

Dear SPCSA Board of Trustees,

On behalf of the Necca Academy team, I would like to express our gratitude for the work that you do within our community to ensure all students have access to quality education. The charter school application process has been a unique experience, and an experience that our team has been thankful to be a part of.

Our team submitted Necca Academy's application knowing we would still have a significant amount of work to do in the months ahead. Believing deeply in our mission and seeing how this model can and has changed the trajectory of so many students' lives, we have persisted in our dedication. While we were optimistic for a different outcome, we are thankful for the detailed feedback by the review team. Through the feedback, it is evident that our team did not clearly articulate our proposed model, and its evidence of success throughout the process. We look forward to receiving additional clarity on the review team's feedback and additional questions from the SPCSA Governing Body during the August 23, 2024 board meeting.

We would like to submit the following high-level summary of the application, as this will guide our 10-minute presentation. Following the presentation, our hope is to gain a better understanding of the shortcomings of our application, and to understand the specific ways in which we can meet the standards of the Nevada Public Charter Authority going forward. We thank you in advance for your time.

Our mission: To increase access to college dual enrollment for at-risk youth groups, thereby setting students of all backgrounds on a path of academic excellence and personal fulfillment.

Who we will serve: 10th-12th grade students in Year 1 and 2, and 9th grade students in Year 3. Students who are located in an area with low performing schools and limited access to education, historically underserved students, and/or students at risk of dropping out of high school.

How the program will work: By building on evidence-based practices both locally and nationally, we create tailored academic plans with comprehensive supports to introduce students of all backgrounds to early college.

NSHE partnerships: We have three initial NSHE partners which will be formalized through an MOU upon authorization. The NSHE Letters of Support were in response to reviewing our proposed school prospectus and a series of team meetings. Through NSHE discussions, we modified our model to offer College Success (ALS101) and potentially one other core or elective course (e.g. ENG101), depending on the student's ability and strengths. As a result of our NSHE meetings, we also strategically opted to enroll 9th graders in Year 3. These modifications were reflected in the application submitted to the SPCSA. The Necca mode to serve grades 9-12 is consistent with the [NSHE Board of Regents Handbook](#). Please refer to Title 4, Chapter 16, Section 2, Number 8.

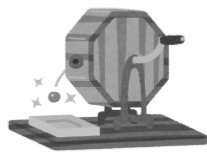
Why our school is necessary: Students do not have access to quality education in or around our proposed area. For example, our school intentionally proposes to locate in an area where the only public school with a 3-star rating exceeds capacity by nearly 10%, with the remaining two public schools rated only 2-stars.

Evidence the model works: The two dual enrollment charter schools located in the same or neighboring zip codes share similar demographics to the underperforming public schools, with over 85% of students considered at-risk. However, the difference in performance by academic model is evident by the 5-star ratings of these two schools. Unfortunately, they are consistently at capacity.¹ Additionally, four-year early college models have been recognized across the nation as leading their district in performance metrics, particularly when prioritizing at-risk student groups and incorporating a whole-human approach to learning. Specific examples of 9th-12th grade early college high schools serving at-risk student groups include but are not limited to: Clear Horizons Early College High School (TX), Colorado Early College High School network (CO), Valor Academy (TN), Tampa Early College HS (FL), Newport-Mesa Early College HS (CA).

¹ <https://nevadareportcard.nv.gov/DI/schoolcompare/65757,65163/2023>

HOW TAILORED ACADEMIC PLANS ARE DESIGNED

We start with a weighted lottery to ensure students who could benefit the most from our programming have access. From there, we have a series of assessments that will guide us to create tailored roadmaps for students, otherwise known as academic plans.



1. A weighted Lottery

- Students in 89030, 89031, 89032
- Disadvantaged ethnic group
- Low Income
- 504/IEP plan
- English Language Learner
- Foster Care/Homeless



2. Assess Current Student Status

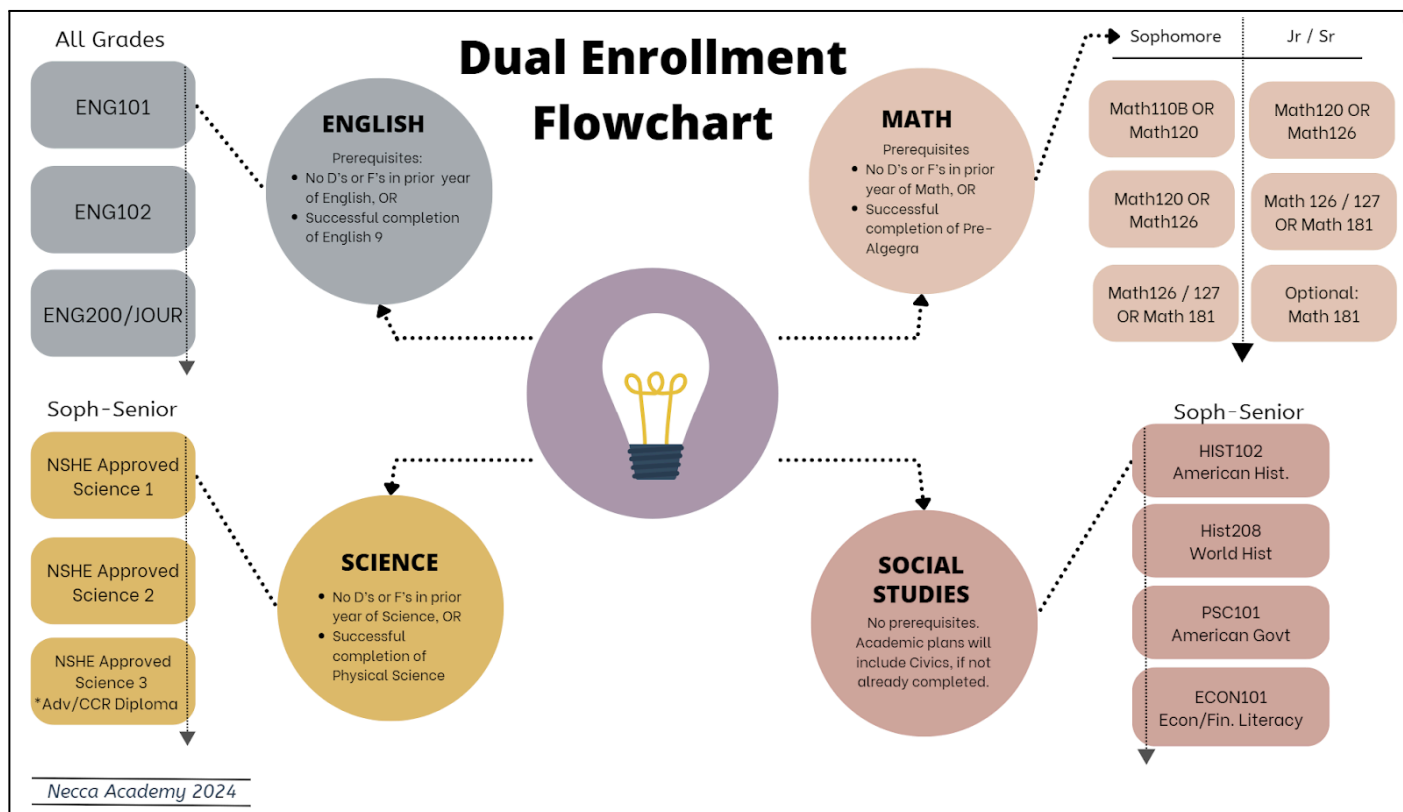
- NSHE assessment for college-level course placement (e.g. Accuplacer)
- Review of previous academic performance
- Internal assessments
- Family and student input



3. Create a Tailored Roadmap

- Meeting graduation requirements is the first priority
- Incorporate curriculum that builds academic, social, emotional and practical skills
- Introduce to Early College curriculum
- Maintain a balanced schedule
- Include necessary supports

Once a student is enrolled, we work with families to create a tailored roadmap, aligned with Nevada Academic Content Standards and NV Graduation Requirements. The following dual enrollment flowchart provides a high level illustration of that process. Please note, these NSHE dual enrollment courses are currently offered throughout Nevada to satisfy the requirements for graduation, indicating this model is already in alignment with the Nevada Academic Content Standards.



A tailored academic plan is developed for each student based off of the series of assessments and the dual enrollment flowchart::

Entering Sophomores: Assumes completion of English 9, one Science, Computer Science, Health and PE							
Semester 1	NSHE: ENG101	Elective: ALS101 College Success	Physical Education	Necca Elective Life Skills	Necca Elective: Study Skills	Necca Elective Elevate101	Reserved for Missing Credits
Semester 2	NSHE: ENG102	NSHE: HIST102	Necca Elective: Explorations	Physical Education	Necca Elective: Study Skills	Reserved for Missing Credits	
Semester 3	NSHE: Science 1	NSHE: HIST 208	NSHE: MATH110B	CSN: ART (required)	Necca Elective: Study Skills	Optional NSHE : Elective	
Semester 4	NSHE: Science 2	NSHE: PSC101	NSHE: MATH120	NSHE: Elective	Necca Elective: Study Skills	Optional NSHE : Elective	
Semester 5	NSHE: ENG200	NSHE:ECON101	NSHE: MATH126	NSHE: Elective	Necca Elective: Study Skills	Optional NSHE : Elective	
Semester 6	NSHE: ENG200	NSHE: Elective	NSHE: Elective	NSHE: Elective	Necca Elective: Study Skills	Optional NSHE : Elective	

The above differentiating factors turn into Freshmen and Sophomore successes in the following ways:

- High school graduation rate: Students who enter as Freshman and Sophomores should exceed 95% grad rate.
- Associates Degree attainment: Credit requirement for most AS/AS/AG Degrees is 60. All entering Freshmen and Sophomores have the ability to fulfill this requirement, earning as many as 74 credits.
- Advanced / CCR diploma rate: Students who follow a 4-year academic plan will have satisfied all requirements for an Advanced or CCR diploma with the only exception being GPA minimum.
- Weighted GPA: In accordance with NRS 389.007 and NAC 389.6625, successful completion of each dual enrollment class results in a 0.05 bonus GPA point. Completion of a
- College and Career Readiness: Given that the majority of students following this model will graduate high school with their Associates Degree and/or Trade Certificate, and have completed all remedial college level coursework, they will be considered College and Career Ready. Additionally, through Necca Academy curriculum and support, students will work towards Bronze level or higher with ACT WorkKeys Assessments.
- In line with our Core Value of Seeking Balance, we believe in reinforcing lifelong habits in Physical Education, which is why Physical Education electives are recommended for all four years.

Note: Necca has narrowed the selection for curriculum providers as outlined in the application based on Nevada Department of Education evaluations and approvals.

AN ENHANCED SUPPORT TIER STRUCTURE

Many of the high performing early college programs previously mentioned have built-in student support through a Study Skills or similar course. Necca Academy is simply building on this best practice to incorporate a Multi-Tiered System of Support (MTSS) to 1) ensure every student succeeds and 2) to provide an added layer of transparency and school accountability for those supports.

Tier	Indicator for New Students	SASS Touchpoint Frequency
Level 1	1) Incoming students: More than one D or F in prior semester 2) Not enrolled in previous school for the proceeding semester	Daily
Level 2	The majority of students will fall into this category.	Twice per week / Study Skills
Level 3	Students achieve Level 3 after successful completion of their first semester at Necca with grades of B or higher. For students enrolled in their first math class at NeccaAcademy, touchpoints will be at least weekly during that semester, even if they have moved to Level 3.	Monthly

The below table illustrates the estimated breakdown in student population, support tiers, and students who will attend Necca in-person. In-person schedules are determined by first-year students and high support students. The in-person student count ranges from 208-300, with Year 1 having the highest count.

	Year 1				Year 2				Year 3				Year 4			
	Total	Low	Med	High	Total	Low	Med	High	Total	Low	Med	High	Total	Low	Med	High
9th Grade	-	-	-	-	-	-	-	-	50	-	30	20	50	-	30	20
10 - New	100	-	60	40	50	-	30	20	50	-	30	20	50	-	30	20
10 - Returning	-	-	-	-	-	-	-	-	-	-	-	-	50	12.5	25	12.5
11 - New	100	-	60	40	100	-	60	40	75	-	45	30	75	-	45	30
11 - Returning	-	-	-	-	75	18.75	37.5	18.75	50	17.5	25	7.5	50	25	20	5
12 - New	100	-	60	40	50	-	30	20	50	-	30	20	75	-	45	30
12 - Returning	-	-	-	-	100	25	50	25	175	61.25	87.5	26.25	125	62.5	50	12.5
Total New Students	300	0	180	120	200	0	120	80	225	0	135	90	250	0	150	100
Total Returning Students	-	-	-	-	175	43.75	87.5	43.75	225	78.75	112.5	33.75	225	100	95	30
Full On-Campus Students	300				243.75				258.75				280			
Estimated Bus Participant	215				207.5				251.25				285			

HOW THE STUDENT, CLASS, TEAM AND BUS SCHEDULES LOGISTICALLY WORK:

An A/B schedule with NSHE, coupled with a morning / afternoon teacher-led / student-led rotation allows us to maximize the facility space and create a well-balanced schedule for students and staff.

Note: S1 indicates a specific staff member. A / B / C indicates that person's class. This schedule has 4 SASS's, where SASS 1, 2 and 3 are in-person and the 4th SASS is responsible for hybrid students. Each SASS group will be assigned one Friday each month for Elevate 101 (75 students each week)

MASTER TEMPLATE

Monday / Wednesday Schedule

	S1A	S1B	S1C	S2A	S2B	S2C	S3A	S3B	S3C	S4	Tutoring
6:30 AM	Bus-Necca			Bus-Necca							
7:00 AM											
7:30 AM	Study Skills Classroom A			Study Skills Classroom B			Bus-CSN			Group A Study Skills BrkOut Rooms	SASS 3
8:00 AM		Bus - CSN			Bus - CSN						SASS 3
8:30 AM							ENG100				SASS 3
9:00 AM		ENG100			ENG100				Bus - CSN		SASS 3
9:30 AM	Life Skills Classroom A		PE (Virtual)	Life Skills Classroom B		PE (Virtual)					SASS 4
10:00 AM									ENG100		SASS 4
10:30 AM		Lunch	Bus - Necca			PE (Virtual)	ALS101	PE (Virtual)			SASS 4
11:00 AM	Lunch		Lunch		Lunch	Bus-Necca					SASS 4
11:30 AM											SASS 4
12:00 PM	Bus - Home			Lunch		Lunch	Lunch	Lunch	Lunch		
12:30 PM	PE (Virtual)	ALS101	Study Skills Classroom A	Bus - Home	ALS101	Study Skills Classroom B	Bus - Home			Group B Study Skills BrkOut Rooms	
1:00 PM				PE (Virtual)			PE (Virtual)	ENG100			
1:30 PM		Bus - Home									
2:00 PM		PE (Virtual)			Bus - Home						
2:30 PM			Life Skills Classroom A		PE (Virtual)	Life Skills Classroom B			Bus - Home		
3:00 PM											
3:30 PM											
4:00 PM			Bus - Home				ALS101		PE (Virtual)		
4:30 PM						Bus-Necca					
5:00 PM							Bus - Home				

S4 illustrates a higher performing student group with majority of students L3 Support Tier. As such, S4 helps peers through added tutoring sessions.

Tuesday / Thursday Schedule

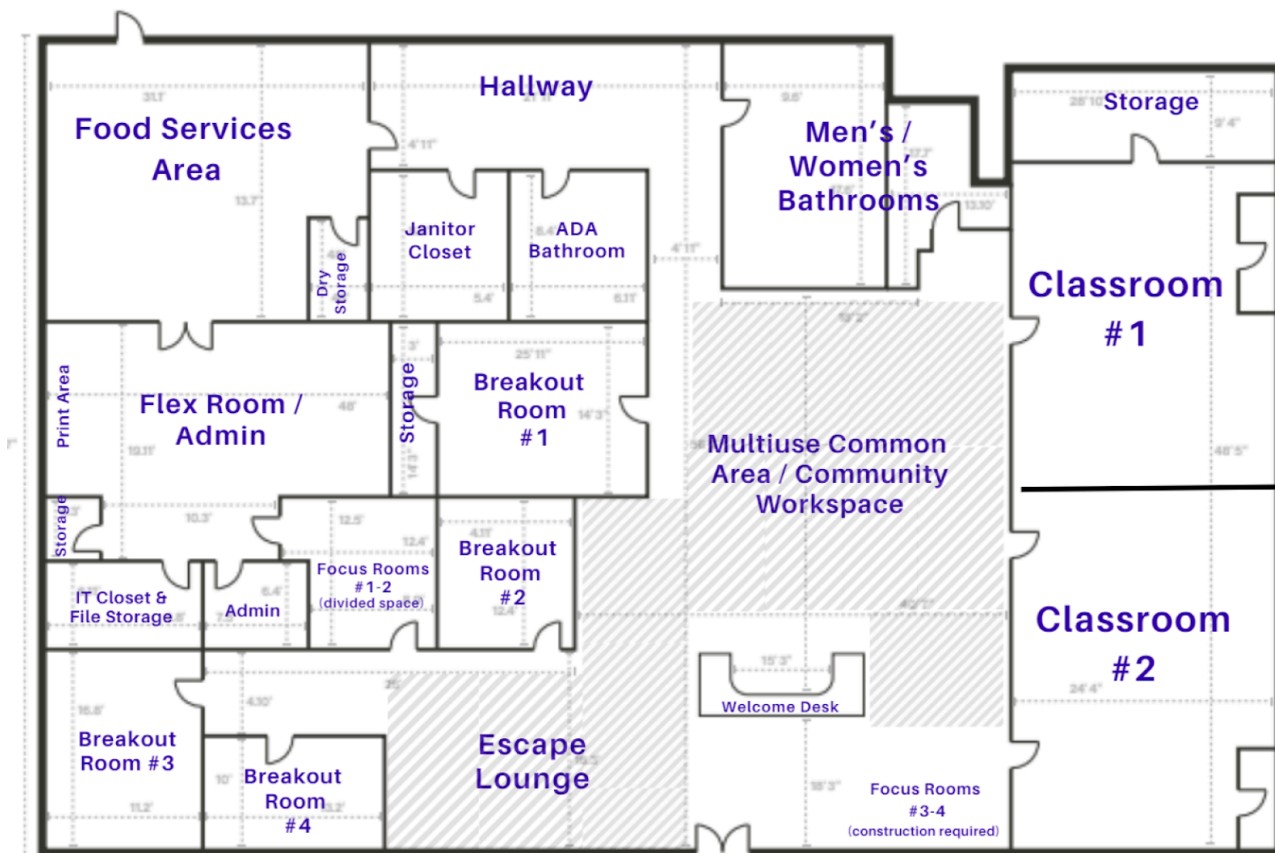
	S1A	S1B	S1C	S2A	S2B	S2C	S3A	S3B	S3C	S4	Tutoring
6:30 AM							Bus-Necca				
7:00 AM		Bus - Necca									
7:30 AM	Bus-CSN			Bus-CSN			Study Skills Classroom B				
8:00 AM		Study Skills Classroom A			Bus - Necca				PE (Virtual)		SASS 4
8:30 AM	ALS101			ENG100	Study Skills Classroom B		Life Skills Asynchronous		Bus-Necca		SASS 4
9:00 AM			PE (Virtual)			PE (Virtual)					SASS 4
9:30 AM		Life Skills Classroom A							Lunch		SASS 4
10:00 AM			Bus - CSN	ALS101	Life Skills Classroom B				PE (Virtual)		SASS 4
10:30 AM	ENG100					Bus-CSN	Lunch	Life Skills Asynchronous			
11:00 AM		Lunch					Bus - Home		Lunch		
11:30 AM											
12:00 PM	Lunch						PE (Virtual)	Study Skills Classroom A		Group C Study Skills BrkOut Rooms	SASS 1
12:30 PM	Bus - Home	Bus - Home	ENG100	Lunch	Lunch	ENG100					SASS 1
1:00 PM		PE (Virtual)		Bus - Home				Life Skills Asynchronous			SASS 2
1:30 PM	PE (Virtual)			PE (Virtual)	Bus - Home						SASS 2
2:00 PM											
2:30 PM			ALS101		PE (Virtual)	ALS101					
3:00 PM											
3:30 PM											
4:00 PM			Bus - Home					Study Skills Classroom A			
4:30 PM						Bus-Necca					
5:00 PM								Bus - Home			

HOW THE PROPOSED FACILITY MATCHES THE MODEL:

- Approximately 6200 square feet in a safe, well-lit, high traffic area with ample parking
- Two large classrooms (occupancy: 30 per room / 60 total)
- One large collaborative multi-use space (up to 50 students)
- Four breakout rooms (up to 54 students)
- Four focus rooms (up to 20 students)
- One escape lounge / SEL-focused area (occupancy: 8-10)

The school's max student capacity is 194 per day or 388 using an A/B schedule (alternating days at NSHE institutions). As returning students progress through the model, they will gain autonomy and increase their course count at the NSHE institution. This means college morning / afternoon sessions for Necca teacher-led and student-led studies, and recognizing that a portion of students will not be required for physical in-person coursework, the proposed facility can accommodate the proposed model.

Classroom 1 & 2 open up to one large room with a max capacity of 76. This is a perfect space for holding the monthly Elevate101 sessions.



STUDENT SUPPORTS TO BUILD ACADEMIC, SOCIAL, EMOTIONAL AND PRACTICAL SKILLS:

We've pulled best practices from high performing schools, consulted with community partners and sought feedback from families and students. At the core of our support model, our Student Academic Success Specialist (SASS) acts as both a teacher and mentor for students, with caseloads not to exceed 75 students per SASS. A 75:1 ratio allows for the proper and successful implementation of the MTSS model above.

ADDITIONAL SUPPORTS TO ENSURE ALL STUDENTS SUCCEED

- Necca Courses: Study Skills, Elevate101, Life Skills
- Transportation provided
- 1:1 Chromebook ratio
- Textbook stipend
- Tutoring
- Nutritional services
- Social Emotional Learning Support
- Family SEL Workshops
- Flexible scheduling
- Flexible learning formats
- ELAD endorsed/WIDA certified staff
- Bilingual staff
- Curriculum tailored to English Language Learners, translated into 32 languages
- Fifth Year Senior option
- School Supplies Bank
- Dedicated funds for SEL and/or therapeutic services
- Professional development tailored to special populations
- The full array of NSHE supports

A VIABLE FINANCIAL MODEL

Two versions of the financial model were provided to the review team. The first version illustrates the school meeting its targeted projections. The second version illustrates a break even version at half the student population. In both models, the following model components were considered priority and maintained:

- Early College Dual Enrollment Program Fees
- 75:1 SASS to student ratio with competitive salary model
- Transportation through sprinter vans and bus passes
- SEL, Tutor and Student Supplies Bank allocation
- 1:1 Chromebook ratio

YEAR 0 & MONTH 1 EXPENSES

1. **Facility Cost:** A strength of our model is significantly reduced facility cost, and the current proposed facility requires no model to meet code or proceed with permitting. The minimum requirement is lease deposit. In the event we do not obtain grant funding, the landlord indicates in the LOI that we would have an opportunity to renegotiate the lease.
2. **Professional Development:** Community partners committed to donating PD by qualified professionals (noted in multiple letters of support) for trauma-informed/SEL training, leadership development, cultural training, financial management and operational training. We will use the free resources posted online by the SPCSA for governance training. Our School Leader is certified to train on ELL supports. Specific areas to still plan for: SpED support, CPR/First Aid Certified, Safe Schools.
3. **Curriculum & Textbooks:** StrongMind curriculum training is provided in the per pupil expenditure, as needed, and would be paid after the first per-pupil disbursement. Textbook stipends are issued the third week of August and the first NSHE installment will be due October 2024.
4. **Insurance:** In the event we are not awarded grant fund, we would opt for monthly payments, which would become effective when we take occupancy (July 1).
5. **Staff Salaries and Benefits:** To date, the Committee to Form, proposed governing board and separate volunteer team have donated approximately 6800 hours of service. We have commitments from the team that this service will continue, whether it is to continue through another cycle of the application or during Year 0 / Incubation Year. Staff starting July 15th, 2025, allowing for 4 full weeks of PD, would receive their first paycheck August 15th, with a bi-weekly pay schedule following.
6. **Furniture, Fixtures, Chromebooks, Supplies:** With adequate planning, we will work with vendors to arrange for delivery of the majority of items no later than August 5, 2024, which is just following the first disbursement from the state and one week prior to school opening. Note: Some items may be purchased earlier, given fundraising that is outlined and evidenced in the application.
7. **Sprinter Vans:** May be purchased after the first per pupil distribution is dispersed.
8. **Non-deferrable expenses:** Lease deposit, utilities, background checks, start-up supplies, traffic study, permitting, licensing and a portion of professional development fees.

Year 0 available funds total \$270,000, not including grants or per-pupil expenditures. This is noted in the Recommendation Memo as being properly documented and also acknowledged in the capacity interview.

Additionally, the financial plan was built in collaboration with Charter Impact, who was noted in our application as a third party participant in the development of the application and recommended by Opportunity 180.

Additional members of the team with a strong background in school finances includes:

- Kevin McPartlin, CCSD Associate Superintendent
- Dayana Vidal, MBA who is a controller for the Gaming Board and the previous Staff Accountant for a local dual enrollment charter school
- Willis Bowden, proposed Treasurer who owns a successful law firm and is responsible for upholding the integrity of the financial plan workbook
- Note: Charter Impact contract includes a minimum of 2 years of financial oversight after school launch

NOTES:

Support Tier Assumptions:

- New student support tier ratio: 60% of students are mid-tier and 40% of students are high-tier
- Second-year returning students: 25% of students are high or low tier and 50% of students are mid-tier
- Third-year returning students: 35% low support, 50% mid support, 15% high support
- Forth-year returning students: 50% low support, 40% mid support, 10% high support

As outlined in the application:

- High support means the student has earned D's/F's or had irregular attendance in the previous semester.
- Low support means the student has earned all B's or higher in the previous semester.
- As students progress through the system, students adopt healthy habits to increase academic performance.
- Additionally, by Year 3 and Year 4, students will have a significant amount of electives in their schedule which are tailored to their strengths and interests.