

## Sierra Nevada Academy Charter School Charter Restart Notification

SNACS is required to provide students, families, and staff with notice of the WCSD Board of Trustees decision to restart a new charter contract. SNACS is providing information related to the restart process and the context related to the Nevada School Performance Framework, Star Rating, SNACS Improvement Progress, and legislation.

### SNACS Charter Restart Requirements

On November 18, 2025, the Board of Trustees approved the restart of the Sierra Nevada Academy Charter School (SNACS) charter under a **new charter contract** under NRS 388A.300 and SB 460 for a **6-year term** with the following conditions:

**Diagnostic Review:** Conduct a diagnostic review to include a needs assessment, root cause analysis and stakeholder input.

**SNACS Goal:** To design a Strategic Plan that aligns strategies and resources to improve SNACS overall performance on the Nevada School Performance Framework.

**SNACS Action Plan:** Diagnostic Review in process to include the research-based School Improvement Plan, Nevada Department of Education School Improvement Team input, data analysis of current iReady progress, curriculum maps, lesson plans, instruction observations implementing the model and conducting small intervention and instruction groups, tutoring program, Title 1 school visits, organizational behavior analysis, and stakeholder input including family surveys and focus groups. Trustee Nicolette and 12 Curriculum and Instruction Team Members visited SNACS a month ago to learn about SNACS and provide feedback as part of this process. Other WCSD Board of Trustee members are scheduling site visits.

Additional Note: Any SNACS Community Member wishing to provide Strategic Plan and School Improvement input should contact Dr. Regan @ [Dr.Regan@snacs.org](mailto:Dr.Regan@snacs.org) and you will be invited to an upcoming stakeholder meeting.

**Governing Body:** Reconstitute a new governing body with at least two or more new members. In accordance with Nevada Revised Statutes 388A.320, the new board members must have one member with expertise in academic improvement, and one new member with expertise in operations, finance, legal and human resources.

**SNACS Goal:** To increase the Board of Governance leadership and expertise across academic improvement and operational oversight.

**SNACS Action Plan:** Interviewing potential candidates to serve as board members. Seeking one member with expertise in academic improvement and one new member with expertise in operations, finance, legal, and/or human resources.

**Administration:** Obtain new school administration and/or retain an independent administration mentor who has expertise in academic improvement. If a new administration is selected, they must have expertise in academic improvement, and

additionally it is preferred that they have expertise in special education, and human resources.

**SNACS Goal:** To increase leadership supports in developing the strategic with an aligned school improvement plan across all levels of the organization and develop systems to ensure successful transition in a succession plan.

**SNACS Action Plan:** Interviewing an independent administration mentor who has expertise in academic improvement – specifically with experience serving Title 1 schools and special populations like high-risk, ELL, and Special Education.

SNACS Administration is participating in the NDE Principal's Academy and School Leadership Forum for additional peer to peer support with other schools identified as a 1-star school on the Nevada School Performance Framework.

**Stakeholder Communication:** Inform students, staff, and families of the Washoe County School District's Board of Trustees decision to restart rather than terminate within fourteen calendar days.

**SNACS Goal:** To ensure all students, staff, and families are informed of the WCSD Board of Trustees decision to restart the charter school.

**SNACS Action Plan:** Communication by December 2, 2025 to inform families, students, and staff to be posted on the website and sent via Class Dojo, Connect Ed, and reviewed with staff in a meeting. This document serves as notice of the WCSD decision to restart the charter and provide transparency in the process including background on the Nevada School Performance Framework, Star Rating, SNACS Improvement Progress, and legislation.

**Academic Consultant:** Retain an academic consultant to advise the governing body and school administration.

**SNACS Goal:** To increase board and school leadership supports with Academic Growth and Achievement for Title 1, high risk, ELL, and Special Education populations.

**SNACS Action Plan:** Interviewing potential academic consultants with experience serving Title 1 schools and special populations like high-risk, ELL, and Special Education.

**Default Deadline:** If these conditions are not met by January 30, 2026, the SNACS charter will default to termination and will close at the end of the 2025-26 School Year. The district will then assess the financial viability of keeping SNACS Middle School open.

**SNACS Goal:** To meet all deadlines as determined by WCSD Board of Trustees.

**SNACS Action Plan:** SNACS administration actively working to meet all requirements by January 30, 2026, as outlined above.

## **Next Steps**

**February 20, 2026** – SNACS Restart Charter Application for due to WCSD

**March 20, 2026** – WCSD Monitoring Team gives feedback and any noted revisions for the SNACS Restart Charter Application.

**April 28, 2026** – WCSD Board of Trustees to approve the Restart Charter Application

### **Background and Additional Information**

**SNACS Background Information:** Sierra Nevada Academy Charter School has been a district sponsored charter school since the 1999. SNACS is a Title 1 school and serves grades pre-K through 8.

SNACS charter was last renewed in 2025 and was provided with a **5-year renewal term**.

SNACS was classified as a **3- and 4-star school (elementary and middle school) prior to COVID-19**. Post COVID-19 SNACS was designated as a Title 1 school and simultaneously rated as 1-star school for their elementary and 2-star school for their middle school on the Nevada Report Card for the 2024-25 School Year, the 2023-24 School Year, and the 2022-23 School Year.

### **SNACS' Improvements**

SNACS board and leadership recognized the need for a school transformation at the two-year mark of one-star ratings (i.e., 23-24 school year). At the two-year mark of a lower NSPF rating, we conducted a deep-dive analysis of quantitative and qualitative data and national school transformation research and made significant changes to address the post-COVID NSPF star rating.

SNACS made changes to the instructional leadership team replacing two school leaders and re-interviewed all teaching staff where only 10% of teachers returned beginning the 24-25 school year. In essence, SNACS already began implementing the Legislature's tiered interventions, but one year was not enough runway to get to two stars.

SNACS school improvement efforts focused on implementing the school model as intended in our charter and mission, which is to provide for personalized learning through choice and play. This means instead of a more traditional instructional model with a teacher providing whole group direct instruction, every classroom is designed like a discovery museum with standards-based "must-do" and "can-do" learning centers. Students make choices which centers they attend during a given instructional block of time using the first-ever Interactive Choice Boards (which are being considered for an ed tech award as we speak). Teachers then use their time to pull small, tiered intervention and instruction groups for direct instruction. The model based on the Science of Hope, the Science of Learning, and developmental learning theories, supports executive function, metacognition, self-regulation, agency, brain development and neuroplasty, and healing trauma. The video link sent to you provides an overview of what the model looks like in practice. Your staff was able to observe and discuss this with SNACS staff and students in real-time.

Additionally, for the 24-25 school year, school improvement efforts focused on changing school culture and climate in mindset, PBIS, social-emotional learning, trauma-based practices, restorative justice, family engagement, and decreasing discipline-related incidents.

In fact, suspensions decreased from 23-24 to 24-25 from 109 to 25. In-school suspensions decreased from 4 to 1, and out-of-school suspensions decreased from 105 to 24. That is a 77% decrease. The total number of individual students who were suspended decreased from 60 to 15, or 21% to 5%, which is a 76% decrease. The number of suspensions is less than in 2018-19, when SNACS was a 3-star school. This data is not reflected on the NSPF and such school culture and climate shifts takes time to impact achievement data.

Additionally, school improvement efforts focused on English Language Arts and English Language Learners. Those efforts yielded growth on every data point on the NSPF for elementary and middle school. To highlight a few elementary data points:

#### Elementary ELA

- ELA Median Growth Percentile increased from 45 to 48%, higher than the state average of 45.6%.
- ELA Adequate Growth Percentile increased from 24 to 35.2%.
- ELA Pooled Proficiency increased from 18 to 18.33%.
- ELA RBG3 increased from 19 to 19.2%.
- ELA Prior Non-Proficient met Adequate Growth Percentile increased from 23 to 31%.
- ACCESS/WIDA Adequate Growth Percentile increased from 8.3 to 37.5 points.
- 3 out of 16 or 19% of students scored high enough on all WIDA/ACCESS criteria to exit ELL services.

There is much work to continue toward increasing the NSPF rating. In fact, the 25-26 School Improvement Plan outlines efforts to continue progress from 24-25 school year, while making **mathematics**, **science**, and **chronic absenteeism** high-priority focus areas during the 25-26 school year.

While we believe the NSPF doesn't portray the full SNACS story, nor highlight some important areas of growth, our rating doesn't meet WCSD, the state, or SNACS standards.

As noted by WCSD staff, which national research supports, real school improvement and turnaround requires multi-year commitments to complex and persistent efforts including high-quality instruction, high-intensity tutoring, extended learning time, and strategies to address student needs that with time will yield results.

School Mission and Model

During the 2024-2025 school year, SNACS focused on implementing the school mission and model with fidelity. This focus was essential to getting back to the PLAY® Model.



The PLAY® Model at SNACS has a different approach to instruction to maximize teacher instruction, student engagement, and achievement. All students have Personalized Learning Plans detailing their ability level across subjects with goals by quarter/trimester. Every classroom is designed like a discover museum with multiple standards-based learning center experiences for students to learn in. Learning centers have specific activities or projects that are personalized (individualized and differentiated) based on standards, modalities, multiple intelligences, depth of knowledge, and interests.

Teachers utilize the PLAY® Interactive Choice Board to display available centers students can work in. Teachers teach center and ICB procedures and establish rules to require certain core centers (must-do's) each week. Teachers custom design and control display and capability features through the web portal.

Once students learn the procedures using PLAY® Interactive Choice Board and learning centers, students engage in learning with minimal teacher direction. They learn to self-regulate their time and make choices to meet requirements of completing must-do's within an established time. When students make choices to engage in learning centers, it promotes agency, self-regulation, metacognition, executive functioning, brain development and neuroplasty, 21st century use of technology, and increased engagement and achievement. Students learn to apply these skills when making decisions across school experiences and in life.



Teachers have time to: pull small instruction and intervention groups, work with individual students, facilitate inquiry-based learning, conduct authentic observations, and attend to non-instruction interruptions without interrupting student learning. As a result of implementing the model with fidelity using the PLAY® Interactive Choice Board, teachers are more effective with their use of time, classroom and small group

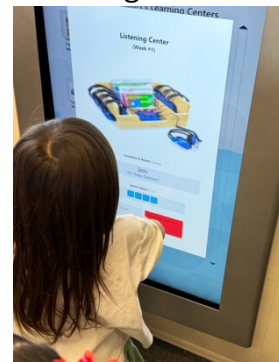
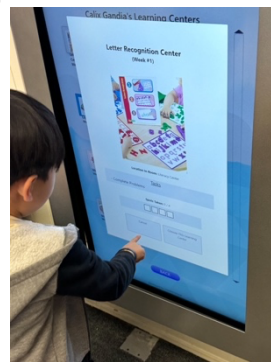
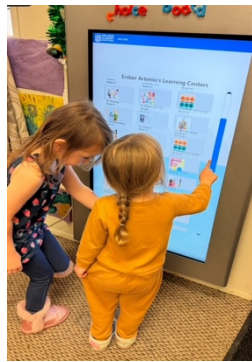
instruction and intervention management and providing for varied instructional strategies. It builds teacher efficacy in their ability to perform effectively to meet the needs of students.

### PLAY® Interactive Choice Boards

SNACS implemented the first-ever PLAY® Interactive Choice Board Learning Management System (LMS) during the 2024-25 school year, which supports a standards-driven center-based learning educational climate where accountability is embedded within the daily life of the classroom. Successful development and implementation of the instructional model

and associated technology serves as a catalyst to change the current approaches in education.

Teachers design the PLAY® Interactive Choice Board to display all available centers for students to work in. Teachers can design more than one Choice Board display screen if they want to separate content areas, like literacy and math, to implement at different times of the day. So, for example, a teacher may design and implement a literacy-focused choice board with literacy specific standards-based learning centers to implement during their language arts time block. During this time, they will pull small ability-based groups to provide instruction and intervention while all other students are working in learning centers. Teachers may design and implement a math-focused choice board with math specific standards-based learning centers to



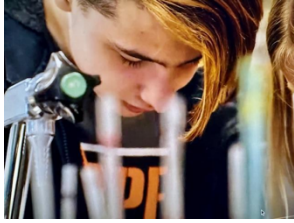
implement during their math clock. Or teachers may integrate multiple subjects into one board.

On the back end, teachers determine how many students can work within each learning center. Limiting the number of students in each learning center ensures students work in small groups or as individuals throughout the classroom. Space is organized and students are focused.

All learning centers are differentiated and individualized for learning. Students use the PLAY® Interactive Choice Board to select which learning center they want to work in. Students work in learning centers on specific activities, projects, and assignments as assigned by the teacher. Students may choose to switch learning centers by returning to the Choice Board.







Once students learn the procedures using PLAY® Interactive Choice Board and learning centers, students engage in learning with minimal teacher direction. They learn to manage their time and make choices to meet requirements of completing must-do's within an established time. When students make choices to engage in learning centers, it promotes agency, self-regulation, metacognition, executive functioning, brain development and neuroplasty, 21st century use of technology, and increased engagement and achievement. Students learn to apply these skills when making decisions across school experiences and in life.



Teachers are responsible to monitor students working in learning centers. But when students are working in learning centers, teachers have time to pull individual and small groups for tiered intervention and instruction. Teachers report spending 4+ hours per day to meet growth and proficiency goals.

Teachers/leaders generate reports by student/center to make instructional decisions and to share with families. Students, teachers, families, and leaders can see student choices in real time or with historical reports.

### **The SNACS PLAY® Model:**

- Utilizes the first-ever PLAY® Interactive Choice Board
- Design classrooms like a discovery museum
- Provides standards-based learning centers
- Provides learning through play and exploration
- Personalizes learning
- Provides choice
- Supports academic achievement and growth
- Instills student responsibility and accountability
- Provides a progressive curriculum
- Provides small group instruction
- Assesses students supportively and thoroughly
- Uses data to drive instruction
- Supports metacognition, self-regulation, agency, executive functioning, and neuroplasty
- Builds hope, engagement, and a sense of belonging for increased engagement and achievement



Watch the documentary video to learn more about the model at: [Innovate School Model | Reno, Nevada Charter School | SNACS](#).

## **Nevada School Performance Framework**

The Nevada School Performance Framework is the basis for the [NSPF star rating](#) is a public school performance rating system in Nevada that uses a one-to-five star scale to evaluate schools based on multiple academic and non-academic measures. A five-star rating indicates superior performance, while a one-star rating signifies that the school has not met state performance standards and requires improvement. The ratings are determined by an index score that combines points from indicators like standardized test results, chronic absenteeism, graduation rates, and student growth.

Schools are scored on performance in multiple academic and non-academic indicators, such as English Language Arts and math assessments, science assessments, chronic absenteeism, middle school credit, and student growth.

Points are awarded for performance in each measure and added together to create a total index score.

## **Legislative Background**

### **NRS 388A.300**

Per Nevada Revised Statute (NRS) 388A.300 and Senate Bill (SB) 460, from the 2025 Nevada Legislative Session, as the sponsor of a charter school that has earned a 1-star rating for 3 consecutive years, the district must take specific, state defined actions to address persistent underperformance. These statutes establish clear accountability measures for authorizers, requiring the district to evaluate the school's academic outcomes, leadership, and operational performance and determine whether to restart the charter under a new charter contract, or terminate the charter.

NRS 388A.300 only covers charter schools, not district schools. The Nevada Legislature has essentially set up a separate-and-unequal system where Nevada charter schools would be closed after three consecutive one-star ratings, but a district school could receive one-star ratings for decades and face no closure action whatsoever. It would be better policy and practice to put them on equal footing.

### **SB 460's New Tiered Interventions**

Four months ago, the Nevada Legislature adopted a major overhaul to the State's approach to dealing with low-performing schools, in adopting SB 460.

It's important to note the gap that now exists between the relatively reactionary (and arguably punitive) language in NRS 388A.300 and the far more constructive, goal-driven language in SB 460 (due to the effective date of SB 460).

The latter calls for specific tiered support for all lower-performing schools, including SNACS. The Legislature's edict was that, "upon designating a school district or sponsor of a charter



school as low-performing or underperforming pursuant to this section, the Superintendent of Public Instruction shall propose specific tiered interventions consistent with the statewide system of accountability for public schools.” (SB 460 §6.5(3) These include: interventions and supports from the district and state.