

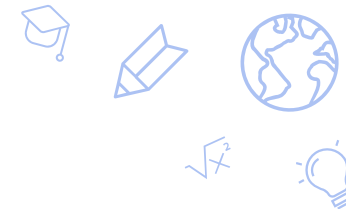


2025 SPCSA New Charter Applicant Kickoff Training



December 16, 2024





Agenda

1	Introductions: SPCSA, Opportunity 180 & Charter School Association of Nevada (CSAN)
2	SPCSA Mission & Strategic Plan
3	Application Process
4	Characteristics of Strong Applications
5	General Changes to the Application & Process
6	Questions & Next Steps



Introductions

- Melissa Mackedon, Executive Director
- Katie Broughton, Director of Authorizing
- Danny Peltier, Management Analyst III



- ☑ Authorizing and board experience
- ☑ Teaching/school leadership experience
- ☑ Institutional knowledge w/the Authority



Additional Introductions

- Opportunity 180
 - Jana Wilcox Lavin, Executive Director

- Charter School Association of Nevada (CSAN)
 - Gil Lopez, Executive Director

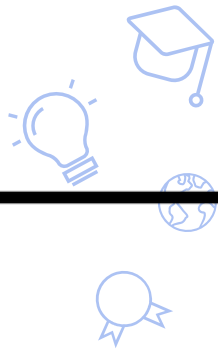


A GREAT SCHOOL FOR EVERY KID: 2030





THE BIG PICTURE



Current State:

In Nevada, over 101,000 kids, or nearly 21% of students, attend schools where only 2 in 10 kids are on grade level in reading and math.

Only 18.1% of Nevada high school students score above 22 on the ACT, a key indicator for college and career readiness.



By 2030:

100,000 more kids have access to a high quality seat in the neighborhoods that need them most.



North Star:

Every public school student graduates from high school college and career ready.

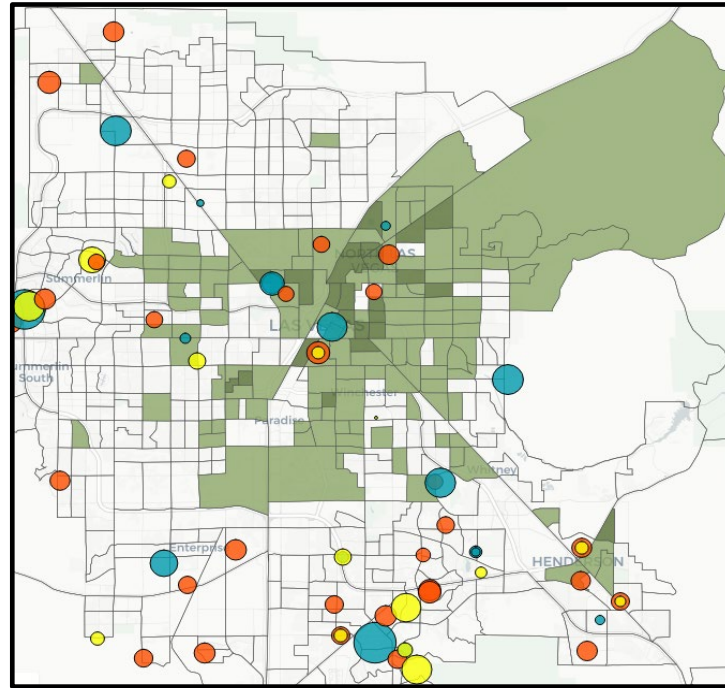


THE CHALLENGE - Clark County Case Study

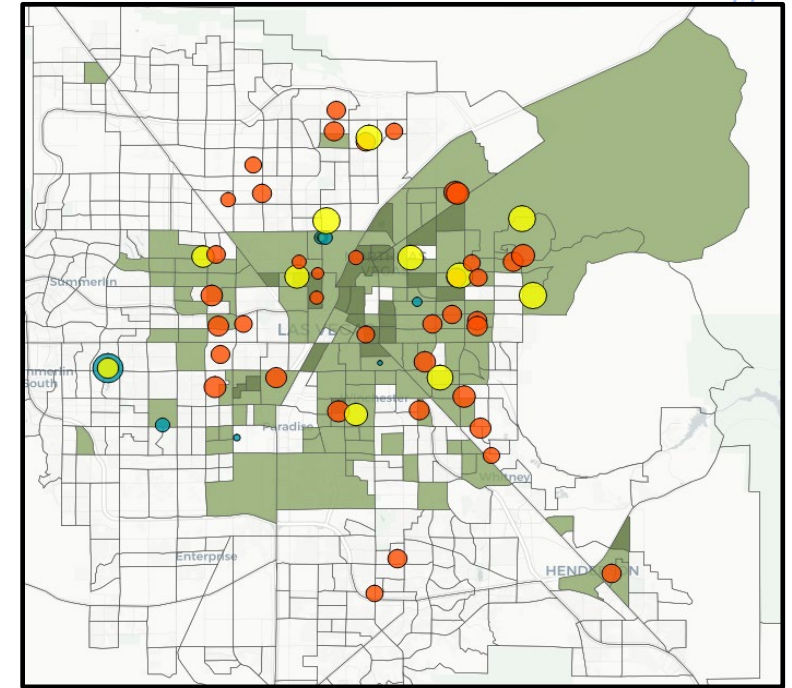


School Performance Across Clark County's High-Poverty Zones:

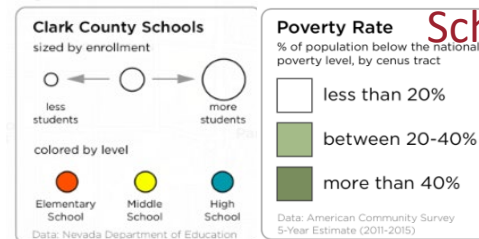
More students, across ALL zip codes, need access to a great school.



High-Performing (5-star) Schools

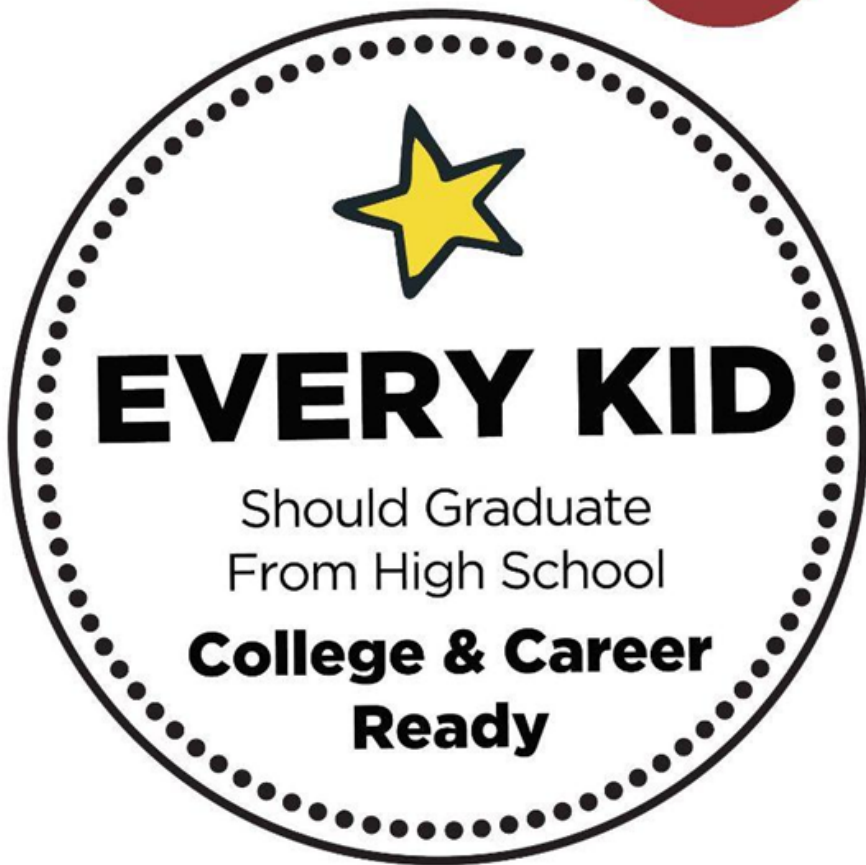


Low-Performing (1-Star) Schools





THE STRATEGY



GOOD GOVERNANCE

Ensuring student-centered governance practices are leveraged among decision-makers



GREAT IDEAS IN ACTION

Activating education leaders and entrepreneurs to improve educational opportunities for kids



GOOD DATA

Creating a common language on school performance through the use of data



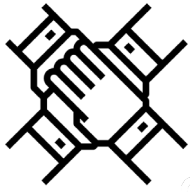
ENGAGED COMMUNITY

Elevating student and family voice in the solutions of educational challenges



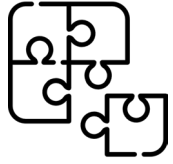
MORE GREAT SCHOOLS

Ensuring every student has a great school in their neighborhood








How We Work

- ✓ **Scaling successful models**, locally and from across the country
- ✓ **Taking the long view**, beyond the 2-year legislative cycle
- ✓ **Serving as a facilitator**, partner and strategic advisor and investor
- ✓ **Providing resources** to support good, informed decision making
- ✓ **Remaining flexible & adapting** when necessary



OUR WORK IN ACTION



<u>O180 Area of Focus</u>	<u>Goal</u>	<u>Our Work In Action</u>
 More Great Schools	Ensuring every student has a great school in their neighborhood	<ul style="list-style-type: none"> ➤ Investments in public charter and district schools resulting in 21,330 more quality seats since 2018
 Good Governance	Ensuring student-centered governance practices are leveraged among decision-makers	<ul style="list-style-type: none"> ➤ Charter Board Matching Program ➤ Voter Guide
 Great Ideas In Action	Activating education leaders and entrepreneurs to improve educational opportunities for kids	<ul style="list-style-type: none"> ➤ Launched new fellowship programs and development opportunities for educators and school leaders wanting to pilot new learning environments ➤ Introduced new high-quality teacher recruitment and retention grant program
 Good Data	Creating a common language on school performance through the use of data	<ul style="list-style-type: none"> ➤ Statewide School Quality Map ➤ Online Data Portal
 Engaged Community	Elevating student and family voice in the solutions of educational challenges	<ul style="list-style-type: none"> ➤ Launched the Family Power Impact Grant to amplify student & family voices ➤ Nevada Ed Watch Series



GREAT SCHOOLS SUPPORT STRATEGY

Partner with schools to launch, sustain and/or replicate great schools that ensure every kid, especially those most underserved, have access to a high quality education.

Serve as a strategic funder *and* a strategic partner that deeply understands the vision and potential of our portfolio schools.

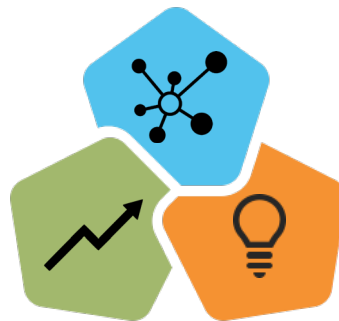
STRATEGIC FUNDER




Fund resources to accelerate outcomes

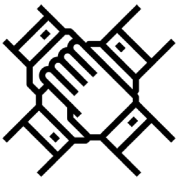
- 1** Pathway to Launch
- 2** Accelerate and Sustain Success
- 3** Replication (as desired)

STRATEGIC PARTNER

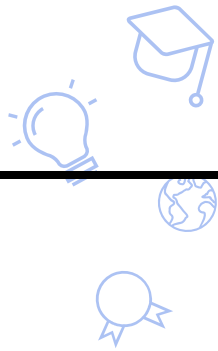
Schools thrive with the right supports and we do this in 3 distinct ways.



-  **Connectivity and problem solving**
-  **Foster Learning and Innovation**
-  **Growing and Sustaining Success**

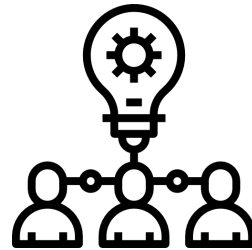


Charter School Program (CSP)



What is CSP?

Federal government grant focused on supporting and building high quality charter schools and authorizers.



Why is it beneficial?

Charter school planning and two years of start up funds available to approved schools.

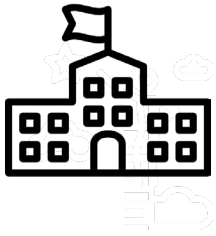


How does it work?

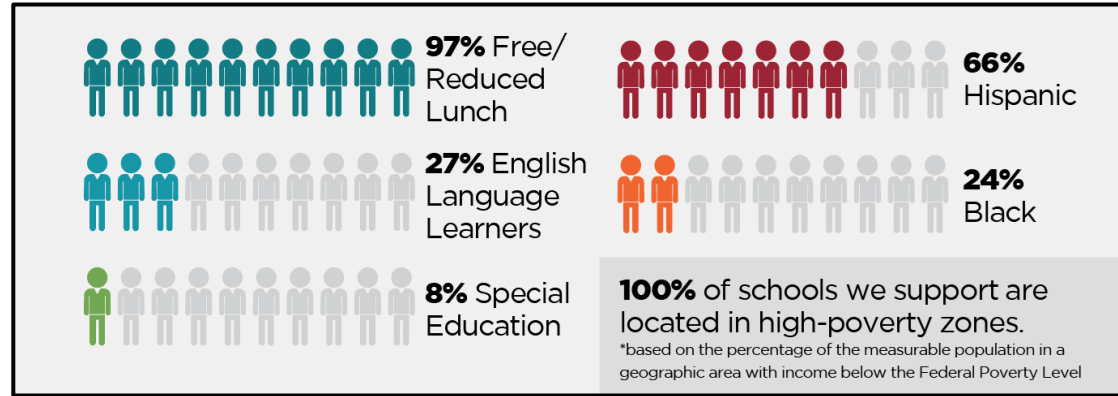
One application cycle per year. Planning and implementation grants awarded each cycle.

TO DATE:

We have awarded up to \$16 million to CSP schools!



IMPACT HIGHLIGHTS



More Great Schools



J. HAROLD BRINLEY
MIDDLE SCHOOL

Gibson Junior High School



Laughlin Junior/Senior High School



Molasky Junior High School



Victoria Fertitta
Middle School

Fremont Junior High School



Connect on Facebook and
Twitter **@Opportunity180**



Check out the school performance
data portal
www.greatschoolsallkids.org



Visit our website
www.opportunity180.org

Jana Wilcox Lavin
Chief Executive Officer
jana@opportunity180.org

Tam Shear
Chief Program Officer
Tamara@Opportunity180.org

CSAN

CHARTER SCHOOL ASSOCIATION OF NEVADA

Students first. Advocacy second. Support always.

Gil Lopez
Executive Director



AGENDA

Mission

What We Do

Becoming Members

Board of Trustees

Contact Us

MISSION

The Charter School Association of Nevada is a nonprofit membership and professional organization established to support and expand the number of high-quality public charter schools available to all families in Nevada.

Students first. Advocacy second. Support always.



WHAT WE DO



ACADEMIC
SUPPORT



ADVOCACY
SUPPORT



OPERATIONS
SUPPORT



SCHOOL
DEVELOPMENT



Membership

6 Dollars/student based on Enrollment

BOARD OF TRUSTEES



President Adam Johnson
Democracy Prep at the Agassi Campus



Vice-President Ercan Aydogdu
Coral Academy of Science, Las Vegas



Treasurer Ignacio Prado
Futuro Academy, East Las Vegas



Trustee Ryan Reeves
Academica Nevada

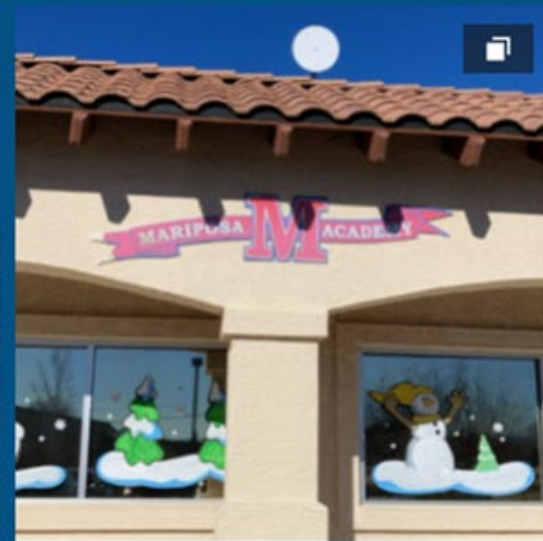
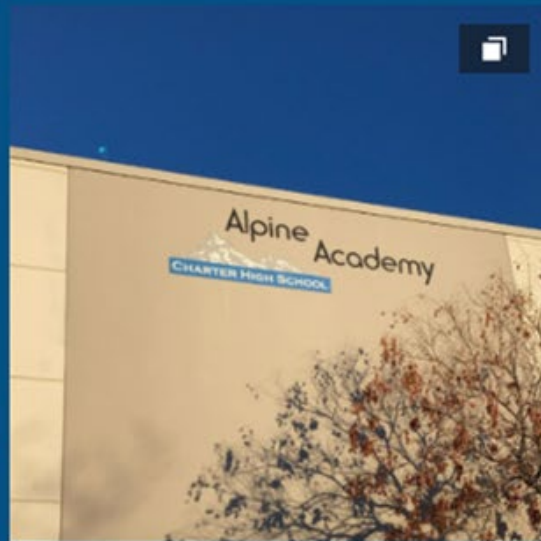
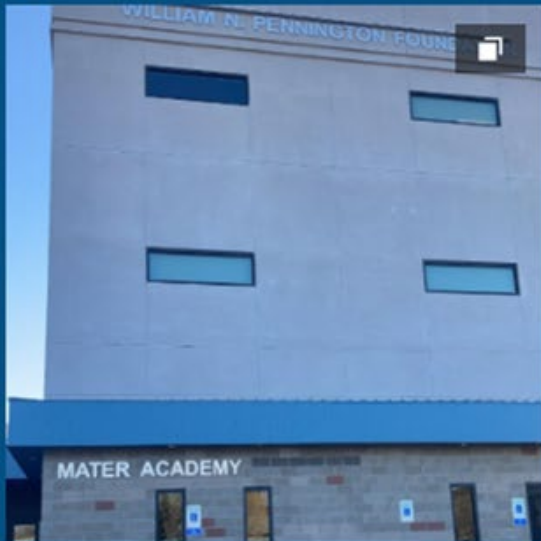
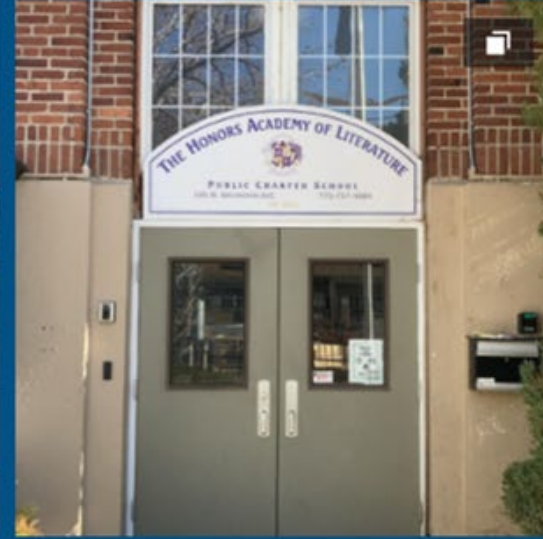


Trustee Kim Regan
Sierra Academy Nevada, Reno



Trustee Tricia Wilbourne
Discovery Charter School
twilbourne@dcslv.org

Our Public Charter Schools at work.





CONTACT INFORMATION

Executive Director

Gil Lopez

702-218-0455

gil@nvcharterassociation.org

<https://www.nevadacharters.info/>

Instagram: @NVCharters

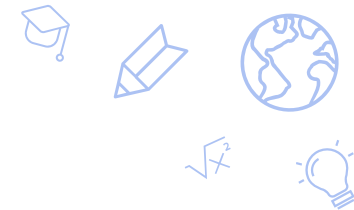
Facebook: Charter School
Association of Nevada

Twitter: @NVCharters



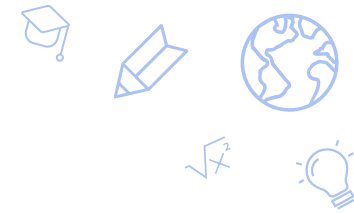
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SPCSA Mission and Vision

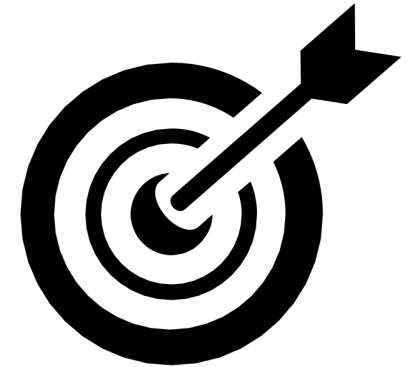
- **Vision:** Equitable access to diverse, innovative, and high-quality public schools for every Nevada student.
- **Mission:** The SPCSA sponsors, supports and oversees dynamic and responsive public charter schools that prepare all students for academic, social and economic success.



SPCSA Strategic Plan

GOALS

- Provide communities with access to excellent schools that students and families want to attend.
- Provide equitable access to charter schools.
- The SPCSA is committed to being a responsive organization.



Note: the SPCSA's Strategic plan for 2025 – 2030 can be found [here](#).



SPCSA-sponsored schools generally outperformed the state



Nevada School Performance Framework (2023-24 School Year)

73%

of SPCSA schools earned a 3-star rating or higher compared to approximately 44% of other public schools

74%

of SPCSA schools met standards under the SPCSA Academic Performance Framework

Graduation Rates (Class of 2024)



83.3%

4-year graduation rate

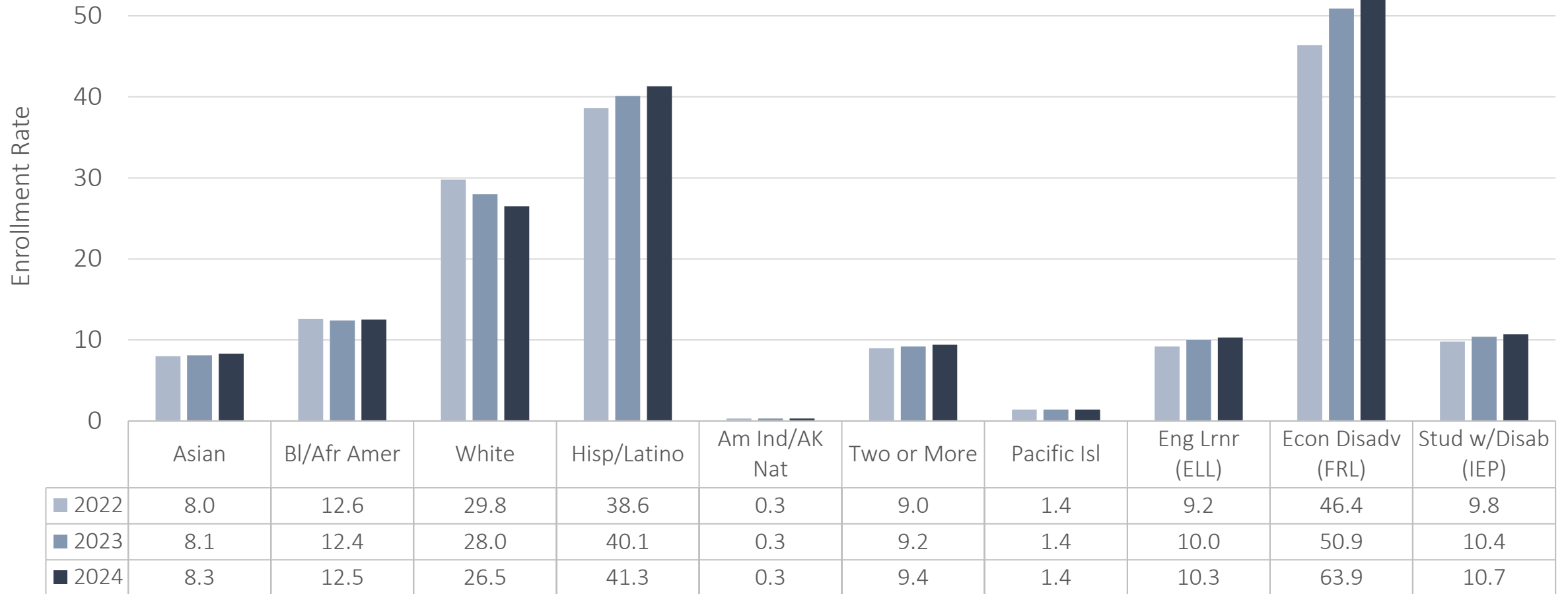
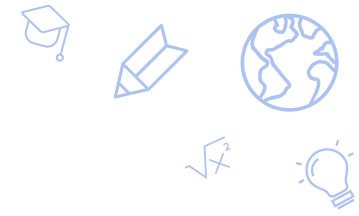


Fifth consecutive year the SPCSA has outperformed the state

26 high schools exceeded the statewide graduation rate

More than half of SPCSA graduates earned a more rigorous CCR diploma

SPCSA Student Group Enrollment Trends





Agenda

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Application Training Components

Component	Training Date
Application Overview	December 16, 2024
Cover Sheet, Meeting the Need, & Academic Plan	January 8, 2025
Operations Plan & Addendum	January 21, 2025
Financial Plan	February 6, 2025
Clarifying Questions & Capacity Interview	February 24, 2025

All trainings will be virtual. Additionally, each module will be recorded and posted to the SPCSA website.



Application Materials

- The **Guidance** includes background and information regarding the application process, specific requirements for the application, application submission, and the application process.
- The **Application** template includes all of the questions that should be answered by the applicant. If an applicant does not answer all applicable questions, the application may be deemed incomplete.
- The **Rubric** describes the characteristics of a strong response that would meet standards.

Application Timeline

Date	Activity	Responsible Party
January 30, 2025	Notice of Intent	Applicant
April 30, 2025	Application Deadline	Applicant
May 1-15, 2025	Completeness Check (see section 7)	SPCSA Staff
May 1-15, 2025	Response to Completeness Findings	Applicant
<i>(Applicants are provided with approximately 48 hours to respond)</i>		
May 15-June 20, 2025	Application Evaluation	SPCSA Staff & Review Panel
June 24-July 5, 2025	Send Clarifying Questions	SPCSA Staff
June 23-July 11, 2025	Response to Clarifying Questions	Applicant
<i>(Applicants are provided with 4 business days to respond)</i>		
July 1-July 18, 2025	Capacity Interview	Applicant, SPCSA Staff, & Review Panel
<i>(Date and time for each Applicant will be scheduled based on availability of Applicant and Review Panel)</i>		
August 15, 2025	Recommendation Published	SPCSA Staff
August 22, 2025	Consideration of Approval/Denial	SPCSA Board
August 25-August 29, 2025	Notice of Denial, if applicable	SPCSA Staff
September 1-19, 2025	Meet and Confer on Deficiencies of Denied Application	Denied Applicants who wish to resubmit, SPCSA Staff
September 30-October 3, 2025	Resubmission Deadline	Denied Applicants
<i>(30 days from receipt of Notice of Denial)</i>		
November 7 or December 5, 2025	Resubmission Recommendation Published	SPCSA Staff
<i>(Applicants will be provided with a specific date during the resubmission process)</i>		
November 14 or December 12, 2025	Consideration of Approval/Denial of Resubmitted Applications	SPCSA Board
<i>(Applicants will be provided with a specific date during the resubmission process)</i>		





Application Guidance

Part I

- Introduction
- Glossary
- Resources
- Application Overview
 - Applicant Types
 - Timeline
 - Submission Directions
 - Application Contents
 - Application Review Process

Part II

For each section of the Application

- The **application questions** which are identical to the questions found in the Application Template Document;
- The **rubric criteria** which are identical to the criteria defined in the Evaluation Rubric Document; and
- **Guidance** regarding the section or subsection, such as important information and resources to consider when drafting an application.

Refer to the corresponding section of the Guidance Document while completing the Application Template Document



Application and Rubric: Example

2.1 Mission and Vision Questions

- 1) Provide the mission and vision for the proposed school.
- 2) Briefly describe how the mission and vision statements serve as the foundation for the proposed school, including:
 - a) The students and community to be served,
 - b) The key components of your educational model,
 - c) The outcomes and goals you expect to achieve for students and the school overall, and
 - d) Key supporters, partners, or resources that will contribute to your school's success.
- 3) Identify the statutory purpose(s) that the school will fulfill and explain the alignment to school's the mission and vision.

2.1 Mission and Vision Rubric

Criteria

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.

Vision describes success (beyond graduation) for students if the school fulfills its mission.

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.

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.

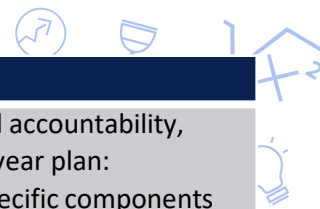
Application and Rubric: Example

4.6 Incubation Year Development Questions

- 1) Provide a detailed start-up plan for the planning year (the year leading up to the opening of the school) to ensure that the school meets all of the [SPCSA's Pre-Opening Requirements](#) and is ready for a successful launch. Using the template provided, outline key activities, responsible parties, and milestones, and submit as Attachment 17 ("Incubation Year Planning Table").
- 2) Describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization to provide training and development, briefly describe the main components of the training program and why that organization was chosen.
- 3) Explain who will work on a full-time or part-time basis immediately following approval of this application to lead development of the school(s). Explain who will employ these individuals, describe plans to compensate these individuals, and describe each individual's core responsibilities during the incubation year.

While most criteria are evaluated through both the written application and capacity interview, several criteria, an indicated with "*" will only be evaluated after the capacity interview.

4.6 Incubation Year Development Rubric



Criteria

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. *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.*
- Clearly identifies the individuals responsible for leading year 0 initiatives and meeting year 0 milestones.

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.

Outlines comprehensive leadership development plans that include training aligned with incubation year goals as well as stated academic goals.

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.

Startup expenses are reflected in the budget narrative assumptions and the budget calculations.

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.*

The committee to form demonstrates that they can work together to solve problems.*

The committee to form demonstrates they are well versed in the incubation year plan and are committed to following through with the implementation.*

The committee to form demonstrates that they are actively engaged* throughout the application process and plan to maintain active engagement through the incubation year.*



Applicant Types

Committee to Form

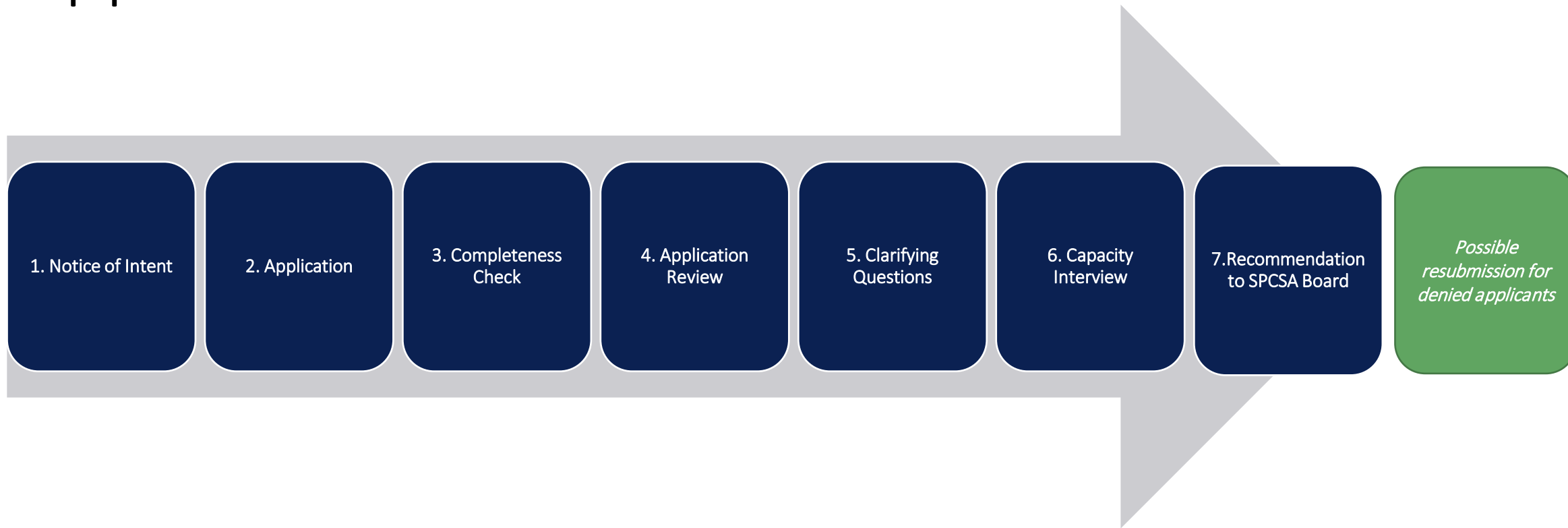
- Must meet membership requirements
 - 1 Teacher
 - 1 Teacher/Administrator
 - One parent/guardian
 - Two members with knowledge and expertise in accounting, financial services, law, or human resources
- Majority of members must be residents of Nevada
- Members cannot include contractors, facility lessors, EMO representatives
- Committees to Form may propose to contract with a CMO or EMO

Charter Management Organization

- Nonprofit organization that operates or supports charter schools
- May apply with the intent to
 - hold the charter contract
 - establish a new governing to hold the charter contract with the understanding that the new governing board would contract with the CMO for educational and/or operational services
- Whichever entity holds the charter must comply with membership requirements for the governing body of a charter school



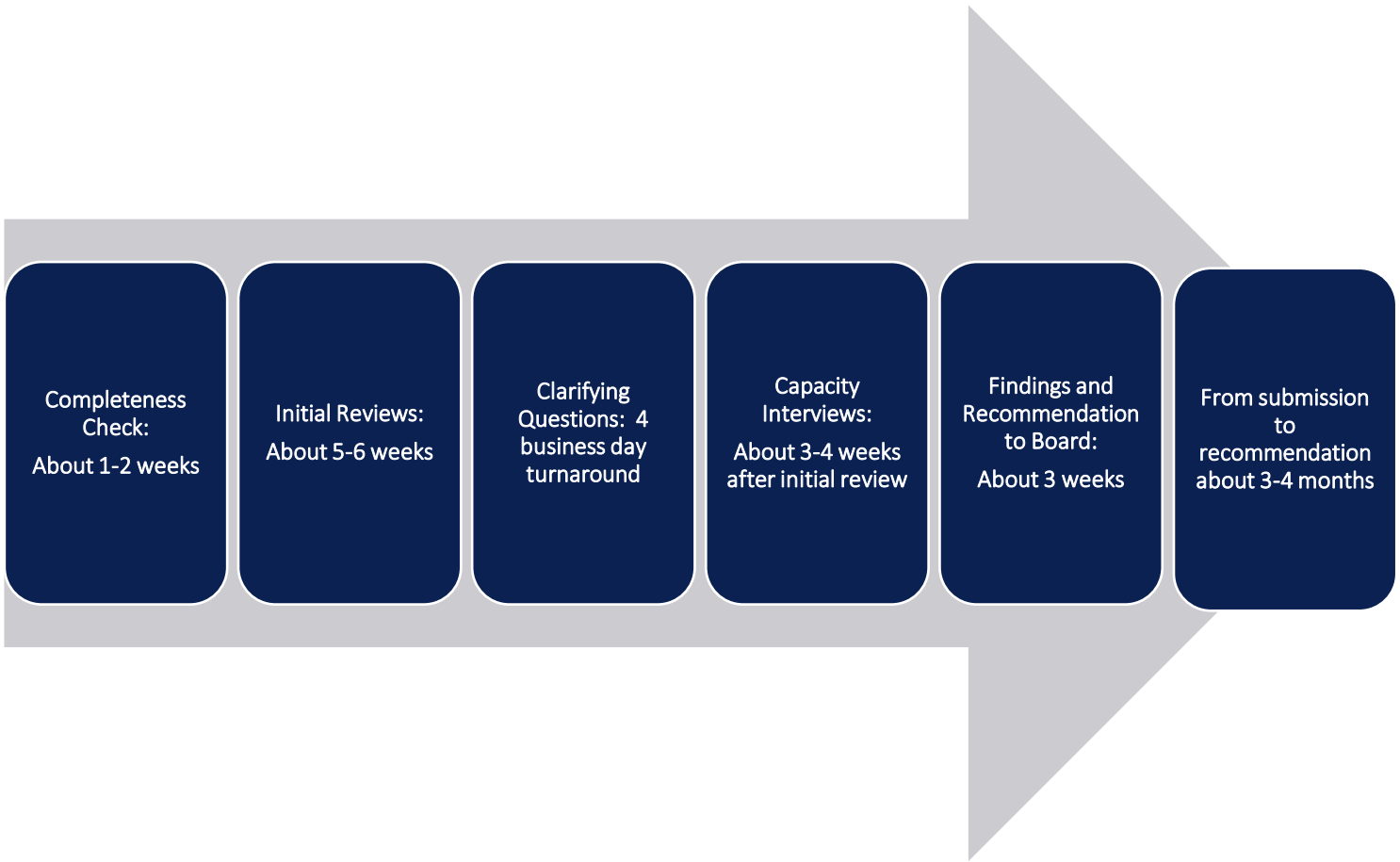
Application Process

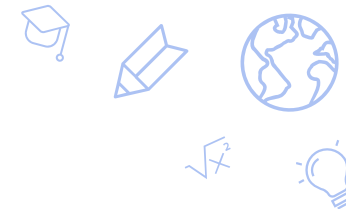


Note: District and public input is included in the Application Review phase of the process.



Application Process– Approximate Timeline





Application Requirements

Notice of Intent

Due January 30

- Request for basic information
 - Name and contact information
 - County and Proposed Zip Codes
 - Facility
 - EMO/CMO
 - Grade Levels
 - Planned Opening Year
 - Planned Enrollment
 - Committee to Form
 - Proposed School Model
 - Community Engagement



Application Requirements

Application
Due April 15 - 30

Complete all applicable sections:

- Meeting the Need
- Academic
- Operations Plan
- Financial Plan
- Addendum
 - Only required for CMOs applying directly OR applicants proposing to contract with EMO or CMO



Application Sections

Cover Sheet	Meeting the Need	Academic Plan	Operations Plan	Financial Plan	Addendum*
<ul style="list-style-type: none">• General Information• Applicant Team Information• Pending Applications & Schools• Planned Enrollment• Proposed Location• CMOs and EMOs*• Application Preparation• Applicant Certification	<ul style="list-style-type: none">• Missing and Vision• Targeted Plan• Parent & Community Involvement	<ul style="list-style-type: none">• Transformational Change• Curriculum & Instructional Design• Promotion & Graduation Requirements• Driving for Results• At Risk Students & Special Populations• Professional Development• School Culture• Student Discipline• School Calendar & Schedule• Dual Credit Partnerships^• Programs of Distance Education~	<ul style="list-style-type: none">• Board Governance• Leadership Team• Staffing Plan• Human Resources• Student Recruitment & Enrollment• Incubation Year Development• Services• Facilities	<ul style="list-style-type: none">• Narrative• Budget	<ul style="list-style-type: none">• Past Performance*• Scale Strategy*• Network Capacity*• School Management Contracts*• CMOs Applying for Sponsorship Directly**

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

**Required for CMO Applicants

^Required for applicants proposing a high school program

~Required for applicants proposing to offer distance education

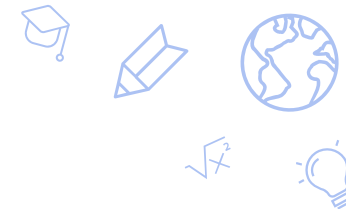


Application Requirements

Completeness
Check

May 1 - 15

- Staff reviews against completeness checklist before in-depth review and analysis
- Should questions or concerns arise, applicants are afforded 48 hours to cure
- Ensure ADA compliance



Application Requirements

Application Review

May 15 – June 20

- “Application review panel composed of experts selected by the Executive Director who are not employed by the [SPCSA] and employees of the [SPCSA].”
- “Thorough evaluation of the application...”
- Public and district input are solicited
- **Reminder:** applications should be complete and fully established prior to submission

NRS 388A.249 (2)(d)
2. The proposed sponsor of a charter school shall, in reviewing an application to form a charter school:
(d) 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;



Application Requirements

Clarifying Questions

June 24-July 11

- After the initial review, but prior to the capacity interview, SPCSA staff may reach out to applicants in the following scenarios:
 - To provide written answers to clarifying questions about the application so as to maximize time during the capacity interview (applicants are provided with **4 business days to respond**)
 - Examples:
 - *Please clarify which members of the proposed school staff are on an IEP team.*
 - *Please clarify which line items in the budget include the following instructional resources: NWEA-MAP, iReady & Class Dojo.*
 - If there are substantial concerns about the written application and/or readiness of the applicant team to open as proposed.
 - A considerable number of clarifying questions may be indicative of an application with significant deficiencies and concerns.

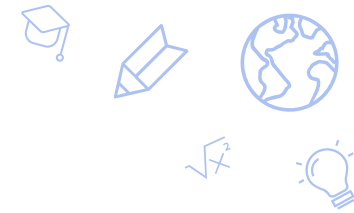


Application Requirements

Capacity Interview

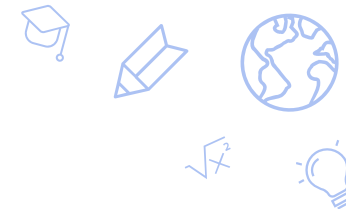
July 1 – 18

- After staff review, applicant team (as outlined in Section 1.2 of application) participates in capacity interview to answer questions about the proposed school.
- Capacity interviews...
 - Assess the qualifications of the applicant
 - Assess the ability of the applicant to establish a high-quality charter school
 - Elicit any necessary clarifications or additional information about the proposed charter school
- Capacity interviews include SPCSA staff and external reviewers
 - External reviewers are required under statute and bring expertise, ensure the process remains independent of bias or local factors, and bolster the integrity of the process
- Applicants should be prepared to answer specific questions about their application
- Applicants should not prepare a presentation for the capacity interview but should prepare for a scenario-based question.
- While most criteria are evaluated through both the written application and capacity interview, some rubric criteria will only be evaluated after the capacity interview. These criteria are indicated with an * in the rubric and guidance document.
 - 4.1 Board Governance
 - 4.2 Leadership Team
 - 4.6 Incubation Year



Capacity Interview

- Red Flags
 - Applicant has difficulty answering questions or is overly reliant on a service-provider .
 - One person dominates the conversation, answering all questions.
 - Potential conflicts of interest are not disclosed.
 - Disagreement among respondents.
 - Applicant raises new plans not included in the proposal.
 - Responses are largely anecdotal or lack specifics.
 - Individuals outside of the Committee to Form or proposed Board participate and provide substantial answers.



Capacity Interview (cont.)



- Applicant teams often fail to ensure Team Synergy.
 - Avoid “one-person show”.
 - Clarity around organizational relationships and lines of accountability.
 - Identify gaps in the team and explain how you’ll address them.

A Simple Way to Frame Roles

Governing Board = to Ensure
Management = to Execute



Application Requirements

Recommendation
to Board

August 22, 2025

- Based on application and capacity interview, SPCSA staff submits recommendation to the Authority Board
- SPCSA staff will notify all applicants of the final recommendation prior to making this information public
- Recommendations are posted approximately one week prior to the Authority Board meeting
- At the SPCSA Board meeting, applicants should expect 10-15 minutes to speak to their application, followed by any questions from the Authority

Applicant guidance projects final recommendations to be posted on August 15. Applicants will be notified of the final recommendation prior to that date.

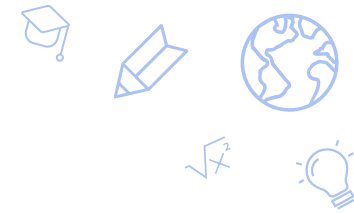


Resubmission

This process is the opportunity for denied applicants to address deficiencies through modifications to the initial application.

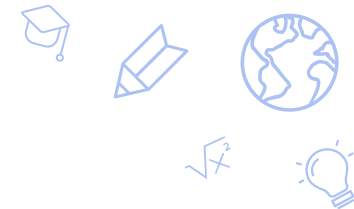
- If denied, applicants may elect to resubmit pursuant to NRS 388A.255.
- SPCSA staff notifies each applicant of denial, in writing, within 30 days.
- Applicants may meet and confer with SPCSA staff regarding identified deficiencies during this 30-day window.
- Applicants may resubmit the written application within 30 days after written notification from SPCSA staff.

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



Reminder

- The new charter school application process includes a notice of intent, application, application review, capacity interview and any clarifying questions, recommendation to the SPCSA Board, SPCSA Board decision, and a resubmission process, if needed.
- The application process does not contemplate additional materials or information submitted outside of the application, clarifying questions, and capacity interview (other than material changes to information that has been submitted by the applicant during the new charter school application process).
- *New or additional information should be submitted as part of the resubmission process.*



Application Withdrawal

- Applicants may, at any time, withdraw their application to form a charter school by providing written notice to the State Public Charter School Authority.
- Notice of withdrawal may be sent to the SPCSA's Executive Director via email.



Application Submission

- Applicants will upload to Epicenter, the online system we use with all of our charter schools.
- Staff will send out link and access details in advance of the submission window.
- Unlike some authorizers, we do not accept hard copies.





Application Submission

- **Submission format:** 11pt font; margins at least ½ inch; references/citations in the footer
- **Labeling:** keep section/subsection titles and questions (enter your response after each question); provide accurate table of contents
- **Documents to submit:**
 - **Combined Charter Application PDF:** combine narrative and all non-Excel attachments into a single document and continuously number
 - **Excel Attachments:** Submit all attachments that are in Excel format separately (ex. Financial Plan Workbook)
- **Ensure your document is accessible**

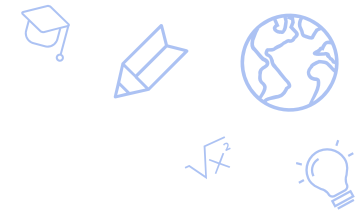
See guidance for additional details



Application Page Limits

Page limits apply to the narrative (Sections 2-6) but do not apply to the cover sheet or attachments.

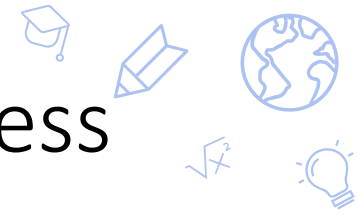
Applicant Type	Notes	Page Limit
Committee to Form Applicants that do not propose to contract with a CMO or EMO	Addendum not required	140
Committee to Form Applicants that propose to contract with a CMO or EMO	Addendum required	150
Charter Management Organization (CMO) Applicants	Addendum required	150



Questions

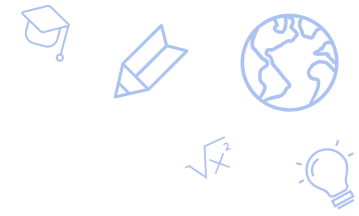


Approved applicants move to the Pre-Opening Process



Support from Authority continues through Pre-Opening process to ensure a strong start to school

Timeframe	Action Item	Responsible Party
Fall 2025	Pre-Opening Checklist provided to new and expanding schools	SPCSA Staff
Fall 2025	Pre-Opening kickoff call/video conference	SPCSA Staff; School leaders and one board member participate
December 2025 – August 2026	Monthly meetings to discuss progress and challenges, review Pre-Opening Checklist, and discuss any revisions needed to submitted items	SPCSA Staff and School
December 2025 – August 2026	School submits documents and information by deadlines established in the Pre-Opening Checklist	School
December 2025 – August 2026	SPCSA reviews submitted items within 2 weeks and approves or provides feedback on additional information needed	SPCSA Staff
At least 30 days prior to first day of instruction	Evidence of TCO (Temporary Certificate of Occupancy) or COO (Certificate of Occupancy)	School
At least 10 days prior to first day of instruction	Pre-Opening Walkthrough	SPCSA Staff; School participates



Charter School Lifecycle

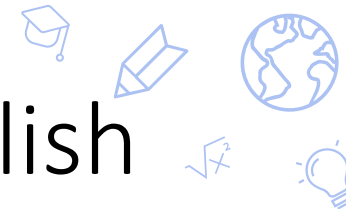
- ▶ Charters granted for 6-year terms
- ▶ Renewal applications due in summer of Year 5 to ensure continuity of program and school
- ▶ Ongoing charter, state, and federal compliance measures
- ▶ Continuous support from SPCSA's School Support Team
- ▶ Oversight from SPCSA's Authorizing Team
- ▶ Site Evaluations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





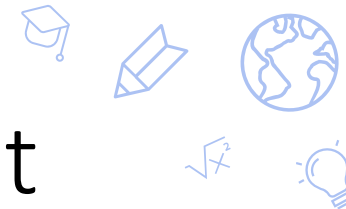
Agenda

1	Introductions: SPCSA, Opportunity 180 & Charter School Association of Nevada (CSAN)
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Proposed charter schools must aim to accomplish at least one of the following ([NRS 388A.246](#))

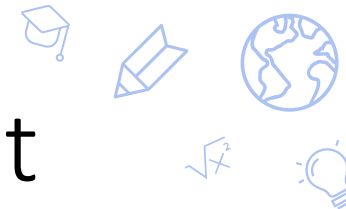
- Improve the learning of pupils and, by extension, improve the system of public education
- Increase the opportunities for learning and access to quality education by pupils
- Encourage the use of different and innovative teaching methods
- Establish appropriate measures for and assessments of the learning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



Demographic and Academic Needs Assessment

[NRS 388A.220\(6\)](#) & [NRS 388A.249](#) stipulate the following regarding the Demographic and Academic Needs Assessment:

- The annual assessment conducted by the SPCSA shall be an evaluation of demographic information of pupils, the academic needs of pupils, and the needs of pupils who are at risk of dropping out of school in this state
- The SPCSA shall conduct the assessment in collaboration with the Department and the board of trustees of each school district in Nevada. This assessment was initially approved by the Authority on July 26, 2019, and the most recent version was approved Friday, December 13. A copy of the most recent version can be found [here](#).
- When reviewing applications, the SPCSA must solicit input from the school district in which the applicant proposes to open and consider whether the application aligns with identified needs
- When approving charter applications, the SPCSA must allow for public input and affirm that any application recommended for approval meets one or more identified needs.



Demographic and Academic Needs Assessment

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

Demographics

Applicants meeting this need will propose a school model that includes **demonstrated capacity, credible plans, community input, and thorough research** and analysis to intentionally enroll and serve the following student groups, each of which has been identified as historically underperforming.

- Students qualifying for free or reduced-price lunch (FRL)3
- English Language Learners (ELLs)
- Students with disabilities (those with an Individual Education Program, or IEP)
- Students in foster care
- Students experiencing homelessness

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



Demographic and Academic Needs Assessment

Academic: Geographies with Consistently Underperforming Schools

Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, community input, and thorough research and analysis to intentionally provide access to 3-, 4- and 5-star schools in zip codes where a significant percentage of students are attending consistently underperforming schools, which are defined as schools that:

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

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

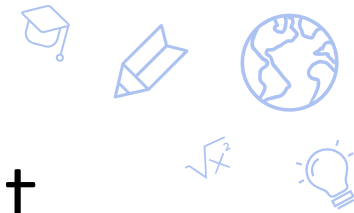


Demographic and Academic Needs Assessment

Academic: Students At Risk of Dropping Out

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

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



Demographic and Academic Needs Assessment

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

Successful applicants will:

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

AND

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



Alignment to Academic and Demographic Needs Assessment

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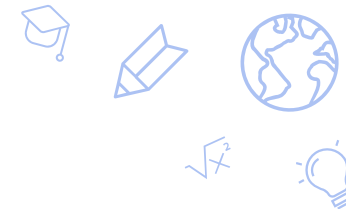
—————→ Likelihood applicant is approved



Strong Applications

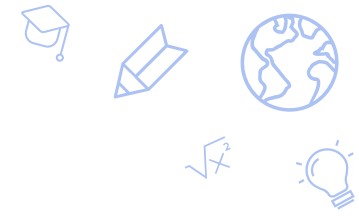
The Proposed School:

- Meets at least one of the demographic or academic needs from the Needs Assessment¹.
- Designed based on best practices of high-performing schools or demonstrate rationale through a logic model and plans to study effectiveness
- Aligned to best practices of charter schools as supported by National Alliance for Public School, National Charter Schools Institute, and other established charter organizations
- Demonstrates ample support from families and a thorough understanding of the community to ensure full enrollment and shared investment in the school's success (includes significant number of Intent to Enroll forms)
- Grounded in research and evidence, which is included in application
- Has an identified school leader with a high-level of capacity or has a clear plan to identify a school leader prior to school opening



Strong Applications (cont.)

- Has a Committee to Form and proposed board that has appropriate experience and demonstrates an ability to execute effectively on the proposed school plan.
- Have a reasonable budget and financial plan.
- Rooted in state and federal law.
- Founders have already actively engaged community and provide specific examples of how the community has shaped the school proposal.
- Strong grammar, punctuation, spelling → Edit the document before you submit



Questions





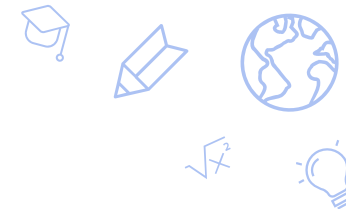
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New Charter Application Rubric

- While most criteria are evaluated through both the written application and capacity interview, the criteria below will only be evaluated after the capacity interview. These criteria are indicated with an * in the rubric and guidance document.
- Section 4.1 Board Governance
 - The proposed governing board members demonstrate a **deep understanding** of the educational model, organization's mission, and what **mission achievement** looks like.
 - 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.
 - The proposed governing body demonstrates the **ability to work together to solve problems.**
 - 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.
 - 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.



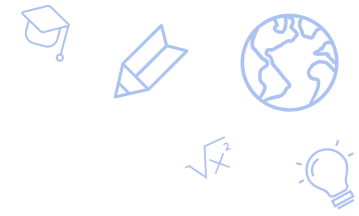
New Charter Application Rubric

- While most criteria are evaluated through both the written application and capacity interview, the criteria below will only be evaluated after the capacity interview. These criteria are indicated with an * in the rubric and guidance document.
- Section 4.2 Leadership Team
 - 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**.
 - 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.
 - 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.
 - If members of the school leadership team have been identified, they demonstrate that they believe that **all students can achieve their full potential**.



New Charter Application Rubric

- While most criteria are evaluated through both the written application and capacity interview, the criteria below will only be evaluated after the capacity interview. These criteria are indicated with an * in the rubric and guidance document.
- Section 4.6 Incubation Year Development
 - 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.
 - The committee to form demonstrates they can work together to solve problems.
 - The committee to form demonstrates they are well versed in the incubation year plan and are committed to following through with the implementation.
 - The committee to form demonstrates that they are actively engaged throughout the application process and plan to maintain active engagement through the incubation year.



Questions





Closing

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Application Training Components

Component	Training Date
Application Overview	December 16, 2024
Cover Sheet, Meeting the Need, & Academic Plan	January 8, 2025
Operations Plan & Addendum	January 21, 2025
Financial Plan	February 6, 2025
Clarifying Questions & Capacity Interview	February 24, 2025

All trainings will be virtual. Additionally, each module will be recorded and posted to the SPCSA website.



- “It’s like a dissertation!”
- Applications can be rushed at the last minute, so be sure to plan out the work.
- Ground in research and data, not wistful language.





- Applications are often misaligned, inconsistent and lack cohesiveness
 - Budget alignment (staffing, PD, enrollment, programs, interventions, etc.)
 - Describe how certain aspects of the program will work together seamlessly
 - Review specifically for consistency





Two Final Notes

- The application, if approved, is incorporated into the actual charter (contract). You may not commit to a program, delivery model, location, etc. and do the opposite.
- Until you are authorized, you are a **proposed** public charter school.
 - Use ‘proposed’ in your fliers, messaging, social media, websites, videos, etc.
- Be mindful of marketing materials and making promises to families about your existence.
 - If you’re authorized, you become an ambassador for charter schools. Be transparent with families – not only for your school but for the sake of all public charter schools.

USE	Do not USE
<ul style="list-style-type: none">- We propose to locate at ...- We will enroll starting in ...- We plan to open in ...	<ul style="list-style-type: none">- We are located at ...- We are enrolling ...- We exist.

Thank you!

charterschools.nv.gov

