



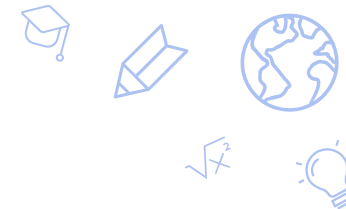
2025 SPCSA New Charter Applicant Training #2: Cover Sheet, Meeting the Need, & Academic Plan

January 20, 2026



Agenda

| 1 | Brief Orientation on our Application & Trainings |
|---|--|
| 2 | Applicant Coversheet |
| 3 | Meeting the Need |
| 4 | Academic Plan |
| 5 | Questions & Next Steps |

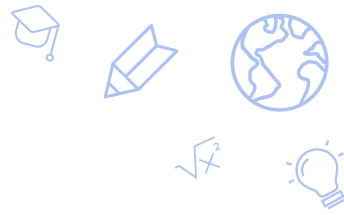


Introductions

- 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



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 Training Components

| Component | Training Date |
|--|-------------------|
| Application Overview | January 6, 2026 |
| Cover Sheet, Meeting the Need, & Academic Plan | January 20, 2026 |
| Operations Plan & Addendum | February 4, 2026 |
| Financial Plan | February 18, 2026 |
| Clarifying Questions & Capacity Interview | February 26, 2026 |

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

Application Timeline

| Date | Activity | Responsible Party |
|--|--|---|
| January 30, 2026 | Notice of Intent | Applicant |
| April 30, 2026 | Application Deadline | Applicant |
| May 1-15, 2026 | Completeness Check (see section 7) | SPCSA Staff |
| May 1-15, 2026 <i>(Applicants are provided with approximately 48 hours to respond)</i> | Response to Completeness Findings | Applicant |
| May 15-June 19, 2026 | Application Evaluation | SPCSA Staff & Review Panel |
| June 22-July 3, 2026 | Send Clarifying Questions | SPCSA Staff |
| June 22-July 9, 2026 <i>(Applicants are provided with 4 business days to respond)</i> | Response to Clarifying Questions | Applicant |
| June 29-July 17, 2026 <i>(Date and time for each Applicant will be scheduled based on availability of Applicant and Review Panel)</i> | Capacity Interview | Applicant, SPCSA Staff, & Review Panel |
| August 13, 2026 | Recommendation Published | SPCSA Staff |
| August 20, 2026 | Consideration of Approval/Denial | SPCSA Board |
| August 24-August 28, 2026 | Notice of Denial, if applicable | SPCSA Staff |
| August 24-September 4, 2026 | Meet and Confer on Deficiencies of Denied Application | Denied Applicants who wish to resubmit, SPCSA Staff |
| September 23-September 27, 2026 <i>(30 days from receipt of Notice of Denial)</i> | Resubmission Deadline | Denied Applicants |
| November 6 or December 3, 2026 <i>(Applicants will be provided with a specific date during the resubmission process)</i> | Resubmission Recommendation Published | SPCSA Staff |
| November 13 or December 10, 2026 <i>(Applicants will be provided with a specific date during the resubmission process)</i> | Consideration of Approval/Denial of Resubmitted Applications | SPCSA Board |





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 this document while completing the Application Template Document.



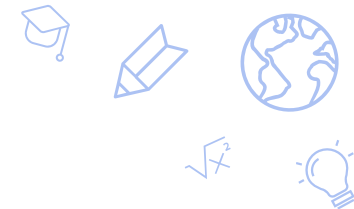
Applicant Types

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



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Application Sections

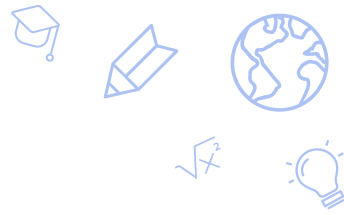
| Cover Sheet | Meeting the Need | Academic Plan | Operations Plan | Financial Plan | Addendum* |
|---|---|--|---|--|---|
| <ul style="list-style-type: none">• General Information• Applicant Team Information• Pending Applications & Schools• Planned Enrollment• Proposed Location• CMOs and EMOs*• Application Preparation• Applicant Certification | <ul style="list-style-type: none">• Mission 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

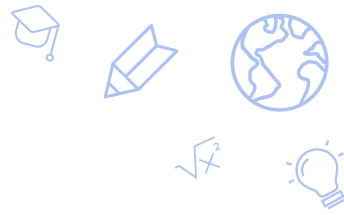
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~Required for applicants proposing to offer distance education



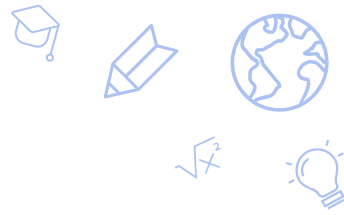
General Information & Primary Liaison

- General Information & Primary Liaison
 - The identified liaison will be the primary member of your team that will receive all correspondence and communication from the SPCSA.
- As noted in the guidance document:
 - Proposed opening year (Year 1) must be 2027 – 28 or later
 - At capacity refers to the targeted enrollment when the school is fully enrolled at all planned grade levels.
 - Contact information for the identified liaison will be redacted within the public-facing copy, **as will personal information for all members of the applicant team.**



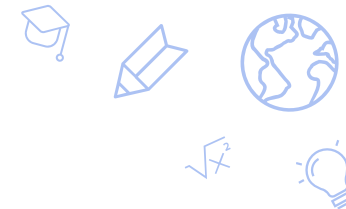
Applicant Team Information

- Committees to Form
 - Must comply with requirements in NRS [388A.240](#).
 - Definition of “teacher”: holds a current license to teach, or who previously held a license and is retired AND has at least two years of experience as an employed teacher.
 - Should populate the applicant team table to ensure that all requirements are met.
 - May be different from the governing board.
- CMO applicants
 - Include the full governing board of the CMO as well as key employees and proposed school employees.
 - May apply and transition governance to a local board upon authorization.
- All individuals on the Committee to Form or CMO applicant team, in addition to proposed board members, must complete the required information sheet (**Attachment 1**).



Pending Applications & Schools

- Disclosure of all:
 - Pending applications
 - Approved applications
- Note that the past performance of affiliate schools will also be provided as part of the application
- Should this information change after the submission of the application, it is the applicant's responsibility to notify the SPCSA



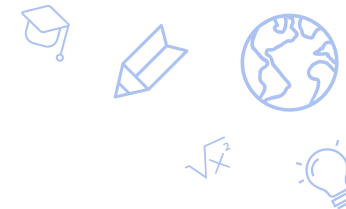
Planned Enrollment

- Enrollment table should be completed for each grade level the school intends to serve during the initial charter term (six years).
- Must align with the Budget and Student Recruitment and Enrollment Section.
- If approved, the total enrollment for each year will be incorporated into the charter contract. SPCSA schools must stay within 10% of their approved enrollment, unless an amendment is approved.



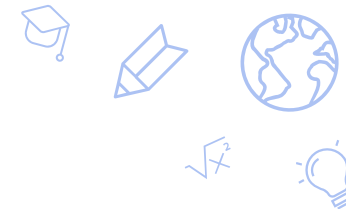
Proposed Location & Proposed CMO or EMO

- Disclosure of identified facility, or potential facility prospects.
- If facility has been identified, the application should include the address for the proposed location.
- If a facility has not been identified, the application should provide as much detail as possible about potential facilities, and this information should match other details throughout the application such as primary zip codes the school intends to serve.
- Identification of the proposed CMO or EMO may not be applicable for all applicants.



Application Preparation & Certification

- Applicants are required to disclose if the application was prepared by a person who is not a member of the Committee to Form or employee of the CMO ([NAC 388A.160](#)), such as:
 - Accountant
 - Back-Office service provider
 - EMO Employee(s)
 - Consultant or Contractor
- If the application is prepared by a person who is not a member of the Committee to Form of an employee of the CMO, the resume of the preparer must be included as Attachment 2.
- The primary liaison for the application signs the certification form.
- Applications should be original work and should not be substantially similar to past applications without proper citation. All applications will undergo a plagiarism check prior to the review phase.
- Applicants are strongly encouraged to reach out to SPCSA staff should there be questions on preparation and certification.

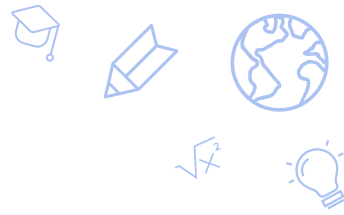


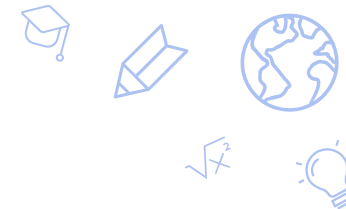
Application Page Limits

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 |

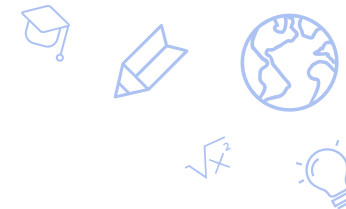
QUESTIONS





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Meeting the Need – Overview

- Mission and Vision
 - To understand the role of the proposed school, its key components, and to confirm that the proposal meets at least one of the six statutory purposes of charter schools in Nevada.
- Targeted Plan
 - To understand the proposed educational model and proposed community the school intends to serve, how the model addresses student needs in that community, and to confirm alignment to the SPCSA Academic and Demographic Needs Assessment.
- Parent and Community Involvement
 - To confirm the applicant's knowledge of the target community and to understand the role of parents, community members and strategic partners within the school community and how each has informed the proposal.



Application and Rubric: Mission and Vision

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.

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.

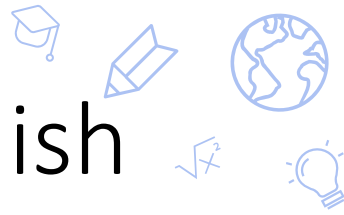
Vision describes **success (beyond graduation) for students** if the school fulfills its mission.

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.

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.



Application and Rubric: Targeted Plan

Targeted Plan Questions

- 1) Building on the school's mission and vision, describe the community that the school plans to serve, including the intended student population and the educational options currently available.
- 2) Provide a brief executive summary of your educational model and how it meets the needs of the community you wish to serve.
- 3) Describe how the proposal meets at least one of, and preferably multiple, academic or demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment
 1. Demographic Need
 - 2a. Academic Need – Geographies with Consistently Underperforming Schools
 - 2b. Academic Need – Students At-Risk of Dropping out of School

Targeted Plan Rubric

Criteria

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.

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.

Clear, comprehensive explanation of **how** the proposed model meets identified community needs.

Demonstrates a commitment to meeting at least one of, and preferably multiple, academic, or demographic needs identified in the [SPCSA's Academic and Demographic Needs Assessment](#).

1. Demographics: Demonstrated capacity, credible plans and thorough research and analysis to enroll and serve FRL students, ELLs, students with disabilities, students in foster care, and students experiencing homelessness.
2. Academic Need: Demonstrated capacity, credible plans, community input, and thorough research and analysis to provide access to 3-, 4-, and 5- star schools in geographies in which a significant percentage of students are attending 1- and 2-star schools in the two most recent NSPF ratings.
3. Academic Need: Demonstrated capacity, credible plans 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 that will put them on a trajectory toward economic success.

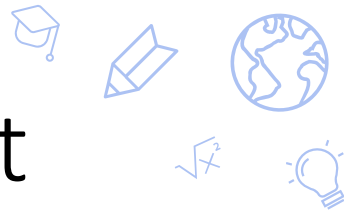


Demographic and Academic Needs Assessment

[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 12, 2025. 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



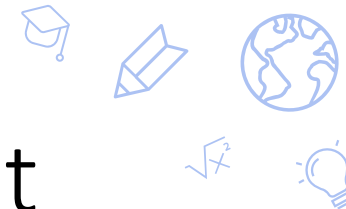
The SPCSA Academic and Demographic Needs Assessment defines these three needs:

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)
- 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.



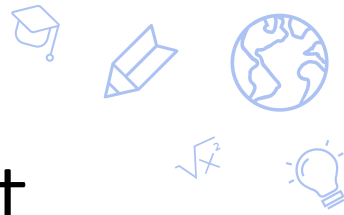
Demographic and Academic Needs Assessment

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.

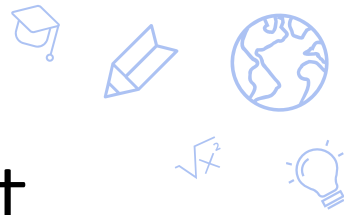


Demographic and Academic Needs Assessment

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.

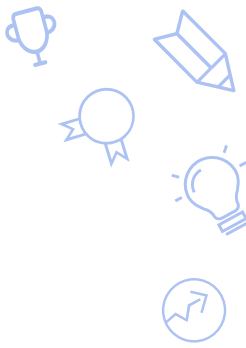
Successful applicants will:

- 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> |
|--|--|---|



Likelihood applicant is approved



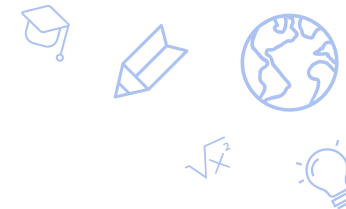
Application and Rubric: Parent & Community Involvement

Parent & Community Involvement Questions

- 1) Describe the Committee to Form or CMO’s ties to and/or knowledge of the target community.
- 2) Describe the role to date of parents and community members in the development of this application. What specific strategies have been implemented to engage parents and community members? Provide specific examples of how input from parents, neighborhood and community members has impacted the application.
- 3) Describe how you would continue to engage parents, neighborhood and community members from the time the application is approved through the opening of the school and once the school is operating. What specific strategies would you rely on to establish buy-in and to understand and respond to parent priorities and concerns during the transition process and post opening?
- 4) What programs, activities, and procedures will be implemented to encourage the participation of all parents, including parents of students with disabilities and English language learners?
- 5) Describe any opportunities for parent volunteer activities as well as any policies related to parent volunteering.
- 6) Complete the table below for EACH strategic partnership your school has established with community organizations, businesses, or other educational institutions.

Parent & Community Involvement Rubric

| Criteria |
|--|
| Demonstrates ties to and/or knowledge of the identified community and explains how the proposed school will build upon community assets. |
| Intentional and thoughtful strategies for engaging with community members, families, and parent representatives 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. |
| 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. |
| 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. |
| Adheres to state laws regarding parent and family volunteers, ensuring that there are no volunteering requirements as a condition of enrollment . |
| 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. |

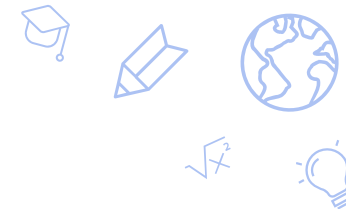


Community Partnerships

| | |
|---|--|
| Partner Name | |
| Briefly describe this partnership | |
| Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities | |

Regarding community partnerships:

- Entities or individuals listed in the narrative (section 2.3) should have a corresponding letter or draft contract included in **Attachment 3**.
- To meet rubric criteria, partnerships should be established. Possible partnerships under consideration (or perhaps not established at the time of the application) may be submitted but will not meet rubric standards.
- Identified partners may be contacted by the SPCSA staff should there be questions or to confirm elements of their relationship with the school.



Strong Applications – Meeting the Need

The Proposed School:

- Has a measurable mission statement and clearly articulates what success looks like through a clear vision statement.
- Consistently refers and makes connections to the proposed Mission and Vision of the school throughout the application.
- Meets at least one of the academic or geographic needs from the Needs Assessment¹ and demonstrates a deep understanding of the community the school plans to serve.
- Provide evidence and examples to show how members of the community, prospective parents and students informed the final proposal and educational model.
- Include evidence of established partnerships, which outline specific deliverables to be provided to the school and go beyond generic letters of support and are not from prospective vendors.

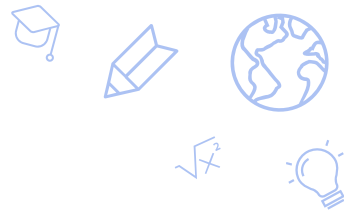


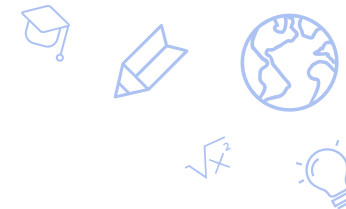
Potential Red Flags/Concerns– Meeting the Need

The Proposed School:

- Mission and vision statements are isolated and do not tie back to the narrative frequently, and/or the mission and vision are not related to the proposed program.
- Does not meet at least one of the academic or geographic needs from the Needs Assessment¹.
- Evidence and examples of community partnerships are generic, speak to an individual affiliated with the proposal (such as the identified school leader), or may be from prospective vendors.
- Applicant proposes to conduct most, if not all, community engagement after approval. Plans may be outlined within the application for future events, but it is not clear that sufficient engagement has occurred to demonstrate that the identified community has informed the proposal.

QUESTIONS





Agenda

| 1 | Brief Orientation on our Application & Trainings |
|---|--|
| 2 | Applicant Coversheet |
| 3 | Meeting the Need |
| 4 | Academic Plan |
| 5 | Questions & Next Steps |



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">• Mission 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



Academics – Overview of Required Subsections

- Transformational Change
 - To confirm alignment to the SPCSA's Strategic Plan and that the school design features are cohesive and supported by compelling evidence.
- Curriculum & Instructional Design
 - To understand the instructional design and strategies of the school and to confirm instructional requirements are met.
- Promotion and Graduation Requirements
 - To verify matriculation and promotion policies as well as the systems and structures to be used to support all students, including those that are at-risk.
 - Note: The Promotion and Graduation Requirements section is required of ALL applicants, not just high schools.



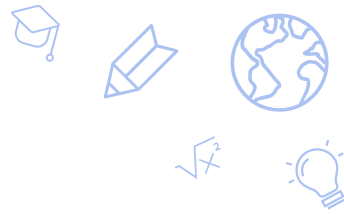
Academics – Overview of Required Subsections

- Driving for Results
 - To understand the academic, financial and organizational goals of the school and how the school will evaluate and respond to potential shortcomings.
- At-Risk Students and Special Populations
 - To understand the identification and remediation strategies for students.
 - To understand how the school will meet the needs of student special populations (IEP, ELL, GATE, Homeless/Migrant).
- Professional Development
 - To verify professional development plans support the proposed school model and when/how they will be implemented to support and coach teachers.



Academics – Overview of Required Subsections

- School Culture
 - To understand the proposed culture the school seeks to establish, and how it will be measured and maintained.
- Student Discipline
 - To understand the school's discipline policies and goals, restorative justice practices, and due process procedures.
- School Calendar and Schedule
 - To verify the proposed calendar meets or exceeds state requirements, that the schedule is optimal for the school model, and that there are systems and goals to be used to ensure high student attendance.



Academics – Additional Subsections

- Dual Credit Partnerships
 - Required ONLY for applicants proposing a high school program.
 - To confirm requirements under [NRS 389.310](#) are met, and to understand how the dual-credit program will be implemented
- Programs of Distance Education
 - Required ONLY for applicants proposing distance education.
 - To understand the proposed distance education program, including how the school will monitor student course participation and completion and offer appropriate and/or required support services.
 - **Note: Distance education courses and programs must be approved by NDE prior to or in conjunction to the SPCSA application process.**



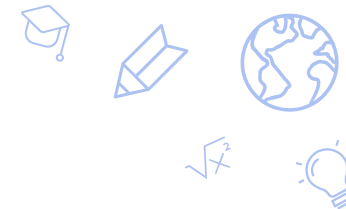
Application and Rubric: Transformational Change

Transformational Change Questions

- 1) How will you ensure that your school earns, or is on track to earn, a 4- or 5-star rating by the end of your first charter term?
- 2) How will you accelerate growth at all achievement levels, particularly among students who are most behind?
- 3) Describe the distinguishing features of your school, including programmatic components that make it unique. For each feature, explain how it will be implemented and how it is expected to influence student success, citing evidence from your experience and/or valid research.
- 4) Are there any portions of an existing school model that you will utilize in this proposed school? If so, identify the school and describe the student performance results driven by that model.

Transformational Change Rubric

| Criteria |
|---|
| Compelling, well-articulated theory of change and clear educational strategy aligned to the mission and critical to the school's success. |
| Ambitious, yet achievable plan to further the SPCSA's strategic goals: <ul style="list-style-type: none">• Provide families with 4- or 5- star school.• Ensure that every SPCSA student succeeds – including those from historically underserved student groups. |
| Provides a specific description of how the proposal will be implemented to ensure fidelity to the model . |
| 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 . |
| Distinguishing features of the proposed school are supported by compelling evidence of success in schools implementing similar programs while serving similar student populations . |



Transformational Change

| Hallmarks of Successful Applicants | Potential Red Flags/Concerns |
|--|--|
| Alignment to the SPCSA Strategic Plan ¹ . | Performance targets that are not aligned to the NSPF or will not translate to a 4- or 5- star rating. |
| Reasonable yet ambitious goals to achieve a 4- or 5- star school according to the NSPF ² . | Performance goals, and/or benchmarks, may not be realistic. |
| Clear, detailed explanation of how the proposed programmatic elements of the school fit together – more is not always better! | Lack of evidence or research to support the implementation of the model, or past results may not indicate the model is successful. |
| Designed based on best practices of high-performing schools, and the model points to a track record of success with similar student populations. | Too many programmatic elements with unclear or incomplete description of how they work together. |

¹The SPCSA Strategic Plan can be found on the agency website [here](#).

²NSPF information can be found on the Department’s website [here](#).



Curriculum and Instructional Design

Curriculum and Instructional Design Questions

- 1) Provide a description of the proposed instructional design of the school and the type of learning environment the school will provide. Include the planned class size and structure, and the teaching methods that will be used.
- 2) Using the table below, provide a comprehensive list of the school's curricula for core academic subjects: ELA, Math, Science and Social Studies, and describe how these curricula align to the Nevada Academic Content Standards.
- 3) Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education.
- 4) Identify the instructional strategies that will support the education plan. Explain why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.
- 5) If the proposed charter school intends to include a career and technical education program, provide a description of the career and technical education program and courses that will be implemented.

Curriculum and Instructional Design Rubric

| Criteria |
|---|
| 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. |
| Identifies curricula for all core academic subjects and demonstrates that they align to the NVACS . |
| Includes a logical plan for delivering required courses including arts, computer education and technology, health, and physical education. |
| Demonstrates that instructional strategies are well suited to the identified student population and will enable effective differentiation. |
| 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. |



Curriculum and Instructional Design

| Hallmarks of Successful Applicants | Potential Red Flags/Concerns |
|--|--|
| Clear evidence of alignment to NVACS ¹ . | Little to no evidence that the selected curricula align to the NVACS, and/or failure to present finalized curricular in the submitted application. |
| Detailed explanation of reasonable instructional strategies to be implemented for all students. Instructional strategies are consistent throughout the application. | Instructional strategies are not well developed, and plans to serve all students, particularly those classified as at-risk or needing remediation, are not presented in a clear and coherent manner. |

¹Information regarding the NVACS can be found on the Department’s website [here](#).



Promotion and Graduation Requirements

Promotion and Graduation Requirements Questions

- 1) Explain how students will matriculate through the school and how stakeholders will be informed of these policies.
- 2) Explain what systems and structures the school will implement for students at risk for retention, and/or dropping out, and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.
- 3) For high school programs, explain how the school will meet state graduation requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- 4) For high school programs, explain how the school’s graduation requirements will ensure student readiness for college or other postsecondary opportunities.

Promotion and Graduation Requirements Rubric

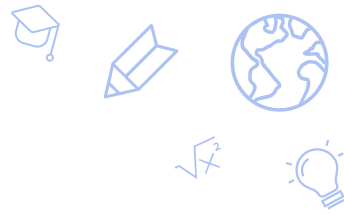
| Criteria |
|---|
| Describes promotion and retention policies for all grades to be served, demonstrating high expectations for all students. |
| Structures are in place to support students at risk of dropping out , including those who are over age for their grade, those needing to access credit recovery options, and those performing significantly below grade level. |
| 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. |



Promotion and Graduation Requirements

| Hallmarks of Successful Applicants | Potential Red Flags/Concerns |
|--|---|
| Clear strategies to be implemented to support at-risk students, or those that may be credit-deficient, in order to earn a high school diploma. | Application includes vague promotion and/or retention policies. |
| Clear evidence that graduation requirements can be met through the proposed high school program. | |

QUESTIONS





Application and Rubric: Driving for Results

Driving for Results Questions

- 1) Describe the mission-specific academic goals for the school. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.
- 2) Outline the annual performance and growth goals that the school will set in order to meet or exceed expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in according with the NSPF.
- 3) Explain how the performance goal baselines were set.
- 4) Articulate how the school will measure, evaluate, and report academic progress – of individual students, student cohorts, special populations, and the entire school – throughout the school year, at the end of the academic year, and for the first six years of operation. How will the school monitor for disparities in academic performance between student groups?
- 5) Describe the corrective actions the school will take if it falls short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level during the year or based on end of year assessments. Explain what performance levels would trigger such corrective actions and who would be responsible for implementing them.

Driving for Results Rubric

| Criteria |
|--|
| All academic goals and targets are expressed in SMART terms and demonstrate a commitment to ensuring the success of all students including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level. <ul style="list-style-type: none">• Mission-specific academic goals• Annual performance and growth goals• Quarterly performance targets |
| Sound plan for measuring and reporting academic performance and progress of students and monitoring for disparities in academic performance between student groups. |
| 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. |
| Internal assessment selections will provide sufficiently rich data for evaluation of the education program, are valid and reliable, and are fully aligned with state assessments, NVACS, and the curriculum as presented. |



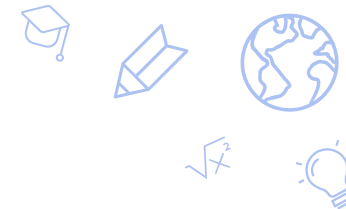
Application and Rubric: Driving for Results (cont.)

Driving for Results Questions

- 6) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student learning needs and ensure progress towards SPCSA and state proficiency targets. Describe how these assessments will be used
- 7) For each interim assessment, describe the performance targets and benchmarks the school will use to monitor student progress and ensure it remains on track to meet its academic goals throughout the first year. Explain how these targets will be set, measured, and adjusted if needed.
- 8) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.
- 9) Describe the school’s organizational or financial performance goals the school will have. Explain how these align to the SPSCA Organizational and Financial Performance Frameworks.

Driving for Results Rubric

| Criteria |
|---|
| 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. |
| Logical plan for using assessment data to drive key decisions aimed at improving academic outcomes. |
| Organizational and financial goals are aligned to the SPSCA’s Performance Frameworks . |

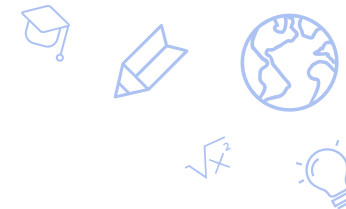


Goals and Targets

- **Mission-specific goals** should directly align to the proposed school's mission and establish how the applicant would measure the success of the school, if approved to open. As described in the rubric, the goals should complement or supplement, but not replace, the SPCSA's performance standards. In addition, all measures should be rigorous, valid, reliable, and objectively verifiable.
- **Annual performance and growth goals** should directly align to the Nevada School Performance Framework¹ and/or the Authority's Academic Performance Framework. These goals should be rigorous enough to ensure that if met, the school the school will meet SPCSA performance standards.
 - For example, if setting a goal for graduation rate, which is a point-earning measure in the Nevada School Performance Framework, the goal should be sufficiently ambitious such that if met, the school will earn points that will enable at minimum a 3-star rating or ideally a 4-or 5-star rating.
- **Interim performance targets** should be interim targets for the first year of operation that will be used to ensure the school is on track to meet its goals for the first year. There should be clear alignment between these interim targets and the year-1 goals.
- **Organizational and financial goals** should enable the school to meet the SPCSA's expectations according to the Organizational and Financial Performance Frameworks².

¹Technical information about the NSPF can be found [here](#).

²Technical information about the SPCSA's Academic, Organizational, and Financial Performance Framework can be found [here](#).



Driving for Results

| Hallmarks of Successful Applicants | Potential Red Flags/Concerns |
|---|---|
| Goals are specific and tie to the proposed mission and vision of the school. | Goals are unclear, vague, misaligned to the application and/or incomplete. Academic, Organizational and Financial goals are not all included. |
| Includes a plan to ensure that performance gaps do not persist, and one that calls for sufficient monitoring. | Assessment inconsistencies throughout the application, including the budget. |
| Interim assessment plan is coherent and can provide timely data to the school leadership, board and staff. | A corrective action plan is not fully-developed, not included in the submission, or does not take into consideration the involvement of all critical stakeholders, including the governing board. |



At-Risk Students and Special Populations

At-Risk Students Questions

- 1) What is the school's definition of at-risk students? What academic and behavioral data, processes, and methods will be used to identify at-risk students and their needs?
- 2) Describe the school's approach to help remediate students' academic underperformance. Detail the interventions to be implemented. Cite the research/analysis for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)?
- 3) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Explain the methodology for determining these proportions.
- 4) How will you communicate the need for remediation to parents?
- 5) What interventions will be offered for students exhibiting early signs of behavioral concerns, mental health concerns, and/or need for social emotional supports? How will individual plans for students be implemented and monitored?

At-Risk Students Rubric

| Criteria |
|--|
| Provides a clear and research-based process for identifying at-risk students and their needs, including those with academic and behavioral needs . |
| 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 . |
| 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 . |
| Presents a reasonable plan and identifies the parties responsible for communicating with parents regarding remediation needs. |
| 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. |



At-Risk Students and Special Populations (cont.)

Special Populations Questions

- 1) Explain the track record of one or more members of the founding school team (e.g., founding board member, identified instructional leader, etc.) in working to achieve high academic outcomes for: students with disabilities, including those with mild, moderate, and severe disabilities, English language learners, homeless and migrant students, and intellectually gifted students.
- 2) Explain how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide.
- 3) Explain how the school will meet the needs of English language learners (EL).
- 4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported.
- 5) Explain how the school will meet the needs of homeless/migrant students.

Special Populations Rubric¹

| Criteria |
|--|
| 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. |
| Clear demonstration and understanding of Nevada and federal laws and regulations governing services for special populations. |
| For intellectually gifted students, demonstrates that the school will extend their learning offerings such as those students have access to unique, tailored opportunities. The proposed staffing structure demonstrates sufficient staffing and teacher support to implement the plan. |
| For homeless/migrant students: <ul style="list-style-type: none">• Presents a logical and systematic method according to which the school will identify homeless and/or migrant students.• Clear plan to assess and meet the needs of students and identified as homeless and/or migrant. |

¹Due to space constraints, the full criteria for special populations and English language learners have not been included on this slide. Please refer to pages 16-17 for full [rubric](#) criteria in this section.



At-Risk Students and Special Populations

| Hallmarks of Successful Applicants | Potential Red Flags/Concerns |
|--|---|
| Clear process, backed by research and best practices, to be used to identify students in need of remediation or additional support. Additionally, application presents sufficient capacity to identify students. | Remediation approaches for students is underdeveloped and/or does not appear sufficient to serve the anticipated student population. |
| Intervention or remediation strategies are reasonable and appropriate for the anticipated student population. | Application fails to appropriately account for gifted/talented students, or homeless/migrant students. |
| Demonstrates a commitment to serving all students | Does not demonstrate knowledge of Federal and State laws pertaining to serving students with IEPs, ELs, and homeless/migrant students |
| | Restates Federal and State laws but does not describe <i>HOW</i> the school will provide services to special populations |



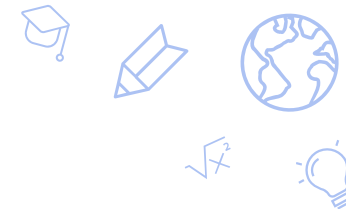
Professional Development

Professional Development Questions

- 1) Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
- 2) Provide an overview of professional development that will take place prior to school opening. Explain what will be covered during this induction period, how teachers will be prepared to deliver any unique or challenging aspects of the curricula and instructional methods, and a general timeline for when this professional development will be delivered.
- 3) Describe the expected number of days/hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration. How will such time be used?
- 4) Describe how teachers will be coached in and supported outside of the professional development outlined so far in this section.
- 5) How will teachers be supported and developed to ensure they are prepared to meet the needs of students who require additional supports (ex. special education, English language learners, etc.)?
- 6) Identify the individuals (or positions) and/or vendors responsible for professional development.

Professional Development Rubric

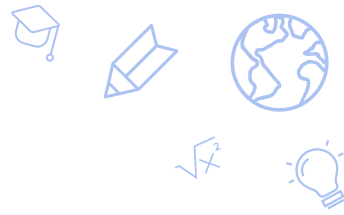
| Criteria |
|---|
| Clearly describes professional development that will be offered during the incubation year to effectively support the academic program , including the topics to be covered and any specialized components of the educational model. |
| Provides a summary of professional development opportunities throughout the school year to effectively support the academic program , including topics and structures. |
| Explains teacher coaching plans that will effectively support teacher development, including responsible parties . |
| Demonstrates how professional development will support all teachers in meeting the needs of special populations including students with disabilities and English language learners. |
| Clear identification of the persons or organizations responsible for professional development. If professional development is to be provided by a contracted third party, the third party has appropriate expertise. |
| Cost of any third party provided professional development is reflected in the budget . |



Professional Development

| Hallmarks of Successful Applicants | Potential Red Flags/Concerns |
|--|---|
| Professional development aligns to the incubation year plan and school model. | Application does not account for professional development for the school leader. |
| General content areas for proposed professional development are outlined in the application. | Third-party vendors included in the narrative are not accounted for elsewhere in the application, including the budget. |

QUESTIONS





School Culture

School Culture Questions

- 1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment, reinforce student intellectual and social development, and support fulfillment of the school’s mission and vision.
- 2) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for assisting students who enter the school mid-year to adapt to the school culture.
- 3) What are the school culture goals? How will you evaluate school culture and the implementation of your culture plan?
- 4) Describe the school’s approach to help support all students’ social and emotional needs.
- 5) Discuss any required dress code or uniform policy.

School Culture Rubric

| Criteria |
|---|
| 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 . |
| Describes a concrete plan for norming social/cultural expectations at the start of each year as well as for students who enter mid-year . |
| Provides plans to establish a culture of high expectations with students/families and teachers/staff and promote a positive school culture. |
| Presents well-defined goals around school culture and plans to monitor progress. |
| Presents research-based and age-appropriate strategies to support students’ social and emotional needs. |
| 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 . |

School Culture



| Hallmarks of Successful Applicants | Potential Red Flags/Concerns |
|--|--|
| School culture plan includes multiple communication points to help establish this environment for students and families. | The application does not present a concrete, clear vision for the desired school culture, nor is there a cohesive plan for how it will be developed and sustained. |
| The application includes tools or mechanisms to measure the school's culture in order to sustain and continuously improve. | Elements are not aligned to the proposed academic plan or behavioral/discipline plan for students. |



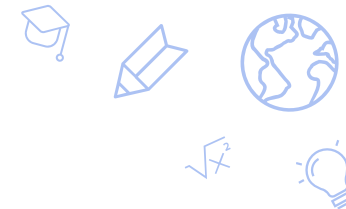
Student Discipline

Student Discipline Questions

- 1) Describe the school’s discipline policy. If the proposed policy is fully developed, provide as **Attachment 4**. Discuss the practices the school will use to encourage students to meet school expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.
- 2) Explain how the school will ensure that discipline practices do not disproportionately impact certain student populations as well as protect the rights of students with disabilities in disciplinary actions and proceedings, exhausting all options in order to promote the continuation of educational services in the school.
- 3) Describe the procedures for due process when a student is suspended or expelled, including a description of the appeal process that the school will employ for students facing expulsion.
- 4) Who will be responsible for implementing the school’s discipline policy, including ensuring that accurate disciplinary records are maintained and reported to the SPSCA?
- 5) Describe the school’s goals for student behavior. How will the school track discipline data and how will this data be used?

Student Discipline Rubric

| Criteria |
|--|
| Presents sound policies for student discipline, suspension, and expulsion including procedures for due process which align to Nevada statutes and regulations. |
| Describes the proactive use of restorative justice practices , including prior to suspensions or expulsions. |
| Clear designation of staff responsible for implementing the discipline plan, including maintenance of student records and data . |
| A plan to ensure that certain student populations are not disproportionately impacted by discipline policies , including protection of rights of students with disabilities. |
| Goals for student behavior are clear and measurable. There is a plan, and designed personnel, for monitoring and reporting related to behavior goals as well as ongoing maintenance of discipline records. |



Student Discipline

| Hallmarks of Successful Applicants | Potential Red Flags/Concerns |
|--|--|
| The application presents a clear plan to ensure that discipline practices are not disproportionately impacting students. Capacity exists to monitor and prevent this from occurring. | Restorative justice practices (as required by Nevada law) are not presented or are underdeveloped. |
| Clear assignment of the responsibility to oversee and implement the proposed school-wide discipline practices. | The application lacks behavioral/discipline goals. |
| | Due process and appeal procedures are vague and/or do not align to state and federal law. |



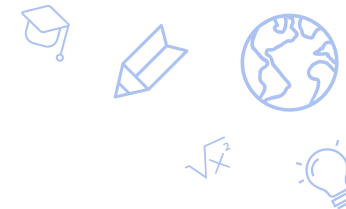
School Calendar and Schedule

School Calendar and Schedule Questions

- 1) Explain how the proposed school calendar reflects the needs of the student population and the educational model. Provide the annual academic schedule for the school (Attachment 5).
- 2) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects including English language arts, mathematics, science, and social studies. Provide a draft teacher and student schedule for grade levels served in the first year of operation (Attachment 6).
- 3) Explain why the school’s daily and weekly schedule will be optimal for the school model and meet the needs of the student population.
- 4) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

School Calendar and Schedule Rubric

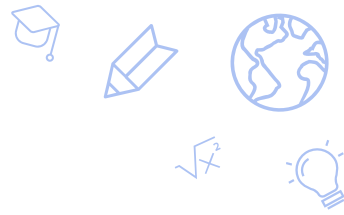
| Criteria |
|--|
| Proposed calendar and schedule meet or exceed applicable statutory and regulatory requirements. <ul style="list-style-type: none">• Minimum of 180 (or equivalent) days of instruction• 43,200 minutes of classroom instruction/year for K – 2• 54,000 minutes of classroom instruction/year for 3 – 6• 59,400 minutes of classroom instruction/year for 7 – 12• Minimum of 120 hours of instruction for high school courses |
| Calendar and schedule support implementation of academic program. |
| Alignment between teacher and student schedules. |
| Outlines meaningful goals for student attendance and plans to monitor and intervene to prevent students from becoming chronically absent. |
| 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. |



School Calendar and Schedule

| Hallmarks of Successful Applicants | Potential Red Flags/Concerns |
|--|---|
| Description of the proposed academic program, student and teacher schedules in the narrative align to the proposed calendar. | Proposed schedule does not meet state requirements. |
| Student attendance goals are reasonable yet attainable and align to the SPCSA Organizational Framework. | No goals or steps to monitor student attendance are included. |

QUESTIONS





Dual Credit Partnerships¹

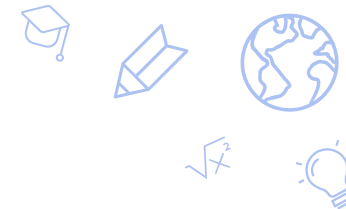
Dual Credit Partnerships Questions

- 1) Describe the proposed dual credit program, including the proposed college or university, the courses that will be offered, and how the program will be run.
- 2) Describe the engagement with the proposed college or university to date and plans to further the relationship in preparation for the opening of the proposed school. As Attachment 7, provide evidence of engagement, which may include communication with representatives of the college or university, a proposed MOU, or proposed cooperative agreement.
- 3) Describe the manner and amount that the college or university will be compensated for providing courses and resources, including, without limitation, any tuition and fees that the charter school will pay to the college or university.
- 4) Describe how the school will monitor the students enrolled in the dual enrollment program, including course enrollment, attendance, and the acquisition of college credits.

Dual Credit Partnerships Rubric

| Criteria |
|--|
| 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. |
| 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. |
| Specific plans for monitoring students enrolled in the dual credit program to ensure they have sufficient supports and resources to successfully earn college credits. |
| 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 . |

¹Dual Credit Partnerships is only required of high school applicants.



Dual Credit Partnerships

| Hallmarks of Successful Applicants | Potential Red Flags/Concerns |
|---|--|
| A draft contract or agreement with a postsecondary institution or evidence of engagement with articulated details of what partnership will look like and clear timeline for formalizing relationship. | Acknowledgement that this is required by the applicant but will be accomplished at a later date or during the incubation year. |
| | Significant student fees for participation in dual credit |



Programs of Distance Education¹

Programs of Distance Education Questions

- 1) Describe plans for gaining necessary approvals from the Nevada Department of Education for the distance education program and courses. If any approvals are already in place, provide documentation of approvals as Attachment 8.
- 2) Describe the system of course credits that the school will use.
- 3) Explain how the school will monitor and verify the participation in and completion of courses by pupils. Include an explanation as to how the proposed school will monitor student attendance to ensure meaningful participation.
- 4) Explain how the school will ensure students participate in assessments and submit coursework.
- 5) Explain how the school will conduct parent-teacher conferences.
- 6) Describe how the school will administer, in a proctored setting, all tests, examinations, or assessments required by state or federal law or integral to the performance of the charter school.
- 7) Describe the supports that will be available to each pupil in their home or community. Include the availability and frequency of interactions between the pupil and teachers.
- 8) Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities, EL students, intellectually gifted, and homeless/migrant students.
- 9) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

Programs of Distance Education Rubric

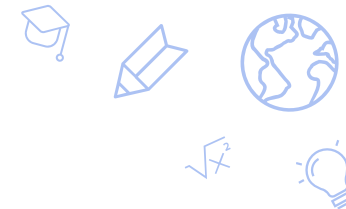
| Criteria |
|--|
| Describes plan and timeline to garner necessary approvals from the Nevada Department of Education for the distance education program and courses. For courses that are already approved, documentation is provided. |
| Detailed, justifiable plan regarding student attendance , which meets state requirements. |
| Explanation of the plan for ensuring students complete coursework. Detailed, justifiable approach for interactions between the pupil and teachers that aligns with the proposed instructional minutes and provides adequate support to pupils in line with individual needs . |
| Specific plan for where and when the school will administer mandated assessments in a proctored environment outside of the home and an explanation of how the school will ensure student access and participation. |
| Detailed plan for ongoing communication with parents . |
| Comprehensive set of criteria for enrolling students that corresponds with a clear, logical, and accessible enrollment plan. |
| Presents a logical and research-based plan to serve homeless and/or migrant students in a distance education setting . |

¹Programs of Distance Education is only required of applicants proposing to offer distance education.



Programs of Distance Education

| Hallmarks of Successful Applicants | Potential Red Flags/Concerns |
|---|---|
| Plan exceeds state requirements for student attendance, and the application details how this will be monitored. | No plan to coordinate approval with NDE. |
| Plan details how required assessments will be administered is fully detailed and is reasonable for students and families. | The application does not provide sufficient details to adequately serve students with disabilities, EL students, intellectually gifted and homeless/migrant students. |



Agenda

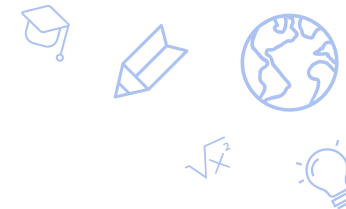
| 1 | Brief Orientation on our Application & Trainings |
|---|--|
| 2 | Applicant Coversheet |
| 3 | Meeting the Need |
| 4 | Academic Plan |
| 5 | Questions & Next Steps |



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. |



Important Upcoming Dates

- Letters of Intent are due on or before January 30. The form can be completed through the link under our [Open a School](#) page.
- Remaining trainings are scheduled for the following dates. All trainings will be from 5:00 – 6:30pm Pacific.

| Component | Training Date |
|---|-------------------|
| Operations Plan & Addendum | February 4, 2026 |
| Financial Plan | February 18, 2026 |
| Clarifying Questions & Capacity Interview | February 26, 2026 |

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

Thank you!

charterschools.nv.gov

