

New Charter School Application Report and Recommendation

August 27, 2026



Legal Prep Charter Academy

GENERAL INFORMATION

Proposed School Name	Legal Prep Charter Academy
Proposed CMO	Legal Prep Academies
Proposed Mission and Vision	Legal Prep’s mission is to prepare students from historically underserved communities to succeed in college, career, and civic life by ensuring they achieve strong academic growth, meet college readiness benchmarks, and graduate prepared for postsecondary success. This is accomplished through a rigorous, law-themed curriculum and a culture of high expectations that develops critical thinking, communication, and leadership skills. Legal Prep envisions a school where all students, including those who are economically disadvantaged, English learners, and students with disabilities, graduate with the academic foundation, professional skills, and sense of purpose to thrive in four-year colleges and universities, pursue meaningful careers, and contribute as informed, ethical leaders in their communities. Through sustained exposure to real-world learning and professional environments, students develop the ability to analyze complex problems, advocate effectively, and navigate pathways to long-term economic and civic success.
Proposed Grade Configuration	Opening: 6 th and 9 th Full Scale: 6 th – 12 th
Proposed Opening	August 2027
Proposed Location	Clark County; 2525 Emerson Avenue Las Vegas, NV 89121
Proposed Zip Codes to be Served	89121, 89119, 89120, 89169

PLANNED ENROLLMENT

	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
6	50	50	50	50	50	50
7		50	50	50	50	50
8			50	50	50	50
9	90	90	90	120	120	120
10		90	90	90	120	120
11			90	90	90	120
12				90	90	90
Total	140	280	420	540	570	600

CONTENTS

1	Overview and Recommendation	3
2	Meeting the Need	6
3	Academic Plan	9
4	Operations Plan	15
5	Financial Plan	22
6	Addendum	24
7	Application Process Details	28
	Appendix A	30

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 Legal Prep Charter Academy charter school application.

1.2 PROPOSED MOTION

Proposed motion: *Approve the Legal Prep Charter Academy application as submitted during the 2026 Application Cycle, with the conditions as permitted by NAC 388A.410 and as outlined below, based on a finding that the applicant has met the requirements contained in NRS 388A.249(3) in that the applicant has demonstrated competence in accordance with*

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.

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

- 1. By November 1, 2026, establish a board in full compliance with the requirements of NRS 388A.320.*
- 2. By November 1, 2026, provide an updated Financial Plan Workbook reflecting the receipt of the Charter School Program (CSP) grant, if awarded. The updated workbook must include the final, confirmed grant award amount. If the grant is not awarded, provide an updated Financial Plan Workbook that includes only confirmed sources of revenue and demonstrates that the school is able to remain fiscally solvent throughout the charter term.*
- 3. By January 1, 2027, provide evidence that the board has approved a Charter Management Organization (CMO) contract that outlines the specific roles and responsibilities of all parties during the incubation year and the first year of operation. This contract must be in compliance with all relevant Nevada laws and regulations.*
- 4. By June 1, 2027, submit a fully executed lease for a facility that will meet the needs of the school for the 2027 – 2028 school year to serve the 89121, 89119, 89120, and 89169 zip codes.*
- 5. At the conclusion of the New School Enrollment audit in June 2027, provide evidence that Legal Prep Charter Academy has at least 68 students enrolled for the 2027 – 2028 school year.*
- 6. By June 8, 2027, submit a board-approved Final Budget that includes revenue based on the fully enrolled student count at the time of board approval and accurately incorporates expenses for the identified facility.*
- 7. Upon approval of any additional grants or the receipt of any additional funding sources, provide an updated Financial Plan Workbook to SPCSA staff.*
- 8. Complete the SPCSA pre-opening process for new charter schools, which includes meeting document submission deadlines as required by SPCSA staff, participating in required trainings, and attending monthly meetings.*

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

1.3 SUMMARY OF APPLICATION SECTION RATINGS

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

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
Dual Credit Partnerships	Meets the Standard
Operations Plan	Meets the Standard
Board Governance	Approaches the Standard
Leadership Team	Approaches 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	Meets the Standard
Scale Strategy	Meets the Standard
Network Capacity	Meets the Standard
School Management Contract	Approaches the Standard

³ The Legal Prep Charter Academy proposal did not contemplate Distance Education. Therefore, the corresponding section of the rubric was 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. In the written application, the Applicant described a clear, measurable, and compelling mission statement that explained the role of the school in meeting the needs of the community and intended student population. Additionally, the mission and vision are reflected throughout the whole application and was also evident during the capacity interview. Legal Prep’s vision focuses on preparing students not just for college, but for long-term success in their careers and communities. It aims to equip students with the academic grounding, professional skills, and sense of purpose needed to become college and career ready and pursue futures in law, leadership, and civic engagement.

The Targeted Plan subsection was rated as Meets the Standard. The application provided demographic and academic data for the target zip codes, clearly showing underserved populations and low-performing neighborhood schools. It demonstrated a strong need for a high-quality alternative and outlines a law-themed, academically rigorous model designed to accelerate learning and provide structured supports. The proposal aligned with the SPCSA Academic and Demographic Needs Assessment priorities and positioned its career-connected law model as a way to boost engagement and close opportunity gaps.

The Parent and Community Involvement subsection was rated as Meets the Standard. The application showed strong connections to the local community through school visits, events, student demonstrations, surveys, and early parent interest. It highlighted intentional engagement strategies, including lesson demonstrations at Nevada Rise by the proposed school leader and the Legal Prep Academy team. Clear systems for inclusive, multilingual parent communication further reinforced the school’s commitment to collaborative community involvement. During the capacity interview, the proposed board identified key supporters, partners, and resources that are directly tied to the stated outcomes of the school, which included community partners that are located in the identified zip codes.

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.	☒ Yes ☐ No
Vision describes success (beyond graduation) for students if the school fulfills its mission.	☒ Yes

	☐ 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.	☒ Yes ☒ No
School's plan, in alignment with the mission and vision, satisfies at least one statutory purpose: - 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
Clear, comprehensive explanation of how the proposed model meets identified community needs.	☒ Yes ☐ 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: 1. 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 credibly 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: - 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. 2a. 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 credibly 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: - Received a 1- or 2-star NSPF rating in the two most recent NSPF ratings. 2b. 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. <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>	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
Adheres to state laws regarding parent and family volunteers, ensuring that there are no volunteering requirements as a condition of enrollment.	☒ Yes ☐ 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.	☒ Yes ☐ 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
Dual Credit Partnerships	Meets the Standard

3.2 SUMMARY OF FINDINGS

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

The Transformational Change subsection was rated as Meets the Standard. The application was compelling and provided a well-articulated theory of change. The academic model proposes to combine rigorous, college-aligned instruction with targeted supports to accelerate growth, especially for students below grade level, using a distinctive law-themed framework. The curriculum integrated legal reasoning, argumentation, civic analysis, and leadership development, which the applicant hopes will ensure students build both strong academic skills and real-world competencies. Legal Prep demonstrated that key features, including the law-themed aspects, will be implemented in a coherent and cohesive manner that will drive towards meeting the proposed mission and vision.

The Curriculum and Instructional Design subsection was rated as Meets the Standard. The applicant presented a clear and coherent instructional model grounded in rigorous, standards-aligned instruction, structured classroom systems using the Legal Prep Classroom model. Additionally, the applicant identified curricula for core academic subjects that demonstrated alignment to the Nevada Academic Content standards including, but not limited to, Savvas myPerspective for English Language Arts (ELA) and Savvas Envision for math. During the capacity interview the applicant described a strong instructional focus which included close reading, argumentation, and a law-themed discourse that demonstrated instructional strategies that were well-suited to the identified student population.

The Promotion and Graduation Requirements subsection was rated as Meets the Standard. In the application narrative, the applicant described clear middle and high school promotion criteria that were tied to core subjects. The high school provides for a comprehensive credit system that aligned to the Nevada graduation requirements. The applicant also provided a clear monitoring system through advisory systems, data cycles, and mandatory office hours. Additionally, the applicant clearly articulated the structures that would be put in place to support students at risk of dropping out and provided evidence from Legal Prep in Chicago demonstrating that these systems have been effectively implemented to support student progress.

The Driving for Results subsection was rated as Meets the Standard. The applicant included academic goals that were expressed in SMART terms and were mission specific. The application narrative included strategies for corrective action

⁵ The Legal Prep Charter Academy proposal did not contemplate Distance Education. Therefore, the corresponding section of the rubric was not scored.

at classroom, cohort, subgroup, and school levels which revolved around reteaching, pacing adjustments, targeted professional development, and leadership oversight. The organizational and financial goals were aligned with SPCSA requirements and were focused on attendance, student retention, and fiscal sustainability. During the capacity interview, the applicant expanded on the narrative and provided examples of these strategies from the Chicago school that aligned with both the application narrative and ensured the school would maintain alignment with the law-themed aspects that were not as clear in the written narrative.

The At-Risk Students and Special Populations subsection was rated as Approaches the Standard. The applicant provided MTSS framework including Tier 1 core instruction, Tier 2 small-group interventions, and Tier 3 individualized supports that aligned with the overall school model. Additionally, the applicant demonstrated response to early signs of behavioral and/or social emotional needs will be met with positive interventions and restorative justice practices. However, there was some lack of clarity regarding how the law-themed model would equitably serve students with disabilities and English Language Learners. Specifically, the enhanced graduation requirements, including the law sequence and capstone experiences, did not sufficiently demonstrate how the school would ensure these requirements do not create barriers to student access or completion. While the applicant demonstrated a clear understanding of Nevada and federal requirements and provided evidence that the Chicago school has experience serving students with diverse needs, the review team needed additional Nevada-specific evidence demonstrating how the proposed model would be implemented to ensure equitable access and outcomes for all students.

The Professional Development subsection was rated as Meets the Standard. The Legal Prep application presents a unique model that will require teachers to develop specific skills and competencies that they may not have attained prior to applying to work at the school. The review team had concerns regarding how the school would ensure staff alignment with the school's mission and vision and provide the training and support necessary to implement the model effectively. During the capacity interview, both the proposed board and members of the Legal Prep Academies staff provided additional clarity regarding the training staff would receive prior to the start of each school year and the ongoing support they would receive throughout the school year. Specifically, the applicant described training focused on culture norms, curriculum, MTSS implementation, assessment systems, and the Legal Prep Classroom model, along with ongoing weekly coaching and observation cycles with clear feedback structures. These structures provided evidence that the school has a defined approach to preparing and supporting staff to implement the model and maintain alignment with its mission and vision.

The School Culture subsection was rated as Meets the Standard. Both the application narrative and the capacity interview provided evidence that there would be a mission-aligned culture system, particularly around identity, leadership, and responsibility. Additionally, the applicant was able to describe a concrete plan for norming social/cultural expectations at the start of each year as well as for students who enter mid-year. Finally, the dress code and uniform policy was age-appropriate and did not create barriers for economically disadvantaged students.

The Student Discipline subsection was rated as Meets the Standard. The applicant provided a clear, legally compliant, discipline policy that aligned with the restorative justice practices described throughout the application narrative. The responsibilities were clearly assigned between the Dean of Students, restorative staff, and teachers. Additionally, the school will rely on social and emotional supports in addition to the restorative justice practices. During the capacity interview, the Legal Prep Academy staff provided additional examples of these practices in action at the Chicago school.

The School Calendar and Schedule subsection was rated as Meets the Standard. The applicant provided a school calendar that met Nevada requirements and was aligned to the mission of the school. The teacher schedules aligned to the student schedules while still allowing time for ongoing professional development described in the Professional Development section. Additionally, attendance procedures align with Nevada statute.

The Dual Credit Partnerships subsection was rated as Meets the Standard. The applicant provided a detailed plan for establishing and running a program for dual credit and identified the College of Southern Nevada as a partner. The

applicant also explained that students will be offered an opportunity to earn up to 12 credits in law-related coursework in addition to typical dual credit opportunities afforded to students.

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.	☒ Yes ☐ No
Ambitious, yet achievable plan to further the SPCSA's strategic goals: - Provide families with 4- or 5-star school. - Ensure that every SPCSA student succeeds - including those from historically underserved student groups.	☒ Yes ☐ No
Provides a specific description of how the proposal will be implemented to ensure fidelity to the model.	☒ Yes ☐ 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.	☒ Yes ☐ No
Distinguishing features of the proposed school are supported by compelling evidence of success in schools implementing similar programs while serving similar student populations.	☒ Yes ☐ 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.	☒ Yes ☐ No
Identifies curricula for all core academic subjects and demonstrates that they align to the Nevada Academic Content Standards.	☒ Yes ☐ No
Includes a logical plan for delivering required courses including arts, computer education and technology, health, and physical education.	☒ Yes ☐ No
Demonstrates that instructional strategies are well suited to the identified student population and will enable effective differentiation.	☒ Yes ☐ 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.	☐ Yes ☐ No ☒ N/A

3.3.3 Promotion and Graduation Requirements: Meets the Standard

Criteria	Meets the Standard?
Describes promotion and retention policies for all grades to be served, demonstrating high expectations for all students.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No
• 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.	
Sound plan for measuring and reporting academic performance and progress of students and monitoring for disparities in academic performance between student groups.	☒ Yes ☐ 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.	☐ Yes ☒ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
Logical plan for using assessment data to drive key decisions aimed at improving academic outcomes.	☒ Yes ☐ No
Organizational and financial goals are aligned to the SPCSA's Performance Frameworks.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☐ Yes ☒ 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.	☒ Yes ☐ No
Presents a reasonable plan and identifies the parties responsible for communicating with parents regarding remediation needs.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
Clear demonstration and understanding of Nevada and federal laws and regulations governing services for special populations.	☒ Yes ☐ No
For students with disabilities ⁶ :	☐ Yes ☒ No
• 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.	

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.

- 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.	
For English language learners ⁷ - 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
For homeless/migrant students ⁸ : - 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.	☐ Yes ☒ 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.	☒ Yes ☐ No
Provides a summary of professional development opportunities throughout the school year to effectively support the academic program, including topics and structures.	☒ Yes ☐ No
Explains teacher coaching plans that will effectively support teacher development, including responsible parties.	☒ Yes ☐ No
Demonstrates how professional development will support all teachers in meeting the needs of special populations including students with disabilities and English language learners.	☒ Yes ☐ 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.	☒ Yes ☐ No
Cost of any third party provided professional development is reflected in the budget.	☒ Yes ☐ No

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
Provides plans to establish a culture of high expectations with students/families and teachers/staff and promote a positive school culture.	☒ Yes ☐ No
Presents well-defined goals around school culture and plans to monitor progress.	☒ Yes ☐ No
Presents research-based and age-appropriate strategies to support students' social and emotional needs.	☒ Yes ☐ 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.	☒ Yes ☐ No

3.3.8 Student Discipline: Meets the Standard

Criteria	Meets the Standard?
----------	---------------------

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](#)

Presents sound policies for student discipline, suspension, and expulsion including procedures for due process which align to Nevada statutes and regulations. ⁹	☒ Yes ☐ No
Describes the proactive use of restorative justice practices, including prior to suspensions or expulsions.	☒ Yes ☐ No
Clear designation of staff responsible for implementing the discipline plan, including maintenance of student records and data.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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: • 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.	☒ Yes ☐ No
Calendar and schedule support implementation of the academic program.	☒ Yes ☐ No
Alignment between teacher and student schedules.	☒ Yes ☐ No
Outlines meaningful goals for student attendance and plans to monitor and intervene to prevent students from becoming chronically absent.	☒ Yes ☐ 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.	☒ Yes ☐ No

3.3.10 Dual Credit Partnerships: Meets the Standard

Criteria	Meets the Standard?
Detailed plan for establishing and running a program for dual credit to enable students to enroll in dual credit courses at a college or university ¹⁰ .	☒ Yes ☐ No
Evidence of, at minimum, initial engagement with a college or university and clear steps and timelines for further engagement to ensure that the dual credit program will come to fruition.	☒ Yes ☐ No
Specific plans for monitoring students enrolled in the dual credit program to ensure they have sufficient supports and resources to successfully earn college credits.	☒ Yes ☐ No
The proposed program for dual credit is shown to be both appropriate for high school students seeking advanced coursework as well as financially accessible to all students.	☒ Yes ☐ No

⁹ [NRS 392.4655 to 392.472](#)

¹⁰ [NRS 389.310](#)

4 OPERATIONS PLAN

4.1 SECTION RATINGS

Operations Plan	Meets the Standard
Board Governance	Approaches the Standard
Leadership Team	Approaches 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. Six of the eight subsections were determined to Meet the Standard as articulated in the new charter application evaluation rubric.

The Board Governance subsection was rated as Approaches the Standard. The proposed board identified as part of the application demonstrated ownership and commitment to ensuring the school's success through active engagement described in both the application narrative and during the capacity interview. The application narrative proposed a governance structure, including a clear delineation of roles and responsibilities between leadership and the board, that is likely to ensure effective governance and meaningful oversight of the local school's performance, operations, and financial management. The review team was left with questions in two areas regarding the local board's relationship with and oversight of the proposed CMO. First, the application narrative and capacity interview did not fully clarify the metrics the board would use to oversee the CMO and hold it accountable. While the proposed board understood its role in that oversight, it was unclear what specific measures or benchmarks the board would use to determine whether the CMO was upholding its commitments beyond general references to academic and financial data. Additionally, the application proposes a year-to-year agreement between the CMO and the local board but the specific performance and financial metrics that would inform the board's decision to continue the relationship were not explained clearly by the proposed board. Finally, while the proposed board members currently identified demonstrated an ability to work together to solve problems, the school will need to commit to fully constituting the board as required by Nevada Revised Statute early in the incubation year.

The Leadership Team subsection was rated as Approaches the Standard. The applicant identified a strong candidate to serve as the proposed school leader. The proposed school leader demonstrated a range of experience related to student performance, including experience serving students from diverse backgrounds and with varied educational experiences. The proposed school leader has also been involved with other Legal Prep Academies schools, including the launch of the Indianapolis school, which should provide relevant preparation for the Incubation Year in Clark County. However, the review team was left with questions regarding the structure of school leadership and the division of responsibilities between the CMO and the local school. The proposed Executive Director will serve the local Las Vegas school while also supporting the Indianapolis and Chicago schools, raising questions about the capacity to effectively manage the Las Vegas school and its staff under this arrangement. The application and capacity interview did not provide sufficient clarity regarding the expected time commitment of the Executive Director or the level of support that would be provided by CMO staff. This clarity will be important during the Incubation Year to ensure the local school receives adequate leadership and support and to enable the proposed board to establish clear expectations and hold the Executive Director accountable for the school's performance and operations.

The Staffing Plan subsection was rated as Meets the Standard. The application provided a staffing plan that aligned to the mission and vision of the school and would allow the school to carry of the academic model with fidelity. Additionally, the applicant demonstrated reasonable student to teacher ratios based on the proposed model and evidence from the Chicago school. During the capacity interview it was clear that both the proposed board, CMO, and proposed school leader understood the expected student population and would align staffing to meet the anticipated needs of those students.

The Human Resources subsection was rated as Meets the Standard. The application narrative articulated a recruitment and hiring strategy that is likely to result in the hiring of high-quality teachers, leaders, and staff who reflect the diversity of the student body and community. The school identified recruitment partnerships with local teacher preparation programs and Teach for America and outlined specific strategies to attract a diverse and qualified staff. Essential recruitment, hiring, and dismissal functions and processes were clearly described, providing a defined framework for managing the school's workforce. The school also identified specific staff retention strategies and a performance management system designed to support staff development, retention, and promotion.

The Student Recruitment and Enrollment subsection was rated as Meets the Standard. The application's student recruitment and enrollment plan for Year 1 and subsequent years demonstrated a clear understanding of the community and is likely to allow the school to enroll a representative student population based on surrounding zoned schools. The demonstrated interest from parents of students in the appropriate grade level to enroll in Year 1 met the 30% threshold and there was a proactive, and detailed, plan to maintain that engagement with parents of prospective students who have already demonstrated interest. While many new charter schools in Nevada, and more specifically Clark County, have struggled to meet enrollment targets in Year 1 in recent years, the applicant's enrollment projections appear reasonable, and the monitoring plan established by both the CMO and the proposed board provides confidence that the school will identify enrollment concerns early and effectively manage the impacts if enrollment does not track as projected.

The Incubation Year Development subsection was rated as Meets the Standard. The application provided key milestones and concrete actions that should ensure that the school is ready for a successful launch. The applicant described a plan for Year 0 that included timelines and strategies to complete goals such as ongoing parent and community engagement, finalization of curriculum and instruction, governance training, facility acquisition, staff hiring, and general operations. During the capacity interview, the applicant also provided recent examples of success they have had in launching the Indianapolis school on time while meeting enrollment projections. Additionally, as noted earlier, the proposed school leader has been engaged with the launch of the school in Indianapolis and will be able to bring that recent experience to implement effective strategies for the Clark County school.

The Services subsection was rated as Meets the Standard. The application described operations plans that were logical for all essential and program-specific functions. There was a reasonable process and timeline for ensuring the school would have infrastructure, equipment, software, and policies to support the school operations and model. Additionally, the costs included in the budget for listed services were realistic and aligned with the charter application narrative.

The Facilities subsection was rated as Meets the Standard. The applicant identified a reasonable campus that is currently being vacated by another charter school that would serve as its location in the initial years of the charter. The CMO and proposed board demonstrated capacity to manage the facility selection and any renovations that may need to be completed prior to opening. The proposed facility will be appropriate for the educational program of the school and adequate for the projected student enrollment.

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

4.3 RUBRIC CRITERIA

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

4.3.1 Board Governance: Approaches the Standard

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

Criteria	Meets the Standard?
Proposed governance structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.	☒ Yes ☐ No
The board puts into place a structure that enables it to collect the information it needs to evaluate the performance of the school.	☒ Yes ☐ 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.	☒ Yes ☐ 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.).	☐ Yes ☒ 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.	☐ Yes ☒ No ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
Describes a reasonable process for resolving student/parent objections.	☒ Yes ☐ 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. *	☒ Yes ☐ 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. *	☒ Yes ☐ No
The proposed governing body demonstrates the ability to work together to solve problems. *	☒ Yes ☐ 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. *	☒ Yes ☐ 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. *	☐ Yes ☒ No ☐ N/A

4.3.2 Leadership Team: Approaches the Standard

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

Criteria	Meets the Standard?
The organizational chart clearly indicates all positions, delineating board and leadership roles and lines of authority.	☐ Yes ☒ 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.	☒ Yes ☐ No

The qualifications of the Committee to Form/CMO include experience with recruitment, hiring, and development of a highly effective staff.	☒ Yes ☐ 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: • 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.	☒ Yes ☐ No ☐ 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.	☐ Yes ☐ No ☒ 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.	☐ Yes ☒ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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. *	☒ Yes ☐ No ☐ 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. *	☒ Yes ☐ No ☐ 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. *	☒ Yes ☐ No ☐ 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. *	☒ Yes ☐ No ☐ N/A

4.3.3 Staffing Plan: Meets the Standard

Criteria	Meets the Standard?
Aligns to the mission, vision, and proposed academic program.	☒ Yes ☐ No
Matches the proposed budget and is explicitly aligned to both budget narrative assumptions and to budget calculations.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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).	☒ Yes ☐ 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.	☒ Yes ☐ No
Describes a feasible compensation structure and rewards/incentives that are likely to attract and retain high-performing teachers.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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 - 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.	☒ Yes ☐ 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 year¹¹.</i>	☒ Yes ☐ 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 ¹² , application and enrollment timelines ¹³ , lotteries ¹⁴ , weighted lotteries ¹⁵ , enrollment preferences ¹⁶ , and backfilling vacant seats when students withdraw.	☒ Yes ☐ No
The planned enrollment numbers for years 1 through 6, including annual growth, is reasonable and supported by a clear rationale.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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: - 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.	☒ Yes ☐ 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.	☐ Yes ☒ No ☐ N/A
Outlines comprehensive leadership development plans that include training aligned with incubation year goals as well as stated academic goals.	☒ Yes ☐ 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.	☒ Yes ☐ No

¹¹ [NRS 388A.417](#)

¹² [NRS 388A.450](#)

¹³ [NRS 388A.453\(7\)](#)

¹⁴ [NRS 388A.453\(5\)](#)

¹⁵ [NAC 388A.536](#)

¹⁶ [NRS 388A.456](#)

Startup expenses are reflected in the budget narrative assumptions and the budget calculations.	☒ Yes ☐ 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. *	☒ Yes ☐ No
The Committee to Form demonstrates they can work together to solve problems. *	☒ Yes ☐ No
The Committee to Form demonstrates they are well versed in the incubation year plan and are committed to following through with the implementation. *	☒ Yes ☐ 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. *	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
Costs of services are realistic and align with budget.	☒ Yes ☐ No
Articulates metrics and processes for evaluating effectiveness of services.	☒ Yes ☐ 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.	☒ Yes ☐ No
If a facility (including a temporary facility) has been identified: - 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.	☒ Yes ☐ No ☐ N/A
If a facility (or permanent facility) has not yet been identified: - Description of anticipated facilities needs that will be appropriate for the educational program of the school and adequate for the projected student enrollment. - Inclusion of costs associated with the anticipated facilities needs in the budget including renovation, rent, utilities, insurance, and maintenance. - Evidence to indicate that facilities-related budget assumptions are realistic based on anticipated location, size, etc. - A realistic, timebound plan for selecting and preparing a facility that will meet the programmatic needs and budgetary constraints. - A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school. - A clear, time bound plan to engage with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division. - Assurance that the proposed location will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). Charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation 30 days before the first day of school.	☐ Yes ☐ No ☒ N/A

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.	☒ Yes ☐ No
Plans for facility maintenance will ensure that the facility provides a safe and clean learning environment for students.	☒ Yes ☐ No

5 FINANCIAL PLAN

5.1 SECTION RATINGS

Financial Plan	Meets the Standard
----------------	--------------------

5.2 SUMMARY OF FINDINGS

The Financial Plan section was rated as Meets the Standard. The budget the applicant provided was 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. The proposed board had a clear understanding of the operational costs for the local school, but there will need to be further discussion between the proposed board and the CMO with regard to the fee structure. Overall, the applicant presented a budget that would protect missions-critical expenses and does not appropriate amounts in excess of the proposed Year 1 enrollment. The budget workbook aligned with staffing plans presented in the application narrative and the financial controls and compliance systems appeared were defined. Additionally, the school expects to receive CSP funding for Year 0 and the initial years of operations which will increase the amount of revenue for the first three years of operation. However, in the event the school is unable to secure CSP funds, they will be required to provide an updated budget that is financially viable as part of the pre-opening process.

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.	☒ Yes ☐ 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).	☒ Yes ☐ No
There is appropriate segregation of financial duties which align to organizational charts, leadership roles and responsibilities, and vendor responsibilities, as applicable.	☒ Yes ☐ No
Control systems ensure that only allowable expenses will be made and that all expenses will be coded appropriately.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
Sufficient detail and specificity of assumptions for all budget line items to allow for the assessment of fiscal viability.	☒ Yes ☐ No
Clear understanding of monthly cash flow that demonstrates viability of the school.	☒ Yes ☐ No
Sufficient cash reserves to cover operations.	☒ Yes ☐ 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.	☒ Yes ☐ No
There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.	☒ Yes

	☐ No
Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.	☒ Yes
	☐ No

6 ADDENDUM

6.1 SECTION RATINGS

Addendum	Meets the Standard
Past Performance	Meets the Standard
Scale Strategy	Meets the Standard
Network Capacity	Meets the Standard
School Management Contract	Approaches 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 Meets the Standard. The proposed CMO has shown strong academic, financial, and organizational performance at its school in Chicago. The CMO's affiliated school in Chicago has had no significant audit finding or legal issues during its operation in Chicago. Additionally, as part of the SPCSA's due diligence process, SPCSA staff contacted the CMO's charter sponsor in Chicago and that sponsor confirmed the school's performance as described in the charter application. In addition to strong operational and academic performance, the CMO's sponsor also noted a strong community bond between the Chicago school and its community and the school in Chicago is an important partner in the local community as well as a strong partner with the sponsor too.

The Scale Strategy subsection was rated as Meets the Standard. The applicant provided a well-defined, thoughtful, strategic vision for the expansion of its model into Nevada. The plan to scale the model in Nevada was thorough, realistic, and appeared to be adequately resourced. As part of the SPCSA's due diligence, the SPCSA contacted the sponsor in Indianapolis which is where the applicant has been completing the pre-opening process to open for the 2026-27 school year. The sponsor explained the CMO had been diligent in meeting required deadlines and had been able to meet the enrollment requirements for a successful Year 1 launch. Additionally, as noted in the previous section, the SPCSA spoke with the sponsor in Chicago and asked if there had been any negative impacts for the school in Chicago during the expansion to Indianapolis. The sponsor in Chicago said there had been no negative impacts for the school in Chicago and communication and engagement by the CMO had remained the same with the sponsor throughout the expansion. Finally, the CMO, along with the proposed board and school leader, had spent considerable time in Las Vegas prior to the submission of the application and had already developed strong relationships with the community which it planned to primarily serve.

The Network Capacity subsection was rated as Meets the Standard. The CMO described and provided evidence of sufficient infrastructure and staff capacity to support the proposed network of schools. While the organizational charts clearly identified lines of authority between the board and the CMO and the school itself and roles and responsibilities of the proposed CMO and the school leader were clear, there still will need to be more clarity around the time commitments for the Executive Director and it will be incumbent on the local board to ensure adequate time is spent at the Las Vegas school by the CMO Executive Director and CMO staff.

The School Management Contract subsection was rated as Approaches the Standard. The applicant provided a clear rationale for selection of the CMO. The applicant provided a draft services contract with the application and during the review the SPCSA determined that while the majority of the contract appears compliant with Nevada law. The draft

contract is subordinate of the charter contract, the initial term is no more than two years and the contract does not include any automatic renewal terms. However, an updated, and finalized, contract will need to be provided during the pre-opening process prior to the school beginning operations. Additional clarity is needed regarding the fee structure of the contract and how the proposed local board will ensure adequate oversight of the services provided. As noted earlier in this memo, while the board understands its role in holding the CMO accountable, the updated contract should have a clear description of the oversight responsibilities of the proposed governing body over the proposed CMO and how the proposed governing body will evaluate the performance of the proposed CMO. Additionally, there should be clear renewal and termination provisions described in the contract so both entities understand the requirements of each during operation of the Las Vegas school.

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

6.3 RUBRIC CRITERIA

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

6.3.1 Past Performance: Meets the Standard

Criteria	Meets the Standard?
Academic Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to 4- or 5-star performance on the NSPF.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
The CMO/EMO and affiliated schools have no significant audit findings within the last three years.	☒ Yes ☐ No
Any legal issues, including contract terminations, are satisfactorily explained.	☐ Yes ☐ No ☒ 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.	☐ Yes ☐ No ☒ 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.	☒ Yes ☐ No
Meaningful focus on expansion in Nevada and commitment of organizational resources to support quality school openings and operations.	☒ Yes ☐ 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.	☒ Yes ☐ No
The plan to scale the model to Nevada is thorough, realistic, and adequately resourced at both the CMO/EMO and school levels.	☒ Yes ☐ No
Plans for sourcing and training potential school leaders, including qualifications and competencies, is aligned with the mission and programs.	☒ Yes ☐ No
Previous scale-up endeavors are shown to have been successful with student performance data and organizational financial data (if applicable).	☒ Yes ☐ No
Includes plan to infuse Nevada school(s) with the essential elements of CMO/EMO model.	☒ Yes ☐ 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.	☒ Yes ☐ No
Organization charts clearly indicate lines of authority between the board, CMO/EMO, and schools.	☒ Yes ☐ No
Clearly describes the roles and responsibilities of the CMO/EMO leadership team.	☒ Yes ☐ No
Sufficient evidence is provided that the staffing plan for the CMO/EMO can support the proposed scale strategy.	☒ Yes ☐ No

6.3.4 School Management Contract: Approaches the Standard

Criteria	Meets the Standard?
If applicable, clear rationale for selection of the CMO/EMO.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No
Demonstrates capacity and commitment of the governing board to oversee the CMO/EMO effectively: - 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) ¹⁷. Any real or perceived conflict is disclosed and adequately addressed.	☐ Yes ☒ No
Clearly outlines the roles/responsibilities of the CMO/EMO in the year prior to the school's opening. Services and supports during year 0 are documentation in the management contract or another agreement to ensure that governing board can hold CMO/EMO accountable for delivery of services.	☒ Yes ☐ No
If the administrative head of the charter school or any key personnel of the charter school are directly employed by the CMO/EMO, there are provisions to ensure board approval of the individual(s) selected for this/these roles ¹⁸ . 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.	☒ Yes ☐ No ☐ N/A
Clearly defined contract terms ¹⁹ including the following: - 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.	☐ Yes ☒ No
Costs for services are justified, reasonable, and commensurate with the services provided. The management contract does not authorize the payment of fees to the CMO/EMO which are not attributable to the actual services provided ²⁰ .	☐ Yes ☒ No
Complies with Nevada laws and regulations ²¹ regarding contracts between charter schools and contractors, including EMOs and CMOs, including but not limited to: - 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	☒ Yes ☐ No

¹⁷ [NAC 388A.525\(2\)](#)

¹⁸ [NAC 388A.580\(4\)](#). Though permissible, this arrangement is unusual.

¹⁹ [NRS 388A.246\(36\)](#)

²⁰ [NRS 388A.393](#)

²¹ [NRS 388A.393](#) and [NAC 388A.580](#)

- | | |
|--|--|
| <ul style="list-style-type: none">• 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. | |
|--|--|

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.

- January 6, 2026 – Application Overview and Process
- January 20, 2026 – Application Cover Sheet, Meeting the Need, and Academic Plan
- February 4, 2026 – Operations Plan and Addendum
- February 18, 2026 – Clarifying Questions and the Capacity Interview
- March 9, 2026 – Financial Plan

Below are key dates related to the Legal Prep Charter Academy charter school application.

- January 27, 2026 – Legal Prep Charter Academy Notice of Intent is received
- April 28, 2026 – Legal Prep Charter Academy Application is received
- May 14, 2026 – Memo sent to Clark County soliciting input²²
- June 25, 2026 – Clarifying Questions sent to applicant; responses received within 4 business days
- July 6, 2026 – Legal Prep Charter Academy Capacity Interview is conducted
- July 23, 2026 – Input provided by Clark County School District
- August 27, 2026 – 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 Legal Prep Charter Academy was conducted on July 6, 2026, and lasted approximately 120-minutes. All members of the Committee to Form attended the interview. Questions during the capacity interview focused primarily on these areas:

- Parent and Community Involvement
- Curriculum and Instructional Design
- At-Risk Students and Special Populations
- School Culture
- Board Governance
- Leadership Team
- Staffing Plan
- Facilities
- Financial Plan
- Scale Strategy
- Network Capacity
- Past Performance
- School Management Contract

²² 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."

Prior to the capacity interview, the review committee sent the applicant team a list of clarifying questions to provide an additional opportunity for details and information to be presented. These responses were considered by the review team and were used to better inform the capacity interview.

Lastly, the capacity interview included a scenario-based question that probed the Committee to Form's capacity to respond to a situation where the CMO was allocating time between the first year Indianapolis charter school and the Las Vegas school during its Incubation year where a series of challenges had come up. The proposed board was asked how they would hold the CMO accountable during the Incubation Year and the CMO was asked how they would allocate time and resources between the two charter schools to ensure both were served adequately.

APPENDIX A

THE CHARTER SCHOOL APPLICATION “NOTICE OF INTENT”

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

THE SPCSA’S PROPOSED CHARTER SCHOOL APPLICATION WINDOW

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

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

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

THE REQUIRED CONTENTS OF A NEW CHARTER SCHOOL APPLICATION

NRS 388A.246 and NAC 388A.135-160 detail the requirements related to a new charter school application. Note that these statutes and regulations related to the required contents of a new charter school applications are extensive.²³

²³ Although the following list is not all-inclusive, among the required contents of a new charter school application are the following:

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

COMPLETENESS CHECK

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

WITHDRAWAL OF A NEW CHARTER SCHOOL APPLICATION

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

THE SPCSA’S REVIEW OF A NEW CHARTER SCHOOL APPLICATION

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

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

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

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

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

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

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