable teacher through a blended learning environment, in combination with the highest quality tools available for online instruction. PAV will require attendance to live (which may be conducted in-person or virtually) academic tutoring sessions based on a student's academic performance and progress, which is continuously monitored. This will be outlined in a subsequent section.

Pinecrest Academy Virtual intends to place strict caps on the number of students in each grade level and the total number of students in the entire school. For example, in Year 1 (2022), PAV would have approximately 100 students spread across grades 6th-10th. Based on required attendance, rigorous oversight and testing, PAV will perform as a local community school – rather than a large online school that serves students over great distances.

iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.

PAV believes every student who enters its doors has the potential to achieve academic success and become a valuable contributor to the community. It is PAV's goal to ensure each student is ready academically to enter college and career.

PAV expects all students to graduate with knowledge that leads to a successful college career or post high school position. PAV will do so by providing multiple interventions and mastery-based assessments to fill achievement and knowledge gaps. PAV will provide comprehensive curriculum and instructional methods with the rigor and relevance necessary to be academically successful in PAV's blended learning environment. PAV believes the key for student engagement and success is through developing the relationships necessary for students to collaborate and work with one another.

v. The key components of your educational model and how the distance education program aligns with the educational model.

Pinecrest Academy Virtual has three key components to its education model. First, a home-based facility within an existing charter program, which allows the students to connect with a school and go to receive tutoring support and participate in extracurricular activities. Second, a three-tier personalized instructional system of academic rigor which

provides the appropriate level of autonomy for a student to utilize online instruction vs. the amount of time a student is required to be in the classroom. By having an appropriate evaluation system, today’s learners utilize both technology and the teacher to advance their academic progress appropriately. Third, PAV implements the highest quality in educational technology tools from curriculum with built-in assessments through learning management systems.

Sample of Required Tutoring Structure (will be finalized in Parent/Student Handbook):

The following table demonstrates the checkpoints throughout the year in which a student would be assigned to required tutoring sessions due to low performance. They will remain in the required tutoring sessions until the next checkpoint. This serves as a sample and these are subject to change if administration feels a student should be entered into required tutoring sessions for the success of a student. The student will be entered into required tutoring sessions if any class falls below a C grade.

All students will report to sessions online or in person for the first two weeks for expectations for each class. Teachers may gradually release based on the student’s understanding.	
Quarter 1 Midterm	End of Quarter 1
Quarter 2 Midterm	End of Quarter 2
Students will be invited to in-person award ceremonies as applicable with corresponding grade level at Pinecrest Academy Cadence Campus.	
Quarter 3 Midterm	End of Quarter 3
Quarter 4 Midterm	End of Quarter 4 determines need for summer school.
Students will be invited to in-person award/culmination/graduation ceremonies as applicable with corresponding grade level at Pinecrest Academy Cadence Campus.	

As a STEAM-focused charter school, PAV aligns with the educational model of Pinecrest Academy of Nevada as it will provide students additional resources to ensure they are prepared for success in college and career, as per the school’s mission and vision.

PAV will begin to solve one of the challenges faced by traditional online programs. By partnering with a high performing brick-and-mortar program, PAV will be able to give access to Career and Technical Education (CTE) credits through synchronous learning opportunities. Where applicable, students would be able to log-in to live lessons delivered to in-person students hosted by the partnering school, Pinecrest Academy of Nevada, Cadence Campus for any courses which are not currently offered through the fully asynchronous course offerings of most on-line learning providers. This unique opportunity to work directly with in-person programs will allow students to take part in course offerings, provided by industry-certified instructors such as Aviation, Graphic Design, and Cyber Security, which they may not have had access to in a stand-alone online program. Synchronous learning opportunities may be available through the partnering school for other unique subject areas outside of CTE or courses in which a student identifies they would benefit from daily live virtual lessons from a teacher in the subject area.

- vi. Key supporters, partners, or resources that will contribute to the distance education program

A 21st century approach at teaching today’s students takes a team of dedicated specialists and resources. Key to PAV’s success is Academica Virtual Education (AVE). AVE has years of expertise in education technology, online platforms, state compliance, data tracking, and professional development. These resources, through a statement of commitment have been pledged to help support Pinecrest Academy Virtual’s mission for success in Nevada. Key to the operational assistance in Nevada is the expertise and experience of Academica Nevada. Their day-to-day operational assistance allows for the educators and school leadership to focus on the education model and success of the students.

- b. 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.

Pinecrest Academy Virtual’s (PAV) proposed school facility will be located in the Pinecrest Academy of Nevada, Cadence Campus, Secondary Building (see **Figure 1** below). PAV will be open to all residents of Nevada, but the school’s proposed target population will focus on those students currently residing in East Henderson.

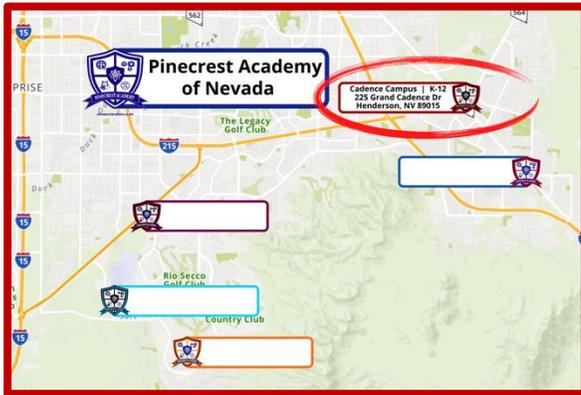


Figure 1: Location of Program

Pinecrest Academy Virtual is seeking to open as a public charter school in the Fall of 2022, with a total initial enrollment of 100 students in grades 6th-10th. After its first year of operation the school plans to grow an additional grade level each year and 70-80 additional students in total enrollment until the school is at full capacity serving students in grades 6th-12th.

In order to understand the projected demographics of PAV’s target population, student data from all public middle and high schools within a 2-mile radius of Pinecrest Cadence have been compiled in **Figures 2 and 3** below. Findings have demonstrated that the three largest student ethnic subgroups are White students followed by Hispanic and then Black students, respectively. (Please see **Figure 2** for more information).

ETHNICITY:	AI/AK	Asian	Hispanic	Black	White	Pa. Is.	2 or +
PERCENTAGE:	.4%	4%	35%	14%	37%	2%	8%

Figure 2: Projected Student Ethnic Demographics

Similarly, the demographics for special student subgroups are projected as follows:

SUBGROUP:	IEP	EL	FRL
PERCENTAGE:	15%	7%	100%

Figure 3: Projected Student Subgroup Demographics

Presently, there is a wait list of approximately 450 potential students at the Pinecrest Cadence campus alone. Across the network of Pinecrest Schools in Henderson, Nevada, there are more than 3000 students on waiting lists. This is clear and compelling evidence of the need for additional educational options in this community that are of high quality. Pinecrest’s governing board would like to implement this virtual campus in the Pinecrest Cadence campus, thus fulfilling the demand for the Pinecrest model of education.

- 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.

Pinecrest’s target community in eastern Henderson has seen an explosion of growth in recent years increasing the building enrollment capacities of public schools in the area, anywhere from 20%-75% over capacity. Within the broader city boundaries of Henderson, there are approximately 26 public elementary schools, 8 middle schools, and 6 high schools.⁴ Collectively, the elementary schools served 18,862 students, middle schools served 11,445 students, and high schools served 16,335 students. These 46,642 pupils have limited charter school options in their community and almost all are severely overcrowded according to CCSD data.⁵ The need for school choice is self-evident and is also relevant to a continuously growing region with inadequate capacity in neighborhood public schools.

³ Nevada Report Card. *Data Interaction Portal*. URL: www.nevadareportcard.com; last accessed August 2021.

⁴ Clark County School District. *Main Page*. URL: www.ccsd.net; last accessed September 2018.

⁵ CCSD. *Student Enrollment*. URL: <http://dzc.ccsd.net/wp-content/uploads/2017/08/2016-17-MAY-Monthly-Enrollment-Alphabetical.pdf>; last access September 2018.

In addition to the issue of overcrowding, many families and students are facing the dilemma of only being able to attend a low-performing school. Current SBAC results demonstrate that many of the schools surrounding PAV’s proposed location are underperforming. See **Figure 4** below:

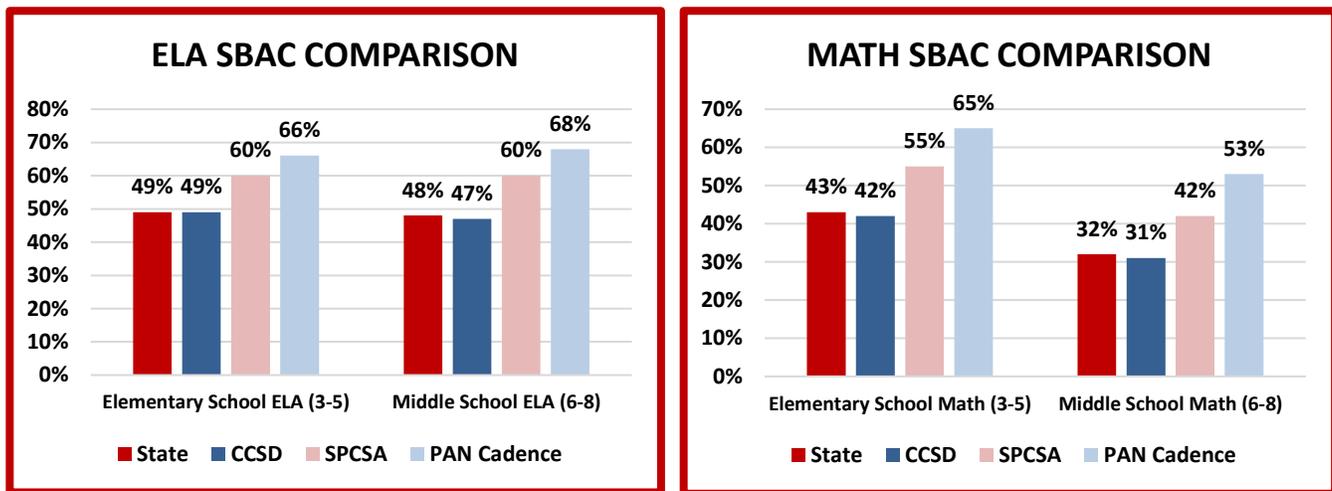


Figure 4: 2018-19 SBAC Comparisons

Confronted with overcrowded, low-performing schools, families in this community are in need of another option to obtain a quality education. Pinecrest Academy Virtual is the answer to that need. In alignment with the Nevada SPCSA’s mission, PAV will provide all of its students an unparalleled online education to empower students to advance, achieve their academic goals and be college and career-ready.

In recent years, the terms “online” or “virtual education” have gained a negative public image. PAV understands why people may have a negative feeling about online education; however, when the proper curriculum, oversight, and teacher involvement is implemented, blended learning can be the most successful form of instruction for today’s student. Pinecrest Academy Virtual is not a traditional online or virtual school, nor is it a traditional brick-and-mortar school. PAV utilizes technology as a powerful tool in helping students achieve life-long goals and find success in life.

After decades of experience, improving and advancing its curriculum and instructional model, Pinecrest Academy Virtual wants to empower students with a top-quality blended education. PAV will offer all students of Nevada - whether they are struggling or excelling - an innovative and exciting model where they can become college and career ready and obtain the skills necessary to succeed in the 21st Century. PAV will also be providing students with direct access to a brick-and-mortar school and a faculty committed to the success of each student. Students will have access to in-person tutoring sessions as well as the ability to partake in the extracurricular programs on campus, when available.

c. Distance Education Requirements

- i. Describe the system of course credits that the school will use.

Courses will be credited in 0.5 credit increments. Students will be enrollments in a minimum of 3.0 credits per semester (or 6 half credits). Each unit consists of five lessons; each lesson is intended to be 2-3 hours in length for a total of 60-90 hours of instruction per semester-long course.

- ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.

PAV will monitor and verify student participation in courses through the gradebook within the LMS and SIS. In addition, depending on which tier the student is in, participation hours will be verified by the teachers via documented attendance reporting. The academic advisor will monitor course completion through the transcript report available in the SIS.

Additional Information Regarding Attendance:

In accordance with NRS 388.866: The board of trustees of a school district or the governing body of a charter school that provides a program of distance education shall ensure that for each course offered through the program, a teacher meets or otherwise communicates with the pupil at least once each week during the course to discuss the pupil’s progress; Students enrolled in distance learning courses are required to interact with their teacher one time per week. All weekly communications between teachers and students are logged into the student information system (Bocavox/MAESTRO) and stored for seven years. The data will be available 24 hours a day and 365 per year. The attendance reports reflect real-time data and are generated by designated school staff every Monday, or more frequently, to comply with the weekly communication requirement for attendance. Since students will be taking distance education courses on a part time basis, they will be regularly attending a brick-and-mortar school, so attendance will also be taken in each students’ homeroom class. Student attendance and participation in courses is also tracked in the learning management system (Agilix/ Buzz) each time a student logs into their course. Time is tracked by minutes and seconds. (See image below for sample.)

Start Time	Duration
Wednesday, July 23, 2015	
2:04 Writing Assignment: Paper II	Contemplation and Argumentation
11:57 AM	0:04
Tuesday, July 21, 2015	
7:08 Writing Assignment: Paper II	Contemplation and Argumentation
12:43 PM	0:03
2:04 Logical Fallacies Mini Quiz	Contemplation and Argumentation
12:30 PM	0:09
2:04 Writing Assignment: Paper II	Contemplation and Argumentation
12:20 PM	0:03
2:04 Writing Assignment: Paper II	Contemplation and Argumentation
12:27 PM	0:04
2:04 Writing Assignment: Paper II	Contemplation and Argumentation
12:27 PM	0:04
5:00 The Universal Flow of Ideas	The Universal Flow of Ideas
12:26 PM	0:13
Sunday, July 19, 2015	
5:00 The Universal Flow of Ideas	The Universal Flow of Ideas
12:18 PM	0:03
2:04 Writing Assignment: Short and Sweet	Class, Status, Style
12:18 PM	0:18
2:00 Contemplation and Argumentation	Contemplation and Argumentation
12:18 PM	0:18
Friday, July 17, 2015	
1:04 The Crucible Act 3 Mini Quiz	In the Beginning
10:42 AM	3:34
1:07 Literary Timeline 15 or Quiz	In the Beginning
10:35 AM	4:01
1:07 Discussion: Making Money with Music	In the Beginning
10:33 AM	1:37
2:02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation
9:10 AM	2:15
2:04 Law and Disorder	Contemplation and Argumentation
8:10 AM	0:09
2:04 Law and Disorder	Contemplation and Argumentation
6:50 AM	0:04
2:02 The Best Defense	Contemplation and Argumentation
5:25 AM	30:01
2:02 The Best Defense	Contemplation and Argumentation
5:10 AM	15:00
2:02 The Best Defense	Contemplation and Argumentation
4:21 AM	30:03
2:02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation
4:21 AM	0:31
2:02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation
4:03 AM	5:07
2:02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation
4:03 AM	0:11
Thursday, July 16, 2015	
2:02 That's Thoughtful	Contemplation and Argumentation
9:27 AM	38:50
2:02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation
8:47 AM	0:22
2:02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation
8:43 AM	5:47
2:02 Argumentation and Evidence Mini Quiz	Contemplation and Argumentation
8:35 AM	4:17
1:05 In the Beginning Unit Exam	In the Beginning
8:18 AM	25:40
2:01 Roundtable and Transcendentalism 15 or Quiz	Contemplation and Argumentation
6:15 AM	7:50
2:02 That's Thoughtful	Contemplation and Argumentation
5:53 AM	0:21

Figure 4: Time Tracking Example

The details of each communication can be viewed by clicking on the subject on the communication. Below is an export of the communication log.

Teacher Communication Log – Subject of Conversation Details (via phone and web chat)

Weekly Two Way Conversation via phone

From: Arauz, Jessica

To: []

CC:

1/25/2018 1:19 PM

Pre-Algebra – Assisted student in the process of solving linear functions.

Weekly Two Way Conversation via web chat

Weekly Two Way Conversation via web chat

From: Arauz, Jessica

To: []

CC:

1/25/2018 1:03 PM

Language Arts – Student needed assistance with writing introductory paragraph and conclusion on narrative essay.

Figure 5: Teacher Communication Log

Both the attendance log and the communication log are available 24 hours per day and 365 days per year (for all students) along with progress reports, which include updated academic information on student progress. Reports can be accessed at any time by fully trained designated school personnel. The attendance record for the distance learning

course is in addition to the record of attendance maintained by the school in which the student attends classes full time (in instances where the student is enrolled in the distance learning program on a part-time basis).

Attendance Report

Period: 02/01/18 To: 02/28/18

Acosta, Destiny		School: 7815 SLAM! Tampa		
Teacher: Valenzano, Bruce				
Student:	Attendance Date	Section	LMS Time	Time Logged In(H:m)
Acosta, Destiny	2/1/2018	Driver Education/Traffic Safety	2:17:30	0:1
Acosta, Destiny	2/2/2018	Driver Education/Traffic Safety	1:28:46	0:1
Acosta, Destiny	2/5/2018	Driver Education/Traffic Safety	2:51:25	0:1
Acosta, Destiny	2/7/2018	Driver Education/Traffic Safety	1:16:12	0:1
Acosta, Destiny	2/8/2018	Driver Education/Traffic Safety	0:00:19	0:1
Acosta, Destiny	2/10/2018	Driver Education/Traffic Safety	0:00:01	0:1
Acosta, Destiny	2/12/2018	Driver Education/Traffic Safety	0:14:09	0:1
Acosta, Destiny	2/14/2018	Driver Education/Traffic Safety	0:53:24	0:1

Teacher Signature: _____ Date: _____

Figure 6: Attendance Report

The teacher and the student will have a two-way conversation one time per week. All correspondence will be logged into the student information system, in order to track the required interaction. In addition to the documenting of weekly two-way interactions between teachers and students, staff can generate a time logging report in order to ensure that the students are logging into their virtual courses and submitting coursework in accordance to deadlines in the course pacing guide. The attendance record will be printed out on a monthly basis and will be signed by the teacher of record. Screen captures of communication log, communication log details accessed by clicking on the subject field and time logging report are reflected below.

Teacher Communication Log

Teacher Communication Log – Subject of Conversation Details (via phone and web chat)

Teachers Communication

Issued: 01/09/2018

Goble, Florangel				
Phone: 71				
ByUserFullName	Date	Type Name	To	Subject
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		progress Call/Check-in
Goble, Florangel	11/28/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/14/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in

Figure 7: Teachers Communication Log

	Start Time	Duration
Wednesday, July 22, 2015		
2:04 Writing Assignment: Peave II: Contemplation and Argumentation	11:57 AM	0:04
Tuesday, July 21, 2015		
2:04 Writing Assignment: Peave II: Contemplation and Argumentation	12:43 PM	0:03
2:04 Logical Fallacies Final Quiz: Contemplation and Argumentation	12:36 PM	0:00
2:04 Writing Assignment: Peave II: Contemplation and Argumentation	12:30 PM	0:03
2:04 Writing Assignment: Peave II: Contemplation and Argumentation	12:27 PM	0:04
2:04 Writing Assignment: Peave II: Contemplation and Argumentation	12:29 PM	0:04
5:00 The Universal Flow of Ideas: The Universal Flow of Ideas	12:26 PM	0:13
Sunday, July 19, 2015		
5:00 The Universal Flow of Ideas: The Universal Flow of Ideas	12:18 PM	0:53
3:04 Writing Assignment: Short and Sweet: Ideas, Stories, Units	12:18 PM	0:00
2:00 Contemplation and Argumentation: Contemplation and Argumentation	12:16 PM	0:10
Friday, July 17, 2015		
1:04 The Crucible Act 3 Final Quiz: In the Beginning	10:42 AM	3:34
1:00 Literary Timeline Final Quiz: In the Beginning	10:35 AM	4:01
1:00 Classroom: Making Money with Music: In the Beginning	10:33 AM	1:37
2:02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation	9:10 AM	2:15
2:04 Law and Disorder: Contemplation and Argumentation	8:10 AM	0:09
2:04 Law and Disorder: Contemplation and Argumentation	8:10 AM	0:04
2:02 The Best Defense: Contemplation and Argumentation	5:25 AM	30:03
2:02 The Best Defense: Contemplation and Argumentation	5:10 AM	15:00
2:02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation	4:21 AM	30:00
2:02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation	4:21 AM	0:13
2:02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation	4:03 AM	5:07
2:02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation	4:03 AM	0:11
Thursday, July 16, 2015		
2:03 That's Biogical: Contemplation and Argumentation	9:27 AM	38:50
2:02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation	8:47 AM	0:22
2:02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation	8:42 AM	5:47
2:02 Argumentation and Evidence Final Quiz: Contemplation and Argumentation	8:38 AM	4:17
1:01 In the Beginning Unit Exam: In the Beginning	8:16 AM	25:43
2:03 Remediation and Transcendentalism Final Quiz: Contemplation and Argumentation	5:55 AM	7:50
2:03 That's Biogical: Contemplation and Argumentation	5:53 AM	0:21

Figure 8: Time Logging Screen Capture

Both the attendance log and the communication log are available 24 hours per day and 365 days per year.

iii. Describe how the school will ensure students participate in assessments and submit coursework.

PAV teachers will monitor submitted coursework within the online grading system. Workbooks, checkpoints, unit and final exams are graded by the system with the exception of open-ended response questions. All graded items within the system are automatically reported within the gradebook. Discussion boards, projects and any open-ended response question is graded by the teacher using a variety of rubrics that demonstrate levels of mastery. These teacher-graded items are manually entered into the gradebook by the teacher.

iv. Describe how the school will conduct parent-teacher conferences.

Communication of student progress is key to the success of every PAV student as well as the school. Weekly progress reports to convey student progress will be provided to each parent. There will be mandatory parent-teacher conferences at least once a year and will be done throughout the year as needed based on the student's individual progress. These conferences may be conducted over the phone or in person.

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.

The Pinecrest Academy of Nevada Board of Directors will approve a Financial and Management Plan between PAV and

Pinecrest Academy of Nevada, Cadence Campus in order to facilitate on-sight testing administration for all testing which requires in person proctoring. PAV will administer all required state assessments in a safe and secure environment, free of distractions and within the timeframe required. PAV, according to state and federal law, will use licensed staff as assessment proctors. All proctors will be trained and certified to be a qualified proctor based on state requirements.

d. 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.

PAV will instruct 6th-12th grade students with Special Education needs in accordance with the accommodations found in their Individual Education Plan. In such cases where face-to-face supports are necessary, a student will have live access to a Special Education teacher or support.

The Pinecrest Academy of Nevada Board of Directors will approve a Financial and Management Plan between PAV and Pinecrest Academy of Nevada, Cadence Campus which will include access to a Special Education Facilitator as well as Teachers of Record until such time that the program can support its own teachers and Teachers of Record.

- 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?

Staff will receive training regarding all legal distance education requirements during professional development sessions scheduled before the beginning of school as well as throughout the school year.

The Pinecrest Academy of Nevada Board of Directors will approve a Financial and Management Plan between PAV and Pinecrest Academy of Nevada, Cadence Campus' which will allow for access to all professional development resources as well as administrative oversight of the legal requirements.

e. 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.

PAV will become a model school for distance education, offering a new solution for more centralized services to students. Additionally, parents will be able to enroll into more focused programs such as STEM, Civics, and Leadership programs offered by various charter schools. When proven successful, PAV would like to expand the model to other campuses 6th -8th and/or 6th - 12th campuses within the Pinecrest Academy Network as well as work with the State to identify other networks where such a model would be successful. PAV would be willing to serve as a mentor to other Charter Networks seeking to provide online solutions to students with their specific Charter Focus. In theory, many brick-and-mortar Charter programs could expand to offer online programs to students with little impact to existing personnel and programs.

- 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.

Academica Virtual Education (AVE) will power the majority of the core curriculum offerings and is associated with Academica Florida and Academica Nevada, which currently serves as the contracted EMO for Pinecrest Academy of Nevada. AVE was founded in 2011. AVE provides support services (content, instruction, platform, software and training) to schools domestically and outside the United States. AVE has partnered with approximately 91 schools in the United States (CA, CO, FL, NV, TX and Washington, DC).

All supported schools are Cognia accredited. AVE provides K-12th grade curriculum, software and support. Advanced Placement Courses offered are College Board approved. AVE courses are also NCAA approved.

To date, AVE has:

- Employed over 295 teachers
- Offered more than 319 courses
- Supported approximately 57,500 enrollments
- Florida schools supported by AVE have earned an A and B grade by the State.
- The student average passing rate is over 95% across all offerings

f. 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.

The marketing strategies for PAV will take various forms. The vast majority of our marketing strategies will focus on attracting low-income, multicultural students, English Learners, and any other group of students who are at risk of academic failure. PAV acknowledges that most of these efforts will need to be multilingual. Examples of marketing strategies will include, but are not limited to:

- Open houses – The administration of Pinecrest Cadence will hold open houses throughout the community. These open houses will include a presentation on the merits and functions of charter schools and a detailed explanation of the school’s mission and philosophy. The open houses will also provide interested parents and community members the opportunity to ask questions about the school. Due to the anticipated large percentage of Spanish speaking residents, all open houses will likely be presented in both English and Spanish or a translator will be provided upon advanced request. A number of open houses may be translated into alternative languages to accommodate various refugee groups. Open houses will be advertised through our online marketing and print campaign.
- Grassroots efforts - PAV will utilize a grassroots effort in recruiting families and students in the neighborhoods they live in. As such, they will employ methods such as door-to-door contacting, standing in front of grocery stores and places of high frequency, and attending swap meets.
- Website – PAV will launch a comprehensive website aimed at educating the public about the functions of charter schools in general, the curriculum and methods of our school, and information about how to register for the lottery. The website will have the ability to be translated into multiple languages for the use of potential families. The site will also include a detailed frequently asked questions page, contact information, and all information required by Nevada rule and/or law.
- Social media – This will mostly involve creating a content rich Facebook campaign designed around reaching and engaging our target demographics Social media posts will be placed using multiple languages to reach a broader range of students.
- Outdoor advertising – We will utilize various forms of outdoor advertising, including billboards along the major routes in the area and yard signs. We will also launch an old-fashioned grassroots campaign by knocking on doors and delivering flyers.
- Direct mail – We have budgeted to send a direct mail flyer to every house in our target population with detailed information about the school, instructions on how to obtain more information, and enrollment directions.
- Community involvement – The Governing Board of Pinecrest Academy of Nevada will utilize their connections with local churches and community groups, set up informational booths at local events and grocery stores, and take advantage of other community-based marketing opportunities. We are committed to implementing a robust marketing plan to inform the community of the opportunities available at Pinecrest Academy Virtual.

Additional Marketing to Targeted Audiences:

- Bilingual digital marketing (all geo-fenced and targeted to lower income housing areas) * paid ads boosted to increase impressions and reach
- Various social media

- Google display ads
- Posting on local community groups, Facebook groups, next door app, etc.
- Partnerships with local non-profits, food distribution centers, housing agencies, job placement centers, industrial worker locations, Latin groceries, Nevada Ready programs, health centers/ WIC offices, community centers, etc.
- Partnership with La Pulga (online Spanish marketing platform) to reach Spanish population in Las Vegas/Henderson areas
- Bilingual billboard ads in targeted lower income areas
- Bilingual mailers sent to low- income zip codes
- Spanish radio ads (ie: KRG 99.3 & KWID 101.9)
- Spanish digital ads through Univision digital to maximize Spanish-speaking reach
- OTT/video marketing targeted to lower income zip
- Bilingual email marketing campaigns (targeted by zip and/or income)
- Bilingual text message campaigns (targeted by zip and/or income)
- Bilingual website already available
- Bilingual application already available
- Bilingual enrollment support available

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.

Open enrollment will commence on the first day of School in January and continue through the end of the month of February for that same year, which is typically 58 days.

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?

Pinecrest Virtual Academy is seeking to open as a public charter school in the Fall of 2022, with a total initial enrollment of 100 students in grades 6th-10th. After its first year of operation the school plans to grow an additional grade level each year and up to 80 additional students in total enrollment until the school is at full capacity serving students in grades 6th-12th.

Pinecrest Cadence’s administration team, led by Jessica LeNeave, will monitor the progress of these enrollment targets to ensure that students are being adequately served.

*The administration of PAV acknowledges that this is a new program and is committed to the long-term success of the program. PAV will freeze enrollment after year three, four, or five if the Virtual school is rating as a 1- or 2-star school (as measured by the State of Nevada Department of Education) to adjust the program elements for the success of the students. Once the school restores the rating to a 3-, 4-, or 5-star school, the school will continue to grow as outlined in this table.

Grade Level	Number of Students				
	2022-23	2023-24	2024-25	2025-26	2026-27
6	20	30	40	50	60
7	20	30	40	50	60
8	20	30	40	50	60
9	20	30	40	50	60
10	20	30	40	50	60
11	-	20	30	40	50
12	-	-	20	30	40
Total	100	170	250 *	320 *	390 *

Figure 9: Pinecrest Virtual Academy Projected Enrollment

g. 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.

The Pinecrest Academy of Nevada Board of Directors will approve a Financial and Management Plan between PAV and Pinecrest Academy of Nevada, Cadence Campus for specific supports and services. These services will be supported by the “Administrative Fee” in the budget summary. Administrative Services include:

- Registration Services
- Licensed Administration Oversight
- Counseling Services
- Safe School Professional Services
- Special Education Facilitation and Oversight
- English Language Learner Services
- Section 504 Liaison Services
- Dean of Student Behavioral Support
- Testing Coordination
- Digital Device Coordination and Technology Support
- Testing Facility Usage
- Access to Teacher of Record Staffing (stipends included in separate budget line item)
- Distance Learning Coordinator Office Space
- Free and Reduced Lunch Facility Usage for Once-a-Week Lunch Disbursement
- Summer School Facility Usage

Additional Services and Access Provided Directly to Students

- Access to on-campus athletics
- Access to extracurricular offerings when there is a spot available (ex: clubs, organizations, afterschool activities)
- Access to field trips
- Access to secondary events such as dances, socials, and performances
- Access to fundraising activities which support the membership within a club, organization, or athletic
- Access to test prep opportunities (such as AP examination prep and ACT prep programs)

Please see [Attachment 18 – Staffing Plan](#) for information regarding the staffing of Pinecrest Virtual Academy.

- 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.

PAV will provide the following services for students and teachers:

- A laptop/Chromebook for each student and teacher
- Digital licenses and support to all relevant coursework
- Digital licenses and support to all relevant blended learning programs
- Digital licenses and support to all diagnostic testing
- WiFi hotspots or access to reduced cost internet partnerships to families demonstrating a need for support

PAV will have a contracted agreement with Intellatek (or other competitive technology services provider). Intellatek will be the provider of:

- Information systems support
- Cybersecurity components

- Procurement needs
- Technology Ticketing Support
- Onsite support for State Testing
- Other relevant Technology Supports and Services

The Pinecrest Academy of Nevada Board of Directors will approve a Financial and Management Plan between PAV and Pinecrest Academy of Nevada, Cadence Campus for specific supports and services related to technology. These services will be supported by the “Administrative Fee” in the budget summary. Technological Services include:

- Media Center Usage for Student Computer Needs
- Use of On-sight Media Center Technician to resolve daily technology needs of students
- Storage of extra devices for technology swap-outs
- Consulting with the director for digital licensing needs

h. 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.

PAV will follow a strict budget outline, demonstrating best practices in spending and planning. Please see [Attachment 11 – School Budget](#) for a 5-year projection on individual line items.

2.RFA: Add Dual-Credit Program

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.

- 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.
- Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- Discuss the scope of the services and resources that will be provided by the college or university.
- 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.
- 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.
- Identify any employees of the college or university who will serve on the governing body of the charter school.

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

For an RFA to accomplish this objective:

- Complete and submit your RFA with the General application sections above completed.
- 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.
- 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

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

- a) Complete and submit your RFA with the General Requirements sections above completed.
- b) 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

a) School Management Contracts

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. 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.
7. 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).
8. 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.
9. 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.
10. Provide a brief overview of the organization's history.
11. 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.
12. 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.
13. 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.

b) Financial Plan

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.
2. 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.).
3. 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.
4. 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.
5. 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).
6. 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).
7. 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.
8. 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 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.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).

In accordance with the SPCSA's current Academic and Demographic Needs Assessment, Pinecrest Academy has already engaged in marketing the school to ZIP codes in its community, which are identified by the state's Assessment as being geographic areas of Academic Need. These ZIP codes include, among others, [89002](#) and [89015](#), wherein 50% of the public schools available to families are rated at a 1- or a 2-Star Level. Pinecrest meets the needs of these ZIP codes, and subsequently is aligned to the SPCSA's Needs Assessment, by providing a 5-Star school option to families residing within these geographic areas.

In the past, Pinecrest has implemented marketing techniques such as: geo-fencing advertising, maintaining a presence at food distribution lines and partnering with other community organizations such as 3 Square and Acelero Learning. The Cadence campus has also served as a food distribution location for the surrounding community and the Cadence administration has engaged in door-to-door marketing efforts in all government subsidize and low-income housing surrounding the school to inform families of the resources available. Furthermore, the school continues to utilize targeted social media ads for those same ZIP codes, which are identified by the SPCSA as areas of Academic Need.

Pinecrest Academy high school programs continue to expand opportunities for students including CTE and Dual Enrollment options. At Pinecrest Academy Cadence Campus specifically, the remaining growth will be in the form of

expanding seats to secondary students. The campus has already implemented specific targeting marketing to increase access to minority, special needs, and female students. Recently, an audit was conducted by the DOE CTE coordinators. The audit included a deep dive into the program offerings as well as specifically analyzing access for minority and special needs students. Both Pinecrest Cadence as well as Pinecrest Sloan Canyon Campuses received praise for the access given to students and the administrations from both campuses are continuing to expand dual language communication to the community and marketing efforts to increase opportunities for all students. Pinecrest Academy is also in compliance with all Title IX and non-discriminatory notifications and practices on websites and published materials.

With this requested amendment to expand enrollment, Pinecrest will only continue to implement and utilize these marketing strategies inasmuch as they prove effective in making families aware of this quality educational option.

- b. 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?

In accordance with the U.S. Department of Education ESEA waiver to suspend accountability requirements in response to the COVID-19 pandemic, the earliest assessment results available are those from the 2018-2019 reporting year. Thus, the data shown in the table below reflect student results on the 2018-19 NV-CRT Mathematics and Reading assessments.

Cadence Campus	Black	Hispanic	White	IEP	ELL	FRL
Math - % Proficient	28	46	67	18	44	40
ELA - % Proficient	55	59	74	28	44	51

Inspirada Campus	Black	Hispanic	White	IEP	ELL	FRL
Math - % Proficient	68	76	80	45	N/A	75
ELA - % Proficient	81	83	88	59	N/A	84

Sloan Canyon Campus	Black	Hispanic	White	IEP	ELL	FRL
Math - % Proficient	61	71	78	29	N/A	60
ELA - % Proficient	77	70	81	57	28	70

Pinecrest Academy currently addresses achievement gaps through a variety of methods, not the least of which is being data-driven. By being data-driven, Pinecrest’s administrative and teacher leader teams are able to disaggregate and analyze student academic performance by grade level, classroom, teacher, and even down to the individual student to determine gaps in specific achievement areas.

If it is determined that an achievement gap exists, teams will then respond with the following method:

- Adaptation and/or addition of curriculum/resources to increase student performance;
- Intentional professional development, training and coaching to obtain needed improvements for grade levels and/or specific teachers;
- Targeted intervention plan for the student

With the requested increase in enrollment, Pinecrest will continue to focus on individual student performance and implement targeted responses where needed. Furthermore, Pinecrest will close gaps through data driven instruction, assessments, intervention, and a monitoring system to guide and ensure all students succeed. Specifically, effective implementation of the following will ensure the success of all students: power hour groups in both reading and math in elementary school; leveled reading and math groups for middle school; accelerated and remedial groups for middle school; reading and math remedial elective; before and after school tutoring; and a well-established SABIT (RTI) program for students who are identified below grade level in reading, writing, math, and/or behavior.

- c. 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.

Cadence Campus	Total	IEP	ELL	FRL
	10	0	0	8

Inspirada Campus	Total	IEP	ELL	FRL
	1	0	0	0

Sloan Canyon Campus	Total	IEP	ELL	FRL
	4	0	0	1

For an overview of Pinecrest Academy of Nevada’s current Restorative Justice Plan, please see [Attachment 2 – Restorative Justice Plan](#).

What is your current enrollment for the prior years in your current contract?

	FY20 Enrollment (Actual)	FY21 Enrollment (Actual)	FY21 Enrollment (SPCSA Approved)	FY22 Enrollment (SPCSA Approved)
Cadence	1,799	1,934	1,860	1,860
Inspirada	1,193	1,222	1,070	1,177
Sloan Canyon	1,234	1,476	1,135	1,595

For an overview of enrollment growth for each Pinecrest campus, including those which are not seeking an amendment to modify their current enrollment plans, please see [Attachment 17 – Enrollment By Campus](#).

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

Pinecrest - Cadence

Year	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Enrollment	2,101	2,258	2,379	2,419	2,444	2,454	2,454

Pinecrest – Inspirada

Year	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Enrollment	1,237	1,238	1,212	1,191	1,170	1,152	1,152

Pinecrest – Sloan Canyon

Year	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Enrollment	1,754	2,098	2,254	2,375	2,435	2,429	2,428

With these requested enrollment expansions, each campus’s facility already has the building space sufficient to meet this growth and will therefore not require any construction or additional facility adjustments.

Furthermore, this growth is of tremendous benefit to the school in helping to grow programs offered by each campus. As the programs grow, students will benefit by being able to access additional learning resources, participating in unique educational experiences, and physical, social/emotional, and academic growth.

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

For an RFA to accomplish this objective:

- a) Complete and submit your RFA with the General application sections above completed.
- b) 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.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. 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?
- c. 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 SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract. Charter schools/networks seeking to make changes to their current lottery policy should provide complete descriptions and supporting documentation to the specific information requests below including a revised student enrollment schedule for the remainder of the school contract showing (a) the current enrollment plan, (b) the enrollment plan to be used should the proposed changes be approved and (c) the differences between the two plans. Please provide the current lottery policy for your charter school/network.

Please see [Attachment 15 – Current Lottery Policy](#) for a copy of Pinecrest's current enrollment policy.

Provide a draft of your proposed lottery policy for your charter school/network, and 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.

Rationale & Alignment

On July 13, 2021, Pinecrest Academy of Nevada's Governing Board of Directors voted to adopt a weighted lottery policy

for all 5 campuses within the Pinecrest Academy of Nevada network. Pinecrest’s Governing Board adopted this new policy in accordance with NRS 388A.459 to ensure that the student population of Pinecrest would closely resemble the student population of the community where the school is located.

Explanation/Overview

Pinecrest’s Weighted Lottery Policy will provide a weighted preference of 5.0 in its enrollment lotteries to students who qualify for free/reduced lunch services. This weighted lottery will take place only if it is determined that the percentage of students at the Pinecrest campus who qualify for free and reduced lunch is less than 90% of the percentage of students eligible for free/reduced lunch services in Clark County School District.

The process for the weighted lottery will be as follows:

1. Prior to the enrollment lottery at a Pinecrest campus, the campus will determine the percentage of students who are eligible for free or reduced-price lunch in Clark County School District, rounded to the nearest tenth of one percent (“FRL Comparison %). Data used for this comparison percentage will be taken from the most recent full year data available on www.nevadareportcard.nv.gov.
2. The FRL Comparison % will then be compared to the validated current school year free and reduced lunch percentage at the Pinecrest campus (“Pinecrest FRL %).
3. If the Pinecrest FRL % is less than 90% of the FRL Comparison %, the weighted lottery will apply. If the Pinecrest FRL % is greater than or equal to 90% of the FRL Comparison %, the weighted lottery will not apply.
 - a. Example #1: if the FRL Comparison % is 50% and the Pinecrest FRL % is 44%, the weighted lottery will apply.
 - b. Example #2: if the FRL Comparison % is 50% and the Pinecrest FRL % is 45%, the weighted lottery will not apply.
4. If the weighted lottery is applied, a weight of 5.0 will be applied to each applicant who provides sufficient documentation to indicate they would have qualified for free and reduced lunch based on the previous year’s USDA income guidelines for free and reduced lunch.
5. Pinecrest’s enrollment application will be revised to request that applying students inform Pinecrest whether they are:
 - a. Eligible for TANF, SNAP, FDPIR, or Medicaid, or
 - b. Qualified for a free or reduced-price lunch at their previous school, or
 - c. Eligible to receive a free or reduced-price lunch.
6. Any student who indicates they are eligible for the 5.0 weighting in the enrollment lottery will be asked to complete and sign an income verification form and provide proof of current income or provide proof of current FRL eligibility at least three days prior to the lottery date. Any refusal to provide the required documentation necessary to validate eligibility for the weighted lottery will result in the student receiving a standard 1.0 weight in the enrollment lottery.
7. Qualifying for a 5.0 weight in the Pinecrest enrollment lottery DOES NOT qualify the student for free or reduced-price lunch. In order to qualify for free or reduced-price lunch, the parent will have to complete the Household Application for Free and Reduced-Price School Meals released by the USDA in July of each year.
8. In the event a weighted lottery is not applied, any information collected for the purpose of the weighted lottery will not be used in any way by Pinecrest.

Lottery Schedule

Pinecrest’s lottery timeline will not be affected or altered by the adoption of this weighted lottery policy. Open Enrollment will begin on the first Monday of the new year and close on the last calendar day of February. Additionally,

the lottery will run on March 1st. For example, below is Pinecrest’s enrollment schedule for this coming year:

- January 3rd – Open Enrollment
- February 28th – Enrollment Closes
- March 1st – Lottery Runs

Please see [Attachment 16 – Weighted Lottery Policy](#) for a copy of this new enrollment policy.

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? Attach a revised student enrollment form to be used under the proposed policy⁶.

Pinecrest will utilize its weekly emails and news bulletins to provide its current students and families a comprehensive overview of these lottery changes. Additionally, the Pinecrest website will provide additional information regarding these changes, once approved by the SPCSA.

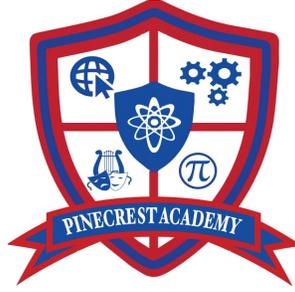
In order to communicate these changes to the broader community Pinecrest will provide marketing materials, such as flyers, as well as social media targeted campaigns to advise potential families of these changes.

Facility RFAs

General Facility RFA requirements

Facility RFA Attachments required

⁶ Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.



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 September 22, 2021 beginning at 5:30 p.m. at 675 E. Dale Ave., Henderson, NV 89015. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered.

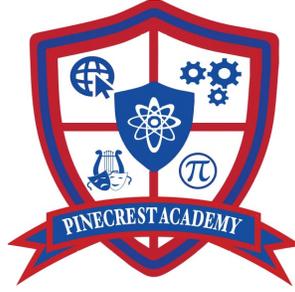
Please Note: The Board of Directors of Pinecrest Academy of Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

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: 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*

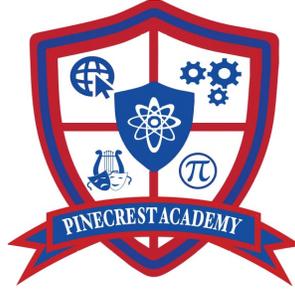
Jessica LeNeave – *Principal, Cadence*

Wendy Shirey – *Principal, Horizon*

Michael O’Dowd – *Principal, Inspirada*

Jon Haskel – *Principal, St. Rose*

Attachment 1: Board Meeting Agenda & Minutes



Meeting of the Board of Directors September 22, 2021

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

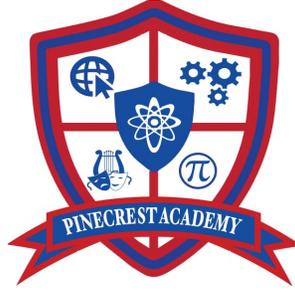
(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

3. ACTION & DISCUSSION ITEMS

(Action may be taken on those items denoted "For Possible Action")

- a. Approval of Minutes of the July 13, 2021 Board Meeting (For Possible Action)
- b. School Initiatives Report by Principal Satory, Principal LeNeave, Principal Shirey, Principal Haskel, and Principal O'Dowd (For Discussion)
- c. Approval of Grant Funding Awarded to Pinecrest Academy of Nevada for the 2021/2022 School Year (For Possible Action):
 - ESSER II
 - ESSER – CSP (Sloan Canyon)
 - SPED
 - Title II
- d. Review and Discussion of Current Year Financial Performance (For Discussion)
- e. Discussion and Possible Action to Approve the Pinecrest Academy of Nevada Charter School Amendment to Expand Enrollment in Existing Grade Levels and Implement a Virtual School and a Weighted Lottery (For Possible Action)
- f. Discussion and Possible Action to Approve a Janitorial Contract for Pinecrest Academy of Nevada St. Rose Campus from the Following Vendors: 1) ABM, 2) Windy Storm, 3) Brilliant General Maintenance, and 4) JaniCrew (For Possible Action)

Attachment 1: Board Meeting Agenda & Minutes



- g. Discussion Regarding Parent Concerns About Multiple School and Teacher Communication Tools (For Discussion)
- h. Review and Discussion of SPCSA Governance Standards (For Discussion)
- i. Review and Possible Approval of the EMO Evaluation for Academica Nevada (For Possible Action)
- j. Annual Performance Review and Review of Principal Pay Adjustments for Lead Principal Lisa Satory, Principal Jessica LeNeave, Principal Jon Haskel, Principal Michael O’Dowd, and Principal Wendy Shirey (For Possible Action) *(As this agenda item pertains to personnel matters, the Presiding Board Officer may call for all or a portion of the discussion of this agenda item to be completed in closed session among Board members and requested parties.)*

4. ANNOUNCEMENTS & NOTIFICATIONS

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.)

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) Henderson City Hall, 240 South Water Street, Henderson, Nevada
- 7) Las Vegas City Hall, 495 S. Main St., Las Vegas, Nevada
- 8) North Las Vegas City Hall, 2250 Las Vegas Blvd. North, North Las Vegas, Nevada
- 9) 6630 S. Surrey St., Las Vegas, Nevada 89119
- 10) notices.nv.gov

**MINUTES
of the meeting of the
BOARD OF DIRECTORS of PINECREST ACADEMY OF NEVADA
September 22, 2021**

The Board of Directors of Pinecrest Academy of Nevada held a meeting on September 22, 2021 at 5:30 p.m. at 675 E. Dale Ave., Henderson, NV 89015.

1. Call to Order and Roll Call

Board Chair Travis Keys called the meeting to order at 5:32 p.m. with a quorum present. In attendance were Board members Kacey Thomas, Coby Sherlock, Craig Seiden, Marni Watkins (arrived 5:34 p.m.), and Jennifer Williamson (via Zoom; left meeting 5:55 p.m.)

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 representatives Trevor Goodsell, Gary McClain, and Ryan Reeves.

2. Public Comment and Discussion

There was no public comment or discussion.

3a. Approval of Minutes of the July 13, 2021 Board Meeting

Member Thomas moved to approve the minutes of the July 13, 2021 Board meeting. Member Sherlock seconded the motion, and the Board voted unanimously to approve.

3b. School Initiatives Report by Principal Satory, Principal LeNeave, Principal Shirey, Principal Haskel, and Principal O'Dowd

Lead Principal Lisa Satory, Principal Jon Haskel, Principal Wendy Shirey, Principal Jessica LeNeave, 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:

- Innovate Conference
- System Presentation with Florida
- National Blue Ribbon School Awarded to Inspirada

Attachment 1: Board Meeting Agenda & Minutes

- Accreditation
- Collaboration with SPCSA regarding the Pinecrest Academy Virtual Amendment
- MOU with Great Basin and UNLV for Dual Enrollment expansion
- Sloan Canyon gymnasium
- Sloan Canyon theater
- St. Rose Student Council
- St. Rose Professional Development
- St. Rose Leader in Me
- Horizon Incentives for achieving blended learning goals
- Horizon kiln
- Horizon garden
- Horizon fundraising efforts
- Cadence Performing Arts Center
- Cadence locker donation from Touro University Nevada
- Cadence Urban League partnership
- Inspirada iReady data
- Inspirada math interventions

3c. Approval of Grant Funding Awarded to Pinecrest Academy of Nevada for the 2021/2022 School Year (For Possible Action):

- **ESSER II**
- **ESSER – CSP (Sloan Canyon)**
- **SPED**
- **Title II**

Principal Satory reviewed the grants and amounts awarded as found in the support materials; adding that \$3.5 million had been awarded in an ESSER II grant that would fund a variety of items including instructional coaches, Read By Grade 3 strategists, Dual Enrollment tuition and fees, and technology. She continued that the Sloan Canyon campus had been awarded an ESSER-CSP grant back in January; adding that this was the updated award with new dates and an amended budget. Principal Satory explained that the amount had been reduced by \$200,000, which left the campus with \$754,000. Mr. Trevor Goodsell addressed the Board and clarified that the loss in funding had been from the mistake of the DOE and not an error on the schools part.

Principal Satory continued that \$691,000 had been awarded for the SPED grant to fund Special Education teacher positions and that \$211,000 had been awarded for Title II to fund in-house substitutes for Professional Development activities. Member Keys asked if the ESSER money was considered as a loan. Mr. Goodsell replied negatively.

Attachment 1: Board Meeting Agenda & Minutes

Member Watkins moved to approve the grant funding awarded to Pinecrest Academy of Nevada. Member Thomas seconded the motion, and the Board voted unanimously to approve.

3d. Review and Discussion of Current Year Financial Performance

This item was tabled.

3e. Discussion and Possible Action to Approve the Pinecrest Academy of Nevada Charter School Amendment to Expand Enrollment in Existing Grade Levels and Implement a Virtual School and a Weighted Lottery

Member Keys confirmed that the enrollment expansion, virtual school policy, and weighted lottery policy had been approved at the last meeting, and that they were now on an application to be approved by the State. Mr. Goodsell replied affirmatively; adding that they had been working on the amendment that would be submitted to the State with the Board's approval. Mr. Goodsell also asked that the Board approve the item with additional wording allowing additional changes to be made to the wording as directed by the State.

Mr. Goodsell explained that the amendment illustrated the change in enrollment with the weighted lottery and also the virtual program that Principal LeNeave had been working on with the SPCSA; adding that the virtual option would begin with students in 6th through 10th grade and would be accepting 20 students in each grade. Member Keys asked how many students the SPCSA would accept. Principal LeNeave replied that they could start their proposal with 100 students; adding that their 5-year build out would increase to 390 students. Principal LeNeave explained that, although the SPCSA had been comfortable with a 5-year build out, they wanted to see where the growth would be at year 3 based upon STAR ratings; adding that, if needed, the program would stop increasing students until ratings became higher. Principal LeNeave also stated that there would be one more draft review this week for additional feedback but that the structure would remain the same.

Member Watkins asked how they had come up with the growth numbers. Principal LeNeave replied that they anticipated to grow by 10 students per grade level each year; adding that there could be plus or minus 10% based upon need. Member Keys asked if there had been any restrictions related to enrollment for the virtual program. Principal LeNeave replied that, even though the SPCSA wanted a weighted lottery, they had not wanted a preferential lottery at this time; adding that the regular system-wide lottery would be used. Member Watkins asked what the weights would consist of. Principal LeNeave replied that the lottery would be a general public lottery. Mr. Goodsell stated that the lottery for the virtual enrollment would be treated as its own

Attachment 1: Board Meeting Agenda & Minutes

lottery, separate from the Cadence campus lottery. Principal LeNeave also explained that the lottery was public and had no boundaries; adding that the SPCSA wanted Cadence to target their marketing towards that region but that there would not be a geographic restriction apart from the fact that a student would need to physically come to campus for tutoring if they were falling behind. Principal LeNeave also stated that online tutoring could be utilized for extenuating circumstances. Further discussion ensued regarding the SPCSA's request for more information pertaining to student intervention practices.

Member Watkins asked how many additional teachers would be needed for the virtual option. Principal LeNeave replied that Cadence teachers would have first priority to oversee the classes; adding that most of the virtual classes would run independently with a teacher of record overseeing the class and assignments at least once a week. As the program grew, Principal LeNeave stated that more positions would be added. Mr. Goodsell stated that there would be a Director over the programs and at least one additional hourly employee dedicated to the program. Member Watkins asked if the cost for new technology had been included in the budget. Mr. Goodsell replied affirmatively. Member Keys asked if the virtual program would be able to use employees across each of the Pinecrest campuses. Principal LeNeave replied affirmatively.

Member Thomas asked if there was a specific student enrollment target that had to be met by year three. Principal LeNeave replied that, once enrollment targets were set with the State, the school would be held accountable within a 10% variance; adding that, should the need for enrollment to be adjusted beyond the 10%, she would have to go before the State to seek approval. Principal LeNeave explained that there was a mutual understanding with the SPCSA that the concept of a virtual charter school was new and that they were open to working with her as the program unfolded. Member Thomas asked if the virtual school would have their own STAR rating. Mr. Goodsell replied affirmatively; adding that it would be treated as its own individual campus and would not impact the ratings for the Cadence campus.

Member Seiden asked how comfortable Principal LeNeave was with the marketing efforts to meet the projected enrollment. Principal LeNeave replied that 22 Cadence secondary students had left the school because there had not been a fully virtual option for all students; adding that those 22 students could have enrolled in the virtual school with zero advertising. Member Keys stated that the students on the waiting lists could also be interested in the virtual option. Further discussion ensued regarding the transfer process. Member Sherlock asked if the virtual students could only participate in extracurricular activities and athletics at the Cadence campus. Principal LeNeave replied that the high school students already had an option to participate in such activities at the local schools if the charter schools did not offer the specific activity desired; adding that agreements between charters would need to be made for the middle school students to participate in various activities.

Member Thomas moved to approve the Pinecrest Academy of Nevada Charter School Amendment to expand enrollment into existing grade levels and implement a virtual school and a weighted lottery with final approval from Member Thomas. Member Sherlock seconded the motion, and the Board voted unanimously to approve.

3f. Discussion and Possible Action to Approve a Janitorial Contract for Pinecrest Academy of Nevada St. Rose Campus from the Following Vendors: 1) ABM, 2) Windy Storm, 3) Brilliant General Maintenance, and 4) JaniCrew

Mr. Gary McClain addressed the Board and stated that Magic Bright Janitorial (MBJ) had mutually ended their contract with the St. Rose campus on August 2nd due to their failure of meeting contracted expectations. Mr. McClain explained that Brilliant General Maintenance (BGM) had been brought in on a month-to-month basis to cover the janitorial needs until new janitorial services bids could be received and evaluated. Mr. McClain reviewed the bids as found in the support materials; adding his recommendation for BGM at a cost of \$7,289 per month and \$87,465 annually.

Member Seiden asked how BGM would fit into the overall janitorial budget. Principal Haskell replied that he had spoken with Mr. Goodsell and that they could make the pricing work; adding that they had been budgeted for almost \$70,000 for the year based upon MBJ's prices from last year. Principal Haskell continued that he had been dissatisfied with a 4-day flooring cleaning project that took four weeks to complete and did not measure up to the same standard as previous contractors. Mr. Goodsell stated that contracting with BGM would put St. Rose in line with the other campuses and would be seen in the next budget; adding that there would be a \$17,000 - 20,000 difference.

Member Seiden asked how BGM was doing at each of the other campuses. Principal Satory replied that, apart from minor issues, BGM had been responsive to the needs at her campus. Principal LeNeave stated that all the vendors had issues but BGM always responded to administration when there was a problem. Member Seiden asked if the BGM contracts for the other campuses were 3-year contracts. Mr. McClain replied affirmatively. Member Seiden asked if the contract would be in sync with the other campuses to bid out altogether. Mr. McClain replied that all the contracts had a 30-day to quit clause; adding that each campus held their own contract with BGM. Member Seiden stated that he would like to have the same end date for all the campuses. Mr. McClain stated that he would work with BGM to ensure all campuses had the same end date for their contracts.

Member Watkins moved to approve Brilliant General Maintenance janitorial company for the St. Rose campus. Member Seiden seconded the motion with the amendment that the contract be co-terminate with the other three campuses existing ending, and the Board voted unanimously to approve.

3g. Discussion Regarding Parent Concerns About Multiple School and Teacher Communication Tools

Member Watkins stated that she had been receiving multiple emails from families voicing their concerns regarding the number of communication tools that teachers were utilizing to communicate with parents and students; adding that families with multiple students in the same household were especially overwhelmed by all the various applications to download. Member Watkins stated that most parents were fine using Google Classroom and email; adding that parents had recommended that teachers only use one or two apps for communication purposes at each campus. Member Keys asked if there was a way to limit the number of communication tools used; adding that his own children had fallen behind in homework a little because they didn't know where to look for their assignments amongst all the log-ins.

Principal LeNeave stated that it was a challenge to engage all students in one app, especially with K-12 schools; adding that the Class Dojo app would not work for high school students. She continued that each app served specific purposes and that effort had been made to include as much as possible into one or two apps such as Clever or Google Classroom. Member Watkins stated that there were two separate issues consisting of the communication with the students and the communication with the parents. Member Watkins suggested that communication be streamlined to only two or three sources to alleviate the stress that parents were feeling.

Principal Satory stated that she sympathized with the parents; adding that she had five children in the school as well. She explained that she had had a conversation with her staff at the beginning of the year regarding the various communication platforms; adding that an emphasis had been placed on using email as the primary communication tool to parents and that the other platforms should be emphasizing what had already been communicated in the email. Principal Satory stated that she was at a loss as to how to streamline all the blended learning and SPED scopes since they ran on their own separate platforms.

Member Watkins stated that she understood that the issue would not be solved at this meeting, but that she wanted to make sure that the principals were aware of how parents were feeling. Principal LeNeave stated that it was a good reminder to the schools, especially since the number of platforms could become more than what could be managed; adding that she would revisit the issue to see which platforms could be combined or eliminated at the Cadence campus. Principal Satory stated that they would work with the students to ensure they understood how to access and submit assignments through the platforms. Member Keys stated that, as a parent, he appreciated having all his students' work/assignments in one platform such as Google Classroom; adding that using one platform that housed all the logins to the other platforms would be an improvement.

3h. Review and Discussion of SPCSA Governance Standards

Mr. Goodsell stated that he wanted the Board to be aware that Assembly Bill 419 would require the SPCSA to require certain trainings for Boards; adding that more details would be discussed at their next meeting in October. Mr. Goodsell stated that the training would become a yearly requirement and that the location of the training would be announced at a later date.

3i. Review and Possible Approval of the EMO Evaluation for Academica Nevada

Mr. Goodsell stated that Academica asked their stakeholders to complete a survey every year to evaluate their performance in several service areas; adding that the results of the survey could be found on pages 187 and 188 of the support materials. Mr. Goodsell explained that there had been a few challenges that involved changing the accounting software and adding additional staff to meet the needs of the school. Mr. Ryan Reeves addressed the Board and stated that he appreciated the working relationship between Academica and Pinecrest Academy of Nevada.

Member Thomas stated that the relationship with Academica had grown and that she appreciated the opportunity to continue to grow that relationship; adding that she felt that Academica had been a major asset to the success of Pinecrest. Member Keys stated his appreciation to Academica; adding his relief for their efforts in diffusing issues that would normally be detrimental to the school.

Member Thomas moved to accept the EMO evaluation for Academica Nevada. Member Sherlock seconded the motion, and the Board voted unanimously to approve.

3j. Annual Performance Review and Review of Principal Pay Adjustments for Lead Principal Lisa Satory, Principal Jessica LeNeave, Principal Jon Haskel, Principal Michael O'Dowd, and Principal Wendy Shirey

Member Thomas moved to enter into a closed session to discuss the annual performance reviews and pay adjustments for the principals. Member Watkins seconded the motion, and the Board voted unanimously to approve.

Member Thomas moved to reopen the meeting into an open session. Member Sherlock seconded the motion, and the Board voted unanimously to approve.

Member Keys moved to adjust salaries and stipends in the following ways: Principal LeNeave's base salary would be raised by 2.7% and also include a \$2,000 stipend for work system-wide that would be paid at a later date; Principal Satory's base salary would be raised by 2.7% and would keep the current stipend as Lead Principal; Principal Shirey's base salary would be increased by 11.6% and also include a \$2,000 stipend for system-wide work; Principal Haskel's base salary would be increased by 12% and also include a \$2,000 stipend

Attachment 1: Board Meeting Agenda & Minutes

for system-wide work; Principal O’Dowd’s base salary would be increased by 2.7% and also include a \$2,000 stipend for system-wide work. 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

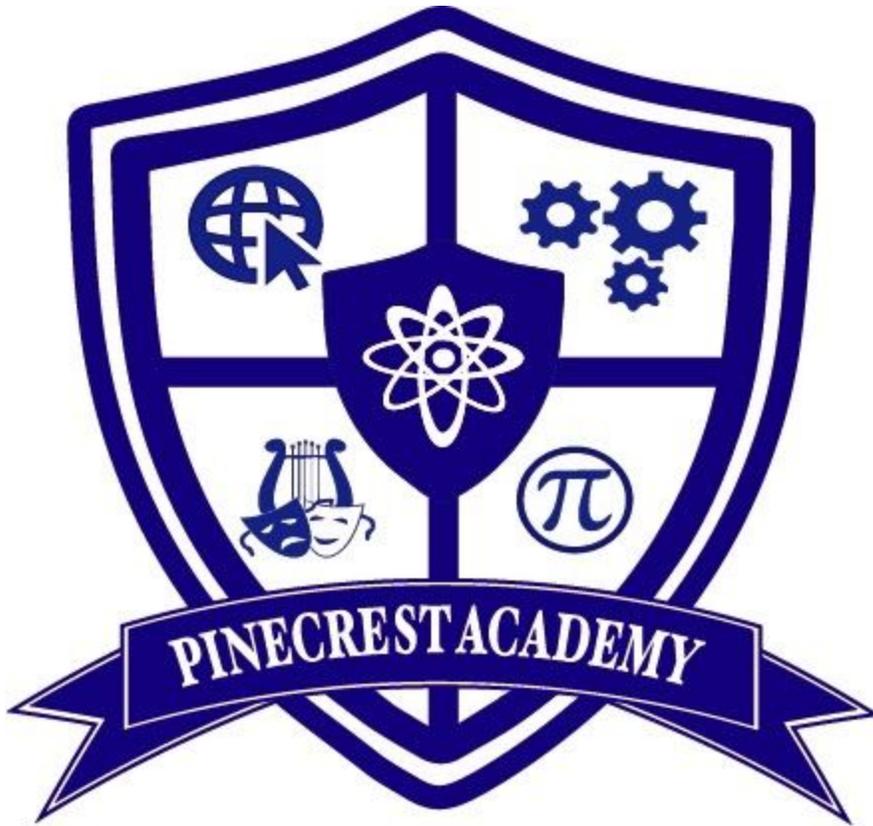
There was no public comment or discussion.

7. Adjournment

The meeting was adjourned at 8:20 p.m.

Approved on: _____

Secretary of the Board of Directors
Pinecrest Academy of Nevada



**Pinecrest Academy of Nevada
Restorative Justice Plan
2020-2021**

Table of Contents

Pinecrest Mission and Vision	3
Restorative Justice Defined	3
Multi-tiered System of Support Alignment (MTSS)	4
Tier 1 Supports	4
Tier 2 Supports	5
Tier 3 Supports	6
Restorative Justice Notes from NDE	7
Summary of Progressive Restorative Discipline Structure	8
Level of Board Involvement	8
AB 168 & Battery of an Employee or Pupil	8
Mandatory Discipline in NRS	8
Discipline Limits for Special Education Students	8
PAN Guidelines for Success	11
Pinecrest Restorative Justice Plan Elementary School	12
Restorative Classroom Management	12
Minor Behaviors	12
Major Behaviors	14
Pinecrest Restorative Justice Plan Middle School	17
Major and Minor Infractions	17
Restorative Action Examples	17- 30
Pinecrest Restorative Justice Plan High School	31
Major and Minor Infractions	31
Restorative Action Examples	31- 46
Restorative Justice Actions for Secondary	47- 51
PAN Student Restorative Plan of Action (TEMPLATE)	51- 53

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 TCounseling, 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:

- Suspension and permanent expulsion require Board review of circumstances and determination that action is in compliance with IDEA.
- ***The statute does not provide authority for non-permanent expulsion.***
- 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

Attachment 2: Restorative Justice Plan

2. School administration has deemed that Restorative Justice is not practicable
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

**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

Pinecrest Restorative Justice Plan Middle 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

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 Emotional Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	

Attachment 2: Restorative Justice Plan

	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 (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		

Attachment 2: Restorative Justice Plan

	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	
	Minor – RPC	Minor - Loss of privileges for a period	Minor - RPC / Change of Placement / Possible SUS	
	Major-RPC /	Major - RPC /	Major - SUS /	

Attachment 2: Restorative Justice Plan

	Change of Placement	Possible 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
Detention No-Show	Restorative Interventions Category: Restoration by Healing and Repairing Harm	Restorative Interventions Category: Support by Social and Emotional Learning		

Attachment 2: Restorative Justice Plan

	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 Learning	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Reintegration by Accountability	
	Warning / Parent Contact / Possible Change of Placement	RPC / Possible Change of Placement	RPC / Change of Placement	RPC / Change of Placement / Detention

Attachment 2: Restorative Justice Plan

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	
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

Attachment 2: Restorative Justice Plan

	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 / Possible EXP	RPC / SUS / Pending EXP		
Gang Activity (Involve police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		

Attachment 2: Restorative Justice Plan

	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 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

Attachment 2: Restorative Justice Plan

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 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
	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

Attachment 2: Restorative Justice Plan

				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 / Possible SUS	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	

Attachment 2: Restorative Justice Plan

	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 Accountability			
	SUS Pending EXP			
Spraying Propellants (Tear Gas, Pepper Spray,	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		

Attachment 2: Restorative Justice Plan

Fire Extinguisher)	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	
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		

Attachment 2: Restorative Justice Plan

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 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	Restorative Interventions Category: Reintegration by	Restorative Interventions Category: Support by Community		

Attachment 2: Restorative Justice Plan

Property (May Involve Police)	Accountability			
	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 and/or Use	Restorative Interventions Category:	Restorative Interventions Category:		

Attachment 2: Restorative Justice Plan

(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	

Attachment 2: Restorative Justice Plan

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 / Possible EXP	RPC / SUS / Possible EXP	SUS Pending EXP	

Attachment 2: Restorative Justice Plan

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 / Possible SUS	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

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 Learning	Restorative Interventions Category: Support by Social and Emotional Learning		

Attachment 2: Restorative Justice Plan

	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	
	Warning / Parent Contact / Possible Change of Placement	RPC / Possible Change of Placement	RPC / Change of Placement	RPC / Change of Placement / Detention

Attachment 2: Restorative Justice Plan

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	
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

Attachment 2: Restorative Justice Plan

	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 / Possible EXP	RPC / SUS / Pending EXP		
Gang Activity	Restorative Interventions	Restorative Interventions		

Attachment 2: Restorative Justice Plan

(Involve police)	Category: Reintegration by Accountability	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	
	RPC / Possible SUS	RPC / SUS	SUS Pending EXP	
Immoral Conduct	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: Reintegration by Accountability

Attachment 2: Restorative Justice Plan

	Learning	Learning		
	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 of Placement	RPC / Possible SUS	SUS	
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	

Attachment 2: Restorative Justice Plan

	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		
Possession of a Weapon (Non NRS)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community		

Attachment 2: Restorative Justice Plan

	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 Learning	Restorative Interventions Category: Reintegration by Accountability		
	RPC / Change of Placement / Possible Zero	RPC / Zero / Possible SUS		
Sexual Assault	Restorative			

Attachment 2: Restorative Justice Plan

(Involve Police)	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
Threats - Student (May Involve Police)	Restorative Interventions Category: Reintegration by Accountability	Restorative Interventions Category: Support by Community	Restorative Interventions Category: Support by Community	

Attachment 2: Restorative Justice Plan

	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 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	

Attachment 2: Restorative Justice Plan

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			
	RPC/SUS Pending EXP			

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)
Explosive Devices (Involve police)	<ul style="list-style-type: none"> ● Daily or weekly check in with the counselor or safe school professional

Attachment 2: Restorative Justice Plan

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 _____

**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 \$7,293 and the per-pupil revenue assumption for the proposed virtual campus of \$7,074 for the 22-23 fiscal year of operation; with an estimated 1.00-2.00% increase each subsequent year thereafter. 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:

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 \$3.20 - \$3.50 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 29% with a projected 40% FRL student population for the proposed virtual 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 10: Budget Narrative

English Language Learner (ELL) Weight:

Anticipated \$1,669 per ELL student – Revenue is budgeted based upon prior year ELL counts. Current student ELL population for Pinecrest is roughly 1.50%. 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 does not assume this weighted funding for the proposed virtual campus.

Gifted and Talented Education (GATE) Weight:

Anticipated \$862 per GATE student – Revenue is budgeted based upon prior year GATE counts. Current student GATE population for Pinecrest is roughly 3.50%. 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 does not assume this weighted funding for the proposed virtual campus.

At-Risk [Free and Reduced Lunch (FRL)] Weight:

Anticipated \$247 per FRL student – Revenue is budgeted based upon prior year FRL counts. Current student FRL population for Pinecrest is roughly 29.00%. 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). Weight not assumed in Year 1 of the proposed virtual 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 10: Budget Narrative

Personnel:

Approx. 39.83% of the budget (Year 1 – Year 6)

In the 22-23 school year, the proposed virtual Pinecrest Academy of Nevada campus will have a total staff of 3, including 1 virtual coordinator and 2 support staff: with a total enrollment of 100 students. By the 27-28 school year, the proposed Pinecrest Academy of Nevada virtual campus is estimated to expand to a total staff of 13 and a total student enrollment of 410; 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 - \$100,000/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 - \$80,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

Counselor - \$50,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

Curriculum Coach - \$57,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

ELL Coordinator - \$55,000/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 - \$55,000/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) - \$47,350/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) - \$47,350/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 - \$47,350/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 10: 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 - \$15.00/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	5.00	5.00	5.00	5.00	5.00
Assistant Principal	13.00	13.00	13.00	13.00	13.00	13.00
ELL Corrdinator / Virtual Coordinator	2.00	3.00	3.00	3.00	3.00	3.00
Counselor / Student Support Advocate / Dean	11.00	11.00	11.00	11.00	11.00	11.00
Curriculum Coach	7.00	7.00	7.00	7.00	7.00	7.00
Classroom Teachers (Core)	269.00	281.00	285.00	287.00	285.00	285.00
Classroom Teachers (Specials)	51.50	51.50	51.50	51.50	51.50	51.50
Special Education Teachers	36.00	36.00	37.00	37.00	37.00	37.00
SPED Facilitator / Speech Pathologist / School Psych / OT / School Nurse	11.67	11.67	11.67	11.67	11.67	11.67
Office Manager/Banker	8.00	8.00	8.00	8.00	8.00	8.00
Registrar	7.00	7.00	7.00	7.00	7.00	7.00
Receptionist / Clinic Aide/ FASA	14.00	14.00	14.00	14.00	14.00	14.00
Teacher Assistants (SPED Included)	53.50	58.50	59.50	61.50	63.50	67.50
Campus Monitor/Custodian	15.00	15.00	15.00	15.00	15.00	15.00
Cafeteria Manager	8.00	8.00	8.00	8.00	8.00	8.00
Total Staff:	511.67	529.67	535.67	539.67	539.67	543.67
Total Staff Cost:	23,431,767	24,625,820	25,444,989	26,145,495	26,656,117	27,301,671

*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 Virtual Campus – Personnel Breakdown

Attachment 10: Budget Narrative

Position	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Virtual Coordinator	1.00	2.00	2.00	2.00	2.00	2.00
Special Education Teachers	-	-	1.00	1.00	1.00	1.00
Teacher Assistants (SPED Included)	2.00	4.00	5.00	7.00	9.00	10.00
Total Staff:	3.00	6.00	8.00	10.00	12.00	13.00
Total Staff Cost:	156,400	304,420	440,760	549,200	667,080	731,660

Benefits:

Approx. 20.07% 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 47.88% 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:	23,431,767	24,625,820	25,444,989	26,145,495	26,656,117	27,301,671
Benefits % of Salaries:	47.88%	48.00%	48.25%	48.49%	48.74%	48.99%
Total Cost of Benefits:	11,218,134	11,819,991	12,276,185	12,679,010	12,993,221	13,375,774

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 Attachment 12 (Network Budget).

Contractual:

Approx. 8.57% 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-

Attachment 10: Budget Narrative

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 Year 1 for the proposed 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) - \$1,300 per student for virtual oversight of the proposed virtual campus, this amount is included in the revenue portion of the Cadence campus as shown in Attachment 12 (Network Budget). Cadence staff will provide virtual oversight of the program.

Contracted Services:

Approx. 3.27% 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 – \$7,500 annual expense starting in the 22-23 school year for the proposed virtual campus, incrementally increasing each year thereafter. Projected \$115,500 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 - \$165/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.

Attachment 10: Budget Narrative

Equipment:

Approx. 1.69% 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 \$214,240 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. 2.71% 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 – \$13 per student – utilized by administrative staff

Classroom Supplies – \$27 per student – utilized by teaching staff

Copier Supplies – \$4 per student

Nursing Supplies – \$3 per student

SPED Supplies – \$120 per SPED student– utilized by SPED teaching staff

Insurance:

Approx. 0.55% of the budget (Year 1 – Year 6)

Facility/School Insurance - \$303,243 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. 18.17% of the budget (Year 1 – Year 6)

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 Attachment 12 (Network Budget) for the actual amounts each year contained in the bond lease agreements. No facility expenses for the proposed 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 \$857,858 in the 22-23 school year for public utilities, increasing incrementally as student enrollment increases.

Attachment 10: Budget Narrative

Contracted Janitorial – Approximately \$697,439 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 - \$30 per student.

Facility Maintenance – Facility repairs, maintenance, capital outlay assumption of \$380,000 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 \$88,065 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 \$129,825 annually, increasing as student enrollment increases and to account for general AC wear and tear.

National School Lunch Program (NSLP):

Approx. 2.16% of the budget (Year 1 – Year 6)

Pinecrest Academy of Nevada projects roughly 29% 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. 0.14% 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 \$12,200 per year.

Accounting, Audit, and Legal Fees:

Approx. 0.17% of the budget (Year 1 – Year 6)

Audit/Accounting – Roughly \$12,500 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.

Attachment 10: Budget Narrative

Legal Fees - 6,000 per year – based upon actual expenses and the expenses of other charter schools working with Academica Nevada.

Technology:

Approx. 0.89% 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 \$42.00 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 \$116,428 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 – \$12,000 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.

Attachment 11: School Budget

Pinecrest Academy of Nevada: Virtual	FY23	FY24	FY25	FY26	FY27	FY28
Statewide Base (w/ District Adj)	7,074	7,215	7,309	7,404	7,500	7,598
Total Students (FTEs)	100	170	250	320	390	410
Kinder	-	-	-	-	-	-
1st Grade	-	-	-	-	-	-
2nd Grade	-	-	-	-	-	-
3rd Grade	-	-	-	-	-	-
4th Grade	-	-	-	-	-	-
5th Grade	-	-	-	-	-	-
6th Grade	20	30	40	50	60	60
7th Grade	20	30	40	50	60	60
8th Grade	20	30	40	50	60	60
9th Grade	20	30	40	50	60	60
10th Grade	20	30	40	50	60	60
11th Grade	-	20	30	40	50	60
12th Grade	-	-	20	30	40	50
Total Students (FTEs)	100	170	250	320	390	410
	-	-	-	-	-	-
PRIOR YEAR NUMBERS						
SPED Count	10	10	17	25	32	32
ELL Count	-	-	-	-	-	-
GATE Count	-	-	-	-	-	-
FRL %	40%	40%	40%	40%	40%	40%
At-Risk (FRL) Count	-	40	68	100	128	130
	-	-	-	-	-	-
TEACHING STAFF						
Classroom Teachers	-	-	-	-	-	-
SPED Teachers	-	-	1.00	1.00	1.00	1.00
Art Teacher	-	-	-	-	-	-
Music	-	-	-	-	-	-
PE Teacher	-	-	-	-	-	-
Dance	-	-	-	-	-	-
Technology (STEM)	-	-	-	-	-	-
Theatre	-	-	-	-	-	-
Spanish / Language	-	-	-	-	-	-
Additional Elective Teachers	-	-	-	-	-	-
Total Teaching Staff	-	-	1.00	1.00	1.00	1.00
	-	-	-	-	-	-
ADMIN & SUPPORT						
Principal	-	-	-	-	-	-
Assistant Principal	-	-	-	-	-	-
ELL Coordinator	-	-	-	-	-	-
Counselor/ Student Support Advocate	-	-	-	-	-	-
Curriculum Coach	-	-	-	-	-	-
Office Manager/Banker	-	-	-	-	-	-
Registrar	-	-	-	-	-	-
Clinic Aide/ FASA	-	-	-	-	-	-
Receptionist	-	-	-	-	-	-
Teacher Assistants (SPED Included)	2.00	4.00	5.00	7.00	9.00	10.00
Campus Monitor/Custodian	-	-	-	-	-	-
Cafeteria Manager	-	-	-	-	-	-
Parent Engagement Coordinator	-	-	-	-	-	-
SPED Facilitator	-	-	-	-	-	-
Speech Pathologist	-	-	-	-	-	-
School Psychologist	-	-	-	-	-	-
OT	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
Gate Teacher	-	-	-	-	-	-
Virtual Coordinator	1.00	2.00	2.00	2.00	2.00	2.00
Total Admin & Support	3.00	6.00	7.00	9.00	11.00	12.00
	-	-	-	-	-	-
Total # Teachers	-	-	1.00	1.00	1.00	1.00
Total # Admin & Support	3.00	6.00	7.00	9.00	11.00	12.00
Total Staff	3.00	6.00	8.00	10.00	12.00	13.00
	-	-	-	-	-	-
Total Salaries & Benefits as % of Expenses	34%	36%	36%	35%	34%	35%
Instruction Salaries as % of Total Salaries	65%	63%	74%	79%	82%	83%
Admin & Support Salaries as % of Total Salaries	35%	37%	26%	21%	18%	17%
Rent as % of Revenue	0%	0%	0%	0%	0%	0%

Attachment 11: School Budget

	-	-	-	-	-	-
REVENUE (@ 100%)						
State Base Revenue	707,400	1,226,550	1,827,250	2,369,280	2,925,000	3,114,975
Local SPED	-	-	-	15,000	15,000	15,000
National School Lunch Program (NSLP)	23,040	39,168	58,500	74,880	92,664	97,416
SPED Funding (Part B)	9,500	9,500	16,150	23,750	30,400	30,400
SPED Discretionary Unit	-	25,000	41,650	60,000	75,200	75,200
ELL Weight	-	-	-	-	-	-
Gifted and Talented Education (GATE) Weight	-	-	-	-	-	-
At-Risk Weight	-	10,100	10,240	10,360	10,520	10,520
OTHER:	-	-	-	-	-	-
OTHER:	-	-	-	-	-	-
OTHER:	-	-	-	-	-	-
OTHER: Academica Donation - Payroll Fees	2,720	3,440	3,920	4,400	4,880	5,120
Total Revenues	742,660	1,313,758	1,957,710	2,557,670	3,153,664	3,348,631
	-	-	-	-	-	-
EXPENSES						
Personnel Costs - Unrestricted Salaries						
Principal	-	-	-	-	-	-
Assistant Principal(s)	-	-	-	-	-	-
Curriculum Coach	-	-	-	-	-	-
ELL Coordinator/SWxs/RBG3	-	-	-	-	-	-
Counselor / Student Support Advocate/Dean	-	-	-	-	-	-
Teachers Salaries	60,000	107,100	165,000	220,800	280,800	307,500
Prior Grant/Categorical Positions	-	-	-	-	-	-
SPED Teachers	-	-	50,000	51,000	52,000	53,000
Office Manager/ Registrar / Banker	-	-	-	-	-	-
Secretary & FASA	-	-	-	-	-	-
Teacher Assistants (including SPED)	41,400	85,120	111,360	160,800	213,280	245,760
Campus Monitors	-	-	-	-	-	-
Virtual School Corrdinator	55,000	112,200	114,400	116,600	121,000	125,400
Total Unrestricted Salaries	156,400	304,420	440,760	549,200	667,080	731,660
Personnel Costs - Restricted Salaries						
SPED Facilitator	-	-	-	-	-	-
Speech Pathologist	-	-	-	-	-	-
School Psychologist	-	-	-	-	-	-
OT	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
GATE Teacher	-	-	-	-	-	-
NSLP Manager	-	-	-	-	-	-
Cafeteria Manager - NSLP	-	-	-	-	-	-
On Campus Sub	-	-	-	-	-	-
Total Restricted Salaries	-	-	-	-	-	-
Total Salaries and Wages	156,400	304,420	440,760	549,200	667,080	731,660
PERS - 29.75%	46,529	90,565	131,126	163,387	198,456	217,669
Insurances/Employment Taxes/Other Benefits	28,053	55,153	80,519	101,420	125,109	138,800
Incentives / Bonuses	2,815	4,630	6,050	6,840	7,630	8,025
Stipend	-	-	-	-	-	-
Tuition Reimbursements	-	-	-	-	-	-
Subst. Teachers (10 days/Teacher)	-	-	1,650	1,650	1,650	1,650
Total Benefits and Related	77,397	150,348	219,345	273,297	332,846	366,144
Total Payroll / Benefits and Related	233,797	454,768	660,105	822,497	999,926	1,097,804
Supplies						
Consumables	25,000	55,250	87,500	120,000	156,000	164,000
Duel Enrollment - Student Fees/Textbooks	-	24,320	51,840	86,400	151,200	151,200
Zion's FFE Lease - payments	-	-	-	-	-	-
Cash instead of Zion Lease - Curriculum/Tech/Furniture	25,000	19,250	28,000	30,000	28,000	28,000
Office Supplies	1,300	2,210	3,250	4,160	5,070	5,330
Classroom Supplies	2,700	4,590	6,750	8,640	10,530	11,070
Copier Supplies	400	-	-	-	-	-
Nursing Supplies	300	-	-	-	-	-
SPED Supplies	1,200	1,500	2,550	3,750	4,800	4,800
Athletics/Extra	-	-	-	-	-	-
Total Supplies	55,900	107,120	179,890	252,950	355,600	364,400

Attachment 11: School Budget

Purchased Services						
Data Analysts	7,500	7,725	7,950	8,189	8,434	8,687
Special Education Contracted Services	17,500	34,000	57,500	83,200	105,300	114,800
AVE Credits	90,000	170,000	275,000	368,000	468,000	492,000
Administrative Fee to Cadence	130,000	255,000	375,000	480,000	585,000	615,000
Management Fee	45,000	76,500	112,500	144,000	175,500	184,500
Payroll Services	2,720	3,440	3,920	4,400	4,880	5,120
Audit/Tax	12,500	12,875	13,250	13,625	14,000	14,375
Legal Fees	1,500	1,500	1,500	1,500	1,500	1,500
IT Services	4,200	7,140	10,500	13,440	16,380	17,220
IT Set-up Fees	10,000	10,000	13,000	13,000	13,000	13,000
State Administrative Fee (1.25%)	8,843	15,332	22,841	29,616	36,563	38,937
Affiliation Fee - Inc. (1/2 of 1%)	3,537	6,133	9,136	11,846	14,625	15,575
Affiliation Fee - Professional Development (1/2 of 1%)	3,537	6,133	9,136	11,846	14,625	15,575
Affiliation Fee -	-	-	-	-	-	-
Total Purchased Services	336,837	605,777	911,233	1,182,662	1,457,807	1,536,289
General Operations	Virtual	Virtual	Virtual	Virtual	Virtual	Virtual
Telephone	-	-	-	-	-	-
Internet	-	-	-	-	-	-
Cell Phones	-	-	-	-	-	-
Postage	-	2,500	3,000	3,000	3,100	3,100
Website	4,200	4,350	4,500	4,500	4,700	4,700
Copier / Printing	-	-	-	-	-	-
Infinite Campus	2,500	2,750	3,000	3,000	3,200	3,400
Total General Operations	6,700	9,600	10,500	10,500	11,000	11,200
Insurances	-	-	-	-	-	-
Property Insurance	-	-	-	-	-	-
Liability Insurance	7,500	7,875	8,663	9,529	10,482	11,530
Other Insurances	5,500	5,775	6,353	6,988	7,687	8,455
Total Insurances	13,000	13,650	15,015	16,517	18,168	19,985
Other	Virtual	Virtual	Virtual	Virtual	Virtual	Virtual
Lunch Program-NSLP	23,520	40,244	59,200	75,776	93,556	98,164
Advertising/Marketing	7,500	7,500	7,500	8,500	1,000	1,000
Travel	-	-	-	-	-	-
Background and Fingerprinting	300	300	480	600	600	600
Dues and Fees	7,500	7,500	8,500	9,000	10,000	12,500
Loan Payment / Interest Expense	-	-	-	-	-	-
Prior Year Surplus allocated by board	-	-	-	-	-	-
Graduation	-	-	-	-	-	-
Other Purchases	2,000	2,000	2,500	2,500	2,500	2,500
Total Other	40,820	57,544	78,180	96,376	107,656	114,764
Facilities	Virtual	Virtual	Virtual	Virtual	Virtual	Virtual
Public Utilities	-	-	-	-	-	-
Natural Gas	-	-	-	-	-	-
Water / Sewer	-	-	-	-	-	-
Garbage/Disposal	-	-	-	-	-	-
Fire and Security alarms	-	-	-	-	-	-
Contracted Janitorial Services	-	-	-	-	-	-
Custodial Supplies	-	-	-	-	-	-
Facility Maintenance/Repairs/Capital Outlay	-	-	-	-	-	-
Lawn Care	-	-	-	-	-	-
Snow removal	-	-	-	-	-	-
AC Maintenance & Repair	-	-	-	-	-	-
Total Facilities	-	-	-	-	-	-
Total Expenses Before Bldg	687,054	1,248,460	1,854,923	2,381,501	2,950,156	3,144,442
Scheduled Lease Payment	-	-	-	-	-	-
Scheduled Bond Payment	-	-	-	-	-	-
Scheduled Bond Payment	-	-	-	-	-	-
Additional Parking	-	-	-	-	-	-
Surplus (Revenues-Total Expenses-Lease-Bond)	55,607	65,298	102,787	176,169	203,508	204,189
	7.7%	5.1%	5.4%	7.1%	6.6%	6.3%

Pinecrest Academy of Nevada: Virtual

FY23

FY24

FY25

FY26

FY27

FY28

Attachment 12: 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	7,434	7,529	7,625	7,722	7,822
Total Students (FTEs)	7,661	8,009	8,209	8,323	8,379	8,398
Kinder	625	625	625	625	625	625
1st Grade	630	630	630	630	630	630
2nd Grade	655	655	655	655	655	655
3rd Grade	739	661	661	661	661	661
4th Grade	727	727	680	680	680	680
5th Grade	701	748	748	701	701	701
6th Grade	733	749	759	769	742	742
7th Grade	733	743	759	769	773	742
8th Grade	671	743	753	769	773	773
9th Grade	493	518	559	569	579	579
10th Grade	427	490	510	550	560	560
11th Grade	321	415	475	495	530	540
12th Grade	206	305	395	450	470	510
Total Students (FTEs)	7,661	8,009	8,209	8,323	8,379	8,398
PRIOR YEAR NUMBERS						
SPED Count	700	726	744	756	762	762
ELL Count	105	109	111	111	111	111
GATE Count	267	275	278	279	278	278
FRL %	29%	29%	29%	29%	29%	29%
At-Risk (FRL) Count	1,327	1,416	1,461	1,499	1,526	1,528
TEACHING STAFF						
Classroom Teachers	269.00	281.00	285.00	287.00	285.00	285.00
SPED Teachers	36.00	36.00	37.00	37.00	37.00	37.00
Art Teacher	7.00	7.00	7.00	7.00	7.00	7.00
Music	7.00	7.00	7.00	7.00	7.00	7.00
PE Teacher	8.00	8.00	8.00	8.00	8.00	8.00
Dance	-	-	-	-	-	-
Technology (STEM)	7.00	7.00	7.00	7.00	7.00	7.00
Theatre	-	-	-	-	-	-
Spanish / Language	6.00	6.00	6.00	6.00	6.00	6.00
Additional Elective Teachers	12.00	12.00	12.00	12.00	12.00	12.00
Total Teaching Staff	352.00	364.00	369.00	371.00	369.00	369.00
ADMIN & SUPPORT						
Principal	5.00	5.00	5.00	5.00	5.00	5.00
Assistant Principal	13.00	13.00	13.00	13.00	13.00	13.00
ELL Coordinator	1.00	1.00	1.00	1.00	1.00	1.00
Counselor/ Student Support Advocate	11.00	11.00	11.00	11.00	11.00	11.00
Curriculum Coach	7.00	7.00	7.00	7.00	7.00	7.00
Office Manager/Banker	8.00	8.00	8.00	8.00	8.00	8.00
Registrar	7.00	7.00	7.00	7.00	7.00	7.00
Clinic Aide/ FASA	7.00	7.00	7.00	7.00	7.00	7.00
Receptionist	7.00	7.00	7.00	7.00	7.00	7.00
Teacher Assistants (SPED Included)	53.50	58.50	59.50	61.50	63.50	67.50
Campus Monitor/Custodian	15.00	15.00	15.00	15.00	15.00	15.00
Cafeteria Manager	8.00	8.00	8.00	8.00	8.00	8.00
Parent Engagement Coordinator	-	-	-	-	-	-
SPED Facilitator	4.00	4.00	4.00	4.00	4.00	4.00
Speech Pathologist	3.00	3.00	3.00	3.00	3.00	3.00
School Psychologist	2.00	2.00	2.00	2.00	2.00	2.00
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	4.50	4.50	4.50	4.50	4.50	4.50
Virtual Coordinator	1.00	2.00	2.00	2.00	2.00	2.00
Total Admin & Support	159.67	165.67	166.67	168.67	170.67	174.67
Total # Teachers	352.00	364.00	369.00	371.00	369.00	369.00
Total # Admin & Support	159.67	165.67	166.67	168.67	170.67	174.67
Total Staff	511.67	529.67	535.67	539.67	539.67	543.67
Total Salaries & Benefits as % of Expenses	61%	61%	61%	61%	61%	61%
Instruction Salaries as % of Total Salaries	76%	77%	77%	77%	77%	77%
Admin & Support Salaries as % of Total Salaries	24%	23%	23%	23%	23%	23%
Rent as % of Revenue	14%	13%	13%	14%	13%	13%

Attachment 12: Network Budget

REVENUE (@ 100%)	FY 23	FY 24	SPED	FY 26	FY 27	FY 28
State Base Revenue	55,849,773	59,540,871	61,806,274	63,464,182	64,703,937	65,689,205
Local SPED	-	-	-	15,000	15,000	15,000
National School Lunch Program (NSLP)	1,410,061	1,520,374	1,561,308	1,586,288	1,603,984	1,608,584
SPED Funding (Part B)	665,000	689,883	706,475	717,841	723,691	723,616
SPED Discretionary Unit	1,794,000	1,815,482	1,858,295	1,923,086	1,940,480	1,940,278
ELL Weight	175,245	184,226	195,848	199,614	199,931	199,912
Gifted and Talented Education (GATE) Weight	230,154	237,852	251,443	255,473	255,059	255,030
At-Risk Weight	327,769	356,565	377,940	383,808	389,431	389,397
OTHER: Administrative Fee - Virtual	130,000	170,000	275,000	368,000	468,000	492,000
OTHER:	-	-	-	-	-	-
OTHER:	-	-	-	-	-	-
OTHER: Academica Donation - Payroll Fees	134,881	139,201	140,641	141,601	141,601	142,561
Total Revenues	60,716,882	64,654,454	67,173,224	69,054,893	70,441,114	71,455,583

EXPENSES	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Personnel Costs - Unrestricted Salaries						
Principal	644,556	649,011	661,991	675,231	688,735	702,510
Assistant Principal(s)	1,053,047	1,056,175	1,077,298	1,098,844	1,120,821	1,143,237
Curriculum Coach	393,939	401,818	409,855	418,052	426,413	434,941
ELL Coordinator/SWxS/RBG3	116,801	119,137	121,520	123,950	126,429	128,958
Counselor / Student Support Advocate/Dean	670,849	684,266	697,951	711,910	726,148	740,671
Teachers Salaries	15,046,100	15,949,500	16,532,600	17,021,000	17,312,400	17,687,700
Prior Grant/Categorical Positions	-	-	-	-	-	-
SPED Teachers	1,704,600	1,738,800	1,824,800	1,861,800	1,898,800	1,937,600
Office Manager/ Registrar / Banker	750,488	765,498	780,808	796,424	812,352	828,599
Secretary & FASA	446,952	448,090	449,251	450,435	451,642	460,073
Teacher Assistants (including SPED)	1,096,200	1,221,100	1,266,960	1,336,020	1,408,120	1,520,340
Campus Monitors	444,960	452,160	459,360	466,560	473,760	480,960
Virtual School Corrdinator	55,000	112,200	114,400	116,600	121,000	125,400
Total Unrestricted Salaries	22,423,492	23,597,754	24,396,793	25,076,825	25,566,621	26,190,989
Personnel Costs - Restricted Salaries						
SPED Facilitator	198,211	202,175	206,218	210,343	214,549	218,840
Speech Pathologist	138,072	140,833	143,650	146,523	149,453	152,443
School Psychologist	98,948	100,927	102,945	105,004	107,104	109,246
OT	34,266	34,951	35,650	36,363	37,090	37,832
School Nurse	166,993	170,333	173,740	177,214	180,759	184,374
GATE Teacher	209,066	213,248	217,513	221,863	226,300	230,826
NSLP Manager	-	-	-	-	-	-
Cafeteria Manager - NSLP	162,720	165,600	168,480	171,360	174,240	177,120
On Campus Sub	-	-	-	-	-	-
Total Restricted Salaries	1,008,275	1,028,066	1,048,196	1,068,670	1,089,496	1,110,681
Total Salaries and Wages	23,431,767	24,625,820	25,444,989	26,145,495	26,656,117	27,301,671
PERS - 29.75%	6,970,951	7,326,182	7,569,884	7,778,285	7,930,195	8,122,247
Insurances/Employment Taxes/Other Benefits	4,247,184	4,493,809	4,706,301	4,900,725	5,063,026	5,253,527
Incentives / Bonuses	488,457	503,757	509,277	512,117	510,857	512,437
Stipend	6,000	6,000	6,000	6,000	6,000	6,000
Tuition Reimbursements	55,500	55,500	55,500	55,500	55,500	55,500
Subst. Teachers (10 days/Teacher)	597,300	617,100	625,350	628,650	625,350	625,350
Total Benefits and Related	12,365,391	13,002,347	13,472,312	13,881,276	14,190,928	14,575,061
Total Payroll / Benefits and Related	35,797,158	37,628,168	38,917,300	40,026,772	40,847,045	41,876,731
Supplies						
Consumables	1,083,540	1,231,100	1,281,350	1,320,450	1,354,350	1,362,200
Dual Enrollment - Student Fees/Textbooks	380,000	434,320	476,840	531,400	621,200	651,200
Zion's FFE Lease - payments	1,150,000	970,000	730,000	712,500	645,000	660,000
Cash instead of Zion Lease - Curriculum/Tech/Furniture	25,000	19,250	28,000	30,000	28,000	28,000
Office Supplies	100,593	105,117	107,717	109,199	109,927	110,174
Classroom Supplies	206,847	216,243	221,643	224,721	226,233	226,746
Copier Supplies	30,644	31,356	31,836	32,012	31,956	31,952
Nursing Supplies	22,983	23,517	23,877	24,009	23,967	23,964
SPED Supplies	84,000	87,443	89,749	91,425	92,374	92,364
Athletics/Extra	90,000	90,000	90,000	90,000	90,000	90,000
Total Supplies	3,173,607	3,208,346	3,081,012	3,165,716	3,223,007	3,276,600

Attachment 12: Network Budget

<i>Purchased Services</i>	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Data Analysts	115,500	118,965	122,527	126,203	129,989	130,242
Special Education Contracted Services	1,223,080	1,281,045	1,354,820	1,382,340	1,443,085	1,452,470
AVE Credits	90,000	170,000	275,000	368,000	468,000	492,000
Administrative Fee to Cadence	130,000	255,000	375,000	480,000	585,000	615,000
Management Fee	3,447,450	3,604,050	3,694,050	3,745,350	3,770,550	3,779,100
Payroll Services	136,801	141,121	142,561	143,521	143,521	144,481
Audit/Tax	75,000	77,250	79,556	81,920	84,344	84,719
Legal Fees	31,500	31,500	31,500	31,500	31,500	31,500
IT Services	321,762	336,378	344,778	349,566	351,918	352,716
IT Set-up Fees	55,000	61,500	64,500	64,500	64,500	64,500
State Administrative Fee (1.25%)	698,122	744,261	772,578	793,302	808,799	821,115
Affiliation Fee - Inc. (1/2 of 1%)	279,249	297,704	309,031	317,321	323,520	328,446
Affiliation Fee - Professional Development (1/2 of 1%)	279,249	297,704	309,031	317,321	323,520	328,446
Affiliation Fee -	-	-	-	-	-	-
Total Purchased Services	6,882,713	7,416,478	7,874,933	8,200,844	8,528,246	8,624,735
<i>General Operations</i>	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Telephone	21,268	21,906	22,563	23,240	23,937	24,655
Internet	95,160	98,015	100,955	103,984	107,103	110,317
Cell Phones	-	-	-	-	-	-
Postage	5,700	8,200	8,700	8,700	8,800	8,800
Website	26,700	27,525	28,370	29,086	30,024	30,784
Copier / Printing	214,240	222,810	231,722	240,991	250,630	260,656
Infinite Campus	13,000	13,565	14,139	14,474	15,018	15,572
Total General Operations	376,068	392,020	406,450	420,475	435,513	450,784
<i>Insurances</i>	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Property Insurance	82,924	87,899	93,173	98,764	104,689	110,971
Liability Insurance	68,545	72,583	77,253	82,235	87,550	93,222
Other Insurances	151,774	160,825	170,706	181,202	192,354	204,202
Total Insurances	303,243	321,307	341,132	362,200	384,593	408,395
<i>Other</i>	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Lunch Program-NSLP	1,258,024	1,361,527	1,399,549	1,423,673	1,441,375	1,445,849
Advertising/Marketing	32,500	32,500	32,500	33,500	26,000	26,000
Travel	12,200	12,200	12,200	12,200	12,200	12,200
Background and Fingerprinting	5,340	5,340	5,520	5,640	5,640	5,640
Dues and Fees	67,500	67,500	68,500	69,000	70,000	72,500
Loan Payment / Interest Expense	-	-	-	-	-	-
Prior Year Surplus allocated by board	-	-	-	-	-	-
Graduation	22,000	24,000	26,000	28,000	30,000	40,000
Other Purchases	11,000	11,000	11,500	11,500	11,500	11,500
Total Other	1,408,564	1,514,067	1,555,769	1,583,513	1,596,715	1,613,689
<i>Facilities</i>	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Public Utilities	571,650	588,800	604,633	620,906	637,629	656,758
Natural Gas	6,180	6,365	6,556	6,753	6,956	7,164
Water / Sewer	147,290	151,709	155,958	160,328	164,823	169,768
Garbage/Disposal	132,738	136,720	140,398	144,177	148,060	152,502
Fire and Security alarms	52,557	54,134	55,593	57,093	58,635	60,394
Contracted Janitorial Services	697,439	718,362	737,607	757,383	777,705	780,242
Custodial Supplies	226,830	235,170	238,770	240,090	239,670	239,640
Facility Maintenance/Repairs/Capital Outlay	380,000	392,500	404,000	415,500	426,500	439,000
Lawn Care	88,065	90,707	93,148	95,657	98,235	101,182
Snow removal	-	-	-	-	-	-
AC Maintenance & Repair	129,825	133,720	137,334	141,048	144,866	149,212
Total Facilities	2,432,574	2,508,187	2,573,997	2,638,935	2,703,079	2,755,862
Total Expenses Before Bldg	50,373,927	52,988,574	54,750,594	56,398,455	57,718,198	59,006,797
<i>Scheduled Lease Payment</i>	-	-	-	-	-	-
<i>Scheduled Bond Payment</i>	2,967,499	3,045,000	3,053,000	3,057,500	3,055,500	3,056,500
<i>Scheduled Bond Payment</i>	2,493,000	2,495,000	2,495,000	2,494,000	2,497,000	2,493,000
<i>Scheduled Bond Payment</i>	2,963,030	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)	1,889,427	2,965,879	3,454,631	3,297,938	3,236,416	2,961,787
	3.19%	4.70%	5.27%	4.78%	4.70%	4.24%

Pinecrest Academy of Nevada

FY 23

FY 24

FY 25

FY 26

FY 27

FY 28

Attachment 14: Audit Data

EQUIPMENT RISK DATA													
Asset ID	Asset Name	Asset Type	Location	Manufacturer	Model	Serial Number	Year	Value	Condition	Usage	Inspection Date	Next Inspection	Notes
001	Tractor	Tractor	Field	John Deere	S780	123456789	2018	\$15,000	Good	High	2023-01-15	2024-01-15	Regular maintenance
002	Tractor	Tractor	Field	Case IH	8255	987654321	2017	\$12,000	Fair	High	2023-02-01	2024-02-01	Minor wear on tires
003	Tractor	Tractor	Field	New Holland	CR10.90	567890123	2019	\$20,000	Excellent	High	2023-03-10	2024-03-10	Well maintained
004	Tractor	Tractor	Field	Fendt	10T	234567890	2016	\$18,000	Fair	High	2023-04-05	2024-04-05	Engine overhaul due
005	Tractor	Tractor	Field	Case IH	8255	345678901	2015	\$10,000	Poor	High	2023-05-20	2024-05-20	Needs major repair
006	Tractor	Tractor	Field	John Deere	S780	456789012	2020	\$16,000	Good	High	2023-06-15	2024-06-15	Regular maintenance
007	Tractor	Tractor	Field	New Holland	CR10.90	678901234	2018	\$19,000	Fair	High	2023-07-10	2024-07-10	Minor issues
008	Tractor	Tractor	Field	Fendt	10T	789012345	2017	\$17,000	Good	High	2023-08-05	2024-08-05	Well maintained
009	Tractor	Tractor	Field	Case IH	8255	890123456	2016	\$11,000	Fair	High	2023-09-20	2024-09-20	Minor wear
010	Tractor	Tractor	Field	John Deere	S780	901234567	2019	\$15,500	Good	High	2023-10-15	2024-10-15	Regular maintenance

Attachment 15: Current Lottery Policy



Lottery Preferences and Procedures

Pinecrest Academy of Nevada enrollment policy states:

- A. Only in the case the school will be enrolled to capacity as determined by the appropriate fire, health and/or building authorities, the Board of Directors and campus Principal will determine the maximum number of students to be enrolled in each grade, based upon considerations such as staffing, demand, budget requirements and facilities capacity for the present and future years. The determinations shall be made annually prior to count day, and shall be transmitted annually prior to count day to the (Authority).
- B. Students already enrolled in the School will have a fixed time period, to be determined by the Board of Directors, to inform the School of their intent to return.

Transfer Students: In years when Pinecrest Academy opens a new campus; students attending an existing Pinecrest Academy, who request transfer to the new campus on their declaration of intent will be given first priority of acceptance during the first year of enrollment at the new campus. In order to receive this priority, transfer request must be received during the open enrollment period. All transfer request received after the open enrollment period will be given transfer priority as detailed below.

Once a transfer request is granted and the registration process completed the student's seat at attending campus will be released. Should a request be made to return to previously attended campus; transfer priority will be assigned and student will be placed at the bottom of the transfer priority wait list. Transfers are never guaranteed and are awarded based on seat availability and wait list order.

- C. Any spaces which remain available will be filled in the following manner:
 1. Priority will be given to children of a member of the committee to form the charter school.
 2. Priority will then be given to the children of members of the governing body of the charter school.
 3. Priority will be given to the child of an employee of the charter school.
 4. Priority will be given to the siblings of currently enrolled students.
Should the number of siblings exceed the number of available spaces

Attachment 15: Current Lottery Policy

in any grade level; the students will be placed in a lottery to determine priority.

5. Priority will be given to students currently attending a Pinecrest Academy campus who wish to transfer to another Pinecrest Academy campus.
6. Pinecrest Academy students who have successfully completed the 8th grade will be given priority to the Pinecrest Academy of Nevada high school of their choice.

All remaining students will be placed in a lottery to determine priority

As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.

As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will not limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise an open enrollment window. The open enrollment period will open the first day the students return after winter break and end the final day of February each year, during which it will accept applications.

We will announce and advertise these opening and closing dates of the open enrollment window to the community in which we plan to operate.

The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the general application pool. These applications will not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school will ask for some sort of assurance from

Attachment 15: Current Lottery Policy

- a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. As space becomes available, pupils from the waiting list will be enrolled in the school.
 7. The waiting list enrollment order will be determined by lottery.
 8. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
 9. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
 10. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed in the general application pool. Pupils will be chosen for enrollment from the waiting list as described above.
 11. The Committee to Form our Charter School includes a person who intends to enroll their child in the school; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined.

If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade. Students completing the 8th grade program at any Pinecrest Academy will automatically be enrolled in the Pinecrest Academy High School of their choice.

Enrollment Procedures Timeline

- 1.** Upon completion of the initial lottery, all applicants will be notified whether or not they have been accepted by email.
- 2.** Families will have 72 hours to submit the following (once school begins the deadline for submission will be 24 hours):
 - a.** On-Line Registration Packet \
 - b.** Parent's ID. Personal identification of parent/guardian (driver's license, picture identification.) bearing your name.
 - c.** Child's ID/Proof of the child's identity -a *copy* of original birth certificate.
 - d.** Proof of address: One item proving the student's home address, such as a recent utility bill, rent receipt, residential lease or sales contract.
Unacceptable forms to document proof of address: driver's license,

Attachment 15: Current Lottery Policy

holiday your child we be required to attend the first day school is in session after registration is completed. If child does not begin active attendance by this date, the seat will be released and returned to the lottery.

*If parents need more time to submit registration document, parents must contact the school for approval of additional time.

Additional documentation requested:

- A recent copy of the student's transcript or report card from previous school.
- Previous records regarding placement in special programs, a copy of your child's IEP or 504 Plan.
- Information about any disabilities or special health problems, such as seizures, asthma, heart problems, health care procedures or medications.

Your child's wait list numbers will fluctuate. This numbers may increase or decrease as applications receive a higher priority.

It is the parent responsibility to review applications for accuracy. All acceptances are sent based on information included on student application. If grade or date of birth are entered incorrectly or omitted, acceptance will be rescinded and student will be placed at the end of the correct grade level wait list. All applications may be reviewed by using the apply/application status link on the school webpage.

Parents must add siblings to all applications submitted. If a transfer request is submitted all siblings parents are wishing to be included on the requested schools wait list must be added to application for the requested school.

Attachment 16: Weighted Lottery Policy

Weighted Lottery Policy

Pursuant to Nevada Revised Statute 388A.459, Pinecrest Academy of Nevada (Pinecrest) adopts this policy to ensure that the student population of Pinecrest will closely resemble the student population of the community where the school is located. Pinecrest will accomplish this by giving a weighted preference of 5.0 in its enrollment lotteries to students who qualify for free or reduced-price lunch. The weighted lottery will take place only if it is determined that the percentage of students at the Pinecrest campus who qualify for free and reduced lunch is less than 90% of the percentage of students eligible for free or reduced-price lunch in Clark County School District. The process for the weighted lottery will be as follows:

- 1) Prior to the enrollment lottery at a Pinecrest campus, the campus will determine the percentage of students who are eligible for free or reduced-price lunch in Clark County School District, rounded to the nearest tenth of one percent ("FRL Comparison %). Data used for this comparison percentage will be taken from the most recent full year data available on www.nevadareportcard.nv.gov.
- 2) The FRL Comparison % will then be compared to the validated current school year free and reduced lunch percentage at the Pinecrest campus ("Pinecrest FRL %).
- 3) If the Pinecrest FRL % is less than 90% of the FRL Comparison %, the weighted lottery will apply. If the Pinecrest FRL % is greater than or equal to 90% of the FRL Comparison %, the weighted lottery will not apply.

Example #1: if the FRL Comparison % is 50% and the Pinecrest FRL % is 44%, the weighted lottery will apply.

Example #2: if the FRL Comparison % is 50% and the Pinecrest FRL % is 45%, the weighted lottery will not apply.

- 4) If the weighted lottery is applied, a weight of 5.0 will be applied to each applicant who provides sufficient documentation to indicate they would have qualified for free and reduced lunch based on the previous year's USDA income guidelines for free and reduced lunch.
- 5) Pinecrest's enrollment application will be revised to request that applying students inform Pinecrest whether they are:
 - a. Eligible for TANF, SNAP, FDPIR, or Medicaid, or
 - b. Qualified for a free or reduced-price lunch at their previous school, or
 - c. Eligible to receive a free or reduced-price lunch.
- 6) Any student who indicates they are eligible for the 5.0 weighting in the enrollment lottery will be asked to complete and sign an income verification form and provide proof of current income or provide proof of current FRL eligibility at least three days prior to the lottery date. Any refusal to provide the required documentation necessary to validate eligibility

Attachment 16: Weighted Lottery Policy

for the weighted lottery will result in the student receiving a standard 1.0 weight in the enrollment lottery.

- 7) Qualifying for a 5.0 weight in the Pinecrest enrollment lottery DOES NOT qualify the student for free or reduced-price lunch. In order to qualify for free or reduced-price lunch, the parent will have to complete the Household Application for Free and Reduced-Price School Meals released by the USDA in July of each year.
- 8) In the event a weighted lottery is not applied, any information collected for the purpose of the weighted lottery will not be used in any way by Pinecrest.

DRAFT

Attachment 17: Enrollment By Campus

Sloan							
	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Kinder	125	125	125	125	125	125	125
1st	125	125	125	125	125	125	125
2nd	156	130	130	130	130	130	130
3rd	130	156	130	130	130	130	130
4th	130	135	135	135	135	135	135
5th	130	135	135	135	135	135	135
6th	180	217	217	217	217	186	186
7th	153	217	217	217	217	217	186
8th	153	155	217	217	217	217	217
9th	211	248	248	279	279	279	279
10th	152	207	240	240	270	270	270
11th	109	146	200	235	235	260	260
12th	-	102	135	190	220	220	250
Total	1,754	2,098	2,254	2,375	2,435	2,429	2,428

St. Rose							
	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Kinder	100	100	100	100	100	100	100
1st	100	100	100	100	100	100	100
2nd	104	104	104	104	104	104	104
3rd	104	104	104	104	104	104	104
4th	108	108	108	108	108	108	108
5th	124	124	124	124	124	124	124
6th	124	124	124	124	124	124	124
7th	124	124	124	124	124	124	124
8th	124	124	124	124	124	124	124
9th							
10th							
11th							
12th							
Total	1,012	1,012	1,012	1,012	1,012	1,012	1,012

Inspirada							
	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Kinder	125	125	125	125	125	125	125
1st	125	125	125	125	125	125	125
2nd	156	130	130	130	130	130	130
3rd	162	162	130	130	130	130	130
4th	162	162	162	135	135	135	135
5th	135	162	162	162	135	135	135
6th	124	124	130	130	130	124	124
7th	124	124	124	130	130	124	124
8th	124	124	124	124	130	124	124
9th							
10th							
11th							
12th							
Total	1,237	1,238	1,212	1,191	1,170	1,152	1,152

Horizon							
	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Kinder	150	150	150	150	150	150	150
1st	150	150	150	150	150	150	150
2nd	182	156	156	156	156	156	156
3rd	182	182	162	162	162	162	162
4th	135	182	182	162	162	162	162
5th	112	135	182	182	162	162	162
6th							
7th							
8th							
9th							
10th							
11th							
12th							
Total	911	955	982	962	942	942	942

Cadence							
	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Kinder	125	125	125	125	125	125	125
1st	130	130	130	130	130	130	130
2nd	135	135	135	135	135	135	135
3rd	134	135	135	135	135	135	135
4th	138	140	140	140	140	140	140
5th	141	145	145	145	145	145	145
6th	247	248	248	248	248	248	248
7th	248	248	248	248	248	248	248
8th	215	248	248	248	248	248	248
9th	208	225	240	240	240	240	240
10th	180	200	220	230	230	230	230
11th	112	175	195	210	220	220	220
12th	88	104	170	185	200	210	210
Total	2,101	2,258	2,379	2,419	2,444	2,454	2,454

Virtual							
	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Kinder	-	-	-	-	-	-	-
1st	-	-	-	-	-	-	-
2nd	-	-	-	-	-	-	-
3rd	-	-	-	-	-	-	-
4th	-	-	-	-	-	-	-
5th	-	-	-	-	-	-	-
6th	-	20	30	40	50	60	60
7th	-	20	30	40	50	60	60
8th	-	20	30	40	50	60	60
9th	-	20	30	40	50	60	60
10th	-	20	30	40	50	60	60
11th	-	-	20	30	40	50	60
12th	-	-	-	20	30	40	50
Total	-	100	170	250	320	390	410

Pinecrest System							
	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Kinder	625	625	625	625	625	625	625
1st	630	630	630	630	630	630	630
2nd	733	655	655	655	655	655	655
3rd	712	739	661	661	661	661	661
4th	673	727	727	680	680	680	680
5th	642	701	748	748	701	701	701
6th	675	733	749	759	769	742	742
7th	649	733	743	759	769	773	742
8th	616	671	743	753	769	773	773
9th	419	493	518	559	569	579	579
10th	332	427	490	510	550	560	560
11th	221	321	415	475	495	530	540
12th	88	206	305	395	450	470	510
Total	7,015	7,661	8,009	8,209	8,323	8,379	8,398

Attachment 18: Pinecrest Virtual Academy Staffing Plan

Staffing Tables of Projected Staffing Needs

Pinecrest Academy of Nevada

Nevada State Public Charter School Authority

Mike Dang

C:\Users\Kyle.McOmber\Dropbox\Active Projects\By State\Nevada\Pinecrest Academy of Nevada (PAN)\Charter Development\Pinecrest Virtual S

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	-	-	-	-	-	-
Assistant Principals	-	-	-	-	-	-
Counselor / Student Support Advocate	-	-	-	-	-	-
Curriculum/Instructional Coach	-	-	-	-	-	-
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	-	-	-	-	-	-
Classroom Teachers (Specials)	-	-	-	-	-	-
Special Education Teachers	-	-	1	1	1	1
Virtual Coordinator	1	2	2	2	2	2
School Nurse	-	-	-	-	-	-
Office Manager	-	-	-	-	-	-
Registrar	-	-	-	-	-	-
Receptionist / Clinic Aide FASA	-	-	-	-	-	-
Instructional Aide(s)	2	4	5	7	9	10
School Operations Support Staff	-	-	-	-	-	-
Total FTEs at School	3	6	8	10	12	13

Network

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Number of elementary schools	5	5	5	5	5	5
Number of middle schools	6	6	6	6	6	6
Number of high schools	3	3	3	3	3	3

Total schools	Attachment 18: Pinecrest Virtual Academy Staffing Plan				14	14
Total Student enrollment	7,661	8,009	8,209	8,323	8,379	8,398

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	1.67	1.67	1.67	1.67	1.67
Assistant Principals	4.33	4.33	4.33	4.33	4.33	4.33
Counselor / Student Support Advocate	3.67	3.67	3.67	3.67	3.67	3.67
Curriculum/Instructional Coach	2.33	2.33	2.33	2.33	2.33	2.33
SPED Facilitator / Speech Pathologist / School Psychologist / OT	3.22	3.22	3.22	3.22	3.22	3.22
Classroom Teachers (Core Subjects)	155	154	152	150	150	150
Classroom Teachers (Specials)	17.17	17.17	17.17	17.17	17.17	17.17
Special Education Teachers	12.0	12.0	12.3	12.3	12.3	12.3
EL Coordinator / Virtual Coordinator	0.67	1.00	1.00	1.00	1.00	1.00
School Nurse	0.67	0.67	0.67	0.67	0.67	0.67
Office Manager	2.67	2.67	2.67	2.67	2.67	2.67
Registrar	2.33	2.33	2.33	2.33	2.33	2.33
Receptionist / Clinic Aide FASA	4.67	4.67	4.67	4.67	4.67	4.67
Teacher Aides and Assistants	17.83	19.50	19.83	20.50	21.17	22.50
School Operations Support Staff	7.67	7.67	7.67	7.67	7.67	7.67
Total FTEs at Elementary Schools	235.89	237	236	234	235	236

Middle School Staff						
Principals	1.67	1.67	1.67	1.67	1.67	1.67
Assistant Principals	4.33	4.33	4.33	4.33	4.33	4.33
Counselor / Student Support Advocate	3.67	3.67	3.67	3.67	3.67	3.67
Curriculum/Instructional Coach	2.33	2.33	2.33	2.33	2.33	2.33
SPED Facilitator / Speech Pathologist / School Psychologist / OT	3.22	3.22	3.22	3.22	3.22	3.22
Classroom Teachers (Core Subjects)	67.00	70.00	71.00	72.00	68.00	67.00
Classroom Teachers (Specials)	17.17	17.17	17.17	17.17	17.17	17.17
Special Education Teachers	12.00	12.00	12.33	12.33	12.33	12.33
EL Coordinator / Virtual Coordinator	0.67	1.00	1.00	1.00	1.00	1.00
School Nurse	0.67	0.67	0.67	0.67	0.67	0.67
Office Manager	2.67	2.67	2.67	2.67	2.67	2.67
Registrar	2.33	2.33	2.33	2.33	2.33	2.33
Receptionist / Clinic Aide FASA	4.67	4.67	4.67	4.67	4.67	4.67

Attachment 18: Pinecrest Virtual Academy Staffing Plan

Teacher Aides and Assistants	17.83	19.50	19.83	20.50	21.17	22.50
School Operations Support Staff	7.67	7.67	7.67	7.67	7.67	7.67
Total FTEs at Middle Schools	148	153	155	156	153	153

High School Staff						
Principals	1.67	1.67	1.67	1.67	1.67	1.67
Assistant Principals	4.33	4.33	4.33	4.33	4.33	4.33
Counselor / Student Support Advocate	3.67	3.67	3.67	3.67	3.67	3.67
Curriculum/Instructional Coach	2.33	2.33	2.33	2.33	2.33	2.33
SPED Facilitator / Speech Pathologist / School Psychologist / OT	3.22	3.22	3.22	3.22	3.22	3.22
Classroom Teachers (Core Subjects)	47.00	57.00	62.00	65.00	67.00	68.00
Classroom Teachers (Specials)	17.17	17.17	17.17	17.17	17.17	17.17
Special Education Teachers	12.00	12.00	12.33	12.33	12.33	12.33
EL Coordinator / Virtual Coordinator	0.67	1.00	1.00	1.00	1.00	1.00
School Nurse	0.67	0.67	0.67	0.67	0.67	0.67
Office Manager	2.67	2.67	2.67	2.67	2.67	2.67
Registrar	2.33	2.33	2.33	2.33	2.33	2.33
Receptionist / Clinic Aide FASA	4.67	4.67	4.67	4.67	4.67	4.67
Teacher Aides and Assistants	17.83	19.50	19.83	20.50	21.17	22.50
School Operations Support Staff	7.67	7.67	7.67	7.67	7.67	7.67
Total FTEs at High Schools	128	140	146	149	151.9	154
Total Network FTEs	521	539	545	549	549	553