



Young Women's  
**Leadership Academy**  
OF LAS VEGAS

June 9, 2023

State Charter Governing Board  
State Public Charter School Authority  
2080 E. Flamingo Rd., Suite 230  
Las Vegas, NV 89119

Re: Good Cause Exemption Request to Amend Charter Application

To State Public Charter School Authority,

Young Women's Leadership Academy (YWLA) respectfully requests a good cause exemption from the current amendment schedule to amend their charter contract with the State Public Charter School Authority (SPCSA) in order to (a) expand enrollment into the 8<sup>th</sup> grade for the 2023-24 school year (one year earlier than previously authorized); and (b) add distance education options.

The YWLA Governing Board has approved the filing of the proposed amendment as well as the request to seek a good cause exemption from the current amendment schedule (*see Attachment 01 – Board Meeting Agenda & Minutes*). These proposed changes will permit the school to promote YWLA's unique educational program to additional prospective 8<sup>th</sup> grade students, including those students attending the newly closed Girls Empowerment Middle School (GEMS), as well as to continue focusing on the educational development of the students registered at YWLA in grades 6-7 and 9-10 for the upcoming school year.

We appreciate the support of the SPCSA staff as YWLA seeks the approval of this good cause exemption as well as the granting of its underlying request for amendment.

Sincerely,

*Gunlek Ruder*

Gunlek Ruder  
Board Chair, Young Women's Leadership Academy  
[gruder@ywlalv.org](mailto:gruder@ywlalv.org)

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## 2023 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For Additional Instructions, please see the [Amendment Application Guidance Document](#)

For the: **Young Women’s Leadership Academy of Las Vegas**

Date Submitted: **June 2, 2023**

Current Charter Contract Start Date: **July 1, 2022**

Charter Contract Expiration Date: **June 30, 2028**

Key Contact: **Gunlek Ruder**

Key Contact title: **Board Chair**

Key Contact email and phone: [gruder@ywlv.org](mailto:gruder@ywlv.org) / (702) 273-8177

Date of School Board approval of this application: **May 18, 2023**

### Deadlines

	Spring Cycle	Fall Cycle
Notice <sup>1</sup> 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 (tentative and subject to change)	June board meeting	December board meeting

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

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<sup>1</sup> 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](#)

# Table of Contents

<b>Introduction.....</b>	<b>6</b>
<b>Most Frequent Request For Amendment Applications .....</b>	<b>6</b>
<b>Section I: Standard RFA Requirements.....</b>	<b>8</b>
<b>A) EXECUTIVE SUMMARY.....</b>	<b>8</b>
<b>B) MEETING THE NEED.....</b>	<b>22</b>
<b>TARGETED PLAN.....</b>	<b>22</b>
<b>GROWTH RATE AND RATIONALE.....</b>	<b>28</b>
<b>PARENT AND COMMUNITY INVOLVEMENT.....</b>	<b>31</b>
<b>C) ACADEMIC PLAN.....</b>	<b>34</b>
<b>MISSION &amp; VISION .....</b>	<b>34</b>
<b>CURRICULUM &amp; INSTRUCTIONAL DESIGN .....</b>	<b>34</b>
<b>SCHOOL STRUCTURE: CALENDAR AND SCHEDULE.....</b>	<b>36</b>
<b>DISTANCE EDUCATION .....</b>	<b>37</b>
<b>PRE-KINDERGARTEN PROGRAMS.....</b>	<b>37</b>
<b>(All Operators Currently Operating or Proposing to Operate Pre-K).....</b>	<b>37</b>
<b>HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS.....</b>	<b>38</b>
<b>SPECIAL POPULATIONS.....</b>	<b>38</b>
<b>Special Education.....</b>	<b>38</b>
<b>Staffing.....</b>	<b>39</b>
<b>D) FINANCIAL PLAN .....</b>	<b>41</b>
<b>E) OPERATIONS PLAN.....</b>	<b>45</b>
<b>LEADERSHIP FOR EXPANSION.....</b>	<b>49</b>
<b>STAFFING .....</b>	<b>49</b>
<b>HUMAN CAPITAL STRATEGY.....</b>	<b>50</b>
<b>SCALE STRATEGY.....</b>	<b>52</b>
<b>STUDENT RECRUITMENT AND ENROLLMENT .....</b>	<b>52</b>
<b>BOARD GOVERNANCE .....</b>	<b>59</b>
<b>INCUBATION YEAR DEVELOPMENT (for approved schools that have not yet opened).....</b>	<b>60</b>
<b>SCHOOL MANAGEMENT CONTRACTS .....</b>	<b>60</b>

SERVICES.....	62
ONGOING OPERATIONS.....	62
Section II: SPECIFIC RFA SECTIONS.....	64
RFA: Academic Amendments .....	64
1. <input type="checkbox"/> RFA: Add Distance Education .....	64
2. <input type="checkbox"/> RFA: Add Dual-Credit Program .....	75
3. <input type="checkbox"/> RFA: Change Mission and/or Vision .....	76
4. <input type="checkbox"/> RFA: Eliminate a grade level or other educational services .....	76
5. <input type="checkbox"/> RFA: EMO/CMO: Entering, amending, renewing, terminating charter contract with EMO/CMO..	76
a) School Management Contracts.....	76
6. <input type="checkbox"/> RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities.....	79
7. <input checked="" type="checkbox"/> RFA: Enrollment: Expand Enrollment in New Grade Level(s).....	80
8. <input type="checkbox"/> RFA: Lottery: Change(s) in Charter Lottery Policy .....	82
Facility RFAs.....	83
9. <input type="checkbox"/> RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320) .....	83
10. <input type="checkbox"/> RFA: Occupy New or Additional Sites (NAC 388A.315) .....	83
11. <input type="checkbox"/> RFA: Occupy a Temporary Facility.....	83
12. <input type="checkbox"/> RFA: Relocate or Consolidate Campuses .....	83
General Facility RFA requirements.....	84
Facility RFA Attachments required.....	88
13. <input type="checkbox"/> RFA: Transportation .....	89
14. <input type="checkbox"/> RFA: Change of incorporation status.....	89
15. <input checked="" type="checkbox"/> RFA: Other Changes .....	89

## List of Figures

Figure 1. 3rd-8th Grade ELA and Math Assessments.....	24
Figure 2. 11th Grade ELA and Math Assessments.....	24

## List of Tables

Table 1. Current Enrollment Projections for 2023-24 School Year .....	10
Table 2. Targeted Zip Codes with Star Ratings and NSPF Score.....	15
Table 3. Targeted Zip Codes Disaggregated by Grade Level .....	15
Table 4. Anticipated Student Ethnicity Demographics.....	16
Table 5. Anticipated Special Student Demographics.....	16
Table 6. Student Demographic Comparison by Race/Ethnicity .....	25
Table 7. Analysis of Academic Need for Middle and High Schools in Target Zip Codes .....	26
Table 8. Chronic Absenteeism .....	27
Table 9. Average Daily Attendance .....	28
Table 10. Expansion Campus Enrollment Growth Plan .....	29
Table 11. Staffing Table .....	49
Table 12. Student Demographic Comparison for YWLA versus Target Schools.....	54
Table 13. Break Even Budget Scenario .....	57
Table 14. Planned Enrollment Budget Scenario.....	57
Table 15. Maximum Enrollment Budget Scenario.....	58
Table 16. 2023-24 Enrollment Comparison .....	81

## List of Attachments

Attachment 01 – Board Meeting Agenda & Minutes .....	10
Attachment 02 – Budget Narrative.....	23, 33
Attachment 03 – School Budget.....	23, 24
Attachment 04 – Audit Data .....	24
Attachment 05 – Site Evaluation Report.....	26
Attachment 06 – Staffing & Enrollment Worksheets.....	30, 38
Attachment 07 – Distance Education Courses .....	46

## **Introduction**

The SPCSA seeks to continuously improve its processes and the quality of its services. Over the past few years we have, for example, been able to significantly reduce the amount of paperwork involved in the processing of Request For Amendment (RFA) Applications (RFAAs), primarily by separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA have now add a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for most frequently requested RFA applications.

If you're submitting RFAs in one of these areas, the following guidance may help you prepare and process your application faster

The first three and the fifth may be handled in the Consent Agenda section of the board meeting, also.

## **Most Frequent Request For Amendment Applications**

Here are the four most frequently Request For Amendment (RFA) application types submitted to the Authority for approval by the SPCSA board. If you are requesting one of these RFA types, then you may follow the below described abbreviated process.

1. Dual credit RFA applications
2. Distant education RFA applications
3. Enrollment additions or contractions and grade expansions or contractions
4. Facilities acquisitions or leases
5. Lotteries and lottery changes

Below are the processing requirements of the RFA types above. Complete the following check marked items (☒) from the overall application requirements list below. You do not need to respond to the unchecked areas.

## Sections Required

The below focused requirements are only for schools seeking approval for the above RFA types. RFAs for Facility acquisitions or expansions have additional requirements described below:

- Executive Summary
- Meeting The Need
  - Expansions to new grade levels or new campuses must complete the Meeting the Need section.
  - Lottery RFAs must include Meeting the Need section for relevant sections.
  - Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
  1. Not required for Dual Credit or Distance Education RFAs assuming fiscal cost impacts less than 5%.
  2. Enrollment RFAs: complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
  3. Facility RFAs: complete the appropriate tab under the “**Facilities**” section below including the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections). This includes completing the “**Facilities**” related RFA section below.

All other amendment types require applicants to complete each applicable section below. Should you have questions, please reach out to Mike Dang for further guidance.



## Section I: Standard RFA Requirements

### A) EXECUTIVE SUMMARY

**Required for all submissions. 4 Pages or less per RFA. If your RFA submission includes more than one requested change, this must be listed in the Executive Summary. Should you have questions, please contact Mike Dang.**

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.

Young Women’s Leadership Academy of Las Vegas (YWLA) is currently located at the La Palabra Viva church located at 3415 S. Mojave Rd. in Las Vegas, Nevada 89121. As a public charter school, YWLA is open to all students within the State of Nevada.

Since opening its first campus in East Harlem in 1996, The Young Women’s Leadership School has grown into a national network of excellent all-girls college prep schools all driven by the same mission and vision: to nurture the intellectual curiosity and creativity of young women. Young Women’s Leadership Schools accomplish this by supporting the “whole girl” and seek to maximize the academic achievement, social emotional well-being, and post-secondary success of each student.

**Board Chair Gunlek Ruder** – Gunlek serves as President and CEO of S. Martinelli & Company and has built a successful career around project management, strategic consulting, venture investing, financial management, real estate development, and consumer goods manufacturing. He has lived in Las Vegas since 2005 and became aware of the need for high-quality public education choices working with the Andre Agassi Foundation. He also has experience serving on multiple nonprofit boards and running an equity fund developing facilities for charter schools.

**Board Vice Chair Mala Panday** – Mala started her career in education in 2004 as a science teacher in New York City. She worked as an Assistant Principal prior to accepting her current position as Principal of the Young Women’s Leadership School of Queens where she has worked for the past 8 years. Mala’s dedication and effective implementation of the Young Women’s educational model in a community with similar demographics will prove vital as YWLA goes through its opening and growth stages. Mala has demonstrated success as an academic leader in guiding her students towards academic success despite the obstacles of language barriers, poverty, and discrimination. Her career interests are centered in engaging youth in racial, political, and social issues that impact them directly, as well as women around the world. She has initiated school-wide projects and partnerships seeking and adding to minority excellence.

**Board Secretary Zac Hudson** – Zac serves as Executive Vice President and Global General Counsel of the Las Vegas Sands Corporation. Prior to joining LVS, Mr. Hudson curated a varied background in the professional legal community including roles as the general counsel of a prominent technology company, worked as a lawyer in private practice, taught as an adjunct professor at Georgetown University, and served as a law clerk to both United States Supreme Court Chief Justice John Roberts and then-United States Court of Appeals D.C. Circuit Judge Brett Kavanaugh. Mr. Hudson earned his Juris Doctor from Yale Law School, his Master of Public Policy from Georgetown University, and his Bachelor of Science from the United States Naval Academy.

**Board Treasurer Olivia Carbajal** – Olivia has worked in education for over 12 years, beginning her educational career in the Clark County School District as a 3rd grade teacher. She later accepted a leadership position at Mater Academy in 2014, eventually becoming an Assistant Principal and then Principal in 2020. As a school principal in the area, Olivia currently works with community organizations and families in the targeted area. She is passionate about serving Title I communities and her educational philosophy is based on her

uncompromising belief that all students can learn given a positive learning environment, knowledgeable and strong leadership, a committed and focused educational team, an encouraging community, and supportive family. Additionally, Olivia has worked with the Puentes Las Vegas Organization, which helps provide food, medical, financial, and other resources to help support YWLA’s targeted community.

*Board Member Robert Goldstein* – Robert currently serves as Chairman and CEO of the Las Vegas Sands Corporation after serving in a variety of leadership positions since joining the company in 1995. His leadership has helped LVS achieve a significant number of industry records for financial performance and positioned the company as a leader of regulatory compliance. Robert has exhibited a demonstrable interest in improving Las Vegas, particularly in terms of educational outcomes for families residing in YWLA’s target community. His association with Las Vegas Sands will provide YWLA families resources and supports to bring about the YWLA mission and vision. He received his law degree from Temple University and is currently an active member in the Las Vegas community serving on the Board of Opportunity Village, The Adelson Drug Rehabilitation Clinic, and the Emeril Legasse Foundation.

*Founding Principal Whitney McIntosh* – The Governing Board selected Whitney to serve as the Founding Principal of the Young Women’s Leadership Academy of Las Vegas. Whitney is a first generation college student of African-American descent, and she values the educational opportunities afforded to her. She is a graduate from the University of Florida and The University of St. Thomas, a small private institution in the city of Houston, Texas. Please see [below](#) for additional information related to Whitney’s educational and leadership accomplishments.

2. Statement and overview of the mission and vision.

**Mission Statement**

The Young Women’s Leadership Academy (YWLA) was established to nurture the intellectual curiosity and creativity of young women and to address their developmental needs. We cultivate dynamic, participatory learning, enabling students to experience great success at many levels, especially in the fields of math, science, and technology. Students are encouraged to achieve their personal best in and out of the classroom. YWLA strives to work with families and instill in the students a sense of community, responsibility and ethical principles of behavior – characteristics that will help make them become leaders of their generation.

**Vision Statement**

YWLA will establish a school community that prepares students not just for academic and career success, but also ensures that young women from underserved communities develop the knowledge, skills, and agency to define for themselves what a meaningful, impactful life will be, and to act in service of the values and equity-focused critical lens that they’ve developed within their school community.

3. Specific statement of the request.

The Board of the charter, operating under a current contract with a start date of **July 1, 2022** and a six-year expiration date of **June 30, 2028** 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 or CMO
- 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): **Add distance education**  
(See full list above of RFA amendment types)

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

Please see **Attachment 01 – Board Meeting Agenda & Minutes** for a copy of the agenda and draft minutes from the meeting where the YWLA Governing Board voted to approve the submission of this amendment application.

4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change. Young Women’s Leadership Academy (YWLA) is seeking approval from the Nevada State Public Charter School Authority (SPCSA) to (a) expand enrollment into the 8<sup>th</sup> grade for the 2023-24 school year (one year earlier than previously authorized); and (b) add Distance Education options.

Table 1. Current Enrollment Projections for 2023-24 School Year<sup>2</sup>

	Applied	Accepted	Confirmed	Registered	Total	Authorized
Grade 6	0	6	3	19	28	90
Grade 7	1	6	5	44	55	90
Grade 8	32	0	0	0	0	0
Grade 9	0	2	2	8	12	60
Grade 10	0	0	0	21	21	60
<b>Total</b>	<b>33</b>	<b>14</b>	<b>10</b>	<b>92</b>	<b>116</b>	<b>300</b>

These proposed changes will permit the school to continue focusing on the educational excellence and development of the students currently registered in grades 6-7 and 9-10 while permitting additional marketing efforts to promote YWLA’s unique educational program to additional prospective students both in the targeted communities and targeted grade levels of grades 6-10.

5. Description of proposed target model and target communities.

*Target Community for 8<sup>th</sup> Grade Expansion*

As a public charter school authorized by the SPCSA, YWLA is open to all students and families residing in the State of Nevada. However, YWLA anticipates providing an equitable and quality educational choice for underserved families and disadvantaged students residing on the east side of the Las Vegas Valley who are attending public middle and high schools in the following zip codes: **89101, 89104, 89119, 89121, 89142,** and **89169**, that (a) received a 1- or 2-star NSPF rating for the 2018-19 school year, and (b) continue to have a NSPF index score below 50 for the 2021-22 school year.

Moreover, due to the recent decision to close the Girls Empowerment Middle School (GEMS) at the end of the 2022-23 school year, YWLA’s request to open enrollment in grade 8 just one year earlier than anticipated

<sup>2</sup> Data current as of June 9, 2023.

under its current charter agreement with the SPCSA would provide an opportunity for 7<sup>th</sup> grade students currently attending GEMS to continue their matriculation in a similar educational model.

### *Target Community for Distance Education*

YWLA would like to create a new program of Distance Education to better serve each student's unique educational needs by expanding the course offerings available at YWLA. These additional course offerings would target students who would like academic challenges such as honors ELA and Math courses, or students who wish to take an elective course that they may not otherwise have the opportunity to attend at YWLA's physical campus. Our goal is to ensure all scholars are on the college ready track for graduation. Therefore, Distance Education will also target scholars who are in need of credit retrieval, recovery, or remediation presented in alignment with our campus STEAM model.

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

### *Outcomes for 8<sup>th</sup> Grade Expansion*

YWLA seeks to achieve equitable academic outcomes through a tight-knit, diverse community, and a growth-oriented culture where every family, staff, and student feels embraced by supportive relationships that help them to move with purpose towards becoming their best self.

While YWLA will use a host of different goals and measures to monitor its progress, its mission is driven by three priority goals:

1. Student success in English Language Arts/Literacy, Math, and Science;
2. Demonstration of at least one (1) year of growth in Reading and Math annually with the ultimate goal of, at minimum, meeting and/or exceeding proficiency in the core curriculum areas; and
3. Reduction of achievement gaps in targeted at-risk student subgroups.

### *Outcomes for Distance Education*

YWLA seeks to achieve equitable academic outcomes through a tight-knit, diverse community, and a growth-oriented culture where every family, staff, and student feels embraced by supportive relationships that help them to move with purpose towards becoming their best self.

YWLA hopes to provide its students with credit retrieval and advanced level courses through distance education. Additionally, YWLA has established the following goals for the proposed Distance Education program:

1. Expand student learning opportunities and enhance success for students currently enrolled in YWLA;
2. Create and strengthen community and educational partnerships;
3. Create a culture of innovation and collaboration that empowers teachers and students to achieve their goals to their maximum potential; and
4. Ninety percent (90%) of students enrolled in blended Distance Education classes will successfully pass the course.

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

### *Key Components for 8<sup>th</sup> Grade Expansion*

Young Women's Leadership schools are guided by teachers and staff dedicated to creating a supportive and academically challenging environment, investing in each girl's potential to achieve high standards in every area including math, science, and technology. We have a very supportive school culture that includes daily

advisory, academic tutoring, and regular contact with parents. Our students have opportunities for challenging work both in the classroom and through partnerships with many outside organizations.

YWLA's philosophy is informed by a deep belief in the potential of every young woman to achieve at incredibly high levels when nurtured by a program founded in shared values of Equity, Community, and Growth. These three core values serve as both the foundation of all programming and the lens through which the YWLA team measures success.

We expect all students to commit themselves to **PRIDE** (**P**rofessionalism, **R**espect, **I**ntegrity, **D**iligence, and **E**nthusiasm).

Additionally, YWLA supports and inspires leaders of tomorrow by focusing on four core areas:

- **Leadership** – We define a leader as “a young woman who respects herself and others, strives for personal and academic excellence, and is committed to service that affects positive social change.”
- **Early College & Career Awareness** – We live by the mantra “If I can see it, I can be it.” We offer programs that allow students to interact with professionals from a variety of fields, and introduce a full-time CollegeBound Initiative director of college counseling to students as early as 6<sup>th</sup> grade.
- **Health & Wellness** – We are focused on bringing programs and professional development that enhance our students', teachers', and administrators' understanding of nutrition, emotional well-being, trauma recovery, and physical fitness.
- **STEAM** – Science, Technology, Engineering, the Arts, and Math (STEAM): Our schools provide a rigorous academic track in STEAM with a focus on computer science.

### *Key Components for Distance Education*

YWLA's proposed Distance Education program will include the following best practices: (1) two-way academic communication such as email, internet, chat, and videoconferencing; (2) opportunities for synchronous (real-time) communication and discussions such as Voice over Internet Protocol (VoIP); (3) multi-faceted social networking platforms that include community engagement; (4) access to internal and external technology support and consulting to teachers and students; (5) creative, flexible, and innovative teachers equipped to meet the unique needs of the distance learner; and (6) highly visible and accessible student support that meets or exceeds the level of support offered in YWLA's traditional classrooms to YWLA's diverse student population and unique needs.

Additionally, YWLA students who elect to participate in Distance Education courses will receive instruction from their virtual teacher in addition to having access to a digital learning lab or classroom with support from their face-to-face teacher. In this way, YWLA's students will engage in Distance Education coursework in a hybrid model where students have multiple pathways to success.

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.

YWLA will work to ensure that discipline is effective by dealing with behavioral incidents as they occur in a fair and impartial way. In the event that discipline is needed, it will be done in a way that is aligned with the restorative practices that are a core principle of the school. Discipline at YWLA will be done using a progressive discipline model. This means that disciplinary action generally grows and is contingent upon past behavior. These actions also strive to address and prevent the behavior from reoccurring.

The YWLA discipline model is grounded in the research and best practices of restorative practices. The rationale and recommendations for implementing restorative practices are rooted in the most current

thinking regarding trauma-informed approaches to schooling, specifically for girls of color, informed particularly by the work of Dr. Monique Morris. YWLA will provide professional development in trauma-informed practices for all adults in our school buildings so that the school has a common language regarding trauma. The simple reframing that Monique Morris proposes — shifting thinking after an incident from “what has she done?” to “what happened to her?” — can be transformative in how a school moves from discipline to restorative practices, the latter of which are far more effective in an all-girl environment.

The restorative approach to discipline in schools developed out of the movement for restorative justice in the criminal justice field. At its most simple, restorative justice seeks to:

- Understand the harm and develop empathy for all students involved.
- Listen and respond to the needs of the person harmed and the person who harmed.
- Encourage accountability and responsibility through personal reflection with a collaborative planning process.
- Reintegrate the harmer into the community as a valuable, contributing member.
- Create caring climates to support healthy community.
- Change the system when it contributes to harm.

YWLA will utilize a blend of interventions alongside both positive incentives and penalties in its discipline model:

### *Interventions*

- Opportunities for students to be removed from situations and given the opportunity to reflect on the behavior that has caused a consequence.
- Times when behavioral supports such as assessments or evaluations are suggested to better help students manage behaviors that violate YWLA expectations.
- Counseling with YWLA staff to discuss goals and interventions to address problematic behaviors.
- Use of restorative programs such as Peer Mediation or Peace Circles to assist students in working through conflict and avoiding behaviors that have resulted in consequences.
- Parent/guardian conferences with teams and administration to discuss behavior seen and create plans to address the behavior.
- Student counseling and parent education courses when applicable to address student behavior and performance.

### *Incentives*

A variety of positive incentives will be utilized across both the middle and high school levels:

- Dress down days
- Homework passes
- Monthly Awards and Distinctions
- Honor Roll Field Trips
- Positive phone calls home

## *Consequences*

YWLA will utilize a developmentally-appropriate, tiered code of conduct that will outline consequences aligned to our progressive discipline approach. YWLA will strive to utilize the most appropriate disciplinary action which will be the least extreme measure that can resolve the discipline problem. Teachers and administrators will strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. The school will utilize corrective strategies appropriate to address the level of disruptive behavior as indicated in the Code of Student Conduct. In general, consequences include detention, in-school suspension, out-of-school suspension, and expulsion review.

YWLA will comply with all NRS statutes and implement restorative practices before going to the board for review and approval of any qualifying suspensions or expulsion as directed in Assembly Bill (AB) 168. Restorative practices require more focus on repairing relationships, mediation techniques, alternative accountability, and community collaboration in working with the holistic development and improvement of each student. When students make poor decisions or demonstrate unacceptable behaviors, YWLA will implement a restorative action plan for the student in addition to progressive disciplinary consequences as needed. This may be based on the severity of the offense, history of the offender, and the administrator's discretion.

The Restorative Plan of Action is a list of the concrete agreements (or actions) that come out of restorative practices (most typically harm circles, circles of support, or re-entry circles and restorative conferences). Criteria for the Restorative Action Plan shift our responses from behaviors and punishment to repairing harm.

An administrator alongside the student and parent will create the Plan of Action. The administrator will consider the frequency and intensity of behavior demonstrated, the harm to the other student or community based on the behavior, and any other factors relevant to the student case. The administrator will meet with the young woman and parent to discuss the plan of action for repair.

The plan will include 3 elements:

- *Restoration* – Actions to be taken to repair the harm – the hurt, to “make it right” as much as possible in ways that address the needs and priorities of the victims and affected community members.
- *Reintegration* – Actions taken to re-connect and re-engage offenders – those whose behavior have harmed or hurt relationships. Healing actions.
- *Support and nurturing strategies* – Actions to be taken to strengthen connections to supportive persons and communities. Actions to be taken to strengthen wrongdoers and reduce the likelihood the behavior will be repeated.

YWLA will ensure that the Plan of Action is review for the following:

- Need to feel right to the person harmed.
- Need to be “doable” by the one who did the harm.
- Need to include an action to prevent further offending:
  - Something that strengthens and supports the offender.
  - Something that addresses underlying issues associated to the offense.

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 (e.g., race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.

YWLA anticipates providing an equitable and quality educational choice for underserved families and disadvantaged students residing on the east side of the Las Vegas Valley who are attending underperforming public middle and high schools in the following zip codes: **89101, 89104, 89119, 89121, 89142, and 89169**, that (a) received a 1- or 2-star NSPF rating for the 2018-19 school year, and (b) continue to have a NSPF index score below 50 for the 2021-22 school year.

The SPCSA’s [2023 Academic and Demographic Needs Assessment](#) (Version 2.0 dated November 18, 2022) identified each of these target zip codes as areas of “Academic Need.”

Table 2. Targeted Zip Codes with Star Ratings and NSPF Score

Zip Code	Total Enrollment (Oct. 1, 2021)	Total Number of Schools	Number of Schools Rated 1- or 2-Stars in 2018-19 and Below 50 NSPF Score in 2021-22	Enrollment at Schools Rated 1- or 2-Stars in 2018-19 and Below 50 NSPF Score in 2021-22	% Enrolled in Schools Rated 1- or 2-Stars in 2018-19 and Below 50 NSPF Score in 2021-22
<b>89101</b>	10,106	13	6	4,130	40.8%
<b>89104</b>	5,188	9	2	1,256	24.2%
<b>89119</b>	2,892	5	2	1,298	44.8%
<b>89121</b>	15,430	11	5	3,884	25.1%
<b>89142</b>	9,071	8	2	1,980	21.8%
<b>89169</b>	4,783	4	3	4,147	86.7%
<b>Total</b>	<b>47,470</b>	<b>50</b>	<b>20</b>	<b>16,695</b>	<b>35.2%</b>

As this data demonstrates, 35.2% of students within YWLA’s targeted zip codes are attending traditional public schools that (a) received a 1- or 2-star NSPF rating for the 2018-19 school year, and (b) continue to have a NSPF index score below 50 for the 2021-22 school year. Thus, more than 16,000 students attending traditional public schools within YWLA’s targeted zip codes are designated by the State of Nevada as underperforming.

This data can be further disaggregated into traditional public elementary, middle, and high schools within YWLA’s targeted zip codes. Although elementary schools are not within YWLA’s approved grade levels of middle and high school, the data is pertinent in that it demonstrates there are currently over 8,000 students attending fourteen (14) underperforming public elementary schools within YWLA’s targeted zip codes that could eventually feed into YWLA’s middle and high school enrollment.

Table 3. Targeted Zip Codes Disaggregated by Grade Level

Grade Level	Total Enrollment (Oct. 1, 2021)	Number of Schools Rated 1- or 2-Stars in 2018-19 and Below 50 NSPF Score in 2021-22	ELL	IEP	FRL
<b>Elementary<sup>3</sup></b>	8,283	14	34.3%	12.6%	>95.0%
<b>Middle<sup>4</sup></b>	5,643	5	23.4%	12.5%	>95.0%

<sup>3</sup> Dearing, Harris, Hewetson, Hollingsworth, Iverson, Long, Lunt, Paradise, Park, Petersen, Ronnow, Sunrise Acres, Thomas, and Ullom Elementary Schools.

<sup>4</sup> Harney, Mack, Martin, Orr, and Woodbury Middle Schools.



<b>High<sup>5</sup></b>	2,769	1	27.0%	12.3%	>95.0%
<b>Total</b>	<b>16,695</b>	<b>20</b>	<b>29.4%</b>	<b>12.5%</b>	<b>&gt;95.0%</b>

YWLA has also examined data for these traditional public middle and high schools within the targeted zip codes in order to obtain a more detailed understanding of the demographics of the targeted student population. The information in **Table 4** below is based on Demographic Profile data for the 2022-23 school year obtained from the Nevada Department of Education’s [Nevada Accountability Portal](#) for the traditional public middle and high schools located within the targeted zip codes.

*Table 4. Anticipated Student Ethnicity Demographics*

American Indian / Alaskan Native	Asian	Black	Hispanic	Pacific Islander	Two or More Races	White
0.21%	3.52%	18.78%	65.66%	0.92%	4.34%	6.57%

Furthermore, in terms of special student populations, YWLA’s targeted community demonstrates an area of diverse needs. The information in **Table 5** below represents pertinent data from the SPCSA’s [2023 Academic and Demographic Needs Assessment](#) for the traditional public middle and high schools located within the targeted zip codes.

*Table 5. Anticipated Special Student Demographics*

ELL	IEP	FRL
29.4%	12.5%	>95.0%

The demographic findings presented in **Table 4** and **Table 5** above demonstrate an ethnically-diverse targeted population encompassing a variety of special student needs. YWLA will meet the various needs of their anticipated diverse targeted population by replicating the success of the Young Women’s Leadership School network.

YWLA is modeled after a network of highly successful secondary schools serving historically marginalized populations and the implementation of this model predicts similar results and outcomes. As evidenced by the school’s mission, YWLA is focused on preparing all students for post-secondary success. Young Women’s Schools have a strong track record of keeping students engaged in school all the way towards their graduation and ultimately their acceptance into college.

Since 1996, college enrollment rates from The Young Women’s Leadership schools is approximately 95%. Of those students who were enrolled in a college, 68% have completed a Bachelor’s or Associate’s degree; compared to 27% of the national average for similar schools from lower-income areas.

YWLA will track and utilize key indicators to ensure students are on-track to graduate from high school. Some of these indicators include, but are not limited to, the following:

- 9th Grade attendance
- Meeting state standards by 10th Grade in Math and ELA
- Annual credit accumulation

YWLA staff will meet together as grade teams to strategize supports (such as after-school or peer tutoring) and interventions (such as calling parents, holding student conferences, etc.). Additionally, YWLA’s

<sup>5</sup> Valley High School.

partnership with the CollegeBound Initiative program as well as the school's college-going culture will provide students an antidote to dropout ideation.

Aside from the proven effectiveness of Young Women's Leadership Schools, YWLA's utilization of STEM learning will also support higher retention rates. In a particular study, Hispanic students who engaged in STEM courses demonstrated higher retention rates when compared to similar students not participating in STEM courses. Furthermore, students (especially those with learning disabilities) who took applied STEM courses significantly increased their educational outcomes in the following ways: lowered chances of dropout, increased math test scores, and increased enrollment in postsecondary education.

YWLA is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, the goal remains that all young women, including those with an IEP, are identified as ELL, or eligible for FRL services, are able to "maximize academic achievement, social emotional well-being, and post-secondary success." YWLA will employ the following strategies to meet these needs:

- *IEP* – For IEP students, YWLA will use progress monitoring plans for students below grade-level proficiency. Additionally, all IEP students will have annual goals, specific to each IEP student, with benchmarks to meet at regular intervals throughout the year. These goals will be created to help students attain and demonstrate mastery of the Nevada Standards.
- *ELL* – All content area teachers will use the Universal Design for Learning (UDL) approach in planning and instruction. This enables students of all learning styles and English language proficiencies to learn in an environment in which they are provided with multiple means of representation, engagement, and academic expression. The UDL model is one that works well for ELLs, in particular, because it takes into account the English as a New Learner (ENL) and Sheltered Instruction Observation Protocol (SIOP) instructional strategies, such as, building prior knowledge through anticipatory texts, visual representation of materials, verbal cues, repetition, posting of instructions, and collaborative learning.
- *Economically Disadvantaged* – Mastery-based grading is in place to emphasize "process over product" and the idea of "did you learn it in the end?" rather than an emphasis on polished results. Mastery works in tandem with student-led conferences where students maintain a portfolio and are responsible for updating parents/guardians with process-oriented reflections 3x annually (in lieu of the typical parent/teacher conference format). Students collaborate in setting and are aware of their learning goals.

The YWLA Whole Girl Approach influences student success because it is holistic in nature. The approaches, practices, and strategies address the full range of development for each young woman. The YWLA Model is built on a 25-year history of success in a diversity of communities across the United States, including New York, California, Maryland, Missouri, North Carolina, and Texas.

The Whole Girl Approach is rooted in holistic education, which is formally described as a comprehensive approach to teaching where educators seek to address the emotional, social, ethical, and academic needs of students in an integrated learning format. Emphasis is placed on positive school environments and providing whole-child supports (services that support academic and nonacademic needs, also known as wraparound supports) to students.

YWLA believes that parent engagement with the school is critical to student success. Parents will be strongly encouraged to be active participants in their children's education. YWLA's team believes that achievement of the mission depends on engaging families and community stakeholders to collaboratively develop and sustain the high expectations and supports that will ensure young women achieve their potential.

YWLA intends to implement various after-school programs for their students and families. YWLA's Governing Board will continue to reach out to the community to gather their input and feedback on what specific after-school programs they would like to see. The majority of the Young Women's Leadership Schools already provide a wide array of various after-school activities and programs. A few examples of these programs include:

- Community Word Project
- Girls Inc.
- L.O.V.E. Mentoring
- READ Alliance
- Riley's Way
- Roundabout Theatre
- Step Up Women's Network
- Vibe Theatre
- WIDE Rainbow
- Student Government
- Debate Club
- Photography Club
- School Play
- Art Club
- Yoga Club
- Funny Women

Like these programs which are already present at other Young Women's Schools, the formation and addition of other after-school programs at the YWLA campus will be driven by student and community input.

Young Women's Leadership schools recognize that the long-term success of their mission depends on engaging its community, particularly the parents of students attending the school. As the school continues to grow, YWLA leadership will establish specific times for families and community stakeholders to meet with leaders and teachers, through routine meetings at neighborhood venues, office hours at the school, invitations to board meetings, and so on.

YWLA is inspired by the incredible growth and achievement that students attain when embraced by a school that ensures high expectations through high support. YWLA will have clear and consistent expectations for students at all grade levels. As students progress from grade to grade, they will experience a significant, though gradual, increased responsibility to ensure development of authentic leadership. Every expectation and subsequent consequence will be explicitly tied to a core value and a long-term arc of development. The complete system of expectations and consequences is grounded in lessons learned from other Young Women's schools and will be refined by the leadership team to include positive behavior support, logical consequences, merit/demerit system, and uniforms.

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

As noted above, the Governing Board selected Whitney McIntosh to serve as the Founding Principal of the Young Women's Leadership Academy of Las Vegas.

Whitney began her career as a Teach for America corps member. In 2013-2014, Whitney achieved the greatest academic growth in Houston Independent School District (the 7th largest school district in America) at 36% in one academic school year. She went on to serve as a primary appraiser and feedback to promote individual instructor growth. As an Assistant Principal, she developed the math department at Dogan Elementary School to grow a collective average of 24% in one school year. This increased the campus math department from being ranked 172/175 elementary schools to being ranked 147/172 in one school year. Whitney later created and led professional development for sixty principals on how to establish a school data system that aligned campus department data, grade level data, classroom data, and individual scholar tracking systems with a color coded key system.

She has three years of experience as Assistant Principal and was honored to serve a year as a 2018 Ryan Fellow at Accelerate Institute. During her time as a Ryan Fellow, Whitney developed a coaching system for 166 teachers and coached four instructional coaches. Most recently, Whitney served as the principal of Rainbow

Dreams Academy and then transitioned to provide instructional oversight and principal coaching to three schools within Phalen Leadership Academies.

Whitney most recently used her passion, dedication, and commitment to serve Great Lakes Academy as the Campus Director in the fight to ensure that all her scholars have access to quality education. No one questions the determination that drives her every step towards these goals of closing the achievement gap.

Moreover, Board Treasurer Olivia Carbajal has worked in education for over 12 years, beginning her educational career in the Clark County School District as a 3rd grade teacher. She later accepted a leadership position at Mater Academy in 2014, eventually becoming an Assistant Principal and then Principal in 2020. As a school principal in the area, Olivia currently works with community organizations and families in the targeted area. She is passionate about serving Title I communities and her educational philosophy is based on her uncompromising belief that all students can learn given a positive learning environment, strong and knowledgeable leadership, a committed and focused educational team, an encouraging community, and supportive family.

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

Students have opportunities for challenging work both in the classroom and through partnerships with many outside organizations.

### **Student Leadership Network**

In 1996, Student Leadership Network (SL Network) opened the United States' first all-girls public school in 30 years – The Young Women's Leadership Academy of East Harlem. Over the last 25 years, SL Network has impacted more than 44,000 students. SL Network now supports two life-changing programs that empower youth from underserved communities to disrupt the cycle of poverty through education:

- *CollegeBound Initiative (CBI)* – A comprehensive college access program for young women and men across twenty-five (25) NYC public high schools, currently impacting nearly 14,000 students. CBI promotes college access and financial aid options for every student. YWLA will have a full-time CBI college counselor on staff who guides students and parents through the process of visiting and choosing colleges, applying to college, and applying for financial aid.
- *Young Women's Leadership Network (YWLN)* – A national network of all-girls schools including six (6) affiliate schools in California, Maryland, Missouri, New York, and North Carolina, and our partner network of ten (10) schools in Texas, the Young Women's Preparatory Network (YWPN).

### **Las Vegas Sands Corporation**

By being an innovative and groundbreaking leader in the hospitality industry, the Sands Corporation has generated significant benefits for their local communities for more than 30 years. Their global community engagement program, Sands Cares, addresses pressing issues and needs from their regions and each year provides generous amounts of funding, volunteerism, and other resources to support local communities. Each of the Sands Cares' local regions supports educational initiatives and prioritizes the advancement of education from Kindergarten – 12<sup>th</sup> Grade and even on to higher education. As part of their commitment to the community and this school, the Sands Corporation has fully funded the salary of the school leader during the incubation year.

### **Academica Nevada**

Academica is one of the nation's longest-serving and most successful education service organizations, providing professional management services and related non-academic support to public charter schools.

Having served the Las Vegas area for 10 years, Academica Nevada supports more than twenty-five (25) schools across the state and ensures that each school’s governing body has complete autonomy and control over its school academic program, staffing needs, and curriculum. YWLA will contract with Academica Nevada as their educational service provider.

### **Grants**

Additionally, YWLA will seek additional support through available grant funds, including, but not limited to: Charter School Program, APR ESSER III and IDEA Part B, Title I, II, III, and IVA grants.

Since its inception, Young Women’s Leadership Schools have been extremely successful, with near-perfect graduation and college acceptance rates.

## ***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**

### **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.

#### *Target Community for 8<sup>th</sup> Grade Expansion*

As a public charter school authorized by the SPCSA, YWLA is open to all students and families residing in the State of Nevada. However, YWLA anticipates providing an equitable and quality educational choice for underserved families and disadvantaged students residing on the east side of the Las Vegas Valley who are attending public middle and high schools in the following zip codes: **89101, 89104, 89119, 89121, 89142, and 89169**, that (a) received a 1- or 2-star NSPF rating for the 2018-19 school year, and (b) continue to have a NSPF index score below 50 for the 2021-22 school year.

Moreover, due to the recent decision to close the Girls Empowerment Middle School (GEMS) at the end of the 2022-23 school year, YWLA's request to open enrollment in grade 8 just one year earlier than anticipated under its current charter agreement with the SPCSA would provide an opportunity for 7<sup>th</sup> grade students currently attending GEMS to continue their matriculation in a similar educational model.

YWLA's interest in serving the students in these specific targeted communities is to address achievement gaps existing between the general and special student population groups.

As noted in **Table 3** above, based on data from the [Excel workbook resource](#) included in the SPCSA's **2023 Academic and Demographic Needs Assessment**, there are 8,412 students attending underperforming public middle and high schools within YWLA's targeted zip codes that (a) received a 1- or 2-star NSPF rating for the 2018-19 school year, and (b) continue to have a NSPF index score below 50 for the 2021-22 school year.

It is also important to note that these 8,412 underserved middle and high school students in the target zip codes currently have limited charter school options in their communities. Again, based on data from the SPCSA's **2023 Academic and Demographic Needs Assessment**, there is currently just one (1) SPCSA-sponsored charter high school located within these target zip codes (*Nevada State High School Downtown in 89101*) and just one (1) SPCSA-sponsored charter middle school located within these target zip codes (*Mater Academy of Nevada Mountain Vista in 89121*), other than the YWLA campus located in 89121 and the now-closing GEMS campus located in 89119.

YWLA desires to partner with underserved families and disadvantaged students in these identified communities in order to provide instruction commensurate with students' readiness and ability levels in middle and high school. Furthermore, YWLA intends to design and implement a variety of academic paths in grades 6-12 so students can achieve success in family, community, and career.

#### *Target Community for Distance Education*

YWLA's proposed target community for Distance Education is enrolled students who are in need of credit recovery or remediation, interested in academic enrichment, or wish to take an elective course that they may not otherwise have the opportunity to attend at YWLA's physical campus. YWLA would like to create a new program of Distance Education for its currently enrolled students to better serve each student's unique educational needs and interests.

- (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.**

### *Campus Expansion to 8<sup>th</sup> Grade*

During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. Given the following explanation below, YWLA's required 8<sup>th</sup> grade expansion a mere one year earlier than previously anticipated will meet all three of the SPCSA's needs as defined in the SPCSA's latest [2023 Academic and Demographic Needs Assessment](#).

YWLA is fully committed to providing disadvantaged and underserved students in grades 6-12 in the target zip codes with a superior educational experience at its existing campus consistent with the mission described in the SPCSA's [2023 Academic and Demographic Needs Assessment](#).

### **Demographic Need**

#### **Student groups that consistently underperform on the pertinent ELA and Math Assessments**

In general, YWLA anticipates that its campus will continue to serve disadvantaged student populations residing on the east side of the Las Vegas Valley who are attending underperforming public middle and high schools in the following zip codes: **89101, 89104, 89119, 89121, 89142, and 89169.**

Consistent with the SPCSA's findings, YWLA seeks to support student populations who have historically underperformed on the pertinent ELA and Math assessments.<sup>6</sup> These needs are further evidenced upon examining student achievement results from these same public middle and high schools in the target zip codes.

#### **Middle School ELA and Math Assessments**

**Figure 1** below summarizes proficiency data for the 3<sup>rd</sup>-8<sup>th</sup> Grade Smarter Balanced Assessment for ELA and Math based on data from the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education for the 2021-22 school year.

More specifically, **Figure 1** compares ELA and Math proficiency data for both overall and female student populations attending (a) schools throughout the State of Nevada; (b) schools in the Clark County School District; (c) SPCSA-sponsored charter schools; and (d) the public elementary and middle schools in YWLA's target zip codes. An analysis of the data in **Figure 1** demonstrates the following.

First, female students outperform the overall student population on the ELA assessments for each location. However, both the overall and female students at the elementary and middle schools in YWLA's target zip codes underperform on the ELA assessment when compared to their cohorts at state-, county, and SPCSA-sponsored schools.

Second, female students underperform the overall student population on the Math assessments for each location. And, both the overall and female students at the elementary and middle schools in YWLA's target zip codes underperform on the Math assessment when compared to their cohorts at state-, county, and SPCSA-sponsored schools.

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<sup>6</sup> YWLA recognizes the SPCSA's [2023 Academic and Demographic Needs Assessment](#) also found that students in foster care and students experiencing homelessness are two additional student populations that historically underperform across multiple academic measures relative to the average Nevada student. However, the available data to measure such underperformance within schools in the target zip codes is scarce and inadequate for any meaningful quantitative analysis.



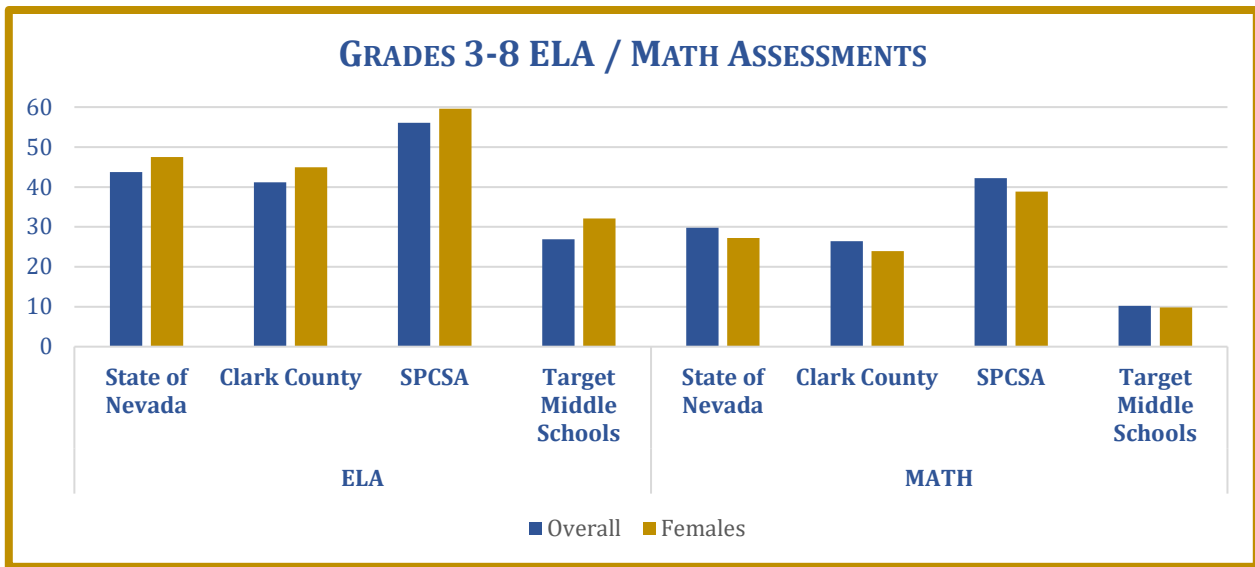


Figure 1. 3rd-8th Grade ELA and Math Assessments

### High School ELA and Math Assessments

**Figure 2** below summarizes proficiency data for the 11<sup>th</sup> Grade Smarter Balanced Assessment for ELA and Math based on data from the *Nevada Accountability Portal* website maintained by the Nevada Department of Education for the 2021-22 school year.

More specifically, **Figure 2** compares ELA and Math proficiency data for both overall and female student populations attending (a) schools throughout the State of Nevada; (b) schools in the Clark County School District; (c) SPCSA-sponsored charter schools; and (d) the public high schools in YWLA’s target zip codes. An analysis of the data in **Figure 2** demonstrates the following.

First, female students continue to outperform the overall student population on the ELA assessments for each location. However, both the overall and female students at the high schools in the target zip codes underperform on the ELA assessment when compared to their cohorts at state-, county, and SPCSA-sponsored schools.

Second, female students underperform the overall student population on the Math assessments for each location. And, both the overall and female students at the high schools in YWLA’s target zip codes underperform on the Math assessment when compared to their cohorts at state-, county, and SPCSA-sponsored schools.

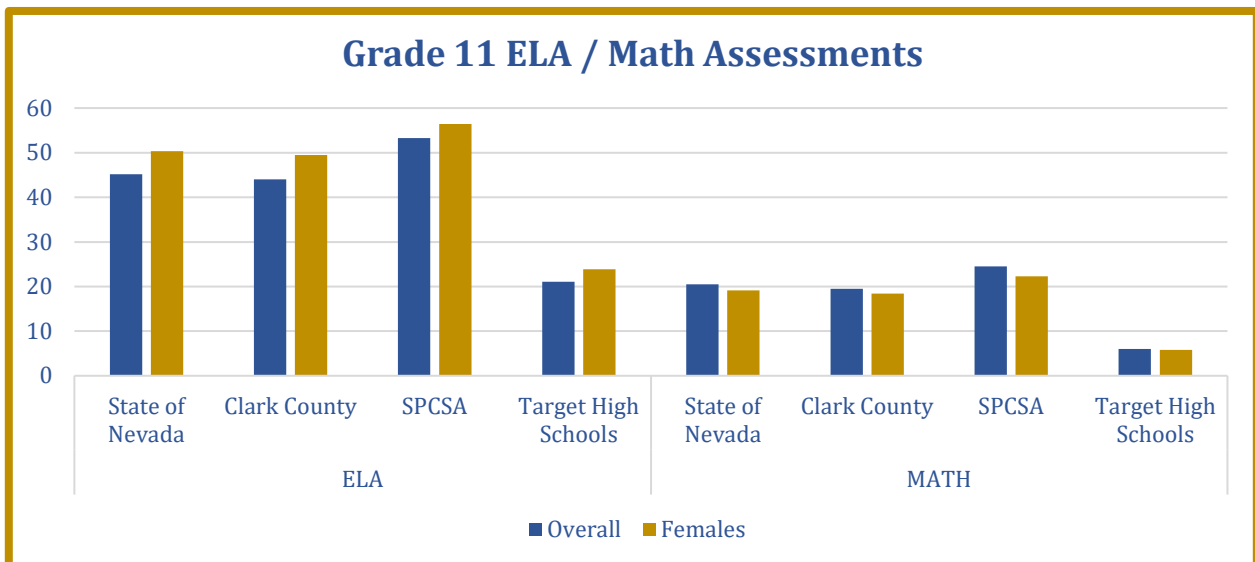


Figure 2. 11th Grade ELA and Math Assessments

## Students by Race/Ethnicity

YWLA is also aware that data from the Nevada Department of Education indicates Black/African American, Hispanic/Latino, and American Indian/Alaskan Native students have likewise underperformed on the ELA and Math assessment relative to the average Nevada student.

**Table 6** below uses Demographic Profile data for the 2022-23 school year obtained from the Nevada Department of Education’s [Nevada Accountability Portal](#) to compare student demographics by race/ethnicity at (a) schools throughout the State of Nevada; (b) schools in the Clark County School District; (c) SPCSA-sponsored charter schools; (d) YWLA’s existing campus; and (e) the public middle and high schools in the YWLA’s target zip codes.

Table 6. Student Demographic Comparison by Race/Ethnicity

School	American Indian / Alaskan Native %	Asian %	Hispanic / Latino %	Black / African American %	White %	Pacific Islander %	Two or More Races %
State of Nevada	0.8	5.5	44.1	12.2	28.4	1.5	7.5
Clark County	0.3	6.0	47.7	15.8	20.8	1.7	7.7
SPCSA	0.4	8.0	38.6	12.6	29.9	1.4	9.0
YWLA	-	1.6	45.1	40.3	8.0	-	4.8
Target Schools	0.3	3.2	64.3	19.8	6.7	1.1	4.6

Student groups who have consistently underperformed on the ELA and Math assessments will benefit from the growth and expansion of this high-quality public charter school option. The Young Women’s Leadership School network and proven track record includes demonstrated capacity and credible plans based on thorough research and analysis to intentionally enroll and serve these disadvantaged and underserved student population groups who have consistently underperformed on the ELA and Math assessments.

The Young Women’s Leadership School network is tailored to help bridge the achievement gap for at-risk students and advance the entire student population forward. To ensure achievement gaps are closed and every student progresses, the curriculum at YWLA will include research-based strategies that have proven effective for students at all levels, but especially for students that are at-risk for underperforming on academic assessments. YWLA’s model aligns with the mission of the SPCSA because YWLA’s innovative, challenging, and multicultural education will prepare students to be global citizens and obtain a competitive edge in the 21st century workforce.

YWLA has the capacity to support these student groups in achieving academic growth and performance above the state averages for their respective populations. YWLA also recognizes that its efforts will be most impactful if it is able to alleviate these students’ barriers to access this school choice, wherever possible, such as by providing meals through the National School Lunch Program, providing student transportation, proactively translating written communication to commonly spoken languages, and offering robust social work and counseling services.

### Academic Need: Geographies with a significant percentage of students enrolled in 1- and 2-star schools that continue to have an index score below 50

YWLA’s requested expansion will improve the performance of the disadvantaged and underserved students in the target zip codes of **89101, 89104, 89119, 89121, 89142,** and **89169** who are disproportionately enrolled in public elementary and middle schools that (a) received a 1- or 2-star NSPF rating for the 2018-19 school year, and (b) continue to have a NSPF index score below 50 for the 2021-22 school year.

**Table 7** below includes enrollment information for all six (6) of the underperforming traditional public middle and high schools in YWLA’s target zip codes based on data from the [Excel workbook resource](#) included in the SPCSA’s [2023 Academic and Demographic Needs Assessment](#).

Table 7. Analysis of Academic Need for Middle and High Schools in Target Zip Codes

Middle Schools	Zip Code	★ or ★★ NSPF Rating in 2018-19	NSPF Rating Below 50 in 2021-22	Enrollment Oct 1, 2021
Martin MS	89101	★★	19.5	1,391
Orr MS	89119	★★	27.5	851
Mack MS	89121	★★	25.5	1,114
Woodbury MS	89121	★	22.5	836
Harney MS	89142	★★	11.0	1,451
<b>Sub-Total</b>				<b>5,643</b>
High Schools	Zip Code	★ or ★★ NSPF Rating in 2018-19	NSPF Rating Below 50 in 2021-22	Enrollment Oct 1, 2021
Valley HS	89169	★★	44.0	2,769
<b>Sub-Total</b>				<b>2,769</b>
<b>Total Enrollment</b>				<b>8,412</b>

As noted in **Table 7** above, 8,412 students at five (5) traditional public middle schools and one (1) traditional public high school in YWLA’s six (6) target zip codes attend schools that (a) received a 1- or 2-star NSPF rating for the 2018-19 school year, and (b) continue to have a NSPF index score below 50 for the 2021-22 school year.

It is also important to note these 8,412 underserved middle and high school students in YWLA’s target zip codes currently have limited charter school options in their communities. Again, based on data from the SPCSA’s **2023 Academic and Demographic Needs Assessment**, there is currently just one (1) SPCSA-sponsored charter high school (*Nevada State High School Downtown in 89101*) and just one (1) SPCSA-sponsored charter middle school (*Mater Academy of Nevada Mountain Vista in 89121*), other than the YWLA campus located in 89121 and the now-closing GEMS campus located in 89119, located within these target zip codes.

YWLA’s Board, faculty, staff, students, and parents will work together to improve the academic performance of these disadvantaged and underserved students. The successful Young Women’s Leadership School network and proven track record includes demonstrated capacity and credible plans based on thorough research and analysis to intentionally enroll and serve these disadvantaged and underserved student population groups.

The Young Women’s Leadership School model is tailored to help bridge achievement gaps and advance the entire student population forward. To ensure achievement gaps are closed and every student progresses, YWLA’s curriculum will include research-based strategies that have proven effective for students at all levels, but especially for students that are at-risk for underperforming on academic assessments. YWLA’s innovative, challenging, and multicultural education will prepare students to be global citizens and obtain a competitive edge in the 21st century workforce.

YWLA has the capacity to support these disadvantaged and underserved students in achieving academic growth and performance above the state averages. YWLA also recognizes that its efforts will be most impactful if it is able to alleviate barriers to access this school choice, wherever possible, such as by providing meals through the National School Lunch Program, providing student transportation, proactively translating written communication to commonly spoken languages, and offering robust social work and counseling services.

## Academic Need: Students at Risk of Dropping Out of School

### Campus Expansion to 8<sup>th</sup> Grade

YWLA’s requested campus expansion will also help prevent at-risk students in the six (6) target zip codes from dropping out of school and otherwise improve those disadvantaged and underserved students’ graduation rates by offering a unique academic experience for students that are closely aligned to Nevada’s priorities for workforce and economic development.

### Chronic Absenteeism

One potential proxy for students at risk of dropping out of school is chronic absenteeism. Chronic absenteeism is a measure of Student Engagement since research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10%, or more, of school days for any reason, including excused, unexcused, or disciplinary absences.

**Table 8** below is based on data from the *Nevada Accountability Portal* website maintained by the Nevada Department of Education and documents the percentage of students who are “chronically absent” who have missed 10% percent or more of enrolled school days either with or without a valid excuse at (a) schools throughout the State of Nevada; (b) schools in the Clark County School District; (c) SPCSA-sponsored charter schools; and (d) the traditional public elementary and middle schools in YWLA’s target zip codes. The data in **Table 8** is further disaggregated by both race/ethnicity and special populations of students (IEP, ELL, and FRL).

Table 8. Chronic Absenteeism

School	All Students	American Indian / Alaskan Native %	Asian %	Hispanic / Latino %	Black / African American %	White %	Pacific Islander %	Two or More Races %	IEP %	ELL %	FRL %
State of Nevada	36.0	47.2	17.8	38.8	48.7	28.5	44.9	35.3	41.8	38.2	39.4
Clark County	40.6	49.7	20.3	42.5	51.9	32.2	48.1	39.4	46.8	41.3	40.9
SPCSA	21.8	23.2	11.3	24.4	28.2	18.2	29.6	23.0	25.9	22.2	28.0
YWLA	The <i>Nevada Accountability Portal</i> does not contain any Chronic Absenteeism data for YWLA.										
Target Schools	52.4	-	28.6	48.7	65.6	56.2	55.4	57.3	59.8	47.5	52.4

**Table 8** above demonstrates that, to the extent data is available, all cohorts of students attending the traditional public middle and high schools in YWLA’s target zip codes have significantly higher percentages of chronic absenteeism than similar cohorts of students attending (a) schools throughout the State of Nevada; (b) schools in the Clark County School District; and (c) SPCSA-sponsored charter schools.

YWLA will seek to promote student engagement through more consistent attendance and thereby help prevent at-risk students in the six (6) target zip codes from dropping out of school and otherwise improve academic achievement for those disadvantaged and underserved students.

### Average Daily Attendance

Moreover, **Table 9** below is similarly based on data from the *Nevada Accountability Portal* website maintained by the Nevada Department of Education and documents the average daily attendance (ADA) rate for students as of the first 100 days of instruction at (a) schools throughout the State of Nevada; (b) schools in the Clark County School District; (c) SPCSA-sponsored charter schools; and (d) the traditional public elementary and middle

schools in YWLA’s target zip codes. The data in **Table 9** is further disaggregated by both race/ethnicity and special populations of students (IEP, ELL, and FRL).

Table 9. Average Daily Attendance

School	All Students	American Indian / Alaskan Native %	Asian %	Hispanic / Latino %	Black / African American %	White %	Pacific Islander %	Two or More Races %	IEP %	ELL %	FRL %
State of Nevada	91.3	89.5	94.9	90.7	89.2	92.9	90.0	91.7	89.9	90.5	90.6
Clark County	90.2	88.7	94.3	89.7	88.0	91.8	89.2	90.6	88.6	89.8	90.2
SPCSA	94.3	93.5	>95	93.8	93.9	94.8	93.0	94.0	93.7	94.2	93.5
YWLA	The <a href="#">Nevada Accountability Portal</a> does not contain any Average Daily Attendance data for YWLA.										
Target Schools	87.5	-	92.3	88.2	84.0	86.4	87.2	86.4	85.1	88.2	87.5

The data in **Table 9** above likewise demonstrates that, to the extent data is available, all cohorts of students attending the traditional public middle and high schools in YWLA’s target zip codes have lower percentages of average daily attendance than similar cohorts of students attending (a) schools throughout the State of Nevada; (b) schools in the Clark County School District; and (c) SPCSA-sponsored charter schools.

YWLA will seek to promote student engagement through more consistent attendance and thereby help prevent at-risk students in the six (6) target zip codes from dropping out of school and otherwise improve academic achievement for those disadvantaged and underserved students.

### Distance Education

By implementing a distance education program, YWLA is fulfilling its mission to prepare students for college and career by providing additional supports and resources for their students to succeed academically. As the mission of the SPCSA is to sponsor, support, and oversee “public charter schools that prepare all students for academic ... success,” this request for amendment is aligned with both the mission of the SPCSA and the needs of YWLA’s diverse student community.

YWLA’s proposed Distance Education program will not replace any existing curriculum or educational programs, but rather serve to complement and improve traditional delivery methods already in place providing students with the following additional educational options: credit recovery, academic challenge, and/or academic enrichment. YWLA’s proposed Distance Education program is fully aligned to the mission of the SPCSA as it will effectively improve the academic achievement of pupils through a unique blended learning model that exemplifies the best practices of both traditional face-to-face instruction with virtual courses aligned to the rigor of the new College and Career Readiness Standards.

### GROWTH RATE AND RATIONALE

- (1) **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.

YWLA is a tuition-free, public charter school which will ultimately serve students in grades 6-12 in Las Vegas, Nevada. The school first opened in August 2022 serving students in grades 6 and 9. For the 2023-24 school year,

YWLA is authorized to serve students in grade 6-7 and 9-10. For the 2024-25 school year, YWLA is authorized to serve students in grade 6-11 with the addition of grades 8 and 11.

Another tuition-free, public charter school with a similar education model, Girls Empowerment Middle School (GEMS), is located within just a few miles of the YWLA campus and serves students in grades 6-8. Due to the recent decision by its Governing Board to close GEMS at the end of the 2022-23 school year, the YWLA Board is requesting the SPCSA’s approval to open enrollment in grade 8 one year earlier than anticipated under its current charter agreement with the SPCSA. If approved, YWLA would be able to provide an opportunity for 7<sup>th</sup> grade students currently attending GEMS to continue their matriculation in a similar educational model.

*Table 10. Expansion Campus Enrollment Growth Plan*

Grade Level	2023-24	2024-25	2025-26	2026-27	2027-28
6	90	90	90	90	90
7	60	90	90	90	90
8	30	90	90	90	90
9	60	60	90	90	90
10	60	60	60	90	90
11	-	60	60	60	90
12	-	-	60	60	60
<b>Total</b>	<b>300</b>	<b>450</b>	<b>540</b>	<b>570</b>	<b>600</b>

The SPCSA’s approval of YWLA’s request to offer 8<sup>th</sup> grade in the 2023-24 school year would serve the best interests of the SPCSA as this would enable YWLA to provide a quality public charter school educational opportunity for students and families in YWLA’s targeted community due to the closure of the nearby GEMS school at the end of the 2022-23 school year.

YWLA’s proposed expansion into the 8<sup>th</sup> grade one year earlier than anticipated is targeting a community of underserved families with disadvantaged students who deserve greater school choice as described more fully above. YWLA is looking to grow at the proposed pace with the understanding of the demand for their educational model on the east side of the Las Vegas Valley.

The proposed enrollment growth plan depicted in **Table 10** above demonstrates a desire of the YWLA Board to move forward with a “slow-growth” model that will assist the school in ensuring all incoming students acclimate to the YWLA educational model and, most importantly, that they are able to academically perform at grade-level. YWLA’s current teaching staff and administration understand the obstacles of being a high-performing school in a historically underperforming region and will ensure that an equitable and quality education model is implemented slowly and surely moving forward at the YWLA campus.

Examples may include:

- a. Inability to secure facilities/facilities financing;

Not applicable to this amendment application. YWLA will use its existing school facility located at 3415 S. Mojave Rd. in Las Vegas, Nevada 89121 for all proposed grades including the addition of students the 8<sup>th</sup> grade.

- b. Difficulty raising philanthropic funding;

Not applicable to this amendment application. YWLA does not anticipate have difficulty raising philanthropic funding for the operation of its requested expansion into the 8<sup>th</sup> grade.

- c. Insufficient talent pipeline/difficulty recruiting faculty;

YWLA understands the importance of high-quality professional development (PD) for its teachers and leaders, both in the start-up phase and in future years. Principal McIntosh will provide training in Cultural Integration

Instructional Methods, curriculum, blended learning, content mastery, standards, classroom management, and leadership development. YWLA will further support the professional development needs of all staff by facilitating the attainment of continuing education credits and offering on-site trainings. Staff members will participate in school-initiated and other relevant and necessary workshops for professional development.

Additionally, YWLA will continue to expand on the following activities:

- Recruit faculty at local, regional, and national teacher recruitment fairs. YWLA attends local teacher fairs two times a year.
- Expand YWLA's relationships with educational departments at local colleges and universities to ensure graduating students are aware of opportunities at YWLA.
- Using Indeed.com as a resource to recruit teaching staff online.
- Advertisements on the school's website, at presentations, and fliers at local universities, school job fairs, and via word of mouth.

Teacher retention will be a focus and responsibility of both the Board and Principal McIntosh. YWLA endeavors to compensate teachers with salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will ensure teacher and staff retention and employee satisfaction. YWLA's faculty and staff members will possess the personal characteristics, knowledge base of, and belief in, the educational model and curriculum design of the Young Women's School Network, as well as an ability and motivation to work as part of a team with parental involvement. YWLA will look for personnel who bring with them a sense of enthusiasm and commitment, as well as a strong belief in, and understanding of, the public charter school concept.

- d. Insufficient leadership pipeline/difficulty recruiting school leaders;

The Governing Board selected Whitney McIntosh to serve as the Founding Principal of the Young Women's Leadership Academy of Las Vegas. Whitney will continue to support school administration and operations as the school continues to increase its enrollment each year. Principal McIntosh will work with the Board and administration personnel to identify additional school leaders for the YWLA campus.

- e. Misalignment between the founding school and leader and new campuses and leaders, and;

YWLA's Board will guide Principal McIntosh and future school leaders to ensure that the campus stays true to YWLA's mission and vision. Furthermore, the Board will conduct annual performance reviews of the school leader. From these reviews, the Board will monitor the progress being made and hold the school leader accountable for ensuring they are continuing to meet YWLA's mission and vision.

- f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

Once approved, YWLA's proposed 8<sup>th</sup> grade expansion brings on the challenge of serving additional students who need additional attention, which could in turn affect YWLA's overall performance. However, YWLA will continue to maintain high standards, proficiency, and growth as the school continues to grow with each successive year.

Principal McIntosh endeavors to put the school on a path toward operational, financial, and academic success. Furthermore, YWLA has implemented a curriculum that is designed to ensure academic growth for all students including those in general education, special education, and our educationally-disadvantaged students. With these measures in place, YWLA is confident that its students will continue year-over-year academic growth; thus, precluding the need to curtail expansion due to inadequate student performance.

Finally, in order to ensure that the academic needs of YWLA's students are met, Principal McIntosh and her staff will continue to provide professional development and coaching to the newly hired teachers and staff.

- (2) 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.

Not applicable to this amendment application.

## 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.**

Principal McIntosh has been working closely with the school leaders of GEMS, both Principal Dr. Joyce Brooks and Vice Principal Mike Taack, to provide information, including school tours of the YWLA campus, to students and families of all current GEMS students to support their transition should they be interested in continuing their education at YWLA.

- (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?

YWLA and its Governing Board are committed to establishing relationships with local community organizations in order to have community support and engagement in school matters. As a part of the educational philosophy of the Young Women’s Leadership network, YWLA will promote an environment that allows parents, teachers, and other community members to be actively engaged in support of the school’s mission, vision, goals, and objectives.

Principal McIntosh will continue working closely with parents, neighborhood, and community members to establish buy-in and to learn parent priorities and concerns as the school expands with the 8<sup>th</sup> grade, and additional grades, during the next two years.

In order to reach these families, YWLA markets via multiple modes so that all families are adequately informed of their educational options. YWLA understands its target community and knows that it can require grassroots recruitment campaigns to ensure they are aware of the choice program as well as their eligibility to apply for enrollment. YWLA has planned summer engagement events and community systems to engage families over the summer.

YWLA’s ongoing marketing campaign in these communities in the target zip codes will include the school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, and building relationships with community groups.

- (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.

Parental involvement is a fundamental aspect of YWLA’s mission and vision. YWLA encourages parents to be active participants in their children’s education through volunteer opportunities at the school. YWLA will develop a multi- tiered communication plan that will best fit the needs of their school’s community. This plan will include regularly scheduled communications through the following:

- *E-mail newsletter:* Parents will receive a newsletter updating them on school events and highlights. For families that do not have access to e-mail, a paper copy of the e-mail may be sent home with the student.



- [Young Women's Leadership Academy of Las Vegas'](#): The school's website will be a resource with a wealth of information for families. The website will be designed to meet the needs of the YWLA community. The website will include information on:
  - YWLA's mission, vision and history
  - YWLA's school schedule and calendars
  - YWLA's curriculum
  - Frequently Asked Questions
  - YWLA's Governing Board Meetings, public notices, agendas, and minutes
  - YWLA's Governing Board Meetings will be open public meetings held, on average, every month
  - Directory of administration and staff
  - Uniform policy information and links for purchasing
  - News and announcements
  - Any other pertinent information that parents may need to know
  - YWLA's social media pages.

The school may use parent meetings, open houses and other events to inform parents of involvement opportunities throughout the school year.

Parent satisfaction is critical to the success of the school. The public (specifically parents) is notified of board meetings and may be active participants by providing public comment and bringing relevant matters to the board's attention. Parents are encouraged to visit teachers, administration, and the Board to discuss concerns regarding their child's education. YWLA and parents work collectively to provide the best educational plan possible for each student's learning needs. YWLA encourages parental involvement in all aspects of their children's education. YWLA will also encourage parents to volunteer throughout the school year.

- (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.

Community involvement is a crucial key to success in implementing the mission and vision of YWLA. Community partnerships are extremely important, as they help provide students with a vast educational experience both in and out of the classroom. YWLA will seek partnerships with community organizations that enrich the before- and after-school programs, field trips, guest speakers, etc.

- (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?

YWLA's Board is a diverse, highly qualified group of individuals who are dedicated to improving the local community served by YWLA. The Board consists of professionals, educators, and community leaders who are all highly committed to increasing the educational options for students and improving the community.

The Board has overseen the operation of YWLA throughout the challenges presented during its inaugural school year. During that time, the Board and Principal McIntosh have engaged and interacted with, and learned from, the families in the local neighborhood and community being served by the YWLA campus.

- (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.

The YWLA Board has partnered with Student Leadership Network (the replicated school model and partner) and Academica Nevada (the Educational Management Organization) for the planning and establishment of YWLA's continued expansion into the 8<sup>th</sup> grade as well as Academica Virtual Education for the planning and establishment of YWLA's distance education program.

## **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.

#### ***Mission Statement***

The Young Women’s Leadership Academy (YWLA) was established to nurture the intellectual curiosity and creativity of young women and to address their developmental needs. We cultivate dynamic, participatory learning, enabling students to experience great success at many levels, especially in the fields of math, science, and technology. Students are encouraged to achieve their personal best in and out of the classroom. YWLA strives to work with families and instill in the students a sense of community, responsibility and ethical principles of behavior – characteristics that will help make them become leaders of their generation.

#### ***Vision Statement***

YWLA will establish a school community that prepares students not just for academic and career success, but also ensures that young women from underserved communities develop the knowledge, skills, and agency to define for themselves what a meaningful, impactful life will be, and to act in service of the values and equity-focused critical lens that they’ve developed within their school community.

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.

Not applicable to this amendment application.

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?

Not applicable to this amendment application.

### **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.

#### **(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.

Due to the COVID-19 pandemic, the 2018-19 school year was the last school year that Nevada School Performance Framework (NSPF) star ratings were calculated. For the 2021-22 school year, the Nevada Department of Education (NDE) was granted a waiver from the U.S. Department of Education allowing the NDE to issue index scores, but not official star ratings.

As YWLA did not open until the 2022-23 school year, YWLA has neither received a star rating for the 2018-19 school year nor received a NSPF index score for the 2021-22 school year.

- (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.

Not applicable to this amendment application.

- (a) *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?

Not applicable to this amendment application.

## (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.

No change.

## (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.
  - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?

No change.

- b. Explain how the school addresses underperformance and describe the corrective action plan procedures.

No change.

- 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.

No change.

- 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.

No change.

- d) *Readiness to Replicate*: What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

Not applicable to this amendment application.

- 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 [Alignment Template](#)) 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.

No change.

- 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.

No change.

- 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?

No change.

- 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.

No change.

- 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?

No change.

- 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.

No change.

- k) *Matriculation*: Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

No change.

#### **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.

No change.

- 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.

No change.

- 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.

## **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.

Please see [RFA: Add Distance Education](#) below.

## **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 [The Office of Early Learning and 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.

Not applicable to this amendment application.

## 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.

No change.

## 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.

### 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.

No change.

- (2) *Identification:* Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?

No change.

- 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?

Not applicable to this amendment application.

- b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?

No change.

- (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?

No change.

- 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.

No change.

- (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?

No change.

- (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.

### **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.

No change.

- (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?

No change.

- (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.

No change.



- (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?

No change.

- (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?

No change.

- (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.*

Please see [RFA: Add Distance Education](#) below.

## 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.

YWLA's Board of Directors oversees all systems and processes concerning the fiscal management of the school. The auditors, accountants, and educational management company retained by the Board work as a team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines. Under the supervision of the Board's Treasurer and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability.

The person designated to draw all orders pursuant to [NRS 388A.420](#) for the payment of monies belonging to the charter school is the Principal. YWLA employs an office manager to work with Academica Nevada. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

The Principal is responsible for ensuring that budget allocations are observed and that total expenditure do not exceed the amount allocated in the budget. The Board outsources payroll processes to a third-party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body or school. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. Payroll information will be uploaded by the office manager into the portal provided by the vendor in time for the payroll vendor to process all payroll information.

The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body appoints the Principal to serve as the School's purchasing agent. She will be responsible for developing and administering the charter school's purchasing program. Officers or employees of the governing body may not incur obligations unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy.

In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

- (2) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.

This is a statement rather than a question and therefore is not applicable. However, this information can be made available upon request.

- (3) **Attachment 02.** 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.

The budget created for YWLA includes the per-pupil revenue assumption of \$8,966 for the 2023-24 fiscal year of operation. Assumption of \$8,966 was based on the adjusted per pupil funding amount in Clark County shown in the table found in Senate Bill No. 503.

Please refer to [Attachment 02 – Budget Narrative](#) for a more detailed overview of the per-pupil funding.

- (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.

Please refer to [Attachment 02 – Budget Narrative](#) for a more detailed overview of all anticipated funding sources.

- (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.

Please refer to [Attachment 02 – Budget Narrative](#) for a more detailed overview of all anticipated expenditures.

- (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.

YWLA has presented a fiscally conservative budget for the next six (6) years of operation. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes ESP Fees, student supplies, IT fees, etc.

Please refer to [Attachment 03 – School Budget](#) for a detailed overview of all budgeted revenue and expenses.

- (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

YWLA collaborates closely with Academica Nevada in searching and applying to receive grants deemed beneficial to the school in order to further support the planning and implementation of the charter. YWLA will pursue, but may not be limited to, the following.

- *Charter School Program (CSP) grant* – utilized by new schools during their first few years of inception.
- *Title I, II, III, IVA and IDEA Part B* – non-competitive funding for schools designed as Title I (over 40% FRL), English Language Learners, and to provide special education services. Funding is based on the numbers of students and fund a variety of supplemental programs such as technology, web-based programs, family engagement, curriculum materials, instructional assistants, supplemental administrators, before and after school programs, etc.
- *APR ESSER III* – non-competitive funding for schools and services related to COVID 19.

- (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

YWLA relied on the Sands’ contribution for their pre-operational and first school year allowing the facility and school to be ready for their school fiscal year of operation. Assumes the school is able to sustain every year after.

Please refer to [Attachment 03 – School Budget](#) for a detailed overview of all budgeted revenue and expenses.

- (4) Submit a completed financial plan for the proposed school as an **Attachment 04** (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).

Not applicable.

- (5) 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).

Not applicable.

- (6) 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.

Academica respectfully requests the Deputy Attorney General arrange for a private review of its audited financial statements. Academica does not publicly release proprietary financial information as that information would disclose trade secrets with regard to business structure and operations. Academica has been operating within the State of Nevada for more than ten years and has a proven record of financial security and responsibility while supporting the opening of more than twenty-five (25) charter school campuses. Any requests for additional financial information or questions regarding Academica Nevada's financial operations may be addressed privately to the Chief Operating Officer of Academica Nevada, Ryan Reeves, at 702-431-6260.

- (7) Complete the audit data worksheet in **Attachment 04**. 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** \_\_\_\_.

Please refer to **Attachment 04 – Audit Data**.

- (8) 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.

Not applicable.

- (9) 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 Governing Board has adopted various financial policies and procedures to ensure responsible financial management and oversight of the YWLA campus. The Board, Principal, and Academica Nevada will work with and train the school principal and office manager in all such adopted financial policies and procedures. The YWLA Board oversees all aspects of the fiscal management of the school. The Board will review financial statements at minimum once per quarter and Academica Nevada will prepare the financial statements for the designated board meetings. Academica Nevada will meet with the school principal during the development of annual budgets to

collaborate in creating a complete budget. Academica Nevada will then present annual budgets to the Board for their consideration. Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The principal of the school will supervise the budget. Academica Nevada will also meet regularly with the school principal to review their budgets.

## 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.

Although YWLA did not open until the 2022-23 school year, YWLA’s board nevertheless believes in its eligibility to submit this request seeking approval of the addition of an 8<sup>th</sup> grade class one year earlier than currently authorized. For instance, staff of the SPCSA conducted a site evaluation of the YWLA campus on November 1, 2022 and issued a Site Evaluation Report dated January 12, 2023. Please refer to ***Attachment 05 – Site Evaluation Report***.

According to this report, the SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations, and to make other high-stakes decisions such as renewal, non-renewal, revocation, expansion, or replication.

Some of the organizational performance measures are evaluated, at least partially, during the staff’s site evaluation process. Such measures are evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection, and information from the school presentation portion of the evaluation.

Based on its latest site evaluation, SPCSA staff was able to collect the following evidence demonstrating that YWLA satisfies the necessary organizational criteria to make it eligible to submit this amendment request.

Indicator	Measure Description	Evidence Collected
<b>Indicator 1: Education Program</b>	<p><u>Measures 1a and 1b:</u> The school implements the material terms of the education program.</p> <p><u>Measures 1c and 1d:</u> The school protects the rights of students with disabilities and EL students.</p>	<p>The school implements the material terms of the education program. Curricular materials align to Nevada Academic Content Standards. A review of curricular materials was completed as part of the site evaluation. The SPCSA team observed differentiated instruction that incorporates student voice.</p> <p>Special Education Support (SES) is partnered out. YWLA has a special education teachers on staff. Co-planning and amending lesson plans for students with special needs is a routine practice.</p> <p>The principal currently serves as the English as a New Language coordinator.</p>

<p><b>Indicator 3: Governance and Reporting</b></p>	<p><u>Measure 3a:</u> The school complies with governance requirements.</p>	<p>YWLA complies with governance requirements with applicable laws, bylaws, and the charter. The board has a process in place in which school leadership is evaluated on an annual basis.</p>
<p><b>Indicator 4: Students and Employees</b></p>	<p><u>Measure 4a:</u> Student records under lock and key/stored appropriately.</p> <p><u>Measure 4d:</u> Personnel files are under lock and key/stored appropriately.</p>	<p>Student and faculty records are stored under lock and key in secured offices.</p>
<p><b>Indicator 5: School Environment</b></p>	<p><u>Measure 5b:</u></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted.</li> <li>• The school has fire extinguishers on all floors which are tagged.</li> <li>• Active permit for food service (if applicable).</li> <li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, and refrigeration.</li> </ul>	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, and appropriate health permitting for food has been provided. The site evaluation team visually checked and located two cots and a receptacle for disposing of sharp objects in the nurse’s area. A refrigerator was also available for student medication but located outside of the nurse’s office.</p>

Based on this site evaluation, SPCSA staff also identified the following strengths as observed through various academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

- YWLA has transitioned from a temporary building to their long-term facility smoothly, with minimal disruption to learning. Faculty, student, and family focus group participants mentioned how impressed they were with the move to the physical building with little to no disruption to the school routine.
- YWLA has a strong mentor program. Currently, ninth grade students are partnered with sixth graders and serve as “big sisters” for the academic year. Mentors offer advice and help with homework daily during a designated time. Students indicated the opportunity to mentor and bond with other students at the school was a strong positive way to build relationships and help feel good about being at school. The family focus group reported the mentor program is supportive for young women in finding their voice and creating an environment in which young women support each other. Overall, this program appears to have left a strong, positive impression on students and families.
- Strong leadership is evident from the leadership team and faculty as reported from the governing board, staff, student, and family focus groups. Leadership and faculty are aware of the state of student academics, student needs, and the behavioral and emotional state of the student body. There is a shared and agreed

vision and set of goals in which the school stakeholders share and work toward. Additionally, the school leader has frequent conversations with the board chair so that issues and problems can be resolved in a collaborative manner. A deep sense of community is apparent and modeled from leadership and staff down to the student body on a day-today basis. Leadership presence is strong in the hallways and during the car line. School communication with families and students is consistent and clear. Administration and faculty are proactive to student needs and quickly resolve student needs in a positive manner.

- SPCSA staff also observed a sense of community at YWLA. The staff, student, and family focus groups spoke highly of the support they receive from leadership and one another in building and maintaining school culture centered around the school's mission and vision. Expectations for academics and behavior were evident in classroom observations through student engagement, small group conversations, and students being on-task, engaged in their learning, and using academic vocabulary. Students also demonstrated accountable talk when speaking with peers and adults. The student population is representative of the community in which the school serves.

As a result, the Board respectfully submits this evidence demonstrates that YWLA meets the SPCSA's eligibility criteria reflecting a proven track record of success with Nevada students and that YWLA's operating performance 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?

Not applicable to this amendment application.

- (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?

Not applicable to this amendment application.

## 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.

No change.

- (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.

No change.

- (c) Identify any Board development requirements relative to the organization's governance needs at each stage of growth.

No change.

- (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

No change.

(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).

No change.

(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.

Resumes of all current leadership (provide as **Attachment \_\_\_\_**).

No change.

b) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment \_\_\_\_**)

Not applicable to this amendment application.

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.

Not applicable to this amendment application.

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?

No change.

**LEADERSHIP FOR EXPANSION**

The questions in this section do not pertain to this requested amendment and are therefore, not applicable

- 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 2023-24 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 2024-2025 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.

Please refer to ***Attachment 06 – Staffing & Enrollment Worksheets.***

*Table 11. Staffing Table*

YEAR	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>EMO/CMO Organization Positions</b>						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Development (Academica Nevada)	2	2	2	2	2	2
HR, Event Coordinator (Academica Nevada)	1	1	1	1	1	1
<b>Total Back-Office FTEs</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>

YEAR	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>School Staff</b>						
Principal	1	1	1	1	1	1
Assistant Principal	1	1	2	2	2	2
Classroom Teachers (Core Subjects)	10	15	18	19	20	21
Classroom Teachers (Specials)	1.5	2.5	3	3	3.5	4
Special Education Teachers	1	2	3	4	4	4
ELL Coordinator	1	1	1	1	1	1
Curriculum / Instructional Coach	1	1	1	1	1	1
College Bound Initiative Counselor / Dean	-	1	1	1	1	1
School Counselor	1	2	2	2	2	2
Office Manager / Banker	1	2	2	2	2	2
Registrar	1	2	2	2	2	2
Clinic Aide / FASA	1	2	2	2	2	2
Receptionist	1	1	2	2	2	2
Instructional Aide(s)	2	8	10	11	11	11
Campus Monitor / Custodian	1	1	2	3	3	3
NSLP / Cafeteria Manager	1	1	2	2	2	2
<b>Total FTEs at School</b>	<b>24.5</b>	<b>43.5</b>	<b>54.0</b>	<b>58.0</b>	<b>59.5</b>	<b>61.0</b>

## 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.

No change.

- 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.

No change.

- 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.

No change.

- 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?

No change.

- 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.

The addition of an 8<sup>th</sup> grade class will not affect or alter YWLA’s current compensation strategy or salary ranges. The Governing Board strives to provide salaries and benefits competitive and comparable to other charter and local district schools. In addition, the board works to ensure additional benefits such as retention bonuses, holiday bonuses, tuition reimbursement, and PTO “cash out” are available as further incentives to recruit and retain high quality staff.

Individual salary compensation to increase retention of effective and exceptional teachers is determined using an established Framework for Performance Based Compensation that objectively quantifies data collected regarding teaching performance and student achievement outcomes. The quantified data obtained by using this framework will be used to award bonus and salary compensation to those teachers who demonstrate overall effective and exceptional performance.

For the 2023-24 school year, YWLA anticipates a total staff of 24.5, including 12.5 teachers and 12 administrative and support staff, based on an estimated enrollment of 300 students. By the 2028-29 school year, YWLA is estimated to expand to a total staff of 61 and a total student enrollment of 630; adding, throughout the years, the necessary staff to effectively manage the actual/projected student enrollment increases. Below are the actual and anticipated staffing positions at YWLA, including the average salary of each position, depending on education, experience, and funding:

*Principal* - \$100,000/year – Develop and implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

*Assistant Principal* - \$80,000/year – Develop and implement the total school program by assisting the principal in the overall running of the school.

*School Counselor / College Bound Initiative Counselor* - \$60,000/year – Act as advocates for students’ well-being, and as valuable resources for their educational advancement.

*Instructional Coach* - \$60,000/year – Serves as a content specialist to assist in the development and implementation of campus instructional plans.

*ELL Coordinator* - \$60,000/year – Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.

*Classroom Teachers (Core)* - \$60,000/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

*Classroom Teachers (Special)* - \$60,000/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

*Special Education Teachers* - \$60,000/year – Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.

*Office Manager* - \$45,000/year – Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.

*Registrar* - \$45,000/year – Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.

*Instructional Aides* - \$15.00/hour – Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.

*Receptionist* - \$15.00/hour – Greet visitors, parents, and students while facilitating communication within the school and assuring records and schedules are kept up to date.

*National School Lunch Program (NSLP) / Cafeteria Manager* - \$15.00/hour – Responsible for planning, managing, and supervising a small food service facility (cafeteria).

*Campus Monitor* – \$15.00/hour – Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.

Please refer to **Attachment 02 – Budget Narrative** for further information.

## **SCALE STRATEGY**

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

- 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.

## **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.

- a. 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.

YWLA is committed to serving a student population representative of the local community to be served and ensuring that student recruitment methods are inclusive for reaching at-risk families, such as FRL, ELL, and IEP students, as well as other special populations. YWLA will implement a variety of programmatic strategies to help recruit, enroll, and retain a student population that is representative of the traditional public schools in the target zip codes.

YWLA will use comprehensive outreach and marketing measures to ensure that all potentially interested students and families are informed of their educational options and have equal access to apply and enroll at the school. This plan includes recruiting and marketing initiatives to target the entire community and specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs or may be “at risk” of academic failure.

YWLA further understands that a large majority of our target population of disadvantaged students may come from underserved single-parent families, low socio-economic households, second language families, etc. that can be considered “harder to reach” communities. Thus, effectively reaching these families will likely require a more robust engagement process than may be required of other charter schools.

Specific recruitment and marketing activities will consist of, but are not limited to, the following methods. In order to reach these families, YWLA will market via multiple modes so that all families are adequately informed and aware of their educational options as well as their eligibility to apply for enrollment. YWLA understands its target community and knows that it can require grassroots recruitment campaigns to ensure they are aware of the choice program as well as their eligibility to apply for enrollment.

YWLA’s ongoing grassroots marketing campaign and recruitment efforts in these communities in the target zip codes will utilize the school website, social media such as Facebook, flyers, direct mailers, advertisements, and building relationships with community groups.

Marketing materials will contain inclusive language to inform parents that all students are welcome to apply regardless of their socioeconomic status, race/ethnicity, home language, or enrolled academic program (Special Education, English Language Learners). Promotional materials and announcements will be made available in multiple languages other than English (as needed) in order to accommodate English Second Language (ESL) families. YWLA will also work with local translation service providers if our outreach efforts reveal the need for translations into additional languages).

YWLA participates in the National School Lunch Program which will also likely increase the diversity of student populations by attracting students who are eligible to receive free or reduced-price lunch and could factor into their decision to attend YWLA.

In addition to hosting a tour of the YWLA campus for nearly fifty (50) students currently enrolled at GEMS, the school will also continue to promote and host informational meetings at the YWLA campus which will be accessible to all interested in attending. These informational meetings will be held at various times in order to provide as much access to families as possible for the school to highlight its program and how it will serve all interested students.

In addition, YWLA has also partnered with a student recruitment consultant, Bloomwell Consulting. This has been made possible by one of our strategic partners, Opportunity 180. The consultant is actively providing strategic

and benchmark tracking, training for our staff on high-yield recruitment techniques, support with social media, flyer and mailer support, and canvassing support.

- b. 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.

As YWLA just opened for the current 2022-23 school year, YWLA is unable to provide a detailed track record of past enrollment and retention performance to demonstrate its record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the school.

In this first year of operation, YWLA served a population of students that fairly reflects the ethnic, socio-economic, linguistic, and special needs diversity of the students currently attending public middle and high schools within YWLA’s targeted zip codes. For instance the following demographic information includes the Demographic Profile data for the 2022-23 school year for the public middle and high schools in the YWLA’s target zip codes in comparison to similar demographic data for YWLA’s students as of the October 1, 2022 validation date.

*Table 12. Student Demographic Comparison for YWLA versus Target Schools*

School	American Indian / Alaskan Native %	Asian %	Hispanic / Latino %	Black / African American %	White %	Pacific Islander %	Two or More Races %	ELL	IEP	FRL
YWLA	-	1.6	45.1	40.3	8.0	-	4.8	11.2	11.2	70.9
Target Schools	0.3	3.2	64.3	19.8	6.7	1.1	4.6	24.6	12.4	>95.0

As a result of the analysis of this data, YWLA is confident that its leadership will be able to execute upon its commitment to recruiting, serving, and retaining a diverse population of students that reflect the demographic profile of the local public middle and high schools in the target communities.

- c. 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>7</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.

<sup>7</sup> See the Colorado Department of Education’s [Weighted Lottery Policy](#) for one possible approach in this evolving area of charter school policy.

- d. 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.

In accordance with YWLA's [Lottery Preferences and Enrollment Procedures](#), YWLA's open enrollment period opens the first day that students return after winter break and ends on the final day of February each year. A lottery will then be held on March 1 each year after the Open Enrollment period ends. Families will then be notified via email or phone of their child's acceptance into YWLA through the computerized lottery program.

The Office for Civil Rights (OCR) enforces federal statutes that prohibit discrimination in programs and activities that receive federal financial assistance from the Department of Education. YWLA is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability, or any other protected status in accordance with all applicable federal, state, and local laws.

- e. 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.

Academica was consulted to determine a realistic re-enrollment rate for a successful charter school. YWLA's target re-enrollment rate is 95% retention of the students enrolled during the school's current school year. The Governing Board and Principal McIntosh will be responsible for monitoring the progress toward achieving this re-enrollment target. YWLA will use the re-enrollment percentage as a baseline and set corresponding goals to address subsequent years.

YWLA will strive to attain the targets as set forth in the enrollment tables shown in response to Question (h) below. The minimum, planned, and maximum targets outlined in the tables below were determined by consulting with Academica who has extensive experience and knowledge about how many students are needed to maintain a healthy school budget. YWLA's ultimate goal is to increase interest and enrollment in the school such that it is necessary to create a wait list of interested students to fill any vacancies.

However, based on experience, YWLA acknowledges that for a variety of reasons the school will likely experience some degree of attrition in enrollment throughout the school year and will continue efforts to market the school to a new scholars.

- f. 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?

During the beginning of the school year professional development, and the last professional development session prior to the beginning of the open enrollment period, staff will be trained by the Principal about the legal requirements of charter school enrollment as set forth in [NRS 388A.453](#), [388A.456](#), and [388A.459](#). In addition, the school will post information about enrollment as well as a Frequently Asked Questions (FAQ) document regarding the lottery to ensure staff can share that information with interested families.

- g. 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?

YWLA is a community-engaged school motivated by a commitment to provide an excellent school rooted in the diverse community of underserved families and disadvantaged students it serves. After its inaugural school year, YWLA will continue to engage in community outreach events to further develop partnerships designed to reach the families most in need of strong educational options, to illustrate the educational model based on the needs



expressed by members of the community, and to provide additional services that will help prepare students for success in college and career. YWLA recognizes that families will not have the opportunity to learn about our unique school without proactive communication by us. Therefore, YWLA will continue to publicize its program through various media formats in order to increase community awareness of the unique educational opportunities provided by enrollment at YWLA.

The foundation for future collaboration and engagement is built on interpersonal interactions in the community. For instance, as the Annenberg Institute on School Reform at Brown University acknowledges, “While research has shown that parent and community participation are essential to school improvement [*citation omitted*], many schools, especially those in low-income and working-class communities, fall far short of meaningful engagement.”<sup>8</sup> The Annenberg Institute identifies the following best practices for meaningful community engagement which YWLA will continue to utilize in its ongoing community outreach efforts:

- Door knocking in the surrounding neighborhoods;
- Reaching out to parents, students, and community members through after-school and neighborhood programs;
- Reaching out to parent-teacher associations;
- Organizing neighborhood walks to meet families;
- Reaching out to young people through community-based organizations; and
- Reaching out to partner organizations and “connectors” like community leaders

In addition to these best practices for community engagement, YWLA will also engage in the following efforts to further increase enrollment by underserved middle and high school students in the targeted communities:

- *Community Volunteers* – Teams of volunteers will conduct conversations that inform community members about YWLA’s plan, engage them to gather feedback, gain referrals for potential students, and establish and track clear next steps for follow-up. Family and student volunteers will identify key locations and events in their communities to reach the most community members possible.
- *Informational Sessions* – YWLA will host frequent informational meetings at public venues, churches, and community centers in the target neighborhoods, scheduled at a variety of evening and weekend hours to enable working parents/guardians to easily participate.
- *Brand Awareness via Media and Advertising* – Use of traditional marketing vehicles like social media, newspaper, billboard, and radio advertising. Community-based newsletters/websites, language-specific newspapers, local television news, and other media will be leveraged for both ads and, ideally, stories about the successful school launch that encourage families to apply.
- *Direct Mail* – YWLA will direct mail households within a two-mile radius of the school site that will inform families about the model, that the school continues to accept applications for open enrollment for the inaugural school year, how to apply, and the process for enrollment.
- *Areas of Public Access* – YWLA volunteers will post flyers in local public facilities such as the post office, community centers, libraries and other locations of public access; will hold tables at local malls, community events, and religious organizations; and will post a banner at the school facility for community members to easily see as they pass by.

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<sup>8</sup> Annenberg Institute for School Reform. 2012. [Getting Started in Education Organizing](#). Brown University.

Now that our school is open, YWLA will continue to monitor and assess the community need and the marketing tactics that reached the most families and will make necessary adjustments to ongoing recruitment and marketing efforts. YWLA understands that word of mouth and social media are some of the most effective ways to communicate with families about the school. Parents and community partners are encouraged to inform family, friends, and their local community groups about the school.

In addition, direct mail pieces will be sent to residents within a two-mile radius of the school. The school will welcome school tours during the school year to show families what the school is like in action and will also host parent information meetings in the evening. The school will take advantage of any charter school fairs hosted by the Charter School Association of Nevada.

Vacancies in existing grades will be filled according to the enrollment priorities and positions following each year’s open enrollment lottery.

- h. Complete the following tables for the proposed school to open in 2024-25. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2023 and fall 2024.

For minimum, planned, and maximum enrollment tables, please refer to ***Attachment 06 – Staffing & Enrollment Worksheets***.

- 1) *Minimum Enrollment* (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

Table 13. Break Even Budget Scenario

Grade Level	Number of Students					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	86	86	86	86	86	86
7	57	86	86	86	86	86
8	29	86	86	86	86	86
9	57	57	86	86	86	86
10	57	57	57	86	86	86
11	-	57	57	57	86	86
12	-	-	57	57	57	86
<b>Total</b>	<b>286</b>	<b>429</b>	<b>515</b>	<b>544</b>	<b>573</b>	<b>602</b>

- 2) *Planned Enrollment* (Must Correspond to Budget Worksheet Assumptions)

Table 14. Planned Enrollment Budget Scenario

Grade Level	Number of Students					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	90	90	90	90	90	90

7	60	90	90	90	90	90
8	30	90	90	90	90	90
9	60	60	90	90	90	90
10	60	60	60	90	90	90
11	-	60	60	60	90	90
12	-	-	60	60	60	90
<b>Total</b>	<b>300</b>	<b>450</b>	<b>540</b>	<b>570</b>	<b>600</b>	<b>630</b>

- 3) *Maximum Enrollment* (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Table 15. *Maximum Enrollment Budget Scenario*

Grade Level	Number of Students					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	95	95	95	95	95	95
7	63	95	95	95	95	95
8	32	95	95	95	95	95
9	63	63	95	95	95	95
10	63	63	63	95	95	95
11	-	63	63	63	95	95
12	-	-	63	63	63	95
<b>Total</b>	<b>316</b>	<b>474</b>	<b>569</b>	<b>601</b>	<b>633</b>	<b>665</b>

- 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.

Due to the ongoing process of new scholars continuing to apply, accept, register, and enroll throughout the summer, YWLA is not seeking approval from the SPCSA at this time to reduce the school’s current enrollment cap of 300 scholars for the upcoming 2023-24 school year. YWLA will continue to monitor and evaluate its ongoing enrollment through the beginning of the upcoming school year and submit an appropriate request to reduce its enrollment cap as appropriate.

Through ongoing recruitment efforts, YWLA continues seeking to increase enrollment in the upcoming 6<sup>th</sup> and 9<sup>th</sup> grade classes as well as to increase enrollment as the inaugural classes advance to the 7<sup>th</sup> and 10<sup>th</sup> grades. YWLA is also seeking the SPCSA’s approval to accept enrollment of 8<sup>th</sup> grade students for the upcoming 2023-24 school year one year earlier than currently authorized.

As the lack of transportation has been cited as a reason for a number of scholars either declining a seat or withdrawing, YWLA engaged in efforts to market the school to five (5) nearby apartment complexes (e.g., Tara Hills, Cottonwood Creek, Sierra Pines, Sevilla, and Gateway Villas) which are located within a 10-minute walk to YWLA’s campus. The Opportunity 180 organization also previously agreed to provide bus passes for student use as well in an effort to overcome transportation impediments to enrollment.

A secondary rationale for this enrollment relates to the current size of YWLA’s facility at Palabra Viva Las Vegas. The school’s current enrollment will also ensure adequate resources for providing a robust system of student

support for at-risk subgroups, including, but not limited to ELL students, students in need of Special Education Services, and Gifted and Talented students.

YWLA remains encouraged that, now that the school is fully operational, word of mouth networking amongst students and families in a total of (potentially) five (5) grades, social media marketing, and other grassroots, community events promoting the unique educational opportunities afforded at YWLA will contribute to increased student enrollment to achieve the school's anticipated growth as described above.

- 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.

Not applicable to this amendment application.

- 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.

Not applicable to this amendment application.

## **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 original application.

- a. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- b. 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.
- c. 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 2023-2024 must be identified at the time of the submission of the expansion request.
- d. 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.
- e. 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?
- f. 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.

- g. 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?
- h. 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.
- i. 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.
- j. 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.
- k. 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.
- l. 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?

**INCUBATION YEAR DEVELOPMENT** (for approved schools that have not yet opened)

Not applicable to this amendment application.

- a. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2023-2024) to ensure that the school is ready for a successful launch in fall 2024. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** \_\_\_\_.
- b. 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.
- c. 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**

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).

Not applicable to this amendment application.

- a. How and why was the EMO or CMO selected?
- b. 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).
- c. 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.

- d. 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.
- e. 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, shorted 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.

1. Provide **Attachment** \_\_ describing how the school leadership team will support operational execution.
2. 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.
3. 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
4. *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.
5. *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.
6. *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.
7. 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.

1. 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?

2. 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.

YWLA seeks to expand its capacity to serve students through offering distance education. YWLA seeks to supplement and enhance its traditional courses with access to virtual learning opportunities for students in need of credit recovery, academic challenge such as advanced courses, or a more diverse selection of electives that YWLA may not otherwise be able to offer. This amendment request is also grounded in YWLA's intentional efforts to serve its diverse group of students with unique needs.

This requested amendment will not revise or alter YWLA's current [MISSION & VISION](#) as described in more detail above.

- ii. A list of the current school campuses.

YWLA's existing campus is currently located at the La Palabra Viva church located at 3415 S. Mojave Rd. in Las Vegas, Nevada 89121.

- iii. Proposed model and target communities by zip code.

YWLA proposes to supplement and enhance its current innovative coursework with a part-time, blended learning model. This model combines face-to-face and online distance education instruction which will allow YWLA to pool and leverage its teaching resources to offer students the opportunity to take credit-bearing courses. Students can take these courses if they are in need of credit recovery, want an academic challenge, or participate in electives that YWLA may not otherwise be able to offer. The proposed distance education program will be student-driven and student-centered with the goal to improve student achievement, provide students with more academic choices and options, and personalize learning in a blended format. Students will participate in distance education courses with the opportunity to engage with a virtual instructor and coursework in a blended face-to-face academic and technical support format.

YWLA's proposed target population is its middle and high school students who are already enrolled, or will eventually enroll, in grades 6-12, who are in need of credit recovery or remediation, academic challenge such as Advanced Placement, or wish to take an elective course that they may not otherwise have the opportunity to attend at YWLA. Students enrolled at YWLA come from a variety of zip codes although the school's primary target zip codes include the following: **89101, 89104, 89119, 89121, 89142, and 89169.**

Students will be selected for YWLA's distance education program based on their academic needs. Students in need of a credit recovery course, acceleration courses, or a course not regularly offered at YWLA will be able to take the course through the distance learning program on a part-time basis.

- iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.

YWLA's purpose in requesting approval of this distance education program is to provide a safe and nurturing educational environment that maximizes student achievement and fosters respect for all. YWLA's distance education program will utilize ongoing assessments, engaging activities, the creation of a strong community environment, and regular parent involvement to achieve student success. In this manner, YWLA is purposefully focused on the outcomes that all students become equally successful as lifelong learners and responsible citizens.

For students enrolled in distance education courses, it is expected that:

1. Students enrolled in blended distance education classes will successfully pass the course;
2. Students enrolled in distance education courses will participate in two-way academic communication with their virtual instructor with support of their face-to-face instructor on a weekly basis.
3. Students enrolled at the school for a three (3) consecutive year period who enroll in blended distance education classes will achieve proficient or advanced status on the state's annual assessment.
4. Students who enroll in blended distance education courses will show an increase in mastery of course standards as evidenced in the comparison of the course pre- and post-test.
  - v. The key components of your educational model and how the distance education program aligns with the educational model.

Preparing students to be successful in rigorous college and career readiness standards requires students to master the skills and knowledge directed by these standards; therefore, YWLA is committed to offering students and families options for differentiated-learning opportunities such as Distance Education. YWLA proposes to provide a unique distance education program that balances instructional support and student autonomy while ensuring students are supported every step along the way.

Distance Education will serve to supplement and enhance traditional delivery methods already in place providing students with the following additional educational options: credit recovery, academic enrichment, and/or alternative elective courses. Students will be selected to participate in distance education courses based on their individual academic needs. Students in need of a credit recovery course, acceleration courses, or a course not regularly offered at the school will be able to enroll in a course through the distance learning program on a part time basis. YWLA's proposed Distance Education program will be implemented in the Fall of 2023 or as soon thereafter as approved by the Nevada Department of Education (NDE).

For a list of proposed distance education courses that will be offered through the program, please see ***Attachment 07 – Distance Education Courses***.

- vi. Key supporters, partners, or resources that will contribute to the distance education program.

With the support of Academics Virtual Education (AVE), YWLA will offer distance learning courses using NDE-approved distance learning providers such as Accelerate Education, eDynamic, and Flex Point Education Cloud. YWLA will not be developing any of its own courses. Any new courses to be offered by YWLA will be submitted by Accelerate Education, eDynamic, and Flex Point Education Cloud and will only be used if they are approved by the NDE. All courses to be used are currently included on the list of approved distance education courses prepared by the NDE.

AVE's support, along with the resources of Accelerate Education, eDynamic, and Flex Point Education Cloud, will help contribute to the success of YWLA's distance education program. YWLA will recruit and retain interested teachers in expanding their experience to include virtual learning to support distance education. Principal McIntosh, along with her administrative leadership teams, will collaborate with all key stakeholders to ensure the success of their 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.

YWLA's Distance Education coursework is not intended to replace existing curriculum, but rather enhance and supplement current academic programming effectively reducing barriers to students attending advanced level classes or having access to a variety of course options and other unique elective courses.

YWLA will serve students and families by addressing the current education needs by providing opportunities for students to recover credit, providing courses not otherwise available at the school, by expanding teaching resources to offer unique and challenging courses that may not have enough students to form a full class at YWLA.

- 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.

Preparing students to be successful in rigorous college and career readiness standards requires students to master the skills and knowledge directed by these standards; therefore, YWLA is committed to offer students and families options for differentiated-learning opportunities such as Distance Education. YWLA proposes to provide a unique distance education program that balances instructional support and student autonomy while ensuring students are supported every step along the way. Distance Education will serve to supplement and enhance traditional delivery methods already in place providing students with credit recovery and/or academic enrichment.

Students will be selected to participate in distance education courses based on their individual academic needs. Students in need of a credit recovery course, acceleration courses, or a course not regularly offered at the school will be able to enroll in a course through the distance learning program on a part time basis.

As YWLA continues to build its middle and high school programs, there is a need for the school to provide educational resources to provide opportunities for students to take courses that YWLA otherwise may not be able to offer. In order to remain competitive in course offerings to attract and retain students, YWLA must be prepared to offer students fully comprehensive course options. Additionally, when students are newly enrolled with the need for credit recovery, YWLA will be equipped to offer families the option to enroll in credit bearing distance education core courses to avoid falling even further behind.

YWLA will utilize their existing facility space and technology resources to establish an online blended learning classroom at the campus with a licensed teacher to support students and assist with troubleshooting.

Students will independently engage in digital curriculum with an online teacher with the opportunity to work one-on-one with a traditional teacher as needed. YWLA is committed to the goal to ensure each student is ready academically to enter college or move into a career by providing students with a combined face-to-face and supplemental online learning opportunity in service to students in need of credit recovery or academic challenge.

YWLA's proposed distance education model is fully aligned with the mission of the SPCSA as outlined below:

- (1) *Improving the academic achievement of pupils* – Supplemental online learning will improve academic achievement by allowing students to benefit from differentiated-learning options where the student becomes the driver in the model with the flexibility of varying levels of teacher support with the opportunity to gradually become more independent as measured on diagnostic and end-of-course assessments.
- (2) *Encouraging the use of effective instructional methods of teaching* – Teachers will be encouraged to look beyond traditional methods of teaching and utilize ways that engage today's learner in an online learning environment while also providing the support of face-to-face opportunities as needed. Engaging digital curriculum will meet the needs and desires of today's digital native. Utilizing a variety of digital tools will help students reach higher levels of critical and creative thinking.
- (3) *Providing an accurate measurement of the educational achievement of pupils* – The digital curriculum and ongoing teacher assessments (formative and summative) will be used to measure academic success. End-of-course assessments are an integral part of the digital curriculum. Diagnostic and ongoing formative assessments throughout the teaching and learning cycle are utilized to inform the instructional staff of

student academic progress in real time, which in turn will impact the student's fluid movement through the online curriculum. Teachers will use a data dashboard and instructional reports as a guide in order to provide interventions and document student academic progress.

- (4) *Establishing accountability and transparency of public schools* – Students and parents or guardians will be required to sign a learning compact that outlines the academic, community, and school involvement requirements to be an active member of Distance Education opportunities. Students and parents/guardians will be provided regular weekly updates on their academic progress. The principal will use the principles of site-based management for parent/guardian involvement and decision-making.
- (5) *Providing a method for public schools to measure achievement based upon the performance of the schools* – Teachers will measure academic success based on meeting the requirements of the School Performance Framework as well as comparative analysis of other similar Nevada schools.
- (6) *Creating new professional opportunities for teachers* – Teachers will have the opportunity to work in virtual collaborative teams to determine where their students are academically and how they are progressing through the distance education courses. This collaborative environment will allow teachers to share successful strategies and interventions. The continuous cycle of learning will be embraced through these methods as well as teachers teaching teachers what success looks like. Training on digital programs will be comprehensive and strategically monitored by their peers and administration. Innovative ways to demonstrate pedagogical knowledge will be utilized to develop leadership capacity (such as peer observation, lesson study, etc.).

c. Distance Education Requirements

- i. Describe the system of course credits that the school will use.

Students' final grade will be determined based on 25% value for each of four (4) nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. In order to pass an annual course in grades 6-12, a student must earn a minimum of ten (10) grade points, of which a minimum of five (5) must be earned in the second semester. Teacher override (either up or down) can be used. In addition, all students must pass the final exam in their course achieving a score of least 70%.

For **senior high school students**, the forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F, with a grade of C or higher earned subsequently in another course. In either situation, when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA. Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation.

For **middle school students** who take any high school course, the forgiveness policy can be applied to courses with a final grade of C, D, or F, wherein a student attempts forgiveness for a grade and only the new grade will be used to compute the student's GPA. Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation.

In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

The following are the academic grades used in the Distance Education program:

Table 16. Distance Education Academic Grades

Grade	Numerical Value %	Verbal Interpretation	Grade Point Value
A	90-100	Outstanding Progress	4
B	80-89	Good Progress	3
C	70-79	Average Progress	2
D	60-69	Lowest Acceptable Progress	1
F	0-59	Failure	0
I	0	Incomplete	0

Once the student is 100% complete with the digital course and has a passing grade, the distance learning program registrar will issue a transcript indicating the course and final grade. All student records are stored in secure servers for a period of seven (7) years. School staff will enter the student grade into the student information system, keep an electronic copy of the transcript, and/or print the transcript with the final grade and place it in the student’s school folder. The distance education course grade will be entered for each student on Infinite Campus.

- ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.

In accordance with [NRS 388.866\(1\)\(a\)](#), the governing body of a charter school shall ensure that, for each course offered through YWLA’s distance education program, a teacher

- (1) provides the work assignments to each student enrolled in the course that are necessary for the student to complete the course;
- (2) meets or otherwise communicates with the student at least once each week during the course to discuss the student’s progress; and
- (3) provides the student and the student’s parent or legal guardian with the objectives of the course, the timeline for completion of the course, and the method by which the progress of the pupil will be assessed.

Similarly, in accordance with [NAC 387.193](#), YWLA will use an electronic learning management system or a master register of enrollment and attendance to track the enrollment, attendance, progression, and participation of a student enrolled in a course of distance education offered through a program of distance education provided by YWLA.

Students enrolled in distance learning courses are required to interact with their teacher one time per week. All weekly two-way communications between teachers and students are logged into the student information system (MAESTRO) or collected on a data sheet and stored for seven (7) years. The attendance reports reflect real-time data that complies with the weekly communication requirement for attendance and are generated by designated school staff every week.

In addition to documenting weekly two-way interactions between teachers and students, staff can also generate a time-logging report in order to ensure that the students are logging into their virtual courses and submitting coursework in accordance to deadlines in the course pacing guide. The attendance record will be generated on a monthly basis, signed by the teacher of record, and placed in each student’s school file.

Students that participate in the distance education courses on a part-time basis will be regularly attending a brick-and-mortar school, therefore attendance will also be taken the students’ homeroom class. Student attendance and participation in courses are also tracked in the learning management system (Agilix / Buzz) each time a student logs into their course. Time is tracked by minutes and seconds.

Both the attendance log and the communications log are available 24 hours per day and 365 days per year for all students along with progress reports, which include updated academic information on student progress. Reports can be accessed at any time by designated school personnel. The attendance record for the distance learning course is in addition to the record of attendance maintained by the school in which the student attends classes full-time (in instances where the student is enrolled in the distance learning program on a part-time basis).

In addition to the attendance log and communication log, an attendance report will also be generated monthly and placed in each student's school file.

Reporting is versatile with teacher and administrator reports available by single or multiple students. An item analysis is available for all work and assessments by student or by class. The program's platform is able to provide performance graphs, enrollment lists, and other custom reports as required. Further, administrator reports can provide a diverse array of important data including demographics, teaching and learning effectiveness, ability to roll-up or drill down from a school-wide report to individual students. Administrator reports can track and target groups for learning gains and progress on course recovery. Further, reports can be viewed on-line by students or their parents or guardians and automatically sent to their email to update them of their progress in real time. Each level of user has a secure logon to access available information and data.

iii. Describe how the school will ensure students participate in assessments and submit coursework.

Teachers will contact students one time per week as mandated by NDE program requirements to support students, gauge academic progress, and ensure successful course completion. Required course assessments will be set to provide a specific testing window as well as an allotted amount of time within which the students can take the assessments. In addition, in order to ensure academic integrity, the students are to submit all short, long responses and essays through TurnItIn (plagiarism scan software).

YWLA's distance education program will use various formative assessments to provide to teachers and students, modify curriculum, and monitor student progress. Assessments will be varied and valid. Assessments will be in the form of self-checks, practice lessons, auto-graded (including multiple choice and short answer), writing assignments (from the paragraph to creative writing to the research paper), peer review, project or problem-based, oral assessments with the instructor, and synchronous and asynchronous collaboration amongst students. Sixty percent (60%) of program assessments reach higher level blooms questioning. These include, but are not limited to, the following:

**Affiliation and Collaboration:** Courses are designed to engage students with one another, with their instructors, with their families, and with their community. These assessments may be completed in a variety of ways including the use of a discussion area, over the phone, or in live web conferencing sessions. The following are standard in the courses:

- One graded collaboration assessment per segment or semester.
- Discussion-based Assessments with the instructor (oral assessments) that fall roughly every four (4) weeks.
- One student-to-student, student-to-parent, or student-to-community activity per segment or semester.
- One non-computer related activity per segment or semester. These are designed to get students away from their computers and engage their learning in a different fashion. They address real world learning and provide students opportunities for success within their individual strengths.

**Discussion-Based Assessments:** All courses include an oral assessment with the instructor, which fall about every four (4) weeks. We include these types of assessments for two main reasons: (1) as a measure of academic integrity; and (2) they provide yet another opportunity for teachers to speak verbally with students to ascertain

understanding of the content as well as build rapport. Oral assessments are particularly valuable for students whose strengths lie in verbal, rather than written, communication.

**Test Banks:** Auto-graded assessments pull questions from test banks so that no two students receive identical questions on assessments. This is yet another academic integrity measure that has been proven successful. This feature also allows teachers to give students additional chances on assessments without worrying students will get exactly the same test.

**Rubrics:** Rubrics are provided for both teachers and students in the course – it is important that students know exactly what is expected of them. The Learning Management System (LMS) collects student data and sends it to the SIS in protocol that is updated daily. The two systems work together to track the progress and pace of each student. If a student is falling behind, the system will trigger auto-generated alerts to the teacher. Thus, teachers have the performance data needed to know when appropriate interventions and assistance are necessary. Administrators also receive auto-generated summary reports and parents may access daily progress reports.

**Pre- and post-module tests, quizzes, essays, and diagnostic and discussion-based assessments are used to gauge understanding:** Diagnostic assessments in mathematics and reading provide baseline data and feedback for students of particular skills and/or level. Additional assessments are also used as screening and progress tools to differentiate instruction. Real-time reports are provided on all assessments to help teachers modify pacing and delivery of instruction and interventions to ensure student mastery.

- iv. Describe how the school will conduct parent-teacher conferences.

Communication of student progress is key to the success of every student. Weekly progress reports to convey student progress will be provided to each parent or guardian. Parent-teacher conferences will be done as needed based on the student’s individual progress. These conferences may be conducted over the phone or in person. As a requirement of the enrollment process in distance education courses, the students’ parent or guardian will enter into a written agreement with the pupil outlining the objectives of the course, the timeline for completion, and the method by which the progress of the student will be assessed. The consent form needs to be signed and received from the parent or guardian before the student is able to enroll.

- 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.

YWLA will administer all required state assessments in a safe and secure environment free of distractions and within the timeframe required. According to state and federal law, the school will use licensed staff as assessment proctors. All proctors will be trained and certified to be a qualified proctor based on state requirements.

Students will utilize their own device and take tests, examinations, or assessments in a space designated for proctored final exams. Students will be allowed paper, pen/pencil, and calculator, if required. The proctor will ensure that the only browser open is the one accessing the final exam.

#### 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.

Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the Distance Education instructional program. Adjustments to the instructional program will be made as student progress, or lack of progress, is determined based on the progress monitoring. Revisions to IEPs will occur as adjustments are needed to student’s academic program towards a more or less restrictive environment based on progress. Assessment and standardized testing procedures shall be implemented, including guidelines.

All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, Safe School Professional or mental professional, etc.) to students will meet all required licensure and/or certification

requirements pertaining to their area of related service. The school may employ such personnel as necessary depending on student need determined from actual enrollment. If necessary, the school will contract service provider agencies that employ licensed personnel and/or YWLA will contract services from Academica's Student Support Services. If services are outsourced through service providers, YWLA's principal and special education teacher will oversee, manage, and determine that all students with special needs IEPs are being implemented appropriately.

- 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?

YWLA's proposed program of distance education will be delivered using a blended face-to-face model and will comply with all legal distance education requirements pertaining to special population. To that end, YWLA will provide planned staff development activities and participate in available appropriate professional development trainings to support access by students with disabilities to the distance education classroom, distance education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All YWLA personnel who are necessary to provide a student with a disability a FAPE are required to attend any staff development activities or sponsor trainings.

YWLA will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) ([20 USC §1400](#), et seq) and the Americans with Disabilities Act (ADA), specifically in distance education, to assure that all students with disabilities are provided services pursuant to FAPE. For special education, this includes related services. Related services include speech and language services, counseling, occupational therapy, and/or any other related service as determined by the IEP team.

YWLA will also ensure that no student otherwise eligible to enroll in distance education courses will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. If a student enrolls in distance education with more services than YWLA can provide, the school administrator and special education staff will meet with the parents or guardians and the student. At the meeting, YWLA's special education distance education service delivery model will be discussed so the family can make an informed decision. If needed, the IEP will be revised once the student attends distance education courses.

YWLA is committed to all of its students who may elect to participate in distance education, including its gifted and talented pupils, students with disabilities, English Language Learners (ELLs), and those with IEPs or 504 plans. Working closely with Academica's Student Support Services, YWLA plans on closely partnering with district staff on several fronts to ensure special education programs specifically as it pertains to distance education and services reach students appropriately.

In order to provide a FAPE, YWLA will follow all federal and state laws under the IDEA. Additionally, YWLA will comply with the applicable requirements of Section 504, the ADA, and all U.S. Department of Education Office of Civil Rights ("OCR") mandates for students enrolled in YWLA distance education courses. By adhering to the provisions of the IDEA and applicable State of Nevada Special Education laws and regulations, YWLA will assure that all students with disabilities are accorded FAPE, including special education-related services, and accommodations. YWLA will also ensure that no student otherwise eligible to enroll in distance education will be denied enrollment on the basis of their special education or disability status.

Parents or guardians of students attending distance education courses will begin the year with understanding the services provided for students with disabilities at the school. In addition, they will be informed of, and sign, the learning compact designed to meet all established IEPs or other programs noted, such as distance education,



within this section. Parents of students with disabilities will be invited and encouraged, in the same manner as all students at the school, to attend the school-wide events provided throughout each academic year.

Additionally, parents and guardians of students identified with disabilities will receive weekly progress reports regarding the progress their child is demonstrating in distance education courses. The special education teacher will notify parents via phone, letter, or email when a formal meeting should be held to discuss their child's ELL progress. Parents and guardians of students with disabilities will receive monthly calls from each distance education teacher their student is being serviced by to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents and guardians to get to know their child's teacher and to ask questions or share their perspective on various matters.

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.

Principal McIntosh will work with administrative and staff members to ensure they are familiar with expectations of recruitment, professional development, and procurement of curriculum as it pertains to distance education. In particular, it will be made clear that the students eligible to enroll in distance education courses are those students in need of credit recovery, students who are in need of academic challenge or extension courses not already available at the school, and/or students who wish to take an elective course that would not otherwise be available due to not enough students enrolled to form a full class.

Principal McIntosh will also clearly articulate the process for enrolling the students in the program (whether the students are taking courses for acceleration, credit recovery or because the desired course is not offered at the school) is as follows:

- Students in need of an acceleration course, a credit recovery course, or a course not available at the school will be advised of the availability of the course through the distance education program at the school.
- Students will be directed to the counselor who will evaluate the student's academic record and make course recommendations to student and parents and will verify that the course is appropriate before proceeding.
- No home-schooled students will be accepted into the program.
- Enter into a written agreement with the pupil and the pupil's parent or guardian outlining the objectives of the course, the timeline for completion of the course, and the method by which the progress of the pupil will be assessed.
- The consent form needs to be signed and the student will create an account in the SIS and request the desired course.
- The school counselor will review the student's academic information, verify that the student selected the appropriate course, and then electronically approve (confirm) the student for enrollment.
- The distance education program staff will then enroll the student in the virtual course.
- Upon enrollment, the student will be directed to the Student Orientation course if it is the first time the student takes a virtual course with the program. The Orientation is available to all students upon logging into the software program.
- Upon completion of the course, the school will generate a transcript reflecting the student name, course taken, and final grade.

- The distance education course grade will be entered for each student on Infinite Campus and the school registrar will designate the courses as a distance education course on the transcript by adding a unique code (the course may be DE or 01 at the end of the course code or name).
- 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.

This question is not applicable as YWLA is not affiliated with a CMO or EMO that operates distance education 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 SB 208 (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.

YWLA will utilize a wide range of communication modalities to share its mission openly, and without bias, for the purpose of recruiting current students who would benefit from distance education courses for students in need of credit recovery, academic enrichment, or electives that would otherwise not be available.

Utilizing both traditional and digital media, YWLA will be capable of more open communication to, and greater access for, interested students already enrolled and families, as messages can be targeted for specific needs, such as disability, academic struggle, family poverty, or other extenuating circumstances. Specifically, YWLA will communicate its mission and distance education opportunities for students through the following mediums:

- *Social Media* – Messages will be posted on social media platforms such as Facebook, Twitter, and Instagram.
- *Direct Mail* – Direct mail will be used to target those students enrolled in the target grade levels in the near-campus area. Mailers will be done in English and Spanish to reflect the needs of the community.
- *Mobile Campaigns* – YWLA will utilize the latest technologies to message mobile devices either through search, social media, or geo-targeted messages.
- *Open Houses* – YWLA will hold regular open houses to welcome students, parents, and guardians interested in touring the school and learning more about its highly engaging education.
- *Community Outreach* – YWLA will participate in community events and meetings to share its message and to make the YWLA staff available for questions and comments. YWLA is a part of the community, and YWLA seeks to help those in the community who are in need, by providing quality education options and by participating in community outreach.

- 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.

Current students will be selected based on their academic needs. Students in need of a credit recovery course, acceleration courses, or a course not regularly offered at the school will be able to take the course through the distance learning program on a part-time basis. Because students are only eligible to participate in the proposed distance education courses who are already enrolled, there will not be a separate calendar or lottery for the distance education program. Furthermore, there is no application process for the distance education program because students who are eligible must already be currently enrolled.

- 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?

Because students are only eligible to participate in the proposed distance education courses who are already enrolled and will be selected to participate in distance education based on their individual academic needs, there are no enrollment targets or re-enrollment targets for the distance education program. Students will be selected to participate on a case-by-case individualized process.

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.

The leadership team will use iReady and SBAC assessment data systems to determine a student's eligibility to participate in virtual coursework. YWLA's Governing Board submits to a yearly financial audit by an independent third-party auditor and YWLA will use the audit data to determine the school's ability to provide distance education courses. YWLA's board will seek training at least twice per year for four (4) hours total regarding virtual learning.

- 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.

YWLA will utilize its existing technology infrastructure and support mechanisms across the school, staff, and teacher and no new investments are necessary to support distance education. YWLA will utilize the following existing infrastructure and support mechanisms:

- Internet will be provided by a reliable Internet Service Provider protected by an enterprise router.
- Local area networking is provided by managed switches and wireless access points.
- Each teacher will have one teacher computer and a 1:1 student to computer ratio in the classroom. Each office staff member will have a computer to utilize. There will be one computer lab and at least one laptop cart.
- YWLA will contract with its service provider, Intellatek, for support in device management and user support.

The NDE-approved distance education providers, Accelerate Education, eDynamic, and Flex Point Education Cloud, all provide the servers that currently contain the production systems (curriculum) and data that are in a highly-secured off-site collocation center (IOData). Physical access to the systems is restricted to essential personnel only.

The IOData facilities have guarded site access:

- Only pre-authorized personnel may enter the parking area (access-card and human guard to compare face to card photo);
- The facility exterior door requires card-scan plus key-code;

- Interior “man-trap” door requires keycard and retina eye-scan to permit entry to server floor;
- Additional card scans required to reach rack cages; and
- Racks are locked with combination door locks.

Electronic access to server systems by developer and operations employees require approved secured and encrypted VPN access, followed by ID and password access to individual server systems. Data on database systems are encrypted and secured and can only be access via secure credentials.

Because YWLA teachers will be utilizing distance education courses to enhance and supplement existing YWLA educational model and programs, they will align with the mission and vision of YWLA. Distance Education is not a means to replace any existing programs or curriculum.

It is expected that the distance education program will be available for current students at YWLA’s existing campus beginning with the 2023-24 school year or as soon thereafter as approved by NDE.

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.

YWLA will utilize its existing technology infrastructure and support mechanisms across the school, staff, and teacher and no new investments are necessary to support distance education. YWLA will utilize the following existing infrastructure and support mechanisms:

- Internet will be provided by a reliable Internet Service Provider protected by an enterprise router.
- Local area networking is provided by managed switches and wireless access points.
- Each teacher will have one teacher computer and a 1:1 student to computer ratio in the classroom. Each office staff member will have a computer to utilize. There will be one computer lab and at least one laptop cart.
- YWLA will contract with its service provider, Intellatek, for support in device management and user support.

The NDE-approved distance education providers, Accelerate Education, eDynamic, and Flex Point Education Cloud, all provide the servers that currently contain the production systems (curriculum) and data that are in a highly-secured off-site collocation center (IOData).

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

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

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.

- 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.
- 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 monitors 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**

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

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**

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

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**

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

**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 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.
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) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) 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 questions in this section do not pertain to this requested amendment and are therefore, not applicable.

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.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

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

Year						
Enrollment						



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

Year						
Enrollment						

**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.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).

During its inaugural school year in 2022-23, YWLA was authorized by the SPCSA to enroll students in grades 6 and 9 only. In its upcoming school year in 2023-24, YWLA is authorized by the SPCSA to enroll students in grades 6 and 9 in addition to the inaugural year’s students progressing to grades 7 and 10. In the subsequent school year of 2024-25, YWLA would have then added students in grades 8 and 11 as the prior year’s students advanced.

However, due to the recent decision to close the Girls Empowerment Middle School (GEMS) at the end of the 2022-23 school year, YWLA now requests approval from the SPCSA to open enrollment in grade 8 in the upcoming 2023-24 school year, one year earlier than anticipated under its current charter agreement. This approval would provide an opportunity for 7<sup>th</sup> grade students currently attending GEMS to continue their matriculation in a similar educational model. The approval would also permit additional disadvantaged students attending underperforming middle schools in the target zip codes with a new school choice opportunity in their community.

**Table 17** below compares YWLA’s currently-approved enrollment with YWLA’s proposed enrollment for the 2023-24 school year with the addition of the 8<sup>th</sup> grade class. However, given both the successes and challenges of student recruitment from our initial year, YWLA does not believe it would be responsible to attempt to open 8<sup>th</sup> grade at its previously anticipated full capacity of 900 students. Instead, YWLA requests to open a single classroom of twenty-five (25) 8<sup>th</sup> grade students. This will permit our model to sustain growth over time, ensuring the schools does not outpace the seats we can reasonably expect to fill.

Table 17. 2023-24 Enrollment Comparison

Grade Level	Number of Students	
	2023-24 Approved Enrollment	2023-24 Proposed Enrollment
6	90	90
7	90	60
8	-	30
9	60	60
10	60	60
11	-	-
12	-	-
<b>Total</b>	<b>300</b>	<b>300</b>

As indicated in the attached budget, YWLA is currently operating within its model, is or will be staffed appropriately to do so, and is financially viable at the planned enrollment numbers in grades 6 through 10 identified in **Table 14** above.

- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?

As YWLA did not open until the 2022-23 school year, YWLA has neither received a star rating for the 2018-19 school year nor received a NSPF index score for the 2021-22 school year.

However, YWLA does seek to ensure that student performance is carefully monitored, tracked, and addressed at the individual and sub-group level. In addition to core content, students at YWLA engage in both a reading skills and math skills course each day. During these courses, students are provided leveled support to remediate, extend, or deepen instructional knowledge, in addition to grade-level content in core classes. With expanded enrollment into the 8<sup>th</sup> grade, YWLA will continue this process in all grade levels, using data to drive instruction and respond to gaps in real-time.

YWLA acknowledges that staff training and onboarding, robust systems for student data and support, collaboration with colleagues, and strong peer-leadership will be necessary to ensure all grade levels are running effectively for student success. YWLA believes it has the necessary systems in place in order to ensure a manageable, small school community that can continue to grow and thrive as it builds teacher capacity, administrative and institutional knowledge, and continued communities of support.

- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

YWLA is proud to be a fully restorative school, with far-reaching restorative practices that happen in every classroom, every day. To date, we have not expelled, suspended, RPC-ed, or otherwise needed to formally discipline any student. We do not have in-school suspension, detention, or other programs that remove students from learning. This is made possible by a robust system of restorative practices, including daily morning circles, daily closing circles, a weekly restorative circle in each homeroom, de-escalation and trauma-informed trainings for staff, restorative circles and reintegration circles, systems of support and intervention that restore students to learning quickly, a calming room on campus, and more. We also teach both explicit and curriculum-embedded social-emotional learning skills, weaving opportunities for growth and learning into the day, as well as restorative practices.

## 8. RFA: Lottery: Change(s) in Charter Lottery Policy

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract.

To incorporate a weighted lottery program, a Request For Amendment must present, in at least three to five narrative pages, plus any spreadsheet, a description of the following:

1. The current academic model including current student demographics and academic performance, including performance by student group,
2. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,
3. How the school will ensure strong academic results for all students, including any adjustments to the school model and/or staffing to account for expected changes in student demographics,
4. A summary of the current fiscal state of the school under the current model, such as by a copy of the current school budget, and
5. A summary of the projected fiscal impact to revenues, expenditures, reserves, and surplus (deficit).

Additionally, include a copy of the current lottery policy as well as a copy of the charter school board-approved, proposed weighted lottery policy.

The draft of your proposed lottery policy must include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to [NRS 388A.456](#) and/or [R131-16](#). If your school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.

Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?

Attach a revised student enrollment form to be used under the proposed policy<sup>9</sup>.

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<sup>9</sup> Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

## Facility RFAs

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

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. 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.
- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

### 10. **RFA: Occupy New or Additional Sites (NAC 388A.315)**

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. 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.

### 11. **RFA: Occupy a Temporary Facility**

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. 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.

### 12. **RFA: Relocate or Consolidate Campuses**

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. 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.

## General Facility RFA requirements

The questions in this section do not pertain to this requested amendment and are therefore, not applicable

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. List names and roles of any parties which could be deemed financially interested and describe the potential or actual interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.
4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.
  - a) Current Ratio (CR)
  - b) Unrestricted Days Cash on Hand (UDCOH)
  - c) Cash Flow (CF)
  - d) Debt to Asset Ratio (D/A)
  - e) Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)
5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:
  - 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 and all other documentation required pursuant to NAC 388A.315 ("Request to occupy new or additional facility"). Include notations of all included campus facilities with a table or statement describing the square footage of the facility AND an assurance the school will submit any final versions of the documentation called for here and in NAC 388A.315.
    - i) Include conditioned space square footage, total campus acreage acquired / under control of the school. (Do not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)
  - 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) The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.
  - i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate “N/A”...If the school is managing the tenant improvements, then provide 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 388A.315388A.315 as an **Attachment** \_\_\_\_.
  - j) A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
6. 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 388A.315 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 388A.315 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 388A.315 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 388A.315 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 388A.315 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 388A.315 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 388A.315 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 388A.315 as an **Attachment** \_\_\_\_.
- h) The organization’s plans/methods to finance these facilities, including:
- i) Whether the school is seeking:
- (1)  A loan (CDFI or other),
- (a)  For Construction financing,
- (b)  For Permanent financing,
- (c)  Refinancing
- (2)  Bond Financing,
- (a)  For Construction financing,
- (b)  For Permanent financing,
- (c)  Refinancing
- (d)  Tax-exempt
- (e)  Rated
- (f)  Privately placed
- (1) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).
- (2) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
- i) Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
- j) What is the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”)?
- i) State the planned total classroom student capacity of the new facilities (e.g., “24,750 sq. ft. total planned for up to 450 students at 55 square feet per pupil”).
- k) Will the financing/refinancing trigger any prepayment penalties?  Yes,  No.
- i) If “Yes,” describe the amount.
- l) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction?  Yes,  No. If so, please identify the parties and describe the interest(s).
- m) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
- n) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.

- o) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
  - p) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
  - q) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
  - r) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
7. For schools which are seeking to occupy multiple facilities over several years, 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 388A.315 as part of an **Attachment** \_\_\_\_\_. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, 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 388A.315 as part of **Attachment** \_\_\_\_\_.



## **Facility RFA Attachments required**

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

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 Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
  3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
  4. If a facility has been identified, 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 OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315.
  5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR 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 388A.315
  6. If a facility has been identified, 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** OR, if a facility has not been identified, 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 388A.315
  7. If a facility has been identified, 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 OR 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 388A.315
  8. Full Certificate of Occupancy OR 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 388A.315
  9. 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 OR 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 388A.315.
  10. 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 388A.315
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### 13. RFA: Transportation

The questions in this section do not pertain to this requested amendment and are therefore, not applicable.

1. See (NAC 388A.330(4)).
2. Describe the school's plan for transportation. Be sure to include:
  - The number of students to receive transportation, including their grades
  - The hours transportation is to be provided
  - The physical location(s) proposed as pick-up and drop-off locations
  - The entity/vendor providing transportation
3. Provide a statement of assurance confirming that the Charter School has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
  - The proposed schedule for practicing student evacuation
  - A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

### 14. Change of incorporation status

Not applicable to this amendment application.

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

### 15. RFA: Other Changes

Not applicable to this amendment application.

1. **For certain other RFA requests**
  - a. See NAC 388A.330
  - b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.
2. **For all other RFA requests not otherwise described**
  - a. See NAC 388A.335
  - b. Complete all applicable sections above, general and specific
3. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is “material or strategically important”, pursuant to NRS 388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.
  - a. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

#### 4. **Nonmaterial amendments**

- a. NAC 388A.335(2)
- b. For all other RFA requests not otherwise described in NAC 388A.335
- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.



## NOTICE OF PUBLIC MEETING of the Board of Directors of Young Women's Leadership Academy of Las Vegas

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NOTICE IS HEREBY GIVEN THAT THE BOARD OF DIRECTORS OF YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS, A PUBLIC CHARTER SCHOOL, WILL CONDUCT A PUBLIC MEETING ON MAY 18, 2023 BEGINNING AT 2:30 P.M. VIA ZOOM WEBINAR. THE PUBLIC IS INVITED TO ATTEND.

JOIN ZOOM MEETING:

<https://us02web.zoom.us/j/81614000025> or via phone +16694449171 +16699009128

ATTACHED HERETO IS AN AGENDA OF ALL ITEMS SCHEDULED TO BE CONSIDERED.

**PLEASE NOTE:** THE BOARD OF DIRECTORS OF YOUNG WOMEN'S LEADERSHIP ACADEMY MAY 1) TAKE AGENDA ITEMS OUT OF ORDER; 2) COMBINE TWO OR MORE ITEMS FOR CONSIDERATION; OR 3) REMOVE AN ITEM FROM THE AGENDA OR DELAY DISCUSSION RELATED TO AN ITEM AT ANY TIME.

REASONABLE EFFORTS WILL BE MADE TO ASSIST AND ACCOMMODATE PHYSICALLY DISABLED PERSONS DESIRING TO ATTEND OR PARTICIPATE AT THE MEETING. ANY PERSONS REQUIRING ASSISTANCE MAY CONTACT DENA THOMPSON AT (702) 431-6260 OR [DENA.THOMPSON@ACADEMICANV.COM](mailto:DENA.THOMPSON@ACADEMICANV.COM) AT LEAST TWO BUSINESS DAYS IN ADVANCE SO THAT ARRANGEMENTS MAY BE MADE.

DENA THOMPSON IS THE CONTACT PERSON FOR THE MEETING AGENDA, SUPPORT MATERIALS, AND MINUTES. THE MATERIALS ARE AVAILABLE VIA EMAIL AT [DENA.THOMPSON@ACADEMICANV.COM](mailto:DENA.THOMPSON@ACADEMICANV.COM), BY VISITING THE SCHOOL'S WEBSITE AT [HTTPS://WWW.YWLALV.ORG/](https://www.ywla.lv.org/), OR AT 6630 SURREY ST., LAS VEGAS, NV 89119. FOR COPIES OF THE MEETING AUDIO, PLEASE EMAIL [DENA.THOMPSON@ACADEMICANV.COM](mailto:DENA.THOMPSON@ACADEMICANV.COM).

PUBLIC COMMENT MAY BE LIMITED TO THREE MINUTES PER PERSON AT THE DISCRETION OF THE CHAIRPERSON. **PLEASE EMAIL [DENA.THOMPSON@ACADEMICANV.COM](mailto:DENA.THOMPSON@ACADEMICANV.COM) TO SUBMIT OR SIGN UP FOR PUBLIC COMMENT IN ADVANCE.** PUBLIC COMMENT CAN ALSO BE MADE IN PERSON AT THE MEETING.

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# Attachment 01 - Board Meeting Agenda & Minutes



Young Women's  
**Leadership Academy**  
OF LAS VEGAS

The Young Women's Leadership Academy (YWLA) was established to nurture the intellectual curiosity and creativity of young women and to address their development needs. We cultivate dynamic, participatory learning, enabling students to experience great success at many levels, especially in the fields of math, science, and technology. Students are encouraged to achieve their personal best in and out of the classroom. YWLA strives to work with families and instill in the students a sense of community, responsibility, and ethical principles of behavior – characteristics that will help make them become leaders of their generation.

## BOARD OF DIRECTORS

**GUNLEK RUDER – Board Chair**

**MALA PANDAY – Board Vice Chair**

**ZAC HUDSON – Board Secretary**

**OLIVIA CARBAJAL – Board Treasurer**

**ROBERT GOLDSTEIN – Board Member**

**RAEANN BARNES – Board Member**

**ALEX BERNAL – Board Member**

**WHITNEY MCINTOSH – Principal**

**SARAH BOLDIN – Student Leadership Network**

## **MEETING OF THE BOARD OF DIRECTORS**

**MAY 18, 2023**

## **AGENDA**

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### **1. OPENING EXERCISES**

- a. CALL MEETING TO ORDER AND ROLL CALL

### **2. PUBLIC COMMENT**

*(NO ACTION MAY BE TAKEN ON A MATTER RAISED UNDER THIS ITEM OF THE AGENDA UNTIL THE MATTER ITSELF HAS BEEN SPECIFICALLY INCLUDED ON AN AGENDA AS AN ITEM UPON WHICH ACTION WILL BE TAKEN.)*

# Attachment 01 - Board Meeting Agenda & Minutes



Young Women's  
**Leadership Academy**  
OF LAS VEGAS

**3. CONSENT AGENDA** (FOR POSSIBLE ACTION) *(ALL ITEMS LISTED UNDER THE CONSENT AGENDA ARE CONSIDERED ROUTINE AND WILL BE ENACTED BY ONE MOTION. THERE WILL BE NO SEPARATE DISCUSSION OF THESE ITEMS UNLESS A BOARD MEMBER OR MEMBER OF THE PUBLIC SO REQUESTS, IN WHICH CASE THE ITEM(S) WILL BE REMOVED FROM THE CONSENT AGENDA AND CONSIDERED ALONG WITH THE REGULAR ORDER OF BUSINESS.)*

- a. APPROVAL OF MINUTES FROM THE APRIL 13, 2023 BOARD MEETING
- b. ACCEPTANCE OF AB 495 SUBGRANT FUNDS
- c. ACCEPTANCE OF GRANT FUNDS FROM FUNNY GIRLS

**4. ACTION & DISCUSSION ITEMS** *(ACTION MAY BE TAKEN ON THOSE ITEMS DENOTED "FOR POSSIBLE ACTION")*

- a. PRINCIPAL UPDATE BY PRINCIPAL McINTOSH (FOR DISCUSSION)
- b. MARKETING UPDATE (FOR DISCUSSION)
- c. REVIEW AND APPROVAL OF THE REVISED YWLA 2023/2024 ACADEMIC CALENDAR (FOR POSSIBLE ACTION)
- d. FINANCIAL PERFORMANCE (FOR DISCUSSION)
- e. DISCUSSION REGARDING THE SELECTION OF AN AUDITING FIRM (FOR POSSIBLE ACTION)
- f. DISCUSSION REGARDING TRANSPORTATION (FOR DISCUSSION)
- g. REVIEW AND APPROVAL OF THE MOU WITH STUDENT LEADERSHIP NETWORK (FOR POSSIBLE ACTION)
- h. DISCUSSION AND POSSIBLE ACTION TO APPROVE FILING AN OUT-OF-CYCLE CHARTER AMENDMENT AND GOOD CAUSE EXEMPTION LETTER TO a) ADD 8<sup>TH</sup> GRADE FOR THE 2023/2024 SCHOOL YEAR, b) REDUCE ENROLLMENT FOR THE 2023/2024 SCHOOL YEAR, AND c) ADD DISTANCE/VIRTUAL EDUCATION (FOR POSSIBLE ACTION)
- i. APPROVAL OF YWLA NDE DISTANCE EDUCATION PROGRAM APPLICATION (FOR POSSIBLE ACTION)

**5. ANNOUNCEMENTS AND NOTIFICATIONS**

- ACADEMICA SURVEY REMINDER

**6. PUBLIC COMMENT**

*(NO ACTION MAY BE TAKEN ON A MATTER RAISED UNDER THIS ITEM OF THE AGENDA UNTIL THE MATTER ITSELF HAS BEEN SPECIFICALLY INCLUDED ON AN AGENDA AS AN ITEM UPON WHICH ACTION WILL BE TAKEN.)*

**7. ADJOURN MEETING**

THIS NOTICE AND AGENDA HAS BEEN POSTED ON OR BEFORE 9 A.M. ON THE THIRD WORKING DAY BEFORE THE MEETING AT THE FOLLOWING LOCATIONS:

- 1) [HTTPS://WWW.YWLALASVEGAS.ORG](https://www.ywlalasvegas.org)
- 2) 3415 S. MOJAVE RD., LAS VEGAS, 89121
- 3) [HTTPS://NOTICE.NV.GOV/](https://notice.nv.gov/)

# Attachment 01 - Board Meeting Agenda & Minutes

## MINUTES OF THE MEETING OF THE YOUNG WOMEN'S LEADERSHIP ACADEMY BOARD OF DIRECTORS MAY 18, 2023

The Board of Directors of Young Women's Leadership Academy held a public meeting on May 18, 2023 at 2:30 p.m. via Zoom meeting.

### 1. CALL MEETING TO ORDER AND ROLL CALL

The meeting was called to order by Member Ruder at 2:33 p.m. Present were Board members Gunlek Ruder, Zac Hudson, Robert Goldstein, and Raeann Barnes.

Members Mala Panday, Olivia Carbajal, and Alex Bernal were not present.

Also present were Principal Whitney McIntosh, David Blodgett, and Ricky Gourrier; as well as Academica representatives Paul Ballou, Sheri Cooper, Carlos Segrera, Colin Bringhurst, Jen Ranney, and Bryce Thiriot were also in attendance.

### 2. PUBLIC COMMENT

There was no public comment.

### 3. CONSENT AGENDA

#### a. APPROVAL OF MINUTES FROM THE APRIL 13, 2023 BOARD MEETING

#### b. ACCEPTANCE OF AB 495 SUBGRANT FUNDS

#### c. ACCEPTANCE OF GRANT FUNDS FROM FUNNY GIRLS

**MEMBER HUDSON MOVED TO APPROVE THE CONSENT AGENDA. MEMBER GOLDSTEIN SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

### 4. ACTION & DISCUSSION ITEMS

#### a. PRINCIPAL UPDATE BY PRINCIPAL MCINTOSH

Principal McIntosh addressed the Board to outline the agenda for the principal report. She reviewed the Young Women's Leadership Academy (YWLA) mission statement and emphasized the importance of building traditions and rituals within the YWLA community. She highlighted the morning huddle where priorities were discussed to foster a sense of community among the scholars and build connections with families. The school had prioritized strong academics and hands-on activities for STEAM (Science, Technology, Engineering, Arts, and Math) education.

Principal McIntosh outlined celebrations from the first year of YWLA. The school was nominated to be the middle school of the year in the entire state by Junior Achievement. They also had numerous cultural experiences and events, including a visit from Member Bernal, who shared stories with the scholars. The school also emphasized citizenship education by replicating the voting process on campus, allowing scholars to run their own voting. Principal McIntosh stated that the staff participated in weekly professional development (PD) sessions

## Attachment 01 - Board Meeting Agenda & Minutes

and external PD sessions conducted by the Student Leadership Network (SLN). The school had also prioritized safety and development and had participated in the Girls on the Run program.

Principal McIntosh introduced a data analysis related to growth scores. She explained that the data represented winter assessment scores at the bottom and spring scores at the top. The scores were presented in percentiles, with red indicating areas where scholars faced challenges and blue representing areas of high achievement. McIntosh encouraged the board members to compare the scores in different grade levels and take a few moments to review the data.

Principal McIntosh provided an overview of the Language Arts performance. In 9th grade, there was a 2% decrease in the red category, while sixth grade experienced a 9% drop in the same category. She highlighted the transition of several scholars from red to orange in 9<sup>th</sup> grade and an increase in the yellow category. Member Ruder asked if there was a way to benchmark the data using NWEA, and Principal McIntosh explained that comparative reports were available to compare the school's performance nationally. Member Ruder stressed the importance of contextualizing the data and ensuring that our school outperformed its peer group.

Principal McIntosh reviewed the 9th grade math data, noting that the 6th grade data was not yet available. She stated that overall, it was an area of growth for YWLA. Member Ruder expressed concern about the amount of red in the math category and reiterated the need for comparative data to gauge performance against benchmarks and the local community. Principal McIntosh acknowledged the request and expressed her willingness to explore comparative data.

Member Goldstein raised concerns about addressing significant issues and adding value to help students improve. He asked how to provide extra support and counseling to students to improve the educational experience. Principal McIntosh acknowledged the importance of growth and outlined the use of NWEA data to determine average growth percentages. She explained that YWLA provided a double dose of instruction for struggling students, provided small group instruction, and the utilization of data and tools to identify and address skill gaps. Member Goldstein suggested grouping students based on their levels and providing peer support. Principal McIntosh explained different ways to group, including separate classes or mixed groups with peer support. Member Ruder emphasized the need for incremental improvement over time to ensure that students were fully prepared for college. He expressed the board's commitment to changing students' lives by providing them with the resources and encouraged Principal McIntosh to clearly communicate the school's needs.

Principal Whitney McIntosh provided an update on enrollment and recruitment efforts. There had been significant growth in enrollment since the last board meeting. Currently, there were 110 applications, and out of those, 80 scholars had completed the registration process, which was considerably higher than the previous year. She stated that there were 23 applications specifically for the eighth-grade class which had not been included in the 110 applications. She noted that they were getting closer to the break-even number of 135 enrolled students for the 23-24 school year. If the 23 eighth-grade scholars were admitted, they would be approximately 10 scholars away from meeting the enrollment target.

Member Ruder clarified that the break-even number had been 150; however, following favorable funding news from the Nevada State Legislature, the break-even number had been reduced. He noted that the 23 8th grade applications would not fully count towards the 135 enrollment goal because additional expenses would be incurred to accommodate the 8th grade



## Attachment 01 - Board Meeting Agenda & Minutes

class. Member Ruder mentioned the efforts made by YWLA to find a new school for the scholars affected by GEMS charter school closure. Principal McIntosh stated that YWLA had been working closely with GEMS and hosting their scholars for tours and recruitment activities. She reviewed the success of recruitment efforts, including canvassing with GEMS scholars, partnering with academic organizations to bring scholars to YWLA for tours, and running effective Facebook ads. She noted that the current 8th grade class was about 90% GEMS scholars.

Member Ruder asked how YWLA handled language barriers, especially with families whose primary language was Spanish. Principal McIntosh explained that the new office manager was bilingual. When translation support was needed, the office manager assisted with translations, which had been well-received by families. She stated that the recruitment team had spent around 107 hours on student recruitment, community partnerships, and staff recruitment.

Principal McIntosh reviewed upcoming events. Next week would be the last week of school, with half-day schedules with May 26 the end of the first year for YWLA. Principal McIntosh stated that the school had been selected for a Federal audit by CSP, the funding provider, which would audit YWLA on their goals and partnership with the Federal Government to ensure continued funding. She noted that it was an honor to be chosen for this audit. She outlined the summer planning, including Professional Development Series for the leadership and support team, a summer retreat, and various professional development activities. The focus would be on building urgency, mission-minded readings for support staff, using resources like Disney's "Into the Magic Kingdom" to improve customer service, and utilizing materials like "Teach Like a Champion" for teachers to enhance strategies and classroom management.

Member Ruder commended Principal McIntosh and her staff for their hard work during the first school year. He asked about maintaining momentum and engagement with existing and new scholars during the summer. Principal McIntosh explained that they planned to have monthly events and were exploring hosting a free summer camp in collaboration with the YMCA to keep families connected and involved. They were also considering grants and phone calls from the registrar to ensure continued communication. She concluded by noting the availability of social media and media coverage for updates on the school.

### **b. MARKETING UPDATE**

Mr. Bryce Thiriot addressed the Board and reviewed the marketing efforts for YWLA. They were working with a third-party vendor called the Bloomwell group to assist with social media and ads for enrollment. Currently, there were seven digital billboards running around town, generating leads for the school. They were also considering creating a waitlist by reaching out to students from sister schools who were still waiting for admission. Mr. Thiriot stated that transportation and improving the school's signage and visibility were topics discussed during the weekly marketing meetings.

### **c. REVIEW AND APPROVAL OF THE REVISED YWLA 2023/2024 ACADEMIC CALENDAR**

Principal McIntosh reviewed the revision to the calendar. Spring break had been moved to align with the Clark County School District (CCSD) spring break. She stated that March 29<sup>th</sup> and April 1<sup>st</sup> had been changed to be a PD day and a contingency day. She noted that CCSD and surrounding charter schools had those two days off. Member Ruder asked if the change would

## Attachment 01 - Board Meeting Agenda & Minutes

cause school to extend to after Memorial Day. Principal McIntosh explained that the May 30<sup>th</sup> contingency date had been moved to March 29<sup>th</sup> and April 1<sup>st</sup> had been a non-school day.

**MEMBER GOLDSTEIN MOVED TO APPROVE THE REVISED YWLA 2023/2024 ACADEMIC CALENDAR. MEMBER BARNES SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

### **d. FINANCIAL PERFORMANCE**

Ms. Sheri Cooper addressed the Board and provided a financial update for YWLA through March 2023. She explained that not much had changed since the February projections. The current ratio showed a slight improvement. Cash reserves had increased, and accounts payable had decreased, bringing the metric to .78 which was closer to the desired 1.1 level. Member Ruder asked about a submission to the CSP for reimbursement, which would be delayed until July. Ms. Cooper stated that it could be recorded as grant revenue in the current fiscal year because the expenses were incurred in the same year. The unrestricted days cash on hand was reported as 30.48 days, which was within the desired range for a first-year school. The enrollment forecast had been updated to 52.64%, indicating a slight decrease in the third quarter. The total margin was in the positive, which met the requirement.

Ms. Cooper reviewed grants awarded to the school, noting that more grants had been submitted in April and would be reflected in the upcoming report. The income statement showed minimal changes from February, with expenses under control. She noted that the support materials provided detailed explanations of line items and variances. Member Goldstein asked for confirmation that the breakeven for enrollment was 135, to which Member Ruder replied in the affirmative. Principal McIntosh reviewed the grant funds received for the 2022/2023 school year.

### **f. DISCUSSION REGARDING TRANSPORTATION**

Principal McIntosh stated that surveys had been conducted with current and new families to understand the potential impact of providing transportation. Last year, when the school transitioned to a new location, they lost a significant number of families, with 80% of them citing transportation as the reason. They were able to regain some families who expressed interest in applying for the upcoming school year. To gather more information and insights, David Blodgett, the school leader of Nevada Prep, who had experience with providing transportation, was invited to share his experiences and options. Additionally, there were potential legislative updates on transportation that would be presented.

Mr. Ricky Gourrier addressed the board and reviewed various legislative updates related to educational funding and transportation. The Democratic Legislature had added an additional \$250 million to per pupil funding, but the exact numbers were yet to be determined. He noted that the Governor had threatened to veto the budget if his priorities were not included. Mr. Gourrier reviewed five bills of interest. These included a restorative justice bill, a bill for free lunch and breakfast for all students, an omnibus education bill with provisions for charter schools, a bill for teacher support and raises, and a summer school bill. He provided insights into the progress and potential changes in each bill. He noted that transportation funding and facility funding for charter schools were unlikely to be included in the final legislation. Member Ruder asked for information on the expected per pupil funding increase. Mr. Gourrier stated that it had

## Attachment 01 - Board Meeting Agenda & Minutes

been estimated to be around \$2000; however, additional funds had been added which would bring the total to closer to \$2250.

Mr. David Blodgett addressed the board and provided an overview of offering a transportation service for the charter school. He emphasized that implementing transportation could help reduce chronic absenteeism and boost enrollment. Mr. Blodgett highlighted the challenges involved, such as paperwork, inspections, and bus procurement. He stressed the importance of launching the program soon to offer transportation for the 23/24 school year. Two options were presented: partnering with an independent provider for full support or building an in-house program. Each option was discussed, considering factors like flexibility and cost considerations.

Principal McIntosh asked Mr. Blodgett to review the costs associated with running a transportation program. Mr. Blodgett estimated that the program could be implemented at a cost of \$800-900 per student and offered to share detailed cost information from his own school program. Member Goldstein inquired about the validation of the program's value. Principal McIntosh responded that it would not only increase enrollment but also improve attendance. Member Goldstein proposed conducting a simple cost-benefit analysis to assess the financial implications. He suggested considering the annual cost, the number of students who could benefit, and offsetting it against available funding. Member Goldstein acknowledged potential expenses like drivers and insurance, emphasizing the need to determine the cost-benefit ratio and the duration of the commitment. He recommended a mathematical approach to estimate student participation and associated costs, enabling the board to make an informed decision.

Member Ruder highlighted the importance of ensuring students' daily attendance, as funding was based on average daily enrollment rather than a single count day in October. The discussion further explored topics such as bus routes, consolidation for increased efficiency, and determining the break-even point in terms of the number of students required to cover bus costs. Member Ruder concluded that the next steps involved collaborating with the finance team to determine the number of students and establish a reasonable financial range for implementing the transportation system. This collaborative effort would help the board move forward in implementing the transportation program effectively.

### **g. REVIEW AND APPROVAL OF THE MOU WITH STUDENT LEADERSHIP NETWORK**

**THIS ITEM WAS TABLED.**

### **h. DISCUSSION AND POSSIBLE ACTION TO APPROVE FILING AN OUT-OF-CYCLE CHARTER AMENDMENT AND GOOD CAUSE EXEMPTION LETTER TO a) ADD 8<sup>TH</sup> GRADE FOR THE 2023/2024 SCHOOL YEAR, b) REDUCE ENROLLMENT FOR THE 2023/2024 SCHOOL YEAR, AND c) ADD DISTANCE/VIRTUAL EDUCATION**

Principal McIntosh stated that YWLA would need to submit an amendment to add an 8th-grade level and offer virtual education. The school had received 23 applications for 8th grade, and it was necessary to include this grade to accommodate the interested students. Member Ruder shared that the break-even point for adding the 8th grade would be when there are at least 15 students enrolled. Mr. Paul Ballou addressed the Board and stated the school had previously adjusted the enrollment numbers for the 22/23 school year; however, the subsequent years had not been adjusted. He explained that the finance department was waiting to receive the final funding numbers to determine the enrollment break-even point for the

## Attachment 01 - Board Meeting Agenda & Minutes

upcoming budget. Ms. Jen Ranney addressed the Board and explained that providing virtual education would not only provide opportunities for credit retrieval but also potentially enable students to take advanced placement (AP) courses.

**MEMBER GOLDSTEIN MOVED TO APPROVE GOING FORWARD WITH THE AMENDMENT TO ADD 8<sup>TH</sup> GRADE AND TO ADD DISTANCE AND VIRTUAL EDUCATION TO THE CHARTER. MEMBER BARNES SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**i. APPROVAL OF YWLA NDE DISTANCE EDUCATION PROGRAM APPLICATION**

**THIS ITEM WAS TABLED.**

**e. DISCUSSION REGARDING THE SELECTION OF AN AUDITING FIRM**

Mr. Segrera stated that an annual independent audit was required as part of the charter agreement. The State of Nevada had limited the selection of auditors to a list of ten. Preliminary discussions had been held with two audit firms, BDO and Reuben Brown, which Academica had worked with before. The board needed to decide whether they were familiar with any other auditors or would like to explore further discussions with the two mentioned firms. He mentioned that the audit cost for a school the size of YWLA would be around \$15,000 to \$20,000. Member Ruder clarified that no action could be taken immediately, but the audit process should not be delayed. A quick call could be arranged outside the regular meeting calendar to approve the auditor.

**5. ANNOUNCEMENTS AND NOTIFICATIONS**

There were no announcements.

**6. PUBLIC COMMENT**

There was no public comment.

**7. ADJOURN MEETING**

**THE MEETING WAS ADJOURNED AT 4:10 P.M.**

**APPROVED ON:**

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**SECRETARY OF THE BOARD OF DIRECTORS  
YOUNG WOMEN'S LEADERSHIP ACADEMY**

## Attachment 02 - Budget Narrative

### Young Women’s Leadership Academy (YWLA) Budget Narrative

The following narrative provides an overview of YWLA projected revenue and expenses.

#### Revenue

##### **Per-Pupil Revenue:**

The budget created for YWLA includes the per-pupil revenue assumption of \$8,966 for the 2023-2024 fiscal year of operation. Assumption of \$8,966 was based on the adjusted per pupil funding amount in Clark County shown in the following table found in Senate Bill No. 503:

5. For each charter school or university school for profoundly gifted pupils, the statewide base per pupil funding amount for each pupil enrolled full-time in a program of distance education provided by such a school in Fiscal Year 2023-2024 is \$8,966. For each charter school or university school for profoundly gifted pupils which provides in-person instruction in each of the respective counties, the adjusted base per pupil funding amount for Fiscal Year 2023-2024, before application of the appropriate attendance area adjustment, is:

Carson City	\$8,966
Churchill	\$8,966
Clark	\$8,966
Douglas	\$8,966
Elko	\$8,966
Esmeralda	\$8,966
Eureka	\$8,966
Humboldt	\$8,966
Lander	\$8,966
Lincoln	\$8,966
Lyon	\$8,966
Mineral	\$8,966
Nye	\$8,966
Pershing	\$8,966
Storey	\$8,966
Washoe	\$8,966
White Pine	\$8,966

##### **National School Lunch Program (NSLP):**

The budget created YWLA includes an assumptive NSLP reimbursement rate of \$4.3 per eligible student for lunch and \$2.26 per eligible student for breakfast, for 180 school days. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost, or free lunches to children each day.

##### **Special Education Funding (Part B):**

Anticipated \$1,017 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year. Student SPED counts are budgeted on the current actual percentage of SPED students

##### **SPED Discretionary Unit:**

Anticipated \$3,000 per SPED student – Revenue is budgeted based upon prior year SPED counts.

## Attachment 02 - Budget Narrative

### English Language Learner (ELL) Weight:

Anticipated \$4,034 per ELL student – Revenue is budgeted based upon prior year ELL counts. Student ELL counts are budgeted on actual ELL student enrollment. ELL per pupil funding amount is obtained by utilizing the 23-24 statewide base of \$8,966 multiplied by the ELL weight multiplier of 0.45 (figures located in SB503).

### At-Risk [Free and Reduced Lunch (FRL)] Weight:

Anticipated \$3,138 per FRL student – Revenue is budgeted based upon prior year FRL counts. Student FRL counts are budgeted on actual FRL student enrollment. FRL per pupil funding amount is obtained by utilizing the 23-24 statewide base of \$8,966 multiplied by the at-risk weight multiplier of 0.35 (figures located in SB503).

## Expenses

### Expense Categories:

1. Personnel	pg. 3
2. Benefits	pg. 4
3. Payroll Services	pg. 5
4. Contractual	pg. 5
5. Contracted Services	pg. 5
6. Equipment	pg. 6
7. Supplies	pg. 6
8. Facility	pg. 6
9. Insurance	pg. 6
10. National School Lunch Program (NSLP)	pg. 7
11. Travel	pg. 7
12. Accounting, Audit, Legal Fees	pg. 8
13. Technology	pg. 8
14. Other	pg. 8

### Personnel:

#### *Approx. 41.27% of the budget (Year 1 – Year 6)*

YWLA is estimated to have a total staff of 24.50 during the 2023-2024 fiscal year of operation. This includes 12.50 total teachers and 12 total administrative and support staff, with an estimated enrollment of 300 students. By Year 6, YWLA will be projected to expand to a total staff of 61, with a total student enrollment of 630. Below are the anticipated staffing positions with the estimated starting salary for each position:

## Attachment 02 - Budget Narrative

Principal - \$100,000/year – *Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*

Assistant Principal - \$80,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

Counselor - \$60,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

Curriculum Coach - \$60,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

ELL Coordinator - \$60,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.*

Classroom Teachers (Core) - \$60,000/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Classroom Teachers (Special) - \$60,000/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Special Ed. Teachers - \$60,000/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*

Speech Pathologist - \$60,000/year – *Diagnose and treat students with a wide range of vocal and cognitive communication impairments, helping with the emotional issues that come with that, tracking student progress to ensure academic goals are met.*

Office Manager - \$45,000/year – *Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.*

Registrar - \$45,000/year – *Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.*

Teacher Assistants - \$15.00/hour – *Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.*

Clinic Aide - \$15.00/hour – *Renders basic first aid to students and performs health-related records/data file management duties.*

Receptionist - \$15.00/hour – *Greet visitors, parents and students, while facilitating communication within the school and assuring records and schedules are kept up to date.*

Campus Monitor/Custodian - \$15.00/hour – *Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.*

Cafeteria Manager - \$15.00/hour – *Responsible for planning, managing, and supervising a small food service facility (cafeteria).*

Below are the anticipated staffing needs/costs each year:

## Attachment 02 - Budget Narrative

School Staff						
Principals	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Principals	1.0	1.0	2.0	2.0	2.0	2.0
Dean / School Counselor	1.0	3.0	3.0	3.0	3.0	3.0
Curriculum/Instructional Coach	-	1.0	1.0	1.0	1.0	1.0
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	10.0	15.0	18.0	19.0	20.0	21.0
Classroom Teachers (Specials)	1.5	2.5	3.0	3.0	3.5	4.0
Special Education Teachers	1.0	2.0	3.0	4.0	4.0	4.0
EL Coordinator	1.0	1.0	1.0	1.0	1.0	1.0
School Nurse	-	-	-	-	-	-
Office Manager	1.0	2.0	2.0	2.0	2.0	2.0
Registrar	1.0	2.0	2.0	2.0	2.0	2.0
Receptionist / Clinic Aide FASA	2.0	3.0	4.0	4.0	4.0	4.0
Instructional Aide(s)	2.0	8.0	10.0	11.0	11.0	11.0
School Operations Support Staff	2.0	2.0	4.0	5.0	5.0	5.0
<b>Total FTEs at School</b>	<b>24.5</b>	<b>43.5</b>	<b>54.0</b>	<b>58.0</b>	<b>59.5</b>	<b>61.0</b>

*\*All salaries are expected to increase by 2.00% each year.*

*\*Additional staff positions will be added in the following years based on school growth.*

### Benefits:

#### ***Approx. 20.69% of the budget (Year 1 – Year 6)***

Employee benefits will cover all employees except for substitute teachers and other contracted services as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- PERS (Retirement)
- Medicare
- Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 45.64 of salaries in the 23-24 school year, increasing each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

### Payroll Services:

#### ***Approx. 0.21% of the budget (Year 1 – Year 6)***

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$20.83 per employee per month to process payroll, bringing us to an annual total cost of \$250 per employee. Includes a cushion for potential overages.



## Attachment 02 - Budget Narrative

### **Contractual:**

#### ***Approx. 4.50% of the budget (Year 1 – Year 6)***

Academica Nevada Management Fee – \$495 per student – Academica Nevada is an Educational Management Service Provider whose services to YWLA shall include, but may not be limited to, the following:

- Identification, design, and procurement of facilities and equipment
- Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting, and financial forecasting

### **Contracted Services:**

#### ***Approx. 4.72% of the budget (Year 1 – Year 6)***

Data Analyst Contracted Services – \$6,000 each for Middle & High School. The Data Analyst maintains accurate data files of student achievement and works with site-based staff to interpret the data and plan for improved instructions. Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual's student performance and school improvement.
- Develop and maintain historical student and school data files to monitor track performance.
- Interpret and review assessment data with administrators and teachers; support the planning of action steps.
- Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.
- Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

Special Education Contracted Services – Anticipated expense of \$470 per student for the 23-24 school year, increasing incrementally as student enrollment increases. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based on the charter schools Academica Nevada works closely with.

Student Leadership Network - \$10,000/annually – Student Leadership Network's college access programs are a critical first step towards closing what is commonly referred to as the "degree divide". College success programs address additional roadblocks on the road through college to

## Attachment 02 - Budget Narrative

ensure students have the support and resources to succeed in college and go on to lead successful lives.

Substitute Teachers - \$185/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.* (10 days per teacher) YWLA will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs, are conservatively priced at \$185 per day, for 10 days per teacher.

### **Equipment:**

#### ***Approx. 1.90% of the budget (Year 1 – Year 6)***

Instructional Equipment / Computers / Furniture / Fixtures - As mentioned above under anticipated revenue, YWLA will receive a donation from the Sands Corporation, throughout Years 1-6, for technology, curriculum, furniture, fixtures, and equipment (FF&E). YWLA budgets \$1,200 per student to outfit the entire school.

Copier/Printing – copier lease at a rate of \$22,200 in the 23-24 fiscal year of operating, increasing incrementally each year. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

### **Supplies:**

#### ***Approx. 3.71% of the budget (Year 1 – Year 6)***

Consumables – \$205 per student except for the first year of operation where most of the materials are incorporated into the FFE Lease. This includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$30 per student – utilized by administrative staff.

Classroom Supplies – \$40 per student – utilized by teaching staff.

Copier Supplies – \$10 per student

Nursing Supplies – \$8 per student

SPED Supplies – \$150 per SPED student– utilized by SPED teaching staff.

Custodial Supplies - \$45 per student

### **Facility:**

#### ***Approx. 10.41% of the budget (Year 1 – Year 6)***

Scheduled Lease Payment (rent) – Current lease rate at YWLA is \$500 per student. Once YWLA outgrows the current facility, the YWLA Board will secure a facility lease in time for the

## Attachment 02 - Budget Narrative

commencement of school operations. The facility will allow for necessary classrooms, computer labs, science labs, multi-purpose room, and office space needed. Academica manages over one-hundred schools nationwide, with a majority that have facilities with the model of adequate square feet per students that the anticipated facility will offer.

Public Utilities (electricity, gas, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. YWLA is budgeting roughly \$34,000 in the 23-24 fiscal year of operation for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$0.12 per sq. ft. per month (rate at which the charter schools working with Academica Nevada pay as of right now), including a cushion for any major/miscellaneous janitorial expenses. Amount budgeted is based on what similar charter schools working with Academica are paying for janitorial expenses.

Facility Maintenance – basic facility maintenance of \$7,500 in 2023-2024, increasing gradually as student enrollment increases and to account for general facility wear and tear.

Lawn Care - basic lawn care assumption of \$600 per month, anticipated to start once YWLA moves into a new facility as there are no current lawn maintenance expenses.

AC Maintenance & Repair – Assumption of \$5,000 in 2023-2024, increasing as student enrollment increases and to account for general AC wear and tear.

Fire & Security Alarms - Assumption of \$2,000 in 2023-2024, based on the actual expenses. Increasing by 5% each subsequent year thereafter.

### **Insurance:**

***Approx. 0.68% of the budget (Year 1 – Year 6)***

Facility/School Insurance - \$35,555 annually - based upon actual figures. Increasing incrementally each year.

### **National School Lunch Program (NSLP):**

***Approx. 8.28% of the budget (Year 1 – Year 6)***

YWLA anticipates 100% of the student population will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail in the subsection above.

Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school will seek to contract with a Vendor to prepare specified meals under the National School Lunch Program (NSLP). The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state.

## Attachment 02 - Budget Narrative

The budget assumes an expense rate of \$3.75 per student for lunch and \$2.40 per student for breakfast, for 180 school days.

### **Travel:**

***Approx. 0.03% of the budget (Year 1 – Year 6)***

Travel costs associated with recruitment and staff development are estimated to be \$1,500 annually.

### **Accounting, Audit, and Legal Fees:**

***Approx. 0.74% of the budget (Year 1 – Year 6)***

Audit/Accounting - An accounting firm that is familiar with federal and state accounting practices and is familiar with Nevada charter school audits, will provide YWLA's annual audit. YWLA will not incur an audit fee in the first year of operation as the first audit will take place in September following the first fiscal year. YWLA based pricing on the rates given by Binder Dijker Ote (BDO), an accounting firm, who has and is currently serving charter schools similar in size of the proposed charter. The auditing services provided, which include the auditing of school finances for annual reporting, IRS reporting, and legal compliance; are priced at \$30,000 per year.

Legal Fees – YWLA aims to contract with one or more legal firms to provide legal expertise for any school specific issues that may arise during the schools' operation. Pricing is based on the rates given by Wolfe & Wyman LLP a law firm, who has and is currently serving charter schools similar in size of the proposed charter. YWLA will research firms to ensure quality legal services, which include business/tax/regulatory issues; priced at \$5,500 each year after.

### **Technology:**

***Approx. 1.16% of the budget (Year 1 – Year 6)***

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$4.16 per month per student is necessary to ensure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$50.00 per year per student).

Intellatek IT Set-up Fees – Intellatek's initial start-up fee is dependent on how much new equipment is acquired by the school and/or if a school is opening for the first time. The initial start-up fee can be as high as \$15,000 per year and as low as \$5,000 per year. The budget reflects this variance and takes into consideration how much new equipment the school is anticipated to need in its first year of operation and each year after.

Infinite Campus - \$2.50 per student plus \$8,500 recurring expense each year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$5,200 annual expense each year

## Attachment 02 - Budget Narrative

Telephone/Internet/Communications– annual anticipated contract expense of \$13,000 in the 2023-2024 fiscal year of operation for phone/internet connection, incrementally increasing as student enrollment increases.

### **Other:**

#### ***Approx. 1.61% of the budget (Year 1 – Year 6)***

State Administrative Fee - 1.25% of DSA revenue – the state charges 1.25% of DSA revenue for the state sponsor fee.

Tuition Reimbursement – Employee benefits in which the school pays all, or a portion, of an employee’s tuition for coursework and/or training. \$5,000 in 2023-2024, incrementally increasing each year as the staff population begins to grow.

Dues and Fees - Assumption of \$6,000 in 2023-2024, incrementally increasing each year as the student population begins to grow.

Postage – Projected annual expense of \$1,000 annually.

Background and Fingerprinting - \$60 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$7,500 per year for miscellaneous expenses that may arise throughout the year.

Marketing/Advertising – YWLA will market via multiple modes to ensure that all families are informed of their educational options. The marketing campaign includes, but may not be limited to, the following: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a door-to-door approach.

# Attachment 03 - School Budget

Young Women's Leadership Academy (YWLA)		23-24 (FY24)	24-25 (FY25)	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)
Statewide Base (w/ District Adj)		8,966	9,497	9,639	9,784	9,931	10,080
<b>Total Students (FTEs)</b>		<b>300</b>	<b>450</b>	<b>540</b>	<b>570</b>	<b>600</b>	<b>630</b>
Kinder		-	-	-	-	-	-
1st Grade		-	-	-	-	-	-
2nd Grade		-	-	-	-	-	-
3rd Grade		-	-	-	-	-	-
4th Grade		-	-	-	-	-	-
5th Grade		-	-	-	-	-	-
6th Grade		90	90	90	90	90	90
7th Grade		60	90	90	90	90	90
8th Grade		30	90	90	90	90	90
9th Grade		60	60	90	90	90	90
10th Grade		60	60	60	90	90	90
11th Grade		-	60	60	60	90	90
12th Grade		-	-	60	60	60	90
<b>Total Students (FTEs)</b>		<b>300</b>	<b>450</b>	<b>540</b>	<b>570</b>	<b>600</b>	<b>630</b>
<b>Prior Year Numbers</b>		<b>23-24 (FY24)</b>	<b>24-25 (FY25)</b>	<b>25-26 (FY26)</b>	<b>26-27 (FY27)</b>	<b>27-28 (FY28)</b>	<b>28-29 (FY29)</b>
SPED Count		7	39	59	70	74	78
EL Count		5	30	45	54	57	60
GATE Count		-	-	-	-	-	-
FRL %		71%	100%	100%	100%	100%	100%
At-Risk (FRL) Count		34	210	315	378	399	420
<b>Teaching Staff</b>		<b>23-24 (FY24)</b>	<b>24-25 (FY25)</b>	<b>25-26 (FY26)</b>	<b>26-27 (FY27)</b>	<b>27-28 (FY28)</b>	<b>28-29 (FY29)</b>
Classroom Teachers		10.00	15.00	18.00	19.00	20.00	21.00
SPED Teachers		1.00	2.00	3.00	4.00	4.00	4.00
Art Teacher		1.00	1.00	1.00	1.00	1.00	1.00
Music		-	1.00	1.00	1.00	1.00	1.00
PE Teacher		0.50	0.50	1.00	1.00	1.00	1.00
Technology (STEM)		-	-	-	-	-	-
Spanish / Language		-	-	-	-	-	-
Additional Elective Teachers		-	-	-	-	0.50	1.00
Gate Teacher		-	-	-	-	-	-
<b>Total Teaching Staff</b>		<b>12.50</b>	<b>19.50</b>	<b>24.00</b>	<b>26.00</b>	<b>27.50</b>	<b>29.00</b>
<b>Admin &amp; Support</b>		<b>23-24 (FY24)</b>	<b>24-25 (FY25)</b>	<b>25-26 (FY26)</b>	<b>26-27 (FY27)</b>	<b>27-28 (FY28)</b>	<b>28-29 (FY29)</b>
Principal		1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal		1.00	1.00	2.00	2.00	2.00	2.00
ELL Coordinator		1.00	1.00	1.00	1.00	1.00	1.00
Dean		-	1.00	1.00	1.00	1.00	1.00
Curriculum Coach		-	1.00	1.00	1.00	1.00	1.00
School Counselor		1.00	2.00	2.00	2.00	2.00	2.00
Social Worker/ Mental Health		-	-	-	-	-	-
Office Manager/Banker		1.00	2.00	2.00	2.00	2.00	2.00
Registrar		1.00	2.00	2.00	2.00	2.00	2.00
Clinic Aide/ FASA		1.00	2.00	2.00	2.00	2.00	2.00
Receptionist		1.00	1.00	2.00	2.00	2.00	2.00
Teacher Assistants (SPED Included)		2.00	8.00	10.00	11.00	11.00	11.00
Campus Monitor/Custodian		1.00	1.00	2.00	3.00	3.00	3.00
Cafeteria Manager		1.00	1.00	2.00	2.00	2.00	2.00
Parent Engagement Corrdinator		-	-	-	-	-	-
SPED Facilitator		-	-	-	-	-	-
Speech Pathologist		-	-	-	-	-	-
School Psychologist		-	-	-	-	-	-
OT		-	-	-	-	-	-
School Nurse		-	-	-	-	-	-
On Campus Sub		-	-	-	-	-	-
Other: NSLP staff		-	-	-	-	-	-
<b>Total Admin &amp; Support</b>		<b>12.0</b>	<b>24.0</b>	<b>30.0</b>	<b>32.0</b>	<b>32.0</b>	<b>32.0</b>
<b>Total # Teachers</b>		<b>12.50</b>	<b>19.50</b>	<b>24.00</b>	<b>26.00</b>	<b>27.50</b>	<b>29.00</b>
<b>Total # Admin &amp; Support</b>		<b>12.00</b>	<b>24.00</b>	<b>30.00</b>	<b>32.00</b>	<b>32.00</b>	<b>32.00</b>
<b>Total Staff</b>		<b>24.50</b>	<b>43.50</b>	<b>54.00</b>	<b>58.00</b>	<b>59.50</b>	<b>61.00</b>
<b>Total Salaries &amp; Benefits as % of Expenses</b>							
<b>Instruction Salaries as % of Total Salaries</b>							
<b>Admin &amp; Support Salaries as % of Total Salaries</b>							
<b>Rent as % of Revenue</b>							

# Attachment 03 - School Budget

REVENUE	23-24 (FY24)	24-25 (FY25)	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)
<b>State Revenue</b>						
State Base Budget Revenue	2,689,800	4,273,650	5,205,306	5,576,907	5,958,485	6,350,255
ELL Weight	20,170	127,080	190,620	228,744	241,452	254,160
Gifted and Talented Education (GATE)	-	-	-	-	-	-
At-Risk Weight	106,692	691,740	1,037,610	1,245,132	1,314,306	1,383,480
Local SPED	-	-	-	-	-	-
SPED Discretionary Unit	21,000	117,000	175,500	210,600	222,300	234,000
<b>Total State Revenues</b>	<b>2,837,662</b>	<b>5,209,470</b>	<b>6,609,036</b>	<b>7,261,383</b>	<b>7,736,543</b>	<b>8,221,895</b>
<b>Federal Revenue</b>						
SPED Funding (Part B)	7,119	39,663	59,495	71,393	75,360	79,326
National School Lunch Program (NSLP) - Breakfast	86,612	183,060	219,672	231,876	244,080	256,284
National School Lunch Program (NSLP) - Lunch	167,475	353,970	424,764	448,362	471,960	495,558
Title I	-	-	-	-	-	-
Title II	-	-	-	-	-	-
Title III	-	-	-	-	-	-
Title IV	-	-	-	-	-	-
Other:	-	-	-	-	-	-
<b>Total Federal Revenues</b>	<b>261,206</b>	<b>576,693</b>	<b>703,931</b>	<b>751,631</b>	<b>791,400</b>	<b>831,168</b>
<b>Other Revenue</b>						
Interest Income	-	-	-	-	-	-
Donation(s)	-	-	-	-	-	-
Donation(s)	-	-	-	-	-	-
SGF Revenue	-	-	-	-	-	-
<b>Total Other Revenues</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenues (consolidated)</b>	<b>3,098,868</b>	<b>5,786,163</b>	<b>7,312,966</b>	<b>8,013,014</b>	<b>8,527,942</b>	<b>9,053,063</b>
<b>Other Sources of Funds</b>						
Use of Beginning Fund Balances	-	-	-	-	-	-
Borrowings	-	-	-	-	-	-
<b>Total Other Sources of Funds</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>EXPENSES</b>						
<b>Personnel Costs - Unrestricted Salaries</b>						
Principal	110,000	112,200	114,444	116,733	119,068	121,449
Assistant Principal(s)	85,000	86,700	173,434	176,903	180,441	184,050
ELL Coordinator	70,000	71,400	72,828	74,285	75,770	77,286
Dean	-	70,000	71,400	72,828	74,285	75,770
Curriculum Coach	-	70,000	71,400	72,828	74,285	75,770
School Counselor	70,000	141,400	144,228	147,113	150,055	153,056
Social Worker / Mental Health	-	-	-	-	-	-
Teachers Salaries	690,000	1,085,000	1,344,000	1,452,000	1,598,000	1,750,000
SPED Teachers	60,000	124,000	192,000	264,000	272,000	280,000
Office Manager/ Registrar / Banker	84,000	200,000	204,000	208,000	212,000	216,000
Secretary & FASA	45,600	72,960	103,360	109,440	115,520	121,600
Instructional Aide(s)	43,200	184,320	244,800	285,120	300,960	316,800
Campus Monitors/Plant Operator	25,200	26,880	57,120	90,720	95,760	100,800
Cafeteria Manager	-	-	-	-	-	-
<b>Total Unrestricted Salaries</b>	<b>1,283,000</b>	<b>2,244,860</b>	<b>2,793,014</b>	<b>3,069,969</b>	<b>3,268,142</b>	<b>3,472,581</b>
<b>Personnel Costs - Restricted Salaries</b>						
SPED Facilitator	-	-	-	-	-	-
Speech Pathologist	-	-	-	-	-	-
School Psychologist	-	-	-	-	-	-
OT	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
GATE Teacher	-	-	-	-	-	-
National School Lunch Program (NSLP) Staff	34,560	35,520	72,960	74,880	76,800	78,720
On Campus Sub	-	-	-	-	-	-
<b>Total Restricted Salaries</b>	<b>34,560</b>	<b>35,520</b>	<b>72,960</b>	<b>74,880</b>	<b>76,800</b>	<b>78,720</b>
<b>Total Salaries and Wages</b>	<b>1,317,560</b>	<b>2,280,380</b>	<b>2,865,974</b>	<b>3,144,849</b>	<b>3,344,942</b>	<b>3,551,301</b>
PERS - 33.5%	441,383	763,927	960,101	1,053,524	1,120,556	1,189,686
Insurances/Employment Taxes/Other Benefits	159,891	319,253	408,401	463,865	493,379	532,695
Retention	24,640	41,315	50,160	53,150	54,685	56,170
Holiday	3,813	6,188	7,500	8,000	8,188	8,375
Stipend	-	-	-	-	-	-
Additional Bonuses	-	-	-	-	-	-
Tuition Reimbursements	5,000	7,500	10,000	12,500	15,000	17,500
Subst. Teachers (10 days/Teacher)	25,438	39,683	48,840	52,910	55,963	59,015
<b>Total Benefits and Related</b>	<b>660,163</b>	<b>1,177,866</b>	<b>1,485,003</b>	<b>1,643,949</b>	<b>1,747,770</b>	<b>1,863,441</b>
<b>Total Payroll / Benefits and Related</b>	<b>1,977,723</b>	<b>3,458,246</b>	<b>4,350,977</b>	<b>4,788,798</b>	<b>5,092,712</b>	<b>5,414,741</b>
<b>Material Equipment and Supplies</b>						
Consumables	61,500	92,250	110,700	116,850	123,000	129,150
Dual Enrollment - College Bound Initiative	5,000	10,000	60,000	60,000	60,000	90,000
Curriculum/Tech/Furniture	-	-	-	-	-	-
Office Supplies	9,000	13,500	16,200	17,100	18,000	18,900
Classroom Supplies	12,000	18,000	21,600	22,800	24,000	25,200
Copier Supplies	3,000	4,500	5,400	5,700	6,000	6,300
Nursing Supplies	2,400	3,600	4,320	4,560	4,800	5,040
SPED Supplies	1,050	5,850	8,775	10,530	11,115	11,700
Athletics/Extra	-	5,000	10,000	20,000	40,000	60,000
Custodial Supplies	13,500	20,250	24,300	25,650	27,000	28,350
<b>Total Material Equipment and Supplies</b>	<b>107,450</b>	<b>172,950</b>	<b>261,295</b>	<b>283,190</b>	<b>313,915</b>	<b>374,640</b>

# Attachment 03 - School Budget

<b>Purchased Services</b>	<b>23-24 (FY24)</b>	<b>24-25 (FY25)</b>	<b>25-26 (FY26)</b>	<b>26-27 (FY27)</b>	<b>27-28 (FY28)</b>	<b>28-29 (FY29)</b>
Contracted Services: Other Professional Services	6,000	8,000	12,000	12,360	12,720	13,080
Contracted Services: SPED	141,000	213,750	259,200	276,450	294,000	315,000
Contracted Services:	-	-	-	-	-	-
Contracted Services:	-	-	-	-	-	-
Management Fee (Academica Nevada)	148,500	222,750	267,300	282,150	297,000	311,850
Payroll Services	7,625	12,375	15,000	16,000	16,375	16,750
Audit/Tax	30,000	35,000	40,000	45,000	50,000	55,000
Legal Fees	1,500	5,500	5,500	5,500	5,500	5,500
IT Services	15,720	23,220	27,720	29,220	30,720	32,220
IT Set-up Fees	15,000	15,000	15,000	15,000	15,000	15,000
State Administrative Fee	35,208	63,656	80,419	88,135	93,928	99,849
Affiliation Fee - Student Leadership Network	10,000	10,500	11,000	11,500	12,000	12,500
Affiliation Fee - Professional Development	-	-	-	-	-	-
Professional Development	13,449	21,368	26,027	27,885	29,792	31,751
<b>Total Purchased Services</b>	<b>424,002</b>	<b>631,119</b>	<b>759,166</b>	<b>809,199</b>	<b>857,035</b>	<b>908,500</b>
<b>General Operations</b>	<b>23-24 (FY24)</b>	<b>24-25 (FY25)</b>	<b>25-26 (FY26)</b>	<b>26-27 (FY27)</b>	<b>27-28 (FY28)</b>	<b>28-29 (FY29)</b>
Telephone	6,000	6,180	6,365	6,556	6,753	6,956
Internet	7,000	7,210	7,426	7,649	7,879	8,115
Cell Phones	-	-	-	-	-	-
Postage	1,000	1,000	1,000	1,000	1,000	1,000
Website	5,200	5,356	5,517	5,682	5,853	6,028
Copier / Printing	22,200	22,200	22,200	22,200	22,200	22,200
Infinite Campus	9,250	9,625	9,850	9,925	10,000	10,075
Property Insurance	8,666	9,186	9,737	10,321	10,940	11,597
Liability Insurance	9,950	10,546	11,179	11,850	12,561	13,315
Other Insurances	16,940	17,956	19,034	20,176	21,386	22,670
NSLP - Breakfast	91,977	194,400	233,280	246,240	259,200	272,160
NSLP - Lunch	143,714	303,750	364,500	384,750	405,000	425,250
Advertising/Marketing	1,000	5,000	5,000	5,000	5,000	5,000
Travel	1,500	1,500	1,500	1,500	1,500	1,500
Background and Fingerprinting	1,200	1,200	1,200	1,200	1,200	1,200
Dues and Fees	6,000	10,000	10,000	10,000	10,000	10,000
Prior Year Surplus allocated by board	-	-	-	-	-	-
Graduation	-	-	10,000	10,000	10,000	10,000
Loan Repayments	-	-	-	-	-	-
Cap Lease - Interest	-	75,250	150,500	170,000	170,000	115,000
Cap Lease - Principal	-	-	-	-	-	-
Cap Lease - Buyout	-	-	-	-	-	-
Misc Purchases	7,500	7,500	7,500	7,500	7,500	7,500
Contingencies	-	-	-	-	-	-
<b>Total Other</b>	<b>339,097</b>	<b>687,860</b>	<b>875,788</b>	<b>931,550</b>	<b>967,972</b>	<b>949,565</b>
<b>Facilities</b>	<b>23-24 (FY24)</b>	<b>24-25 (FY25)</b>	<b>25-26 (FY26)</b>	<b>26-27 (FY27)</b>	<b>27-28 (FY28)</b>	<b>28-29 (FY29)</b>
Public Utilities (Electricity)	20,000	40,000	42,000	44,100	46,305	48,620
Natural Gas	1,000	2,000	2,100	2,205	2,315	2,431
Water / Sewer	6,000	11,000	11,550	12,128	12,734	13,371
Garbage/Disposal	5,000	8,000	8,400	8,820	9,261	9,724
Fire and Security alarms	2,000	4,000	4,200	4,410	4,631	4,862
Contracted Janitorial Services	12,000	78,300	82,215	86,326	90,642	95,174
Facility Maintenance/Repairs/Capital Outlay	7,500	25,000	26,250	27,563	28,941	30,388
Snow removal	-	-	-	-	-	-
Lawn Care	-	7,200	7,560	7,938	8,335	8,752
AC Maintenance & Repair	5,000	10,000	10,500	11,025	11,576	12,155
<b>Total Facilities</b>	<b>58,500</b>	<b>185,500</b>	<b>194,775</b>	<b>204,514</b>	<b>214,739</b>	<b>225,476</b>
<b>Total Expenses Before Bldg</b>	<b>2,906,772</b>	<b>5,135,674</b>	<b>6,442,001</b>	<b>7,017,251</b>	<b>7,446,374</b>	<b>7,872,922</b>
<b>Scheduled Lease Payment</b>	<b>150,000</b>	<b>450,000</b>	<b>567,000</b>	<b>627,000</b>	<b>690,000</b>	<b>756,000</b>
<b>Scheduled Bond Payment - Principal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Scheduled Bond Payment - Interest</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>HOA/Parking/ Other</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Surplus (Revenues-Total Expenses-Lease-Bond)</b>	<b>42,096</b>	<b>200,489</b>	<b>303,966</b>	<b>368,763</b>	<b>391,568</b>	<b>424,140</b>
	1.36%	3.46%	4.16%	4.60%	4.59%	4.69%

**Young Women's Leadership Academy (YWLA)**

	<b>23-24 (FY24)</b>	<b>24-25 (FY25)</b>	<b>25-26 (FY26)</b>	<b>26-27 (FY27)</b>	<b>27-28 (FY28)</b>	<b>28-29 (FY29)</b>
<b>Adjusted Net Income Available Before Lease and Debt Service</b>	192,096	650,489	870,966	995,763	1,081,568	1,180,140
<b>Scheduled Lease Payment</b>	150,000	450,000	567,000	627,000	690,000	756,000
<b>Scheduled Bond Payment - Principal</b>	-	-	-	-	-	-
<b>Scheduled Bond Payment - Interest</b>	-	-	-	-	-	-
<b>Total Lease Payments &amp; Net Debt Service</b>	150,000	450,000	567,000	627,000	690,000	756,000
<b>Annual Debt Service Coverage</b>	<b>1.28</b>	<b>1.45</b>	<b>1.54</b>	<b>1.59</b>	<b>1.57</b>	<b>1.56</b>
<b>Days Cash on Hand Calculation</b>						
Beginning Cash Balance - FYE 2022 Audited (System)		42,096	242,584	546,550	915,313	1,306,881
Accounts Receivable						
Plus: Operating Surplus (Deficit)	42,096	200,489	303,966	368,763	391,568	424,140
Ending Cash Balance	<b>42,096</b>	<b>242,584</b>	<b>546,550</b>	<b>915,313</b>	<b>1,306,881</b>	<b>1,731,022</b>
<b>Projected Days Cash on Hand</b>	<b>5.03</b>	<b>15.85</b>	<b>28.46</b>	<b>43.70</b>	<b>58.63</b>	<b>73.22</b>



## Attachment 04 - Audit Data

### INDEPENDENT AUDIT DATA

- Supply the requested data from each independent audit performed for the organization or a school
- Please check the calculated values below and make sure they correspond with internal records
- Discrepancies between published data and reported data must be thoroughly explained on next tab

Entity Description Data				
State	Entity ID	School ID	School/Entity Name (as it appears on Independent Audit)	First Fiscal Year of Operation
NV	46-5122331		Mater Academy of Nevada	2020-2021
NV	46-1907920		Doral Academy of Nevada	2020-2021
NV	45-5065099		Pinecrest Academy of Nevada	2020-2021
NV	27-5393412		Somerset Academy of Las Vegas	2020-2021
NV	81-1668405		SLAM Academy of Nevada	2020-2021
NV	81-5173587		Doral Academy of Northern Nevada	2020-2021
NV	81-5174782		Mater Academy of Northern Nevada	2020-2021
NV	84-1776306		Pinecrest Academy of Northern Nevada	2020-2021
NV	46-5122331		Mater Academy of Nevada	2019-2020
NV	46-1907920		Doral Academy of Nevada	2019-2020
NV	45-5065099		Pinecrest Academy of Nevada	2019-2020
NV	27-5393412		Somerset Academy of Las Vegas	2019-2020
NV	81-1668405		SLAM Academy of Nevada	2019-2020
NV	81-5173587		Doral Academy of Northern Nevada	2019-2020
NV	81-5174782		Mater Academy of Northern Nevada	2019-2020
NV	46-5122331		Mater Academy of Nevada	2018-2019
NV	46-1907920		Doral Academy of Nevada	2018-2019
NV	45-5065099		Pinecrest Academy of Nevada	2018-2019
NV	27-5393412		Somerset Academy of Las Vegas	2018-2019
NV	81-1668405		SLAM Academy of Nevada	2018-2019
NV	81-5173587		Doral Academy of Northern Nevada	2018-2019
NV	81-5174782		Mater Academy of Northern Nevada	2018-2019
NV	46-5122331		Mater Academy of Nevada	2017-2018
NV	46-1907920		Doral Academy of Nevada	2017-2018
NV	45-5065099		Pinecrest Academy of Nevada	2017-2018
NV	27-5393412		Somerset Academy of Las Vegas	2017-2018
NV	81-1668405		SLAM Academy of Nevada	2017-2018
NV	81-5173587		Doral Academy of Northern Nevada	2017-2018
NV	81-5174782		Mater Academy of Northern Nevada	2017-2018
NV	46-5122331		Mater Academy of Nevada	2016-2017
NV	46-1907920		Doral Academy of Nevada	2016-2017
NV	45-5065099		Pinecrest Academy of Nevada	2016-2017
NV	27-5393412		Somerset Academy of Las Vegas	2016-2017
NV	81-1668405		SLAM Academy of Nevada	2016-2017
NV	46-5122331		Mater Academy of Nevada	2015-2016
NV	46-1907920		Doral Academy of Nevada	2015-2016
NV	45-5065099		Pinecrest Academy of Nevada	2015-2016
NV	27-5393412		Somerset Academy of Las Vegas	2015-2016
NV				

## Attachment 04 - Audit Data

NV	46-5122331		Mater Academy of Nevada	2014-2015
NV	46-1907920		Doral Academy of Nevada	2014-2015
NV	45-5065099		Pinecrest Academy of Nevada	2014-2015
NV	27-5393412		Somerset Academy of Las Vegas	2014-2015
NV				
NV	46-1907920		Doral Academy of Nevada	2013-2014
NV	45-5065099		Pinecrest Academy of Nevada	2013-2014
NV	27-5393412		Somerset Academy of Las Vegas	2013-2014
NV				
NV	45-5065099		Pinecrest Academy of Nevada	2012-2013
NV	27-5393412		Somerset Academy of Las Vegas	2012-2013
NV	27-5393412		Somerset Academy of Las Vegas	2011-2012

## Attachment 04 - Audit Data

n the past four years

Fiscal Year	Cash	Total Current Assets	Non Current Assets	Total Assets
2021	\$ 3,321,788	\$ 11,812,060	\$ 27,694,655	\$ 39,506,715
2021	\$ 21,249,106	\$ 34,691,889	\$ 80,047,374	\$ 114,739,263
2021	\$ 16,026,053	\$ 47,465,540	\$ 111,702,053	\$ 159,167,593
2021	\$ 33,523,696	\$ 49,731,900	\$ 120,451,016	\$ 170,182,916
2021	\$ 1,137,825	\$ 2,750,743	\$ 238,799	\$ 2,989,542
2021	\$ 1,237,992	\$ 5,163,480	\$ 19,091,531	\$ 24,255,011
2021	\$ 547,618	\$ 1,217,935	\$ 119,366	\$ 1,337,301
2021	\$ 416,541	\$ 627,841	\$ 605,069	\$ 1,232,910
2020	\$ 5,745,658	\$ 8,836,710	\$ 13,328,541	\$ 22,165,251
2020	\$ 17,477,266	\$ 29,494,911	\$ 68,913,864	\$ 98,408,775
2020	\$ 15,437,921	\$ 35,618,766	\$ 103,502,904	\$ 139,121,670
2020	\$ 23,406,296	\$ 36,003,039	\$ 91,705,788	\$ 127,708,827
2020	\$ 1,303,435	\$ 2,099,483	\$ 377,205	\$ 2,476,688
2020	\$ 1,835,023	\$ 4,295,111	\$ 17,905,789	\$ 22,200,900
2020	\$ 616,327	\$ 979,434	\$ 183,410	\$ 1,162,844
2019	\$ 2,115,467	\$ 5,034,657	\$ 13,538,795	\$ 18,573,452
2019	\$ 9,300,532	\$ 20,245,106	\$ 70,215,547	\$ 90,460,653
2019	\$ 4,526,832	\$ 28,426,993	\$ 57,170,921	\$ 85,597,914
2019	\$ 15,967,659	\$ 28,310,076	\$ 93,989,517	\$ 122,299,593
2019	\$ 439,259	\$ 717,599	\$ 418,469	\$ 1,136,068
2019	\$ 1,045,212	\$ 3,634,455	\$ 17,490,632	\$ 21,125,087
2019	\$ 221,927	\$ 395,196	\$ 98,716	\$ 493,912
2018	\$ 1,148,834	\$ 2,692,203	\$ 1,019,659	\$ 3,711,862
2018	\$ 7,357,580	\$ 12,609,531	\$ 25,153,736	\$ 37,763,267
2018	\$ 4,820,215	\$ 6,421,426	\$ 2,064,927	\$ 8,486,353
2018	\$ 12,990,269	\$ 22,654,001	\$ 81,543,668	\$ 104,197,669
2018	\$ 515,858	\$ 729,115	\$ 466,470	\$ 1,195,585
2018	\$ 1,781,896	\$ 15,446,574	\$ 5,439,812	\$ 20,886,386
2018	\$ 335,769	\$ 506,324	\$ 139,789	\$ 646,113
2017	\$ 364,724	\$ 1,493,205	\$ 462,215	\$ 1,955,420
2017	\$ 4,904,242	\$ 5,600,581	\$ 2,563,608	\$ 8,164,189
2017	\$ 2,521,445	\$ 5,288,828	\$ 2,289,463	\$ 7,578,291
2017	\$ 6,797,555	\$ 15,299,189	\$ 39,409,597	\$ 54,708,786
2017	\$ -	\$ 448,520	\$ 431,549	\$ 880,069
2016	\$ 8,516	\$ 942,949	\$ 487,174	\$ 1,430,123
2016	\$ 2,176,814	\$ 3,879,919	\$ 1,549,618	\$ 5,429,537
2016	\$ 1,083,494	\$ 3,212,540	\$ 1,521,307	\$ 4,733,847
2016	\$ 6,205,237	\$ 18,817,850	\$ 34,828,815	\$ 53,646,665

## Attachment 04 - Audit Data

2015	\$ 18,148	\$ 234,180	\$ 248,284	\$ 482,464
2015	\$ 1,486,477	\$ 2,551,892	\$ 1,058,788	\$ 3,610,680
2015	\$ 1,161,809	\$ 1,845,812	\$ 507,728	\$ 2,353,540
2015	\$ 3,955,036	\$ 19,406,000	\$ 32,421,280	\$ 51,827,280
2014	\$ 510,304	\$ 1,017,714	\$ -	\$ 1,017,714
2014	\$ 1,622,241	\$ 1,776,283	\$ 21,274	\$ 1,797,557
2014	\$ 1,723,783	\$ 3,902,921	\$ 173,984	\$ 4,076,905
2013	\$ 961,962	\$ 1,114,206	\$ -	\$ 1,114,206
2013	\$ 1,209,308	\$ 2,238,199	\$ -	\$ 2,238,199
2012	\$ 1,054,878	\$ 1,092,540	\$ 4,099,196	\$ 5,191,736

## Attachment 04 - Audit Data



### Independent Audit Data

Current Liabilities	Non Current Liabilities	Total Liabilities	Net Assets	Funding
\$ 3,415,821	\$ 49,328,842	\$ 52,744,663	\$ (3,293,715)	\$ 33,888,463
\$ 9,124,335	\$ 127,367,667	\$ 136,492,002	\$ (6,252,270)	\$ 48,898,160
\$ 9,138,260	\$ 183,906,118	\$ 193,044,378	\$ (13,953,469)	\$ 55,227,601
\$ 8,209,219	\$ 191,059,786	\$ 199,269,005	\$ (6,473,940)	\$ 79,621,443
\$ 1,012,512	\$ 7,388,245	\$ 8,400,757	\$ (877,291)	\$ 9,913,438
\$ 1,462,915	\$ 29,256,863	\$ 30,719,778	\$ (2,737,728)	\$ 7,912,472
\$ 396,782	\$ 3,233,278	\$ 3,630,060	\$ (86,317)	\$ 4,551,727
\$ 368,298	\$ 481,466	\$ 849,764	\$ 886,795	\$ 5,716,652
\$ 2,292,581	\$ 31,197,332	\$ 33,489,913	\$ (1,798,088)	\$ 22,316,496
\$ 7,524,987	\$ 112,577,800	\$ 120,102,787	\$ (3,774,041)	\$ 47,744,805
\$ 6,975,215	\$ 157,922,380	\$ 164,897,595	\$ (9,239,054)	\$ 51,389,004
\$ 7,149,324	\$ 152,627,447	\$ 159,776,771	\$ (8,084,565)	\$ 76,127,725
\$ 700,422	\$ 5,804,308	\$ 6,504,730	\$ (144,373)	\$ 9,341,995
\$ 2,036,637	\$ 24,999,906	\$ 27,036,543	\$ (2,002,767)	\$ 7,025,911
\$ 348,574	\$ 2,669,665	\$ 3,018,239	\$ 134,177	\$ 3,737,016
\$ 2,471,853	\$ 28,152,067	\$ 30,623,920	\$ (1,501,090)	\$ 19,554,755
\$ 4,932,333	\$ 109,371,914	\$ 114,304,247	\$ (2,443,408)	\$ 43,419,051
\$ 5,104,358	\$ 107,280,513	\$ 112,384,871	\$ (7,983,769)	\$ 38,569,216
\$ 6,566,881	\$ 145,969,646	\$ 152,536,527	\$ (9,158,718)	\$ 67,827,144
\$ 633,814	\$ 4,021,921	\$ 4,655,735	\$ (103,396)	\$ 7,402,762
\$ 1,001,825	\$ 22,725,912	\$ 23,727,737	\$ (1,305,194)	\$ 5,285,411
\$ 369,314	\$ 1,510,124	\$ 1,879,438	\$ 164,070	\$ 2,506,487
\$ 1,674,528	\$ 8,091,330	\$ 9,765,858	\$ 622,328	\$ 16,318,578
\$ 5,104,883	\$ 49,645,937	\$ 54,750,820	\$ 133,138	\$ 40,161,058
\$ 2,956,409	\$ 22,187,036	\$ 25,143,445	\$ (1,349,663)	\$ 33,862,243
\$ 5,233,509	\$ 127,051,103	\$ 132,284,612	\$ (9,423,668)	\$ 52,196,541
\$ 558,550	\$ 2,447,603	\$ 3,006,153	\$ 427,123	\$ 5,828,120
\$ 454,498	\$ 21,235,793	\$ 21,690,291	\$ (658,806)	\$ 1,397,866
\$ 532,759	\$ 100,759	\$ 633,518	\$ 216,396	\$ 1,815,934
\$ 1,018,780	\$ 4,917,293	\$ 5,936,073	\$ 487,151	\$ 9,507,679
\$ 3,187,829	\$ 15,971,347	\$ 19,159,176	\$ 268,205	\$ 29,501,449
\$ 2,917,222	\$ 14,957,746	\$ 17,874,968	\$ (600,924)	\$ 29,305,075
\$ 5,979,923	\$ 73,904,866	\$ 79,884,789	\$ (9,423,668)	\$ 47,015,649
\$ 458,505	\$ 312,026	\$ 770,531	\$ 369,868	\$ 3,677,755
\$ 700,717	\$ 1,666,226	\$ 2,366,943	\$ 687,515	\$ 6,557,805
\$ 1,891,290	\$ 7,779,693	\$ 9,670,983	\$ 529,554	\$ 18,055,798
\$ 1,785,354	\$ 5,094,004	\$ 6,879,358	\$ (993,815)	\$ 17,665,570
\$ 4,552,047	\$ 62,872,574	\$ 67,424,621	\$ (8,104,743)	\$ 39,665,718

## Attachment 04 - Audit Data

\$ 299,143	\$ 178,898	\$ 478,041	\$ 157,736	\$ 2,165,379
\$ 1,185,892	\$ 2,905,228	\$ 4,091,120	\$ (209,448)	\$ 11,540,277
\$ 715,222	\$ 3,680,102	\$ 4,395,324	\$ (2,403,066)	\$ 6,700,349
\$ 3,529,571	\$ 56,026,029	\$ 59,555,600	\$ (8,387,723)	\$ 31,560,824
\$ 247,888	\$ 17,831	\$ 265,719	\$ 751,995	\$ 4,920,517
\$ 338,444	\$ -	\$ 338,444	\$ 1,459,113	\$ 6,060,552
\$ 1,241,017	\$ 104,959	\$ 1,345,976	\$ 2,730,929	\$ 19,468,500
\$ 376,430	\$ -	\$ 376,430	\$ 737,776	\$ 4,758,906
\$ 878,427	\$ -	\$ 878,427	\$ 1,359,772	\$ 11,486,000
\$ 623,352	\$ 4,317,489	\$ 4,940,841	\$ 250,895	\$ 6,324,089

## Attachment 04 - Audit Data

Expenditures	Change in Net Assets	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Surplus Margin	Cash Flow
\$ 35,384,090	\$ (1,495,627)	3.46	34.27	1.34	(0.04)	\$ (2,423,870)
\$ 51,376,389	\$ (2,478,229)	3.80	150.96	1.19	(0.05)	\$ 3,771,840
\$ 59,942,016	\$ (4,714,415)	5.19	97.59	1.21	(0.09)	\$ 588,132
\$ 78,010,817	\$ 1,610,626	6.06	156.85	1.17	0.02	\$ 10,117,400
\$ 10,646,356	\$ (732,918)	2.72	39.01	2.81	(0.07)	\$ (165,610)
\$ 8,647,433	\$ (734,961)	3.53	52.25	1.27	(0.09)	\$ (597,031)
\$ 4,772,221	\$ (220,494)	3.07	41.88	2.71	(0.05)	\$ (68,709)
\$ 4,829,857	\$ 886,795	1.70	31.48	0.69	0.16	\$ 416,541
\$ 22,613,494	\$ (296,998)	3.85	92.74	1.51	(0.01)	\$ 3,630,191
\$ 49,075,438	\$ (1,330,633)	3.92	129.99	1.22	(0.03)	\$ 8,176,734
\$ 52,644,289	\$ (1,255,285)	5.11	107.04	1.19	(0.02)	\$ 10,911,089
\$ 75,053,572	\$ 1,074,153	5.04	113.83	1.25	0.01	\$ 7,438,637
\$ 9,382,972	\$ (40,977)	3.00	50.70	2.63	(0.00)	\$ 864,176
\$ 7,723,484	\$ (697,573)	2.11	86.72	1.22	(0.10)	\$ 789,811
\$ 3,766,909	\$ (29,893)	2.81	59.72	2.60	(0.01)	\$ 394,400
\$ 21,678,173	\$ (2,123,418)	2.04	35.62	1.65	(0.11)	\$ 966,633
\$ 45,995,597	\$ (2,576,546)	4.10	73.80	1.26	(0.06)	\$ 1,942,952
\$ 45,203,322	\$ (6,634,106)	5.57	36.55	1.31	(0.17)	\$ (293,383)
\$ 67,562,126	\$ 265,018	4.31	86.26	1.25	0.00	\$ 2,977,390
\$ 7,933,281	\$ (530,519)	1.13	20.21	4.10	(0.07)	\$ (76,599)
\$ 5,339,761	\$ (54,350)	3.63	71.45	1.12	(0.01)	\$ (736,684)
\$ 2,558,814	\$ (52,327)	1.07	31.66	3.81	(0.02)	\$ (113,842)
\$ 16,183,403	\$ 135,175	1.61	25.91	2.63	0.01	\$ 784,110
\$ 40,296,127	\$ (135,069)	2.47	66.64	1.45	(0.00)	\$ 2,453,338
\$ 34,610,981	\$ (748,738)	2.17	50.83	2.96	(0.02)	\$ 2,298,770
\$ 52,197,610	\$ (1,069)	4.33	90.84	1.27	(0.00)	\$ 6,192,714
\$ 5,770,865	\$ 57,255	1.31	32.63	2.51	0.01	\$ 515,858
\$ 2,056,672	\$ (658,806)	33.99	316.24	1.04	(0.47)	\$ 1,781,896
\$ 1,599,538	\$ 216,396	0.95	76.62	0.98	0.12	\$ 335,769
\$ 9,708,043	\$ (200,364)	1.47	13.71	3.04	(0.02)	\$ 356,208
\$ 29,762,798	\$ (261,349)	1.76	60.14	2.35	(0.01)	\$ 2,727,428
\$ 28,912,184	\$ 392,891	1.81	31.83	2.36	0.01	\$ 1,437,951
\$ 48,334,574	\$ (1,318,925)	2.56	51.33	1.46	(0.03)	\$ 592,318
\$ 3,307,887	\$ 369,868	0.98	0.00	0.88	0.10	\$ -
\$ 6,028,026	\$ 529,779	1.35	0.52	1.66	0.08	\$ (9,632)
\$ 17,316,796	\$ 739,002	2.05	45.88	1.78	0.04	\$ 690,337
\$ 16,256,319	\$ 1,409,251	1.80	24.33	1.45	0.08	\$ (78,315)
\$ 39,382,738	\$ 282,980	4.13	57.51	1.26	0.01	\$ 2,250,201

## Attachment 04 - Audit Data

\$	2,007,643		\$	157,736	0.78	3.30	0.99	0.07	\$	18,148
\$	9,970,714		\$	1,569,563	2.15	54.42	1.13	0.14	\$	976,173
\$	6,647,802		\$	52,547	2.58	63.79	1.87	0.01	\$	(460,432)
\$	30,105,962		\$	1,454,862	5.50	47.95	1.15	0.05	\$	2,231,253
\$	4,168,522		\$	751,995	4.11	44.68	0.26	0.15	\$	510,304
\$	5,339,215		\$	721,337	5.25	110.90	0.19	0.12	\$	660,279
\$	18,097,343		\$	1,371,157	3.14	34.77	0.33	0.07	\$	514,475
\$	4,021,130		\$	737,776	2.96	87.32	0.34	0.16	\$	961,962
\$	10,585,090		\$	900,910	2.55	41.70	0.39	0.08	\$	154,430
\$	6,073,194		\$	250,895	1.75	63.40	0.95	0.04	\$	1,054,878



Attachment 04 - Audit Data



Net Position (Beginning of Year)	Net Position (End of Year)
\$ (1,798,090)	\$ (3,293,717)
\$ (3,774,043)	\$ (6,252,272)
\$ (9,239,053)	\$ (13,953,468)
\$ (8,084,565)	\$ (6,473,939)
\$ (144,373)	\$ (877,291)
\$ (2,002,767)	\$ (2,737,728)
\$ 134,176	\$ (86,318)
\$ -	\$ 886,795
\$ (1,501,092)	\$ (1,798,090)
\$ (2,443,410)	\$ (3,774,043)
\$ (7,983,768)	\$ (9,239,053)
\$ (9,158,718)	\$ (8,084,565)
\$ (103,396)	\$ (144,373)
\$ (1,305,194)	\$ (2,002,767)
\$ 164,069	\$ 134,176
\$ 622,326	\$ (1,501,092)
\$ 133,136	\$ (2,443,410)
\$ (1,349,662)	\$ (7,983,768)
\$ (9,423,736)	\$ (9,158,718)
\$ 427,123	\$ (103,396)
\$ (1,250,844)	\$ (1,305,194)
\$ 216,396	\$ 164,069
\$ 487,151	\$ 622,326
\$ 268,205	\$ 133,136
\$ (600,924)	\$ (1,349,662)
\$ (9,423,668)	\$ (9,424,737)
\$ 369,868	\$ 427,123
\$ -	\$ (658,806)
\$ -	\$ 216,396
\$ 687,515	\$ 487,151
\$ 529,554	\$ 268,205
\$ (993,815)	\$ (600,924)
\$ (8,104,743)	\$ (9,423,668)
\$ -	\$ 369,868
\$ 157,736	\$ 687,515
\$ (209,448)	\$ 529,554
\$ (2,403,066)	\$ (993,815)
\$ (8,387,723)	\$ (8,104,743)

Attachment 04 - Audit Data

\$ -	\$ 157,736
\$ (1,779,011)	\$ (209,448)
\$ (2,455,654)	\$ (2,403,066)
\$ (9,842,585)	\$ (8,387,723)
\$ -	\$ 751,995
\$ 737,776	\$ 1,459,113
\$ 1,359,772	\$ 2,730,929
\$ -	\$ 737,776
\$ 458,862	\$ 1,359,772
\$ -	\$ 250,895



# Nevada State Public Charter School Authority

Site Evaluation Report:  
**Young Women's Leadership Academy**  
Evaluation Date: 11/1/2022  
Initial Draft Report Date: 1/12/2023

State Public Charter School Authority  
775-687-9174  
1749 North Stewart Street Suite 40  
Carson City, Nevada 89706  
2080 East Flamingo Road, Suite 230  
Las Vegas, NV 89119

# Contents

Introduction and School Background .....	3
Academic Performance .....	4
Focus Group Summaries .....	7
Classroom Observation Totals .....	12
Organizational Performance.....	16
Site Evaluation Findings .....	19

# Appendices

## A: Nevada School Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

## B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062-8-Academic-Performance-Framework-Guidance-Document.pdf>

## C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062-8-OPF-Att-1-Ratings-Scorecard.pdf>

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 11/1/2022 at Young Women’s Leadership Academy (YWLA). The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination, will have a differentiated procedure for their site evaluation. YWLA is in year one of their charter contract thus meeting the criteria for a comprehensive site evaluation.

An analysis of the school’s academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track “best practices”, using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school’s board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school’s operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g., curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

## SCHOOL BACKGROUND

YWLA is located in Las Vegas, Nevada in a facility at 3415 S. Mojave Rd. The school serves 62 students (as of the most recent Validation Day) in 6<sup>th</sup> and 9<sup>th</sup> grade. The mission of YWLA is: “The Young Women’s Leadership Academy (YWLA) was established to nurture the intellectual curiosity and creativity of young women and to address their developmental needs. We cultivate dynamic, participatory learning, enabling students to experience great success at many levels, especially in the fields of math, science, and technology. Students are encouraged to achieve their personal best in and out of the classroom. YWLA strives to work with families and instill in the students a sense of community, responsibility, and ethical principles of behavior – characteristics that will help make them become leaders of their generation.”

# ACADEMIC PERFORMANCE

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## Nevada School Performance Framework<sup>1</sup> 2022

*This information is provided to assist in understanding the data sets impacted by the pandemic.*

Middle School

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<sup>1</sup> YWLA is in year one of their charter contract therefore there is no prior academic performance data.

## Attachment 05 - Site Evaluation Report

### Math and ELA Results Nevada School Performance Framework 2022

*This information is provided to assist in understanding the data sets impacted by the pandemic.*

Proficiency Rates

Middle School

## **Attachment 05 - Site Evaluation Report**

### SPCSA Academic Performance Framework Geographic Comparison Report

Middle School

### SPCSA Academic Performance Framework Diversity Comparison Results

Middle School



# FOCUS GROUP SUMMARIES

## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	5	30 minutes
Students	5	30 minutes
School Leadership	2	30 minutes
Staff	3	30 minutes

### Governing Board<sup>2</sup>:

- The governing board for Young Women’s Leadership Academy (YWLA) consists of five members from the Committee to Form. According to focus group participants, seven members serve on the current board bringing expertise from the fields of education, parenting, law, upper business management, and community engagement and partnership. Board members possess international work and personnel experience as well. Two members of the governing board also serve on the foundation board. Board members shared that the current school charter has board membership set at seven but increasing membership to nine members is a future goal. The board schedules monthly virtual meetings from September through June. During the 2022-2023 academic year, the board will meet 15 times as they convened bi-monthly during the summer months to ensure YWLA’s opening in autumn of 2022. Each board meeting’s agenda, supporting materials, and minutes are provided on the YWLA.org website.
- Focus group participants expressed disappointment regarding current enrollment levels at YWLA, noting that there were likely a number of contributing factors to the school being under-enrolled. Board members stated that looking ahead, they plan to reassess future enrollment targets over the next few months so that appropriate steps can be taken to help ensure that these are met. Board members cited various elements that are going to be examined closely, including ongoing engagement with community stakeholders, reexamining student transportation and possible barriers, and budgeting and staffing constraints. During the focus group session, board members shared they want to connect with other charter school leaders who have encountered similar enrollment concerns and opening challenges. Board members also indicated they are conducting articulation agreement conversations with other schools, for families who would like to enroll their students at YWLA.
- The governing board indicated transportation is one of the top issues to be addressed. The board is aware some families have disenrolled due to transportation challenges. YWLA board members have been in conversation with a charter school in St. Louis, Missouri which has similar transportation experiences. According to board members, the St. Louis school shares similar demographics (single gender), geography, and grades as YWLA, therefore the conversations have been helpful. One board member said, “We have been discussing funding if we chose to create a model where we provide transportation. We have also been speaking to a Las Vegas group who are experts in transportation that might be able to assist in partnering with us so we can directly provide transportation. If neither of

<sup>2</sup> Two members of the seven-member board participated. Quorum was not met, and Open Meeting Law was not violated.

# FOCUS GROUP SUMMARIES

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### FOCUS GROUP SUMMARY continued

these is feasible, we are looking at a 3<sup>rd</sup> mode- providing bus passes with the Las Vegas transit authority.” The board is gathering more information on each of these options prior to making a formal decision.

- When asked about how the school works with and plans to evaluate the school’s EMO, Academica Nevada, participating board members outlined several of their contractual responsibilities including back-office services and facility-related items. The board noted that services will be evaluated based upon timeliness, overall quality, and customer service. The board also acknowledged that these measures were outlined in the application which was approved by the SPCSA.

### Parents/Families:

- Families in the focus group said YWLA emphasizes a culture of community through consistent and frequent communication. The school frequently connects through phone calls, text messages, and emails as well as in the car line. Families reported teachers reach out to discuss ways in which their child can be successful in their academic work. Teachers “will readily communicate if my daughter is missing schoolwork, in need of school supplies, or needs to complete make-up work.” Another parent said YWLA “creates an environment where girls are supportive of each other”. One of the parents in the focus group reported he is a single father, and he appreciates the resources and support he and his daughter have with faculty and leadership at YWLA.
- Several parents in the focus group chose YWLA because of the attention to single-gender education and leadership opportunities. One parent said, “Women are not pitted against women here.” Families appreciate the mentorship program at YWLA indicating it creates a supportive environment through students working together. The big sisters and little sisters meet daily during morning huddle and have time throughout the day to meet up and support each other. One family member in the focus group said her daughter was very reticent to ask for help prior to enrolling in YWLA. “My child has blossomed since coming to YWLA. She is a big sister and is starting to speak up in class and use her voice.” Several parents in the focus group chose YWLA because of the attention to single-gender education. Another parent said, “I was looking for a small school with small class sizes where I would feel comfortable that my special needs daughter would not be bullied; where she could learn some leadership and learn to take care of herself. I couldn’t be happier with YWLA.” A third family member said she has four daughters, and she would like each of them to graduate from YWLA.
- Families reported feeling welcome and comfortable at YWLA. Families said leadership and faculty know the names of all the students and the parents. One parent said, “Leadership is outside greeting folks when students arrive and when they are dismissed. The staff is always available.” Families stated their children feel safe and comfortable at YWLA. Families in the focus group shared administration and faculty are proactive in meeting student needs, quickly rallying to resolve student needs in a positive manner. For example, one family member in the family focus group session said there was a family in need over Thanksgiving. The school provided several baskets of food for the family and family members assisted in transporting the student and the baskets to the family home. Another parent said formal dresses were provided for students in need for a recent formal school event.

# FOCUS GROUP SUMMARIES

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### FOCUS GROUP SUMMARY continued

#### Students:

- Students participating in the focus said they learned of YWLA from a variety of sources that included community events, recruitment at their previous school, their pastor, and flyers. The school's emphasis on whole girl education was a deciding factor for most of the participants in the focus group.
- Students in the focus group described the mentor/mentee structure at YWLA. Ninth grade students are partnered with sixth graders during a school-wide assembly. The "big sisters" in ninth grade offer advice and help with homework during the scheduled 30-minute daily advisory period to their "little sister." Students in the focus group said they really like having the opportunity to mentor and bond with other students at the school. One student explained the PRIDE values, where PRIDE stands for professionalism, responsibility, intelligence, diligence, and enthusiasm. Focus group participants said students take the PRIDE values seriously and it can be seen by how the students and adults treat each other.
- Students reported they were oriented to the culture and expectations of the school at the beginning of the school year. One student said during the first advisory period, students were placed in circles, "and created a contract that listed the negotiables and non-negotiables." Another student explained, "On the first day of school we were told we can be ourselves and be comfortable sharing. Cliques were nipped in the bud; we are to welcome everyone and get along with everyone." Many of the students in the focus group agreed, expressing they felt very safe and welcome at the school. Several commented they feel at ease asking for help from the teachers and peers during class.

#### Leadership:

- During the leadership presentation, the principal said, "We are focusing on developing strong systems to undergird strong instruction." Leadership and faculty participated in professional development during the summer months "to ensure strong alignment to scaffolding instruction, alignment to standards, and age and grade appropriate assignments and activities." Leadership reported further professional development (PD) sessions on utilizing the Backward Planning Framework<sup>3</sup>, embedded assessments, and mapping the curriculum horizontally across grade bands for the school year. Leadership stated teachers complete lesson plans two weeks in advance, providing time for teachers to receive feedback from classroom visits and /or PD and implement changes as needed.
- Leadership indicated that YWLA is building a baseline during their inaugural year. The Backward Planning Framework extends beyond classroom instruction and into building capacity and agency in school culture and climate. Leadership explained, "We ask questions such as 'What does a five-star school like?', 'What do we need from the board?', and 'What PD should we focus on this week?'"

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<sup>3</sup> Backward planning is also known as backward design or backward mapping. The model is based on the text *Understanding by Design* by Wiggins and McTighe. The framework operates by instructors setting goals and then creating assignments and lessons that align with those goals.

# FOCUS GROUP SUMMARIES

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### FOCUS GROUP SUMMARY continued

Leadership stated YWLA is at tier one with MTSS<sup>4</sup>. The leadership and student success team strategize what is needed for small group instruction at MTSS level one. The Student Support Team consists of four members from the leadership team. Morning Huddle occurs every morning with faculty and leadership. Then, after breakfast, students join faculty and leadership for Morning Huddle. The principal said leadership and faculty use normed language across campus. “We collaborate with data analysis to conduct the SWOT<sup>5</sup> process with teachers on a regular basis.”

- The principal at YWLA reported interacting with the governing board chair weekly. “We look at budgets every week as the board chair has financial expertise. This expertise assists me learn how to manage finances, so we are not caught by surprise.” During the leadership presentation, the principal said the weekly collaborative process “ensures the board and leadership have the same set of information consistently.”

#### Staff:

- Teachers described how they foster academic talk in the classroom by consistently talking about setting goals. “It’s part of our school culture, setting goals as a community and as an individual,” one teacher said. Another teacher explained further, “If students don’t meet their goals, we ask why, and follow up by asking, ‘What would you adjust to meet target next time?’” Teachers said they also listen to student conversations to ensure academic vocabulary is being used when students speak with each other. Teachers said they model appropriate vocabulary during lessons. The math teacher described how he “is big on speaking math correctly. Students are not allowed to say ‘borrow’ in math. We say ‘group’. We do not say ‘and’, we say ‘decimal’. I correct them, and I model proper vocabulary for them. I want them to know you have to speak the correct language. It is needed as you move up in grades.”
- Teachers reported administrators visit classrooms approximately every two weeks. After a classroom visit, the teacher and the principal meet and discuss the principal’s notes. Sometimes the communication comes via email. Notes usually inform professional development or discusses how the lesson aligned with recent professional development. One teacher in the focus group said feedback was “supportive and helpful.” Another agreed adding, “administrators look at what is occurring in the classroom. They visit and stay for a while. Friday professional development sessions are often focused on the walkthroughs and always geared toward improving instruction and instructional strategies.”
- Teachers said staff members work together to meet the needs of students. One teacher said, “Because we are so small, we are in constant contact with each other, helping each other. We can easily go to another teacher and say, ‘student did x in my class...please watch for this in their next class.’” The other teachers in the focus group agreed, reporting teachers are in continual communication with each other throughout the day. “We talk all the time. We talk about academic needs and goals as well as resource needs for students. We discuss some homelife situations including food, housing, and clothing.” One teacher said teachers and leadership utilize Microsoft

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<sup>4</sup> Multi-tiered systems of support (MTSS) is a school model that uses data-driven problem-solving and incorporates system-level change to address both the academic and non-academic needs of all students. The MTSS model provides a comprehensive framework for how and when to administer student support.

<sup>5</sup> SWOT is an acronym for Strengths, Weaknesses, Opportunities, and Threats. A SWOT analysis technique analyzes what an institution does best and devises a strategy for the future.

## FOCUS GROUP SUMMARIES

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### FOCUS GROUP SUMMARY continued

Teams to chat with each other along with other YWLA school through the leadership network. Teachers in the focus group explained they are partnered with two other YWLA teachers in a mentorship. Discussions on best practice, student culture, training, as well as differences in the YWLA student population in Las Vegas, Nevada and the YWLA population in Queens, New York are frequent conversations.

# Attachment 05 - Site Evaluation Report

## CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 7 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.  Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.  Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	<b>Total: 4</b>	<b>Total: 3</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Establishing a Culture for Learning</b>	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 3</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>

## Attachment 05 - Site Evaluation Report

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 6</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 6</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Quality and purpose of questions</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 3</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 2</b>
<b>Opportunities for student discourse and student use of academic language</b>	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 5</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 1</b>

## Attachment 05 - Site Evaluation Report

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>



## Attachment 05 - Site Evaluation Report

Additional information about the classroom observations shared here when applicable

- In one high school classroom, students were observed listening to the teacher describe the decline of feudalism and taking notes. All but one student appeared to be actively engaged.
- In one English language arts class students formatted paragraphs. Students had the class period to write the paragraph. Many students completed the task quickly and took the time to read independently. Several students struggled to even start.
- Science students worked in small groups to create and act out a skit highlighting a stressor. The overarching unit focused on understanding stress, including perceptions of stress, identifying stress receptors, and healthy ways in which to respond.
- In one classroom, students took turns reading a text aloud. The teacher led a discussion about England's King Edward and the bubonic plague.
- Students appeared to be working hard on the in-class assessment in one high school classroom. The teacher was aware of student actions while engaging with a small group in the back of the room to provide additional support.

# ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

<b>Indicator</b>	<b>Measure Description</b>	<b>Evidence Collected</b>
<b>Indicator 1:</b> Education Program	<p><b>Measures 1a and 1b:</b> The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p><b>Measures 1c and 1d:</b> The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>The school implements the material terms of the education program. Curricular materials align to Nevada Academic Content Standards. A review of curricular materials was completed as part of the site evaluation. The SPCSA team observed differentiated instruction that incorporates student voice. Special Education Support (SES) is partnered out. YWLA has a special education teachers on staff. Co-planning and amending lesson plans for students with special needs is a routine practice. The principal currently serves as the English as a new language coordinator.</p>
<b>Indicator 3:</b> Governance and Reporting	<p><b>Measure 3a:</b> The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>YWLA complies with governance requirements with applicable laws, bylaws, and the charter. The board has a process in place in which school leadership is evaluated on an annual basis.</p>
<b>Indicator 4:</b> Students and Employees	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately</p> <p><b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>	<p>Student and faculty records are stored under lock and key in secured offices.</p>
<b>Indicator 5:</b> School Environment	<p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted</li> <li>• The school has fire extinguishers on all floors which are tagged</li> <li>• Active permit for food service (if applicable)</li> <li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</li> </ul>	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, and appropriate health permitting for food has been provided. The site evaluation team visually checked and located two cots and a receptacle for disposing of</p>

## Attachment 05 - Site Evaluation Report

		<p>sharp objects in the nurse's area. A refrigerator was also available for student medication but located outside of the nurse's office. Please see the <i>Recommendations</i> section for next steps to ensure this is readily available in the nurse's office and can be locked as may be necessary.</p>
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## Attachment 05 - Site Evaluation Report

### Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

Summary of recommendations from most recent Site Evaluation	This is not applicable to Young Women's Leadership Academy for the 2022-2023 site evaluation as YWLA is in year one of their charter.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	This is not applicable to Young Women's Leadership Academy for the 2022-2023 site evaluation as YWLA is in year one of their charter.
SPCSA staff assessment based upon findings during site evaluation	This is not applicable to Young Women's Leadership Academy for the 2022-2023 site evaluation as YWLA is in year one of their charter.

# SITE EVALUATION FINDINGS

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## STRENGTHS

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework are described within the body of the report and summarized here.

- YWLA has transitioned from a temporary building shared with the Boys & Girls Club to their long-term facility smoothly, with minimal disruption to the learning. Faculty, student, and family focus group participants mentioned how impressed they were with the move to the physical building with little to no disruption to the school routine.
- YWLA has a strong mentor program. Currently, ninth grade students are partnered with sixth graders and serve as “big sisters” for the academic year. Mentors offer advice and help with homework daily during a designated scheduled time. Students in the focus group indicated the opportunity to mentor and bond with other students at the school was a strong positive way to build relationships and help feel good about being at school. Participants in the family focus group reported the mentor program is supportive for young women in finding their voice and creating an environment in which young women support each other. Overall, this program appears to have left a strong, positive impression on students and families.
- Strong leadership is evident from the leadership team and faculty as reported from the governing board, staff, student, and family focus groups. Leadership and faculty are aware of the state of student academics, student needs, and the behavioral and emotional state of the student body. There is a shared and agreed vision and set of goals in which the school stakeholders share and work toward. Additionally, the school leader has frequent conversations with the board chair so that issues and problems can be resolved in a collaborative manner. A deep sense of community is apparent and modeled from leadership and staff down to the student body on a day-to-day basis. Leadership presence is strong in the hallways and during the car line. School communication with families and students is consistent and clear. Administration and faculty are proactive to student needs and quickly resolve student needs in a positive manner. For example, one family member in the family focus group session said there was a family in need over Thanksgiving. The school provided several baskets of food for the family and family members assisted in transporting the student and the baskets to the family home. Students in the student focus group mentioned how formal dresses were provided for students in need for a recent formal school event.
- SPCSA staff observed a sense of community at YWLA. The staff, student, and family focus groups spoke highly of the support they receive from leadership and one another in building and maintaining school culture centered around the school’s mission and vision. Expectations for academics and behavior were evident in classroom observations through student engagement, small group conversations, and students being on-task, engaged in their learning and using academic vocabulary. Students also demonstrated accountable talk when speaking with peers and adults. The student population is representative of the community in which the school serves.

## Attachment 05 - Site Evaluation Report

### CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

- Responsiveness to completing SPCSA requests for materials in a timely manner is a concern. It is important YWLA demonstrate it can meet deadlines consistently and place a priority on submitting requested materials. The leadership team should work together to cultivate and delegate responsibilities that are operationally important. There is room to grow in this regard and the YWLA leadership team should smooth these processes as the school continues to grow beyond the inaugural year. YWLA should strive to appear well prepared and timely with internal and external communications.
- Transportation challenges were mentioned by the student, family, leadership, and governing board focus groups. Families have indicated they have disenrolled from YWLA due to difficulties with transportation to and from YWLA. The governing board and leadership have on-going conversations to assist with transportation complications.
- YWLA has lower than anticipated enrollment during the 2022-2023 academic year. Leadership indicated the delay in moving into their permanent facility resulted in many families seeking a different school prior to the beginning of the school year. Small class sizes and student absences can correlate adversely to overall reports YWLA's lower enrollment can impact testing data and a smaller "n" size for overall data reporting. Lower student enrollment impacts the number of specialized populations, those who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP).

### RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

- SPCSA staff recommend YWLA pursue solutions to address lower than anticipated enrollment. SPCSA staff encourage YWLA leadership develop a school-wide plan to increase student applications, acceptance, and enrollment to optimize the new building and bolster low enrollment. Taking an asset-based approach to enrollment can optimize governing board support and expertise. YWLA should consider highlighting their unique mission and vision in their marketing materials, specifically emphasizing the YWLA individualized approach to the academic success of young women. YWLA may want to consider including community outreach, on-site tours of the school facilities, and virtual presentations of school offerings as part of their marketing efforts. YWLA is encouraged to work with current families to include student success stories as an avenue to increase communication with feeder schools and prospective students.
- SPCSA staff recommend YWLA formalize a plan to address student transportation challenges. Although leadership indicated documents for subsidized assistance through the Las Vegas Regional Transit Commission (RTC) have been submitted, YWLA should consider connecting with other charter schools within the SPCSA who have had success in obtaining RTC subsidized access passes. YWLA may also want to pursue Opportunity 180 initiatives for transportation. SPCSA staff recommend YWLA also consider informing parents of strategic options for transportation. SPCSA staff is happy to be a resource on this recommendation should additional assistance be requested.

## Attachment 05 - Site Evaluation Report

- SPCSA staff recommend YWLA obtain a locked refrigerator inside the nurse's office for housing student medication as needed for medical purposes within 30 days to be compliant with Nevada State Law NAC 444.56842. A refrigerator was also available for student medication but located outside of the nurse's office. "Any medications that are stored in a health room must be accessible only to authorized members of the staff of the school" (NRS 439.200, 444.335).

### **STRONG RECOMMENDATIONS**

There were no strong recommendations identified for YWLA during this site evaluation.

### **DEFICIENCIES**

There were no deficiencies identified for YWLA during this site evaluation.

# Attachment 06 - Staffing & Enrollment Worksheets

## Staffing Tables of Projected Staffing Needs

### Young Women's Leadership Academy

Nevada State Public Charter School Authority

Mike Dang

S:\School Growth & Development\Active Projects or Drafts\Nevada\Young Women's Leadership Academy (YWLA)\Amend\_8th

## OPERATIONS PLAN

School Years						
<b>Projections for school years beginning</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>

### Proposed New Campus(es)

Management Organization Positions						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management (Academica Nevada)	2	2	2	2	2	2
HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1
<b>Total Back-Office FTEs</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>

School Staff						
Principals	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Principals	1.0	1.0	2.0	2.0	2.0	2.0
Dean / School Counselor	1.0	3.0	3.0	3.0	3.0	3.0
Curriculum/Instructional Coach	-	1.0	1.0	1.0	1.0	1.0
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	10.0	15.0	18.0	19.0	20.0	21.0
Classroom Teachers (Specials)	1.5	2.5	3.0	3.0	3.5	4.0
Special Education Teachers	1.0	2.0	3.0	4.0	4.0	4.0
EL Coordinator	1.0	1.0	1.0	1.0	1.0	1.0
School Nurse	-	-	-	-	-	-
Office Manager	1.0	2.0	2.0	2.0	2.0	2.0
Registrar	1.0	2.0	2.0	2.0	2.0	2.0
Receptionist / Clinic Aide FASA	2.0	3.0	4.0	4.0	4.0	4.0
Instructional Aide(s)	2.0	8.0	10.0	11.0	11.0	11.0
School Operations Support Staff	2.0	2.0	4.0	5.0	5.0	5.0
<b>Total FTEs at School</b>	<b>24.5</b>	<b>43.5</b>	<b>54.0</b>	<b>58.0</b>	<b>59.5</b>	<b>61.0</b>

### Network

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Number of elementary schools	-	-	-	-	-	-
Number of middle schools	1	1	1	1	1	1
Number of high schools	1	1	1	1	1	1
<b>Total schools</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>



## Attachment 06 - Staffing & Enrollment Worksheets

<b>Total Student enrollment</b>	58	300	450	540	570	600
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<b>Management Organization Positions</b>						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management (Academica Nevada)	2	2	2	2	2	2
HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1
<b>Total Back-Office FTEs</b>	9	9	9	9	9	9

<b>Elementary School Staff</b>						
Principals	-	-	-	-	-	-
Assistant Principals	-	-	-	-	-	-
College Bound Initiative Counselor / School Counselor	-	-	-	-	-	-
Curriculum/Instructional Coach	-	-	-	-	-	-
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	-	-	-	-	-	-
Classroom Teachers (Specials)	-	-	-	-	-	-
Special Education Teachers	-	-	-	-	-	-
EL Coordinator	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
Office Manager	-	-	-	-	-	-
Registrar	-	-	-	-	-	-
Receptionist / Clinic Aide FASA	-	-	-	-	-	-
Teacher Aides and Assistants	-	-	-	-	-	-
School Operations Support Staff	-	-	-	-	-	-
<b>Total FTEs at Elementary Schools</b>	-	-	-	-	-	-

<b>Middle School Staff</b>						
Principals	0.5	0.5	0.5	0.5	0.5	0.5
Assistant Principals	0.5	0.5	1.0	1.0	1.0	1.0
College Bound Initiative Counselor / School Counselor	1	2	2	2	2	2
Curriculum/Instructional Coach	-	1	1	0.5	0.5	0.5
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	6	9	9	9	9	9
Classroom Teachers (Specials)	0.8	1.3	1.5	1.5	1.8	2.0
Special Education Teachers	0.5	1.0	1.5	2.0	2.0	2.0
EL Coordinator	0.5	0.5	0.5	0.5	0.5	0.5
School Nurse	-	-	-	-	-	-
Office Manager	0.5	1.0	1.0	1.0	1.0	1.0
Registrar	0.5	1.0	1.0	1.0	1.0	1.0
Receptionist / Clinic Aide FASA	1.0	1.5	2.0	2.0	2.0	2.0
Teacher Aides and Assistants	1.0	4.0	5.0	5.5	5.5	5.5

## Attachment 06 - Staffing & Enrollment Worksheets

School Operations Support Staff	1.0	1.0	2.0	2.5	2.5	2.5
<b>Total FTEs at Middle Schools</b>	13	23	27	29	29	29

High School Staff						
Principals	0.5	0.5	0.5	0.5	0.5	0.5
Assistant Principals	0.5	0.5	1.0	1.0	1.0	1.0
College Bound Initiative Counselor / School Counselor	1	2	2	2	2	2
Curriculum/Instructional Coach	-	1	1	0.5	0.5	0.5
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	4	6	9	10	11	12
Classroom Teachers (Specials)	0.8	1.3	1.5	1.5	1.8	2.0
Special Education Teachers	0.5	1.0	1.5	2.0	2.0	2.0
EL Coordinator	0.5	0.5	0.5	0.5	0.5	0.5
School Nurse	-	-	-	-	-	-
Office Manager	0.5	1.0	1.0	1.0	1.0	1.0
Registrar	0.5	1.0	1.0	1.0	1.0	1.0
Receptionist / Clinic Aide FASA	1.0	1.5	2.0	2.0	2.0	2.0
Teacher Aides and Assistants	1.0	4.0	5.0	5.5	5.5	5.5
School Operations Support Staff	1.0	1.0	2.0	2.5	2.5	2.5
<b>Total FTEs at High Schools</b>	11	20	27	30	30.8	32
<b>Total Network FTEs</b>	34	53	63	67	69	70

## Enrollment Tables

### Young Women's Leadership Academy

Nevada State Public Charter School Authority

Mike Dang

S:\School Growth & Development\Active Projects or Drafts\Nevada\Young Women's Leadership Academy

#### OPERATIONS PLAN

#### STUDENT RECRUITMENT AND ENROLLMENT

**(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)**

Grade Level	Number of Students					
	2023	2024	2025	2026	2027	2028
	2024	2025	2026	2027	2028	2029
Pre-K						
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	86.00	86.00	86.00	86.00	86.00	86.00
7	57.00	86.00	86.00	86.00	86.00	86.00
8	29.00	86.00	86.00	86.00	86.00	86.00
9	57.00	57.00	86.00	86.00	86.00	86.00
10	57.00	57.00	57.00	86.00	86.00	86.00
11	-	57.00	57.00	57.00	86.00	86.00
12	-	-	57.00	57.00	57.00	86.00
<b>Total</b>	<b>286</b>	<b>429</b>	<b>515</b>	<b>544</b>	<b>573</b>	<b>602</b>

**(b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)**

Grade Level	Number of Students					
	2023	2024	2025	2026	2027	2028
	2024	2025	2026	2027	2028	2029
Pre-K						
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	90	90	90	90	90	90
7	60	90	90	90	90	90
8	30	90	90	90	90	90
9	60	60	90	90	90	90
10	60	60	60	90	90	90
11	-	60	60	60	90	90
12	-	-	60	60	60	90
<b>Total</b>	<b>300</b>	<b>450</b>	<b>540</b>	<b>570</b>	<b>600</b>	<b>630</b>

## Attachment 06 - Staffing & Enrollment Worksheets

**(c)Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)**

Grade Level	Number of Students					
	2023	2024	2025	2026	2027	2028
	2024	2025	2026	2027	2028	2029
Pre-K						
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	95.00	95.00	95.00	95.00	95.00	95.00
7	63.00	95.00	95.00	95.00	95.00	95.00
8	32.00	95.00	95.00	95.00	95.00	95.00
9	63.00	63.00	95.00	95.00	95.00	95.00
10	63.00	63.00	63.00	95.00	95.00	95.00
11	-	63.00	63.00	63.00	95.00	95.00
12	-	-	63.00	63.00	63.00	95.00
<b>Total</b>	<b>316</b>	<b>474</b>	<b>569</b>	<b>601</b>	<b>633</b>	<b>665</b>

## Attachment 07 - Distance Education Courses

Nevada Distance Learning Provider Course List				
Course Title	Grade level	Subject	Vendor	Expiring Date
AP English Language and Composition A&B	11-12	ELA credit	Accelerate Education	1/25/2025
AP English Literature	11-12	ELA credit	Accelerate Education	1/25/2025
Honors Language Arts 10 A&B	10	ELA credit	Accelerate Education	1/25/2025
Honors Language Arts 11 A&B	11	ELA credit	Accelerate Education	1/25/2025
Honors Language Arts 12 A&B	12	ELA credit	Accelerate Education	1/25/2025
Honors Language Arts 9 A&B	9	ELA credit	Accelerate Education	1/25/2025
Language Arts K	K	ELA credit	Accelerate Education	1/25/2025
Language Arts 1	1	ELA credit	Accelerate Education	1/25/2025
Language Arts 2	2	ELA credit	Accelerate Education	1/25/2025
Language Arts 3	3	ELA credit	Accelerate Education	1/25/2025
Language Arts 4	4	ELA credit	Accelerate Education	1/25/2025
Language Arts 5	5	ELA credit	Accelerate Education	1/25/2025
Language Arts 6	6	ELA credit	Accelerate Education	1/25/2025
Language Arts 7	7	ELA credit	Accelerate Education	1/25/2025
Language Arts 8	8	ELA credit	Accelerate Education	1/25/2025
Language Arts 9	9	ELA credit	Accelerate Education	1/25/2025
Language Arts 10	10	ELA credit	Accelerate Education	1/25/2025
Language Arts 11	11	ELA credit	Accelerate Education	1/25/2025
Language Arts 12	12	ELA credit	Accelerate Education	1/25/2025
Accounting	9-12	Elective credit	Accelerate Education	1/25/2025
Adobe Illustrator	9-12	Elective credit	Accelerate Education	1/25/2025
Adobe In-Design	9-12	Elective credit	Accelerate Education	1/25/2025
Adobe Photoshop	9-12	Elective credit	Accelerate Education	1/25/2025
Adobe Premiere Pro	9-12	Elective credit	Accelerate Education	1/25/2025
Advanced Drawing	9-12	Elective credit	Accelerate Education	1/25/2025
Aeronautics and Space Travel	9-12	Elective credit	Accelerate Education	1/25/2025
Anatomy and Physiology	9-12	Elective credit	Accelerate Education	1/25/2025
AP Computer Science A&B	9-12	Elective credit	Accelerate Education	1/25/2025
Architectural Design I	9-12	Elective credit	Accelerate Education	1/25/2025
Architectural Design II	9-12	Elective credit	Accelerate Education	1/25/2025
Art Appreciation	9-12	Elective credit	Accelerate Education	1/25/2025
Arts Explorations	9-12	Elective credit	Accelerate Education	1/25/2025
Augmented & Virtual Applications	9-12	Elective credit	Accelerate Education	1/25/2025
Basic Drawing	9-12	Elective credit	Accelerate Education	1/25/2025
Basic Web Design	9-12	Elective credit	Accelerate Education	1/25/2025
Beginning Painting	9-12	Elective credit	Accelerate Education	1/25/2025
Building Maintenance Technologies I	9-12	Elective credit	Accelerate Education	1/25/2025
Building Maintenance Technologies II	9-12	Elective credit	Accelerate Education	1/25/2025
Business Law	9-12	Elective credit	Accelerate Education	1/25/2025
Career Exploration in Finance	9-12	Elective credit	Accelerate Education	1/25/2025
Career Exploration in Healthcare	9-12	Elective credit	Accelerate Education	1/25/2025
Career Planning	9-12	Elective credit	Accelerate Education	1/25/2025
Character Education	9-12	Elective credit	Accelerate Education	1/25/2025
Child Development	9-12	Elective credit	Accelerate Education	1/25/2025
Cloud Technologies and the Internet of Things	9-12	Elective credit	Accelerate Education	1/25/2025
Computer Basics	9-12	Elective credit	Accelerate Education	1/25/2025
Consumer Math	9-12	Elective credit	Accelerate Education	1/25/2025
Contemporary Novels	9-12	Elective credit	Accelerate Education	1/25/2025
Construction: Fundamentals and Careers	9-12	Elective credit	Accelerate Education	1/25/2025
Construction Technology I	9-12	Elective credit	Accelerate Education	1/25/2025
Creative Writing	9-12	Elective credit	Accelerate Education	1/25/2025
Cyber Security I	9-12	Elective credit	Accelerate Education	1/25/2025
Digital Media	9-12	Elective credit	Accelerate Education	1/25/2025
Digital Photography	9-12	Elective credit	Accelerate Education	1/25/2025
Digital Savvy A&B	9-12	Elective credit	Accelerate Education	1/25/2025
Drones: Remote Pilot Certification	9-12	Elective credit	Accelerate Education	1/25/2025

## Attachment 07 - Distance Education Courses

Course Title	Grade level	Subject	Vendor	Expiring Date
Early Childhood Education I	9-12	Elective credit	Accelerate Education	1/25/2025
Early Childhood Education II	9-12	Elective credit	Accelerate Education	1/25/2025
Entrepreneurship & Small Business Certification	9-12	Elective credit	Accelerate Education	1/25/2025
Graphic Design I	9-12	Elective credit	Accelerate Education	1/25/2025
Graphic Design II	9-12	Elective credit	Accelerate Education	1/25/2025
Graphic Design III	9-12	Elective credit	Accelerate Education	1/25/2025
Film & Television	6-12	Elective credit	Accelerate Education	1/25/2025
Financial Literacy	9-12	Elective credit	Accelerate Education	1/25/2025
Fundamentals of Bitcoin Currency	9-12	Elective credit	Accelerate Education	1/25/2025
Fundamentals of Blockchain & Cryptography	9-12	Elective credit	Accelerate Education	1/25/2025
Health Careers	9-12	Elective credit	Accelerate Education	1/25/2025
History of Gaming & E-Sports	9-12	Elective credit	Accelerate Education	1/25/2025
Integrated Math 1 A&B	9-12	Elective credit	Accelerate Education	1/25/2025
Integrated Math 2 A&B	9-12	Elective credit	Accelerate Education	1/25/2025
Integrated Math 3 A&B	9-12	Elective credit	Accelerate Education	1/25/2025
Intro to Artificial Intelligence	9-12	Elective credit	Accelerate Education	1/25/2025
Intro to Business	9-12	Elective credit	Accelerate Education	1/25/2025
Introduction to Education & Teaching	9-12	Elective credit	Accelerate Education	1/25/2025
Intro to Java Programming	9-12	Elective credit	Accelerate Education	1/25/2025
Intro to Nursing A&B	9-12	Elective credit	Accelerate Education	1/25/2025
Java	6-12	Elective credit	Accelerate Education	1/25/2025
Java Script Game Design	9-12	Elective credit	Accelerate Education	1/25/2025
Journalism	9-12	Elective credit	Accelerate Education	1/25/2025
Keyboarding	9-12	Elective credit	Accelerate Education	1/25/2025
LEED Green Associate Certification	9-12	Elective credit	Accelerate Education	1/25/2025
Marine Science	9-12	Elective credit	Accelerate Education	1/25/2025
Media and Communication	9-12	Elective credit	Accelerate Education	1/25/2025
Medicine	9-12	Elective credit	Accelerate Education	1/25/2025
Microsoft Excel	9-12	Elective credit	Accelerate Education	1/25/2025
Microsoft Powerpoint	9-12	Elective credit	Accelerate Education	1/25/2025
Microsoft Word	9-12	Elective credit	Accelerate Education	1/25/2025
Networking	9-12	Elective credit	Accelerate Education	1/25/2025
Music Appreciation	9-12	Elective credit	Accelerate Education	1/25/2025
Paleontology	9-12	Elective credit	Accelerate Education	1/25/2025
Personal Finance	9-12	Elective credit	Accelerate Education	1/25/2025
Personal Fitness	9-12	Elective credit	Accelerate Education	1/25/2025
Photojournalism	9-12	Elective credit	Accelerate Education	1/25/2025
Principles of Architecture	9-12	Elective credit	Accelerate Education	1/25/2025
Project Management	9-12	Elective credit	Accelerate Education	1/25/2025
Psychology A&B	9-12	Elective credit	Accelerate Education	1/25/2025
Python Multiplayer Adventure	6-12	Elective credit	Accelerate Education	1/25/2025
Recorders Level I	9-12	Elective credit	Accelerate Education	1/25/2025
Renewable Energy	9-12	Elective credit	Accelerate Education	1/25/2025
Robotics Applications & Careers	9-12	Elective credit	Accelerate Education	1/25/2025
Scratch Coding	K-8	Elective credit	Accelerate Education	1/25/2025
Smart Cities Technology & Applications	9-12	Elective credit	Accelerate Education	1/25/2025
Sociology	9-12	Elective credit	Accelerate Education	1/25/2025
Start-Ups & Innovation	9-12	Elective credit	Accelerate Education	1/25/2025
Study Skills	9-12	Elective credit	Accelerate Education	1/25/2025
Study Skills and Strategies	9-12	Elective credit	Accelerate Education	1/25/2025
Social Media Business Marketing	9-12	Elective credit	Accelerate Education	1/25/2025
Transportation Technologies	9-12	Elective credit	Accelerate Education	1/25/2025
Wearable Technology Innovations	9-12	Elective credit	Accelerate Education	1/25/2025
Networking 9-12	9-12	Elective credit	Accelerate Education	1/25/2025
Computer Basics	9-12	Elective credit	Accelerate Education	1/25/2025
Digital Savvy A&B	9-12	Elective credit	Accelerate Education	1/25/2025
Microsoft Excel	9-12	Elective credit	Accelerate Education	1/25/2025

## Attachment 07 - Distance Education Courses

Course Title	Grade level	Subject	Vendor	Expiring Date
Microsoft Power Point	9-12	Elective credit	Accelerate Education	1/25/2025
Microsoft Word	9-12	Elective credit	Accelerate Education	1/25/2025
AP French Language and Culture	9-12	World Language credit	Accelerate Education	1/25/2025
AP Spanish Language and Culture	9-12	World Language credit	Accelerate Education	1/25/2025
German I	6-12	World Language credit	Accelerate Education	1/25/2025
German II	6-12	World Language credit	Accelerate Education	1/25/2025
French 1 A&B	9-12	World Language credit	Accelerate Education	1/25/2025
French 2 A&B	9-12	World Language credit	Accelerate Education	1/25/2025
Spanish 1 A&B	9-12	World Language credit	Accelerate Education	1/25/2025
Spanish 2 A&B	9-12	World Language credit	Accelerate Education	1/25/2025
Spanish 3 A&B	9-12	World Language credit	Accelerate Education	1/25/2025
Art History	9-12	Fine Arts credit	Accelerate Education	1/25/2025
Theater Studies	9-12	Fine Arts credit	Accelerate Education	1/25/2025
AP Calculus AB A&B	10-12	Math credit	Accelerate Education	1/25/2025
AP Calculus BC A&B	10-12	Math credit	Accelerate Education	1/25/2025
Algebra I	9-12	Math credit	Accelerate Educaiton	1/25/2025
Algebra 2	9-12	Math credit	Accelerate Education	1/25/2025
Geometry	9-12	Math credit	Accelerate Education	1/25/2025
Mathematics 6	6	Math credit	Accelerate Education	1/25/2025
Mathematics 7	7	Math credit	Accelerate Education	1/25/2025
Math 8 A & B	8	Math credit	Accelerate Education	1/25/2025
Pre-Calculus A&B	9-12	Math credit	Accelerate Education	1/25/2025
Health K	K	Health credit	Accelerate Education	1/25/2025
Health 1	1	Health credit	Accelerate Education	1/25/2025
Health 2	2	Health credit	Accelerate Education	1/25/2025
Health 3	3	Health credit	Accelerate Education	1/25/2025
Health 4	4	Health credit	Accelerate Education	1/25/2025
Health 5	5	Health credit	Accelerate Education	1/25/2025
MS Health	6-8	Health credit	Accelerate Education	1/25/2025
Health 22-23	9-12	Health credit	Accelerate Education	1/25/2025
Physical Education K	K	PE credit	Accelerate Education	1/25/2025
Physical Education 1	1	PE credit	Accelerate Education	1/25/2025
Physical Education 2	2	PE credit	Accelerate Education	1/25/2025
Physical Education 3	3	PE credit	Accelerate Education	1/25/2025
Physical Education 4	4	PE credit	Accelerate Education	1/25/2025
Physical Education 5	5	PE credit	Accelerate Education	1/25/2025
MS Physical Education	6-8	PE credit	Accelerate Education	1/25/2025
Physical Education AE Master	9-12	PE credit	Accelerate Education	1/25/2025
AP Biology A&B	10-12	Science credit	Accelerate Education	1/25/2025
AP Chemistry A&B	10-12	Science credit	Accelerate Education	1/25/2025
Biology	9-12	Science credit	Accelerate Education	1/25/2025
Earth Science	9-12	Science credit	Accelerate Education	1/25/2025
Honors Biology A&B	9-12	Science credit	Accelerate Education	1/25/2025
Honors Physics	11	Science credit	Accelerate Education	1/25/2025
Physics	9-12	Science credit	Accelerate Education	1/25/2025
Physical Science A&B	9-12	Science credit	Accelerate Education	1/25/2025
AP Physics 1 A&B	9-12	Science credit	Accelerate Education	1/25/2025
Science 1	1	Science credit	Accelerate Education	1/25/2025
Science 2	2	Science credit	Accelerate Education	1/25/2025
Science 3	3	Science credit	Accelerate Education	1/25/2025
Science 4	4	Science credit	Accelerate Education	1/25/2025
Science 5	5	Science credit	Accelerate Education	1/25/2025
Science 6	6	Science credit	Accelerate Education	1/25/2025
Science 7	7	Science credit	Accelerate Education	1/25/2025
Science 8	8	Science credit	Accelerate Education	1/25/2025
Science K	K	Science credit	Accelerate Education	1/25/2025
Space Exploration	9	Science credit	Accelerate Education	1/25/2025

## Attachment 07 - Distance Education Courses

Course Title	Grade level	Subject	Vendor	Expiring Date
American Government	10-12	Social Studies credit	Accelerate Education	1/25/2025
American History	9-12	Social Studies credit	Accelerate Education	1/25/2025
American History A&B	9-12	Social Studies credit	Accelerate Education	1/25/2025
AP U.S. Government and Politics A&B	10-12	Social Studies credit	Accelerate Education	1/25/2025
AP United States History A&B	10-12	Social Studies credit	Accelerate Education	1/25/2025
AP European History A&B	10-12	Social Studies credit	Accelerate Education	1/25/2025
Civics	9-12	Social Studies credit	Accelerate Education	1/25/2025
Economics	10-12	Social Studies credit	Accelerate Education	1/25/2025
Honors American Government	9-12	Social Studies credit	Accelerate Education	1/25/2025
Honors American Government	10-12	Social Studies credit	Accelerate Education	1/25/2025
Honors American History A&B	9-12	Social Studies credit	Accelerate Education	1/25/2025
Honors Economics	9-12	Social Studies credit	Accelerate Education	1/25/2025
Honors World History A	9	Social Studies credit	Accelerate Education	1/25/2025
Honors World History B	9	Social Studies credit	Accelerate Education	1/25/2025
Social Studies 1	1	Social Studies credit	Accelerate Education	1/25/2025
Social Studies 2	2	Social Studies credit	Accelerate Education	1/25/2025
Social Studies 3	3	Social Studies credit	Accelerate Education	1/25/2025
Social Studies 4	4	Social Studies credit	Accelerate Education	1/25/2025
Social Studies 5	5	Social Studies credit	Accelerate Education	1/25/2025
Social Studies 6	6	Social Studies credit	Accelerate Education	1/25/2025
Social Studies 7	7	Social Studies credit	Accelerate Education	1/25/2025
Social Studies 8	8	Social Studies credit	Accelerate Education	1/25/2025
Social Studies K	K	Social Studies credit	Accelerate Education	1/25/2025
6th Grade Social Studies A	6	Social Studies credit	Accelerate Education	1/25/2025
6th Grade Social Studies B	6	Social Studies credit	Accelerate Education	1/25/2025
8th Grade Social Studies A	8	Social Studies credit	Accelerate Education	1/25/2025
8th Grade Social Studies B	8	Social Studies credit	Accelerate Education	1/25/2025
HS World History	9-12	Social Studies credit	Accelerate Education	1/25/2025
HS Economics	9-12	Social Studies credit	Accelerate Education	1/25/2025
HS Us Government and Civics	9-12	Social Studies credit	Accelerate Education	1/25/2025
Sociology A&B	9-12	Social Studies credit	Accelerate Education	1/25/2025
World Geography and Cultures A&B	9-12	Social Studies credit	Accelerate Education	1/25/2025
AP World History: Modern A&B	9-12	Social Studies credit	Accelerate Education	1/25/2025
World History	9-12	Social Studies credit	Accelerate Education	1/25/2025
World History A	9-12	Social Studies credit	Accelerate Education	1/25/2025
World History B	9-12	Social Studies credit	Accelerate Education	1/25/2025
Honors World History	9-12	Social Studies credit	Accelerate Education	1/25/2025
Psychology A&B	9-12	Social Studies credit	Accelerate Education	1/25/2025
Credit Recovery World History A	9-12	Social Studies credit	Accelerate Education	1/25/2025
Credit Recovery World History B	9-12	Social Studies credit	Accelerate Education	1/25/2025
Allied Health Assistant 1a/1b	9-12	Elective credit	eDynamic	1/25/2025
American Sign Language 1a/1b	9-12	Elective credit	eDynamic	1/25/2025
American Sign Language 2a/2b	9-12	Elective credit	eDynamic	1/25/2025
American Sign Language 3a/3b	9-12	Elective credit	eDynamic	1/25/2025
Animation 1a/1b	9-12	Elective credit	eDynamic	1/25/2025
Applied Engineering 1a/1b	9-12	Elective credit	eDynamic	1/25/2025
Culinary Arts 1a/1b	9-12	Elective credit	eDynamic	1/25/2025
Digital Photography 1a/1b	9-12	Elective credit	eDynamic	1/25/2025
Early Childhood Education 1a/1b	9-12	Elective credit	eDynamic	1/25/2025
Fashion Design	9-12	Elective credit	eDynamic	1/25/2025
Forensic Science 1: Secrets of the Dead	9-12	Elective credit	eDynamic	1/25/2025
Forensic Science 2: More Secrets of the Dead	9-12	Elective credit	eDynamic	1/25/2025
Forensics: Science of Crime	9-12	Elective credit	eDynamic	1/25/2025
Foundations of Game Design 1a/1b	9-12	Elective credit	eDynamic	1/25/2025
Health Science: Public Health	9-12	Elective credit	eDynamic	1/25/2025
Health Science 2: Patient Care and Medical Services	9-12	Elective credit	eDynamic	1/25/2025
Health Science Foundations 1a/1b	9-12	Elective credit	eDynamic	1/25/2025



## Attachment 07 - Distance Education Courses

Course Title	Grade level	Subject	Vendor	Expiring Date
Hospitality & Tourism 1	9-12	Elective credit	eDynamic	1/25/2025
Hotel & Restaurant Mgmt 2a/2b	9-12	Elective credit	eDynamic	1/25/2025
Interior Design	9-12	Elective credit	eDynamic	1/25/2025
Learning in a Digital World	6-12	Elective credit	eDynamic	1/25/2025
Manufacturing	9-12	Elective credit	eDynamic	1/25/2025
Marketing 1a/1b	9-12	Elective credit	eDynamic	1/25/2025
Marketing 2a/2b	9-12	Elective credit	eDynamic	1/25/2025
Medical Terminology 1a/1b	9-12	Elective credit	eDynamic	1/25/2025
Middle School Exploring Music	6-8	Elective credit	eDynamic	1/25/2025
MS 2D Studio Art	6-8	Elective credit	eDynamic	1/25/2025
MS Digital Art and Design	6-8	Elective credit	eDynamic	1/25/2025
MS Exploring Business	6-8	Elective credit	eDynamic	1/25/2025
MS Exploring Health Science	6-8	Elective credit	eDynamic	1/25/2025
MS Game Design 1a/1b	6-8	Elective credit	eDynamic	1/25/2025
Principles of Business, Marketing, Finance 1a/1b	9-12	Elective credit	eDynamic	1/25/2025
Web Development 1a/1b	9-12	Elective credit	eDynamic	1/25/2025
AP Computer Science	9-12	Elective credit	Flex Point Education Cloud	12/15/2024
Elementary Technology Grade 1	1	Elective credit	Flex Point Education Cloud	12/15/2024
Elementary Technology Grade 2	2	Elective credit	Flex Point Education Cloud	12/15/2024
Elementary Technology Grade 3	3	Elective credit	Flex Point Education Cloud	12/15/2024
Elementary Technology Grade 4	4	Elective credit	Flex Point Education Cloud	12/15/2024
Elementary Technology Grade 5	5	Elective credit	Flex Point Education Cloud	12/15/2024
Elementary Technology Grade K	K	Elective credit	Flex Point Education Cloud	12/15/2024
Procedural Programming	9-12	Elective credit	Flex Point Education Cloud	12/15/2024
AP English Language & Composition	9-12	ELA credit	Flex Point Education Cloud	12/15/2024
AP English Literature & Composition	9-12	ELA credit	Flex Point Education Cloud	12/15/2024
Elementary Language Arts Grade 1	1	ELA credit	Flex Point Education Cloud	12/15/2024
Elementary Language Arts Grade 2	2	ELA credit	Flex Point Education Cloud	12/15/2024
Elementary Language Arts Grade 3	3	ELA credit	Flex Point Education Cloud	12/15/2024
Elementary Language Arts Grade 4	4	ELA credit	Flex Point Education Cloud	12/15/2024
Elementary Language Arts Grade 5	5	ELA credit	Flex Point Education Cloud	12/15/2024
Elementary Language Arts Grade K	K	ELA credit	Flex Point Education Cloud	12/15/2024
English 1 for Credit Recovery	9-12	ELA credit	Flex Point Education Cloud	12/15/2024
English 2 for Credit Recovery	9-12	ELA credit	Flex Point Education Cloud	12/15/2024
English 3 for Credit Recovery	9-12	ELA credit	Flex Point Education Cloud	12/15/2024
English 4 for Credit Recovery	9-12	ELA credit	Flex Point Education Cloud	12/15/2024
English I Honors	9-12	ELA credit	Flex Point Education Cloud	12/15/2024
English II Honors	9-12	ELA credit	Flex Point Education Cloud	12/15/2024
English III Honors	9-12	ELA credit	Flex Point Education Cloud	12/15/2024
English IV Honors	9-12	ELA credit	Flex Point Education Cloud	12/15/2024
English IV with College Prep	9-12	ELA credit	Flex Point Education Cloud	12/15/2024
Agriscience Foundations I	9-12	Elective credit	Flex Point Education Cloud	12/15/2024
Digital Information Technology	9-12	Elective credit	Flex Point Education Cloud	12/15/2024
Intensive Reading: A Universe of Reading	9-12	Elective credit	Flex Point Education Cloud	12/15/2024
Intensive Reading: Fields of Reading	9-12	Elective credit	Flex Point Education Cloud	12/15/2024
Journalism	9-12	Elective credit	Flex Point Education Cloud	12/15/2024
Life Management Skills	9-12	Elective credit	Flex Point Education Cloud	12/15/2024
MS Business Keyboarding	6-8	Elective credit	Flex Point Education Cloud	12/15/2024
MS Critical Thinking Problem Solving & Learning Strategies	6-8	Elective credit	Flex Point Education Cloud	12/15/2024
MS Reading	6-8	Elective credit	Flex Point Education Cloud	12/15/2024
Psychology I	9-12	Elective credit	Flex Point Education Cloud	12/15/2024
Reading for College Success	9-12	Elective credit	Flex Point Education Cloud	12/15/2024
Social Media	9-12	Elective credit	Flex Point Education Cloud	12/15/2024
Thinking and Learning Strategies	9-12	Elective credit	Flex Point Education Cloud	12/15/2024
AP Art History	9-12	Fine Arts credit	Flex Point Education Cloud	12/15/2024
Elementary Art Grade 1	1	Fine Arts credit	Flex Point Education Cloud	12/15/2024
Elementary Art Grade 2	2	Fine Arts credit	Flex Point Education Cloud	12/15/2024

## Attachment 07 - Distance Education Courses

Course Title	Grade level	Subject	Vendor	Expiring Date
Elementary Art Grade 3	3	Fine Arts credit	Flex Point Education Cloud	12/15/2024
Elementary Art Grade 4	4	Fine Arts credit	Flex Point Education Cloud	12/15/2024
Elementary Art Grade 5	5	Fine Arts credit	Flex Point Education Cloud	12/15/2024
Elementary Art Grade K	K	Fine Arts credit	Flex Point Education Cloud	12/15/2024
Algebra I Honors	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Algebra I for Credit Recovery	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Algebra II Honors	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Algebra II for Credit Recovery	9-12	Math credit	Flex Point Education Cloud	12/15/2024
AP Calculus AB	9-12	Math credit	Flex Point Education Cloud	12/15/2024
AP Calculus BC	9-12	Math credit	Flex Point Education Cloud	12/15/2024
AP Statistics	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Calculus	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Elementary Math Grade 1	1	Math credit	Flex Point Education Cloud	12/15/2024
Elementary Math Grade 2	2	Math credit	Flex Point Education Cloud	12/15/2024
Elementary Math Grade 3	3	Math credit	Flex Point Education Cloud	12/15/2024
Elementary Math Grade 4	4	Math credit	Flex Point Education Cloud	12/15/2024
Elementary Math Grade 5	5	Math credit	Flex Point Education Cloud	12/15/2024
Elementary Math Grade K	K	Math credit	Flex Point Education Cloud	12/15/2024
Geometry for Credit Recovery	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Geometry Honors	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Integrated Mathematics I Honors	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Integrated Mathematics II Honors	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Integrated Mathematics III Honors	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Liberal Arts Math	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Liberal Arts Math 2	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Pre-Algebra	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Pre-Calculus Honors	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Probability and Statistics Honors	9-12	Math credit	Flex Point Education Cloud	12/15/2024
Elementary Physical Education Grade 1	1	PE credit	Flex Point Education Cloud	12/15/2024
Elementary Physical Education Grade 2	2	PE credit	Flex Point Education Cloud	12/15/2024
Elementary Physical Education Grade 3	3	PE credit	Flex Point Education Cloud	12/15/2024
Elementary Physical Education Grade 4	4	PE credit	Flex Point Education Cloud	12/15/2024
Elementary Physical Education Grade 5	5	PE credit	Flex Point Education Cloud	12/15/2024
Elementary Physical Education Grade K	K	PE credit	Flex Point Education Cloud	12/15/2024
Fitness Lifestyle Design	9-12	PE credit	Flex Point Education Cloud	12/15/2024
HOPE	9-12	PE credit	Flex Point Education Cloud	12/15/2024
MS Comprehensive PE 6/7	6-8	PE credit	Flex Point Education Cloud	12/15/2024
MS Comprehensive PE 7/8	6-8	PE credit	Flex Point Education Cloud	12/15/2024
Personal Fitness	9-12	PE credit	Flex Point Education Cloud	12/15/2024
Anatomy and Physiology	9-12	Science credit	Flex Point Education Cloud	12/15/2024
AP Biology	9-12	Science credit	Flex Point Education Cloud	12/15/2024
AP Environmental Science	9-12	Science credit	Flex Point Education Cloud	12/15/2024
Biology Honors	9-12	Science credit	Flex Point Education Cloud	12/15/2024
Biology 1 for Credit Recovery	9-12	Science credit	Flex Point Education Cloud	12/15/2024
Chemistry Honors	9-12	Science credit	Flex Point Education Cloud	12/15/2024
Chemistry for Credit Recovery	9-12	Science credit	Flex Point Education Cloud	12/15/2024
Earth Space Science Honors	9-12	Science credit	Flex Point Education Cloud	12/15/2024
Elementary Science Grade 1	1	Science credit	Flex Point Education Cloud	12/15/2024
Elementary Science Grade 2	2	Science credit	Flex Point Education Cloud	12/15/2024
Elementary Science Grade 3	3	Science credit	Flex Point Education Cloud	12/15/2024
Elementary Science Grade 4	4	Science credit	Flex Point Education Cloud	12/15/2024
Elementary Science Grade 5	5	Science credit	Flex Point Education Cloud	12/15/2024
Elementary Science Grade K	K	Science credit	Flex Point Education Cloud	12/15/2024
Marine Science	9-12	Science credit	Flex Point Education Cloud	12/15/2024
Physical Science Honors	9-12	Science credit	Flex Point Education Cloud	12/15/2024
Physics I	9-12	Science credit	Flex Point Education Cloud	12/15/2024
American History I	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024

## Attachment 07 - Distance Education Courses

Course Title	Grade level	Subject	Vendor	Expiring Date
American History II	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
AP Human Geography	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
AP Macroeconomics	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
AP Microeconomics	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
AP Psychology	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
AP U.S. Government and Politics	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
AP U.S. History	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
Comprehensive American History	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
Economics	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
Economics with Financial Literacy Honors	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
Economics with Financial Literacy for Credit Recovery	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
Elementary Social Studies Grade 1	1	Social Studies credit	Flex Point Education Cloud	12/15/2024
Elementary Social Studies Grade 2	2	Social Studies credit	Flex Point Education Cloud	12/15/2024
Elementary Social Studies Grade 3	3	Social Studies credit	Flex Point Education Cloud	12/15/2024
Elementary Social Studies Grade 4	4	Social Studies credit	Flex Point Education Cloud	12/15/2024
Elementary Social Studies Grade 5	5	Social Studies credit	Flex Point Education Cloud	12/15/2024
Elementary Social Studies Grade K	K	Social Studies credit	Flex Point Education Cloud	12/15/2024
MS Civics	6-8	Social Studies credit	Flex Point Education Cloud	12/15/2024
MS US History Honors	6-8	Social Studies credit	Flex Point Education Cloud	12/15/2024
MS World History Honors	6-8	Social Studies credit	Flex Point Education Cloud	12/15/2024
Personal Financial Literacy	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
United States History for Credit Recovery	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
US Government Honors	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
US Government for Credit Recovery	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
US History Honors	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
World History Honors	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
World History for Credit Recovery	9-12	Social Studies credit	Flex Point Education Cloud	12/15/2024
American Sign Language I	9-12	World Language credit	Flex Point Education Cloud	12/15/2024
Chinese I	9-12	World Language credit	Flex Point Education Cloud	12/15/2024
Chinese II	9-12	World Language credit	Flex Point Education Cloud	12/15/2024
Chinese III Honors	9-12	World Language credit	Flex Point Education Cloud	12/15/2024
Elementary Spanish Introductory Level	K-5	World Language credit	Flex Point Education Cloud	12/15/2024
Elementary Spanish Level 1	K-5	World Language credit	Flex Point Education Cloud	12/15/2024
Elementary Spanish Level 2	K-5	World Language credit	Flex Point Education Cloud	12/15/2024
Elementary Spanish Level 3	K-5	World Language credit	Flex Point Education Cloud	12/15/2024
Elementary Spanish Level 4	K-5	World Language credit	Flex Point Education Cloud	12/15/2024
Elementary Spanish Level 5	K-5	World Language credit	Flex Point Education Cloud	12/15/2024
French I	9-12	World Language credit	Flex Point Education Cloud	12/15/2024
French II	9-12	World Language credit	Flex Point Education Cloud	12/15/2024
Latin I	9-12	World Language credit	Flex Point Education Cloud	12/15/2024
Latin II	9-12	World Language credit	Flex Point Education Cloud	12/15/2024
Latin III Honors	9-12	World Language credit	Flex Point Education Cloud	12/15/2024
MS Spanish Beginning	6-8	World Language credit	Flex Point Education Cloud	12/15/2024
MS Spanish Intermediate	6-8	World Language credit	Flex Point Education Cloud	12/15/2024
Spanish I	9-12	World Language credit	Flex Point Education Cloud	12/15/2024
Spanish II	9-12	World Language credit	Flex Point Education Cloud	12/15/2024
Spanish III	9-12	World Language credit	Flex Point Education Cloud	12/15/2024
Spanish IV	9-12	World Language credit	Flex Point Education Cloud	12/15/2024