



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

## **A PROPOSED PUBLIC CHARTER SCHOOL SERVING STUDENTS IN GRADES 6-12**

**A Young Women's Leadership Network Affiliate School**

[www.studentleadershipnetwork.org/program/young-womens-leadership-network/](http://www.studentleadershipnetwork.org/program/young-womens-leadership-network/)



Young Women's  
Leadership Network

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# NARRATIVE

## (1) SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your Committee to Form. If you are a Charter Management Organization applying directly for sponsorship, please also identify the **primary point of contact for your organization**.

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 founding group 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.

Primary contact person: Gunlek L. Ruder  
Mailing address:

Street/PO Box: [REDACTED]

City: [REDACTED] State [REDACTED] Zip [REDACTED]

Phone Number: day [REDACTED] evening -

Fax Number: - Email: [REDACTED]

Name of team or entity applying: Young Women's Leadership Academy of Las Vegas

***In accordance with NRS 388A.249, a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements below and 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.***

***NRS 388A.240 Membership of committee to form charter school.***

1. A committee to form a charter school must consist of:
    - (a) One member who is a teacher or other person licensed pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;
    - (b) One member who:
      - (1) Satisfies the qualifications of paragraph (a); or
      - (2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;
    - (c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and
    - (d) Two members who possess knowledge and expertise in one or more of the following areas:
      - (1) Accounting;
      - (2) Financial services;
      - (3) Law; or
      - (4) Human resources.
  2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:
    - (a) Members of the general public;
    - (b) Representatives of nonprofit organizations and businesses; or
    - (c) Representatives of a college or university within the Nevada System of Higher Education.
  3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.
  4. As used in subsection 1, "teacher" means a person who:
    - (a) Holds a current license to teach issued pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and
    - (b) Has at least 2 years of experience as an employed teacher.
- The term does not include a person who is employed as a substitute teacher.



NRS 338.249 permits a committee to form or a charter management organization to submit a charter school application.

Is the applicant a Committee to Form or a charter management organization (CMO)?

☒ Committee to Form

☐ Charter Management Organization

If the applicant is a CMO, identify the CMO and any affiliated NV non-profit:	
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Names, roles, and current employment of all persons on the committee to form (add lines as needed). Note that the Committee to Form may be different than the proposed Governing Board. For CMO applicants, please instead list members of the applicant team including CMO employees, proposed school employees, board members, etc.

Full Name	Current Job Title and Employer	Position with Proposed School
Gunlek Ruder	President & CEO, S. Martinelli & Company	Board Member
Mala Panday	Principal, The Young Women's Leadership School of Queens	Board Member
Olivia Carbajal	Principal, Mater Academy of Nevada (Mountain Vista Campus)	Board Member
Rob Goldstein	Chairman & CEO, Las Vegas Sands Corporation	Board Member
Zach Hudson	Executive Vice President, Global General Counsel & Secretary	Board Member

Does this Committee to Form, 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 Committee to Form, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2021-22 or 2022-23 school years? ☐ Yes ☒ No

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

Proposed School Name	City	State	Opening Date

**Proposed School Name (add lines as needed):**

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Young Women's Leadership Academy of Las Vegas	2022	6 <sup>th</sup> & 9 <sup>th</sup>	6 <sup>th</sup> – 12 <sup>th</sup>

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

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K						
1						
2						
3						
4						
5						
6	90	90	90	90	90	90
7		90	90	90	90	90
8			90	90	90	90
9	60	60	60	90	90	90
10		60	60	60	90	90
11			60	60	60	90
12				60	60	60
<b>Total</b>	<b>150</b>	<b>300</b>	<b>450</b>	<b>540</b>	<b>570</b>	<b>600</b>

**Proposed Location**

*If an exact location has not been determined, please provide a detailed description of the proposed contact location including, geographic area, cross streets, and neighborhood.*

Campus Location	County	Zip Code(s) to be Served by School
3415 S Mojave Rd, Las Vegas, NV 89121	Clark County	89101, 89104, 89119, 89121, 89142, 89169

**Nevada law currently permits an operator to contract with a for-profit, Education Management Organization or a non-profit, Charter Management Organization.**

Does the proposed school intend to contract or partner with an education management organization (EMO) or charter management organization (CMO) to provide school management services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the name of the EMO or CMO and specify which designation:	Academica Nevada

In accordance with NAC 388A.160(8), if this application was prepared by a person who is not a member of the committee to form the charter school, or by another entity, including, without limitation, an educational management organization, or if such a person or entity assisted the committee in preparing the application, the applicant must disclose information about that person and/or entity.

Was the application prepared by a person who is not a member of the Committee to Form the charter school or CMO, or by another entity including, without limitation, an educational management organization? Additionally, did a person who is not a member of the Committee to Form the charter school, CMO, or another entity including, without limitation, an educational management organization assist the committee in preparing the application? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the name of the person(s) and/or entity(s)?	<ul style="list-style-type: none"> <li>• Kyle McOmber (Academica Nevada)</li> <li>• Sarah Boldin (Student Leadership Network)</li> </ul>
Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.	<ul style="list-style-type: none"> <li>• Kyle McOmber <ul style="list-style-type: none"> <li>○ Schools serviced by Academica Nevada</li> <li>○ 2016-Present</li> </ul> </li> <li>• Sarah Boldin <ul style="list-style-type: none"> <li>○ Student Leadership Network</li> </ul> </li> </ul>
Please provide a resume for the person(s) and or entity(s)?	Please see <a href="#">Attachment 27 – Applicant Team Resumes</a> .

Applicant Certification:

[Redacted Signature]

Signature

July 13, 2021

Date

Gundek L. Ruder

Printed Name:

Note: [NAC 388A.260](#) requires that applicants submit a version of the application which excludes or redacts from the application and any related material to be shared with the public. All applicants should be prepared to submit a version of their application that complies with this regulation, if requested.



## **(2) Meeting the Need**

### **MISSION AND 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.*

(1) Provide the mission and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:

#### **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.*

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.

The 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. Each school integrates a very supportive school culture that includes daily advisory, after-school academic tutoring, and regular contact with parents. Students have opportunities for challenging work both in the classroom and through partnerships with many outside organizations. For example, one such organization (Student Leadership Network<sup>1</sup>) supports Young Women's Leadership Schools with a wide range of programs to help prepare our students for leadership in their communities.

Young Women's Leadership Schools are also supported by the CollegeBound Initiative (CBI), which promotes college access and financial aid options for every student. CBI college counselors are hired as staff to guide students and parents through the process of visiting and choosing colleges, applying to college, and applying for financial aid. Since its inception, Young Women's Leadership Schools have been extremely successful, with near perfect graduation and college acceptance rates.

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<sup>1</sup> For more information regarding the Student Leadership Network, please see [below](#).

Furthermore, YWLA will be governed by a Board of Directors who will steward the vision and mission of the school. The Board will have the responsibility of defining, communicating, monitoring, and ultimately ensuring the success of the school's performance goals (see [below](#)).

#### (a) The key components of your educational model

The Young Women's Leadership School of East Harlem opened in 1996 as the first school in a national network of excellent all-girls college prep schools. All Young Women's Leadership schools nurture the intellectual curiosity and creativity of young women by supporting the 'whole girl' in order to maximize academic achievement, social emotional well-being, and post-secondary success.

Our 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** (Professionalism, Respect, Integrity, Diligence and Enthusiasm).

Additionally, YWLA support and inspire 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.

#### (b) The outcomes you expect to achieve

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
3. Reduction of achievement gaps in targeted at-risk student subgroups

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

### **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 25 NYC public high schools, currently impacting nearly 14,000 students. CBI promotes college access and financial aid options for every student. We 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 affiliate schools in California, Maryland, Missouri, New York, and North Carolina, and our partner network of 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 will fully fund 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 services and related support to public charter schools. Having served the Las Vegas area for 10 years, Academica Nevada supports more than 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 grant funds, including, but not limited to: 21st Century Community Learning Center grants; and Title I, II, and III; Title IVA.

For more information regarding our local partnerships and supports, please see [below](#).



- (2) A charter school must have as its stated purpose at least one of the goals set forth in NRS 388A.246. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:
- (a) Improving the academic achievement of pupils;
  - (b) Encouraging the use of effective and innovative methods of teaching;
  - (c) Providing an accurate measurement of the educational achievement of pupils;
  - (d) Establishing accountability and transparency of public schools;
  - (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
  - (f) Creating new professional opportunities for teachers.

The statutory purpose of YWLA, as set forth in NRS 388A.246, is to:

a) *improve the academic achievement of pupils;*

This purpose is aligned to the mission of YWLA in that the school *“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.”*

Furthermore, as stated in the school’s vision, YWLA, *“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...”*

## TARGETED PLAN

(1) Explain how the educational model you wish to implement meets the needs of the community you wish to serve.

YWLA’s proposed school facility is La Palabra Viva Las Vegas, a local Christian church located at: 3415 S Mojave Rd, Las Vegas, NV 89121. As a public charter school, YWLA is open to all students within the state of Nevada. However, in its proposed location, YWLA anticipates serving female students and families residing on the east side of the Las Vegas Valley; more specifically the following ZIP codes: **89101, 89104, 89119, 89121, 89142, and 89169**.

The *2021 Academic and Demographic Needs Assessment*, as provided by the Nevada State Public Charter School Authority, identifies these ZIP codes as areas of “Academic Need” as each of these ZIP codes contains more than one 1- or 2-Star Schools. See **Figure 2-1** below:

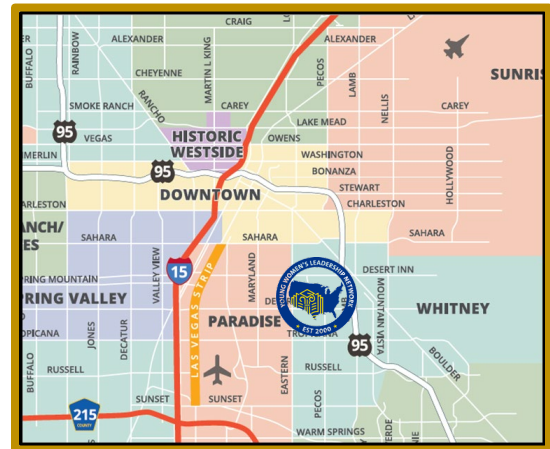
ZIP Code	Total Enrollment	Total Number of Schools	Number of 1-2 Star Schools	1- or 2-Star School Enrollment	% Enrolled in 1- or 2-Star Schools
<b>89101</b>	10,922	22	8	4,531	41%
<b>89104</b>	5,512	9	3	1,919	35%
<b>89119</b>	3,127	5	3	1,955	63%
<b>89121</b>	8,189	14	9	5,440	66%
<b>89142</b>	9,360	8	3	2,857	31%

89169	4,989	7	6	4,318	87%
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*Figure 2-1: Targeted ZIP Codes and Star Ratings*

As this data demonstrates, half of all students (50%) from YWLA’s targeted ZIP codes are attending schools with a 1- or 2-Star Rating. That is more than 21,000 students attending schools designated by the state of Nevada as underperforming.

YWLA has also examined data from all public middle and high schools within a 3-mile radius of the school’s proposed facility location (see **Figure 2-2**) in order to obtain a more detailed understanding of their targeted student population. Data from these public schools was obtained from the Nevada Report Card website. Results were then averaged together to produce the findings shown in **Figure 2-3**<sup>2</sup> and **Figure 2-4**<sup>3</sup>.

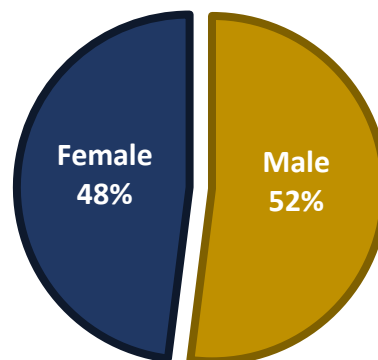


*Figure 2-2: Target Area*

As demonstrated in **Figure 2-3**, YWLA anticipates serving a student population that is 3% Asian, 14% Black/African-American, 62% Hispanic/Latino, 2% Native Hawaiian/Pacific Islander, 5% Multi-Racial, and 11% White<sup>4</sup>. Additionally, approximately 52% of the student population identify as male, while 48% identify as female, as demonstrated in **Figure 2-4**, below:

Asian	Black/Af.-Am.	Hisp./ Lat.	Nat. HI/ Pa. Is.	Multi-Racial	White
3%	14%	62%	2%	5%	11%

*Figure 2-3: Anticipated Student Ethnicity Demographics*



*Figure 2-4: Anticipated Gender Demographics*

Furthermore, in terms of special student populations, YWLA targeted community demonstrates an area of diverse needs. Approximately 14% of the anticipated student population are on an

<sup>2</sup> Nevada Report Card. *Nevada Department of Education*. “Data Interaction for Nevada Accountability Portal – Demographic Profile 2019-2020”. URL: <http://nevadareportcard.nv.gov/di/main/demoprof>. Last accessed March 2021.

<sup>3</sup> Ibid.

<sup>4</sup> Results for the ethnicity category of “American Indian/Alaskan Native” were found to be less than 1% and were therefore not included in Figure 2-3 above.

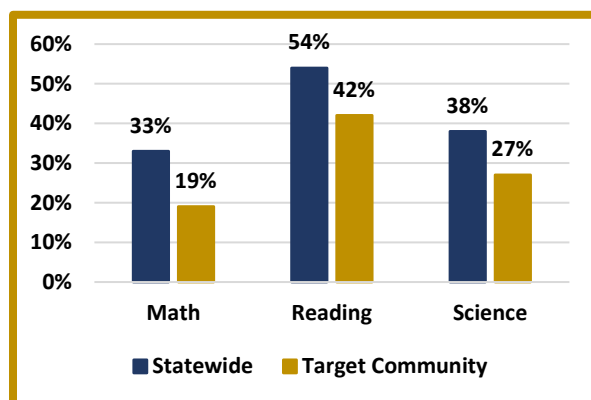
Individualized Education Plan (IEP), 25% are identified as English Learners (EL) and 86% are eligible for free/reduced lunch (FRL) services.

IEP	EL	FRL
14%	25%	86%

*Figure 2-5: Anticipated Special Student Demographics*

As evidenced above, in **Figure 2-5**<sup>5</sup>, these findings present an ethnically diverse targeted population encompassing a variety of needs. These needs are further evidenced upon examining student achievement results from these same surrounding schools.

2018-19<sup>6</sup> SBAC results found that only 19% of all female middle students from the target community achieved proficiency on the Mathematics portion of the NV-CRT assessment. On the Reading portion of the NV-CRT, 41% of female middle school students achieved proficiency, and only 26% were proficient on the NV-CRT Science. As demonstrated in **Figure 2-6** below, these results are even lower when compared to the state.



*Figure 2-6: Female Middle School Student Achievement Results: State vs. Target Community*

Female middle school students from the target community are performing well-below their female middle school counterparts across the state in all subject areas. YWLA's interest in serving our community, therefore, is twofold: 1) Provide a quality educational choice for young women in our targeted ZIP codes, and 2) simultaneously meet the needs as described by the Nevada SPCSA's *2021 Academic and Demographic Needs Assessment*. As described in the proceeding question, YWLA is the solution to the identified needs in the SPCSA's *Academic and Demographic Needs Assessment*.

(2) During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. [A copy of this document can be found here](#). Given the demographic and academic needs as defined below, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment.

<sup>5</sup> Ibid.

<sup>6</sup> In accordance with the U.S. Department of Education ESEA waiver to suspend accountability requirements in response to the COVID 19 pandemic, NSPF school ratings and accountability indicators have been carried over from the 2018-2019 reporting year. Therefore, the most recent SBAC/NV-CRT results used here are from the 2018-2019 reporting year.



- (a) **Demographics:** Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the Nevada Department of Education: Students qualifying for free or reduced-price lunch, English Learners, and students with IEPs. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.

#### *Demonstrated Capacity*

As previously shown in **Figure 2-3** above, YWLA anticipates serving a student population that is 3% Asian, 14% Black/African-American, 62% Hispanic/Latino, 2% Native Hawaiian/Pacific Islander, 5% Multi-Racial, and 11% White<sup>7</sup>. Furthermore, it is anticipated that approximately 14% of the student population will have an IEP, 25% will be English Learners, and 86% will participate in free/reduced lunch services.

YWLA will meet the various needs of their anticipated population by replicating the success of the Young Women's Leadership School network. As demonstrated in **Figure 2-8** below, Young Women's Leadership Schools share similar demographics to YWLA's targeted community:

	Hispanic	FRL/Econ. Disa.	IEP/SWD
<b>Targeted Surrounding Schools</b>	62%	86%	14%
<b>YW's Leadership Schools</b>	64%	83%	19%

*Figure 2-8: Comparison of Student Demographics*

#### *Credible Plans*

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 EL, or qualify 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 the needs of their students:

- **IEP/SWD** - 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 NV Standards.
- **ELL/EL** - 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 ENL and SIOP instructional strategies. Such as, building prior knowledge through anticipatory texts, visual representation of materials, verbal cues, repetition, posting of instructions, and collaborative learning.
- **FRL/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

<sup>7</sup> Results for the ethnicity category of "American Indian/Alaskan Native" were found to be less than 1% and were therefore not included in Figure 2-3 above.

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.

### *Research and Analysis*

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. (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. For more information regarding the research and analysis of YWLA's educational model, please see the [Academic Plan](#).

(b) [Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally provide access to 3, 4 and 5-Star schools in zip codes where students are attending a 1- or 2-Star school. A map and list of zip codes will be provided; SPCSA charter schools will be removed from the data set used to identify zip codes.](#)

As demonstrated above in **Figure 2-1** above, 50% of the public middle and high schools in YWLA's targeted community are either 1- or 2-Star Schools, as identified by the SPCSA's *2021 Academic and Demographic Needs Assessment*. Additionally, 2018-19<sup>8</sup> SBAC results found that only 19% of all female middle students from the target community achieved proficiency on the Mathematics portion of the NV-CRT assessment. On the Reading portion of the NV-CRT, 41% of female middle school students achieved proficiency, and only 26% were proficient on the NV-CRT Science.

YWLA is modeled after a network of highly successful secondary schools serving historically marginalized populations, and the implementation of this model predicts similar results/outcomes. For example:

- Over the last five years of testing, the five The Young Women's Leadership Schools (TYWLS) in NYC have outperformed NYC and NY State in ELA by an average of 16.3 and 17.1 percentage points respectively. See **Figure 2-9** below:

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<sup>8</sup> In accordance with the U.S. Department of Education ESEA waiver to suspend accountability requirements in response to the COVID 19 pandemic, NSPF school ratings and accountability indicators have been carried over from the 2018-2019 reporting year. Therefore, the most recent SBAC/NV-CRT results used here are from the 2018-2019 reporting year.

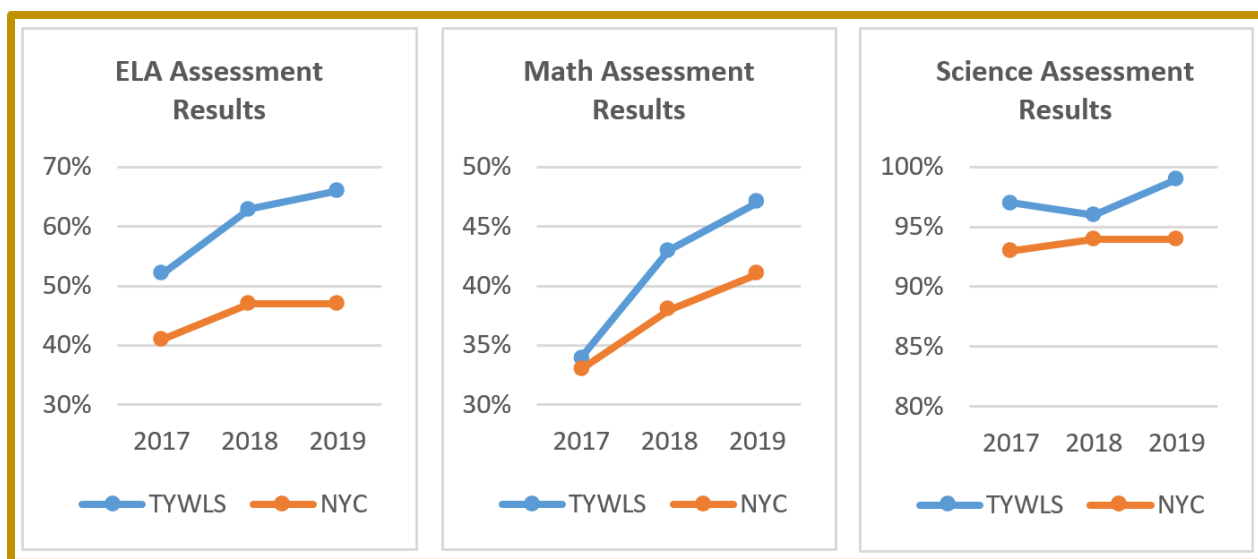


Figure 2-9: TWYLS vs. NYC Public School Assessment Results

- TYWLS success with economically disadvantaged students is even more pronounced, outperforming NYC and NYS average ELA proficiency by 21.1 and 25.9 respectively.
- Since 2014, TYWLS students have consistently outperformed average NYC and NYS rates for Math proficiency.
- Considering school startup, the Young Women's Leadership School of Astoria, YWLN's third NYC replication, received all "A" grades on its NYC Department of Education School Report Cards during its first three years of receiving accountability grades.

(c) Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.

*Note that the SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school's plans to meet statewide academic and demographic needs found within the Needs Assessment.*

#### *Demonstrated Capacity*

As evidenced by the school's mission, YWLA will be 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.

### *Credible Plans*

As with all Young Women's Leadership Schools, YWLA will track and utilize key indicators to ensure students are on-track to graduation from high school. Some of these indicators include, but are not limited to, the following:

- 9<sup>th</sup> Grade attendance
- Meeting state standards by 10<sup>th</sup> 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 partnership with the CollegeBound Initiative program as well as the school's college-going culture will provide students an antidote to dropout ideation.

### *Research & Analysis*

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/Latino students who engaged in STEM courses demonstrated higher retention rates when compared to similar students not participating in STEM courses.<sup>9</sup> 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.

## **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.

YWLA's founding 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.

In the development of the school itself, YWLA has sought the input and feedback of parents and members from the community in order to ensure that the school is not only supported by the target area, but that the school is adequately meeting the needs and desires of those whom the school will serve as well. Simultaneously with their marketing efforts, YWLA has engaged their target community through various methods and has obtained tangible practical input and feedback which has helped shape the development of the school. For example, an anonymous Google survey, which was distributed to parents in YWLA's targeted area, asked respondents a variety of questions, including a request to identify items they would like to see in a neighborhood school. The results are shown below in **Figure 2-10**:

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<sup>9</sup> Dagley, M., Georgiopoulos, M., Reece, A., & Young, C. (2016). Increasing Retention and Graduation Rates Through a STEM Learning Community. *Journal of College Student Retention: Research, Theory & Practice*, 18(2), 167–182.

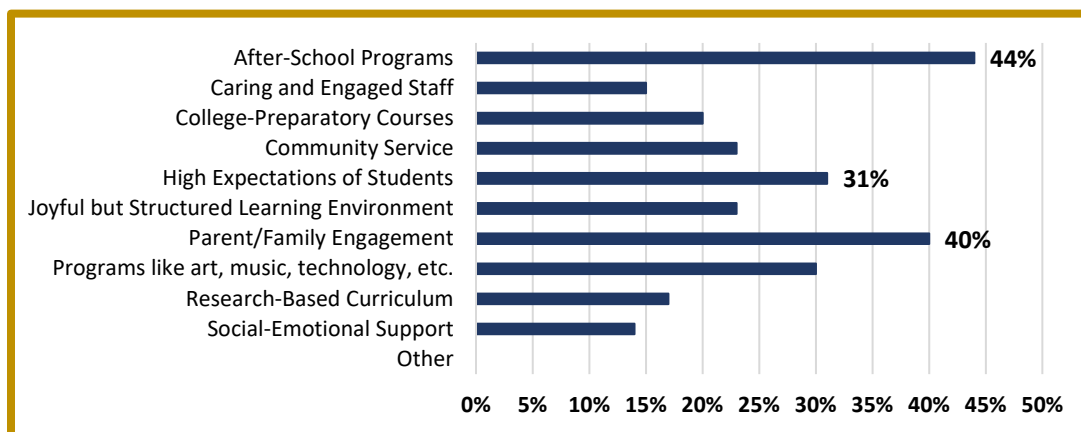


Figure 2-10: Target Community Survey Results

As one can see, approximately 44%<sup>10</sup> of applicants have responded that they'd like to see after-school programs included in a new neighborhood school. In response to these results, YWLA will to implement afterschool programs for their students and families. Upon approval, YWLA's Committee to Form 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

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

The next highest category selected (at 40%) was parent/family engagement opportunities. 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. In its current marketing efforts, YWLA has engaged the community through various in-person as well as virtual methods. These efforts are ongoing and will continue through approval from the state and remain an important facet of YWLA's school structure after it is finally operating. As the school grows, 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.

Lastly, at 31%, respondents stated that they would like to see 'Higher Expectations of Students'. YWLA's 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 extremely clear and

<sup>10</sup> As of July 9<sup>th</sup>, 2021.

consistent expectations for students at all grade levels. As students progress from grade to grade, they will experience a significant, though gradual, release of 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/consequences is grounded in lessons learned from other Young Women's schools and will be refined by the School Leader and founding team in the pre-opening year, and will include the following elements: positive behavior support, logical consequences, merit/demerit system, and uniforms.

**(2) Describe how you have engaged the local community to date as active partners in this application. What specific strategies have been implemented to date?**

YWLA has participated in several community engagement events to provide the targeted area an overview of the school and simultaneously obtain feedback from prospective parents of students. A list of these events, their dates, and locations is provided here:

Date	Event	ZIP Code
May 19 <sup>th</sup>	Parent-Information Session (Virtual) at Acelero, Stewart Campus	89110
May 26 <sup>th</sup>	Greetings parents outside of Acelero, Stewart Campus	89110
June 9 <sup>th</sup>	Family Engagement Network (Virtual) at Acelero, Stewart Campus	89110
June 21 <sup>st</sup>	Three Square food line distribution to hand out marketing materials	89015
June 29 <sup>th</sup>	Parent Interest Night (In-person) at Palabra Viva	89121
June 30 <sup>th</sup>	Parent Interest Night (In-person) at Palabra Viva	89121
June 30 <sup>th</sup>	Greeting parents at entry way to church (Victory Outreach)	89121

Additionally, YWLA has utilized the support of Academica Nevada to engage the community through social media marketing campaigns, which first launched in May 2021 and are still being utilized presently.

At the time of submission, YWLA has obtained 156 intents to enroll in the school, with 24 from the targeted ZIP codes. After submission of the application and towards opening, YWLA will continue to market to the community by hosting and attending communities events and engaging in social media marketing campaigns. In addition to these marketing efforts, YWLA will continue to obtain community feedback in order to align the needs of the target area to the actual school.

Please see [Attachment 13 – Evidence of Community Demand](#) for further information.

**(3) Describe how you will continue to engage parents, neighborhood, and community members from the time the school was conceptualized to when the application is approved through the opening of the school. What specific strategies will continue to be relied upon to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?**

After submission of the application and towards opening, YWLA will continue to market to the community by hosting and attending communities events and engaging in social media marketing campaigns. In addition to these marketing efforts, YWLA will continue to obtain community feedback in order to align the needs of the target area to the actual school.



(4) Describe any expectations for parent volunteering.

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 through various volunteer opportunities at the school. However, in all volunteer opportunities and communications with parents, YWLA will only encourage, but never require parents to participate in volunteer opportunities.

(5) For each strategic partnership your school has established with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the CMO/EMO identified in the application or dual-credit partners discussed in subsequent sections, please complete the table below. If there are future organizations that you plan to seek to partner with, please list those as well. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Partner Name: ACE Foundation	
Briefly describe this partnership	Memorandum of Understanding.
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	The ACE Foundation is a non-profit organization located in Las Vegas which promotes high-quality public education by supporting charter schools. The ACE Foundation will provide students and families financial and community-based resources to supplement YWLA programs and additional initiatives at the school. See <a href="#">Attachment 1</a> .

Partner Name: Girls Leadership	
Briefly describe this partnership	Partnership Letter
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	Nonprofit organization which teaches girls to exercise the power of their voice through programs grounded in social emotional learning. Girls Leadership will partner with YWLA through the following programs: <ul style="list-style-type: none"><li>• Support the design of a social/emotional leadership curriculum for young girls</li><li>• Professional development support for educators and staff to bring culturally responsive and healing centered</li></ul>

	<p>teaching practices across all grades</p> <ul style="list-style-type: none"> <li>• Direct service after-school club for girls and education for parents</li> </ul> <p>See <a href="#">Attachment 1</a>.</p>
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Partner Name: <b>Intellatek</b>	
Briefly describe this partnership	Memorandum of Understanding
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	<p>INTELLATEK will partner with YWLA to increase student achievement in the community by providing quality education technology tools and resources. Upon approval from the state sponsor, the INTELLATEK agrees to offer the following services to YWLA:</p> <ul style="list-style-type: none"> <li>• Setting up, monitoring and supporting YWLA's network, servers, wiring closets, patch panels, desktops and printers;</li> <li>• Creating and deleting user accounts;</li> <li>• Setting up and maintaining off-site backups;</li> <li>• Providing helpdesk support;</li> <li>• Provide support, when possible, for devices owned by students when they are used on campus for class work;</li> <li>• Additional support required to maintain IT related materials such as software updates, licensing, and warranties.</li> </ul> <p>See <a href="#">Attachment 1</a>.</p>

Partner Name: <b>Las Vegas Sands Corporation</b>	
Briefly describe this partnership	Memorandum of Understanding

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	<p>The Sands' 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 the community. The Sands Corporation will fund the salary of the school leader during the school's incubation year, provide financial assistance for marketing materials, and financially aid any other pre-opening expenses.</p> <p>See <a href="#">Attachment 1</a>.</p>
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Partner Name: <b>Palabra Viva Las Vegas</b>	
Briefly describe this partnership	Partnership Letter
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	<p>Palabra Viva is a local Christian church located in Las Vegas. Palabra Viva will lease their facility space to YWLA for the purpose of providing a location in which the school can function during its first year of operation.</p> <p>See <a href="#">Attachment 1</a>.</p>

Partner Name: <b>Project 150</b>	
Briefly describe this partnership	Partnership Letter
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	<p>A non-profit organization created to provide services and supports to homeless high school students. Project 150 will provide:</p> <ul style="list-style-type: none"> <li>• Food and clothing resources for identified homeless students</li> <li>• Scholarships for graduating homeless students</li> </ul> <p>See <a href="#">Attachment 1</a>.</p>

Partner Name: <b>Riley's Way</b>	
Briefly describe this partnership	Partnership Letter

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	<p>A non-profit organization, that empowers young leaders to use kindness and empathy to create meaningful connections and positive change. Riley's Way will partner with YWLA through the following programs:</p> <ul style="list-style-type: none"> <li>• Funding teen-led projects that inspire kindness and strengthen communities.</li> <li>• Hosting a retreat to bring together inspirational young women to build a community of change makers</li> </ul> <p>See <a href="#">Attachment 1</a>.</p>
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Partner Name: <b>She's The First</b>	
Briefly describe this partnership	Partnership Letter
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	<p>She's the First is a non-profit organization, headquartered in New York City that fights gender inequality through education. She's the First will partner with YWLA in the following ways:</p> <ul style="list-style-type: none"> <li>• Inviting students to start a campus chapter of She's the First,</li> <li>• Sharing resources that can be used to help girls understand their rights,</li> <li>• Creating visibility opportunities for girls</li> </ul> <p>See <a href="#">Attachment 1</a>.</p>

Partner Name: <b>Special Education Support Staff</b>	
Briefly describe this partnership	Memorandum of Understanding
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	<p>SESS is in the business of providing special education services. Upon approval from the state sponsor, SESS agrees to offer the following services to YWLA:</p> <ul style="list-style-type: none"> <li>• Providing personnel, including professionals and assistants to perform Special Education related services including, but not limited to: <ul style="list-style-type: none"> <li>○ physical therapy,</li> <li>○ occupational therapy,</li> <li>○ speech-language therapy, and</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ psychology ("SPED Services")</li> </ul> <p>See <a href="#">Attachment 1</a>.</p>
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Partner Name: <b>Student Leadership Network</b>	
Briefly describe this partnership	Memorandum of Understanding
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	<p>SLN supports two life-changing programs that empower youth from underserved communities to disrupt the cycle of poverty through education: CollegeBound Initiative (CBI), and the Young Women's Leadership Network. SLN is providing the educational model, which YWLA will replicate here in Las Vegas.</p> <p>See <a href="#">Attachment 1</a>.</p>

Partner Name: <b>TROOP</b>	
Briefly describe this partnership	Memorandum of Understanding
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	<p>TROOP is a business which provides substitute teachers for charter schools in Nevada. Upon approval from the state sponsor, TROOP will provide YWLA with state licensed substitute teachers for the hours and times requested by YWLA.</p> <p>See <a href="#">Attachment 1</a>.</p>

(6) Describe the Committee to Form or CMO'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, local community?

Gunlek Ruder – Has lived in Las Vegas since 2005. Working with the Andre Agassi Foundation for Education, he became familiar with various communities in Las Vegas in need of expanded, high quality, public education choices. He as spent significant time in the targeted community understanding educational options and targeted sites for the school.

Olivia Carbajal – As a school principal in the area, Olivia currently works with community organizations and families in the targeted area. Olivia is known and respected by Assemblywomen Olivia Diaz and Selena Torres who both act as strong advocates for schools on the east side of Las Vegas. 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 members Zac Hudson and Rob Goldstein have demonstrable interest in improving Las Vegas, particularly in terms of educational outcomes for families residing in YWLA's target community. Their association with the Sand's Corporation will provide YWLA families resources and supports to bring about the YWLA mission and vision. Additionally, while member Mala Panday does not currently reside in Las Vegas, her 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. Mrs. Panday has demonstrated success as an academic leader in guiding her students towards academic success despite the obstacles of language barriers, poverty, and discrimination.



### (3) Academic Plan

#### TRANSFORMATIONAL CHANGE

*In its 2019-2024 Strategic Plan, the SPCSA lists goals related to school performance that charter school applicants must consider in setting their own respective goals:*

- 1. Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.*
- 2. Ensure that every SPCSA student succeeds - including those from historically underserved student groups: the SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.*

(1) How will you ensure that your school either earns a 4- or 5-star rating or is on track to earn a 4- or 5-star rating by the end of your first charter term?

Young Women's Leadership Academy in Las Vegas (YWLA) will provide a choice for Las Vegas area public school families who are interested in a high-quality, all-girls' education model. Our aim is to provide rigorous, college preparatory academic programming paired with nationally-recognized best practices in girls' education to create a learning environment in which girls are positioned to lead in school and beyond. YWLA is dedicated to educating the whole girl, which encompasses academic achievement, career and college preparation, leadership, and personal and social development. YWLA will be guided by four core beliefs:

- 1) Academic success coupled with self-efficacy results in more women of color reaching power and influence in our country
- 2) An environment of female empowerment and achievement supports students' strengths and prepares them to face social injustices
- 3) Effective methods include field-tested and research grounded practices
- 4) Infusing Whole Girl Pedagogy is most productive when it is a collaborative process

YWLA is modeled after a network of highly successful secondary schools serving historically marginalized populations, and the implementation of this model predicts similar results/outcomes. For example:

- Over the last five years of testing, the five The Young Women's Leadership Schools (TYWLS) in NYC have outperformed NYC and NY State in ELA by an average of 16.3 and 17.1 percentage points respectively.
- TYWLS success with economically disadvantaged students is even more pronounced, outperforming NYC and NYS average ELA proficiency by 21.1 and 25.9 respectively.
- Since 2014, TYWLS students have consistently outperformed average NYC and NYS rates for Math proficiency.
- Considering school startup, the Young Women's Leadership School of Astoria, YWLN's third NYC replication, received all "A" grades on its NYC Dept. of Education School Report Cards during its first three years of receiving accountability grades, in 2007-08 through 2009-10.

YWLA will be governed by a Board of Directors who will steward the vision and mission of the school. The Board will have the responsibility of defining, communicating, monitoring and ultimately ensuring the success of the school's performance goals. While YWLA will use a host of different goals and measures to monitor its progress and provide families with a high quality school choice, the core of its model is grounded in a proven educational framework that blends both academic and broader cultural components to ensure that girls and gender-expansive youth are receiving both support based on where they enter, as well as, rigorous, engaging, and standards-based instruction. This

framework is made up of ten effective practices that are integral to the instructional approach and will inform YWLA's school design, programming, policy, and school culture.

YWLA will serve 6th grade and 9th grade girls and gender-expansive youth in its first year, and three years into the future will have grown into a full middle and high school serving students in grades 6-12. By school year 2025-26, YWLA will be graduating its first class of students who will be matriculating into competitive colleges and universities.

Alongside the Whole Girl Logic model, YWLA will measure the progress of its mission annually and define success in the following ways:

### **Academic Achievement**

- YWLA women deserve a high-quality education that prepares them for college and career persistence. Focusing on learning outcomes for our students as they enter and progress through YWLA is the primary lever to achieve the college success that is core to our mission. We will focus on the use of data to understand where YWLA women are in their academic journey and how to identify the strongest path to success for every woman.
- Active use of the school instructional vision in on-boarding new teachers and refocusing the faculty regularly
- Sharing of the school instructional vision with students and parents on a regular basis
- Use of the school instructional vision as a lens when assessing programming, curricular decisions, and unit and lesson design

### **Mindset and Belief**

- Student success starts with a schoolwide philosophy and teacher belief that all students are capable of achievement at a college-ready level
- YWLA's teachers believe in collaborative learning and are invested in their own professional development.
- Teachers share a vision for helping every student to achieve personal mastery. Classroom pedagogy is centered on cooperative and collaborative practices, inquiry, and differentiation to meet the needs of all learners.

### **Data Informed Decision Making**

- YWLA will measure academic success based on meeting the requirements of the NV School Performance Framework as well as comparative analysis of other similar NV schools and is expected to earn a four (4) or five (5) Star rating
- Ongoing assessments/interim assessments and data analysis will identify improvement needs and guide instruction for benchmark mastery.
- Use of behavioral and social-emotional data such as attendance, office referrals and social-emotional growth indicators will support decision-making focused on the whole girl

### **Teacher Professional Development**

- Whole Girl Education practices and applications
- Culturally Responsive Pedagogy / Culturally Appropriate Practices
- Advisory training to prepare teachers to promote social/emotional learning
- CollegeBoard workshops on teaching AP and Pre-AP courses
- On differentiation, accommodations, and diverse teaching strategies
- Collaboration and coordination between content specialists and special education teachers.

- Weekly professional development led by the Principal or other school administrations that is informed by data.
- Weekly/bi-weekly department meetings where teachers are able to examine and develop content alongside other teachers and a school leader

(2) How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?

YWLA will propel our students into their college or career of choice through a proven blend of academic rigor, leadership development, social-emotional learning and research based whole-girl elements.

Students will arrive at YWLA with a wide range of academic preparedness, a variety of academic skills, and different experiences, attitudes, and levels of trust in school and themselves. Therefore, it will be critical to structure students' learning experiences to meet them where they are while challenging them to ever higher achievement. YWLA will provide multiple opportunities for students to be successful, diversify teaching methods to encompass the diversity of learning styles, utilize instruction that focuses on skill development as well as content knowledge, and targeted individualized support. These practices and approaches will be monitored on a regular cycle by the school and continuously refined through teacher coaching and development.

The following outline the key systems, approaches and mindsets with drive growth among students at all achievement levels:

- Multi-Tiered System of Support (MTSS): YWLA will utilize this comprehensive framework to provide targeted support for students at all levels. MTSS emphasizes high-quality instruction at all levels, is rooted in supporting the "whole child," and features a continuum of multiple supports for students based on their level of documented need. MTSS uses data-driven problem-solving and incorporates system-level change to create conditions for successful learning for all students in the school community. Through MTSS, YWLA will organize evidence-based practices and systems into a multi-tiered support structure, which utilizes increasingly intensive interventions and supports in Tier 2 and 3.
  - *Three Tiers of Support* - MTSS provides a method of early identification and intervention that will help girls and gender-expansive youth with academic or socioemotional needs to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels.
  - The three tiers of MTSS include:
    - Tier 1 – Universal or primary – Majority of students (75-90%): As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with high-quality instruction and basic interventions. This structure will help to build positive relationships between YWLA staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.
    - Tier 2 – Secondary – Small groups of students (10-25%): We understand that some students will need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these students receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. Check-In/Check-Out (CICO) interventions are often a part

of Tier 2, as well. This targeted support allows students to work toward catching up with their peers.

- Tier 3 – Tertiary – Individual students (< 10%): The smallest group of students will have significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized supports and can include assistance from outside agencies such as behavioral counselors or family therapists.
- Real-Time Academic Intervention utilizing data: YWLA teachers and leaders will utilize a variety of student level data to support the growth and development of each young woman. Teachers will be able to analyze daily exit tickets, common formative assessments, unit exams and I-Ready diagnostic tool to inform decisions about real-time interventions to support a student on their individualized learning journey. Teachers will receive professional development to support their analysis of data through full staff professional development and in learning communities within academic departments and grade levels.
- Culturally Responsive Pedagogy: All pedagogy in schools that serve girls of color needs to be culturally relevant, responsive, and sustaining. In order to achieve this, practical training in the instructional strategies and curricular considerations rooted in theories of CRP will be standard for all teachers and administrators.
- Multiple opportunities to succeed/Grading: YWLA will utilize mastery-based grading, test corrections - students are given the chance to redo test questions after further study, opportunities to revise, rewrite, and resubmit essays and other written work and high rigor/Low stakes electives and extracurricular activities
- Access to advanced coursework, particularly in STEM subjects: It is also worth noting that of particular importance in preparing students for success in college and offering them the widest range of career options, is the inclusion of advanced STEM coursework in high school. Our society continually recycles the false claim that girls and women are not good at math and science, a belief that many girls have internalized. Furthermore, math and science departments on college campuses and many STEM related work environments are hostile to the success of women. Therefore it is critically important that girls have the opportunity to take advanced math and science courses and experience success in these fields, to combat the notion of female inferiority in math and science and arm students with the self-confidence to navigate the sexism they may face in college and the workplace if they choose to pursue STEM fields.
- Lesson Planning and Instructional Approach
  - *Productive Struggle:* We will ensure that students are engaged in “productive struggle” in the classroom. YWLA teachers will design lessons that include ample time for student practice, student discussion paired & group work, and problem solving - all with the goal of students constructing their own understanding of the material while developing academic skills
  - *Scaffolding:* We will ensure that students are provided with concrete academic supports to help them meet the academic standards of an assignment or lesson in the moment, but with the intention that eventually, as students’ academic skills develop, these supports can be removed. Proceeding from a growth mindset, students will be challenged and provided with opportunities to practice academic risk-taking, while also being provided with scaffolding to support reaching ever higher academic standards.
  - *Academic Risk-Taking:* Academic scaffolding supports these students in taking greater academic risks. Coupled with an environment where making mistakes are not just tolerated but celebrated, this academic risk-taking leads to intellectual growth and an increasing self-efficacy. When students shed some pressure to project

“effortless perfectionism” in the classroom, learning looks more like endurance training on a team rather than like a group of individual athletes in competition with one another.

- **Growth Mindset:** A critical component of a young woman realizing her desired academic achievement is nurturing a growth mindset among both YWLA students and teachers. A growth mindset posits that our minds are expandable and get stronger with practice and with the belief that we can grow and change. The mindset that a teacher has about her students and the mindset that a student has about herself are both incredibly important indicators of how successful that student will be. Furthermore, it is crucial that students believe that their teachers believe in them and their ability to learn, develop skills, and achieve. This belief provides the encouragement and the confidence to challenge oneself, take intellectual risks, and persevere through demanding and difficult assignments and learning experiences.

(3) Describe the distinguishing features of your school, including programming and curricular choices that make your school unique. For each feature, describe how it will be implemented. Key features may include:

- (a) Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
- (b) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
- (c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

The YWLA Model ensures that all students will achieve by interlocking academic preparedness with growth mindset and applying the consistent use of student level data to meet the needs of all learners. YWLA combines these practices into an innovative “Whole Girl Approach” model that has been successfully implemented in YWLN schools across the country. The Whole Girl Approach encompasses an interrelated, pedagogical roadmap of eleven effective instructional practices for implementation, as well as, a student-facing vision outlined in Whole Girl competencies. In concert with one another, these practices actively support student development that leads to students’ success in school and beyond.

### **Programs**

YWLA recognizes that the choice and implementation of curricula is fundamental to teacher and student success. YWLA has the objective of nurturing self-efficacy and academic competence, particularly to support college enrollment and persistence. These objectives are rooted in the belief that all students can benefit from a rigorous curriculum and achieve at a college-ready standard. Chingos and Whitehurst state that “the choice of instructional materials has large effects on student learning—effects that rival in size those that are associated with differences in teacher effectiveness.”<sup>1</sup>

YWLA curriculum will be designed to meet the educational needs of girls and gender-expansive youth with unlimited potential who may enter YWLA one or more grade levels behind.

### **The Middle School Program**

In grades 6-8, curricula will emphasize the mastery of core academic standards with a strong focus in literacy, numeracy, and Social and Emotional Learning. Curricula will simultaneously build foundations while also preparing students for the intellectual demands of a college preparatory high school program.

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<sup>1</sup> Chingos, Matthew M. and Grover J. “Russ” Whitehurst. “Choosing Blindly.” Brown Center on Education Policy at Brookings. 2012.

### **The High School Program**

In grades 9-12, curricula will become increasingly specialized and content-driven in preparation for success in Advanced Placement classes and advanced learning opportunities such as internships or early college classes.

### **Curriculum by Content Area**

Final decisions about curricular materials will be the responsibility of the founding principal during the pre-opening year. However, in all its curricular choices, YWLA will consider:

- Student diagnostic information, gathered via collaboration with potential feeder schools
- Suitability for English Language Learners and special education students
- Coherence within a STEM framework
- Opportunities for Social and Emotional Learning
- Opportunities for the development of a positive self-concept for girls and gender-expansive youth

### **Instructional Methods to Deliver the Curriculum**

YWLA's overall instructional philosophy will be consistent across all classrooms. YWLA believes that all students can learn at high levels, and that it is therefore critical that staff collaborate to internalize and apply research-based practices that benefit all students, especially students with special needs and students who are English Language Learners (ELs).

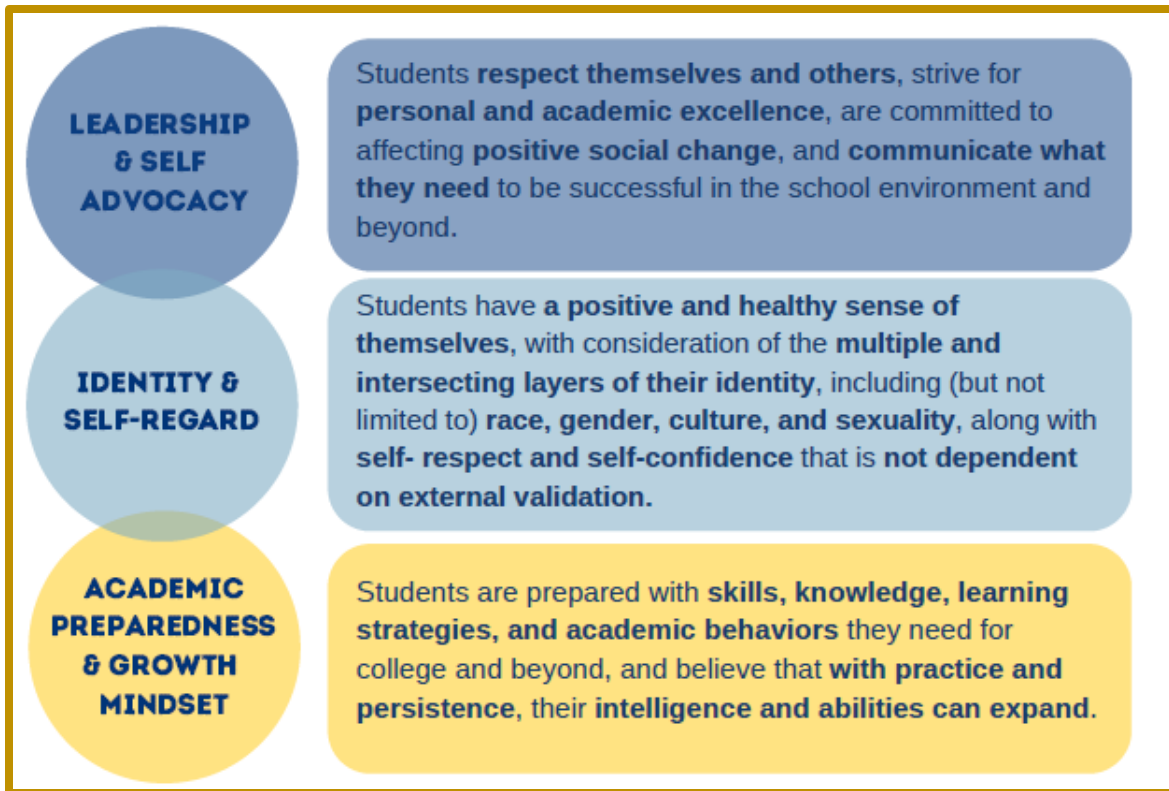
YWLA will support consistency and vertical alignment by grounding all instruction in common curricula and a data-driven, "assessment for learning" approach. To ensure clear intended learning outcomes, YWLA will use benchmark assessments. These assessments will focus teachers and students on essential knowledge and skills while providing data for instructional improvement. They will fall into two categories: external assessments (e.g. NWEA MAP) and internal assessments (e.g. interim assessments).

### **Principles**

The Whole Girl Approach will be applied in all YWLA content area classrooms and will serve as the key school design principles for a range of programming and policy decisions to establish both the middle and high school model at YWLA. The ten practices include: 1) voice, 2) academic rigor, 3) imprint, 4) collaboration, 5) connection, 6) culturally relevant and sustaining practices, 7) courage cultivation, 8) restorative practices, 9) attention to relationships, and 10) gender consciousness. The Whole Girl Student Competencies are organized into three areas of focus: 1) Leadership and Self-Advocacy, 2) Identity and Self-Regard; 3) Academic Preparedness and Growth Mindset.

Please see [Attachment 29 – Whole Girl Pedagogy](#) for more information.





*Figure 3-1: Whole Girl Competencies*

Whole Girl Education practices and competencies are articulated in full detail in the comprehensive YWLN Whole Girl Education Guide as found in [Attachment 30 – YWLN Whole Girl Education Guide](#). Additionally, the principal will utilize tools to identify Whole Girl Education applications in practice in classrooms with the Whole Girl Observation Tool, as found in [Attachment 31 – Whole Girl Observation Tool](#).

### Structures

To ensure that girls and gender-expansive youth are prepared for to actively engage the middle and high school programs, YWLA will utilize:

- Whole Group Direct Instruction. Students will learn foundational skills and knowledge in heterogeneous groups, guided by the facilitation of a teacher and/or co-teachers.
- Small Group Direct Instruction. Students will learn in homogenous groups to address skills or knowledge that are particular to the needs of that group. This structure will be especially important for the rapid development of literacy and numeracy foundations as well as for targeted support of students with special needs and ELs)
- Personalized Learning. Students will drive their own learning through goal-setting and independent practice. This structure will:
  - Maximize students' autonomy and ownership of learning, which is especially helpful for students with special needs to develop their wayfinding and executive functions
  - Maximize students' ability to monitor their own progress
  - Create flexible opportunities for students to get lots of "at bats" with knowledge and skills they have not yet mastered

(4) Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.

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. (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.<sup>2</sup>

This approach to education based on a person's entire experience has roots in ancient concepts of instruction, including those of Greek and native indigenous cultures, and has increased in prevalence over the past century. Several different approaches based on whole-person education gained steam in the 20th century, including Maria Montessori's self-motivated growth philosophy and Rudolf Steiner and Emil Molt's Waldorf experiential learning technique.

The goal of holistic education is to cultivate a young person's physical, emotional, moral, psychological, and spiritual attributes. Serving the whole child means providing opportunities that are personalized to a young person's skills and emotions. Lessons are conducted in a safe, supportive environment that allows students to utilize their individual strengths. Teachers must be prepared to nurture students with varying educational levels and learning capabilities. While holistic education is guided by one overarching philosophy, teachers may employ a number of methods and strategies to create a holistic learning culture.<sup>3</sup>

Interconnectedness could be considered the overriding theme that defines holistic education which is represented in YWLA's significant focus on relationships. Using the holistic approach, teachers emphasize the notion that humans have a kinship with one another. People, to a degree, have responsibility for the welfare of others. As such, all decisions have to be made with consideration for how those decisions impact the community. Out of the interconnectedness people share, a sense of community is developed.

Two related themes that underpin holistic learning include the management of personal growth and development of personal goals. Students are considered critical learners who will need to develop the life skills necessary for lifelong development. Students are taught to appropriately assess their strengths and how those strengths can benefit both themselves and others. Part of growth includes the creation of personal goals that students can pursue. Holistic learning considers the development and pursuit of personal goals an important part of maximizing a student's potential.<sup>4</sup>

YWLA has connected this research-based educational approach to its focus on a single-gender model for middle and high school girls as an innovative option for families. Many (if not all) of the elements

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<sup>2</sup> American University School of Education. "What is Holistic Education? Understanding the History, Methods, and Benefits." URL: <https://soeonline.american.edu/blog/what-is-holistic-education>. Last accessed, July 2021.

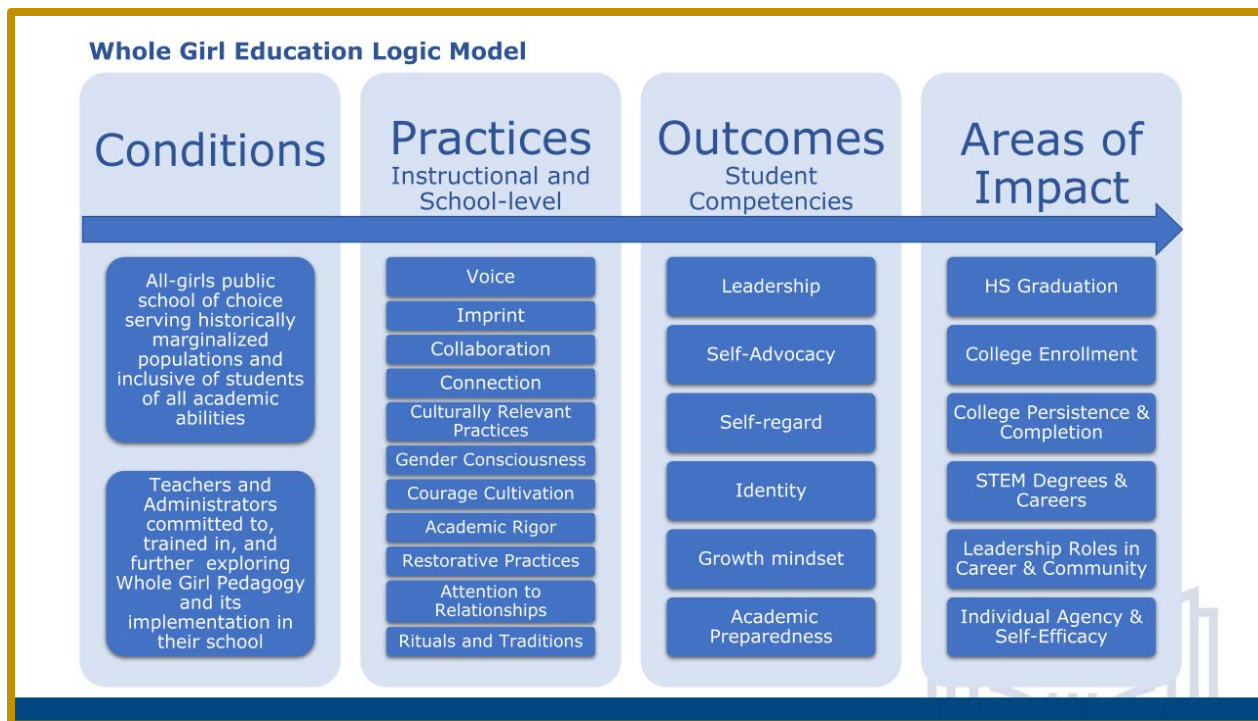
<sup>3</sup> Ibid.

<sup>4</sup> Loveless, Becton. Education Corner. "Holistic Education: A Comprehensive Guide". URL: <https://www.educationcorner.com/holistic-education.html>. Last accessed, July 2021.

of Whole Girl Pedagogy are good practices to use with both boys and girls, but its importance is heightened when implemented in the context of a society in which gender plays a significant role, both in terms of the manner in which a person experiences the world as well as the systems of oppression and potential for empowerment in that world.

Gender consciousness in girls' education is multi-faceted. First, it demands a consciousness of gender by teachers and administrators in designing everything from curricula to school culture to classroom norms and practices, all with an eye to subverting sexist and cis-normative power relations, stereotypes, and expectations. Second, it centers gender as a lens of analysis and area of study in student learning. Students should be encouraged to explore gender vis-a-vis their identity and understand how it operates in their lives, with a goal of nurturing individual agency. And the curriculum should be inclusive of a wide range of women's voices, histories, and contributions, specifically the voices of women of color, immigrant women, and women of historically marginalized communities. Third, gender consciousness should ground and give mission to the strategic goal of empowering students to face, navigate, subvert, and/or challenge gendered power dynamics they will encounter beyond high school. In addition to both individual and institutional sexism, our students face restrictive gender norms and exclusive binary gender definitions. It is important that we affirm and support the diversity of our students' gender identities, including non-binary students and the myriad identities that challenge and resist a strict definition of what it means to be a woman.

The research and YWLA's 25 years of experiencing serving girls and gender-expansive youth are represented in the following logic model:



*Figure 3-2: Whole Girl Education Logic Model*

Ultimately, the Principal will drive the school's success and fidelity to the core model components:

- single-gender education for middle and high school girls,
- choice in the educational landscape for families,

- commitment to serving students from historically marginalized populations and inclusive of all academic abilities,
- social/emotional needs addressed through Advisory,
- comprehensive college access program with a dedicated College Counselor beginning in 10th grade,
- whole girl pedagogy infused in classroom practice

(5) Are there any portions of an existing network or school's model that you will utilize in this proposed school? If so, please identify and describe the student performance results of that particular programming.

YWLA of Las Vegas will be modeled after the successful Young Women's Leadership Schools (TYWLS) in New York City, founded in East Harlem in 1996 and replicated in Queens, Brooklyn, the Bronx with Affiliate schools across the country. YWLA of Las Vegas intends to utilize the proven model provided by the Young Women's Leadership Network. The overarching components are listed above (single-gender, middle/high school, school of choice, serving historically marginalized populations, inclusive of all academic abilities, Advisory, and comprehensive college guidance). These field-tested, research-based components are delivered in concert with Whole Girl Education practices (detailed in Principles above) to offer an educational experience and learning environment that is optimal for girls and gender-expansive youth.

For example, the flagship network school TYWLS of East Harlem boasts a 98% cumulative graduation rate and a 69% college degree attainment rate (surpassing the national average of 27% for lower income students and **59% for high-income students**).

## 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) In accordance with NRS 388A.246, provide a description of the proposed instructional design of the charter school and the type of learning environment the charter school will provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school. Required courses, such as physical education, financial literacy<sup>5</sup> and computer science<sup>6</sup>, should be included.

YWLA aims to provide rigorous, college preparatory academic programming paired with nationally recognized best practices in girls' education to create a learning environment in which girls are positioned to lead in school and beyond. To achieve our mission and goals, YWLA must incorporate specific instructional strategies in each classroom, in addition to differentiated instructional techniques in the core curriculum.. In keeping with its Whole Girl Pedagogical approach, YWLA's curriculum will weave together social and emotional learning and academic knowledge and skills to ensure that girls and gender-expansive youth take leadership, collaborate effectively, appropriately assert and support their opinion, and develop a critical lens for analyzing power dynamics that exists in the intersection of gender, race and other signifiers. These practices will be supported throughout the curriculum in service of the school's mission.

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<sup>5</sup> NRS 389.074

<sup>6</sup> NRS 389.072

To ensure that girls and gender-expansive youth are prepared to actively engage the middle and high school programs, YWLA will utilize:

- Whole Group Direct Instruction. Students will learn foundational skills and knowledge in heterogeneous groups, guided by the facilitation of a teacher and/or co-teachers.
- Small Group Direct Instruction. Students will learn in homogenous groups to address skills or knowledge that are particular to the needs of that group. This structure will be especially important for the rapid development of literacy and numeracy foundations as well as for targeted support of students with special needs and ELs)
- Personalized Learning. Students will drive their own learning through goal-setting and independent practice.
  - This structure will:
    - Maximize students' autonomy and ownership of learning, which is especially helpful for students with special needs to develop their wayfinding and executive functions
    - Maximize students' ability to monitor their own progress
    - Create flexible opportunities for students to get lots of “at bats” with knowledge and skills they have not yet mastered
    - Leverage teachers for higher order conceptual and shared learning rather than relatively mundane tasks like generating and tracking student progress on a math problem set
- Collaborative Learning. Students will collaborate with others to drive their collective learning, build habits of discussion, and practice for application-level assessments and Expeditions
- Tutoring. YWLA will develop partnerships with nonprofits, businesses, and/or universities to offer a high volume of individual tutoring services to students.

YWLA's overall instructional philosophy will be consistent across all classrooms. YWLA believes that all students can learn at high levels, and that it is therefore critical that staff collaborate to internalize and apply research-based practices that benefit all students, especially students with special needs and students who are English Language Learners ( ELs).

YWLA will support consistency and vertical alignment by grounding all instruction in common curricula and a data-driven, “assessment for learning” approach. To prepare students for the rigor of these assessments, YWLA will seek to engage students in participatory teaching methods, outlined in the graphic at right. To support these participatory methods, YWLA will use instructional models that ensure all students develop a thorough grounding in content and skills with the ultimate goal of application and synthesis via discussion, practice, and collaborative learning.

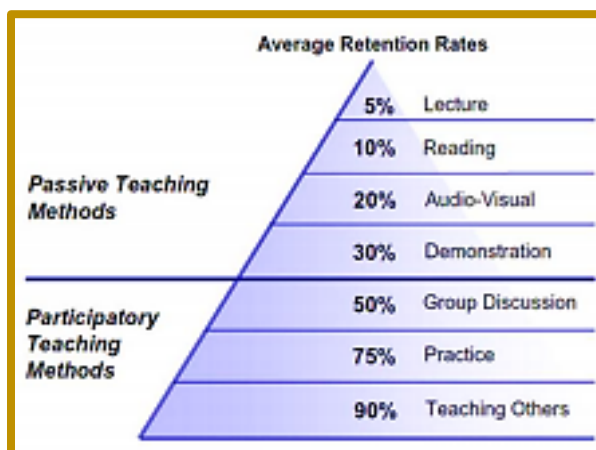


Figure 3-3: Teaching Methods on Retention Rates

Teachers will choose from the following instructional models based on student need, standards, and the rigor of the assessments.

## The Core Curriculum



YWLA's curriculum will align to the Nevada Academic Content Standards (NACS) and be compliant with NRS 388A.246, which incorporate the Common Core State Standards in English Language Arts (ELA) and Mathematics, the new Nevada Academic Content Standards in Science (Next Generation Science Standards) and the Nevada Academic Content Standards in Social Studies and elective areas. The grade-specific standards will define end of-year expectations and a cumulative progression to enable students to meet college and career readiness. The ELA Standards (strands in Reading, Writing, Speaking & Listening, and Language) and Literacy standards will emphasize reading, writing, speaking, listening, and language in History/Social Science, Science and Technical Subjects. The Standards for Mathematical Practice and Content will guide teachers to prepare students with the mathematical skills necessary for success in college and future careers YWLA divides its approach to curriculum into two phases:

- In grades 6-8, curricula will emphasize the mastery of core academic standards with a strong focus in literacy, numeracy, and Social and Emotional Learning. Curricula will simultaneously build foundations while also preparing students for the intellectual demands of a college preparatory high school program.
- In grades 9-12, curricula will become increasingly specialized and content-driven in preparation for success in Advanced Placement classes and advanced learning opportunities such as internships or early college classes.

In both the middle and high school models, YWLA will intentionally construct a teacher to student ratio that promotes the opportunity to develop healthy and effective relationships among students and with YWLA staff. Based on our projected enrollment, our 6th grade class will be 100 and 9th grade class will be 80.

The following is a substantive overview of the curriculum that YWLA is exploring and a detailed description of the content proposed for each core subject area.

Grades	Content	CORE Selected Curricula	Supplemental and Technology	Rationale
6-12	English Language Arts	College Board <i>Springboard</i> for 6- 12; Houghton Mifflin Harcourt, <i>Collections 6-12</i>	i-Ready; Holt McDougal; Reading Plus; SAT Advantage; SBAC Writing Rubrics	Adopted program designed to meet the individual needs of all learners, students read and analyze a wide range of texts in genres and also learn to write in various forms and is aligned to Advanced Placement coursework and prepares students for high-stakes assessments and college courses.
6-12	Mathematics	College Board <i>Springboard</i> for 6- 12	Carnegie Learning's Cognitive Tutor Programs; Springboard Pre AP Program	Adopted program fully aligned with NCTM Principles and NV Standards for Mathematics and designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem solving, prepares



				students for high-stakes assessments and college courses.
6-12	Science	Delmar Cengage Learning, + Accelerate Learning, <i>STEMScopes for K 12</i>	Gizmos	Adopted program taught via modules to empower students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them.
6-12	Social Studies	TCI Interactive, Text <i>Social Studies Alive!</i>	Newsela; Discovery Learning; Facts on File SIRS - SIRS Knowledge Source (SKS)	Adopted program to prepare students to participate intelligently in public affairs, its component disciplines foster in students the knowledge and skills needed to understand current political and social issues.

Figure 3-4: YWLA Curriculum Overview

### Balanced Literacy: Foundational Literacy Skill and Content Knowledge Development

To foster its value of growth mindset and to address a wide range of literacy needs, YWLA will provide balanced literacy instruction that supports students at their individual level. These classes will be coupled with grade level, content-focused work in Humanities (English and Social Studies/History) and in Science, Technology, and Engineering (STE). These three classes will work together: Balanced Literacy will differentiate for rapid skill development while the Humanities and STE classes will ensure equitable access to content knowledge through complex, grade level text.

YWLA will monitor student literacy development via the Strategic Teaching and Evaluation of Progress (STEP) assessment from the University of Chicago. Students struggling with foundational skills like phonemic awareness and decoding will receive a program-based reading intervention (e.g. Wilson Reading) during Balanced Literacy class five days a week. In keeping with research that shows the impact of content knowledge on comprehension, students who are significantly behind grade level will receive scaffolded support to fully participate in Social Studies and STE classes even if they cannot yet access the texts independently. During Balanced Reading class, students will benefit from the supports below:

- Explicit instruction in phonics and word study via a competency-based progression, moving from phonemic awareness to phonics to word study
- Explicit instruction in fluency and practice through repeated reading
- Vocabulary instruction in specific word meanings and effective strategies to attack unfamiliar words to address three tiers of vocabulary: (1) everyday words heard in conversation, (2) academic vocabulary such as vary, calibrate, and saunter, and (3) domain-specific vocabulary.
- Shared reading and close reading to study text in order to uncover both its inherent meaning and how the author produced that meaning
- Remediation and acceleration through guided reading

- Listening and speaking through shared, guided, and close reading that teaches students to use academic discourse to express their idea about text and use evidence to support them.<sup>7</sup>
- Personalized learning and independent reading to ensure multiple opportunities for writing, explicit vocabulary instruction, phonics, and grammar through personalized learning programs.
- Literacy centers and stations to give students time to practice new skills

As students move through middle school, they will engage in increasingly layered academic discourse grounded in text. Extension activities include an emphasis on written responses to literature, in which students use writer's notes and/or Post-Its to track their thinking about the text. This activity promotes student metacognition and provides teachers with powerful instructional data. Literacy centers, combined with personalized learning and guided reading, will provide each student with a differentiated reading experience that effectively works to accelerate reading proficiency.

The foundational metacognitive reading skills developed in the Balanced Literacy block are critically important. Because knowledge of a text's topic has a greater impact on comprehension than a student's generalized reading ability<sup>8</sup>, YWLA will also focus on building student knowledge in concert with their foundational skills through content-rich Humanities and STE classes.

A key strategy in this effort will be the use of text sets focused on a single topic. Research demonstrates that students who read a set of conceptually coherent texts demonstrate more knowledge of the concepts in and target words in their texts than students who read a set of unrelated texts.<sup>9</sup> In fact, students can acquire vocabulary up to four times faster when they read texts on the same topic. For example, students may read a series of texts focused on sustainable fisheries management, each of which contributes to students' knowledge base of biology, ecology, commercial fishing practices, and government's regulatory role. Depending on the texts, tasks, and students' needs, these texts could be used to support a Social Studies unit on the role of government or a STE unit on ecology.

### **Mathematics**

YWLA's math program will ensure students master prior grade standards they may have missed while building a deep understanding of NACS grade level expectations. The School will provide a rich Mathematics curriculum and research based instructional strategies, to develop students' mastery of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve, making them able to remain competitive in an ever changing, fast-paced and technologically advanced world. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem-solving ability, and communication skills required to excel at or above grade level expectations.

The Springboard (6-12) Mathematics curriculums are aligned with NCTM Principles and NV Standards for Mathematics by grade level for grades 6-12 Mathematics. This curriculum was

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<sup>7</sup> Deborah A. Goff, et al. "The Relations between Children's Reading Comprehension, Working Memory, Language Skills and Components of Reading Decoding in a Normal Sample." *Reading and Writing: An Interdisciplinary Journal*, Vol. 18 No. 7-9. Dec. 2005.

<sup>8</sup> Recht, D. R., & Leslie, L. "Effect of prior knowledge on good and poor readers' memory of text." *Journal of Educational Psychology*. 1988; Willingham, D. T. "How knowledge helps." *American Educator*. Vol, 30, No. 1. 2006.

<sup>9</sup> Cervetti, G., Jaynes, C., & Hiebert, E. "Increasing opportunities to acquire knowledge through reading." *Reading More, Reading Better*. The Guilford Press. 2009.

specifically selected due to its philosophy of inquiry and mathematical explanations required of all students. The curriculum is designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem solving in all grades. Students will also have extensive work in the mathematical areas of rational numbers, geometry, measurement, data, and early algebra. Math games are used as a tool for students to experience mathematics in fun and engaging activities. Ongoing assessments will be utilized to ensure students understand core mathematical concepts and enrichment/ remediation will be provided to meet the needs of individual students.

YWLA will implement the Math NVACS and the objectives from the state course code descriptions as the base for instruction. The School will also use the *NV Comprehensive Mathematics Plan* as a pedagogical guide for mathematics instruction. The School will provide quality instruction, high expectations, and consistent standards for all students. The content will be challenging for all students and based on the assumption that all students can achieve high standards if given stimulating opportunities to learn. YWLA will also infuse literature and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few.)

Furthermore, the School will commit to focus on STEM initiatives, with the ultimate goal being to grow the proficiency level of students in science and mathematics, preparing them for 21st century global society that will require students to excel in science, math, technology and engineering. Some of the strategies include:

- Literacy Integration: The School will infuse literacy and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions and interactive white boards).
- Sample Math Centers: The number of students in each group may vary based on understanding of concept. If a student is struggling with daily concepts, the teacher may provide scaffolding and support through:
  - Reteach – hands on manipulatives and/or supplemental resources to enable a better understanding of math concepts and skills.
  - Enrichment- teacher provides higher order thinking mathematical concepts for those students working above grade level.
  - Technology Center- The students will utilize the online math programs providing students with all the tools they need to be successful learners, both in the classroom and beyond.
- Differentiated Instruction: Classroom teachers design lessons that recognize the diverse learning style of students and afford opportunities for student choice and creativity. Teachers will utilize varying methods of instruction to address diverse learning styles.
- Coordinated Intervention among School Staff: Individualized intervention strategies and lessons will be planned for students based on specific areas of deficiency. YWLA's Mathematics Team Lead will monitor struggling students on a monthly basis, meet with the student's teacher to discuss strategies and adjust instruction as needed. In addition, members of the RTI/MTSS team will communicate with the parent as needed.

## **Social Studies**

(K-12) TCI Interactive Text: *Social Studies Alive!* materials teach students about the world around them in ways that make them excited to learn every day. Activities like the Revolutionary War tug of-war capture their imagination and help them retain key content. Lessons start with a big idea - Essential Question - and incorporate graphic notetaking, group work, and step-by-step discovery. Students are the center of instruction that taps a variety of learning styles, allowing students of all abilities to learn and succeed.

Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders.

The comprehensive social studies program will:

- Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- Reflect a clear commitment to democratic beliefs and values;
- Encourage civic responsibility and active participation;
- Promote high expectations for all students;
- Incorporate a multicultural perspective;
- Reinforce the development of a global perspective;
- Promote understanding of social, political, and economic institutions;
- Encourage student involvement in community service;
- Focus on the identification of the potential solutions to local, national, and world problems;
- Involve students in their learning by using a variety of teaching strategies and instructional materials;
- Promote an interdisciplinary approach to learning.

Additionally, the curriculum will support the integration of YWLA's Whole Girl components of culturally relevant and sustaining practice and gender consciousness by including an African-American, Hispanic American and Women's Contributions to the United States requirement. YWLA's substantial social-emotional learning model will also be integrated into the social studies curriculum through collaborative projects, presentations and other practices aligned to the Whole Girl competencies.

### **Science, Technology, and Engineering (STE)**

YWLA's STE curriculum will focus on helping students master the four domains articulated in the Next Generation Science Standards (NGSS): physical sciences, life sciences, earth and space sciences, and engineering, technology and applications of science. STE will be inquiry-based, rely on content-focused literacy development, and emphasize principles of scientific thinking and interdisciplinary connections with students' math learning. Students will see that derivatives and integrals in calculus grow from the same conceptual tree as slope and rate of change and will be able to connect their mathematical thinking to analysis of population densities in biology. These connections will be supported by aligned curricula and embedded co-planning time for all grade level teachers.

YWLA's approach to STE content instruction will parallel the literacy development principles noted above. STE teachers will also leverage text sets to ensure a high volume of reading to advance students' content knowledge and ability to continue learning more through independent reading about scientific topics. More time will be dedicated to hands-on labs and similar learning experiences central to scientific investigations and engineering experiments. However, students will produce a

significant volume of writing supported by expectations that are more explicitly taught in ELA and Social Studies:

- **Literacy Integration:** Teachers will provide opportunities for emphasis on text-specific complex questions and give emphasis on student's supporting answers based upon evidence from text, and provide extensive opportunities for research to increase content literacy by providing reading and writing opportunities throughout each of the science courses. The School will use state adopted curriculum (noted above) and instructional materials to deliver course content to ensure that course material is taught sequentially, consistently and in a challenging format.
- **Inquiry based learning:** This student-centered strategy in Science will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem-solving skills, especially through the scientific method, which directly connects to YWLA's belief in courage cultivation.
- **Cross Curricular Alignment and Planning:** Time will be allocated for Science and mathematics (and ELA) teachers to work together to plan the integration of science and mathematics (and literacy) to support the curriculum of their specific courses (e.g. mathematics and science teachers at the School will include meaningful mathematics and science projects that emphasize the content strands and incorporated into classroom and home learning assignments, reinforcing and integrating various subject matter capitalizes on time, increases exposure and presents material in a different manner)
- **STEM Initiatives:** The School plans to offer STEM education programs and will emphasize STEM practices across the curriculum in order to grow the proficiency level of women in sciences and mathematics to prepare them for 21st century global marketplace that will require students to excel in science, math, technology and engineering, at minimum, just to be competitive with their contemporaries.

At the High School level, specifically, the science department will provide students with a broad knowledge of scientific concepts. These courses are intended to provide a solid foundation for those wishing to pursue the sciences at the college level and beyond. All of the science courses will be designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills. The Science curriculum will prepare students to achieve the NGSS by incorporating an inquiry based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method.

All science coursework is designed to promote a sense of inquiry through laboratory experiences and to further develop critical thinking skills. Students are guided in the nature of science, the implementation of scientific habits of mind, the application of scientific knowledge, methodology, and the historical context of science. Emphasis will be placed on the use of laboratory techniques, terminology and relationships between scientific and mathematical disciplines. The science courses will address, at minimum, the following four (4) Bodies of Knowledge: Nature of Science, Earth and Space, Life Science and Physical Science. Three years of Science are required for high school graduation; however, students will be encouraged to pursue at least four years of science coursework.

### **Fine Arts**

YWLA's founders agree with the core concept of the National Core Art Standards: "In dance, music, theatre, and the visual arts, people express ideas and emotions that they cannot express in

language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts.”<sup>10</sup>

YWLA will provide arts programming through partnerships with area nonprofits that offer arts programming as the school grows. These partnerships will support students in engaging in robust programming that may lay outside the bounds of a typical school budget. We see this approach to the arts as an additional avenue and connection to developing the “whole” girl.

Every student will have two 60-minute periods of Fine Arts per week to leverage the benefit of fine arts on academics and Social and Emotional Learning, especially for at-risk populations such as low-income and ELs<sup>11</sup>. These classes will be aligned to the Nevada Fine Arts standards and National Core Art Standards. YWLA will identify and modify curricula during its pre-opening year for these classes. They will also be integrated into the Mathematics and Science, Technology, and Engineering coursework in a variety of ways, from the use of drawing, painting, and careful observational skills in science experiments to the exploration of the application of mathematical principles in art such as the use of effective proportion, symmetry, or ratios to build three-dimensional perspective.

### **World Languages**

YWLA will implement a World Language curriculum (Spanish will be recommended as the singular offering as the school grows) to enhance the students’ verbal and written techniques in a native language other than English which will allow students to gain additional reading strategies and become fluent readers in another language. YWLA intends to develop students’ understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. Students may have the opportunity to take additional languages, as electives, through an online language course.

### **Physical Education and Health**

YWLA’s physical education and health program will keep students active, fit, and healthy. The program will align to NACS expectations and include classroom-based sessions as well as activities in the school’s gymnasium and/or outdoors. Students will set goals around personal health and fitness as a part of their Personal Learning Plans and will participate in a full block of Physical Education and Health twice per week.

YWLA’s focus on Social and Emotional Learning includes a focus on physical, emotional, and mental health, which allows for the “whole girl” to be fully recognized at school. Students will learn about social/emotional/mental health resources, as well as physical health topics such as nutrition and sexual health. The Advisory program, in which every student meets during the school day in a group to address non-academic topics with a teacher, is a time when health and wellness will be addressed in addition to the Physical Education and Health classes.

Students will also engage in frequent light exercise (e.g. yoga), mindfulness, and similar activities during twice-daily breaks between their classes. These activities will be designed to develop

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<sup>10</sup> Lenox Public Schools. Morris Elementary School. “Massachusetts Art Frameworks. URL: <http://www.lenoxps.org/morris/wp-content/uploads/sites/4/2017/06/Massachusetts-Art-Frameworks.pdf>. Last accessed July 2021.

<sup>11</sup> Angela J. Renish. “Art Education, Literacy, and English Language Learners: Visual Arts Curriculum to Aid Literacy Development. Master’s Thesis. Philadelphia: Moore College Arts & Design, 2016. <http://files.eric.ed.gov/fulltext/ED567781.pdf>; Masoumeh Farokhi and Masoud Hashemi. “The impact/s of using art in English language learning classes.” *Science Direct*, Vol. 31. 2012.



students' self-awareness of the connections between their physical, emotional, and mental states and support their ability to direct their energy and attention.

(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.

At YWLA, it starts with a school philosophy and teacher belief that all students are capable of achievement at a college-ready level and that leads to the implementation of a rigorous curricula, outlined above, and instructional strategies that challenge students to think analytically, problem solve, and communicate effectively, while providing them with the necessary supports to learn to do so.

YWLA teachers will be trained and supported in utilizing a variety of proven instructional methods to support the outlined education plan, though the school's primary pedagogical methodology will be the Gradual Release of Responsibility from teachers to students. YWLA teachers will use the Gradual Release of Responsibility Framework (GRR)<sup>12</sup> including Focused and Guided Instruction along with Collaborative and Independent Learning workshops to introduce new topics or to review or re-teach skills or concepts in small group settings with engaging hooks, 15 minutes (or fewer) mini-lessons, and a variety of checks for understanding and interventions used during a workshop period. YWLA will employ the GRR model because research confirms it provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application and ensures that students are supported in their acquisition of the skills and strategies necessary for success.<sup>13</sup>

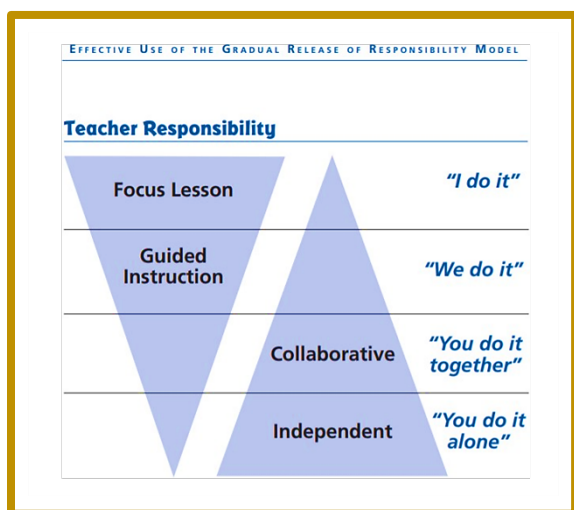


Figure 3-5: Effective Use of Gradual Release Model

To maximize the effectiveness of GRR, objective and standards-aligned Do Now and Exit Tickets will be used as instructional pre and post- assessments for every lesson in order to ensure academic impact of the instruction and to inform next steps for re-teaching or increases in rigor and/or scaffolding.

Other instructional methods that will be used regularly to maximize the effectiveness of YWLA curriculum will include Close Reading.<sup>14</sup> The Partnership for Assessment of Readiness for College and Careers (PARCC) emphasizes the importance of close, analytical reading as a tool for academic success. "The Model Content Frameworks highlight the importance of focusing on the close, sustained analysis of complex text. A significant body of

research links the close reading of complex text — whether the student is a struggling reader or advanced — to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness. By providing ample time to read and reread text, understand overt and deeper meaning of passages, and build vocabulary and facility with literary devices, YWLA will

<sup>12</sup> Fisher, D. and N. Frey, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia, 2008.

<sup>13</sup> Ibid.

<sup>14</sup> Burke, Beth. "A Close Look at Close Reading". NIE Online. URL: [https://nieonline.com/tbtimes/downloads/CCSS\\_reading.pdf](https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf). Last accessed July 2021.

strengthen students' literacy foundations for the rigors of the YWLA middle school curriculum and successfully position YWLA students for success at the high school level.

An innovative aspect of the school's instructional approach connected to the Whole Girl Pedagogy will be the influence of Culturally Relevant Pedagogy<sup>15</sup> principles to ensure the effective teaching and learning of all girls and gender-expansive youth by supporting students to connect to their own experience and context. By paying attention to historical trends and encouraging students to critique society and engage in critical dialogue, Culturally Relevant Pedagogy honors and affirms cultural background and knowledge and uses interests and culture as a vehicle for learning, which grows pride in culture and heritage.

Teachers who are informed by culturally relevant pedagogy and implement culturally responsive teaching practices set high expectations for all students, build confidence, self-efficacy through academic press, support, and authentic relationship building that channels students' assets into academic and socio-emotional strengths. In recent years, Culturally Relevant Pedagogy has also evolved to include an understanding of both brain-based teaching and trauma-informed teaching resulting in Culturally Responsive Teaching<sup>16</sup> that addresses the needs of the whole child (girl). YWLA's curriculum and pedagogical choices will integrate the research-based practices that ensure a truly relevant, responsive, and therapeutic experience for all learners.

The Universal Design for Learning and other applicable neuroscience research will guide the creation/implementation of differentiated components of YWLA units of instruction across the curriculum. The three primary principles of the UDL will provide the underlying framework for our design and implementation of individualized learning opportunities for all students, including all special populations. Individual and daily lessons will be designed using a combination of instructional techniques and practices from the tenets of direct instruction and blended learning.

YWLA teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. Classrooms will be arranged to enable active engagement by all student whole-group instruction; teacher-led small groups instruction (groups determined by data and depending on student need); cooperative learning groups and independent student centers.

Additionally teachers will utilize:

- small group instruction daily to provide data-driven in both academic content and social-emotional learning for students during classes and advisory periods. This will allow additional opportunities for high-dosage tutoring and differentiated material for students who have varied learning needs.
- blended learning, an integrated combination of traditional learning with web based on-line approaches<sup>17</sup> at YWLA in a variety of ways across all subject areas. Initially, teachers will receive training in a Learning Management System (e.g. Google Classroom or Schoology) and be expected to infuse lessons with tech-based learning tools and links to e-learning platforms.

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<sup>15</sup> Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, 34(3), 159-165.

<sup>16</sup> Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.

<sup>17</sup> Oliver, Martin, & Trigwell, Keith (January 01, 2005). *Can 'Blended Learning' Be Redeemed? E-learning*, 2, 1, 17.

As tech literacy at YWLA develops, blended and e-learning platforms will give students increased control over the time and pace of their individual learning, whether they need additional support or opportunities for acceleration.

The professional development of teachers will be a key driver to support YWLA's education plan and the outlined instructional strategies above. YWLA teachers will engage in robust professional development workshops that focus on the guided and deliberate practice of effective pedagogical strategies and optimize learning of the NV Academic Content Standards (NACS), Gradual Release of Responsibility Framework (Fisher & Frey, 2013) and Culturally Responsive Teaching and The Brain (Hammond, 2014). As teachers master and demonstrate understanding of these key instructional strategies additional professional learning will be added as identified through ongoing analysis of data. YWLA leaders will utilize data from lesson reviews, walkthroughs, instructional rounds and observation and feedback to continuously target professional development to the needs of teachers and students.

To best understand the needs of YWLA students and effectively differentiate instruction, YWLA teachers and leaders will not only use formative and summative assessment data, but will implement an effective process of collecting and analyzing valid and individualized data based on strengths and areas of growth to drive planning and decision-making for academic, behavioral and social-emotional needs. This includes capturing student voice, feedback, and input as a critical data source. Each young woman will also be assessed at the beginning of the year to provide baseline data for teachers (and on an interim cycle thereafter) aligned to benchmarks.

The school will be equipped with structures for inviting student voice and feedback into instruction and all facets of school design, such as YWLN's Advisory Committee model, a recommending body that includes students among its stakeholders. See [Attachment 32 – Power of Collaboration Model](#) for further information.

The aligned and relevant formative and summative assessments (i.e. - I-ready, benchmark assessments, exit tickets, etc.) will then be utilized and analyzed using input from content specialists, second-language acquisition and special education staff. This will ensure that when applicable, all students will have access to equitable behavioral and academic interventions.

This diversity of data will also serve as a feedback system to:

- target professional development for teachers
- guide teachers in lesson planning and individualizing instruction
- support students in understanding their own progress
- regularly inform parents on student progress

At least monthly, a student support team will meet to analyze grade-level and school wide data such as grades, assessment scores, behavioral incidents, attendance, etc.). This team composed of both leaders, teachers and other professional staff (eventually a counselor) will target program level, classroom level and individual student level interventions as an additional mechanism to create a productive environment for learning at YWLA.

(3) Explain how the proposed instructional model and curriculum will be used to meet the needs of and enable measurable growth for all students according to the Nevada Academic Content Standards, including those that are in need of remediation and those that are intellectually gifted.

YWLA has the objective of nurturing self-efficacy and academic competence, particularly to support college enrollment and persistence for all girls and gender-expansive youth. 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 students attain and demonstrate mastery of the NV Standards. The curriculum provides instruction for mastery of the NACS, making students' college- and/or career-ready at the conclusion of their High School career as well as "21st century literate." The grade specific standards will guide pacing of instruction at each grade level and help ensure that students gain adequate exposure to an increasingly complex range of material and skills as they progress from grades 6 through 12. YWLA's elective course offerings will afford students opportunities to explore areas of "whole girl" interests, while meeting the requirements for promotion to high school and high school graduation. Additionally, YWLA will actively work with parents both in the middle school and high school programs to be active partners in guiding students toward Whole Girl success (academic and personal success).

Additionally, YWLA will ensure that all instructional staff receive professional development to ensure the use of highly-effective practices in all learning environments. This includes ensuring every teacher is prepared to differentiate content to reach students in need of remediation and those with disabilities or students who are intellectually gifted, teach social as well as academic language and challenging content to all students, including students identified as ELs.

#### Intellectually Gifted

YWLA's college-preparatory, standards-based curriculum and instruction will be designed to challenge students at all levels and maximize the extent to which they can self-pace and explore extended learning opportunities in a variety of content areas. In addition, there will be opportunities for intellectually gifted students at each grade level to further develop and accelerate their knowledge and skills. Every student will have a Personalized Learning Plan supported by the advisor that allows students to identify additional learning goals and plan for extension or acceleration. YWLA's model of Balanced Literacy ensures targeted small group instruction for advanced students to ensure that they remain appropriately challenged by their schoolwork. In addition, YWLA will use several ed-tech programs designed to tailor instruction to each student's skill level. Frequent projects will also provide opportunities for intellectually gifted students to progress with additional challenges and supporting scaffolds.

Lesson plans will frequently incorporate "challenge" problems to ensure that all students encounter materials in each of their classes that they will find engaging. At the high school level, pre-AP and AP classes will be offered to all students to ensure that they remain challenged by their schoolwork and to ensure that all students are prepared for college-level coursework.

#### In Need of Remediation

Academic underperformance will first be identified during the enrollment process when reviewing student's records and transcripts. The use of the initial benchmark assessment will assist in determining student knowledge gaps and set the baseline to enable student growth to be measured. The Special Education and 504 team may also choose to immediately refer students with significant concerns to the Student Support Team (SST) to ensure that more intensive actions are taken to address the student's needs.

Students that do not qualify for an IEP or 504 will still have the opportunity to work with their teachers one on one each day through small group interventions. Teachers will schedule interventions with students and parents/guardians to assist in mastering their learning objectives. If increased performance is not seen on course assignments, assessment scores, and

progress scores classroom teachers may refer the student to the SST. The team will prioritize further interventions. All academic interventions will be measured by examining year-by-year assessment data. If improvement is not seen amongst students within the bottom 20%, then school-wide intervention practices will be revised.

In accordance with students' needs, the teachers will be trained in Reading and/or Math coaching, and the school will employ the adequate number of EL and ESE personnel required, as well as the counseling staff necessary to adequately support and properly service students. Classroom teachers will use research-based texts, enhanced by supplementary materials and programs, to ensure student success. Teachers will be required to document in lesson plans when and how each NV Standard is taught and assessed.

To ensure that all students can realize their academic potential, YWLA will utilize a Multi-Tier System of Supports (MTSS) Response to Intervention (RtI) program that will implement strategies designed to address individualized learning needs, including educationally disadvantaged students and students with special needs. This program will involve a team of selected school leaders and teachers who will analyze student assessment data weekly during grade level team meetings to group and serve students through a tiered approach.

- Tier 1: Students performing at or around grade level benchmarks will receive differentiated support as needed during core Instruction within the classroom;
- Tier 2: Students performing more than one year below grade level or substantially beyond grade level benchmarks will receive strategic interventions inside and outside of the classroom with teachers and/ or specialized staff;
- Tier 3: Students performing more than two years below grade level benchmarks will receive Intensive Interventions, both inside and outside of the classroom with specialized staff, on an accelerated frequency, and the school may also suggest wrap-around supports with community partner organizations as appropriate.

Teachers will set performance goals for all students receiving RTI supports, provide research-based interventions, and regularly monitor progress to evaluate the adequacy of the supports. YWLA will monitor the academic progress of all students regularly through assessments as well as classroom and school wide tests, and use this data to assess ongoing growth. If the student does not demonstrate sufficient growth progress, the team will re-examine what might be preventing the student from making adequate progress and consider making a referral for an evaluation. In addition, a parent/guardian may refer their child for special education evaluation to determine if they qualify for special education services at any time. This monitoring and management will occur primarily through the Student Support Team process.

#### Students with Special Needs

The YWLA model allows educationally disadvantaged students, including Students with Disabilities and students entering below grade level, to benefit highly from the core curriculum. Students with Disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, YWLA will commit to instruction that incorporates supports and accommodates students including:

- An Individualized Education Plan (IEP) for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards;
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services;



- Instructional accommodations in materials or procedures - which do not change the standards but allow students to learn within the framework of the NV Standards;
- Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities;
- Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student's IEP and/or EL plan, the School will offer tutoring services or other such assistance to ensure students remain successful.

### Engaging Parents

The School will use various methods to share information with students and parents. Ongoing communication will be maintained through on-line reporting systems such as, web-based grade book and progress reports, parent conferences, and other forms of written and oral communication that the parents may prefer. The School will make every effort for communication to take place in the home language for those students from homes where a language other than English is spoken.

YWLA will ensure that parents will be notified, in writing, at any time during a grading period when: it is apparent that the student is doing unsatisfactory work; when course or grade assignments drop abruptly or significantly; if a student is in jeopardy of failing a course, and/or if a student is in jeopardy of not meeting promotion criteria. Parents will also be notified in writing when a student is receiving instruction in an accelerated class or grade placement other than for which they are eligible.

(4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported. 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?

YWLA will identify Gifted and Talented (GATE) students by conducting state-recommended testing. Students are referred for testing by teachers, parents, and administrators after reviewing a provided list of characteristics often seen amongst GATE learners. Referred students will be provided the state-recommended assessment one-on-one or in a small group setting, that is appropriate for testing. The Special Education Teacher will coordinate all testing and share results with school administration and each family to discuss eligibility for GATE services. Students that score at or above the 98th percentile are eligible for placement into a cluster group while on the premises. The Special Education team, teachers, and the parents of eligible students will collaborate in developing an appropriate differentiated plan, which will provide how services and instruction will be delivered according to the student's intellectual strengths.

**Identifying Gifted Students:** YWLA defines a gifted student as one who has superior intellectual development and is capable of high performance. The criteria for eligibility under this rule requires that students meet the following one of the following criteria:



<p><b>Plan A</b></p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> <li>• Need for a special program.</li> <li>• A majority of characteristics of gifted students according to a standard scale or checklist,</li> <li>• Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.</li> </ul>	<p><b>Plan B</b></p> <p>The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. Under-represented groups are defined as groups:</p> <ul style="list-style-type: none"> <li>• Who are limited English proficient, or</li> <li>• Who are from a low socio-economic status family, which is identified by free and/or reduced lunch.</li> </ul> <p>All students made eligible for gifted under this option must have a:</p> <ul style="list-style-type: none"> <li>• Need for a special instructional program;</li> <li>• Characteristics of the gifted;</li> <li>• Intellectual development (minimum Intellectual Quotient of 112); and</li> <li>• All students meeting eligibility for gifted under this option must meet the requirements of the Plan B Matrix. The School will follow procedures identified in the District's Plan B Manual for administrators, teachers, school psychologists, and staffing specialist to use, including the new Plan B Matrix forms.</li> </ul>
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*Figure 3-6: Identifying Gifted Student*

The following procedures are to be followed for identifying those students who may be gifted:

- Screening – Student will be screened using two or more of the following criteria:
- High academic achievement, as indicated by standardized test 89 percentile or higher or SBAC Level 4 or 5 or course work grades of A or B;
- Above average creative output in artistic, literary, scientific, or mathematics endeavors; Very rapid learning rate or unusually insightful conclusions;
- Multiple nominations from teachers and staff who observe unique talent;
- Parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude; and
- Outstanding academic, creative, or leadership abilities, self-reported or peer-reported.

A student profile will be developed for a student, which includes the following:

- Gifted Characteristics Checklist- Students need to demonstrate the majority of characteristics of a gifted student as defined as 16 or more items at a 3 or 4;

Information that can be utilized to demonstrate the student's ability and need for gifted program services. This information may include, but is not limited to: standardized test scores (A standardized achievement test is administered to students who do not have Stanford Achievement Test or SBAC scores; additionally, the APRENDA can be used to measure the achievement of Spanish-speaking ESOL students who demonstrate gifted characteristics) classroom performance indicators such as

report card grades, class work, and/or projects; and Creativity Measure. YWLA will utilize the Williams Scale in order to determine the creativity indicator on the Plan B Matrix. A meeting will be convened in order to review the information gathered in the student's profile and a determination is made of whether or not to continue the evaluation process based on the supporting documentation and a majority of gifted characteristics.

Students may be considered eligible for gifted under Plan B if she shows:

- A documented need for a special program as indicated by report cards, teacher observations, and outstanding academic, creative, and/or leadership abilities;
- A score of 16 or more items at a 3 or 4 on the Gifted Characteristics Checklist;
- A minimum score of one (1) in the category of intellectual abilities; and
- A completed creativity measure, namely the Williams Scale.

**Instructional Strategies:** Instructional strategies will include an effective and differentiated approach designed for the abilities of gifted students. The following curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate:

- Specially Designed Instruction and Curriculum Modifications Acceleration through: Curriculum Compacting; Flexible Grouping; Research and Independent Study; and Content Acceleration - practice of presenting curriculum content earlier or at a faster pace.
- Enrichment Through: Learning Centers; Problem-based Learning – students have opportunity to solve authentic problem situations; Open-ended Tasks- students guide activities in various directions and receive diverse outcomes; and Service Learning/Enrichment Clusters- combines learning with service to the community.
- YWLA will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or social studies. Such a differentiated curriculum will provide for in-depth consideration of topics and concepts beyond the requirements of regular courses. The curriculum for the gifted student assures access to the general curriculum, NVACS. These include, but are not limited to, the important concepts of critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving. Emphasis will be placed on Gifted Goals and Objectives identified in the students' EPs as determined to offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.

**Service Delivery Models:** YWLA will meet the special needs based on the student's Gifted Educational Plan (EP) through the following delivery model as applicable:

- Consultation Model: Teachers of the gifted will meet regularly with the gifted consultation model student to discuss their progress and set realistic goals. The teacher of the gifted may also contact the administration, counselors, general education teacher(s), social worker, parent, and/or the respective students, if he/she deems appropriate, to discuss and/or monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in their courses.

(5) Describe the professional development teachers will receive to ensure high levels of implementation of the instructional model and curriculum.

YWLA sees staff development as deeply interwoven with the content of the curriculum it expects students to engage in. Because of the mission, core values, and target population, all staff will engage in ongoing learning about the intersections of race, gender, language, religion, and other

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“floating signifiers” that impact staff and students’ identity development and the development of a mission-aligned community.

In addition, operations staff will engage in non-instructional development opportunities through role specific collaborations with others at high-performing schools, access to role-specific coaches or consultants, and professional development opportunities by relevant organizations.

### **Integrated Curriculum Development and Professional Development (PD)**

As Robert Marzano argues, for YWLA’s curricula to truly be “guaranteed and viable,” YWLA must plan proactively to close the gaps that so often emerge between what is intended, what is implemented by teachers, and what is actually attained by students.<sup>18</sup> A critical goal of curriculum development will therefore be to build teachers and leaders’ capacity to systematically plan and adjust instruction in order to close the gap between intended and attained levels of learning. YWLA leaders and teachers will continually assess this gap via the Cycles of Professional Learning detailed below. In so doing, YWLA’s curricula will build teacher and leader capacity by:

- Developing staff’s content knowledge and pedagogical content knowledge through internalization of curricula
- Ensuring staff can see and leverage vertical alignment and interdisciplinary connections
- Maximizing staff time focused on intellectual preparation and anticipating student needs rather than developing curricula from scratch

YWLA’s curricula will not function alone in building staff capacity in these ways. The curricula will work together with standards, competencies, and assessments that define learning outcomes and student work that reveals levels of attainment. Staff must routinely connect these resources to assess effectiveness and adjust. YWLA will therefore ground nearly all development in standards, competencies, assessments, curriculum, and student work. Staff will use these resources to develop deep and nuanced connections between academic skills and knowledge and the priority needs of the students they serve. This approach is inspired by the framework below from Educational Resource Strategies (ERS), a nonprofit that is a national leader in addressing the challenges described in *The Mirage*, a study that found very little impact on student achievement because of most school systems’ PD efforts.<sup>19</sup>

<b>Educational Resource Strategies’ Framework for Curriculum-Driven Professional Learning</b>	
<b>Component</b>	<b>Description</b>
Rigorous, Comprehensive Curricula and Assessments	<p>Ensure that all schools have access to rigorous and coherent curricula, assessments, and other instructional resources aligned to College- and Career-Ready Standards.</p> <ul style="list-style-type: none"><li>• Broad and deep instructional resources</li><li>• Carefully vetted</li><li>• Designed for teacher adaptation</li><li>• Continuously improved</li></ul>

<sup>18</sup> Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Association for Supervision & Curriculum Development. 2003.

<sup>19</sup> TNTP. *The Mirage*. 2015. [https://tntp.org/assets/documents/TNTP-Mirage\\_2015.pdf](https://tntp.org/assets/documents/TNTP-Mirage_2015.pdf)

Content Focused, Expert-Led Collaboration	Organize teachers into teams, led by content experts, that have the time, support, and culture of trust and learning to collaborate on instruction. <ul style="list-style-type: none"> <li>• Shared-content teams</li> <li>• Sufficient time</li> <li>• Leadership by content experts</li> <li>• Agendas, protocols, tools, and data</li> <li>• Culture of trust and agency</li> </ul>
Frequent, Growth Oriented Feedback	Provide regular feedback from content experts that is focused on helping teachers improve instructional practice <ul style="list-style-type: none"> <li>• Personalized coaching from administration</li> <li>• Sufficient time for observation and feedback</li> <li>• Support for content experts</li> </ul>

*Figure 3-7: Framework for Curriculum-Driven Professional Learning*

YWLA seeks to address the first component of this framework through the selection and ongoing development of standards-aligned curricula. YWLA will use the following PD processes to address the second and third components, thereby closing the gap between the intended and attained curricula.

**Internalization of standards and competencies before instruction.** YWLA will provide teachers with development and time for collaboration to unpack standards and competencies and identify intended learning outcomes. Teachers will begin this work during the launch year (as consultants). A deep understanding of the arc of learning and connections across years will be critical for effective planning and differentiation. For example, in 6th grade math, teachers will examine standards across grades through the lens of rigor (conceptual understanding, procedural skill and fluency, and application) via close study of Nevada Academic Standards. Teachers will also leverage resources like Student Achievement Partners' *Coherence Map*<sup>20</sup> and Building 21's competency maps<sup>21</sup> to envision clear progressions of knowledge and skill as they:

- Carefully read the language of the standard and competency and its connecting standards and/or competencies in prior and upcoming grade levels
- Annotate and consider precisely what the standard/competency asks students to know and do
- Identify the key knowledge and academic skills needed to demonstrate mastery

**Internalization of assessments and adaptation of curricula before instruction.** Once teachers have used standards to see a coherent vision of learning progressions, they must have time to analyze actual assessments to build more nuanced expectations for student mastery at the appropriate level of rigor.<sup>22</sup> Teachers will build on their work of internalizing standards by engaging in the following activities:

- Complete Destination Assessments, including those for one's own grade and other key benchmarks in other grades to ensure vertical alignment
- Create and/or analyze exemplars of student responses to Destination Assessment items
- Identify connections between the language of the standard/competency and assessment items

<sup>20</sup> Coherence Map. Student Achievement Partners. <https://achievethecore.org/page/1118/coherence-map>

<sup>21</sup> Building 21. <https://sites.google.com/a/philasd.org/competencyeducation/competencies>

<sup>22</sup> Paul Bambrick-Santoyo. *Driven by Data: A Practical Guide to Improve Instruction*. Jossey-Bass. 2010

- Map required knowledge, skills, and thinking processes into concrete learning objectives
- Compare the standards and assessments with existing curricular resources
- Adapt curricular resources to fully align with MLS expectations and anticipated student needs

**Internalization and adaptation of curricula during instruction via Cycles of Professional Learning (CPLs).** As instruction occurs, teachers will engage in ongoing cycles of curriculum and lesson study in vertical content teams. In the first few years, when these teams will still be smaller, leaders and consultants will represent the perspective of upper-grade teachers and curriculum and assessment resources. This structure is grounded in the work of researchers like Liping Ma<sup>23</sup> and Helen Timperley<sup>24</sup> and represents the heart of ongoing teacher content learning. Content teams will include teachers responsible for students with special needs and ELs. Teachers will examine their curriculum concurrently with analysis of student assessments to determine gaps in student skills and knowledge. Teacher teams will pair this analysis with reflection on their own practices and intensive study of relevant knowledge and pedagogical skill-building resources. This process will ensure that teachers bridge the gap between grade level expectations and current student performance by:

- Deepening their content and pedagogical knowledge via study of curriculum and best practices
- Identifying student needs via analysis of student work
- Modifying curricula via collaborative planning that addresses student needs

CPLs will be driven by curriculum, assessment, and student work and occur in the structures below:

- *Interim assessments (IAs).* IAs will occur every six to eight weeks to provide clear benchmarks for measuring progress. Grade level and subject matter data will be analyzed by instructional leaders, teachers, and expert consultants from The Achievement Network. Teachers will compare their students' performance to goals and to other high-performing urban schools in order to identify areas where reteach lessons and other interventions are necessary to ensure student mastery. For more information, please see Section A.3: Assessing Student Performance.
- *Weekly content team meetings.* Content teams will engage in curriculum internalization protocols, analysis of student work, and shared learning to improve their own practice. For example, a team of ELA teachers might engage in internalization protocols that involve reading standards and curricular materials, completing and reflecting on key tasks, and debriefing together the choices made by curriculum writers. After looking at student work, they may see that students are struggling to write using the Tier 2 vocabulary they taught. To enhance their knowledge and skills before developing a reteach plan, the team of teachers may study best practices for academic vocabulary instruction in a text like Doug Lemov's *Reading Reconsidered*, engage in shared planning activities, and practice instructional delivery techniques together.
- *Weekly instructional rounds.* To follow up on student and teacher learning goals identified in content team meetings, instructional leaders and teachers will engage in instructional rounds together. This will support ongoing calibration of expectations, teacher capacity development, and planning and coaching focused on the highest-leverage areas for student growth.

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<sup>23</sup> Liping Ma. *Knowing and Teaching Elementary Mathematics: Teachers' Understanding of Fundamental Mathematics in China and the United States.* Routledge. 2010.

<sup>24</sup> Helen Timperley. "Using Evidence in the Classroom for Professional Learning." Paper presented to the Ontario Education Research Symposium. 2010.

- *Weekly, data-based cycles of observation and feedback for individual teachers.* YWLA will use Relay Graduate School of Education's systems for teacher observation and feedback. These are inspired in part by approaches articulated in Diane Sweeney's Student-Centered Coaching and Paul Bambrick-Santoyo's Leverage Leadership. Teacher observation and feedback will be centered in evidence of student and teacher practice. For example, exit ticket data will be analyzed during coaching sessions (as appropriate) and potentially be used to discuss next steps and re-teaching. Teachers will use this evidence to articulate individual goals that will most rapidly advance student learning. They will then co-plan and practice together to ensure mastery of those goals. Administration (and eventually instructional coach) will also support teachers with co-planning and feedback on curriculum, unit, and weekly lesson plans.
- *Co-planning and coaching using daily formative assessments for individual teachers.*

Though interims and weekly CPLs provide valuable data points for school leaders and staff, YWLA will also collect data daily so teachers can immediately respond to any skill set that is not mastered. At the end of each class, students will complete an exit ticket, which assesses class objectives. Teachers will also be trained in data driven instruction and effective comprehension monitoring to immediately adjust instruction to ensure that students fully grasp the material.

These structures will provide the foundation for teachers and leaders to address their own and their students' learning needs while simultaneously improving curricula. YWLA believes that external experts can significantly improve staff's bar of expectations, knowledge, and skills as they engage in this work. YWLA will engage a network of external experts to support staff development, including:

- Active collaboration with YWLN and other high-performing urban schools and organizations:
- Achievement Network
- Consultants with content-specific expertise (e.g. a math curriculum consultant)
- Teaching Tolerance
- National Council of Teachers of Mathematics
- National Council of Teaching English
- Promise54
- Relay Graduate School of Education

(6) If the proposed charter school intends to include a vocational or career and technical education program, provide a description of the career and technical education program that will be implemented by the charter school.

YWLA is not including a vocational or career and technical education program, therefore this question is not applicable.

#### **PROGRAMS OF DISTANCE EDUCATION (*Distance Education Applicants Only*)**

*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 application to the SPCSA. For applicants who do not propose to offer a program of distance education, 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. Please include an explanation as to how the proposed school will document and monitor student attendance to ensure meaningful participation in courses.
- (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.
- (6) Describe the support that will be available to each pupil, in his or her home or community, including the availability and frequency of interactions between the pupil and teachers.
- (7) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

YWLA is not including a distance education program as part of this application, therefore these questions are not applicable.

### **PRE-KINDERGARTEN PROGRAMS**

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

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or 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.

YWLA is not including a pre-kindergarten program as part of this application, therefore these questions are not applicable.

### **PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS**

*Please note that high schools approved by the SPCSA will be required to meet or exceed Nevada graduation requirements.*

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

YWLA students will be promoted or graduate on the basis of academic achievement criteria based on mastery of the grade level subject matter. The academic team will review passing grades in Mathematics, English, Social Studies and Science (core classes), elective courses, as well as how the student demonstrates appropriate social/emotional maturity (growth mindset). In determining promotion or retention decisions, YWLA shall consider the recommendation of the student's teachers, academic advisor, the student's grade in each course, the student's score on required state assessments and any other pertinent academic information needed to make an appropriate educational decision that represents the student's mastery of the content.

**Grades 6-8 Placement:** Students academic records must document/indicate successful completion of and promotion from the previous grade level. Grade placement of students registering from within the state, other states, non-public schools, home education programs, or other countries, will be determined by the principal, after an evaluation of the student's records have been completed. Each student must meet specific levels of performance in reading, writing, mathematics, science and social science for progression from one grade to another. If a student fails to meet specific levels of performance on school and State assessments, the School will provide the appropriate interventions and progress monitoring through the School's MTSS/RtI process.

**Grades 9-12 Placement:** In accordance with NRS 392.033, a school leader will review the transcripts of all incoming high school students to evaluate the course of study or credits completed from a middle school or high school to be eligible for the high school program. A student who has not completed the courses of study or credits required for promotion to high school will be placed on academic probation and allowed to enroll in high school. Any student entering on academic probation will receive an individualized plan for progression, which will be monitored through the School's MTSS/RtI process.

**Assessments:** Student achievement for those at the middle school level will be measured by the SBAC/NV-CRT assessments. For high school students, achievement will be measured by course-based assessments as designed by individual teachers.

**Promotion Policies Focus on Mastery:** YWLA's use of standards and competency-based grading, in combination with aligned assessments and curricula, will enable consistent evaluation of student achievement across grade levels and subject areas. These grades will be a central part of progress reports, report cards, and school-wide accountability systems to ensure sustained focus on student learning. Students will have multiple opportunities to revise and improve their grades as a demonstration of their having mastered critical content before advancing to the next grade level, for example by revising a major work of mastery such as a project or essay.

YWLA's summer programming for student recruitment will also support additional opportunities for returning students to demonstrate mastery. To be promoted, students must pass all academic courses by earning at least a 65.

The criteria used to determine promotion will apply to students with special needs. Students who meet the goals of their IEP will not be considered for retention but may be considered at-risk and eligible for interventions. If a student is an English Language Learner, and is making adequate progress, the student will not be considered for retention but may be eligible to receive interventions.

YWLA will work incredibly hard with students and families to ensure that students are able to master the content and skills necessary to be successful each year. Ultimately, we believe that

promoting students who are not ready to be successful is a disservice to the student and simply puts off for the future the hard work of ensuring that she is academically prepared. Through parent orientations, community meetings, letters home, and a wide variety of other means, YWLA will build a culture where mastery of concepts is paramount and being prepared for success in college and life will be more important to students and families than graduating in eight years.

If a student is not earning at least a 65 in each of her classes, the school will begin formal conversations with the student's parents about grade promotion and retention immediately. Frequent communication between teachers and families will continue after each assessment, ensuring that students and parents remain part of the school community even if they are retained. Part of the parent agreement, which will be signed at the start of each school year, will communicate this plan so parents know to expect communications regarding promotion status.

If a student is recommended for retention while at YWLA, the teacher team responsible for that student will revise the Personalized Learning Plan to include appropriate interventions. This plan will be supported by teachers in conjunction with the school leadership team and the student's parents/guardians.

(2) For schools proposing a high school program, explain how the school will meet state graduation 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.

**Grading Student Performance:** Academic grades will reflect the student's academic progress and demonstrated mastery of content based on the competencies/ benchmarks for the grade level/course in which the student is enrolled. Other factors such as class attendance, homework, and participation will be considered. The grade will not be based on the student's effort and/or conduct, attendance or tardiness.

The following are the academic grades used:

Grade	Numerical Value (%)	Verbal Interpretation	Grade Point Value
A	90-100	Outstanding progress	4
B	80-89	Above average progress	3
C	70-79	Average progress	2
D	60-69	Lowest acceptable progress	1
E	0-59	Failure	0
F	0	Incomplete	0

*Figure 3-8: YWLA Grading System*

### Course of Study

Pursuant to NRS 389.018, the School will offer the following courses of study for each grade level: English/Language Arts (including reading, composition and writing), Mathematics, Social Studies, Science, Computer Education and Technology, Health, and Physical Education. Students will also receive instruction in personal and social development.

For middle school, grade level placement and promotion will be determined as follows:

End of Grade	Courses Passed	Status
6	All courses passed	Promotion to Grade 7
6	5 courses passed (Must pass ELA, Mathematics, and Science and two additional courses)	Placed in Grade 7 and scheduled to repeat courses not passed as appropriate
6	4 or less courses passed in 6 <sup>th</sup> grade	Retention in 6 <sup>th</sup> grade
7	12 cumulative courses passed in grades 6 and 7 (including two years of ELA, Mathematics, and Science, and one year of social science)	Promotion to Grade 8
7	8-11 cumulative courses passed (including two years of ELA, Mathematics, and Science and one year of social science)	Promotion to Grade 8 and scheduled to repeat courses not passed as appropriate
8	15-18 cumulative courses passed in grades 6, 7 and 8 (including three years of ELA, Mathematics, and Science and two years of social science)	Promotion to Grade 9
8	14 or fewer courses passed	Retention in Grade 8

*Figure 3-9: Middle School Grade Level Placement & Promotion*

Promotion from middle to high school requires completion of the following academic courses:

- three middle annual courses in English/Language Arts;
- three middle school annual courses in mathematics;
- three middle school annual courses in Science;
- two middle school annual courses in social science, one of which is civics;
- two semesters of physical education (unless the student meets certain waiver requirements as indicated in the Academic Plan); and

For high school, grade level placement and promotion will be determined as follows:

End of Grade	Minimum Cumulative Total for Credits
9	4 credits (including English, Math, Science, Social Studies)
10	9 credits (including two English, two Math, two Science, two Social Studies)

<b>11</b>	16 credits (including three English, three Math, three Science, three Social Studies)
<b>12</b>	24 credits (including four English, four Math, four Science, four Social Studies, ½ credit Health, ½ credit Computer Science, 2 credits P.E.)

*Figure 3-10: High School Grade Level Placement & Promotion*

YWLA students, who do not meet the criteria described above, will be considered for promotion under the following circumstances:

1. Received supplemental support services such as special education services that do not recommend retention (IEP and/or 504)
2. The Retention/Promotion Committee (teachers, academic advisor, and administrators) will determine if the student has shown adequate progress and mastery of the NV Academic Content Standards. A student who does not meet these will be considered for retention by the committee. The students' parent/guardian will be integrally involved in the process and any education decision made.

Students must maintain a minimum 60% mastery in NV Academic Content Standards for their grade level to be eligible for promotion. Upon failure to perform satisfactorily on the statewide assessment, a student shall be referred to the Retention/Promotion Committee consisting of the student's teacher(s), parents, and a school administrator. The team will determine if the student will receive remedial instruction or be retained. All stakeholders will be informed of these standards through the YWLA's website and through the student/parent-guardian handbook, which all students and guardians will sign at the beginning of each school year.

YWLA plans to exceed the state requirements when it comes to graduation requirements. Students will be required to pass four years of English, Mathematics, Science, and Social Studies as part of the 24 credits required to graduate.

<b>Diploma Requirements</b>	
<b>Area of Study</b>	<b>Credit(s)</b>
English	4
Mathematics	4
Science	4
Social Studies (to include World History, Geography, US History)	4
Physical Education	2
Health	.5
Computer Science	.5

Electives	5
<b>TOTAL</b>	<b>24</b>

*Figure 3-11: Diploma Requirements*

Grade-point averages will be calculated as follows:

Traditional Courses		Honors Courses	
90%-100%	4.0 GPA	90%-100%	4.5 GPA
80%-89.99%	3.0 GPA	80%-89.99%	3.5 GPA
70%-79.99%	2.0 GPA	70%-79.99%	2.5 GPA
60%-69.99%	1.0 GPA	60%-69.99%	1.5 GPA
0%-59.99%	0.0 GPA	0%-59.99%	0.0 GPA

*Figure 3-12: Grade Point Averages*

Additionally, End of Course Assessments produced by the NV Department of Education will account for 20% of the final grade in applicable courses. These include Algebra I, Geometry, Integrated Math I & II, and English 10.

Transcripts will contain student information such as the student's grade, state assessment, and ACT scores. In addition, student transcripts will list the student parent/guardian information including home address. All registered courses will show a letter grade and earned GPA. Finally, a summary of completed credits by discipline will end each transcript giving academic advisors further information on the core requirements that students have completed.

(3) For schools proposing a high school program, 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).

YWLA's graduation requirements, aligned to all state of NV requirements, ensures that students will gain the skills and knowledge necessary to be successful in a post-secondary institution or a post-secondary career. Students will be provided a variety of opportunities to explore and discover what their next steps will be post-high school. The Whole Girl approach of both academic rigor and social emotional development through high school will provide students with exposure to a variety of college experiences, career opportunities and other personal pursuits available upon graduating. With the support of an onsite counselor a College and Career Plan will be developed. Regular progress monitoring with the academic advisor and outside career service centers will allow students to see the variety of opportunities available. Additionally, as part of our Whole Girl approach, YWLA will regularly bring in representative women to share and be engaged with the students related to their own journeys in college and career.



At YWLA, we will strive to prepare students to enter directly into college classes with minimal to no remediation. YWLA's use of rigorous curriculum (outlined above) and the Whole Girl pedagogical approach will ensure well-rounded students, accustomed to working collaboratively with higher-order thinking skills ready for the rigors of college or career.

(4) Explain what systems and structures the school will implement for students at risk for retention and/or dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.

YWLA will utilize the tiered approach to intervention model, described earlier in the Academic Plan, to provide structures and guidance to students that may show risk of dropping out and/or not meeting graduation requirements. Our intervention model will provide many opportunities to intervene on behalf of the social-emotional or academic needs of girls or gender-expansive youth.

YWLA will allow for students to earn up to seven and a half credits in one year. Students who are behind in credits may earn more credits by taking an additional term of courses allowing students to earn up to one and a half additional credit hours. Yet if students are not successful, academic advisors will make the necessary adjustments to ensure the students success.

YWLA's Multi-Tiered Support System/RtI model will allow students to receive additional academic support during the scheduled intersessions or summer session, which will provide the opportunity for students to earn more credits. Those students identified as below grade level by the benchmark i-Ready diagnostic assessment (generally administered three or more times per year) or final exam assessment, will be placed in the guided classroom tier. Using a guided teacher instructional model for intervention supports, YWLA will provide the skills and bridge the gaps between expected and low-grade level achievement.

### **DUAL-CREDIT PARTNERSHIPS**

*High schools approved by the SPCSA will be expected to enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses per NRS 389.310. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.*

- (1) Discuss the scope of the services and resources that will be provided by the college or university.
- (2) Describe the proposed terms of the relationship between the charter school and the college or university including
  - (a) proposed duration of the relationship and the conditions for renewal and termination
  - (b) 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
- (3) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.
- (4) Identify any employees of the college or university who will serve on the governing body of the charter school.
- (5) Provide as Attachment 2, 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.

YWLA is not including a distance education program as part of this application, therefore these questions are not applicable.

## DRIVING FOR RESULTS

*The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.*

*Applicants are expected to propose additional mission-specific goals to complement or supplement, but not supplant, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.*

(1) Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

YWLA has the following mission-specific academic goals:

- Student success in English Language Arts/Literacy, Math, and Science
- 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
- Reduction of achievement gaps in targeted at-risk student subgroups

Goal	Measure	Metric	Target
<b>Student Success in ELA/Literacy, Math, and Science</b>	SBAC: ELA/Lit Math  NVCRT: Science	Baseline: Collect and assess data points for various cohort.	Minimum expected percentage increases of student proficiency per year:  4% ELA/Literacy  5% Math & Science
<b>Academic growth of at least one (1) year in Reading and Math</b>	i-Ready and/or NWEA MAP	Baseline collected followed by quarterly reports	100% of students will achieve one year of academic growth in reading and math.

<b>Reduction of achievement gaps in targeted at-risk student subgroups</b>	SBAC: ELA/Lit Math  NVCRT: Science	Baseline: Collect and assess data points for various cohorts Minimum expected student gains per year (based on complex targets):	If an achievement gap exists YWLA will work to decrease the achievement gap between each subgroup and the general student population by at least 10% each school year.
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*Figure 3-13: Mission-specific Goals*

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

(a) Describe your presumed baseline and explain how it was set.

The baselines for all three goals were set by examining the performance of surrounding traditional Clark County School District (CCSD) middle and high schools. NV School Report Cards were used in the examination of state assessment results.

(b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

YWLA will measure and evaluate academic progress during the first three years of operation of all student groups including student groups consisting of subsets of each academic student cohort through the use of internal and external assessments. Internal assessments include i-Ready, MAP and school-based assessments. External assessments include SBAC and the NV CRT Science. Internal assessments will be used to monitor student progress throughout the course of the School year and possibly shift students from multiple tiers of instructional levels to another level depending on the support that will be deemed necessary by the aggregate assessment score and teacher/parent intervention. External assessments will be utilized to provide end-of-year feedback on student learning, shape professional development for teacher intervention and differentiation learning targets.

Goal	Evaluation Tool and Frequency	Baseline	2022-23	2023-24	2024-25
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Student Success in English Language Arts/Literacy, Math, and Science	(SBAC) for ELA/Literacy and Math and the NV State Assessment in (CRT) in Science	Baseline data will be compared to the NV Report Card surrounding school data  Minimum expected student gains per year (based on complex targets identified through 2020):  ELA/Literacy 4%  Math 5%  Science 5%	ELA/Lit: 45%* Math: 24% Science: 31%  *Surrounding school data for female students  Math 19%; ELA 41%; Science 26%  Expected learning gains per year ELA/Literacy 4%  Math 5%  Science 5%  ELA/Literacy 4%  Math 5%  Science 5%	ELA/Lit: 49% Math: 29% Science: 36%  *Surrounding school data for female students  Math 19%; ELA 41%; Science 26%  Expected learning gains per year ELA/Literacy 4%  Math 5%  Science 5%	ELA/Lit: 53%* Math: 34% Science: 41%  *Surrounding school data for female students  Math 19%; ELA 41%; Science 26%  Expected learning gains per year ELA/Literacy 4%  Math 5%  Science 5%
Students will show growth of at least one (1) year in Reading and Mathematics annually.  YWLA students must strive to not only show growth but also demonstrate or exceed proficiency in the core curriculum.	SBAC for ELA/Literacy and Math and the NV State Assessment in (CRT) in Science.  Standardized assessment tools (i-Ready) to assess students on a regular basis	Baseline data will be collected at the beginning of the School year, or when student enrolls, followed by quarterly reports.  The date will be quantified using	Incremental growth will be determined after baseline data has been collected, with an expected minimum gain of 6% annually.	Incremental growth will be determined after baseline data has been collected, with an expected minimum gain of 6% annually.	Incremental growth will be determined after baseline data has been collected, with an expected minimum gain of 6% annually.

		enrollment records for all students, with an initial focus on the first cohort of students			
Reduction of achievement gaps in targeted at-risk student subgroups	SBAC for ELA/Literacy and Math and the NV State Assessment (CRT) in Science.  Standardized assessment tools (i-Ready) to assess students on a regular basis.		In any given year, if achievement gaps exist, Goal 3 will be applicable and YWLA will work to close the identified gap(s) by 10% annually	In any given year, if achievement gaps exist, Goal 3 will be applicable and YWLA will work to close the identified gap(s) by 10% annually	In any given year, if achievement gaps exist, Goal 3 will be applicable and YWLA will work to close the identified gap(s) by 10% annually

*Figure 3-14: Measure & Evaluate Academic Progress*

(3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

*Baseline and Interim Assessments* include i-Ready Diagnostic screening to establish baseline at the beginning of the School year (6-8) in Reading and Mathematics and Baseline Interim Assessment (BIA) in Science (Grades 6-8). These will help to determine students' strengths and weaknesses on NV Standards. Any available data from the student's previous school year (such as coursework,

report card grades, Standardized assessments results (ACT and any applicable EOC's, teacher recommendation, etc.) will assist to determine placement.

The i-Ready Diagnostic will be administered 3 times per year to determine student needs and as an ongoing progress-monitoring tool to determine whether students are on track to achieve end-of-year targets in reading and mathematics. Mid-Year Assessments (MYA) administered in the second semester of the School year (as described above for students in grades 6-12) will be used to target instruction on NV Standards in ELA, Mathematics, Science, as well as to monitor ongoing student progress. MYA results reports (generated at the student, classroom, school level) will be used for differentiation of instruction, progress reporting, and as a measure for School Improvement Plan.

YWLA will use i-Ready reports as a method of communicating with parents on whether their child is reading at grade level.

Additional evaluation methods to monitor student progress throughout the School year include:

- Teacher-generated quizzes and Assessments Rubric (NV writing rubric)
- Textbook adopted assessments (Wonders/i-Ready)
- Quarterly Examinations, projects/investigations
- Portfolios and presentations
- UDL Design Framework (adaptations for EL and SWD students)

(a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

School-based assessments to be used in all courses may include: daily lesson "exit tickets," weekly teacher-generated quizzes; unit assessments and chapter tests; class projects and/or investigations based on thematic units of inquiry; and class participation rubrics. The Principal will develop an internal management system to manage and monitor students' progress, which will help to inform whether or not students are mastering standards and whether or not teachers are addressing student needs.

(b) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.

YWLA's administration will select commercially available assessments, such as the aforementioned options that best fit the needs of students such as i-Ready and MAP. These assessments are nationally benchmarked and are valid and reliable indicators of progress. These assessments align with YWLA's curriculum and performance goals and are aligned to the NVACS and Common Core State Standards. Teachers will create pre-post assessments as a first step in regularly monitoring students.



- (c) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

If the School falls short of student academic achievement expectations or goals, the School will implement a corrective action plan. The corrective actions would be aligned specifically to the content areas and levels.

**At the School-wide level:** The Instructional Leadership team will review school-wide data to determine school-wide areas in need of improvement. Faculty and Staff will work collaboratively through Professional Learning Communities (by content area and grade level) to create the action plan including identifying strategies that were successful and strategies/curriculum/ and intervention processes that ought to be remedied. Horizontal and vertical team meetings will provide additional reinforcement as well as the means of implementing the action plan consistently and seamlessly across the grade levels.

**At the Classroom Level:** The administration would determine (based on classroom/teacher data reports, observations and classroom walk-throughs) which teachers need additional support and consequently provide professional development and or mentoring support, accordingly. A plan for the teacher/ class would be implemented and documented through the teacher's lesson plans. Teachers would be expected to implement corrective action/change in intervention or content in the classroom with support from the administration.

**At the Sub-group, or individual student level:** The student's teachers and administrative team would review data (individual assessments/IEP or EL Plans) and determine where instruction or interventions need to be modified. Changes in intervention plan and/or varied strategies to target individual students' needs would be identified and communicated to the student.

- (d) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?

All data will be disaggregated and used by teachers to inform and drive instruction on student knowledge and skills as follows:

- Screening: Data reports on interim assessments and all state-mandated assessments will be disaggregated by: student, standard, teacher, and school to inform decisions about adjustments to the educational program. These reports will be made available to all teachers (and families, and students, as appropriate) to communicate the findings, including the areas of strength as well as those in need of improvement, with the purpose to inform instruction, enhance curriculum delivery and teacher effectiveness, and thereby encourage student growth toward proficiency/mastery.
- Data Collection and Analysis: The Principal or other leader will compile progress-monitoring data on a quarterly basis (or when available) and will disaggregate the results for cohorts and school-wide growth. Monthly meetings will be held to:
  1. evaluate data and correlate to instructional decisions;
  2. review progress-monitoring data at the grade level and classroom level to identify students and their academic levels;

3. identify professional development to enhance student achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; and
4. facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The Principal or other leader will develop an internal management system to manage and monitor students' progress. Utilizing progress monitoring meetings, student data will be reassessed and moved to reflect student progress. Each teacher will also receive their classes information via excel spreadsheet.

(e) Identify specific interim assessments and quarterly performance goals that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

Goal	Assessment	Quarter 1 Goal	Quarter 2 Goal	Quarter 3 Goal	Quarter 4 Goal
70% of the students attending YWLA will meet or exceed I-Ready growth expectations as measured by universal screening, benchmarking and end of year post assessment by the end of the school year	I-Ready	At least 50% of students will be meeting growth expectations demonstrated by I-Ready	At least 60% of student will be meeting growth expectations demonstrated by I-Ready	At least 70% of student will be meeting growth expectations demonstrated by I-Ready	At least 80% of student will be meeting growth expectations demonstrated by I-Ready
60% of the middle school students attending YWLA that are identified as IEP, FRL or EL will meet or exceed SBAC growth expectations as measured by the SBAC assessment by the end of the school year	SBAC and NVCRT Science				At least 60% of students will be meeting growth expectations as demonstrated by the SBAC end of year assessment

*Figure 3-15: Interim Assessments & Quarterly Goals*

(4) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

YWLA's board will monitor, measure, and evaluate academic performance of the school as a whole, student cohorts, and individual students throughout the school year. The NV Report Card reporting system measures will provide a summative snapshot of the school's progress. These measures include: Student achievement (proficiency scores on SBAC and NV CRT Science), Growth (measuring individual student's growth in learning from year to year), Readiness (attendance & Gr. 8 ACT scores), and Achievement Gap (the achievement gap between "high needs and non-high needs" students). These measures will be reported to the Board annually and will be shared with the YWLN.

**(5) How will the school monitor for disparities in academic performance between student groups? What actions with the school take to address identified disparities?**

YWLA will utilize regular data analysis to analyze data at the school wide, grade level and individual student basis utilizing the student information management system. The YWLA Principal and Student Support Team will utilize various data analysis protocols to both notice and deeply understand variations in student performance across various groups. Administrators will identify if the disparities are based on instructional methods, classroom management, individualized student concerns or other factors. Once an hypothesis is reached based on analysis, school leaders will either address the issue at the Tier 1 level, for example, provided refined professional development to teachers on instructional approaches or decide to specifically target smaller groups of students based on data. Individualized student challenges may be referred to the grade level team or Student Support Team depending on the severity or urgency of the student's need.

**AT-RISK STUDENTS AND SPECIAL POPULATIONS**

*Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations.*

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

- 1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
- 2. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 3. SPCSA schools develop programs to support the needs of their students.*
- 4. SPCSA schools do not counsel or kick any students out.*
- 5. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
- 6. If necessary, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest need students, including but not limited to clustered placements in consortium with other charter schools.*
- 7. 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.*

**At-Risk Students**

**(1) How do you define "at-risk" students? What are the methods for identifying at-risk students through academic and behavioral processes?**

YWLA defines an "at-risk" student as girls or gender-expansive youth that have economic or academic disadvantages such that they require special opportunities and assistance to enable them to succeed in educational programs. At-risk includes students who are members of economically disadvantaged families, students who are limited English proficient, students who are at risk of dropping out of high school and students who do not meet minimum standards of academic proficiency. The term does not include a student with a disability.

Students who are identified as academically “at risk” via the i-Ready diagnostic process and who are not already identified with an IEP will be referred to YWLA’s Student Study Team. The SST team will be comprised of staff members from the grade level or department, special education teacher, instructional coach, and counselor in addition to the young woman’s parents. The teacher of record will notify the parent(s) that his/her child will be entering the RtI program, which will provide interventions in all areas of the student’s academic or behavioral deficiencies.

During the SST process, a goal is written in the deficit academic and/or behavioral area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is collected and analyzed every 4-6 weeks. If the young woman is not making adequate progress toward the grade level expectation, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 weeks, the student’s data still shows a lack of adequate progress, the student will be referred for the special education eligibility process.

Should the student qualify for special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring will continue. If a student shows little to no academic growth, an IEP meeting will be held to discuss increasing services which may include a more restrictive environment and additional supplementary aides and supports. The goal is to provide the student access to a free and appropriate public education within the least restrictive environment using students’ data in the decision making process.

Multiple sources and early warning systems will be used to identify at-risk students enrolled at YWLA. The School recognizes that many factors can be associated with increased risk of academic failure and/or potential dropout of students, such as:

- A. Social and economic factors:
  - a. Free and reduced lunch
  - b. Temporarily displaced
  - c. Foster care
  - d. Safety and stability of home environment
  - e. English language proficiency
- B. Benchmark assessments to identify students who do not meet grade level expectations
- C. Attendance records to identify which students are considered chronically absent (more than 10% of the School year)
- D. Credits earned toward graduation based on thresholds identified at each grade level based on their academic cohort.
- E. Discipline records if there are habitual offenses of 3 or more offenses in a school year.
- F. Input provided from previous academic performance (cumulative records to include report cards, summative assessment results)

(2) Describe how you will identify the needs of all students. 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.

The educational program uses standards-based, state-adopted texts and research-based instructional materials, aligned to NVACS, and high-yield educational strategies described above proven to improve student achievement and accelerate achievement of students with large gaps in learning. YWLA will implement all the practices described in the charter application to

ensure that all students who attend YWLA have the opportunity to attain and demonstrate mastery of state standards.

YWLA teachers will be trained to use differentiated instruction and other research-based strategies described herein as well as state adopted texts, enhanced by supplementary materials and programs, to ensure student success. Differentiated instruction across the curriculum and targeted intervention programs will serve as vehicles to increase learning opportunities for all students, including English Language Learners and Students with Disabilities.

One of the most important aspects of ensuring the success of all students, especially low performing students, is to use data effectively, monitor academic progress and inform instruction, and encourage incremental progress over time. The school wide infusion of growth mindset among other Whole Girl competencies will encourage student growth and development. Furthermore, YWLA plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. This early warning system will include the following indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
- One or more suspensions, whether in school or out of school;
- Course failure in English, language arts or mathematics during any grading period; and
- A Level 1 score on SBAC assessments in ELA or mathematics
- Stagnant growth based on the i-Ready tools.

**YWLA's SST team will oversee and monitor the early warning system including:**

- Collecting and analyzing data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator.
- Preparing a description of all intervention strategies employed to improve the academic performance of students identified by the early warning system.
- Determining, in consultation with the parent, appropriate intervention strategies based on data from the early warning system for each student who exhibits two or more early warning indicators, unless the student is already being served by an intervention.

Implementation of Multi-Tier System of Supports (MTSS) Response to Intervention (RtI): Multiple tiers of increasingly intense instruction/intervention services are implemented to support student success as part of the RtI/MTSS process. Students not meeting specific levels of performance in content areas for each grade level (or not meeting specific levels of performance on statewide assessments) will receive additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Students needing remediation or intensive instructional/behavioral support will be matched to strategic and intensive instruction/ interventions.

**Before and After School Tutoring-** all students will have before, after, and, eventually, summer tutoring available to them regardless of being identified as needing support in reading or math. Programs that offer homework assistance and/or limited tutoring have not been found to have a statistically significant effect on overall student achievement. However, out-of-school tutoring that utilizes rigorous implementation of programs as rigorous resources for core subjects that were used in this setting were found to have overall positive effects on student achievement, as is historically the case at the Schools we are replicating through this petition. Students will be utilizing i-Ready and

other rigorous programs during extended school day tutoring led by a licensed teacher or a highly trained paraprofessional. Key findings from the National Center for Education Evaluation and Regional Assistance showed “one year of enhanced instruction produces positive and statistically significant impacts on student achievement.”<sup>25</sup>

**Serving Advanced Learners** - YWLA will provide advanced, differentiated coursework in order to meet the needs of advanced learners. The School will use a variety of indicators to determine placement in advanced coursework. For example, i-Ready diagnostic screening will establish baseline at the beginning of the school year if previous test data is not available, or previous year’s data such as previous coursework, report card grades, Standardized assessment results as well as teacher recommendation will inform and help determine placement for advanced classes.

Using John Hattie’s research on what works best for raising student achievement, YWLA students will be taught using visual learning tools, interventions, appropriate feedback, direct instruction, questioning strategies and cooperative learning, as detailed above, to quickly address learning deficiencies and vastly improve student learning. Through his research these have an effect size of 0.40 which represents one year’s growth over the course of one school year. Hattie states: “Schools that use effect size to measure student progress can maximize their impact on student outcomes.”<sup>26</sup> This is in addition to the innovative, research based curriculum and instructional strategies described in detail the Curriculum and Instruction section.

(3) Describe the school’s approach to help remediate students’ academic underperformance. 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, year 3, year 5, and beyond?)

YWLA teachers and leaders will use data-driven decision making about academic performance of students to identify students in need of intervention and remediation. Globally this process will be overseen by the Student Study Team. Students who are in need of intervention may be identified by the SST, an individual teacher or a parent.

At YWLA, our goal is that all students attain and demonstrate mastery of the NV Standards. Academic, so underperformance is first identified during the enrollment process when reviewing student’s records and transcripts. The use of the initial i-Ready assessment will assist in determining student knowledge gaps and set the baseline to enable student growth to be measured. The Special Education and 504 team may also choose to immediately refer students with significant concerns to the School-wide Student Study Team (SST) to ensure that more intensive actions are taken to address the student’s needs.

Students that test below benchmark and/or receive a failing grade in one or more of their classes will be transitioned to the appropriate tier level of instruction in order to receive more face-to-face interventions. If a student is already on campus full time and displays low grades and or shows needs based on their intervention screening, the student will be assigned to a case manager for direct follow up. The case manager will work directly with the SST, and the student’s parent/guardian to provide one-on-one interventions.

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<sup>25</sup> National Center for Education Evaluation and Regional Assistance Institute of Education Sciences. (2009).

Response to Intervention (RtI). Retrieved from:

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti\\_math\\_pg\\_042109.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf)

<sup>26</sup> Visible Learning for Teachers. New York, New York: Routledge, 2011



Students that do not qualify for an IEP or 504 will still have the opportunity to work with their teachers one on one each day through small group interventions and after and before each schedule transition. Teachers will schedule interventions with students and parents/guardians to assist in mastering their learning objectives. YWLA's daily collaborative team sessions will identify students and their areas of struggle. Each teacher, based on their expertise, will be assigned a group of students to monitor and schedule one on one or small group intervention.

If increased performance is not seen on course assignments, assessment scores, and progress scores classroom teachers may refer the student to the SST. The team will prioritize further interventions. All academic interventions will be measured by examining year-by-year assessment data. If improvement is not seen amongst students within the bottom 20%, then school-wide intervention practices will be revised.

In accordance with student's needs, YWLA may provide specialized professional development and additional compensation for math and ELA team leads to both allow them to develop expertise and to provide them with time to coach teachers and model exemplary practices. YWLA will employ the adequate number of EL and ESE personnel required, as well as the counseling staff necessary to adequately support and properly service students. Classroom teachers will use research-based texts, enhanced by supplementary materials and programs, to ensure student success. Teachers will be required to document in lesson plans when and how each NV Standard is taught and assessed. Social-emotional education will also be infused in social studies to foster values and virtues with the goal of creating responsible world citizens. After School we will offer free tutoring to fill and address learning gaps, as well as enrichment programs aligned to ELA/Math and Science standards, such as Robotics club and various junior honor societies (grades 6-8). These activities will be offered in an effort to address all learner needs as well as foster an academic culture and love of learning both in and out of the classroom, further promoting the School's mission.

#### *Data-Driven Individualized Supports all Students*

The School will have a Multi-Tier System of Supports (MTSS) Response to Intervention (RtI) team comprised of administrators, teachers, and specialists trained to use the MTSS/RtI Framework to effectively meet the academic and behavioral needs of all students. The School will implement strategies designed to address individualized learning needs, including educationally disadvantaged students and students with special needs who may be at-risk of falling behind. Implementation of the M-TSS process is detailed under.

#### *Academic Support in ELA and Mathematics*

YWLA will evaluate students and provide academic support through Intensive Reading and Intensive Mathematics courses for grades 6-12 students. YWLA students will receive Intensive courses in Reading and Mathematics with appropriate curriculum and interventions.

#### *Services for Students with Special Needs*

The YWLA model allows educationally underserved students, including Students with Disabilities and students entering below grade level, to benefit highly from the core curriculum. Students with Disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, YWLA will commit to instruction that incorporates supports and accommodates students including:

- An Individualized Education Plan (IEP) for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards;
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services;
- Instructional accommodations in materials or procedures - which do not change the standards but allow students to learn within the framework of the NV Standards;
- Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities;
- Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student's IEP and/or EL plan, the School will offer tutoring services or other such assistance to ensure students remain successful.

### Evaluating Meeting the Needs

Components of monitoring and evaluating meeting the needs of subgroups:

- Teacher utilized flexible grouping.
- What types of flexible grouping were utilized (i.e. pairs, small groups, and/or independent practice)?
- Teacher differentiated instruction for all levels of learners.
- Did the teacher scaffold instruction for special education students and/or EL students?
- Example of how the teacher differentiated instruction for learners:
- Assignments/assessments were meaningful, rigorous, and at/above grade level.
- Teacher grade book reflected meaningful, rigorous, and at grade level assignments/assessments.
- Teacher provided an explicit closure to ensure mastery of lesson objectives.
- How did the teacher conduct a review and emphasize the important points of the lesson?
- Teacher utilized technology in the lesson.
- Teacher maintained appropriate pacing throughout the lesson to engage students.

(4) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Please provide the rationale used in this approximation.

YWLA's Student Support Team will oversee and monitor the early warning system including:

- Collecting and analyzing data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator.
- Preparing a description of all intervention strategies employed to improve the academic performance of students identified by the early warning system.
- Determining, in consultation with the parent, appropriate intervention strategies based on data from the early warning system for each student who exhibits two or more early warning indicators, unless the student is already being served by an intervention.

Implementation of Multi-Tier System of Supports (MTSS) Response to Intervention (RtI): Multiple tiers of increasingly intense instruction/intervention services are implemented to support student success as part of the RtI/MTSS process. Students not meeting specific levels of performance in content areas for each grade level (or not meeting specific levels of performance on statewide assessments) will receive additional diagnostic assessments to determine the nature of

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the student's difficulty and areas of academic need. Students needing remediation or intensive instructional/behavioral support will be matched to strategic and intensive instruction/ interventions. YWLA will be able to assess the effectiveness of its RtI/MTSS model by assessing the number of students receiving support within the three levels of support described below. YWLA believes that by implementing effective Tier 1 universal supports that we will be able to effectively serve students in need of support at the Tier 2 and 3 levels. The three tiers of MTSS include:

- **Tier 1 – Universal or primary – Majority of students (75-85%)**

*Tier 1* is inclusive of all students. All students in Tier 1 will receive high quality, research-based instruction, differentiated to meet their needs and will be screened at minimum on a bi-weekly basis to identify struggling learners who need additional support. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions. Core behavioral interventions include school-wide discipline policies and procedures, as well as positive behavior supports. Academic assessments at the Tier 1 include i-Ready and Mid-Year Assessments in ELA, benchmark assessments, classroom and textbook assessments as well as summative/end of year assessments. Behavioral assessments at the Tier 1 level include observational data, parent conference records, and disciplinary data.

As YWLA assesses student needs, we will refine our practices at the Tier 1 level to ensure that the majority of students receive what they need at this level. If there are less than 75% of students being served at this level, we will apply various Tier 2 interventions on a school wide basis.

- **Tier 2 – Secondary – Small groups of students (10-25%)**

*Tier 2* is inclusive of students not making progress in the core curriculum. The School will provide these students with increasingly intensive instruction matched to their needs including, but not limited to: Small group instruction, one-to-one re-teaching, pull-out intervention, individualized instruction, intensive interventions that address each student's needs; additional tutoring opportunities with a qualified interventionist.

As YWLA identifies students in need of additional support through data, we seek to support somewhere between 10 to 25% of students at this level of support. We believe that by using a variety of data points to identify the needs of students early on, we can reduce the chances of students needing more intensive, individualized support.

- **Tier 3 – Tertiary – Individual students (< 10%)**

*Tier 3* interventions are introduced when students need a more frequent, intense and individualized instructional setting, which may include but would not be limited to: Daily pull-out tutoring, one-on-one instructions; behavior intervention plans, individualized counseling; intensive individualized academic plans following assessments such as Functional Assessment of Behavior (FAB) and Behavioral Intervention Plan (BIP).

As we are effectively implementing supports at the Tier 1 and Tier 2 levels, we will be able to hold our most intensive needs stable under 10%.

#### **(5) How will you communicate the need for remediation to parents?**

YWLA will use various methods to share information with parents. The student's Advisory teacher will ideally always be the first line of communication to home. Additionally, ongoing communication will be maintained through on-line reporting systems such as, web-based grade book and progress

reports, parent conferences, and other forms of written and oral communication that the parents may prefer. YWLA will make every effort for communication to take place in the home language where a language other than English is spoken.

YWLA will ensure that parents will be notified, in writing, at any time during a grading period when:

- it is apparent that the student is doing unsatisfactory work;
- when course or grade assignments drop abruptly or significantly;
- if a student is in jeopardy of failing a course, and/or if a student is in jeopardy of not meeting promotion criteria.

Along with the written notification, parents will be invited in for an academic action planning conference, along with the young woman to create mutually agreed upon goals, next steps and check-in dates during the school year. Sample student work along with teacher input will be provided to the parent in advance of the meeting. The young woman, parent and YWLA leader will agree on the joint actions to be taken on the written plan as an outcome of the meeting.

Additionally, parents will receive ongoing communication about progress related to remediation in the following ways:

- Phone, Zoom & In Person: Teacher and/or administrator will call parents with updates or concerns and/or request in-person conference. Parent conferences will be held as requested by parents or as deemed necessary by the teacher or administration.
- Interim Progress Reports: Parents receive an interim report between grading periods, which indicate student progress by course and contains academic, behavioral and attendance data.
- Parent Portal/ Online Gradebook: Parents have access to all the child's grades/assignments.

#### **(6) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?**

Utilizing the RtI/MTSS framework described in detail above, students who are identified through data or a recommendation of teacher or parents, as in need of additional support for behavioral concerns will be referred to and monitored by the Student Support Team. YWLA will track key behavioral data on each student including attendance, number of consequences earned, number of office referrals and growth on key social-emotional indicators. Students will be identified by occurrences of any or a combination of these data points is outside of the average across the school or if there is a significant change in a data point for a young woman (i.e. a student misses 6 days of school in one month but typically has no absences, etc.)

Once a student is referred to the Student Support Team, she will either be referred back down to the grade level team with recommendations for interventions to try at the classroom level for a defined period of time (typically 6-8 weeks). Or, the student will be formally entered into the SST process and receive a case manager as the first step. The SST will support the development of a formal intervention plan. The case manager will meet with the student to finalize the plan along with a parent/guardian and the child's Advisor. Once the plan is finalized, the case manager will be responsible for ensuring that all teachers on the team are aware of the plan and their role in, as well as, clear on data tracking needs to understand progress or to make any necessary refinements during the intervention. The case manager will report back to the SST at a designated time frame on the young woman's progress. During this period, the case manager will be a resource to the teachers and other specialists in implementing the plan, as well as, making their own observations of the interventions in place for the young woman.

The SST will make further recommendations at the point to either continue with intervention, make an adjustment to the intervention or to move forward with a recommendation for evaluation.

### ***Special Education***

(1) **Track Record:** Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

YWLA is in the final stages of bringing the founding school leader onboard. Throughout our search and hiring process, we have emphasized the need for a leader capable of serving all students, especially those receiving special education services, as well as students in need of academic and social/emotional support. The Founding Principal will benefit from the wealth of resources across the YWLN during her/his onboarding and first year.

- (2) **Identification:** How will the school identify students in need of additional supports or services?
- (a) *(Elementary Schools Only)* How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
  - (b) *(Middle and High Schools)* How will the school identify and serve students who require special education services and develop transition plans?
  - (c) *(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?

YWLA will adhere to the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, 504, EL, etc. are accorded a free, appropriate public education (“FAPE”). For special education, this includes related services. YWLA will also ensure that no student otherwise eligible to enroll in YWLA 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.

In order to identify students for appropriate services, YWLA will analyze the results of the most recent teacher-made tests and universal screeners to determine the level of mastery in reading, writing, mathematics and science. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, RtI interventions, and referral for special services).

### **General Process for Special Education Identification and Support**

Initial referral process for special education begins with a Prior Written Notice to the parent to meet, review RtI data, and to sign Consent to Evaluate. Initial referrals for evaluation for special education services will be supported by documented interventions such as the Response to Intervention (RtI) model approach, using data to identify student strengths and weaknesses or as otherwise appropriate, so long as it is consistent with state and federal law. The multi-disciplinary team will include the parent, general education teacher(s), special education teacher(s), and school

administration.. Team meetings will review prior interventions, accommodations and modifications and recommend further interventions as appropriate.

Upon review of accumulated data, observation and review of records, YWLA may determine that assessment is necessary to determine possible eligibility for special education programs and related services. Upon a parent's request for assessment, YWLA will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree or deny the request for assessment. If YWLA determines that assessment for special education eligibility is not warranted, prior written notice will be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If YWLA concludes that there are suspected disabilities, it will develop an assessment plan describing the types of assessments that may be used to determine the eligibility of students for special education instruction.

Assessments will be conducted, within legal timelines, after receiving the parents' written consent. For identification purposes, initial evaluations will be comprehensive and include assessing all areas (e.g. cognitive, academic, behavioral, health and development, adaptive, and emotional) assessments that are considered best practice or mandated by state law for the eligibility area. All students will be assessed using validated, standardized assessments to prevent misidentification. All assessments will be given by a licensed school psychologist in the appropriate primary language.

Following an initial evaluation, an MDT/IEP team meeting that includes required team members will meet to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Consistent with federal and state special education laws and regulations regarding the IEP process, the IEP team will convene and make decisions regarding eligibility, goals, program (including staffing and methodology), placement at the School, and/or exit from special education. Copies of all IEPs will be given to the general education teachers with an explanation of how to implement and monitor accommodations.

#### *504 Planning*

A 504 meeting begins with a Prior Written Notice to the parent to meet, explanation of Procedural Safeguards, review of medical records or parental concerns for the need of a 504. The 504 Plan is written by the 504 team which includes the parent, general education teacher, and 504 administrators. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers with an explanation of how to implement and monitor accommodations.

Compliance with Special Education Regulations: YWLA will comply with the applicable requirements of Section 504, the ADA and all OCR mandates for students enrolled in the YWLA. Any child that has a "mental or physical impairment that substantially limits one or more of the person's major life activities, has a record of that impairment, and/or is regarded as having that impairment, may qualify for a 504 plan." A 504 plan will provide accommodations to provide access to the general education learning environment. The 504 Plan is written by the 504 team which includes the parent, general education teacher, and 504 administrators. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers with an explanation of how to implement and monitor accommodations.

#### Transition Planning

YWLA will review each student's IEP annually and beginning with high school students (or students who are 14). The IEP will define the student's postsecondary goals in the areas of employment,



training, and independent living skills. This will then guide the development of the annual educational goals/objectives, transition services/activities, special education, and related services, and states whether the student will pursue a high school diploma.

(3) **Continuum of Services: How will the operator 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.**

The continuum of services offered by YWLA will begin in regular education classes. All students will be given a universal progress monitoring assessment during scheduled benchmark testing windows followed by an analysis of the data. Each quarter, YWLA will meet as a team during Data Days which allow the School to discuss children scoring in the bottom 15% or another cut score as determined by YWLA. Students who score in the bottom 15% and who are failing will be discussed and an intervention plan will be developed. The YWLA staff will then brainstorm different interventions that may help the student grow academically and/or behaviorally.

In general education, enrichment and intervention periods in both reading and math will be scheduled daily school wide to provide instruction commensurate to each student's ability level for all students. In addition, before and after school tutoring and blended learning programs (i-Ready) will provide instructional level interventions. YWLA plans to apply for grant funding through Title funding and School Safety funding to assist in providing a continuum of supports and interventions for all students.

Students with severe intellectual disabilities will also benefit from combining inclusion and resource room time. In the general education classroom having the following will allow the student to remain with typical peers and be exposed to grade level content: peer models, online blended learning programs, direct whole group instruction, and small group instruction.

Students with severe emotional disabilities will also benefit from combining inclusion with resource room. In addition, a Check-In/Check-Out system will be very effective for students with emotional needs. A mentor will be assigned to the student and the student has a daily progress-monitoring sheet, which will be sent home daily. The parent can help to bridge behavior at school to positive incentives at home. Depending on the students' needs, the mentor will check in with the student at least three times daily or more as needed. In addition, the YWLA counselor and/or administration will help the family with locating appropriate community support.

(4) **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?**

YWLA's special education teacher, with direction from the Principal, will be primarily responsible for all tasks and duties related to the special education program while in collaboration with the general education teachers. To facilitate this collaboration, YWLA will implement the following co-teaching practices to enhance communication and meet the needs of students with special needs.

One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

- In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.
- In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
- On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond.
- In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.
- In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.
- In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

**(5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities?**

*Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.*

YWLA's administrative team will recruit highly qualified special education teachers through multiple means. The administration will use job-recruiting websites such as Idealist.org, k12jobspot.com, and our affiliate schools and the National Coalition of Girls' Schools as resources. YWLA administrators will attend and recruit teachers at local teacher fairs, as well as teacher fairs in several states. Teachers who are not licensed in NV will apply for teacher licensure here. The Department of Education will analyze that teacher's transcript, and the teacher will have three years to complete his or her coursework in special education to obtain licensure. All related service personnel, including speech and language therapists and school psychologists are licensed in the State of NV or they have to apply for a license before they are hired. In addition to using the School's operating budget, the School plans to utilize Title grant funding where applicable through hiring of instructional assistants and supplemental administrators.

**(6) 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?**

YWLA will provide planned staff development activities and participate in available appropriate professional development trainings to support access by students with disabilities to the general education classroom, general 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. Students' academic data will be reviewed to determine what topics of professional development are needed to assist general education teachers with addressing the unique needs of students with disabilities. If awarded, Title II funds will be used to supplement the cost of providing additional professional development to teachers on modifying curriculum and instruction to address the unique needs of students with disabilities.

(7) 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.

YWLA will ensure that it makes the necessary adjustments to comply with the mandates of applicable state and federal laws, including the IDEA, regarding discipline of students with disabilities. Discipline procedures will include restorative practices and positive behavioral interventions. YWLA's school wide restorative approach to behavior management will include universal tier school wide expectations and teacher trainings on positive behavior support systems. Tier 2 check in and check out mentoring programs and after-school interventions to provide academic support.

If suspensions occur for students with identified disabilities or suspected disabilities, the School team needs to address the behavioral and social/emotional issues. A manifestation determination team meeting within the 10 days of suspension or the decision to impose the disciplinary procedure, which will result in the student having been removed for more than 10 school days in a single year for a student with disabilities or a student that YWLA knows may be eligible for services, a manifestation determination meeting will be held. A manifestation determination team within 10 days of the decision to impose the disciplinary procedure. YWLA will collect data pertaining to the number of special education students suspended or expelled. In the event that such a student is removed for more than 10 school days within a single school year, the student's IEP team must determine the appropriate interim alternative educational setting so that the student's services are continued.

Prior to determining the appropriate interim alternative educational setting, YWLA will consult with Student Support Services to determine the available appropriate settings and locations. YWLA will be responsible for all costs associated with alternative placements.

YWLA's sponsor, SPCSA, may invoke dispute resolution provisions set out in the charter application or charter contract, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the Sponsor determines that such action is legally necessary to ensure compliance with applicable federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending YWLA initiates due process proceedings, both YWLA and SPCSA will be named as respondents. Whenever possible, the Sponsor and YWLA shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation). During due process proceedings and any other legal proceedings or actions involving special education, YWLA will be responsible for retaining its own representation and for the cost of any such representation. Regardless of whether YWLA retains such legal representation, YWLA will fulfill any due process procedural requirements under IDEA and hold the responsibility of conducting and defending its positions during litigation. The Sponsor (SPCSA), as the LEA, will hold final decision-making authority in all aspects of the due process proceedings.

Because YWLA will manage and is fiscally responsible for its students' special education instruction and services, YWLA will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that solely YWLA failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs). The Sponsor will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that the

Sponsor failed to fulfill its responsibilities under state and federal special education laws and regulations.

If parents' attorney fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the YWLA's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the Charter School will be responsible for payment of those attorneys' fees and costs. If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the Sponsor's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the Sponsor will be responsible for payment of those attorneys' fees and costs.

**(8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, 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?**

YWLA will adhere to the provisions of IDEA and ADA 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 YWLA 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 YWLA with more services than YWLA can provide, the School administrator and special education staff will meet with the parents and the student. At the meeting, YWLA's special education service delivery model will be discussed so the parent can make an informed decision. If needed, the IEP will be revised once the student attends YWLA and data is gathered to make an informed decision on the needs of the students.

**(9) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?**

YWLA parents of students attending 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 IEP's or other programs notated within this section. Parents of students with disabilities will be invited and encouraged, in the same manner as all students at the Academy, to attend the School-wide events provided throughout each academic year. Access to programs and activities in the parents' primary language will be provided when necessary.

Additionally, parents of students identified with disabilities will receive weekly progress reports regarding the progress their child is demonstrating. The special education teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's EL progress. Parents of students with disabilities will receive monthly calls from each Academy 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 to get to know their child's teacher and to ask questions or share their perspective on various matters.

**(10) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.**

YWLA is not proposing to operate a distance education or virtual school at this time, therefore, this is not applicable.

(11) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

YWLA expects to enroll approximately 25 special education students. Based on a Year 1 enrollment of 180 students, we anticipate to have approximately 14% of the student population qualify for special education services based on the population of surrounding schools; therefore, the School plans to hire three special education teachers.

### ***English Language Learners***

(1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

The School will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. YWLA will identify the primary language of students upon enrollment. The process is as follows:

- All enrolled students are provided a Home Language Survey (HLS) as part of the enrollment and registration process.
- Based on the answers provided to the questions in the HLS, the School will identify students who need language proficiency screening.
- YWLA will work with the English Language Learner data management system to obtain records of students who were testing in the previous school year with the WIDA screener or WIDA ACCESS assessments.
- Students who do not have previous records are administered the WIDA ACCESS screener for English proficiency and may qualify for EL services. The WIDA ACCESS screener for English proficiency will take place in the first 30 days of school.

Title III of the Elementary and Secondary Education Act (ESEA) requires schools to assess the English proficiency and notify the parent/guardian of any student pending assessment within 30 calendar days from the beginning of the School year. Students enrolling after the start of the School year must be tested within 10 days, and parents/guardians notified within 15 days of enrollment. (See ESEA Title III, Sections 3302.a and 3302.d)

Once the initial assessment is complete and/or records have been transferred, the procedure is as follows:

For students Classified as Non-English or Limited English Proficient who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines:

1. Classify students who are eligible for EL services as Non- English or Limited English proficient. The students are eligible for EL services.
2. Prepare a Parent Notification Letter if a student qualifies for EL services. Once the parent receives the letter, they may choose to receive EL instructional services. If the parent or guardian refuses EL instructional services, the School will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents or guardians



may only waive EL instructional services – not testing. The School will document the parent conference, and place a copy of the waiver in the cumulative student folder.

3. Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The School will maintain the binder and will make it available to the teachers.

For Students Classified as Fully English Proficient coded as fully English Proficient, as a result of the initial assessment, the School will ensure that the following steps are taken within the mandated timelines:

1. Assign students who are not eligible for EL services the appropriate code; and
2. Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The School will maintain the binder and will make it available to the teachers.

Students will be evaluated with the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.

## **(2) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?**

Once students are assessed, the Principal will ensure that eligible students are provided appropriate EL services. In addition, Principals or designees (EL Teacher) will ensure that EL students and their parents or guardians are aware of school activities and other opportunities at the School in a language they understand. Students who are eligible for EL services will receive these services until it is determined, through re-evaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

For students Classified as Non-English or Limited English Proficient who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines:

- Classify students who are eligible for English Learner (EL) services as Non- English or Limited English proficient. The students eligible for EL services.
- Prepare a Parent Notification Letter if a student qualifies for EL services. Once the parent receives the letter, they may choose to receive EL instructional services. If the parent or guardian refuses EL instructional services, the School will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents or guardians may only waive EL instructional services – not testing. The School will document the parent conference, and place a copy of the waiver in the cumulative student folder.
- Students will be evaluated with the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6- Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.



- Once students are assessed, the Principal will ensure that eligible students are provided appropriate EL services. In addition, Principals or designees will ensure that EL students and their parents or guardians are aware of school activities and other opportunities at the School in a language they understand. Students who are eligible for EL services will receive these services until it is determined, through reevaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

EL Program Placement: The School will implement an EL program of instruction in meeting the needs of the EL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The School will provide effective EL instructional strategies in all courses including mathematics, science, social studies, and computer literacy following state guidelines.

*(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students, conduct assessments, and monitor the progress of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.*

Supporting the educational needs of English Language Learners is a key component of YWLA leading all girls and gender-expansive youth to high academic expectations. An identified EL Coordinator will coordinate Title III Programming and EL services to ensure that student's language proficiency needs are being met. This teacher will also provide Professional Development to classroom teachers to ensure the implementation of an Evidence Based EL Program and facilitate intensive instructional interventions like small group pull-outs.

YWLA will seek to hire a teacher with a Teaching English as a Second Language (TESL) endorsement to serve as the EL Coordinator. The essential job performance responsibilities for the EL Coordinator are as follows:

- Develop, design, and adjust curriculum resources and tools that assist content teachers in supporting student mastery of content-specific standards. Collaborate with other district departments to increase knowledge of effective EL practices in all content area instruction and intervention by meeting in small groups, one-on-one consultation, and professional development
- Develop and facilitate ongoing, differentiated professional development for general education teachers, administrators, and special service providers regarding best practices in English language development, scaffolded instruction, district initiatives, and assessment (WIDA Screener/ACCESS).
- Provide leadership in the development of EL programming and scaffolded content instruction through data analysis of EL performance and knowledge of current EL research. Support schools with identification, placement, and annual progress monitoring of ELs. Provide support to the assessment department with annual assessments including placement and annual language proficiency assessments.
- Respond to teacher, school, parent, and community needs including informal requests regarding policies, procedures, and programming for EL students.
- Research and coordinate the selection of EL instructional materials. Oversee the process for adopting instructional materials. Assist in data collection and analysis to monitor EL programming and student academic success during and after receiving EL services.

- Collaborate with Special Populations departments to ensure equitable programming and continued academic progress for ELs with specialized learning needs.
- Maintain and develop professional skills and knowledge of EL issues and techniques by attending state meetings, EL conferences, researching, networking, reading, and through continuing education.

(4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?

YWLA will be using sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for EL students to develop English language skills in content classes. EL students will also have a limited time to become academically proficient in English. Therefore, EL students must learn both English and academic content as quickly as possible. English is taught through content areas by including a strong language development component. The purpose of the language development component is to teach English language learners to communicate (listen, speak, read, and write) in English. This component takes into account the EL student's current English language proficiency level and guides the teacher in providing the appropriate instruction for each level. This model is implemented in an integrated classroom. An integrated classroom consists of students who need EL services and native English speakers. At the high school level, this model also allows students to earn credit toward graduation in required core subject areas. Emphasis is on cooperative learning, hands-on activities, visuals, demonstrations, modeling, and sheltered vocabulary.

Teachers using the Self-Contained Sheltered Content-Based model should have a TESL or bilingual endorsement and be endorsed in the content areas. Teachers using the Integrated Sheltered Content-Based model must be endorsed in the content areas and be encouraged to obtain their TESL or bilingual endorsements.

Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the classroom walk-through model. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELs document the ESOL strategies used for each lesson in their lesson plans. Some of the EL Strategies to assist EL students include but are not limited to Marzano's High Yield Strategies, as follows:

- **Identifying Similarities and Differences:** Mind mapping, Venn diagrams, T Charts, Cause and Effect Organizers, Word Sorts
- **Cooperative Learning:** Group Projects, Language Experience Approach, Shared Reading and Writing, Book Pass, Dramatizations
- **Nonlinguistic Representations:** Pictures, Manipulatives, Concept Maps, Student Drawings Mnemonic Clues, Visualization, 5 Senses Organizer
- **Questions-Cues-Advanced Organizers:** Activate background knowledge, Frontload key vocabulary, Predicting, inferencing, concluding, Reciprocal teaching and modeling, Think alouds and guided questions, KWL
- **Home learning and Practice:** Lesson opening with review and preview, Metacognition of strengths and weaknesses. Reflective journals, sharing goals and objectives with parents, Praise efforts to use English, hold high expectations, Honor individual learning styles, Use authentic assessment.

- **Resources:** Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all district and state assessments.

Apart from providing the specific services listed in the EL Plan, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance such as what is offered to non- EL students, to ensure students are successful. ESOL/Reading strategies in the content areas will be facilitated throughout the curriculum to provide additional practice in addition to those taught during language arts classes. Teachers will be ESOL endorsed, trained and expected to use and document ESOL Strategies through lesson plans, classroom settings, materials used, audio/visuals, and grade book, etc. Expected grant funding through Title II and Title III will be used to support professional development and the effective implementation of EL strategies for students. For example, teachers may adapt lessons and content for EL students by: Reflecting on teaching to oral, visual, auditory, and kinesthetic learning modalities; Preparing teaching aids such as maps, charts, pictures, and flashcards before the lesson; Adding vocabulary word banks to student activities; Adapting text so that the concepts are paraphrased in easier English; Eliminating non-essential details and building on what ELs already know; Simplifying vocabulary and sentence structure and pre-teaching vocabulary in context; Using embedded or yes/no questions; Giving ELs questions in advance so that they can prepare to respond in class; Introducing concrete concepts and vocabulary first; Teaching students to categorize their information using graphic organizers; Demonstrating highlighting techniques for important information; Reviewing and repeating important concepts and vocabulary; Providing concrete "real" examples and experiences; Teaching ELs to find definitions for key vocabulary in the text; Helping ELs become acquainted with their textbooks (table of contents, glossary, etc.); and Modeling thinking processes for students using "think-alouds."

Furthermore, the Founding Principal will commit to provide instruction to EL students in equal amount, sequence and scope, as to non- EL students, by ensuring:

The same program goals and objectives for ELs as non- ELs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non- ELs);

- Teacher classroom goals and objectives are for mastery of NVACS (and/or Common Core State Standards, as adopted);
- EL students have access to honors, college preparatory, and advanced placement courses, as appropriate and regardless of language proficiency;
- Instructional delivery, not content, is modified to meet the needs of ELs;
- Content area teachers receive appropriate ESOL training, and utilize appropriate EL strategies when ELs are enrolled in their classes;
- The School will use either the self-contained model or the pull-out resource model, as necessary. Teachers and paraprofessionals/instructional aides assigned to this program are expected to assist EL students using their home language in the core subject areas of mathematics, science, and social sciences;
- All ELs participate in statewide assessments – and SBAC accommodations are provided in accordance with State and District mandates and guidelines, which may include:
  - English to heritage language dictionary;
  - Flexible setting (parent must be notified prior to testing);
  - Flexible scheduling;
  - Assistance in the heritage language (as specified in testing manual for each respective section of test to determine level of assistance).

- Abide by Student Progression Plan, including provisions for EL students.

**The Individual EL Student Plan:** All students classified as EL will have Individual EL Student Plans, which will be part of the permanent student cumulative record folders upon entry into the ESOL program. The plan will include biographical student information (name, grade, home language) initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, EL committee information, as well as a Progress Monitoring Plan (PMP) if needed. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and EL committee meeting information.

The EL Plan will:

- Inform the student, parent, and teachers on the student ESOL language level;
- Monitor student progression;
- Establish meetings between the School, the parents, and the student to discuss academic progress;
- Provide methods for evaluation and provisions for monitoring and reporting student progress;
- Provide for parental and teacher involvement to ensure that the students are being properly serviced; and
- Provide for student exit from and reclassification into the program.

**(5) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?**

YWLA will progress monitor EL students as with all students on a regular basis using data to track their progress. In addition, EL students will be reassessed every year to determine whether the pupil's proficiency in English is fluent and whether they are able to succeed in courses of study that are taught only in English. The School will monitor all reclassified students for a minimum of two years after they have met language proficiency.

EL students be re-assessed every year to determine whether the pupil's proficiency in English is fluent and they are able to succeed in courses of study that are taught only in English. The student must be given the test Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELs) every year until the student exits the EL program. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELs.

YWLA may reclassify an EL student only if the School administers the ACCESS for ELs to assess the pupil's proficiency to comprehend, speak, read, and write English. Afterward, the pupil will obtain a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English, as established by the publisher of the examination.

The School will monitor any students reclassified as English proficient who have not yet met exit criteria. The School will ensure that reclassified students are appropriately placed in general education classes and the School will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for no less than two years. The purpose of this monitoring is to

ensure that the students maintain success in any academic class and are no longer in need of language acquisition assistance.

The monitoring from the School will include periodic contact with the student's teacher(s) to ascertain student progress. The School will also review the student's report card annually to review the student's attendance, academic and citizenship grades. To be considered academically successful, a student should have no grades below a "C" in English, reading, math, science, or social studies. The EL monitoring process information should be included in any Rtl interventions that are determined by the School. Specific consideration for language proficiency must be taken into consideration in planning specific interventions for the student. If, as a result of monitoring, evidence indicates that the student is not successful in English-only classes and needs further language acquisition assistance, the School will administer the initial assessment test to ascertain the student's current English proficiency. A meeting will be held with the student's parents or guardians and the student will be considered for reinstatement into the EL program, into an academic remediation program, or the student will remain in English-only classes. The School will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, the School and the appropriate teachers will seek out other services for the student in order to address any academic deficiencies. Prior to making any changes, the principal or designee will meet with the parents or guardians to discuss the recommended changes.

**(6) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?**

YWLA parents of students attending will begin the year with understanding the EL services provided at the Academy. In addition, they will be informed of and sign the learning compact (translated to accommodate all individual language learners). Parents of ELs will be invited to attend school-wide events. Access to programs and activities in the parents' primary language will be provided when necessary.

Additionally, parents of students identified as EL will receive weekly progress reports regarding the growth that their child is demonstrating. The EL Teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's EL progress. Parents EL students will receive monthly calls from their general education teacher to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters. If the teacher is not fluent in the home language of the parent, a translator will be provided by the School to ensure that this necessary communication takes place.

The School plans to use potential Title III funding and SB390 to support programs designed for parental involvement of the School's English Learners.

**(7) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.**

YWLA is not intending to implement distance education learning; therefore, this question is not applicable.

(8) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

YWLA expects to enroll approximately 45 students who qualify for EL services. This estimate was obtained by looking at the EL percentages of the surrounding schools and ZIP codes. Based on Year 1 enrollment of 180 students, students make up 25% of the EL populations found in the surrounding ZIP codes.

### ***Homeless/Migrant Services***

(1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?

YWLA staff review multiple sources to identify/determine students who meet the criteria for homelessness under the Title 1 Hope / McKinney-Vento Act.

Identification:

- At Enrollment - enrollment packet includes proof of residency. If parent/guardian is unable to provide proof of permanent residency, gather information about housing using a questionnaire developed in accordance Title 1 Hope or NV state recommendations.
- During enrollment – teachers and staff are provided training on how to identify students that previously were not but may now be classified as homeless. Teachers and staff will refer these students to the academic advisor to gather additional information utilizing the above mentioned to determine whether they meet the homeless eligibility under McKinney-Vento.

(2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?

The YWLA academic advisor will serve as the case manager and advocate for students meeting the eligibility requirement under McKinney-Vento. They will work with administration, Safe School Professional, parents, community resource providers and other stakeholders to ensure students educational needs are met. Staff will utilize the same process to flag IEP/504 students to flag McKinney-Vento students within the student information system and Infinite Campus.

(3) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

YWLA is not intending to implement distance education learning; therefore, this question is not applicable.

### **SCHOOL STRUCTURE: CULTURE**

(1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

YWLA will establish a school community that prepares girls and gender expansive youth not just for academic and career success, but also ensures that students 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. The mission of the Young Women's Leadership Academy of Las Vegas (YWLA) is



to create a community of confident and compassionate students and to successfully prepare them for college and other post-secondary education experiences, particularly in the fields of mathematics, technology, engineering, and science model. The YWLA envisions a school community that nurtures the intellectual curiosity and creativity of girls and gender-expansive youth and addresses their developmental needs. YWLA cultivates 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.

The YWLA school community of families, students, staff, and partners will celebrate one another's successes, support learning from failures, and feel an ever-growing sense of possibility as strong academic results confirm the potential of every young woman. YWLA will have a reputation as a premier option for students with special needs and/or with limited English proficiency, who the school will serve with excellence.

The YWLA 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 that our students achieve their potential. YWLA therefore 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'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 of Whole Girl Education founded in shared values of Equity, Community, and Growth. These three core values serve as both the foundation of our model and the lens through which the YWLA team will measure success.

### **Equity**

YWLA believes that equitable outcomes can be achieved through the development of a diverse community of students and families with an intentionally inclusive culture. The culture of this community will be driven not only by a shared desire for equitable outcomes, but by an abiding belief in the value of equity itself – that we must open our eyes to past and current inequities and work together to address them.

YWLA believes that a community driven by a shared belief in equity and a commitment to equitable outcomes can be served well through the structure of an open-enrollment, single-gender model. It is important to note, however, that YWLA does not pursue a single-gender model because it subscribes to biological theories of different learning styles by sex any more than it subscribes to biological theories of different learning styles by race.<sup>6</sup> Gender and race matter in schooling not because girls and girls of color learn differently; gender and race matter because of normative social and cultural beliefs that often obstruct the progress of girls and gender-expansive youth, and especially those who identify as girls of color. A large and growing body of research documents how teachers' stereotypes of race and gender shape damaging expectations for academics, behavior, and future potential for female students and students of color.

To succeed in its mission, YWLA's families, students, staff will engage in an ongoing, mutually supportive dialogue to embrace the value of equity and the struggle to understand, challenge, and fundamentally reshape limiting beliefs and expectations.

## **Community**

YWLA will reinforce its foundational belief in equity by cultivating a trusting, supportive, and tight-knit community where students construct their sense of self and of purpose. In the words of Cesar Chavez: “We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community – and this nation.” YWLA believes that the best way to contribute to the development of confident, independent girls and gender expansive youth who see their diversity as an incredible asset and can lead in and outside of their communities is to engage their community in their education.

YWLA will serve girls and gender-expansive youth in 6th - 12th grade to help them navigate a critical stage in their identity development. Social and Emotional Learning, which has been shown to have significant, positive, and long-term impacts on “mental health, social skills, and academic achievement,” will be supported through a daily advisory and integration into core curricula.

YWLA will also constantly measure its progress through the lens of its belief in the power of community. Organizations often operate with implicit or assumed values. YWLA will engage students, families, and staff in an ongoing discourse around where the values are being lived out – and where the school is falling short. YWLA’s belief in community drives a commitment to working with the school’s community to achieve the mission.

The YWLA team also believes fundamentally in the power of a growth mindset (described in detail in the Whole Girl Education model) and an excitement in the constant journey to learn and grow. The YWLA team recognizes that most people have a blend of fixed and growth mindsets. They may perceive their ability to develop friends through a growth mindset lens, whereas they may perceive their math abilities through a fixed mindset. For all members of the YWLA community, development of this growth mindset will support their near-term academic and personal growth while building the habits of mind for long-term success. All YWLA women and staff will believe that every experience is a learning opportunity and that every single student can learn at high levels with effective, strategic effort.

[\(2\) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.](#)

The enculturation of parents, students, and teachers begins during the enrollment and hiring process. All advertising and marketing will highlight YWLA’s mission, vision, and core values.

Staff enculturation begins in the interview and hiring process. During interviews, instructional and support staff are asked to outline their personal educational philosophies and their viewpoints on equitable curriculum and pedagogical practices. YWLA’s approach to Whole Girl Education is discussed in detail with potential staff, and only applicants that share similar complimentary beliefs to YWLA will be considered for employment. All entering staff members will participate in an On-Boarding training focused on Whole Girl Education and the all-girls’ education movement and YWLA’s place in it.

Staff enculturation continues through collaborative team time and other professional development implementations. During the daily collaborative teams, student data breakdown sessions will continue to enforce YWLA’s culture by providing and developing interventions for all learners. In

addition, during professional development weeks at the start of the semester the implementation of the YWLA's culture will be discussed in detail.

Students are specifically enculturated daily during advisory in both team-building ways and through planned teaching of social-emotional skills. Parents are enculturated through the enrollment process, completing the student parent handbook, and regular communication with school staff. The school has an open-door policy for parents and will intentionally include them in the school culture by creating discrete and ongoing events specifically designed for parent engagement.

The overarching use of the MTSS model will serve to promote strategies designed to improve behavioral successes that are non-punitive and proactive in nature. These practices will provide great support for enculturation to provide systematic techniques that focus on culturally appropriate application.

(3) Please describe how you will evaluate school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

The assessment of school culture will include an intentional, well-balanced inquiry into the needs, concerns, aspirations, and fears of its stakeholders. School culture will be measured through observation from leadership and all stakeholder feedback including staff and parents/guardians. YWLA will collect data from an annual survey. The survey will ask questions related to school culture and also the attitude towards the culture. The qualitative data will be shared and aggregated with all of the leadership. The results of this survey will be used to shape alternative methods and development on school culture and the implementation of school values. In addition, the school will look at retention rates of students as well as staff.

(4) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods.

YWLA will utilize its Multi-Tiered System of Support to ensure that the social-emotional needs of all students are being met. YWLA will utilize this comprehensive framework to provide targeted support for students at all levels. MTSS emphasizes high-quality instruction at all levels, is rooted in supporting the "whole girl," and features a continuum of multiple supports for students based on their level of documented need. MTSS uses data-driven problem-solving and incorporates system-level change to create conditions for successful learning for all students in the school community. Through MTSS, YWLA will organize evidence-based practices and systems into a multi-tiered support structure, which utilizes increasingly intensive interventions and supports in Tier 2 and 3.

Built into YWLA's Whole Girl Model is the explicit teaching of social emotional skills and opportunities to practice those skills. YWLA begins this work as students enter middle school and continues through the 12th grade through the Advisory program, a core model component. Each student has an Advisor and meets in a small group setting that provides supports to all students and serves as the assigned trusted adult for students to be engaged with throughout their academic career. Advisory curriculum focuses on but is not limited to YWLA's four core areas: Leadership, Early College and Career Awareness, Health & Wellness, and STEM. These are some of the Universal Supports that will support social emotional health among our students.

Students may be identified as in need of additional support in this area by their Advisor, parent or any classroom teacher to the Student Support Team. The Student Support Team also proactively monitors student data and understands the connection between social-emotional concerns and school attendance or failing grades for example. A young woman's entire profile will be considered by the SST when determining next steps for intervention. Interventions might include: small group support, check-in/check-out, etc. These data driven strategies are at the Secondary level of support for students.

Finally, students who are in need of intensive social-emotional support based on any number of factors will receive one on one support by the school counselor and may be referred for additional counselling supporting outside of the school environment

#### (5) Discuss any required dress code or uniform policy.

A sense of community and belonging is reflected in the YWLA uniform. The uniform serves to unify our community and to minimize distractions from our academic mission and vision. It is our goal to have a committee made up of stakeholders to include founding parents and students to select the school uniform to increase community buy-in and excitement about the uniform policy.

YWLA expects every student to wear their uniform every day. YWLA will budget funds to support families who need financial assistance in meeting the uniform expectations. The exact uniform will be determined in the pre-opening phase with significant family and student input to ensure it will receive broad support from all stakeholders.

One example of a uniform in our network of Affiliate schools consists of:

<b><u>Tops:</u></b>	<b><u>Bottoms/ Tights:</u></b>
White collared shirt with crest logo visible at all times	Khaki/tan cotton twill skirt with pleats
White golf shirt (collared, short or long sleeve) with crest logo	Khaki/tan cotton twill pant
Hunter/forest green golf shirt (collard, short or long sleeve) with crest logo	Khaki/tan cotton twill skirts or shorts – finger-tip length or longer (standing, arms extended straight down; finger tips must not touch skin or tights/ leggings)
White oxford shirt (button down, short or long sleeve) with school color(s) (solid) neck scarf or tie (hunter green and or gold)	Plaid Skirt – finger-tip length or longer

*Figure 3-16: Dress Code*

### SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1) Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

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 so in 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.

As noted 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. We 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 valuable, contributing members.
- 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

- 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, (length TBD), out-of-school suspension (length TBD) and expulsion review.

(2) Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

When a student is recommended for expulsion a hearing officer designated by the board will hold an expulsion hearing. The parents and student will be given written notice of the hearing time and date and requested to attend. The hearing officer will review all statements of facts and hear all relevant evidence and make an expulsion determination. Parents and students are also informed of the full policy and procedures each year when receiving the Parent/Student Handbook. If the parents of the child do not agree with the hearing officers' determination, they may appeal to the board. Again, meeting notice will be given in writing and in advance. The board will conduct the meeting in executive session unless the parent's request for the meeting to be public. After hearing and reviewing all evidence, the board will vote to either accept or reject the hearing officer's recommendation for expulsion. If the board rejects the recommendation for expulsion, they will issue an alternative course of action.

(3) Describe the process for completing a plan of action based on restorative justice prior to engaging in suspension and/or expulsion proceedings as required under Assembly Bill 168 (2019).

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 “do-able” by the one who did the harm
- Need to include an action to prevent further offending:
  1. Something that strengthens and supports the offender.
  2. Something that addresses underlying issues associated to the offense.

(4) Who will be responsible for implementing the school’s discipline policy, including ensuring that accurate disciplinary records are maintained, and that discipline data Is reported to the SPCSA?

The School Principal is responsible for implementing the School’s discipline policy. Teachers are responsible for any disciplinary action that does not warrant a suspension or expulsion. Instructional staff will be trained in how to record behavioral events in the student information system (i.e., SchoolTool). Paper copies of offenses will be held in the student’s physical records for the length of time the student is enrolled at YWLA. Disciplinary data reports will be generated by the School’s Principal who will provide these to the SPCSA as necessary.

(5) How will the school track discipline data and how will this data be used make needed changes for school culture? What actions does the school plan to take in order to monitor for and prevent disparities in discipline practices between student groups? For CMO applicants, and applicants intending to contract with a CMO or EMO, describe how the schools currently affiliated with the CMO/EMO have monitored for and addressed any disparities in discipline practices between student groups.

As noted above, YWLA will utilize a student information system with back-up paper files. The Principal will create monthly reports outlining the frequency of various infractions and compare infraction frequency month over month to identify trends that need remediation. These will be shared with all staff to look for trends and develop proactive procedures to ensure a risk-free, respectful environment is established and all are treated with dignity. The Principal will develop an action plan to improve school culture based on the trends in the data and feedback from staff. These plans will be submitted to the board, as needed for approval before they are implemented. The student information system will allow YWLA to look at the data by subgroups to identify any disparities based on factors such as race, income or disability category.

(6) Describe the school’s proposed parent grievance policy.

The core principles that drive the proposed parent grievance policy are:

- Parents are the foundational element of their child’s education along with the School in a joint partnership of responsibility.
- Every grievance will be treated fairly and equitably. All parental concerns must be treated with the utmost care and dignity. They will be treated as a valid concern.

- The students are YWLA's purpose. YWLA is in the field of serving people. Schools exist to educate students and to help them develop into contributing members of the community. School administration has the responsibility to hear complaints in an unbiased manner for the benefit of all those involved in each grievance.
- YWLA will seek first to understand and exhibit ethical behaviors. When a grievance is presented, understanding the parent's point of view will be the first step in the process. As is the mark of a collaborative environment and healthy school culture, if the School is at fault, they will admit their fault and make the necessary amends/adjustments to ensure all feel safe and are able to learn
- YWLA will work with the parent and the student to find a resolution as the parent as a deeper insight into what will motivate their child. All feedback provided by the parent and/or student will be documented to create a resolution plan to solve any concerns in a mutually agreeable fashion, where possible.
- After meeting with a concerned parent, reminders will be created by the Principal to follow up with the parent at agreed upon intervals to ensure that the parent's concern has been fully addressed. Additional follow-up meetings may be required, depending on the situation.

At YWLA parent presence is a vital component to success. This presence not only creates community but provides them with the supports needed for their child's academic success. The YWLA community must be models of good character and treat all with respect, responsibly and with dignity. Through effective communication, the learning compact and community nights the staff at YWLA become a true partner in every stakeholder of the School.

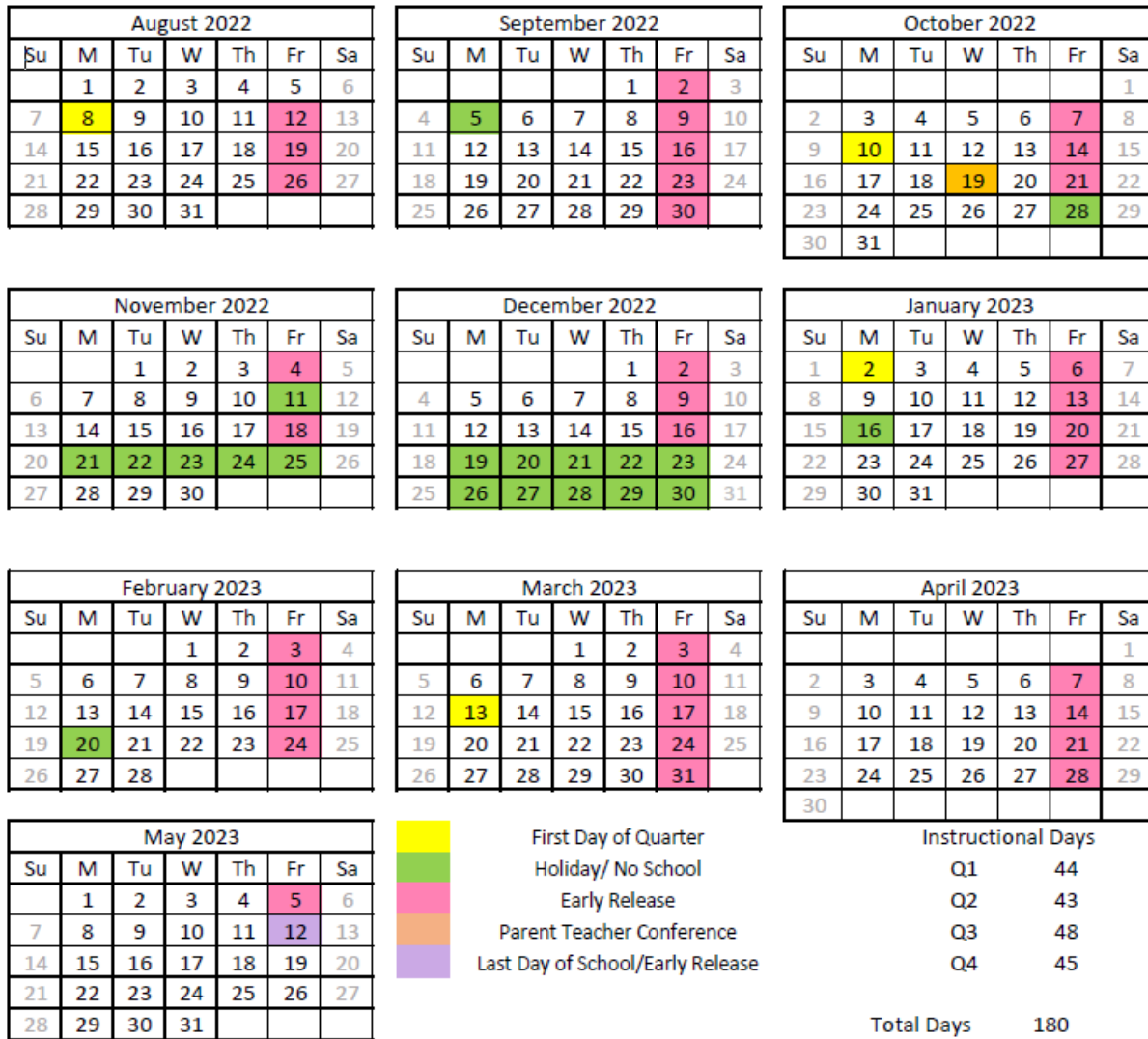
#### **SCHOOL STRUCTURE: CALENDAR AND SCHEDULE**

(1) As Attachment 3, provide the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

For students to make significant achievement gains, YWLA will provide 13% more time for learning than is required in the state of Nevada for secondary students. YWLA will provide an extended school day filled with bell-to-bell instruction. Additional time will provide students with the support needed to prepare for rigorous postsecondary programs.

YWLA will maintain a calendar of 180 days and apply for approval of an alternate calendar with 145 full days and 35 early release days. Early release days will be used to accommodate weekly staff development and other events.

## 2022-23 YWLA School Calendar



*Figure 3-17: YWLA School Calendar*

(2) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. 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.

The daily schedule will include a modified block schedule with two days per week remaining closer in structure to the blocked classes, and three days per week containing a more traditional schedule with 60-minute periods. This schedule allows for additional content classes while preserving extended learning time for deeper exploration, labs, and projects.

Monday through Thursday, the school day will run from 7:45am - 3:00pm, or 7 hours and 15 minutes for all grade levels. To accommodate weekly staff development and other events, Fridays are designated early release days, which will be shortened to end at 12:15, or 4 hours and 30 minutes.

While subtracting 30 minutes of each school day for lunch, YWLA students will receive a total of 1118 hours and 45 minutes of instruction over the course of a year, not including after-school tutoring and activities. The academic year will exceed the required 990 hours of instruction (averaging 5.5 hours per day) by more than 128 hours, or 13%, thus providing significant additional time for students to achieve academic growth.

YWLA Middle School and High School (6th – 12th ) Modified Block Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Team Huddle 7:45 – 8:00	Team Huddle 7:45 – 8:00	Team Huddle 7:45 – 8:00	Team Huddle 7:45 – 8:00	
1 8:00 – 8:50	1 8:00 – 8:50	1 8:00 – 8:50	1 8:00 – 8:50	1 7:45 – 8:15
9 8:55 – 9:45	2 8:55 – 10:45	9 8:55 – 9:45	2 8:55 – 10:45	2 8:20 – 8:50
3 9:50 – 10:40		3 9:50 – 10:40		3 8:55 – 9:25
4 10:45 – 11:35	3 11:00 – 1:20	4 10:45 – 11:35	3 11:00 – 1:20	4 9:30 – 10:00
Lunch 11:40 – 12:10		Lunch 11:40 – 12:10		5 10:05 – 10:35
5 12:15-1:10	**Lunch (during 3 <sup>rd</sup> period) 11:40 – 12:10	5 12:15-1:10	**Lunch (during 3 <sup>rd</sup> period) 11:40 – 12:10	6 10:40 – 11:10
6 1:15 - 2:05		6 1:15 - 2:05		7 11:10 – 11:45
7 2:10 – 3:00	4 1:25 – 3:00	7 2:10 – 3:00	4 1:25 – 3:00	Lunch 11:45 – 12:15
7 hours 15 min instructional time	7 hours 15 min instructional time	7 hours 15 min instructional time	7 hours 15 min instructional time	4 hours Instructional time

Figure 3-18: MS & HS Block Schedule

(3) 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?

YWLA's goal for student attendance is to maintain an average daily attendance rate of 95% or greater. Attendance will be collected daily through the student informational systems, Infinite Campus. Classroom teachers will track and take attendance of students while the school's registrar will be responsible for monitoring and verifying attendance.

The school will have an Attendance Review Committee, which will be comprised of the school's registrar or attendance clerk, a student services representative and an administrator or an administrative designee. (During the first years of operation when staffing positions will be minimal, the attendance review will be conducted primarily by the Principal and any other staff he/she so designates). The committee will provide guidance and support to students with significant absences by providing early intervention by convening when students reach an accumulation of five (5) unexcused absences in a semester course or ten (10) unexcused absences in an annual course. Additionally, parents/guardians of flagged students will be informed of student attendance daily. In order to reduce truancy and chronic absenteeism a staff member of YWLA will solely be responsible of providing details of chronic absenteeism and truancy to leadership and notifying parents/guardians.

## **(4) Operations Plan**

### **BOARD GOVERNANCE**

(1) Describe the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how the board will evaluate the success of the school and school leader; and how the board will ensure that there will be active and effective representation of key stakeholders, including parents.

The Board's governance philosophy is built on the tenets of high expectations, accountability, and informed oversight. The academic, financial, and operational viability of the school is ultimately the Board's responsibility. Specifically, the Board will:

- Set the strategic direction for the school
- Ensure compliance with applicable laws, bylaws, and the charter
- Approve and oversee the annual budget
- Ensure the financial health of the school through careful monitoring and proactive action
- Approve any management, operational, and service contracts
- Engage in community outreach and fundraising efforts
- Hire an independent auditor
- Provide oversight of academics and programs
- Hire, set compensation for, and evaluate the principal who will oversee the day-to-day operations of the school

The Board appreciates the importance of employing a principal who is an accomplished educator with strong leadership and communication skills to foster a climate of collaboration and excellence. The Board will empower the principal to manage the operations of the school and implement programs that advance the school's mission. The Board will grant the principal the autonomy needed to successfully and strategically lead the school. High expectations will be established for the principal, and the Board will hold her/him accountable for meeting or exceeding such expectations. In turn, the principal will be tasked with providing the Board with the academic, financial, and operational information needed to effectively govern and to make informed decisions.

The Board will have the support of the Student Leadership Network as an advisory body. As the school Model Provider, Student Leadership Network will provide the school leader with tools, professional development, and ongoing coaching to ensure model fidelity and successful replication of the Young Women's Leadership school model. As a Young Women's Leadership Network Affiliate, the school and school leader are enrolled in a national network of all-girls' public and public charter schools doing similar work. The network provides both training and a professional learning community focused on Whole Girl Education practices that are grounded in relevant research and field tested to ultimately improve the educational experiences of girls.

*Success of the School.* Success will be evaluated by measuring against the academic goals outlined in the Driving for Results section of the Academic plan, as well as analyzing the academic, financial and operational performance of the school against SPCSA's performance framework. The Board will be updated about the school's progress towards goals through a consistent dashboard that reveals trends and changes in performance over time. Underlying data will be available as needed to inform decision-making.

*Success of the School Leader.* The Board's Principal Support and Evaluation Committee will be tasked with completing an annual evaluation of the Principal. The Committee will use the support and tools provided by Education Board Partners to fulfill this role. The Board will establish annual personal



performance goals, student and school-wide academic goals, and operational and financial goals collaboratively with the principal, all of which will be aligned to the school's mission and core values. The Committee will continuously monitor the progress made towards such goals as the year progresses. The principal's leadership will be evaluated across five categories:

- Cultivating a diverse and inclusive learning community and climate
- Implementing rigorous academic programs and meeting school goals
- Developing faculty and improving teaching and leadership
- Establishing and maintaining rich relationships with stakeholder groups
- Leading with the school's mission and values

The evaluation's purpose is to measure the principal's effectiveness and inform him or her of successes as well as opportunities for growth, improvement, and professional development.

*Representation of Key Stakeholders.* The Board recognizes the value of involving key stakeholders, such as students, parents, faculty, and other community members, in the governance process and will actively engage them and encourage them to attend meetings. The Board will ensure all meetings and documents are open and easily accessible to the public. The Board will also actively and regularly seek input from stakeholder groups including parents, community members, and local businesses and organizations through various methods such as surveys, presentations, gatherings, and forums. Through engaged conversation with the school community, the Board will gain the input, feedback, and perspective needed to serve that community well. Complying with NRS 388A.320 will ensure that there is parental, educator, and community involvement in the governance and operation of the school by requiring that membership include parents of enrolled students, licensed educators, and professionals from the community with experience in areas that will assist the board in effectively governing the school. As such, the board will maintain a membership that includes:

- one active or retired teacher licensed by the State of Nevada,
- one active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State,
- one parent of a student enrolled in the School who is not a teacher or administrator at the School, and;
- two members who possess knowledge and experience in one or more of the following areas: accounting, financial services, law, or human resources.

(2) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4). A sponsor may not accept an application from a committee to form a charter school whose membership includes:

- (a) A potential contractor of the proposed charter school;
- (b) A potential lessor of a facility that the proposed charter school may lease;
- (c) A representative of an educational management organization with which the proposed charter school may contract;
- (d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or
- (e) Two or more persons who are related by blood or marriage to each other.

Founding Board	
Name	Areas of Expertise

<b>Gunlek Ruder</b>	<p>Charter board experience; nonprofit board experience; business management; financial management; real estate development</p> <p>Gunlek 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. Runs a \$230M business as the President and CFO having built a career around project management, strategic consulting, venture investing, financial management/reporting, real estate development, and consumer goods manufacturing. Has experience serving on multiple nonprofit boards and running an equity fund developing facilities for charter schools.</p>
<b>Mala Panday</b>	<p>Administrator; community engagement; School budget development</p> <p>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. 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.</p>
<b>Olivia Carbajal</b>	<p>Administrator; community engagement</p> <p>Olivia has worked in education for over 12 years, beginning her educational career in the Clark County School District as a 3<sup>rd</sup> grade teacher. She accepted a leadership position at Mater Academy in 2014, eventually becoming an Assistant Principal and then Principal in 2020. 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.</p>
<b>Rob Goldstein</b>	<p>Business management; community engagement; board experience; legal</p> <p>Rob is the CEO of Las Vegas Sands. He assumed the role in January 2021 after serving in a variety of leadership positions since joining the company in 1995. When he held the position as President of Global Gaming Operations, he set the direction for the direction of the company's gaming business from hiring key personnel to the development and execution of strategic initiatives. His leadership helped LVS achieve a significant number of industry records for financial performance and positioned the company as a leader of regulatory compliance. 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.</p>
<b>Zach Hudson</b>	<p>Business management; legal; board experience</p> <p>Zach is currently the global general counsel of Las Vegas Sands Corp overseeing the company's legal, compliance, and government relations functions. Prior to his current position, he served as general counsel of a technology company, worked as a lawyer in a private practice, taught as an adjunct professor at Georgetown University, and served as a law clerk to U.S. Supreme Court Chief Justice Roberts and then-U.S. Court</p>

	of Appeals Circuit Judge Kavanaugh. Zach earned his law degree from Yale. Prior to attending Yale, he served as an engineering officer on the USS Sante Fe, an attack submarine. He oversaw the training and management of the department in charge of the safe operation of the submarine's nuclear reactor.
<b>Vacant</b>	<i>Currently recruiting a parent.</i>

**Figure 4-1:** Board Member Qualifications/Areas of Expertise

Additionally, please see [Attachment 4 - Board Member Template](#) for further information regarding the founding board.

(3) Provide, as Attachment 5, a completed, signed, and notarized Board Member Information Sheet for each proposed 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 proposed charter school.

Please see [Attachment 5 - Board Information Sheets](#) for further information regarding the founding board.

(4) If the full founding board has not yet been identified, explain how and when the additional board members will be identified.

Five founding board members have been identified as listed above. The board is currently in the process of selecting a prospective parent per NRS 388A.320. Simultaneously with their ongoing community outreach efforts, YWLA has sought parents who would be interested in serving on the governing board. As YWLA continues to market the school and engage the community, they will continue seeking for a proposed board member to fill this parent role. If approved, YWLA will ensure that this board member is identified and thus in compliance with NRS 388A.320 before the school begins operations.

(5) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 6, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

Our founding committee recognizes that integrity and honesty are imperative in the operation of the School. Article III of the Code of Ethics and Conflicts of Interest Policy outlines the procedures as to how the Board should respond to a conflict of interest or ethical violation. A conflict of interest exists when the board is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of the board or might result in a possible excess benefit transaction. The Conflict of Interest policy outlines the following procedures for addressing a conflict of interest:

- a) An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b) The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

- c) After exercising due diligence, the Board or Executive Committee shall determine whether the board can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the board's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

The Policy provides that those subject to the Policy complete an annual statement attesting that they understand the Policy and are in compliance. In addition, the Board will do periodic reviews to ensure compliance.

Please see [Attachment 6 – Board Bylaws, Code of Ethics, Conflicts of Interest Policy](#).

[\(6\) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.](#)

There are no existing relationships that could pose as actual or perceived conflicts of interest.

[\(7\) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?](#)

For ongoing training, the governing board will meet yearly for a board retreat to foster effective board leadership. During the retreat, the board will complete a self-evaluation. All Board members are required to complete at least four hours of professional development annually. The Board will also create a professional development calendar that outlines the specific timeline, scope, and success measure of each activity. Potential professional development activities include:

- Finance, governance, and similar trainings
- Engaging in shared reading or professional development on topics relevant to our school's unique location, model, and student population
- Visiting high-performing schools
- Attending community events
- Applying best practices for charter school governance through on-demand resources such as webinars and charter school conferences

The Board will receive additional training to understand the performance dashboards provided to maintain appropriate oversight over the financial, operational, and academic performance of the campus. The bylaws specify that board membership shall be between 5 to 9 members and there are no plans to expand beyond that number at this time.

[\(8\) 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.](#)

Orientation for new board members will be provided by the current governing board. During this orientation, the new board member will receive a copy of the approved charter application, the board's bylaws, the current year's budget, the strategic plan, and information on open meeting laws. Existing members will participate in professional development activities as described above in [question 7](#).

(9) 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.

The Board of Directors is ultimately responsible for YWLA's success and will monitor ongoing data and status updates on key leaders' responsibilities, data regarding progress towards the goals set forth in the charter, and critical information regarding any issues or concerns on a timely basis. The principal is responsible for ensuring that the Board has appropriate information and transparency into programming and operations to the Board, Sponsor, and all other stakeholders.

The board expects to enter into a contract with Academica Nevada, an educational service provider. The Governing Board is self-governing and independent from Academica Nevada, and no member of the Governing Board is employed by them or related to any owner or manager of them. Academica Nevada will not manage the day-to-day operations of the school, but rather will provide "back office" support and independent accountability for the Board. Academica Nevada will carry out the defined responsibilities found in the EMO contract and will provide expertise in the areas of business, law, facilities, quality assurance, strategic planning, and governmental compliance. An "arm's length" performance-based relationship will exist between the governing board and Academica Nevada, and the Board will annually evaluate them to determine continuation and renewal of services based on their performance.

A representative from Academica Nevada is also expected to attend all Board Meetings. Academica Nevada will provide a report during each meeting providing up-to-date financial data and operational reports.

(10) Describe any board committees, 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.

Principal Support and Evaluation Committee. As described above in [Question 1](#) under Board Governance The Board's Principal Support and Evaluation Committee will be tasked with completing an annual evaluation of the principal. The Committee will use the support and tools provided by Education Board Partners to fulfill this role. The Board will establish annual personal performance goals, student and school-wide academic goals, and operational and financial goals collaboratively with the principal, all of which will be aligned to the school's mission and core values.

Additionally, YWLA will exercise its power to create ad-hoc committees such as a Home/School Association (HSA) or PTA, if necessary, to form any advisory bodies or councils as the need for these support committees arise. The board will create these committees by resolution adopted by a majority of the board. Each committee will consist of at least one board member and will exercise such authority in the management of the school as provided in the resolution or in the bylaws, however, no committee will have the power to contract or have budget making authority. Reports

from the Board Committees and Advisory Board will assist the Board of Directors in making well-informed decisions based upon input from key stakeholders in the school community.

(11) 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.

Although no member of the school community shall be denied the right to petition the Board for redress of a grievance, the complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations only. The Board advises the school community that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher/Advisor
2. Principal (Instruction or Curriculum matters)
3. Board

(12) 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. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure
Know and abide by Nevada Open Meeting Law, NRS Chapter 241	Compliance with the law	None
Fulfill board and committee responsibilities to their fullest capacity	Support the Mission and Vision	None
Understand the approved curriculum and be in agreement with the educational philosophy, discipline policy, and administrative structure	Support the Mission and Vision	None
Attend an annual governing board retreat	Foster effective board leadership; Self-evaluation	Attendance shall be recorded by the Board Secretary
Participate in a minimum of 4 hours of professional development each year	Foster effective board leadership; Self-evaluation	Hours shall be recorded by the Board Secretary
Attend at least 2 Parent Teacher Organization meetings or events per year	Show support and encouragement of stakeholders; engage with teachers and parents	Attendance shall be recorded by the Board Secretary
Conduct site visit at least once per month (rotating visits among board members)	Show support and encouragement of school leadership and staff; become familiar with current school happenings and any concerns	Attendance shall be recorded by the Board Secretary

*Figure 4-2: Board Member Goals*

Any member of the Board may be removed without cause by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue, whenever in their judgment such removal would serve the best interest of charter school. Some actions that may trigger removal include failing to attend 2 or more of the Board's regular meetings in any calendar year, being



declared of unsound mind by a final order of court, being convicted of a felony, having breached any duty as a governing board member, or for other such good causes as the Board may determine.

#### **LEADERSHIP TEAM**

(1) Describe the proposed organizational model; include the following information:

(a) Organizational charts for year one and one for when the school is at full capacity

Please see *Attachment 21 – Organizational Charts*.

(b) Job descriptions for each leadership role (provide as Attachment 7)

Please see *Attachment 7 – Leadership Job Descriptions*.

(c) Resumes of all current leadership (provide as Attachment 8). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2022-23 school year.

Not applicable since a leader has not been identified at the time of submission.

(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 9)

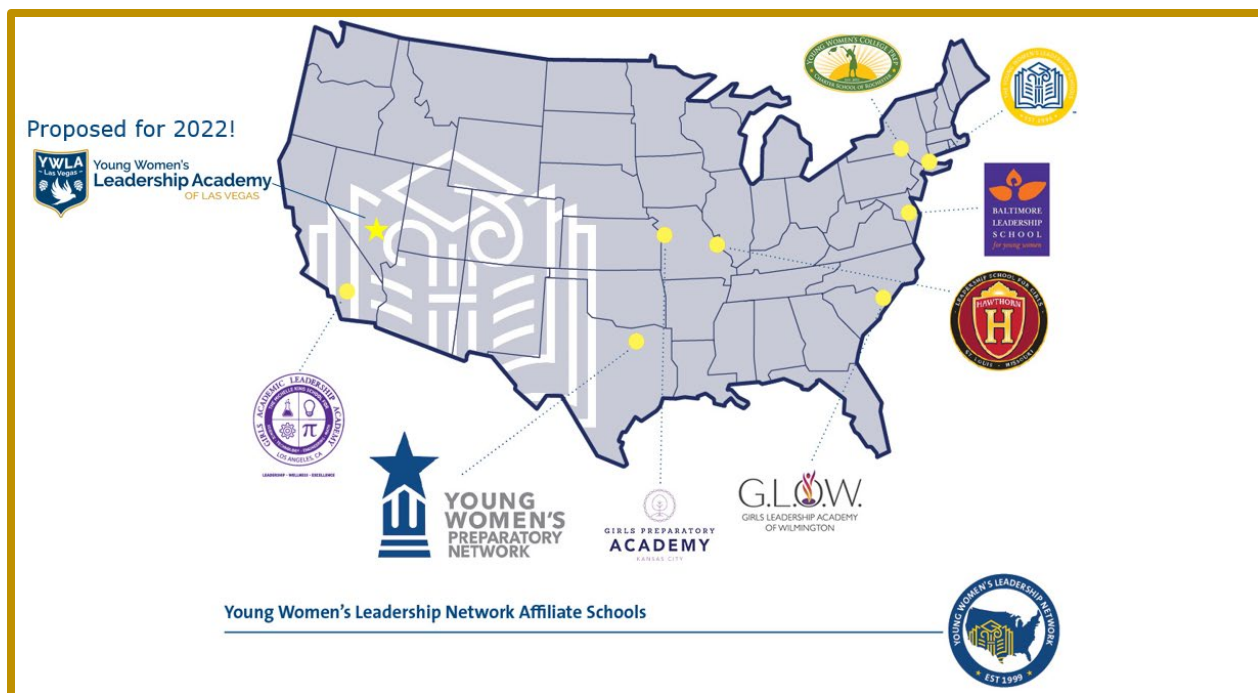
Not applicable since a leader has not been identified at the time of submission.

(2) Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- (a) School leadership, operations, and governance;
- (b) Curriculum, instruction, and assessment;
- (c) At-risk students and students with special needs;
- (d) Performance management; and
- (e) Parent and community engagement.

The leadership team has the capacity that is required to achieve its mission. The school’s founding team brings insights from having managed, governed, and led for results in some of the highest performing urban public schools in the U.S. Members of the Board have direct experience with public school finance, nonprofit and education law, and governance. The team has demonstrated long-term commitment to the mission of equity and student success.

To ensure success, our school will leverage its affiliation with the Student Leadership Network (SL Network), a nonprofit that supports three life-changing programs: The Young Women’s Leadership Schools in New York City, the Young Women’s Leadership Network nationally, and College Bound Initiative. In 1996, Ann Tisch founded the U.S.’s first public all-girls school in more than thirty years, The Young Women’s Leadership School of East Harlem. The success of the flagship school has inspired the opening of dozens of single-gender schools nationwide, including the Young Women’s Leadership Network:



*Figure 4-3: Young Women's Leadership Network*

Our school in Nevada will benefit from affiliation with YWLN, including:

- Onsite support from network experts, including mentoring for school leadership
- Professional development and professional learning communities
- Academic and advisory curricula
- Support and guidance in the recruitment and hiring of leadership and staff

Through its affiliation with YWLN, the School will build upon a proven model that results in high levels of student achievement, including the following college-bound outcomes over more than 20 years:

- More than 95% high school graduation rate
- Near 100% college acceptance rate with the majority accepted into four-year colleges
- A nearly \$20,000 average student aid package annually

(3) Explain how the school leader will be supported, developed, and evaluated. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 10). Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The YWLA of Las Vegas Board of Trustees Principal Support and Evaluation Committee will provide both ongoing coaching and formal supervision and evaluation of our school leader. The committee will utilize the Education Board Partners' Head of School Evaluation Toolkit as its primary guide and resource in conducting formal evaluations.

As outlined in the tool, if the school leader does not meet expectations in any competencies, a professional development plan will be created in collaboration with the principal. Depending on the competencies in need of further development, the committee will select one or both of the following structures for the professional development plan:

- Job-embedded training
- 70-20-10 Plan

If the principal fails to improve with a co-created professional development plan, a board-developed official Performance Improvement Plan based on specific SMART goals will be created for a period of 30 to 90 days, depending on the committee's discretion and the principal's tenure in the role. If the principal fails to meet the SMART goals even with coaching by the end of the Performance Improvement Plan's term, the principal may be counseled out of the role.

**(4) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.**

YWLA's goal is to build a strong team with key instructional leaders hired as early as possible to provide time for capacity-building, to continuously develop and refine curriculum and long-term plans, and to ensure a successful launch. To ensure that staff understand that trusting, supportive feedback will be a hallmark of the school's culture, core values will be woven into the recruitment and hiring process. The proposed principal will attend recruitment events to actively seek and interview potential teacher candidates. She/he will be responsible for interviewing each candidate to determine their alignment with the school's mission and vision and their skills for the respective position. Each teacher will be required to demonstrate teaching proficiency by providing a teaching sample (lesson plan or video of a lesson) and successful completion of a face-to-face interview.

YWLA will leverage the resources of Academica Nevada to assist with the recruitment and hiring of staff. Academica will assist in Human Resources, marketing, advertising, and recruitment of staff. All Nevada licensure, background checks and employment statutes will be followed to ensure all staff have met the highest standard.

The principal will develop and implement a comprehensive professional development plan. He will develop a plan based on areas of need and best practices. She/he will also be responsible for creating a healthy learning environment in which teachers feel supported and have a direct line of communication with the principal in order to create positive attitudes. The school will also provide a wide range of benefits such as: Flexible Benefits Plan; Retirement/401(k) Savings Plan; Bereavement Leave; Dental Insurance; Family Medical Leave; Financial Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Sick Leave; Vision Care Insurance to ensure the retaining of qualified and capable staff.

**(5) Explain your school leader's role in providing instructional guidance and school culture guidance. What role will other members of the leadership team play in providing instructional guidance and school culture guidance?**

Exceptional schools depend on a team that is deeply committed to their core values and willing to challenge and support one another to uphold those values in the face of obstacles. Structurally, YWLA will follow the organizational chart above to ensure clear roles and responsibilities, team structures and sizes, and a focus of every adult on identifying and meeting students' needs. Culturally, staff will receive ongoing development and support in developing a strong voice and sense of responsibility for offering supportive affirming and adjusting feedback to all other staff members. For example, if a teacher has input on school operations, he/she will be directed to share with the principal. This open,

supportive feedback will be critical to developing “vulnerability-based trust” and going beyond a “culture of nice” to ensure the school continuously improves.

*Principal.* The Principal will report to the governing board. She/he will serve as the instructional leader of the school and oversee its curriculum development and assessment. She/he will also be responsible for developing a strong pool of successors through sustained focus on developing the capacity of the school’s leadership team through ongoing coaching/feedback, development plans, and strategic peer collaboration and development structures. The founding school leader will be funded to work full time on the school during the planning year, September 2021-August 2022. The development year will include a competency-aligned leadership development program, including residencies at high-performing schools in Las Vegas and nationwide.

*School leadership team.* At scale, both the middle and high school’s leadership teams will be composed of a team of six: the Principal, Assistant Principal, School Counselor, CollegeBound Initiative Counselor, Instructional Coach, and EL Coordinator. Responsibilities for these roles will be clearly defined for all staff. These responsibilities are designed strategically to maximize the time and effectiveness of each leader, allowing them to focus entirely on supporting teachers. Leaders will be expected to step outside of their day-to-day role and operate with the leadership team’s broader goals as their primary responsibility. They will receive training and support from the Principal in developing a culture of trust and healthy conflict that ensures the best ideas win out and are implemented in a manner appropriate to their urgency and importance.

*Instructional Coach.* The IC, in conjunction with the Principal, will help direct the instructional program, focus on curricular and assessment issues, and supervise and coach teachers. The IC will work extremely closely together, under the guidance of the school leader, to both develop teacher capacity through ongoing coaching and implement systems such as curriculum writing and data driven instruction that maximize teacher effectiveness. Rather than a single Director of Curriculum and Instruction, YWLA’s content-focused approach to literacy and to concept development in math, science, engineering, and technology demands instructional leaders with deep content knowledge, an ability to focus their own ongoing learning on their core content areas, and a continued grounding in the work of direct support and development for teachers.

(6) Please provide the succession plans for your proposed school’s leader. This should include both emergency/temporary succession plans as well as detailed description for how potential school leaders will be cultivated and developed.

The School Leaders and the Leadership Team are natural systems to develop a succession plan for a potential future leader. Mentor training will also be included where potential leaders are connected with experienced administrators. In an emergency, a member of the leadership team would be selected by the governing board to temporarily lead the school until a permanent plan is put into place. Future leaders will be encouraged to participate in leadership programs such as the YWLN Whole Girl Leadership Institute, a program for emerging leaders that focuses on whole girl supervisory practices. By tapping emerging leaders among the faculty to participate in programs and mentoring, the school aims to “build a bench” of leadership candidates who are trained in our model.

## STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance 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 as needed to reflect organizational plans.

### *Proposed New School*

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<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 & 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>
<b>School Staff</b>						
Principals	1	1	1	1	1	1
Assistant Principals	-	-	-	1	1	1
College Bound Initiative Counselor / School Counselor	-	2	2	2	2	2
Curriculum/Instructional Coach	-	-	-	1	1	1
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	5	10	15	18	19	20
Classroom Teachers (Specials)	-	1	2	3	4	5
Special Education Teachers	1	2	3	3	3	3
ELL Coordinator	1	1	1	1	1	1
School Nurse	-	-	-	-	-	-
Office Manager	1	1	1	1	1	1
Registrar	-	-	1	1	1	1
Receptionist / Clinic Aide FASA	-	1	1	1	2	2
Instructional Aide(s)	3	5	5	6	6	7
School Operations Support Staff	2	2	2	2	2	2
<b>Total FTEs at School</b>	<b>14</b>	<b>25</b>	<b>33</b>	<b>41</b>	<b>44</b>	<b>47</b>

*Figure 4-4: Staffing Table*

## HUMAN RESOURCES

(1) Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.

Timeline	Priority	Staff Recruitment Plan Details
January 2021 – Present (ongoing)	Build community locally and nationally	<p>YWLA's leaders will utilize recruitment resources provided by Academica Nevada and the Student Leadership Network, such as marketing and advertising, as well as proactively build relationships with key connectors and candidates through a variety of methods, including:</p> <ul style="list-style-type: none"> <li>• Leveraging YWLN's national network of contacts and supporters</li> <li>• Developing an informal Recruitment Advisory Board of supporters who can lend strategic guidance and contacts</li> <li>• Leading impactful professional development for teachers and leaders so they can experience YWLA's quality of development offerings, including at the school site, the Nevada Charter School Association Annual Conference, Teach for America Professional Development days, and area colleges and universities with teacher prep programs</li> <li>• Connecting with mission-aligned organizations nationally and locally</li> <li>• Attending community and networking events</li> <li>• Sponsoring open houses, happy hours, and similar events</li> </ul> <p>Additionally, YWLA will cast a wide net via targeted advertising, with the assistance of Academica Nevada and the Student Leadership Network, including:</p> <ul style="list-style-type: none"> <li>• Posting job descriptions on local and national job boards, and tracking and following up on sources that yield strong candidates</li> <li>• Using newsletters and email campaigns to reach out to potential candidates</li> <li>• Maintaining a strong website and social media presence, including Twitter, Facebook, LinkedIn, and job boards like MOREAP</li> <li>• Attending job fairs</li> </ul> <p>Recruiting at local universities, including consideration of both informal and formal partnerships for developing teacher and leader pipelines</p>
January 2022 – March 2022	Target and hire high-potential candidates	<p>Identifying growth-oriented leaders and teachers will be every team member's responsibility, and they will be trained in:</p> <ul style="list-style-type: none"> <li>• Identifying high-potential candidates that align to YWLA's core values, instructional approach, and role-specific competencies</li> <li>• Engaging candidates effectively and communicating core values so that candidates can make an informed decision to pursue a role</li> <li>• Using a candidate tracking system to ensure follow-up by the appropriate team member</li> </ul> <p>YWLA will then proactively connect with highly recommended candidates by:</p> <ul style="list-style-type: none"> <li>• Reaching out directly to candidates who have been referred as high potential</li> </ul>



		<ul style="list-style-type: none"> <li>Actively soliciting referrals from strong connectors to candidates in their networks</li> </ul>
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*Figure 4- 5: Staffing Recruitment Plan*

In addition to the recruitment strategies noted in the table above, core values and role-specific competencies will be reinforced during the hiring process via multiple rounds of interviews that assess applicants based on their alignment with YWLA's culture and instructional philosophy. In addition to one-on-one and team interviews, all teaching candidates will deliver a sample lesson, followed by evidence-based reflection, coaching, and live practice. Then, the candidate will lead a second sample lesson where feedback is implemented, followed by a candidate reflection. This process allows for assessment of technical capacity as well as a candidate's growth mindset. Just as importantly, it ensures candidates experience the same type of coaching and feedback they will find once joining the team.

**(2) Describe your plan to recruit and hire teachers/staff who are representative of your student body.**

YWLA understands the importance and benefit of hiring teachers that are reflective of the student population. In its recruitment efforts, YWLA will work to find those teachers who are not only reflective of the student body, but are willing to absorb and live the mission and educational model of YWLA. For example, YWLA will recruit at colleges and universities with graduates, which are reflective of the anticipated student population.

YWLA will leverage the resources of Academica Nevada and Young Women's Leadership Network to fulfill the successful recruitment, retention, hiring and development of staff. YWLA has established rigorous internal goals and strong external outreach to networks of educators who reflect the diversity of its students, and has shared these goals with them. Academica and SLN will assist in Human Resources, marketing, advertising, and recruitment of staff. All Nevada licensure, background checks and employment statutes will be followed to ensure all staff have met the highest standard. The principal will attend recruitment events to actively seek and interview potential teacher candidates, and will be responsible for interviewing each candidate to determine their alignment with the school's mission and vision and their skills for the respective position. Each teacher will be required to demonstrate teaching proficiency by providing a teaching sample (lesson plan or video of a lesson) and successful completion of a face-to-face interview.

**(3) List the proposed school's salary ranges and employment benefits for each employee, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.**

YWLA will begin in Year 1 with a total staff of 14, including 1 principal, 5 total teachers and 8 staffing positions. Year 1 starting enrollment will be 180 students. By Year 6, YWLA will be projected to expand to a total staff of 47 and a total student enrollment of 620. Below are the anticipated staffing positions for each year:

- Principal – Y1: \$90,000 – Y6: \$114,188
- Assistant Principal - Y4: \$75,000 – Y6: \$77,267
- School Counselor – Y2: \$58,000 – Y6: \$61,172
- Instructional Coach – Y4: \$58,000/year – Y6: \$59,753
- EL Coordinator – Y1: \$30,000 – Y6: \$63,682

- CollegeBound Initiative Counselor – Y2: \$61,000 – Y6: \$64,743
- Teacher Salaries – Y1: \$225,000 (with 5 teachers) – Y6: \$1,212,500 (with 20 teachers)
- Office Manager – Y1: \$45,000 – Y6: \$93,640

YWLA's staff retention plan will similarly be driven by core values, strong development for all staff, and research on employee engagement. After basic needs like salary and hours are met, teacher retention is driven by a variety of factors. Gallup's Q12 Survey will serve as an organizing framework for maximizing team member's engagement over time. YWLA will adopt strategies as follows to address critical elements in this framework.<sup>1</sup>

Priority	Staff Retention Plan Overview
Clarity and focus	Proactive development, including significant time spent in live practice and rehearsal with ongoing leader and colleague feedback, will ensure that expectations and priorities have not just been verbalized, but have been practiced to perfection.
Reduce unnecessary stress	From a pleasant, open workspace stocked with coffee and snacks to strong curricula to significant amounts of collaborative planning time, YWLA is structured in every way to ensure teachers have the space, time, and energy to avoid unnecessary obstacles and do good work together. As the school grows, it will explore "sustainability scheduling" options that allow teachers late arrivals or early departures to balance personal priorities.
Know, care about, and grow individual team members	All managers will conduct weekly one-on-ones with each direct report which will balance a focus on role-specific responsibilities and personal development planning and implementation. In addition, all teachers will receive at least weekly coaching and rich, year-round professional development opportunities. Significantly, teachers' time and support will also center heavily around their collaboration with colleagues in highly structured teams, including grade teams, vertical content teams, and interdisciplinary teams. They will also engage in a wide variety of staff and student community building activities on an ongoing basis.
Ensure open communications and effective decision-making	Leadership team meetings will be as transparent as possible, while maintaining appropriate confidentiality, with numerous opportunities for input. Decisions with significant community impact will often include voices from appropriate stakeholders, whether that be the Student/Faculty Senate, Hiring Committee, or Diversity, Equity, and Inclusion Committee. YWLA will also intentionally develop successor leaders by creating a host of academic and task-force leadership roles that provide staff with growth opportunities and direct influence on decision making.
Build community and trust where team members connect to the mission and one another	To build a mission-aligned, community-focused atmosphere, School Leaders will maintain a "joy calendar" of both expected and unexpected student and staff celebrations to highlight effort and achievement aligned to the mission and core values. This will also support proactive energy management and spotlight great work, including opportunities to and show appreciation for staff, such as teacher outings to restaurants, a bowling party, or a surprise picnic on a PD day. YWLA will also have many celebratory routines such as daily and weekly staff shout-outs.

*Figure 4-6: Staff Retention Plan*

<sup>1</sup> Rodd Wagner and James Harter. 12: *The Elements of Great Managing*. Gallup Press. 2006.

(4) What is the proposed teacher-student ratio, as well as the ratio of total adults to students?

YWLA will strive to maintain a 22.5:1 ratio in grades 6-8 and 20:1 in grades 9-12. These grades will also be supported by a paraprofessional in each grade. The ratio of total students to adults is 150:14 in Year 1 with 620:47 in Year 6.

(5) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.

**Hiring Procedure**

1. Principal will oversee recruitment plan as described above
2. Principal or designee to collect candidate resumes for consideration.
3. Principal or designee to schedule and conduct interview.
4. Principal or designee to verify references and follow up on letters of recommendation.
5. When the decision has been made, the principal or designee will extend the offer to the candidate.
6. In a timely manner, principal or designee will provide follow up communication with each applicant.
7. Begin on-boarding process.

**Dismissal Procedure**

1. Principal or designee to review performance deficiencies of staff, provide course of action necessary for improvement, and document determination.
2. Principal will follow Nevada Educator Performance Framework.
3. Principal will monitor progress while employee is on Performance Improvement Plan.
4. If progress is not made, principal or designee to coordinate discussions of separation of employment with employee and Academics legal team.
5. Obtain a signed Personnel Action Request Form.
6. Obtain resignation letter or final incident to cause separation.
7. Notify IT by submitting an IT ticket.
8. Collect resources – keys, job related materials, etc.
9. Deactivate Infinite Campus account (or other SIS system), alarm code, etc.
10. Process final payroll and terminate.
11. Term benefits effective last day of month in which employee terminates.
12. Provide COBRA notification (no later than 14 days after benefits term).

**Human Resources Procedure for separating employment:**

1. Print out Termination Checklist.
2. Obtain signed Personnel Action Request Form (PAR) from the Department Director.
3. Obtain resignation letter/final incident to cause separation.
4. Executive HR Director will schedule Exit Interview.
5. Notify IT by submitting an IT Ticket.
6. Collect Company Resources.
7. Deactivate in the SIS.
8. If involuntary, process payroll information (within 3 business days).
9. Process final pay and terminate in Payroll.
10. Term Benefits effective last day of month in which employment terminates.
11. Contact ADP to prompt COBRA notification (no later than 14 days after benefits term).
12. E-file Notice & Move E-file to Term folder.

13. Move hard copy of Employee File to the Term section.
14. Update fingerprint list/Remove from both fingerprint books.
15. Remove résumé from résumé book (instructional staff).
16. Pull teacher file.

### **Obtaining Personnel Action Request Form (PAR)**

- The Department Head is to fill out a PAR for every termination and include a resignation letter if voluntary to inform HR of the termination. If the termination is involuntary, HR will be notified well before a PAR is made.

### **Exit Interview**

- HR Director will inform the employee being termed of an Exit Interview, this is a formal meeting with HR so that HR can collect all company resources and get a good understanding of why the employee is leaving. HR will also get the future address of the employee so the W2 gets sent to the correct place.

### **Submitting an IT Ticket**

- It is best to Submit IT Tickets as soon as possible.
- Log in help desk, request type would be help desk, then staff, then HR, then Termination. Fill out the employee's information that is being terminated and the date and time of termination. Click yes on disabling access to domain, email, staff portal, and archive documents.
- Provide access to archived documents, forward all emails, phone extensions and voicemails to the accurate person in that department.

### **Deactivate in the SIS**

- Once an employee has been terminated it is very **important to deactivate them in the SIS** so they no longer have any outside contact with students and other staff members.
  1. Go to the Employee Tab
  2. Search the employee that has been terminated
  3. Go to security- Deactivate/Activate and then choose to deactivate.

### **Process Final Payroll and Terminate in the pay system**

#### **Files**

- **Employee File:** Before e-filing (scanning) and filing the termination papers, it is important to make sure all confirmations for benefits being cancelled are included for each provider that the employee was enrolled with. After all information regarding the termination has been obtained, scan into the temp drive and rename the file with the employee's last name, period, first letter of first name, period, and PAR & TERMS, period, pdf.
- **Instructional File:** Every instructor must be terminated in the NDE website and removed from the faculty contact list. HR brings the instructional file that will be checked out to the Principal. The Principal then removed from NDE and faculty contact list. The Principal signs the file and brings the file back to HR for keeping in the termination cabinet. **HR will then hold on to that file for a retention period of 6 years after contract was cancelled revoked, or expired.**

### **Background Check/Fingerprint Procedures**

Principal will be responsible for ensuring all instructional staff requiring fingerprinting clearance remain current. Renewal process should start six months prior to expiration date as it can take up to three months to receive results.

- Once it is determined an employee's fingerprinting clearance is expiring, Principal or designee will inform the affected staff and provide the process to renew their clearance.
- If there is an issue, the NV Department of Safety will then send an approved clearance to Academica or a rejection notice directly to employee.
- Identified school staff will review fingerprinting results to determine level of clearance.
- Academica staff will notify designated staff (i.e. office manager) of clearance.
- Fingerprinting results will be maintained at Academica.
  - HR Fingerprint Master Excel spreadsheet.
  - Master Fingerprint files at Academica.
- If the employee's fingerprint background investigation exposes an offense as described in NRS 391.033 employee will be immediately terminated.
- If the employee's fingerprint background investigation exposes an offense that is not subject to review as prescribed by the State Board of Education, the school's designated staff will review the findings along with the Academica legal team to determine if employee remains eligible for continued employment.

#### **FINGERPRINT CLEARANCE CHECK PROCESS (INSTRUCTIONAL STAFF)**

**PURPOSE:** According the NV Department of Education, pursuant to NRS 391.033 State Statute all teachers and persons who are required to be fingerprinted to work in the classroom are required to have an Identity Verified Prints (IVP) Fingerprint Clearance Card (FCC). We adhere to ensuring instructional staff have a valid FCC to ensure the safety of students as well as staff. As a condition of employment, all Instructional staff must provide a valid NV FCC.

#### **PROCEDURE:**

During the initial phone interview with the candidate, recruiter must:

1. Confirm candidate has a valid FCC by obtaining candidates Social Security #, FCC #, issue date and verifying the validity of the card through NV Department of Public Safety.
2. Obtain actual FCC (**photocopy of card not acceptable**) from candidate and photocopy it for company records.

Once the FCC is verified, Recruiter will commence with the reminder of the recruitment process.  
**CANDIDATES WITHOUT AN FCC OR WITH AN EXPIRED FCC MUST OBTAIN A VALID FCC TO BE CONSIDERED FOR EMPLOYMENT.**

(6) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 11, as well as any supporting protocols or documentation.

The YWLA of Las Vegas teachers will be supervised and evaluated by the Founding Principal. YWLA's leaders and teachers will benefit from 10 full days of professional development each year. In addition, they will engage in weekly professional development, instructional coaching, and peer collaboration. All professional development will be grounded in collaborative, cyclical work with standards, competencies, assessments, curriculum, and student work. To sharpen staff's knowledge and skills through this collaborative learning structure, the school will rely on a network of external experts and active collaboration with other high-performing urban schools.

The school will utilize the Danielson Group's *Framework for Teaching*, and the more recently developed Framework for Teaching Clusters, as the basis for a teacher evaluation system focused on

the professional development of both new and experienced teachers. This will be supplemented with Student Leadership Network's *Classroom Indicators for Whole Girl Education*, a tool for identifying the application and implementation of the 11 effective practices of SL Network's Whole Girl Education framework. Use of the *Framework for Teaching* and the *Classroom Indicators for Whole Girl Education*, as both resources for professional development, lenses for school improvement initiatives, and as tools for evaluation of classroom practice results in rich and detailed discussion of both the planning for rigorous instruction as well as the skilled implementation of these plans in a classroom environment that emphasizes active student engagement and construction of knowledge while addressing the needs, mindsets, and individual experiences of individual students, with a particular focus on the needs and experiences of girls. Additionally, *The Framework for Teaching* also provides the preponderance of evidence supervisors require to make decisions regarding teacher retention, probation, and termination.

The *Whole Girl Education Practices Capsule Definitions* are used as shorthand tools by our school leaders to identify which practices are evident in our teachers' lessons and activities and which practices could be better infused in classrooms. This resource, along with the *Classroom Indicators*, come from our full *SL Network Guide to Whole Girl Education*, which also includes full narrative explanations, accompanying research, and classroom application examples.

**From the Introduction to the 2013 Edition of the Framework for Teaching Evaluation Instrument:**

*First published by ASCD in 1996, Enhancing Professional Practice: A Framework for Teaching was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of Praxis III: Classroom Performance Assessments, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well. The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components.*

**From the Danielson Group's The Framework for Teaching Clusters:**

*The FFT Clusters are a companion tool designed to complement the Framework for Teaching (the Framework), originally developed in 1996. The Clusters distill "big ideas" of the Framework's four domains and 22 components into an efficient tool (composed of six large concepts). This multi-use tool can serve as the foundation for professional growth by teachers, both through their own reflection on practice and their conversations with colleagues, mentors and coaches, and supervisors.*

*Utilized together, these tools support various aspects of teacher growth, system-wide school improvement efforts, and coherent approaches to understanding teacher knowledge and skills across all stages of the career continuum.*

*The FFT Clusters reflect teaching to high standards of student learning. Principles of teaching for engaged and important learning and whole-child development are, to some degree, generic. For instance, all teaching for deep conceptual understanding requires the use of precise academic language, the skills of argumentation, and perseverance with challenging content. In practice, of course, actual teaching occurs with students in all their diversity – cultural, linguistic, and developmental. Hence, accomplished teachers must be familiar with students' individual characteristics, mindsets, and needs and arrange for learning and growth accordingly.*



*When grounded in an understanding of how we learn and a commitment to excellence and equity, the six Clusters provide a roadmap for student learning through active, intellectual engagement, which has always been the heart of the Framework and is the ultimate goal of instruction.*

**From The YWLN Guide to Whole Girl Education:**

*Whole Girl Education is made up of eleven effective practices (Voice, Connection, Collaboration, Cultural Relevance, Gender Consciousness, Attention to Relationships, Courage Cultivation, Academic Rigor, Restorative Practices, and Rituals & Traditions) that are integral to the instructional approach of The Young Women's Leadership Schools and inform school design, programming, policy, and culture as well. In concert with one another, these practices actively support student development of six key competencies essential to students' success in school and beyond (Leadership, Self-Advocacy, Identity, Self-Regard, Academic Preparedness, and Growth Mindset). As an instructional approach, the effective practices can be applied in any content area classroom. As school design principles they can guide a wide range of programming and policy decisions throughout the school. They are interrelated, and we have presented them here as overlapping to demonstrate their common and distinct qualities. Voice is at the center, because we believe that the learning process can only be effective when students participate in class and in the school community through speaking, discussing, questioning, challenging, asking for help, self-advocating, expressing, and communicating in ways that express all facets of their identities.*

Please see [Attachment 11 – Teacher Evaluation Tools](#).

(7) Please explain the responsibilities of each of your school's administrative/leadership team members with regard to Human Resources. Identify the staff member responsible for leading payroll, benefits, and employee relations and describe how key Human Resources responsibilities will be managed.

YWLA's Administrative team will be primarily responsible for the decision-making processes and day to day operations of the school. These decisions will take into account feedback from teachers as needed. The Principal will be on site as the administrator of the school and will be supported by other staff members as needed.

One of the major responsibilities of the leadership team, YWLA, and the Principal will be hiring quality non-classroom staff. At full capacity, the administrative team will consist of an Assistant Principal, Instructional Coach, EL Coordinator, and the College Bound Initiative (CBI) Counselor, and School Counselor. This non-classroom staff will be hired according to the schedule outlined in the staffing plan as needed.

The Assistant Principal will work with students and parents in developing a positive school culture and aid the Principal as needed. The Coach will work with the teachers to support student learning by doing teacher observations and leading in data and planning meetings amongst grade level teams.

The School Counselor will work with students and parents to support the culture of the school, teach socio-emotional skills. The School Counselor will also work with families in the school to point them in the right direction of resources. They will also be responsible to encourage an environment that is respectful, supportive, inviting, inclusive, and flexible. The CBI Counselor will prepare students for transitioning to High School as well as working with every grade to create a college-going culture. Once students reach 11<sup>th</sup> and 12<sup>th</sup> grade, the CBI Counselor works closely with every student and family to provide customized support and assistance in navigating the college process and creating College/Career plans. All of the non-classroom staff will remain up to date on all state and SPSCA

laws, regulations, policies and procedures. They will help the Principal in communicating to staff any changes or updates. These positions will help the Principal operate the school as efficiently and smoothly as possible and ensure that families, students and teachers have the resources that they need.

YWLA intends to utilize the support described in the Academica Nevada contract for its core Human Resources functions (services such as payroll, benefits administration, employee relations, etc.). The school may seek out specialized experts to assist with the complexities of the Affordable Care Act and Nevada Public Employees Retirement System.

**(8) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.**

Employee performance is identified through several means. Performance is measured through individual goals and metrics and through student success and following policy, procedure and laws. Unsatisfactory performance in any area may result in corrective action. Corrective Action may include non-disciplinary actions such as verbal direction, verbal warning, a written letter of direction or an improvement plan. Corrective Action may also involve disciplinary action, including but not necessarily limited to a written warning, written reprimand and/or suspension with or without pay.

In general, an employee will be provided with notice and an opportunity to respond to performance concerns regarding the employee or charges being made against the employee. The school may conduct further investigation as warranted before making a final determination regarding the appropriate remedial, corrective or other action to be taken. Notwithstanding any corrective action taken, the school may always exercise its right to terminate the employment relationship in accordance with applicable laws, employee contracts (if any) and school policies.

The cost of turnover is high at any school and can impact student achievement, productivity, and overall school culture. YWLA plans to implement appropriate reward and retention strategies to reduce overall turnover of staff and impending cost. Turnover is calculated by including the number of days the position was open, recruiting costs, training costs, administrative processing and payroll costs.

**(9) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.**

YWLA will utilize the support described in the Academica Nevada contract for its core Human Resources functions (services such as payroll, benefits administration, employee relations, etc.). The school may seek out specialized experts to assist with the complexities of the Affordable Care Act and Nevada Public Employees Retirement System, but these costs have been factored into the payroll budget.

## **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.*

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of [R 131](#). 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.

### *Community-Engaged School*

YWLA is motivated by the commitment to provide excellent schools that are rooted in the community it serves. YWLA will invest in significant community outreach to develop partnerships designed to reach the families most in need of strong educational options, to inform 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 there are many families that may not learn about our school without proactive communication. YWLA will actively publicize its program through a variety of media and means, beginning no later than August 2021.

### *Recruitment Strategy*

Experts in school-community engagement are clear that a strong foundation for future collaboration and engagement is built on interpersonal interactions in the community. As the Annenberg Institute on School Reform at Brown University states, “While research has shown that parent and community participation are essential to school improvement, many schools, especially those in low-income and working-class communities, fall far short of meaningful engagement.”<sup>2</sup> The Annenberg Institute identifies the following best practices for meaningful community engagement, all of which YWLA will prioritize in community outreach efforts for enrollment applications:

- 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
- Reaching out to partner organizations and “connectors” like community leaders

In addition to these best practices for community engagement, YWLA will engage in the following

- 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.
- Home-based Events: YWLA will conduct events in living rooms of potential parents/guardians. These events will typically include 6-10 parents/guardians who are invited to a friend’s house who might be interested in the school model.
- 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.

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<sup>2</sup> “Getting Started In Education Organizing”

<http://annenberginstitute.org/sites/default/files/product/428/files/Resources&Strategies low.pdf>

- Brand Awareness Via Media and Advertising: utilize 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 on the school launch that encourage families to apply.
- Direct Mail: YWLA will direct mail to households within a two-mile radius of the school site that will inform families about the model, when the school will be accepting applications for enrollment, how to apply, and the process for enrollment.
- Areas of Public Access: 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 potential school site for community members to see as they pass by.

YWLA of Las Vegas will have an open enrollment policy with a transparent mission to center the experiences of girls and gender-expansive youth.

(a) 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. Note that your proposed enrollment window should satisfy the requirements of NRS 388A.453(7).

Open enrollment shall commence on January 1, 2022, beginning at 12:01 a.m. and continue through February 28, 2022, until 11:59 p.m., which is 58 days, and will occur during a similar time frame in subsequent years in compliance with NRS 388A.453.

(b) 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.

The enrollment target for the first year is 180 students. The governing body and the school's principal will be responsible for monitoring progress. The target re-enrollment rate is 95%. Academica was consulted to determine a re-enrollment rate of a successful school that is realistic. 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.

(c) 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?

As a single-gender school, YWLA's Board has carefully reviewed applicable nondiscrimination laws, including the Equal Protection Clause of the U.S. Constitution and Title IX of the Education Amendments of 1972.

*Title IX Regulations:* Title IX reads: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” (20 U.S.C. §1681).

Non-vocational elementary and secondary schools are exempt from the statute. The Office of Civil Rights within the Department of Education promulgated rules in 2006 allowing public school districts to create single-sex schools as long as enrollment is voluntary and a “substantially equal” single-sex or coeducational school is available for members of the excluded gender. These rules exempt public charter schools from the comparability requirement:

- (c)(1) Except as provided in paragraph (c)(2) of this section, a recipient that operates a public non-vocational elementary or secondary school that excludes from admission any students, on the basis of sex, must provide students of the excluded sex a substantially equal single-sex school or coeducational school.
- (c)(2) A non-vocational public charter school that is a single-school local educational agency under State law may be operated as a single-sex charter school without regard to the requirements in paragraph (c)(1) of this section.

*Equal Protection Clause:* The Supreme Court addressed the question of the constitutionality of gender equity in single-sex education in *United States v. Virginia*, 518 U.S. 515 (1996). Drawing on precedent established in *Mississippi University for Women v. Hogan*, 458 U.S. 718 (1982), the Court struck down Virginia Military Institute’s (VMI) male-only admission policy as a violation of the Fourteenth Amendment’s Equal Protection Clause. In her majority opinion, Justice Ginsburg stressed the unique facts and historical background of women’s exclusion. The Court stated that in order to pass constitutional muster, classifications by sex must be “substantially related to an important government interest.”

Applying this standard, the Court found that Virginia had denied women a unique educational opportunity. The problem was not that Virginia had recognized a difference between women and men, but that it had effectively turned that difference into a disadvantage. The Court held that a law or government policy violates the Equal Protection Clause when it “denies to women, simply because they are women, full citizenship stature — equal opportunity to aspire, achieve, participate in and contribute to society based on their individual talents and capacities” (518 U.S. 515, 532).

While striking down the admission policy at VMI, the Court’s decision left considerable room for single-sex programs that are “well-designed programs with clearly stated and non-biased objectives.” The case effectively decoupled race from sex and clarified that in the context of gender, separate is not inherently unequal. In fact, the Court noted that differences between men and women “remain cause for celebration” and recognized that school districts may depart from the norm of coeducation provided they have an important governmental interest in mind and the single-sex program is substantially related to that purpose. The Court suggested that “advanc[ing] the full development of the talent and capacities of our Nation’s people” would be a justifiably important government interest. (518 U.S. 515, 533-34).

Well-designed public school single-sex initiatives were clearly contemplated by the Court in the VMI decision. In *Same, Different, Equal*, Rosemary Salomone notes that quality single-sex schools “do not imply any inherent deficiencies among the categorically excluded sex, as was the case with VMI, but address the specific educational needs of the included sex.... [T]hese programs attempt to level the playing field rather than exclude on the basis of negative stereotypes.” Salomone explains:



Single-sex education... benefit[s] only those for whom it is educationally appropriate, similar to gifted and talented programs, special educational services, or English as a second language classes. It merely offers a particular approach to education based on what we know empirically and experientially about the academic, social, and developmental needs of students who fall within certain group norms. At the same time, it does not in and of itself deny other students an appropriate education.

Different treatment therefore does not necessarily imply preferential treatment. [D]ifferent treatment merely suggests that single-sex programs may, for whatever reason, provide an environment that is more conducive to learning than coeducation... The overt and subtle messages convey individual fulfillment and empowerment rather than group deficiency.

Thus, a single-gender public charter school does not by definition violate the Equal Protection Clause. Rather, such a school, properly envisioned and executed, meets an important government interest by providing adolescent girls an opportunity to reach their full potential.

As a public school, 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 that prohibit discrimination. All staff will be trained by the principal about the legal requirements of charter school enrollment. Additionally, the Principal is responsible for monitoring and assessing all students with special needs and EL support programs, managing all special education staff, and developing all staff via PD, with support from YWLN.

(2) 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 will assess the community need and the marketing tactics that reached the most families and will make adjustments to ongoing recruitment and marketing efforts. Through consultation with Academica, YWLA understands that word of mouth and social media is the most successful way to inform families about the school. In addition, direct mail pieces will be sent to residents within a two-mile radius of the school when enrollment is increasing by 10%. 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. The principal will be responsible in ensuring enrollment targets are met. The school will use its waiting list to fill any vacancies that may occur by grade level.

(3) Complete the following tables for the proposed school to open in 2022-23. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2022.

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)

Grade Level	Number of Students					
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<b>K</b>	-	-	-	-	-	-
<b>1</b>	-	-	-	-	-	-



2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	86	86	86	86	86	86
7	-	86	86	86	86	86
8	-	-	86	86	86	86
9	57	57	57	86	86	86
10	-	57	57	57	86	86
11	-	-	57	57	57	86
12	-	-	-	57	57	57
<b>Total</b>	<b>143</b>	<b>286</b>	<b>429</b>	<b>515</b>	<b>544</b>	<b>573</b>

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

Grade Level	Number of Students					
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	90	90	90	90	90	90
7	-	90	90	90	90	90
8	-	-	90	90	90	90
9	60	60	60	90	90	90
10	-	60	60	60	90	90
11	-	-	60	60	60	90
12	-	-	-	60	60	60
<b>Total</b>	<b>150</b>	<b>300</b>	<b>450</b>	<b>540</b>	<b>570</b>	<b>600</b>

(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					
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-

<b>5</b>	-	-	-	-	-	-
<b>6</b>	95	95	95	95	95	95
<b>7</b>	-	95	95	95	95	95
<b>8</b>	-	-	95	95	95	95
<b>9</b>	63	63	63	95	95	95
<b>10</b>	-	63	63	63	95	95
<b>11</b>	-	-	63	63	63	95
<b>12</b>	-	-	-	63	63	63
<b>Total</b>	<b>158</b>	<b>316</b>	<b>474</b>	<b>569</b>	<b>601</b>	<b>633</b>

(4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Start-up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school 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.

YWLA plans to open in the fall of 2022 with a total of 150 students in 6<sup>th</sup> and 9<sup>th</sup> Grades. The rationale for this enrollment is due primarily to the current size of YWLA's proposed facility at Palabra Viva Las Vegas. Additionally, this enrollment was also selected to 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.

Additionally, in order to compensate for any remaining organizational and academic challenges which may occur by serving more than 3 grade levels in Year 1 of operation, the Committee to Form expects to enter into a contract with Academica Nevada, an educational service provider. Academica Nevada will provide "back office" support so that the school leader can focus on the mission of the school and student outcomes. The Committee is confident in Academica Nevada's ability to assist and guide them in opening a successful school, with the challenges of multiple grade levels, because they have managed the implementation of several successful charter school models, including 23 charter school campuses in the Las Vegas area.

(5) As Attachment 13, please provide evidence of demand from prospective students and families within the community you intend to serve.

Please see [Attachment 13 – Community Demand](#).

#### **INCUBATION YEAR DEVELOPMENT**

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 ("Incubation Year Planning Table").

Please see [Attachment 14 – Incubation Planning Table](#).

(2) 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 and why that organization was chosen.

YWLA of Las Vegas will be modeled after the successful Young Women's Leadership Schools (TYWLS) in New York City, founded in East Harlem in 1996 and replicated across the country. YWLA of Las Vegas intends to utilize the proven model provided by the Young Women's Leadership Network (YWLN). The overarching model components (single-gender, middle/high school, school of choice, serving historically marginalized populations, inclusive of all academic abilities, Advisory, and comprehensive college guidance) are delivered in concert with research-based Whole Girl Education practices to offer an educational experience and learning environment that is optimal for girls and gender-expansive youth. In order to be fully prepared to lead YWLA of Las Vegas with model fidelity, the founding principal will require significant exposure to our model schools, mentorship from our exemplary leaders, and training in our Whole Girl Education pedagogy and supervisory practices. For those reasons, YWLN will be the primary designer and vehicle of professional development in the incubation year, along with any additional PD recommended by the YWLA of Las Vegas Governing Board.

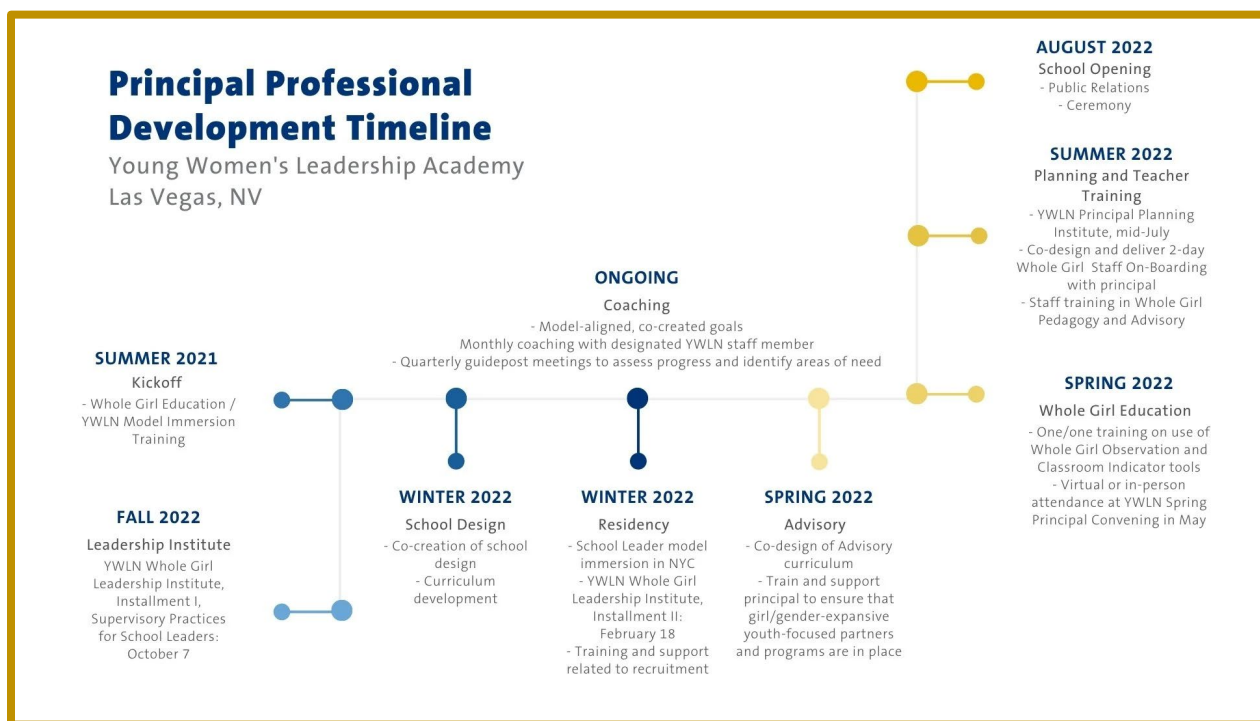


Figure 4-7: Principal Professional Development Timeline

(3) 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.

The founding school leader will be funded to work full time on the school during the planning year, September 2021-August 2022. The development year will include a competency-aligned leadership development program, including residencies at high-performing schools in Las Vegas and nationwide.

## SERVICES

(1) Provide a description of how the school leadership team will support 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.

(a) 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.

YWLA will not provide daily transportation for the students to and from school. The School will have a forum on its website where parents/guardians of students interested in creating carpooling groups can communicate and arrange carpools. The school will work to develop a transportation plan so that students who are economically disadvantaged can have equal access to the school. Should a Special Education student who is enrolling have an IEP that has transportation as an accommodation, YWLA will honor their IEP by working to best provide this accommodation. Should the school plan field trips and/or athletic events, the school will accommodate transportation needs by contracting with a charter bus company or by other viable means.

(b) 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.

YWLA will participate in the National School Lunch Program. In doing so, the school will follow all guidelines set forth by the Nevada Department of Agriculture. YWLA will seek to be its own school food authority and anticipates identifying and contracting with a third party food service provider. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

(c) Facilities maintenance (including janitorial and landscape maintenance)

The multi-leveled plan for maintaining the facility is as follows:

- On-Site, the school will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
- YWLA will contract with a janitorial company to provide a cleaning service 5 nights a week which will include annual floor work.
- The school's EMO, Academica Nevada, will assist in the identification of facility maintenance service providers such as; janitorial, HVAC, locks/doors, plumbing, pest control, landscaping, etc.

(d) School health and nursing services: Describe your plans for providing nursing services, including, how student required immunizations will be monitored.

YWLA will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract will be provided to SPCSA upon its finality.

State required examinations will be conducted by the FASA and/or nursing staff as follows:

- 7th Grade: Vision (far), hearing, and scoliosis
- 10th Grade: Vision (far) and hearing

Pursuant to NRS 392.420(5)(9), the school will notify parents or guardian of any child who is found to have problems with vision, hearing, or scoliosis along with suggested resources within the community to provide medical attention. In addition, FASA and/or nursing staff will also report these findings to the Chief Medical Officer, in the format prescribed by the Chief Medical Officer.

#### (e) Purchasing processes

The purchasing agent will be appointed by the governing body (traditionally the School Principal). He or she will be responsible for developing and administering the charter school's purchasing program. No obligation may be incurred by any officer or employee of the governing body 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, with the exception of a petty cash 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 or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

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. Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, 388A.420)

#### (f) Safety and security (include any plans for onsite security personnel)

YWLA will employ a Campus Monitor in Year 1 as onsite security who works in conjunction with the Principal to implement the Emergency Management Plan. The school's administration and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan. A training will be provided to all staff members (licensed and non-licensed) on emergency protocols with monthly drills conducted to ensure compliance. YWLA will also create a system whereby all non-school personnel must check in with the front office when arriving on campus.

(2) **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.

YWLA plans to contract with a third party educational technology support company. This service will include firewall set-up/maintenance, server set-up/maintenance, computer installations, computer imaging, configuration of wireless system and continual IT support. The contract with the company will ensure that data will be protected and that proper mechanisms are in place to limit access to student and staff data.

Internet will be provided through a secure and reliable Internet Service Provider protected by an enterprise router. Local area networking will be provided by managed switches and wireless access points throughout the building. Each teacher and office staff member will be provided with a computer to utilize. In addition, at least one computer lab and one laptop cart will be available for student use. YWLA will develop an Acceptable Use Policy for all students and staff that will cover acceptable use of school devices and how to best protect the device and information stored on the device.

(3) **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. If most of the applicant group or the CMO/EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. 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.

The school plans to hire office staff to fulfill all registrar duties to work in conjunction with Academica Nevada. Academica staff is well versed in managing student information systems using the statewide Infinite Campus system. Academica will provide registrar trainings including one specifically on Infinite Campus. Additionally, the school's registrar and Academica staff will attend any training hosted by the SPCSA.

(4) **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.

The governing board will delegate authority to the Principal the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The Board will ensure student records will be accurately maintained and kept in a safe,



locked area of the school's main office in secure cabinets, and in accordance with all Nevada Laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 385A.800-8.30, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The School will report data to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

The governing board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed. If the charter school closes, the School shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school, the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

In accordance to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

In addition, YWLA will comply with NRS 388.291 to ensure that any and all school service providers provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security. Strict compliance with this statute will be enforced by the Board Chair and the Principal prior to purchasing any school service. Additionally, pursuant to NRS 388.294, the Principal will ensure that all teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

(5) In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well-developed narrative.

Please see [Attachment 15 –Operational Execution Plan](#).

## FACILITIES

(1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

(a) The desired location of the school facility;

YWLA's proposed facility is located at **3415 South Mojave Road, Las Vegas, NV 89121**.

(b) The number of general education classrooms required each year;

Year	2022-23	2023-24	2024-25	2025-26	2026-27
Number of Classrooms	7	12	18	21	24

*Figure 4-8: Number of Classrooms By Year*

(c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

YWLA will require necessary classroom space to accommodate Special Education pullouts and for the anticipated amount of EL students. As the EL student population increases, the necessary classroom space required will be taken into account when identifying/securing a school facility.

(d) Space requirements for administrative functions, food services and physical education

YWLA's facility will have the necessary office space for administration. The identified facility at Mojave includes a cafeteria area for food service as well as a generous kitchen. The kitchen will include heating ovens and refrigerators for the School.

Regarding physical education, the School will have access to an outdoor playground and common areas. Additionally, the facility includes a full size gym with basketball courts.

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility, including progress to date, partners, and any evidence that supports the credibility of the plan. Please include the organization's plans to finance the facility, including:

(a) Total project cost

(b) Financing and financing assumptions

(c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

A facility has already been identified, therefore these questions are not applicable.

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to

follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

Please see [Attachment 16 – Proof of Facility](#).

(4) Describe the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

YWLA has worked with Academica Nevada to help identify and secure a temporary facility for 2022 and 2023 and a long-term facility for 2024. Academica Nevada-managed schools have leased facilities from professional organizations such as Turner Impact, Boyer Company, among other charter school facility funds. The building owner will engage a general contractor and architect to build such facility. Nevada General Construction and Ethos 3 Architecture are examples of a General Contractor firm and Architecture firm that have built and designed over 15+ charter schools in Nevada that such property owner might engage.

(5) Explain the organization’s plan to maintain the independent facility.

To maintain the integrity of the facility the school anticipates contracting with a third party to clean the facility nightly. The school will have a campus monitor/custodian who will be responsible for cleaning as well as any other situational needs of the school. YWLA will also have a maintenance line item on the budget, which will provide for various maintenance provisions that the school will be responsible to address.

(6) Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team’s interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as part of Attachment 16 to the final application.

The facility is located in Clark County’s jurisdiction in Commissioner Tick Segerblom’s area. Commissioner Segerblom has been notified of the school’s intent to submit for a special use permit for the proposed property. Regular communication with the local jurisdiction will take place between the School’s architect and County staff. The School will most likely be required to hold a neighborhood meeting in advance of the Commission making a decision on the SUP application. Ethos 3 and Academica Nevada will assist YWLA for the preparation needed for governmental meetings.

## **ONGOING OPERATIONS**

(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?

YWLA treats the safety and security of its students, staff, and visitors with the highest priority. To ensure best-case outcomes for regular practices and emergencies, the school principal of the new campus will create, with approval from the Board of Directors, an Emergency Management Plan

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developed in conjunction with local, state, and federal policies, regulations, and laws. Safety and security is the job of every member of the school community, but the school principal and school administrators will have primary responsibility over proper implementation of the Emergency Management Plan. To that end, staff and students will receive regularly scheduled trainings and drills regarding a variety of emergency/crisis situations. All students will be taught drill procedures for evacuations (in the event of a fire emergency), lockdowns and shelter-in place procedures (for chemical, environmental, or community threat emergencies), active shooter, and AED emergency procedures. These procedures will be practiced monthly where required by state or federal regulation. In all drills, students will be expected to complete the correct procedures seriously and respectfully to ensure preparedness for a real emergency. Training for staff on emergency drill procedures will take place during the summer staff training and training for students will take place during student orientation and throughout the school year.

Depending on the physical layout of the facility and the advice and counsel of local authorities, YWLA's Emergency Management Plan will also address issues relating to emergency communications such as two-way radios, intercom systems, or other technologies for communicating in crisis situations.

(2) Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, 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.

Please see [Attachment 17 – Insurance Coverage](#).

## **(5) 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 selection process and criteria for the selection of contractors.

The Young Women's Leadership Academy (YWLA) Board will oversee all aspects of the fiscal management of the school. The auditors, accountants, and educational service provider (ESP) retained by the Board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines. Under the supervision of the Board 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 school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS 388A.420 for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the ESP. 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 campus principal is responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd 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. 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.

YWLA intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent. He/She will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation 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) As Attachment 18, 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.). Include the following:

(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The budget created for YWLA includes the per-pupil revenue assumption of \$7,243 for the first fiscal year of operation (2022-2023), with an estimated 1.30%-1.60% increase each subsequent year thereafter. Assumption of \$7,243 was based on the adjusted per pupil funding amount in Clark County found in Senate Bill No. 458 with an NDE adjustment of 0.9931. Please see [Attachment 18 – Budget Narrative](#) for a more detailed overview of per-pupil funding.

(b) **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. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.

Academica Nevada will provide YWLA with a start-up loan, up to \$60,000, for any pre-operational expenses needed prior to opening. Refer to [Attachment 34 – Six-Year School Budget](#) for a more detailed overview of all pre-operational budgeted expenditures.

For the pre-operational year (21-22), the Sands Corporation will provide YWLA a donation for various tenant improvements to the anticipated facility, as well as a donation for the principal salary during the pre-operational year. The Sands Corporation will also provide a donation throughout Years 1-6 for technology, curriculum, furniture, fixtures, and equipment (FF&E). Refer to [Attachment 34 – Six-Year School Budget](#) for a more detailed overview of all pre-operational/operational budgeted revenue and expenditures.



- (c) 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 and required contributions to the Public Employee Retirement System (PERS).

Refer to [Attachment 18 - Budget Narrative](#) for a more detailed overview of all anticipated expenditures.

- (d) 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 their first 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. Refer to [Attachment 18 – Budget Narrative](#) for a more detailed overview of all anticipated budgeted expenses.

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

YWLA will look to apply for any grants deemed beneficial to the school to further support the planning and implementation of the charter. YWLA will pursue, but may not be limited, the following:

- Charter School Program (CSP) grant: utilized by new schools during their first few years of inception.
- 21st Century Community Learning Center grants: competitive funds are available for schools designed as Title I for before and after school programs.
- Title I, II, III: non-competitive funding for schools designed as Title I (over 40% FRL), and English Language Learners. 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.

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

YWLA did not rely on philanthropic revenue for their operations in their budget. Refer to [Attachment 34 – Six-Year School Budget](#) for a more detailed overview of all the budgeted revenue and expenses.

- (g) *Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:*

- *How the projected number of students in each applicable subgroup was determined*
- *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
- *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*

- (1) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

Refer to [Attachment 19 – Financial Plan Workbook](#).

(2) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

As mentioned above, the YWLA Board oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational service provider (ESP) retained by the Board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines. Under the supervision of the Board 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 school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS 388A.420 for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the ESP. All claims for payment from charter school funds will be 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 campus principal is responsible for assuring budget allocations are observed and the total expenditures 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. 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.

**In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.**

## 6. Addendum

*Please complete the following addendum if you are either:*

- A start-up applicant (committee to form) seeking to contract with a non-profit charter management organization (CMO) or for-profit educational management organization (EMO), OR*
- An experienced Non-Profit CMO applying for sponsorship directly.*

*If you are not sure whether you are required to complete this Addendum, please contact Mark Modrcin at [mmodrcin@spcsa.nv.gov](mailto:mmodrcin@spcsa.nv.gov) prior to final submission.*

### **READINESS TO GROW**

*This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.*

*(1) Describe how the CMO/EMO evaluates readiness for expansion and what evidence the CMO/EMO has that it is ready to expand.*

As an EMO/Education Service Provider (ESP) Academica Nevada does not make decisions in regards to school/campus expansions. Furthermore, the Student Leadership Network (SL Network) is neither a CMO or EMO, but rather a nonprofit organization which will support the Young Women's Leadership Academy of Las Vegas (YWLA).

Therefore, the Governing Board of YWLA will make all evaluations in regards to readiness for expansion. Academica and SL Network's roles are to assist the Governing Board and school leaders in determining the when, why, and how in regards to expansion. In their assistance, Academica Nevada and the Student Leadership Network will follow the direction of the Nevada State Public Charter School Authority to ensure that the school is aligned and in compliance with the Authority's goals, standards, policies, and any criteria or requirements needed for expansion.

*(2) Describe the CMO/EMO's track record with regard to Academic Performance. Provide as Attachment 23 the three most recent academic performance reports from the state department of education and authorizer for all other schools affiliated with the EMO/CMO. Reports should provide all available data disaggregated by subgroup.*

Academica Nevada does not provide a specific educational model, but supports, rather, a wide variety of educational models through various charter school networks. Nevertheless, those schools supported by Academica Nevada generally perform at a higher academic level due to the structure of Academica Nevada's operational services. Specifically, by performing the tasks (as outlined in [Attachment 20](#)), Academica Nevada allows school leaders and governing bodies to focus on the implementation and success of their educational model, rather than spending time and energy resources on the minutia of administrative overhead. For an overview of the Academic Performance of Academica Nevada-supported schools, please see [Attachment 23](#).

Student Leadership Network is neither a CMO/EMO, therefore this question is not applicable.

*(3) Describe the CMO/EMO's track record with regard to Financial Performance. Provide, as Attachment 24, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO.*

All of the schools currently serviced by Academica Nevada are in financially good standing. Please see [Attachment 24](#).

Student Leadership Network is neither a CMO/EMO, therefore this question is not applicable.

(4) Describe the CMO/EMO's track record with regard to Organizational Performance. Provide as Attachment 25 the three most recent organizational performance reports from the state department of education and authorizer for all other schools affiliated with the EMO/CMO.

All of the schools currently serviced by Academica Nevada are in organizational good standing. Please see [Attachment 25](#).

Student Leadership Network is neither a CMO/EMO, therefore this question is not applicable.

(5) Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the CMO's/EMO's schools.

For the Summary and Contact Information for Academica Nevada-supported schools, please see [Attachment 33 – Data Request Template](#).

Student Leadership Network is neither a CMO/EMO, therefore this question is not applicable.

(6) Complete the CMO/EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template for each of the EMO's schools.

For EMO Achievement Data for Academica Nevada, please see [Attachment 33 – Data Request Template](#).

Student Leadership Network is neither a CMO/EMO, therefore this question is not applicable.

(7) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year as Attachment 26.

For a statement regarding Academica Nevada's audits, please see [Attachment 26 – EMO Audits](#).

Student Leadership Network is neither a CMO/EMO, therefore this question is not applicable.

## **SCALE STRATEGY**

*This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.*

(1) 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 CMO/EMO and the new schools.

The Student Leadership Network will provide in person training and support for the staff of YWLA. Once the school is approved, YWLA will enter into a contracted support services agreement, as shown in the MOU found in [Attachment 1](#). For a timeline of when these services will be provided, please see [Attachment 14](#).

Additionally, YWLA will employ the services of Academica Nevada for the financing and development of a property with the same quality as other Academica managed sites. YWLA's Governing Board will verify that the project fits within the budget of the school and that it is built to have an excellent

educational environment. The Board will have Academica work with the development group to make sure that all deadlines and permits are met to ensure the school can open on time.

Academica Nevada staff will also work with YWLA Administration to procure all furniture, fixtures, equipment, technology, etc. Academica Nevada, has worked with organizations in both Northern and Southern Nevada such as Somerset Academy of Las Vegas, Pinecrest Academy of Nevada, Doral Academy of Nevada, Mater Academy of Nevada, Mater Academy of Northern Nevada, SLAM Academy, and Doral Academy of Northern Nevada to open new sites.

(2) Describe the school and the CMO's/EMO's current or planned process for recruiting and training potential school and/or network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.

At this time, Young Women's Leadership Academy of Las Vegas is focusing opening only one location in Nevada; therefore, this question is not applicable.

(3) If your organization operates schools in other states, compare the CMO's/EMO's efforts to scale operations to Nevada to past scale efforts in other states.

This question is not applicable to Academica Nevada, because although Academica nationally supports charter schools across several states, Academica Nevada has operated in Nevada since 2011 and already supports five performing, organizationally sound, and financially prudent charter school systems across 25 campuses in Nevada.

Additionally, Student Leadership Network is neither a CMO/EMO and does not operate schools; therefore, this question is not applicable.

(4) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.

This question is not applicable because YWLA does not intend to open additional new schools. For a description of how those fundamental features will be embedded in YWLA's opening please see the *Academic Plan*, *Operations Plan*, and all corresponding attachments.

(5) Provide, as Attachment 21, the following organization charts (including both network management and schools within the network):

- (a) Year 1 network as a whole
- (b) Year 3 network as a whole
- (c) Year 6 network as a whole

The organization charts should represent all national 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. Clearly show the CMO's/EMO's role and the role of positions employed by the CMO/EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

Please see *Attachment 21 – Organizational Charts*.

## SCHOOL MANAGEMENT CONTRACTS

*This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.*

(1) If you are a committee to form (not a CMO applicant), describe the CMO/EMO selection process which was followed and how and why was this particular CMO/EMO was selected?

Academica Nevada has experience in successfully helping to open and support quality charter schools in the Las Vegas Valley, which currently totals 25 separate campuses. Moreover, the Committee to Form feel Academica Nevada's fee is reasonable. Other management companies charge between 7-22% of revenue, as can be seen in the chart below. The rates were compiled by analyzing the contracts after numerous public record requests to the sponsoring agencies. Academica Nevada charges a flat annual fee per student enrolled (\$450), rather than a percentage like most other management organizations. This is an attractive fee structure because the fee won't increase if the legislature increases the amount allocated per pupil by the state. This annual fee ends up being around 8%.

(2) Describe the relationship between the school governing board and the CMO/EMO, 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.

The governing board of YWLA will be separate from Academica Nevada and the Student Leadership Network. The role of both Academica Nevada and Student Leadership Network is to serve at the will of the Board. Academica Nevada will be expected to carry out the defined responsibilities found in their contract in a manner that is consistent and assists the board to meet its vision and mission. Academica's services will include, but are not limited to, the following:

- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Assist with school programs (i.e. National School Lunch Program);
- Assist with systems development;
- Assist with procurement of furniture, curriculum, and technology;
- Monitor and assure Compliance with all state reports;
- Assist the Board in identifying and retaining an employee leasing company;
- Assist with student and teacher recruitment (advertising, job fairs);
- Provide human resources related services such as dispute resolution and contract preparation and review; and,
- Assist the Board in renewing the School's charter.

As part of the commitment and relationship between YWLA and Academica Nevada, it is understood and agreed that Academica Nevada will NOT do the following:

- Employ the Principal or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the school's board and the Principal;
- Use fees paid by YWLA to benefit or subsidize schools located outside of Nevada; or,
- Permit the school's lease and management contract to be conditioned upon one another.



The Governing Board and the school administration will annually evaluate Academica Nevada to determine continuation and renewal of services based on their performance. The evaluation tools for Academica Nevada includes a rubric for each department/service and are included in [Attachment 22](#).

As can be seen in [Section 23](#) of the EMO contract [Attachment 20](#), during the term of the management contract, the Board has the power to terminate the agreement “for cause” if at any time Academica Nevada fails to immediately remedy any breach of the terms of the agreement. Furthermore, YWLA has the option of terminating the contract without cause at the end of the Charter Contract.

(3) Please describe what role, if any, the CMO/EMO has played and/or will play in the startup and incubation year for the school. Please also provide a draft of an agreement or MOU, as applicable.

Please see [Attachment 14 – Incubation Year](#).

(4) Explain any shared or centralized support services the CMO/EMO or its affiliates will provide to schools in Nevada, which should align to the proposed management contract. Please include:

- (a) Any academic support resources should your school expect from the EMO or CMO
- (b) Any processes for collecting and reporting data across the network of CMO/EMO schools in Nevada and in other jurisdictions.

While, the Student Leadership Network is not a CMO/EMO, a list of the provided services will include, but not be limited to, the following:

- Professional Development
- License Grant
- Access to Proprietary Model Resources
- Inclusion in Network Affiliate Professional Learning Communities and Events

For further information regarding these services, please see [Attachment 1](#).

Academica Nevada primarily provides shared centralized support services including but not limited to the following:

- Assist the Board in creating budgets and financial forecasts;
- Monitor and assure compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board’s direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company;
- Provide human resources related services such as dispute resolution; and
- Contract preparation and review.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the CMO/EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 20. *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 entity.*

Please see [Attachment 20 – EMO Services Agreement](#) and [Attachment 23 - EMO Crosswalk](#).

(6) Identify any school positions which will be employed by the CMO/EMO or may be employed by the CMO/EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?

Academica Nevada nor Student Leadership Network will not employ school staff. All school employees, including teachers, administrators, and support staff, will be directly hired by the Principal and/or administration team. The Board will be responsible for hiring the Principal.

(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
<b>Performance Goals</b>	Academica Nevada does not set school-based Performance Goals.	The YWLA Board, along with school administration, sets annual goals to address student performance goals.	The school leader sets academic goals based on benchmark periods (Fall, Winter, Spring). School administration is responsible for monitoring student achievement throughout the school year to assess student and teacher performance.
<b>Curriculum</b>	Academica Nevada does not provide curriculum-based resources.  Student Leadership Network will provide access to materials and resources related to the Whole Girl Pedagogy Guide.	The YWLA Board will delegate the identification of curriculum to the YWLA administrator. The Board will ensure that all curriculum is in alignment with state/federal requirements.	The school leader is charged with aligning curriculum to ensure student success.
<b>Professional Development</b>	Academica will identify opportunities for board member professional development. Student Leadership Network will identify teacher and administrator professional development.	The Board will participate in annual professional development.	The school leader will oversee, coordinate, assist, and monitor the staff development process.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
<i><b>Data Management and Interim Assessments</b></i>	<p>Student Leadership Network will assist the Principal with identifying interim assessments for the school if needed.</p> <p>Academica Nevada does not provide interim assessments.</p>	The Board will oversee that data management is being compiled in a compliant and effective way. The Board will support the administration to procure highly effective assessment tools.	School administration will determine the best interim assessments to support the progression of the school's population. Administration, along with teachers, will be responsible for interpreting data.
<i><b>Promotion Criteria</b></i>	If requested, both Academica Nevada and Student Leadership Network can assist in making suggestions to the Board and administration in creating promotion criteria that is used successfully across the country in other charter schools.	The Board will adopt Promotion Criteria (i.e. Pay for Performance standards) with the input of administration and teachers.	Administration will be responsible for communicating the school's adopted promotion criteria and complete evaluations of staff.
<i><b>Culture</b></i>	Student Leadership Network will provide supports for implementing the school culture. At the direction of the Board, Academica can create a Culture Survey to disseminate to the school's stakeholders and present the results to the Board at least annually.	The Board will create and adopt policies to promote the culture that supports the mission and vision of YWLA.	Administration will lead in such a way to foster a positive school environment for all of its stakeholders.
<i><b>Budgeting, Finance, and Accounting</b></i>	Academica will be responsible for developing the School's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the School maintain financial viability. Academica will be responsible for bookkeeping and monitoring the School accounts to keep the School within their budget. Academica will conduct and assist the Board's chosen accounting firm in the school's annual audit.	The Board will oversee all aspects of the fiscal management of the School. The Board's Treasurer specifically will be responsible for reviewing and approving School Financials. The Board will adopt a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The Principal will oversee portions of the budget such as classroom supplies, copiers, travel, professional development, etc. The Principal will review the school's budget with Academica staff at least monthly.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
<i>Student Recruitment</i>	The Student Leadership Network and Academica will assist the Board and school administration with recruitment efforts such as websites, social media, mailers, open house events, advertisements, etc.	The Board will develop a start-up budget that includes marketing efforts and student recruitment.	Administration will be responsible for hosting Open House meetings to help recruit students and be instrumental in organizing recruitments efforts during the startup years and beyond.
<i>School Staff Recruitment and Hiring</i>	The Student Leadership Network will support the school in the recruitment and hiring of school staff. This will be accomplished through: participating in interviews, helping coordinate travel to and attending job fairs, etc. If requested, Academica can assist with conducting searches for Principal candidates. In addition, Academica can assist with the posting of job openings and arranging travel to job fairs.	The Board will develop and review policies for hiring of personnel to support the school's mission and vision which are in compliance with state and federal law. The Board will interview and hire the Principal.	School administration will be responsible for interviewing and hiring all instructional and non-instructional staff. In addition, school administration may attend teacher recruitment job fairs.
<i>HR Services (payroll, benefits, etc.)</i>	At the Board's request, Academica will identify and recommend a 3 <sup>rd</sup> party payroll company. Academica will be a resource for questions or issues related to payroll and/or benefits.	The Board will select a 3 <sup>rd</sup> party payroll company to contract with and provide the processing of payroll and benefits.	School administration will serve as a HR resource to all staff. Administration will work with the legal team at Academica to ensure HR policies and procedures are followed correctly.
<i>Development/Fundraising</i>	Under the Board's direction, Academica will use their resources to find development/financial groups to work with the school. Academica will be a resource to the school in development as they have a proven track-record of opening over 100 schools across the country.	With assistance from Administration and Academica, the Board will fundraise through its relationships within the community. The Board will make the decision of which development groups to work with for the building of the facility.	The Principal will assist both the Board and Academica with its development and fundraising efforts.
<i>Community Relations</i>	The Student Leadership Network will establish and engage in community events to strengthen relationships	The Committee to Form and the Board will build relationships with groups and organizations within	The Principal will network and engage with community businesses and

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
	with local organizations and businesses with the school. Academica will assist the Board and School Leadership with public relations and planning events within the community.	the community that support the school's mission and vision.	organizations for the purposes of fundraising, after school programs, educational programs, guest speakers, etc.
IT	Academica, at the request of the Board, will identify a 3rd party IT service provider.	The Board will select a 3rd party IT service provider to contract with for IT services.	The Principal will be responsible for reviewing the service provided by the IT company.
Facilities Management	Under the Board's direction and with approval from the Principal, Academica will manage 3rd party contracts for the maintenance and repair of the YWLA facility.	The Board will select vendors that are in compliance with all public bidding laws.	The Principal or designee will contact Academica with any issues relating to facilities and issues regarding facility repairs if Academica is requested to manage a vendor.
Vendor Management / Procurement	At the direction of the Board, Academica will issue requests for proposals from vendors, review contracts, and offer recommendations. Academica will be responsible for procurement of the School's furniture, fixtures, and equipment.	In compliance with all laws on public bidding, the Board will select vendors.	The Principal will provide feedback to the Board and Academica regarding the quality of service provided by a vendor. Principal will contact Academica for any changes or corrective action that needs to take place with a vendor.
Student Support Services	If requested, Academica will help YWLA to identify 3rd party Student Support Organizations	The Board will allocate resources to the School Leadership for Student Support Services.	The Principal will develop programs within the school to assist students in overcoming personal concerns and academic deficiencies that could impair their ability to be successful students.
Other operational services, if applicable			

*Figure 6-1: Division of Responsibilities*

(8) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO 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 CMO/EMO 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. Include a copy of the term(s) included or to be included in the contract, a staff handbook and other policy guidance which will clarify the board's policy for the school regarding the receipt by board or school staff of any free or largely discounted gifts, funds, jobs or personal services from the CMO/EMO at any time before, during or after a contract term with the CMO/EMO.

There are no existing or potential conflicts of interest between the school governing board and the proposed service providers or any affiliated business entities. This includes, 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.

(9) Please provide the following in Attachment 22:

- (a) 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.
- (b) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

Please see *Attachment 22 – EMO Crosswalk & Business Status*.

#### **CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY**

*This section applies only to experienced CMO applicants.*

(1) If this application is being submitted by an existing Charter Management Organization, please respond to the following (or explain if not applicable):

- (a) To what extent does the governance model of the charter management organization applicant require a waiver from the governance provisions of the charter school law pursuant to NRS 388A.243? If the charter management organization is from another state, how does the board of the charter management organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?
- (b) Will the existing non-profit board govern the new school, or has the CMO formed a new non-profit corporation governed by a separate board?
- (c) If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- (d) If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

YWLA is not a charter management organization applying directly for sponsorship; therefore, these questions are not applicable.



# ATTACHMENTS

**MEMORANDUM OF UNDERSTANDING BETWEEN  
YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS &  
THE ACE FOUNDATION**

This Memorandum of Understanding ("MOU"), entered into on this   7th   day of   July  , 2021, by and between YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS ("YWLA"), a Nevada Public Charter School, and the ACE Foundation ("FOUNDATION") (collectively the "PARTIES").

**WHEREAS**, YWLA is a Nevada an all-girls college preparation charter school located in the City of Las Vegas; and

**WHEREAS**, the ACE Foundation is a non-profit organization located in Las Vegas, Nevada, which promotes high-quality public education by supporting charter schools; and

**WHEREAS**, the PARTIES are desirous to enter into an understanding whereby they may advance the strategic goals of both the FOUNDATION and YWLA as well as enrich the Las Vegas community;

**NOW, THEREFORE**, the PARTIES agree as follows:

**PURPOSE**

**Partnership:** In alignment with the mission of the ACE Foundation of Las Vegas, the FOUNDATION will partner with YWLA to enhance educational opportunities for YWLA students and families by providing financial and community-based resources to supplement programs and additional initiatives at the school.

**TERM**

The Agreement shall commence on August 1, 2021 and continue from year to year unless terminated by either PARTY. Either PARTY may terminate this Agreement with or without cause by providing thirty (30) days written notice. In the event this Agreement is terminated, the PARTIES shall work cooperatively to ensure that each PARTY's operations continue without interruption.

**GENERAL PROVISIONS**

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this MOU in accordance with the provisions of the law and regulations that govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. The PARTIES assume full responsibility for their performance under the terms of this MOU.

If at any time either PARTY is unable to perform their duties or responsibilities under this MOU consistent with such PARTY's statutory and regulatory mandates, the affected PARTY shall immediately provide written notice to the other PARTY to establish a date for resolution of the matter.

### **FORCE MAJEURE**

No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this MOU, for failure or delay in fulfilling or performing any term of this MOU, when and to the extent such failure or delay is caused by or results from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, earthquake or explosion; (iii) war, invasion, hostilities (whether war was declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this MOU; (vi) action by any governmental authority; (vii) national or regional emergency; and, (viii) shortage of adequate power or transportation facilities. The party suffering a Force Majeure Event shall give notice within five (5) days of the Force Majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure event are minimized.

### **GOVERNING LAW**

This MOU shall be governed by and construed in accordance with the laws of the State of Nevada.

### **SEVERABILITY**

In the event that any provision of this MOU shall be deemed to be severable or invalid, and if any term, condition, phrase or portion of this MOU shall be determined to be unlawful or otherwise unenforceable, the remainder of the MOU shall remain in full force and effect, so long as the clause severed does not affect the intent of the PARTIES. If a Court should find that any provision of this MOU to be invalid or unenforceable, but that by limiting said provision it would become valid and enforceable, then said provision shall be deemed to be written, construed and enforced as so limited.

### **ASSIGNMENT**

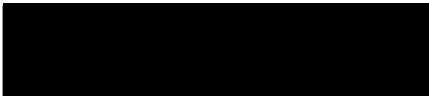
Neither PARTY to this MOU may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning PARTY, which approval shall not be unreasonably withheld.

### **ENTIRE UNDERSTANDING**

This MOU contains the entire understanding of the PARTIES.

**AUTORIZATION AND EXECUTION:** The signing of this MOU does not constitute a formal undertaking.

This MOU shall be signed by and shall be effective as of the date first written above.



Name

6/10/21

Date

Brooke Reeves  
Executive Director  
ACE Foundation of Las Vegas



Name

7/7/2021

Date

Gunlek Ruder  
Board Chairperson  
Young Women's Leadership Academy of Las Vegas

# GIRLS LEADERSHIP

All kinds of powerful.

July 1, 2021

Dear Nevada State Public Charter School Authority:

I write on behalf of Girls Leadership in support of the Young Women's Leadership Academy (YWLA) of Las Vegas' commitment to a systemic approach to raising academic achievement of students in the Las Vegas area. We strongly support this school and the focus on "whole girl" education practices, early college/career awareness, leadership development, health & wellness, and high-impact learning opportunities in STEAM. We know that girls and gender expansive youth in our community will benefit from YWLA's approach to teaching and learning, and we are eager to support the school to provide a unique educational choice to students and families.

As an organization that partnered with YWLA since 2006 to support the social and emotional development of all girls through direct services to girls, and training and support for school staff and teachers, we are distinctly situated to communicate the both the potential benefit that YWLA will bring to the community and the value of our future partnership.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. We would expect our role in YWLA of Las Vegas may include:

- Expanding our Power Lab partnership to listen to the girls and co-design with the girls a social and emotional leadership curriculum and teaching practices that support their needs;
- Professional Development support for educators and staff to bring culturally responsive and healing centered teaching practices across all grades and subject areas; and
- Direct service after-school club for girls and education for parents, caregivers, and families.

We look forward to working with you in improving academic achievement and achieving a quality education in our community.

Sincerely,



Simone Marean  
Co-Founder and Co-CEO  
Girls Leadership  
1675 7th Street #24423  
Oakland, CA 94615

**MEMORANDUM OF UNDERSTANDING BETWEEN  
YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS &  
INTELLATEK**

This Memorandum of Understanding ("MOU"), entered into on this 7th day of July, 2021, by and between the Young Women's Leadership Academy of Las Vegas ("YWLA"), a Nevada Public Charter School, and INTELLATEK, ("INTELLATEK") an educational technology provider, (collectively the "PARTIES/PARTY").

**WHEREAS**, YWLA is a Nevada an all-girls college preparation charter school located in the City of Las Vegas; and

**WHEREAS**, INTELLATEK is an educational technology provider and located in Las Vegas, Nevada; and

**WHEREAS**, the PARTIES are desirous to enter into an understanding whereby they may advance the strategic goals of both INTELLATEK and YWLA as well as enrich the Las Vegas community;

**NOW, THEREFORE**, the PARTIES agree as follows:

**PURPOSE**

**Partnership:**

INTELLATEK will partner with YWLA to increase student achievement in the community by providing quality education technology tools and resources. Upon approval from the state sponsor, the INTELLATEK agrees to offer the following services to YWLA:

- a. Setting up, monitoring and supporting YWLA's network, servers, wiring closets, patch panels, desktops and printers;
- b. Creating and deleting user accounts;
- c. Setting up and maintaining off-site backups;
- d. Providing helpdesk support;
- e. Provide support, when possible, for devices owned by students when they are used on campus for class work;
- f. Additional support required to maintain IT related materials such as software updates, licensing, and warranties.

**TERM**

The Agreement shall commence on August 1, 2021 and continue from year to year unless terminated by either PARTY. Either PARTY may terminate this Agreement with or without cause by providing thirty (30) days written notice. In the event this Agreement is terminated, the PARTIES shall work cooperatively to ensure that each PARTY's operations continue without interruption.



## **GENERAL PROVISIONS**

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this MOU in accordance with the provisions of the law and regulations that govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. The PARTIES assume full responsibility for their performance under the terms of this MOU.

If at any time either PARTY is unable to perform their duties or responsibilities under this MOU consistent with such PARTY's statutory and regulatory mandates, the affected PARTY shall immediately provide written notice to the other PARTY to establish a date for resolution of the matter.

## **FORCE MAJEURE**

No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this MOU, for failure or delay in fulfilling or performing any term of this MOU, when and to the extent such failure or delay is caused by or results from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, earthquake or explosion; (iii) war, invasion, hostilities (whether war was declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this MOU; (vi) action by any governmental authority; (vii) national or regional emergency; and, (viii) shortage of adequate power or transportation facilities. The party suffering a Force Majeure Event shall give notice within five (5) days of the Force Majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure event are minimized.

## **GOVERNING LAW**

This MOU shall be governed by and construed in accordance with the laws of the State of Nevada.

## **SEVERABILITY**

In the event that any provision of this MOU shall be deemed to be severable or invalid, and if any term, condition, phrase or portion of this MOU shall be determined to be unlawful or otherwise unenforceable, the remainder of the MOU shall remain in full force and effect, so long as the clause severed does not affect the intent of the PARTIES. If a Court should find that any provision of this MOU to be invalid or unenforceable, but that by limiting said provision it would become valid and enforceable, then said provision shall be deemed to be written, construed and enforced as so limited.

## **ASSIGNMENT**

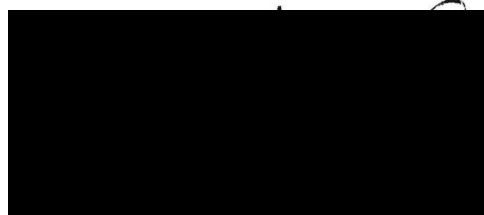
Neither PARTY to this MOU may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning PARTY, which approval shall not be unreasonably withheld.

**ENTIRE UNDERSTANDING**

This MOU contains the entire understanding of the PARTIES.

**AUTHORIZATION AND EXECUTION:** The signing of this MOU does not constitute a formal undertaking.

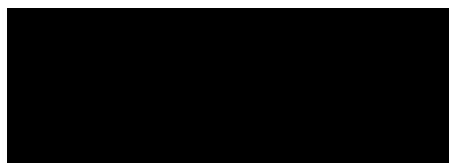
This MOU shall be signed by and shall be effective as of the date first written above.



*Name*

JJ Christian  
Managing Partner  
Intellatek

6/1/21  
*Date*



*Name*

Gunlek Ruder  
Board Chairperson  
Young Women's Leadership Academy of Las Vegas

7/7/2021  
*Date*

**MEMORANDUM OF UNDERSTANDING BETWEEN  
YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS &  
THE NEVADA PARTNERSHIP FOR HOMELESS YOUTH**

This Memorandum of Understanding ("MOU"), entered into on this 2nd day of July, 2021, by and between YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS ("YWLA"), a Nevada Public Charter School, and THE NEVADA PARTNERSHIP FOR HOMELESS YOUTH ("NPHY") a not-for-profit organization located in Las Vegas, Nevada (collectively the "PARTIES").

**WHEREAS**, YWLA is a Nevada all-girls college preparatory charter school located in the City of Las Vegas; and

**WHEREAS**, NPHY operates a not-for-profit organization providing services and support for the thousands of young people experiencing homelessness in the Las Vegas community, and

**WHEREAS**, the PARTIES are desirous to enter into an understanding whereby they may advance the strategic goals of both the NPHY and YWLA and enrich the Las Vegas community;

**NOW, THEREFORE**, the PARTIES agree as follows:

**PURPOSE**

**Partnership:** In alignment with NPHY's community engagement and support objectives, NPHY agrees to provide the following support to YWLA:

- Joint development of volunteering opportunities for students
- Joint development of curriculum focused on advocacy and community engagement
- Joint development of leadership opportunities in the community through NPHY programs

**TERM**

The Agreement shall commence on July 1, 2021 and continue from year to year unless terminated by either PARTY. Either PARTY may terminate this Agreement with or without cause by providing thirty (30) days written notice. In the event this Agreement is terminated, the PARTIES shall work cooperatively to ensure that each PARTY's operations continue without interruption.

**GENERAL PROVISIONS**

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this MOU in accordance with the provisions of the law and regulations that govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. The PARTIES assume full responsibility for their performance under the terms of this MOU.



If at any time either PARTY is unable to perform their duties or responsibilities under this MOU consistent with such PARTY's statutory and regulatory mandates, the affected PARTY shall immediately provide written notice to the other PARTY to establish a date for resolution of the matter.

#### **FORCE MAJEURE**

No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this MOU, for failure or delay in fulfilling or performing any term of this MOU, when and to the extent such failure or delay is caused by or results from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, earthquake or explosion; (iii) war, invasion, hostilities (whether war was declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this MOU; (vi) action by any governmental authority; (vii) national or regional emergency; and, (viii) shortage of adequate power or transportation facilities. The party suffering a Force Majeure Event shall give notice within five (5) days of the Force Majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure event are minimized.

#### **GOVERNING LAW**

This MOU shall be governed by and construed in accordance with the laws of the State of Nevada.

#### **SEVERABILITY**

In the event that any provision of this MOU shall be deemed to be severable or invalid, and if any term, condition, phrase or portion of this MOU shall be determined to be unlawful or otherwise unenforceable, the remainder of the MOU shall remain in full force and effect, so long as the clause severed does not affect the intent of the PARTIES. If a Court should find that any provision of this MOU to be invalid or unenforceable, but that by limiting said provision it would become valid and enforceable, then said provision shall be deemed to be written, construed and enforced as so limited.

#### **ASSIGNMENT**


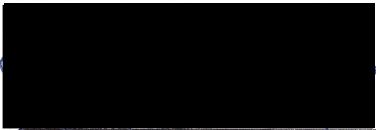
Neither PARTY to this MOU may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning PARTY, which approval shall not be unreasonably withheld.

#### **ENTIRE UNDERSTANDING**

This MOU contains the entire understanding of the PARTIES.

**AUTHORIZATION AND EXECUTION:** The signing of this MOU does not constitute a formal undertaking.

This MOU shall be signed by and shall be effective as of the date first written above.

 _____ <i>Name</i>	<u>7/7/2021</u> _____ <i>Date</i>	 _____ <i>Name</i>	<u>7/7/2021</u> _____ <i>Date</i>
Arash Ghafoori, Chief Executive Officer NEVADA PARTNERSHIP FOR HOMELESS YOUTH		Gunlek Ruder President & CEO Young Women's Leadership Academy of Las Vegas	



July 13, 2021

State Public Charter School Authority  
1749 North Stewart Street, Suite 40  
Carson City, Nevada 89706

Dear Nevada State Public Charter School Authority:

I am writing to you in support of Young Women's Leadership Academy of Las Vegas. As a school focused on nurturing the intellectual curiosity and creativity of young women and preparing them for success in college and career, I believe this school will be a added strength to our Las Vegas community.

I sit on the Advisory Board for Project 150. Project 150 is a local nonprofit organization which was created in 2011 with the mission to provide services and supports to homeless high school students in the Southern Nevada area. Given the proposed grade levels of Young Women's Leadership Academy, as well as their focus on serving young women from underserved areas, we gladly support their model and look forward to entering a partnership with them, pending approval from the Authority.

While a more formal partnership may be detailed later on, pending approval, we anticipate the following roles between ourselves and the school to take place:

- Project 150 providing food and clothing resources for identified homeless students
- Project 150 providing scholarships for graduating homeless students
- Young Women's providing volunteers to help sort through clothing donations
- Young Women's assisting with charitable drives and/or donations

We look forward to working with you in improving academic achievement and achieving a quality education in our community.

Sincerely,

A handwritten signature in black ink that reads "Serafin Calvo". The signature is written in a cursive, flowing style.

Serafin Calvo  
Advisory Board Member  
Project 150



June 28, 2021

Dear Nevada State Public Charter School Authority:

I'm writing on behalf of [Riley's Way Foundation](http://www.rileysway.org) in support of the Young Women's Leadership Academy (YWLA) of Las Vegas' commitment to a systemic approach to raising academic achievement of students in the Las Vegas area. We strongly support this school and the focus on "whole girl" education practices, early college/career awareness, leadership development, health & wellness, and high-impact learning opportunities in STEAM. We know that girls and gender expansive youth in our community will benefit from YWLA's approach to teaching and learning, and we are eager to support the school to provide a unique educational choice to students and families.

Riley's Way empowers young leaders to use kindness and empathy to create meaningful connections and positive change in their communities. The Student Leadership Network is our most valued partner. We are distinctly situated to communicate both the potential benefit that YWLA will bring to the community and the value of our future partnership.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. We would expect our role in YWLA of Las Vegas to include introducing two of our national programs:

1. **Call For Kindness** - A national initiative that both funds teen-led projects that inspire kindness, strengthen communities, and bring people together and provides a leadership fellowship to those teens to ensure continued growth and success. Hear five Call For Kindness fellows stories in this [video](#).
2. **Youth Leadership Retreat** - An annual leadership retreat bringing together inspirational young women from around the country to learn, be inspired, and build a community of changemakers. Here is a [short video](#) about our Retreat.

We look forward to working with you in improving social emotional wellness and academic achievement, and achieving a quality education in our community.

Sincerely,



Lauren Shenkman  
Director of Partnerships and Programs  
Riley's Way Foundation

Leading Today for a Kinder Tomorrow.



**MEMORANDUM OF UNDERSTANDING BETWEEN  
YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS &  
SPECIAL EDUCATION SUPPORT STAFF, LCC**

This Memorandum of Understanding ("MOU"), entered into on this   7th   day of   July  , 2021, by and between YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS ("YWLA"), a Nevada Public Charter School, and SPECIAL EDUCATION SUPPORT STAFF, LLC ("SESS") a Nevada Charter School Special Education Services provider, (collectively the "PARTIES").

**WHEREAS**, YWLA is a Nevada an all-girls college preparation charter school located in the City of Las Vegas; and

**WHEREAS**, SESS is in the business of providing special education service; and

**WHEREAS**, the PARTIES are desirous to enter into an understanding whereby they may advance the strategic goals of both the SESS and YWLA as well as enrich the Las Vegas community;

**NOW, THEREFORE**, the PARTIES agree as follows:

**PURPOSE**

**Partnership:**

Upon approval from the state sponsor, SESS agrees to offer the following services to YWLA:

- a. Providing personnel, including professionals and assistants to perform Special Education related services including, but not limited to:
  1. physical therapy,
  2. occupational therapy,
  3. speech-language therapy, and
  4. psychology ("SPED Services")

**TERM**

The Agreement shall commence on August 1, 2021 and continue from year to year unless terminated by either PARTY. Either PARTY may terminate this Agreement with or without cause by providing thirty (30) days written notice. In the event this Agreement is terminated, the PARTIES shall work cooperatively to ensure that each PARTY's operations continue without interruption.

**GENERAL PROVISIONS**

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this MOU in accordance with the provisions of the law and regulations that

govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. The PARTIES assume full responsibility for their performance under the terms of this MOU.

If at any time either PARTY is unable to perform their duties or responsibilities under this MOU consistent with such PARTY's statutory and regulatory mandates, the affected PARTY shall immediately provide written notice to the other PARTY to establish a date for resolution of the matter.

### **FORCE MAJEURE**

No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this MOU, for failure or delay in fulfilling or performing any term of this MOU, when and to the extent such failure or delay is caused by or results from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, earthquake or explosion; (iii) war, invasion, hostilities (whether war was declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this MOU; (vi) action by any governmental authority; (vii) national or regional emergency; and, (viii) shortage of adequate power or transportation facilities. The party suffering a Force Majeure Event shall give notice within five (5) days of the Force Majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure event are minimized.

### **GOVERNING LAW**

This MOU shall be governed by and construed in accordance with the laws of the State of Nevada.

### **SEVERABILITY**

In the event that any provision of this MOU shall be deemed to be severable or invalid, and if any term, condition, phrase or portion of this MOU shall be determined to be unlawful or otherwise unenforceable, the remainder of the MOU shall remain in full force and effect, so long as the clause severed does not affect the intent of the PARTIES. If a Court should find that any provision of this MOU to be invalid or unenforceable, but that by limiting said provision it would become valid and enforceable, then said provision shall be deemed to be written, construed and enforced as so limited.

### **ASSIGNMENT**

Neither PARTY to this MOU may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning PARTY, which approval shall not be unreasonably withheld.

### **ENTIRE UNDERSTANDING**





She's  
the *first*

June 24, 2021

Dear Nevada State Public Charter School Authority:

I write on behalf of She's the First in support of the Young Women's Leadership Academy (YWLA) of Las Vegas' commitment to a systemic approach to raising academic achievement of students in the Las Vegas area. We strongly support this school and the focus on "whole girl" education practices, early college/career awareness, leadership development, health & wellness, and high-impact learning opportunities in STEAM. We know that girls and gender expansive youth in our community will benefit from YWLA's approach to teaching and learning, and we are eager to support the school to provide a unique educational choice to students and families.

As an organization which supports a world where every girl is educated, respected, and heard, we are distinctly situated to communicate both the potential benefit that YWLA will bring to the community and the value of our future partnership.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. We would expect our role in YWLA of Las Vegas to include:

- inviting students to start a campus chapter of She's the First, to receive leadership training on how to be a strong global advocate for girls' rights
- sharing resources that can be used to help girls understand their rights, such as our Global Girls' Bill of Rights toolkit ([girlsbillofrights.org](http://girlsbillofrights.org))
- creating visibility opportunities for girls to participate in Day of the Girl media opportunities

We look forward to working with you in improving academic achievement and achieving a quality education in our community.

Sincerely,

*Tammy Tibbetts*

Tammy Tibbetts  
Co-Founder/CEO  
She's the First

**AFFILIATION AGREEMENT**  
**Between**  
**STUDENT LEADERSHIP NETWORK**  
**and**  
**THE YOUNG WOMEN’S LEADERSHIP ACADEMY OF LAS VEGAS**

This Affiliation Agreement, along with all Appendices, exhibits, and schedules, (the “**Agreement**”) is made and entered into as of this \_\_\_\_ day of \_\_\_\_, 20\_\_ and ending on \_\_\_\_, 20\_\_, (the “**Effective Term**”), by and between the Student Leadership Network (“**SL Network**”), a nonprofit Delaware corporation, and The Young Women’s Leadership Academy of Las Vegas (“**School**”), a Nevada public charter school.

**RECITALS**

WHEREAS, SL Network is a nonprofit organization that supports the Young Women’s Leadership Schools, a high-performing network of all-girls’ public schools; and

WHEREAS, School desires to become an affiliate school of SL Network and to receive certain advisory services from SL Network, and SL Network wishes to accept such affiliation and to provide such advisory services to School.

In consideration of the mutual covenants contained herein, the sufficiency and adequacy of which are hereby acknowledged, the parties hereby agree as follows:

**1. Responsibilities of SL Network.**

- 1.1. SL Network Services.** During the period commencing from the Effective Date and ending upon termination of this agreement, SL Network will provide School with the advisory and other services set forth in Appendix A (collectively, “**Materials and Services**”). Also, School may request additional consulting services from SL Network (“**Additional Services**”, and, together with “**Materials and Services**”, the “**Services**”). SL Network may, but is not obligated to, perform such Additional Services, and such Additional Services are subject to a mutually agreed upon fee. SL Network’s performance of all Services are subject to the reasonable availability and capacity of the SL Network’s staff.
- 1.2. License Grant.** Subject to the terms of this Agreement, SL Network hereby grants School the right to use the marks “Student Leadership Network” and “TYWLS” during the term of this Agreement solely in connection with School’s acknowledgement of School as an affiliate school of SL Network as contemplated in Section 2.2 and in compliance with Appendix C.



1.3. SL Network Acknowledgement. During the term of this Agreement, School agrees that SL Network may acknowledge School's performance or School as an affiliate school in written publications, materials, and communications in which SL Network refers to its affiliated schools, as applicable, and at the discretion of SL Network.

1.4. Materials. As may be set forth in Appendix A or otherwise provided to School by SL Network, SL Network shall provide School with various teaching and program materials (collectively, the "SL Network Proprietary Materials"). SL Network hereby grants School the right to use and make derivative works based on the SL Network Proprietary Materials solely for its internal use during the term of this Agreement. School agrees that SL Network owns and shall continue to own all right, title, and interest in and to the SL Network Proprietary Materials. To the extent School makes derivative works based on the SL Network Proprietary Materials, SL Network shall own all right, title, and interest in such derivative works, and SL Network hereby grants a royalty-free, perpetual license to School to use such derivative works. School maintains all right, title, and interest in and to any curriculum, teaching, and/or other program development materials that School develops which are not substantially similar to the SL Network Proprietary Materials.

## 2. Responsibilities of School.

2.1. SL Network Guiding Beliefs. School shall operate based on the educational model of SL Network, in accordance with the SL Network Guiding Beliefs set forth in Appendix B, which may be updated by SL Network from time to time and provided to School (Appendix B, the "**SL Network Guiding Beliefs**"). School's failure to materially comply with the SL Network Guiding Beliefs may be deemed a material breach of this Agreement, subject to termination by SL Network in accordance with Section 4.2(iv).

2.2. Annual Growth Targets. School shall set annual academic performance and growth targets that exceed state and local academic performance of School's peer schools. SL Network acknowledges that the Targets are aspirational. School acknowledges that its failure to materially achieve the Targets consistently may constitute a material breach of this Agreement, subject to termination by SL Network in accordance with Section 4.2(iv).

2.3. Acknowledgement. School is required to acknowledge its affiliation with SL Network as provided in the guidelines set forth in Appendix C. School is prohibited from using the SL Network name or referring to its affiliation with SL Network except as set forth herein or as otherwise permitted by applicable law. All uses of the SL Network name by School which are not substantially as set forth on Appendix C must be pre-approved in writing by SL Network. Further, subject to the terms of this Agreement, School hereby grants to SL Network the right to use the School's name as contemplated in Section 1.3.

2.4. Reporting. School shall respond to an annual data request form for SL Network, detailing School's compliance with the SL Network Guiding Beliefs, due on a specified date each year.

2.5. Payment. School will pay to SL Network a fee of \$\_\_\_\_\_ for the Services and SL Network Proprietary Materials as set forth on Appendix A. In addition to the payment of fees for Services and SL Network Proprietary Materials, School shall reimburse SL Network for any request that is outside the scope of

the Services. (No reimbursement is expected for travel before the effective date of this Affiliation Agreement.) School is responsible for all of its own out-of-pocket expenses incurred in connection with the Services, e.g., travel expenses.

3. Confidentiality.

- 3.1. Definition. “**Confidential Information**” means any non-public information, whether oral or written, whether it is in electronic or printed form, and all know-how, that relates to the current or anticipated practices and operations of the applicable party, including in the case of SL Network, but not limited to, the SL Network Proprietary Materials and all other copyrighted materials and all training materials, policies, manuals, mission statements, marketing materials, professional development materials, films, financial information, know-how. The term “Confidential Information” does not, however, include information or materials which are proven by the receiving party (i) to be or become generally available to the public other than as a result of a disclosure by the receiving party (ii) to be rightfully within the possession of the receiving party prior to such information or materials being furnished pursuant this Agreement, or (iii) to be independently developed by the receiving party without any reliance on the Confidential Information.
- 3.2. Use of Confidential Information. Any Confidential Information or materials disclosed or provided by or on behalf of either party (the “disclosing party”) to the other party (the “receiving party”) shall remain the sole property of the disclosing party and be protected by the terms of this Agreement. The receiving party will not, during or subsequent to the term of this Agreement, (i) use the disclosing party’s Confidential Information for any purpose whatsoever other than as contemplated by this Agreement or (ii) disclose the Confidential Information to any third party without the prior written consent of the disclosing party. The receiving party will not incorporate any Confidential Information into any materials developed by it or any third party on its behalf without the disclosing party’s prior written permission. The receiving party also agrees to take all reasonable precautions to prevent any unauthorized disclosure of the disclosing party’s Confidential Information and will immediately notify the disclosing party if it believes there has been an unauthorized disclosure of its Confidential Information.
- 3.3. Third Party Confidential Information. Each party recognizes that the other party has received and in the future will receive from third parties their confidential or proprietary information subject to a duty to maintain the confidentiality of such information and to use it only for certain limited purposes. Each party agrees that, during the term of this Agreement and thereafter, it shall treat such third-party confidential information as Confidential Information hereunder pursuant to the terms hereof.
- 3.4. Confidential Information Upon Termination. Upon the termination of this Agreement, or upon earlier request by the disclosing party, the receiving party will deliver to the disclosing party, or otherwise destroy (at the disclosing party’s election), all of Confidential Information that the receiving party may have in its possession or control.
- 3.5. Compelled Disclosure. If either party is compelled to disclose Confidential Information in connection

with a legal or administrative proceeding or otherwise to comply with a requirement under the law, it will give the other party prompt notice of such request before complying with such request (to the extent permitted by applicable law) so that the disclosing party may seek an appropriate protective order or other remedy or waive compliance with the relevant provisions of this Agreement. Each party agrees to reasonably cooperate with and assist the other party in such efforts. If the disclosing party fails to obtain a protective order or waives compliance with the relevant provisions of this Agreement, the receiving party will disclose only that portion of the Confidential Information which its legal counsel determines it is required to disclose, and will use its commercially reasonable efforts to obtain confidential treatment of the Confidential Information to be disclosed. For avoidance of doubt, SL Network acknowledges that the School is subject to sunshine laws.

4. Term and Termination.

4.1. Term. The term of this Agreement will begin on \_\_\_\_\_, 20\_\_\_\_ and end on \_\_\_\_\_, 20\_\_\_\_, in accordance with Section 4.2.

4.2. Termination.

a. Termination Without Cause. Either party may terminate this Agreement without cause prior to its scheduled termination date upon providing fourteen (14) days' prior written notice to the other party.

b. Termination With Cause. Either party may terminate this Agreement if the other party is in breach of any material provision, term, representation, or warranty under this Agreement.

4.3. Effect of Termination. Upon termination of this Agreement for any reason, School shall pay to SL Network all amounts owed and still outstanding. Further, School must immediately cease using the SL Network Proprietary Materials provided hereunder, return or destroy all such SL Network Proprietary Materials, as requested by SL Network, and remove all references to its affiliation or relationship with SL Network. Sections 3, 4, 6, 7, 8, 9 and 10 of this Agreement shall survive termination of this Agreement.

5. Indemnification. Each party (the "indemnifying party") shall indemnify and hold harmless the other party and its directors, officers, employees and agents (the "indemnified party") from and against any claims, demands, judgments, losses, damages, costs, or expenses (including reasonable attorneys' fees and court costs, including those arising out of an action to enforce this Agreement) incurred by the indemnified party arising from or based upon the indemnifying party's breach of this Agreement or the gross negligence or willful misconduct of such indemnifying party in connection with the indemnifying party's performance of its obligations under this Agreement.

6. Limitation of Liability; Warranty. Neither party, shall, under any circumstances, be liable to the party for any consequential, incidental, special or exemplary damages arising out of or related to the transactions contemplated under this agreement, including but not limited to lost profits or loss of business, even if a party is apprised of the likelihood of such damages occurring. Either party's total liability under this agreement (whether in contract, tort, negligence, strict liability in tort or by statute or otherwise) will be

limited to the amounts paid by school hereunder during the twelve (12) months prior to the last act giving rise to such liability. Except as expressly set forth herein, all materials and services provided by SL Network Hereunder, including the SL Network Proprietary Materials, are provided “as-is” and without any other warranty, express or implied, including without limitation, any warranty or non-infringement, merchantability or fitness for a particular purpose.

7. Equitable Relief. School acknowledges and agrees that the remedy at law available to SL Network for breach of School’s obligations under this Agreement may be inadequate. School therefore agrees that, in addition to any other rights or remedies that SL Network may have at law or in equity, temporary and permanent injunctive relief may be granted in any proceeding which may be brought to enforce any provision contained in Section 3 of this Agreement.
8. Notices. Any notice or other communication required or permitted by this Agreement to be given to a party shall be in writing and shall be deemed given if delivered personally or by commercial messenger or courier service, or mailed by U.S. registered or certified mail (return receipt requested) to the party at the party’s address written below or at such other address as the party may have previously specified by like notice. If by mail, delivery shall be deemed effective 3 business days after mailing to the addresses set forth below or to any other address notified in writing by one party to the other party:

**If to SL Network:**

Laura Rebell Gross  
Senior Managing Director of National Girls’  
Education  
Student Leadership Network

[REDACTED]

**If to School:**

Mr. Gunlek Ruder  
Board Chairperson  
Young Women’s Leadership Academy of Las

[REDACTED]

9. Miscellaneous.

- 9.1. Governing Law. This Agreement shall be governed by and construed and enforced in accordance with the laws of the State of New York without regard to the conflicts of law principles thereof. Any legal action brought under or in connection with the subject matter of this Agreement shall be brought exclusively in a state or federal court of competent subject matter jurisdiction in the Borough of Manhattan, New York City, New York.
- 9.2. Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to the subject matter of this Agreement and supersedes all prior written and oral agreements between the parties regarding the subject matter of this Agreement.
- 9.3. Severability. If any provision of this Agreement is found to be illegal or unenforceable, the other

provisions shall remain effective and enforceable to the greatest extent permitted by law.

- 9.4. Assignment. This Agreement will be binding upon and inure solely to the benefit of each party hereto and their respective successors and permitted assigns, and nothing in this Agreement, express or implied, is intended to or does confer upon any other Person any right, benefit or remedy of any nature whatsoever under or by reason of this Agreement. Neither party may assign or delegate any rights or obligations under this Agreement without the other party's prior written consent, provided, however, that SL Network shall have the right to assign this Agreement to an affiliate or as part of the sale or transfer of all or substantially all of its assets and business, including by merger or consolidation.
- 9.5. Amendment/Modification. No modification or amendment of any provision of this Agreement will be valid unless the same is in writing and signed by the parties hereto. No waiver by any party of any provision of this Agreement or any default, misrepresentation or breach of warranty or covenant hereunder, whether intentional or not, will be valid unless the same is in writing and signed by the party making such waiver, nor will such waiver be deemed to extend to any prior or subsequent default, misrepresentation or breach of warranty or covenant hereunder or affect in any way any rights arising by virtue of any prior or subsequent such occurrence.
- 9.6. Independent Contractors. The relationship between the parties is that of independent contractors. The parties hereto are not joint venturers, partners, principal and agent, or employer and employee and have no relationship other than as independent contracting parties. No party shall have the power to bind or obligate the other party in any manner, other than as expressly set forth in this Agreement.
- 9.7. Counterparts. This Agreement may be executed in counterparts. Each such counterpart shall be an original and together shall constitute but one and the same document.
- 9.8. Representations and Warranties. Each of the parties represents, warrants and undertakes to the other party that it has the full rights and title to enter this Agreement and to perform the obligations undertaken by it and that it has not entered into any agreement with any third party which might conflict with the terms of this Agreement. Each party will perform its obligations hereunder in compliance with applicable law.

[Signature Page to Follow]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be fully executed by their respective authorized representatives as of the Effective Date.

**STUDENT LEADERSHIP NETWORK**

**THE YOUNG WOMEN'S LEADERSHIP  
ACADEMY OF LAS VEGAS**

---

**Laura Rebell Gross**

Senior Managing Director of National Girls'  
Education

---

**Gunlek Ruder**

Board Chairperson

---

Date

---

Date



## Appendix A

### Materials and Services Provided by SL Network

#### SL Network Services and Support

- **Professional Development** - Affiliation includes registration for two attendees at YWLN annual Convening(s) or similar national PD events, special access and complimentary registrations to webinars and special educator Town Hall events, and annual school wellness checks and bi-annual wellness site visits. SL Network travel, lodging, and per diem costs are not the responsibility of the Affiliate school. We provide ongoing consultative support as needed.
- **Special Events** - Each Affiliate school receives three complimentary tickets to SL Network's Annual (Em)Power Breakfast and the invitation to participate in other special events throughout the year.
- **Professional Membership** - All Affiliates will receive an annual membership to the National Coalition of Girls' Schools (NCGS). NCGS provides a platform for schools to post open positions and offers a monthly newsletter and a directory of member schools. Member schools also receive discounted rates for conferences and have full access to a research database. SL Network provides advocacy for Affiliates' conference proposals, and the school leader will also be enrolled in the 2020-2021 NCGS Headways cohort for public school leaders, led by Laura Rebell Gross.
- **Learning and Development Visits** - TYWLS will host Affiliate educators, administrators or board members for learning visits, or will host Affiliates' guests for schools for fundraising or other purposes. Additionally, whenever we can support your recruitment, community engagement, or fundraising, we are available to attend your events and programs.
- **License Grant** - Affiliates have permission to use SL Network branded material and intellectual property. SL Network schools and Affiliate schools have a mutual recognition of the relationship in electronic and printed materials.
- **Resources** - Affiliates may use our Whole Girl Pedagogy Guide and other materials related to the TYWLS Model. We will grant Affiliates access to our share site of resources.
- **Girls' Education National Team** - Our team is equipped with combined decades of expertise in classroom instruction, school administration, professional development, student programs, school start-up, advocacy, operations, and we are available to support you and your team.
- **Customized Services** - Other services offered to national clients will be offered to Affiliates for purchase with customization, including our Launch, Infuse, College Access, and Leadership Institute programs.

Additional Services requested by School that are not covered in this agreement will bear a supplemental cost to be agreed upon.

### **Intellectual Property and Materials**

SL Network will provide Intellectual Property, materials, and resources in the following areas: New School Development, Staff and Student Recruitment, Family and Community Engagement, Curriculum Planning, Advisory, College Access and Admissions, Fundraising and Marketing, Programs and Partnerships, and Girls' Education.

SL Network will offer new materials as they are developed at their sole discretion.

Extraordinary or customized materials requested by School that are not covered in this agreement will bear a supplemental cost to be agreed upon.

### **Listing of Available Resources (this is not an exhaustive list, and materials are being added on a regular basis):**

**New School Development** - Launch Guidebook and Program Guide, Launch Timeline, Sample School Applications (Charter/District), Partnership Agreement, Model overview

**Staff and Student Recruitment** - Sample job descriptions, Interview questions, Interview rubrics, Summer Recruitment Camp manual, Saturday Recruitment program manual

**Family and Community Engagement** - Sample parent night / parent meeting agendas, community outreach strategies

**Curriculum Planning** - Middle school and High school curriculum maps, Sample curricula from different regions

**Advisory** - Curricular frameworks and resources including PowerLAB, Respect 360, and lessons from TYWLS and YWLN

**College Access and Admissions** - Access Guidebook and Program Guide, CollegeBound Initiative Standard Components, and select Access resources

**Fundraising and Marketing** - Development tip sheet, Marketing guidelines, printed material templates

**Programs and Partnerships** - Summer Enrichment manual, TYWLS Explorers manual, Partnership manual, TYWLS Tech Explorers manual, Partnership list, Summer recruitment camp description

**Girls' Education** - Whole Girl Education Guide, Infuse Guidebook and Program Guide, and other accompanying materials and PD by request

## Appendix B

# GUIDING BELIEFS ABOUT ALL-GIRLS' SCHOOLS

### SCHOOLS WHERE GIRLS LEARN BEST

Girls come to school with a diversity of learning styles and preferences, world experiences, school experiences, prior knowledge, academic skills, life situations, identities, aspirations, and confidence--all of which impact their learning.

However, research shows that single-gender schools are particularly effective in supporting girls' learning, social-emotional development, and preparation for college, career, and life success. Our basis for this belief lies in the strong outcomes of single-gender public schools such as The Young Women's Leadership Schools of New York City and the wealth of scholarship and research on girls' development and education.

All-girls' schools present unique opportunities to develop a strong school culture of female empowerment that supports students' academic achievement and nurtures the mindsets and skills of self-efficacy that will support students' success in college and beyond.

Through a framework of girls' education effective practices, including centering student voices, cultivating meaningful connection and community, and the creation of a learning environment shaped by supported risk-taking, collaboration, rigor, and, exploration, all-girls public school can boost student academic achievement, while supporting the development of specific competencies, including self-advocacy, self-regard, identity, growth mindset, and leadership.

Working with SL Network to infuse Whole Girl Pedagogy and Effective Practices in Girls' Education means joining a national cohort of schools formed with a mutual model, plus a collaborative network of leaders and educators doing similar work. We provide expert guidance, resources, and connections with a "village" to make the process as supportive and seamless as possible.

Borrowing some words from the book *Teaching Girls: How Teachers and Parents Can Reach Their Brains and Hearts*, our schools are places that students would describe as, "a place of public happiness, where girls' curiosity and risk-taking are prized, where their friendships are fostered, and where their voices are cherished." (Kurlioff, 2017)

## OUR GUIDING BELIEFS ABOUT ALL-GIRLS SCHOOLS



**Academic success** coupled with **self-efficacy** results in **more women of color reaching positions of power and influence** in our country.



**An environment of female empowerment and achievement** supports students' **strengths** and prepares them to face **social injustices**.



Effective methods include **field-tested and research-grounded practices**.



**Infusing Whole Girl Pedagogy** is most productive when it is a **collaborative process**.

**WE BELIEVE THAT ACADEMIC ACHIEVEMENT IS NOT THE ONLY FACTOR IN SUCCESS.** Although girls have made dramatic academic gains in the classroom over the past two decades, the lack of representation of women, and particularly women of color, in STEM fields, political office, corporate boardrooms, and CEO desks, indicate that schools have work to do in preparing students to negotiate, challenge, and transcend the inequities that persist in our society.

**WE BELIEVE THAT THE INTERSECTION OF GENDER, RACE, AND SOCIO-ECONOMIC CIRCUMSTANCE PRESENTS STUDENTS WITH UNIQUE COMMUNAL AND CULTURAL STRENGTHS FROM WHICH TO DRAW UPON, AS WELL AS SOCIETAL CHALLENGES AND INJUSTICES TO FACE.** The success of single-sex schooling for girls is rooted in building a culture of female empowerment and achievement, not in the implementation of gender differentiated instructional strategies based in questionable research on the differences between male and female brains.

**WE BELIEVE THE MOST EFFECTIVE WAY TO TEACH AND SUPPORT GIRLS IS THROUGH THE INFUSION OF FIELD-TESTED AND RESEARCH-GROUNDED PRACTICES IN EVERY ASPECT OF A SCHOOL'S DESIGN.** These effective practices in girls' education should be evident in everything from the choice of instructional strategies, the design of lessons, and curricular choices to the administrative decision-making around extra-curricular programming, school discipline, and hiring and training of teachers. We take seriously the need to rethink classroom relationships and school power structures to integrate and amplify student voice and active engagement in all aspects of their school experience.

**WE BELIEVE THAT THE INFUSION OF WHOLE GIRL PEDAGOGY AND PRACTICES INTO AN ALL-GIRLS SCHOOL IS A COLLABORATIVE PROCESS:**

- Our model functions as either a jumping-off point for new school design teams or a catalyst for reinvigoration and recommitment for established school communities.
- The YWLN model is a framework of key components, effective instructional strategies, school-wide considerations, and robust student programming to guide and support schools in their individual and unique development.
- It takes a village to run a successful school. Relationships are among the most valuable resources that we have. Leveraging a national network of support and inspiration will reveal initiatives, strategies, and efforts that have been tried and tested by SL Network and YWLN leaders. In short, there is no need to reinvent the wheel.
- We believe in expertise and referencing relevant girls' education research to challenge and guide our thinking

about educator training and practice. In addition to deepening our understanding, scholarship often opens doors to fruitful connections and collaborative relationships with others who are doing similar work and thinking deeply about similar issues.

DRAFT

## Appendix C

### Acknowledgement Guidelines for SL Network Affiliated Schools

Affiliated Schools must acknowledge their affiliation with the Student Leadership Network (“SL Network”) and that their schools are modeled after the principles of The Young Women’s Leadership Schools (TYWLS). This acknowledgement must be printed in a clear and visible manner on all significant and widely printed written materials (e.g. brochures) and appear clearly and visibly in all electronic media (e.g. website).

All references to SL Network and to its program names and logos must follow the SL Network branding guidelines as outlined in the SL Network branding toolkit and must be approved in advance in writing by SL Network. No revisions or modifications to any such references are permitted without prior written approval from SL Network.

**Samples** of acceptable acknowledgement language are as follows, and use of this language is pre-approved under this Agreement:

- <Affiliate Name> is modeled upon the highly successful The Young Women’s Leadership School of East Harlem (TYWLS), opened in 1996 in New York City. With the support of Student Leadership Network (SL Network), a leader in all-girls public education, the school will grow to serve approximately [<000 students> in middle and high school grades, and pursue exemplary student outcomes.
- <Affiliate Name> has joined an impressive group of schools affiliated with SL Network in New York City, Baltimore, Rochester, St. Louis, North Carolina, and across Texas. If you would like more information on the TYWLS model, please visit [www.studentleadershipnetwork.org](http://www.studentleadershipnetwork.org).
- <Affiliate Name> is an affiliate of Student Leadership Network (“SL Network”) which supports five highly successful all-girls public schools in New York City and several affiliate schools around the country. The SL Network model was developed to provide meaningful choices for girls in underserved communities who are often the first in their family to attend college, and to address their academic and developmental needs.
- The School will affiliate with Student Leadership Network, a non-profit 501 (c)(3) organization that supports and affiliates with highly successful single-gender secondary schools in New York, Maryland, Missouri, North Carolina, and Texas. <Affiliate Name> will be the <xxth> SL Network affiliate school.
- Through its affiliation with SL Network, <Affiliate Name> will be using a proven educational model with both academic and broader cultural components that result in student achievement. <Affiliate Name> will have a connection to fellow educators who can provide guidance and feedback to continuously strengthen the school’s programs.



**MEMORANDUM OF UNDERSTANDING BETWEEN  
YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS &  
TROOP, LLC**

This Memorandum of Understanding ("MOU"), entered into on this 8th day of July, 2021, by and between YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS ("YWLA"), a Nevada Public Charter School, and TROOP, LLC ("TROOP") a substitute teacher provider, (collectively the "PARTIES").

**WHEREAS**, YWLA is a Nevada an all-girls college preparation charter school located in the City of Las Vegas; and

**WHEREAS**, TROOP is in the business of providing substitute teachers for charter schools; and

**WHEREAS**, the PARTIES are desirous to enter into an understanding whereby they may advance the strategic goals of both TROOP and YWLA as well as enrich the Las Vegas community;

**NOW, THEREFORE**, the PARTIES agree as follows:

**PURPOSE**

**Partnership:**

TROOP will provide YWLA with state licensed substitute teachers for the hours and times requested by YWLA.

**TERM**

The Agreement shall commence on August 1, 2021 and continue from year to year unless terminated by either PARTY. Either PARTY may terminate this Agreement with or without cause by providing thirty (30) days written notice. In the event this Agreement is terminated, the PARTIES shall work cooperatively to ensure that each PARTY's operations continue without interruption.

**GENERAL PROVISIONS**

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this MOU in accordance with the provisions of the law and regulations that govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. The PARTIES assume full responsibility for their performance under the terms of this MOU.

If at any time either PARTY is unable to perform their duties or responsibilities under this MOU consistent with such PARTY's statutory and regulatory mandates, the affected PARTY shall immediately provide written notice to the other PARTY to establish a date for resolution of the matter.

### **FORCE MAJEURE**

No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this MOU, for failure or delay in fulfilling or performing any term of this MOU, when and to the extent such failure or delay is caused by or results from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, earthquake or explosion; (iii) war, invasion, hostilities (whether war was declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this MOU; (vi) action by any governmental authority; (vii) national or regional emergency; and, (viii) shortage of adequate power or transportation facilities. The party suffering a Force Majeure Event shall give notice within five (5) days of the Force Majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure event are minimized.

### **GOVERNING LAW**

This MOU shall be governed by and construed in accordance with the laws of the State of Nevada.

### **SEVERABILITY**

In the event that any provision of this MOU shall be deemed to be severable or invalid, and if any term, condition, phrase or portion of this MOU shall be determined to be unlawful or otherwise unenforceable, the remainder of the MOU shall remain in full force and effect, so long as the clause severed does not affect the intent of the PARTIES. If a Court should find that any provision of this MOU to be invalid or unenforceable, but that by limiting said provision it would become valid and enforceable, then said provision shall be deemed to be written, construed and enforced as so limited.

### **ASSIGNMENT**

Neither PARTY to this MOU may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning PARTY, which approval shall not be unreasonably withheld.

### **ENTIRE UNDERSTANDING**

This MOU contains the entire understanding of the PARTIES.

**AUTORIZATION AND EXECUTION:** The signing of this MOU does not constitute a formal undertaking.

This MOU shall be signed by and shall be effective as of the date first written above.

  
\_\_\_\_\_  
*Name*

7/8/21  
\_\_\_\_\_  
*Date*

Aaron Diaz,  
Director of Operations  
TROOP

  
\_\_\_\_\_  
*Name*

7/7/2021  
\_\_\_\_\_  
*Date*

Gunlek Ruder  
Board Chairperson  
Young Women's Leadership Academy of Las Vegas

**MEMORANDUM OF UNDERSTANDING BETWEEN**  
**YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS &**  
**LAS VEGAS SANDS CORP.**

This Memorandum of Understanding ("MOU"), entered into on this 1<sup>st</sup> day of July, 2021, by and between YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS ("YWLA"), a Nevada Public Charter School, and LAS VEGAS SANDS CORP. ("LVS"), a Nevada corporation (each individually a "PARTY" and collectively the "PARTIES").

**WHEREAS**, YWLA is a Nevada all-girls college preparatory charter school located in the City of Las Vegas; and

**WHEREAS**, LVS operates a global community engagement program (Sands Cares) which addresses pressing issues and needs of the community; and

**WHEREAS**, the PARTIES are desirous to enter into an understanding whereby they may advance the strategic goals of both LVS and YWLA and enrich the Las Vegas community;

**NOW, THEREFORE**, the PARTIES agree as follows:

**PURPOSE:** In alignment with the objectives of LVS' community engagement program (Sands Cares), LVS agrees to provide the following support to YWLA ("Support"):

- Funding of all pre-opening expenses;
- Funding the salary of the principal during the incubation year of the school;
- Funding special programs/activities at the school; including, but not limited to: field trips, teacher education, etc.; and
- Provide structured mentoring and internship opportunities for students.

The Support shall not exceed the total of \$1,200,000 over a six-year period and shall not exceed \$700,000 in any given year.

**TERM:** The obligations under this MOU shall commence on July 1, 2021 and continue from year to year unless terminated by either PARTY. Either PARTY may terminate this MOU with or without cause by providing thirty (30) days' written notice.

**GENERAL PROVISIONS:** The PARTIES acknowledge and understand that they must be able to fulfill their responsibilities under this MOU in accordance with the provisions of the law and regulations that govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. The PARTIES assume full responsibility for their performance under the terms of this MOU.

If at any time either PARTY is unable to perform their duties or responsibilities under this MOU consistent with such PARTY's statutory and regulatory mandates, the affected PARTY shall immediately provide written notice to the other PARTY to establish a date for resolution of the

matter. In connection with this MOU and its own business, each PARTY shall comply, and compel its employees and agents to comply, with all laws, rules, and regulations related to anti-corruption, anti-money laundering, and gaming. This includes, without limitation, the U.S. Foreign Corrupt Practices Act of 1977. NEITHER PARTY WILL BE LIABLE FOR ANY SPECIAL, INDIRECT, CONSEQUENTIAL (INCLUDING BUT NOT LIMITED TO LOSS OF PROFITS), EXEMPLARY OR PUNITIVE DAMAGES ARISING OUT OF THIS MOU.

**FORCE MAJEURE:** No PARTY shall be liable or responsible to the other PARTY, nor be deemed to have defaulted under or breached this MOU, for failure or delay in fulfilling or performing any term of this MOU, when and to the extent such failure or delay is caused by or results from acts beyond the affected PARTY's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, earthquake or explosion; (iii) war, invasion, hostilities (whether war was declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this MOU; (vi) action by any governmental authority; (vii) national or regional emergency; and, (viii) shortage of adequate power or transportation facilities. The PARTY suffering a Force Majeure Event shall give notice within five (5) days of the Force Majeure event to the other PARTY, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure event are minimized.

**GOVERNING LAW:** This MOU shall be governed by and construed in accordance with the laws of the State of Nevada, without regard to its conflict of laws provision. The PARTIES agree to settle all matters related to this MOU by a confidential binding arbitration conducted by American Arbitration Association before three (3) arbitrators in Las Vegas, Nevada. The PARTIES hereby each respectively waive, to the fullest extent permitted by applicable law, any objection which either may now or hereafter have to such jurisdiction, venue and any defense of inconvenient forum and are hereby giving up the right to have disputes decided in civil court by a judge or jury.

**PARTIES' MARKS:** Each PARTY may use the other PARTY's brand, logo(s), and marks only with the prior written consent of the other PARTY.

**SEVERABILITY:** In the event that any provision of this MOU shall be deemed to be severable or invalid, and if any term, condition, phrase or portion of this MOU shall be determined to be unlawful or otherwise unenforceable, the remainder of the MOU shall remain in full force and effect, so long as the clause severed does not affect the intent of the PARTIES. If a trial of fact should find that any provision of this MOU to be invalid or unenforceable, but that by limiting said provision it would become valid and enforceable, then said provision shall be deemed to be written, construed and enforced as so limited.

**ASSIGNMENT:** Neither PARTY to this MOU may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning PARTY, which approval shall not be unreasonably withheld.

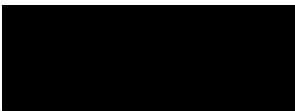
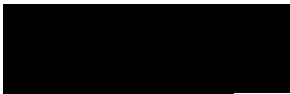
**ENTIRE UNDERSTANDING:** This MOU contains the entire understanding of the PARTIES. This MOU is entered into for the exclusive benefit of the PARTIES and is not intended to benefit

## Attachment 1 - Community Letters of Support

any person or entity not a signatory to this MOU or create any rights, powers or interests in any third person.

**AUTHORIZATION AND EXECUTION:** The signing of this MOU does not constitute a formal undertaking.

This MOU shall be signed by and shall be effective as of the date first written above.

	7/15/2021		7/15/2021
_____ <i>Name</i>	_____ <i>Date</i>	_____ <i>Name</i>	_____ <i>Date</i>
NAME		NAME	
TITLE		TITLE	
SANDS		Young Women's Leadership Academy of Las Vegas	



YWLA is not included a Dual Credit program as part of this application, therefore, this attachment is not applicable.

## 2022-23 YWLA School Calendar

August 2022						
Su	M	Tu	W	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	M	Tu	W	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	M	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	M	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	M	Tu	W	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
Su	M	Tu	W	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

	First Day of Quarter
	Holiday/ No School
	Early Release
	Parent Teacher Conference
	Last Day of School/Early Release

### Instructional Days

Q1	44
Q2	43
Q3	48
Q4	45

Total Days 180

## Attachment 4 - Board Member Template

## EXPERIENCED APPLICANT BOARD MEMBER ROSTER

[illegible]

**Other Areas of Expertise:** Strategic planning; corporate and not-for-profit management

### Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).**

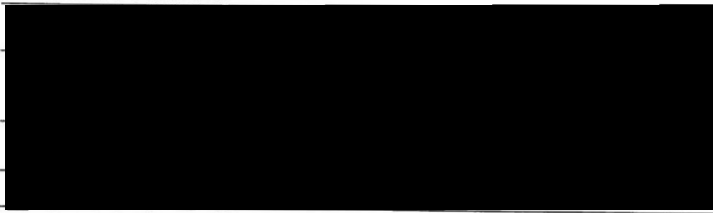
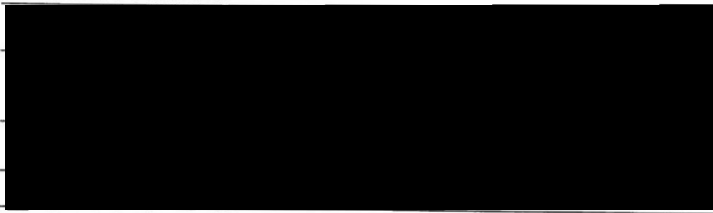
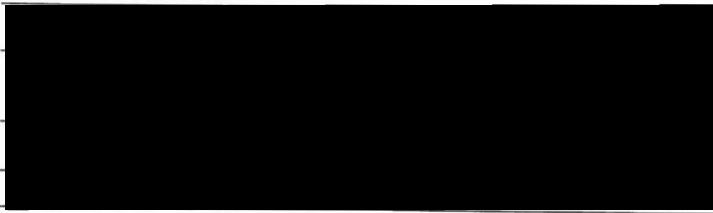
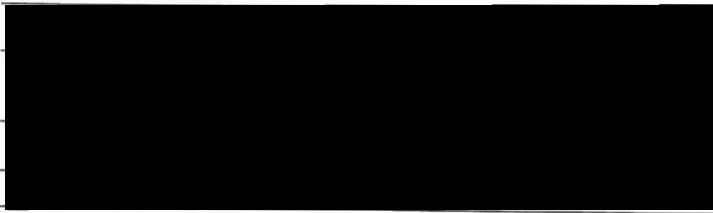
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As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

1. Name of charter school on whose Board of Directors you intend to serve Young Women's Leadership Academy of Las Vegas
2. Full name Gunlek L. Ruder  
 Home Address   
 Business Name and Address   
 Phone Number   
 E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
☐ Does not apply to me. ☒ Yes
6. Why do you wish to serve on the board of the proposed charter school?  
 I have dedicated much of my time outside work to supporting charter schools including the Andre Agassi College Preparatory Academy in Las Vegas in the past, Pacific Collegiate School and Foundation in Santa Cruz since 2015, and while working with a private equity fund (Turner Agassi Charter School Facility Fund) building campuses for high performing charter schools in Texas, Arizona, California and Nevada. I am extremely impressed by the curriculum and success

## Start-Up Charter School Board Member Information

of the Young Women's Leadership Network and am very excited to lead the effort to establish an all-girls junior high and high school in communities in need of high performing, public educational options.

7. What is your understanding of the appropriate role of a public charter school board member?  
Public charter school board members have ultimate governing authority over the operations of the public charter school they serve. It is up to the board to: establish the vision and strategy for the school; hire the school leader to manage all school operations; hold the school leader responsible for academic performance and successful financial management; and, ultimately, provide strong financial oversight for the school.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have served and continue to serve on a variety of not-for-profit boards: Athletes for Hope (current); The Andre Agassi Foundation for Education (past); Cabrillo Junior College Foundation (current); Pacific Collegiate Charter School Board (past); Pacific Collegiate School Foundation Board (current). I have also served on for profit boards. I have deep experience and understanding of the critically important role that boards serve to govern the operations of both for-profit and not-for-profit organizations.
9. Describe the specific knowledge and experience that you would bring to the board.  
In addition to my experience and understanding of the role governing boards, I have worked with charter schools in a variety of capacities since 2005 and have deep experience around what makes a successful charter school. Professionally I run a \$230M business as the President & CFO having built my career around project management, strategic consulting, venture investing, financial management/reporting, real estate development, consumer goods manufacturing. My professional experience gives me a strong grounding into the critical management, real estate and financial issues that face emerging charter schools. This combination of board, charter school and professional experience would be valuable to the YWLA of LV as we establish this new school in Las Vegas.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The mission of YWLA of LV is to promote High-quality student learning opportunities in and out of the classroom. Our school will provide a single-sex education for students from underserved communities who are often the first in their families to attend college and who have a variety of academic abilities.
2. What is your understanding of the school's proposed educational program?  
YWLA of LV with our strong community partnerships in Las Vegas will facilitate educational programing that supports the "whole girl" to develop students' competence in four core areas: college and career awareness, STEAM (science, technology, engineering, the arts, and mathematics), health and wellness, and leadership development.
3. What do you believe to be the characteristics of a successful school?  
There are a variety of key characteristics of a successful charter school: Strong and active BOD;

## Start-Up Charter School Board Member Information

Engaged and energetic school leader motivated not only by education but community engagement and support; Strong and proven educational program supported by robust curricular training for school leaders and teachers; Transparent, data-driven focus on academic results with clear accountability; transparent and active financial oversight by BOD; Strong parent and community engagement by school leaders and teachers (including BOD).

4. How will you know that the school is succeeding (or not) in its mission?  
The school will be successful in its mission if we are consistently enrolling full classes of young women from the 6<sup>th</sup> through the 12<sup>th</sup> grade, graduating 100% of its students, and 90%+ of graduates matriculating to 4-year colleges. YWLA of LV will be successful if it is perceived by parents and the community as a key member of the community and a trusted partner in making the young women and community it touching stronger, healthier and happier.

### Governance

1. Describe the role that the board will play in the school's operation.  
Public charter school board members have ultimate governing authority over the operations of the public charter school they serve. It is up to the board to: establish the vision and strategy for the school; hire the school leader to manage all school operations; hold the school leader responsible for academic performance and successful financial management; and, ultimately, provide strong financial oversight for the school.
2. How will you know if the school is successful at the end of the first year of operation?  
Success in year one will be to establish the culture and fabric of the school. We will need to establish targets for academic achievement for incoming students and success will be achieving those targets. Success will be the retention of all the incoming students while deepening relationships in the community. Success will be meeting established budget targets.
3. How will you know at the end of three years of the school is successful?  
Success in year three will be to approach full enrollment for the school and be preparing to graduate the first class of incoming HS seniors. Success will be achieving longitudinal goals for annual academic performance across all grades and multi-year goals across the first three years of operation. Success will be the retention of all or at least the vast majority of the incoming students while deepening relationships in the community. Success will be meeting established budget targets.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Hire an extraordinary school leader; provide that school leader with the resources and expectations for development, achievement and ultimate success; establish a culture of regular and transparent communication with the school leader to ensure real time understanding of issues and opportunities affecting academic success and financial sustainability; establish and maintain strong community partnerships and access to evaluate community impact and potential issues/opportunities.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
Immediately and directly address the situation. If the situation is proven out, then I would seek the immediate removal of any and all board members acting unethically and not in the



Attachment 5 - Board Member Information Sheets  
**Start-Up Charter School Board Member Information**

interests of the school.

**Disclosures**

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
☐ I / we do not know any such trustees. ☒ Yes  
I am Chairman of the Board and have recruited all of the prospective board members. I know them all. Before establishing this board, I have been friends with Rob Goldstein since 2005
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☐ I / we do not know any such persons. ☒ Yes  
I know the leaders of Academica. Academica will act as our out-sourced business office.
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.  
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Attachment 5 - Board Member Information Sheets  
**Start-Up Charter School Board Member Information**

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

**Certification**

I, Gunlek L. Ruder, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Young Women's Leadership Academy of Las Vegas Charter School is true and correct in every respect.

Signature

Date

6/7/2021

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Young Women's Leadership Academy of Las Vegas,  
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

## Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

## Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Gunlek L. Ryder

Signature of Certifying Charter School Official

Name Printed

Chairman of the Board

June 7, 2021

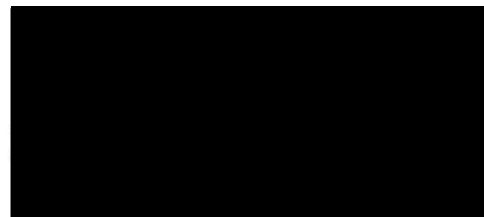
Title

Date

Subscribed and sworn to before me



This 7<sup>th</sup> day of June, 2021  
 date month year



(Notary Public Seal)

## SENIOR MANAGEMENT EXECUTIVE

Business Development • Strategic Planning • Financial Analysis/Administration  
P&L Management • Operating Optimization

High caliber senior management executive recognized for excellence in new business identification and development; financial analysis and planning; change and efficiency program execution; and, leadership across a diverse set of industries and functions. Deep cross-cultural management experience; strong analytic, strategic planning, and financial expertise; and superior interpersonal leadership and communication skills.

## PROFESSIONAL EXPERIENCE

### CANYON-AGASSI CHARTER SCHOOL FACILITIES FUND

\$210 million real estate private equity fund developing facilities for best-in-class charter schools

2011 to present  
Los Angeles, CA

#### Regional Director, West & Southwest

**Business Development:** Identify, diligence and execute real estate investments across the Western U.S.

- Create and implement underwriting template for national team focused on detailed financial, management and operational analysis of prospective charter school clients
- Manage \$22 million portfolio and \$120 million pipeline including market assessment, site identification, financial modeling and transaction negotiation & execution

**Financial Structuring:** Work with charter school clients to ensure rigorous financial reporting and planning

- Design operating pro forma for national team to use with clients
- Analyze, test and revise clients' operating budgets and forecasts
- Identify key balance sheet and operating metrics that drive value and quantify risk

**Partner Management:** Manage key relationships with financial institutions during the lifecycle of fund

- Negotiate with national and regional financial institutions for construction and mini-perm financing packages
- Develop and manage hedging strategy across anticipated hold periods (3 to 6 years)
- Work with national public finance underwriters to position assets for exit via Tax-Exempt Bond offerings

### AGASSI GRAF HOLDINGS (PREVIOUSLY AGASSI ENTERPRISES)

AGH provides business management services for Andre Agassi and Stefanie Graf

2005 to 2011  
Las Vegas, NV  
2009 to 2011

#### President, Agassi Graf Holdings

Led the organizational, financial and strategic restructuring of Agassi Graf Holdings.

- Designed and implemented financial reporting framework for operating businesses and engineered revised Asset Management strategies for over \$200 million in assets
- Developed shared services/outsourcing program to cut expenses by 50%;
- Led the valuation and management of real estate portfolio and other financial assets

#### Finance Committee Chair, Andre Agassi Foundation for Education

Reengineered and managed financial organization including budgeting, asset management and capital structuring.

2009 to present

- Implemented comprehensive financial reporting platform for AAFE and Agassi Prep
- Designed Investment Policy Statement to direct Asset Management strategy for over \$100 million in assets
- Reviewed and revised capital structure resulting in the refinance of \$35 million bond

#### President, Agassi Graf Development

Conceived and implemented Agassi Graf Lifestyle real estate business

2006 to 2009

- Conducted comprehensive research in North America and Greater China to develop the AGL value proposition
- Identified, structured and negotiated real estate development opportunities in North and South America

#### Executive Vice President, Agassi Enterprises

Identified and developed new business opportunities leveraging the Agassi and Graf brands.

2005 to 2009



## Attachment 5 - Board Member Information Sheets

- Developed strategic framework to assess potential opportunities
- Rationalized existing portfolio of partnerships and investments to construct prioritized set of opportunities

### **MBNA AMERICA BANK (SUBSEQUENTLY ACQUIRED BY BANK OF AMERICA)**

2003 to 2005

Largest independent credit card issuer with over 25K employees and \$120B in loans

Wilmington, DE

#### **First Vice President – Corporate Initiatives & Strategic Planning Group**

##### **Strategic & Tactical Planning/Implementation**

Worked directly with major business units to identify, prioritize and activate high growth business opportunities.

- Developed Strategic Planning Framework to prioritize initiatives and track performance. Designed and incorporated Capability Diagnostic to assess core competencies qualitatively and Operating Driver Model to assess quantitative performance
- Engineered and prioritized strategies across Consumer Finance business units: Developed cross-functional plan for Home Equity business to drive an incremental \$10B in receivables; Shaped Student Lending business targeting an increase of \$80M in NIBT; and, Created \$12B acquisition pipeline to augment functional weaknesses
- Led the execution of ground-breaking Small Business Lending CRM initiatives to drive \$50M increase in NIBT

##### **Corporate Restructuring**

Developed decentralized strategic planning organization to lead the development and growth of major business units

- Drove the realignment of resources across centralized functions and business unit planning groups to streamline development, focus on highest priority initiatives and bring new businesses to market more quickly
- Constructed framework to deliver an integrated, prioritized 3-5 year Strategic Plan for MBNA

### **MCKINSEY & COMPANY**

1998 to 2003

Global Management Consulting Firm with over 8,000 consultants in 50 countries

New York, NY

#### **Engagement Manager, 2001 – 2003; Associate, 1999 – 2001; Summer Associate, 1998**

**Business Development:** Led teams designing and implementing new businesses and strategic initiatives

- Developed plan for US\$200 million asset management distribution business for Global 400 bank
- Identified and created business plans to grow market capitalization by US\$5 billion for a multi-national financial institution focused on Asian markets
- Developed pricing strategies and implementation plan to increase private banking revenue by US\$100-150 million for a fortune 100 financial institution

**Project Management:** Managed teams through problem solving, comm. and implementation of strategic initiatives

- Developed and piloted operational blueprint to achieve US\$100-130 million in cost savings for a Fortune 350 financial asset servicing company. Designed shared servicing and front-line rescheduling pilots that realized cost savings doubling initial estimates
- Developed technology alignment plan to align BU strategies with IT development for a Fortune 250 credit card co

**Strategic Due Diligence:** Conducted due diligence for PE, VC and large corporate acquisitions and investments

- Evaluated wholesale strategies and valued the return for targeted investments to increase revenues by \$100M for a Fortune 100 brokerage firm
- Developed analytic basis for a multi-billion dollar PE fund's "no-go" decision for two Telecom investments
- Refined forward integration strategy for a multi-billion dollar private equity fund's manufacturing acquisition

### **NIPPON STEEL TRADING CO. LTD (NITTETSU SHOJI)**

1992 to 1997

As of 1997, Global Fortune 500 company with sales of US\$10+ billion

Tokyo, Japan

#### **International Project Manager**

First non-Japanese employee. One of three-person team to found the Energy Projects & Machinery Dept.

- Established Structured Finance Group providing natural resource development finance in emerging markets
- Developed regional business development and marketing strategies for Asia, India, South America, and Russia
- Worked with Multilateral Export Credit Agencies (World Bank, EBRD) to utilize state-sponsored credit facilities

## EDUCATION

**Stanford Graduate School of Business**, Master of Business Administration

Stanford, CA 1999

**Georgetown University**, Bachelor of Arts, College of Arts & Sciences

Washington DC, 1991

In terms of my time with S. Martinelli & Company (Martinelli's), I was hired as Vice President & CFO in 2013 with all departments reporting up through me to the then President & CEO, John Martinelli. Since 2017, I became the first non-family member to run Martinelli's in its 150-year history and I am currently President & CEO. During my time with Martinelli's, I have focused on the following:

- Leading the transition of a 150-year old, family-run business to a professionally managed, forward looking company.
- Developing and executing the strategic plan to modernize Martinelli's main production facilities in Central California. The plan includes the installation of two high-speed lines, a robotic palletizing line and modern juice processing/filtration systems enabling the closure of antiquated facilities and the rationalization of staffing to reduce the dependence on lower-skilled employees.
- Diversifying relationships with financial institutions including senior debt, sub-debt and junior equity sources. Led negotiations to finance the plant modernization project and to refinance a senior debt facility with a long-duration, institutional investor.
- Restructuring Martinelli's executive team. Replaced the leadership of Finance, Human Resources and Sales & Marketing departments including members of middle management to improve overall talent level to drive growth and profitability, strengthen the brand, and plan for succession.
- Vertically integrating on supply-side to stabilize our fruit supply and processing supply chain. As part of this vertical integration, I led the development of an agricultural operation to lease and farm over 700 acres of apple orchards in Central California.
- Establishing Martinelli's H2A labor program for harvesting and pruning apple orchards.
- Building relationships with the apple industry located in Washington and Oregon to diversify supply relationships, establish targeted varietal cultivation and streamline our supply chain.
- Reengineering global sales strategy. Fired international sales and distribution partner taking global sales direct. Built a network of in-country sales/distribution partners to drive business in highest growth markets: China, Japan, Korea and Mexico.
- Reintroducing Martinelli's branded Hard Cider. Developed flavor profile, supply chain and licensing/co-packing agreement to produce, market and sell hard cider on the West Coast. This project established Martinelli's first licensing partnership and will become the model for a licensing strategy that is one of the pillars of growth moving forward.
- Directing the evolution of Martinelli's governance structure. Developed the strategy to create a three-person advisory board. Developed the roadmap to expand the board, to introduce independent fiduciary board members and, ultimately, to recapitalize the business.

More broadly, as I consider the potential to help the Sands manage and grow its global business, I would highlight the strengths that I have developed during my career that are most relevant.

- Cross-cultural leadership – Throughout my career I have been energized and have excelled at leading people (colleagues, partners, clients, direct reports, etc.) from a variety of backgrounds while working in Japan, Russia, India and South America. As my roles have elevated, I have enjoyed the increasing challenges and the rewards of managing and developing people. At Martinelli's I have continued to refine this skill



while leading employees ranging from hourly workers in the fields, to plant engineers, to senior CPG executives.

- Versatile problem solver – Across geographies (US, Asia, South America), industries (financial services, real estate, private equity, consumer manufacturing, agriculture), and functions (strategy, operations, sales & marketing, business development, finance, direct investment), I have faced a broad variety of issues to solve and opportunities to exploit. These diverse experiences have developed a strong and flexible problem-solving approach.
- Real estate development – From managing large natural resource development projects in Asia with Nippon Steel Trading; to the focused real estate development work with Canyon-Agassi domestically; to the work I am doing at Martinelli's in agriculture and industrial processing, managing the complexities of development projects have been part of my career from the start.
- Strategic planning – With a grounding from my experience with McKinsey, strategic planning brings together my skills with people, problem solving and execution to form this foundation skill set. I have led strategic planning efforts at every stage of my career.

I hope this helps frame my background more clearly together with my dated resume. If this is not what you were looking for, let me know and I can revise as necessary.

### Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).  
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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#### Background

1. Name of charter school on whose Board of Directors you intend to serve Las Vegas Charter School
  
2. Full name Mala Panday

Home Address	
Business Name and Address	
Phone Number	
E-mail address	
  
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
  - Served as a NYC Public School principal for 8+ years in an all-girls setting.
  - Has presented at the National Coalition of Girls Schools on best practices for hiring girls' education educators in June 2019.
  - Please see resume for education and additional projects and qualifications.
  
4. ☒ Resume and professional bio are attached.
  
5. **Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).**

☒ Does not apply to me. ☐ Yes
  
6. **Why do you wish to serve on the board of the proposed charter school?**

I am interested in experiencing an out-of-state girls' education program. I believe that as a board member, I will learn more about, and contribute to, feminist values. I understand that Clark County is an area with hardworking families and they deserve a committee that is solely interested in high quality education for their young women. I intend to offer insight that will always advocate for intellectual, emotional, and social growth.

As a woman of color, I take my role of public service seriously, and believe in the power of generating good will and adding strength to this country's future with education at the forefront. My specific areas of focus support will be anchored in the whole-girl approach and how a school community supports female confidence, sense of belonging, and academic gains.

**7. What is your understanding of the appropriate role of a public charter school board member?**

I understand that this role is one in which I am expected to use my experience and judgement to add value on team decisions. I also understand that there is an expectation for hourly meetings once a month with potential visits to the current school I lead, as well as opportunities for me to visit the LV school.

**8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I have no experience as a board member of such capacity. However, in 2019-2020, I served as a NYC Master Ambassador Principal for one of the largest high schools in the borough of Queens, 3,000 students enrolled. This opportunity elevated my opportunities to mentor and develop another dimension of my leadership style.

I looked carefully at female data versus male data. Examples of impact included equalizing the number of males and females in Advanced Placement (AP) courses and recognizing the importance of additional hires to customize the college process, particularly for HBCUs.

**9. Describe the specific knowledge and experience that you would bring to the board.**

I come prepared to offer the following:

- the ability to develop and sustain a community that is connected, transparent, and informed
- the ability to look at student data that will then drive curriculum decisions
- the ability to counsel on hiring strong teacher candidates
- the ability to organize and identify deficits within a school's budgetary decisions.

**School Mission and Program**

**1. What is your understanding of the school's mission and guiding beliefs?**

At this time, it is my understanding that this school's creation is rooted in serving as an empowering place within the community that aims to close the educational gap for young women. Guiding beliefs include early college and career access, health and wellness, and an academic program that is both rigorous and culturally responsive.

**2. What is your understanding of the school's proposed educational program?**

It is my understanding that the school's educational program will be aligned to state and/or charter regulations. I am also of the belief that elective courses will honor student creativity and feminist practices.

**3. What do you believe to be the characteristics of a successful school?**

The following are the top three core characteristics:

1. Student-centered teachers and counselors
2. Rigorous and differentiated curriculum
3. Comprehensive after-school programming.

**4. How will you know that the school is succeeding (or not) in its mission?**

I expect ongoing surveys for faculty, staff, and students. I also hope that during visits to the school that I would be able to converse with various members of the school community in which they could safely share their feedback. Additionally, student data would serve as a strong indicator regarding academic success.

**Governance**

**1. Describe the role that the board will play in the school's operation.**

The board will make decisions always in the best interest of the school community regarding its finances, hiring practices, curriculum design, and community building.

**2. How will you know if the school is successful at the end of the first year of operation?**

Benchmarks of success may include academic reports, community-wide surveys, and retention rates for students and teachers.

**3. How will you know at the end of three years of the school is successful?**

At the end of three years, I expect that students will be able to compete athletically and intellectually on a nation-wide level. I anticipate that the staff and faculty would be able to articulate clear reflections and progress using data and anecdotes for all student populations. In addition, enrollment rate should steadily increase.

**4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

We will need to:

1. Select and mentor a caring and highly competent leader
2. Invest wisely in professional development for all faculty and staff
3. Engage in thoughtful and clear family planning meetings
4. Closely monitor the academic data for each student paying close attention to students with special needs and multilingual learners
5. Develop intentional partnerships that will support whole-girl educational practices.

**5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

Should a member of the board act unethically or not in the best interest of the school, I would follow the appropriate reporting protocols.

**Disclosures**

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.  
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or

management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

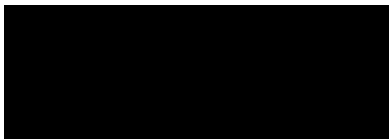
☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

### Certification

I, Mala Panday, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Las Vegas Charter School is true and correct in every respect.



5/24/2021

Date



## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Las Vegas Charter School,  
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

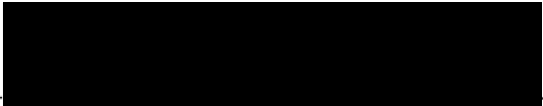
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

## Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

## Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

Mala Panday

Name Printed

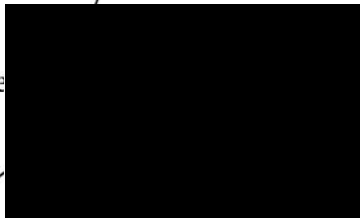
NYC DOE Principal

Title

06/11/2021

Date

Subscribed and sworn to before me



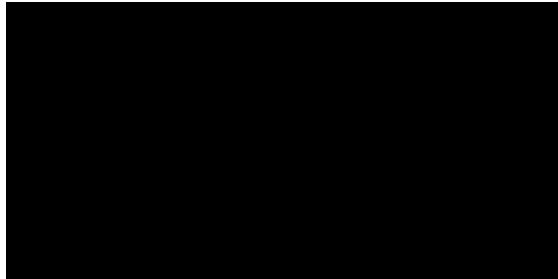
This 11 day of June 2021

date

month

year

(Notary Public Seal)



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**SUPERVISORY EXPERIENCE**


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**The Young Women's Leadership School of Queens (Principal) Queens, NY**

July 2013 to Present

- ❖ Supporting teachers with PD plan to embrace girls education best practices and CIE
- ❖ Establishing greater instructional & community capacity by increasing staff: math coach, literacy coach, math teacher, special education teacher, science lab technician, secretary, and community associate
- ❖ Developing mentoring models between upperclassmen and freshman and sophomores students
- ❖ Collaborating with Superintendent, Network Leader and various coaches to set instructional goals to improve curriculum writing and their assessments and tracking methods
- ❖ Contributing to improved use of systems and protocols to establish clear and consistent operating procedures
- ❖ Producing an accountable professional setting with goal setting procedures for all team members
- ❖ Increased elective course offerings to align to the four pillars of YWLN schools
- ❖ Restructured office space to improve communication and transparency
- ❖ Partnered with New Visions and developed school improvement inquiry plan via a team model during the summer of 2013 with a group of teachers
- ❖ Mentors Assistant Principals and supervises all school staff
- ❖ Collaborates with the School's Leadership Team (SLT) to create the school's Comprehensive Educational Plan (CEP) every year to fit the needs of the current student body

**Hillcrest High School (Master Ambassador Principal) Queens, NY**

July 2019 - June 2020

- ❖ Served as a mentor and coach to the principal of Hillcrest High School
- ❖ Supported the principal with revamping school policies and procedures and budget management

**East-West School of International Studies (Assistant Principal) Queens, NY**

September 2009 - June 2010

- Personal Leadership
  - Communicate with all members of the school community to maintain the principal's vision
  - Research and attend ongoing professional development opportunities to foster self-growth and reflection
  - Able to influence others to achieve results and maintain relationships built on trust and respect
- Data
  - Work with teams to analyze and use data to support best instructional practices and student achievement
  - Independently and collaboratively work to use statistical trends to set and track teacher and student goals
  - Assist principal with developing a culture that relies on data to inform professional development and practice
- Curriculum and Instruction
  - Supervise the Art, Drama, Asian Language, Science, Social Studies, & Special Education departments
  - Meet weekly with each Department Chairs to reflect on instructional strategies and maintain transparency
  - Provide all teachers with specific and customized feedback to assist with the modification of instruction
- Staff & Community
  - Supervise four Community Assistants, one Community Associate, two School Aides and two paras
  - Consult with New Visions support staff and school supervisory team to recruit and hire effective teachers
  - Support teacher development with clear and timely feedback that serves to coach and evaluate educators
  - Develop capacity throughout the community by engaging families and whole staff to the school's mission
- Resources and Operation
  - Understand how to effectively use resources to support school's goals
  - Program students and teachers to maximize teacher talent, student progress, and shared space
  - Advise the principal on budgetary decisions that will promote his vision and the school's reputation

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**TEACHING EXPERIENCE**


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**East-West School of International Studies (Taught Grades 6 - 9) Queens, NY** September 2009 - June 2010

- Implemented a Workshop Model format to support inquiry-based learning practices
- Prepared 100 percent of Living Environment students to pass the Regents exam
- Partnered with the Museum of Natural History to support state labs and field experiments
- Collaborated with colleagues to revise the Advisory course curriculum
- Planned with the staff developer activities to support the instructional vision of the school

**William McKinley (Taught Grades 6 & 7) Brooklyn, NY**

September 2004 - June 2009

- Accelerated student learning with data driven units to promote rigor
- Implemented the Workshop Model format to support inquiry-based learning practices
- Promoted classroom equity with differentiated teaching strategies
- Evaluated student progress using state standards, comprehensive portfolios, and teacher team conferences
- Fostered collaboration with various staff members to establish annual "Family Science Night"

**EDUCATION****College of Saint Rose**

July 2006 - August 2007

Advanced Certificate SBL &amp; SDL

Cumulative GPA: 3.8

**University of Massachusetts Amherst**

August 2003 - May 2004

Masters of Education, Elementary Education

Cumulative GPA: 3.9

**University of Massachusetts Amherst**

September 1999 - May 2003

Bachelor of Science, Psychology

Cumulative GPA: 3.5

**CERTIFICATION**

- New York State School Building Leader Initial Certificate (2007)
- New York State School District Leader Initial Certificate (2007)
- New York State Professional Certificate Childhood Education 1-6 (2007)
- Massachusetts State Initial Certificate Elementary Education 1-6 (2004)

**SUPERVISORY LAUNCHED PROGRAMS & PROTOCOLS**

- IEP Proctor & Pre-IEP Meetings: establishing a culture of quality IEP thinking and writing
- NYPD Explorer Program: partnered with the 109<sup>th</sup> precinct to assist with leadership skills among youth
- Partners for Success: launched mentoring program for underperforming African American and Hispanic males
- Strong Intelligent Sisters: launched mentoring program for underperforming African American and Hispanic females
- Ladder of Referral on Skedula: supporting data-based interventions
- NEST Program: Students with ASD

**PROFESSIONAL DEVELOPMENT**

- ADVANCE & MOSL Training
- Common Core Learning Standards and Instructional Expectations
- Emergency Preparedness
- Kim Marshall and Maintaining Teacher Effectiveness
- Danielson: Tools to Manage Teacher Evaluation
- Legal, Labor, and Investigations: Implications for Teacher Effectiveness
- The Breakthrough Coach

**LINKS**

[Principal Mala Panday Empowers Girls To Become Strong & Powerful Leaders](#)

[It's a G Thing: How a principal in Queens empowers her students](#)

[2017 \(Em\)Power Breakfast : The Power of Principals](#)

[TYWLS of Queens Class of 2018 Graduation - Live Stream](#)

[YouTube Channel: TYWLS of Queens](#)

[Meet Your Neighbor: Mala Panday](#)

[The Young Women's Leadership School in Queens Illustrates the Power of Teams](#)

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#### REFERENCES

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**Benjamin Sherman (Tenured)**

Founding Principal of East-West School of International Studies

[REDACTED]

**Alice Young**

New Visions Leadership Development Facilitator

[REDACTED]

**Samantha Kramer (Tenured)**

Special Education Department Chair and Special Education Teacher

[REDACTED]

**Molly Moore**

Site Manager, Talent and Staffing Support

New Visions for Public School

[REDACTED]

**Yahaira Gil Maestro**

Student Leadership Network

Director, The Young Women's Leadership Schools

Girls' Education National Team

[REDACTED]





**Mala Panday, Principal of The Young Women's Leadership School of Queens, New York**

Mala Panday is an eighth-year principal and started her public service in education in September 2004. She began her career as a New York City science teacher and then served as an assistant principal before accepting the amazing opportunity to lead at The Young Women's Leadership School of Queens, right in her childhood hometown! Mala Panday's 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 a range of school-wide projects and partnerships, all seeking and successfully adding to minority excellence. Her favorite part of her leadership role is supporting the professional development of teachers as they take courageous risks with their curriculum and spending time with young people over the course of seven years before being accepted to the college of their choice!



## Start-Up Charter School Board Member Information





**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).  
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve Young Women's Leadership Academy of Las Vegas
  
2. Full name Olivia Carbajal  
 Home Address   
 Business Name and Address   
 Phone Number   
 E-mail address 
  
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.  
  
**I have been an educator for 12 years, and hold a Master of Science Degree in Administration and Supervision. In addition, I have served as an administrator of a Title I charter school for the last 7 years.**
  
4. ☒ Resume and professional bio are attached.
  
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
☒ Does not apply to me. ☐ Yes
  
6. Why do you wish to serve on the board of the proposed charter school?



## Start-Up Charter School Board Member Information

**I wish to serve on the board of the proposed charter school because I have served Title I schools for the last 12 years as an educator. As a principal on the East side of Las Vegas, I have seen a tremendous need for quality education in the community. I seek to expand this opportunity for young women in underserved communities in Las Vegas.**

7. What is your understanding of the appropriate role of a public charter school board member?

**My understanding of the appropriate role of a public charter school board member is not to manage the school, but to support the school, to govern, and uphold policy and procedures.**

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

**As a charter school principal, I report to my board on a regular basis. When changing policies, procedures, making enrollment adjustments, and reporting school progress I report to my school board. I am comfortable and have experience working with the board.**

9. Describe the specific knowledge and experience that you would bring to the board.

**The specific knowledge and experience that I would bring to the board would include my experience as a charter school principal. As a principal, I have experience with analyzing student data, teacher evaluations, community engagement, state grants, reporting, student incentives, curriculum, building operations and school budgets.**

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

**The Young Women's Leadership Academy promotes high-quality student learning opportunities in and out of the classroom. YWLA provides a single-sex educational choice for students from predominantly underserved communities who are often the first in their families to attend college. Students are admitted based on their interest in and commitment to obtaining a single-sex college preparatory education.**

2. What is your understanding of the school's proposed educational program?

**The Young Women's Leadership Academy facilitates programming that supports the "whole girl" to develop students' competence in four core areas: college and career awareness, STEAM, health and wellness, and leadership development.**

3. What do you believe to be the characteristics of a successful school?

**I believe the characteristics of a successful school include; high expectations for students and teachers, clear and shared focus, frequent monitoring of teaching and learning, and high quality leadership.**



## Start-Up Charter School Board Member Information

4. How will you know that the school is succeeding (or not) in its mission?  
**The way to know if the school is succeeding in its mission is with consistent evaluation and monitoring. Analyze: Are student's succeeding in classes and assessments, are students graduating, are students attending and succeeding in college. Is the school analyzing student data to move students forward or toward the mission?**

### Governance

1. Describe the role that the board will play in the school's operation.  
**The board is there to review and enforce policies. Procedures, grievance, policies.**
2. How will you know if the school is successful at the end of the first year of operation?  
**School success at the end of the first year can be measured using enrollment, achievement data, and surveys.**
3. How will you know at the end of three years of the school is successful?  
**At the end of three years the school can be measured by looking at achievement data, culture and climate of the school, visiting the school and having conversations with stake holders.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **Specific steps that the charter school board will need to take to ensure the school is successful include: Constant review, surveying families, reviewing administrator's performance, investing in the school community, and constantly reviewing data.**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **How I would handle a situation in which I believed one or more members of the school's board was acting unethically would be to follow board approved policies regarding and addressing issues. If necessary, make a report to an appropriate agency.**

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
☒ I / we do not know any such employees. ☐ Yes



## Start-Up Charter School Board Member Information

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.  
☐ I / we do not know any such persons. ☒ Yes  
**I am the current principal of Mater Academy of Nevada, Mountain Vista Campus. Academica is the current service provider at the school and we intend to partner with them for providing back-office type services for Young Women's Leadership Academy of Las Vegas.**
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
☐ N/A. ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
☒ Does not apply to me, my spouse or family. ☐ Yes



## Start-Up Charter School Board Member Information

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

### Certification

I, Olivia Carbajal, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for \_\_\_\_\_ Charter School is true and correct in every respect.

Signature

Date

6/8/2021



## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Young Women's Leadership Academy,  
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

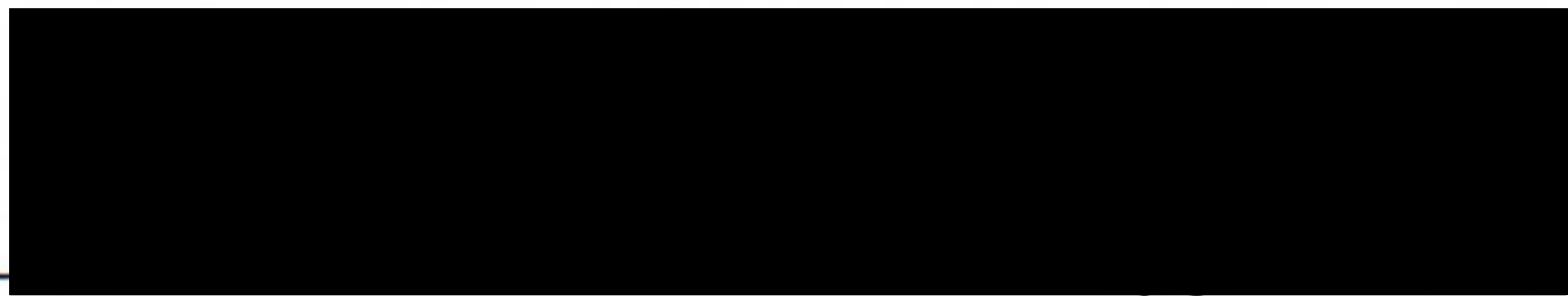


## Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

### Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

Olivia Carbajal

Name Printed

Board Member

Title

6/8/2021

Date

Subscribed and sworn to before me

This 8th day of June, 2021.

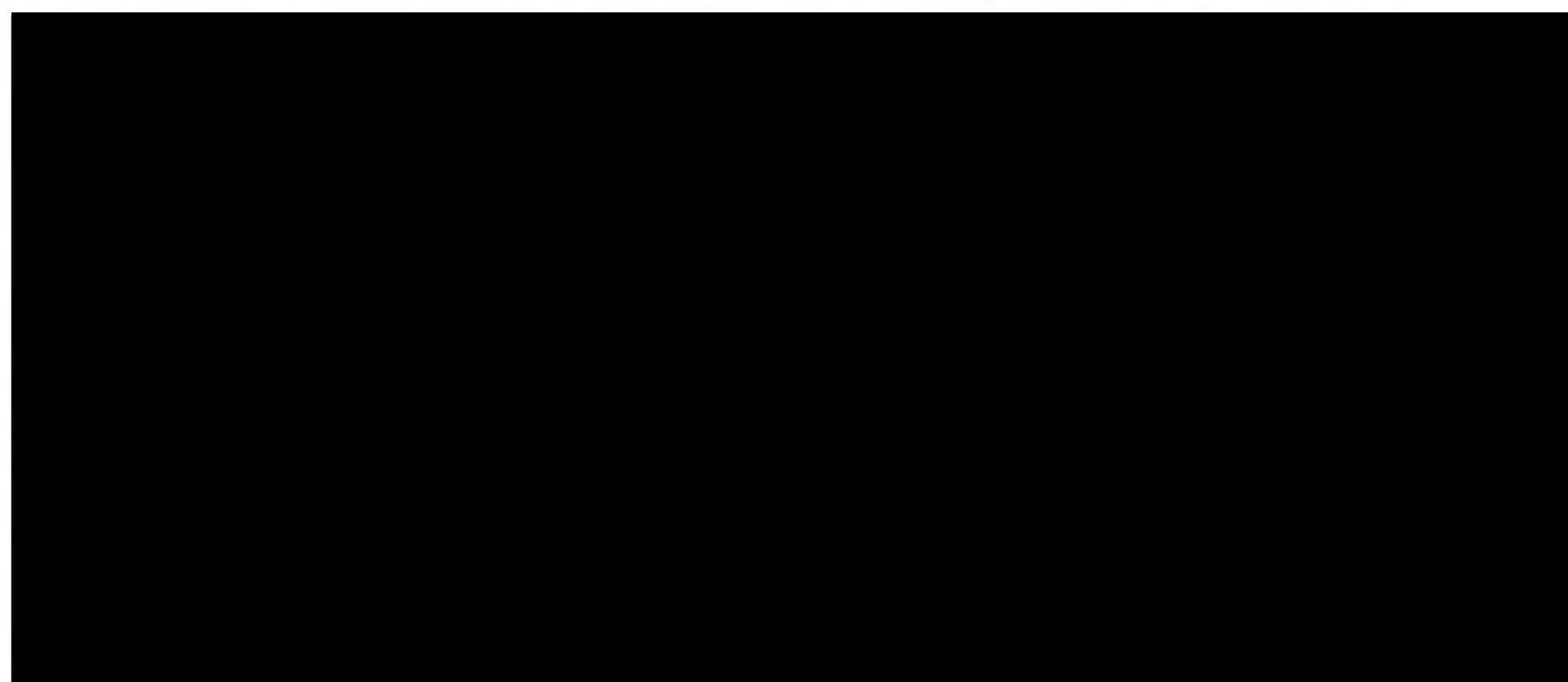
date

month

year



(Notary Public Seal)





OLIVIA CARBAJAL



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## SUMMARY

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As an educational leader, I work to ensure rigorous instruction for all students by maintaining high expectations and nurturing creative thought. I am fully committed to the Mater Academy model and I have come to cherish the loyalty and integrity of my colleagues. As an educator and administrator, I appreciate the power generated when everyone is a valued, contributing member of the team.

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## EXPERIENCE

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### **Mater Academy Mt. Vista – Las Vegas, NV**

Principal May 2020 – Present

- Oversee all banking and budget procedures including grants.
- School improvement plan and all state reporting.
- Restorative Justice Committee for State Department of Education.
- Founding board member for Young Women’s Leadership Academy.
- Evaluation of all administrators and selected teachers.

### **Mater Academy Mt. Vista – Las Vegas, NV**

Assistant Principal August 2015 – April 2020

- Observe, supervise, and evaluate teachers and staff.
- Supervise all aspects of daily school operations.
- Facilitate collaboration and cooperation between departments and cross-functional teams to support and establish programs, lessons and student activities.
- Handle disciplinary issues and develop improvement plans.
- Developed after-school programs to mentor underperforming students.

- Established the Mater Academy Leadership Development Team.

### **Mater Academy Mt. Vista – Las Vegas, NV**

Instructional Coach, Part Time Spanish Teacher August 2014 – July 2015

- Provided teaching staff with resources and opportunities for further professional development with curriculum training courses.
- Developed the school's English Learner Framework.
- Developed and supervised the after-school intervention/enrichment program.
- Coordinated all state assessments; WIDA Access, W-APT and SBAC.
- Facilitated learning of Kindergarten through 6th Grade students in the subject of Spanish.

### **C.T. Sewell Elementary School – Henderson, NV**

3rd Grade Inclusion Teacher August 2009 – June 2014

- Served as the grade-level chair.
- Planned collaboratively with the third grade team utilizing Curriculum Engine and common assessments.
- Employed Standards-based grading practices among grade level. Used formal and informal assessments to measure growth and drive instruction: AIMS Web progress monitoring, Discovery Assessment, Star Assessment, IDMS Assessments, Criterion Referenced Test (CRT), and interest surveys.
- Served as a cooperating teacher for a student teacher.

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## **EDUCATION**

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Master of Science, Administration and Supervision September 2015 UNIVERSITY OF PHOENIX – LAS VEGAS, NV Administration and Supervision

Elementary Education March 2011 UNIVERSITY OF PHOENIX – LAS VEGAS, NV Elementary Education Graduated with Honors

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## HIGHLIGHTS

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- Social Worker Grant
- MGM Teacher of the Game Award
- Title I Grant
- Title II Grant
- Title III Grant
- Title III Immigrant Grant
- Nevada Ready-Teacher Ambassador, 2014
- Inclusive Practice Recognition-NV Pie Symposium Grant, 2013

## References:

Renee Fairless, Lead Principal Mater Academy of Nevada Office: [REDACTED]  
[REDACTED] (current supervisor)

Dr. Carrie Buck, State Senator & Pinecrest Academy Foundation, Nevada Office: [REDACTED]  
[REDACTED] (former supervisor)



# OLIVIA CARBAJAL

PRINCIPAL, MATER ACADEMY OF NEVADA

## CONTACT



[REDACTED]



[REDACTED]



[REDACTED]



[REDACTED]



Olivia Carbajal has worked in education for over 12 years. She began her educational career in the Clark County School District in 2009, as a third grade teacher at C.T. Sewell Elementary School. While teaching at C.T. Sewell, she pursued her Master of Science Degree in Administration and Supervision. In 2014, Mrs. Carbajal accepted a leadership position at Mater Academy, a K-8 State Public Charter School. This was Mater Academy's first campus to open in Nevada. Over the next six years, Mrs. Carbajal moved on to become Assistant Principal and then Principal of Mater Academy in 2020.

Mrs. Carbajal is passionate about serving Title I communities. 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. All of which, Mater Academy possess. She is dedicated to serving the community and is an advocate for increased opportunities for students to receive high quality education, despite the zip code that they live in.

### Start-Up Charter School Board Member Information

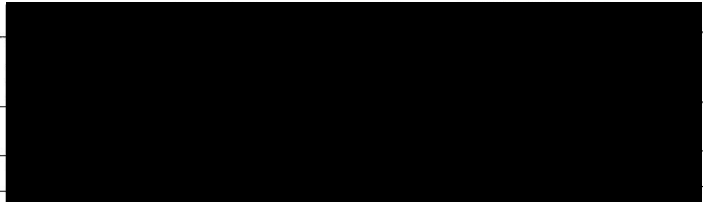
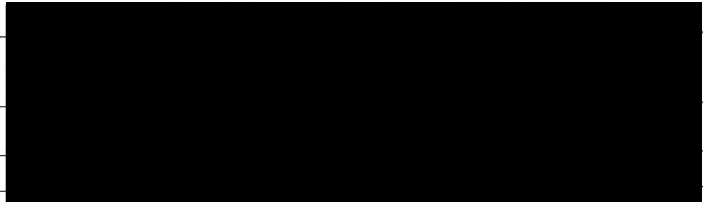
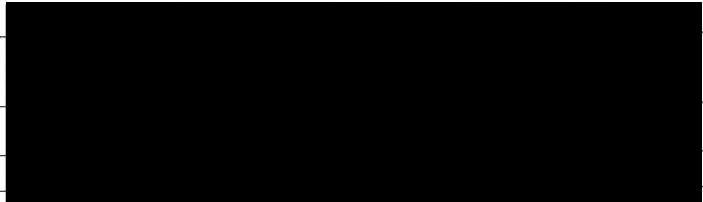
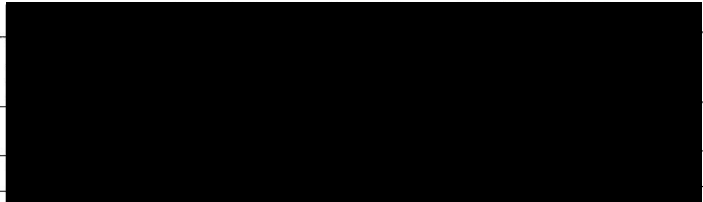
**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).**  
**All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

1. Name of charter school on whose Board of Directors you intend to serve Young Women's Leadership Academy of Las Vegas
2. Full name Robert Goldstein  
 Home Address   
 Business Name and Address   
 Phone Number   
 E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
☐ Does not apply to me. ☒ Yes
6. Why do you wish to serve on the board of the proposed charter school?

I believe that the Young Women's Leadership Network can have a positive impact in the Las Vegas community and benefit girls in underserved areas with a high quality college preparatory education.

## Start-Up Charter School Board Member Information

7. What is your understanding of the appropriate role of a public charter school board member?

Public charter school board members play an essential role in providing a strategic vision by overseeing all aspects of the school's day-to-day management and must be committed to meet the academic and financial goals set forth.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as Chairman of the Las Vegas Sands Corp. Board of Directors; not-for-profit - Dr. Miriam and Sheldon Adelson Clinic for Drug Abuse Treatment and Research; public charity - Emeril Lagasse Foundation; and not-for-profit - Opportunity Village in Las Vegas.

9. Describe the specific knowledge and experience that you would bring to the board.

In my 40+ years of my professional career, I have served in several Boards and have supported many charitable causes and organizations. As President and CEO of the Las Vegas Sands Corp, I am a vocal supporter of the company's efforts to provide support to the local community – whether it is through direct financial contributions, donations of in-kind gifts or services, or via the countless hours Las Vegas Sands team members volunteer each year.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of YWLA of LV is to promote high-quality student learning opportunities in and out of the classroom. Our school will provide a single-sex education for students from underserved communities who are often the first in their families to attend college and who have a variety of academic abilities.

2. What is your understanding of the school's proposed educational program?

YWLA of LV with our strong community partnerships in Las Vegas will facilitate educational programming that supports the "whole girl" to develop students' competence in four core areas: college and career awareness, STEAM (science, technology, engineering, the arts, and mathematics), health and wellness, and leadership development.

3. What do you believe to be the characteristics of a successful school?

I believe a successful charter school must have a strong governing board; a stable and energetic leadership, effective teachers, and highly engaged parents.

4. How will you know that the school is succeeding (or not) in its mission?

The school will be successful in its mission if we are consistently enrolling full classes of young women from the 6<sup>th</sup> through the 12<sup>th</sup> grade, graduating 100% of its students, and 90%+ of graduates matriculating to 4-year colleges. YWLA of LV will be successful if it's perceived by parents and the community as a key member of the community and a trusted partner in making



## Start-Up Charter School Board Member Information

the young women and community it touches stronger, healthier and happier.

### Governance

1. Describe the role that the board will play in the school's operation.

The school will be successful in its mission if we are consistently enrolling full classes of young women from the 6<sup>th</sup> through the 12<sup>th</sup> grade, graduating 100% of its students, and 90%+ of graduates matriculating to 4-year colleges. YWLA of LV will be successful if it's perceived by parents and the community as a key member of the community and a trusted partner in making the young women and community it touches stronger, healthier and happier.

2. How will you know if the school is successful at the end of the first year of operation?

Success in the first year will be measured by the academic performance of the students, enrollment and retention of students, and financial performance of the school.

3. How will you know at the end of three years of the school is successful?

Success in year three will be to approach full enrollment for the school and be preparing to graduate the first class of incoming HS seniors. Success will be achieving longitudinal goals for annual academic performance across all grades and multi-year goals across the first three years of operation. Success will be the retention of all or at least the vast majority of the incoming students while deepening relationships in the community. Success will be meeting established budget targets.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hire a committed leader and equip that leader with the resources for development and academic success; recruit a strong staff and faculty that will fulfill the school's mission and goals; establish a powerful and creative curriculum; maintain a strong partnership with the community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would investigate the situation immediately and take appropriate action based on the results of the investigation, up to and including the removal of the board member.

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes



### Start-Up Charter School Board Member Information

I have known Gun Ruder, Chairman of the Board, for many years, and currently work with Zac Hudson, member of the Board of Directors.

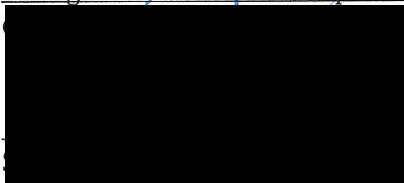
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
☒ I / we do not know any such employees. ☐ Yes
  3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I / we do not know any such persons. ☐ Yes
  4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
☒ I / we do not anticipate conducting any such business. ☐ Yes
  5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.  
☐ I / we do not know any such persons. ☒ Yes
- I met with the YWLN leadership, evaluated their capabilities and selected YWLN to provide the academic platform for the new school. Through the process of evaluating YWLN I met and now know the leaders of YWLN.
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
☐ N/A. ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or

### Start-Up Charter School Board Member Information

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
☒ Does not apply to me, my spouse or family. ☐ Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  
☐ None. ☐ Yes

#### Certification

I, Robert Goldstein, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for the Young Women's Leadership Academy of Las Vegas Charter School is true and correct in



Date

6/24/2021



## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Young Women's Leadership Academy of Las Vegas  
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

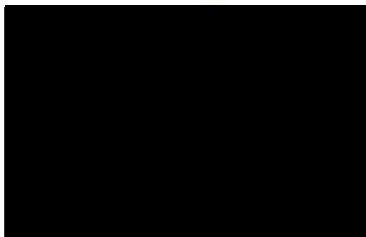
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

## Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

### Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Robert Goldstein

Charter School Official

Name Printed

Member, Board of Directors

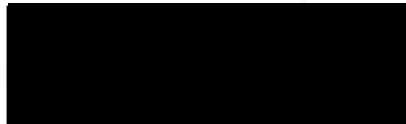
Title

Date

June 24, 2021

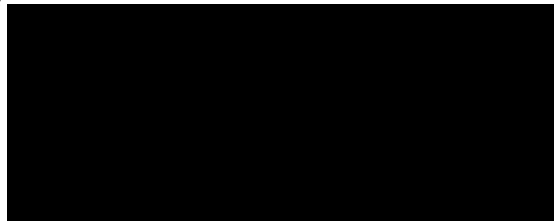
State of Nevada  
County of Clark

Subscribed and sworn to before me



This 24 day of June, 2021  
date month year

(Notary Public Seal)





6/24/2021

**ROBERT G. GOLDSTEIN**

**Las Vegas Sands Corp, Las Vegas, NV**  
**Chairman and CEO**

Jan 2021 - present

**Las Vegas Sands Corp, Las Vegas, NV**  
 President and COO

Jan 2015 – Jan 2021

**Las Vegas Sands Corp., Las Vegas, NV**  
 Executive Vice President and President of Global Gaming Operations

2011 - 2014

**The Palazzo, Las Vegas, NV**  
 President and COO

2007 - 2010

**The Venetian, Las Vegas, NV**  
 President and COO

1999 - 2010

**Las Vegas Sands Inc., Las Vegas, NV**  
 Senior Vice President

1995 - 2010

**Pratt Hotel Corporation, Atlantic City, NJ**  
 Executive Vice President

1986 - 1995

**Golden Nugget, Las Vegas, NV**  
 Senior Vice President, Operations

1984 - 1985

**Sands Hotel and Casino, Atlantic City, NJ**  
 Vice President, Marketing

1981 - 1984

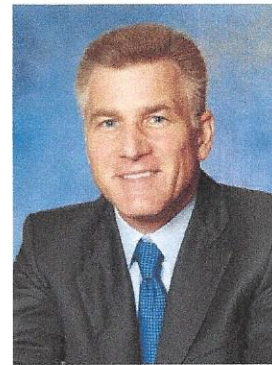
**Schwartzman & Hepps Law Firm, Philadelphia, PA**  
 Law clerk and associate.

1977 - 1979

**Education:**

**Temple University**  
 Juris Doctorate  
 Pennsylvania Bar Examination 1980

**University of Pittsburgh**  
 Bachelor of Arts, History and Political Science  
 Magna Cum Laude



**Robert G. Goldstein**

**Chairman and Chief Executive Officer**

Rob Goldstein is Chairman and Chief Executive Officer (CEO) of Las Vegas Sands (LVS), assuming that role in January 2021 after serving in a variety of leadership positions since joining the company in 1995.

As CEO, he provides strategic direction to the company's global properties, guides the pursuit of new development opportunities and oversees the company's efforts to continually maximize value for its shareholders. He also is focused on driving LVS' industry-leading approach to compliance, furthering the company's efforts to be a good community partner and ensuring LVS remains widely recognized as a best-in-class employer.

Prior to this leadership role, Mr. Goldstein was LVS' president and chief operating officer (COO), as well as president of global gaming operations, where he was responsible for every facet of the company's industry-leading gaming operations in Asia and the United States. As the president of global gaming, Mr. Goldstein set the direction for the company's gaming business from the hiring of key personnel to the development and execution of strategic initiatives. His leadership helped LVS achieve a significant number of industry records for financial performance and also positioned the company as leader in the important area of regulatory compliance.

One of the most respected and knowledgeable hospitality and gaming executives in the industry today, Mr. Goldstein joined LVS during the planning phases of The Venetian in Las Vegas, the company's first Integrated Resort. By attracting leading retailers, restaurateurs and important leisure attractions, he helped shape the identity of the property and set the stage for its long-lasting success. From 1999 to 2010, Mr. Goldstein served as president and COO of The Venetian, as well as The Palazzo Las Vegas, a 3,000-all-suite hotel which is connected to The Venetian and opened in 2008.

Mr. Goldstein graduated from the University of Pittsburgh and received his law degree from the Temple University School of Law. He and his wife, Sheryl, reside in Las Vegas and are active in the local community. Mr. Goldstein serves on the Board of Directors of Opportunity Village, The Adelson Drug Rehabilitation Clinic and the Emeril Lagasse Foundation. The couple has two adult children, Scott and Courtney.

### Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).**

**All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

1. Name of charter school on whose Board of Directors you intend to serve Young Women's Leadership Academy of Las Vegas

2. Full name David Zachary Hudson

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

BS, US Naval Academy, MPP Georgetown, JD Yale; Naval Officer and lawyer. I have served as a director of many for-profit corporate entities. I also have taught as a professor at Georgetown. There was a time when I did scholarly writing, and one of the things I wrote about was optimizing educational inputs – in particular, balancing teacher quality and class size.

4. ☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☒ Does not apply to me. ☐ Yes

## Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?

I am passionate about both education and public service. Serving on the board will allow me to combine those passions in a manner that, hopefully, will result in a meaningful improvement to the lives of individuals in my broader community.

7. What is your understanding of the appropriate role of a public charter school board member?

To work to ensure the success of the school as an institution, to work with school management to ensure school resources are responsibly deployed and policies make good sense, and to protect the interests of the students and communities that the school serves.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on many for-profit private company boards – mostly subsidiaries of the companies where I have worked as General Counsel. I am presently the Secretary of Las Vegas Sands Corp. and, in that capacity, attend all its board meetings.

9. Describe the specific knowledge and experience that you would bring to the board.

I have substantial knowledge of how to run a company and a board, as well as knowledge of the law, compliance, and corporate governance. I also have experience teaching as a professor and knowledge about education policy from my academic work.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission will be to provide a best-in-class education to young women in Las Vegas. At least in my view, the guiding belief is that everyone can succeed given the right circumstances, and we will strive to provide our students with an environment in which they can thrive. Beyond that, the mission of the YWLA is to provide a choice for Las Vegas area public school families who are interested in a high-quality, all-girls' education model.

2. What is your understanding of the school's proposed educational program?

Our aim is to provide rigorous, college preparatory academic programming paired with nationally-recognized best practices in girls' education to create a learning environment in which girls are positioned to lead in school and beyond. Our model includes "whole girl" social/emotional learning and a dedicated College Counselor to ensure that every student receives the guidance that she needs to achieve college success.

3. What do you believe to be the characteristics of a successful school?



## Start-Up Charter School Board Member Information

A well-trained staff that cares deeply about the school and its students; students who are passionate about learning; a culture that is inclusive and that gives people the confidence to take responsible chances.

4. How will you know that the school is succeeding (or not) in its mission?

When we see the girls form our first class graduate from college and embark on promising careers.

### Governance

1. Describe the role that the board will play in the school's operation.

Initially, we will hire a founding principal and undertake all of the actions necessary to set up the school. Once the school is operation, our role will change such that we are focused on ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and the terms of its charter.

2. How will you know if the school is successful at the end of the first year of operation?

Low staff and student attrition, an established sense of community, and increased interest on behalf of potential students as compared to the prior year.

3. How will you know at the end of three years of the school is successful?

Low staff and student attrition, an established sense of community, a continuing trend of increased interest on behalf of potential students, measured academic success within the staff and student populations, and satisfaction amongst that same group – ideally as measured through a benchmarkable survey.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Thoughtful engagement with the community to ensure the school addresses the community's specific needs; recruiting of a talented and dedicated founding principal; acquisition of real estate that is conducive to the overall mission of the school; leveraging of applicable grants and charity funds to augment public funds.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would report it the board and, if necessary, the proper authorities.

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes

## Start-Up Charter School Board Member Information

Rob Goldstein is the CEO of the Company for which I work and I have known him since the summer of 2019. I met Gun Ruder through Rob Goldstein in 2020 in connection with Rob's pursuit of opening a charter school in Las Vegas.

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
☒ I / we do not know any such employees. ☐ Yes
  
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I / we do not know any such persons. ☐ Yes
  
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
☒ I / we do not anticipate conducting any such business. ☐ Yes
  
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.  
☒ I / we do not know any such persons. ☐ Yes
  
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
☐ N/A. ☒ I / we have no such interest. ☐ Yes
  
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

## Start-Up Charter School Board Member Information

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family. ☒ Yes

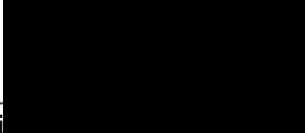
The company for which I work, Las Vegas Sands Corp., will be a major financial supporter of the school and may partner with the schools in other ways such as through mentorship programs.

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

### Certification

I, D. Zachary Hudson, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Young Women's Leadership Academy of Las Vegas Charter School is true and correct in every respect.



6/17/21  
Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named **Young Women's Leadership Academy of Las Vegas**,  
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

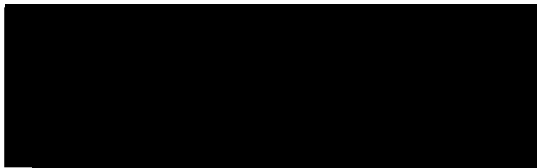


**Start-Up Charter School Board Member Information**

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

**Notarized Statement**

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

D. Zachary Hudson

Name Printed

DirectorJune 17, 2021

Title

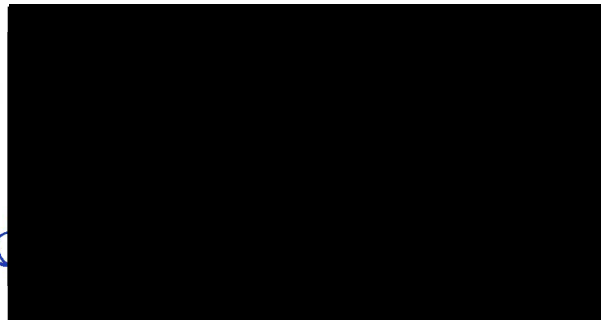
Date

State of Nevada County of Clark

Subscribed and sworn to before me

This 17 day of June, 2021  
                   date                   month                   year

(Notary Public Seal)



**D. ZACHARY HUDSON**

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**EXPERIENCE****Las Vegas Sands Corp.***Executive Vice President, Global General Counsel & Secretary*

Las Vegas, NV

October 2019 – Present

Global head of the legal, compliance, and government relations functions of Fortune 300 company that operates in a heavily regulated industry across multiple jurisdictions.

**Afiniti***Executive Vice President, General Counsel & Corporate Secretary*

Washington, D.C.

April 2016 – October 2019

Global head of the legal department and member of the executive committee of an applied artificial intelligence company with 1,000 employees and operations in 20 countries.

**Georgetown University Law Center***Adjunct Professor of Law*

Washington, D.C.

January 2016 – January 2017

Taught Constitutional Law; Member of the Advisory Board of the Georgetown Corporate Counsel Institute.

**Bancroft PLLC***Associate/Counsel*

Washington, D.C.

November 2011 – April 2016

- Associate November 2011 – December 2014; Counsel January 2015 – April 2016
- Litigated cases on a variety of legal issues—including constitutional, commercial, securities, and intellectual property matters—in state and federal courts. Argued cases in six federal courts of appeal.
- Conducted internal investigations for clients and advised on corporate compliance and strategy issues.

**United States Navy, USS Santa Fe (SSN 763)***Lieutenant – Assistant Engineer*

Pearl Harbor, HI

April 2003 – May 2006

Managed a department of sixty personnel in charge of operating the nuclear reactor that powered the submarine. Served as Officer of the Deck, positioning the ship tactically in accomplishing four missions vital to national security and briefed at the Presidential level. Awarded the Navy Commendation, Navy Achievement, and Global War on Terrorism Medals.

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**CLERKSHIPS**

**Law Clerk to Chief Justice John G. Roberts, Jr., Supreme Court of the United States, 2010 – 2011**

**Law Clerk to Judge Brett M. Kavanaugh, U.S. Court of Appeals for the D.C. Circuit, 2009 – 2010**

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## EDUCATION

**Yale Law School**  
*Juris Doctor*

New Haven, Connecticut  
May 2009

Managing Editor of the Yale Law Journal, Volume 118; Articles Editor of the Yale Law and Policy Review, Volume 26; recipient of the Oscar M. Ruebhausen Fund Grant; Olin Fellow in Law and Economics; Morris Tyler Moot Court of Appeals, Harlan Fiske Stone Prize Finals.

**Naval Nuclear Engineering Program**  
*Nuclear Engineer Certified*

Charleston, South Carolina  
January 2003

Received Excellent on all five sections of the Nuclear Engineer's exam administered by the Department of Energy, Naval Reactors.

**Georgetown University**  
*Master of Public Policy, With Honors*

Washington, D.C.  
May 2002

**United States Naval Academy**  
*B.S., With Honors*

Annapolis, Maryland  
May 2001

Graduated fifth in class completing program in three and one-half years; Truman Scholar; Secretary of the Navy Distinguished Scholar.

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## BAR MEMBERSHIPS

Supreme Court of the United States  
U.S. Court of Appeals for the First, Second, Third, Fourth, Sixth, Seventh, Ninth, Eleventh, District of Columbia, and Federal Circuits  
Ohio (inactive), District of Columbia

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**D. Zachary Hudson**

As executive vice president and global general counsel of Las Vegas Sands Corp. (LVS), Mr. Hudson oversees the company's legal, compliance, and government relations functions. Under Mr. Hudson's leadership, the legal, compliance, and government relations teams work together to ensure compliance with the laws of the jurisdictions in which the company operates, to advance the company's interests, and to provide advice to company leadership on how best to protect the company.

Prior to joining LVS in September 2019, Mr. Hudson curated a varied background in the professional legal community. Among other things, Mr. Hudson served 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. Through these experiences, Mr. Hudson has accumulated a diverse set of skills in myriad areas, including commercial, securities, and intellectual property litigation, corporate governance, investigations, and compliance.

Mr. Hudson earned his Juris Doctor from Yale Law School, where he served as the Managing Editor of The Yale Law Journal and was an Olin Fellow in Law and Economics. He received his Master of Public Policy from Georgetown University, where he graduated with honors. And he received his Bachelor of Science with honors from the United States Naval Academy, where he was selected as a Truman Scholar and Secretary of the Navy Distinguished Scholar.

Before attending Yale, Mr. Hudson served as an engineering officer on the USS Santa Fe, a nuclear-powered fast attack submarine. He oversaw the training and management of the department in charge of the safe operation of the submarine's nuclear reactor. He also served in tactical positions on the submarine where he completed duties integral to the success of several missions vital to national security and briefed at the presidential level. Mr. Hudson received numerous awards for his military service, including the Navy and Marine Corps Commendation Medal, two Navy and Marine Corps Achievement Medals, and the Global War on Terrorism Expeditionary Medal.



**BYLAWS**  
**OF**  
**YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS**

**ARTICLE I**  
**INTRODUCTION AND**  
**LEGAL STATUS**

Section 1. Name, Location and Address. The name of the charter school is Young Women's Leadership Academy of Las Vegas (hereinafter referred to as the "School") also known as Young Women's Leadership Academy of Las Vegas, Inc., a non-profit corporation. The School, is located in Clark County. The address is \_\_\_\_.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 388A.025 sponsored by the Nevada State Public Charter School Authority. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority and a non-profit corporation pursuant to NRS 388A.095(2). The Board plans and directs all aspects of the school's operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 388A, and all other applicable Nevada laws and regulations.

**ARTICLE II**  
**PURPOSE AND**  
**MISSION**

Section 1. Purpose and Mission. The School is dedicated to creating a community of confident and compassionate young women and to successfully prepare them for college and other post-secondary education experiences, particularly in the fields of mathematics, technology, engineering, and science.

Additionally, the purpose of the School is to engage in any lawful act or activity for which corporations may be organized under Chapter 82 of the Nevada Revised Statutes, as limited by Chapter 388A of the Nevada Revised Statutes. Within the framework and limitations of the foregoing, the School is organized exclusively for one or more of the purposes as contemplated and specified in Sections 170(c)(2) and 501(c)(3) of the Internal Revenue Code.

Section 2. Non-Discrimination. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law in hiring or other employment practices. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies on the basis of basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

### **ARTICLE III GOVERNING BODY**

Section 1. Powers and Duties. For the foregoing purposes, the School shall operate in accordance with Chapters 82 and 388A of the Nevada Revised Statutes. The business, affairs, and property of the School shall be managed by a Board of Directors. The founding committee to form the school will become the first governing body of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To ensure ongoing evaluation of the School and provide public accountability;

- (l) To uphold and enforce all laws related to charter school operations;
- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Prohibited Purposes and Powers. Notwithstanding the foregoing statement of purposes and powers, the School shall have and exercise only such powers and engage in only such activities as are contemplated and permitted to be carried on by a corporation exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) thereunder and by a corporation described in and contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

Section 3. Prohibited Acts. The School shall not, incidentally or otherwise, afford or pay any pecuniary gain, dividends, or other pecuniary remuneration to any director or officer of the School or any other private person, and no part of the net income or net earnings of the School shall directly or indirectly, be distributable to or otherwise inure to the benefit of any private person; provided, however, that the School may pay reasonable compensation for services rendered to or for the benefit of the School and may make such other payments and distributions to nonprofit corporation members as permitted by these Bylaws herein. The School shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. The School shall not participate in nor intervene in (including, without limitation, the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 4. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 388A.270(1) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 388A.525 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board Members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 388A.525 and all other applicable statutes.

Section 5. Qualifications; Election; Tenure. The Board shall be composed of five to nine (5-9) Directors unless and until changed by amendment of these Bylaws. Any amendments will be discussed in an open meeting and approved by the School's Sponsor.

- (a) The Board shall adhere to the statutory requirements of NRS 388A.320 which requires one (1) active or retired teacher licensed by the State of Nevada, one active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:
  - (1) Accounting;
  - (2) Financial services;
  - (3) Law; or
  - (4) Human resources.
- (b) A majority of Directors shall be residents of the county in which the school is located.
- (c) All Directors shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (d) A standard term shall consist of five (5) years. Directors may serve on the Board a maximum of two terms.
  - 1. Founding Directors: Terms of the Founding Directors shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. To initially stagger the terms for the founding board, two Directors will serve three-year terms, two Directors will serve four-year terms, and the remaining three Directors will serve the usual five-year term. Those Founding Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter. For purposes of determining term limits, Founding Director's terms shall not begin until January 1 of the initial school year in which they became the Board of Directors as indicated in Article III Section 4.
  - 2. New Directors: New Directors are eligible to serve two (2) consecutive standard terms, unless, by doing so, more than half the Board would be up for election in any one year. In this case, the new Director will be given either a three or four-year initial term, which ever term would prevent more than half of the Board being up for election in one year. New Directors will begin serving on the Board immediately following their election to the Board. For the purpose of determining term limits, the New Director's initial term will begin on January 1 of the school year in which they were elected.
- (e) When the term of a Director has expired or when a Director resigns, the remaining Board Members shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If, for any reason, the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any board vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing



body back into compliance with statute and its bylaws.

- (f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board must seek candidates which adhere to the statutory requirements of NRS 388A.320. To assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board. Insofar as is practical, the Board shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage).
- (g) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Director. and provide the sponsor and the Department of Education with the new Director's resume and affidavit as required pursuant to NRS 388A.320(2) and (3).
- (h) Directors shall be fingerprinted according to the NRS 388A.515 procedures for employees of the school.
- (i) The Board shall develop an orientation and training program for new Directors and an annual continuing program for existing Directors. Directors will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others.

Section 6. Conflict of Interest. The Board shall follow the Board adopted Conflict of Interest Policy.

Section 7. Annual Meeting. The annual meeting of the Board shall be held at the School in January or February of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board Members and for the transaction of such business as may come before the meeting.

Section 8. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once per quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Meetings shall be audio recorded. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will

be made available to the public, upon request.

Section 9. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2). In addition to previously requested agenda items, any Board Member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 10. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 11. Ex-Officio Members. There shall be no ex-officio governing body members.

Section 12. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 13. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one Board Member and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate their power to contract nor their budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

1. Academic Committee: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic Committee shall meet at least two (2) times per school year. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.
2. Governance Committee: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance Committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.
3. Financial Committee: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School

Principal/Administrator. The Financial Committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration.

Section 14. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 15. Resignation. A resignation by a Director shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 16. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 17. Proxy Voting. Proxy voting is not permitted.

Section 18. Compensation. No member of the Board shall receive any compensation for serving in such office, except as allowable under NRS 388A.320 and specifically authorized by a majority vote of the Board of Directors. The School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 19. Closed Sessions. Any director may call a closed session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Directors may be excluded from such closed sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said closed session. No action may be taken in a closed session.

Section 20. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Member is unable to attend a Board meeting, the Board Member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 21. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

## **ARTICLE IV OFFICERS**

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such

annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in any office. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board Member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term. The unexpired portion of the remaining term shall count as a full term and against the allotted three consecutive terms referenced in Article IV Section 2.

## **ARTICLE V STAFF**

The Board shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified



policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

## **ARTICLE VI CONTRACTS, LOANS, AND DEPOSITS**

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board Member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$25,000.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

## **ARTICLE VII PROPERTY**

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the Board.

## **ARTICLE VIII INDEMNIFICATION**

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board Member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a

Board Member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

## **ARTICLE IX AMENDMENTS**

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

## **ARTICLE X DISSOLUTION**

Revocation of Charter or Dissolution. Upon the dissolution of the School, assets shall be distributed for one or more purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the School is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of according to NRS 388A.306 and other applicable laws and appropriate regulations.

## **ARTICLE XI PURPOSE OF THE BYLAWS**

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

## **CERTIFICATION**

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_, Secretary.

## **YOUNG WOMEN'S LEADERSHIP ACADEMY OF LAS VEGAS**

### **Conflict of Interest Policy and Code of Ethics**

#### **For Directors and Officers and Members of a Committee with Board Delegated Powers**

#### **Article I – Purpose**

1. The purpose of this conflict of interest policy is to protect Young Women's Leadership Academy of Las Vegas ("YWLA") and its interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of YWLA or might result in a possible excess benefit transaction, as that concept is defined in the Internal Revenue Code and related regulations.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify "independent" directors.

#### **Article II – Definitions**

1. Interested person – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial interest – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in any entity with which YWLA has a transaction or arrangement,
  - b. A compensation arrangement with YWLA or with any entity or individual with which YWLA has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which YWLA is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director – A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS Form 990 or, until such definition is available, the director:
  - a. Is not, and has not been for a period of at least three years, an employee of YWLA or any entity in which YWLA has a financial interest;
  - b. Does not directly or indirectly have a significant business relationship with YWLA which might affect independence indecision-making;
  - c. Is not employed as an executive of another corporation where any of YWLA's executive officers or employees serve on that corporation's compensation committee; and,

- d. Does not have an immediate family member who is an executive officer or employee of YWLA or who holds a position that has a significant financial relationship with YWLA.

### **Article III – Procedures**

1. **Duty to Disclose** – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board of Directors.
2. **Recusal of Self** – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. **Determining Whether a Conflict of Interest Exists** – After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.
4. **Procedures for Addressing the Conflict of Interest**
  - a. An interested person may make a presentation at the Board of Directors meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
  - b. The Chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - c. After exercising due diligence, the Board of Directors shall determine whether YWLA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
  - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in YWLA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
5. **Violations of the Conflicts of Interest Policy**
  - a. If the Board of Directors has reasonable causes to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
  - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

### **Article IV – Records of Proceedings**

The minutes of the Board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest



in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection with proceedings.

#### **Article V – Compensation**

a. A voting member of the Board who receives compensation, directly or indirectly, from YWLA for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from YWLA for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from YWLA, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI – Annual Statements**

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands YWLA is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Each voting member of the Board of Directors shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.

4. The Board of Directors shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

#### **Article VII – Periodic Reviews**

To ensure YWLA operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length

bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to YWLA's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

### **Article VIII – Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, YWLA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

### **Article IX – Code of Ethics**

Directors, officers and members of committees with Board delegated authority shall act in an ethical, business like and lawful manner, including proper use of authority and appropriate decorum when acting in their official capacity. Directors shall exercise reasonable care, good faith and due diligence in governing and managing the affairs of YWLA.

They will not attempt to exercise individual authority over YWLA. Interaction with the administrator and staff must recognize the lack of authority vested in individual directors, officers and members of committees, except when explicitly authorized by the Board of Directors. Except when deliberating during Board of Directors meetings, individuals will not express individual judgements of performance of the administrator or staff.

Directors, officers and members of committees with Board delegated authority shall respect the confidentiality of sensitive information known to them and used for purposes of governance and management, and respect that the obligation to maintain confidentiality extends indefinitely beyond the term in office.

Directors shall be properly prepared for Board deliberation and support the legitimacy and authority of the final determination of the Board on any matter without regard to the individual's personal position on the issue.



## Young Women's College Preparatory Academy in Las Vegas

Young Women's College Preparatory Academy in Las Vegas (YWCP) is seeking an **Assistant Principal**.

YWCP is a public charter school opening in fall 2022 with a 6<sup>th</sup> grade and a 9<sup>th</sup> grade. One middle school grade and one high school grade will be added every year thereafter until the school reaches its full state of growth with grades 6-12 in 2025. The mission of the YWLA is to provide a choice for Las Vegas area public school families who are interested in a high-quality, all-girls' education model. Our aim is to provide rigorous, college preparatory academic programming paired with nationally-recognized best practices in girls' education to create a learning environment in which girls are positioned to lead in school and beyond. Our model includes "whole girl" social/emotional learning and a dedicated College Counselor to ensure that every student receives the guidance that she needs to achieve college success.

**QUALIFICATIONS:** An earned Bachelor's Degree (or higher) from an Accredited College or University.

### EXPERIENCE:

**Required:** A minimum of five (5) years of successful teaching experience. Must hold a license from the Nevada Department of Education with an Administrator Endorsement.

**Position Goal:** To directly support the Principal in the day-to-day management of all aspects of the operating Young Women's Leadership Academy of Las Vegas.

### OVERVIEW/RESPONSIBILITIES

In collaboration with the Principal and with the Principal's guidance and direction, the assistant principal shall:

- Supervise the preparation of class schedules and student schedules
- Conduct observations of teachers and provide action steps in coordination with the principal
- Aid in the supervision and evaluation of certified and classified personnel
- Promote the positive image of the school within the district and the overall community
- Coordinate and schedule extracurricular activities
- Organize activities for students and staff in collaboration with principal
- Assist in the preparation of all materials for all board meetings
- Assist in the preparation of teacher, parent and student handbooks
- Supervise conduct within the school and oversee all disciplinary and attendance procedures, maintaining records of any disciplinary action
- Assist in administering school rules and behavioral expectations
- Perform other duties as assigned by the Principal
- Ensure legal, financial and ethical integrity in the school.
- Supervise and direct the school's day-to-day activities and affairs.
- Create and maintain a safe and joyful learning environment.



## Young Women's College Preparatory Academy in Las Vegas

Young Women's College Preparatory Academy in Las Vegas (YWCP) is seeking an **EL Coordinator**.

YWCP is a public charter school opening in fall 2022 with a 6<sup>th</sup> grade and a 9<sup>th</sup> grade. One middle school grade and one high school grade will be added every year thereafter until the school reaches its full state of growth with grades 6-12 in 2025. The mission of the YWLA is to provide a choice for Las Vegas area public school families who are interested in a high-quality, all-girls' education model. Our aim is to provide rigorous, college preparatory academic programming paired with nationally-recognized best practices in girls' education to create a learning environment in which girls are positioned to lead in school and beyond. Our model includes "whole girl" social/emotional learning and a dedicated College Counselor to ensure that every student receives the guidance that she needs to achieve college success.

### QUALIFICATIONS:

An earned Bachelor's Degree (or higher) from an Accredited College or University. The EL Coordinator must be highly qualified in compliance with all applicable State and Federal laws.

### EXPERIENCE:

**Required:** A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience. TESL Endorsement.

**Position Goal:** To assist and support the Principal and teachers in supporting EL students. Ensure measurable improvement in and availability of instructional practices, research, and assessment systems that contribute to the instructional achievement of the EL population.

### OVERVIEW/RESPONSIBILITIES

The EL Coordinator shall:

- Develop, design, and adjust curriculum resources and tools that assist content teachers in supporting student mastery of content-specific standards. Collaborate with other district departments to increase knowledge of effective EL practices in all content area instruction and intervention by meeting in small groups, one-on-one consultation, and professional development.
- Develop and facilitate ongoing, differentiated professional development for general education teachers, administrators, and special service providers regarding best practices in English language development, scaffolded instruction, district initiatives, and assessment (WIDA Screener/ACCESS).
- Provide leadership in the development of EL programming and scaffolded content instruction through data analysis of EL performance and knowledge of current EL research.
- Support schools with identification, placement, and annual progress monitoring of ELs.
- Provide support to the assessment department with annual assessments including placement and annual language proficiency assessments.



#### Attachment 7 - Leadership Job Descriptions

- Respond to teacher, school, parent, and community needs including informal requests regarding policies, procedures, and programming for EL students.
- Research and coordinate the selection of EL instructional materials. Oversee the process for adopting instructional materials. Assist in data collection and analysis to monitor EL programming and student academic success during and after receiving EL services.
- Collaborate with Special Populations departments to ensure equitable programming and continued academic progress for ELs with specialized learning needs. Ensure legal, financial and ethical integrity in the school.
- Supervise and direct the school's day-to-day activities and affairs.
- Create and maintain a safe and joyful learning environment.



## Young Women's College Preparatory Academy in Las Vegas

Young Women's College Preparatory Academy in Las Vegas (YWCP) is seeking a **Founding Principal**.

YWCP is a public charter school opening in fall 2022 with a 6<sup>th</sup> grade and a 9<sup>th</sup> grade. One middle school grade and one high school grade will be added every year thereafter until the school reaches its full state of growth with grades 6-12 in 2025. The mission of the YWLA is to provide a choice for Las Vegas area public school families who are interested in a high-quality, all-girls' education model. Our aim is to provide rigorous, college preparatory academic programming paired with nationally-recognized best practices in girls' education to create a learning environment in which girls are positioned to lead in school and beyond. Our model includes "whole girl" social/emotional learning and a dedicated College Counselor to ensure that every student receives the guidance that she needs to achieve college success.

**QUALIFICATIONS:** An earned master's degree (or higher) from an accredited college or university.

### EXPERIENCE:

**Required:** A minimum of five (5) years of successful teaching experience. A minimum of three (3) years of experience as a school administrator. Must hold a license from the Nevada Department of Education with an Administrator Endorsement.

**Preferred:** Experience in all-girls' secondary education or programming. Knowledge of or curiosity about leading research in girls' education, particularly as it relates to educating girls of color. Passion about providing an all-girls' public educational option for families in Las Vegas, and a heartfelt commitment to challenging current and historical inequities resulting from historic and systemic racism and sexism.

The principal of Young Women's College Preparatory Academy will report to the YWCP Governing Board, with guidance from the Girls' Education National Team at Student Leadership Network, and will supervise all Administrative, Instructional, and Non-Instructional Staff at the school.

### OVERVIEW

The founding school Principal will be responsible for establishing the academic and cultural foundations of the school, grounded in the Young Women's Leadership Network (YWLN) school model. The Principal will drive the school's success and fidelity to the core model components:

- single-gender education for middle and high school girls,
- choice in the educational landscape for families,
- commitment to serving students from historically marginalized populations and inclusive of all academic abilities,
- social/emotional needs addressed through Advisory,
- comprehensive college access program with a dedicated College Counselor beginning in 10<sup>th</sup> grade,
- whole girl pedagogy infused in classroom practice,
- student programming in the Four Pillars: Leadership, Health & Wellness, College Access, and STEAM.

## Attachment 7 - Leadership Job Descriptions

In the planning phase, the Principal will collaborate with Student Leadership Network to establish a pre-launch roadmap to ensure the school's long-term success. As the school grows, the Principal will carry forward the school's mission to provide leadership development, academic achievement, and college success for all students. S/he will lead curriculum development, staff hiring and professional development, teacher observation and evaluation, build a leadership team, cultivate strong relationships with staff, students, and families, and lead community engagement efforts.

### PRIMARY RESPONSIBILITIES

- Support the design of the school's charter application, providing any guidance or language related to instruction, curriculum, data, evaluation, or standards.
- Engage in residencies at YWLN school(s) in NYC, in other YWLN Affiliate schools, and in high-performing schools in the Las Vegas area to garner useful expertise to apply to school leadership.
- Build school instructional model in partnership with YWLN – research relevant models, design curriculum maps and plans, look into data systems, identify relevant standards and ensure alignment.
- Establish hiring process, hiring team, and lead process for hiring founding staff.
- Create and implement robust student recruitment plan, including summer and/or Saturday programming for prospective students and families.
- Lead enriching outreach and programming to 1) engage community members to possibly recruit students and teachers, and 2) introduce the school to the wider community.
- Supervise, evaluate, and develop all instructional and non-instructional staff.
- Deliver and supervise scheduling, enrollment, and curriculum.
- Keep all partners (Board of Trustees, Student Leadership Network, Academica Nevada, NSPCSA) informed and connected on major school business, data, decisions, and initiatives. Prepare Board meeting materials as needed.
- Ensure legal, financial and ethical integrity in the school.
- Supervise and direct the school's day-to-day activities and affairs.
- Create and maintain a safe and joyful learning environment.
- Other duties as assigned by the Board.

**YWCP in Las Vegas will be Young Women's Leadership Network (YWLN) Affiliate School, a program of Student Leadership Network.** To learn more about YWLN and Student Leadership Network, please visit <https://www.studentleadershipnetwork.org/program/young-womens-leadership-network/>





## Young Women's College Preparatory Academy in Las Vegas

Young Women's College Preparatory Academy in Las Vegas (YWCP) is seeking an **Special Education Teacher**.

YWCP is a public charter school opening in fall 2022 with a 6<sup>th</sup> grade and a 9<sup>th</sup> grade. One middle school grade and one high school grade will be added every year thereafter until the school reaches its full state of growth with grades 6-12 in 2025. The mission of the YWLA is to provide a choice for Las Vegas area public school families who are interested in a high-quality, all-girls' education model. Our aim is to provide rigorous, college preparatory academic programming paired with nationally-recognized best practices in girls' education to create a learning environment in which girls are positioned to lead in school and beyond. Our model includes "whole girl" social/emotional learning and a dedicated College Counselor to ensure that every student receives the guidance that she needs to achieve college success.

### QUALIFICATIONS:

An earned Bachelor's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Education license.

### EXPERIENCE:

**Position Goal:** To develop, implement, coordinate, and monitor Special Education curriculum for students assigned to the Special Education program.

### OVERVIEW/RESPONSIBILITIES

The Special Education Teacher shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEP's and Section 504 plans;
- Coordinate and attend IEP meetings and communicate with parents;
- Provide curriculum support for students and teachers;
- Coordinate and facilitate Response to Intervention for struggling students;
- Develop and monitor Behavior Intervention Plans;
- Coordinate the identification, assessment and placement of students in the School's ESE Program;
- Coordinate the ordering of materials and equipment needed to implement ESE Program Services;
- Coordinates with school-site, district and contracted personnel in the provision of ESE services to students;
- Develop and assist to implement the school's ESE program in alignment with state and federal guidelines;
- Coordinate testing for Students with Disabilities and monitor student IEP's;
- Coordinate the internal and external evaluation to maintain and effective feedback monitoring system in coordination with Program Evaluation;
- Coordinate activities with early intervention programs to provide services for ESE students;
- Serve as a consultant on matters pertinent to the ESE program;
- Assist with interviews of potential ESE teachers;



#### Attachment 7 - Leadership Job Descriptions

- Participate successfully in the training programs offered to increase the skill and proficiency related to the assignment;
- Review current developments, literature and technical sources of information related to job responsibility;
- Models successful teaching practices at the classroom level, including differentiation accommodations.

YWLA has not identified a principal at the time of submission, therefore, this attachment is not applicable.

YWLA has not identified a principal at the time of submission, therefore, this attachment is not applicable.

For an overview of Principal Selection criteria, please refer to [Attachment 7](#). For information on evaluation of the school principal, please refer to [Attachment 12](#).





# Student Leadership Network

## WHOLE GIRL EDUCATION PRACTICES KEY CLASSROOM INDICATORS

### VOICE

- Engaged discussion among students for a significant portion of the lesson. (not lecture, not teacher-student Q&A, not independent work)
- Student initiated questioning or student developed questions.
- Student choice or direction in the content of the lesson. (choice of topic, text, problem, etc.)
- Student choice or direction in the process of lesson.



### CONNECTION

- Teacher-student interactions demonstrate respect and care.
- The teacher exhibits and utilizes personal, academic, and/or instructional knowledge of students.
- Student-student interactions demonstrate respect and care.
- Students can express the objectives of the lesson and its importance to them, academically, personally, for their life goals, for their understanding of the world, etc.



### IMPRINT

- Student work visibly posted in the classroom.
- Student leadership role in the classroom or lesson. (Discussion leader, peer tutor, management role, etc.)
- Student choice or input in content of the lesson or unit. (choice of topic, text, problem, essential/key questions, etc.)



### COLLABORATION

- Collaborative problem-solving, question answering, planning, creating, implementing, executing, etc....among pairs or small groups of students
- Peer tutoring, peer support, peer feedback, peer editing, etc.
- Small group or paired discussion of open-ended questions



### CULTURAL RELEVANCE

- Topics, texts, and/or contexts, reflect or connect with the diversity of identities, interests, and lived experiences of the students.
- Issues of social justice relevant to the students are explored, discussed, analyzed, etc.
- Multiple key indicators from Voice are present
- The teacher exhibits the qualities of a "warm demander" expressing warmth and care, while holding students to high expectations and offering appropriate support.



### GENDER CONSCIOUSNESS

- Topics and texts reflect perspectives of women authors, women subjects (female protagonists, historical women, etc), and women's issues.
- Gender is used as a lens of analysis.
- Gender bias, when present, is addressed and critiqued. Active steps are taken to undermine gender bias.



### ACADEMIC RIGOR

- Work is designed to maximize students' "productive struggle" and avoid disengagement due to the work being overly easy or overly frustrating.
- Students are provided with the necessary supports to achieve the objectives of the lesson.
- The lesson addresses students' individual academic needs and learning goals.
- The lesson addresses relevant grade appropriate academic standards. (school, district, state, national)

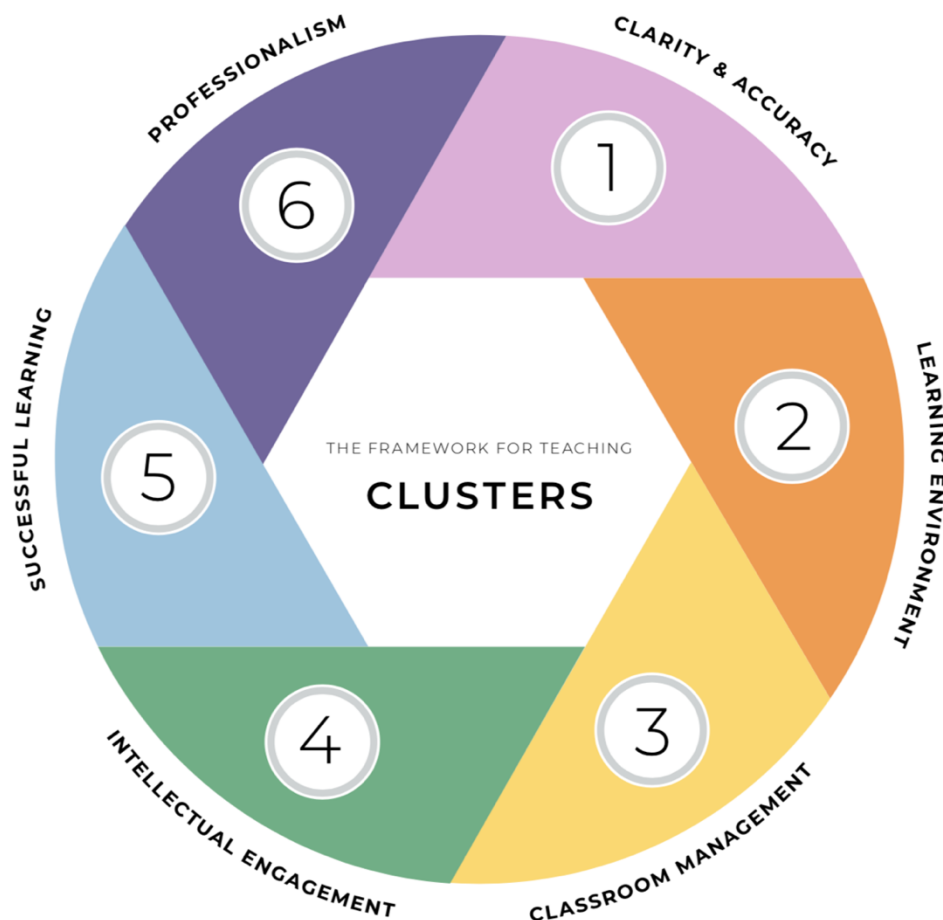


### COURAGE CULTIVATION

- Students are comfortable answering questions and engaging in discussion, even when unsure or uncertain.
- Students are comfortable asking for help and asking questions to deepen their understanding.
- Students are encouraged to take on roles, explore ideas, and practice skills that may be unfamiliar, undeveloped, or not preferred by them. i.e. Students are encouraged to "stretch their rubber bands."
- Students are expected to take part in all aspects of the lesson and all students are expected to achieve the objectives of the lesson, though differentiation of materials, supports, time allotted, or breadth of production, may be utilized.



# THE FRAMEWORK FOR TEACHING CLUSTERS



Six Clusters to Support Teacher Growth  
and Student Learning

*A tool for collaborative observation, professional  
conversations, and engaged teacher learning*



The Framework for Teaching Clusters, Version 2.3

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# The Framework for Teaching Clusters

## Six Clusters to Support Teacher Growth and Student Learning

The Framework for Teaching Clusters (FFT Clusters) describe skills demonstrated by accomplished teachers in promoting high levels of student learning—skills based on foundational knowledge and dispositions, grounded in a deep understanding of how people learn, and enacted through principled decision making.

The FFT Clusters are a companion tool designed to complement the Framework for Teaching (the Framework), originally developed in 1996. The Clusters distill “big ideas” of the Framework’s four domains and 22 components into an efficient tool (composed of six large concepts). This multi-use tool can serve as the foundation for professional growth by teachers, both through their own reflection on practice and their conversations with colleagues, mentors and coaches, and supervisors.

An important source of power of both the original Framework and the FFT Clusters is their use of a common language of practice. This common language permits both the development of shared understandings and meaningful professional conversation. Assumptions about the nature of learning and a specific understanding of how to promote it are implicit in both the original Framework and the FFT Clusters. Namely, they promote a constructivist view of learning. It is the learner who does the learning, and it is the job of the teacher to arrange for that learning to occur.

Utilized together, these tools support various aspects of teacher growth, system-wide school improvement efforts, and coherent approaches to understanding teacher knowledge and skills across all stages of the career continuum. Like the original Framework, the FFT Clusters are “generic” in nature; they apply to all teaching situations, in all disciplines, and at different student ages and levels. This feature promotes broad professional conversations and ensures that the tool is responsive to the needs of educators.

The FFT Clusters reflect teaching to high standards of student learning. Principles of teaching for engaged and important learning and whole-child development are, to some degree, generic. For instance, all teaching

### THE COMMON THEMES

#### **Equity**

Equity is the primary Common Theme and is supported by the others. Teachers strive for excellence, but “a commitment to excellence is not complete without a commitment to equity.” Each student deserves access to world-class teaching and to learning environments that promote joyful inquiry, intellectual rigor, and reflection.

#### **Cultural Competence**

Culturally competent teachers create culturally responsive and inclusive learning environments that move beyond surface level attention to cultural differences and foster a sense of belonging by embracing and giving power to diverse points of view.

#### **High Expectations**

Excellent teachers hold and communicate high expectations and ensure access to rigorous content for all students. Teachers also demonstrate high expectations by encouraging productive struggle and tenacity.

#### **Developmental Appropriateness**

Learners do the learning, and excellent teachers understand the cognitive and social-emotional development of students in ways that support their creation of appropriate learning environments and opportunities.

#### **Attention to Individual Students**

Classrooms are comprised of individuals with unique characteristics and needs. For this reason, excellent teachers ensure that goals and tasks have to potential to challenge students at different levels and with different needs.

#### **Student Assumption of Responsibility**

Excellent teachers create the conditions for students to assume responsibility for their own learning. Student agency may be fostered through a variety of different school models and instructional approaches but is essential to successful teaching and learning.

for deep conceptual understanding requires the use of precise academic language, the skills of argumentation, and perseverance with challenging content. In practice, of course, actual teaching occurs with students in all their diversity – cultural, linguistic, and developmental. Hence, accomplished teachers must be familiar with students’ individual characteristics, mindsets, and needs and arrange for learning and growth accordingly. When the language of the FFT Clusters refers to attending to individual students, it is to this full range of learners that it



applies. These principles are described in the Common Themes of the Framework, which permeate all its components and the FFT Clusters. These aspects of teaching are not discrete, observable practices but rather beliefs that are evident in how teachers engage in those practices. Understanding the Common Themes and their implications is essential to understanding the details provided within the Clusters.

When grounded in an understanding of how we learn and a commitment to excellence and equity, the six Clusters provide a roadmap for student learning through active, intellectual engagement, which has always been the heart of the Framework and is the ultimate goal of instruction.

If (1) Clarity of Instructional Purpose and Accuracy of Content, (2) A Safe, Respectful, Supportive, and Challenging Learning Environment, and (3) Classroom Management are in place, then the conditions exist for

(4) Student Intellectual Engagement with important content to occur, which is necessary to reach the ultimate goal of (5) Successful Learning by All Students. Teaching rests on a foundation of (6) Professionalism and must be supported by teacher-centered professional learning systems and teacher-powered school improvement efforts that honor and reflect the needs of the whole teacher.

Each cluster includes three focus areas to support professional growth and deepen understanding. In addition, indicators and considerations prompt reflection, analysis, and goal setting. Rubrics provide a more detailed description of practices that might be cultivated. Together, these elements provide a high-level and practical overview of the big ideas represented by each Cluster.

Further understanding can be achieved through exploration of components from the original Framework related to each Cluster (see Appendix A for a complete alignment of components and elements to the Clusters). The indicators for the Clusters include parenthetical reference to the FFT components. Educators can refer to the Framework for further descriptions and rubrics for these components.

The FFT Clusters promote teaching to high standards of student learning reflected in high-level, college- and career-readiness standards. By focusing on the FFT Clusters, teachers, teacher leaders, and those who support their learning can promote a growth mindset while engaging in professional conversations around these six major areas of instructional practice. Use of the Framework Clusters can transform casual or formal conversations about teaching practice into opportunities for authentic and purposeful dialogue to enhance student learning.



## THE SIX CLUSTERS & FOCUS AREAS

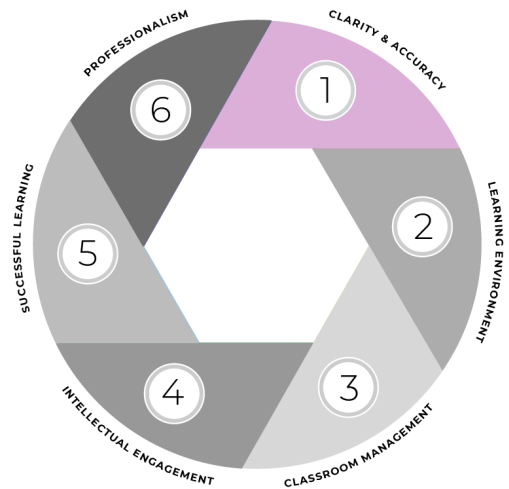
1	CLARITY & ACCURACY	<ul style="list-style-type: none"> <li>• LEARNING OUTCOMES</li> <li>• INSTRUCTIONAL DECISION-MAKING</li> <li>• CONTENT EXPERTISE</li> </ul>
2	LEARNING ENVIRONMENT	<ul style="list-style-type: none"> <li>• POSITIVE DEVELOPMENTAL RELATIONSHIPS</li> <li>• INTELLECTUAL CHALLENGE</li> <li>• SUPPORT &amp; PERSISTENCE</li> </ul>
3	CLASSROOM MANAGEMENT	<ul style="list-style-type: none"> <li>• ROUTINES &amp; PROCEDURES</li> <li>• COLLECTIVE RESPONSIBILITY</li> <li>• PHYSICAL ENVIRONMENT</li> </ul>
4	INTELLECTUAL ENGAGEMENT	<ul style="list-style-type: none"> <li>• LESSON STRUCTURE &amp; FLOW</li> <li>• RICH LEARNING TASKS</li> <li>• STUDENT COLLABORATION &amp; DISCOURSE</li> </ul>
5	SUCCESSFUL LEARNING	<ul style="list-style-type: none"> <li>• EQUITABLE ACCESS</li> <li>• ASSESSMENT &amp; FEEDBACK</li> <li>• SHARED ACCOUNTABILITY</li> </ul>
6	PROFESSIONALISM	<ul style="list-style-type: none"> <li>• CONTINUOUS LEARNING</li> <li>• COLLABORATION</li> <li>• PRINCIPLED DECISION-MAKING</li> </ul>

# Cluster 1 – Clarity & Accuracy

## Clarity of Instructional Purpose and Accuracy of Content

Teaching is a purposeful activity; it is goal-directed and designed to achieve particular, well-defined ends. Even when high-quality instructional materials are available, teachers must determine the purposes for a given class on a given day. In all disciplines, daily purposes are embedded in larger goals that develop over time. That is, important understanding of complex concepts (such as the distinction between democratic and republican forms of government, or the behavior of prime numbers) and the skills of constructing paths of reasoning, do not lend themselves to a single day's lesson, and are not “checked off” as complete. They develop slowly, with the purpose for a given day anchoring a longer sequence of lessons. In fact, the very phrase “habits of mind” suggests that it takes time to develop such understanding and skill, and increased sophistication in content. Therefore, although it is essential for teachers to demonstrate clarity of instructional purpose, those purposes may not be able to be considered “finished.”

Clarity of instructional purpose is essential to good teaching; classroom time is, after all, limited, and available time must be used wisely. Instructional purposes are statements not of what the students will do, but of what the teacher intends for students to *learn*; they should be clear and appropriately challenging for the students in the class. It is not



sufficient for a teacher to state what the students will do during a lesson; he or she should also be clear about what they will learn. Although students learn through tasks and investigations, and reflection on those activities, the tasks must be designed to serve the teacher's instructional purpose and be suitable to the students in the class.

Clarity of purpose implies alignment with 1) high-level standards and curriculum outcomes, including factual, conceptual, and procedural knowledge, skills, and understandings and 2) strategies and processes relating to and underlying these skills and understandings. The content should be challenging and rigorous, and appropriate for students in the class; this suggests that learning

## Cluster 1 Focus Areas

### LEARNING OUTCOMES

are clear and ambitious, reflect important content knowledge, and address the social, emotional, and intellectual development of students.

### INSTRUCTIONAL DECISION-MAKING

is guided by the instructional purpose and focused on student engagement in the intellectual work of learning.

### CONTENT EXPERTISE

is evident in the teacher's presentations, explanations, and responses to students.



outcomes may be individualized, to some degree, by enabling all students access to the curriculum and to accommodate different students' backgrounds, prerequisite understanding, language proficiency, and special needs.

Teachers demonstrate deep knowledge of content and pedagogy in many ways, including planning and presentation of content, and responses to student questions and comments throughout the lesson. A knowledgeable teacher will know whether a student's question is important to the discipline and therefore worth pursuing in depth, or whether it represents a sidebar and can be answered immediately and the lesson moved along.

A lesson's activities, as revealed both in the planning documents and in their execution in the classroom, must serve to achieve the lesson's purpose. In a well-designed lesson, these tasks and activities are sequenced and designed to engage students in the intellectual work of learning. Furthermore, "clarity" extends to the activities themselves. Students should not be in the dark about how to complete an activity, what steps they should take, whether it's to be done on their own or with classmates, and how learning will be assessed. Instructive assessments will be grounded in the clarity of instructional purposes and the accuracy of content.

Well-run classrooms are purposeful and joyful. Students and teachers are clear in what they are doing and what desired learning is being pursued. There is a sense conveyed, through both words and actions, that the lesson is important and learning is exhilarating and empowering. Serendipity may permit the extension of learning into other areas, but the fundamentals are clear and grounded in the teacher's deep knowledge of content and ways to engage students in that content.

Teachers also demonstrate their knowledge of content through reflection on and analysis of the lesson. By identifying successful portions of the lesson (while other portions were less so) and the reasons for these discrepancies, they demonstrate understanding of internal connections between different aspects of the content and how student learning can be assured.

Another way teachers exhibit mastery of content is through imaginative use of metaphors and analogies, illustrating points they are making as they explain concepts and relationships among concepts. Such visual images often bring content to life in new ways for students, and help students develop their own flexibility with the content.

## Considerations

- In what ways do the learning outcomes challenge students to think critically?
- In what ways are learning outcomes reflective of the standards of the discipline and appropriate to the students' levels of knowledge and skill?
- What examples do you see of congruence between the activities and instructional outcomes?
- How do the tasks engage students in high-level learning in the discipline?
- How does teachers' deep understanding of the content support intellectual work by students during lessons?

## Indicators

- Clarity of instructional outcomes, reflecting not only knowledge of content and of CCSS or other high-level standards and practices, but also suitability for the students in the class (1a, 1b, 1c)
- Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis (1c)
- Planned resources and activities aligned to the instructional purpose (1d, 1e)
- Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a)
- Activities and assignments, questions and student discussion, all aligned to the instructional purpose (3b, 3c)



## Cluster 1 – Clarity &amp; Accuracy

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable to the students, through some combination of the following:</p> <p>The teacher's plans indicate weak content knowledge.</p> <p>The teacher does not try to ascertain varied skill and ability levels among students in the class to use in planning.</p> <p>Learning outcomes, as stated by the teacher, are poorly aligned to the learning standards and either lack clarity or are stated as activities. They are unsuitable for many students in the class.</p> <p>Planned learning tasks, materials, and question sequences are of low cognitive challenge, are unrelated to the lesson's stated purpose, or are unsuitable for many students.</p> <p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>The teacher makes a serious error of content or academic language that will affect students' understanding of the lesson.</p> <p>Students indicate through body language or verbal exchanges that they don't understand the content being presented.</p> <p>Students appear confused about the learning task.</p>	<p>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students, through some combination of the following:</p> <p>The teacher's plans reflect rudimentary understanding of the content.</p> <p>The teacher is aware that there are different skill and ability levels in the class but does not use this information in planning.</p> <p>Learning outcomes, as stated by the teacher, are a combination of outcomes and activities or lack clarity; they are only partially aligned to the learning standards and are unsuitable for some students in the class.</p> <p>Planned learning tasks, materials, and question sequences are of moderate cognitive challenge or are only partially related to the lesson's stated purpose, or both. They are unsuitable for some students.</p> <p>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</p> <p>The teacher makes no serious content errors but may possibly make minor ones, including imprecise use of academic language.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher finds it necessary to clarify the learning task so that students can complete it.</p>	<p>The instructional purpose and learning tasks are clear, the content presented is accurate and suitable to the students, through some combination of the following:</p> <p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher has identified broad skill groups of students within the class and uses this information in planning.</p> <p>Learning outcomes, as stated by the teacher, are expressed in the form of student learning and are aligned to the learning standards. They are suitable for the groups of students in the class.</p> <p>Planned learning tasks, materials, and question sequences support the lesson's purpose; they are well sequenced, provide cognitive challenge, and are suitable for most students in the class.</p> <p>The teacher states clearly, at some point during the lesson, what the students are learning.</p> <p>The teacher makes no content errors and models the correct use of academic language.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>Students engage with the learning task, indicating that they understand what they are to do; if modeling the process to be followed in the task is appropriate, the teacher does so.</p>	<p>The purpose and learning tasks of the lesson are very clear, and the content presented is accurate and accessible to the students, through some combination of the following, in addition to elements listed under Proficient:</p> <p>The teacher cites intra- and interdisciplinary content relationships.</p> <p>The teacher knows the proficiency level of each student in the class and incorporates this understanding into plans.</p> <p>Learning outcomes are written in the form of student learning and are aligned to learning standards. They allow for all students in the class to be suitably challenged.</p> <p>Planned learning tasks and materials permit advanced students to extend the lesson's purpose and provide students who require it with more time, attention, and supports.</p> <p>The teacher states clearly, at some point during the lesson, what the students are learning, and invites students to connect this learning to the broader outcomes of the curriculum.</p> <p>The teacher explains content clearly, using metaphors and analogies or inviting student predictions to connect content to real life experiences.</p> <p>The teacher's carefully-crafted questions enable students to extend the lesson objectives for deeper understanding.</p> <p>Students have the opportunity for reflection and closure on the content being learned, especially its relation to the unit or broader purposes.</p>



## Cluster 2 – Learning Environment

### Safe, Respectful, Supportive, & Challenging Learning Environment

To do their best work and commit to the activity called school, students must feel respected and honored as people. They must sense their teachers believe in their capabilities; many adults can trace their success in school and in later years to a teacher who believed they could be somebody. For some students, the experience of an adult who conveys such confidence can be life altering.

Teachers convey respect and caring for students through myriad verbal and nonverbal cues: listening carefully to students' ideas, asking for clarification and elaboration, or displaying sensitivity to students' feelings. A teacher's attitude may be outwardly friendly or stern, but beneath even a stern demeanor a teacher conveys an essential *caring*, a sense that each student, regardless of background or family circumstances, is important and has potential. In such an environment, students need not fear they will be belittled by the teacher or demeaned in front of their classmates.

The atmosphere of support and respect is not confined to students as people but extends to them as learners. Many adults are convinced that they “can’t do math” or “were never good at reading poetry.” Although it’s difficult to know the origin of such sentiments, teachers should never convey



them. When teachers indicate that they sincerely honor all students in their journey for understanding, students can engage in that quest assured of deep support by the teacher. It’s a safe environment, in other words, for students to take intellectual risks, to try out ideas, to question the teacher’s—or the book’s, or another student’s—account. Students know they need not fear ridicule or unkind sarcasm from the teacher or from other students. As the emotional environment signals support and respect, the physical environment conveys learning is important and is rich and inviting.

In feeling safe with the teacher and other students, students must also feel challenged, and they must be willing to rise to that challenge. This is partly through the nature of the work itself; that work must be rigorous, engaging, and meaningful. But in addition, students must be willing to make a commitment to it. There must be, in other words, a prevailing norm of student commitment to high-level work; those who engage in such work must not be regarded by their classmates as “geeks,” or “nerds,” or some other term that, in student culture, denotes “un-cool.” Furthermore, just as a classroom culture should honor intellectual work, that same culture should insist that students persevere in challenging content, sticking with it until they “get” it and have achieved a higher level of understanding.

Student cultural attitudes toward work vary profoundly from one age group and from one school to another. Overwhelmingly, young children are keen to learn and to explore the world; if instructional tasks are interesting, then they participate willingly and aim to excel. With older students, the situation

### Cluster 2 Focus Areas

#### POSITIVE DEVELOPMENTAL RELATIONSHIPS

characterized by care and respect between teacher and students and among students, support a sense of safety and belonging.

#### INTELLECTUAL CHALLENGE

is evidenced by high expectations, high levels of cognitive energy, and risk-taking.

#### SUPPORT & PERSISTENCE

are demonstrated in the classroom environment; students persevere through challenges in their quest for mastery.



is more complex; most efforts students make to succeed in school, after all, take place in private—for example, completing their homework assignments and studying for tests. But other actions occur in public, in front of their peers, such as participating in class discussions and engaging in group work. Thus, students who decide to make a commitment to high-level work in school are making a public declaration of that commitment. It's essential that they not become isolated or “punished” by their peers for that commitment.

Educators are aware of research regarding student mindsets, that is, how students view the role of intelligence in learning, (whether it's regarded as fixed or malleable), and the extent to which student success is a function of their views on the intersection of intelligence, on the one hand, and hard work on the other. Researchers and teachers find that when students acquire a growth (rather than a fixed) mindset, the more capable they are of persevering through the inevitable difficulties all learners encounter in mastering complex material. Thus, teachers have an obligation to encourage such a growth mindset in their students.

Teachers whose classrooms are safe and challenging environments for student learning have artfully combined challenge with support. They know their students well enough to know when a student has “blown off” an assignment, or when, in contrast, the student simply does not understand a concept well enough to complete high-quality work. When it comes to student commitment to learning, teachers don't take “no” for an answer, and are ready to provide assistance when needed. This teaching is not formulaic; it is a high-level professional enterprise in which teachers know when to cajole, when to reteach, when to praise, and when to enlist the participation of other students—all in the service of high-level learning within an environment of challenge and support. Within this environment,

## Considerations

- In what ways do classroom interactions demonstrate genuine caring and a safe, respectful, supportive, and challenging learning environment?
- How do teachers convey high expectations for student learning and encourage hard work and perseverance?
- In what ways do teachers create classrooms that are safe for risk-taking?
- How do students take ownership of their work and demonstrate a commitment to mastering challenging content?
- How do teachers establish environments that recognize and value students' identities as well as their social, emotional, and intellectual needs?

## Indicators

- Language of caring and respect between teacher and students and among students, and teacher's awareness of students' interests in and beyond school (2a)
- High levels of cognitive energy (2b)
- A safe environment for student risk taking (2a)
- High expectations for students' capabilities for learning (2b)
- Productive student engagement in small group work (2c)
- Student perseverance, even in the face of challenges (2b)

students persevere in their quest for deep understanding and mastery.

A specific tool used by many teachers for ensuring high-quality work, and for enlisting students in the effort to engage everyone in the work at hand, is teaching students the skills of group work. After all, much important academic work is best done in small groups – discussion, solving problems, completing projects – and such group work, in order to be productive, requires listening to and/or respectfully disagreeing with others, assuming tasks for completing work, or summarizing the status of a project. Furthermore, students must be able to engage in such work even when not under the direct supervision of the teacher. These are specific skills and reflect a more general classroom culture of productivity. Students are not born with such skills; they need to be explicitly taught and practiced. When they are, these skills make a material contribution to the culture of productive engagement with high-level work and learning.

## Cluster 2 – Learning Environment

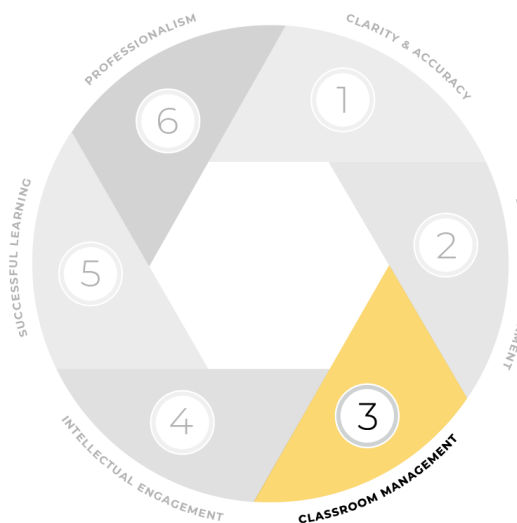
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Interactions between teacher and at least some students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance, through some combination of the following:</p> <p>The teacher uses disrespectful talk toward students and does not address disrespectful interactions among students.</p> <p>The teacher displays no familiarity with, or caring about, individual students' interests or personalities.</p> <p>The teacher conveys, to at least some students, that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work; they abandon their efforts in the face of difficulty.</p> <p>Students participate in only routine responses and tasks that require only low levels of risk taking.</p> <p>Students receive no support from their classmates.</p> <p>Students show no signs of active collaboration.</p>	<p>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modest levels of student perseverance, through some combination of the following:</p> <p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect; the teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are only partially successful.</p> <p>The teacher conveys only modest learning expectations for most students.</p> <p>The teacher encourages students to persevere with challenging work; but only some do so, or they do so in a desultory manner.</p> <p>Few students offer their ideas on questions that seem to entail intellectual risk.</p> <p>Students offer assistance to classmates in a supportive manner when prompted by the teacher.</p> <p>Group work is sometimes collaborative, sometimes not.</p>	<p>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work, through some combination of the following:</p> <p>Interactions between teacher and students and among students is uniformly respectful, with little to no intervention needed by the teacher to correct disrespectful talk among students.</p> <p>The teacher makes connections with individual students.</p> <p>The teacher has high expectations for most students and conveys high regard for students' abilities.</p> <p>Student work and conduct during a lesson indicate a commitment to high quality; students persevere in understanding challenging content.</p> <p>Students participate willingly and appear confident in offering their ideas in front of classmates.</p> <p>Students spontaneously offer assistance to classmates in a supportive manner.</p> <p>Students are productively engaged collaboratively with a partner or during small-group work.</p>	<p>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality, through some combination of the following, in addition to elements listed under Proficient:</p> <p>Interactions between teacher and students and among students is uniformly respectful, with no intervention needed by the teacher to correct disrespectful talk among students.</p> <p>The teacher demonstrates knowledge and caring about the lives of students beyond school.</p> <p>Students' questions, comments, and writing indicate high expectations for self and a desire for deep understanding of the content.</p> <p>Students engage in productive struggle, take initiative to improve the quality of their work, and look for ways to extend their learning.</p> <p>Students volunteer ideas, even when these ideas might seem to be unpopular among classmates.</p> <p>Students recognize and express appreciation for the efforts of their classmates.</p> <p>Group work is productive; groups take shared ownership of, and pride in, the products of their work. All members contribute to the group's work.</p>

## Cluster 3 – Classroom Management

### Classroom Management

A fundamental requirement for any productive classroom is that it runs smoothly. Teachers must establish efficient procedures for the completion of routine tasks, such as taking attendance, guiding transitions into work groups, distributing and collecting materials, and handling end-of-class dismissal. These procedures accomplish several essential purposes, are taken care of with a minimal loss of instructional time, and provide the security of familiar routines for students. Efficient routines convey to students that the teacher is in charge, though not a dictator, thus assuring them that they need not fear chaos.

Classrooms are, after all, crowded places; there are typically over 25 students (and sometimes more), plus a teacher, in a relatively small space. This fact is a source of anxiety for many new teachers; they fear the class size will overwhelm them, particularly if the students are physically larger than the teacher. What is to prevent students from simply refusing to comply with the teacher's directions? How will they avoid chaos, with students doing whatever they choose, perhaps causing harm to themselves or other students? How can a teacher ensure that students actually *learn* anything? What is to guarantee that students will follow the rules, rather than take charge themselves? These are not unreasonable questions, and a new teacher's anxieties are understandable. In creating and then promulgating classroom routines and procedures, including behavioral



norms, a teacher should keep in mind the following principles:

*Routines and norms should be created with student participation.*

Students need to feel in control of their lives; they are quickly alienated by a teacher whose approach to classroom management is one of “This is how it is because I say so.” Moreover, classroom routines are established not only to maintain an orderly environment, but to solve real or potential practical problems. Students like having a chance to speak in a discussion, the challenge is working out an approach allowing everyone the opportunity to be heard. The same thinking applies to virtually all routines: the question “What would happen if we all just went for the door at the same time?” will elicit, even from young children, the recognition that the result would be chaotic—chairs could be overturned or some students knocked over. Next can come the question, “What might be some reasonable procedures for leaving the room?”

The teacher's attitude in establishing routines and procedures is all-important. It's essential for teachers to establish, with students, an environment in which important and interesting work can be accomplished. Therefore, routines and norms are needed for many activities: distributing and collecting materials, keeping a neat classroom, moving between large- and small-group activities, and so on. The purpose of routines is to maximize student learning; it's not because the teacher insists on control. This attitude permits the teacher to sincerely elicit student contributions. *Routines must be taught.*

### Cluster 3 Focus Areas

#### **ROUTINES & PROCEDURES**

create efficiency and clarity to support joyful, productive engagement in learning activities.

#### **COLLECTIVE RESPONSIBILITY**

is shown by all members of the classroom community through monitoring of the standards of conduct, execution of procedures and routines, and productive contributions to learning.

#### **PHYSICAL ENVIRONMENT**

is supportive of learning and appropriate for the social, emotional, and academic needs of all students.



But even after students and the teacher have developed routines and norms for classroom operations, those routines must be taught and practiced. Teachers cannot assume students will automatically know what is intended by a direction such as “Move into your small work groups.” Unless students have practiced a routine to accomplish such a task, the alternative, given the crowded nature of many classrooms, can be chaos. Experienced teachers devote some time at the beginning of a year to teaching routines for all sorts of everyday classroom procedures: distributing and collecting materials, pushing chairs in at the end of class, and so on. Teaching routines is the same as teaching other skills: the routine is described, then students have a structured opportunity to practice it and do it again, incorporating feedback about the success of the first attempt. The same also applies to norms of behavior; they can be isolated, and role-played, so students know what to expect when involved in a situation calling for a teacher to take corrective action. In this way, students are not caught off guard, or unprepared, by events.

Furthermore, unless they are obliged to teach “from a cart” or for other reasons have no consistent use of physical space, teachers exercise a lot of control over the physical environment in which they work. That physical environment can itself exert a powerful influence over what takes place in a classroom: the nature of teacher-student and student-student interactions, the success of large and small group discussions, and the like. As with

other aspects of the classroom environment, students can (and should) play a role in maximizing the contribution of the physical space for their learning. This influence can take the form of suggesting revisions to the arrangement of classroom furniture, to ensuring that traffic patterns support maximum student engagement.

An observer can only infer from teacher directions and student actions whether routines were, in fact, established earlier in the year. Moreover, teachers who are fortunate enough to have the assistance of volunteers or paraprofessionals in their classrooms have the additional challenge of ensuring those individuals are productively engaged in making a substantive contribution to the life of the class.

### Considerations

- In what ways are classrooms well run and organized?
- How might classroom routines and procedures be clearer or carried out more efficiently to prevent loss of instructional time?
- How might students themselves take a more active role in ensuring a productive classroom?
- In what ways do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards?
- How does the physical environment in classrooms support learning and engagement?

### Indicators

- Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c)
- Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c)
- Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when necessary) by teacher or students, or both (2d)
- Physical environment supportive of learning activities (2e)
- Productive contribution to the class by volunteers and paraprofessionals (2c)



## Cluster 3 – Classroom Management

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>The classroom environment is disorganized and chaotic, through some combination of the following:</b></p> <p>Classroom procedures for transitions and other non-instructional activities are either absent or ineffective, resulting in the loss of significant instructional time.</p> <p>Small groups not working with the teacher are not involved in productive work.</p> <p>No standards of conduct appear to have been established, the teacher does not monitor student behavior, or, when noticing student misbehavior, appears helpless to do anything about it.</p> <p>There are physical hazards in the classroom, endangering student safety.</p> <p>Volunteers and paraprofessionals have no defined role and may be idle much of the time.</p>	<p><b>The classroom is at times disorganized, through some combination of the following:</b></p> <p>Procedures for transitions, materials, and other non-instructional duties seem to have been established, but their operation is rough or inconsistent, resulting in some loss of instructional time.</p> <p>Small groups are only intermittently engaged while not working directly with the teacher.</p> <p>Standards of conduct appear to have been set, but the teacher's attempts to maintain order are uneven, or the teacher's response to student misbehavior is inconsistent.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>Volunteers and paraprofessionals participate but require frequent supervision, or their work is not well integrated with classroom activities.</p>	<p><b>The classroom functions smoothly and efficiently, through some combination of the following:</b></p> <p>Effective and efficient procedures have been established for non-instructional activities, such as distribution and collection of materials and supplies and transitions to other grouping patterns, resulting in minimal to no loss of instructional time. Students carry out procedures with little or no teacher direction.</p> <p>All students are productively engaged during small-group work, indicating established procedures.</p> <p>The teacher regularly monitors student behavior; student behavior is generally appropriate. When needed, the teacher's response to misbehavior is effective.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>Volunteers and paraprofessionals work with minimal supervision in sync with classroom goals.</p>	<p><b>The classroom functions seamlessly, through some combination of the following, in addition to elements listed under Proficient:</b></p> <p>Students take the initiative with their classmates to ensure non-instructional routines run smoothly; productive classroom norms are well established, and students as well as the teacher act to maintain them.</p> <p>Students ensure productive small-group work by, for example, assigning roles.</p> <p>The teacher's monitoring of student behavior is seamless and preventative, accomplished largely through nonverbal means; student behavior is entirely appropriate.</p> <p>Students take the initiative to contribute to and adjust the physical environment to support learning for all students.</p> <p>Volunteers and paraprofessionals understand their roles and responsibilities and take initiative in their work in the class.</p>

# Cluster 4 – Intellectual Engagement

## Student Intellectual Engagement

Student engagement is at the very heart of good teaching; it is typically the first item educators identify when invited to describe the classroom of a teacher whom they consider an expert.

However, the term *engagement* does not have a single, or a simple, definition. First, intellectual engagement is not the same as being busy or on task; it's quite possible for students to be occupied doing work—for example, completing a worksheet—that does not represent new learning. Furthermore, physical activity is not sufficient; an activity might involve students in working with physical materials but doing so in a formulaic manner. The key to student engagement is not physical, but mental, activity. A task might be “hands-on,” but to qualify as intellectual engagement, it must be “minds-on.” School, in other words, from the point of view of students, is not a spectator sport. It's essential to maximize the extent students are involved in intellectual activity, such as exploring new ideas, making connections, or formulating and testing hypotheses.

A useful indicator of student intellectual engagement is the answer to the question, “Who's doing the work?” When students listen while the teacher makes a presentation, demonstrates a procedure, or applies a rule, their role may be entirely passive; they may be simply watching while the teacher performs. However, a teacher may present new material in such a way that students are invited to connect new information with prior understanding or predict outcomes of a scenario. When teachers structure lessons in ways that invite students to be intellectually active, those students



explore the nuances of meaning of various concepts and generate new understanding. This process involves thinking. Thus, a variation on the maxim “Who's doing the work?” is “Who's doing the thinking?” Only when students are actively thinking can they be said to be intellectually engaged.

In addition to students engaging in thinking, they can become aware of their own cognitive processes; that is, teachers can engage students not only in cognitive work, but also in *metacognitive* work. How did they arrive at a certain conclusion? What's the evidence for it? In making an error in solving a problem, what was the trajectory of their thinking? Where did it go off track? Can they retrace their steps and find the error? The latter questions deal with the process of thinking and are highly transferable to other situations, and indeed to other subjects. They enable students, when they encounter difficulty such as arriving at a false conclusion, to retrace their steps and take corrective action.

It should also be noted, student engagement in learning does not always appear tidy; when students are wrestling with a new concept or making connections between new content and previously learned material, they may make a few false starts or pursue what turns out to be a dead end before making a course correction. It's challenging for some teachers to allow their students to engage in this *productive struggle*, but the resulting understanding is satisfying to students, empowering them as learners, and solidifying their comprehension.

A lesson in which students are engaged usually has a discernible structure (a beginning, a middle, and an end) with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and encourages students to reflect on what they have done and what they have learned. That is, the lesson has closure, in which the teacher encourages students to derive

## Cluster 4 Focus Areas

### LESSON STRUCTURE & FLOW

allow for and support intellectual engagement and productive struggle; students are given time to think, develop ideas, and reflect on their learning.

### RICH LEARNING TASKS

engage students in important learning through well-designed activities, questions, and discussion.

### STUDENT COLLABORATION & DISCOURSE

invite higher-order thinking, develop reasoning skills, and create the opportunity to engage thoughtfully with others' thinking and ideas.



important learning from the learning tasks, from the discussion, or from what they have read.

Visitors have no difficulty recognizing a classroom with high levels of student cognitive engagement. There is palpable (almost electric) energy in the room, as students display commitment to their work and are eager to explain their accomplishments to visitors. This is not the busywork of students complying with a teacher's requests for them to complete assignments; in a classroom in which students are pursuing their own goals, their work is self-directed, and the environment is vibrant.

For teachers, there are two critical aspects to teaching for student intellectual engagement: designing (or locating) and managing rich learning tasks and skillfully using student discourse.

#### *Rich learning tasks*

Designing (or identifying) suitably demanding learning tasks for students is one of the most challenging aspects of teaching, since a task that is challenging for one student may be routine for another. One can analyze the cognitive demand of a task; whether the task is suitably rigorous, or appropriate, for an individual student is determined by the level of knowledge and cognitive development of the student. A task, in and of itself, is not rigorous or routine; what makes it rigorous or routine is the gap between the demands of the task and the current capabilities of the students who are asked to complete it. If the gap is small or nonexistent, the task is routine and boring; if the gap is too great, the task may be overwhelming. Like Goldilocks's porridge, the gap should be "just right."

Another characteristic of rich learning tasks relates to being "group-worthy," inviting multiple perspectives from different students working together in groups. Much classroom activity, after all, takes place in pairs or small groups, with the teacher playing a mediating role, rather than directly teaching. Tasks suitable for collaborative work enable students with different strengths to make a contribution to the overall effort.

### Considerations

- How do the structure and flow of lessons support the development of ideas and opportunities for students to engage in thoughtful discussion and reflection?
- In what ways do instructional activities and questions explored promote intellectual engagement and energy?
- How are students asked to explain their thinking, construct arguments, and question the thinking of others?
- How do teachers create the conditions for students to take responsibility for their own learning?
- How do activities invite students to grapple with challenging content and solve problems in their collaborative and individual work?

### Indicators

- The content is seen as worthwhile, important, and interesting (2b)
- Content is presented in a manner that engages students in thinking and reasoning (3a)
- Learning tasks require students to engage intellectually, to think; some may involve productive struggle (3c)
- Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b)
- The lesson has a recognizable structure, with time for reflection and closure (3c)
- Students explain their thinking and question the thinking of others (3b)

#### *Student discourse*

Questioning and discussion is used to deepen student understanding (rather than serve as recitation, or a verbal "quiz"). Effective teachers use divergent and convergent questions, framed in ways inviting students to formulate hypotheses, make connections, or challenge previously held views. These teachers are especially adept at responding to and building on student responses and making use of their ideas.

Class discussions should be animated, engaging students in important issues and promoting the use of precise language to deepen and extend understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking, to critique the reasoning of others, and to cite specific evidence to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.



## Cluster 4 – Intellectual Engagement

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>The level of student intellectual engagement is low, through some combination of the following:</b></p> <p>The teacher conveys no energy for the importance of the learning goals and assignments.</p> <p>Content is presented in a didactic manner, with no invitation for students to think and make their own meaning.</p> <p>Learning tasks require only recall or have a single correct response or method; students are not invited to stretch their thinking.</p> <p>The teacher's questions are rapid-fire and convergent, with a single correct answer, and do not invite student thinking.</p> <p>The teacher does not ask students to organize their thoughts and formulate ideas.</p> <p>All discussion is between the teacher and individual students; students are not invited to respond directly to one another.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Few students are involved in the activities and discussions.</p> <p>The lesson has no recognizable structure; it's a random series of events and activities.</p>	<p><b>The level of student intellectual engagement is modest, through some combination of the following:</b></p> <p>The teacher displays little energy for the lesson's purpose or assignments.</p> <p>The teacher's explanation of concepts includes perfunctory invitations for student thinking.</p> <p>Learning tasks are so highly scaffolded that the result is a single pathway to completion.</p> <p>The teacher's questions are a mix of those with a single correct answer and methodology and other questions inviting student thinking.</p> <p>The teacher attempts to provide time for students to formulate their ideas; some make productive use of this time.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students do so.</p> <p>The teacher asks students to explain their reasoning and cite specific evidence, but only some students attempt to do so.</p> <p>About half the students are involved in activities and discussions.</p> <p>The lesson has a recognizable structure, although parts of it may be rushed, while others drag.</p>	<p><b>The classroom is a cognitively busy place, with students encouraged to use their minds, through some combination of the following:</b></p> <p>The teacher exhibits energy for the topic and conveys its importance.</p> <p>The teacher's explanation of concepts invites student intellectual engagement and time to share their thinking with others.</p> <p>Learning tasks demand higher-order thinking, inviting students to take initiative, and may involve productive struggle.</p> <p>Many of the teacher's questions are open-ended, or have multiple correct answers, inviting students to think. (When low-level questions are used, they provide scaffolding for new learning.)</p> <p>Wait time is used productively; students engage in thoughtful reflection during discussion.</p> <p>Students direct their comments to one another during full class discussions; there is lively discussion during small-group work.</p> <p>The teacher asks students to explain their thinking and reasoning, citing specific evidence; many students do so.</p> <p>Virtually all students are involved in the activities and discussions.</p> <p>The lesson has a clear structure, with time for students to engage in thoughtful participation in discussions and learning tasks.</p>	<p><b>The classroom is a cognitively vibrant place, with students encouraged to use their minds, through some combination of the following, in addition to elements listed under Proficient:</b></p> <p>The students exhibit energy for and interest in the topic and associated tasks; they push their classmates' thinking with extended questions.</p> <p>Students are thoughtfully engaged in the teacher's explanation of concepts, as evidenced by their conversations and questions.</p> <p>Students modify a learning task to make it more meaningful or relevant to their needs.</p> <p>Students initiate higher-order questions; they invite comments from their classmates during a discussion and push their classmates with extended questions in both small group and whole class contexts.</p> <p>Students extend the discussion, enriching it.</p> <p>Students build on each other's ideas and make conjectures/connections aimed at either deeper conceptual understanding or connecting procedures to underlying concepts.</p> <p>Students initiate efforts to explore the reasoning that led to a conclusion that warrants revision, identifying fallacies in their thinking.</p> <p>Students themselves ensure that all their classmates are involved in the activities and discussions.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>

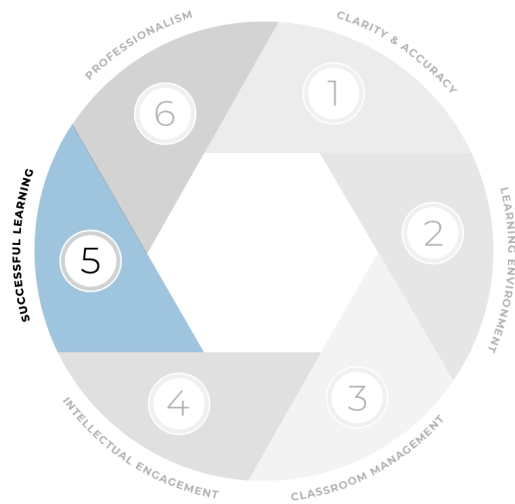
# Cluster 5 – Successful Learning

## Successful Learning by All Students

It is not sufficient for teachers to engage in an activity called teaching; they must ensure students learn. One way of defining *teaching* is as “that which causes student learning.” While this appears an obvious statement, educators frequently overlook it as they attempt to codify *good teaching* in ways that focus exclusively on actions of teachers without considering success of those efforts in ensuring student learning.

Experienced teachers recognize all learning as complex, involving the interplay of conceptual and procedural knowledge, facts and processes, dispositions and habits of mind. Students don’t “master” all of these in the same way, or in the same sequence, and they enter any lesson with their own strengths and areas for growth. However, every lesson and longer unit has a focus; it’s in that area of focus that teachers must articulate and make specific plans to address what they intend students to learn.

Ascertaining whether students have, in fact, learned what was intended requires the design (or adoption) of summative assessments aligned to those outcomes (so that the teacher can take corrective action before moving on), and formative assessments used during the course of a unit or lesson. This requires sophisticated record-keeping systems. In addition, for teachers to improve their approach, they must not only be aware of resources (in the school or, more broadly, in the district or the community); they must commit to what is needed to help every student succeed.



Traditionally, teachers did not ascertain the extent to which their students learned the material being taught until they had completed an instructional unit; indeed, the assessment (usually a test of some type) signaled the end of instruction, students’ work was graded, and the class went on to the next unit. In this approach, teachers could know whether or to what extent their students *had* learned but could not ensure that they did so. Many teachers now employ a subtler approach designed to shape instruction during the course of a lesson or unit. Teachers monitor students’ responses and activities constantly, monitoring the “pulse” of the class frequently during a lesson and making revisions when needed. These changes might be a slight modification in the pace of an activity or in an activity itself based on students’ lack of comprehension (too challenging) or boredom (too easy). Such monitoring occurs constantly and is not specifically planned.

## Cluster 5 Focus Areas

### EQUITABLE ACCESS

to important and rigorous content is supported for each student.

### ASSESSMENT & FEEDBACK

advance learning and inform necessary modifications and additional supports.

### SHARED ACCOUNTABILITY

for mastery and growth is established between teachers, students, and families.



To be effective, monitoring student learning must be addressed to individual students. Global questions, such as “Does anyone have any questions?” are unlikely to yield information on which a teacher can act. Instead, accomplished teachers devise techniques to determine the levels of understanding of individuals. For example, students’ responses to a carefully-crafted question, with their answers written on whiteboards and held up for the teacher to see, provide important information to the teacher about the extent of each individual student’s understanding. If the question is designed to yield diagnostic information, the teacher acquires a fairly specific notion of what needs to be done, ensuring every student understands the content. While not providing such timely information, exit tickets, on which students hand in their response to a carefully designed question as they leave the class, can also supply information on the learning of individual students.

When teachers use such practices, assessment becomes completely integrated into instruction. Teachers are alert to what’s going on during a lesson, watching students for indications they are following the discussion or are acquiring the desired understanding from an instructional activity. Sometimes students provide such indications explicitly; for example, they ask clarifying questions. On other occasions, however, the indications are much more subtle or camouflaged, for example a quizzical look. That said, some objectives are long-term and necessitate more time for students to work toward achieving mastery. Taking into consideration assessment information, the teacher can articulate how students are progressing toward a larger learning goal. In addition, it is important to note students will be engaged in assessing their own progress—working with deliberateness toward goals and aware of how much progress they have made.

Another important mechanism ensuring students’ success is arranging for specific and timely feedback on their efforts. The teacher can provide this feedback, of course. But it can also be supplied by other students (as when they challenge—respectfully—the thinking of their classmates) or by the instructional activities themselves. For example, the solution to a problem in mathematics may simply “not work.” Whatever the source of the feedback, students come to realize that learning is a process of continual iteration; it’s never complete.

Families, too, can be allies in teachers’ quest to ensure student success. They have, after all, known the students for a longer time the teacher has and can provide insight into the students’ lives and interests beyond school. Such information can be invaluable to a teacher in planning instruction and responding to individuals. Skilled teachers keep parents and guardians abreast of students’ success in school and work with families to enhance that success.

## Considerations

- In what ways do teachers ensure learning by all students?
- What are some ways teachers monitor student understanding through specifically designed questions or assessment strategies?
- What are some examples of students monitoring their own learning and providing constructive feedback to classmates?
- How can teachers make strategic modifications to their lessons or leverage other sources of support based on student learning and progress?
- When teachers reflect on a lesson or unit, what are some ways they demonstrate awareness of their success in promoting student engagement and learning?

## Indicators

- Both summative and formative assessments, aligned to learning outcomes, have been planned and developed (1f)
- The teacher monitors student learning during the lesson (individuals and groups) through a variety of means (3d)
- Students receive specific feedback on their work from the teacher, the activities themselves, or other students (3d)
- If necessary, the teacher modifies the lesson to ensure that students “get it,” drawing on other resources as needed (1d, 3e)
- The teacher’s records permit detailed analysis of learning by individuals and groups of students (4b)
- The teacher enlists, as appropriate, the engagement of families in student learning (4c)
- In reflection, the teacher assumes responsibility for student learning (4a)

Attention to every student’s learning is grounded in important assumptions, namely, that the students are capable of high-level learning and that the teacher has the necessary skill, resources, and attitude to enable them to succeed. These beliefs are fundamental. If teachers lack a strong sense of efficacy, then they will be inclined to give up easily when students experience difficulty (as virtually all students do at some point). In such cases, teachers find other factors on which to place the “blame” for students’ struggles: their backgrounds (“His parents are getting a divorce”), the perceived weaknesses of older siblings (“Her brother never could do fractions either”), the lack of skill of a previous teacher (“They should have learned this last year”), or the inadequacy of the adopted materials (“This textbook is terrible”). Therefore, teachers’ ensuring the learning of every student is a reflection of their confidence that they can teach well and that their students are capable of high-level learning.

## Cluster 5 – Successful Learning

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>The teacher makes no attempt to ensure the learning of all students, through some combination of the following:</b></p> <p>Summative assessments are poorly aligned with the learning outcomes.</p> <p>No formative assessments have been designed for use during the lesson.</p> <p>The teacher makes no effort to determine whether students understand the content of the lesson or ignores indications of student boredom or lack of understanding.</p> <p>Feedback to students is only global, such as, “Good job, everyone.”</p> <p>The teacher makes no attempt to adjust the lesson, even when such action is clearly needed.</p> <p>The teacher conveys to students that when they have difficulty learning, it is their fault.</p> <p>Record-keeping systems are disorganized and incomplete; families are unaware of their children’s progress.</p> <p>In reflecting on the lesson, the teacher cites the extent to which students were busy or were well behaved, with no comments about the extent to which they achieved the intended outcomes.</p>	<p><b>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students, through some combination of the following:</b></p> <p>Only some of the learning outcomes are addressed in summative assessments.</p> <p>Plans refer to the use of formative assessments but with no specificity.</p> <p>The teacher requests global indications of student understanding, such as, “Any questions?”</p> <p>Feedback to students is neither specific nor oriented toward future improvement of work.</p> <p>The teacher’s efforts to modify the lesson are only partially successful.</p> <p>The teacher conveys to students a sense of responsibility for their learning but also uncertainty about how to assist them.</p> <p>The teacher maintains school-required record-keeping systems and communicates sporadically with families but does little else to inform families about student progress.</p> <p>In reflecting on the lesson, the teacher cites only limited evidence of student attainment of the instructional goals with an emphasis on other factors, such as whether students were busy or well behaved.</p>	<p><b>The teacher makes thoughtful and genuine attempts to ensure the learning of all students, through some combination of the following:</b></p> <p>All the learning outcomes have a method for summative assessment, differentiated, as needed, for students with different learning goals.</p> <p>Plans include specific formative assessments which are used during instruction.</p> <p>The teacher monitors student learning through a variety of means, including using specifically formulated questions, differentiated as needed, to elicit evidence of student understanding.</p> <p>Feedback includes specific and timely guidance on how students can improve their learning.</p> <p>The teacher makes effective changes to the lesson in response to evidence of student difficulties.</p> <p>The teacher conveys to students that s/he has other approaches to try if or when the students experience difficulty.</p> <p>The teacher maintains a coherent record-keeping system on student learning and regularly sends home information about student learning.</p> <p>In reflecting on the lesson, the teacher cites specific examples of student attainment of the instructional goals or conjectures about why they were not met.</p>	<p><b>The teacher consistently and successfully ensures learning by all students, through some combination of the following, in addition to elements listed under Proficient:</b></p> <p>The teacher’s plan for summative assessment explicitly provides information to students about their progress.</p> <p>The teacher constantly “takes the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student learning.</p> <p>Students monitor their own learning, either on their own initiative or as a result of tasks set by the teacher.</p> <p>High-quality feedback comes from many sources, including other students; it is specific and focused on improvement.</p> <p>When appropriate, students use assessment information to guide their next steps.</p> <p>The teacher conveys to students that failure, persistence, and productive struggle are key aspects of learning and success.</p> <p>The teacher actively encourages two-way communication with families regarding student learning.</p> <p>In reflecting on the lesson, the teacher has specific ideas about how the lesson could be improved. The teacher cites student assessment data that will be taken into account in future planning.</p>



# Cluster 6 – Professionalism

## Professionalism

Schools are, above all, environments to promote the learning of students; they are also places for the intellectual engagement of teachers, so they can better promote the learning of their students. Schools are, in other words, learning organizations for teachers, with potential realized when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect as well as by recognition of responsibility to constantly seek improvement within their practice and contribute to the life of the school and the broader professional community. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school, larger district, or both. These activities include service on school and district curriculum committees or engagement with parent-teacher organizations. With experience, teachers assume leadership roles in these activities or others, and in their school communities in general.

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to keep their knowledge and skills current. Continuing to stay informed and develop skills allows teachers to become more effective, exercise leadership among their colleagues, and constantly refine their understanding of how to engage students in learning. Thus, growth in content and content-specific pedagogy is essential to good

teaching. To the extent technology is an aid to student learning, it's essential teachers stay abreast of developments in that area as well.

Networking with colleagues through activities such as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. In particular, sharing perspectives while jointly examining student work can provide insight to the cognitive processes of individual students. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations (at the regional, state, or even national level), reading professional journals, and attending educational conferences, workshops, or university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.



## Cluster 6 Focus Areas

### CONTINUOUS PROFESSIONAL LEARNING

and improvement are valued and consistently demonstrated through an inquiry-based, growth-focused, and results-oriented approach to professional engagement.

### COLLABORATION

with colleagues occurs frequently, involves active engagement, and is characterized by commitment and trust.

### PRINCIPLED DECISION-MAKING

consistently guides practice and interactions with students, families, colleagues, and community members.



## Considerations

- How do teachers engage with the professional community (within the school and beyond) and demonstrate their commitment to ongoing professional learning?
- In what ways do teachers collaborate productively with one another?
- How can teachers be supported to contribute to the intellectual life of the school?
- What might be some ways the teacher engages in professional learning and takes a leadership role in the school to promote the welfare of students?
- How do teachers support a strong school culture and a climate of trust for staff, students, and families?

## Indicators

- Collaboration with colleagues for joint planning, and school/district and community initiatives (4d)
- Active engagement in workshops, courses, and activities to improve practice (1d, 4e)
- Integrity and honesty in dealing with colleagues and parents on behalf of students (4f)

Expert teachers also demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance requires teachers remain focused on students,

putting them first regardless of how this stance might challenge long-held assumptions, past practice, or simply an easier or more convenient procedure. For example, dialogue around issues surrounding the appropriate use of homework is certain to be spirited and reveal teachers' deep belief about student learning and how best to support it.

Accomplished teachers have a strong moral compass and are guided by the best interest of each student, even when this ethos involves challenging long-established school policies or procedures. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources that may extend beyond the classroom. Seeking greater flexibility in how school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in approaches to problem-solving and decision-making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.



## Cluster 6 - Professionalism

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>The teacher makes no attempt to continue with professional learning or engage with the professional community to advance the interests of students, through some combination of the following:</p>	<p>The teacher makes sporadic or inconsistent attempts to continue with professional learning or engage with the professional community to advance the interests of students, through some combination of the following:</p>	<p>The teacher makes genuine attempts to continue with professional learning and to engage with the professional community to advance the interests of students, through some combination of the following:</p>	<p>The teacher demonstrates a deep commitment to continuing professional learning and engages regularly with the professional community to advance the interests of students, through some combination of the following, in addition to elements listed under Proficient:</p>
<p>The teacher's relationships with colleagues are characterized by negativity and lack of trust.</p>	<p>The teacher has cordial relationships with colleagues and is trusted by them.</p>	<p>The teacher has supportive, collaborative, and trusting relationships with colleagues and is known for having high standards of integrity.</p>	<p>The teacher takes initiative and a leadership role in organizing collaborative projects.</p>
<p>The teacher avoids involvement both in school activities and in district and community projects.</p>	<p>When asked, the teacher participates in school activities as well as district and community projects.</p>	<p>The teacher frequently volunteers to participate in school events and in school, district, and community projects.</p>	<p>The teacher regularly contributes to and leads significant district and community projects.</p>
<p>The teacher ignores or avoids opportunities to participate in activities for professional learning.</p>	<p>The teacher participates in professional activities when they are required or provided by the district.</p>	<p>The teacher seeks opportunities for continued professional development.</p>	<p>The teacher takes a leadership role in finding opportunities for continued professional development and in contributing to professional organizations.</p>
<p>The teacher declines to participate in team and departmental decision making, except when required by superiors.</p>	<p>The teacher participates minimally in team and departmental decision making.</p>	<p>The teacher actively participates in team and departmental decision making.</p>	<p>The teacher takes a leadership role in team and departmental decision making and enjoys the trust of colleagues in terms of honesty, integrity, and confidentiality.</p>
<p>The teacher does not prioritize the needs of students and operates in a self-serving manner.</p>	<p>The teacher notices the needs of students but is inconsistent in addressing them.</p>	<p>The teacher actively addresses student needs and actively works to provide opportunities for student success.</p>	<p>The teacher makes a concerted effort to ensure opportunities are available for all students to be successful, even when these efforts challenge school or district policies.</p>
<p>The teacher ignores school and district regulations.</p>	<p>The teacher minimally complies with school and district regulations.</p>	<p>The teacher completely complies with the letter, as well as the spirit, of school and district regulations.</p>	<p>The teacher makes material suggestions for the improvement of school and district regulations.</p>





## Appendix A – Alignment of FFT Clusters to FFT Components and Elements

Cluster	Components	Elements
<b>1 – Clarity &amp; Accuracy</b>	1a Demonstrating Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> <li>Content and structure of the discipline</li> <li>Prerequisite relationships</li> <li>Content-related pedagogy</li> </ul>
	1b Demonstrating Knowledge of Students	<ul style="list-style-type: none"> <li>Child and adolescent development</li> <li>Learning process</li> <li>Special needs</li> <li>Students' skills, knowledge, and language proficiency</li> <li>Students' interests and cultural heritage</li> </ul>
	1c Setting Instructional Outcomes	<ul style="list-style-type: none"> <li>Value, sequence, and alignment</li> <li>Clarity</li> <li>Balance</li> <li>Suitability for diverse learners</li> </ul>
	1d Demonstrating Knowledge of Resources	<ul style="list-style-type: none"> <li>For classroom use</li> </ul>
	1e Designing Coherent Instruction	<ul style="list-style-type: none"> <li>Learning activities</li> <li>Instructional materials and resources</li> <li>Instructional groups</li> <li>Lesson and unit structure</li> </ul>
	1f Designing Student Assessments	<ul style="list-style-type: none"> <li>Congruence with instructional outcomes</li> <li>Criteria and standards</li> </ul>
	3a Communicating with Students	<ul style="list-style-type: none"> <li>Expectations for learning</li> <li>Explanations of content</li> <li>Use of oral and written language</li> </ul>
	3b Using Questioning and Discussion Techniques	<ul style="list-style-type: none"> <li>Quality of Questions</li> </ul>
	3c Engaging Students in Learning	<ul style="list-style-type: none"> <li>Activities and assignments</li> <li>Grouping of students</li> <li>Instructional materials and resources</li> </ul>
	3d Using Assessment in Instruction	<ul style="list-style-type: none"> <li>Assessment criteria</li> <li>Feedback to students</li> </ul>
	4a Reflecting on Teaching	<ul style="list-style-type: none"> <li>Use in future teaching</li> </ul>
<b>2 – Learning Environment</b>	1b Demonstrating Knowledge of Students	<ul style="list-style-type: none"> <li>Child and adolescent development</li> <li>Students' interests and cultural heritage</li> </ul>
	2a Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> <li>Teacher interactions with students</li> <li>Student interactions with other students</li> </ul>
	2b Establishing a Culture for Learning	<ul style="list-style-type: none"> <li>Importance of the content and of learning</li> <li>Expectations for learning and achievement</li> <li>Student pride in work</li> </ul>
<b>3 – Classroom Management</b>	2c Managing Classroom Procedures	<ul style="list-style-type: none"> <li>Management of instructional groups</li> <li>Management of transitions</li> <li>Management of materials and supplies</li> <li>Performance of classroom routines</li> <li>Supervision of volunteers and paraprofessionals</li> </ul>
	2d Managing Student Behavior	<ul style="list-style-type: none"> <li>Expectations</li> <li>Monitoring of student behavior</li> <li>Response to student misbehavior</li> </ul>
	2e Organizing Physical Space	<ul style="list-style-type: none"> <li>Safety and accessibility</li> <li>Arrangement of furniture and use of physical resources</li> </ul>

<b>4 – Intellectual Engagement</b>	1e Designing Coherent Instruction	<ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul>
	2b Establishing a Culture for Learning	<ul style="list-style-type: none"> <li>• Importance of content and of learning</li> </ul>
	3a Communicating with Students	<ul style="list-style-type: none"> <li>• Directions for Activities</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul>
	3b Using Questioning and Discussion Techniques	<ul style="list-style-type: none"> <li>• Quality of questions/prompts</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>
	3c Engaging Students in Learning	<ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul>
<b>5 – Successful Learning</b>	1b Demonstrating Knowledge of Students	<ul style="list-style-type: none"> <li>• Child and adolescent development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Students’ skills, knowledge, and language proficiency</li> <li>• Students’ interests and cultural heritage</li> </ul>
	1d Demonstrating Knowledge of Resources	<ul style="list-style-type: none"> <li>• Resources for students</li> </ul>
	1f Designing Student Assessments	<ul style="list-style-type: none"> <li>• Congruence with instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design of formative assessments</li> </ul>
	3d Using Assessment in Instruction	<ul style="list-style-type: none"> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul>
	3e Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>
	4a Reflecting on Teaching	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul>
	4b Maintaining Accurate Records	<ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> </ul>
	4c Communicating with Families	<ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul>
<b>6 – Professionalism</b>	1d Demonstrating knowledge of Resources	<ul style="list-style-type: none"> <li>• Resources to extend professional knowledge</li> </ul>
	4d Participating in a Professional Community	<ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Participation in school and district projects</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to the school</li> </ul>
	4e Growing and Developing Professionally	<ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul>
	4f Showing Professionalism	<ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision making</li> <li>• Compliance with school and district regulations</li> </ul>



**For more information:**  
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## SMART CARD

## THE FRAMEWORK FOR TEACHING



“

THE FRAMEWORK GIVES VOICE TO WHAT ALL EDUCATORS KNOW: THAT TEACHING IS VERY COMPLEX WORK. IT'S A THINKING PERSON'S JOB.”

*Charlotte Danielson*

### COMMON THEMES

**Equity**

**High Expectations**

**Cultural Competence**

**Meeting the Needs of All Learners**

**Student Assumption of Responsibility**



# THE FRAMEWORK FOR TEACHING

## DOMAIN 1: PLANNING AND PREPARATION

### 1a Demonstrating Knowledge of Content and Pedagogy

- Content and the structure of the discipline
- Prerequisite relationships
- Content-related pedagogy

### 1b Demonstrating Knowledge of Students

- Child and adolescent development
- Learning process
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage
- Students' special need

### 1c Setting Instructional Outcomes

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse students

### 1d Demonstrating Knowledge of Resources

- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

### 1e Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

### 1f Designing Student Assessments

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### 2a Creating an Environment of Respect and Rapport

- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

### 2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

### 2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

### 2d Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

### 2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### 4a Reflecting on Teaching

- Accuracy
- Use in future teaching

### 4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

### 4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

### 4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

### 4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

### 4f Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

## DOMAIN 3: INSTRUCTION

### 3a Communicating With Students

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

### 3b Using Questioning and Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

### 3c Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

### 3d Using Assessment in Instruction

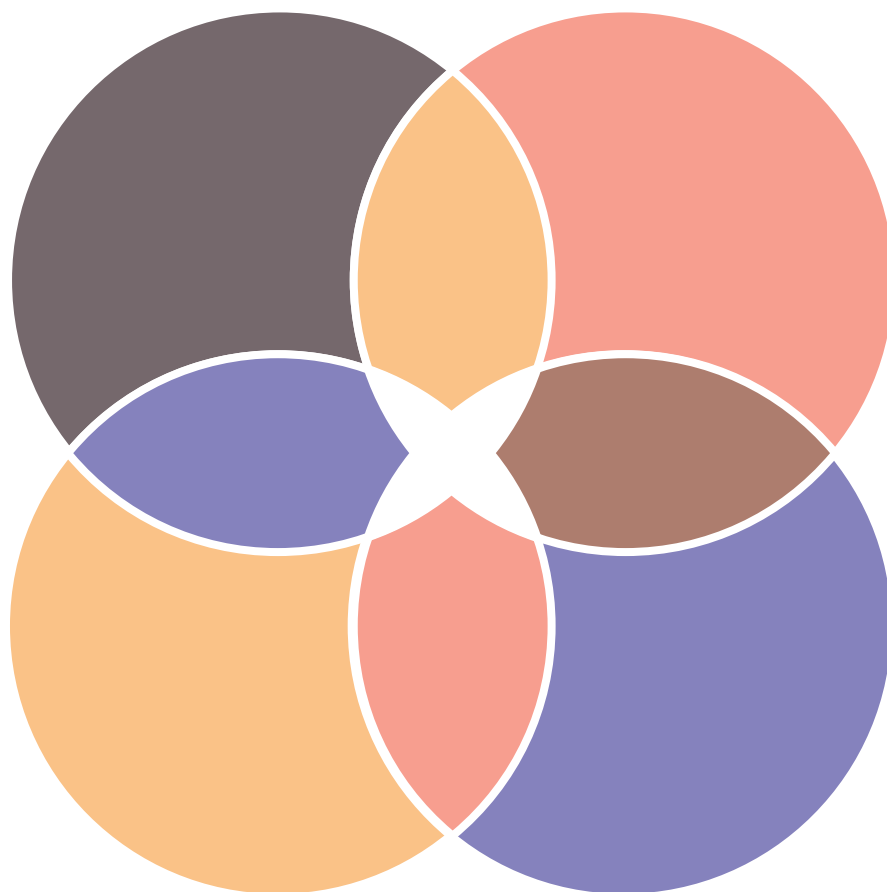
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

### 3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

# **THE FRAMEWORK FOR TEACHING** EVALUATION INSTRUMENT

**2013 EDITION**



**CHARLOTTE DANIELSON**

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# **THE FRAMEWORK FOR TEACHING** EVALUATION INSTRUMENT

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**2013 EDITION**

**CHARLOTTE DANIELSON**

VERSION 1.2 • 8/25/14





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The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

### The 1996 Edition

First published by ASCD in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of *Praxis III: Classroom Performance Assessments*, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components.

### The 2007 Edition

The 2007 edition of the Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching*, incorporated several important enhancements. Most importantly, it reflected educational research that had been conducted since 1996; this was fully described in its Appendix, "The Research Foundation." Moreover, the 2007 edition included frameworks for nonclassroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed:

- 1c: "Selecting Instructional Goals" was changed to "Setting Instructional Outcomes."
- 1f: "Assessing Student Learning" was revised to "Designing Student Assessments."
- 3a: "Communicating Clearly and Accurately" was revised to "Communicating with Students."
- 3d: "Providing Feedback to Students" was altered to "Using Assessment in Instruction."
- 4d: "Contributing to the School and District" was changed to "Participating in a Professional Community."

Most of these revisions were simple clarifications to the language. In the case of 4d, for example, the original name implied to some people that "Contributing to the School and District" was an additional responsibility, not integral to the work of teaching; whereas the new name, "Participating in a Professional Community," suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.

### The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project Measures of Effective Teaching (MET), which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher's practice were most highly correlated with high levels of student progress.

## INTRODUCTION

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The Framework for Teaching was one of the models selected for this large-scale study, which involved the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons. The following additional tools included:

- *Rubric language tighter even than that of the 2007 edition of the Framework for Teaching.* Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component-level rubrics capture all the essential information from those at the element level and are far easier to use in evaluation than are those at the element level.
- *“Critical attributes” for each level of performance for each component.* These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.
- *Possible examples for each level of performance for each component.* These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice might look like in a range of settings.

These enhancements to the Framework for Teaching, while created in response to the demands of the MET study, turned out to be valuable additions to the instrument in all its applications.

Practitioners found that the enhancements not only made it easier to determine the level of performance reflected in a classroom for each component of the Framework, but also contributed to judgments that are more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

As with the 2007 edition, there were absolutely no changes to the architecture of the 2011 edition. Therefore, those educators who invested resources in learning the language of the 2007 edition simply gained additional tools to help them in the challenging work of applying the Framework to actual classroom teaching.

### The 2013 Edition

The principal reason for releasing the 2013 edition of the Framework for Teaching Evaluation Instrument was to respond to the instructional implications of the Common Core State Standards (CCSS). Since the CCSS have been adopted in the vast majority of states, it seemed to make sense to explore what these would mean in the classroom.

The CCSS, when fully implemented, will have a profound effect on education in America. They envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

In particular, the CCSS advocate specific recommendations in different curricular areas:

- In ELA and literacy in all fields, a close reading of text and a greater emphasis on nonfiction works in addition to fiction
- In mathematics, a focus on the principal topics in each grade level, with growing fluency and skill in the application of mathematical concepts

To the extent that the CCSS deal with what students should learn in school so they will be prepared for college and careers, the biggest implications are in the areas of curriculum and assessment. Educators and policymakers must revise their curricula and their classroom and district assessments, and must locate instructional materials to support the new learning.



## INTRODUCTION

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But teachers will also have to acquire new instructional skills in order to bring the CCSS to life for their students. Teaching for deep conceptual understanding, for argumentation, and for logical reasoning have not, after all, been high priorities in most school districts or preparation programs. In most classrooms, students don't take an active role in their own learning, nor do they (respectfully) challenge the thinking of their classmates. All of this will represent a major departure, and therefore a major challenge, for many teachers.

But educators who are familiar with the Framework for Teaching will recognize much in the philosophy of the CCSS that is similar to the underlying concepts of the Framework. After all, the centerpiece of the Framework is student engagement, which is defined not as "busy" or "on task," but as "intellectually active." Learning activities for students may be "hands-on," but they should always be "minds-on." Furthermore, the hallmark of distinguished-level practice in the Framework is that teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

However, despite a deep shared philosophy of teaching and learning between the CCSS and the Framework, there are some specific additions that can be made to the rubric language to bring it into complete alignment; those have been added, particularly in the following domains:

- Domain 1—1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments
- Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction

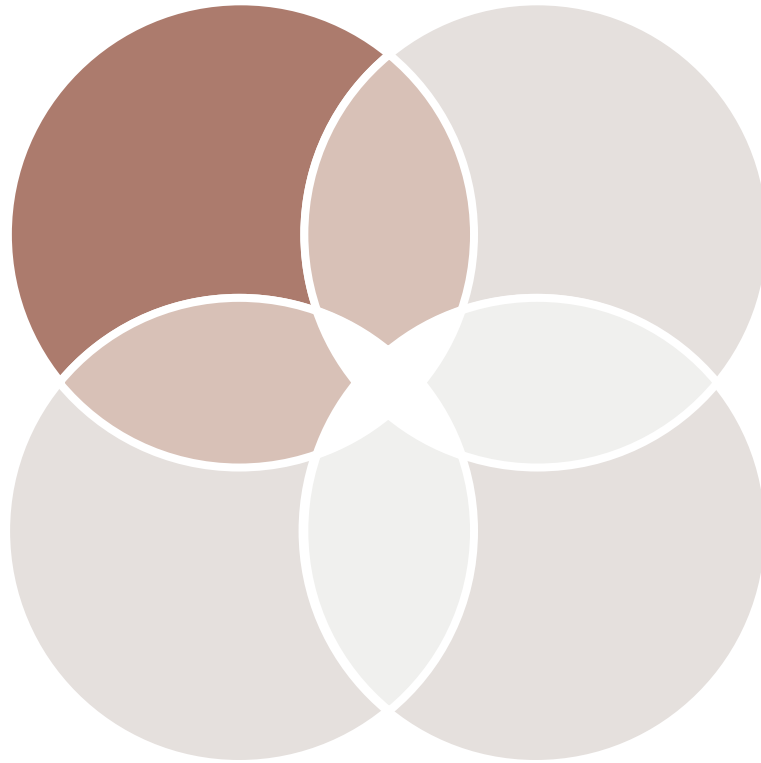
But because the Framework is a generic instrument, applying to all disciplines, and the CCSS are discipline specific, many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Attentive readers who are deeply familiar with the Framework may notice some slight modifications to the language of the rubrics themselves; this has been done, as in previous revisions, in the interest of clarity. Teaching is highly complex work, and describing it is also challenging; as we receive feedback on confusing words and phrases, we try to improve the wording to minimize ambiguity. But educators who have become familiar with the 2011 version of the Framework, who "speak that language" and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

## DOMAIN 1 • PLANNING AND PREPARATION

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# DOMAIN 1



## PLANNING AND PREPARATION

## DOMAIN 1 • PLANNING AND PREPARATION

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## 1a

DEMONSTRATING KNOWLEDGE OF CONTENT  
AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

**The elements of component 1a are:****Knowledge of content and the structure of the discipline**

*Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.*

**Knowledge of prerequisite relationships**

*Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.*

**Knowledge of content-related pedagogy**

*Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.*

**Indicators include:**

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students’ questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice



## 1a

## DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

## UNSATISFACTORY • LEVEL 1

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

## CRITICAL ATTRIBUTES

- The teacher makes content errors.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans use inappropriate strategies for the discipline.

## POSSIBLE EXAMPLES

- *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."*
- *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."*
- *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*
- *And others...*

## BASIC • LEVEL 2

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

- The teacher's understanding of the discipline is rudimentary.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

- *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.*
- *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.*
- *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.*
- *And others...*

## PROFICIENT • LEVEL 3

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

- *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.*
- *The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement.*
- *The teacher plans to expand a unit on civics by having students simulate a court trial.*
- *And others...*

## DISTINGUISHED • LEVEL 4

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

- The teacher cites intra- and interdisciplinary content relationships.
- The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher's plans reflect recent developments in content-related pedagogy.

- *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.*
- *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.*
- *And others...*

## DOMAIN 1 • PLANNING AND PREPARATION

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## 1b DEMONSTRATING KNOWLEDGE OF STUDENTS

Teachers don't teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

### The elements of component 1b are:

#### Knowledge of child and adolescent development

*Children learn differently at different stages of their lives.*

#### Knowledge of the learning process

*Learning requires active intellectual engagement.*

#### Knowledge of students' skills, knowledge, and language proficiency

*What students are able to learn at any given time is influenced by their level of knowledge and skill.*

#### Knowledge of students' interests and cultural heritage

*Children's backgrounds influence their learning.*

#### Knowledge of students' special needs

*Children do not all develop in a typical fashion.*

### Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

## 1b

## DEMONSTRATING KNOWLEDGE OF STUDENTS

## UNSATISFACTORY • LEVEL 1

The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

## CRITICAL ATTRIBUTES

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.

## POSSIBLE EXAMPLES

- *The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.*
- *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.*
- *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.*
- *And others...*

## BASIC • LEVEL 2

The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

- *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.*
- *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.*
- *Lesson plans make only peripheral reference to students' interests.*
- *The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.*
- *And others...*



## PROFICIENT • LEVEL 3

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified "high," "medium," and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

- *The teacher creates an assessment of students' levels of cognitive development.*
- *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.*
- *The teacher administers a student interest survey at the beginning of the school year.*
- *The teacher plans activities using his knowledge of students' interests.*
- *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.*
- *The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.*
- *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.*
- *And others...*

## DISTINGUISHED • LEVEL 4

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- The teacher seeks out information from all students about their cultural heritages.
- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

- *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.*
- *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.*
- *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.*
- *The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.*
- *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*
- *And others...*

## DOMAIN 1 • PLANNING AND PREPARATION

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## 1c SETTING INSTRUCTIONAL OUTCOMES

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

### The elements of component 1c are:

#### Value, sequence, and alignment

*Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.*

#### Clarity

*Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.*

#### Balance

*Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.*

#### Suitability for diverse students

*Outcomes must be appropriate for all students in the class.*

### Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

## 1c

## SETTING INSTRUCTIONAL OUTCOMES

## UNSATISFACTORY • LEVEL 1

The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

## CRITICAL ATTRIBUTES

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are stated as activities.
- Outcomes are not suitable for many students in the class.

## POSSIBLE EXAMPLES

- *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.*
- *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.*
- *The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.*
- *Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*
- *None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.*
- *And others...*

## BASIC • LEVEL 2

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline.
- Outcomes are suitable for most of the class.

- *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.*
- *The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.*
- *Most of the English Language Arts outcomes are based on narrative.*
- *And others...*

## PROFICIENT • LEVEL 3

Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

- Outcomes represent high expectations and rigor.
- Outcomes are related to “big ideas” of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

- *One of the learning outcomes is for students to “appreciate the aesthetics of 18th-century English poetry.”*
- *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.*
- *The learning outcomes include students defending their interpretation of the story with citations from the text.*
- *And others...*

## DISTINGUISHED • LEVEL 4

All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

- The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- The teacher connects outcomes to previous and future learning.
- Outcomes are differentiated to encourage individual students to take educational risks.

- *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher’s higher expectations of them.*
- *Students will develop a concept map that links previous learning goals to those they are currently working on.*
- *Some students identify additional learning.*
- *The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.*
- *One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.*
- *And others...*



## DOMAIN 1 • PLANNING AND PREPARATION

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## 1d DEMONSTRATING KNOWLEDGE OF RESOURCES

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

### The elements of component 1d are:

#### Resources for classroom use

*Materials must align with learning outcomes.*

#### Resources to extend content knowledge and pedagogy

*Materials that can further teachers' professional knowledge must be available.*

#### Resources for students

*Materials must be appropriately challenging.*

### Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

1d

## DEMONSTRATING KNOWLEDGE OF RESOURCES

## UNSATISFACTORY • LEVEL 1

The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.

## CRITICAL ATTRIBUTES

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand her own skill.
- Although the teacher is aware of some student needs, he does not inquire about possible resources.

## POSSIBLE EXAMPLES

- *For their unit on China, the students find all of their information in the district-supplied textbook.*
- *The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.*
- *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*
- *In the literacy classroom, the teacher has provided only narrative works.*
- *And others...*

## BASIC • LEVEL 2

The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

- *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.*
- *The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.*
- *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*
- *In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.*
- *And others...*

## PROFICIENT • LEVEL 3

The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.

- *The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.*
- *The teacher takes an online course on literature to expand her knowledge of great American writers.*
- *The ELA lesson includes a wide range of narrative and informational reading materials.*
- *The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school.*
- *And others...*

## DISTINGUISHED • LEVEL 4

The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.

- *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.*
- *The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.*
- *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*
- *And others...*

## DOMAIN 1 • PLANNING AND PREPARATION

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## 1e DESIGNING COHERENT INSTRUCTION

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

### The elements of component 1e are:

#### Learning activities

*Instruction is designed to engage students and advance them through the content.*

#### Instructional materials and resources

*Aids to instruction are appropriate to the learning needs of the students.*

#### Instructional groups

*Teachers intentionally organize instructional groups to support student learning.*

#### Lesson and unit structure

*Teachers produce clear and sequenced lesson and unit structures to advance student learning.*

### Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

## UNSATISFACTORY • LEVEL 1

Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

## CRITICAL ATTRIBUTES

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

## POSSIBLE EXAMPLES

- *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.*
- *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.*
- *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.*
- *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.*
- *And others...*

## BASIC • LEVEL 2

Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.

- *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.*
- *The teacher finds an atlas to use as a supplemental resource during the geography unit.*
- *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.*
- *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*
- *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.*
- *And others...*

## PROFICIENT • LEVEL 3

Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

- *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.*
- *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.*
- *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.*
- *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.*
- *The fourth-grade math unit plan focuses on the key concepts for that level.*
- *And others...*

## DISTINGUISHED • LEVEL 4

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

- Activities permit student choice.
- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

- *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.*
- *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.*
- *After the cooperative group lesson, the students will reflect on their participation and make suggestions.*
- *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*
- *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.*
- *And others...*

## DOMAIN 1 • PLANNING AND PREPARATION

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## 1f DESIGNING STUDENT ASSESSMENTS

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

### The elements of component 1f are:

#### Congruence with instructional outcomes

*Assessments must match learning expectations.*

#### Criteria and standards

*Expectations must be clearly defined.*

#### Design of formative assessments

*Assessments for learning must be planned as part of the instructional process.*

#### Use for planning

*Results of assessment guide future planning.*

### Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction



**UNSATISFACTORY • LEVEL 1**

Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

**CRITICAL ATTRIBUTES**

- Assessments do not match instructional outcomes.
- Assessments lack criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

**POSSIBLE EXAMPLES**

- *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.*
- *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"*
- *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."*
- *And others...*

**BASIC • LEVEL 2**

Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

- *The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.*
- *The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.*
- *A student asks, "If half the class passed the test, why are we all reviewing the material again?"*
- *And others...*

## PROFICIENT • LEVEL 3

All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

- *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.*
- *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.*
- *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.*
- *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.*
- *And others...*

## DISTINGUISHED • LEVEL 4

All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

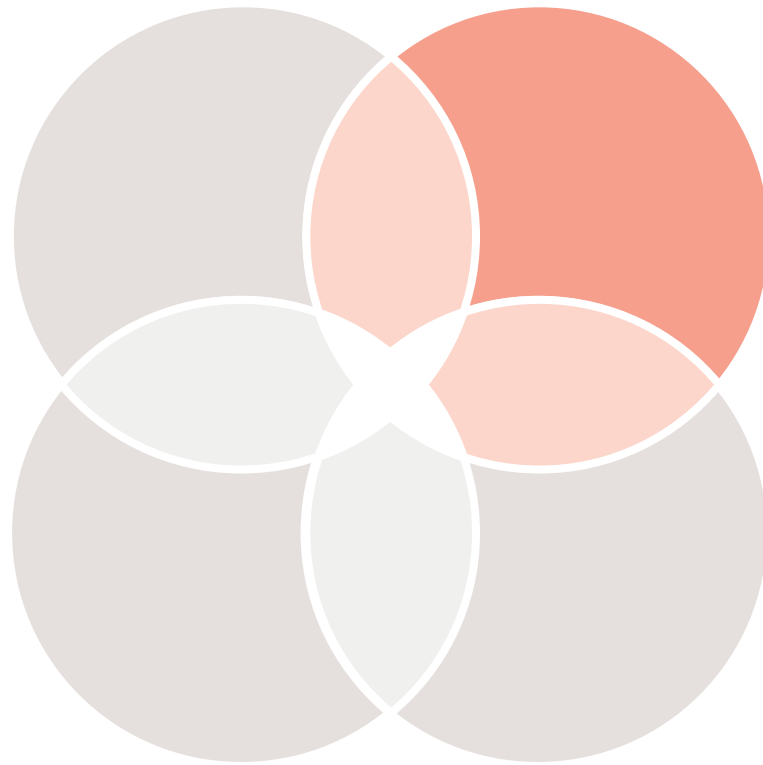
- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- Students develop rubrics according to teacher-specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

- *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.*
- *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.*
- *After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.*
- *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.*
- *And others...*

## DOMAIN 2 • THE CLASSROOM ENVIRONMENT

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# DOMAIN 2



## THE CLASSROOM ENVIRONMENT

## DOMAIN 2 • THE CLASSROOM ENVIRONMENT

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## 2a CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

### The elements of component 2a are:

Teacher interactions with students, including both words and actions

*A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.*

Student interactions with other students, including both words and actions

*As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.*

### Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students’ backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

## 2a

## CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

## UNSATISFACTORY • LEVEL 1

Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

## CRITICAL ATTRIBUTES

- The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- Students' body language indicates feelings of hurt, discomfort, or insecurity.
- The teacher displays no familiarity with, or caring about, individual students.
- The teacher disregards disrespectful interactions among students.

## POSSIBLE EXAMPLES

- *A student slumps in his chair following a comment by the teacher.*
- *Students roll their eyes at a classmate's idea; the teacher does not respond.*
- *Many students talk when the teacher and other students are talking; the teacher does not correct them.*
- *Some students refuse to work with other students.*
- *The teacher does not call students by their names.*
- *And others...*

## BASIC • LEVEL 2

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

- *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.*
- *A few students do not engage with others in the classroom, even when put together in small groups.*
- *Students applaud halfheartedly following a classmate's presentation to the class.*
- *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.*
- *And others...*

## PROFICIENT • LEVEL 3

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

- Talk between the teacher and students and among students is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.

- *The teacher greets students by name as they enter the class or during the lesson.*
- *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.*
- *Students attend fully to what the teacher is saying.*
- *Students wait for classmates to finish speaking before beginning to talk.*
- *Students applaud politely following a classmate's presentation to the class.*
- *Students help each other and accept help from each other.*
- *The teacher and students use courtesies such as "please," "thank you," and "excuse me."*
- *The teacher says, "Don't talk that way to your classmates," and the insults stop.*
- *And others...*

## DISTINGUISHED • LEVEL 4

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- There is no disrespectful behavior among students.
- When necessary, students respectfully correct one another.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
- The teacher respects and encourages students' efforts.

- *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).*
- *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.*
- *Students clap enthusiastically for one another's presentations for a job well done.*
- *The teacher says, "That's an interesting idea, Josh, but you're forgetting..."*
- *A student questions a classmate, "Didn't you mean \_\_\_\_\_?" and the classmate reflects and responds, "Oh, maybe you are right!"*
- *And others...*

## DOMAIN 2 • THE CLASSROOM ENVIRONMENT

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## 2b

## ESTABLISHING A CULTURE FOR LEARNING

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

**The elements of component 2b are:**

**Importance of the content and of learning**

*In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.*

**Expectations for learning and achievement**

*In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.*

**Student pride in work**

*When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.*

**Indicators include:**

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products



## 2b

## ESTABLISHING A CULTURE FOR LEARNING

## UNSATISFACTORY • LEVEL 1

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

## CRITICAL ATTRIBUTES

- The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- The teacher conveys to at least some students that the work is too challenging for them.
- Students exhibit little or no pride in their work.
- Students use language incorrectly; the teacher does not correct them.

## POSSIBLE EXAMPLES

- *The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.*
- *The teacher says to a student, "Why don't you try this easier problem?"*
- *Students turn in sloppy or incomplete work.*
- *Many students don't engage in an assigned task, and yet the teacher ignores their behavior.*
- *Students have not completed their homework; the teacher does not respond.*
- *And others...*

## BASIC • LEVEL 2

The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- The teacher conveys high expectations for only some students.
- Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."
- The teacher's primary concern appears to be to complete the task at hand.
- The teacher urges, but does not insist, that students use precise language.

- *The teacher says, "Let's get through this."*
- *The teacher says, "I think most of you will be able to do this."*
- *Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.*
- *The teacher does not encourage students who are struggling.*
- *Only some students get right to work after an assignment is given or after entering the room.*
- *And others...*

## PROFICIENT • LEVEL 3

The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- The teacher demonstrates a high regard for students' abilities.
- The teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.
- The teacher insists on precise use of language by students.

- *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."*
- *The teacher says, "This idea is really important! It's central to our understanding of history."*
- *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."*
- *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.*
- *Students get to work right away when an assignment is given or after entering the room.*
- *And others...*

## DISTINGUISHED • LEVEL 4

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

- The teacher communicates passion for the subject.
- The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- Students indicate through their questions and comments a desire to understand the content.
- Students assist their classmates in understanding the content.
- Students take initiative in improving the quality of their work.
- Students correct one another in their use of language.

- *The teacher says, "It's really fun to find the patterns for factoring polynomials."*
- *A student says, "I don't really understand why it's better to solve this problem that way."*
- *A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.*
- *Students question one another on answers.*
- *A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.*
- *And others...*

## DOMAIN 2 • THE CLASSROOM ENVIRONMENT

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## 2c

## MANAGING CLASSROOM PROCEDURES

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”

**The elements of component 2c are:**

**Management of instructional groups**

*Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.*

**Management of transitions**

*Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.*

**Management of materials and supplies**

*Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.*

**Performance of classroom routines**

*Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.*

**Supervision of volunteers and paraprofessionals**

*Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.*

**Indicators include:**

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

## 2c

## MANAGING CLASSROOM PROCEDURES

## UNSATISFACTORY • LEVEL 1

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.

## CRITICAL ATTRIBUTES

- Students not working with the teacher are not productively engaged.
- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.
- Volunteers and paraprofessionals have no defined role and/or are idle much of the time.

## POSSIBLE EXAMPLES

- *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.*
- *There are long lines for materials and supplies.*
- *Distributing or collecting supplies is time consuming.*
- *Students bump into one another when lining up or sharpening pencils.*
- *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.*
- *And others...*

## BASIC • LEVEL 2

Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.

- Students not working directly with the teacher are only partially engaged.
- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.
- Volunteers and paraprofessionals require frequent supervision.

- *Some students not working with the teacher are off task.*
- *Transition between large- and small-group activities requires five minutes but is accomplished.*
- *Students ask what they are to do when materials are being distributed or collected.*
- *Students ask clarifying questions about procedures.*
- *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.*
- *And others...*



## PROFICIENT • LEVEL 3

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.
- Volunteers and paraprofessionals work with minimal supervision.

- *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.*
- *Students move directly between large- and small-group activities.*
- *Students get started on an activity while the teacher takes attendance.*
- *The teacher has an established timing device, such as counting down, to signal students to return to their desks.*
- *The teacher has an established attention signal, such as raising a hand or dimming the lights.*
- *One member of each small group collects materials for the table.*
- *There is an established color-coded system indicating where materials should be stored.*
- *Cleanup at the end of a lesson is fast and efficient.*
- *And others...*

## DISTINGUISHED • LEVEL 4

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Students take initiative in distributing and collecting materials efficiently.
- Students themselves ensure that transitions and other routines are accomplished smoothly.
- Volunteers and paraprofessionals take initiative in their work in the class.

- *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.*
- *A student reminds classmates of the roles that they are to play within the group.*
- *A student redirects a classmate to the table he should be at following a transition.*
- *Students propose an improved attention signal.*
- *Students independently check themselves into class on the attendance board.*
- *And others...*

## DOMAIN 2 • THE CLASSROOM ENVIRONMENT

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## 2d

## MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

**The elements of component 2d are:**

**Expectations**

*It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.*

**Monitoring of student behavior**

*Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.*

**Response to student misbehavior**

*Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.*

**Indicators include:**

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

## 2d

## MANAGING STUDENT BEHAVIOR

## UNSATISFACTORY • LEVEL 1

There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

## CRITICAL ATTRIBUTES

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

## POSSIBLE EXAMPLES

- *Students are talking among themselves, with no attempt by the teacher to silence them.*
- *An object flies through the air, apparently without the teacher's notice.*
- *Students are running around the room, resulting in chaos.*
- *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.*
- *And others...*

## BASIC • LEVEL 2

Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

- *Classroom rules are posted, but neither the teacher nor the students refer to them.*
- *The teacher repeatedly asks students to take their seats; some ignore her.*
- *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*
- *And others...*

**PROFICIENT • LEVEL 3**

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.

- *Upon a nonverbal signal from the teacher, students correct their behavior.*
- *The teacher moves to every section of the classroom, keeping a close eye on student behavior.*
- *The teacher gives a student a "hard look," and the student stops talking to his neighbor.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

- *A student suggests a revision to one of the classroom rules.*
- *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.*
- *The teacher speaks privately to a student about misbehavior.*
- *A student reminds her classmates of the class rule about chewing gum.*
- *And others...*



## DOMAIN 2 • THE CLASSROOM ENVIRONMENT

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## 2e ORGANIZING PHYSICAL SPACE

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

### The elements of component 2e are:

#### Safety and accessibility

*Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.*

#### Arrangement of furniture and use of physical resources

*Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.*

### Indicators include:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

## 2e

## ORGANIZING PHYSICAL SPACE

## UNSATISFACTORY • LEVEL 1

The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

## CRITICAL ATTRIBUTES

- There are physical hazards in the classroom, endangering student safety.
- Many students can't see or hear the teacher or see the board.
- Available technology is not being used even if it is available and its use would enhance the lesson.

## POSSIBLE EXAMPLES

- *There are electrical cords running around the classroom.*
- *There is a pole in the middle of the room; some students can't see the board.*
- *A whiteboard is in the classroom, but it is facing the wall.*
- *And others...*

## BASIC • LEVEL 2

The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

- The physical environment is safe, and most students can see and hear the teacher or see the board.
- The physical environment is not an impediment to learning but does not enhance it.
- The teacher makes limited use of available technology and other resources.

- *The teacher ensures that dangerous chemicals are stored safely.*
- *The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.*
- *The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.*
- *And others...*

**PROFICIENT • LEVEL 3**

The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

- The classroom is safe, and all students are able to see and hear the teacher or see the board.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.

- *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.*
- *Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.*
- *The use of an Internet connection extends the lesson.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

- Modifications are made to the physical environment to accommodate students with special needs.
- There is total alignment between the learning activities and the physical environment.
- Students take the initiative to adjust the physical environment.
- The teacher and students make extensive and imaginative use of available technology.

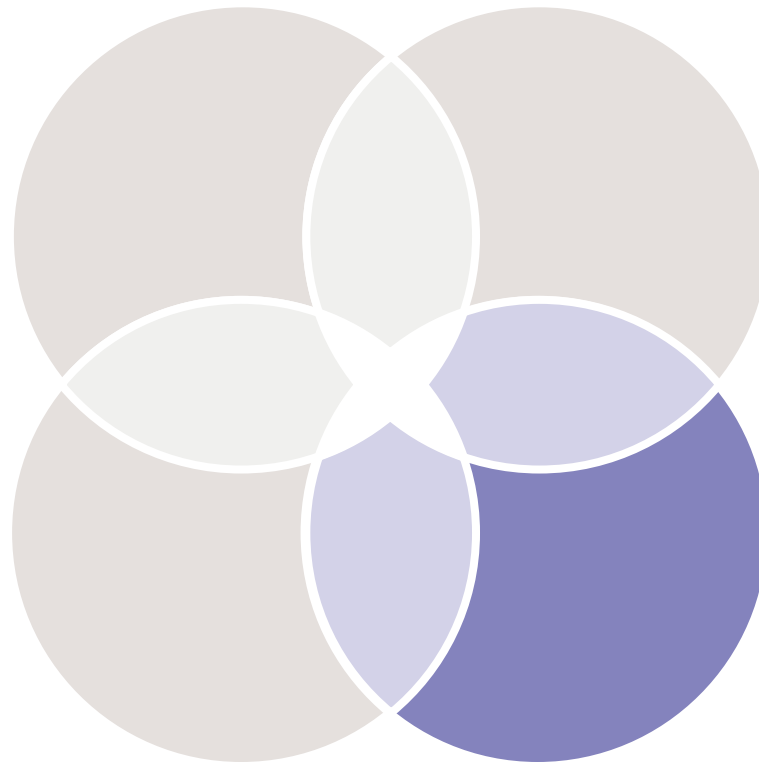
- *Students ask if they can shift the furniture to better suit small-group work or discussion.*
- *A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.*
- *A student suggests an application of the whiteboard for an activity.*
- *And others...*

## DOMAIN 3 • INSTRUCTION

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# DOMAIN 3



INSTRUCTION

## DOMAIN 3 • INSTRUCTION

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## 3a COMMUNICATING WITH STUDENTS

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

### The elements of component 3a are:

#### Expectations for learning

*The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.*

#### Directions for activities

*Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.*

#### Explanations of content

*Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.*

#### Use of oral and written language

*For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.*

### Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

## 3a

## COMMUNICATING WITH STUDENTS

## UNSATISFACTORY • LEVEL 1

The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

## CRITICAL ATTRIBUTES

- At no time during the lesson does the teacher convey to students what they will be learning.
- Students indicate through body language or questions that they don't understand the content being presented.
- The teacher makes a serious content error that will affect students' understanding of the lesson.
- Students indicate through their questions that they are confused about the learning task.
- The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- The teacher's vocabulary is inappropriate to the age or culture of the students.

## POSSIBLE EXAMPLES

- *A student asks, "What are we supposed to be doing?" but the teacher ignores the question.*
- *The teacher states that to add fractions they must have the same numerator.*
- *Students have a quizzical look on their faces; some may withdraw from the lesson.*
- *Students become disruptive or talk among themselves in an effort to follow the lesson.*
- *The teacher uses technical terms without explaining their meanings.*
- *The teacher says "ain't."*
- *And others...*

## BASIC • LEVEL 2

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so students can complete it.
- The teacher's vocabulary and usage are correct but unimaginative.
- When the teacher attempts to explain academic vocabulary, it is only partially successful.
- The teacher's vocabulary is too advanced, or too juvenile, for students.

- *The teacher mispronounces "\_\_\_\_\_."*
- *The teacher says, "And oh, by the way, today we're going to factor polynomials."*
- *A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.*
- *A student asks, "What do I write here?" in order to complete a task.*
- *The teacher says, "Watch me while I show you how to \_\_\_\_\_," asking students only to listen.*
- *A number of students do not seem to be following the explanation.*
- *Students are inattentive during the teacher's explanation of content.*
- *Students' use of academic vocabulary is imprecise.*
- *And others...*

## PROFICIENT • LEVEL 3

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher's explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- The teacher's vocabulary is appropriate to students' ages and levels of development.

- *The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."*
- *In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"*
- *The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.*
- *The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."*
- *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.*
- *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.*
- *And others...*

## DISTINGUISHED • LEVEL 4

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- Students use academic language correctly.

- *The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."*
- *The teacher asks a student to explain the task to other students.*
- *When clarification about the learning task is needed, a student offers it to classmates.*
- *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.*
- *The teacher asks, "Who would like to explain this idea to us?"*
- *A student asks, "Is this another way we could think about analogies?"*
- *A student explains an academic term to classmates.*
- *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not" and that the prefix un- also means the same thing.*
- *A student says to a classmate, "I think that side of the triangle is called the hypotenuse."*
- *And others...*



## DOMAIN 3 • INSTRUCTION

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### 3b USING QUESTIONING AND DISCUSSION TECHNIQUES

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

## DOMAIN 3 • INSTRUCTION

### The elements of component 3b are:

#### Quality of questions/prompts

*Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.*

#### Discussion techniques

*Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.*

#### Student participation

*In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.*

**Indicators include:**

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

## 3b

## USING QUESTIONING AND DISCUSSION TECHNIQUES

## UNSATISFACTORY • LEVEL 1

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

## CRITICAL ATTRIBUTES

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

## POSSIBLE EXAMPLES

- *All questions are of the "recitation" type, such as "What is  $3 \times 4$ ?"*
- *The teacher asks a question for which the answer is on the board; students respond by reading it.*
- *The teacher calls only on students who have their hands up.*
- *A student responds to a question with wrong information, and the teacher doesn't follow up.*
- *And others...*

## BASIC • LEVEL 2

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.

- *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"*
- *The teacher asks, "Who has an idea about this?" The usual three students offer comments.*
- *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.*
- *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.*
- *And others...*



## PROFICIENT • LEVEL 3

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

- *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"*
- *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to \_\_\_\_\_?"*
- *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.*
- *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.*
- *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did \_\_\_\_\_?" to find the reason in the text and to explain their thinking to a neighbor.*
- *And others...*

## DISTINGUISHED • LEVEL 4

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

- Students initiate higher-order questions.
- The teacher builds on and uses student responses to questions in order to deepen student understanding.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion and challenge one another's thinking.
- Virtually all students are engaged in the discussion.

- *A student asks, "How many ways are there to get this answer?"*
- *A student says to a classmate, "I don't think I agree with you on this, because..."*
- *A student asks of other students, "Does anyone have another idea how we might figure this out?"*
- *A student asks, "What if...?"*
- *And others...*

## DOMAIN 3 • INSTRUCTION

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### 3c ENGAGING STUDENTS IN LEARNING

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be “minds-on.”

## DOMAIN 3 • INSTRUCTION

### The elements of component 3c are:

#### Activities and assignments

*The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.*

#### Grouping of students

*How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.*

#### Instructional materials and resources

*The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.*

#### Structure and pacing

*No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.*

**Indicators include:**

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection



## UNSATISFACTORY • LEVEL 1

The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

## CRITICAL ATTRIBUTES

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.
- Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

## POSSIBLE EXAMPLES

- *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.*
- *Students fill out the lesson worksheet by copying words from the board.*
- *Students are using math manipulative materials in a rote activity.*
- *The teacher lectures for 45 minutes.*
- *Most students don't have time to complete the assignment; the teacher moves on in the lesson.*
- *And others...*

## BASIC • LEVEL 2

The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and those requiring recall.
- Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- The materials and resources are partially aligned to the lesson objectives.
- Few of the materials and resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.
- The instructional groupings used are partially appropriate to the activities.

- *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.*
- *Students are asked to fill in a worksheet, following an established procedure.*
- *There is a recognizable beginning, middle, and end to the lesson.*
- *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.*
- *And others...*

## PROFICIENT • LEVEL 3

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.
- The teacher uses groupings that are suitable to the lesson activities.

- *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.*
- *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.*
- *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.*
- *Students are asked to create different representations of a large number using a variety of manipulative materials.*
- *The lesson is neither rushed nor does it drag.*
- *And others...*

## DISTINGUISHED • LEVEL 4

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

- *Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.*
- *Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.*
- *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.*
- *Students identify or create their own learning materials.*
- *Students summarize their learning from the lesson.*
- *And others...*

## DOMAIN 3 • INSTRUCTION

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### 3d USING ASSESSMENT IN INSTRUCTION

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a “finger on the pulse” of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a “teachable moment,” or enlisting students' particular interests to enrich an explanation.

## DOMAIN 3 • INSTRUCTION

### The elements of component 3d are:

#### Assessment criteria

*It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).*

#### Monitoring of student learning

*A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.*

#### Feedback to students

*Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.*

#### Student self-assessment and monitoring of progress

*The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.*



**Indicators include:**

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

## 3d

## USING ASSESSMENT IN INSTRUCTION

## UNSATISFACTORY • LEVEL 1

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

## CRITICAL ATTRIBUTES

- The teacher gives no indication of what high-quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- Students receive no feedback, or feedback is global or directed to only one student.
- The teacher does not ask students to evaluate their own or classmates' work.

## POSSIBLE EXAMPLES

- *A student asks, "How is this assignment going to be graded?"*
- *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.*
- *The teacher forges ahead with a presentation without checking for understanding.*
- *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."*
- *And others...*

## BASIC • LEVEL 2

Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.

- There is little evidence that the students understand how their work will be evaluated.
- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- Feedback to students is vague and not oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer assessment.

- *The teacher asks, "Does anyone have a question?"*
- *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.*
- *The teacher says, "Good job, everyone."*
- *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.*
- *The students receive their tests back; each one is simply marked with a letter grade at the top.*
- *And others...*

**PROFICIENT • LEVEL 3**

Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.

- The teacher makes the standards of high-quality work clear to students.
- The teacher elicits evidence of student understanding.
- Students are invited to assess their own work and make improvements; most of them do so.
- Feedback includes specific and timely guidance, at least for groups of students.

- *The teacher circulates during small-group or independent work, offering suggestions to students.*
- *The teacher uses specifically formulated questions to elicit evidence of student understanding.*
- *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

- Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
- The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

- *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.*
- *While students are working, the teacher circulates, providing specific feedback to individual students.*
- *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.*
- *Students offer feedback to their classmates on their work.*
- *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*
- *And others...*

## DOMAIN 3 • INSTRUCTION

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## 3e DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.

### The elements of component 3e are:

#### Lesson adjustment

*Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher’s store of alternate instructional strategies and the confidence to make a shift when needed.*

#### Response to students

*Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.*

#### Persistence

*Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.*

### Indicators include:

- Incorporation of students’ interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment



## UNSATISFACTORY • LEVEL 1

The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.

## CRITICAL ATTRIBUTES

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside students' questions.
- The teacher conveys to students that when they have difficulty learning, it is their fault.
- In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- The teacher makes no attempt to adjust the lesson in response to student confusion.

## POSSIBLE EXAMPLES

- *The teacher says, "We don't have time for that today."*
- *The teacher says, "If you'd just pay attention, you could understand this."*
- *When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."*
- *And others...*

## BASIC • LEVEL 2

The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.

- The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.
- The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
- In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- The teacher's attempts to adjust the lesson are partially successful.

- *The teacher says, "I'll try to think of another way to come at this and get back to you."*
- *The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."*
- *The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.*
- *And others...*

## PROFICIENT • LEVEL 3

The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

- The teacher incorporates students' interests and questions into the heart of the lesson.
- The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.

- *The teacher says, "That's an interesting idea; let's see how it fits."*
- *The teacher illustrates a principle of good writing to a student, using his interest in basketball as context.*
- *The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.*
- *And others...*

## DISTINGUISHED • LEVEL 4

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

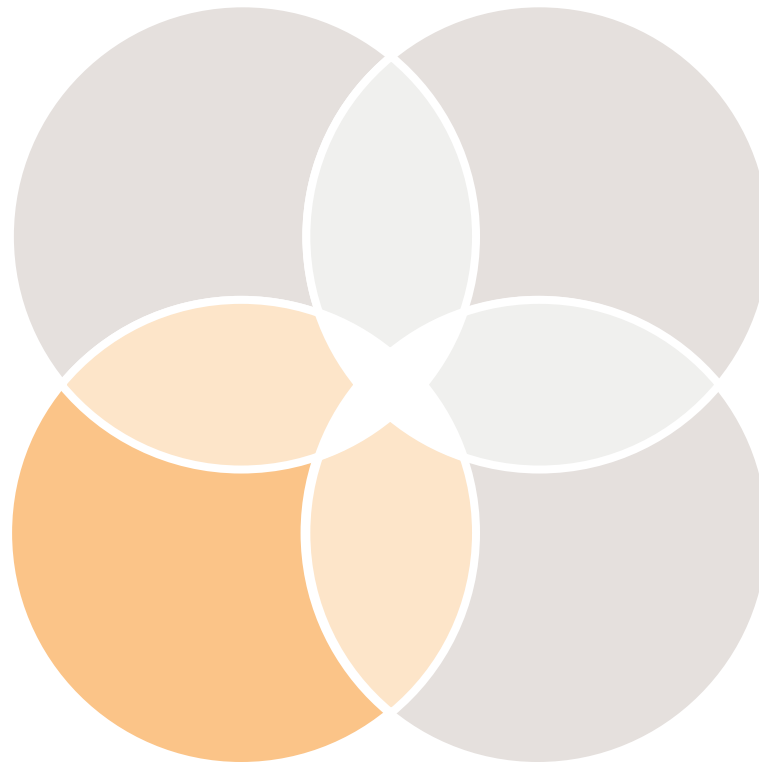
- The teacher seizes on a teachable moment to enhance a lesson.
- The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
- In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

- *The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."*
- *The teacher incorporates the school's upcoming championship game into an explanation of averages.*
- *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."*
- *And others...*

## DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

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# DOMAIN 4



## PROFESSIONAL RESPONSIBILITIES

## DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

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## 4a REFLECTING ON TEACHING

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

### The elements of component 4a are:

#### Accuracy

*As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.*

#### Use in future teaching

*If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.*

### Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

## 4a

## REFLECTING ON TEACHING

## UNSATISFACTORY • LEVEL 1

The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.

## CRITICAL ATTRIBUTES

- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- The teacher makes no suggestions for improvement.

## POSSIBLE EXAMPLES

- *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"*
- *The teacher says, "That was awful; I wish I knew what to do!"*
- *And others...*

## BASIC • LEVEL 2

The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.

- The teacher has a general sense of whether or not instructional practices were effective.
- The teacher offers general modifications for future instruction.

- *At the end of the lesson, the teacher says, "I guess that went okay."*
- *The teacher says, "I guess I'll try \_\_\_\_\_ next time."*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

- The teacher accurately assesses the effectiveness of instructional activities used.
- The teacher identifies specific ways in which a lesson might be improved.

- *The teacher says, "I wasn't pleased with the level of engagement of the students."*
- *The teacher's journal indicates several possible lesson improvements.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

- The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- The teacher's suggestions for improvement draw on an extensive repertoire.

- *The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."*
- *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*
- *And others...*

## DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

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## 4b MAINTAINING ACCURATE RECORDS

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

### The elements of component 4b are:

#### Student completion of assignments

*Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.*

#### Student progress in learning

*In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.*

#### Noninstructional records

*Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.*

### Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records



## 4b

## MAINTAINING ACCURATE RECORDS

## UNSATISFACTORY • LEVEL 1

The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

## CRITICAL ATTRIBUTES

- There is no system for either instructional or noninstructional records.
- Record-keeping systems are in disarray and provide incorrect or confusing information.

## POSSIBLE EXAMPLES

- *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"*
- *The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."*
- *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.*
- *And others...*

## BASIC • LEVEL 2

The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.

- The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.
- The teacher's process for tracking student progress is cumbersome to use.
- The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.

- *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"*
- *The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."*
- *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

- The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- The teacher's process for recording noninstructional information is both efficient and effective.

- *On the class website, the teacher creates a link that students can access to check on any missing assignments.*
- *The teacher's gradebook records student progress toward learning goals.*
- *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.

- Students contribute to and maintain records indicating completed and outstanding work assignments.
- Students contribute to and maintain data files indicating their own progress in learning.
- Students contribute to maintaining noninstructional records for the class.

- *A student from each team maintains the database of current and missing assignments for the team.*
- *When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.*
- *When they bring in their permission slips for a field trip, students add their own information to the database.*
- *And others...*

## DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

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## 4c COMMUNICATING WITH FAMILIES

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

### The elements of component 4c are:

#### Information about the instructional program

*The teacher frequently provides information to families about the instructional program.*

#### Information about individual students

*The teacher frequently provides information to families about students' individual progress.*

#### Engagement of families in the instructional program

*The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.*

### Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

## 4c

## COMMUNICATING WITH FAMILIES

## UNSATISFACTORY • LEVEL 1

The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

## CRITICAL ATTRIBUTES

- Little or no information regarding the instructional program is available to parents.
- Families are unaware of their children's progress.
- Family engagement activities are lacking.
- There is some culturally inappropriate communication.

## POSSIBLE EXAMPLES

- *A parent says, "I'd like to know what my kid is working on at school."*
- *A parent says, "I wish I could know something about my child's progress before the report card comes out."*
- *A parent says, "I wonder why we never see any schoolwork come home."*
- *And others...*

## BASIC • LEVEL 2

The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.

- School- or district-created materials about the instructional program are sent home.
- The teacher sends home infrequent or incomplete information about the instructional program.
- The teacher maintains a school-required gradebook but does little else to inform families about student progress.
- Some of the teacher's communications are inappropriate to families' cultural norms.

- *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."*
- *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."*
- *The teacher sends home weekly quizzes for parent or guardian signature.*
- *And others...*



**PROFICIENT • LEVEL 3**

The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- Most of the teacher's communications are appropriate to families' cultural norms.

- *The teacher sends a weekly newsletter home to families that describes current class activities, community and/or school projects, field trips, etc.*
- *The teacher creates a monthly progress report, which is sent home for each student.*
- *The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

- Students regularly develop materials to inform their families about the instructional program.
- Students maintain accurate records about their individual learning progress and frequently share this information with families.
- Students contribute to regular and ongoing projects designed to engage families in the learning process.
- All of the teacher's communications are highly sensitive to families' cultural norms.

- *Students create materials for Back-to-School Night that outline the approach for learning science.*
- *Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.*
- *Students design a project on charting their family's use of plastics.*
- *And others...*

## DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

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## 4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

### The elements of component 4d are:

#### Relationships with colleagues

*Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.*

#### Involvement in a culture of professional inquiry

*Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.*

#### Service to the school

*Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.*

#### Participation in school and district projects

*Teachers contribute to and support larger school and district projects designed to improve the professional community.*

### Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

## 4d

## PARTICIPATING IN THE PROFESSIONAL COMMUNITY

## UNSATISFACTORY • LEVEL 1

The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.

## CRITICAL ATTRIBUTES

- The teacher's relationships with colleagues are characterized by negativity or combativeness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and district and community projects.

## POSSIBLE EXAMPLES

- *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.*
- *The teacher does not attend PLC meetings.*
- *The teacher does not attend any school functions after the dismissal bell.*
- *The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."*
- *And others...*

## BASIC • LEVEL 2

The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

- The teacher has cordial relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as district and community projects.

- *The teacher is polite but seldom shares any instructional materials with his grade partners.*
- *The teacher attends PLC meetings only when reminded by her supervisor.*
- *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."*
- *The teacher contributes to the district literacy committee only when requested to do so by the principal.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.

- *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.*
- *The teacher has decided to take some free MIT courses online and to share his learning with colleagues.*
- *The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.*
- *The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes to and leads significant district and community projects.

- *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.*
- *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.*
- *The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.*
- *The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.*
- *And others...*



## DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

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## 4e GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

### The elements of component 4e are:

#### Enhancement of content knowledge and pedagogical skill

*Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.*

#### Receptivity to feedback from colleagues

*Teachers actively pursue networks that provide collegial support and feedback.*

#### Service to the profession

*Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.*

### Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

## UNSATISFACTORY • LEVEL 1

The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

## CRITICAL ATTRIBUTES

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

## POSSIBLE EXAMPLES

- *The teacher never takes continuing education courses, even though the credits would increase his salary.*
- *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.*
- *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*
- *And others...*

## BASIC • LEVEL 2

The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

- The teacher participates in professional activities when they are required or provided by the district.
- The teacher reluctantly accepts feedback from supervisors and colleagues.
- The teacher contributes in a limited fashion to professional organizations.

- *The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.*
- *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.*
- *The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- The teacher actively participates in organizations designed to contribute to the profession.

- *The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.*
- *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.*
- *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

- *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.*
- *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.*
- *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*
- *And others...*

## DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

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## 4f SHOWING PROFESSIONALISM

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

### The elements of component 4f are:

#### Integrity and ethical conduct

*Teachers act with integrity and honesty.*

#### Service to students

*Teachers put students first in all considerations of their practice.*

#### Advocacy

*Teachers support their students' best interests, even in the face of traditional practice or beliefs.*

#### Decision making

*Teachers solve problems with students' needs as a priority.*

#### Compliance with school and district regulations

*Teachers adhere to policies and established procedures.*

### Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

## 4f

## SHOWING PROFESSIONALISM

## UNSATISFACTORY • LEVEL 1

The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.

## CRITICAL ATTRIBUTES

- The teacher is dishonest.
- The teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects district regulations.

## POSSIBLE EXAMPLES

- *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.*
- *The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.*
- *The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.*
- *When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.*
- *The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break.*
- *And others...*

## BASIC • LEVEL 2

The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.

- The teacher is honest.
- The teacher notices the needs of students but is inconsistent in addressing them.
- The teacher does not notice that some school practices result in poor conditions for students.
- The teacher makes decisions professionally but on a limited basis.
- The teacher complies with district regulations.

- *The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."*
- *The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.*
- *The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.*
- *When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.*
- *The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair.*
- *And others...*

## PROFICIENT • LEVEL 3

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

- The teacher is honest and known for having high standards of integrity.
- The teacher actively addresses student needs.
- The teacher actively works to provide opportunities for student success.
- The teacher willingly participates in team and departmental decision making.
- The teacher complies completely with district regulations.

- *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.*
- *Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.*
- *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.*
- *The English department chair says, "I appreciate when \_\_\_\_\_ attends our after-school meetings; he always contributes something meaningful to the discussion."*
- *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.*
- *And others...*

## DISTINGUISHED • LEVEL 4

The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

- The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- The teacher is highly proactive in serving students.
- The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- The teacher takes a leadership role in team and departmental decision making.
- The teacher takes a leadership role regarding district regulations.

- *When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.*
- *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.*
- *The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.*
- *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.*
- *When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.*
- *And others...*



# Student Leadership Network

## WHOLE GIRL EDUCATION PRACTICES CAPSULE DEFINITIONS

### VOICE

Students are encouraged and given opportunities to express their opinions, ideas, and all facets of their identities in and out of the classroom. Students engage in robust classroom discourse and provide input into instructional and curricular decision-making. Students use their voices to shape the school environment and are ready to lead in college and beyond.



### CONNECTION

Students associate positively with school and have a healthy sense of belonging in both their in- and out-of-school communities. The school promotes and models connectedness – among students, the student to the school, to teachers, to self, to family, to community.



### IMPRINT

Student voice, expression, and input shape the school culture and environment.



### COLLABORATION

Students work together, in and out of classrooms, to achieve goals, solve problems, provide mutual support, and accelerate learning. The school facilitates collaboration through lesson design, classroom set-up, and project-based learning.



### CULTURAL RELEVANCE

The school employs practices of culturally responsive teaching that embrace students' identities, sees diversity as a source of knowledge, and explicitly engages questions of equity and justice. Students' cultural backgrounds, interests, and lived experiences are embedded in all aspects of teaching and learning within the classroom and across the school.



### GENDER CONSCIOUSNESS

Students explore and are empowered by the gender component of their identity. Gender is used as a lens of analysis in the classroom and in school-wide decision making. Active steps are taken to undermine gender bias in the curriculum and in the school environment.



### ACADEMIC RIGOR

Students engage in a college-prep curriculum to garner the skills, tools, resources, and confidence that they need to achieve success in high school, college, and beyond. Productive struggle is valued in the classroom and student achievement is supported with ample and appropriate supports and scaffolding.



### COURAGE CULTIVATION

Students move beyond their comfort zones in safe environments to build confidence, increase aptitudes, and expand their perspectives. The school offers opportunities for intellectual risk taking and social courage in a supportive environment. Students are encouraged to take on roles, explore ideas, and practice skills that may be unfamiliar, undeveloped, or uncomfortable.



### RITUALS & TRADITIONS

The school implements policies and practices that provide a safe environment for all students, promote a healthy school community, and respond to incidents with trauma-informed approaches that repair relationships or harm done to the school community.



### ATTENTION TO RELATIONSHIPS

Adults in the school pay close attention to student relationships, intentionally and actively supporting positive student interactions and friendships and promoting student development of interpersonal skills.



### RESTORATIVE PRACTICES

The school implements policies and practices that provide a safe environment for all students, promote a healthy school community, and respond to incidents with trauma-informed approaches that repair relationships or harm done to the school community.





# HEAD OF SCHOOL **EVALUATION** TOOLKIT





# INTRO

One of the most important responsibilities of the board of a public charter school board is to evaluate the Head of School. For the purposes of this tool, we define the Head of School as the individual who reports directly to the Board of Directors (e.g., Chief Executive Officer, Executive Director, Head of School).<sup>1</sup>

This evaluation is the board's most powerful opportunity to exercise effective oversight and hold the school accountable for academic, financial, and operational success. The Head of School is responsible for managing the school, setting ambitious goals, and meeting those goals. The board, in turn, is responsible for making sure the leader is doing so, offering them feedback to help them improve, providing professional support and development as needed, and recognizing excellent performance.

This is not easy. Boards often struggle to conduct a professional, thorough, comprehensive evaluation that provides a clear and accurate picture of how well the leader is performing in their job. This toolkit is designed to help.

The relationship between the board and the Head of School is the backbone of a good school and an effective board. The annual evaluation process should be the foundation of that relationship. Evaluation should be embraced as a positive, productive process, and the Head of School should be encouraged, and required, to ensure that the board has accurate and full information throughout the year about the school's performance. The evaluation process allows the board to engage formally with the Head of School about their strengths, challenges, and development opportunities in ways that ensure the school has the leadership it needs to drive student success.

## **An effective Head of School evaluation process allows the board to:**

- Develop clear performance measures and goals every year so the Head of School's work is aligned with and supports the school's strategic direction
- Assess the Head of School's ability to perform the core competencies of the position and to meet agreed-upon annual goals
- Identify proactively when the leader is not on track to meet their goals, and provide support, professional development, and timely feedback to help them improve
- Recognize and reward successes, which helps retain strong leaders
- Provide an opportunity for the Head of School to reflect on their performance
- Create a transparent structure for communicating with the Head of School about their performance regularly and routinely throughout the year
- Ensure that the board brings an equity lens to its oversight role by monitoring the Head of School's leadership with regard to equity and diversity among the school staff; equitable policies and processes; a clear focus on differences in student outcomes between students of different races, socio-economic backgrounds, genders, and special education needs; and the existence of an equity-focused school culture

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<sup>1</sup> This toolkit is meant for boards to use in evaluating the executive leader of the school/organization. It is not meant for school leaders to use in evaluating their direct reports (e.g., principals, instructional leaders, chief academic, finance, or operational officers, etc.)

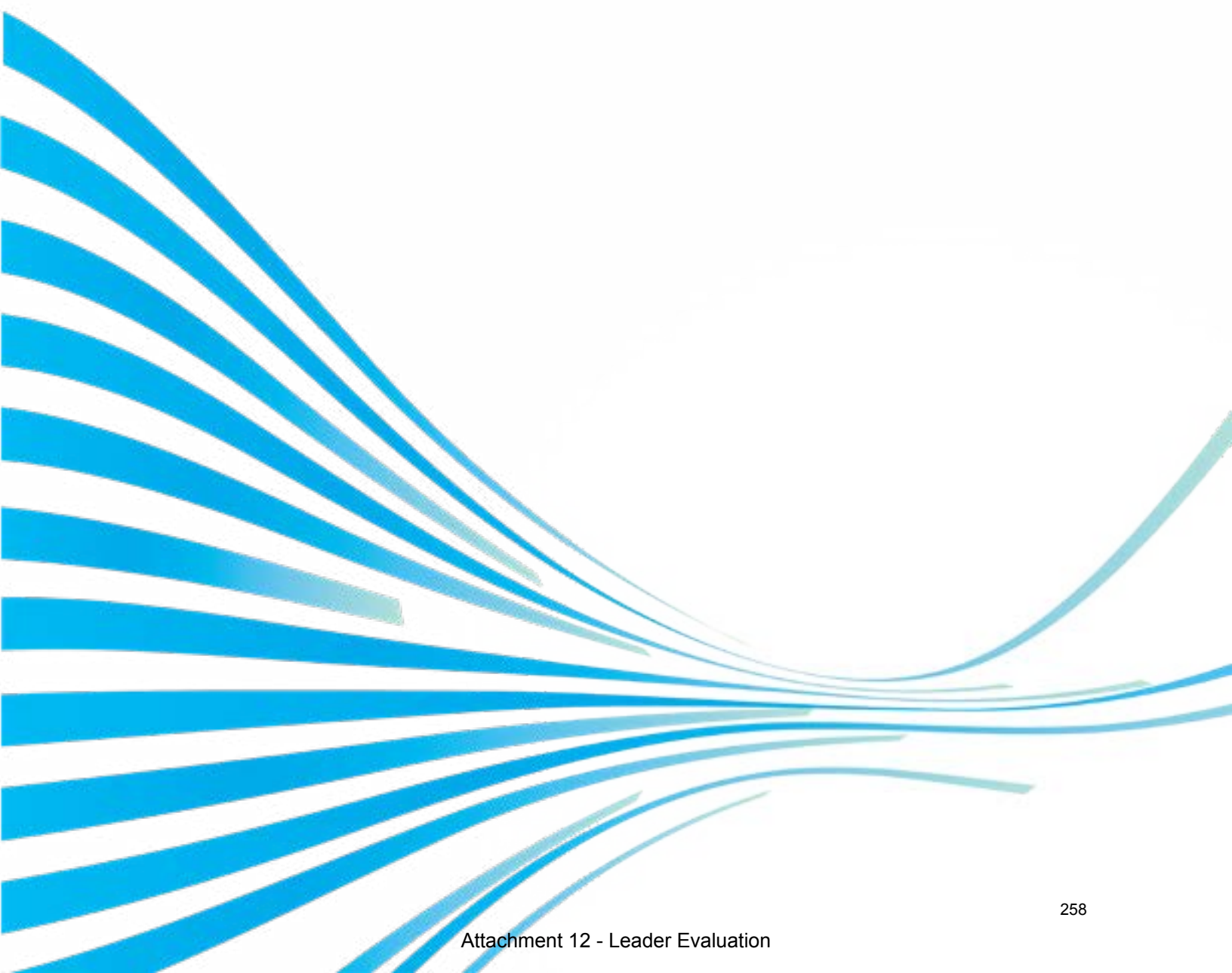
**This toolkit offers:**

- A clear and streamlined process for boards to use in evaluating the Head of School's performance
- A list of data sources boards should tap to ensure they have full information about Head of School performance
- Templates for the board's evaluation and the leader's self evaluation
- Guidance around gathering input from parents, staff, and stakeholders
- FAQs
- Links to helpful resources/organizations

**The toolkit is divided into three sections:**

1. **The Evaluation Process**
2. **Head of School Evaluation Tools and Resources**
3. **Frequently Asked Questions**

**For more information about our work, and for an editable version of this toolkit, please visit [www.edfuel.org](http://www.edfuel.org) and [www.edboards.org](http://www.edboards.org).**



# THE PERFORMANCE EVALUATION PROCESS

**The evaluation process includes six main steps:**

1. Goal Setting
2. Regular Monitoring and Feedback
3. Data Gathering and Review
4. Head of School Self Evaluation
5. Board Review Discussion
6. Performance Evaluation Delivery

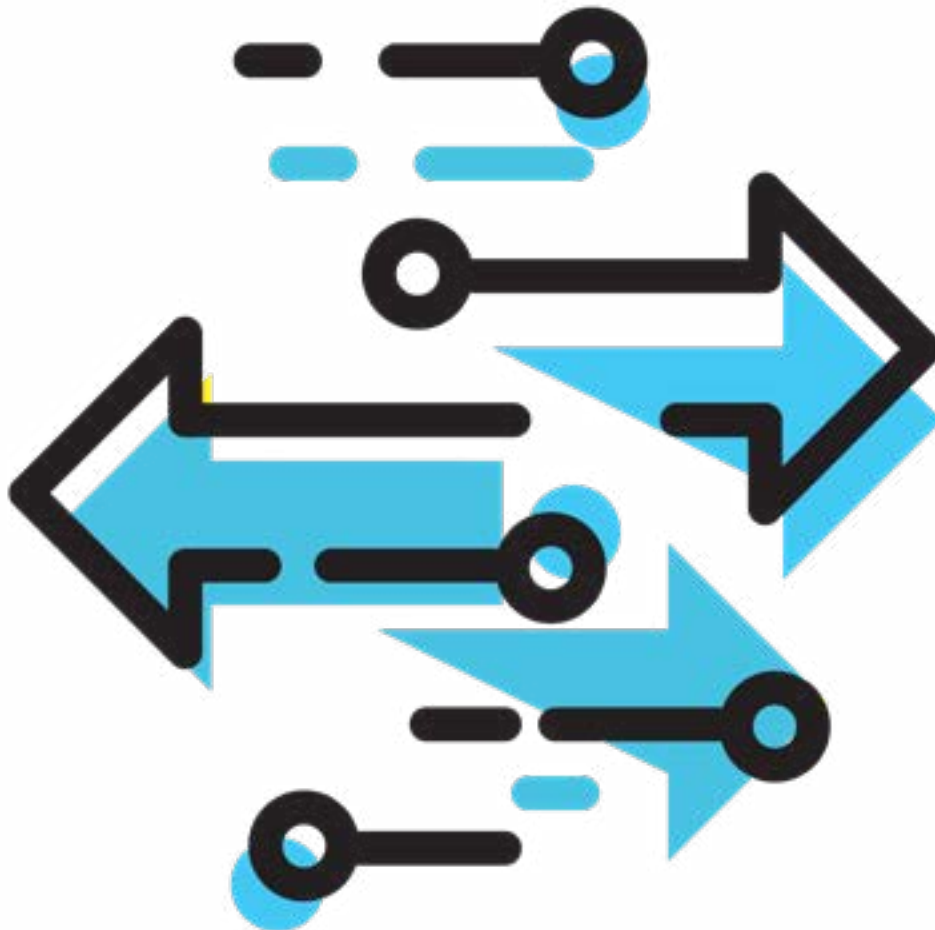
Each of these steps is explained in further detail below.

## STEP 1: GOAL SETTING

- The board and the Head of School ensure they are clear about what the Head of School will be evaluated on, what excellence looks like, and what data the board will use to evaluate performance, including both qualitative and quantitative data.
  - The entails reviewing the Head of School's job description and updating it each year to reflect any changes (e.g., moving to multiple campuses, launching new initiatives, etc.)
- The Head of School drafts three to five goals focused on improving academic outcomes and ensuring financial and operational health of the school. These should include professional development goals, and they should be aligned with the long-term strategy for the school. For examples of goals, please refer to the **Sample Goals** section below.
  - The board chair and the Head of School agree to the goals and share with the full board, for discussion and revision. The full board approves the goals.
- In addition to the goals, the Head of School and board should agree to a set of competencies that are required to accomplish the goals. These competencies should reflect the most important skills needed to achieve the goals.
  - The board should decide whether the full set of competencies required for the Head of School position will be included in the evaluation, or if the board will select a subset of competencies with the Head of School each year. For more information on how to make that decision, and for competency resources, please see the **Competency Resources** section below.
- The board and Head of School agree upon a tool to use to evaluate the Head of School, which should include assessment of meeting both goals and competencies
- The board selects one member to lead the Head of School evaluation process. This designated board member should not be the board chair, to ensure that more than one board member is involved in performance evaluation, monitoring progress, and providing feedback to the Head of School; this protects both the board and the Head of School from overreliance on the board chair, is a more inclusive approach to governance, increases board engagement, and limits the influence of one board member in performance evaluation.

## STEP 2: REGULAR MONITORING AND FEEDBACK

- Throughout the year, the board holds itself accountable for always having an eye on what information will help inform their evaluation, what data is already being collected that the board can access (such as teacher and parent surveys), the timeline for information (such as when student test scores are released, and how difficult it is to administer surveys in the summer), and how the board can gain important insights throughout the year.
  - The designated board member should keep notes about Head of School performance as the school year unfolds, not just at the end of the year. This approach will help ensure that the board has a full and fair picture of the Head of School's performance.
- At regular, planned intervals throughout the year, the board provides concrete, direct feedback to the Head of School on their performance, progress towards goals, and management of ongoing school operations.
  - The board chair meets regularly and routinely with the Head of School to deliver this feedback, organized around progress towards goals
  - The board chair shares information with the full board at least quarterly to keep the board informed about ongoing performance
  - The Head of School presents a formal midyear report to the board on progress to goals and any other issues related to performance management and professional development



## STEP 3: DATA GATHERING AND REVIEW

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- The designated board member reviews relevant and accurate information related to Head of School performance, including:
  - Data that provides a complete picture of the overall academic performance of the organization, as measured by indicators of student academic performance, school culture, discipline, enrollment, graduation, social/emotional learning, etc.
  - Data that provides a clear picture of the overall financial performance of the organization, as measured by monthly financial statements, balance sheet, and the annual audit.
  - Data that provides comprehensive insight into the overall operational health of the organization, as measured by indicators such as the existence and quality of policies and procedures, staff retention/attrition data, etc.
  - Staff and direct report input
  - Parent and stakeholder input
  - Board member input
  - The Head of School's self evaluation
- The designated board member works with others on the board to be sure that the board is gathering and reviewing this information with an equity lens. Depending on the goals set by the board and the Head of School, some potential questions that assess for equity may include:
  - Do families of color re-enroll at different rates than white families?
  - Are white teachers promoted more often, paid more, or disciplined less than teachers of color?
  - Are there gaps in academic performance, discipline incidents, referral to special education or gifted programs etc., between students of different races, genders, socio-economic background, etc?
  - Does the Head of School display evidence of bias (conscious or subconscious) in their self-evaluation?
- The designated board member drafts a performance evaluation based on a detailed review of this data and sends it to the full Board of Directors, attaching key data (this toolkit provides a template for the report).

## STEP 4: HEAD OF SCHOOL SELF-EVALUATION

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- The board shares the self-evaluation tool with the Head of School and provides an overall timeline for the evaluation process (and then sticks to that timeline). The Head of School completes the same evaluation questions as the board will complete.
- The Head of School completes the self-evaluation and sends it to the designated board member.



## STEP 5: BOARD REVIEW DISCUSSION

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- The designated board member sends the draft performance evaluation and the Head of School's self-evaluation to the full board, confidentially, at least 72 hours in advance of the meeting at which it will be discussed.
- During an executive session at a full board meeting, board members discuss the evaluation and share feedback with the designated board member on the evaluation.
- The designated board member incorporates any changes based on the feedback from the full board and sends the evaluation to the Head of School.

## STEP 6: PERFORMANCE EVALUATION DELIVERY

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- The Head of School, the board chair, and the designated board member meet to review each section of the evaluation, highlighting key points, discussing questions, and summarizing conclusions.
  - It is important to have an eye to who is in the room; for example, if the board chair and the designated board member are both white and the Head of School is a person of color, the board might consider adding another board member to this meeting, talking with the Head of School about whether she feels comfortable with the situation, and using this as an opportunity to discuss board diversity and inclusiveness.
  - It is essential that this discussion including both positive and constructive negative feedback, so the Head of School is both recognized for strong performance and given the opportunity for feedback on areas for growth and improvement.
- The Head of School, the board chair, and the designated board member draft next steps:
  - If necessary, agree on a performance improvement plan and assess progress against this plan in the coming weeks and months.
  - Set 3-5 goals to guide the Head of School's work for the next year.
- The evaluation is sent to the full Board of Directors and placed in the leader's personnel file.



## CYCLE OF HEAD OF SCHOOL EVALUATION



## HEAD OF SCHOOL EVALUATION TOOLS AND RESOURCES

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This section includes a set of sample tools and resources for use in Head of School evaluations:

1. [Sample Timeline](#)
2. [Sample Goals](#)
3. [Evaluation Tools and Templates](#)
4. [Competency Resources](#)
5. [Sample 360 Survey Questions & Resources](#)
6. [Sample Professional Development Plans](#)

# 1 SAMPLE TIMELINE

The sample timeline below follows an academic year, but could be modified to follow a calendar year if preferable. The main point here is that evaluating the Head of School is an ongoing process that is part of the board's work all year long. The board should always have an eye on what information will help inform their evaluation, what data is already being collected that the board can access (such as teacher and parent surveys), the timeline for information (such as when student test scores are released, and how difficult it is to administer surveys in the summer), and how the board can gain important insights throughout the year. The designated board member should keep notes about Head of School performance as the school year unfolds, not just at the end of the year. This approach will help ensure that the board has a full and fair picture of the Head of School's performance.

## APRIL-JUNE: GOAL SETTING

- Select designated board member
- Finalize evaluation instrument.
- Set goals
- Board approves goals

## JULY-MAY: REGULAR MONITORING AND FEEDBACK

- Regular check-ins between board chair and Head of School
- Quarterly reports to board on progress towards goals
- Formal midyear report

## MAY-JUNE: DATA GATHERING AND REVIEW

- Designated board member oversees gathering of information from board members, parents, staff/faculty, stakeholders, etc.
- Designated board member drafts evaluation report and shares it with full board at least 1 week prior to board meeting
- *Note that this is the most time-intensive part of the evaluation process, and the designated board member, and all board members, should plan ahead to invest the necessary time over these 4-6 weeks*

## JUNE: HEAD OF SCHOOL SELF-EVALUATION

- Head of School completes self-evaluation
- Self-evaluation shared with full board

## JUNE: BOARD REVIEW DISCUSSION

- Board holds formal evaluation discussion in executive session

## JUNE-AUGUST: PERFORMANCE EVALUATION DELIVERY

- Board formally delivers evaluation to Head of School

## 2 SAMPLE GOALS

The following are example goals to provide a more concrete understanding of what the goals set by the board and Head of School should include. They are not meant to be comprehensive or a template for ideal goals.

### STUDENT PERFORMANCE AND ACADEMIC GOALS

- Based on the results of an internally developed assessment administered by October 31, at least 85% of students will show a 15% improvement in their test scores.
- Reduce the gap in standardized test scores between white students and students of color by at least 5%.
- By EOY 2019-2020: Student Growth/performance -Standardized Test Goal (80% proficient) -PreK-2 (80% would show sufficient growth on school benchmark)
  - By EOY, 80% of SpED and ELL subgroups meet growth targets on standardized tests.
  - Reduce student performance gap of economically disadvantaged students by X%.
- By the end of the school year, 90% of seniors will graduate and 100% of graduates will be accepted into college
- By April 15, XYZ Public Charter School will complete the English Language Arts and math curriculum for the fifth grade that will open in the fall.

### FINANCIAL GOALS

- By June 30, increase individual giving revenue by 20% over the fiscal year and the number of individual donors by 10%.
- By May 15, 2015, XYZ Public Charter School will be operating with a balanced budget for FY '20 including three months of operating cash on hand (\$500k) and \$2m in cash reserves to fund future capital expenditures.

### OPERATIONAL GOALS

- By January 5, ensure that the renovation of the middle school science lab is completed and that the temporary classrooms are dismantled, all while ensuring that the cost of the project remains within the board-approved budget.
- By March 31, present to the board the project plan for completing the renewal application, specifically highlighting the role of the Board in renewal.
- By September 1, 2019, meet or exceed annual enrollment projection (800 in SY19-20)

### SCHOOL CULTURE GOALS

- By mid year, parents are actively engaged and satisfied with school, as evidenced by 70% participation in school wide events, and 80% participation on parent survey with 60% satisfaction rates.
- By June 30, school culture will rank among the top Tier Schools (25%) when measured using the Insight Survey Metric System.

## PERSONNEL GOALS

- By December 2019, create and implement a new teacher recruitment and retention plan, including a new compensation model, to ensure retention of 80% of teachers rated effective or highly effective by their principal.
- By August 2020, complete individual principal evaluation processes that include formal and informal evaluations that hold principals accountable for achieving pre-determined goals and identify opportunities for ongoing support and professional development.
- By June 2020, reduce the preventable staff attrition rate by 10%.
  - *Note: preventable attrition includes any reasons that are within the school's control. Unpreventable attrition includes such actions as moving to another state for family reasons, etc.*
  - *“Desired” attrition (e.g. staff members who are not performing) should also be counted as unpreventable, although the board needs to assess the extent to which the school has a set of criteria for performance that ensures a lack of bias in who is considered high-performing. We recommend in absence of this criteria, the board should consider unpreventable reasons such as the ones listed above due to potential equity issues.*
- By June 2020, ensure the preventable staff attrition rates are consistent (within 5%) across subgroups by race and gender.

## 3 EVALUATION TOOLS AND TEMPLATES

**An effective Head of School evaluation should cover three areas:**

- 1. Goals (what you got done)**  
*What was your progress in reaching key goals for the year?*
- 2. Competencies (how you got it done)**  
*How are you demonstrating the skills essential to the position?*
- 3. Overall Performance Assessment (overall, how well you did and next steps)**  
*How did you do overall? What does the path forward look like?*

**In addition, we recommend adding a fourth aspect:**

- 4. Feedback to the Board**  
This section solicits input on how well the board worked with the Head of School.

## RATINGS

**The following scale is used for all ratings in the review:**

**Exceeds expectations** – consistently delivers exceptional results, is a model for others to follow, rare.

**Meets expectations** – consistently meets expectations in all areas.

**Partially meets expectations** – meets expectations in some areas, but needs improvement in others.

**Does not meet expectations** – needs significant improvement quickly.



## EXAMPLE OF RATINGS

**Example 1:** One of the goals set by the board and the Head of School at the beginning of the year was to reduce preventable staff attrition by 10%. In the prior year, the preventable staff attrition rate was 25%. At the end of the current year, the preventable staff attrition was 20%. The rating for this goal would be Partially Meets Expectations as the rate was reduced, but not to the full extent of the goal.

**Example 2:** One of the goals set by the board and the Head of School at the beginning of the year was to reduce the gap in standardized test scores between white students and students of color by at least 5%. The board and the Head of School agreed that if the gap was reduced by 10% or higher, it would be considered exceeding the expectation. At the end of the current year, the gap between white students and students of color was reduced by 12%. The rating for this goal would be Exceeds Expectations, as the gap was reduced by more than 10%.

## DIRECTIONS FOR USING THE SAMPLE HEAD OF SCHOOL EVALUATION INSTRUMENT

- **The same template should be used for the self-evaluation and the board evaluation:** The Head of School and the board should use the same instrument for the self evaluation and the board evaluation. This allows for consistency in questions answered.
- **The designated board member bears the responsibility of filling in the agreed-upon goals and competencies:** The board should fill in the agreed-upon goals and competencies in the evaluation template before sending to the Head of School to complete the self-evaluation.
- **The designated board member needs the self-evaluation in advance:** The board and the Head of School should agree to a timeframe by which the Head of School will send the self evaluation to the board representative. Typically, the self evaluation is sent to the board representative at least a few weeks in advance of the evaluation conversation to allow for time for the designated board member to complete the board evaluation and send it to the full board for feedback.
- **The self-evaluation should be utilized in the board evaluation:** The designated board member should carefully review and refer to the Head of School's self evaluation when filling out the board evaluation, and incorporate specific reflections from the Head of School into the evaluation.
- **The Head of School needs time to review the evaluation report in advance:** The designated board member should send the evaluation to the Head of School at least 48 hours in advance of the evaluation conversation (if not more) to allow time for the Head of School to review the evaluation.
- **Concise language is critical:** Reflections do not need to be lengthy, as it can reduce the extent of internalization of key information. Instead, the designated board member and the Head of School should focus on the most relevant information. Using bullet points is fully acceptable as the goal is to be concise and clear.

### SAMPLE HEAD OF SCHOOL EVALUATION INSTRUMENT

Head of School Name		
Board of Directors (list members)		
Review Period		
Date of Review		
Reviewed by	Self <input type="checkbox"/> Board of Directors <input type="checkbox"/>	
<b>SECTION I. ACHIEVING GOALS</b>		
<i>Directions: Identify your overall goals and corresponding results.</i>		
<b>Goals</b>	<b>Result(s)</b>	<b>Rating</b> E: exceeds expectations M: meets expectations P: partially meets expectations D: Does not meet expectations
<b>Comments:</b> To what extent did you/the Head of School achieve the goals for the position this past period? To what extent did you/the Head of School do everything possible to reach the goals?		

SECTION II. DEMONSTRATING COMPETENCIES	
<i>Directions: Reflect on your demonstration of the organizational core values and the competencies required in your role. For sample competencies, see EdFuel's <a href="#">Blueprint for Success competency maps</a>.</i>	
Core Competencies and Descriptions	To what degree did you/this person demonstrate proficiency in the core competencies?
<INSERT COMPETENCY>	
<INSERT COMPETENCY>	
<INSERT COMPETENCY>	
<INSERT COMPETENCY>	

SECTION III. SUMMARY ASSESSMENT, NEXT STEPS, AND PROFESSIONAL DEVELOPMENT	
<i>Directions: Please complete the prompts below.</i>	
Overall performance rating: <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Partially Meets Expectations <input type="checkbox"/> Does Not Meet Expectations	
<b>Qualitative Comments:</b> How are you/the Head of School performing overall?   What are the 1-3 most notable areas of strength?   What are the 1-3 areas for growth or improvement?   What are the next steps for growth or improvement in terms of your/the Head of School's professional development?   What do you see as your/the Head of School's future in the organization? Where do you see yourself/the Head of School in the next 3-5 years (inside or outside of the organization)?   	
SECTION IV. BOARD OF DIRECTORS FEEDBACK	
<i>Directions: Head of Schools: please share feedback for the Board of Directors on their work with you this year.</i>	
What is the Board of Directors doing well in their support of your work?          How could the Board of Directors support your work more effectively?          To what extent has the Board of Directors tailored their management approach to your leadership philosophy and background? How could the Board of Directors improve in this area to better personalize their approach to developing you as a leader?	

## 4 COMPETENCY RESOURCES

One resource that boards can look to when working with the Head of School to select a set of relevant competencies for their role is EdFuel's **Blueprint for Success competency maps**. Developed in collaboration with the Broad Center, NewSchools Venture Fund, Harvard's Graduate School of Education, the Bridgespan Group, and 40+ sector leaders, the initiative includes seven functional competency maps (academics and instruction, advocacy, development, information and data, finance, operations, and talent) to show the knowledge, skills, and relationships necessary to manage school districts/networks.



EdFuel's **Blueprint for Success competency maps** outline the skills and behaviors necessary for success in 7 core areas: **Academics, Data, Development, Finance, Leadership, Operations, and Talent**. All maps are open-source and available for download on EdFuel's website using the links above.

## 5 SAMPLE 360 SURVEY QUESTIONS & RESOURCES

Gathering feedback from staff, parents, and stakeholders is a critical component of a Head of School evaluation. The board must seek this feedback to develop a comprehensive understanding of the Head of School's performance, successes, and opportunities for growth. This process can understandably be nerve-racking to a leader, and boards should work closely with their Head of School to ensure that the endeavor is framed with a growth and support perspective. Despite the challenges in gathering this feedback smoothly and handling it with sensitivity, this is a core responsibility of boards in exercising oversight and holding the Head of School accountable.

We recommend that a board member with experience in management, evaluation, and/or human resources lead this part of the evaluation process to ensure it is handled efficiently, effectively, and with the appropriate level of professionalism, thoughtfulness, and sensitivity.

There are many resources boards can tap for external support in collecting 360 feedback. EdFuel's **myBlueprint 360 tool** captures and synthesizes feedback through a survey, tailored to competencies for the recipient's role. Competencies are selected from EdFuel's **open-source competency maps**. Once collected, the feedback is synthesized and shared out in a final report. This tool is designed primarily to gather feedback from direct reports and from board members.

**Sample from a  
myBlueprint report:**

Scale: 4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Not Demonstrated		
<b>Map: Academics</b>		
Design And Development Of Academic Model > Academic Model Development And Continuous Improvement > Senior Manager/Director		
	Self	360
Effectively develops program standards and supporting content aligned with federal, state, and college/career requirements	3	3.5
Effectively assesses student performance data to drive continuous improvement of programs, with school leader input and considering differing student population needs	4	3.4
Strategically sources, pilots, and scales innovative models (e.g., blended learning) for specific areas of focus	2	2.6
Consistently elevates areas of potential conflict between academic model and specific programmatic restrictions to academics team to adapt the model	3	2.4

## ADVICE ON SEEKING FEEDBACK FROM FAMILIES:

**When asking for feedback from families, there are a few considerations a board should keep in mind:**

1. **Less is more:** While it can be tempting to ask families for input on a range of topics, a parent/family member is more likely to respond to a survey with fewer questions. You can find a set of sample questions below to use as a starting point.
  - a. *Note: the board should ask the Head of School what data is already being collected from families and utilize that information (in the aggregate) where possible, rather than collecting new data. If a family survey already exists, the board could consider adding a question or two to the existing survey rather than sending out another survey, which lowers response rate on both. See below for more information on the sample questions.*
2. **Accessibility matters:** A board should consider the community when designing the survey, particularly in regards to a few key areas.
  - a. **Language:** Do you have a high percentage of families who speak a language other than English? Boards should ensure that surveys are accessible to as many families as possible, and should use translation services when needed. Many schools utilize translation services in some capacity, and boards should work with their Head of School to determine if those services can be utilized for the purposes of survey translation
  - b. **Technology:** Many survey platforms are accessible by phone, but still require an email address to access the link itself. If possible, boards should work with their Head of School to determine how they can share information about the survey in other creative ways (e.g. providing the link on handouts that are sent home with students, giving access to a tablet during drop-off/pick-up, etc.)
3. **Tie to re-enrollment:** This survey is an opportune time for a board to gather feedback from families about the extent to which they are planning to stay at the school or leave at the end of the year. A final question that asks “How likely are you to re-enroll your child(ren) at this school next year, and why?” will allow a board to assess the extent to which families are satisfied with their overall experience.

## SAMPLE 360 FEEDBACK QUESTIONS FOR FAMILIES:

**The following are a set of sample questions that can be included in 360 surveys for families.**

**This list is not exhaustive and should be viewed as a starting point.**

1. How satisfied are you with the education your child(ren) are receiving at this school? (1 - 5 scale with 5 as highly satisfied)
2. How satisfied are you with the leadership of <INSERT HEAD OF SCHOOL> (1 - 5 scale with 5 as highly satisfied)
3. What do you appreciate most about <INSERT HEAD OF SCHOOL>'s leadership? (open-ended response)
4. What suggestions would you give to <INSERT HEAD OF SCHOOL> for improving their leadership? (open-ended response)
5. What do you enjoy most about being part of this school community? (open-ended response)
6. What do you enjoy least about being part of this school community? (open-ended response)
7. How likely are you to re-enroll your child(ren) at this school next year? (1 - 5 scale with 5 as highly likely)



## ADVICE ON SEEKING FEEDBACK FROM STAFF:

**When asking for feedback from staff, there are a few considerations a board should keep in mind:**

- 1. Less is more:** While it can be tempting to ask staff for additional input on a range of topics, staff members likely already fill out several surveys over the course of the school year. The board should ask the Head of School what feedback is already collected from staff members, and determine if additional surveying is necessary. Rather than add another survey, the board should consider adding a small set of questions to an existing survey.. You can find a set of sample questions below to use as a starting point.
- 2. Alignment with Head of School on who is asked:** the board should discuss the topic of who will be asked to provide feedback with the Head of School in the goal-setting conversation, so that there is full alignment between both parties in understanding whether the full staff will be asked or only a subset of staff members (e.g., a leadership team). This should be aligned with the culture of the school, the size of the school, and the extent to which existing surveys already collect staff feedback.

## SAMPLE 360 FEEDBACK QUESTIONS FOR STAFF:

The following are a set of sample questions that can be included in 360 surveys for staff. This list is not exhaustive and should be viewed as a starting point. If an organization already utilizes staff surveys (such as Insight), the board should consider adding to existing surveys rather than creating their own.

### Competency Questions

Competency questions should be front and center in the staff evaluation and should align with the competencies set by the board and the Head of School in the original goal-setting conversation. The structure of these questions can look like the following:

- Please rate the <INSERT HEAD OF SCHOOL> on the following competencies, according to the following scale (4=fully demonstrates, 3=demonstrates, 2=partially demonstrates, 1=does not demonstrate)
  - Advancement of a Culture Focused on Academics and Equity:** Promotes educational equity as a guiding principle across school network, and ensures it is reflected in curriculum, instruction, and program offerings
  - Cultural Competence:** Creates an organizational culture that embraces the importance of seeking and listening to diverse perspectives, both within and outside of the organization

### General Questions

- What are the top 1-2 strengths of <INSERT HEAD OF SCHOOL>? (open-ended response)
- What are the top 1-2 growth areas of <INSERT HEAD OF SCHOOL> that could improve their leadership? (open-ended response)
- How likely are you to return as a staff member next year? (1 - 5 scale with 5 as highly likely).
  - If rated 1, 2 or 3: What are the primary reasons you would consider leaving your position? (Open-ended or a subset of options that allow for the board to assess whether it's a preventable vs. unpreventable reason)

### School Culture and Satisfaction Questions

Most schools utilize a culture survey tool to assess teach and staff satisfaction, such as TNTP's Insight tool. Boards should work with the Head of School to utilize data from the existing survey rather than duplicate efforts. It is critical that the board understands staff perception when assessing the Head of School's performance. Thus, this data must be gathered and evaluated regularly. When reviewing the data, boards should disaggregate data by subgroups, such as race, ethnicity, gender, tenure, etc. to better understand whether gaps exist along lines of difference. For more information about assessing staff culture, please see the contact information for organizations at the end of this toolkit.

## 6 SAMPLE PROFESSIONAL DEVELOPMENT PLANS

The following are resources to utilize when developing a professional development plan in collaboration with the Head of School:

**Creating a Strong Professional Development Plan: A “How To”**

**Sample Script: Co-Creating a Strong Professional Development Plan**

**A Guide To Job-Embedded Training**

**Sample 70-20-10 Plan**

### Excerpt from EdFuel’s Guide to Job-Embedded Training

Many tools and guides to providing strong professional development already exist. One such tool is EdFuel’s Guide to Job-Embedded Training, which includes resources on how to have professional development conversations and sample tools that can be utilized. For more information, please see the resources listed above.

#### A Guide to Job-Embedded Training

edfuel

#### High-Quality Job-Embedded Training. What does it take?

The United States Department of Education released the 70-20-10 approach to professional development, which can triple the impact of employee performance. The approach focuses 70% of development on on-the-job training, 20% on coaching and mentoring, and 10% on formal training and self study. In order for a professional development plan to impact employee performance, the job-embedded training component has to be strong, aligned and personalized. Identifying and executing on this job-embedded project can often be challenging for managers. Use the information below to guide you through the process.

As a Reminder, Effective professional development plan “must haves”:

Set clear, specific, measurable goals	Establish and build accountability	Align resources with business needs
Use the 70-20-10 model	Identify Mentors or Coaches	Connect to Your Best Practices

## FREQUENTLY ASKED QUESTIONS

### WHO IS RESPONSIBLE FOR EVALUATING THE HEAD OF SCHOOL?

Collectively, the entire board is responsible for evaluating the Head of School. One board member should be assigned the responsibility of coordinating the evaluation process. This could be the chair of a special Head of School Evaluation committee, the Governance Committee, or the Academic Performance Committee.

It is important that the designated board member not be the board chair. Having the board chair lead the evaluation puts too much power, and too much responsibility, in the hands of one board member, and limits the leader’s opportunities to build a close relationship and have avenues for candid conversation with more board members.

### I’VE NEVER RUN A SCHOOL. WHAT IF WE DON’T KNOW THE HEAD OF SCHOOL OR UNDERSTAND THEIR JOB WELL ENOUGH TO EVALUATE THEM?

If a board member attends all board meetings, participates on committees, and develops a personal relationship with the Head of School, he or she will be able to participate fully in the performance evaluation process. That being said, some board members often can provide more extensive feedback on certain competencies or goals than on others. Board members who joined the board less than three months prior to the formal evaluation may be excused from the evaluation process.

## HOW MUCH TIME SHOULD THE BOARD EXPECT TO SPEND ON THE HEAD OF SCHOOL'S EVALUATION?

**Each board member should anticipate spending a minimum of four hours each year on the Head of School's evaluation:**

- One hour for a mid-year evaluation meeting to discuss year-to-date progress on goals
- Two hours to complete an evaluation process, including reviewing data such as parent and staff surveys as well as student achievement data
- One and one-half hour for a year-end evaluation meeting in June
- Committee or task force members leading the process should anticipate spending an additional four hours spread throughout the year, with those additional hours dedicated toward developing or revising the evaluation tool, compiling and summarizing data, and meeting with the Head of School. While this work is ongoing, it is heavy in the late Spring (which may vary depending on departures from the recommended timeline.)

## HOW DO COMPETENCIES RELATE TO THE HEAD OF SCHOOL'S JOB DESCRIPTION?

When developing the core competencies against which the Head of School will be evaluated, the board should refer to the Head of School's position description. Ultimately, the board wants to choose competencies that, if demonstrated consistently by the Head of School, would indicate that the Head of School is able to achieve the goals set out in the goal-setting conversation. The board should discuss with the Head of School whether the Head of School will be evaluated on the full set of competencies aligned to the job description, or if a subset of competencies will be chosen each year that directly relate to the selected goals.

## WHAT IS A SMART GOAL?

A SMART goal is Specific, Measurable, Achievable, Relevant, and Time-specific. CBP offers a **goal-setting tool**.

## HOW DOES A SMART GOAL DIFFER FROM A HEAD OF SCHOOL'S GENERAL RESPONSIBILITIES?

SMART goals should define special aims and targets within the scope of the Head of School's and board's responsibilities, but beyond everyday tasks.<sup>2</sup> For example, the Head of School is responsible for enrollment, and a job description might state that the Head of School is "responsible for ensuring that the school is fully enrolled." However, an elementary school that is opening a middle school next year might create a SMART goal around the number of applications:

*To ensure that the sixth grade class of 45 students is fully enrolled: by January 31, collect signed agreements from 100% of the 25 fifth grade parents to determine those that will remain for sixth grade, and by February 15, collect at least 70 applications from new, prospective sixth grade students.*

<sup>2</sup> SMART goals should be grounded in the Head of School's and board's responsibilities, but should not just be a rehashing of the responsibilities. Another example: the board is responsible for passing the school budget, but doing so should not be a goal. Passing the annual budget is the board's fiduciary obligation. It is an expected outcome (end result) but it does not count as a goal—i.e., something new to work toward.

## WHY SHOULD THE HEAD OF SCHOOL'S SELF-ASSESSMENT BE INCLUDED IN THE EVALUATION PROCESS?

The Head of School should complete a self-assessment using the same tool the board will use to evaluate the Head of School. Boards should work to incorporate the Head of School's reflections in the evaluation, either through quoting or paraphrasing, to ensure their perspectives are brought into the process.

## WHAT NEEDS TO BE IN PLACE PRIOR TO CONDUCTING A PERFORMANCE EVALUATION?

- An up-to-date job description for the Head of School
- A performance evaluation tool that the board and the Head of School mutually agree is appropriate for the school
- Pre-established goals and competencies against which the Head of School will be evaluated

## SHOULD PARENT AND STAFF FEEDBACK BE INCORPORATED INTO THE EVALUATION?

Yes. Board members need to understand what school staff and parents perceive with regard to Head of School performance. Boards should gather parent and staff feedback using structured, thoughtful, anonymous survey instruments. This feedback can inform and enrich the board's perspective on the leader's performance, with the understanding that executive leaders sometimes have to make decisions in the best interest of the school that upset some number of teachers and/or parents. A board member with experience in HR and performance evaluation can be extremely helpful in this regard.

## HOW FREQUENTLY SHOULD WE DISCUSS PERFORMANCE WITH OUR HEAD OF SCHOOL?

The designated board member responsible for the leader evaluation should formally meet with the Head of School at least twice during the year, once for a mid-year check-in and once to conduct the formal review. In addition, the Head of School should provide regular—at least quarterly—updates to the full board on their progress towards goals.

## HOW DO WE DELIVER CONSTRUCTIVE FEEDBACK TO THE HEAD OF SCHOOL?

Board members should be honest, transparent, and concrete in their feedback, keeping in mind it is the board's role to both hold the Head of School accountable and provide support for success. The board has to develop a strong relationship with the Head of School, be clear about performance expectations, include the Head of School's self-reflection in the evaluation process, and position the evaluation process as a performance management and professional development opportunity. Boards that take these key steps will find it easier to deliver constructive feedback that gives the leader the information and input she needs to grow, develop, and succeed.

# ADDITIONAL RESOURCES

The resources included in this toolkit are meant to provide a starting point for boards and should be adapted to best fit the needs of the Head of School and the organization. For more support, we suggest reaching out to any of the following organizations:

ORGANIZATION	MISSION	WEBSITE
<b>Education Board Partners (formally Charter Board Partners)</b>	To help ensure that every charter and autonomous school has an effective, strategic, diverse board that exercises strong oversight and works collaboratively with school leadership to ensure that all students achieve at high levels.	<a href="http://www.edboards.org">www.edboards.org</a>
<b>EdFuel</b>	To empower education organizations to effectively recruit and retain diverse and high-quality staff through comprehensive and equitable talent management systems.	<a href="http://www.edfuel.org">www.edfuel.org</a>
<b>School Leader Lab</b>	To grow and sustain high-quality schools by developing one of their greatest assets: leaders.	<a href="http://www.schoolleaderlab.org">www.schoolleaderlab.org</a>
<b>TNTP</b>	To end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.	<a href="http://www.tntp.org">www.tntp.org</a>





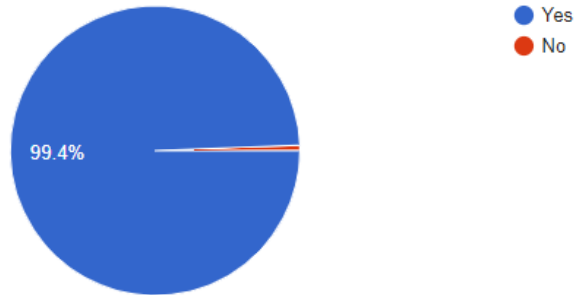


## Attachment 13 - Evidence of Community Demand

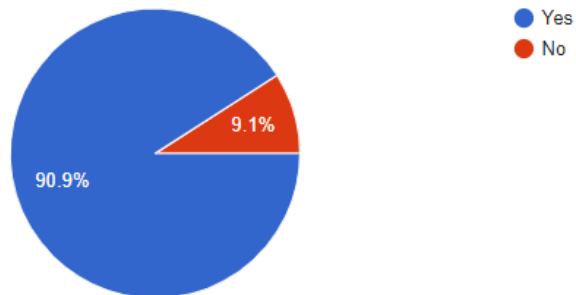
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### Community Interest Form

Would you like to see Young Women's Leadership Academy serving your community?



Would you be interested in sending your student to Young Women's Leadership Academy?



**CECELIA GONZÁLEZ**  
ASSEMBLYWOMAN  
District No. 16

COMMITTEES:  
Judiciary  
Legislative Operations and Elections  
Natural Resources



**State of Nevada**  
**Assembly**  
**Eighty-First Session**

**DISTRICT OFFICE:**  
P.O. Box 96301  
Las Vegas, Nevada 89193-6301

**LEGISLATIVE BUILDING:**  
401 South Carson Street  
Carson City, Nevada 89701-4747  
Office: (775) 684-8595  
Fax No.: (775) 684-8533  
Email: [Cecelia.Gonzalez@asm.state.nv.us](mailto:Cecelia.Gonzalez@asm.state.nv.us)  
[www.leg.state.nv.us](http://www.leg.state.nv.us)

June 16, 2021

To Whom It May Concern:

I am writing to express my support for the approval of Young Women's Leadership Academy of Las Vegas. I believe that Young Women's Leadership Academy of Las Vegas will be an incredible asset and of great benefit to our children, families, and local community.

Young Women's Leadership Academy of Las Vegas will be a great addition to the existing tuition-free, public charter schools in Clark County. Young Women's Leadership Academy of Las Vegas will bring a proven education approach to Las Vegas, serving a diverse student population reflective of our community.

I support Young Women's Leadership Academy of Las Vegas and would be very happy to support an excellent school option in our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Cecelia González".

Cecelia González  
Assembly District 16



## Charter School Association of Nevada

July 8, 2021

To Whom It May Concern:

I am writing to express my support of the charter application that has been submitted on behalf of the Young Women's Leadership Academy of Las Vegas ("YWLA")

As the Executive Director of the Charter School Association of Nevada, I believe it is imperative that we continue to offer high-quality, high-performing public charter schools throughout the state. I am confident that replicating the highly successful YWLA model would do just that and additionally, YWLA would specifically promote the development of young women to serve as the future civic and business leaders of this state.

Nevada as a state is rightfully proud of its trailblazing history when it comes to having women in leadership positions. We were the first, and to my knowledge, only state in the union to have a female majority legislature. We have a history of women in high elected office, including currently having two female U.S. Senators along with a female Senate Majority Leader. As such, Nevada is a natural state for the type of school that YWLA aims to be.

I am also writing because I know there is a proven track record with the YWLA model. I am not in the business of evaluating applicants, so we hesitate to write letters of support for new applicants, however we sometimes make an exception when there is a proven track record of high performance, which is what we have here. Taken together, the track record of high academic performance, coupled with a unique and admirable goal of developing women leaders, I believe YWLA would be ripe for success.

For the above reasons, I would encourage the State Public Charter School Authority to look favorably upon YWLA's application assuming they have met all the criteria we expect from public charter school applicants.

Yours truly,

Victor Salcido  
Executive Director  
Charter School Association of Nevada  
(775) 771-3244



	Academica	Board	Principal
Immediately Upon Charter Approval	<ul style="list-style-type: none"> <li>• Apply for 501c3</li> <li>• Set up state tax ID/EIN number (unemployment, State Income if out of state)</li> <li>• Open bank accounts for school</li> <li>• Request DUNS</li> <li>• Register for SAM</li> <li>• Setup Vendor ID with State Controller's Office (NV)</li> <li>• Set up Google phone number and forward to Academica or principal</li> </ul>	<ul style="list-style-type: none"> <li>• Read, assist with writing, and learn all sections of the charter</li> <li>• Capacity Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Read, assist with writing, and learn all sections of the charter*</li> <li>• Provide input for website</li> <li>• Identify mascot and colors*</li> <li>• Work with Design and Marketing Dept to develop crest, mascot, color scheme for branding*</li> <li>• Provide updates to social media</li> <li>• Advertising (door to door, parent meetings, seek partnerships)*</li> </ul>
January	<ul style="list-style-type: none"> <li>• Solicit Legal Counsel for school (approved in February)</li> <li>• Research quotes for Student Info System (SIS)</li> <li>• Begin open enrollment</li> <li>• Provide Offer of Intent for Employment templates to principal</li> <li>• Assist principal in registering for job fairs</li> <li>• Assist principal in preparing teacher/staff openings for Internal Transfers</li> <li>• Determine kindergarten enrollment (if half day is allowed in the state) and fee structure</li> <li>• Enrollment policies on website</li> <li>• Understand lottery laws in state (required notifications, age limits, vaccination requirements)</li> <li>• FF&amp; E Lease</li> </ul>	<ul style="list-style-type: none"> <li>• Approve Bylaws</li> <li>• Elect Officers</li> <li>• Draw for Term Limits</li> <li>• Delegate Signing Authority</li> <li>• Approve Academica Contract</li> <li>• Approve MOU with Academica for Incubation Year activities</li> <li>• Approve Board Meeting Schedule</li> <li>• Approval for Principal to apply for grants</li> <li>• Approve enrollment policy*</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct parent informational meetings</li> <li>• Select mascot and design images for branding</li> <li>• 2-3 times weekly updates to social media</li> <li>• Begin drafting master schedule</li> <li>• Teacher Recruitment*</li> <li>• Create a draft of parent/student handbook for registration docs*</li> <li>• Create Acceptable Use</li> <li>• Continue to make updates to website</li> <li>• Draft email to all families in database to encourage them to register</li> <li>• Provide Academica a list of teacher/staff openings to include in Internal Transfer advertisements</li> </ul>

Attachment 14 - Incubation Year Planning Table

February	<ul style="list-style-type: none"> <li>• Begin discussions with principal on Emergency Operations Plan and development of committees</li> <li>• Work with principal to get registration documents (handbooks – if possible, media release, use of technology policy)</li> <li>• Order folders/supplies for registration materials</li> <li>• Procurement for furniture</li> <li>• Post school job openings for internal transfers</li> <li>• Legal/HR: research state labor laws, payroll, holidays, and PTO requirements for out of state schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Approve Financial Policies &amp; Procedures</li> <li>• Approve Outside Legal Counsel</li> <li>• Approve Conflict of Interest Policy</li> <li>• Approve SIS</li> <li>• Approve Board Handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct parent informational meetings</li> <li>• Teacher Recruitment*</li> <li>• Create Master calendar (holidays, PD days, Data Days, etc.)</li> <li>• Begin working on employee handbook*</li> <li>• Provide position openings to Academica for posting online</li> <li>• Meet with Procurement dept to determine furniture needs</li> </ul>
March	<ul style="list-style-type: none"> <li>• Research Board insurance provider</li> <li>• Lottery</li> <li>• Meet with insurance provider to set up coverage (if out of state, possible 401K)</li> <li>• Academica Hiring Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Approve participation in NSLP</li> <li>• Approve master calendar</li> <li>• Approval of FF &amp; E Lease</li> <li>• Approve Building Lease</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct parent informational meetings</li> <li>• Teacher Recruitment*</li> <li>• Finalize employee handbook*</li> <li>• Begin creating course catalog</li> <li>• Create EL Policy*</li> </ul>
April	<ul style="list-style-type: none"> <li>• Research uniform vendors</li> <li>• Set up SIS (Calendars, attendance codes, behavior codes, IEP settings, 504 settings, entry of student)</li> <li>• SIS training with vendor</li> <li>• Release RFP to secure meal vendor</li> <li>• Procurement for technology and curriculum</li> <li>• Prepare Year 1 Budget</li> <li>• Register with the state as an employer (state unemployment) – can't be done until EIN is provided</li> <li>• Solicit vendors for janitorial, HVAC, landscaping, snow removal, janitorial supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Approve special education policies</li> <li>• Approve EL Policy</li> <li>• Approve board insurance provider</li> <li>• Approve IT contract</li> <li>• Approve Initial Budget</li> <li>• Approve maximum enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Hire office staff (start July 1)</li> <li>• Create design for Spirit Wear*</li> <li>• Continue working on parent/student handbook*</li> <li>• Master scheduling – secondary students selecting electives</li> <li>• Begin creating prep schedule</li> </ul>

Attachment 14 - Incubation Year Planning Table

May	<ul style="list-style-type: none"> <li>Continue SIS set up (courses, grading tasks, report card)</li> <li>Work with State Agency to complete NSLP Application</li> <li>Prepare Restorative Justice Policy</li> <li>Prepare No Opt Out Testing Policy</li> <li>Prepare Grievance Policy</li> </ul>	<ul style="list-style-type: none"> <li>Approve NLSP vendor</li> <li>Approve employee handbook</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Finalize parent/student handbook*</li> <li>Determine car loop processes</li> <li>Begin to organize before/after school care programs*</li> <li>Solicit parents for PTO</li> </ul>
June	<ul style="list-style-type: none"> <li>Principal contract</li> <li>Assist principal with scheduling students into appropriate courses</li> <li>Assist principal in determining substitute teacher system</li> <li>Schedule date for onboarding for all staff</li> <li>Finalize campus map for furniture placement</li> <li>Update J: Drive (for new charters)</li> </ul>	<ul style="list-style-type: none"> <li>Approve janitorial contract</li> <li>Approve HVAC contract</li> <li>Approve student/parent handbook</li> <li>Approve NSLP related policies (wellness, meal charge, etc.)</li> <li>Approve Restorative Justice Policy</li> <li>Approve No Opt Out Testing Policy (NV)</li> <li>Approve Grievance Policy</li> <li>Approve Internet Safety Policy</li> </ul>	<ul style="list-style-type: none"> <li>Begin reviewing IEP caseload</li> <li>Determine committees and who will lead them (Leadership, RTI/MTSS, Academics, Social/Culture)</li> <li>Begin developing school-wide behavior policies*</li> <li>Add supply lists to website</li> <li>Finalize EOP (submission required in June in NV)</li> </ul>
July	<ul style="list-style-type: none"> <li>Training of office manager/registrar</li> <li>Teacher contracts</li> <li>Train principal on AvidXchange (Pos), Payroll, Financials, Budget</li> <li>Finalize onboarding training (payroll, insurance, Aflac, sub system, HR, etc.)</li> <li>Verify staff licenses and communicate concerns with office manager/principal</li> <li>Load campus furniture and technology</li> </ul>		<ul style="list-style-type: none"> <li>Possible staff social gathering</li> <li>Schedule PD for start of school year*</li> <li>Make final updates to parent/student handbook*</li> <li>Track curriculum orders</li> <li>Begin brainstorming field trip options</li> <li>Determine students incentives/award criteria</li> <li>Finalize school-wide behavior policy*</li> <li>Staff Polos</li> <li>Create fire evacuation maps</li> <li>Order general office supplies and school supplies for start up</li> <li>Order items for the health office</li> <li>Finalize student schedules</li> <li>Continue review of IEPs and secure related service providers (OT, Speech, PT, etc.)</li> <li>Provide staff list to Academica for license checks</li> </ul>

August			<ul style="list-style-type: none"><li>• Assemble Back to School materials for Teachers which includes school-wide calendar, supervision list, teacher names/room assignments, school map, schedules for prep, lunch, duty, etc., opening school procedures, teacher evaluation rubric, etc.</li><li>• Train teachers on evaluation tool</li><li>• Train teachers on school’s EOP prior to start of school</li><li>• Teachers create Sub Folders</li><li>• New Teacher On-Boarding*</li></ul> <p><b>*Completed with support from or in collaboration with Young Women’s Leadership Network</b></p>
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### **Transportation**

YWLA will not provide daily transportation for the students to and from school. Should a Special Education student who is enrolling in YWLA have an IEP that has transportation as an accommodation, YWLA will honor their IEP. YWLA will work to partner with the RTC or CCSD, as to how to best provide this accommodation. Should the school plan field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company. The school will work with their insurance broker agency to ensure that all necessary insurance policies and coverages are in place.

### **Food Service**

YWLA plans on providing food services at the school and anticipates participating in the National School Lunch Program. YWLA will seek to be its own school food authority and anticipates identifying and contracting with a third party food service provider. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

### **Facilities Maintenance**

YWLA has a multi-tiered plan for maintaining the facility:

1. On-Site YWLA will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
2. YWLA will contract with a janitorial company to provide a cleaning service 5 nights a week.
3. YWLA's EMO Academica coordinates facility maintenance, repairs, etc. as well as coordinates with the contracted janitorial service provider.

### **School Health & Nursing Services**

The school provides health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed at the new campuses. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract is not available at this time, but will be provided to the Authority upon its finality. State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

### **Purchasing Processes**

The purchasing agent is appointed by the governing body (Traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing program.



No obligation may be incurred by any officer or employee of the governing body 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 [with the exception of a petty cash 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 or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

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.

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573).

### **Safety & Security**

YWLA proposed campuses will have Campus Monitor(s) provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan. As referenced in the Operations Question and Ongoing Operations Question One, YWLA's Principal and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan.

8985 s. eastern  
suite 220  
las vegas, nv 89123  
p 702.456.1070  
f 702.456.7020

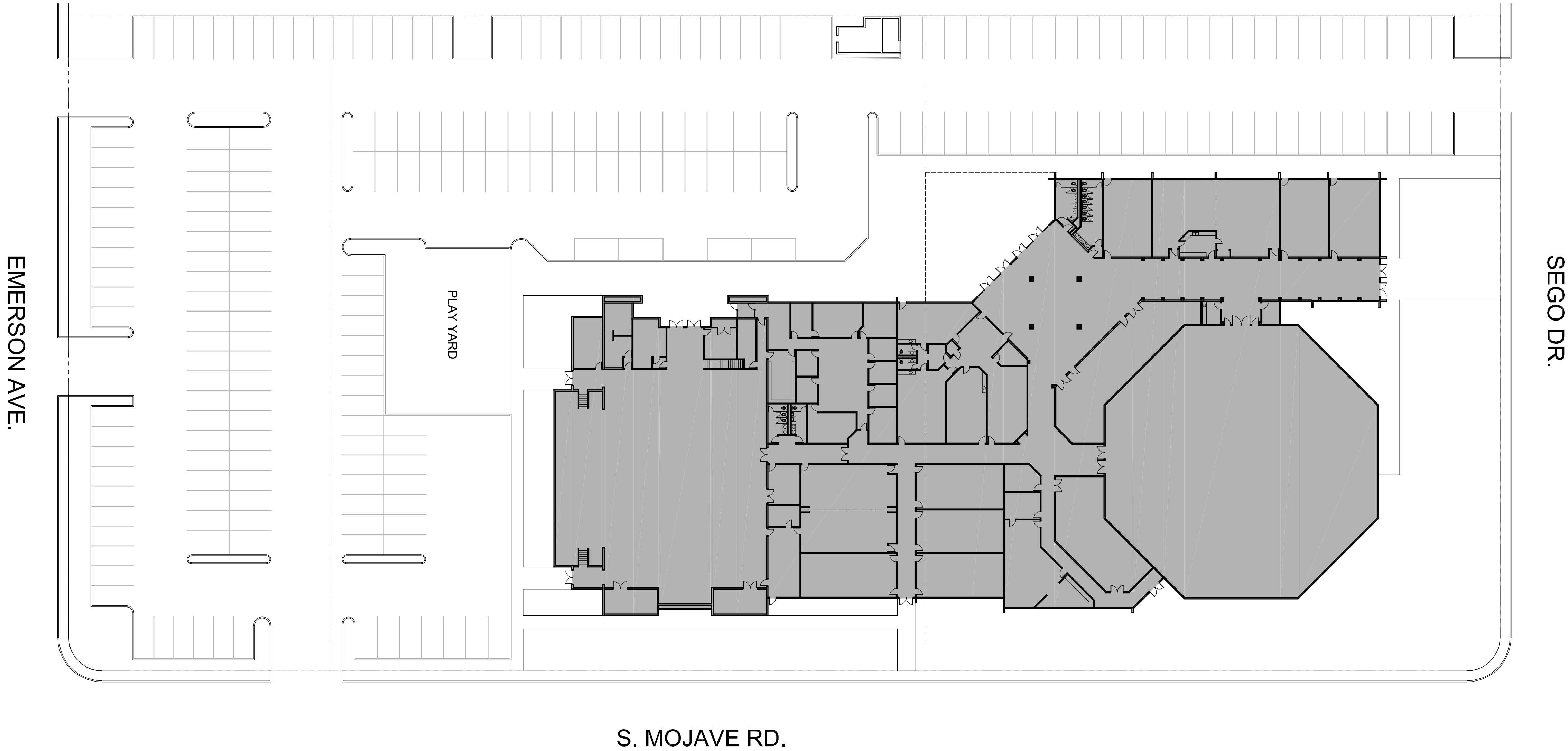
YOUNG WOMEN'S  
LEADERSHIP ACADEMY



EXISTING SITE PLAN

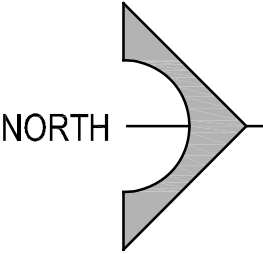
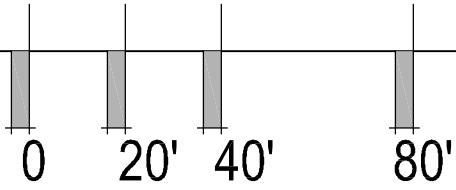
3415 S. MOJAVE RD.  
LAS VEGAS, NV 89121

A1.10



EXISTING SITE PLAN

SCALE : 1" = 40'-0"



JULY 14, 2021

8985 s. eastern  
suite 220  
las vegas, nv 89123  
p 702.456.1070  
f 702.456.7020

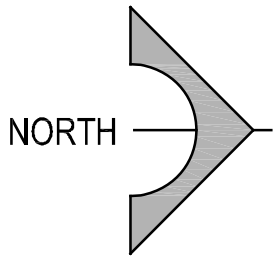
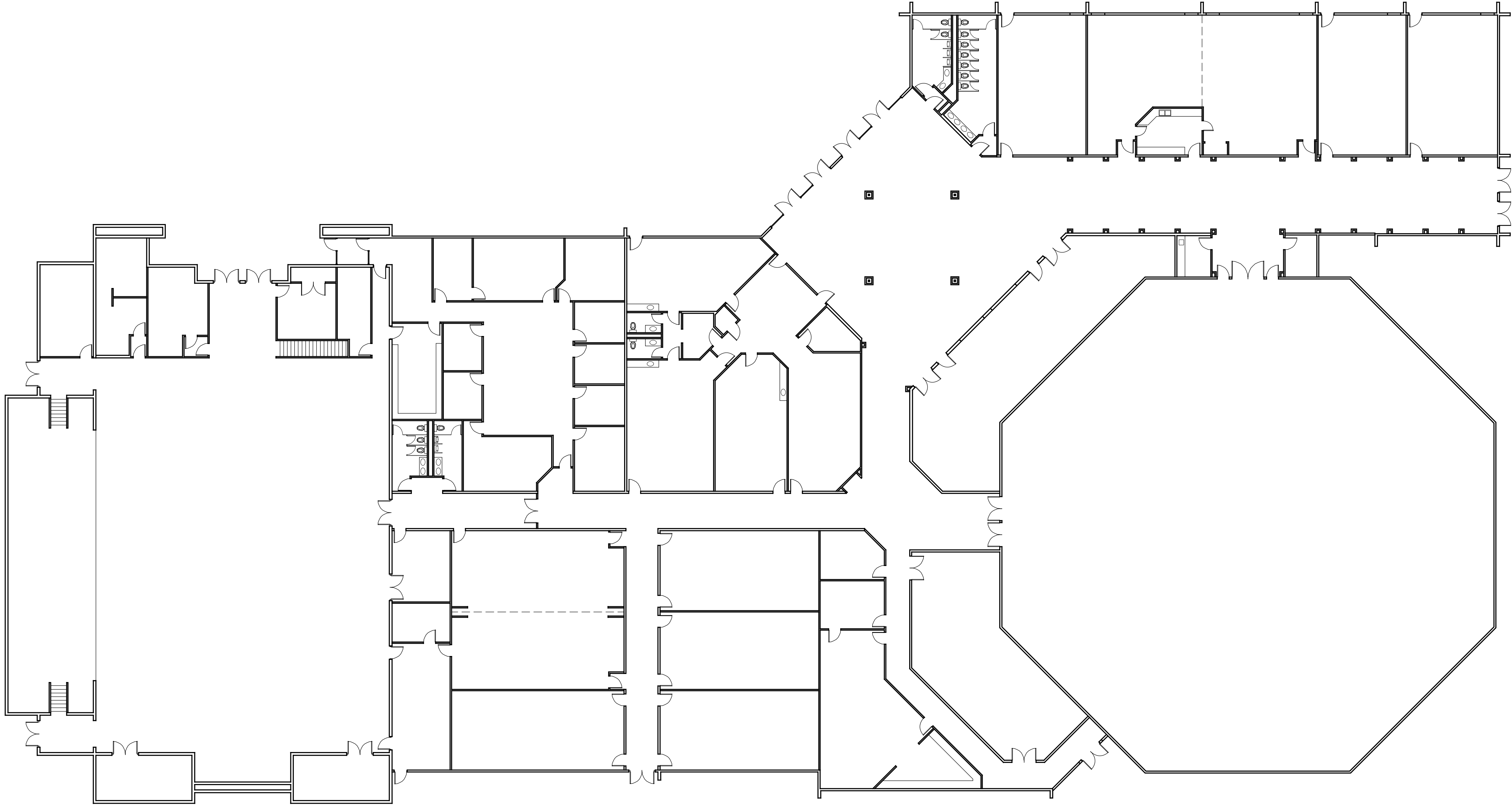
YOUNG WOMEN'S  
LEADERSHIP ACADEMY



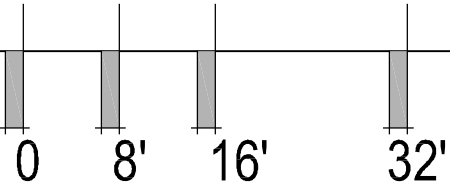
EXISTING FLOOR PLAN

3415 S. MOJAVE RD.  
LAS VEGAS, NV 89121

A2.10



JULY 14, 2021



EXISTING FLOOR PLAN

SCALE : 1/16" = 1'-0"

**C.E. "PALABRA VIVA"**  
Assemblies of God  
*Lucy Saavedra and Jose L. Bonilla*  
Pastor General



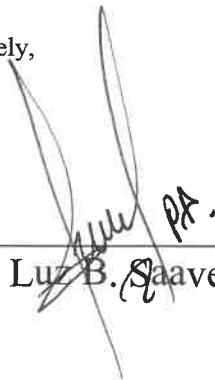
Las Vegas, Nv. July 14, 2021

Dear SPCSA Member,

As Director of Palabra Viva Church I am pleased with the opportunity to partner with Young Women's Leadership Academy. Palabra Viva has begun discussions with Young Women's Leadership Academy regarding the possibility of providing facility accommodations under a lease agreement for the use of our facility.

It is our hope that Palabra Viva's facility will be a nice accommodation for a school as the facility includes large classroom spaces, full size gym, large platform/stage, kitchen and playground area. Due diligence on the facility is being conducted by YWLA and an agreement related to rent terms will be finalized after facility improvement costs are known.

Sincerely,

  
\_\_\_\_\_  
Rev. Luz B. Saavedra.

<b><u>Coverages:</u></b>	<b><u>2022-23</u></b>	<b><u>Notes</u></b>
<b>General Liability Aggregate</b>	\$17,000,000	Includes Umbrella/Excess Limits of \$15M
<b>General Liability Per Occurrence</b>	\$16,000,000	
<b>Products/Completed Operations Aggregate</b>	\$17,000,000	
<b>Personal and Advertising Injury</b>	\$16,000,000	
<b>Abuse or Molestation Per Occurrence</b>	\$11,000,000	Includes Umbrella/Excess Limits of \$10M
<b>Abuse or Molestation Aggregate</b>	\$12,000,000	
<b>Student Accident - per accident</b>	\$25,000	
<b>Employee Benefits Liability Per Occurrence</b>	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
<b>Employee Benefits Liability Aggregate</b>	\$17,000,000	
<b>Commercial Auto Liability</b>	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
<b>Building Limit</b>	100% Replacement	
<b>Employee Dishonesty/Crime</b>	\$1,000,000	
<b>Educators Legal Liability Per Occurrence</b>	\$15,000,000	Shared Limits with D&O/EPLI
<b>Educators Legal Liability Aggregate</b>	\$15,000,000	
<b>Directors &amp; Officers Liability Per Occurrence</b>	\$15,000,000	Shared Limits with Educators/EPLI
<b>Directors &amp; Officers Liability Aggregate</b>	\$15,000,000	
<b>Employment Practices Liability Per Occurrence</b>	\$15,000,000	Shared Limits with D&O/Educators
<b>Employment Practices Liability Aggregate</b>	\$15,000,000	
<b>Workers Compensation</b>	\$1,000,000	
<b>Excess/Umbrella Liability</b>	\$15,000,000	Includes 2 layers of Excess Coverage

## 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 \$7,243 for the first fiscal year of operation (2022-2023), with an estimated 1.30%-1.60% increase each subsequent year thereafter. Assumption of \$7,243 was based on the adjusted per pupil funding amount in Clark County shown in the following table found in Senate Bill No. 458 with an NDE adjustment of 0.9931:

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 2022-2023 is \$7,074. For each such school which provides in-person instruction in each of the respective counties, the adjusted base per pupil funding amount for Fiscal Year 2022-2023 is:

Carson City	\$7,074
Churchill	\$7,265
Clark	\$7,293
Douglas	\$7,074
Elko	\$7,265
Esmeralda	\$7,265
Eureka	\$7,265
Humboldt	\$7,265
Lander	\$7,265
Lincoln	\$7,265
Lyon	\$7,074
Mineral	\$7,265
Nye	\$7,265
Pershing	\$7,265
Storey	\$7,074

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

The budget created YWLA includes an assumptive NSLP reimbursement rate of \$3.50 per eligible student for lunch and \$1.84 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.

#### **Title I, II:**

As outlined in [Section 2: Meeting the Need](#), of this application, YWLA projects 86% of the student population will qualify for free and reduced lunch, allowing YWLA to be Title I & Title II eligible (>40%). The budget created for YWLA includes an assumptive Title I eligible per-pupil amount of \$400 and an assumptive Title II eligible per-pupil amount of \$85. Title I & Title II provides financial assistance to schools for children from low-income families to help ensure that all children meet academic standards.



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

Anticipated \$950 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 at 12% of the anticipated student enrollment.

### **SPED Discretionary Unit:**

Anticipated \$3,000 per SPED student – Revenue is budgeted based upon prior year SPED counts. Student SPED counts are budgeted at 12% of the anticipated student enrollment. YWLA will not be eligible to receive this funding during their first year of operations.

### **English Language Learner (ELL) Weight:**

Anticipated \$1,627 per ELL student – Revenue is budgeted based upon prior year ELL counts. Student ELL counts are budgeted at 21% of the anticipated student enrollment. ELL per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the ELL weight multiplier of 0.23 (figures located in SB458).

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

Anticipated \$212 per FRL student – Revenue is budgeted based upon prior year FRL counts. Student FRL counts are budgeted at 86% of the anticipated student enrollment. FRL per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the at-risk weight multiplier of 0.03 (figures located in SB458).

### **Pre-Operational Loan:**

As outlined in [Section 6: Financial Plan](#), Academica Nevada will provide YWLA with a start-up loan, up to \$60,000, for any pre-operational expenses needed prior to opening.

### **Donations:**

As mentioned in [Section 6: Financial Plan](#), the Sands Corporation will provide a donation for various tenant improvements to the anticipated facility, as well as a donation for the principal salary/benefits during the pre-operational year. They will also be providing a donation throughout Years 1-6 for technology, curriculum, furniture, fixtures, and equipment (FF&E).

## **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. National School Lunch Program (NSLP)	pg. 7
10. Travel	pg. 8
11. Accounting, Audit, Legal Fees	pg. 8
12. Technology	pg. 8
13. Other	pg. 8

### **Personnel:**

#### ***Approx. 37.62% of the budget (Year 1 – Year 6)***

YWLA will begin in Year 1 with a total staff of 13.5. This includes 6 total teachers and 7.5 total administrative and support staff, with a starting enrollment of 150 students. By Year 6, YWLA will be projected to expand to a total staff of 47.5, with a total student enrollment of 600. Throughout Years 2-6, YWLA is projected to add 22.5 teachers and 11.5 administrative and support staff. Below are the anticipated staffing positions with the estimated starting salary for each position:

*Principal - \$95,000/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 - \$75,000/year – Develop/implement the total school program by assisting the principal in the overall running of the school.*

*School Counselor / College Bound Initiative Counselor - \$58,000/year – Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

*Instructional Coach - \$58,000/year – Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

*EL 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) - \$45,000/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) - \$45,000/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 - \$45,000/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 - \$40,000/year – *Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.*

Instructional Aides - \$14.00/hour – *Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.*

Receptionist - \$14.00/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 - \$14.00/hour – *Manages/Oversees all aspects of the school nutrition program including menu planning, record keeping, sanitation, etc.*

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

Below are the anticipated staffing needs/costs each year:

Young Women's Leadership Academy - Personnel						
Position	22-23	23-24	24-25	25-26	26-27	27-28
Principal	1	1	1	1	1	1
Assistant Principal	0	0	0	1	1	1
Classroom Teachers (Core)	5	10	15	18	19	20
Classroom Teachers (Special)	0	1	3	4	5	5
Special Education Teachers	1.0	1.5	2.5	3.0	3.0	3.5
EL Coordinator	0.5	0.5	1.0	1.0	1.0	1.0
Instructional Coach	0	0	0	1	1	1
College Bound Initiative Counselor / School Counselor	0	2	2	2	2	2
Office Manager	1	1	1	1	1	1
Registrar	0	0	1	1	1	1
Clinic Aide/FASA	0	0	1	1	1	1
Receptionist	0	1	1	1	1	1
Instructional Aide(s)	3	5	5	6	7	7
Campus Monitor/Custodian	1	1	1	1	1	1
NSLP/Cafeteria Manager	1	1	1	1	1	1
<b>Total Staff:</b>	<b>13.5</b>	<b>25.0</b>	<b>35.0</b>	<b>43.0</b>	<b>46.0</b>	<b>47.5</b>
<b>Total Staff Costs:</b>	<b>\$ 550,000</b>	<b>\$ 1,039,755</b>	<b>\$ 1,504,505</b>	<b>\$ 1,917,758</b>	<b>\$ 2,064,647</b>	<b>\$ 2,171,025</b>

*\*All salaries are expected to increase by 1.50% each year.*

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

## Benefits:

***Approx. 18.39% 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 47.75% of salaries in the 22-23 school year, increasing by 0.50% 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:

	22-23	23-24	24-25	25-26	26-27	27-28
Total Salaries & Wages	\$ 550,000	\$ 1,039,755	\$ 1,504,505	\$ 1,917,758	\$ 2,064,647	\$ 2,171,025
Benefits % of Salary	47.75%	48.01%	48.39%	48.96%	49.75%	50.25%
<b>Total Benefits Costs:</b>	<b>\$ 262,625</b>	<b>\$ 499,219</b>	<b>\$ 727,995</b>	<b>\$ 938,956</b>	<b>\$ 1,027,162</b>	<b>\$ 1,090,940</b>

**Payroll Services:**

***Approx. 0.25% 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 per employee per month to process payroll, bringing us to an annual total cost of \$240 per employee. Includes a cushion for potential overages.

**Contractual:**

***Approx. 5.89% of the budget (Year 1 – Year 6)***

Academica Nevada Management Fee – \$450 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. 3.76 of the budget (Year 1 – Year 6)***

Data Analyst Contracted Services – \$7,500 in Year 1, increasing to \$12,000 annually. The YWLA 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 \$210 per student the first 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.

Substitute Teachers - \$165/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 \$165 per day, for 10 days per teacher.

### **Equipment:**

#### ***Approx. 4.09% 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 \$1,000 per student to outfit the entire school.

Copier/Printing – Anticipated copier lease at a rate of roughly \$12,000 in Year 1, increasing incrementally each year. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases. YWLA has also budgeted \$3,000 for pre-operational printing.

### **Supplies:**

#### ***Approx. 2.15% of the budget (Year 1 – Year 6)***

Consumables – \$130 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 – \$13 per student – utilized by administrative staff.

Classroom Supplies – \$27 per student – utilized by teaching staff.

Copier Supplies – \$4 per student

Nursing Supplies – \$3 per student

SPED Supplies – \$120 per SPED student– utilized by SPED teaching staff.

### **Facility:**

#### ***Approx. 15.96% of the budget (Year 1 – Year 6)***

Scheduled Lease Payment (rent) – The YWLA Board will secure a facility lease in time for the 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. Year 1 rent total of \$135,000 based on \$900 per student, increasing each year. Discussions regarding a facility lease agreement have yet to be

finalized; however, this projection provides a more than adequate depiction of the anticipated rental cost.

Facility/School Insurance - \$25,500 annually - based upon the figures provided by other charter schools working with Academica Nevada. Increasing incrementally each year.

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 \$39,375 in Year 1 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.

Custodial Supplies - \$30 per student

Facility Maintenance – basic facility maintenance of \$8,500 in Year 1, increasing gradually as student enrollment increases and to account for general facility wear and tear.

Lawn Care - basic lawn care assumption of \$500 per month, \$6,000 annually in Year 1. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – Assumption of \$7,500 in Year 1, increasing as student enrollment increases and to account for general AC wear and tear.

Fire & Security Alarms - Assumption of \$5,000 in Year 1, based on the actual expenses of other charter schools working with Academica Nevada. Increasing by 3% each subsequent year thereafter.

**National School Lunch Program (NSLP):**  
***Approx. 8.04% of the budget (Year 1 – Year 6)***

As outlined in [Section 3: Meeting the Need](#) of this application, YWLA projects 86% 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. The budget assumes an expense rate of \$3.00 per student for lunch and \$1.89 per student for breakfast, for 180 school days.



**Travel:*****Approx. 0.10% of the budget (Year 1 – Year 6)***

Travel costs associated with recruitment and staff development are estimated to be \$5,000 annually. YWLA has also budgeted \$20,150 for pre-operational travel, professional development and recruiting.

**Accounting, Audit, and Legal Fees:*****Approx. 0.57% 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 \$20,000 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 \$5,000 each year.

**Technology:*****Approx. 1.30% 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 \$3.50 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 \$42.00 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 per student plus \$2,500 recurring expense each year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students. YWLA has also budgeted \$5,000 for pre-operational set-up/implementation.

Website - \$4,500 annual expense each year; Year 1 expense incurred during the pre-operational year.

Telephone/Internet/Communications– annual anticipated contract expense of \$13,000 in Year 1 for phone/internet connection, incrementally increasing as student enrollment increases.

**Other:**

***Approx. 1.87% 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. \$1,200 in Year 1, incrementally increasing each year as the staff population begins to grow.

Dues and Fees - Assumption of \$5,500 in Year 1, incrementally increasing each year as the student population begins to grow.

Postage – Projected annual expense of \$750 in Year 1, incrementally increasing as student enrollment increases. YWLA has also budgeted \$2,100 for pre-operational postage/ mailing expenses.

Background and Fingerprinting - \$60 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$1,000 per year for miscellaneous expenses that may arise throughout the year.

Loan Repayments – As outlined in [Section 6: Financial Plan](#), Academica Nevada will provide YWLA with a start-up loan, up to \$60,000, for any pre-operational expenses needed prior to opening. The repayment plan is budgeted at two years, 6% interest, starting in Year 3.

Marketing/Advertising – \$5,000 annually for 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. An amount of \$25,250 has been budgeted for Marketing/Advertising during the pre-operational year.

**Instructions****Young Women's Leadership Academy**

Mike Dang, 702.486.8879

C:\Users\Kyle.McOmber\Dropbox\Active Projects\By State\Nevada\Young Women's Leadership Academy of Las Vegas (YWLA)\Attachments (Living)\19 - Financial Plan Workbook

[TOC](#)**FINANCIAL PLAN WORKBOOK INSTRUCTIONS**

This New School Application Financial Plan/Pro Forma workbook was designed to show the financial implications of a school plan and assumptions before and during a six-year school contract. It enables the applicant, the SPCSA and other stakeholders to analyze potential fiscal impacts of that plan. This is a protected workbook and data should only be entered in the unprotected cells (yellow cells). To maximize usage of the Financial Plan Workbook, please familiarize yourself with the following general instructions prior to data entry.

We have tried to design this to be as simple as possible yet as comprehensive as possible to help applicants think through fiscal impacting assumptions and for reviewers to see the impacts of those assumptions.

Contact us with any questions.

**School Inputs**

Enter your assumptions in the light yellow cells of the various tabs of this workbook, beginning with the Cover "tab" or "worksheet." Overwrite any placeholder assumptions currently in those cells.

FTE stands for Full-Time Equivalent. If this term is unfamiliar, please consult with an individual experienced in budgeting and pupil accounting. If your budget plans include staff less than full time use a decimal to indicate the portion. Contact or inform the State Public Charter School Authority of this if you perceive any issues in the related expennses and other impacts in this budget tool.

**Summary tab**

*No entry needed on this tab*

**Market tab**

*Use this tab to show your target market, planned enrollments and potential demand and demographics of the "feeder" schools in your planned service area.*

**Enrol & Rev tab****Basic Information**

The Pupil Centered Funding Plan (PCFP) funding per student is automatically populated depending on the county where the school is located (Cell F57). If the school will be a single-district or multi-district virtual school with a Distance Education program, then under the PCFP, one PPR rate will apply--regardless of NV County/District.

The Inflation Adjuster in 'B67' is designed to account for any increases in PCFP Revenue. Please be sure to enter a cost of inflation in this cell. You may wish to test inflation rates of 0 to 3%. Be sure you can still operate with a surplus even with a 0% inflator/escalator.

Enter your Title 1, IDEA (cost per SPED student) and school level fundraising income per student. Each of these entries will automatically calculate the revenue line items for BEP, Title 1, IDEA and school level funding.

Any remaining revenue entries can be manually accounted for in the following subgroups:

**Charter Start-Up Funds**

**Other Start-Up Grant Funds**

**Student Fees (As allowed by other public schools)**

**Investment Income**

**Private fundraising (foundations, corporate)**

**Private Fundraising**

**Staff tab**

*The staffing and compensation assumptions section will require input data on not only the charter school's staffing levels and average salaries, but it will also require the preparer to provide benefits data in order to provide the charter school with realistic financial projections. Please follow the instructions below:*

**Instructional Days (Staff tab, row 65)**

**General Operating ("Gen Optg") Expense tab**

*The general operating expense assumptions section houses the majority of the expenditures that are necessary to operate your charter school. Schools should set aside an amount of 4 to 5% of revenues into a general reserve account.*

Transportation and Food Services are not funded for charter schools.

#### **Facilities tab**

*Complete either the Lease or the Purchase section.*

#### **Facilities Wkst tab**

*This sheet is optional. It is provided to help you consider your space requirements. Some schools may seek more/less space than is shown in the sample ranges. You do not need to include this tab in your print range but leave it in the working Excel file you submit.*

#### **FFE&T (Furniture, Fixtures, Equipment & Technology) tab**

*See "Note FFE" tab for a note regarding the depreciation approach used in this model.*

#### **Marketing tab**

*Use this tab to show your marketing plan to reach your target market.*

*This tab differs from the Market tab. This focuses not on where your pupils will come from but on marketing expenses to reach them.*

#### **FFE&T (Furniture, Fixtures, Equipment & Technology) tab**

#### **Insurance tab**

*Use this tab to show your insurance plan/budget. Note legal insurance requirements*

#### **Incubation tab (Pre-Approval, Pre-Opening)**

*Use this tab only for unique pre-opening plan/budget costs. Otherwise, use the other expense sheets.*

#### **EMO-CMO tab**

*Use this tab to show your plan/budget -- if you use a EMO/CMO.*

#### **Cashflow Year 1 tab**

*Use this tab to "spread" your year 1 expenses out on a monthly basis.*

#### **DSA Rates tab**

*FYI*

#### **Levers tab**

*This page is intended to be a quick view of how each cost center is affecting overall financial performance.*

*It will automatically populate as you complete the required tabs in the application. The use of this tab is completely optional and at your discretion.*

#### **Other**

#### **Questions? Contact:**

*Mike Dang, 949.229.2145 (cell) 702.486.8879 (office), [mdang@spcsa.nv.gov](mailto:mdang@spcsa.nv.gov)*

*Michael Hutchins, 775.687.9239, [M.Hutchins@spcsa.nv.gov](mailto:M.Hutchins@spcsa.nv.gov)*

**Application Cover Sheet**[TOC](#)**Young Women's Leadership Academy**

Mike Dang

702.486.8879

C:\Users\Kyle.McOmber\Dropbox\Active Projects\By State\Nevada\Young Women's Leadership Academy of Las Vegas (YWLA)\Attachments (Living)\19

**Proposed Name of School****Young Women's Leadership Academy**

9

10

11 Planned school year starting in August

**2022**

Fiscal Year July 1, 2022

12 School Year Ending (SYE)

**SYE 2023**

aka Fiscal Year Ending (FYE) Jun 30, 2023

13

14 **Name of lead contact(s)****Phone number****email address**15 [Matt Padron](#)

16

17 **Location(s) under consideration: (Addresses or cross streets, City)(1 minimum, 2 maximum)**18 [3415 S Mojave Rd, Las Vegas, NV 89121](#)19 [Site 2](#)20 *Specific address recommended but not required . Target cross streets required at a minimum.*

21

22 **Supporting documentation attached? (y/n)****n**

Three sample Listings of buildings in targeted/planned zip code being considered.

24

Listing must show available square footage, lease rates, location. (E.g., Loopnet)

25

**y**

For start-up funding

26

27

**n**

For fundraising

**Table of Contents (TOC) & Completeness Check****Young Women's Leadership Academy**

Mike Dang, 702.486.8879

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	<b>Complete? /Applicant</b>	<b>Complete? /SPCSA</b>	<b>TOC Notes</b>	
9	<a href="#">Instructions</a>	NA	NA	Instructions
10	<a href="#">Cover Page</a>	Y		Key Profile Information
11	<a href="#">TOC</a>	NA	NA	
12	<a href="#">Summary</a>	NA	NA	Summary and Summary of Key Statistics
13	<a href="#">Market</a>			Market (Potential Students Populations)
14	<a href="#">Rev_ Enrol</a>	Y		Revenue & Enrollment
15	<a href="#">Staff</a>	Y		Expenses: Staff
16	<a href="#">Gen Optg</a>	Y		Expenses: General Operating
17	<a href="#">Facilities</a>	Y		Expenses: Facility Lease/Purchase
18	<a href="#">FFE&amp;T</a>	Y		Expenses: Furniture, Fixtures, Equipment & Technology
19	<a href="#">Ins</a>	Y		Expenses: Insurance
20	<a href="#">Marketing</a>	Y		Expenses: Marketing Plan & Implementation
21	<a href="#">Incubation</a>	Y		Expenses: Year zero, pre planning.
22	<a href="#">EMO-CMO</a>	Y		Expenses: Education/Charter Management Organization
23	<a href="#">CF Y1 Mo</a>	Y		Expenses: Year One--Month to Month
24	<a href="#">Facilities wkst</a>	NA	NA	Worksheet which may help calculate Facilities costs (Not required)
25	<a href="#">PCFP Rates</a>	NA	NA	Applicable Per Pupil Revenue estimates (No completion required)
26	<a href="#">Levers</a>	NA	NA	Select Summary Data (Not required, information only)



**Budget Summary Report****Young Women's Leadership Academy**

Mike Dang, 702.486.8879

[TOC](#)

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Totals/Max'/Avg			SY 0/Incu											
			Yr 1		Yr 2		Yr 3		Yr 4		Yr 5		Yr 6	
			2021	2022	2023	2024	2025	2026	2027	2028				
			2022	2023	2024	2025	2026	2027	2028					
9	Number of Students	Plan max 600	-	150	300	450	540	570	600					
10	Number of Employees (FTE)	Plan max 48	-	13.5	25.0	35.0	43.0	46.0	47.5					
11														
12	REVENUE	Total	Avg/yr(1-6)	%AvTot	SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6			
13	PCFP Revenue	\$21,415,120	\$3,569,187	\$1	\$ -	\$1,086,402	\$2,324,624	\$3,601,547	\$4,456,380	\$4,813,570	\$5,132,597			
14	CS Sponsorship Fee	(267,689)	(44,615)	(1%)	-	(13,580)	(29,058)	(45,019)	(55,705)	(60,170)	(64,157)			
15	Title I	808,056	134,676	3%	-	46,440	92,880	139,320	167,184	176,472	185,760			
16	Title IIA	181,220	30,203	1%	-	10,370	12,750	25,500	38,250	45,900	48,450			
17	Title III	-	-	-%	-	-	-	-	-	-	-			
18	Title IV	-	-	-%	-	-	-	-	-	-	-			
19	Federal Breakfast Program	743,412	123,902	3%	-	42,725	85,450	128,174	153,809	162,354	170,899			
20	Federal Lunch Program	1,414,098	235,683	6%	-	81,270	162,540	243,810	292,572	308,826	325,080			
21	IDEA	238,640	39,773	1%	-	9,500	17,100	34,200	51,300	61,560	64,980			
22	State Special Education Funding	-	-	-%	-	-	-	-	-	-	-			
23	"Replication & Expansion" start-up funds	-	-	-%	-	-	-	-	-	-	-			
24	Other start-up funds (incl' SEA grants)	-	-	-%	-	-	-	-	-	-	-			
25	Student fees	-	-	-%	-	-	-	-	-	-	-			
26	Food Services	-	-	-%	-	-	-	-	-	-	-			
27	Transportation	-	-	-%	-	-	-	-	-	-	-			
28	Investment Income	-	-	-%	-	-	-	-	-	-	-			
29	School level fundraising	-	-	-%	-	-	-	-	-	-	-			
30	Private fundraising (foundations, corpora	60,000	-	-%	60,000	-	-	-	-	-	-			
31	Private fundraising (individuals)	1,107,525	125,000	3%	357,525	300,000	150,000	150,000	90,000	30,000	30,000			
32	TOTAL PCFP REVENUE	\$25,700,382	\$4,213,809	100%	\$417,525	\$1,563,127	\$2,816,285	\$4,277,532	\$5,193,791	\$5,538,513	\$5,893,609			
33	Total PCFP Revenue PP					\$10,421	\$9,388	\$9,506	\$9,618	\$9,717	\$9,823			
34														
35	EXPENSES	Total	Avg/yr(1-6)	%AvTot	SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6			
36	Personnel	\$13,603,045	\$2,267,174	54%	\$ -	\$815,660	\$1,538,556	\$2,218,556	\$2,817,356	\$3,031,223	\$3,181,695			
37	Facilities	3,643,851	607,308	14%	-	245,950	424,388	614,628	728,415	786,423	844,047			
38	General Operating Expenses	4,092,738	682,123	16%	-	208,713	466,872	728,356	875,429	881,024	932,345			
39	EMO Payments	1,174,500	195,750	5%	-	67,500	135,000	202,500	243,000	256,500	270,000			
40	Marketing	30,000	5,000	0%	-	5,000	5,000	5,000	5,000	5,000	5,000			
41	FFE&T	963,748	160,625	4%	-	191,300	203,750	213,233	158,729	96,792	99,945			
42	Transportation	-	-	-%	-	-	-	-	-	-	-			
43	Insurance	212,147	35,358	1%	-	26,010	29,185	32,744	36,739	41,220	46,249			
44	Incubation, Other Pre-appr, Pre-Opening	417,525	-	-%	417,525	-	-	-	-	-	-			
45	TOTAL EXPENSES	\$24,137,553	\$3,953,338	94%	\$417,525	\$1,560,133	\$2,802,751	\$4,015,016	\$4,864,667	\$5,098,180	\$5,379,281			
46														
47	SURPLUS/(DEFICIT)/Period	\$1,562,829	\$260,471	6%	\$ -	\$2,994	\$13,534	\$262,517	\$329,124	\$440,332	\$514,328			
48	Per student					\$20	\$45	\$583	\$609	\$773	\$857			
49	SURPLUS/(DEFICIT)(Cumulative; capital rqt)					\$ -	\$2,994	\$16,528	\$279,044	\$608,168	\$1,048,500	\$1,562,829		

Totals/Max'/Avg	SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2021	2022	2023	2024	2025	2026	2027
	2022	2023	2024	2025	2026	2027	2028

50	<i>Reserves</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
51							
52	<i>Debt Service Payments-1 (Interest only)</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
53	<i>Debt Service Payments-2 (Interest only)</i>	-	-	-	-	-	-
54	<i>Total Debt Service</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
55	<b><i>SURPLUS/(DEFICIT) After Debt Service &amp; Reserves</i></b>	\$ -	\$2,994	\$13,534	\$262,517	\$329,124	\$440,332
56							
57	<i>Surplus/(Deficit)-Schl &amp; Pri' Fundraising-S Fees</i>	<i>\$ (417,525)</i>	<i>\$ (297,006)</i>	<i>\$ (136,466)</i>	<i>\$ 112,517</i>	<i>\$ 239,124</i>	<i>\$ 410,332</i>
58	<i>Surplus/(Deficit) (Cumulative)</i>		<i>\$ (297,006)</i>	<i>\$ (433,472)</i>	<i>\$ (320,956)</i>	<i>\$ (81,832)</i>	<i>\$ 328,500</i>
59							

60	<b>KEY STATISTICS</b>		<b>SY 0/Incu</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
61	# students > Bkeven			0 s	1 s	28 s	34 s	45 s	52 s
62	% students > Bkeven			0%	0%	6%	6%	8%	9%
63	Ending Fund Balance (cumulative)		\$ -	\$2,994	\$16,528	\$279,044	\$608,168	\$1,048,500	\$1,562,829
64	Cumulative Reserve/Expense			0%	1%	7%	13%	21%	29%
65									
66	Number of Students	max 600	-	150	300	450	540	570	600
67	Number of Employees	max 48	-	14	25	35	43	46	48
68	Number of Occupants	max 648	-	164	325	485	583	616	648
69	Growth, # students				100%	50%	20%	6%	5%
70	Number of Teachers (SPED)	max 4	-	1	2	3	3	3	4
71	Number of Teachers (ELL)	max 1	-	1	1	1	1	1	1
72	Number of Teachers (Grade)	max 25	-	5	11	18	22	24	25
73	Number of Teachers (Total)	max 30	-	7	13	22	26	28	30
74	Student/Teacher	max 23		23	23	21	21	20	20
75	Student/Classroom w/o Teacher			30	30	30	30	30	30
76	Number of Admin	max 3	-	1	1	1	3	3	3
77	Student/Admin ratio	max 450	-	150	300	450	180	190	200
78	Teacher/Admin ratio	max 22	-	7	13	22	9	9	10
79	Number of Office (non Admin)	max 6	-	2	3	4	6	6	6
80	Student/Office ratio	max 129		75	100	129	90	95	100
81	Teacher/Office ratio	max 6		3	4	6	4	5	5
82	Salaries: Administrator	av \$91,206		\$95,000	\$100,000	\$105,000	\$81,000	\$82,498	\$83,736
83	Salaries: Office staff	av \$21,408		22,500	22,445	25,971	18,885	19,176	19,470
84	Salaries: Teachers (SPED)	av \$46,683		45,000	45,600	46,300	47,000	47,700	48,500
85	Salaries: Teachers (ELL)	av \$61,673		60,000	60,900	60,900	61,814	62,741	63,682
86	Salaries/Teachers-Grade Level	av \$46,683		45,000	45,600	46,300	47,000	47,700	48,500
87	Title IIA Professional Dev	av \$1,419		1,595	981	1,186	1,471	1,639	1,642
88									
89	Revenue/pupil	av \$9,745		\$10,421	\$9,388	\$9,506	\$9,618	\$9,717	\$9,823
90	Expenses/pupil	av \$9,264		10,401	9,343	8,922	9,009	8,944	8,965
91	Net/p	av \$481		\$20	\$45	\$583	\$609	\$773	\$857
92	Square Feet (Facility, Conditioned)	max 45,000		45,000	45,000	45,000	45,000	45,000	45,000
93	Sq ft / Students	min 75		300	150	100	83	79	75
94	Sq ft / Occupants	min 69		275	138	93	77	73	69
95									

Totals/Max'/Avg

		SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2021	2022	2023	2024	2025	2026	2027
		2022	2023	2024	2025	2026	2027	2028
96	<b>PERCENT TOTAL REVENUE</b>	<b>SY 0/Incu</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
97	<b>REVENUE</b>							
98	PCFP Revenue	83%	-%	70%	83%	84%	86%	87%
99	CS Sponsorship Fee	(1.04%)	-%	-%	-%	-%	-%	-%
100	State Special Education Funding	3%	-%	3%	3%	3%	3%	3%
101	Title I	1%	-%	1%	0%	1%	1%	1%
102	Title IIA	-%	-%	-%	-%	-%	-%	-%
103	Title III	-%	-%	-%	-%	-%	-%	-%
104	Federal Breakfast Program	3%	-%	3%	3%	3%	3%	3%
105	Federal Lunch Program	6%	-%	5%	6%	6%	6%	6%
106	IDEA	1%	-%	1%	1%	1%	1%	1%
107	Transportation	-%	-%	-%	-%	-%	-%	-%
108	R&E start-up funds	-%	-%	-%	-%	-%	-%	-%
109	Other start-up funds	-%	-%	-%	-%	-%	-%	-%
110	Student fees	-%	-%	-%	-%	-%	-%	-%
111	Investment Income	-%	-%	-%	-%	-%	-%	-%
112	School level fundraising	-%	-%	-%	-%	-%	-%	-%
113	Private fundraising (foundations, corpora	-%	-%	-%	-%	-%	-%	-%
114	Private fundraising (individuals)	-%	-%	-%	-%	-%	-%	-%
115	<b>TOTAL REVENUE</b>	<b>100%</b>	<b>14%</b>	<b>-%</b>	<b>-%</b>	<b>-%</b>	<b>-%</b>	<b>-%</b>
116								
117	<b>EXPENSES</b>							
118	<b>Personnel</b>	<b>53%</b>	<b>-%</b>	<b>52%</b>	<b>55%</b>	<b>52%</b>	<b>54%</b>	<b>55%</b>
119	<b>Facilities</b>	<b>14%</b>	<b>-%</b>	<b>16%</b>	<b>15%</b>	<b>14%</b>	<b>14%</b>	<b>14%</b>
120	<b>General Operating Expenses</b>	<b>16%</b>	<b>-%</b>	<b>13%</b>	<b>17%</b>	<b>17%</b>	<b>16%</b>	<b>16%</b>
121	<b>EMO Payments Net</b>	<b>5%</b>	<b>-%</b>	<b>4%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
122	Marketing	0%	-%	0%	0%	0%	0%	0%
123	FFE&T	4%	-%	12%	7%	5%	3%	2%
124	Transportation	-%	-%	-%	-%	-%	-%	-%
125	Insurance	1%	-%	2%	1%	1%	1%	1%
126	Other Pre-approval & Pre-Opening	2%	100%	-%	-%	-%	-%	-%
127	<b>TOTAL EXPENSES</b>	<b>94%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>94%</b>	<b>94%</b>	<b>92%</b>
128	<b>SURPLUS/(DEFICIT)</b>	<b>6%</b>	<b>-%</b>	<b>0%</b>	<b>0%</b>	<b>6%</b>	<b>6%</b>	<b>9%</b>
129	<i>Per student</i>		\$ -	\$20	\$45	\$583	\$609	\$773
130								
131	Ending Fund Balance (Estimator)	\$ -	\$ -	\$2,994	\$16,528	\$279,044	\$608,168	\$1,048,500
132								
133	<b>PER PUPIL (AVERAGES)</b>	<b>SY 0/Incu</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
134	<b>REVENUE</b>	<b>(Avg y1-6)</b>						
135	PCFP Revenue	\$8,041	\$7,243	\$7,749	\$8,003	\$8,253	\$8,445	\$8,554
136	CS Sponsorship Fee	(101)	(91)	(97)	(100)	(103)	(106)	(107)
137	State Special Education Funding	-	-	-	-	-	-	-
138	Title I	310	310	310	310	310	310	310
139	Title IIA	67	69	43	57	71	81	81
140	Title III	-	-	-	-	-	-	-
141	Federal Breakfast Program	285	285	285	285	285	285	285

		SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2021	2022	2023	2024	2025	2026	2027
		2022	2023	2024	2025	2026	2027	2028
	Totals/Max'/Avg							
142	Federal Lunch Program	542	542	542	542	542	542	542
143	IDEA	85	63	57	76	95	108	108
144	Transportation	-	-	-	-	-	-	-
145	R&E start-up funds	-	-	-	-	-	-	-
146	Other start-up funds	-	-	-	-	-	-	-
147	Student fees	-	-	-	-	-	-	-
148	Investment Income	-	-	-	-	-	-	-
149	School level fundraising	-	-	-	-	-	-	-
150	Private fundraising (foundations, corpora	-	-	-	-	-	-	-
151	Private fundraising (individuals)	517	2,000	500	333	167	53	50
152	<b>TOTAL REVENUE</b>	<b>\$9,745</b>	<b>\$10,421</b>	<b>\$9,388</b>	<b>\$9,506</b>	<b>\$9,618</b>	<b>\$9,717</b>	<b>\$9,823</b>
153								
154	<b>EXPENSES</b>							
155	Personnel	\$5,222	5,438	5,129	4,930	5,217	5,318	5,303
156	Facilities	1,426	1,640	1,415	1,366	1,349	1,380	1,407
157	General Operating Expenses	1,548	1,391	1,556	1,619	1,621	1,546	1,554
158	EMO Payments Net	450	450	450	450	450	450	450
159	Marketing	15	33	17	11	9	9	8
160	FFE&T	510	1,275	679	474	294	170	167
161	Transportation	-	-	-	-	-	-	-
162	Insurance	93	173	97	73	68	72	77
163	Other Pre-approval & Pre-Opening	-	-	-	-	-	-	-
164	<b>TOTAL EXPENSES</b>	<b>\$9,264</b>	<b>\$10,401</b>	<b>\$9,343</b>	<b>\$8,922</b>	<b>\$9,009</b>	<b>\$8,944</b>	<b>\$8,965</b>
165								
166	<b>SURPLUS/(DEFICIT) Per Pupil</b>	<b>\$481 /pp</b>	<b>\$20 /pp</b>	<b>\$45 /pp</b>	<b>\$583 /pp</b>	<b>\$609 /pp</b>	<b>\$773 /pp</b>	<b>\$857 /pp</b>
171	<i>Surplus/Expenses (aka Annual ration)</i>		<i>0%</i>	<i>0%</i>	<i>6%</i>	<i>6%</i>	<i>8%</i>	<i>9%</i>

**Market Depth (Potential Students)****Young Women's Leadership Academy**

Mike Dang

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TOC**Location(s) under consideration:**Site 1 **3415 S Mojave Rd, Las Vegas, NV 89121**Site 2 **Site 2***Specific address recommended but not required.*

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SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
2021	2022	2023	2024	2025	2026	2027
2022	2023	2024	2025	2026	2027	2028

10 **ENROLLMENT**

11 Number of grade levels

12 Number of classrooms

13

14 K	-	-	-	-	-	-	-
15 1st	-	-	-	-	-	-	-
16 2nd	-	-	-	-	-	-	-
17 3rd	-	-	-	-	-	-	-
18 4th	-	-	-	-	-	-	-
19 5th	-	-	-	-	-	-	-
20 6th	-	90	90	90	90	90	90
21 7th	-	-	90	90	90	90	90
22 8th	-	-	-	90	90	90	90
23 9th	-	60	60	60	90	90	90
24 10th	-	-	60	60	60	90	90
25 11th	-	-	-	60	60	60	90
26 12th	-	-	-	-	60	60	60

27 **Total Student Enrollment** - **150** **300** **450** **540** **570** **600**

28 Student / Classroom (w/o teachers) 30 - - - - -

29 Target Enrollment/Available Students Site 1 -% -% -% -% -% -%

30 Target Enrollment/Available Students Site 2 -% -% -% -% -% -%

31 *For more accuracy you should enter below the enrollments of the relevant grades you are targeting. Otherwise, this is a general flag.***Potential Site 1 (You only need to submit 1 site)**

	All potential source Public, Private, Charter Schools	NSPF Rtg	Grade Level(s)	Enrollment	Distance fr school (mi)
35	Sample nearby school (Overwrite this)			-	-
36	School 2			-	-
37	School 3			-	-

SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
2021	2022	2023	2024	2025	2026	2027
2022	2023	2024	2025	2026	2027	2028

38				-	-
39				-	-
40				-	-
41				-	-
42				-	-
43					
44					
45				-	-
46					
47					
48					
49					
50				-	-

-

-

List all schools from where it is reasonable that students could come from, whether or not they are 1 or 2 star schools

*The Ethnicity and Special Populations sections have been removed as new schools are approved for areas of demonstrated need.*

### Potential Site 2 (if applicable)

	All potential source Public, Private, Charter Schools	NSPF Rtg	Grade Level(s)	Enrollment	Distance fr school (mi)
57	Test			-	1.0 mi
58				-	-
59				-	-
60				-	-
61				-	-
62				-	-
63				-	-
64				-	-
65				-	-
66				-	-

-

-



Enrollment & Revenue  
Young Women's Leadership Academy

TOC

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School Year 1 (Fall Start) Teaching Starts  
SY Ending

		SY 0/Incu		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6		
		2021		2022	2023	2024	2025	2026	2027		
Enrollment & Revenue Totals		2022		2023	2024	2025	2026	2027	2028		
Be sure to copy year 1 information from the Cashflow Worksheet											
REVENUE											
ENROLLMENT											
Number of grade levels			2	4	6	7	7	7			
Number of Students per Classroom (Goal)			30	-	-	-	-	-	-		
Number of classrooms calculated (Estimate)			5	-	-	-	-	-	-		
Number of classrooms (Planned)			5	10	15	18	19	20			
Student / Classroom, calculated			30	30	30	30	30	30			
K			-	-	-	-	-	-	-		
1st				-	-	-	-	-	-		
2nd				-	-	-	-	-	-		
3rd				-	-	-	-	-	-		
4th			-	-	-	-	-	-	-		
5th			-	-	-	-	-	-	-		
6th			90	90	90	90	90	90	90		
7th			-	90	90	90	90	90	90		
8th			-	-	90	90	90	90	90		
9th			60	60	60	90	90	90	90		
10th			-	60	60	60	90	90	90		
11th			-	-	60	60	60	60	90		
12th			-	-	-	60	60	60	60		
Total Student Enrollment			150	300	450	540	570	600			
Target Reenrollment (NRS 388A.273)			90%	90%	90%	90%	90%	90%	90%		
Estimated # students to newly enroll (above reenrollment)			15	30	45	54	57	60			
ENROLLMENT											
		Est'd Overall	Est'd % w/ Dupl'n	(Unique) Est'd w/o Dupl'n							
Local SPED		Add'l Funding	Enro't								
State Special Education (SPED) (placeholder %)		33.0%	12.0%	-%	12.0%	18	36	54	65	68	72
English Language Learners (ELL)		23.0%	21.0%	-%	21.0%	32	63	95	113	120	126
Gifted & Talented (GATE)		12.0%	-%	-%	-%	-	-	-	-	-	-
At Risk (AR, fka FRL)		3.0%	86.0%	-%	86.0%	86	173	259	311	328	346
General support only		-%	(19.0%)	-%	(19.0%)	14	28	42	51	53	56
The above table for estimating allows applicants to overwrite the estimating formulas if they believe they can be more accurate. Greater accuracy will reduce over/under payments and payment adjustments.						150	300	450	540	570	600
						Ck ok	Ck ok	Ck ok	Ck ok	Ck ok	Ck ok
County (In Person) / Distance Ed		Clark	<--Select base PCFP payment category here								
Payment											
Local SPED											
State Special Education (SPED) (placeholder %)		33.0%	\$3,000		\$ -	\$54,000	\$108,000	\$162,000	\$194,400	\$205,200	
English Language Learners (ELL)		23.0%		1,627	-	51,251	102,501	153,752	184,502	194,752	
Gifted & Talented (GATE)		12.0%		849	-	-	-	-	-	-	
At Risk (AR, fka FRL)		3.0%		212	-	18,323	36,646	54,969	65,963	69,628	
General support only (All students)		\$7,243		\$7,243	1,086,402	2,172,803	3,259,205	3,911,046	4,128,327	4,345,607	
Enrollment %											
At Risk (% of students)					86%	86%	86%	86%	86%	86%	

## Attachment 19 - Financial Plan Workbook

			SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
			2021	2022	2023	2024	2025	2026	2027
			2022	2023	2024	2025	2026	2027	2028
11	Enrollment & Revenue Totals								
62	ELL (% of students)			21%	21%	21%	21%	21%	21%
63	Special Education (% of students) (contact staff if >25% SPED)			12%	12%	12%	12%	12%	12%
64	Special Education (# of students)			18	36	54	65	68	72
67	Inflation adjustor (% per year)	1.30%	Overwrite your inputs to the left. These assumptions are provided as examples only. They are those that other schools have used. They may not be applicable to your situation.						
68	Special Education (SPED) Weighted Funding	\$0.00							
69	PCFP Sponsorship Fee	1.25%							
70	Title IA	\$400.00							
71	Title IIA	\$85.00							
72	Title III	\$100.00							
73	Title IV	See row 95							
74	IDEA (total)	\$950.00							
75	Breakfast Program -- Federal Reimbursement	yes							
76	Breakfast Program	\$1.84							
77	Lunch Program	\$3.50							
78	School level fundraising	\$0.00							
79	County where school is located	Clark							
80									
81	Enrollment Detail		150		300	450	540	570	600
82	Core PCFP Funding								
83	Initial PCFP Revenue		\$1,086,402		\$2,296,377	\$3,506,353	\$4,281,767	\$4,573,192	\$4,815,187
84	PPR		\$7,243		\$7,655	\$7,792	\$7,929	\$8,023	\$8,025
85	Inflation adjustor	1.30%		\$28,246	\$95,195	\$174,613	\$240,378	\$317,410	
86	Inflation adjusted Revenue		\$1,086,402		\$2,324,624	\$3,601,547	\$4,456,380	\$4,813,570	\$5,132,597
87	PCFP Sponsorship Fee		\$(13,580)		\$(29,058)	\$(45,019)	\$(55,705)	\$(60,170)	\$(64,157)
88	PCFP Revenue Net of Sponsor Fee		\$1,072,822		\$2,295,566	\$3,556,528	\$4,400,676	\$4,753,400	\$5,068,440
89									
92	Title I	808,056		46,440	92,880	139,320	167,184	176,472	185,760
93	Title IIA	181,220		10,370	12,750	25,500	38,250	45,900	48,450
94	Title III	-		-	-	-	-	-	-
95	Title IV	-		-	-	-	-	-	-
96	Federal Breakfast Program	743,412		42,725	85,450	128,174	153,809	162,354	170,899
97	Federal Lunch Program	1,414,098		81,270	162,540	243,810	292,572	308,826	325,080
98	IDEA	238,640		9,500	17,100	34,200	51,300	61,560	64,980
99	State SPED Funding	-			\$ -	\$ -	\$ -	\$ -	\$ -
100	Start-up funds (Federal Replication & Expansion already awarded to operator--not SEA grant)	-		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
101	Other start-up grant funds, incl' SEA Grants	-		-	-	-	-	-	-
102	School level fundraising w/supporting documentation	-		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
103	Student fees	-		-	-	-	-	-	-
104	Food Services Revenue	-		-	-	-	-	-	-
105	Transportation Funding	-		-	-	-	-	-	-
106	Investment Income	-		-	-	-	-	-	-
107	Private fundraising (foundations, corporate)	60,000		60,000	-	-	-	-	-
108	Fundraising / Donations	1,107,525		357,525	300,000	150,000	150,000	90,000	30,000
109	TOTAL REVENUE	\$25,282,857	\$	417,525	\$ 1,563,127	\$ 2,816,285	\$ 4,277,532	\$ 5,193,791	\$ 5,538,513
110	Total PCFP Revenue PP		\$	10,421	\$ 9,388	\$ 9,506	\$ 9,618	\$ 9,717	\$ 9,823

## Attachment 19 - Financial Plan Workbook

## Year 1 Cash Flow Worksheet

[TOC](#)

## Young Women's Leadership Academy

Mike Dang

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Fall

2022

## School Operations Year 1

Winter, Spring

2023

*(This is a year 1 budget. It is not a pre-opening budget)*

Sponsorship Fee

1.25%

*For those on a quarterly payment plan, the E14 formula of =(B14/4)\*0.75 reflects not getting full amount in Q1. Balance received equally thereafter.**(Carry over totals and input to appropriate worksheets)*

	From Enrol tab	Variance	SY1 Ending 2023	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
<b>REVENUES</b>															
PCFP Revenue	\$1,086,402	\$ -	\$1,086,402	\$203,700			\$294,234			\$294,234			\$294,234		
CS Sponsorship Fee @ 0.0125	(13,580)	-	(13,580)	(2,546)	-	-	(3,678)	-	-	(3,678)	-	-	(3,678)	-	-
Title I	46,440	-	46,440				5,160	5,160	5,160	5,160	5,160	5,160	5,160	5,160	5,160
Title IIA	10,370	-	10,370				1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Breakfast Program	42,725	-	42,725		-	4,272	4,272	4,272	4,272	4,272	4,272	4,272	4,272	4,272	4,272
Federal Lunch Program	81,270	-	81,270		-	8,127	8,127	8,127	8,127	8,127	8,127	8,127	8,127	8,127	8,127
IDEA	9,500	-	9,500									9,500	-	-	-
State SPED Funding	-	-	-												-
Charter Start up funds	-	-	-												
Other start-up grant funds	-	-	-												
School level fundraising	-	-	-												
Student Fees	-	-	-		-	-	-	-	-	-	-	-	-	-	-
Investment Income	-	-	-												
Private Fundraising (w/Ltr of Support)	-	-	-		-	-									
Fundraising Donations (w/Ltr of Support)	300,000	-	300,000	-	150,000				150,000	-					
<b>Total Revenues</b>	<b>\$1,563,127</b>	<b>\$ -</b>	<b>1,563,127</b>	<b>\$201,154</b>	<b>\$150,000</b>	<b>\$12,399</b>	<b>\$309,268</b>	<b>\$18,712</b>	<b>\$168,712</b>	<b>\$309,268</b>	<b>\$18,712</b>	<b>\$28,212</b>	<b>\$309,268</b>	<b>\$18,712</b>	<b>\$18,712</b>
<b>Total Revenues Y-T-D</b>		-		201,154	351,154	363,554	672,821	691,533	860,245	1,169,512	1,188,224	1,216,436	1,525,703	1,544,415	1,563,127
<b>% Revenue YTD</b>				13%	22%	23%	43%	44%	55%	75%	76%	78%	98%	99%	100%
<b>OPERATING EXPENDITURES &amp; OTHER CASH OUTLAYS</b>															
Personnel	\$815,660	\$ -	\$815,660	-	74,151	74,151	74,151	74,151	74,151	74,151	74,151	74,151	74,151	74,151	74,151
Instructional Supplies	203,713	-	203,713	-	152,785	5,093	5,093	5,093	5,093	5,093	5,093	5,093	5,093	5,093	5,093
Contract Services	5,000	-	5,000	-	-	-	-	-	5,000	-	-	-	-	-	-
Food & Transportation Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Athletics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
General Optg Exp' Inflation	-	-	-												
Marketing	5,000	-	5,000	5,000	-	-	-	-	-	-	-	-	-	-	-
Campus (Lease/Mortgage)	245,950	-	245,950		22,359	22,359	22,359	22,359	22,359	22,359	22,359	22,359	22,359	22,359	22,359
Security Deposits (Site Lease)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FFE&T	191,300	-	191,300	-	143,475	4,783	4,783	4,783	4,783	4,783	4,783	4,783	4,783	4,783	4,783
EMO-CMO	67,500	-	67,500	-	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136
Insurance	26,010	-	26,010	-	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365
<b>Total Expenditures</b>	<b>\$1,560,133</b>	<b>\$ -</b>	<b>\$1,560,133</b>	<b>\$5,000</b>	<b>\$401,271</b>	<b>\$114,886</b>	<b>\$114,886</b>	<b>\$114,886</b>	<b>\$119,886</b>	<b>\$114,886</b>	<b>\$114,886</b>	<b>\$114,886</b>	<b>\$114,886</b>	<b>\$114,886</b>	<b>\$114,886</b>
<b>Net Surplus (Deficit)</b>	<b>-</b>		<b>\$2,994</b>	<b>\$196,154</b>	<b>\$(251,271)</b>	<b>\$(102,487)</b>	<b>\$194,381</b>	<b>\$(96,175)</b>	<b>\$48,825</b>	<b>\$194,381</b>	<b>\$(96,175)</b>	<b>\$(86,675)</b>	<b>\$194,381</b>	<b>\$(96,175)</b>	<b>\$(96,175)</b>
<b>Total Expenses Y-T-D</b>				5,000	406,271	521,157	636,043	750,929	870,816	985,702	1,100,588	1,215,474	1,330,361	1,445,247	1,560,133
<b>% Budget YTD</b>				0%	26%	33%	41%	48%	56%	63%	71%	78%	85%	93%	100%
<b>YTD (Rev &gt; Exp)</b>				40.2	0.9	0.7	1.1	0.9	1.0	1.2	1.1	1.0	1.1	1.1	1.0
<b>FINANCING ACTIVITIES</b>															
Loans/Financing Acquired			\$ -	-	-	-	-	-	-	-	-	-	-	-	-
Loans/Financing Repaid			\$ -	-	-	-	-	-	-	-	-	-	-	-	-
Loan Balance				-	-	-	-	-	-	-	-	-	-	-	-
Interest Expense (assumes 24% APR)			\$ -	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net change in cash from financing</b>			\$ -	-	-	-	-	-	-	-	-	-	-	-	-
<b>Projected Cash Balance Statement</b>															
Net change in Cash from operations			\$2,994	\$196,154	\$(251,271)	\$(102,487)	\$194,381	\$(96,175)	\$48,825	\$194,381	\$(96,175)	\$(86,675)	\$194,381	\$(96,175)	\$(96,175)

# Attachment 19 - Financial Plan Workbook

Fall  
Winter, Spring  
Sponsorship Fee

2022  
2023  
1.25%

## School Operations Year 1

(This is a year 1 budget. It is not a pre-opening budget)

For those on a quarterly payment plan, the E14 formula of =(B14/4)\*0.75 reflects not getting full amount in Q1. Balance received equally thereafter.

(Carry over totals and input to appropriate worksheets)

	From Enrol tab	Variance	SY1 Ending 2023	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
52 Begin Cash Balance(F/B)			\$ -	-	196,154	\$(55,117)	\$(157,603)	36,778	\$(59,397)	\$(10,571)	183,810	87,636	961	195,343	99,168
54 End Cash Balance (F/B)			\$2,994	\$196,154	\$(55,117)	\$(157,603)	\$36,778	\$(59,397)	\$(10,571)	\$183,810	\$87,636	\$961	\$195,343	\$99,168	\$2,994
56 Cash/Expense X				0.5	(0.5)	(1.4)	0.3	(0.5)	(0.1)	1.6	0.8	0.0	1.7	0.9	
57 Revenue / Revenue %															
60 REVENUES															
61 PCFP Revenue			70%	101%	-%	-%	95%	-%	-%	95%	-%	-%	95%	-%	-%
62 CS Sponsorship Fee @ 0.0125			(1%)	(1%)	-%	-%	(1%)	-%	-%	(1%)	-%	-%	(1%)	-%	-%
63 Title I			3%	-%	-%	-%	2%	28%	3%	2%	28%	18%	2%	28%	28%
64 Title IIA			1%	-%	-%	-%	0%	6%	1%	0%	6%	4%	0%	6%	6%
65 Title III			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
66 Federal Breakfast Program			3%	-%	-%	34%	1%	23%	3%	1%	23%	15%	1%	23%	23%
67 Federal Lunch Program			5%	-%	-%	66%	3%	43%	5%	3%	43%	29%	3%	43%	43%
68 IDEA			1%	-%	-%	-%	-%	-%	-%	-%	-%	34%	-%	-%	-%
69 State SPED Funding			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
70 Charter Start up funds			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
71 Other start-up grant funds			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
72 School level fundraising			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
73 Student Fees			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
74 Investment Income			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
75 Private Fundraising			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
76 Fundraising Donations			19%	-%	100%	-%	-%	-%	89%	-%	-%	-%	-%	-%	-%
77 Total Revenue			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
78 Total Revenues Y-T-D				13%	22%	23%	43%	44%	55%	75%	76%	78%	98%	99%	100%
80 Expense / Revenue %															
82 EXPENSES															
83 Salaries			52%	-%	49%	598%	24%	396%	44%	24%	396%	263%	24%	396%	396%
84 Benefits			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
85 Part-Time Wages			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
86 Performance Bonuses			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
87 Payroll Services			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
88 Instructional Supplies			13%	-%	102%	41%	2%	27%	3%	2%	27%	18%	2%	27%	27%
89 Contracts			0%	-%	-%	-%	-%	-%	3%	-%	-%	-%	-%	-%	-%
90 Food Service			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
91 Transportation			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
92 Athletics			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
93 Marketing			0%	2%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
94 Lease/Mortgage			16%	-%	15%	180%	7%	119%	13%	7%	119%	79%	7%	119%	119%
95 Custodial			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
96 Utilities			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
97 CAM/Maintenance			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
98 Campus Security			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
99 Capital Outlay (TI)			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
100 Security Deposits (Site Lease)			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
101 FFE&T			12%	-%	96%	39%	2%	26%	3%	2%	26%	17%	2%	26%	26%
102 Insurance			2%	-%	2%	19%	1%	13%	1%	1%	13%	8%	1%	13%	13%
103 Total Expenditures			12%	-%	96%	39%	2%	26%	3%	2%	26%	17%	2%	26%	26%
104 Total Expenses Y-T-D				-%	2%	19%	1%	13%	1%	1%	13%	8%	1%	13%	13%
105 % of available cash at start of month				-%	205%	(208%)	(73%)	312%	(202%)	(1087%)	63%	131%	11952%	59%	116%
106 % of available cash at end of month				3%	(728%)	(73%)	312%	(193%)	(1134%)	63%	131%	11952%	59%	116%	3838%
107 Projected Cash Balance Statement															

Fall  
Winter, Spring  
Sponsorship Fee

2022  
2023  
1.25%

School Operations Year 1

(This is a year 1 budget. It is not a pre-opening budget)

For those on a quarterly payment plan, the E14 formula of  $= (B14/4) * 0.75$  reflects not getting full amount in Q1. Balance received equally thereafter.

(Carry over totals and input to appropriate worksheets)

108

109 Net change in Cash from operations

110

111 Begin Cash Balance(F/B)

112

113 End Cash Balance (F/B)

114

115 Benefits/Salaries Exp

116 # Employees

117 Benefits/Employee

118 Salaries/Employee

From Enrol tab	Variance	SY1 Ending 2023	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
		1	98%	(168%)	(827%)	63%	(514%)	29%	63%	(514%)	(307%)	63%	(514%)	(514%)
			\$ -	1	(1)	(9)	(8)	(13)	(13)	(13)	(18)	(21)	(20)	(25)
		1	1	(1)	(9)	(8)	(13)	(13)	(13)	(18)	(21)	(20)	(25)	(30)
			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
			14	14	14	14	14	14	14	14	14	14	14	14
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$2,966	\$2,966	\$2,966	\$2,966	\$2,966	\$2,966	\$2,966	\$2,966	\$2,966	\$2,966	\$2,966

**Staffing Expenses****Young Women's Leadership Academy**Mike Dang  
702.486.8879[TOC](#)

C:\Users\Kyle.McOmber\Dropbox\Active Projects\By State\Nevada\Young Women's Leadership Academy of Las Vegas (YWLA)\Attachments (Living)\19 - Financial Plan Workbook\YWLA\_A19\_FinancialPlanWorkbook.xlsx\Cover

**School Year 1 (Fall Start) Teaching Starts  
SY Ending**

SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
2021	2022	2023	2024	2025	2026	2027
2022	2023	2024	2025	2026	2027	2028

Summary will populate automatically, please begin data entry below in areas with yellow cells.

**Personnel Summary****STAFF FTE COUNT (FT & PT w/Benefits)**

FTE - Administrators	-	1.0	1.0	1.0	3.0	3.0	3.0
FTE - Office	-	1.0	2.0	2.5	3.0	3.0	3.0
FTE - SPED Teachers	-	1.0	1.5	2.5	3.0	3.0	3.5
FTE - ELL Teachers	-	0.5	0.5	1.0	1.0	1.0	1.0
FTE - Guidance Counselors & Other	-	5.0	9.0	10.0	11.0	12.0	12.0
FTE - Grade Level Teachers	-	5.0	11.0	18.0	22.0	24.0	25.0
<b>FTE - Total</b>	-	<b>13.5</b>	<b>25.0</b>	<b>35.0</b>	<b>43.0</b>	<b>46.0</b>	<b>47.5</b>

Part-Time Staff w/o benefits (FTE count)

	-	-	-	-	-	-	-
--	---	---	---	---	---	---	---

<b>Total Staff Count w &amp; w/o benefits (FTE count)</b>	-	<b>13.50</b>	<b>25.00</b>	<b>35.00</b>	<b>43.00</b>	<b>46.00</b>	<b>47.50</b>
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Avg (no SY 0)

<b>Enrollment</b>	avg \$435	150	300	450	540	570	600
-------------------	-----------	-----	-----	-----	-----	-----	-----

<b>Total Revenue</b>	avg \$4,213,809	\$417,525	\$1,563,127	\$2,816,285	\$4,277,532	\$5,193,791	\$5,538,513	\$5,893,609
----------------------	-----------------	-----------	-------------	-------------	-------------	-------------	-------------	-------------

<b>TOTAL SALARIES</b>	avg \$1,541,281	\$ -	\$550,000	\$1,039,755	\$1,504,505	\$1,917,758	\$2,064,647	\$2,171,025
-----------------------	-----------------	------	-----------	-------------	-------------	-------------	-------------	-------------

<b>BENEFITS</b>	avg \$717,493	\$ -	\$262,420	\$492,801	\$705,651	\$889,278	\$955,536	\$999,270
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MEDICAL	-	85,320	158,000	221,200	271,760	290,720	300,200
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Retirement (PERS-Required)	-	163,625	309,327	447,590	570,533	614,232	645,880
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Other benefits	-	13,475	25,474	36,860	46,985	50,584	53,190
----------------	---	--------	--------	--------	--------	--------	--------

<b>Total Personnel Expense</b>	avg \$2,267,174	\$ -	\$815,660	\$1,538,556	\$2,218,556	\$2,817,356	\$3,031,223	\$3,181,695
--------------------------------	-----------------	------	-----------	-------------	-------------	-------------	-------------	-------------

Total Personnel Expense per Student	avg \$5,222		5,438	5,129	4,930	5,217	5,318	5,303
-------------------------------------	-------------	--	-------	-------	-------	-------	-------	-------

Net Surplus after Personnel	avg \$1,946,635	417,525	747,467	1,277,729	2,058,977	2,376,435	2,507,290	2,711,914
-----------------------------	-----------------	---------	---------	-----------	-----------	-----------	-----------	-----------

Net Surplus after Personnel per Student	avg \$4,523		4,983	4,259	4,576	4,401	4,399	4,520
---	-------------	--	-------	-------	-------	-------	-------	-------

Net Surplus/Deficit	avg \$456,221	417,525	70,494	148,534	465,017	572,124	696,832	784,328
---------------------	---------------	---------	--------	---------	---------	---------	---------	---------

Net Surplus/Deficit per student	avg \$931	-	470	495	1,033	1,059	1,223	1,307
---------------------------------	-----------	---	-----	-----	-------	-------	-------	-------

<b>EXPENSES</b>	<b>SY 0/Incu</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
-----------------	------------------	-------------	-------------	-------------	-------------	-------------	-------------

<b>STAFFING COSTS</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
-----------------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------

<b>ASSUMPTIONS</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
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**Payroll Tax and Benefits****Medical**

Single Coverage	\$4,200	Per year
Family Coverage	\$9,500	Per year
School's percentage of coverage	100%	
Assumed percentage of employees choosing single coverage	60%	
Weighted avg. cost for medical	\$6,320	Per employee per year
FICA	1.45%	Percentage of Salary
State Retirement (PERS, Required)	29.75%	Percentage of Salary
Life Insurance	1.00%	Percentage of Salary
GASB 75 (replaces GASB 45)	\$ -	Per employee
Unemployment Insurance	\$ -	Per employee
Workers' Compensation	\$ -	Per employee

Payroll Services	\$20	Per employee per month
------------------	------	------------------------

Performance Bonus	Enter row ~379	
-------------------	----------------	--

<b>Inflation (Salaries &amp; related, COLA)</b>	0.00%	Medical benefits costs tied to salaries, rise w/Inflation...
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Instructional days per year	180	
-----------------------------	-----	--

Saturday schools per year	-	
---------------------------	---	--

PERS, 7/10/2020 :

\* Charter Schools are Choice agencies so all PERS eligible employees would have the option to select the Employer paid or the Employee/Employer paid contribution plan if the employee has never selected the Employer paid plan in the past at a choice employer.  
 \* For some School Districts their Certified employees are Non Choice and must be reported under the Employer Paid plan, and their non certified staff for some Districts do have a choice of plans. I believe the certified/ non certified would apply more to the School Districts in the State, and not the Charter Schools.

PERS, 4/14/2020 :

\* The Employer Paid rate is 29.25% and the Employee/ Employer Paid plan is 15.25% for the EE and 15.25% for the Employer.

<https://www.nvpers.org/public/employers/PERS%20Official%20Policies.pdf>

CONTRIBUTION PLAN ELECTION 286.200 3.44 New hires after January 1, 1991, of the employee groups enumerated in Policy 3.24 shall have the option to: a. Contribute under the employee/employer contribution plan, or b. Contribute under the employer-pay contribution plan. 286.200 3.45 New hires under Policy 3.44 who elect to contribute under the employee/employer contribution plan may: a. At any time after their date of hire, elect to contribute under the employer-pay contribution plan but, b. Once they elect to contribute under the employer-pay contribution plan may not thereafter revert to the employee/employer contribution plan. 286.200 3.46 New hires failing to make an election to contribute



67 Contractors required for Saturday School  
68 Price per contractor  
69

-
\$ -

**General Operating & Transp' Expenses****Young Women's Leadership Academy**

Mike Dang

702.486.8879

[TOC](#)

C:\Users\Kyle.McOmber\Dropbox\Active Projects\By State\Nevada\Young Women's Leadership Academy of Las Vegas (YWLA)\Attachments (Living)\19 - Financial Plan Workbook\YWLA\_A19\_FinancialPlanWorkbook.xlsx\Cover

School Year 1 (Fall Start) Teaching Starts  
SY Ending2022  
2023

	Fall, Winter	SY 0/Incubation	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2021	2022	2023	2024	2025	2026	2027
Totals		2022	2023	2024	2025	2026	2027	2028

*Be sure year 1 information below matches with your Year 1 Cashflow Worksheet totals***REVENUE****ENROLLMENT**

Number of grade levels	-	2	4	6	7	7	7
Number of classrooms	-	5	-	-	-	-	-
<b>Total Student Enrollment</b>		150 Ss	300 Ss	450 Ss	540 Ss	570 Ss	600 Ss
Student / Classroom		30	-	-	-	-	-
Target Reenrollment (NRS 388A.273)	\$ -	90%	90%	90%	90%	90%	90%
Estimated # students to newly enroll		15	30	45	54	57	60

FRL (% of students)	\$ -	86%	86%	86%	86%	86%	86%
FRL (# of students)		129	258	387	464	490	516
ELL (% of students)	\$ -	21%	21%	21%	21%	21%	21%
ELL (# of students)		32	63	95	113	120	126
Special Education (% of students) (contact staff if >25% SPED)	\$ -	12%	12%	12%	12%	12%	12%
Special Education (# of students)		18	36	54	65	68	72

<b>TOTAL REVENUE</b>	\$25,282,857	\$417,525	1,563,127	2,816,285	4,277,532	5,193,791	5,538,513	5,893,609
Total Revenue / Pupil			10,421	9,388	9,506	9,618	9,717	9,823
Total GenOp	\$4,092,738	\$ -	208,713	466,872	728,356	875,429	881,024	932,345
GenOp per Student	\$1,568		1,391	1,556	1,619	1,621	1,546	1,554
Net Surplus after Gen Op	\$21,190,119	\$417,525	1,354,414	2,349,413	3,549,176	4,318,362	4,657,489	4,961,264
Net Surplus after Gen Op per Student	\$8,279		9,029	7,831	7,887	7,997	8,171	8,269
Net Surplus/Deficit	\$3,154,854	\$417,525	70,494	148,534	465,017	572,124	696,832	784,328
Net Surplus/Deficit per student	\$1,209	\$ -	470	495	1,033	1,059	1,223	1,307

**STAFF FTE COUNT**

FTE - Administrators	-	1	1	1	3	3	3
FTE - Office	-	1	2	3	3	3	3
FTE - SPED Teachers	-	1	2	3	3	3	4
FTE - ELL Teachers	-	1	1	1	1	1	1
FTE - Guidance Counselors & Other	-	5	9	10	11	12	12
FTE - Grade Level Teachers	-	5	11	18	22	24	25
<b>FTE - Total</b>	-	14	25	35	43	46	48

**GENERAL OPERATING EXPENSES**

Instruction	Assumptions	You may override these formulas
Professional development	\$ - Per FTE	\$17,002 \$25,855 \$46,772 \$64,078 \$73,594 \$78,065
Staff recruitment	\$ - Per Year	- - - - -
Special Ed/Psychology Consultant	\$ - Annual Expense	9,900 20,625 33,825 41,250 44,550 47,025
EMO / CMO Fee See Tab		
Textbooks - initial costs	\$ - Per student	- - - - -
Textbooks - repurchase of new books	\$ - Number of years use	
Library books per new student	\$ - Per New Student	- - - - -
Food services	\$ - Per student	113,546 227,092 340,637 408,765 431,474 454,183
Music program	\$ - Per Student	- - - - -

## Attachment 19 - Financial Plan Workbook

			Fall, Winter	SY 0/Incubation	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
				2021	2022	2023	2024	2025	2026	2027
				2022	2023	2024	2025	2026	2027	2028
	Totals									
74	Management fees (Non EMO; Non CMO)	\$ -	% of PCFP & Other Grant funds		-	-	-	-	-	-
75	Licensing fees	\$ -	% of PCFP & Other Grant funds		7,500	12,000	12,360	12,720	13,080	13,440
76	Office Supplies	\$ -	Per student		1,000	8,690	9,082	9,355	9,511	9,668
77	Assessment costs	\$ -	Per student		-	-	-	-	-	-
78	Supplies for students	\$ -	Per student							
79	Yearbook	\$ -	Per student		-	-	-	-	-	-
80	School store	\$ -	Per student		-	-	-	-	-	-
81	Contracted SPED	\$ -	Per SPED student		31,500	67,500	105,750	140,400	156,750	171,000
82	Instructional supplies - Teachers (just teaching faculty)	\$ -	Per Instructional FTE		11,685	61,120	98,930	113,216	99,978	105,240
83	General office supplies	\$ -	Per month		3,950	5,900	9,350	12,520	9,410	9,800
84	School uniforms - new students	\$ -	Per new student		-	-	-	-	-	-
85	School uniforms - returning students (exclude new students)	\$ -	Per returning student (exclude new students)		-	-	-	-	-	-
86	General building decorum	\$ -	Annual Exp		-	-	31,800	31,800	-	-
87	Health supplies	\$ -	Per student per year		450	900	1,350	1,620	1,710	1,800
88	Bank fees	\$ -	Annual Exp		-	-	-	-	-	-
89	Athletic expenditures	\$ -	Per Student		-	-	-	-	-	-
90	Postage and shipping	\$ -	Per student		750	1,000	1,250	1,250	1,250	1,250
91	Gifts & awards - students	\$ -	Per student		-	-	-	-	-	-
92	Gifts & awards - faculty and staff	\$ -	Per FTE		-	-	-	-	-	-
93	Dues and memberships	\$ -	Per FTE		5,500	5,500	5,500	5,500	5,500	5,500
94	Travel and Meetings	\$ -	Per FTE		-	5,000	5,000	5,000	5,000	5,000
95	Background checks	\$ -	Per new FTE		930	690	600	600	600	600
96	Accounting services	\$ -	Annual Exp		-	20,000	21,000	22,050	23,153	24,310
97	Field trips	\$ -	Per grade level		-	-	-	-	-	-
98	Field trips - out of state	\$ -	Per grade level		-	-	-	-	-	-
99	Parent & staff meetings	\$ -	Annual Exp		-	-	-	-	-	-
100	Saturday School (contractors for instruction)	no	Input "yes" or "no"		-	-	-	-	-	-
101										
102	<b>Total Instructional Supplies</b>	\$ -			\$ 203,713	\$ 461,872	\$ 723,206	\$ 870,124	\$ 875,560	\$ 926,881
103	<i>Per student</i>				\$ -	\$1,358	\$1,540	\$1,607	\$1,611	\$1,545
104										
105	<b>Contracted Services</b>									
106	Annual audit	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
107										
108	Legal funds	\$5,000.00			\$5,000	\$5,000	\$5,150	\$5,305	\$5,464	\$5,464
109										
110	<b>Total Contract Services</b>	\$ -			\$ 5,000	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,464
111										
112	<b>Food Program</b>		School Pays?							
113	Breakfast	yes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
114	Lunch program	yes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
115	Snacks	no	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
116	Saturday food program	no	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
117										
118	<b>Total Food Costs</b>	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
119										
120	<b>TRANSPORTATION REVENUES/FUNDING</b>									
121	Transportation Revenues/Funding (if applicable)				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
122										
123	<b>TRANSPORTATION COSTS</b>									
124	Percentage of students transported	-%								
125	Students per bus	-								
126	Bus purchase price (used bus)	\$ -								
127	Miles driven per bus per day	-								
128	Miles driven per bus per year	-								
129	Miles per gallon	-								

Attachment 19 - Financial Plan Workbook

		Fall, Winter	SY 0/Incubation	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
			2021	2022	2023	2024	2025	2026	2027
	<b>Totals</b>		2022	2023	2024	2025	2026	2027	2028
130	Gallons purchased per year	-							
131	Price per gallon	\$ -							
132	Annual fuel costs per bus	\$ -							
133	Maintenance costs per bus	\$ - per mile							
134	Annual maintenance costs per bus	\$ -							
135	Bus Contracting Costs	\$ - annual							
136									
137	Number of students participating		-	-	-	-	-	-	-
138	Number of buses required		-	-	-	-	-	-	-
139	Bus purchasing costs		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
140	Fuel costs		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
141	Maintenance costs		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
142	Bus Contracting Costs		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
143									
144	<b>TOTAL TRANSPORTATION COSTS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
145									
146	<b>NET TRANSPORTATION CASHFLOW</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
147									

## Attachment 19 - Financial Plan Workbook

**Facilities**[TOC](#)**Young Women's Leadership Academy**

Mike Dang, 702.486.8879

Potential location(s) under consideration: (Address or cross street, City, County)

3415 S Mojave Rd, Las Vegas, NV 89121

Site 2

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FACILITIES				SY 0/Incu		Yr 1		Yr 2		Yr 3		Yr 4		Yr 5		Yr 6	
SELECT "Purchase" or "Lease"				Lease		2021		2022		2023		2024		2025		2026	
						2022		2023		2024		2025		2026		2027	
				Enrollment		150 s		300 s		450 s		540 s		570 s		600 s	
						300 sf/p		150 sf/p		100 sf/p		83 sf/p		79 sf/p		75 sf/p	
				45,000 sf		45,000 sf		45,000 sf		45,000 sf		45,000 sf		45,000 sf		45,000 sf	
				\$0.02		\$20.00		\$20.00		\$20.00		\$20.00		\$20.00		\$20.00	
				\$0.25		\$240.00		\$240.00		\$240.00		\$240.00		\$240.00		\$240.00	
				\$ -		\$0.25		\$ -		\$ -		\$ -		\$ -		\$ -	
				\$ -		\$3.00		\$ -		\$ -		\$ -		\$ -		\$ -	
						100%		56%		24%		9%		9%			
				\$ -		\$0.25		\$0.50		\$0.78		\$0.97		\$1.06		\$1.16	
				\$ -		\$3.00		\$6.00		\$9.35		\$11.64		\$12.73		\$13.87	
Facility lease cost/yr				Per sq ft		\$2,546,400		\$ -		\$135,000		270,000		420,750		523,800	
Custodial (Non CAM)/yr				\$0.96		/sf/yr		451,980		\$43,380		\$57,600		\$81,000		\$86,400	
Utilities/yr				\$2.00		/sf/yr		446,628		-		39,375		60,751		83,251	
CAM/yr				\$2.00		/sf/yr		-		-		-		-		-	
Campus security				\$2.00		/yr		32,343		5,000		5,150		5,305		5,464	
Insurance (If not on Ins' tab)				\$2.00		/yr		-		-		-		-		-	
Internal/major repairs				\$2.00		/sf/yr		-		-		-		-		-	
Maintenance				\$2.00		/sf/yr		166,500		23,195		30,887		24,322		27,251	
Property Taxes				\$2.00		/sf/yr		-		-		-		-		-	
Escalator on Custodial, Utilities, CAM, Security)				-%		Above costs		1,097,451		110,950		154,388		193,878		204,615	
Security Deposit(s)(post to Cashflow ("CF Y1 Mo"				\$ -		Lump sum		-		-		-		-		-	
Initial Capital Outlay for Occupancy								-		-		-		-		-	
Depreciation-Capital Outlay								-		-		-		-		-	
Total cash cost to lease (FYI, not shown on Summary tab)						\$3,643,851		\$ -		\$245,950		\$424,388		\$614,628		\$728,415	
Total lease book expense (shown on Summary tab)								\$ -		\$245,950		\$424,388		\$614,628		\$728,415	
Book Expense - Cash Cost								\$ -		\$ -		\$ -		\$ -		\$ -	
Facility lease cost / Month										\$11,250		\$22,500		\$35,062		\$43,650	
Custodial (Non CAM)/mo										3,615		4,800		6,750		7,200	
Utilities/mo										3,281		5,063		6,938		7,125	
CAM /mo										-		-		-		-	
Campus security										-		-		-		-	
If Lease, then facility type:										Retail/shopping, office, industrial, school, church, other							
City/County sign off of improvement plans--all required work identified																	
PURCHASE OPTION																	
Square feet purchased				2.5 sf						Equity		-%		% of purchase price			
Purchase price per sq ft				\$ -		Per sq ft				Amount Financed		\$ -					
Purchase price				\$0						Loan Term (years)		-					
Renovation cost per sq ft				\$ -		Per sq ft				Bank Fees & Points		-					
Total renovation costs				\$ -						Interest Rate		%					
Purchase price and renovation costs																	
Monthly Debt Service						\$ -											
Annual Debt Service						\$ -											
Estimated annual interest expense						\$ -											
(based on PV of all interest payments)																	
Custodial Services				\$ -		Per sq ft											
Utilities				\$ -		Per sq ft											
Maintenance				\$ -		Per sq ft											
Campus security				\$ -		Per year											
Equity (down payment)																	
Financing costs (6 months during planning year)																	
Total cash costs to purchase																	
Total purchase book expense																	
TOTAL FACILITIES CASH COSTS						\$3,643,851		\$-		\$245,950		\$424,388		\$614,628		\$728,415	
TOTAL FACILITIES Book Expense						\$3,643,851		\$-		\$245,950		\$424,388		\$614,628		\$728,415	
Total lease book expense (shown on Summary tab)						\$3,643,851		\$-		\$245,950		\$424,388		\$614,628		\$728,415	
Difference						\$-		\$-		\$-		\$-		\$-		\$-	

**Furnishings, Fixtures, Equipment  
& Technology (FFE&T)**  
**Young Women's Leadership Academy**

Mike Dang

702.486.8879

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SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
2021	2022	2023	2024	2025	2026	2027
2022	2023	2024	2025	2026	2027	2028

10 **ASSUMPTIONS**

11	Student enrollment		150	300	450	540	570	600
12	FTE Total (PT not incl)		14	25	35	43	46	48
13								
14	Number of copiers needed		-	-	-	-	-	-
15	Annual copier lease		-	-	-	-	-	-
16	Copier - usage fee	\$ -	12,000	17,500	20,000	21,000	22,050	23,153
17	Computers - Faculty	\$ -	-	-	-	-	-	-
18	Computers (Replacement) - Faculty	\$ -						
19	Computers - Students	\$ -	50,000	50,000	50,000	30,000	10,000	10,000
20	Computers (Replacement)- Students	\$ -						
21	Cart Costs	\$ -						
22	FTE Cell phone handsets	\$ -	-	-	-	-	-	-
23	FTE Cell phones	\$ -	-	-	-	-	-	-
24	Internet setup							
25	Server							
26	Classroom technology, other	\$ -	-	-	-	-	-	-
27	Educational software/curriculum	\$ -	6,300	12,600	18,900	22,680	23,940	25,200
28	Technology Support Services	\$ -	10,000	10,000	10,000	10,000	5,000	5,000
29	Internet and phone monthly service	\$ -	13,000	13,650	14,333	15,049	15,802	16,592
30	Other Equipment (security system, Hardware costs, setup fees)							
31	Other Equipment replacement	\$ -	50,000	50,000	50,000	30,000	10,000	10,000
32	Monthly equipment cost	\$ -	-	-	-	-	-	-
33	Computer Hardware (Other)	\$ -	-	-	-	-	-	-
34	Computer Software	\$ -	-	-	-	-	-	-
35	Faculty furniture	\$ -	-	-	-	-	-	-
36	Student furniture	\$ -	50,000	50,000	50,000	30,000	10,000	10,000

**TOTAL FFE & T COSTS**

(book expense, e.g., full accrual)	\$963,748	\$-	\$191,300	\$203,750	\$213,233	\$158,729	\$96,792	\$99,945
------------------------------------	-----------	-----	-----------	-----------	-----------	-----------	----------	----------

*Comments (Row #, you can include calculations in this workspace area; you can also insert Comments in cells above)*



## Insurance Coverage

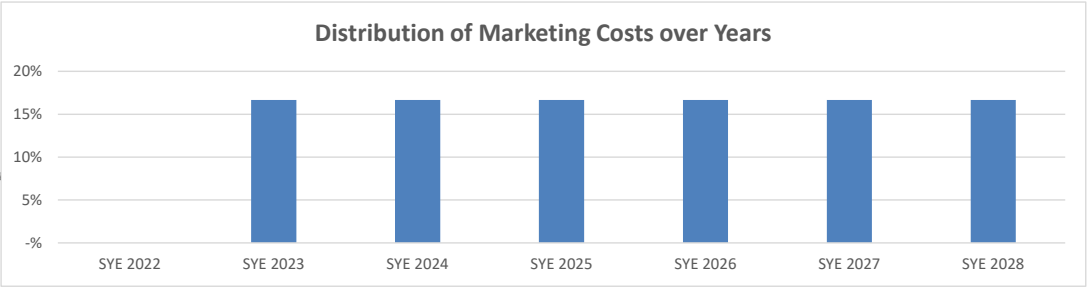
**Mike Dang**

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Insurance types (Select appropriate coverages)	Minimum	Annual	Totals	SYE 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	Coverage	Cost	6 yr+0	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027	SYE 2028
NAC 388A.190										
(a) Industrial insurance coverage, if applicable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(b) General liability insurance minimum coverage of \$1,000,000. Includes coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds:										
(c) Umbrella	\$1,000,000	-	-	-	-	-	-	-	-	-
(d) Educators’ legal	3,000,000	-	-	-	-	-	-	-	-	-
(e) Employment practices	1,000,000	-	-	-	-	-	-	-	-	-
(f) Employment benefits	1,000,000	-	-	-	-	-	-	-	-	-
(g) Insurance covering errors and omissions of the sponsor and governing body of the charter school	1,000,000	-	-	-	-	-	-	-	-	-
(h) Motor vehicle, if applicable	1,000,000	-	-	-	-	-	-	-	-	-
(i) Sports and athletic participation, if applicable	1,000,000	-	-	-	-	-	-	-	-	-
NAC 388A.195										
Legal services & expenses for due process complaints	Ck w/agent	-	\$ -	-	-	-	-	-	-	-
OR describe NAC 388A.195 Reserve Fund plan in Application narrative										
Other (Check applicable requirements)										
Abuse & Molestation			-	-	-	-	-	-	-	-
Accident Insurance - For volunteers or students due to accident at school	-		-	-	-	-	-	-	-	-
Commercial Property/Campus Liability	-	6,411	49,463	-	6,411	7,052	7,757	8,533	9,386	10,324
Commercial Property/Campus Liability (_____ type)	-		-	-	-	-	-	-	-	-
Cyber Liability	-	422	3,253	-	422	464	510	561	617	679
Employee Dishonesty/Crime	-		-	-	-	-	-	-	-	-
Employement Practices Liability	-	-	-	-	-	-	-	-	-	-
Errors and Omissions	-	-	-	-	-	-	-	-	-	-
Excess/Umbrella Liability	-	4,103	31,659	-	4,103	4,514	4,965	5,461	6,008	6,608
Personal and Advertising Injury	-	-	-	-	-	-	-	-	-	-
Products/Completed Operations Aggregate	-	-	-	-	-	-	-	-	-	-
Special Education Liability	-	1,867	14,405	-	1,867	2,054	2,259	2,485	2,733	3,007
Student Accident Liability per accident	-	1,822	14,061	-	1,822	2,005	2,205	2,426	2,668	2,935
General	-	10,875	83,909	-	10,875	11,963	13,159	14,475	15,922	17,515
			-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-
Total Insurance Expense b4 Inflation				-	25,500	28,052	30,855	33,941	37,334	41,068
Inflation		2.0%		-	510	1,133	1,889	2,798	3,886	5,181
		\$25,500	\$196,750	\$ -	\$26,010	\$29,185	\$32,744	\$36,739	\$41,220	\$46,249

**Marketing & Recruiting  
Plan/Implementation**  
**Young Women's Leadership Acade**  
**Mike Dang**  
**702.486.8879**  
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	Charter Contract Operations Term					
SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
2021	2022	2023	2024	2025	2026	2027
2022	2023	2024	2025	2026	2027	2028

14	<b>ENROLLMENT</b>						
15	Number of grade levels	-	2	4	6	7	7
16	Number of classrooms	-	5	-	-	-	-
17							
18	K		-	-	-	-	-
19	1st		-	-	-	-	-
20	2nd		-	-	-	-	-
21	3rd		-	-	-	-	-
22	4th		-	-	-	-	-
23	5th		-	-	-	-	-
24	6th		90	90	90	90	90
25	7th		-	90	90	90	90
26	8th		-	-	90	90	90
27	9th		60	60	60	90	90
28	10th		-	60	60	90	90
29	11th		-	-	60	60	90
30	12th		-	-	-	60	60
31	<b>Total Student Enrollment</b>		<b>150</b>	<b>300</b>	<b>450</b>	<b>540</b>	<b>600</b>
32	Student / Classroom (w/o teachers)		30	-	-	-	-
33							

34	STUDENT RECRUITMENT AND MARKETI		SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6	
35	Marketing/Recruitment Method	Schedule estimate	Totals	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027	SYE 2028
36	YWLA will market via multiple modes to ensure that all families are informed of	\$30,000			\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
37	their educational options. The marketing campaign includes, but may not be	-	-	-	-	-	-	-	-	-
38	limited to, the following: school website, social media such as Facebook, flyers,	-	-	-	-	-	-	-	-	-
39	direct mailers, advertisements in varying English and Spanish media, building	-	-	-	-	-	-	-	-	-
40	relationships with community groups, and a door-to-door approach.	-	-	-	-	-	-	-	-	-
41		-	-	-	-	-	-	-	-	-
42		-	-	-	-	-	-	-	-	-
43		-	-	-	-	-	-	-	-	-
44	Total Cost	\$30,000	\$ -	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
		100%	-%	17%	17%	17%	17%	17%	17%	17%

Incubation Year Expenses  
Young Women's Leadership Academy

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Nevada State Public Charter School Authority  
Mike Dang

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		2021
		2022
	Other (one time) Pre-Approval & Pre-Opening	
10		
11		
12		
13		
14		
15		
16		
17	Principal Salary & Benefits	132,525
18	Postage	2,100
19	Website	4,500
20	Copier / Printing	3,000
21	Infinite Campus	5,000
22	Advertising/Marketing	25,250
23	Travel / Professional Development / Recruiting	20,150
24	Tenant Improvements	225,000
25		
26		
27		
28	TOTAL USES THROUGH PRE-OPENING	\$417,525
29	Use this tab only for unique pre-opening plan/budget costs. Otherwise, use another expense sheet.	

**EMO-CMO Budget Worksheet**  
**Young Women's Leadership Academy**

Mike Dang

702.486.8879

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Consider a cost plus model of hiring specific services you may need, such as accounting/payroll. But also consider the value of full service providers. There can be greater savings from exercising a service cost plus a margin for services providers specializing in specific areas. There can be more peace of mind from "one-stop" providers. Some schools may start with one model and shift to another. Make sure your contracts provide the flexibility you deserve.

**Education Management Organization (EMO)****Charter Management Organization (CMO)****School Year 1 (Fall Start)****SY Ending**

	SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	2021	2022	2023	2024	2025	2026	2027
Total	2022	2023	2024	2025	2026	2027	2028

12	<b>Enrollment</b>			150 s	300 s	450 s	540 s	570 s	600 s
13	Total Revenue	\$25,282,857		1,563,127	2,816,285	4,277,532	5,193,791	5,538,513	5,893,609
14	Total Expenses (w/o EMO/CMO Fees)	\$22,963,053	\$417,525	1,492,633	2,667,751	3,812,516	4,621,667	4,841,680	5,109,281
15	Do you plan to contract with a EMO/CMO during this term?	Y/N?							
16	EMO/CMO Services/Fee basis/Type (Check largest applicable)								
17	Per Pupil								
18	Total PCFP Revenue								
19	Other State & Local Revenue								
20	Total Federal, State & Local Revenue								
21	Total Federal, State & Local Revenue, Grants, other funds								

Check Fee Base

**Estimated EMO, CMO, and/or BOSP Fees**

24		\$ -	\$ -	-	-	-	-	-	-
25		\$ -	\$ -	-	-	-	-	-	-
26	<b>OR</b>			-	-	-	-	-	-
27	% fee per state & local funding per year (Years 1 & 2)	-%	\$202,500	-	67,500	135,000	-	-	-
28	% fee per "... " (Years 3-6)	-%	\$972,000	-	-	-	202,500	243,000	256,500
29	<b>OR</b>			-	-	-	-	-	-
30	% fee per state, local, federal, donor funding per year (Years	-%	\$ -	-	-	-	-	-	-
31	% fee per "... " (Years 3-6)	-%	\$ -	-	-	-	-	-	-
32	<b>OR</b>			-	-	-	-	-	-
33	Cost plus (Years 1 & 2)	-%	\$ -	-	-	-	-	-	-
34	Cost plus (Years 3-6)	-%	\$ -	-	-	-	-	-	-
35	<b>OR</b>			-	-	-	-	-	-
36	Other fee structure (describe)			-	-	-	-	-	-
37	Other fee structure (describe)		\$ -	-	-	-	-	-	-
38		\$1,174,500	\$ -	\$67,500	\$135,000	\$202,500	\$243,000	\$256,500	\$270,000

NAC 388A.580 Initial EMO contract terms cannot exceed 2 years. Renewal contracts cannot exceed the remaining term of the written charter or charter contract,

ESP (Education Services Provider) is not used here to reduce possible confusion with an EMO.

	<b>EMO or CMO</b>		
	Incl'd in fee?	Perform Service?	Cost Pass Thru?
EMO, CMO, BOSP services to charter school	Y/N	Y/N	Y/N
"Back office" functions (Accounting, A/P, A/R, Payroll, Inventory, financial, compliance, reporting)	Y	Y	Y
Accounting	Y	Y	Y
Bond Financing,	Y	Y	Y

<b>BOSP</b>		
Incl'd in fee?	Perform Service?	Cost Pass Thru?
Y/N	Y/N	Y/N

			SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
			2021	2022	2023	2024	2025	2026	2027
			2022	2023	2024	2025	2026	2027	2028
	Total								
50	Capital Loans,	Y	Y	Y					
51	Cash Advances For Startup Funds,	Y	Y	Y					
52	Computer/Other Leasing	Y	Y	Y					
53	Compliance Mgt	Y	Y	Y					
54	Contract Mgt	Y	Y	Y					
55	Curriculum	Y	Y	Y					
56	Development of Curriculum and Instruction,	Y	Y	Y					
57	Establishment of College Guidance & Counseling Program.	N	N	N					
58	Facility Leasing,	Y	Y	Y					
59	Finance	Y	Y	Y					
60	Food Servicing	Y	Y	Y					
61	Furnishings, Fixtures,	Y	Y	Y					
62	Safety	Y	Y	Y					
63	HR Management	Y	Y	Y					
64	Internal Control Process Development	Y	Y	Y					
65	Manage or Operate aspects of a charter school	Y	Y	Y					
66	Professional Development and	Y	Y	Y					
67	Purchasing	Y	Y	Y					
68	Supervision of building Design & Remodeling,	Y	Y	Y					
69	Technology Contracting,	Y	Y	Y					
70	Textbooks, Other Transactions,	Y	Y	Y					
71	Transportation	N	N	N					
72	Other (Describe)								
73	Other (Describe)								
74	Other (Describe)								
75	<b>Total EMO-CMO-ESP Planned Expenses</b>								
76	<i>Does the EMO provide the service or do they help you choose the service which you will pay for--separate</i>								
77	<i>from the EMO fee?</i>								

**PCFP Rates****Young Women's Leadership Academy**

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**For the SYE 22 & SYE 23 Biennium****PUPIL CENTERED FUNDING PLAN SYE 22 & SYE 23**

NDE Adjustment Factor 0.9931

	SYE 22	SYE 23
Distance Ed SB 458.5.5 & 6.5	\$6,980	\$7,074
Distance Ed SB 458.5.5...w/Adj	\$6,932	\$7,025

**In person****Final adjusted base PPR, SB 458.5-6**

Charter	SYE 22	SYE 23	% Chg YOY
Carson City	\$7,494	\$7,594	1.33%
Churchill	8,093	8,197	1.29%
Clark	7,197	7,293	1.33%
Elko	7,715	7,818	1.34%
Washoe	6,980	7,074	1.35%
White Pine	10,367	10,501	1.29%

**In person****Final adjusted base PPR, SB 458.5-6--w/NDE Adj Factor**

Charter	SYE 22	SYE 23	% Chg YOY
Carson City	\$7,442	\$7,542	1.33%
Churchill	8,037	8,140	1.29%
Clark	7,147	7,243	1.33%
Elko	7,662	7,764	1.34%
Washoe	6,932	7,025	1.35%
White Pine	10,295	10,429	1.29%

**Special Populations****Additional weighted PPR, SB 458.5-7**

SpEd (TEST INPUT)	33%	33%	Placeholders for testing @ 33%
English learners	24%	23%	
At-risk pupils (FRL)	3%	3%	
Gifted and talented	12%	12%	



School Year Ending

**SYE 23****Adjusted w/NDE Adj' Factor**

IN PERSON		Area "y/n"	PPR	Full Base 500	Additional Funding				Total Funding
1	Carson City		\$7,542	-	-	-	-	-	-
2	Churchill		8,140	-	-	-	-	-	-
3	Clark		7,243	-	-	-	-	-	-
4	Elko		7,764	-	-	-	-	-	-
5	Washoe		7,025	-	-	-	-	-	-
6	White Pine		\$10,429	-	-	-	-	-	-
Distance Education		y	<b>\$7,025</b>	3,512,595	104,324	16,158	30,349	42,994	3,706,420
		ok		\$3,512,595	\$104,324	\$16,158	\$30,349	\$42,994	<b>\$3,706,420</b>

(All Counties)

Baseline Information					
Per Pupil Revenue (PPR)					
\$6,980		Statewide base PPR (Charter School, Distance Ed) SB 458.5-5			
		In person		In person	
District Adj' base PPR, SB 458.5-4		Statewide base PPR, SB 458.5-5		Final adjusted base PPR SYE 22, SB 458.5-6	
District	PPR	Charter	PPR	Charter	PPR

Carson City	\$7,763
Churchill	8,093
Clark	7,264
Douglas	9,177
Elko	9,279
Esmeralda	22,360
Eureka	33,746
Humboldt	9,713
Lander	10,547
Lincoln	13,725
Lyon	8,532
Mineral	12,286
Nye	8,764
Pershing	11,794
Storey	23,274
Washoe	7,222
White Pine	\$11,298

Carson City	\$6,980
Churchill	7,169
Clark	7,197
Douglas	6,980
Elko	7,169
Esmeralda	7,169
Eureka	7,169
Humboldt	7,169
Lander	7,169
Lincoln	7,169
Lyon	6,980
Mineral	7,169
Nye	7,169
Pershing	7,169
Storey	6,980
Washoe	6,980
White Pine	7,169

Carson City	\$7,494
Churchill	8,093
Clark	7,197
Elko	7,715
Washoe	6,980
White Pine	10,367
Distance Ed	\$6,980

**Additional weighted PPR, SB 458.5-7**

SpEd	Awtg
English learners	0.24
At-risk pupils	0.03 (fka FRL)
Gifted and talen	0.12

**PUPIL CENTERED FUNDING PLAN SYE 23****Per Pupil Revenue (PPR)**

\$7,074

**Statewide base PPR (Charter School, Distance Ed) SB 458.6-5**

<b>District Adj' base PPR, SB 458.6-4</b>		<b>In person Statewide base PPR, SB 458.6-5</b>		<b>In person Final adjusted base PPR SYE 22, SB 458.6-6</b>	
<b>District</b>	<b>PPR</b>	<b>Charter</b>	<b>PPR</b>	<b>Charter</b>	<b>PPR</b>
Carson City	\$7,753	Carson City	\$7,074	Carson City	\$7,594
Churchill	8,197	Churchill	7,265	Churchill	8,197
Clark	7,361	Clark	7,293	Clark	7,293
Douglas	9,165	Douglas	7,074	Elko	7,818
356 Elko	9,267	Elko	7,265	Washoe	7,074
357 Esmeralda	22,331	Esmeralda	7,265	White Pine	10,501
358 Eureka	33,701	Eureka	7,265	Distance Ed	\$7,074
359 Humboldt	9,701	Humboldt	7,265	<b>Additional weighted PPR, SB 458.5-7</b>	
360 Lander	10,683	Lander	7,265		
361 Lincoln	13,707	Lincoln	7,265		
362 Lyon	8,644	Lyon	7,074		
363 Mineral	12,447	Mineral	7,265		
364 Nye	8,881	Nye	7,265		
365 Pershing	11,779	Pershing	7,265	SpEd	Awtg
366 Storey	23,243	Storey	7,074	English learners	0.23
367 Washoe	7,318	Washoe	7,074	At-risk pupils	0.03 (fka FRL)
368 White Pine	\$11,445	White Pine	7,265	Gifted and talen	0.12

369		
370		
371	Distance Ed	\$7,074
372		

## Facility Specifications - resource worksheet

## Young Women's Leadership Academy

Mike Dang

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Enrollment

Students/Classroom

[TOC](#)

SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
2022	2023	2024	2025	2026	2027
2023	2024	2025	2026	2027	2028
150	300	450	540	570	600
5	-	-	-	-	-
30	-	-	-	-	-

**This space planning worksheet may help determine facility needs and costs. You are not required to complete this.**

Type of Space	Common Specifics	Low	High	Avg	Example 1		Example 2		Applicant yr1		Applicant yr3	
Enrollment	500 Students				500		400		150		540	
Grade levels	9th-12th											
Students per CR	25:1				25		25		25		-	
Interior Space PS-full size	Classroom, circulation, other PS	55 sf	100 sf	78 sf	600 s	46,500	800 s	62,000	45000 s	3,487,500	700 s	54,250
Detailed Analysis												
Core classrooms SF	20 cls @ 850 SF each = 17,000 SF	750	1,000	850	20	17,000 sf	16	13,600 sf	6	5,100 sf	-	-
Science labs SF	2 cls @ 1000 SF each	850	1,200	1,000	2	2,000	2	2,000	2.0	2,000	2.0	2,000
Computer labs / media centers	1 room @ 1000 SF	850	1,200	1,000	1	1,000	1	1,000	1.0	1,000	1.0	1,000
SPED Specialty offices / classrooms	SPED, counseling room(s) - 2 @ 400 SF each, 4 @ 100 SF each			400	2	800	2	800	2.0	800	2.0	800
ELL Specialty offices / classrooms	SPED, ELL, counseling rooms - 2 @ 400 SF each, 4 @ 100 SF each			100	4	400	4	400	4.0	400	4.0	400
Reception area / offices	Reception area @ 400 SF			400	1	400	1	400	0.3	100	1.0	400
Administrative offices	Four offices at 100 SF each	70	100	100	4	400	4	400	2.0	200	4.0	400
Conference room(s)	400 SF			400	1	400	1	400	1.0	400	1.0	400
Teacher lounge / work room	600 SF			600	1	600	1	600	-	-	1.0	600
Commons / lunch area	1,500 SF			1,500	1	1,500	1	1,500	1.0	1,500	1.0	1,500
Kitchen / prep room	200 SF (prep only)			200	1	200	1	200	0.5	100	1.0	200
Bathrooms (students)	Students - 2 @ 400 SF each			400	2	800	2	800	2.0	800	2.0	800
Bathrooms (staff)	Staff 3 @ 100 SF each			100	3	300	3	300	3.0	300	3.0	300
Multi-purpose room / gymnasium (A)	MPR / small gym @ 4,000 SF			4,000	1	4,000	0	-	-	-	-	-
" " (B)	OR--by sf/pupil	7	10	---	-	-	7 sf/p	2,800	7 sf/p	1,050	7 sf/p	3,780
Elective classrooms	(1) music @1,000 SF			1,000	1	1,000	1	1,000	1.0	1,000	1.0	1,000
Storage closets	2 @ 300 SF each			300	2	600	2	600	1.0	300	2.0	600
Custodial closet	150 SF			150	1	150	1	150	0.2	30	1.0	150
Mechanical & IT closet	250 SF			250	1	250	1	250	0.2	50	1.0	250
Other (drama, media, parent room, health, etc.)	Parent room @ 200 SF			200	1	200	1	200	0.5	100	1.0	200
Space requirements pre circulation					32,000		27,400		15,230		14,780	
Circulation (hallways)	@15%(up to 20%) total = 4,800			15%	4,800		4,110		2,285		2,217	
Total estimated square feet	32,000 + 4,800 = 36,800				36,800 sf		31,510 sf		17,515 sf		16,997 sf	
Total square feet per student	73.6 SF per student				74 sf/p		79 sf/p		117 sf/p		31 sf/p	

Common specifics

Elementary (K-6) 25/classroom  
 Middle School (7-8) 27/classroom  
 High School (9-12) 27/classroom

Lease Rate A/sf/mo \$1.20  
 Lease Rate B/sf/mo \$1.50

\$529,920 /yr \$453,744 /yr \$21,017 \$20,396  
 \$662,400 /yr \$567,180 /yr \$26,272 \$25,496

**"Levers"**[TOC](#)**Young Women's Leadership Academy**

Mike Dang, 702.486.8879

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		SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2021	2022	2023	2024	2025	2026	2027
	Totals	2022	2023	2024	2025	2026	2027	2028
Total Enrollment	2,610		150	300	450	540	570	600
Total Revenue	\$25,700,382	\$417,525	\$1,563,127	\$2,816,285	\$4,277,532	\$5,193,791	\$5,538,513	\$5,893,609
Rev per student	\$9,847		\$10,421	\$9,388	\$9,506	\$9,618	\$9,717	\$9,823
Total Personnel	\$13,603,045	\$ -	\$815,660	\$1,538,556	\$2,218,556	\$2,817,356	\$3,031,223	\$3,181,695
Personnel per Student	\$5,212		\$5,438	\$5,129	\$4,930	\$5,217	\$5,318	\$5,303
Net Surplus after Personnel	\$12,097,337	\$417,525	\$747,467	\$1,277,729	\$2,058,977	\$2,376,435	\$2,507,290	\$2,711,914
Net Surplus after Personnel per student	\$4,635		\$4,983	\$4,259	\$4,576	\$4,401	\$4,399	\$4,520
Total Gen Op	\$4,092,738	\$ -	\$208,713	\$466,872	\$728,356	\$875,429	\$881,024	\$932,345
Gen Op per Student	\$1,568		\$1,391	\$1,556	\$1,619	\$1,621	\$1,546	\$1,554
Net Surplus after Gen Op	\$21,607,644	\$417,525	\$1,354,414	\$2,349,413	\$3,549,176	\$4,318,362	\$4,657,489	\$4,961,264
Net Surplus after Gen Op per Student	\$8,279		\$9,029	\$7,831	\$7,887	\$7,997	\$8,171	\$8,269
Total Facilities	\$3,643,851	\$ -	\$245,950	\$424,388	\$614,628	\$728,415	\$786,423	\$844,047
Facilities per Student	\$1,396		\$1,640	\$1,415	\$1,366	\$1,349	\$1,380	\$1,407
Net Surplus after Facilities	\$22,056,531	\$417,525	\$1,317,177	\$2,391,897	\$3,662,905	\$4,465,376	\$4,752,090	\$5,049,562
Net Surplus after Facilities per Student	\$8,451		\$8,781	\$7,973	\$8,140	\$8,269	\$8,337	\$8,416
Total FFE&T	\$963,748	\$ -	\$191,300	\$203,750	\$213,233	\$158,729	\$96,792	\$99,945
FFE&T per Student	\$369		\$1,275	\$679	\$474	\$294	\$170	\$167
Net Surplus after FFE&T	\$24,736,634	\$417,525	\$1,371,827	\$2,612,535	\$4,064,300	\$5,035,062	\$5,441,721	\$5,793,664
Net Surplus after FFE&T per Student	\$9,478		\$9,146	\$8,708	\$9,032	\$9,324	\$9,547	\$9,656
Total Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation per Student	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Ins	\$212,147	\$ -	\$26,010	\$29,185	\$32,744	\$36,739	\$41,220	\$46,249
Ins per Student	\$81		\$173	\$97	\$73	\$68	\$72	\$77
Total Marketing	\$30,000	\$ -	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Marketing per Student	\$11		\$33	\$17	\$11	\$9	\$9	\$8
Total Other Costs	\$242,147	\$ -	\$31,010	\$34,185	\$37,744	\$41,739	\$46,220	\$51,249



		2021	2022	2023	2024	2025	2026	2027
	Totals	2022	2023	2024	2025	2026	2027	2028
Other Costs per Student	\$93		\$207	\$114	\$84	\$77	\$81	\$85
Net Surplus after Other Costs	\$25,458,235	\$417,525	\$1,532,117	\$2,782,100	\$4,239,789	\$5,152,052	\$5,492,293	\$5,842,360
Net Surplus after Other Costs per Student	\$9,754		\$10,214	\$9,274	\$9,422	\$9,541	\$9,636	\$9,737
Net Surplus/Deficit	\$3,154,854	\$417,525	\$70,494	\$148,534	\$465,017	\$572,124	\$696,832	\$784,328
Net Surplus/Deficit per student	\$1,209		\$470	\$495	\$1,033	\$1,059	\$1,223	\$1,307

**CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT**

**BETWEEN**

**YOUNG WOMEN’S LEADERSHIP ACADEMY OF LAS VEGAS**

**AND**

**ACADEMICA NEVADA, LLC**

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#### **CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT**

This is an Agreement to provide services and support to a Charter School by and between Young Women's Leadership Academy of Nevada ("YWLA") and Academica Nevada LLC ("Service Provider")

**WHEREAS**, YWLA has a contract ("the Charter") with the State Public Charter School Authority (the "State") to operate a charter school, known as YWLA (the "School");

**WHEREAS**, the School is governed by the Board of Directors of YWLA (the "Board");

**WHEREAS**, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

**WHEREAS**, YWLA shall ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

**WHEREAS**, Service Provider has been established to provide professional services and support to public charter schools;

**WHEREAS**, it is Service Provider's mission to ensure that the vision of the School's Board of Directors is faithfully and effectively implemented;

**WHEREAS**, Service Provider's officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

**WHEREAS**, Service Provider's officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

**WHEREAS**, Service Provider's officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

**WHEREAS**, Service Provider provides services and support a network of charter schools and believes that there are benefits to having a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

**WHEREAS**, it is Service Provider's duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of YWLA, and the Board of Director's duty to make all decisions and direct Service Provider to act accordingly on the Board's behalf.

**WHEREAS**, YWLA and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction of the Board of Directors;

**NOW THEREFORE**, the parties to this Agreement agree as follows:

**1. Recitals**

The forgoing recitals are true, correct and incorporated herein.

**2. Engagement**

YWLA engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

**3. Duties of Service Provider**

Service Provider will coordinate the services required to support the School and will keep the Board updated as to all important developments with regard to the Service Provider's services. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative

duties, including those related to initial setup and the ongoing operational budget. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations.

Service Provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

Service Provider's services shall include, but not be limited to:

**a. Human Resources/Payroll Coordination**

Service Provider shall provide human resource services to the School. This includes, but is not limited to, assisting the School in hiring employees, coordination of hiring fairs, disciplining employees, conducting investigations, filing unemployment responses, representation of the School at unemployment hearings, tracking of educator licenses, facilitation of benefits, and assisting in the storage and review of background checks for employees and volunteers. Service Provider shall provide payroll coordination services.

**b. Legal**

Service Provider will assist the Board in obtaining outside legal counsel and may serve as the primary liaison between the Board and the outside counsel. Service Provider may also provide legal support services which may include assisting the School with day-to-day inquiries, preparing employment agreements for School staff, reviewing contracts, policy creation at the direction of the Board or School, assisting with student and employee discipline, and communicating and working with outside counsel.

**NOTHING IN THIS AGREEMENT SHALL CONSTITUTE AN ATTORNEY-CLIENT RELATIONSHIP.**

**c. Maintenance of Corporate Records and Tax-Exempt Status**

Service Provider shall store and maintain the corporate records of the School. Additionally, Service Provider shall assist the school in obtaining and maintaining its federal and state tax exempt status.

**d. Public Relations and Marketing**

Service Provider shall assist the School in public relations and marketing efforts. Service Provider will coordinate with the School to determine public relations and marketing strategies. Service Provider may hire a third-party vendor to assist with government relations, public relations and marketing.

**e. Board of Directors Meetings**

Service Provider will attend the meetings of the Board and the staff of the School. Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of NRS 388A.366 and any other applicable law(s) regarding such meetings and record-keeping.

**f. Record Keeping**

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with NAC 392.360 and NAC 388A.550 requirements for record keeping. In addition, Service Provider will ensure that designated on-site staff receives proper training by the State's appropriate departments for student school record keeping through its designated programs.

**g. Bookkeeping**

Service Provider will serve as liaison with the State to ensure the accuracy and timeliness of financial reporting and record keeping as required by the Charter and State law.

**h. Staff Recommendations and Administration**

Service Provider shall identify and propose for employment by or on behalf of YWLA qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by NRS Ch. 388A. Service Provider shall coordinate with the Board or the Hiring Committee established by the Board to identify, recruit, and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be YWLA employees or employees leased to YWLA and will not be employees of Service Provider. Service Provider shall prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees.

**i. Financial Projections and Financial Statements**

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all



transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the school's auditors, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. YWLA will provide the State with annual audited financial reports as required by the Charter. These reports will be audited by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than deadline set by the State of Nevada each year.

**j. Grant Solicitation**

Service Provider will solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to, federal grants programs and various continuation grants for charter schools.

**k. Financing Solicitation and Coordination**

Service Provider will coordinate obtaining financing from private and public sources for loans desired by the Board.

**l. Other Funding Sources**

Service Provider will coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

**m. State Reporting**

Service Provider will coordinate the preparation of any and all periodic reports for the School as required by the State Public Charter Authority or Board. The reports will be submitted to the Board for approval when required, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for any reporting requirements.

**n. School Board Representation**

The Board President will serve as primary liaison to the State Public Charter School Authority and its officials on behalf of the School. Service Provider will also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives may attend required meetings and public hearings on behalf of the School.

**o. Governmental Compliance**

Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School, including relevant changes to State and Federal codes and regulations. Service Provider will also advise the Board as to matters relating to the School and Board's compliance with the School's State Charter. The School's State Charter is incorporated herein by reference.

**p. Charter Renewal Coordination**

Service Provider will assist the Board with renewal of the School's Charter on a timely basis. Service Provider will negotiate the terms of the Charter's renewal with the State on behalf of the Board and will provide the Board with notice and seek Board approval of any renewal provisions which may modify or alter the terms of the original Charter between the School and the State.

**q. Facilities Identification Expansion, Design and Development**

Service Provider shall meet and confer with the Board for the purpose of identifying the Facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring, and planning the design of new facilities or in the expansion of existing ones. Service Provider will identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principal, that relationship will be disclosed to the Board, and the Board's vote of approval for such a selection, shall ratify that the disclosed relationship is not disqualifying. Further, Service Provider shall recommend and retain on behalf

of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

**r. Systems Development**

Service Provider will identify and develop a Nevada-based and State-compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

**4. Term of Agreement**

**a. Initial Term**

The term of the Agreement shall commence on July 1, 2022 and shall continue through the duration of the Charter granted by the State or other sponsor should the School's sponsor change, unless terminated earlier, as provided for herein, or else is modified by written agreement of the parties.

**b. Renewal**

At the conclusion of the term of this Agreement, the parties may mutually agree, but shall have no obligation, to renew the terms of this Agreement.

**c. Termination**

(i) Either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or when any such breach recurs following cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, as defined hereafter, YWLA may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to termination, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, YWLA shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(ii) Duties upon termination. In the event this Agreement is terminated with or without cause, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to YWLA any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

## **5. Compensation**

### **a. Base Compensation**

YWLA shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that YWLA receives such funds. The fee shall be payable in equal monthly installments, provided that YWLA shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada. Such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. In the event that funding is decreased in future years to an amount less than the 2021-2022 state funding, either party may request review of the base compensation amount. The Service Provider will consider lowering the fee should the school experience financial distress.

### **b. Additional Services**

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of YWLA, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

### **c. Reimbursement of Costs**

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost. Such costs shall be split, pro-rata, with any and all other schools for which the travel was undertaken.

**d. Incurred Expenses**

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the School's financial records.

**6. OTHER MATTERS**

**a. Conflicts of Interest**

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees or principals and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board as soon as practicable.

**b. Insurance and Indemnification**

Service Provider shall carry liability insurance in the amount of FIVE MILLION AND 00/100 DOLLARS (\$5,000,000.00) and shall indemnify the School for any acts or omissions arising from or claimed to be arising from the scope of services of the Service Provider as further set forth herein. School shall be named as an additional insured on such policy(ies) of insurance. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board.

Service Provider hereby further agrees to defend, indemnify, hold harmless and protect YWLA, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents. This duty to defend shall arise immediately upon the making of a claim against YWLA, the Board, the School and their successors and assigns without need for final adjudication of fault. If such claims are ultimately adjudged as *not* being connected to the acts, services, conduct or omissions of Service Provider, its employees or agents, then the

Defended party shall promptly reimburse Service Provider for those Defense Fees and costs incurred in defending said Defended party.

**c. Miscellaneous**

(i) Neither party shall be considered in default of this Agreement if the performance of any part or all if this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unreasonable expense.

(ii) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(iii) Neither party shall assign this Agreement without the written consent of the other party;

(iv) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(v) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that provision may be stricken and all other provisions of this Agreement shall remain in full force and effect, and shall be given such interpretation in the absence of such stricken provision as to faithfully effect the goals and intent of the parties in entering into this Agreement as further set forth above.

(vi) This Agreement is not intended to create any rights of a third-party beneficiary.

(vii) This Agreement is made and entered into in the State of Nevada and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Clark County, Nevada.

(viii) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs to the extent allowed by law.

(ix) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States



mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to Service Provider:     **Academica Nevada, LLC**  
                                      **6630 Surrey St.**  
                                      **Las Vegas, NV 89119**  
                                      **Attention: Robert Howell**

If to Board:           **YWLA**  
                              **11741 Corrigan Place,**  
                              **Las Vegas, NV 89138**  
                              **Attention: Board Chair**

(x)       The designated contact person of Service Provider shall be the CEO of Academica Nevada LLC - Robert B. Howell.

The designated contact person of the School shall be the Chairperson of the Board of Directors, as elected each year at the Board's Annual Meeting.

(xi)       The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(xii)      This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(xiii)     Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of YWLA held on the \_\_\_\_ day of \_\_\_\_\_. At that meeting, the undersigned Director of YWLA was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

**YWLA Board**

By: \_\_\_\_\_  
Board Chair

Date: \_\_\_\_\_

**ACADEMICA NEVADA LLC**

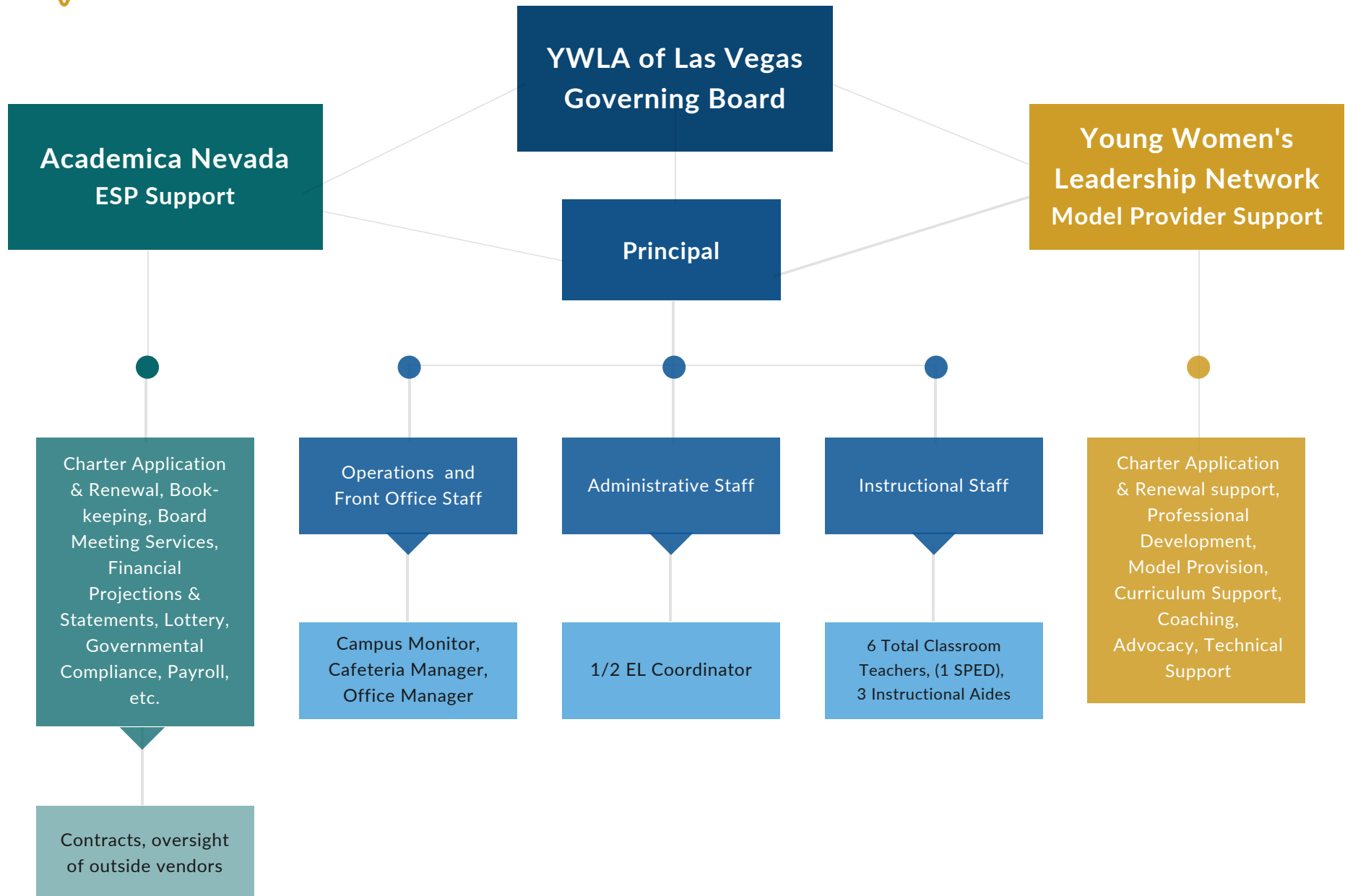
By: \_\_\_\_\_  
**Robert Howell, CEO**

Date: \_\_\_\_\_



## ORGANIZATIONAL CHART

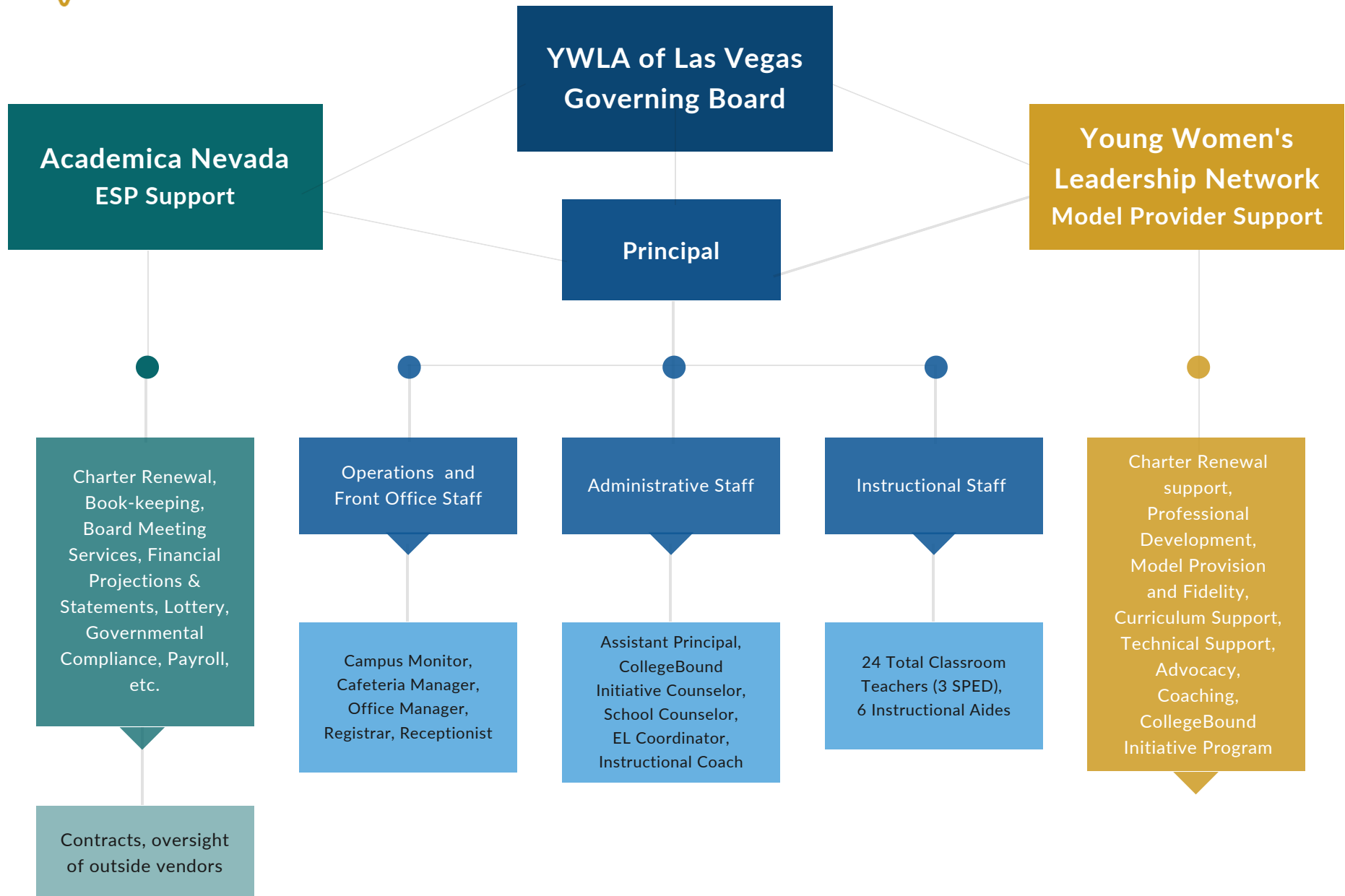
Year One, 2022-2023





# Young Women's Leadership Academy OF LAS VEGAS

## ORGANIZATIONAL CHART Full Capacity, Year Four, 2025-2026



**Attachment 22 - EMO Crosswalk & Business Status  
Academica Nevada Evaluation Rubric**

**Service Evaluation**

Check the appropriate box next the performance level and provide comments when needed.

<b>Board Management</b>			
<b>Responsibilities:</b> Staff coordinates Board meeting dates, times, and locations.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication is provided regarding Board meeting dates, times, and locations.	Inconsistent communication is provided regarding Board meeting dates, times, and locations.	Staff provides consistent communication regarding Board meeting dates, times, and locations. Quorum confirmation is always ensured.	Staff provides highly consistent communication to all parties regarding Board meeting dates, times, and locations; including calendar invites and reminders.
<b>Comments:</b>			
<b>Responsibilities:</b> Staff is responsible for working with System Leaders for feedback on items to be added to the agenda. Staff is responsible for ensuring timely posting of agendas to designated locations as required by Open Meeting Law.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Staff has no communication with System Leaders during preparation of Board meeting agendas. Staff does not comply with Open Meeting Law, and deadlines are often missed.	Occasionally System Leaders receive communication from staff regarding items to be placed on the agenda. Staff occasionally complies with Open Meeting Law and required deadlines.	Without fail staff works with System Leaders to ensure that necessary items of importance are placed on each agenda. Staff diligently works to comply with Open Meeting Law and consistently meets required deadlines.	Staff provides a high level of service, consistently communicating with System Leaders to ensure all necessary and/or required items are placed on the agenda for Board consideration. Staff always ensures that all posting requirements are met per Open Meeting Law; as well as providing transparency to the system community by providing agenda access in additional locations.
<b>Comments:</b>			
<b>Responsibilities:</b> Staff gathers, prepares, and distributes support materials. Staff prepares all required documents and equipment for use during Board meetings.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
There is a lack of proper support materials prior to Board meetings. Room, documents, and equipment are not prepared for Board meetings.	Timely distribution of support materials prior to Board meetings is inconsistent. Staff lacks proper preparation for Board meeting by failing to provide necessary equipment and materials for the Board meeting.	Staff prepares and distributes accurate support materials in advance of Board meetings, allowing Board members to properly prepare prior to the meetings. Rooms, documents, and equipment are consistently prepared in advance of Board meeting time, allowing meetings to begin on time and run	Staff provides highly effective support materials, which are prepared and distributed in a timely manner to allow Board members ample time for preparation. In an effort to provide transparency, staff consistently works to ensure Stakeholder's have access to Board meeting support materials.

**Attachment 22 - EMO Crosswalk & Business Status  
Academica Nevada Evaluation Rubric**

		efficiently.	
<b>Comments:</b>			
<b>Responsibilities:</b> Preparation of Board meeting minutes in a timely manner in compliance with Open Meeting Law. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Staff does not prepare meeting minutes, resulting in violation of Open Meeting Law.	Staff inconsistently prepares Board meeting minutes resulting in occasional violation of Open Meeting Law. Prepared minutes contain errors and/or typos.	Staff prepares accurate minutes, resulting in effective follow up on future agenda items. Staff distributes minutes in accordance with Open Meeting Law.	Staff consistently and expertly prepares minutes, capturing necessary elements of each Board meeting, allowing for an accurate depiction the meeting. As minutes are prepared, staff ensures that any item request and/or items of concern are noted for discussion with System Leaders for future agendas. Minutes are always posted in compliance with Open Meeting Law.
<b>Comments:</b>			
<b>Facilities Maintenance</b>			
<b>Responsibilities:</b> Dispatch vendors to the school site for repairs and maintenance through the Facilities Ticket System. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for repairs and maintenance are ignored and/or no attempt is made to provide service.	Some jobs entered into the ticket system are attended to in a sufficient manner. Modest attempt is made to fulfill job requests.	Jobs entered into the Facilities Ticket System are responded to within 5-10 hours (depending on priority level) and vendors are dispatched to the campus.	Expert or high level of service is provided in dispatching vendors to the school site with immediate follow up when entered into the Facilities Ticket System.
<b>Comments:</b>			
<b>Responsibilities:</b> Secure vendors and bids for ongoing contracted services (janitorial, landscaping, fire inspection, etc.) <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for quotes/bids are ignored. Little or no attempt is made to find vendors.	Less than three quotes/bids are presented for ongoing contracted services. There is a delay in providing quotes of more than 40 days.	A minimum of three quotes/bids are presented for ongoing contracted services. Quote/Bids are provided in less than 35 days.	More than three vendors are brought forward with quotes/bids for ongoing contractual services. Quote/Bids are provided within less than 25 days.
<b>Comments:</b>			
<b>Responsibilities:</b> Communicate with site based personnel on requested projects/repairs. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication is provided regarding service projects or repairs.	Inconsistent communication is provided to the facilities	Effective communication is provided to the facilities representative regarding	Highly consistent level of communication is provided to schools with frequent



**Attachment 22 - EMO Crosswalk & Business Status  
Academica Nevada Evaluation Rubric**

	representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information.	the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests.	updates regarding the status of outstanding requests. Follow up is provided to ensure schools are highly satisfied with the outcome.
<b>Comments:</b>			
<b>Finance – Accounting</b>			
<b>Responsibilities:</b> Budget to actuals are provided to the Board and School Principals in order to make timely and accurate decisions.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Budget to actuals are never provide accurately or timely Board. No explanations of what makes up the differences.	Inconsistently meets deadline for budget to actual. Lack of details as to what makes up the differences.	Consistently provided timely to allow for review and development of questions at or prior to board meetings. Able to provide details and backup (when necessary) to what makes up the differences.	Consistently provided timely, provides expert knowledge of the financials.
<b>Comments:</b>			
<b>Responsibilities:</b> Submit State reports on time and ensures schools are meeting required state/federal guideline for use of funds.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Consistently late on submission of state reports. Never communicates with the Board or Schools about new or existing required guidelines for the use of funds.	Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds.	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds.	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines.
<b>Comments:</b>			
<b>Responsibilities:</b> Provide Office Managers with support and training to meet their needs (including QB and SGF Account support).			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Office Managers were never trained, questions are never addressed.	Poorly trained, questions are inconsistently addressed in a timely manner (over 1 business day).	Received appropriate training and questions are addressed in a timely manner (within 1 business day).	Receives continuous training and communicates effectively to resolve questions.
<b>Comments:</b>			
<b>Finance – Accounts Payable</b>			
<b>Responsibilities:</b> AP Clerk answers all my questions in a timely manner and provides constant guidance.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
AP Clerk does not respond	AP Clerk will occasionally	AP Clerk addresses inquires	AP Clerk regularly takes the

**Attachment 22 - EMO Crosswalk & Business Status  
Academica Nevada Evaluation Rubric**

to questions and ignores requests for assistance.	respond to questions and provides moderate support and guidance.	effectively and within a reasonable amount of time (1 business day). Accounts Payable offers help and guidance when it is requested.	initiative to ask if the school is experiencing any problems, offers solutions and is highly consistent in providing guidance on policies and procedures.
<b>Comments:</b>			
<b>Responsibilities:</b> AP Clerk makes payments to vendors in a timely manner. <b>☐ UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory ☐</b>	<b>Approaching ☐</b>	<b>Solid ☐</b>	<b>Exemplary ☐</b>
AP Clerk makes little to no attempt to pay vendors on time resulting in late fees, cancellation of orders, interruptions of service and numerous payment status inquiries from vendors.	AP Clerk inconsistently pays vendors on time.	AP Clerk effectively processes payments on time, preserving positive relationships with vendors and improving credit ratings.	AP Clerk exceeds expectations by demonstrating a high turn-around time when processing payments.
<b>Comments:</b>			
<b>Responsibilities:</b> AP Clerk efficiently handles vendor inquiries, credit applications, adding/removing users from current accounts, obtains proper authorization before payments being made according to Financial Policies & Procedures. <b>☐ UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory ☐</b>	<b>Approaching ☐</b>	<b>Solid ☐</b>	<b>Exemplary ☐</b>
AP Clerk <i>makes no attempt</i> to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures.	AP Clerk <i>makes a moderate effort</i> to handle vendor inquiries, credit applications, adds/removes users from current accounts and sometimes guides me to follow Financial Policies & Procedures.	AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures.	AP Clerk <i>exceeds expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies & Procedures.
<b>Comments:</b>			
<b>Finance – Budgets and Bonds</b>			
<b>Responsibilities:</b> Prepare budgets that are realistic and keep the school compliant with state and debt requirements. <b>☐ UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory ☐</b>	<b>Approaching ☐</b>	<b>Solid ☐</b>	<b>Exemplary ☐</b>
No communication with the school when prepared. Budgets are unrealistic and do not take into consideration the needs of the school. Budget would not meet the state financial framework or debt covenants.	Little communication of the budget. Budget is shared but little explanation of the budget. Options are not readily explored with the school.	The budget is communicated with the school and overall budget is explained. Options are presented when requested. The budget is realistic and will meet the state and debt covenants.	The budget is explained to the school and the school has a good understanding of the numbers. Different options are presented and explained to the school when requested to see what options may be available. The budget will pass all required state and debt covenants.
<b>Comments:</b>			

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Academica Nevada Evaluation Rubric**

<b>Responsibilities:</b> Facilitating the purchasing of buildings and management of the bonds. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication of the process and no updates of throughout the process. Bond covenants are not explained.	Inconsistent updates on the bonding process. Updates to the bond covenants are general and not explained well.	Effective communication about the bond with the proper staff/board members happens timely. Debt covenants are explained.	Highly consistent level of communication is provided to the proper staff/board members. Debt covenants are explained and updated as necessary.
<b>Comments:</b>			
<b>Finance – Payroll</b>			
<b>Responsibilities:</b> Complete personnel changes in the payroll system, assist with the overall payroll processing and requests. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for assistance are ignored and/or no attempt is made to assist. Communication regarding the request is poor.	Some requests are looked into immediately while others take longer to address. Communication regarding the requests needs improvement.	Requests are completed within 24 hours of being notified. Communication regarding the request is open and prompt.	Requests are handled immediately upon sending the initial request. Communication regarding the request exceeds expectations.
<b>Comments:</b>			
<b>Responsibilities:</b> Submit PERS payroll report to the state on time and accurately. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
PERS Reporting is not completed on time and it is not accurate when submitted.	PERS reporting is often completed on time and it is at times accurate.	PERS reporting is completed and submitted by the deadline and it is accurate when submitted.	PERS reporting is completed prior to the deadline and it is completely accurate.
<b>Comments:</b>			
<b>Legal Services</b>			
<b>Responsibilities:</b> Providing day-to-day legal support and advice in coordination with counsel hired by the board. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for legal support and/or advice is ignored and/or no attempt is made to provide legal support or advice.	Requests for legal support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent.	Requests for legal support and/or advice receive a response within a reasonable amount of time. Responses are clear, concise, and consistent.	Requests for legal support and/or advice receive a response in a timely manner. The Academica Legal Staff anticipates, communicates, and trains school leaders on relevant legal issues.
<b>Comments:</b>			
<b>Responsibilities:</b> Assist schools in preparing and drafting school and board policies and other written documents (i.e. contracts, MOU's) as requested. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>

**Attachment 22 - EMO Crosswalk & Business Status  
Academica Nevada Evaluation Rubric**

Requests for written policies or other documents are ignored.	Requests for written policies and other documents are occasionally addressed or addressed in an untimely manner. Policies or other documents need several revisions or corrections.	Requests for written policies and other documents are prepared within a reasonable amount of time. Written policies or other documents are clear, concise, and consistent.	Requests for written policies and other documents are prepared in a timely manner. The policies or written documents are error free.
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**Comments:**

**Responsibilities:** Work with campus leaders to resolve legal issues regarding parents, staff, and students.

☐ **UNABLE TO RATE THIS CATEGORY**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Academica Legal Staff is unwilling or unable to assist the school in these legal issues.	Academica Legal Staff occasionally assists in these legal issues.	Academica Legal Staff assists with these legal issues by talking to the parent and/or assisting in the discipline of a staff member or student.	Academica Legal Staff is willing to be present to meet with the parent, staff member, or student and/or assists the school in coming to a resolution that is most beneficial to the school.

**Comments:**

**Marketing/Design**

**Responsibilities:** Confer with clients to determine marketing strategy and design of school marketing materials.

☐ **UNABLE TO RATE THIS CATEGORY**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up with the client's wishes.	Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time to time.	Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget price point.	Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre-arranged timeline, based on the current que and time sensitivity of each request. Product meets and exceeds client's expectations in type, style, arrangement and size, and shows a mastery of understanding the targeted audience for the material.

**Comments:**

**Responsibilities:** Work closely with school principals, directors, managers, administration, and all other school representatives for creative direction.

☐ **UNABLE TO RATE THIS CATEGORY**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Opinions and wishes on creative direction are followed rarely.	Some designs reflect wishes and direction of client.	Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision.	Products are professional and meets or exceeds client's expectations in final design and presentation.

**Comments:**

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<b>National School Lunch Program (NSLP)</b>			
<b>Responsibilities:</b> Provide technical assistance to ensure schools are in compliance with the NSLP Regulations and Best Practices.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No attempt is made to provide technical assistance.	Moderate level of technical assistance is provided.	Consistent level of technical assistance is provided.	High level of technical assistance is provided.
<b>Comments:</b>			
<b>Responsibilities:</b> Provide support in preparation and throughout the NSLP Administrative Review process.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Minimal support is provided in preparation and throughout the Administrative Review process.	Limited support is provided in preparation and throughout the Administrative Review process.	Frequent support is provided in preparation and throughout the Administrative Review process.	Initiated and highly consistent support is provided in preparation and throughout the Administrative Review process.
<b>Comments:</b>			
<b>Responsibilities:</b> Provide assistance to schools in completing all required NDA reporting and with applying for renewal of the NSLP.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Little assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Inconsistent assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Appropriate assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Advanced assistance is provided in completing NDA reports and applying for renewal of the NSLP.
<b>Comments:</b>			
<b>Procurement</b>			
<b>Responsibilities:</b> Work with the school leadership to obtain quotes, create purchase orders, and place orders for curriculum, furniture and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget.			
<input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests from the school office manager or Principal are ignored and/or attempt to assist in purchasing the materials is not made.	Some requests are fulfilled in a sufficient manner. Requests are taking an unacceptable length of time to be fulfilled.	Quotes are obtained and orders placed in a timely manner. Suggestions are provided for materials that will meet the needs and requirements.	Expert or high level of service is provided in fulfilling requests from school staff. Records are kept and accessible of prior year purchases for reference. Any order issues that are communicated to us are immediately forwarded to the school.
<b>Comments:</b>			

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<b>Responsibilities:</b> Assist in creating the Summer Purchasing Budget for the school, and provide regular progress reporting on budget as purchases are made. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Budgets are not communicated with the school administration, school administration is not aware of how much money they have spent and how much money that have left.	Budgets are communicated with the school administration, but only at the request of the school administration.	Budgets are updated in a timely manner and available for the school administration on a normal basis.	Budgets are customized at the request of the school administration, and the budget is communicated with the school every time it is updated.
<b>Comments:</b>			
<b>Responsibilities:</b> Assist as a Liaison for and oversee summer furniture installation. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication is made with the school, installers and furniture show up to the school unannounced.	School Administration is notified of installation dates, but no attempts are made to work around requests from the school.	Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met.	The installation is completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are exceeded.
<b>Comments:</b>			
<b>Responsibilities:</b> Assist as a Liaison between the school and curriculum vendors. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication is made with the school regarding what purchases they would like to make.	School Administration is aware of purchases being made but is not receiving any updates regarding the status of the order or any digital access information.	School is aware of purchases being made and is kept apprised of any backorders or shipping delays communicated to us by the vendor. Any digital access updates are processed in a timely manner.	School is provided with a list of all curriculum previously purchased and made aware of any items they need renewal or replenishment. Orders are processed as quickly as possible and updates are quickly made to digital access platforms.
<b>Comments:</b>			
<b>Registration</b>			
<b>Responsibilities:</b> Manage lottery database and communication. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Rarely send acceptances nor monitor databases. Rarely update waitlists. Does not assist with needed	Sporadically sends out acceptances when reminded. Sporadically maintaining waitlists.	Consistently sends out acceptances when asked. Waitlists and lotteries consistently maintained as	Always monitors numbers and send out acceptances as needed. Establish and maintains accurate and up-



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Academica Nevada Evaluation Rubric**

phone communication.  Rarely responds in a professional and timely manner.	Makes phone calls as needed within a week. Sporadically responds in a professional and timely manner.	asked. Makes phone calls as needed or requested within 72 hours.  Consistently responds in a professional and timely manner.	to-date waitlists. Makes phone calls as needed or requested within 24 hours.  Always responds in a professional and timely manner.
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**Comments:**

**Responsibilities:** Manage Information for Annual Enrollment Audit, attend and assist during in-person DOE audit processes.

☐ **UNABLE TO RATE THIS CATEGORY**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Rarely monitors Infinite Campus Master Registry to maintain accurate registration numbers.  No audit preparation guidance or assistance provided.  No training provided for reporting procedures.	Sporadically monitors Infinite Campus Master Registry to maintain accurate registration numbers.  Audit assistance provided in person but no preparation materials provided.  Only provides training for new processes and does not review currently used procedures.	Consistently monitors Infinite Campus Master Registry to maintain accurate registration numbers as requested. Provides information for audit preparation with guidance. Person on-site to assist as needed. Provides training for reporting procedures and new processes when asked.	Always monitors Infinite Campus Master Registry to maintain accurate registration numbers. Provides step-by-step information for audit preparation with individual guidance. <b>Full participation</b> assistance provided during attendance audit. Provides continual, on-going assistance and training for reporting procedures and new processes.

**Comments:**

**Responsibilities:** Manage Infinite Campus Census and Attendance information and assist in accurate monthly and quarterly attendance reporting.

☐ **UNABLE TO RATE THIS CATEGORY**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Rarely provides up-to-date state required attendance reporting procedures and codes. Always provides assistance with Campus Census procedures such as building households, ad hocs, attendance coding, immunizations, flags, enrollments and withdrawals.	Sporadically provides up-to-date state required attendance reporting procedures and codes. Sporadically provides assistance with Campus Census procedures such as building households, ad hocs, attendance coding, immunizations, flags, enrollments and withdrawals.	Consistently provides up-to-date state required attendance reporting procedures and codes. Consistently provides assistance with Campus Census procedures such as building households, ad hocs, attendance coding, immunizations, flags, enrollments and withdrawals.	Always provides up-to-date state required attendance reporting procedures and codes. Always provides assistance with Campus Census procedures such as building households, ad hocs, attendance coding, immunizations, flags, enrollments and withdrawals.

**Comments:**

**School Resource Development (Grants, Charter Applications, Amendments, Renewals, School Programs)**

**Responsibilities:** Coordinate the development, writing, and submission of grant proposals.

☐ **UNABLE TO RATE THIS CATEGORY**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
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Failed to demonstrate adequate understanding of the grant's purpose and/or school's requests/needs for the grant. Did not identify various stakeholder responsibilities. Did not provide update of submission progress. Failed to execute designated roles or submit grant proposal by deadline.	Demonstrated vague understanding of the grant's purpose or school's requests/needs for the grant. Vaguely identified various stakeholder responsibilities. Provided irregular or inconsistent status update of submission progress. Executed designated roles in an ineffective and unprofessional manner. Submitted grant by deadline.	Demonstrated clear understanding of the grant's purpose and school's request/needs for the grant. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted grant by deadline.	Demonstrated clear understanding of the grant's purpose and clearly identified various stakeholder responsibilities, deadlines, and other related expectations. Executed designated roles in an effective and professional manner and gathered school feedback for revisions. Provided regular status update of submission progress and submitted grant by or before deadline.
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**Comments:**

**Responsibilities:** Coordinate the development, writing, and submission of charter applications, amendments, renewals & various programs

☐ **UNABLE TO RATE THIS CATEGORY**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Failed to demonstrate adequate understanding of the project's purpose. Did not identify various stakeholder responsibilities or provide update of submission progress. Failed to execute designated roles or submit project by deadline.	Demonstrated vague understanding of the project's purpose. Vaguely identified various stakeholder responsibilities. Provided irregular or inconsistent status update of submission progress. Executed designated roles in an ineffective and unprofessional manner. Submitted grant by deadline.	Demonstrated clear understanding of project's purpose. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted project by deadline.	Demonstrated clear understanding of the project's purpose and clearly identified various stakeholder responsibilities, deadlines, and other related expectations. Executed designated roles in an effective and professional manner and gathered school feedback for revisions. Provided regular status update of submission progress and submitted application by or before deadline.

**Comments:**

**State Reporting**

**Responsibilities:** Alert the school system, responsible party and/or Academics Departments of items or information coming due to the State, both from the Authority and the Department of Education.

☐ **UNABLE TO RATE THIS CATEGORY**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit requested items.	Staff sometimes provides forward notice of items or information coming due (once the due dates are received from proper agency); however, those responsible are sometimes still rushing to complete	Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to complete.	Once deadlines are received from the proper agency, staff always goes to great lengths to ensure that all parties involved are aware of the information and/or items coming due and works to gain extensions

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	items timely.		where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due dates.
<b>Comments:</b>			
<b>Responsibilities:</b> Works with each school system, responsible party and/or Academica departments to gather necessary information to ensure information or required items are submitted timely and accurately. When questions arise, staff works with the Authority and/or Department of Education to gain clarification on information requested and works to ensure that all systems receive a clear explanation of requirements. Assists parties in completing reports, etc. as requested. Works with necessary party to obtain an extension, if necessary. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Staff does not provide assistance to ensure the timely and accurate submission of items or information. Nor does staff work to gain additional information when questions arise.	Staff at times will work to facilitate the gathering of information or items for submission. Staff inconsistently attempts to gather additional information from various agencies, however, little follow up takes place in this regard.	Staff regularly works with systems or necessary staff to gather the required information or items for submission. Staff offers to be of any assistance to those persons, whether to gather information independently or to work with others. Staff frequently works with other agencies to obtain additional guidance when needed.	Staff provides a high level of service in working with each system to ensure timely and accurate submission of information. When questions arise that staff cannot answer, staff diligently works with other agencies to obtain additional guidance when needed and provides follow up when additional information is not received. Staff offers assistance at all times to help with data compilation or collection of documents to ensure proper compliance.
<b>Comments:</b>			
<b>Responsibilities:</b> Submission of all documents related to reimbursement under grant funding. Maintain thorough and accurate records to ensure that all items are submitted timely and accurately, in order to ensure the proper reimbursement to the system. Responsible for assisting with revised grant budgets, when the need arises. Assist with any questions either the system, Academica departments or various agency departments might have regarding reimbursements submitted and projections of future grant spending. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Staff does not maintain proper grant reimbursement records and does not meet reimbursement request deadlines. Staff is not in communication with agencies regarding grant-funding questions. Staff does not assist the system with budget revisions.	Staff maintains minimal records, which at time leads to inaccurate or late information being submitted. Staff works sparsely with other department or systems regarding grant reimbursement questions or the revisions to grant budgets. As well, staff does not interact on a regular	Staff maintains thorough records and files with regard to each grant a system is awarded, allowing for a streamlined process to ensure timely and accurate submissions. Staff works with all systems to modify grant budgets, as the need arises. Staff works with all agencies that have questions regarding grant	Staff diligently works to ensure that all grant reimbursement files are complete and accurate, resulting in consistently timely and accurate reimbursement submissions. Staff frequently works with systems to ensure that any budget modifications needed are updated and

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	basis with various agencies inquiring about spending projections.	reimbursements or other grant related questions.	submitted to the state for approval. Staff consistently follows up with the state on any questions they might have regarding the revisions, as well as the status of a submitted revision. Staff has built a strong working relationship with the various agencies in which reimbursement requests are submitted, in order to ensure any information needed is provided, resulting in timely reimbursement processing.
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**Comments:**

**Teacher Recruitment**

**Responsibilities:** Track and advertise job openings for the school site. Facilitate the sharing of job openings across school systems to facilitate coordinated recruiting efforts.

☐ **UNABLE TO RATE THIS CATEGORY**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Jobs are inconsistently posted to recruiting platform(s). No attempt at communication with school site administration is made by the recruitment representative. Jobs posted are consistently out of date or inaccurate.	Jobs are posted to recruiting platform(s) within a sufficient amount of time. Recruitment representative makes an attempt to communicate with the school site to update openings.	Jobs are accurately posted to recruiting platform(s) within 12-24 hours of notification of the job opening. Recruitment representative consistently communicates with school site administration to ensure job openings are up to date.	Jobs are accurately posted to recruiting platform(s) within 12 hours of notification of the job opening. Recruitment representative initiates consistent communication with school site administration regarding open positions and frequently sends prospective candidates to school administration as appropriate.

**Comments:**

**Responsibilities:** Track teacher licensure and notify teachers of license expiration.

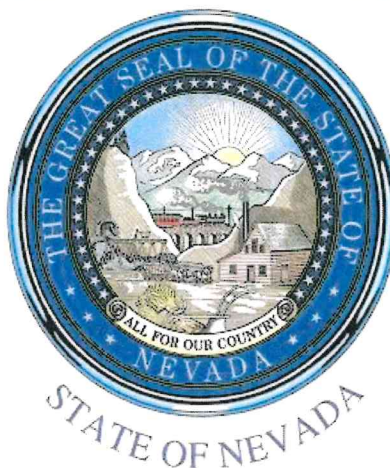
☐ **UNABLE TO RATE THIS CATEGORY**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Licensed staff are not notified of upcoming license expiration at least 6 months in advance. No attempt is made to notify licensed staff and administration when a staff member's license lapses. Requests for assistance with licensure questions are ignored.	Licensed staff are inconsistently notified of upcoming license expiration at least 6 months in advance. A modest attempt is made to notify licensed staff and administration when a staff member's license lapses. Minimal assistance is offered when licensure questions arise.	Licensed staff are consistently notified of upcoming license expiration at least 6 months in advance. Licensed staff and administration are notified promptly when a staff member's license lapses. Effective assistance is given to licensed staff and administration when	Licensed staff are consistently notified of upcoming license expiration, including an explanation of any provisions or requirements needed to renew the license. Licensed staff and administration are notified within 1 week of a staff member's license lapsing.

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		licensure questions arise.	Expert assistance is given when licensure questions arise.
<b>Comments:</b>			
<b>Responsibilities:</b> Organize and execute teacher hiring fairs. Coordinate attendance at out of state recruiting fairs for administrators as needed. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Recruitment team makes little or no attempt to organize hiring fairs during the school year. School sites have minimal opportunity to effectively hire teachers and support staff from these events.	Recruitment team prepares and executes 2 hiring fairs per school year. There is limited organization to the hiring fairs, which leads to inconsistent recruitment opportunities for school sites.	Recruitment team effectively prepares and executes 2 hiring fairs per school year. The hiring fairs are organized and frequently assist the school sites with teacher and support staff recruitment for the current or upcoming school year.	Recruitment team effectively prepares and executes 2 highly-organized hiring fairs per school year. The school sites are consistently given the opportunity to hire teachers and support staff at these events. Feedback is acquired from school sites and implemented in future hiring fairs.
<b>Comments:</b>			
<b>Travel</b>			
<b>Responsibilities:</b> To book travel for school employees in accordance with governmental regulations. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Inadequate communication with the school and requests are not handled timely. Travel does not meet the school budget requirements (GSA standards).	Limited communication with the school. Modest attempt is made to book travel with in the school budget requirements (GSA guidelines). Travel requests are not attended to in a sufficient manner.	Travel is booked in a timely manner and within school budgetary requirements (GSA guidelines).	Highly consistent communication with the school. Travel is booked in a timely manner and meets school budget requirements (GSA guidelines). Helps with travel problems when they occur.
<b>Comments:</b>			
<b>Responsibilities:</b> Registers school employees for conferences when requested. <input type="checkbox"/> <b>UNABLE TO RATE THIS CATEGORY</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests are ignored and conference is not booked for school employees.	Limited communication with the school regarding the conference. Conference early bird discounts and or group rates are missed (if requested on time).	Conference is booked in a timely manner. Conference early bird and/or group discounts are applied (if requested on time).	Highly consistent communication with the school. Conference early bird and/or group discounts are applied (if requested on time).
<b>Comments:</b>			

SECRETARY OF STATE



## NEVADA STATE BUSINESS LICENSE

ACADEMICA NEVADA, LLC

**Nevada Business Identification # NV20111037666**

**Expiration Date: 01/31/2022**

In accordance with Title 7 of Nevada Revised Statutes, pursuant to proper application duly filed and payment of appropriate prescribed fees, the above named is hereby granted a Nevada State Business License for business activities conducted within the State of Nevada.

Valid until the expiration date listed unless suspended, revoked or cancelled in accordance with the provisions in Nevada Revised Statutes. License is not transferable and is not in lieu of any local business license, permit or registration.

**License must be cancelled on or before its expiration date if business activity ceases. Failure to do so will result in late fees or penalties which, by law, cannot be waived.**



Certificate Number: B202101281386393

You may verify this certificate  
online at <http://www.nvsos.gov>

IN WITNESS WHEREOF, I have hereunto set my  
hand and affixed the Great Seal of State, at my  
office on 01/28/2021.

*Barbara K. Cegavske*

BARBARA K. CEGAVSKE  
Secretary of State



**Attachment 22 - EMO Crosswalk & Business Status  
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Academic Framework		
Section	School Goal	EMO/Affiliation Network Responsibility
Student Progress Over Time		
2.1.a Are schools making adequate progress based on the school's Median Student Growth Percentiles in reading?	<ol style="list-style-type: none"><li>1. Student success in ELA/Literacy, Math, and Science</li><li>2. Academic growth of at least one (1) year in Reading and Math</li><li>3. Reduction of achievement gaps in targeted at-risk student subgroups</li></ol>	Academica Nevada (EMO) does not set school-based performance goals.  The Student Leadership Network (Affiliation), will oversee the implementation and monitoring of these goals.
2.1.b Are schools making adequate progress based on the school's Median Student Growth Percentiles in math?		
2.1.c Are schools making adequate growth based on the percentage of students meeting AGP in reading?		
2.1.d Are students making adequate growth based on the percentage of students meeting AGP in math?	<ol style="list-style-type: none"><li>1. Student success in ELA/Literacy, Math, and Science</li><li>2. Academic growth of at least one (1) year in Reading and Math</li><li>3. Reduction of achievement gaps in targeted at-risk student subgroups</li></ol>	
2.1.e Using Adequate Growth results, are schools meeting AGP in reading when compared with traditional school that charter school students would otherwise attend?		
2.1.f Using Adequate Growth results, are schools meeting AGP in math when compared with traditional school that charter school students would otherwise attend?		
2.1.g Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in reading?		
2.1.h Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of	<ol style="list-style-type: none"><li>1. Student success in ELA/Literacy, Math, and Science</li><li>2. Academic growth of at least one (1) year in Reading and Math</li><li>3. Reduction of achievement gaps in targeted at-risk student subgroups</li></ol>	

**Attachment 22 - EMO Crosswalk & Business Status  
Academica Nevada Evaluation Rubric**

students meeting AGP in math?		
Student Achievement		
2.2.a Are students achieving proficiency on state examinations in reading?	1. Student success in ELA/Literacy, Math, and Science 2. Academic growth of at least one (1) year in Reading and Math 3. Reduction of achievement gaps in targeted at-risk student subgroups	Academica Nevada (EMO) does not set school-based performance goals.  The Student Leadership Network (Affiliation), will oversee the implementation and monitoring of these goals.
2.2.b Are students achieving proficiency on state examinations in math?		
2.2.c Using proficiency rates, are schools achieving proficiency in reading when compared with the traditional school that charter school student would otherwise attend?	1. Student success in ELA/Literacy, Math, and Science 2. Academic growth of at least one (1) year in Reading and Math 3. Reduction of achievement gaps in targeted at-risk student subgroups	
2.2.d Using proficiency rates, are schools achieving proficiency in math when compared with the traditional school that charter school student would otherwise attend?		
2.2.e Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in reading?	1. Student success in ELA/Literacy, Math, and Science 2. Academic growth of at least one (1) year in Reading and Math 3. Reduction of achievement gaps in targeted at-risk student subgroups	
2.2.f Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in math?		
Career and College Readiness		
2.3.a Based on scores obtained from SBAC, are students making adequate growth points for being college ready by the time they graduate?	1. Student success in ELA/Literacy, Math, and Science 2. Academic growth of at least one (1) year in Reading and Math 3. Reduction of achievement gaps in targeted at-risk student subgroups	Academica Nevada (EMO) does not set school-based performance goals.  The Student Leadership Network (Affiliation), will oversee the implementation and
2.3.b Are students on target for being college ready by the time they graduate as measured by		

**Attachment 22 - EMO Crosswalk & Business Status  
Academica Nevada Evaluation Rubric**

the SBAC benchmarks in English and Math?		monitoring of these goals.
English		
Math		
2.3.c Are students graduating from high school?		
2.3.d Do students have the content and skill knowledge needed to succeed beyond high school?		
Financial Framework		
Section	School Goal	EMO Responsibility
Near Term Measures		
1. Current Ratio	Maintain 1.1 ratio or greater, establish a reserve of cash on hand, forecast enrollment, maintain all debts current (no delinquent accounts)	Academica Nevada is responsible for developing the school’s annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board’s chosen accounting firm in their annual audit.
2. Unrestricted days cash on hand		
3. Enrollment forecast accuracy		
4. Debt default		
Sustainability Measures		
1. Total Margin	Maintain positive total margin, debt to asset ratio, positive cash flow, debt serves coverage ratio	Academica Nevada is responsible for developing the school’s annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is
2. Debt to asset ratio		
3. Cash Flow		
4. Debt service coverage ratio		

**Attachment 22 - EMO Crosswalk & Business Status  
Academica Nevada Evaluation Rubric**

		responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board’s chosen accounting firm in their annual audit.
Operational Framework		
Section	School Goal	EMO Responsibility
Educational Program		
1. Essential terms of the charter agreement	Charter contract compliance, curriculum and instruction, student support services	Academica Nevada works with the School’s administration to procure curriculum, Academica Nevada will help WSN identify a 3 <sup>rd</sup> party Student Support Organization.
2. Education requirements		
3. Students with disabilities		
4. English Language Learner Students		
Financial Management & Oversight		
1. Financial Reporting and compliance	Compliance with state reporting guidelines, annual independent audit	Academica Nevada is responsible for developing the school’s annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board’s chosen accounting firm in their annual audit.
2. Financial management and oversight		
Governance & Reporting		
1. Governance and reporting	Nevada Statute and Academic Code compliance, board governance, annual evaluation of school leadership and the EMO, accurate and timely reporting	Academica Nevada provides policy support and legal counsel, Academica Nevada maintains board meeting notifications and provides
2. Management accountability		
3. Reporting requirements		

**Attachment 22 - EMO Crosswalk & Business Status  
Academica Nevada Evaluation Rubric**

		board support.
Students & Employees		
1. Rights of students	Highly qualified teachers, attendance records	Academica Nevada is a school resource for questions or issues related to HR services, Academica Nevada assists the Board in staff recruitment and hiring and HQ status, Academica Nevada works to identify and procure data management systems for the school.
2. Attendance goals		
3. Staff credentials		
4. Employee rights		
5. Background checks		
School Enrollment		
1. Facilities and transportation	Maintain safe and respectful learning environment	Academica Nevada manages 3 <sup>rd</sup> party contractors for the maintenance and repair of WSA, under the direction of the Board, Academica issues requests for proposals from vendors, reviews contracts, and offers recommendations, Academica is responsible for procurement of the School's furniture, fixtures, and equipment.
2. Health and safety		
3. Information management		
Additional Obligations		
1. Additional obligations	Not Applicable	Not Applicable



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Doral Academy of Nevada Cactus ES

**Address:** 9025 W Cactus Ave, Las Vegas, NV, 89178

**Website:** <https://www.doralcactus.org/>

**Oct. 1 2019 Enrollment:** 630

**2019-20 Grades Served:** K-5

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Wright ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

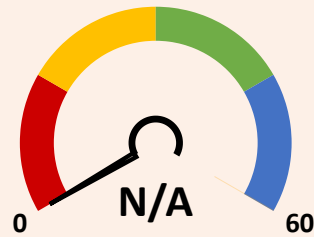
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

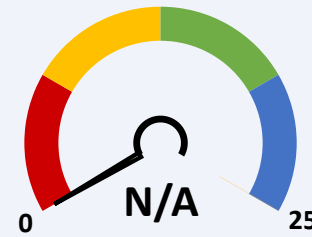
60% of charter school score in Nevada school ratings (NSPF).



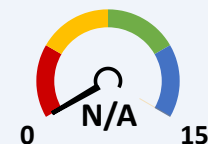
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

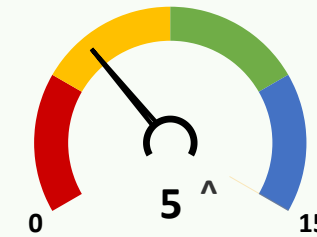


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



<sup>^</sup>Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	80.4	▼	✓
	IEP	≥5 and <10	12.5	▼	✗
	EL	<5	20.2	▼	✗
					370

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.





## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Doral Academy of Nevada Cactus MS

**Address:** 9025 W Cactus Ave, Las Vegas, NV, 89178

**Website:** <https://www.doralcactus.org/>

**Oct. 1 2019 Enrollment:** 365

**2019-20 Grades Served:** 6-8

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Faiss MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

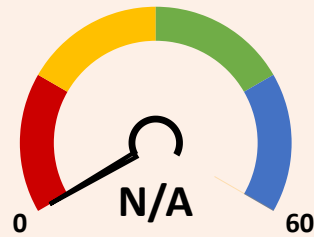
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

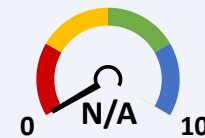
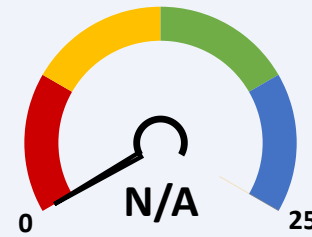
60% of charter school score in Nevada school ratings (NSPF).



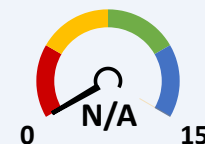
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

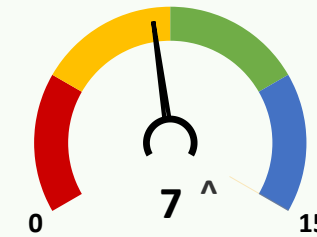


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	74.8	▼	✓
	IEP	≥5 and <10	11.7	▼	✗
	EL	<5	13.7	▼	✗
					371

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Doral Academy of Nevada Fire Mesa ES

**Address:** 2568 Fire Mesa St, Las Vegas, NV, 89128

**Website:** <https://www.doralfiremesa.org/>

**Oct. 1 2019 Enrollment:** 628

**2019-20 Grades Served:** K-5

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Eisenberg ES, Kahre ES

2019-20

**N/A**

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

**N/A**

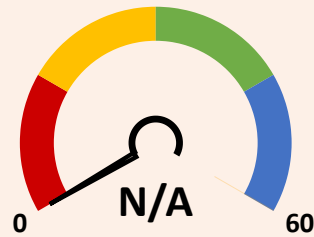
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

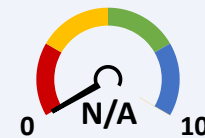
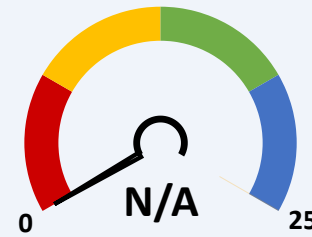
60% of charter school score in Nevada school ratings (NSPF).



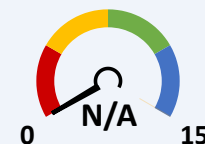
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**Bonus Indicator Points: 0**

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥30 and <40	80.4	▼	×
	IEP	≥10 and <15	12.5	▼	×
	EL	<5	20.2	▼	×
					372

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Doral Academy of Nevada Fire Mesa MS

Address: 2568 Fire Mesa St, Las Vegas, NV, 89128

Website: <https://www.doralfiremesa.org/>

Oct. 1 2019 Enrollment: 345

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Becker MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

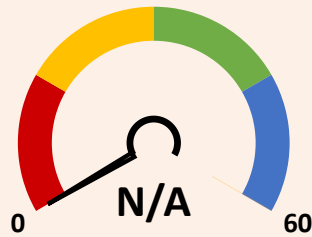
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

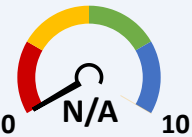
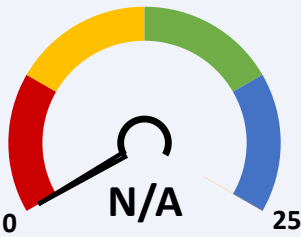
60% of charter school score in Nevada school ratings (NSPF).



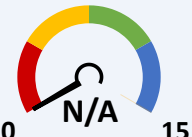
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

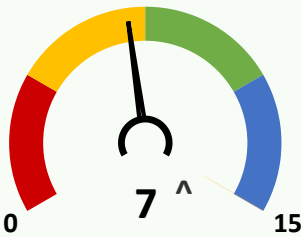


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥30 and <40	74.8	▼	✓
	IEP	≥5 and <10	11.7	▼	✗
	EL	<5	13.7	▼	✗
					373

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Doral Academy of Nevada Red Rock ES

**Address:** 626 Crossbridge Dr, Las Vegas, NV, 89138

**Website:** <https://www.doralredrock.org/>

**Oct. 1 2019 Enrollment:** 790

**2019-20 Grades Served:** K-5

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Vassiliadis ES

2019-20

**N/A**

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

**N/A**

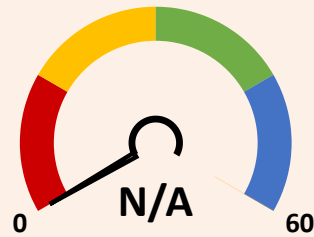
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

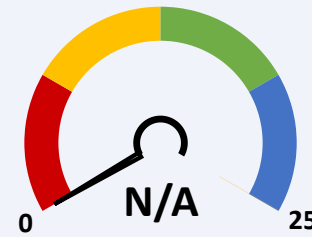
60% of charter school score in Nevada school ratings (NSPF).



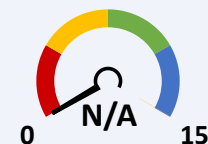
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

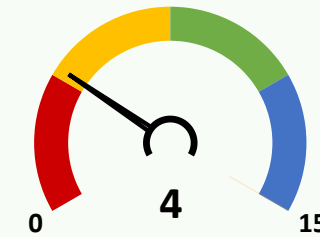


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**Bonus Indicator Points: 0**

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	80.4	▼	×
	IEP	≥5 and <10	12.5	▼	×
	EL	<5	20.2	▼	×
					374

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Doral Academy of Nevada Red Rock MS

Address: 626 Crossbridge Dr, Las Vegas, NV, 89138

Website: <https://www.doralredrock.org/>

Oct. 1 2019 Enrollment: 555

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Rogich MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

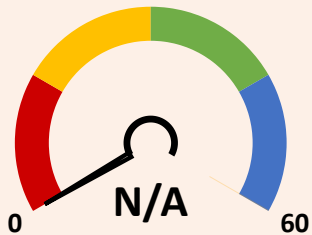
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

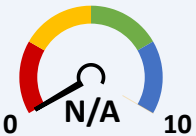
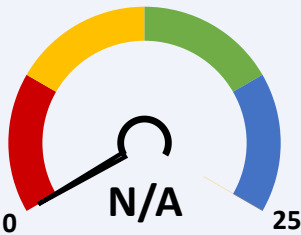
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

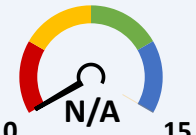
This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

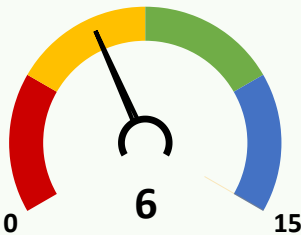


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	74.8	▼	✗
	IEP	≥5 and <10	11.7	▼	✗
	EL	<5	13.7	▼	✗
					375



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Doral Academy of Nevada Red Rock HS

Address: 626 Crossbridge Dr, Las Vegas, NV, 89138

Website: <https://www.doralredrock.org/>

Oct. 1 2019 Enrollment: 469

2019-20 Grades Served: 9-12

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Palo Verde HS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

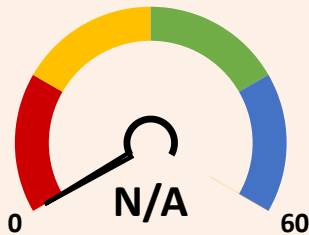
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

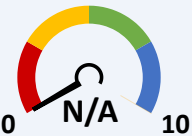
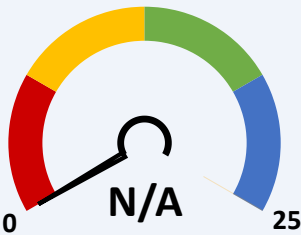
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

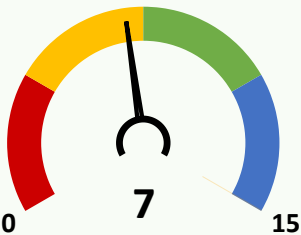


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	67.2	▼	×
	IEP	≥15 and <20	10.4	▲	×
	EL	<5	13.3	▼	×
					376

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.





## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Doral Academy of Nevada Saddle ES

Address: 9625 W Saddle Ave, Las Vegas, NV, 89147

Website: <https://www.doralsaddle.org/>

Oct. 1 2019 Enrollment: 631

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Hayes ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

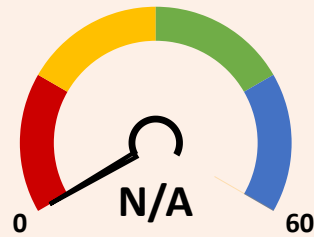
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

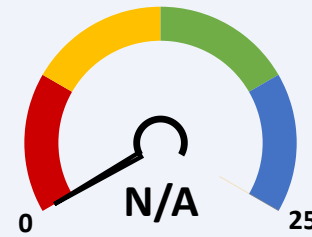
60% of charter school score in Nevada school ratings (NSPF).



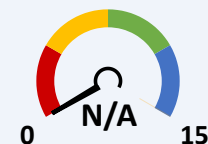
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

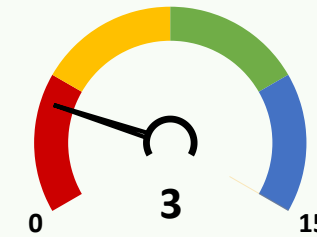


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	80.4	▼	×
	IEP	≥5 and <10	12.5	▼	×
	EL	<5	20.2	▼	×

377

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Doral Academy of Nevada Saddle MS

Address: 9625 W Saddle Ave, Las Vegas, NV, 89147

Website: <https://www.doralsaddle.org/>

Oct. 1 2019 Enrollment: 355

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Fertitta MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

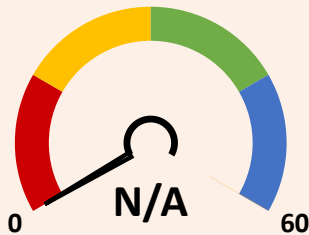
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

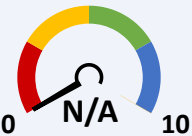
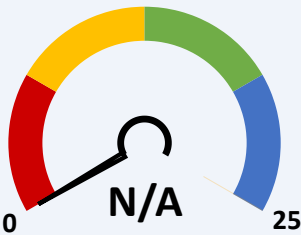
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

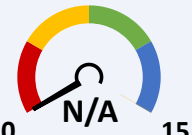
This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

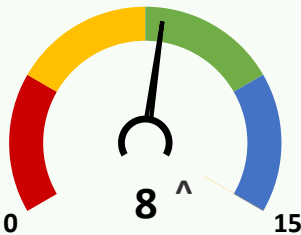


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 2**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥20 and <30	74.8	▼	✗
	IEP	≥10 and <15	11.7	▼	✓
	EL	<5	13.7	▼	✓
					378



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Doral Academy of Nevada West Pebble ES

Address: 6435 W Pebble Rd, Las Vegas, NV, 89139

Website: <https://www.doralpebble.org/>

Oct. 1 2019 Enrollment: 630

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Fine ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

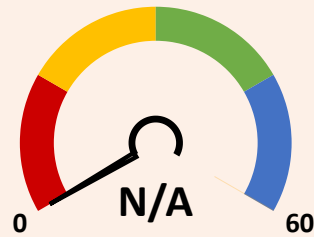
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

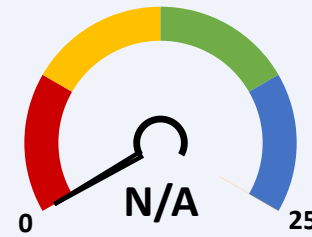
60% of charter school score in Nevada school ratings (NSPF).



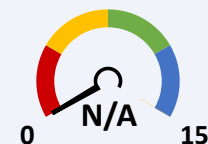
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

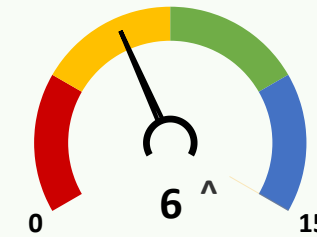


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



<sup>^</sup>Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥20 and <30	80.4	▼	✗
	IEP	≥5 and <10	12.5	▼	✓
	EL	≥5 and <10	20.2	▼	✗
					379

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Doral Academy of Nevada West Pebble MS

Address: 6435 W Pebble Rd, Las Vegas, NV, 89139

Website: <https://www.doralpebble.org/>

Oct. 1 2019 Enrollment: 348

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Canarelli MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

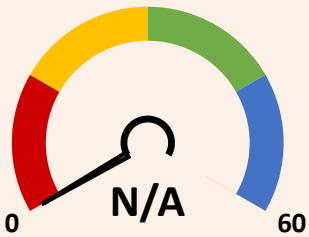
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

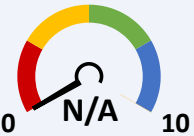
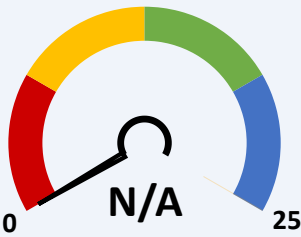
60% of charter school score in Nevada school ratings (NSPF).



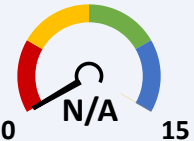
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥20 and <30	74.8	▼	✗
	IEP	≥5 and <10	11.7	▼	✗
	EL	≥5 and <10	13.7	▼	✗
					380

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Doral Academy of Northern Nevada ES

Address: 200 DeSpain Ln, Reno, NV, 89511

Website: <https://www.doralnorthernnevada.org/>

Oct. 1 2019 Enrollment: 580

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Washoe

2019-20 Comparison School: Hunsberger ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

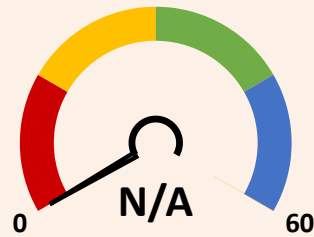
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

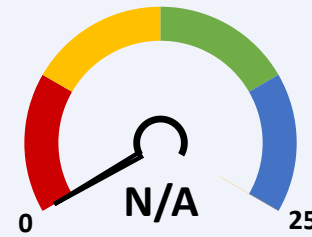
60% of charter school score in Nevada school ratings (NSPF).



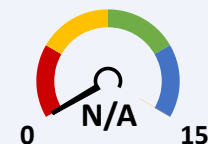
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

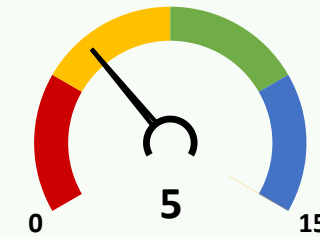


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	<5	57.4	▼	×
	IEP	≥10 and <15	13.5	▼	×
	EL	<5	19.1	▼	×
					381

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Doral Academy of Northern Nevada MS

Address: 200 DeSpain Ln, Reno, NV, 89511

Website: <https://www.doralnorthernnevada.org/>

Oct. 1 2019 Enrollment: 234

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Washoe

2019-20 Comparison School: Pine MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

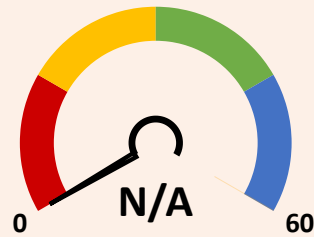
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

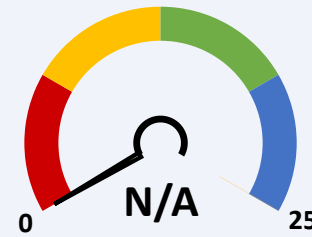
60% of charter school score in Nevada school ratings (NSPF).



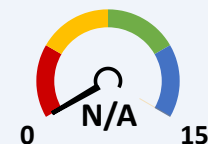
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

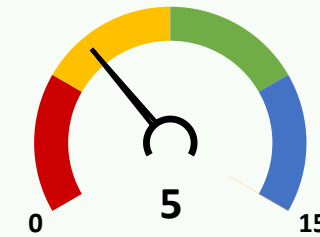


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	<5	52.9	▼	×
	IEP	≥5 and <10	13.6	▼	×
	EL	<5	11.4	▼	×
					382

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.





## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Mater Academy of Nevada Bonanza ES

Address: 4760 E Bonanza Rd, Las Vegas, NV, 89110

Website: <https://www.materbonanza.org/>

Oct. 1 2019 Enrollment: 627

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Earl Ira ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

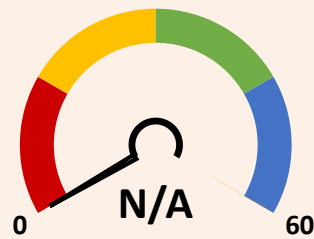
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

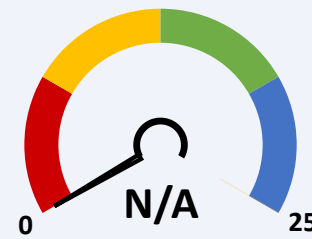
60% of charter school score in Nevada school ratings (NSPF).



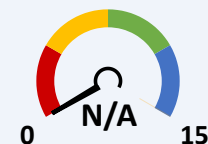
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

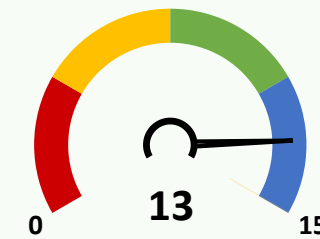


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥95	80.4	▲	✗
	IEP	≥5 and <10	12.5	▼	✗
	EL	≥45 and <50	20.2	▲	✗
					383

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Mater Academy of Nevada Bonanza MS

Address: 4760 E Bonanza Rd, Las Vegas, NV, 89110

Website: <https://www.materbonanza.org/>

Oct. 1 2019 Enrollment: 340

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Robison MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

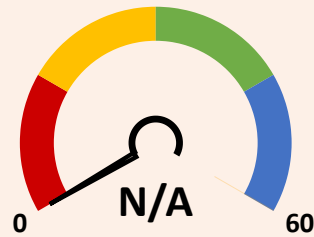
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

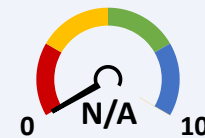
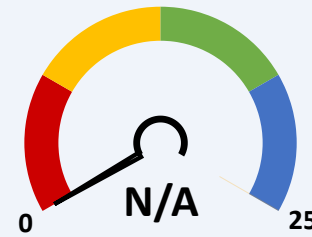
60% of charter school score in Nevada school ratings (NSPF).



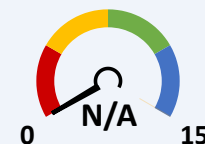
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

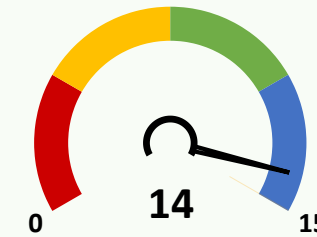


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥95	74.8	▲	✗
	IEP	≥10 and <15	11.7	▼	✗
	EL	≥25 and <30	13.7	▲	✗
384					

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Mater Academy of Nevada Mountain Vista ES

**Address:** 3445 Mountain Vista St, Las Vegas, NV, 89121

**Website:** <https://www.matermountainvista.org/>

**Oct. 1 2019 Enrollment:** 637

**2019-20 Grades Served:** K-5

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Smith Hal ES

2019-20

**N/A**

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

**N/A**

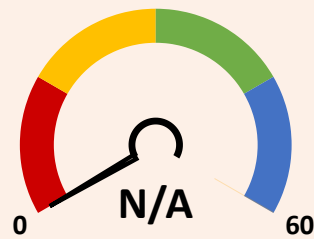
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

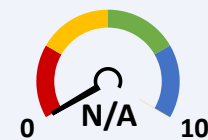
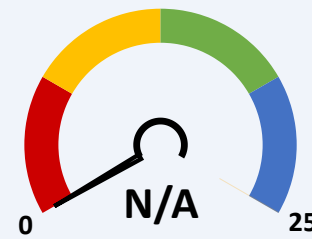
60% of charter school score in Nevada school ratings (NSPF).



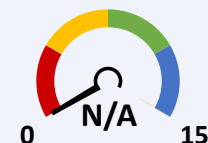
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

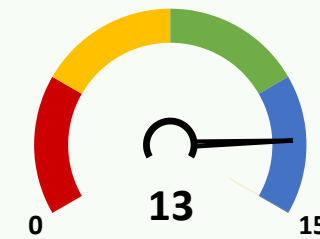


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**Bonus Indicator Points: 0**

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥95	80.4	▲	×
	IEP	≥5 and <10	12.5	▼	×
	EL	≥45 and <50	20.2	▲	×
					385

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Mater Academy of Nevada Mountain Vista MS

Address: 3445 Mountain Vista St, Las Vegas, NV, 89121

Website: <https://www.matermountainvista.org/>

Oct. 1 2019 Enrollment: 371

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Harney MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

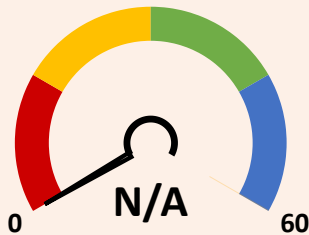
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

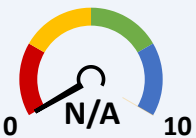
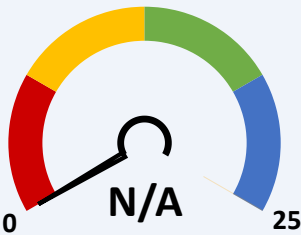
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

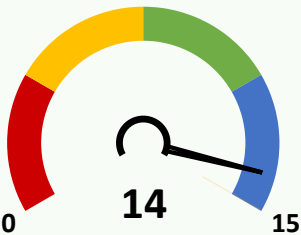


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥95	74.8	▲	✗
	IEP	≥5 and <10	11.7	▼	✗
	EL	≥20 and <25	13.7	▲	✗
					386

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Mater Academy of Northern Nevada ES

Address: 2680 E 9th St, Reno, NV, 89512

Website: <https://www.maternorthernnevada.org/>

Oct. 1 2019 Enrollment: 278

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Washoe

2019-20 Comparison School: Mathews ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

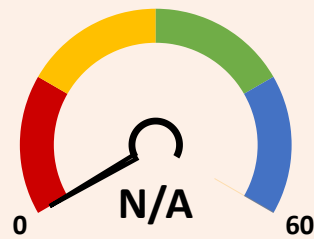
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

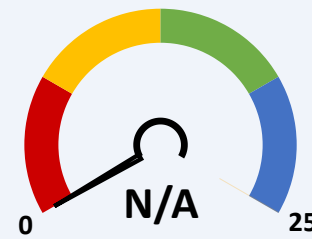
60% of charter school score in Nevada school ratings (NSPF).



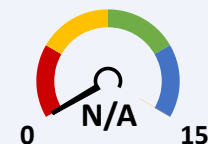
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

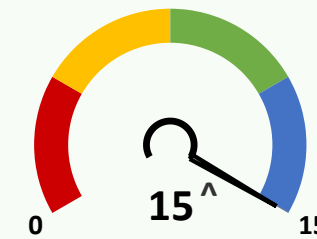


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



<sup>^</sup>Bonus Indicator Points: 2

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥95	57.4	▲	✓
	IEP	≥5 and <10	13.5	▼	✗
	EL	≥35 and <40	19.1	▲	✓

387

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Mater Academy of Northern Nevada MS

Address: 2681 E 9th St, Reno, NV, 89512

Website: <https://www.maternorthernnevada.org/>

Oct. 1 2019 Enrollment: 61

2019-20 Grades Served: 6

2019-20 NSPF Rating: N/A

Comparison District: Washoe

2019-20 Comparison School: Traner MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

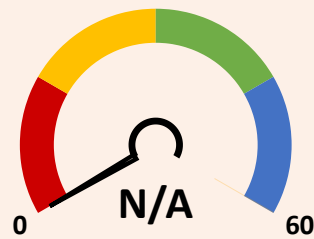
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

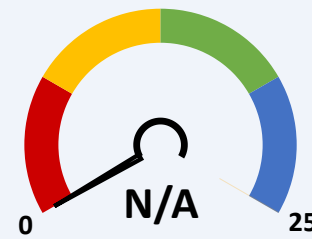
60% of charter school score in Nevada school ratings (NSPF).



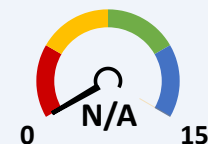
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

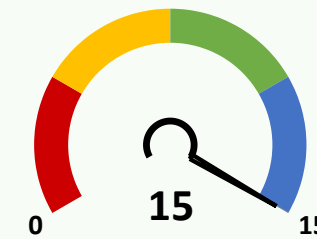


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥95	52.9	▲	✗
	IEP	≥15 and <20	13.6	▲	✗
	EL	≥30 and <35	11.4	▲	✓
388					

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.





## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Pinecrest Academy of Nevada Cadence ES

**Address:** 225 Grand Cadence Dr, Henderson, NV, 89015

**Website:** <https://www.pinecrestcadence.org/>

**Oct. 1 2019 Enrollment:** 804

**2019-20 Grades Served:** K-5

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Sewell ES

2019-20

**N/A**

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

**N/A**

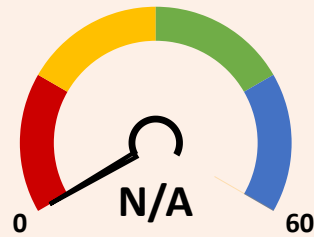
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

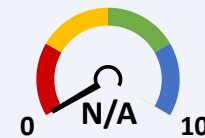
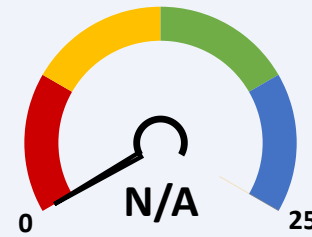
60% of charter school score in Nevada school ratings (NSPF).



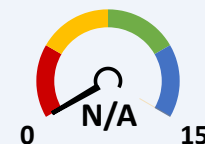
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

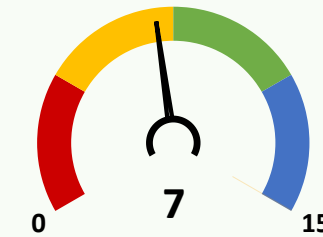


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**Bonus Indicator Points: 0**

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥30 and <40	80.4	▼	×
	IEP	≥10 and <15	12.5	▲	×
	EL	<5	20.2	▼	×
					389

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Pinecrest Academy of Nevada Cadence MS

**Address:** 225 Grand Cadence Dr, Henderson, NV, 89015

**Website:** <https://www.pinecrestcadence.org/>

**Oct. 1 2019 Enrollment:** 647

**2019-20 Grades Served:** 6-8

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Brown JHS MS

2019-20

**N/A**

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

**N/A**

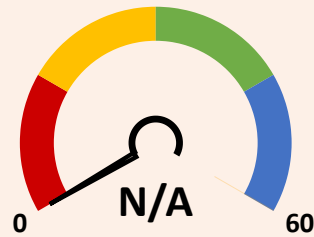
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

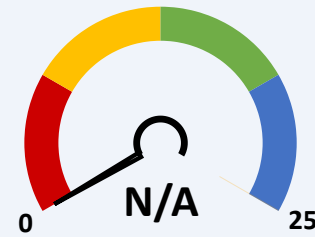
60% of charter school score in Nevada school ratings (NSPF).



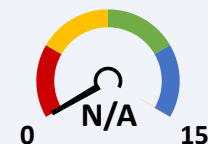
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**Bonus Indicator Points: 0**

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥20 and <30	74.8	▼	×
	IEP	≥10 and <15	11.7	▲	×
	EL	<5	13.7	▼	×
					390

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Pinecrest Academy of Nevada Cadence HS

Address: 225 Grand Cadence Dr, Henderson, NV, 89015

Website: <https://www.pinecrestcadence.org/>

Oct. 1 2019 Enrollment: 363

2019-20 Grades Served: 9-12

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Basic HS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

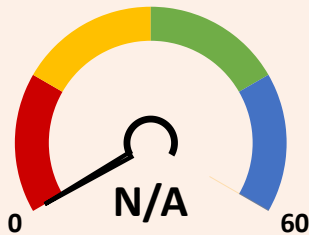
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

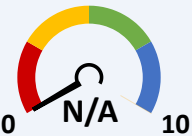
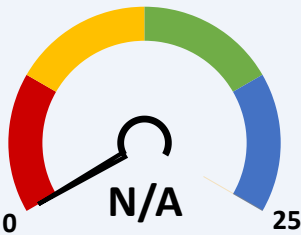
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

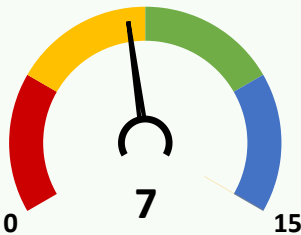


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥20 and <30	67.2	▼	✗
	IEP	≥5 and <10	10.4	▼	✗
	EL	<5	13.3	▼	✗
					391

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Pinecrest Academy of Nevada Horizon ES

Address: 1360 S Boulder Hwy, Henderson, NV, 89015

Website: <https://www.pinecresthorizon.org/>

Oct. 1 2019 Enrollment: 771

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Morrow ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

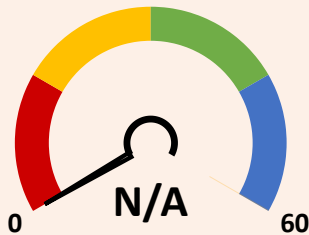
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

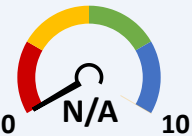
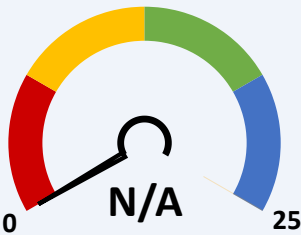
60% of charter school score in Nevada school ratings (NSPF).



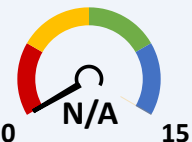
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

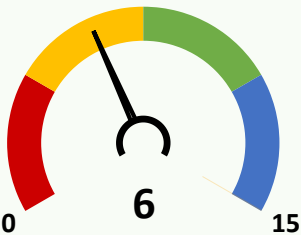


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥30 and <40	80.4	▼	✗
	IEP	≥10 and <15	12.5	▼	✗
	EL	<5	20.2	▼	✗
					392

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Pinecrest Academy of Nevada Inspirada ES

Address: 2840 Via Contessa, Henderson, NV, 89044

Website: <https://www.pinecrestinspirada.org/>

Oct. 1 2019 Enrollment: 849

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Ellis ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

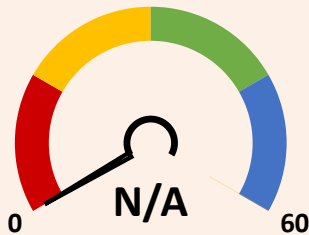
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

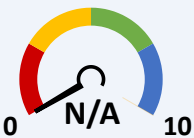
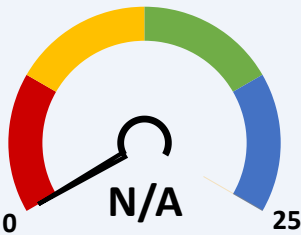
60% of charter school score in Nevada school ratings (NSPF).



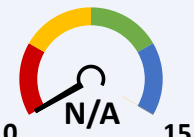
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

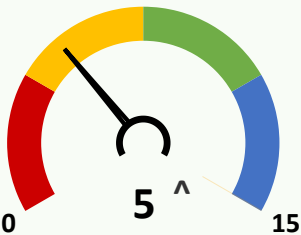


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	80.4	▼	✗
	IEP	≥5 and <10	12.5	▼	✗
	EL	<5	20.2	▼	✓
					393

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Pinecrest Academy of Nevada Inspirada MS

Address: 2840 Via Contessa, Henderson, NV, 89044

Website: <https://www.pinecrestinspirada.org/>

Oct. 1 2019 Enrollment: 344

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Webb MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

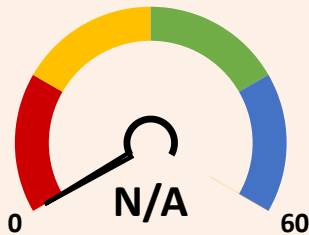
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

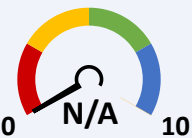
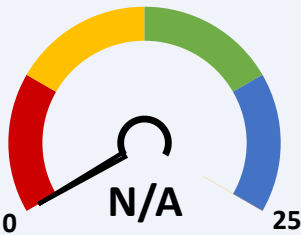
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

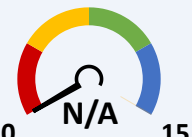
This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

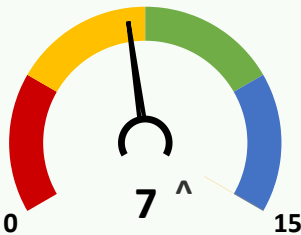


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥5 and <10	74.8	▼	✗
	IEP	≥5 and <10	11.7	▼	✗
	EL	<5	13.7	▼	✓
					394





2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Pinecrest Academy of Nevada Sloan Canyon ES

Address: 675 E Dale Ave, Henderson, NV, 89044

Website: <https://www.pinecrestsloancanyon.com/>

Oct. 1 2019 Enrollment: 813

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Ellis ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

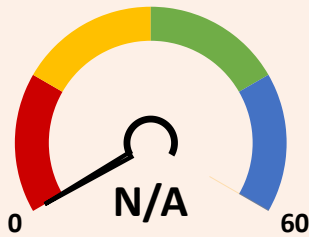
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

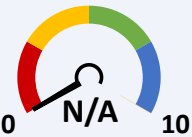
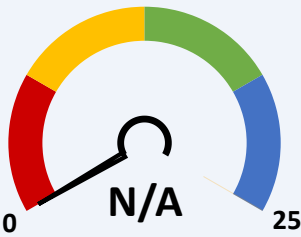
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

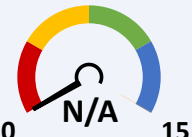
This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

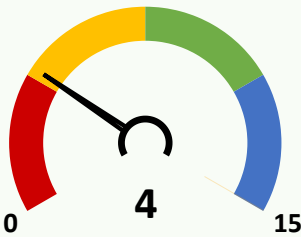


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	80.4	▼	✗
	IEP	≥5 and <10	12.5	▼	✗
	EL	<5	20.2	▼	✗
					395



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Pinecrest Academy of Nevada Sloan Canyon MS

**Address:** 655 E Dale Ave, Henderson, NV, 89044

**Website:** <https://www.pinecrestslancanyon.com/>

**Oct. 1 2019 Enrollment:** 309

**2019-20 Grades Served:** 6-8

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Webb MS

2019-20

**N/A**

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

**N/A**

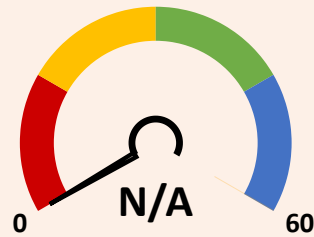
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

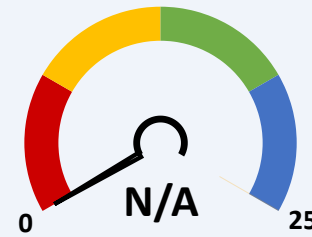
60% of charter school score in Nevada school ratings (NSPF).



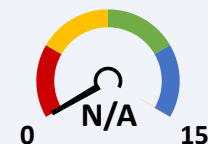
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

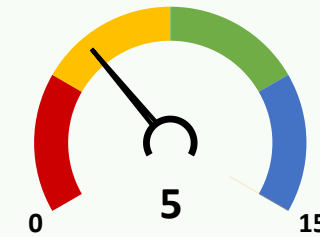


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**Bonus Indicator Points: 0**

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	74.8	▼	×
	IEP	≥5 and <10	11.7	▼	×
	EL	<5	13.7	▼	×
					396

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Pinecrest Academy of Nevada Sloan Canyon HS

**Address:** 655 E Dale Ave, Henderson, NV, 89044

**Website:** <https://www.pinecrestsloancanyon.com/>

**Oct. 1 2019 Enrollment:** 114

**2019-20 Grades Served:** 9

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Liberty HS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

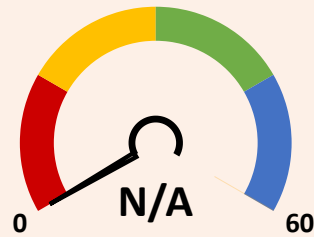
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

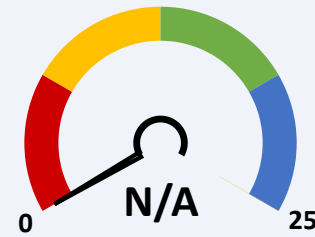
60% of charter school score in Nevada school ratings (NSPF).



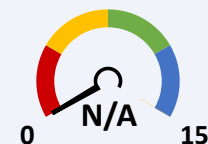
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

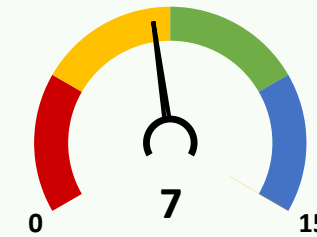


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**Bonus Indicator Points: 0**

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	67.2	▼	×
	IEP	≥10 and <15	10.4	▲	×
	EL	<5	13.3	▼	×
397					

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Pinecrest Academy of Nevada St Rose ES

Address: 1385 E Cactus Ave, Las Vegas, NV, 89183

Website: <https://www.pinecreststrose.org/>

Oct. 1 2019 Enrollment: 638

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Barber ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

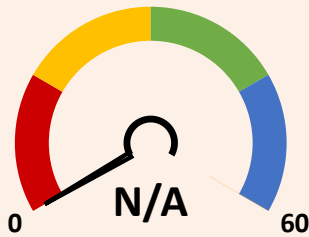
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

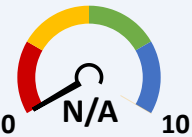
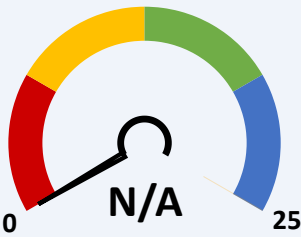
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

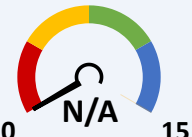
This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥20 and <30	80.4	▼	✓
	IEP	≥5 and <10	12.5	▼	✗
	EL	<5	20.2	▼	✗
					398



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Pinecrest Academy of Nevada St Rose MS

Address: 1385 E Cactus Ave, Las Vegas, NV, 89183  
Website: <https://www.pinecreststrose.org/>  
Oct. 1 2019 Enrollment: 342  
2019-20 Grades Served: 6-8  
2019-20 NSPF Rating: N/A  
Comparison District: Clark  
2019-20 Comparison School: Silvestri MS, Webb MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

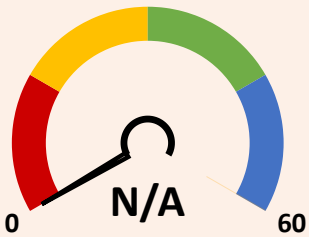
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

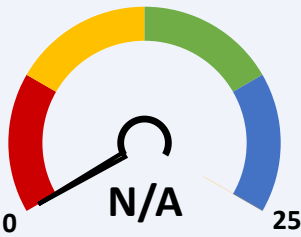
60% of charter school score in Nevada school ratings (NSPF).



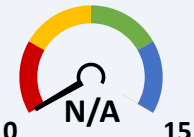
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

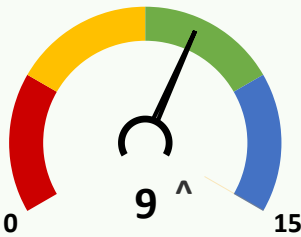


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥20 and <30	74.8	▼	✓
	IEP	≥10 and <15	11.7	▲	✗
	EL	<5	13.7	▼	✗
					399

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Sports Leadership and Management Academy MS

Address: 1095 Fielders St, Henderson, NV, 89011

Website: <https://www.slamnv.org/>

Oct. 1 2019 Enrollment: 573

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Cortney MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

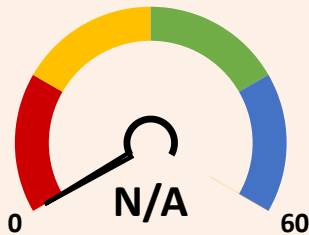
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

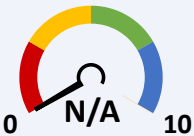
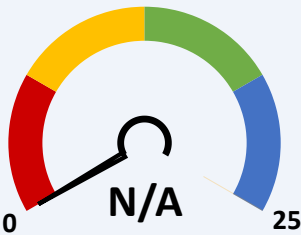
60% of charter school score in Nevada school ratings (NSPF).



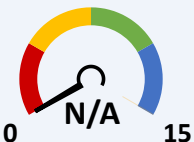
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

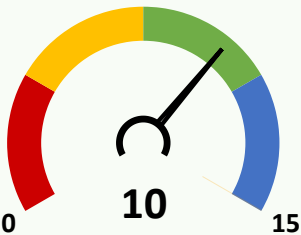


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥50 and <60	74.8	▼	✗
	IEP	≥5 and <10	11.7	▼	✗
	EL	≥5 and <10	13.7	▼	✗
					400

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.





2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Sports Leadership and Management Academy HS

Address: 1095 Fielders St, Henderson, NV, 89011

Website: <https://www.slamnv.org/>

Oct. 1 2019 Enrollment: 470

2019-20 Grades Served: 9-12

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Basic HS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

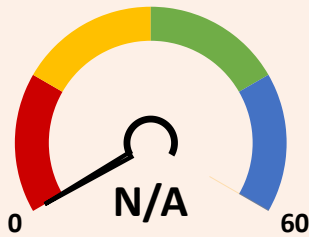
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

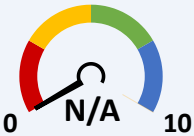
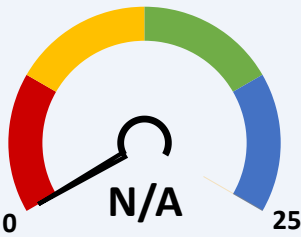
60% of charter school score in Nevada school ratings (NSPF).



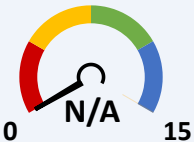
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

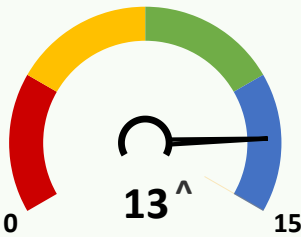


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥40 and <50	67.2	▼	✗
	IEP	≥10 and <15	10.4	▲	✗
	EL	≥10 and <15	13.3	▼	✓
					401

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Somerset Academy of Las Vegas Aliante ES

**Address:** 6475 Valley Dr, N Las Vegas, NV, 89048

**Website:** <https://www.somersetaliante.org/>

**Oct. 1 2019 Enrollment:** 744

**2019-20 Grades Served:** K-5

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Triggs ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

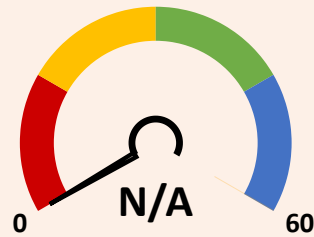
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

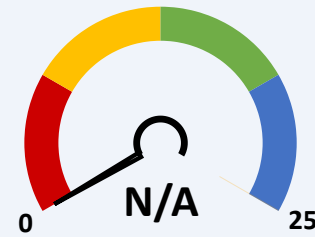
60% of charter school score in Nevada school ratings (NSPF).



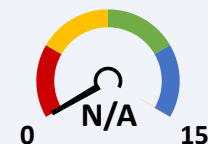
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



<sup>^</sup>Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	80.4	▼	✗
	IEP	≥10 and <15	12.5	▼	✗
	EL	<5	20.2	▼	✓
					402

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Somerset Academy of Las Vegas Aliante MS

Address: 6475 Valley Dr, N Las Vegas, NV, 89048

Website: <https://www.somersetaliante.org/>

Oct. 1 2019 Enrollment: 238

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Saville MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

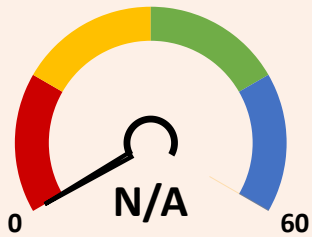
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

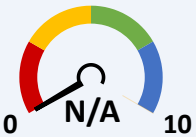
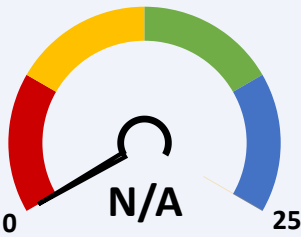
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

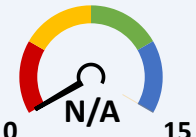
This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

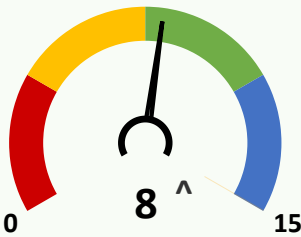


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	74.8	▼	✗
	IEP	≥10 and <15	11.7	▬	✓
	EL	<5	13.7	▼	✗
					403



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Somerset Academy of Las Vegas Lone Mountain ES

Address: 4491 N Rainbow Blvd, Las Vegas, NV, 89108

Website: <https://www.somersetlonemountain.org/>

Oct. 1 2019 Enrollment: 600

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Deskin ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

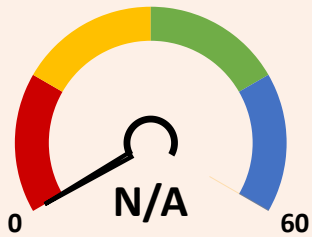
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

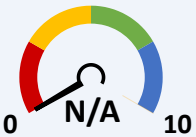
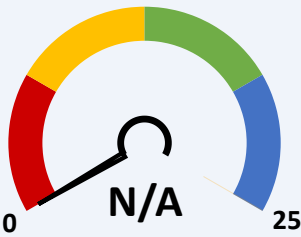
60% of charter school score in Nevada school ratings (NSPF).



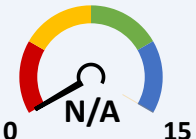
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

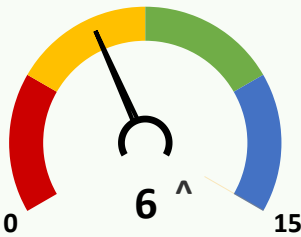


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥20 and <30	80.4	▼	✗
	IEP	≥10 and <15	12.5	▼	✓
	EL	<5	20.2	▼	✗
					404

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Somerset Academy of Las Vegas Lone Mountain MS

Address: 4491 N Rainbow Blvd, Las Vegas, NV, 89108

Website: <https://www.somersetlonemountain.org/>

Oct. 1 2019 Enrollment: 357

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Leavitt MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

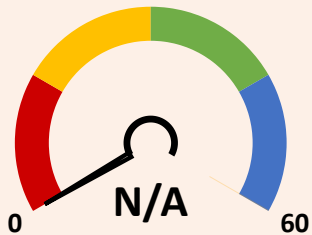
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

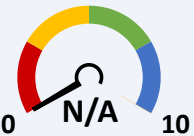
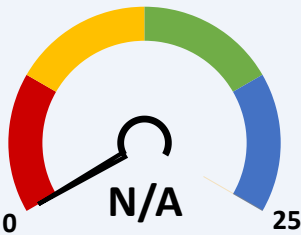
60% of charter school score in Nevada school ratings (NSPF).



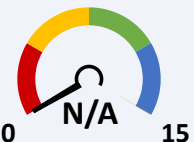
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

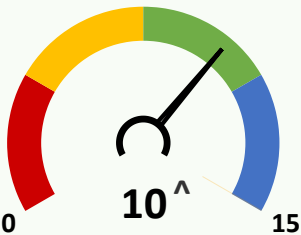


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥20 and <30	74.8	▼	✗
	IEP	≥10 and <15	11.7	▬	✗
	EL	≥5 and <10	13.7	▼	✓

405

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Somerset Academy of Las Vegas Losee ES

Address: 4650 Losee Rd, N Las Vegas, NV, 89081

Website: <https://www.somersetlosee.org/>

Oct. 1 2019 Enrollment: 884

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Tartan ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

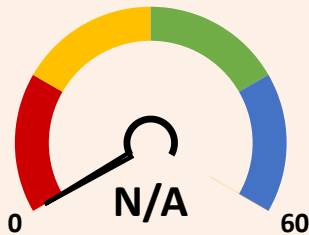
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

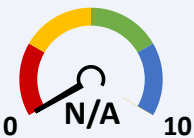
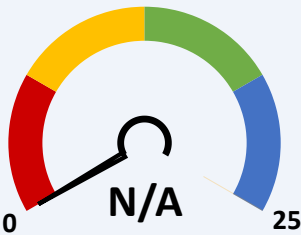
60% of charter school score in Nevada school ratings (NSPF).



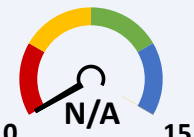
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

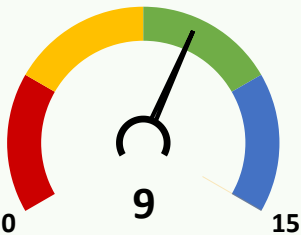


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥40 and <50	80.4	▼	✗
	IEP	≥10 and <15	12.5	▼	✗
	EL	≥10 and <15	20.2	▼	✗
					406

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.





2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Somerset Academy of Las Vegas Losee MS

Address: 4650 Losee Rd, N Las Vegas, NV, 89081

Website: <https://www.somersetlosee.org/>

Oct. 1 2019 Enrollment: 559

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Findlay MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

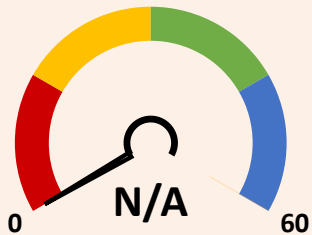
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

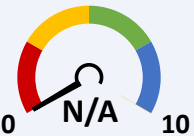
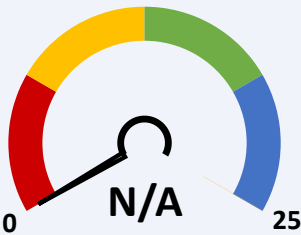
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥40 and <50	74.8	▼	✗
	IEP	≥10 and <15	11.7	▼	✗
	EL	≥5 and <10	13.7	▼	✗
					407

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Somerset Academy of Las Vegas Losee HS

**Address:** 4650 Losee Rd, N Las Vegas, NV, 89081

**Website:** <https://www.somersetlosee.org/>

**Oct. 1 2019 Enrollment:** 636

**2019-20 Grades Served:** 9-12

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Mojave HS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

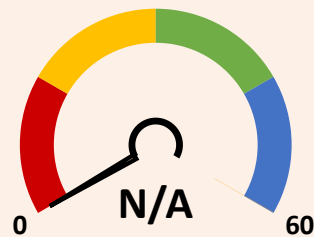
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

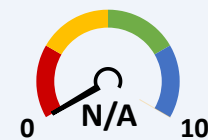
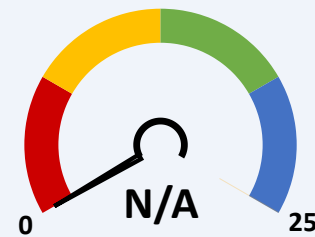
60% of charter school score in Nevada school ratings (NSPF).



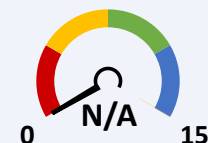
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

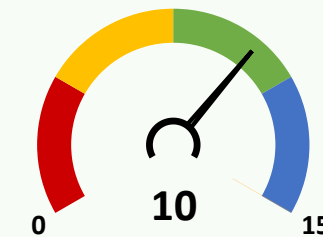


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**Bonus Indicator Points: 0**

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥30 and <40	67.2	▼	×
	IEP	≥10 and <15	10.4	▲	×
	EL	≥5 and <10	13.3	▼	×
					408

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Somerset Academy of Las Vegas North Las Vegas ES

**Address:** 385 W Centennial Pkwy, N Las Vegas, NV, 89084

**Website:** <https://www.somersetnlv.org/>

**Oct. 1 2019 Enrollment:** 738

**2019-20 Grades Served:** K-5

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Duncan ES, Hayden ES

2019-20

**N/A**

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

**N/A**

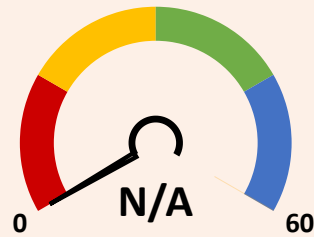
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

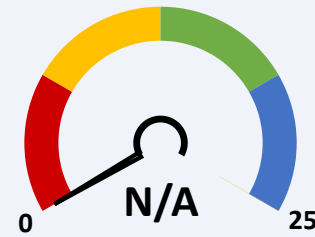
60% of charter school score in Nevada school ratings (NSPF).



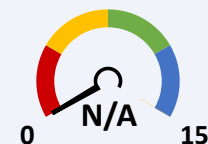
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

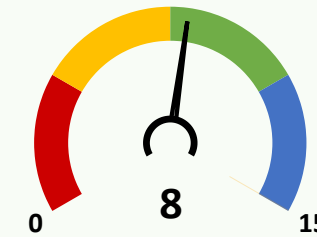


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**Bonus Indicator Points: 0**

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥40 and <50	80.4	▼	×
	IEP	≥10 and <15	12.5	▼	×
	EL	≥10 and <15	20.2	▼	×
					409

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Somerset Academy of Las Vegas North Las Vegas MS

Address: 385 W Centennial Pkwy, N Las Vegas, NV, 89084

Website: <https://www.somersetnlv.org/>

Oct. 1 2019 Enrollment: 422

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Findlay MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

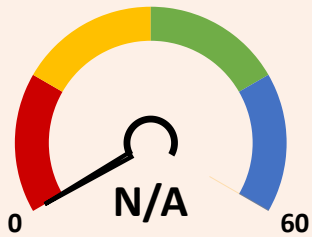
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

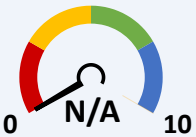
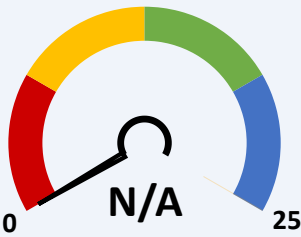
60% of charter school score in Nevada school ratings (NSPF).



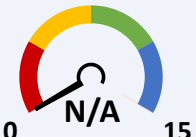
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥40 and <50	74.8	▼	✗
	IEP	≥10 and <15	11.7	▼	✗
	EL	≥5 and <10	13.7	▼	✗
					410

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Somerset Academy of Las Vegas Skye Canyon ES

Address: 8151 N Shaumber Rd, Las Vegas, NV, 89166

Website: <https://www.somersetskyecanyon.org/>

Oct. 1 2019 Enrollment: 624

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Bozarth ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

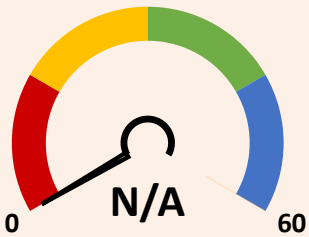
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

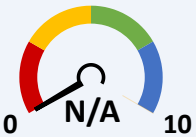
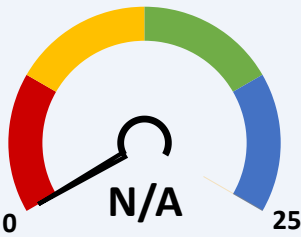
60% of charter school score in Nevada school ratings (NSPF).



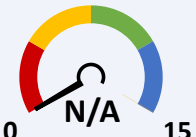
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

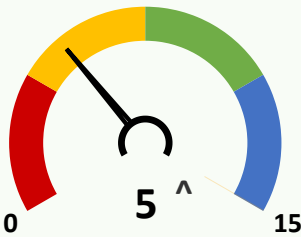


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	80.4	▼	✓
	IEP	≥5 and <10	12.5	▼	✗
	EL	<5	20.2	▼	✗

411

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Somerset Academy of Las Vegas Skye Canyon MS

Address: 8151 N Shaumber Rd, Las Vegas, NV, 89166

Website: <https://www.somersetskyecanyon.org/>

Oct. 1 2019 Enrollment: 330

2019-20 Grades Served: 6

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Escobedo MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

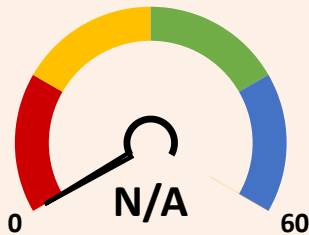
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

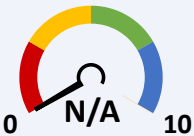
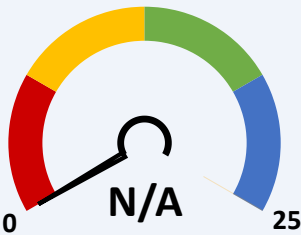
60% of charter school score in Nevada school ratings (NSPF).



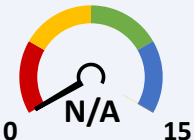
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

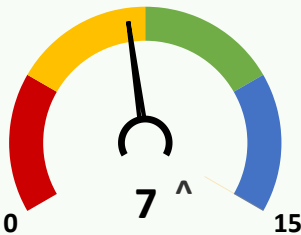


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	74.8	▼	✗
	IEP	≥5 and <10	11.7	▼	✗
	EL	<5	13.7	▼	✓
					412

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.





## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Somerset Academy of Las Vegas Sky Pointe ES

Address: 7038 Sky Pointe Dr, Las Vegas, NV, 89131

Website: <https://mshs.somersetskypointe.org/>

Oct. 1 2019 Enrollment: 749

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Rhodes ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

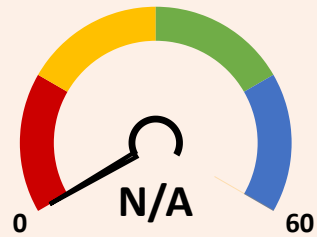
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

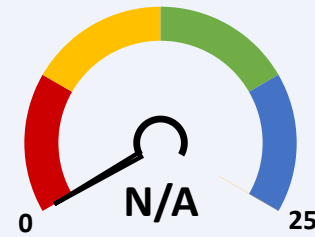
60% of charter school score in Nevada school ratings (NSPF).



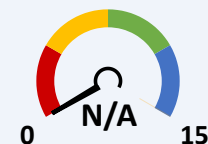
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



<sup>^</sup>Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	80.4	▼	✓
	IEP	≥10 and <15	12.5	▼	✗
	EL	<5	20.2	▼	✗
					413

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Somerset Academy of Las Vegas Sky Pointe MS

Address: 7038 Sky Pointe Dr, Las Vegas, NV, 89131

Website: <https://mshs.somersetskypointe.org/>

Oct. 1 2019 Enrollment: 538

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Cadwallader MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

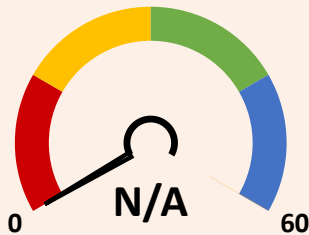
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

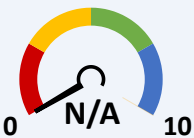
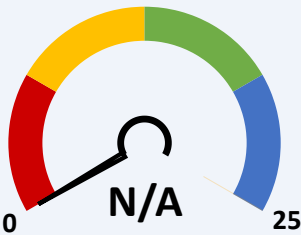
60% of charter school score in Nevada school ratings (NSPF).



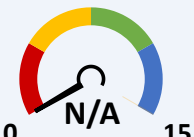
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

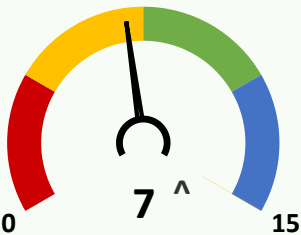


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 1**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	74.8	▼	✓
	IEP	≥10 and <15	11.7	▼	✗
	EL	<5	13.7	▼	✗
					414

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Somerset Academy of Las Vegas Sky Pointe HS

Address: 7038 Sky Pointe Dr, Las Vegas, NV, 89131

Website: <https://mshs.somersetskypointe.org/>

Oct. 1 2019 Enrollment: 712

2019-20 Grades Served: 9-12

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Arbor View HS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

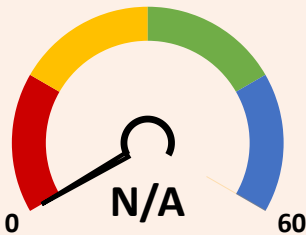
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

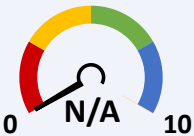
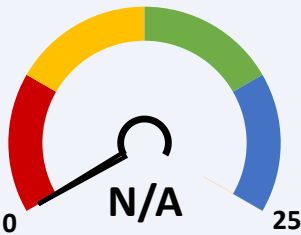
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

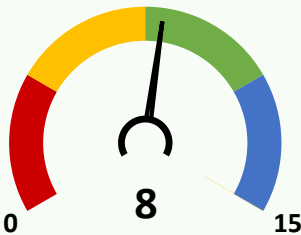


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	67.2	▼	×
	IEP	≥10 and <15	10.4	▲	×
	EL	<5	13.3	▼	×
					415



2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Somerset Academy of Las Vegas Stephanie ES

Address: 50 N Stephanie St, Henderson, NV, 89074

Website: <https://www.somersetstephanie.org/>

Oct. 1 2019 Enrollment: 623

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Clark

2019-20 Comparison School: Kesterson ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

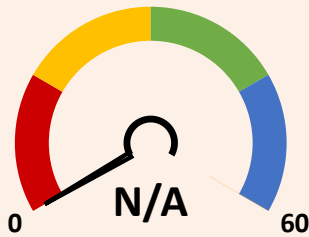
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

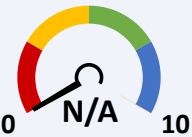
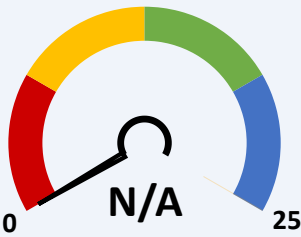
60% of charter school score in Nevada school ratings (NSPF).



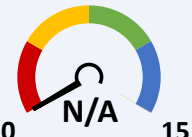
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

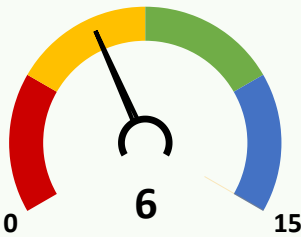


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥30 and <40	80.4	▼	×
	IEP	≥10 and <15	12.5	▼	×
	EL	<5	20.2	▼	×
					416



## 2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

### Somerset Academy of Las Vegas Stephanie MS

**Address:** 50 N Stephanie St, Henderson, NV, 89074

**Website:** <https://www.somersetstephanie.org/>

**Oct. 1 2019 Enrollment:** 346

**2019-20 Grades Served:** 6-8

**2019-20 NSPF Rating:** N/A

**Comparison District:** Clark

**2019-20 Comparison School:** Burkholder MS

2019-20

**N/A**

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

**N/A**

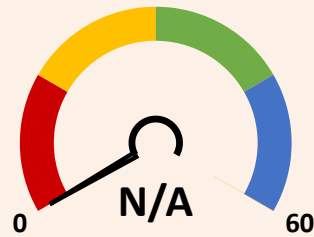
The 2018-19 Framework was not released publicly.

#### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

#### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

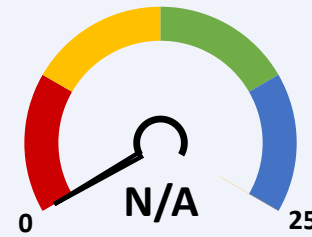
60% of charter school score in Nevada school ratings (NSPF).



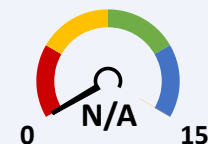
This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

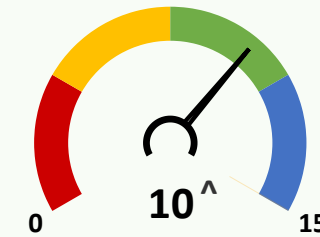


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

#### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**^Bonus Indicator Points: 2**

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥30 and <40	74.8	▼	✗
	IEP	≥15 and <20	11.7	▲	✓
	EL	<5	13.7	▼	✓

417

#### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.



2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Doral Academy of Nevada

Address: 2568 Fire Mesa Street, Las Vegas, NV 89128

Website: [doralacademynv.org](http://doralacademynv.org)

Enrollment: 5746

Grades Served: K-12

2019-20

In Good Standing

2018-19

N/A

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

-

Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Meets Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Meets Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

\* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.





2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Doral Academy of Northern Nevada

Address: 3725 Butch Cassidy Drive, Reno, NV 89511

Website: <https://www.doralnorthernnevada.org/>

Enrollment: 814

Grades Served: K-8

2019-20

In Good Standing

2018-19

N/A

<div>1. CURRENT RATIO</div> <div>Meets Standard</div> <div>Is the school's Current Ratio at least 1.1?</div>	<div>2. UNRESTRICTED DAYS CASH ON HAND</div> <div>Meets Standard</div> <div>Is the school's UDCOH at least 60 days or 30 days with a positive trend?</div>	<div>3. ENROLLMENT FORECAST ACCURACY</div> <div>-</div> <div>Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?</div>	<div>4. DEBT DEFAULT</div> <div>Meets Standard</div> <div>Is the school in default of loan covenant(s) or delinquent with debt service payments?</div>
<div>5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN</div> <div>Falls Far Below Standard</div> <div>Is the school's current year and three year aggregate Total Margin positive?</div>	<div>6. DEBT TO ASSET RATIO</div> <div>Falls Far Below Standard</div> <div>Is the school's Debt to Asset Ratio less than 0.90?</div>	<div>7. CASH FLOW</div> <div>Does Not Meet Standard</div> <div>Is the school's most recent year and three year aggregate cash flow positive?</div>	<div>8. DEBT OR LEASE SERVICE COVERAGE RATIO</div> <div>Meets Standard</div> <div>Is the school's Debt/Lease Service Coverage Ratio at least 1.10?</div>

\* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.



2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Mater Academy of Nevada

Address: 4315 Boulder Hwy, Las Vegas, NV 89121

Website: <http://www.materacademynv.org/>

Enrollment: 2101

Grades Served: K-9

2019-20

In Good Standing

2018-19

N/A

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

-

Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Meets Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Meets Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

\* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.



2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Mater Academy of Northern Nevada

Address: 2680 East 9th St., Reno, NV 89512  
Website: <http://www.maternorthernnevada.org>  
Enrollment: 339  
Grades Served: K-8

2019-20

In Good Standing

2018-19

N/A

<div>1. CURRENT RATIO</div> <div>Meets Standard</div> <div>Is the school's Current Ratio at least 1.1?</div>	<div>2. UNRESTRICTED DAYS CASH ON HAND</div> <div>Meets Standard</div> <div>Is the school's UDCOH at least 60 days or 30 days with a positive trend?</div>	<div>3. ENROLLMENT FORECAST ACCURACY</div> <div>-</div> <div>Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?</div>	<div>4. DEBT DEFAULT</div> <div>Meets Standard</div> <div>Is the school in default of loan covenant(s) or delinquent with debt service payments?</div>
<div>5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN</div> <div>Meets Standard</div> <div>Is the school's current year and three year aggregate Total Margin positive?</div>	<div>6. DEBT TO ASSET RATIO</div> <div>Meets Standard</div> <div>Is the school's Debt to Asset Ratio less than 0.90?</div>	<div>7. CASH FLOW</div> <div>Meets Standard</div> <div>Is the school's most recent year and three year aggregate cash flow positive?</div>	<div>8. DEBT OR LEASE SERVICE COVERAGE RATIO</div> <div>Meets Standard</div> <div>Is the school's Debt/Lease Service Coverage Ratio at least 1.10?</div>

\* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.



2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Pinecrest Academy of Nevada

Address: 1630 S. Boulder Hwy, Henderson, NV 89015

Website: <http://www.pinecrestnv.org>

Enrollment: 5994

Grades Served: K-12

2019-20

In Good Standing

2018-19

N/A

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

-

Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Does Not Meet Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Does Not Meet Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

\* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.



2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Sports Leadership and Management Academy

Address: 1095 Fielders Street, Henderson, NV 89015

Website: <https://www.slamnv.org/>

Enrollment: 1043

Grades Served: 6-12

2019-20

In Good Standing

2018-19

N/A

<div>1. CURRENT RATIO</div> <div>Meets Standard</div> <div>Is the school's Current Ratio at least 1.1?</div>	<div>2. UNRESTRICTED DAYS CASH ON HAND</div> <div>Meets Standard</div> <div>Is the school's UDCOH at least 60 days or 30 days with a positive trend?</div>	<div>3. ENROLLMENT FORECAST ACCURACY</div> <div>-</div> <div>Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?</div>	<div>4. DEBT DEFAULT</div> <div>Meets Standard</div> <div>Is the school in default of loan covenant(s) or delinquent with debt service payments?</div>
<div>5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN</div> <div>Meets Standard</div> <div>Is the school's current year and three year aggregate Total Margin positive?</div>	<div>6. DEBT TO ASSET RATIO</div> <div>Meets Standard</div> <div>Is the school's Debt to Asset Ratio less than 0.90?</div>	<div>7. CASH FLOW</div> <div>Meets Standard</div> <div>Is the school's most recent year and three year aggregate cash flow positive?</div>	<div>8. DEBT OR LEASE SERVICE COVERAGE RATIO</div> <div>Meets Standard</div> <div>Is the school's Debt/Lease Service Coverage Ratio at least 1.10?</div>

\* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.



2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Somerset Academy of Las Vegas

Address: 4650 Losee Road, North Las Vegas, NV 89081

Website: <http://somersetacademyoflasvegas.com/>

Enrollment: 9100

Grades Served: K-12

2019-20

In Good Standing

2018-19

N/A

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

-

Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Meets Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Meets Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

\* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.





2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Doral Academy of Nevada

**Address:** 2568 Fire Mesa Street, Las Vegas, NV 89128  
**Website:** [doralacademynv.org](http://doralacademynv.org)  
**Enrollment:** 5746  
**Grades Served:** k-12

2019-20

100.00

Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.



2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Doral Academy of Northern Nevada

Address: 3725 Butch Cassidy Drive, Reno, NV 89511  
Website: <https://www.doralnorthernnevada.org/>  
Enrollment: 814  
Grades Served: k-8

2019-20

97.00

Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

1. EDUCATION PROGRAM

17 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.



2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

**Mater Academy of Nevada**  
**Address:** 4315 Boulder Hwy, Las Vegas, NV 89121  
**Website:** <http://www.materacademynv.org/>  
**Enrollment:** 2101  
**Grades Served:** k-9

2019-20

100.00

Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.



2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Mater Academy of Northern Nevada

Address: 2680 East 9th St., Reno, NV 89512  
Website: <http://www.maternorthernnevada.org>  
Enrollment: 339  
Grades Served: k-8

2019-20

100.00

Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.



2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Pinecrest Academy of Nevada

**Address:** 1630 S. Boulder Hwy, Henderson, NV 89015  
**Website:** <http://www.pinecrestnv.org>  
**Enrollment:** 5994  
**Grades Served:** k-12

2019-20

100.00

Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.



2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Sports Leadership and Management Academy

Address: 1095 Fielders Street, Henderson, NV 89015  
Website: <https://www.slamnv.org/>  
Enrollment: 1043  
Grades Served: 6-12

2019-20

100.00

Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.





2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Somerset Academy of Las Vegas

Address: 4650 Losee Road, North Las Vegas, NV 89081  
Website: <http://somersetacademyoflasvegas.com/>  
Enrollment: 9100  
Grades Served: k-12

2019-20

98.00

Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
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1. EDUCATION PROGRAM

18 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

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20 out of 20

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5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.

As a part of the application, the SPCSA has requested the three most recent audits of the EMO, Academica Nevada be provided. Academica Nevada requests that the Deputy Attorney General arrange for a private review of the audited financial statements. Academica Nevada does not release proprietary financial information publicly, as that information would disclose trade secrets with regard to business structure and operations. Academica Nevada has been operating within the State of Nevada for more than ten years and has a proven track record of financial security and responsibility while supporting the opening of more than 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.

Additionally, as Student Leadership Network is not an EMO/CMO but rather an affiliation network, no historical financial documents exist in relation to the organization.

# Kyle R. McOmber

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## Work Experience

### **Director, Growth & Development**

Academica Nevada

**Las Vegas, NV**

10/2016 - Present

- Direct team efforts on charter development.
- Provide support through training and assistance through the application process.
- Direct marketing efforts and engagement with community partners for new schools.

### **Fellow**

Building Excellent Schools

**Las Vegas, NV**

8/2016-10/2016

- Building Excellent Schools (BES) trains high-capacity individuals to take on the demanding and urgent work of leading high-achieving, college preparatory urban charter schools.
- The Fellowship - a rigorous, yearlong, comprehensive training program in urban charter school creation and leadership - has resulted in the establishment of more than 100 schools in 15 states and the District of Columbia. BES schools educate over 25,000 students annually, in schools that span grades Pre-K–12.
- BES holds the core belief that academic performance drives every element of a school, including design, leadership, culture, decisions, and governance.

### **Educational Operations Analyst**

Public Consulting Group

**Washington, D.C.**

9/2015-8/2016

- Co-led team effort that successfully secured a Request For Proposal for helping Delaware schools receive reimbursement for Medicaid services.
- Trained and supported more than 100 school districts on using company products to improve student IEP and 504 processes.
- Ensured client and community needs are met by meeting frequently with local educational leaders.

### **Finance, Operations, and Strategic Initiatives Intern**

DC Public Charter School Board

**Washington, D.C.**

2/2015-8/2015

- Reviewed the quarterly financial performance of 115 charter schools operated by 62 nonprofits.
- Created professional develop plan for more than 30 office employees through primary research.
- Assisted HR in candidate reviews for open positions by sourcing, narrowing down and interviewing candidate pools.

### **Education Policy Intern**

HCM Strategists

**Washington, D.C.**

1/2014-8/2014

- Advocated and advanced effective education policies through writing policy reports, legislative hearing briefs and client memos.
- Performed literature, systematic reviews and interviews to identify and process new sources of information
- Attended congressional hearings, conferences and seminars to stay current on developments in educational policy.

**Teach for America, 2011 Corps Member**

**Raleigh/Durham, NC**

Teach For America, Eastern North Carolina Corps

5/2011-6/2013

- Selected from competitive pool of approximately 20,000 applicants to join national teacher corps of recent college graduates and professionals who commit two years to teach in low performing public schools.
- Led approximately 175 students towards high academic achievement with exam benchmarks at 81% and 92% for class averages; End-of-Year State Exam 97% pass rate.
- Contributed to Davie Middle School in becoming one of only two schools in the Halifax County School District to achieve “high-growth,” during the 2011-12 SY.

**Educational Experience**

**American University**

**Washington, D.C.**

- Master of Public Administration, School of Public Affairs, May 2015
- Recipient of Graduate Honor Award Scholarship.

**Brigham Young University**

**Provo, UT**

- Bachelor of Arts: History, April 2010
  - Minor: Business Administration
- Fluency in Spanish (16 credit hours)

PROFESSIONAL EXPERIENCE

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**STUDENT LEADERSHIP NETWORK****NEW YORK, NY**

Student Leadership Network empowers a diverse pipeline of young people growing up in underserved communities to access educational opportunities that prepare them to be change agents for themselves, their families, their communities, and our country. SL Network powers three life-changing programs: **The Young Women's Leadership Schools (TYWLS)** are all-girls' public 6-12 schools in NYC, and **Young Women's Leadership Network (YWLN)** includes 16 Affiliate public girls' schools across the country, and **The CollegeBound Initiative (CBI)** provides comprehensive college guidance in TYWLS and 26 co-ed secondary schools in the New York City Department of Education.

***Director of Leadership and New School Development*****July 2016 to present**

**Lead three-person team focused on national dissemination of proven public educational model through professional development design, programs and partnerships, ongoing consultative support, and new school establishment.**

- Lead nationwide school expansion initiative to 1) infuse whole-child public school model that challenges current and historical inequities in existing girls' schools and 2) launch new schools based on the same model.
- Develop, deliver, and evaluate professional development for 650 teachers and administrators annually centered on research-based practices that consider the social, emotional, and educational needs of girls of color. PD offerings include conferences, new teacher on-boarding, specialized trainings, town halls, educator wellness support, inter-visitations, and webinars.
- Vet, match, and oversee the operation of national programs and partnerships that are outcomes-based, student-centered, and reflect our organizational commitment to diversity, equity, and inclusion.
- Coach school administrators and teachers on school model implementation, maintaining professional balance, social/emotional learning, Advisory, curriculum design, accountability measures, whole-child education, and effective practices in content areas.
- Operate national sharing of programs, practices, and partnership opportunities across TYWLS network and Affiliate schools, reaching ~8,500 students in total.
- Directed Network-wide Health & Wellness Needs Assessment in partnership with outside evaluator. IRB-approved, large-scale student/staff survey administered to uncover needs to inform programmatic decision-making.

***Director of Educational Programming*****Jan 2011 to June 2016**

**Oversaw programs for 2,000 students and 160 teachers and administrators across five Young Women's Leadership Schools in New York City.**

- Managed five-person team to deliver programs, partnerships, and professional development to students, teachers, and administrators in five TYWLS schools.
- Led development and execution of educational model, driving outcomes significantly stronger than comparable schools including: high school graduation rate above 90% compared with 61% citywide average, annual college acceptance rate of over 95%, and 4-year college completion rate of triple the average of a similar population.
- Oversaw "whole child" student programming initiatives that developed students' competencies in four core areas: early college/career readiness, leadership, health & wellness, and STEM (science, technology, engineering, and math).
- Served as programmatic point person for collaboration with Development department to draft copy for website and marketing materials, and to secure grant and individual funding, resulting in a nearly 90% increase in institutional giving over two years.
- Developed and executed teacher and administrator trainings focusing on college/career readiness for first-generation to-college students and effective practices for educating 21<sup>st</sup> century learners.
- Managed \$1.6M annual budget; secured cost-sharing arrangements to subsidize programmatic expenses with more than 20 partner organizations.
- Guided the planning team for the opening of TYWLS of the Bronx, the newest TYWLS network school in NYC.

***Associate Director of Education*****July 2008 to Dec 2010**

**Provided support for 110 teachers through professional development, individualized coaching, and resource sharing related to TYWLS model fidelity and girls' education effective practices.**

- Operated a Lead Teacher program in all content areas to gather and distribute effective practices among four TYWLS schools (100+ faculty members), resulting in YWLN's first teacher-to-teacher professional development initiative.
- Managed application and evaluation process for \$20,000 Teacher Curriculum Grant fund, awarding small classroom grants for TYWLS teachers.

**DARTMOUTH COLLEGE***Senior Assistant Director of Admissions***Regional Manager for team of four Admissions Officers: planned recruitment travel and completed holistic application review for area of United States including WA, OR, ND, SD, WY, ID, MT, MN, MI, WI, NY, PA, NH, VT, ME, and AK.**

- Co-wrote and edited major, new admissions publication "Dartmouth Here and Now," a comprehensive guidebook for visiting prospective students and their families to use on campus.
- Wrote articles for and edited "Dartmouth Now" admissions publication focused on diversity issues on campus.
- Headed application-based "Dartmouth Direct" overnight trip for prospective NYC students to visit campus.
- Chaired Latino Recruitment Planning Committee by leading team of administrators and students in executing targeted recruitment strategies, resulting in 10% increased enrollment rate among admitted Latino students.
- Led team on "Nolij Web Paperless Project" by facilitating staff training for new electronic application review methods.
- Managed student workers by assigning responsibilities and guiding projects.

**THE YOUNG WOMEN'S LEADERSHIP SCHOOL OF EAST HARLEM***English Teacher***Designed curriculum and instruction for 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade English courses at all-girls' public school.**

- Collaborated to evaluate school needs, set goals, and implement changes on the School Leadership Team.
- Led year-long faculty training on vocabulary development.

**ACADEMY OF MOUNT ST. URSULA***English Teacher***Designed curriculum and instruction for 9<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade English courses, and prepared students for NY State Regents Exams and other standardized testing.**

- Assessed school standards and performance for accreditation on Middle States Accreditation Planning Committee.

**SELECT PRESENTATIONS AND TRAININGS***Supporting School Leaders during a Global Pandemic: A Story of Connection, Collaboration, and Content*, National Coalition of Girls' Schools Conference, 2020*Elevating Virtual Voices: How to Empower Girls to Speak Up During Remote Learning*, SLN Hosted Webinar*Critical Friends: School Leader Inter-visitations and PD*, National Coalition of Girls' Schools Education Innovation Conference, 2017*Case Studies in Gender Diversity*, YWLN Spring Administrator Convening, 2017*Recognizing and Addressing Vicarious Trauma*, YWLN Faculty Conference, 2017*The Panic Zone: Identifying the Stress Response in Incidences of Racial Bias*, YWLN Faculty Conference, 2017*YWLN Affiliate Convening: Equipping Leaders to Support Wellness and Racial Equity in Our Schools*, 2017*Raising Performance through Programs, Partnerships, and Professional Development*, Global Forum on Girls' Education, 2016*Overt and Covert School Culture*, The Baltimore Leadership School for Young Women, 2016*What do Middle School Parents Need to Know about College Admissions?*, The Academy of Notre Dame, 2015*College Readiness for First-Generation-to-College Students*, The Children's Storefront Symposium [Storefront Academy], 2011**PROFESSIONAL AFFILIATIONS AND COMMUNITY SERVICE**

- |   |                |
|---|----------------|
| • Penn Wynne Library Association Board President        | 2016 – present |
| • Step Up Women's Network                               | 2012 - present |
| • National Association for College Admission Counseling | 2009 – 2011    |
| • National Coalition of Girls' Schools                  | 2008 – present |
| • Young Women's Preparatory Network                     | 2008 – present |
| • National Association of Single-Sex Public Education   | 2008 - 2010    |

**SKILLS**

Proficient with programs: MS Office, GSuite, SharePoint, Slack, SurveyMonkey, Mail Chimp, Naviance, Constant Contact, LinkedIn, Facebook, Prezi, Canva, Twitter, Pinterest, LiveBinder

**EDUCATION****NEW YORK UNIVERSITY**

- Master of Arts in Teaching English
- New York State Teaching Certificate: English Grades 7-12

NEW YORK, NY

Jan 2004

April 2004

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**

- Bachelor of Arts, major in English

NEW BRUNSWICK, NJ

May 2002





## Student Leadership Network

### AGREEMENT

This Agreement is entered into between Student Leadership Network (the “Company”) and Las Vegas Sands Corp., for and on behalf of Young Women’s College Preparatory Academy in Las Vegas (the “Client”, together with Company, the “Parties” and, individually, a “Party”). In consideration of the mutual promises and covenants herein, the Parties hereby agree as follows:

#### 1. Scope of Services.

Company shall provide to Client the services and milestones described on Schedule A (the “Services”), attached hereto and incorporated by reference herein. Neither the scope nor the substance of the Services to be provided under this Agreement may be modified, amended, altered, supplemented, revised, increased or limited except upon the prior, express, and mutual written approval of the Parties.

#### 2. Compensation and Payment Schedule.

In exchange for the Services, Client agrees to pay to Company a non-refundable fee due and payable in accordance with the Compensation and Payment schedule attached hereto as Schedule B. Company shall submit invoices for the installment amounts on the dates as provided on Schedule B. Company shall maintain books, records, and other data compilations pertaining to the performance of the Services under this Agreement in such detail as shall properly substantiate claims for payment.

#### 3. Term.

This Agreement shall become effective on December 4, 2020 and shall terminate upon the making of the final payment between the Parties as provided in Schedule B. Any changes to the term of this Agreement shall be agreed upon in writing by both Parties. Any delays or extensions to this timeline will result in changes to the budget, [but only to the extent there is a change in scope]. Student Leadership Network agrees to provide documentation supporting any change in scope.

#### 4. Termination.

- a. Termination Without Cause. Either Party may terminate this Agreement without cause prior to its scheduled termination date upon providing thirty (30) days’ prior written notice to the other Party.
- b. Termination With Cause. Either Party may terminate this Agreement if the other Party is in breach of any material provision, term, representation, or warranty under this Agreement.

#### 5. Obligations in the Event of Termination.

Upon termination of this Agreement for any reason, all documents, whether finished or unfinished, and all data, intermediate products, studies, and reports assembled or prepared by Company under this Agreement shall become the property of Client, and Company shall deliver all such materials to Client immediately. Client shall compensate Company for the value of all unpaid services that have been satisfactorily performed and any reimbursable expenses properly incurred and documented by Company prior to the effective date of termination. Company shall submit a



final invoice to Client within sixty (60) days after the termination date. [No termination of this Agreement shall operate to discharge or relieve the other Party of obligations or liabilities incurred prior to the effective date of such termination, or obligations, liabilities or rights, which by their nature or express terms, survive termination.]

6. Relationship Between Parties.

Company shall be an independent agent and not an employee, partner, agent of, or joint venturer with Client and shall have no authority to bind Client. Company shall have no claim against Client for vacation pay, sick leave, retirement benefits, social security, worker's compensation, health or disability benefits, unemployment insurance benefits or employee benefits of any kind.

7. Confidentiality.

The Parties acknowledge that under this Agreement each Party will likely receive or be shown "Confidential Information" of the other Party. The Parties agree that they will not disclose any "Confidential Information" of the other Party without prior written consent. "Confidential Information" includes, but is not limited to, all information marked confidential by either Party as well as all intellectual property and proprietary information of either Party; all data, research and other information obtained from either Party; and all data, assessments, and evaluations specific to any individual, student, school, school district, or other entity. The provisions of this Section 7 shall survive the termination of this Agreement.

8. Representations and Warranties.

Each Party hereby represents and warrants to the other Party that: (i) it is duly organized, validly existing and in good standing in the state of its formation, (ii) it has all necessary authority to execute, deliver and perform this Agreement, (iii) this Agreement has been duly authorized, was duly executed by such Party, and shall be enforceable against it in accordance with its terms; and (iv) the execution and performance of this Agreement by such Party does not contradict its organizational documents and any contract or other instrument to which Company such Party is a party or is otherwise subject. Company further warrants the suitability of the programs, products, and services provided hereunder for the uses intended under this Agreement.

9. Indemnification.

Each Party agrees to indemnify and hold harmless the other from and against any and all claims, damages and liabilities whatsoever, asserted by any person or entity, resulting, directly or indirectly, from any performance or omission by either Party, its representatives or employees in the performance of their obligations under this Agreement or otherwise, or from any breach of this Agreement by either Party, its representatives or employees, including, without limitation, any and all claims for taxes, governmental charges, contractual damages, torts, property damage or personal injury. Such indemnification shall include the payment of all costs and attorneys' fees expended in defending any such claims through trial and all appeals.

10. Amendment.

No amendment, modification, extension, or rescission of any term or provision of this Agreement shall be effective unless mutually agreed upon in writing by both Parties.

11. Governing Law.

Any action arising out of this Agreement shall be governed by the laws of New York State, and shall be brought in a state or federal court within New York State, which shall have exclusive jurisdiction thereof.

12. Notices.

Any notice required to be given or otherwise given pursuant to this Agreement shall be in writing and shall be hand delivered, mailed by certified mail, return receipt requested, sent by recognized overnight courier service, or sent by electronic mail as follows:

To Company:

Lesley Guggenheim, Chief Operating Officer  
Student Leadership Network  
322 8th Avenue, 4th FL New York, NY 10001  
[REDACTED]  
[REDACTED]

To Client:

Zac Hudson, EVP and Global General Counsel  
Las Vegas Sands Corp.  
3355 Las Vegas Blvd South, Las Vegas, NV 89109  
[REDACTED]

Any required notice shall be deemed to be given on the date of delivery if by hand delivery or electronic delivery; four (4) days after mailing, if mailed by certified mail; or one (1) day after mailing, if delivered to a recognized, overnight courier service.

13. Severability.

If any term of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, then this Agreement, including all of the remaining terms, will remain in full force and effect as if such invalid or unenforceable term had never been included.

14. Waiver.

The failure of either Party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that Party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

15. No Third-Party Beneficiary Rights.

This Parties do not intend to confer and this Agreement shall not be construed to confer any rights or benefits to any person, firm, group, corporation or entity other than the Parties hereto.

16. Entire Agreement.

This Agreement and all attachments hereto contain the entire agreement of the Parties with respect to the matters covered herein and supersedes any other written or oral negotiations, agreements, understandings, representations or practices concerning such subject matter.

[Remainder of this page left blank intentionally]





## Student Leadership Network

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their duly authorized representatives on the day and year set forth below. ACCEPTED AND AGREED TO BY:

COMPANY

CLIENT

\_\_\_\_\_  
By: Lesley Guggenheim, Chief Operating Officer,  
Student Leadership Network

\_\_\_\_\_  
By: Zac Hudson, EVP and Global General Counsel  
Las Vegas Sands Corp.

Date: \_\_\_\_\_

Date: \_\_\_\_\_



### Schedule A: Scope of Services

As outlined in our Proposal dated September 10, 2020, Student Leadership Network will support the launch of Young Women's College Preparatory Academy in Las Vegas. During this twenty month partnership, Student Leadership Network will provide a leadership residency, curriculum and charter application support, and the use of the YWL brand for marketing and recruitment purposes. Additionally, we will support school leaders to:

1. Sharpen their vision for what excellent whole girl education that challenges current and historical inequities looks like;
2. Develop a school model, systems, and instructional plan that include research-based practices that consider the social, emotional, and educational needs of girls of color; and
3. Navigate the beginning-to-end school launch process, from charter application through successful opening of a YWL model school.

**Program Components:** The **Launch** New School Development Program features the following components, but is not limited to:

#### Year One

1. Leadership Residency – Your School Leader will be eligible to participate in a customized, NYC-based, 4-week residency. Residents will be acclimated to the YWLN model through school site visits, principal shadowing, classroom observations, learning from organizational leaders (e.g., operations, development), and the completion of an inquiry project.
2. Charter Application Support – Your School Leader and team will work in partnership with the SL Network team to write a successful charter application. Application language will draw from successful charters from the YWLN national network of affiliate schools.
3. Bi-Monthly Coaching – In Year One, dedicated SL Network coach will support you and your team through the beginning stages of launching a school - from board development (if applicable), to school leader training, to 6<sup>th</sup> and 9<sup>th</sup> grade curriculum design, to community outreach, and to student recruitment at the 6<sup>th</sup> and 9<sup>th</sup> grade levels.
4. Licensing & Implementation Resources – Your team will gain access to materials necessary to gain community buy-in and recruit students, including videos, outcome data, marketing materials and implementation resources.
5. Recruitment Programming – To support student recruitment, culture building, and brand awareness, we will provide the design and training for you to lead a 3-week summer camp and Saturday programs for new and potential students.

#### Year Two

6. Bi-Monthly Coaching – In Year Two, our team will support you through hiring your founding staff, ensuring that whole girl practices are effectively implemented both in and out of the classroom, and planning for your successful school opening.
7. New Teacher Onboarding – We will design and lead two days of professional development to train new teachers on whole girl pedagogy, relevant research, and an orientation to all-girls public education.



8. Affiliation – Upon completing the two-year Launch program, our goal is to have your team join our national network for on-going learning, communities of practice, and discounted professional development opportunities such as model school visits and conferences.



**Schedule B: Compensation and Payment Schedule**

This is a fixed fee contract of \$135,000 to perform the services identified in Schedule A. This amount includes all professional fees and expenses. Payments shall be made in installments according to the following invoice schedule:

Invoice	Amount	Timing
1	\$14,750	Upon mutual agreement (contract signing), expected in December, 2020
2	\$14,750	January 15, 2021
3	\$14,750	April 9, 2021
4	\$14,750	June 18, 2021
5	\$19,000	September 17, 2021
6	\$19,000	December 17, 2021
7	\$19,000	March 18, 2022
8	\$19,000	Upon completion of this project, expected in August, 2022

Payment terms are net 30 days from date of invoice for services.



## The Whole Girl Pedagogy

Essential Elements	What it Looks Like at YWLA
<p><b>Voice</b></p> <p>A central aspect of controlling the negative impact of stereotypes is the intentional creation of a classroom environment in which girls feel that their ideas are respected, where they are encouraged to learn from one another, and where multiple perspectives are embraced. Girls thrive amid this kind of discourse, when they are the ones in the driver's seat and their teachers are the encouraging passengers along for the ride.</p>	<p>Students are encouraged and given opportunities to express their opinions, ideas, and all facets of their identities in and out of the classroom. Students engage in robust classroom discourse and provide input into instructional and curricular decision-making. Students use their voices to shape the school environment and are ready to lead in college and beyond.</p>
<p><b>Academic Rigor</b></p> <p>Whole Girl Education has the objective of nurturing self-efficacy and academic competence, particularly to support college enrollment and persistence. These objectives are rooted in the belief that all students can benefit from a rigorous curriculum and achieve at a college-ready standard.</p>	<p>Students engage in a college-prep curriculum to garner the skills, tools, resources, and confidence that they need to achieve success in high school, college, and beyond. Productive struggle is valued in the classroom and student achievement is supported with ample and appropriate supports and scaffolding.</p>
<p><b>Connection</b></p> <p>A school community is a complex web of relationships between students, teachers, parents, administrators, staff, the curriculum, the local community, and society. These connections, or lack thereof, combine to influence students' sense of belonging at school, their trust in the teaching and guidance of the adults in the school, and their internal motivation to achieve academically and pursue the experiences that will expand and enrich their school experience.</p>	<p>Students associate positively with school and have a healthy sense of belonging in both their in- and out-of-school communities. The school promotes and models connectedness – among students, the student to the school, to teachers, to self, to family, to community.</p>
<p><b>Culturally Relevant and Sustaining Practice</b></p> <p>Since Gloria Ladson-Billings conceptualized "Culturally Relevant Pedagogy" in 1990, framing a pedagogy for African-American students that is asset-based rather than deficit-based, her ideas have had an enormous impact on educational research, teaching practice, and school policy. Her theory has supported teachers in designing and delivering instruction that builds on the cultural and individual assets students bring to the classroom and engages socio-political issues relevant to the students to support both academic achievement and students' "ability to take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, and solve real-world problems."</p>	<p>The school employs practices of culturally responsive teaching that embrace students' identities, sees diversity as a source of knowledge, and explicitly engages questions of equity and justice. Students' cultural backgrounds, interests, and lived experiences are embedded in all aspects of teaching and learning within the classroom and across the school.</p>

<p><b>Attention to Relationship</b></p> <p>This practice is closely associated with the practice of <i>Connection</i> as well as <i>Restorative Practices</i>. This section, however, focuses particularly on schools creating the conditions for students to develop positive, productive, and mutually supportive relationships with one another. This attention to student relationships in a girls' school is an important component of social/emotional learning. When educators know their students well and are aware of interpersonal dynamics, they can support their relationships to help to make school a positive and pleasant place to be, reduce isolation, and minimize relational aggression.</p>	<p>Adults in the school pay close attention to student relationships, intentionally and actively supporting positive student interactions and friendships and promoting student development of interpersonal skills.</p>
<p><b>Restorative Practices</b></p> <p>Our 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. The simple reframing that Dr. 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.</p>	<p>The school implements policies and practices that provide a safe environment for all students, promote a healthy school community, and respond to incidents with approaches that repair relationships or harm done to the school community.</p>
<p><b>Collaboration</b></p> <p>Since its founding, our network has espoused collaboration as a critical component of girls' secondary education. For over a decade, there has been a robust conversation around equipping students with “21st Century Skills.” In all the various frameworks and lists that have arisen from this conversation, collaboration is always highlighted as a skill that is critical for the careers our students aspire to. Current models of modern work environments demand that our current educational system move towards collaboration. Asserting one's ideas, listening carefully to and thoughtfully considering others' ideas and opinions, questioning and explaining, and striving for consensus or compromise, are all crucial to the collaborative work our students will engage in in college and career.</p>	<p>Students work together, in and out of classrooms, to achieve goals, solve problems, provide mutual support, and accelerate learning. The school facilitates collaboration through lesson design, classroom set-up, and project-based learning.</p>
<p><b>Imprint</b></p> <p>A core element of our model involves students' developing their voices, and when they do, our students impact the school in myriad ways. In its most visible form, imprint is everything that the eye is drawn to when walking through a school building, such as hallways, bulletin boards, quotes on walls,</p>	<p>Student voice, expression, and input shape the school culture and environment.</p>

<p>posters hanging, etc., and the subtext that those messages deliver in telling the viewer about the culture of the school.</p>	
<p><b>Courage Cultivation</b></p> <p>Courage development progresses over time with increased exposure to bravery-building experiences such as intellectual stretching, volunteering for leadership roles, public speaking--essentially expanding one's comfort zone in marginal increments in academic and nonacademic areas. However, it is critical that girls undergo these important courageous experiences in a supportive and warm environment where they feel safe to practice failure and recovery.</p>	<p>Students move beyond their comfort zones in safe environments to build confidence, increase aptitudes, and expand their perspectives. The school offers opportunities for intellectual risk taking and social courage in a supportive environment. Students are encouraged to take on roles, explore ideas, and practice skills that may be unfamiliar, undeveloped, or uncomfortable.</p>
<p><b>Gender Consciousness</b></p> <p>Gender consciousness in girls' education is multi-faceted. First, it demands a consciousness of gender by teachers and administrators in designing everything from curricula to school culture to classroom norms and practices, all with an eye to subverting sexist and cis-normative power relations, stereotypes, and expectations. Second, it centers gender as a lens of analysis and area of study in student learning. Third, gender consciousness should ground and give mission to the strategic goal of empowering girls and gender-expansive youth to face, navigate, subvert, and/or challenge gendered power dynamics they will encounter beyond high school.</p>	<p>Students explore and are empowered by the gender component of their identity. Gender is used as a lens of analysis in the classroom and in school-wide decision making. Active steps are taken to undermine gender bias in the curriculum and in the school environment</p>

The Young Women's Leadership Network Guide to

*Effective Practices in*  
**Whole Girl Education**



# Table of Contents

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## **How to Navigate this Guide**

## **Effective Practices in Girls' Education**

Voice

Imprint

Collaboration

Connection

Culturally Relevant and Sustaining Practices

Gender Consciousness

Courage Cultivation

Academic Rigor

Restorative Practices

Attention to Relationships

Rituals and Traditions

## **Whole-Girl Competencies**

Leadership & Self-Advocacy

Identity & Self-Regard

Academic Preparedness & Growth Mindset

## ***\*Library of Exemplars - Coming Soon...***

*Student Activism: Femstrate*

*Participatory Budgeting*

*Restorative Circles*

*Many More.....*

## **Appendices**

A: Whole Girl Education - Logic Model

B: Classroom Indicators List

C: Rubric for Schoolwide Infusion of Whole Girl Education Framework

## **Bibliography**

## Preface

During my 20 years as a teacher and administrator at The Young Women's Leadership School of East Harlem, I was asked so many times: "What is the secret to TYWLS' success?" I heard this question asked by eager and hopeful parents at open-houses for prospective students. I heard it asked by teams of educators hoping to replicate our achievements in their own communities. When asked this by strangers at dinner parties, I tried to explain the culture of sisterhood at TYWLS that encourages students to achieve at levels beyond the expectations of statistics and society. And I was disheartened every time I heard someone propose that TYWLS students' success could be attributed to the "lack of distractions" that are present in a coed school. Responding, I often landed upon a vague notion that TYWLS' achievements were the result of students feeling "part of something bigger than themselves." I was trying to describe the power and drive generated when a student understands themselves as part of a movement for girls' education, "girl power", female empowerment, for their own success in the face of sexism, racism, and an educational and economic system stacked against them. While this is certainly a key element, it does not begin to describe the range of specific practices implemented in classrooms and throughout the school that cultivate a culture of achievement and empowerment.

Over the past year, working for Student Leadership Network as a member of the Girls' Education team, I have had the opportunity to immerse myself in current research regarding girls' education, reflect extensively on my experiences at TYWLS, and speak with TYWLS teachers and students about their experiences. All in an attempt to try and distill the 'secret sauce' at TYWLS. This document is the culmination of this year's work by the Girls Education team to codify the TYWLS model and elaborate a framework for 'Whole Girl Education' that will help ourselves and others to understand the aims and practices of TYWLS that contribute to student' success. Building upon the foundation of insight and research amassed by the Girls' Education team over many years and the input and feedback of TYWLS teachers and students, this guidebook is another step forward in our continuing education in what works for creating schools that nurture the whole girl - not just her intellect - but her voice, her self-regard, and her capacity and agency to lead in the communities and endeavors her future holds.

Drew Higginbotham

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Director of Research & Innovation, Girls' Ed Team, Student Leadership Network

## Acknowledgements

The YWLN Guide to Effective Practices in Whole Girl Education is a collaborative effort of the Student Leadership Network Girls' Education National Team, the TYWLS WGE Teacher team, and the input of TYWLS students themselves. The Whole Girl Education framework is rooted in the work of former TYWLS principal and YWLN Director of Girls Education, Kathleen Ponze, who began amassing current scholarship and insightful thought crucial to the ongoing discourse on girls' education during her tenure at the Young Women's Leadership Network, work that has been continued by her colleagues since. In this work we have focused on learning from and elevating the voices, writings, and research of women of color. Reflecting the racial and gender identities of TYWLS students, we believe scholars of color who are women are at the cutting edge of developing our collective understanding of how best to serve our students. The research and insight of Monique Morris, Sally Nuamah, Lisa Delpit, Beverly Tatum, and Zaretta Hammond, particularly, have been powerful in shaping our understanding of our work. This guide represents our thinking at this time, but ultimately it is a work in progress, a living document that will be updated, revised, and expanded as the discourse surrounding girls' education grows and deepens, and as we continue to observe the ongoing innovation by TYWLS teachers and administrators and hear from TYWLS students regarding their experiences at school and beyond.

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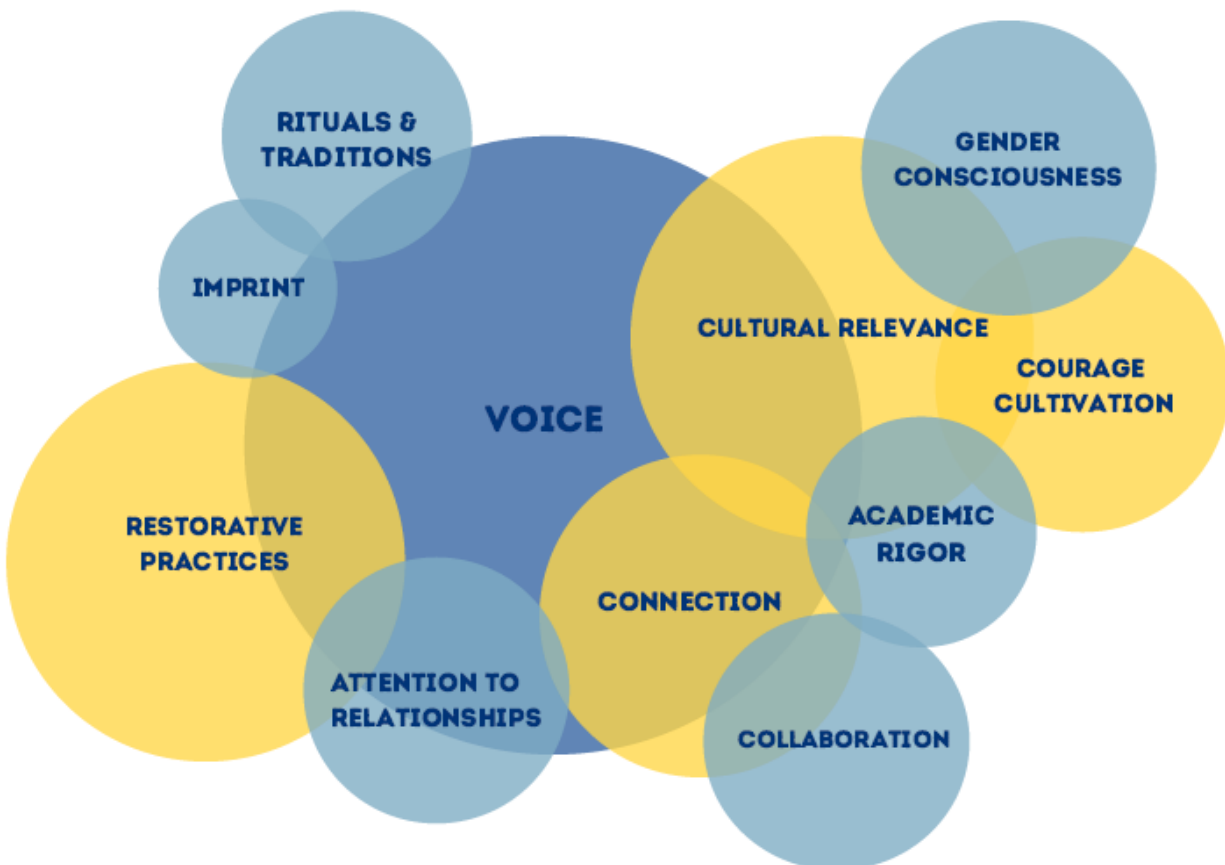
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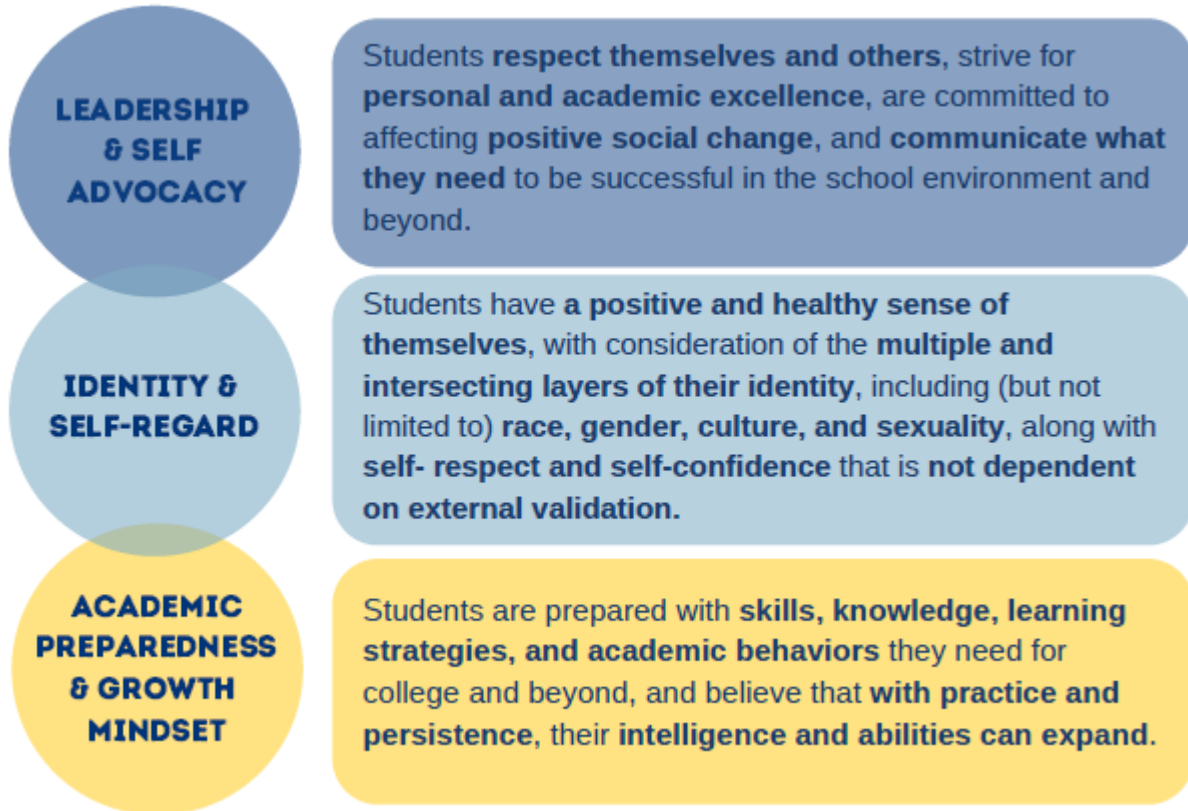
## Whole Girl Education: An Overview

Whole Girl Education is made up of eleven effective practices that are integral to the instructional approach of The Young Women's Leadership Schools and inform school design, programming, policy, and culture as well. In concert with one another, these practices actively support student development of six key competencies essential to students' success in school and beyond. As an instructional approach, the effective practices can be applied in any content area classroom. As school design principles they can guide a wide range of programming and policy decisions throughout the school. They are interrelated, and we have presented them here as overlapping to demonstrate their common and distinct qualities. Voice is at the center, because we believe that the learning process can only be effective when students participate in class and in the school community through speaking, discussing, questioning, challenging, asking for help, self-advocating, expressing, and communicating in ways that express all facets of their identities.

### EFFECTIVE PRACTICES IN GIRLS' EDUCATION



## WHOLE GIRL STUDENT COMPETENCIES



Each chapter in this guide focuses on one of the 11 effective practices or 6 student competencies that make up the Whole Girl Pedagogy framework. Through discussion of the implications of each practice and research that elucidates its significance for teaching girls, this guide aims to elaborate each of the practices with both theory and options for practical application. This guide is not written to be read from cover to cover, but rather to be a resource that teachers and school administrators can return to for both practical suggestions for implementation and to inspire thoughtful reflection on the role of these practices in their own work.



## How to Navigate the YWLN Guide to Whole Girl Education

Practice	
<i>Capsule Description</i> & Discussion	The first section begins with a <b>capsule description</b> of what this chapter's practice looks like in schools. This is followed by a longer discussion of the significance of this element for teaching girls.
What the Literature says...	In this section, we've included excerpts from <b>current research in girls' education</b> that pertains to this chapter's practice. In line with our mission, we have focused in large part on the writings of women of color.
Key Indicators in the Classroom	The <b>key indicators</b> are observable aspects of class lessons that exhibit the practice in this chapter. Each indicator is broad enough to include a wide variety of specific practices and strategies included in the lesson.
Classroom and School-level Strategies	Here is a list of both classroom and school-level <b>strategies</b> that exhibit or incorporate this chapter's practice. These lists are not intended to be exhaustive or mandatory. They are a buffet of <b>possible applications</b> of the practice.
Works Cited and Further Resources	This section includes both <b>citations</b> for books and articles referenced in the chapter, as well as links to <b>additional resources</b> and organizations that support the work discussed in the chapter.

## Effective Practices in Girls' Education

### Voice

***Students are encouraged and given opportunities to express their opinions, ideas, and all facets of their identities in and out of the classroom. Students engage in robust classroom discourse and provide input into instructional and curricular decision-making. Students use their voices to shape the school environment and are ready to lead in college and beyond.***

Girls historically have been taught to be quiet, we want them to speak. Speaking, discussing, questioning, challenging, asking for help, self-advocating, expressing, and communicating are all important academic and life skills. In school, students must be understood not only as receivers of knowledge but as inquirers and contributors. When student voice is not elevated, specifically when student cultural identity is underrepresented, students feel silenced. (Kordalewski, 1999) Teachers must understand how to assist in the growth of student voices as well as how to incorporate them in the classroom and the school. Activating students' voices is central to increasing learning and developing an essential skill for achievement and leadership in college, career, and life.

Centering student voice plays out in three major ways in schools:

1. Students' voices being raised in participation in classroom discussions and school-based discourse
2. Students elevating their voices for advocacy and change
3. Students' using their voices to express all facets of their identities

There is good reason for focusing on developing voice in a girls' school. A study conducted by Katty Kay and Claire Shipman, authors of *The Confidence Code for Girls*, found that girls' confidence drops by 30% between the ages of 8 and 14, despite the fact that there is no difference in boys' and girls' confidence at age 8. According to their research, this confidence gap often fails to close later in life.

Lower confidence and less tolerance for risk-taking in girls makes them less likely to raise their voices (which requires confidence and comfort with risks), especially when they reach middle and high school. If they're in a setting where educators are employing targeted methods to support the development of student voices, these outside factors can be mitigated. It takes opportunity, support, and practice.

### What the literature says...

*A central aspect of controlling the negative impact of stereotypes is the intentional creation of a classroom environment in which girls feel that their ideas are respected, where they are encouraged to learn from one another, and where multiple perspectives are embraced. Girls thrive amid this kind of discourse, when they are the ones in the driver's seat and their teachers are the encouraging passengers along for the ride. (Kuriloff, Andrus, and Jacobs, 2019)*

*Researchers who focus on adolescent girls' relationships (Lyn Mikel Brown and Carol Gilligan being trailblazers in this area) have found that girls often feel that they must choose between having a voice in terms of expressing their feelings, ideas, and questions, and maintaining close relationships with those around them."..."When girls 'go underground' as Gilligan describes it, they silence themselves as to not rock the boat and so they will be loved and accepted by their family members, peers, and teachers. Girls' self-silencing takes the form of not openly saying what they are thinking and feeling. Instead, they go along with what they believe will keep them in good standing with their peers and important adults.*

*(Kuriloff, Andrus, and Jacobs, 2019)*

*"A liberative pedagogy for Black and Brown girls is driven by opportunities for these girls to co-create the content and conditions of their learning." (Morris, 2019)*

*My parents were not wealthy or well connected, and neither of them went to college. We were from a poor family, but they gave me the belief that the words that came out of my mouth were clever and interesting. Tell a kid they are valuable: it costs nothing and means just as much as anything money can buy. Some families believe that if they can't buy their children stuff, they can't do anything. It isn't true: teach a girl that her voice matters, and she will believe you. And we have to be the light in the lives of people who don't get that from home. If I see a kid, I'm going to take a moment and look them in the eye and show them that this person sees them. That matters more than school fees and bikes ever will. (Obama, 2020)*

## Key Indicators in the Classroom

- **Indicator #1:** Engaged discussion among students for a significant portion of the lesson. (not lecture, not teacher-student Q&A, not independent work)
- **Indicator #2:** Student initiated questioning or student developed questions.
- **Indicator #3:** Student choice or direction in the content of the lesson. (choice of topic, text, problem, etc.)
- **Indicator #4:** Student choice or direction in the process of lesson.

*At TYWLS of Queens, we have both a student government and student ambassador committee that provides to students ways in which they can communicate with staff members and share any changes that they would like to see. I am a current student ambassador, and we had a meeting with the principal at which we discussed the learning curriculum. Ambassadors were able to look at the curriculum and suggest changes so that it could be more beneficial to all students. The encouragement of voice at my school has been a very important factor in helping me grow, as I used to be very shy when I was younger. Being in a space that allows me to speak without judgement has helped me to become more of a leader, both in school and in life.*

*- TYWLS Queens 9<sup>th</sup> grader*

## Classroom Strategies and School-level Applications

Student-centered discussion	<ul style="list-style-type: none"> <li>● Accountable talk – teacher facilitated student-student discussions in which students support their ideas with evidence and are challenged to explain and elaborate their ideas and claims. Formats include pairs, small group, and whole class.</li> <li>● Socratic seminars – there are many versions of the Socratic seminar, but they are all rooted in open-ended questions students pose to one another. Students prepare by reading a shared text, taking notes, and drafting questions.</li> <li>● Fishbowl discussions – two concentric circles: the inside circle holds a student led discussion, while the outside circle observes. This is followed by a meta-conversation by the outside circle regarding the discussion dynamics of the initial discussion. Observation rubrics or checklists are often used by the outside circle.</li> <li>● Students teaching students – there are a variety of protocols for have students teach one another – whichever is used, it should include clear preparation by the student, guided by the teacher.</li> <li>● Literature Circles - small groups of students gather together to discuss a piece of text in depth, guided by their thoughts and ideas about what they have read. Oftentimes lit circles include roles for each student, such as facilitator, investigator, summarizer, connector, wordsmith, etc.</li> <li>● Debates - always better with structures that encourage maximum participation and include time for reflection not only on the content by one's own participation.</li> <li>● Gallery Walks - students display work (a group-made poster, a paragraph they've written, a collage they've designed, etc.). Their classmates walk about the room perusing each other's work, providing feedback, praise or both.</li> <li>● Text-on-Text (Conversations on Paper) - students circulate writing comments on text affixed to chart paper, and continue to respond to one another's comments.</li> <li>● On-line tools for parallel discussion, maximizing participation - Padlets, Jamboards, Kumospace, etc.</li> </ul>
Student feedback on learning	<ul style="list-style-type: none"> <li>● Surveys</li> <li>● Process focused exit tickets</li> <li>● Metacognition check-ins</li> </ul>

Student engagement and input in school-wide administrative decision making	<ul style="list-style-type: none"> <li>• Student government – with both an advisory role and real power to enact specific initiatives.</li> <li>• Students on teacher hiring committees.</li> <li>• Participatory budgeting – students propose, lobby for, and vote on the use of a set amount of school funds.</li> <li>• Student representation on School Leadership Team</li> <li>• Equity Team, including students, teachers, &amp; admin. Focused on students introducing and implementing initiatives.</li> </ul>
Peer Mentorship	<ul style="list-style-type: none"> <li>• Peer tutoring – in and out of the classroom</li> <li>• Student led workshops on current events or social issues</li> <li>• Big sister – little sister programs</li> <li>• Regular use of older students to drop knowledge on younger students.</li> <li>• Peer mediation programs</li> <li>• Student-led restorative circles</li> </ul>
Student voice and choice in the curriculum and extra-curricular programming.	<ul style="list-style-type: none"> <li>• Electives</li> <li>• Intensives</li> <li>• Student proposed and/or student-led clubs</li> <li>• Student participation in curricula selection or review team</li> <li>• Choice regarding topics of study, books, project subjects, etc. within courses.</li> </ul>
Student-centered academic accountability	<ul style="list-style-type: none"> <li>• Student-led parent-teacher conferences</li> <li>• Standards based grading</li> </ul>
Student activism and service	<ul style="list-style-type: none"> <li>• Affinity clubs (BSA, LSA, GSA, Muslim student association, DREAMers, etc.)</li> <li>• Social Justice club</li> <li>• Adult supervised, but not organized or facilitated, protests</li> <li>• Student-chosen community service projects/initiatives</li> </ul>
Student ambassadorship	<ul style="list-style-type: none"> <li>• Student led visitor tours</li> <li>• Student participation in open houses for prospective students</li> <li>• Student participation in out-of-school events, such as a forum on girls' education, symposium on race relations, or science competition.</li> </ul>

Student-centered school-wide events and traditions	<ul style="list-style-type: none"> <li>• Student led Town Halls</li> <li>• Poetry readings, concerts, dance and theatrical performances.</li> <li>• Cultural celebrations, fairs, and performances</li> <li>• 100 nights*</li> <li>• Student speakers at graduation and other high profile school events.</li> </ul>
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## Imprint

### *Student voice, expression, and input shape the school culture and environment.*

We have traditionally described the effective practice of imprint as students leaving a mark on the culture and environment of the school (Joanne Deak, 2002). Imprint literally means “lasting impression.” A core element of our model involves students’ developing their voices, and when they do, our students impact the school in myriad ways.

In its most visible form, imprint is everything that the eye is drawn to when walking through a school building, such as hallways, bulletin boards, quotes on walls, posters hanging, etc., and the subtext that those messages deliver in telling the viewer about the culture of the school. For example, students may have selected motivational quotes by powerful women and painted them in the stairwells, revealing some of the values held by the school community. Similarly, a student body might collectively vote to select a school mascot that they think best represents their school’s culture and values.

Some examples of student imprint can be subtler, and less immediately visible in a school. Students’ input and choice in the classroom can steer the direction of a course and make lasting changes that put their stamp on the curriculum. As student voices, leadership, and experiences are shared in the classroom and considered in curriculum planning, their imprint is made on what future students will learn.

### What the literature says...

*...the human yearning to endure and make one’s imprint in a world that often seems overstimulating, temporary, superficial, and disposable. (Deak, 2002).*

*“A liberative pedagogy for Black and Brown girls is driven by opportunities for these girls to co-create the content and conditions of their learning.” (Morris, 2019)*

### Key Indicators in the Classroom

**Indicator #1:** Student work visibly posted in the classroom.

**Indicator #2:** Student leadership role in the classroom or lesson. (Discussion leader, peer tutor, management role, etc.)

**Indicator #3:** Student choice or input in content of the lesson or unit. (choice of topic, text, problem, essential/key questions, etc.)

*One example of how TYWLS East Harlem elevates student voice and encourages collaboration was the participatory budgeting program led by the juniors and seniors. Through Karen and Jessica's government classes, students surveyed the entire school population about their needs and wants. Then students analyzed the responses and wrote 10 separate budget-conscious proposals to meet the documented needs in the school. Ideas ranged from bathroom cleanliness and beautification plans to art therapy electives to expanding printer access on each floor. The juniors and seniors called an all-school assembly in which they presented their proposals and then had the entire school community vote for their preferred project. As a result of the student-led effort, all members of TYWLS East Harlem were able to decide what to do with \$2,000 and now students and staff alike are excited to soon have electric hand dryers in all bathrooms.*

*– TYWLS East Harlem teacher*

## Classroom Strategies and School-level Applications

**Note:** As the observable and often tangible result of voice, imprint and the associated applications and strategies have great overlap with those listed in the Voice section. The key emphasis of imprint as its own practice is the intent that students' voices make an impact on the school that persists, that is not fleeting or ephemeral. The strategies and applications below are intended to result in lasting imprint on the school community, environment, or curriculum.

Student input or creation of the school's visual or physical environment.	<ul style="list-style-type: none"> <li>● Student work displayed in classrooms, hallways, and virtual spaces</li> <li>● Student self-expression/artistic expression displayed in classrooms, hallways, and virtual spaces</li> <li>● Student painted murals</li> <li>● Student input or authorship of school newsletters, websites, newspaper, or magazines (virtual or print)</li> <li>● Student input on the use of space and facilities in the school</li> </ul>
Student engagement and input in school-wide administrative decision making	<ul style="list-style-type: none"> <li>● Student government – with both an advisory role and real power to enact specific initiatives.</li> <li>● Students on teacher hiring committees</li> <li>● Participatory budgeting – students propose, lobby for, and vote on the use of a set amount of school funds</li> <li>● Student representation on School Leadership Team</li> <li>● An Equity Team, including students, teachers, &amp; admin, focused on students introducing and implementing initiatives</li> </ul>
Peer Mentorship	<ul style="list-style-type: none"> <li>● Peer tutoring – in and out of the classroom</li> <li>● Student led workshops on current events or social issues</li> <li>● Big sister – little sister programs</li> </ul>

	<ul style="list-style-type: none"> <li>• Peer mediation programs</li> <li>• Student-led restorative circles</li> </ul>
Student voice in curriculum design and extra-curricular programming.	<ul style="list-style-type: none"> <li>• Student participation in curricula selection or review team</li> <li>• Student proposed and/or student-led clubs</li> <li>• Choice regarding topics of study, books, project subjects, etc. within courses.</li> </ul>
Student-centered school-wide events and traditions	<ul style="list-style-type: none"> <li>• Student led Town Halls</li> <li>• Poetry readings, concerts, dance and theatrical performances.</li> <li>• Cultural celebrations, fairs, and performances</li> <li>• Student speakers at graduation and other high profile school events.</li> </ul>

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## Collaboration

***Students work together, in and out of classrooms, to achieve goals, solve problems, provide mutual support, and accelerate learning. The school facilitates collaboration through lesson design, classroom set-up, and project-based learning.***

For over a decade, there has been a robust conversation around equipping students with “21st Century Skills.” In all the various frameworks and lists that have arisen from this conversation, collaboration is always highlighted as a skill that is critical for the careers our students aspire to. “Fifty years ago, much work was accomplished by individuals working alone, but not today. Much of all significant work is accomplished in teams, and in many cases, global teams.” Current models of modern work environments demand that our current educational system move towards collaboration. Asserting one’s ideas, listening carefully to and thoughtfully considering others’ ideas and opinions, questioning and explaining, and striving for consensus or compromise, are all crucial to the collaborative work our students will engage in in college and career.

Since its founding, our network has espoused collaboration as a critical component of girls’ secondary education. The social connections that girls so value are welcomed into instructional spaces rather than stifled. When you walk into a TYWLS classroom, you will see girls working together in pairs, in small groups, or leading the whole class. Students are encouraged to work together to solve problems, discuss texts or ideas in pairs or triads, teach and tutor one another, and engage each other’s thoughts and ideas with respect and thoughtful consideration. Even the furniture in our central schools suggest collaboration: nearly all classrooms are filled with tables and chairs rather than individual desks to allow students ample opportunities for collaboration as a rule and not the exception in lessons and activities. Furthermore, we seek out and utilize technology, from google docs for shared writing to the latest team management apps for group projects. And most importantly we understand that collaboration is both an activity and a skill that can be supported through classroom protocols, norms, and structures.

The value of collaboration is also suggested in the culturally responsive pedagogy that we recommend. While the United States has a highly individualistic culture, many of the countries that have shaped our students’ cultural identities are rooted in collectivism and collaboration, as investigated by Geert Hofstede in the 1997 study *Cultures and Organizations: Software of the Mind*. As with culturally responsive pedagogy, collaboration centers the student as the agent of their own learning, actively engaging in constructing knowledge and developing skills rather than having either bestowed upon them.

Our students certainly strive for individual success and recognition, but the connectedness and emphasis on relationship-building that is embedded in our model makes for a learning environment especially conducive to their success, from both the girls’ education and culturally-responsive lenses. Collaboration makes for a richer classroom environment that more accurately depicts the 21<sup>st</sup> Century skills that our students will utilize in college and in professional settings.

## What the literature says...

*Collaborative activities foster engagement and learning in at least three major ways. First, girls enjoy collaborating with one another because it makes learning fun and both emotionally and intellectually involving. Second, working together also provides a way for girls to learn the material by gaining insights from different peers' perspectives. Third, it promotes bonding and the ability to get to know one another in more complex ways. (Kuriloff, Andrus, and Jacobs, 2017)*

*Girls often feel that they must choose between having a voice in terms of expressing their feelings, ideas and questions, and maintaining close relationships with those around them. When girls "go underground" as Gilligan describes it, they silence themselves in order not to rock the boat.....Spaces for collaborative work in school provide a counterbalance to their tendency to "go underground." (Kuriloff, Andrus, and Jacobs, 2017)*

*The focus on individual achievement denies students an equitable education, for it ignores the larger systems of power that allow racism and sexism to flourish. (Nuamah, 2019)*

*As an example, a country such as Guatemala...leans more toward a communal culture that downplays self-promotion in favor of promoting harmony and interdependence in the family or workplace above all else. One can see there is a cultural mismatch between the typical American Culture that's focused on individual personal achievement and recognition and the typical Guatemalan culture that puts a premium on being in a positive relationship with others as a foundation for business, learning, and social interaction. (Hammond, 2015)*

## Key Indicators in the Classroom

- Indicator #1: Collaborative problem-solving, question answering, planning, creating, implementing, executing, etc....among pairs or small groups of students
- Indicator #2: Peer tutoring, peer support, peer feedback, peer editing, etc.
- Indicator #3: Small group or paired discussion of open-ended questions

*At TYWLS, collaboration is synonymous with classroom learning. As in most of my classes, I have been seated with groups of around 4-10 students. As a group, we will complete our classwork with each other and receive help on anything that we are struggling with. Being able to discuss ideas with each other helped us to better know each other, which built a sense of community. Collaboration has helped me to grow a student as it helps me to look at problems from multiple perspectives. As a person, it has helped to shape my view of the world. As an only child, I used to be wrapped around in my own ideas while I was younger. Being exposed to other people helped me to realize that other's ideas may not be similar to mine, but they are still correct.*

*-TYWLS Queens 10th grader*

Classroom Strategies and School-level Applications	
Paired or small group discussion and problem-solving	<ul style="list-style-type: none"> <li>● Whiteboarding - groups of students work together to solve a problem, agreeing on the the explanation to present on the whiteboard. The whiteboard serves as a space for collaborative thinking and writing.</li> <li>● Partner quizzes - two students complete a quiz together, learning from one another and checking one another's work.</li> <li>● Literature Circles - small groups of students gather together to discuss a piece of text in depth, guided by their thoughts and ideas about what they have read. Oftentimes lit circles include roles for each student, such as facilitator, investigator, summarizer, connector, wordsmith, etc.</li> </ul>
Classroom configuration	<ul style="list-style-type: none"> <li>● Tables or collaborative desks</li> <li>● Re-configuration based on day's activities</li> <li>● Multi-use areas or spaces</li> </ul>
Use of Technology	<ul style="list-style-type: none"> <li>● Shared writing platforms (e.g. google docs)</li> <li>● Project management apps</li> </ul>
Classroom norms and protocols for collaboration	<ul style="list-style-type: none"> <li>● Shared writing protocols</li> <li>● Partner work protocols</li> <li>● Peer feedback protocols</li> <li>● Kagan Structures</li> </ul>
Student-led discussion	<ul style="list-style-type: none"> <li>● See Voice: Recommended Practices</li> </ul>
Academic fairs and competitions	<ul style="list-style-type: none"> <li>● Intel ISEF</li> <li>● National History Day</li> <li>● STEMposium</li> </ul>
Inter-grade learning experiences	<ul style="list-style-type: none"> <li>● Intensives - 1-2 week inter-grade courses focused on narrowly focused engaging topics or projects.</li> <li>● Hackathons - events in which students compete to create solutions to problems. While popularized in the arena of computer programming, hackathons can be adapted to any problem solving situation.</li> </ul>
Teacher Professional Development	<ul style="list-style-type: none"> <li>● Sharing of effective implementation of collaboration</li> <li>● Provided by organizations specializing in collaborative learning - ex. Kagan Structures</li> </ul>
Adults modelling collaboration	<ul style="list-style-type: none"> <li>● Co-teaching</li> <li>● Teacher teams</li> </ul>



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<https://curriculum.newvisions.org/middle-school/course/discourse/>

## Connection

***Students associate positively with school and have a healthy sense of belonging in both their in- and out-of-school communities. The school promotes and models connectedness – among students, the student to the school, to teachers, to self, to family, to community.***

A school community is a complex web of relationships between students, teachers, parents, administrators, staff, the curriculum, the local community, and society. These connections, or lack thereof, combine to influence students' sense of belonging at school, their trust in the teaching and guidance of the adults in the school, and their internal motivation to achieve academically and pursue the experiences that will expand and enrich their school experience.

Central to this web of connection, and a major factor in both students' sense of belonging and their academic achievement, are their relationships with the adults in the school, foremost their teachers.\* As articulated by child psychiatrist and school renowned school reformer James Comer, "No significant learning occurs without a significant relationship." (Comer, 1995)

Developing rapport and trust with students does not happen by accident: skilled teachers know that creating connection takes time and intentional work. Connection can happen in content-area classes, but smaller, non-academic spaces, like Advisory, after-school programs and sports, and the informal interactions that accompany school activities and trips, are optimal times for teachers to both build relationships with students. It is critical that every girl has at least one trusted adult in the school building. Even if a student is not bonded with every classroom teacher, there is someone that she can confide in, and that educator is keeping a close eye on that student's academic progress and social-emotional learning. While some students may develop such a relationship with a teacher organically, systems and structures play an important role in ensuring that all students are connected. Advisory, particularly the assignment of an advisor with clear responsibilities to each student, as well as grade team meetings in which advisors discuss the academic and social-emotional needs of students, are strong practices for ensuring this 1:1 connection.

To support developing trusting and authentic relationships with students, whose life experiences may be quite different from those of the teacher, it is important for teachers to have training in both responsive practices (discussed in more detail in another section of this guide) and a trauma-informed approach. Simply put, a trauma-informed approach builds trust, which is critical for an environment conducive to learning. Further, as Dr. Monique Morris states in her book *Sing a Rhythm, Dance a Blues*, it is beneficial to students experiencing certain types of trauma to have mentors on staff in the school who can personally relate to their experiences. Similarly, there is ample evidence of the positive effect of having a diverse faculty, expanding avenues for student-teacher connection.

In addition to the practices discussed here, connection is supported by many of the other practices in this guide. Culturally responsive practices increase student connection to the curriculum and school culture, centering student voice builds student connection to the school through input and imprint, collaboration builds authentic working relationships among students, and restorative practices focus on maintaining healthy relationships between students and maintaining a mutually respectful and supportive community.

*\*Relationships to peers are often as, and sometimes more, important to students, thus our specific focus on these in the Attention to Relationships section of this guide.*

## What the literature says...

*...a relationship with a teacher is often the decisive element that allows a student to thrive in a class. Teachers' empathy and warmth consistently have been shown to correlate with improved academic performance...caring requires that the "career" (teacher) truly engage with the person about whom he or she is caring (student) to understand and respond to the person's needs. (Kuriloff, Andrus, and Jacobs, 2017)*

*[Teachers should] make sure that there is someone at the school each girl can trust and turn to – and maybe, as important, someone who turns to the girl. (Kuriloff, Andrus, and Jacobs, 2017)*

*Trust and fear are inversely related; fear activates the amygdala and the release of cortisol. Cortisol stops learning for about 20 minutes and stays in the body for up to 3 hours. Remember, when the brain feels there's a potential threat based on a past experience with a particular person because of one's own implicit bias or marginalized status in the larger sociopolitical context, the amygdala goes into action and 'hijacks' the brain's other systems, throwing the body into defensive fight, flight, or freeze mode. Trust deactivates the amygdala and blocks the release of cortisol. (Hammond, 2015)*

*It is critical for the lead instructor to have specific experience in working with young people who have experienced multiple forms of trauma and who have been involved with multiple legal and social systems. Experience is one way that we know. It can be emotionally dangerous for everyone when educators or staff with little or no experience in trauma-informed work end up engaging girls who are survivors, without close supervision. (Morris, 2019)*

*When students can see people who look like them and/or come from their situation or who represent part of their culture in the context of learning and success, they begin to see themselves in that context. (Castellano, 2018)*

*Educators must prioritize creating opportunities for girls to create organic and supportive networks among themselves. When this happens, girls with problematic educational histories begin to consider the school their school as opposed to just the school that they attend. (Morris, 2019)*

## Key Indicators in the Classroom

- Indicator #1: Teacher-student interactions demonstrate respect and care.
- Indicator #2: The teacher exhibits and utilizes personal, academic, and/or instructional knowledge of students.
- Indicator #3: Student-student interactions demonstrate respect and care.
- Indicator #4: Students can express the objectives of the lesson and its importance to them, academically, personally, for their life goals, for their understanding of the world, etc.

*Being a teacher's assistant for my former 6th grade English teacher has helped me to connect to my younger sisters, as I am able to see first-hand their excitement to be a part of the TYWLS community, and the changes that they would like to see made. And as a high school freshman, I had Geometry with many sophomores. Struggling together and celebrating triumphs together helped us to form a closer bond. This bond has helped me to get advice and to prepare for the future. As a person, having connections helps to build a sense of happiness and belonging.*

*-TYWLS Queens, 10th grader*

## Classroom Strategies and School-level Applications

Advisory	<ul style="list-style-type: none"> <li>● Assignment of each student to an advisor, who has clearly defined responsibilities in monitoring student academic progress, as well as student attendance and wellness.</li> <li>● Regularly scheduled, structured small group meetings, facilitated by an advisor, focused on self-reflection, social-emotional learning, social issues, current events, community building, and more...</li> <li>● Regularly scheduled grade team meetings of advisors and teachers to discuss students' academic and wellness needs.</li> </ul>
Opportunities for less formal student-teacher relationship building	<ul style="list-style-type: none"> <li>● Teacher advisement of clubs and after-school activities</li> <li>● Tutoring</li> <li>● Student-teacher luncheons</li> <li>● Class trips</li> </ul>
Whole school and inter-grade programs, activities, and events	<ul style="list-style-type: none"> <li>● Peer Mentoring</li> <li>● Town Halls</li> <li>● Spirit Week</li> <li>● Big-Sister/Little Sister programs</li> </ul>
Grade-wide community building activities and events	<ul style="list-style-type: none"> <li>● Orientation camp or workshops</li> <li>● Grade-wide group building and bonding trips: Ropes Courses, etc.</li> <li>● Milestone trips: 8<sup>th</sup> grade trip to D.C. or 11th grade multiple college tour</li> <li>● Senior Retreat</li> </ul>
Affinity organizations	<ul style="list-style-type: none"> <li>● Black Student Union</li> <li>● Latinx Student Association</li> <li>● Genders &amp; Sexualities Alliance</li> <li>● DREAMers organization</li> <li>● Muslim Student Association</li> </ul>
Local community-centered activities	<ul style="list-style-type: none"> <li>● Hyper-local field-trips</li> </ul>

	<ul style="list-style-type: none"> <li>• Community Service</li> <li>• Community Activism</li> <li>• Kindness Initiatives</li> </ul>
Parent engagement	<ul style="list-style-type: none"> <li>• Regular communication between advisors/teachers and parents that is informational or celebratory, rather than problem focused.</li> <li>• Teacher and staff participation in PTA/O events and activities.</li> <li>• Parent involvement in cultural, academic, and performance events.</li> </ul>
Teacher training	<ul style="list-style-type: none"> <li>• Trauma-informed practices</li> <li>• Culturally responsive practices</li> </ul>
Teacher diversity	<ul style="list-style-type: none"> <li>• Diversity in recruitment initiatives and strategies</li> <li>• Student participation in teacher hiring processes</li> </ul>
Teacher continuity	<ul style="list-style-type: none"> <li>• Initiatives for teacher retention</li> <li>• Teaching across grade levels</li> </ul>
Student input and imprint on the school environment and culture	<ul style="list-style-type: none"> <li>• See <i>Imprint</i></li> </ul>
Restorative Circles	<ul style="list-style-type: none"> <li>• See <i>Restorative Practices</i></li> </ul>

*The connections between students and teachers, and those between teachers are very strong. As a student, seeing that the connection between the TYWLS staff is strong and healthy, helps the students feel not only safer but closer to the teachers. In addition, the relationships between the teachers and students is also strong. We are able to look up to them and know we can trust them. We know that they will be there for us.*

-TYWLS Bronx 11th grader

## Works Cited and Further Resources

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- Kuriloff, Peter, Shannon Andrus, and Charlotte Jacobs. (2017). ***Teaching Girls: How Teachers and Parents Can Reach Their Brains and Hearts.***
- Morris, Monique W. (2019). ***Sing a Rhythm, Dance a Blues: Education for the Liberation of Black and Brown Girls.***

## Culturally Relevant and Culturally Sustaining Practices

***The school employs practices of culturally responsive teaching that embrace students' identities, sees diversity as a source of knowledge, and explicitly engages questions of equity and justice. Students' cultural backgrounds, interests, and lived experiences are embedded in all aspects of teaching and learning within the classroom and across the school.***

Since Gloria Ladson-Billings conceptualized “Culturally Relevant Pedagogy” in 1990, framing a pedagogy for African-American students that is asset-based rather than deficit-based, her ideas have had an enormous impact on educational research, teaching practice, and school policy. Her theory has supported teachers in designing and delivering instruction that builds on the cultural and individual assets students bring to the classroom and engages socio-political issues relevant to the students to support both academic achievement and students’ “ability to take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, and solve real-world problems.” However, some initiatives to promote Culturally Relevant Pedagogy have reduced it to the inclusion of texts with multicultural characters and annual celebrations of students’ home cultures. Whole Girl Pedagogy strives for the former over the latter. Though attention to cultural representation and cultural celebrations are important, Culturally Relevant Pedagogy is much more than this.

Over the past decade, the discourse on the Culturally Relevant Pedagogy has expanded greatly and been enriched by the voices of many educators who have built upon Ladson-Billings’ original framework. Terms such as Culturally Responsive, Culturally Revitalizing, and Culturally Sustaining have been applied to reframe CRP. While the extent and depth of this discourse is beyond summarization here, these expansions of CRP include a critical centering of dynamic community languages, practices, and knowledges, student and community agency and input, historicized content and instruction, and building capacity to contend with internalized oppressions. (Paris, 2017)

All pedagogy in schools that serve girls of color needs to be culturally relevant, responsive, and sustaining. In order to achieve this, practical training in the instructional strategies and curricular considerations rooted in theories of CRP must be standard for all teachers and administrators. Schools must ask: How do our students learn best, including consideration of gender, race, socio-economic circumstance, sexuality, immigration status, religion, and all the other layers and intersections of culture and identity of our students? What culturally relevant practices should every adult in our building know and how do we develop these practices? What should the makeup of our faculty and staff look like, based on the population of students that we serve? How do we incorporate content and modes of understanding in the classroom that our students can connect and relate to? How do we incorporate cultural traditions in the school culture and environment? How do we engage the socio-political issues most important to our students as crucial arenas for learning and developing skills?

Teachers and administrators must also reflect on their positionality and role vis-a-vis their students. Much has been written of the need for teachers to see themselves not as bestowers of knowledge but as facilitators of learning and supporters of students’ own construction of knowledge. While this is not unique to CRP (it is also central to Critical Pedagogy, student-centered learning, and constructivist theories of education) the literature on CRP has homed in on a particularly effective role for the teacher as “warm demander,” a “unique combination of personal warmth and active demandingness earn(ing) the teacher the right to push for excellence and stretch the student beyond [her] comfort zone.” (Hammond, 2015) The “warm demander” stance is just one example of how the theory of CRP can inform the daily practice of teaching.



While cultural relevance can mean many things to our diverse population of students, it is clear that an affirming, anti-oppressive lens has to be a baseline across the curriculum and culture of the school. As such, thoughtful engagement with the rich discourse on CRP is critical to practicing Whole Girl Pedagogy.

### What the literature says...

*In a society where the experiences of young people in general, and girls in particular [and girls of color more particularly] often are overlooked or devalued, a curriculum that emphasizes the importance of girls as experts about their lives and the world in which they live – and prioritizes the real-life application of the material – is vital. (Kuriloff, Andrus, and Jacobs, 2017)*

*The classroom is a sociocultural “third space”, a place for students to explore their individual and collective identities through different types of discourse, uses of language, and emotional support. The culturally responsive teacher....acknowledges that the classroom is a powerful container in its own right that reflects, communicates, and shapes values. (Hammond, 2015)*

*Reality pedagogy is an approach to teaching and learning that has a primary goal of meeting each student on his or her own cultural and emotional turf...It posits that while the teacher is the person charged with delivering the content, the student is the person who shapes how best to teach that content. (Emdin, 2013)*

*The key to understanding how culture guides the brain during culturally responsive teaching lies in focusing on deep culture. Rather than focus on the visible “fruits” of culture, --dress foods, holidays and heroes—we have to focus on the roots of culture: worldview, core beliefs, and group values. (Hammond, 2015)*

*As I continued to visit classrooms, I could see teachers who had good intentions toward the students and wanted to embrace culturally relevant pedagogy. They expressed strong beliefs in the academic efficacy of their students. They searched for cultural examples and analogues as they taught prescribed curricula. However, they rarely pushed students to consider critical perspectives on policies and practices that may have direct impact on their lives and communities. There was no discussion of issues such as school choice, school closings, rising incarceration rates, gun laws, or even everyday school climate questions like whether students should wear uniforms (which typically sparks spirited debate). (Ladson-Billings, 2014)*

*Failing to engage in complete narratives about historical events is itself oppressive. Failing to explore the relevance of the Hindu-Arabic numerical system as the foundation for the positional notation we use in mathematics today, for example, is more than a major omission...Teaching to historical oppression by ignoring the contributions of women and girls of color to society prolongs the unresolved transgenerational grief of racialized gender bias. It undermines the capacity for girls to realize their full potential as scholars.” (Morris, 2019)*

*What we find in the responses of the girls and their teachers is that the most engaging and memorable lessons tap into the needs, beliefs, and experiences of girls. Girls need to be able to see themselves reflected in the curriculum. This is important not only in a study of history or of famous mathematicians, as described earlier, but also in hands-on activities. (Kuriloff, Andrus, and Jacobs, 2017)*

*Teachers and administrators who do not see color or poverty are denying who these students are and where they come from. What they need are teachers and administrators who are culturally competent and empathetic, who employ culturally responsive instruction, and who build a community through forming relationships and using effective cross-cultural communication and understanding. (Castellano, 2018)*

*Overall, educators can reduce discrimination by acting as facilitators of best educational practice. **An inclusive, participatory pedagogy** facilitates healing because a comprehensive commitment to address biases—particularly against those furthest on the margins—rejects structures of oppression. Structures of oppression are*

*dismantled through participatory learning and practices that engage and respond to the source of our collective disharmony: fear. Centering the most marginalized among our girls of color allows for a critical discourse about the skills required to meet these girls where they are, and about what we can do to guide them toward the realization of their full potential. Whereas other pedagogical models emphasize learning about home conditions or lived experiences to teach, or focusing on questioning to facilitate learning, a liberative pedagogy for Black and Brown girls is driven by opportunities for these girls to co-create the content and conditions of their learning.” (Morris, 2019).*

*It is also important that the staff bring self-awareness and cultural competency in building leadership skills within our students. It is important that students receive “lived” messages that are consistent with the stated messages in the curriculum. Culturally aware teachers model how to live the core values to provide a safe and inclusive environment. (Teaching Tolerance, 2018)*

*Culturally Sustaining Pedagogy builds on decades of crucial asset-based pedagogical research that has countered pervasive deficit approaches to prove that our practices and ways of being as students and communities of color are legitimate and should be included meaningfully in classroom learning. Whether explicitly stated or not, this tradition of asset-based pedagogical research has fought against persistent, ongoing beliefs in White superiority and the systemic racism they engender. (Paris, in Ferlazzo, 2017)*

## Key Indicators in the Classroom

**Indicator #1:** Topics, texts, and/or contexts, reflect or connect with the diversity of identities, interests, and lived experiences of the students.

**Indicator #2:** Issues of social justice relevant to the students are explored, discussed, analyzed, etc.

**Indicator #3:** Multiple key indicators from Voice are present

**Indicator #4:** The teacher exhibits the qualities of a "warm demander" expressing warmth and care, while holding students to high expectations and offering appropriate support.

*At TYWLS Astoria, I feel like all of our voices are really heard. The TYWLS community makes sure everyone's voice is heard no matter their age, race, or ethnicity. I think that having your voice heard is very crucial to growing as a student and as a person because confidence is a vital trait to have for the real world. Over time, education prepares students for the real world. When TYWLS gives us the space to talk about certain topics or make us feel like our voices matter, we gain confidence. TYWLS teaches us not to fear whether our voices have an impact or not.*

*– TYWLS Astoria 8<sup>th</sup> grader*

Classroom Strategies and School-level Applications	
Professional Development in Culturally Relevant Pedagogy	<ul style="list-style-type: none"> <li>● Workshops and trainings by organizations that specialize in CRP - while this is dependent on your location, national organizations that offer workshops include: the Center of Culturally Responsive Teaching and Learning, the National Association for Multi-cultural Education, and Teaching Tolerance.</li> <li>● University classes, workshops, and conferences - many universities' education programs offer training and professional development in CRP.</li> <li>● Teacher book clubs - there is so much insightful literature on CRP from which to choose a text for shared reading and discussion among a group of teachers or the whole staff.</li> </ul>
Curriculum or Instructional Audit	<ul style="list-style-type: none"> <li>● <a href="#">Culturally Responsive Curriculum Scorecard (NYU)</a></li> <li>● <a href="#">Culturally Responsive Teaching Checklist (UCLA)</a></li> <li>● Student surveys - to assess students' experience of the curriculum and instructional practices</li> </ul>
Student engagement and input in school-wide administrative decision making	<ul style="list-style-type: none"> <li>● Student government – with both an advisory role and real power to enact specific initiatives.</li> <li>● Students on teacher hiring committees.</li> <li>● Participatory budgeting – students propose, lobby for, and vote on the use of a set amount of school funds.</li> <li>● Student representation on School Leadership Team</li> </ul>
Student voice and choice in the curriculum and extra-curricular programming.	<ul style="list-style-type: none"> <li>● Electives</li> <li>● Intensives</li> <li>● Student proposed and/or student-led clubs</li> <li>● Student participation in curricula selection or review team</li> <li>● Choice regarding topics of study, books, project subjects, etc. within courses.</li> </ul>
Affinity organizations	<ul style="list-style-type: none"> <li>● Black Student Union</li> <li>● Latinx Student Association</li> <li>● Genders &amp; Sexualities Alliance</li> <li>● DREAMers organization</li> <li>● Muslim Student Association</li> <li>● etc.</li> </ul>
School-wide events and celebrations	<ul style="list-style-type: none"> <li>● Cultural performances - by students and guests</li> <li>● Cultural celebrations and fairs</li> </ul>
Local community-centered activities	<ul style="list-style-type: none"> <li>● Community Activism</li> </ul>

- Community Service
- Hyper-local field-trips

See also *Voice, Connection, Gender Consciousness* for additional classroom strategies and school-level applications.

*As a school, our commitment over the past year has been to Culturally Responsive Education. We read Zaretta Hammond's book for summer reading and have met several times for PD with the Center for Racial Justice. We ground decisions in the Leadership Council in CRE practices, such decisions involve grading, suspension rates, recruitment, and professional development.*

-TYWLS Bronx teacher

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## Gender Consciousness

***Students explore and are empowered by the gender component of their identity. Gender is used as a lens of analysis in the classroom and in school-wide decision making. Active steps are taken to undermine gender bias in the curriculum and in the school environment.***

Gender consciousness may seem as a given in the TYWLS Model, unnecessary to be separated out. But to take it for granted would be a mistake. Many (if not all) of the elements of Whole Girl Pedagogy are good practices to use with both boys and girls, but its importance is heightened when implemented in the context of a society in which gender plays a significant role, both in terms of the manner in which a person experiences the world as well as the systems of oppression and potential for empowerment in that world.

Gender consciousness in girls' education is multi-faceted. First, it demands a consciousness of gender by teachers and administrators in designing everything from curricula to school culture to classroom norms and practices, all with an eye to subverting sexist and cis-normative power relations, stereotypes, and expectations. Second, it centers gender as a lens of analysis and area of study in student learning. Students should be encouraged to explore gender vis-a-vis their identity and understand how it operates in their lives, with a goal of nurturing individual agency. And the curriculum should be inclusive of a wide range of women's voices, histories, and contributions, specifically the voices of women of color, immigrant women, and women of historically marginalized communities. Third, gender consciousness should ground and give mission to the strategic goal of empowering young women to face, navigate, subvert, and/or challenge gendered power dynamics they will encounter beyond high school. In addition to both individual and institutional sexism, our students face restrictive gender norms and exclusive binary gender definitions. It is important that we affirm and support the diversity of our students' gender identities, including non-binary students and the myriad identities that challenge and resist a strict definition of what it means to be a woman.

### What the literature says...

*Being gender-conscious means creating an environment that consistently acknowledges the power of gender in our lives and makes space for students to discover how their gender affects them and their learning. It means confronting and hopefully dismantling internal and external stereotypes and biases. It means recognizing that there are innumerable ways for students to "do gender" and that we shouldn't force expectations upon any members of the school community. (Kuriloff, Andrus, and Jacobs, 2017)*

*What we find in the responses of the girls and their teachers is that the most engaging and memorable lessons tap into the needs, beliefs, and experiences of girls. Girls need to be able to see themselves reflected in the curriculum. This is important not only in a study of history or of famous mathematicians, as described earlier, but also in hands-on activities. (Kuriloff, Andrus, and Jacobs, 2017)*

*...when teachers and administrators are thinking about their students' genders, they should be thinking about uncovering bias, dismantling stereotypes, promoting a healthy classroom culture, and building relationships with and among students... for teachers this means realizing that students have a sense of gender that guides how they interact with the world around them and that also affects how others respond to and treat them....all girls, no matter their circumstances, tend to encounter two major barriers to academic success: negative stereotyping and overt harassment. (Kuriloff, Andrus, and Jacobs, 2017)*

*For a school to consciously engage in practices enabling liberation, it must embody 'an idea of change that dismantles unequal power relations.' It requires an explicit and intentional acknowledgement of gender and the*

*ways in which it shapes socioeconomic inequity. It requires schools to teach girls not only how to deal with challenges but also how to reshape them, subvert them, destroy them, and reconstruct them. In sum, for schools to take on the work of equity and liberation, they must disrupt inequitable power relations and redistribute them. Institutions that do this work are not simply friendly to girls or sensitive to gender. They are feminist schools. (Nuamah, 2019)*

*We need not only feminist classrooms, but feminist universities [schools]. Not simply equality of opportunity, but meaningful equality—the kind that accounts for past injustice and takes active steps to rectify it. In the classroom, that means paying attention to power dynamics, encouraging our students to challenge sexist and racist forms of thinking, and preparing ourselves and our students to confront structural inequality. But if we consider that universities [schools] are not just classrooms but workplaces, what does a feminist approach look like when we leave the blackboard behind? (Khale, 2019).*

## Key Indicators in the Classroom

- **Indicator #1:** Topics and texts reflect perspectives of women authors, women subjects (female protagonists, historical women, etc), and women's issues.
- **Indicator #2:** Gender is used as a lens of analysis.
- **Indicator #3:** Gender bias, when present, is addressed and critiqued. Active steps are taken to undermine gender bias.

*At TYWLS of Queens, we are empowered by the fact that we are young women. In the classroom, we are constantly taught about women who have helped to change history and have defied stereotypes. As a student and a person, I hope to be like these women, and I work every day towards that goal.*

- TYWLS Queens Student

## Classroom Strategies and School-level Applications

**Note:** *All of the recommended practices in this guide are gender conscious. They have been selected to address particular strengths, needs, and desires of girls, expanding the mission of the school to teach the “whole girl” through centering her lived experience and supporting her growth beyond mere academic progress. Below are a few recommended practices particularly informed by gender consciousness, but all of the practices in this guide, from Voice to Connection to Supported Risk-taking, are all informed by the same gender consciousness.*

Engagement with a diverse range of successful women	<ul style="list-style-type: none"> <li>● Mentoring programs - with a diverse group of mentors that both reflect the students own cultural identities and experiences as well as represent the diversity of women’s identities and experiences.</li> <li>● Guest speakers and panels</li> <li>● Local and national conferences on women, gender, and intersectionality</li> </ul>
Robust STEAM coursework and programming	<ul style="list-style-type: none"> <li>● AP and other advanced coursework in Math, Science, and Computer Science</li> </ul>



	<ul style="list-style-type: none"> <li>● Fieldwork and Labwork alongside professional scientists</li> <li>● After-school programs in robotics, engineering, coding, and other STEAM topics</li> <li>● Student participation in science fairs, competitions, and symposia</li> </ul>
Early career exposure and exploration	<ul style="list-style-type: none"> <li>● Career Fairs featuring a diverse group of women in a wide range of careers</li> <li>● Job shadowing of professional women</li> <li>● Exposure to and engagement with women in fields where women, and particularly women of color, are underrepresented</li> </ul>
Extensive inclusion of a diverse array of women authors, writers, and theorists in the curriculum, as well as extensive consideration of the role of women in history and society, including the development of the fields of math and science.	<ul style="list-style-type: none"> <li>● Inclusion of diverse women novelists, essayists, journalists, researchers, scientists, and theorists in the curriculum</li> <li>● Inclusion of female historical figures and current women of prominence</li> <li>● Study of social movements led by women</li> <li>● Study of historical women's lives and the changing ideas regarding gender roles through history</li> </ul>
Explicit study of gender, gender oppression, feminism, womanism, and intersectional identities and oppression	<ul style="list-style-type: none"> <li>● Women's studies or gender studies units or courses</li> <li>● Inclusion of feminist theory as a lens of analysis in history and literature classes</li> </ul>

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## Courage Cultivation

***Students move beyond their comfort zones in safe environments to build confidence, increase aptitudes, and expand their perspectives. The school offers opportunities for intellectual risk taking and social courage in a supportive environment. Students are encouraged to take on roles, explore ideas, and practice skills that may be unfamiliar, undeveloped, or uncomfortable.***

Courage development progresses over time with increased exposure to bravery-building experiences such as intellectual stretching, volunteering for leadership roles, public speaking--essentially expanding one's comfort zone in marginal increments in academic and nonacademic areas. However, it is critical that girls undergo these important courageous experiences in a supportive and warm environment where they feel safe to practice failure and recovery.

Psychologist, former girls' school leader, and researcher of girls' development, Dr. JoAnn Deak describes risk-taking as one of the five "crucible events" in the life of an adolescent girl. She says it is important to be clear on the definition of risk-taking behavior and that "in psychological terms, risk-taking involves doing something outside of one's emotional comfort zone." (Deak, 79). This pays off when parents and educators combine high expectations with high levels of support for girls. Deak calls this combination of caring and challenge a "magic blend," and claims that supported and successful risk taking also grows out of a girls' feelings of connectedness and confidence, resulting in increased courage.

This "magic blend" that Deak describes aligns with the "warm demander" role for teachers promoted by many proponents of Culturally Responsive Pedagogy. "...The culturally responsive teacher takes a 'warm demander' stance...This unique combination of personal warmth and active demandingness earns the teacher the right to push for excellence and stretch the student beyond [her] comfort zone." (Hammond, 2015) This "right" is buoyed by an essential establishment of trust between teacher and student that has to be earned. Here, Zaretta Hammond echoes the importance of stretch paired with support. If the student trusts the educator, she will accept the push as a loving challenge to help her grow, understanding that she has the scaffolding needed to help her if she falters.

A challenging and supportive environment is essential in a girls' secondary school, because as girls get older, their tolerance and appetite for risk and bravery-building decreases. Carol Dweck, Stanford University psychologist and author of the book Mindset, writes that "if life were one long grade school women would be the undisputed rulers of the world. But life isn't one long grade school." Girls tend to be more successful (generally speaking) than boys in grade school where behaviors such as neatness, stillness, composure, and agreeability are rewarded. Girls are typically praised for their docility and for quietly staying on task with their assignments rather than for exercising their intellectual curiosity. In too many cases, this leaves intellectual risk-taking outside of their everyday experience in the classroom. However, Dweck also writes that "[life] rewards people who take risks and rebound." For teenage girls, taking intellectual risks can be particularly daunting because of the ongoing societal messages telling them that their thoughts, opinions, and knowledge are not valued. Girls often have to unlearn the behaviors that made them successful in grade school to achieve what they want in secondary school, college, and careers.

Further, a poll conducted by Katty Kay and Claire Shipman, authors of The Confidence Code for Girls, shows that from ages 8 to 14, boys are more likely than girls to describe themselves as confident, strong, adventurous, and fearless. To support girls in maintaining their tolerance and enjoyment of stretching beyond their comfort zones, schools and classrooms must provide opportunities for girls to take managed risks and celebrate "failing forward," welcoming failure as a tool for learning and growth.

## What the literature says...

*The behavior of staying on task and of trying to be a good student intensifies for many girls once they reach adolescence and it can transform into a fear of making a mistake and not being perfect. As a consequence, in the classroom the behaviors of sharing out new ideas, asking questions, and trying out new procedures without knowledge of how it could turn out become something that many adolescent girls avoid rather than embrace. Fortunately, there is a growing body of research about how to encourage intellectual risk-taking. We are learning that when certain elements are in place, girls are more likely to risk a wrong answer and to more confidently engage with material that stretches them intellectually. These elements include promoting a sense of freedom to ask questions without the fear of being wrong and encouraging collaboration among peers. (Kuriloff, Andrus, and Jacobs, 2017)*

*Intellectual or academic risk taking belongs to a larger category of risk taking behaviors that involve decision-making situations in which the alternative choices are characterized by a "lack of certainty and the prospect of loss or failure." Intellectual risk taking can be defined as "engaging in adaptive learning behaviors sharing tentative ideas, asking questions, attempting to do and learn new things) that place the learner at risk of making mistakes or appearing less competent than others." By this definition, people who take intellectual risks are actively participating in the learning process despite the possibility of making mistakes. For some people, the fear of having their ideas dismissed or ridiculed inhibits them from engaging in intellectual risk taking behaviors. Although many risk taking behaviors, such as engaging in extreme sports, are considered maladaptive because of the potential to cause harm, intellectual risk taking is considered a desirable trait because its potential benefits, such as advances in personal knowledge, outweigh the risks. (Pearson, 2011)*

*...the teacher acts as an ally to the student in (her) quest toward independent learning. In this role, the teacher offers both care and push as needed. The main focus here is cultivating the skills to push students into their zone of proximal development while helping them manage their emotional response so they don't set off their amygdala. The skills and attributes of warm demander pedagogy allows teachers to push students to take more academic risks and gain confidence. (Hammond 2015)*

*The caring, the persistence, the pushing – all these create trust. It is the trust that students place in these strong teachers that allows them to believe in themselves. It is the teachers' strength and commitment that give students the security to risk taking the chance to learn. (Delpit, 2012)*

## Key Indicators in the Classroom

- **Indicator #1:** Students are comfortable answering questions and engaging in discussion, even when unsure or uncertain.
- **Indicator #2:** Students are comfortable asking for help and asking questions to deepen their understanding.
- **Indicator #3:** Students are encouraged to take on roles, explore ideas, and practice skills that may be unfamiliar, undeveloped, or not preferred by them. i.e. Students are encouraged to "stretch their rubber bands."
- **Indicator #4:** Students are expected to take part in all aspects of the lesson and all students are expected to achieve the objectives of the lesson, though differentiation of materials, supports, time allotted, or breadth of production, may be utilized.

*TYWLS teachers are always pushing their students to think outside of the box and step out of their comfort zone. I've been able to do some great things because my teachers pushed me and knew I could do so much more than what I thought I could.*

*-TYWLS Bronx Student*

## Classroom Practices and School-level Applications

Elective Coursework	<ul style="list-style-type: none"> <li>● Open AP and advanced course enrollment</li> <li>● Inter-disciplinary electives</li> <li>● Low-stakes courses, projects, or assignments - graded pass/fail or based on engagement rather than achievement</li> </ul>
Opportunities for Social Activism and Community Service	<ul style="list-style-type: none"> <li>● Community Service Projects</li> <li>● Social Activism Initiatives</li> <li>● Student Government</li> </ul>
Extra-curricular clubs and activities	<ul style="list-style-type: none"> <li>● Students will often feel more free to take a chance on something when it is a non-course, ungraded activity</li> <li>● Opportunities for leadership of extra-curricular clubs or activities</li> </ul>
Scaffolding Leadership - in and out of the classroom	<ul style="list-style-type: none"> <li>● Supports and protocols for student-led discussions (see <i>Voice</i> chapter)</li> <li>● Coaching students prior to presentations, performances, or speaking engagements</li> <li>● Including students on leadership teams with teachers, admin, and parents - school leadership team, teacher hiring committee, DEI team, student activities board, etc.</li> </ul>
Sports	<ul style="list-style-type: none"> <li>● A variety of varsity, club, and intramural sport</li> <li>● Competitive and non-competitive sports</li> <li>● Leadership roles for students on teams</li> </ul>
Leadership Development and SEL events	<ul style="list-style-type: none"> <li>● Ropes-courses and other outdoor adventure learning</li> <li>● Challenge Day: <a href="https://www.challengeday.org/">https://www.challengeday.org/</a></li> <li>● Team-building workshops</li> </ul>
Student Performances	<ul style="list-style-type: none"> <li>● Theater, Dance, Music, and other artistic performances</li> <li>● Talent shows, poetry slams, and cultural celebrations</li> </ul>
Administration and faculty support of student led initiatives	<ul style="list-style-type: none"> <li>● Systems for student proposals</li> <li>● Student government</li> <li>● Participatory budgeting</li> <li>● Student advisory committees</li> </ul>

Partnerships that promote leadership and bravery building in girls	<ul style="list-style-type: none"> <li>● Improvisational theatre partnerships</li> <li>● Social action clubs</li> <li>● Leadership councils and youth boards</li> </ul>
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*When I think of supported risk-taking, some of my favorite projects come to mind, specifically - Digital Dance, Coding Exchange, Femstrate, Tech Crew, and Tech Explorers - all of these projects push students beyond what they think they are able to achieve while also supporting VOICE, CONNECTION and COLLABORATION. Students should never feel like they have to wait till they're older to have a positive impact on the world, when they can start now!*

*-TYWLS Astoria Teacher*

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## Academic Rigor

***Students engage in a college-prep curriculum to garner the skills, tools, resources, and confidence that they need to achieve success in high school, college, and beyond. Productive struggle is valued in the classroom and student achievement is supported with ample and appropriate supports and scaffolding.***

Whole Girl Education has the objective of nurturing self-efficacy and academic competence, particularly to support college enrollment and persistence. These objectives are rooted in the belief that all students can benefit from a rigorous curriculum and achieve at a college-ready standard.

Students arrive at our schools with a wide range of academic preparedness, a variety of academic skills, and different experiences, attitudes, and levels of trust in school and themselves. Therefore, it is critical to structure students' learning experiences to meet them where they are while challenging them to ever higher achievement. This requires teaching methods, academic policy, and academic support structures that widen access to the curriculum and support all students in developing the academic skills and content knowledge to be college ready. Providing multiple opportunities to be successful, diversifying teaching methods to encompass the diversity of learning styles, instruction that focuses on skill development as well as content knowledge, and targeted individualized supports are all key to an education program that promotes the high achievement of all students.

A critical component to realizing this achievement is nurturing a growth mindset among both students and teachers. A growth mindset posits that our minds are expandable and get stronger with practice and with the belief that we can grow and change. The mindset that a teacher has about her students and the mindset that a student has about herself are both incredibly important indicators of how successful that student will be. Furthermore, it is crucial that students believe that their teachers believe in them and their ability to learn, develop skills, and achieve. This belief provides the encouragement and the confidence to challenge oneself, take intellectual risks, and persevere through demanding and difficult assignments and learning experiences.

Proceeding from a growth mindset, students need to be challenged and provided with opportunities to practice academic risk-taking, while also being provided with scaffolding to support reaching ever higher academic standards. Scaffolding is the practice of providing students with concrete academic supports to help them meet the academic standards of an assignment or lesson in the moment, but with the intention that eventually, as students' academic skills develop, these supports can be removed. Scaffolding is key to providing all students with access to the same rigorous curriculum, and it is key in encouraging academic risk-taking. As described in the Kuriloff, Andrus, and Jacobs quote below, some girls have a tendency to avoid speaking up in academic settings for fear of revealing their imperfections by offering a wrong answer. Academic scaffolding supports these students in taking greater academic risks. Coupled with an environment where making mistakes are not just tolerated but celebrated, this academic risk-taking leads to intellectual growth and an increasing self-efficacy. When students shed some pressure to project "effortless perfectionism" in the classroom, learning looks more like endurance training on a team rather than like a group of individual athletes in competition with one another.

It is also worth noting that of particular importance in preparing students for success in college and offering them the widest range of career options, is the inclusion of advanced STEM coursework in high school. Our society continually recycles the false claim that girls and women are not good at math and science, a belief that many girls have internalized. Furthermore, math and science departments on college campuses and many STEM



related work environments are hostile to the success of women. Therefore it is critically important that girls have the opportunity to take advanced math and science courses and experience success in these fields, to combat the notion of female inferiority in math and science and arm students with the self-confidence to navigate the sexism they may face in college and the workplace if they choose to pursue STEM fields.

### What the Literature says...

*Researchers have documented the efficacies of these expanded teaching strategies. Successful instruction is constant, rigorous, integrated across disciplines, connected to students' lived cultures, connected to their intellectual legacies, engaging, and designed for critical thinking and problem solving that is useful beyond the classroom. Never do the successful teachers believe that students have learned enough or that they cannot learn more. (Delpit, 2012)*

*Many researchers have identified successful teachers of African American students as "warm demanders." James Vasquez used the term to identify teachers whom students of color said did not lower their standards and were willing to help them. Warm demanders expect a great deal of their students, convince them of their own brilliance, and help them to reach their potential in a disciplined and structured environment. (Delpit, 2012)*

*In the examples we have given, girls describe situations where the material that they are learning is particularly challenging, and point to the clarity of the lessons and expectations and the systematic review of concepts as being instrumental in their gaining mastery of what was presented in class. These elements that work to promote student learning all function as "scaffolds" that bridge the gap between what students already know and ideas and concepts that are just out of their reach. Such scaffolds are particularly important for girls, as the research shows that in classrooms many girls avoid participating in class discussions or providing answers unless they are confident that they have the right answer. (Kuriloff, Andrus, and Jacobs, 2017)*

*It is important to point out, however, that high expectations and strong demands are insufficient. The other necessary components are care and concern. When students believe that the teacher cares for them and is concerned about them, they will frequently rise to the expectations set. When students believe that teachers believe in their ability, when they see teachers willing to go the extra mile to meet their academic deficiencies, they are much more likely to try. (Delpit, 2012).*

*We have to cease attempting to build "teacher proof" schools with scripted low-level instruction and instead seek to develop (and retain) perceptive, thinking teachers who challenge their students with high quality, interactive, and thoughtful instruction. (Delpit, 2012)*

*Attending an all women's college for a year before I transferred to Stanford University, I knew from first-hand experience the difference in female self-esteem and self-assertion in same-sex classrooms versus those where males were present. At Stanford males ruled the day in every classroom. Females spoke less, took less initiative, and often when they spoke you could hardly hear what they were saying. Their voices lacked strength and confidence.....[This] shocked me since I had come from an all-female environment where our intellectual worth and value was constantly affirmed by the standard of academic excellence our mostly female professors set for us and themselves. (hooks, 2000)*

*Another alarming trend related to girls and the STEM pipeline is the lack of girls of color taking STEM-related courses at the high school and college levels. Not surprisingly, this arises from a lack of access to advanced courses in STEM subjects. Nationwide in the U.S. only 50% of high schools offer calculus classes and only 63% offer physics classes. Additionally, 10% - 25% of high schools do not offer more than one of the core STEM classes, such as algebra I and II, geometry, biology, and chemistry. Because girls of color disproportionately attend schools that are underfunded and under-resourced, lack of access to even introductory STEM courses already puts them at a*

*disadvantage in having the academic background they need to pursue STEM careers. (Kuriloff, Andrus, and Jacobs, 2017)*

*A wise educator adds three specific elements to her feedback:*

- *An explicit holding of high standards. This helps the student understand that her mistakes are not necessarily a sign of (perceived) low capability but rather a sign of the high demands of the education program or academic task.*
- *A personal assurance to the student that [she] is capable and can improve with effort.*
- *Specific action steps to work. (Hammond, 2015)*

*Far too many students graduate from high school still unprepared for the lives they want to lead. They enroll in college and land in remedial courses, or start jobs and discover they're missing skills they need. We wanted to understand why. To do this, we followed nearly 4,000 students in five diverse school systems to learn more about their experiences. What we found was unnerving: classroom after classroom filled with A and B students whose big goals for their lives are slipping further away each day, unbeknownst to them and their families—not because they can't master challenging material, but because they're rarely given a real chance to try. In fact, most students—and especially students of color, those from low-income families, those with mild to moderate disabilities, and English language learners—spent the vast majority of their school days missing out on four crucial resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations. (TNTP, 2018)*

## Key Indicators in the Classroom

- **Indicator #1:** Work is designed to maximize students' "productive struggle" and avoid disengagement due to the work being overly easy or overly frustrating.
- **Indicator #2:** Students are provided with the necessary supports to achieve the objectives of the lesson.
- **Indicator #3:** The lesson addresses students' individual academic needs and learning goals.
- **Indicator #4:** The lesson addresses relevant grade appropriate academic standards. (school, district, state, national)

## Classroom Strategies and School-level Applications

**Note:** Academic rigor is not a practice that is easily captured in specific strategies or applications. It starts with a school philosophy and teacher belief that all students are capable of achievement at a college-ready level, and then requires the implementation of rigorous curricula and instructional strategies that challenge students to think analytically, problem solve, and communicate effectively, while providing them with the necessary supports to learn to do so. So, the following is really just the tip of the ice-berg when it comes to academic rigor.

School Instructional Vision

- Mission statement, vision statement, or instructional philosophy that captures the school's belief in academic rigor and the ability of all students to achieve with the right support.
- Active use of the school instructional vision in onboarding new teachers and refocusing the faculty regularly

	<ul style="list-style-type: none"> <li>● Sharing of the school instructional vision with students and parents on a regular basis</li> <li>● Use of the school instructional vision as a lens when assessing programming, curricular decisions, and unit and lesson design</li> </ul>
Focus on “productive struggle” in the classroom	<ul style="list-style-type: none"> <li>● “In class, the students should be working harder than the teacher.”</li> <li>● Lesson design that includes ample time for student practice, student discussion, paired &amp; group work, and problem solving - all with the goal of students constructing their own understanding of the material while developing academic skills</li> </ul>
Open access to advanced coursework, particularly in STEM subjects	<ul style="list-style-type: none"> <li>● Advanced Placement (AP) Courses and Pre-AP courses to prepare students for success in AP courses</li> <li>● International Baccalaureate (IB) curriculum</li> <li>● Trigonometry, Calculus, and other advanced math courses</li> <li>● Chemistry, Physics and other advanced STEM coursework</li> <li>● Computer science - ideally a sequence of courses beyond an introductory course</li> </ul>
Multiple opportunities to succeed	<ul style="list-style-type: none"> <li>● Mastery based grading</li> <li>● ‘Test corrections’ - students are given the chance to redo test questions after further study</li> <li>● Opportunities to revise, rewrite, and resubmit essays and other written work</li> <li>● High rigor/Low stakes electives and extracurricular activities</li> </ul>
Teacher Professional Development	<ul style="list-style-type: none"> <li>● CollegeBoard workshops on teaching AP and Pre-AP courses</li> <li>● On differentiation, accommodations, and diverse teaching strategies</li> <li>● Collaboration and coordination between content specialists and special education teachers.</li> </ul>

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## Restorative Practices

***The school implements policies and practices that provide a safe environment for all students, promote a healthy school community, and respond to incidents with trauma-informed approaches that repair relationships or harm done to the school community.***

Our 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. We recommend training 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.

To achieve the goals of restorative justice, practitioners have developed a range of frameworks, protocols, and tools, including restorative circles, conferencing, mediation, and reintegration post-suspension. While these strategies can all be useful in specific situations, restorative justice or restorative discipline is ultimately not a set of strategies, but a mindset and an approach to building community and addressing harm done within the community when it occurs. Widespread adoption of this mindset by the throughout the school community, including staff, students, and families, is needed for the restorative approach to be most fruitful. From the foundation of this mindset, common strategies such as parent conferencing to more innovative strategies such as restorative circles can all play a part in a restorative approach.

Girls, especially, may be less inclined to respond to discipline that focuses on penalties for individual acts. Rather, in a connected environment, a chief goal is to reimagine discipline with a primary focus to keep a trauma-informed mindset for students’ safety and health. Then, the secondary goal is for students to understand that it is their role to repair any harm done to their school community, including but not limited to repairing damaged peer relationships as well as staff-student relationships. This approach is conducive to the connected nature of a high-functioning girls’ school.

### What the literature says...

*Disruptive behaviors are actions that prevent learning from taking place. Good pedagogy that takes the whole person into account understands clearly that disruptive Black and Brown girls have faced disruption in their lives. Education can repair the damage. The question is not who she is but rather what has happened in her life. We have to stop asking, “What’s wrong with her?” Or “How fast can we get her out of this school?” and instead ask “What’s happened to her?” A deeper understanding of her conditions may prevent her from being labeled a problem. (Morris, 2019)*

*Nel Noddings asks us to think deeply about the purpose of public schools within our communities. Rather than seeing schools as businesses designed to manufacture successful workers, she urges us to see schools as special places where our children are cared for everyday. Outside of the family, schools are the single publicly funded social institution where children grow up in the company of adults. In her view, the most important goal of schools is not academic instruction but the development of children as healthy, competent, and moral people...Intellectual development is important, but it is not the first priority of schools. The first priority of schools is to care for students. For this reason, above all, schools need to be centers of stability, continuity, and community. (Boyes-Watson, 2016)*

*We need to move beyond viewing discipline as punishment, or even as problem-solving, to a more holistic perspective that sees all aspects of behavior as related. (Amstutz, 2005)*

*We do know that differentiated instruction is successful when teachers plan for different learning rates and styles and when they structure tasks to meet individual needs. We believe that discipline should be equally individualized to meet the needs of students. (Amstutz, 2005)*

*They are used to people giving up on them, and even blaming them when things go wrong. While it is important to hold students accountable, it is even more important to find the root cause of those difficult behaviors and address them. Let them know that you are there to help them, even if that means tough love. Wear them down with relentless kindness and encouragement. Never hold a grudge. (Maynard, 2020)*

*Schools that prioritize SEL implement more responsive policies and practices. But these schools must also ensure that the norms they seek to establish among students do not reinforce negative stereotypes against Black and Brown girls. This means SEL and other efforts that extend epistemology in the classroom must also unpack the biases that lead educators toward a goal of 'fixing' student behavior rather than uplifting connections that provide maximum opportunity for trust, healing, and learning. They offer teachers a continuum of alternatives to punitive discipline that foster self-regulation and awareness. (Morris, 2019)*

*Cultural competency means practicing restorative justice rather than zero tolerance, ensuring that students do not lose instructional time, that they are kept in school and supported by counselors, teachers, or administrators, as opposed to being suspended or expelled. (Castellano, 2018)*

## Classroom Strategies and School-level Applications

Teacher and Administrator Training	<ul style="list-style-type: none"> <li>● There are many organizations that specialize in training teachers and administrators in Restorative Practices. Partnering with such an organization for a series of workshops for teachers and administrators is invaluable.</li> </ul>
Discipline Audit	<ul style="list-style-type: none"> <li>● Data Tracking and analysis of incidents, students involved, adults involved, and disciplinary actions, with a particular focus on patterns and trends that may reveal issues or inequities.</li> <li>● Use of a Restorative Justice checklist (see Amstutz, 2005) for a qualitative review of the discipline policies in the school.</li> </ul>

Structures & protocols for conferences, mediation, and reintegration	<ul style="list-style-type: none"> <li>● There are many field-tested structures and protocols for conferencing and mediating from which your school can choose or adapt. As a starting place, check out the works cited and organizations involved in restorative justice work listed below.</li> <li>● Student-led conflict mediation</li> </ul>
Student government or advisory committee	<ul style="list-style-type: none"> <li>● Student review and feedback on discipline policy</li> <li>● Student advisory committee that meets regularly with administration regarding issues of strengthening community and implementing restorative practices</li> </ul>
Community Standards, Norms, or Agreements	<ul style="list-style-type: none"> <li>● As with conference and mediation protocols, there are many field-tested protocols for developing community standards and norms. The works cited and organizations listed below are good starting points for finding what works for your school. Be sure to focus on the process and not just the norms. It is important for all stakeholders to have input in the process.</li> </ul>
Restorative Circles	<ul style="list-style-type: none"> <li>● Restorative circles are a central component of many restorative justice frameworks and programs. They are useful for both building community and setting norms as well as addressing issues or incidents as they arise. The Respect Institute and The Morningside Center for Teaching Social Responsibility (links below) are both great resources for learning about and implementing restorative circles.</li> </ul>
Book Club	<ul style="list-style-type: none"> <li>● Teacher discussion of key texts in the use of restorative practices and a trauma-informed approach when working with girls of color, including the works of Monique Morris: <b><i>Pushout: The Criminalization of Black Girls in Schools</i></b> and <b><i>Sing a Rhythm, Dance a Blues</i></b> are both very rich, relevant, and urgent explorations of the issues that demand a turn to restorative practices in schools.</li> </ul>

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Morris, Monique W. (2019). ***Sing a Rhythm, Dance a Blues: Education for the Liberation of Black and Brown Girls.***

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**Organizations supporting restorative processes in schools**

Engaging Schools. <https://engagingschools.org/services/schoolwide-discipline-and-student-support/>

Girls for Gender Equity. <https://www.ggenyc.org/>

The Morningside Center for Teaching Social Responsibility. <https://www.morningsidecenter.org/>

The Respect Institute. <http://therespectinstitute.org/>

## Attention to Relationships

***Adults in the school pay close attention to student relationships, intentionally and actively supporting positive student interactions and friendships and promoting student development of interpersonal skills.***

This practice is closely associated with the practice of *Connection* as well as *Restorative Practices*. This section, however, focuses particularly on schools creating the conditions for students to develop positive, productive, and mutually supportive relationships with one another. This attention to student relationships in a girls' school is an important component of social/emotional learning. When educators know their students well and are aware of interpersonal dynamics, they can support their relationships to help to make school a positive and pleasant place to be, reduce isolation, and minimize relational aggression.

Relational aggression can be one of the most toxic stressors of girls' secondary school experiences. Research by Rachel Simmons (quoted below) indicates that the "exhilaration" that adolescent girls feel from an inclusive social experience can also be felt by excluding someone. Adults in these students' lives face the challenging task of supporting students to navigate toward positive friendships and relationships to avoid the exhilaration of exclusion. Teachers skilled in attending to students' relationships might design intentional groupings to combine or separate certain students with relationships needing attention, or may pair students who might be a particularly productive or supportive match.

There is an organic element to the strongest peer relationships, but the context of a strong mutually supportive community, with clear positive norms for interaction and protocols for addressing conflict through restorative practices, goes a long way in encouraging them.

### What the Literature says...

*Teachers who understand the academic strengths and challenges of their students are able to make adjustments through intentional grouping arrangements that are fluid and flexible. This approach allows for personalized learning that capitalizes on the potential that each student has. (Castellano, 2018)*

*If I had to name one trait many girl bullies and victims share, I'd say that both draw a potent mix of power and security from the close relationships in their lives. And they are terrified of being alone. When the dark cloud of relational instability dominates girls' everyday social worlds, the threat of isolation hangs over them...Solitude, after all, undermines the essence of the girl identity. Girls know we expect them to be social creatures, to be in nurturing relationships, especially with other girls. The constant sense that isolation is imminent and the ground unsettled can make girls feel desperate. Without the luxury of social security, a girl will do anything to survive at school...Acts of exclusion in these instances assure a girl that she is acting as part of a group and won't be the one left behind. Indeed, some girls describe a kind of exhilaration derived from excluding one of their own, which bears a disturbing similarity to the joy of close friendship. (Simmons, 2002)*

*Educators must prioritize creating opportunities for girls to create organic and supportive networks among themselves. When this happens, girls with problematic educational histories begin to consider the school their school as opposed to just the school that they attend. (Morris, 2019)*

Classroom Strategies and School-level Applications	
Intentional groupings	<ul style="list-style-type: none"> <li>● Fluid and intentional seat assignments</li> <li>● Pair and group work with protocols for inclusive engagement</li> <li>● Peer mentorship</li> <li>● Peer tutoring</li> <li>● Group bonding activities</li> <li>● Group problem solving activities with reflective discussion of group dynamics</li> </ul>
Structures & protocols for mediation	<ul style="list-style-type: none"> <li>● There are many field-tested structures and protocols for mediation from which your school can choose or adapt. As a starting place, check out the works cited and organizations involved in restorative justice work listed in the section on <i>Restorative Practices</i>.</li> </ul>
Community Standards, Norms, or Agreements	<ul style="list-style-type: none"> <li>● As with mediation protocols, there are many field-tested protocols for developing community standards and norms. The works cited and organizations listed in the section on <i>Restorative Practices</i> are good starting points for finding what works for your school. Be sure to focus on the process involving all stakeholders, and not just the norms.</li> </ul>
Grade-wide community building activities and events	<ul style="list-style-type: none"> <li>● Orientation camp or workshops</li> <li>● Grade-wide group building and bonding trips: Ropes Courses, etc.</li> <li>● Milestone trips: 8<sup>th</sup> grade trip to D.C. or 11th grade multiple college tour</li> <li>● Senior Retreat</li> </ul>
Student and teacher organized and facilitated clubs and activities	<ul style="list-style-type: none"> <li>● Team sports</li> <li>● Topical clubs (Social Justice, Environmentalism, etc.)</li> <li>● Affinity clubs (see <i>Connection</i>)</li> <li>● Academic clubs (Math Team, Robotics, etc.)</li> <li>● Band, choir, other group music activities</li> <li>● Drama club, dance team, art club, etc.</li> </ul>
Works Cited and Further Resources	
<p>Castellano, Jaime (2018). <i>Educating Hispanic and Latino Students: Opening Doors to Hope, Promise, and Possibility</i>.</p> <p>Morris, Monique W. (2019). <i>Sing a Rhythm, Dance a Blues: Education for the Liberation of Black and Brown Girls</i>.</p> <p>Simmons, Rachel. (2002). <i>Odd Girl Out: The Hidden Culture of Aggression in Girls</i>.</p>	

## Rituals and Traditions

*The school implements policies and practices that provide a safe environment for all students, promote a healthy school community, and respond to incidents with trauma-informed approaches that repair relationships or harm done to the school community.*

It was the end of the second year of TYWLS East Harlem. The ‘pioneer’ class of TYWLS students was completing 8th grade. How was this milestone to be celebrated? There was talk of a traditional graduation with caps and gowns, but also much resistance to this idea, in line with Barack Obama’s 2008 remarks regarding middle school graduations “You know, sometimes I’ll go to an eighth-grade graduation and there’s all that pomp and circumstance and gowns and flowers. And I think to myself, it’s just eighth grade. To really compete, they need to graduate high school, and then they need to graduate college, and they probably need a graduate degree, too. An eighth-grade education doesn’t cut it today. Let’s give them a handshake and tell them to get their butts back in the library!” The middle school teachers at TYWLS chose a third path. Here was an opportunity to celebrate progress, pause for reflection, strengthen community, and inspire the group as it transitioned to high school, (which as a 7th - 12th grade school was not an abrupt change and needed to be marked or possibly go unnoticed). There were no caps and gowns, but students dressed up, parents brought flowers and balloons, and there was ritual. Each student chose a quote from a famous or not so famous writer or thinker, to be read as they crossed the stage and received their certificate of completion of middle-school. Each student also received a candle and as they exited the stage, formed a circle around the audience of family members. Once each 8th grader was part of the circle, an initial candle was lit, and they passed the flame from one to another, each speaking a unique word she chose to express herself to her classmates and family. *Determined. Inspired. Ambitious. Hopeful.* After the last students’ candle was lit and word spoken, in unison the class blew out their candles and the 8th grade moving-up ceremony was over. 22 years later, the quotes and the candles continue to be integral rituals of every 8th graders TYWLS experience.

In her book, ***Rituals Roadmap***, Erica Keswin writes of the importance of rituals, both daily and those to mark significant milestones, in nurturing relationships, grounding oneself in purpose, decreasing stress and anxiety, and deepening one’s feeling of belonging in a community. With her focus on the workplace, she writes of the increased productivity that rituals bring to a workforce. Similarly, rituals can foster greater engagement in the classroom and the school community.

Since the inception of the 8th grade moving-up ceremony, many more rituals and traditions have been layered onto the TYWLS experience in East Harlem and it’s four sister schools in NYC: 100 nights to graduation, the senior retreat, the 8th grade trip to D.C., 9th grade outdoor leadership overnight, College Decision Day, Alumnae Day, Spirit Week, Pledge Day, Pinning Ceremony, Senior Speeches, and many more. While some of these are common to all of the TYWLS schools, each TYWLS has developed its own rituals and traditions that deepen student participation in the school community and unite students with a sense of belonging to something bigger than themselves. The most meaningful traditions incorporate and center student voice, or are in fact created and developed by students. At the 100 nights to graduation ceremony at TYWLS East Harlem, each senior is given a chance to thank the people in their lives who have supported them in reaching the milestone of high school graduation, and through the giving of Senior Speeches and TYWLS Brooklyn, each senior shares experiences that have shaped who they are and how they see themselves in the world. The traditions of the schools communicate the shared values of the school community and reinforce the purpose and mission of the school.

In addition to these rituals to mark milestones and the traditions of shared experiences, daily and weekly rituals also play a significant role in the lives of students. Whether it is a daily greeting by the teacher as each student enters the classroom, a minute of mindfulness, or a morning circle check-in in advisory in which each student shares how they are feeling that day, daily and weekly rituals encourage students to be present in school and in their relationships with others. Zaretta Hammond, in her work on Culturally Responsive Teaching, notes that certain rituals serve to build trust between students and teachers within and across cultural identities, which make the learning environment much more welcoming for girls. Ultimately, students come to expect these rituals and look forward to them; they contribute to their sense of order and belonging.

### What the literature says...

*The transformational power of rituals lies in both our intention and how these activities make us feel...rituals are rituals because they mean something to the people enacting them. (Keswin, 2021)*

*Scientists say that one of the reasons we humans love rituals is to “maintain group cohesion.” In this world of disparate disconnection, rituals come to the rescue. (Keswin, 2021)*

*The impact [of rituals] is significant: more connection (improved cooperation, social cohesion, and perceived social support), higher productivity (through regulation of top-down and bottom-up psychosocial processing in our brains), better engagement, and a decrease in anxiety and stress. In other words, a positive work culture. (Keswin, 2021).*

*...though very different in practice, routine and ritual seem to be two sides of the same coin...the structure of routine comforts us, and the specialness of ritual vitalizes us. (Popova, 2016)*

*Routines and rituals help reflect collectivist cultural values as well as support deeper learning....students need regular opportunities to share their views and opinions about how the classroom culture and community is developed. (Hammond, 2015)*

### Classroom Strategies and School-level Applications

Rituals to mark milestones	<ul style="list-style-type: none"> <li>● Convocation</li> <li>● Graduation</li> <li>● 8th Grade Moving-Up Ceremony</li> <li>● 100 Nights to Graduation</li> <li>● College Signing Day</li> </ul>
Shared experiences to promote group bonding and self-reflection	<ul style="list-style-type: none"> <li>● Outdoor Leadership Activities/Overnight (e.g. Ropes Course)</li> <li>● Challenge Day <a href="https://www.challengeday.org/">https://www.challengeday.org/</a></li> <li>● Senior Retreat</li> </ul>
Celebrations	<ul style="list-style-type: none"> <li>● Spirit Week</li> <li>● Cultural Exchange Night</li> <li>● Talent Show</li> <li>● Battle of the Bands</li> <li>● International Day of the Girl</li> </ul>
Inter-age rituals and traditions to promote mentorship, wisdom transfer, and continuity	<ul style="list-style-type: none"> <li>● Town Halls</li> <li>● National Honors Society pinning ceremony</li> </ul>

	<ul style="list-style-type: none"> <li>● Senior Speeches</li> <li>● Alumnae Day</li> <li>● Parent-Student Events</li> </ul>
Rituals and Traditions for Advisory	<ul style="list-style-type: none"> <li>● Monday, Friday, or mid-week check-ins</li> <li>● Mood meter, Rose bud/thorn, Feelings Wheel, Emotional Weather Report</li> <li>● Ice-Breakers &amp; Energizers</li> <li>● Group games</li> <li>● Advisory meals and celebrations</li> <li>● Advisory Trips (for the purpose of group bonding...bowling, ice-skating, etc.)</li> </ul>
Classroom Rituals	<ul style="list-style-type: none"> <li>● Teacher shaking each students hand as they enter the classroom</li> <li>● Classroom mantras or daily affirmations</li> <li>● Starting each class with a “Do Now”</li> <li>● Chime to mark the start of class</li> <li>● Mindfulness Minute</li> </ul>
Academic Traditions	<ul style="list-style-type: none"> <li>● Science Fairs and Competitions</li> <li>● Hackathons</li> <li>● National History Day</li> </ul>

### Works Cited and Further Resources

Hammond, Zaretta. (2015). *Culturally Responsive Teaching & the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*.

Keswin, Erica. (2021). *Rituals Roadmap: The Human Way to Transform Everyday Routines into Workplace Magic*.

Obama, Barack. (2008). *Text of Obama’s Fatherhood Speech*. Politico, June 15, 2008.

Popova, Maria. (2016). *“The Difference Between Routine and Ritual: How to Master the Balancing Act of Controlling Chaos and Finding Magic in the Mundane.”* Brain Pickings, June 6, 2016.

<https://www.brainpickings.org>





## Whole Girl Competencies: Leadership & Self Advocacy

### Leadership

*Students respect themselves and others, strive for personal and academic excellence, and are committed to impacting their communities and the wider world to affect positive social change.*

There is no lack of books or speakers on the subject of leadership. Each year dozens of books on the bestseller lists focus on leadership and the characteristics, skills, and/or behaviors of strong, innovative, and trusted leaders.

- Vision, purpose, mission;
- Creativity, initiative, and passion;
- The ability to motivate, earn others' trust, and facilitate collaboration;
- Skillful delegation, negotiation, and communication;
- The giving of constructive, clear, and sometimes tough feedback;
- The ability to learn from failure;
- Empathy, attention to relationships, self-awareness, and nourishment of community.

The expanse of qualities attributed to or demanded of successful leaders is vast, even as these lists often take for granted the preparation, experiences, decisions, and actions that constitute the road to leadership.

Aiming for students to be prepared to be leaders in their communities, workplaces, and world, the Whole Girl competency of leadership homes in on three elements that lay a strong foundation for present and future leadership: "A young woman leader respects herself and others, strives for personal and academic excellence, and is committed to creating positive impact." In this conception of leadership, you can see aspects of self-awareness and self-confidence coupled with empathy and concern for others. It emphasizes education as both an arena of leadership and a ladder to leadership. And it holds leadership to the standard of impact; leadership for leadership's sake is not the goal. Ultimately, leadership should serve a purpose, one of positive impact.

Girls often begin to challenge their leadership roles during adolescence. Therefore, targeted tactics are essential in helping adolescent girls navigate ways to identify and develop their leadership skills. (Archard, 2012) We believe the practices in the WGE framework, particularly Voice and Courage Cultivation, support students in developing foundational skills and behaviors for leadership development. When students are given the opportunity and encouraged to express their ideas, advocate their beliefs, engage in discussion and debate, and effect change in their school community, they are practicing leadership. When students are given the opportunity and encouraged to take considered risks and put themselves out there in ways that might be new or initially uncomfortable, they are practicing leadership. This practice is essential. Schools can be ideal environments for students to learn and practice leadership skills in a supportive and encouraging environment that will translate to eager and competent leadership in their future.

## What the Literature says...

Leadership is not about titles or the corner office. It's about the willingness to step up, put yourself out there, and lean into courage. The world is desperate for braver leaders. (Brown, 2018)

I've sat on a lot of boards, I've been around some of the most important tables in the land, and let me tell you, there are a lot of people who don't belong there. At first, I thought it was me who didn't belong, but then I realised, 'Nope, it's not me, it's that guy'. But there's a presumption that he does, he's always been told that he does. The person sitting next to you was told he belongs there and you were told you don't. But that doesn't mean anything. All I can say is that age helps you with imposter syndrome. I have been waiting to be as bad people told me I'd be. I was told people like me didn't belong at Princeton. I got in. I was waiting for everyone else to be so much smarter—they weren't, they were just told they belonged there. Same with Harvard Law. And after a while, you get used to it. With all the practice of going into the room you weren't supposed to be in, you start knowing your thoughts and experience and insights are just as valuable as that guy's. He isn't giving up his seat, believe me. They're not going to do that for you, those guys don't want you there a lot of time. Nobody else can give you the self-confidence—only you can do that. (Obama, 2020)

It is also important that the staff bring self-awareness and cultural competency in building leadership skills within our students. It is important that students receive “lived” messages that are consistent with the stated messages in the curriculum. Culturally aware teachers model how to live the core values to provide a safe and inclusive environment. (Teaching Tolerance, 2018)

## Self-Advocacy

***Students demonstrate an awareness of their needs and communicate what they need to be successful in the school environment and beyond.***

Self-Advocacy is the action of representing oneself or one's view or interests. At TYWLS, we encourage our students to speak up for themselves, whether they are seeking clarification, understanding, or disagreeing with something that has been put in front of them. Rachel Simmons' research shows us that girls who employ self-advocacy are more likely to succeed and to feel good about that success. (Simmons, 2009) The ability to self-advocate is a vital skill that can empower adolescent Black girls to understand themselves and their needs and to seek out people and resources that can help them meet those needs. (Kayser, Jackson, Kayser, 2018)

When graduates of TYWLS return from their first year of college, they often express surprise at how few of their female peers speak up in class or seek outside help from professors during office hours. At TYWLS they never learned to defer to boys or to second guess their engagement in class. Similarly, they are encouraged not to hide their struggles or downplay their needs, but to insist on support from teachers and lean on relationships of mutual support with peers. Self-Advocacy is actually part of a growth mindset. We are not born knowing how to do everything, and that is okay. However, when we do not understand, we need to ask for help and advocate for ourselves to ensure we are receiving everything we need from our schools and teachers.

Students need to practice self-advocacy and they need to experience the benefits of self-advocacy to instill it as a viable option or ideally a habit.. Therefore, teachers need to positively respond to students' self-advocacy, work with students to support their needs, address their concerns, and realize their hopes. There is no better incentive to self-advocacy, than when one has self-advocated and it has worked.

It is important to note, however, that the skill and habit of self-advocacy is not a silver bullet - racism is real, sexism is real - these are obstacles, and indeed injustices, that our students face and will continue to face in the future. While self-advocacy will not magically open doors held closed by systems of oppression and discrimination, it can have a significant impact on future success.

### What the Literature says...

Adolescent Black girls need adults who will both advocate for them and teach them how to advocate for themselves. (Kayser, Jackson, Kayser, 2018)

At present, too many girls fly beneath the radar by pulling straight A's without ever learning how to speak with authority, own their gifts, or resolve conflicts in healthy ways....Sports teams and classrooms are the closest girls get to "professional" environments, making them training grounds for developing leadership skills. Yet they can just as easily become places where girls learn habits that limit them as adults. (Simmons, 2009)

But while compliant, raise-your-hand-and-speak-when-called-on behaviors might be rewarded in school, they are less valued in the workplace. Career progression often depends upon taking risks and advocating for oneself - traits that girls are discouraged from exhibiting. This may explain why girls' academic gains have not yet translated into significantly higher numbers of women in top jobs. (Sandberg, 2013)

My argument is that getting rid of internal barriers is critical to gaining power. Others have argued that women can get to the top only when the institutional barriers are gone. This is the ultimate chicken-and-egg situation. The chicken: Women will tear down the external barriers once we achieve leadership roles. We will march into our bosses' offices and demand what we need, including pregnancy parking. Or better yet, we'll become bosses and make sure all women have what they need. The egg: We need to eliminate the external barriers to get women into those roles in the first place. Both sides are right. So rather than engage in philosophical arguments over which comes first, let's agree to wage battles on both fronts. (Sandberg, 2013)

...I've gone city to city and met thousands of women of color, and one thing is true: we have accepted a lot of inequalities in the workplace, at the expense of our own well-being....I've also come to realize that we haven't always been given the space and grace to feel comfortable speaking up for ourselves, often because so much could potentially be at risk. We learned to silence ourselves because other might be counting on us to blaze that trail and "make it work." Or because we don't want to lose our jobs. But we have to remember: we've always had our voices as women of color, and now it's time to decide how we want to use them. I can't be the only one in the workplace talking about racial injustice, biases, and the wage gap; it will take each of us sounding the alarm and making the workplace better than how we found it. When we fully understand that leaning into our fears and being courageous is not just for our own sakes, but for the future generations of women of color - that should make us want to speak up just a little louder. (Hart, 2020).

Whole Girl Practices for Leadership Development & Self-Advocacy			
Voice	Collaboration	Courage Cultivation	Restorative Practices
Works Cited and Further Resources			
<p>Archard, Nicole. (2012). <i>Adolescent girls and leadership: the impact of confidence, competition, and failure</i>.</p> <p>Brown, Berne. (2018). <i>Dare to Lead: Brave Work. Tough Conversations. Whole Hearts</i>.</p> <p>Harts, Minda. (2020). <i>The Memo: What Women of Color Need to Know to Secure a Seat at the Table</i>.</p> <p>Nuamah, Sally. (2019). <i>How Girls Achieve</i>.</p> <p>Pace, Cindy. (2018). <i>How Women of Color Get to Senior Management</i>. Harvard Business Review, August 18, 2018.</p> <p>Kayser, Abigail, Annalee Jackson, Brian Kayser. (2018). <i>A Seat at the Table: Listening to Adolescent Black Girls</i>.</p> <p>Klaus, Peggy. (2003) <i>Brag! The Art of Tooting Your Own Horn Without Blowing It</i>.</p> <p>Sandberg, Sheryl. (2013). <i>Lean In: Women, Work, and the Will to Lead</i>.</p> <p>Simmons, Rachel. (2009). <i>The Curse of the Good Girl: Raising Authentic Girls with Courage and Confidence</i>.</p> <p>Teaching Tolerance. (2018). <i>Critical Practices for Anti-Bias Education</i>.</p> <p>Teaching Tolerance. <b>Social Justice Standards</b>.  <a href="https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf">https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf</a> </p>			

## Whole Girl Competencies: Identity & Self-Regard

### Identity

***Students develop a positive and healthy sense of themselves and who they are in the world, with consideration of the multiple and intersecting layers of their identity, including (but not limited to) race, gender, culture, and sexuality.***

Identity development is central to the adolescent experience. As teenagers individuate from their families, they search to understand who they are, and particularly who they are in this world.

*The concept of identity is a complex one, shaped by individual characteristics, family dynamics, historical factors, and social and political contexts. Who am I? The answer depends in large part on who the world around me says I am. Who do my parents say I am? What message is reflected back to me in the faces and voices of my teachers, my neighbors, store clerks? What do I learn from the media about myself? How am I represented in the cultural images around me? Or am I missing from the picture altogether? (Tatum, 2017)*

While identity is shaped by a myriad of factors, for girls of color, race and gender and their intersection play significant roles. Negative or absent representations of one's racial group or gender, and experiences of racism and sexism can inform one's identity development, as can positive representation and experiences of racial or gender solidarity and mutuality.

Years of research highlight how students with a strong sense of identity tend to do better academically. Additionally, there has also been significant research into the phenomena of "stereotype threat." Elaborated in the pioneering research of Claude Steele, stereotype threat is "the threat of being viewed through the lens of a negative stereotype, or the fear of doing something that would inadvertently confirm that stereotype." (Steele, 1999) The resulting anxiety negatively impacts a student's academic performance and in some cases, their academic self-image and aspirations.

Culturally responsive practices, supportive relationships with peers, and teacher expression of confidence in students' abilities can play a major role in supporting students in developing a complex sense of identity that serves as a foundation for self-actualization and self-efficacy, while also mitigating the phenomena of stereotype threat.



## What the Literature says...

*In the social jungle of human existence, there is no feeling of being alive without a sense of identity. (Erikson, 1968)*

*Integrating one's past, present, and future into a cohesive, unified sense of self is a complex task that begins in adolescence and continues for a lifetime. (Tatum, 2017)*

*Why do Black youths, in particular, think about themselves in terms of race? Because that is how the rest of the world thinks of them. Our self-perceptions are shaped by the messages that we receive from those around us, and when young Black men and women enter adolescence, the racial content of those messages intensifies...*

*...During adolescence their understanding evolves to include not just more about themselves but also more about their group, including an understanding of a common fate or shared destiny based on ethnic or racial group membership and that these shared experiences differ from the experiences of the individuals from other groups. (Tatum, 2017)*

*The protective side of the human character can be aroused by the mere prospect of being negatively stereotyped and that once aroused it steps in and takes over the capacities of the person-to such an extent that little capacity is left over for the work at hand. (Steele, 2010)*

*...[an] interesting finding is that over the long term, the chronic experience of stereotype threat appears to lead individuals to "dis-identify" with the domain in which they are experiencing the threat. For example, a woman may stop seeing herself as a "math person," and an African American student may stop believing in his potential to be a scholar. This disidentification may be thought of as a psychological coping strategy that allows an individual to maintain self-esteem in the face of failure. It is not a far reach to suggest that such disidentification is prevalent in many urban schools. There are a number of strategies researchers have identified to overcome low performance due to stereotype threat, but they center around creating a sense of belonging for the students – a sense that they belong in the "club" of scholars and achievers; that school is for them. (Delpit, 2012)*

*There are strategies that caring adults (family members as well as educators) can use to reduce the impact of stereotype threat to the benefit of young people. Providing role models from the stigmatized group whose achievement defies the stereotypes is one important strategy. Indeed, researchers found that having a strong racial identity was most helpful to young Black girls and their academic success when that identification included a belief that being African American is associated with achievement. In my former role as the president of Spelman College, the oldest historically Black college for women, I witnessed daily the inspirational power of an environment where Black women were surrounded by examples of African American academic achievement, past and present, leading to exceptionally high rates of success in STEM fields, where Black women have historically been most underrepresented. (Tatum, 2017)*

## Self-Regard

*Students develop self-respect and self-confidence that is not dependent on external validation.*

A goal of girls' leadership schools is to bolster the confidence of our students. We offer opportunities for students to gain confidence in myriad ways: by assuming leadership roles in and out of the classroom, by seeing their female peers in leadership roles, through mentoring relationships, by bringing women leaders to school, and by connecting our students with the wider world to see leadership in action. However, nurturing and building self-confidence and self-respect is more nuanced than supporting our students to reach levels where they feel confident in their abilities.

A report out of The Respect Institute posits that self-esteem should not be our goal because it is a shallower version of self-regard, dependent on others' perceptions. Rather, achieving self-respect is the objective. Building self-respect means focusing more on internal sense of self-worth as opposed to outside validation. The Respect Institute has outlined a framework they call The Respect Basics. It includes, telling one's truth, knowing you are valuable, setting boundaries, and being compassionate, among other elements of respect. In their model, self-respect is intrinsically connected to respecting others, and seeing yourself as a contributor to the whole community.

If self-respect is grounded in knowing one's self-worth, self-confidence builds from this foundation in the development of one's belief in their own abilities and one's agency in directing their life. Some refer to this as self-efficacy. One practice of note that supports students' self-confidence comes from the body of literature on Culturally Relevant and Responsive teaching. Sometimes referred to as "the warm demander", it calls for teachers to be both demanding and supportive, expressing their sincere care for students while holding them to high expectations and communicating belief in their abilities.

However, even with reported confidence in place, schools need to be cognizant of students' school experiences and their effects on success. This concern is especially important with girls of color. Sally Nuamah's work, for example, revealed that girls of color still reported negative perceptions of school even when self-reporting high confidence. Students' individual confidence alone is not the sole goal for our schools; we aim for a positive feeling of belonging for all of our students, and we understand that that one does not necessarily result in the other. Similarly, we must be careful not to allow a narrow focus on self-confidence to distract from the schools' responsibility to provide robust systems of academic and social-emotional support as students grow and develop their own self-efficacy. Through practices such as academic scaffolding and intentional inclusion, schools can provide all students with the opportunity to experience success upon success.

There is a host of literature (see below) on all of these aspects of self-regard (self-respect, self-confidence, self-efficacy) as well as a growing body of researched practices that support student development in these areas, including the work of The Respect Institute and Character LAB, among others. Ultimately, a school's attention to these areas of personal development are crucial in helping students realize their hopes and dreams through their own agency.

## What the Literature says...

*During teacher training, all staff members read ‘The Confidence Gap,’ an article published in the Atlantic in 2014 that documents how women in the workplace often struggle with notions of perfectionism and thus fail to apply for positions for which they are qualified...teachers begin to understand that nurturing students’ confidence will help them meet challenges beyond their school experience”...“I observed teachers integrate these beliefs into their instruction and activities for students. They recognize that students’ confidence levels—just like their academic levels—vary, and part of their goal is helping all students arrive at similar levels. (Nuamah, 2019)*

*Further complicating the definition of self-esteem is another major tenant of the definition: others’ opinions of oneself are important to its measure. That is, what we believe others think of us also affects our self-esteem (Chazan, 1998; DuBois et al., 1996; Roland & Foxx, 2003; Sachs, 1981); our self-esteem also affects how much we feel we can influence others’ perceptions of ourselves and our shared contexts. How self-esteem varies within different contexts in which we participate – we think of ourselves differently depending on where we are and with whom we are interacting – illustrates the malleable nature of self-esteem, and contributes to the accepted definition that it is something that is highly variable. (Niemi, 2012)*

*She (Joan Didion) expresses, with the authority and authenticity of personal experience, the potential dissonance between the view that we hold of ourselves and the views that others hold. In the absence of self-respect, this dissonance becomes so jarring that only the distorted views of others matter. At one point, Didion claims that “people with self respect have the courage of their mistakes” - at another, with a more positive perspective, she characterizes self respect as “the willingness to accept responsibility for one’s life.” (Lawrence-Lightfoot, 2001, referencing Didion, 1961)*

*Some social scientists would argue that including “recognition of others” as a salient component of self-respect’s definition actually blurs the line between self-respect and self-esteem too much; self-respect, they argue, does not waiver in the face of others’ opinions. The Respect Institute argues that while others’ opinions are not integral to our definition of self-respect, the acknowledgement of others and their inherent equality is a central piece of the Institute’s definition. Still, Kristjánsson argues that self-respect can be defined as: 1) having impeccable command of all the moral virtues 2) having an acute sense of one’s dignity 3) having strength of character – the courage of one’s convictions and 4) having stability of character (pp. 237-238). Taken together, he states that these characteristics can be used to define and ultimately measure self-respect. (Niemi, 2012)*

## Whole Girl Practices for Identity & Self-Regard

Voice	Connection	Culturally Relevant Practices	Gender Consciousness	Courage Cultivation	Academic Rigor
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## Whole Girl Competencies: Academic Preparedness & Growth Mindset

### Academic Preparedness

***Students are prepared with the skills, knowledge, learning strategies, and academic habits they need for college and beyond.***

Academic competency has many measures, from traditional grading, standardized tests, mastery-based grading, academic and 21<sup>st</sup> century skills checklists, metacognition, etc. Central to the TYWLS model is the fostering of academic competencies needed to be successful in college and ultimately in one's career. So the full breadth of academic competencies must be considered. Do students have sufficient understanding of foundational content that will allow them access to a range of opportunities in choosing their learning path in college? Can they read and write confidently and with the skill, style, and strategy, preparing them to engage with college assignments and serve as a foundation for further development of reading and writing skills at the college level? Do they have well-developed critical thinking, analytic reasoning, and problem solving skills? How about experience and expertise in collaboration and communication? We want our students to have developed these skills, strategies, and knowledge to the extent required to fully access the learning opportunities that they will encounter in college and beyond.

Furthermore, it is critical that students have the experience of challenging STEM coursework. For many students the leap from high school math and science to college level work in these subjects is particularly daunting. Students who have had the experience of taking advanced STEM coursework, such as AP Bio, Calculus, or an advanced computer programming course, will more often have the confidence and context to tackle college courses in Math, Science, Engineering, and Computer Science.

Much has been written about "College Readiness" and the skills needed to succeed in college. Meeting the real, specific, and individual needs of students to be successful in college, practitioners of Whole Girl Education need to be steeped in the ongoing conversation about career and college readiness, considering both the content knowledge, learning strategies, and academic behaviors students will need to thrive in all their post-secondary endeavors.

#### What the Literature says...

*The success of a well-prepared college student is built upon a foundation of key cognitive strategies that enable students to learn content from a range of disciplines. Successful academic preparation for college is grounded in two important dimensions—key cognitive strategies and content knowledge. Understanding and mastering key content knowledge is achieved through the exercise of broader cognitive skills embodied within the key cognitive strategies: [Intellectual openness, inquisitiveness, interpretation, precision & accuracy, and problem solving] (Conley, 2007)*

*While most policy efforts have focused on increasing academic preparation, there is also a growing recognition that being ready for college means not only building students' content knowledge and academic skills, but also fostering a host of noncognitive factors – sets of behaviors, skills, attitudes, and strategies that are crucial to students' academic performance and persistence in post-secondary education. Five general categories of noncognitive factors emerged from the review, each of which has been shown to be related to academic performance: academic behaviors, academic perseverance, social skills, learning strategies, and academic mindsets. (Nagaoka, 2013)*

## Growth Mindset

***Students believe that with practice and persistence, their intelligence and abilities can expand.***

Growth Mindset was added to our Whole Girl Education framework when we became familiar with Carol Dweck's groundbreaking research after her book, *Mindset*, came out in 2006. In that research, Dweck pointed out that students (and all of us, actually) can either operate from a "fixed" mindset (the idea that intelligence is hereditary and there are some subjects that students are "naturally" "good" or "bad" at), or we can adopt a growth mindset and teach and learn as if our minds are expandable and get stronger with practice and with the belief that we can grow and change. The mindset that a teacher has about her students and the mindset that a student has about herself are both incredibly important indicators of how successful that student will be. Our model values and promotes a growth mindset for all teachers and students.

The most glaring example of a fixed mindset most often called out and challenged by feminist teachers is "Girls are bad at math" or just a girl saying "I'm bad at math." In the U.S. Dept of Education's *Encouraging Girls in Math and Science Practice Guide*, the first recommendation is that "Teachers should explicitly teach students that academic abilities are expandable and improvable in order to enhance girls' beliefs about their abilities. Students who view their cognitive abilities as fixed from birth or unchangeable are more likely to experience decreased confidence and performance when faced with difficulties or setbacks." The second recommendation is that "Teachers should provide students with prescriptive, informational feedback regarding their performance. Prescriptive, informational feedback focuses on strategies, effort, and the process of learning (e.g., identifying gains in children's use of particular strategies or specific errors in problem solving). Such feedback enhances students' beliefs about their abilities, typically improves persistence, and improves performance on tasks." This type of feedback is sometimes referred to as "depersonalized assessment." It is important that assessment of girls' work is not perceived as an assessment of their abilities, but focused on what they did, how they did it, and how they could do it better.

Furthermore, a growth mindset can be a crucial bulwark against the phenomenon of stereotype threat, as uncovered and studied in the work of social scientists Claude Steele and Joshua Aronson. If one understands intelligence and ability as malleable, believing that effort, experience, and practice rather than born talent or innate traits account for differences in academic performance, they are less likely to internalize, and more likely to challenge, stereotypes regarding the academic abilities of people of their own race, gender, or background. Dweck writes: "A growth mindset helps people to see prejudice for what it is – someone else's view of them – and to confront it with their confidence and abilities intact." (Dweck, 2006)



## What the Literature says...

*To learn how they learn and understand their own thinking enables them to see themselves within the scope of their learning over time and to gain a sense of power over their accumulating knowledge. (Kuriloff, Andrus, and Jacobs, 2017)*

*Successful teachers of children marginalized either by income-level or ethnicity – or both – have long understood that their charges not only need strong instruction in skills but they need to know that it is skills, and not intelligence, that they lack. In a case study of four teachers who exhibit powerful pedagogy for African American students, Tyrone Howard cites “Hazel” who believes that many of her students do not fare well academically because they perceive themselves to have insufficient levels of “smartness.” They believe that some individuals have smartness and others do not. Consequently, a major part of Hazel’s skill development was to stress to her students that all people are smart, but that some of them have different skill levels. Skills, she would insist, are something that you develop over time. If some other individuals appeared smarter, it was because they put forth the effort and made the necessary sacrifices to increase their skills. (Delpit, 2012)*

*The fixed mindset, plus stereotyping, plus women’s trust in people’s assessments: I think we can begin to understand why there is a gender gap in math and science. (Dweck, 2006)*

*When stereotype threat around math is regularly at play for college women, they tend to de-identify with math (“I’m not good at math”) as a way of protecting their positive sense of self....Research show that those girls who do maintain strong self-concepts in relation to STEM subjects do not appear vulnerable to stereotype threat and that they are more likely to pursue college majors and careers in those fields. (Kuriloff, Andrus, and Jacobs, 2017)*

*Aside from hijacking people’s abilities, stereotypes also do damage by making people feel they don’t belong. Many minorities drop out of college and many women drop out of math and science because they just don’t feel they fit in. To find out how this happens, we followed college women through their calculus course...Over the semester, we asked the women to report their feelings about math and their sense of belonging in math....The women with the growth mindset – those who thought math ability could be improved – felt a fairly strong and stable sense of belonging. And they were able to maintain this even when they thought there was a lot of negative stereotyping going around. One student described it this way: “In a math class, female students were told they were wrong when they were not (they were in fact doing things in novel ways). It was absurd, and reflected poorly on the instructor not to ‘see’ the students’ good reasoning. It was alright because we were working in groups and we were able to give and receive support among us students....We discussed our interesting ideas among ourselves.” The stereotyping was disturbing to them (as it should be), but they could still feel comfortable with themselves and confident about themselves in a math setting. They could fight back. (Dweck, 2006)*

## Whole Girl Practices for Academic Preparedness & Growth Mindset

Voice	Collaboration	Supported Risk-Taking	Academic Rigor
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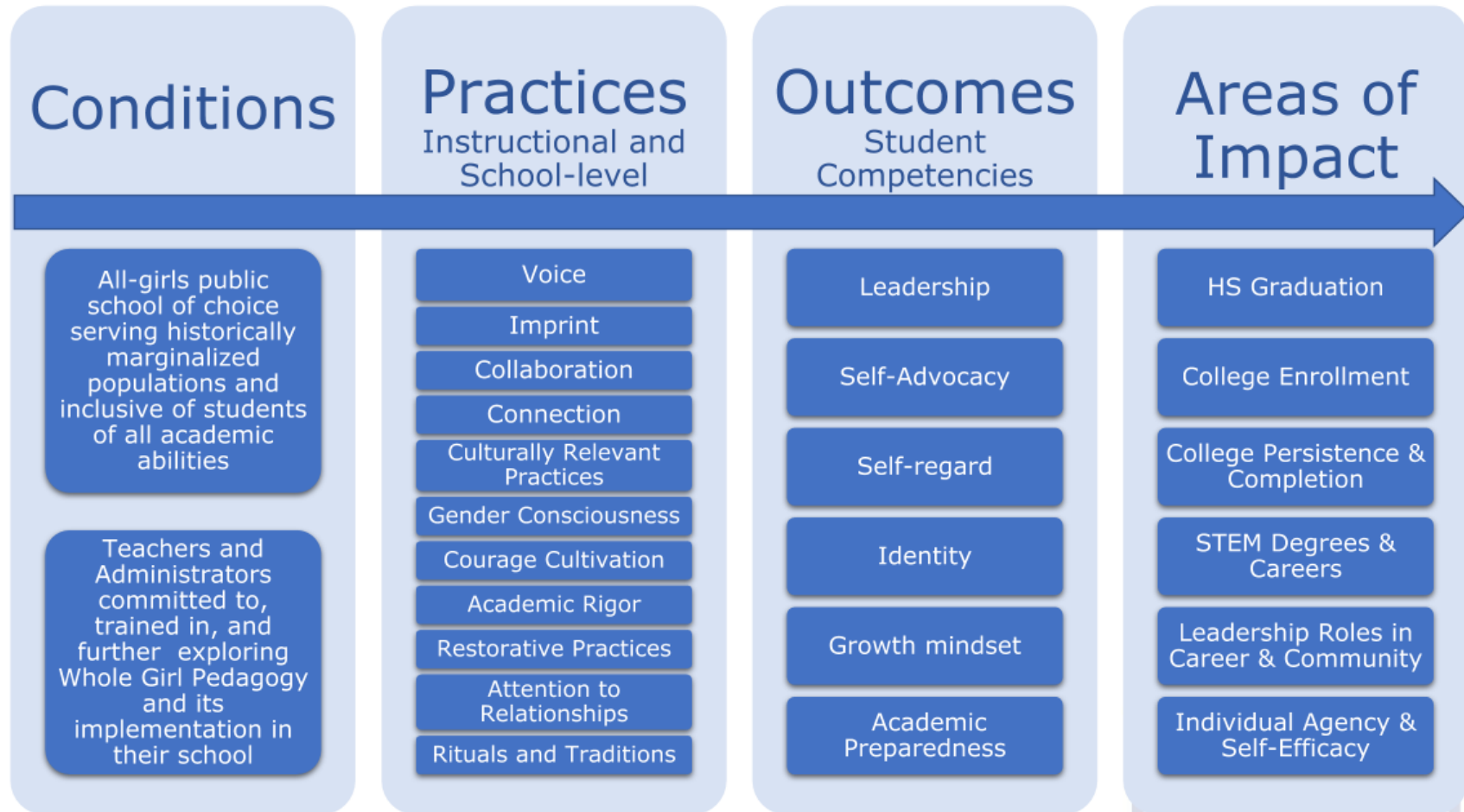
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## Appendix A: Whole Girl Education Logic Model

### Whole Girl Education Logic Model



## Appendix B: Classroom Indicators Infographic



### Student Leadership Network

## WHOLE GIRL PEDAGOGY CLASSROOM INDICATORS

### VOICE



- Engaged discussion among students for a significant portion of the lesson
- Student initiated questioning or student developed questions
- Student choice or direction in the direction or content of the lesson

### CONNECTION



- Teacher and student interactions demonstrate respect and care
- The teacher utilizes personal, academic, or instructional knowledge of students
- Students can express the objectives of the lesson and its significance to them, academically, personally, for their life goals, or for their understanding of the world

### IMPRINT



- Student work is visibly posted in the classroom
- Student leadership roles in the classroom or lesson
- Student choice or input in content of the lesson or unit

### COLLABORATION



- Collaborative problem-solving, question answering, planning, creating, or implementing among pairs or small groups of students
- Peer tutoring, peer support, peer feedback, peer editing
- Small group or paired discussion of open-ended questions

### CULTURAL RELEVANCE



- Topics and texts reflect or connect with the diversity of identities, interests, and lived experiences of the students
- Issues of social justice relevant to the students are explored, discussed, and analyzed
- Presence of any of the classroom indicators for Voice

### GENDER CONSCIOUSNESS



- Topics and texts reflect perspectives of women authors, female protagonists, and issues relevant to the lived experiences of women
- Gender is used as a lens of analysis
- Active steps are taken to undermine gender bias in texts and in practice

### ACADEMIC RIGOR



- Activities are designed to maximize students' "productive struggle"
- The lesson addresses students' individual academic needs and learning goals and students are provided with appropriate support
- The lesson reflects grade appropriate academic standards

### COURAGE CULTIVATION



- Students are comfortable participating in classroom discourse, including asking and answering questions and asking for help
- Students are encouraged to take on roles explore ideas, and practice skills that may be unfamiliar, undeveloped, or not preferred
- The teacher exhibits high expectations and confidence in the potential of all students

## Appendix C: Rubric for Schoolwide Infusion

Rubric for Assessing School-wide Infusion of Whole Girl Education Practices

Practice	Indicators	Sources of Evidence	Not Present	Status Assessment		
				Intention, Planning, or Initial Implementation	In Progress	Infused
Voice	Student voice plays a significant role in class, through student-centered discussion and student input into the content and processes of class. (See Classroom Observation Indicators)	<ul style="list-style-type: none"> <li>Classroom Observations (Using Classroom Observation Indicators/Tool)</li> </ul>		Observed in less than 25% of classrooms, or present in lesson planning, though not observed	Observed in 25% - 75% of classrooms, in multiple grades and subjects	Observed throughout the school, across grades, in all subjects, and in the preponderance of classrooms
	Students play significant roles in a range of school-decision making structures, e.g. an empowered student council, school leadership team, principal advisory group, teacher hiring committee, and curriculum review team. Structures and systems for inclusion of student voice in school administration exert real influence over school policy and culture.	<ul style="list-style-type: none"> <li>Presence of structures and systems for inclusion of student voice in school administration and culture</li> <li>Student interviews</li> </ul>		Some structures or systems exist, but exert no real influence over school policy and/or culture	A range of structures or systems exist. Some of these exert some influence over school policy and/or culture	A range of structures or systems exist, exhibiting significant influence over school policy and culture
	Teachers engage in professional development on classroom practices that center student voices as a key component of instruction.	<ul style="list-style-type: none"> <li>Teacher PD plan</li> <li>Teacher survey</li> </ul>		Present in PD Plan, but not yet implemented	25% - 75% of teachers have engaged in such PD, or the vast majority have, but only once in a single venue (i.e. staff meeting, one-off training by outside organization, etc.)	The vast majority of teachers, over 75%, have engaged in such PD, on multiple occasions and a variety of venues
	Students report many experiences of inclusion of their voice in class, school policy and decision-making, and school culture and community.	<ul style="list-style-type: none"> <li>Student survey</li> <li>Student focus groups</li> </ul>		Less than 25% of students report one or more experiences	25% - 75% of students report at least one experience, and at least 25% of students report multiple experiences	75% of students report at least one experience, and at least 50% of students report multiple experiences.
Imprint	Student work and student expression is visibly posted in classrooms, hallways, and common spaces.	<ul style="list-style-type: none"> <li>Observed in halls and classrooms</li> </ul>		Minimal student work or student expression is posted, mostly on bulletin boards	Student work and student expression is visible in parts of the school, but not others. (e.g. in classrooms, but not hallways or common spaces)	Student work and expression is visible throughout the school, including hallways, common spaces, and all classrooms.
	Students have leadership roles in the classroom and school. (school ambassador, student council, peer tutor, mentor, club leader, team captain, etc.)	<ul style="list-style-type: none"> <li>Occurrence</li> </ul>		A few student leadership roles exist and those that do are held by a small set of students	There is a range of student leadership roles in the school and 25% - 50% of students have one	There is a range of student leadership roles in the school and over 50% of students have one
	Student choice and input in curriculum, extra-curricular programming, and school-level decision making.	<ul style="list-style-type: none"> <li>Presence of systems, structures, and protocols</li> <li>Student survey</li> </ul>		While teachers and administrators are open to student input and choice, most input carries minimal influence and choice is reduced mostly to afterschool activities	There is some evidence of student input and choice in the curriculum, extra-curricular programming, and school-level decision making. (e.g.	There is ample evidence of student input and choice in the curriculum, extra-curricular programming, and school-level decision making.

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				elective courses, systems for students to propose or create extracurricular activities.)	Including elective courses, systems for students to propose or create extracurricular activities, and a range of structures of systems for students through which students influence or participate in school-level decision making (see Voice indicator #2)
	Students feel that they have a noticeable impact on the school environment, culture, and policy.	<ul style="list-style-type: none"> <li>Student survey</li> </ul>	less than 25% of students report that they feel they can impact their school environment, culture, and policy.	25% - 75% of students report that they feel they can impact their school environment, culture, and policy.	Over 75% of students report that they feel they can impact their school environment, culture, and policy.
Collaboration	Student collaboration plays a significant role in classroom work, including, but not limited to, collaborative problem solving, small group or paired work or discussion, peer tutoring and support, peer editing, group projects well structured for collaboration.	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Unit and lesson plans</li> </ul>	Observed in less than 25% of classrooms, or present in lesson planning, though not observed	Observed in 25% - 75% of classrooms, in multiple grades and subjects	Observed throughout the school, across grades, in all subjects, and in the preponderance of classrooms
	Students report frequent experiences of collaboration with their peers.	<ul style="list-style-type: none"> <li>Student survey</li> </ul>	Less than 25% of students report frequent opportunities for collaboration with their peers in the majority of their classes	25% - 75% of students report frequent opportunities for collaboration with their peers in the majority of their classes	More than 75% of students report frequent opportunities for collaboration with their peers in the majority of their classes
Connection	Students report a strong sense of belonging in the school.	<ul style="list-style-type: none"> <li>Student survey</li> </ul>	Less than 25% of students report a medium to strong sense of belonging in the school.	25% - 75% of students report a medium to strong sense of belonging in the school.	More than 75% of students report a medium to strong sense of belonging in the school.
	Students report their teachers, administrators, and school staff are caring and supportive.	<ul style="list-style-type: none"> <li>Student survey</li> </ul>	Less than 25% of students report their teachers, administrators, and school staff are caring and supportive.	25% - 75% of students report their teachers, administrators, and school staff are caring and supportive.	More than 75% of students report their teachers, administrators, and school staff are caring and supportive.
Culturally Relevant Teaching	Teachers participate in professional development opportunities and trainings in culturally relevant, culturally responsive, and culturally sustaining teaching practices.	<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	Present in PD Plan, but not yet implemented or less than 25% of teachers have engaged in such PD.	25% - 75% of teachers have engaged in such PD, or the vast majority have, but only once in a single venue (i.e. staff meeting, one-off training by outside organization, etc.)	The vast majority of teachers, over 75%, have engaged in such PD, on multiple occasions and a variety of venues
	The curriculum includes topics, texts, and/or contexts, that reflect or connect with the diversity of identities, interests, and lived experiences of the students. And issues of social justice, relevant to the students, are explored, discussed, and analyzed.	<ul style="list-style-type: none"> <li>Curriculum Review</li> </ul>	See curriculum review rubric	See curriculum review rubric	See curriculum review rubric
	The Voice indicators listed above are present in class and schoolwide.	<ul style="list-style-type: none"> <li>See evidence for Voice, above - holistic assessment based on 4 indicators.</li> </ul>	Intention, Planning, or Initial Implementation	In Progress	Infused
	Teachers exhibit the qualities of a "warm demander", holding students to high expectations, while expressing authentic care and support for their success.	<ul style="list-style-type: none"> <li>Classroom Observation - this should not be assessed based on a single observation of each</li> </ul>	Observed in less than 25% of classrooms, or present in lesson planning, though not observed	Observed in 25% - 75% of classrooms, in multiple grades and subjects	Observed throughout the school, across grades, in all subjects, and in the preponderance of classrooms

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		teacher, but as large a quantity of data as possible.			
	Students report a strong sense of belonging in the school.	<ul style="list-style-type: none"> <li>Student survey</li> </ul>	Less than 25% of students report a medium to strong sense of belonging in the school.	25% - 75% of students report a medium to strong sense of belonging in the school.	More than 75% of students report a medium to strong sense of belonging in the school.
	Students report that the content of their classes is relevant to their lives and identities.	<ul style="list-style-type: none"> <li>Student Survey</li> </ul>	Less than 25% of students report that the content of their classes is relevant to their lives and identities.	25% - 75% of students report that the content of their classes is relevant to their lives and identities.	More than 75% of students report that the content of their classes is relevant to their lives and identities.
Gender Consciousness	The curriculum reflects perspectives of women authors, women subjects (female protagonists, historical women, etc), and issues of particular relevance to women.	<ul style="list-style-type: none"> <li>Curriculum Review</li> </ul>	See curriculum review rubric	See curriculum review rubric	See curriculum review rubric
	Gender is used as a lens of analysis in the classroom and in school decision-making and policy.	<ul style="list-style-type: none"> <li>Administrator and teacher interviews</li> </ul>	While the majority of staff may express a commitment to using gender as a lens of analysis, few concrete examples can be offered	The majority of staff expresses a commitment to using gender as a lens of analysis and can offer some concrete examples of such	The vast majority, at least 90% of staff expresses a commitment to using gender as a lens of analysis and the majority can offer concrete examples of such
	Active steps are taken to undermine gender bias in the curriculum and school culture.	<ul style="list-style-type: none"> <li>Curriculum Review</li> <li>Administrator and teacher interviews</li> </ul>	See curriculum review rubric Interviews reveal few concrete examples	See curriculum review rubric Interviews reveal some concrete examples	See curriculum review rubric Interviews reveal ample concrete examples
	Students report the opportunity to explore issues of gender in school and report affirmation of their gender identity in school.	<ul style="list-style-type: none"> <li>Student survey</li> </ul>	Less than 25% of students report the opportunity to explore issues of gender in school and report affirmation of their gender identity in school.	25% - 90% of students report the opportunity to explore issues of gender in school and report affirmation of their gender identity in school.	All students report the opportunity to explore issues of gender in school and report affirmation of their gender identity in school.
Academic Rigor	Students are given the opportunity to engage in advanced coursework across subjects, and specifically in Math and Science.	<ul style="list-style-type: none"> <li>AP offerings and other advanced coursework</li> </ul>	Some students engage in advanced coursework in math (Algebra II or higher) and Science (Chemistry, Physics, etc.)  Some students have the opportunity to take AP or similar courses	Over 65% of students engage in advanced coursework in math (Algebra II or higher) and Science (Chemistry, Physics, etc.)  Some students have the opportunity to take AP or similar courses	All students engage in advanced coursework in math (Algebra II or higher) and Science (Chemistry, Physics, etc.)  All students have the opportunity to take AP or similar courses
	The curriculum is aligned with state or national subject standards.	<ul style="list-style-type: none"> <li>Curriculum review</li> </ul>	See curriculum review rubric	See curriculum review rubric	See curriculum review rubric
	Classroom activities and assignments maximize “productive struggle” of students.	<ul style="list-style-type: none"> <li>Classroom observations</li> </ul>	Observed in less than 25% of classrooms, or present in lesson planning, though not observed	Observed in 25% - 75% of classrooms, in multiple grades and subjects	Observed throughout the school, across grades, in all subjects, and in the preponderance of classrooms
	Students are given the appropriate supports, differentiation, and attention to achieve at high levels.	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Student survey</li> <li>Academic support systems</li> </ul>	Observed in less than 25% of classrooms, or present in lesson planning, though not observed  Less than 25% of students report that	Observed in 25% - 75% of classrooms, in multiple grades and subjects  25% - 75% of students report that	Observed throughout the school, across grades, in all subjects, and in the preponderance of classrooms

# Attachment 30 - YWLN Whole Girl Education Guide

			<p>teachers provide adequate support when tackling challenging material in class</p> <p>The school has some academic support systems that are not well utilized by students (tutoring, remediation, writing center, etc.)</p>	<p>teachers provide adequate support when tackling challenging material in class.</p> <p>The school has some academic support systems that are utilized by students (tutoring, remediation, writing center, etc.)</p>	<p>Over 75% of students report that teachers provide adequate support when tackling challenging material in class.</p> <p>The school has a robust suite of academic support systems that are well utilized by students (tutoring, remediation, writing center, etc.)</p>
<b>Courage Cultivation</b>	<p>Students are encouraged to take on roles, explore ideas, and practice skills that may be unfamiliar, undeveloped, or not preferred by them, both in and out of the classroom.</p>	<ul style="list-style-type: none"> <li>Student Survey</li> <li>Student Interviews</li> </ul>	<p>Less than 50% of students report that they are encouraged to take on roles, explore ideas, and practice skills that may be unfamiliar, uncomfortable, or undeveloped.</p> <p>Less than 25% of students say they do.</p>	<p>50% - 75% of students report that they are encouraged to take on roles, explore ideas, and practice skills that may be unfamiliar, uncomfortable, or undeveloped.</p> <p>25% - 75% say they do.</p>	<p>Over 75% of students report that they are encouraged to take on roles, explore ideas, and practice skills that may be unfamiliar, uncomfortable, or undeveloped.</p> <p>Over 75% say they do.</p>
<b>Restorative Practices</b>	<p>Teachers are trained in practices of restorative justice.</p>	<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	<p>Present in PD Plan, but not yet implemented or less than 25% of teachers have engaged in such PD.</p>	<p>25% - 75% of teachers have engaged in such PD, or the vast majority have, but only once in a single venue (i.e. staff meeting, one-off training by outside organization, etc.)</p>	<p>The vast majority of teachers, over 75%, have engaged in such PD, on multiple occasions and a variety of venues</p>
	<p>Initiatives and programs are implemented to embed the values of restorative justice in the school culture.</p>	<ul style="list-style-type: none"> <li>Implementation of initiatives and programs</li> </ul>	<p>The administration expresses a commitment to implementing initiatives and programs in restorative justice.</p>	<p>Pilot initiatives and programs in restorative justice are being implemented.</p>	<p>Initiatives and/or programs in restorative justice have been established schoolwide and further development of these or additional ones are planned or being piloted.</p>
	<p>Protocols and systems are established in the school to address discipline issues through a restorative approach.</p>	<ul style="list-style-type: none"> <li>Presence of protocols and systems</li> </ul>	<p>The administration expresses a commitment to implementing systems and protocols to address student incidents with an approach rooted in restorative justice.</p>	<p>Some school-wide practices in dealing with student incidents are rooted in a restorative approach and/or limited initiatives are being piloted.</p>	<p>Schoolwide systems and protocols for dealing with student incidents are clearly established and rooted in a restorative justice approach.</p>
<b>Attention to Relationships</b>	<p>School staff pays close attention to student relationships, intentionally and actively supporting positive student interactions and friendships.</p>	<ul style="list-style-type: none"> <li>Teacher and student interviews</li> <li>Student survey</li> </ul>			
	<p>SEL curriculum, initiatives, and/or programs promote student development of interpersonal skills.</p>	<ul style="list-style-type: none"> <li>Presence of SEL curriculum, initiatives, and/or programs</li> </ul>			
<b>Rituals &amp; Traditions</b>	<p>The school designs and establishes special events and experiences that engender students' sense of belonging in the school, affirm the school's high regard for and high expectations of students, and celebrate student progress, growth, transition, and achievement.</p>	<ul style="list-style-type: none"> <li>Event/experience calendar and agendas</li> <li>Artifacts</li> </ul>	<p>All students experience at least 1 special event or activity each year, that may include grade retreats, class trips, signature programs (TYWLS works, etc) awards ceremonies, spirit week, alumnae panel discussions, etc.</p>	<p>All students experience at least 3 special events or activities each year, that may include grade retreats, class trips, signature programs (TYWLS works, etc) awards ceremonies, spirit week, alumnae panel discussions, etc.</p>	<p>All students experience at least 5 special events or activities each year, that may include grade retreats, class trips, signature programs (TYWLS works, etc) awards ceremonies, spirit week, alumnae panel discussions, etc.</p>



## Whole Girl Education - Classroom Indicators - Observation Tool

This tool is not designed as an evaluative tool, but rather as a tool to measure, qualitatively, the presence of WGE practices in an individual classroom for an individual lesson, through the collection and assessment of evidence. Ideally, lessons will be observed in their totality, or enough to observe any WGE practices that may present through the course of the lesson. Additionally, useful implementation of this tool requires a norming process rooted in the theory presented in the WGE Guide, in order to develop the observer's "lens" for observation as well as attention to specific practices as indicators.

The results of the observation may be used in a variety of ways, including...

Individually:

1. To identify effective practices and/or missed opportunities for implementing WGE practices in the observed lesson.

In combination with data from additional observations of this classroom, the grade level, the subject area, or the school:

2. To identify where, how, and to what depth WGE practices are implemented across the data set.
3. To identify relative presence of the various WGE practices across the data set.

## Indicators of Whole Girl Pedagogy

This section includes checklists of common indicators for each classroom practice, followed by the opportunity to describe the evidence and/or note additional indicators that are present in the class.

### Voice

- ☐ Indicator #1: Engaged discussion among students for significant portion of lesson. (not lecture, not teacher-student Q&A, not independent work))
- ☐ Indicator #2: Student initiated questioning or student developed questions.
- ☐ Indicator #3: Student choice or direction in content of lesson. (choice of topic, text, problem, etc.) or
- ☐ Indicator #4: Student choice or direction in process of lesson.

Voice: description of evidence and/or additional indicators

Your answer

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### Imprint

- ☐ Indicator #1: Student work visibly posted in classroom.
- ☐ Indicator #2: Student leadership role in the classroom or lesson. (Discussion leader, peer tutor, management role, etc.)
- ☐ Indicator #3: Student choice or input in content of the lesson or unit. (choice of topic, text, problem, essential/key questions, etc.)

Imprint: description of evidence and/or additional indicators

Your answer

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### Collaboration

- ☐ Indicator #1: Collaborative problem-solving, question answering, planning, creating, implementing, executing, etc....among pairs or small groups of students
- ☐ Indicator #2: Peer tutoring, peer support, peer feedback, peer editing, etc.
- ☐ Indicator #3: Small group or paired discussion of open-ended questions

Collaboration: description of evidence and/or additional indicators

Your answer

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Connection

- ☐ Indicator #1: Teacher-student interactions demonstrate respect and care.
- ☐ Indicator #2: The teacher exhibits and utilizes personal, academic, and/or instructional knowledge of students.
- ☐ Indicator #3: Student-student interactions demonstrate respect and care.
- ☐ Indicator #4: Students can express the objectives of the lesson and its importance to them, academically, personally, for their life goals, for their understanding of the world, etc.

Connection: description of evidence and/or additional indicators

Your answer

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### Culturally Responsive Practices

- ☐ Indicator #1: Topics, texts, and/or contexts, reflect or connect with the diversity of identities, interests, and lived experiences of the students.
- ☐ Indicator #2: Issues of social justice relevant to the students are explored, discussed, analyzed, etc.
- ☒ Indicator #3: Multiple indicators from Voice above are present
- ☐ Indicator#4: The teacher exhibits the qualities of a "warm demander" expressing warmth and care, while holding students to high expectations and offering appropriate support.

Culturally Responsive Practices: description of evidence and/or additional indicators

Your answer

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### Gender Conscious Practices

- ☐ Indicator #1: Topics and texts reflect perspectives of women authors, women subjects (female protagonists, historical women, etc), and women's issues
- ☐ Indicator #2: Gender is used as a lens of analysis.
- ☐ Indicator #3: Gender bias, when present, is addressed and critiqued. Active steps are taken to undermine gender bias.

### Gender Conscious Practices: description of evidence and/or additional indicators

Your answer \_\_\_\_\_

### Courage Cultivation

- ☐ Indicator #1: Students are comfortable answering questions and engaging in discussion, even when unsure or uncertain.
- ☐ Indicator #2: Students are comfortable asking for help and asking questions to deepen their understanding.
- ☐ Indicator #3: Students are encouraged to take on roles, explore ideas, and practice skills that may be unfamiliar, undeveloped, or not preferred by them. i.e. Students are encouraged to "stretch their rubber bands."
- ☐ Indicator #4: Students are expected to take part in all aspects of the lesson and all students are expected to achieve the objectives of the lesson, though differentiation of materials, supports, time allotted, or breadth of production, may be utilized.



Courage Cultivation: description of evidence and/or additional indicators

Your answer

Academic Rigor

- ☐ Indicator #1: Work is designed to maximize students' "productive struggle" and avoid dis-engagement due to the work being overly easy or overly frustrating.
- ☐ Indicator #2: Students are provided with the necessary supports to achieve the objectives of the lesson.
- ☐ Indicator #3: The lesson addresses students' individual academic needs and learning goals.
- ☐ Indicator #4: The lesson addresses relevant grade appropriate academic standards. (school, district, state, national)

Academic Rigor: description of evidence and/or additional indicators

Your answer

Other Observations

Your answer

## Overall Assessment of Presence of Whole Girl Pedagogical Practices

	Not Observed or Not Applicable	Not Present, despite opportunity	Present - Some Evidence - Partially Developed Practices	Very Present - Ample Evidence - Well Developed Practices
Voice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Imprint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally Responsive Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Conscious Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported Risk- Taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Rigor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Student  
Leadership  
Network**

## **End of Year Recommendations: The Power of Collaboration**

Prepared by: Yahaira Gil Maestro, Director TYWLS  
&  
Kristen Gordon, Manager TYWLS

# Purpose

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At the beginning of the 2020-2021 school year, we outlined intentional conversations and plans to deepen our connections with our principals, teachers, alumni, and especially our students to ensure that we were meeting the needs of our schools and responding appropriately to what we heard.

The goals for this approach were as follows:

1. deepening our connections at all five TYWLS schools in an effort to find common ground, set expectations, and provide clarity around the role of Student Leadership Network.
1. listening and responding to the needs of our students, principals and teachers via roundtable conversations and focus groups
1. re-building our collaborative relationships by forming a Student Leadership Network Advisory Committee that addresses common goals and issues across the network.
1. re-imagining and re-designing programs, partnerships, and professional development so that they are culturally relevant and inclusive

## Efforts to achieve goal #1:

Deepening our connections at all five TYWLS in an effort to find common ground, set expectations, and provide clarity around the role of Student Leadership Network.

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At the start of the new school year, we planned 90 minute meetings with each TYWLS school that included our senior leaders, members of the CBI team, and all members of the GE National Team. As a result of these sessions, we engaged a total of 208 staff across all TYWLS.

As follow up to the large group sessions, we also engaged with schools individually in smaller group conversations with teachers and school leaders to speak more specifically about action steps by school.

After the teacher sessions, **84%** responded to a survey that stated we answered questions around the various supports we provide our TYWLS schools and **80%** reported that they understood the steps SL Network is taking around diversity, equity, and inclusion (DEI) after these sessions.

We also implemented a bi-weekly newsletter that had opportunities and information for students, teachers, and principals.

## Efforts to achieve goal #2:

Listening and responding to the needs of our students, principals and teachers via roundtable conversations and focus groups

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### **Principal Conversations:**

We engaged with our school leaders all year long, both formally and informally, to ensure we understand the needs of each TYWLS school deeply. In order to best support our school leaders, we held three 90 minute principal roundtables every 2-3 months and we engaged in 1 hour bi-weekly meetings throughout the school year.

### **Student Conversations:**

We held student roundtables at TYWLS of Queens, implemented a newly formed Student Input form that helps us regularly hear from students across all TYWLS, and we asked members of the SL Network Advisory committee to survey their classmates to gain larger perspective during scheduled meetings.

### **Teacher Conversations:**

In addition to the five members of the committee from each school, we engaged with our educators via a teacher PD committee, a pilot program in the Bronx, and via our TYWLS liaison program that includes educators from TYWLS East Harlem and TYWLS Brooklyn.



## Efforts to achieve goals #3 & 4:

Re-building our collaborative relationships by forming a Student Leadership Network Advisory Committee that addresses common goals and issues across the network.

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We successfully formed our first ever **SL Network Advisory Committee**, comprised of 20 members that represent TYWLS. We created an equitable process that you can learn more about [here](#)

The final members include:

- 5 TYWLS middle school students
- 5 high school students
- 5 TYWLS teachers
- 2 alumni members
- 2 SL Network staff members
- 1 Director of College Counseling

You can also learn more about who our members are [here](#)



## Student Leadership Network Advisory Committee *(continued)*

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The **SL Network Advisory Committee**, met every month for a full group meeting and optional meetings were scheduled to be used as working time. The committee kicked off as planned in December 2020 and ended June 2021.

During our time together, we engaged in both understanding each topic and then in an audit of each topic to be able to come up with recommendations. We also co-facilitated meetings, had a student join during a national conference on the work of the committee, and had guests join in to learn about the work of the committee.

The topics included the following:

1. Network-Wide Programs
2. Corporate Engagement at SL Network
3. Newly created Student Input Form
4. Teacher Awards & Grants
5. Uniforms



## ***Themes & Recommendations:***

### ***Network-Wide Programs***

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#### **Themes:**

**Mainstream Communication:** allowing communication to be mainstreamed between teachers, students, and volunteers so all aspects of programming is made clear and all parties involved know what is expected of them at all times

**Diversity, Inclusion, Equity:** diversity in all aspects, volunteers, events, career choices to really allow students to see themselves in our volunteers

**Transparency/Honesty:** full transparency is needed from volunteers to allow students to make better choices and will also create a safe space atmosphere for students to ask authentic questions

#### **Recommendations:**

Using advisory time for additional college/event preparation and self discovery activities

Allowing for students in different grades to participate in network programs

Grouping specific students together with certain volunteers based on interest of careers/passions



## **Themes & Recommendations:** **Corporate Engagement @ SL Network**

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### **Themes:**

**Relatable programming:** Working closely with the corporations to make sure topics are appropriate and applicable to each grade, and their own goals are culturally responsive and representative of SLN

**Networking with Volunteers:** Allowing students to practice network with volunteers, what it means to build relationships and how to maintain them after the program ends

**Personal Preparation:** preparation from each volunteer to give specific advice that can be applied to students, relatable advice on financial literacy, branding, career readiness

### **Recommendations:**

Resume building workshops

In depth financial literacy workshops

Conversations about being a woman in a male dominated field

Include students in the planning of every corporate event *(immediately implemented)*  
*Providing students with surveys after each event to gather immediate feedback*



## **Themes & Recommendations:** **Student Input Form**

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### **Themes:**

**Diversity, Equity, and Inclusion:** More LGBTQ+ history, conversations, and action

**Variety of Options:** After school activities: art, photography, cooking, sewing etc

**Age appropriate options:** More age appropriate and increased number of programming options for Middle School

**College Access:** ensuring all grades meeting with Director of College Counseling (DCC) and potentially changing their title to post secondary success to be more inclusive of all students and their plans post college

### **Recommendations:**

Plan for meaningful student advocacy classes/courses and activities

After school programming offerings becoming more diverse

DCC meeting with all grades so they are aware with what to expect and how to prepare for when in High School

Specific time set aside for completing Student Input Form in advisory

## ***Themes & Recommendations:*** ***Teacher Awards and Grants***

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### **Themes:**

**Travelship Award:** sharing post travel experiences, one applicant per school, show past exemplary applications, reconsider tenure requirement, increase student voice in process

**Teacher Grants:** collect outcomes, provide examples of grant used in a number of ways, adding effective practices to criteria, how to include student voice

**Blue Ribbon:** including student voices & school community in process

### **Recommendations:**

Develop recognition awards for other school staff

Consider student/alumni award (to be named after a notable BIPOC figure)





## ***Themes & Recommendations:***

### ***TYWLS Uniforms***

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#### **Themes:**

**Comfortability:** items need to be comfortable fitting for all body types

**Pricing:** Work with a vendor that has more affordable options

**Enforcement:** Think about the rules around uniform and how its enforced at each school

#### **Recommendations:**

Design can be like a collegiate uniform

Wider variety of places to purchase uniform that meet the financial needs of our families

Locate and confirm a vendor that is POC owned

Gather input from families around uniform preference

Develop school wide norms about what uniform is/isn't in a workshop for teachers

Gender awareness and policing bodies as it relates to uniform

Second hand uniform available for students

## Next Steps

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**The Girls Education National Team will use the summer months to:**

1. consider the recommendations and embed them in our planning for Fall 2021;
2. collaborate with the development team to create sound and diverse partnerships that will center student voice;
3. review data collected from end of year committee survey and utilize input to design a plan for year two;
4. secure a new uniform vendor that responds to the needs of our families and students
5. communicate changes with school leaders, teachers, and students



**We are all in this together!**  
**Have a wonderful summer**



Attachment 33 - Data Request Template

					School Contact Info				Authorizer Contact Information				
Charter School Name	Name of Campus (if more than one)	Year EMO Began	City	State	Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

## Attachment 33 - Data Request Template

Student Information										School/Campus Information										Academic Performance										Assessment Data													
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Grades Served	Grades Tested	Total # Students Enrolled	Total # FRL	Total # ELL	Total # SPED	Total # Black Students	Total # Hispanic Students	Total # Native American Students	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score						
55200	Doral Cactus	Elementary	Charter	2019	5	K-5	3.5	6-8	1002	83	43	77	46	171	1	322	34	52	99	235	137	6	323	33	62	98	229	131	5	111	7	42	47	62	15	4	21	53	62	23			
55201	Doral Fire Mesa	Elementary	Charter	2019	5	K-5	3.5	6-8	981	275	41	97	88	324	1	308	59	79	91	170	79	20	308	50	49	99	209	111	20	105	22	47	32	36	4	4	21	53	62	23			
55204	Doral Pebble	Elementary	Charter	2019	5	K-5	3.5	6-8	981	275	41	97	88	324	1	308	59	79	91	170	79	20	308	50	49	99	209	111	20	105	22	47	32	36	4	4	21	53	62	23			
55202	Doral Red Rock	Elementary	Charter	2019	5	K-5	3.5	6-7	920	209	67	57	65	209	1	279	85	77	73	118	44	7	279	29	82	117	168	51	7	43	12	14	13	17	4	4	21	53	62	23			
55203	Doral Saddle	Elementary	Charter	2019	5	K-5	3.5	6-8	995	264	29	76	85	206	2	324	28	69	144	305	162	7	324	28	69	144	305	162	7	324	28	69	144	305	162	7	324	28	69	144	305	162	
59433	Mater Bonanza	Elementary	Charter	2019	3	K-5	3.5	6-7	906	779	292	81	84	712	3	306	111	90	62	98	36	13	306	126	67	72	113	41	13	108	42	45	19	21	2	4	N/A	N/A	N/A				
49432	Mater Mountain Vista	Elementary	Charter	2019	4	K-5	3.5	6-8	1056	1056	486	89	82	830	2	353	110	125	78	118	40	18	352	67	331	144	191	47	19	118	22	50	39	46	7	4	N/A	N/A	N/A				
58432	Pinecrest Cadence	Elementary	Charter	2019	5	K-5	3.5	6-8	1628	502	58	189	118	438	6	368	37	90	120	241	121	32	367	52	72	107	246	139	30	125	17	46	41	62	119	4	N/A	N/A	N/A				
58422	Pinecrest Horizon	Elementary	Charter	2019	5	K-5	3.5	6-8	1628	502	58	189	118	438	6	368	37	90	120	241	121	32	367	52	72	107	246	139	30	125	17	46	41	62	119	4	N/A	N/A	N/A				
58425	Pinecrest Inspira	Elementary	Charter	2019	5	K-5	3.5	6-8	1999	121	-	93	50	211	4	278	12	46	69	220	152	17	278	6	23	131	249	118	17	37	7	12	22	41	19	4	N/A	N/A	N/A				
58427	Pinecrest St. Rose	Elementary	Charter	2019	5	K-5	3.5	6-8	1999	121	-	93	50	211	4	278	12	46	69	220	152	17	278	6	23	131	249	118	17	37	7	12	22	41	19	4	N/A	N/A	N/A				
59121	SLAM	Elementary	Charter	2019	4	K-5	3.5	6-8	921	479	95	88	112	401	3	329	35	58	94	237	143	21	329	18	46	145	266	120	21	102	6	16	55	80	25	4	N/A	N/A	N/A				
59124	Somerset Alanté	Elementary	Charter	2019	2	K-5	3.5	6-8	921	479	95	88	112	401	3	329	35	58	94	237	143	21	329	18	46	145	266	120	21	102	6	16	55	80	25	4	N/A	N/A	N/A				
59121	Somerset Lone Mountain	Elementary	Charter	2019	5	K-5	3.5	6-8	958	234	29	95	297	5	335	59	95	95	181	86	22	335	10	80	160	225	65	22	111	11	30	55	70	15	4	N/A	N/A	N/A					
59120	Somerset Loose	Elementary	Charter	2019	3	K-5	3.5	6-8	1949	876	165	225	346	887	7	342	79	187	96	245	54	4	342	120	167	185	207	80	4	118	22	85	99	29	8	N/A	N/A	N/A					
59119	Somerset NLV	Elementary	Charter	2019	4	K-5	3.5	6-8	1161	500	118	125	264	503	N/A	402	115	123	95	165	70	6	402	80	126	152	196	44	6	124	21	50	42	53	11	4	N/A	N/A	N/A				
59122	Somerset Sky Point	Elementary	Charter	2019	5	K-5	3.5	6-8	1908	251	30	233	136	372	5	389	44	88	118	207	89	12	389	47	65	107	227	120	12	123	22	48	40	53	13	4	N/A	N/A	N/A				
59125	Somerset Skye Canyon	Elementary	Charter	2019	5	K-5	3.5	6-8	855	94	19	13	206	300	N/A	342	58	90	92	194	102	7	342	64	61	102	216	115	7	121	37	47	32	37	5	4	N/A	N/A	N/A				
59123	Somerset Stephanie	Elementary	Charter	2019	5	K-5	3.5	6-8	964	342	35	116	67	270	5	387	71	94	86	142	55	20	386	32	69	121	204	83	21	82	10	27	33	45	12	4	N/A	N/A	N/A				
55200	Doral Cactus	Elementary	Charter	2018	5	K-5	3.5	6-8	997	-	31	79	44	179	-	358	50	108	117	200	83	3	358	23	61	158	276	118	1	118	11	28	53	79	26	4	N/A	N/A	N/A				
55201	Doral Fire Mesa	Elementary	Charter	2018	3	K-5	3.5	6-8	985	147	46	92	100	284	-	311	66	78	106	168	61	14	311	36	77	108	197	91	14	106	26	38	42	42	9	4	N/A	N/A	N/A				
55204	Doral Pebble	Elementary	Charter	2018	4	K-5	3.5	6-8	985	147	46	92	100	284	-	311	66	78	106	168	61	14	311	36	77	108	197	91	14	106	26	38	42	42	9	4	N/A	N/A	N/A				
55202	Doral Red Rock	Elementary	Charter	2018	5	K-5	3.5	6-7	926	213	23	42	50	281	-	155	39	51	47	65	117	8	155	24	38	71	94	23	8	102	6	16	55	80	25	4	N/A	N/A	N/A				
55203	Doral Saddle	Elementary	Charter	2018	4	K-5	3.5	6-8	992	261	29	76	85	206	2	324	28	69	144	305	162	7	324	28	69	144	305	162	7	324	28	69	144	305	162	7	324	28	69	144	305	162	
49432	Mater Mountain Vista	Elementary	Charter	2018	3	K-5	3.5	6-8	1060	610	397	52	72	599	-	367	34	74	116	210	85	13	367	34	74	116	210	85	13	367	34	74	116	210	85	13	367	34	74	116	210	85	13
58432	Pinecrest Cadence	Elementary	Charter	2018	4	K-5	3.5	6-8	1631	504	62	202	120	442	7	370	38	94	122	244	123	33	369	53	73	108	247	140	31	126	17	47	42	63	120	5	N/A	N/A	N/A				
58422	Pinecrest Horizon	Elementary	Charter	2018	5	K-5	3.5	6-8	1631	504	62	202	120	442	7	370	38	94	122	244	123	33	369	53	73	108	247	140	31	126	17	47	42	63	120	5	N/A	N/A	N/A				
58425	Pinecrest Inspira	Elementary	Charter	2018	5	K-5	3.5	6-8	1992	123	-	94	51	213	4	279	13	47	70	221	153	18	279	7	24	132	250	119	18	37	8	12	22	41	19	4	N/A	N/A	N/A				
58427	Pinecrest St. Rose	Elementary	Charter	2018	5	K-5	3.5	6-8	1992	123	-	94	51	213	4	279	13	47	70	221	153	18	279	7	24	132	250	119	18	37	8	12	22	41	19	4	N/A	N/A	N/A				
59121	SLAM	Elementary	Charter	2018	4	K-5	3.5	6-8	924	481	96	89	113	404	3	330	36	59	96	240	144	22	330	19	47	146	269	121	21	103	6	16	55	80	25	4	N/A	N/A	N/A				
59120	Somerset Lone Mountain	Elementary	Charter	2018	4	K-5	3.5	6-8	957	0	29	104	62	301	245	5	352	76	131	91	173	82	8	352	76	131	91	173	82	8	119	20	42	37	38	10	N/A	N/A	N/A				
59119	Somerset Loose	Elementary	Charter	2018	3	K-5	3.5	6-8	1954	885	167	228	350	897	7	348	79	189	97																								

OTHER INFORMATION



## Attachment 33 - Data Request Template

[illegible]

OTHER INFORMATION

# Attachment 34 - Six Year School Budget

Young Women's Leadership Academy		21-22(Pre-Op)	22-23	23-24	24-25	25-26	26-27	27-28
Statewide Base (w/ District Adj)		-	7,243	7,337	7,454	7,566	7,664	7,772
Total Students (FTEs)		-	150	300	450	540	570	600
Kinder		-	-	-	-	-	-	-
1st Grade		-	-	-	-	-	-	-
2nd Grade		-	-	-	-	-	-	-
3rd Grade		-	-	-	-	-	-	-
4th Grade		-	-	-	-	-	-	-
5th Grade		-	-	-	-	-	-	-
6th Grade		-	90	90	90	90	90	90
7th Grade		-	-	90	90	90	90	90
8th Grade		-	-	-	90	90	90	90
9th Grade		-	60	60	60	90	90	90
10th Grade		-	-	60	60	60	90	90
11th Grade		-	-	-	60	60	60	90
12th Grade		-	-	-	-	60	60	60
Total Students (FTEs)		-	150	300	450	540	570	600
<b>Prior Year Numbers</b>								
SPED Count		-	18	36	54	65	68	72
EL Count		-	32	63	95	113	120	126
GATE Count		-	-	-	-	-	-	-
FRL %		-	86%	86%	86%	86%	86%	86%
At-Risk (FRL) Count		-	86	173	259	311	328	346
<b>TEACHING STAFF</b>								
Classroom Teachers		-	5.00	10.00	15.00	18.00	19.00	20.00
SPED Teachers		-	1.00	1.50	2.50	3.00	3.00	3.50
Art Teacher		-	-	1.00	1.00	1.00	1.00	1.00
Music		-	-	-	1.00	1.00	1.00	1.00
PE Teacher		-	-	-	1.00	1.00	1.00	1.00
Technology (STEM)		-	-	-	-	1.00	1.00	1.00
Spanish / Language		-	-	-	-	-	-	-
Additional Elective Teachers		-	-	-	-	-	1.00	1.00
<b>Total Teaching Staff</b>		-	6.00	12.50	20.50	25.00	27.00	28.50
<b>ADMIN &amp; SUPPORT</b>		21-22(Pre-Op)	22-23	23-24	24-25	25-26	26-27	27-28
Principal		-	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal		-	-	-	-	1.00	1.00	1.00
College Bound Initiative Counselor		-	-	1.00	1.00	1.00	1.00	1.00
School Counselor		-	-	1.00	1.00	1.00	1.00	1.00
Instructional Coach		-	-	-	-	1.00	1.00	1.00
Office Manager		-	1.00	1.00	1.00	1.00	1.00	1.00
Registrar		-	-	-	0.50	1.00	1.00	1.00
Clinic Aide/ FASA		-	-	-	1.00	1.00	1.00	1.00
Receptionist		-	-	1.00	1.00	1.00	1.00	1.00
Instructional Aide(s)		-	3.00	5.00	5.00	6.00	7.00	7.00
Campus Monitor/Custodian		-	1.00	1.00	1.00	1.00	1.00	1.00
NSLP/Cafeteria Manager		-	1.00	1.00	1.00	1.00	1.00	1.00
SPED Facilitator		-	-	-	-	-	-	-
Speech Pathologist		-	-	-	-	-	-	-
School Psychologist		-	-	-	-	-	-	-
School Nurse		-	-	-	-	-	-	-
On Campus Sub		-	-	-	-	-	-	-
EL Coordinator		-	0.50	0.50	1.00	1.00	1.00	1.00
<b>Total Admin &amp; Support</b>		-	7.5	12.5	14.5	18.0	19.0	19.0
<b>Total # Teachers</b>		-	6.00	12.50	20.50	25.00	27.00	28.50
<b>Total # Admin &amp; Support</b>		-	7.50	12.50	14.50	18.00	19.00	19.00
<b>Total Staff</b>		-	13.50	25.00	35.00	43.00	46.00	47.50
<b>Total Salaries &amp; Benefits as % of Expenses</b>			52.3%	55.1%	55.6%	58.4%	60.0%	59.9%
<b>Instruction Salaries as % of Total Salaries</b>			60.1%	64.7%	70.0%	67.9%	69.7%	70.7%
<b>Admin &amp; Support Salaries as % of Total Salaries</b>			34.5%	26.5%	21.8%	25.6%	24.2%	23.3%
<b>Rent as % of Revenue</b>			9.3%	10.4%	10.7%	10.9%	11.2%	11.4%

# Attachment 34 - Six Year School Budget

	REVENUE (@ 100%)	21-22(Pre-Op)	22-23	23-24	24-25	25-26	26-27	27-28
3110	State Base Budget Revenue	-	1,086,402	2,201,050	3,354,400	4,085,659	4,368,705	4,663,017
4500	National School Lunch Program (NSLP)	-	123,995	247,990	371,984	446,381	471,180	495,979
4500	SPED Funding (Part B)	-	9,500	17,100	34,200	51,300	61,560	64,980
3115	SPED Discretionary Unit	-	-	54,000	108,000	162,000	194,400	205,200
	Title I	-	46,440	92,880	139,320	167,184	176,472	185,760
	Title II	-	10,370	12,750	25,500	38,250	45,900	48,450
	EL Weight	-	-	51,251	102,501	153,752	184,502	194,752
3200	Gifted and Talented Education (GATE) Weight	-	-	-	-	-	-	-
	At-Risk Weight	-	-	18,323	36,646	54,969	65,963	69,628
	OTHER: Pre-Operational Loan	60,000	-	-	-	-	-	-
	OTHER: Donations	132,525	300,000	150,000	150,000	90,000	30,000	30,000
	OTHER: Tenant Improvements Donation	225,000	-	-	-	-	-	-
	<b>Total Revenues</b>	<b>417,525</b>	<b>1,576,707</b>	<b>2,845,343</b>	<b>4,322,552</b>	<b>5,249,496</b>	<b>5,598,682</b>	<b>5,957,767</b>
	<b>EXPENSES</b>							
	<b>Personnel Costs</b>	<b>21-22(Pre-Op)</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>	<b>27-28</b>
104	Principal	90,000	95,000	100,000	105,000	110,000	112,500	114,188
104	Assistant Principal(s)	-	-	-	-	75,000	76,125	77,267
105	Instructional Coach	-	-	-	-	58,000	58,870	59,753
105	EL Coordinator	-	30,000	30,450	60,900	61,814	62,741	63,682
105	College Bound Initiative Counselor	-	-	61,000	61,915	62,844	63,786	64,743
105	School Counselor	-	-	58,000	58,500	59,378	60,268	61,172
101 / 103	Teachers Salaries	-	225,000	501,600	833,400	1,034,000	1,144,800	1,212,500
101	SPED Teachers	-	45,000	68,400	115,750	141,000	143,100	169,750
107	Office Manager/ Registrar / Banker	-	45,000	45,675	68,860	90,893	92,256	93,640
107	Secretary & FASA	-	-	21,660	44,080	44,840	45,600	46,360
102	Instructional Aide(s)	-	60,480	102,600	104,400	127,440	151,200	153,720
107	Campus Monitors	-	28,800	29,280	30,240	30,720	31,200	31,680
107	Cafeteria Manager	-	-	-	-	-	-	-
	<b>Unrestricted Salaries</b>	<b>90,000</b>	<b>529,280</b>	<b>1,018,665</b>	<b>1,483,045</b>	<b>1,895,928</b>	<b>2,042,447</b>	<b>2,148,455</b>
	<b>Restricted Salaries</b>	<b>21-22(Pre-Op)</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>	<b>27-28</b>
	Lead Principal Staff	-	-	-	-	-	-	-
	SPED Facilitator	-	-	-	-	-	-	-
	Speech Pathologist	-	-	-	-	-	-	-
	School Psychologist	-	-	-	-	-	-	-
	School Nurse	-	-	-	-	-	-	-
	OT	-	-	-	-	-	-	-
	GATE	-	-	-	-	-	-	-
107	Cafeteria Manager - NSLP	-	20,720	21,090	21,460	21,830	22,200	22,570
	On Campus Sub	-	-	-	-	-	-	-
	<b>Restricted Salaries</b>	<b>-</b>	<b>20,720</b>	<b>21,090</b>	<b>21,460</b>	<b>21,830</b>	<b>22,200</b>	<b>22,570</b>
	<b>Total Salaries and Wages</b>	<b>90,000</b>	<b>550,000</b>	<b>1,039,755</b>	<b>1,504,505</b>	<b>1,917,758</b>	<b>2,064,647</b>	<b>2,171,025</b>
230	PERS - 29.75%	26,325	163,625	309,327	447,590	570,533	614,232	645,880
	Insurances/Employment Taxes/Other Benefits	16,200	99,000	189,892	280,405	368,423	412,929	445,060
150	Incentives / Bonuses	-	-	-	-	-	-	-
	Stipend	-	-	-	-	-	-	-
250	Tuition Reimbursements	-	1,200	2,100	4,500	5,400	5,850	6,300
	Subst. Teachers (10 days/Teacher)	-	9,900	20,625	33,825	41,250	44,550	47,025
	<b>Total Payroll / Benefits and Related</b>	<b>132,525</b>	<b>823,725</b>	<b>1,561,699</b>	<b>2,270,825</b>	<b>2,903,364</b>	<b>3,142,208</b>	<b>3,315,290</b>
	<b>Supplies</b>	<b>21-22(Pre-Op)</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>	<b>27-28</b>
	Consumables	-	4,875	39,000	58,500	70,200	74,100	78,000
	FFE / Tech / Curriculum	-	150,000	150,000	150,000	90,000	30,000	30,000
610	Office Supplies	-	3,950	5,900	9,350	12,520	9,410	9,800
610	Classroom Supplies	-	4,050	16,600	32,150	33,080	15,390	16,200
610	Copier Supplies	-	600	1,200	1,800	2,160	2,280	2,400
610	Nursing Supplies	-	450	900	1,350	1,620	1,710	1,800
610	SPED Supplies	-	2,160	4,320	6,480	7,776	8,208	8,640
	Athletics/Extra	-	-	-	-	-	-	-
	<b>Total Supplies</b>	<b>-</b>	<b>166,085</b>	<b>217,920</b>	<b>259,630</b>	<b>217,356</b>	<b>141,098</b>	<b>146,840</b>

## Attachment 34 - Six Year School Budget

	<b>Purchased Services</b>							
320	Data Analysts	-	7,500	12,000	12,360	12,720	13,080	13,440
300	Special Education Contracted Services	-	31,500	67,500	105,750	140,400	156,750	171,000
310	Contracted Services:	-	-	-	-	-	-	-
310	Management Fee (Academica Nevada)	-	67,500	135,000	202,500	243,000	256,500	270,000
310	Payroll Services	-	4,740	7,500	9,900	11,820	12,540	12,900
340	Audit/Tax	-	-	20,000	21,000	22,050	23,153	24,310
340	Legal Fees	-	5,000	5,000	5,000	5,000	5,000	5,000
352	IT Services	-	6,300	12,600	18,900	22,680	23,940	25,200
350	IT Set-up Fees	-	10,000	10,000	10,000	10,000	5,000	5,000
591	State Administrative Fee	-	13,580	29,058	45,019	55,705	60,170	64,157
330	Professional Development	-	15,802	23,755	42,272	58,678	67,744	71,765
	<b>Total Purchased Services</b>	-	<b>161,922</b>	<b>322,413</b>	<b>472,701</b>	<b>582,053</b>	<b>623,876</b>	<b>662,773</b>
	<b>Other Operations</b>	<b>21-22(Pre-Op)</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>	<b>27-28</b>
533	Telephone	-	6,000	6,300	6,615	6,946	7,293	7,658
535	Internet	-	7,000	7,350	7,718	8,103	8,509	8,934
534	Cell Phones	-	-	-	-	-	-	-
531	Postage	2,100	750	1,000	1,250	1,250	1,250	1,250
535	Website	4,500	-	4,590	4,682	4,775	4,871	4,968
443	Copier / Printing	3,000	12,000	17,500	20,000	21,000	22,050	23,153
651	Infinite Campus	5,000	-	3,100	3,400	3,580	3,640	3,700
	<b>Total Other Operations</b>	<b>14,600</b>	<b>25,750</b>	<b>39,840</b>	<b>43,664</b>	<b>45,655</b>	<b>47,613</b>	<b>49,663</b>
	<b>Insurances</b>							
521	Property Insurance	-	7,000	7,700	8,470	9,317	10,249	11,274
522	Liability Insurance	-	5,000	5,500	6,050	6,655	7,321	8,053
523	Other Insurances	-	13,500	14,850	16,335	17,969	19,765	21,742
	<b>Total Insurances</b>	-	<b>25,500</b>	<b>28,050</b>	<b>30,855</b>	<b>33,941</b>	<b>37,335</b>	<b>41,068</b>
	<b>Other</b>							
570	NSLP - Lunch (Breakfast included)	-	113,546	227,092	340,637	408,765	431,474	454,183
540	Advertising/Marketing	25,250	5,000	5,200	5,408	5,624	5,849	6,083
580	Travel	20,150	-	5,000	5,000	5,000	5,000	5,000
340	Background and Fingerprinting	-	930	690	600	600	600	600
810	Dues and Fees	-	5,500	5,500	7,500	10,000	10,250	10,500
	Transportation	-	-	-	-	-	-	-
	Loan Repayments	-	-	-	31,800	31,800	-	-
900	Other Purchases	-	1,000	1,000	1,000	1,000	1,000	1,000
	<b>Total Other</b>	<b>45,400</b>	<b>125,976</b>	<b>244,482</b>	<b>391,945</b>	<b>462,789</b>	<b>454,173</b>	<b>477,366</b>
	<b>Facilities</b>	<b>21-22(Pre-Op)</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>	<b>27-28</b>
622	Public Utilities (Electricity)	-	23,625	36,450	49,950	51,300	52,650	54,000
621	Natural Gas	-	1,969	3,038	4,163	4,275	4,388	4,500
411	Water / Sewer	-	7,875	12,150	16,650	17,100	17,550	18,000
422	Garbage/Disposal	-	5,906	9,113	12,488	12,825	13,163	13,500
490	Fire and Security alarms	-	5,000	5,150	5,305	5,464	5,628	5,796
422	Contracted Janitorial Services	-	38,880	48,600	67,500	70,200	72,900	75,600
610	Custodial Supplies	-	4,500	9,000	13,500	16,200	17,100	18,000
430/431	Facility Maintenance/Repairs/Capital Outlay	225,000	8,500	10,000	10,000	12,500	15,000	15,000
420	Lawn Care	-	6,000	6,180	6,365	6,556	6,753	6,956
431	AC Maintenance & Repair	-	7,500	7,725	7,957	8,195	8,441	8,695
	<b>Total Facility</b>	<b>225,000</b>	<b>109,755</b>	<b>147,405</b>	<b>193,877</b>	<b>204,615</b>	<b>213,572</b>	<b>220,047</b>
	<b>Total Expenses Before Bldg</b>	<b>417,525</b>	<b>1,438,713</b>	<b>2,561,809</b>	<b>3,663,498</b>	<b>4,449,773</b>	<b>4,659,874</b>	<b>4,913,046</b>
	<b>Scheduled Lease Payment (Portable Bldg)</b>	-	-	-	-	-	-	-
	<b>Scheduled Lease Payment</b>	-	135,000	270,000	420,750	523,800	572,850	624,000
	<b>Improvements / Loan</b>	-	-	-	-	-	-	-
	<b>Surplus (Revenues-Total Expenses-Lease-Bond)</b>	-	<b>2,994</b>	<b>13,534</b>	<b>238,304</b>	<b>275,923</b>	<b>365,958</b>	<b>420,720</b>
		0.00%	0.21%	0.52%	6.03%	5.74%	7.14%	7.70%
Young Women's Leadership Academy		21-22(Pre-Op)	22-23	23-24	24-25	25-26	26-27	27-28



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

**A PROPOSED PUBLIC CHARTER SCHOOL  
SERVING STUDENTS IN GRADES 6-12**