

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## 2020 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

*For Additional Instructions, please see the **Amendment Application Guidance Document***

For the: **Girls Athletic Leadership School Las Vegas**

Date Submitted: May 19, 2020

Current Charter Contract Start Date: 07/01/2020

Charter Contract Expiration Date: 06/30/2026

Key Contact: Jennifer McCloskey

Key Contact title: Executive Director

Key Contact email and phone: [ED@galslv.org](mailto:ED@galslv.org) 928-581-7138

Date of School Board approval of this application: 05/18/2020

This Request For Amendment (RFA) is submitted to request a contract amendment regarding (place an "X" to the right of the specific RFA type(s) you are applying for):

1. [Add Distance Education](#) \_\_\_\_
2. [Add Dual-Credit Program](#) \_\_\_\_
3. [Change Mission and/or Vision](#) \_\_\_\_
4. [Eliminate a Grade Level or Other Educational Services](#) \_\_\_\_
5. [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#) \_\_\_\_
6. [Enrollment: Expand Enrollment in Existing Grade Level\(s\) and Facilities](#) \_\_\_\_
7. [Enrollment: Expand Enrollment in New Grade Levels](#) \_x (with no change to total planned enrollment)\_\_\_
8. [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#) \_\_\_\_
9. [Facilities: Occupy New or Additional Facility](#) \_\_\_\_
10. [Facilities: Occupy a Temporary Facility](#) \_\_\_\_
11. [Facilities: Relocate or Consolidate Campuses](#) \_\_\_\_
12. [RFA: Transportation](#) \_\_\_\_
13. [Other changes](#) \_\_\_\_

# Contents

Section I: Standard RFA Requirements .....	4
A) EXECUTIVE SUMMARY .....	4
B) MEETING THE NEED.....	8
TARGETED PLAN .....	8
GROWTH RATE AND RATIONALE.....	8
PARENT AND COMMUNITY INVOLVEMENT.....	9
C) ACADEMIC PLAN .....	13
MISSION & VISION.....	13
CURRICULUM & INSTRUCTIONAL DESIGN .....	13
SCHOOL STRUCTURE: CALENDAR AND SCHEDULE.....	15
DISTANCE EDUCATION .....	15
PRE-KINDERGARTEN PROGRAMS.....	15
(All Operators Currently Operating or Proposing to Operate Pre-K).....	15
HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS.....	16
SPECIAL POPULATIONS .....	16
Special Education.....	17
Staffing.....	18
D) FINANCIAL PLAN .....	18
E) OPERATIONS PLAN .....	20
LEADERSHIP FOR EXPANSION.....	22
STAFFING .....	22
HUMAN CAPITAL STRATEGY .....	22
SCALE STRATEGY .....	23
STUDENT RECRUITMENT AND ENROLLMENT .....	24
BOARD GOVERNANCE .....	27
INCUBATION YEAR DEVELOPMENT .....	29
SCHOOL MANAGEMENT CONTRACTS .....	29

**SERVICES ..... 30**

**ONGOING OPERATIONS ..... 31**

**Section II: SPECIFIC RFA SECTIONS .....32**

**RFA: Academic Amendments.....32**

**1. RFA: Add Distance Education ..... 32**

**2. RFA: Add Dual-Credit Program..... 33**

**3. RFA: Change Mission and/or Vision ..... 33**

**4. RFA: Eliminate a grade level or other educational services ..... 34**

**5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO ..... 34**

**a) School Management Contracts..... 34**

**6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities ..... 37**

**7. RFA: Enrollment: Expand Enrollment in New Grade Level(s) ..... 37**

**Facility RFAs.....38**

**1. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320) ..... 38**

**2. RFA: Occupy New or Additional Sites (NAC 388A.315) ..... 38**

**3. RFA: Occupy a Temporary Facility..... 38**

**4. RFA: Relocate or Consolidate Campuses..... 38**

**General Facility RFA requirements.....38**

**Facility RFA Attachments required.....40**

**5. RFA: Transportation..... 40**

**6. RFA: Other Changes ..... 40**

## Section I: Standard RFA Requirements

### A) EXECUTIVE SUMMARY

4 Pages or less per RFA

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members

Girls Athletic Leadership School Las Vegas (GALS LV ) is a middle school specifically designed to meet the needs of girls with plans to approximately 405 students in grades 6th-8th. GALS LV plans to open in August 2020 with 135 students at the Boys and Girls Club located at 920 Cottage Grove Ave. Las Vegas, NV 89119 on the University of Nevada Las Vegas campus.

The GALS LV Team, many of which remain the original founding members includes:

Board Member	Experience
Jules Schoolmeester, Board Chair	Ms. Schoolmeester currently works as an Assistant Management Analyst at the Springs Preserve and manages their grants for both federal and state grant programs. She has extensive non-profit experience both as a Board Member and Executive Director.
Tara Meierkord, Treasurer, CPA	Ms. Meierkord is the Vice President of Operations at National Credit Center. She has served on multiple non-profit boards and has over 5 years of experience serving as Board Treasurer and Audit Committee member.
Barbara Wiggins, Vice Chair, MSE	Ms. Wiggins serves as the Vice Chair of Sistahs Strong, a non-profit youth mentor organization, that is a key partner to GALS LV. She is also a retired special education teacher and Human Resources administrator.
Karen Vaughn, Secretary	Ms. Vaughn is a retired Clark County School District English teacher and Debate Coach. She served for many years at Valley High School.
Gyna Castillo, Member	Ms. Castillo is a Business Improvement Manager at Boyd Gaming. She brings extensive experience in the areas of finance, accounting, lean six sigma, operations, as well as Information Technology.
Lisa Windom, Member	Ms. Windom is a Principal Management Analyst at the Springs Preserve and proud parent of a future GALS student. She has extensive experience working as a community volunteer and organizer in the Cambridge neighborhood where GALS LV is located.
Rosiland Bivings, Member	Ms. Bivings drew from her life experience as a master golfer to help others through motivational speaking, the books she authored, a television show and golf events.

Reporting to the Board of Directors, is the schools' Executive Director, Jennifer McCloskey. Ms. McCloskey drives the on-the ground efforts to establish GALS LV and cultivated a partnership with our sister network schools in Denver and Los Angeles. Ms. McCloskey earned her master's degree in Management, is a Certified Public Accountant and a Certified Project Management Professional. She served as an executive in the federal

government for the last 15 years with oversight of more than 350 employees and responsibility for a \$350 million budget. She is a community leader having served on two local non-profit boards. Ms. McCloskey spent time living in Mexico and loves to use her Spanish to help build GALS LV.

Reporting to Ms. McCloskey is Head of School, Krista Yarberry. Ms. Yarberry retired after a 30-year career at Clark County School District, the last 15 of which she served as a Principal. Ms. Yarberry began her teaching career as a Special Education teacher and has spent the majority of her career in education working with students at-risk of not achieving their full potentials. When Ms. Yarberry retired, she was Principal at Peterson Elementary, one of the schools in the neighborhood GALS serves. Her connections to the community, vast experience as a school leader, and ability to coach teachers makes her an invaluable asset to the GALS team.

## 2. Statement and overview of the mission and vision

The GALS LV mission is to provide high quality education as measured by four and five stars in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community.

GALS LV envisions a world where all young women, regardless of their background, have the opportunity to access the skills, knowledge, and self-determination to succeed in secondary school, college, and in their communities and the world.

## 3. Specific statement of the request

The Board of the above-named charter school, operating under a current contract with a start date of July 1, 2020 and a six-year expiration date of June 30, 2026 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels (with no change to total planned enrollment)
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility
- 10. Other (specify): \_\_\_\_\_

(See full list above of RFA amendment types)

A letter signed by the Board Chair indicates that this RFA was unanimously approved by the GALS LV Board of Director is attached. Meeting minutes will be sent as a separate attachment.

## 4. A summary explanation of the reasons that the charter school is seeking to the charter school is seeking to make this specific requested change.

On March 18, 2020 a statewide shutdown was ordered due to the COVID-19 pandemic. The shutdown disrupted our student recruitment efforts making it very difficult to meet face to face with families. Members of our community were some of the hardest hit suffering from layoffs, shortages and a lack of services. Despite efforts to make up for this contact using social media many of our families do not have access to technology and could not be reached in this manner. During discussions with the families that enrolled prior to the shutdown, GALS experienced interest in not only 6<sup>th</sup> grade but were also asked on multiple occasions if we could provide 7<sup>th</sup> grade. GALS LV teaching staff, school leaders and Board of Directors would like to offer both 6<sup>th</sup> and 7<sup>th</sup> grade to attract more families. GALS LV intends to maintain its planned recruitment target of 135 students however dividing those between grades 6 and 7.

5. Description of proposed target model and target communities

GALS LV remains committed to the original model and target community as described in our application for charter.

6. Statement of outcomes you expect to achieve across the network of campuses

GALS LV is a single campus school.

7. Key components of your educational model for the expanded school

There is no change in the education model.

8. The values, approach, and leadership accomplishments of your school or network leader and leadership team

In order to achieve our strategic intent and foster the habits of heart and mind at GALS LV, we are committed to fostering a learning environment where:

- Rigorous, standards--based academic programming ensures engagement. All students at GALS are challenged, take risks, learn from failure, and leverage their individual strengths.
- Through movement, students at GALS experience the connection between pushing themselves physically and thriving academically.
- Academic health is strengthened through social--emotional support.
- Students at GALS are taught to be self--aware, to set goals and to become advocates in their learning and growth.
- Students engage in learning that has purpose in the world and know what works best in service of their own learning.
- Students at GALS are well known in the community.
- Diversity is an asset that binds us, difference is celebrated, and individuality is embraced and makes up the in the distinct community that is GALS.
- Leadership does not have a prescription; it is an outcome of an individual's sense of self and sense of duty to passionately participate in her community.

Additionally, GALS LV will incorporate and integrate some of the most proven, successful curriculum methodologies, educational philosophies, and “best thinking” in the fields of neuroscience, sociology, psychology, and education to ensure that our students excel. Perhaps most importantly, we believe the best learning best occurs when students – especially adolescent girls ---- believe they can learn and when they have confidence in themselves to persist through the hardest challenges. Through a holistic approach to learning, students have continuous opportunities to express their skills, talents and intelligence across a variety of contexts. “If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” (Howard Gardner, *Multiple Intelligences: New Horizons*, 2006.)

GALS LV is set up for success with a dynamic, accomplished school leadership team backed by a depth of experience and knowledge from GALS Inc., a non-profit education provider and network of single gender schools since 2010. The Board of Directors and school leaders experience includes individuals with the experience and expertise to effectively oversee the school and its operations. Highlights of the breadth of experience include:

- Over 50 years of combined teaching and school leadership experience and in particular the community target area
- Experience developing curriculum and instructing
- Experience with special education and leading schools with at-risk students
- Experience administering human resources in a public-school environment
- Experience conducting school assessments
- Over 40 years of financial, human resource and technology management experience
- Experience developing community partnerships and working with local business owners to develop partnerships
- Marketing and fundraising experience
- Community outreach (materials, manning information tables)
- Over a decade of experience running a non-profit to offer mentoring programs at-risk youth, and particularly girls in the community area surrounding the school

- Executive management experience
- Board leadership experience
- Experience working with students with severe/profound mental and physical challenges.

9. Key supporters, partners, or resources that will contribute to your expanded school’s success.

Key Partner/Supporter	Contribution
Opportunity 180	Guidance, counseling, grant provider
Charter School Association of Nevada	Guidance, training, counsel
Boys and Girls Club of Southern Nevada	Facilities, after school programming, joint recruiting
University of Nevada	First responders, facilities, field trips
Non-profits such as Sistahs Strong, SHERO Foundation, Code Switch, Girls Youth Basketball	Mentors, referrals, joint marketing
Cambridge Recreation Center	Facilities, recruitment
Other Las Vegas Charter School leaders	Process examples, guidance, referrals, resources

## **NOTE**

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate “No change” for any below requested response that has not changed from your charter school contract.**
3. **Indicate “N/A” for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond “N/A” to any Specific Requirements RFA section for which they are not applying.**
4. **To expand a section and complete, please click the triangle next to the header.**

## **B) MEETING THE NEED**

### **TARGETED PLAN**

- (1) Identify the community you wish to serve as a result of the expansion or RFA and describe your interest in serving this specific community.

No change.

- (2) Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

No change.

### **GROWTH RATE AND RATIONALE**

- (1) Describe the school’s six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).
  - a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

GALS LV original growth plan was to start with 135 students in 6<sup>th</sup> grade, adding a grade level and 135 students each year to reach full capacity by year 3 of 405 students in grades 6<sup>th</sup> – 8<sup>th</sup>. GALS LV recommends adjusting that plan to open with grades 6<sup>th</sup> and 7<sup>th</sup> but still at the cap of 135 students for 2020-2021 school year. In the following school year, GALS LV will have 7<sup>th</sup> graders entering into 8<sup>th</sup> grade and will offer all 3 grades. GALS will maintain the original growth rate of adding 135 students each year for a total of 270 students in year 2 and 405 students in Year 3. By offering two grades in our first year and all three grades in our second year, GALS LV increases the opportunity to serve a family in the target community and improves the possibility for the opening with the planned 135 students.

- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social



enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

The only implication this change has for GALS LV is that our teaching staff will need to prepare and deliver lessons at the two grade levels. GALS LV is receiving lesson plans from the GALS LA school and will tailor them to fit the local needs. GALS LV school leaders and teaching staff have discussed this additional workload at length and are finding ways to leverage GALS LA lesson plans and curriculum sources such as Achieve 3000, Moby Max, Khan and Sanford Harmony to successfully differentiate instruction and meet the learning needs of our students.

Examples may include:

- a. Inability to secure facilities/facilities financing; There is no change to our facilities plans which is to start in year 1 in the Boys and Girls Club and move to a long-term site thereafter. GALS has is working to sign a Letter of Intent with a facility near the Boys and Girls Club and anticipates having this ready for year 2.
  - b. Difficulty raising philanthropic funding; There is no change to our ability to raise funds.
  - c. Insufficient talent pipeline/difficulty recruiting faculty; The current teaching staff will take on teaching both grades, there is no need for additional talent.
  - d. Insufficient leadership pipeline/difficulty recruiting school leaders; School leaders are in place.
  - e. Misalignment between the founding school and leader and new campuses and leaders, and; this is not applicable.
  - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops. There is no change to expectations regarding student outcomes.
- (3) Discuss lessons learned during the school’s past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

GALS LA has had difficulty with facilities and has moved three times in the past three years. They have successfully maintained enrollment despite those difficulties.

GALS Denver has had difficulty with student enrollment numbers in a highly saturated charter market in Denver. They have had to make staffing adjustments in light of this lower than expected enrollment experience.

## **PARENT AND COMMUNITY INVOLVEMENT**

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.

Community members serve on the GALS LV Board of Directors. The Boys and Girls Club staff are actively assisting GALS LV with recruitment efforts and we are making referrals to one another. Parents with students already enrolled are serving as Parent Ambassadors and GALS LV is enlisting their help in identifying new families for enrollment. GALS LV Teaching staff are actively sharing posts on social media and reaching out through their networks to recruit families.

- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

See GALS LV application for charter. Furthermore, GALS LV is working closely with the Boys and Girls Club to establish our operating procedures in a shared space and working together to best serve our community. Parents will be asked to serve as Parent Ambassadors and will be equipped information and materials about our school to help with recruitment during school start up. At 135 students, GALS LV school leaders know each and every one of our families, their children, their desires and what is important to them in their child's education. Prior to school starting, the Head of School will meet with every individual family to understand their child's academic history and expectations and will work with them to develop a holistic and personal education program. GALS LV school leaders and teaching staff are already available to our families to respond to any questions or concerns they may have. In the COVID 19 climate of social distancing it is difficult to plan for large size gatherings of families. We intend to keep the dialogue open on a one-on-one basis and through our social media accounts. GALS LV also uses a special notice application called Flyer to send daily news to families. All teachers will have a direct telephone line as well that will be given to parents/guardians for any questions that arise during the school year.

- (3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

GALS LV views parents/guardians as valuable partners in the education of students. As such, we offer a variety of communication and involvement opportunities. The following methods of interaction are communicated to families in our school handbook:

### **SCHEDULED SCHOOL CONFERENCES**

Family-teacher-student conferences and presentations of learning provide needed opportunities for parents/guardians and teachers to exchange useful information about the educational/social needs and progress of students. At conferences, teachers will review student progress and note any areas of special concern. By attending conferences, families have the opportunity to assist in catching and correcting any academic or behavioral problems before they have a significant negative impact on a student's overall performance; they send a clear message to students that school is important and that they are willing to partner with teachers to further their child's education. Student conferences are listed on the school calendar, and GALS will do our best to accommodate your request for scheduling during our school conference days.

### **SCHEDULING MEETINGS**

GALS welcomes communication with parent(s)/guardian(s) and recognizes that families may wish to meet with school personnel in addition to school-wide conference times. Teachers need at least 24-hour notice in order to schedule quality time with you. To meet with a teacher, please email or send a note directly to the teacher, or leave a phone message for a written or phone reply. To meet with the Head of School, parents should schedule appointments with the school office in person or by phone. Upon arrival for scheduled meetings, please check in at the front office. If a meeting has not been pre-scheduled, you may be assisted in scheduling a meeting for a later time as the responsibilities of school personnel to the education and safety of all students may not allow for on the spot conferences.

### **TEACHER EMAIL/PHONE**

Each teacher has an individual email address and phone number. You will be provided with staff email addresses and phone numbers at the beginning of the school year. Teachers will not be available to answer their phone or email while they are teaching. However, teachers are expected to respond within 48 hours.

### **PROGRESS REPORTS**

Teachers use progress reports on a monthly basis to keep families informed of the academic and behavioral progress of

students. Reports must be signed and returned with students the following Monday morning. We ALWAYS send home progress reports, at least monthly. If for some reason you do not receive your child's monthly progress report, please contact the Head of School.

## REPORT CARDS

Report Cards are distributed at the end of each semester to communicate students' academic and behavioral performance on a larger scale. They are a tool for future planning and remediation, if necessary.

## MEMOS/WEBSITE/FLYERS

Communication including important events, recognitions and school information will periodically be sent home in paper form. Memos and communication will be available through the app Flyer. Please communicate with your child regarding the importance of sharing school information.

## FAMILY EDUCATION EVENTS

GALS will host a variety of family education and community-building events (when safely possible to do so). These events are designed to educate families about various topics related to their child's education, school, and development. Families are encouraged to attend all events.

## PARENT INVOLVEMENT

GALS LV provides numerous opportunities for Parent involvement in the school. Parents can join the GALS morning Movement classes, enjoy lunch with their child, chaperone field trips and attend our Community Meetings (when these can be safely held) which are always open. Consider becoming a Parent Ambassador and we will equip you with knowledge and materials about GALS so that you may help to educate our community and other families. Parent Ambassadors meetings will occur with the school leaders to keep you abreast of school news, progress and key issues. If you are interested in serving as a Parent Ambassador reach out to the Head of School or Executive Director.

## GALS' STUDENT EMAIL

All students are assigned an email address using their six-digit student identification number (lunch number). This allows them to access documents that are used as part of instruction at GALS, allows for easy file sharing, and eliminates the need for students to print documents and have flash drives. Students can type and publish in Google Docs and share writing with teachers and other students. Using an email address also allows the school to send a group email to inform students of deadlines, dates, and other events.

## TELEPHONE MESSAGES

Voicemails can be left for all faculty during the school day on their classroom phones. All calls will be returned as soon as possible within 24 hours. Teaching staff will not be able to answer phone calls during instructional periods. Please call the staff member you wish to speak with directly. For general questions and concerns, you may call the school's main number at (702)672-6389.

## SOCIAL MEDIA

Follow us on Facebook or GALS Web Page to stay informed, see what's happening in the school, and for pertinent information and articles related to our school model.

## STUDENT PLANNERS

All students are responsible for recording daily objectives and homework assignments (including no homework) in their planner or notebook each period.

## VISITATIONS/OBSERVATIONS

While GALS encourages family/caregiver presence in the school building, out of respect for our teaching faculty and student body, all classroom visitations must be scheduled at least 24 hours in advance and be approved by the teacher and Executive Director or designee. Please request and schedule all visitations with your child's classroom teacher(s). More often than not, your request for an observation will be accommodated. However, due to assessments, special schedules, and the nature of certain classroom activities, we may, on occasion, ask that you find an alternate time. Unscheduled visitations will not be permitted.

## VOLUNTEERING

At GALS, we believe, and the research supports, that our community and school is stronger when families volunteer their time to the school. GALS will work with you to understand your interest and availability to match you.

- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** \_\_, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

There is no change to partnerships as a result of this amendment.

- (5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

GALS LV is engaged in the community primarily through our relationships with the Boys and Girls, Cambridge Recreation Center, local businesses, families and the University of Nevada Las Vegas interactions. We have learned that the COVID pandemic has hit our neighborhood very hard with some of the highest levels of unemployment in the County and services during these challenging times have been few, sporadic, poorly planned and inadequate. The lack of services combined with unemployment is causing some of our families to move out the area to live with relatives elsewhere. A highly transient population has become even more transient in these difficult times.

In the midst of this however there are GALS families who are excited about the future that GALS brings and will be helping us to continue to spread the word to find families to enroll. Despite the shutdown, positive energy is beginning to remount as summer approaches. The Boys and Girls Club is looking to re-open their clubs by June 1 and this will also help us regain traction with future GALS students. GALS remains hopeful as well to be able to resume recruitment in public areas such as neighborhood markets, apartment complexes, laundromats, beauty salons, grocery stores, the Cambridge Recreation Center, Boulevard Mall and Clark County Library.

- (6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

GALS LV has contracted with a community member to serve as Recruiter and Outreach Coordinator. This individual is responsible for managing our Parent Ambassadors. This individual will become the GALS Series teacher. GALS LV

partners with Boys and Girls Clubs in the neighborhood we will serve. There are two clubs and we will coordinate with both clubs to jointly market and serve families with a comprehensive program that provides a safe space and high-quality education from sun up to sun down.

## C) ACADEMIC PLAN

### MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

Explain whether the proposed mission and vision for the school/network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

No change.

### CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

There is no change to our instructional design from our application.

#### (1) Historical Performance

- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
  - (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.
  - (ii) *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*
- (b) **Interventions:** Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

#### (2) Academic Vision and Theory of Change

- (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

### (3) Performance Management

- a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
- What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
  - Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at [http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment\\_Template.xlsx](http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment_Template.xlsx)) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- g) **Remediating Academic Underperformance:** Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually

gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

## SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.

GALS LV will follow the CCSD school calendar. This is necessary while at the Boys and Girls club who serves mostly CCSD families.

- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

There is no change in schedule or instructional time.

- c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

No change from application.

## DISTANCE EDUCATION

(Distance Education Expansion Amendments)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

N/A

## PRE-KINDERGARTEN PROGRAMS

(All Operators Currently Operating or Proposing to Operate Pre-K)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at [http://www.doe.nv.gov/Early\\_Learning\\_Development/](http://www.doe.nv.gov/Early_Learning_Development/). For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

N/A

## **HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS**

*(New High School Amendments Only)*

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

N/A

## **SPECIAL POPULATIONS**

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a



broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
2. SPCSA schools develop programs to support the needs of their students.
3. SPCSA schools do not counsel or kick any students out.
4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.
6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

N/A

## Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
  - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
  - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
  - a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.
- (4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

No change from application in our approach to serving special education students.

## Staffing

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

- (1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?
- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

There is no change from original application for staffing. GALS LV has hired licensed special education teacher and school psychologist already.

## **D) FINANCIAL PLAN**

**This section must be completed for all applications.**

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

GALS LV will purchase a school fund accounting system called APTA Fund. The system has a long legacy and specializes in school accounting. APTA Fund will assist the school in establishing the initial procedures and accounting as a part of the implementation process. GALS LV will perform accounting procedures in house under the review of the Board Treasurer until such time that the school can add additional staff. The GALS LV Executive Director is a CPA and has overseen Accounting departments for 20+ years. GALS LV will also contract with a local CPA firm to review year end reports and assist with tax and PERS reporting. For all purchases over \$5,000 GALS will seek at least 3 bids. A GALS Board member participates in the review and selection of the bid that is then taken to the entire Board of Directors for approval. The GALS Executive Director and Head of School have divided the contracts between our areas of expertise to monitor and manage for delivery of services.

- (2) **Attachment** \_\_\_\_\_. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative

should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

- (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment** \_\_\_\_\_. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
- (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
- (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

There is no change to staffing or the budget based on this change. Total student count remains the same as previous budget submissions.

- (3) Submit a completed financial plan for the proposed school as an **Attachment** \_\_\_\_ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

There is no change to the budget provided to the SPCSA on March 20, 2020 as a condition of our charter. The curriculum that GALS is purchasing is charged on a per student basis and not a grade level basis. GALS anticipates needing to buy an extra teachers manual in some cases at a total cost of less than \$2,000 which can be addressed in this existing budget.

- (4) Submit, as an **Attachment** \_\_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

N/A

- (5) Provide, as an **Attachment** \_\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

No change from application.

- (6) Complete the audit data worksheet in **Attachment** \_\_\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** \_\_\_\_.

No change from application.

- (7) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be

used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

N/A – GALS does not have such a function.

- (8) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

The GALS LV Board of Directors retains full control. The CMO provides educational services to support the education model and is not involved in any management roles.

## **E) OPERATIONS PLAN**

- ◆ **Indicate “No Change” to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

1. Historical performance

- (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.

No change.

- (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?

New school so no history.

- (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

New school so no areas to improve at this time.

2. Organization governance structure & board development:

- (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses
- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
- (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

No change.

3. Organization charts and decision-making authority:

- (a) Provide the following organizational charts:  
(i) Current

- (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
- (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

No change.

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

4. Describe the proposed organizational model; include the following information:
  - a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment** \_\_\_) no change.
  - b) Resumes of all current leadership (provide as an **Attachment** \_\_\_). Provided in original application and March 20 submission to the SPCSA for Head of School.
  - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** \_\_\_) No change.
5. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
  - (a) School leadership (Ms. Yarberry has 10 years' experience as a principal with CCSD);
  - (b) School business operations and finance (Ms. McCloskey is a CPA and has leading operations and finance support, the Board Treasurer provides oversight;
  - (c) Governance management and support to the Board (Ms. McCloskey is an experienced executive leader with Board experience, highly experience Board members;
  - (d) Curriculum, instruction, and assessment Ms. Yarberry and teaching staff possess degrees and experience in these areas;
  - (e) At-risk students and students with special needs; Ms. Yarberry has over a decade of experience serving in at-risk schools, board members have teaching experience in these environments. Ms. Yarberry is a SPED teacher.
  - (f) Performance management; and Ms. McCloskey is Certified project manager and has led organizations up to 350 people.
  - (g) Parent and community engagement. Ms. McCloskey and Ms. Yarberry have proven track record of collaboration and outreach with the community and family engagement in school settings.
6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment** \_\_\_). No change.
7. Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff. No change.
8. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance? No change.
9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill? Professional development series held at the beginning of the school year and routinely throughout the school year. Shadowing and performing one another function during absences. Knowledge sharing through email, meetings, conversations.

**LEADERSHIP FOR EXPANSION**

- a) Describe the operator’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** \_\_\_\_). Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** \_\_\_\_ ) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2018-19 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

N/A

**STAFFING**

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

**There is no change to staffing plans as a result of this amendment.** The same GALS teachers as planned will simply now teach both 6<sup>th</sup> and 7<sup>th</sup> grade level curriculum throughout the day.

**Sample Excerpt—Complete using Excel file**

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Management Organization Positions</b>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

**HUMAN CAPITAL STRATEGY**

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.

- b) Leadership Pipeline: **Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
  - 1) How the school plans to identify leadership internally and externally;
  - 2) Who will be responsible for hiring leaders;
  - 3) Formal and informal systems that will prepare leaders for their responsibilities;
  - 4) The school’s philosophy regarding internal promotions;
  - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
  - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

No change

**SCALE STRATEGY**

N/A

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment \_\_\_**. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.
- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

<b>Function</b>	<b>Mgmt Org Decision-Making</b>	<b>Network Leader Decision-Making</b>	<b>Board Decision-Making</b>	<b>Campus Leader Decision-Making</b>
Performance Goals				
Curriculum				
Professional Development				
Data Mgmt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgmt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

## **STUDENT RECRUITMENT AND ENROLLMENT**

Like all public schools, public charter schools must be open to any such child, regardless of that child’s race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices



should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

- g. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

No change. Recruitment is focused on a 3-mile radius of the school which is in a high need community.

- h. Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school's current zoned schools.

New school so no records.

- i. Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery<sup>1</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

No change. Recruitment is focused on a 3-mile radius of the school which is in a high need community with high FRL (80%), SPED (12%) and ELL (35%) rates.

- j. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

2020-21 School Year Enrollment Calendar

1/7/2020 12:00 AM

Lottery Application Window Opens

4/29/2020 11:59 PM

Lottery Window Closes

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<sup>1</sup> See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

GALS Las Vegas is an open enrollment charter school and ALWAYS accepts applications.

- k. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

See RFA Staffing and Enrollment Worksheet. Target re-enrollment is 80% based on other school’s experience. The Board of Directors is monitoring this data.

- l. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

No change.

- m. 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?

No change.

- n. Complete the following tables for the proposed school to open in 2019-20. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020.

See attached.

1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K						
1						
2...						
10						
11						
12						
Total						

2) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K...						
12						

Total						
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- 3) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) **Complete using Excel file “RFA Staffing and Enrollment Worksheets.”**

**Sample Excerpt**

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K						
12						
Total						

- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.

This approach allows us to have 5 classes of 27 students . There is 1 teacher for each subject and a special education teacher. Each year we add an additional 5 classes and 6 teachers. It is a manageable approach that works well from a financial planning perspective.

- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

N/A

- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

No change.

**BOARD GOVERNANCE**

**Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”**

No change

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- p. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

- q. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** \_\_\_\_). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.
- r. Provide, as part of **Attachment** \_\_\_\_, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- s. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- t. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
- u. Describe the board’s history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- v. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- w. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.
- x. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.
- y. 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.
- z. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure


**INCUBATION YEAR DEVELOPMENT**

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2018. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** \_\_\_\_.

See Attached Startup Plan with completed tasks.

- bb. Please 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, please briefly describe the main components of the training program.

No change.

- cc. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

Ms. McCloskey and Ms. Yarberry are leading school development.

**SCHOOL MANAGEMENT CONTRACTS**

N/A

Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO).

- dd. How and why was the EMO selected?
- ee. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- ff. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- gg. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- hh. Please provide the following in **Attachment** \_\_\_\_:

1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
4. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
5. Provide a brief overview of the EMO/CMO's history.
6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shortened or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

## SERVICES

N/A

9. Provide **Attachment** \_\_\_ describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below.
11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
  - i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - iii. Facilities maintenance (including janitorial and landscape maintenance)
  - iv. Safety and security (include any plans for onsite security personnel)
  - v. Other services
12. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
13. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.
14. Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.
15. Provide, as an Attachment \_\_\_, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

## ONGOING OPERATIONS

N/A

16. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?
17. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, 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. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York,

and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

## Section II: SPECIFIC RFA SECTIONS

### RFA: Academic Amendments

#### 1. RFA: Add Distance Education

- a. Executive Summary
  - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
  - ii. A list of the current school campuses
  - iii. Proposed model and target communities by zip code
  - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
  - v. The key components of your educational model and how the distance education program aligns with the educational model.
  - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
  - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
  - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
  - i. Describe the system of course credits that the school will use.
  - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
  - iii. Describe how the school will ensure students participate in assessments and submit coursework.
  - iv. Describe how the school will conduct parent-teacher conferences.
  - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
  - i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
  - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- e. Scale Strategy
  - i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
  - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
  - i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to:



families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

- ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
- iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?

g. Services

- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
- ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

h. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

## 2. RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

Provide as an **Attachment** \_\_\_\_, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

## 3. RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

- a. Complete and submit your RFA with the General application sections above completed.
- b. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- c. Indicate “N/A” for any below requested response that is not applicable to your request.

**4. RFA: Eliminate a grade level or other educational services**

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- a) Complete and submit your RFA with the General Requirements sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

**5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO**

**a) School Management Contracts**

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current

leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

#### **b) Financial Plan**

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment**\_\_\_ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment**\_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment**\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the

affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

8. Complete the audit data worksheet in **Attachment** \_\_\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state’s charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** \_\_\_\_\_.

### **Attachments Necessary for EMO Amendment**

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider’s non-profit or for-profit status
- 9) Documentation of Service Provider’s authorization to do business in Nevada (e.g. current business license)
- 10) Letter from Board chair requesting Good Cause Exemption.
- 11) Agenda for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 12) Draft or Approved Minutes for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 13) Budget Narrative
- 14) School Budget
- 15) Network Budget
- 16) Historical Audits
- 17) Audit Data Worksheet
  - (a) Academic Performance Worksheet
  - (b) Good Cause Exemption Letter
  - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.

## 6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

What is your current enrollment for the prior years in your current contract?

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Enrollment	135	270	405	405	405	405

What is your projected enrollment for the years for which you are requesting an expansion?

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Enrollment	135	270	405	405	405	405

There is no change to the planned number of students we are only expanding the grades we will provide. Our original plan was to offer only 6<sup>th</sup> grade, after recruitment efforts we recognize there is demand for 7<sup>th</sup> grade and we would like to offer both grade levels with the same number of students.

## 7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

For an RFA to accomplish this objective:

- a) Complete and submit your RFA with the General application sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they've proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

## Facility RFAs

### General Facility RFA requirements

1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.
2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.
3. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide:
  - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
  - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
  - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
  - d) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance the school will submit final documentation in compliance with NAC 386.3265.
  - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** \_\_\_\_.
  - f) A copy of the Certificate of Occupancy at **Attachment** \_\_\_\_.
  - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** \_\_\_\_.
  - h) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an **Attachment** \_\_\_\_.
4. If a proposed facility has **not** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
  - a) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** \_\_\_\_ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment** \_\_\_\_.
  - b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** \_\_\_\_ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment** \_\_\_\_.

- c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment**\_\_\_ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as an **Attachment**\_\_\_.
  - d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment**\_\_\_ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment**\_\_\_.
  - e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment**\_\_\_.
  - f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment**\_\_\_.
  - g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an **Attachment**\_\_\_.
5. For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
  - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of an **Attachment**\_\_\_.
6. Please include the organization's plans to finance these facilities, including:
- a) Indicate whether the school intends to finance these facilities through the Department of Business and Industry (B&I) or another bond conduit. If the school is not using the B&I conduit, please identify the proposed issuer

of the bonds. Please provide a rationale for the selection of this issuer, and a comparative analysis with any other issuers considered by the school.

- b) Total project cost for each facility
- c) Financing and financing assumptions
- d) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole.

### **Facility RFA Attachments required**