

January 11, 2023

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

Re: Good Cause Exemption Request to Amend Charter Application

To State Public Charter School Authority,

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

The purpose of this out-of-cycle amendment is to seek the Authority's approval to (1) operate a temporary facility for the new Pinecrest Springs campus as the parties were unable to reach a timely agreement for the lease of the original planned facility (i.e., the shuttered Sears store at the Meadows Mall); (2) reduce the enrollment cap of students; and (3) adjust the grade levels served for the Pinecrest Springs campus. These requested amendments would apply for the first two years this new campus is operating based on the capacity of the new temporary facility. The Pinecrest Governing Board has approved (a) the filling of the proposed amendment application, (b) the request to seek a good cause exemption, and (c) the amendment application itself (*see Attachment 1*).

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

Sincerely,

Travis Keys

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

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2022 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

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

For the: **Pincrest Academy of Nevada**

Date Submitted: **January 11, 2023**

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

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

Key Contact: **Travis Keys**

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

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

Date of School Board Approval of this Application: **January 11, 2023**

Deadlines

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

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

¹ Notice or Letter of Intent

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

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

Reduce projected enrollment for opening school year from 645 students in grades K-6 to 257 students in grades K-3 based on the need to relocate the expansion campus to a new facility

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Introduction

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

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

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

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

Most Frequent Request For Amendment Applications

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

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

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

Sections Required

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

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

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

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

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

Provide a brief overview of your school, including:

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

Pinecrest Academy of Nevada (PAN) is a tuition-free public charter school network that opened its first campus in 2012 serving students in Grades K-7. Today, the PAN network has now grown to six (6) campuses serving nearly 6,500 students in Grades K-12 across the Las Vegas Valley.

Cadence Campus

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

Sloan Canyon Campus

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

St. Rose Campus (K-8)

1385 E. Cactus Ave.
Las Vegas, NV 89183

Horizon Campus (K-5)

1360 S. Boulder Hwy.
Henderson, NV 89015

Inspirada Campus (K-8)

2840 Via Contessa
Henderson, NV 89044

(new) Springs Campus (K-12)

The Governing Body of PAN currently consists of seven (7) members representing diverse areas of expertise in the fields of legal, real estate, accounting, finance, insurance, education, and marketing in compliance with NRS [388A.320](#). Travis Keys serves as Board Chair, Kacey Thomas is Board Vice-Chair, Marni Watkins is Board Secretary, and Craig Seiden is Board Treasurer. Moreover, Jeff Cahill, Coby Sherlock, Jennifer Williamson, and Tyre Gray all serve as PAN Board Members.

Michael O'Dowd is the current Principal at Pinecrest's Inspirada campus and will serve as the founding Principal at the new Pinecrest Springs campus. Steve Albrecht, the current K-8 Assistant Principal at Pinecrest's Inspirada campus, is anticipated to ultimately succeed Michael O'Dowd as Principal at the new Pinecrest Springs campus.

2. Statement and overview of the mission and vision.

The mission of Pinecrest Academy of Nevada is as follows:

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

The vision of Pinecrest Academy of Nevada is as follows:

Scholars perform at the highest level on all academic measures.

3. Specific statement of the request.

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

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO or CMO

- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility
- 10. Other (specify):

Reduce projected enrollment for the opening school year from 645 students in grades K-6 to 257 students in grades K-3 based on the need to relocate the expansion campus to a new facility

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

Please refer to ***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.

On October 7, 2022, the State Public Charter School Authority (SPCSA) conditionally approved PAN’s request to amend its existing charter agreement in order to permit the establishment of a new “Springs” campus. Although the new expansion campus will ultimately serve over 1,000 students in grades K-12 at full build-out, the new campus was anticipated to serve up to 645 students in grades K-6 during the initial school year of 2023-24.

The facility for the new campus was to be located at 4000 Meadows Lane, Las Vegas, Nevada 89107 which was the former Sears store at the Meadows Mall. One of the SPCSA’s conditions was for the PAN Board to provide Authority staff with evidence that the network has entered into a lease agreement for 4000 Meadows Lane on or before February 1, 2023.

Pinecrest Academy of Nevada is now seeking approval from the SPCSA to amend its charter agreement in order to (a) reduce its projected enrollment during the initial school year of 2023-24 from 645 students in grades K-6 to 257 students in grades K-3; and (b) approve the occupation of a new school facility at Trinity United Methodist Church located at 6151 W. Charleston Blvd., Las Vegas, Nevada 89146 due to PAN’s current inability to secure a signed lease agreement with the owner of the original approved facility on or before February 1, 2023. It is important to note that this new proposed facility is still located within one of the target zip codes that was originally approved by the SPCSA for this expansion campus.

5. Description of proposed target model and target communities.

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

The requested amendment will not alter Pinecrest’s intent to serve students in underserved communities from the following zip codes: 89102, 89106, 89107, 89108, and 89146.

One of the SPCSA’s other conditions was for the PAN Board, on or before December 1, 2022, to provide Authority staff with a detailed plan, approved by the PAN governing board, to reach an additional 500 students who reside in the zone of attendance of a 1- or 2-star school within the identified zip codes.

On November 29, 2022, the PAN Board timely provided Authority staff with the following detailed plan, approved by the PAN governing board, to reach an additional 500 students who reside in the zone of attendance of a 1- or 2-star school within the identified zip codes:

- *October 2022 – Trunk or Treat Events*

Pinecrest Springs worked with Mariella Bueno, Director of Communications & Community Relations with Academica, to identify numerous Trunk or Treat Events in the target zip codes to sponsor a booth in order to meet with families and tell them about the opening of the Pinecrest Springs campus in August 2023.

Pinecrest Springs has also worked with Mariella Bueno and Bryce Thiriot, Director of Marketing & Design with Academica, to create flyers (7 Key Points) and advertisement cards in both English and Spanish to distribute at the following community events.

Halloween Howl, sponsored by the City of Las Vegas,
was held at Wasden Elementary School,
2831 Palomino Lane, [89107](#)



Partnered with Puentes to participate in
Resource Fair at House of Worship Christian Center, at
2093 N Jones Blvd., [89108](#)



Mini Grand Prix Trunk or Treat,
1401 N. Rainbow Blvd., [89108](#)



- *November 2022 – The Big Thanksgiving Give*

Pinecrest Springs partnered with other Pinecrest schools and the Anthem Community Church to welcome families in the identified zip codes to the Pinecrest Family. The Pinecrest schools held a variety of drives seeking donations of food and personal hygiene items and Anthem Community Church helped with donations to buy Tamale dinners, Thanksgiving food items, and hygiene items that the schools helped to put together at least 75 hygiene baskets, 75 Tamale dinners with rice and beans, and 75 Thanksgiving dinners that were given away on Sunday, November 20, 2022 and Wednesday, November 23, 2022.

Flyers advertising the newly approved Pinecrest Springs campus and the Thanksgiving Give Program were distributed near elementary schools in the target zip codes. Families were asked to RSVP for one of the baskets and were informed of the distribution date depending on which basket they requested. When families picked up their basket, Pinecrest Springs informed the families about our new school and about the upcoming registration dates.

- *December 2022 – Christmas at the Y*

Pinecrest Springs will also partner with the Heinrich YMCA (4141 Meadows Lane, [89107](#)) for an upcoming Christmas event they are sponsoring. Pinecrest Springs will sponsor a table at the event to pass out informational flyers and talk with families about our school.

- *January 2023*

- Sending Information out with all pre-K students at the Bill and Lilly Heinrich YMCA

One of the SPCSA’s final conditions was for the PAN Board, on or before February 10, 2023, to provide Authority staff with evidence that Springs has reached those additional 500 students who reside in the zone of attendance of a 1- or 2-star school within the identified zip codes. PAN is confident that it will timely meet this deadline.

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

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

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

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

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.

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

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.

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

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

There is no change in this subsection since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

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

There is no change in this subsection since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

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

There is no change in the “Meeting the Need” section since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

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

Examples may include:

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

PARENT AND COMMUNITY INVOLVEMENT

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

There is no change in the “Academic Plan” section since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

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.
 - i. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
 - ii. 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 [Alignment Template](#)) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- 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

1. Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.
2. Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.
3. Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

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:

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

Special Education

1. Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
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?
 - c. (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
 - i. Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive

an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

3. Enrollment: Describe the school’s strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
4. General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

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.

There is no change in this subsection since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

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

There is no change in this subsection since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

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

The budget created for Pinecrest Academy of Nevada includes a per-pupil revenue assumption of \$7,290 for the 2022-23 fiscal year of operation. The revised budget created for the proposed Springs campus includes a per-pupil revenue assumption of \$7,548 for the first year of operation (2023-24) with an estimated 1.3% - 1.5% increase each 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 (assuming a 1.3% increase). Please refer to **Attachment 5 – Budget Narrative** for a more detailed overview of per-pupil funding.

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

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

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

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

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

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

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

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

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

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

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

4. Submit a completed financial plan for the proposed school as an **Attachment 6** (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

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

5. Submit, as an **Attachment 7**, a detailed budget for the operator at the network level (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

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

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

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

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

Please refer to [Attachment 8 – Audit Data](#) attached to PAN’s original charter amendment application seeking approval of this expansion campus.

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.

There is no change in this subsection since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

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.

There is no change in this subsection since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

E) OPERATIONS PLAN

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

1. Historical performance

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

- 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:

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

- 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:

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

- 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. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
 - (a) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of Attachment ____)
 - (b) School leadership;
 - (c) School business operations and finance;
 - (d) Governance management and support to the Board;
 - (e) Curriculum, instruction, and assessment;
 - (f) At-risk students and students with special needs;
 - (g) Performance management; and
 - (h) Parent and community engagement.
5. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment** ____).
6. Explain your school leader's role in the successful recruitment, hiring, development, and retention of a highly effective staff.
7. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?
8. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

LEADERSHIP FOR EXPANSION

[There is no change in this section since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.](#)

1. Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
2. Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** ____). Summarize the

proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

3. If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** ___) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2022-23 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

STAFFING

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

Please refer to [Attachment 14 – Enrollment & Staffing Tables](#).

HUMAN CAPITAL STRATEGY

There is no change in this section since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*

1. **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
2. **Leadership Pipeline:** Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:
 - a. How the school plans to identify leadership internally and externally;
 - b. Who will be responsible for hiring leaders;
 - c. Formal and informal systems that will prepare leaders for their responsibilities;
 - d. The school’s philosophy regarding internal promotions;
 - e. The timing for identifying leaders in relation to the launch of a new campus; and,
 - f. Internal or external leadership training programs.
3. **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses

will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.

4. **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
5. **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools, and local districts, as applicable.

SCALE STRATEGY

There is no change in this section since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

1. Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
2. If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
3. Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.
4. Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
5. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment ____**. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.
6. Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

STUDENT RECRUITMENT AND ENROLLMENT

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

1. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390

(2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

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

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

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

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

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

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

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

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

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

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

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

On October 7, 2022, the State Public Charter School Authority (SPCSA) conditionally approved PAN’s request to amend its existing charter agreement in order to permit the establishment of a new “Springs” campus.

One of the SPCSA’s conditions was for the PAN Board, on or before December 1, 2022, to provide Authority staff with a detailed plan, approved by the PAN governing board, to reach an additional 500 students who reside in the zone of attendance of a 1- or 2-star school within the identified zip codes.

On November 29, 2022, the PAN Board timely provided Authority staff with the following detailed plan, approved by the PAN governing board, to reach an additional 500 students who reside in the zone of attendance of a 1- or 2-star school within the identified zip codes:

- *October 2022 – Trunk or Treat Events*

Pinecrest Springs worked with Mariella Bueno, Director of Communications & Community Relations with Academica, to identify numerous Trunk or Treat Events in the target zip codes to sponsor a booth to meet with families and tell them about the opening of the new Pinecrest Springs campus in August 2023.

Pinecrest Springs has also worked with Mariella Bueno and Bryce Thriot, Director of Marketing & Design with Academica, to create flyers (7 Key Points) and advertisement cards in both English and Spanish to distribute at the following community events.

Halloween Howl, sponsored by the City of Las Vegas,
was held at Wasden Elementary School,
2831 Palomino Lane, [89107](#)



Partnered with Puentes to participate in Resource Fair at House of Worship Christian Center, at 2093 N Jones Blvd., [89108](#)



Mini Grand Prix Trunk or Treat, 1401 N. Rainbow Blvd., [89108](#)



- *November 2022 – The Big Thanksgiving Give*

Pinecrest Springs partnered with other Pinecrest schools and the Anthem Community Church to welcome families in the identified zip codes to the Pinecrest Family. The Pinecrest schools held a variety of drives seeking donations of food and personal hygiene items and Anthem Community Church helped with donations to buy Tamale dinners, Thanksgiving food items, and hygiene items that the schools helped to put together at least 75 hygiene baskets, 75 Tamale dinners with rice and beans, and 75 Thanksgiving dinners that were given away on Sunday, November 20, 2022 and Wednesday, November 23, 2022.

Flyers advertising the newly approved Pinecrest Springs campus and the Thanksgiving Give Program were distributed near elementary school in the target zip codes. Families were asked to RSVP for one of the baskets and were informed of the distribution date depending on which basket they requested. When families picked up their basket, Pinecrest Springs informed the families about our new school and about the upcoming registration dates.

- *December 2022 – Christmas at the Y*

Pinecrest Springs will also partner with the Heinrich YMCA (4141 Meadows Lane, [89107](#)) for an upcoming Christmas event they are sponsoring. Pinecrest Springs will sponsor a table at the event to pass out informational flyers and talk with families about our school.

- *January 2023*

- Sending Information out with all pre-K students at the Bill and Lilly Heinrich YMCA

One of the SPCSA’s final conditions was for the PAN Board, on or before February 10, 2023, to provide Authority staff with evidence that Springs has reached those additional 500 students who reside in the zone of attendance of a 1- or 2-star school within the identified zip codes. PAN is confident that it will timely meet this deadline.

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

There is no change in this subsection since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

3. 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.

There is no change in this subsection since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

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

There is no change in this subsection since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

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

There is no change in this subsection since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

6. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of

² See the Colorado Department of Education's [Weighted Lottery Policy](#) for Charter School Program (CSP) Grant applicants for one possible approach in this evolving area of charter school policy.

students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

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

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

8. Complete the following tables for the proposed school to open in 2023-24. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2023 and fall 2024.

- a. **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Table 1. Break Even Budget Scenario

| Grade Level | Number of Students | | | | |
|--------------|--------------------|------------|------------|------------|------------|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Pre-K | - | - | - | - | - |
| K | 73 | 73 | 73 | 73 | 73 |
| 1 | 76 | 76 | 76 | 76 | 76 |
| 2 | 76 | 76 | 76 | 76 | 76 |
| 3 | 25 | 76 | 76 | 76 | 76 |
| 4 | - | 25 | 76 | 76 | 76 |
| 5 | - | - | 25 | 76 | 76 |
| 6 | - | - | - | 25 | 76 |
| 7 | - | - | - | - | 25 |
| 8 | - | - | - | - | - |
| 9 | - | - | - | - | - |
| 10 | - | - | - | - | - |
| Total | 250 | 326 | 402 | 478 | 554 |

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

Table 2. Planned Enrollment Budget Scenario

| Grade Level | Number of Students | | | | |
|-------------|--------------------|---------|---------|---------|---------|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Pre-K | - | - | - | - | - |
| K | 75 | 75 | 75 | 75 | 75 |
| 1 | 78 | 78 | 78 | 78 | 78 |
| 2 | 78 | 78 | 78 | 78 | 78 |
| 3 | 26 | 78 | 78 | 78 | 78 |
| 4 | - | 26 | 78 | 78 | 78 |

| | | | | | |
|--------------|------------|------------|------------|------------|------------|
| 5 | - | - | 26 | 78 | 78 |
| 6 | - | - | - | 26 | 78 |
| 7 | - | - | - | - | 26 |
| 8 | - | - | - | - | - |
| 9 | - | - | - | - | - |
| 10 | - | - | - | - | - |
| Total | 257 | 335 | 413 | 491 | 569 |

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

Table 3. Maximum Enrollment Budget Scenario

| Grade Level | Number of Students | | | | |
|--------------|--------------------|------------|------------|------------|------------|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Pre-K | - | - | - | - | - |
| K | 79 | 79 | 79 | 79 | 79 |
| 1 | 82 | 82 | 82 | 82 | 82 |
| 2 | 82 | 82 | 82 | 82 | 82 |
| 3 | 27 | 82 | 82 | 82 | 82 |
| 4 | - | 27 | 82 | 82 | 82 |
| 5 | - | - | 27 | 82 | 82 |
| 6 | - | - | - | 27 | 82 |
| 7 | - | - | - | 0 | 27 |
| 8 | - | - | - | - | - |
| 9 | - | - | - | - | - |
| 10 | - | - | - | - | - |
| Total | 263 | 341 | 420 | 499 | 578 |

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

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

Pinecrest Springs now plans to open in the fall of 2023 with an enrollment of 257 students (*reduced from the approved 645 students*) in grades K-3 (*reduced from the approved K-6*). The rationale for this reduced enrollment in fewer grades is due entirely to the current size of Pinecrest Springs’ proposed temporary facility at Trinity United Methodist Church. Additionally, this enrollment was also selected to ensure adequate resources for providing a robust system of student support for at-risk subgroups, including, but not limited to ELL students, students in need

of Special Education services, and Gifted and Talented students. As this is a replicated model that has already achieved great success in Nevada and Florida, the Pinecrest Springs administration will be able to proactively address many of the organizational and academic challenges that typically come with serving large student bodies in a start-up environment.

Additionally, in order to compensate for any remaining organizational and academic challenges which may occur by serving more than three (3) grade levels in Year 1 of operation, PAN continues to contract with Academica Nevada, an educational service provider. Academica Nevada will provide “back office” support so that the school leaders can focus on the mission of the school and student outcomes. PAN is confident in Academica Nevada’s ability to assist and guide them in opening a successful school, with the challenges of multiple grade levels, because they have managed the implementation of several successful charter school models, including twenty-three (23) charter school campuses in the Las Vegas area.

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

PAN plans to open the Pinecrest Springs campus in 2023-24 with 257 students in grades K-3, based on ensuring adequate resources to provide a robust system of student support for at-risk student populations including, but not limited to, FRL, ELL, and IEP students. Bringing together the resources involved to successfully implement the vast network of data and behavioral resources to support student achievement requires the critical mass set forth in PAN’s initial enrollment plans. In addition, as this is a replicated model that has already achieved great success in Nevada, PAN’s current administrative team will be able to support the new school principal and school administration to proactively address many of the organizational and academic challenges that typically come with serving large student bodies in a start-up environment.

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

There is no change in this subsection since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

BOARD GOVERNANCE

There is no change in this section since PAN’s submission of the charter amendment application seeking approval of the Springs expansion campus.

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

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
2. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school

will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

3. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment ____**). Please note that at least 75% of new board members for SY 2021-2022 must be identified at the time of the submission of the expansion request.
4. Provide, as part of **Attachment ____**, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
5. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
6. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
7. Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
8. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
9. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.
10. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.
11. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

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

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

There is no change in this section since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

1. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2022-2023) to ensure that the school is ready for a successful launch in fall 2023. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** ____.
2. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
3. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

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).

There is no change in this section since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

1. How and why was the EMO or CMO selected?
2. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
3. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
4. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
5. Please provide the following in **Attachment** ____:
 - a. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;

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

SERVICES

There is no change in this section since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

1. Provide **Attachment** ___ describing how the school leadership team will support operational execution.
2. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below.
3. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
 - a. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - b. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - c. Facilities maintenance (including janitorial and landscape maintenance)
 - d. Safety and security (include any plans for onsite security personnel)
 - e. Other services
4. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
5. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.
6. Data Security: SPCSA charter schools record, generate, and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.
7. 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

There is no change in this section since PAN's submission of the charter amendment application seeking approval of the Springs expansion campus.

1. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types

of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

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

2) SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

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

1. Executive Summary

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

2. Targeted Plan

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

3. Distance Education Requirements

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

4. Special Education

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

5. Scale Strategy

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

6. Student Recruitment and Enrollment

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

7. Services

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

8. Financial

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

2. RFA: Add Dual-Credit Program

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

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

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

3. RFA: Change Mission and/or Vision

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

For an RFA to accomplish this objective:

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

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

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

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

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

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

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

1. School Management Contracts

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

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

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

2. Financial Plan

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

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

Attachments Necessary for EMO Amendment

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

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

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

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

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

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

| | | | | | | |
|------------|--|--|--|--|--|--|
| Year | | | | | | |
| Enrollment | | | | | | |

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

| | | | | | | |
|------------|--|--|--|--|--|--|
| Year | | | | | | |
| Enrollment | | | | | | |

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

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

For an RFA to accomplish this objective:

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?
2. Attach a revised student enrollment form to be used under the proposed policy.³

³ Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

Facility RFAs

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

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

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

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

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

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

11. RFA: Occupy a Temporary Facility

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

12. RFA: Relocate or Consolidate Campuses

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

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

General Facility RFA requirements

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

PAN has successfully overseen the expansion of the Pinecrest school network to five campuses in Southern Nevada. PAN entered into 30-year lease-purchase agreements with Turner Impact Capital for the development and construction of each of its first four campuses that PAN built. The last school building PAN built was the Sloan Canyon K-12 campus which was financed using bond proceeds to develop the property.

For this project, however, PAN plans to enter into an agreement with Trinity United Methodist Church for the lease of a portion of an existing facility, including select buildings, play areas, and parking areas, located at 6151 W. Charleston Blvd., Las Vegas, Nevada 89146. PAN is currently working with ethos|three ARCHITECTURE for the design of limited modifications to the existing facility based on its experience and record of delivering work on time and on budget with more than thirty (30) charter schools in the Las Vegas valley.

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

PAN anticipates leasing certain portions of the subject facility from the church under a triple net lease. Modifications and/or renovations to the existing facilities will be funded by the PAN network. The school will be responsible for maintaining the facility in a good and safe condition, suitable for its anticipated use, and compliant with building codes that may be applicable to the facility’s use as a school. The school will also be responsible for paying 60% of the monthly utility bills for power and water.

To maintain the integrity of the facility, the school anticipates contracting with a third party to regularly clean the facility. The school will have a campus monitor/custodian who will be responsible for cleaning as well as any other situational needs of the school. Pinecrest Springs will also have a maintenance line item on the budget which will provide for various maintenance provisions that the school will be responsible to address.

The school will not be financially responsible for performing repairs to buildings or areas that are not devoted to its exclusive use.

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

Since this facility is being leased from a church with no purchase option, there are no interests or conflicts related to the facility.

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

Rent payments will have no impact on the Financial Ratios.

- a. Current Ratio (CR)

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

- b. Unrestricted Days Cash on Hand (UDCOH)

Steady increase in days cash on hand each year as shown on the last page of [Attachment 7 – Network Budget](#).

- c. Cash Flow (CF)

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

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

Figures not applicable until start of the school year.

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

Steady throughout years 1-6, averaging over 1.35 DSCR as shown on the last page of [Attachment 7 – Network Budget](#).

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

Not applicable. Please see Question 6 below.

- a. The physical address of the facility and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility.

The physical address of the facility is 6151 W. Charleston Blvd., Las Vegas, Nevada 89146.

Assessor’s Parcel Number: 163-01-101-001

Refer to [Attachment 15 - Clark County Assessor’s Parcel Map & Data](#).

- b. A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.

Refer to [Attachment 16 - Proposed Lease Agreement](#).

- c. A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.

Refer to [Attachment 16 - Proposed Lease Agreement](#).

- d. A copy of the floor plan of the facility and all other documentation required pursuant to [NAC 388A.315](#) (“Request to occupy new or additional facility”). Include notations of all included campus facilities with a table or statement describing the square footage of the facility AND an assurance the school will submit any final versions of the documentation called for here and in [NAC 388A.315](#). Include conditioned space square footage, total campus acreage acquired/ under control of the school.

(Do not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)

Please refer to **Attachment 17 – Existing Floor Plan**. PAN assures that final versions of the requested documentation will be provided to the SPCSA as soon as available.

This facility will provide PAN with the necessary office space for administration (Principal, Office Manager, etc.). In Years 1 and 2, the School will have a designated cafeteria area for food service. The kitchen will include a double heating oven, refrigerators, and milk coolers.

PAN will require necessary classroom space to accommodate Special Education pullouts and for the anticipated amount of EL students. As the student population increases, the necessary classroom space required will be taken into account when identifying/securing a school facility including the utilization of multiple portable classrooms where necessary.

For physical education, in Year 1, the school will have access to an outdoor playground and common area. When physical education needs to take place indoors, P.E. will be held in the cafeteria area outside of lunch hours.

Please refer to **Attachment 18 – Term Sheet** for the proof of intent to provide a facility between PAN and Trinity United Methodist Church. The proof of intent explains that the parties are currently finalizing lease terms. PAN anticipates the facility, upon completion of modifications and/or renovations including the installation of a portable classroom structure, will include access to twelve (12) classrooms (10 classrooms will be approximately 550 square feet and the other 2 classrooms will be approximately 700 square feet), one cafeteria, and outdoor recreation areas. The initial lease term will be one (1) year, renewal on an annual basis, upon ninety (90) days' notice.

The facility has been walked and reviewed by ethos|three ARCHITECTURE. It is currently anticipated that some tenant improvements (TI) will be needed to bring the site up to code for use as a public school. The primary improvement to the facility will include the installation of a fire alarm/voice evacuation system. The classrooms will receive the necessary inspections from local jurisdictions to obtain a certificate of occupancy. Once inspection reports are received from inspecting entities the School will make the necessary improvements to ensure the facility complies. ethos|three ARCHITECTURE will assist PAN in the process of obtaining a certificate of occupancy from the local jurisdiction.

- e. The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment ____**.

Refer to **Attachment 19 – Facility Owner Contact information**.

- f. A copy of the Certificate of Occupancy at **Attachment ____**.

Refer to **Attachment 20 - Certificate of Occupancy** (for use as the church).

- g. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment ____**.

Refer to **Attachment 20 - Certificate of Occupancy**.

- h. The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.

The Trinity United Methodist Church facility is located in the City of Las Vegas. On or about November 30, 2022, ethos|three ARCHITECTURE, on behalf of PAN, submitted a Special Use Permit Application to the City of Las Vegas' Department of Planning for the temporary use of the existing church building's classrooms for use as a public charter school. Refer to **Attachment 21 - Special Use Permit Application**.

Regular communication with the local authority having jurisdiction will take place between the School's architect and City staff. ethos|three ARCHITECTURE and Academica Nevada will assist PAN for the preparation needed for any upcoming governmental meetings during the Planning Department's consideration of the Special Use Permit Application. It is anticipated the Planning Department may take 2-3 months of review and hearings before approving PAN's special use permit.

- i. If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A"...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment** ____.

Not applicable.

- j. A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.

Please refer to **Attachment 22 - Traffic Plan**.

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

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

The address for the proposed facility is 6151 W. Charleston Blvd., Las Vegas, NV 89146. The Parcel No. is 163-01-101-001. Please refer to **Attachment 15 - Clark County Assessor's Parcel Map & Data**.

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

Refer to **Attachment 16 - Proposed Lease Agreement**. The school will comply with NAC 388A.315.

- c. Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an

Attachment ____ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment 18**.

Please refer to **Attachment 23 - Conceptual Floor Plans**.

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

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

The current owner of the property located at 6151 W. Charleston Blvd. (Parcel No. 163-01-101-001) is Trinity United Methodist Church. Jerry Magner is President of the ownership entity. There is no known relationship between the current owner of the subject property to any relative of a board member or employee within the third degree of consanguinity or affinity or any connection with an educational management organization, foundation, or other entity which does business with, or is otherwise affiliated with, the School.

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

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

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

For instance, PAL expects a building permit for the proposed improvements for the new school facility at Trinity United Methodist Church to be issued in early April 2023. This project will not require offsite improvements or extensive renovations to the interior of the building. The scope of work will be limited to the removal of two (2) non-load bearing walls in Building 1 and the addition of two (2) walls in Building 2 and one (1) wall in Building 4 to create proper classroom spaces. The fire panel will be brought up to code as well as the kitchen. This scope is expected to be completed in ninety (90) days from April 4, 2023 through July 7, 2023. PAL anticipates that substantial completion and the temporary certificate of occupancy (TCO) will occur on or about July 7, 2023. Due to the limited nature of the improvements contemplated in this project, a complete Gantt chart has not yet been created.

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

The construction project plan includes minimal interior changes within the 13,000 square feet of the available facility. These changes include the fabrication of walls to divide some of the current larger spaces and removal of other walls to increase the space in smaller rooms. The kitchen will also be brought into compliance with codes and food program regulations. PAN estimates this project to be substantially completed by July 7, 2023.

The property is currently zoned C-V (Civic District) and located in the City of Las Vegas. As discussed more fully above, a special use permit application has already been filed and remains pending for this location.

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

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

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

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

- i. Whether the school is seeking:
 - (1) A loan (CDFI or other),
 - (a) For Construction financing,
 - (b) For Permanent financing,
 - (c) Refinancing

Not applicable.

- (2) Bond Financing,
 - (a) For Construction financing,
 - (b) For Permanent financing,
 - (c) Refinancing
 - (d) Tax-exempt

(e) Rated

(f) Privately placed

Not applicable.

- (3) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).

Not applicable.

- (4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.

Not applicable.

- i. Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).

Not applicable.

- j. What is the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”)?

Please refer to **Attachment 14 – Enrollment & Staffing Tables**.

- i. State the planned total classroom student capacity of the new facilities (e.g., “24,750 sq ft total planned for up to 450 students at 55 square feet per pupil”).

In Year 1, PAN anticipates that approximately 13,000 total square feet will be available for use by up to 257 students for an average of 52 square feet per pupil.

In Year 2, PAN anticipates that approximately 15,000 total square feet will be available for use by up to 335 students for an average of 46 square feet per pupil.

- k. Will the financing/refinancing trigger any prepayment penalties? Yes, No.
i. If “Yes,” describe the amount.

Not applicable.

- l. May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction? Yes, No. If so, please identify the parties and describe the interest(s).

There are no interested parties entitled to receive any success fees, loans, real estate, or other equity interests or other financial interests or gain from this transaction.

- m. Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.

The following project costs provided are preliminary and incorporate estimates provided by the proposed contractor, NGC, and architect, ethos|three ARCHITECTURE:

- Facility Renovations (approximately 15,000 square feet) and Site Work
 - Facility Acquisition - through lease
 - Interior improvements - \$60,500
 - Exterior modifications - \$25,000
 - Contingency - \$9,500 (10% Contingency)
 - Total Estimated Cost - \$95,000
- n. Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.

There is no known common area maintenance or reserve expenses associated with the facility lease. The lease will be triple net and the school will be responsible for regular maintenance and utilities associated with use of the property.

- o. Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.

Not applicable.

- p. Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.

Table 4 below shows the lease rates assumed each year for the proposed Springs campus. To allow for school growth, the lease escalates considerably for the first four (4) years until stabilizing each year thereafter.

Table 4. Lease Rate Assumptions

| Year | Lease Rate | % Increase |
|------|------------|------------|
| FY23 | 167,050 | - |
| FY24 | 234,500 | 40% |
| FY25 | 413,000 | 76% |
| FY26 | 515,550 | 25% |
| FY27 | 625,900 | 21% |

Please refer to **Attachment 6 – School Budget** for an overview of the budget as well as the anticipated rent schedule.

- q. Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.

Table 5 below includes the facility expense assumptions for the proposed Springs facility.

Table 5. Facility Expense Assumptions

| Facilities Expenses | FY23 | FY24 | FY25 | FY26 | FY27 |
|--------------------------------|---------|---------|---------|---------|---------|
| Lease Payment | 167,050 | 234,500 | 413,000 | 515,550 | 625,900 |
| Public Utilities (Electricity) | 25,000 | 25,750 | 31,765 | 32,400 | 33,372 |
| Water / Sewer | 8,000 | 8,160 | 10,823 | 11,040 | 11,371 |

| | | | | | |
|-----------------------------------|----------------|----------------|----------------|----------------|----------------|
| Garbage Disposal | 7,000 | 7,140 | 8,283 | 8,448 | 8,702 |
| Fire and Security alarms | 4,000 | 4,080 | 4,662 | 4,755 | 4,897 |
| Contracted Janitorial Services | 15,015 | 15,315 | 15,622 | 15,934 | 15,934 |
| Custodial Supplies | 8,224 | 10,720 | 13,216 | 15,712 | 18,208 |
| Facility Maintenance | 11,000 | 16,000 | 17,500 | 18,500 | 21,000 |
| Lawn Care | 0 | 0 | 0 | 0 | 0 |
| Snow removal | 0 | 0 | 0 | 0 | 0 |
| AC Maintenance & Repair | 10,000 | 10,200 | 10,404 | 10,612 | 10,930 |
| Total Facilities Expenses: | 255,289 | 331,865 | 525,274 | 632,951 | 750,315 |

Please refer to [Attachment 6 – School Budget](#) for an overview of the budget as well as the anticipated facility expenses.

- r. A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.

Please refer to [Attachment 22 - Traffic Plan](#).

- 8. For schools which are seeking to occupy multiple facilities over several years, list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
 - a. Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
 - b. Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an **Attachment** _____. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of **Attachment** _____.

Not applicable.

Facility RFA Attachments required

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.

[Refer to Good Cause Exemption Letter.](#)

2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility.

[Refer to **Attachment 1 – Board Meeting Agenda & Minutes.**](#)

3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility.

[Refer to **Attachment 1 – Board Meeting Agenda & Minutes.**](#)

4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315.

[The physical address of the proposed facility is 6151 W. Charleston Blvd., Las Vegas, NV 89146.](#)

[Assessor’s Parcel Number: 163-01-101-001](#)

[Refer to **Attachment 15 - Clark County Assessor’s Parcel Map & Data.**](#)

5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315.

[Refer to **Attachment 16 - Proposed Lease Agreement.**](#)

6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth **in square feet** OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315.

[Refer to **Attachment 16 - Proposed Lease Agreement.**](#)

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

[Refer to **Attachment 19 - Current Owner’s Information.**](#)

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

Refer to [Attachment 20 - Certificate of Occupancy](#).

9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315.

Refer to [Attachment 20 - Certificate of Occupancy](#).

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

13. RFA: Transportation

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

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
 - a. The number of students to receive transportation, including their grades
 - b. The hours transportation is to be provided
 - c. The physical location(s) proposed as pick-up and drop-off locations
 - d. The entity/vendor providing transportation
3. Provide a statement of assurance confirming that Somerset has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
 - a. The proposed schedule for practicing student evacuation
 - b. A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

14. Change of incorporation status

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

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

15. RFA: Other Changes

Reduce projected enrollment for opening school year from 645 students in grades K-6 to 257 students in grades K-3 based on the need to relocate the expansion campus to a new facility

1. For certain other RFA requests

- a. See NAC 388A.330
- b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.

2. For all other RFA requests not otherwise described

- a. See NAC 388A.335
- b. Complete all applicable sections above, general and specific

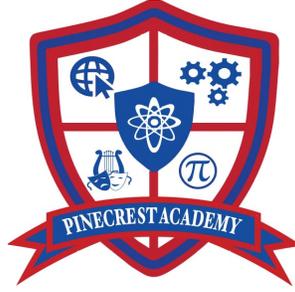
3. For material amendments to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is “material or strategically important”, pursuant to NRS 388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.

- a. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

4. Nonmaterial amendments

- a. NAC 388A.335(2)
- b. For all other RFA requests not otherwise described in NAC 388A.335
- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

Attachment 1 - Board Meeting Agenda & Minutes



NOTICE OF PUBLIC MEETING

of the
Board of Directors of
Pinecrest Academy of Nevada

Notice is hereby given that the Board of Directors of Pinecrest Academy of Nevada, a public charter school, will conduct a public meeting on January 11, 2023 beginning at 8:00 a.m. via Zoom. The public is invited to attend.

Join the webinar:

<https://us02web.zoom.us/j/89778653245?pwd=S1RHVGlkMk5ER3lnYnQ3eUxjTGliZz09>

Passcode: 193590; Or One tap mobile: 719-359-4580

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

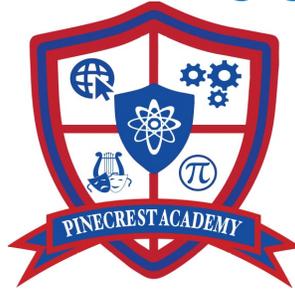
Please Note: The Board of Directors of Pinecrest Academy of Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Annette Christensen at (702) 431-6260 or annette.christensen@academicnv.com at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 6630 Surrey St., Las Vegas NV 89119, via email at annette.christensen@academicnv.com, or by visiting the school's website at <https://www.pinecrestnv.org>. For copies of the meeting audio, please email annette.christensen@academicnv.com

Public comment may be limited to three minutes per person at the discretion of the Chairperson. **Please email annette.christensen@academicnv.com to submit or sign up for public comment in advance.** Public Comment can also be made in person at the meeting.

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*

Tyre Gray – *Board Member*

Lisa Satory – *Lead Principal, Sloan Canyon*

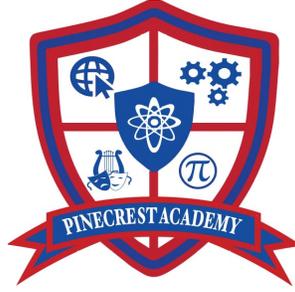
Jessica LeNeave – *Principal, Cadence*

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 January 11, 2023

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. Acknowledgement of Board Member Jeff Cahill's Resignation from the Pinecrest Academy of Nevada Board of Directors and Declaration of Board Vacancy (For Discussion)
- b. Approval of Minutes of the November 28, 2022 Board Meeting (For Possible Action)
- c. Review and Approval to Submit an Amendment Application for the Pinecrest Springs Campus to Operate a Temporary Facility, Reduce Enrollment Cap, and Adjust Grade Levels Served (For Possible Action)

4. ANNOUNCEMENTS & NOTIFICATIONS

- Next meeting January 19, 2023 at 5:30 p.m. at the Inspirada campus

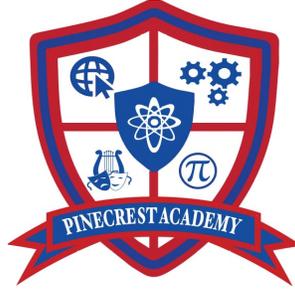
5. MEMBER COMMENT

6. PUBLIC COMMENT

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

7. ADJOURN MEETING

Attachment 1 - Board Meeting Agenda & Minutes



This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- 1) Pinecrest Academy of Nevada – Horizon 1360 S. Boulder Highway, Henderson, NV
- 2) Pinecrest Academy of Nevada – St. Rose – 1385 E. Cactus Ave., Henderson, NV
- 3) Pinecrest Academy of Nevada – Inspirada – 2840 Via Contessa, Henderson, NV
- 4) Pinecrest Academy of Nevada – Cadence – 225 Grand Cadence, Henderson, NV
- 5) Pinecrest Academy of Nevada – Sloan Canyon – 675 E. Dale Ave., Henderson, NV
- 6) <https://pinecrestnv.org>
- 7) <https://notice.nv.gov>

Attachment 1 - Board Meeting Agenda & Minutes

MINUTES
of the meeting of the
BOARD OF DIRECTORS of PINECREST ACADEMY OF NEVADA
January 11, 2023

The Board of Directors of Pinecrest Academy of Nevada held a meeting on January 11, 2023 at 8:00 a.m. via Zoom.

1. Call to Order and Roll Call

Board Vice Chair Kacey Thomas called the meeting to order at 8:08 a.m. with a quorum present. In attendance were Board members Travis Keys, Kacey Thomas, Marni Watkins, Craig Seiden, Jennifer Williamson, and Tyre Gray.

Board members Coby Sherlock and Jeff Cahill were not present.

Also present were Principal Jessica LeNeave, Principal Michael O’Dowd, Principal Wendy Shirey, and Principal Jon Haskel; as well as Academica representatives Trevor Goodsell, Amanda Orosco, and Paul Ballou.

2. Public Comment and Discussion

There was no public comment.

3. Action & Discussion Items

a. Acknowledgement of Board Member Jeff Cahill’s Resignation from the Pinecrest Academy of Nevada Board of Directors and Declaration of Board Vacancy

Mr. Trevor Goodsell addressed the Board and thanked Mr. Cahill for his time and service on the Board; adding that another educator would need to fill the vacancy. A search had been initiated.

b. Approval of Minutes of the November 28, 2022 Board Meeting

Member Williamson moved to approve the minutes of the November 28, 2022 Board meeting. Member Keys seconded the motion, and the Board voted unanimously to approve.

c. Review and Approval to Submit an Amendment Application for the Pinecrest Springs Campus to Operate a Temporary Facility, Reduce Enrollment Cap, and Adjust Grade Levels Served

Principal Michael O’Dowd addressed the Board and updated them on the progress of the Springs campus. He reported that, due to unforeseen circumstances, the Sears building would not be an option for opening up a K-6th grade school for the 2023/2024 school year. An alternate location had been found at the Trinity United Methodist Church which would reduce enrollment from 650 students to around 250,

Attachment 1 - Board Meeting Agenda & Minutes

and reduce grades served from K-6th to K-3rd. The school would open with three kindergarten classes, three 1st grade classes, three 2nd grade classes, and one 3rd grade class. Principal O'Dowd reiterated that they were asking the Charter Authority to approve a temporary location, a reduction in enrollment, and a reduction in grade levels served.

Member Keys asked if the Charter Authority had given any feedback regarding the amendment. Principal O'Dowd replied that Mark Modrcin from the SPCSA had encouraged them to seek the Board's approval by January 15th in order for the amendment to be placed on the Authority's January 27th agenda; adding that the Authority understood that things change and that they were glad the changes could happen early on in the processes. Member Seiden asked if the alternative location was under contract. Principal O'Dowd replied that a lease was pending Board approval; adding that the Church was very supportive of the arrangement and with the improvements that would be made to the facility. Improvements to the facility would include the addition and demolition of walls to ensure correct class sizes, and a modular classroom would be brought on the property for additional growth if needed. Member Watkins asked if the Sears building would be an option for the following school year. Mr. Goodsell replied that alternative sites were being considered.

Mr. Paul Ballou addressed the Board and informed them that the application would be submitted with a good-cause exemption request, and that the motion would need to reflect the approval to do so in addition to the actual application itself.

Member Watkins moved to approve the good-cause exemption and the amendments in the application to the Charter Authority. Member Williamson seconded the motion, and the Board voted unanimously to approve.

4. **Announcements & Notifications**

The next Board meeting would be January 19, 2023 at 5:30 p.m. at the Inspirada campus.

5. **Member Comment**

Member Thomas reminded the Board about the gala.

6. **Public Comment and Discussion**

There was no public comment.

7. **Adjournment**

The meeting was adjourned at 8:19 a.m.

Approved on: _____

Attachment 1 - Board Meeting Agenda & Minutes

Secretary of the Board of Directors
Pinecrest Academy of Nevada

DRAFT

Attachment 5 - Budget Narrative

Pinecrest Academy of Nevada Budget Narrative

The following narrative provides an overview of Pinecrest Academy of Nevada’s projected revenue and expenses.

Revenue

Per-Pupil Revenue:

The budget created for Pinecrest Academy of Nevada includes the per-pupil revenue assumption of \$7,290 for the 22-23 fiscal year of operation; with an estimated 3.5% increase in 23-24 fiscal year. Each subsequent year the increase ranges from 1.30% to 1.50% thereafter. The budget created for the proposed campus assumes a per-pupil revenue assumption of \$7,548 for the first year of operation (23-24). 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 \$4.25 for lunch and \$2.25 per student for 180 school days. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day. Pinecrest Academy of Nevada has an average free-reduced lunch (FRL) student population amongst all campuses of approximately 24% with a projected 60% FRL student population for the proposed campus.

Special Education Funding (Part B):

Anticipated \$950 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year.

Attachment 5 - Budget Narrative

SPED Discretionary Unit:

Anticipated \$2,500 for the first two years. Then a fix in the funding for charters \$3,050 per SPED student – Revenue is budgeted based upon prior year SPED counts. Limited funding during the first year of operation.

English Language Learner (ELL) Weight:

Anticipated \$1,635 per ELL student – Revenue is budgeted based upon prior year ELL counts. Current student ELL population for Pinecrest is roughly 1.29%. ELL per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the ELL weight multiplier of 0.23 (figures located in SB458). The budget assumes a 29.00% ELL student population at the proposed campus. Weight not assumed in Year 1 of the proposed campus as counts are from the prior year.

Gifted and Talented Education (GATE) Weight:

Anticipated \$848 per GATE student – Revenue is budgeted based upon prior year GATE counts. Current student GATE population for Pinecrest is roughly 3.76%. GATE per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the gifted and talented multiplier of 0.12 (figures located in SB458). The budget assumes a 2.50% GATE student population at the proposed campus. Weight not assumed in Year 1 of the proposed campus as counts are from the prior year.

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

Anticipated \$241 per FRL student – Revenue is budgeted based upon prior year FRL counts. Current student FRL population for Pinecrest is roughly 24.00%. FRL per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the at-risk weight multiplier of 0.03 (figures located in SB458). The budget assumes a 64.00% FRL student population at the proposed campus. Weight not assumed in Year 1 of the proposed campus as counts are from the prior year.

Expenses

Expense Categories:

| | |
|--|-------|
| 1. Personnel | pg. 2 |
| 2. Benefits | pg. 4 |
| 3. Payroll Services | pg. 5 |
| 4. Contractual | pg. 5 |
| 5. Contracted Services | pg. 6 |
| 6. Equipment | pg. 7 |
| 7. Supplies | pg. 7 |
| 8. Insurance | pg. 7 |
| 9. Facility | pg. 7 |
| 10. National School Lunch Program (NSLP) | pg. 8 |
| 11. Athletics | pg. 8 |
| 12. Travel | pg. 8 |
| 13. Accounting, Audit, Legal Fees | pg. 8 |
| 14. Technology | pg. 9 |
| 15. Other | pg. 9 |

Attachment 5 - Budget Narrative

Personnel:

Approx. 39.75% of the budget (Year 1 – Year 6)

In the 23-24 school year, the proposed Pinecrest Academy of Nevada campus will have a total staff of 39, including 31 teachers and 8 admin & support staff: with a total enrollment of 645 students. By the 27-28 school year, the proposed Pinecrest Academy of Nevada campus is estimated to expand to a total staff of 76.5 and a total student enrollment of 1,200; adding, throughout the years, the necessary staff to effectively manage the actual/projected student enrollment increases. Below are the actual and anticipated staffing positions of the Pinecrest Academy of Nevada system, including the average salary of each position:

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

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

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

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

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

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

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

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

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

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

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

Attachment 5 - Budget Narrative

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

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

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

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

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

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

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

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

Below are Pinecrest Academy of Nevada’s anticipated staffing needs each year as a network; including the total anticipated staffing cost each year:

| Position | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Principal | 5.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 |
| Assistant Principal | 15.00 | 16.00 | 17.00 | 17.00 | 18.00 | 18.00 |
| ELL Corrdinator / Virtual Coordinator | 1.00 | 2.00 | 2.00 | 2.50 | 2.50 | 3.00 |
| Counselor / Student Support Advocate / Dean | 10.00 | 10.00 | 10.00 | 11.00 | 11.00 | 11.00 |
| Curriculum Coach | 8.00 | 8.00 | 8.00 | 8.00 | 9.00 | 9.00 |
| Classroom Teachers (Core) | 265.00 | 304.00 | 315.00 | 323.00 | 328.00 | 332.00 |
| Classroom Teachers (Specials) | 52.00 | 55.50 | 56.00 | 58.00 | 58.50 | 59.50 |
| Special Education Teachers | 36.00 | 39.00 | 40.50 | 41.00 | 42.00 | 42.50 |
| SPED Facilitator / Speech Pathologist / School Psych / OT / School Nurse | 9.50 | 9.50 | 9.50 | 9.50 | 9.50 | 9.50 |
| Office Manager/Banker | 8.00 | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 |
| Registrar | 6.50 | 6.50 | 7.50 | 7.50 | 7.50 | 7.50 |
| Receptionist / Clinic Aide/ FASA | 14.00 | 15.00 | 16.00 | 16.00 | 16.00 | 16.00 |
| Teacher Assistants (SPED Included) | 53.50 | 56.50 | 62.50 | 64.50 | 66.50 | 66.50 |
| Campus Monitor/Custodian | 14.00 | 15.00 | 15.00 | 16.00 | 16.00 | 16.00 |
| Cafeteria Manager | 8.00 | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 |
| Total Staff: | 505.50 | 561.00 | 583.00 | 598.00 | 608.50 | 614.50 |
| Total Staff Cost: | 23,453,729 | 26,706,715 | 28,215,956 | 29,515,650 | 30,693,143 | 31,627,238 |

All salaries are anticipated to increase by 2.00% each year

Additional staff positions will be added in the following years based upon the growth of these charter schools.

Attachment 5 - Budget Narrative

a. Pinecrest Academy of Nevada - Proposed Campus – Personnel Breakdown

| Position | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
|---|-------|----------------|------------------|------------------|------------------|------------------|
| Principal | - | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Assistant Principal | - | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| ELL Corrdinator / Virtual Coordinator | - | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Counselor / Student Support Advocate / Dean | - | - | - | 0.50 | 0.60 | 1.00 |
| Curriculum Coach | - | - | - | - | - | - |
| Classroom Teachers (Core) | - | 10.00 | 13.00 | 16.00 | 19.00 | 22.00 |
| Classroom Teachers (Specials) | - | 1.00 | 2.00 | 3.00 | 3.00 | 4.00 |
| Special Education Teachers | - | 1.00 | 1.50 | 2.00 | 2.50 | 3.00 |
| Office Manager/Banker | - | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Registrar | - | - | - | - | 0.50 | 1.00 |
| Receptionist / Clinic Aide/ FASA | - | 1.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Teacher Assistants (SPED Included) | - | 1.00 | 2.00 | 2.00 | 2.50 | 3.50 |
| Campus Monitor/Custodian | - | 1.00 | 1.00 | 1.00 | 1.00 | 1.50 |
| Cafeteria Manager | - | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Total Staff: | - | 20.00 | 26.50 | 31.50 | 36.10 | 43.00 |
| Total Staff Cost: | - | 901,600 | 1,169,850 | 1,474,004 | 1,824,541 | 2,177,925 |

Benefits:

Approx. 21.70% of the budget (Year 1 – Year 6)

Employee benefits will cover all employees except for substitute teachers and other contracted services; as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- PERS (Retirement)
- Medicare
- Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 47.08% of salaries in the 22-23 school year, increasing incrementally each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

| | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
|--------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Total Salaries and Wages: | 23,453,729 | 26,706,715 | 28,215,956 | 29,515,650 | 30,693,143 | 31,627,238 |
| Benefits % of Salaries: | 47.08% | 47.75% | 48.00% | 48.25% | 48.50% | 48.75% |
| Total Cost of Benefits: | 11,041,524 | 12,752,456 | 13,543,659 | 14,241,301 | 14,886,174 | 15,418,279 |

Payroll Services:

Approx. 0.23% of the budget (Year 1 – Year 6)

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$20 per employee per month to process payroll, bringing us to an annual total cost of \$240 per employee. Academica Nevada pays the payroll expenses of Pinecrest Academy of Nevada as shown in the revenue portion of the Network Budget.

Contractual:

Approx. 7.65% 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

Attachment 5 - Budget Narrative

- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting and financial forecasting

Pinecrest Academy, Inc. Affiliation Fee – 1.00% of DSA revenue – Trademark License Agreement between Pinecrest Academy, Inc. (“Licensor”), and the school, Pinecrest Academy of Nevada (“Licensee”). Pinecrest Academy, Inc. grants Pinecrest Academy of Nevada a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of Pinecrest Academy of Nevada in the State of Nevada.

- 0.50% of the 1.00% Pinecrest Academy, Inc. Affiliation Fee goes back to the school for Professional Development.

Academica Virtual Education (AVE) [Colegia] - \$900 per student in 22-23 for the virtual campus, incrementally increasing each year. Academica Virtual Education is a global network of public charter schools, digital learning communities, colleges, and non-profit organizations. AVE utilizes Colegia, a digital education operating system, to offer a seamless remote live instruction (RLI) experience. Remote live instruction gives students the opportunity to actively participate in the classroom while learning safely from their homes.

Administrative Fee (Virtual Oversight) - \$1,000 per student for virtual oversight of the virtual campus, this amount is included in the revenue portion of the Cadence campus as shown in the Network Budget. Cadence staff will provide virtual oversight of the program.

Contracted Services:

Approx. 2.55% of the budget (Year 1 – Year 6)

Special Education Contracted Services – Anticipated expense of \$160 per student throughout all campuses on average, increasing incrementally as SPED student enrollment increases. Pinecrest Academy of Nevada assumes a 9% special education student population based on prior year counts. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based on actual expenses of charter schools Academica Nevada works closely with.

Data Analyst Contracted Services – \$12,000 annual expense starting in the 24-25 school year for the proposed campus, incrementally increasing each year thereafter. Projected \$74,500 in 22-23 for the Pinecrest system. The Pinecrest Data Analyst maintains accurate data files of student achievement and works with site-based staff to interpret the data and plan for improved instructions. Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual’s student performance and school improvement.
- Develop and maintain historical student and school data files to monitor track performance.
- Interpret and review assessment data with administrators and teachers; support the planning of action steps.
- Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.

Attachment 5 - Budget Narrative

- Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

Substitute Teachers - \$175/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.* (10 days per teacher) Pinecrest will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs; are conservatively priced at \$165 per day, for 10 days per teacher.

Equipment:

Approx. 1.20% of the budget (Year 1 – Year 6)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows Pinecrest Academy of Nevada to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The leases include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. Pinecrest Academy of Nevada budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. The budget includes actual/projected FFE cost over the next few years up until the 27-28 school year, including the total equipment cost and lease payments each year (budget may include slight variances as we anticipated a 5% interest rate for future leases, whereas our current lease interest rates are around 1.50% - 3.00%)

Copier/Printing – Anticipated copier lease at a rate of roughly \$210,700 annually for the Pinecrest academy of Nevada system. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

Supplies:

Approx. 2.67% of the budget (Year 1 – Year 6)

Consumables – \$150 per student – this includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$14 per student – utilized by administrative staff

Classroom Supplies – \$29 per student – utilized by teaching staff

Copier Supplies – \$4.25 per student

Nursing Supplies – \$3.25 per student

SPED Supplies – \$129 per SPED student– utilized by SPED teaching staff

Insurance:

Approx. 0.46% of the budget (Year 1 – Year 6)

Facility/School Insurance - \$263,800 in 22-23 for the Pinecrest Academy of Nevada system - based upon the current yearly figures being paid as part of the Pinecrest Academy of Nevada insurance bundle. Increasing by 6% each subsequent year thereafter

Attachment 5 - Budget Narrative

Facility:

Approx. 18.15% of the budget (Year 1 – Year 6)

Scheduled Lease Payment (rent) – The Pinecrest Board will secure a facility lease in time for the commencement of school operations of the proposed campus. The facility will allow for necessary classrooms, computer labs, science labs, multi-purpose room, and office space needed. Academica manages over one-hundred schools nationwide, with a majority that have facilities with the model of adequate square feet per students that the anticipated facility will offer. Year 1 rent total of \$1,000,000. Discussions regarding a facility lease agreement have yet to be finalized; however, this projection provides a more than adequate depiction of the anticipated rental cost.

Scheduled Bond Payment – All physical campuses in the Pinecrest Academy of Nevada network were purchased by the issuance of bonds. The amounts budgeted are based on the lease agreements of these bonds. Refer to the Network Budget for the actual amounts each year contained in the bond lease agreements. No facility expenses for the virtual school.

Public Utilities (electricity, gas, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. Pinecrest is budgeting, roughly \$938,280 in the 22-23 school year for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$862,978 annual expense in the 22-23 school year (rates at which other charter schools working with Academica Nevada pay), includes a cushion for any major/miscellaneous janitorial expenses. Contracted janitorial for daily/weekly cleaning of the campus.

Custodial Supplies - \$32 per student.

Facility Maintenance – Facility repairs, maintenance, capital outlay assumption of \$238,336 in the 22-23 school year, dependent on facility usage, increasing as student enrollment increases and to account for general facility wear and tear.

Lawn Care – Assumption of roughly \$100,842 annual expense in 22-23 for basic lawn care maintenance. Based on current facility costs. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – basic AC Maintenance & Repair assumption of roughly \$143,056 annually, increasing as student enrollment increases and to account for general AC wear and tear.

National School Lunch Program (NSLP):

Approx. 2.36% of the budget (Year 1 – Year 6)

Pinecrest Academy of Nevada projects roughly 60% of the student population of the proposed campus will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail in the subsection above. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school will seek to contract with a Vendor to prepare specified meals under the National School Lunch Program (NSLP). The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes an expense rate of \$3.10 per student for 180 school days.

Attachment 5 - Budget Narrative

Athletics:

Approx. 0.15% of the budget (Year 1 – Year 6)

Athletics – Pinecrest Academy of Nevada has budgeted \$90,000 as a network for Athletics for the 22-23 school year. Most of the budgeted amount goes towards both K-12 campuses, Cadence & Sloan Canyon, the only two campuses who have an athletic program. Incrementally increasing each year as student enrollment increases.

Travel:

Approx. 0.02% of the budget (Year 1 – Year 6)

Travel costs associated with recruitment and staff development are estimated to be \$12,800 per year.

Accounting, Audit, and Legal Fees:

Approx. 0.15% of the budget (Year 1 – Year 6)

Audit/Accounting – Roughly \$12,000 per year per campus – includes an annual audit expense and expenses associated with accounting. Based upon previous audits performed for Pinecrest Academy of Nevada and the rates of other charter schools working closely with Academica Nevada. Incrementally increasing each year.

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

Technology:

Approx. 0.92% of the budget (Year 1 – Year 6)

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$3.50 per month per student is necessary to ensure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$45.00 per year per student).

Intellatek IT Set-up Fees - Intellatek's initial start-up fee is dependent on how much new equipment is acquired by a school and/or if a school is opening for the first time. The initial start-up fee can be as high as \$15,000 per year and as low as \$5,000 per year. The budget reflects this wide variance and takes into consideration how much new equipment each school is anticipated to need each year, and whether it's a school's first year of operation.

Infinite Campus - \$2 per student plus \$2,500 per campus recurring expense each year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$4,500 per year per campus – Amount allocated for website upkeep and maintenance.

Telephone & Internet – annual contract expense of roughly \$101,712 for Pinecrest Academy of Nevada in the 22-23 school year (includes anticipated e-rate discount), with an estimated 3.00% contract increase each subsequent year thereafter. Based on current contract in place at Pinecrest Academy of Nevada.

Attachment 5 - Budget Narrative

Other:

Approx. 1.57% of the budget (Year 1 – Year 6)

State Administrative Fee - 1.25% of DSA revenue – the state charges 1.25% of DSA revenue for the state sponsor fee.

Tuition Reimbursement – \$45,500 per campus in 22-23 – Employee benefits in which the school pays all, or a portion, of an employee’s tuition for coursework and/or training.

Marketing/Advertising – \$5,000 per campus annually for marketing/advertising. Pinecrest will market via multiple modes to ensure that all families are informed of their educational options. The marketing campaign includes, but may not be limited to, the following: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a door-to-door approach.

Dues and Fees - Assumption of roughly \$12,000 annually per campus, increasing incrementally each year.

Postage - Estimate of \$1,000 per campus per year, based upon prior year usage; incrementally increasing as student enrollment increases.

Background and Fingerprinting - \$60 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$2,000 per year per campus, for miscellaneous expenses that may arise throughout the year.

Attachment 6 - School Budget

| Pinecrest Academy of Nevada - Springs | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| Statewide Base (w/ District Adj) | 7,290 | 7,548 | 7,646 | 7,761 | 7,862 | 7,980 |
| Total Students (FTEs) | - | 257 | 335 | 413 | 491 | 569 |
| Kinder | | 75 | 75 | 75 | 75 | 75 |
| 1st Grade | | 78 | 78 | 78 | 78 | 78 |
| 2nd Grade | | 78 | 78 | 78 | 78 | 78 |
| 3rd Grade | | 26 | 78 | 78 | 78 | 78 |
| 4th Grade | | - | 26 | 78 | 78 | 78 |
| 5th Grade | | - | - | 26 | 78 | 78 |
| 6th Grade | | - | - | - | 26 | 78 |
| 7th Grade | | - | - | - | - | 26 |
| 8th Grade | | - | - | - | - | - |
| 9th Grade | | - | - | - | - | - |
| 10th Grade | | - | - | - | - | - |
| 11th Grade | | - | - | - | - | - |
| 12th Grade | | - | - | - | - | - |
| Total Students (FTEs) | - | 257 | 335 | 413 | 491 | 569 |
| PRIOR YEAR NUMBERS | | | | | | |
| SPED Count | | 22 | 22 | 40 | 50 | 59 |
| ELL Count | | - | 75 | 97 | 120 | 142 |
| GATE Count | | - | - | - | - | - |
| FRL % | | 64% | 64% | 64% | 64% | 64% |
| At-Risk (FRL) Count | | - | 68 | 91 | 112 | 133 |
| | | | | | - | - |
| TEACHING STAFF | | | | | | |
| Classroom Teachers | | 10.00 | 13.00 | 16.00 | 19.00 | 22.00 |
| SPED Teachers | | 1.00 | 1.50 | 2.00 | 2.50 | 3.00 |
| Art Teacher | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Music | | - | 1.00 | 1.00 | 1.00 | 1.00 |
| PE Teacher | | - | - | 1.00 | 1.00 | 1.00 |
| Dance | | - | - | - | - | - |
| Technology (STEM) | | - | - | - | - | - |
| Theatre | | - | - | - | - | - |
| Spanish / Language | | - | - | - | - | - |
| Additional Elective Teachers | | - | - | - | - | 1.00 |
| Total Teaching Staff | - | 12.00 | 16.50 | 21.00 | 24.50 | 29.00 |
| ADMIN & SUPPORT | | | | | | |
| | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
| Principal | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Assistant Principal | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| ELL Coordinator | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Counselor/ Student Support Advocate | | - | - | 0.50 | 0.60 | 1.00 |
| Curriculum Coach | | - | - | - | - | - |
| Office Manager/Banker | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Registrar | | - | - | - | 0.50 | 1.00 |
| Clinic Aide/ FASA | | - | 1.00 | 1.00 | 1.00 | 1.00 |
| Receptionist | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Teacher Assistants (SPED Included) | | 1.00 | 2.00 | 2.00 | 2.50 | 3.50 |
| Campus Monitor/Custodian | | 1.00 | 1.00 | 1.00 | 1.00 | 1.50 |
| Cafeteria Manager | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Parent Engagement Coordinator | | - | - | - | - | - |
| SPED Facilitator | | - | - | - | - | - |
| Speech Pathologist | | - | - | - | - | - |
| School Psychologist | | - | - | - | - | - |
| OT | | - | - | - | - | - |
| School Nurse | | - | - | - | - | - |
| Gate Teacher | | - | - | - | - | - |
| Virtual Coordinator | | - | - | - | - | - |
| Total Admin & Support | - | 8.00 | 10.00 | 10.50 | 11.60 | 14.00 |
| Total # Teachers | - | 12.00 | 16.50 | 21.00 | 24.50 | 29.00 |
| Total # Admin & Support | - | 8.00 | 10.00 | 10.50 | 11.60 | 14.00 |
| Total Staff | - | 20.00 | 26.50 | 31.50 | 36.10 | 43.00 |
| Total Salaries & Benefits as % of Expenses | | | | | | |
| | | 65% | 62% | 60% | 61% | 62% |
| Instruction Salaries as % of Total Salaries | | | | | | |
| | | 69% | 74% | 75% | 73% | 74% |
| Admin & Support Salaries as % of Total Salaries | | | | | | |
| | | 31% | 26% | 25% | 27% | 26% |
| Rent as % of Revenue | | | | | | |
| | | 8% | 8% | 11% | 11% | 11% |
| REVENUE (@ 100%) | | | | | | |
| | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
| State Base Revenue | | 1,939,902 | 2,561,452 | 3,205,165 | 3,860,189 | 4,540,580 |
| Local SPED | | - | - | - | - | - |
| National School Lunch Program (NSLP) | | 192,442 | 233,482 | 318,391 | 377,842 | 437,866 |

Attachment 6 - School Budget

| | | | | | | |
|---|----------|------------------|------------------|------------------|------------------|------------------|
| SPED Funding (Part B) | | 20,900 | 20,900 | 38,190 | 47,082 | 55,974 |
| SPED Discretionary Unit | | - | 55,000 | 122,610 | 156,114 | 188,544 |
| ELL Weight | | - | 121,857 | 158,840 | 195,824 | 255,448 |
| Gifted and Talented Education (GATE) Weight | | - | - | - | - | - |
| At-Risk Weight | | - | 16,376 | 21,879 | 26,973 | 36,060 |
| OTHER: Administrative Fee - Virtual | | - | - | - | - | - |
| OTHER: | | - | - | - | - | - |
| OTHER: | | - | - | - | - | - |
| OTHER: Academica Donation - Payroll Fees | | 6,800 | 8,360 | 9,560 | 10,664 | 12,320 |
| Total Revenues | - | 2,160,043 | 3,017,426 | 3,874,635 | 4,674,689 | 5,526,791 |

| EXPENSES | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
|--|----------|------------------|------------------|------------------|------------------|------------------|
| Personnel Costs - Unrestricted Salaries | | | | | | |
| Principal | | 15,000 | 15,300 | 15,606 | 115,000 | 117,300 |
| Assistant Principal(s) | | 85,000 | 86,700 | 88,434 | 90,203 | 92,007 |
| Curriculum Coach | | - | - | - | - | - |
| ELL Coordinator/SWxS/RBG3 | | 65,000 | 66,300 | 67,626 | 68,979 | 70,358 |
| Counselor / Student Support Advocate/Dean | | - | - | 30,000 | 40,000 | 62,000 |
| Teachers Salaries | | 550,000 | 745,500 | 963,300 | 1,138,500 | 1,372,800 |
| Prior Grant/Categorical Positions | | - | - | - | - | - |
| SPED Teachers | | 55,000 | 74,550 | 101,400 | 129,375 | 158,400 |
| Office Manager/ Registrar / Banker | | 45,000 | 45,900 | 46,818 | 62,154 | 92,000 |
| Secretary & FASA | | 22,400 | 45,600 | 46,400 | 47,200 | 48,000 |
| Teacher Assistants (including SPED) | | 20,160 | 41,040 | 41,760 | 59,000 | 75,600 |
| Campus Monitors | | 23,520 | 27,360 | 27,840 | 28,320 | 43,200 |
| Virtual School Corrdinator | | - | - | - | - | - |
| Total Unrestricted Salaries | - | 881,080 | 1,148,250 | 1,429,184 | 1,778,731 | 2,131,665 |
| Personnel Costs - Restricted Salaries | | | | | | |
| SPED Facilitator | | - | - | - | - | - |
| Speech Pathologist | | - | - | - | - | - |
| School Psychologist | | - | - | - | - | - |
| OT | | - | - | - | - | - |
| School Nurse | | - | - | - | - | - |
| GATE Teacher | | - | - | - | - | - |
| NSLP Manager | | - | - | - | - | - |
| Cafeteria Manager - NSLP | | 20,520 | 21,600 | 22,320 | 23,310 | 23,760 |
| On Campus Sub | | - | - | 22,500 | 22,500 | 22,500 |
| Total Restricted Salaries | - | 20,520 | 21,600 | 44,820 | 45,810 | 46,260 |
| Total Salaries and Wages | - | 901,600 | 1,169,850 | 1,474,004 | 1,824,541 | 2,177,925 |
| PERS - 33.5% | | 302,036 | 391,900 | 493,791 | 611,221 | 729,605 |
| Insurances/Employment Taxes/Other Benefits | | 156,428 | 207,648 | 265,321 | 330,872 | 397,471 |
| Retention Bonuses | | - | 21,120 | 25,608 | 29,366 | 34,584 |
| Holiday Bonuses | | 5,500 | 6,313 | 6,938 | 7,513 | 8,375 |
| Stipend | | - | 3,000 | 5,000 | 6,000 | 7,000 |
| Additional Bonuses | | - | 11,750 | 14,250 | 16,425 | 19,500 |
| Tuition Reimbursements | | - | 3,500 | 5,200 | 6,000 | 6,500 |
| Subst. Teachers (10 days/Teacher) | | 21,000 | 28,875 | 14,250 | 20,375 | 28,250 |
| Total Benefits and Related | - | 484,964 | 674,106 | 830,358 | 1,027,771 | 1,231,285 |
| Total Payroll / Benefits and Related | - | 1,386,564 | 1,843,956 | 2,304,362 | 2,852,311 | 3,409,210 |
| Supplies | | | | | | |
| Consumables | | 11,565 | 50,250 | 61,950 | 73,650 | 85,350 |
| Dual Enrollment - Student Fees/Textbooks | | - | - | - | - | - |
| Zion's FFE Lease - payments | | - | - | - | - | - |
| Cash instead of Zion Lease - Curriculum/Tech/Furniture | | - | 100,500 | 103,250 | 105,700 | 113,800 |
| Office Supplies | | 3,598 | 4,690 | 5,782 | 6,874 | 7,966 |
| Classroom Supplies | | 7,453 | 9,715 | 11,977 | 14,239 | 16,501 |
| Copier Supplies | | 1,092 | 1,424 | 1,755 | 2,087 | 2,418 |
| Nursing Supplies | | 835 | 1,089 | 1,342 | 1,596 | 1,849 |
| SPED Supplies | | 2,838 | 2,838 | 5,186 | 6,393 | 7,601 |
| Athletics/Extra | | - | - | - | - | - |
| Total Supplies | - | 27,382 | 170,506 | 191,242 | 210,539 | 235,485 |
| Purchased Services | | | | | | |
| Data Analysts | | - | 4,000 | 5,000 | 5,150 | 5,350 |
| Special Education Contracted Services | | 70,675 | 97,150 | 123,900 | 149,755 | 179,235 |
| AVE Credits | | - | - | - | - | - |
| Administrative Fee to Cadence | | - | - | - | - | - |
| Management Fee | | 115,650 | 150,750 | 185,850 | 220,950 | 256,050 |
| Payroll Services | | 6,800 | 8,360 | 9,560 | 10,664 | 12,320 |
| Audit/Tax | | - | 12,200 | 12,566 | 12,943 | 13,331 |
| Legal Fees | | 2,500 | 4,000 | 4,500 | 4,750 | 5,200 |
| IT Services | | 11,565 | 15,075 | 18,585 | 22,095 | 25,605 |
| IT Set-up Fees | | 2,500 | 6,500 | 8,500 | 10,500 | 12,500 |
| State Administrative Fee (1.25%) | | 24,249 | 32,018 | 42,324 | 51,037 | 61,130 |

Attachment 6 - School Budget

| | | | | | | |
|--|----------------|------------------|------------------|------------------|------------------|------------------|
| Affiliation Fee - Inc. (1/2 of 1%) | | 9,700 | 12,807 | 16,026 | 19,301 | 22,703 |
| Affiliation Fee - Professional Development (1/2 of 1%) | | 9,700 | 12,807 | 16,026 | 19,301 | 22,703 |
| Affiliation Fee - | | - | - | - | - | - |
| Total Purchased Services | | 253,338 | 355,668 | 442,836 | 526,446 | 616,127 |
| General Operations | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
| Telephone | | 4,800 | 4,944 | 5,092 | 5,245 | 5,402 |
| Internet | | 3,500 | 3,605 | 3,713 | 3,825 | 3,939 |
| Cell Phones | | - | - | - | - | - |
| Postage | | 750 | 1,300 | 1,000 | 1,250 | 1,300 |
| Website | | 4,000 | 4,120 | 4,244 | 4,371 | 4,502 |
| Copier / Printing | | 12,500 | 12,875 | 16,890 | 20,066 | 20,868 |
| Infinite Campus | | 2,500 | 3,170 | 3,326 | 3,482 | 3,638 |
| Total General Operations | | 28,050 | 30,014 | 34,265 | 38,238 | 39,650 |
| Insurances | | | | | | |
| Property Insurance | | 5,000 | 5,300 | 5,618 | 5,955 | 6,312 |
| Liability Insurance | | 4,000 | 4,240 | 4,494 | 4,764 | 5,050 |
| Other Insurances | | 8,500 | 9,010 | 9,551 | 10,124 | 10,731 |
| Total Insurances | | 17,500 | 18,550 | 19,663 | 20,843 | 22,093 |
| Other | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
| Lunch Program-NSLP | | 170,237 | 225,763 | 289,102 | 347,192 | 402,903 |
| Advertising/Marketing | | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| Travel | | - | 1,000 | 3,000 | 3,000 | 3,000 |
| Background and Fingerprinting | | 750 | 1,200 | 1,350 | 1,350 | 1,350 |
| Dues and Fees | | 3,000 | 4,500 | 5,000 | 6,000 | 7,000 |
| Loan Payment / Interest Expense | | - | - | - | - | - |
| Prior Year Surplus allocated by board | | - | - | - | - | - |
| Graduation | | - | - | - | - | - |
| Other Purchases | | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 |
| Total Other | | 180,987 | 239,463 | 305,452 | 364,542 | 421,253 |
| Facilities | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
| Public Utilities | | 25,000 | 25,750 | 31,765 | 32,400 | 33,372 |
| Natural Gas | | - | - | - | - | - |
| Water / Sewer | | 8,000 | 8,160 | 10,823 | 11,040 | 11,371 |
| Garbage/Disposal | | 7,000 | 7,140 | 8,283 | 8,448 | 8,702 |
| Fire and Security alarms | | 4,000 | 4,080 | 4,662 | 4,755 | 4,897 |
| Contracted Janitorial Services | | 15,015 | 15,315 | 15,622 | 15,934 | 15,934 |
| Custodial Supplies | | 8,224 | 10,720 | 13,216 | 15,712 | 18,208 |
| Facility Maintenance/Repairs/Capital Outlay | | 11,000 | 16,000 | 17,500 | 18,500 | 21,000 |
| Lawn Care | | - | - | - | - | - |
| Snow removal | | - | - | - | - | - |
| AC Maintenance & Repair | | 10,000 | 10,200 | 10,404 | 10,612 | 10,930 |
| Total Facilities | | 88,239 | 97,365 | 112,274 | 117,401 | 124,415 |
| Total Expenses Before Bldg | | 1,982,059 | 2,755,521 | 3,410,095 | 4,130,320 | 4,868,233 |
| Scheduled Lease Payment | | 167,050 | 234,500 | 413,000 | 515,550 | 625,900 |
| Scheduled Bond Payment | | - | - | - | - | - |
| Scheduled Bond Payment | | - | - | - | - | - |
| Scheduled Bond Payment | | - | - | - | - | - |
| Additional Parking | | - | - | - | - | - |
| Surplus (Revenues-Total Expenses-Lease-Bond) | | 10,934 | 27,404 | 51,541 | 28,819 | 32,658 |
| | | 0.56% | 0.98% | 1.33% | 0.67% | 0.64% |
| | | 1.45 | 3.58 | 6.64 | 3.67 | 4.09 |
| Pinecrest Academy of Nevada - Springs | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
| | | TRUE | TRUE | TRUE | TRUE | TRUE |
| Adjusted Net Income Available Before Lease and Debt Service | | 177,984 | 261,904 | 464,541 | 544,369 | 658,558 |
| Scheduled Lease Payment | | 167,050 | 234,500 | 413,000 | 515,550 | 625,900 |
| Scheduled Bond Payment | | - | - | - | - | - |
| Scheduled Bond Payment | | - | - | - | - | - |
| Scheduled Bond Payment | | - | - | - | - | - |
| Total Lease Payments & Net Debt Service | | 167,050 | 234,500 | 413,000 | 515,550 | 625,900 |
| Annual Debt Service Coverage | #DIV/0! | 1.07 | 1.12 | 1.12 | 1.06 | 1.05 |

Attachment 7 - Network Budget

| Pinecrest Academy of Nevada | | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
|--|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Statewide Base (w/ District Adj) | | | - | - | - | - | - |
| Total Students (FTEs) | | 7,536 | 8,227 | 8,546 | 8,779 | 8,931 | 9,028 |
| Kinder | | 625 | 700 | 700 | 700 | 700 | 700 |
| 1st Grade | | 630 | 708 | 708 | 708 | 708 | 708 |
| 2nd Grade | | 650 | 728 | 728 | 728 | 728 | 728 |
| 3rd Grade | | 711 | 711 | 763 | 763 | 763 | 763 |
| 4th Grade | | 701 | 701 | 727 | 779 | 779 | 779 |
| 5th Grade | | 685 | 722 | 722 | 748 | 800 | 800 |
| 6th Grade | | 770 | 743 | 753 | 763 | 768 | 820 |
| 7th Grade | | 730 | 743 | 753 | 763 | 773 | 768 |
| 8th Grade | | 653 | 743 | 753 | 763 | 773 | 773 |
| 9th Grade | | 489 | 518 | 559 | 569 | 579 | 579 |
| 10th Grade | | 392 | 490 | 510 | 550 | 560 | 560 |
| 11th Grade | | 306 | 415 | 475 | 495 | 530 | 540 |
| 12th Grade | | 194 | 305 | 395 | 450 | 470 | 510 |
| Total Students (FTEs) | | 7,536 | 8,227 | 8,546 | 8,779 | 8,931 | 9,028 |
| PRIOR YEAR NUMBERS | | | | | | | |
| SPED Count | | 745 | 803 | 825 | 859 | 876 | 886 |
| ELL Count | | 97 | 102 | 103 | 104 | 105 | 105 |
| GATE Count | | 283 | 294 | 299 | 301 | 301 | 301 |
| FRL % | | 24% | 30% | 30% | 30% | 30% | 31% |
| At-Risk (FRL) Count | | 1,366 | 1,468 | 1,519 | 1,564 | 1,593 | 1,595 |
| TEACHING STAFF | | | | | | | |
| Classroom Teachers | | 265.00 | 289.00 | 297.00 | 303.00 | 307.00 | 310.00 |
| SPED Teachers | | 36.00 | 37.00 | 38.50 | 39.00 | 39.50 | 40.00 |
| Art Teacher | | 7.00 | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| Music | | 7.00 | 7.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| PE Teacher | | 8.00 | 8.00 | 8.00 | 9.00 | 9.00 | 9.00 |
| Dance | | - | - | - | - | - | - |
| Technology (STEM) | | 5.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 |
| Theatre | | - | - | - | - | - | - |
| Spanish / Language | | 7.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 |
| Additional Elective Teachers | | 12.50 | 12.00 | 12.00 | 12.00 | 12.00 | 13.00 |
| Total Teaching Staff | | 347.50 | 374.00 | 384.50 | 392.00 | 396.50 | 401.00 |
| ADMIN & SUPPORT | | | | | | | |
| | | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
| Principal | | 5.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 |
| Assistant Principal | | 15.00 | 16.00 | 16.00 | 16.00 | 16.00 | 16.00 |
| ELL Coordinator | | - | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Counselor/ Student Support Advocate | | 10.00 | 10.00 | 10.00 | 10.50 | 10.60 | 11.00 |
| Curriculum Coach | | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| Office Manager/Banker | | 8.00 | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 |
| Registrar | | 6.50 | 6.50 | 6.50 | 6.50 | 7.00 | 7.50 |
| Clinic Aide/ FASA | | 7.00 | 7.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| Receptionist | | 7.00 | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| Teacher Assistants (SPED Included) | | 53.50 | 56.50 | 59.50 | 61.50 | 64.00 | 65.00 |
| Campus Monitor/Custodian | | 14.00 | 15.00 | 15.00 | 15.00 | 15.00 | 15.50 |
| Cafeteria Manager | | 8.00 | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 |
| Parent Engagement Coordinator | | - | - | - | - | - | - |
| SPED Facilitator | | 3.33 | 3.33 | 3.33 | 3.33 | 3.33 | 3.33 |
| Speech Pathologist | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| School Psychologist | | 1.50 | 1.50 | 1.50 | 1.50 | 1.50 | 1.50 |
| OT | | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 |
| School Nurse | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Gate Teacher | | 5.50 | 5.50 | 5.50 | 5.50 | 5.50 | 5.50 |
| Virtual Coordinator | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Total Admin & Support | | 158.00 | 168.00 | 172.00 | 174.50 | 177.60 | 180.00 |
| Total # Teachers | | 347.50 | 374.00 | 384.50 | 392.00 | 396.50 | 401.00 |
| Total # Admin & Support | | 158.00 | 168.00 | 172.00 | 174.50 | 177.60 | 180.00 |
| Total Staff | | 505.50 | 542.00 | 556.50 | 566.50 | 574.10 | 581.00 |
| Total Salaries & Benefits as % of Expenses | | | | | | | |
| | | 62% | 62% | 62% | 62% | 62% | 62% |
| Instruction Salaries as % of Total Salaries | | | | | | | |
| | | 75% | 76% | 76% | 77% | 77% | 77% |
| Admin & Support Salaries as % of Total Salaries | | | | | | | |
| | | 25% | 24% | 24% | 23% | 23% | 23% |
| Rent as % of Revenue | | | | | | | |
| | | 14% | 13% | 13% | 13% | 13% | 13% |
| REVENUE (@ 100%) | | | | | | | |
| | | FY 23 | FY 24 | SPED | FY 26 | FY 27 | FY 28 |
| State Base Revenue | | 54,940,688 | 61,902,931 | 65,286,288 | 68,051,647 | 70,116,194 | 71,931,698 |
| Local SPED | | - | - | - | 15,000 | 15,000 | 15,000 |
| National School Lunch Program (NSLP) | | 1,150,092 | 1,702,842 | 1,791,590 | 1,908,251 | 1,987,099 | 2,051,723 |

Attachment 7 - Network Budget

| | | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| SPED Funding (Part B) | 707,750 | 762,847 | 783,729 | 816,299 | 832,581 | 841,395 |
| SPED Discretionary Unit | 2,024,925 | 1,952,493 | 2,061,594 | 2,620,748 | 2,760,663 | 2,834,173 |
| ELL Weight | 158,595 | 165,976 | 290,971 | 329,636 | 366,752 | 443,337 |
| Gifted and Talented Education (GATE) Weight | 239,984 | 249,302 | 253,231 | 255,280 | 255,321 | 276,316 |
| At-Risk Weight | 329,206 | 353,697 | 382,461 | 398,759 | 410,987 | 443,676 |
| OTHER: Administrative Fee - Virtual | 88,000 | 170,000 | 275,000 | 368,000 | 468,000 | 492,000 |
| OTHER: | - | - | - | - | - | - |
| OTHER: | - | - | - | - | - | - |
| OTHER: Academica Donation - Payroll Fees | 135,320 | 145,840 | 147,640 | 150,040 | 153,784 | 153,760 |
| Total Revenues | 59,774,560 | 67,405,929 | 71,272,502 | 74,913,660 | 77,366,380 | 79,483,079 |

| EXPENSES | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Personnel Costs - Unrestricted Salaries | | | | | | |
| Principal | 653,882 | 681,960 | 695,599 | 709,511 | 822,783 | 839,239 |
| Assistant Principal(s) | 1,214,855 | 1,324,152 | 1,350,635 | 1,377,648 | 1,405,201 | 1,433,305 |
| Curriculum Coach | 272,241 | 277,686 | 283,240 | 288,905 | 294,683 | 300,577 |
| ELL Coordinator/SWxS/RBG3 | 57,222 | 123,366 | 125,834 | 128,350 | 130,917 | 133,536 |
| Counselor / Student Support Advocate/Dean | 610,119 | 622,322 | 634,768 | 677,463 | 700,413 | 735,621 |
| Teachers Salaries | 14,907,138 | 16,533,300 | 17,361,200 | 18,117,900 | 18,755,550 | 19,368,300 |
| Prior Grant/Categorical Positions | - | - | - | - | - | - |
| SPED Teachers | 1,721,600 | 1,808,200 | 1,913,750 | 1,977,600 | 2,044,375 | 2,112,200 |
| Office Manager/ Registrar / Banker | 733,267 | 792,932 | 808,791 | 824,966 | 855,866 | 901,586 |
| Secretary & FASA | 450,761 | 472,835 | 497,242 | 499,274 | 501,330 | 510,611 |
| Teacher Assistants (including SPED) | 1,073,520 | 1,154,700 | 1,238,760 | 1,303,380 | 1,385,960 | 1,416,420 |
| Campus Monitors | 407,760 | 446,400 | 456,960 | 464,160 | 471,360 | 492,960 |
| Virtual School Corrdinator | 60,000 | 112,200 | 114,400 | 116,600 | 121,000 | 125,400 |
| Total Unrestricted Salaries | 22,162,365 | 24,350,053 | 25,481,179 | 26,485,758 | 27,489,438 | 28,369,753 |
| Personnel Costs - Restricted Salaries | | | | | | |
| SPED Facilitator | 238,838 | 243,615 | 248,487 | 253,457 | 258,526 | 263,697 |
| Speech Pathologist | 138,433 | 141,202 | 144,026 | 146,907 | 149,845 | 152,842 |
| School Psychologist | 215,000 | 219,300 | 223,686 | 228,160 | 232,723 | 237,377 |
| OT | 17,271 | 17,616 | 17,968 | 18,328 | 18,694 | 19,068 |
| School Nurse | 128,626 | 131,199 | 133,822 | 136,499 | 139,229 | 142,013 |
| GATE Teacher | 254,755 | 259,850 | 265,047 | 270,348 | 275,755 | 281,270 |
| NSLP Manager | - | - | - | - | - | - |
| Cafeteria Manager - NSLP | 156,240 | 186,120 | 190,080 | 193,680 | 197,550 | 200,880 |
| On Campus Sub | 142,200 | 142,200 | 142,200 | 164,700 | 164,700 | 164,700 |
| Total Restricted Salaries | 1,291,363 | 1,341,102 | 1,365,318 | 1,412,078 | 1,437,022 | 1,461,848 |
| Total Salaries and Wages | 23,453,729 | 25,691,155 | 26,846,496 | 27,897,836 | 28,926,460 | 29,831,601 |
| PERS - 33.5% | 6,962,484 | 8,606,537 | 8,993,576 | 9,345,775 | 9,690,364 | 9,993,586 |
| Insurances/Employment Taxes/Other Benefits | 4,079,040 | 4,618,547 | 4,893,636 | 5,153,730 | 5,412,481 | 5,651,670 |
| Retention Bonuses | 409,889 | 425,587 | 452,680 | 460,368 | 465,566 | 470,784 |
| Holiday Bonuses | 76,688 | 83,563 | 85,250 | 86,500 | 87,450 | 88,313 |
| Stipend | 123,800 | 40,000 | 43,000 | 36,000 | 38,500 | 40,500 |
| Additional Bonuses | 244,375 | 249,875 | 265,125 | 270,125 | 273,800 | 276,875 |
| Tuition Reimbursements | 45,500 | 55,500 | 59,000 | 60,700 | 61,500 | 62,000 |
| Subst. Teachers (10 days/Teacher) | 476,675 | 512,300 | 530,575 | 521,200 | 529,075 | 536,950 |
| Total Benefits and Related | 12,418,451 | 14,591,909 | 15,322,842 | 15,934,398 | 16,558,736 | 17,120,677 |
| Total Payroll / Benefits and Related | 35,872,180 | 40,283,063 | 42,169,339 | 43,832,234 | 45,485,196 | 46,952,278 |
| Supplies | | | | | | |
| Consumables | 1,064,720 | 1,236,815 | 1,331,900 | 1,388,850 | 1,437,150 | 1,456,700 |
| Dual Enrollment - Student Fees/Textbooks | 308,000 | 434,320 | 476,840 | 531,400 | 621,200 | 651,200 |
| Zion's FFE Lease - payments | 386,400 | 199,000 | 235,000 | 190,000 | 190,000 | 115,000 |
| Cash instead of Zion Lease - Curriculum/Tech/Furniture | 95,000 | 94,250 | 203,500 | 208,250 | 208,700 | 216,800 |
| Office Supplies | 106,604 | 116,008 | 120,394 | 123,586 | 125,644 | 126,982 |
| Classroom Supplies | 218,544 | 238,243 | 247,334 | 253,951 | 258,219 | 260,992 |
| Copier Supplies | 32,028 | 34,242 | 35,258 | 35,951 | 36,299 | 36,627 |
| Nursing Supplies | 24,492 | 26,185 | 26,962 | 27,492 | 27,758 | 28,009 |
| SPED Supplies | 96,105 | 103,797 | 106,779 | 111,370 | 113,728 | 114,925 |
| Athletics/Extra | 90,000 | 100,000 | 110,000 | 120,000 | 130,000 | 140,000 |
| Total Supplies | 2,421,893 | 2,582,860 | 2,893,967 | 2,990,849 | 3,148,698 | 3,147,234 |
| Purchased Services | | | | | | |
| Data Analysts | 74,500 | 78,280 | 84,622 | 88,040 | 90,682 | 91,135 |
| Special Education Contracted Services | 918,563 | 1,338,475 | 1,447,560 | 1,510,860 | 1,600,105 | 1,638,970 |
| AVE Credits | 79,200 | 170,000 | 275,000 | 368,000 | 468,000 | 492,000 |
| Administrative Fee to Cadence | 88,000 | 255,000 | 375,000 | 480,000 | 585,000 | 615,000 |
| Management Fee | 3,391,200 | 3,702,150 | 3,845,700 | 3,950,550 | 4,018,950 | 4,062,600 |
| Payroll Services | 135,320 | 146,080 | 149,560 | 151,960 | 153,784 | 155,440 |
| Audit/Tax | 57,500 | 72,100 | 86,452 | 89,023 | 91,660 | 94,365 |
| Legal Fees | 28,500 | 34,000 | 35,500 | 36,000 | 36,250 | 36,700 |
| IT Services | 339,120 | 369,705 | 383,820 | 394,095 | 400,725 | 405,030 |
| IT Set-up Fees | 46,500 | 56,500 | 61,000 | 63,000 | 65,000 | 67,000 |
| State Administrative Fee (1.25%) | 695,856 | 773,787 | 816,079 | 852,905 | 879,237 | 903,519 |

Attachment 7 - Network Budget

| | | | | | | |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Affiliation Fee - Inc. (1/2 of 1%) | 274,703 | 309,515 | 326,431 | 340,258 | 350,581 | 359,658 |
| Affiliation Fee - Professional Development (1/2 of 1%) | 274,703 | 309,515 | 326,431 | 340,258 | 350,581 | 359,658 |
| Affiliation Fee - | - | - | - | - | - | - |
| Total Purchased Services | 6,403,666 | 7,615,106 | 8,213,155 | 8,664,949 | 9,090,555 | 9,281,075 |
| General Operations | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
| Telephone | 27,228 | 32,844 | 33,830 | 34,845 | 35,890 | 36,967 |
| Internet | 74,484 | 80,219 | 82,625 | 85,104 | 87,657 | 90,287 |
| Cell Phones | - | - | - | - | - | - |
| Postage | 5,950 | 8,950 | 9,700 | 9,700 | 10,050 | 10,100 |
| Website | 30,000 | 34,100 | 35,143 | 36,062 | 37,209 | 38,184 |
| Copier / Printing | 210,700 | 231,628 | 240,768 | 253,899 | 266,555 | 277,217 |
| Infinite Campus | 15,000 | 33,350 | 34,342 | 34,668 | 34,832 | 34,986 |
| Total General Operations | 363,362 | 421,091 | 436,407 | 454,277 | 472,192 | 487,740 |
| Insurances | | | | | | |
| Property Insurance | 81,950 | 91,867 | 97,379 | 103,222 | 109,415 | 115,980 |
| Liability Insurance | 54,800 | 62,013 | 66,049 | 70,358 | 74,961 | 79,878 |
| Other Insurances | 127,050 | 143,118 | 151,936 | 161,306 | 171,264 | 181,848 |
| Total Insurances | 263,800 | 296,998 | 315,364 | 334,886 | 355,640 | 377,705 |
| Other | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
| Lunch Program-NSLP | 1,072,942 | 1,522,774 | 1,622,388 | 1,715,919 | 1,793,217 | 1,853,402 |
| Advertising/Marketing | 43,000 | 37,500 | 37,500 | 38,500 | 31,000 | 31,000 |
| Travel | 12,800 | 12,200 | 13,200 | 15,200 | 15,200 | 15,200 |
| Background and Fingerprinting | 9,120 | 6,090 | 6,720 | 6,990 | 6,990 | 6,990 |
| Dues and Fees | 69,000 | 71,200 | 73,700 | 74,700 | 76,700 | 80,200 |
| Loan Payment / Interest Expense | - | - | - | - | - | - |
| Prior Year Surplus allocated by board | - | - | - | - | - | - |
| Graduation | 30,000 | 32,000 | 34,000 | 36,000 | 38,000 | 40,000 |
| Other Purchases | 10,000 | 14,000 | 14,500 | 14,500 | 14,500 | 14,500 |
| Total Other | 1,246,862 | 1,695,764 | 1,802,008 | 1,901,809 | 1,975,607 | 2,041,292 |
| Facilities | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
| Public Utilities | 645,900 | 690,277 | 708,771 | 733,018 | 752,387 | 774,958 |
| Natural Gas | 5,340 | 5,500 | 5,665 | 5,835 | 6,010 | 6,191 |
| Water / Sewer | 131,820 | 143,775 | 147,621 | 154,073 | 158,185 | 162,930 |
| Garbage/Disposal | 155,220 | 166,877 | 171,318 | 176,882 | 181,592 | 187,039 |
| Fire and Security alarms | 62,500 | 68,375 | 70,180 | 72,535 | 74,450 | 76,683 |
| Contracted Janitorial Services | 862,978 | 903,882 | 928,143 | 953,075 | 978,696 | 981,526 |
| Custodial Supplies | 238,336 | 257,824 | 265,472 | 270,688 | 273,312 | 275,776 |
| Facility Maintenance/Repairs/Capital Outlay | 342,500 | 366,000 | 382,500 | 395,500 | 407,500 | 422,500 |
| Lawn Care | 100,842 | 103,867 | 106,703 | 109,618 | 112,614 | 115,993 |
| Snow removal | - | - | - | - | - | - |
| AC Maintenance & Repair | 143,056 | 157,348 | 161,474 | 165,712 | 170,065 | 175,167 |
| Total Facilities | 2,688,492 | 2,863,724 | 2,947,848 | 3,036,936 | 3,114,811 | 3,178,764 |
| Total Expenses Before Bldg | 49,260,254 | 55,758,606 | 58,778,088 | 61,215,940 | 63,642,699 | 65,466,087 |
| Scheduled Lease Payment | - | 167,050 | 234,500 | 413,000 | 515,550 | 625,900 |
| Scheduled Bond Payment | 2,967,220 | 3,045,000 | 3,053,000 | 3,057,500 | 3,055,500 | 3,056,500 |
| Scheduled Bond Payment | 2,492,800 | 2,495,000 | 2,495,000 | 2,494,000 | 2,497,000 | 2,493,000 |
| Scheduled Bond Payment | 2,963,100 | 3,130,000 | 3,390,000 | 3,777,000 | 3,904,000 | 3,907,500 |
| Additional Parking | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 |
| | - | - | - | - | - | - |
| Surplus (Revenues-Total Expenses-Lease-Bond) | 2,061,186 | 2,780,273 | 3,291,915 | 3,926,220 | 3,721,631 | 3,904,092 |
| | 3.52% | 4.23% | 4.74% | 5.24% | 4.94% | 5.04% |

| Pinecrest Academy of Nevada | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
|--|------------------|------------------|------------------|------------------|-------------------|-------------------|
| Adjusted Net Income Available Before Lease and Debt Service | 10,514,306 | 11,647,323 | 12,494,415 | 13,697,720 | 13,723,681 | 14,016,992 |
| Scheduled Lease Payment | - | 167,050 | 234,500 | 413,000 | 515,550 | 625,900 |
| Scheduled Bond Payment | 2,967,220 | 3,045,000 | 3,053,000 | 3,057,500 | 3,055,500 | 3,056,500 |
| Scheduled Bond Payment | 2,492,800 | 2,495,000 | 2,495,000 | 2,494,000 | 2,497,000 | 2,493,000 |
| Scheduled Bond Payment | 2,963,100 | 3,130,000 | 3,390,000 | 3,777,000 | 3,904,000 | 3,907,500 |
| | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 |
| Total Lease Payments & Net Debt Service | 8,453,120 | 8,867,050 | 9,202,500 | 9,771,500 | 10,002,050 | 10,112,900 |
| Annual Debt Service Coverage | 1.24 | 1.31 | 1.36 | 1.40 | 1.37 | 1.39 |

Enrollment Tables

Pinecrest Academy of Nevada - Springs

Nevada State Public Charter School Authority

Mike Dang

S:\School Growth & Development\Active Projects or Drafts\Nevada\Pinecrest Academy of Nevada (PAN)\Chart

OPERATIONS PLAN

STUDENT RECRUITMENT AND ENROLLMENT

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

| Grade Level | Number of Students | | | | | |
|--------------|--------------------|------|------|------|------|------|
| | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
| Pre-K | | | | | | |
| K | - | 73 | 73 | 73 | 73 | 73 |
| 1 | - | 76 | 76 | 76 | 76 | 76 |
| 2 | - | 76 | 76 | 76 | 76 | 76 |
| 3 | - | 25 | 76 | 76 | 76 | 76 |
| 4 | - | - | 25 | 76 | 76 | 76 |
| 5 | - | - | - | 25 | 76 | 76 |
| 6 | - | - | - | - | 25 | 76 |
| 7 | - | - | - | - | - | 25 |
| 8 | - | - | - | - | - | - |
| 9 | - | - | - | - | - | - |
| 10 | - | - | - | - | - | - |
| 11 | - | - | - | - | - | - |
| 12 | - | - | - | - | - | - |
| Total | - | 250 | 326 | 402 | 478 | 554 |

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

| Grade Level | Number of Students | | | | | |
|--------------|--------------------|------|------|------|------|------|
| | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
| Pre-K | | | | | | |
| K | - | 75 | 75 | 75 | 75 | 75 |
| 1 | - | 78 | 78 | 78 | 78 | 78 |
| 2 | - | 78 | 78 | 78 | 78 | 78 |
| 3 | - | 26 | 78 | 78 | 78 | 78 |
| 4 | - | - | 26 | 78 | 78 | 78 |
| 5 | - | - | - | 26 | 78 | 78 |
| 6 | - | - | - | - | 26 | 78 |
| 7 | - | - | - | - | - | 26 |
| 8 | - | - | - | - | - | - |
| 9 | - | - | - | - | - | - |
| 10 | - | - | - | - | - | - |
| 11 | - | - | - | - | - | - |
| 12 | - | - | - | - | - | - |
| Total | - | 257 | 335 | 413 | 491 | 569 |

Attachment 14 - Enrollment & Staff Tables

(c)Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

| Grade Level | Number of Students | | | | | |
|--------------|--------------------|-------|-------|-------|-------|-------|
| | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
| Pre-K | | | | | | |
| K | - | 79.00 | 79.00 | 79.00 | 79.00 | 79.00 |
| 1 | - | 82.00 | 82.00 | 82.00 | 82.00 | 82.00 |
| 2 | - | 82.00 | 82.00 | 82.00 | 82.00 | 82.00 |
| 3 | - | 27.00 | 82.00 | 82.00 | 82.00 | 82.00 |
| 4 | - | - | 27.00 | 82.00 | 82.00 | 82.00 |
| 5 | - | - | - | 27.00 | 82.00 | 82.00 |
| 6 | - | - | - | - | 27.00 | 82.00 |
| 7 | - | - | - | - | - | 27.00 |
| 8 | - | - | - | - | - | - |
| 9 | - | - | - | - | - | - |
| 10 | - | - | - | - | - | - |
| 11 | - | - | - | - | - | - |
| 12 | - | - | - | - | - | - |
| Total | - | 270 | 352 | 434 | 516 | 598 |

Attachment 14 - Enrollment & Staff Tables

Staffing Tables of Projected Staffing Needs

Pinecrest Academy of Nevada

Nevada State Public Charter School Authority

Mike Dang

S:\School Growth & Development\Active Projects or Drafts\Nevada\Pinecrest Academy of Nevada (PAN)\Charter Development\Pinecrest 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 | - | 1 | 1 | 1 | 1 | 1 |
| Assistant Principals | - | 1 | 1 | 1 | 1 | 1 |
| Counselor / Student Support Advocate | - | - | - | 1 | 1 | 1 |
| Curriculum/Instructional Coach/ELL Coordinator | - | 1 | 1 | 1 | 1 | 1 |
| SPED Facilitator / Speech Psychologist | - | - | - | - | - | - |
| Classroom Teachers (Core Subjects) | - | 10 | 13 | 16 | 19 | 22 |
| Classroom Teachers (Specials) | - | 1 | 2 | 3 | 3 | 4 |
| Special Education Teachers | - | 1 | 2 | 2 | 3 | 3 |
| Virtual Coordinator | - | - | - | - | - | - |
| School Nurse | - | - | - | - | - | - |
| Office Manager | - | 1 | 1 | 1 | 1 | 1 |
| Registrar | - | - | - | - | 1 | 1 |
| Receptionist / Clinic Aide FASA | - | 1 | 2 | 2 | 2 | 2 |
| Instructional Aide(s) | - | 1 | 2 | 2 | 3 | 4 |
| School Operations Support Staff | - | 2 | 2 | 2 | 2 | 3 |
| Total FTEs at School | - | 20 | 27 | 32 | 36 | 43 |

Attachment 15 - Clark County Assessor's Parcel Map & Data

NOTES

This map is for assessment use only and does NOT represent a survey.

No liability is assumed for the accuracy of the data delineated herein. Information on roads and other non-assessed parcels may be obtained from the Road Document Listing in the Assessor's Office.

This map is compiled from official records, including surveys and deeds, but only contains the information required for assessment. See the recorded documents for more detailed legal information.

USE THIS SCALE(FEET) WHEN MAP REDUCED FROM 11X17 ORIGINAL

ASSESSOR'S PARCELS - CLARK COUNTY, NV.

Briana Johnson - Assessor

MAP LEGEND

- PARCEL BOUNDARY
- SUB BOUNDARY
- - - PM/LD BOUNDARY
- - - ROAD EASEMENT
- - - MATCH / LEADER LINE
- - - HISTORIC LOT LINE
- - - HISTORIC SUB BOUNDARY
- - - HISTORIC PM/LD BOUNDARY
- - - SECTION LINE
- CONDOMINIUM UNIT
- AIR SPACE PCL
- RIGHT OF WAY PCL
- SUB-SURFACE PCL
- 001 ROAD PARCEL NUMBER
- 001 PARCEL NUMBER
- 1.00 ACREAGE
- 202 PARCEL SUB/SEQ NUMBER
- PB 24-45 PLAT RECORDING NUMBER
- 5 BLOCK NUMBER
- 5 LOT NUMBER
- GL5 GOV. LOT NUMBER

BOOK **T21S R60E**

| | | | |
|-----|-----|-----|-----|
| 126 | 125 | 124 | 123 |
| 137 | 138 | 139 | 140 |
| 164 | 163 | 162 | 161 |
| 175 | 176 | 177 | 178 |

Scale: 1" = 200'

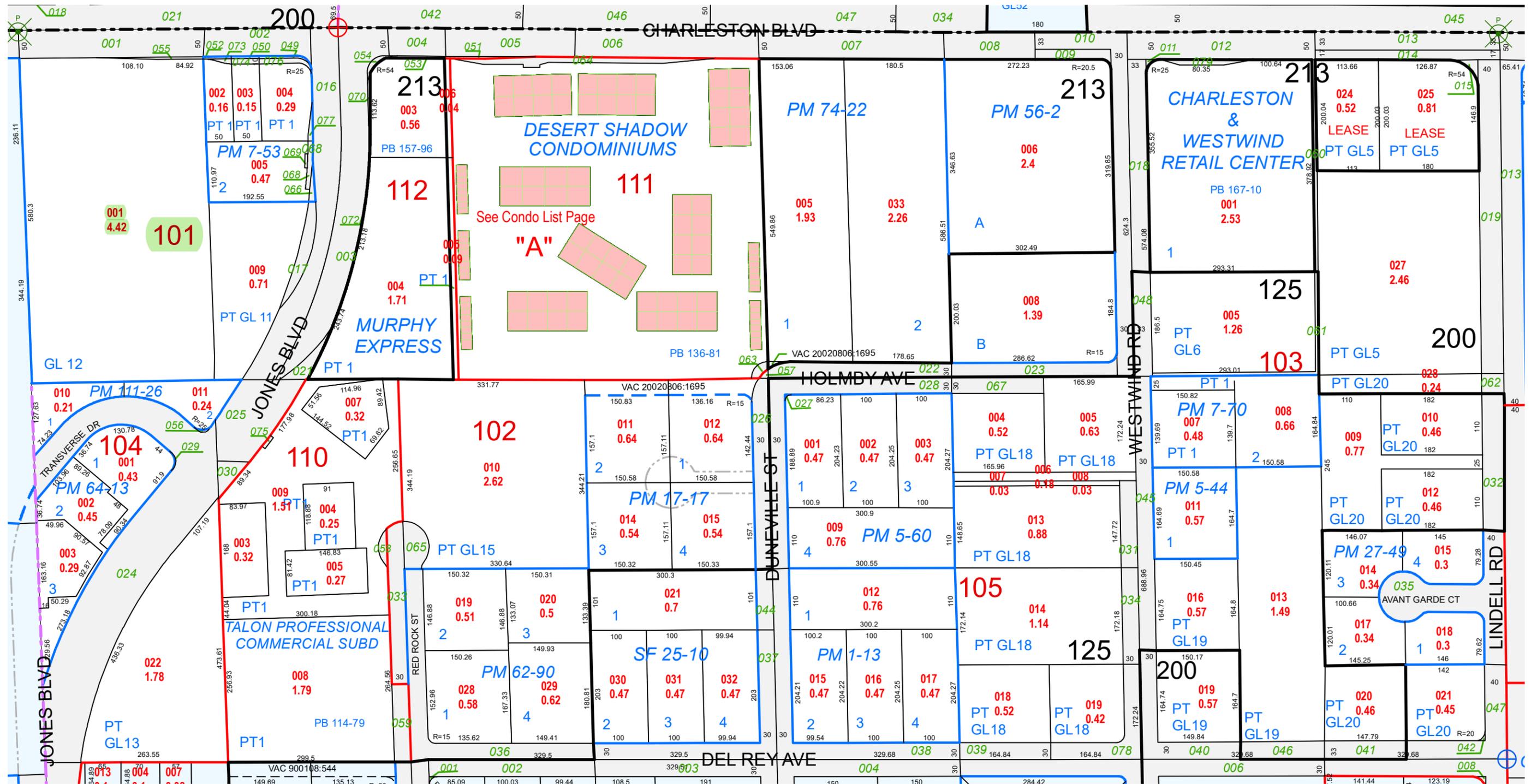
SEC. **1**

| | | | | | |
|----|----|----|----|----|----|
| 6 | 5 | 4 | 3 | 2 | 1 |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |

MAP **N 2 NW 4**

| | | | |
|---|---|---|---|
| 8 | 4 | 8 | 4 |
| 5 | 1 | 5 | 1 |
| 6 | 2 | 6 | 2 |
| 7 | 3 | 7 | 3 |
| 8 | 4 | 8 | 4 |
| 5 | 1 | 5 | 1 |

163-01-1





The MAPS and DATA are provided without warranty of any kind, expressed or implied.
Date Created: 12/02/2022

Property Information

Parcel: 16301101001
Owner Name(s): CHURCH METHODIST TRINITY UNITED
Site Address: 6151 W CHARLESTON BLVD
Jurisdiction: Las Vegas - 89146
Zoning Classification: Civic District (C-V)
Planned Landuse: Incorporated Clark County (INCORP)

Misc Information

| | | | |
|-----------------------------|-------------------|----------------------------|---------|
| Subdivision Name: | null | Construction Year: | 1955 |
| Lot Block: | Lot: Block: | T-R-S: | 21-60-1 |
| Sale Date: | Not Available | Census tract: | 2905 |
| Sale Price: | Not Available | Estimated Lot Size: | 4.42 |
| Recorded Doc Number: | 00000525 00422747 | | |
| Flight Date: | 2022-09-23 | | |

Elected Officials

| | | | |
|----------------------------|-------------------------------------|------------------------------|-----------------------------|
| Commission: | C - Ross Miller (D) | City Ward: | 1 - Brian Knudsen |
| US Senate: | Jacky Rosen, Catherine Cortez-Masto | US Congress: | 4 - Steven A. Horsford (D) |
| State Senate: | 3 - Chris Brooks (D) | State Assembly: | 10 - Rochelle T. Nguyen (D) |
| School District: | E - Lola Brooks | University Regent: | 2 - Lois Tarkanian |
| Board of Education: | 4 - Rene Cantu | Minor Civil Division: | Las Vegas |

Attachment 16 - Proposed Lease Agreement

SPACE LEASE AGREEMENT

THIS LEASE AGREEMENT (“Agreement”) is made and is effective as of the ____ day of _____, 2023, by and between TRINITY UNITED METHODIST CHURCH (“Landlord”), and PINECREST ACADEMY OF NEVADA, a Nevada Non-Profit Corporation (“Tenant”).

WITNESSETH:

WHEREAS LANDLORD is the owner of certain real property located in the City of Las Vegas Nevada, described as 6151 W Charleston Blvd., Las Vegas, that occupies approximately 4.20 acres of land and buildings.

WHEREAS TENANT is a Nonprofit corporation organized under the laws of the State of Nevada. **TENANT** intends to and has committed itself to the formation of a Charter School in Las Vegas, Nevada; and

WHEREAS, said Charter School will have need of a suitable school building and grounds upon which to locate its school during a timeframe in which the Pinecrest Academy of Nevada works to construct a new building for its school; and

WHEREAS TENANT is familiar with the property and buildings at 6151 W Charleston Blvd, and deems it to be suitable for the aforementioned use; and

WHEREAS TENANT wishes to lease certain buildings and spaces on the property at 6151 W Charleston Blvd from the **LANDLORD**; and

WHEREAS the **LANDLORD** desires to lease to **TENANT** certain buildings and spaces on the property at 6151 W Charleston Blvd; and

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, **LANDLORD** and **TENANT** hereby agree as follows:

1. **Lease of Premises.**

The location of the Premises shall be select parking areas, select buildings, and select play areas as shown on Exhibit A; located at 6151 W Charleston Blvd, Las Vegas NV 89146 (the “Leased Premises”). Subject to the terms and conditions set forth in the Lease, Landlord hereby leases to Tenant and Tenant hereby leases from Landlord the Leased Premises.

Attachment 16 - Proposed Lease Agreement

1.1 Renovations and Repairs. The leased premises is acknowledged by both parties to require certain repairs which the parties have identified. These shall be the responsibility of Tenant as set forth below:

1.2 Contracting and Funding of Repairs and Renovations:

The Tenant shall fund and contract for the repairs to the building as described herein. Any upgrades and improvements shall be at the discretion of Pinecrest Academy of Nevada but at no time shall the building be used and occupied unless it is in a safe condition, suitable for its anticipated use, and compliant with such building codes as may be applicable to it. The Tenant is not responsible for repairs in buildings and areas not under their exclusive use.

2. Term.

The term of this Lease (the "Lease Term") shall commence on July 1, 2023 (the "Lease Commencement Date") and shall end on the June 30, 2024 ("the Initial Lease Term").

The Lease can be extended on a yearly basis, subject to approval by the Landlord, if Tenant gives notice of renewal ninety (90) days before termination of existing Lease.

3. Rent.

3.1 Basic Monthly Rent. Annual lease rate shall be \$650 per student applied to the school's average daily enrollment on October 31, 2023. The estimated enrollment for 2023-24 school year is 257 students; this amount will be paid in 12 equal installments starting on August 1, 2023.

3.2 Increases in Rent. Annual lease rate will adjust to \$750 per student during any extension period.

3.3 Utilities. Tenant shall pay 60% of monthly utility bills for power and water

4. Use of Premises.

Tenant shall use the Premises only in connection with its charter school business and for no other purpose without the prior written consent of Landlord. In connection with such use, Tenant shall

Attachment 16 - Proposed Lease Agreement

comply with all statutes, laws, ordinances, governmental regulations and orders and municipal codes affecting Tenant's use of the Premises.

5. **Maintenance of Buildings and Grounds**

Pinecrest Academy of Nevada shall be responsible for the ordinary wear and tear of the leased premises and shall conduct ordinary and routine maintenance of the same, including all repairs and maintenance that arise due to its occupation of the premises. Pinecrest Academy of Nevada shall additionally take such steps that are ordinary and necessary for the protection of the grounds and structures from damage, including intentional damage of any kind or destruction, and shall insure against damage or loss by the same.

Should maintenance or repair outside of this category occur which is not due to the occupation of the premises by Pinecrest Academy of Nevada, such as latent defects requiring repair, or developed structural or physical deficiencies, they shall be the responsibility of Landlord. Should such repairs on the part of Landlord be of such a nature that they would involve substantial expense, in the view of Landlord, Landlord may terminate this lease upon providing 90 (ninety) days' notice, unless such condition constitutes an emergency. In such circumstances Pinecrest Academy of Nevada shall have the option of undertaking the repairs itself, at its expense, but shall not be obligated to do so.

6. **Landlord Liability.**

Landlord shall not be liable for any damages or injury to the person, business (or the loss of income therefrom) or other property of Tenant caused by or arising out of the condition of the Premises or conditions arising in or about the Premises including, without limitation, (a) fire, steam, electricity, water, or gas; (b) acts of God, including, without limitation rain and wind; and (c) the breakage, damage, or leakage of pipes, sprinklers, wires, appliances or HVAC equipment, which Tenant hereby waives and releases Landlord of to the fullest extent permitted by law. The terms of this clause do not extend to Landlord's intentional malicious acts or to gross negligence. Notwithstanding any term or provision of this Lease to the contrary, the liability of Landlord for the performance of its duties and obligations under this Lease shall be limited to Landlord's interest in the Property and neither Landlord nor its officers, directors, or other principals shall have any personal liability under this Lease.

Attachment 16 - Proposed Lease Agreement

7. Insurance.

7.1 Insurance. Tenant shall, during all terms hereof, keep in full force and effect a policy of public bodily injury and property damage liability insurance with respect to the Premises, with a combined single limit of not less than One Million Dollars (\$1,000,000.00) per occurrence, and an umbrella policy with limits no less than Three Million Dollars (\$3,000,000.00). The policy/policies shall name Landlord and any other persons, firms or corporations designated by Landlord and Tenant as insured and shall contain a clause that the insurer will not cancel or change the insurance without first giving Landlord ten (10) days prior written notice. Such insurance shall include an endorsement permitting Landlord to recover damage suffered due to act or omission of Tenant, notwithstanding being named as an additional "Insured Party" in such policies. Such insurance may be furnished by Tenant under any blanket policy carried by it or under a separate policy, therefore. The insurance shall be with an insurance company rated "A" or higher by A.M. Best and a copy of the paid-up policy evidencing such insurance or a certificate of insurer certifying to the issuance of such policy shall be delivered to Landlord. If Tenant fails to provide such insurance, Landlord may do so and charge same to Tenant.

7.2 Indemnity. Except to the extent resulting from any negligent or willfully wrongful act or omission of Landlord, Tenant shall indemnify (subject to the limitations arising under Nevada Revised Statutes Chapter 41 et seq.), defend, save and hold harmless Landlord from and against any and all demands, claims, causes of action, fines, penalties, damages, losses, liabilities (including, but not limited to, strict liability), judgments, and expenses (including, without limitation, reasonable attorneys' fees and expenses, filing and other court costs) incurred in connection with or arising from any of the following: (i) the use, condition, operation or occupancy of the Leased Premises; (ii) any activity, work, or thing done, or permitted or suffered by or through Tenant in or about the Leased Premises; (iii) any acts, omissions, or negligence of Tenant; (iv) any claim of any students, staff, employees or other invitees of Tenant, including claims alleging breach or violation of such person's civil or legal rights; (v) any breach, violation, or nonperformance by Tenant, of any term, covenant, or provision of this lease or any legal requirement; (vi) any injury or damage to the person, property or business of Tenant, or any other person entering upon the Leased Premises under the express or implied invitation of Tenant; and (vii) any accident, injury to or death of persons or loss or damage to any item of property occurring at the Leased Premises. If any action or proceeding is brought against Landlord by reason

Attachment 16 - Proposed Lease Agreement

of any such indemnified claim as set forth above, Tenant, upon written notice from Landlord, will defend the claim at Tenant's sole cost and expense with counsel reasonably satisfactory to Landlord. If Landlord reasonably determines that the interests of Landlord and the interests of Tenant in any such action or proceeding are not substantially the same and Tenant's counsel cannot adequately represent the interests of Landlord with respect to such indemnified claim as set forth above, Landlord shall have the right, at its sole expense, to hire separate counsel in any such action or proceeding. Landlord shall indemnify, defend, and hold harmless Tenant from and against all losses, claims, expenses (including attorneys' fees), liabilities, lawsuits, injuries, and damages of whatever nature occurring at the Leased Premises as a direct result of the negligent or willfully wrongful act or omission of Landlord. The foregoing indemnities shall survive the expiration or earlier termination of this agreement.

8. Default.

- 8.1 The following shall constitute events of default (individually, a "Default") under this Lease:
- a. Any failure by Tenant to pay any amount due under this Lease if such failure is not cured within ten (10) days following written notice from Landlord; or
 - b. Any failure by Tenant to cure within thirty (30) days of delivery of written notice from Landlord any default in the performance of any other of the terms, conditions, obligations, or covenants of this Lease to be observed or performed by Tenant; or
 - c. If Tenant abandons or vacates the Premises prior to the expiration or earlier termination of the Lease Term; or
 - d. If (i) Tenant makes a general assignment or general arrangement for the benefit of creditors; or (ii) a petition for adjudication of bankruptcy or for reorganization or rearrangement is filed by or against Tenant and is not dismissed within thirty (30) days; (iii) a trustee or receiver is appointed to take possession of substantially all of Tenant's assets located at the Premises and possession is not restored to Tenant within thirty (30) days; or (iv) substantially all of Tenant's assets located at the Premises is subjected to attachment, execution or other judicial seizure which is not discharged within thirty (30) days.

Attachment 16 - Proposed Lease Agreement

e. Any failure by Landlord to abide by the terms of this Lease Agreement.

8.2 In the event of a Default, both Landlord and Tenant, in addition to any other rights or remedies they may have at law or in equity, shall have the right to (a) recover all damages incurred by reason of Default; and/or (b) terminate this lease.

9. **Damage and Destruction; Condemnation.**

In the event of the total or partial damage or destruction of the Premises by casualty or other cause, either party shall have the right to terminate this Lease. If all or part of the Building other than the Premises is so damaged or destroyed, Landlord shall have the right to terminate this Lease. If all or any portion of the Building is taken under the power of eminent domain or sold under the threat of that power, and if such taking materially and adversely affects Landlord's or Tenant's use or enjoyment of the Building or the Premises, respectively, or the operation of their business therein, then either party so affected shall have the right to terminate this Lease. In any such case, Landlord shall have the right to receive and keep any and all insurance proceeds (other than paid to Tenant under a policy covering Tenant's personal property maintained by Tenant at Tenant's expense) and any condemnation award paid or payable in connection therewith, and Tenant shall have no right or interest thereto.

10. **Condition of the Premises**

The parties state that they are familiar with the condition of the premises and have conducted any inspections that they deemed necessary prior to entering this lease.

11. **Jurisdiction and Venue**

All suits concerning this lease or the activities to be conducted thereunder, may only be brought in the Eighth Judicial District Court, in and for Clark County, State of Nevada.

The parties agree that the law of the State of Nevada shall apply to this lease.

12. **Contingencies**

Tenant's obligation to lease the Property shall be subject to Tenant's satisfaction of the following contingencies:

a. School receives final approval from the Nevada State Public Charter School Authority to open at this address, and

Attachment 16 - Proposed Lease Agreement

- b. School obtaining such governmental entitlements, approvals and permits and private party consents as may be required to operate a public student charter school at the Property.

13. Miscellaneous Provisions

Any Notice required or permitted to be given under this Agreement shall be given by registered or certified mail, by overnight express, or by hand delivery to Tenant or Landlord at the addresses set forth as follows or to any other address of which notice of the change is given to the parties hereto, in accordance with the provisions hereof:

Landlord: Trinity United Methodist Church
6151 W Charleston Blvd,
Las Vegas, NV 89146

With a copy to: _____

Tenant: Pinecrest Academy of Nevada
6630 Surrey Street
Las Vegas, NV 89119

With a copy to: _____

Notices following the above procedures shall be deemed given when received or when delivery is refused as evidenced by the records of the delivering entity.

13.1 Landlord shall have the right to subordinate this Lease to any ground lease, deed of trust or mortgage encumbering the Property, any advances made of the security thereof, and any renewals or modifications thereof. Tenant shall cooperate with Landlord and any lender which is acquiring a security interest in the Property. Tenant shall attorn to any successor in interest of Landlord, provided that such successor shall not terminate this Lease, except pursuant to its terms and provisions.

13.2 In the event of any action for breach of, to enforce the provisions of, or otherwise arising out of or in connection with this Lease, the prevailing party in such action, as determined by the court in such action, shall be entitled to receive its reasonable attorneys' fees and costs from the other party.

Attachment 16 - Proposed Lease Agreement

- 13.3 This Lease contains the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior agreements between the parties with respect thereto, whether verbal or in writing. This Lease may not be altered, amended, changed, terminated, or modified in any respect unless the same shall be in writing and signed by the party to be charged.
- 13.4 This Lease shall be construed in accordance with the laws of the State of Nevada. If any provision or party of this Lease shall be held by a court of competent jurisdiction to be invalid or prohibited, such provision or part shall be ineffective only to the extent of such invalidity or prohibition, without invalidating the remainder of such provision or part or the remaining provisions of this Lease.

IN WITNESS WHEREOF, Landlord and Tenant have executed this Lease effective as of the date first set forth above.

“Landlord”

Trinity United Methodist Church
6151 W Charleston Blvd, Las Vegas
Las Vegas, NV 89146

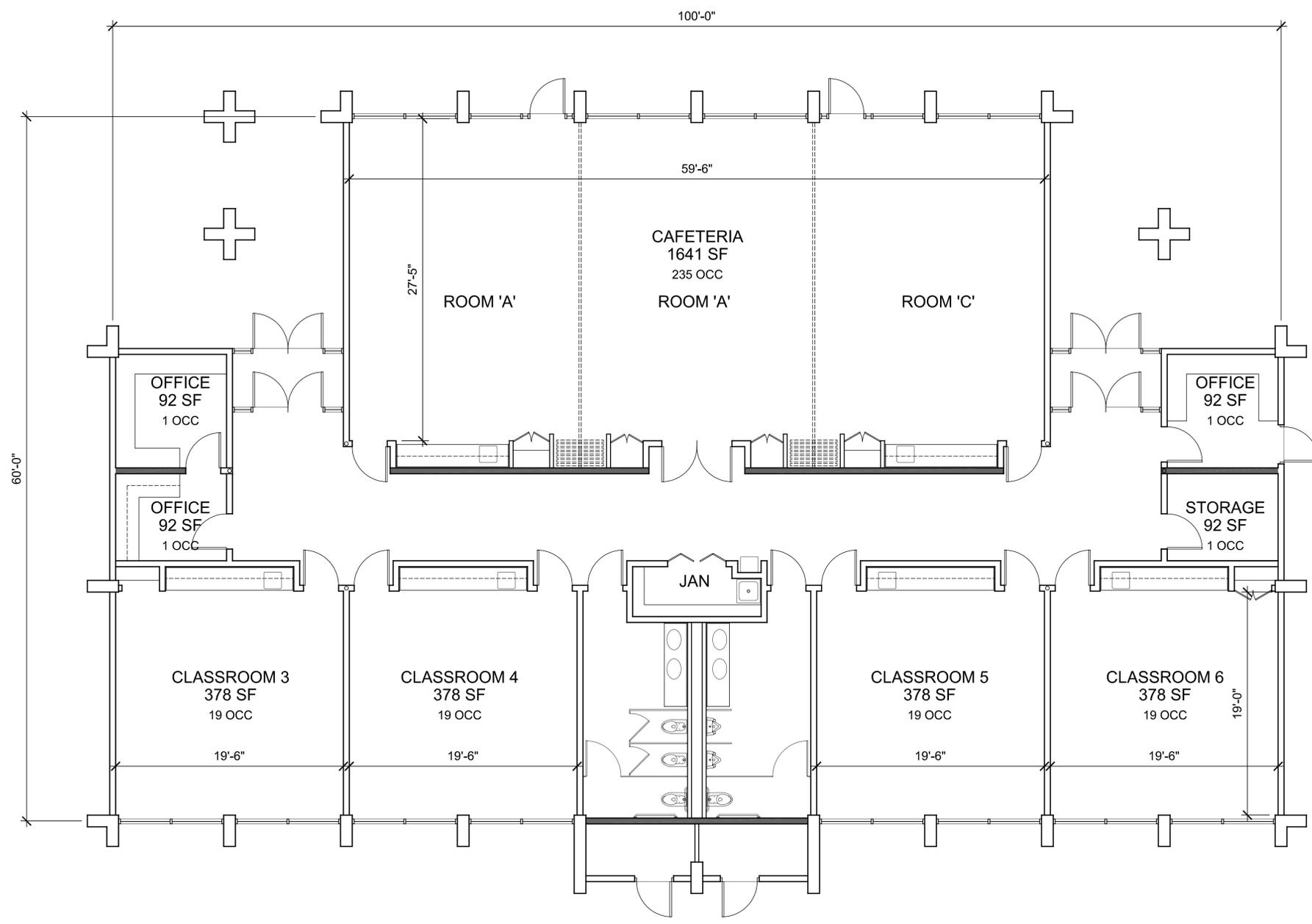
“Tenant”

Pinecrest Academy of Nevada
6630 Surrey Street
Las Vegas, NV 89119

Gerald Magner, Board Member

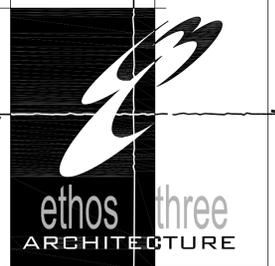
Travis Keys, Chairperson

8985 s. eastern
 suite 220
 las vegas, nv 89123
 p 702.456.1070
 f 702.456.7020



MAX OCCUPANCY: 315

PINECREST TRINITY
 CHARTER SCHOOL

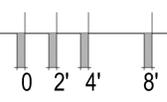


EXISTING FLOOR PLAN

6151 W. CHARLESTON BLVD.
 LAS VEGAS, NV 89146

EXISTING FLOOR PLAN - BLDG 1

SCALE : 3/16" = 1'-0"



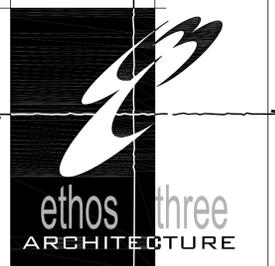
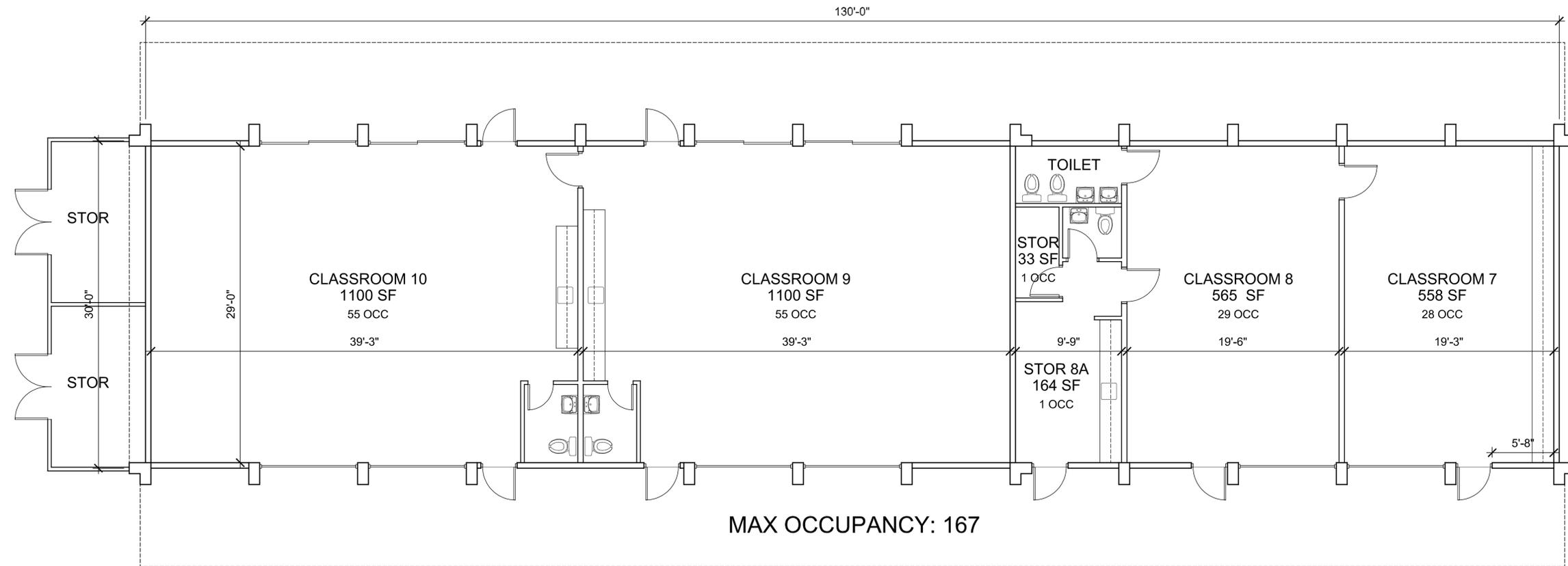
DECEMBER 14,, 2022

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17-1

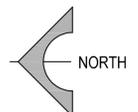
8985 s. eastern
suite 220
las vegas, nv 89123
p 702.456.1070
f 702.456.7020

PINECREST TRINITY
CHARTER SCHOOL



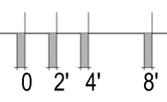
EXISTING FLOOR PLAN

6151 W. CHARLESTON BLVD.
LAS VEGAS, NV 89146



EXISTING FLOOR PLAN - BLDG 2

SCALE : 3/16" = 1'-0"

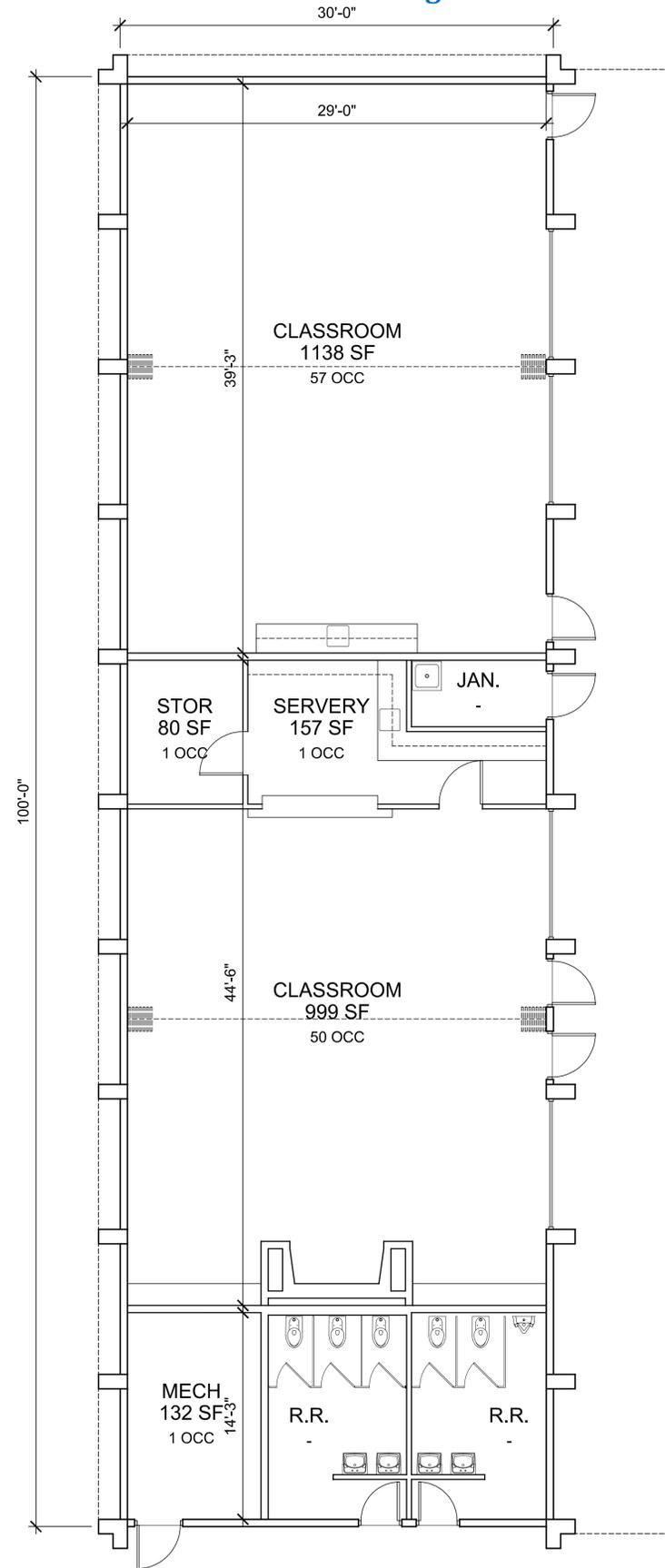


DECEMBER 14, 2022

A2.11

17-2

Attachment 17 - Existing Floor Plan



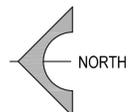
8985 s. eastern
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 las vegas, nv 89123
 p 702.456.1070
 f 702.456.7020

PINECREST TRINITY
 CHARTER SCHOOL



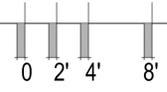
EXISTING FLOOR PLAN

6151 W. CHARLESTON BLVD.
 LAS VEGAS, NV 89146



EXISTING FLOOR PLAN - BLDG 4

SCALE : 3/16" = 1'-0"



DECEMBER 14, 2022

A2.12

17-3

Attachment 18 - Term Sheet

Date: November 9, 2022

To: Trinity United Methodist Church
c/o

Re: Offer: Proposed lease of premises

The Property: 6151 W Charleston Blvd, Las Vegas, that occupies approximately 4.20 acres of land and buildings.

Landlord/Seller: Trinity United Methodist Church

Dear Trinity United Methodist Church:

Pinecrest Academy of Nevada, a Nevada State Public Charter School, and a domestic non-profit corporation, is pleased to present this term sheet (the "Term Sheet") concerning Tenant's Lease of certain building spaces and outdoor space, except for sanctuary room. The school intends to lease and operate in the building as of August 2023 with options to extend lease for the 2024 and 2025 school years.

1. Lease of The Property

Tenant's proposal to lease the Property

- 1) Lease term shall be one year, with two (2) one (1) year options to extend.
- 2) Annual lease rate shall be \$650 per student applied to the school's average daily enrollment on October 31st. The estimated enrollment for 2023-24 school year is 225 students;
 - a) For lease option years the rental rate shall increase to \$750 per student.
- 3) Rent shall be paid monthly starting August 1, 2023
- 4) Tenant shall pay 60% of monthly utility bills for power and water.

2. Contingencies

Tenant's obligation to lease the Property shall be subject to Tenant's satisfaction of the following contingencies:

- (a) School entering into a lease/rental agreement with landlord on such other terms and conditions as may be satisfactory to School, and
- (b) School obtaining such governmental entitlements, approvals and permits and private party consents as may be required to operate a public student charter school at the Property.

Attachment 18 - Term Sheet

Landlord and School agree that this proposal is not an offer to lease/rent but rather an attempt to establish a basis of understanding to allow both parties to proceed in good faith, and both parties further acknowledge that only a fully executed lease/rental agreement shall constitute a legally binding agreement.

This letter shall embody the basic understanding between the parties. Please return a signed copy to my attention no later than November 18th, 2022 at 5pm PST. Once this letter has been executed and corporate approval has been obtained, Buyer/Tenant will prepare its standard lease or purchase agreement.

Thanks for your assistance in this matter. I look forward to your prompt response.

Trinity United Methodist Church
Acknowledged and Approved (Landlord):

By: Gerald Wagner

Date: Nov. 14, 2022

Pinecrest Academy of Nevada
Acknowledged and Approved (Tenant):

By: _____

Date: _____

ENTITY INFORMATION

ENTITY INFORMATION

Entity Name:

TRINITY UNITED METHODIST CHURCH

Entity Number:

C1892-1963

Entity Type:

Domestic Nonprofit Cooperative Corporation Without Stock (81)

Entity Status:

Active

Formation Date:

10/18/1963

NV Business ID:

NV19631001599

Termination Date:

Perpetual

Annual Report Due Date:

10/31/2023

REGISTERED AGENT INFORMATION

Name of Individual or Legal Entity:

RICHARD JOST

Status:

Active

Attachment 19 - Facility Owner Contact Information

CRA Agent Entity Type:

Registered Agent Type:

Non-Commercial Registered Agent

NV Business ID:

Office or Position:

Jurisdiction:

Street Address:

2840 S. MONTE CRISTO WAY, LAS VEGAS, NV, 89117, USA

Mailing Address:

Individual with Authority to Act:

Fictitious Website or Domain Name:

OFFICER INFORMATION

VIEW HISTORICAL DATA

| Title | Name | Address | Last Updated | Status |
|-----------|-----------------|---|--------------|--------|
| Other/ | Steve Carpenter | 6151 W. Charleston Blvd., Las Vegas, NV, 89146, USA | 10/04/2022 | Active |
| President | Jerry Magner | 6151 W. Charleston Blvd., Las Vegas, NV, 89146, USA | 10/13/2020 | Active |
| Secretary | Sally Ann Jost | 6151 W. Charleston Blvd., Las Vegas, NV, 89146, USA | 10/13/2020 | Active |
| Director | Lorene Lorenzen | 6151 W. Charleston, Las Vegas, NV, 89146, USA | 10/13/2020 | Active |
| Director | Cathy Morgan | 6151 W. Charleston Blvd., Las Vegas, NV, 89146, USA | 10/13/2020 | Active |

< Previous

...

1

2

...

Next >

Page 1 of 2, records 1 to 5 of 6

Go to Page

CURRENT SHARES

| Class/Series | Type | Share Number | Value |
|--------------|------|--------------|-------|
|--------------|------|--------------|-------|

No records to view.

Number of No Par Value Shares:

Attachment 19 - Facility Owner Contact Information

0

Total Authorized Capital:

[Filing History](#)

[Name History](#)

[Mergers/Conversions](#)

[Return to Search](#)

[Return to Results](#)

Certificate of Occupancy

City of Las Vegas, Nevada
Department of Building & Safety

This Certificate issued pursuant to the requirements of the Uniform Building Code certifying that at the time of issuance this structure was in compliance with the various ordinances of the City regulating building construction or use. For the following:

Use Classification E-1 Type VN Bldg. Permit No. 4665-1

Building Address 6151 W. Charleston Floor, Suite or Room _____

Owner of Building Trinity United Methodist Church Address _____

By: Michael Troasdale

Clay Hymer
Building Official

Date: August 27, 1987

POST IN CONSPICUOUS PLACE



DEPARTMENT OF PLANNING

Application / Petition Form & Statement of Financial Interest

Department Use

| | |
|------------------|--|
| Case # | |
| Meeting Date | |
| Total Fee | |
| Received By/Date | |

Case Type (Special Use Permit, Rezoning, Variance, Site Development Plan Review, etc) Special Use Permit

Project Address (Location) 6151 W. Charleston Blvd., LV 89146

Project Name Pinecrest Academy Public Charter School **Proposed Use** Education

Assessor's Parcel #(s) 16301101001 **Ward #** 1

General Plan: Existing _____ Proposed no change **Zoning:** Existing C-V Proposed 1

Additional Information Temporary Use of existing church building classrooms for a public charter school

Property Owner Trinity United Methodist Church **Contact** Jerry Magner

Address 6151 W. Charleston Blvd., **City** Las Vegas **State** NV **Zip** 89146

E-mail trinity@tumclv.org **Phone** 702-870-4747

Applicant Pinecrest Academy of Nevada **Contact** Gary McClain

Address c/o Academica Nevada - 6630 Surrey Street **City** Las Vegas **State** NV **Zip** 89119

E-mail Gary.McClain@academicanv.com **Phone** 702-843-4786

Representative ethos|three ARCHITECTURE **Contact** John Lopeman

Address 8985 South Eastern Suite 220 **City** Las Vegas **State** NV **Zip** 89123

E-mail buildingpermit@ethosthree.com; **Phone** 702-456-1070

To the best of your knowledge, does the Mayor or any member of the City Council or Planning Commission have any financial interest in this or any other property with the property owner, applicant, the property owner or applicant's general or limited partners, or an officer of their corporation or limited liability company? Yes No

If yes, please indicate the member of the City Council or Planning Commission who is involved and list the name(s) of the person or persons with whom the City Official holds an interest. Also list the Assessor's Parcel Number if the property in which the interest is held is different from the case parcel.

City Official _____ **Partner(s)** _____

Partner(s) _____

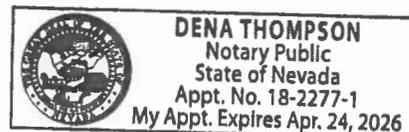
- I certify that I am the applicant and that the information submitted with this application is true and accurate to the best of my knowledge and belief. I understand that the City is not responsible for inaccuracies in information presented, and that inaccuracies, false information or incomplete application may cause the application to be rejected. I further certify that I am the owner or purchaser (or option holder) of the property involved in the application, or the lessee or agent fully authorized by the owner to make this submission, as indicated by the owner's signature below.
- Application will not be deemed complete until the submitted materials have been reviewed by Department of Planning for consistency with the Zoning Ordinance.

Property Owner Signature *Gerald E Magner*
An authorized agent may sign in lieu of the property owner for Final Maps, Tentative Maps and Parcel Maps

Print Name GERALD E MAGNER

Subscribed and sworn before me
This 30th day of NOVEMBER, 2022

[Signature]
Notary Public in and for said County and State



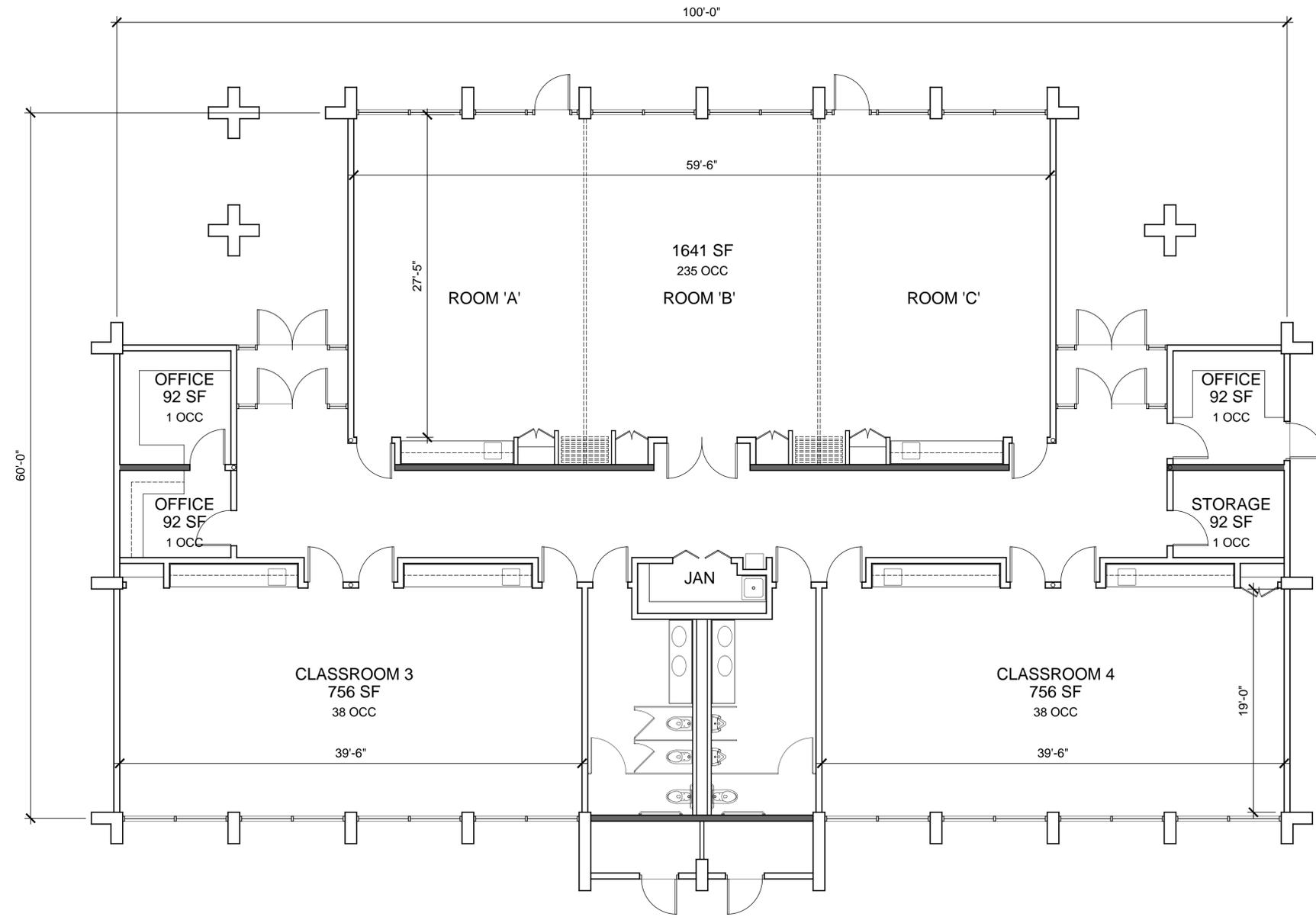
Attachment 22 - Traffic Plan

W. CHARLESTON BLVD.

66 CARS



8985 s. eastern
suite 220
las vegas, nv 89123
p 702.456.1070
f 702.456.7020



MAX OCCUPANCY: 315

PINECREST TRINITY
CHARTER SCHOOL

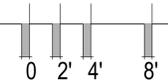


EXISTING FLOOR PLAN

6151 W. CHARLESTON BLVD.
LAS VEGAS, NV 89146

EXISTING FLOOR PLAN - BLDG 1

SCALE : 3/16" = 1'-0"

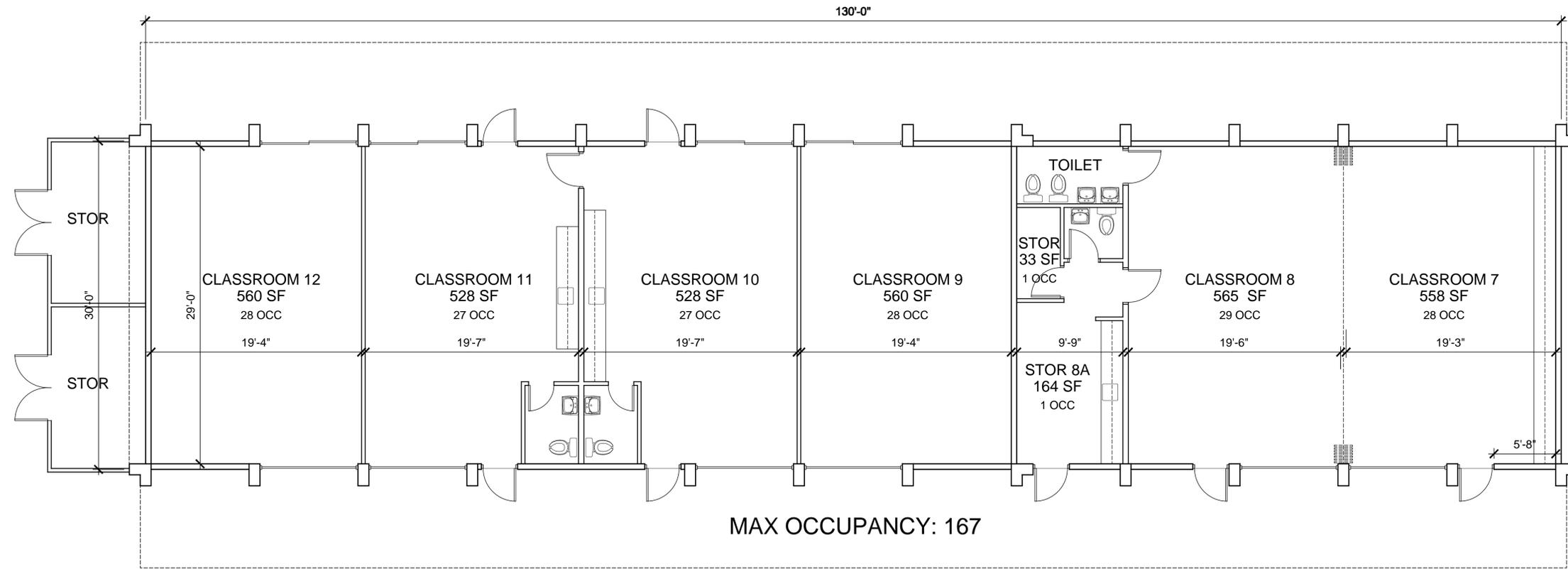


JANUARY 11, 2023

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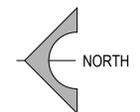
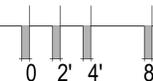


EXISTING FLOOR PLAN

6151 W. CHARLESTON BLVD.
LAS VEGAS, NV 89146

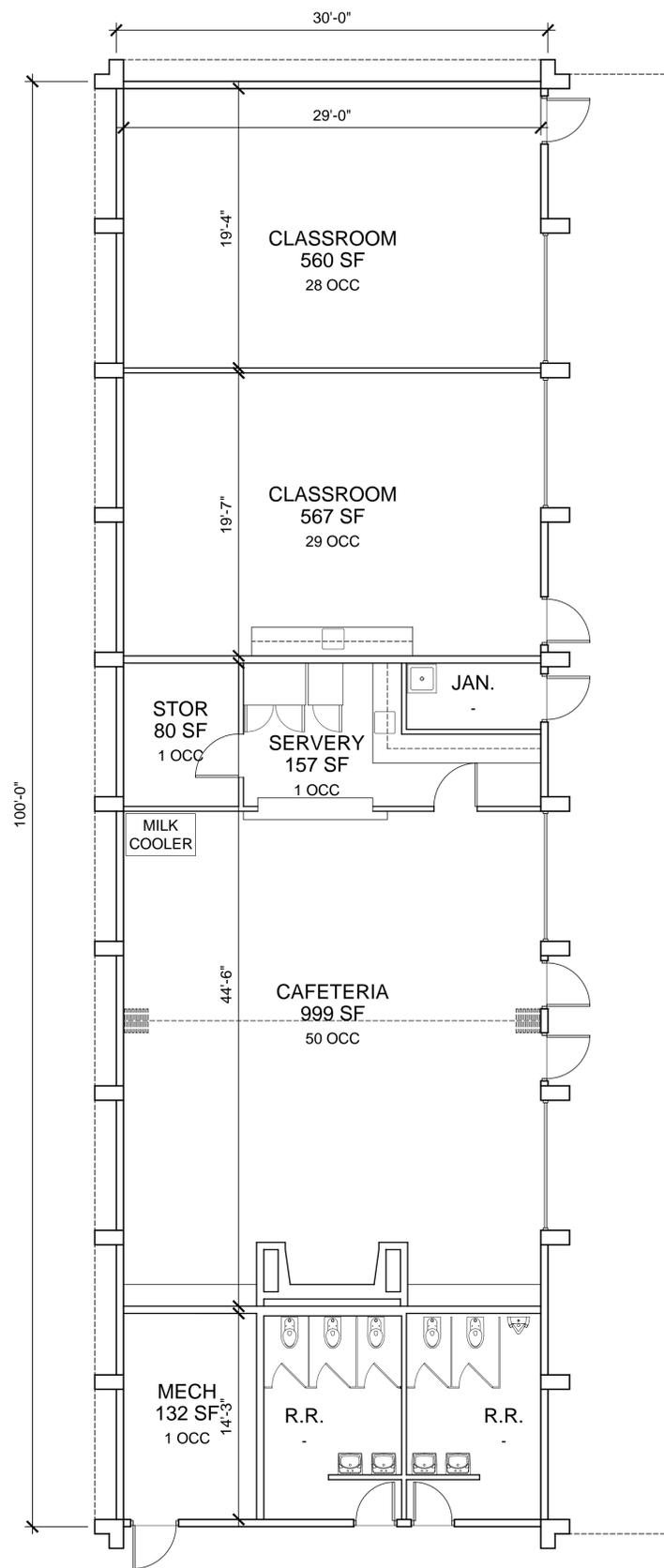
EXISTING FLOOR PLAN - BLDG 2

SCALE : 3/16" = 1'-0"



JANUARY 11, 2023

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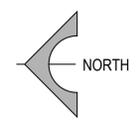
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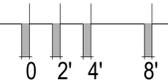
EXISTING FLOOR PLAN

6151 W. CHARLESTON BLVD.
 LAS VEGAS, NV 89146



EXISTING FLOOR PLAN - BLDG 4

SCALE : 3/16" = 1'-0"



JANUARY 11, 2023

A2.12