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EXECUTIVE SUMMARY

Provide a brief overview of your school, including:

- *An overview of the mission and vision for the expanded school network*
- *Proposed model and target communities*
- *The outcomes you expect to achieve across the network of campuses*
- *The key components of your educational model for the expanded school*
- *The values, approach, and leadership accomplishments of your school or network leader and leadership team*
- *Key supporters, partners, or resources that will contribute to your expanded school's success*

Pinecrest Academy of Nevada is seeking to expand its high-performing school network by increasing Pinecrest Academy of Nevada's capacity to serve students in the west part of the City of Henderson of Southern Nevada. Pinecrest Academy of Nevada's academic programs are in high demand, as thousands of students are on Pinecrest's waitlists. Specifically, this expansion application hopes to create opportunities to not only reduce these waitlists, but also to give all Pinecrest students the opportunity to attend a Pinecrest campus throughout their entire K-12 experience by creating feeder systems as follows: K-12 Campus opening 2019 located in Henderson with an exact location yet to be determined. This expansion request is also grounded in Pinecrest Academy of Nevada's intentional efforts to recruit and serve a more diverse group of students.

Mission

The mission of Pinecrest Academy of Nevada is to unite the community to prepare students for college and career.

Vision

Pinecrest Academy of Nevada, where scholars perform at the highest level on all academic measures.

Outcomes

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

Expanding Opportunities

Pinecrest Academy of Nevada's intentional efforts to expand opportunity for all students to attend and excel at Pinecrest include: (1) implementing the National School Lunch Program; and (2) implementing a robust grassroots campaign (using proven outreach models with the guidance of organizations with a history of doing effective outreach to these populations in Southern Nevada) that meets parents and families where they are located to educate them about Pinecrest Academy of Nevada's educational program and application process, explicitly making it clear that all students are welcome and encouraged to apply for admission at Pinecrest Academy of Nevada.

School Values and Educational Leadership



Pinecrest Academy of Nevada's expansion is also grounded on the principle that it will not forgo its high standards for financial, operational, and academic operations. Pinecrest Academy of Nevada's Governing Board, Executive Director, and Campus Principals will ensure that the school's values of high academic achievement, community unity, and quality school operations are implemented and executed faithfully. To do so, Pinecrest will implement best practices and use system-wide resources to minimize the potential for otherwise common startup issues.

Key Supporters and Partnerships

This expansion will include Pinecrest Academy of Nevada's extensive relationship with various community organizations that help amplify our students' educational experiences including:

- Academica Nevada
- Pinecrest Inc.
- Jostens
- NIAA (Nevada Interscholastic Activities Association)
- Advanc-ED
- Crown Point Realty
- Truman Orthodontics Henderson
- The Crossing
- Nevada State Bank
- Community College of Southern Nevada



MEETING THE NEED

TARGETED PLAN

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

Pinecrest Academy of Nevada is open to all Nevada residents; the proposed target population is children who will be attending grades K-12 and living in the west part of the City of Henderson with expansion to the proposed new campus. Pinecrest Academy currently operates 4 campuses in the Henderson area. Presently, there is a wait list of approximately 3,288 potential students to be enrolled demonstrating a very high demand for the educational experience that their model offers. This is clear and compelling evidence of the need for an educational option in this community as the purpose of the school is to improve the opportunities for pupils to learn. Pinecrest would like to create a new K-12 campus in the west part of the City of Henderson, fulfilling the demand for the Pinecrest model of education.

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

Pinecrest's target community is the west part of the City of Henderson, where there has been an explosion of growth recently in this area and the Clark County School District is experiencing building enrollment capacity ranging from 20% to 75% over capacity in surrounding schools. Within the city of Henderson are 26 traditional public elementary schools, 8 middle schools, and 6 high schools.¹ Collectively, the elementary schools served 18,862 students, middle schools served 11,445 students, and high schools served 16,335 students. These 46,642 pupils have limited charter school options in their community and almost all are severely overcrowded according to CCSD data for the 2016-17 school year.² The need for school choice is self-evident and is also relevant to a continuously growing region with inadequate capacity in neighborhood public schools.

GROWTH RATE AND RATIONALE

- 1. Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).*

Pinecrest opened the Horizon campus in the fall of 2012 with grades K-7, serving approximately 764 students. It quickly became apparent to the Board that there was a significant interest in the surrounding communities for the Pinecrest model of education to be infused into the experience of students. In 2015, Pinecrest opened the Inspirada campus serving 611 students and the St. Rose campus that served 808 students. In 2016, Pinecrest opened the Cadence campus and had 985 students. The middle and high school build-outs of the Cadence campus will be completed and open in the fall of 2018.

¹ Clark County School District, Main Page; <http://www.ccsd.net/>, last accessed September 2017

² CCSD, Student Enrollment; <http://d3g.ccsd.net/wp-content/uploads/2017/08/2016-17-MAY-Monthly-Enrollment-Alphabetical.pdf>, last accessed September 2017



It has been the intent of Pinecrest's board to offer a K-12 educational experience for its students. Pinecrest's Board decided to create feeder systems into their high schools. The Pinecrest Horizon, St. Rose, and Inspirada campuses will all eventually feed into the 9-12th grade at the Cadence and the proposed new campus located in the West part of the City of Henderson.

Pinecrest is proposing to open a new K-12 campus in 2019. Pinecrest proposes that the proposed campus opens with grades K-9 and will grow by one grade each of the following years. This growth will allow Pinecrest to help relieve a portion of their waitlist and overcrowded CCSD schools located in the City of Henderson. This will also give Pinecrest students going to the St. Rose and Inspirada campuses a feeder school to attend, aligned to the Pinecrest educational model high school, that otherwise would not be afforded to them.

- a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.*

Pinecrest Academy of Nevada's Board is targeting a community that needs greater school choice. Pinecrest is looking to grow at the proposed pace with the understanding of the high demand for their services in the City of Henderson. Furthermore, Pinecrest is expecting to retain all of their students. The Horizon, Inspirada, and St. Rose campuses will be graduating 8th graders with no high school option unless they are willing to drive to the Cadence campus, which currently has approximately 784 students on the waitlist for enrollment. Pinecrest is committed to offering all of their students a high school experience as such they are looking to build a system that will support a sizeable high school.

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

Pinecrest of Nevada is currently locating a site in the West part of the City of Henderson that could be ready by the 2019-2020 school year. The proposed site will be located near the vicinity of the Henderson Executive Airport. Pinecrest Academy will have their management company, Academica, will continue to look for sites that can accommodate a K-12 campus in the West area of the City of Henderson.

Pinecrest Academy of Nevada used the Turner-Agassi Charter School Facility Fund to build the Cadence, St. Rose, and Inspirada campuses. Pinecrest expects that this relationship will continue on and will serve as financing option for the proposed new site. Pinecrest will also consider other financing solutions to give the school the best financial outcome possible.



b. Difficulty raising philanthropic funding;

Pinecrest Academy of Nevada does not rely on philanthropic funding for the operation of their schools; therefore, difficulties in raising donor funds do not pose a risk to Pinecrest. Pinecrest Academy of Nevada does engage in strategic fundraisers designed to provide additional resources to its students beyond what is allocated in its budgets. For example, Pinecrest has been awarded over 6 million dollars in competitive grant funding since 2014. In addition, over 1 million dollars was acquired in school-sponsored fundraisers that the campuses have used to establish such things as state-of-the-art technology and a graphic arts program.

c. Insufficient talent pipeline/difficulty recruiting faculty;

Pinecrest uses a multi-faceted strategy to ensure it recruits and retains a high-quality pool of faculty, and will continue to expand on the following activities:

1. As a recruitment and retention tool, Pinecrest uses both their own evaluation tool called the Pinecrest Academy of Nevada Faculty Evaluation and a Pay-for-Performance model. The evaluation tool is based on both the Nevada Performance Framework (NSPF) and the IMPACT Assessment System, which was developed by the D.C. Public School System under Chancellor Kaya Henderson in 2014. The models enable newer, but highly effective Master Teachers, to earn more than they could earn in district systems while also giving them valuable professional development opportunities to grow as teachers. More importantly, since front-line supervision is one of the most important barometers of employee satisfaction and performance, Pinecrest's use of their evaluation model enables them to retain their high-performing teachers over time, reducing the need to have to recruit replacement faculty.
2. Recruiting faculty at local, regional, and national teacher recruitment fairs. Pinecrest attends local teacher fairs two times a year. This year for instance, Pinecrest is considering attending statewide and campus-specific recruitment fairs in Utah, Pennsylvania, New York, Minnesota, and Reno. Pinecrest also advertises vacancies on websites, app sites, Facebook, and Twitter.
3. Expanding Pinecrest Academy of Nevada's relationships with educational departments at local colleges and universities to ensure that graduating students are aware of Pinecrest of Nevada opportunities. Specifically, Pinecrest's leadership has, and will continue to guest lecture at local campuses about working at charter schools. Additionally, Pinecrest of Nevada partners with the University of Nevada at Las Vegas, Nevada State College, and the Las Vegas campuses of WGU and the University of Phoenix, to place student teachers at the Pinecrest campuses.
4. Using teachers-teachers.com as a resource to recruit teachers online. This recruitment resource contains over 800,000 teacher applicants and offers the most cost-effective recruitment strategy for Pinecrest.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth. Teacher retention will be a focus and responsibility of both the Board and the School Administrators. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will be offered to teachers and staff to



ensure their retention and employment satisfaction. Teacher's input will be valued. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by Pinecrest Academy of Nevada will possess the personal characteristics, knowledge base of and belief in the educational model and curriculum design of Pinecrest Academy of Nevada, as well as an ability and motivation to work as part of a team with parental involvement. The Pinecrest Academy of Nevada will look for personnel who bring with them a sense of enthusiasm and commitment, as well as a strong belief in, and understanding of, the charter school concept.

d. Insufficient leadership pipeline/difficulty recruiting school leaders;

Using similar means to those used for Pinecrest of Nevada's recruitment of high quality faculty members, Pinecrest will recruit both within and outside their system to provide quality leaders for the new campuses. Pinecrest Academy of Nevada appointed Dr. Carrie Buck to Executive Director to oversee all school administration and operations. Executive Director Buck will work with Pinecrest Principals to make sure that the Assistant Principals, Lead Teachers, and teachers are being prepared to take leadership roles within the Pinecrest Academy of Nevada system. Pinecrest's use of their evaluation system will give Pinecrest the type of data necessary to determine which of its faculty should be encouraged into leadership positions.

e. Misalignment between the founding school and leader and new campuses and leaders, and;

Pinecrest Academy's Board, in addition to the Executive Director, Dr. Carrie Buck, will guide all principals and school leaders to ensure that each campus stays true to Pinecrest's vision and mission. Further, the Board will conduct annual performance reviews of each campus. From these reviews, the Board will monitor the progress being made at each campus, and hold the school leaders and principals accountable for ensuring their respective campuses are meeting Pinecrest of Nevada's mission and vision.

f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

Pinecrest Academy of Nevada has gone to great lengths to develop performance metrics that adequately and reliably detail student performance. The Board will employ user-friendly performance dashboards at meetings and will receive academic performance updates for each campus. Furthermore, Pinecrest Academy of Nevada has implemented a curriculum that is designed to ensure academic growth for all students including those in general education, special education, and the academically disadvantaged (at-risk) students. With these measures in place, Pinecrest Academy of Nevada is confident that its students will maintain year-over-year academic growth; thus, precluding the need to curtail expansion due to inadequate student performance.

3. Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenges encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

Opening up a new campus is not easy, and Pinecrest Academy of Nevada has experienced some difficulties in maintaining consistent operations in the initial openings of its campuses. Pinecrest Academy of Nevada has tackled this issue head-on using several methods. Pinecrest's most



significant step towards minimizing the risk of issues arising as it opens up new campuses was hiring an Executive Director who oversees the principals at all Pinecrest campuses, ensuring consistency in each model for financial, logistical, and academic aspects of operating each of its campuses. Currently, a Campus Startup Manual is being developed that covers all general aspects of school operation necessary for opening a campus, including crucial logistical elements such as building out the Infinite Campus database system, managing the carpool, organizing student schedules, etc.

Also, with experience of opening 4 separate campuses so far, Pinecrest Academy of Nevada now has subject matter experts on various aspects of its operation that will help to design campus-specific solutions for all major operational aspects. For instance, the individual who manages the carpool at an open Pinecrest campus will be a shared resource to help a new Pinecrest Academy of Nevada campus design and implement an effective carpool system.

In addition to taking advantage of Pinecrest Academy of Nevada's institutional knowledge, Pinecrest will also take advantage of the fact that it already has existing campuses, and can use these as models. Pinecrest Academy of Nevada plans on hiring school leaders for each campus prior to the end of each school year and plans to provide several opportunities for school leaders of new campuses to observe the logistical, financial, and academic best practices of Pinecrest of Nevada's existing campuses. This, in addition to the professional development Pinecrest will provide to its leadership and faculty during the on boarding process will mitigate many of the potential risks of startup.

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.

Pinecrest Academy of Nevada's proposed expansion is targeted in the region where Pinecrest's Inspirada and St. Rose campuses are currently in operation. To this end, Pinecrest regularly provides tours to parents who are very interested in attending Pinecrest, but have not been accepted through Pinecrest's lottery process. With 3,288 students on its waiting list, Pinecrest plans to provide notice to these families to inform them of Pinecrest's expansion and encourage them to reapply to Pinecrest's lottery.

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?

Parental involvement is a fundamental aspect of Pinecrest Academy of Nevada Mission and Vision. Pinecrest Academy of Nevada will encourage parents to be active participants in their children's education through volunteer opportunities at the school. Pinecrest will develop a comprehensive communication plan that will address the needs of their school's community. This plan will include regularly scheduled communications through the following means:

- E-mail Newsletters/Calendars: In weekly emails and news bulletins, principals will record activities and events that are scheduled to take place on school campuses. Parents will receive this information updating them on campus highlights as well.



- Pinecrest Academy of Nevada Website: The school's website will be a source of information designed to address the various needs of its families. The website will include information on:
 - Pinecrest Academy of Nevada mission, vision, and history
 - School schedule and calendars
 - Pinecrest Academy of Nevada curriculum
 - Frequently asked questions
 - Pinecrest Academy of Nevada Governing Board meetings: public notices, agendas, and minutes
 - Pinecrest Academy of Nevada Board meetings are open to the public and are held, on average, every other month
 - Directory of administration and staff
 - Uniform policy information with links for purchasing apparel
 - News and announcements
 - Link to the Pinecrest Academy of Nevada school app
 - Any other pertinent information that parents may need to know
- Pinecrest Academy of Nevada will also use workshops, parent meetings, open houses, and other events to inform parents of involvement opportunities. Throughout the school year, parents will be informed via e-mail, website, etc., as noted above. These include events and activities such as:
 - Quarterly Parent/Teacher Conferences: Hosted in the evenings at the school where parents can discuss topics that affect their children's educational progress.
 - Open houses, Career Fairs, and Family Day: Events held yearly to recruit new students, maintain communication and involvement between the school and the surrounding community.
 - PTSO: Parent Teacher Student Organization coordinates extra-curricular events involving the community. Through the PTSO and other such committees, parent and community members will also be able to partake in the school's decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs.
 - Volunteering for School Events: Chaperoning Field Trips, assisting with class projects, helping in the library or office, speaking during career week, family day, lunch and recess monitoring, holiday events, etc.
 - Pinecrest Academy of Nevada will take the initiative to involve their families in the educational outcomes of their schools. Their parents are asked to volunteer, per their charter, 30 hours each year. Parents can begin volunteering before the school doors are open.
 - Pinecrest Academy of Nevada's Parent Teacher Student Organization (PTSO) will be formed in the summer and officers are identified. PTSO subcommittees will be formed with various focuses. For example, there could be a fundraising committee, charitable giving committee, etc. Volunteer hours will be tracked throughout the school year.
- Pinecrest Academy of Nevada will provide many opportunities for parents to earn their hours through school-wide events, community events, and education-focused nights held at



each of the schools. Below are some additional examples of events that support educational decisions and outcomes, as well as family involvement:

- New Family Night
 - Meet the Teacher
 - Back to School Night
 - Blended Learning Night
 - Informal Open House
 - Open House
 - Parent Conferences
 - Internet Safety Workshops
 - Bully Prevention Workshops
 - PTSO General Membership meetings
 - PTSO Board meetings
 - Literacy Nights
 - Curriculum Nights
 - Family Movie Night
 - Back to School Picnic
 - End of the Year Awards Assemblies Events and parent forums are held throughout the year. Examples of items include the follow:
 - Monthly objective/standard calendar to promote cross-curricular collaboration
 - Invitations to board members for special events/classroom presentations
 - Open House includes detailed information on curriculum prior to school opening
 - Utilization of Infinite Campus to call parents with important informational messages related to upcoming events and campus alerts
- A streamlined Pinecrest Academy of Nevada website to include information that parents need in one place:
 - Teacher websites
 - Nevada Academic Content Standards by grade
 - Explanation of STAR assessments
 - Clubs and sporting events
- As stated in the Bylaws, there will be a parent representative on the Board of Pinecrest Academy of Nevada
- An academic committee shall be created to review school data, ensure academic expectations and goals are being met, and provide insight to instructional activities that meet specific needs of the students. In addition, the public, specifically parents, are notified of Board meetings and may be active participants at Pinecrest Academy of Nevada Board meetings by providing public comment and bringing relevant matters to the Board's attention. Parents will be encouraged to come to the principal to discuss any concerns. Pinecrest Academy of Nevada staff and parents will work simultaneously to provide the best educational plan possible for each student's learning needs.



Pinecrest Academy of Nevada encourages parent involvement in all parts of their children's education. Pinecrest Academy of Nevada will implement a policy to encourage parents to give a minimum of 30 volunteer hours a school year within Pinecrest Academy of Nevada.

3. Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

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

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

Parent satisfaction is critical to the success of the school. Accordingly, Pinecrest Academy of Nevada has designed measures to evaluate parent satisfaction. The school will ensure that parents, teachers, and other community members are actively engaged in the design and implementation of the school and are in support of the school's mission, vision, goals, and objectives. The school will convey the expectation that parents regularly volunteer therein and be active participants in their child(ren)'s learning process.

4. Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 11, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

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



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

- Pinecrest Academy Inc.
- Jostens
- NIAA (Nevada Interscholastic Activities Association)
- Advanc-ED
- Crown Point Realty
- Truman Orthodontics Henderson
- The Crossing
- Nevada State Bank
- Community College of Southern Nevada

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?

As explained, in the response to Question 1 of this section, Pinecrest Academy of Nevada's Board has extensive ties and relationships to the target community and surrounding region. In addition, Pinecrest Academy of Nevada's Board will prioritize deep engagement with the target community through a multifaceted marketing campaign to educate parents and families about school choice as described in Question 2 of this section. This education will not be a one-way street, because Pinecrest Academy of Nevada will strategically gather knowledge from a variety of community stakeholders especially from parents, families, and targeted at-risk subgroups through focus groups and other mechanisms. Parents will use word of mouth to spread information about the school as well as use their social media accounts to disseminate information relative to the school. As required by legislative policy, Pinecrest Academy of Nevada will circulate mailers and post cards within a two-mile radius of the school to households with children in order to promote and to market to families surrounding the school.

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

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

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

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



ACADEMIC PLAN

MISSION & VISION

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

Mission

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

Vision

Scholars perform at the highest level on all academic measures.

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

- 1. Explain whether the proposed mission and vision for the 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?*

The mission and vision of Pinecrest Academy of Nevada will not differ from existing Pinecrest Academies located in Henderson, nor its charter holder. All Pinecrest campuses are unified in purpose, mission, and vision and ensure consistency and coherence by modeling on their previously established and effective school model.

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. However, 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.*



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.

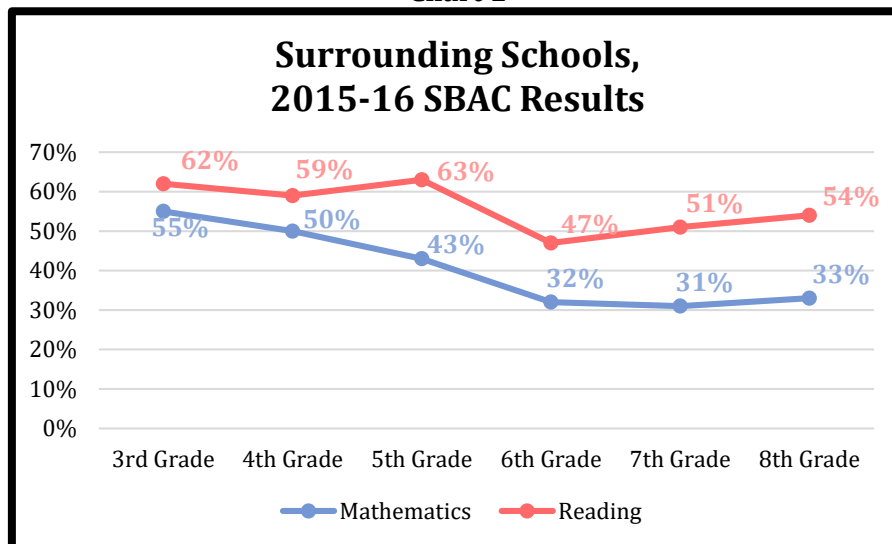
Pinecrest's facility will be located in the western region of Henderson, Nevada. An analysis of schools near Pinecrest's proposed location suggest the new school will be serving a student population with a variety of backgrounds and needs. Please see **Table 1**¹ below:

Table 1

Surrounding School Demographics										
	A.I./A.N.	Asian	Hispanic	Black	White	Pac. Isl.	2+	IEP	ELL	FRL
Total:	.6%	12%	26.3%	9.5%	37.3%	3.9%	10%	10.7%	7.6%	42.9%

In addition to these demographics, schools in the surrounding area have struggled with significant achievement gaps. **Chart 1**², below, demonstrates a progressive decrease in student achievement between 3rd-8th Grades in Mathematics and Reading:

Chart 1



This student performance data has demonstrated a need for families and students to attend a quality school with a rigorous and unique approach to preparing students for success in life. Pinecrest Academy of Nevada will prepare all students, regardless of income status, race or native language to compete competitively in socioeconomically diverse environments at the college level and/or professional life.

Recent SBAC results have continued to demonstrate Pinecrest's effective focus on student achievement and success:

¹ Data for this area analysis was compiled from all public schools located within a two-mile radius of Pinecrest's proposed location and then averaged together. The data was obtained from Nevada Report Card, *Data Interaction for Nevada Report Card*, www.nevadareportcard.com/di ; last accessed September 2017

² Ibid.



Chart 2

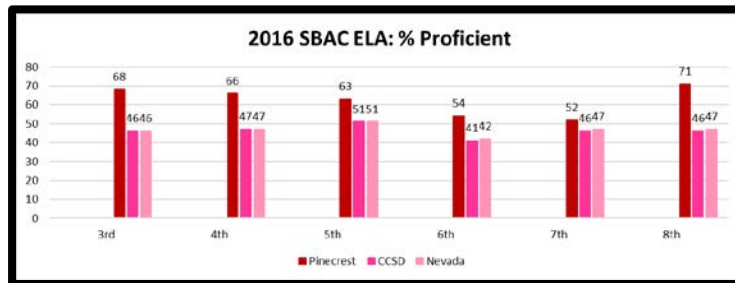
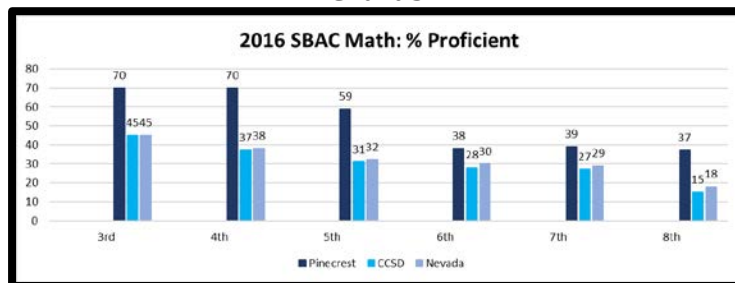


Chart 3



As **Chart 2** and **3** demonstrate, Pinecrest students have outperformed both their district and state peers in similar grade levels in both Mathematics and Reading.

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

Not applicable. Up to this point in time, Pinecrest Academy of Nevada has not had to conduct any interventions.

2. Academic Vision and Theory of Change

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

Items such as school design, policies, and practices will not vary with the addition of this new Pinecrest campus. In terms of implementation of the school's educational plan; Pinecrest Academy of Nevada will follow the elements of the system's organizational model. Pinecrest Academy of Nevada's educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement and are constant across the Pinecrest system. These include, but are not limited to:

- A course guide, lesson plans, and syllabi based on the Nevada Academic Content Standards, Next Generation Science Standards, and national STEM Standards.
- A hybrid, standards-based approach to grading and communication of grades.



- A thematic approach to integrate core areas of study such as: mathematics, reading, language arts, writing, science, and social studies.
- A differentiated approach through blended learning to enhance student learning and goal tracking.
- Appropriate assessments to measure learning (screening, progress monitoring, and diagnostic).
- Data-driven, high-quality differentiated instruction for all students.
- Supplemental programming for student advancement and remediation.
- Research-based instructional practices (i.e., Randy Sprick's Safe and Civil School & CHAMPS, Kagan Cooperative Learning Structures, Blended Learning, and the Components of an Effective Lesson).
- Professional development and support for teachers with research-based practices, advanced curriculum, and technology integration.
- Weekly grade level meetings to review common pacing calendars and lesson plans.
- Data Days and Staff Development Days for ongoing review of campus and system-wide data and professional development workshops.
- Before and after school tutoring for remediation and acceleration.
- Targeted interventions for struggling students performing below grade level.

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

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

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

Three principal sources will be used to measure baseline data and changes in teacher and administrator knowledge and practice. These will be through random classroom walk through protocols, direct observations, and examination of artifacts. Although random classroom walk through protocols are in place, there is no consistency among the campuses regarding the specific practices each walk through protocol seeks to record. Pinecrest Academy of Nevada will work throughout the remainder of the school year and into the summer to create a unified and comprehensive walk-through protocol, which aligns, to the Pinecrest Instructional Model to be more robustly utilized in the 2017-18 school year among all campuses.



- Administrator Evaluation – Administrator evaluations are comprised of the following components and weights:
 - Student Growth and Achievement = 50%
 - Professional Learning and Leadership = 20%
 - Professional Responsibilities = 30%
- Student Performance - Periodic and regular formative and summative assessments are administered to students to gather and collect student achievement and learning progress. The STAR Reading and Math interim assessments results will aide teachers and administrators in gaining an understanding of student growth. Unique to Pinecrest Academy of Nevada, data days are scheduled throughout the year providing time for teachers and staff to focus on data results to help form future instruction and enrichment activities. A myriad of data points and outcomes are maintained virtually. This ensures that all stakeholders may visualize the urgency to keep focused on student achievement and keep involved with the implementation of instructional plans and the allocation of resources to promote student learning.
- Communicating Instructional Objectives - Another non-negotiable consistent across Pinecrest Academy of Nevada campuses is the use of the Common Board Configuration (CBC). The CBC is posted in all classrooms on which teachers post the daily objective, the essential questions, classroom activities, vocabulary, and home learning assignments. It is within the CBC configuration a student would find the date, the class period, and specific course title.
- Establishing A Strong Culture – Pinecrest Academy of Nevada implements the positive and proactive CHAMPS classroom management model by Randy Sprick in order to establish a strong school culture. CHAMPS (which stands for Conversation, Help, Activity, Movement, Participation, Success) details behavioral expectations for students, allowing teachers to focus on delivering quality instruction. In addition to CHAMPS, Pinecrest utilizes Kagan Cooperative Learning strategies to increase student engagement and foster a culture of student unity and high academic achievement.

3. Performance Management

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

Instrumentation: Select universal screeners and standardized assessments are used by Pinecrest Academy of Nevada to monitor students' academic progress, academic performance, and trend analysis. Commercially appropriate assessments, instruments, and curriculum will be used to assist in the development of daily lessons, weekly units of instruction, and short and long range instructional goals. Pinecrest Academy of Nevada schools will use one or more of the following assessments: Renaissance Learning's STAR Early Literacy Assessment, STAR Math, STAR Reading, DIBELS, Measure of Academic Progress (MAP), World-Class Instructional Design and Assessment (WIDA), ACT-Aspire, Nevada Alternative Assessment (NAA), SBAC, Science CRT, AIMSweb, and Brigance to provide insight into further classroom instruction. Teacher created informal assessments will be used to regularly monitor student progress.



Data Collection: Pinecrest Academy of Nevada teachers will screen students at the beginning of the year to determine current levels of academic performance. Once the data from these screeners have been analyzed and interpreted, instructional objectives will be determined. Along with state mandated assessments, a variety of data points will be collected. These data points will be assembled virtually and shared in grade-level meetings along with other student performance artifacts for the purposes of reporting individual student growth and progress for teacher and administrative use in creating meaningful and purposeful instructional activities to meet the needs of all students.

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

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

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

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

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



Pinecrest Academy operates under a set of academic, operational, and financial goals, as set forth in the Academy's original charter. If Pinecrest Academy of Nevada fails to meet any of these goals, a corrective action plan will be implemented, which utilizes internal data analysis and detailed breakdowns of student performance by analyzing data to identify key trends in achievement shortfalls. The analyses and corrective actions would be aligned to the Board by implementing Pinecrest Academy of Nevada's goals and procedures, developing strategic professional development plan to adequately address academic shortfalls, and diligently monitor ongoing student and school performance towards these goals. By implementing these corrective actions, Pinecrest Academy of Nevada hopes to proactively address any chronic underperformance that warrants closure under Nevada State Law. If continual underperformance continues and necessary closure as prescribed under State Law is initiated, Pinecrest Academy of Nevada will work with the SPCSA to implement the proper steps in closing low performing campus(es).

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

Pinecrest Academy of Nevada began in 2012 as a K-8 system. During the first year, only K through 5th grade was filled to allow the schools to develop a strong and meaningful culture in order to establish academic and behavioral norms. The plan was to allow students to matriculate each year until they reached their senior year. To date, the oldest high school within the system has a class of 66 tenth grade students. Although college acceptance, enrollment, and persistence rates are not available, Pinecrest Academy of Nevada is developing a plan whereby this information may be collected, aggregated, and imbedded within a new tracking system. A data system will be developed during the summer and introduced to school teams who will be responsible for the management of the data during the 2019-2020 school year and beyond.

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

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



PROGRAMS OF 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.*

The questions in this section are not applicable because Pinecrest Academy of Nevada does not, and is not, seeking to operate a program of distance education.

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

The questions in this section are not applicable because Pinecrest Academy of Nevada does not, and is not, seeking to operate a program of distance education.

- 3. Describe how the school will ensure students participate in assessments and submit coursework.*

The questions in this section are not applicable because Pinecrest Academy of Nevada does not, and is not, seeking to operate a program of distance education.

- 4. Describe how the school will conduct parent-teacher conferences.*

The questions in this section are not applicable because Pinecrest Academy of Nevada does not, and is not, seeking to operate a program of distance education.

- 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.*

The questions in this section are not applicable because Pinecrest Academy of Nevada does not, and is not, seeking to operate a program of distance education.

PRE-KINDERGARTEN PROGRAMS

(Only 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.

Currently, both Pinecrest Cadence and Pinecrest Inspirada offer *private* Pre-Kindergarten programs through Aprende Pre-K. However, the questions in this section are not applicable because Pinecrest Academy of Nevada does not, and is, not seeking to operate a *state-funded* Pre-K program.

- 1. Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.*

Currently, both Pinecrest Cadence and Pinecrest Inspirada offer *private* Pre-Kindergarten programs through Aprende Pre-K. However, the questions in this section are not applicable because Pinecrest Academy of Nevada does not, and is not, seeking to operate a *state-funded* Pre-K program.

- 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.*

Currently, both Pinecrest Cadence and Pinecrest Inspirada offer *private* Pre-Kindergarten programs through Aprende Pre-K. However, the questions in this section are not applicable because Pinecrest Academy of Nevada does not, and is not, seeking to operate a *state-funded* Pre-K program.

- 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.*

Currently, both Pinecrest Cadence and Pinecrest Inspirada offer *private* Pre-Kindergarten programs through Aprende Pre-K. However, the questions in this section are not applicable because Pinecrest Academy of Nevada does not, and is not, seeking to operate a *state-funded* Pre-K program.

- 4. Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.*

Currently, both Pinecrest Cadence and Pinecrest Inspirada offer *private* Pre-Kindergarten programs through Aprende Pre-K. However, the questions in this section are not applicable because Pinecrest Academy of Nevada does not, and is not, seeking to operate a *state-funded* Pre-K program.

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.*



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

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).*

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

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.*

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

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 2017-17 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

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

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

Special Education

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

Dr. Carrie A. Buck (Executive Director, Pinecrest Academy of Nevada)- Dr. Carrie Buck served as an elementary classroom teacher, an English Language Learner Specialist and Adult Trainer, Teacher



Mentor and Instructional Coach, as well as an Assistant Principal and a Principal for the Clark County School District. At Pinecrest Academy of Nevada, her work experience includes Principal, Lead Principal, and Executive Director. In her 26 years as an educator in Southern Nevada, she has provided and promoted Special Education instruction in an inclusive environment, and overseen several Special Education programs (such as SLD and self-contained programming) at multiple campuses. She has been a longstanding advocate of growing all students under her care, promoting academic plans and programs which support students with disabilities.

Jessica LeNeave (Principal of Pinecrest Academy Cadence Campus) - Ms. LeNeave served as a general education teacher in a school which had a push-in model of services and a 17% Special Education population. All services were met within the classroom and Ms. LeNeave worked with the Special Education department to grow proficiency. She now works with Special Education educators and students at Pinecrest Academy servicing a wide range of special education environments such as inclusion classrooms, resources services, and one-to-one needs.

Lucy Keaton (Principal of Pinecrest St. Rose Campus)- As the principal of four elementary schools, Ms. Keaton supervised the following self-contained programs: KIDS programs, primary Autism programs, intermediate Autism programs, primary SLD programs, and intermediate SLD programs. Many students required Speech Therapy, Occupational Therapy, Behavior Therapy and or Physical Therapy as assistance to their academic success. In addition, over 100 students, at one school sight, were provided through the Resource Room (push in or pull out services). On any given campus there would be 3 full-time Resource teachers, and 4 self- contained classrooms of 24 students each. Ms. Keaton served as the principal of a school that serviced a population that was 100% Free and Reduced Lunch and she brings with her a wealth of experience serving students that are in poverty.

Lisa Satory (Principal of Pinecrest Academy Horizon Campus) - Ms. Satory is in her second year as Principal of Pinecrest Academy of Nevada, Horizon Campus. The campus serves a special education population of over 100 students, including students with learning disabilities, autism, intellectual disability, ADHD, and emotional disturbance. Services include an inclusion co-teaching program and resource program. There are a total of six special education teachers and four teaching assistants. Pinecrest Horizon also has a referral process for students who display characteristics of dyslexia and an intervention system in place during reading and math instruction. Students receive explicit instruction in behavioral and social skills. Occupational therapy, physical therapy, adaptive physical education, and speech and language therapy services are available to students. Special education teachers receive ongoing professional development and are CPI trained.

Mr. O'Dowd (Principal of Pinecrest Academy Inspirada) – Mr. O'Dowd currently serves as the Principal of Pinecrest Academy Inspirada with a student population of 1024 in grades K-8. Pinecrest Inspirada has four Special Education teachers providing pullout and inclusion services. Prior to working at Pinecrest Academy, Mr. O'Dowd retired as Principal within the Clark County School District (CCSD). While in CCSD, he was Principal of schools with self-contained programs in Early Childhood and Autism.

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



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

In addition, the school registrar will request special education records from the student's previous school.

All students will be assessed using Pinecrest Academy of Nevada's universal progress monitoring. Analysis of the progress monitoring will allow the school to begin to identify students who may need additional support. Students will then be scheduled into classes based on need (e.g. Intervention classes).

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

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

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

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

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

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



3. *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 3rd party contract.*

The continuum of services offered by Pinecrest Academy of Nevada begins in regular education classes. All students are given a universal progress monitoring assessment 5 times a year. Then the school analyzes the data. Each quarter the school meets as a team during "Data Day" which allows the school to discuss children scoring in the bottom 15% or another cut score as determined by the school. Students who score in the bottom 15% and students who are failing are discussed and an intervention plan is developed. The staff then brainstorms different interventions that may help the student gain academically or behaviorally. In general education, Power Hour and intervention periods are scheduled in daily to provide instructional level academics to all students. In addition, before and after school tutoring clubs and blended online learning programs provide instructional level interventions.

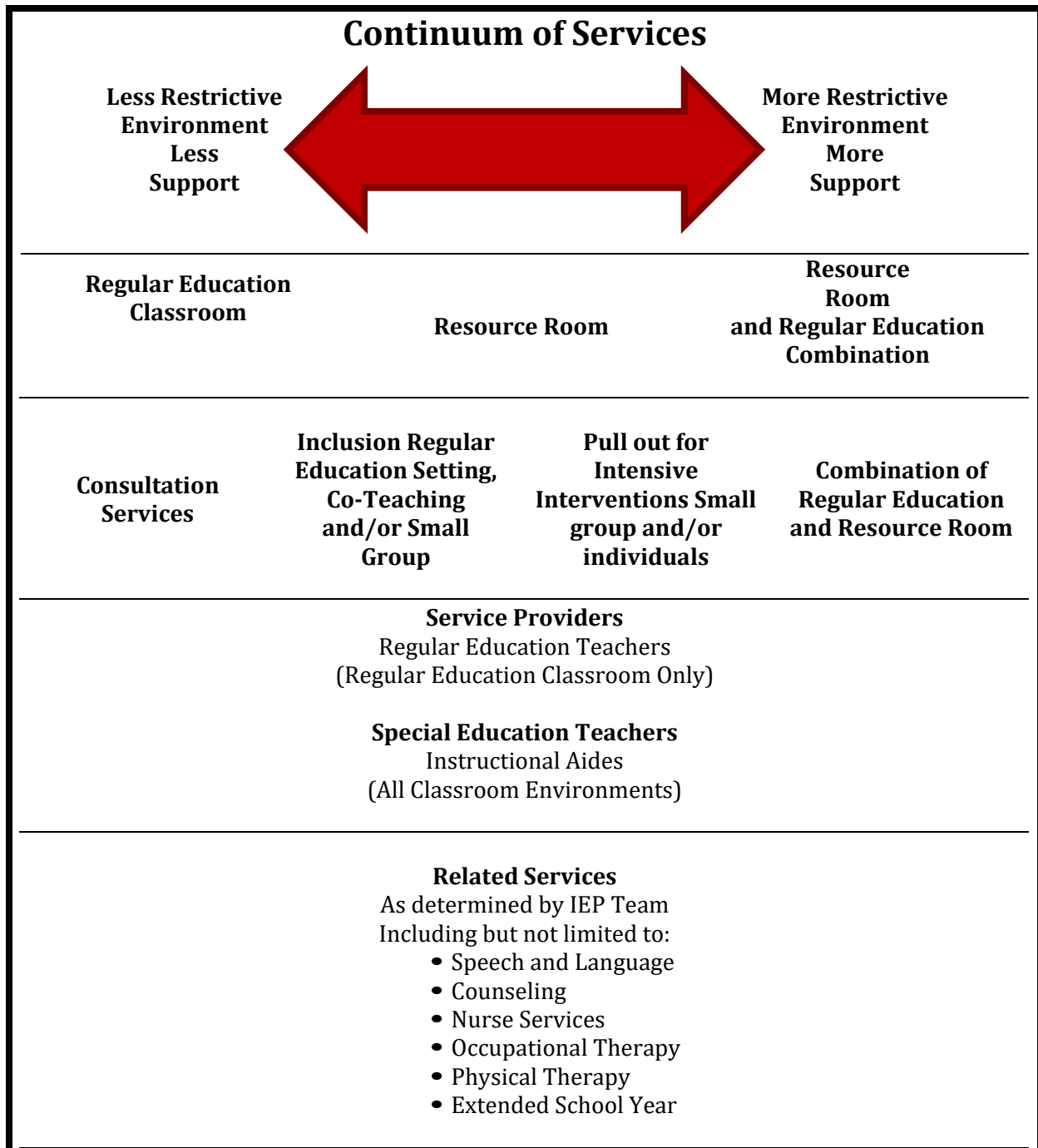
If the student is still not showing progress on the universal progress monitoring, the student will enter into an SABIT program. During SABIT, a goal is written in the deficit academic area, the student is provided with additional interventions, and the student has weekly progress monitoring related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

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

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



Figure 1



Students with severe emotional disabilities also can benefit from combining inclusion with resource room. In addition, a Check-In/Check-Out system is very effective for students with emotional needs. A mentor is assigned to the student; the student has a daily progress-monitoring sheet, which goes home daily. The parent also bridges behavior at school to privileges at home. Depending on students' needs the mentor will check in with the student at least three times daily and more as needed. In addition, the Student Support Advocate can help the family with locating appropriate community support.



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

Pinecrest Academy of Nevada's educational model is especially effective at meeting the educational needs of special education students. As special education populations have tripled at Pinecrest over the last 3 years, these strategies help develop a sense of inclusion and make participating in classroom activities both fun and rewarding. Pinecrest Academy of Nevada will highlight these facts in its grassroots community recruitment efforts to ensure that the parents of special education students are aware that Pinecrest Academy of Nevada has developed curriculum tailored to ensure their children's academic success. Furthermore, Pinecrest Academy of Nevada recruits highly skilled special education teachers, and Pinecrest Academy of Nevada will highlight this fact at its community presentations. Also, Pinecrest Academy of Nevada will include non-discrimination language in all of its recruitment material so that disabled children will know they are welcomed on Pinecrest campuses.

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

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

6. *Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.*

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

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



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

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

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

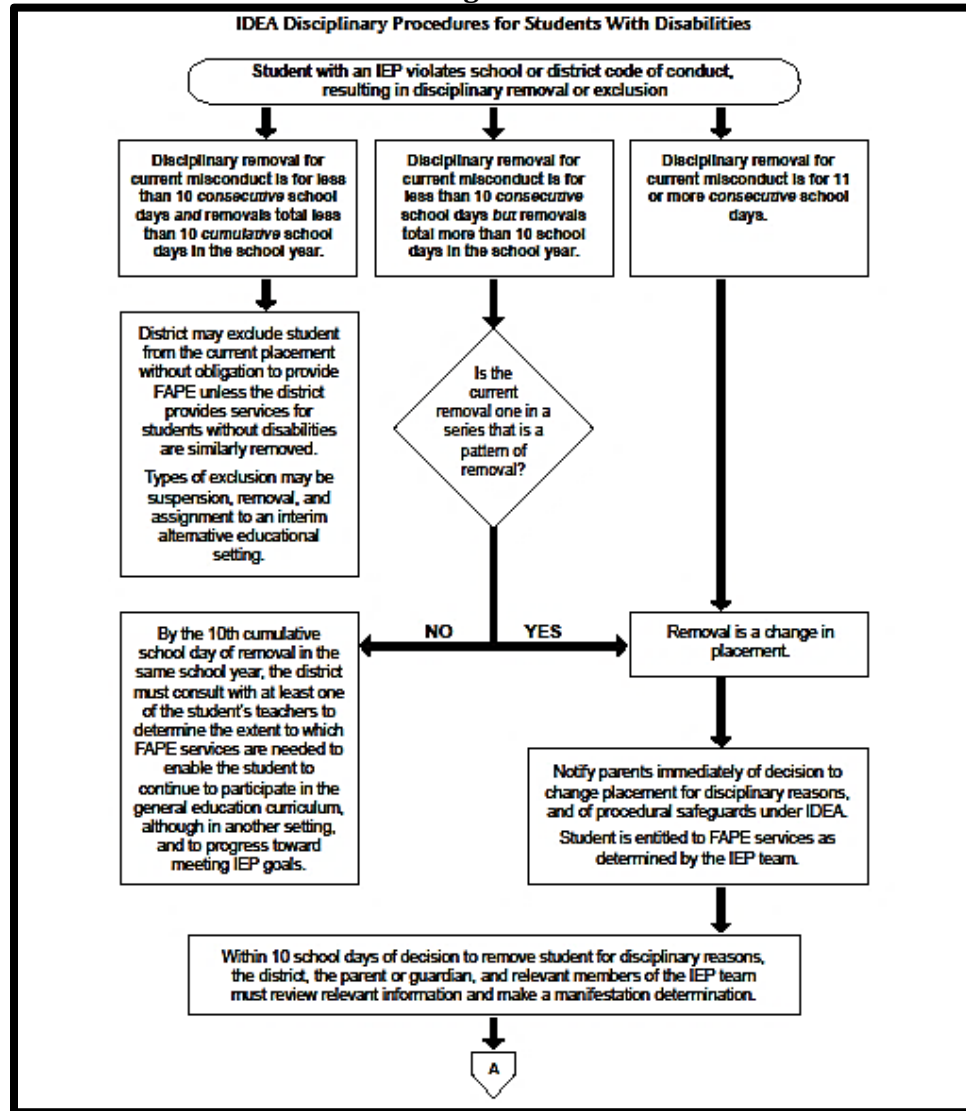
Following the IDEA flow chart below protects students with disability rights. If a disabled student has a discipline problem, the administration contacts the parent for a parent meeting. If the student is suspended, the student's parent or guardian will pick up all of the student's schoolwork, on a daily basis, and return the finished work so that student's grades are not affected by his or her absence from school. If necessary, a teacher would provide service in the home setting or the student will have alternative instruction in an after-school program. The MDT/IEP team will also meet after 9 days of suspension to complete a manifestation determination IEP meeting. The team will brainstorm other services and community resources that may benefit the student to prevent further behavior disruptions. A behavior analysis will be completed and the team will reconvene to write a Behavior Intervention Plan (BIP). The team may also request a behavior therapist to help in the process.

If the student has reoccurring events that result in further suspension, the team will meet after 9 suspensions and complete a change of placement. Please see flow chart³ on the following page:

³ Bateman, David F. & Cline, Jenifer L.; *A Teacher's Guide to Special Education*, 3rd Edition. ASCD, Alexandria, Virginia, 2016. Page 116.



Figure 2



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

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



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

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

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

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

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

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

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

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

Not applicable, Pinecrest Academy of Nevada is not offering a distance education program.



OPERATIONS PLAN

1. Organization Governance Structure & Board Development:

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

Pinecrest's Governing Board recognizes that integrity and honesty are imperative in the operation of the School. The Bylaws and the Conflicts of Interest Policy govern the Governing Board. The Bylaws include all rules, regulations, and ethics to which the Board is expected to abide. In addition, the Code of Ethics and Conflict of Interest Policy defines conflicts, interested persons, procedures for determining if a conflict exists, as well as how to handle potential and real conflicts of interest. Article III of the Code of Ethics and Conflicts of Interest Policy outlines the procedures as to how the Board should respond to a conflict of interest or ethical violation. These procedures allow for a Board member to abstain from voting or discussion if a conflict exists, and/or an investigation by non-interested parties, and/or possible dismissal from the Board if a member acts in an unethical manner.

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

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

The board will conduct annual assessments of Pinecrest Academy of Nevada's progress in both the culture and academics of the organization. These assessments will include student, parent, and teacher feedback. Based on these assessments, the Board will make the necessary adjustments to ensure that Pinecrest is on course to meet its Mission and Vision statements. Furthermore, each board member will receive four hours of professional development annually which will include, but not be limited to attendance at the National Charter School Conferences to learn about best practices, involvement in the Charter School Association of Nevada, and other trainings of fiscal management for nonprofit organizations. Pinecrest's Board complies with the membership qualifications pursuant NRS 388A.320.

- 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.*

Pinecrest of Nevada's Board consists of an attorney from major law firm, a high school teacher with a Master's Degree in Education, a parent and educator, an accountant serving as the Vice President of a local university, a parent and owner of a private Marketing and Consulting Firm, and the current Director of Aviation with extensive finance and accounting experience. Pinecrest continuously searches for additional members to add to the Board who can bring different and unique areas of expertise to the Pinecrest Academy of Nevada Board of Directors.



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

All Board members are required to complete at least four hours of professional development annually. As Pinecrest expands, the Board will receive additional training to understand the performance dashboards provided to enable the Pinecrest Board to maintain appropriate oversight over the financial, operational, and academic performance of every campus. Furthermore, if necessary, the Pinecrest Board will receive additional professional development necessary to help guide them through the necessary elements of any corrective action plan it develops to address underperformance.

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

Pinecrest Academy of Nevada's Board relies on the policy below to identify and address any actual or potential conflict of interest:

**Pinecrest Academy of Nevada
Code of Ethics and Conflict of Interest Policy
For Directors and Officers and Members of a Committee with Board Delegated Powers**

Article I – Purpose

1. The purpose of this Board conflict of interest policy is to protect Pinecrest Academy of Nevada and its interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of Pinecrest of Nevada or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify “independent” directors.

Article II – Definitions

1. Interested person – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial interest – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which Pinecrest Academy of Nevada has a transaction or arrangement,
 - b. A compensation arrangement with Pinecrest Academy of Nevada or with any entity or individual with which Pinecrest Academy of Nevada has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Pinecrest Academy of Nevada is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest.



A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director – A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the director:

- a. Is not, and has not been for a period of at least three years, an employee of Pinecrest Academy of Nevada or any entity in which Pinecrest Academy of Nevada has a financial interest;
- b. Does not directly or indirectly have a significant business relationship with Pinecrest Academy of Nevada or which might affect independence in decision-making;
- c. Is not employed as an executive of another corporation where any of Pinecrest Academy of Nevada’s executive officers or employees serve on that corporation’s compensation committee; and,
- d. Does not have an immediate family member who is an executive officer or employee of Pinecrest Academy of Nevada or who holds a position that has a significant financial relationship with Pinecrest Academy of Nevada.

Article III – Procedures

1. Duty to Disclose – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

2. Recusal of Self – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists – After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or Executive Committee shall determine whether Pinecrest Academy of Nevada can obtain with reasonable efforts a more advantageous



transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Pinecrest Academy of Nevada's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the Board or Executive Committee has reasonable causes to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection with proceedings.

Article V – Compensation

1. A voting member of the Board who receives compensation, directly or indirectly, from Pinecrest Academy of Nevada for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Pinecrest Academy of Nevada for services is precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Pinecrest Academy of Nevada, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:



- a. Has received a copy of the conflict of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands Pinecrest Academy of Nevada is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
 3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
 4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure Pinecrest Academy of Nevada operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to Pinecrest Academy of Nevada's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

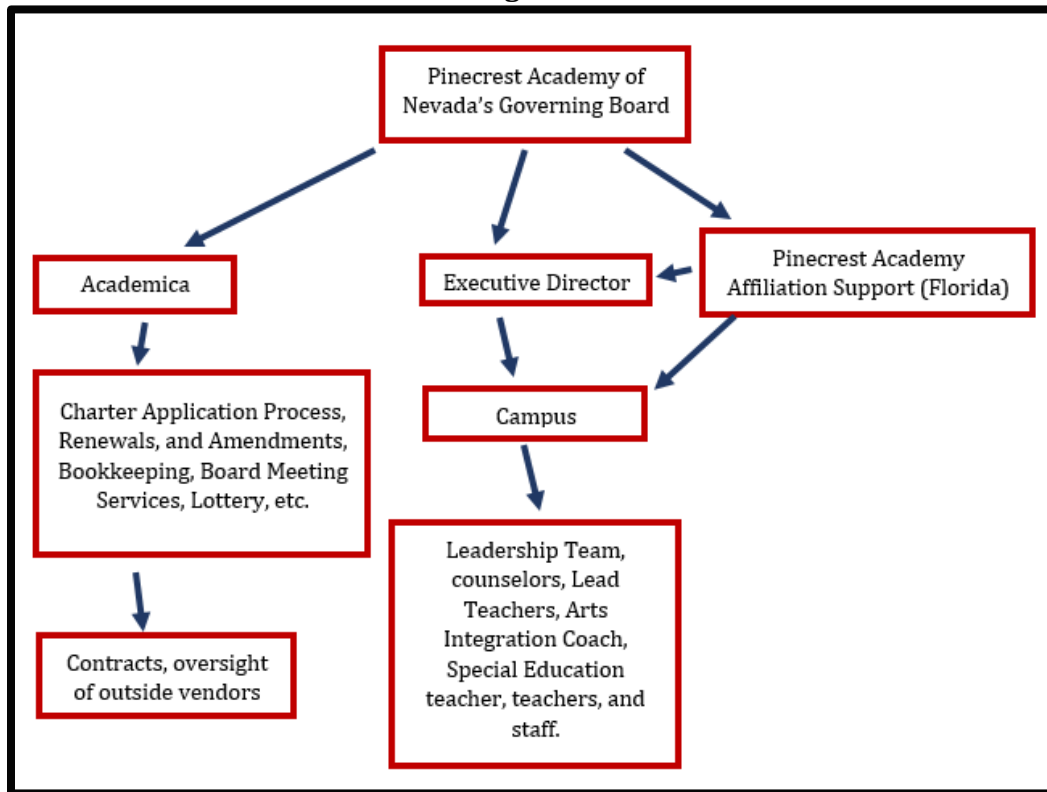
Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, Pinecrest Academy of Nevada may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

2. *Organization Charts and Decision-Making Authority:*
 - a. *Provide the following organizational charts:*



Figure 3



- *Current*

The operational chart will be the same, except that the Governing Board and Executive Director will be overseeing additional campuses per the expansion plan presented in this application.

- *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)*

The operational chart will be the same, except the Governing Board and Executive Director will be overseeing additional campuses per the expansion plan presented in this application.

The organization charts should represent the 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.

Please organizational chart above.



3. *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 Attachment 12)*

Please see *Attachment 12*.

- b. *Resumes of all current leadership (provide as Attachment 13).*

Please see *Attachment 13*.

- c. *Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of Attachment 13).*

Please see *Attachment 13*.

4. *Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:*
 - a. *School leadership;*
 - b. *School business operations and finance;*
 - c. *Governance management and support to the Board;*
 - d. *Curriculum, instruction, and assessment;*
 - e. *At-risk students and students with special needs;*
 - f. *Performance management; and*
 - g. *Parent and community engagement.*

Dr. Carrie A. Buck has successfully participated in the establishment of multiple charter school campuses, serving as the Principal of the original Pinecrest Academy of Nevada's Horizon Campus and has overseen the growth of the Pinecrest system to include the Cadence, St. Rose, and Inspirada campuses.

Prior to her work with charter schools, Dr. Buck served as an elementary classroom teacher, an English Language Learner Specialist and Adult Trainer, an Assistant Principal, and a Principal for the Clark County School District in her 20 years as an educator. Dr. Buck's leadership style was based on the premise of caring for people, encouraging best practice, eliciting support, and communicating the rigorous vision to all stakeholders. As such, Dr. Buck has the experience of establishing effective campus outcomes in both the local school district and charter school environment and understands those challenges unique to charter schools.

Dr. Buck is also uniquely qualified through her experience and contacts developed through her tenure while serving as the Executive Director of Pinecrest Academy of Nevada and through her work with the Clark County School District. In addition, Dr. Buck works with numerous local boards and organizations including Educators of America, Spread the Word Nevada Advisory Board and the Kasner Family Foundation Board. She also participates in educational reform conversations with the Public Education Foundation and Nevada Succeeds and actively advocates for student success.



Dr. Buck currently serves as the Executive Director of Pinecrest Academy of Nevada where she has effectively developed working relationships and scheduled numerous events and activities with key stakeholders and leaders in the State of Nevada, including the Superintendent of Instruction, the Governor's office, State Public Charter School Authority, and other legislative and administrative contacts. Dr. Buck's experience and community-based approach provides ample evidence that she will be in a great position to build additional partnerships in Henderson and Las Vegas to create a community of supporters around Pinecrest Academy of Nevada.

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 Attachment 14).*

Through the Pinecrest Academy, Inc. Affiliation, the Executive Director, Dr. Carrie A. Buck, will be responsible for coaching and training Pinecrest Academy of Nevada's Principals in the Pinecrest Academy Inc. charter and Instructional Model.

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

Once Pinecrest Academy of Nevada's school leader is selected, he/she will be responsible, with direction from the Board, the Executive Director, and the administrative support from Academica Nevada to help coordinate travel to recruitment fairs, list job postings, and hire Pinecrest staff. The school leader will build out a team of qualified personnel to execute Pinecrest Academy of Nevada's Mission and Vision.

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?*

Through the Pinecrest Academy Inc. Affiliation, the Executive Director, Dr. Carrie A. Buck and other Pinecrest School Administrators will provide instructional guidance and school culture guidance through Professional Development for Pinecrest Academy of Nevada's Instructional Model.

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

Pinecrest Academy of Nevada's administrative leadership team will be put together strategically to ensure that there is a wide array of expertise. In addition, Pinecrest Academy of Nevada will build capacity of its faculty by empowering teachers to provide Professional Development to their colleagues once they become trained in specific tools such as STEM, blended learning, and other highly effective instructional strategies.

LEADERSHIP FOR EXPANSION

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.*



Pinecrest of Nevada plans on using its Pinecrest Instructional Model and Pay-for-Performance Model as tools for building out its pipeline for potential leadership as detailed in section 2 of Pinecrest of Nevada's Human Capital Plan.

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 Attachment 15). 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.*

Dr. Carrie A. Buck is the Executive who has the same functions as a regional director would have. Her qualifications are attached as *Attachment 15*.

- a. *If a regional director candidate has not yet been identified, provide the job description (as Attachment 15) 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 2017-18 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 2017-18 school year and to add additional criteria to the pre-opening requirements for such campuses.*

Not applicable, as Pinecrest Academy of Nevada has already selected Dr. Carrie A. Buck as its Executive Director.

STAFFING

1. *Complete the following table 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.*

Proposed New Campus(es)

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Management Organization Positions					
Chief Operating Officer	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1
Bookkeepers	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2
Procurement Dir., Facility Manager	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9
School Staff					
Principals	1	1	1	1	1
Assistant Principals	2	3	3	3	3
Add'l School Leadership Position 1	1	1	1	1	1



Curriculum Coach					
Add'l School Leadership Position 2 Counselor (s)	1	2	2	2	2
Add'l School Leadership Position 3 Lead Teacher	0	0	0	0	0
Classroom Teachers (Core Subjects)	41	49	56	63	69
Classroom Teachers (Specials)	9	8	9	10.5	11.5
Student Support Position 1 [e.g., Social Worker]	0	0	0	0	0
Student Support Position 2 Special Education Teacher(s)	5.5	6	7.5	8.5	9.5
Teacher Aides and Assistants	10	12	14	16	18
School Operations Support Staff	6.5	10	10	11	11
Total FTEs at School	77	92	103.5	116	126

Network

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Number of elementary schools	5	5	5	5	5
Number of middle schools	5	5	5	5	5
Number of high schools	2	2	2	2	2
Total schools	12	12	12	12	12
Student enrollment	6087	6521	6910	7321	7643
Management Organization Positions					
Chief Operating Officer	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1
Chief Executive Officer	1	1	1	1	1
Bookkeepers	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2
Procurement Director, Facility Manager	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9
Elementary School Staff					
Principals & Executive Director	6	6	6	6	6
Assistant Principals	5	5	5	5	5
Add'l School Leadership Position 1 System Wide Curriculum Coach(s)	5	5	4	4	4
Add'l School Leadership Position 2 Counselor(s)	4	4	4	4	4
Add'l School Leadership Position 3 Lead Teacher(s)	0	0	0	0	0
Classroom Teachers (Core Subjects)	138	138	138	138	138
Classroom Teachers (Specials)	20	20	20	20	20
Special Education Teachers	16	16	16	16	16
ELL/TESOL Teachers	0	0	0	0	0
Student Support Position 1 [e.g., Social Worker]	0	0	0	0	0
Teacher Aides and Assistants	31	31	31	31	31.5
School Operations Support Staff	21.5	22.5	21.5	21	20



Total FTEs at Elementary Schools	246.5	247.5	245.5	245	244.5
Middle School Staff					
Principals	6	6	6	6	6
Assistant Principals	5	5	5	5	5
Add'l School Leadership Position 1 Curriculum Coach	3	3	3	3	2
Add'l School Leadership Position 2 Counselor(s)	2	3	3	3	2
Add'l School Leadership Position 3 Lead Teacher(s)	0	0	0	0	0
Classroom Teachers (Core Subjects)	65	70	73	74	74
Classroom Teachers (Specials)	19	20	20	20	19
Student Support Position 1 [e.g., Social Worker]	0	0	0	0	0
Special Education Teachers	9	10	11	11	11
ELL/TESOL Teachers	0	0	0	0	0
Teacher Aides and Assistants	18	19	20	20	20
School Operations Support Staff	12	14	14	13	13
Total FTEs at Middle Schools	139	150	155	155	152
High School Staff					
Principals	6	6	6	6	6
Assistant Principals	1	2	2	2	3
Deans	0	0	0	0	0
Add'l School Leadership Position 1 Curriculum Coach	1	1	1	1	2
Add'l School Leadership Position 2 Counselor(s)	1	1	1	2	2
Add'l School Leadership Position 3 Lead Teacher(s)	0	0	0	0	0
Classroom Teachers (Core Subjects)	16	24	34	46	57
Classroom Teachers (Specials)	5	6	8	11	14
Special Education Teachers	3	4	5	6	8
ELL/TESOL Teachers	0	0	0	0	0
Student Support Position 1 [e.g., Social Worker]	0	0	0	0	0
Teacher Aides and Assistants	4	6	9	12	15
School Operations Support Staff	3	5	6	8	9
Total FTEs at High Schools	34	49	66	88	110
Total Network FTEs	419.5	446.5	466.5	488	506.5

HUMAN CAPITAL STRATEGY

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design.

Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements.

Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.



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

Pinecrest Academy of Nevada will manage the recruitment of high performing teachers at the network level. The Academy will use the Pinecrest Framework for Teaching as the foundation for Pinecrest Academy recruitment and hiring, mentoring, coaching, professional development and the teacher evaluation process. Data will be collected and analyzed using the Framework to 1) strengthen the current recruitment and hiring process to better identify teacher candidates who will be successful in Pinecrest Academy classrooms; 2) structure and guide mentoring and reflective practice activities for novice or veteran teachers; 3) focus instructional coaching of experienced teachers on increasing student learning outcomes; 4) identify professional development needs of novice and experienced teachers to improve the effectiveness of teaching and learning practices; and 5) ensure through the teacher evaluation process that teachers demonstrate framework knowledge and skills necessary for quality instruction. The Pinecrest Academy of Nevada Faculty Evaluation Tool clearly defines the complexities of teaching. With specific levels of performance: Minimally Effective, Developing, Effective, and Exemplary are assessed for each component, providing data that can be used for teacher self-reflection, as well as an administrative evaluation of teaching performance. The Pinecrest Framework for Teaching provides data that can be used to assess teacher effectiveness, identify teacher leaders, mentoring other teachers, coach teachers regarding effective strategies for increasing student learning, and conduct professional staff development to increase teacher effectiveness.

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

Pinecrest Academy of Nevada will monitor teachers using three sources: direct observation, data/outcomes, and the examination of artifacts. Informal and formal classroom observations are part of the teacher evaluation process using the rigorous and comprehensive Pinecrest Instructional Model that includes four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities; 22 components within the four domains; and 76 elements will be evidenced in four precisely defined levels of performance. Artifacts from both inside and outside of the classroom will give additional evidence of teacher performance. The teachers who perform best will be placed in the pipeline to become Master Teachers at the academy.



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

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

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

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

Pinecrest Academy of Nevada's Board will conduct yearly performance evaluations. Pinecrest Academy of Nevada's Board will evaluate the Pinecrest Executive Director annually. The Pinecrest Academy of Nevada's Executive Director will evaluate the school's campus principals annually. Each campus principal will evaluate all teachers, campus administrators, and staff. The schools will retain high-performing teachers and administrators by applying the performance-based compensation framework. Under this method, high-performing teachers and administrators have the opportunity to obtain annual awards based on their skills and expertise in teaching and increasing student learning.

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

Individual salary compensation to increase retention of effective and exceptional teachers is determined using an established ***Pinecrest Academy of Nevada Framework for Performance Based Compensation*** that objectively quantifies data collected regarding teaching performance and student achievement outcomes. The quantified data obtained by using this framework will be used to award bonus and salary compensation to those teachers who demonstrate overall effective and exceptional performance. Pinecrest Academy of Nevada performance based compensation will



be based on 40% student growth and achievement data, 10% blended learning achievement, and 50% observational components of teacher performance. For more detailed information regarding the Performance Based Compensation for teachers, please see the attached *Appendix A*.

SCALE STRATEGY

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

Pinecrest Academy is looking to deploy the same model that they have used in the development of their last 3 sites. This model includes using a developer with a good track record such as the Turner-Agassi fund to finance and develop a property with the same quality as the Inspirada, St. Rose, and Cadence sites. The Board of Pinecrest Academy will verify that the project fits within the budget of the school and that it is built to have an excellent educational environment. The Board will have Academica work with the development group to make sure that all deadlines and permits are met so schools on are target to open on time.

The Executive Director will work with the new Administration to make sure that they are familiar with expectations of recruitment, professional development, and procurement of curriculum. Academica staff will also work with new Administrators to procure all furniture, fixtures, equipment, technology, etc. The school's education service provider, Academica Nevada, has worked with organizations in Southern Nevada such as Somerset Academy, Mater Academy, SLAM Academy, and Doral Academy to open new sites.

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.*

This question is not applicable to Academica Nevada, because although Academica nationally supports charter schools across several states, Academica Nevada has operated in Nevada since 2011 and already supports five performing, organizationally sound, and financially prudent charter schools across 21 campuses in Nevada.

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

Guided by Pinecrest Academy of Nevada's Board, Pinecrest Academy of Nevada's Executive Director will support each new campus principal to ensure fidelity with Pinecrest Academy of Nevada's operational, financial, and academic goals as well as the Growth Rate and Rationale plans detailed carefully in Section 2(d)-(f) of the Growth Rate and Rationale section.

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

Academica Nevada primarily provides shared centralized support services including but not limited to the following:

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



- Assist with systems development;
 - At the Board's direction, prepare agendas and post notices of all board meetings;
 - Assist the Board in identifying and retaining an employee leasing company; and
 - Provide human resources related services such as dispute resolution; and
 - Contract preparation and review.
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 19. 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.*

Please see *Attachment 19* for Academics Services Agreement.

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.*

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	Campus Leader Decision-Making
Performance Goals	Academica Nevada does not set school-based Performance Goals.	The Board and Executive Director set annual goals to address student performance and organizational management.	The Executive Director and Pinecrest Administrators set quarterly student performance goals. The Administration is responsible for monitoring student assessment throughout the school year to assess student and teacher performance. The Executive Director evaluates system-wide and individual campus performance goals.
Curriculum	Academica works with the School's administration to procure curriculum.	The Board delegates the identification of curriculum to the Executive Director	Based upon teacher and student feedback and student performance data the Administration is in



		and Pinecrest Administrators. The Board will verify that all curriculum purchased by the school are aligned with state/federal requirements.	charge of aligning curriculum to ensure success. The Executive Director assists new Administration in identifying system wide aligned curriculum.
Professional Development	Academica will identify opportunities for board member, teacher, and administrator professional development.	The Board participates in professional development annually.	The Executive Director, members of the Executive administrative team, and school administration oversees, coordinates, assists and monitors the staff development process. The administrative team will be responsible for collaborating with Pinecrest Academy Inc. for joint professional development and training. The Executive Director works with all administrators to make professional development aligned throughout the system.
Data Mgmt & Interim Assessments	Academica works to identify and procure data management systems for the school.	The Board oversees that data management is being compiled in a compliant and effective way. The Board provides resources to the Administration to procure highly effective assessment tools for the school.	The Executive Director and school administration determine the best possible interim assessment systems to use for the progression of their students. The school administration and teachers will be responsible for interpreting the data and setting individual campus goals.



Promotion Criteria	Academica assists, if requested, in making suggestions to the Board in creating promotion criteria that is used in successful charter school systems throughout the country.	The Board and Executive Director have adopted a Pay for Performance model that includes input from the administration and teachers.	The Executive Director and administrative team will be responsible for communicating promotion criteria to staff and making evaluations of staff. Executive Director works with school administration to develop innovative promotional opportunities for staff.
Culture	At the direction of the Board, Academica will assist to create a school culture survey and disaggregate the data to be presented to the Board annually.	The Board and Executive Director create/adopt policies and procedures to help create a culture that fosters the Mission and Vision of Pinecrest Academy of Nevada. The Executive Director will work with individual principals to address strengths and areas of improvement on their campuses.	The Executive Director and school leadership teams will lead in a way to promote a healthy and enjoyable school environment for their teachers, students, and parents.
Budgeting, Finance, and Accounting	Academica is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school	The Board and Executive Director oversee all aspects of the fiscal management of the school. The Board's Treasurer and Executive Director specifically are responsible for reviewing and approving school financials. The Board has adopted a financial policies and procedures manual	The Executive Director and school principals will oversee portions of the budget such as expenses related to curriculum, office supplies, printing, copiers, etc. The Executive Director will oversee the travel portions of the budget. The Executive Director and school administration will review their budget



	accounts to keep the school within their budget. Academica helps conduct and assist the Board's chosen accounting firm in their annual audit.	that is in line with financial best practices of charter schools across the country.	with Academica on a monthly basis.
Student Recruitment	Academica assists the Board and the administration to develop and implement recruitment plans, including but not limited to: websites, social media, flyers, mailers, advertisements, open houses, etc.	The Board and Executive Director develop a budget in their start-up year for marketing and student recruitment. If the school is unable to attain the full enrollment, funds will be allocated for student recruitment.	The Executive Director, principal, and administration are responsible for attending open house meetings to help recruit students. The Executive Director and principal are instrumental and a focal point in recruiting students during start-up and operational years of the school.
School Staff Recruitment & Hiring	Academica assists the Board if requested to help identify candidates for the Executive Director and principal positions. Academica, if asked, will assist with Executive Director and principal searches by conducting a national recruiting campaign.	The Board and Executive Director develop and review specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. The Executive Director will recommend candidate to the Board. The Board will interview and hire the new school principals.	The school principal and school administration will interview and hire all teachers and support staff. The school principal and school administration will attend teacher recruitment fairs if needed. The Executive Director will be influential in the identification of new school leaders. Executive Director will create relationships with local colleges and universities to help recruit staff.
HR Services (payroll, benefits, etc.)	Academica, at the Board's request, will identify and recommend a 3rd party pay roll company.	The Board will choose a 3rd party payroll company to contract with for the processing of	The Executive Director, office staff and school principals and administration will serve as a HR



	Academica is a school resource for questions or issues related to payroll and benefits. Academica will help the Board, the Executive Director, and school administration with HR Services to make sure that all proper steps and procedures are taken when dealing with staff, students, and parents.	Pinecrest payroll. The Board will work to implement benefits and incentives for the school employees.	resource to their teachers and staff. The Executive Director and school administration will work with Academica to make sure that HR policies and procedures are followed correctly.
Development/ Fundraising	Under the Direction of the Board, Academica will use their resources to find development/financial groups to work with the school. Academica will be a resource to the Board in the development phase as they have opened more than 100 schools across the country.	With the assistance of the Administration and Academica, the Board will fundraise through its relationships in the community. The Board will decide which development groups they will deal with for the building of a facility.	The Executive Director and school administration assist the Board in its development and fundraising efforts.
Community Relations	Academica assists the Board and school administration with public relations and planning events within the community.	The Board builds relationships with groups and organizations in the community that support Pinecrest Academy of Nevada's vision and mission.	The Executive Director office and school administration network and engage community businesses and organizations for the purposes of after-school programs, fundraising, field trips, educational programs, guest speakers, etc.
IT	Academica, at the Board's request, helps the Board identify a 3 rd	The Board chooses a 3 rd Party IT company to contract with for IT services.	The Executive Director and school principal are responsible for reviewing the service



	party IT service provider.		provided by the IT company.
Facilities Mgmt	With input and approval from the Executive Director, school principals, and Board, Academica manages 3rd party contractors for the maintenance and repair of Pinecrest Academy of Nevada's facility.	In compliance with all public-bidding laws, the Board selects vendors.	The school principal will have their staff notify them of any facility concerns. The school principal will contact the Executive Director and Academica with any issues regarding the facility for repair.
Vendor Management / Procurement	Under the direction of the Board, Academica issues requests for proposals from vendors, reviews contracts, and offers recommendations. Academica is responsible for procurement of the School's furniture, fixtures and equipment.	In compliance with all public-bidding laws, the Board selects vendors.	The Executive Director and school principals give feedback to the Board and Academica regarding the quality of service provided by vendors. The Executive Director and school principals contact Academica for any changes or corrective action that needs to take place with vendors.
Student Support Services	Academic Nevada will help Pinecrest Academy of Nevada identify a 3 rd party Student Support Organization.	The Board allocates resources to the school budget for student support services.	The Executive Director and school principals develop programs within their schools to assist students in overcoming personal concerns and academic deficiencies that could impair their ability to succeed as students.
Other operational services, if applicable	Not applicable	Not applicable	Not applicable

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment



and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

- 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.*

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:

Public Awareness

Pinecrest will use a neighborhood door-to-door campaign in the west Henderson area surrounding the proposed location. Pinecrest 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 malls, sporting and community events, and religious organizations to reach all demographic populations. Pinecrest 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 school will have a website following the similar layout of the school information built with language translation options, enrollment and opening timelines, curriculum examples, as well as location and registration procedures. Digital and social media advertising are used in order to reach out to a broad audience through ads which direct parents to click on the school’s website. Examples of social and digital marketing/ads include: Ads on Facebook, Digital ads on Pandora, sponsored ads on Instagram, or Google Ads.

Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Promotional materials and announcements will be made available in multiple languages other than English (as needed) and disseminated to local community organizations to make sure that “harder-to-reach” families (e.g. single-parent families, low socio-economic households, etc.) are aware of the choice program and their eligibility for enrollment. This information will also be posted in local public facilities (as permitted by local regulations) including at post offices, community centers, parks/recreation centers, libraries, and other locations of free public access.



Marketing materials will be produced in Spanish and English (the school will work in conjunction with local translation service providers should its outreach efforts reveal the need for translations into additional languages). In addition, the Pinecrest Board and the Executive Director will continue to build relationships with community groups and organizations. In partnership with community organizations, informational events at open forums such as community centers, parks, and libraries will be held to inform the public. All of these methods are key to successful recruitment of students. It is expected that many of the organizations committed to partnering with the school will help with public awareness and student recruitment.

Grassroots Campaign

Discussions with community stakeholders (e.g., community leaders representing all local racial/ethnic groups, community boards, media figures and editorial boards, parents, parent organizations, etc.) will assist in disseminating information about the school. A grassroots campaign is important to ensure 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. The grassroots campaign part of Pinecrest’s marketing and will focus on building relationships with community groups by utilizing a “door-to-door” approach to ensure effective communication with families and community members.

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 events would be promoted in the same manner as listed above. During the informational meetings, which will be held at various times during the day and evening in order to give parents options, the school will 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.

Pinecrest has interested individuals who live or work within the proposed community, including some community members from St. Rose and Inspirada campuses who are actively engaged in marketing for the school. Many of these individuals have already shared information with community families and businesses or with other interested groups about the proposed school. This group is actively engaged in communicating the Pinecrest mission and in gathering interest in school admission. The group has been informing community members of Pinecrest as a proposed educational option. Once land is purchased, flyers detailing the dates and times of upcoming parent information meetings will be produced on a regular basis so that interested families and students are aware of upcoming meetings. The goal is to have at least 50 interested individuals attend each informational meeting.

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

Enrollment

The school will implement an open admissions policy wherein the school will be open to any student who is eligible for attendance in public schools in the state, unless the number of applicants exceeds the capacity of the school’s facility. In such a case, all applicants shall have an equal chance of being admitted through a random selection (lottery) process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.



Admissions Process

Admission to the Pinecrest will be determined in the following manner:

1. Students continuing enrollment at Pinecrest will be automatically granted enrollment the following year with placement determined on promotion, retention, and/or acceleration policies. Students will be requested to complete an Intent to Continue Enrollment form prior to January 10 of each year.
2. Siblings of currently enrolled students will be automatically enrolled into available openings at the appropriate grade level.
3. Additionally, up to twenty percent (20%) of students may be enrolled based on the following preferences:
 - Children of Pinecrest founding families
 - Children of Board members, teachers, and staff of Pinecrest
 - After above enrollment slots are filled as described in the order listed, all remaining applicants will have an equal chance of being admitted through a random lottery selection.

Lottery

If the number of Pinecrest applicants during the open enrollment period exceeds the number of spaces available, students shall be selected by a random lottery, taking into consideration the enrollment preferences described above. This lottery process will be managed by a 3rd party entity and will occur on or before February 10th of each year. Choice enrollment forms, received by the school prior to the close of business on January 31st, and remaining names in the Pinecrest database that have not been removed by request of the parent/guardian or as a result of a previous offer that was declined or a non-response to an offer, will be included in the lottery. A lottery number for each child in each grade will be randomly assigned for the upcoming academic year only. Enrollment vacancies will be filled by grade, beginning with students in the highest grade served for which there is one or more vacancies, and will continue in descending order until all vacancies are filled. Invitations to enroll will first be extended to families assigned the lowest lottery number. This lottery-generated waitlist will be maintained until the following year. Lottery numbers are valid for one (1) lottery cycle. If a parent/guardian whose child is on the waitlist declines or does not respond to an enrollment offer within the designed timeframe as noted in this policy, they will be removed from the Pinecrest database and a new Intent to Enroll form must be submitted to be included in future lotteries.

Enrollment Acceptance

Families who have drawn a lottery number for an available placement for the upcoming school year will be informed via electronic mail beginning the day of the lottery, and will follow-up with a phone call if no response is received within 72 hours. After the family is contacted and enrollment is offered, the school will require a verbal decision within 72 hours. Parents/guardians of the student(s) are responsible for providing a reasonable way for Pinecrest to reach them regarding enrollment and for informing the school of any change to their contact information. While Pinecrest will make every attempt to notify families, the school is not responsible for the inability to contact families should they be unreachable (i.e., traveling, inaccurate information on the Choice Enrollment form, etc.). If an application is submitted after the 1st day of school for the current school year, a verbal decision will need to be provided to the school within 48 hours after notification of their acceptance.



While siblings are not guaranteed placement, they will be given priority for enrollment as noted above. Every effort will be made to ensure enrollment for siblings in the future. Sibling status is effective for enrollment the following year and for future years as long as a student from that family is continuously enrolled. If an incoming kindergarten student has accepted enrollment and is determined by staff and parents to benefit by waiting a year, a kindergarten spot for the following year will be reserved. To ensure the school can prepare to meet the needs of every student, parents must provide documentation for any student requiring specialized services including but not limited to an Individual Education Plan for special education, a 504 Plan, a Behavior Plan, a Safety and/or Containment Plan, a literacy and/or tutoring plan, etc., at the time they accept enrollment. Pinecrest will also develop policies and procedures to ensure the prompt receipt of complete student records for students admitted from the waitlist after the start of the school year.

In accordance with federal and state anti-discrimination laws, the school will not discriminate against any student on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, need for special education services, or any other category that would be deemed unlawful in the admission practices of a public school. The school will be non-sectarian in its practices, educational program, admissions policies, and operations. Only after a parent/student(s) accepts their enrollment, documentation for any student requiring specialized services must be provided to the school. These services include but are not limited to: An Individual Education Plan (IEP) for special education, a 504 plan, a Behavior Plan, a Safety and/or Containment Plan, and a literacy and/or tutoring plan, among others.

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.*

Pinecrest Academy of Nevada is committed to recruiting and retaining a diverse population of students that reflects the demographic profile of its surrounding zone schools. Please see table showing Pinecrest Academy of Nevada's continuous growth in its diverse populations and demographic profile to schools in close proximity to traditional public schools. It should be noted that as of the 2014-2015 school year, Pinecrest Academy of Nevada participated in the National School Lunch Program. As a result, Pinecrest Academy of Nevada's free and reduced lunch percentages are an average of 12.3%.

Because Pinecrest Academy of Nevada's school information systems changed a few times since opening in 2012 and statewide data only recently required separation by campus, the data below reflects the aggregate data for all Pinecrest Academy of Nevada schools. For comparison purposes, the zoned traditional schools include Coronado HS, Liberty HS, Silvestri JH, Wolff ES, Bass ES, Hummel ES, and Schorr ES analyzing demographic data from 2012-13 to the 2016-17 school years.¹

¹ www.nevadareportcard.com, last accessed September, 2017

**Table 2**

Student Demographic Percentages, 2013-14²										
	A.I./A.N.	Asian	Hispanic	Black	White	Pac. Isl.	2+	IEP	ELL	FRL
Traditional Public:	0.5	11.4	25.2	8.3	40.8	4.2	9.8	10.3	7.0	37.4
Pinecrest Nevada	1.2	3.5	8.4	4.5	79.0	1.8	1.6	7.7	3.3	13.6

Table 3

Student Demographic Percentages, 2014-15³										
	A.I./A.N.	Asian	Hispanic	Black	White	Pac. Isl.	2+	IEP	ELL	FRL
Traditional Public:	0.6	12.0	25.4	8.7	39.3	4.5	9.7	10.6	7.9	37.5
Pinecrest Nevada	-	2.7	19.2	3.4	69.7	-	3.7	9.6	2.5	7.5

Table 4

Student Demographic Percentages, 2015-16⁴										
	A.I./A.N.	Asian	Hispanic	Black	White	Pac. Isl.	2+	IEP	ELL	FRL
Traditional Public:	0.5	12.0	26.3	9.5	37.3	3.9	10.0	10.7	7.6	42.9
Pinecrest Nevada	0.6	6.3	21.2	4.0	57.5	1.7	8.8	6.8	0.5	6.8

Table 5

Student Demographic Percentages, 2016-17⁵										
	A.I./A.N.	Asian	Hispanic	Black	White	Pac. Isl.	2+	IEP	ELL	FRL
Traditional Public:	0.9	12.2	26.5	9.6	36.0	3.7	10.7	12.3	7.0	50.1
Pinecrest Nevada	0.4	7.2	21.3	5.1	54.5	1.6	9.9	8.2	1.7	22.0

² ibid³ ibid⁴ ibid⁵ ibid



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 lottery⁶ 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.*

To meet the SPSCA's criteria for expansion, Pinecrest Academy of Nevada will be implementing 2 out of the 5 "programmatic, recruitment, and enrollment strategies" listed above. First, Pinecrest Academy of Nevada will implement the National School Lunch Program (5), which is likely to attract students who receive free and reduced lunch and would factor heavily into their decision to attend Pinecrest Academy of Nevada. Lastly, and most importantly, Pinecrest Academy of Nevada plans on implementing an intense grassroots campaign (2) that reaches students and families in non-traditional means that are likely to educate families about Pinecrest Academy of Nevada and the charter school application process who would not normally know about these options.

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.*

Pinecrest Academy of Nevada plans to begin operations in the 2019-2020 school year. Open enrollment shall commence on January 16, 2018 beginning at 12:01 a.m. and continue through January 29, 2018 until 11:59 p.m, and will occur during a similar time frame in subsequent years. A lottery will be held after the Open Enrollment period. Families will be notified via email or phone of their child's acceptance into the Academy through the computerized lottery program. The Office for Civil Rights (OCR) enforces Federal statutes that prohibit discrimination in programs and activities that receive Federal financial assistance from the Department of Education (ED). Pinecrest Academy of Nevada is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all applicable federal, state and local laws.

⁶ See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.



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

The Board, Executive Director, and school principal will strive to attain the targets as set forth in the table shown below in the response to Question (3) in this section.

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

Staff will be trained by the principal, prior to the open enrollment period, about the legal requirements of charter school enrollment as set forth in NRS 388A.453, 388A.456 and 388A.471 to proactively dispel any myths about discriminatory practices.

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

Through genuine community involvement and the collaboration between existing students, families, teachers, Board members, and community partners, Pinecrest Academy of Nevada will consistently focus on student recruitment by hosting events on Pinecrest Academy of Nevada's campuses that are welcome to all community members. Also, collaborating with the Charter School Association of Nevada on any charter school fairs it decides to host in Nevada, keeping parent and student satisfaction high to gain favorable recommendations, and promoting its successful efforts in social and traditional forms will also help grow enrollment. Pinecrest Academy of Nevada will also continue its efforts to recruit a diverse population by hosting a variety of recruitment and informational events at nearby parks, recreational centers, and retail stores children and families frequent. The Executive Director will play a key role in ensuring Pinecrest Academy of Nevada's recruitment targets are met, including any targeted recruitment towards backfill vacancies by developing a plan (in the case that it is too late in the school year to add a prospective student on the Pinecrest Academy of Nevada's waiting list, if applicable).

8. *Complete the following tables for the proposed school to open in 2017-18. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2017 and fall 2017.*
- a. *Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)*

Grade Level	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0
K	125	125	125	125	125
1	125	125	125	125	125
2	125	126	130	130	130
3	125	126	130	130	130



4	125	125	130	135	135
5	122	125	130	135	135
6	141	162	174	180	180
7	80	140	168	180	180
8	55	81	145	174	180
9	55	84	116	180	240
10	0	55	84	128	180
11	0	0	55	84	123
12	0	0	0	55	84
Total	1078	1274	1512	1761	1947

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

Grade Level	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0
K	125	125	125	125	125
1	125	125	125	125	125
2	130	130	130	130	130
3	130	130	130	130	130
4	130	135	135	135	135
5	130	135	135	135	135
6	150	192	192	192	192
7	93	150	192	192	192
8	62	93	150	192	192
9	60	93	128	192	256
10	0	60	93	128	192
11	0	0	60	93	128
12	0	0	0	60	93
Total	1135	1368	1595	1829	2025

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

Grade Level	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0
K	138	138	138	138	138
1	138	138	138	138	138
2	143	143	143	143	143
3	143	143	143	143	143
4	143	149	149	149	149
5	143	149	149	149	149
6	165	211	211	211	211
7	102	165	211	211	211
8	68	102	165	211	211
9	66	102	141	211	282
10	0	66	102	141	211
11	0	0	66	102	141
12	0	0	0	66	102
Total	1249	1506	1756	2013	2229



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 opening of the proposed K-12 campus in 2019 with a starting enrollment of 1,135 students will follow the same enrollment plan that was used to at the Pinecrest Cadence campus. Given that Pinecrest parents want a feeder school option and overcrowding is an issue in west Henderson, Pinecrest Academy of Nevada expects to see a high demand for this new campus. In addition, this campus will serve to relieve a portion of the waitlist at the Inspirada and St. Rose Campuses that currently has more than 2,500 students. Additionally, Pinecrest Academy has created an organizational structure with the Executive Director, Principals, and Teacher Support Advocates that will be able to assist the new administrators in opening a new school.

Academica Nevada will also assist on the operational side to help Pinecrest Academy expand into this new facility as seamless as possible. Academica has now helped 27 campuses open in the Las Vegas Valley.

- a. *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.*

Pinecrest Academy of Nevada plans to open in 2019-2020 with 1,135 students in K-9 based on ensuring adequate resources to provide 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. 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 Pinecrest Academy of Nevada's initial enrollment plans. In addition, as this is a replicated model that has already achieved great success in Nevada, Pinecrest Academy of Nevada's Executive Director will be able to support the 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.

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

This question is not applicable to Pinecrest Academy of Nevada because Pinecrest Academy of Nevada is not adding more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade. Additionally, Pinecrest has a proven track record with the opening of



their already existing 4 campuses across the Las Vegas Valley (Cadence, Horizon, Inspirada, St. Rose).

BOARD GOVERNANCE

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

It shall be the responsibility of the Pinecrest of Nevada Board to establish annual budgets, adopt financial policies and procedures, set human resource policies, and select the school's legal counsel. The school principal will be responsible for all aspects of school operations within the scope of the operating policy and budgetary parameters set by the Board. The school principal will maintain the day-to-day operations of the school and serve as the instructional leader of the school, selecting teaching personnel and identifying special staffing needs. As such, the Board will locate a school principal by recruiting talented individuals who have knowledge and experience with instructional, educational, and school site matters.

- 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.*

Pinecrest Academy of Nevada will not make any changes to its Board as a result of this expansion. Pinecrest Academy of Nevada will, however, develop a key set of performance metrics to be displayed in the dashboard form so that Pinecrest Academy of Nevada's Board will be able to efficiently monitor the financial, operational, and academic performance of each campus it oversees.

In addition to this, Pinecrest Academy of Nevada will continue to seek to ensure parental, educator, and community involvement in the governance and operation of the school. For this purpose, Pinecrest Academy of Nevada's Bylaws require that membership include parents of enrolled students, licensed educators, and professionals from the community with experience in those areas that will most assist the Board in effectively governing the school. By mandating that these community interests are represented on the Board, Pinecrest Academy of Nevada can ensure a Board of Directors with the knowledge, experience, and community involvement necessary for the success of the school.

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

Pinecrest Academy of Nevada's on-site administration consists of the school principal and administrative team (school administration and lead teachers) who are responsible for curriculum development, working with the teaching staff, addressing student-related issues, and administering programs for Exceptional and Special Needs Student Populations. The administrative team, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The school principal will be an employee of



the school, not an employee of Academica Nevada. The school principal, with the support of the administrative team, will ensure that the operations of the school (resources, courses, policies) are in accordance with Pinecrest Academy of Nevada's Mission and Vision. The school principal will be evaluated at least annually by the Executive Director through a process that includes student and parent feedback as well as a review of school data and performance to determine the school principal's success toward fulfilling the goals required to meet Pinecrest Academy of Nevada's Mission and Vision.

3. *Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of Attachment 17). Please note that at least 75% of new board members for SY 2017-2018 must be identified at the time of the submission of the expansion request.*

Please see Attachment 17.

4. *Provide, as part of Attachment 17, 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.*

Please see Attachment 17.

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?*

Please refer to Pinecrest Academy of Nevada's Conflict of Interest policy as above on [Page 2](#). Pinecrest of Academy Nevada's conflict of interest policies are already aligned with Nevada statutory and regulatory requirements, so Pinecrest Academy of Nevada will not be changing this policy and related provisions in its Bylaws and Code of Ethics.

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

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

7. *Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network?*



What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?

Pinecrest Academy of Nevada's Board has had a consistently diligent and committed team of highly qualified volunteers since its inception from a variety of relevant fields. Pinecrest Academy of Nevada's continuous cultivation of community resources ensures a wide pool of candidates in the case of succession. Pinecrest Academy of Nevada's board turnover to this point has been mostly a result of natural transitions in Board member families. The most significant action the Board has taken to address the complexity and risk associated with governing a large, multi-site has been Pinecrest Academy of Nevada's hiring of an Executive Director to ensure quality and consistency across the Pinecrest of Nevada network. This and the use of advanced tools to monitor the operational, financial, and academic performance of each campus with additional trainings relevant to preparing Pinecrest Academy of Nevada's Board for handling this increased capacity will ensure consistency of performance.

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

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

For ongoing training, all Board members will be encouraged to attend at least 2 Parent Teacher Student Organization (PTSO) meetings a year to show support and encouragement for that vital aspect of our school. Directors will not serve on the PTSO Board of Directors or Executive Committee. Directors may chair and/or serve on other committees of the PTSO.

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

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

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

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



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

A representative of Academica Nevada, the educational management company, shall also be expected to attend all board meetings. The role of Academica Nevada is to serve at the will and guidance of the governing board. Academica Nevada and Executive Director will carry out the defined responsibilities found in the EMO contract:

“Service Provider [Academica Nevada] will attend the meetings of the Board and the Staff of the school. Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of NRS 386.550 regarding such meetings and record keeping.”

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

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

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

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

The Pinecrest Academy of Nevada Board will follow the following Grievance Policy:

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

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

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



for resolving the issue. This process is designed to avoid Board micromanagement and the creation of factions within the school.

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

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

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



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

INCUBATION YEAR DEVELOPMENT

1. *Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2019-2020) to ensure that the school is ready for a successful launch in Fall 2017. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 18.*

Please see Attachment 18.

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.*

Pinecrest Academy of Nevada's goal is to identify a school leader for its new campus by March 2019. This person will immediately receive training from Pinecrest Academy of Nevada and Pinecrest Academy, Inc. The main components of the training will be how to integrate and implement Pinecrest Academy of Nevada's instructional program and other issues involved in opening up a new campus, including but not limited to student recruitment and enrollment, teacher recruitment, and other logistical aspects of school operation. The training will involve the school principal visiting the City of Henderson every other month. The training will intensify and be extended to all the teachers during July and August 2019, just before school starts.

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.*

The school principal identified by the Board will be working on a part-time basis to help with the development of the proposed campus. The school principal will be responsible for recruiting staff, recruiting students, and identifying curriculum/furniture/fixtures/equipment. Depending on whether the school principal is being promoted from within the Pinecrest system or is coming from outside the system, the Board will work out compensation for that person on an individual basis. Academics Nevada representatives will be responsible for supporting the school principal in the startup period of the school.

SCHOOL MANAGEMENT CONTRACTS

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), please explain that this sub-section is "Not Applicable" and skip to the next sub-section.

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

1. *How and why was the EMO selected?*



Not applicable.

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).*

Not applicable.

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.*

Not applicable.

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.*

Not applicable.

5. *Please provide the following in Attachment 19:*
 - 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;*

Not applicable.

- 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;*

Not applicable.

- 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.*

Not applicable.



- d. *Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.*

Not applicable.

6. *Provide a brief overview of the organization's history.*

Not applicable.

7. *List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual, and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shortened or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.*

Not applicable.

8. *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.*

Not applicable.

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



and how this research has informed provisions that the governing body has required in the proposed management agreement.

Not applicable.

SERVICES

1. *Provide, as Attachment 20, a description of how the school leadership team will support 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.*

Please see *Attachment 20*.

- 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.*

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

Should the school plan field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company.

- 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.*

Pinecrest's new campus will participate in the National School Lunch Program (NSLP). Pinecrest Academy of Nevada's Governing Board chose to become their own food authority in 2015. Pinecrest Academy of Nevada will work closely with the Department of Agriculture to apply the standards of the National School Lunch Program. Per the process, Pinecrest Academy of Nevada's Board has appointed a Designated Official to oversee the School Food Authority (SFA). The school will follow the guidelines of the Department of Agriculture to choose a vendor who can provide meals at or below the cost of the federal reimbursement rate.

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

Pinecrest Academy of Nevada has a multi-tiered plan for maintaining the facility:

1. On-Site Pinecrest Academy of Nevada will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.



2. Pinecrest Academy of Nevada will contract with a janitorial company to provide a cleaning service 5 nights a week.
3. Pinecrest Academy of Nevada's EMO, Academica will coordinate facility maintenance, repairs, etc. as well as coordinate with a contracted janitorial service provider.

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

Pinecrest Academy of Nevada's proposed campuses will have Campus Monitor(s) to provide onsite security and work in conjunction with the school principal to implement the Emergency Management Plan as explained in the Emergency Management plan subsection of the Ongoing Operations section.

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

The following list is an outline of Pinecrest Academy of Nevada's planned technology infrastructure and support mechanisms:

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

Pinecrest has two Infinite Campus experts on staff. The school is partnering with Academica Nevada; whose staff is well versed at managing student information using the statewide Infinite Campus system. Pinecrest Academy of Nevada will hire a full time registrar and a school-wide leader in managing the system. Academica will provide registrar trainings including one specifically on Infinite Campus. Additionally, the school registrar and Academica staff will attend trainings hosted by the SPCSA.

4. *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.

Pinecrest Academy of Nevada's Board will delegate authority to the school principal the task of ensuring student records are maintained accurately and up-to-date, as well as safe and with limited access to only appropriate personnel. The Board will ensure student records will be accurately maintained and kept in a safe, locked area of the school's main office in secure cabinets, and in accordance with all State of Nevada Laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 386.650, the school will participate in Student Automated Information System (SAIN) and will thereby use software, hardware, and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The school will report data required by NRS 386.650 to its sponsor by the beginning of the school's first year of operation. The school, sponsored under the auspices of the Nevada State Board of Education will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

Pinecrest Academy of Nevada's Board will ensure that a permanent record for each student enrolled in the school is maintained in a separate file. The student records will be stored in the school's main office and only authorized staff and administration will have access to the files.

The Board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed.

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

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

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



In addition, Pinecrest Academy of Nevada will comply with NRS 388(5) to ensure that any and all school service providers as defined in NRS 388(3) and NRS 388(4) provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security pursuant to NRS 388(7). The Board Chair, the Executive Director, and the school principal prior to purchasing any school service will enforce strict compliance with this statute. Additionally, pursuant to NRS 388(8), the school principal will ensure that all teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

FACILITIES

- 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.*

Pinecrest Academy has acquired several campuses through leasehold interests and developed multi-million dollar sites since 2012. Pinecrest Academy of Nevada has partnered with professional organizations such as Turner-Agassi Charter School Facility Fund, Academica Nevada, Nevada General Construction, and Ethos 3 to accomplish these undertakings.

Pinecrest Academy of Nevada, in its' opening year, acquired a facility that was approximately 60,000 square feet. Pinecrest Academy renovated the purchased 60,000 square feet with the addition to constructing a playground area that now includes basketball courts, playground equipment theatre and turf area for green space.

Pinecrest of Nevada developed the Inspirada, St. Rose, and Cadence campuses in a similar likeness. All campuses were built from the ground up using the same team employed by Turner-Agassi Charter School Facility Fund. The approximate square footage of each campus is as follows: Inspirada – 60,000 square feet; St. Rose – 55,000 square feet; and Cadence – 75,000 square feet. These campuses include multi-purpose rooms, general classrooms, science rooms, art rooms, music rooms, theatre stages and outdoor play areas.

Pinecrest Academy of Nevada has not encountered developmental delays to the campus calendar year with the construction of its first 4 campuses.

- 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.*

Pinecrest Academy of Nevada will look to have an organization like Turner-Agassi Charter School Facility Fund acquire and construct the proposed school facility. The Board will enter into a Triple Net Lease which will require the school to maintain the facility. Board Members of Pinecrest Academy of Nevada do not present a conflict of interest in dealing with Turner-Agassi Charter School Facility Fund or any other development group that they would choose to do business with.

No costs related to the facility will be borne by Academica Nevada or a related party such as a foundation.



3. *If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, please provide:*
 - 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 as Attachment 4.*
 - b. *A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5.*
 - c. *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 as Attachment 6.*
 - d. *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 3rd 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 Attachment 7.*
 - e. *A copy of the Certificate of Occupancy at Attachment 8.*
 - f. *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 Attachment 9.*
 - 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 386.3265 as Attachment 10.*

Please see *Attachments 4-10* and the responses to subsection 4 below.

4. *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 386.3265 as Attachment 4 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 Attachment 4.*

Pinecrest Academy of Nevada has yet to identify a site for the opening of their proposed campus which will serve grades K-12. The desired community of location is in the west part of the City of Henderson. This would serve to relieve severe overcrowding in the region. This new Pinecrest High School would allow Pinecrest Academy of Nevada students the opportunity to attend a charter High School that otherwise would not be afforded.



- 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 386.3265 as Attachment 5 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 Attachment 5.*

Pinecrest Academy of Nevada will look to enter into a lease with a future purchase option for the proposed campus.

Pinecrest Academy of Nevada currently occupies three facilities leased to them by the Turner Agassi Charter School Facility Fund. Pinecrest Academy of Nevada assumes that construction and cost of land for the proposed site will be similar to the facilities that they currently lease. Charter Schools that are managed by Academica Nevada and have been built from the ground up average approximately \$200 a sq. foot to acquire (Land + Facility). Please see assurance from Pinecrest Academy of Nevada Board that they will comply with NAC 386.3265, *Attachment 5*.

- 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 386.3265 as Attachment 6 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 386.3265 as Attachment 6.*

Pinecrest Academy of Nevada will look to identify or construct a facility that can eventually hold 2,400 students. Pinecrest Academy of Nevada will look to construct or occupy a facility in phases for the proposed new campus. The reason for phasing in construction would be because Pinecrest Academy of Nevada is starting with only 1,135 students at the proposed location. The Pinecrest Academy of Nevada will only need approximately 75,000 sq. feet in its' first year. It will take Pinecrest Academy of Nevada approximately 6 years to reach full enrollment assuming expected demand is met. At maximum enrollment the proposed campus will need to be at minimum approximately 170,000 sq. feet.

- 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 386.3265 as Attachment 7 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 3rd 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 Attachment 7.*



Pinecrest Academy of Nevada will work with Academica Nevada to identify potential sites for the new proposed campus. Pinecrest Academy of Nevada, once they identify a potential site, will have their own independent broker given an opinion on the value of such sites.

- e. A detailed construction project plan and timeline, including a Gannt 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 386.3265 as Attachment 8.*

Please see Attachment 8.

- f. A detailed construction project plan and timeline, including a Gannt 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 386.3265 as Attachment 9.*

Please see Attachment 9.

- 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 386.3265 as Attachment 10.*

Please see Attachment 10.

- 5. For schools which are seeking to occupy multiple facilities over several years, please 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.*

Pinecrest Academy of Nevada projects opening an additional campus as set forth in this application starting in 2019-2020 in the West part of the City of Henderson region located within unincorporated Clark County.

- 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 3rd party financing, etc.*

Pinecrest Academy of Nevada will work with Academica Nevada to identify and secure a facility for 2019. Academica Nevada works with local brokers or consultants to identify possible facilities



for their clients. Pinecrest Academy of Nevada plans to build from the ground up on the proposed campus site. To build a K-12 facility from the ground up Pinecrest Academy of Nevada would need approximately 6 months for permitting and construction.

- 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 386.3265 as part of Attachment 8. 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 386.3265 as part of Attachment 9.*

Pinecrest Academy of Nevada has already built one campus located in the City of Henderson region. Please see *Attachment 9* for permits and inspections that are necessary to receive a Certificate of Occupancy.

- 6. Please include the organization's plans to finance these facilities, including:*
 - a. Total project cost for each facility*
 - b. Financing and financing assumptions*
 - c. Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole.*

Pinecrest Academy of Nevada used the following criteria to help the professionals find a proper facility. First, was location, the facility had to be in a geographic location we designated in the West part of the City of Henderson. Second, the square footage of the facility has to be around 170,000 sq. feet to be able to house approximately 2400 students. 3rd, the cost of the facility plus land has to be approximately \$200 per sq. foot or \$34,000,000.

Pinecrest Academy of Nevada expects to finance the facility with Turner Agassi Fund and projects that the lease payments will be about \$3,100,000 after the 5th year. The fund will allow the school to make stepped payments in years one through five that arrived at \$3,100,000 in the fifth year. Pinecrest Academy of Nevada will additionally look to include a purchase option in their lease. If the market rates are favorable Pinecrest Academy of Nevada will purchase their facility by issuing tax-exempt bonds. This will allow Pinecrest Academy of Nevada to fix their facility expense long term at a low rate.



It is projected that the total facility maintenance costs that the school can manage efficiently is \$1,147,200, which consists of the lease, utilities, maintenance, and janitorial.

There are other smaller expenses but these represent the major maintenance categories:

- \$125,000 – Utilities
- \$875,000 – Rent
- \$68,000 – Maintenance
- \$79,200 – Janitorial

ONGOING OPERATIONS

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

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

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

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

2. *Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a*



baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

Pinecrest Academy of Nevada's insurance coverage will include coverage for general liability, abuse, employee benefits, professional educators' legal liability, auto, property, equipment breakdown, crime, excess liability, Directors & Officers/Employment Practices, student accident, and Worker's Compensation. Pinecrest Academy is currently part of a consortium plan made available through Academica Nevada to provide increased levels of insurance for multi-site charters. All required insurance coverages are in place at levels above Nevada-mandated baseline requirements, and will be adjusted as student population increases each year. Please see the table below for the policy limits for each category of this coverage:

<u>Coverages:</u>	<u>2019- 2020</u>	<u>Notes</u>
General Liability Aggregate	\$17,000,000	Includes Umbrella/Excess Limits of \$15M
General Liability Per Occurrence	\$16,000,000	
Products/Completed Operations Aggregate	\$17,000,000	
Personal and Advertising Injury	\$16,000,000	
Abuse or Molestation Per Occurrence	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Abuse or Molestation Aggregate	\$17,000,000	
Student Accident - per accident	\$25,000	
Employee Benefits Liability Per Occurrence	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Employee Benefits Liability Aggregate	\$17,000,000	
Commercial Auto Liability	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Building Limit	100% Replacement	
Employee Dishonesty/Crime	\$100,000	
Educators Legal Liability Per Occurrence	\$10,000,000	Shared Limits with D&O/EPLI
Educators Legal Liability Aggregate	\$10,000,000	
		Shared Limits with Educators/EPLI
Directors & Officers Liability Per Occurrence	\$10,000,000	
Directors & Officers Liability Aggregate	\$10,000,000	
Employment Practices Liability Per Occurrence	\$10,000,000	Shared Limits with D&O/Educators
Employment Practices Liability Aggregate	\$10,000,000	
Excess/Umbrella Liability	\$15,000,000	
Workers Compensation	\$1,000,000	
Excess/Umbrella Liability	\$3,000,000	



FINANCIAL PLAN

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

The Pinecrest Academy of Nevada Board oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the Board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines.

Under the supervision of the Board's Treasurer and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is usually the Principal. Each campus employs an Office Manager to work with the EMO. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

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

Pinecrest Academy of Nevada intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent. He/She will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases, calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.



2. *As Attachment 21, 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 in Attachment 21. Include the following:*
 - a. *Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.*
 - b. *Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of Attachment 10. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.*
 - c. *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.*
 - d. *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.*
 - e. *Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.*
 - f. *Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.*

Please see attachment 21 for responses to question (4) (a)-(f) for this section.

3. *Submit a completed financial plan for the proposed school as Attachment 21 (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 see attachment 21.

4. *Submit, as Attachment 22, 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 see attachment 22.

5. *Provide, as Attachment 23, 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.*



Please see attachment 23.

6. *Complete the audit data worksheet in Attachment 24. 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 23.*

Please see attachment 23.

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

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

8. *Describe the campus, schools, 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.*

The financial policies and procedures adopted by the Board will be reflected at the proposed campuses. The Board, Executive Director Dr. Carrie Buck, and Academica Nevada will work with and train the school principal and Office Manager on Pinecrest Academy of Nevada in all financial policies and procedures. The Pinecrest Academy of Nevada Board oversees all aspects of the fiscal management of the school. The Board will review financial statements at minimum once a quarter. Academica Nevada will prepare the financial statements for the Board Meeting. Academica will meet with Executive Director and school principals during the development of annual budgets to receive their input. Academica Nevada will then present annual budgets to the Board for their consideration.

Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The principal of the school will supervise the budget and day-to-day cash collections at the school. Academica Nevada will meet regularly with the Executive Director and school principals to review their budgets.



The person designated to draw all orders in pursuance to NRS386.573 for the payment of monies belonging to the charter school is usually the school principal. Each campus employs an Office Manager to work with the EMO. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase order and with properly submitted vouchers approved by the governing body.

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



Attachment 1- Letter of Transmittal

September 13, 2017

State Public Charter School Authority
Attn: Patrick Gavin
1749 North Steward Street, Suite 40
Carson City, Nevada 89706

Re: *Amendment Request for Pinecrest Academy of Nevada to Expand to New Sites*

Dear Mr. Gavin:

Below is the Summary for Pinecrest Academy of Nevada to amend their charter contract with the SPCSA to expand to one new site:

Pinecrest Academy of Nevada proposes to amend their charter contract with the SPCSA to expand to one new site located in the area of the West part of the City of Henderson. Pinecrest Academy, since opening its doors in 2012 has experienced a high amount of demand for their educational experience to which they have significant wait-lists at each of their 4 current campuses. Pinecrest Academy of Nevada feels it is important to be able to offer each of their students the opportunity to attend Pinecrest Academy of Nevada through their entire K-12 educational experience. To do so the Board of Pinecrest Academy of Nevada is proposing to create a feeder system that would matriculate support to each of their campuses.

The facilities proposed within the Charter School Expansion Amendment Request includes a K-12 site opening 2019 located in the West part of the City of Henderson with exact location yet to be determined.

Pinecrest Academy of Nevada requests that the Authority approve Pinecrest's Expansion Amendment Request.

Sincerely,

A handwritten signature in black ink, appearing to be "D. H. L.", is written over a faint, larger signature.

Pinecrest Academy of Nevada Board Chair



Attachment 2- Board Meeting Agenda

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 its annual public meeting on June 5, 2017 at 5:30 p.m. at 1360 S. Boulder Hwy., Henderson, NV 89015. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda, two or more items for consideration combined, remove an item from the agenda or delay discussion related to an item at any time, all at the discretion of the Chairperson.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance is asked to contact Dena Thompson at (702) 431-6260 (dena.thompson@academicnv.com) at least two days prior to the meeting so that arrangements may be conveniently made.

Public comment may be limited to three minutes per person at the discretion of the Chairperson.



AGENDA

June 5, 2017 Meeting of the Board of Directors of Pinecrest Academy of Nevada

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

1. Call to order and roll call. (For Possible Action).
2. Public Comment and Discussion. (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. Approval of the Minutes of the April 5, 2017 Board Meeting. (For Possible Action.)
4. Annual Election of Board Officers. (For Possible Action.)
5. Review of Schools Financial Performance. (For Discussion.)
6. Review and Approval of Final Budget for the 2017/2018 School Year. (For Possible Action.)
7. Discussion and Possible Action Regarding Hiring of National School Lunch Program Vendor for Pinecrest Academy of Nevada, Based on Bids Received From (For Possible Action.):
 - a. Clark County School District and
 - b. Three Square.
8. Review and Approval of National School Lunch Meal Charge Policy. (For Possible Action.)
9. Review and Approval of Procurement Policy. (For Possible Action.)
10. Review and Approval of Construction of a Shade Structure at the St. Rose Campus. (For Possible Action.)
11. Review and Approval of Retention Bonuses. (For Possible Action.)
12. Review and Approval of Internet Safety Policy. (For Possible Action.)
13. Discussion and Possible Action Approving Pinecrest Academy of Nevada to Submit an Application for Expansion.



14. Discussion and Possible Action to Approve the Addition of Parking Spaces, Interior Renovations to Create Storage Space and Additional Offices and Approval of Financing Method and General Contractor for the Pinecrest St. Rose Campus. (For Possible Action.)
15. Discussion and Possible Action to Approve the Use of Saturday School as an Alternative to Regular School Day Detention. (For Possible Action.)
16. Discussion and Possible Action Regarding the Implementation of Pinecrest Academy of Nevada's Testing Policy, Not Allowing for Opt-Out. (For Possible Action.)
17. Executive Director and Principal Reports. (For Discussion)
18. Public comments and discussion. (Action may not be taken on any matter brought up under public comment until scheduled on an agenda for possible action at a later meeting.) (For Discussion.)
19. Adjournment. (For Possible Action.)

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.



Attachment 3- Board Meeting Minutes

MINUTES of the meeting of the BOARD OF DIRECTORS of PINECREST ACADEMY OF NEVADA June 5, 2017

The Board of Directors of Pinecrest Academy of Nevada held a public meeting on June 5, 2017 at 5:30 pm at 1360 S Boulder Hwy., Henderson, Nevada, 89015.

1. Call to order and roll call

Board Vice-Chairperson Kacey Thomas called the meeting to order at 5:36 pm with a quorum present. In attendance were Board Members Kacey Thomas, Craig Seiden, Travis Keys, and Kevin Smoot.

Board Members Randall Walker, Jeff Cahill and Marni Watkins were not present.

Also present were Pinecrest Academy Executive Director Carrie Buck, Principal LeNeave, Principal Satory, Principal O'Dowd, Principal Keaton, and Assistant Principal Flynn Stern as well as Academica representatives Trevor Goodsell, Jacob Smoot, Arthur Ziev, and Melissa Fries.

2. Public Comment and Discussion

There was no request for public comment.

3. Approval of Minutes from the April 5, 2017 Board Meeting

Member Keys moved to approve the minutes from the April 5, 2017 Board meeting. Member Smoot seconded the motion, and the Board voted unanimously to approve.

4. Annual Election of Board Officers.

Trevor Goodsell addressed the Board and stated that this was the annual meeting and that each year the officers would need to be elected; adding that all current Board officers had not completed three years and were eligible for reelection.

Member Smoot nominated Randall Walker as Board Chair. The Board voted unanimously to elect Randall Walker as Board Chair.

Member Keys nominated Kasey Thomas as Board Vice Chair. The Board voted unanimously to elect Kasey Thomas as Board Chair.

Member Keys nominated Marni Watkins as Board Secretary. The Board voted unanimously to elect Marni Watkins as Board Secretary.

Member Thomas nominated Craig Seiden as Board Treasurer. The Board voted unanimously to elect Craig Seiden as Board Treasurer.



12. Review and Approval of Internet Safety Policy.

Mr. Goodsell stated that the Pinecrest Academy participated in the E-Rate program, which was a discount for the internet, as such they need to approve the internet safety policy; adding that this was the same as the policy they approved last year.

Member Keys moved to approve the internet safety policy. Member Smoot seconded the motion, and the Board voted unanimously to approve.

13. Discussion and Possible Action Approving Pinecrest Academy of Nevada to Submit an Application for Expansion.

Mr. Goodsell stated that, during the process of looking for land, it had come to their attention that Pinecrest Academy of Nevada did not have an application in to the State Charter School Authority to expand to another K-12 site; adding that the application should be submitted now to ensure that they could move forward when a site was located. Member Thomas asked if they would be under a time constraint if they submitted the application now. Mr. Goodsell stated that they typically would have five years to expand; adding that they should apply for an expansion of five sites. Mr. Goodsell further stated that they would not be locked in to adding 5 sites; however, they would be ensuring the possibility to expand.

Member Smoot moved to approve to submit an application for expansion. Member Keys seconded the motion and the Board voted unanimously to approve.

15. Discussion and Possible Action to Approve the Use of Saturday School as an Alternative to Regular School Day Detention.

Principal LeNeave addressed the Board and stated that they had implemented in house detentions at some of the campuses; adding that it had increased the workload they were getting out of the students. Principal LeNeave further stated that it was helpful to have an intermediary level between warnings and out of school suspension; adding that if the students were at home on suspension they were often alone and texting other students. Principal LeNeave stated that they had many Saturday events where they were already paying a teacher to open the buildings; adding that they could use that same teacher to oversee Saturday detention. Member Smoot asked if they would have licensed teachers overseeing detention. Principal LeNeave stated that they currently have staff and teachers opening the building; however, they would ensure it was a licensed teacher overseeing detention.

Member Seiden moved to approve the use of Saturday school as an alternative to regular school day detention. Member Smoot seconded the motion, and the Board voted unanimously to approve.

16. Discussion and Possible Action Regarding the Implementation of Pinecrest Academy of Nevada's Testing Policy, Not Allowing for Opt-Out.

Executive Director Buck referred the Board to the support materials and stated that she had included some research which showed that the top ranked states in education did not allow for students to opt-out of testing; adding that she had used the policies of the top states to write the Pinecrest Academy opt-out policy. Member



Attachment 4- Facility Agreement

Pinecrest Academy of Nevada has not entered into a facility agreement for the occupancy of their proposed site. Pinecrest Academy of Nevada will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265.

As previously discussed in sections “Meeting The Need” and “Academic Plan” Pinecrest has selected the region of west Henderson as a proposed location for the school in order to provide students and families an additional option for a quality education.



Attachment 5- Purchase or Rental/Lease Agreement

Pinecrest Academy of Nevada has not entered into a purchase price/sale agreement or a lease/rental agreement for the occupancy of their proposed site. Pinecrest Academy of Nevada will submit such documentation for review and approval prior to the acquisition of any facility in compliance with NAC 386.3265.



Attachment 6- Floor Plan

Pinecrest Academy of Nevada will submit documentation for review and approval of the floor plan prior to acquisition of any facility in compliance with NAC 386.3265.



Attachment 7- Facility Contact Information

Pinecrest Academy of Nevada has not entered into a facility agreement for the occupancy of their proposed site. Pinecrest Academy of Nevada will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265.



Attachment 8- Certificate of Occupancy

Pinecrest Academy of Nevada will submit Certificate of Occupancy documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265.



Attachment 9- Facility Code Compliance

Pinecrest Academy of Nevada will submit Facility Code Compliance documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265.



Attachment 10- OSHA Compliance

Pinecrest Academy of Nevada will submit OSHA Compliance documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265.



Attachment 11- Letters of Support



To Whom It May Concern:

We are writing to express our support for the approval of Pinecrest Academy of Nevada Charter School Program grant proposal. We believe and have already witnessed that Pinecrest Academy of Nevada is and will continue to be an incredible asset and of great benefit to our children, families, and local community.

The goals of Pinecrest Academy of Nevada provide for a systemic approach to raising academic achievement of students in Las Vegas, Nevada. The recent history of Pinecrest Academy, Inc. partner schools demonstrates the commitment of school personnel to developing high quality arts integration programs based on educational research and providing the support necessary to successfully implement these programs. The result has been continuous improvement in the academic achievement of students.

Students will thrive in Pinecrest Academy's hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

As the Broker / Owners of Crown Point Realty, we highly support Pinecrest Academy of Nevada and have been very happy to support an excellent school of choice in our community. We believe the implementation of this program will provide data that can be used for increasing academic achievement in school districts throughout our country.

Sincerely,

Matt & Leslie Farnham

Broker / Owners
Crown Point Realty

980 American Pacific Drive #111, Henderson, Nevada 89014
702-434-5200 Phone | 702-800-5710 Fax | CrownPointRealtyNV.com



TRUMAN

ORTHODONTICS

To whom it may concern;

I am writing to show my support for Pinecrest Academy of Nevada.

I have worked closely with Pinecrest Academy for the last three years and believe Pinecrest Academy of Nevada is a great benefit to my community.

I have been the Doctor and owner of Truman Orthodontics for 13 years. Our mission at Truman Orthodontics is to provide quality orthodontic service to all members of the community to enhance our patient's oral health and self esteem. Our mission has been supported by Pinecrest through our wonderful working relationship with the teachers, students, and the PTO. We have had many wonderful opportunities to work with the staff one on one. Many of Truman Orthodontics patients attend all campuses in the Henderson area. We love to support our patients in their education throughout the year. We have attended many activities and events at Pinecrest. We have also volunteered at the schools. We have taught Dental Education to help with student's oral health and we have participated in "Career Day's" to help students understand that education is very important for their success.

I eagerly anticipate collaborating with Pinecrest Academy of Las Vegas in the future.

Sincerely,

Dr. Zachary B. Truman DMD, MS
Truman Orthodontics Henderson
880 Seven Hills Drive
Henderson Nevada 89052

851 S. Rampart, Suite 130, Las Vegas, NV 89145 / 880 Seven Hills Drive #170, Henderson, NV 89052
(702) 500-1112 trumanbraces.com



To Whom It May Concern:

I am writing to express my support for the approval of Pinecrest Academy of Nevada Charter School Program grant proposal. I believe that Pinecrest Academy of Nevada will be an incredible asset and of great benefit to our children, families, and local community.

Pinecrest Academy of Nevada will fill a need in our community for K-8 education focused on arts integration. There is an ever-growing demand for greater emphasis on arts disciplines in education, and research shows that students who are introduced to arts disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Students will thrive in Pinecrest Academy's hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

Pinecrest Academy will be a great addition to the existing tuition-free, public charter schools in Clark County. Pinecrest Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community.

I support Pinecrest Academy of Nevada and would be very happy to support an excellent school of choice in our community.

Sincerely,

Aaron Hofman
Campus Pastor



Terry A. Shirey
President and Chief Executive Officer

750 East Warm Springs Road, Suite 400
Las Vegas, NV 89119

September 1, 2017

To Whom It May Concern:

As the President and CEO of Nevada State Bank, I am writing this letter of support for Pinecrest Academy of Nevada.

The goals of Pinecrest Academy of Nevada provide for a systemic approach to raising academic achievement of students in Las Vegas, Nevada. The recent history of Pinecrest Academy, Inc. partner schools demonstrates the commitment of school personnel to developing high quality arts integration programs based on educational research and providing the support necessary to successfully implement these programs. The result has been continuous improvement in the academic achievement of students.

As the CEO of the Nevada State Bank, I highly support Pinecrest Academy of Nevada and believe the implementation of this program will provide data that can be used for increasing academic achievement in school districts throughout our country. We have much to celebrate in Southern Nevada – a strengthening and diversifying economy, a growing population and continued improvements to our systems of higher education. However, we have jobs left unfilled as we are not necessarily training our primary education students for the jobs of the future. Pinecrest Academy of Nevada, and schools like it, provide a wonderful alternative to students in our city and help raise the bar for all of our schools in their mission to train the workforce of the future. For these reasons and more I fully support the expansion of Pinecrest's efforts in Southern Nevada.

Respectfully,

A handwritten signature in black ink, appearing to read "T. Shirey", is written over a horizontal line.

Terry Shirey
President and CEO
Nevada State Bank



Attachment 12- Leadership Job Descriptions

JOB DESCRIPTION

POSITION TITLE: Principal

CONTRACT YEAR: Twelve (12) Months

QUALIFICATIONS

EDUCATION: An earned Master's Degree (or higher) from an Accredited College or University.

EXPERIENCE

REQUIRED: A total of five (5) years of school experience is required, including a minimum of three (3) years of experience as a Principal/Assistant Principal. Must hold a NDE-issued Administrator of a School License or be eligible to receive the same within 1 year.

REPORTS TO: Governing Board.

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the school.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities, and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The School Principal Shall:

- Pursue the vision and execute the mission of the school.
- As Head of School, he/she will provide leadership and direction to all instructional and non-instructional staff.
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff that such action with respect to the Director of Finance and Operations positions shall be subject to review and/or approval by the Board of Trustees.
- Administer Pinecrest Academy of Nevada scheduling, enrollment, and curriculum.
- Serve as liaison to the Board of Trustees, including but not limited to providing formal and informal reports to the Board and charter entity.



- Prepare materials in conjunction with the Director of Finance and Operations for Board meeting, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, and auditing, and financial planning.
- Perform other duties as assigned by the Governing Board.



JOB DESCRIPTION

POSITION TITLE: Assistant Principal (Hired in Year 2)

CONTRACT YEAR: Twelve (12) Months

QUALIFICATIONS

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University.

EXPERIENCE

REQUIRED: A minimum of five (5) years of combined school-based work experience.

REPORTS TO: Principal.

POSITION GOAL: To directly support the Principal in the day-to-day management of all aspects of the operating Pinecrest Academy of Nevada.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

In collaboration with the Principal and with the Principal's guidance and direction, the assistant principal shall:

- Supervise the preparation of class schedules and individual student schedules
- Aid in the supervision and evaluation of certified and classified personnel
- Promote the positive image of the school within the district and the overall community
- Schedule extracurricular activities
- Organize activities for students and staff in collaboration with principal
- Assist in the preparation of all materials for all board meetings
- Assist in the preparation of teacher, parent and student handbooks
- Supervise conduct within the school and oversee all disciplinary and attendance procedures, maintaining records of any disciplinary action
- Assist in administering school rules and behavioral expectations
- Provide a safe environment for students and staff Athletic Director
- Perform other duties as assigned by the Principal



JOB DESCRIPTION

POSITION TITLE: Lead Teacher

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University. The Lead Teacher must be highly qualified in compliance with all applicable State and Federal laws.

EXPERIENCE

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience. Prior experience, exposure, training in, and/or appreciation of the Pinecrest Academy Curriculum Model is preferred.

REPORTS TO: Principal.

POSITION GOAL: To assist and support the Principal and teachers with the implementation and support of the Pinecrest Academy of Nevada curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Teacher Leader shall:

- Attend all curriculum related meetings and in-service events.
- Assist grade levels in the development of units
- Develop storage and checkout systems for grade-level instructional materials, coordinate with grade level chairs to maintain grade-level instructional materials
- Maintain a list of materials needed to be ordered (new teacher materials, replacement of materials, additional instructional resources for future units of study to be developed "wish lists")
- Coordinate staff development speakers
- Deliver and coordinate with outside resources to develop in-house professional development
- Coordinate school visits by parents, central office administrators, and community members
- Provide assistance and training for new teachers to sustain implementation
- Perform other duties as assigned by the Principal



JOB DESCRIPTION

POSITION TITLE: Special Education Teacher

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Education license.

EXPERIENCE

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years of teaching experience in Special Education.

REPORTS TO: Principal.

POSITION GOAL: To develop, implement, coordinate, and monitor Special Education curriculum for students assigned to the Special Education program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Special Education Teacher shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEP's and Section 504 plans;
- Coordinate and attend IEP meetings and communicate with parents;
- Provide curriculum support for students and teachers;
- Coordinate and facilitate Response to Intervention for struggling students;
- Develop and monitor Behavior Intervention Plans;
- Coordinate the identification, assessment and placement of students in the School's ESE Program;
- Coordinate the ordering of materials and equipment needed to implement ESE Program Services;
- Coordinates with school-site, district and contracted personnel in the provision of ESE services to students;
- Develop and assist to implement the school's ESE program in alignment with state and federal guidelines;
- Coordinate testing for Students with Disabilities and monitor student IEP's;
- Coordinate the internal and external evaluation to maintain and effective feedback monitoring system in coordination with Program Evaluation;
- Coordinate activities with early intervention programs to provide services for ESE students;
- Serve as a consultant on matters pertinent to the ESE program;



- Assist with interviews of potential ESE teachers;
- Participate successfully in the training programs offered to increase the skill and proficiency related to the assignment;
- Review current developments, literature and technical sources of information related to job responsibility;
- Models successful teaching practices at the classroom level, including differentiation accommodations
- Assist teachers to align, interpret, implement and assess the Pre-K-8 arts, Reading, ELA, Math, Science, Physical Education and Social Studies;
- Has knowledge of research-based best practices in art, Reading, ELA, Math, Science, Physical Education and Social Studies, identifies learning problems in those areas and provides coaching on best practices as well as provides modeling to assist teachers and students;
- Plans, coordinates and presents staff development programs Reading, ELA, Math, Science, Physical Education and Social Studies content and methodology including facilitation of Professional Learning Communities and Lesson Study;
- Coordinates the development of instructional materials that are consistent with the total education philosophy of the school; and
- Perform other duties as assigned by the Principal.



JOB DESCRIPTION

POSITION TITLE: Counselor (Year 4)

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned Master's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Services License, School Counselor License is preferred.

EXPERIENCE

REQUIRED: A minimum of two (2) years working in a school environment.

REPORTS TO: Principal.

POSITION GOAL: To promote and enhance the overall academic mission by providing services that strengthen home, school, and community partnerships and alleviate barriers to learning.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Counselor shall:

- Effectively and appropriately assess and address the needs, characteristics, and interactions of students, families, and community.
- Use knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crisis intervention, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, and coordination of school and community services.
- Advocate for appropriate services for students and their families. 'Provide social and emotional counseling for all students.
- Consult and collaborate with stakeholders on behalf of students and their families.
- Effectively plan, implement, and evaluate programs that promote student and family success
- Use assessment and evaluation results to develop appropriate interventions for students, families, schools and communities.
- Develop long-term and short-term intervention plans consistent with curriculum, with students' needs, strengths, diversity and life experiences, and with other social and emotional factors.



- Provide services to students in ways that build upon individual strengths and offer students maximum opportunities to participate in the planning and direction of their own learning experience.
- Provide appropriate follow-up to ensure that students' needs are being met.
- Act as a point of contact for outside organizations working with students and their families.
- Perform other duties as assigned by the Principal.

**Attachment 13- Resumes and Student Achievement Data****Jessica LeNeave**

1480 Paseo Verde Dr. • Henderson, NV 89012
 Phone: 702-496-2623 • E-Mail: jessica.leneave@pinecrestnv.org

OBJECTIVE

Continue to pursue opportunities for higher education.

PERFORMANCE SUMMARY

A dynamic educational leader serving as an administrator for the past four years. Consistent track record of promotion and implementation of instructional model set forth through a collaborative effort between administration and staff. Documented success of initiating and implementing effective teacher training programs. Consistent in review of laws and ethics in education.

CORE COMPETENCIES

- | | |
|--|-----------------------------------|
| • Pinecrest Instructional Model | • Data Analysis - SPSS |
| • School Planning and Curriculum | • Infinite Campus |
| • Policies and Procedures | • Graphic Design |
| • Master Scheduling | • Adobe Suite |
| • Organizational Efficiency Facilitation | • HTML Coding |
| • Parent Communication | • Web Design |
| • Positive Student Incentives | • Carloop System Implementation |
| • Student Behavior | • Large Scale Field Trip Planning |
| • Crisis Response Planning | • Employee Grievances |
| • Technology Integration and Troubleshooting | • 504s |

EXPERIENCE

Pinecrest Academy of Nevada	2012-Current
K-12 Principal of Cadence Campus	
Middle School Assistant Principal	
Assistant Principal	
Middle School Lead Teacher	
5 th Grade Team Leader	
504 Liaison	
5 th Grade Science and Social Studies Teacher	
Somerset Academy of Las Vegas	2012 - 2012
K-5 Physical Education Specialist	
Innovations International Charter School of Nevada	2007 - 2011
K-12 Physical Education and Martial Arts	
K-12 Specialists Team Leader	
5 th & 6 th Grade Science	
5 th & 6 th Grade Team Leader	
504 Liaison	
Summit Academy Charter School	2006-2007
5 th Grade Teacher	

EDUCATION

Nova Southeastern University	Currently Pursuing
Doctor of Education, Leadership and Administration, Minor in Charter Administration	
Sierra Nevada College	2015
Master of Education, Teacher Leadership and Administration	
Board of Examiners for Long Term Care Administration	2013
Assisted Living Home Administration Certification	
University of Nevada, Las Vegas	2012
Master of Science, Educational Psychology	
Brigham Young University	2006
Bachelor of Science, Elementary Education - Summa Cum Laude	



PRESENTATIONS

National Charter School Conference	2015
That's Apptastic! - Applications for the classroom	
Charter School Association of Nevada Conference	2014
That's Apptastic! - Applications for the classroom	
Academica Teacher Professional Development	2014
Common Core Math Integration	
That's Apptastic! - Applications for the classroom	

AWARDS

Golden Key Honor Society	2011
National Master's Hall of Fame Inductee - Pioneer Award	2010
Charter School Association of Nevada Teacher of the Year	2010
Phi Theta Kappa Honor Society	2005
FCCLA National Gold Medalist	2002
FCCLA State Gold Medalist	2002
FCCLA State Silver Medalist	2001

LICENSES & CERITFCATIONS

K-12 Administration	December 2015
K-8 Teaching	Current
Crisis Prevention Intervention Instructor	Current
4 th Degree Black Belt - Shorin Ryu Karate	Current
CPR/First Aid	Current
Assisted Living Home Administration	2013
Foster Care	2013

REFERENCES

Dr. Carrie A. Buck Executive Director & Supervisor Pinecrest Academy 702-749-3500 carrie.buck@pinecrestnv.org	Reggie Farmer Principal & Former Supervisor Somerset Academy 702-575-9810 reggie.farmer@somersetnv.org	Ryan Reeves Chief Operating Officer Academica Nevada 702-715-5916 rreeves@acadmicanv.com
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LISA SATORY

EXPERIENCED PRINCIPAL AND EDUCATOR

PROFESSIONAL EXPERIENCE

PRINCIPAL- PINECREST ACADEMY OF NEVADA, HORIZON CAMPUS
AUGUST 2016 TO PRESENT

As Principal of a Kindergarten through 8th grade charter school, I have been instrumental in producing exceptional student growth and leading school wide collaboration of consistent, effective instructional practices. I unite our community in our vision of college and career readiness and promote educational choice for families. I am proud of the positive learning environment that I have facilitated on our campus.

- Develop master schedule, course sequences, and academic programs of study
- Coordinate online dual credit and credit recovery programs for high school preparation of students
- Manage school budget, payroll, ordering, and expenses
- Manage and support a one to one technology rich learning environment campus wide
- Oversee that all facilities and operations are performing efficiently
- Oversee the National School Lunch Program policies and practices
- Lead weekly PLC, instructional team, and staff meetings to support the vision of Pinecrest Academy
- Coordinate and schedule relevant professional development opportunities and curricular support for staff
- Conduct observations and conferences with teachers, providing constructive feedback and growth opportunities
- Host monthly parent meetings and workshops to assist families in school involvement and student academic support
- Organize community events and fundraisers
- Market our school and open enrollment to maintain a healthy waitlist at all grade levels
- Coordinate before and after school programs, including tutoring, sports, clubs, and activities, for student enrichment
- Attend and present in professional conferences
- Conference with families on a daily basis regarding student achievement, discipline support, and family support
- Oversee special education services, scheduling, and staffing for over one hundred students with special needs

ASSISTANT PRINCIPAL- BASIC HIGH SCHOOL, HENDERSON NV
AUGUST 2014 TO MAY 2016

As Assistant Principal, I supervised the areas of Curriculum, Counseling, Instruction, Attendance, and the International Baccalaureate program. I supervised the departments of Math, Social Studies, Special Education, ROTC, Arts, Design, CTE, Registrar, School Based Technician, School Police, Campus Monitors, and three secretarial staff. We were selected as an International Baccalaureate magnet school, IB Diploma Program, Middle Years Program, and Career Program, in which I was instrumental in preparing our school and staff in adopting IB policies and practices. I attended numerous IB trainings and led Professional Development for the staff.

- Develop master schedule, course sequences, and academic programs of study. Supervise the counsel-

59 VOLTAIRE AVENUE,
HENDERSON, NV 89002

CELL: (702) 580-6618

EMAIL: LISA.SATORY@
PINECRESTNV.ORG

REFERENCES

Dr. Carrie Buck
Executive Director,
Pinecrest Academy
230 Highland Drive
Henderson, NV
(702)592-9740
carrie.buck@pinecrestnv.org

David Bechtel
Principal, Basic High School
400 Palo Verde Drive
Henderson, NV 89015
(702) 205-4499 dabechtel@
interact.ccsd.net

Greg Hunter
Principal,
Canyon Springs High School
350 E. Alexander Road
(702) 401-3992 glh332@
interact.ccsd.net

Renee Fairless
Principal, Mater Academy
2525 Emerson Avenue
Las Vegas, NV 89121
(702) 379-2736 ryfairless@
interact.ccsd.net



AFFILIATIONS/ BOARDS & AWARDS

Nevada Association of School
Administrators Board Secretary/
Treasurer

Basic High School 2014-15
Administrator/Coordinator of
the Year

Mater Academy Board Member
and Treasurer

CCASA- Clark County Associa-
tion of School Administrators

DECA- Distributive Education
Clubs of America

Golden Key National Honor
Society

Kappa Delta Pi Honor Society

ATPE- Association of Texas
Professional Educators

DEOS- Distance Education On-
Line Symposium

ACEI- Association of Childhood
Education International
Pi Lambda Theta

ing department in student schedules.

- Develop dual credit programs in conjunction with Nevada State College and College of Southern Nevada
- Manage credit recovery programs
- Oversee our CTE program and student certificate testing.
- Manage our truancy diversion program (Attendance Incentive Monitoring), working with a local judge and social service workers to assist families in receiving services and support to achieve college and career readiness.
- Implemented and manage the APEX credit retrieval program by training teachers and counselors, enrolling students, analyzing data, and monitoring student progress
- Conduct observations and conferences with teachers in accordance with the NEPF evaluation system
- Wrote the grant and implemented Operation Respect Welcoming Schools, an anti-bullying and student respect campaign on campus
- Wrote the Hope2 grant and implemented In-House Suspension, aimed at reducing suspension and expulsion rates for minority and at-risk students
- Curriculum planning and scheduling for IB implementation
- Meet with IB coaches weekly to develop unit plans
- Lead weekly PLC, department, and staff meeting to support the vision of Basic High School
- Data analysis of NHPSE reports, attendance and discipline rates, quarterly grade analysis by teacher, and graduation rates.
- Responsible for Crisis Response Plan implementation and management
- Tier 1 Liaison attending monthly professional development and implementing practices on campus toward improving cultural awareness and sensitivity.
- Organize after-school tutoring for proficiency exams
- Wrote the proposal to manage a late activity bus for students
- Assist in implementing Title 1 services for students
- Manage the implementation of practices to support the SB269 driver's license policy

DEAN OF STUDENTS- BASIC HIGH SCHOOL, HENDERSON NV AUGUST 2013 TO AUGUST 2014

As Dean of Students, I was responsible for discipline and attendance monitoring for over 2300 students, ensuring all CCSD regulations and procedures for truancy, attendance, and discipline are followed. I worked with Education Services Division to comply with all procedures for alternative placements and expulsion recommendations are followed. I also enjoyed being the coordinator of many events at our school, including Freshman Orientation and Barbeque, Open House, Take Your Child to Work Day, Football Tailgating and Eighth Grade Pre-Registration Night. Supervised Visual Arts and ROTC education, Campus Security Monitors, Dean's Secretary, and School Police

- Organization and management of student lockers, staff and student parking, and radio systems.
- Developed our school's Crisis Response Plan, training staff and organizing monthly drills. Currently coordinating with the Department of Crisis Planning, Training, and Exercise Emergency
- Management to develop training materials for SchoolSafe radio communication.
- Education and Diversity Education Liaison, attending monthly trainings and educate staff to increase multicultural awareness on our campus.
- Multicultural Committee Chair
- Discipline Committee Chair
- Supervised transportation services at our school, communicating with the Department of Transportation, bus drivers, supervisors, and Transportation Investigators to ensure the safety of students getting to and from school every day
- Mentored two colleagues, teaching them the responsibilities of the Dean's Office as they are doing their practicum for educational leadership



EDUCATIONAL COMPUTING STRATEGIST
WALKER INTERNATIONAL SCHOOL AND SMALLEY ELEMENTARY SCHOOL,
HENDERSON, NV
AUGUST 2012- JUNE 2013

As ECS at two schools, I planned and presented professional development trainings to the staff on a regular basis. I worked with teachers in their classrooms to integrate technology into instruction effectively. I was responsible for the maintenance and management of all school technologies and software applications. I have extensive knowledge in computer administration and data analysis.

- Technology Committee Chair responsible for budgeting and grant proposals for technology integration
- Budget Committee Member collaborating on school budgeting and expenses
- School Improvement Team member assisting in writing the School Improvement Plan and School Technology Plan
- AIMSWeb LAM Administrator responsible for student assessment, progress monitoring, and data analysis
- WIDA certified ELL test administrator
- RTI Intervention Team
- CRT Test Administrator
- Maintained school websites

LICENSED TEACHER- C. T. SEWELL ELEMENTARY, HENDERSON, NV
AUGUST 2007- JUNE 2012

As a first grade teacher, I worked to create an enriching and collaborative learning environment for students. I developed lessons and instruction based on state and district standards. I conducted and evaluated data on student assessments and progress monitoring. I have extensive experience and professional development in curriculum and instruction and best practices. I assisted in developing and implementing math and writing curriculum for our grade level. I worked on the team responsible for writing the School Improvement Plan and revision of the Technology Plan. I worked frequently with business and community partners in organizing school and extracurricular events. In addition, I helped to organize media events at our school.

- Grade level chair
- Organized Volunteer Luncheons
- Technology Committee chair
- Academic Committee member
- Empowerment Team member
- Writing Cadre
- Accelerated Reader Cadre
- Coordinating teacher for several student teachers
- Mentor teacher for first year teachers

EDUCATION

Current American College of Education, Indianapolis, IN
Doctorate of Education, Leadership
Certifications: STEM Education

2011 Western Governors University, Salt Lake City, Utah
Master of Arts, Educational Administration
Certifications: Nevada Educational Administration Endorsement

2002 University of Nevada Las Vegas, Las Vegas, Nevada
Master of Arts, Educational Technology
Certifications: Nevada Educational Technology Endorsement

1998 Texas A&M University, College Station, Texas
Bachelor of Arts, Interdisciplinary Studies, Cum Laude
Certifications: Texas K-8 Teaching Certificate- Early Childhood Qualified,
Nevada K-8 Teaching Certificate

**Michael O'Dowd**

2633 Rue Montpellier Ave.
Henderson, Nevada 89044
(702) 260-4189

Professional Experience:

2016-Present	Principal of Pinecrest Academy Inspirada K-8 Charter School
2010-2016	Principal Shirley & Bill Wallin Elementary School
2002-2010	Principal Frank J. Lamping Elementary School
1998-2002	Principal Selma Bartlett Elementary School
1997-1998	Assistant Principal Cynthia Cunningham Elementary School
1995-1996	Assistant Principal Ernest May Elementary School
1991-1995	Gifted and Talented Education Program David M. Cox Elementary School
1990-1991	Third Grade Teacher David M. Cox Elementary School
1988-1990	Third Grade Teacher Nate Mack Elementary School

Education:

1992	University of Nevada, Las Vegas Master of Education in Educational Administration and Higher Education
1988	University of Colorado, Boulder Bachelor of Arts & Diploma of Education



Professional Affiliations:

Member of the National Association of Elementary School Principals
February 2009 to present

Member of Nevada Association of School Administrators
February 2009 to 2016

Member of America's Registry of Outstanding Professionals
September 2006 to present

President of the William McCool Science Center Board of Trustees
January 2004 to 2010

Awards and Achievements

- | | |
|------|--|
| 2015 | Nevada Department of Education Award for leading Wallin Elementary School to a "5 Star" rating |
| 2014 | Nevada Department of Education Award for leading Wallin Elementary School to a "5 Star" rating |
| 2013 | Nevada Department of Education Award for leading Wallin Elementary School to a "5 Star" rating |
| 2012 | Nevada Department of Education Award for leading Wallin Elementary School to the designation of a "High Achieving School" |
| 2012 | Nevada PTA Lynel Cunningham Site Administrator of the year |
| 2009 | National Distinguished Principal of the Year (NAESP) |
| 2009 | Nevada Department of Education Award for leading Lamping Elementary School to the designation of a "High Achieving School" |
| 2007 | Congressional Recognition Award from U.S. Congressman Jon C. Porter |
| 2007 | Nevada Department of Education Award for leading Lamping Elementary School to the designation of an "Exemplary School" |
| 2006 | School of Excellence Award from the National PTA |



- 2006 William McCool Science Center and Lamping Elementary School inducted into the Clark County School District Excellence in Education Hall of Fame
- 2006 Induction into America's Registry of Outstanding Professionals
- 2005 Honored by the Nevada State Senate and Assembly with Concurrent Resolution No. 25
- 2004 Nevada Department of Education Award for leading Lamping Elementary School to the designation of a "High Achieving School"
- 2004 Named President of the William McCool Science Center Board of Trustees

Service to the Community:

Member and Small Group Leader at Community Church at Anthem
January 2011 to present

Member and Sunday School Teacher at Green Valley Baptist Church
March 1994 to December 2010

References

Carrie Buck, Dr.
Executive Director
Pinecrest Academy of Nevada
(702) 202-2227

Pat Skorkowsky
Superintendent
Clark County School District
(702) 799-5475

Andre Long
Co-Interim Human Resources Officer
Clark County School District
(702) 799-0641

Other references available upon request.



Lucy Keaton

527 Broken Shale Circle (702)460-9823
Henderson, Nevada 89052

Education Masters of Arts in Educational Leadership, May 1999, University of Nevada Las Vegas
Bachelor of Arts in Education, June 1989, Fresno State University

Professional
Experience Pinecrest Academy of Nevada
Clark County School District, Las Vegas, NV

August 2015 - Current Principal at Pinecrest Academy St. Rose Campus

- Planned and organized the opening of the new campus
- Implemented structures and the adopted Instructional Model to ensure student achievement and success.
- Ensured the required enrollment expectations by holding Parent Informational Meetings, advertising, and having Meet the Principal park events. All enrollment expectations were met and the wait list was maintained and exceeded in having over 1600 students waiting to get accepted to the campus.
- Student academic performance was maintained and gains were demonstrated at the end of the year through the STAR Reading and STAR Math quarterly assessment along with the mandated SBAC state test.
- Frequent parent, student, and teacher surveys were conducted to ensure school success.
- K-8 student population was 940 students.
- All course work focused on college and career readiness.
- Developed and offered 15 after school clubs, such as: drama, guitar, violin, engineering, yoga, gymnastics, etc.
- Offered after school sports: flag football, soccer, volleyball, cross country, tennis, etc.

February 2014 - June 2015 Principal at Ronzone Elementary School

- Transitioning school from a nine month calendar year to a year round setting.
- Planning and preparing for the 2014-2015 school year.
- K-5 student population was 970 students.
- 100% Title 1 school
- 60% of Hispanic population identified as English Language Learners.
- Demographics were: 70% Hispanic, 15.42% Black, 7.97% white
- Students demonstrated strong reading achievement by utilizing MAP and STAR testing.
- Implemented Mandatory Student Attire
- Weekly and monthly celebrations were held to recognize students as they succeeded with their reading and math levels.

February 2013 -February 2014 Assistant Superintendent for the English Language Learner Program for Clark County School District

- Supervised over 200 staff members which include: Instructional coaches, Coordinators, Executive Directors, Translators, and Language Assessment personnel.
- Implemented Instructional Programs to help raise student achievement for over 90,000 identified English Language Learner (ELL) students K-12 grades.
- Developed an Action Plan to help raise the academic progress of students, increase high school graduation rates, and help decrease student high school drop-out rates.



- Supported over 350 Elementary, Middle, and High Schools with their ELL needs by providing them with Title III funding, trainings, materials, interventions and before and after school tutoring.
- Managed a budget of \$25 million dollars.

August 2005 - February 2013

Principal at Halle Hewetson Elementary

- Transformed school from a low performing school into an Exemplary Turn Around school (the highest designation for the state of Nevada) in 2010 by implementing and monitoring a focused School Improvement Plan.
- Selected as the National Distinguished Principal for the state of Nevada in 2010 and participated in the Award Ceremony in Washington D.C.
- Recognized as the Principal of the Year in 2011 and was inducted in the Nevada Education Hall of Fame in Reno, Nevada.
- Received a Certificate of Recognition and Distinction by Senators Harry Reed, and John Ensign as well as a Congressional Recognition by Congresswoman Shelley Berkley for academic excellence.
- Earned the National Excellence Urban School Transformation Honor Roll Award in 2010 by the National Center for Urban School Transformation.
- Received the SuccessMaker Scholar Award in 2011 by Pearson Digital Learning in recognition for outstanding student achievement.
- Published an article, "Nowhere to Go But Up" for the March/April 2011 issue of Principal magazine for the National Association of Elementary School Principals.
- Highlighted and recognized in the Renaissance Learning's Extra Ordinary Educator Newsletter in 2010 for excellence in reading.
- Met Adequate Yearly Progress for five years in a row. These findings derived from the state's annual Criterion Reference Test.
- Maintained High Achieving status for two consecutive years.
- Focused on strengthening Mathematics at all grade levels where 91% of our students were designated proficient.
- Focused on strengthening ELA at all grade levels where 80% of our students were designated proficient.
- Consistently met Annual Measurable Achievement Objectives (AMAO) for our high English Language Learner population by providing daily tutoring for all students. Students are consistently demonstrating substantial English Language growth and are exiting the ELL program at a rapid rate.
- Invited by Nevada's Governor Sandoval on March 2013 and presented at the annual nationwide Governor's Conference on "How to be Successful at a High Poverty School."
- Presented to administrators and teachers at the 2010 Nevada Mega Conference in Reno, Nevada on how to transform ELA achievement by utilizing best practices and implementing daily self-selected reading programs.
- Presented to all CCSD elementary schools through the Curriculum Professional Development Department on best practices in writing instruction.
- Provided training and mentored over 20 principals in how to develop strong School Improvement Plans and how to engage students in reading and writing.
- Trained over 18 visiting schools throughout the state and nation on Hewetson's Power Reader, Goal Setting and Incentive Programs.
- Taught classes at Nevada State College, post/undergraduate courses for TESL endorsement, Dual Language Instruction, and Introduction to Education.
- Developed, mandated, implemented, facilitated and monitored weekly Professional Learning Community meetings at each grade level to maintain fidelity of implementation.



- Implemented a teacher mentoring program to ensure teacher retention at the school.
- Created student incentive programs to increase attendance, and decrease unacceptable school behavior.
- Provided opportunities for members of the school community to collaborate, develop leadership, and share responsibility for student learning.
- Raised PTO parent participation from 40 members to over 400 members.
- Implemented the PAAL's (Parents as Academic Leaders) program where parents volunteered in the classroom -123 parents participated and assisted 123 hours in the classroom.
- Developed a common prep schedule that increased time for the Professional Learning Community's to interpret data and increase student achievement.

April 2001- July 2005

Assistant Principal at Halle Hewetson Elementary

August 2000-April 2001

English Language Learner Administrator Specialist

August 1998-August 2000

Teacher on Special Assignment for the English Language Program

August 1996-August 1998

English Language Learner Facilitator at Ruby Thomas ES

August 1994-July 1996

Bilingual Kindergarten Teacher at Ruby Thomas ES

Professional
Membership

Clark County Association of School Administrators (CCASA)
Nevada Association of School Administrators (NASA)



PINECREST ACADEMY OF NEVADA - 2017

ACT/SBAC COMPARISONS



Cadence Campus



PINECREST ACADEMY OF NEVADA - 2017

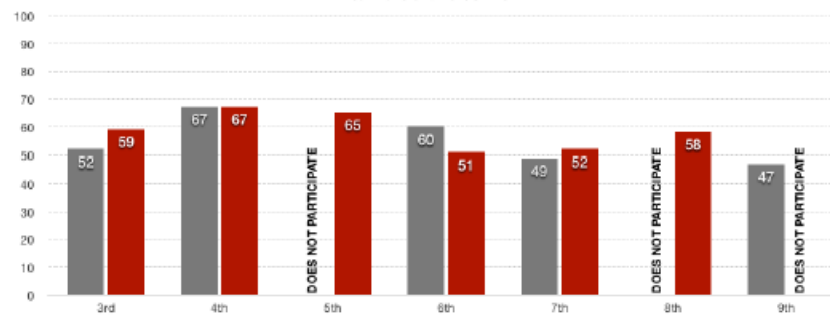


PINECREST CADENCE

% Proficient ACT/SBAC ELA

ASSESSMENT	3RD	4TH	5TH	6TH	7TH	8TH	9TH
ACT	52	67	NA	60	49	NA	47
SBAC	59	67	65	51	52	58	NA

% Proficient ACT/SBAC ELA





PINECREST ACADEMY OF NEVADA - 2017

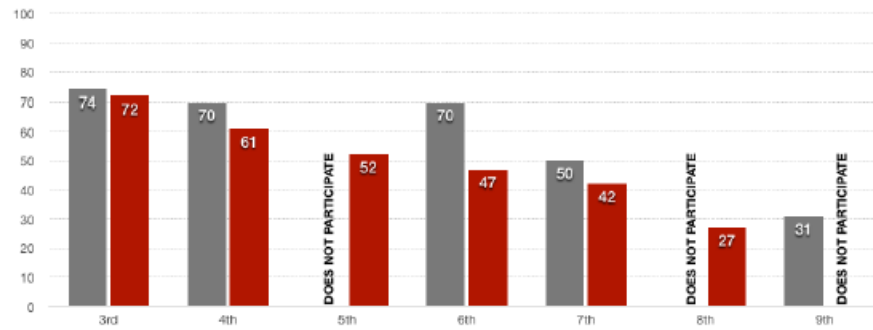


PINECREST CADENCE

% Proficient ACT/SBAC MATH

ASSESSMENT	3RD	4TH	5TH	6TH	7TH	8TH	9TH
ACT	74	70	NA	70	50	NA	31
SBAC	72	61	52	47	42	27	NA

% Proficient ACT/SBAC MATH





PINECREST ACADEMY OF NEVADA - 2017

ACT/SBAC COMPARISONS



Horizon Campus

PINECREST ACADEMY
OF NEVADA



PINECREST ACADEMY OF NEVADA - 2017

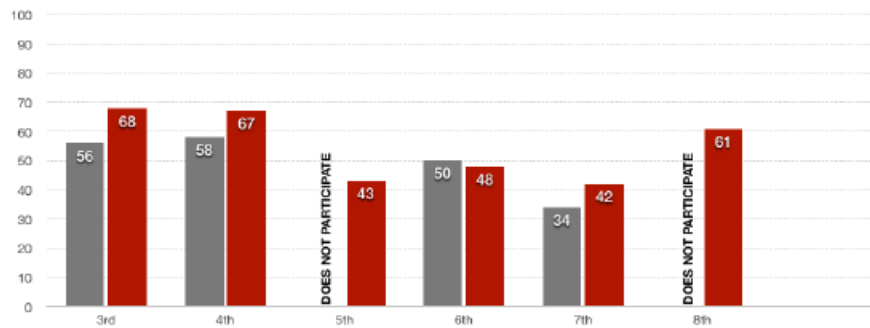


PINECREST HORIZON

% Proficient ACT/SBAC ELA

ASSESSMENT	3RD	4TH	5TH	6TH	7TH	8TH
ACT	56	58	NA	50	34	NA
SBAC	68	67	43	48	42	61

% Proficient ACT/SBAC ELA





PINECREST ACADEMY OF NEVADA - 2017

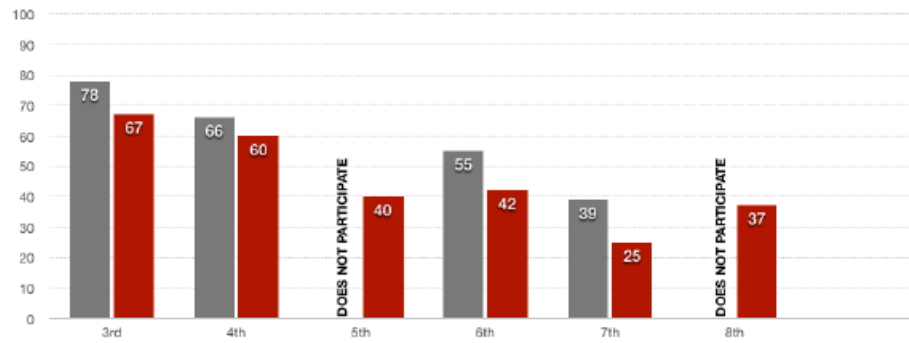


PINECREST HORIZON

% Proficient ACT/SBAC Math

ASSESSMENT	3RD	4TH	5TH	6TH	7TH	8TH
ACT	78	66	NA	55	39	NA
SBAC	67	60	40	42	25	37

% Proficient ACT/SBAC Math





PINECREST ACADEMY OF NEVADA - 2017

ACT/SBAC COMPARISONS



Inspirada Campus

Pinecrest Academy
2840 Via Contessa



PINECREST ACADEMY OF NEVADA - 2017

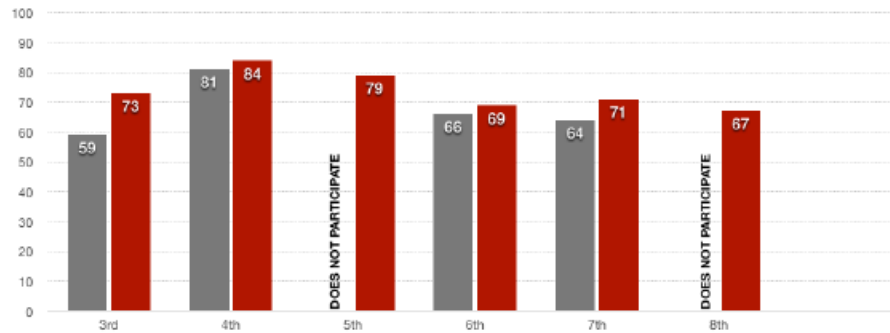


PINECREST INSPIRADA

% Proficient ACT/SBAC ELA

ASSESSMENT	3RD	4TH	5TH	6TH	7TH	8TH
ACT	59	81	NA	66	64	NA
SBAC	73	84	79	69	71	67

% Proficient ACT/SBAC ELA





PINECREST ACADEMY OF NEVADA - 2017

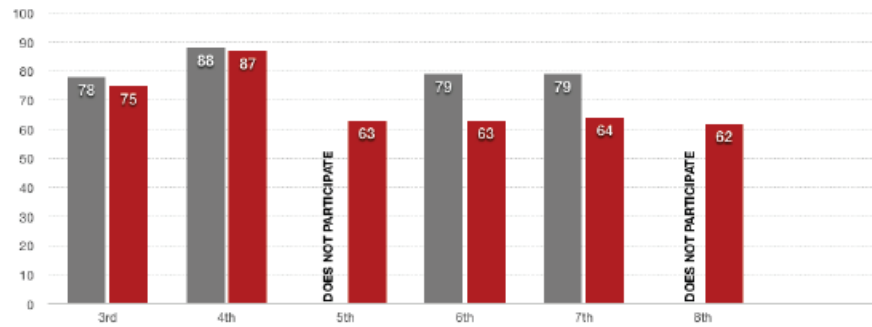


PINECREST INSPIRADA

% Proficient ACT/SBAC Math

ASSESSMENT	3RD	4TH	5TH	6TH	7TH	8TH
ACT	78	88	NA	79	79	NA
SBAC	75	87	63	63	64	62

% Proficient ACT/SBAC Math





PINECREST ACADEMY OF NEVADA - 2017

ACT/SBAC COMPARISONS



St. Rose Campus



PINECREST ACADEMY OF NEVADA - 2017

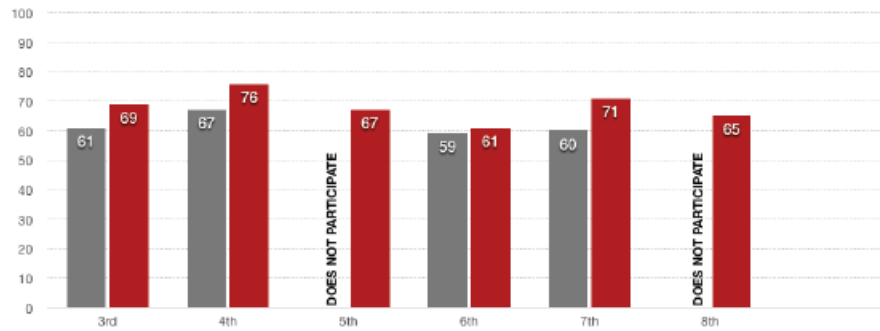


PINECREST ST. ROSE

% Proficient ACT/SBAC ELA

ASSESSMENT	3RD	4TH	5TH	6TH	7TH	8TH
ACT	61	67	NA	59	60	NA
SBAC	69	76	67	61	71	65

% Proficient ACT/SBAC ELA





PINECREST ACADEMY OF NEVADA - 2017

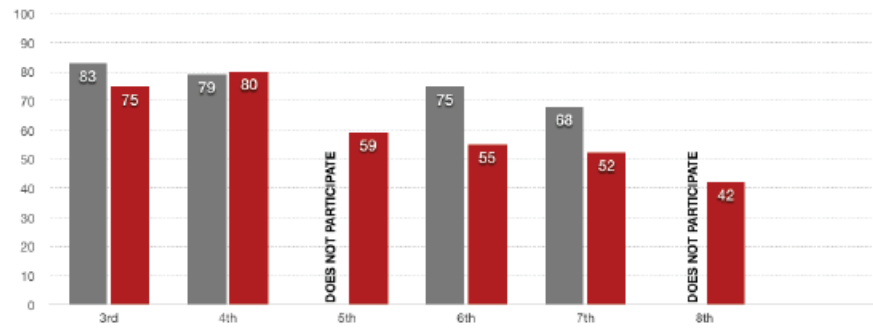


PINECREST ST. ROSE

% Proficient ACT/SBAC MATH

ASSESSMENT	3RD	4TH	5TH	6TH	7TH	8TH
ACT	83	79	NA	75	68	NA
SBAC	75	80	59	55	52	42

% Proficient ACT/SBAC MATH





PINECREST ACADEMY OF NEVADA - 2017

SOCIOECONOMIC STATUS & PROFICIENCY



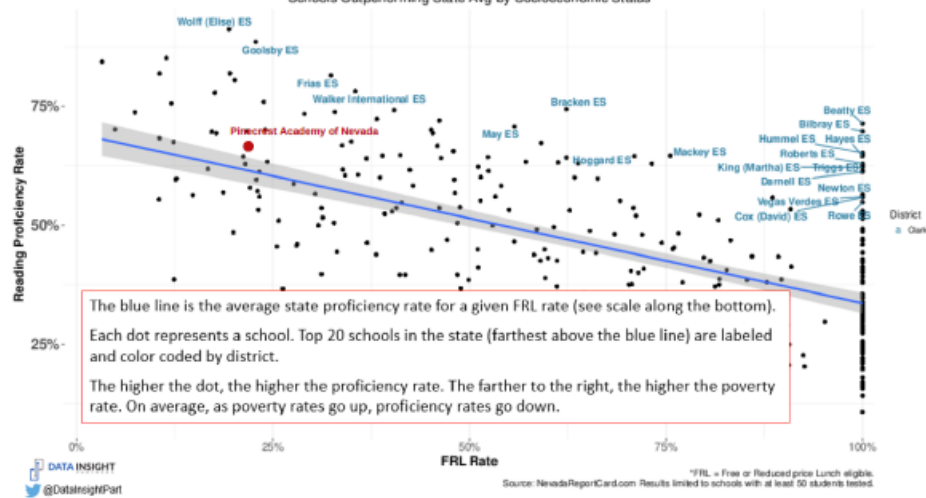
Pinecrest Academy



PINECREST ACADEMY OF NEVADA

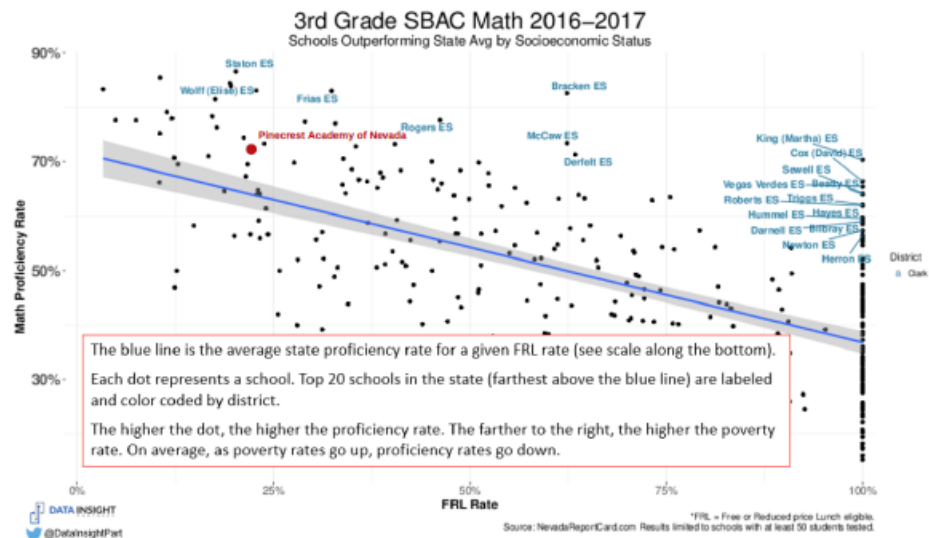
3rd Grade SBAC Reading 2016–2017

Schools Outperforming State Avg by Socioeconomic Status

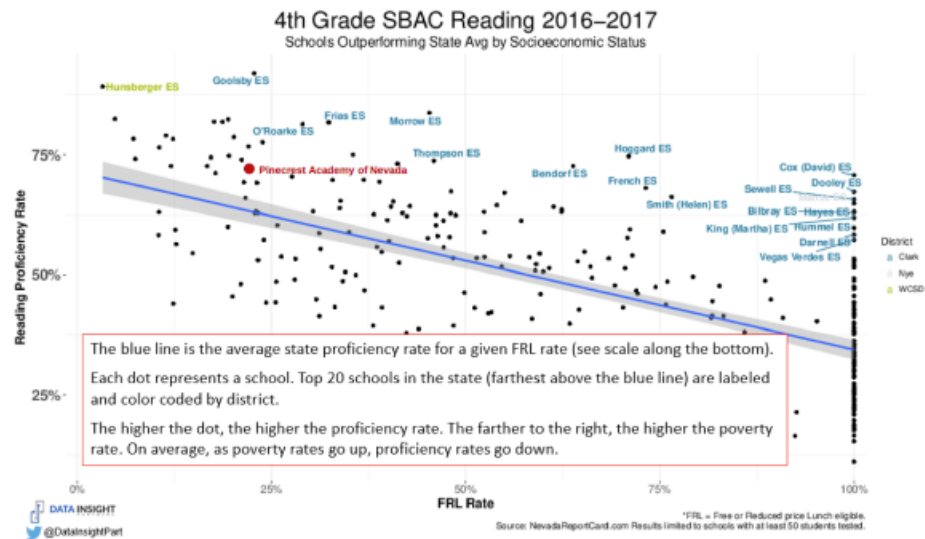




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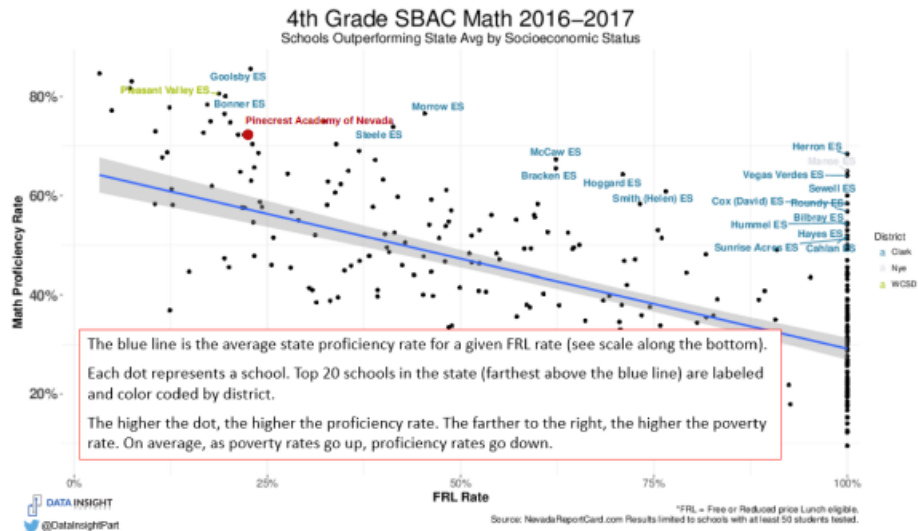


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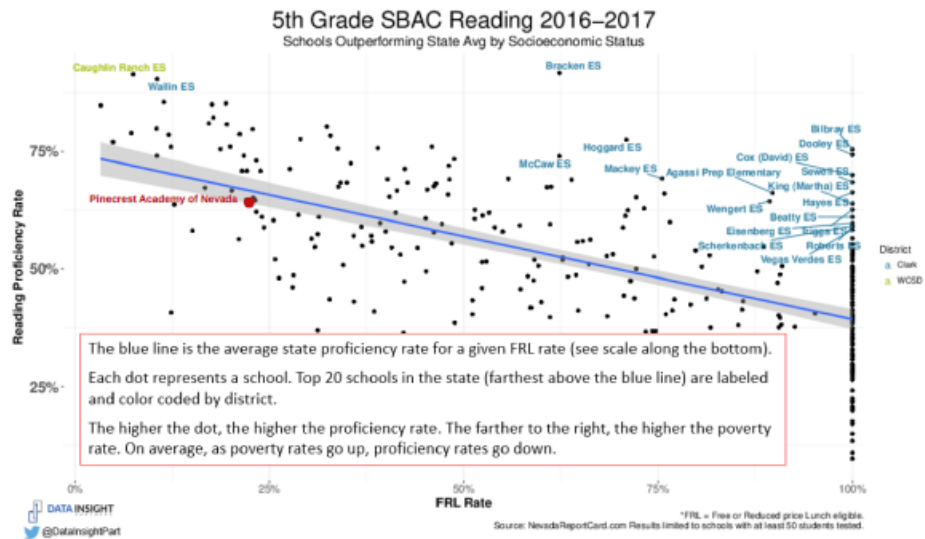




PINECREST ACADEMY OF NEVADA



PINECREST ACADEMY OF NEVADA

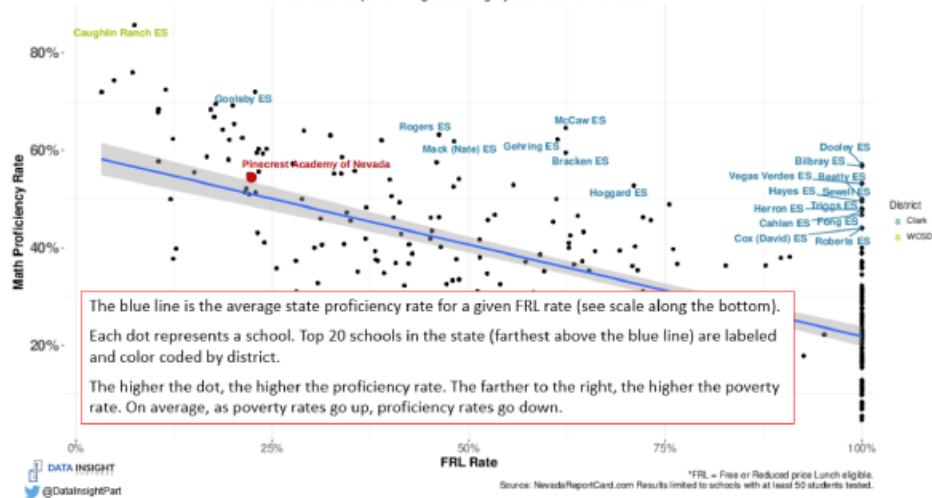




PINECREST ACADEMY OF NEVADA

5th Grade SBAC Math 2016–2017

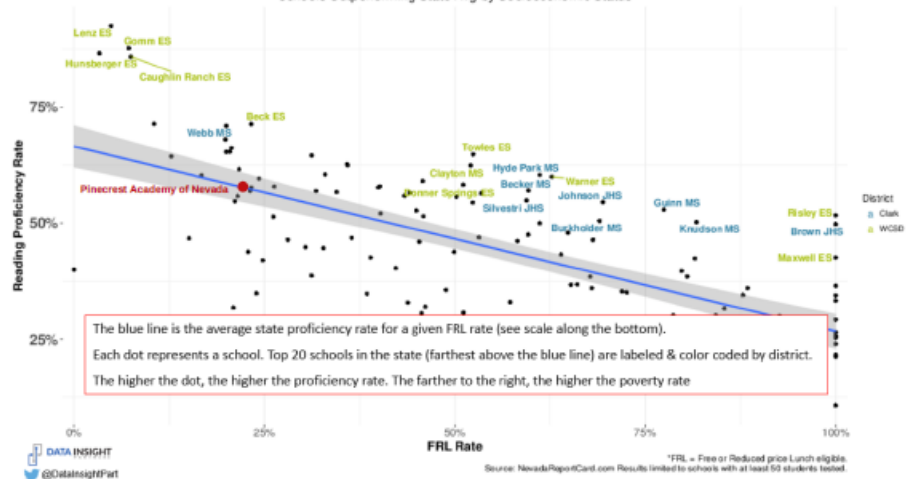
Schools Outperforming State Avg by Socioeconomic Status



PINECREST ACADEMY OF NEVADA

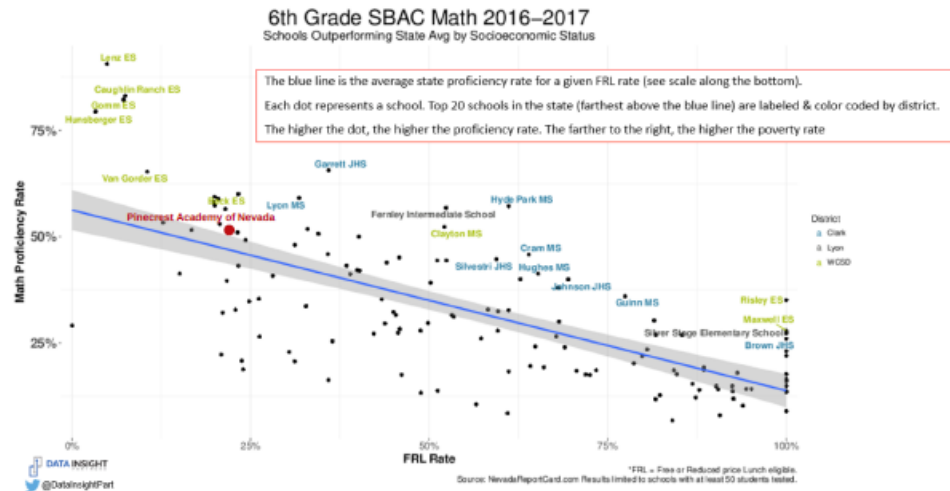
6th Grade SBAC Reading 2016–2017

Schools Outperforming State Avg by Socioeconomic Status

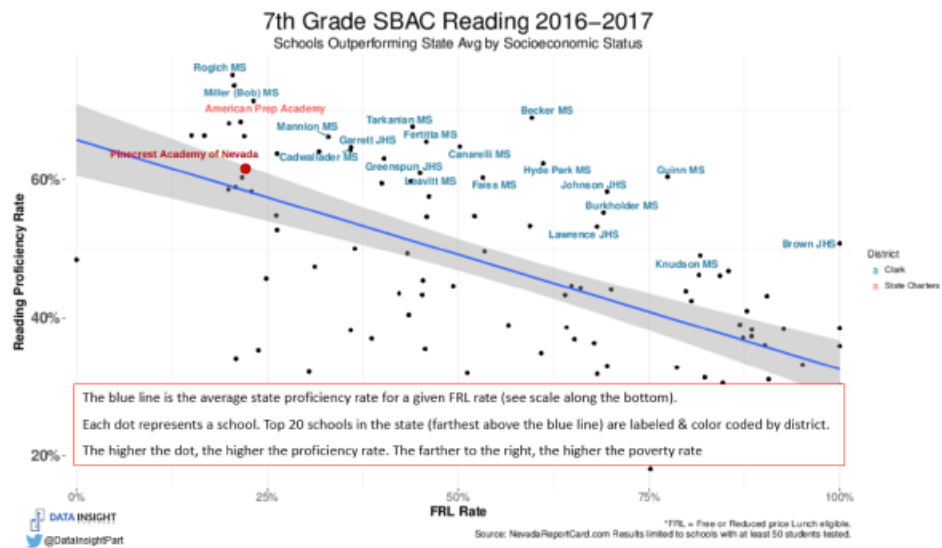




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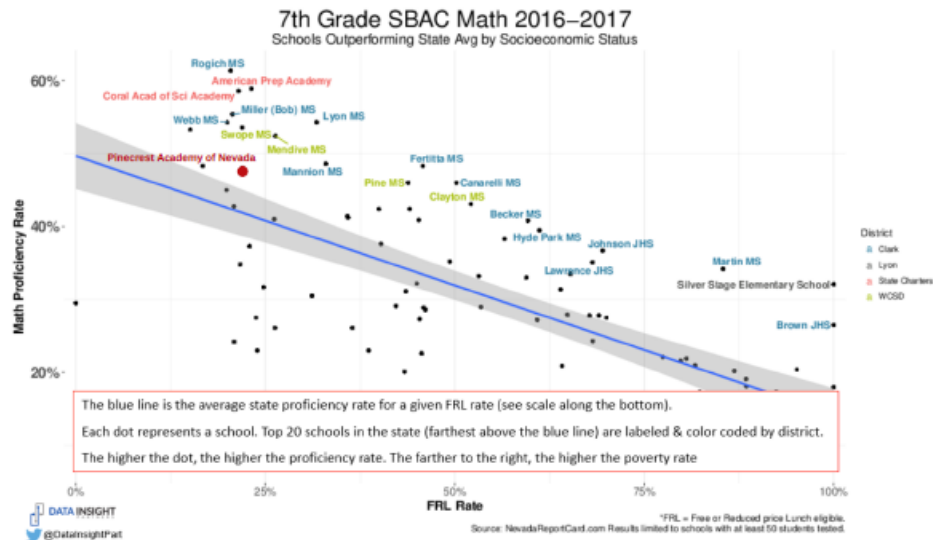


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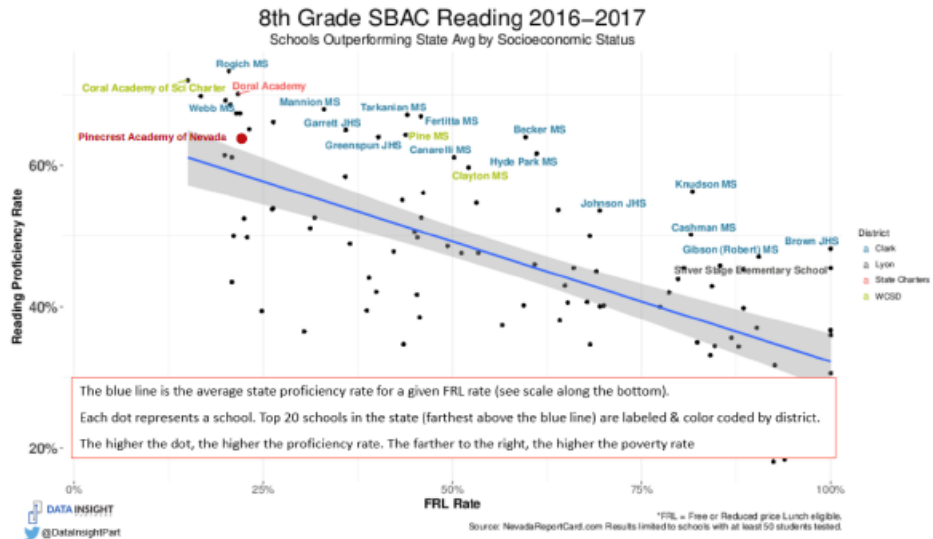




PINECREST ACADEMY OF NEVADA



PINECREST ACADEMY OF NEVADA





Attachment 14- Selection of a School Leader

Through the Pinecrest Academy, Inc. affiliation, the Executive Director, Dr. Carrie A. Buck, will be responsible for coaching and training Pinecrest Academy of Nevada's Principal in the Pinecrest Academy Inc. Curriculum Model.



Pinecrest Academy of Nevada

Executive Offices

Pinecrest Academy of Nevada Guidelines for Administering Annual Administrative Evaluations

The following administrative evaluation guidelines were developed pursuant to the mission and model of Pinecrest Academy of Nevada and are adapted to achieve the goals of the Nevada Educator Performance Framework. The administrative evaluation guidelines strive to meet the following goals:

- Goal 1: Develop a meaningful and strategic plan or pathway to achieve Pinecrest vision.
- Goal 2: Foster student learning and growth to ensure that they are college and career ready.
- Goal 3: Improve upon administrators' professional learning and leadership practices.
- Goal 4: Guide administrators in informed decisions based on achieving school vision and adhering to professional responsibilities.

Administrator Evaluation Cycle

The administrator evaluation cycle is a year-long process comprised of multiple components.

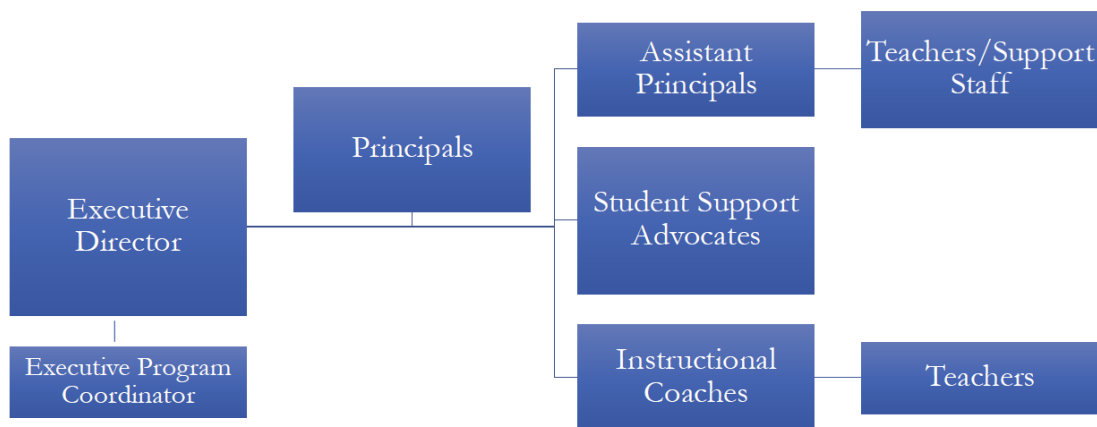


Table 1.1 – Pinecrest Hierarchy for Evaluation Process

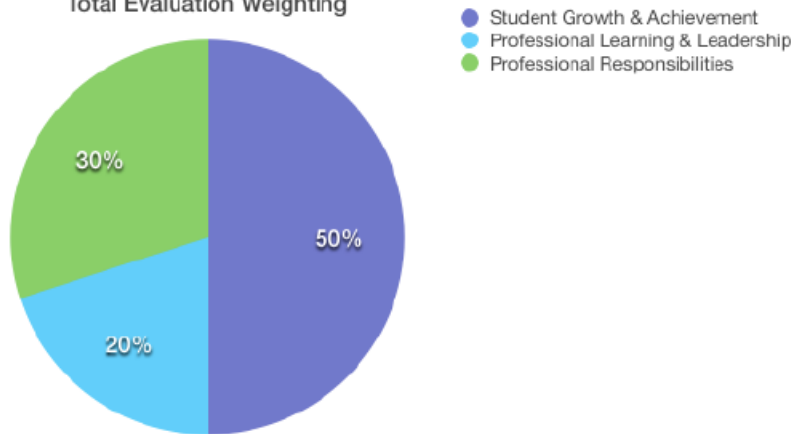


Performance Measurement & Weighting

Total Evaluation Weighting

EVALUATION CATEGORY	WEIGHT (%)
Student Growth & Achievement	50
Professional Learning & Leadership	20
Professional Responsibilities	30

Total Evaluation Weighting



Student Growth & Achievement Subcategories and Weight		
School-Wide Student Growth	School-Wide Reading SGP Goal Met (10%)	= 20% Total Category Weight
	School-Wide Math SGP Goal Met (10%)	
School-Wide Student Proficiency	School-Wide STAR Reading Proficiency (4%)	= 20% Total Category Weight
	School-Wide SBAC Reading Proficiency (4%)	
	School-Wide STAR Math Proficiency (4%)	
	School-Wide SBAC Math Proficiency (4%)	



	School-Wide Science Proficiency (4%)	
School-Wide Reduction Subpopulation Achievement Gaps	School-Wide Reduction ELL Achievement Gap (5%)	= 10% Total Category Weight
	School-Wide Reduction SPED Achievement Gap (5%)	

= 50% Total Evaluation Weight

Professional Learning and Leadership Subcategories and Weight	
Vision of Learning	Rating Average = 5% Total Category Weight
Culture for Learning	Rating Average = 5% Total Category Weight
Instructional Program	Rating Average = 5% Total Category Weight
Management	Rating Average = 5% Total Category Weight

= 20% Total Evaluation Weight

Professional Responsibilities Subcategories and Weight	
Blended Learning Completion Rates	= 10% Total Category Weight
Grant Applications/Funding Awarded	= 5% Total Category Weight
Teacher Satisfaction Rate	= 5% Total Category Weight
Parent Satisfaction Rate	= 5% Total Category Weight
Enrollment Targets	= 5% Total Category Weight

= 30% Total Evaluation Weight



Attachment 15- Regional Director Resume

DR. CARRIE A. BUCK

*Dr. Carrie A. Buck
Carrie.Buck@caso.net
702-592-9740*

Education

Doctoral Degree in Educational Leadership NOVA Southeastern University in Fort Lauderdale, Florida

- Emphasis in organizational leadership, public administration, adult learning theory, and technology

Master's Degree in Administration and Supervision University of Phoenix in Las Vegas, Nevada

- Emphasis budgeting and finance, strategy formation and improvement, as well as staff development and evaluation

Bachelors Degree of Science in Elementary Education Montana State University in Bozeman, Montana

- Emphasis on learning theory, technology education, and child development

Work Experience

Executive Director, 2016-Present

Principal, 2014 to 2016

Pinecrest Academy K-8 Charter School, Henderson, NV.

- Led and managed human capital and increased positive culture and student achievement
- Advocated and managed six million dollars in charter school budget, grants, private funds, donations, and additional resources
- Coordinated turnaround effort with strategic plan of action including instructional plan, blended learning, professional development, and reflective practice
- Grew Pinecrest enrollment from 1 to 4 campuses, enrollment from 700 students to 3,700 students with a waiting list of over 1,000 students

Principal, 2006 to 2014

C.T. Sewell Elementary School, Henderson, NV.

- Increased student achievement from 35% to 85% in English Language Arts and 36% to 90% in Math
- Advocated and managed over four million dollars in grants, private funds, donations, and additional resources
- Coordinated staff development, as well as planned a multitude of projects, activities, and events
- Achieved specific goals and objectives of each project while honoring constraints

Assistant Principal, 2004 to 2006

U. Newton Elementary, Henderson, NV.

D. Cox Elementary, Henderson, NV.

C. Cunningham Elementary, Las Vegas, NV.

- Led and managed human capital, wrote and disseminated information to the community, planned and accomplished a multitude of projects, and achieved specific goals and objectives of each project.

Area Chair & Adjunct Professor, 2001 to 2012

University of Phoenix, Las Vegas, NV.

- Taught adults, mentored other instructors, conducted action research, marketed programs, promoted enrollment campaigns, and analyzed effectiveness of outcomes.

Adult ESL Trainer, 2001 to 2004

English Language Learner Teacher Mentor, Las Vegas, NV.



Carrie A. Buck

- Engaged the adult learner in meaningful training, ensured competency-based development to promote best practices, and differentiated experiences based on performance levels of employees.

Teacher, 1996 to 2001

G. Woolley Elementary, Las Vegas, NV.

U. Newton Elementary, Henderson, NV.

McCaw Elementary, Henderson, NV.

- Taught innovative and creative standards-based lessons, partnered with stakeholders to ensure student success, and resolved conflicts from various perspectives.



Dr. Carrie A. Buck

Dr. Carrie A. Buck served as an elementary classroom teacher, an English Language Learner Specialist and Adult Trainer, a Teacher Mentor and English Language Learner Instructional Coach, as well as an Assistant Principal and a Principal for the Clark County School District. At Pinecrest Academy of Nevada, my work experience includes Principal, Lead Principal, and Executive Director for my 26 years as an educator in Southern Nevada.

Dr. Buck was appointed Principal of C.T. Sewell Elementary School on January 2006. Sewell was a school in transition. The school had numerous staff transferring each year, a major facility construction project, and poor test scores showing little growth. In fact, the school was on Nevada's Needs Improvement List for Adequate Yearly Progress. Dr. Buck's leadership style was based on the premise of caring for people, encouraging best practice, eliciting support, and communicating the rigorous vision to all stakeholders. In 2009, supporting innovation, she started a 'Blended Technology Learning Model' at C.T. Sewell in which students spent a portion of their day on individualized technology programs. As a result, the growth demonstrated by students on standardized tests for her time at Sewell was staggering. The percentage of student proficiency in Math increased from 36% to 89% and in English Language Arts from 35% to 83%, while student attendance improved to over 95%. Dr. Buck secured over four million dollars in grants, private funds, and donations that provided basic needs for Sewell students and their families, as well as instructional supplies, facility improvements, academic enrichment, and technology for the school.

Along with her responsibilities as a Principal, she was a pioneer for the Clark County School District (CCSD) Superintendent's Empowerment, now, Innovative Schools, advocating the concept throughout the district, serving on the Central Design Team, and helping to acquire over 14 million dollars for the Empowerment Program. During that time, Dr. Buck was a leader in the CCSD Empowerment Schools, helping to acquire \$500,000 for a partnership with the Nevada Women's Philanthropy Group and the Public Education Foundation. Dr. Buck received the "Most Outstanding Educator" Commendation from the Mayor of Henderson in 1999. In December 2008, Dr. Buck won the prestigious Milken Award and in February 2008, she was one of seven chosen for the National ASCD Outstanding Young Educators Cadre. From 2002 to 2012, she was Lead Faculty Area Chair and served on the Campus Academic Council for the University of Phoenix, receiving Faculty of the Month awards in 2002, 2003, and 2006. In April 2009, Dr. Buck presented for the ASCD Conference in Las Vegas about the 'Value of Human Capital and the Importance of Culture within the Organization.' In January 2010, she was chosen for the "I Am A Phoenix" national icon advertising campaign for the University of Phoenix, while in November 2011, Mind Research Institute awarded the 'Shining Star Award' for tremendous student growth in Math. In 2011 and 2012, Dr. Buck interviewed on the radio show 'Conversation Crossroads,' highlighting Sewell's success. From September 2012 to present, Dr. Buck served as a member of the Spread the Word Nevada Advisory Board which was named Las Vegas Non-Profit of the Year



Dr. Carrie A. Buck

by Seven Magazine. In March 2013, Dr. Buck was asked to share C.T. Sewell's story for the National After-School All-Stars Program and she was featured in an article on the national Milken website. In April 2013, Dr. Buck led the Performance Zone 9 Kindergarten Assessment Reform initiative. In 2013, C.T. Sewell was chosen as a Model Highlight School. Dr. Buck presented at the Nevada Department of Education Conference in Las Vegas and again, in Washington D.C. for the International Center for Leadership in Education. In May 2013, Dr. Buck presented a webinar on Creative Funding Ideas for the Department of Education emphasizing the need for technology in our schools. In August of 2013, Dr. Buck participated in 'The Zen Speaking' Group, Leadership Henderson, Public Education Foundation Executive Leadership Academy and she served as a Director for the Kasner Family Foundation and an active member of SM@RT Connections, promoting Internet safety for youth, a component fund of Henderson Community Foundation. In October 2013, she also participated in educational reform conversations with Nevada Succeeds, an education advocacy organization. In November 2013, Dr. Buck was inducted into the CCSD Excellence in Education Hall of Fame. In January 2014, C.T. Sewell was designated State of Nevada Model School, National Title I Distinguished School, and Dr. Buck was nominated for the Life Changer Award from the National Life Group. She served on a discussion panel about technology integration and presented at the CCSD Blended Learning Conference. In June of 2014, she became a board member on the Charter School Association Network (CSAN) and presented at the National Elementary School Principal's Conference in Nashville, TN about technology integration and Dr. Buck was also named "Most Influential Woman in Scouting" and completed her Capstone Project for publication with the Public Education Foundation, becoming an Executive Leader in October 2014. In June 2015, 2016, and 2017, Dr. Buck presented with her Leadership Team at the National Charter School Conference about presenting quality professional development and different applications to use in the classroom.

In February 2014, Dr. Buck accepted the Principal position at Pinecrest Academy, a state-sponsored charter school in Henderson, Nevada. Since February, Dr. Buck has secured close to six million dollars for academic, personnel, and facility improvements for Pinecrest Academy. Enrollment at Pinecrest Academy has grown from one campus with about 730 students in 2014 to four campuses with around 4200 students in 2017. Preliminary baseline data is encouraging with Pinecrest achieving 82 points out of 100 for their elementary school. Although there is still much work to be done, SGP was a focus point Math MGP is 56 & Math AGP 53.63, as well as ELA MGP is 54 and ELA AGP 59.62 in our elementary schools and will continue to be a focus for Pinecrest principals and teachers. Math MGP in elementary was 56 points and in ELA 54 points. Opportunity gaps were around 46 for math allotting for full points on the rubric and 47 for ELA.

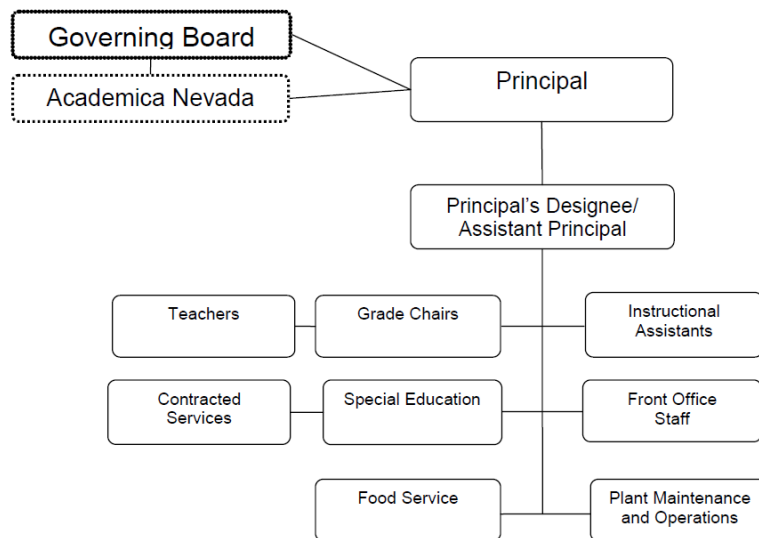


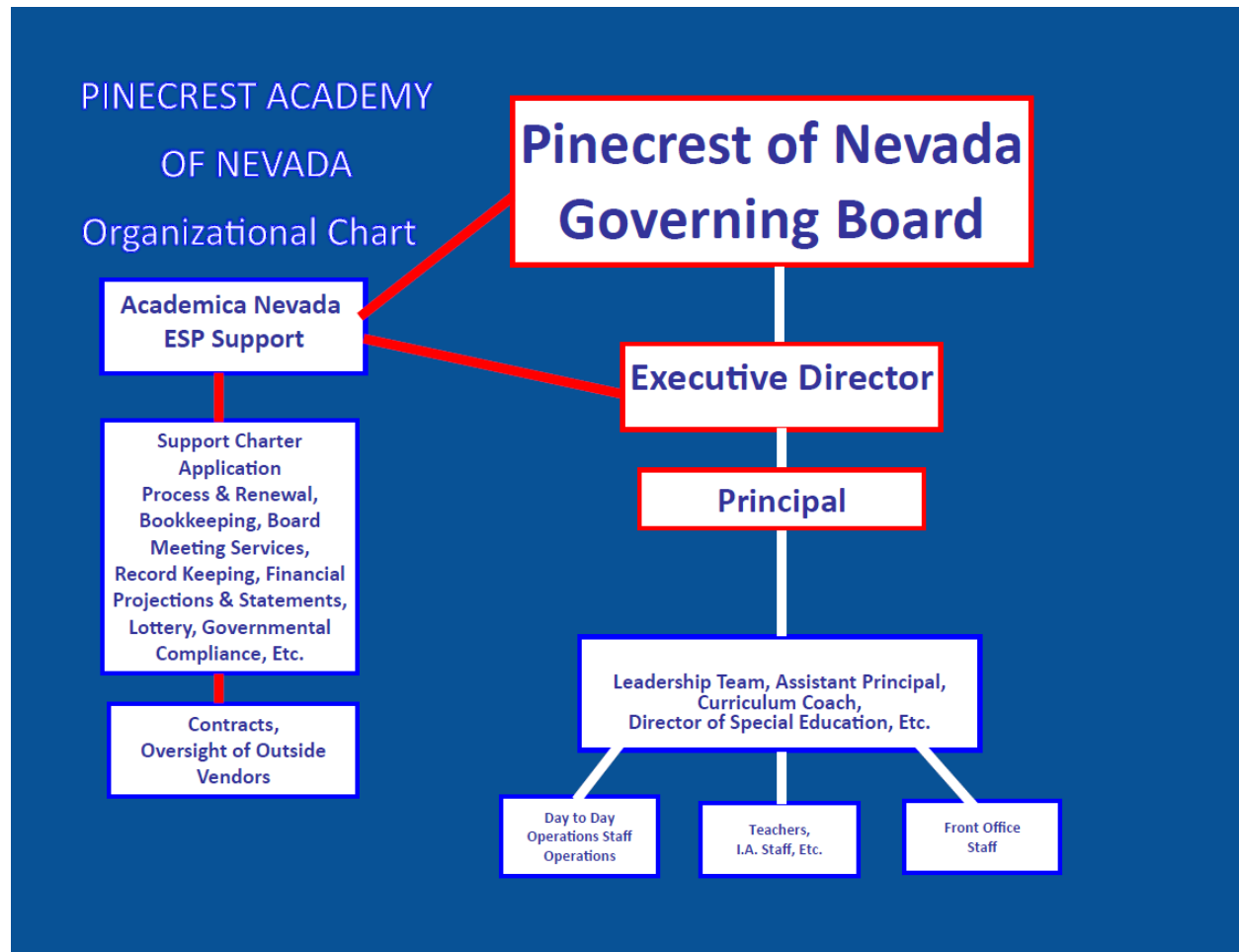
Dr. Carrie A. Buck

Middle school will be a focus this year as the data leads us to ensure ELA and math as areas of improvement. Proficiency and eliminating opportunity gaps are a huge priority for Pinecrest. We are working with each grade level to provide interventions to ensure all students become proficient in Math and ELA. With Math MGP at 59 and Math AGP at 48.6 and ELA MGP is 58 and ELA AGP is 62.36, we have goals of raising these to ensure greater than 67 in MGP and greater than 79 on AGP. Our teachers and administrators' goals are greater than 67 for both of these on our STAR interims that we found to align. We utilize a Pinecrest Instructional Model that individualizes instruction for Pinecrest students and will be tracking student data so we can grow students to proficiency and beyond.



Attachment 16- CMO/Local Network Organizational Chart







Attachment 17- New Board Information Sheets

Randall Walker **Board Chairperson**

Email: randall.walker@pinecrestnv.org



Randall H. Walker was appointed director of aviation for Clark County in May 1997, and is responsible for the oversight of McCarran International Airport, one of the busiest airports in the world. Walker directs operations and expansion projects for the Clark County Department of Aviation, which includes McCarran and four general aviation airports.

Prior to his appointment as director of aviation, Walker was assistant county manager for Clark County, Nevada, from 1996 to 1997. As assistant county manager, he oversaw 12 county departments and provided fiscal oversight for District Court, Justice Court, and all of Clark County's elected officials. In 1995, Walker served as director of the county's Department of Finance.

Walker first served the Clark County Department of Aviation in November 1990, when he accepted the position of deputy director. In this role, Walker was directly involved in the airport's implementation of the Passenger Facility Charge program. McCarran was among the first airports in the nation to have its PFC application approved by the FAA.

After earning his bachelor's in accounting (Magna Cum Laude) from Brigham Young University in 1977, Walker held a variety of budget and management positions. He was an analyst in the Clark County Manager's office in 1979 and the business manager for the Las Vegas Metropolitan Police Department in 1980. Walker served as deputy city manager for the City of Las Vegas for six years prior to rejoining the county at the airport in 1990. During this time, Walker represented the City of Las Vegas in the Nevada State Legislature.

Walker was born in Boulder City and grew up in Henderson where he and his wife, Terry, raised their six children. He is proud to be a native Nevadan and is an active leader in the community.



3/24/11

Resume 3

Randall H. Walker

136 Austin Rose Ave., Henderson, Nevada 89002

htownwalkers2@cox.net

Tel: 702-566-0833

Personal Statement

I am a dedicated individual with a proven track record. I have extensive management experience, the past two decades at a large, fast growing and dynamic airport. I love a challenge. I am a decision maker, but I believe strongly in getting others' input and creating a team environment. I know how to reach outside of the organization to create community support, both with government officials, business executives and community leaders.

Work Experience**Director Of Aviation**

(May 1997 - Present)

Clark County, Las Vegas, Nevada

I oversee the operations, planning and development of the Clark County Aviation System, which includes McCarran International Airport, two general aviation reliever airports, a sports aviation airport and a rural general aviation airport. The airport system employs 1450+ full time employees, has an operating budget of \$365 million and a current capital program of \$3 billion. In 2009 McCarran Airport handled over 40 million total passengers and 500,000 operations.

Assistant County Manager

(Sep 1996 - Jul 1997)

Clark County, Las Vegas, Nevada

As one of two Assistant County Managers, I provided management oversight for numerous county departments, including Human Resources, General Services, the Court System, all departments headed by an elected official (i.e. Treasurer, Assessor, District Attorney, etc.), Family & Youth Services, Fire Department, and County Comptroller. I worked directly for the County Manager. My role required regular interface with the seven elected County Commissioners, other elected officials (local, state and federal) and community leaders. I was responsible for the County's State Legislature lobbying team and I was a full time lobbyist during the 1997 legislative session.

Finance Director

(Dec 1995 - Sep 1996)

Clark County, Las Vegas, Nevada

I was responsible for the preparation and oversight of the County's annual budget and capital finance program. I interfaced with all County departments, the County manager and the County Commissioners on all budget and finance matters.

Deputy Director - Aviation

(Nov 1990 - Dec 1995)

Clark County, Las Vegas, Nevada

Under the direction of the Director of Aviation, I was jointly responsible for the operations, planning, budget and finance, and construction programs of the Clark County aviation system. My principal assignments included human resources, finance and budget, landside operations and terminal operations. This responsibility included developing close working relationships with County management, elected officials (local, state and federal) and community leaders.

Deputy City Manager

(Nov 1984 - Oct 1990)

City of Las Vegas, Las Vegas, Nevada

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3/24/11

Resume 3

I was responsible for management oversight for seven City departments: Human Resources, Finance, Economic Development, Municipal Courts, Detention, General Services and the Fire Department. I was one of two deputy city managers working directly for the City Manager. In addition to my departmental duties I oversaw the City's state legislative team, serving as a full time lobbyist in the 1985, 1987 and 1989 legislative sessions (Nevada has biannual sessions). My duties required a close working relationship with the City Council, other elected officials (local, state and federal) and community leaders.

Business Manager

(Aug 1980 - Oct 1984)

Las Vegas Metropolitan Police Department, Las Vegas, Nevada

Working directly for the elected County Sheriff, I was responsible for all business aspects of the Las Vegas Metropolitan Department. My responsibilities included overseeing the preparation and monitoring of the annual budget, accounts payable, accounts receivable, payroll, travel and fleet management. This position required a close working relationship with City of Las Vegas and Clark County officials (both management and elected) and community leaders.

Budget Analyst

(Jul 1979 - Aug 1980)

Clark County, Las Vegas, Nevada

I was responsible for the preparation and monitoring of the annual Clark County budget for several County departments. These included the administrative departments, the courts, District Attorney and Public Defender. I was also the County liaison to the Las Vegas Metropolitan Police Department.

Senior System Analyst

(May 1977 - Jun 1979)

Exxon Oil Company, Houston, Texas

As a Senior Systems Analyst in Exxon's Computer System's Department, I developed and managed computer program applications for the marketing division of the company.

Auditor Intern

(Aug 1976 - Dec 1976)

Exxon Oil Company, Houston, Texas

I worked a paid internship in the internal audit department. I worked alongside the auditors in performing routine internal audits of the company's operations.

Education

Bachelor of Science - Accounting

(Sep, 1971 - Apr, 1977)

Brigham Young University, Provo, Utah

Graduated with honors (magna cum laude)

Skills

Extensive Experience in overseeing construction projects, both small and large.

Extensive experience in airport financing.

I have appeared many times before local government elected and appointed boards, and the Nevada State Legislature. I have provided testimony to several congressional committees.

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3/24/11

Resume 3

Extensive experience in dealing with print and broadcast media, both at the local and national level.

Professional Service

Airports Council International - NA

Chair Government Affairs Committee 1999, Board of Directors 2001-2004, Executive Committee 2006-2009, Chair Executive Committee 2008

Airports Council International

Member World Board, 2005-present

Community Service

Board of Directors

Henderson Senior Housing Development Committee, 1992-2008

Boy Scouts of America

Various leadership positions, 1981-1999

Board of Directors

Kolob Credit Union, 1981-2005

References

References Available on Request



Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Pinecrest Academy of Nevada
2. Full name Randall Walker
Home Address 136 Austin Road Henderson, 89002
Business Name and Address 136 Austin Road Henderson, 89002
Phone Number 702-374-6275
E-mail address Randall.Walker@pinecrestnv.org
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
I have a Bachelor's degree in accounting from BYU, class of 1997. I am retired as the director of McCarren International Airport in 2013. Previous to McCarren, I was appointed in May 1997 as the County Manager of Clark County, Finance Director of Clark County, Deputy director of aviation of Clark County.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?
I am very interested in the education of children in my community.



Start-Up Charter School Board Member Information

7. What is your understanding of the appropriate role of a public charter school board member?
As a member of the board I work to establish policy and procedures and hold executive director and other members accountable, hire ED and principals
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am a founding board member of Pinecrest Academy of Nevada and have been serving on the board since inception.
9. Describe the specific knowledge and experience that you would bring to the board.
I have served on this board for the past 7 years and have a plethora of experience in business and finance.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The guiding beliefs of Pinecrest Academy are that students need to be held to high social and academic expectations in order to succeed in both college and career.
2. What is your understanding of the school's proposed educational program?
The proposed educational program for Pinecrest Academy consists of research-based curriculum (consistent across all Pinecrest campuses), with a focus on STEAM and preparing students for 21st century careers.
3. What do you believe to be the characteristics of a successful school?
The main characteristic of a successful school is communication. It is essential that the board have regular communication with the Executive Director and campus administration and that the administration effectively communicate with staff, parents, and students.
4. How will you know that the school is succeeding (or not) in its mission?
The board will know that the school is succeeding in its mission through results communicated by Pinecrest administration. These results include student data, community feedback/communication, and demonstration of fiscal responsibility.

Governance

1. Describe the role that the board will play in the school's operation.
The role the board plays in the school's operation is ensuring that all funding, school policies, and school initiatives align with the Pinecrest mission.
2. How will you know if the school is successful at the end of the first year of operation?
The board will know if the school is successful at the end of the first year of operation if they successfully achieve alignment of all school initiatives to the Pinecrest mission in preparing all students for college and career.
3. How will you know at the end of three years of the school is successful?



Start-Up Charter School Board Member Information

The board will know if the school is successful at the end of three years by having established competitive student data, maintained enrollment, demonstrating high teacher retention rates, and having an established reputation for excellence in Henderson.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The specific items to be monitored by the board to ensure school success are as follows: campus performance in student data, use of funds, enrollment numbers, and staff and community feedback.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I believed any board members to be acting unethically I would immediately address it through the appropriate channels (i.e. fellow board members, Academics, and/or the state department).

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such



Start-Up Charter School Board Member Information

relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

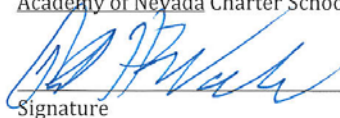
☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Randall Walker, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pinecrest Academy of Nevada Charter School is true and correct in every respect.


Signature

10/13/17
Date



Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pinecrest Academy of Nevada
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.



Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Signature of Certifying Charter School Official

Randall Walker

Name Printed

Board Chair

Title

10/13/17

Date

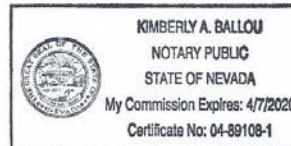
Subscribed and sworn to before me

This 13th day of October, 2017

date

month

year



(Notary Public Seal)



Kacey Thomas
Board Vice Chairperson

Email: kacey.thomas@pinecrestnv.org



Kacey Thomas is originally from Southern California, but has been proud to call Southern Nevada her home since 1996. She and her husband, Matt have been happily married for 20 years. She has been blessed with two amazing children. Her family is very active and loves spending time outdoors, hanging out by the pool, and in general just having a fabulous time living life to the fullest! Her passion for life and her community is contagious! She thoroughly enjoys meeting new people and helping others.

Professionally, Kacey Thomas is in the insurance and financial services industry and is the proud owner of an independent American National Insurance Agency for the past 16 years. Together with her husband, they also own an environmental consulting firm (ECOS, Inc.), specializing in water and wastewater

management.

Kacey Thomas loves Pinecrest Academy of Nevada and has been actively involved with the school since before its inception. It was her pleasure to serve as the former Co-President and founding member of the inaugural Parent Teacher Organization (PTO). Kacey was nominated and received the award for Nevada Charter School 2014 Parent of the Year. As a Board Member for Pinecrest, her goal is to ensure Pinecrest Academy of Nevada is the premier educational opportunity for our kids. She plans on accomplishing this goal by providing leadership and guidance; in support of the school's mission to provide a safe and nurturing educational environment that maximizes student achievement, responsibility, respect, and lifelong success.



Kacey D.G. Thomas

700 Lomprey Ave., Henderson, Nevada 89002

P (702) 568-6911 C (702) 349-5455

kacey.thomas@american-national.com

OBJECTIVE:

Serve the Pinecrest Academy of Nevada (PAN) community, as both a Pinecrest Board Member and as a proud parent and aunt of three Pinecrest students. My goal is to ensure Pinecrest is the premier educational opportunity for our children by providing leadership and guidance, in support of the school's mission to provide a safe and nurturing educational environment that maximizes student achievement, responsibility, respect, and lifelong success.

PERSONAL HISTORY:

I am originally from Southern California, but have been proud to call Southern Nevada my home since 1996. My husband Matt and I have been happily married for 17 years. Our family has been blessed with two amazing children, Matthew and Koryn. Our family is very active and we love spending time outdoors. In general, we just strive to have a fabulous time living life to the fullest with family and friends! My passion for life and our community is contagious and I thoroughly enjoy meeting new people and helping others.

DISTINGUISHING CHARACTERISTICS:

- Goal-oriented individual; realizes high performance results through empowerment & accountability
- Ability to coordinate multiple projects, while ensuring long term goals are achieved
- Established community leader that is highly ethical, honest, and loyal
- Organized and confident with exceptional listening, written, and verbal communication skills
- Team player with a proven ability to establish/maintain effective working relationships at all levels
- Passion for working with children of all ages to help them rise to their personal best

PROFESSIONAL EXPERIENCE:

Professionally I am in the insurance and financial services industry and have been the proud owner of an independent American National Insurance Agency for the past 15 years.

- Accounting, budgeting, marketing, and human resources is an essential part of my daily duties
- Securities licensed with the Securities and Exchange Commission to assist my clients in planning for their financial future
- Six time Agent of the Year
- Four time qualifier for the Million Dollar Round Table (top 5% of life insurance professionals worldwide)
- Have spoken at numerous Professional Seminars and conferences both in and out of the country to promote professionalism, business processes/standards, and ethics

Together with my husband Matt, we also own an environmental consulting firm (E-COS, Inc.), specializing in water and wastewater management.

VOLUNTEER WORK AND COMMUNITY OUTREACH:

- Currently serving as the Co-President for Pinecrest's Inaugural Parent Teacher Organization (Stars & Stripes)
- Past Vice President for J. Marlan Walker International Elementary School Parent Teacher Association
- Host of 20+ bicycle rodeos for various elementary schools in Clark County (recognized by Channel 8 News)
- Involved in Parent Advisory Committee (Dance Etc. - Boulder City, NV)
- Currently serving on American National Insurance Company's BETA and Marketing Teams & Farm Family Insurance Company's Agent Development Team
- Our family is very active in the community and has an established network of connections (both personally and professionally)

5



EDUCATION, PROFESSIONAL LICENSES, DESIGNATIONS and PROFESSIONAL ORGANIZATIONS:

- Licensed Property & Casualty Agent (State of Nevada, Utah, California, and Arizona)
- Licensed Life & Health Agent (State of Nevada, Utah, California, and Arizona)
- Securities Licensed (Series 6 & 63)
- Life Underwriting Training Council (LUTCF designation through The American College)
- Financial Services Specialist (FSS designation through The American College)
- Member of the following organizations: National Association of Insurance and Financial Advisors (NAIFA), Building Owners and Managers Association (BOMA), Nevada Restaurant Association, and past member of Million Dollar Round Table (MDRT), The Employee Network
- Continually attend training opportunities and personal growth classes

REFERENCES:

Kenneth Gallacher	Douglas Broadbent	Jill Mellady
Regional Director	Assistant General Agent	Board of Directors
American National Insurance	American National Insurance	College of the Canyons
4045 Spencer St., Ste. B28	833 Nevada Hwy., Ste. 4	26470 Ruether Ave., Unit 103
Las Vegas, NV 89119-9307	Boulder City, NV 89005	Santa Clarita, CA 91350-2619
P: (702) 734-5330	P: (702) 293-5841	P: (661) 313-2691
kenneth.gallacher@american-national.com	douglas.broadbent@american-national.com	jill.mellady@direct.com

**Start-Up Charter School Board Member Information**

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Pinecrest Academy of Nevada
2. Full name Kacey DG Thomas
Home Address 700 Lomprey Ave Henderson, NV 89002
American National Insurance Co
Business Name and Address 240 E Horizon Drive, Suite B Henderson, NV 89015
Phone Number 702-568-6601
E-mail address Kacey.thomas@pinecrestnv.org
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. See Resume
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?
I believe that it is very important to give back to our community and there is no better way than through helping to provide a quality education for our children.



Start-Up Charter School Board Member Information

7. What is your understanding of the appropriate role of a public charter school board member?
I believe that it is the board's responsibility to find qualified leaders to run each school. We will need to hold them accountable to make sure they are helping our students achieve success. It is also a vital role for the board to make sure that we provide financial oversight. Finally, the most important role is to make sure the vision of our school is carried out.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am currently serving on the Pinecrest Academy of Nevada board for the past 6 years. I am currently the vice chair. I am the current President of the Pinecrest Academy of Nevada Foundation Board. I am currently the dance conservatory parent rep for Las Vegas Academy of the Arts.
9. Describe the specific knowledge and experience that you would bring to the board.
I believe that being a board member since the first year of the first campus of Pinecrest Academy of Nevada helps to bring valuable knowledge as we expand to new campuses. I also have deep roots in our local community that help to reach out to the students and parents looking to attend a charter school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Over the years I have become quite familiar with the Pinecrest Mission to unite the community to prepare students for college and career. The guiding beliefs of the school are to achieve excellence through high academic expectations, truly individualized education, and innovative instruction.
2. What is your understanding of the school's proposed educational program?
Pinecrest really focuses on consistency in the educational programs they use. Students are all provided equitable education and then the teacher individualizes instruction to best suit the needs of their students. Pinecrest uses proven curriculum, blended learning programs, and effective teaching strategies.
3. What do you believe to be the characteristics of a successful school?
I truly believe the characteristics of a successful school are having high academic expectations and building community within your school. At Pinecrest all teachers, administrators, parents, and students have a voice in the education being provided at Pinecrest.
4. How will you know that the school is succeeding (or not) in its mission?
Pinecrest is data-driven and does a great job at providing the Board with data that shows performance comparisons between Pinecrest schools and local and national school performance. These results, along with community feedback, semi-annual parent survey results, and semi-annual teacher survey results, are key indicators into the success and moral at our schools.

Governance

1. Describe the role that the board will play in the school's operation.
the Board, with school and community input, is directly involved establishing goals and guidelines that govern school operations. The Board also monitors outcomes and advocates for the school's needs.
2. How will you know if the school is successful at the end of the first year of operation?



Start-Up Charter School Board Member Information

Evidence of success in student data, teacher/parent satisfaction (determined via surveys), meet enrollment targets, and established family/community partnerships.

3. How will you know at the end of three years of the school is successful?

A continuation of the previously mentioned criteria (see question 3) with steady increases in goal setting and achievement in all of those areas.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Effectively addressing challenges and issues that arise when operating a new school, oversee proper use of public funding, oversee/approval of policy implementation, supporting school administrators in staff, and continuing governing practices that allow the school and the Board to work efficiently.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would bring my concerns to the Board and, with evidence of misconduct, I would move to remove those acting unethically. Anything illegal I would report to the state.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or



Start-Up Charter School Board Member Information

agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, HARRY D.G. THOMAS, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for PINECREST ACADEMY Charter School is true and correct in every respect.

Harry D.G. Thomas
Signature

10/12/17
Date



Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pinecrest Academy of Nevada,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.



Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.



Start-Up Charter School Board Member Information

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Signature of Certifying Charter School Official

Name Printed

Title

Date

State of Nevada

County of Clark

Subscribed and sworn to before me on October 12, 2017 by Kacey DG Thomas.

Signature of Notarial Official

This 12th day of October, 2017.

date

month

year

(Notary Public Seal)



7



Marni Watkins
Board Secretary

Email: marni.watkins@pinecrestnv.org



Marni Watkins is a mom of two wonderful girls; one of which is a Pinecrest St. Rose elementary student.

In addition to being a mom and a wife to a wonderful father and husband, Marni Watkins is an in-house attorney with Fidelity National Law Group handling litigation involving title and real property disputes. She litigates and manages lawsuits all over the State of Nevada and in all varieties and levels of courts from State Court to Federal.

Marni Watkins is originally from New Jersey and lived there until she attended college at the University of Vermont. After earning her bachelor's degree from the University of Vermont, Marni lived in New York City and worked in advertising as an Account Executive handling a variety of high-profile accounts, including Sprint and Marriot. In 2001, Marni left New York City and moved across country to California where she attended law school at California Western School of Law. After graduation from law school, Marni moved to Las Vegas, Nevada and worked as an Associate Attorney at Alverson, Taylor, Mortensen and Sanders where she met her husband Justin Watkins.

Marni Watkins' husband, Justin is a native Nevadan, born in Las Vegas. The Watkins family has been dedicated to advancing education in Nevada for decades and hopes to continue doing so as an active and enthusiastic Board Member for Pinecrest Academy of Nevada.



MARNI WATKINS, ESQ.

Nevada Bar No. 009674 ■ California Bar No. 248316

5337 Polizze Avenue, Las Vegas, Nevada 89141 ■ (702) 280-6575 ■ marnidukes@yahoo.com

WORK EXPERIENCE

Fidelity National Law Group, Las Vegas, Nevada **1/18/2011 – Present**

Associate: Manage transactional issues such as drafting contracts and loan documents. Manage in-house litigation cases defending first and third-party cases in a variety of different actions ranging from mechanics liens, property or lending fraud, interpleader actions, to declaratory actions involving real property and reciprocal negative covenants. Manage all aspects of litigation from conducting discovery to jury or bench trial. Review contracts.

Mainor Eglet, Las Vegas, Nevada **1/20/2009- 1/14/2011**

Associate: Manage the *In re Endoscopy* litigation for twenty-six infected plaintiffs and over 4,000 non-infected plaintiffs. I worked up and prepared the first case out of the hundreds of *In re Endoscopy* cases to proceed to trial and my clients were awarded approximately \$500 million. Additionally, I handled several single event cases involving product liability, bad faith and negligence claims. I managed these cases from the drafting of the complaint through to trial.

Fennemore Craig, P.C., Las Vegas, Nevada **3/7/08- 1/15/2009**

Associate: Reported to five partners and manage several cases, including commercial litigation, real estate litigation, construction, general litigation and tort litigation. I also handle business disputes and appeals as well as conducting legal research and drafting pleadings, memos, briefs, discovery, preparation of privilege logs, taking and defending depositions, and witness preparation.

Alverson, Taylor, Mortensen & Sanders, Las Vegas, Nevada **9/15/05- 2/29/08**

Associate: Supervised two associates and one law clerk and reported directly to a partner. Managed approximately 90 active cases including suits for attorney malpractice, insurance bad faith, breach of the duty of good faith and fair dealing, breach of contract, negligence, product liability, fraud, declaratory judgments, subrogation, accounting, toxic torts and complex litigation. These cases were in bankruptcy, federal and state court. I prepared numerous coverage opinions and conducted several Examinations Under Oath.

United States Attorney's Office, San Diego, California **1/10/05-5/1/05**

Legal Intern: Assisted Chief and Deputy Chief on trial and appellate briefs. Worked with Senior Attorneys to conduct investigations and drafted a complaint for an affirmative civil action case. Researched and wrote legal memoranda, appellate briefs statements of law and motions. Attended depositions.

Department of Justice, Environmental and Natural Resources Division, Washington, D.C. **5/15/04 – 8/7/04**

Legal Intern: Environmental Enforcement Division. Assisted Senior Attorney on major CERCLA, Clean Air Act and Natural Gas Pipeline Safety Act actions. Researched legal issues of first impression and wrote memorandum of law covering statutory interpretation, legislative history, agency interpretation and judicial opinions. Conducted expert witness background checks.

EDUCATION

California Western School of Law, San Diego, California, J.D. **May 2005**

Dean's List Fall 2004. Academic Honors Award for highest grade: Trial Practice. Nuremberg Trial class, Judge Ehrenfreund chose my definition of "aggressive war" to submit to the International Criminal Court. Co-President, Amnesty International. Member of Women's Law Caucus. Environmental Law Club. Graduated with a focus in International Law.

University of Vermont, Burlington, Vermont, B.A., English **Graduated 1998**

Pi Beta Phi Sorority. Member of the Student Senate 1995: Freelance writer, *The Cynic* (college newspaper).

**Start-Up Charter School Board Member Information**

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Pinecrest Academy of Nevada
2. Full name Marni Watkins
Home Address 5337 Polizzi Avenue, Las Vegas, NV 89141
Business Name and Address Fidelity National Law Group, 8363 W. Sunset Rd, Ste 120
Phone Number 702-280-6575
E-mail address Marni.watkins@Pinecrest.org
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. I am a litigation attorney, licensed to practice in the State of Nevada and the State of California for over 10 years. I have been employed with Fidelity National Law Group, practicing real estate litigation for approximately 6 years. Before that, I was employed as a trial attorney at Mainor Eglet practicing.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?



Start-Up Charter School Board Member Information

I love Pinecrest and want to see it succeed. I believe it provides a wonderful community for our children and provides necessary assistance to Nevada's public schools. Our public school system would be overcrowded and incapable of keeping up with our rapidly growing community. Pinecrest not only provides an available option for our children and their families, but provides an outstanding academic option.

7. What is your understanding of the appropriate role of a public charter school board member? Board members owe the school a fiduciary responsibility. In addition to this legal relationship, a board member is responsible for partnering with the schools' leadership to ensure that the school is in compliance with the state and the federal government, and the public. The board is responsible for ensuring that the school is operating in accordance with its original purpose and is doing so in a responsible manner.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am an attorney, practicing in the state of Nevada for over ten years.

9. Describe the specific knowledge and experience that you would bring to the board. As an attorney, I understand how to locate, read, understand and ensure compliance with the relevant state and federal laws and regulations.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

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

2. What is your understanding of the school's proposed educational program?

We strive to provide a differentiated educational program tailored to provide success and prepare students for their future.

3. What do you believe to be the characteristics of a successful school?

Happy children that are excited about their school and learning. Students who are growing academically, creatively and socially.

4. How will you know that the school is succeeding (or not) in its mission?

We have set up evaluation models. First whether the students are succeeding pursuant to the evaluation models we have adopted. Also, whether the students are happy to be at school and growing academically, creatively and socially.

Governance

1. Describe the role that the board will play in the school's operation.

The Board plans and forms the school and recruits and hires effective leadership. Once the leadership is in place, the Board works with the schools' leaders to ensure student achievement and school compliance. The Board will govern and evaluate the progress of the schools.



Start-Up Charter School Board Member Information

2. How will you know if the school is successful at the end of the first year of operation?

If the Board has a high level of confidence in the school's leadership, if the feedback from the parent's and staff is generally positive, and the academic results. The Board has adopted an evaluation system for all levels. The Board will apply these systems to determine the success.

The first year tended to be more of a growth and planning phase and the Board played a larger role in the operations of the school. This tapered off as the schools became more established.

3. How will you know at the end of three years of the school is successful?

If the Board has a high level of confidence in the school's leadership, if the feedback from the parent's and staff is generally positive, and the academic results. The Board has adopted an evaluation system for all levels. The Board will apply these systems to determine the success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

At this phase in the Board's existence, I think it would be beneficial for the Board to break out into committees so each member can be better utilized.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would confront the questionable board member regarding the behavior that I believe is unethical. I would inquire as to the intent and purpose of the actions. If, after meeting and confronting the other Board member, I still believe that the member is acting unethically, I would discuss my concerns with the other members of the Board and form a consensus on how to proceed forward.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes

I will be the board member

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes



Start-Up Charter School Board Member Information

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification



Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.



Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[Signature]

Signature of Certifying Charter School Official

Marni Watkins

Name Printed

Board Secretary

Title

10/2/17

Date

Subscribed and sworn to before me

Mia Hurtado

This 2nd day of October, 2017

date

month

year

(Notary Public Seal)





Craig Seiden
Board Treasurer

Email: craig.seiden@pinecrestnv.org



Craig Seiden serves as Vice President for Finance and Administration for Touro University Western Division which encompasses Touro University Nevada (Nevada's largest medical school) located in Henderson, Nevada and Touro University California located in Vallejo, California.

Prior to joining Touro University, he served as Chief Business Officer for the University of Nevada School of Medicine between 2002-2007 overseeing the medical practices in Las Vegas and Reno. Seiden worked for five years as an auditor at the firm Conway, Stuart, and Woodbury and six years in the hotel industry for Hilton Hotels Corporation where he held the positions of Assistant Director of Operations and Assistant Hotel Manager for the Flamingo Hilton Las Vegas.

Seiden earned his bachelor's degree in hotel administration from UNLV and an associate's degree in food and beverage management from Johnson and Wales University, Providence, Rhode Island. He also completed master's level accounting courses at UNLV as a prerequisite for the uniform C.P.A. examination. Seiden is a licensed Certified Public Accountant.

He and his wife Jennifer reside in Henderson where they raise their three children, two of which attend Pinecrest Inspirada. Craig is originally from New Jersey but has proudly called Nevada home since 1990.



August 29, 2016

Mr. Trevor Goodsell
Chief Financial Officer
Academica of Nevada
1378 Paseo Verde Parkway Suite 200
Henderson, NV 89012

Dear Mr. Goodsell,

I am writing to be formally considered for the open accounting/financial professional seat on the Board of Directors of Pinecrest Academy of Nevada. Included is a copy of resume for your review.

To briefly summarize my background, I am currently employed as the Vice President for Finance and Administration Touro Western Division. In this role, I am responsible for overseeing all of the accounting, budgeting, and finance needs for Touro University Nevada and Touro University California. I am also responsible for the management and oversight of all contracts. These two campuses are part of the larger Touro College and University System and have approximately 3,000 students and over 500 employees. Both are private not-for-profit entities offering programs in Education, Nursing, Medical Health Sciences, Physician Assistant Studies, Occupational Therapy, Physical Therapy, Pharmacy, and Medicine.

I have been a licensed Certified Public Accountant in good standing since 2000 and also hold the designation of Chartered Global Management Accountant. I have been working in higher education in Nevada for nearly 17 years (all in the non-profit setting) and prior to that worked approximately five years in public accounting in Las Vegas. I have been a resident of Southern Nevada since 1990 and currently reside in Henderson where my wife and I raise our three children. Two of my children are currently attending Pinecrest Inspirada. My daughter is in 6th grade and my son is in 1st grade.

I have previously served in community leadership roles, most recently as a Board of Director for the Madeira Canyon Homeowners Association (2007-2013). In this capacity I had the opportunity to assist Principal O'Dowd while he was at Wallin Elementary School with funding a new technology initiative. I believe Principal O'Dowd is a major asset to Pinecrest Inspirada and a contributing factor for why we have our children attending that school.

I believe it is important to be an integral part of the community you choose to live in, not just reside in it. I believe my skill set and employment history interlace well with the current need for this Board position. While my job responsibilities require me to be in California approximately 6 work days per month, I have great flexibility in scheduling my time there. I have read the requirements for this position and believe I will be able to fully commit the necessary time each month to effectively serve in this role should I be chosen.

Thank you for your consideration and should you have any questions please do not hesitate to contact me directly at 702-539-0630.

Regards,

A handwritten signature in blue ink, appearing to read "Craig Seiden", is written over the printed name.

Craig Seiden



Craig M. Seiden, CPA, CGMA

2532 Pastis Court
Henderson, NV 89044
Home: (702) 432-0238
Work: (702) 777-4794

OBJECTIVE

A senior executive level management position that will utilize my analytical, operations management, organizational development and interpersonal skills in a teamwork environment to meet corporate objectives.

EDUCATION AND PROFESSIONAL DESIGNATIONS

- | | |
|-------------|---|
| CPA | Nevada License #3458, July 2000

University of Nevada, Las Vegas 1995 – 1997
Completed Accounting courses at the master's level as prerequisite for the Uniform CPA Examination. |
| CGMA | Chartered Global Management Accountant, July 2014 |
| B.S. | University of Nevada, Las Vegas 1996
Major: Hotel Administration |
| A.S. | Johnson and Wales University, Providence, Rhode Island 1990
Major: Hotel Food and Beverage Management
Graduated Summa Cum Laude |

EMPLOYMENT HISTORY

TOURO UNIVERSITY – 09/2007 to Present, Henderson, NV & Vallejo, CA

Vice President for Finance and Administration Touro Western Division
08/2014- Present

As Vice President for Finance and Administration I assume the duties and responsibilities delineated below for the Associate Vice President for Administration at Touro University Nevada. Additionally, I serve as the principal fiscal executive for Touro University California and have direct supervisory responsibilities for all staff in Accounting, Budgeting, and Financing. Total budgetary responsibilities in excess of \$110 million dollars.

Associate Vice President for Administration Touro University Nevada
09/2007 – 07/2014

As Associate Vice President for Administration, I serve as the principal administrative operations and fiscal executive for Touro University Nevada. I have direct supervisory responsibility for all staff in the following areas: Accounting,



Facilities, Security, Touro Health Center, and Center for Autism and Developmental Disabilities. I am also a member of the senior executive team responsible for the overall development and management of Touro University Nevada. My primary responsibilities include:

- Develop and manage the Touro Health Center which is the faculty clinical practice plan and Center for Autism and Developmental Disabilities. This includes billing and collections management, provider productivity analysis, clinical practice benchmarking, practice cost management, and reimbursement analysis. Areas of practice include Primary Care, Rheumatology, Gynecology, Pediatrics, Geriatrics, Osteopathic Manipulative Medicine, Neuropsychology, Occupational Therapy, Speech and Language Therapy, Applied Behavior Analysis.
- Act as primary business development contact to develop/assist in developing new clinical business opportunities.
- Supervise and implement new construction projects, including identifying and recruiting general contractors, architects, and sub-contractors.
- Oversee accounting and budgetary functions for all Colleges and Departments within Touro University Nevada.
- Serve as primary contact for third party business partners such as the campus bookstore and campus vending operations.
- Oversee business development arrangements and contracts to ensure that the business models and contractual language are not contradictory to Federal, State, and local regulatory requirements.
- Assist Deans with creation of new academic programs.
- Act as primary contact for medical malpractice and general liability issues.
- Serve as the Institutional HIPAA Privacy Officer.
- Chair of the Institutional Infrastructure Committee, member of Institutional Security Committee, member of Institutional Strategic Planning Committee,
- Member Touro College & University system 403(b) investment committee, steering committee member Touro College & University system Enterprise Resource Project.



UNIVERSITY OF NEVADA SCHOOL OF MEDICINE – 06/02 to 09/2007, Las Vegas, NV

Chief Business Officer (Reno & Las Vegas Campus) 02/2007 to 09/2007

Chief Business Officer (Las Vegas Campus) 12/2005 – 01/2007

Interim Chief Business Officer – 07/2005 to 11/2005

Fiscal Officer 10/2002 to 06/2005

Financial Analyst 06/2002 to 09/2002

As financial analyst my duties and responsibilities included preparing physician productivity analysis and clinical practice benchmarking and report findings to the Chief Business Officer and Department Administrators. As Fiscal Officer, my responsibilities included preparation of all financial statements, budgets, federal tax return, and business plans, responsible for fiscal monitoring and assisting the Chief Business Officer in community practice acquisitions.

As Chief Business Officer, I serve as the principal administrative operations and fiscal executive for the clinical activities conducted on the Las Vegas and Reno campuses. Direct supervisory responsibility for all staff in the following areas: clinical operations, corporate compliance, contracting, finance and planning, accounting and treasury, human resources, billing and collections, business development, information systems, and facilities management. I am also a member of the senior executive team responsible for the overall development and management of the University of Nevada School of Medicine. My primary responsibilities include:

- Principal contact for all external and internal business constituencies, including physicians, insurers, hospitals, research organizations, banks and external lenders, auditors, legal counsel (internal and external), risk managers, business consultants, staff, and faculty.
- Recruitment and retention of physician faculty and non-physician clinical service providers.
- New business and new product line development, including new clinical sites, at-risk contracting, and acquisition of community physician practices.
- Clinical practice corporation budgeting, fiscal monitoring, and profitability. Academic and research activity budgeting, fiscal monitoring, and profitability. Direct supervisory responsibility for the Director of Accounting for both the Las Vegas and Reno campuses of the multispecialty group practice. Total budgetary responsibility in excess of \$60 million dollars.
- Clinical practice operations management consisting of greater than 25 divisions and programs, 12 departments, and 13 multispecialty practice sites.
- Assisting in strategic planning for the School of Medicine and the multispecialty group practice, promoting the resulting plan and developing/supporting initiatives designed to achieve the goals defined in the strategic planning process.



- Billing and collections management, physician productivity analysis, clinical practice benchmarking, practice cost management, and reimbursement analysis.
- Information systems management and development for the multispecialty group practice, including overall responsibility for HIPAA compliance projects
- Physician credentialing and contract negotiations, including professional services, lease and sublease obligations, purchase arrangements, research endeavors, etc.
- Risk management, including physician malpractice, research activities, clinical operations, property and casualty risks, etc.

CONWAY, STUART & WOODBURY – 12/1997 to 05/2002, Las Vegas, NV

Certified Public Accountant

One of two senior auditors in the firm responsible for overseeing the financial statement audits, Minimum Internal Control Standards (MICS) audits of Nevada and California gaming clients, Oregon and New Mexico tribal gaming clients, and audits of pension and profit-sharing plans. Direct supervisory responsibility for audit staff in the following areas: planning, budgeting, fieldwork, and review process. My primary responsibilities included:

- Develop audit budgets and oversee time management of staff assigned to audit engagements. Plan financial statement, internal control, pension and profit-sharing audits, and supervise audit staff during the fieldwork process. Responsible for reviewing fieldwork to ensure the firm's quality assurance standards were properly followed.
- Responsible for analyzing a client's system of internal controls for their gaming operations in comparison to established Minimum Internal Control Standards and report findings to senior level management and the Nevada Gaming Control Board.
- Primary contact with senior level management on audit engagements to discuss audit results. Responsible for developing text for executive presentations and assisted in delivering corporate presentations.
- Responsible for reviewing major financial institutions Statement on Auditing Standards (SAS) 70 Report for those institutions who served as a client's plan trustee for their pension or profit-sharing plan.
- Prepare full disclosure financial statements as well as corporate, personal, and estate income taxes.



GOLDEN NUGGET HOTEL & CASINO – 11/1995 TO 11/1997, Las Vegas, NV

Front Desk Clerk

Worked as a front desk clerk while taking required masters courses at UNLV as prerequisite for the Uniform CPA Examination.

SHOWTIME TICKETS AND TOURS – 01/1995 TO 10/1995, Las Vegas, NV

Director of Operations

FLAMINGO HILTON – 09/1991 to 01/1995, Las Vegas, NV

Assistant Hotel Manager/Assistant Director of Front Office Operations

PROFESSIONAL QUALIFICATIONS

- Excellent written and oral communication skills.
- Proficient in the use of a wide variety of Windows-based presentation and spreadsheet productivity applications including Microsoft Office.
- Well-developed executive level presentation skills

HONORS AND AFFILIATIONS

- American Institute of Certified Public Accountants
- Nevada Society of Certified Public Accountants
- Medical Group Management Association
- Society for College and University Planning
- Master Mason, Oasis Lodge #41, Las Vegas, NV
- Paseo Verde Little League, Henderson, NV Coach 2007- 2010
- Madeira Canyon Homeowners Association, Henderson, NV Secretary 2007-2010
President 2010-2013



**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of Clark)

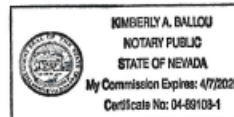
COMES NOW Craig Seiden, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 3532 Pastoris Court
Henderson, NV 89044
2. I intend to serve on the governing body of Pinecrest Academy of Nevada, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 30th day of November, 2016
Signature: Craig M. Seiden

SUBSCRIBED and sworn to before me by: Craig Seiden

this 30th day of November, 2016.
Kimberly A. Ballou, Notary Public





Travis Keys

Email: travis.keys@pinecrestnv.org



More information is coming soon.



Travis Keys

Senior Executive with expertise in media, marketing, public relations, human resources, finance and management.

Henderson, NV Phone: 702.553.7670 Email:travis.keys@gmgvegas.com

Experience

- | | | |
|---|--|---------------------|
| 2010-Present | Greenspun Media Group
Publisher | Las Vegas, Nevada |
| Manage and oversee all aspects of business for Greenspun Media Group including: Las Vegas Weekly, VegasInc, Las Vegas Life, Women's Care and LasVegasSun.com. | | |
| 2006-2010 | Expert Services Business Development
President | Las Vegas, Nevada |
| Owned and operated a business consulting group focused on the sales and marketing departments of service companies. | | |
| 2005-2006 | Mammoth Distribution
President | Las Vegas, Nevada |
| Created a nationwide sales platform for many types of industrial and consumer equipment | | |
| 2005-2006 | Excel Marketing LLC
Sales Manager | Las Vegas, Nevada |
| 1999-2005 | Computer Engineering Associates Inc
Regional Sales Director | Baltimore, Maryland |

Education

- | | | |
|-----------|--------------------------|-------------|
| 1999-2003 | Brigham Young University | Provo, Utah |
|-----------|--------------------------|-------------|

Associations

Las Vegas Chamber of Commerce
Direct Sales Association
American Marketing Association
American Advertising Federation



Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Pinecrest Academy of Nevada
2. Full name Travis Keys
Home Address 626 Tyler Ridge Ave
Business Name and Address Revenue Media Group - 7735 Commercial Way, Henderson NV 89011
Phone Number 702-600-1856
E-mail address travis.keys@revenuemediagroup.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I have been serving on the Pinecrest Board since the first Pinecrest Academy was created. I am a media and advertising executive and currently am President of one of the largest advertising agencies in Nevada. Helpful professional experience includes all aspects of business management and finances, and over 10 years of Human Resources, Public Relations and Communications. I also have a very significant business network in Southern Nevada.

4. Resume and professional bio are attached.



Start-Up Charter School Board Member Information

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

I am currently serving on the board of Pinecrest Academy of Nevada

6. Why do you wish to serve on the board of the proposed charter school?

I have 5 children coming through the school system and have a strong interest in being as involved in enhancing their education as possible. I have a desire to do what I can to improve educational offerings in Southern Nevada.

7. What is your understanding of the appropriate role of a public charter school board member?

Board members are in place to ensure that school management is making quality and ethical decisions. Having a board with diverse professional backgrounds and a vested interest in the school's success brings a skillset that is hard to find in one Principal or Executive Director.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have been serving on the Pinecrest Board for over 3 years. I have also been on the board for the Scleroderma Research Foundation, Win-Win Entertainment, and have consulted with the boards for St. Rose Hospitals, the Tyler Robinson Foundation, and the Greenspun Foundation.**

9. Describe the specific knowledge and experience that you would bring to the board. **I have been through every stage of Charter School expansion. From creating the very first Pinecrest Academy, to opening additional campuses and a high school, I have been an active part of every aspect of the management of the schools. In addition, being an expert in Public Relations and communications is very helpful whenever the school is going through a difficult transition or situation.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Pinecrest Academy was founded on the belief that through an active parent community and educators that are empowered, we can create a better educational experience for our children. We also have the goal of preparing all of our student for college.

2. What is your understanding of the school's proposed educational program?

Our school's educational program is based on the model of Pinecrest Academy in Florida with a heavy emphasis on blended learning and growth in the core academic subjects.

3. What do you believe to be the characteristics of a successful school?



Start-Up Charter School Board Member Information

A successful school is one where there is a clear goal that parents and educators are united in pursuing. Expecting above average growth and creating a culture that motivates students to want to learn is key.

4. How will you know that the school is succeeding (or not) in its mission?

Through student achievement metrics.

Governance

1. Describe the role that the board will play in the school's operation.

The Board is responsible for operational and financial approvals, however the day to day operations stays with the administrative staff. The board also operates as an advisor to the administrators and makes sure the school is sticking to the mission statement.

2. How will you know if the school is successful at the end of the first year of operation?

By analyzing academic growth of the students, teacher and parent satisfaction surveys and teacher and student retention into year 2.

3. How will you know at the end of three years of the school is successful?

Similar to year 1, but more aggressive goals as the staff comes together and the school community all gets on board with the mission and instructional model.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to make sure that the operating budget covers all needs and allows for a surplus to keep the school financially healthy. We will also need to make sure that the administrators are creating an amazing culture and following the instructional model as originally intended.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Depends on the severity of the actions. Could range from a one on one conversation, to a board meeting discussion. If severe enough, would consult legal counsel.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

N/A

I am currently on the board for the existing Pinecrest Schools.



Start-Up Charter School Board Member Information

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
I / we do not know any such employees. Yes N/A

I am currently on the board for the existing Pinecrest Schools, and know most of the staff.

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / ~~we~~ do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

~~I / we~~ do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

As a board, I currently work with all providers for the school. Relationships are strictly professional.

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. ~~I / we~~ have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. ~~I / we~~ or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes



Start-Up Charter School Board Member Information

My company has a business relationship with the Charter School Association of Nevada. The relationship does not impact any financial or operating obligations for any charter schools. It is limited to the operations of CSAN specifically.

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None Yes

Certification

I, Travis Keys, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pinecrest Academy Charter School is true and correct in every respect.

Signature

Date

10/4/17



Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

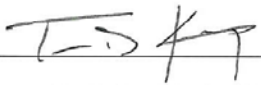
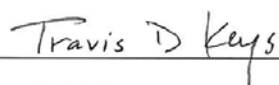

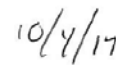
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.



Start-Up Charter School Board Member Information

Notarized Statement

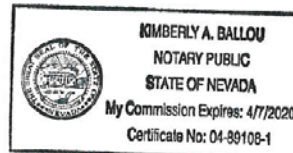
I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

	
Signature of Certifying Charter School Official	Name Printed
	
Title	Date

Subscribed and sworn to before me

This 4 day of Oct 2017
date month year

(Notary Public Seal)





Jeff Cahill

Email: jeff.cahill@pinecrestnv.org



Mr. Cahill graduated from Basic High School in 1992. After graduating, Mr. Cahill went on to get a degree in Business Administration from California Lutheran University and has since earned a Masters in Education from UNLV. Mr. Cahill is currently a teacher at Basic High School as well as the head football coach as well.



JEFFREY CAHILL

EXPERIENCE

8/2003 – present CCSD Teacher @Basic High School Henderson, NV
Teacher

Responsible for all aspects of student learning and classroom management. I have taught classes in business, health, P.E, and physical conditioning with weights.

8/2001 – 8/2003 Substitute Teacher CCSD Las Vegas, NV
Substitute Teacher

Responsible for implementing the classroom teachers' lesson plan and for classroom management.

1/2011-present Vice President of the SNFCA
(Southern Nevada Football Coaches Association)

Responsible for setting up meeting agendas, running meetings and sending out information to all coaches in the association. Responsible for all operations for the SNFCA football combine each year. This event has over 360 athletes from the school district participate.

2/2008 – present Head Varsity Football Coach @Basic High School

Responsible for all aspects of planning and leading all football related activities at Basic High School. There are over 140 students in our programs. Responsible for taking over 100 students each summer to Football Camp for 5 days. Responsible for running fund raisers each year that have grossed over \$18,000 dollars per season. Responsible for going out into the community and finding sponsors for our teams.

EDUCATION

Class of 1996 California Lutheran University Thousand Oaks, CA
▪ Graduated with a Bachelor's Degree in Business Administration

2002-2004 University of Nevada, Las Vegas Las Vegas, NV
▪ Masters completed in Sports Leadership and Education

2009-2012 Touro University Henderson, NV
▪ Have completed 32 units in continuing education

JCAHILL@INTERACT.CCSD.NET
740 BRICK DRIVE • HENDERSON, NV 89002 • (702)204-5584



Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

Name of charter school on whose
Board of Directors you intend to
serve

Pinecrest Academy

Full name

Jeffrey Demus Cahill

Home Address

1800 LongMeadow St, Henderson, NV

Business Name and Address

Basic High School 400 N. Palo Verde Dr

Phone Number

702-204-5584

E-mail address

jdcahill99@hotmail.com

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4.
☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?
To give the board the insight of a teacher and to serve the students of Pinecrest
7. What is your understanding of the appropriate role of a public charter school board member? To serve the students of the charter school in a fair and unbiased way and to



Start-Up Charter School Board Member Information

make decisions that will benefit the students as well as the charter school.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have been a part of the Pinecrest Academy Board for the past 4 years and have been a part of the expansion of the Pinecrest Charter. I was also a board member for the Southern Nevada Coaches Association from 2011-2014.

9. Describe the specific knowledge and experience that you would bring to the board.
I will bring the knowledge and experience of a person who has worked in the school district for the past 14 years. I give the perspective of the teachers and what they deal with on a day to day basis as well as policies the district uses that are positive and negative.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is to make sure students are ready for college and career.
2. What is your understanding of the school's proposed educational program?
Pinecrest's educational program is STEAM centered; meaning that they focus on Science, Technology, Engineering, the Arts, and Mathematics.
3. What do you believe to be the characteristics of a successful school?
A successful school starts with a quality governing Board and effective leadership, and then evolves into quality teaching and community support.
4. How will you know that the school is succeeding (or not) in its mission?
Success will be determined by communication with the Board, feedback from teachers and parents, and results.

Governance

1. Describe the role that the board will play in the school's operation.
The Board oversees many school operations, including financial reviews and policy decisions.
2. How will you know if the school is successful at the end of the first year of operation?
Success with a first year campus would be greatly determined by being fully enrolled and positive feedback from the community.
3. How will you know at the end of three years if the school is successful?
By the third year, we should see results in student growth and achievement, as well as having maintained a positive reputation in the community.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Board will need to monitor school performance in instruction, finances, and operations.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?



Start-Up Charter School Board Member Information

I would bring my concerns to the attention of Academics and see how they would advise to move forward.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.



Start-Up Charter School Board Member Information

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for _____ Charter School is true and correct in every respect.

Signature 

Date 10-13-17



Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pinecrest Academy of Nevada,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation,



Start-Up Charter School Board Member Information

the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Jeffrey D. Cahill
[Signature]

Signature of Certifying Charter School Official Name Printed

Board Member

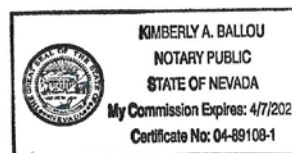
Title

Date 10-13-17

Subscribed and sworn to before me

Kimberly A. Ballou

This 13th day of October, 2017





Kevin Smoot

Email: kevin.smoot@pinecrestnv.org



Kevin moved to Las Vegas in the fall of 2001 to coach baseball with Jim Schlossnagle at UNLV. During his time as an assistant coach for the Rebels he helped lead the team to two Mountain West Conference Championships and two NCAA tournament appearances. He has mentored many youth baseball players in the community as part of the Nevada Wildcats. Since 2004 he has taught high school physical education and health classes earning his Masters of Education from UNLV in 2007.

Kevin grew up in Indianapolis, IN and Midland, MI. He earned his undergraduate degree in Sports Study and Journalism at Central Michigan University. He is married to Leiana Oswald and they have four wonderful children. When not in the classroom, or working with the other members of the Pinecrest board to ensure students are performing at the highest level on all academic measures, he loves being active with his family and can usually be found on a sports field.



Kevin Smoot

894 Sir Raleigh Ct. ~ Henderson, NV. 89052

Phone: 702-249-1434

smootpe@gmail.com

Objective

To obtain a board membership for the Board of Pinecrest Academy of Nevada to serve the parents, students, staff, and Pinecrest community.

Profile

- More than 10 years experience in teaching health and physical education.
- Goal-oriented individual with strong leadership capabilities.
- Organized, highly motivated, and detail-directed problem solver.
- Proven ability to work with technology.

Education

M.A., Education, Summa Cum Laude, University of Nevada-Las Vegas
B.A., Sports Studies, Central Michigan University

Employment

2008-Present

Health and Physical Education Adjunct Instructor, *Connections Academy, Nevada*

- Provide online quality health and physical education instruction online meeting state and national standards.

2005-Present

Physical Education Instructor, *Odyssey Charter HS, Las Vegas*

- Provide quality health and physical education instruction in the classroom and online following state and national standards.

2002-2005

Assistant Baseball Coach, *University of Nevada-Las Vegas, Las Vegas*

- Coaching responsibilities included working with pitchers, outfielders, and hitters.
- Off the field duties included recruiting, travel, and summer camps.

2002

Assistant in Athletic Academic Center, *University of Nevada-Las Vegas*

- In charge of running the athletic study table during evenings.

2000-2001

Assistant Baseball Coach, *Central Michigan University, Mt. Pleasant, MI*

- Coaching responsibilities included working with the pitchers and outfielders.
- Off the field duties included, strength and conditioning, campus recruiting, and summer camps.

1999-2001

Graduate Assistant Instructor, *Central Michigan University, Mt. Pleasant*
Instructed baseball, softball, racquetball, tennis, bowling, and weight training

Community Involvement

Nevada Wildcats, Coach for the youth travel baseball team

Rookie Yankees, Coach for the youth baseball team

NYS Wildcats, Coach for the youth flag football team

Dugout Baseball Academy, Instructor



Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Pinecrest Academy of Nevada
2. Full name Kevin Andrew Smoot
Home Address 894 Sir Raleigh Ct.
Business Name and Address _____
Phone Number 702.249.1434
E-mail address kevin.smoot@pinecrestnv.org
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. Odyssey Charter High School / Health and PE / 2005-present, Connections Academy of Nevada / Health and PE / 2008-present
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school? I chose to serve on the Board of Directors of Pinecrest Academy of Nevada to serve the parents, staff, and Pinecrest community.



Start-Up Charter School Board Member Information

7. What is your understanding of the appropriate role of a public charter school board member?
My role as a board member of Pinecrest Academy of Nevada is to manage the school leader along with making sure the school operates in accordance to the State Public Charter School Authority.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. Prior to being on the Board of Directors at Pinecrest Academy of Nevada I did not have board service. However, my educational leadership abilities and knowledge of charter school education has helped me become an influential contributing member of the board.
9. Describe the specific knowledge and experience that you would bring to the board. I offer a unique perspective to the board not only as a parent, but also an educator who is a strong supporter of charter schools. I have taught at a charter school for the past 13 years. I enjoy the autonomy charter schools offers students.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? It is my understanding Pinecrest Academy of Nevada unites the community to prepare students for college and career.
2. What is your understanding of the school's proposed educational program? Pinecrest Academy of Nevada's educational program is modeled after specific innovative learning methods and strategies with an emphasis on STEAM that have proven successful in raising student learning and achievement.
3. What do you believe to be the characteristics of a successful school? Strong and caring leadership and educators along with a challenging and differentiated curriculum.
4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.
The board will manage the school leader and itself.
2. How will you know if the school is successful at the end of the first year of operation?
The school will me educational and financial outcomes that were set forth by the board.
3. How will you know at the end of three years of the school is successful?
The school will continue to meet, or exceed, educational and financial outcomes that were set forth by the board.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?



Start-Up Charter School Board Member Information

The curriculum needs to be set and followed by qualified administration and teachers. The enrollment outcomes are met. The budget is balanced. A system is established and put in place for problems to be identified, addressed, and resolved.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

As board members we serve the interests of our schools, and the students, parents, staff, and administrators associated with them, to fulfill our mission of uniting the community to prepare students for colleges and careers. If one, or more, of my fellow board members should choose to act unethically or not in favor of the school, then I would have a duty to report this behavior for further investigation.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.



Start-Up Charter School Board Member Information

- ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, Kevin Andrew Smoot, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pinecrest Academy of Nevada Charter School is true and correct in every respect.

Signature

Date



Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pinecrest Academy of Nevada,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.




Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



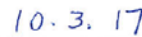
Signature of Certifying Charter School Official



Name Printed



Title



Date

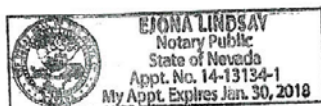
Subscribed and sworn to before me



This 3rd day of October, 2017

date month year

(Notary Public Seal)

**Attachment 18- Incubation Year Planning**

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 2018-2019) to ensure that the school is ready for a successful launch in fall 2019. Feel free to add rows as needed.

<i>2018-2019 Planning Year Milestones (SMART Goals) by Work Stream</i>	<i>Activity</i>	<i>Key Personnel</i>	<i>Milestone Date(s)</i>
INSTRUCTION	Professional Development	E.D. and Principal	August 15, Opening Year
TALENT	Principal Recruitment	Board, E.D. and Academica	Principal Identified by January 1st Planning Year
TALENT	Teacher Recruitment	Site Principal, Academica	Major Teacher Recruitment Campaign during planning year months Feb-May. School fully Staffed by July 1st of Planning Year
OPERATIONS	Property/Facility under Contract	Developer, Board, Academica	6 Months Prior to School Opening
OPERATIONS	Lease Finalized	Developer, Board	6 Months Prior to School Opening
OPERATIONS	Construction and Permits Completed	Developer, General Contractor	1 Month Prior to School Opening
TECHNOLOGY	Technology Purchased	Principal, Academica	4 Months Prior to School Opening
TECHNOLOGY	Technology Installed	IT Company,	3 Weeks



		Academica	Prior to School Opening
FINANCE	Lending for FFE Secured	Academica, Board, Lender	6 Months Prior to School Opening
PARENT & COMMUNITY ENGAGEMENT	Open Houses for Student Recruitment	Principal, Academica	Multiple Open Houses starting Dec-July of Planning Year
PARENT & COMMUNITY ENGAGEMENT	Grass Roots Campaign: Door to Door	Principal, Staff, Academica	Dec-July of Planning Year
SCHOOL SYSTEMS & CULTURE	Staff Trainings and Introductions	Principal and ED	July and August of Opening Year
OTHER			



Attachment 19- EMO Agreement

EMO Documentation is not applicable, as Pinecrest Academy of Nevada is not amending its existing EMO agreement with Academica Nevada.



Attachment 20- Operation Execution Plan

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.

Pinecrest Academy of Nevada will not provide daily transportation for the students to and from school. Should a Special Education student who is enrolling in SOM have an IEP that has transportation as an accommodation, Pinecrest Academy of Nevada will honor their IEP. Pinecrest Academy of Nevada will work to partner with the LEA, JCSD, as to how to best provide this accommodation. Should the school plan field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company. The school will work with their insurance broker agency to ensure that all necessary insurance policies and coverages are in place.

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.

The Pinecrest Academy of Nevada is in the process of applying to be a participant of the National School Lunch Program (NSLP). The lunch program will abide by State and Federal Laws for Health and Safety. Pinecrest Academy of Nevada will create a budget based as part of its participation in NSLP. Since Pinecrest Academy of Nevada will be sponsored by the SPCSA and they are not currently a School Food Authority, Pinecrest Academy of Nevada will become its own School Food Authority (SFA). Per the process, Pinecrest Academy of Nevada's Board will appoint a Designated Official to oversee the SFA. The school will look to choose a vendor who can provide meals at or below the cost of the federal reimbursement rate. Pinecrest Academy of Nevada additionally sets aside funds within their annual budget to provide lunch for students who have forgotten their lunch or do not regularly come to school with a prepared lunch.

c. Facilities maintenance (including janitorial and landscape maintenance)

Pinecrest Academy of Nevada has a multi-tiered plan for maintaining the facility:

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

d. School health and nursing services

The school provides health services to all students identified in need of such services.



Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed at the new campuses. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract is not available at this time, but will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in Kindergarten, third grade, and sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in fourth and seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

e. Purchasing processes

The purchasing agent is appointed by the governing body (Traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing program.

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public



improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573)

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

Pinecrest Academy of Nevada proposed campuses will have Campus Monitor(s) provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan. As referenced in the Operations Question and Ongoing Operations Question One, Pinecrest Academy of Nevada's Principal and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan.



Attachment 21- Budget Narrative

Attachment 21: Budget Narrative

(4) 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 in Attachment 21.

(a) Per – Pupil Revenue: Use the figures provided in developing your budget assumptions:

The budgets created for the Pinecrest Academy of Nevada network and proposed new Campus (K-12) included the per pupil revenue assumptions of \$6,730 per pupil for the fiscal year ending 2017 and an increase of 1.5% each year.

(b) 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 clearly identified component of Attachment 10. Please ensure that your narrative specifically references what page this evidence can be on in the attachment.

Pinecrest Academy of Nevada has developed a relationship with the lending institution Vectra Bank. Vectra Bank allows Pinecrest Academy of Nevada to lease all their furniture, fixtures, equipment, curriculum purchased in the start-year of the school over 4 years. The lease includes a 5% residual purchase option at the end of the 48th month or the school is able to exercise an early purchase option in the 45th month for a 6% residual. The lease rate is 5% and compared with other lending institutions Pinecrest Academy of Nevada has found this form of financing to be favorable. The proposed campus will likely enter into a lease agreement such as one offered by Vectra Bank for the purchasing of furniture, fixtures equipment, curriculum in their first year of operation. Pinecrest Academy of Nevada budgets \$1,000 per student to outfit an entire school in its' first year at a 5% interest rate over 4 years. This expense is reflected in the budget as "FFE Lease."

Pinecrest Academy of Nevada expects to work with Turner-Agassi Charter School Facility Fund for the development of their proposed facility. Pinecrest Academy of Nevada assumes that the leases for the 4 proposed campuses will be similar to the Horizon, St. Rose, Inspirada, and Cadence leases. In the network budget Pinecrest Academy of Nevada assumed a lease rate of \$875,000 in the first year of operation for the proposed campus, which lease rate is similar to Cadence first year of operation. The leases will include the cost of the project, the rent schedule and set purchase price. If the lease proposed by Turner-Agassi Charter School Facility Fund is not favorable for the school Pinecrest Academy of Nevada will identify another developer.

(c) Anticipated Expenditures: Detail the personnel and operating costs assumption 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.



The proposed K-12 Campus opening with 1,135 students (first year enrollment) will require a Principal (\$110,000), two Assistant Principal (\$145,000), Counselor (\$55,000), Curriculum Coach (\$55,000), Office Manager (\$45,000), Registrar (\$35,000) and Receptionist (\$20,160). The opened K-12 Campus will need to employ 55 teachers which includes 5.5 SPED teachers and an average teacher salary of \$43,250. The K-12 Campuses will also open with 10 Teacher's Aides (\$17,280), FASA (\$20,160), Banker (\$30,000) and 2 Campus Monitors (\$23,040). Additional positions will be added in the following years based upon growth.

-The benefits cover all employees except for substitutes and other contracted services since they are not employees of the school. Benefits include PERS, Medicare, Workers comp, Medical, etc. These expenses are figured at approximately 44.5% of salaries.

-The Management or Academica fee will be \$450 per enrolled student.

-The affiliation fee is based on 1% of DSA revenues. The affiliation fee with Pinecrest Academy Inc. will be used to pay for professional development and training in instructional strategies.

Pinecrest Academy of Nevada contracts Special Education Services that include Speech, Occupational Therapy, Physical Therapy, a Registered nurse and Psychological services. The budget expenses in the financial plan are based off of schools of similar size.

The payroll services were figured per what Pinecrest Academy of Nevada is currently paying. It cost \$20 per employee per month to process payroll.

Pinecrest Academy of Nevada currently budgeted \$6,0500 per campus for legal service.

Pinecrest Academy of Nevada based their contracted IT services budget on what school of similar size are currently paying.

Pinecrest Academy of Nevada Budgeted 1.5% of DSA revenue for the State's Sponsor Fee.

Utilities and Custodial costs are based upon what other Pinecrest Academy of Nevada schools are paying.

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

Pinecrest Academy of Nevada as a system has been fiscally conservative in the first 5 years of their operation. In the scenario that anticipated revenues are not received or come in lower than expected the SOM network will be able to transfer funds to the campus in need. Additionally, if student enrollment is lower than expected many budgeted expenses will lower as a result including, EMO Fee, Affiliation Fee, IT fee, Student Supplies, etc. Academica Nevada has worked with schools in the past and if needed will consider reducing their fee.



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

Pinecrest Academy of Nevada as a system has been fiscally conservative. If state and local revenues are not met in advance of opening the new Pinecrest Academy of Nevada campus, Pinecrest Academy of Nevada will spread their financial reserves among the entire system. Pinecrest Academy of Nevada will also look to employ the same tactics as described in subsection (d).

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

Pinecrest Academy of Nevada in their budget did not rely on philanthropic revenue for the operation of the proposed campuses.



Attachment 22- Financial Plan

Pinecrest - System (5 Years)		19-20	20-21	21-22	22-23	23-24
WFTE Gross Value \$		6,925	\$ 7,029	\$ 7,134	\$ 7,241	\$ 7,350
Total Students (FTEs)		6,087	6,521	6,910	7,321	7,643
Weighted Student Count		-	-	-	-	-
Kinder		575	575	575	575	575
1st Grade		575	575	575	575	575
2nd Grade		598	598	598	598	598
3rd Grade		598	598	598	598	598
4th Grade		598	603	603	603	603
5th Grade		632	637	637	637	637
6th Grade		739	781	781	781	781
7th Grade		682	739	781	781	781
8th Grade		620	682	739	781	781
9th Grade		230	333	392	471	556
10th Grade		100	220	323	388	462
11th Grade		90	90	215	318	383
12th Grade		50	90	93	215	313
Total Students (FTEs)		6,087	6,521	6,910	7,321	7,643
TEACHING STAFF						
Classroom Teachers	219	232	245	258	269	
SPED Teachers	29	31	33	34	36	
Art Teacher	8	8	8	8	8	
Music	8	8	8	8	8	
PE Teacher	8	8	8	8	8	
Dance	0	0	0	0	0	
Technology (STEM)	6	6	6	6	6	
Theatre	0	0	0	0	0	
Spanish / Language	6	6	6	6	6	
Additional Elective Teachers	8	10	12	15	17	
Total Teaching Staff	292.00	308.50	325.50	342.50	357.50	
ADMIN & SUPPORT						
Executive Director	1	1	1	1	1	
Principal	5	5	5	5	5	
Assistant Principal	11	12	12	12	13	
Lead Teacher(s)	0	0	0	0	0	
Counselor/ Student Support Advocate	7	8	8	8	9	
Curriculum Coach	8	9	8	8	8	
Office Manager	8	8	8	8	8	
Registrar	6	7	7	7	7	
Teacher Assistants	27	28	29	32	34	
SPED TA	26	28	30	31	33	
Clinic Aide/ FASA	5	5	5	5	5	
Campus Monitor/Custodian	12	14	14	15	15	
Receptionist	6	7	7	7	7	
Total Admin & Support	120.50	131.00	133.00	138.00	144.00	
Total # Teachers	292.00	308.50	325.50	342.50	357.50	
Total # Admin & Support	120.50	131.00	133.00	138.00	144.00	
Total Staff	412.50	439.50	458.50	480.50	501.50	
Total Salaries & Benefits as % of Expenses	61%	60%	59%	59%	59%	
Student/teacher ratio	20.8	21.1	21.2	21.4	21.4	
Student/staff ratio	50.5	49.8	52.0	53.1	53.1	
Rent as % of Expenses	14.44%	15.38%	16.58%	17.65%	17.88%	
REVENUE (@ 95%)						
Budget Revenue	40,044,851	43,544,304	46,831,143	50,360,793	53,367,248	
NSLP	-	-	-	-	-	
Grant(s)	178,000	182,000	182,000	182,000	184,000	
Special Ed Funding (Part B)	580,531	655,281	691,344	729,519	759,269	
SPED Discretionary Unit	1,198,392	1,578,883	1,672,172	1,769,726	1,863,840	
Total Revenues	42,001,775	45,960,468	49,376,658	53,042,038	56,174,356	
Actual Revenue	42,152,475	45,836,109	49,295,940	53,011,361	56,176,050	
NSLP	-	-	-	-	-	
Grants/Donations	178,000	182,000	182,000	182,000	184,000	
Special Ed Funding (Part B)	580,531	655,281	691,344	729,519	759,269	
SPED Discretionary Unit	1,198,392	1,578,883	1,672,172	1,769,726	1,863,840	
Total Revenues:	44,109,398	48,252,273	51,841,455	55,692,606	58,983,158	



PINECREST ACADEMY OF NEVADA

EXPENSES					
Personnel Costs					
Executive Director	150,000	152,250	154,077	155,949	157,820
Principal	603,300	614,675	622,384	630,344	636,811
Assistant Principal(s)	841,999	924,629	936,166	948,061	1,032,303
Lead Teacher	-	-	-	-	-
Curriculum Coach	463,550	526,353	532,885	539,453	544,706
Counselor / Student Support Advocate	397,907	458,876	464,717	470,661	524,531
Teachers Salaries	11,534,500	12,372,160	13,180,340	14,040,038	14,817,100
SPED Teachers	1,271,875	1,357,570	1,461,825	1,547,213	1,659,025
SPED Facilitator	56,000	56,840	57,522	58,214	59,089
Speech Pathologist	-	-	-	-	-
School Psychologist	-	-	-	-	-
School Nurse	50,000	50,750	51,359	51,976	52,756
Grant funded positions	-	-	-	-	-
Office Manager/ Registrar / Banker	591,544	649,991	658,495	666,950	674,614
Secretary & FASA	229,320	254,520	259,560	264,600	268,380
Teacher Assistants	482,400	509,760	537,840	604,800	651,600
SPED Teacher Assistants	464,400	509,760	556,560	585,720	631,080
Campus Monitors	286,080	339,840	346,560	377,760	382,560
On Campus Sub	108,680	109,250	112,100	114,000	115,900
Total Salaries and Wages	17,531,554	18,887,223	19,932,390	21,055,738	22,208,275
Empl. Benefits	7,692,422	8,377,017	8,843,559	9,344,999	9,968,374
Incentives / Bonuses	-	-	-	-	-
Tuition Reimbursements	27,000	27,000	27,000	27,000	27,000
Subst. Teachers (10 days/Teacher)	329,320	353,500	376,150	399,750	420,350
Total Payroll / Benefits and Related	25,580,296	27,644,740	29,179,098	30,827,488	32,623,998
Operations					
Consumables	608,700	652,100	691,000	732,100	764,300
Zion's FFE Lease - payments / Curriculum	1,380,000	1,522,000	1,582,000	1,644,000	1,575,000
Office Supplies	81,088	87,013	91,875	97,513	102,038
Classroom Supplies	173,480	185,849	196,935	208,649	217,826
SPED Supplies	58,435	62,602	66,336	70,282	73,373
Athletics	45,000	55,000	65,000	80,000	90,000
Dues and Fees	25,500	25,750	26,250	26,000	26,000
Lunch Program	30,000	30,000	30,000	30,000	30,000
Travel Reimbursement	38,500	39,000	39,500	39,500	40,000
Special Education Contracted Services	655,000	720,000	780,000	832,000	886,000
Management Fee	2,739,150	2,934,450	3,109,500	3,294,450	3,439,350
Payroll Services	111,700	118,180	122,740	128,020	133,060
Audit	37,000	38,000	39,750	40,800	42,250
Legal Fees	30,000	30,500	31,750	32,000	34,100
IT Services - Monthly	255,654	273,882	290,220	307,482	321,006
IT Set-up Fees	68,500	47,500	45,000	45,000	45,000
Website	15,000	15,000	15,000	15,000	15,000
Copier / Printing	279,000	314,300	320,800	349,000	383,900
Infinite Campus	12,500	12,500	12,500	12,500	12,500
State Administrative Fee (1.5%)	632,287	687,542	739,439	795,170	842,641
Affiliation Fee - Inc. (1/2 of 1%)	210,762	229,181	246,480	265,057	280,880
Affiliation Fee - Training (1/2 of 1%)	210,762	229,181	246,480	265,057	280,880
Training and Development (outside affiliation fees)	-	-	-	-	-
Phone and Communications (with E-rate discount)	96,700	96,700	96,700	102,500	102,500
Postage	6,000	8,900	7,000	12,200	13,200
Background and Fingerprinting	7,500	8,700	8,100	8,100	8,100
Fire and Security alarms	30,000	32,000	33,000	34,000	35,000
Facility and School Insurances	260,000	295,000	324,000	339,000	344,000
Loan payments	-	-	-	-	-
Other Purchases	33,500	33,500	39,500	37,500	37,500
Total	8,131,718	8,784,327	9,296,855	9,842,879	10,175,403
Facilities					
Public Utilities	720,000	785,000	825,000	883,500	927,000
Contracted Janitorial	497,640	541,040	583,040	608,740	635,240
Custodial Supplies	82,175	88,034	93,285	98,834	103,181
Facility Maintenance	145,000	150,000	157,000	173,500	176,000
Summer Maintenance	95,000	102,500	110,000	123,000	125,500
Lawn Care	52,000	56,000	64,200	66,200	62,000
AC Maintenance & Repair	80,000	84,000	91,500	96,000	107,000
Total	1,671,815	1,806,574	1,924,025	2,049,774	2,135,921



PINECREST ACADEMY OF NEVADA

<i>Total Expenses</i>	35,383,828	38,235,641	40,399,978	42,720,140	44,935,322
<i>Scheduled Lease Payment</i>	5,973,329	6,950,287	8,028,439	9,158,645	9,786,391
<i>Scheduled Bond Payment</i>					
<i>Surplus (Revenues-Total Expenses-Lease-Bond)</i>	644,617	774,540	948,242	1,163,253	1,452,643
	1.5%	1.7%	1.9%	2.2%	2.6%



Attachment 23- Local Network Budget

Please see *Attachment 25- School Data Worksheet* under the "Audit Information" tab for audited financial records.



Attachment 24- EMO/CMO Replication Data

This is not applicable as Pinecrest Academy of Nevada is not expanding from outside of Nevada.



Attachment 25- School Data Worksheet

Please see Excel Sheet submitted separately for school data.