

New Charter School Application Report and Recommendation

August 22, 2025



Northern Nevada Wildflower Montessori

GENERAL INFORMATION

Proposed School Name	Northern Nevada Wildflower Montessori
Proposed EMO/CMO	The Wildflower Foundation
Proposed Mission and Vision	<p>Mission: The mission of Northern Nevada Wildflower Montessori (NNWM) is to provide a high-quality, holistic, and authentic Montessori education that integrates rigorous academic standards and emotional intelligence. Honoring all backgrounds and cultures, students are empowered to reach their full potential and become compassionate leaders, innovators, and ethical citizens who contribute positively to the world as changemakers.</p> <p>Vision: The school envisions independent learners who are connected to their community and natural environment, equipped to make positive contributions to the world, and inspired to be lifelong learners.</p>
Proposed Grade Configuration	Opening: K-3 Full Scale: K-6
Proposed Opening	August 2026
Proposed Location	Washoe County; Reno/Sparks
Proposed Zip Codes to be Served	89502, 89503, 89506, 89512, 89519, 89501, 89431, 89433

PLANNED ENROLLMENT

	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	9	9	27	27	27	27
1	7	9	27	27	27	27
2	7	9	27	27	27	27
3	6	9	9	27	27	27
4		6	9	9	27	27
5			6	9	9	27
6				6	9	9
7						
8						
9						
10						
11						
12						
Total	29	42	105	132	153	171

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1 OVERVIEW AND RECOMMENDATION

1.1 EXECUTIVE SUMMARY

The SPCSA conducts a rigorous review of new charter school applications. This process includes the submission to the SPCSA of a written notice of intent to submit a new charter school application 90 days prior to the submission of the new charter school application; the submission to the SPCSA of the actual new charter school application between April 15 and April 30 of each year; the review of the new charter school application by the SPCSA – including the review of the new charter school application by outside reviewers and a capacity interview with the applicant team. The application is rated against the SPCSA’s new charter school application evaluation rubric and, as stated in the evaluation rubric, an applicant must Meet the Standard in all four, or five, if applicable¹, main sections of the application (Meeting the Need, Academic Plan, Operations Plan, Finance Plan, and Addendum, if applicable) by the end of the application and evaluation process to be recommended for authorization. If an application Meets the Standard in all but one section, and Approaches the Standard in the one remaining section, the application and proposed new charter school may be recommended for authorization if the remaining issues are specific and limited and the outstanding deficiencies can be addressed through conditions. In addition, as part of the review process, the SPCSA seeks input from the board of trustees of the school district in which the proposed charter school will be located. The input provided by the school district is posted along with other relevant materials for this application for consideration by the SPCSA board.

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

The review committee and SPCSA staff determined that 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 ²	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 Northern Nevada Wildflower Montessori charter school application.

1.2 PROPOSED MOTION

Proposed motion: *Approve the Northern Nevada Wildflower Montessori 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 demonstrated competence in*

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

² 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.

accordance with the criteria for approval prescribed by the SPCSA that will likely result in a successful opening and operation of the charter school.

- 1. By January 1, 2026, provide evidence that a school leader has been hired.*
- 2. By January 15, 2026, provide enrollment and lottery policies that ensure equitable access for families from the identified community and alignment with the school's commitment to serve a diverse student body, specifically in relation to priorities given to board and staff members' children. These policies should ensure that there are reserved spaces for students who do not qualify for priority enrollment.*
- 3. By March 15, 2026, provide evidence that the Student and Family Handbook includes language affirming compliance with all applicable federal and state laws regarding the enrollment of students with disabilities. This must include a statement that the school will accept students regardless of IEP placement and will provide all services required under each student's IEP.*
- 4. By June 1, 2026, submit a fully executed lease for a facility that will meet the needs of the school for the 2026--2027 school year located in the 89502, 89503, 89506, 89512, 89519, 89501, 89431, or 89433 zip codes.*
- 5. At the conclusion of the New School Enrollment audit in June 2026, provide evidence that Northern Nevada Wildflower Montessori has at least 23 students enrolled for the 2026 – 2027 school year.*
- 6. By June 8, 2026, 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.*
- 7. 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 2026-27 school year.

1.3 SUMMARY OF APPLICATION SECTION RATINGS

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

Application Section	Rating
Meeting the Need	Meets the Standard
Mission and Vision	Meets the Standard
Targeted Plan	Meets the Standard
Parent and Community Involvement	Meets the Standard
Academic Plan³	Meets the Standard
Transformational Change	Meets the Standard
Curriculum and Instructional Design	Meets the Standard
Promotion and Graduation Requirements	Meets the Standard
Driving for Results	Meets the Standard
At-Risk Students and Special Populations	Approaches the Standard
Professional Development	Meets the Standard
School Culture	Meets the Standard
Student Discipline	Meets the Standard
School Calendar and Schedule	Meets the Standard
Operations Plan	Meets the Standard
Board Governance	Meets the Standard
Leadership Team	Meets the Standard
Staffing Plan	Meets the Standard
Human Resources	Meets the Standard
Student Recruitment and Enrollment	Meets the Standard
Incubation Year Development	Meets the Standard
Services	Meets the Standard
Facilities	Meets the Standard
Financial Plan	Meets the Standard
Addendum	Meets the Standard
Past Performance	Approaches the Standard
Scale Strategy	Meets the Standard
Network Capacity	Meets the Standard
School Management Contract	Meets the Standard
Charter Management Organizations Applying for Sponsorship Directly	Meets the Standard

³ The Northern Nevada Wildflower Montessori proposal did not contemplate Distance Education or Dual Credit Partnerships. Therefore, the corresponding sections of the rubric were not scored.

2 MEETING THE NEED

2.1 SECTION RATINGS

Meeting the Need	Meets the Standard
Mission and Vision	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 Applicant team provided a clear and compelling mission statement, which explained the role of the school in meeting the needs of the community and intended student population, and which is reflected throughout the application. In addition, the team stated that the focus on individualized instruction, cultural responsiveness, and community engagement will help all students to succeed.

The Targeted Plan subsection was rated as Meets the Standard. The Committee to Form provided research-based evidence supporting the effectiveness of the proposed Montessori model, particularly in improving academic and socio-emotional outcomes for students from diverse and underserved backgrounds. The application provided a clear, comprehensive explanation on how the multi-age, student-centered learning environment, paired with individualized instruction and embedded socio-emotional learning, aligns with the needs identified in the SPCSA's Academic and Demographic Needs Assessment. The Applicant demonstrated how the Montessori model is designed to support students with disabilities, English language learners, and students from economically disadvantaged backgrounds through structured supports, differentiated instruction, and inclusive practices.

The Applicant team identified key supporters and community-based partners, that are directly tied to the stated outcomes of the school, including community partners that are in and/or serve the identified zip codes, such as The Wildflower Foundation, Boys and Girls Club of Northern Nevada, Truckee Meadows Bike Alliance, Note-able Music Therapy Services, Reno Bike Project, & Latino Arte. The team also proposed intentional and thoughtful strategies for engaging with community members, families, and parents representative of the community to be served, including hosting multilingual information sessions, creating volunteer opportunities, and ensuring that parent voice is embedded in school-level decision-making.

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"> Improving the academic achievement of pupils. Encouraging the use of effective and innovative methods of teaching. Providing an accurate measurement of the educational achievement of pupils. Establishing accountability and transparency of public schools. Providing a method for public schools to measure achievement based upon the performance of the schools, AND/OR Creating new professional opportunities for teachers. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

2.3.2 Targeted Plan: Meets the Standard

Criteria	Meets the Standard?
Demonstrates a thorough understanding of the community and students to be served, including the demographics and educational needs of the intended student population, as well as the current school options within the community.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The proposed educational model is clearly described and addresses a need(s) related to student outcomes in the identified community that is either shown to exist with data or is in response to demonstrated demand for a particular school model.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Clear, comprehensive explanation of how the proposed model meets identified community needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrates a commitment to meeting at least one of, and preferably multiple, academic, or demographic needs identified in the SPCAS's Academic and Demographic Needs Assessment : <ol style="list-style-type: none"> Demographics: 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"> Students qualifying for free or reduced-price lunch (FRL)⁴; English Language Learners (ELLs); Students with disabilities (those with an Individualized Education Program, or IEP); Students in foster care; Students experiencing homelessness. Academic Need: Geographies with Consistently Underperforming Schools: 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"> Received a 1- or 2-star NSPF rating in the two most recent NSPF ratings. Academic Need: Students at Risk of Dropping Out of School: 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. <p><i>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.</i></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

2.3.3 Parent and Community Involvement: Meets the Standard

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

3 ACADEMIC PLAN

3.1 SECTION RATINGS

Academic Plan ⁵	Meets the Standard
Transformational Change	Meets the Standard
Curriculum and Instructional Design	Meets the Standard
Promotion and Graduation Requirements	Meets the Standard
Driving for Results	Meets the Standard
At-Risk Students and Special Populations	Approaches 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. This subsection of the application outlines a clear theory of change and educational strategy that aligns with the school’s mission and is essential to its success. The Applicant provided a realistic plan to support the SPCSA’s strategic goals, including commitments to closing opportunity gaps and improving academic outcomes for at-risk students. The narrative outlined how the Montessori model will be implemented with fidelity, including staff training, curriculum adaptation, and ongoing monitoring to ensure consistency with the school’s mission and instructional approach. The Applicant cited outcome data and student achievement metrics from Montessori schools within the Wildflower Montessori network serving diverse and historically underserved student populations to demonstrate the model’s potential to produce positive academic and socio-emotional outcomes

The Curriculum and Instructional Design subsection was rated as Meets the Standard. This subsection provided an instructional model and a learning environment that are closely aligned with the school’s mission, vision, and academic program. The Applicant identified curriculum materials for core academic subjects and provided sufficient rationale for their alignment with both the proposed model and the NV Academic Content Standards. The Applicant included a comprehensive plan for integrating arts, health, PE, computer education, and technology courses. Instructional strategies are tailored to the anticipated student population and are designed to support differentiation and equitable access to instruction, particularly for students from underrepresented groups, including students with disabilities, English learners, and at-risk students. The Applicant provided layered assessment and observation systems to obtain data that will inform instruction and support.

The Promotion and Graduation Requirements subsection was rated as Meets the Standard. This subsection outlines promotion and retention policies for all grade levels to be served and reflects high expectations for student performance. The Applicant identified tools and processes that will be used to make promotion decisions, including the use of progress monitoring assessments such as NWEA MAP and classroom-based evaluations to assess student growth and mastery of grade-level standards. Additionally, the Applicant detailed a systematic intervention process for students below grade level or at risk of retention, including tiered supports through the Child Study Process, individualized learning plans, and collaboration with families, to ensure alignment of academic and behavioral supports. Opportunities

⁵ The Northern Nevada Wildflower Montessori proposal did not contemplate Distance Education or Dual Credit Partnerships. Therefore, the corresponding sections of the rubric were not scored.

for family collaboration are also noted, which emphasizes the school's commitment to partnering with families in addressing student needs.

The Driving for Results subsection was rated as Meets the Standard. This subsection outlines a thorough and data-informed academic performance that includes SMART goals and quarterly benchmarks aligned to the NV School Performance Framework and SPCSA expectations. The goals demonstrate a strong commitment to student achievement across all populations, including students with disabilities, English language learners, economically disadvantaged students, and students performing below or above grade level. Mission-specific goals complement, but do not replace, the SPCSA standards and are accompanied by valid, reliable, and objectively measurable indicators. The Applicant included an assessment plan which utilizes NWEA MAP and iReady, both of which are aligned to state content standards and the proposed curriculum. The Applicant used regional academic performance data to set benchmarks, and the plan includes a clear process for collecting and analyzing student, cohort, and school-level data over time. The Applicant described embedded support systems such as Professional Learning Communities, Child Study Teams, and family engagement structures as mechanisms to support students at risk of underperformance. This subsection identifies specific academic triggers for intervention and assigned responsibilities for implementing corrective action at multiple levels, including classroom, subgroup, and school-wide. The Applicant discussed that assessment data will not only be used to evaluate progress but will also inform instruction and drive decisions related to professional development and program adjustments.

The At-Risk Students and Special Populations subsection was rated as Approaches the Standard. This subsection provides a comprehensive and research-based plan for identifying and supporting at-risk students, including those with academic, behavioral, and socio-emotional needs. The proposed tiered intervention model is clearly outlined and provided types and frequency of instruction. The plan includes proactive communication with families, collaborative individualized support plans, and thoughtful integration of student and family engagement during the Child Study process. Identification and support strategies for special populations, including students with disabilities, English language learners, homeless students, and gifted students, are well-articulated. The application stated that students whose needs cannot be met by the school would be transferred to the local school district. This is not permissible for SPCSA-sponsored charter schools, which are required to serve all enrolled students in accordance with state and federal laws. In the clarifying responses and during the capacity interview, the Committee to Form acknowledged this law was out of date and affirmed their responsibility to provide services for all students with disabilities.

The Professional Development subsection was rated as Meets the Standard. This subsection presents a comprehensive professional development plan during the incubation year, with clear emphasis on alignment to the Montessori model and support for academic programs. The Applicant provided a description of ongoing professional development opportunities throughout the school year and focusing on instructional priorities and specialized components of Montessori education. There is a detailed description on the use of formal coaching model, which includes structured components such as pre-observation meetings, classroom observations, data analysis, goal setting, and implementation of action steps. The Applicant identified individuals and organizations responsible for delivering professional development, including third-party providers with demonstrated expertise in Montessori education. The school also leverages its connection to national and regional Montessori networks to further enhance educator development. In addition, bi-weekly Child Study Process sessions will be focused on IEP implementation, EL support, and intervention strategies aim to address diverse learner needs.

The School Culture subsection was rated as Meets the Standard. This subsection outlines a cohesive approach to cultivating a positive school climate aligned with the school's mission to develop capable, compassionate, and independent learners. The Applicant presented concrete strategies for establishing and maintaining a culture of high expectations for students, families, and staff, which includes culturally response and inclusive practices and the integration of socio-emotional learning throughout the year. The Applicant described a clear plan for norming social and cultural expectations at the start of each year, and for students who enroll mid year, which includes peer mentorship

and personalized support. Goals related to school culture are well-defined, aligned with other components of the educational program, and includes plans for ongoing monitoring and progress evaluation.

The Student Discipline subsection was rated as Meets the Standard. This subsection presents a student discipline policy that aligns with Nevada statutes and regulations while still tied to a Montessori-aligned philosophy that emphasizes restorative justice and socio-emotional learning to proactively address behavioral concerns. The Applicant’s approach minimizes exclusionary practices and includes clear procedures for suspensions, due process protections, and the rights of students with disabilities. The Applicant demonstrated a strong commitment for equity by outlining a plan to actively monitor discipline data for disproportionality and to ensure that vulnerable student populations are not adversely impacted.

The School Calendar and Schedule subsection was rated as Meets the Standard. This subsection presents a proposed calendar that meet or exceed applicable statutory and regulatory requirements. This subsection also presents a school-specific attendance and truancy policy, as well as an outline of proactive measures, such as immediate follow-up on student absences and intervention meetings, to address absenteeism.

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

3.3 RUBRIC CRITERIA

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

3.3.1 Transformational Change: Meets the Standard

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

3.3.2 Curriculum and Instructional Design: 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
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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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

3.3.4 Driving for Results: Meets the Standard

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

3.3.5 At-Risk Students and Special Populations: Approaches the Standard

Criteria	Meets the Standard?
At-Risk Students	
Provides a clear and research-based process for identifying at-risk students and their needs, including those with academic and behavioral needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Outlines the methods according to which the school will remediate academically underperforming students, including the system according to which the school will track progress, facilitate teacher collaboration, and the research supporting the school’s remediation strategy.	<input 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

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

3.3.6 Professional Development: Meets the Standard

Criteria	Meets the Standard?
Clearly describes professional development that will be offered during the incubation year to effectively support the academic program, including the topics to be covered and any specialized components of the educational model.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Provides a summary of professional development opportunities throughout the school year to effectively support the academic program, including topics and structures.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Explains teacher coaching plans that will effectively support teacher development, including responsible parties.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrates how professional development will support all teachers in meeting the needs of special populations including students with disabilities and English language learners.	<input 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

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

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

⁸ 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. ⁹	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Describes the proactive use of restorative justice practices, including prior to suspensions or expulsions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Clear designation of staff responsible for implementing the discipline plan, including maintenance of student records and data.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
A plan to ensure that certain student populations are not disproportionately impacted by discipline policies, including protection of the rights of students with disabilities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Goals for student behavior are clear and measurable. There is a plan, and designated personnel, for monitoring and reporting related to behavior goals as well as ongoing maintenance of discipline records.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

3.3.9 School Calendar and Schedule: Meets the Standard

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

⁹ [NRS 392.4655 to 392.472](#)

4 OPERATIONS PLAN

4.1 SECTION RATINGS

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

4.2 SUMMARY OF FINDINGS

Overall, the Operations Plan was rated as Meets the Standard. Eight 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 Meets the Standard. This subsection presents a well-defined governance structure with clear delineation of responsibilities between the school leadership and the governing board that supports effective oversight of school performance, operations, and finances. The plan to use governance committees further reinforce strong governance practices. The governing body meets statutory membership requirements and includes individuals with diverse and extensive expertise in education, finance, law, and human resources. During the capacity interview, the governing board members in attendance provided meaningful input that demonstrated their roles, expertise, and understanding of the Applicant’s mission and vision.

The Applicant discussed plans in place to ensure that the board reflects the community it serves and engages meaningfully with stakeholders to inform decision-making. A grievance process is included to support resolution of student and parent concerns. The Applicant also affirms there are no prohibited familial or supervisory relationships between the board and staff or CMO employees.

The Leadership Team subsection was rated as Meets the Standard. This subsection demonstrates that the Committee to Form possesses strong qualifications supported by empirical data related to student performance, particularly for students with diverse backgrounds, including students with disabilities and English language learners. Members also bring experience in recruiting, hiring, and developing effective staff. Although the school leader has not been selected at this time, the application outlines a clear recruitment plan and timeline aligned with the school’s mission and prioritizing experience with special populations. The proposed leadership structure is designed to support effective school management and assigns responsibilities across key operational and instructional areas. The Committee to Form presents a thorough plan for leadership coaching and evaluation, which includes data-driven benchmarks such as the NSPF, and emphasizes a shared leadership model that promotes staff engagement. During the capacity interview, the Committee to Form demonstrated a solid understanding of the Montessori model and their responsibilities as teacher leaders.

The Staffing Plan subsection was rated as Meets the Standard. This subsection outlines a staffing plan that is aligned with the school’s mission, vision, and academic program. It reflects reasonable student-teacher ratios and an understanding of the anticipated student population, including a strong commitment to serving special populations and the broader community. The proposed structure ensures sufficient capacity to support effective instruction, professional development, family engagement, and ongoing compliance with applicable policies and procedures.

The Human Resources subsection was rated as Meets the Standard. This subsection describes a mission-aligned recruitment plan with clear strategies to hire qualified teachers, leaders, and staff, with consideration of the anticipated student population. The Applicant provided a clear definition of the school's performance management and how it incorporates the Nevada Educator Performance Framework (NEPF). The Applicant outlined steps to address staff underperformance as well as leadership development.

The Student Recruitment and Enrollment subsection was rated as Meets the Standard. This subsection presents a thorough recruitment enrollment plan for Year 1 and subsequent years. It demonstrates realistic enrollment targets, timelines, staffing, and monitoring process to support meeting minimum enrollment benchmarks. The application also details a plan to maintain communication with interested families and convert interest to enrollment. The application includes outreach strategies and reflects an understanding of the community to be served. It outlines specific actions to ensure equitable access for educationally disadvantaged students, aligned with the SPCSA's Academic and Demographic Needs Assessment. The application describes a priority preference for its lottery system, which includes children of the Applicant's governing board, followed by the children of the Applicant's employees, and then siblings of currently enrolled students. The application also mentioned utilizing a weighted lottery to prioritize educationally disadvantaged student groups, including students with IEP, English language learners, and economically disadvantaged students. However, there is no defined plan on how the school will prioritize between board and staff children and the student population it intends to serve.

The Incubation Year Development subsection was rated as Meets the Standard. This subsection provides a comprehensive plan that includes key milestones, concrete actions, and designated accountability to ensure the school is prepared for a successful launch. The application details activities necessary to ensure that program-specific components, operational systems, and SPCSA Pre-Opening requirements will be fully in place by the first day of school. The Applicant outlined responsibilities assigned to specific individuals, including Year 0 staff and CMO representatives tasked with leading and supporting critical initiatives, and identified the funding source of their compensation.

The Services subsection was rated as Meets the Standard. This subsection outlines logical and comprehensive strategies for delivering essential and program-specific and non-academic services. The plan includes determining a contractor for food services that will enable the school to provide meals to all students during the Applicant's incubation year. The Applicant aims to ensure that any stigma attached to free and reduced lunch is removed. Additionally, while the Applicant plans to contract with a cleaning company, it will also provide opportunities for staff, students, and families to work together in maintaining the cleanliness of the learning environment, in alignment with the Montessori principles of maintaining their learning environment. The Applicant plans to contract with a provider for nursing services and will ensure compliance with student health requirements. A school safety plan aligned with regulations was also presented, which includes visitor protocols, emergency drills, and coordination with local emergency responders.

The Facilities subsection was rated as Meets the Standard. This subsection provides the school's facility plans that are reasonable and aligned with the needs of the projected student population and the proposed academic program, including ensuring that the secured facility is located within or is accessible to its targeted diverse neighborhoods. The Applicant's identified specification for its potential facility includes a specialized space for targeted interventions for special populations and, during its expansion year, outdoor space to support the nature-based learning component of the Montessori model. The Committee to Form presented a realistic timeline for securing a facility and demonstrated the capacity to manage key aspects of the facility selection, including a selecting a facility development partner, detailed budgets for lease and facilities, and schedules for regulatory inspections.

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: 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?
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
Capacity Interview Criteria:	
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
For schools contracting with an EMO or CMO, the governing board demonstrates an understanding of their role in overseeing the EMO/CMO and holding the EMO/CMO accountable for delivering results. *	<input checked="" type="checkbox"/> Yes <input 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"> • leadership role at a high-performing and/or high growth school, • experience establishing a high-performing culture with students and staff, and • responsibility for significant student achievement gains with demographics similar to the proposed school. 	<input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Structure of the school leadership team will allow for effective management of the school and staff and demonstrates appropriate assignment of management roles and distribution of responsibilities for instructional leadership, curriculum, personnel, budgeting, financial management, special education and EL programming, legal compliance, state reporting, external relations, and any unique, school-specific staffing needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School leadership team job descriptions or resumes identify qualifications and competencies of the administration that align with the school's mission and program and demonstrate capacity to successfully manage the school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Comprehensive plan for coaching, support, and evaluation of school leadership. The board articulates a clear, ambitious, data-driven set of standards and criteria that the school leader must satisfy to keep the school on track to achieve its vision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Capacity Interview Criteria:	
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
If members of the school leadership team have been identified, they demonstrate the ability to work together to solve problems. This includes seeing opportunities in challenges and an openness to multiple perspectives and strategies that support the school and its students and families. *	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
If members of the school leadership team have been identified, they demonstrate 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
If members of the school leadership team have been identified, they demonstrate that they believe that all students can achieve their full potential. *	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

4.3.3 Staffing Plan: Meets the Standard

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

4.3.4 Human Resources: Meets the Standard

Criteria	Meets the Standard?
Articulates recruitment and hiring processes and strategies likely to result in the hiring of high-quality teachers, leaders, and staff reflective of the student body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Describes a feasible compensation structure and rewards/incentives that are likely to attract and retain high-performing teachers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Essential recruitment, hiring, and dismissal functions and processes, such as background checks, payroll, benefits, and employee relations, are clearly described and responsible parties are identified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

School performance management system is likely to retain and promote talented staff, allows for re-structuring and removal of staff as needed, creates opportunities for leadership development, and sets clear expectations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School performance management system identifies low-performing teacher or leader performance, provides plans, support, and training for improvement, and provides the steps the school leadership will take in instances of persistent low-performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

4.3.5 Student Recruitment and Enrollment: Meets the Standard

Criteria	Meets the Standard?
Recruitment and enrollment plan for year 1 and subsequent years <ul style="list-style-type: none"> Leverages proactive, grassroots strategies such as door-to-door visits, open houses, and forums, and community conversations over the internet, social media, or other passive tactics which disproportionately benefit more advantaged populations. Includes specific plans to ensure equal access to interested families including families in poverty, students zoned to attend 1- and 2-star schools, students with disabilities, EL students, and other at-risk students as defined in the SPCSA's Academic and Demographic Needs Assessment. Demonstrates an understanding of the identified community. Is likely to allow the school to enroll a representative student population based on surrounding zoned schools or a mission-specific educationally disadvantaged population. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Recruitment and enrollment plan for year 1 and subsequent years includes realistic and appropriate targets, timelines, staff capacity, and monitoring plan to provide confidence that the school will meet its minimum enrollment. <i>Note, the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year¹⁰.</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 ¹¹ , application and enrollment timelines ¹² , lotteries ¹³ , weighted lotteries ¹⁴ , enrollment preferences ¹⁵ , and backfilling vacant seats when students withdraw.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The planned enrollment numbers for years 1 through 6, including annual growth, is reasonable and supported by a clear rationale.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The recruitment and enrollment plan as well as planned enrollment numbers for year 1 and subsequent years are aligned with the staffing plan and budget, including projected recruitment expenses.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrated interest from parents of students in the appropriate grade level to enroll in year 1 and originating in the identified communities or zip codes to be served (approximately 30% of year 1 enrollment). Demand should be demonstrated through meeting sign in sheets or intent to enroll forms that capture, at minimum, parent name, student grade levels, and zip code of residence.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Proactive and detailed plan for maintaining engagement with parents of prospective students who have already demonstrated interest and converting interest into actual applications for enrollment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

4.3.6 Incubation Year Development: Meets the Standard

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"> Includes necessary activities/milestones to ensure that any program-specific components will be ready to begin on the first day of school. Includes necessary activities/milestones to ensure the school will be operationally ready to open. Includes necessary activities/milestones to ensure that the SPCSA Pre-Opening Requirements will be met. <i>Note it is not necessary to duplicate every SPCSA pre-opening requirement into your incubation year plan. Instead, focus on the activities that will ensure success and the major milestones that must be met.</i> Clearly identifies the individuals responsible for leading year 0 initiatives and meeting year 0 milestones. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If a third party (including an CMO/EMO) will implement portions of the Year 0 plan, these actions should align to the contract or additional documentation presented later in the application.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

¹⁰ [NRS 388A.417](#)

¹¹ [NRS 388A.450](#)

¹² [NRS 388A.453\(7\)](#)

¹³ [NRS 388A.453\(5\)](#)

¹⁴ [NAC 388A.536](#)

¹⁵ [NRS 388A.456](#)

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

<ul style="list-style-type: none"> • A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school. • A clear, time bound plan to engage with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division. • Assurance that the proposed location will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). Charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation 30 days before the first day of school. 	
<p>Demonstrated capacity to manage facility selection, leasing, acquisition, development, renovation, and management, as applicable. If Committee to Form or CMO has identified a facility development partner, Committee to Form or CMO has thorough plans for managing the partner relationship and ensuring that the partner meets expectations.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Plans for facility maintenance will ensure that the facility provides a safe and clean learning environment for students.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

5 FINANCIAL PLAN

5.1 SECTION RATINGS

Financial Plan	Meets the Standard
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5.2 SUMMARY OF FINDINGS

The Financial Plan section was rated as Meets the Standard. The Committee to Form demonstrated a clear intention to contract a qualified financial manager through a Request for Proposal (RFP) process, ensuring the individual selected has the expertise to provide accurate and timely financial information to support effective decision-making. Budget documents show a commitment to protecting mission-critical expenses in the event of budget cuts and maintaining overall financial viability, with no indication of potential insolvency. The Committee also presented evidence that the Wildflower Foundation CMO has committed \$1,000,000 in startup funds specifically for Northern Nevada Wildflower Montessori. In response to clarifying questions, the Committee of Form made necessary corrections to the budget workbook, including adjustments related to PERS contributions, and clarified the role of anticipated CSP grant funding. These responses provided greater detail on how CSP funds will support school startup and help offset the small budget margins. 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

6.1 SECTION RATINGS

Addendum	Meets the Standard
Past Performance	Approaches the Standard
Scale Strategy	Meets the Standard
Network Capacity	Meets the Standard
School Management Contract	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 four subsections were determined to Meet the Standard as articulated in the new charter application evaluation rubric.

The Past Performance subsection was rated as Approaches the Standard. The proposed CMO demonstrated that both the CMO and affiliated schools have had no significant audit findings within the last three years. The academic performance data of schools affiliated with the CMO was unclear as to whether those schools' performance would equate to a 4- or 5-star performance on the Nevada School Performance Framework (NSPF). Many of the schools in the Wildflower portfolio had so few students that often data wasn't publicly reported and this made it difficult to definitively determine that the schools that are part of the Wildflower portfolio would equate to a 4- or 5-star performance on the NSPF.

The Scale Strategy subsection was rated as Meets the Standard. The CMO's plans for sourcing and training potential school leaders, including qualifications and competencies, was aligned with the mission and programs outlined in the application. In addition, during the capacity interview, the CMO indicated that they specifically selected Reno as one of the expansion locations due to the commitment and readiness of the committee to form.

The Network Capacity subsection was rated as Meets the Standard. In the application, the CMO demonstrated sufficient infrastructure and staff capacity to support the proposed network of schools, including shared services and the costs associated with them and during the capacity interview the CMO discussed support that they provide to the schools in their network.

The School Management Contract subsection was rated as Meets the Standard. Throughout the application, the Committee to Form demonstrated capacity and commitment of the governing board to oversee the CMO effectively. During the capacity interview, the Committee to Form also discussed metrics for their relationship and contract with the CMO and demonstrated an understanding that the CMO would be accountable to the Board of Directors.

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: Approaches 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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> No <input checked="" type="checkbox"/> N/A

6.3.2 Scale Strategy: Meets 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: Meets 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p>Demonstrates capacity and commitment of the governing board to oversee the CMO/EMO effectively:</p> <ul style="list-style-type: none"> • Plan for board to monitor/evaluate the CMO/EMO’s performance. • Appropriate internal controls guide the relationship. • Describes how the governing board will ensure fulfillment of performance expectations. • 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) ¹⁶. Any real or perceived conflict is disclosed and adequately addressed. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>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 roles¹⁷. 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.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
<p>Clearly defined contract terms¹⁸ including the following:</p> <ul style="list-style-type: none"> • The duration of the proposed contract, • 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, • 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, • 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 • Any renewal or termination provisions. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>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 provided¹⁹.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Complies with Nevada laws and regulations²⁰ regarding contracts between charter schools and contractors, including EMOs and CMOs, including but not limited to:</p> <ul style="list-style-type: none"> • Contract with CMO/EMO is subordinate to the charter contract, • Initial contract term is no more than two years, • 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 • Contract with CMO/EMO does not include any automatic renewal terms. • 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. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

¹⁶ [NAC 388A.525\(2\)](#)

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

¹⁸ [NRS 388A.246\(36\)](#)

¹⁹ [NRS 388A.393](#)

²⁰ [NRS 388A.393](#) and [NAC 388A.580](#)

7 APPLICATION PROCESS DETAILS

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/. 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 Northern Nevada Wildflower Montessori charter school application.

- January 29, 2025 – Northern Nevada Wildflower Montessori Notice of Intent is received
- April 28, 2025 – Northern Nevada Wildflower Montessori Application is received
- May 13, 2025 – Memo sent to Washoe County School District soliciting input²¹
- June 25, 2025 – Clarifying Questions sent to applicant; responses received within 4 business days
- July 9, 2025 – Northern Nevada Wildflower Montessori Capacity Interview is conducted
- August 1, 2025 – Input provided by Washoe 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 Northern Nevada Wildflower Montessori was conducted on July 9, 2025 and lasted approximately 120-minutes. All identified members of the Committee to Form attended the interview. Additionally, a representative from Wildflower Montessori, the proposed CMO, also attended the capacity interview. Questions during the capacity interview focused primarily on these areas:

- Targeted Plan
- Parent and Community Involvement
- Transformational Change
- Curriculum and Instructional Design
- At-Risk Students and Special Populations
- Student Recruitment and Enrollment
- Past Performance
- Scale Strategy

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.

²¹ Pursuant to NRS 388A.249, the SPCSA solicited input from the Clark County School District regarding this application. NRS 388A.249(2)(a) requires that "[t]he proposed sponsor of a charter school shall, in reviewing an application to form a charter school...If the proposed sponsor is not the board of trustees of a school district, solicit input from the board of trustees of the school district in which the proposed charter school will be located."

Lastly, the capacity interview included a scenario-based question that probed the Committee to Form’s capacity to respond to a situation where end-of-year data showed that students did not meet goals for proficiency and growth. This hypothetical data also indicated that students identified as English Learners and students with disabilities were performing below the school-wide average.

APPENDIX A

THE CHARTER SCHOOL APPLICATION “NOTICE OF INTENT”

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

THE SPCSA’S PROPOSED CHARTER SCHOOL APPLICATION WINDOW

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

Part of the intent behind the change to NAC 388A.260(1), and the move from two annual application windows to a single application window in April of each year, was to allow sufficient time to ensure that a newly approved charter school opens successfully. That is, upon receipt of a new charter school application in April, the SPCSA’s review process (as described in greater detail below), typically takes four to eight months – meaning that a new charter school application that is received in April will be approved or denied by the SPCSA in August or December. This timeline allows a newly approved charter school nine to 12 months to successfully execute the charter school’s incubation year plan and ensures 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.²²

²² 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/

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).