

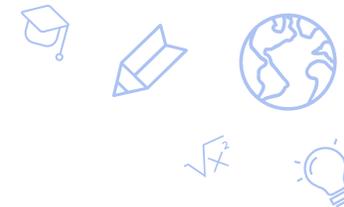


# 2026 SPCSA New Charter Applicant Training #3: Operations & Addendum



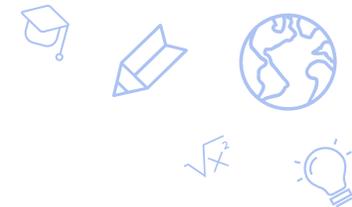
February 4, 2026





# Agenda

1	Brief Orientation on our Application & Trainings
2	Operations
3	Addendum
4	Final Reminders and Next Steps



# Introductions

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



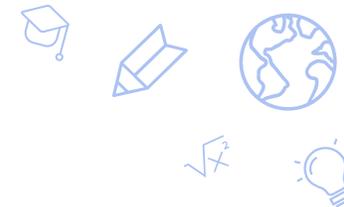
- ☑ Authorizing and board experience
- ☑ Teaching/school leadership experience
- ☑ Institutional knowledge w/the Authority



# Application 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
Clarifying Questions & Capacity Interview	February 18, 2026
Financial Plan	February 26, 2026

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, 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	Response to Completeness Findings	Applicant
<i>(Applicants are provided with approximately 48 hours to respond)</i>		
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	Response to Clarifying Questions	Applicant
<i>(Applicants are provided with 4 business days to respond)</i>		
June 29-July 17, 2026	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 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	Resubmission Deadline	Denied Applicants
<i>(30 days from receipt of Notice of Denial)</i>		
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.



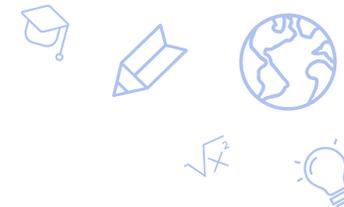
# Applicant Types

## 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

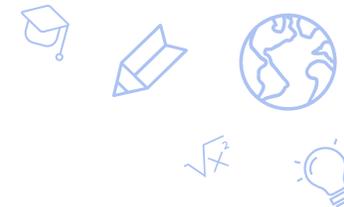
## Charter Management Organization

- 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



# Agenda

1	Brief Orientation on our Application & Trainings
2	Operations
3	Addendum
4	Final Reminders and Next Steps



# Application Sections

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

\*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



# Operations – Overview of Required Subsections

- Board Governance
  - To verify membership requirements are met, to confirm policies and procedures are drafted, and to understand the proposed board’s capacity and familiarity with the proposal.
- Leadership Team
  - To understand the leadership team, roles and responsibilities, and how individual(s) will effectively manage the proposed school .
- Staffing Plan
  - To understand the staffing plan and to verify that sufficient capacity exists to execute the proposed educational program and effectively serve all students.
- Human Resources
  - To understand recruitment, hiring and evaluation plans and processes.



# Operations– Overview of Required Subsections

- Student Recruitment & Enrollment
  - To determine if sufficient evidence of demand exists for the proposed model and to evaluate plans to effectively recruit and enroll students.
- Incubation Year Development
  - To confirm key milestones are in place during Year 0, to ensure that required activities and expenses are accounted for in the budget, and to ensure there is sufficient capacity to execute.
- Services
  - To understand essential and program-specific non-academic services such as transportation, food services, facilities management, and purchasing and to confirm associated costs are realistic.
- Facilities
  - To understand and evaluate facility plans, both short and long-term, including the viability and cost of the proposed facility.



# Application and Rubric: Board Governance

## Board Governance Questions

- 1) Provide, as **Attachment 10**, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.
- 2) Describe the primary roles of the governing board and how it will interact with the principal/head of school. Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies and how the governing board will interact with these committees, advisory bodies, and/or councils.
- 3) Explain how the board will evaluate the success of the school. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This should include financial, operational, and/or academic reports. What key performance indicators will the board rely on to know if the school is meeting its mission including its academic, financial, and organizational performance goals?
- 4) Summarize the qualifications and experience of proposed members of the governing board of the school. Identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. How will the board ensure that there will be active and effective representation of key stakeholders, including parents? Additionally, complete the Board Membership Template. **(Attachment 9)**

## Board Governance Rubric

Criteria
Proposed governance structure, including delineation of roles and responsibilities between leadership and the board, is <b>likely to ensure effective governance and meaningful oversight</b> of school performance, operations, and financials.
The board puts into place a structure that enables it to <b>collect the information it needs to evaluate the performance of the school.</b>
Provides evidence that the governing body fulfills (or describes reasonable and detailed plans to ensure that the governing body will fulfill) <b>statutory requirements for board membership</b> , including at minimum, one teacher or other person licensed pursuant to chapter 391 of NRS; one teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator; one parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school; and two individuals with knowledge and expertise in one or more of the following areas: accounting, financial services, law, or human resources.
Demonstrates that the membership of the governing body embodies (or has clear plans to embody prior to the opening of the school) the <b>wide range of expertise and skills needed to oversee a successful charter school</b> , including but not limited to educational, financial, accounting, legal, and community experience and expertise, as well as special skill sets to reflect school-specific programs, if applicable (e.g., STEM, fine arts, blended learning, alternative programs, etc.).



# Application and Rubric: Board Governance (cont.)

## Board Governance Questions

- 5) How will the board expand and develop over time? If the full founding board has not yet been identified, describe plans and timeline for adding board members and increasing the capacity of the governing board.
- 6) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
- 7) Describe the orientation or training new board members will receive as well as the ongoing development that will be provided to existing board members. What topics will be covered? What is the timeline and expected time commitment? Who will be responsible for providing training to the board?
- 8) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

## Board Governance Rubric

Criteria
There are no prohibited familial relationships between charter holder board members, charter holder board members and staff, or charter holder board members and CMO/EMO employees within the third degree of consanguinity or affinity nor any supervisory or business relationships.
<b>Proposed conflict of interest policy, ethics policy, and bylaws are reasonable and compliant.</b> Bylaws contemplate a mechanism for removal of governing body members if needed.
Provides plans for <b>meaningful, appropriate training for board members on a regular basis.</b> Governance training is provided by experienced, third parties and addresses on-boarding for new members, or when the composition of the board changes. Board training costs are reflected in the budget narrative assumptions and the budget calculations.
Describes a reasonable process for <b>resolving student/parent objections.</b>



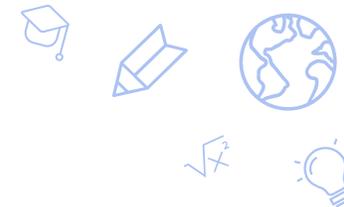
# Application and Rubric: Board Governance (cont.)

## Capacity Interview Criteria

While most criteria are evaluated through both the written application and capacity interview, several criteria, as indicated with “\*” will only be evaluated after the capacity interview.

## Board Governance Rubric

Criteria
The proposed governing board members demonstrate a <b>deep understanding</b> of the educational model, organization’s mission, and what <b>mission achievement</b> looks like. *
The proposed governing body members demonstrate <b>ownership and a commitment</b> 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 <b>ability to work together to solve problems</b> . *
The proposed governing body members demonstrate that they understand <b>the role of the board</b> 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 <b>holding the EMO/CMO accountable</b> for delivering results. *



# Board Governance

Hallmarks of Successful Applicants	Potential Red Flags/Concerns
The proposed board demonstrates the necessary capacity to effectively govern the proposed school.	The applicant doesn't meet the minimum statutory requirements for a board <u>and</u> does not provide a reasonable and timely plan for doing so.
Reporting structures in the application are well-defined. If applicable, the board has strong oversight mechanisms to evaluate service providers.	The proposed board is overly reliant on service providers or individuals not on the governing board during the capacity interview.
The proposal accounts for governance training.	The board is unable to speak to community engagement to date, and/or does not possess ties to the community the school intends to serve.
Draft policies (Code of Ethics, Bylaws, Grievance) are included in the application, are logical, and align with other portions of the narrative.	



# Application and Rubric: Leadership Team

## Leadership Team Questions

- 1) Provide organizational charts for the school in year one and for when the school reaches full capacity. (Attachment 11)
- 2) Describe the Committee to Form or CMO team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
  - 1) School leadership, operations and governance;
  - 2) Curriculum, instruction, and assessment;
  - 3) At-risk students and special populations;
  - 4) Performance management;
  - 5) Parent and community engagement.
- 3) If a school leader has been selected, identify this individual, describe their qualifications for the role, and provide the resume for this individual. Include student achievement data demonstrating the individual's track record of success at the classroom, cohort, and school-wide levels OR if a school leader has not yet been selected, describe the process, timeline, and selection criteria for this role, and provide a job description for this role. (Attachment 12)
- 4) Describe the makeup of the school's leadership team, including the positions that will make up that team. If these positions have been filled, please identify these individuals and provide their resumes. For positions that have not yet been filled, instead provide relevant job descriptions. (Attachment 13)
- 5) Explain how the school leader will be supported, developed, and evaluated. Include the competencies used for selecting and evaluating the school leader and identify the specific leadership evaluation tool(s) the school plans to use.

## Leadership Team Rubric

Criteria
The organizational chart clearly indicates all positions, <b>delineating board and leadership roles</b> and lines of authority.
The qualifications of the Committee to Form/CMO are demonstrable with <b>empirical data related to student performance</b> , including students from diverse backgrounds and experiences, students with disabilities, English language learners, and other special populations.
The qualifications of the Committee to Form/CMO include experience with recruitment, hiring, and development of a <b>highly effective staff</b> .
If identified, <b>school leader demonstrates a range of experience serving all students</b> (students with disabilities, English language learners, students in need of remediation, and students above or below grade level) including leadership at high-performing or high-growth school, experience establishing a high-performing culture with students and staff; and responsibility for significant student achievement gains with demographics similar to the proposed school.
If the school leader is not yet identified, explains <b>the timeframe and the method by which the board will recruit and select a candidate who demonstrates qualifications and competencies</b> aligned with the school's mission and program and has experience working with special populations.
Structure of the school leadership team will allow for <b>effective management of the school and staff and demonstrates appropriate assignment of management roles and distribution of responsibilities</b> for instructional leadership, curriculum, personnel, budgeting, financial management, special education and EL programming, legal compliance, state reporting, external relations, and any unique, school-specific staffing needs.
School leadership team job descriptions or resumes <b>identify qualifications and competencies of the administration that align with the school's mission and program</b> and demonstrate capacity to successfully manage the school.
<b>Comprehensive plan for coaching, support, and evaluation</b> of school leadership. The board articulates a clear, ambitious, data-driven set of standards and criteria that the school leader must satisfy to keep the school on track to achieve its vision.



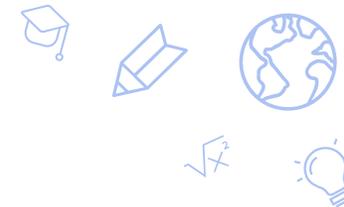
# Application and Rubric: Leadership Team(cont.)

## Capacity Interview Criteria

While most criteria are evaluated through both the written application and capacity interview, several criteria, as indicated with “\*” will only be evaluated after the capacity interview.

## Leadership Team Rubric

Criteria
If members of the school leadership team have been identified, they demonstrate <b>deep knowledge</b> of the proposed academic model and an understanding of how the school’s mission <b>supports students and families</b> .*
If members of the school leadership team have been identified, they demonstrate the <b>ability to work together to solve problems</b> . 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 <b>responsibilities they have to the community</b> . This includes demonstrated evidence of <b>engagement with and responsiveness</b> to students, families, and the community.*
If members of the school leadership team have been identified, they demonstrate that they believe that <b>all students can achieve their full potential</b> . *



# Leadership Team

Hallmarks of Successful Applicants	Potential Red Flags/Concerns
The school leader is identified, has relevant experience, and can speak to the plans contemplated in the narrative in great detail.	The application does not include an identified school leader <u>and</u> does not include a detailed process, job description and timeline for filling this key role.
The application presents clear plans to develop the school leader, and these costs are accounted for in the budget.	Proposed leadership structure does not align with the narrative, or presents potential issues in terms or accountability or delineation of roles and responsibilities.
The application presents a clear, well-defined evaluation tool or criteria to evaluate the school leader, or proposed school leader once identified.	Identified school leader does not have sufficient experience with the proposed model and/or the anticipated student population.



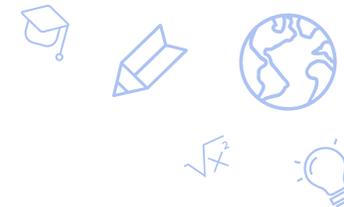
# Application and Rubric: Staffing Plan

## Staffing Plan Questions

- 1) Complete the staffing table indicating projected staffing needs for the proposed school over the next six years.
- 2) Provide the student-teacher ratio as well as the ratio of total adults to students for the school.
- 3) Explain how the staffing model described above aligns to the school model and is well suited for the community the school intends to serve.

## Staffing Plan Rubric

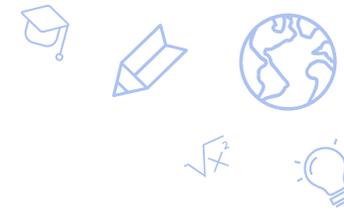
Criteria
<b>Aligns to the mission, vision, and proposed academic program.</b>
<b>Matches the proposed budget</b> and is explicitly aligned to both budget narrative assumptions and to budget calculations.
Demonstrates and <b>understanding of expected student population</b> and aligns to the applicant's commitment to meet the needs of special populations and the community the school intends to serve.
<b>Ensures sufficient capacity</b> to enable high-quality teacher support/development, student/family support, effective school operations, and compliance with all applicable policies and procedures.
Demonstrates <b>reasonable student-teacher ratios</b> based on the proposed model and statutory student-teacher ratios for special education are met.



# Staffing Plan

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal						
Assistant Principals						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers - Core Subjects						
Classroom Teachers - Specials						
Special Education Teachers						
EL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Other [specify]						
Other [specify]						
Other [specify]						
<b>Total FTEs at School</b>						

# Staffing Plan



Hallmarks of Successful Applicants	Potential Red Flags/Concerns
Staffing plan is appropriately scaled, demonstrating that sufficient services can be provided as more students attend the school.	Inconsistencies between the narrative, staffing chart and budget exist.
Budget appropriately accounts for staffing needs and cost assumptions are reasonable.	The staffing plan does not provide sufficient evidence that the proposal has enough capacity to effectively serve the anticipated student populations and/or successfully deliver on the proposed model.



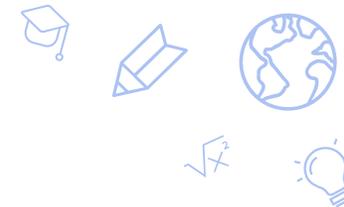
# Application and Rubric: Human Resources

## Human Resources Questions

- 1) Describe your strategy, plans, timelines, and key selection criteria for recruiting and hiring teachers, leadership, and staff. Identify who will be responsible for the hiring processes and how the recruitment efforts will ensure that all hires are representative of the student body and aligned to the school's design.
- 2) Describe the school's employment benefits, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
- 3) State the procedures – including the individual responsible for each step – for hiring and dismissing school personnel, including conducting criminal background checks.
- 4) Describe the school's performance management system and process for teacher evaluation. Identify the teacher evaluation tool(s) the school plans to utilize.
- 5) Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.
- 6) Will your organization require additional support for Human Resources functions? If yes, detail the areas that will require additional support and the costs and criteria for selecting such service provider. If not, provide a detailed description of how and by whom these functions will be managed.

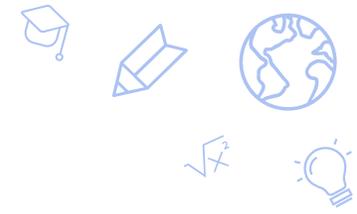
## Human Resources Rubric

Criteria
Articulates recruitment and hiring processes and strategies <b>likely to result in the hiring of high-quality teachers, leaders, and staff</b> reflective of the student body.
Describes a feasible compensation structure and rewards/incentives that are likely to <b>attract and retain high-performing teachers</b> .
Essential recruitment, hiring, and dismissal functions and processes, such as <b>background checks, payroll, benefits, and employee relations</b> , are clearly described and responsible parties are identified.
School performance management system is likely to retain and promote talented staff, allows for re-structuring and removal of staff as needed, creates opportunities for leadership development, and sets clear expectations.
School performance management system <b>identifies low-performing teacher or leader performance, provides plans, support, and training for improvement</b> , and provides the steps the school leadership will take in instances of persistent low-performance.



# Human Resources

Hallmarks of Successful Applicants	Potential Red Flags/Concerns
Staff recruitment strategies are reasonable and provide sufficient time to ensure the school is staffed with high-quality individuals.	Evaluation system(s) are not detailed and/or do not align to other parts of the narrative.
Key human resource functions such as payroll, benefits, and background checks are appropriately accounted for within the application.	



# QUESTIONS





# Application and Rubric: Student Recruitment & Enrollment

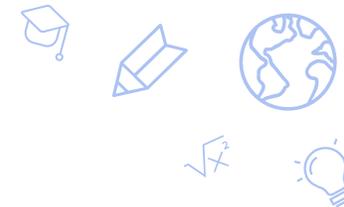
## Student Recruitment & Enrollment Questions<sup>1</sup>

- 1) Explain plans for student recruitment, marketing, and enrollment during the incubation year.
- 2) Describe the application and enrollment process.
- 3) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades? What strategies will be used to retain existing students?
- 4) Complete the enrollment tables for the proposed school.
- 5) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.
- 6) Provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section. (Attachment 14)
- 7) Describe how you will maintain engagement with families that have already demonstrated interest through the application window and maximize the number who apply to enroll.

<sup>1</sup>Due to space constraints, the full list of questions for this section have not been included on this slide. Please refer to page 29 for full rubric criteria in this section.

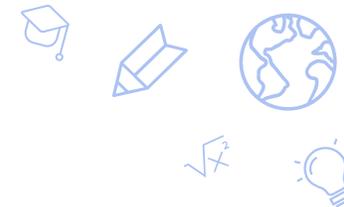
## Student Recruitment & Enrollment Rubric

Criteria
Recruitment and enrollment plan for year 1 and subsequent years: <ul style="list-style-type: none"> <li>- Leverages <b>proactive, grassroots strategies</b> such as door-to-door visits, open houses, and forums, and community conversations over the internet, social media, or other passive tactics which disproportionately benefit more advantaged populations.</li> <li>- Includes specific plans to ensure equal access to interested families including families in poverty, students zone to attend 1- and 2- star schools, students with disabilities, EL students, and other at-risk students as defined in the SPCSA’s Needs Assessment.</li> <li>- Demonstrates and understanding of the identified community.</li> <li>- Is likely to allow the school to enroll a representative student population based on surrounding zoned schools or a mission-specific educationally disadvantaged population.</li> </ul>
Recruitment and enrollment plan for year 1 and subsequent years includes <b>realistic and appropriate targets</b> , timelines, staff capacity, and monitoring plan to provide confidence that the school will meet its minimum enrollment.
The application and enrollment process adequately addresses and is compliant with Nevada laws and regulations regarding notification to families within a 2-mile radius during the incubation year, application and enrollment timelines, lotteries, weighted lotteries, enrollment preferences, and backfilling vacant seats when students withdraw.
The planned enrollment numbers for years 1 through 6, including annual growth, is reasonable and supported by a clear rationale.
The recruitment and enrollment plan as well as planned enrollment numbers for year 1 and subsequent years are aligned with the staffing plan and budget, including projected recruitment expenses.
<b>Demonstrated interest from parents of students in the appropriate grade level to enroll in year 1</b> and originating in the identified communities or zip codes to be served (approximately 30% of year 1 enrollment). Demand should be demonstrated through meeting sign in sheets or intent to enroll forms that capture, at minimum, parent name, student grade levels, and zip code of residence.
Proactive and detailed plan for maintaining engagement with parents of prospective students who have already demonstrated interest and converting interest into actual applications for enrollment.



# Student Recruitment & Enrollment

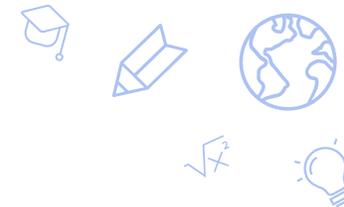
- Question 4: Enrollment Tables
  - **Minimum Enrollment:** Break even budget scenario or minimum enrollment required for the school to be financially viable.
  - **Planned Enrollment:** Should match the budget and planned enrollment provided in the cover sheet.
    - This will be incorporated into the charter contract and will require an amendment to change.
    - The charter school must stay within 90% to 110% of this number.
  - **Maximum Enrollment:** Should be no more than 110% of the planned enrollment.



# Historical Data

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

*\*Requested amendment to reduce enrollment.*



# Student Recruitment & Enrollment

Hallmarks of Successful Applicants	Potential Red Flags/Concerns
<p>Application provides sufficient evidence – 30% or greater of Year 1 enrollment – within the submitted application, and this interest predominantly originates from the communities and zip codes the school intends to primarily serve.</p>	<p>Application does not provide evidence of demand in the application, instead committing to conducting intensive recruitment post authorization.</p>
<p>The application relies primarily on proactive, grassroots efforts such as door-to-door and community forms to inform the community, seek feedback, and garner support for the model. Evidence of these efforts are presented in the proposal.</p>	<p>The application contemplates growth plans that appear unreasonable, or are not supported by a strong rationale or clear evidence.</p>



# Application and Rubric: Incubation Year Development

## 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. **(Attachment 15)**
- 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.

## Incubation Year Development Rubric

Criteria
Provides <b>key milestones</b> for the planning year, as well as <b>concrete actions</b> and accountability, which will ensure that the school is ready for a successful launch. Incubation year plan: <ul style="list-style-type: none"><li>- Includes necessary activities/milestones to ensure that any program-specific components will be ready to begin on the first day of school.</li><li>- Includes necessary activities/milestones to ensure that the school will be operationally ready to open.</li><li>- Includes necessary activities/milestones to ensure that the SPCSA Pre-Opening Requirements will be met.</li><li>- <b>Clearly identifies the individuals responsible for leading year 0 initiatives and meeting year 0 milestones.</b></li></ul>
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.
<b>Outlines the function of any employees in Year 0, as well as the funding source for associated compensation.</b> The staffing outlined for Year 0 will enable the school to reach its Year 0 milestones and goals.
<b>Startup expenses are reflected in the budget narrative assumptions and the budget calculations.</b>



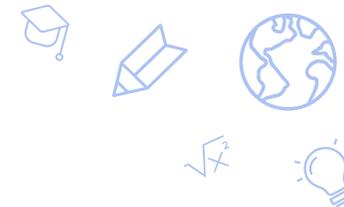
# Application and Rubric: Incubation Year Development(cont.)

## Capacity Interview Criteria

While most criteria are evaluated through both the written application and capacity interview, several criteria, as indicated with “\*” will only be evaluated after the capacity interview.

## Incubation Year Development Rubric

Criteria
The committee to form demonstrates that they <b>understand the challenges</b> of opening a school and articulate a commitment and understanding of what it will take to <b>ensure a successful launch</b> of the school.*
The committee to form demonstrates they can <b>work together to solve problems</b> .*
The committee to form demonstrates they are well versed in the incubation year plan and are <b>committed to following through</b> with the implementation.*
The committee to form demonstrates that they are <b>actively engaged</b> * throughout the application process and plan to maintain active engagement through the incubation year.



# Incubation Year Development

Hallmarks of Successful Applicants	Potential Red Flags/Concerns
Clear and reasonable timelines are included in the Incubation Year plan.	Leadership plans are not included or are not sufficiently developed.
Sufficient details and benchmarks are described to ensure that work can be effectively monitored.	Insufficient capacity exists to execute the tasks included in the Incubation Year.
Functions and funding source(s) are included in both the narrative and budget. Evidence of solidified funding source(s) is included in the application.	Startup expenses do not appear reasonable and/or assumptions used in the Incubation Year budget may be flawed or unsubstantiated.



# Application and Rubric: Services

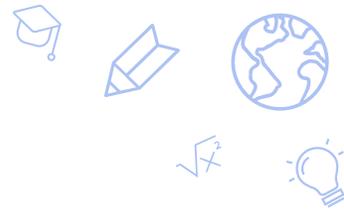
## Services Questions

- 1) Describe plans for supporting all operational needs of the school, including but not limited to those services listed below. Explain how any vendors will be selected, evaluated, and held accountable. Explain how you will fund the provision of these services:
  - a) Transportation
  - b) Food service
  - c) Technology
  - d) Facilities maintenance
  - e) School health and nursing services
  - f) Safety and security
  - g) Other services that will be critical to the academics, operations, or financial management of the school.
- 2) Describe the systems and procedures that the school will implement in order to ensure data security and privacy in compliance with FERPA and other statutes and regulations that may protect student and/or employee information.

## Services Rubric

Criteria
Operations plan includes logical plans for all essential and program-specific non-academic services, including, but not limited to <b>transportation, food service, facilities management, nursing, and purchasing processes, and school safety.</b>
Articulates a reasonable process and timeline for ensuring school will have information technology infrastructure, equipment, software, and policies to support the school operations and model.
<b>Costs of services are realistic and align with budget.</b>
<b>Articulates metrics and processes for evaluating effectiveness of services.</b>

# Services



Hallmarks of Successful Applicants	Potential Red Flags/Concerns
<p>Plans for key services such as transportation, food services, student safety, and facilities/maintenance are captured with reasonable cost assumptions. Should third-parties be involved in providing these services, draft agreements or commitments are provided in the application.</p>	<p>Services mentioned in other parts of the narrative are not substantiated, or are not included in the budget. Cost assumptions may not be realistic or feasible.</p>
<p>Staff capacity to oversee services is reasonable.</p>	<p>The application does not include sufficient information to understand how third-party service providers will be evaluated.</p>



# Application and Rubric: Facilities

## Facilities Questions<sup>1</sup>

- 1) Describe the facility needs of the proposed school for year one and at capacity, including any unique features necessary to implement the school design and academic program including: desired location, number of general education classrooms required each year, additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs, space requirements for administrative functions, food services, PE.
- 2) *If a facility is not yet identified or if the identified facility will not meet the school's needs long-term*, describe the organization's approach to finding a suitable facility, including progress to date, timeline for selecting and preparing the facility (including development and renovation, if applicable) partners, and any evidence that supports credibility of the plan.  
*If a facility has been identified*, provide evidence, such as a lease, MOU, or Letter of Intent and other applicable information regarding the identified facility.  
**(Attachment 16)**. If construction, renovation, and/or tenant improvements are required, provide a schedule and timeline. **(Attachment 17)**
- 3) Describe the Committee to Form's or CMO's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

## Facilities Rubric

Criteria
Facility plans in the short and long-term are <b>reasonable and meet the needs of the projected student population and proposed program</b> .
If a facility (including a temporary facility) has been identified: <ul style="list-style-type: none"><li>• Evidence that facility will be appropriate for the educational program of the school and adequate for the projected student enrollment.</li><li>• Projected costs associated with the proposed facility, including purchase price, rent, utilities, insurance, and maintenance, as applicable, are reasonable and supported by evidence.</li><li>• A sound plan for construction, renovations, or tenant improvements including sufficient funds and a realistic timeline for completion.</li><li>• A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school.</li><li>• Evidence that the applicant has engaged with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division.</li><li>• Assurance that the proposed facility will comply with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). Charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school.</li></ul>



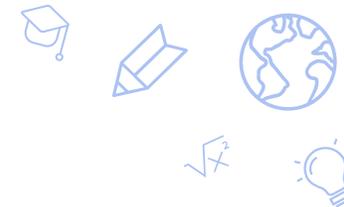
# Application and Rubric: Facilities

## Facilities Questions<sup>1</sup>

- 4) Explain the organization's plan to maintain the facility.
- 5) Describe timelines and plans for ensuring that the facility (whether identified or not) will have proper permitting to operate as a school. Explain the applicant team's interactions with the local jurisdiction to date and plans for future engagement, including the applicable planning department/division and traffic department/division. If the applicant has approval from the local jurisdiction for the proposed location, provide that as part of **Attachment 18**.
- 6) Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. **(Attachment 19)**

## Facilities Rubric

Criteria
<p>If a facility has not been identified:</p> <ul style="list-style-type: none"><li>• Description of anticipated facilities needs that will be appropriate for the educational program of the school and adequate for the projected student enrollment.</li><li>• Inclusion of costs associated with the anticipated facilities needs in the budget including renovation, rent, utilities, insurance, and maintenance.</li><li>• Evidence to indicate that facilities-related budget assumptions are realistic based on anticipated location, size, etc.</li><li>• A realistic, timebound plan for selecting and preparing a facility that will meet the programmatic needs and budgetary constraints.</li><li>• A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school.</li><li>• A clear, time bound plan to engage with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division.</li><li>• Assurance that the proposed location will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). Charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation 30 days before the first day of school.</li></ul>
<p>Demonstrated capacity to <b>manage facility selection, leasing, acquisition, development, renovation, and management</b>, as applicable. If Committee to Form or CMO has identified a facility development partner, Committee to Form or CMO has thorough plans for managing the partner relationship and ensuring that the partner meets expectations.</p>
<p>Plans for <b>facility maintenance</b> will ensure that the facility provides a safe and clean learning environment for students.</p>



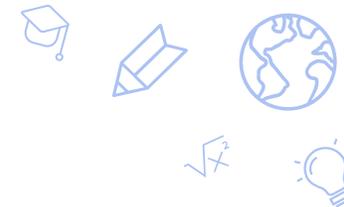
# Facilities

Hallmarks of Successful Applicants	Potential Red Flags/Concerns
<p>The proposal includes a thorough and detailed description of the facility requirements for the proposed school, matching key components of the academic program and narrative.</p>	<p>The proposal lacks a strong, reasonable, timebound facility plan. A facility may be identified, but it is not clear if it can be delivered at least 30-days prior to the start of the school's first academic year.</p>
<p>Budget assumptions for the facility are reasonable and are substantiated by a draft lease agreement.</p>	<p>The proposal may include a year 1 facility, but goes on to note the facility will not be viable beyond this time and does not provide additional details or an anticipated timeline for a year 2 facility.</p>



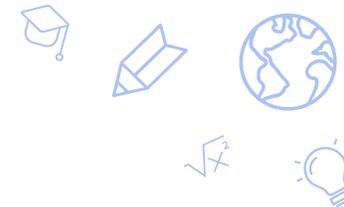
# QUESTIONS





# Agenda

1	Brief Orientation on our Application & Trainings
2	Operations
3	Addendum
4	Final Reminders and Next Steps



# Application Sections

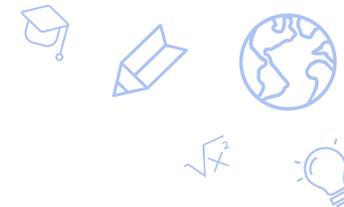
Cover Sheet	Meeting the Need	Academic Plan	Operations Plan	Financial Plan	Addendum*
<ul style="list-style-type: none"><li>• General Information</li><li>• Applicant Team Information</li><li>• Pending Applications &amp; Schools</li><li>• Planned Enrollment</li><li>• Proposed Location</li><li>• CMOs and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

\*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

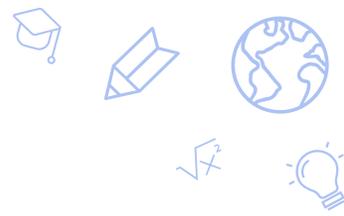


# Past Performance

Hallmarks of Successful Applicants	Potential Red Flags/Concerns
Strong evidence of past performance – academic, financial, operational – by the CMO and EMO in all replication efforts.	All schools contracting and/or affiliated with the CMO or EMO do not exhibit strong performance equivalent to 4- or 5-star performance under the NSPF, financial viability, and/or organizational compliance. Schools may be under intervention by the authorizer in other states.
Financial audit findings for the past three years are provided in the application and do not exhibit any findings or deficiencies.	Legal issues are not explained within the written application, and diligence by the SPCSA raises questions about information contained in the application.

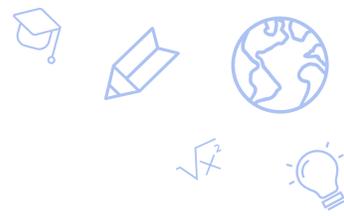
*Note: after submission of an application, it is the applicant’s responsibility to notify the SPCSA should other schools affiliated (or contracted) with the EMO or CMO be subject to intervention(s) from its authorizer(s). Please see the SPCSA New Charter Guidance document for more details, or contact SPCSA staff should you have questions.*

# Scale Strategy

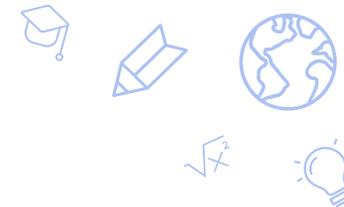


Hallmarks of Successful Applicants	Potential Red Flags/Concerns
Past scale-up efforts have shown to be successful academically, financially, and organizationally. The application includes evidence to support the proposed expansion.	Insufficient evidence is provided to conclude that the EMO or CMO has been successful with currently operating schools.
	The application does not include articulated criteria by which the EMO or CMO has concluded it is ready to expand.

# Network Capacity

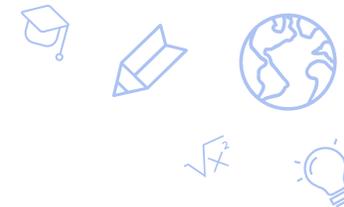


Hallmarks of Successful Applicants	Potential Red Flags/Concerns
Roles and responsibilities of the proposed CMO or EMO are clearly articulated, and the application includes details about how the capacity of the CMO or EMO may increase as a result of the proposed expansion.	It is not clear that the proposed EMO or CMO has adjusted and/or expanded its staffing and support to adequately serve the proposed Nevada school.
Organizational charts are logical and match the services agreement.	



# School Management Contracts

Hallmarks of Successful Applicants	Potential Red Flags/Concerns
<p>The draft contract provided in the application includes reasonable fees that are commensurate with the services to be provided. These services are substantiated by the past performance of the EMO or CMO.</p>	<p>No draft contract for services is included in the application, or the draft contract conflicts with the narrative.</p>
<p>The draft contract or application narrative provides clearly detailed measures by which the local governing board will evaluate the services the school is to receive. This is often in the form of a rubric or SMART goals.</p>	<p>The proposed contract includes terms that are impermissible in Nevada. These include but are not limited to:</p> <ul style="list-style-type: none"><li>- Automatic renewal</li><li>- Forms of leverage such as facility ownership</li></ul>



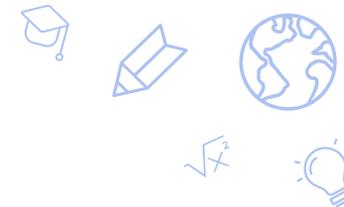
# CMOs Applying for Sponsorship Directly

Hallmarks of Successful Applicants	Potential Red Flags/Concerns
A clear rationale for why the CMO is choosing to apply directly, and a logical plan to ensure that sound governance will occur should the school be approved.	The proposed CMO does not clearly articulate how the proposed governing board will meet Nevada statutory requirements for governance.



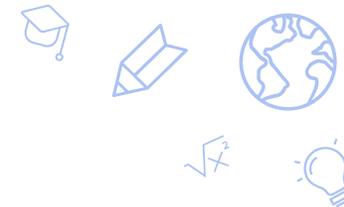
# QUESTIONS





# Agenda

1	Brief Orientation on our Application & Trainings
2	Operations
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# Important Upcoming Dates

- Remaining trainings are scheduled for the following dates—all trainings will be virtual and held from 5 – 6:30pm Pacific.

Component	Training Date
Clarifying Questions and Capacity Interview	February 18
Financial Plan	February 26

# Thank you!

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