

# New Charter School Application Report and Recommendation

August 22, 2025



## Citizens of the World Charter School - Las Vegas

### GENERAL INFORMATION

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<b>Proposed School Name</b>	Citizens of the World Charter School - Las Vegas
<b>Proposed EMO/CMO</b>	Citizens of the World Charter Schools
<b>Proposed Mission and Vision</b>	<p>Mission: The mission of Citizens of the World Charter School - Las Vegas is to provide a socio-economically, culturally, and racially diverse community of students in Las Vegas with an intellectually challenging, experiential learning environment that develops each student's confidence, potential, and individual sense of responsibility in the world.</p> <p>Vision: The vision for Citizens of the World Charter School - Las Vegas is to provide a high-quality education for all students from kindergarten to grade 8, laying the foundation for future school, professional, and personal success.</p>
<b>Proposed Grade Configuration</b>	Opening: K-2 Full Scale: K-7
<b>Proposed Opening</b>	August 2027
<b>Proposed Location</b>	TBD
<b>Proposed Zip Codes to be Served</b>	89121, 89122

# PLANNED ENROLLMENT

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	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>	<b>2030-31</b>	<b>2031-32</b>	<b>2032-33</b>
<b>K</b>	50	72	72	72	72	72
<b>1</b>	50	50	72	72	72	72
<b>2</b>	50	50	50	72	72	72
<b>3</b>		50	50	50	72	72
<b>4</b>			50	50	50	72
<b>5</b>				50	50	50
<b>6</b>					50	50
<b>7</b>						50
<b>8</b>						
<b>9</b>						
<b>10</b>						
<b>11</b>						
<b>12</b>						
<b>Total</b>	150	222	294	366	438	510

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# 1 OVERVIEW AND RECOMMENDATION

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## 1.1 EXECUTIVE SUMMARY

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

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

The review committee and SPCSA staff determined that five of the five 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
Addendum <sup>2</sup>	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 Citizens of the World Charter School - Las Vegas charter school application.

## 1.2 PROPOSED MOTION

**Proposed motion:** *Approve the Citizens of the World Charter School - Las Vegas charter school application as submitted during the 2025 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*

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

<sup>2</sup> In accordance with NRS 388A.249, the SPCSA is required to consider the academic, financial, and organizational performance of any charter schools that currently hold a contract with the proposed CMO or EMO. This information is evaluated through the Addendum section, which is required for applicants that propose to contract with an EMO or CMO.

*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 November 1, 2025, establish a board in full compliance with the requirements of NRS 388A.320. Furthermore, ensure that the board convenes quarterly meetings during the extended incubation period, in accordance with the mandates of NRS 388A.320.*
2. *By January 1, 2026, provide evidence that a school leader has been hired.*
3. *By January 1, 2026, provide evidence that the board has approved a CMO contract that outlines the specific roles and responsibilities of all parties during the incubation period and through the original terms of the contract. This contract must be in compliance with all relevant Nevada laws and regulations.*
4. *Upon approval of any additional grants or the receipt of any additional funding sources, provide an updated budget through FY2033 to SPCSA staff.*
5. *By June 1, 2027, submit a fully executed lease for a facility that will meet the needs of the school for the 2027--2028 school year to serve the 89121 and 89122 zip codes.*
6. *At the conclusion of the New School Enrollment audit in June 2027, provide evidence that Citizens of the World Charter School – Las Vegas has at least 135 students enrolled for the 2027 – 2028 school year.*
7. *By June 8, 2027, submit a board-approved Final Budget that includes revenue based on the fully enrolled student count at the time of board approval and accurately incorporates expenses for the identified facility.*
8. *Complete the SPCSA pre-opening process for new charter schools, which includes meeting document submission deadlines as required by SPCSA staff, participating in required trainings, and attending monthly meetings.*

*Pursuant to NAC 388A.410, all conditions set forth above must be met for the school to open for the 2027-28 school year.*

### 1.3 SUMMARY OF APPLICATION SECTION RATINGS

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

<b>Application Section</b>	<b>Rating</b>
<b>Meeting the Need</b>	<b>Meets the Standard</b>
Mission and Vision	Meets the Standard
Targeted Plan	Meets the Standard
Parent and Community Involvement	Meets the Standard
<b>Academic Plan<sup>3</sup></b>	<b>Meets the Standard</b>
Transformational Change	Meets the Standard
Curriculum and Instructional Design	Meets the Standard
Promotion and Graduation Requirements	Meets the Standard
Driving for Results	Approaches the Standard
At-Risk Students and Special Populations	Meets the Standard
Professional Development	Meets the Standard
School Culture	Meets the Standard
Student Discipline	Meets the Standard
School Calendar and Schedule	Meets the Standard
<b>Operations Plan</b>	<b>Meets the Standard</b>
Board Governance	Approaches the Standard
Leadership Team	Meets the Standard
Staffing Plan	Meets the Standard
Human Resources	Meets the Standard
Student Recruitment and Enrollment	Approaches the Standard
Incubation Year Development	Approaches the Standard
Services	Meets the Standard
Facilities	Meets the Standard
<b>Financial Plan</b>	<b>Meets the Standard</b>
<b>Addendum</b>	<b>Meets the Standard</b>
Past Performance	Meets the Standard
Scale Strategy	Approaches the Standard
Network Capacity	Meets the Standard
School Management Contract	Approaches the Standard
Charter Management Organizations Applying for Sponsorship Directly	Meets the Standard

<sup>3</sup> The Citizens of the World Charter School - Las Vegas proposal did not contemplate Distance Education or Dual Credit Partnerships. Therefore, the corresponding sections of the rubric were not scored.

## 2 MEETING THE NEED

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### 2.1 SECTION RATINGS

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

### 2.2 SUMMARY OF FINDINGS

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

The Mission and Vision subsection was rated as Meets the Standard. The proposal presents mission and vision statements that are clearly defined and effectively aligned with the school’s educational model and broader purpose. The application identifies zip codes 89121 and 89122 as the primary service areas, both of which are racially and socioeconomically diverse. The written application has provided detailed demographic data, indicating that approximately 45% of the population identifies as Hispanic or Latino, 18% as Black, and 30% as White. The proposed educational model is aligned with Common Core standards and meets the statutory objectives outlined for charter schools in Nevada.

The Targeted Plan subsection was rated as Meets the Standard. The proposed school intends to serve areas with consistently underperforming schools. In both the written application and the capacity interview, the Applicant outlines a commitment to delivering a public education that emphasizes conceptual understanding and connection within racially, ethnically and socioeconomically diverse community. Within the capacity interview, the Applicant specifically discussed how the academic program is intentionally designed to promote student growth and achievement through a rigorous curriculum and evidence-based instructional practices. Particular emphasis is placed on providing targeted support for historically underserved student populations, including students from low-income backgrounds, English language learners, and students with disabilities.

The Parent and Community Involvement subsection was rated as Meets the Standard. While the proposal does not provide detailed outreach plans for engaging families in the target area, the Applicant has demonstrated meaningful engagement with community organizations—including Junior Achievement of Southern Nevada, Opportunity 180, and the Diverse Charter School Coalition. Additionally, visits to schools in the area and speaking to other school leaders and families have occurred to provide a deeper understanding of the local educational landscape. Within the capacity interview, the Applicant included plans to hire a dedicated Recruitment and Family Engagement Manager to support ongoing outreach and foster strong school-community partnerships. Continued community outreach and engagement will be a key component of the extended incubation period.

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

### 2.3 RUBRIC CRITERIA

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

### 2.3.1 Mission and Vision: Meets the Standard

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

### 2.3.2 Targeted Plan: Meets the Standard

Criteria	Meets the Standard?
Demonstrates a thorough understanding of the community and students to be served, including the demographics and educational needs of the intended student population, as well as the current school options within the community.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The proposed educational model is clearly described and addresses a need(s) related to student outcomes in the identified community that is either shown to exist with data or is in response to demonstrated demand for a particular school model.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Clear, comprehensive explanation of how the proposed model meets identified community needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrates a commitment to meeting at least one of, and preferably multiple, academic, or demographic needs identified in the <a href="#">SPCAS's Academic and Demographic Needs Assessment</a> : <ol style="list-style-type: none"> <li><b>Demographics:</b> Student groups that consistently underperform on the Nevada state assessments in Math and ELA (3rd-8th grade Smarter Balanced and 11th grade ACT) present a demographic need. Such student groups may benefit from the creation of high-quality charter school options so long as those new charter schools have credible plans to meet their needs. Applicants meeting this need will propose a school that includes demonstrated capacity, credible plans, community input, and thorough research and analysis to intentionally enroll and serve the following student groups, each of which has been identified as historically underperforming: <ul style="list-style-type: none"> <li>Students qualifying for free or reduced-price lunch (FRL)<sup>4</sup>;</li> <li>English Language Learners (ELLs);</li> <li>Students with disabilities (those with an Individualized Education Program, or IEP);</li> <li>Students in foster care;</li> <li>Students experiencing homelessness.</li> </ul> </li> <li><b>Academic Need: Geographies with Consistently Underperforming Schools:</b> Zip codes with one or more consistently underperforming schools present an academic need. When a significant number of students are enrolled in schools that have a history of not meeting or partially meeting state performance standards, a community may benefit from the addition of high-quality charter school options so long as those new charter schools have both credible plans to meet the needs of the student population and strong partnerships within the community. Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, community input, 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 consistently underperforming schools, which are defines as schools that: <ul style="list-style-type: none"> <li>Received a 1- or 2-star NSPF rating in the two most recent NSPF ratings.</li> </ul> </li> <li><b>Academic Need: Students at Risk of Dropping Out of School:</b> Student groups that graduate from high school at lower rates (i.e. drop out at higher rates) than their peers present an academic need. Nearly one in five Nevada students do not graduate from high school in four years, with certain student groups consistently graduating at lower rates than their peers, including English Language Learners (ELLs), students with disabilities (those with Individualized Education Programs or IEPs), students that are homeless, students in foster care, and students identifying as American Indian/Alaskan Native, Black/African American, or Hispanic/Latino. Such students may benefit from the creation of high-quality charter school options so long as those new charter schools have credible plans to meet their needs.</li> </ol>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<sup>4</sup> Enrollment rates of students qualifying for free or reduced-price lunch is often used as a proxy measure for students in poverty.

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

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

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

### 3 ACADEMIC PLAN

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#### 3.1 SECTION RATINGS

Academic Plan <sup>5</sup>	Meets the Standard
Transformational Change	Meets the Standard
Curriculum and Instructional Design	Meets the Standard
Promotion and Graduation Requirements	Meets the Standard
Driving for Results	Approaches the Standard
At-Risk Students and Special Populations	Meets the Standard
Professional Development	Meets the Standard
School Culture	Meets the Standard
Student Discipline	Meets the Standard
School Calendar and Schedule	Meets the Standard

#### 3.2 SUMMARY OF FINDINGS

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

The Transformational Change subsection was rated as Meets the Standard. The Citizens of the World Charter School – Las Vegas Academic Plan presents a comprehensive theory of change focused on self-awareness, collaboration, cultural competency, systems thinking, and global advocacy. The Applicant presented a clear and compelling theory of change, supported by an educational approach that aligns closely with the school’s mission and is critical to its success. The proposal outlines a well-developed instructional approach that emphasizes student development and academic growth. The Applicant expressed a commitment to setting rigorous yet attainable goals for student achievement, with the intention of ensuring that students meet or exceed state proficiency standards in reading, writing, and mathematics, as well as achieve or surpass median and adequate growth targets. The proposal begins with a set of SMART goals centered on student outcomes and is supported by a comprehensive plan for data collection, analysis, and data-driven decision-making. The application provides specific annual performance and growth goals measured by i-Ready, Smarter Balanced Assessment Consortium (SBAC) assessment, science and social studies internal assessment and inquiry-based projects.

The Curriculum and Instructional Design subsection was rated as Meets the Standard. The proposal identifies curricular materials for all core academic subjects across grade levels; each of which is aligned to Nevada Academic Content Standards. The instructional plan emphasizes core content delivery and integrates evidence-based practices such as Project-Based Learning (PBL) and Inquiry-Based Learning (IBL), particularly highlighting their effectiveness for English Language Learners and students from low-income backgrounds. Furthermore, instructional strategies include backward design, differentiation, and other techniques aimed at meeting the diverse needs of all learners.

The Promotion and Graduation Requirements subsection was rated as Meets the Standard. The proposal presents a clear and comprehensive plan to identify and support students at risk of academic failure through the implementation of a Multi-Tiered System of Supports (MTSS). The Applicant detailed the systems and structures the school will use to assist students who are at risk of retention, dropping out, or failing to meet graduation requirements. The plan includes targeted intervention strategies tailored to individual student needs, with i-Ready identified as the primary diagnostic tool for assessing performance and informing instructional support in English Language Arts and Mathematics.

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<sup>5</sup> The Citizens of the World Charter School - Las Vegas proposal did not contemplate Distance Education or Dual Credit Partnerships. Therefore, the corresponding sections of the rubric were not scored.

The Driving for Results subsection was rated as Approaches the Standard. The proposal includes measurable, mission-aligned goals focused on academic growth and the development of social-emotional skills. While the plan outlines overall performance targets reading, English Language Arts (ELA), math, science, and social studies, it lacks specificity regarding expectations for student subgroups and special populations. Although schoolwide growth and achievement goals are included, the proposal does not clearly explain how progress for English Language Learners and students with disabilities will be measured and evaluated. The application identifies a range of interim assessments to monitor student progress, including Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and curriculum-based assessments. Additionally, the proposal describes a process for identifying students requiring additional support and outlines a tiered intervention to address those needs. Finally, the Applicant demonstrates a clear understanding of the organizational and financial performance indicators for which it will be held accountable under the SPCSA framework.

The At-Risk Students and Special Populations subsection was rated as Meets the Standard. The application defines at-risk students as those requiring additional support to achieve both academic success and social-emotional well-being. The proposed school plans to use a range of methods to identify student needs, including the analysis of academic and behavioral data. The proposal includes a comprehensive assessment strategy and a structured plan for regular data reviews to ensure students are making adequate progress. The written application describes how a variety of academic and behavioral data will be used to identify and support student needs. This includes reading level assessments such as curriculum-based reading measures, English Learner assessments including WIDA scores that measure language proficiency, i-Ready assessments, curriculum-based assessments, unit tests, chronic absenteeism data defined as missing 10% or more of school days, records of disciplinary incidents, classroom behavior reports, and indicators of social-emotional learning. A Multi-Tiered System of Supports (MTSS), incorporating a Response to Intervention (RTI) framework, will be overseen by the Student Success Team. This team, which consists of the Principal, Assistant Principal, Instructional Coach, and Director of Student Support, will meet to review data and coordinate targeted support for students identified through assessments or referred by teachers or parents.

The Professional Development subsection was rated as Meets the Standard. The application outlines a robust plan for professional development, particularly focused on supporting diverse learners. A wide range of specialized training will be provided during the induction period, with clear explanations of the topics covered and how the program will evolve to support new teachers in subsequent years. During the capacity interview, the Applicant emphasized that professional development will be embedded throughout the school year, including collaborative lesson planning, lesson plan reviews, and daily classroom observations by the principal. The proposed school will operate on a four-day instructional week, with the fifth day dedicated entirely to planning, collaboration, and ongoing professional development. As explained in the clarifying responses, this is based upon feedback from other schools that have been able to use the pupil free day to maximize professional development time. Additionally, the proposal stated that the curriculum unit and lesson plans will be developed collaboratively in grade-level teams and with school leadership during the Summer Institute, which is 15 days of in-depth training on instructional techniques, assessments, and planning units and lessons. The Applicant stated that school leadership and faculty will meet regularly throughout the school year to address curriculum planning and logistical needs, and that professional development will be tailored to meet the evolving needs of the staff.

The School Culture subsection was rated as Meets the Standard. The proposal presents a clear and comprehensive vision for school culture, addressing the development of a positive environment for students, staff, and families. The application details various community-building opportunities and mixed-grade programming, and it describes how Social-Emotional Learning (SEL) practices will be embedded into daily routines. Programs such as responsive classroom and restorative justice practices are also highlighted as key components of the school's culture. During the capacity interview, the Applicant emphasized that "whole-child meetings" will support students' SEL needs, and that students will play an active role in developing norms and expectations. Community-building structures are designed to support both student and staff engagement.

The Student Discipline subsection was rated as Meets the Standard. The discipline plan provides clear policies related to student behavior, including procedures for suspensions, expulsions, and due process. The plan aligns with the school's

mission and is grounded in Social-Emotional Learning principles. A tiered intervention approach is proposed, prioritizing proactive learning opportunities. For minor infractions, the plan outlines the use of positive behavior supports such as behavior reinforcement plans, goal-setting charts, peer buddy systems, and restorative justice circles. If these interventions are not effective, the school will implement more formal consequences including warnings, loss of privileges, parent contact, and administrative referrals. The application emphasizes that behavioral missteps will be treated as learning opportunities. Additionally, disaggregated discipline data will be continuously monitored and reported to the board on a quarterly basis.

The School Calendar and Schedule subsection was rated as Meets the Standard. The proposed school calendar meets or exceeds the minimum requirements set by the state of Nevada and is aligned with the academic program. The application includes a stated attendance goal of 90% and outlines policies related to attendance and truancy. The proposal includes a four-day school week, providing students and families with additional time to recharge and allowing staff more time for professional development and planning, which is an essential component of the CWC educational model and sample schedules for teachers and students align and contain the elements identified with the narrative. The application additionally emphasizes plans for monitoring and improving the attendance.

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

### 3.3 RUBRIC CRITERIA

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

#### 3.3.1 Transformational Change: Meets the Standard

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

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

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

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

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

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

### 3.3.4 Driving for Results: Approaches the Standard

Criteria	Meets the Standard?
All academic goals and targets are expressed in SMART terms (Specific, Measurable, Achievable, Relevant, and Time-Bound) and demonstrate a commitment to ensuring the success of all students including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level. <ul style="list-style-type: none"> <li><b>Mission-specific academic goals</b> explicitly complement or supplement, but do not replace, the SPCSA's performance standards. All such indicators, measures, and metrics are rigorous, valid, reliable, and objectively verifiable.</li> <li><b>Annual performance and growth goals</b> align to the Nevada School Performance Framework and/or the Authority Performance Framework and will put the school on a trajectory to meet SPCSA performance standards.</li> <li><b>Quarterly performance targets</b> can be used to develop a plan for monitoring and reporting academic performance gaps and a process for using data to support instruction and inform professional development.</li> </ul>	<input type="checkbox"/> Yes <input checked="" 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: Meets the Standard

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

Demonstrates that the school's response to early signs of behavioral and/or social emotional needs will be met with positive interventions and restorative justice practices. The school will utilize differentiated support for each student in collaboration with the students' parents, teachers, and with support, as needed, from other school staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Special Populations</b>	
Demonstrates the Committee to Form or CMO's track record of success serving a wide range of students with disabilities (mild, moderate, and severe), English language learners, homeless and migrant students, and intellectually gifted students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Clear demonstration and understanding of Nevada and federal laws and regulations governing services for special populations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
For students with disabilities <sup>6</sup> : <ul style="list-style-type: none"> <li>Provides a logical plan to screen all students and to ensure that struggling students are evaluated for special education services early and accurately.</li> <li>Presents a plan for student evaluation and developing IEPs that contain rigorous goals and instructional plans that are suitable to meet those students' goals.</li> <li>Presents a monitoring plan that will enable relevant staff to track the progress of all students with IEPs towards the goals articulated in their respective plans.</li> <li>Demonstrates that the school will be able to provide all special education and related services needed either by the staff listed on their organization chart or identified external groups with whom they can contract to provide needed services. Specifies full Nevada licensure for all special education teachers/coordinators.</li> <li>Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress.</li> <li>Articulates process for monitoring compliance with state and federal laws pertaining to serving students with disabilities.</li> <li>For middle and high schools, presents a logical and thorough plan for developing and implementing transition plans.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
For English language learners <sup>7</sup> <ul style="list-style-type: none"> <li>Processes for identifying English language learners are well-defined, including administration of placement assessments and communications to parents and teachers.</li> <li>Indicates full Nevada licensure for all English language learners teachers/coordinators.</li> <li>Describes the specific services that will be provided for students within and outside the classroom, including curriculum and instruction and exposure to co-teaching.</li> <li>Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
For intellectually gifted students, demonstrates that the school will extend their learning offerings such that those students have access to unique, tailored opportunities. The proposed staffing structure demonstrates sufficient staffing and teacher support to implement the plan.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
For homeless/migrant students <sup>8</sup> : <ul style="list-style-type: none"> <li>Presents a logical and systematic method according to which the school will identify homeless and/or migrant students.</li> <li>Clear plan to assess and meet the needs of students and identified as homeless and/or migrant.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 3.3.6 Professional Development: Meets the Standard

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

<sup>6</sup> Refer to [NRS 388.417 to 388.459](#) and [NAC 388.215 to 388.284](#) for statutes and regulations regarding serving students with disabilities.

<sup>7</sup> Refer to [NRS 388.406](#) and [NAC 388.525 and NAC 388.655](#) for statutes and regulations regarding serving English language learners

<sup>8</sup> Refer to [NAC 392.205 to 392.225](#)

### 3.3.7 School Culture: Meets the Standard

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

### 3.3.8 Student Discipline: Meets the Standard

Criteria	Meets the Standard?
Presents sound policies for student discipline, suspension, and expulsion including procedures for due process which align to Nevada statutes and regulations. <sup>9</sup>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Describes the proactive use of restorative justice practices, including prior to suspensions or expulsions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Clear designation of staff responsible for implementing the discipline plan, including maintenance of student records and data.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
A plan to ensure that certain student populations are not disproportionately impacted by discipline policies, including protection of the rights of students with disabilities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Goals for student behavior are clear and measurable. There is a plan, and designated personnel, for monitoring and reporting related to behavior goals as well as ongoing maintenance of discipline records.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

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

<sup>9</sup> [NRS 392.4655 to 392.472](#)

## 4 OPERATIONS PLAN

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### 4.1 SECTION RATINGS

Operations Plan	Meets the Standard
Board Governance	Approaches the Standard
Leadership Team	Meets the Standard
Staffing Plan	Meets the Standard
Human Resources	Meets the Standard
Student Recruitment and Enrollment	Approaches the Standard
Incubation Year Development	Approaches the Standard
Services	Meets 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 subsections were determined to Meet the Standard as articulated in the new charter application evaluation rubric.

The Board Governance subsection was rated as Approaches the Standard. The application states that the local board will govern the school and manage the relationship with the proposed Charter Management Organization's board, Citizens of the World Charter Schools. The written application identifies three proposed board members, with the intention of filling the remaining positions by September 30, 2025. While the proposal outlines the governing board's responsibilities, including oversight of finances, governance, and operations, specifics regarding the evaluation of the Charter Management Organization remain unclear. Additionally, the proposed governance structure, including the delineation of roles and responsibilities between CMO, CMO board, school leadership, and local board, may require further clarification, as several reporting structures are not clearly defined. Key aspects of board governance and management will need to be further developed and refined during the incubation period.

The Leadership Team subsection was rated as Meets the Standard. The application is supported with background information that includes members with experience working with students from diverse backgrounds, including at-risk students and special populations. The charter management organization also brings expertise in recruiting, hiring, and developing highly effective staff. Although a school leader was identified only a few days before the capacity interview, the written application presents a clear organizational plan. It includes a plan to develop a full leadership team and outlines training for school personnel to ensure all stakeholders understand their roles and responsibilities. The proposal also incorporates the use of the Nevada Educator Performance Framework (NEPF) Administrator Framework for the regular evaluation of the school leader, with a target performance rating of Level 3 or above across all standards and indicators.

The Staffing Plan subsection was rated as Meets the Standard. The proposed staffing plan is aligned to the mission, vision, and academic program. The proposal provides adequate capacity to enable high-quality teacher support and development, student and family support, effective school operations, and compliance with all applicable policies and procedures. The written application describes a staffing plan designed to support a constructivist, project-based educational approach that aligns with the school's mission and instructional model. It emphasizes meeting the needs of a diverse student population, including English Learners and students with disabilities. While the intention to provide inclusive and responsive support is clear, the specific staffing allocations for these student groups could benefit from further development to ensure adequate support and compliance with best practices. The Applicant was able to demonstrate reasonable student-teacher ratios based on the proposed model.

The Human Resources subsection was rated as Meets the Standard. The Applicant provides detailed explanation as to the benefits of working for the school that may help attract teachers and articulated recruitment and hiring processes that would result in the hiring of high-quality teachers, and staff reflective of the student body. Additionally, the written application lists a comprehensive set of non-compensation model elements that may encourage teachers to remain. These include a four-day school week, effective leadership, high-quality and authentic professional development, small class sizes, and growth opportunities. The submitted financial plan indicates a reduction in staff salaries after adjusting for PERS contributions. As such, it will be important for the school to explore strategies to ensure it can offer competitive compensation to attract and retain high-quality staff.

The Student Recruitment and Enrollment subsection was rated as Approaches the Standard. The proposed school plans to open with 50 students each in kindergarten, 1st and 2nd grade and eventually grow to 510 students in K-7. They intend to add eighth grade in the first year of the second term, if the charter is renewed. The Applicant presents student recruitment strategies that have proven successful in other schools within their network. However, the plans for reaching high-needs students lack specificity, and a clear understanding of the local community is not fully demonstrated. While the proposal outlines a marketing campaign that includes paid media, mailers, events, advertising, and social media, and notes that recruitment and enrollment efforts will be reviewed monthly, it appears to blur the distinctions between application, enrollment, and admissions. Additionally, the proposal does not include a timeline for meeting recruitment and engagement targets. This will need further development during the incubation period.

The Incubation Year Development subsection was rated as Approaches the Standard. The Applicant indicated that there will be a two-year incubation plan. While the Applicant provided some clarification during the capacity interview, it remains unclear how the two-year incubation period will affect key areas such as finances, recruitment, and other operational aspects. It will be critical for the proposed board and school to maintain momentum through the extended incubation. The written application also details a year-long cohort training program for school leadership, and the convenings outlined will be critical for the school's leader.

The Services subsection was rated as Meets the Standard. The Applicant demonstrates a clear understanding and plan for providing food service, facilities maintenance, and school health and nursing services. The written narrative indicates that though the school does not plan to offer transportation and safety and security services, they will be intentional with recruitment efforts to ensure students and parents can easily and safely access the campus. The written application also includes a detailed plan around technology infrastructure and Infinite Campus (IC).

The Facilities subsection was rated as Meets the Standard. The Applicant has engaged The Hiltz Group to support the process of securing a facility to ensure the school is operational by the 2027–2028 school year. However, the specific facility requirements for the proposed academic program were not clearly detailed, but a high-level contingency plan was presented during the capacity interview. The charter management organization has experience securing facilities for other schools in its network, and will work with the school and board to validate cost assumptions, finalize timelines, and ensure the selected facility will effectively support the proposed program.

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

While most criteria were evaluated through both the written application and capacity interview, several criteria, as indicated with “\*” were evaluated after the capacity interview.

Criteria	Meets the Standard?
Proposed governance structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The board puts into place a structure that enables it to collect the information it needs to evaluate the performance of the school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Provides evidence that the governing body fulfills (or describes reasonable and detailed plans to ensure that the governing body will fulfill) statutory requirements for board membership, including at minimum, one teacher or other person licensed pursuant to chapter 391 of NRS; one teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator; one parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school; and two individuals with knowledge and expertise in one or more of the following areas: accounting, financial services, law, or human resources.	<input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Shows that the governing body is or describes specific strategies to ensure that the governing body will be representative of the identified community and describes plans for engaging with the community in order to ensure that community voice is meaningfully incorporated into the governing body's decision-making.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
There are no prohibited familial relationships between charter holder board members, charter holder board members and staff, or charter holder board members and CMO/EMO employees within the third degree of consanguinity or affinity nor any supervisory or business relationships.	<input 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
<b>Capacity Interview Criteria:</b>	
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 the 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 type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> No <input type="checkbox"/> N/A

#### 4.3.2 Leadership Team: Meets the Standard

While most criteria were evaluated through both the written application and capacity interview, several criteria, as indicated with "\*" were evaluated after the capacity interview.

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

If the school leader is not yet identified, explains the timeframe and the method by which the board will recruit and select a candidate who demonstrates qualifications and competencies aligned with the school’s mission and program and has experience working with special populations.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
Structure of the school leadership team will allow for effective management of the school and staff and demonstrates appropriate assignment of management roles and distribution of responsibilities for instructional leadership, curriculum, personnel, budgeting, financial management, special education and EL programming, legal compliance, state reporting, external relations, and any unique, school-specific staffing needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School leadership team job descriptions or resumes identify qualifications and competencies of the administration that align with the school’s mission and program and demonstrate capacity to successfully manage the school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Comprehensive plan for coaching, support, and evaluation of school leadership. The board articulates a clear, ambitious, data-driven set of standards and criteria that the school leader must satisfy to keep the school on track to achieve its vision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Capacity Interview Criteria:</b>	
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 supports 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
If members of the school leadership team have been identified, they demonstrate understanding of their role and the responsibilities they have to the community. This includes demonstrated evidence of engagement with and responsiveness to students, families, and the community. *	<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 that they believe that all students can achieve their full potential. *	<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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Demonstrates reasonable student-teacher ratios based on the proposed model and statutory student-teacher ratios for special education are met (22:1 for students with severe disabilities).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

#### 4.3.4 Human Resources: Meets the Standard

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

#### 4.3.5 Student Recruitment and Enrollment: Approaches the Standard

Criteria	Meets the Standard?
Recruitment and enrollment plan for year 1 and subsequent years	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<ul style="list-style-type: none"> <li>Leverages proactive, grassroots strategies such as door-to-door visits, open houses, and forums, and community conversations over the internet, social media, or other passive tactics which disproportionately benefit more advantaged populations.</li> <li>Includes specific plans to ensure equal access to interested families including families in poverty, students zoned to attend 1- and 2-star schools, students with disabilities, EL students, and other at-risk students as defined in the <a href="#">SPCSA's Academic and Demographic Needs Assessment</a>.</li> <li>Demonstrates an understanding of the identified community.</li> <li>Is likely to allow the school to enroll a representative student population based on surrounding zoned schools or a mission-specific educationally disadvantaged population.</li> </ul>	<input 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<sup>10</sup>.</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 <sup>11</sup> , application and enrollment timelines <sup>12</sup> , lotteries <sup>13</sup> , weighted lotteries <sup>14</sup> , enrollment preferences <sup>15</sup> , 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 type="checkbox"/> Yes <input checked="" 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: Approaches the Standard

While most criteria were evaluated through both the written application and capacity interview, several criteria, as indicated with “\*” were evaluated after the capacity interview.

Criteria	Meets the Standard?
Provides key milestones for the planning year, as well as concrete actions and accountability, which will ensure that the school is ready for a successful launch. Incubation year plan: <ul style="list-style-type: none"> <li>Includes necessary activities/milestones to ensure that any program-specific components will be ready to begin on the first day of school.</li> <li>Includes necessary activities/milestones to ensure the school will be operationally ready to open.</li> <li>Includes necessary activities/milestones to ensure that the <a href="#">SPCSA Pre-Opening Requirements</a> will be met. <i>Note it is not necessary to duplicate every SPCSA pre-opening requirement into your incubation year plan. Instead, focus on the activities that will ensure success and the major milestones that must be met.</i></li> <li>Clearly identifies the individuals responsible for leading year 0 initiatives and meeting year 0 milestones.</li> </ul>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If a third party (including an CMO/EMO) will implement portions of the Year 0 plan, these actions should align to the contract or additional documentation presented later in the application.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 type="checkbox"/> Yes <input checked="" 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
<b>Capacity Interview Criteria:</b>	

<sup>10</sup> [NRS 388A.417](#)

<sup>11</sup> [NRS 388A.450](#)

<sup>12</sup> [NRS 388A.453\(7\)](#)

<sup>13</sup> [NRS 388A.453\(5\)](#)

<sup>14</sup> [NAC 388A.536](#)

<sup>15</sup> [NRS 388A.456](#)

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 they can work together to solve problems. *	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The committee to form demonstrates they are well versed in the incubation year plan and are committed to following through with the implementation. *	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The committee to form demonstrates that they are actively engaged throughout the application process and plan to maintain active engagement through the incubation year. *	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

#### 4.3.7 Services: Meets 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Operations plan for services and information technology demonstrates sufficient staff/contactor capacity to implement the plan, including clear lines of authority.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Costs of services are realistic and align with budget.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Articulates metrics and processes for evaluating effectiveness of services.	<input 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"> <li>Evidence that facility will be appropriate for the educational program of the school and adequate for the projected student enrollment.</li> <li>Projected costs associated with the proposed facility, including purchase price, rent, utilities, insurance, and maintenance, as applicable, are reasonable and supported by evidence.</li> <li>A sound plan for construction, renovations, or tenant improvements including sufficient funds and a realistic timeline for completion.</li> <li>A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school.</li> <li>Evidence that the applicant has engaged with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division.</li> <li>Assurance that the proposed facility will comply with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). Charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
<p>If a facility (or permanent facility) has not yet been identified:</p> <ul style="list-style-type: none"> <li>Description of anticipated facilities needs that will be appropriate for the educational program of the school and adequate for the projected student enrollment.</li> <li>Inclusion of costs associated with the anticipated facilities needs in the budget including renovation, rent, utilities, insurance, and maintenance.</li> <li>Evidence to indicate that facilities-related budget assumptions are realistic based on anticipated location, size, etc.</li> <li>A realistic, timebound plan for selecting and preparing a facility that will meet the programmatic needs and budgetary constraints.</li> <li>A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school.</li> <li>A clear, time bound plan to engage with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division.</li> <li>Assurance that the proposed location will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). Charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation 30 days before the first day of school.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<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

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

The Financial Plan section was rated as Meets the Standard. The Applicant plans to utilize Charter Impact for accounting, bookkeeping, payroll, budgeting, purchase tracking, financial reporting, budget forecasting, financial compliance, and data management. The application outlines clear plans for conducting an annual audit and managing vendor selection. It states that the back-office supplier will be chosen through a competitive Request for Proposal process, with school leadership conducting a thorough evaluation of service providers and presenting a comprehensive analysis to the Finance Committee or Board of Directors for approval. If approved for the Charter Schools Program (CSP) grant, the funding will support the incubation phase and early years of operation. The budget includes contingencies for potentially narrow margins and prioritizes alignment with the proposed educational program, facility needs, and enrollment plan. The Applicant emphasizes the importance of building a fund balance reserve and recognizes that designing cost-effective operations during the initial years will be critical to the school's long-term success.

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 ADDENDUM

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### 6.1 SECTION RATINGS

Addendum	Meets the Standard
Past Performance	Meets the Standard
Scale Strategy	Approaches the Standard
Network Capacity	Meets the Standard
School Management Contract	Approaches the Standard
Charter Management Organizations Applying for Sponsorship Directly	Meets the Standard

### 6.2 SUMMARY OF FINDINGS

Pursuant to [NRS 388A.249\(2\)](#), the SPCSA is required to consider the academic, financial and organizational performance of any charter schools that currently hold a contract with the proposed CMO or EMO. Information gathered through the Addendum Section examines the past performance of affiliated charter schools, as well as readiness of the CMO or EMO to expand and the specific services that are to be provided to the proposed school.

Overall, the Addendum section was rated as Meets the Standard. Three of the five subsections were determined to Meet the Standard as articulated in the new charter application evaluation rubric.

The Past Performance subsection was rated as Meets the Standard. The Applicant demonstrated that its students continue to show growth on the California Assessment of Student Performance and Progress (CAASPP). Specifically, the charter management organization, Citizens of the World Charter Schools (CWC), supports five schools in California, most of which consistently achieve Levels 3 and 4 in both English Language Arts (ELA) and Mathematics, outperforming local district benchmarks. Additionally, Citizens of the World Kansas City—another school supported by the CMO—ranked 12th in the state for Mathematics growth and 5th for ELA growth across subgroups, based on Missouri’s Growth Measure system which is an assessment system used in Missouri public schools to track student progress in reading and math.

The Scale Strategy subsection was rated as Approaches the Standard. The Applicant explained that the proposed charter management organization has experience supporting multiple school openings and currently has no other applications in process. However, the review team has some questions about the CMO’s level of involvement during the school’s launch and the extent of ongoing support once the school is operational. Additional information will be needed to clarify the distinct roles and responsibilities of both the CMO and the school after the launch.

The Network Capacity subsection was rated as Meets the Standard. The proposal states that the applicant maintains a central office staffed with experienced leadership and has developed specific greenlighting criteria to ensure that new school launches only proceed when the organization has sufficient capacity to support both the launch and the long-term sustainability of a high-quality school. The applicant describes Citizens of the World Charter Schools as a highly capable management organization with an expert team that supports multiple schools. This team provides guidance on staffing structure, personnel capacity, and school launch readiness. Additionally, the applicant presents a detailed plan for the CMO’s operational support of the new school, including assistance with facility acquisition, student and staff recruitment, and marketing efforts.

The School Management Contract subsection was rated as Approaches the Standard. While the Applicant explained the relationship structure between the board, Executive Director, and school principal during both the written application and the capacity interview, key concerns remain unresolved. Specifically, the decision-making authority during the early years of operation remains unclear, especially regarding the shift in control from the CMO to the school-level leadership.

Moreover, the proposed licensing agreement presents an opportunity to clarify governance roles to ensure strong accountability. Further alignment on governance responsibilities between the school’s board and CMO will be necessary to promote a balanced and effective leadership structure.

The Charter Management Organizations Applying for Scholarship Directly subsection was rated as Meets the Standard. The application clearly and logically explains how the CMO plans to transition the governance to the board, though specific roles will need further definition. The proposed board model does plan to balance fidelity to the school’s mission and provide appropriate input and oversight from the proposed community the school plans to serve.

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

### 6.3 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.

#### 6.3.1 Past Performance: Meets the Standard

Criteria	Meets the Standard?
Academic Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to 4- or 5-star performance on the NSPF.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Financial Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to a rating of ‘meets standard’ on the SPCSA’s Financial Performance Framework.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Organizational Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to a rating of ‘meets standard’ on the SPCSA’s Organizational Performance Framework.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The CMO/EMO and affiliated schools have no significant audit findings within the last three years.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Any legal issues, including contract terminations, are satisfactorily explained.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
Any authorizer interventions, compliance violations, performance deficiencies and/or schools that failed to open or did not open on time are explained and were satisfactorily resolved.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A

#### 6.3.2 Scale Strategy: Approaches the Standard

Criteria	Meets the Standard?
Well defined, thoughtful, strategic vision and five-year growth plan for developing new schools in Nevada and/or elsewhere, as applicable. Includes number and types of schools, proposed opening years, all currently identified communities and an explanation of how they were selected, and projected numbers of students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Meaningful focus on expansion in Nevada and commitment of organizational resources to support quality school openings and operations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
CMO/EMO criteria for evaluating readiness for expansion are comprehensive and demonstrate high expectations for academic, financial, and organizational performance. Evidence is provided that that CMO/EMO is ready to expand according to the articulated criteria for evaluating readiness.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The plan to scale the model to Nevada is thorough, realistic, and adequately resourced at both the CMO/EMO and school levels.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Plans for sourcing and training potential school leaders, including qualifications and competencies, is aligned with the mission and programs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Previous scale-up endeavors are shown to have been successful with student performance data and organizational financial data (if applicable).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Includes plan to infuse Nevada school(s) with the essential elements of CMO/EMO model.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 6.3.3 Network Capacity: Meets the Standard

Criteria	Meets the Standard?
CMO/EMO has sufficient infrastructure and staff capacity (or plan to develop same) to support the proposed network of schools, including shared services and the costs associated with them.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Organization charts clearly indicate lines of authority between the board, CMO/EMO, and schools.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Clearly describes the roles and responsibilities of the CMO/EMO leadership team.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient evidence is provided that the staffing plan for the CMO/EMO can support the proposed scale strategy.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 6.3.4 School Management Contract: Approaches the Standard

Criteria	Meets the Standard?
If applicable, clear rationale for selection of the CMO/EMO.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Clear, appropriate delineation of roles and responsibilities between the management organization and the school. The functions table presented in this section should align to the contract.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Demonstrates capacity and commitment of the governing board to oversee the CMO/EMO effectively: <ul style="list-style-type: none"> <li>Plan for board to monitor/evaluate the CMO/EMO's performance.</li> <li>Appropriate internal controls guide the relationship.</li> <li>Describes how the governing board will ensure fulfillment of performance expectations.</li> <li>There are no prohibited familial relationships between charter holder board members and CMO/EMO employees (including relatives) nor any supervisory or business relationships between charter holder board members and CMO/EMO employees (including relatives)<sup>16</sup>. Any real or perceived conflict is disclosed and adequately addressed.</li> </ul>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Clearly outlines the roles/responsibilities of the CMO/EMO in the year prior to the school's opening. Services and supports during year 0 are documentation in the management contract or another agreement to ensure that governing board can hold CMO/EMO accountable for delivery of services.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If the administrative head of the charter school or any key personnel of the charter school are directly employed by the CMO/EMO, there are provisions to ensure board approval of the individual(s) selected for this/these roles <sup>17</sup> . Structures are in place to ensure that the governing board can hold the administrative head and any key personnel employed by the CMO/EMO accountable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Clearly defined contract terms <sup>18</sup> including the following: <ul style="list-style-type: none"> <li>The duration of the proposed contract,</li> <li>A clear description of the fees to be paid to the proposed CMO/EMO and a clear description of the services that the proposed CMO/EMO will be providing to the proposed charter school,</li> <li>A description of the roles and responsibilities of the proposed governing body of the charter school, the employees of the proposed charter school, and the proposed CMO/EMO,</li> <li>A clear description of the oversight responsibilities of the proposed governing body over the proposed CMO/EMO and how the proposed governing body will evaluate the performance of the proposed CMO/EMO, and</li> <li>Any renewal or termination provisions.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Costs for services are justified, reasonable, and commensurate with the services provided. The management contract does not authorize the payment of fees to the CMO/EMO which are not attributable to the actual services provided <sup>19</sup> .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Complies with Nevada laws and regulations <sup>20</sup> regarding contracts between charter schools and contractors, including EMOs and CMOs, including but not limited to: <ul style="list-style-type: none"> <li>Contract with CMO/EMO is subordinate to the charter contract,</li> <li>Initial contract term is no more than two years,</li> <li>Contract with CMO/EMO does not give the CMO/EMO direct control of educational services, financial decisions, the appointment of members of the governing body, or the hiring and dismissal of an administrator or financial officer of the charter school or proposed charter school, and</li> </ul>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<sup>16</sup> [NAC 388A.525\(2\)](#)

<sup>17</sup> [NAC 388A.580\(4\)](#). Though permissible, this arrangement is unusual.

<sup>18</sup> [NRS 388A.246\(36\)](#)

<sup>19</sup> [NRS 388A.393](#)

<sup>20</sup> [NRS 388A.393](#) and [NAC 388A.580](#)

<ul style="list-style-type: none"> <li>• Contract with CMO/EMO does not include any automatic renewal terms.</li> <li>• The contract does not allow for any form of leverage – including but not limited to severance fees and facilities ownership – by which the CMO/EMO can ensure renewal of their contract.</li> </ul>	
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**6.3.5 Charter Management Organizations Applying for Sponsorship Directly: Meets the Standard**

Criteria	Meets the Standard?
The application clearly and logically explains the extent to which the governance model of the Charter Management Organization requires a waiver from the governance provisions of the charter school law pursuant to <a href="#">NRS 388A.243</a> .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If the Charter Management Organization is from another state, the application provides a comprehensive, actionable plan to ensure that the board will balance fidelity to its mission with appropriate input and oversight from Nevada residents.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
If the non-profit’s current board will govern the charter school, the application outlines clear, logical, and comprehensive steps to transform its board membership to meet statutory requirements in <a href="#">NRS 388A.320</a> , mission, and bylaws to assume its new duties.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
If a new board has been formed, the application clearly delineates the new board’s relationship to the existing non-profit board and the governance responsibilities of both entities as it relates to the proposed school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

## 7 APPLICATION PROCESS DETAILS

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### 7.1 TIMELINE

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

- December 16, 2024 – Application Overview and Process
- January 8, 2025 – Application Cover Sheet, Meeting the Need, and Academic Plan
- January 21, 2025 – Operations Plan and Addendum
- February 6, 2025 – Financial Plan
- February 24, 2025 – Clarifying Questions and the Capacity Interview

Below are key dates related to the Citizens of the World Charter School - Las Vegas charter school application.

- January 30, 2025 – Citizens of the World Charter School - Las Vegas Notice of Intent is received
- April 30, 2025 – Citizens of the World Charter School - Las Vegas Application is received
- May 13, 2025 – Memo sent to Clark County School District
- June 27, 2025 – Clarifying Questions sent to applicant; responses received within 4 business days
- July 11, 2025 – Citizens of the World Charter School - Las Vegas Capacity Interview is conducted
- June 6, 2025 – Input provided by Clark County School District
- August 22, 2025 – Recommendation is presented

### 7.2 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 Citizens of the World Charter School - Las Vegas was conducted on July 11, 2025, and lasted approximately 120-minutes. All of the CMO employees and the proposed board members were in attendance. Questions during the capacity interview focused primarily on these areas:

- Targeted Plan
- Parent and Community Involvement
- Transformational Change
- Driving for Results
- At-Risk Students and Special Populations
- School Calendar and Schedule
- Board Governance
- Leadership Team
- Staffing Plan
- Incubation Year Development
- Financial Plan
- Scale Strategy
- School Management Contracts

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 ensure a successful two-year incubation year, including what steps the board, school, and CMO would consider should enrollment targets be lower than anticipated in the lead up to the enrollment audit.

## APPENDIX A

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

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

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

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

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

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

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

NRS 388A.246 and NAC 388A.135-160 detail the requirements related to a new charter school application. Note that these statutes and regulations related to the required contents of a new charter school applications are extensive.<sup>21</sup>

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<sup>21</sup> Although the following list is not all-inclusive, among the required contents of a new charter school application are the following:

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

## COMPLETENESS CHECK

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

## WITHDRAWAL OF A NEW CHARTER SCHOOL APPLICATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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