

# New Charter School Application Report and Recommendation

August 23, 2024



## Western Youth Leadership, Engagement, & Empowerment School

### GENERAL INFORMATION

<b>Proposed School Name</b>	Western Youth Leadership, Engagement, & Empowerment School (WYLEES)
<b>Proposed EMO/CMO</b>	None
<b>Proposed Mission and Vision</b>	<p><b>Mission:</b> The Mission of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) is to 1) energize diverse 6th - 8th grade youth leaders who are socially, emotionally, and academically prepared to shape the future, 2) engage students in academics through community service and real-world, hands-on learning and, 3) to empower students to solve problems through innovation, advocacy, and action to create a better world for all.</p> <p><b>Vision:</b> WYLEES empowers tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement.</p>
<b>Proposed Grade Configuration</b>	Opening: 6 <sup>th</sup> – 8 <sup>th</sup> Full Scale: 6 <sup>th</sup> – 8 <sup>th</sup>
<b>Proposed Opening</b>	August 2025
<b>Proposed Location</b>	Clark; Beverly Green or Huntridge Neighborhood, downtown Las Vegas, 89104
<b>Proposed Zip Codes to be Served</b>	89109, 89104, 89169, 89102, 89106, and 89101

### PLANNED ENROLLMENT

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
K						
1						
2						
3						
4						
5						
6	112	127	152	167	167	167
7	90	112	132	157	167	167
8	70	90	115	137	162	167
9						
10						
11						
12						
<b>Total</b>	272	329	399	461	496	501

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# 1 OVERVIEW AND RECOMMENDATION

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## 1.1 EXECUTIVE SUMMARY

The SPCSA conducts a rigorous review of new charter school applications. This process includes the submission to the SPCSA of a written notice of intent to submit a new charter school application 90 days prior to the submission of the new charter school application; the submission to the SPCSA of the actual new charter school application between April 15 and April 30 of each year; the review of the new charter school application by the SPCSA – including the review of the new charter school application by outside reviewers and a capacity interview with the applicant team. The application is rated against the SPCSA’s new charter school application evaluation rubric and, as stated in the evaluation rubric, an applicant must Meet the Standard in all four, or five, if applicable<sup>1</sup>, main sections of the application (Meeting the Need, Academic Plan, Operations Plan, Finance Plan, and Addendum, if applicable) by the end of the application and evaluation process to be recommended for authorization. If an application Meets the Standard in all but one section, and Approaches the Standard in the one remaining section, the application and proposed new charter school may be recommended for authorization if the remaining issues are specific and limited and the outstanding deficiencies can be addressed through conditions. In addition, as part of the review process, the SPCSA seeks input from the board of trustees of the school district in which the proposed charter school will be located. The input provided by the school district is posted along with other relevant materials for this application for consideration by the SPCSA board.

Finally, it is important to note that there is also an opportunity for an unsuccessful new charter school applicant to resubmit its charter school application, as well as an opportunity for an unsuccessful applicant to appeal the denial of its application. For more details regarding the SPCSA’s application process, please see Appendix A.

The review committee and SPCSA staff determined that four of the four main sections of the application Meet the Standard as outlined in the new charter application evaluation rubric.

Application Section	Rating
Meeting the Need	Meets the Standard
Academic Plan	Meets the Standard
Operations Plan	Meets the Standard
Financial Plan	Meets the Standard

Details regarding the rating for each component of the application can be found in Section 1.3 of this report. Based on these ratings and the findings summarized within the remainder of this report, the SPCSA staff’s recommendation is to approve the WYLEES charter school application.

## 1.2 PROPOSED MOTION

**Proposed motion:** *Approve the Western Youth Leadership, Engagement, & Empowerment charter application as submitted during the 2024 Application Cycle, with the conditions as permitted by NAC 388A.410 and as outlined below, based on a finding that the applicant has met the requirements contained in NRS 388A.249(3) in that the applicant has demonstrated competence in accordance with the criteria for approval prescribed by the SPCSA that will likely result in a successful opening and operation of the charter school.*

1. *By January 1, 2025, provide evidence that WYLEES has added a parent of a student of the proposed school to the Governing Board*

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<sup>1</sup> Charter Management Organizations applying for sponsorship directly, as well as Committee to Form applicants that propose to contact with a Charter Management Organization (CMO) or Educational Management Organization (EMO) are required to complete the Addendum section of the application and therefore will be rated in five main sections. All other applicants are not required to complete the Addendum section and are only rated on four main sections.

2. *By June 1, 2025, provide evidence that WYLEES has 160 or more students fully enrolled for the 2025 – 2026 school year.*
3. *By June 1, 2025, submit a fully executed lease for a facility that will meet the needs of the school for the 2025 – 2026 school year located in one of the following zip codes: 89109, 89104, 89169, 89102, 89106, or 89101.*
4. *By June 8, 2025, submit a board approved Final Budget that includes revenue based upon the confirmed enrollment and expenses that incorporate the cost of the identified facility.*
5. *Complete the SPCSA pre-opening process for new charter schools*

*Pursuant to NAC 388A.410, all conditions set forth above must be met for the school to open for the 2025-26 school year.*

### 1.3 SUMMARY OF APPLICATION SECTION RATINGS

Rating options for each section are Meets the Standard; Approaches the Standard; Does not Meet the Standard. A detailed description of each rating option can be found in Appendix A.

<b>Application Section</b>	<b>Rating</b>
<b>Meeting the Need</b>	<b>Meets the Standard</b>
Mission and Vision	Meets the Standard
Targeted Plan	Meets the Standard
Parent and Community Involvement	Meets the Standard
<b>Academic Plan<sup>2</sup></b>	<b>Meets the Standard</b>
Transformational Change	Meets the Standard
Curriculum and Instructional Design	Meets the Standard
Promotion and Graduation Requirements	Meets the Standard
Driving for Results	Meets the Standard
At-Risk Students and Special Populations	Meets the Standard
Professional Development	Meets the Standard
School Culture	Meets the Standard
Student Discipline	Meets the Standard
School Calendar and Schedule	Meets the Standard
<b>Operations Plan</b>	<b>Meets the Standard</b>
Board Governance	Approaches the Standard
Leadership Team	Meets the Standard
Staffing Plan	Meets the Standard
Human Resources	Meets the Standard
Student Recruitment and Enrollment	Meets the Standard
Incubation Year Development	Meets the Standard
Services	Approaches the Standard
Facilities	Meets the Standard
<b>Financial Plan</b>	<b>Meets the Standard</b>

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<sup>2</sup> The WYLEES proposal did not contemplate Distance Education or Dual Credit Partnerships. Therefore, the corresponding sections of the rubric were not scored.

## 2 MEETING THE NEED

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### 2.1 SECTION RATINGS

Meeting the Need	Meets the Standard
Mission and Vision	Meets the Standard
Targeted Plan	Meets the Standard
Parent and Community Involvement	Meets the Standard

### 2.2 SUMMARY OF FINDINGS

Overall, the Meeting the Need section was rated as Meets the Standard. Three of the three sections were determined to Meet the Standard as articulated in the new charter application evaluation rubric.

The Mission and Vision section was rated as Meets the Standard. In the written application, the Applicant described a clear, measurable, and compelling mission statement that explained the role of the school in meeting the needs of the community and intended student population. Additionally, the mission and vision are reflected throughout the whole application and was also evident during the capacity interview. The four components of WYLEES' model are 1) Project Based Learning (PBL), 2) Service Learning and Civic Engagement, 3) Personalized Learning Pathways, and 4) universal use of English Language Acquisition & Development (ELAD), Teaching English as a Second Language (TESL), and Quality Teaching for English Learners (QTEL) strategies school wide. Initially, the review team did have questions regarding the choice to be a middle-school only charter school, but after a full review of the charter application and the completion of the capacity interview, the applicant was able to provide clear reasoning as to why a middle school only charter school would best fit the needs to the proposed community.

The Targeted Plan section was rated as Meets the Standard. In both the written application and during the capacity interview, the Applicant was able to demonstrate a thorough understanding of the community and students to be served, including the demographics and educational needs of the intended student population. This was done through clear, comprehensive explanations of how the proposed model would meet identified community needs. The Committee to Form was able to describe, in detail, how and why this proposed school would improve upon the educational choices in the identified zip codes. The Applicant also provided data that showed both a need for the proposed school and a thorough understanding of the area the school would primarily serve. Specifically, the Applicant provided a clear rationale regarding the middle school only decision and why the areas in the proposed zip codes were an "educational desert," owing to the fact that there is no district middle school whose mission is solely serving neighborhood students within the area.

The Parent and Community Involvement section was rated as Meets the Standard. The Committee to Form provided intentional and thoughtful strategies for engaging with community members, families, and parents who are representative of the community to be served. WYLEES provided evidence of several community partnerships which align with the mission of the school. Some partnerships included A+J Patient Advocacy, a nonprofit specializing in providing accessible and equitable healthcare for Nevada youth; Diverse Charter Schools Coalition, whose mission is to catalyze and support the creation and expansion of high-quality diverse public charter schools through strategic research, advocacy, membership activities, and outreach; Discovery Children's Museum, non-profit organization dedicated to the core educational areas of science and nature, arts and culture and early childhood development; and, Family Education and Empowerment Foundation, nonprofit that seeks to empower and uplift families, teenagers, and young adults through education and connecting them with resources. The Applicant also provided memorandums between the partnerships which outlines clear, actionable, ways in which these partnerships would be implemented. In the written application and during the capacity interview, the Committee to Form was also able to outline a thoughtful plan to proactively engage parents, community members, and other neighborhood partners if the school were to be approved and operating.

For these reasons, as well as those detailed within the rubric criteria below, the review committee and SPCSA staff rated the Meeting the Need section as Meets the Standard.

## 2.3 RUBRIC CRITERIA

The tables below provide details regarding each rubric criterion and whether it was determined to Meet the Standard. The criterion for which “No” is selected was either rated as Approaches the Standard or Does Not Meet the Standard as described in the new charter school application evaluation rubric and summarized in Appendix A.

### 2.3.1 Mission and Vision: Meets the Standard

Criteria	Meets the Standard?
Clear, measurable, and compelling mission statement which explains the role of the school in meeting the needs of the community and intended student population, and which is reflected throughout the application.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Vision describes success (beyond graduation) for students if the school fulfills its mission.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Committee to Form/CMO aims to achieve outcomes that they demonstrate will improve the long-term quality of life of all students served, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School’s plan, in alignment with the mission and vision, satisfies at least one statutory purpose: <ul style="list-style-type: none"> <li>Improving the academic achievement of pupils.</li> <li>Encouraging the use of effective and innovative methods of teaching.</li> <li>Providing an accurate measurement of the educational achievement of pupils.</li> <li>Establishing accountability and transparency of public schools.</li> <li>Providing a method for public schools to measure achievement based upon the performance of the schools, AND/OR</li> <li>Creating new professional opportunities for teachers.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 2.3.2 Targeted Plan: Meets the Standard

Criteria	Meets the Standard?
Demonstrates a thorough understanding of the community and students to be served, including the demographics and educational needs of the intended student population, as well as the current school options within the community.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The proposed educational model is clearly described and addresses a need(s) related to student outcomes in the identified community that is either shown to exist with data or is in response to demonstrated demand for a particular school model.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Clear, comprehensive explanation of how the proposed model meets identified community needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrates a commitment to meeting at least one of, and preferably multiple, academic, or demographic needs identified in the <a href="#">SPCAS’s Academic and Demographic Needs Assessment</a> : <ol style="list-style-type: none"> <li><b>Demographics:</b> Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally enroll and serve the following student groups, each of which has been identified as historically underperforming based on data provided by the NDE: students qualifying for free or reduced-price lunch (FRL), English language learners (ELLs), students with disabilities (those with an Individual Education Program, or IEP), students in foster care, and students experiencing homelessness. Successful applicants will demonstrate the capacity to support these student groups in making rapid academic growth and achieving academic performance above the state average. Applicants intending to enroll and serve student groups that have historically underperformed can be most impactful when they alleviate barriers to access, such as by providing meals through the National School Lunch Program, providing student transportation, proactively translating written communication to commonly spoken languages, and offering robust social work and counseling services.</li> <li><b>Academic Need: Geographies with 1- and 2-star schools that continue to have an index score below 50:</b> Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis to intentionally provide access to 3-, 4- and 5-star schools in zip codes where a significant percentage of students are attending a school that <ul style="list-style-type: none"> <li>Received a 1- or 2-star NSPF rating for the 2018-19 school year, AND</li> <li>Continues to have an NSPF index score below 50 as of the 2021-22 school year.</li> </ul> Successful applicants will demonstrate the capacity to effectively meet the needs of students who will transfer from 1- or 2- star schools that continue to have an index score below 50 in order to drive rapid academic growth and achieve academic performance above the state average. Additionally, applicants meeting this need will provide intentional plans for partnering with the community and building on identified community assets to meet the needs of students within the community. Simply adding a school option in a community with 1- or 2-star schools that continue to have an index score</li> </ol>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

below 50 will not inherently lead to effectively meeting the community needs. Rather, schools must establish trust with the community by working in partnership to intentionally meet the needs of the students and community. Alternative 3-, 4- or 5-star school options in communities where a significant percentage of students are attending a 1- or 2-star school that continues to have an index score below 50 can be most impactful when there are limited or no public charter school options available in the community.

**2b. Academic Need: Students at risk of dropping out of school:** Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis to enroll and prevent at-risk students from dropping out of school and put them on track for successful high school completion with concrete post-secondary plans that will put them on a trajectory toward economic success. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones. Public charter schools aimed at enrolling and preventing at-risk students from dropping out of school can be most impactful when they offer a unique academic experience for students and/or are closely aligned to Nevada’s priorities for workforce and economic development.

*Pursuant to [NRS 388A.249\(2\)](#), the SPCSA must consider the degree to which the proposed charter school will address the needs identified in the Academic and Demographic Needs Assessment as part of the application review. Additionally, in accordance with [NRS 388A.249\(3\)](#) the SPCSA may only approve an application to form a charter school if, in addition to meeting other requirements, the proposed charter school will address one or more of the needs identified in the Academic and Demographic Needs Assessment.*

### 2.3.3 Parent and Community Involvement: Meets the Standard

Criteria	Meets the Standard?
Demonstrates ties to and/or knowledge of the identified community and explains how the proposed school will build upon community assets.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Intentional and thoughtful strategies for engaging with community members, families, and parents representative of the community to be served. Illustrates, with examples, that parents, neighborhood, and community members representative of the community to be served helped shape the school proposal.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Outlines a thoughtful plan to proactively engage parents, community members, and other neighborhood partners from the time that the school is approved and once the school is operating.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Describes meaningful opportunities for all parents to contribute to the school community and be active partners, including parents of students with disabilities and English language learners.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Adheres to state laws regarding parent and family volunteers, ensuring that there are no volunteering requirements as a condition of enrollment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Identifies key supporters, partners, or resources that are directly tied to the stated outcomes of the school, including community partners that are located in and/or serve the identified zip codes. Partnerships are evidenced by specific letters of commitment outlining the accountabilities of both parties and clear, measurable, time-specific deliverables from the partner which are clearly relevant to the needs of the identified population, and do not reflect a paid vendor relationship.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



### 3 ACADEMIC PLAN

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#### 3.1 SECTION RATINGS

Academic Plan <sup>3</sup>	Meets the Standard
Transformational Change	Meets the Standard
Curriculum and Instructional Design	Meets the Standard
Promotion and Graduation Requirements	Meets the Standard
Driving for Results	Meets the Standard
At-Risk Students and Special Populations	Meets the Standard
Professional Development	Meets the Standard
School Culture	Meets the Standard
Student Discipline	Meets the Standard
School Calendar and Schedule	Meets the Standard

#### 3.2 SUMMARY OF FINDINGS

Overall, the Academic Plan was rated as Meets the Standard. Nine of the nine sections were determined to Meet the Standard as articulated in the new charter application evaluation rubric.

The Transformational Change section was rated as Meets the Standard. The narrative provided a compelling and well-articulated theory of change, which was further demonstrated by the Committee to Form during the capacity interview. The Applicant was able to demonstrate key features of the proposed school and how they would be implemented in a cohesive and coherent manner. Evidence of the implementation of the proposed model was given in both the written application and during the capacity interview. The Applicant explained their core competencies and principles which included “1.) Personalized Learning Pathways / PLPs, 2.) service- and civic-engagement-oriented Project Based Learning (PBL), and 3.) universal supports for English Language Acquisition and Development (ELAD), including teaching English as a second language (TESL) and/or Quality Teaching for English Learners (QTEL) strategies.” The Applicant was able to tie these principals together and provide a clear rationale why implementing these strategies would lead to successful outcomes for students. During the capacity interview, the Applicant expanded on the goals outlined in the academic plan and how they align to state assessment requirements and connect to distinguishing features of project-based learning.

The Curriculum and Instructional Design section was rated as Meets the Standard. Prior to the capacity interview the review team had concerns regarding the ELA program and the supports for multilingual students, as well as plans for how to support teachers (particularly those new to the profession) on both PBL and the WYLEES-specific design elements. During the capacity interview, the Applicant was able to provide additional clarity regarding supports for both students and teachers in these areas. The Committee to Form also explained how the instructional model and learning environment would align with the proposed mission and vision of the school. Additionally, the Applicant was able to provide logical plans for delivering the required courses to all students including those with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level to build the knowledge base necessary to access rigorous instruction.

The Promotion and Graduation Requirements section was rated as Meets the Standard. The Applicant was able to clearly describe promotion and retention policies which demonstrated high expectations for students. For example, the annual growth goals were addressed in the clarifying questions and additional information was provided within the

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<sup>3</sup> The WYLEES proposal did not contemplate Distance Education or Dual Credit Partnerships. Therefore, the corresponding sections of the rubric were not scored.

capacity interview regarding measuring and tracking high school readiness for students, which was a concern during the initial review of the application.

The Driving for Results section was rated as Meets the Standard. While the math goals and targets listed in the narrative were unclear upon initial review, in response to clarifying questions and during the capacity interview, the Applicant was able to further define these goals and provide additional detail that allowed the review team to have a clear understanding of how the school would monitor educational outcomes for students with regard to math over time. Additionally, the assessment plan was sufficiently detailed to demonstrate collection and analysis of individual student, student cohort, special populations, and school level data (interim, annual, year-over-year), and included a clear process for setting and monitoring academic goals. Additionally, the annual performance and growth goals and quarterly performance targets were explained in more detail through the capacity interview and clarifying question responses. With project-based learning, the Applicant expects students attending the school to participate in project-based learning to drive academic mastery and growth in critical thinking, collaboration, communication, creativity, and presentation. The Applicant also provided some evidence that there was a logical plan for using assessment data to drive key decisions aimed at improving academic outcomes and that the organizational and financial goals were aligned to the SPCSA's Performance Frameworks.

The At-Risk and Special Populations section was rated as Meets the Standard. The Applicant provided a clear and research-based process for identifying at-risk students and their needs, including those with academic and behavioral needs. The Committee to Form was able to describe how the school's response to early signs of behavioral and/or social emotional needs will be met with positive interventions and restorative justice practices. The school will utilize differentiated support for each student in collaboration with parents, teachers, and with support, as needed, from other school staff. The school's proposed Response to Intervention system will differentiate planning for each student according to the significance of their need and is supported by research. The Applicant proposes to use a response to intervention model that will serve as an early intervention tool to quickly identify, monitor, and intervene for at-risk students that need additional academic support, preventing long-term challenges. Members of the Committee to Form showed a strong track record of success serving a wide range of students with disabilities, English language learners, homeless and migrant students. The review team still does have some concern regarding the school's ability to serve intellectually gifted children; however, the review team is confident the Applicant will adjust in the event additional support is needed for these students. Regarding English language learners, the Applicant described processes for identifying English language learners that were well-defined, including administration of placement assessments and communications to parents and teachers.

The Professional Development section was rated as Meets the Standard. The Applicant proposes a four-day school week with Fridays dedicated for staff to have continuous professional development throughout the school year. During the capacity interview, the Committee to Form described professional development opportunities throughout the school year that will effectively support the academic programs. There was a clear identification of the individuals who would be responsible for professional development, and the Applicant described how the professional development would support all teachers in meeting the needs of special populations including students with disabilities and English language learners while still staying true to the model of the school.

The School Culture section was rated as Meets the Standard. The Committee to Form clearly understood, and was able to explain to the review team, the culture in which they wished to establish at the school. From the proposed board through the school leader, down to the school level, it was clear to the review team that appropriate and effective strategies to support a school climate would allow for fulfillment of the school's stated mission and vision, as well as the academic goals. The Applicant described a clear onboarding strategy for staff to norm school culture expectations prior to the start of the school year and described a number of steps to cement and reinforce that culture throughout the school year. The Applicant's culture goals focus on celebrating diversity, championing equity and inclusion, embracing mistakes and adopting a growth mindset, and committing to lifelong learning through PLP and plans to learn at least one non-academic subject or skill.

The Student Discipline section was rated as Meets the Standard. The Applicant described the proactive use of restorative justice practices; however, the review team had some questions regarding the specificity of the discipline policy. In response to clarifying questions, the applicant was able to provide additional detail which satisfied the review team. Overall, restorative justice practices were woven throughout the application and appear to be central to the approach for engaging with and supporting student growth. Additionally, the Applicant was able to explain a clear designation of staff responsible for implementing the discipline plan and goals for student behavior which were measurable.

The School Calendar and Schedule section was rated as Meets the Standard. During the initial review, there were concerns regarding the decision to have a four-day school week instead of a standard five-day full week. Specifically, the review team was unclear if the Applicant had considered how multi-child families would be affected if one student were attending the charter school and another child was at a different school and how families would juggle the scheduling differences. During the capacity interview, the Applicant was able to discuss in more detail their reasoning and how they had had discussions with potential families that showed this would not be a concern. In addition to the families' support of the proposed schedule, the Applicant had also discussed the proposed schedule with teachers, and they overwhelmingly said that having consistent professional development days on Fridays for staff would be very beneficial for their continuous improvement and would be a positive impact on academic outcomes.

For these reasons, as well as those detailed within the rubric criteria below, the review committee and SPCSA staff rated the Academic Plan as Meets the Standard.

### 3.3 RUBRIC CRITERIA

The tables below provide details regarding each rubric criterion and whether it was determined to Meet the Standard. The criterion for which “No” is selected was either rated as Approaches the Standard or Does Not Meet the Standard as described in the new charter school application evaluation rubric and summarized in Appendix A.

#### 3.3.1 Transformational Change: Meets the Standard

Criteria	Meets the Standard?
Compelling, well-articulated theory of change and clear educational strategy aligned to the mission and critical to the school's success.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ambitious, yet achievable plan to further the SPCSA's strategic goals: <ul style="list-style-type: none"> <li>• Provide families with 4- or 5-star school.</li> <li>• Ensure that every SPCSA student succeeds - including those from historically underserved student groups.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Provides a specific description of how the proposal will be implemented to ensure fidelity to the model.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrates that the key features of the proposed school can be implemented together in a coherent and cohesive manner that will drive towards meeting the proposed mission and vision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Distinguishing features of the proposed school are supported by compelling evidence of success in schools implementing similar programs while serving similar student populations or a demonstration of rationale for the feature that is supported by a logic model and plans to study effectiveness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

#### 3.3.2 Curriculum and Instructional Design: Meets the Standard

Criteria	Meets the Standard?
Describes instructional model and learning environment that align to the proposed mission and vision, academic program, and instructional strategies. Instructional model and learning environment will engage students in ways that are culturally responsive and relevant.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Identifies curricula for all core academic subjects and demonstrates that they align to the Nevada Academic Content Standards.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Includes a logical plan for delivering required courses including arts, computer education and technology, health, and physical education.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrates that instructional strategies are well suited to the identified student population and will enable effective differentiation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Demonstrates how the instructional model and curriculum will enable all students, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level to build the knowledge base necessary to access rigorous instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If the school intends to include a career and technical education program, the application outlines a logical plan that is aligned with the school's mission, vision, instructional model, and goals for student growth as well as the State's requirements for career and technical education.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A

### 3.3.3 Promotion and Graduation Requirements: Meets the Standard

Criteria	Meets the Standard?
Describes promotion and retention policies for all grades to be served, demonstrating high expectations for all students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Structures are in place to support students at risk of dropping out, including those who are over age for their grade, those needing to access credit recovery options, and those performing significantly below grade level.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If proposing a high school program, clearly articulates high school graduation requirements which align with Nevada Graduation Requirements and will ensure that students graduate college and career ready.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A

### 3.3.4 Driving for Results: Meets the Standard

Criteria	Meets the Standard?
All academic goals and targets are expressed in SMART terms (Specific, Measurable, Achievable, Relevant, and Time-Bound) and demonstrate a commitment to ensuring the success of all students including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level. <ul style="list-style-type: none"> <li>• <b>Mission-specific academic goals</b> explicitly complement or supplement, but do not replace, the SPCSA's performance standards. All such indicators, measures, and metrics are rigorous, valid, reliable, and objectively verifiable.</li> <li>• <b>Annual performance and growth goals</b> align to the Nevada School Performance Framework and/or the Authority Performance Framework and will put the school on a trajectory to meet SPCSA performance standards.</li> <li>• <b>Quarterly performance targets</b> can be used to develop a plan for monitoring and reporting academic performance gaps and a process for using data to support instruction and inform professional development.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sound plan for measuring and reporting academic performance and progress of students and monitoring for disparities in academic performance between student groups.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Explanation of corrective actions that will be taken if the school fails to meet achievement outcomes at the classroom, cohort, special population and/or school-wide level (throughout the year or at end of year), including the party responsible for implementing these actions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Internal assessment selections will provide sufficiently rich data for evaluation of the education program, are valid and reliable, and are fully align with state assessments, Nevada Academic Content Standards, and the curriculum as presented.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The assessment plan is sufficiently detailed to demonstrate collection and analysis of individual student, student cohort, special populations, and school level data (interim, annual, year over year), including a clear process for setting and monitoring ambitious academic goals.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Logical plan for using assessment data to drive key decisions aimed at improving academic outcomes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Organizational and financial goals</b> are aligned to the SPCSA's Performance Frameworks.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 3.3.5 At-Risk Students and Special Populations: Meets the Standard

Criteria	Meets the Standard?
<b>At Risk Students</b>	
Provides a clear and research-based process for identifying at-risk students and their needs, including those with academic and behavioral needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Outlines the methods according to which the school will remediate academically underperforming students, including the system according to which the school will track progress, facilitate teacher collaboration, and the research supporting the school's remediation strategy.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The school's Response to Intervention system differentiates planning for each student according to the significance of their need, providing a continuum of programs, strategies, and supports that corresponds with the needs identified for each student and is supported by research.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Presents a reasonable plan and identifies the parties responsible for communicating with parents regarding remediation needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Demonstrates that the school's response to early signs of behavioral and/or social emotional needs will be met with positive interventions and restorative justice practices. The school will utilize differentiated support for each student in collaboration with the students' parents, teachers, and with support, as needed, from other school staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Special Populations</b>	
Demonstrates the Committee to Form or CMO's track record of success serving a wide range of students with disabilities (mild, moderate, and severe), English language learners, homeless and migrant students, and intellectually gifted students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Clear demonstration and understanding of Nevada and federal laws and regulations governing services for special populations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
For students with disabilities: <ul style="list-style-type: none"> <li>Provides a logical plan to screen all students and to ensure that struggling students are evaluated for special education services early and accurately.</li> <li>Presents a plan for student evaluation and developing IEPs that contain rigorous goals and instructional plans that are suitable to meet those students' goals.</li> <li>Presents a monitoring plan that will enable relevant staff to track the progress of all students with IEPs towards the goals articulated in their respective plans.</li> <li>Demonstrates that the school will be able to provide all special education and related services needed either by the staff listed on their organization chart or identified external groups with whom they can contract to provide needed services. Specifies full Nevada licensure for all special education teachers/coordinators.</li> <li>Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress.</li> <li>Articulates process for monitoring compliance with state and federal laws pertaining to serving students with disabilities.</li> <li>For middle and high schools, presents a logical and thorough plan for developing and implementing transition plans.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
For English language learners <ul style="list-style-type: none"> <li>Processes for identifying English language learners are well-defined, including administration of placement assessments and communications to parents and teachers.</li> <li>Indicates full Nevada licensure for all English language learners teachers/coordinators.</li> <li>Describes the specific services that will be provided for students within and outside the classroom, including curriculum and instruction and exposure to co-teaching.</li> <li>Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
For intellectually gifted students, demonstrates that the school will extend their learning offerings such that those students have access to unique, tailored opportunities. The proposed staffing structure demonstrates sufficient staffing and teacher support to implement the plan.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
For homeless/migrant students: <ul style="list-style-type: none"> <li>Presents a logical and systematic method according to which the school will identify homeless and/or migrant students.</li> <li>Clear plan to assess and meet the needs of students and identified as homeless and/or migrant.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 3.3.6 Professional Development: Meets the Standard

Criteria	Meets the Standard?
Clearly describes professional development that will be offered during the incubation year to effectively support the academic program, including the topics to be covered and any specialized components of the educational model.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Provides a summary of professional development opportunities throughout the school year to effectively support the academic program, including topics and structures.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Explains teacher coaching plans that will effectively support teacher development, including responsible parties.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrates how professional development will support all teachers in meeting the needs of special populations including students with disabilities and English language learners.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Clear identification of the persons or organizations responsible for professional development. If professional development is to be provided by contracted third party, the third party has appropriate expertise.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Cost of any third party provided professional development is reflected in the budget.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 3.3.7 School Culture: Meets the Standard

Criteria	Meets the Standard?
Appropriate and effective strategies to support a school climate that will allow for fulfillment of the school's stated mission and vision, as well as the school's stated academic goals.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Describes a concrete plan for norming social/cultural expectations at the start of each year as well as for students who enter mid-year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Provides plans to establish a culture of high expectations with students/families and teachers/staff and promote a positive school culture.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Presents well-defined goals around school culture and plans to monitor progress.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Presents research-based and age-appropriate strategies to support students' social and emotional needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Dress code and/or uniform policy is age-appropriate, and the applicant articulates how the proposed school will ensure that uniform requirements do not create a barrier for economically disadvantaged students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 3.3.8 Student Discipline: Meets the Standard

Criteria	Meets the Standard?
Presents sound policies for student discipline, suspension, and expulsion including procedures for due process which align to Nevada statutes and regulations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Describes the proactive use of restorative justice practices, including prior to suspensions or expulsions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Clear designation of staff responsible for implementing the discipline plan, including maintenance of student records and data.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
A plan to ensure that certain student populations are not disproportionately impacted by discipline policies, including protection of the rights of students with disabilities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Goals for student behavior are clear and measurable. There is a plan, and designated personnel, for monitoring and reporting related to behavior goals as well as ongoing maintenance of discipline records.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 3.3.9 School Calendar and Schedule: Meets the Standard

Criteria	Meets the Standard?
Proposed Calendar and schedule meets or exceeds applicable statutory and regulatory requirements: <ul style="list-style-type: none"> <li>• Minimum of 180 (or equivalent) days of instruction.</li> <li>• 43,200 minutes of classroom instruction/year for grades k-2.</li> <li>• 54,000 minutes of classroom instruction/year for grades 3-6.</li> <li>• 59,400 minutes of classroom instruction /year for grades 7-12.</li> <li>• Minimum of 120 hours of instruction for High School courses.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Calendar and schedule support implementation of the academic program.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Alignment between teacher and student schedules.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Outlines meaningful goals for student attendance and plans to monitor and intervene to prevent students from becoming chronically absent.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Presents sound policies for student attendance and truancy including procedures for due process that comply with state laws and are customized to the charter school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 4 OPERATIONS PLAN

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### 4.1 SECTION RATINGS

Operations Plan	Meets the Standard
Board Governance	Approaches the Standard
Leadership Team	Meets the Standard
Staffing Plan	Meets the Standard
Human Resources	Meets the Standard
Student Recruitment and Enrollment	Meets the Standard
Incubation Year Development	Meets the Standard
Services	Approaches the Standard
Facilities	Meets the Standard

### 4.2 SUMMARY OF FINDINGS

Overall, the Operations Plan was rated as Meets the Standard. Six of the eight sections were determined to Meet the Standard as articulated in the new charter application evaluation rubric.

The Board Governance section was rated as Approaches the Standard. During the capacity interview, it quickly became evident that the proposed board had been thoroughly engaged with the proposed school and had a thorough understanding of the role of the board in governing the school. The proposed board was able to demonstrate a wide array of knowledge that would be both useful in overseeing the school and useful engaging families and members of the community on behalf of the school. Additionally, the board was able to provide clear delineation of authority and working relationships between the governing body, school staff, and board committees. The proposed board was also able to demonstrate and explain specific strategies to ensure the governing body would be representative of the identified community. However, this section could not be rated as Meets the Standard due to two underlying issues. The first was the Applicant had yet to identify a proposed parent who will serve on the board, which is a critical piece of a successful board. Secondly, the proposed Executive Committee the Applicant contemplated in the application narrative, which was discussed during the capacity interview, left the review team with continued concerns regarding the structure of the committee and the review was still unclear how the Applicant would determine the ad hoc nature in which the committee would meet.

The Leadership Team section was rated as Meets the Standard. The proposed school leader was able to demonstrate a thorough understanding of the school's proposed model in the written application and presented a complete understanding of the proposed community the school would serve during the capacity interview. Additionally, the proposed structure of the school leadership team will allow for effective management of the school, and staff, and demonstrates appropriate assignment of management roles and distribution of duties.

The Staffing Plan was rated as Meets the Standard. While the Committee to Form noted that final staffing numbers would be dependent upon enrollment, the capacity interview and responses to clarifying question provided clarification on how the Applicant would adjust staffing if needed. Overall, the Applicant was able to demonstrate reasonable student-teacher ratios based on the proposed model and the plan appears to provide sufficient capacity to enable high-quality teacher support and development.

The Human Resources section was rated as Meets the Standard. The Applicant articulated recruitment and hiring processes that would result in the hiring of high-quality teachers, leaders, and staff reflective of the student body. Additionally, the Applicant described strategies that would lead to a high likelihood that the school would be able to be fully staffed in year one. The Committee to Form was also able to explain its reasoning for selecting the back office provider, which will assist with some human resources functions. With the provider's support, recruitment, hiring, and

dismissal functions and processes, such as background checks, payroll, benefits, and employee relations, were clearly described.

The Student Recruitment and Enrollment section was rated as Meets the Standard. The review team was initially concerned with the capacity of the Committee to Form to implement a robust recruitment plan that would ensure the school was able to meet its year one enrollment projection. However, after written responses to clarifying questions and responses during the capacity interview, the Applicant was able to demonstrate that the recruitment and enrollment plan for year one, and subsequent years, was realistic and had appropriate targets. The review team did note that projections for Year 1 for the 8<sup>th</sup> grade class may still be overestimated, but the Applicant did note there could be adjustments in other grade levels in the event the school did not meet its 8<sup>th</sup> grade projections. The review team also still has concerns regarding the decision of the Applicant to not contemplate a weighted lottery, but this is not a requirement of new or existing charter schools. The review team would still encourage the Applicant to consider a weighted lottery during its incubation year.

The Incubation Year Development section was rated as Meets the Standard. The Applicant was able to outline a reasonable plan with key milestones for the planning year, as well as concrete actions and accountability. Additionally, in response to clarifying questions, the Committee to Form outlined comprehensive leadership development plans that included training which was aligned with incubation year goals as well as the stated academic goals. Prior to submission of the application and after submission, the Applicant had already engaged with community partners and organizations that would assist the Committee to Form throughout year zero and ensure the staffing outlined for year zero would enable the school to reach its year zero milestones and goals. The proposed school leader will attend training and development opportunities centered on leader competencies through two leadership programs: Opportunity 180's Propel Incubator Fellow program and Diverse Charter School Coalition's UnifiED New Starter fellowship. While the original budget did not include expenses in year 0 to reflect the plans outlined in the application, the clarifying questions and the capacity interview provided additional clarification on the original rationale to not include funds that were not yet secured, and that significant grant funding has since been awarded for planning and start up.

The Services section was rated as Approaches the Standard. The Applicant provided a reasonable process and timeline for ensuring the school would have information technology infrastructure, equipment, software, and policies that would support the school operations and model. Furthermore, with the support of the back-office provider, the operations plan included logical plans for all essential and program-specific non-academic services. However, since the Applicant has yet to identify a permanent facility, some costs and assumptions of the proposed services could not be finalized which prevented this section from being rated as Meets the Standard.

The Facilities section was rated as Meets the Standard. The narrative provided information regarding the facility needs and projected facility costs for the proposed school. In addition, the Committee to Form has identified key facilities partners to support the identification and development of a facility to meet the needs of the school. The plans in place for securing a facility were further detailed in the clarifying questions with the applicant's current plan to locate on Maryland Pkwy and the additional funding secured that can support the facility needs prior to school opening. The Applicant was able to provide evidence to indicate that facilities-related budget assumptions are realistic based on anticipated location and a realistic, timebound plan for selecting and preparing a facility that will meet the programmatic needs and budgetary constraints.

For these reasons, as well as those detailed within the rubric criteria below, the review committee and SPCSA staff rated the Operations Plan as Meets the Standard.

### 4.3 RUBRIC CRITERIA

The tables below provide details regarding each rubric criterion and whether it was determined to Meet the Standard. The criterion for which "No" is selected was either rated as Approaches the Standard or Does Not Meet the Standard as described in the new charter school application evaluation rubric and summarized in Appendix A.



### 4.3.1 Board Governance: Approaches the Standard

Criteria	Meets the Standard?
Proposed governance structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The board puts into place a structure that enables it to collect the information it needs to evaluate the performance of the school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Provides evidence that the governing body fulfills (or describes reasonable and detailed plans to ensure that the governing body will fulfill) statutory requirements for board membership, including at minimum, one teacher or other person licensed pursuant to chapter 391 of NRS; one teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator; one parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school; and two individuals with knowledge and expertise in one or more of the following areas: accounting, financial services, law, or human resources.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Demonstrates that the membership of the governing body will contribute the wide range of relevant knowledge, skills, and commitment needed to oversee a successful charter school, including but not limited to educational, financial, accounting, legal, and community experience and expertise, as well as special skill sets to reflect school-specific programs, if applicable (e.g., STEM, fine arts, blended learning, alternative programs, etc.). The proposed governing body members demonstrate capacity and expertise to successfully oversee a school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Shows that the governing body is or describes specific strategies to ensure that the governing body will be representative of the identified community and describes plans for engaging with the community in order to ensure that community voice is meaningfully incorporated into the governing body's decision-making.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
There are no prohibited familial relationships between charter holder board members, charter holder board members and staff, or charter holder board members and CMO/EMO employees within the third degree of consanguinity or affinity nor any supervisory or business relationships.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
Proposed conflict of interest policy, ethics policy, and bylaws are reasonable and compliant. Bylaws contemplate a mechanism for removal of governing body members if needed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Provides plans for meaningful, appropriate training for board members on a regular basis. Governance training is provided by experienced, third parties and addresses on-boarding for new members, or when the composition of the board changes. Board training costs are reflected in the budget narrative assumptions and the budget calculations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Describes a reasonable process for resolving student/parent objections.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The proposed governing board members demonstrate a deep understanding of the educational model, organization's mission, and what mission achievement looks like.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The proposed governing body members demonstrate ownership and a commitment to ensuring the school's success through active engagement in the development of the charter proposal and capacity interview.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The proposed governing body demonstrates the ability to work together to solve problems.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The proposed governing body members demonstrate that they understand the role of the board in governing the school, including the responsibility for ensuring a high-quality school	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
For schools contracting with an EMO or CMO, the governing board demonstrates an understanding of their role in overseeing the EMO/CMO and holding the EMO/CMO accountable for delivering results.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A

### 4.3.2 Leadership Team: Meets the Standard

Criteria	Meets the Standard?
The organizational chart clearly indicates all positions, delineating board and leadership roles and lines of authority.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The qualifications of the Committee to Form/CMO are demonstrable with empirical data related to student performance, including students from diverse backgrounds and experiences, students with disabilities, English language learners, and other special populations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The qualifications of the Committee to Form/CMO include experience with recruitment, hiring, and development of a highly effective staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If identified, school leader demonstrates a range of experience serving all students (students with disabilities, English language learners, students in need of remediation, and students above or below grade level) including: <ul style="list-style-type: none"> <li>• leadership role at a high-performing and/or high growth school,</li> <li>• experience establishing a high-performing culture with students and staff, and</li> <li>• responsibility for significant student achievement gains with demographics similar to the proposed school.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

If the school leader is not yet identified, explains the timeframe and the method by which the board will recruit and select a candidate who demonstrates qualifications and competencies aligned with the school’s mission and program and has experience working with special populations.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
Structure of the school leadership team will allow for effective management of the school and staff and demonstrates appropriate assignment of management roles and distribution of responsibilities for instructional leadership, curriculum, personnel, budgeting, financial management, special education and EL programming, legal compliance, state reporting, external relations, and any unique, school-specific staffing needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School leadership team job descriptions or resumes identify qualifications and competencies of the administration that align with the school’s mission and program and demonstrate capacity to successfully manage the school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Comprehensive plan for coaching, support, and evaluation of school leadership. The board articulates a clear, ambitious, data-driven set of standards and criteria that the school leader must satisfy to keep the school on track to achieve its vision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If members of the school leadership team have been identified, they demonstrate deep knowledge of the proposed academic model and an understanding of how the school’s mission support students and families.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
If members of the school leadership team have been identified, they demonstrate the ability to work together to solve problems. This includes seeing opportunities in challenges and an openness to multiple perspectives and strategies that support the school and its students and families.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A

**4.3.3 Staffing Plan: Meets the Standard**

Criteria	Meets the Standard?
Aligns to the mission, vision, and proposed academic program.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Matches the proposed budget and is explicitly aligned to both budget narrative assumptions and to budget calculations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrates an understanding of expected student population and aligns to the applicant’s commitment to meet the needs of special populations and the community the school intends to serve.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ensures sufficient capacity to enable high-quality teacher support/development, student/family support, effective school operations, and compliance with all applicable policies and procedures.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrates reasonable student-teacher ratios based on the proposed model and statutory student-teacher ratios for special education are met (22:1 for students with severe disabilities).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**4.3.4 Human Resources: Meets the Standard**

Criteria	Meets the Standard?
Articulates recruitment and hiring processes and strategies likely to result in the hiring of high-quality teachers, leaders, and staff reflective of the student body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Describes a feasible compensation structure and rewards/incentives that are likely to attract and retain high-performing teachers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Essential recruitment, hiring, and dismissal functions and processes, such as background checks, payroll, benefits, and employee relations, are clearly described and responsible parties are identified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School performance management system is likely to retain and promote talented staff, allows for re-structuring and removal of staff as needed, creates opportunities for leadership development, and sets clear expectations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School performance management system identifies low-performing teacher or leader performance, provides plans, support, and training for improvement, and provides the steps the school leadership will take in instances of persistent low-performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**4.3.5 Student Recruitment and Enrollment: Meets the Standard**

Criteria	Meets the Standard?
Recruitment and enrollment plan for year 1 and subsequent years <ul style="list-style-type: none"> <li>Leverages proactive, grassroots strategies such as door-to-door visits, open houses, and forums, and community conversations over the internet, social media, or other passive tactics which disproportionately benefit more advantaged populations.</li> <li>Includes specific plans to ensure equal access to interested families including families in poverty, students zoned to attend 1- and 2-star schools, students with disabilities, EL students, and other at-risk students as defined in the SPCSA’s Needs Assessment.</li> <li>Demonstrates an understanding of the identified community.</li> <li>Is likely to allow the school to enroll a representative student population based on surrounding zoned schools or a mission-specific educationally disadvantaged population.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Recruitment and enrollment plan for year 1 and subsequent years includes realistic and appropriate targets, timelines, staff capacity, and monitoring plan to provide confidence that the school will meet its minimum enrollment. <i>Note, the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The application and enrollment process adequately addresses and is compliant with Nevada laws and regulations regarding notification to families within a 2-mile radius during the incubation year, application and enrollment timelines, lotteries, weighted lotteries, enrollment preferences, and backfilling vacant seats when students withdraw.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The planned enrollment numbers for years 1 through 6, including annual growth, is reasonable and supported by a clear rationale.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The recruitment and enrollment plan as well as planned enrollment numbers for year 1 and subsequent years are aligned with the staffing plan and budget, including projected recruitment expenses.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrated interest from parents of students in the appropriate grade level to enroll in year 1 and originating in the identified communities or zip codes to be served (approximately 30% of year 1 enrollment). Demand should be demonstrated through meeting sign in sheets or intent to enroll forms that capture, at minimum, parent name, student grade levels, and zip code of residence.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Proactive and detailed plan for maintaining engagement with parents of prospective students who have already demonstrated interest and converting interest into actual applications for enrollment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

#### 4.3.6 Incubation Year Development: Meets the Standard

Criteria	Meets the Standard?
Provides key milestones for the planning year, as well as concrete actions and accountability, which will ensure that the school is ready for a successful launch. Incubation year plan: <ul style="list-style-type: none"> <li>Includes necessary activities/milestones to ensure that any program-specific components will be ready to begin on the first day of school.</li> <li>Includes necessary activities/milestones to ensure the school will be operationally ready to open.</li> <li>Includes necessary activities/milestones to ensure that the <a href="#">SPCSA Pre-Opening Requirements</a> will be met. <i>Note it is not necessary to duplicate every SPCSA pre-opening requirement into your incubation year plan. Instead, focus on the activities that will ensure success and the major milestones that must be met.</i></li> <li>Clearly identifies the individuals responsible for leading year 0 initiatives and meeting year 0 milestones.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If a third party (including an CMO/EMO) will implement portions of the Year 0 plan, these actions should align to the contract or additional documentation presented later in the application.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
Outlines comprehensive leadership development plans that include training aligned with incubation year goals as well as stated academic goals.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Outlines the function of any employees in Year 0, as well as the funding source for associated compensation. The staffing outlined for Year 0 will enable the school to reach its Year 0 milestones and goals.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Startup expenses are reflected in the budget narrative assumptions and the budget calculations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Committee to Form demonstrates that they understand the challenges of opening a school and articulate a commitment and understanding of what it will take to ensure a successful launch of the school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Committee to Form demonstrates that they can work together to solve problems.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Committee to Form demonstrates that they are well versed in the incubation year plan and are committed to following through with the implementation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Committee to Form demonstrates that they are actively engaged throughout the application process and plan to maintain active engagement through the incubation year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

#### 4.3.7 Services: Approaches the Standard

Criteria	Meets the Standard?
Operations plan includes logical plans for all essential and program-specific non-academic services, including, but not limited to transportation, food service, facilities management, nursing, and purchasing processes, and school safety.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Articulates a reasonable process and timeline for ensuring school will have information technology infrastructure, equipment, software, and policies to support the school operations and model, including plans for data security and privacy.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Operations plan for services and information technology demonstrates sufficient staff/contactor capacity to implement the plan, including clear lines of authority.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Costs of services are realistic and align with budget.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Articulates metrics and processes for evaluating effectiveness of services.	<input type="checkbox"/> Yes

### 4.3.8 Facilities: Meets the Standard

Criteria	Meets the Standard?
Facility plans in the short and long-term are reasonable and meet the needs of the projected student population and proposed program.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If a facility (including a temporary facility) has been identified: <ul style="list-style-type: none"> <li>• Evidence that facility will be appropriate for the educational program of the school and adequate for the projected student enrollment.</li> <li>• Projected costs associated with the proposed facility, including purchase price, rent, utilities, insurance, and maintenance, as applicable, are reasonable and supported by evidence.</li> <li>• A sound plan for construction, renovations, or tenant improvements including sufficient funds and a realistic timeline for completion.</li> <li>• A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school.</li> <li>• Evidence that the applicant has engaged with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division.</li> <li>• Assurance that the proposed facility will comply with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). Charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
If a facility (or permanent facility) has not yet been identified: <ul style="list-style-type: none"> <li>• Description of anticipated facilities needs that will be appropriate for the educational program of the school and adequate for the projected student enrollment.</li> <li>• Inclusion of costs associated with the anticipated facilities needs in the budget including renovation, rent, utilities, insurance, and maintenance.</li> <li>• Evidence to indicate that facilities-related budget assumptions are realistic based on anticipated location, size, etc.</li> <li>• A realistic, timebound plan for selecting and preparing a facility that will meet the programmatic needs and budgetary constraints.</li> <li>• A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school.</li> <li>• A clear, time bound plan to engage with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division.</li> <li>• Assurance that the proposed location will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). Charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation 30 days before the first day of school.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Demonstrated capacity to manage facility selection, leasing, acquisition, development, renovation, and management, as applicable. If Committee to Form or CMO has identified a facility development partner, Committee to Form or CMO has thorough plans for managing the partner relationship and ensuring that the partner meets expectations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Plans for facility maintenance will ensure that the facility provides a safe and clean learning environment for students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 5 FINANCIAL PLAN

### 5.1 SECTION RATINGS

<b>Financial Plan</b>	<b>Meets the Standard</b>
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### 5.2 SUMMARY OF FINDINGS

The Financial Plan section was rated as Meets the Standard. The Applicant has engaged a third-party vendor with a strong track record of successful financial work on behalf of charter schools. This vendor would assist in providing accurate and timely financial information to decision-makers. The Applicant was also able to demonstrate it would protect mission-critical expenses, and there was sufficient detail and specificity of assumptions for all budget line items to allow for the assessment of fiscal viability. The application presented appropriate segregation of financial duties which align to organizational charts, leadership roles and responsibilities, and vendor responsibilities. During the capacity interview, a high level of understanding of the financial control systems and the role of the board members in ensuring compliance were demonstrated. The board and Executive Director described the potential changes to enrollment configurations and the plans to monitor enrollment for the feasibility of operation in detail. Additionally, during the capacity interview, the team provided evidence that grant applications were approved and would be received to cover costs during the planning year.

For these reasons, as well as those detailed within the rubric criteria below, the review committee and SPCSA staff rated the Financial Plan as Meets the Standard.

### 5.3 RUBRIC CRITERIA

The tables below provide details regarding each rubric criterion and whether it was determined to Meet the Standard. The criterion for which “No” is selected was either rated as Approaches the Standard or Does Not Meet the Standard as described in the new charter school application evaluation rubric and summarized in Appendix A.

#### 5.3.1 Financial Plan: [Meets/Approaches/Does Not Meet] the Standard

Criteria	Meets the Standard?
The financial manager has the appropriate expertise to provide accurate and timely financial information to decision-makers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The school protects mission-critical expenses when faced with budget cuts and commits to maintaining financial viability. The budget does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
There is appropriate segregation of financial duties which align to organizational charts, leadership roles and responsibilities, and vendor responsibilities, as applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Control systems ensure that only allowable expenses will be made and that all expenses will be coded appropriately.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projections are accurate, conservative, and legally compliant. This includes appropriate allocations for required expenditures such as sponsorship fee, Public Employee Retirement System contributions, etc.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Budget priorities are consistent with the proposed model, including but not limited to educational program, staffing, and facility, and budget priorities are aligned with the proposed enrollment plan, including any enrollment growth.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient detail and specificity of assumptions for all budget line items to allow for the assessment of fiscal viability.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Clear understanding of monthly cash flow that demonstrates viability of the school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Current ratio based on proposed budget of at least 1.1 on a monthly basis is either 1.1 or better or is between 1.0 and 1.1 and trending positive from the immediately prior year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The debt-to-asset ratio based on proposed budget is less than 0.9.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient cash reserves to cover operations.	<input checked="" type="checkbox"/> Yes

	<input type="checkbox"/> No
All funds from external sources that are included in the budget are guaranteed with cash in hand or letter of award and grant terms.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 6 APPLICATION PROCESS DETAILS

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### 6.1 TIMELINE

SPCSA staff offered a five-part training series regarding the New Charter School Application process. Each training was recorded and posted to the SPCSA's website: [https://charterschools.nv.gov/OpenASchool/Application\\_Packet/](https://charterschools.nv.gov/OpenASchool/Application_Packet/). Below is a summary of the training that was provided.

- December 11, 2023 – Application Overview and Process
- January 10, 2024 – Application Cover Sheet and Meeting the Need Section
- January 23, 2024 – Academic Plan Section
- February 8, 2024 – Operations Plan and Addendum Section
- February 26, 2024 – Financial Plan Section

Below are key dates related to the Western Youth Leadership, Engagement, & Empowerment School charter school application.

- January 23, 2024 – WYLEES Notice of Intent is received
- April 29, 2024 – WYLEES Application is received
- June 5, 2024 – Memo sent to Clark County School District soliciting input<sup>4</sup>
- July 1, 2024 – Clarifying Questions sent to applicant; responses received within 3 business days
- July 12, 2024 – WYLEES Capacity Interview is conducted
- August 9, 2024 – Input provided by Clark County School District
- August 23, 2024 – Recommendation is presented

### 6.2 CAPACITY INTERVIEW

Based on the independent and collective review of the application, the review committee conducted a capacity interview of the applicant to assess the capacity to execute the application's overall plan. The capacity interview for WYLEES was conducted on July 12, 2024 and lasted approximately 120 minutes. All members of the committee to form and proposed board attended the interview. Additionally, one representative from EdTec, a proposed back-office provider attended the capacity interview. Questions during the capacity interview focused primarily on these areas:

- Meeting the Need
- Academic Plan
- Operations Plan
- Financial Plan

Prior to the capacity interview, the review committee sent the applicant team a list of clarifying to provide an additional opportunity for details and information to be presented. These responses were considered by the review team and were used to better inform the capacity interview.

Lastly, the capacity interview included a scenario-based question that probed the Committee to Form's capacity to review an academic performance report and identify action steps for the Board and Executive Director.

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<sup>4</sup> Pursuant to NRS 388A.249, the SPCSA solicited input from the Clark County School District regarding this application. NRS 388A.249(2)(a) requires that "[t]he proposed sponsor of a charter school shall, in reviewing an application to form a charter school...If the proposed sponsor is not the board of trustees of a school district, solicit input from the board of trustees of the school district in which the proposed charter school will be located."

## APPENDIX A

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### THE CHARTER SCHOOL APPLICATION “NOTICE OF INTENT”

The charter school application process begins with the submission of a written “notice of intent” to submit a new charter school application. See NAC 388A.260(2). This notice of intent is a brief document, submitted to the SPCSA 90 days prior to the submission of the applicant’s new charter school application, stating, among other things, the name of the proposed charter school, contact information for the applicant, the proposed location of the charter school, and the grade levels and number of students the proposed charter school seeks to serve.

### THE SPCSA’S PROPOSED CHARTER SCHOOL APPLICATION WINDOW

In December 2021, Nevada’s Legislative Commission approved proposed regulation R043-21, which amended Nevada Administrative Code 388A.260(1). With this change, the SPCSA moved from two new charter school application windows each year (previously in January and July of each year), to a single annual application window. As a result, new charter school applications now must be submitted to the SPCSA between April 15 and April 30 of each year.

Part of the intent behind the change to NAC 388A.260(1), and the move from two annual application windows to a single application window in April of each year, was to allow sufficient time to ensure that a newly approved charter school opens successfully. That is, upon receipt of a new charter school application in April, the SPCSA’s review process (as described in greater detail below), typically takes four to eight months – meaning that a new charter school application that is received in April will be approved or denied by the SPCSA in August or December. This timeline allows a newly approved charter school nine to 12 months to successfully execute the charter school’s incubation year plan and ensures a successfully opening of the charter school.

Note that NAC 388A.260(1) still contains a “good cause” provision whereby a new charter school applicant may, for “good cause,” request that the SPCSA accept a new charter school application outside the annual April 15 – April 30 window. However, if the SPCSA approves a “good cause” exemption to submit a new charter school application outside of the annual April application window, a notice of intent to submit a new charter school application must still be submitted to the SPCSA 90 days prior to receipt of the actual application. In practice, this means that upon approval of a good cause exemption by the SPCSA, allowing an applicant to submit a new charter school application outside of the typical April application window, an applicant will submit its new charter school application 90 days after approval of the good cause exemption and receipt of the applicant’s notice of intent.

### THE REQUIRED CONTENTS OF A NEW CHARTER SCHOOL APPLICATION

NRS 388A.246 and NAC 388A.135-160 detail the requirements related to a new charter school application. Note that these statutes and regulations related to the required contents of a new charter school applications are extensive.<sup>5</sup>

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<sup>5</sup> Although the following list is not all-inclusive, among the required contents of a new charter school application are the following:

- The name of the proposed charter school;
- The date on which the proposed charter school seeks to open;
- Grade levels and the proposed enrollment that the charter school seeks to serve;
- A summary of the plan for the proposed charter school, including the mission, vision and goals of the proposed charter school;
- Information regarding the indicators, metrics and measures that the proposed charter school will use to evaluate the academic, organizational, and financial performance of the proposed charter school;
- The organization structure of the proposed charter school;
- Information regarding the committee to form and the proposed governance of the charter school;



## COMPLETENESS CHECK

After receiving a new charter school application, the SPCSA, pursuant to NRS 388A.249(3)(a)(2) and NAC 388A.260(2) conducts a “completeness check” of the application to ensure that the new charter school application contains all the information required by NRS 388A.246 and NAC 388A.135-160. If a new charter school application does not contain all the information required by Nevada’s charter school statutes and regulations, if practicable, the SPCSA follows up with the applicant to obtain the required information. If not, the applicant is asked to submit a new, complete charter school application during the next application cycle.

## WITHDRAWAL OF A NEW CHARTER SCHOOL APPLICATION

NAC 388A.260(3) allows an applicant to withdraw a new charter school application upon written notice to the SPCSA. An applicant may decide to withdraw its application due to significant concerns regarding the completeness of the application, or because it is evident after a cursory review of the new charter school application that the proposed charter school application is not fully developed.

## THE SPCSA’S REVIEW OF A NEW CHARTER SCHOOL APPLICATION

Once a new charter school application is deemed complete in accordance with 388A.249(3)(a)(2) and NAC 388A.260(2), the SPCSA begins its substantive review of the new charter school application.

NRS 388A.249(2)(a) requires the SPCSA to conduct a “thorough review” of the new charter school application. This “thorough review” requires that the SPCSA establish a review team to review and evaluate the new charter school application and include in the review team persons with knowledge and expertise regarding the academic, financial, and organizational facets of charter school that are not employed by the SPCSA – these persons are often referred to as “external reviewers.” NRS 388A.249(2)(a) and NAC 388A.260(4).

As part of this “thorough evaluation” the SPCSA is required to conduct an interview with the applicant to elicit clarifying or additional information about the proposed charter school and determine the ability of the applicant to establish a high-quality charter school – this is the “capacity interview” conducted by the SPCSA. NRS 388A.249(2)(b) and NAC 388A.260(4)(b)(2)

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- Information regarding the proposed administrative head of the proposed charter school;
  - Information regarding how teachers and staff will be recruited and hired;
  - Course and curriculum information, including any dual-credit programs for high school students (if applicable);
  - Information regarding serving students with disabilities, students who are English language learners, an at-risk student;
  - The organization structure of the proposed charter school;
  - Information regarding the committee to form and the proposed governance of the charter school;
  - Information regarding the proposed administrative head of the proposed charter school;
  - Information regarding how teachers and staff will be recruited and hired;
  - The proposed charter school’s calendar;
  - Information regarding any proposed facility for the proposed charter school;
  - Equipment, furniture, and fixtures that the proposed charter school will utilize;
  - Transportation, if applicable;
  - Health and safety requirements;
  - Student records;
  - Extracurricular activities and dress code;
  - Discipline policies;
  - Budget;
  - Enrollment and any lottery process and procedures;
  - Information regarding required insurance

In its review of the charter school application, the SPCSA is required to evaluate the new charter school application based on documented evidence collected through the process of reviewing the application and the information gleaned during the capacity interview. See NRS 388A.249(2)(b) and (e).

The determination regarding whether to grant a new charter school application is to be based on the ability of the applicants to establish a high-quality charter school. NRS 388A.249(2)(b). The SPCSA may approve a new charter school application if:

- The application complies with all charter school laws and regulations;
- The application is complete;
- The applicant has demonstrated competence in accordance with the SPCSA's new charter school application rubric demonstrating that approval of the new charter school application will likely result in a successful opening and operation of the charter school;
- The application meets the criteria contained in the SPCSA's academic and demographic needs assessment; and
- Sufficient input has been received the public. NRS 388A.249(3).

The North Star of the review team's evaluation of the new charter school application is the SPCSA's new charter school application rubric. NRS 388A.249(2)(b). The rubric is broken into four major sections, plus an addendum. Rating options for each section are Meets the Standard; Approaches the Standard; Does not Meet the Standard. These are defined as follows:

- **Meets the Standard:** The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school is expected to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively and result in a 4- or 5-star school.
- **Approaches the Standard:** The response meets the criteria in many respects but lacks detail and/or requires additional information in one or more areas.
- **Does Not Meet the Standard:** The response is undeveloped or incomplete; demonstrates lack of preparation and/or raises serious questions about the coherence of the application and whether it is original work; raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

Detailed descriptions of each rubric item can be found in the full rubric located on the SPCSA Application website:

[http://charterschools.nv.gov/OpenASchool/Application\\_Packet/](http://charterschools.nv.gov/OpenASchool/Application_Packet/)

Once the review team reviews and scores the new charter school application, the SPCSA's Executive Director, or his or her designee, forwards his or her recommendation to the SPCSA Board for its consideration. NAC 388A.260(6)

## THE SPCSA'S APPROVAL OR DENIAL OF A NEW CHARTER SCHOOL APPLICATION

The SPCSA Board is required to consider a new charter school application at a public meeting held no more than 120 days (or later if agreed to by the applicant) after receipt of the new charter school application. NRS 388A.255(1).

## RESUBMISSION AND APPEAL OF A DENIAL OF A NEW CHARTER SCHOOL APPLICATION

If a new charter application is denied, an unsuccessful applicant will be provided with a written notice setting out the deficiencies contained in the new charter school application. If the applicant chooses to do so, the applicant may resubmit the applicant's new charter school application within 30 days after receiving the written notice of deficiencies. NRS 388A.255(2). Given the lengthy and rigorous application process utilized by the SPCSA in regard to charter applications, as well as the limited timeframe specified in NRS 388A.255(2) for an unsuccessful applicant to resubmit their charter application, the SPCSA encourages only those unsuccessful applicants that the SPCSA has found limited or specific areas where the application does not meet standards to resubmit their charter application. Unsuccessful

applicants that the SPCSA has found numerous or significant issues within the application that do not meet standard are encouraged to submit a new charter application during the SPCSA's next application window.

If a new charter school application is denied after resubmission, the unsuccessful applicant may then appeal the denial to the district court in which the proposed charter school was to be located. NRS 388A.255(3).