



Nevada State Public Charter School Authority

2020 Growth Management Plan

April 24, 2020

Executive Summary

Created in 2011, Nevada’s State Public Charter School Authority (SPCSA) is a governmental agency of the State of Nevada and a statewide charter school sponsor. The SPCSA authorizes public charter schools across the state and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars. Data published by the Nevada Department of Education demonstrates that, on average, SPCSA-sponsored schools outperform public schools statewide. Recent statewide 3rd-8th grade assessment results published by the Nevada Department of Education shows that across every student group, students attending SPCSA-sponsored public charter schools outperformed their peers. At the same time, compared to public schools statewide, the SPCSA serves a lower percentage of students who qualify for Free or Reduced-Price Lunch, students who are English Learners and students who receive Special Education services.

Over the next five years, the SPCSA will build upon the strong academic performance across its schools while evolving to serve a higher percentage of students who qualify for Free or Reduced-Price Lunch, students who are English Learners, and students who receive Special Education services. Specifically, the SPCSA has established three goals:

- 1. Provide families with access to high quality schools;**
- 2. Ensure that every SPCSA student succeeds - including those from historically underserved student groups; and**
- 3. Increase the diversity of students served by SPCSA schools.**

This Growth Management Plan outlines the current performance of SPCSA-Sponsored schools, goals and plans for growth over the next five years, and proposed initiatives and actions to achieve the stated goals. The SPCSA will review and revise the Growth Management Plan at least every two years to reflect changes in the state’s educational landscape. An outline of the plan is below:

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Section One: Growth Management Plan Context

History of Public Charter Schools in Nevada

During the 1997 Nevada Legislative Session, the first Nevada public charter school laws were ratified. The statute allowed for several types of entities to sponsor public charter schools, which are schools that exist outside of the typical school district construct. Public charter schools are open to all students and are governed by volunteer Boards of Directors. In addition, public charter schools are prohibited from operating for profit in the state of Nevada.¹ Each Public Charter School is subject to a contract with a sponsor, which is responsible for providing oversight and monitoring to ensure positive academic outcomes for students and strong stewardship of public dollars.

Following the initial charter school legislation in 1997, charter schools were sponsored by entities such as a local school districts, the Nevada State Board of Education, or state institutions of higher education. This sponsorship format continued through 2010.

History of the SPCSA

The State Public Charter School Authority (SPCSA) was created during the 2011 Nevada Legislative Session in order to:

- a) Authorize charter schools of high-quality throughout this State with the goal of expanding the opportunities for pupils in this State, including, without limitation, pupils who are at risk;
- b) Provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community; and
- c) Serve as a model of the best practices in sponsoring charter schools and foster a climate in this State in which all high-quality charter schools, regardless of sponsor, can flourish.²

In addition, the SPCSA inherited the public charter schools that had previously been sponsored by the Nevada State Board of Education. At that time, the SPCSA inherited 16 school campuses and since that time has grown to sponsor 60 schools campuses. The Clark, Washoe, Carson City school districts continue to sponsor a small number of charter school directly.

Annually, the Nevada Department of Education rates all public schools statewide on the Nevada School Performance Framework (NSPF). Under the NSPF, 1-star is the lowest rating, 5-stars is the highest rating and 3-stars is considered to be 'adequate.' The most recent star ratings show that a higher proportion of public charter schools sponsored by the State Public Charter School Authority are achieving 4- and 5-Star ratings than public schools statewide. Recent data from the Nevada Department of Education shows that across every racial and demographic student group, students attending SPCSA-sponsored public charter schools outperform their peers on the statewide 3rd-8th grade Math and English Language Arts assessment. At the same time, compared to public schools statewide, the SPCSA serves a lower percentage of students who qualify for Free or Reduced-Price Lunch, students who are English Learners and students who receive Special Education services. Over the next five years, the SPCSA aims to build upon its current academic success while providing greater access to these student groups.

SPCSA Transition to Strategic Growth

In July of this year, the Board of the State Public Charter School Authority approved its first Academic and Demographic Needs Assessment. In accordance with Assembly Bill 462 from the 2019 Legislative Session, this Needs Assessment evaluates the demographics, academic needs and needs of students at risk of dropping out of school across the state. The Needs Assessment has been incorporated into the SPCSA's process for reviewing and approving new public charter school applications. While the Needs Assessment provides a snapshot in time of the needs of students in Nevada, the Growth

¹ NRS 388A.095

² NRS 388A.150

Management Plan will provide a preview of how new public charter schools will address the identified needs of students in Nevada.

Through this Growth Management Plan³, the SPCSA outlines projected growth, including new charter schools, additional campuses for existing schools, grade level expansion, and anticipated charter renewals. In addition, we consider statewide pupil performance, including data for specific student groups, and the academic needs of students in geographic areas of the state. Finally, the SPCSA has chosen to include an assessment of policies, procedures, capacity and resources along with potential initiatives and actions to enable the agency to both facilitate and manage the planned growth. All of this will support the SPCSA in maintaining strong academic performance across its schools while evolving to serve a higher percentage of students who qualify for Free or Reduced-Price Lunch, students who are English Learners and students who receive Special Education services.

As part of this transition to strategic growth the SPCSA has also committed to improved communication and coordination with local school districts. To that end, SPCSA has instituted processes and procedures that formalize notification to local school districts and the Department of Education as required under Section 4 of Assembly Bill 462 (2019). These notifications are sent to the Superintendent of Public Instruction, the local school district superintendent, and the local school district board president when the SPCSA a) receives a notice of intent to submit an application to open a new public charter school, b) receives an application to open a new public charter school, c) receives a request to amend a charter school contract, and d) approves an application to open a new charter school or to amend a charter school contract. Since AB 462 requires notification to the local school district board of trustees – and not just the district – in addition to notifying district representatives the SPCSA staff along with members of the SPCSA Board have also appeared at public meetings of local school district boards of trustees. In addition, the SPCSA Executive Director regularly attends meetings of the Nevada Association of School Superintendents and shares updates with school district superintendents during those meetings. SPCSA staff also engage regularly with school district staff through phone calls and meetings.

Additionally, the SPCSA now formally solicits feedback from the local school district on all applications for new charter schools. This first occurred during the SPCSA's Summer Application Cycle, in which the SPCSA requested input on nine applications from the three school districts in which those applicants proposed to locate: Clark County, Nye County, and Washoe County. SPCSA staff also notifies local municipalities of any new school applications and requests their input. The intent is to better facilitate coordination and planning regarding zoning and traffic patterns. All new charter school applications are also posted on the SPCSA website and along with an input form so that any member of the public may provide input. Once received, this feedback is included in the staff review of the application and provided to the SPCSA Board when they consider action on a new school application.

³ This Growth Management Plan fulfills the requirements outlined in Assembly Bill 462 from the 2019 legislative session.

Section Two: The Nevada State Public Charter School Authority Today

Today, the SPCSA serves 49,420 students in 60 public charter school campuses that span five counties across the state. This makes the SPCSA a fraction of the enrollment size of the Clark County School District and about two-thirds that of the Washoe County School District. The SPCSA performs its statewide oversight, support and sponsorship role with a staff of twenty full time employees which are split between the Carson City and Las Vegas offices.

A. Current Educational Models within the State Public Charter School Authority

As stated in NRS 388A.150, the purpose of the SPCSA is to “Authorize charter schools of high-quality throughout this State with the goal of expanding the opportunities for pupils in this State, including, without limitation, pupils who are at risk.” By offering a variety of school models, the SPCSA enables Nevada families to choose schools that best align with the needs and interests of their children. Today, SPCSA schools include, but are not limited to, the following models:

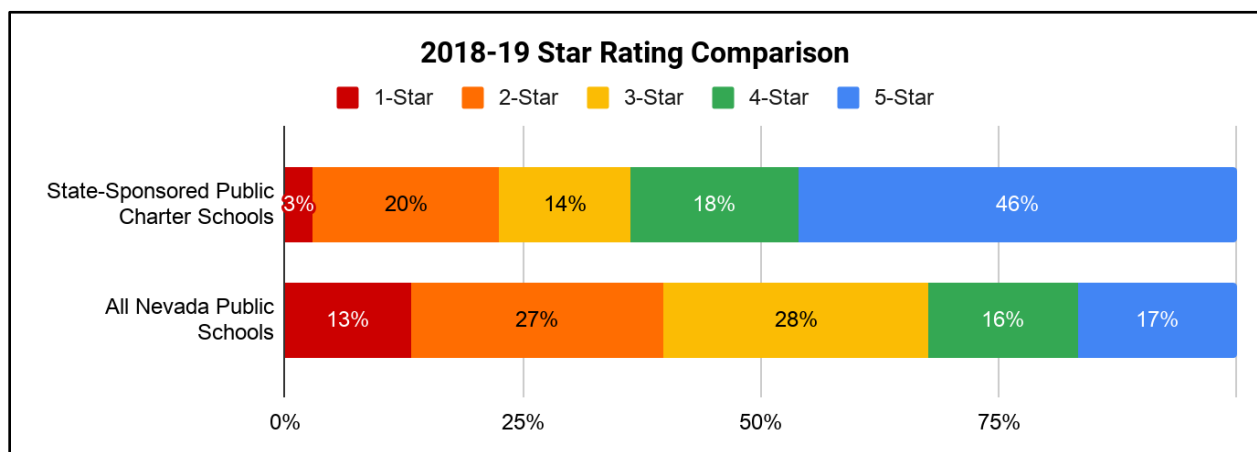
- Alternative High Schools Serving Under-Credited Students
- Arts Integration Schools
- A Montessori School
- A Sports Leadership and Management School
- Dual Enrollment High Schools
- Online or Blended Learning Schools
- Classical Education Schools
- STEM/STEAM Schools

Spotlight: Beacon Academy

Beacon Academy of Nevada is the only alternative public charter school sponsored by the SPCSA. The school operates as a blended learning school for secondary students. Specifically, the school offers flexible schedule options designed to support under-credited high school students. It provides a self-paced learning environment that gives students the dual option of online courses and in-person, individualized support from highly qualified teachers. Beacon Academy is just one example of a unique school model offered within the SPCSA portfolio.

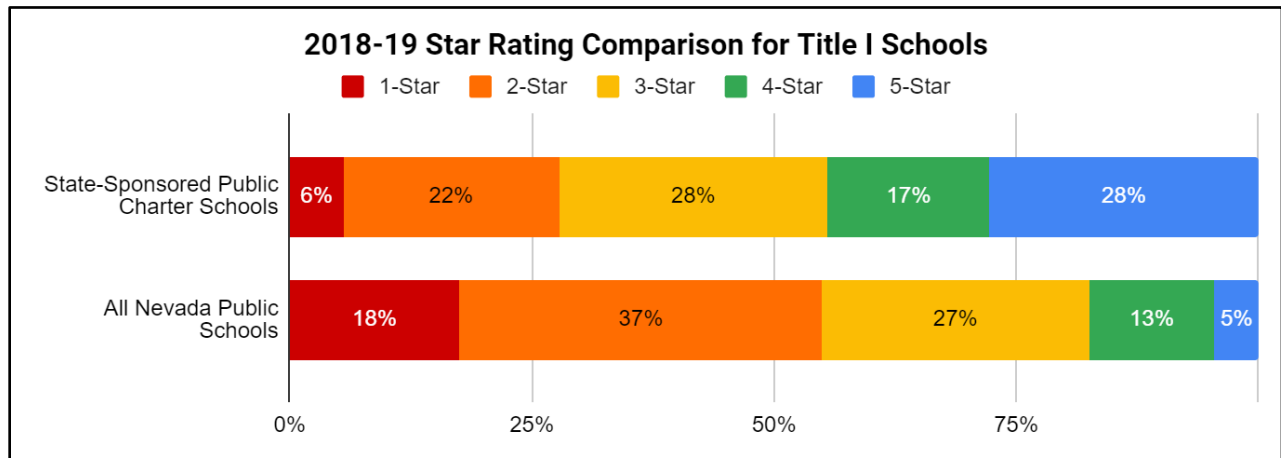
B. State Public Charter School Authority School Performance

The majority of schools sponsored by the SPCSA are rated as meeting or exceeding expectations. In the 2018-19 school year, over 45% of SPCSA-sponsored schools earned the highest possible rating of 5-stars according to the Nevada School Performance Framework (NSPF) and more than 60% of schools earned at least a 4-star rating. The Nevada Department of Education defines a 3-star rating as ‘adequate,’ or meeting expectations. More than 75% of schools sponsored by the SPCSA have achieved a rating of adequate or higher. The SPCSA has achieved this level of performance through setting clear expectations and implementing rigorous accountability systems.



In this graph and all subsequent graphs and data, former Achievement Charter Schools are included in the data for “State-Sponsored Public Charter Schools” beginning with the 2018-19 school year; 9 schools sponsored by the SPCSA and 93 schools statewide did not receive a star rating for the 2018-19 school year; those schools are not included in this graph.

When considering Title I schools, those schools that serve a high percentage of students in poverty, the SPCSA continues to see a higher rate of schools performing at or above the 3-star performance level. Among Title I schools sponsored by the SPCSA, 28% earned a 5-star rating, 45% earned a rating of 4-stars or better and 73% earned a rating of at least 3-stars.



While the vast majority of SPCSA-sponsored schools are meeting or exceeding performance expectations, there are still schools that fall short. According to the NSPF ratings for the 2018-19 school year, approximately 23% of SPCSA-sponsored schools earned a 1 or 2-star rating, indicating that they partially met or did not meet expectations. In instances in which an SPCSA-sponsored school is not meeting academic expectations, the SPCSA responds with appropriate intervention in alignment with Nevada’s ESSA Plan. This may include issuing a notice to a school, requiring a school improvement plan, or, in instances of persistent low performance and/or circumstances that undermine the health and safety of students, closing a school. At its October 4, 2019 board meeting for example, the SPCSA board voted to issue notices to SPCSA schools with a 1 or 2-star rating for the 2018-2019 school year⁴ (links to materials for this board meeting can be found in Appendix G).

The Authority will continue to be transparent about performance expectations for all current and future schools. By utilizing the findings of the Academic and Demographic Needs Assessment and implementing strategic oversight measures, the Authority firmly believes it can fulfill its statutory purpose by cultivating more high-quality public charter schools throughout Nevada and enable equitable access to students of all backgrounds.

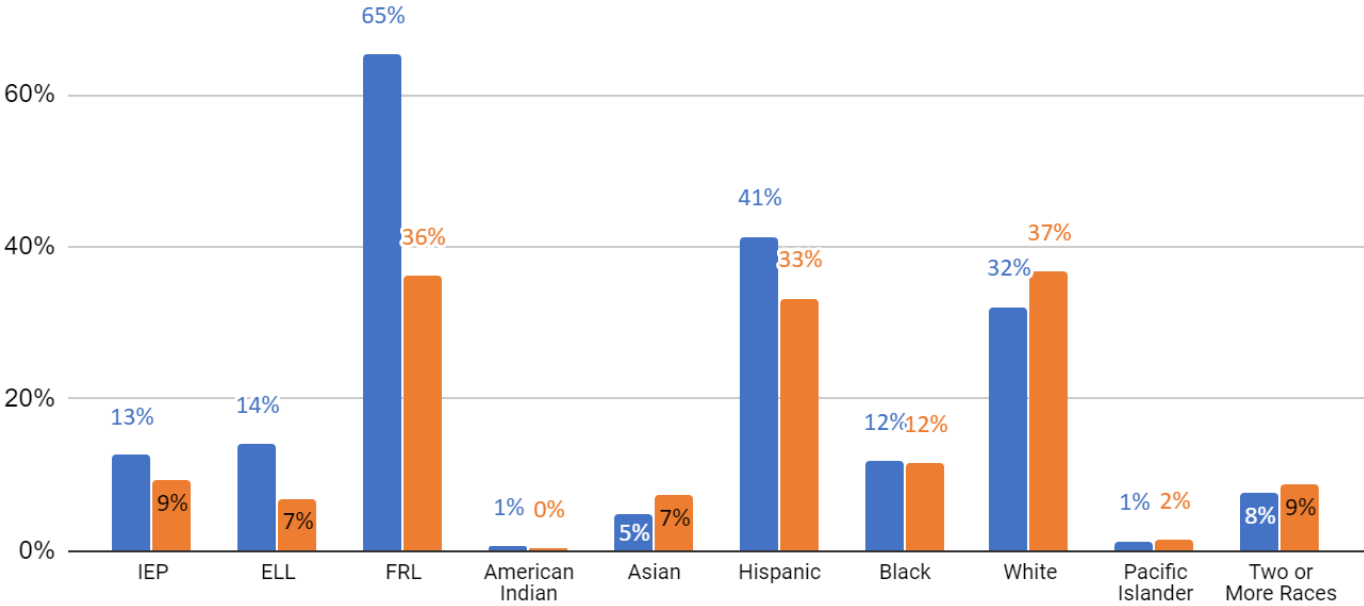
C. Demographics of Students Attending State Public Charter School Authority Schools

As of the October 1, 2019 student count, 49,420 students are enrolled in SPCSA-sponsored schools. Overall, among students enrolled in State-Sponsored charter schools, 36.3% of students qualify for Free or Reduced Lunch, 6.9% of students are English Learners and 9.4% are Students with Disabilities. As shown in the graph to the right, the SPCSA serves a lower percentage of students in these three student groups, all of which have been historically underserved. In addition, while the SPCSA has made significant progress in recent years toward serving a population that is representative of the state with regard to race and ethnicity, now serving a comparable percentage of students identifying as Black, Pacific Islander and Two or More Races, SPCSA-sponsored schools, continue to serve a lower percentage of students that identify as Hispanic compared to overall statewide student demographics.

⁴ In certain extenuating circumstances the SPCSA Board will vote not to issue a notice to a 1- or 2-star school. Details as to why a notice was not issued can be found in board minutes as well as recommendation memos.

2019-20 Demographic Comparison

■ All Nevada Public Schools ■ State-Sponsored Charter Schools



Section Three: The Academic and Demographic Needs Assessment

In 2019, the Nevada State Legislature voted to pass Assembly Bill 462. This legislation requires that the State Public Charter School Authority (SPCSA) conduct and incorporate the findings of “an evaluation of demographic information of pupils, the academic needs of pupils and the needs of any pupils who are at risk of dropping out of school in this State” into its charter school authorizing decisions. The deadline for the first evaluation was established in AB 462 as July 30, 2019, with a requirement that the evaluation be updated annually by January 31. To this end, the SPCSA conducted an Academic and Demographic Needs Assessment in collaboration with the Nevada Department of Education (NDE) as well as local school districts and the Authority board approved the first Academic and Demographic Needs Assessment on July 26, 2019. During the fall of 2019, the Nevada Department of Education released updated school performance and demographic data. The most recent version of the full Academic and Demographic Needs Assessment is included in Appendix H. This updated version includes start ratings from the 2018-19 school year and demographic data from the October 1, 2019 student count.

The SPCSA worked in conjunction with local school districts and the Nevada Department of Education to establish definitions for demographic and academic needs that are transparent, grounded in student and school performance, and aligned to the Department’s accountability system. These needs reflect the current state of education in Nevada and will evolve over time in response to changes in our state’s educational context. The SPCSA has defined demographic and academic needs as follows:

1. Demographic Needs
 - A. Student groups that underperform according to graduation rate, the ACT Assessment, and the Smarter Balanced Assessment (both Math and ELA) for the last three years present a demographic need; these student groups may benefit from the creation of high-quality school options focused on meeting their needs;
2. Academic Needs
 - A. Geographies with 1 and 2 star schools: In zip codes with a 1- or 2-Star school, students are enrolling in schools that are, based on definitions from the Nevada Department of Education’s Nevada School Performance Framework (NSPF), inadequate and the addition of a 3, 4 or 5-Star school would provide an alternative for these students;
 - B. Students at risk of dropping out: Despite a rapidly improving graduation rate, nearly one in five students does not graduate high school in four years, with certain student groups persistently graduating at lower rates than their peers;

Section 6.3 of AB 462 requires that approval of any charter application must include a determination that the proposed school meets one or more of the needs defined in the Academic and Demographic Needs Assessment. The SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school’s plans to meet statewide academic and demographic needs found by the SPCSA’s Needs Assessment, as shown below.

<p>Applicant does not meet either an academic need or a demographic need.</p> <p>Applicant may need to revise their academic plan or pick a new location in order to qualify for a recommendation - even if their application otherwise meets the standards set forth by the SPCSA in its application rubric.</p>	<p>Applicant meets one or more academic needs OR one or more demographic needs.</p> <p>Applicant may be recommended for approval contingent upon the details of their application and may be subject to additional contract conditions, so long as their application otherwise meets the standard set forth by the SPCSA in its application rubric.</p>	<p>Applicant meets one or more academic needs AND one or more demographic needs.</p> <p>Applicant will be recommended for approval so long as their application otherwise meets the standards set forth by the SPCSA in its application rubric.</p>
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Likelihood applicant is approved

The Needs Assessment will be updated each fall, in collaboration with the Nevada Department of Education and local school districts, to ensure that each charter application process is reflective of the state's current academic and demographic needs. Moving forward, the SPCSA will approve high quality applications that address the needs identified in the Needs Assessment. In reviewing and approving charter applications, the SPCSA will solicit input and feedback from local school districts, municipalities, other key stakeholders, and the public at large.

Section Four: The Future of State Public Charter School-Authority Sponsored Schools

A. Five-year Strategic Goals

Aligned to the SPCSA five-year strategic plan, the SPCSA is focused on three primary goals to further the SPCSA vision of equitable access to diverse, innovative, and high-quality public schools for every Nevada student.

Goal 1: Provide Families with Access to High-Quality Schools

The SPCSA aims for all sponsored schools to meet academic, organizational and financial performance standards. Five-year goals:

- a. Improve upon existing strong performance on star ratings by achieving 70% four-star or better, 83% three-star or better, no more than 17% two-star, and less than 4% one star.*
- b. Schools demonstrate strong organizational and financial performance with 95% rated as meeting standards on the SPCSA Organizational and Financial Performance Frameworks.

Goal 2: Ensure that every SPCSA student succeeds - including those from historically underserved student groups

The SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups. Five-year goals:

- a. Increase the percent of schools that demonstrate, for each student group, a median student growth percentile on the 3rd-8th grade state Math and English Language Arts (ELA) assessments that exceeds the respective group's Nevada median student growth percentile.
- b. For each student group, surpass respective Nevada proficiency rates on the state Math and ELA assessments.
- c. For each student group, surpass respective Nevada 4-year graduation rates.

Goal 3: Increase the diversity of students served by SPCSA schools

The SPCSA aims for sponsored schools to serve a population of students that is representative of the State with regard to race/ethnicity and additional student groups. Five-year goals:

- a. By the 2021-22 school year and thereafter, in *newly created SPCSA-sponsored public charter school seats* (new schools, new campuses, and expansion of existing schools), enroll English Learners, Students Eligible for Free or Reduced-Price Lunch, and Students with Disabilities at rates that are greater than or equal to the respective Nevada enrollment rates.^
- b. While continuing to serve currently enrolled students, in *vacant seats* at existing SPCSA-sponsored schools, enroll English Learners, Students Eligible for Free or Reduced-Price Lunch, and Students with Disabilities at rates that are greater than or equal to the respective Nevada enrollment rates.^

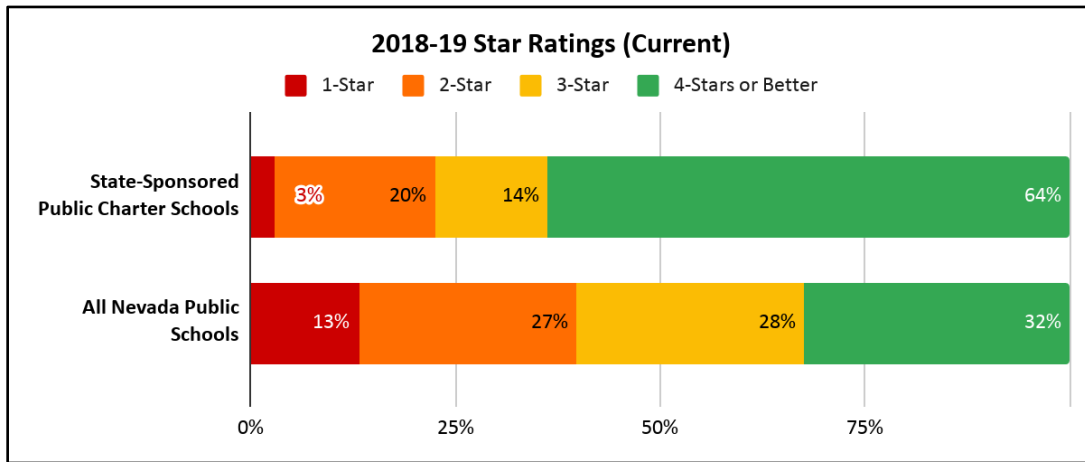
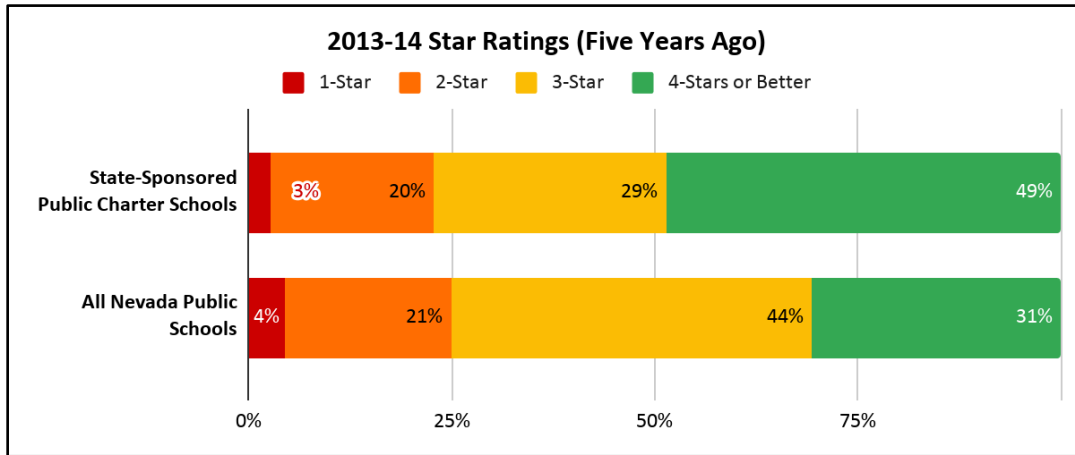
**This goal excludes alternative framework schools*

^Applies to SPCSA-sponsored schools on the aggregate level, and not on the individual school level

Annual benchmarks that will be used to track progress toward achieving these goals are included in Appendix C.

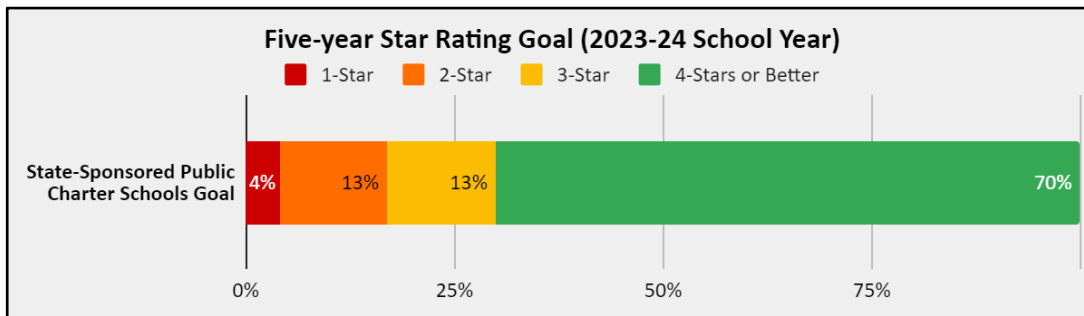
Goal 1: Provide Families with Access to High Quality Schools

Today, SPCSA-sponsored schools significantly outperform Nevada public schools statewide. The graphs below provide current and historical context regarding school performance. See Appendix D for a breakdown of enrollment by Star Rating.



While overall performance has been strong, areas for improvement remain. The SPCSA has set star rating targets for its schools that will reduce the number of 1 and 2-star schools and increase the concentration of SPCSA sponsored schools with a star rating of 3 or higher. The SPCSA aims to reach these targets while simultaneously diversifying the population of its students to more closely reflect statewide student demographics. The table below establishes five-year goals for the performance of schools sponsored by the State Public Charter School Authority.

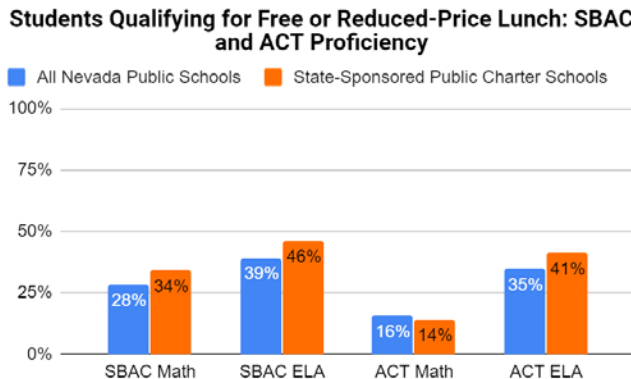
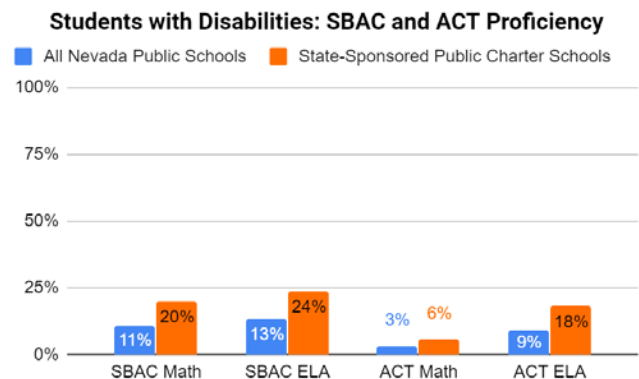
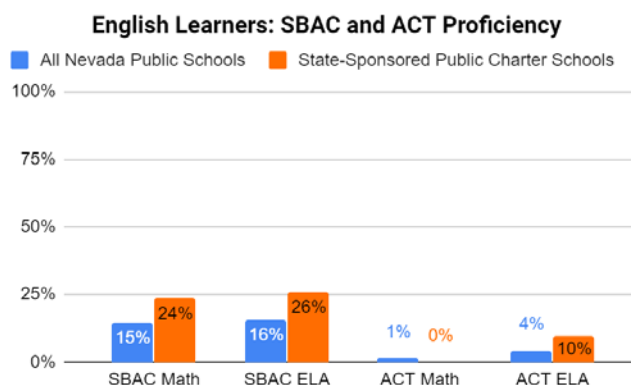
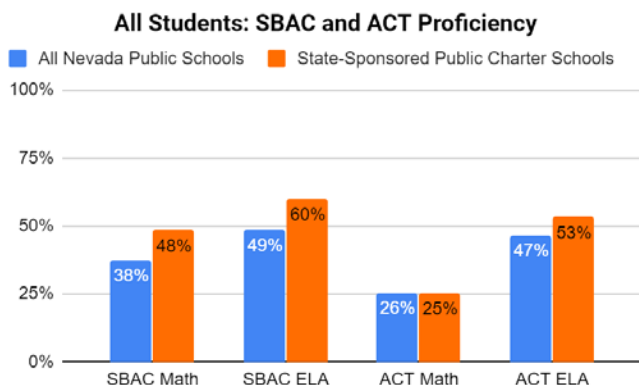
	Percent of schools rated as 1-star on the NSPF indicating they 'do not meet standards'	Percent of schools rated as 2-star or lower on the NSPF indicating they have 'partially met' standards	Percent of schools are rated 3+ stars on the NSPF indicating 'adequate' or better performance	Percent of schools rated 4+ stars on the NSPF indicating 'commendable' or 'superior' schools
Five-year targets (2023-24 school year)	Less than 4%	No more than 17%	83% or more	70% or more



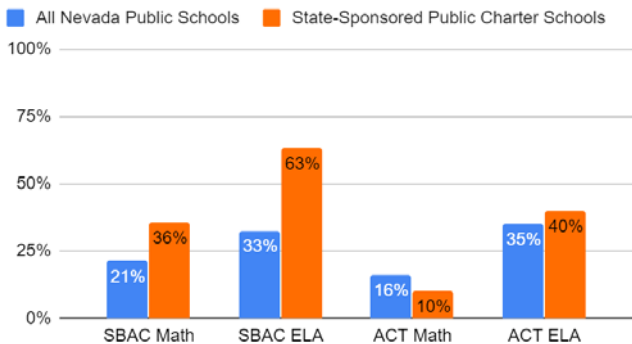
In line with the responsibility to ensure strong stewardship of public funds, the State Public Charter School Authority annually evaluates the organizational and financial performance of schools. These evaluations are based on organizational and financial performance frameworks which are grounded in statutory and regulatory requirements and incorporate data from each charter holder’s annual financial audit. The SPCSA has set a goal that 95% of schools will be rated as meeting standards on both the organization and financial performance frameworks.

Goal 2: Ensure that every SPCSA student succeeds - including those from historically underserved student groups

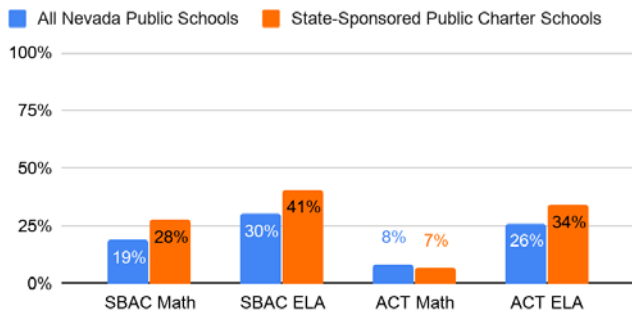
Statewide data shows that some student groups have historically underperformed relative to their peers on key academic indicators. Those student groups include students qualifying for Free or Reduced Lunch, English Language Learners, and Students with Disabilities, along with student identifying as Native American, Black or African American and Hispanic. While these opportunity gaps exist within SPCSA-sponsored schools, the graphs below show that on the students attending SPCSA-sponsored schools have mostly outperformed their peers on statewide assessments. The graphs below show the 2018-19 performance of 3rd to 8th grade students on the Smarter Balanced (SBAC) Assessment and of 11th grade students on the ACT.



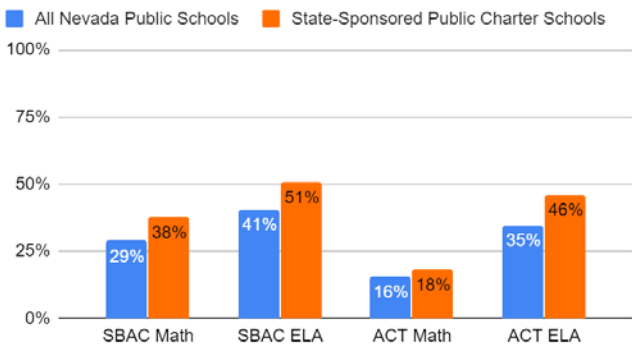
Native American Students: SBAC and ACT Proficiency



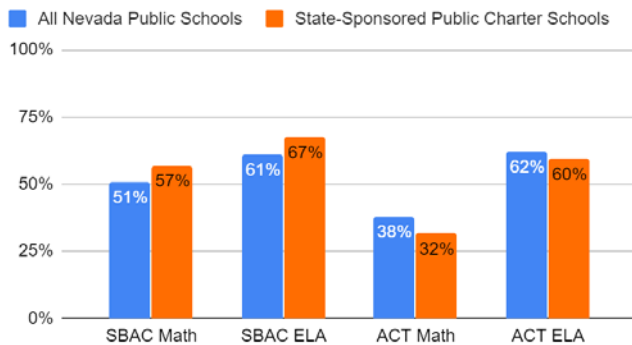
Black or African American Students: SBAC and ACT Proficiency



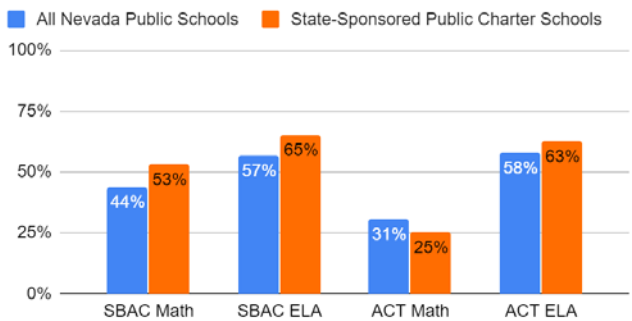
Hispanic Students: SBAC and ACT Proficiency



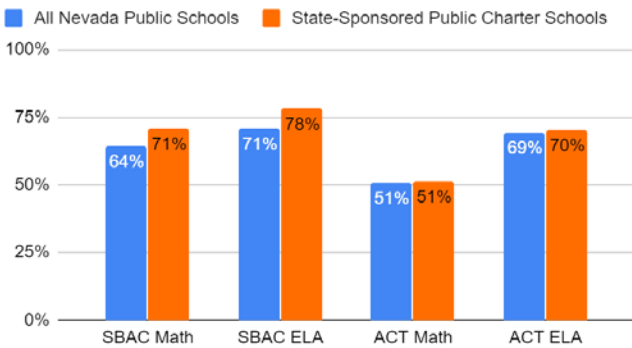
White Students: SBAC and ACT Proficiency



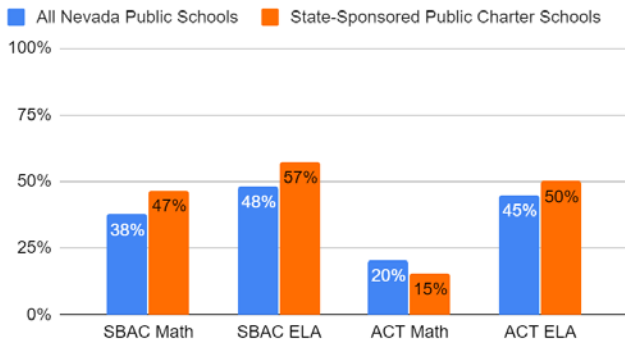
Students that are Two or More Races: SBAC and ACT Proficiency



Asian Students: SBAC and ACT Proficiency



Pacific Islander Students: SBAC and ACT Proficiency

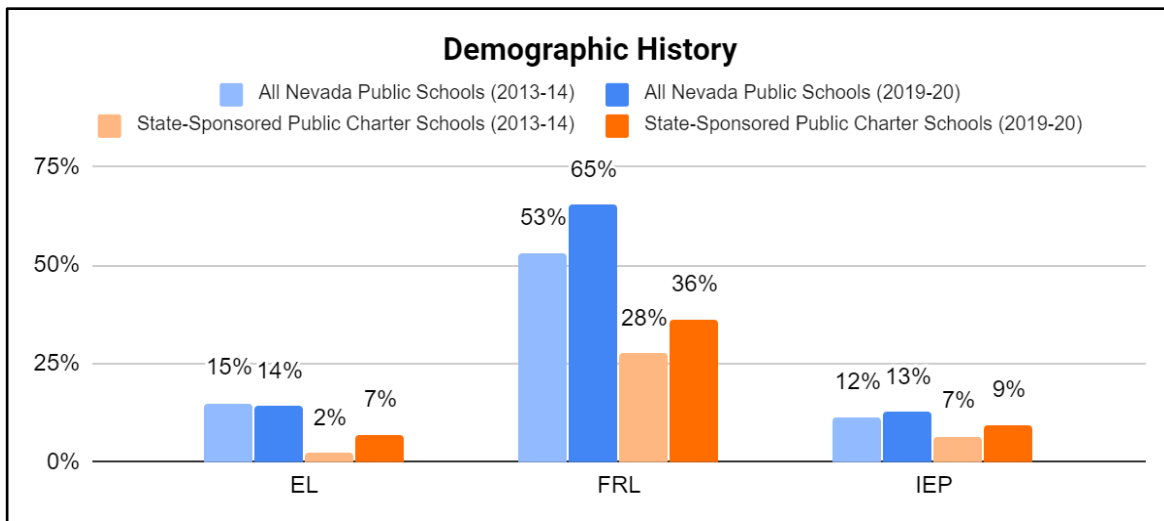


Ultimately, the SPCSA aims to increase proficiency rates across all student groups while narrowing any achievement gaps that currently exist. In addition to establishing goals to outpace state proficiency across each student group, growth in early grade levels is critical to putting students on track for high school. To that end, the SPCSA has set the following performance targets:

- a. Increase the percent of schools that demonstrate, for each student group, a median student growth percentile on the 3rd-8th grade state Math and English Language Arts (ELA) assessments that exceeds the respective group’s Nevada median student growth percentile.
- b. For each student group, surpass respective Nevada proficiency rates on the state Math and ELA assessments.
- c. For each student group, surpass respective Nevada 4-year graduation rates.

Goal 3: Increase the diversity of students served by SPCSA schools

As shown in the graph below, over the last five years, the SPCSA has increased enrollment in three, historically underserved student groups: students eligible for Free or Reduced Lunch, English Learners, and Students with Disabilities. However, there is still significant work to be done to ensure that SPCSA-sponsored schools are serving a population that is representative of the state.



The SPCSA aims to serve a population of students that is representative of the state in terms of all student groups. To evolve the demographics of the students served by SPCSA-sponsored public charter schools, the SPCSA and schools will focus on enrolling new students that are representative of the state’s demographics as a whole.

Specifically, by the 2023-2024 school year, the SPCSA aims to enroll FRL, EL and IEP students at a rate that is greater than or equal to the statewide average. First, when considering all new seats created through the opening of new schools, new campuses in school networks, and expanded schools, the SPCSA’s goal is for the rate of enrollment of these student groups to be equal to or higher than the statewide average beginning in the 2020-2021 school year. Second, by the 2023-2024 school year, the SPCSA aims to enroll FRL, EL and IEP students at a rate that is equal to or higher than the statewide average in vacant seats at existing schools while enabling current students to continue to attend.

In addition, the SPCSA acknowledges that as we work to diversify the population of students served, it is important that schools simultaneously work to diversify their teaching staffs to better reflect the communities that they serve. To that end, the SPCSA has amended its new school application to ascertain how prospective schools would recruit and hire teachers and staff that are representative of the student body.

B. Planning for Future Growth

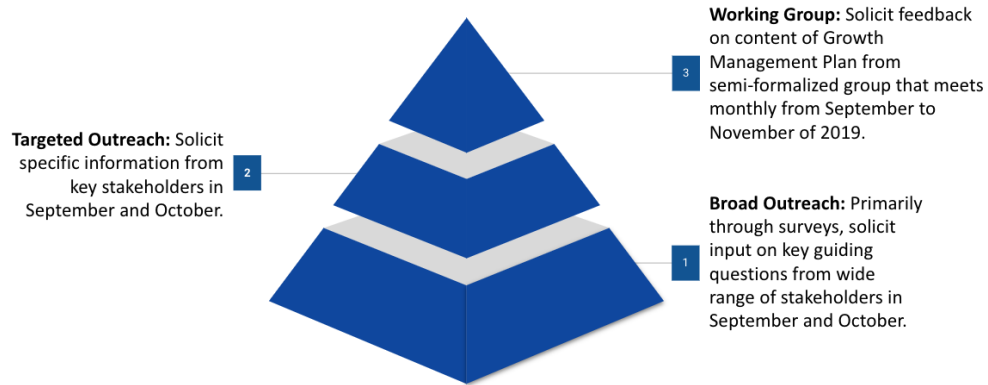
In building a plan to realize these goals, the SPCSA considered the current needs of students throughout Nevada, both through the lens of the Academic and Demographic Needs Assessment and through gathering input from community stakeholders. Specifically, this section will provide projections regarding:

- The charter schools whose charter contracts will expire;
- Additional campuses of charter schools;
- Charter schools that will expand their grade configuration or otherwise increase enrollment;

- Additional campuses of charter schools; and
- New charter schools.

I. Stakeholder Engagement in Planning

To engage stakeholders on Growth Management Planning, the SPCSA engaged in a multi-pronged outreach process during the fall of 2019. The purpose of these outreach efforts is to gather input from stakeholders on the needs of Nevada students, and the implications of both for SPCSA growth management planning. An overview of this outreach effort is shown below:



Information collected through stakeholder feedback has informed the SPCSA’s approach to this Growth Management Plan and the projections outlined below.

II. Potential Renewal of Existing Schools

Each public charter school operates under a charter contract. The initial term for all charter contracts is six years while subsequent terms can range from three to ten years. In the final year of a charter contract term, the SPCSA evaluates the academic performance, financial solvency and organizational compliance of schools to determine whether to renew the contract. This includes reviewing data and information going back to the inception of the school, including but not limited to: academic, financial and organizational performance ratings; site evaluation reports; and regular compliance submissions. The factor most heavily weighted in determining whether to renew a school is academic performance. Specifically, the Authority board holds schools accountable for consistent performance that is ‘adequate,’ or is 3 star-rated or higher, during the renewal process. Below is a summary of charter contracts that will expire over the next five years and performance of the schools under those contracts. Additional detail is available in Appendix E.

	Contract Ending June 2020 ⁵	Contract Ending June 2021	Contract Ending June 2022	Contract Ending June 2023	Contract Ending June 2024
# of Charter Contracts Up for Renewal	7	4	6	6	2
% 3+ Star-Ratings for campuses of Contracts Up for Renewal⁶	61%	85%	67%	80%	100%

⁵ SPCSA Board will be making renewal decisions for contracts ending in June 2020 in late 2019 or early 2020

⁶ Based upon current school performance data; note that charter holders may have multiple star ratings

III. Approved Expansions of Existing Schools

In order to expand, public charter schools must submit an application to amend their charter contract to the State Public Charter School Authority. To be eligible for an amendment to expand, schools “must be in good standing in all three domains of the Authority’s academic, financial, and organizational performance frameworks.”⁷ With the exception of a school rated on the Alternative Performance Framework, an SPCSA-sponsored public charter school that is rated as a 1- or 2-stars under the NSPF is not eligible under the SPCSA’s guidelines to apply for a charter school contract amendment that would allow the charter school to add grade levels, add new students, or add an additional campus.

There are a variety of ways that a school can expand such as adding a new campus that was not approved in the original application, adding new grade levels to an existing campus, or increasing the number of students served at their current campus. Regardless of the type of expansion sought, the SPCSA conducts a rigorous review of the current academic, financial and organizational performance along with vetting the proposed plan for expansion outlined in the amendment application. The amendment application process culminates with a recommendation to the SPCSA Board which ultimately decides whether to grant the expansion amendment. The following charter holders have already been approved by the Authority Board for expansion:

Charter Holder	Location	Type of Expansion	Year of Expansion Approval	Number of Seats Added
American Preparatory Academy	Clark County	Will add a second campus in Southwest Las Vegas to serve grades K-6 beginning in the 2020-21 school year	2018	640
Nevada State High School	Clark County	Will add two new campuses beginning in the 2020-21 school year, one in Northwest Las Vegas and one in Henderson. Each campus will serve grades 11 and 12.	2019	425
Oasis Academy	Churchill County	Will add 25 students, or one classroom, in each of grades K-8 through a slow growth approach, reaching full scale in 2026-27 school year.	2019	225
Mater Academy	Clark County	Will add a third campus in East Las Vegas to serve grades K-9 beginning on the 2020-21 school year and ultimately growth to serve grades K-12	2019	2,175 (initially 1,059)

New public charter schools frequently choose to gradually expand, often times, adding one grade-level at a time until they reach the intended grade configuration for the school. For those schools, there is gradual enrollment growth in the initial years of operation until they have reached their final configuration.

Below is a list of schools that were authorized as slow growth schools that will continue to grow over the coming years.

- Futuro Academy is currently K-3 and will add a grade per year until they reach a full K-8 configuration
- Nevada Prep is currently 4-7 and next year will add an 8th grade
- Nevada Rise is currently K-2 and will add a grade per year until they reach a full K-8 configuration
- Mater Academy of Northern Nevada is currently K-7 and next year will add an 8th grade

⁷ SPCSA 2019 Charter School Request for Amendment to Charter Contract Application

IV. Potential Future Expansions of Existing Schools

The SPCSA surveyed all charter holders currently sponsored by the SPCSA regarding their plans to request an amendment to expand within the next five years. Below are details regarding the types of expansion that charter holders are considering. These schools have not submitted formal requests to amend their contracts and the SPCSA board has not taken any action to approve or deny these potential expansions. In considering approval of expansions, the SPCSA will be focused on achieving the five-year strategic goals and therefore will consider the degree to which expansion of existing schools will bring the agency closer to its goals.

	Charter holders* responding that they are planning to request an amendment to expand within the next five years	Charter holders* responding that they may request an amendment to expand within the next five years
# of Charter Holders considering request for New Campus	10	6
# of Charter Holders considering request for Additional Grade Levels	2	3
# of Charter Holders considering request for Additional Seats	5	5
<i># of Charter Holders considering request to Reduce Seats</i>	0	2

**Some charter holders are represented multiple times in the table above.*

V. New Schools Approved to Open

In order to open a public charter school, an applicant must go through a rigorous application process. First, the applicant must submit a notice of intent, followed by a completed charter school application. The application addresses four main areas including Academic, Operations, Financials, and Meeting Community Need. The application must also include basic information about the proposed school, including members of the applicant team, proposed enrollment, proposed opening date, and any plans to contract with a non-profit charter management organization or for-profit education management organization. The application is then vetted by a review team using the established rubric criteria. As part of the application process, the SPCSA conducts a capacity interview with the applicant team to elicit any necessary clarifications or additional information about the proposed charter school and determine the ability of the applicants to establish a high-quality charter school. As described below, with the implementation of the SPCSA Needs Assessment, this process now also includes soliciting input from the local school district and the public, assessing the alignment of the application of the identified needs within the Needs Assessment, and considering any public input. The following school has already been approved to open:

School	Location	Year Opening	First Year Enrollment	First Year Grade Configuration	Enrollment at Full Scale	Grade Configuration at Full Scale
Explore Academy⁸	Clark County	2020-21	330	6, 7, 9	700	6-12
Las Vegas Collegiate⁹	Clark County	2020-21	162	K, 1	486	K-5
Pinecrest Academy of Northern Nevada¹⁰	Washoe County	2020-21	688	K-7	988	K-8
Girls Athletic Leadership School (GALS)¹¹	Clark County	2020-21	135	6	405	6-8

VI. *Potential Future New Schools*

In the prior three years, the SPCSA has approved six new schools across two counties.

	2016	2017	2018	2019
Letters of Intent Received	18	12	37	32
Applications Received	11	6	4	10
Approvals by Authority Board	5	1	0	3 ¹²

Note that some applicants have submitted letters of intent and may have applied in multiple years.

Over the next five years, the focus will be on realizing the five-year strategic goals and thereby providing equitable access to high quality, public school options for students across Nevada. To achieve these goals, the SPCSA expects to add new schools when they demonstrate a strong plan and capacity to effectively serve students, align with the needs assessment and promote the strategic priorities. In the prior three years, the SPCSA has received 21 applications and approved six of those applications, approximately 30%. Going forward the SPCSA anticipates a similar rate of approximately 1 out of 3 applications receiving SPCSA approval. Ultimately, however, approval will be based on the quality of the application and alignment to identified needs as outlined below.

To realize our goal of equitable access to high quality school options, the SPCSA will be focused on approving new schools that are responsive to an identified geographic, academic, or demographic need. On an annual basis, the SPCSA will assess

⁸ Explore Academy was originally approved by the Nevada Achievement School District. However, under Assembly Bill 78 (2019), existing approvals were transferred to the SPCSA.

⁹ Approved on December 17, 2019 with three conditions including an updated incubation year plan, updated plan for administrative support, and working with local jurisdiction regarding pedestrian safety during arrival and dismissal.

¹⁰ Approved on December 17, 2019 with several conditions including but not limited to a weighted lottery, development of an outreach and transportation plan, participation in the National School Lunch Program, and additional staff to support English Learners.

¹¹ Approved on January 31, 2020 with several conditions including but not limited to continuing to provide assessment data for affiliate schools in other states, providing mid-year assessment data for the first year of operations for SPCSA monitoring, providing updates on staffing and budgeting during the spring of 2020.

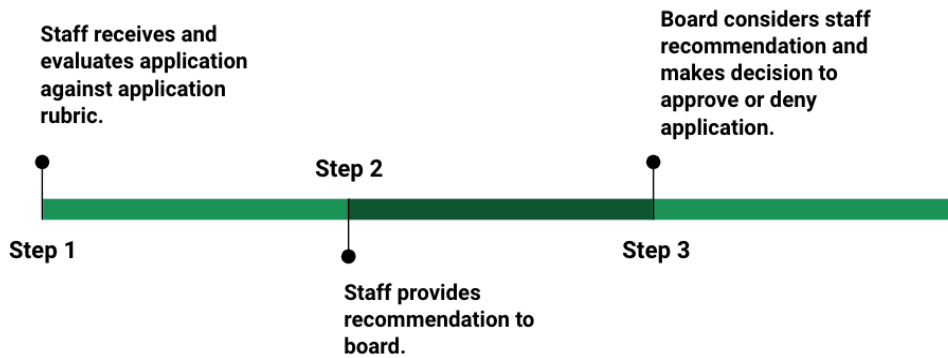
¹² Table was updated to reflect applications approved by the SCPSA Board at the December 2019 and January 2020 meetings.

these needs by conducting the Academic and Demographic Needs Assessment and engaging with local stakeholders, particularly those that have contributed to the development of this Plan through the working group. The information gathered will be used to evaluate whether proposed school models meet the needs and demands of the community they propose to serve. In addition, as the SPCSA continues to learn from community stakeholders, this information may lead to changes in our application process in order to more proactively solicit proposals aligned to needs. In this year’s working group, for example, stakeholders articulated the following needs:

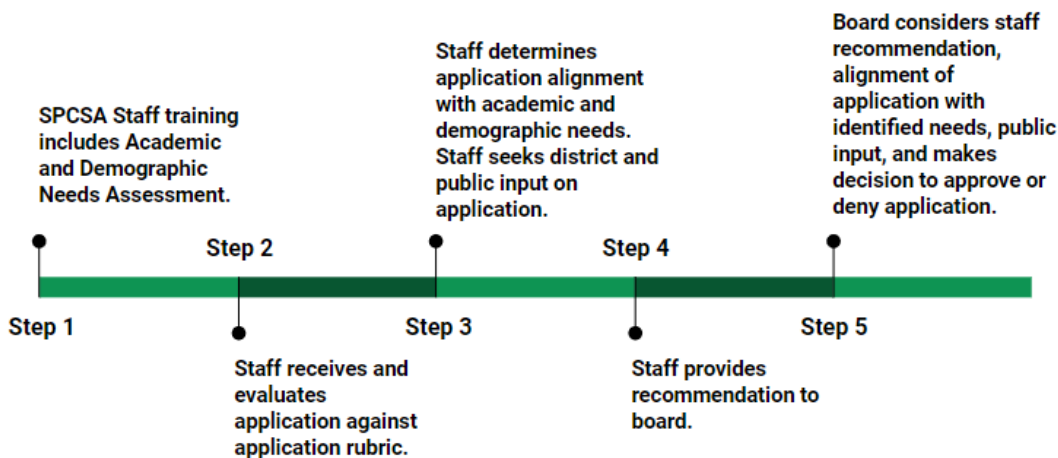
- Schools that will help to diversify the school models and programs available to students and families
- Schools that are expressly designed to support the needs of historically underserved students
- Schools that are culturally responsive (ex. grounded in local community, intentional about school climate and culture, thoughtful about the demographic makeup of the teaching staff and professional development provided to teaching staff)
- Schools that are creating relief from extreme overcrowding

Going forward, the SPCSA will seek opportunities to collaborate with local stakeholders to identify and address specific, localized educational needs. To accomplish these aims the SPCSA has amended the charter application process as shown below:

Former Process



Updated Process



The SPCSA staff review of charter applications and board approval of charter applications will consider the quality of applications. Moving forward, both stages will additionally consider (1) an application’s alignment with the findings of the Academic and Demographic Needs Assessment, (2) district input on an application’s alignment with the Needs Assessment, and (3) public input on demand for new schools.

Once SPCSA staff has completed its review of the application, capacity interview with the applicant and considered all input from local school districts, municipalities and the public, SPCSA staff provide a recommendation memo to the SPCSA

Board. In this recommendation memo, SPCSA staff share the final ratings for the application based on the rubric criteria, outline strengths and concerns within the application, and communicate staff's assessment as to whether the application should be approved. This memo, along with all application materials and feedback are provided to the board and posted on the SPCSA website.

If an application is denied, SPCSA staff follow the procedures outlined in NRS 388A.255. This includes issuing a formal notification to the applicant of denial and then meeting with the applicant to "confer on the method to correct the identified deficiencies." The applicant has 30 days from the receipt of the notification of denial to resubmit their application to the SPCSA. If the SPCSA denies an application after resubmission, the applicant then may appeal to the district court in which the proposed school would be located.

If a new school application is approved, the applicant is required to fulfil the SPCSA's pre-opening requirements to secure approval to open. These pre-opening requirements cover preparedness across key functional areas including board governance, enrollment, student and family information, personnel, financial management, school operations, academic program, and facilities.

VII. School Closure and Nonrenewal

As a charter school authorizer, the SPCSA is responsible for holding SPCSA-sponsored charter schools accountable for meeting academic, financial and organizational performance standards. In instances in which an SPCSA-sponsored school is not meeting expectations, the SPCSA responds with appropriate intervention. This may include issuing a notice to a school, and the SPCSA generally employs a three-tiered system of intervention. The first tier is a Notice of Concern which may be issued for weak financial, organizational or academic performance. Typically, if a school that was previously performing above 3-stars receives a 1- or 2-star rating, that school is issued a Notice of Concern. The second tier is a Notice of Breach which may be issued for a) continued evidence and/or significant evidence of weak financial, academic or organizational performance, b) failure to make substantial progress towards remedying previously identified concern, or c) failure to comply with applicable laws, regulations and/or the terms of the charter contract. Typically, a school that receives a second consecutive rating below 3-stars is issued a Notice of Breach. At each of these levels of intervention, the SPCSA may require the charter school to take certain actions, such as submit and implement an improvement plan. The SPCSA closely monitors the progress of school operating under a Notice of Concern or a Notice of Breach. The third tier is a Notice of Intent to Revoke which will initiate the process to terminate a school contract and close a school. A Notice of Intent to Revoke is may be issued in instances such as persistent low performance, and/or circumstances that undermine the health and safety of students.

There are two statutes that outline circumstances in which a charter contract can be terminated. Under NRS 388A.300, a sponsor **must** terminate a contract if, in a period of five years, the school receives three 1-star ratings. A sponsor may also terminate a charter contract in other circumstances including, three one or two star ratings over the last three ratings period, for an elementary or middle school being rated under the NSPF in the lowest 5% of all schools statewide, for a high school a single year graduation rate below 60%, a material breach of contract, financial mismanagement, or threats to the safety of students.¹³

In addition, each charter school operates under a charter contract with a set term and in certain circumstances can close at the end of a contract term. During the last year of the contract, the governing body of the charter school may apply to renew the school's contract. The SPCSA is required to consider any application for renewal and make a determination as to whether the renew the contract based on established criteria and the prior performance of the school. If a charter contract is not renewed, the school closes at the end of that school year.¹⁴ Though school closure can be a difficult process, the SPCSA must hold schools accountable for their performance.

¹³ NRS 388A.330

¹⁴ NRS 388A.285

Section Five: The Future of State Public Charter School Authority Operations & Practices

To achieve our goals and provide equitable access to high quality public charter schools for students across our state, the SPCSA will evolve its authorizing practices and be responsive to the needs and characteristics of sponsored schools. Below, we provide an overview of the SPCSA’s current policies, procedures, capacity, and financial resources that can support our agency in reaching the goals we have outlined in this plan. In addition, we lay out proposed changes we feel could support our agency in facilitating and managing the growth we have planned.

		Goal 1: Provide Families with Access to High Quality Schools	Goal 2: Ensure that every SPCSA student succeeds - including those from historically underserved student groups	Goal 3: Increase the diversity of students served by SPCSA schools
Policies	Existing	<ul style="list-style-type: none"> Statutes that enable the Authority to close persistently low-performing schools¹⁵ Annual School Performance Plan required of all schools¹⁶ 	<ul style="list-style-type: none"> Data required to be disaggregated by race/ethnicity and FRL, EL and IEP status¹⁷ NDE identification of schools in which any group of students is consistently underserved as Targeted Support and Improvement¹⁸ 	<ul style="list-style-type: none"> Optional preferential enrollment (weighted lottery¹⁹ and priority enrollment²⁰) Sponsor may require student recruitment materials to be published in multiple languages²¹ Sponsor may require schools to develop a plan to recruit and enroll population similar to local district school²² Annual Academic and Demographic Needs Assessment²³ incorporated into authorizing process
	Proposals	<ul style="list-style-type: none"> Formalize policies on academic, organizational and financial eligibility standards for school expansion. (Differentiated by expansion type: opening additional campuses, expanding enrollment in existing schools, or adding grade levels in existing schools) Formalize policies academic, organizational and financial eligibility standards for renewal and for varying term lengths. Consider revision to the resubmission process and timeline 		

¹⁵ NRS 388A.300; NRS 388A.330

¹⁶ NRS 385A.650

¹⁷ ESSA, Section 1111(c)(2)

¹⁸ ESSA, Section 1111(c)(4)

¹⁹ R131-16, Section 12

²⁰ NRS 388A.456

²¹ R131-16, Section 8

²² R131-16, Section 6

²³ Assembly Bill 462, Section 5

		Goal 1: Provide Families with Access to High Quality Schools	Goal 2: Ensure that every SPCSA student succeeds - including those from historically underserved student groups	Goal 3: Increase the diversity of students served by SPCSA schools
Procedures	Existing	<ul style="list-style-type: none"> ● Rigorous New School Application process ● Fully codified Site Evaluation Process ● SPCSA Performance Framework (Academic, Financial and Organizational) ● Issuing notices, including additional oversight for schools on notice 	<ul style="list-style-type: none"> ● New School Applications questions regarding support for at-risk students 	<ul style="list-style-type: none"> ● New School Application questions regarding intended community and population to be served ● New School Application questions regarding relationships with community applicants propose to serve ● Academic Framework contains Diversity Component
	Proposals	<ul style="list-style-type: none"> ● Apply intentional approach to school expansion that aligns to strategic plan goals ● Coordinate with local jurisdictions regarding new school applications and approvals to reduce traffic, parking and pedestrian safety issues ● Encourage the expansion of National School Lunch Program participation, use of enrollment preferences for historically underserved student groups, transportation options, participation in publicly funded pre-Kindergarten programming. ● Increase access to statistics about student groups such as enrollment, performance, and academic growth (ex. Equity Reports) ● Proactive monitoring of recruitment and enrollment practices for IEP and EL students ● Leverage existing policies to follow up with schools on efforts to ensure representative demographics ● Formalize School Support and Finance & Operations school visits to include federal program monitoring and technical assistance related to serving student groups that have historically been underserved (aligned with increased LEA responsibilities) ● Establish and implement proactive training calendar aligned to federal program requirements and serving student groups that have historically been underserved (in line with increased LEA responsibilities) ● Build and use internal protocols and infrastructure associated with serving as a Local Education Agency (monitoring and support) 		

		Goal 1: Provide Families with Access to High Quality Schools	Goal 2: Ensure that every SPCSA student succeeds - including those from historically underserved student groups	Goal 3: Increase the diversity of students served by SPCSA schools
Capacity	Existing	<ul style="list-style-type: none"> ● 7-Member Authorizing team has diverse areas of expertise from finance and auditing to data analysis to school improvement ● Cyclical nature of oversight responsibilities, including site evaluations and review of new school applications creates periodic strain on authorizing team capacity 	<ul style="list-style-type: none"> ● School Support team members have range of school-based experiences, including working with Students with Disabilities ● 1:30 ratio of school support team member to campus, limiting individualized school support ● Finance & Operations Team has expertise in state budgeting and managing subgrants ● 4 Team members tasked with grant administration for 11 grants totaling \$15 Million annually ● Nevada Department of Education support with federal and state programs 	<ul style="list-style-type: none"> ● Nevada Department of Agriculture support with National School Lunch Program
	Proposals	<ul style="list-style-type: none"> ● Build internal expertise and capacity associated with meeting responsibilities of a Local Education Agency ● Build internal capacity to collaborate with school districts on school improvement levers such as professional development ● Increase the ratio of school support team member to campus ● Implement new Grant Management System and Risk based monitoring approach within Finance & Operations team in order to streamline end-to-end grant administration ● Continue to hone expertise across authorizing and school support teams related to high quality instruction, particularly for student groups that have historically been underserved ● Add team member(s) to authorizing team or use contractors to reduce strain across staff due to supporting major annual initiatives including Site Evaluations and New School Applications ● Continue to scale human capital in alignment with increases in numbers of schools and students 		
Financial Resources	Existing	<ul style="list-style-type: none"> ● Charter School Program grant available to high quality new school applicants (grant is currently winding down) 		<ul style="list-style-type: none"> ● Federal Funding Support (IDEA, Title I, Title III, Title IV) ● State Grants (SB 178)
	Proposals	<ul style="list-style-type: none"> ● Explore options for future Charter School Program grant to Nevada ● Engage in work related to New Nevada Funding Plan to enable equitable funding for charter schools 		

Appendix A: Relevant Excerpt of AB 462

Sec. 3. 1. The State Public Charter School Authority shall establish a plan to manage the growth of charter schools in this State. The plan must set forth the status of existing charter schools and a 5-year projection of anticipated growth in the number of charter schools.

2. To develop the plan pursuant to subsection 1, the Authority shall determine the projected number of:

- (a) New charter schools that the Authority will approve;**
- (b) Additional campuses of charter schools that the Authority will approve;**
- (c) Charter schools that will expand the grade levels offered at the charter schools or will otherwise increase enrollment of pupils at the charter schools; and**
- (d) Charter schools whose charter contracts will expire and the likelihood that the charter contracts will be renewed;**

3. In addition to the information described in subsection 2, to develop the plan pursuant to subsection 1, the Authority shall consider:

- (a) Information relating to pupils included in the statewide system of accountability for public schools, including, without limitation, information relating to specific groups and subgroups of pupils;**
- (b) Information relating to the academic needs of pupils in the various geographic areas of the State; and**
- (c) Any other information the Authority deems necessary to determine whether increasing the number of charter schools or expanding the campuses of existing charter schools will best serve the pupils of this State.**

4. The Authority, the Department and each board of trustees of a school district in this State shall collaborate in developing the plan pursuant to subsection 1.

Appendix B: Definitions of Star Ratings

Elementary and Middle School

Category	Policy Descriptors
★★★★★	Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five-star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.
★★★★	Recognizes a commendable school that has performed well for all students and subgroups. A four-star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. A school identified for targeted support and improvement is not eligible to be classified as a four-star school or higher.
★★★	Identifies an adequate school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A school identified for comprehensive support and improvement is not eligible to be classified as a three-star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three-star schools.
★★	Identifies a school that has partially met the state’s standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A two-star school in consecutive years is subject to state intervention. A school identified for targeted support and improvement or comprehensive support and improvement is eligible to be classified as a two-star school.
★	Identifies a school that has not met the state’s standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

High School

Category	Policy Descriptors
★★★★★	Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five-star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.
★★★★	Recognizes a commendable school that has performed well for all students and subgroups. A four-star school demonstrates satisfactory to strong academic performance for all students. Further, the school's graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator. A school identified for targeted support and improvement is not eligible to be classified as four-star school or higher.
★★★	Identifies an adequate school that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A school identified for comprehensive support and improvement is not eligible to be classified as a three-star school or higher. A school identified for targeted support and improvement is eligible to be classified as a three-star school.
★★	Identifies a school that has partially met the state's standard for performance. Students and subgroups often meet expectations for academic performance but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A two-star school in consecutive years is subject to state intervention. A school identified for targeted support and improvement or comprehensive support and improvement is eligible to be classified as a two-star school.
★	Identifies a school that has not met the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

Appendix C: Annual Benchmarks for 5-Year Goals

Goal 1: Provide Families with Access to High-Quality Schools

The SPCSA aims for all sponsored schools to meet academic, organizational and financial performance standards. Five-year goals:

- a. Improve upon existing strong performance on the Nevada School Performance Framework (NSPF) by achieving 70% four-star or better, 83% three-star or better, no more than 17% two-star, and less than 4% one star (excluding Alternative Performance Framework Schools). *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 1a ²⁰						
Star Rating	Current (2018-19)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
4+ Star	64%	65%	66%	67%	68%	70%
3+ Star	78%	79%	80%	81%	82%	83%
2 Star	20%	<20%	<19%	<18%	<17%	<17%
1 Star	2%	<4%	<4%	<4%	<4%	<4%

- b. Schools demonstrate strong organizational and financial performance with 95% rated as meeting standards on the SPCSA Organizational and Financial Performance Frameworks. *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 1b ²¹					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Org. Framework	90%	90%	92%	94%	95%
Fin. Framework	90%	90%	92%	94%	95%

²⁰ Excludes schools on the Alternative Performance Framework

²¹ The Organizational and Financial Frameworks were recently updated by the SPCSA. Thus, baseline data is not available.

Goal 2: Ensure that every SPCSA student succeeds - including those from historically underserved student groups

The SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups. Five-year goals:

- a. Increase the percent of schools that demonstrate, for each student group, a median student growth percentile on the 3rd-8th grade state Math and English Language Arts (ELA) assessments that exceeds the respective group’s Nevada median student growth percentile. *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 2a (Math Growth)								
	Statewide ES Math MGP	Statewide MS Math MGP	Current % at or above state MGP (2018-19)	% at or above state MGP 2019-2020	% at or above state MGP 2020-2021	% at or above state MGP 2021-2022	% at or above state MGP 2022-2023	% at or above state MGP 2023-2024
American Indian/Alaska Native	50	48	N/A (no schools above N=10)	50.0%	51.5%	53.0%	54.5%	56.0%
Asian	60	60	51.3%	52.8%	54.3%	55.8%	57.3%	58.8%
Black/African American	44	45	73.7%	74.7%	75.7%	76.7%	78.7%	79.7%
Hispanic/Latino	49	48	67.9%	68.9%	69.9%	70.9%	71.9%	72.9%
Pacific Islander	52	53	57.1%	58.6%	60.1%	61.6%	63.1%	64.6%
Two or More Races	51	49	64.8%	66.3%	67.8%	69.3%	70.8%	72.3%
White/Caucasian	54	50	67.9%	68.9%	69.9%	70.9%	71.9%	72.9%
Special Education	44	45	73.2%	74.2%	75.2%	76.2%	77.2%	78.2%
English Learners	48	47	66.7%	67.7%	68.7%	69.7%	70.7%	71.7%
Free/Reduced-Price Lunch	49	47	72.5%	73.5%	74.5%	75.5%	76.5%	77.5%

Benchmarks for 2a (ELA Growth)								
	Statewide ES ELA MGP	Statewide MS ELA MGP	Current % at or above state MGP (2018-19)	% at or above state MGP 2019-2020	% at or above state MGP 2020-2021	% at or above state MGP 2021-2022	% at or above state MGP 2022-2023	% at or above state MGP 2023-2024
American Indian/Alaska Native	47	47	N/A (no schools above N=10)	50.0%	51.5%	53.0%	54.5%	56.0%
Asian	59	57	64.1%	65.6%	67.1%	68.6%	70.1%	71.6%
Black/African American	45	46	54.5%	55.9%	57.4%	58.9%	60.4%	61.9%
Hispanic/Latino	51	48	64.2%	65.7%	67.2%	68.7%	70.2%	71.7%
Pacific Islander	49	50	71.4%	72.4%	73.4%	74.4%	75.4%	76.4%
Two or More Races	51	50	56.4%	57.9%	59.4%	60.9%	62.4%	63.9%
White/Caucasian	53	50	64.1%	65.6%	67.1%	68.6%	70.1%	71.6%
Special Education	43	46	58.9%	60.4%	61.9%	63.4%	64.9%	66.4%
English Learners	48	48	63.3%	64.8%	66.3%	67.8%	69.3%	70.8%
Free/Reduced-Price Lunch	49	48	62.5%	64.0%	65.5%	67.0%	68.5%	70.0%

- b. For each student group, surpass respective Nevada proficiency rates on the state Math and ELA assessments. *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 2b (Smarter Balanced, Grades 3-8) ²²								
		Current SPCSA Proficiency (2018-19)	Current Statewide Proficiency (2018-19)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
American Indian/Alaska Native	Math	35.6%	21.3%	Greater than or equal to Statewide %			Greater than or equal to Statewide %	
	ELA	63.3%	32.5%	Greater than or equal to Statewide %				
Asian	Math	70.9%	64.4%	Greater than or equal to Statewide %			Greater than or equal to Statewide %	
	ELA	78.2%	70.8%	Greater than or equal to Statewide %				
Black/African American	Math	27.5%	18.7%	Greater than or equal to Statewide %			Greater than or equal to Statewide %	
	ELA	40.6%	30.1%	Greater than or equal to Statewide %				
Hispanic/Latino	Math	37.8%	28.9%	Greater than or equal to Statewide %			Greater than or equal to Statewide %	
	ELA	50.8%	40.6%	Greater than or equal to Statewide %				
Pacific Islander	Math	46.7%	37.6%	Greater than or equal to Statewide %			Greater than or equal to Statewide %	
	ELA	57.2%	47.9%	Greater than or equal to Statewide %				
Two or More Races	Math	53.2%	44.0%	Greater than or equal to Statewide %			Greater than or equal to Statewide %	
	ELA	65.2%	56.6%	Greater than or equal to Statewide %				
White/Caucasian	Math	56.9%	50.7%	Greater than or equal to Statewide %			Greater than or equal to Statewide %	
	ELA	67.4%	61.0%	Greater than or equal to Statewide %				
Special Education	Math	19.8%	10.8%	Greater than or equal to Statewide %			Greater than or equal to Statewide %	
	ELA	23.6%	13.4%	Greater than or equal to Statewide %				
English Learners	Math	23.6%	14.6%	Greater than or equal to Statewide %			Greater than or equal to Statewide %	
	ELA	26.1%	15.8%	Greater than or equal to Statewide %				
Free/Reduced-Price Lunch	Math	34.0%	28.4%	Greater than or equal to Statewide %			Greater than or equal to Statewide %	
	ELA	46.1%	39.2%	Greater than or equal to Statewide %				

²² Benchmarks are based on the current statewide proficiency numbers for each student group.

Benchmarks for 2b (ACT, Grade 11) ²³								
		Current SPCSA Proficiency (2018-19)	Current Statewide Proficiency (2018-19)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
American Indian/Alaska Native	Math	10.0%	16.1%	11.3%	12.6%	13.9%	15.2%	Greater than or equal to Statewide %
	ELA	40.0%	35.1%	Greater than or equal to Statewide %				
Asian	Math	51.4%	50.7%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	70.1%	69.4%	Greater than or equal to Statewide %				
Black/African American	Math	6.6%	8.0%	6.9%	7.2%	7.5%	7.8%	Greater than or equal to Statewide %
	ELA	33.9%	26.1%	Greater than or equal to Statewide %				
Hispanic/Latino	Math	18.2%	15.6%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	46.1%	34.8%	Greater than or equal to Statewide %				
Pacific Islander	Math	15.4%	20.4%	16.4%	17.4%	18.4%	19.4%	Greater than or equal to Statewide %
	ELA	50.0%	44.7%	Greater than or equal to Statewide %				
Two or More Races	Math	25.2%	30.8%	26.3%	27.4%	28.5%	29.6%	Greater than or equal to Statewide %
	ELA	62.6%	57.8%	Greater than or equal to Statewide %				
White/Caucasian	Math	31.6%	37.9%	32.9%	34.2%	35.5%	36.8%	Greater than or equal to Statewide %
	ELA	59.5%	62.1%	60.0%	60.5%	61.0%	61.5%	
Special Education	Math	5.6%	3.1%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	18.1%	8.9%	Greater than or equal to Statewide %				
English Learners	Math	0.0%	1.3%	0.5%	1.0%	1.3%	1.3%	Greater than or equal to Statewide %
	ELA	9.5%	4.3%	Greater than or equal to Statewide %				
Free/Reduced-Price Lunch	Math	14.0%	15.6%	14.5%	15.0%	15.5%	15.6%	Greater than or equal to Statewide %
	ELA	41.1%	34.6%	Greater than or equal to Statewide %				

²³ Benchmarks are based on the current statewide proficiency numbers for each student group.

- c. For each student group, surpass respective Nevada 4-year graduation rates. *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 2c (Graduation Rate) ²⁴							
	Current SPCSA Graduation Rate (Class of 2019)	Current Statewide Graduation Rate (Class of 2019) ²⁵	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
American Indian/Alaska Native	57.1%	74.4%	60.6%	64.0%	67.5%	70.9%	Greater than or equal to Statewide %
Asian	92.1%	94.2%	92.5%	92.9%	93.4%	93.8%	Greater than or equal to Statewide %
Black/African American	69.6%	72.2%	70.1%	70.6%	71.2%	71.7%	Greater than or equal to Statewide %
Hispanic/Latino	71.9%	83.0%	74.1%	76.3%	78.6%	80.8%	Greater than or equal to Statewide %
Pacific Islander	75.0%	88.5%	77.7%	80.4%	83.1%	85.8%	Greater than or equal to Statewide %
Two or More Races	83.8%	85.7%	84.2%	84.6%	84.9%	85.3%	Greater than or equal to Statewide %
White/Caucasian	81.9%	87.3%	83.0%	84.1%	85.1%	86.2%	Greater than or equal to Statewide %
Special Education	66.9%	67.1%	66.9%	67.0%	67.0%	67.1%	Greater than or equal to Statewide %
English Learners	66.5%	76.8%	68.6%	70.6%	72.7%	74.7%	Greater than or equal to Statewide %
Free/Reduced-Price Lunch	67.5%	80.8%	70.2%	72.8%	75.5%	78.1%	Greater than or equal to Statewide %

²⁴ Benchmarks are based on the current statewide proficiency numbers for each student group.

²⁵ Table was updated with 2019 Graduation Rate data subsequent to approval by SPCSA Board.

Goal 3: Increase the diversity of students served by SPCSA schools

The SPCSA aims for sponsored schools to serve a population of students that is representative of the State with regard to race/ethnicity and additional student groups. Five-year goals:

- a. By the 2021-22 school year and thereafter, in *newly created SPCSA-sponsored public charter school seats* (new schools, new campuses, and expansion of existing schools), enroll English Learners, Students Eligible for Free or Reduced-Price Lunch, and Students with Disabilities at rates that are greater than or equal to the respective Nevada enrollment rates (applies to SPCSA-sponsored schools on the aggregate level, and not on the individual school level). *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 3a (enrollment in newly created seats) ²⁶						
	Current SPCSA Enrollment (2019-20)	Current Statewide Enrollment (2019-20)	2020-2021	2021-2022	2022-2023	2023-2024
FRL	36.3%	65.3%	50.8%	65.3%	65.3%	Enrollment in new seats is at a rate that is greater than or equal to Statewide %
EL	6.9%	14.1%	10.5%	14.82%	14.82%	Enrollment in new seats is at a rate that is greater than or equal to Statewide %
IEP	9.4%	12.6%	11%	12.19%	12.19%	Enrollment in new seats is at a rate that is greater than or equal to Statewide %

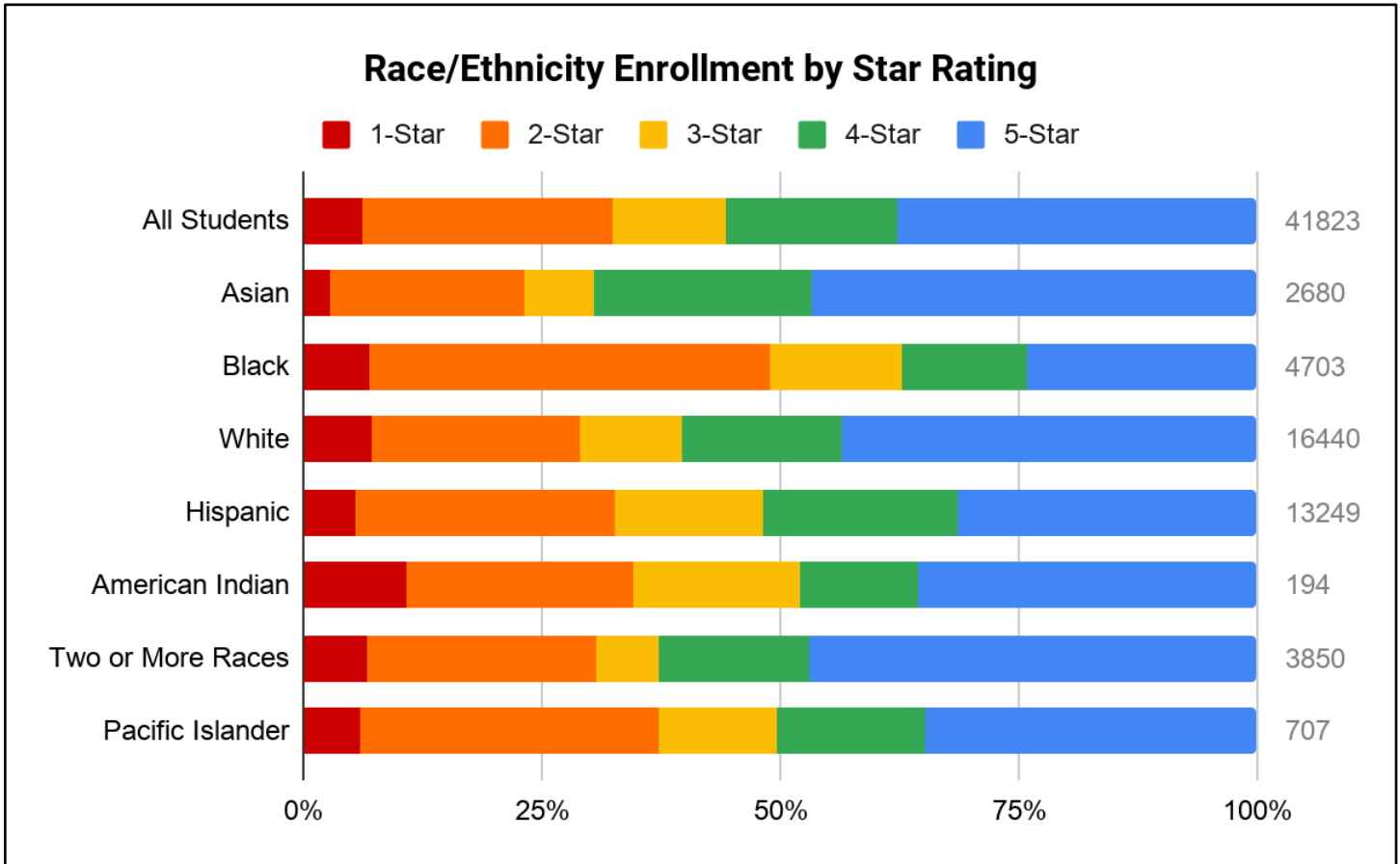
²⁶ Benchmarks are based on the current statewide enrollment numbers.

- b. While continuing to serve currently enrolled students, in *vacant seats* at existing SPCSA-sponsored schools, enroll English Learners, Students Eligible for Free or Reduced-Price Lunch, and Students with Disabilities at rates that are greater than or equal to the respective Nevada enrollment rates (applies to SPCSA-sponsored schools on the aggregate level, and not on the individual school level). *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 3b (enrollment in vacant seats) ²⁷						
	Current SPCSA Enrollment (2019-20)	Current Statewide Enrollment (2019-20)	2020-2021	2021-2022	2022-2023	2023-2024
FRL	36.3%	65.3%	42%	48%	54%	Enrollment in vacant seats is at a rate that is greater than or equal to Statewide %
EL	6.9%	14.1%	8.4%	9.9%	11.4%	Enrollment in vacant seats is at a rate that is greater than or equal to Statewide %
IEP	9.4%	12.6%	10%	10.6%	11.2%	Enrollment in vacant seats is at a rate that is greater than or equal to Statewide %

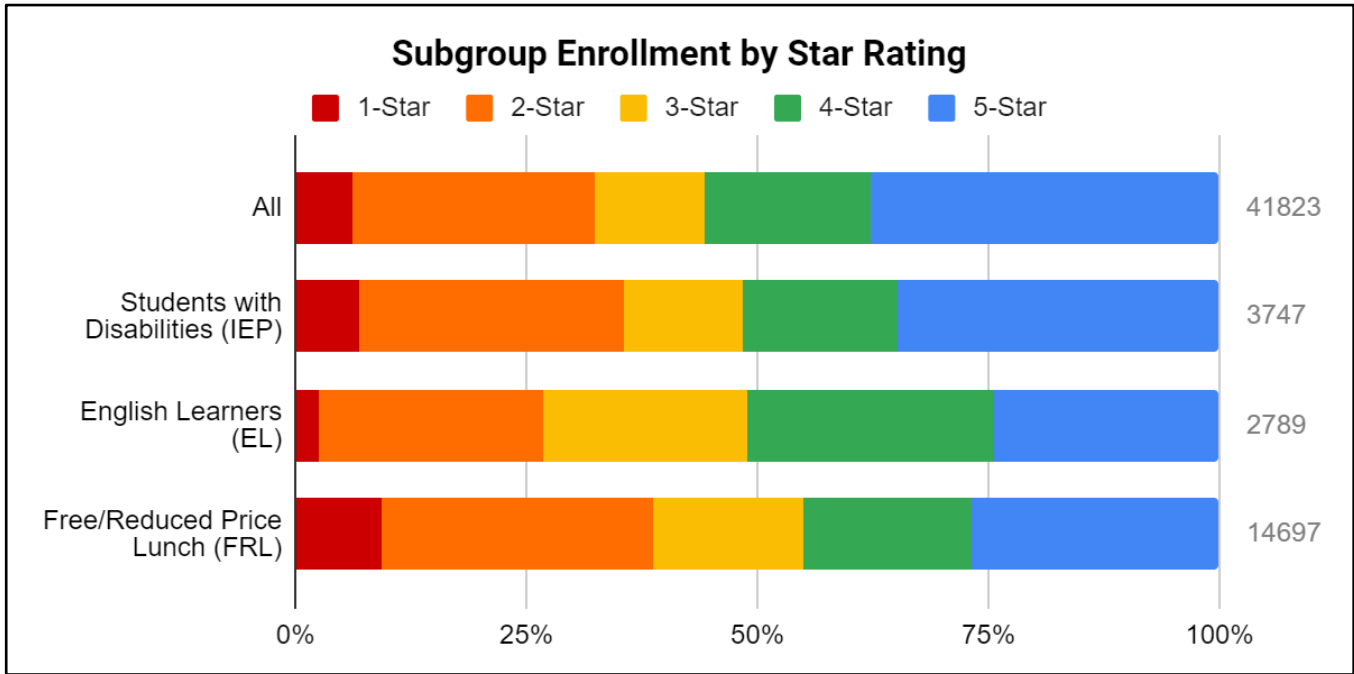
²⁷ Benchmarks are based on the current statewide enrollment numbers.

Appendix D: Enrollment by Star Ratings



Star Rating	All	Asian	Black	White	Hispanic	American Indian	Two or More Races	Pacific Islander
1-Star	2585	75	319	1160	715	21	253	42
2-Star	10947	547	1981	3607	3613	46	932	221
3-Star	5007	194	647	1741	2057	34	247	87
4-Star	7465	614	623	2781	2706	24	607	110
5-Star	15819	1250	1133	7151	4158	69	1811	247
Total Students²⁸	41823	2680	4703	16440	13249	194	3850	707

²⁸ All student counts are based on the October 1, 2018 student count. Students who attend a school that was not rated during the 2018-19 school year are not included in this data.



Star Rating	All	Students with Disabilities (IEP)	English Learners (EL)	Free/Reduced Price Lunch (FRL)
1-Star	2585	261	72	1355
2-Star	10947	1067	678	4349
3-Star	5007	483	611	2380
4-Star	7465	627	747	2680
5-Star	15819	1309	681	3933
Total Students²⁹	41823	3747	2789	14697

²⁹ All student counts are based on the October 1, 2018 student count. Students who attend a school that was not rated during the 2018-19 school year are not included in this data.

Appendix E: Charter Contract Expirations

Contract Expiration	Charter Holder	School Name	2018-19 Star Rating³⁰
2020	American Preparatory Academy	American PrepACAD ES	2
2020	American Preparatory Academy	American PrepACAD HS	2
2020	American Preparatory Academy	American PrepACAD MS	5
2020	Beacon Academy	Beacon ACAD HS (Alternative Framework School)	1
2020	Founders Academy	Founders ACAD ES	4
2020	Founders Academy	Founders ACAD HS	3
2020	Founders Academy	Founders ACAD MS	5
2020	Leadership Academy	Leadership ACAD HS	3
2020	Leadership Academy	Leadership ACAD MS	3
2020	Mater Academy	Mater Bonanza ACAD ES	3
2020	Mater Academy	Mater Bonanza ACAD MS	4
2020	Mater Academy	Mater MT Vista ACAD ES	4
2020	Mater Academy	Mater MT Vista ACAD MS	5
2020	Nevada Connections Academy	NV Connections ACAD ES	1
2020	Nevada Connections Academy	NV Connections ACAD HS	1
2020	Nevada Connections Academy	NV Connections ACAD MS	2
2020	Quest Academy	Quest Northwest ES	2
2020	Quest Academy	Quest Northwest MS	3
2021	Alpine Academy	Alpine ACAD HS	3
2021	Elko Institute for Academic Achievement	EIAA ES	2
2021	Elko Institute for Academic Achievement	EIAA MS	5
2021	Equipo Academy	Equipo ACAD HS	4
2021	Equipo Academy	Equipo ACAD MS	5
2021	Silver Sands Montessori	Silver Sands ES	3
2021	Silver Sands Montessori	Silver Sands MS	5
2022	Legacy Traditional	Legacy Cadence ES	2
2022	Legacy Traditional	Legacy Cadence MS	5
2022	Legacy Traditional	Legacy N. Valley ES	2
2022	Legacy Traditional	Legacy N. Valley MS	3
2022	Nevada State High School	NSHS Downtown HS	5

³⁰ Schools may not be rated if they do not yet have a graduation rate or do not yet have students taking the Smarter Balanced Assessment

Contract Expiration	Charter Holder	School Name	2018-19 Star Rating³⁰
2022	Nevada State High School	NSHS Henderson HS	5
2022	Nevada State High School	NSHS Summerlin HS	5
2022	Nevada State High School - Meadowood	NSHS Meadowood HS	Not Rated
2022	Nevada State High School - Sunrise	NSHS Sunrise HS	Not Rated
2022	Somerset Academy	Somerset Aliante ES	2
2022	Somerset Academy	Somerset Aliante MS	5
2022	Somerset Academy	Somerset LoneMtn ES	5
2022	Somerset Academy	Somerset LoneMtn MS	5
2022	Somerset Academy	Somerset Losee ES	2
2022	Somerset Academy	Somerset Losee HS	2
2022	Somerset Academy	Somerset Losee MS	2
2022	Somerset Academy	Somerset NLV ACAD ES	2
2022	Somerset Academy	Somerset NLV ACAD MS	4
2022	Somerset Academy	Somerset Skye ES	5
2022	Somerset Academy	Somerset Skye MS	5
2022	Somerset Academy	Somerset SkyPt ES	5
2022	Somerset Academy	Somerset SkyPt HS	2
2022	Somerset Academy	Somerset SkyPt MS	5
2022	Somerset Academy	Somerset Steph ES	5
2022	Somerset Academy	Somerset Steph MS	5
2022	Sports Leadership and Management Academy	SLAM ACAD HS	Not Rated
2022	Sports Leadership and Management Academy	SLAM ACAD MS	3
2023	Discovery Charter School	Discovery HillPt ES	4
2023	Discovery Charter School	Discovery HillPt MS	4
2023	Discovery Charter School	Discovery Mesa ES	2
2023	Discovery Charter School	Discovery Mesa MS	2
2023	Doral Academy of Northern Nevada	Doral North NV ES	5
2023	Doral Academy of Northern Nevada	Doral North NV MS	5
2023	Freedom Classical Academy	Freedom Classical Academy ES	2
2023	Freedom Classical Academy	Freedom Classical Academy MS	4
2023	Imagine at Mountain View	Imagine Mtn View ES	3
2023	Imagine at Mountain View	Imagine Mtn View MS	4

Contract Expiration	Charter Holder	School Name	2018-19 Star Rating³⁰
2023	Mater Academy of Northern Nevada	Mater North NV ES	3
2023	Mater Academy of Northern Nevada	Mater North NV MS	5
2023	Oasis Academy	Oasis ACAD ES	5
2023	Oasis Academy	Oasis ACAD HS	5
2023	Oasis Academy	Oasis ACAD MS	5
2024	Honors Academy of Literature	Honors ACAD ES	3
2024	Honors Academy of Literature	Honors ACAD MS	5
2024	Pinecrest Academy	PAN Cadence ES	4
2024	Pinecrest Academy	PAN Cadence HS	Not Rated
2024	Pinecrest Academy	PAN Cadence MS	5
2024	Pinecrest Academy	PAN Horizon ES	4
2024	Pinecrest Academy	PAN Inspirada ES	5
2024	Pinecrest Academy	PAN Inspirada MS	5
2024	Pinecrest Academy	PAN St. Rose ES	4
2024	Pinecrest Academy	PAN St. Rose MS	5

Appendix F - Stakeholders

The SPCSA appreciates the contributions of many stakeholders who provided information, input and feedback in the development of the Growth Management Plan. Thank you to the following organizations and individuals for their time and efforts:

- Clark County School District
- Washoe County School District
- Elko County School District
- Churchill County School District
- White Pine County School District
- Nevada Department of Education
- City of North Las Vegas
- City of Henderson
- City of Las Vegas
- City of Sparks
- City of Reno
- Beacon Academy
- Charter School Association of Nevada
- Dr. Greta Peay
- EDAWN
- Las Vegas Black Caucus
- Latin Chamber of Commerce
- Opportunity 180

Appendix G: October 4, 2019 Board Materials

- Agenda: <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/191004-Agenda-2019-10-04-v3.pdf>
- Materials: http://charterschools.nv.gov/News/2019/October_4_2019_SPCSA_Board_Meeting_Support_Documents/
- Minutes: <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/191004-FINALMinutes.pdf>

Appendix H: Academic and Demographic Needs Assessment

***Appendix I: State Public Charter
School Authority 2019-2024
Strategic Plan***