

June 14, 2024

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

Re: Good Cause Exemption Request for Pinecrest Academy of Nevada's
Application to Amend Charter School Contract

To State Public Charter School Authority,

Pinecrest Academy of Nevada (Pinecrest) respectfully requests a good cause exemption from the current amendment cycle to submit a Request for Amendment (RFA) of its Charter School Contract with the State Public Charter School Authority (SPCSA).

The purpose of this out-of-cycle amendment is to seek the Authority's approval of Pinecrest's request to increase student enrollment at the Cadence and Sloan Canyon K-12 campuses beyond 10% of their previously approved enrollment caps. This request is part of Pinecrest's effort to meet the needs of underserved students in the community. The Pinecrest Governing Board has approved (a) the enrollment increase along with the request to seek a good cause exemption¹ as well as (b) the amendment application itself.²

Pinecrest sincerely appreciates the support of the SPCSA staff as it respectfully seeks the approval of this good cause exemption and the granting of its underlying application to amend the charter agreement to increase enrollment at Pinecrest's Cadence and Sloan Canyon campuses. We look forward to working with the SPCSA staff to address any questions or concerns.

Sincerely,

Coby Sherlock

Coby Sherlock
Board Chair, Pinecrest Academy of Nevada
coby.sherlock@pinecrestnv.org

¹ Please see **Attachment 01.1** with the pertinent Board Agenda and Meeting Minutes demonstrating that the proposed enrollment increase and good cause exemption request were submitted and approved by Pinecrest's Governing Board on February 29, 2024 following a public meeting held pursuant to NRS Chapter 241.

² Please see **Attachment 01.2** with the pertinent Board Agenda and Meeting Minutes demonstrating that the amendment application was submitted and approved by Pinecrest's Governing Board on May 29, 2024 following a public meeting held pursuant to NRS Chapter 241.

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2024 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

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

For the: **Pinecrest Academy of Nevada**

Date Submitted: June 14, 2024

Current Charter Contract Start Date: July 1, 2018

Charter Contract Expiration Date¹: June 30, 2024

Key Contact: Coby Sherlock

Key Contact Title: Board Chair

Key Contact Email and Phone: coby.sherlock@pinecrestnv.org and (615) 715-7245

Date of School Board Approval of this Application: May 29, 2024

Deadlines

| | Spring Cycle | Fall Cycle |
|---|--------------------------|----------------------------|
| Notice ² of Intent to submit Request for Charter Amendment (RFA) | No Later Than: March 1 | No Later Than: September 1 |
| Request for Amendment (RFA) | Due between April 1 – 15 | Due between October 1 – 15 |
| Board Meeting for Possible Action (tentative and subject to change) | June board meeting | December board meeting |

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

¹ On December 8, 2023, the Board of the State Public Charter School Authority approved the renewal of Pinecrest Academy of Nevada for a new eight-year term commencing on July 1, 2024.

² Notice or Letter of Intent

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

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

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Introduction

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

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

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

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

Most Frequent Request for Amendment Applications

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

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

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

Sections Required

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

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

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

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

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

Provide a brief overview of your school, including:

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

Pinecrest Academy of Nevada (PAN) is a tuition-free public charter school network in Clark County, Nevada. Due to its academic success, student enrollment throughout the entire PAN network has grown to over 7,900 students at seven campuses in Grades K-12 across the Las Vegas valley.

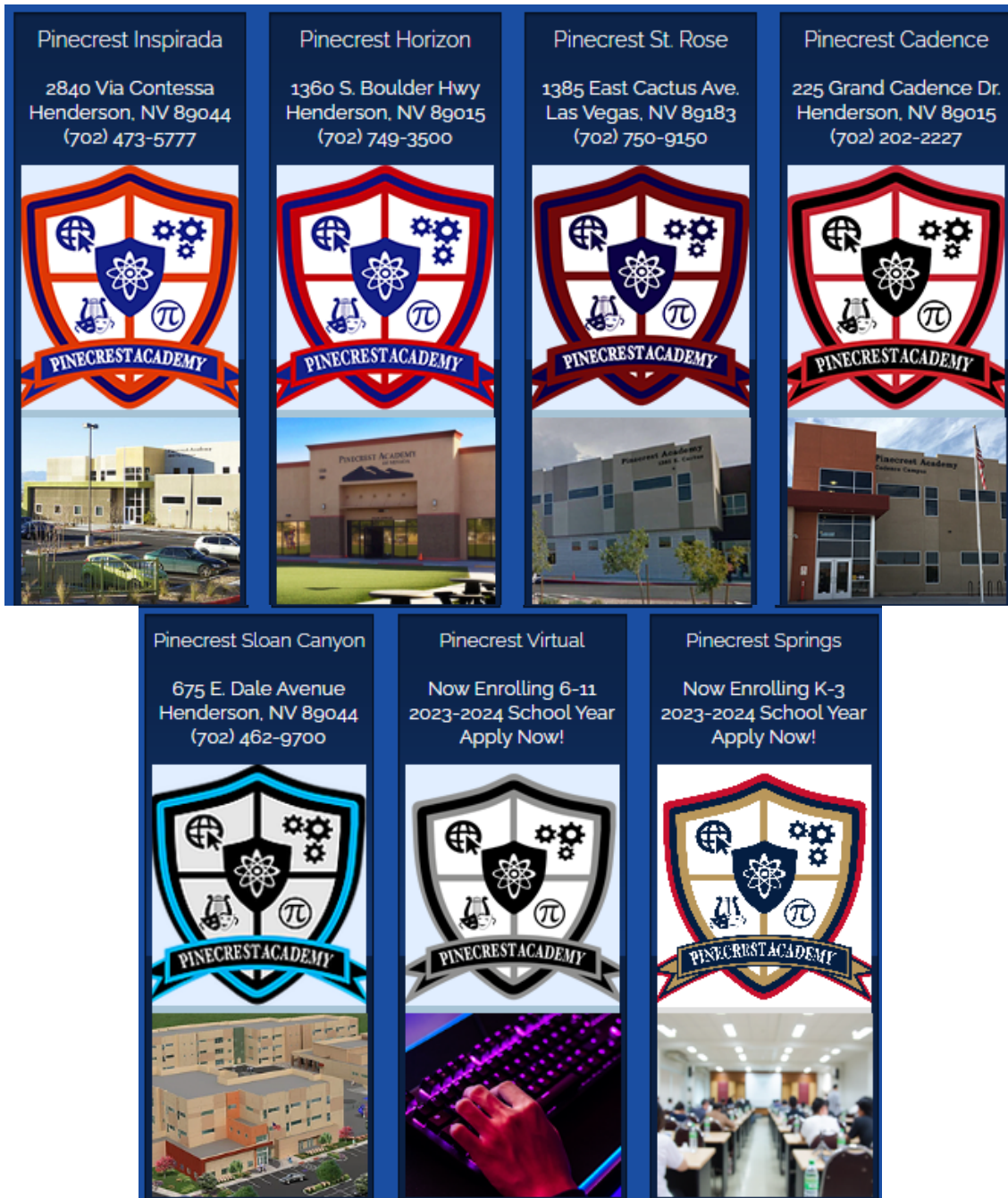


Figure 1. School Name Information for Pinecrest Campuses

The Pinecrest Academy model emphasizes positive, student-centered cultures that value equity, collaboration, and personalized learning. PAN has adopted a curriculum through a research-based and equity lens and supports all staff in professional learning aimed at the goal of ensuring high expectations for all students. PAN utilizes a highly collaborative team approach to provide supports and interventions to any student who struggles academically, socially, emotionally, or behaviorally.

Student Enrollment

The student enrollment history across all existing PAN campuses in *Table 1* below is based on the Enrollment History contained in the Nevada State Public Charter School Authority’s (SPCSA) [2023 Renewal Report](#) issued on June 30, 2023. In general, due to its unique and successful educational model, student enrollment at PAN has consistently increased as new grades were added during the last five years within PAN’s current charter contract with the SPCSA.

Table 1. Total Student Enrollment History

| Total Student Enrollment History | | | | | | |
|----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Campus | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| Cadence | 1,628 | 1,814 | 1,941 | 2,078 | 2,209 | 2,299 |
| Horizon | 703 | 771 | 816 | 871 | 871 | 901 |
| Inspirada | 1,099 | 1,193 | 1,224 | 1,186 | 1,197 | 1,191 |
| St Rose | 992 | 980 | 1,007 | 1,008 | 1,023 | 1,025 |
| Sloan Canyon | - | 1,236 | 1,473 | 1,706 | 2,048 | 2,183 |
| Springs | - | - | - | - | - | 186 |
| Virtual | - | - | - | - | 78 | 117 |
| Total | 4,422 | 5,994 | 6,461 | 6,849 | 7,426 | 7,902 |

Governing Board of Directors

PAN’s Governing Board has been deeply committed to the school since its inception. Although board members have transitioned out of the board for personal and professional reasons during its charter term, each current board member is committed to the ideals of the Pinecrest Academy network of public charter schools.

PAN’s current Board Members have the necessary capacity to support Pinecrest Academy’s charter schools by providing the necessary educational, financial, and operational vision and governance. PAN’s governing body currently consists of the following seven (7) members representing diverse areas of expertise in the fields of legal, real estate, accounting, finance, insurance, education, and marketing in compliance with [NRS 388A.320](#) and are leaders in the community. For additional information, please refer to *Attachment 02 – Board Member Roster*.

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

Board Vice Chair Marni Watkins serves as an in-house attorney with Fidelity National Law Group handling real estate disputes. Marni also has legal experience in handling commercial, construction, general, and tort litigation. Marni is also the parent of a child attending the Pinecrest St. Rose campus.

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

Board Treasurer Chong Nam is a parent of a Pinecrest student who also serves in his professional capacity as a portfolio manager in the financial services industry. In that role, Chong has utilized a collaborative and sensible approach in his work with numerous non-profit organizations and help to create operating and capital budgets.

Board Member Tyre Gray is an attorney who currently serves in a professional capacity as the President and Chief Executive Officer (CEO) of the Nevada Mining Association. Tyre began his career working in schools serving as a support staffer at an at-risk learning academy in San Diego which demonstrates his passion for education.

Board Member Danielle McDowell serves in her board capacity as a highly experienced educator and administrator in the charter school community with more than ten years of experience as a K-8 Lead Teacher, a K-8 Assistant Principal, a K-8 Principal, and, currently, a Middle/High School Principal. In addition to her experience in Nevada charter schools, Danielle also previously served for twelve years as a 1st, 3rd, and 5th grade teacher for the Clark County School District (CCSD).

Board Member Patricia “Patty” Charlton is a more than 40-year resident of Southern Nevada who recently retired as Vice President / Provost of the Henderson campus and Chief Facilities Officer of the College of Southern Nevada where she had worked in numerous capacities since 1995. Patty also serves the local educational community on the Bond Oversight Committee of CCSD.

Finally, the Board is committed to recruiting new board members as much as practical to represent the diversity of the communities that are served by the various Pinecrest Academy schools and to avoid domination of the Board by members of the same religious, ethnic or racial groups, or related parties. PAN will also continue to recruit parental, educator, and community involvement in order to ensure the effective governance and financial, operational, and academic operation of the school.

School Leaders

Cadence Campus (K-12)

Principal Bryan Rudden is in his fourth year at Pinecrest Academy. He has worked as a first grade teacher, the fourth grade co-team chair, and the Student Support Advocate before becoming Principal at Pinecrest Cadence. He will continue to build on the amazing culture at Pinecrest Academy. Mr. Rudden has an undergraduate degree in business management and a Master’s degree in Elementary Education. He also has a certification in special education and has worked with special needs students for several years.

Horizon Campus (K-5)

Principal Wendy Shirey graduated from the University of Wyoming with a Bachelor of Arts degree in Elementary Education in 2000 and moved to Las Vegas to begin her career as a teacher. She was an intermediate elementary teacher and a primary resource teacher at CCSD. She earned her Master of Education degree in Reading Curriculum and Instruction from Grand Canyon University in 2009 and her Educational Specialist degree in Educational Leadership from Nova Southeastern University in 2014. Ms. Shirey joined the educators at Pinecrest Academy of Nevada in 2015 and has served as an assistant principal at the elementary and middle school levels. Ms. Shirey became principal of Horizon in 2018 and also received the Milken Educator Award in 2018.

Inspirada Campus (K-8)

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

Sloan Canyon Campus (K-12)

Lisa Satory has served as the Principal of PAN's Sloan Canyon K-12 campus since January 2016. She previously served as an Assistant Principal of Basic High School as well as a teacher with CCSD. She received a Bachelor of Arts degree in Education from Texas A&M University.

Springs Campus (K-3, current; K-12)

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

St. Rose Campus (K-8)

Principal Jon Haskel attended Eastern Michigan University and graduated with a Bachelor of Science degree in Elementary Education. He earned a Master's degree from Southern Utah University in Elementary Education and earned a Master's degree in Educational Administration from Sierra Nevada College. Mr. Haskel taught 5th grade for eight years before working as a learning strategist and instructional coach for two years. Mr. Haskel served as the Elementary Assistant Principal at Pinecrest Academy St. Rose for four years prior to becoming principal in 2019.

Virtual Campus (6-12)

Principal Bryan Rudden is in his fourth year at Pinecrest Academy. He has worked as a first-grade teacher, the fourth-grade co-team chair, and the Student Support Advocate before becoming Principal at Pinecrest Cadence where the Virtual campus is located. Mr. Rudden has an undergraduate degree in business management and a Master's degree in Elementary Education. He also has a certification in special education and has worked with special needs students for several years.

2. Statement and overview of the mission and vision.

PAN is dedicated to providing an equitable, high-quality education for all students.

Mission

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

Vision

Where scholars perform at the highest level on all academic measures.

3. Specific statement of the request.

The Board of the PAN charter network, operating under a current contract with a start date of **July 1, 2018** and a six-year expiration date of **June 30, 2024**³ respectfully seeks the SPCSA's approval of this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO or CMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services

³ On December 8, 2023, the Board of the State Public Charter School Authority approved the renewal of Pinecrest Academy of Nevada for a new eight-year term commencing on July 1, 2024.

- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility
- 10. Other (specify): _____

(See full list above of RFA amendment types)

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

Please see [Attachment 01 – Board Agenda & Meeting Minutes](#) for a copy of the agenda and draft minutes from the meeting where the PAN Governing Board voted to approve the submission of this amendment application.

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

Pinecrest Academy of Nevada is seeking approval from the SPCSA to increase student enrollment at the Cadence and Sloan Canyon campuses beyond 10% of their currently approved enrollment caps commencing with the 2024-25 school year due to increased interest and a lengthy waiting list of students seeking an opportunity to attend these campuses.

5. Description of proposed target model and target communities.

The requested amendment will not alter the target model or communities of any of PAN’s campuses and therefore, a description is not applicable.

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

PAN’s current request for the SPCSA to approve the increase of student enrollment at these two Pinecrest Academy campuses will allow the network to remain competitive and provide an equitable, high-quality education for all interested students.

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

Pinecrest Instructional Model

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

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

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

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

- *Classroom Walk-Through Protocols* – Walk-Through Protocols are in place to capture a brief snapshot of the implementation of our system-wide Common Board expectations, the tracking of Blended Learning expectations, classroom management expectations, and the overall climate of the classroom.

- *Direct Observations* – Administration conducts classroom observations using the Observe 4 Success Platform. PAN’s Classroom Observation Tool is used to measure teacher effectiveness in the domains of (a) Instructional Design and Lesson Planning; (b) The Learning Environment; (c) Instructional Delivery and Facilitation; (d) Assessment; (e) Continuous Professional Improvement; and (f) Professional Responsibilities and Ethical Conduct. Eighty percent of the Final Evaluation Score comes from these six domains and the remaining 20% comes from student growth and proficiency data.
- *Student Performance Data* includes formative and summative assessments administered to students to gather and collect student achievement and learning progress. The i-Ready Diagnostics are administered three times a year. Data from these diagnostics not only create an Individual Learning Path for each student within i-Ready, but are also used by teachers and administrators to gain an understanding of student academic progress, growth, and areas for intervention. In addition, the schools also analyze data from the state SBAC Exams and MAP assessments to celebrate proficiency and growth as well as look for identified standards in need of remediation.

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

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

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

As a system, Pinecrest Academy serves Title I schools, English Language Learners (ELLs), free or reduced-price lunch eligible populations (FRL), students with Individualized Education Programs (IEPs), and Gifted and Talented students. Pinecrest schools in Nevada have generally received and maintained a 4- or 5-star rating while schools in Florida have received an A or B grade from their Department of Education. Our network’s proven Instructional Model provides differentiated instruction commensurate with student readiness and ability levels while infusing Science, Technology, Engineering, and Math (STEM) into the core subject areas.

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

- A course guide, lesson plans, and syllabi based on the Nevada Academic Content Standards (NVACS), Next Generation Science Standards (NGSS), and national STEM Standards.
- A hybrid of letter grades and a standards-based approach to grading and communication of grades.
- A thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies.
- A differentiated approach through blended learning to enhance student learning and goal tracking.
- Appropriate assessments to measure learning (screening, progress monitoring, and diagnostic).

- Data-driven, high-quality differentiated instruction for all students.
 - Supplemental programming for student advancement and remediation.
 - Research-based instructional practices (i.e., CHAMPS, Kagan Cooperative Learning Structures, Blended Learning, and the Components of an Effective Lesson).
 - Professional development and support for teachers with research-based practices, advanced curriculum, and technology integration.
 - Weekly grade-level meetings to review common pacing calendars and lesson plans.
 - Data Days and Staff Development Days for ongoing review of campus and system-wide data and professional development workshops.
 - Before- and after-school tutoring for remediation and acceleration.
 - Targeted interventions for struggling students performing below grade level.
8. Describe the charter school’s plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.

PAN believes in providing educational and leadership opportunities for personal growth for all students in a safe and accepting environment.

PAN focuses on preventative discipline and a restorative practice approach when dealing with student disciplinary situations. PAN believes that a consistent implementation of restorative practices enhances its network-wide behavior program, providing an alternative to exclusionary disciplinary practices in certain incidences.

These practices will allow for the administration and oversight of behavioral circumstances and compliance with restorative justice policies and procedures as applicable to the State of Nevada. For instance, PAN’s Restorative Justice Plan includes:

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

PAN has adopted a full Restorative Justice plan which is applicable to students enrolled at each of the local Pinecrest Academy campuses. For further information, please see *Attachment 03 – Restorative Justice Plan*.

Restorative Justice

PAN’s Restorative Justice Plan is a successful model that fosters meaningful relationships between staff and students as well as students with their peers. The model ensures that clear expectations have been established, and there is consistent follow-through in regard to discipline. The plan is designed to ensure that there is no disproportionality between student discipline in regard to race, gender, ethnicity, or special populations. School leaders have learned based on communications and site visits to watch for behavior issues during times where there is less structure, such as passing through the halls.

PAN’s Restorative Justice Plan includes:

- Coaching students to understand the consequences of their actions and the effects those actions had on others.
- Helping young people to gain and demonstrate empathy to the person harmed.

- Providing space and assistance in restoring relationships and minimizing future harm.
- Working as a team to support addressing underlying issues associated with the behavior.

Monitoring for Disproportionate Justice Practices

PAN’s restorative justice policies and practices will comply with all applicable laws, regulations, and policies to ensure that disciplinary infractions involving all student subgroups involve appropriate team members and consider all relevant aspects of 504 Plans and IEPs. Specifically, PAN will ensure that all students receive adequate due process, including, but not limited to, a consideration of whether the behavior exhibited is a manifestation of a student’s special needs. Additionally, PAN maintains disciplinary records to track incidents involving minority and disabled students to ensure that serious disciplinary consequences are not disproportionately issued to these student populations.

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

PAN will continue to utilize comprehensive outreach to market and recruit a diverse group of student populations to enroll at the various PAN campuses. PAN will ensure that all potentially interested students and families will be welcomed to our schools and have equal access to apply, enroll, and attend. This plan includes recruiting and marketing initiatives to target the entire community with specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs, or who otherwise may be “at risk” of academic failure.

Through genuine community involvement and the collaboration between existing students, families, teachers, Board members, and community partners, PAN will consistently focus on student recruitment by hosting events at the school’s campuses that are welcome to all community members and will welcome school tours during the school year to show families what the schools are really like in action and will also be available to host parent information meetings in the evenings. PAN will also continue its efforts to recruit a diverse population by hosting a variety of recruitment and informational events at nearby parks, recreational centers, and other community locations frequented by children and families. PAN will use its existing waitlists to fill vacancies that may occur at each campus.

Pinecrest Academy of Nevada is affiliated with, and replicates, the highly successful Pinecrest Academy charter school network based in Florida. As a system, Pinecrest Academy has demonstrated success with diverse, disadvantaged, and underserved at-risk student populations, including Title I schools, English Language Learners (ELLs), free or reduced-price lunch eligible populations (FRL), students with Individualized Education Programs (IEPs), and students attending underperforming schools.

School Demographics

PAN’s student enrollment history contained in *Table 2* and *Table 3* is based on data from the SPCSA’s 2023 Renewal Report issued on June 30, 2023.

Enrollment by Race / Ethnicity

During the last five years within PAN’s current charter contract with the SPCSA, the PAN network has maintained a consistent population of students by race and ethnicity as demonstrated in *Table 2* below.⁴

PAN has compared its student demographic information to data from the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education for the 2022-23 school year for (a) the State of Nevada, (b) the Clark County School District (CCSD), and (c) charter schools sponsored by the SPCSA.

⁴ Please note this data does not include any demographic information for newly enrolled students at PAN’s Springs campus in central Las Vegas which has just commenced its inaugural year in the fall of 2023.

Table 2. Student Enrollment by Race / Ethnicity

| Student Enrollment by Race / Ethnicity | | | | | | | | |
|--|------------|-------|-------|-----------|----------|----------------------------------|-------------|------------------|
| Pinecrest Network | Enrollment | Asian | Black | Caucasian | Hispanic | American Indian / Alaskan Native | Two or More | Pacific Islander |
| 2018-19 | 4,422 | 8.5 | 5.5 | 48.3 | 24.9 | 0.3 | 10.3 | 1.9 |
| 2019-20 | 5,994 | 10.2 | 6.1 | 43.6 | 26.2 | 0.3 | 11.5 | 1.8 |
| 2020-21 | 6,461 | 10.4 | 6.2 | 42.0 | 27.2 | 0.3 | 11.6 | 2.0 |
| 2021-22 | 6,849 | 10.4 | 5.9 | 41.4 | 27.4 | 0.2 | 12.2 | 2.0 |
| 2022-23 | 7,426 | 9.7 | 5.6 | 38.6 | 29.4 | 0.3 | 13.6 | 2.5 |
| | | | | | | | | |
| State of Nevada | 484,240 | 5.5 | 12.2 | 28.4 | 44.2 | 0.8 | 7.5 | 1.5 |
| CCSD | 304,276 | 6.0 | 15.8 | 20.8 | 47.7 | 0.3 | 7.7 | 1.7 |
| SPCSA | 59,670 | 8.0 | 12.6 | 29.9 | 38.7 | 0.4 | 9.0 | 1.5 |

When comparing student demographic information for the 2022-23 school year, the PAN network has a greater percentage of students identifying as Asian, Caucasian, Two or More Races, and Pacific Islander than the students enrolled throughout the entire State of Nevada, both for traditional schools and SPCSA-sponsored schools, as well as county-wide for the traditional public schools in CCSD.

On the other hand, the PAN network has a lower percentage of students identifying as Black and Hispanic than the students enrolled throughout the entire State of Nevada, both for traditional schools and SPCSA-sponsored schools, as well as county-wide for the traditional public schools in CCSD.

There does not appear to be a statistically significant difference in the percentage of students identifying as American Indian/Alaskan Native enrolled at each of these networks of schools.

Enrollment by Special Populations

During the last five years within PAN’s current charter contract with the SPCSA, the PAN network has maintained a consistent enrollment of students by special populations throughout the network as demonstrated in [Table 3](#) below.

Table 3. Student Enrollment by Special Populations

| Student Enrollment by Special Populations ⁵ | | | | |
|--|------------|------|------|------|
| Year | Enrollment | FRL | IEP | ELL |
| 2018-19 | 4,422 | 22.3 | 9.7 | * |
| 2019-20 | 5,994 | 22.9 | 10.2 | * |
| 2020-21 | 6,461 | 23.4 | 9.5 | * |
| 2021-22 | 6,849 | 24.6 | 10.2 | * |
| 2022-23 | 7,426 | 25.6 | 10.9 | * |
| | | | | |
| State of Nevada | 484,240 | 81.5 | 12.9 | 13.5 |
| CCSD | 304,276 | 98.1 | 13.1 | 15.3 |
| SPCSA | 59,670 | 46.5 | 9.9 | 9.2 |

Although the enrollment of FRL students in the PAN network has increased slightly over the last few years, PAN’s enrollment of FRL students still remains below the enrollment of FRL students throughout the State, at charter schools sponsored by the SPCSA, and at CCSD. However, it is important to note the PAN network implemented a 5x weighted

⁵ To protect student privacy, rates associated with FRL, IEP, and ELL populations with less than 10 students are displayed with an asterisk (*), and extreme values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

lottery across its network of campuses beginning in the 2022-23 school year for students who are eligible for free or reduced-price lunch which aligns with the initiatives of the SPCSA.

The percentage of students with IEPs in the PAN network is slightly higher than comparable demographics of students with IEPs enrolled at charter schools sponsored by the SPCSA. However, PAN's enrollment of students with IEPs remains below similar student populations throughout the State and at CCSD.

PAN's Student Recruitment and Enrollment Plan

PAN is committed to serving a student population representative of the local communities served by each of the various Pinecrest Academy campuses and ensuring that student recruitment methods are inclusive for reaching at-risk families, such as FRL, ELL, and IEP students, and other special populations. Active student recruitment campaigns are especially important to make sure that "harder-to-reach" families (e.g., single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment.

The network will use comprehensive outreach and marketing measures to ensure that all potentially interested students and parents have equal access to apply, enroll, and attend any of the local Pinecrest Academy schools. 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 who may otherwise be "at risk" of academic failure.

The local Pinecrest Academy network has also previously adopted a weighted lottery which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law. PAN participates in the National School Lunch Program which will likely increase the diversity of student populations by attracting students who are eligible to receive free or reduced-price lunch and would factor heavily into their decision to attend the various Pinecrest Academy campuses.

Addressing Opportunity Gaps

PAN will provide the necessary interventions to support student underperformance. At the start of each school year, students will participate in academic screening to immediately identify areas of concern. Parents will be notified to discuss their progress and work collaboratively to create a plan for improvement. In addition, parents will be notified of changes based on progress monitoring data and any necessary changes made to the student's individual plan.

Remediation may occur during the school day as well as outside of the school day through after-school tutoring. The success of remediation will be measured through the progress monitoring of each student's individual goals. The time set aside daily for intervention for struggling students will also be used to provide enrichment activities for those students who are at grade level or above. The goal is that 75% of students will meet stretch growth (more than one year's typical growth) as measured by iReady annually, and this percentage will be monitored closely for all sub-populations in order to ascertain if students who are not currently at grade level will be able to reach grade level standard within a three-year period.

Currently, the school has dedicated math and reading interventionists and instructional coaches to help support teachers as they collaborate on lesson plans, evaluate assessment data, and create additional supports to target specific interventions.

The priorities established to drive achievement are the utilization of the iReady assessment as it was designed to be implemented. It is scheduled as part of our day-to-day operations with built-in time to carefully analyze the results. Instruction is designed with these results in mind and additional supports are created more plentifully. Professional Learning Communities (PLCs) have been instituted in order to have productive dialogue among the instructional staff with specific conversations centered on student growth in ELA and mathematics.

Furthermore, PAN will address opportunity gaps, maintain accurate data files of student achievement, and work with staff to interpret the data and plan for improved instructions. Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual student performance and school improvement.
- Develop and maintain historical student and school data files to monitor and track performance.
- Interpret and review assessment data with administrators and teachers; support the planning of action steps.
- Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.
- Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

One of the most important aspects of ensuring the success of all students, especially low-performing students, is to use data effectively, monitor academic progress to inform instruction, and encourage incremental progress over time. The school-wide infusion of the Growth Mindset facilitates the encouragement of perseverance and grit. PAN plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. This early warning system will include the following indicators:

- Attendance below ninety percent, regardless of whether absence is excused or a result of out-of-school suspension;
- One or more suspensions, whether in-school or out-of-school;
- Course failure in English, language arts, or mathematics during any grading period; and
- A Level 1 score on SBAC assessments in ELA or mathematics, or for students in K through grade 3, a substantial reading deficiency (25th percentile and below) based on the state-wide adopted assessment, MAP.
- Stagnant growth based on the iReady tools.

Remediating Academic Underperformance

Students who exhibit academic or behavioral challenges are discussed by an interdisciplinary team and are provided with leveled support and Response to Intervention (RtI) using research-based materials. Interventions are monitored and students are always provided with support that furthers our whole-child approach.

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

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

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

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

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

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

Through this unique curriculum, students have opportunities to engage in both predictable and unpredictable real-world situations, which ensures relevance. Students are empowered to create positive relationships with peers, parents, teachers, and community mentors.

PAN utilizes several performance management systems, processes, and benchmarks to formally measure, assess, and evaluate both academic and non-academic performance of each school campus, individually, and network as a whole. Fundamental features of PAN’s performance management of its academic plan include the following:

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

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

Data Analysis – PAN will form data teams composed of grade-level teachers and groups of instructors who teach similar content such as math, ELA, science, and social studies. The purpose of these data teams will be to assist in monitoring student progress. Data teams will compile progress-monitoring data on a quarterly basis (or during interim testing and when evaluating instructional impact) and will disaggregate the results for student cohorts. Data teams will meet at a minimum quarterly to evaluate data and correlate to instructional decisions, 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 PAN’s Student Academic Behavioral Intervention Team (SABIT). PAN’s SABIT team will be comprised of a staff member from every general education grade level and the special education teacher or designee selected by the teacher. The SABIT team notifies families that 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 in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions and progress-monitoring tool provided would be interventions and tools that have been validated through research and determined effective by the SABIT team. The SABIT team reviews the student’s progress according to the progress-monitoring data every two weeks and adjusts instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child’s learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or compiling a combination of interventions that may work.

Community Engagement

As a part of the education philosophy, PAN will continue to promote an environment that allows parents, teachers, and other community stakeholders to establish positive relationships with the schools to become actively engaged in support of Pinecrest Academy’s mission, vision, goals, and objectives.

Community involvement is a fundamental aspect of the mission and vision of Pinecrest Academy. Community partnerships are extremely important as they broaden the students’ opportunities to be exposed to quality curriculum and educational experiences both during and outside the school day. The Pinecrest network will continue to seek partnerships with community organizations that enrich school programs, after-school programs, field trips, guest speakers, etc.

Family involvement is another fundamental aspect of PAN’s mission and vision. PAN encourages families to be active participants in their children’s education through volunteer opportunities at the schools. PAN will develop a multi-tiered, comprehensive communication plan that will best fit the needs of our school community. This plan will include regularly scheduled communications, including, but not limited to,

- **[Pinecrest Academy of Nevada Website](#)** – The network’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’s mission, vision, and history
 - Pinecrest Academy of Nevada curriculum
 - School schedule and calendars
 - Student/Parent Handbook
 - Restorative Justice Plan
 - Enrollment information
 - School breakfast and lunch menus
 - Frequently asked questions
 - PAN’s Governing Board meetings, public notices, agendas, and minutes
 - Directory of administration and staff
 - Uniform policy information with links for purchasing apparel
 - News and announcements

- Each of the PAN campuses will use workshops, parent meetings, open houses, and other events to regularly communicate opportunities for partnership in the education of the students through volunteering in the classroom, lunch hours, field trips, etc. Throughout the school year, families will be informed via e-mail, website, etc. about events and activities, including, but not limited to,
 - *Parent/Teacher Conferences* – Hosted when parents or staff request a meeting to discuss topics that affect their children’s educational progress.
 - *Open Houses, Career Fairs, and Family Nights* – Events held yearly to recruit new students and maintain communication and involvement between the school and the surrounding community.
 - *Parent Teacher Organization (PTO)* – The PTO will be formed in the summer and officers are identified. PTO subcommittees may be formed with various focuses. For example, there could be a fundraising committee, charitable giving committee, etc. The PTO coordinates extra-curricular events involving the community. 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.
- Each PAN campus will also provide opportunities for families to attend school-wide events, community events, and education-focused nights. Below are some examples of events that support educational decisions and outcomes, as well as family involvement:
 - New Family Night
 - Meet the Teacher
 - Back to School Night
 - Open House
 - Parent Conferences
 - Internet Safety Workshops
 - Bully Prevention Workshops
 - Literacy Nights
 - Curriculum Nights
 - Family Movie Night
 - Back to School Picnic
 - Awards Assemblies

As stated in the Board’s bylaws, there will be a parent representative on PAN’s Board of Directors. In addition, the public, specifically families, are notified of Board meetings and may be active participants at PAN Board meetings by providing public comment and bringing relevant matters to the Board’s attention.

Parent satisfaction is critical to the success of our schools. Accordingly, PAN has designed measures to evaluate parent satisfaction. Families are surveyed yearly to provide feedback on the school’s academic plan, operation, and overall performance. Parents will be encouraged to come to the principal to discuss any concerns. PAN staff and families will work simultaneously to provide the best educational plan possible for each student’s learning needs.

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

Pinecrest Academy of Nevada’s Governing Board and highly-experienced Principals, including Bryan Rudden at Cadence and Lisa Satory at Sloan Canyon, will ensure that the school’s values of high academic achievement, community unity, and quality school operations are implemented and executed faithfully with the increased student enrollment if this amendment is approved. To do so, Pinecrest will implement best practices and use system-wide resources to minimize the potential for otherwise common issues.

Pinecrest’s leadership team represents a group with extensive experience in all aspects of charter school operations, school administration, curriculum, instruction, and assessment pedagogy. The leadership team is committed to ensuring that all applicable state education requirements are met. Pinecrest will provide accountability for student learning, professional learning opportunities for teachers, and a viable learning environment focused on developing the “whole” child (academically and socially) for college and career.

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

The requested amendment will not alter or affect PAN’s key supporters, partners, or resources, therefore this question is not applicable.

NOTES

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

B) MEETING THE NEED

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

Please see [RFA: Enrollment: Expand Enrollment In Existing Grade Level\(s\) And Facilities](#).

TARGETED PLAN

- (1) **Identify the community you wish to serve** as a result of the expansion or RFA and describe your interest in serving this specific community.
- (2) **Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.**

GROWTH RATE AND RATIONALE

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

Examples may include:

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

PARENT AND COMMUNITY INVOLVEMENT

- (1) **Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.**
- (2) **Describe how you will engage parents, neighborhood, and community members from the time that the application is approved** through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
- (3) **Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles).** Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
- (4) **Discuss the community resources that will be available to students and parents at the expanded school.** Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** __,

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

- (5) **Describe the school's ties to and/or knowledge of the target community.** How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?
- (6) **Identify any organizations, agencies, or consultants that are partners in planning and expanding the school,** along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

C) ACADEMIC PLAN

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

Please see [RFA: Enrollment: Expand Enrollment In Existing Grade Level\(s\) And Facilities](#).

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.

- (1) Explain whether the proposed mission and vision for the school/network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications.
- (2) Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

CURRICULUM & INSTRUCTIONAL DESIGN

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

- (1) Historical Performance
 - (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
 - (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.
 - (ii) Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.
 - (b) **Interventions:** Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?
- (2) Academic Vision and Theory of Change
 - (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.
- (3) Performance Management
 - (a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
 - (i) What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
 - (ii) Explain how the school addresses underperformance and describe the corrective action plan procedures.

- (b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
- (c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- (d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- (e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of [NRS 388A.366\(1\)\(f\)](#) and [NRS 389.018](#). Please complete the scope and sequence/standards alignment template (Excel document at [Alignment Template](#)) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- (f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- (g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- (h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies, and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment, and fulfill NV’s required Response to Intervention model.
- (i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- (j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- (k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- (1) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.
- (2) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts,

mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

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

DISTANCE EDUCATION

(Distance Education Expansion Amendments)

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

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

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

PRE-KINDERGARTEN PROGRAMS

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

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

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

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have

approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

SPECIAL POPULATIONS

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

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

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

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

Special Education

- (1) **Track Record:** Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) **Identification:** Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
 - (a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
 - (b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
 - (a) **Continuum of Services:** How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how

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

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

Staffing

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

- (1) **Staff Development:** How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?
- (2) **Discipline:** Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (3) **Monitoring:** What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
- (4) **Parental Involvement:** What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (5) **For Distance Education Schools:** Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

D) FINANCIAL PLAN

This section must be completed for all applications.

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

PAN's Governing Board oversees all aspects of the fiscal management of the schools under its charter. The auditors, accountants, and educational management company retained by the Board work as a team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines. Under the supervision of the Board's Treasurer and in conjunction with the school's audit firm, Academica is responsible for the school's bookkeeping, financial reporting, and financial liability. The Board reviews financial statements, at a minimum, once per quarter. The Board and Academica will work with and train the school principals and office managers in all financial policies and procedures.

The school principals will supervise the day-to-day cash collections at the school. The person designated to draw all orders pursuant to [NRS 388A.420](#) for the payment of monies belonging to the charter school is the Principal. Each campus employs an office manager to work with Academica. All claims for payment from charter school funds are processed by Academica 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.

Academica meets with school principals during the development of annual budgets to collaborate in creating a complete budget. Academica will then present annual budgets to the Board for their consideration. Each campus principal is 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 third-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.

The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent who will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may not incur an obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy.

In all cases, the expenditure of charter school money, except payrolls, requires the use of the requisition and purchase order system. 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 just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

PAN complies with all applicable financial procedures for charter schools. The Board has adopted sound financial policies and accounting procedures in accordance with Nevada law. These policies, identified in PAN's adopted Financial Policies and Procedures Manual, ensure effective internal controls over revenues, expenses, and fixed assets and are evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities. The Nevada SPCSA Financial Framework is used as a tool to gauge PAN's short-term financial health and long-term financial sustainability.

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

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

- (3) **Attachment ____**. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - (a) **Anticipated Funding Sources:** Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school’s core operation depends in a clearly identified component of **Attachment ____**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

Pinecrest Academy’s updated budget includes a per-pupil revenue assumption of \$8,966 for the current 2023-24 fiscal year of operation. The revenue assumption of \$8,966 was based on the adjusted per pupil funding amount for Clark County shown in Section 5 of Senate Bill No. 503.⁶

Table 4. Senate Bill 503, Sec. 5, para. 5

5. For each charter school or university school for profoundly gifted pupils, the statewide base per pupil funding amount for each pupil enrolled full-time in a program of distance education provided by such a school in Fiscal Year 2023-2024 is \$8,966. For each charter school or university school for profoundly gifted pupils which provides in-person instruction in each of the respective counties, the adjusted base per pupil funding amount for Fiscal Year 2023-2024, before application of the appropriate attendance area adjustment, is:

| | |
|-------------|---------|
| Carson City | \$8,966 |
| Churchill | \$8,966 |
| Clark | \$8,966 |
| Douglas | \$8,966 |
| Elko | \$8,966 |
| Esmeralda | \$8,966 |
| Eureka | \$8,966 |
| Humboldt | \$8,966 |
| Lander | \$8,966 |
| Lincoln | \$8,966 |
| Lyon | \$8,966 |
| Mineral | \$8,966 |
| Nye | \$8,966 |
| Pershing | \$8,966 |
| Storey | \$8,966 |
| Washoe | \$8,966 |
| White Pine | \$8,966 |

Please refer to [Attachment 04 – Budget Narrative](#) for a more detailed overview of anticipated revenue and funding sources in support of this amendment application.

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

Please refer to [Attachment 04 – Budget Narrative](#) for a more detailed overview of anticipated expenditures.

⁶ Paragraph 3 of Section 5 of Senate Bill No. 503 also provides that, “The statewide base per pupil funding amount for Fiscal Year 2023-2024 is \$8,966 per pupil.”

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

PAN has presented a fiscally conservative budget for the next 5-years of operation. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes EMO/CMO Fees, student supplies, IT fees, etc.

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

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

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

PAN did not rely on philanthropic revenue for operations in their budget.

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

Please see [Attachment 05.1 – School Budget \(Cadence\)](#) and [Attachment 05.2 – School Budget \(Sloan Canyon\)](#) for copies of updated budgets for the individual Cadence and Sloan Canyon campuses in support of this amendment application.

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

Please refer to [Attachment 06 – Network Budget](#).

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

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

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

Please refer to [Attachment 07 – Audit Data](#).

- (8) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school’s fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the

methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

PAN does not rely on fundraising programming to support the day-to-day operation of their schools and as such this question is not applicable.

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

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

E) OPERATIONS PLAN

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

(1) Historical performance

- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.

SPCSA’s Renewal Report

Academic Performance Framework

According to the Summary of Issued Notices and Identified Deficiencies contained in the SPCSA’s 2023 Renewal Report issued on June 30, 2023, the SPCSA Board has not issued any Academic Notices to PAN.

With regard to the academic performance of the Pinecrest network, SPCSA staff found that according to the Nevada School Performance Framework (NSPF) ratings for the 2018-19 school year, the elementary, middle, and high schools across the Pinecrest network were operating at 4- and 5-star levels under the NSPF ratings. Additionally, all Pinecrest network campuses either met or exceeded standards according to the 2021-22 SPCSA Academic Performance results. If NSPF ratings were issued for the 2021-22 school year, all existing PAN campuses would have been rated at least 3-stars.

SPCSA’s Site Visits

SPCSA staff conducted sixteen (16) distinct site evaluations of various campuses within the local Pinecrest Academy network during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including school-wide mission alignment, preparing students in elementary for known upcoming curricular challenges in middle and high school classes, aligning core content with ever-increasing levels of vocabulary and subject matter rigor due to previous student experience in lower grades, and staff to student lasting relationships.

PAN’s network of schools was found to maintain strong use of data to effectively inform resource and curricular decisions. When asked how data was used to make curricular decisions, the leadership teams said they look at WIDA for English language learners’ needs and MAP for general population needs. Data is used for student placement, small group instruction, and targeted support. Administration data chats occur routinely with data analysts and consultants at K-12 Schools.

Nevada School Performance Framework (NSPF) Star Ratings

The Nevada Department of Education (NDE) has recently resumed calculating the Nevada School Performance Framework (NSPF) Star Ratings. The Index Scores provided for all NSPF indicators and measures were calculated using accountability data from the 2022-23 school year. Since the US Department of Education offered a waiver due to the COVID-19 pandemic, the last time NSPF Star Ratings were calculated was for the 2018-2019 school year.

- ★★★★★ rating recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception
- ★★★★ rating recognizes a **commendable** school that has performed well for all students and subgroups
- ★★★ rating recognizes an **adequate** school that has met the state’s standard for performance
- ★★ rating recognizes a school that has **partially met** the state’s standard for performance
- ★ rating identifies a school that has **not met** the state’s standard for performance

The following information is based on an analysis of data published in the [2022-23 State Accountability Report](#) for the State of Nevada. *Table 5* below includes the latest NSPF star rating information, by percentage, for (a) schools throughout the State of Nevada; (b) schools in the Clark County School District; (c) SPCSA-sponsored charter schools throughout the

state; (d) Academica-supported charter schools throughout the state (generally); and (e) charter schools in the Pinecrest Academy of Nevada network (specifically).

Table 5. Nevada School Performance Framework (NSPF) Star Ratings

| District / School Name | ★★★★★ | ★★★★ | ★★★ | ★★ | ★ | Not Rated |
|--------------------------|-------|-------|-------|-------|-------|------------------|
| Nevada | 9.8% | 9.2% | 20.7% | 22.6% | 25.8% | 11.8% |
| CCSD | 7.1% | 7.3% | 21.7% | 23.4% | 31.5% | 9.1% |
| SPCSA | 30.1% | 14.0% | 24.5% | 16.8% | 8.4% | 6.3% |
| Academica | 35.6% | 15.3% | 27.1% | 11.9% | 3.4% | 6.8% |
| | | | | | | |
| Pinecrest Academy | 50.0% | 14.3% | 7.1% | 7.1% | 0.0% | 21.4% |
| <i>Cadence ES</i> | ★★★★★ | | | | | |
| <i>Cadence MS</i> | | | ★★★ | | | |
| <i>Cadence HS</i> | ★★★★★ | | | | | |
| <i>Horizon ES</i> | ★★★★★ | | | | | |
| <i>Inspirada ES</i> | | ★★★★ | | | | |
| <i>Inspirada MS</i> | ★★★★★ | | | | | |
| <i>Sloan Canyon ES</i> | ★★★★★ | | | | | |
| <i>Sloan Canyon MS</i> | | ★★★★ | | | | |
| <i>Sloan Canyon HS</i> | | | | | | <i>Not rated</i> |
| <i>Springs ES</i> | | | | | | <i>Not rated</i> |
| <i>St. Rose ES</i> | ★★★★★ | | | | | |
| <i>St. Rose MS</i> | ★★★★★ | | | | | |
| <i>Virtual MS</i> | | | | ★★ | | |
| <i>Virtual HS</i> | | | | | | <i>Not rated</i> |

The data compiled in **Table 5** above demonstrates that Pinecrest Academy schools supported by Academica provide its students with superior academic opportunities than would otherwise be available to them in the traditional public schools in the local school district.

For instance, 64.3% of students attend PAN schools that are rated as superior (★★★★★) or commendable (★★★★) compared to only 19.0% of students statewide and only 14.4% of students district-wide. On the other hand, only 7.1% of students attend PAN schools that are rated as only **partially meeting** the state’s standard for performance (★★) or **not meeting** the state’s standard for performance (★) compared to 48.4% of students statewide and 54.9% of students district-wide!

Please provide a narrative demonstrating that the school meets the organizational criteria for approval.

SPCSA’s Renewal Report

Organizational Performance Framework

According to the Summary of Issued Notices and Identified Deficiencies contained in the SPCSA’s 2023 Renewal Report issued on June 30, 2023, the SPCSA Board has not issued any Organizational Notices to PAN.

Finally, with regard to the organizational health and performance of the local Pinecrest network, SPCSA staff finds that the performance of the network has been strong over the current charter term. PAN was found to be “Meeting Standards” for the 2018-19, 2019-20, 2020-21, and 2021-22 school years according to the SPCSA Organizational Framework.

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

Not applicable.

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

(2) Organization governance structure & board development:

- (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses.
- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
- (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

No change.

Please see [Governing Board of Directors](#) for additional information related to PAN’s current board members’ professional experiences, roles, and responsibilities.

(3) Organization charts and decision-making authority:

- (a) Provide the following organizational charts:
- (i) Current.
- (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years).
- (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years).

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

No change.

(4) Describe the proposed organizational model; include the following information:

- (a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment** ___)
- (b) Resumes of all current leadership (provide as an **Attachment** ___).
- (c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** ___)

The Governing Board hires and oversees the school principal of each PAN campus. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board’s operating policy and in compliance with state and federal guidelines for the school’s operation. The Principal will hire, oversee, and evaluate

other administrators, faculty, and staff. The Principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, as well as oversight of facilities and internal financial controls, etc.

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

Please see [School Leaders](#) for additional information related to the current school leaders' professional experiences, roles, and responsibilities at each of PAN's campuses.

(5) Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:

- (a) School leadership;
- (b) School business operations and finance;
- (c) Governance management and support to the Board;
- (d) Curriculum, instruction, and assessment;
- (e) At-risk students and students with special needs;
- (f) Performance management; and
- (g) Parent and community engagement.

Michael O'Dowd currently serves as [Lead Principal](#) overseeing the leadership team of the Pinecrest Academy network of local charter schools in Southern Nevada.

PAN's highly-experienced Principals, including Bryan Rudden at Cadence, Wendy Shirey at Horizon, Michael O'Dowd at Inspirada and Springs, Lisa Satory at Sloan Canyon, and Jon Haskel at St. Rose, will ensure that the school's values of high academic achievement, community unity, and quality school operations are implemented and executed faithfully throughout these multiple campuses. Pinecrest school leaders will implement best practices and use system-wide resources to minimize the potential for otherwise common issues.

Pinecrest's leadership team represents a group with extensive experience in all aspects of charter school operations, school administration, curriculum, instruction, and assessment pedagogy. The leadership team is committed to ensuring that all pertinent state education requirements related to academic and operational performance are met. Pinecrest will provide accountability for student learning, professional learning opportunities for teachers, and family and community engagement.

Please see [School Leaders](#) for additional information related to the current school leaders' professional experiences, roles, and responsibilities at each of PAN's campuses.

(6) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment** ____).

Through the Pinecrest Academy, Inc. affiliation, the school leaders of PAN's various campuses will receive coaching and training regarding the Pinecrest Academy, Inc. instructional model. The Principals also receive training on best practices to effectively implement the Pinecrest Academy educational philosophy. The Principals receive multi-day training in Florida from Pinecrest Academy, Inc. administrators as well as weekly communication regarding the implementation of the Pinecrest Academy educational model.

(7) Explain your school leader’s role in the successful recruitment, hiring, development, and retention of a highly effective staff.

PAN understands the importance of ensuring a high-quality, committed, and consistent staff of teachers and administrators. PAN seeks to hire teachers with an interest, appreciation, and/or background in a STEM curriculum. Teachers will be encouraged to utilize those skills to further integrate STEM concepts into their own classrooms. STEM instructional strategies and methods are the best practices utilized to teach the Pinecrest Academy curriculum within the learning process. Students are the heart of PAN. Having students at the forefront has helped guide every decision, policy, and practice that has been put in place so that PAN can continue to develop students into successful, kind, and compassionate leaders. All school policies and curricula foster the development of the whole child.

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

Faculty and staff members employed by PAN will possess the personal characteristics, knowledge base of, and belief in, the educational model and curriculum design of Pinecrest Academy, as well as the ability and motivation to work as part of a team with family involvement. PAN 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.

PAN will provide professional development and competitive compensation plans, including salaries and benefits that are comparable to other charter and district schools in our community, necessary to both attract and retain highly effective educators and staff. PAN provides training throughout the year to assist staff members in understanding the diverse needs of the students/families attending the school. These trainings cover topics such as how to ensure academic success among student subgroups, as well as encourage family engagement and diversity, equity, and inclusion between staff and students.

(8) Explain your campus instructional leader’s role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader’s guidance?

PAN’s highly experienced Principals, including Bryan Rudden at Cadence, Wendy Shirey at Horizon, Michael O’Dowd at Inspirada and Springs, Lisa Satory at Sloan Canyon, and Jon Haskel at St. Rose, will ensure that the school’s values of high academic achievement, community unity, and quality school operations are implemented and executed faithfully throughout these multiple campuses. Pinecrest school leaders will implement best practices and use system-wide resources to minimize the potential for otherwise common issues. PAN’s school leaders will receive instructional and school culture guidance through the Pinecrest Academy, Inc. affiliation.

Pinecrest’s leadership team represents a group with extensive experience in all aspects of charter school operations, school administration, curriculum, instruction, and assessment pedagogy. The leadership team is committed to ensuring excellence in all pertinent educational requirements related to academic and operational performance. Pinecrest will provide accountability for student learning, professional learning opportunities for teachers, and encourage family and community engagement.

(9) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

No change.

LEADERSHIP FOR EXPANSION

No change.

- (1) Describe the operator’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- (2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment ____**). Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- (3) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment ____**) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2025-26 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 2024-2025 school year and to add additional criteria to the pre-opening requirements for such campuses.

STAFFING

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

Please see [Attachment 08 – Staffing Tables](#).

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.

As noted above, PAN understands the importance of ensuring a high-quality, committed, and consistent staff of teachers and administrators. PAN seeks to hire teachers with an interest, appreciation, and/or background in a STEM curriculum. Teachers will be encouraged to utilize those skills to further integrate STEM concepts into their own classrooms. STEM instructional strategies and methods are the best practices utilized to teach the Pinecrest Academy curriculum within the learning process. Students are the heart of PAN. Having students at the forefront has helped guide every decision, policy, and practice that has been put in place so that PAN can continue to develop students into successful, kind, and compassionate leaders. All school policies and curricula foster the development of the whole child.

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

Faculty and staff members employed by PAN will possess the personal characteristics, knowledge base of, and belief in, the educational model and curriculum design of Pinecrest Academy, as well as the ability and motivation to work as part of a

team with family involvement. PAN 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.

PAN will provide professional development and competitive compensation plans, including salaries and benefits that are comparable to other charter and district schools in our community, necessary to both attract and retain highly effective educators and staff. PAN provides training throughout the year to assist staff members in understanding the diverse needs of the students/families attending the school. These trainings cover topics such as how to ensure academic success among student subgroups, as well as encourage family engagement and diversity, equity, and inclusion between staff and students.

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

The PAN network supports staff to develop into leaders and does so by providing professional development and supporting certification in educational leadership. A member of the administrative team will oversee, coordinate, assist, and monitor the staff development process. The Educational Leadership Reimbursement Program cultivates and develops future school leaders. Under this program, full-time certified teachers who have been teaching for at least three years, have been teaching at PAN for at least one year, and have consistently exceeded their performance standards on their employee evaluations may receive reimbursement for graduate-level courses required to obtain state certification in educational leadership. Preliminary approval for educational leadership tuition reimbursements will be granted at the sole discretion of the Principal.

Because PAN believes in promoting from within, consistently effective staff members are encouraged to apply to the [Doral Leadership Institute](#). This institute is designed to create a leadership pipeline in charter schools. Modules are covered in the institute which focus specifically on leadership within a charter school network and include:

- Effective Leadership
- Human Resources
- Positive School Culture
- Budgets and Fiscal Responsibility
- Effective School Operations
- Special Programs
- School Safety
- Community Partnerships and Public Relations

- (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.

PAN understands the importance of high-quality professional development for its teachers and administrators. PAN is committed to providing training in Cultural Integration Instructional Methods, curriculum, blended learning, content

mastery, standards, classroom management, and leadership development. School administrators will oversee, coordinate, assist, and monitor the staff development process. This person will work with Pinecrest Academy, Inc. to develop an onsite professional development plan based on identified needs, especially research-based instructional strategies, personalized learning-differentiated instruction, Positive Behavior Supports (PBS), working with students of poverty, etc.

PAN will support the professional development needs of all staff by offering on-site training, subsidizing college classes, and facilitating the attainment of continuing education credits. The professional development offered to teachers will align with student achievement data, curriculum, instructional personnel needs, School Improvement Plans, and annual school reports. Professional development opportunities may be combined with other charter schools when it makes sense to do so. Additionally, PAN faculty will receive site professional development prior to the commencement of each academic year.

Each school year, the Principal or designee, 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. Teachers and staff will have formal and informal opportunities to provide feedback on the effectiveness of their professional development activities. The instruments utilized in this process will seek to determine if the needs of the participants were fulfilled and yielded meaningful growth and development. Activities that are consistently identified by faculty to strengthen the school's Mission, Vision, and educational philosophy will be refined and repeated.

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

In general, this amendment application to adjust student enrollment at the Cadence and Sloan Canyon campuses will not affect or alter PAN's current staff performance evaluations or retention strategies.

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

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

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

In general, this amendment application to adjust student enrollment at the Cadence and Sloan Canyon campuses will not affect or alter PAN's current compensation strategy. PAN's Governing Board strives to provide salaries and benefits comparable to other charter and local district schools. In addition, the board works to ensure additional benefits such as retention bonuses, holiday bonuses, tuition reimbursement, and PTO "cash out" are available as further incentives to recruit and retain high-quality staff.

Individual salary compensation to increase the retention of effective and exceptional teachers is determined using an established 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.

For the 2023-24 school year, the following represents the anticipated staffing positions at PAN's campuses, including an estimated competitive salary for each position, depending on education, experience, and funding:

Principal – \$130,000/year – Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

Assistant Principal – \$90,000/year – Develop/implement the total school program by assisting the principal in the overall running of the school.

Counselor – \$80,000/year – Act as an advocate for students' well-being, and as a valuable resource for their educational advancement.

Curriculum Coach – \$80,000/year – Serves as a content specialist to assist in the development and implementation of campus instructional plans.

ELL Coordinator – \$70,000/year – Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.

Classroom Teachers (Core) – \$60,000/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

Classroom Teachers (Special) – \$60,000/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

Special Education Teachers – \$60,000/year – Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.

Speech Pathologist – \$75,000/year – Diagnose and treat students with a wide range of vocal and cognitive communication impairments, helping with the emotional issues that come with that, and tracking student progress to ensure academic goals are met.

School Psychologist – \$75,000/year – Work with students individually or in groups to help deal with various behavioral issues, learning difficulties, emotional problems, and any other concerns the schools may have.

School Nurse – \$70,000/year – Supports all students by providing health care services through assessments and interventions addressing physical, mental, emotional, and social health needs.

Office Manager – \$50,000/year – Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.

Registrar – \$45,000/year – Responsible for maintaining student records; including processing student enrollment, transfers, and withdrawals.

Teacher Assistants – \$19.00/hour – Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.

Clinic Aide – \$19.00/hour – Renders basic first aid to students and performs health-related records/data file management duties.

Receptionist – \$19.00/hour – Greet visitors, parents, and students while facilitating communication within the school, and assuring records and schedules are kept up to date.

Campus Monitor/Custodian – \$19.00/hour – Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.

Cafeteria Manager – \$19.00/hour – Responsible for planning, managing, and supervising a small food service facility (cafeteria).

Please refer to [Attachment 04 – Budget Narrative](#) for further information.

SCALE STRATEGY

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

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

STUDENT RECRUITMENT AND ENROLLMENT

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

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.
- (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.

- (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 lottery⁷ 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.
- (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.
- (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.
- (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?
- (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?
- (8) Complete the following tables for the proposed school to open in 2024-25. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2025 and fall 2024.
- (a) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

| Grade Level | Number of Students | | | | |
|-------------|--------------------|---------|---------|---------|---------|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Pre-K | | | | | |
| K | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |

⁷ See Colorado’s [Weighted Lottery Policy Factsheet](#) for one possible approach in this evolving area of charter school policy.

| | | | | | |
|--------------|--|--|--|--|--|
| 12 | | | | | |
| Total | | | | | |

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

| Grade Level | Number of Students | | | | |
|--------------|--------------------|---------|---------|---------|---------|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Pre-K | | | | | |
| K | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| Total | | | | | |

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

| Grade Level | Number of Students | | | | |
|--------------|--------------------|---------|---------|---------|---------|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Pre-K | | | | | |
| K | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| Total | | | | | |

- (i) 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.
- (ii) 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.
- (iii) Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the

request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

BOARD GOVERNANCE

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

No change from original application or most recent amendment.

- (1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- (2) Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- (3) Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment ____**). Please note that at least 75% of new board members for SY 2024-2025 must be identified at the time of the submission of the expansion request.
- (4) Provide, as part of **Attachment ____**, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- (5) Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- (6) Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
- (7) Describe the board’s history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- (8) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- (9) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.
- (10) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.

- (11) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
- (12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

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

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

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2024-2025) to ensure that the school is ready for a successful launch in fall 2025. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** ____.
- (2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- (3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

SCHOOL MANAGEMENT CONTRACTS

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

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

- (1) How and why was the EMO or CMO selected?
- (2) Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- (3) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- (4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- (5) Please provide the following in **Attachment** ____:
 - (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract.
 - (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations.
 - (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.

- (d) Documentation of the service provider’s for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
- (e) Provide a brief overview of the EMO/CMO’s history.
- (f) List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shortened or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- (g) Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- (h) List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home, or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

SERVICES

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

- (1) Provide **Attachment** ___ describing how the school leadership team will support operational execution.
- (2) Provide narrative or evidence illustrating the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below.
- (3) In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
 - (a) **Transportation:** Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - (b) **Food Service:** Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - (c) **Facilities maintenance** (including janitorial and landscape maintenance)
 - (d) **Safety and security** (include any plans for onsite security personnel)

(e) **Other services**

- (4) **Technology:** Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
- (5) **Student Information Management:** Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.
- (6) **Data Security:** SPCSA charter schools record, generate, and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.
- (7) Provide, as an Attachment ____, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

ONGOING OPERATIONS

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

- (1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?
- (2) Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

Section II: SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

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

- a. Executive Summary
 - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
 - ii. A list of the current school campuses.
 - iii. Proposed model and target communities by zip code.
 - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
 - v. The key components of your educational model and how the distance education program aligns with the educational model.
 - vi. Key supporters, partners, or resources that will contribute to the distance education program.
- b. Targeted Plan
 - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
 - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
 - i. Describe the system of course credits that the school will use.
 - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
 - iii. Describe how the school will ensure students participate in assessments and submit coursework.
 - iv. Describe how the school will conduct parent-teacher conferences.
 - v. Describe how the school will administer all tests, examinations, or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
 - i. **For Distance Education Schools:** Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
 - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- e. Scale Strategy
 - i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
 - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.

f. Student Recruitment and Enrollment

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

g. Services

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

h. Financial

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

2. RFA: Add Dual-Credit Program

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

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

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.

- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

Provide as an **Attachment** ____, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

3. RFA: Change Mission and/or Vision

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

For an RFA to accomplish this objective:

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

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

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

For an RFA to accomplish this objective, pursuant to [NAC 388A.325](#):

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

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

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

a. School Management Contracts

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to [NAC 388A.575](#).
2. Contracts with EMOs are regulated in part pursuant to [NAC 388A.580](#).
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to [NAC 388A.585](#).
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer,

employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.

10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home, or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

b. Financial Plan

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed

campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment** ____ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment** ____, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment** ____, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
8. Complete the audit data worksheet in **Attachment** _____. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** _____.

Attachments Necessary for EMO Amendment

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

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

6. RFA: Enrollment: Expand Enrollment in Existing Grade Level(s) and Facilities

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

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

During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. Given the following explanation below, PAN’s requested enrollment revisions will meet the SPCSA’s needs as defined in the SPCSA’s latest [2024 Academic and Demographic Needs Assessment](#). PAN is fully committed to providing disadvantaged and underserved K-12 students in the target zip codes with a superior educational experience at its Cadence and Sloan Canyon campuses consistent with the mission described in the SPCSA’s [2024 Academic and Demographic Needs Assessment](#).

As public charter school campuses authorized by the SPCSA, the PAN network is open to all students and families residing in the State of Nevada. However, PAN anticipates the increased enrollment at the Cadence and Sloan Canyon K-12 campuses will help to serve disadvantaged student populations from traditional public elementary, middle, and high schools in nearby zip codes **89002, 89014, 89015, 89074, and 89183**.

Consistent with the SPCSA’s findings, PAN seeks to support student populations such as (a) Economically Disadvantaged Students who are eligible for free or reduced-price lunch (FRL), (b) English Language Learners (ELL), and (c) students with Disabilities (those with an Individual Education Program, or IEP) who have historically underperformed on statewide academic assessments.⁸

Collectively, there are a total of nine traditional public elementary, middle, and high schools with 5,019 students served by CCSD in these five identified zip codes that (a) received a 1- or 2-star NSPF rating for the 2022-23 school year, and (b) had an NSPF index score below 50 for the 2021-22 school year. See [Table 6](#).

⁸ PAN recognizes the SPCSA’s [2024 Academic and Demographic Needs Assessment](#) also found that students in foster care and students experiencing homelessness are two additional student populations that historically underperform across multiple academic measures relative to the average Nevada student. However, the available data to measure such underperformance at schools within the target zip codes is inadequate for any meaningful quantitative analysis.

Table 6. Enrollment Data and Analysis of 1- and 2-Star Schools in Target Zip Codes

| Zip Code | Total Enrollment | Total Schools | ★ or ★★ Schools | ★ or ★★ Enrollment | ★ or ★★ % Enrolled | ★ or ★★ Elementary | ★ or ★★ Middle | ★ or ★★ High |
|--------------|------------------|---------------|-----------------|--------------------|--------------------|--------------------|----------------|-----------------|
| 89002 | 5,993 | 7 | 1 | 528 | 8.8% | 1 | 0 | 0 ⁹ |
| 89014 | 6,024 | 6 | 1 | 426 | 7.1% | 1 | 0 | 0 ¹⁰ |
| 89015 | 7,040 | 9 | 4 | 2,299 | 32.7% | 2 | 2 | 0 ¹¹ |
| 89074 | 3,883 | 6 | 1 | 497 | 12.8% | 1 | 0 | 0 |
| 89183 | 3,355 | 5 | 2 | 1,269 | 37.8% | 2 | 0 | 0 |
| Total | 26,295 | 33 | 9 | 5,019 | 19.1% | 7 | 2 | 0 |

Based on this data, 19.1% of the students in these five target zip codes are currently enrolled in schools that are not meeting (★), or only partially meeting (★★), state performance standards.

PAN’s Cadence and Sloan Canyon campuses meet the needs of the students residing in these zip codes and thus, are aligned to the SPCSA’s Needs Assessment by providing 4- and 5-star school options to families from these geographic areas. PAN’s proven Instructional Model will improve the academic performance of these disadvantaged and underserved students currently enrolled at 1- and 2-star schools in the target zip codes since Pinecrest Academy’s existing local campuses in Southern Nevada consistently rank as 4- and 5-star schools (see [Table 7](#) below).

Table 7. Star Ratings of Local Pinecrest Campuses

| Pinecrest | Grades | NSPF Star Rating (ES) | NSPF Star Rating (MS) | NSPF Star Rating (HS) |
|--------------|--------------|-----------------------|-----------------------|-------------------------|
| Cadence | ES / MS / HS | ★★★★★ | ★★★ | ★★★★★ |
| Sloan Canyon | ES / MS / HS | ★★★★★ | ★★★★★ | Not rated ¹² |

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

Pinecrest Academy high school programs continue to expand opportunities for students including CTE and Dual Enrollment options. At Pinecrest Academy Cadence Campus specifically, growth will be in the form of expanding seats to secondary students. The campus has already implemented specific targeting marketing to increase access to minority, special needs, and female students. Recently, an audit was conducted by the DOE CTE coordinators. The audit included a deep dive into the program offerings as well as specifically analyzing access for minority and special needs students. Both Pinecrest Cadence as well as Pinecrest Sloan Canyon Campuses received praise for the access given to students and the administrations from both campuses are continuing to expand dual language communication to the community and marketing efforts to increase opportunities for all students.

⁹ This target zip code (89002) includes one traditional CCSD high school, Foothill High School. Although Foothill is not a 1- or 2-star rated school, PAN notes that Foothill’s student enrollment in 2022 was **109.98%** of its program capacity according to CCSD’s [High School Enrollment Percent of 2022 Program Capacity](#).

¹⁰ This target zip code (89014) includes one traditional CCSD high school, Green Valley High School. Although Green Valley is not a 1- or 2-star rated school, PAN notes that Green Valley’s student enrollment in 2022 was **106.37%** of its program capacity according to CCSD’s [High School Enrollment Percent of 2022 Program Capacity](#).

¹¹ This target zip code (89015) includes one traditional CCSD high school, Basic High School. Although Basic is not a 1- or 2-star rated school, PAN notes that Basic’s student enrollment in 2022 was **130.44%** of its program capacity according to CCSD’s [High School Enrollment Percent of 2022 Program Capacity](#).

¹² Although PAN’s Sloan Canyon High School was ineligible to receive a “star rating” solely because the school had not yet had a graduating class, the high school did receive a Total Index Score of 89.2 which, otherwise, would have qualified them as a 5-star school.

With this requested amendment to expand enrollment at the Cadence and Sloan Canyon campuses, Pinecrest Academy will only continue to implement and utilize these marketing strategies as they prove effective in making families aware of this quality educational option.

- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?

CRT (Grades 3-8) Math

Table 8 below summarizes academic data from the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education as measured by the State-approved Criterion Referenced Test (CRT) in Mathematics for Grades 3-8 for the 2022-23 school year. The available data in this table reflects that the performance on this Mathematics assessment by students enrolled at PAN’s Cadence and Sloan Canyon campuses exceeded the performance of their cohort of students enrolled in traditional public schools throughout the State and in the local CCSD district, as well as even students enrolled at other charter schools sponsored by the SPCSA.

Table 8. Analysis of CRT (Grades 3-8) Math for 2022-23

| School | Overall | Am In / AK Native | Black | Hisp. | White | +2 Races | Asian | Pac Isl | IEP | EL | FRL |
|--------------|---------|-------------------|-------|-------|-------|----------|-------|---------|------|------|------|
| State | 31.3 | 16.3 | 14.8 | 22.4 | 45.2 | 39.1 | 59.3 | 28.1 | 11.5 | 10.9 | 20.7 |
| CCSD | 28.2 | 18.8 | 13.1 | 20.8 | 46.2 | 36.9 | 56.8 | 27.5 | 9.8 | 10.5 | 18.2 |
| SPCSA | 44.3 | 34.2 | 24.3 | 34.2 | 57.0 | 50.7 | 68.1 | 41.9 | 20.4 | 18.8 | 31.1 |
| Cadence | 54.6 | - | 37.3 | 43.1 | 64.1 | 53.1 | 68.4 | 52.4 | 34.1 | 31.4 | 38.3 |
| Sloan Canyon | 64.5 | - | 49.0 | 56.4 | 68.2 | 63.9 | 76.0 | 60.0 | 36.0 | 38.5 | 48.4 |

CRT (Grades 3-8) ELA

Table 9 below summarizes academic data from the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education as measured by the CRT in English Language Arts (ELA) for Grades 3-8 for the 2022-23 school year. The available data in this table reflects that the performance on this ELA assessment by students enrolled at PAN’s Cadence and Sloan Canyon campuses exceeds the performance of their cohort of students enrolled in traditional public schools throughout the State and in the local CCSD district, as well as even students enrolled at other charter schools sponsored by the SPCSA (*except students of Two or More Races and Asian students at Cadence*).

Table 9. Analysis of CRT (Grades 3-8) ELA for 2022-23

| School | Overall | Am In / AK Native | Black | Hisp. | White | +2 Races | Asian | Pac Isl | IEP | EL | FRL |
|--------------|---------|-------------------|-------|-------|-------|----------|-------|---------|------|------|------|
| State | 41.0 | 23.9 | 25.6 | 32.9 | 53.7 | 50.1 | 66.1 | 36.4 | 13.9 | 12.0 | 30.1 |
| CCSD | 39.0 | 29.3 | 23.7 | 32.2 | 56.4 | 49.1 | 64.0 | 37.5 | 12.7 | 12.1 | 28.5 |
| SPCSA | 53.3 | 44.4 | 36.6 | 44.7 | 63.8 | 59.8 | 73.8 | 47.7 | 22.5 | 18.9 | 40.9 |
| Cadence | 59.1 | - | 46.3 | 52.6 | 65.2 | 54.9 | 72.4 | 52.4 | 34.6 | 31.4 | 45.1 |
| Sloan Canyon | 68.7 | - | 62.7 | 63.1 | 70.4 | 69.0 | 77.2 | 60.0 | 34.0 | - | 52.0 |

CRT (Grades 5 / 8) Science

Table 10 below summarizes academic data from the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education as measured by the CRT in Science for Grades 5 / 8 for the 2022-23 school year. The available data in this table reflects that the performance on this Science assessment by students enrolled at PAN’s Cadence and Sloan Canyon campuses exceeded the performance of their cohort of students enrolled in traditional public schools throughout the State and in the local CCSD district, as well as even students enrolled at other charter schools sponsored by the SPCSA (*except students of Two or More Races and Asian students at Sloan Canyon*).

Table 10. Analysis of CRT (Grades 5/8) Science for 2022-23

| School | Overall | Am In / AK Native | Black | Hisp. | White | +2 Races | Asian | Pac Isl | IEP | EL | FRL |
|--------------|---------|-------------------|-------|-------|-------|----------|-------|---------|------|-----|------|
| State | 26.0 | 16.8 | 11.6 | 18.2 | 39.1 | 31.6 | 47.8 | 19.7 | 7.0 | <5 | 16.6 |
| CCSD | 23.0 | 16.3 | 10.1 | 16.9 | 39.1 | 29.2 | 44.5 | 19.9 | 5.5 | <5 | 14.4 |
| SPCSA | 36.3 | 32.6 | 19.7 | 26.9 | 48.5 | 41.5 | 56.9 | 25.8 | 12.9 | 5.7 | 23.9 |
| Cadence | 42.8 | - | - | 32.1 | 53.6 | 45.5 | - | - | 26.3 | - | 30.6 |
| Sloan Canyon | 44.6 | - | - | 35.3 | 54.9 | 38.1 | 53.1 | - | - | - | 27.0 |

CCR (Grade 11) Math

Table 11 below summarizes academic data from the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education as measured by the College and Career Ready Assessment (CRR) in Mathematics for Grade 11 for the 2022-23 school year. To the limited extent that data is available, this table reflects that the performance on this Math assessment by students enrolled at PAN’s Cadence and Sloan Canyon campuses exceeds the performance of their cohort of students enrolled in traditional public schools throughout the State and in the local CCSD district, as well as even students enrolled at other charter schools sponsored by the SPCSA.

Table 11. Analysis of CCR (Grade 11) Math for 2022-23

| School | Overall | Am In / AK Native | Black | Hisp. | White | +2 Races | Asian | Pac Isl | IEP | EL | FRL |
|--------------|---------|-------------------|-------|-------|-------|----------|-------|---------|-----|----|------|
| State | 19.7 | 8.8 | 7.3 | 11.2 | 31.0 | 25.0 | 41.9 | 17.7 | <5 | <5 | 10.0 |
| CCSD | 19.2 | - | 6.8 | 11.5 | 34.0 | 23.8 | 41.2 | 17.8 | <5 | <5 | 9.3 |
| SPCSA | 24.8 | - | 10.6 | 15.2 | 33.2 | 33.8 | 49.6 | 26.7 | <5 | - | 13.5 |
| Cadence | 46.2 | - | - | - | 59.1 | - | - | - | - | - | - |
| Sloan Canyon | 49.6 | - | - | 56.0 | - | 55.0 | - | - | - | - | - |

CCR (Grade 11) ELA

Table 12 below summarizes academic data from the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education as measured by the College and Career Ready Assessment (CRR) in ELA for Grade 11 for the 2022-23 school year. To the limited extent that data is available, this table reflects that the performance on this ELA assessment by students enrolled at PAN’s Cadence and Sloan Canyon campuses exceed the performance of their cohort of students enrolled in traditional public schools throughout the State and in the local CCSD district, as well as even students enrolled at other charter schools sponsored by the SPCSA.

Table 12. Analysis of CCR (Grade 11) ELA for 2022-23

| School | Overall | Am In / AK Native | Black | Hisp. | White | +2 Races | Asian | Pac Isl | IEP | EL | FRL |
|--------------|---------|-------------------|-------|-------|-------|----------|-------|---------|------|-----|------|
| State | 45.9 | 31.8 | 27.7 | 34.8 | 61.4 | 57.5 | 68.7 | 43.9 | 10.0 | <5 | 31.8 |
| CCSD | 45.9 | 35.7 | 27.1 | 36.0 | 66.1 | 58.1 | 67.6 | 45.5 | 9.7 | 5.1 | 31.1 |
| SPCSA | 53.3 | - | 33.5 | 42.9 | 64.7 | 64.1 | 75.1 | 55.0 | 19.6 | 6.3 | 40.7 |
| Cadence | 73.8 | - | - | 63.4 | 84.8 | - | - | - | - | - | 51.5 |
| Sloan Canyon | 79.5 | - | 70.0 | 86.0 | - | 85.0 | - | - | - | - | 61.1 |

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

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

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

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

- Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

Table 13 below summarizes habitual disciplinary data from the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education for the 2022-23 school year.

Table 13. Analysis of Habitual Disciplinary Data for 2022-23

| School | Overall | Am In / AK Native | Black | Hisp. | White | +2 Races | Asian | Pac Isl | IEP | EL | FRL |
|--------------|---------|-------------------|-------|-------|-------|----------|-------|---------|-----|----|-----|
| State | 422 | 14 | 67 | 139 | 139 | 31 | 8 | 7 | 93 | 30 | 279 |
| CCSD | - | - | - | - | - | - | - | - | - | - | - |
| SPCSA | 143 | 1 | 56 | 31 | 26 | 8 | 5 | 1 | 9 | 8 | 83 |
| Cadence | 3 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sloan Canyon | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

For an overview of PAN’s latest Restorative Justice Plan, please see [Attachment 03 – Restorative Justice Plan](#).

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

The student enrollment information for these select Pinecrest campuses in **Table 14** below is based on the Enrollment History contained in SPCSA’s 2023 Renewal Report issued on June 30, 2023.

Table 14 below summarizes the historical and current total enrollment data for PAN’s Cadence and Sloan Canyon campuses based on information from the SPCSA’s 2023 Renewal Report issued on June 30, 2023, and the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education.

Table 14. Student Enrollment at Cadence & Sloan Canyon Campuses

| School | Cadence | Sloan Canyon |
|--------------------------------|---------|--------------|
| 2018-19 | 1,628 | n/a |
| 2019-20 | 1,814 | 1,236 |
| 2020-21 | 1,941 | 1,473 |
| 2021-22 | 2,078 | 1,706 |
| 2022-23 | 2,209 | 2,048 |
| 2023-24 Current ¹³ | 2,232 | 2,164 |
| SPCSA-Approved Enrollment | 2,040 | 2,025 |
| SPCSA-Approved Enrollment +10% | 2,244 | 2,228 |
| Waitlist ¹³ | 1,331 | 2,022 |

¹³ As of May 8, 2024.

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

PAN’s instant amendment request seeks the SPCSA’s approval to alter the total enrollment at each of the respective campuses as described more fully in **Table 15** below:

Table 15. Projected Student Enrollment at Cadence & Sloan Canyon Campuses

| School | Current SPCSA-Approved Enrollment | Current SPCSA-Approved Maximum Enrollment | Difference | 2024-25 Requested Enrollment | Difference from Current SPCSA-Approved Enrollment | Difference from Current SPCSA-Approved Maximum Enrollment |
|--------------|-----------------------------------|--|------------|------------------------------|---|--|
| Cadence | 2,040 | 2,244 | 204 | 2,338 | 298 | 94 |
| Sloan Canyon | 2,025 | 2,228 | 203 | 2,271 | 246 | 43 |
| Total | 4,065 | 4,472 | 407 | 4,609 | 544 | 137 |
| % + | | | 10.00% | | 13.38% | 3.06% |

Each of the Cadence and Sloan Canyon facilities has sufficient building capacity to comfortably accommodate the requested increase in student enrollment and therefore, will not require any construction or additional facility expansion.

As noted in **Table 15** above, the current SPCSA-approved maximum (110%) enrollment at PAN’s Cadence and Sloan Canyon campuses is 4,472 students. PAN respectfully requests authority to increase Cadence’s enrollment commencing in the 2024-25 school year to 2,338 students and to increase Sloan Canyon’s enrollment to 2,271 students. These proposed enrollment requests represent a cumulative increase of 137 students or 3.06% of the current SPCSA-approved maximum enrollment for these two campuses.

Finally, it is important to note that Cadence currently has a waitlist of over 1,300 students while Sloan Canyon similarly has a waitlist of over 2,000 students, a portion of which, could be served by the Pinecrest network if the SPCSA approves this request for an enrollment increase at these two campuses.

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

For an RFA to accomplish this objective:

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

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

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

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

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

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

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

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

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

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

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

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

Additionally, include a copy of the current lottery policy as well as a copy of the charter school board-approved, proposed weighted lottery policy.

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

Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?

Attach a revised student enrollment form to be used under the proposed policy.¹⁴

¹⁴ Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

Facility RFAs

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

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

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

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

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

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

11. RFA: Occupy a Temporary Facility

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

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

12. RFA: Relocate or Consolidate Campuses

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

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

General Facility RFA requirements

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

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.
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.
3. List names and roles of any parties which could be deemed financially interested and describe the potential or actual interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.
4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.
 - a. Current Ratio (CR)
 - b. Unrestricted Days Cash on Hand (UDCOH)
 - c. Cash Flow (CF)
 - d. Debt to Asset Ratio (D/A)
 - e. Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)
5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:
 - a. The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
 - b. A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
 - c. A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
 - d. A copy of the floor plan of the facility and all other documentation required pursuant to [NAC 388A.315](#) ("Request to occupy new or additional facility"). Include notations of all included campus facilities with a table or statement describing **the square footage** of the facility AND an assurance the school will submit any final versions of the documentation called for here and in [NAC 388A.315](#).
 - i. Include conditioned space square footage, total campus acreage acquired/ under control of the school. (Do not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)
 - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
 - f) A copy of the Certificate of Occupancy at **Attachment** ____.
 - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** ____.
 - h) The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.

- i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate “N/A.” If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with [NAC 388A.315](#) as an **Attachment** ____.
 - j) A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
6. If a proposed facility has **NOT** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
- a) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with [NAC 388A.315](#) as an **Attachment** ____ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility as an **Attachment** ____.
 - b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with [NAC 388A.315](#) as an **Attachment** ____ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment** ____.
 - c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with [NAC 388A.315](#) as an **Attachment** ____ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with [NAC 388A.315](#) as an **Attachment** ____.
 - d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with [NAC 388A.315](#) as an **Attachment** ____ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
 - e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with [NAC 388A.315](#) as an **Attachment** ____.
 - f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with [NAC 388A.315](#) as an **Attachment** ____.
 - g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with [NAC 388A.315](#) as an **Attachment** ____.
 - h) The organization’s plans/methods to finance these facilities, including:

- i) Whether the school is seeking:
- (1) A loan (CDFI or other),
 - (a) For Construction financing,
 - (b) For Permanent financing,
 - (c) Refinancing
 - (2) Bond Financing,
 - (a) For Construction financing,
 - (b) For Permanent financing,
 - (c) Refinancing
 - (d) Tax-exempt
 - (e) Rated
 - (f) Privately placed
 - (3) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).
 - (4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
- i) Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
- j) What is the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”)?
- i) State the planned total classroom student capacity of the new facilities (e.g., “24,750 sq. ft. total planned for up to 450 students at 55 square feet per pupil”).
- k) Will the financing/refinancing trigger any prepayment penalties? Yes, No.
- i) If “Yes,” describe the amount.
 - l) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction? Yes, No. If so, please identify the parties and describe the interest(s).
- m) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
- n) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
- o) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
- p) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.

- q) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to [NRS 388A.565](#).
 - r) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
7. For schools which are seeking to occupy multiple facilities over several years, list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
 - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with [NAC 388A.315](#) as part of an **Attachment ____**. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with [NAC 388A.315](#) as part of **Attachment ____**.

Facility RFA Attachments required

- (1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- (2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
- (3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
- (4) If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with [NAC 388A.315](#).
- (5) If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with [NAC 388A.315](#).
- (6) If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth **in square feet** OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with [NAC 388A.315](#).
- (7) If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school OR a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with [NAC 388A.315](#).
- (8) Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with [NAC 388A.315](#).
- (9) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with [NAC 388A.315](#).
- (10) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with [NAC 388A.315](#).

13. RFA: Transportation

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

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

14. Change of incorporation status

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

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

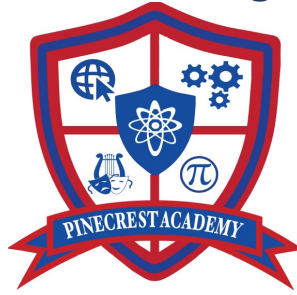
15. RFA: Other Changes

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

1. **For certain other RFA requests**
 - a. See [NAC 388A.330](#).
 - b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in [NAC 388A.310](#) to [388A.335](#), inclusive.
2. **For all other RFA requests not otherwise described**
 - a. See [NAC 388A.335](#).
 - b. Complete all applicable sections above, general and specific
3. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is "material or strategically important," pursuant to [NRS 388A.223](#), the governing body must obtain approval from the sponsor before the amendment becomes effective.
 - a. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

4. **Nonmaterial amendments**

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



NOTICE OF PUBLIC MEETING

of the

Board of Directors of Pinecrest Academy of Nevada

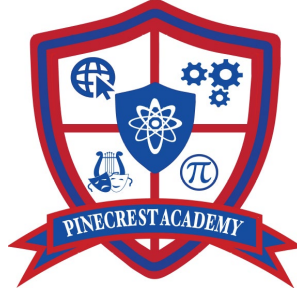
Notice is hereby given that the Board of Directors of Pinecrest Academy of Nevada, a public charter school, will conduct a public meeting on February 29, 2024 beginning at 5:30 p.m. at 675 E. Dale Ave., Henderson, NV 89044. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, the Board Chairperson may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item.

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

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

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



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

Board of Directors

Coby Sherlock – Board Chair

Marni Watkins – Board Vice Chair

Jennifer Williamson – Board Secretary

Chong Nam – Board Treasurer

Tyre Gray – Board Member

Danielle McDowell – Board Member

Patty Charlton – Board Member

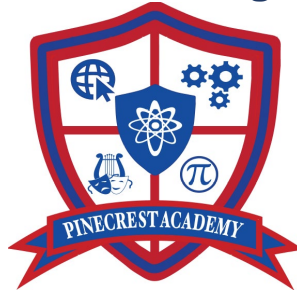
Michael O’Dowd – Lead Principal, Inspirada & Springs

Bryan Rudden – Principal, Cadence & Cadence Virtual

Wendy Shirey – Principal, Horizon

Lisa Satory – Principal, Sloan Canyon

Jon Haskel – Principal, St. Rose



Meeting of the Board of Directors

February 29, 2024

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

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

3. CONSENT AGENDA (For Possible Action)

(All items listed under the Consent Agenda are considered routine and will be enacted by one motion. There will be no separate discussion for these items unless a Board Member or member of the public so requests, in which case the item(s) will be removed from the consent agenda and considered along with the regular order of business.)

- a. Approval of Minutes of the November 29, 2023 Board Meeting
- b. Approval of the Updated Revisions to the Pinecrest Academy Restorative Justice Policy Regarding Bullying
- c. Approval and Acceptance of the Local Foods in Schools Grant Awarded to Pinecrest
- d. Approval of the Revised 2024/2025 School Year Calendar

4. ANNUAL MEETING

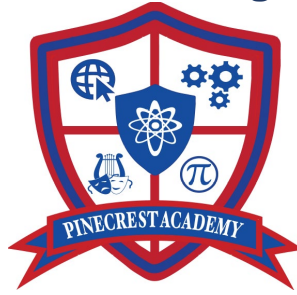
- a. Annual Nomination and Election of Pinecrest Academy of Nevada Governing Board Officers (For Possible Action)

5. ACTION & DISCUSSION ITEMS

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

- a. School Initiatives Report by Principal Satory, Principal Rudden, Principal Shirey, Principal Haskell, and Principal O'Dowd (For Discussion)

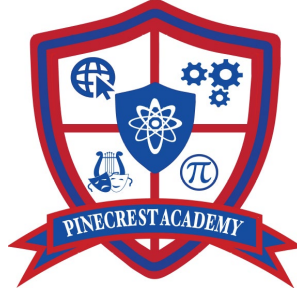
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- b. Review and Approval of the 2022/2023 School Year Financial Audit and Single Audit (For Possible Action)
- c. Review of Current Year Financial Performance (For Discussion)
- d. Approval of Maximum Grade-Level Enrollment for the 2024/2025 School Year (For Possible Action)
- e. Discussion and Possible Action Regarding School Enrollment for the 2024/2025 School Year and Current School Marketing Efforts (For Possible Action)
- f. Discussion and Possible Action to Request a Good Cause Exemption from the Current Amendment Schedule to Submit a Request for a Charter Amendment Application to Increase Enrollment at the Pinecrest Cadence and Sloan Canyon Campuses (For Possible Action)
- g. Discussion and Possible Action to Request a Good Cause Exemption from the Current Amendment Schedule to Submit a Request for a Charter Amendment Application to Reduce Enrollment at Pinecrest Springs and Cadence Virtual Campuses (For Possible Action)
- h. Discussion and Possible Action Regarding the Pinecrest Academy of Nevada Transfer Priority (For Possible Action)
- i. Discussion and Possible Action Regarding Board Direction for New Secondary Curriculum for ELA and Math (For Possible Action)
- j. Discussion and Possible Action to Approve a Janitorial Contract for Pinecrest Academy of Nevada Horizon and Sloan Canyon Campuses from the Following Vendors: 1) Accurate Clean; 2) One Source; and 3) RBM Services (For Possible Action)
- k. Discussion and Possible Approval to Purchase Security Software through Kohost with Grant Funding (For Possible Action)
- l. Update Regarding Springs Preserve Property Location (For Discussion)

6. ANNOUNCEMENTS & NOTIFICATIONS

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7. MEMBER COMMENT

8. PUBLIC COMMENT

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

9. ADJOURN MEETING

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

- 1) Pinecrest Academy of Nevada – Cadence – 225 Grand Cadence, Henderson, NV
- 2) Pinecrest Academy of Nevada – Horizon 1360 S. Boulder Highway, Henderson, NV
- 3) Pinecrest Academy of Nevada – Inspirada – 2840 Via Contessa, Henderson, NV
- 4) Pinecrest Academy of Nevada – Sloan Canyon – 675 E. Dale Ave., Henderson, NV
- 5) Pinecrest Academy of Nevada – Springs – 6151 West Charleston Blvd., Las Vegas, NV
- 6) Pinecrest Academy of Nevada – St. Rose – 1385 E. Cactus Ave., Henderson, NV
- 7) <https://pinecrestnv.org>
- 8) <https://notice.nv.gov>

MINUTES
of the annual meeting of the
BOARD OF DIRECTORS of PINECREST ACADEMY OF NEVADA
February 29, 2024

The Board of Directors of Pinecrest Academy of Nevada held a meeting on February 29, 2024 at 5:30 p.m. at 675 E. Dale Ave., Henderson, NV 89044.

1. Call to Order and Roll Call

Board Chair Coby Sherlock called the meeting to order at 5:38 p.m. with a quorum present. In attendance were Board members Coby Sherlock, Marni Watkins, Jennifer Williamson, and Chong Nam.

Board members Patty Charlton, Tyre Gray, and Danielle McDowell were not present.

Also present were Lead Principal Michael O’Dowd, Principal Lisa Satory, Principal Wendy Shirey, Principal Jon Haskel, Assistant Principal Rachel Galbraith, Assistant Principal Nicole Johnson, and Nicole Tomaino; as well as Academica representatives Trevor Goodsell, Amanda Orosco, Matt Tuttle, and Kristy VanderMolen.

2. Public Comment and Discussion

Kevin Tillis, a Horizon parent, made public comment regarding the Pinecrest Field Trip Policy as it related to students with delinquent TEAMS payments.

3. Consent Agenda

- a. Approval of Minutes of the November 29, 2023 Board Meeting**
- b. Approval of the Updated Revisions to the Pinecrest Academy Restorative Justice Policy Regarding Bullying**
- c. Approval and Acceptance of the Local Foods in Schools Grant Awarded to Pinecrest**
- d. Approval of the Revised 2024/2025 School Year Calendar**

Member Watkins moved to approve the consent agenda as presented. Member Nam seconded the motion, and the Board voted unanimously to approve.

4. Annual Meeting

- a. Annual Nomination and Election of Pinecrest Academy of Nevada Governing Board Officers**

Member Watkins nominated Coby Sherlock for the position of Board Chair. The Board voted unanimously to elect Coby Sherlock as Board Chair.

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Member Williamson nominated Marni Watkins for the position of Board Vice-Chair. The Board voted unanimously to elect Marni Watkins as Board Vice-Chair.

Member Watkins nominated Chong Nam for the position of Board Treasurer. The Board voted unanimously to elect Chong Nam as Board Treasurer.

Member Watkins nominated Jennifer Williamson for the position of Board Secretary. The Board voted unanimously to elect Jennifer Williamson as Board Secretary.

5. Action & Discussion Items

a. School Initiatives Report by Principal Satory, Principal Rudden, Principal Shirey, Principal Haskell, and Principal O'Dowd

Principal Lisa Satory addressed the Board and requested a moment of silence to honor Madilyn Peterson, a 9th grade Sloan Canyon student, who had tragically passed away earlier in the week.

Principal Lisa Satory, Principal Jon Haskell, Principal Wendy Shirey, Assistant Principal Nicole Johnson, Assistant Principal Rachel Galbraith, Springs campus 3rd grade students Alexa Estrada and Edith Reyes, and Principal Michael O'Dowd addressed the Board and highlighted the following system-wide updates and major campus events and school initiatives as found within the support materials:

- Sloan Canyon campus and PTO activities; teacher and student awards; CERT data increase; floor construction over the summer; high staff retention for next year
- St. Rose campus activities; field trips; 100% of staff retained for next year; spring sports; fundraisers; NAEP assessment administered
- Horizon campus activities; Apex Fun Run; ST Math numbers; fully hired for next year; NAEP assessment administered; rated #1 charter and elementary on Niche
- Inspirada campus activities; 98% staff retained for next year; field trips; lunch with Mayor Romero; bead challenge
- Cadence campus activities; 90% staff retained for next year; CTE options; parent informationals; ACT testing
- Pinecrest Virtual award ceremony; SBAC Boot Camp; implementation of incentives; monthly virtual parent informational meetings
- Springs campus activities; increased MAP scores; community service project; encouragement for a permanent building; successful Title I audit; student recruitment

I. Update Regarding Springs Preserve Property Location

Mr. Trevor Goodsell addressed the Board and reported that the latest building site being considered for the Springs facility had been out-bid by the Water District, and that they were now considering a Boys and Girls Club facility that was for sale near the current location of the school; adding that the facility would only house grades K-8th. Mr. Goodsell also stated that there was a church across the street from the Boys and Girls Club that had been on the market several years ago that could be a potential site. He assured the Board that they were looking at all options available to find a K-12 site.

Member Nam asked if there was a land search committee. Mr. Goodsell replied that, through the coordination of CEO Bob Howell, Academica worked with a development team consisting of an architect, real estate agent, and private groups to front and develop the projects. Member Nam asked what a successful timeline would be in finding a new facility. Mr. Goodsell replied that he would like to see a move around the 2026 fiscal year.

b. Review and Approval of the 2022/2023 School Year Financial Audit and Single Audit

Mr. Goodsell stated that the draft of the audit had not been received in time for the Board to review, and that a virtual meeting would be held in the next few weeks to approve both audits. Mr. Goodsell introduced Kristy VanderMolen, the new financial controller at Academica.

This item was tabled.

c. Review of Current Year Financial Performance

Mr. Goodsell stated that Horizon and Virtual campuses had moved to Title I status with Springs campus, which would open up more resources going forward beginning July 1, 2024. Mr. Matt Tuttle addressed the Board and directed them to page 68 of the support materials where he reviewed the current financial performance for the system. He stated that the average daily enrollment looked good and that all campuses had strong enrollment to support the budget. For the FY24 grant summary, Mr. Tuttle noted that the FY23 Title II, Part A grant had expired and was now under amendment. Once approved, the school would be able to submit for the remaining \$24,107. He then reviewed the income statement through December 2023 and explained variances of 10% or greater as found on page 72. Mr. Tuttle stated that income looked good and federal grant revenue was under budget due to NSLP revenue coming in under budget. The food expenditures were also under budget which balanced things out.

Mr. Tuttle then stated that the only item of note regarding payroll included SPED salaries. He explained that he and his team would be working to ensure every SPED employee was coded correctly by the next meeting. He also stated that tuition reimbursement and affiliation fee training line items still had funds available for use. Member Nam asked why depreciation would not be budgeted, and why the budget vs. actual was not run on a month by month basis. Mr. Tuttle replied that depreciation was a non-cash

expense, and that Pinecrest had historically come in on budget for profit and loss. Member Nam asked if anything stood out for the individual campuses. Mr. Tuttle replied that Sloan Canyon was over by a small margin in salaries due to additional support staff, but that it would balance out with those campuses that were under budget in salaries. Member Sherlock asked what the affiliation fee training consisted of, trying to determine whether the fees could be used to support teacher morale. Principal Haskell replied that he had used his fees to send teachers to educational and leadership conferences; adding that the conferences were a great way to build school culture and boost teacher morale.

d. Approval of Maximum Grade-Level Enrollment for the 2024/2025 School Year

Mr. Goodsell explained that, with the lottery running on March 4th, maximum grade-level enrollment for each campus would need to be approved for the next school year. He continued that Inspirada, St. Rose, and Horizon were full and naturally rolling. Springs was increasing to 275 students with the addition of the 4th grade and that Sloan Canyon and Cadence campuses had movement between the junior and senior classes with the natural yearly growth. Mr. Goodsell also stated that waitlists were very healthy and that Virtual enrollment was staying at the number of students that were currently enrolled. The enrollment numbers could be seen on page 85 of the support materials.

Member Watkins moved to approve the maximum grade-level enrollment for the 2024/2025 school year as presented. Member Williamson seconded the motion, and the Board voted unanimously to approve.

e. Discussion and Possible Action Regarding School Enrollment for the 2024/2025 School Year and Current School Marketing Efforts

Mr. Goodsell stated that Principal O'Dowd had covered marketing efforts in his report, and that Pinecrest as a whole was successfully maintaining full enrollment with healthy waitlists.

f. Discussion and Possible Action to Request a Good Cause Exemption from the Current Amendment Schedule to Submit a Request for a Charter Amendment Application to Increase Enrollment at the Pinecrest Cadence and Sloan Canyon Campuses

Mr. Goodsell stated that the maximum number for enrollment had been set by the State with a 10% exemption, and that the K-12 campuses, which were built to hold 2,400 students, needed to increase their enrollment to fill their buildings. Mr. Goodsell explained that the request would be a letter to inform the State that the school intended to ask to increase enrollment to meet financial obligations. The application would be brought before the Board before submission.

Member Williamson moved to approve the request for a good cause exemption letter. Member Watkins seconded the motion, and the Board voted unanimously to approve.

g. Discussion and Possible Action to Request a Good Cause Exemption from the Current Amendment Schedule to Submit a Request for a Charter Amendment Application to Reduce Enrollment at Pinecrest Springs and Cadence Virtual Campuses

Mr. Goodsell stated that the 10% exemption had been missed due to lower enrollment for the Springs and Virtual campuses; adding that the reduction would only be for one year. He continued that a letter to the State would be needed to request a reduction to enrollment at these campuses.

Member Nam moved to approve the request for a good cause exemption from the current amendment scheduled to submit a request for a charter amendment application to reduce enrollment at the Pinecrest Springs and Cadence Virtual campuses. Member Williamson seconded the motion, and the Board voted unanimously to approve.

h. Discussion and Possible Action Regarding the Pinecrest Academy of Nevada Transfer Priority

Ms. Amanda Orosco addressed the Board and reminded them that there had been concerns that the transfer policy had been taken advantage of potentially to the detriment of two schools within the system. She continued that the Board had requested a few amendments be made to the policy and that several members of the Board reviewed the amendments before being presented. Ms. Orosco reported that the changes consisted of implementing an academic term limit intended for a student to finish their current school year before being able to submit for a transfer; a good cause exemption for siblings at another school; and precluding students matriculating from grades 5th to 6th and 8th to 9th. She directed the Board to page 96 of the support materials where the changes had been highlighted in yellow; adding that the changes had been reviewed by the legal team and Members Watkins, Williamson, and Gray. After further discussion, and with the support of the Principals, the Board agreed to implement the changes with the start of the 2024/2025 school year.

Member Watkins moved to approve the transfer priority updates with new language indicating to families that the policy would be in effect for the 2024/2025 school year. Member Williamson seconded the motion, and the Board voted unanimously to approve.

i. Discussion and Possible Action Regarding Board Direction for New Secondary Curriculum for ELA and Math

Principal O'Dowd informed the Board that the current curriculum, SpringBoard, would be going out of publication, and that a committee had been formed to start looking at new curriculums. Before the committee met for their final meeting in April, Principal O'Dowd explained that he was looking for direction from the Board regarding keeping one curriculum for the system or allowing campuses to choose their own. Ms. Nicole Tomaino addressed the Board and explained that the current instructional model for all grades across all campuses was the same for common core curriculum with additional supplements

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written in where needed; adding that all campuses continued to collaborate to ensure that best practices were being implemented. Principal O'Dowd also shared that when a new math curriculum was being considered several years ago, one campus chose to stay with the old curriculum while the other campuses changed to iReady.

Member Sherlock asked when SpringBoard would be out of print. Principal O'Dowd replied that they would have one more year to use it. Principal Haskel stated that SpringBoard would be pulling back from several aspects of the curriculum next year; adding that McGraw Hill would be taking over the ELA component in two years and it was unknown what would happen to math. Member Watkins stated that, over the years, the Board had kept the uniformity to ensure families were receiving the same great curriculum no matter which campus their student attended, especially when transferring. Principal O'Dowd added that curriculum companies might not have the same curriculum for the younger grades as they would for the older grades. Principal Haskel stated that he felt that campuses could continue to maintain collaboration while being autonomous; adding that they all taught common core state standards that would not change despite which curriculum was being used. He also stated that a K-8th grade campus would have challenges with the 6th-8th grade curriculums; adding that the high schools were looking at 6th-12th grade curriculums, and that he would like to have a K-8th grade curriculum. Discussion ensued regarding the possibilities of aligning primary, secondary, and high school curriculums and the challenges that would come when 8th graders transferred to the high schools.

Member Nam asked what the committee thought would be the best option. Principal O'Dowd stated that the committee was split; adding that some wanted autonomy and others did not. Member Watkins asked for recommendations from the Principals before the Board made any decisions. Principal Shirey stated that there were more factors to consider as their campuses expanded and student populations changed demographically; noting that what worked for one campus may not work for another. She also agreed that, even with separate curriculums, the campuses could come together to create commonality for Pinecrest as a system. Member Nam stated that there had to be logic behind whatever decision the committee chose. He also felt there should be uniformity between the campuses unless there was a strong logical reason for the opposite. Member Williamson stated that she did not think every campus had to have the same curriculum to create a balanced system. Member Sherlock stated that he would like to see the same curriculum across the campuses; adding that the system had been working together successfully for a long time navigating one curriculum with the autonomy to add a few supplements when/where needed.

Principal O'Dowd thanked the Board for their input; adding that the goal was to reach a decision by the April meeting and initiate curriculum piloting with students for the 2024/2025 school year. Following the curriculum vetting process, Board approval would be required for permanent adoption. Member Nam requested regular updates on the committee's progress during subsequent Board meetings.

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- j. Discussion and Possible Action to Approve a Janitorial Contract for Pinecrest Academy of Nevada Horizon and Sloan Canyon Campuses from the Following Vendors: 1) Accurate Clean; 2) One Source; and 3) RBM Services**

Mr. Goodsell stated that the janitorial bids had come in high and that they were looking into other options, one of which included hiring internally within the system to save money.

This item was tabled.

- k. Discussion and Possible Approval to Purchase Security Software through Kohost with Grant Funding**

Principal Haskel stated that Dr. Carrie Buck from the Foundation had secured a grant for the St. Rose campus to install an electronic software platform through Kohost; adding that anything with a switch at the campus could be controlled through an application on any device. The goal was to save money on utilities while providing an additional layer of security at the campus. Member Nam asked if the software would be replacing any currently existing software. Principal Haskel replied negatively. There were questions by the Board regarding the nature of the grant and where it had originated from, as well as the sustainability from year to year. Principal Haskel replied that the grant was secured by Dr. Buck specifically to be used for Kohost only with the assurance of yearly funding; adding that he had money in his SGF account to cover the cost should the grant become unavailable. Member Watkins asked if the Board could see the grant information. Principal Haskel replied that he could ask Dr. Buck for that information to share with the Board. Member Watkins stated that they could still approve the agenda item with the contingency the Board be provided information regarding the grant.

Member Watkins moved to approve the purchase of security software via the grant with the contingency that the Board be provided with the grant information. Member Williamson seconded the motion, and the Board voted unanimously to approve.

5. Announcements & Notifications

Member Sherlock announced the Pinecrest Gala would be taking place on March 2nd.

6. Member Comment

There were no member comments.

7. Public Comment and Discussion

There was no public comment or discussion.

8. Adjournment

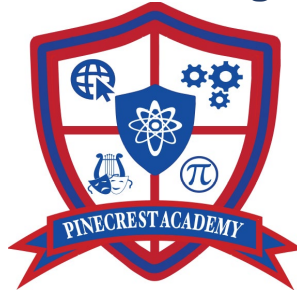
The meeting was adjourned at 7:49 p.m.

Approved on: 4-2-24

J. Wilhanson

Secretary of the Board of Directors

Pinecrest Academy of Nevada



NOTICE OF PUBLIC MEETING

of the

Board of Directors of Pinecrest Academy of Nevada

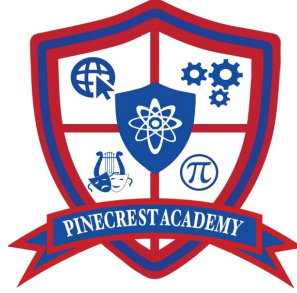
Notice is hereby given that the Board of Directors of Pinecrest Academy of Nevada, a public charter school, will conduct a public meeting on May 29, 2024 beginning at 5:30 p.m. at 6151 W. Charleston Blvd., Las Vegas, NV 89146. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, the Board Chairperson may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item.

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

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

Public comment may be limited to three minutes per person at the discretion of the Chairperson. **Please email annette.christensen@academicanv.com to submit or sign up for public comment in advance.** Public comment can also be made in person at the meeting, or be provided telephonically by utilizing the following conference call line: 1-866-244-8528; extension 251188#.



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

Board of Directors

Coby Sherlock – *Board Chair*

Marni Watkins – *Board Vice Chair*

Jennifer Williamson – *Board Secretary*

Chong Nam – *Board Treasurer*

Tyre Gray – *Board Member*

Danielle McDowell – *Board Member*

Patty Charlton – *Board Member*

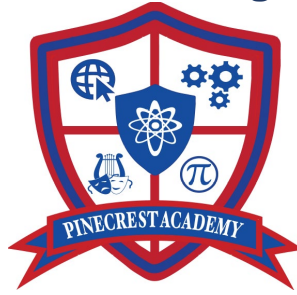
Michael O’Dowd – *Lead Principal, Inspirada & Springs*

Bryan Rudden – *Principal, Cadence & Cadence Virtual*

Wendy Shirey – *Principal, Horizon*

Lisa Satory – *Principal, Sloan Canyon*

Jon Haskel – *Principal, St. Rose*



Meeting of the Board of Directors

May 29, 2024

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

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

3. CONSENT AGENDA (For Possible Action)

(All items listed under the Consent Agenda are considered routine and will be enacted by one motion. There will be no separate discussion for these items unless a Board Member so requests, in which case the item(s) will be removed from the consent agenda and considered along with the regular order of business.)

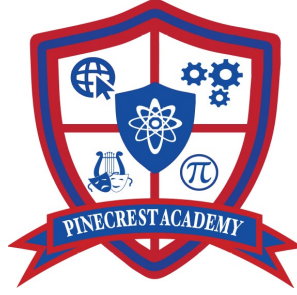
- a. Approval of Minutes of the April 2, 2024 Board Meeting
- b. Approval to Submit an Amendment to the Distance Education Application to NDE for Pinecrest Virtual Academy of Nevada
- c. Approval of Renewing the Vended Meal Agreement with Revolution Foods
- d. Approval of the Concussion Policy Pursuant to Senate Bill 80

4. ACTION & DISCUSSION ITEMS

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

- a. Discussion and Possible Action to Appoint Jessica Medina as Principal of the Pinecrest Academy Springs Campus (For Possible Action)
- b. School Initiatives Report by Principal O'Dowd, Principal Satory, Principal Rudden, Principal Shirey, Principal Haskel, and Principal Medina (For Discussion)
- c. Review of Current Year Financial Performance (For Discussion)
- d. Review and Approval of the Final Budget for the 2024/2025 School Year (For Discussion)

Attachment 01.2 - Board Agenda & Meeting Minutes_05.29.2024



- e. Discussion and Possible Action to Approve Retention Bonuses (For Possible Action)
- f. Discussion and Possible Action to Approve the Submission of a Charter Amendment Application to Increase Enrollment at the Pinecrest Cadence and Sloan Canyon Campuses (For Possible Action)
- g. Discussion and Possible Action to Approve the Purchase and Installation of a Modular Athletic Surface at the Pinecrest St. Rose Campus (For Possible Action)
- h. Discussion and Possible Action to Approve a Technology Refresh at Pinecrest Cadence Campus (For Possible Action)
- i. Discussion and Possible Action to Approve Sealcoating at the Pinecrest Academy Inspirada and St. Rose Campuses (For Possible Action)

5. ANNOUNCEMENTS & NOTIFICICATIONS

6. MEMBER COMMENT

7. PUBLIC COMMENT

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

8. ADJOURN MEETING

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

- 1) Pinecrest Academy of Nevada – Cadence – 225 Grand Cadence, Henderson, NV
- 2) Pinecrest Academy of Nevada – Horizon 1360 S. Boulder Highway, Henderson, NV
- 3) Pinecrest Academy of Nevada – Inspirada – 2840 Via Contessa, Henderson, NV
- 4) Pinecrest Academy of Nevada – Sloan Canyon – 675 E. Dale Ave., Henderson, NV
- 5) Pinecrest Academy of Nevada – Springs – 6151 West Charleston Blvd., Las Vegas, NV
- 6) Pinecrest Academy of Nevada – St. Rose – 1385 E. Cactus Ave., Henderson, NV
- 7) <https://pinecrestnv.org>
- 8) <https://notice.nv.gov>

**MINUTES
of the meeting of the
BOARD OF DIRECTORS of PINECREST ACADEMY OF NEVADA
May 29, 2024**

The Board of Directors of Pinecrest Academy of Nevada held a meeting on May 29, 2024 at 5:30 p.m. at 6151 W. Charleston Blvd., Las Vegas, Nevada 89146.

1. Call to Order and Roll Call

Board Chair Coby Sherlock called the meeting to order at 5:31 p.m. with a quorum present. In attendance were Board members Coby Sherlock (departed 6:29 p.m.), Marni Watkins, Danielle McDowell, Tyre Gray, and Patty Charlton (arrived 5:39 p.m.).

Board members Jennifer Williamson and Chong Nam were not present.

Also present were Principal Michael O'Dowd, Principal Jon Haskel, Principal Bryan Rudden, Assistant Principal Nicole Johnson, Assistant Principal Jessica Medina, Assistant Principal Flynn Stern, and Assistant Principal Ed Savarese; as well as Academica representatives Trevor Goodsell, Amanda Orosco, Matt Tuttle, Gary McClain, and JJ Christian from Intellatek.

2. Public Comment and Discussion

Jordan Stevens submitted written comment regarding educator salaries.

3. Consent Agenda

- a. Approval of Minutes of the April 2, 2024 Board Meeting**
- b. Approval to Submit an Amendment to the Distance Education Application to NDE for Pinecrest Virtual Academy of Nevada**
- c. Approval of Renewing the Vended Meal Agreement with Revolution Foods**
- d. Approval of the Concussion Policy Pursuant to Senate Bill 80**

Member Gray moved to approve the consent agenda as presented. Member Watkins seconded the motion, and the Board voted unanimously to approve.

4. Action & Discussion Items

- a. Discussion and Possible Action to Appoint Jessica Medina as Principal of the Pinecrest Academy Springs Campus**

Mr. Trevor Goodsell addressed the Board, stating that the Pinecrest Springs campus had successfully completed its first year. Due to the campus's growth, the Board was being asked to appoint Assistant Principal Jessica Medina as the new Principal of the Springs campus. Michael O'Dowd would remain the Principal of the Inspirada campus and continue his role as Lead Principal for the Pinecrest

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system in Nevada.

Member Sherlock moved to appoint Jessica Medina as Principal of the Pinecrest Academy Springs Campus. Member Charlton seconded the motion.

Mr. Goodsell requested that the motion's wording grant the Board Chair the authority to negotiate a salary for Ms. Medina, as her current contract would need to be updated to reflect her new title.

Member Charlton moved to make a friendly amendment to provide the Board Chair the authority to negotiate the salary. Member Sherlock accepted the friendly amendment, and the Board voted unanimously to approve.

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

Assistant Principal Ed Savarese, Principal Jon Haskel, Assistant Principal Flynn Stern, Assistant Principal Nicole Johnson, Principal Bryan Rudden, Principal Jessica Medina, and Principal Michael O'Dowd addressed the Board and highlighted the following system-wide updates and major campus events and school initiatives as found within the support materials:

- Sloan Canyon celebrated their second graduating class with 116 graduates, and ended strong with year-end testing results
- St. Rose placed first and second place in stock market games and was looking forward to the summer campus construction projects
- Horizon was fully staffed with healthy waitlists for student enrollment for next year with summer tutoring programs beginning June 3rd
- Inspirada was fully staffed for next year and had a successful 8th grade promotion ceremony with high iReady data results
- Cadence had multiple promotion and graduation ceremonies and end-of-year activities
- Pinecrest Virtual saw an increase of higher ACT and SBAC scores with positive attendance audit results
- Springs had their first STEM night and field day, successful kindergarten graduation, end-of-year assemblies, and impressive reading and math growth
- System-wide recognition for all campuses and an emphasis on securing a K-12 location for the Springs campus

d. Review and Approval of the Final Budget for the 2024/2025 School Year

Mr. Goodsell reported a few small changes to the previous budget. Firstly, he highlighted updates to titles and grants on pages 107 through 109 of the support materials. He noted that the Horizon and

Attachment 01.2 - Board Agenda & Meeting Minutes_05.29.2024

Virtual campuses would be receiving Title I funds for the first time, making their students eligible for free breakfast and lunch through the NSLP program. The Springs campus would continue as a Title I school with the same benefits. Additionally, the campuses were retaining more students, leading to an increase in the 6th grade at Cadence and the 9th grade at Sloan. Mr. Goodsell stated that he had reviewed the final budget with Member Nam and that Member Nam felt comfortable with the changes.

Member Charlton moved to approve the final budget for the 2024/2025 school year as presented. Member Sherlock seconded the motion, and the Board voted unanimously to approve.

e. Discussion and Possible Action to Approve Retention Bonuses

Mr. Goodsell stated that the system had provided a retention bonus for returning staff and teachers, noting that the Board had increased these amounts by 10% last year. The proposed bonus amounts for the upcoming year would remain the same as the previous year and had been included in the 2024/2025 final budget. He also recommended that recipients be employed through Labor Day, with the payout occurring on either September 15th or 30th. Member Gray agreed, stating that the bonuses were appropriate in light of the public comment heard earlier and would help retain staff members.

Member Charlton moved to approve the retention bonuses as presented. Member Sherlock seconded the motion, and the Board voted unanimously to approve.

f. Discussion and Possible Action to Approve the Submission of a Charter Amendment Application to Increase Enrollment at the Pinecrest Cadence and Sloan Canyon Campuses

Mr. Goodsell stated that the Board was being asked to approve a charter amendment application to increase enrollment at the Pinecrest Cadence and Sloan Canyon campuses, due to retaining more Pinecrest students. The increase would bring the total student populations to 2,300 for each campus, keeping them within the 10% maximum total enrollment to comply with charter regulations. Member Gray asked which grades would see an increase. Mr. Goodsell replied that Sloan's high school and Cadence's middle school would be expanded. He also clarified that the increases would not affect class sizes but would increase the number of classes and programs offered.

Member Charlton moved to approve the submission of a charter amendment application to increase enrollment at the Pinecrest Cadence and Sloan Canyon campuses. Member Gray seconded the motion, and the Board voted unanimously to approve.

g. Discussion and Possible Action to Approve the Purchase and Installation of a Modular Athletic Surface at the Pinecrest St. Rose Campus

Mr. Gary McClain addressed the Board, referencing page 184 of the support materials, and noted

the difficulty in obtaining multiple quotes from various vendors for this project. He explained that two companies could provide the materials for the athletic court but would not handle the installation. The third company, Sport Court, would supply the materials and complete the installation, which is why he recommended them, for a total cost of \$41,978. The court would come with a 15-year warranty and would require general maintenance. Member Charlton asked if a bid had been sought for the installation only. Mr. McClain responded that he had not tried to find a separate bid for installation, adding that their attempts to find multiple bids for both materials and installation were unsuccessful. Principal Haskel confirmed that Sport Court was the only vendor offering the complete service and that the project would be funded from their leftover fundraising money.

Member Watkins moved to approve the purchase and installation of a modular athletic surface at the Pinecrest St. Rose campus from Sport Court of Las Vegas. Member Sherlock seconded the motion, and the Board voted unanimously to approve.

h. Discussion and Possible Action to Approve a Technology Refresh at Pinecrest Cadence Campus

Ms. Amanda Orosco addressed the Board, stating that the Cadence campus planned to refresh their technology for the upcoming school year. Member Gray inquired about the timing of the last refresh and the anticipated upgrades. Mr. JJ Christian addressed the board and responded, explaining that technology refreshes usually occur every five years. He added that items such as teacher laptops, student Chromebooks, and display panels would be upgraded or replaced. Member Gray also asked about the fate of the existing technology. Mr. Christian explained that the school would decide the equipment's future. Functional equipment would remain in use, while failing items would be removed from the campus.

Member Sherlock moved to approve a technology refresh at Pinecrest Cadence campus. Member Charlton seconded the motion, and the Board voted unanimously to approve.

i. Discussion and Possible Action to Approve Sealcoating at the Pinecrest Academy Inspirada and St. Rose Campuses

Mr. Goodsell explained that the sealcoating was routine maintenance to reinforce and seal the parking lots and playground areas. Mr. McClain added that the bid processes and recommendations for the Inspirada campus could be found on page 202 of the support materials, and for the St. Rose campus, on page 239. He recommended Anderson Asphalt for both campuses due to their durable product, which comes with a five-year warranty that other vendors could not match. Mr. McClain confirmed that the project would be completed before the start of the school year.

Member Charlton moved to approve Anderson Asphalt for the sealcoating at the Pinecrest Inspirada and St. Rose campuses. Member Sherlock seconded the motion, and the Board voted unanimously to approve.

c. Review of Current Year Financial Performance

Mr. Matt Tuttle addressed the Board to review the system's financial performance through April 2024. He briefly discussed the average daily enrollment and awarded grants, noting that everything looked positive. He then reviewed the income statement, stating that overall, Pinecrest was performing well as a system. He mentioned that while NSLP (National School Lunch Program) revenue was less than budgeted, the school had also spent less on NSLP food expenses, balancing the budget.

Mr. Tuttle also noted that the tuition reimbursement and affiliation fee training line items were under budget, with funds still available for use. Trainings need to occur before June 30, 2024, to be reflected in the current year's financial statement. Despite a net loss for the year, this included \$3.4 million in non-cash depreciation expenses. Financially, Pinecrest was doing very well and was projecting closely to the budgeted amounts.

Mr. Tuttle reported that each principal had been given their budgets for review. Additionally, Mr. Goodsell mentioned that Member Nam had reviewed the financial performance report. When Member Charlton inquired about utility challenges, Mr. Goodsell confirmed that the budget had been adjusted to account for the anticipated increase in utilities.

5. Announcements & Notifications

Mr. Goodsell announced that any Board member could attend the National Charter School Conference that was being held in Boston for the month of June. He also stated that the next board meeting would be held closer to the start of school or closely thereafter.

6. Member Comment

Member Gray stated his appreciation to the principals and congratulated them on a successful year of school.

Member Watkins congratulated Principal Medina on her appointment of Principal of the Springs campus.

7. Public Comment and Discussion

There was no public comment or discussion.

8. Adjournment

The meeting was adjourned at 6:32 p.m.

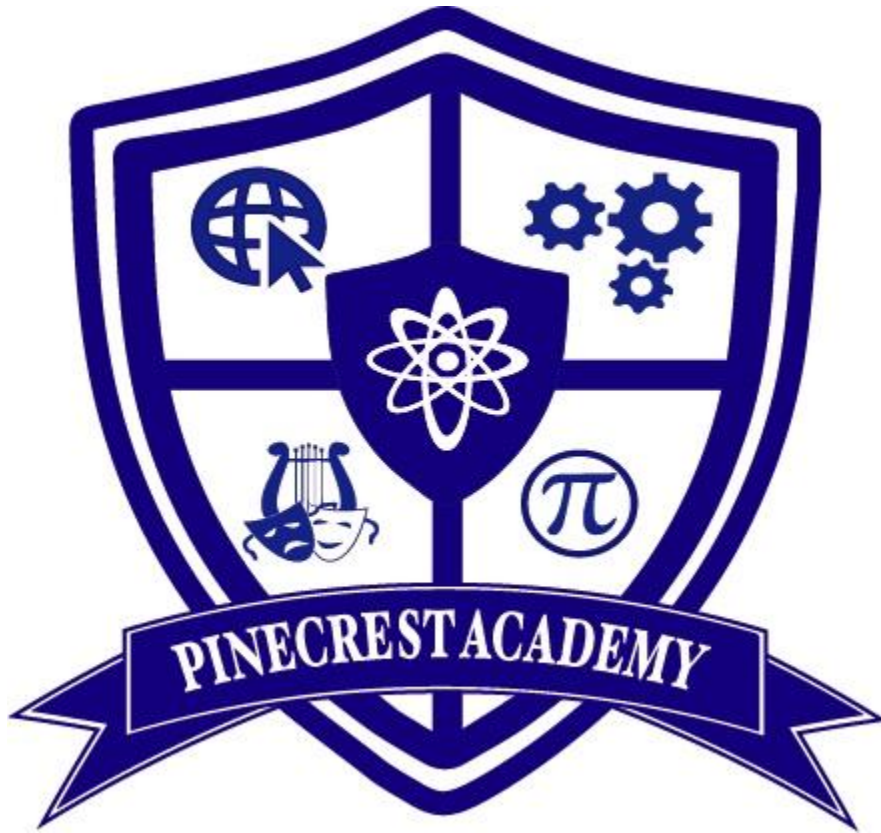
Approved on: _____

Secretary of the Board of Directors
Pinecrest Academy of Nevada

Attachment 02 - Board Member Roster

Pinecrest Academy of Nevada's Board of Directors Roster

| Seat | Name | Board Position | County of Residence | NRS 386.549 Membership Category | Address | Phone Number | Email |
|------|---------------------|------------------|---------------------|---------------------------------|---|--------------|--|
| 1 | Coby Sherlock | Chairperson | Clark County | Professional | 6720 Via Austi Pkwy., Suite 350 Las Vegas, NV 89139 | 615-715-7245 | Coby.Sherlock@pinecrestnv.org coby@thesherlockteam.com |
| 2 | | | Clark County | Parent | | | |
| 3 | Marni Watkins | Vice Chairperson | Clark County | Parent | 5337 Polizze Ave. Las Vegas, NV 89141 | 702-994-8952 | marni.watkins@pinecrestnv.org MKW@1909group.com |
| 4 | Chong Nam | Treasurer | Clark County | Parent/Professional | 2505 Anthem Village Dr., Suite E167 Henderson, NV 89052 | 702-528-3434 | chong.nam@pinecrestnv.org c.nam@live.com |
| 5 | Patricia Charlton | Member | Clark County | Professional | 286 Sunstar Ct. Henderson, NV 89012 | 702-283-3150 | patricia.charlton@pinecrestnv.org pattycharlton2@gmail.com |
| 6 | Danielle McDowell | Member | Clark County | Educator | 9934 Rams Leap Ave. Las Vegas, NV 89166 | 702-326-9890 | danielle.mcdowell@pinecrestnv.org danielle.mcdowell@doralacademynv.org |
| 7 | Jennifer Williamson | Secretary | Clark County | Educator | 613 Doubleshot Lane Henderson, NV 89052 | 702-372-2836 | jennifer.williamson@pinecrestnv.org |
| 8 | Tyre Gray | Member | Clark County | Professional | 188 Ultra Dr., Henderson, NV 89074 | 702-338-5904 | tyre.gray@pinecrestnv.org tyregray.esq@gmail.com |



**Pinecrest Academy of Nevada
Restorative Justice Plan**

Board Approved - September 20, 2023

Attachment 03 - Restorative Justice Plan

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Attachment 03 - Restorative Justice Plan

Pinecrest Academy of Nevada is a unified system of schools working together to carry out our mission and vision by creating a climate of support to meet the needs of all students.

Pinecrest Mission and Vision

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 Restorative Approach

At Pinecrest Academy of Nevada, we have always embedded restorative justice practices into our discipline model as we value building relationships and culture at our schools. Our approach helps to guide students toward a path of positive decision making through various restorative activities including, but not limited to: student conferences, mediations, and treatment agreements.

NRS 392.4644 (from SB 89, 2019):

Provide restorative disciplinary practices which include, without limitation:

- Holding a pupil accountable for his or her behavior;
- Restoration or remedies related to the behavior of the pupil;
- Relief for any victim of the pupil; and
- Changing the behavior of the pupil.

Multi-tiered System of Support (MTSS)

Tier 1 Supports

Tier 1 supports are preventive/proactive practices that focus on the prevention of problem behavior by emphasizing universal support. Pinecrest Academy of Nevada utilizes various forms of system and school-wide proactive approaches for all students as a foundation for culturally-responsive behavioral support. Tier 1 supports include but are not limited to:

- Social-Emotional Learning Curriculum
- Positive Behavior Supports and Recognition
- Student Leader Organizations

Tier 2 Supports

Tier 2 supports are designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems. Pinecrest Academy of Nevada provides targeted support to students who aren't successful with Tier 1 support alone. PAN support at this level is more focused and based on behavior data and documentation. Tier 2 supports include but are not limited to:

- Restorative Justice Support Center
- Small group social skills instruction
- Parental classes and workshops
- Meditation or Restorative Justice Circles
- Treatment Agreement
- Behavior Contract

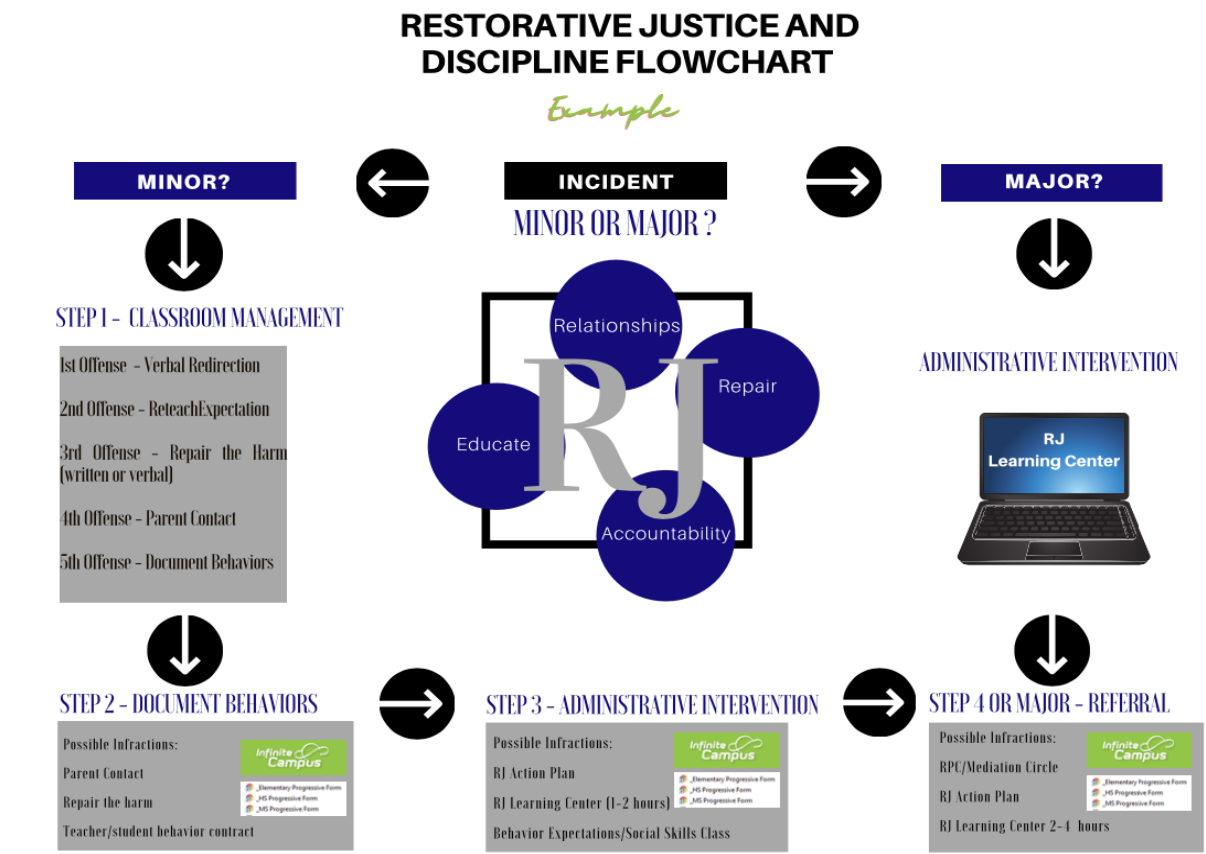
Attachment 03 - Restorative Justice Plan

Tier 3 Supports

Tier 3 supports are designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior support using evidence-based interventions. Pinecrest Academy of Nevada provides individualized interventions and supports to reduce the occurrences and/or intensity of undesirable behaviors. Students requiring Tier 3 support are referred to our Multidisciplinary Behavior Support Team. Possible intervention includes but is not limited to:

- Mentoring
- Check -in/out
- Behavior Contract with behavior goals
- Behavior tracking chart for progress monitoring
- Individual social skills lessons with SSP
- Restorative Conversations
- Student Behavior Support Plan (SBSP)
- Progress Monitoring by the Behavior Support Team

Restorative Discipline Flowchart



Attachment 03 - Restorative Justice Plan

Classroom Teacher Interventions

Teachers will create and implement a discipline and restorative justice management plan in their classrooms. Students, parents, and administration will be notified of each teacher’s management plan and classroom expectations. Teachers will use Restorative Justice practices such as community-building circles, norm-setting, and restorative conversations. Teachers will use proactive interventions such as: establishing routines, silent signals, proximity, quiet corrections, giving students a task, taking a break, positive phrasing, stating the behavior you want to see, and tangible reinforcers.

Teachers will utilize restorative practices in the classroom to mitigate undesired behaviors. Teachers will build connections with students and families to reinforce classroom expectations and repair harm. Minor behaviors will be addressed by the classroom teacher following a progressive discipline model. Subsequent minor behaviors can lead to major behaviors. Teachers will work in conjunction with families and administration. Major behaviors will be addressed with formal documentation based on the Restorative Discipline Matrix and the student will be placed on a Restorative Action Plan, when applicable.

| Examples of Minor Behaviors | Examples of Major Behaviors |
|--|---|
| <ul style="list-style-type: none">• Off task• Not following directions• Disrupting or distracting the class• Talking out of turn• Inappropriate voice level• Unprepared for class• Academic dishonesty• Name-calling• Using hands inappropriately• Misusing classroom materials• Dishonesty• Inappropriate language• Disrespecting students of staff | <ul style="list-style-type: none">• Habitual minor behaviors• Vandalism• Inappropriate sexual behavior• Bullying• Harassment• Threats• Academic dishonesty• Physical aggression• Defiance• Disrupting the class/campus• Discrimination• Inappropriate language• Disrespecting staff |

NRS Statutes Relating to Discipline & Definitions

The administration and designees of Pinecrest Academy will adhere to all state statutes and board voted progressive discipline procedures. Below are a few of the statutes related to various components of the discipline procedures. Please refer to the NRS for more information.

Bullying

NRS 388.122 “Bullying” defined

Bullying means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:

- Have the effect of:
 - Physically harming a person or damaging the property of a person; or
 - Placing a person in reasonable fear of physical harm to person or damage to the property of the person; or
- Interfere with the rights of a person by:
 - Creating an intimidating or hostile educational environment for the person; or
 - Substantially interfering with the academic performance of a pupil or the ability of the person to participate in, or benefit from, services, activities or privileges provided by a school; or

Attachment 03 - Restorative Justice Plan

- Are acts or conduct based upon the:
 - Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or
 - Association of a person with another person having one or more of those actual or perceived characteristics.

The term includes, without limitation:

- Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;
- Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;
- Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
- Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;
- Blackmail, extortion or demands for protection money or involuntary loans or donations;
 - Blocking access to any property or facility of a school;
 - Stalking; and
 - Physically harmful contact with or injury to another person or his or her property.

Additional guidance has been provided regarding NRS 388.122:

AB 65 Amendment

(NRS 388.122)

Bullying does not include expressions, acts, or gestures that are engaged in as part of a mutual disagreement or conflict.

- *Conflict and mutual agreement do not qualify under the bullying procedures.*
- *Bullying is a form of victimization, not conflict.*

As children develop, they look to us for guidance on conflict resolution. The state makes a distinction between bullying and harassment, as will we. We will always take the most positive approach when dealing with conflicts; however, we are bound by state law to follow NRS guidelines regarding bullying.

Harassment

NRS 388.125 “Harassment” Defined

Harassment means a willful act which is written, verbal or physical, or a course of conduct that is not otherwise authorized by law, is highly offensive to a reasonable person and:

- Is intended to cause or actually causes another person to suffer serious emotional distress; ●Places a person in reasonable fear of harm or serious emotional distress; or
- Creates an environment which is hostile to a pupil by interfering with the education of the pupil.

Our school is committed to a bullying, discrimination and harassment free, working, and learning environment. Bullying, discrimination and harassment adversely affect morale and productivity and interfere with students’ ability to learn. Bullying, discrimination and harassment of any person on the basis of that person’s actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Harassing behavior, including sexually harassing behavior between members of the same or opposite sex, is prohibited. Harassment of individuals who are believed to have a relationship with persons who are protected on the basis of actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Such behavior is just cause for disciplinary action.

Attachment 03 - Restorative Justice Plan

Our school will act promptly on reports, including informal reports, complaints, and grievances of bullying, discrimination, harassment/sexual harassment, or retaliation, that come to our attention. Charter school staff who witness behavior that appears to violate this policy will take prompt measures to stop the behavior and, if necessary, separate the persons involved to protect the target of harassment. Staff will also report such apparent violations to school administration.

Our school will prohibit retaliation against any person who has made a report of alleged bullying, discrimination, harassment, or sexual harassment; or against any employee or student who has testified, or assisted, or participated in the investigation of a report. Such retaliation is itself a violation of law and will lead to disciplinary or other appropriate action against the offender. Our school will provide education about bullying, harassment, sexual harassment, and intimidation to all students in manners appropriate to the students' ages and grade levels. Our school will also provide regular training to staff regarding the prevention of and proper response to harassment, sexual harassment, and intimidation of students. Such staff training shall be regularly scheduled at least every other year in the school in a manner calculated to reach all staff, with periodic updates as needed.

This policy applies to bullying, discrimination, harassment, and sexual harassment by an individual and/or any employee, or student on school property, while on school business, or at any school-sponsored event regardless of location.

Sexual Harassment

SEXUAL HARASSMENT: A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of 1972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed based on sex, by an employee or agent of the school or by a student of the school. No student shall be denied or limited to the provision of aid, benefits, services or treatment protected under Title IX.

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors, and other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature when:

- Submission is made either explicitly or implicitly a term or condition of an student's educational progress;
- Submission to, or rejection of, that conduct or communication by an individual is used as a factor in decisions affecting that student's education; or
- That conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student's education or of creating an intimidating, hostile, or offensive educational environment.

An "intimidating, hostile, or offensive educational environment" means an environment in which any unwelcome behavior with sexual connotations makes a student feel uncomfortable, humiliated, or embarrassed, or any aggressive, harassing behavior in the educational setting directed toward an individual based on his/her sex and interferes with his/her ability to perform in an educational environment.

Discrimination

Discrimination is defined as a failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. It is the unfair treatment or denial of normal privileges to persons because of their actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference.

Discrimination Based on Race

According to AB 371, "Discrimination based on race" means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic identified in subsection 1:

Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and

Attachment 03 - Restorative Justice Plan

That occurs in person, online or in any other setting including, without limitation, in a course of distance education.

In addition to any employee on campus, a pupil or parent or legal guardian of a pupil who witnesses an incident of discrimination based on race may report the incident to an administrator or his or her designee.

Pinecrest will provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential. All administrators, teachers and other personnel of Pinecrest will demonstrate appropriate and professional behavior on the premises of any school by treating other persons, including, without limitation, pupils, with civility and respect, by refusing to tolerate discrimination based on race, bullying and cyberbullying, and by taking immediate action to protect a victim or target of discrimination based on race, bullying or cyberbullying when witnessing, overhearing or being notified that discrimination based on race, bullying or cyber-bullying is occurring or has occurred.

Any teacher, administrator, coach or other staff member or pupil who tolerates or engages in an act of discrimination based on race, bullying or cyberbullying or violates a provision of NRS 388.121 to 388.1395, inclusive, and sections 4, 5 and 6 of this act regarding a response to discrimination based on race, bullying or cyberbullying against a pupil will be held accountable.

Retaliation

Forms of prohibited retaliation include, but are not limited to, adverse educational or employment actions, threats, bribes, unfair treatment or grades, continued harassment, ridicule, pranks, taunting, bullying, malicious spreading of rumors, dissemination of false information, and organized ostracism regarding the student's actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

Updated NDE Guidance Relating to Suspensions and Expulsions

Pursuant to NRS 392.467(3) a student may be immediately removed and suspended or expelled if they have been charged with a crime, regardless of the outcome of any criminal or delinquency proceedings brought against the student, only if Pinecrest:

1. Conducts its own investigation; and,
2. Gives notice to the parents.

Pursuant to NRS 392.467 a student may be expelled or removed from school without a Restorative Action Plan if the student has been charged with a crime, regardless of the outcome of the criminal proceedings. Before the expulsion or removal, the school shall give the student notice and conduct an independent investigation.

Students that violate school rules will be placed on Restorative Justice Plan in all cases except:

1. if the school has determined that a Restorative Action Plan is not practicable; or
2. the law allows for an exception to Restorative Justice.

Mandatory Discipline in NRS

Distribution of Controlled Substances

Attachment 03 - Restorative Justice Plan

Pursuant to NRS 392.466(1), any student who sells or distributes any controlled substance while on the premises of Pinecrest, at a Pinecrest activity or activity sponsored by Pinecrest, shall receive a plan of action based on restorative justice and may be disciplined as follows:

1. If the student is 5 and under they may be suspended with approval from the lead Pinecrest Administrator;
2. If the student is between the ages of 6 and 10 they may be suspended; and,
3. If the student is between the ages of 11 and 18 they may be suspended, expelled, or permanently expelled.

Battery of a School Employee

Pursuant to NRS 392.466(2) and (3), any student who commits a battery which results in bodily injury of a Pinecrest employee while at Pinecrest, at an activity of Pinecrest or sponsored by Pinecrest, shall receive a plan of action based on restorative justice and may be disciplined as follows:

1. If the student is 5 and under they may be suspended with approval from the lead Pinecrest Administrator;
2. If the student is 6 or 7, they may be suspended;
3. If the student is between the ages of 8 and 18, they may be suspended, expelled, or permanently expelled.

Although the battery of an employee does not require discipline according to NRS, the PAN Board reserves the right to suspend or expel students who commit battery against school staff or pupils. If a student repeatedly commits battery against a staff member or pupil, the Principal will bring the matter to the Board for a decision as to consequences.

Poses Continuing Danger

Pursuant to NRS 392.466(5) any student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process or who is found in possession of a dangerous weapon other than a firearm while on the premises of Pinecrest, at a Pinecrest activity or an activity sponsored by Pinecrest may be removed from Pinecrest immediately upon being given an explanation of the reasons for the removal of the student and pending proceedings, which will be conducted as soon as practicable after removal and will be disciplined in as follows:

1. If the student is 5 and under, they may be suspended with approval from the lead Pinecrest Administrator;
2. If the student is between the ages of 6 and 10, may be suspended;
3. If the student is between the ages of 11 and 18, the student may be suspended, expelled, or permanently expelled.

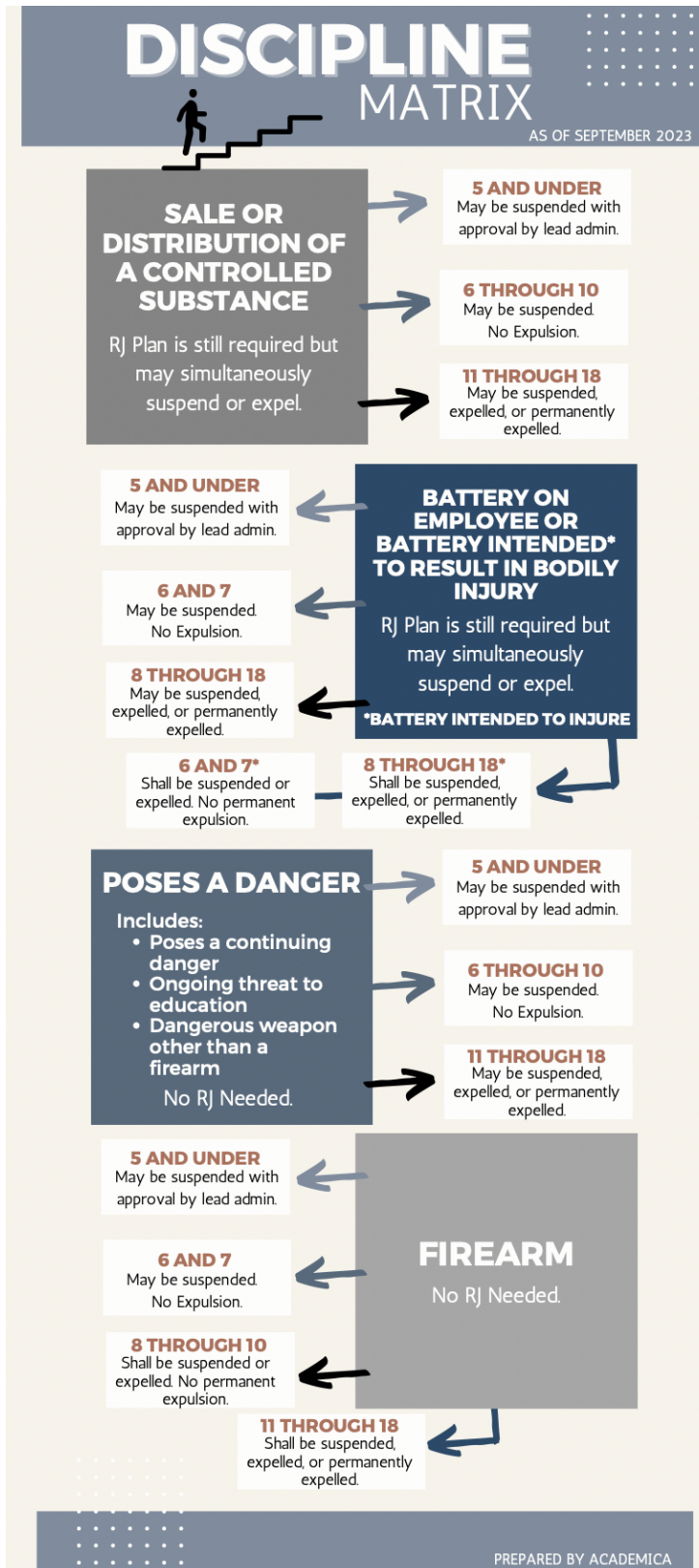
Firearm

Pursuant to NRS 392.466(6), any student who is found in possession of a firearm, while on the premises of Pinecrest, an activity of Pinecrest or an activity sponsored by Pinecrest, will be immediately removed from school and disciplined as follows:

1. If the student is 5 or under, the student may be suspended with approval from the lead Pinecrest Administrator;
2. If the student is 6 or 7, the student may be suspended;
3. If the student is between the ages of 8 and 10, the student shall be suspended or expelled;
4. If the student is between the ages of 11 and 18, the student shall be suspended, expelled, or permanently expelled.

Attachment 03 - Restorative Justice Plan

Academica Discipline Matrix



Attachment 03 - Restorative Justice Plan

Restorative Discipline Structure

For all offenses, common sense and good judgment will prevail. Pinecrest Academy students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Behavior can be generally corrected when parents and teachers work together. Continued disregard for school rules is a key factor for all progressive consequences. Restorative action is also commensurate with the severity of the offense.

Administration will make the final decision on disciplinary actions.

If the administration determines that a Restorative Action Plan would not be practicable, the following discipline measures may be imposed: RPC, Suspension, or Expulsion.

The disciplinary matrix shall only be used if:

1. A student has not followed or has violated their Restorative Action Plan
2. School administration has deemed that Restorative Justice is not practicable
3. State law does not require Restorative Justice to take place

Sample Restorative Action Plan

Pinecrest Academy of Nevada Restorative Action Plan

Student Name: _____
Date: _____
Grade: _____
Staff Name: _____

Reason for plan:

- | | |
|---|--|
| <input type="checkbox"/> Attendance Related Behaviors | <input type="checkbox"/> Bullying Behaviors |
| <input type="checkbox"/> Violation of School Rules | <input type="checkbox"/> Substance Use Behaviors |
| <input type="checkbox"/> Disruptions of Class/School Activities | <input type="checkbox"/> Threat Behaviors |
| <input type="checkbox"/> Prohibited Behaviors - General | <input type="checkbox"/> Violent Behaviors |

Goal: [Sample] Ensure the safety of all students and staff and to refrain from behaviors that disrupt the learning environment.

Action Plan

Student:

1. [Sample] _____ will be re-acclimated to the school setting by working in the Student Support Room on _____.
2. [Sample] _____ will not engage in any further acts of _____.
3. [Sample] _____ acknowledges that violation of this Restorative Action Plan will result in further disciplinary action including suspension, potential involvement of law enforcement, and/or possible recommendation for expulsion, etc.

Family:

1. [Sample] Parent attended a required parent conference where the school rules and expectations were clearly communicated to the parent and student including that violation of this Restorative Action Plan will result in further disciplinary action including suspension, potential involvement of law enforcement, and/or possible recommendation for expulsion, etc.
2. [Sample] Parent was offered resources for counseling/anger management through The Harbor emailed by the safe school professional.

School:

[Sample] _____ will check-in with the safe school professional or a dean as needed to vent out frustrations or to seek assistance. The goal of these check-ins are to build, strengthen, and restore the student's relationships with staff on campus.

Restorative Intervention Category Selected:

- | |
|--|
| <input type="checkbox"/> Restoration by Healing and Repairing Harm |
| <input type="checkbox"/> Support by Social and Emotional Learning |
| <input type="checkbox"/> Reintegration by Accountability |
| <input type="checkbox"/> Support by Community |

Restorative Intervention Details:

The following have been completed:

- [Sample] Expectations of behavior have been clearly explained
- [Sample] Student has had opportunity to reflect on their actions
- [Sample] Discussed alternative ways of handling similar situations in the future
- [Sample] Provided access to multiple staff members for supports

Student Signature Date

Parent Signature Date

Staff Signature Date

Attachment 03 - Restorative Justice Plan

Restorative Action Plan Categories

| | |
|---|---|
| <p><u>Restoration by Healing and Repairing Harm</u> Goal: Identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.</p> <p>Examples: Letter of apology, treatment agreement, mediation, restorative circles</p> | <p><u>Reintegration by Accountability</u> Goal: Set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.</p> <p>Examples: Required parent conference, behavior contract, treatment agreement, reintegration support</p> |
| <p><u>Support by Social & Emotional Learning</u> Goal: Teach self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.</p> <p>Examples: Reflection form, developing communication skills, conflict resolution skills, relaxation techniques</p> | <p><u>Support By Community</u> Goal: Build, strengthen, and restore relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.</p> <p>Examples: Referral to community supports, police involvement</p> |

Pinecrest Academy of Nevada Restorative Discipline Matrix

| Attendance Related Behaviors | | | | |
|------------------------------|---|---|---|--|
| INFRACTION | FIRST OFFENSE | SECOND OFFENSE | THIRD OFFENSE | FOURTH OFFENSE |
| Excessive Tardies | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability |
| | Student Conference / Parent Contact / RPC | RPC / Possible Change of Placement / Detention | RPC / Possible SUS | RPC / Detention / SUS |
| Truancy | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community |
| | Parent Contact / Possible Referral to SSP | Parent Contact / Truancy Contract / Detention | Parent Contact / Truancy Letter / Possible Contact With Outside Agency | Contact outside agency |
| Habitual Truancy | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | | |
| | Parent Contact / Truancy Letter / Possible Contact With Outside Agency | Contact outside agency | | |

Attachment 03 - Restorative Justice Plan

| Violation of School Rules | | | | |
|--|--|--|---|--|
| INFRACTION | FIRST OFFENSE | SECOND OFFENSE | THIRD OFFENSE | FOURTH OFFENSE |
| Disregard for School Rules | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability |
| | Student Conference / Parent Contact / Possible Change of Placement | RPC / Change of Placement | Change of Placement / Possible SUS | SUS / Possible EXP |
| Insubordination | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Restoration by Healing and Repairing Harm |
| | Possible Change of Placement / Behavior Contract / RPC | RPC hi/ SUS | SUS | |
| Disruptions of Class/School Activities | | | | |
| INFRACTION | FIRST OFFENSE | SECOND OFFENSE | THIRD OFFENSE | FOURTH OFFENSE |
| Interference with Instruction | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Support by Social and Emotional Learning | |
| | Classroom Progressive Disc. / Parent Contact / Possible Dean Involvement / RPC | Change of Placement / Behavior Contract / Parent Contact | RPC / Possible SUS | RPC / SUS |
| Disruption of School Activities (Possible Police Involvement) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / Change of placement / Possible SUS / Possible EXP | RPC / SUS / Possible EXP | SUS Pending EXP | |
| Prohibited Behaviors - General | | | | |
| INFRACTION | FIRST OFFENSE | SECOND OFFENSE | THIRD OFFENSE | FOURTH OFFENSE |
| Arson (Possible Police Involvement) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / Possible SUS / SUS Pending EXP | SUS / SUS Pending EXP | | |
| Bus/Transportation | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability | | |
| | RPC / Restriction of Privileges / Possible | RPC / Revocation of Privileges / SUS | | |

Attachment 03 - Restorative Justice Plan

| | | | | |
|---|--|--|---|--|
| | SUS | | | |
| Cheating/Plagiarism | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | |
| | RPC / Possible Redo / Possible Zero | RPC / Change of Placement / Possible Zero | RPC / Zero / Possible SUS | |
| Damage to or Destruction of Property on School Grounds (Possible Police Involvement) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | |
| | RPC / Change of Placement / Compensation / Possible SUS/ Possible EXP | RPC / Compensation / SUS / Possible EXP | Compensation / SUS Pending EXP | |
| Dress Code Violation | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability | |
| | Warning / Parent Contact / Possible Change of Placement | Parent Contact / Change of Placement | RPC / Change of Placement | RPC / Change of Placement / Detention |
| Gang Related Behavior/Activity (Possible Police Involvement) | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability | |
| | Parent Contact / RPC / Change of Placement / Possible SUS / Possible EXP | RPC / SUS / Possible EXP | SUS Pending EXP | |
| Habitual Disciplinary Problem | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community |
| | RPC / Change of Placement / Possible SUS | RPC / Possible SUS | RPC / SUS | RPC / SUS / Possible EXP |
| Impairing Health, Safety, or Welfare of Others (Possible Police Involvement) | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community |
| | Parent Contact / RPC / Change of Placement / Possible SUS / Possible EXP | RPC / Possible SUS / Possible EXP | SUS / Possible EXP | SUS Pending EXP |

Attachment 03 - Restorative Justice Plan

| | | | | |
|--|---|---|--|--|
| Inappropriate Language | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability |
| | Student Conference / Parent Contact / Possible Change of Placement / Possible Detention | Change of Placement / Detention | RPC / Possible SUS | |
| Sexual Assault (Involve Police) | Restorative Interventions Category: Reintegration by Accountability | | | |
| | SUS Pending EXP | | | |
| Sexual Misconduct/Harassment (Possible Police Involvement) | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community |
| | RPC / Change of Placement / Possible SUS / Possible EXP | RPC / Possible SUS / Possible EXP | SUS / Possible EXP | SUS Pending EXP |
| Technology Violation | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | |
| | RPC / Parent Contact / Student Conference / Possible Change of Placement / Possible Detention | RPC / Possible Change of Placement / Detention / Possible SUS | RPC / Change of Placement / Possible SUS / Possible EXP | |
| Theft/Possession of Stolen Property (Possible Police Involvement) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | |
| | RPC / Change of Placement / Compensation / Possible SUS / Possible EXP | RPC / Compensation / SUS / Possible Expulsion | SUS Pending EXP | |
| Trespassing (Possible Police Involvement) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | |
| | RPC / Behavior Contract / Possible SUS | RPC / SUS / Possible EXP | SUS Pending EXP | |
| Bullying Behaviors | | | | |
| INFRACTION | FIRST OFFENSE | SECOND OFFENSE | THIRD OFFENSE | FOURTH OFFENSE |
| Bullying | Restorative Interventions Category: Restoration by Healing and Repairing | Restorative Interventions Category: Support by Social and Emotional | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community |

Attachment 03 - Restorative Justice Plan

| | | | | |
|---|--|---|--|--|
| | Harm | Learning | | |
| | Follow SB504 Protocols RPC / Possible SUS | Follow SB504 Protocols RPC / Possible SUS | Follow SB504 Protocols SUS | Follow SB504 Protocols SUS / Possible EXP |
| Cyberbullying | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community |
| | Follow SB504 Protocols RPC / Possible SUS | Follow SB504 Protocols RPC / Possible SUS | Follow SB504 Protocols SUS | Follow SB504 Protocols SUS / Possible EXP |
| Discrimination Based on Race | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community |
| | Follow SB504 Protocols RPC / Possible SUS | Follow SB504 Protocols RPC / Possible SUS | Follow SB504 Protocols SUS | Follow SB504 Protocols SUS / Possible EXP |
| Substance Use Behaviors | | | | |
| INFRACTION | FIRST OFFENSE | SECOND OFFENSE | THIRD OFFENSE | FOURTH OFFENSE |
| Alcohol Possession/Use (Possible Police Involvement) | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | |
| | RPC / Change of Placement / Possible SUS | RPC / SUS / Possible EXP | SUS Pending EXP | |
| Drug Paraphernalia Possession | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability | |
| | Parent Contact / RPC / Change of Placement | RPC / Change of Placement | RPC / SUS | SUS Pending EXP |
| Possession/Use of Controlled Substance (Possible Police Involvement) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / Possible SUS / Possible EXP | SUS / SUS Pending EXP | SUS Pending EXP | |
| Tobacco / Nicotine Violation | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community |
| | RPC / Change of Placement | RPC / Change of Placement / Possible SUS | RPC / SUS / Possible EXP | SUS Pending EXP |
| Threat Behaviors | | | | |
| INFRACTION | FIRST OFFENSE | SECOND OFFENSE | THIRD OFFENSE | FOURTH OFFENSE |
| Threat to School (Possible Police Involvement) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |

Attachment 03 - Restorative Justice Plan

| | | | | |
|--|---|--|--|--|
| | RPC / Change of Placement / Possible SUS / Possible EXP | RPC / SUS Pending EXP | | |
| Threat to Staff (Possible Police Involvement) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / Change of Placement / Possible SUS / Possible EXP | RPC / SUS Pending EXP | | |
| Threat to Student (Possible Police Involvement) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | |
| | RPC / Behavior Contract / Possible SUS / Possible EXP | RPC / SUS / Possible EXP | RPC / SUS Pending EXP | |

Violent Behaviors

| INFRACTION | FIRST OFFENSE | SECOND OFFENSE | THIRD OFFENSE | FOURTH OFFENSE |
|---|---|--|--------------------|-----------------|
| Violence/Harm to Staff (Possible Police Involvement) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / SUS / Possible EXP | RPC / SUS Pending EXP | | |
| Violence/Harm to Student (Possible Police Involvement) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / Change of Placement / SUS / Possible EXP | RPC / Possible SUS / Possible EXP | SUS / Possible EXP | SUS Pending EXP |

Weapons Involved Behaviors

| INFRACTION | FIRST OFFENSE | SECOND OFFENSE | THIRD OFFENSE | FOURTH OFFENSE |
|--|---|----------------|---------------|----------------|
| Possession/Use of a Weapon (Involve Police) | Restorative Interventions Category: Reintegration by Accountability | | | |
| | SUS Pending EXP | | | |

NRS Statutes Relating to Discipline & Definitions

For additional guidance regarding the above infractions please see the [Nevada Department of Education's Standardized Definitions for Student Discipline Offenses and Sanctions](#).

Suspension/Expulsion Appeal Process

If a student receives a suspension, the student/student's parents may appeal the suspension. In order to do so, they must notify the administration in writing within 24 hours of being notified of the suspension. Pursuant to NRS 388A.495, when a student is suspended or expelled, the parent must be given notice of the charges, an explanation of the evidence and given an opportunity for a hearing. Parents have 5 school days to file an appeal to the principal of the school, and a hearing must be scheduled within 5 school days of the appeal.

Attachment 03 - Restorative Justice Plan

Between the original suspension and the appeal meeting, the student will be placed in an In-School Intervention pending the results of the appeal. An appeal may result in an increased or decreased suspension. If the suspension is not upheld on appeal, the appeal administrator may implement a lesser form of discipline. If the suspension is upheld, any time spent in In-School Intervention between the original suspension and the appeal meeting will be counted as part of the suspension. The decision of the appeal administrator is final.

Expulsion Appeal Process

If the Committee determines a student will be expelled, the Committee will contact the student/student's guardian(s) within 24 hours of the hearing with its decision. If the student/student's guardian(s) disagree with the committee's decision, they may appeal to the Board of Directors of Pinecrest Academy of Nevada by contacting Lora Flitton.

Email: lora.flitton@pinecrestnv.org Phone: (702) 462-9700 ext. 1009

At the Appeals Hearing, the Board of Directors will consider all evidence, including evidence from the investigation, witness statements, live testimony, etc. The decision by the Board of Directors will be final. If the hearing is waived or the Board of Directors confirms the decision to expel, according to NRS 392.466(3), a parent/guardian must know they may:

- a. Enroll their child in a private school pursuant to chapter 394 of NRS or homeschool their child; or
- b. Enroll their child in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program.

Parent(s)/Guardian(s) may also enroll their child in the zoned school. The zoned school has the choice of whether to enroll the student or not as a student expelled from public school.

Level of Board Involvement

- Expulsions will be reviewed by a panel consisting of at least 3 Pinecrest Principals or their designees.
- Appeals to an expulsion require Board review of circumstances and determination that action is in compliance with IDEA.
- Board action required to approve if the school requests an exception to permanently expel a Special Education student under age 11.

Discipline Limits for Special Education Students

- 11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).
- Age 11+ limit for all four categories of misconduct (no exception for possession of a firearm or dangerous weapon).
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

Suspension or Expulsion

- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the district Board of Trustees has reviewed the circumstances and determined that the action is in

Attachment 03 - Restorative Justice Plan

compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.

- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the district Board of Trustees (NRS 392.466.9, NRS 392.467.1)

The Restorative Discipline plan is subject to change based on guidance from the Nevada Department of Education and adoption by the Pinecrest Board of Directors.

Attachment 04 - Budget Narrative

Pinecrest Academy of Nevada Budget Narrative

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

Revenue

Per-Pupil Revenue:

Pinecrest Academy’s updated budget includes a per-pupil revenue assumption of \$8,966 for the current 2023-24 fiscal year of operation. The revenue assumption of \$8,966 was based on the adjusted per pupil funding amount for Clark County shown in Section 5 of Senate Bill No. 503.

5. For each charter school or university school for profoundly gifted pupils, the statewide base per pupil funding amount for each pupil enrolled full-time in a program of distance education provided by such a school in Fiscal Year 2023-2024 is \$8,966. For each charter school or university school for profoundly gifted pupils which provides in-person instruction in each of the respective counties, the adjusted base per pupil funding amount for Fiscal Year 2023-2024, before application of the appropriate attendance area adjustment, is:

| | |
|-------------|---------|
| Carson City | \$8,966 |
| Churchill | \$8,966 |
| Clark | \$8,966 |
| Douglas | \$8,966 |
| Elko | \$8,966 |
| Esmeralda | \$8,966 |
| Eureka | \$8,966 |
| Humboldt | \$8,966 |
| Lander | \$8,966 |
| Lincoln | \$8,966 |
| Lyon | \$8,966 |
| Mineral | \$8,966 |
| Nye | \$8,966 |
| Pershing | \$8,966 |
| Storey | \$8,966 |
| Washoe | \$8,966 |
| White Pine | \$8,966 |

National School Lunch Program (NSLP):

The budget for Pinecrest Academy of Nevada includes an assumptive NSLP reimbursement rate of \$4.33 per student for 180 school days. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day. Pinecrest Academy of Nevada has an average free-reduced lunch (FRL) student population amongst all campuses of roughly 31%.

Special Education Funding (Part B):

Anticipated \$1,270 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year.

Attachment 04 - Budget Narrative

SPED Discretionary Unit:

Anticipated \$3,040 per SPED student – Revenue is budgeted based upon prior year SPED counts. Limited funding during the first year of operation.

Local SPED:

Anticipated \$1,500 per SPED student – Revenue is budgeted based on amounts given by the state.

English Language Learner (ELL) Weight:

Anticipated \$4,034 per ELL student – Revenue is budgeted based upon prior year ELL counts. ELL per pupil funding amount is obtained by utilizing the 23-24 statewide base of \$8,966 multiplied by the ELL weight multiplier of 0.45 (figures located in SB503).

Gifted and Talented Education (GATE):

Anticipated \$1,075 per GATE student – Revenue is budgeted based upon prior year GATE counts. GATE per pupil funding amount is obtained by utilizing the 23-24 statewide base of \$8,966 multiplied by the at-risk weight multiplier of 0.12 (figures located in SB503).

At-Risk Weight:

Anticipated \$3,138 per at-risk student – Revenue is budgeted based upon prior year at-risk counts. At-risk per pupil funding amount is obtained by utilizing the 23-24 statewide base of \$8,966 multiplied by the at-risk weight multiplier of 0.35 (figures located in SB503).

Expenses

Expense Categories:

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

Attachment 04 - Budget Narrative

Personnel:

Approx. 39.11% of the budget (Year 1 – Year 6)

In the 23-24 school year, Pinecrest Academy of Nevada will have a total staff of 611.33, including 380.50 teachers and 230.83 administrative & support staff with a total enrollment of 7,858 students. By the 28-29 school year, Pinecrest Academy of Nevada is estimated to expand to a total staff of 650.33 and a total student enrollment of 8,866; adding throughout the years the necessary staff to effectively manage the actual/projected student enrollment increases. Below are the actual and anticipated staffing positions of the Pinecrest Academy of Nevada system, including the average salary of each position:

Principal - \$130,000/year – *Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*

Assistant Principal - \$90,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

Counselor - \$80,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

Curriculum Coach - \$80,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

ELL Coordinator - \$70,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.*

Classroom Teachers (Core) - \$60,000/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Classroom Teachers (Special) - \$60,000/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Special Ed. Teachers - \$60,000/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*

Speech Pathologist - \$75,000/year – *Diagnose and treat students with a wide range of vocal and cognitive communication impairments, helping with the emotional issues that come with that, tracking student progress to ensure academic goals are met.*

School Psychologist - \$75,000/year – *Work with students individually or in groups to help deal with various behavioral issues, learning difficulties, emotional problems, and any other concerns the schools may have.*

School Nurse - \$70,000/year – *Supports all students by providing health care services through assessments and interventions addressing physical, mental, emotional, and social health needs.*

Office Manager - \$50,000/year – *Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.*

Registrar - \$45,000/year – *Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.*

Attachment 04 - Budget Narrative

Teacher Assistants - \$19.00/hour – Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.

Clinic Aide - \$19.00/hour – Renders basic first aid to students and performs health-related records/data file management duties.

Receptionist - \$19.00/hour – Greet visitors, parents, and students, while facilitating communication within the school and assuring records and schedules are kept up to date.

Campus Monitor/Custodian - \$19.00/hour – Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.

Cafeteria Manager - \$19.00/hour – Responsible for planning, managing, and supervising a small food service facility (cafeteria).

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

| Teaching Staff | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|------------------------------------|----------------|---------------|---------------|---------------|---------------|---------------|
| Classroom Teachers | 281.00 | 288.00 | 293.00 | 301.00 | 306.00 | 309.00 |
| SPED Teachers | 41.00 | 41.00 | 41.00 | 41.00 | 41.00 | 42.00 |
| Art Teacher | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 |
| Music | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 |
| PE Teacher | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 |
| Technology (STEM) | 7.00 | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 |
| Spanish / Language | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 |
| Additional Elective Teachers | 13.00 | 12.00 | 12.00 | 13.00 | 13.00 | 13.00 |
| Gate Teacher | 6.50 | 6.50 | 6.50 | 6.50 | 6.50 | 6.50 |
| Total Teaching Staff | 380.50 | 388.50 | 393.50 | 402.50 | 407.50 | 411.50 |
| Admin & Support | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Principal | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 |
| Assistant Principal | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 |
| ELL Coordinator | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Dean | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 |
| Curriculum Coach | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 |
| School Counselor | 7.00 | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| Social Worker/ Mental Health | - | - | - | - | - | - |
| Office Manager/Banker | 10.00 | 10.00 | 10.00 | 10.00 | 10.00 | 10.00 |
| Registrar | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 |
| Clinic Aide/ FASA | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| Receptionist | 16.00 | 16.00 | 16.00 | 16.00 | 16.00 | 16.00 |
| Teacher Assistants (SPED Included) | 83.00 | 84.50 | 84.50 | 85.50 | 86.50 | 87.50 |
| Campus Monitor/Custodian | 24.00 | 24.00 | 24.00 | 24.00 | 24.00 | 24.00 |
| Cafeteria Manager | 8.00 | 8.50 | 8.50 | 8.50 | 8.50 | 8.50 |
| Parent Engagement Corrdinator | - | - | - | - | - | - |
| SPED Facilitator | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Speech Pathologist | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| School Psychologist | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| OT | 0.83 | 0.83 | 0.83 | 0.83 | 0.83 | 0.83 |
| School Nurse | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| On Campus Sub | 10.00 | 11.00 | 11.00 | 11.00 | 11.00 | 11.00 |
| Other: IT | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Total Admin & Support | 230.830 | 235.8 | 235.8 | 236.8 | 237.8 | 238.8 |

*All salaries are anticipated to increase by 1.50% each year
Additional staff positions will be added in the following years based upon the growth of these charter schools.*

Attachment 04 - Budget Narrative

a. Pinecrest Academy of Nevada – Cadence – Personnel Breakdown

| Teaching Staff | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Classroom Teachers | 79.00 | 80.00 | 82.00 | 85.00 | 86.00 | 86.00 |
| SPED Teachers | 13.00 | 13.00 | 13.00 | 13.00 | 13.00 | 13.00 |
| Art Teacher | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Music | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| PE Teacher | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Technology (STEM) | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Spanish / Language | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Additional Elective Teachers | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Gate Teacher | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Total Teaching Staff | 107.00 | 109.00 | 111.00 | 114.00 | 115.00 | 115.00 |
| Admin & Support | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Principal | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Assistant Principal | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |
| ELL Coordinator | - | - | - | - | - | - |
| Dean | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Curriculum Coach | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| School Counselor | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Social Worker/ Mental Health | - | - | - | - | - | - |
| Office Manager/Banker | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Registrar | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Clinic Aide/ FASA | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Receptionist | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |
| Teacher Assistants (SPED Included) | 26.00 | 27.00 | 27.00 | 27.00 | 27.00 | 27.00 |
| Campus Monitor/Custodian | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 |
| Cafeteria Manager | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Parent Engagement Corrdinator | - | - | - | - | - | - |
| SPED Facilitator | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Speech Pathologist | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| School Psychologist | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| OT | - | - | - | - | - | - |
| School Nurse | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| On Campus Sub | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Other: IT | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Total Admin & Support | 70.0 | 72.0 | 72.0 | 72.0 | 72.0 | 72.0 |

b. Pinecrest Academy of Nevada – Sloan – Personnel Breakdown

| Teaching Staff | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Classroom Teachers | 78.00 | 80.00 | 80.00 | 81.00 | 82.00 | 82.00 |
| SPED Teachers | 12.00 | 12.00 | 12.00 | 12.00 | 12.00 | 12.00 |
| Art Teacher | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Music | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| PE Teacher | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Technology (STEM) | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Spanish / Language | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Additional Elective Teachers | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Gate Teacher | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Total Teaching Staff | 107.00 | 108.00 | 108.00 | 109.00 | 110.00 | 110.00 |
| Admin & Support | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Principal | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Assistant Principal | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| ELL Coordinator | - | - | - | - | - | - |
| Dean | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Curriculum Coach | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| School Counselor | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Social Worker/ Mental Health | - | - | - | - | - | - |
| Office Manager/Banker | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Registrar | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Clinic Aide/ FASA | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Receptionist | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Teacher Assistants (SPED Included) | 19.00 | 20.00 | 20.00 | 20.00 | 20.00 | 20.00 |
| Campus Monitor/Custodian | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| Cafeteria Manager | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Parent Engagement Corrdinator | - | - | - | - | - | - |
| SPED Facilitator | - | - | - | - | - | - |
| Speech Pathologist | - | - | - | - | - | - |
| School Psychologist | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| OT | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 |
| School Nurse | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| On Campus Sub | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Other: IT | 1.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Total Admin & Support | 57.5 | 60.5 | 60.5 | 60.5 | 60.5 | 60.5 |

Attachment 04 - Budget Narrative

Benefits:

Approx. 20.11% of the budget (Year 1 – Year 6)

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

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

These expenses are figured at approximately 47.75% of salaries in the 23-24 school year, increasing incrementally each subsequent year thereafter.

Payroll Services:

Approx. 0.21% of the budget (Year 1 – Year 6)

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$22 per employee per month to process payroll, bringing us to an annual total cost of \$260 per employee. Includes a cushion for potential overages.

Contractual:

Approx. 5.21% of the budget (Year 1 – Year 6)

Academica Nevada Management Fee – \$495 per student – Academica Nevada is an Educational Management Service Provider whose services to Pinecrest include, and are not limited to, the following:

- Identification, design, and procurement of facilities and equipment
- Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting, and financial forecasting

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

- 50% of the 1.00% Pinecrest Academy, Inc. Affiliation Fee goes back to the schools for Professional Development.

Contracted Services:

Approx. 3.08% of the budget (Year 1 – Year 6)

Special Education Contracted Services – Anticipated expense of roughly \$225 per student throughout all campuses on average, increasing incrementally as SPED student enrollment increases. Pinecrest Academy of Nevada assumes a 10% special education student population based on prior year counts. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing,

Attachment 04 - Budget Narrative

and psychological services. The budgeted expenses are based on actual expenses of charter schools Academica Nevada works closely with.

Data Analyst Contracted Services – Projected \$128,725 in 23-24 for the Pinecrest system, increasing incrementally each year thereafter. The Pinecrest Data Analyst maintains accurate data files of student achievement and works with site-based staff to interpret the data and plan for improved instructions.

Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual's student performance and school improvement.
- Develop and maintain historical student and school data files to monitor track performance.
- Interpret and review assessment data with administrators and teachers; support the planning of action steps.
- Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.
- Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

Substitute Teachers - \$185/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.* (11 days per teacher) Pinecrest contracts with a Troop for substitute teachers. The substitute teacher services provided, which include educational staffing and placement needs, are conservatively priced at \$185 per day, for 11 days per teacher.

Equipment:

Approx. 0.57% of the budget (Year 1 – Year 6)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows Pinecrest Academy of Nevada to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The leases include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. Pinecrest Academy of Nevada budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. The budget includes actual/projected FFE cost over the next few years up until the 28-29 school year, including the total equipment cost and lease payments each year.

Copier/Printing – Anticipated copier lease at a rate of roughly \$350,500 annually for the Pinecrest Academy of Nevada system. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

Supplies:

Approx. 4.28% of the budget (Year 1 – Year 6)

Consumables – \$200 per student – this includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$25 per student – utilized by administrative staff.

Classroom Supplies – \$40 per student – utilized by teaching staff.

Copier Supplies – \$15 per student

Attachment 04 - Budget Narrative

Nursing Supplies – \$8 per student

SPED Supplies – \$150 per SPED student– utilized by SPED teaching staff.

Custodial Supplies - \$42 per student.

Athletics – Pinecrest Academy of Nevada has budgeted \$200,000 as a network for Athletics for the 23-24 school year. Most of the budgeted amount goes towards both K-12 campuses, incrementally increasing each year as student enrollment increases.

Insurance:

Approx. 0.51% of the budget (Year 1 – Year 6)

Facility/School Insurance - \$421,390 in 23-24 for the Pinecrest Academy of Nevada system - based upon the current yearly figures being paid as part of the Pinecrest Academy of Nevada insurance bundle. Increasing by 5.00-10.00% each subsequent year thereafter

Facility:

Approx. 14.05% of the budget (Year 1 – Year 6)

Scheduled Bond Payment – All physical campuses in the Pinecrest Academy of Nevada network were purchased by the issuance of bonds aside from Pinecrest Springs. The amounts budgeted are based on the lease agreements of these bonds. Refer to Attachment 04 (Network Budget) for the actual amounts each year contained in the bond lease agreements. No facility expenses for the proposed virtual school.

Scheduled Lease Payment –Pinecrest Springs is the only physical campus in the Pinecrest Network that has not been purchased with a bond. The amounts budgeted are based on the Pinecrest Springs lease agreement. Refer to Attachment 04 (School Budget - Springs) for the actual amounts each year contained in the lease agreements. No facility expenses for the virtual school.

Public Utilities (electricity, gas, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. Pinecrest is budgeting, roughly \$1,349,950 in the 23-24 school year for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$934,070 annual expense in the 23-24 school year (rates at which other charter schools working with Academica Nevada pay), includes a cushion for any major/miscellaneous janitorial expenses. Contracted janitorial for daily/weekly cleaning of the campus.

Facility Maintenance – Facility repairs, maintenance, capital outlay assumption of \$1,532,369 in the 23-24 school year, dependent on facility usage. More recent years will include major projects anticipated, decreasing in the later years as the major projects are not foreseen.

Lawn Care – Assumption of roughly \$120,000 annual expense in 23-24 for basic lawn care maintenance. Based on current facility costs. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – basic AC Maintenance & Repair assumption of roughly \$167,753 annual expense in 23-24, increasing as student enrollment increases and to account for general AC wear and tear.

Attachment 04 - Budget Narrative

National School Lunch Program (NSLP):

Approx. 2.53% of the budget (Year 1 – Year 6)

Pinecrest Academy of Nevada projects roughly 31% of the student population of the proposed campus will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail in the subsection above. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school will seek to contract with a Vendor to prepare specified meals under the National School Lunch Program (NSLP). The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes an expense rate of \$3.75 per student for 180 school days.

Travel:

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

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

Accounting, Audit, and Legal Fees:

Approx. 0.20% of the budget (Year 1 – Year 6)

Audit/Accounting – Roughly \$107,500 per year or the Pinecrest System – includes an annual audit expense and expenses associated with accounting. Based upon previous audits performed for Pinecrest Academy of Nevada and the rates of other charter schools working closely with Academica Nevada. Incrementally increasing each year.

Legal Fees - \$56,000 per year – based upon actual expenses and the expenses of other charter schools working with Academica Nevada.

Technology:

Approx. 0.87% of the budget (Year 1 – Year 6)

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology-related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$4.00 per month per student is necessary to ensure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$48.00 per year per student).

Intellatek IT Set-up Fees - Intellatek's initial start-up fee is dependent on how much new equipment is acquired by a school and/or if a school is opening for the first time. The initial start-up fee can be as high as \$40,000 per year and as low as \$5,000 per year. The budget reflects this wide variance and takes into consideration how much new equipment each school is anticipated to need each year, and whether it's the school's first year of operation.

Infinite Campus - \$2.5 per student plus \$1,500 per campus recurring expense each year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$5,500 per year per campus – Amount allocated for website upkeep and maintenance.

Attachment 04 - Budget Narrative

Telephone & Internet – annual contract expense of roughly \$164,662 for Pinecrest Academy of Nevada in the 23-24 school year (includes anticipated e-rate discount), with an estimated 5.00% contract increase each subsequent year thereafter. Based on current contract in place at Pinecrest Academy of Nevada.

Other:

Approx. 9.26% of the budget (Year 1 – Year 6)

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

Tuition Reimbursement – \$12,000 per campus in 23-24 – Employee benefits in which the school pays all, or a portion, of an employee’s tuition for coursework and/or training.

Dues and Fees - Assumption of roughly \$13,000 annually per campus, increasing incrementally each year.

Postage - Estimate of \$1,250 per campus per year, based upon prior year usage; incrementally increasing as student enrollment increases.

Background and Fingerprinting - \$60 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$80,500 per year per campus, for miscellaneous expenses that may arise throughout the year.

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

Contingencies – 1.00-5.00% of per-pupil funding each year – Budget contingencies included in case projected enrollment is lower than anticipated.

Attachment 05.1 - School Budget (Cadence)

| Pinecrest Academy of Nevada - Cadence | | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|--|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Statewide Base (w/ District Adj) | | 8,966 | 9,414 | 9,555 | 9,700 | 9,850 | 9,998 |
| Total Students (FTEs) | | 2,244 | 2,338 | 2,440 | 2,515 | 2,546 | 2,546 |
| Kinder | | 120 | 122 | 125 | 125 | 125 | 125 |
| 1st Grade | | 125 | 128 | 130 | 130 | 130 | 130 |
| 2nd Grade | | 132 | 132 | 135 | 135 | 135 | 135 |
| 3rd Grade | | 131 | 131 | 135 | 135 | 135 | 135 |
| 4th Grade | | 135 | 135 | 140 | 140 | 140 | 140 |
| 5th Grade | | 135 | 138 | 145 | 145 | 145 | 145 |
| 6th Grade | | 245 | 245 | 248 | 248 | 248 | 248 |
| 7th Grade | | 240 | 242 | 248 | 248 | 248 | 248 |
| 8th Grade | | 240 | 240 | 248 | 248 | 248 | 248 |
| 9th Grade | | 217 | 235 | 248 | 248 | 248 | 248 |
| 10th Grade | | 210 | 215 | 248 | 248 | 248 | 248 |
| 11th Grade | | 174 | 205 | 217 | 248 | 248 | 248 |
| 12th Grade | | 140 | 170 | 173 | 217 | 248 | 248 |
| Total Students (FTEs) | | 2,244 | 2,338 | 2,440 | 2,515 | 2,546 | 2,546 |
| Prior Year Numbers | | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| SPED Count | | 291 | 278 | 290 | 299 | 303 | 303 |
| EL Count | | 47 | 42 | 44 | 45 | 46 | 46 |
| GATE Count | | 32 | 64 | 67 | 69 | 70 | 70 |
| FRL % | | 32% | 32% | 32% | 32% | 32% | 32% |
| At-Risk (FRL) Count | | 555 | 152 | 152 | 152 | 152 | 152 |
| Teaching Staff | | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Classroom Teachers | | 79.00 | 80.00 | 82.00 | 85.00 | 86.00 | 86.00 |
| SPED Teachers | | 13.00 | 13.00 | 13.00 | 13.00 | 13.00 | 13.00 |
| Art Teacher | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Music | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| PE Teacher | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Technology (STEM) | | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Spanish / Language | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Additional Elective Teachers | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Gate Teacher | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Total Teaching Staff | | 107.00 | 109.00 | 111.00 | 114.00 | 115.00 | 115.00 |
| Admin & Support | | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Principal | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Assistant Principal | | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |
| ELL Coordinator | | - | - | - | - | - | - |
| Dean | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Curriculum Coach | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| School Counselor | | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Social Worker/ Mental Health | | - | - | - | - | - | - |
| Office Manager/Banker | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Registrar | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Clinic Aide/ FASA | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Receptionist | | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |
| Teacher Assistants (SPED Included) | | 26.00 | 27.00 | 27.00 | 27.00 | 27.00 | 27.00 |
| Campus Monitor/Custodian | | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 |
| Cafeteria Manager | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Parent Engagement Corrdinator | | - | - | - | - | - | - |
| SPED Facilitator | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Speech Pathologist | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| School Psychologist | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| OT | | - | - | - | - | - | - |
| School Nurse | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| On Campus Sub | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Other: IT | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Total Admin & Support | | 70.0 | 72.0 | 72.0 | 72.0 | 72.0 | 72.0 |
| Total # Teachers | | 107.00 | 109.00 | 111.00 | 114.00 | 115.00 | 115.00 |
| Total # Admin & Support | | 70.00 | 72.00 | 72.00 | 72.00 | 72.00 | 72.00 |
| Total Staff | | 177.00 | 181.00 | 183.00 | 186.00 | 187.00 | 187.00 |
| Total Salaries & Benefits as % of Expenses | | 60.7% | 60.6% | 60.5% | 61.1% | 61.3% | 61.5% |
| Instruction Salaries as % of Total Salaries | | 72.7% | 72.2% | 72.6% | 73.1% | 73.3% | 73.3% |
| Admin & Support Salaries as % of Total Salaries | | 22.8% | 23.4% | 23.1% | 22.6% | 22.5% | 22.5% |
| Rent as % of Revenue | | 9.9% | 9.3% | 8.9% | 8.5% | 8.3% | 8.2% |

Attachment 05.1 - School Budget (Cadence)

| REVENUE | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| State Revenue | | | | | | |
| State Base Budget Revenue | 20,299,024 | 22,009,932 | 23,314,200 | 24,395,500 | 25,078,100 | 25,454,908 |
| ELL Weight | 189,598 | 177,912 | 185,674 | 191,381 | 193,740 | 193,740 |
| Gifted and Talented Education (GATE) | 34,400 | 72,256 | 75,408 | 77,726 | 78,684 | 78,684 |
| At-Risk Weight | 318,500 | 500,688 | 500,688 | 500,688 | 500,688 | 500,688 |
| Local SPED | 450,210 | 450,210 | 450,210 | 450,210 | 450,210 | 450,210 |
| SPED Discretionary Unit | 1,117,440 | 1,067,520 | 1,102,488 | 1,136,376 | 1,150,383 | 1,150,383 |
| Total State Revenues | 22,409,172 | 24,278,518 | 25,628,668 | 26,751,881 | 27,451,805 | 27,828,613 |
| Federal Revenue | | | | | | |
| SPED Funding (Part B) | 377,815 | 377,815 | 319,141 | 328,951 | 333,005 | 333,005 |
| National School Lunch Program (NSLP) - Breakfast | - | - | - | - | - | - |
| National School Lunch Program (NSLP) - Lunch | 1,066,874 | 820,007 | 855,781 | 882,086 | 892,959 | 892,959 |
| Title I | - | - | - | - | - | - |
| Title II | - | - | - | - | - | - |
| Title III | - | - | - | - | - | - |
| Title IV | - | - | - | - | - | - |
| Other: | - | - | - | - | - | - |
| Total Federal Revenues | 1,444,689 | 1,197,822 | 1,174,922 | 1,211,037 | 1,225,964 | 1,225,964 |
| Other Revenue | | | | | | |
| Interest Income | - | - | - | - | - | - |
| SGF | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 |
| Donation(s) | - | - | - | - | - | - |
| Earnings on Investments | 178,620 | 125,000 | 125,000 | 125,000 | 125,000 | 125,000 |
| Total Other Revenues | 1,428,620 | 1,375,000 | 1,375,000 | 1,375,000 | 1,375,000 | 1,375,000 |
| Total Revenues (consolidated) | 25,282,481 | 26,851,340 | 28,178,590 | 29,337,917 | 30,052,769 | 30,429,577 |
| Other Sources of Funds | | | | | | |
| Use of Beginning Fund Balances | - | - | - | - | - | - |
| Borrowings | - | - | - | - | - | - |
| Project Funds | 120,000 | 150,000 | - | - | - | - |
| Total Other Sources of Funds | 120,000 | 150,000 | - | - | - | - |
| EXPENSES | | | | | | |
| Personnel Costs - Unrestricted Salaries | | | | | | |
| Principal | 138,000 | 163,770 | 166,227 | 168,720 | 171,251 | 173,820 |
| Assistant Principal(s) | 532,800 | 573,504 | 582,107 | 590,838 | 599,701 | 608,696 |
| ELL Coordinator | - | - | - | - | - | - |
| Dean | 234,000 | 241,020 | 244,635 | 248,305 | 252,029 | 255,810 |
| Curriculum Coach | 156,000 | 160,680 | 163,090 | 165,537 | 168,020 | 170,540 |
| School Counselor | 234,000 | 321,360 | 326,180 | 331,073 | 336,039 | 341,080 |
| Social Worker / Mental Health | 66,000 | 67,980 | 69,000 | 70,035 | 71,085 | 72,151 |
| Teachers Salaries | 5,719,500 | 6,032,500 | 6,256,500 | 6,550,000 | 6,716,500 | 6,817,500 |
| SPED Teachers | 799,500 | 825,500 | 838,500 | 851,500 | 864,500 | 877,500 |
| Office Manager/ Registrar / Banker | 240,000 | 247,200 | 250,908 | 254,672 | 258,492 | 262,369 |
| Secretary & FASA | 243,200 | 255,360 | 258,400 | 261,440 | 264,480 | 267,520 |
| Instructional Aide(s) | 724,320 | 790,474 | 799,884 | 809,294 | 818,705 | 828,115 |
| Campus Monitors/Plant Operator | 342,239 | 357,479 | 361,766 | 366,067 | 370,382 | 374,711 |
| Cafeteria Manager | 90,720 | 95,040 | 96,120 | 97,200 | 98,280 | 99,360 |
| Total Unrestricted Salaries | 9,520,279 | 10,131,867 | 10,413,317 | 10,764,680 | 10,989,463 | 11,149,172 |
| Personnel Costs - Restricted Salaries | | | | | | |
| SPED Facilitator | 90,000 | 92,700 | 94,091 | 95,502 | 96,934 | 98,388 |
| Speech Pathologist | 62,000 | 63,860 | 64,818 | 65,790 | 66,777 | 67,779 |
| School Psychologist | 96,000 | 98,880 | 100,363 | 101,869 | 103,397 | 104,948 |
| OT | - | - | - | - | - | - |
| School Nurse | 73,200 | 75,396 | 76,527 | 77,675 | 78,840 | 80,023 |
| GATE Teacher | 62,000 | 63,860 | 64,818 | 65,790 | 66,777 | 67,779 |
| IT | 55,000 | 56,650 | 57,500 | 58,362 | 59,238 | 60,126 |
| On Campus Sub | 91,800 | 94,500 | 94,500 | 94,500 | 94,500 | 94,500 |
| Total Restricted Salaries | 530,000 | 545,846 | 552,616 | 559,488 | 566,463 | 573,542 |
| Total Salaries and Wages | 10,050,279 | 10,677,713 | 10,965,933 | 11,324,168 | 11,555,926 | 11,722,715 |
| PERS - 33.5% | 3,366,843 | 3,577,034 | 3,673,588 | 3,793,596 | 3,871,235 | 3,927,109 |
| Insurances/Employment Taxes/Other Benefits | 1,428,534 | 1,559,436 | 1,644,890 | 1,726,936 | 1,791,169 | 1,846,328 |
| Retention | 174,933 | 189,339 | 191,517 | 194,784 | 195,873 | 195,873 |
| Holiday | 30,300 | 32,400 | 32,700 | 33,150 | 33,300 | 33,300 |
| Stipend | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 |
| Additional Bonuses | - | - | - | - | - | - |
| Tuition Reimbursements | 20,000 | 15,000 | 15,000 | 15,000 | 15,000 | 15,000 |
| Subst. Teachers (11 days/Teacher) | 125,945 | 133,310 | 137,490 | 143,760 | 145,850 | 145,850 |
| Total Benefits and Related | 5,149,055 | 5,509,018 | 5,697,684 | 5,909,725 | 6,054,926 | 6,165,959 |
| Total Payroll / Benefits and Related | 15,199,334 | 16,186,731 | 16,663,617 | 17,233,894 | 17,610,852 | 17,888,674 |

Attachment 05.1 - School Budget (Cadence)

| Material Equipment and Supplies | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Consumables | 448,800 | 490,980 | 512,400 | 528,150 | 534,660 | 534,660 |
| Dual Enrollment - Student Fees/Textbooks | 175,000 | 175,000 | 175,000 | 175,000 | 175,000 | 175,000 |
| Cash instead of Zion Lease - Curriculum/Tech/Furniture | 162,500 | 140,000 | 140,000 | 140,000 | 140,000 | 140,000 |
| Office Supplies | 59,600 | 61,950 | 64,500 | 66,375 | 67,150 | 67,150 |
| Classroom Supplies | 89,760 | 93,520 | 97,600 | 100,600 | 101,840 | 101,840 |
| Copier Supplies | 33,660 | 35,070 | 36,600 | 37,725 | 38,190 | 38,190 |
| Nursing Supplies | 17,952 | 18,704 | 19,520 | 20,120 | 20,368 | 20,368 |
| SPED Supplies | 43,650 | 41,700 | 43,519 | 44,857 | 45,410 | 45,410 |
| Athletics/Extra | 100,000 | 100,000 | 100,000 | 100,000 | 100,000 | 100,000 |
| Custodial Supplies | 94,248 | 105,210 | 109,800 | 113,175 | 114,570 | 114,570 |
| Total Materials Equipment and Supplies | 1,225,170 | 1,262,134 | 1,298,939 | 1,326,002 | 1,337,188 | 1,337,188 |
| Purchased Services | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Contracted Services: Other Professional Services | 33,900 | 35,000 | 36,750 | 38,588 | 40,517 | 42,543 |
| Contracted Services: SPED | 325,380 | 327,320 | 341,600 | 352,100 | 356,440 | 356,440 |
| Contracted Services: AVE Credits | - | - | - | - | - | - |
| Contracted Services: Admin Fee to Cadence | - | - | - | - | - | - |
| Management Fee (Academica Nevada) | 1,110,780 | 1,157,310 | 1,207,800 | 1,244,925 | 1,260,270 | 1,260,270 |
| Payroll Services | 44,500 | 57,000 | 59,850 | 62,843 | 65,985 | 69,284 |
| Audit/Tax | 18,500 | 20,500 | 21,525 | 22,601 | 23,731 | 24,918 |
| Legal Fees | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 |
| IT Services | 108,432 | 112,944 | 117,840 | 121,440 | 122,928 | 122,928 |
| IT Set-up Fees | 32,500 | 32,500 | 32,500 | 32,500 | 32,500 | 32,500 |
| State Administrative Fee | 253,738 | 275,124 | 291,428 | 304,944 | 313,476 | 318,186 |
| Affiliation Fee - Inc. | 101,495 | 110,050 | 116,571 | 121,978 | 125,391 | 127,275 |
| Affiliation Fee - Professional Development | 101,495 | 110,050 | 116,571 | 121,978 | 125,391 | 127,275 |
| Professional Development | - | - | - | - | - | - |
| Total Purchased Services | 2,142,720 | 2,249,797 | 2,354,435 | 2,435,895 | 2,478,628 | 2,493,618 |
| General Operations | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Telephone | 9,000 | 6,600 | 6,930 | 7,277 | 7,640 | 8,022 |
| Internet | 36,096 | 15,600 | 16,380 | 17,199 | 18,059 | 18,962 |
| Cell Phones | - | - | - | - | - | - |
| Postage | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 |
| Website | 5,500 | 6,500 | 6,825 | 7,166 | 7,525 | 7,901 |
| Copier / Printing | 90,000 | 100,000 | 105,000 | 110,250 | 115,763 | 121,551 |
| Infinite Campus | 7,110 | 13,515 | 14,191 | 14,900 | 15,645 | 16,428 |
| Property Insurance | - | - | - | - | - | - |
| Liability Insurance | - | - | - | - | - | - |
| Other Insurances | 122,625 | 135,000 | 141,750 | 148,838 | 156,279 | 164,093 |
| NSLP - Breakfast | - | - | - | - | - | - |
| NSLP - Lunch | 908,820 | 694,386 | 724,680 | 746,955 | 756,162 | 756,162 |
| Advertising/Marketing | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 |
| Travel | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 |
| Background and Fingerprinting | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| Dues and Fees | 24,720 | 26,190 | 26,700 | 27,075 | 27,230 | 27,230 |
| Prior Year Surplus allocated by board | - | - | - | - | - | - |
| Contracted Services: Transportation / Graduation | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 |
| Loan Repayments | - | - | - | - | - | - |
| Cap Lease - Interest | 146,000 | 120,000 | 120,000 | - | - | - |
| Cap Lease - Principal | - | - | - | - | - | - |
| Cap Lease - Buyout | - | - | - | - | - | - |
| SGF Expenditures | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 |
| Misc Purchases | 18,500 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 |
| Contingencies/Other Purchases | 202,990 | 880,397 | 1,165,710 | 1,219,775 | 1,253,905 | 1,272,745 |
| Total General Operations and Other | 2,870,361 | 3,317,188 | 3,647,166 | 3,618,435 | 3,677,208 | 3,712,094 |
| Facilities | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Public Utilities (Electricity) | 300,000 | 290,000 | 298,700 | 307,661 | 316,891 | 326,398 |
| Natural Gas | - | - | - | - | - | - |
| Water / Sewer | 52,500 | 52,500 | 54,075 | 55,697 | 57,368 | 59,089 |
| Garbage/Disposal | 62,000 | 62,000 | 63,860 | 65,776 | 67,749 | 69,782 |
| Fire and Security alarms | 18,930 | 33,600 | 34,608 | 35,646 | 36,716 | 37,817 |
| Contracted Janitorial Services | 287,050 | 287,050 | 295,662 | 304,531 | 313,667 | 323,077 |
| Facility Maintenance/Repairs/Capital Outlay | 305,000 | 375,000 | 225,000 | 225,000 | 225,000 | 225,000 |
| Snow removal | - | - | - | - | - | - |
| Lawn Care | 31,120 | 35,120 | 36,174 | 37,259 | 38,377 | 39,528 |
| AC Maintenance & Repair | 48,841 | 53,841 | 55,457 | 57,120 | 58,834 | 60,599 |
| Total Facilities and Building Expenditures | 1,105,441 | 1,189,111 | 1,063,535 | 1,088,691 | 1,114,602 | 1,141,290 |
| Total Expenses Before Bldg | 22,543,027 | 24,204,962 | 25,027,691 | 25,702,916 | 26,218,478 | 26,572,863 |
| Scheduled Lease Payment | - | 2,494,800 | 2,493,883 | 2,496,183 | 2,492,733 | 2,496,617 |
| Scheduled Bond Payment - Principal | 862,684 | - | - | - | - | - |
| Scheduled Bond Payment - Interest | 1,632,167 | - | - | - | - | - |
| HOA/Parking/ Other | - | - | - | - | - | - |
| Surplus (Revenues-Total Expenses-Lease-Bond) | 364,603 | 301,578 | 657,016 | 1,138,818 | 1,341,558 | 1,360,097 |
| | 1.44% | 1.12% | 2.33% | 3.88% | 4.46% | 4.47% |

Attachment 05.2 - School Budget (Sloan Canyon)

| Pinecrest Academy of Nevada - Sloan | | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|--|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Statewide Base (w/ District Adj) | | 8,966 | 9,414 | 9,555 | 9,700 | 9,850 | 9,998 |
| Total Students (FTEs) | | 2,190 | 2,271 | 2,309 | 2,371 | 2,402 | 2,402 |
| Kinder | | 125 | 125 | 125 | 125 | 125 | 125 |
| 1st Grade | | 125 | 125 | 125 | 125 | 125 | 125 |
| 2nd Grade | | 130 | 130 | 130 | 130 | 130 | 130 |
| 3rd Grade | | 135 | 135 | 135 | 135 | 135 | 135 |
| 4th Grade | | 155 | 135 | 135 | 135 | 135 | 135 |
| 5th Grade | | 135 | 155 | 140 | 140 | 140 | 140 |
| 6th Grade | | 183 | 155 | 155 | 155 | 155 | 155 |
| 7th Grade | | 246 | 183 | 155 | 155 | 155 | 155 |
| 8th Grade | | 217 | 241 | 186 | 186 | 186 | 186 |
| 9th Grade | | 235 | 272 | 279 | 279 | 279 | 279 |
| 10th Grade | | 230 | 235 | 279 | 279 | 279 | 279 |
| 11th Grade | | 159 | 225 | 248 | 279 | 279 | 279 |
| 12th Grade | | 115 | 155 | 217 | 248 | 279 | 279 |
| Total Students (FTEs) | | 2,190 | 2,271 | 2,309 | 2,371 | 2,402 | 2,402 |
| Prior Year Numbers | | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| SPED Count | | 211 | 213 | 217 | 222 | 225 | 225 |
| EL Count | | 40 | 41 | 42 | 43 | 43 | 43 |
| GATE Count | | 100 | 114 | 116 | 119 | 121 | 121 |
| FRL % | | 20% | 20% | 20% | 20% | 20% | 20% |
| At-Risk (FRL) Count | | 327 | 122 | 122 | 122 | 122 | 122 |
| Teaching Staff | | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Classroom Teachers | | 78.00 | 80.00 | 80.00 | 81.00 | 82.00 | 82.00 |
| SPED Teachers | | 12.00 | 12.00 | 12.00 | 12.00 | 12.00 | 12.00 |
| Art Teacher | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Music | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| PE Teacher | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Technology (STEM) | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Spanish / Language | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Additional Elective Teachers | | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Gate Teacher | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Total Teaching Staff | | 107.00 | 108.00 | 108.00 | 109.00 | 110.00 | 110.00 |
| Admin & Support | | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Principal | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Assistant Principal | | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| ELL Coordinator | | - | - | - | - | - | - |
| Dean | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Curriculum Coach | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| School Counselor | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Social Worker/ Mental Health | | - | - | - | - | - | - |
| Office Manager/Banker | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Registrar | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Clinic Aide/ FASA | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Receptionist | | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Teacher Assistants (SPED Included) | | 19.00 | 20.00 | 20.00 | 20.00 | 20.00 | 20.00 |
| Campus Monitor/Custodian | | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| Cafeteria Manager | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Parent Engagement Coordinator | | - | - | - | - | - | - |
| SPED Facilitator | | - | - | - | - | - | - |
| Speech Pathologist | | - | - | - | - | - | - |
| School Psychologist | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| OT | | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 |
| School Nurse | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| On Campus Sub | | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Other: IT | | 1.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Total Admin & Support | | 57.5 | 60.5 | 60.5 | 60.5 | 60.5 | 60.5 |
| Total # Teachers | | 107.00 | 108.00 | 108.00 | 109.00 | 110.00 | 110.00 |
| Total # Admin & Support | | 57.50 | 60.50 | 60.50 | 60.50 | 60.50 | 60.50 |
| Total Staff | | 164.50 | 168.50 | 168.50 | 169.50 | 170.50 | 170.50 |
| Total Salaries & Benefits as % of Expenses | | 56.7% | 56.8% | 55.8% | 55.9% | 56.3% | 56.9% |
| Instruction Salaries as % of Total Salaries | | 75.0% | 74.5% | 74.5% | 74.7% | 74.9% | 74.9% |
| Admin & Support Salaries as % of Total Salaries | | 20.9% | 21.5% | 21.5% | 21.3% | 21.2% | 21.1% |
| Rent as % of Revenue | | 13.0% | 12.9% | 14.1% | 14.0% | 13.7% | 13.2% |

Attachment 05.2 - School Budget (Sloan Canyon)

| REVENUE | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| State Revenue | | | | | | |
| State Base Budget Revenue | 19,635,540 | 21,379,194 | 22,062,495 | 22,998,700 | 23,659,700 | 24,015,196 |
| ELL Weight | 161,360 | 165,394 | 168,161 | 172,677 | 174,935 | 174,935 |
| Gifted and Talented Education (GATE) | 107,500 | 122,550 | 124,601 | 127,946 | 129,619 | 129,619 |
| At-Risk Weight | 318,500 | 401,868 | 401,868 | 401,868 | 401,868 | 401,868 |
| Local SPED | 326,441 | 326,441 | 326,441 | 326,441 | 326,441 | 326,441 |
| SPED Discretionary Unit | 810,240 | 817,920 | 822,943 | 845,041 | 856,089 | 856,089 |
| Total State Revenues | 21,359,581 | 23,213,367 | 23,906,510 | 24,872,673 | 25,548,652 | 25,904,148 |
| Federal Revenue | | | | | | |
| SPED Funding (Part B) | 273,949 | 273,949 | 238,220 | 244,617 | 247,815 | 247,815 |
| National School Lunch Program (NSLP) - Breakfast | - | - | - | - | - | - |
| National School Lunch Program (NSLP) - Lunch | 699,823 | 548,705 | 557,887 | 572,867 | 580,357 | 580,357 |
| Title I | - | - | - | - | - | - |
| Title II | - | - | - | - | - | - |
| Title III | - | - | - | - | - | - |
| Title IV | - | - | - | - | - | - |
| Other: | - | - | - | - | - | - |
| Total Federal Revenues | 973,772 | 822,654 | 796,107 | 817,484 | 828,172 | 828,172 |
| Other Revenue | | | | | | |
| Interest Income | - | - | - | - | - | - |
| SGF | 1,600,000 | 2,000,000 | 2,000,000 | 2,000,000 | 2,000,000 | 2,000,000 |
| Donation(s) | - | - | - | - | - | - |
| Earnings on Investments | 170,749 | 150,000 | 150,000 | 150,000 | 150,000 | 150,000 |
| Total Other Revenues | 1,770,749 | 2,150,000 | 2,150,000 | 2,150,000 | 2,150,000 | 2,150,000 |
| Total Revenues (consolidated) | 24,104,102 | 26,186,021 | 26,852,617 | 27,840,157 | 28,526,824 | 28,882,320 |
| Other Sources of Funds | | | | | | |
| Use of Beginning Fund Balances | - | - | - | - | - | - |
| Borrowings | - | - | - | - | - | - |
| Project Funds | 425,869 | - | - | - | - | - |
| Total Other Sources of Funds | 425,869 | - | - | - | - | - |
| EXPENSES | | | | | | |
| Personnel Costs - Unrestricted Salaries | | | | | | |
| Principal | 159,275 | 171,931 | 174,510 | 177,127 | 179,784 | 182,481 |
| Assistant Principal(s) | 450,600 | 476,478 | 483,625 | 490,880 | 498,243 | 505,716 |
| ELL Coordinator | - | - | - | - | - | - |
| Dean | 216,000 | 222,480 | 225,817 | 229,204 | 232,643 | 236,132 |
| Curriculum Coach | 163,200 | 168,096 | 170,617 | 173,177 | 175,774 | 178,411 |
| School Counselor | 230,400 | 237,312 | 240,872 | 244,485 | 248,152 | 251,874 |
| Social Worker / Mental Health | - | - | - | - | - | - |
| Teachers Salaries | 5,610,000 | 5,843,000 | 5,922,000 | 6,080,000 | 6,240,000 | 6,336,000 |
| SPED Teachers | 720,000 | 744,000 | 756,000 | 768,000 | 780,000 | 792,000 |
| Office Manager/ Registrar / Banker | 212,800 | 216,184 | 219,427 | 222,718 | 226,059 | 229,450 |
| Secretary & FASA | 173,280 | 182,400 | 184,680 | 186,960 | 189,240 | 191,520 |
| Instructional Aide(s) | 499,320 | 554,400 | 561,330 | 568,260 | 575,190 | 582,120 |
| Campus Monitors/Plant Operator | 307,200 | 322,560 | 326,400 | 330,240 | 334,080 | 337,920 |
| Cafeteria Manager | 30,240 | 30,240 | 30,600 | 30,960 | 31,320 | 31,680 |
| Total Unrestricted Salaries | 8,772,315 | 9,169,081 | 9,295,878 | 9,502,011 | 9,710,485 | 9,855,305 |
| Personnel Costs - Restricted Salaries | | | | | | |
| SPED Facilitator | - | - | - | - | - | - |
| Speech Pathologist | - | - | - | - | - | - |
| School Psychologist | 90,000 | 92,700 | 94,091 | 95,502 | 96,934 | 98,388 |
| OT | 48,000 | 49,440 | 50,182 | 50,934 | 51,698 | 52,474 |
| School Nurse | 81,600 | 84,048 | 85,309 | 86,588 | 87,887 | 89,205 |
| GATE Teacher | 124,000 | 128,000 | 129,920 | 131,869 | 133,847 | 135,855 |
| IT | 60,000 | 112,000 | 113,680 | 115,385 | 117,116 | 118,873 |
| On Campus Sub | 91,800 | 126,000 | 126,000 | 126,000 | 126,000 | 126,000 |
| Total Restricted Salaries | 495,400 | 592,188 | 599,181 | 606,279 | 613,483 | 620,795 |
| Total Salaries and Wages | 9,267,715 | 9,761,269 | 9,895,059 | 10,108,289 | 10,323,967 | 10,476,100 |
| PERS - 33.5% | 3,104,685 | 3,270,025 | 3,314,845 | 3,386,277 | 3,458,529 | 3,509,493 |
| Insurances/Employment Taxes/Other Benefits | 1,324,300 | 1,450,203 | 1,484,259 | 1,541,514 | 1,600,215 | 1,649,986 |
| Retention | 166,469 | 169,043 | 169,043 | 170,132 | 171,221 | 171,221 |
| Holiday | 28,425 | 29,025 | 29,025 | 29,175 | 29,325 | 29,325 |
| Stipend | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 |
| Additional Bonuses | - | - | - | - | - | - |
| Tuition Reimbursements | 20,000 | 15,000 | 15,000 | 15,000 | 15,000 | 15,000 |
| Subst. Teachers (11 days/Teacher) | 125,945 | 99,720 | 99,720 | 101,810 | 103,900 | 103,900 |
| Total Benefits and Related | 4,772,323 | 5,035,515 | 5,114,391 | 5,246,408 | 5,380,690 | 5,481,425 |
| Total Payroll / Benefits and Related | 14,040,038 | 14,796,784 | 15,009,450 | 15,354,697 | 15,704,657 | 15,957,524 |

Attachment 05.2 - School Budget (Sloan Canyon)

| Material Equipment and Supplies | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Consumables | 454,800 | 483,000 | 484,890 | 497,910 | 504,420 | 504,420 |
| Dual Enrollment - Student Fees/Textbooks | 185,000 | 185,000 | 185,000 | 185,000 | 185,000 | 185,000 |
| Cash instead of Zion Lease - Curriculum/Tech/Furniture | 208,000 | 150,000 | 150,000 | 150,000 | 150,000 | 150,000 |
| Office Supplies | 58,250 | 60,275 | 61,225 | 62,775 | 63,550 | 63,550 |
| Classroom Supplies | 87,600 | 90,840 | 92,360 | 94,840 | 96,080 | 96,080 |
| Copier Supplies | 32,850 | 34,065 | 34,635 | 35,565 | 36,030 | 36,030 |
| Nursing Supplies | 17,520 | 18,168 | 18,472 | 18,968 | 19,216 | 19,216 |
| SPED Supplies | 31,650 | 31,950 | 32,485 | 33,357 | 33,793 | 33,793 |
| Athletics/Extra | 100,000 | 110,000 | 110,000 | 110,000 | 110,000 | 110,000 |
| Custodial Supplies | 91,980 | 102,195 | 103,905 | 106,695 | 108,090 | 108,090 |
| Total Materials Equipment and Supplies | 1,267,650 | 1,265,493 | 1,272,972 | 1,295,110 | 1,306,179 | 1,306,179 |
| Purchased Services | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Contracted Services: Other Professional Services | 28,900 | 30,000 | 31,500 | 33,075 | 34,729 | 36,465 |
| Contracted Services: SPED | 569,400 | 510,975 | 519,525 | 533,475 | 540,450 | 540,450 |
| Contracted Services: AVE Credits | - | - | - | - | - | - |
| Contracted Services: Admin Fee to Cadence | - | - | - | - | - | - |
| Management Fee (Academica Nevada) | 1,084,050 | 1,124,145 | 1,142,955 | 1,173,645 | 1,188,990 | 1,188,990 |
| Payroll Services | 43,000 | 43,500 | 45,675 | 47,959 | 50,357 | 52,875 |
| Audit/Tax | 18,500 | 20,500 | 21,525 | 22,601 | 23,731 | 24,918 |
| Legal Fees | 10,000 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 |
| IT Services | 105,840 | 109,728 | 111,552 | 114,528 | 116,016 | 116,016 |
| IT Set-up Fees | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 |
| State Administrative Fee | 245,444 | 267,240 | 275,781 | 287,484 | 295,746 | 300,190 |
| Affiliation Fee - Inc. | 98,178 | 106,896 | 110,312 | 114,994 | 118,299 | 120,076 |
| Affiliation Fee - Professional Development | 98,178 | 106,896 | 110,312 | 114,994 | 118,299 | 120,076 |
| Professional Development | - | - | - | - | - | - |
| Total Purchased Services | 2,341,490 | 2,367,380 | 2,416,638 | 2,490,254 | 2,534,116 | 2,547,555 |
| General Operations | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Telephone | 6,600 | 6,600 | 6,930 | 7,277 | 7,640 | 8,022 |
| Internet | 25,896 | 15,000 | 15,750 | 16,538 | 17,364 | 18,233 |
| Cell Phones | - | - | - | - | - | - |
| Postage | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 |
| Website | 5,500 | 5,500 | 5,775 | 6,064 | 6,367 | 6,685 |
| Copier / Printing | 100,000 | 100,000 | 105,000 | 110,250 | 115,763 | 121,551 |
| Infinite Campus | 6,975 | 13,105 | 13,760 | 14,448 | 15,171 | 15,929 |
| Property Insurance | - | - | - | - | - | - |
| Liability Insurance | - | - | - | - | - | - |
| Other Insurances | 115,625 | 115,625 | 121,406 | 127,477 | 133,850 | 140,543 |
| NSLP - Breakfast | - | - | - | - | - | - |
| NSLP - Lunch | 598,691 | 459,878 | 467,573 | 480,128 | 486,405 | 486,405 |
| Advertising/Marketing | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 |
| Travel | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 |
| Background and Fingerprinting | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 |
| Dues and Fees | 20,450 | 20,855 | 21,045 | 21,355 | 21,510 | 21,510 |
| Prior Year Surplus allocated by board | - | - | - | - | - | - |
| Contracted Services: Transportation / Graduation | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 |
| Loan Repayments | - | - | - | - | - | - |
| Cap Lease - Interest | 65,000 | 65,000 | 175,000 | 120,000 | 100,000 | - |
| Cap Lease - Principal | - | - | - | - | - | - |
| Cap Lease - Buyout | - | - | - | - | - | - |
| SGF Expenditures | 1,600,000 | 2,000,000 | 2,000,000 | 2,000,000 | 2,000,000 | 2,000,000 |
| Misc Purchases | 15,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 |
| Contingencies/Other Purchases | - | 267,240 | 275,781 | 287,484 | 295,746 | 300,190 |
| Total General Operations and Other | 2,603,487 | 3,124,552 | 3,263,770 | 3,246,769 | 3,255,566 | 3,174,818 |
| Facilities | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Public Utilities (Electricity) | 290,000 | 290,000 | 298,700 | 307,661 | 316,891 | 326,398 |
| Natural Gas | - | - | - | - | - | - |
| Water / Sewer | 40,000 | 40,000 | 41,200 | 42,436 | 43,709 | 45,020 |
| Garbage/Disposal | 62,500 | 62,500 | 64,375 | 66,306 | 68,295 | 70,344 |
| Fire and Security alarms | 16,380 | 16,380 | 16,871 | 17,378 | 17,899 | 18,436 |
| Contracted Janitorial Services | 325,400 | 482,700 | 497,181 | 512,096 | 527,459 | 543,283 |
| Facility Maintenance/Repairs/Capital Outlay | 555,869 | 150,000 | 150,000 | 150,000 | 150,000 | 150,000 |
| Snow removal | - | - | - | - | - | - |
| Lawn Care | 35,960 | 35,960 | 37,039 | 38,150 | 39,294 | 40,473 |
| AC Maintenance & Repair | 32,680 | 32,680 | 33,660 | 34,670 | 35,710 | 36,782 |
| Total Facilities and Building Expenditures | 1,358,789 | 1,110,220 | 1,139,027 | 1,168,697 | 1,199,258 | 1,230,736 |
| Total Expenses Before Bldg | 21,611,454 | 22,664,429 | 23,101,856 | 23,555,527 | 23,999,777 | 24,216,813 |
| Scheduled Lease Payment | - | 3,389,900 | 3,776,132 | 3,903,048 | 3,907,404 | 3,812,516 |
| Scheduled Bond Payment - Principal | 91,667 | - | - | - | - | - |
| Scheduled Bond Payment - Interest | 3,038,147 | - | - | - | - | - |
| HOA/Parking/ Other | - | - | - | - | - | - |
| Surplus (Revenues-Total Expenses-Lease-Bond) | (211,296) | 131,692 | (25,371) | 381,581 | 619,643 | 852,992 |
| | -0.88% | 0.50% | -0.09% | 1.37% | 2.17% | 2.95% |

Pinecrest Academy of Nevada - Sloan

23-24

24-25

25-26

26-27

27-28

28-29

Attachment 06 - Network Budget

| Pinecrest Academy of Nevada - Systemwide | | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|--|--|----------------|---------------|---------------|---------------|---------------|---------------|
| Statewide Base (w/ District Adj) | | 8,966 | 9,414 | 9,555 | 9,700 | 9,850 | 9,998 |
| Total Students (FTEs) | | 7,858 | 8,130 | 8,421 | 8,654 | 8,791 | 8,866 |
| Kinder | | 682 | 695 | 700 | 700 | 700 | 700 |
| 1st Grade | | 677 | 712 | 720 | 720 | 720 | 720 |
| 2nd Grade | | 707 | 704 | 734 | 734 | 734 | 734 |
| 3rd Grade | | 668 | 708 | 716 | 743 | 743 | 743 |
| 4th Grade | | 714 | 673 | 721 | 721 | 748 | 748 |
| 5th Grade | | 708 | 725 | 719 | 763 | 763 | 790 |
| 6th Grade | | 706 | 689 | 697 | 722 | 745 | 745 |
| 7th Grade | | 752 | 706 | 697 | 697 | 722 | 745 |
| 8th Grade | | 702 | 741 | 728 | 728 | 728 | 753 |
| 9th Grade | | 473 | 527 | 547 | 547 | 547 | 547 |
| 10th Grade | | 455 | 470 | 547 | 547 | 547 | 547 |
| 11th Grade | | 359 | 445 | 485 | 547 | 547 | 547 |
| 12th Grade | | 255 | 335 | 410 | 485 | 547 | 547 |
| Total Students (FTEs) | | 7,858 | 8,130 | 8,421 | 8,654 | 8,791 | 8,866 |
| Prior Year Numbers | | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| SPED Count | | 822 | 828 | 855 | 878 | 889 | 894 |
| EL Count | | 160 | 181 | 191 | 201 | 208 | 214 |
| GATE Count | | 259 | 407 | 417 | 424 | 426 | 426 |
| FRL % | | 31% | 37% | 37% | 37% | 37% | 37% |
| At-Risk (FRL) Count | | 1,032 | 348 | 348 | 348 | 348 | 348 |
| Teaching Staff | | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Classroom Teachers | | 281.00 | 288.00 | 293.00 | 301.00 | 306.00 | 309.00 |
| SPED Teachers | | 41.00 | 41.00 | 41.00 | 41.00 | 41.00 | 42.00 |
| Art Teacher | | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 |
| Music | | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 |
| PE Teacher | | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 |
| Technology (STEM) | | 7.00 | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 |
| Spanish / Language | | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 |
| Additional Elective Teachers | | 13.00 | 12.00 | 12.00 | 13.00 | 13.00 | 13.00 |
| Gate Teacher | | 6.50 | 6.50 | 6.50 | 6.50 | 6.50 | 6.50 |
| Total Teaching Staff | | 380.50 | 388.50 | 393.50 | 402.50 | 407.50 | 411.50 |
| Admin & Support | | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Principal | | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 |
| Assistant Principal | | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 |
| ELL Coordinator | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Dean | | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 |
| Curriculum Coach | | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 | 9.00 |
| School Counselor | | 7.00 | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| Social Worker/ Mental Health | | - | - | - | - | - | - |
| Office Manager/Banker | | 10.00 | 10.00 | 10.00 | 10.00 | 10.00 | 10.00 |
| Registrar | | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 |
| Clinic Aide/ FASA | | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| Receptionist | | 16.00 | 16.00 | 16.00 | 16.00 | 16.00 | 16.00 |
| Teacher Assistants (SPED Included) | | 83.00 | 84.50 | 84.50 | 85.50 | 86.50 | 87.50 |
| Campus Monitor/Custodian | | 24.00 | 24.00 | 24.00 | 24.00 | 24.00 | 24.00 |
| Cafeteria Manager | | 8.00 | 8.50 | 8.50 | 8.50 | 8.50 | 8.50 |
| Parent Engagement Corrdinator | | - | - | - | - | - | - |
| SPED Facilitator | | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Speech Pathologist | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| School Psychologist | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| OT | | 0.83 | 0.83 | 0.83 | 0.83 | 0.83 | 0.83 |
| School Nurse | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| On Campus Sub | | 10.00 | 11.00 | 11.00 | 11.00 | 11.00 | 11.00 |
| Other: IT | | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Total Admin & Support | | 230.830 | 235.8 | 235.8 | 236.8 | 237.8 | 238.8 |
| Total # Teachers | | 380.50 | 388.50 | 393.50 | 402.50 | 407.50 | 411.50 |
| Total # Admin & Support | | 230.83 | 235.83 | 235.83 | 236.83 | 237.83 | 238.83 |
| Total Staff | | 611.33 | 624.33 | 629.33 | 639.33 | 645.33 | 650.33 |
| Total Salaries & Benefits as % of Expenses | | 59.9% | 59.8% | 59.3% | 59.6% | 59.7% | 60.1% |
| Instruction Salaries as % of Total Salaries | | 73.3% | 72.9% | 73.2% | 73.6% | 73.9% | 74.1% |
| Admin & Support Salaries as % of Total Salaries | | 23.1% | 23.5% | 23.3% | 22.9% | 22.7% | 22.5% |
| Rent as % of Revenue | | 10.3% | 9.9% | 10.0% | 9.8% | 9.6% | 9.4% |

Attachment 06 - Network Budget

| REVENUE | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|--|-------------------|-------------------|-------------------|--------------------|--------------------|--------------------|
| State Revenue | | | | | | |
| State Base Budget Revenue | 70,634,148 | 76,535,820 | 80,462,655 | 83,943,800 | 86,591,350 | 88,642,268 |
| ELL Weight | 645,440 | 758,434 | 801,873 | 841,910 | 872,802 | 899,078 |
| Gifted and Talented Education (GATE) | 278,425 | 453,347 | 465,007 | 472,007 | 474,637 | 474,637 |
| At-Risk Weight | 637,000 | 1,146,312 | 1,146,312 | 1,146,312 | 1,146,312 | 1,146,312 |
| Local SPED | 1,248,519 | 1,248,519 | 1,248,519 | 1,248,519 | 1,248,519 | 1,248,519 |
| SPED Discretionary Unit | 3,156,480 | 3,179,520 | 3,250,628 | 3,335,497 | 3,378,767 | 3,396,981 |
| Total State Revenues | 76,600,012 | 83,321,952 | 87,374,993 | 90,988,044 | 93,712,387 | 95,807,796 |
| Federal Revenue | | | | | | |
| SPED Funding (Part B) | 1,047,755 | 1,060,306 | 940,971 | 965,539 | 978,064 | 983,337 |
| National School Lunch Program (NSLP) - Breakfast | 70,228 | 101,525 | 132,059 | 160,684 | 189,309 | 217,935 |
| National School Lunch Program (NSLP) - Lunch | 3,227,043 | 2,368,511 | 2,485,234 | 2,591,567 | 2,666,631 | 2,723,333 |
| Title I | 46,193 | - | - | - | - | - |
| Title II | - | - | - | - | - | - |
| Title III | - | - | - | - | - | - |
| Title IV | - | - | - | - | - | - |
| Other: | - | - | - | - | - | - |
| Total Federal Revenues | 4,391,219 | 3,530,342 | 3,558,264 | 3,717,790 | 3,834,005 | 3,924,604 |
| Other Revenue | | | | | | |
| Interest Income | - | - | - | - | - | - |
| SGF | 4,330,000 | 5,175,000 | 5,175,000 | 5,175,000 | 5,175,000 | 5,175,000 |
| Donation(s) | - | - | - | - | - | - |
| Earnings on Investments | 592,253 | 470,000 | 470,000 | 470,000 | 470,000 | 470,000 |
| Total Other Revenues | 4,922,253 | 5,645,000 | 5,645,000 | 5,645,000 | 5,645,000 | 5,645,000 |
| Total Revenues (consolidated) | 85,913,484 | 92,497,294 | 96,578,257 | 100,350,834 | 103,191,392 | 105,377,400 |
| Other Sources of Funds | | | | | | |
| Use of Beginning Fund Balances | 790,000 | - | - | - | - | - |
| Borrowings | - | - | - | - | - | - |
| Project Funds | 545,869 | 150,000 | - | - | - | - |
| Total Other Sources of Funds | 1,335,869 | 150,000 | - | - | - | - |
| EXPENSES | | | | | | |
| Personnel Costs - Unrestricted Salaries | | | | | | |
| Principal | 729,457 | 857,063 | 869,919 | 882,968 | 896,212 | 909,655 |
| Assistant Principal(s) | 2,060,000 | 2,176,390 | 2,209,036 | 2,242,171 | 2,275,804 | 2,309,941 |
| ELL Coordinator | 70,000 | 72,100 | 73,182 | 74,279 | 75,393 | 76,524 |
| Dean | 450,000 | 463,500 | 470,453 | 477,509 | 484,672 | 491,942 |
| Curriculum Coach | 734,700 | 756,741 | 768,092 | 779,613 | 791,308 | 803,177 |
| School Counselor | 624,400 | 723,472 | 734,324 | 745,339 | 756,519 | 767,867 |
| Social Worker / Mental Health | 66,000 | 67,980 | 69,000 | 70,035 | 71,085 | 72,151 |
| Teachers Salaries | 19,943,550 | 21,092,550 | 21,686,208 | 22,610,933 | 23,292,677 | 23,850,940 |
| SPED Teachers | 2,474,675 | 2,557,028 | 2,593,489 | 2,634,719 | 2,675,968 | 2,783,235 |
| Office Manager/ Registrar / Banker | 971,092 | 997,833 | 1,012,800 | 1,027,992 | 1,043,412 | 1,059,063 |
| Secretary & FASA | 704,520 | 740,880 | 749,970 | 759,060 | 768,150 | 777,240 |
| Instructional Aide(s) | 2,245,686 | 2,398,354 | 2,427,873 | 2,485,555 | 2,546,754 | 2,605,295 |
| Campus Monitors/Plant Operator | 1,027,679 | 1,088,049 | 1,100,386 | 1,112,749 | 1,125,140 | 1,137,558 |
| Cafeteria Manager | 239,320 | 280,080 | 283,568 | 286,715 | 290,222 | 293,563 |
| Total Unrestricted Salaries | 32,341,078 | 34,272,019 | 35,048,299 | 36,189,639 | 37,093,316 | 37,938,152 |
| Personnel Costs - Restricted Salaries | | | | | | |
| SPED Facilitator | 302,500 | 311,575 | 316,249 | 320,992 | 325,807 | 330,694 |
| Speech Pathologist | 115,250 | 118,708 | 120,488 | 122,295 | 124,130 | 125,992 |
| School Psychologist | 273,500 | 281,705 | 285,931 | 290,220 | 294,573 | 298,991 |
| OT | 73,000 | 75,190 | 76,318 | 77,463 | 78,625 | 79,804 |
| School Nurse | 218,800 | 225,364 | 228,744 | 232,176 | 235,658 | 239,193 |
| GATE Teacher | 372,000 | 383,720 | 420,433 | 426,740 | 433,141 | 439,638 |
| IT | 175,000 | 230,450 | 233,907 | 237,415 | 240,977 | 244,591 |
| On Campus Sub | 306,000 | 346,500 | 346,500 | 346,500 | 346,500 | 346,500 |
| Total Restricted Salaries | 1,836,050 | 1,973,212 | 2,028,570 | 2,053,801 | 2,079,410 | 2,105,404 |
| Total Salaries and Wages | 34,177,128 | 36,245,231 | 37,076,868 | 38,243,439 | 39,172,726 | 40,043,556 |
| PERS - 33.5% | 11,399,555 | 12,097,400 | 12,375,327 | 12,765,447 | 13,076,067 | 13,367,092 |
| Insurances/Employment Taxes/Other Benefits | 4,918,548 | 5,364,897 | 5,561,530 | 5,832,125 | 6,071,773 | 6,306,860 |
| Retention | 600,306 | 647,785 | 652,603 | 662,068 | 667,286 | 671,526 |
| Holiday | 115,125 | 119,600 | 120,350 | 121,850 | 122,750 | 123,500 |
| Stipend | 209,500 | 265,600 | 272,500 | 272,500 | 272,500 | 272,500 |
| Additional Bonuses | - | - | - | - | - | - |
| Tuition Reimbursements | 84,000 | 67,000 | 67,000 | 67,000 | 67,000 | 67,000 |
| Subst. Teachers (11 days/Teacher) | 466,283 | 463,375 | 473,825 | 492,635 | 503,085 | 511,445 |
| Total Benefits and Related | 17,793,317 | 19,025,656 | 19,523,135 | 20,213,624 | 20,780,460 | 21,319,923 |
| Total Payroll / Benefits and Related | 51,970,445 | 55,270,886 | 56,600,003 | 58,457,063 | 59,953,186 | 61,363,478 |

Attachment 06 - Network Budget

| Material Equipment and Supplies | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Consumables | 1,552,600 | 1,759,080 | 1,768,410 | 1,817,340 | 1,846,110 | 1,861,860 |
| Dual Enrollment - Student Fees/Textbooks | 369,600 | 376,000 | 376,000 | 376,000 | 376,000 | 376,000 |
| Cash instead of Zion Lease - Curriculum/Tech/Furniture | 795,500 | 420,000 | 420,000 | 420,000 | 420,000 | 420,000 |
| Office Supplies | 215,450 | 218,750 | 226,025 | 231,850 | 235,275 | 237,150 |
| Classroom Supplies | 311,920 | 322,500 | 334,040 | 343,360 | 348,840 | 351,840 |
| Copier Supplies | 117,870 | 121,950 | 126,315 | 129,810 | 131,865 | 132,990 |
| Nursing Supplies | 61,904 | 63,960 | 66,248 | 68,112 | 69,208 | 69,808 |
| SPED Supplies | 123,300 | 124,200 | 128,314 | 131,664 | 133,372 | 134,091 |
| Athletics/Extra | 200,000 | 210,000 | 210,000 | 210,000 | 210,000 | 210,000 |
| Custodial Supplies | 324,996 | 369,410 | 382,350 | 392,940 | 399,105 | 402,480 |
| Total Materials Equipment and Supplies | 4,073,140 | 3,985,850 | 4,037,702 | 4,121,076 | 4,169,775 | 4,196,219 |
| Purchased Services | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Contracted Services: Other Professional Services | 128,725 | 132,700 | 139,335 | 146,302 | 153,617 | 157,491 |
| Contracted Services: SPED | 1,778,310 | 1,904,130 | 1,996,020 | 2,088,795 | 2,156,360 | 2,212,610 |
| Contracted Services: AVE Credits | 157,600 | 197,123 | 203,123 | 203,123 | 203,123 | 203,123 |
| Contracted Services: Admin Fee to Cadence | 90,000 | 108,000 | 112,000 | 112,000 | 112,000 | 112,000 |
| Management Fee (Academica Nevada) | 3,889,710 | 4,024,350 | 4,168,395 | 4,283,730 | 4,351,545 | 4,388,670 |
| Payroll Services | 161,065 | 187,850 | 197,243 | 206,889 | 217,234 | 228,096 |
| Audit/Tax | 107,500 | 128,000 | 134,400 | 140,044 | 147,046 | 154,398 |
| Legal Fees | 56,000 | 53,500 | 53,500 | 53,500 | 53,500 | 53,500 |
| IT Services | 382,224 | 395,280 | 409,248 | 420,432 | 427,008 | 430,608 |
| IT Set-up Fees | 178,000 | 180,500 | 180,500 | 180,500 | 180,500 | 180,500 |
| State Administrative Fee | 882,927 | 956,698 | 1,005,783 | 1,049,298 | 1,082,392 | 1,108,028 |
| Affiliation Fee - Inc. | 353,171 | 382,679 | 402,313 | 419,719 | 432,957 | 443,211 |
| Affiliation Fee - Professional Development | 353,171 | 382,679 | 402,313 | 419,719 | 432,957 | 443,211 |
| Professional Development | - | - | - | - | - | - |
| Total Purchased Services | 8,518,402 | 9,033,489 | 9,404,173 | 9,724,050 | 9,950,238 | 10,115,447 |
| General Operations | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Telephone | 35,928 | 24,713 | 25,948 | 27,246 | 28,608 | 30,038 |
| Internet | 128,734 | 101,880 | 106,974 | 112,323 | 117,939 | 123,836 |
| Cell Phones | - | - | - | - | - | - |
| Postage | 7,850 | 7,850 | 7,850 | 7,850 | 7,850 | 7,850 |
| Website | 38,500 | 44,500 | 46,725 | 49,061 | 51,514 | 54,090 |
| Copier / Printing | 350,500 | 362,500 | 380,625 | 399,656 | 419,639 | 440,621 |
| Infinite Campus | 30,145 | 47,000 | 49,310 | 51,736 | 54,282 | 56,956 |
| Property Insurance | - | - | - | - | - | - |
| Liability Insurance | - | - | - | - | - | - |
| Other Insurances | 421,390 | 453,725 | 476,411 | 500,232 | 525,243 | 551,506 |
| NSLP - Breakfast | 71,605 | 102,415 | 133,217 | 162,093 | 190,970 | 219,846 |
| NSLP - Lunch | 2,758,651 | 2,004,018 | 2,103,924 | 2,194,948 | 2,259,539 | 2,308,645 |
| Advertising/Marketing | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 |
| Travel | 12,800 | 15,200 | 15,200 | 15,200 | 15,200 | 15,200 |
| Background and Fingerprinting | 13,050 | 13,050 | 13,050 | 13,050 | 13,050 | 13,050 |
| Dues and Fees | 91,390 | 95,250 | 96,705 | 97,870 | 98,555 | 98,930 |
| Prior Year Surplus allocated by board | - | - | - | - | - | - |
| Contracted Services: Transportation / Graduation | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 |
| Loan Repayments | - | - | - | - | - | - |
| Cap Lease - Interest | 212,300 | 185,000 | 295,000 | 120,000 | 100,000 | - |
| Cap Lease - Principal | - | - | - | - | - | - |
| Cap Lease - Buyout | - | - | - | - | - | - |
| SGF Expenditures | 4,330,000 | 5,175,000 | 5,175,000 | 5,175,000 | 5,175,000 | 5,175,000 |
| Misc Purchases | 80,500 | 76,500 | 76,500 | 76,500 | 76,500 | 76,500 |
| Contingencies/Other Purchases | 531,594 | 2,362,961 | 2,878,133 | 3,029,916 | 3,236,464 | 3,322,585 |
| Total General Operations and Other | 9,234,937 | 11,191,562 | 12,000,573 | 12,152,681 | 12,490,353 | 12,614,654 |
| Facilities | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Public Utilities (Electricity) | 948,000 | 940,500 | 969,800 | 999,235 | 1,029,570 | 1,060,457 |
| Natural Gas | 5,450 | 9,750 | 10,130 | 10,461 | 10,804 | 11,128 |
| Water / Sewer | 179,000 | 185,500 | 192,045 | 198,114 | 204,381 | 210,513 |
| Garbage/Disposal | 217,500 | 214,000 | 221,365 | 228,303 | 235,464 | 242,528 |
| Fire and Security alarms | 75,310 | 91,980 | 95,159 | 98,146 | 101,229 | 104,266 |
| Contracted Janitorial Services | 934,070 | 1,100,600 | 1,133,618 | 1,167,627 | 1,202,655 | 1,238,735 |
| Facility Maintenance/Repairs/Capital Outlay | 1,532,369 | 900,000 | 750,000 | 750,000 | 750,000 | 750,000 |
| Snow removal | - | - | - | - | - | - |
| Lawn Care | 120,660 | 145,149 | 149,503 | 153,989 | 158,608 | 163,366 |
| AC Maintenance & Repair | 167,753 | 191,851 | 197,607 | 203,535 | 209,641 | 215,930 |
| Total Facilities and Building Expenditures | 4,180,112 | 3,779,330 | 3,719,227 | 3,809,410 | 3,902,353 | 3,996,923 |
| Total Expenses Before Bldg | 77,977,036 | 83,261,117 | 85,761,679 | 88,264,281 | 90,465,905 | 92,286,722 |
| Scheduled Lease Payment | 119,600 | 6,084,200 | 6,537,300 | 6,734,211 | 6,806,632 | 6,791,132 |
| Scheduled Bond Payment - Principal | 1,709,769 | 801,668 | 846,250 | 886,667 | 931,250 | 985,417 |
| Scheduled Bond Payment - Interest | 6,959,298 | 2,251,214 | 2,211,129 | 2,168,817 | 2,124,483 | 2,077,921 |
| HOA/Parking/ Other | 42,000 | 45,000 | 45,000 | 45,000 | 45,000 | 45,000 |
| | - | - | - | - | - | - |
| Surplus (Revenues-Total Expenses-Lease-Bond) | 441,650 | 204,095 | 1,176,899 | 2,251,859 | 2,818,121 | 3,191,208 |
| | 0.51% | 0.22% | 1.22% | 2.24% | 2.73% | 3.03% |

Pinecrest Academy of Nevada - Systemwide

23-24

24-25

25-26

26-27

27-28

28-29

Attachment 07 - Audit Data

INDEPENDENT AUDIT DATA

- Supply the requested data from each independent audit performed for the organization or a school in the past four years
- Please check the calculated values below and make sure they correspond with internal records
- Discrepancies between published data and reported data must be thoroughly explained on next tab

| State | Entity ID | School ID | School/Entity Name (as it appears on Independent Audit) | First Fiscal Year of Operation | Fiscal Year | Cash | Total Current Assets | Non Current Assets |
|-------|------------|-----------|---|--------------------------------|-------------|---------------|----------------------|--------------------|
| NV | 46-5122331 | | Mater Academy of Nevada | 2022-2023 | 2023 | \$ 2,467,027 | \$ 9,183,481 | \$ 75,645,150 |
| NV | 46-1907920 | | Doral Academy of Nevada | 2022-2023 | 2023 | \$ 19,253,816 | \$ 26,911,956 | \$ 86,314,512 |
| NV | 45-5065099 | | Pincrest Academy of Nevada | 2022-2023 | 2023 | \$ 19,892,954 | \$ 28,441,438 | \$ 118,028,262 |
| NV | 27-5393412 | | Somerset Academy of Las Vegas | 2022-2023 | 2023 | \$ 35,043,251 | \$ 44,941,251 | \$ 129,393,052 |
| NV | 81-1668405 | | SLAM Academy of Nevada | 2022-2023 | 2023 | \$ 4,730,380 | \$ 5,342,738 | \$ 41,382,809 |
| NV | 81-5173587 | | Doral Academy of Northern Nevada | 2022-2023 | 2023 | \$ 3,149,992 | \$ 4,123,647 | \$ 21,332,135 |
| NV | 81-5174782 | | Mater Academy of Northern Nevada | 2022-2023 | 2023 | \$ 1,809,042 | \$ 2,331,285 | \$ 9,489,134 |
| NV | 84-1776306 | | Pincrest Academy of Northern Nevada | 2022-2023 | 2023 | \$ 406,772 | \$ 1,490,220 | \$ 22,877,842 |
| NV | 84-4233467 | | CIVICA Nevada | 2022-2023 | 2023 | \$ 1,280,341 | \$ 1,613,928 | \$ 12,562,155 |
| NV | 86-3166422 | | Young Women's Academy of Las Vegas | 2022-2023 | 2023 | \$ 75,250 | \$ 198,773 | \$ 514,780 |
| NV | 46-5122331 | | Mater Academy of Nevada | 2021-2022 | 2022 | \$ 5,351,424 | \$ 13,199,619 | \$ 73,227,409 |
| NV | 46-1907920 | | Doral Academy of Nevada | 2021-2022 | 2022 | \$ 16,925,931 | \$ 36,248,298 | \$ 77,720,941 |
| NV | 45-5065099 | | Pincrest Academy of Nevada | 2021-2022 | 2022 | \$ 14,173,520 | \$ 28,596,456 | \$ 118,292,445 |
| NV | 27-5393412 | | Somerset Academy of Las Vegas | 2021-2022 | 2022 | \$ 35,912,331 | \$ 53,998,403 | \$ 118,935,599 |
| NV | 81-1668405 | | SLAM Academy of Nevada | 2021-2022 | 2022 | \$ 2,936,874 | \$ 4,277,446 | \$ 42,366,799 |
| NV | 81-5173587 | | Doral Academy of Northern Nevada | 2021-2022 | 2022 | \$ 1,953,276 | \$ 3,186,474 | \$ 21,959,888 |
| NV | 81-5174782 | | Mater Academy of Northern Nevada | 2021-2022 | 2022 | \$ 1,257,925 | \$ 1,872,458 | \$ 9,894,682 |
| NV | 84-1776306 | | Pincrest Academy of Northern Nevada | 2021-2022 | 2022 | \$ 94,670 | \$ 1,537,191 | \$ 23,421,377 |
| NV | 84-4233467 | | CIVICA Nevada | 2021-2022 | 2022 | \$ 579,966 | \$ 1,196,706 | \$ 13,389,144 |
| NV | 86-3166422 | | Young Women's Academy of Las Vegas | 2021-2022 | 2022 | \$ 38,737 | \$ 79,628 | \$ - |
| NV | 46-5122331 | | Mater Academy of Nevada | 2020-2021 | 2021 | \$ 3,321,788 | \$ 11,812,060 | \$ 27,694,655 |
| NV | 46-1907920 | | Doral Academy of Nevada | 2020-2021 | 2021 | \$ 21,249,106 | \$ 34,691,889 | \$ 80,047,374 |
| NV | 45-5065099 | | Pincrest Academy of Nevada | 2020-2021 | 2021 | \$ 16,026,053 | \$ 47,465,540 | \$ 111,702,053 |
| NV | 27-5393412 | | Somerset Academy of Las Vegas | 2020-2021 | 2021 | \$ 33,523,696 | \$ 49,731,900 | \$ 120,451,016 |
| NV | 81-1668405 | | SLAM Academy of Nevada | 2020-2021 | 2021 | \$ 1,137,825 | \$ 2,750,743 | \$ 238,799 |
| NV | 81-5173587 | | Doral Academy of Northern Nevada | 2020-2021 | 2021 | \$ 1,237,992 | \$ 5,163,480 | \$ 19,091,531 |
| NV | 81-5174782 | | Mater Academy of Northern Nevada | 2020-2021 | 2021 | \$ 547,618 | \$ 1,217,935 | \$ 119,366 |
| NV | 84-1776306 | | Pincrest Academy of Northern Nevada | 2020-2021 | 2021 | \$ 416,541 | \$ 627,841 | \$ 605,069 |
| NV | 46-5122331 | | Mater Academy of Nevada | 2019-2020 | 2020 | \$ 5,745,658 | \$ 8,836,710 | \$ 13,328,541 |
| NV | 46-1907920 | | Doral Academy of Nevada | 2019-2020 | 2020 | \$ 17,477,266 | \$ 29,494,911 | \$ 68,913,864 |
| NV | 45-5065099 | | Pincrest Academy of Nevada | 2019-2020 | 2020 | \$ 15,437,921 | \$ 35,618,766 | \$ 103,502,904 |
| NV | 27-5393412 | | Somerset Academy of Las Vegas | 2019-2020 | 2020 | \$ 23,406,296 | \$ 36,003,039 | \$ 91,705,788 |
| NV | 81-1668405 | | SLAM Academy of Nevada | 2019-2020 | 2020 | \$ 1,303,435 | \$ 2,099,483 | \$ 377,205 |
| NV | 81-5173587 | | Doral Academy of Northern Nevada | 2019-2020 | 2020 | \$ 1,835,023 | \$ 4,295,111 | \$ 17,905,789 |
| NV | 81-5174782 | | Mater Academy of Northern Nevada | 2019-2020 | 2020 | \$ 616,327 | \$ 979,434 | \$ 183,410 |
| NV | 46-5122331 | | Mater Academy of Nevada | 2018-2019 | 2019 | \$ 2,115,467 | \$ 5,034,657 | \$ 13,538,795 |
| NV | 46-1907920 | | Doral Academy of Nevada | 2018-2019 | 2019 | \$ 9,300,532 | \$ 20,245,106 | \$ 70,215,547 |
| NV | 45-5065099 | | Pincrest Academy of Nevada | 2018-2019 | 2019 | \$ 4,526,832 | \$ 28,426,993 | \$ 57,170,921 |
| NV | 27-5393412 | | Somerset Academy of Las Vegas | 2018-2019 | 2019 | \$ 15,967,659 | \$ 28,310,076 | \$ 93,989,517 |
| NV | 81-1668405 | | SLAM Academy of Nevada | 2018-2019 | 2019 | \$ 439,259 | \$ 717,599 | \$ 418,469 |
| NV | 81-5173587 | | Doral Academy of Northern Nevada | 2018-2019 | 2019 | \$ 1,045,212 | \$ 3,634,455 | \$ 17,490,632 |
| NV | 81-5174782 | | Mater Academy of Northern Nevada | 2018-2019 | 2019 | \$ 221,927 | \$ 395,196 | \$ 98,716 |
| NV | 46-5122331 | | Mater Academy of Nevada | 2017-2018 | 2018 | \$ 1,148,834 | \$ 2,692,203 | \$ 1,019,659 |
| NV | 46-1907920 | | Doral Academy of Nevada | 2017-2018 | 2018 | \$ 7,357,580 | \$ 12,609,531 | \$ 25,153,736 |
| NV | 45-5065099 | | Pincrest Academy of Nevada | 2017-2018 | 2018 | \$ 4,820,215 | \$ 6,421,426 | \$ 2,064,927 |
| NV | 27-5393412 | | Somerset Academy of Las Vegas | 2017-2018 | 2018 | \$ 12,990,269 | \$ 22,654,001 | \$ 81,543,668 |
| NV | 81-1668405 | | SLAM Academy of Nevada | 2017-2018 | 2018 | \$ 515,858 | \$ 729,115 | \$ 466,470 |
| NV | 81-5173587 | | Doral Academy of Northern Nevada | 2017-2018 | 2018 | \$ 1,781,896 | \$ 15,446,574 | \$ 5,439,812 |
| NV | 81-5174782 | | Mater Academy of Northern Nevada | 2017-2018 | 2018 | \$ 335,769 | \$ 506,324 | \$ 139,789 |
| NV | 46-5122331 | | Mater Academy of Nevada | 2016-2017 | 2017 | \$ 364,724 | \$ 1,493,205 | \$ 462,215 |
| NV | 46-1907920 | | Doral Academy of Nevada | 2016-2017 | 2017 | \$ 4,904,242 | \$ 5,600,581 | \$ 2,563,608 |
| NV | 45-5065099 | | Pincrest Academy of Nevada | 2016-2017 | 2017 | \$ 2,521,445 | \$ 5,288,828 | \$ 2,289,463 |
| NV | 27-5393412 | | Somerset Academy of Las Vegas | 2016-2017 | 2017 | \$ 6,797,555 | \$ 15,299,189 | \$ 39,409,597 |
| NV | 81-1668405 | | SLAM Academy of Nevada | 2016-2017 | 2017 | \$ - | \$ 448,520 | \$ 431,549 |
| NV | 46-5122331 | | Mater Academy of Nevada | 2015-2016 | 2016 | \$ 8,516 | \$ 942,949 | \$ 487,174 |
| NV | 46-1907920 | | Doral Academy of Nevada | 2015-2016 | 2016 | \$ 2,176,814 | \$ 3,879,919 | \$ 1,549,618 |
| NV | 45-5065099 | | Pincrest Academy of Nevada | 2015-2016 | 2016 | \$ 1,083,494 | \$ 3,212,540 | \$ 1,521,307 |
| NV | 27-5393412 | | Somerset Academy of Las Vegas | 2015-2016 | 2016 | \$ 6,205,237 | \$ 18,817,850 | \$ 34,828,815 |
| NV | 46-5122331 | | Mater Academy of Nevada | 2014-2015 | 2015 | \$ 18,148 | \$ 234,180 | \$ 248,284 |
| NV | 46-1907920 | | Doral Academy of Nevada | 2014-2015 | 2015 | \$ 1,486,477 | \$ 2,551,892 | \$ 1,058,788 |
| NV | 45-5065099 | | Pincrest Academy of Nevada | 2014-2015 | 2015 | \$ 1,161,809 | \$ 1,845,812 | \$ 507,728 |
| NV | 27-5393412 | | Somerset Academy of Las Vegas | 2014-2015 | 2015 | \$ 3,955,036 | \$ 19,406,000 | \$ 32,421,280 |
| NV | 46-1907920 | | Doral Academy of Nevada | 2013-2014 | 2014 | \$ 510,304 | \$ 1,017,714 | \$ - |
| NV | 45-5065099 | | Pincrest Academy of Nevada | 2013-2014 | 2014 | \$ 1,622,241 | \$ 1,776,283 | \$ 21,274 |
| NV | 27-5393412 | | Somerset Academy of Las Vegas | 2013-2014 | 2014 | \$ 1,723,783 | \$ 3,902,921 | \$ 173,984 |
| NV | 45-5065099 | | Pincrest Academy of Nevada | 2012-2013 | 2013 | \$ 961,962 | \$ 1,114,206 | \$ - |
| NV | 27-5393412 | | Somerset Academy of Las Vegas | 2012-2013 | 2013 | \$ 1,209,308 | \$ 2,238,199 | \$ - |
| NV | 27-5393412 | | Somerset Academy of Las Vegas | 2011-2012 | 2012 | \$ 1,054,878 | \$ 1,092,540 | \$ 4,099,196 |

Attachment 07 - Audit Data

| Independent Audit Data | | | | | | | | | |
|------------------------|---------------------|-------------------------|-------------------|-----------------|---------------|---------------|----------------------|---------------|------------------------|
| Total Assets | Current Liabilities | Non Current Liabilities | Total Liabilities | Net Assets | Funding | Expenditures | Change in Net Assets | Current Ratio | Unrestricted Days Cash |
| \$ 84,828,631 | \$ 5,973,908 | \$ 119,076,728 | \$ 125,050,636 | \$ (11,100,760) | \$ 49,547,746 | \$ 57,421,483 | \$ (7,873,737) | 1.54 | 15.68 |
| \$ 113,226,468 | \$ 8,402,294 | \$ 138,450,306 | \$ 146,852,600 | \$ (7,346,653) | \$ 57,134,579 | \$ 61,290,789 | \$ (4,156,210) | 3.20 | 114.66 |
| \$ 146,469,700 | \$ 6,351,384 | \$ 194,402,973 | \$ 200,754,357 | \$ (24,905,170) | \$ 70,455,479 | \$ 77,597,688 | \$ (7,142,209) | 4.48 | 93.57 |
| \$ 174,334,303 | \$ 11,614,563 | \$ 206,119,384 | \$ 217,733,947 | \$ (6,457,312) | \$ 88,550,670 | \$ 93,920,507 | \$ (5,369,837) | 3.87 | 136.19 |
| \$ 46,725,547 | \$ 3,541,417 | \$ 55,591,855 | \$ 59,133,272 | \$ (3,377,831) | \$ 17,237,850 | \$ 20,015,057 | \$ (2,777,207) | 1.51 | 86.26 |
| \$ 25,455,782 | \$ 496,974 | \$ 28,872,384 | \$ 29,369,358 | \$ 727,578 | \$ 8,906,596 | \$ 9,462,715 | \$ (556,119) | 8.30 | 121.50 |
| \$ 11,820,419 | \$ 460,979 | \$ 15,212,400 | \$ 15,673,379 | \$ (564,566) | \$ 5,890,713 | \$ 6,501,551 | \$ (610,838) | 5.06 | 101.56 |
| \$ 24,368,062 | \$ 669,122 | \$ 33,125,743 | \$ 33,794,865 | \$ (3,831,450) | \$ 9,158,658 | \$ 10,555,774 | \$ (1,397,116) | 2.23 | 14.07 |
| \$ 14,176,083 | \$ 825,046 | \$ 19,063,681 | \$ 19,888,727 | \$ (966,116) | \$ 8,177,568 | \$ 8,752,456 | \$ (574,888) | 1.96 | 53.39 |
| \$ 713,553 | \$ 124,205 | \$ 43,232 | \$ 167,437 | \$ 620,694 | \$ 1,923,047 | \$ 1,381,265 | \$ 541,782 | 1.60 | 19.88 |
| \$ 86,427,028 | \$ 3,850,156 | \$ 95,095,210 | \$ 98,945,366 | \$ (3,227,023) | \$ 44,756,841 | \$ 44,690,147 | \$ 66,694 | 3.43 | 43.71 |
| \$ 113,969,239 | \$ 7,013,349 | \$ 112,745,429 | \$ 119,758,778 | \$ (3,190,443) | \$ 58,863,142 | \$ 53,927,314 | \$ 4,935,828 | 5.17 | 114.56 |
| \$ 146,888,901 | \$ 7,091,673 | \$ 163,891,213 | \$ 170,982,886 | \$ (17,762,961) | \$ 68,044,631 | \$ 65,067,040 | \$ 2,977,591 | 4.03 | 79.51 |
| \$ 172,934,002 | \$ 8,655,284 | \$ 169,058,361 | \$ 177,713,645 | \$ (1,087,475) | \$ 83,382,198 | \$ 77,995,734 | \$ 5,386,464 | 6.24 | 168.06 |
| \$ 46,644,245 | \$ 1,307,329 | \$ 48,187,780 | \$ 49,495,109 | \$ (600,624) | \$ 16,109,245 | \$ 15,832,578 | \$ 276,667 | 3.27 | 67.71 |
| \$ 25,146,362 | \$ 803,781 | \$ 24,976,330 | \$ 25,780,111 | \$ 1,283,697 | \$ 11,048,016 | \$ 8,492,347 | \$ 2,555,669 | 3.96 | 83.95 |
| \$ 11,767,140 | \$ 575,088 | \$ 12,322,380 | \$ 12,897,838 | \$ 46,272 | \$ 5,422,920 | \$ 5,225,148 | \$ 197,772 | 3.26 | 87.87 |
| \$ 24,958,568 | \$ 1,001,010 | \$ 29,222,454 | \$ 30,223,464 | \$ (2,434,334) | \$ 9,156,249 | \$ 12,237,431 | \$ (3,081,182) | 1.54 | 2.82 |
| \$ 14,585,850 | \$ 1,615,012 | \$ 13,681,386 | \$ 15,296,398 | \$ (391,228) | \$ 5,779,736 | \$ 6,089,460 | \$ (309,724) | 0.74 | 34.76 |
| \$ 79,628 | \$ 716 | \$ - | \$ 716 | \$ 78,912 | \$ 269,076 | \$ 190,164 | \$ 78,912 | 111.18 | 74.35 |
| \$ 39,506,715 | \$ 3,415,821 | \$ 49,328,842 | \$ 52,744,663 | \$ (3,293,717) | \$ 33,888,463 | \$ 35,384,090 | \$ (1,495,627) | 3.46 | 34.27 |
| \$ 114,739,263 | \$ 9,124,335 | \$ 127,367,667 | \$ 136,492,002 | \$ (6,252,272) | \$ 48,898,160 | \$ 51,376,389 | \$ (2,478,229) | 3.80 | 150.96 |
| \$ 159,167,593 | \$ 9,138,260 | \$ 183,906,118 | \$ 193,044,378 | \$ (13,953,468) | \$ 55,227,601 | \$ 59,942,016 | \$ (4,714,415) | 5.19 | 97.59 |
| \$ 170,182,916 | \$ 8,209,219 | \$ 191,059,786 | \$ 199,269,005 | \$ (6,473,939) | \$ 79,621,443 | \$ 78,010,817 | \$ 1,610,626 | 6.06 | 156.85 |
| \$ 2,989,542 | \$ 1,012,512 | \$ 7,388,245 | \$ 8,400,757 | \$ (877,291) | \$ 9,913,438 | \$ 10,646,356 | \$ (732,918) | 2.72 | 39.01 |
| \$ 24,255,011 | \$ 1,462,915 | \$ 29,256,863 | \$ 30,719,778 | \$ (2,737,728) | \$ 7,912,472 | \$ 8,647,433 | \$ (734,961) | 3.53 | 52.25 |
| \$ 1,337,301 | \$ 396,782 | \$ 3,233,278 | \$ 3,630,060 | \$ (86,318) | \$ 4,551,727 | \$ 4,772,221 | \$ (220,494) | 3.07 | 41.88 |
| \$ 1,232,910 | \$ 368,298 | \$ 481,466 | \$ 849,764 | \$ 886,795 | \$ 5,716,652 | \$ 4,829,857 | \$ 886,795 | 1.70 | 31.48 |
| \$ 22,165,251 | \$ 2,292,581 | \$ 31,197,332 | \$ 33,489,913 | \$ (1,798,090) | \$ 22,316,496 | \$ 22,613,494 | \$ (296,998) | 3.85 | 92.74 |
| \$ 98,408,775 | \$ 7,524,987 | \$ 112,577,800 | \$ 120,102,787 | \$ (3,774,043) | \$ 47,744,805 | \$ 49,075,438 | \$ (1,330,633) | 3.92 | 129.99 |
| \$ 139,121,670 | \$ 6,975,215 | \$ 157,922,380 | \$ 164,897,595 | \$ (9,239,053) | \$ 51,389,004 | \$ 52,644,289 | \$ (1,255,285) | 5.11 | 107.04 |
| \$ 127,708,827 | \$ 7,149,324 | \$ 152,627,447 | \$ 159,776,771 | \$ (8,084,565) | \$ 76,127,725 | \$ 75,053,572 | \$ 1,074,153 | 5.04 | 113.83 |
| \$ 2,476,688 | \$ 700,422 | \$ 5,804,308 | \$ 6,504,730 | \$ (144,373) | \$ 9,341,995 | \$ 9,382,972 | \$ (40,977) | 3.00 | 50.70 |
| \$ 22,200,900 | \$ 2,036,637 | \$ 24,999,906 | \$ 27,036,543 | \$ (2,002,767) | \$ 7,025,911 | \$ 7,723,484 | \$ (697,573) | 2.11 | 86.72 |
| \$ 1,162,844 | \$ 348,574 | \$ 2,669,665 | \$ 3,018,239 | \$ 134,176 | \$ 3,737,016 | \$ 3,766,909 | \$ (29,893) | 2.81 | 59.72 |
| \$ 18,573,452 | \$ 2,471,853 | \$ 28,152,067 | \$ 30,623,920 | \$ (1,501,092) | \$ 19,554,755 | \$ 21,678,173 | \$ (2,123,418) | 2.04 | 35.62 |
| \$ 90,460,653 | \$ 4,932,333 | \$ 109,371,914 | \$ 114,304,247 | \$ (2,443,410) | \$ 43,419,051 | \$ 45,995,597 | \$ (2,576,546) | 4.10 | 73.80 |
| \$ 85,597,914 | \$ 5,104,358 | \$ 107,280,513 | \$ 112,384,871 | \$ (7,983,768) | \$ 38,569,216 | \$ 45,203,322 | \$ (6,634,106) | 5.57 | 36.55 |
| \$ 122,299,593 | \$ 6,566,881 | \$ 145,969,646 | \$ 152,536,527 | \$ (9,158,718) | \$ 67,827,144 | \$ 67,562,126 | \$ 265,018 | 4.31 | 86.26 |
| \$ 1,136,068 | \$ 633,814 | \$ 4,021,921 | \$ 4,655,735 | \$ (103,396) | \$ 7,402,762 | \$ 7,933,281 | \$ (530,519) | 1.13 | 20.21 |
| \$ 21,125,087 | \$ 1,001,825 | \$ 22,725,912 | \$ 23,727,737 | \$ (1,305,194) | \$ 5,285,411 | \$ 5,339,761 | \$ (54,350) | 3.63 | 71.45 |
| \$ 493,912 | \$ 369,314 | \$ 1,510,124 | \$ 1,879,438 | \$ 164,069 | \$ 2,506,487 | \$ 2,558,814 | \$ (52,327) | 1.07 | 31.66 |
| \$ 3,711,862 | \$ 1,674,528 | \$ 8,091,330 | \$ 9,765,858 | \$ 622,326 | \$ 16,318,578 | \$ 16,183,403 | \$ 135,175 | 1.61 | 25.91 |
| \$ 37,763,267 | \$ 5,104,883 | \$ 49,645,937 | \$ 54,750,820 | \$ 133,136 | \$ 40,161,058 | \$ 40,296,127 | \$ (135,069) | 2.47 | 66.64 |
| \$ 8,486,353 | \$ 2,956,409 | \$ 22,187,036 | \$ 25,143,445 | \$ (1,349,662) | \$ 33,862,243 | \$ 34,610,981 | \$ (748,738) | 2.17 | 50.83 |
| \$ 104,197,669 | \$ 5,233,509 | \$ 127,051,103 | \$ 132,284,612 | \$ (9,424,737) | \$ 52,196,541 | \$ 52,197,610 | \$ (1,069) | 4.33 | 90.84 |
| \$ 1,195,585 | \$ 558,550 | \$ 2,447,603 | \$ 3,006,153 | \$ 427,121 | \$ 5,828,120 | \$ 5,770,865 | \$ 57,255 | 1.31 | 32.63 |
| \$ 20,886,386 | \$ 454,498 | \$ 21,235,793 | \$ 21,690,291 | \$ (658,806) | \$ 1,397,866 | \$ 2,056,672 | \$ (658,806) | 33.99 | 316.24 |
| \$ 646,113 | \$ 532,759 | \$ 100,759 | \$ 633,518 | \$ 216,396 | \$ 1,815,934 | \$ 1,599,538 | \$ 216,396 | 0.95 | 76.62 |
| \$ 1,955,420 | \$ 1,018,780 | \$ 4,917,293 | \$ 5,936,073 | \$ 487,151 | \$ 9,507,679 | \$ 9,708,043 | \$ (200,364) | 1.47 | 13.71 |
| \$ 8,164,189 | \$ 3,187,829 | \$ 15,971,347 | \$ 19,159,176 | \$ 268,205 | \$ 29,501,449 | \$ 29,762,798 | \$ (261,349) | 1.76 | 60.14 |
| \$ 7,578,291 | \$ 2,917,222 | \$ 14,957,746 | \$ 17,874,968 | \$ (600,924) | \$ 29,305,075 | \$ 28,912,184 | \$ 392,891 | 1.81 | 31.83 |
| \$ 54,708,786 | \$ 5,979,923 | \$ 73,904,866 | \$ 79,884,789 | \$ (9,423,668) | \$ 47,015,649 | \$ 48,334,574 | \$ (1,318,925) | 2.56 | 51.33 |
| \$ 880,069 | \$ 458,505 | \$ 312,026 | \$ 770,531 | \$ 369,868 | \$ 3,677,755 | \$ 3,307,887 | \$ 369,868 | 0.98 | 0.00 |
| \$ 1,430,123 | \$ 700,717 | \$ 1,666,226 | \$ 2,366,943 | \$ 687,515 | \$ 6,557,805 | \$ 6,028,026 | \$ 529,779 | 1.35 | 0.52 |
| \$ 5,429,537 | \$ 1,891,290 | \$ 7,779,693 | \$ 9,670,983 | \$ 529,554 | \$ 18,055,798 | \$ 17,316,796 | \$ 739,002 | 2.05 | 45.88 |
| \$ 4,733,847 | \$ 1,785,354 | \$ 5,094,004 | \$ 6,879,358 | \$ (993,815) | \$ 17,665,570 | \$ 16,256,319 | \$ 1,409,251 | 1.80 | 24.33 |
| \$ 53,646,665 | \$ 4,552,047 | \$ 62,872,574 | \$ 67,474,621 | \$ (8,104,743) | \$ 39,665,718 | \$ 39,382,738 | \$ 282,980 | 4.13 | 57.51 |
| \$ 482,464 | \$ 299,143 | \$ 178,898 | \$ 478,041 | \$ 157,736 | \$ 2,165,379 | \$ 2,007,643 | \$ 157,736 | 0.78 | 3.30 |
| \$ 3,610,680 | \$ 1,185,892 | \$ 2,905,228 | \$ 4,091,120 | \$ (209,448) | \$ 11,540,277 | \$ 9,970,714 | \$ 1,569,563 | 2.15 | 54.42 |
| \$ 2,353,540 | \$ 715,222 | \$ 3,680,102 | \$ 4,395,324 | \$ (2,403,066) | \$ 6,700,349 | \$ 6,647,802 | \$ 52,547 | 2.58 | 63.79 |
| \$ 51,827,280 | \$ 3,529,571 | \$ 56,026,029 | \$ 59,555,600 | \$ (8,387,723) | \$ 31,560,824 | \$ 30,105,962 | \$ 1,454,862 | 5.50 | 47.95 |
| \$ 1,017,714 | \$ 247,888 | \$ 17,831 | \$ 265,719 | \$ 751,995 | \$ 4,920,517 | \$ 4,168,522 | \$ 751,995 | 4.11 | 44.68 |
| \$ 1,797,557 | \$ 338,444 | \$ - | \$ 338,444 | \$ 1,459,113 | \$ 6,060,552 | \$ 5,339,215 | \$ 721,337 | 5.25 | 110.90 |
| \$ 4,076,905 | \$ 1,241,017 | \$ 104,959 | \$ 1,345,976 | \$ 2,730,929 | \$ 19,468,500 | \$ 18,097,343 | \$ 1,371,157 | 3.14 | 34.77 |
| \$ 1,114,206 | \$ 376,430 | \$ - | \$ 376,430 | \$ 737,776 | \$ 4,758,906 | \$ 4,021,130 | \$ 737,776 | 2.96 | 87.32 |
| \$ 2,238,199 | \$ 878,427 | \$ - | \$ 878,427 | \$ 1,359,772 | \$ 11,486,000 | \$ 10,585,090 | \$ 900,910 | 2.55 | 41.70 |
| \$ 5,191,736 | \$ 623,352 | \$ 4,317,489 | \$ 4,940,841 | \$ 250,895 | \$ 6,324,089 | \$ 6,073,194 | \$ 250,895 | 1.75 | 63.40 |

Attachment 07 - Audit Data

| Debt to Asset Ratio | Surplus Margin | Cash Flow | Net Position (Beginning of Year) | Net Position (End of Year) |
|---------------------|----------------|-----------------|----------------------------------|----------------------------|
| 1.47 | (0.16) | \$ (2,884,397) | \$ (3,227,023) | \$ (11,100,760) |
| 1.30 | (0.07) | \$ 2,327,885 | \$ (3,190,443) | \$ (7,346,653) |
| 1.37 | (0.10) | \$ 5,719,434 | \$ (17,762,961) | \$ (24,905,170) |
| 1.25 | (0.06) | \$ (869,080) | \$ (1,087,475) | \$ (6,457,312) |
| 1.27 | (0.16) | \$ 1,793,506 | \$ (600,624) | \$ (3,377,831) |
| 1.15 | (0.06) | \$ 1,196,716 | \$ 1,283,697 | \$ 727,578 |
| 1.33 | (0.10) | \$ 551,117 | \$ 46,272 | \$ (564,566) |
| 1.39 | (0.15) | \$ 312,102 | \$ (2,434,334) | \$ (3,831,450) |
| 1.40 | (0.07) | \$ 700,375 | \$ (391,228) | \$ (966,116) |
| 0.23 | 0.28 | \$ 75,250 | \$ 78,912 | \$ 620,694 |
| 1.14 | 0.00 | \$ 2,029,636 | \$ (3,293,717) | \$ (3,227,023) |
| 1.05 | 0.08 | \$ (4,323,175) | \$ (8,126,271) | \$ (3,190,443) |
| 1.16 | 0.04 | \$ (1,852,533) | \$ (20,740,552) | \$ (17,762,961) |
| 1.03 | 0.06 | \$ 2,388,635 | \$ (6,473,939) | \$ (1,087,475) |
| 1.06 | 0.02 | \$ 1,799,049 | \$ (877,291) | \$ (600,624) |
| 1.03 | 0.23 | \$ 715,284 | \$ (1,271,972) | \$ 1,283,697 |
| 1.10 | 0.04 | \$ 710,307 | \$ (151,500) | \$ 46,272 |
| 1.21 | (0.34) | \$ (321,871) | \$ 646,848 | \$ (2,434,334) |
| 1.05 | (0.05) | \$ 579,966 | \$ (81,504) | \$ (391,228) |
| 0.01 | 0.29 | \$ (17,438,529) | \$ - | \$ 78,912 |
| 1.34 | (0.04) | \$ (2,423,870) | \$ (1,798,090) | \$ (3,293,717) |
| 1.19 | (0.05) | \$ 3,771,840 | \$ (3,774,043) | \$ (6,252,272) |
| 1.21 | (0.09) | \$ 588,132 | \$ (9,239,053) | \$ (13,953,468) |
| 1.17 | 0.02 | \$ 10,117,400 | \$ (8,084,565) | \$ (6,473,939) |
| 2.81 | (0.07) | \$ (165,610) | \$ (144,373) | \$ (877,291) |
| 1.27 | (0.09) | \$ (597,031) | \$ (2,002,767) | \$ (2,737,728) |
| 2.71 | (0.05) | \$ (68,709) | \$ 134,176 | \$ (86,318) |
| 0.69 | 0.16 | \$ 416,541 | \$ - | \$ 886,795 |
| 1.51 | (0.01) | \$ 3,630,191 | \$ (1,501,092) | \$ (1,798,090) |
| 1.22 | (0.03) | \$ 8,176,734 | \$ (2,443,410) | \$ (3,774,043) |
| 1.19 | (0.02) | \$ 10,911,089 | \$ (7,983,768) | \$ (9,239,053) |
| 1.25 | 0.01 | \$ 7,438,637 | \$ (9,158,718) | \$ (8,084,565) |
| 2.63 | (0.00) | \$ 864,176 | \$ (103,396) | \$ (144,373) |
| 1.22 | (0.10) | \$ 789,811 | \$ (1,305,194) | \$ (2,002,767) |
| 2.60 | (0.01) | \$ 394,400 | \$ 164,069 | \$ 134,176 |
| 1.65 | (0.11) | \$ 966,633 | \$ 622,326 | \$ (1,501,092) |
| 1.26 | (0.06) | \$ 1,942,952 | \$ 133,136 | \$ (2,443,410) |
| 1.31 | (0.17) | \$ (293,383) | \$ (1,349,662) | \$ (7,983,768) |
| 1.25 | 0.00 | \$ 2,977,390 | \$ (9,423,736) | \$ (9,158,718) |
| 4.10 | (0.07) | \$ (76,599) | \$ 427,123 | \$ (103,396) |
| 1.12 | (0.01) | \$ (736,684) | \$ (1,250,844) | \$ (1,305,194) |
| 3.81 | (0.02) | \$ (113,842) | \$ 216,396 | \$ 164,069 |
| 2.63 | 0.01 | \$ 784,110 | \$ 487,151 | \$ 622,326 |
| 1.45 | (0.00) | \$ 2,453,338 | \$ 268,205 | \$ 133,136 |
| 2.96 | (0.02) | \$ 2,298,770 | \$ (600,924) | \$ (1,349,662) |
| 1.27 | (0.00) | \$ 6,192,714 | \$ (9,423,668) | \$ (9,424,737) |
| 2.51 | 0.01 | \$ 515,858 | \$ 369,868 | \$ 427,123 |
| 1.04 | (0.47) | \$ 1,781,896 | \$ - | \$ (658,806) |
| 0.98 | 0.12 | \$ 335,769 | \$ - | \$ 216,396 |
| 3.04 | (0.02) | \$ 356,208 | \$ 687,515 | \$ 487,151 |
| 2.35 | (0.01) | \$ 2,727,428 | \$ 529,554 | \$ 268,205 |
| 2.36 | 0.01 | \$ 1,437,951 | \$ (993,815) | \$ (600,924) |
| 1.46 | (0.03) | \$ 592,318 | \$ (8,104,743) | \$ (9,423,668) |
| 0.88 | 0.10 | \$ - | \$ - | \$ 369,868 |
| 1.66 | 0.08 | \$ (9,632) | \$ 157,736 | \$ 687,515 |
| 1.78 | 0.04 | \$ 690,337 | \$ (209,448) | \$ 529,554 |
| 1.45 | 0.08 | \$ (78,315) | \$ (2,403,066) | \$ (993,815) |
| 1.26 | 0.01 | \$ 2,250,201 | \$ (8,387,723) | \$ (8,104,743) |
| 0.99 | 0.07 | \$ 18,148 | \$ - | \$ 157,736 |
| 1.13 | 0.14 | \$ 976,173 | \$ (1,779,011) | \$ (209,448) |
| 1.87 | 0.01 | \$ (460,432) | \$ (2,455,654) | \$ (2,403,066) |
| 1.15 | 0.05 | \$ 2,231,253 | \$ (9,842,585) | \$ (8,387,723) |
| 0.26 | 0.15 | \$ 510,304 | \$ - | \$ 751,995 |
| 0.19 | 0.12 | \$ 660,279 | \$ 737,776 | \$ 1,459,113 |
| 0.33 | 0.07 | \$ 514,475 | \$ 1,359,772 | \$ 2,730,929 |
| 0.34 | 0.16 | \$ 961,962 | \$ - | \$ 737,776 |
| 0.39 | 0.08 | \$ 154,430 | \$ 458,862 | \$ 1,359,772 |
| 0.95 | 0.04 | \$ 1,054,878 | \$ - | \$ 250,895 |

Attachment 08 - Staffing Tables

| Pinecrest Academy of Nevada - Cadence | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Teaching Staff | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Classroom Teachers | 79.00 | 80.00 | 82.00 | 85.00 | 86.00 | 86.00 |
| SPED Teachers | 13.00 | 13.00 | 13.00 | 13.00 | 13.00 | 13.00 |
| Art Teacher | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Music | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| PE Teacher | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Technology (STEM) | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Spanish / Language | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Additional Elective Teachers | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Gate Teacher | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Total Teaching Staff | 107.00 | 109.00 | 111.00 | 114.00 | 115.00 | 115.00 |
| Admin & Support | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Principal | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Assistant Principal | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |
| ELL Coordinator | - | - | - | - | - | - |
| Dean | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Curriculum Coach | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| School Counselor | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Social Worker/ Mental Health | - | - | - | - | - | - |
| Office Manager/Banker | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Registrar | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Clinic Aide/ FASA | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Receptionist | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |
| Teacher Assistants (SPED Included) | 26.00 | 27.00 | 27.00 | 27.00 | 27.00 | 27.00 |
| Campus Monitor/Custodian | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 |
| Cafeteria Manager | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Parent Engagement Corrdinator | - | - | - | - | - | - |
| SPED Facilitator | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Speech Pathologist | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| School Psychologist | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| OT | - | - | - | - | - | - |
| School Nurse | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| On Campus Sub | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Other: IT | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Total Admin & Support | 70.0 | 72.0 | 72.0 | 72.0 | 72.0 | 72.0 |
| Total # Teachers | 107.00 | 109.00 | 111.00 | 114.00 | 115.00 | 115.00 |
| Total # Admin & Support | 70.00 | 72.00 | 72.00 | 72.00 | 72.00 | 72.00 |
| Total Staff | 177.00 | 181.00 | 183.00 | 186.00 | 187.00 | 187.00 |

Attachment 08 - Staffing Tables

| Pinecrest Academy of Nevada - Sloan | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Teaching Staff | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Classroom Teachers | 78.00 | 80.00 | 80.00 | 81.00 | 82.00 | 82.00 |
| SPED Teachers | 12.00 | 12.00 | 12.00 | 12.00 | 12.00 | 12.00 |
| Art Teacher | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Music | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| PE Teacher | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Technology (STEM) | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Spanish / Language | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Additional Elective Teachers | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Gate Teacher | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Total Teaching Staff | 107.00 | 108.00 | 108.00 | 109.00 | 110.00 | 110.00 |
| | | | | | | |
| Admin & Support | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 |
| Principal | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Assistant Principal | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| ELL Coordinator | - | - | - | - | - | - |
| Dean | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Curriculum Coach | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| School Counselor | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Social Worker/ Mental Health | - | - | - | - | - | - |
| Office Manager/Banker | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Registrar | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Clinic Aide/ FASA | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Receptionist | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Teacher Assistants (SPED Included) | 19.00 | 20.00 | 20.00 | 20.00 | 20.00 | 20.00 |
| Campus Monitor/Custodian | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| Cafeteria Manager | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Parent Engagement Corrdinator | - | - | - | - | - | - |
| SPED Facilitator | - | - | - | - | - | - |
| Speech Pathologist | - | - | - | - | - | - |
| School Psychologist | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| OT | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 |
| School Nurse | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| On Campus Sub | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Other: IT | 1.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Total Admin & Support | 57.5 | 60.5 | 60.5 | 60.5 | 60.5 | 60.5 |
| | | | | | | |
| Total # Teachers | 107.00 | 108.00 | 108.00 | 109.00 | 110.00 | 110.00 |
| Total # Admin & Support | 57.50 | 60.50 | 60.50 | 60.50 | 60.50 | 60.50 |
| Total Staff | 164.50 | 168.50 | 168.50 | 169.50 | 170.50 | 170.50 |