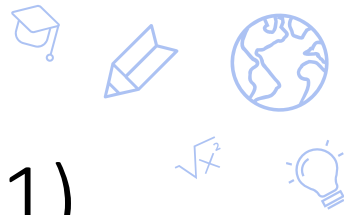


Annual Charter Application Training

07/31/26

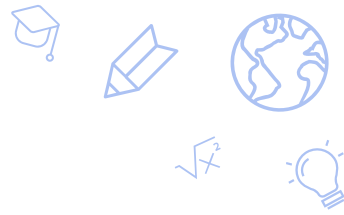
NRS 388A.155(2)



Required Training Board Members (AB419 from 2021)

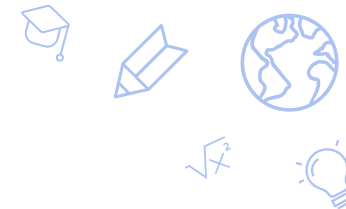
Sec. 4. *Each member of the State Public Charter School Authority must complete training:*

- 1. At the time the member is appointed to the State Public Charter School Authority, on the responsibilities of the member and any framework used by the State Public Charter School Authority in performing its duties; and*
- 2. Each year, on the evaluation of applications to form charter schools and the governance of charter schools.*



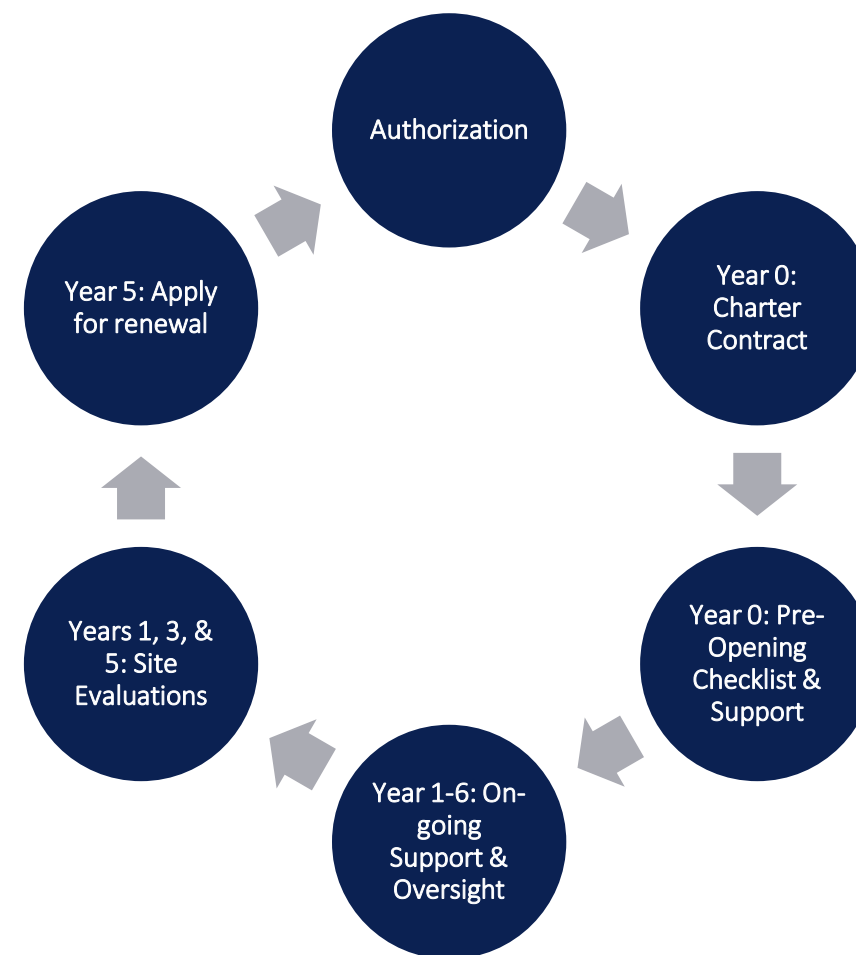
Core Responsibilities of the Authority

- Evaluating, approving, and declining applications to form a charter school
- Entering into contracts with charter schools
- Monitoring the performance and compliance of each charter school
- Determining whether a charter contract should be renewed
- Determining whether a charter contract should be terminated
- Determining whether to approve or deny a request to amend a charter contract (ex., expansion, relocation, etc.)
- Conducting site evaluations



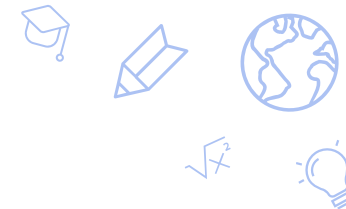
Charter School Lifecycle

- ▶ Charters granted for 6-year terms
- ▶ Renewal applications due in summer of Year 5 to ensure continuity of program and school
- ▶ Ongoing charter, state, and federal compliance measures
- ▶ Continuous support from SPCSA's School Support Team
- ▶ Oversight from SPCSA's Authorizing Team
- ▶ Site Evaluations (Typically Years 1,3,& 5)

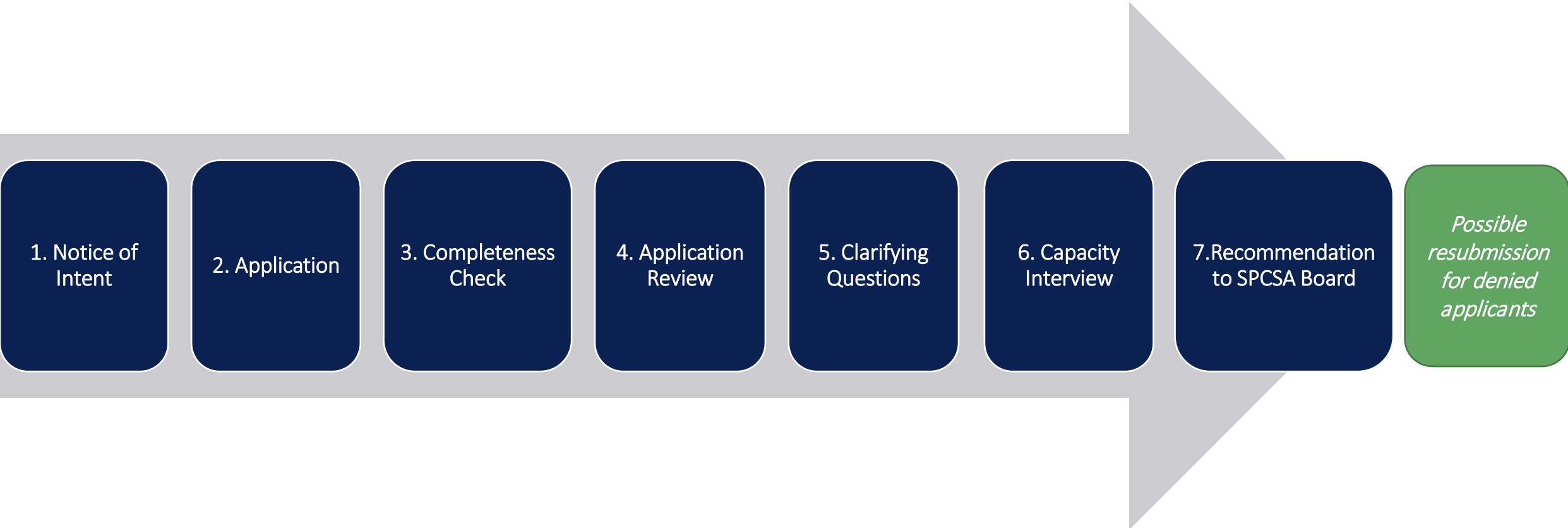


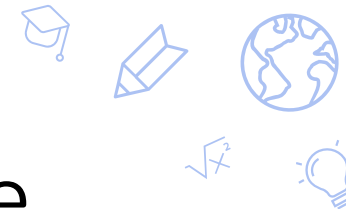
Application Process



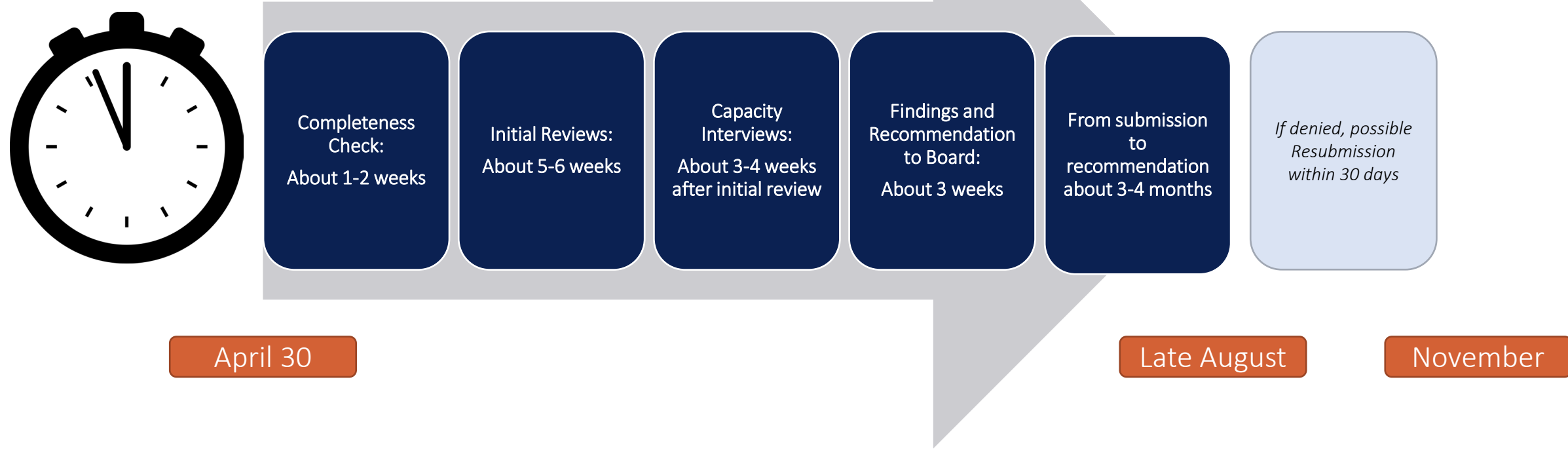


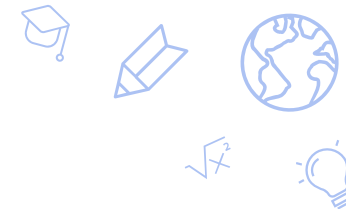
APPLICATION PROCESS





APPLICATION PROCESS – Approximate Timeline





Application Overview

Cover Sheet	Meeting the Need	Academic Plan	Operations Plan	Financial Plan	Addendum*
• General Information • Applicant Team Information • Pending Applications & Schools • Planned Enrollment • Proposed Location • CMOs and EMOs* • Application Preparation • Applicant Certification	• Missing and Vision • Targeted Plan • Parent & Community Involvement	• Transformational Change • Curriculum & Instructional Design • Promotion & Graduation Requirements • Driving for Results • At Risk Students & Special Populations • Professional Development • School Culture • Student Discipline • School Calendar & Schedule • Dual Credit Partnerships^ • Programs of Distance Education~	• Board Governance • Leadership Team • Staffing Plan • Human Resources • Student Recruitment & Enrollment • Incubation Year Development • Services • Facilities	• Narrative • Budget	• Past Performance* • Scale Strategy* • Network Capacity* • School Management Contracts* • CMOs Applying for Sponsorship Directly**

*Required for Committee to Form Applicants that propose to contract with a CMO or EMO, or CMO Applicants

**Required for CMO Applicants

^Required for applicants proposing a high school program

~Required for applicants proposing to offer distance education

Application Evaluation



Charter School Evaluation Rubric

Rubric Details

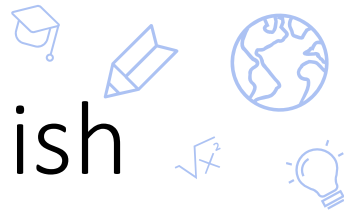


The Evaluation Rubric is used by application evaluators and is completed individually by each evaluator. The Evaluation Rubric contains criteria for each section of the proposal. When evaluating an application, evaluators rate and provide a narrative analysis of each application section (Meeting the Need, Academic Plan, Operations Plan, Financial Plan, and Addendum). Within each section and subsection, specific criteria define the expectations for a response that “Meets the Standard”.

Rating	Characteristics
Meets the Standard (MS)	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 (AS)	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 (DNMS)	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.

An applicant must “Meet the Standard” in applicable sections of the application (Meeting the Need, Academic Plan, Operations Plan, Finance Plan, and Addendum) 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.

Proposed charter schools must aim to accomplish at least one of the following ([NRS 388A.246](#))



- Improve the learning of pupils and, by extension, improve the system of public education
- Increase the opportunities for learning and access to quality education by pupils
- Encourage the use of different and innovative teaching methods
- Establish appropriate measures for and assessments of the learning achieved by pupils who are enrolled in charter schools
- Provide a more thorough and efficient system of accountability of the results achieved in public education in this state
- Create new professional opportunities for teachers and other educational personnel, including, without limitation, the opportunity to increase the accessibility and responsibility of teachers and other educational personnel for the program of learning offered

Demographic and Academic Needs Assessment



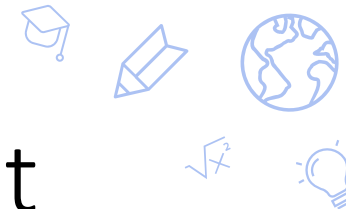
The SPCSA Academic and Demographic Needs Assessment defines these three needs:

Demographics

Applicants meeting this need will propose a school model 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.

- Students qualifying for free or reduced-price lunch (FRL)
- English Language Learners (ELLs)
- Students with disabilities (those with an Individual Education Program, or IEP)
- Students in foster care
- Students experiencing homelessness

Successful applicants will demonstrate the **capacity to support these student groups in making rapid academic growth and achieving academic performance above the state average**. Applicants intending to enroll and serve student groups that have historically underperformed can be most impactful when they **alleviate barriers to access**. Examples include, but are not limited to, providing meals through the National School Lunch Program (NSLP), providing student transportation, proactively translating communications to relevant languages, and offering robust social work and counseling services.



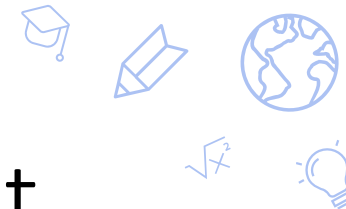
Demographic and Academic Needs Assessment

Academic: Geographies with Consistently Underperforming Schools

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 defined as schools that:

- Received a 1- or 2-star NSPF rating in the two most recent NSPF ratings.

Successful applicants will demonstrate the capacity to effectively meet the needs of students who will transfer from consistently underperforming schools to drive rapid academic growth and achieve academic performance above the state average.

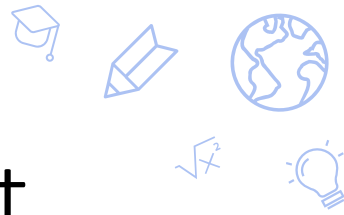


Demographic and Academic Needs Assessment

Academic: Students At Risk of Dropping Out

Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, community input, and thorough research and analysis to enroll and prevent at-risk students from dropping out of school and put them on track for successful high school completion with concrete post-secondary plans toward economic success. Models may include, but are not limited to, programs designed for student groups that are most at risk of dropping out or credit-deficient students to get back on track to graduate.

Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency, as well as plans to enable students to successfully meet these milestones. Charter schools aimed at enrolling and preventing at-risk students from dropping out of school can be most impactful when they offer a unique academic experience for students and/or are closely aligned to Nevada's priorities for workforce and economic development.



Demographic and Academic Needs Assessment

Fulfilling and or proposing to meet at least one of these needs is more than just checking a box or stating an intent to do so within an application.

Successful applicants will:

- Demonstrate a **commitment** to serve one of the populations identified on the previous slide and/or propose to locate within a geography that has 1- and 2-star schools.

AND

- Demonstrate the **capacity** to serve that population well through a model that is appropriately designed to ensure the students can be successful.

Alignment to Academic and Demographic Needs Assessment



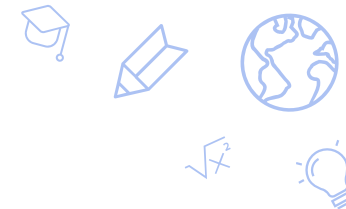
Applicant does not meet either an academic need or a demographic need. Applicant may need to revise their academic plan or pick a new location in order to qualify for a recommendation - even if their application otherwise meets the standards set forth by the SPCSA in its application rubric.	Applicant meets one or more academic needs OR one or more demographic needs. Applicant may be recommended for approval by SPCSA staff contingent upon the details of their application and may be subject to additional contract conditions, so long as their application otherwise meets the standard set forth by the SPCSA in its application rubric.	Applicant meets one or more academic needs AND one or more demographic needs. Applicant will likely be recommended for approval by SPCSA staff so long as their application otherwise meets the standards set forth by the SPCSA in its application rubric.
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Likelihood applicant is approved

Governance





NRS 388(A).246 (20) and (25)

- Requires that as part of the charter school application, each applicant propose bylaws for the governing body, which must include a description of how the charter school will be governed, any governance training that will be provided to the governing body, and a code of ethics for members and employees of the governing body.
- Requires that as part of the charter school application, each applicant provide opportunities and expectations for involving the parents of pupils enrolled in the charter school in the operation of the charter school, including, how the charter school will solicit input concerning the governance of the charter school from such parents.

Committee to Form Requirements ([NRS 388A.240](#))



A Committee to Form (CTF) MUST consist of:

- One member who is a teacher or other person licensed pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing
- One member who:
 - Satisfies the qualifications of paragraph (a) OR
 - Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing
- One parent or legal guardian who is not a teacher or employee of the proposed charter school
- Two members who possess knowledge and expertise in one of the following areas:
 - Accounting, Financial Services, Law, or Human Resources

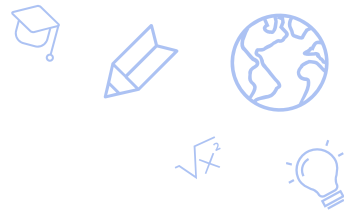
A Committee to Form MAY additionally include not more than four additional members:

- Members of the general public
- Representatives of nonprofit organizations and businesses
- Representatives of a college or university within the Nevada System of Higher Education (NSHE)

A Committee to Form CANNOT include:

- A potential contractor of the proposed charter school
- A potential lessor of a facility that the proposed school may lease
- A representative of an Education Management Organization with which the proposed charter school may contract
- A person related by blood or marriage to a person described in the previous three bullets.

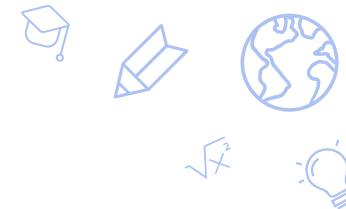
A majority of individuals on the Committee to Form must be residents of Nevada at the time that the application is submitted.



NRS 388A.224

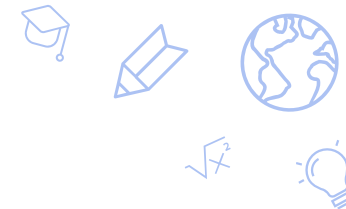
The SPCSA must establish standards and provide training regarding those standards before the school opens and every three years after that. The SPCSA must also develop a list of approved organizations that may provide similar training.

Governance Standards, Training, and Approved Providers



The New Charter School Landscape

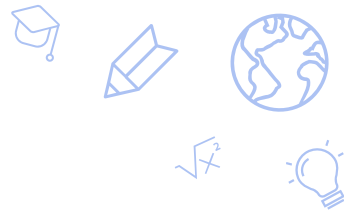
- Opening a new charter school has become significantly more challenging each year post-COVID, mainly due to challenges identifying a facility and opening at planned enrollment.
- Facilities are often difficult to identify, expensive to acquire or lease, and complex to code and permit. In many cases, schools face unfavorable lease terms or above-market costs that can significantly impact long-term financial sustainability.
- Enrollment remains a significant challenge amid declining statewide student enrollment.



Historical Enrollment Data

School Year	Initial Approved Enrollment	Enrollment in October
2025-26	280*	175
2025-26	272*	203
2025-26	113*	83
2024-25	200*	121
2024-25	300	318
2023-24	200*	83
2023-24	648*	170
2022-23	240*	144
2022-23	351*	114
2022-23	224	205
2022-23	180*	80
2022-23	110*	62
2021-22	570	576
2021-22	325*	112

**Requested amendment to reduce enrollment.*



The New Charter School Landscape

The Fundamental Questions:

- Will the academic program be a success?
- Will the school be an effective and accountable organization?
- Will the school be fiscally sound?
- Does the Committee to Form/CMO have the necessary capacity to implement the proposed plan effectively and establish a high-quality charter school?