

New Charter School Application Report and Recommendation

August 27, 2026



Nexus Charter School

GENERAL INFORMATION

Proposed School Name	Nexus Charter School
Proposed EMO/CMO	N/A
Proposed Mission and Vision	Mission: We empower all of our students to act wisely in a dynamic, unpredictable future and become a force for good in the world. We do this by cultivating intellect, independence, and integrity. Vision: We see school as an engine of personal and civic growth, a site of genuine human development. At Nexus, students develop meaningful competencies and ultimately become the kinds of people who we would like to have as neighbors, colleagues, and fellow citizens – the kinds of people who will solve the problems we face as a community, nation, and world.
Proposed Grade Configuration	Opening: 6, 9 Full Scale: 6-12
Proposed Opening	August 2027
Proposed Location	Clark County; East Henderson/Whitney
Proposed Zip Codes to be Served	89015, 89011, 89122, 89121

PLANNED ENROLLMENT

	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
6	80	80	80	80	85	85
7		80	80	80	80	80
8			80	80	80	80
9	80	80	80	80	85	85
10		80	80	80	80	80
11			80	80	80	80
12				80	80	80
Total	160	320	480	560	570	570

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1 OVERVIEW AND RECOMMENDATION

1.1 EXECUTIVE SUMMARY

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

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

The review committee and SPCSA staff determined that four of the four main sections of the application Meets 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

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 Nexus Charter School application.

1.2 PROPOSED MOTION

Proposed motion: *Approve the Nexus Charter School 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 the criteria for approval prescribed by the SPCSA that will likely result in a successful opening and operation of the charter school.*

1. *By September 25, 2026, if approved by both the SPCSA and City of Henderson, provide written notification to both the City of Henderson and SPCSA identifying which charter school authorizer the Committee to Form*

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.

intends to proceed with.

- 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 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 89015, 89011, 89122, and 89121 zip codes.*
- 4. At the conclusion of the New School Enrollment audit in June 2027, provide evidence that Nexus Charter School has at least 134 students enrolled for the 2027 – 2028 school year.*
- 5. 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.*
- 6. Upon approval of any additional grants or the receipt of any additional funding sources, provide an updated Financial Plan Workbook to SPCSA staff.*
- 7. Complete the SPCSA pre-opening process for new charter schools, which includes meeting document submission deadlines as required by SPCSA staff, participating in required trainings, and attending monthly meetings.*

Pursuant to NAC 388A.410, all conditions set forth above must be met for the school to open for the 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 Plan²	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	Meets the Standard
Professional Development	Approaches 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	Meets the Standard
Leadership Team	Meets the Standard
Staffing Plan	Approaches the Standard
Human Resources	Meets the Standard
Student Recruitment and Enrollment	Meets the Standard
Incubation Year Development	Meets the Standard
Services	Approaches the Standard
Facilities	Meets the Standard
Financial Plan	Meets the Standard

² The Nexus Charter School 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 Meets the Standard as articulated in the new charter application evaluation rubric.

The Mission and Vision subsection was rated as Meets the Standard. The Committee to Form outlined a clear, compelling, and genuinely original mission for the intended student population, which is reflected throughout the application. In addition, the Committee stated that the proposed focus on competency-based education (CBE), personalized learning, school culture, and community engagement will create conditions that support all students' success.

The Targeted Plan subsection was rated as Meets the Standard. The applicant team provided research-based evidence supporting the effectiveness of the proposed model which includes components of Competency-Based Education and personalized learning, particularly in improving academic and social-emotional outcomes for students from diverse and underserved backgrounds within the proposed community. During the capacity interview, the team described how this model is designed to support students with disabilities, English language learners, and students from economically disadvantaged backgrounds through structures supports, differentiated instruction, flexible pacing, and inclusive practices.

The Parent and Community Involvement subsection was rated as Meets the Standard. The Committee to Form provided a list of key supporters and community-based partners that are in and/or serve the identified zip codes, such as Junior Achievement of Southern Nevada, Center for the Future of Learning, College of Southern Nevada and Project 150. The Committee to Form also outlined intentional and thoughtful strategies to engage community members, families, and parents representative of the community served. These strategies included holding community information sessions, creating volunteer opportunities, and ensuring the parent voice is embedded in school-level decision-making (Parent Advisory Council).

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: 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)³; - English Language Learners (ELLs); - Students with disabilities (those with an Individualized Education Program, or IEP); - Students in foster care; - Students experiencing homelessness. Academic Need: Geographies with Consistently Underperforming Schools: Zip codes with one or more consistently underperforming schools present an academic need. When a significant number of students are enrolled in schools that have a history of not meeting or partially meeting state performance standards, a community may benefit from the addition of high-quality charter school options so long as those new charter schools have both 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. 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. 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.	☒ Yes ☐ No

2.3.3 Parent and Community Involvement: Meets the Standard

Criteria	Meets the Standard?
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³ Enrollment rates of students qualifying for free or reduced-price lunch is often used as a proxy measure for students in poverty.

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 ⁴	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	Meets the Standard
Professional Development	Approaches 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 applicant team outlined a clear theory of change and educational strategy that aligns with the school's mission and is central to its success. The subsection described a unified instructional model comprising Competency-Based Grading, Literacy/Numeracy Labs, Interdisciplinary Explorations, and Advisory, with strong alignment to SPCSA strategic goals, including commitments to improving academic outcomes for historically underserved student groups. The narrative also demonstrated how these components will be implemented as a coherent and integrated instructional system designed to advance the school's mission and vision.

The Curriculum and Instructional Design subsection was rated as Meets the Standard. This subsection of the application outlined a three component instructional model consisting of Literacy/Numeracy Labs, two Exploration offerings, and Advisory, as well as a learning environment that closely aligns with the school's mission, vision, and academic program. The Competency Based Education structure is well suited to the identified student population, providing opportunities for differentiation and allowing students to advance based on demonstrated mastery. The applicant identified curriculum materials for most core academic subjects, with the exception of grades 9–12 science, and provided a rationale for their alignment with the Nevada Academic Content Standards. The applicant also described an overall plan for integrating arts, health, physical education, computer education, and technology courses within the Explorations offering. Finally, the application outlined layered assessment and observation systems designed to generate data that will inform instruction and student support.

The Promotion and Graduation Requirements subsection was rated as Meets the Standard. This subsection outlined promotion and retention policies for all grade levels to be served and reflects high expectations for student performance. The applicant identified processes and tools that will be used to make promotion decisions, including the use of progress monitoring assessments such as competency-based portfolios based on NVACS and portfolio defenses. The applicant outlined a systemic intervention process for students below grade level or at risk of retention, including

⁴ The Nexus Charter School proposal did not contemplate Distance Education. Therefore, the corresponding section of the rubric was not scored.

tiered supports through Advisory groups, extended learning opportunities, and collaboration with families, to ensure alignment of academic and behavioral supports to ensure graduating students are college and career ready.

The Driving for Results subsection was rated as Meets the Standard. The applicant outlined a sound and data-informed academic performance that includes SMART goals and quarterly benchmarks aligned to the Nevada School Performance Framework and SPCSA expectations. The goals demonstrate a commitment to student achievement across all populations, including students with disabilities, English language learners, economically disadvantaged students, and students performing below or above grade level. Mission-specific goals complement, but do not replace, the SPCSA standards and are accompanied by valid, reliable, and objectively measurable indicators. The applicant included an assessment plan which utilizes NWEA MAP and SBAC, both of which are aligned to state content standards and proposed curriculum. In addition to NWEA MAP and SBAC, the assessment plan incorporated school-developed rubrics aligned to the school's identified competencies. To set the benchmarks, the applicant used regional academic data, and the plan includes a clear collaborative process for collecting and analyzing student, cohort, and school-level data over time. During the Capacity Interview, the Committee to Form outlined the corrective actions that will be taken if the school fails to meet achievement outcomes and which parties will be responsible for implementing these actions. The applicant also discussed that assessment data will not be used to just evaluate students' progress but will also inform decision making regarding instruction, professional development and program adjustments. Finally, the applicant demonstrated a clear understanding of the organizational and financial performance indicators for which it will be held accountable under the SPCSA framework.

The At-Risk Students and Special Populations subsection was rated as Meets the Standard. The application provided a comprehensive plan for identifying and supporting at-risk students, including those with academic, behavioral and socio-emotional needs. This subsection outlined a comprehensive approach to tracking student progress and providing a continuum of programs and supports aligned with identified student needs. The approach incorporated multiple sources of academic, language proficiency, attendance, behavioral, and student needs data to identify areas for intervention and inform instructional and support decisions. These data will be used within the Response to Intervention (RTI) framework to provide targeted supports, including individualized learning plans, extended learning time, and access to specialists. During the Capacity Interview, the Committee to Form provided additional details regarding how the school will be able to provide all special education and related services for students.

The Professional Development subsection was rated as Approaches the Standard. The application outlined a professional development plan beginning during the incubation year and continuing throughout the school year, including a two week Summer Institute focused on developing staff competencies and preparing lesson plans, instructional units, assessments, and projects. The application also described ongoing professional learning through weekly professional learning communities focused on collaborative planning and review of curriculum and instructional materials. However, the plan lacked sufficient specificity regarding who would provide professional development, the specific competencies staff would develop, and how professional learning would be differentiated based on staff roles and needs. The plan also relied heavily on in house expertise without clearly establishing the depth or breadth of that expertise. During the capacity interview, the applicant provided additional information regarding leadership mentorship through a partnership with Larchmont Charter School; however, it remained unclear how the overall coaching and professional development approach would specifically support special education and English Learner staff.

The School Culture subsection was rated as Meets the Standard. The proposal presented a clear vision for school culture centered on developing students' intellect, independence, and integrity in service of wise action, while fostering a positive and supportive environment for students, staff, and families. The application described how this vision will be operationalized through Social-Emotional Learning (SEL) practices embedded in daily routines, including Advisory, as well as responsive classroom and restorative justice practices. The proposal also described community building structures intended to strengthen student and staff engagement and support a cohesive school culture.

The Student Discipline subsection was rated as Meets the Standard. The provided discipline policy outlined clear procedures related to student behavior, including procedures for suspensions, expulsions, and due process. The plan

aligns with the school’s mission by utilizing the Nexus Constitution as it establishes the shared community norms ratified by students. A tiered intervention approach is provided and emphasized restorative justice practices when addressing infractions. For minor infractions, the plan outlined the use of restorative conversations and reflection activities regarding student’s actions. If these interventions are not effective, the school will implement more formal consequences including parent contact, restorative conversations/circles, and administrative referrals. Additionally, the school leadership team will review disaggregated discipline data quarterly to identify and address disparities and will provide quarterly reports to the Board.

The School Calendar and Schedule subsection was rated as Meets the Standard. The proposed school calendar exceeds the minimum requirements set by the state of Nevada and is aligned with the academic programs. The application includes a stated attendance goal of 95%, and outlines policies related to attendance and truancy. The proposal includes a five-day school week, with early release on Wednesdays. This will provide staff with more time for professional development and planning, along with additional time for students to receive support. The application additionally outlines plans for monitoring and improving the attendance of students.

The Dual Credit Partnerships subsection was rated as Meets the Standard. The application outlined a detailed plan for establishing and running a program in partnership with the College of Southern Nevada to enable students to enroll in dual credit courses. The proposed program for dual credit is shown to be both appropriate and financially accessible for all students seeking advanced coursework.

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. 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.	☒ Yes ☐ No
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: Meets 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 ⁵ : - Provides a logical plan to screen all students and to ensure that struggling students are evaluated for special education services early and accurately. - Presents a plan for student evaluation and developing IEPs that contain rigorous goals and instructional plans that are suitable to meet those students' goals. - Presents a monitoring plan that will enable relevant staff to track the progress of all students with IEPs towards the goals articulated in their respective plans. - Demonstrates that the school will be able to provide all special education and related services needed either by the staff listed on their organization chart or identified external groups with whom they can contract to provide needed services. Specifies full Nevada licensure for all special education teachers/coordinators. - Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress. - Articulates process for monitoring compliance with state and federal laws pertaining to serving students with disabilities. - For middle and high schools, presents a logical and thorough plan for developing and implementing transition plans.	☒ Yes ☐ No
For English language learners ⁶ - 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 ⁷ : - 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: Approaches 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

⁵ Refer to [NRS 388.417](#) to [388.459](#) and [NAC 388.215](#) to [388.284](#) for statutes and regulations regarding serving students with disabilities.

⁶ Refer to [NRS 388.406](#) and [NAC 388.525](#) and [NAC 388.655](#) for statutes and regulations regarding serving English language learners

⁷ Refer to [NAC 392.205](#) to [392.225](#)

3.3.7 School Culture: Meets the Standard

Criteria	Meets the Standard?
Appropriate and effective strategies to support a school climate that will allow for fulfillment of the school's stated mission and vision, as well as the school's stated academic goals.	☒ 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?
Presents sound policies for student discipline, suspension, and expulsion including procedures for due process which align to Nevada statutes and regulations. ⁸	☒ 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 ⁹ .	☒ Yes ☐ No

⁸ [NRS 392.4655 to 392.472](#)

⁹ [NRS 389.310](#)

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

4 OPERATIONS PLAN

4.1 SECTION RATINGS

Operations Plan	Meets the Standard
Board Governance	Meets the Standard
Leadership Team	Meets the Standard
Staffing Plan	Approaches the Standard
Human Resources	Meets the Standard
Student Recruitment and Enrollment	Meets the Standard
Incubation Year Development	Meets the Standard
Services	Approaches 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 Meets the Standard. The applicant outlined in this subsection well-defined governance structures with clear delineation of responsibilities between the school leadership and the governing board that supports effective oversight of school operations, performance, and finances. The plan to use governance committees with board members and community members further reinforced the governance practices and community engagement. The governing body meets statutory membership requirements and includes individuals with diverse and extensive expertise in finances, law, and education. During the capacity interview, the proposed governing board members in attendance provided meaningful input and demonstrated their roles, expertise, ability to work together and their understanding of the school's mission and vision. The grievance process is included to support resolution of student and parent concerns. The applicant also affirms there are no prohibited familial or supervisory relationships between the board and staff.

The Leadership Team subsection was rated as Meets the Standard. This subsection demonstrated that the Committee to Form possess strong qualifications supported by empirical data related to student performance, particularly for students with diverse backgrounds, including students with disabilities and English language learners. Members also bring experience with recruitment, hiring, and developing highly effective staff. The identified school leader demonstrated a range of experience serving all students and has experience establishing a culture of high-performance with students. The proposed leadership structure is designed to support the school's mission and provide effective management. The Committee to Form presents a thorough plan for leadership coaching and evaluation, which includes data-driven benchmarks such as the NSPF. During the capacity interview, the Committee to Form demonstrated a clear understanding of Competency-Based Education, as well as the distinct roles of both the leadership team and governing board in supporting and monitoring fidelity to the school's instructional model.

The Staffing Plan subsection was rated as Approaches the Standard. The subsection described a staffing plan aligned with the school's mission, vision, and academic program. However, the proposed staffing structure did not demonstrate sufficient capacity to consistently support key functions, with some gaps identified in the leadership team responsible for effective instruction, professional development, family engagement, and ongoing compliance with applicable policies and procedures. During the capacity interview, the Committee to Form was asked to address concerns regarding the proposed student-to-teacher ratios for special education. The Committee to Form provided additional information regarding the number of licensed special education professionals available to support students and clarified its proposed staffing ratios.

The Human Resources subsection was rated as Meets the Standard. The application described a recruitment and hiring process aligned with the school's mission, including strategies to attract qualified teachers, leaders, and staff who reflect the proposed student population. Recruitment and retention strategies included salaries for new and experienced teachers that are competitive with the Clark County School District, as well as stipends for teachers who lead Professional Learning Communities or assume additional responsibilities. The applicant also described structures intended to support teachers once hired, including common planning time, interdisciplinary team teaching, shared responsibility for student outcomes, and a collective focus on competency development. The application further outlined clear performance management processes for addressing low-performing teachers, including targeted support and training, an improvement plan, and defined steps for leadership to monitor and address performance concerns. In addition, the applicant described strategies for developing and supporting school leaders.

The Student Recruitment and Enrollment subsection was rated as Meets the Standard. The application outlined a thorough recruitment and enrollment plan for Year 1 and subsequent years, supported by evidence of community demand gathered through direct outreach, information sessions and events, digital outreach, and community partnerships. These strategies are intended to continue after approval and reflect an understanding of the community to be served. The application also included realistic enrollment targets and timelines, identified staffing responsibilities, and described a process for monitoring progress toward minimum enrollment benchmarks. The applicant further described strategies for maintaining communication with interested families and converting interest into enrollment, including the use of public exhibitions of student learning as an ongoing recruitment strategy once the school is operational. In response to clarifying questions, the applicant demonstrated an understanding of Nevada laws and regulations governing recruitment and enrollment, including requirements related to notification of families within a two mile radius and the ability to backfill vacant seats at all grade levels as capacity allows.

The Incubation Year Development subsection was rated as Meets the Standard. The applicant provided a comprehensive plan with key milestones, concrete actions, and designated responsibilities to support a successful school launch. The plan included leadership training and development in facilities, enrollment, and finance, as well as site visits to high-performing schools implementing Competency-Based Education models. During the capacity interview, the Committee to Form provided additional detail regarding the activities necessary to ensure that program-specific components, operational systems, and SPCSA pre-opening requirements are in place by the first day of school. The application also clearly identified staff responsibilities during the incubation year and the funding sources for associated compensation.

The Services subsection was rated as Approaches the Standard. This subsection outlined a logical plan for delivering essential and program-specific and non-academic services. The applicant outlined a budgetary focus using purchasing controls for services that may not take into full account of additional contracts for services. While the applicant does outline a process of evaluation, it is unclear how this process will measure the effectiveness of services.

The Facilities subsection was rated as Meets the Standard. The applicant's facility plans are reasonable and meet the needs of the project student population and proposed model. Additionally, the applicant ensured that the proposed facility is located within or is accessible to its targeted diverse neighborhoods. The identified specifications for its potential facility include a targeted space to allow for flexible use of spaces to support the learning model and explorations. The Committee to Form presented, and elaborated on, a realistic timeline for securing a facility and demonstrated the capacity to manage key aspects of the facility selection, including selecting a partner to aid in the section of a facility, development of the facility, and understanding of the neighborhoods to be served.

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

4.3 RUBRIC CRITERIA

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

4.3.1 Board Governance: Meets the Standard

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

Criteria	Meets the Standard?
Proposed governance structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.	☒ 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: Meets the Standard

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

Criteria	Meets the Standard?
The organizational chart clearly indicates all positions, delineating board and leadership roles and lines of authority.	☒ 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: Approaches 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 year¹⁰.</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 ¹¹ , application and enrollment timelines ¹² , lotteries ¹³ , weighted lotteries ¹⁴ , enrollment preferences ¹⁵ , 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

¹⁰ [NRS 388A.417](#)

¹¹ [NRS 388A.450](#)

¹² [NRS 388A.453\(7\)](#)

¹³ [NRS 388A.453\(5\)](#)

¹⁴ [NAC 388A.536](#)

¹⁵ [NRS 388A.456](#)

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: Approaches 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
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5.2 SUMMARY OF FINDINGS

The Financial Plan section was rated as Meets the Standard. The Committee to Form demonstrated a clear identification of a financial manager during the capacity interview, ensured the individual has the expertise to provide accurate and timely financial information to support effective decision-making. In response to clarifying questions and questions asked during the capacity interview, the Committee to Form provided clarification regarding the status of the CSP grant funding and use of funding, in addition to how they would secure additional funding as needed. These responses focused on how the school will protect mission-critical expenses when faced with budget cuts, ensure sufficient cash flow to cover operations, and the budget does not appropriate for any fund any amount more than the budget resources.

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 APPLICATION PROCESS DETAILS

6.1 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 Nexus Charter School charter school application.

- January 29, 2029 – Nexus Charter School Notice of Intent is received
- April 28, 2026 – Nexus Charter School Application is received
- May 14, 2026 – Memo sent to Clark County School District soliciting input¹⁶
- July 1, 2026 – Clarifying Questions sent to applicant; responses received within 4 business days
- July 17, 2026 – Nexus Charter School Capacity Interview is conducted
- July 23, 2026 – Input provided by Clark County School District
- August 27, 2026 – Recommendation is presented

6.2 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 Nexus Charter School was conducted on July 17, 2026, and lasted approximately 120-minutes. All but one member of the Committee to Form attended the interview. Questions during the capacity interview focused primarily on these areas:

- Targeted Plan
- Transformational Change
- Curriculum and Instructional Design
- At-Risk Students and Special Populations
- Professional Development
- Staffing Plan
- Facilities
- Finances

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

¹⁶ Pursuant to NRS 388A.249, the SPCSA solicited input from the Clark County School District regarding this application. NRS 388A.249(2)(a) requires that "[t]he proposed sponsor of a charter school shall, in reviewing an application to form a charter school...If the proposed sponsor is not the board of trustees of a school district, solicit input from the board of trustees of the school district in which the proposed charter school will be located."

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

APPENDIX A

THE CHARTER SCHOOL APPLICATION “NOTICE OF INTENT”

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

THE SPCSA’S PROPOSED CHARTER SCHOOL APPLICATION WINDOW

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

Part of the intent behind the change to NAC 388A.260(1), and the move from two annual application windows to a single application window in April of each year, was to allow sufficient time to ensure that a newly approved charter school opens successfully. That is, upon receipt of a new charter school application in April, the SPCSA’s review process (as described in greater detail below), typically takes four to eight months – meaning that a new charter school application that is received in April will be approved or denied by the SPCSA in August or December. This timeline allows a newly approved charter school nine to 12 months to successfully execute the charter school’s incubation year plan and ensures 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.¹⁷

¹⁷ Although the following list is not all-inclusive, among the required contents of a new charter school application are the following:

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

COMPLETENESS CHECK

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

WITHDRAWAL OF A NEW CHARTER SCHOOL APPLICATION

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

THE SPCSA’S REVIEW OF A NEW CHARTER SCHOOL APPLICATION

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

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

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

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

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

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

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