



**Addendum to Girls Athletic Leadership School Las Vegas (GALS LV) Charter Application with the Nevada State Public Charter School Authority**

Provided to the SPCSA on: January 5, 2020

This addendum is prepared in response to the December 23, 2019 letter from Executive Director Rebecca Feiden and addresses the concerns outlined in the GALS Charter School Application Report. This document was prepared after multiple consultations with SPCSA staff to obtain a clearer understanding of the concerns and to obtain input on remediation steps.

This document should be considered the “master” starting document to review GALS LV’s responses. The document contains the concern, GALS LV response to the concern and references to supporting detailed documentation. Supporting documents include revisions to certain sections of the original application, revisions to charter application Attachments and in some cases supplemental new information provided as supplemental Attachments. This document is a compliment to the original charter applicaton.

**I. Academic Plan:**

- Approaches the Standard

	<b>Concern</b>	<b>Response</b>	<b>Reference</b>
<b>General</b>			
1	Concerns regarding GALS Denver recent performance track record.	This is analyzed in depth in a supplemental document that describes GALS Denver and Los Angeles school performance history, root causes for a recent decline in performance in Denver, the steps Denver has taken to get performance back on track and what lessons learned GALS Las Vegas will incorporate in our implementation of the school model.	Attachment 26 Supplemental GALS Network Performance Summary  Attachment 27 – Denver public School System Letter of Support
2	During the capacity interview, there was some confusion amongst the Committee to Form about how the GALS model at the proposed school	GALS LV apologizes for conveying any confusion.  In the event, a transgender student or any student that	Attachment 25- Transgender Policy (new attachment)

	would be altered to accommodate students that are males, but identify as females.	<p>would fall within the definition of gender identity enrolls in the school, GALS LV would follow the GALS LV Transgender policy provided as Attachment 25.</p> <p>In addition, gender identity students are given the option to opt out of certain lessons in the GALS Series class and would be offered additional lessons on gender studies in place.</p> <p>In our experience, the GALS inclusive school culture is one where students with a wide range of gender identities thrive.</p> <p>GALS LV provides a tailored education that is best suited to serve the needs of young women, however the school is <u>open to all students and does not discriminate based on gender and gender identity.</u></p>	
<b>Driving Results</b>			
3	The applicant did not speak to the performance goals against the SPCSA academic framework or performance goals compared to traditional neighborhood schools	GALS LV modified its goals to align with the Academic Achievement, Growth Indicator, English Language Proficiency, Closing Opportunity GAPS, and Student Engagement goals in the SPCSA Framework.	Attachment 24 – GALS LV Performance Metrics (new exhibit) and revisions to Driving Results, Q 2 b in the application
<b>School Structure</b>			
4	Within the school structure section, reviewers found some responses to be vague or unclear. Specifically, there were not strong behavior goals provided within this section nor were there clear policies around truancy and attendance. This	<i>Note: This concern was provided separate from the Report based on an inquiry from GALS LV to ensure that all SPCSA concerns were fully addressed.</i>	School Structure Section of Application

	bridged all three subcomponents of the school structure category.	Revisions were made to the School Structure section to remediate these concerns.	
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## II. Operations Plan:

- Rated: Does not meet the standard

	Concern	Response	Reference
<b>EMO Relationship and School Management Contracts</b>			
1	The description of the proposed school/governing boards' relationship with the CMO was unclear and lacked further definition after the capacity interview. Of particular concern was the CMO's discussion of the right to intervene/interject in the board's decision-making process. The ability of the CMO to potentially override the governance of the actual charter holder raises substantial questions about the sustainability of the school should the relationship fracture.	GALS LV revised the CMO agreement to reflect that collaboration will occur between GALS LV Board and GALS Inc. in the selection of the Executive Director with the ultimate decision-making authority residing with the GALS LV Board of Directors.	Section 3.1 of Attachment 23 – Revised CMO Agreement (replaces Attachment 23)
2	Several additional clauses within the	a) Deleted "Board succession planning and the vetting of proposed new members" from Section 6.9 of the agreement.	a) Attachment 23- Revised CMO

	<p>proposed Master Services and Licensing Fee agreement may infringe upon the autonomy of the local board. Specifically, the CMO will provide board succession planning and vetting of proposed Board members in addition to recruiting any additional founding board members.</p>	<p>b) Clarified language in Section 6.8 such that the founding Executive Director recruits board members with support from GALS Inc.</p>	<p>Agreement Section 6.9, II, A. General</p> <p>b) Attachment 23- Revised CMO Agreement Section 6.8 A.</p>
3	<p>It is also difficult to distinguish between the role of collaborator and advisor within the agreement.</p>	<p>The term advisor/advice is removed from the CMO agreement and replaced with either support or collaboration as noted above. Collaboration is defined in Section 7 of the agreement.</p>	<p>Attachment 23-Revised CMO Agreement</p>
4	<p>The reporting structures and role of the Region Board and GALS Leadership team remain unclear as it relates to the role of the GALS Las Vegas Board and the GALS Las Vegas Executive Director.</p>	<p>The organization chart for GALS LV is updated to eliminate any confusion about reporting structures. It clearly shows that the GALS Executive Director reports to the GALS LV Board of Directors.</p> <p>Please note: The original organization chart depicted a “GALS Network Board Chair Committee” and a “GALS Network Leadership Committee”. The GALS LV Board Chair and Executive Director are members of these network committees along side the Board Chair and ED from GALS Denver and GALS LA. There is no formal reporting relationship based on Committee participation. The committees are facilitated by the GALS Network Board and ED roles with the purpose of improving the network. The Committee provides a forum to elevate issues, discuss network priorities, share ideas and resources, etc. An example of an output that can occur from these discussions was a</p>	<p>Leadership Team Section Q1 refers to Attachment 20 – Revised Organization Chart</p> <p>Driving Results, Question 5 pages 52-53 for example of Scorecard and assessment process</p>

		recommendation for the network to standardize its assessment process and reporting format. In response, network staff standardized site visits and developed Scorecard to report school performance benchmarked against other schools and a to provide a report detailing school model efficacy performance with recommendations. This report is provided to the GALS LV Board of Directors for their action.	
<b>Board Governance</b>			
5	See above	GALS LV revised Q 6 of the Board Governance Section of the GALS LV application to align the application language with the changes made to the draft CMO agreement noted in the EMO Relationships and School Management Contracts section above.	Revised Application – Q 6 of Board Governance section

### III. Operations Plan

- Rated: Approaches standards

	<b>Concern</b>	<b>Response</b>	<b>Reference</b>
<b>Leadership Team</b>			
1	There are outstanding reservations about the proposed leadership team’s track record in working with at-risk students. It does not appear that the proposed school leadership team has extensive experience in high poverty communities. This may pose challenges given that the school intends to serve a high percentage of	<p>The GALS LV Board takes this concern seriously and has tasked Ms. McCloskey, Executive Director with carrying out a recruitment strategy in consultation with the Board to hire a highly qualified Head of School (HOS) with the desired experience.</p> <p>The HOS Recruitment Plan and accompanying documents were prepared by Ms. McCloskey and reviewed by Board Member Wiggins. Ms. Wiggins brings 20+ years of class room teaching experience including in the area of special education, she is an experienced public-school Human Resources Administrator, certified recruiter and has owned and operated for</p>	<p>The following documents are supplemental to the charter application describe the recruitment process, evaluation criteria, sources sought and timeframes for recruitment.</p> <ul style="list-style-type: none"> <li>• Attachment 28 GALS LV Recruiting and Hiring Policy and Procedures</li> <li>• Attachment 29 Recruitment Plan for HOS</li> </ul>

<p>students qualifying for Free and Reduced-Price Lunch.</p>	<p>over a decade an independent recruiting and staffing firm, Wiggins Recruiting Associates. The Recruitment Team is led by Ms. Wiggins and includes the GALS Board Chair, Ms. McCloskey and Liz Wolfson, GALS Network Founder will collaborate on the evaluation, interview and selection of Head of School position. The final decision-making authority for the selection rests with the GALS LV Executive Director in consultation with the GALS LV Board.</p> <p>GALS LV has defined the ideal Head of School as a visionary educational leader whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges and motivates our students, teachers, and families to achieve our ambitious mission and vision. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. A commitment to the educational philosophy of our school and demonstrated passion about our ideals is imperative.</p> <p>The basic qualifications and hiring criteria GALS LV is seeking include:</p> <ul style="list-style-type: none"> <li>• At least five years of teaching experience, ideally in a single gender setting</li> <li>• A Master's Degree in Education and/or Administrative Credential or equivalent</li> <li>• Experience recruiting, hiring, training and supervising teachers, ideally in a charter, independent or public school that has a record of high achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Attachment 30 Position Description for HOS</li> <li>• Attachment 31 Job Announcement for HOS</li> </ul> <p>GALS has also revised Q 1,2 and 3 of the Leadership Team section of the application to reflect this recruitment effort and elaborate on the skills and experience of the Committee to Form members.</p> <p>Attachment 4 -Revised School Leader Competencies</p> <p>Attachment 2 – Revised Leadership Team Competencies</p>
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		<ul style="list-style-type: none"> <li>• Evidence of high-progress student outcomes (annual growth of at least 10%)</li> <li>• Significant experience with a project--based approach to teaching and learning, and student--centered/data driven instruction</li> <li>• Track record in working with diverse populations, English learners, special education and Gifted students</li> <li>• Excellent communication skills and experience motivating and working with a variety of diverse stakeholders and local community members</li> <li>• Experience with school operations, budgets, and organizational management</li> </ul> <p><i>Current status:</i> On December 26, 2019 GALS LV posted a job announcement on LinkedIn and advertised it through the school's social media accounts as well as through personal networks. Over a 5-day posting period, GALS LV received over 50+ applicants to its announcement and from that pool has narrowed the pool to 12 potential highly qualified candidates. The pool of 12 applicants includes CCSD Assistant Principals, charter school principals and Asst. Principals, charter school deans and lead teachers. Experience includes general and special education teaching experience, TESOL certification and ELL experience, administrator experience and experience working with high FRL, ELL and SPED populations.</p> <p>On January 2, 2020 GALS LV posted the job announcement on the TFA website to see if this would generate any additional highly qualified applicants.</p>	
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		<p>GALS LV is currently conducting screening interviews with the applicants generated to date to further narrow the list for interview by the Recruitment Team.</p> <p>Ongoing, the GALS LV leadership team also developed a relationship with Krista Yarberry, retired Principal of Petersen Elementary School, a school located in the same neighborhood where GALS LV plans to open doors. Ms. Yarberry has already helped the GALS LV Board and school leader understand the challenges and resources in the area for support and assistance. Ms. Yarberry is a highly recognized CCSD school leader for building a business/public school partnership with Wynn Resorts.</p>	
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<b>Staffing</b>			
2	<p>The applicant mentioned establishing a relationship with UNLV to have students on contract for key student support roles. This raises a number of questions and concerns as working with at-risk student populations often requires significant training and experience.</p> <p>It is not realistic to expect UNLV students to sufficiently meet the needs of the special population students.</p>	<p>GALS LV is interested in adopting a nationally recognized counseling model used at GALS Denver. Chan Zuckerberg Initiative, New Profit, and the Pivot Foundation, non-profits working to eliminate poverty and improve education for every child, have reviewed and endorse this counseling model.</p> <p>GALS Denver, through a partnership with the University of Colorado (CU), provides internship opportunities for psychology graduate students to complete required counselling hours under the supervision of a licensed phycologist or psychotherapist. The long-standing partnership of eight years is mutually beneficial, providing graduate students with required counseling hours for graduation and GALS students with supplemental services.</p> <p>The interns are not intended to replace the services a licensed psychologist would provide, particularly to serious cases including Tier III intervention situations, but rather they serve as a first line of defense to help girls address an immediate issue so that they can</p>	N/A



		<p>return to class and refocus on learning and their academic growth.</p> <p>GALS LV desires to replicate this counseling model partnership with UNLV. Psychology graduate students at UNLV are required to complete 1200 hours in an internship to graduate. GALS LV is working to enter into a memorandum of agreement with UNLV for students to complete their required hours at GALS LV under the supervision of a licensed psychologist. Such a partnership is expected to yield the same benefits GALS Denver students receive which is essentially having access to counselor support when they need it, not just when they are scheduled to do so.</p> <p>Interns are supplemental to and do not replace Special Education teachers or licensed psychologists, they are there to enrich and enhance the GALS school experience.</p>	
<b>Incubation Plan</b>			
3	<p><i>Note: This concern was provided separate from the Report based on an inquiry from GALS LV to ensure that all SPCSA concerns were fully addressed.</i></p> <p>Within the incubation year plan, the review committee found that there can be additional detail provided regarding benchmarks and how completion will be monitored (attachment 12). It was also unclear how that plan would work</p>	<p>GALS LV apologizes for confusion created by the previous submission and provides a revised Attachment 10.</p> <p>The Milestone Chart (Plan) was reviewed with the GALS LV Board of Directors on October 21, 2019 Board meeting and will be used as a standard Executive Director report to the Board at monthly Board meetings during Year 0. The Plan allows Board members to easily understand the activities to establish the school, provides accomplishments and anticipated completion timeframes and identifies those “critical” milestones that we don’t want any slippage with.</p>	<p>Attachment 10- Revised Incubation plan</p> <p>Revised Ongoing Operations section of the application</p>

	with the New School Checklist (also in attachment 12).		
<b>Ongoing Operations</b>			
4	Within ongoing operations, the review committee found that the insurance proposal did not detail coverage amounts and only provided premiums (attachment 14).	<p>GALS Las Vegas has worked with Distinctive Insurance, a CSAN preferred provider to many Nevada charter schools on the coverage amounts and expected premiums as detailed in the revised application.</p> <p><i>Note: This concern was provided separate from the Report based on an inquiry from GALS LV to ensure that all SPCSA concerns were fully addressed.</i></p>	Revised Application Section Ongoing Operations

**IV. Financial Plan:**

- Approaches the standard

	<b>Concern</b>	<b>Response</b>	<b>Reference</b>
1	The applicant acknowledged that they have a lot of work to do in the area of budgeting during the interview after communicating they took a conservative approach and are seeking additional grants to supplement their proposal. Some evidence of these grants is included in the application but applicant mentioned multiple grants during the capacity interview.	<p>The GALS LV Budget provided in this re-submission adequately supports the school and was prepared conservatively.</p> <p>Upon receipt of grant funding, GALS LV would ‘re-formulate’ the budget to incorporate the grant funding (this is the additional work required in the future). Grant funds would offset existing line items in the budget (technology, some salary costs) freeing up funds to be re-allocated. GAL LV would like to increase teacher salaries and implement an incentive program with funds that become available.</p> <p>The additional funding GALS LV is pursuing includes:</p> <ul style="list-style-type: none"> <li>- Revolving Loan through SPCSA for \$62,500 – this funding is important for cash flow purposes to make purchases that are reimbursed through the CSP grant.</li> <li>- GALS LV applied for \$382,634 of CSP grant funds.</li> <li>- GALS LV has the support of Opportunity 180 and anticipates receiving grants from this non-profit for start-up. GALS LV provided a letter of support from Opportunity 180 indicating this.</li> </ul>	<p>Attachment 16- Revised Financial Plan Workbook</p> <p>Attachment 32 Letter of Support from Opportunity 180</p>

		- GALS LV Board members will solicit donations and apply to local foundations for grants, an example is the Albertsons Foundation.	
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**V. Operations Plan and Financial Plan:**

- Does not meet standard and Approaches the Standard

	<b>Concern</b>	<b>Response</b>	<b>Reference</b>
1	<p>Operations: The proposed teacher salaries are comparatively lower than that of CCSD. The applicant shared that they believe teacher applicants will be attracted to working at the proposed school due to the autonomy they will enjoy as professionals, and reiterated that it will be mission critical to hire for the right fit for the school. The review committee remains skeptical that without additional dollars, it will prove difficult to hire qualified, highly experienced staff to instruct students. This concern is heightened when considering that the school proposes to serve a population that will likely have many at-risk students.</p> <p>Financial: The school believes that the salaries offered in the budget are reasonable, but expressed a desire to allocate more money should grants and additional resources come through. Additionally, the Committee to Form acknowledged that being able to offer higher salaries would make it easier to attract talent.</p>	<p>Original salary: \$40,000 for entry teacher and \$42,000 for master teacher.</p> <p>Revised salary: \$42,000 for entry teacher and \$45,000 for master teacher. This is slightly above CCSD and in line with other charter schools.</p> <p>Furthermore, please consider that GALS LV offers to cover 70% of an employee’s health insurance as compared to 50% at CCSD.</p> <p>As indicated in our capacity interview, GALS LV understands the importance of compensating teachers and is committed to further increase salaries when grant funding is applied to the budget. GALS LV does expect additional funding to come from grants including the CSP (applied for \$382,634) as well as from Opportunity 180 (see letter of support).</p>	<p>Attachment 16 Revised Financial Plan Workbook</p> <p>Attachment 15 – Revised Budget Narrative</p> <p>Revisions to application Section Human Resources</p> <p>Attachment 32 Letter from Opportunity 180</p>

<p>2</p>	<p>Operations: The applicant’s plan for providing SPED services is not fully developed as there are minimal staffing supports for underserved populations, particularly SPED and ELL students.</p> <p>Financial: The staffing plan relies on a very small amount o money (\$50,000) to provide additional supports to SPED, ELL student and/or other students that may have exceptional needs. While the applicant indicated these are on par with other schools withing the GALS network, this amount maybe understand and does not provide a high likelihood of success.</p> <p>Financial: The applicant pointed to a \$50,000 line item in the budget to fulfill future budgetary needs as they might arise, such as adequate staffing for ELL and SPED students, the applicant acknowledged that this would be the set aside for any students that are identified as severe/profound and require significant support. While it is encouraging that the applicant reaffirms that this proposed school will be open to all students, it is unlikely that this small amount of money could be effective in providing all of the necessary student support services.</p> <p>The applicant did not provide a through description of how it</p>	<p>GALS LV appreciates this observation and has strengthened plans to serve at-risk students through:</p> <ul style="list-style-type: none"> <li>a) Increasing financial resources allocated to SPED students.</li> <li>b) Increasing teaching staffing for SPED/ELL students.</li> <li>c) Developing a more robust explanation of the processes and procedures that will be used to serve at risk populations through edits to the At-Risk Students and Special Populations section of the GALS application.</li> </ul>	<p>Attachment 16-Revised Financial Workbook</p> <p>Attachment 20 – Revised Organization Chart</p> <p>Revised Application Section Operations: Staffing</p> <p>Revised Application Operations: At-Risk Students and Special Populations Section.</p>
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	plans to support ELL and SPED students with regarding staff and the budget.		
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