

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**

Date Submitted: March 20, 2021

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 928-581-7138

Date of School Board approval of this application: March 15, 2021

Deadlines

	Spring Cycle	Fall Cycle
Notice ¹ of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action <i>(tentative and subject to change)</i>	June board meeting	December board meeting

RFA application processing includes an initial high-level completeness followed by an ongoing completeness check as specific, relevant sections of the application are reviewed in detail.

Red text indicates updates or points of emphasis.

¹ Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval 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](#)
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. [Change of Incorporation Status](#)
14. [Other changes](#) (decrease in enrollment by year)

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Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

Required for all submissions. 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 opened August 2020 with 95 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. Since opening, GALS has secured a long-term lease for a facility at 4220 s. Maryland Parkway, Las Vegas, NV 89119 and plans to move over the summer.

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 founded 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. Prior to starting GALS LV, 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. Ms. McCloskey spent time living in Mexico and loves to use her Spanish to serve GALS LV families.

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

(Example:) "The Board of the above named charter school, operating under a current contract with a start date of 07/01/2020 and a six-year expiration date of 06/30/2026 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
- 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): modify/decrease enrollment caps _____

(See full list above of RFA amendment types)

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

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.

GALS LV is requesting a change in support of our move to our permanent school facility.

5. Description of proposed target model and target communities

GALS LV is located within 2 miles of the Las Vegas strip and this close proximity and this places many GALS LV students at risk of being exploited and becoming sex workers² as documented in local reports. Our student population includes:

- 100% receive free and reduced lunch (FRL) benefits
- 13 % have an IEP
- 16% are current English Language Learners (ELL)
- 21% are prior ELL students 1-4 years out.
- 11.4% of our students are registered as homeless
- 2% are in foster care.

GALS LV students are predominately Hispanic representing 66% of our student population, 19% are Black/African American, 6% are Caucasian, 4% are Asian, 3% are multi-racial and 2% are Island Pacific. Las Vegas is open to any student and does not discriminate based on gender and gender identity

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. Describe the charter school's plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.**

Restorative Justice is a core value of GALS LV and therefore the principles are integrated and engrained in our entire school model. GALS LV has a Discipline Policy based entirely on Restorative justice which include record keeping templates to be used in the event action is needed. To date, GALS LV is pleased to have a school culture where students are thriving and one that is free of any disciplinary actions.

- 9. Describe the charter school's plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.**

GALS LV will continue its current practices to maintain enrollment diversity commensurate with the neighborhood we serve. This includes continuing our marketing and outreach in the local area where the school is

² Las Vegas has the 3rd highest homeless youth population in the nation and CCSD reports 15,000 homeless students. <https://www.aljazeera.com/indepth/features/las-vegas-homeless-youth-vulnerable-sex-trafficking-190320205806613.html>

located, continue recruitment along side our partners, the Boys and Girls Club and participation in food drives, health clinics, homeless fairs where our potential families might go. GALS LV currently markets through a local Spanish radio station as well. All social media is done in both Spanish and English.

10. 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 incorporates and integrates 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.

11. 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 Lions Club, Luryshocke Foundation, Serving Our Kids, Sistahs Strong, Girl Scouts, Code Switch, Girls Youth Basketball, Girls on the Run	Mentors, referrals, joint marketing
Cambridge Recreation Center	Facilities, recruitment
Other Las Vegas Charter School leaders	Process examples, guidance, referrals, resources

12.

NOTES

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. *If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:*
 - a. *Letter from the Board chair requesting Good Cause Exemption;*
 - b. *Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and*
 - c. *The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.*
5. **To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle (▲) left of that heading.**

B) MEETING THE NEED

C) ACADEMIC PLAN

D) FINANCIAL PLAN

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.
 - (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?
 - (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?

School is in first year of operations and still collecting performance data. MAPS assessment data was provided to Mr. Mark Modrcin in March 2021.

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 in governance structure or board processes have occurred.

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)

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.*

No change in organization charts have occurred.

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** ___)
- b) Resumes of all current leadership (provide as an **Attachment** ___).
- c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** ___)

No changes in any of the above items have occurred.

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;
- (b) School business operations and finance;
- (c) Governance management and support to the Board;
- (d) Curriculum, instruction, and assessment;
- (e) At-risk students and students with special needs;
- (f) Performance management; and
- (g) Parent and community engagement.

No change in leadership team have occurred.

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** ___).

GALS Inc continues to provide school leader coaching.

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? N/A

9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

GALS has a redundant leadership structure with a Head of school and Executive Director.

LEADERSHIP FOR EXPANSION

GALS is not expanding.

- 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 2022-23 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 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

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.

Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
School Organization Positions						
<i>Executive Director</i>	1	1	1	1	1	1
Head of School	1	1	1	1	1	1
Asst. Head of School		1	1	1	1	1
Operations Director				1	1	1

Office Manager	1	1	1	1	1	1
Director of Student Services		1	1	1	1	1
SPED Teacher	2	3	3	3	3	3
Paraprofessional	2	3	4	4	4	4
Counselor	0.5	1	1	1	1	1
Teacher	7	9	11	14	15	15
	14.5	21	24	28	29	29

GALS Inc. (the network) is staffed part time by our Executive Director in LA and a founding retired teacher from Denver that is also contracted for on an as needed basis. The GALS network at this time is small with no specific plan for expansion at this time, getting GALS LV up and running and stable along with maintain and supporting our LA and Denver schools is our focus.

Sample Excerpt—Complete using Excel file

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Management Organization Positions						
<i>Complete this form using the Excel file</i>						
CEO (part time)	.2	.2	.2	.2	.2	.2
Consultant (part time)	.2	.2	.2	.2	.2	.2
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

HUMAN CAPITAL STRATEGY

No change from original charter for this section.

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.

SCALE STRATEGY

No change from original charter in this section.

- 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.

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				

Professional Development				
Data Mgt & 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 Mgt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

STUDENT RECRUITMENT AND ENROLLMENT

GALS LV will continue the same recruitment and enrollment plans from the original charter. GALS LV is serving a high need population from the neighborhood surrounding our school and plans to continue to do so.

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.

- 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.
- 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 lottery³ 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.
- 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.
- 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.
- 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?
- 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?
- 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.

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

See below

³ 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.

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

Grade Level	Number of Students					
	2021-2022	2022-23	2023-24	2024-25	2025-26	2026-27
Minimum						
6	54	109	135	135	135	135
7	53	108	135	135	135	135
8	53	108	135	135	135	135
	160	325	405	405	405	405
planned						
6	54	109	135	135	135	135
7	53	108	135	135	135	135
8	53	108	135	135	135	135
	160	325	405	405	405	405
Maximum						
6	54	120	149	149	149	149
7	53	119	149	149	149	149
8	53	119	148	148	148	148
	160	358	446	446	446	446
2021-2022 is capped by Clark county as a condition for our special use permit.						

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.”*

See above

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.

GALS changed the enrollment plan to allow for another year to reach our intended target enrollment of 405 students. This is due to a difficult start up during COVID. This is also in line with a cap that the County placed on enrollment for 2021-2022 SY which is 160 students. The County would like to see a slow growth into the facility to moderate growth and minimize impacts.

- 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.

- 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.

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 from the original application.

- 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 2021-2022 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

N/A – GALS has based this period.

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** ____.
- 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.
- 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.

SCHOOL MANAGEMENT CONTRACTS

There is no change to our EMO relationship or agreement from the original charter.

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) or **charter management organization (CMO)**.

- dd. How and why was the EMO or CMO 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 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.
 - 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

No change from original charter.

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

No change from original charter plan.

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

Facility RFAs

General Facility RFA requirements

Facility RFA Attachments required