Appendix A: Cover Sheet

Section 1.0
APPLICATION FOR SUBGRANT UNDER
FY16-FY17 State Educational Technology Implementation Funds

NRS 388.780-805
Commission on Educational Technology

Return to:
Kimberly Vidoni
700 East Fifth Street
Carson City, NV 89701

1. DISTRICT NAME AND MAILING ADDRESS:
State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City, NV 89706
Name of School: Pinecrest Academy of Nevada
1360 South Boulder Highway
Henderson, NV 89015

2. AUTHORIZED CONTACT PERSON: (This person must be available 2/25/16, 9:00-4:00 to answer questions at the phone number below.)
Name **Wendy Shirey**
Title **Assistant Principal**
Phone and Extension: **(702)749-3500 x 2060**
Fax Number: **( )**
E-mail Address: wendy.shirey@pinecrestnv.org

3. Total Funds Requested:

One-to-One: $ 1,114,938.40

WAN Upgrades:

4. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: **meeting will be held 2/18/16**

Carrie Buck

5. Signature Carrie Buck District Superintendent

STATE DEPARTMENT USE ONLY

Date Received: Approved:

Initial Grant Award Issued: _____ Amount:
$_____

Appendix B: School Demographics Worksheet

Complete the form with information about the applying school

School Name: Pinecrest Academy of Nevada

Students

# Enrolled (Current)	# Enrolled (Projected)	# IEP	# FRL	#ELL
616 (3 campuses, not 4 and 2 campuses are 6th and 7th only until 2016-2017)	1440 (4 campuses, plus growth in all 3; projected 360 at all 4 campuses)	80	56	26

The information below is for informational purposes only and will not be subject to scoring.

Staff (Current, Pre-NR21 Counts)

#Teachers	#Tech Coaches	#IT Technicians	Total # Staff in Gateway
44 (3 campuses, 2 middle schools grades 6-7)	0	0 (Intellatek at our service- on call)	165 (campuses are K-7 and K-8; number includes all staff at each campus)

Does the school use Canvas as an LMS? Yes **No**

If so, in what capacity?

Name of the district point of contact for this program: Wendy Shirey

Wireless Local Area Network (WLAN) Specifications Summary Form

Manufacturer _____Cisco_____

Wireless Transmission Rate of _____12_____ MB/sec at a range of 50 feet

_____12_____ MB/sec at a range of 100 feet

_____12_____ MB/sec at a range of 200 feet

Maximum Range of _____200_____ feet

Full disclosure of the capabilities and limitations of the wireless technology proposed must be included such as interference between classrooms, distance and object penetration data, and susceptibility to interference from outside sources.

We currently use Cisco Airnet 1040 series wireless access points and have them located in every classroom and strategic locations across our campus. The 1040 Series delivers reliable connections for business-class wireless with the opportunity to scale as the school needs grow.

Please describe the average amount of time in hours per month the system will be down for regular scheduled maintenance. Also describe how maintenance will be accomplished so that the impact on system availability is minimized.

With a controller managing the reliability and redundancy across the campus along with real-time off-site backups we minimize downtime against potential failure. The average amount of hours down per month is less than one.

Please describe how backup systems will be utilized so that the impact on system availability is minimized.

We have configured our wireless access points into 2 separate networks for staff and students onsite while also providing guests to the campus with filtered internet access. This gives us the capabilities to better manage bandwidth during critical testing and more flexibility during the use of the blended learning curriculum. Off-site backups occur in real time to ensure minimal effect on system availability.

.

Please describe other WLAN specifications

Appendix E: Assurances

The undersigned provides the following assurances:

1. The provisions listed in the Educational Technology Appropriation pertaining to the use of the technology appropriations will be fully accepted and complied with.
2. The funding provided through the Educational Technology Appropriation will be accounted for separately in a Special Revenue Account. The accounting and program records will be available to representatives of the Commission on Educational Technology, Nevada Department of Education, Legislative Committee on Education, Legislative Counsel Bureau, Legislative Bureau of Educational Accountability and Program Evaluation, and State Department of Administration. The records will also be subject to the annual organization audit required of all school districts.
3. The reports pertaining to educational technology requested by the Commission on Educational Technology, Nevada Department of Education, Legislative Committee on Education, Legislative Counsel Bureau, Legislative Bureau of Educational Accountability, and State Department of Administration will be filed accurately and within the prescribed timelines. If they are not, this will be grounds for forfeiture of remaining funds for the FY16 or FY17 grant cycle.
4. Students with special needs and disabilities will receive the consideration of programs and projects involving the enhancement of educational technology.
5. The school district will not use the funds to enhance the salaries or benefits of current employees. Furthermore the funding will not be used to increase the resources available for contract negotiations with the associations representing the various employee groups.
6. The district agrees to hire a district coach dedicated to NR21 as outlined in the application.
7. The district agrees to provide adequate tech support for NR21 as outlined in the application.
8. The district agrees to pay the vendor(s) that are selected for the project as defined in the grant award.
9. The district agrees to provide a service level of on-site technical support to students and staff with a target maximum 24 hours response time.
10. The district agrees to provide adequate locations at the school to house the networking equipment including switches, patch panels, and controllers including surge protection.
11. The district agrees that the bandwidth identified in the submitted application will in place by implementation of the program.
12. The district agrees to fully comply with all NR21 professional development requirements and those outlined by the district in the application.
13. The district agrees to maintain students' media releases and acceptable use policies as normally administered by the district and school(s).
14. The district agrees to fully comply with the needs assessment mandated by NRS 388.795. Second year funding may be withheld if the district does not comply.
15. The district agrees to fully comply with the outside evaluation team that will evaluate the effectiveness of these grants and any other state data collection initiative. Noncompliance may affect the district's eligibility in future grant cycles or result in forfeiture of remaining funds for the FY16 or FY17 grant cycle.
16. All requests for budget amendments must be made in writing prior to expenditure of funds.
17. Final financial reports will be on file with the Nevada Department of Education for all previous educational technology funding within 45 days from the end of the grant cycle.
18. Agree that any funds not committed for expenditure as of June 30, 2017 will be returned to the Nevada Department of Education for reversion to the State General Fund.
19. Agree to all the terms of participation outlined in this RFA.

Signature:

Carrie Buck
District Superintendent or Authorized Designee

2/8/16
Date

Carrie Buck
Print Name Here

Pinecrest Academy
School District

Pinecrest Academy of Nevada currently includes three K-8 campuses and will open its first K-12 campus (Pinecrest Academy Cadence) in the fall of 2016. The vision of the four Pinecrest campuses includes carrying forward the currently used blended learning components and moving to a blended learning format where middle school students will access classroom lessons at home through Canvas, an online Learning Management System (LMS). This ensures a student-centered focus throughout all classrooms at Pinecrest. The three current campuses, Pinecrest Horizon, Pinecrest Inspirada, and Pinecrest St. Rose will incorporate 1:1 technology in the currently operating middle schools. The Pinecrest Cadence campus seeks to open its doors from day one with a strong blended learning and one-to-one model in place. Training teachers at all four campuses in the blended learning model outlined in the Nevada Ready 21 plan is central to this goal. Teachers currently use Infinite Campus, e-mail, and social media to communicate electronically with families at Pinecrest. Incorporating lessons into Canvas is an important next step. Technology and 21st century learning are already integral pieces of the Pinecrest culture. Teachers will receive support in this next step through professional development provided online and with the assistance of a digital learning coach. The digital coach will be available to support teachers in creating lessons for online use.

Pinecrest Academy currently incorporates technology through a blended learning curriculum. Our students have access to laptops, desktop computers, and tablets. The students in grades K-8 use Study Island, ST Math, and Accelerated Reader (AR). Students in need of additional reading support also use Reading Assistant and Fast ForWord. Pinecrest Academy has also purchased subscriptions to MyOn Learning, an online digital library of over 5,000 titles of various genres. Students read titles at their various levels throughout the week and take Accelerated Reader comprehension tests on them. Other forms of online assessment include STAR Reading and STAR Math.

Data collected throughout the year will monitor change and growth to determine the teachers' comfort levels with, perceptions of, and usage of the Canvas system. This will be done through a thrice yearly survey (pre-implementation, mid-implementation, and post-implementation). In addition, student and parent surveys will be administered to middle school students to gauge their perceptions of the Canvas Learning Management System, the quality of instruction they receive through Canvas, and the benefits of the blended learning model. Finally, student achievement data including STAR Reading and STAR Math will be monitored throughout the year as well as progress on the Power Readers (Accelerated Reader incentive program), ST Math, and Study Island.

Students

The students at all three current Pinecrest Academy of Nevada campuses use technology on a daily basis. Pinecrest Academy already subscribes to the importance of a student-centered, individualized and differentiated learning environment for its students. In order to successfully implement the blended learning model currently in place at each Pinecrest campus, the teachers share laptop carts between the classes and students share tablets with one another in class. The three campuses have survived with this mode of operation, but having one-to-one student access to technology would expand the possibilities for technology integration and relevance while increasing student engagement and student achievement outcomes. Pinecrest Academy will operate at a one-to-one ratio in the middle school during year one and will expand to the high school in following years according to the grant guidelines. This instant access to technology

will serve a threefold purpose. First, it will excite the students to have their own devices at school. Not only will it encourage them to pursue the blended learning opportunities at Pinecrest, it will also encourage them to reach out on their own to find more learning opportunities. It will open a whole new world of possibility through group work projects and online collaboration that hasn't before been possible for the students at any Pinecrest campus. Students will have more voice and choice in their work, because it may be done at various places and times during the day and will include opportunities and modalities not currently or consistently experienced in the typical school setting. This is exactly what the 21st century learner requires. Second, it will inherently set a higher standard of expectation for the completion of student work. Students will have access to the necessary technology and the programs they need at all times. Third, it will involve the parents on a greater level, because they will be able to access the Canvas Learning Management System to see lessons and more effectively help students at home. They will also have access to assignments and will be able to monitor their children's work outside of Infinite Campus. Feedback to parents can happen much faster when they can see the status of assignments and the progress of their children through various learning modules. Parents will be able to see how their children are learning and expanding learning opportunities beyond the four walls of the typical classroom. All of this will usher in a more personalized learning environment that will increase student engagement and promote equity in schools with a wide range of socioeconomic statuses and varying demographics.

Benchmarks

Bringing each existing campus to a 1:1 ratio and starting a new campus at the 1:1 ratio requires a structured rollout with clear timelines in place to ensure success. The proposed timeline of activities and necessary goals is detailed below.

April: Leadership will attend a one day training

June: Leadership and coaches will attend the Google Summit Chromebook Camp

June: Coaches will attend the Train the Trainer Course

July-August: Middle school teachers will attend the 15-hour training modules with specific emphasis on using the Learning Management System (LMS).

August-September: Teachers, parents, and students will complete an online survey to document perceptions of online learning. This is the pre-implementation survey.

August-December: Parents will attend workshops and meetings at school to learn of the 1:1 plan and how to help their children succeed at home. Parents will attend workshops to learn internet safety and how to better monitor their children's use of the technology. Students and parents will learn the proper care of their technology and procedures to follow when technology fails.

September-October: Teachers will create simple pages where students can respond to conversation threads. Teachers will monitor the threads and provide feedback to the students.

October-December: Teachers will create and deliver one unit of instruction to be delivered in conjunction with face-to-face instruction and the LMS.

January: Teachers will complete an online survey to document perceptions of online learning. This is the mid-implementation survey.

January-June: Teachers will create additional units of instruction to be delivered in conjunction with the LMS and will incorporate opportunities for students to collaborate with other students through the LMS.

June: Teachers, parents, and students will complete an online survey to document perceptions of online learning. This is the post-implementation survey.

Outcome Measurements

100% of teachers in grades 6-8 will complete an online perception survey by September, 2016.
100% of students in grades 6-8 will complete an online perception survey by September, 2016.
50% of parents of students in grades 6-8 will complete an online perception survey by September, 2016.
100% of teachers in grades 6-8 will complete the 15-hour training modules by August, 2016.
100% of teachers will complete the training modules on the Canvas Learning Management System by August, 2016.
80% of parents of students in grades 6-8 will attend parent workshops and meetings to learn of the 1:1 plan and internet safety by December, 2016.
100% of teachers in grades 6-8 will complete an online perception survey by January, 2017.
95% of students in grades 6-8 will complete their ST Math syllabus and Study Island syllabus by May, 2017.
100% of teachers in grades 6-8 will create simple pages with conversation threads by October 31, 2016.
100% of students in grades 6-8 will respond to the simple conversation threads by October 31, 2016.
100% of teachers in grades 6-8 will create one unit of instruction to be delivered in conjunction with face-to-face instruction and the LMS by December, 2016.
100% of teachers in grades 6-8 will create two additional units of instruction to be delivered in conjunction with face-to-face instruction and the LMS by June, 2017.
100% of teachers in grades 6-8 will incorporate at least two opportunities for students to collaborate in a group project with other students through the LMS by June, 2017.
100% of teachers in grades 6-8 will complete an online perception survey by June, 2017.
100% of students in grades 6-8 will complete an online perception survey by September, 2017.
50% of parents of students in grades 6-8 will complete an online perception survey by September, 2017.

Student Academic Achievement Outcomes

At the time of this application, the only available data are preliminary SBAC results, Science CRT results, and STAR results from the Pinecrest Academy Horizon campus. Student achievement outcomes are based on STAR math results and STAR reading results for the Pinecrest Academy Horizon campus. All plans and grants are written with these data in mind. For the sake of consistency, Pinecrest Academy will use the same measurable objectives written for the Pinecrest Academy School Performance Plan as the Student Academic Achievement Outcomes for the purposes of this grant.

Reading

6th grade proficiency on the STAR reading assessment will increase from 47%-57% proficient from 2016-2017.
7th grade proficiency on the STAR reading assessment will increase from 59%-69% proficient from 2016-2017.
8th grade proficiency on the STAR reading assessment will increase from 43%-53% proficient from 2016-2017.

Math

6th grade proficiency on the STAR math assessment will increase from 74%-84% proficient from 2016-2017.
7th grade proficiency on the STAR math assessment will increase from 81%-91% proficient from 2016-2017.

8th grade proficiency on the STAR math assessment will increase from 76%-86% proficient from 2016-2017.

Science

8th grade science CRT proficiency will increase from 45% to 60% proficient from 2016-2017.

Teachers

It is the expectation of all teachers at Pinecrest Academy of Nevada that they will collaborate with their grade levels and departments to create lessons that are the "best of the best." The 21st century learner requires this collaborative environment to create a student-centered, individualized learning experience. At the middle school level, they meet weekly in department meetings to discuss expectancies, discuss student progress, and plan with each other. This collaborative process is already in place within the Pinecrest system and it is expected to continue at the new Cadence campus. Teachers have the opportunity to share ideas, best practices, successes, and failures to ensure they are creating the best product possible for their students. These conversations create the culture that will be necessary for the teachers to successfully try new techniques and to learn from both success and failure. The teachers at Pinecrest Academy of Nevada already subscribe to this open mindset or they do not get hired and/or retained. We seek and retain only the best teachers with a willingness to work with one another and to try new practices. Additionally, we support our teachers through our reflective practice model, goal-setting, and post-observation conferences after each classroom observation. It is the standard operating procedure and collective attitude at Pinecrest that all teachers, administration, and staff are constantly striving for better. We know the only way our students will continue to grow is if we continue to grow, and we have the systems in place that foster this attitude. Inevitably, there will be frustrations and failures, but it is the way we respond to the frustrations and failures that make us great. Structures for success are firmly in place and Pinecrest teachers consider it common practice to give and accept feedback as they meet weekly in collaborative meetings to plan instruction and refine their craft. Since the administration from Pinecrest Horizon will be the administration at Pinecrest Cadence and several teachers will transfer to the Cadence campus and will help promote the collaborative culture, it is expected that the culture of Cadence will embrace this attitude of giving and accepting feedback favorably. The benchmarks embedded in this plan for the rollout of the Nevada Ready 21 initiative are reasonable enough that teachers who are early adopters can easily implement the initiative and provide additional support. Teachers who may not be as comfortable with the Canvas LMS can move at a slower pace that will not overwhelm them.

Components of NR21 Professional Learning

The necessary components for the NR21 professional learning include understanding the NR21 mission and vision; Nevada's definition of 1:1; digital citizenship; student-centered learning; Nevada computer and technology standards; framework for 21st century learning; Canvas Learning Management System; social media; TPACK and SAMR (pedagogy and continuum of technology in instruction); 21st Century Learning Design; and management in a 1:1 classroom. Depending on the comfort levels and proficiency levels of the middle school teachers, these professional learning domains pose varying challenges. The digital coaches will provide training and support in addition to the 15-hour module, but mentor teachers who are early adopters will also be relied upon for additional support. Since technology is an ever-evolving tool, professional learning will evolve and continue as needs arise. The teachers, coaches, and administration will reach out to other schools that have successfully implemented 1:1 around the state and the nation to learn from them. Social media is a great tool to make this happen and will

be consistently utilized. Teachers will also be encouraged to attend professional development related to effective 1:1 implementation and management during various conferences throughout the summer and school year. One example of this is the SDE Differentiated Instruction conference that takes place every summer in Las Vegas. Pinecrest teachers attend this 4-day conference and will be encouraged to attend sessions that include 1:1 implementation, pedagogy, and management. Teachers will also attend technology sessions at the Nevada State Public Charter School Authority Conference and will seek coursework through the Regional Professional Development Program (RPDP). The weekly department level meetings will be another avenue for informal professional development as teachers share with each other and help improve one another's skills in the new Canvas LMS and blended learning model.

Integration and Differentiation of Professional Development

Support for teachers will be differentiated through the department meetings where teachers collaborate and share ideas. Multiple teachers may work together to create units that will be delivered in conjunction with the Canvas LMS. This will provide additional support for teachers who are not as familiar with the Canvas LMS as others. The coaches will also be available to provide support on an ongoing basis and early adopters will provide additional support as mentor teachers. As part of the reflective practice model currently in place at Pinecrest Academy of Nevada, the coaches will observe lessons implemented and will provide instant feedback to teachers or will co-teach lessons with them to provide professional development in a gradual release model. The mentor teachers who are established from evident early adopters of the components of the 1:1 program will provide additional support through department meetings and partnering with teachers to create units and lessons in the Canvas LMS. The support from the mentor teachers will supplement the support from the coaches across the four campuses. All participating teachers will participate in a mid-year review of progress with 1:1 initiative and will make necessary adjustments for success. After making corrections and finishing the year, all participating teachers will participate in an end-of-year review to discuss challenges and successes and establish a realistic set of goals for year 2 of implementation. Cyclical training and differentiated supports will be offered for teachers struggling with the 1:1 program and teachers new to the 1:1 program. Teachers will continue the goals set for year 2 of implementation. Teachers and administrators will seek further learning opportunities through RPDP, technology conferences, and mentor teachers. Teachers and administrators will seek opportunities to present at local, statewide, and national conferences. Teachers will also seek opportunities for students to collaborate on projects with students statewide and/or nationwide. The outlined benchmarks for the first year of implementation are reasonable enough to accommodate teachers who may need additional time to incorporate this into their instruction. Early adopters will have the freedom to incorporate more and increasingly complex online instruction than what is outlined in the benchmarks of this plan. Pinecrest Academy encourages personal and professional growth and will encourage any teacher who is comfortable striving for more to move forward and implement new techniques.

Principal's Role and Transformational Leadership

The leadership of each Pinecrest Academy campus demonstrates transformational leadership in unique ways. The executive director of Pinecrest Academy, Dr. Carrie Buck transformed C.T. Sewell Elementary School from one of the lowest performing schools in the Clark County School District to a National Distinguished Title I School and highest growth school in the Clark County School District. The principal of Pinecrest St. Rose transformed Halle Hewetson Elementary School from a school with only 18% of the students proficient in reading

and 20% proficient in math to a high achieving school with 80% proficient in reading and 90% proficient in math. Her innovative approach to motivating students to read and inspiring students to learn brought this incredible growth to the school. Dr. Yolanda Hamilton, the principal of Pinecrest Inspirada brings transformational leadership as well. In her first year as principal of Inspirada, she has brought her highly engaging and motivating project-based learning model to the school. Providing the training necessary to do project-based learning effectively while leading her staff through the Pinecrest Instructional Model that includes several blended learning components requires strong, transformational leadership. Finally, the principal of Pinecrest Cadence, Ms. Jessica LeNeave, is an ideal candidate to lead the school through the integration of NR21. Since Cadence is a brand new school, it is great timing to open the doors with this expectation already in place. There is no mindset change that has to occur. Teachers will be hired with the understanding that they will be using the Canvas Learning Management System in their instruction and that each student will have 24-hour access to a portable learning device. It is easier to build a school around this concept than to effect change after systems and structures have been established that run contrary to it. Ms. LeNeave is an innovative leader who embraces new technology and opportunities. She is supportive and maintains realistic yet rigorous expectations for the teachers, students, and parents with whom she works. Ms. LeNeave believes the best way to prepare our students for the 21st century economy and work force is to incorporate technology into their education to the greatest extent possible. Many of the jobs the students will hold have yet to be created, and the only way the students will be prepared for their futures is to work with technology in real-life situations and on a daily basis while collaborating with others. The collaborative piece is going to be increasingly important in the 21st century work force as much of the work currently done requires the effort of groups of people working at different times and places doing different tasks. This will likely continue as new technologies increasingly permit this type of collaboration. Information is readily available at our fingertips in a way never seen before, and putting portable devices in the hands of students will help them learn at a faster rate than we have ever known. Ms. LeNeave brings an unparalleled passion and excitement to the prospect of providing students 1:1 access to technology to improve their education. Ms. LeNeave is the current middle school assistant principal of Pinecrest Academy Horizon campus. She has been involved with Pinecrest Academy of Nevada since its inception in 2012 and has been a part of several changes through the years. During the 2013-2014 school year, the principal left the school and Ms. LeNeave took over as lead teacher and co-administrator. The following year, she served as the assistant principal and partnered with Dr. Carrie Buck to bring the blended learning model that was so effective at C.T. Sewell Elementary School to Pinecrest Academy. This was not an easy task, as many teachers were initially resistant to the change. Dr. Buck and Ms. LeNeave persevered and encouraged the teachers to continue in this model. Teachers began to see the positive results and the students' responses to the blended learning model. After one year of implementation, the student data showed the blended learning model was incredibly effective. The model has now expanded to two new campuses and is included in the teacher evaluation system. During the same time, new curricula have been adopted and implemented and new systems have been put in place. The reflective practice system that provides sub release time for teachers to visit one another's classrooms to glean best practices, observe one another, and provide feedback to improve practices has been developed at Pinecrest Academy of Nevada and has been championed by Dr. Buck and Ms. LeNeave. The rollout of Infinite Campus was successful due to Ms. LeNeave's countless hours learning the system and coding for the school in her free time. In fact, Ms. LeNeave's efforts benefited the

entire charter system of Nevada. With Dr. Buck as executive director and three willing and able principals at the helm of this initiative, it will succeed at Pinecrest Academy of Nevada.

Principal's Vision and Changes in Students' Learning

The collective vision for Pinecrest Academy of Nevada is for each campus to eventually be a 1:1 campus. The blended learning initiatives currently in the Pinecrest Instructional Model are just the beginning. Incorporating ST Math, Study Island, and Accelerated Reader to help differentiate learning for the students in grades K-8 are the foundation for our current use of technology. Teachers are able to manage all systems and the varying data to provide differentiated instruction for the students. The next logical step is to begin providing differentiated instruction through an online learning management system. The teachers can create lessons on the Canvas system that include different activities the students may do based on ability levels and individual preference. Students may have a greater choice in how they demonstrate what they know. Down time in class, before and after school, and during the weekends and holidays will be minimized when students constantly have some learning extension available on their Canvas portal. Rubrics will be incorporated and students can self-monitor progress in lessons and units at the touch of a finger. If they have questions about a topic, they may research it on the Internet and will be able to share ideas and new findings with peers in monitored online conversations. If students are ever going to be at risk to begin "checking out" of school and be at risk of dropping out, middle school is a crucial time to stop them. The Pinecrest vision for incorporating engaging, collaborative lessons and units at the middle school level combined with allowing students the responsibility to manage devices and self-monitor their learning will combat the possibility of students "checking out" at the middle school level. It will provide additional inspiration and motivation for them to seek learning opportunities and remain engaged in learning.

Instructional Changes over Time

As teachers become more familiar with the Canvas LMS and all that 1:1 instruction has to offer, Pinecrest leadership expects that more units and lessons will be assigned and completed through the online format. Years one and two of implementation will begin with reasonable demands placed on the teachers. The demands will slowly increase over time as the teachers' comfort levels and appreciation for the power of this learning modality increase. Coaches will also be available to support the teachers and lead them through the necessary trainings to help them be proficient in incorporating the technology into their instruction. By years three and four, it is expected that the teachers who have been involved from the beginning of the 1:1 program will be using Canvas LMS as a major form of delivering instruction and managing student work and collaboration. In years two, three, and four, professional development must be differentiated and cyclical to provide additional support to struggling teachers and teachers new to the model. The organizational structure of Pinecrest Academy already includes lead teachers. The lead teachers are responsible for leading their departments and grade levels through all instructional initiatives and change processes. It will be an expectation of lead teachers to provide assistance and mentoring to new and struggling teachers. This job-embedded professional development will be crucial to the success of the 1:1 initiative. The common planning time provided for each department and grade level will also afford the teachers job-embedded professional development as they will be able to create units and lessons together and learn with one another how to best use the Canvas LMS. In addition to common planning time at each school campus, professional development will be incorporated that will allow teachers from each campus to collaborate with each other to plan via Skype. This highly collaborative environment will ensure all campuses are

working together to plan the best possible units of instruction. Pinecrest Academy strives to be a cohesive unit with each student at each campus receiving the same quality of education. Collaborative planning sessions across the campuses will provide the structure and support the middle school teachers need to successfully implement 1:1 instruction. Teachers will be able to answer each other's questions, determine best practices, and share successes and failures with one another from the comfort of their own schools.

Communicating the Vision to Stakeholders

Pinecrest Academy utilizes social media to a great extent. We have school-wide Facebook pages and grade level and department Facebook pages. We send weekly emails to all families that keep them updated regarding all current events and information from the school. We have monthly meetings called "Impact Meetings" when parents meet with the administrative team to share ideas for improvement at the school. Our PTO is very active and hosts fundraisers and events to help our community grow and thrive. Pinecrest Academy views all of these venues as tools for disseminating information to the school community. Each campus plans to hold several face-to-face parent meetings to explain the vision of Pinecrest Academy to its stakeholders. Meetings were already held on December 16, 2015 and January 27, 2016. Pinecrest will continue to hold meetings to engage stakeholders in the vision throughout the spring and summer of 2016. Pinecrest Academy Cadence partners with homebuilders in the area of the Cadence campus to share information and is beginning a door to door campaign to inform the surrounding homes of the new school and its vision for academic excellence. In addition, each Pinecrest Academy of Nevada website is up and running with the Pinecrest mission and vision, curriculum, Board information, and contacts. Finally, if awarded funding, Pinecrest will hold informational family nights August through December to inform them of the 1:1 initiative, discuss internet safety, and provide training for how to assist their children at home. With the implementation of the parent surveys, Pinecrest Academy will gather crucial feedback for improvement and maintain alignment between implementation and the vision of the 1:1 program.

Principal's Plan for Continuous Improvement and Change Leadership

As building leaders and believers in mutual accountability, members of the leadership teams will attend trainings with the teachers and learn the components necessary for successful implementation of the 1:1 initiatives set forth in the plan. By learning alongside the teachers and having an understanding of the capabilities of and challenges associated with a 1:1 program, the administration will be in a better position to lead the teachers through the change process. Continuous improvement is necessary in a 1:1 learning environment. Pinecrest administration's passion for incorporating technology into all subjects and instruction drives the desire to continuously seek learning opportunities for the staff. In fact, Dr. Buck and Ms. LeNeave shared this passion with the entire nation as they presented professional development sessions on using apps in the classroom to enhance instruction. Their session at the National Charter School Conference was titled "That's Apptastic!" and they received rave reviews on the content delivered. Dr. Buck and the entire Pinecrest administrative team are frequently seeking and writing grants for new technology and new strategies to use incorporating available technology. They know our 21st Century learner thrives on engagement through technology and have outlined a strategic plan to continuously provide opportunities for instructional improvement using technology.

Year 1: All middle school students will receive a portable device to achieve a 1:1 ratio of student to technology. The coaches will participate in all required professional development and will deliver all information to the teachers. Coaches will model the use of Canvas LMS and co-teach

with teachers to provide necessary differentiated support. All teachers will participate in the required 15-hour training for the NR21 grant. All teachers, students, and parents will meet the outcomes and goals as defined on pages 2-4 of this narrative. Mentor teachers will be established from evident early adopters of the components of the 1:1 program and/or the lead teachers. Mentor teachers will provide additional support through department meetings and partnering with teachers to create units and lessons in the Canvas LMS. All participating teachers will participate in a mid-year review of progress with 1:1 initiative and will make necessary adjustments for success. After making corrections and finishing the year, all participating teachers will participate in an end-of-year review to discuss challenges and successes and establish a realistic set of goals for year 2 of implementation.

Years 2-3: Cyclical training and differentiated supports will be offered for teachers struggling with the 1:1 program and teachers new to the 1:1 program. Teachers will continue the goals set for year 2 of implementation. Teachers and administrators will seek further learning opportunities through RPDP, technology conferences, and mentor teachers. Teachers and administrators will seek opportunities to present at local, statewide, and national conferences. Teachers will seek opportunities for students to collaborate on projects with students statewide and/or nationwide. Students will participate in any statewide and national initiatives related to 1:1 technology and will enter any competitions available to promote 1:1 learning and its significance. Pinecrest Academy will seek opportunities to invite the local media to each campus to film 1:1 implementation and exciting classroom projects. Pinecrest Academy will also seek opportunities to invite the governor, state senators, assemblymen, and other government officials to see the 1:1 program implementation. High school teachers will begin learning how to incorporate 1:1 technology in their classrooms. Simple conversation threads will be placed on Canvas that may be accessed from school. Mentor teachers will begin training high school teachers in using Canvas LMS.

Years 4-6: Pinecrest Academy Cadence will submit another grant on behalf of the high school. If awarded funds, high school implementation of 1:1 program will begin.

Ongoing Professional Development

Pinecrest administrators and coaches will work with the lead teachers to design a schedule that allows common department prep time and collaboration time. The Pinecrest Academy evaluation tool already includes points earned for continuing education and initiative in sharing expertise. This will also include opportunities for training related to enhancing online delivery of instruction. Aside from the 15 hours of online training required by the State, much of the professional development will be embedded in department meetings. Teachers will train each other in various aspects of the new learning systems. Pinecrest Academy of Nevada begins their teacher contract in early to mid-August. The 15 hours of online training may take place during these early contracted days. Teachers will be at school already to set up their classrooms and learn the necessary components of the Pinecrest Instructional Model, and they will use this additional time to complete their online training modules. Pinecrest Academy of Nevada has high expectations for students and teachers. Teacher contracts typically begin August 10 and run through mid-June. If awarded the grant, teachers who already have a contract with Pinecrest Academy may participate in the online professional development modules in mid-June if the courses are available at that time.

Coaching Model

Pinecrest Academy utilizes a reflective practice professional development and coaching model that allows teachers sub release time to observe other teachers implementing the

instructional model in place at Pinecrest. This system provides informal coaching opportunities as teachers complete feedback forms and share constructive criticism and praise with one another. In addition to the teachers mentoring one another, Pinecrest Academy will also employ coaches whose role will be to share information and professional development related to the NR21 initiatives. The coaches will also model and co-teach lessons with the teachers to provide assistance in the classroom. Pinecrest Academy will have a ratio of 2 coaches for 75 middle school teachers and 5 administrators responsible for implementing the 1:1 program.

In addition, Pinecrest will rely on the expertise of the early adopters of the program and the coaches to assist teachers with any difficulties they may encounter. Teachers at the St. Rose campus are already using Moodle, an online learning management system. It is anticipated they will require less support, and as early adopters, will be able to provide additional support as early adopters in an online learning format. The support of the early adopters who become mentor teachers will be a critical component to the success of the 1:1 implementation at the Pinecrest campuses. This additional support will ensure that a personalized, 21st century learning approach is maintained for the teachers and the students. Teachers will have access to differentiated and individualized instruction and will be able to model this for their students. Since the teachers at Pinecrest plan collaboratively, many of the struggles associated with the 1:1 implementation will be solved during the team meetings. The mentor teachers will be the first responders in case of an emergency or question with any of the 1:1 struggles. If the teachers do not know the proper response, the coach will be involved to help solve the issue. Finally, Pinecrest's technology company, Intellatek will also be available to assist with device repairs and troubleshooting. Intellatek has created a ticket system and help desk, so response time will be the same day with this model in place. If the issues are outside the scope of teacher and coach knowledge and relate to the functioning of the technology, the NR21 grant procedures for repair and refurbishment will be followed.

In addition to providing instruction on utilizing Canvas and on understanding the relevant pieces of the NR21 initiatives, the coaches will provide support for the Nevada Academic Content Standards (NVACS). The Pinecrest Instructional Model is already in place to provide the necessary support for the standards. The coach designs professional development to help teachers understand how to implement the adopted curricula aligned to the NVACS and how to supplement when the curricula do not meet the necessary requirements of the NVACS. As teachers become increasingly familiar with and competent in teaching the NVACS and the adopted curricula, it is expected that the use of the available technology will increase as well.

Parents/Caregivers and Other Stakeholders

Pinecrest Academy of Nevada prides itself on parent involvement. The charter of Pinecrest Academy includes a required 30 hours of parent volunteerism during the year. This means that parents are constantly on campus, in classrooms, and communicating with the teachers. Pinecrest Academy utilizes social media and weekly email communications to the community to keep families informed about events and initiatives at the school. The Pinecrest website and each school's website also serve as modes of communication. In addition, the administrators at Pinecrest bring the local media, state lawmakers, and community members to the campuses to highlight special activities and initiatives. Included in the rollout of the NR21 initiative are parent meetings to inform the community of how to successfully manage and use the devices and why they are a necessary component of the Pinecrest Instructional Model. Parents will also participate in surveys to measure their perceptions of the NR21 initiative and the quality of instruction at Pinecrest. As the students' first teachers, parents provide valuable

input that will help Pinecrest Academy continue to improve and refine practices. Finally, Parent Impact meetings are held monthly to gather ideas and suggestions from the parents, and the PTO is a strong and supportive presence at each campus. Parents have many avenues to pursue to stay involved at Pinecrest and the administration and staff frequently seek new ways to enlist parents and stakeholders for support and information.

Tech Support

Pinecrest Academy will trust that the risk of damage or loss occurring as a result of defects, normal usage, theft and accidents will be assumed by the Nevada Ready 21 program as explained in the RFA. In return, Pinecrest Academy accepts that the local school unit shall be responsible for any replacement or repair costs due to the negligent or intentional act of the school, a teacher, or a student. Pinecrest Academy currently charges students for the replacement of lost or damaged books and materials. Middle school students who lose or damage NR21 devices will be subject to the same guidelines and will be required to pay for replacement or repair. Each student and parent will sign a contract explaining the acceptable use policy and the replacement and repair requirements. Likewise, teachers will sign a contract explaining the acceptable use policy and the replacement and repair requirements that may fall on their shoulders. Pinecrest Academy will pay for out of warranty replacement as the nature of the damage requires. It may charge parents or teachers for the loss or if deemed appropriate, it may absorb the cost from its current general budget or student generated funds budget.

The Intellatek Company that provides all technology services to Pinecrest Academy campuses provides maintenance on all computers and devices belonging to the school. Teachers may submit a help desk ticket and receive help within 24 hours if not faster. Generally, help arrives within a few hours at the most. Intellatek is a contracted service that provides our students and teachers with the highest quality technical support.

Connectivity

All Pinecrest Academy of Nevada campuses operate with a significant bandwidth to support 1:1 implementation. Every classroom has a wireless access point that delivers reliable connections for business-class wireless with the opportunity to scale as the school needs grow. The bandwidth is actually measured in mbps, which is an incredible advantage to the staff and students at each Pinecrest Academy campus. Each Pinecrest Academy campus operates at 300 Mbps. This is more than enough bandwidth and capability to accommodate the needs of 1:1 implementation at every Pinecrest Academy campus and to ensure success from the onset.

Budget

Pinecrest Academy of Nevada proposes the Nevada Ready 21 budget as shown in the table below.

1520 Chromebooks at vendor seat price of $723	$1,098,960
1520 Canvas licenses at $4.92 each for students and teachers across 4 Pinecrest Academy of Nevada campuses. Standard implementation fee for less than 3,999 users and standard Tier I faculty support fee of $3500 +$500	$15,978.40
Total Amount Requested	$1,114,938.40

BUDGET EXPENDITURE SUMMARY

SCHOOL DIST NSPCSA

SCHOOL / GR Pinecrest Academy/ NR21 **FISCAL YEAR** **2016-2017**

CHECK ONE: BUDGET X AMENDMENT ____ FINAL REPORT _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0.00	
	580 Staff Travel	0.00	0.00	
	500 Other	0.00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0.00	
	612 Non InfomationTech Items of Value *	0.00	0.00	
	620 Energy	0.00	0.00	
	630 Food	0.00	0.00	
	640 Books and Periodicals (Ex 641)	0.00	0.00	
	641 Textbooks	0.00	0.00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	0.00	0.00	
	651 Software	0.00	0.00	
	652 Information Tech Items of Value *	1,098,960.00	0.00	
	653 Web-based and Similar Programs	7,478.40	0.00	
	Total 600	1,106,438.40	0.00	1,106,438.40
800	810 Dues and Fees	8,500.00	0.00	
	890 Other Miscellaneous	0.00	0.00	
	800 Other	0.00	0.00	
	Total 800	8,500.00	0.00	8,500.00
Subtotal 100 - 600 & 800		1,114,938.40	0.00	1,114,938.40
** Aprproved Indirect Cost Rate : 0.00%				0.00
700	730 Equipment: over $5,000 each	0.00	0.00	
	700 Other	0.00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				1,114,938.40

Signature: Carrie Buck 2/8/16

Signature of Authorized Representative Date

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial Date Approved

BUDGET EXPENDITURE SUMMARY

SCHOOL DIST NSPCSA

SCHOOL / GR Pinecrest Academy/ NR21 **FISCAL YEAR** **2016**

CHECK ONE: BUDGET X **AMENDMENT** ____ **FINAL REPORT** ____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0.00	
	580 Staff Travel	0.00	0.00	
	500 Other	0.00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0.00	
	612 Non InfomationTech Items of Value *	0.00	0.00	
	620 Energy	0.00	0.00	
	630 Food	0.00	0.00	
	640 Books and Periodicals (Ex 641)	0.00	0.00	
	641 Textbooks	0.00	0.00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	0.00	0.00	
	651 Software	0.00	0.00	
	652 Information Tech Items of Value *	57,840.00	0.00	
	653 Web-based and Similar Programs	7,478.40	0.00	
	Total 600	65,318.40	0.00	65,318.40
800	810 Dues and Fees	8,500.00	0.00	
	890 Other Miscellaneous	0.00	0.00	
	800 Other	0.00	0.00	
	Total 800	8,500.00	0.00	8,500.00
Subtotal 100 - 600 & 800		73,818.40	0.00	73,818.40
** Aprproved Indirect Cost Rate : 0.00%				0.00
700	730 Equipment: over $5,000 each	0.00	0.00	
	700 Other	0.00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				73,818.40

Signature: Carrie Buck
Signature of Authorized Representative

2/8/16
Date

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial ____ Date Approved ____

INSTRUCTION

Grant: NR21

Project No:

Fiscal Year: FY16

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:**					
	Certified Teachers, Traditional					
	Certified Teachers, Yr Round					
	Substitutes					
	Classified					
	Assistants					
	Aides					
	Extra Duty Stipends: one-time					
	Training Stipends					
	Certified Instructor Stipends					
	Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:**					
	Employee benefits for 2 digital coaches					
	Group Insurance					
	Life Insurance: Cert / Class					
	Life Insurance: Admin / Pro					
	Long Term Disab: Admin / Pro					
	FICA					
	PERS					
	Medicare					
	Workers Compensation					
	Other Post Emp Benefits					
	Post Employment Benefits					
	NARRATIVE:					
	Standard fringe benefits rates.					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: NR21

Project No:

Fiscal Year: FY16

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

INSTRUCTION

Grant: NR21

Project No:

Fiscal Year: FY16

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

INSTRUCTION

Grant: NR21

Project No:

Fiscal Year: FY16

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	SUPPLIES:					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies					$ -
651	Instructional Software					$ -

INSTRUCTION

Grant: NR21

Project No:

Fiscal Year: FY16

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers		80	$723 seat price for Chromebooks	$ 57,840.00	$ 57,840.00
652	Info Tech Inventory Items					$ -
653	Web Based & Similar Canvas licenses		1520	$4.92	$ 7,478.40	$ 7,478.40
				TOTAL	$ 65,318.40	

NARRATIVE:

652- Computers 80 Chromebooks at a seat price of $723 each for a projected 80 middle school teachers across 4 Pinecrest Academy of Nevada campuses

653- Canvas licenses at $4.92 each for 1520 students and teachers across 4 Pinecrest Academy of Nevada campuses.

INSTRUCTION

Grant: NR21

Project No:

Fiscal Year: FY16

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees (Canvas- Tier I faculty support fee)			$4,000	$ 4,000.00	
	Canvas Implementation Fee		up to 3,999	$4,500	$ 4,500.00	
						$ 8,500.00
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE: 810- Standard implementation fee for less than 3,999 users ($4500) and standard Tier I faculty support fee of $3500 +$500 ($4000)					
				TOTAL	$ 8,500.00	
Subtotal Objects 100 - 600 & 800					$ 73,818.40	
Approved Indirect Cost Rate: _____ x Subtotal Above						
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ 73,818.40	

SUPPORT SERVICES

Grant: NR21

Project No:

Fiscal Year: FY16

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:**					
	Certified Teachers, Traditional					
	Certified Teachers, Yr Round					
	Substitutes					
	Classified					
	Assistants					
	Aides					
	Extra Duty Stipends: one-time					
	Training Stipends					
	Certified Instructor Stipends					
	Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:**					
	Benefits					
	Life Insurance: Cert / Class					
	Life Insurance: Admin / Pro					
	Long Term Disab: Admin / Pro					
	FICA					
	PERS					
	Medicare					
	Workers Compensation					
	Other Post Emp Benefits					
	Post Employment Benefits					
	NARRATIVE:					
	Standard fringe benefits rates.					
				TOTAL	$ -	$ -

SUPPORT SERVICES

Grant: NR21

Project No:

Fiscal Year: FY16

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

SUPPORT SERVICES

Grant: NR21

Project No:

Fiscal Year: FY16

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

SUPPORT SERVICES

Grant: NR21

Project No:

Fiscal Year: FY16

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	SUPPLIES:					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies					$ -
651	Instructional Software					$ -

SUPPORT SERVICES

Grant: NR21

Project No:

Fiscal Year: FY16

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -
	NARRATIVE:					
				TOTAL	$ -	

SUPPORT SERVICES

Grant: NR21

Project No:

Fiscal Year: FY16

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ -	
Approved Indirect Cost Rate: _____ x Subtotal Above					$ -	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ -	

BUDGET EXPENDITURE SUMMARY

SCHOOL DIS1 NSPCSA

SCHOOL / GR Pinecrest Academy/ NR21 **FISCAL YEAR** **2017**

CHECK ONE: BUDGET X **AMENDMENT** ____ **FINAL REPORT** _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	0.00	0.00
200	Benefits	0.00	0.00	0.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0.00	
	580 Staff Travel	0.00	0.00	
	500 Other	0.00	0.00	
	Total 500	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0.00	
	612 Non InfomationTech Items of Value *	0.00	0.00	
	620 Energy	0.00	0.00	
	630 Food	0.00	0.00	
	640 Books and Periodicals (Ex 641)	0.00	0.00	
	641 Textbooks	0.00	0.00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	0.00	0.00	
	651 Software	0.00	0.00	
	652 Information Tech Items of Value *	1,041,120.00	0.00	
	653 Web-based and Similar Programs	0.00	0.00	
	Total 600	1,041,120.00	0.00	1,041,120.00
800	810 Dues and Fees	0.00	0.00	
	890 Other Miscellaneous	0.00	0.00	
	800 Other	0.00	0.00	
	Total 800	0.00	0.00	0.00
Subtotal 100 - 600 & 800		1,041,120.00	0.00	1,041,120.00
** Aprproved Indirect Cost Rate : 0.00%				0.00
700	730 Equipment: over $5,000 each	0.00	0.00	
	700 Other	0.00	0.00	
	Total 700	0.00	0.00	0.00
TOTAL				1,041,120.00

Signature: Carrie Buck
Signature of Authorized Representative

2/8/16
Date

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial _____ Date Approved _____

INSTRUCTION

Grant: NR21

Project No:

Fiscal Year: FY17

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
100	**PERSONNEL:**				
	Certified Teachers, Traditional				
	Certified Teachers, Yr Round				
	Substitutes				
	Classified				
	Assistants				
	Aides				
	Extra Duty Stipends: one-time				
	Training Stipends				
	Certified Instructor Stipends				
	Certified Hourly Pay				
	NARRATIVE:				
				TOTAL	$ -
200	**BENEFITS:**				
	Entire Benefits Package				
	Life Insurance: Cert / Class				
	Life Insurance: Admin / Pro				
	Long Term Disab: Admin / Pro				
	FICA				
	PERS				
	Medicare				
	Workers Compensation				
	Other Post Emp Benefits				
	Post Employment Benefits				
	NARRATIVE:				
	Standard fringe benefits rates.				
				TOTAL	$ -

INSTRUCTION

Grant: NR21

Project No:

Fiscal Year: FY17

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
300	PURCHASED PROF. SERVICES:				
320	Educational Consultants				
330	Employee Training & Develop				
	NARRATIVE:				
				TOTAL	$ -
400	PURCHASED PROP. SERVICES:				
Other	Insert Object & Description				
	NARRATIVE:				
				TOTAL	$ -

INSTRUCTION

Grant: NR21

Project No:

Fiscal Year: FY17

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
500	OTHER PURCHASED SERVICES:				
510	Student Transportation				
519	Student Travel & Related				
580	Travel				
580	Mileage				
531	Postage				
534	Cell Phone				
550	Printing				
560	Student Tuition				
500 Other	Insert Object & Description				
500 Other	Insert Object & Description				
	NARRATIVE:				
				TOTAL	$ -

INSTRUCTION

Grant: NR21

Project No:

Fiscal Year: FY17

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
600	SUPPLIES:				
610	General Supplies				
612	Non Info Tech Inventory Items				
620	Energy				
630	Food, Nutrition Program Only				
640	Professional Books (Ex 641)				
640	Magazines/Periodicals(Ex 641)				
640	Library Books (Ex 641)				
641	Textbooks				
650	Info Tech Supplies				
651	Instructional Software				

INSTRUCTION

Grant: NR21

Project No:

Fiscal Year: FY17

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
651	Administrative Software				
652	Computers		1440	$723 Chromebook seat pri	$ 1,041,120.00
652	Info Tech Inventory Items				
653	Web Based & Similar				
	NARRATIVE: 652- Computers 1440 Chromebooks at a seat price of $723 each for a projected 1440 middle school students across 4 Pinecrest Academy of Nevada campuses				
				TOTAL	$ 1,041,120.00

INSTRUCTION

Grant: NR21

Project No:

Fiscal Year: FY17

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
800	OTHER OBJECTS:				
810	Dues & Fees				
890	Miscellaneous				
800 Other	Insert Object & Description				
	NARRATIVE:				
				TOTAL	$ -
Subtotal Objects 100 - 600 & 800					$ 1,041,120.00
Approved Indirect Cost Rate: _____ x Subtotal Above					$ -
700	EQUIPMENT:				
730	Capital Equipment > $5,000				
730	Capital Computer > $5,000				
700 Other	Other > $5,000				
	NARRATIVE:				
				TOTAL	$ -
				GRANT TOTAL	$ 1,041,120.00

Budget Summary Object Total
$ -
$ -

Budget Summary Object Total
$ -
$ -

Budget Summary Object Total
$ -
$ -
$ -
$ -
$ -
$ -
$ -
$ -
$ -
$ -

Budget Summary Object Total
$ -
$ -
$ -
$ -
$ -
$ -
$ -
$ -
$ -
$ -

Budget Summary Object Total
$ -
$ 1,041,120.00
$ -
$ -

Budget Summary Object Total
$ -
$ -
$ -
$ -
$ -

SUPPORT SERVICES

Grant: NR21

Project No:

Fiscal Year: FY17

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
100	**PERSONNEL:**					
	Certified Teachers, Traditional					
	Certified Teachers, Yr Round					
	Substitutes					
	Classified					
	Assistants					
	Aides					
	Extra Duty Stipends: one-time					
	Training Stipends					
	Certified Instructor Stipends					
	Certified Hourly Pay					
	NARRATIVE:					
				TOTAL	$ -	$ -
200	**BENEFITS:**					
	Group Insurance					
	Life Insurance: Cert / Class					
	Life Insurance: Admin / Pro					
	Long Term Disab: Admin / Pro					
	FICA					
	PERS					
	Medicare					
	Workers Compensation					
	Other Post Emp Benefits					
	Post Employment Benefits					
	NARRATIVE:					
	Standard fringe benefits rates.					
				TOTAL	$ -	$ -

SUPPORT SERVICES

Grant: NR21

Project No:

Fiscal Year: FY17

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
300	PURCHASED PROF. SERVICES:					
320	Educational Consultants					
330	Employee Training & Develop					
	NARRATIVE:					
				TOTAL	$ -	$ -
400	PURCHASED PROP. SERVICES:					
Other	Insert Object & Description					
	NARRATIVE:					
				TOTAL	$ -	$ -

SUPPORT SERVICES

Grant: NR21

Project No:

Fiscal Year: FY17

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
500	OTHER PURCHASED SERVICES:					
510	Student Transportation					$ -
519	Student Travel & Related					$ -
580	Travel					$ -
580	Mileage					$ -
531	Postage					$ -
534	Cell Phone					$ -
550	Printing					$ -
560	Student Tuition					$ -
500 Other	Insert Object & Description					$ -
500 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	

SUPPORT SERVICES

Grant: NR21

Project No:

Fiscal Year: FY17

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
600	SUPPLIES:					
610	General Supplies					$ -
612	Non Info Tech Inventory Items					$ -
620	Energy					$ -
630	Food, Nutrition Program Only					$ -
640	Professional Books (Ex 641)					$ -
640	Magazines/Periodicals(Ex 641)					$ -
640	Library Books (Ex 641)					$ -
641	Textbooks					$ -
650	Info Tech Supplies					$ -
651	Instructional Software					$ -

SUPPORT SERVICES

Grant: NR21

Project No:

Fiscal Year: FY17

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
651	Administrative Software					$ -
652	Computers					$ -
652	Info Tech Inventory Items					$ -
653	Web Based & Similar					$ -
	NARRATIVE:					
				TOTAL	$ -	

SUPPORT SERVICES

Grant: NR21

Project No:

Fiscal Year: FY17

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	Budget Summary Object Total
800	OTHER OBJECTS:					
810	Dues & Fees					$ -
890	Miscellaneous					$ -
800 Other	Insert Object & Description					$ -
	NARRATIVE:					
				TOTAL	$ -	
Subtotal Objects 100 - 600 & 800					$ -	
Approved Indirect Cost Rate: _____ x Subtotal Above					$ -	
700	EQUIPMENT:					
730	Capital Equipment > $5,000					
730	Capital Computer > $5,000					$ -
700 Other	Other > $5,000					$ -
	NARRATIVE:					
				TOTAL	$ -	
				GRANT TOTAL	$ -	

Oversubscription Rate Calculator

Please enter the bandwidth available at each school site in column C and the avaiable upstream bandwidth in cell E4. Report the oversubscription rate from E7 as the answer to question 2 in the *Connectivity* section.

School Name	Bandwidth (mbps)
Pinecrest Academy St. Rose	300
Pinecrest Academy Inspirada	300
Pinecrest Academy Horizon	300
Pinecrest Academy Cadence	300
Total	1200

Upstream WAN connection speed (mbps)
50

Oversubscription Rate
24.0 to 1