

New Charter School Application Report and Recommendation

August 23, 2024



Nevada Classical Academy Elko

GENERAL INFORMATION

Proposed School Name	Nevada Classical Academy Elko
Proposed EMO/CMO	Not Applicable
Proposed Mission and Vision	<p>Mission: To cultivate within students a lifelong pursuit of academic excellence, virtuous living, and civic responsibility through a classical, content-rich education in the liberal arts and sciences.</p> <p>Vision: Nevada Classical Academy Elko will develop students' academic potential and personal character and fully prepare them to live responsible, independent, and productive lives. NCAE is an open-enrollment, tuition-free, state public charter school that provides a high-quality education for students through a traditional classical education in the liberal arts and sciences. NCAE seeks to foster life-long learning in all students regardless of background, socio-economic status, or ability.</p>
Proposed Grade Configuration	Opening: K-3 Full Scale: K-8
Proposed Opening	August 2025
Proposed Location	Elko County; 1031 Railroad Street, Elko, NV 89801
Proposed Zip Codes to be Served	89801, 89815

PLANNED ENROLLMENT

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
K	44	44	44	44	44	44
1	22	44	44	44	44	44
2	22	22	44	44	44	44
3	25	25	25	50	50	50
4		25	25	25	50	50
5			25	25	25	50
6				25	25	25
7					25	25
8						25
9						
10						
11						
12						
Total	113	160	207	257	307	357

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1 OVERVIEW AND RECOMMENDATION

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 applicable¹, 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 Nevada Classical Academy Elko charter school application.

1.2 PROPOSED MOTION

Proposed motion: *Approve the Nevada Classical Academy Elko 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 a school leader has been hired.*
2. *By March 1, 2025, provide a detailed plan with specific milestones regarding Nevada Classical Academy Elko’s*

¹ 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.

plan for identifying and supporting students with disabilities, English Learners (ELs), students who are economically disadvantaged, at-risk students, and students above grade level. This plan must include how Nevada Classical Academy Elko will monitor student groups to ensure they are accessing the curriculum successfully, a list of supports available for students who are not demonstrating academic and/or social success, and the person/position responsible for implementing this plan. Additionally, outline specific professional development plans for Year 1 to support staff in meeting the academic, behavioral, and social needs of those identified student populations.

- 3. By May 1, 2025, provide a written update on the training the governing board has received on analyzing and progress monitoring academic data. Additionally, include an update on the recruitment of an additional member of the board who is bilingual and has strong ties to the local Hispanic population.*
- 4. By June 1, 2025, provide evidence that Nevada Classical Academy Elko has 100 or more students enrolled for the 2025 – 2026 school year.*
- 5. 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 the 89801 zip code.*
- 6. 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.*
- 7. 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.

Application Section	Rating
Meeting the Need	Meets the Standard
Mission and Vision	Approaches the Standard
Targeted Plan	Meets the Standard
Parent and Community Involvement	Meets the Standard
Academic Plan²	Meets the Standard
Transformational Change	Meets the Standard
Curriculum and Instructional Design	Approaches the Standard
Promotion and Graduation Requirements	Meets the Standard
Driving for Results	Meets the Standard
At-Risk Students and Special Populations	Approaches the Standard
Professional Development	Meets the Standard
School Culture	Approaches the Standard
Student Discipline	Meets the Standard
School Calendar and Schedule	Meets the Standard
Operations Plan	Meets the Standard
Board Governance	Approaches the Standard
Leadership Team	Meets the Standard
Staffing Plan	Meets the Standard
Human Resources	Approaches the Standard
Student Recruitment and Enrollment	Meets the Standard
Incubation Year Development	Meets the Standard
Services	Approaches the Standard
Facilities	Meets the Standard
Financial Plan	Meets the Standard

² The Nevada Classical Academy Elko proposal did not contemplate Distance Education or Dual Credit Partnerships. Therefore, the corresponding sections of the rubric were not scored.

2 MEETING THE NEED

2.1 SECTION RATINGS

Meeting the Need	Meets the Standard
Mission and Vision	Approaches 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. Two 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 Approaches the Standard. The written application states the intention of providing a classical, content-rich education in the liberal arts and sciences to the Elko, Nevada, community. The Committee to Form aims to improve student achievement, encourage the use of effective and innovative methods of teaching, and create new professional opportunities for teachers. The mission and vision statements are a clear and compelling characterization of the proposed school’s purpose and objectives. While the specifics of how the school will measure the mission and vision statements to determine if the school is meeting intended targets and outcomes remain unclear, the Committee to Form indicated potential plans to use the school climate survey and report card rubrics during the capacity interview.

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 Elko community and students to be served, including relevant demographic information and the educational needs of students within those demographics. The Committee to Form was able to describe how and why this proposed school would improve upon the limited educational choices within Elko County. Prior to the capacity interview, the review team had some questions regarding the model specifically addressing the needs of English Learners (ELs). In the written application and responses to the clarifying questions, the Committee to Form provided research regarding the effectiveness of a traditional education model in improving student outcomes for students identified as EL. The Applicant additionally provided an ongoing commitment to continue working with the Hispanic community to implement their recommendations over time.

The Parent and Community Involvement section was rated as Meets the Standard. The Applicant provided intentional and thoughtful strategies to engage with the Elko community, including targeted community outreach events; community surveys; and strategic meetings with the Elko County School District, Hispanic Services, and the Elko Band Council. Nevada Classical Academy Elko provided evidence of several community partnerships that align with the mission and vision of the school. The proposed partnerships include Elko Institute of Academic Achievement, Nevada Gold Mines, the Nevada Arts Council, and Nevada PBIS. Additionally, during the capacity interview, the Applicant discussed prioritizing academic quality, challenging coursework, and critical thinking in response to community feedback received since submitting a new charter application during the 2023 cycle.

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: Approaches 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 type="checkbox"/> Yes <input checked="" 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"> Improving the academic achievement of pupils. Encouraging the use of effective and innovative methods of teaching. Providing an accurate measurement of the educational achievement of pupils. Establishing accountability and transparency of public schools. Providing a method for public schools to measure achievement based upon the performance of the schools, AND/OR Creating new professional opportunities for teachers. 	<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 SPCAS's Academic and Demographic Needs Assessment : <ol style="list-style-type: none"> Demographics: 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. <ol style="list-style-type: none"> Academic Need: Geographies with 1- and 2-star schools that continue to have an index score below 50: 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"> Received a 1- or 2-star NSPF rating for the 2018-19 school year, AND Continues to have an NSPF index score below 50 as of the 2021-22 school year. 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 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. 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 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

3.1 SECTION RATINGS

Academic Plan ³	Meets the Standard
Transformational Change	Meets the Standard
Curriculum and Instructional Design	Approaches the Standard
Promotion and Graduation Requirements	Meets the Standard
Driving for Results	Meets the Standard
At-Risk Students and Special Populations	Approaches the Standard
Professional Development	Meets the Standard
School Culture	Approaches 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. Six 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 Committee to Form identified three indicators they plan to prioritize to become a 4- or 5-star rated school: strong leadership and governance, well-trained educators and staff, and the utilization of a high-quality classical curriculum. During the capacity interview, the Applicant provided a clear connection between the proposed classical model and the mission and vision of the school, including the expectation of administrators and teachers to model the virtuous learning and civic engagement that are identified within the mission and vision statements.

The Curriculum and Instructional Design section was rated as Approaches the Standard. The Applicant proposes to use the Hillsdale curriculum as the main tenet of the educational programming, with other supplementary curriculum materials, including Singapore Math Dimensions and Core Knowledge Sequence. These are classical curricular materials and aligned to the model of the proposed school. Additionally, the written application included several key instructional strategies, including teacher-led discussion, the Socratic Method, explicit and systematic phonics/grammar instruction, flexible groupings, the use of primary source documents, and instruction around study skills. The review team had questions regarding enrichment activities and support for struggling students that would be available within the curriculum. In the responses to the clarifying questions, the Applicant identified scaffolding, targeted small group instruction, and opportunities with community partners as options for differentiation. However, the Applicant's responses did not provide specific examples regarding how the proposed school would support 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.

The Promotion and Graduation Requirements section was rated as Meets the Standard. In the response to the clarifying questions, the Applicant clearly outlined the school's promotion and retention policy and provided detail around Light's Retention Scale, which will be used to determine whether a student will be retained. The Committee to Form plans to communicate these policies to various stakeholders through the student handbook, conferences, report cards, the school's website, and relevant meetings with parents/families. Additionally, the written application included information regarding plans to utilize the MTSS framework to offer support to students who are at risk for retention.

³ The Nevada Classical Academy Elko proposal did not contemplate Distance Education or Dual Credit Partnerships. Therefore, the corresponding sections of the rubric were not scored.

The Driving for Results section was rated as Meets the Standard. The written application identified rigorous SMART goals aligned to the SPCSA Performance Framework and the Nevada School Performance Framework that demonstrate a commitment to ensuring student academic success. The plan for formative and summative assessments outlined in the written application aligns with state standards and will provide a reliable data set for instructional review, progress monitoring, and action planning for individual student, student cohort, special populations, and schoolwide academic and behavior data. The Applicant indicates that a root cause analysis will be conducted as part of the corrective action process. This work will be led by the school leader and leadership team, and the results will be shared with the board. The review team was left with questions regarding the monitoring of disparities in academic performance of student groups. In the clarifying question responses, the Applicant demonstrated an intent to monitor, measure, and analyze instructional practices for potential schoolwide issues that may demonstrate a need for additional professional development, curriculum shifts, or other programmatic interventions. However, there was no additional information presented regarding how disparities would be monitored, and how appropriate action may be taken by the governing board and/or leadership team.

The At-Risk Students and Special Populations section was rated as Approaches the Standard. In the written application the Applicant indicated that classroom teachers will be the primary source for identifying at-risk students, but the written application did not provide a clear and research-based process for identifying those students and their academic and behavioral needs. Though the Applicant intends to implement a Response to Intervention system and Multi-Tiered Systems of Support framework, there was only a high-level overview on how these supports will remediate underperforming students and track progress to facilitate teacher collaboration. Additionally, the written application provided broad responses regarding identifying, serving, and monitoring students with disabilities, English Learners (ELs), intellectually gifted students, and homeless/migrant students. The review team identified a lack of specific details as a concern regarding best meeting the academic and behavioral needs of the at-risk students and other special populations. In the responses to the clarifying questions, the Applicant provided some additional detail around serving special populations (i.e. instructional strategies and monitoring) but did not provide a comprehensive plan for the identification, service, and monitoring of at-risk students, students with disabilities, English Learners (ELs), intellectually gifted students, and homeless/migrant students.

The Professional Development section was rated as Meets the Standard. The Applicant describes professional development that will be offered during the incubation year and throughout the school year to effectively support the classical academic program. In the written application, the Committee to Form mentions teacher coaching and the need for the design, development, and implementation of additional professional development opportunities throughout the school year. In response to the clarifying questions and throughout the capacity interview, the Committee to Form provided a more specific details regarding professional development opportunities during the school year, which included specific teacher coaching plans, curriculum training, and a focus on strategies aligned with the classical model (i.e. Socratic Seminar). The written application identified Hillsdale College as the responsible party for providing the majority of the initial professional development around the classical model, the curriculum, and instructional strategies. The school leader will support ongoing professional development based upon a demonstrated need. However, the Applicant's responses did leave the review team with some unanswered questions regarding the professional development available for supporting staff in meeting the needs of special populations, specifically students with disabilities and English Learners (ELs).

The School Culture section was rated as Approaches the Standard. In the written application, the Applicant ties the school's mission and vision to the overall approach to school culture and climate, which includes setting high expectations for students and teachers. However, the written application lacked specific details on the process for establishing those high expectations and norming the social and cultural expectations with students, families, and stakeholders. Additionally, the written application included school culture goals of promoting a positive and inclusive learning environment; fostering a sense of community and belonging among students and staff; encouraging academic excellence and growth; promoting personal and social development; cultivating a culture of respect, responsibility, and accountability; and, becoming self-governing and civic minded. The review team was not able to determine the specifics

of how these goals would translate to practice within the proposed schools. The Committee to Form also did not articulate the ways in which they would monitor progress regarding these goals.

The Student Discipline section was rated as Meets the Standard. The Applicant outlined clear expectations and policies for student discipline, suspension, and expulsion for due process. The school leader will be in charge of implementing the discipline plan and maintaining data, which will additionally be shared with the governing board. The written application outlined a plan to ensure that certain student populations are not disproportionately impacted by discipline policies, including protection of the rights of students with disabilities. In the response to the clarifying questions, the Committee to Form indicated they were considering the development of a discipline transparency committee made up of administrators, teachers, staff, and parents to review disciplinary data, policies, and the implementation of policies to ensure they are fair, just, and equitable across subgroups of students. The review team had outstanding questions regarding the role of restorative justice. In the responses to the clarifying questions, the Applicant explained that restorative justice practices will be employed as the primary form of engaging with students for initial discipline in individualized, small group, and whole class settings, depending on the behavior concern.

The School Calendar and Schedule section was rated as Meets the Standard. In the written application, the Applicant provided a school calendar and schedule indicating that the school will have a 4-day week with 6.5 instructional hours per day for a total of 70,200 instructional minutes per year. This calendar and schedule are in alignment with statutory and regulatory requirements. During the capacity interview, the Applicant explained that the time dedicated to professional development will help support the implementation of the proposed academic program, specifically regarding the elements of a classical education model. The teacher schedule was clarified in response to the clarifying questions and demonstrated alignment between teacher and student schedules. In the written application, the Committee to Form identified an average daily attendance goal of 95% and provided an explanation on how the school will stress the importance of attendance and proactively address chronic absenteeism.

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"> • Provide families with 4- or 5-star school. • Ensure that every SPCSA student succeeds - including those from historically underserved student groups. 	<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: Approaches the Standard

Criteria	Meets the Standard?
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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 type="checkbox"/> Yes <input checked="" 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"> Mission-specific academic goals 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. Annual performance and growth goals 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. Quarterly performance targets 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. 	<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 type="checkbox"/> Yes <input checked="" 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
Organizational and financial goals 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: Approaches the Standard

Criteria	Meets the Standard?
At Risk Students	
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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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
Special Populations	
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"> Provides a logical plan to screen all students and to ensure that struggling students are evaluated for special education services early and accurately. Presents a plan for student evaluation and developing IEPs that contain rigorous goals and instructional plans that are suitable to meet those students' goals. 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. 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. Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress. Articulates process for monitoring compliance with state and federal laws pertaining to serving students with disabilities. For middle and high schools, presents a logical and thorough plan for developing and implementing transition plans. 	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
For English language learners <ul style="list-style-type: none"> Processes for identifying English language learners are well-defined, including administration of placement assessments and communications to parents and teachers. Indicates full Nevada licensure for all English language learners teachers/coordinators. Describes the specific services that will be provided for students within and outside the classroom, including curriculum and instruction and exposure to co-teaching. Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress. 	<input type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
For homeless/migrant students: <ul style="list-style-type: none"> Presents a logical and systematic method according to which the school will identify homeless and/or migrant students. Clear plan to assess and meet the needs of students and identified as homeless and/or migrant. 	<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 type="checkbox"/> Yes <input checked="" 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
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3.3.7 School Culture: Approaches 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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Presents research-based and age-appropriate strategies to support students' social and emotional needs.	<input type="checkbox"/> Yes <input checked="" 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"> • Minimum of 180 (or equivalent) days of instruction. • 43,200 minutes of classroom instruction/year for grades k-2. • 54,000 minutes of classroom instruction/year for grades 3-6. • 59,400 minutes of classroom instruction /year for grades 7-12. • Minimum of 120 hours of instruction for High School courses. 	<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

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	Approaches 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. Five 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. The proposed governance structure, as outlined in the written application, includes a clear delineation of roles and responsibilities between leadership and the board, which is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. The structures of the proposed finance, governance, facilities, and community relations committees will allow the board to be efficient in those areas and move forward productively. However, the Applicant did not provide information regarding the specific structure to oversee the academic performance of the students and the proposed school's progress toward meeting academic goals. During the capacity interview, the Committee to Form shared that the academic data would be provided by the school leader, and specific individuals on the board would be responsible for interpreting the data for the rest of the board. The review team did not find this to be an adequate plan. Information in the written application provides evidence that the governing body fulfills statutory requirements for board membership. There is a balance of backgrounds and experience of the proposed board members that will help the school fully develop, but the proposed board's understanding of charter school governance and effective oversight remains unclear. The written application does provide a plan for ongoing board training, as well as onboarding for new board members, and these training costs are reflected in the budget. The written application identifies the intention of the board to target an additional member who is bilingual and has strong ties to the local Hispanic population. The Applicant provided an update on that intention in the response to the clarifying questions and ensured ongoing commitment to increasing board diversity to represent the target community within three years. Ongoing outreach includes raising community awareness about the school, identifying gaps in board membership representation and developing goals and benchmarks to fill those gaps, implementing a recruitment plan through the Board Development Committee, and highlighting individual board members in print and digital communication.

The Leadership Team section was rated as Meets the Standard. The Applicant provided organizational charts in the written application that show clear delineations of responsibilities, which will allow for strong leadership distribution and overall management of the elements of a school. The written application demonstrates the qualifications of the Committee to Form in regard to experience with student performance, but there is no expertise identified for serving English Learners (ELs), which is the demographic identified to serve. In the responses to the clarifying questions, the qualifications of the Committee to Form were more clearly explained regarding several members' experience with recruitment, hiring, and development of a highly effective staff. A school leader has not yet been identified, but the job descriptions identify qualifications and competencies of the administration that align with the school's mission and program. The Committee to Form anticipates a start date no later than September 1, 2024. The Committee to Form has

identified a comprehensive plan for coaching, supporting, and evaluating the school leader. Their plan includes jointly establishing performance goals, regular discussions regarding progress toward goals, a formal evaluation process beginning in the spring, and identifying specific professional development opportunities related to the identified needs of the students, staff, and school. Additionally, in the responses to the clarifying questions, the Applicant indicated that there will be a strong relationship with two classical school leaders from Nevada to provide hand-on internship experience and professional development regarding lottery and enrollment, curricular and instructional practices, the Nevada Educator Performance Framework (NEPF), Infinite Campus, and budgeting. The school leader will also attend the new School Leader training provided by Hillsdale College.

The Staffing Plan section was rated as Meets the Standard. The staffing plan included in the written application is aligned to the mission and vision, as well as the classical academic program. The staffing plan and budget allow for adjustments based upon identified needs once the school is operational. The anticipated student-teacher ratio is 22:1 for kindergarten through second grade and 25:1 in third through eighth grade. The small class sizes, strong emphasis on teacher-led instruction, and structured classroom environment are all components of classical education and identified as features of the proposed school that will attract high-quality teachers.

The Human Resources section was rated as Approaches the Standard. The Applicant describes recruitment and hiring processes and strategies that are likely to result in the hiring of high-quality teachers, leaders, and staff. These strategies include a tiered salary schedule based on experience and additional credentials and degrees. Stipends will be provided for additional duties, and there will be teacher leader opportunities and professional development opportunities. However, the generic criteria and broad strategies included in the written application do not specifically articulate how the Applicant will target staff that is reflective of the targeted student body. In the written application, the Committee to Form indicates that the school leader and/or a hiring committee will oversee the hiring process and contract with an external vendor/local law enforcement agency to conduct background checks. The Committee to Form intends to contract with Founder's Classical Academy of Las Vegas for back-office support, including payroll, human resources, compliance, financial reporting, and accounting. The school leader or a designated official will oversee the dismissal process. Finally, the Applicant intends to use the Nevada Educator Performance Framework (NEPF) to evaluate teachers and certified staff. Each teacher will have an individual professional learning plan to support continuous improvement. Unsatisfactory leadership or teacher performance will be addressed through the development of an educator assistance plan, progress checks, and further action based on need. While the Applicant outlines the school performance management system in the written application, it is unclear how it will be likely to retain and promote talented staff, allow for restructuring and removal of staff as needed, or create leadership development opportunities.

The Student Recruitment and Enrollment section was rated as Meets the Standard. In the written application, the Applicant listed some proactive, grassroots enrollment strategies such as open houses and use of the website and social media. Additional plans for recruitment as discussed during the capacity interview show enrollment strategies grounded in the community and outreach regarding specific plans to ensure equal access to the proposed classical model for interested families. The proposed recruitment and enrollment plan for Year 1 (targeted enrollment of 113 students) and subsequent years includes realistic and appropriate targets, timelines, staff capacity, and a monitoring plan to provide confidence that the school will meet the minimum enrollment. The written application provided strong interest from parents of students in the appropriate grade levels for Year 1 enrollment and originating in the identified communities and zip codes. In the responses to the clarifying questions and during the capacity interview, the applicant provided additional updates regarding targeted recruitment to ensure access for the intended student population. The proposed school is on track to meet enrollment targets for Year 1.

The Incubation Year Development section was rated as Meets the Standard. In the written application, the Committee to Form provides key milestones for the planning year, as well as concrete actions and accountability measures. The responsible individual(s) are identified for each milestone. This will ensure that the proposed school is ready for a successful launch. The written application outlines comprehensive leadership development plans that include training aligned with incubation year and academic goals. The proposed budget includes appropriate startup expenses.

Throughout the capacity interview, the CTF demonstrated their ability to work together to solve problems and their active engagement throughout the application process, as well as a commitment to maintain active engagement during the incubation year. This includes continuing to update policies, the calendar, and making forward progress, so the school leader will not be starting from scratch. The Committee to Form intends to have a school leader in place by September 1, 2024, to immediately begin executing the start-up plan.

The Services section was rated as Approaches the Standard. In the written application, the Committee to Form outlines a plan to contract for food service, facilities maintenance, school health, safety and security assessment, and other services as needed. The Applicant based the anticipated need for services and cost on the plan and price from the school that previously occupied the intended facility. The Committee to Form is considering the development of a transportation plan in future years based upon the availability of transportation funding. The written application did not include identified metrics and processes for evaluating the effectiveness of the services, but the Committee to Form provided specific performance metrics to evaluate the effectiveness of services related to contracted services in their response to the clarifying questions. The timeline and process for ensuring the school has IT infrastructure, equipment, software, and policies were not provided to the review team. There are two board members with IT experience; however, it remains unclear if there is sufficient capacity to implement the IT plan. Articulation of authority and responsibility were not provided.

The Facilities section was rated as Meets the Standard. The Applicant intends to utilize an existing facility that previously housed the Elko Institute of Academic Achievement. The building is already fully operational as a public charter school and meets all building codes and ADA requirements. The Applicant indicates that the school will need to expand the facility by Year 4, and outlines the plan to do so, which is additionally accounted for in the budget. Throughout the written application and during the capacity interview, the Committee to Form identified and demonstrated the capacity to manage facility selection, leasing, acquisition, development, renovation, and management.

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 type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrates that the membership of the governing body embodies (or has clear plans to embody prior to the opening of the school) 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.).	<input type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 type="checkbox"/> Yes <input checked="" 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"> • leadership role at a high-performing and/or high growth school, • experience establishing a high-performing culture with students and staff, and • responsibility for significant student achievement gains with demographics similar to the proposed school. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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: Approaches 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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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"> 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. 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. Demonstrates an understanding of the identified community. Is likely to allow the school to enroll a representative student population based on surrounding zoned schools or a mission-specific educationally disadvantaged population. 	<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 checked="" type="checkbox"/> Yes <input 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:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<ul style="list-style-type: none"> Includes necessary activities/milestones to ensure that any program-specific components will be ready to begin on the first day of school. Includes necessary activities/milestones to ensure the school will be operationally ready to open. Includes necessary activities/milestones to ensure that the SPCSA Pre-Opening Requirements 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> Clearly identifies the individuals responsible for leading year 0 initiatives and meeting year 0 milestones. 	
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 committee 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 type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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
<p>If a facility (including a temporary facility) has been identified:</p> <ul style="list-style-type: none"> Evidence that facility will be appropriate for the educational program of the school and adequate for the projected student enrollment. Projected costs associated with the proposed facility, including purchase price, rent, utilities, insurance, and maintenance, as applicable, are reasonable and supported by evidence. A sound plan for construction, renovations, or tenant improvements including sufficient funds and a realistic timeline for completion. 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. Evidence that the applicant has engaged with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division. 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. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<p>If a facility (or permanent facility) has not yet been identified:</p> <ul style="list-style-type: none"> • Description of anticipated facilities needs that will be appropriate for the educational program of the school and adequate for the projected student enrollment. • Inclusion of costs associated with the anticipated facilities needs in the budget including renovation, rent, utilities, insurance, and maintenance. • Evidence to indicate that facilities-related budget assumptions are realistic based on anticipated location, size, etc. • A realistic, timebound plan for selecting and preparing a facility that will meet the programmatic needs and budgetary constraints. • 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. • A clear, time bound plan to engage with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division. • 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. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
<p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Plans for facility maintenance will ensure that the facility provides a safe and clean learning environment for students.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

5 FINANCIAL PLAN

5.1 SECTION RATINGS

Financial Plan	Meets the Standard
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5.2 SUMMARY OF FINDINGS

The Financial Plan section was rated as Meets the Standard. The Committee to Form has financial and operational experience, and throughout the written application, they outline a reasonable financial contingency plan and indicate that they will prioritize the quality of education and the student experience. In the responses to the clarifying questions, the Committee to Form explained their intent to open with modest enrollment numbers to consider the challenges of protecting mission-critical expenses that most directly affect students and their learning. The Applicant states the intent to work with Founder’s Classical Academy of Las Vegas as a back-office provider. Founder’s Classical Academy of Las Vegas has appropriate expertise to provide accurate and timely financial information to relevant stakeholders and decision makers. There is an appropriate segregation of financial duties, which align to the organizational chart, leadership roles and responsibilities, and vendor responsibilities. Financial duties will be split between the school leader, office manager, board treasurer, and back-office provider. The Committee to Form has outlined a plan for the required annual audit and a commitment to adjust operations based upon the results of the annual audit from the first operational year. The Applicant’s projections are accurate, conservative, and legally compliant: the current ratio identified in the summary of the financial workbook stays above 1.1, and the debt-to-asset ratio ranges from .06 to .036. Finally, the budget priorities are consistent with the proposed classical model.

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 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

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/. 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 Nevada Classical Academy Elko charter school application.

- January 29, 2024 – Nevada Classical Academy Elko Notice of Intent is received
- April 29, 2024 – Nevada Classical Academy Elko Application is received
- June 5, 2024 – Memo sent to Elko County School District soliciting input⁴
- June 24, 2024 – Clarifying Questions sent to applicant; responses received within 4 business days
- July 2, 2024 – Nevada Classical Academy Elko Capacity Interview is conducted
- July 31, 2024 – Input provided by Elko 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 Nevada Classical Academy Elko was conducted on July 2, 2024, and lasted approximately 120-minutes. All of the members of the Committee to Form and proposed board attended the interview. Questions during the capacity interview focused primarily on these areas:

- Mission and Vision
- Parent and Community Involvement
- Transformational Change
- School Culture
- School Calendar and Schedule
- Board Governance
- Leadership Team
- Staffing Plan
- Incubation Year Development
- Financial Plan

⁴ Pursuant to NRS 388A.249, the SPCSA solicited input from the Elko 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."

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 work with the school leader and Hillsdale College to respond to a situation where end of the year student assessment data showed that students did not perform as expected and the school is under performing the Elko County School District. This hypothetical data also indicated that students identified as English Learners and students with disabilities were performing below the school-wide average in both English Language Arts and Mathematics.

APPENDIX A

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 the successful 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.⁵

⁵ 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)

-
- 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/

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).