

Charter Application – Track D

July 2019



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1. SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your team. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information. Please note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

Primary contact person: Jennifer McCloskey

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Name of team or entity applying: GALS Las Vegas

- ☐ Track A
- ☐ Track B
- ☐ Track C
- ☒ **Track D**

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

Girls Athletic Leadership School (GALS) Las Vegas will be a 501c3 middle school serving grades 6-8 and is affiliated with GALS' network of schools. GALS mission is to provide high quality education as measured by 4 and 5 stars in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community. GALS envisions an equitable world where all people are celebrated for their identity and lead with their whole selves - their bodies, hearts and intellects.

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

The GALS education program is tailored to best develop adolescent girls. The school is open to all genders and gender identities.

Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Jennifer McCloskey, CPA	Faculty, University of Phoenix	Executive Director
Sarah Sherman, MEd	Principal, Las Vegas Jewish High School and Treasurer for Beacon Academy	Principal
Dhyia Thompson	GALS Inc. Team; GALS Deputy Chief, P&P	Network Advisor
Liz Wolfson	GALS Inc. Team; GALS Founds/CVO	Network Advisor
Kara Hendricks	GALS Inc. Team; Hendricks of Greenburg and Traurig, LLP	Attorney
Tara Meierkord, CPA	Vice President Operations, National Finance Also, parent	Board Member
Brenda Boyd, Master's in Criminal Justice	Retired, court mediator at Clark County Justice Court	Board Member
Barbara Wiggins, MSE	Retired public school teacher and Human Resource administrator	Board Member
Karen Vaughn	Retired Clark County School District English Teacher (26 years of service)	Board Member
Sarah Perez	Lawyer	Board Member
Lisa Windom	Principal analyst, Springs Preserve Las Vegas Valley Water District Also, parent	Board Member
Jules Schoolmeester	Marketing and Communications	Board Member
Faith Kenyon	Health and Wellness coach	Board Member

Does this applicant team, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2018-19 or 2019-20 school years? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
GALS Las Vegas	2020-2021	6	6-8

(a) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
6	135	135	135	135	135	135
7		135	135	135	135	135
8			135	135	135	135
Total	135	270	405	405	405	405

Nevada law currently permits an operator to contract with for-profit and non-profit education management organizations and education service providers.

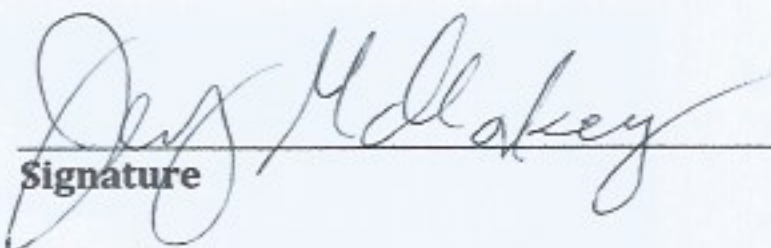
Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (ESP) or other organization to provide school management services? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the EMO/ESP:	

Effective January 1, 2016, Nevada law permits authorizers to enter into charter contracts to nonprofit charter management organizations which directly hold a charter in another state as well as to Nevada non-profit corporations formed for the purpose of applying for a charter in conjunction with such a CMO.

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the CMO and any affiliated NV non-profit:	<i>GALS Las Vegas will be a licensed school of the Girls Athletic Leadership Schools, Inc. (GALS) based in Denver, Colorado. GALS is a 501c3 network of single-gender schools. GALS Las Vegas will replicate the flagship middle school in Denver, Colorado.</i>

Applicant Certification:


Signature

July 13, 2019

Date

Jennifer McCloskey

Printed Name:

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2. Executive Summary

4 Page Limit

Provide a brief overview of your proposed school, including:

- **An overview of the mission and vision for the school**
- **Proposed model and target community**
- **The outcomes you expect to achieve**
- **The key components of your educational model**
- **The values, approach, and leadership accomplishments of your school leader or leadership team**
- **Key supporters, partners, or resources that will contribute to your school's success**

Mission and Vision for GALS Las Vegas

GALS mission is to provide high quality education as measured by 4 and 5 stars in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community. GALS envisions an equitable world where all people are celebrated for their identity and lead with their whole selves - their bodies, hearts and intellects.

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

Proposed Model and Target Community

GALS Las Vegas is replicating the GALS model – a single gender middle school (grades 6-8). The network of schools currently operates in Los Angeles (since 2017) and Denver (since 2008) and is an education service provider (or CMO) that uses the whole child approach for over 10 years. The target community is Las Vegas' urban core in the vicinity of University of Nevada Las Vegas (UNLV) campus, Maryland Parkway and the downtown area. This geographic area is home to residents where 20-40% of the population falls below the Federal Poverty Level (FPL). The area is representative of an underserved expanding community that is in need of a high-quality school option.

GALS Las Vegas is committed to serve the population with the GALS rigorous, college-preparatory curriculum that promotes depth and breadth of experience and knowledge through real-world, project-based learning. The key components of the educational model are described later in this Executive Summary.

GALS schools are intentionally diverse and therefore an intentional recruitment plan will be followed to develop a school with students from all backgrounds including socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs. GALS Las Vegas is open to and does not discriminate based on gender and gender identity. Indeed, in other states in which GALS has schools, male students have been enrolled. Here, GALS Las Vegas intends to advertise and promote the school as an education that is tailored to best serve and suit the needs of young women, but it will not turn away male students. Notably, in other states in which GALS has schools, male students have been enrolled and the schools have been a safe-haven for transgender students.

Outcomes you Expect to Achieve

GALS recognizes that the 21st century mandates the establishment of schools that prepare students for a diverse, globally linked/tech-based, environmentally sustainable world. As such, students will graduate from GALS ready for success in and through secondary school, college, and careers having developed their intellectual acumen, critical thinking, leadership skills, curiosity, discipline, and self-awareness. They will be able to:

- read and analyze information successfully, communicate effectively when speaking and writing (ideally in two languages)
- function in a culturally diverse environment, collaborating effectively both as a leader and as a group participant
- behave professionally and ethically in difficult situations and exhibit personal responsibility
- engage in personal goal--setting and self--reflection
- demonstrate leadership through service²
- be able to improvise effectively using critical thinking skills and creativity, and
- use technology as a tool to access information, solve problems, and communicate.

These outcomes inherently encompass college and career readiness and integrated technology use for 21st century learning. Our emphasis is on helping students develop problem-- solving strategies, critical thinking, persistence, and other crucial habits for a sound mind and body that allow them to function independently and achieve their own goals.

The key components of your educational model

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

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

Additionally, GALS will incorporate and integrate some of the most proven, successful curriculum methodologies, educational philosophies, and “best thinking” in the fields of neuroscience, sociology, psychology, and education to ensure that our students excel. Perhaps most importantly, we believe the best learning best occurs when students – especially adolescent girls ---- *believe* they can learn and when they have confidence in themselves to persist through the hardest challenges. Through a holistic approach to learning, students have continuous opportunities to express their skills, talents and intelligence across a variety of contexts. “If we can mobilize the spectrum of human abilities, not

only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” (Howard Gardner, *Multiple Intelligences: New Horizons*, 2006.)

The values, approach, and leadership accomplishments of your school leader

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

- Over 50 years of combined teaching experience in the classroom and in particular the community target area
- Experience developing curriculum and instructing
- Experience administering human resources in a public school environment
- Experience conducting school assessments
- Over 40 years of financial management and legal experience
- Experience developing community partnerships and working with local business owners to develop partnerships
- Marketing and fundraising experience
- Community outreach (materials, manning information tables)
- Over a decade of experience running a non-profit to offer mentoring programs at-risk youth, and particularly girls in the community area surrounding the school
- Executive management experience
- Board leadership experience including charter school leadership
- Experience working with students with severe/profound mental and physical challenges.

The school’s proposed leadership team includes Jennifer McCloskey, Executive Director and Sarah Sherman. Head of School. Ms. McCloskey has a master’s degree in Management, is a Certified Public Accountant and a Certified Project Management Professional. She has been an executive in the federal government for the last 15 years with oversight of more than 350 employees and responsibility for a \$350 million budget. She is a leader in her community and has experience as a board member and in board development with two local non-profits. She currently teaches adult learners at the University of Phoenix as a Faculty member there. She develops curriculum, facilitates classes and assess student progress in this capacity.

This experience is paired with Ms. Sherman, Head of School, who has been educating girls for close to two decades both as an educator and as a guidance counselor. She founded and served as the director and principal of the Las Vegas Jewish High School (LVJH) for girls since 2012. Her graduation rate is 100% with over 90% going on to college. She completed her Master of Education (MEd) and brings depth of experience teaching in a single gender school structure. She is experienced at developing and implementing academic and disciplinary policies. Ms. Sherman also has depth of experience leading charter schools in her capacity as a Board member of Beacon Academy where she has served as the Parent and Treasurer role since 2015. In her time with Beacon she has influenced and developed policy to meet the needs of an at-risk student population. Under Ms. Sherman’s Board leadership and school involvement Beacon reports 83% pass rates for its students, up from 77% in 2016 and steadily increasing year over year. Ms. Sherman’s experience in the classroom, as an all-girls school administrator combined with 4-years’ experience working with Beacon Academy to reduce dropout rates and serve at-risk youth she is uniquely qualified for the role of Head of School.

The school has retained the services of Kara Hendricks of Greenburg and Traurig, LLP to provide legal advice to the school and board development services.

From this strength, GALS Las Vegas will provide a necessary school choice option to the target community, improve educational outcomes for girls, provide exciting progression growth opportunities for teachers and bring innovative and effective teaching methods to share with a community of practice. With this in mind, we submit this application for your consideration.

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

Key Partner/Supporter	Contribution	Letter Included in Application
Opportunity 180	Guidance, counseling, grant provider	Yes
Charter School Association of Nevada	Guidance, training, counsel	Yes
Boys and Girls of Southern Nevada	Facilities, after school programming, joint recruiting	Yes
Non-profit partners	<p>Sistahs Strong – mentoring to at risk youth particularly girls</p> <p>STEM 101 - STEM projects with female role models</p> <p>Girls on the Run – afterschool enrichment program</p>	Yes (Girls on the Run and Sistahs Strong)
Other Las Vegas Charter School leaders	Process examples, guidance, referrals, resources	Yes

3. Meeting the Need

TARGETED PLAN

- (1) **Identify the community you wish to serve and describe your interest in serving this specific community.**

GALS Las Vegas wishes to serve the Las Vegas urban core in the vicinity of the University of Nevada Las Vegas (UNLV) campus, Maryland Parkway and the downtown area. This includes the Maryland Parkway corridor from the Airport Connector area to Downtown Las Vegas (see Figure 1 below). The demographics of the highly successful GALS campus in Denver, Colorado is similar to that of this area on Nevada bringing the mission of the school to life by serving a diverse group of students in a historically underserved area of the community. The proposed geographic area is located in the highly dense area that includes the zip codes: 89104, 89102, 89107, 89101, 89169, 89119, 89120, and 89109 as shown below in Figure 1.

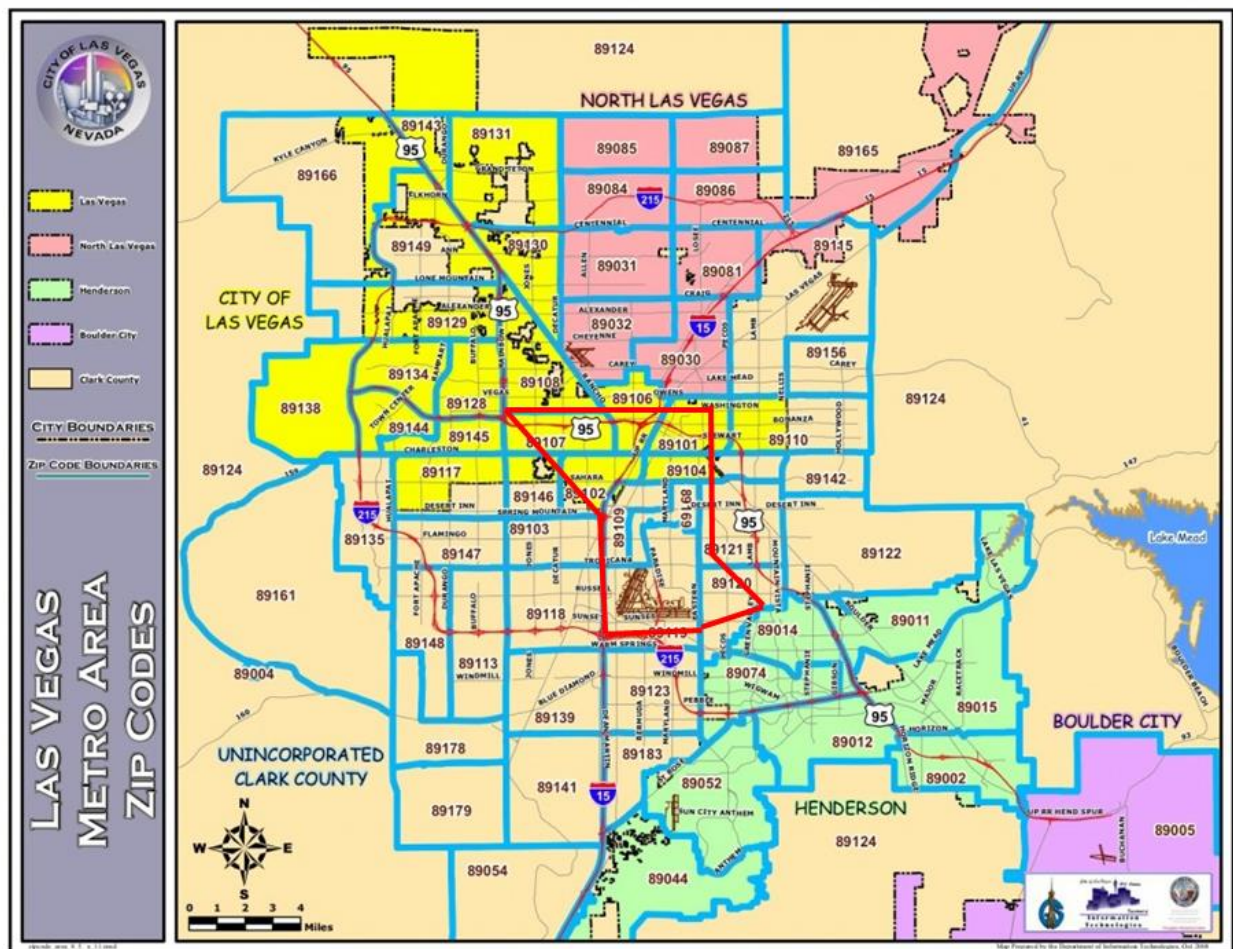


Figure 1: Zip Code boundaries for proposed GALS Las Vegas campus.

According to the American Community Survey, 20-40% of the population in the United States have an income below the Federal Poverty Level (FPL). This means that 20-40% of the population has an average individual income of \$12,140 or less per year; this number varies by family size (American Community Survey 5-year estimate, 2011-2015). In the map overlay below (Figure 3), the areas highlighted in green represent the density of the population in the target area falling below the FPL.

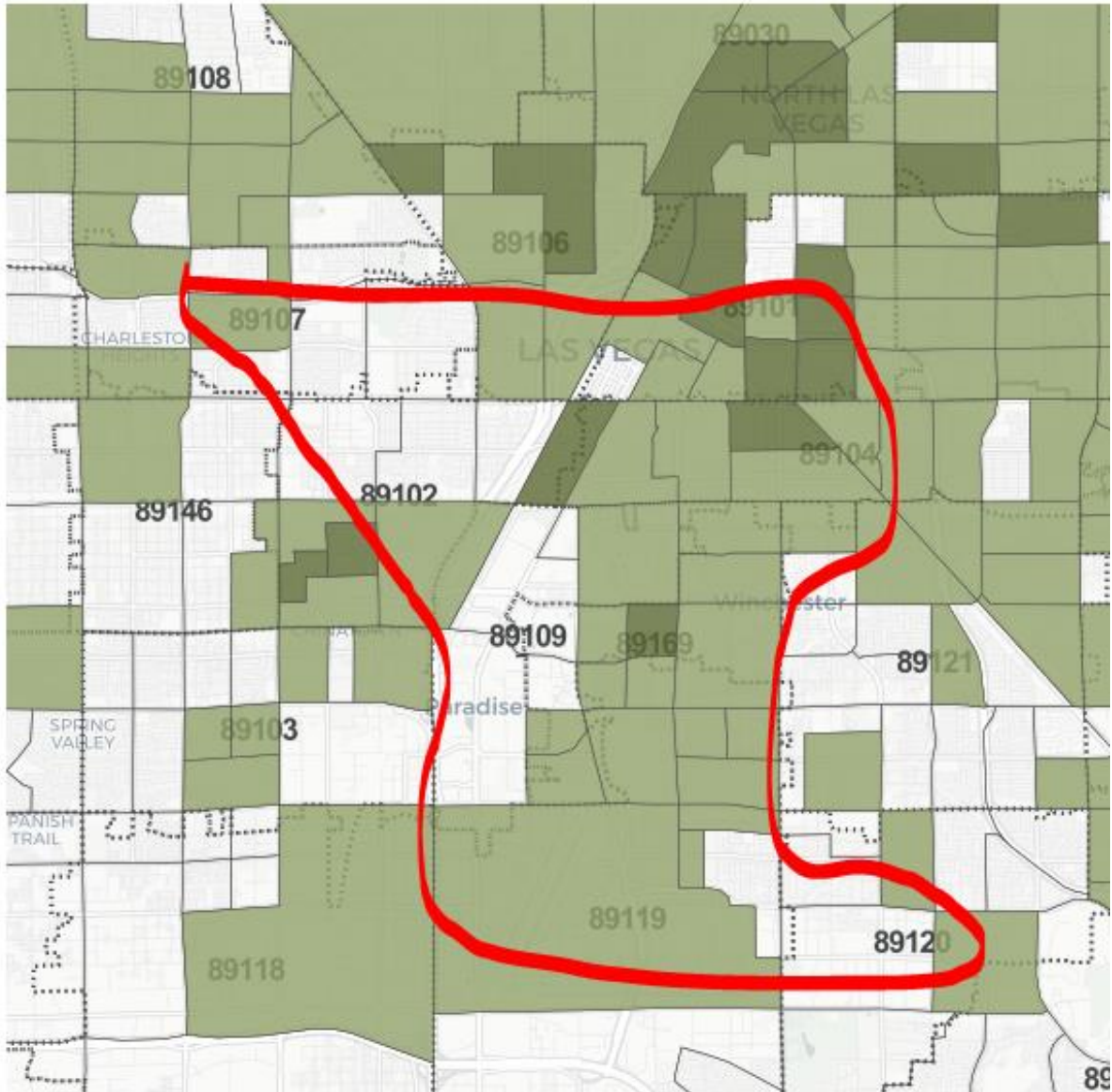


Figure 3: Overlay in green of families living below the FPL in the target area.

In the target area are nine middle schools. Of these six are Clark County School District Schools. The following are the capacity of these schools (according to the CCSD enrollment for 2018):

Cashman	151%	Orr	89%
Martin	94%	Cannon	89%
Fremont	64%	Woodbury	95%
Knudsen	100%		

Demand for school capacity in the future is expected as Las Vegas is expected to continue to grow. In the Las Vegas-Paradise area, growth is expected to increase by 67% from 1.988 million in 2012 to 3.32 million in 2042. This growth makes the target area one of the largest expected population booms in the United States. The demand in general for charter schools also remains high, The Las Vegas Review Journal reported in an article on January 13, 2019 that one charter school in Clark County had a waiting list of 4,000 applicants. GALS Las Vegas is being introduced at an optimal time in Las Vegas history.

Overall, the area is representative of an underserved expanding community that is in need of a high-quality school option. In addition, with its central location, close proximity to UNLV, and the airport commuting families may also take an interest in attending the school and further increase the diversity and richness of the school.

(2) Explain how your model, 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.

GALS Las Vegas will provide a small-school learning environment predicated on best practices in gender-based and active learning for middle school girls. GALS Las Vegas is committed to educating a diverse group of young women in the proposed area with a wide range of backgrounds, skills, and interests through the implementation of the active learning and gender-based learning model. The school will provide a rigorous, college-preparatory curriculum that promotes depth and breadth of experience and knowledge through real-world, project-based learning. Derived directly from state content standards in Nevada, the school will teach the integration of content and skills in each core subject. In addition, GALS schools take a holistic approach to development that recognizes the deep connection between a healthy mind and a healthy body. Through the integration of a health and wellness curriculum addressing the physical, emotional, and psychosocial needs of female adolescent development, GALS balances the goal of building strong minds and bodies with the opportunity for students to garner the skill set to emerge as leaders of their own lives. The young women at GALS have the ability to pursue their strengths and passions and to understand their responsibility to the local and global community.

GALS Las Vegas will open as an all-girl middle school serving grades 6-8. Following the GALS Denver model, GALS Las Vegas envisions working with the SPCSA to consider serving more grade levels once a robust, high performing, and replicable school model is established. This is in direct alignment with the Nevada State Public Charter School Authority (SPCSA) vision and mission to “provide parents with a public school choice that prepares young women for college and career success.” In this regard, the GALS team also displays the SPCSA’s strategic goal of an “unwavering commitment to building a high quality (4 and 5 star) school.” GALS also aligns with the SPCSA with their strategic goal to “ensure the quality school reflects the demographics of the community.” To do this, GALS Las Vegas will implement the provisions allowed in NRS §388A.486(g) and (h) which gives enrollment preference to students who reside within two miles of the charter school.

An additional strategic goal GALS Las Vegas will support is a strong commitment to a “community of practice among charter school operators and leaders to build a culture of innovation and collaboration.” The school’s leadership has already developed relationships with other Nevada charter schools to learn, collaborate, and adopt best practices in place in Nevada. The GALS model is innovative and balances building strong minds and bodies with the opportunity for students to garner the skills set to emerge as leaders of their own lives. The young women attending GALS schools have the ability to pursue their strengths and passions and to understand their responsibility to the local

and global community. This highly successful model will do the same for young women in the GALS Las Vegas school.

GALS Las Vegas meets the district and community need expressed response (1) in this section by providing a high-quality school option in a geographic area with mainly 1 and 2 star schools. In particular, it meets the needs of adolescent girls in the community at a pivotal time in their development allowing for greater engagement in their learning experience and preparedness to be a strong contributor to a rapidly changing world. In the proposed geographic area, the surrounding area middle schools are consistently underperforming in two core subject areas of Math and English Language Arts.

School performance Data as reported by Nevada Department of Education (% of students represented in the school)									
	Student enrolled	FRL:	IEP:	ELL:	Rating	Overall on Grade Level	Math on Grade Level	English Lang Arts on Grade Level	Science on Grade Level
Clark County School District (CCSD)	319,712				N/A		37%	47%	
Cashman MS	1,546	77%	9%	29%	2 star	35%	28%	41%	35%
Martin MS	1,513	80%	9%	28%	2 star	34%	30%	40%	28%
Fremont MS	799	100%	13%	32%	2 star	26%	20%	32%	28%
William Orr	1,000	100%	10%	32%	1 star	29%	19%	37%	32%
Helen Cannon MS	995	80%	13%	33%	2 star	18%	10%	26%	21%
Woodbury MS	851	81%	13%	25%	2 star	29%	23%	21%	38%
Knudsen MS (magnet)	1,324	100%	10%	24%	3 star	36%	25%	46%	38%
Discovery Mesa Vista MS	43	26%	9%		4 star	40%	24%	53%	50%
Explorer Knowledge MS	192	0	11%	%	2 star	39%	30%	48%	36%
Gene Ward ES	721	100%	15%	41%	2 star	29%	30%	34%	12%

Jack Daily ES	745	100%	14%	49%	2 star	40%	43%	45%	16%
Lewis ES	719	100%	13%	32%	4 star	48%	48%	57%	17%
French ES	511	100%	20%	23%	4 star	52%	50%	63%	14%

Demographic data as reported by the Nevada Department of Education (values are % of students)										
	Student enrolled	Am Indian/AK Native	Asian	Black	Hispanic	White	Pacific Islander	Two or more races	Male	Female
CCSD	319,712	.39	6.38	13.29	45.75	26.28	1.57	6.34	51.66	48.34
Cashman MS	1,546	-	8.93	10.61	60.74	13.07	-	4.27	55.3	44.7
Martin MS	1,513	-	3.44	7.73	77.92	7.87	-	2.05	46.86	53.04
Fremont MS	799	-	3.8	14.64	70.34	7.01	-	2.38	52.57	47.43
Knudsen	1,324	-	3.63	8.99	68.58	13.52	-	4.46	41.77	58.23
William Orr	1,000	-	8.60	18.21	58.55	8.94	1.12	4.13	52.29	47.71
Helen Cannon	995	-	2.71	9.81	66.74	15.45	-	3.61	55.58	44.42
Woodbury MS	851	-	2.7	9.75	64.86	15.75	-	4.82	53.82	46.18

PARENT AND COMMUNITY INVOLVEMENT

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

Families in the identified area for the GALS Las Vegas campus play an integral role in the success of the school. The current board of directors has parent representation from the local area as well as retired teachers who are beloved in their community which has drawn families to recognize the GALS Las Vegas proposed campus. The Executive Director recognized the benefits of the GALS program and

the needs of the young women in her home in the Las Vegas urban core. As a result, the proposal for this charter school has come from the community and has begun with organic partnerships seeking a model to serve the needs of the young women in the proposed area.

Area community leaders have been working with the board of directors and Executive Director to learn more about the model and consider ways they can support the success of the school either through volunteering their own time or contributing through strategic partnerships to engage students in local businesses and mentorship opportunities. These ideas have already been in the works and will continue to be cultivated during the zero year upon approval of the charter.

The needs of the community being served are best represented by the community itself. As such, the leadership staff and GALS network will continue to build relationships to support the success of the school and inspire young women to increase their self-confidence, grow through mindfulness and wellness, and achieve academic success.

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

Parent/Guardian Satisfaction Goal:

- 90% or more of parents/guardians will agree that GALS Las Vegas is providing their student with a quality education. This will be measured through parent surveys throughout the year.

Family Engagement Goals:

- 90% or more of students' parents/guardians will attend at least one parent/teacher conference. Parents/guardians who are not able to attend due to work, life, or transportation issues will be communicated with to provide solutions to help them feel included throughout the year.
- 90% or more of students' parents/guardians will be involved at GALS Las Vegas in some capacity over the course of the year (volunteering, Walking Bus program, night classes, family meetings, Movement in the mornings, etc.).

GALS Las Vegas believes our students' greatest teachers can be their parents/guardians, which is why we encourage all families to spend at least 10 hours in the school (one hour/month of school) throughout the year. The incentive behind meeting these 10 hours is simple—the child, since spending time with one's child should be the greatest incentive of all. To meet these hours, we invite families into the school in several ways:

- Parents can join our morning Movement class. A staff member will lead a separate parent Movement group. We will promote this as a sort of free gym membership.
- Parents can join their child during breakfast, lunch, field trips, and end of quarter Movement Rights of Passage trips.
- Community Meeting will always be open to parents.
- Free evening classes will be offered to parents once per month. The evening classes will be similar to the GALS 101/201/301 classes but geared toward families. Topics of discussion could be as follows: communicating with your son, emotional literacy, media literacy, bullying, technology skills, nutrition, etc. Classes will be taught by members of leadership, teachers, or outside partners such as already committed partners working with the school.

- GALS Las Vegas will start a “Walking School Bus” program. A walking school bus is simply a group of children who walk to and from school every day with at least one adult; the ratio, as recommended by the Centers for Disease Control and Prevention, should be one adult for every six children. Anyone participating in the program should not have to walk more than one mile to school. We will begin this program with our Community Liaison leading the walking school buses, but we plan on releasing this control to parent volunteers. Initially we will train parents and take them on established walking bus routes before we release complete control to them. As the school grows, we would like to see multiple walking school buses coming to and from school. We believe this program will foster an interconnected community, create sustainable relationships between families, and promote a healthy lifestyle within our students and their families.
- Grade level teaching teams will send out weekly classroom newsletters every Friday to keep parents informed on what is happening within each core class.
- Each Wednesday the school will send out the “Wednesday Wemo” to keep parents connected to happenings at GALS Las Vegas.
- A school website, including individual class and teacher pages, will be an accessible way to stay connected to the school.

GALS Las Vegas will administer the annual parent/guardian satisfaction survey and receive the results. This data will be a part of the annual evaluation for the Head of School and Executive Director. The data will be used to inform future changes or reinforcements of engagement with families each year.

(3) Describe how you will engage parents in the life of the 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.

See question (1) above. Also, a distinct and integral position at GALS Las Vegas is the Associate Director of Enrollment and Community Partnerships. One of the tasks assigned to the Associate Director of Enrollment and Community Partnerships is to build relationships with parents outside of the school as a means to connect them to the GALS community. Other results that will come from a positive and successful parent/guardian involvement plan will be increased attendance, decreased tardies, and a more positive outlook on the school from both students and families. The above response to question (2) of this section describes the strategies in place to increase family involvement and foster a sense of belonging with the GALS culture and surrounding community.

(4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the 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 Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

As demonstrated through the already existing relationships and partnerships, the GALS Las Vegas Board of Directors and school leadership are highly collaborative and committed to partnering with

the local community to provide the richest and most robust programming for our students. The following list contain advocates and partners for the school who are committed to supporting its development:

Organization
Life Learning Center
Women owned Businesses (break this down)
Distinguished Young Women of Nevada
UNLV Women's Research Institute
Touro University
Adelson Educational Campus
Girls Leadership
Discovery Children's Center

Attachment 1 also includes several letters of support for the identified Head of School, Sarah Sherman. Her history in working with young women and her passion for the GALS Network model are two of the many reasons why she will be a strong fit for the Las Vegas campus. She has already begun professional development for GALS and has been working with the Executive Director to cultivate local partnerships as the leader of the proposed school.

The following list of people and associated entities who have committed to being an advisor to GALS Las Vegas leadership as the school is launched and ongoing. The intent of these advisors is to provide advice and feedback on how to ensure the GALS Las Vegas campus is on track to be a highly effective, successful school.

Professional Expert	Associated Organization and Position
Dr. Buck	Executive Director, Pine Crest Academy
Tambre Tondryk	Executive Director, Beacon Academy
Rachelle Huit	American Preparatory Academy
Pat Hickey	Executive Director, Charter School Association of Nevada

Jana Wilcox Levin	Executive Director, Opportunity 180
Leadership and girl empowerment support from staff	Serving Success

The following is a list of community partners that GALS Las Vegas is strategically partnering with to provide the robust set of services and experiences to students. Attachment 1 includes letters to evidence the support of these organizations and discuss the ways in which each partnership can grow over time. GALS Las Vegas is excited to be supported by the community and to bring the community together in meaningful ways to enhance the learning experience and achievement of students at the school.

Organization	Purpose of Partnership
Sistahs STRONG	Mentoring support for at-risk youth. Their work in Las Vegas dovetails with the counseling and behavioral support at GALS Las Vegas and can provide robust support for girls who may need more mentorship in their life beyond the walls of the school.
Boy Scouts of America	After school enrichment and scouting experiences for girls at the school.
Girl Scouts of America	After school enrichment is a core component of this partnership. Some of this enrichment will include financial literacy and STEM development for girls to explore their passions in the field of Science and to prepare for life.
Girls on the Run	Also for after school enrichment, this partnership will allow for girl empowerment and a strong running program to support the wellness component of GALS Las Vegas.
Boys and Girls Club	This partnership is providing the facilities solution for the GALS Las Vegas campus. They are also supporting after school enrichment opportunities for students.
Las Vegas Lights	Through this partnership, girls will be inspired to grow in their reading and literacy skills. Las Vegas Lights specializes in their reading incentive program that will be included in the school opportunities.
University of Nevada Las Vegas	The research core at UNLV fits well with exploring specialized elements of the GALS Network model. This opportunity to partner with UNLV also opens doors for the proposed internship program to support student learning experiences as well as wellness and holistic development for girls. UNLV has also opened their doors for facility use as needed to support learning opportunities for both UNLV and GALS Las Vegas students and staff.

GALS Las Vegas leadership has also explored other partnerships that are not fully formed at the time of this application. These partnerships include:

- The CEO of Green our Planet, an educational nonprofit that brings science education programming through a community garden. This opportunity may be a great program to bring to the Las Vegas campus and the discussion of this is still in motion.
- The Founder of STEM 101, a nonprofit that provides a STEM project experience with students that provides career readiness. Female role models in STEM are included in this programming. This programming is aligned with the wellness and learning mission of GALS Las Vegas and may be a great opportunity for interested students as the school launches.
- Teach for America provides teacher support services, development, and referral assistance. In the Las Vegas area, the support of Teach for America will help in providing educators at the GALS campus excellent resources and opportunities. It may also help with recruitment of teachers who have experience working with similar populations to ensure continued student success that meets the needs of the target population in the Las Vegas urban core.
- Three Squares Food Bank is also a possible partner who can provide student nutrition for youth who need support in health and wellness or access to healthy food.

(5) Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?

GALS Las Vegas has developed relationships with the Director and staff at the Gaughn Girls and Boys Club which has been identified for the Year 1 school. The staffs are collaborating on interested students in both programs as well as space co-location. The staff are fully engaged in making the partnership successful. GALS Las Vegas is also well known at the Cambridge Community Center within a mile of the Boys and Girls Club. GALS leaders have been meeting families and understanding the diversity of the population and some special needs these families have. Given there are no charter school options in the target community, there is a high level of interest and enthusiasm for the school. Three of the GALS Board of Directors also has extensive experience working in the target community. The leadership has discussed how important simply getting involved and being present in the community will be. Examples of what you can expect from GALS Las Vegas includes:

- "Manning" outreach tables at local community events to meet families and share information about the school.
- Meeting with local businesses to bring resources to the school.
- Partnering with local nonprofits that provide services in the community to find ways to collaborate broader engagement.
- For more examples and specifics see the Operations Plan section for enrollment strategies.

(6) Identify any organizations, agencies, or consultants that are partners in planning and establishing 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 group is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.

The school's leaders have benefited from guidance and consultations with a) other charter school leaders, b) community influencers, c) vendors to charter schools and, d) nonprofit partners. For a description of the nonprofit partners, please see Letters of Community Support in Attachment 1.

Additionally, response (4) above thoroughly discusses the relationships and support available to the GALS Las Vegas campus.