Call for Quality Charter Schools Application Template

Nevada State Public Charter School Authority

APPLICATION OVERVIEW AND TIMELINE

The timeline below is intended to provide applicants with an understanding of the application process. While SPCSA staff intend to meet this timeline, in the event that there is a change to the SPCSA's board meeting calendar or other factor that impacts this timeline, applicants will be notified via email of any changes.

Date	Activity	Responsible Party
January 30, 2025	Notice of Intent[1]	Applicant
April 30, 2025	Application Deadline[2]	Applicant
May 1-15, 2025	Completeness Check (see section 7)	SPCSA Staff
May 1-15, 2025 *(Applicants are provided with approximately 48 hours to respond)*	Response to Completeness Findings	Applicant
May 15-June 20, 2025	Application Evaluation	SPCSA Staff & Review Panel
June 24-July 5, 2024	Send Clarifying Questions	SPCSA Staff
June 23-July 11, 2025 *(Applicants are provided with 4 business days to respond)*	Response to Clarifying Questions	Applicant
July 1-July 18, 2025 *(Date and time for each Applicant will be scheduled based on availability of Applicant and Review Panel)*	Capacity Interview	Applicant, SPCSA Staff, & Review Panel
August 15, 2025	Recommendation Published	SPCSA Staff
August 22, 2025	Consideration of Approval/Denial	SPCSA Board
August 25-August 29, 2025	Notice of Denial, if applicable	SPCSA Staff
September 1-19, 2025	Meet and Confer on Deficiencies of Denied Application	Denied Applicants who wish to resubmit, SPCSA Staff
September 30-October 3, 2025 *(30 days from receipt of Notice of Denial[3])*	Resubmission Deadline	Denied Applicants
November 7 or December 5, 2025 *(Applicants will be provided with a specific date during the resubmission process)*	Resubmission Recommendation Published	SPCSA Staff
November 14 or December 12, 2025 *(Applicants will be provided with a specific date during the resubmission process)*	Consideration of Approval/Denial of Resubmitted Applications	SPCSA Board

[1] NAC 388A.260 as amended by Regulation R043-21
[2] NAC 388A.260 as amended by Regulation R043-21
[3] NRS 388A.255(2)

1 Application Cover Sheet

1.1 General Information

Name of Proposed School: _____

Proposed Opening Year: _____

Grades Served in Year 1: _____ Grades Served at Capacity: _____

Identify the **primary point of contact** for your application. This should be either the primary contact for the Committee to Form OR the primary contact for the non-profit CMO applying directly for sponsorship.

Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that the founding group receives all general communications promptly. As with all aspects of your application, the names of the Primary Contact will become public information.

Primary Contact Name: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____ Email: _____

1.2 Applicant Team Information

In accordance with NRS 388A.249, a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements contained in the table on the next page and note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an Educational Management Organization. A Committee to Form must comply with the membership requirements in NRS 388A.240.

Is the applicant a Committee to Form or a Charter Management Organization (CMO)?

☐ Committee to Form ☐ Charter Management Organization (CMO)

For CMO Applicants, what is the name of the CMO and any affiliated Nevada nonprofit?

_____

For CMO Applicants, if approved, what entity will hold the charter?

_____

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Committee to Form Applicants: Please list the name, residence, and role of all persons on the Committee to Form in the table below. Each member should be listed in the space that aligns to their membership category pursuant to NRS 388A.240. You may add rows to this table if needed. *Note that the Committee to Form may be different than the proposed Governing Board.*

NRS 388A.240 Membership Category	Full Name	State and County of Residence *(list permanent residence)*	Role with Proposed School
1(a): a teacher or other person licensed pursuant to chapter 391 of NRS	Nevada License Number, if applicable:		
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator	Nevada License Number, if applicable:		
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school			
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.			
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.			
2: Other *(optional)*			
2: Other *(optional)*			

For Committee to Form applicants, if there are any proposed board members who are not on the Committee to Form, please provide their information in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence *(list permanent residence)*

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CMO Applicants: Please list members of the Applicant Team including the full governing board of the CMO, key CMO employees, proposed school employees, etc. You may add rows to this table if needed.

Full Name	Role with Proposed School	Current Employer

For CMO Applicants, if you indicated on page 3 that the current CMO Board will not hold the charter, and instead another entity will hold the charter, please list all proposed board members of the entity that is proposed to hold the charter in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence *(list permanent residence)*

For all applicants, as Attachment 1 provide a completed and signed Information Sheet and Resume for each individual who is:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed above,
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school who is not captured in A-C above.

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1.3 Pending Applications and Schools

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have charter school applications under consideration by any other authorizer(s) in the United States?

☐ Yes ☐ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have new schools scheduled to open elsewhere in the United States in the current or coming school years?

☐ Yes ☐ No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

1.4 Planned Enrollment

Please complete the Planned Enrollment table below. *This should correspond to the Budget Assumptions and the Student Recruitment and Enrollment section of the narrative.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						

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1.5 Proposed Location

Has a facility been identified for the proposed school?

☐ Yes ☐ No

If a facility has been identified, provide the address and information regarding the facility below.

Facility Address: _____

County: _____ Zip Code(s) to be Served by School: _____

If a facility has not yet been identified, provide information below about where the charter school seeks to locate including the geographic area, neighborhood, and/or zip codes, as applicable.

Describe Intended Facility Location: _____

County: _____ Zip Code(s) to be Served by School: _____

1.6 Charter Management Organizations (CMOs) and Educational Management Organizations (EMOs)

Nevada law permits an operator to contract with a for-profit, Educational Management Organization or a non-profit, Charter Management Organization.

Does the proposed school intend to contract or partner with an Educational Management Organization (EMO) or Charter Management Organization (CMO) to provide school management services?

☐ Yes ☐ No

If yes, identify the name of the EMO or CMO and specify which designation:

_____

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1.7 Application Preparation[4]

Was the application prepared by a person(s) that is not a member of the Committee to Form or employee of the CMO applying directly for sponsorship? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

☐ Yes ☐ No

Did a person(s) that is not a member of the Committee to Form or CMO applying directly for sponsorship assist in preparing the application? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

☐ Yes ☐ No

If you answered yes to either of the previous two questions, complete the table below.

The name(s) of the person(s) that prepared or assisted in preparing the application	
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	
The name and address of any public or private school with which the above-referenced person(s) has been or is currently affiliated, and the dates on which the person(s) was affiliated with the school(s)	
Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2	

[4] NAC 388A.160(8)

1.8 Applicant Certification

Applicant Responsibilities

- **Public Posting of Applications:** The SPCSA is required to post a public copy of new charter school applications to our website. The SPCSA will redact any personal contact information for members of the Committee to Form, CMO, EMO, proposed board members, proposed employees, and individuals representing proposed partner organizations. The SPCSA will also redact all personally identifiable information for any student or parent who has expressed interest in enrolling in the proposed school. Should the applicant believe that other information contained within the application should remain confidential pursuant to NRS 388A.247, such as proprietary or copyrighted material, the applicant is responsible for notifying the SPCSA at the time of submission of the application. The SPCSA may, following the submission of the application, require the applicant to furnish a redacted copy pursuant to NAC 388A.265.
- **Material Changes to Information Contained in the Application After Submission:** If any of the information contained within this application materially changes after submission of this application to the SPCSA, applicants are under a continuing obligation to supplement this application with any such information as soon as is practicable. *Examples include but are not limited to changes in the proposed facility, changes in the proposed board members, instances where a school affiliated with the applicant is subject to an intervention from its authorizer, etc.* It is the applicant's responsibility to reach out to the SPCSA should you have questions, or you are unsure of whether new information should be disclosed. Applicants may contact Katie Broughton (kbroughton@spcsa.nv.gov) with any information or questions.
- **Original Proposals from Applicants:** During the drafting of the application, applicants are encouraged to review prior applications submitted to the SPCSA. However, it is the SPCSA's expectations that all applications are original work reflecting the proposed school model of the Committee to Form or CMO. Therefore, under no circumstance should information contained in an application be taken verbatim from a previous application or another published document, and applicants are required to properly cite or attribute any reference contained within their application. If portions of an application are substantially similar to a previous application or other published document without proper citation, it will raise significant questions for the SPCSA about the coherence of the proposal and the capacity of the Committee to Form or CMO. As part of the completeness check (see Section 7) the SPCSA utilizes a plagiarism checker and sections of application that contains portions that are substantially similar to a previous application or other published document without proper citation will be returned to the applicant for revision.

I acknowledge the Applicant Responsibilities above, the responsibility to continuously supplement the application with any material changes that occur after submission and certify that the information provided within this application is true and accurate to the best of my knowledge.

Primary Contact Name	Date
Signature	

DRAFT

CONTENTS

1 Application Cover Sheet 3
1.1 General Information 3
1.2 Applicant Team Information 3
1.3 Pending Applications and Schools 6
1.4 Planned Enrollment 6
1.5 Proposed Location 7
1.6 Charter Management Organizations (CMOs) and Educational Management Organizations (EMOs) 7
1.7 Application Preparation 8
1.8 Applicant Certification 9
2 Meeting the Need 12
2.1 Mission and Vision 12
2.2 Targeted Plan 12
2.3 Parent and Community Involvement 12
3 Academic Plan 14
3.1 Transformational Change 14
3.2 Curriculum and Instructional Design 14
3.3 Promotion and Graduation Requirements 15
3.4 Driving for Results 15
3.5 At Risk Students and Special Populations 17
3.6 Professional Development 19
3.7 School Culture 19
3.8 Student Discipline 19
3.9 School Calendar and Schedule 20
3.10 Dual Credit Partnerships 20
3.11 Programs of Distance Education 20
4 Operations Plan 22
4.1 Board Governance 22
4.2 Leadership Team 22
4.3 Staffing Plan 23
4.4 Human Resources 24
4.5 Student Recruitment and Enrollment 24
4.6 Incubation Year Development 26

DRAFT

4.7 Services 26
4.8 Facilities 27
5 Financial Plan 28
6 Addendum 29
6.1 Past Performance 29
6.2 Scale Strategy 30
6.3 Network Capacity 30
6.4 School Management Contracts 31
6.5 Charter Management Organizations Applying for Sponsorship Directly 32
7 Completeness Checklist 34

DRAFT

2 MEETING THE NEED

2.1 MISSION AND VISION

The mission is a measurable statement of the fundamental purpose of the school, describing why it should exist. The vision of your school should describe success for students, for the school as a whole, and for any other entities that are critical to your mission.

1) Provide the mission and vision for the proposed school.
2) Briefly describe how the mission and vision statements serve as the foundation for the proposed school, including:
    a) The students and community to be served,
    b) The key components of your educational model,
    c) The outcomes and goals you expect to achieve for students and the school overall, and
    d) Key supporters, partners, or resources that will contribute to your school's success.
3) Identify the statutory purpose(s)[5] that the school will fulfill and explain the alignment to school's the mission and vision. *(The six statutory purposes are: a) Improving the academic achievement of pupils, b) Encouraging the use of effective and innovative methods of teaching, c) Providing an accurate measurement of the educational achievement of pupils, d) Establishing accountability and transparency of public schools, e) Providing a method for public schools to measure achievement based upon the performance of the schools, and f) Creating new professional opportunities for teachers.)*

2.2 TARGETED PLAN

1) Building on the school's mission and vision, describe the community that the school plans to serve, including the intended student population and the educational options currently available.
2) Provide a brief executive summary of your educational model and how it meets the needs of the community you wish to serve.
3) Describe how the proposal meets at least one of, and preferably multiple, academic, or demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment[6]: 1) Demographic Need, 2a) Academic Need: Geographies with Consistently Underperforming Schools, and/or 2b) Academic Need: Students at Risk of Dropping Out of School. *For details on the identified needs, refer to the SPCSA's Academic and Demographic Needs Assessment.*

2.3 PARENT AND COMMUNITY INVOLVEMENT

1) Describe the Committee to Form or CMO's ties to and/or knowledge of the target community.
2) Describe the role to date of parents and community members in the development of this application. What specific strategies have been implemented to engage parents and community members? Provide specific examples of how input from parents, neighborhood and community members has impacted the application.
3) Describe how you would continue to engage parents, neighborhood and community members from the time the application is approved through the opening of the school and once the school is operating. What specific strategies would you rely on to establish buy-in and to understand and respond to parent priorities and concerns during the transition process and post opening?

[5] NRS 388A.246(2)
[6] NRS 388A.220(6) and NRS 388A.249

4) What programs, activities, and procedures will be implemented to encourage the participation of all parents, including parents of students with disabilities and English language learners?
5) Describe any opportunities for parent volunteer activities as well as any policies related to parent volunteering.
6) Complete the table (duplicate as needed) below for EACH strategic partnership your school has established with community organizations, businesses, or other educational institutions (do not include the CMO/EMO identified, dual-credit partners discussed in subsequent sections, or proposed vendors). Provide, as Attachment 3, existing evidence of support from each of the community partners identified such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Although the SPCSA welcomes general letters of support for the proposed charter school, this section seeks information regarding specific partnerships with community partners and specific information regarding community partner's commitments to the proposed charter school. Please refer to the rubric for additional details.*

Partner Name	
Briefly describe this partnership	
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	

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3 ACADEMIC PLAN

3.1 TRANSFORMATIONAL CHANGE

In its 2019-2024 Strategic Plan, the SPCSA established goals related to school performance that each charter school applicant should consider when setting their own respective goals:

1. *Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.*
2. *Ensure that every SPCSA student succeeds - including those from historically underserved student groups. The SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.*

1) How will you ensure that your school earns, or is on track to earn, a 4- or 5-star rating by the end of your first charter term?
2) How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?
3) Describe the distinguishing features of your school, including programmatic components that make your school unique. For each feature, describe how it will be implemented. Key features may include:
    a) Programs (e.g., curriculum, professional development, afterschool program, parent program, etc.),
    b) Principles (e.g., restorative practices, individualized learning, learn at your own pace, etc.), and
    c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.).

    Note that this question is aimed at understanding what makes your school unique, how those features are implemented, and how they fit together. If a key feature is described in another portion of the application, you may reference that section rather than repeating information and focus your response to this question on implementation of the key feature.
4) Explain how these key features will influence student success. Cite evidence from your own experience, valid research, and/or provide a well-defined logic model and plans for studying the effectiveness.
5) Are there any portions of an existing school model that you will utilize in this proposed school? If so, identify the school and describe the student performance results driven by that model.

3.2 CURRICULUM AND INSTRUCTIONAL DESIGN

The proposed framework for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

1) Provide a description of the proposed instructional design of the school and the type of learning environment the school will provide. Include the planned class size and structure, and the teaching methods that will be used.
2) Using the table below, provide a comprehensive list of the school's curricula for core academic subjects[7]: English Language Arts, Math, Science, and Social Studies, and describe how these curricula align to Nevada Academic Content Standards[8]. *Add rows as needed until the table reflects all grade levels and subjects.*

Grade(s)	Subject	Product Name	Rationale for Selection

[7] NRS 389.018(1)
[8] https://doe.nv.gov/offices/office-of-teaching-and-learning

3) Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education[9].
4) Identify the instructional strategies that will support the education plan. Explain why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.
5) Explain how the proposed instructional model and curriculum will meet the needs of and enable measurable growth for all students, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level, according to the Nevada Academic Content Standards[10].
6) If the proposed charter school intends to include a career and technical education program, provide a description of the career and technical education program and courses that will be implemented by the charter school.

3.3 Promotion and Graduation Requirements

Questions 1 and 2 are required of all applicants. Questions 3 and 4 are only required if the proposal includes a high school program.

1) Explain how students will matriculate through the school (e.g., promotion/retention policies) and how stakeholders will be informed of these policies.
2) Explain what systems and structures the school will implement for students at risk for retention, and/or dropping out, and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.
3) For high school programs, explain how the school will meet state graduation requirements[11]. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
4) For high school programs, explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

3.4 Driving for Results

The SPCSA will evaluate the performance of every charter school annually, and when considering applications for renewal and contract amendment according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework[12], the

[9] NRS 389.018(3)
[10] https://doe.nv.gov/offices/office-of-teaching-and-learning
[11] https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/24_25_diploma_requirements_one_pager_7d76501bd0.pdf
[12] https://charterschools.nv.gov/ForSchools/Accountability/

Nevada School Performance Framework adopted by the Nevada Department of Education[13], and applicable law and regulation.

Applicants are expected to propose additional goals to complement or supplement, but not supplant, the SPCSA's performance standards. These goals should be school-specific, mission-driven academic, financial, or organizational goals. All included indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

1) Describe the **mission-specific academic goals** for the school. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.
2) In the table below, outline the **annual performance and growth goals** that the school will set in order to meet or exceed expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF). *You may add rows as needed.*

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2025-26	2026-27	2027-28

3) Explain how the baselines in the table above were set.
4) Articulate how the school will measure, evaluate, and report academic progress – of individual students, student cohorts, special populations, and the entire school – throughout the school year, at the end of the academic year, and for the first six years of operation. How will the school monitor for disparities in academic performance between student groups?
5) Describe the corrective actions the school will take if it falls short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level during the year or based on end of year assessments. Explain what performance levels would trigger such corrective actions and who would be responsible for implementing them.
6) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student learning needs and ensure progress towards SPCSA and state proficiency targets. Describe how these assessments will be used.
    a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

[13] https://doe.nv.gov/accountability/nspf/

b) Explain how you know that the proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals, and the Nevada Academic Content Standards.
c) Articulate how interim assessments will be used to inform instruction and key decisions throughout the school year. How will teachers and school leaders be trained in their use?

7) For each interim assessment identified above, provide **quarterly performance targets** that you will use to confirm that the school is on-track to meet the previously described academic goals throughout the school's first year with students. *Add rows as needed.*

Target	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4

8) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.
9) Describe the school's **organizational or financial performance goals** the school will have. Explain how these align to the SPCSA Organizational and Financial Performance Frameworks.

3.5 At Risk Students and Special Populations

At Risk Students

1) What is the school's definition of at-risk students? What academic and behavioral data, processes, and methods will be used to identify at-risk students and their needs?
2) Describe the school's approach to help remediate students' academic underperformance. Detail the interventions to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)?
3) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Explain the methodology for determining these proportions.
4) How will you communicate the need for remediation to parents?
5) What interventions will be offered for students exhibiting early signs of behavioral concerns, mental health concerns, and/or need for social emotional supports? How will individual plans for students be implemented and monitored?

Special Populations

1) Explain the track record of one or more members of the founding school team (e.g., founding board member, identified instructional leader, etc.) in working to achieve high academic outcomes for:
    a) students with disabilities, including students with mild, moderate, and severe disabilities,

b) English language learners,
c) homeless and migrant students, and
d) intellectually gifted students.

2) Explain how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including:
   a) How will the school identify students who require special education services? How will the school handle over-identification of students having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
   b) What specific instructional programs, practices, and strategies the school will employ to provide a continuum of services? Describe how students with severe intellectual, learning, and/or emotional disabilities will be served.
   c) How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?
   d) How will you ensure qualified staffing to meet the needs of students with disabilities? *Federal and Nevada law requires licensure for special education teachers, related service personnel, and psychologists at charter schools.*
   e) What are your plans for monitoring and evaluating the progress and success of *students who qualify for special education* and related services, including the process for exiting students from special education services, as needed. How will curricular and instructional decisions be tracked and monitored by IEP teams and school personnel?
   f) What your plans for monitoring and evaluating the extent to which your *special education program* complies with relevant federal and state laws?
   g) *For proposed middle and high schools,* discuss how you will develop and implement transition plans for special education students.

3) Explain how the school will meet the needs of English language learners (EL), including:
   a) How will the school ensure proper identification of English language learners? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?
   b) How will the results of the WIDA Screener and other identification and program placement decisions be communicated to staff and parents?
   c) How will you ensure qualified staffing to meet the needs of EL students, conduct assessments, and monitor the progress of EL students? *Nevada law requires licensure (TESL endorsement) for the primary teacher providing EL services in pull-out and inclusive environments at charter schools.*
   d) What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English language learners?
   e) What plans are in place for monitoring and evaluating the progress and success of EL students, including the process for exiting students from EL services as needed?

4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported.

5) Explain how the school will meet the needs of homeless/migrant students:
   a) How will the school ensure proper identification of students and families who qualify for homeless and/or migrant services? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?

b) How will you assess the needs of homeless and/or migrant students and their families and ensure that they receive required services?

3.6 Professional Development

1) Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
2) Provide an overview of professional development that will take place prior to school opening. Explain what will be covered during this induction period, how teachers will be prepared to deliver any unique or challenging aspects of the curricula and instructional methods, and a general timeline for when this professional development will be delivered. *Ensure alignment to incubation year plan.*
3) Describe the expected number of days/hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration. How will such time be used?
4) Describe how teachers will be coached in and supported outside of the professional development outlined so far in this section.
5) How will teachers be supported and developed to ensure they are prepared to meet the needs of students who require additional supports (ex. special education, English language learners, etc.)?
6) Identify the individuals (or positions) and/or vendors responsible for professional development.

3.7 School Culture

1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for assisting students who enter the school mid-year to adapt to the school culture.
3) What are the school culture goals? How will you evaluate school culture and the implementation of your culture plan.
4) Describe the school's approach to help support all students' social and emotional needs.
5) Discuss any required dress code or uniform policy.

3.8 Student Discipline

1) Describe the school's discipline policy. If the proposed policy is fully developed, provide as Attachment 4. Discuss the practices the school will use to encourage student to meet school expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.
2) Explain how the school will ensure that discipline practices do not disproportionately impact certain student populations as well as protect the rights of students with disabilities in disciplinary actions and proceedings, exhausting all options in order to promote the continuation of educational services in the school.
3) Describe the procedures for due process when a student is suspended or expelled, including a description of the appeal process that the school will employ for students facing expulsion.
4) Who will be responsible for implementing the school's discipline policy, including ensuring that accurate disciplinary records are maintained and reported to the SPCSA?
5) Describe the school's goals for student behavior. How will the school track discipline data and how will this data be used?

3.9 School Calendar and Schedule

1) Explain how the proposed school calendar reflects the needs of the student population and the educational model. As Attachment 5, provide the annual academic schedule for the school.
2) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects including English language arts, mathematics, science, and social studies. As Attachment 6, provide a draft teacher and student schedule for grade levels served in the first year of operation.
3) Explain why the school's daily and weekly schedule will be optimal for the school model and meet the needs of the student population.
4) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

3.10 Dual Credit Partnerships

This section is required for all applicants proposing to offer high school.

In accordance with NRS 389.310, Charter schools sponsored by the SPCSA which offer instructions in grades 9 through 12 are required to offer a dual credit program, whereby students in grades 9 through 12 at the charter school may enroll in a dual credit course at a community college, state college or university that has been approved by the Nevada Department of Education to offer dual credit courses. In the event that a dual credit course is not offered by a community college, state college or university located in Nevada, charter schools may enter into cooperative agreements with one or more institutions of higher education located in another state and accredited by a regional accrediting agency recognized by the United States Department of Education to offer such dual credit courses to students attending the charter school.

For applicants who do not propose to operate a high school program, provide a brief statement explaining that the questions in this section are not applicable.

1) Describe the proposed dual credit program, including the proposed college or university, the courses that will be offered, and how the program will be run.
2) Describe the engagement with the proposed college or university to date and plans to further the relationship in preparation for the opening of the proposed school. As attachment 7 provide evidence of engagement, which may include communication with representatives of the college or university, a proposed MOU, or proposed cooperative agreement.
3) Describe the manner and amount that the college or university will be compensated for providing courses and resources, including, without limitation, any tuition, and fees that pupils at the charter school will pay to the college or university.
4) Describe the how the school will monitor the students enrolled in the dual enrollment program, including course enrollment, attendance, and the acquisition of college credits.

3.11 Programs of Distance Education

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA[14].

[14] NRS 388.820-388.874 and NAC 388.800-388.860

For applicants who do not propose to offer a program of distance education, provide a brief statement explaining that the questions in this section are not applicable.

1) Describe plans for gaining necessary approvals from the Nevada Department of Education for the distance education program and courses. If any approvals are already in place, provide documentation of approvals as Attachment 8.
2) Describe the system of course credits that the school will use.
3) Explain how the school will monitor and verify the participation in and completion of courses by pupils. Include an explanation as to how the proposed school will monitor student attendance to ensure meaningful participation.
4) Explain how the school will ensure students participate in assessments and submit coursework.
5) Explain how the school will conduct parent-teacher conferences.
6) Describe how the school will administer, in a proctored setting, all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school.
7) Describe the supports that will be available to each pupil in their home or community. Include the availability and frequency of interactions between the pupil and teachers.
8) Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities, EL students, intellectually gifted, and homeless/migrant students.
9) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

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4 Operations Plan

4.1 Board Governance

Questions in this section refer to the governing board of the entity that is proposed to hold the charter as indicated in section 1.2 Applicant Team Information.

1) Describe the primary roles of the governing board and how it will interact with the principal/head of school. Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies and how the governing board will interact with these committees, advisory bodies, and/or councils.
2) Explain how the board will evaluate the success of the school. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This should include financial, operational, and/or or academic reports. What key performance indicators will the board rely on to know if the school is meeting its mission including its academic, financial, and organizational performance goals?
3) Summarize the qualifications and experience of proposed members of the governing board of the school. Identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. How will the board ensure that there will be active and effective representation of key stakeholders, including parents? Additionally, complete the Board Membership Template and provide as Attachment 9.
4) How will the board expand and develop over time? If the full founding board has not yet been identified, describe plans and timeline for adding board members and increasing the capacity of the governing board.
5) Explain how the board is or will become representative of the student population and/or the community to be served. How and when will the board engage with the school community and the broader community?
6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 10, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.
7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. *This information should match the disclosures in the Information Sheets provided for members of the Committee to Form, Board Members of the CMO, Employees of the CMO, and any other proposed governing board members, as applicable.*
8) Describe the orientation or training new board members will receive as well as the ongoing development that will be provided to existing board members. What topics will be covered? What is the timeline and expected time commitment? Who will be responsible for providing training to the board?
9) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

4.2 Leadership Team

1) Provide, as Attachment 11, organizational charts for the school in year one and for when the school reaches full capacity.
2) Describe the Committee to Form or CMO team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
    a) School leadership, operations, and governance.
    b) Curriculum, instruction, and assessment.
    c) At-risk students and special populations.
    d) Performance management.

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e) Parent and community engagement.

3) *If a school leader has been selected*, identify this individual, describe their qualifications for the role, and provide, as Attachment 12, the resume for this individual. Include student achievement data demonstrating the individual's track record of success at the classroom, cohort, and school-wide levels.

-OR-

If a school leader has not yet been selected, describe the process, timeline, and selection criteria for this role, and instead provide in Attachment 12 the job description for this role.

4) Describe the makeup of the school's leadership team, including the positions that will make up that team. *Other than the school leader discussed in question 3*, if any of these positions have been filled, please identify these individuals and provide their resumes in Attachment 13. *Other than the school leader discussed in question 3*, for positions that have not yet been filled, instead provide the relevant job descriptions in Attachment 13.

5) Explain how the school leader will be supported, developed, and evaluated. Include any existing competencies used for school leader selection and evaluation. Provide as Attachment 14, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

4.3 Staffing Plan

1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. *This table should only reflect school-based staff as CMO/EMO staff will be addressed in the Addendum Section. Change or add functions and titles as needed to reflect organizational plans. Add as many other lines as is necessary to capture all employees your school will hire.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal						
Assistant Principals						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers - Core Subjects						
Classroom Teachers - Specials						
Special Education Teachers						
EL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Other [specify]						
Other [specify]						
Other [specify]						
Total FTEs at School						

2) Provide the student-teacher ratio as well as the ratio of total adults to students for the school.

3) Explain how the staffing model described above aligns to the school model and is well suited for the community the school intends to serve.

4.4 Human Resources

1) Describe your strategy, plans, individuals responsible, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.
2) Describe your plan to recruit and hire teachers, leadership, and staff who are representative of your student body.
3) Describe the school's employment benefits, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
4) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.
5) Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 15, as well as any supporting protocols or documentation.
6) Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.
7) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, detail the areas that will require additional support and the costs and criteria for selecting such service provider. If not, provide a detailed description of how and by whom these functions will be managed.

4.5 Student Recruitment and Enrollment

1) Explain plans for student recruitment, marketing, and enrollment during the incubation year.
    a) Describe in detail the recruitment and enrollment strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?
    b) How will you ensure equal access to interested students and families, including families in poverty; students zoned to attend 1- and 2-star schools; students with disabilities; English language learns; and other at-risk students as defined in the SPCSA's Needs Assessment?
    c) How will you ensure that the school meets at least the minimum enrollment set forth in question 4 below?
    d) What are the marketing, recruitment, and enrollment targets throughout the winter and spring leading up to the first year of operation and who will be responsible for monitoring progress towards these targets? *Note that the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year.*
2) Describe the application and enrollment process.
    a) What is the application and enrollment calendar for both the first year of operation and subsequent years of operation? Specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.
    b) Describe the school's proposed lottery policy including any proposed preferences and/or weights for certain student groups.
    c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of specific populations of students?
3) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades? What strategies will be used to retain existing students?
4) Complete the following tables for the proposed school. *Remove rows as needed.*
    a) Minimum Enrollment. *Must Correspond to Break Even Budget Scenario Assumptions.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						

b) Planned Enrollment. *Must Correspond to Budget Worksheet Assumptions.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						

c) Maximum Enrollment. *Enrolling more than 10 percent of the planned enrollment described in subsection b would necessitate a charter amendment*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K						
1						
2						
3						
4						
5						
6						
7						

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8						
9						
10						
11						
12						
Total						

5) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.
6) As Attachment 16, provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section.
7) Describe how you will maintain engagement with families that have already demonstrated interest (see question 6) through the application window and maximize the number who apply to enroll.

4.6 Incubation Year Development

1) Provide a detailed start-up plan for the planning year (the year leading up to the opening of the school) to ensure that the school meets all of the SPCSA's Pre-Opening Requirements and is ready for a successful launch. Using the template provided, outline key activities, responsible parties, and milestones, and submit as Attachment 17 ("Incubation Year Planning Table").
2) Describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization to provide training and development, briefly describe the main components of the training program and why that organization was chosen.
3) Explain who will work on a full-time or part-time basis immediately following approval of this application to lead development of the school(s). Explain who will employ these individuals, describe plans to compensate these individuals, and describe each individual's core responsibilities during the incubation year.

4.7 Services

1) Describe plans for supporting all operational needs of the school, including but not limited to those services listed below. Explain how any vendors will be selected, evaluated, and held accountable. Explain how you will fund the provision of these services.
    a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
    b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
    c) Facilities maintenance (including janitorial and landscape maintenance)
    d) School health and nursing services: Describe your plans for providing nursing services, including how student required immunizations will be monitored.
    e) Safety and security (include any plans for onsite security personnel).
    f) Other services that will be critical to the academics, operations, or financial management of the school.
2) Outline plans to ensure that the school will have information technology infrastructure, equipment, software, and policies to effectively support the school model and operations.

3) Describe the systems and procedures that the school will implement in order to ensure data security and privacy in compliance with FERPA and other statutes and regulations that may protect student and/or employee information.

4.8 Facilities

1) Describe the facility needs of the proposed school for year one and at capacity, including any unique features necessary to implement the school design and academic program including:
    a) The desired location of the school facility.
    b) The number of general education classrooms required each year.
    c) Any additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs.
    d) Space requirements for administrative functions, food services and physical education.
2) *If a facility is not yet identified, or if the identified facility will not meet the school's needs long-term*, describe the organization's approach to finding a suitable facility, including progress to date, timeline for selecting and preparing the facility (including development and renovation, if applicable), partners, and any evidence that supports the credibility of the plan. Include the organization's plans to finance the facility, including:
    a) Total project cost
    b) Financing and financing assumptions
    c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

    -AND/OR-

    If a facility, including either a short- or long-term facility has been identified, provide evidence, such as a lease, MOU, or Letter of Intent, and other applicable information regarding the identified facility as Attachment 18. Briefly describe the facility, including location, size, and amenities. Explain how the facility meets or will be modified to meet the needs previously described. If construction, renovation, and/or tenant improvements are required provide a schedule and timeline as Attachment 19.

    Note that 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[15].
3) Describe the Committee to Form's or CMO's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
4) Explain the organization's plan to maintain the facility.
5) Describe timelines and plans for ensuring that the facility (whether identified or not) will have proper permitting to operate as a school. Explain the applicant team's interactions with the local jurisdiction to date and plans for future engagement, including the applicable planning department/division and traffic department/division. If the applicant has approval from the local jurisdiction for the proposed location, provide that as part of Attachment 20.
6) Provide, as Attachment 21, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation[16].

[15] NRS 388A.360(1)
[16] NAC 388A.140 and NAC 388A.190

5 FINANCIAL PLAN

1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the selection process and criteria for the selection of these contractors.
2) Public charter schools in Nevada are required to conduct an annual financial audit[17]. Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.
3) Discuss in detail the school's contingency plan to meet financial needs and ensure the success of the school if revenues are lower than anticipated.
4) As Attachment 22, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:
    a) Per-Pupil Revenue: Use the figures provided by the SPCSA within the Financial Plan workbook.
    b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising revenues are included at $5,000 or more in any year, include as Attachment 23 a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
    c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states and required contributions to the Public Employee Retirement System (PERS). Include, for example, anticipated salary ranges for each role identified.
    d) Applicants that choose to project revenue from Federal Title Programs (I-IV), Federal IDEA, state special education, and state weighted funding streams should include information in their budget narrative regarding:
        - The projected number of students in each applicable subgroup and how this number was determined,
        - How the school will ensure federal grant funds, state weighted funds, and state special education funds are used in alignment with applicable requirements (ex. Allowable and reasonable expenses, supplement vs. supplant), and
        - How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated.

          State special education and weighted funding are based on validated prior year enrollment counts; new schools in the first year of operation do not receive these funds.

[17] NAC 387.775

5) Submit the completed Financial Plan Workbook for the proposed school as Attachment 24. *In developing the budget, ensure that the school does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year)*[18].

6 ADDENDUM

Complete the Addendum Section if you are either:

- *A Committee to Form proposing to contract with a non-profit Charter Management Organization (CMO) or for-profit Educational Management Organization (EMO); or*
- *An experienced Non-Profit CMO applying for sponsorship directly. For-profit EMOs are not eligible to apply for sponsorship directly.*

If you are not sure whether you are required to complete this Addendum, contact Katie Broughton at kbroughton@spcsa.nv.gov.

6.1 PAST PERFORMANCE

Pursuant to NRS 388A.249(2), in reviewing a charter application the SPCSA must consider the "academic, financial and organizational performance of any charter schools that currently hold a contract with the proposed operators, including, without limitation, a Charter Management Organization or Educational Management Organization, of the proposed charter school."

1) Complete all worksheets in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template. Submit the completed Data Request workbook as Attachment 25.
2) Describe the CMO/EMO's track record regarding academic performance. Provide, as Attachment 26 the three most recent academic performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO. Reports should provide all available data disaggregated by subgroup.
3) Describe the CMO/EMO's track record regarding Organizational Performance. Provide as Attachment 27, the three most recent organizational performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO.
4) Describe the CMO/EMO's track record regarding Financial Performance. Provide, as Attachment 28, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO, such as 990's.
5) Provide, as Attachment 29, up to three years of audited financial statements for each of the CMO/EMO's schools which have been in operation for more than a year.
6) List any contracts with charter schools that have been terminated by the CMO/EMO or the school's governing board, including the reasons for such termination and whether the termination was for "material breach."
7) List any and all revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools affiliated with the CMO/EMO, and explain what caused these actions.
8) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school affiliated with the CMO/EMO in the last three years and describe how such deficiencies were resolved.

[18] NAC 388A.730(2)

9) List and provide the case number and court in which the case was filed for any current, pending, or past litigation for the last three years that have involved the CMO/EMO. Additionally, please provide the case number and court in which the case was filed for any significant current, pending, or past litigation for the last three years that you believe the SPCSA should be aware of pertaining to any schools affiliated with the CMO/EMO
10) List any schools that were previously approved by any authorizer, but which failed to open or did not open on time and explain the reasons for failure or delay.

In addition to the questions asked in this section, SPCSA staff typically contact the Authorizer(s) of existing schools affiliated with the CMO/EMO regarding the past performance of those schools.

6.2 Scale Strategy

1) Provide the CMO/EMO's overall strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, the state, or across the country, as applicable. Include the following, regardless of school location: proposed years of opening, number, and types of schools (divisions or grade levels served); any currently pending applications, all currently targeted markets and the criteria for selecting them, and projected enrollments.
2) If the CMO/EMO's existing portfolio or the growth plan outlined above includes schools in other states, explain specifically how growth in Nevada fits into the overall growth plan.
3) Describe the school and the CMO's/EMO's current or planned process for recruiting and training potential school and/or network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.
4) Describe how the CMO/EMO evaluates readiness for expansion and provide evidence the CMO/EMO is ready to expand at this time. Describe the key performance indicators that the organization assesses and provide the benchmarks that indicate that expansion is warranted. Why is the CMO/EMO ready to expand now and why in Nevada? If the CMO/EMO has a greenlighting tool, please include it as Attachment 30.
5) Describe the steps that the CMO/EMO and local school team will take to scale the model to as proposed in this application, including the people involved and the resources contributed both by the CMO/EMO and the new schools.
6) Discuss the results of past expansion efforts and lessons learned. Include particular challenges you have encountered, how you addressed them, and how you will avoid or mitigate such challenges for the proposed Nevada school.
7) Describe plans for embedding the fundamental features of the model that you described in the transformational change section in the new school proposed in this application.

6.3 Network Capacity

1) Provide evidence of organizational capacity to open and operate high-quality schools in accordance with the growth plan outlined above. Describe specific timelines for building or deploying organizational capacity to support the proposed schools.
2) Provide, as Attachment 31, the following organizational charts (include both the network level staff and schools within the network):
    a) Year 1 network as a whole
    b) Year 5 network as a whole

    The organization charts should represent all national operations and clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly

show the CMO/EMO's role and the role of positions employed by the CMO/EMO in the organizational structure of the proposed school, explaining how the relationship between the governing board and school administration will be managed.

3) Identify the CMO/EMO's leadership team and their specific roles and responsibilities.
4) Complete the following staffing table indicating projected staffing needs for the entire network over the next six years. Include full time staff and contracted support that serve the CMO/EMO 50% or more. *Change or add functions and titles as needed to reflect organizational plans. Add or delete rows as needed.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
Total CMO/EMO FTEs						

6.4 School Management Contracts

1) If you are a Committee to Form (not a CMO applicant), explain how and why this particular CMO/EMO was selected.
2) Describe the relationship between the school governing board and the CMO/EMO, including the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
3) Describe what role, if any, the CMO/EMO has played and/or will play in the startup and incubation year for the school. If this is not codified in the management agreement, provide a draft of an agreement or MOU that outlines the relationship during the incubation year, as Attachment 32.
4) Describe the services that will be provided by the CMO/EMO, and the costs and fees associated with these services. Provide a copy of the draft contract with the CMO/EMO as Attachment 33.
5) Identify any positions at the proposed school which will or may be employed by the CMO/EMO based on the contract. To the degree that these positions will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that person(s) activities by school employees or the board?
6) Using the table below, summarize the roles and responsibilities of the CMO/EMO, local board, and school leader as they relate to key functions.

Function	CMO/EMO Role, Responsibilities and Decision-Making Authority	Local Board Decision-Making Role, Responsibilities and Decision-Making Authority	School Leader Decision-Making Role, Responsibilities and Decision-Making Authority
Performance Goals			
Curriculum			
Professional Development			
Data Management and Interim Assessments			

Promotion Criteria			
Culture			
Budgeting, Finance, and Accounting			
Student Recruitment			
School Staff Recruitment and Hiring			
HR Services (payroll, benefits, etc.)			
Development/ Fundraising			
Community Relations			
IT			
Facilities Management			
Vendor Management / Procurement			
Student Support Services			
Other operational services, if applicable			

7) Describe how the governing body will evaluate the CMO/EMO, including the process and measures that will be used. *This should align to the contract provided in Attachment 33.*
8) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed CMO/EMO and any prospective employee of the charter school, a member of the Committee to Form, or the board of directors of the CMO, as applicable.
9) Provide documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada as Attachment 34.

6.5 Charter Management Organizations Applying for Sponsorship Directly

This section is only required for CMO applicants that are applying directly for sponsorship.

1) To what extent does the governance model of the Charter Management Organization applicant require a waiver from the governance provisions of the charter school law pursuant to NRS 388A.243? If the Charter Management Organization is from another state, how does the board of the Charter Management Organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?
2) If the non-profit's current board will hold the charter school, what steps have been taken to transform its board membership to comply with NRS 388A.320, mission, and bylaws to enable the non-profit to govern the charter school? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
3) If a new board has or will be formed, describe the process for the formation of this new board and describe what its ongoing relationship to the existing non-profit's board will be.

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7 COMPLETENESS CHECKLIST[19]

This section is to be completed by SPCSA staff. Applicants should refer to this section to ensure that they have met all submission requirements. In the event that an application is found to be incomplete, the applicant will be notified and provided with approximately two business days to provide the missing information.

- To the extent that a specific section does not apply to a proposed school (e.g., an elementary school will not offer dual credit), the application should state the reasons that the section is not applicable.
- Applicants must use SPCSA templates where specified.
- The completeness check is NOT intended to be a qualitative review of the charter school proposal. The completeness check is ONLY intended to ensure that the charter school proposal, as presented, complies with certain statutes and regulations, and includes all required narrative sections and attachments.

Name of completeness evaluator: _____

Date of completeness evaluation: _____

Applicant Name: _____

Application submission Date: _____

Grades served year one: _____ Grades served at capacity: _____

Applicant type: ☐ Committee to Form ☐ Charter Management Organization (CMO)

Narrative:

Element	Required?	Complete?	SPCSA Comments
Committee to Form (CTF) applicants meet NRS 388A.240 qualification	*Yes, for CTF Applicants ONLY*	☐ Yes ☐ No ☐ N/A	
1. Application Cover Sheet – all applicable questions completed	Yes	☐ Yes ☐ No	
2. Meeting the Need – all applicable questions completed *DUAL CREDIT PARTNERSHIPS ONLY REQUIRED FOR HIGH SCHOOLS; PROGRAMS OF DISTANCE EDUCATION ONLY REQUIRED FOR VIRTUAL SCHOOLS*	Yes	☐ Yes ☐ No	
3. Academic Plan – all applicable questions completed	Yes	☐ Yes ☐ No	
4. Operations Plan – all applicable questions completed	Yes	☐ Yes ☐ No	

[19] NAC 388A.260(2)

Element	Required?	Complete?	SPCSA Comments
5. Financial Plan – all applicable questions completed	Yes	☐ Yes ☐ No	
6. Addendum – all applicable questions completed	*Yes, for CMO applicants and CTF applicants contracting with CMO/EMO*	☐ Yes ☐ No ☐ N/A	
Did the application pass the plagiarism check?	Yes	☐ Yes ☐ No	

Attachments:

Element	Required?	Complete?	Comments
1. Completed, signed, Information sheets and resumes *CROSS CHECK NAMES WITH CTF/CMO STAFF/BOARD MEMBERS LISTS* *REQUIRED TEMPLATE: Information Sheet for Applicant Team Members*	Yes	☐ Yes ☐ No	
2. Resume of application preparer	*Yes, if someone other than CTF or CMO prepared application*	☐ Yes ☐ No ☐ N/A	
3. Evidence of community partners	Yes	☐ Yes ☐ No	
4. Discipline Policy	No	☐ Yes ☐ No (not required)	
5. Annual School Calendar	Yes	☐ Yes ☐ No	
6. Teacher Schedule and Student Schedule for grades served in year 1	Yes	☐ Yes ☐ No	
7. MOU or Agreement for Dual Credit Partnership	No	☐ Yes ☐ No (not required)	
8. NDE Approvals for Distance Education	No	☐ Yes ☐ No (not required)	
9. Board Membership Roster *REQUIRED TEMPLATE: Board Member Roster Template*	Yes	☐ Yes ☐ No	
10. Bylaws, Code of Ethics, and Conflict of Interest Policy	Yes	☐ Yes ☐ No	
11. School Organizational Charts for year 1 & at capacity	Yes	☐ Yes ☐ No	
12. School Leader Resume OR School Leader Job Description	Yes	☐ Yes ☐ No	
13. Other School Leadership Resumes OR Job Descriptions	Yes	☐ Yes ☐ No	
14. School Leader Evaluation Tool	Yes	☐ Yes ☐ No	
15. Teacher Evaluation Tool	Yes	☐ Yes ☐ No	
16. Evidence of Demand	Yes	☐ Yes ☐ No	

Element	Required?	Complete?	Comments
REQUIRED TEMPLATE: Evidence of Demand Templates			
17. Incubation Year Planning Table *REQUIRED TEMPLATE: Incubation Year Planning Table*	Yes	☐ Yes ☐ No	
18. Secured Facility Documentation	*Yes, if facility has been identified*	☐ Yes ☐ No ☐ N/A	
19. Facility Preparation Schedule/Timeline	*Yes, if facility has been identified*	☐ Yes ☐ No ☐ N/A	
20. Approval from Local Jurisdiction	No	☐ Yes ☐ No (not required)	
21. List of Insurance Coverage *MUST COMPLY WITH NAC 388A.190*	Yes	☐ Yes ☐ No	
22. Budget Narrative	Yes	☐ Yes ☐ No	
23. Proof of Fundraising Revenue	*Yes, if budget incorporates fundraising revenue*	☐ Yes ☐ No ☐ N/A	
24. Completed Financial Plan Workbook *REQUIRED TEMPLATE: Financial Plan Workbook*	Yes	☐ Yes ☐ No	
25. CMO/EMO Data Request *REQUIRED TEMPLATE: EMO/CMO Data Template*	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
26. Past Three Years Academic Reports for All Affiliated Schools *MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25*	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
27. Past Three Years Organizational Reports for All Affiliated Schools *MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25*	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
28. Past Three Years CMO/EMO Audits, 990s	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
29. Three Years of Audit Reports for All Affiliated Schools *MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25*	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
30. CMO/EMO Greenlighting Tool	No	☐ Yes ☐ No (not required)	
31. Network Organizational Charts for years 1 and 5	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
32. Incubation Year MOU	No	☐ Yes ☐ No (not required)	
33. CMO/EMO contract	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	
34. CMO/EMO Nevada Business License	*Yes, if addendum is required*	☐ Yes ☐ No ☐ N/A	

Finding: ☐ Complete ☐ Incomplete

Notes:

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