

Global Ambassadors Language Academy (GALA) – CSP 84.282E Project Narrative 2018

Introduction - Global Ambassadors Language Academy (GALA) is a Mandarin and Spanish immersion school, located on the west side of Cleveland, Ohio, within the borders of the Cleveland Metropolitan School District (CMSD). Although GALA is currently a K-2 school, it will expand an additional grade level each year until it reaches K-8 in 2023. GALA is the first dual language immersion school in Northeast Ohio, offers immersion in Mandarin and Spanish, and is the only Mandarin immersion school in Ohio. GALA meets the definition of a “high-poverty school” and requirement to be considered for funding out of rank order, as we are located in an underserved community and primarily serve children with limited access to high-quality educational options. GALA’s Founder and Executive Director, Meran Rogers, is a parent, educator and civic leader in the Cleveland community. Rogers’ passion to open GALA was fueled by her experience growing up in a multilingual immigrant household, attending and working in Cleveland public schools, and work as an English immersion teacher in Taiwan. In 2010, Rogers began to lay the foundation for opening a school by researching best practices, developing the initial plan for GALA, and garnering support in the community. In 2012, GALA established a Board of Directors and 501c3 status. In December 2015, GALA submitted a charter application to the Ohio Council for Community Schools (OCCS) and received sponsorship in May 2016. After five years of planning, GALA opened on August 3, 2016.

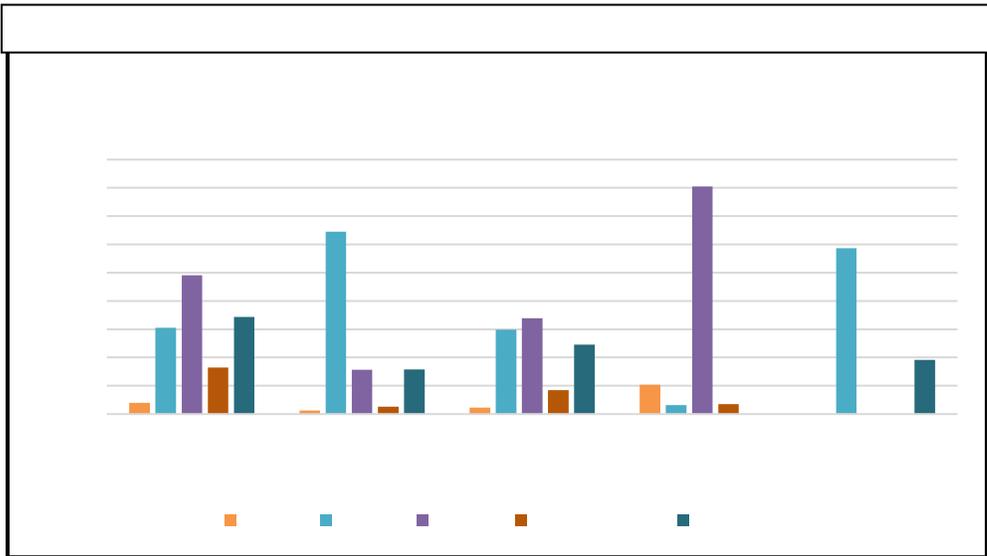
Competitive Preference Priority 1 - Supporting High-Need Students

GALA meets this priority for one of the four groups of students listed: English Learners (ELs), as it is designed to increase access to educational choice for ELs. GALA is committed to serving children that are ELs, especially the Mandarin and Spanish speaking student population that make up the majority of ELs in Cleveland. GALA’s ELs population of 18.3% (2016-17 school year) is more than double the amount served by the CMSD and surrounding public

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schools. According to the 2016-17 Ohio School Report Cards, the CMSD had 9.2% ELs, and three public elementary schools within two miles of GALA have the following ELs population: Garfield Elementary 6.2%, and Menlo Park Academy and Willard Village Prep both with 0% calculated because there are fewer than 10 in the group; see **Table 2** below.

The west side of Cleveland, where GALA is located, has the highest concentration of Hispanics in the state of Ohio and GALA’s student population is 34% Hispanic. It is also significantly important to serve EL children that are native Chinese speakers, as 28% of Asians in Cleveland are limited English proficient, with Chinese speakers being the largest group: 42%. Also, during the 2010-11 school year, Chinese was the highest rate Asian language spoken by K-12 ELs in the CMSD. www.advancingjustice.org/pdf/Community_of_Contrasts_Midwest_2012.pdf. GALA serves ELs at rates far greater than surrounding public schools in communities with high concentrations of these students. GALA’s student population is very diverse compared to Cleveland and surrounding public schools, see **Table 1** below. See **Selection Criteria 2** for a description of GALA’s language immersion model and benefits of immersion.



Competitive Preference Priority 3 – Single School Operators

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Global Ambassadors Language Academy (GALA) meets this priority, as an independent and single charter school, not a part of any charter school network and not under any charter school management company. GALA operates one, and only one, charter school located at 13442 Lorain Avenue, Cleveland, Ohio 44111. As outlined in Section 3323.012 of the Ohio Revised Code, GALA is also considered a school district, and has been assigned IRN 015737 (school and district identification number); see **Appendix E and J** for further details.

Selection Criteria 1 - Contribution in Assisting Educationally Disadvantaged Students

GALA is committed to serving educationally disadvantaged students, including (a) economically disadvantaged children; (b) children with disabilities (CWD); (c) English learners (ELs); (d) homeless students; (e) neglected or delinquent children; and (f) migrant children, to expand educational opportunities, enable students to meet challenging State academic standards, and recruit, enroll and serve educationally disadvantaged students at a rate comparable to surrounding public schools.

Research has shown that from birth to seven years of age, a child's brain is designed to acquire language rapidly and with native understanding and pronunciation. Through an early language immersion model, students become proficient in reading, writing, listening, and speaking in English and in Mandarin or Spanish, while achieving at a high level of academic success, and building the knowledge, skills and attributes to be competitive in the 21st century global economy. Research shows that language immersion students of both educationally advantaged and disadvantaged populations consistently outperform their non-immersion peers on standardized tests in math and reading, starting in third grade. A study by the Picard Center for Child Development and Lifelong Learning analyzed 2011-12 student achievement data from Louisiana's Lafayette Parish School District, which has a student population with over 50%

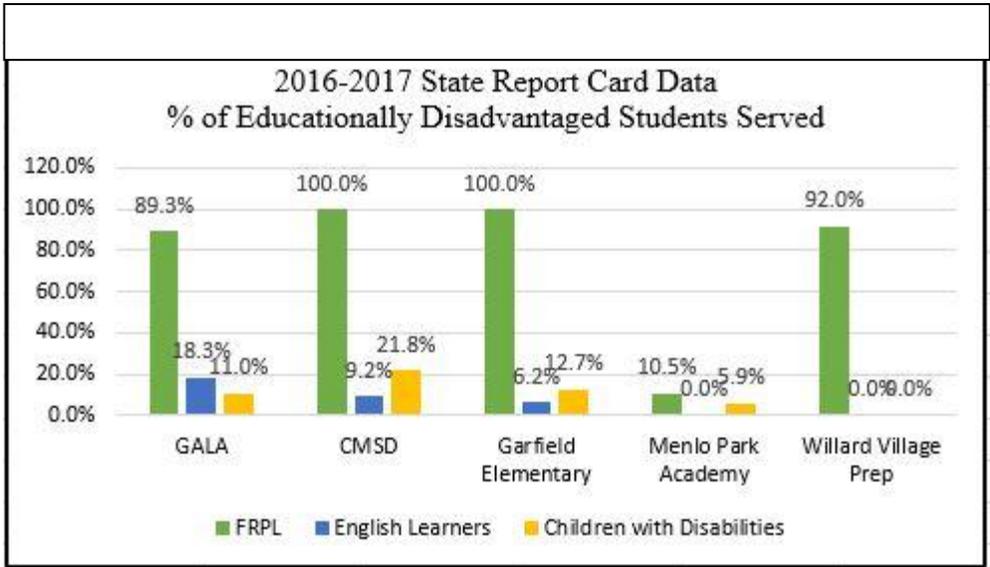
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eligible for free or reduced lunch, that showed immersion students outperforming their non-immersion peers on both Math and Reading standardized assessments in grades 3-8, by as much as 30% higher - see **Appendix G pages 1-3**.

(a) Economically Disadvantaged Children - Opportunities that can expand the horizons of minorities and low-income students are often lacking for students who live in economically disadvantaged areas. GALA is addressing the great disparity in education by providing a school model to Cleveland that has historically been placed in high achieving and high income neighborhoods across the country, because it is an expensive model that low-income school districts cannot afford.

According to researchers at the National Center for Children in Poverty, more than half of all the children in Cleveland live in poverty, with 53.9 percent of its youngest citizens living in poverty. Cleveland is the second U.S. city with the highest percentage of children in poverty, following Detroit with 57.3% (numbers from the U.S. Census' 2011 American Community Survey, www.nccp.org/media/releases/release_153.html). GALA meets the definition of a “high-poverty school” and requirement to be considered for funding out of rank order, as we are located in an underserved community and primarily serve children with limited access to high-quality education.

School data for economically disadvantaged students, qualified for Free or Reduced Price Lunch (FRPL) served is available through the 2016-17 Ohio School Report Cards; see **Appendix G, pages 16-124**. However, details of the CMSD and its schools' exact FRPL rates cannot be determined, because the CMSD has established 100% district wide. GALA believes it serves FRPL children at a rate that is comparable or greater than those of surrounding public schools, and the CMSD. Last year, 2016-17 school year, 89.3% of GALA students were FRPL compared to nearby: Garfield Elementary 100% (CMSD school), Menlo Park Academy 10.5%, and Willard Village Prep 92%.



With a focus on language, reading, and building oral skills, GALA aims to combat ‘word poverty’ that affects low-income students. According to *Meaningful Differences in the Everyday Experience of Young American Children*, on average, low-income children enter kindergarten with a listening vocabulary of 3,000 words, while middle-income children enter with 20,000 words (<https://eric.ed.gov/?id=ED387210>).

Parent, family and community engagement is critical for GALA’s economically disadvantaged FRPL student population. We know that while low-income parents want to be involved in their child’s education just as much as higher-income parents, they are less able to because of the barriers that low-income parents face, such as working multiple jobs, homelessness, obstacles related to insufficient resources, and sometimes limited English skills.

GALA has implemented numerous effective parent, family and community engagement strategies at the school, as we believe that engagement in the school has a positive impact on student academic performance, attitudes and behavior, and attendance. Engagement activities with parents and families include: (1) building relationships by establishing two-way regular communication from the school and teachers that is frequent and positive; (2) creating a welcoming environment by encouraging parent involvement through inviting parents to

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chaperone field trips, and attend school events that showcase their what their child is learning; (3) routinely collecting feedback from families through our annual mid-year and end of year survey; (4) offering parent workshops and discussions on child related topics, like: child development, how to help with homework help, and healthy habits; (5) organizing schoolwide events open to the community, such as holiday festivals, field day, curriculum nights, and summer ice cream socials; and (6) supporting the GALA Parent & Family Association (PFA), as the PFA represents the school community, engages families in the operations of the school, provides feedback to guide school leadership, raises concerns to be addressed, contributes to the development of the school environment and culture, and organizes enrichment programming.

In addition to the PFA, GALA administrators are active in engaging with our parents and community to solicit and consider input on the implementation and operation of the school through our annual mid-year and end of year survey, monthly schoolwide newsletter, weekly classroom newsletters, and monthly parent forums to solicit and consider feedback on schoolwide matters, including recent forums on GALA's progress of implementing the International Baccalaureate Primary Years Program, addressing feedback given through the mid-year parent survey, launching the school library, behavior management, school safety, homework, and the importance of recess.

GALA relies heavily on the involvement of parents and community members in the implementation and operation of the school. GALA believes it is crucial to our school's success that we engage the community. GALA has been proactive in getting parents and community members involved through outreach into the community since the inception of the school. Even before GALA opened its doors, we established a website (www.gala-prek8.org), a Facebook page, and a monthly e-newsletter (over 1,500 subscribers) in order to provide parents and

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community members a way to contact us, get involved, ask questions, express their opinions, and receive updates on progress of the school, events and opportunities.

GALA partners with our local community development corporation (Bellaire-Puritas and Kamm’s Corners) and is a member of the Neighborhood Education Committee. GALA participated in a recent School Quality Initiative, which involved citizen-led advocacy seeking neighborhood input and involvement, organized by the Cleveland Transformation Alliance. GALA is a member of the Cleveland Education Compact, funded by the Bill & Melinda Gates Foundation, which facilitates increased collaboration between the Cleveland Metropolitan School District and over 60 public charter schools in the Cleveland area.

GALA recognizes the importance of utilizing a wide variety of outreach and marketing efforts to ensure all members of the community, especially educationally disadvantaged families are reached. GALA recruitment efforts includes advertisements in newspapers, radio ads, stories in local blogs and magazines, electronic newsletters through local neighborhood and community organizations, leaving postcards at libraries and business, direct mailings to homes in and around GALA’s neighborhood, and sharing information at childcare centers and community festivals.

(b) Children with Disabilities (CWD) - GALA is designed to effectively serve all students and CWD through a system of integrated service delivery models that provide differentiated instruction, targeted interventions, opportunity for enrichment (yoga, art, library time, physical education), Positive Behavioral Intervention and Supports (PBIS) (see **Appendix H pages 1-3** for PBIS model), more instructional time with an extended day (8 hours) and year (190 days), and low teacher-to-student ratios (1:14). Through collaborative problem-solving, a focus on putting students first, and a belief that all children have a right to quality education, GALA ensures educational opportunity for all.

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School data for CWD served is available through the 2016-17 Ohio School Report Cards. GALA serves CWD at a rate that is comparable or greater than those of surrounding public schools; see **Appendix G pages 16-124**. Last year, 2016-17 school year, 11% of GALA students had disabilities, compared to the following nearby schools: Garfield Elementary with 12.7%, Menlo Park Academy with 5.9%, and Willard Village Prep “not calculated” because there were less than ten; see **Table 2 above**.

GALA uses a Response to Intervention, RTI, (see **Appendix H, page 4**) model for both general education and special education, including ELs, for the early identification and support of students with learning and behavior needs. Struggling students with academic or behavior challenges are identified through parent referrals, teacher observations, course performance, and through both summative assessments (NWEA Map benchmark assessment for K-8 in reading and math) and ongoing formative assessments (teacher check lists, exit tickets, end of unit quizzes) – See **Appendix I** for list of student assessments aligned to meet State standards and **Selection Criteria 2** for GALA academic goals.

(c) English Learners (ELs) - As demonstrated in Competitive Priority 1, GALA is committed to serving ELs, and serves them at a rate that is greater than those of surrounding public schools, and the CMSD; see **Table 2 above**.

GALA’s marketing and recruitment efforts primarily target families that reside in Cleveland and the community’s Mandarin and Spanish speaking populations, through partnerships with local community organizations and businesses (see **Appendix C** for 14 Letters of Support, including from the CMSD, community organizations, and public officials), and through participation in numerous community events and festivals to share information about

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GALA. Additionally, GALA provides marketing materials and enrollment applications in Mandarin and Spanish and the majority of GALA staff speaks Mandarin or Spanish.

GALA is uniquely designed to improve academic outcomes and learning environments for ELs. Cleveland is among a growing number of cities across the country tasked with educating increasing number of students in which English is not their first language, and the majority of the EL student population in Cleveland are native Mandarin and Spanish speakers. The language immersion model has been studied in several different environments, and research shows that students who attend language immersion programs, including ELs and FRPL students, consistently outperform their non-immersion on State Standardized tests in Math and Reading.

A 2014 study, between the Stanford Graduate School of Education and San Francisco Unified School District, shows that while EL students in English only programs perform better in the short term, over the long term students in classrooms taught in dual language (English and their native language) immersion programs not only catch up to their English counterparts, but they eventually surpass them, both academically and linguistically

(<https://news.stanford.edu/news/2014/march/teaching-english-language-032514.html>); similar findings are also supported by other national research institutions, including the Center for Applied Linguistics, and the Center for Advanced Research on Language Acquisition (http://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html).

English learners are identified at the start of the enrollment process, by completing a Home Language Survey included in GALA's enrollment application, with students referred to our English as a Second Language (ESL) program for initial screening by the ESL specialist using the Ohio's IDEA Proficiency Tests. Teachers and parents can make referrals to the ESL specialist if they believe there may be a need for intervention. GALA uses the Ohio English

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Language Proficiency Assessment (OELPA), a K-12 assessment required by State and Federal law, to annually measure English language proficiency in reading, writing, listening, and speaking. When students test proficient on the OELPA, they exit the ESL program. Lastly, all ELs at GALA have access to a variety of specialists if needed, for speech/language pathology, occupational/physical therapy, counseling, and math or reading intervention.

(d) Homeless Students (e) Neglected or Delinquent children and (f) Migrant children -

GALA does not serve a substantial number of these student populations. However, the school recognizes that this is a very vulnerable population with special needs, and the school provides these children with the same in interventions and supports as it does for the rest of our educationally disadvantaged populations. The CMSD and surrounding public schools also report “not calculated” for serving migrant students. More information on how GALA enables these students to meet challenging state standards is found in **Selection Criteria 2** below.

Selection Criteria 2 – Quality of the Project Design

(1) Clearly specified and measurable goals, objectives, and outcomes to be achieved

The project design is to expand GALA to add six grade levels (grades 3 through 8) and 422 new students during the five-year grant period. GALA’s expansion is strategic and intentional, based on research on best practice language immersion school models - **see part (2) below** for more detail. Best practices for language immersion models require that students start by the end of first grade, and GALA is adding a new grade level each year as its initial cohort of students progresses. We concentrate our enrollment efforts on kindergarten and first grade as the majority of students in grades 2-8 will be re-enrolled students. Parents are permitted to enroll new students at GALA in grades 2-8, but there is little to no interest, as they recognize the difficulty their child would experience in trying to learn all content for the majority of the day in

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a foreign language among other students that have been immersed in the program since kindergarten or first grade. GALA plans to increase enrollment from 134 K-2 students this 2017-18 year to 556 K-8 students by 2023-24. GALA will add one grade per year as detailed below:

GALA Grade Level Expansion								
	Opening Year	Current Year	Project Year 1 10/1/18-9/30/19	Project Year 2 10/1/19-9/30/20	Project Year 3 10/1/20-9/30/21	Project Year 4 10/1/21-9/30/22	Project Year 5 10/1/22-9/30/23	Project Ending: 9/30/23
	FY 17 2016-17	FY 18 2017-18	FY 19 2018-19	FY 20 2019-20	FY 21 2020-21	FY 22 2021-22	FY 23 2022-23	FY 24 2023-24
Mandarin Immersion Program Students								
GK	14	17	26	28	28	56	56	56
G1	14	12	16	24	26	26	51	51
G2		15	11	15	22	24	24	46
G3			14	10	14	20	22	22
G4				13	9	13	18	20
G5					12	8	12	17
G6						11	7	11
G7							10	6
G8								9
FTE	28	44	67	90	111	158	200	238
Spanish Immersion Program Students								
GK	26	44	56	56	56	56	56	56
G1	6	37	40	51	51	51	51	51
G2		9	34	37	46	46	46	46
G3			8	31	34	42	42	42
G4				6	28	31	38	38
G5					5	26	28	35
G6						4	24	26
G7						0	3	22
G8							0	2
FTE	32	90	138	181	220	256	288	318
All FTE	60	134	205	271	331	414	488	556

GALA’s expansion to a full K-8 school will be complete by the end of the grant period (beginning of 2023-24 school year). Projected enrollment data is based on a number of

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assumptions: (1) 10% attrition rate, with little to no “backfilling” of new students in grades 2-8; (2) classrooms for kindergarten are filled with no more than 28 students; and (3) Mandarin immersion program kindergarten enrollment will match Spanish immersion program kindergarten enrollment (56 students) by the 2021-22 school year.

Goals, Objectives and Outcomes for the Project

Over the course of the grant period, GALA will not only complete the expansion of the school to include grades K-8 and add an estimated 422 student seats, but will also achieve the eleven goals in the areas of academic achievement, organizational viability, fiscal soundness, and meeting objectives of the General Education Provisions Act (GEPA). Descriptions of “measures” are described in GALA’s list of assessments (AIR, NWEA, ELLOPA, etc.), see **Appendix I**.

Goal 1 - Academic: At least 80% of students will pass at a minimum level (proficient) on state assessments for grade levels 3-8, currently AIR – Ohio’s new standardized assessment.	
Indicator	Student Academic Performance (Status)
Measure	Proficiency levels on state assessment, AIR, s by grade and by subject
Metric	Percentage of students at Proficient or above
Target	At least 80% of students will score Proficient or above on state assessments
Baseline	CMSD 2016-17 report card (percent of students Proficient): 3 rd Grade: Math 44.2%, Reading 35.6%; 4 th Grade: Math 38.3%, Reading 29.5%; 5 th Grade: Math 24.7%, Reading 33.1%, 6 th Grade: Math 24.9%, Reading 26.9%; 7 th Grade: Math 25.3%), Reading 24.5%; 8 th Grade: Math 25.3%, Reading 16.8%

Goal 2 - Academic: GALA’s Performance Index Grade will be a B or higher (at least 80%), with growth every year. The Performance Index measures overall test results of every student in grades 3-8	
Indicator	Student Academic Performance (Growth)
Measure	Total test results on every student, not just those who score Proficient or above
Metric	Percentage of students at each level on the index (Limited, Basic, Proficient, Accelerated, Advanced, Advanced Plus.) making adequate growth to reach or maintain a higher level each year
Target	At least 80% of students score Proficient or above in Year 1 of testing with 5% growth every year (i.e. 84% of students score Proficient or above in Year 2 of testing) until 100% of students score Proficient or above
Baseline	CMSD 2016-17 report card Performance Index: 49.2%, Grade: F

Goal 3 - Academic: By the end of the school year, at least 80% of students will meet their growth goals on the NWEA MAP for Primary Grades for grades K-8 in Reading and Math	
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Indicator	Student Academic Performance (Growth)
Measure	NWEA Growth Goals
Metric	Percentage of students meeting or exceeding growth goals by the end of the year
Target	At least 80% of students will meet the growth goals provided by NWEA
Baseline	CMSD 2016-17 % on Track in Reading:42% K,60.3% G1, 53.2% G2, 44.9% G3

Goal 4 - Academic: By the end of the school year, at least 80% of students will receive “at grade level” or above RIT scores on NWEA MAP for Primary Grades, K-8, in all subjects	
Indicator	Student Academic Performance (Status)
Measure	NWEA Grade Level RIT Scores
Metric	Percent of students with “at grade level” or above RIT scores by end of the year
Target	At least 80% of students score “at grade level” or above by end of school year

Goal 5 - Academic: By the end of the school year, 80% of students will meet proficiency levels in listening, speaking, reading and writing in the target language (Mandarin / Spanish) at grade level, K-8	
Indicator	Student Academic Performance (Status)
Measure	ELLOPA (grades K-2), SOPA (grades 2-8), STAMP4Se (grades 3-6), AAPPL (grades 5-8) evaluations
Metric	Student proficiency levels in listening, speaking, reading and writing; defined by ACTFL proficiency scale (see definitions below)
Target	By end of each grade, at least 80% of students will achieve proficiency levels in listening, speaking, reading and writing (outlined in the charts below)
Baseline	ACTFL Proficiency Level Targets for Language Immersion from the Flagship-Language Acquisition Network (F-LAN) (see table below)

GALA uses the **American Council on the Teaching of Foreign Languages (ACTFL)** proficiency levels to determine student language (Mandarin, Spanish) proficiency levels at the end of each school year. See **Appendix I page 2**, for ACTFL Proficiency definitions.

ACTFL Proficiency Level Targets for Language Immersion				
Grade	Listening	Speaking	Reading	Writing
K	Novice-High	Novice-Mid	Novice-Mid	Novice-Mid
1	Intermediate-Low	Novice-High	Novice-Mid	Novice-High
2	Intermediate-Mid	Novice-High	Novice-High	Novice-High
3	Intermediate-High	Intermediate-Low	Intermediate-Low	Intermediate-Low
4	Intermediate-High	Intermediate-Low	Intermediate-Mid	Intermediate-Low
5	Advanced-Low	Intermediate-Mid	Intermediate-High	Intermediate-Mid
6	Advanced-Mid	Intermediate-High	Advanced-Low	Intermediate-High
7	Advanced-High	Advanced-Low	Advanced-Mid	Advanced-Low
8	Superior	Advanced-Mid	Advanced-High	Advanced-Mid

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Goal 6 - Organizational Viability: GALA will maintain full enrollment and high levels of daily attendance and student retention	
Indicator	School Enrollment and Attendance (Status)
Measure	Enrollment numbers and attendance data reports analyzed and generated by a web-based, data reporting software
Metric	Student enrollment numbers and student average daily attendance
Target	(6.1) GALA will have a student average daily attendance rate of at least 97% (6.2) Student enrollment will be 100% met at the start of each school year (6.3) 90% of students who begin the school year will remain entire school year (6.4) 95% of students who complete the school year will reenroll for next year
Baseline	CMSD 2016-17 average daily attendance: 91%, Chronic Absenteeism: 30.2%

Goal 7 - Organizational Viability: GALA will maintain high parent satisfaction and high parent participation that demonstrates the school’s long-term viability and effectiveness	
Indicator	Parent Satisfaction and Participation (Status)
Measure	Bi-annual (mid-year, end of year) parent satisfaction surveys, attendance of parent-teacher conferences and school open houses
Metric	Percentage of surveys completed, survey results, attendance rates to parent-teacher conferences and school open houses
Target	(7.1) 100% of annual parent satisfaction surveys will be completed (7.2) Parent satisfaction survey results report at least 90% “excellent” overall (7.3) Average attendance to conferences will be at least 93% annually (7.4) Average parent attendance to open houses will be at least 90% annually

Goal 8 - Fiscal Soundness: GALA will be a financially healthy organization, adhering to all applicable laws, high standards of transparency and accountability, demonstrate responsible use of public monies, and become self-sustaining with school per pupil allocations	
Indicator	Fiscal Health and Performance (Status)
Measure	Board approved monthly and annual budgets, annual audit performed by the office of the Auditor of Ohio, diminishing need for grant funds in annual budget
Metric	Well-kept financials, clean opinion from annual audits, decreased grant need
Target	(8.1) Monthly/annual budgets will demonstrate sound allocation of resources aligned to our mission (8.2) Each year GALA will provide annual balanced budgets (8.3) Annual audits performed by the office of the Auditor of Ohio will show sound fiscal management of public resources meet or exceed GAAP. Findings will be submitted in a timely manner and shared with all relevant stakeholders (8.4) GALA’s annual gap to fundraise will be below \$100,000 by the time GALA reaches full capacity: K-8

Goal 9 - General Education Provisions Act, GEPA: Expand GALA to add six grade levels (grades 3-8) and at least 422 new students during the five-year grant period.	
Indicator	Expansion of school
Measure	Grade levels, student enrollment
Metric	Grade levels available at GALA and number of students enrolled

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Target	GALA expands in 2018-19 to add 3 rd grade; in 2019-20 to add 4 th grade; in 2020-21 to add 5 th grade; in 2021-22 to add 6 th grade; in 2022-23 to add 7 th grade; in 2023-24 to add 8 th grade
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Goal 10 - GEPA: At least 80% of 4 th grade and 8 th grade students will achieve at or above proficient level on state assessments annually in math and reading/language arts.	
Indicator	Student Academic Performance (Status)
Measure	Proficiency levels on state assessment, AIR, s by grade and by subject
Metric	Percentage of students at Proficient or above
Target	At least 80% of students will score Proficient or above on state assessments

Goal 11 - GEPA: Federal cost per student will similar or less than the state’s average per pupil cost in implementing a successful school	
Indicator	Fiscal health and Performance (Status)
Measure	Documentation of cost per student will be tracked beginning in the 2019-20 school year (when GALA has been in operation for three consecutive years).
Metric	Per pupil federal cost per student
Target	Federal cost per student will similar or less than state’s average per pupil cost

CSP funds (for technical support, contract services, equipment, supplies and professional development) will be essential in supporting and measuring these ambitious performance goals and GALA’s ability to provide students with the best service and learning environment vital to our mission, academic program, and furthering the goals of GEPA.

(2) Project is appropriate to, and will successfully address, needs of target population

To ensure that our student population meets state academic achievement standards, GALA spent 18 months prior to opening assessing the needs of its target student population, researching national best practices, and visiting model schools. Most notable schools visited include the Yu Ying Public Charter School in Washington, DC (an IB PYP Mandarin immersion school) and St. Louis Language Immersion Schools (SLLIS) (a network of IB PYP Spanish, Mandarin, and French immersion schools). These SLLIS schools are high-achieving and prove the viability and success of using the language immersion model with implementation through the IB PYP, while meeting state standards. Also noteworthy, SLLIS has been successful with

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implementing this instructional practice successfully in high poverty schools and with a diverse student population, mirroring GALA’s enrollment. GALA also visited and studied IB and immersion schools close to home, including CMSD Campus International School in Cleveland (an IB PYP school), Mansfield Spanish Immersion School in central Ohio.

Research has shown that the immersion model produces excellent results. According to Foundations of Bilingual Education and Bilingualism, more than 1,000 studies have been done on immersion programs and immersion language learners in Canada and the U.S, demonstrating that: (1) over time, early immersion students outperform their peers in literacy, sciences, and math – significantly outperforming their monolingual peers on every standardized test by the 3rd grade; (2) immersion programs have no negative effects in the first language or cognitive development of students; (3) early immersion students acquire native-like proficiency in listening and reading comprehension of both the first and second language by age eleven; (4) immersion enables students to develop positive multiethnic and multicultural attitudes; and (5) students experience enhanced mental development – increased critical thinking skills, creativity, and flexibility of mind (*Baker, C. (1993). Foundations of Bilingual Education and Bilingualism. Multilingual Matters*). Research has also shown that from birth to approximately seven years of age, a child’s brain is designed to acquire language rapidly and with native understanding and pronunciation. An early immersion model takes advantage of this window of easy language acquisition. Experience and research indicate that children have little problem jumping into a foreign language, especially when their peers are navigating similar challenges; immersion creates an environment of leveling the playing field for students at varying levels of aptitude.

Informed by our research, school visits, national best practices, and needs of our student population, GALA’s model incorporates the following elements:

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Language Immersion: Through GALA’s immersion model, K-2 students receive daily instruction in all subjects (math, science, social studies, language arts) in Mandarin or Spanish for 70% of the school instructional day (4.5 hours) and 30% in English (2 hours). In grades 3-5, instruction will be provided in Mandarin or Spanish for 60% of the instructional day and 40% in English, and in grades 6-8, 50% in the Mandarin or Spanish and 50% in English. This model involves two teachers per grade and per target language: one teacher provides instruction of core content exclusively in the target language and a second teacher provides instruction in English Language Arts (ELA). Through this model, students become proficient in reading, writing, listening, and speaking in English and in Mandarin or Spanish, while achieving at a high level of academic success.

From kindergarten through eighth grade, instruction is provided in the target language for all core content subjects: math, science, social studies, and Mandarin/Spanish language arts, and instruction provided in English is for ELA and Specials (Art, Music, Physical Education). GALA implements best practices for immersion by keeping instruction in the target language and instruction in English completely separated, through different teachers and different rooms, to avoid language switching, fidelity to the daily minutes spent learning in each language, and keeping rooms print rich in the correct target language. All teachers co-plan and work together to ensure language and literacy in both English and the target language are reinforced throughout the day. For example, while the students are learning about shapes in math with their Mandarin or Spanish immersion teacher, the art teacher will integrate that content into her instruction by using shapes in artwork such as painting or collages, and the English Language Arts teacher will dedicate a block of time to math vocabulary reading and writing, so that a student is hearing “hexagon” in Mandarin or Spanish and in English in a reinforcing way.

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Specific proficiency goals for target language proficiency are set at each grade level in reading, writing, speaking, and listening (**Academic Goal #5** outlined previously in this section).

GALA adopted best practices outlined in “*Chinese Language Learning in the Early Grades: A Handbook of Resources and Best Practices for Mandarin Immersion*”, produced by the Asia Society (Yu Ying Public Charter School is profiled as a model school) and “*Guiding Principles for Dual Language Education, Second Edition*” produced by the Center for Applied Linguistics.. Further, GALA is a member of the Flagship-Language Acquisition Network (F-LAN), a consortium that develops curriculum and improves K-12 Chinese language instruction throughout the US, presented by the Utah State Office of Education (USOE). USOE is building a research-based K-12 dual-language immersion model with heavy emphasis on literacy and math in Chinese. F-LAN shares resources and best practices for language immersion throughout the consortium (including with GALA), including: detailed lesson plans, teacher training, support for district leadership, and a partnership with the publisher Mandarin Matrix based in Hong Kong (<http://mandarinmatrix.org/products/dual-language-immersion/>) to create guided reading books and lessons specifically for Mandarin immersion programs. GALA uses Mandarin Matrix curriculum sets as the primary materials for Mandarin literacy.

Ohio Learning Standards (Common Core): GALA is committed to ensuring that students first meet all state academic achievement standards, and that attaining proficiency in the target language compliments and contributes to math and reading achievement. GALA is well aware of Ohio’s Third Grade Guarantee law and that starting in third grade it is essential that students must successfully transition from learning to read to reading to learn. This is especially critical in Cleveland, as only 35.6% of CMSD third graders scored proficient on state Reading tests in the 2016-17 school year. So, GALA ensures all teacher lesson plans are tied to learning standards.

Curriculum Planning and Teacher Collaboration: In conjunction with the Principal and teaching staff, GALA’s Curriculum Specialist focuses on standards based curriculum implementation throughout the school. GALA utilizes EngageNY for our Math curriculum because it is Common Core aligned and rigorous, Lucy Calkins Writers Workshop and Fountas and Pinnell for English due to its record of implementing high impact literacy instruction; and FOSS Next Generation for science so students can engage in authentic, hands on science. However, with all these curricula GALA has found that the resources need modification before implementation because our immersion model requires students to receive most of their instruction in the target language. The Curriculum Specialist navigates this with teachers to ensure rigorous, engaging, and standards based lesson plans in the target language.

Teachers regularly meet in teams according to grade level, led by a teacher serving as grade level chair, along with the principal and curriculum specialist, to ensure lesson plans are guided by regular and recent data collected from student formative and summative assessments - see **Appendix I** for GALA assessments. Teachers meet daily for common planning time, for both grade level and target language, while students are participating in specials (art, physical education) or when they are not teaching because their students are in their ELA block. Teachers must ensure lessons are planned and implemented with content and language objectives clearly defined so that students’ target language learning is achieved through content instruction. In lesson planning, teachers define both content objectives and language objectives (concepts, vocabulary, skills needed to understand and apply) and ensure instruction is differentiated according to students’ language proficiency. Differentiation of instruction is necessary to ensure that all learners are challenged and not frustrated by tasks that are too difficult or easy.

Response to Intervention (RTI) and Positive Behavior Interventions and Support (PBIS):

GALA recognizes that all children have learning differences and a variety of needs. We know the most effective schools are those that design a system of integrated service delivery models that provide targeted interventions, opportunity for enrichment, and positive behavioral supports for both general and special populations - see **Appendix H** for PBIS model. Through teamwork, collaborative problem-solving, a focus on putting students first, and a belief that all children have a right to quality education, GALA ensures educational opportunity for all.

GALA utilizes a Response to Intervention (RTI) framework, a school-wide prevention model designed to make sure all students are successful. It is a multi-tier approach to identify and support students with learning and behavior needs. Tier 1 consists of high-quality instruction and the utilization of universal screeners to identify students struggling or at-risk of struggling. Tier 2 consists of targeted interventions for students not making adequate progress in Tier 1, these interventions occur in small groups in addition to Tier 1. Tier 3 consists of intensive interventions for students not making adequate progress in Tier 2. Students not making adequate progress in Tier 3 are referred for a comprehensive evaluation. Throughout the process, progress is closely monitored to assess performance and growth. Students who are struggling move through the tiers from Tier 1 to Tier 2 to Tier 3. Once interventions are found to be effective, students are moved to a less intensive tier. The two-way movement of students through the tiers clearly distinguishes RTI from more reactive approaches to providing interventions and ensures that GALA meets the needs of every student.

Student performance progress is regularly monitored, so that GALA can continue to adjust the level and duration of interventions needed. GALA's RTI model ensures that all students receive high-quality instruction, student progress is assessed on an ongoing basis, data is

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collected and used to determine the need for intervention and gauge its effectiveness, teachers provide differentiated instruction to meet student needs, and parents are engaged with information about their child's progress. As a part of GALA's RTI, in compliance with Ohio's Third Grade Reading Guarantee, any student that is not on track (reading below grade level) within 60 days of receiving reading diagnostic results will be given a Reading Improvement and Monitoring Plan (RIMP).

Identifying a student is only the first step in GALA's design to improve academic outcomes and learning environments for educationally disadvantaged students. For any student that struggles with learning, they are provided with interventions by teachers, special educators, and/or specialists, at increasing levels of support (See **Appendix H pages 4-6** for RTI model) as needed. Students identified for needing more support are referred to GALA's Student Support Team (SST), which is comprised of teachers, the principal, the intervention specialist, and other school specialists as needed. The SST meets regularly, twice a month and more if needed, to identify students, including ELs, with special education needs and may develop a plan for targeted interventions or an Individualized Education Plan (IEP). Depending on the student's needs, they may receive instruction in the classroom with accommodations and supports or pullout in a small-group setting or one-on-one. The team reaches out to incorporate families into the bi-weekly SST meetings to discuss interventions, supports, and comprehensive evaluations. The SST team has met to map academic and instructional supports for fifteen students during the 2017-2018 school year and seven during the 2016-2017 school year.

GALA is also using the Positive Behavioral Intervention and Support System (PBIS). PBIS focuses on improving a school's ability to teach and support positive behavior of all students. It is a proactive system approach of prevention and response to classroom and school

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discipline issues. The emphasis is on developing and maintaining a safe environment where teachers can teach and students can learn. GALA believes it's most fundamental responsibility within the PBIS framework is to teach students and institute the least disruptive approach to keep all students fully engaged in rigorous academic content. Every decision is rooted on how to teach students the expectations and Essential Agreements of the school.

GALA is also using No-Nonsense Nurturer within the PBIS framework. No-Nonsense Nurturer expects 100% engagement, 100% of the time, believes all students can behave and meet expectations, and understands the expanded role of the teacher. It utilizes a Four Step Model: Step 1: Effectively Communicate Expectations; Step 2: Utilize Positive Narration; Step 3: Correct Off Task Disruptive Behavior; and Step 4: Build Nurturing Relationships with Students.

RTI and PBIS are tiered system, the expectation is that the universal interventions will work for roughly 80% of the students. This means that additional tiers will need to be used and modifications will need to be made in order to address students unresponsive to the universal interventions. These modifications incorporate parents as critical members of the Student Support Team and a culture around continuous improvement within an implementation and data driven decision-making framework that meets students where they are.

International Baccalaureate Primary Years Programme (IB PYP) framework: GALA's curriculum is aligned to Ohio's New Learning Standards within the framework of the IB PYP, which is integral to GALA's educational program. IB is a Swiss-based education program renowned for its academic rigor, international curriculum, and high standards. The PYP is designed for students aged 3 to 12 and focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. IB PYP addresses students' academic, social and emotional well-being, encourages students to develop independence and helps

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students establish personal values as a foundation upon which international-mindedness will develop and flourish. IB requires that a school teach a second language based on the assumption that cultural doors are opened to students as they are exposed to other languages and cultures.

GALA is committed to obtaining IB World School authorization to ensure its program meets IB standards, and has been developing its school model to incorporate the IB PYP framework since opening in August 2016. The IB PYB program complements GALA's immersion model, where students achieve a high level of academic success and develop cross-cultural skills to be globally competitive for the 21st Century. Providing a high-quality, IB-certified education for all students will also help GALA meet its academic goals as it grows and fosters deep learning. The authorization process requires extensive training for instructional and administrative staff, parent education, shared leadership, and collaborative teaching practices throughout the school. Authorization takes approximately three years from the time a school submits its candidacy application. GALA is in the early stages of this process in pursuing authorization as an IB World School, and plans to submit a candidacy application in April 2019 to receive authorization by the end of the 2021-22 school year.

Technology: Use of technology is integrated throughout instruction to provide diverse, effective and engaging instruction, that allows students to obtain the technology skills needed to take benchmark and State standardized assessments and to succeed in the 21st century. Technology is especially important for GALA, as a great amount of valuable resources for lesson planning in Mandarin or Spanish are available online, including interactive websites, videos, and songs.

At GALA, each classroom at all grade levels is equipped with a MimioTeach interactive system (gives a regular whiteboard smart board capabilities), a document camera, projector, and six chromebooks for daily use. The use of technology in the classroom makes learning more

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interactive, engaging, and motivates students to learn, meets the needs of diverse learners and learning styles (audio, visual, tactile), enhances critical thinking and problem solving skills, and gives students the technology skills they need to succeed in the 21st century.

Starting next year, GALA plans to provide classrooms with tablets so that students can access online leveled reading platforms for books in Mandarin with iChineseReader and Spanish with RAZ-Plus. This is critical for Mandarin, as age-appropriate, leveled books are difficult to find and cost-prohibitive. Even wealthy suburban districts have struggled to raise the capital needed to create a physical target language library. Students will be able to independently listen, read, and practice Chinese or Spanish in school and at home, and at their own pace.

Low Teacher-to-Student Ratio: Smaller teacher-to-student ratios allow classes to be more engaging places for students, with a more personal connection and attention from teachers. Low ratios also allow GALA to better personalize the educational experiences for each student so that all are challenged appropriately. Since there are two teachers per grade level (one in the target language and one in English), GALA maintains a 1:14 teacher-to-student ratio or lower.

Extended School Year and Day: GALA operates an extended school year (190 days) and school day (8:00 AM to 3:50 PM), so that there will be more time for instruction and academic success. The school year has 190 instructional days compared to the typical school calendar of 180 instructional days. Less days on break is also important to GALA's language immersion model in order to avoid long breaks that keep students from being immersed in their target immersion language. Longer school days allow for more instruction time and academic success and increases student safety by reducing possible unsupervised time. In addition to the regular school day, GALA offers before and after care, after school enrichment clubs (art, dance, kung fu, music, STEM, yoga), family engagement events (curriculum nights, conferences, holiday and

social events), counseling, field trips, and an active Parent Family Association that meets monthly to organize and support family engagement.

Selection Criteria 3 - Quality of Project Personnel

(1) Employment of groups underrepresented - In 2010, GALA was founded by Meran Rogers, a parent, civic leader, and accomplished educator and nonprofit administrator. Rogers now serves as GALA's Executive Director, and will serve as the main Project Director for this CSP project. Rogers represents a traditionally underrepresented charter school leader as an Asian-American, daughter of immigrant parents, a first-generation college student, and a young professional, uncharacteristic among her charter school peers. Rogers serves as a physical representation that members of typically underrepresented groups are welcome at GALA.

GALA encourages employment of underrepresented members by recruiting both administrative and instructional staff that are native Mandarin speakers and native Spanish speakers. GALA also participates in a number of international visiting teacher programs, such as the Ohio Department of Education's Spanish Visiting Teacher Program, Amity Institute, and serves as a Teach for America placement school. GALA has 18 employees (14 on staff and 4 full-time contracted services), with the following demographics: 30% Hispanic, 41% foreign country of origin (Spain, China, Taiwan), 35% Asian, 12% African American, and 53% white. GALA advertises job openings and markets the school in our network of community organizations that serve Asian, Latino, and African American populations, as well as organizations with Cleveland student stakeholders, such as the Cleveland Transformation Alliance (an organization that monitors and supports public charter schools in Cleveland) and local community development corporations in GALA's neighborhood. See **Appendix C** for 14 support letters, including from the CMSD, community organizations, and elected officials.

(2) Qualifications, including relevant training and experience, of key project personnel.

GALA’s team includes educators, administrators, and consultants who have the background and experience necessary to implement GALA’s expansion.

Meran Rogers, Founder and Executive Director (Project Director): Rogers has expertise in project management, marketing and communications, building partnerships, community outreach, strategic planning, fundraising, grant management, operations, and data tracking, evaluation, and reporting. Prior to GALA, she spent several years working with CMSD during her tenure as an Executive Fellow of the Cleveland Leadership Center, City Year Cleveland, and Director of the Cleveland Campaign for Grade Level Reading. Additionally, Rogers worked as a third grade teacher in Taiwan at an international English immersion school. Most recently, Rogers was a founding staff member of Global Cleveland, serving as Director of Community Affairs to lead services for volunteers, international newcomers, and Asian Initiative.

Rogers is a lifelong resident of Cleveland and holds a Master of Business Administration degree from Fisher College of Business at The Ohio State University and a Master of Nonprofit Management degree from Weatherhead School of Management at Case Western Reserve University. In 2016, she attended the Delaware Institute for Novice Immersion Principals and received her K-12 Principal License from the Ohio Department of Education after completing the BRIGHT New Leaders for Ohio Schools fellowship - see **Appendix B page 39** for resume.

Dr. Michael Salwiesz, Principal: Dr. Salwiesz brings extensive experience in research and evaluation, social services, education leadership, and Title I funds project management. He began his education career as a Teach for America corps member and teacher in Las Vegas and also worked as a Junior Cluster Teacher (Grades 3-5) at The Intergenerational School (charter school) in Cleveland, where his students achieved a greater than 90 percent passage rate on the

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state assessment across grade levels. Earlier in his career, Dr. Salwiesz conducted evaluations of the Michigan Department of Education’s Even Start Family Literacy Program and cooperative learning curricula throughout the country. His doctoral research focused on parent and community involvement and the achievement gap. Prior to joining GALA, Dr. Salwiesz spent two years working as an administrator in the Cleveland Metropolitan School District at Warner Girls Leadership Academy and Denison Elementary School.

Dr. Salwiesz earned a Master of Social Work degree from University of Michigan, a Master of Education degree from University of Nevada, Las Vegas, a Master of Business Administration from The Ohio State University, and a Doctor of Philosophy from Case Western Reserve University. He received his K-12 Principal License in 2016 after completing the BRIGHT New Leaders for Ohio Schools fellowship. In 2017, he completed the Delaware Institute for Novice Immersion Principals, a targeted professional learning opportunity focused on building leadership capacity to implement, expand, and sustain immersion programs, and also completed an International Baccalaureate category 1 workshop for administrators, a required training for GALA to submit its candidacy for IB PYP. See **Appendix B page 41** for resume.

Mark DeWine, Curriculum Specialist (with CSP funding, DeWine’s role will be expanded to Assistant Principal): Prior to GALA, DeWine taught at charter schools in Cleveland, Ohio (E PREP Woodland Hills), Columbus, Ohio (KIPP Columbus Schools), and Memphis, Tennessee (KIPP Memphis Schools). He also served as an International Baccalaureate Teacher at Centro Educativo Bilingue Interamericano in Ecuador and will attend an IB category 1 workshop for administrators this summer. DeWine is currently enrolled in the BRIGHT New Leaders for Ohio Schools program and is a Principal Intern at E PREP Woodland Hills. He holds a Bachelor of

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Arts from the College of Wooster and is completing a Master of Business Administration from The Ohio State University. See **Appendix B page 43** for resume.

GALA works with **Dr. Shuhan Wang and Dr. Tara Fortune to provide ongoing technical support in curriculum and instruction development, implementation, professional development, and assistance in recruiting and evaluating educators for GALA’s language immersion programs.** Shuhan Wang, Ph.D. is President of ELE Consulting International, providing advisory, technical assistance, teacher professional development, curriculum and material development, and program evaluation to schools and districts interested in heritage/world language education. Wang is also the Project Director of the Chinese Early Language and Immersion Network (CELIN) at Asia Society, whose goal is to strengthen and expand Chinese language education in early childhood and primary grades. Her work is published in books and peer reviewed journals, including Flying with Chinese, a series of textbooks for K–6 learners of Chinese. Tara Fortune, Ph.D. is an immersion teaching specialist and director of the Immersion Research and Professional Development Program at the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota. Fortune devotes most of her professional time to the preparation and continuing education of language immersion educators throughout the U.S. Dr. Wang and Dr. Fortune have both worked with GALA before, and together presented a three-day workshop in the summer of 2016 at GALA on best practices in language immersion, covering topics including: assessments, expectations, activities, and resources. See **Appendix B, pages 45 and 63** for resumes.

GALA contracts with **Mangen & Associates for financial management services**, including treasurer and accountant services, compliance and external audit services, grants management (Comprehensive Continuous Improvement Plan), and student reporting (via Education

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Management Information System/School Options Enrollment System). GALA's state licensed school Treasurer, through Mangen, is **Nicki Hagler**. With twelve years of relevant experience in accounting, fiscal year end processing, and treasurer services, Hagler currently serves as treasurer, staff accountant, and audit liaison for 14 charter schools/networks, including Columbus Collegiate Academy, Southwest Ohio Preparatory Academy, and Toledo SMART Elementary School. See **Appendix B page 65** for resume and **page 66** for Financial Scope of Services.

SC 4 - Quality of Management Plan

Global Ambassadors Language Academy is well-positioned to achieve the objectives of the proposed project on time and within budget through the collaborative efforts of GALA's Board of Directors, staff, and community.

Responsibilities: GALA is governed by a Board of Directors (and is not managed by any charter management organization). The board oversees the finances of the school, the fulfillment of the school's mission and vision, compliance with all obligations as defined in GALA's charter school contract with the Ohio Council of Community Schools (see **Appendix J**), and provides external accountability, oversight, and guidance to ensure the school's ongoing success. GALA's board is currently comprised of twelve members who represent a spirit of internationalism, passion for multilingualism, and commitment to excellent education for students in Cleveland. Professional experience represented on the board includes international relations, finance, teaching, education leadership, legal, community outreach, career services, urban planning, fundraising, as well as parents of children that attend GALA. See **Appendix B pages 1-34** for a list of GALA's Board of Directors and resumes and bio of each board member.

GALA's Board of Directors meets monthly to review achievements, provide support in achieving short-term and long-term goals, and ensure compliance with all requirements set by

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Ohio charter school legislation. In addition to the Board, GALA has a number of committees that are open to the general public to join and include several active members from the community.

The following board committees are in place to ensure comprehensive oversight of the school:

- The **Academic Committee** develops an annual set of benchmarks for measurement of GALA's cumulative academic performance; monitors GALA's on-going performance against the benchmarks; and supports the curricular and instructional life of GALA.
- The **Community Outreach Committee** develops an annual plan for identifying and cultivating potential GALA families and referral sources of same; oversees that annual plan's implementation; and supports student recruitment and the forging of community bonds.
- The **Finance Committee** develops and reviews fiscal procedures for GALA; works with staff to prepare and propose an annual budget for GALA; and oversees the financial assets, liabilities, revenue, and expenditures of GALA.
- The **Fundraising Committee** develops an annual plan for identifying and securing alternative funding for school operations; and oversees the plan's implementation.
- The **Governance Committee** reviews the adoption of policies and procedures for the school, both at the Board and school level; reviews existing policies and procedures for the school; confers with legal counsel for the school on points of compliance; and advises the school's administration on points of compliance.

GALA's staff leadership has the following responsibilities:

- The **Executive Director** reports directly to the Board of Directors and works with GALA's treasurer to oversee the day-to-day finances and reporting requirements, develops strategic partnerships, raises philanthropic dollars and in-kind donations for the school, recruits students, manages operations and administrative tasks assisted by an Office Manager, and

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works in partnership with the principal, among other duties, including implementation of CSP 84.282E project in conjunction with the Principal.

- The **Principal**, who also reports directly to the board of directors, is responsible for teacher professional development, curriculum development and implementation, student data for informed instruction, parent engagement, special education, behavior management, school partnerships, oversee school special services, teacher recruitment and retainment, and implementation of the CSP 84.282E project in conjunction with the Executive Director. Instructional staff, which currently consists of two Mandarin teachers, four Spanish teachers, two English Arts teachers, an Art teacher, intervention specialist, and curriculum specialist, report directly to the Principal.
- The **Curriculum Specialist** (whose role will be expanded to assistant principal as part of CSP 84.282E project), works closely with the Principal on student data, instructional coaching, curriculum mapping and alignment to Ohio’s Learning Standards, student assessments, and student enrichment. In conjunction with the Principal and teaching staff, the Curriculum Specialist designs curriculum implementation for the school. The curriculum that GALA uses (EngageNY and MobyMax for Math, Lucy Calkins Writers Workshop, Fountas and Pinnell and MobyMax for English Language Arts, and FOSS Next Generation for Science) needs significant modification before implementation because of the language immersion model, and the specialist navigates this with the teachers so that they can create rigorous, engaging lessons in the target language. The curriculum specialist also serves as a coach for teachers, and observes and debriefs with teachers on at least a biweekly basis. During this observation cycle, using the “See It, Name It, Do It” framework from the book Get Better Faster, the curriculum specialist and teacher identify one actionable item that the

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teacher could improve on based on the initial observation. The curriculum specialist and teacher practice and implement it together, and the curriculum specialist looks for the teacher to implement this feedback during the next observation. The curriculum specialist may also utilize Real Time Teacher Coaching to coach the teacher during the observation sessions.

See **Appendix B pages 35-38** for GALA’s staff roster and bios.

- The **GALA Parent and Family Association (PFA)**, meets monthly, represents the school community, engages families in the operations of the school, provides feedback to guide school leadership, raises concerns to be addressed, contributes to the development of the school environment and culture, and organizes volunteers, educational enrichment programming, and school events. See **Selection Criteria 1** for further discussion of effective parent, family and community engagement strategies at GALA.

GALA’s executive director is responsible, in conjunction with the board of directors and principal, for planning and implementing start-up activities related to adding a new grade level each year, including staff and student recruitment, classroom equipment acquisition (technology, furniture, curricular materials, supplies), and new classroom space preparation. In order to ensure that GALA successfully meets its enrollment milestones on time and within budget, a Space Needs Assessment was completed to outline the planned classroom structure and use of space in the building during GALA’s expansion to a K-8 school.

In our current building, GALA only uses and pays for the space it needs each year. The building has three large common areas (cafeteria/gym space, staff work room, library), eight administrative spaces, and 22 classrooms spaces. Currently, in this 2017-18 school year, GALA utilizes all common areas, four administrative spaces, and nine classrooms. A Space Needs Assessment attached as **Appendix H on page 7** maps GALA’s use of space from FY17 to FY24.

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The Space Needs Assessment assumes that music and physical education teachers will utilize the cafeteria/gym space, each ELA teacher will not serve more than three classes, class arrangements align to GALA’s immersion model (i.e. grades 6-8 utilize the 50:50 model, so one ELA and Spanish or Mandarin teacher can serve two classes). Based on the enrollment and space assessment predictions, GALA will outgrow its existing building when more than 22 classrooms are needed, which would be in Year 4 of the CSP grant (GALA FY22, 2021-22 school year). GALA is already actively planning for this space expansion and is looking at facilities in the neighborhood to add capacity to GALA’s existing space. There is ample space available for development in Cleveland for when GALA outgrows our current space. There is now public facilities funding available to charter schools per Ohio law. This is rare for charter schools and is a tremendous opportunity for a stand-alone charter school like GALA to ensure that the school’s facility needs are able to met during the school’s start up growth period.

GALA’s CSP project addresses the required GEPA measures, and focuses on three objectives supporting GALA’s growth to expand opportunities for all students, particularly traditionally underserved students, to attend GALA and meet challenging state academic standards – Refer to **Selection Criteria 2** for GALA’s objectives and performance measures.

The following table illustrates the key activities, timelines, and responsibilities for this CSP project that will ensure its success. Items will repeat annually throughout the grant period. See earlier in this **Selection Criteria 4**, for the Executive Director’s (Project Director) role in planning and implementing activities to add a new grade level each year.

Timeline and Milestones - GALA’s timeline for the project, adding one grade level annually:

Year	Project Year	Grade Levels	Enrollment
2016-17	(GALA’s Opening Year)	K-1	60
2017-18	(Current School Year)	K-2	134
2018-19	10/1/2018-9/30/2019 (CSP Project Year 1)	K-3	205

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2019-20	10/1/2019-9/30/2020 (CSP Project Year 2)	K-4	271
2020-21	10/1/2020-9/30/2021 (CSP Project Year 3)	K-5	331
2021-22	10/1/2021-9/30/2022 (CSP Project Year 4)	K-6	414
2022-23	10/1/2022-9/30/2023 (CSP Project Year 5)	K-7	488
2023-24	Conclusion of Project (09/30/2023)	K-8	556

Project Years 1-5, (October 2018 – September 2023) Activities

1. Activity: Accountability - Update board at each meeting on progress on CSP project.

Timeline: Monthly - August 2018 through September 2023

Person(s) Responsible: Executive Director/Project Director, Principal, Board Chair

2. Activity: Accountability: Hold internal CSP implementation planning meetings.

Timeline: Bi-monthly (annually: 2018, 2019, 2020, 2021, 2022)

Person(s) Responsible: Executive Director/Project Director, Principal

3. Activity: Staffing: Hire new teachers and staff for upcoming year (see budget narrative for staffing plan); complete required clearances and background checks.

Timeline: March – August (annually: 2018, 2019, 2020, 2021, 2022)

Person(s) Responsible: Executive Director/Project Director, Principal, Assistant Principal

4. Activity: New staff orientation, summer professional development for all instructional staff.

Timeline: July/August (annually: 2018, 2019, 2020, 2021, 2022)

Person(s) Responsible - Office Manager, Principal, Assistant Principal

5. Activity: Outreach/Recruitment: Host open houses, disseminate marketing materials, conduct outreach with partner organizations, etc.

Timeline: November – August (annually: 2018, 2019, 2020, 2021, 2022)

Person(s) Responsible: Executive Director/Project Director, Parent Family Association

6. Activity: Classroom Space/Curriculum Planning: Acquire classroom equipment (technology, furniture, curricular materials, supplies) for new grade level.

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Timeline: April – August (annually: 2018, 2019, 2020, 2021, 2022)

Person(s) Responsible: Executive Director/Project Director, Office Manager, Principal

7. Activity: Classroom Space: Prepare new classrooms in according to Space Needs Assessment

Timeline: April – August (annually: 2018, 2019, 2020, 2021, 2022)

Person(s) Responsible: Executive Director/Project Director, Office Manager

8. Activity: Curriculum Planning -Refine curriculum, assessments for each grade level added

Timeline: April – August (annually: 2018, 2019, 2020, 2021, 2022)

Person(s) Responsible: Principal, Assistant Principal

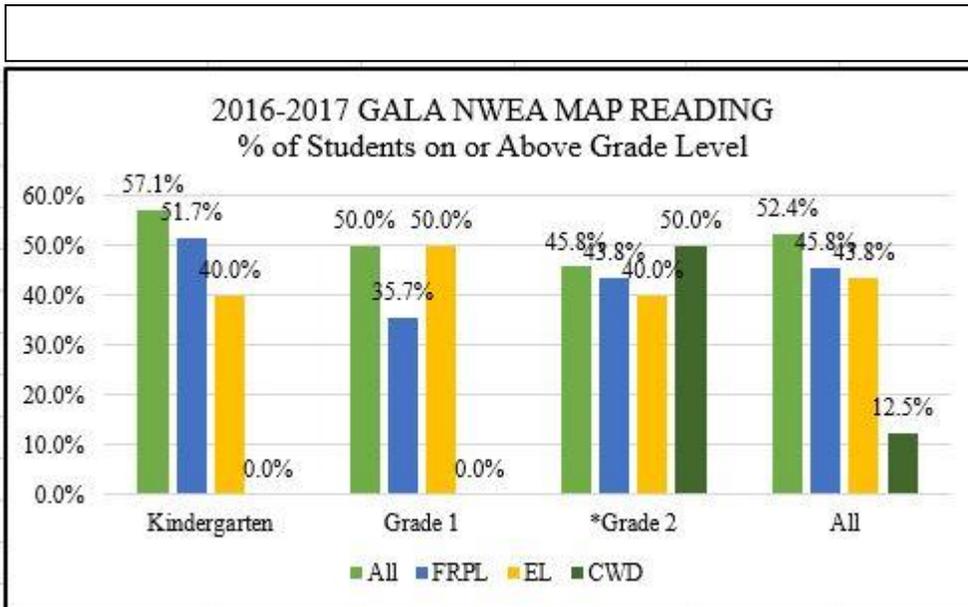
Selection Criteria 5 Quality of the Eligible Applicant

Neither GALA, nor its school leadership, has any history of operating or managing any charter school that: has been closed, had a charter revoked due to noncompliance with statutory or regulatory requirements, has any affiliation to any school revoked or terminated including through voluntary disaffiliation, has had any significant issues in the area of financial or operational management, has experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter, or has had any significant issues with respect to student safety.

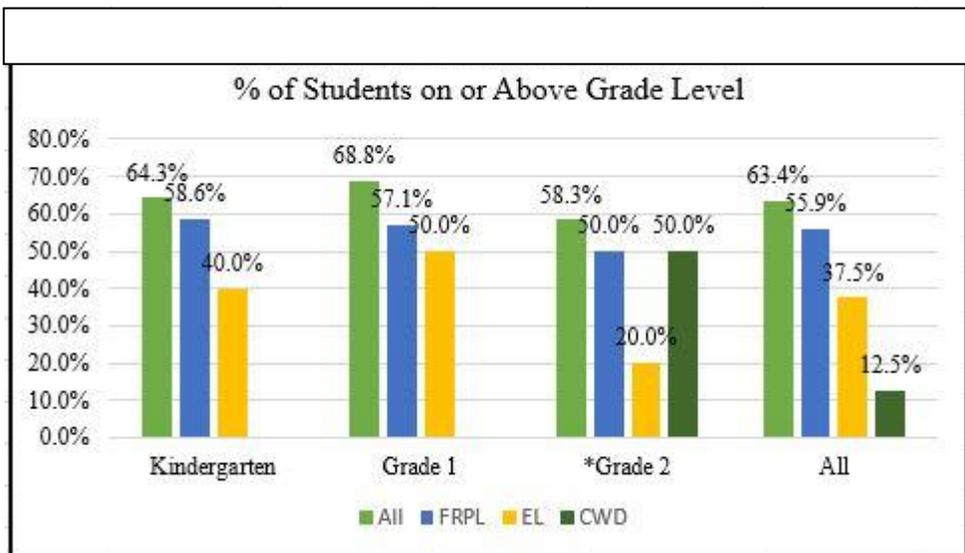
GALA's mission is to ensure all students achieve lifelong academic success, bilingualism and appreciation for diversity, with an emphasis on providing a language immersion education for students historically unable to access a model mostly available in affluent communities.

In the 2016-2017 school year, GALA's first year of operation, teachers worked tirelessly to provide a high quality education for all its students, resulting in 57.1% of all of our kindergarten students and 50% of our first grade students on grade level in reading. This student

achievement is significantly higher than student reading achievement of the CMSD, which had only 42% kindergarten students on track in reading. See Table 3 and Table 5.



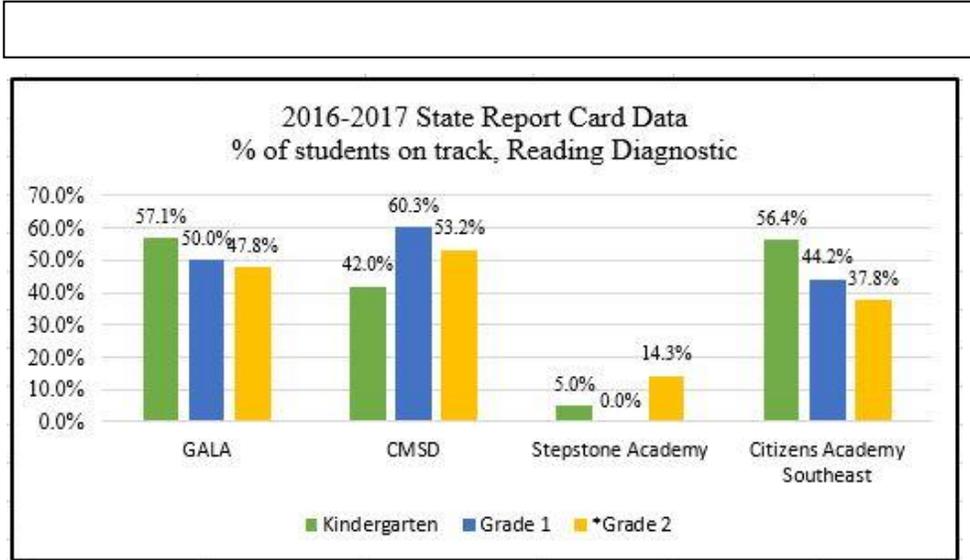
Also, GALA has 64.3% of kindergarten and 68.8% of first grade students on grade level in math at the end of the academic year, measured by the NWEA MAP assessment. See Table 4.



Since GALA is a new school, single operated independent from any charter school network or management company, we sought out other comparable schools in Cleveland for the purposes of academic achievement comparison. Stepstone Academy is a charter school that

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opened in Cleveland in 2012, also single operated independent from any charter school network or management company, not too far from GALA.



According to their 2016-17 report card, 5% in kindergarten on track for reading, 0% in first grade on track for reading. Another comparison school that also opened in 2014, is the Citizens Academy Southeast charter school, their 2016-17 report card shows that 56.4% of their kindergarten and 44.2% of their first grade students on track for reading. **Table 5** above shows GALA students outperforming several measures compared to CMSD and comparable schools.

* In the 2017-2018 school year, GALA’s second year of operation, we are witnessing the transformative power of the immersion model for our students with success in increasing academic achievement. Currently, more than half of all GALA’s K-2 students are already above grade level in reading (52.4%) and mathematics (63.4%), based on the most recent mid-year NWEA Map assessment taken in December 2017. The overall mid-year, December 2017, data is a very positive indicator for GALA’s upcoming end of year grade level and growth, as GALA students are still preparing to take the NWEA Map assessment in reading and math for a third

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and final time this school year in May 2018. End of year data from the CMSD for K-2 students from the 2016-2017 school year (May 2017) was 51.8% on track in reading.

Further, for our FRPL students, 64% of our student population, are outpacing the academic growth of our higher income student subgroup by an additional average of 1.52 points on the math assessment and an additional average of 1.37 points on the reading assessment, based on the most recent mid-year NWEA Map assessment taken in December 2017.

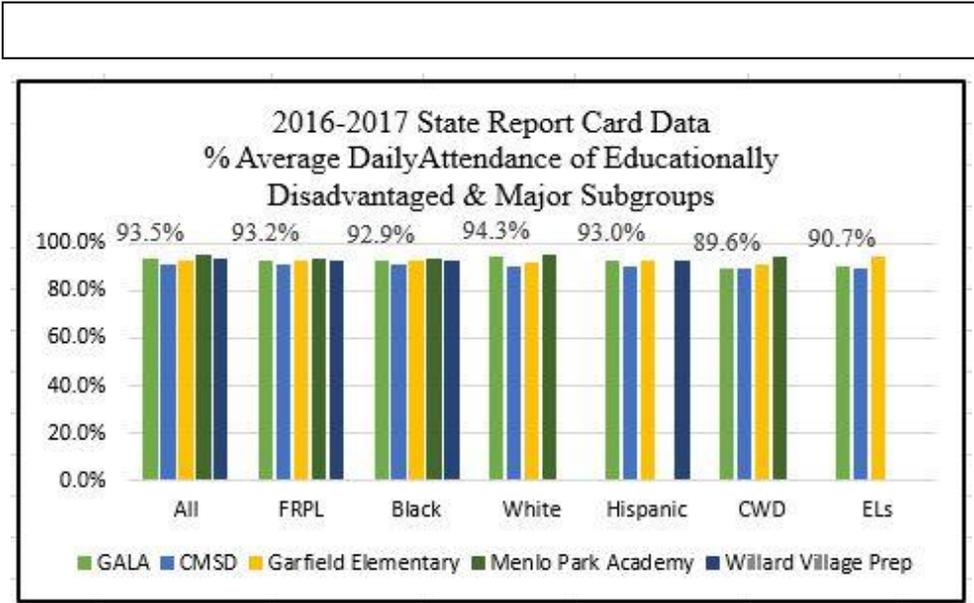
State test scores for GALA are not available as we only currently serve grades K-2, and report cards published by the state are only available for last 2016-17 school year when GALA only served K-1. So, this data will not be available for another two years. In the interim, NWEA MAP assessment scores provide comparable achievement results to assess GALA's success.

Overall, GALA student performance is at a similar rate or exceeded academic achievement results in the CMSD. And this is while learning all core subjects for the majority of the day in Mandarin or Spanish, but then taking assessments in English.

Research shows that language immersion students, of both educationally advantaged and disadvantaged populations, consistently outperform their non-immersion peers on State Standardized tests in Math and Reading, starting in third grade. A study by the Picard Center for Child Development and Lifelong Learning analyzed 2011-12 student achievement data from Louisiana's Lafayette Parish School District, which has a student population with over 50% eligible for free or reduced lunch, that showed immersion students (French, Mandarin and Spanish immersion) outperforming their non-immersion peers on both Math and Reading standardized assessments in grades 3-8, by as much as 30% higher (see **Appendix G**). GALA expects to match these outcomes as the schools reaches full enrollment.

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GALA student attendance rate for the 2016-2017 school year was 93.5% for all students, 93.2% for FRLP students, 92.9% for Black students, 94.3% for White students, 93% for Hispanic students, 89.6% for students with disabilities, and 90.7% for ELs. GALA’s attendance rate was higher than CMSD’s on six out of seven measures. CMSD’s mobility rate for all students for the 2016-2017 school year was 20.2%, and GALA’s was 22%. **See Table 6.**



GALA continually strives to be a data driven school, utilizing data to inform decisions from daily lesson planning, unit planning, and long-term planning. Teachers incorporate the tracking of daily exit tickets, end of unit assessments, and standardized testing data, which are all rooted in Ohio’s Learning Standards. This data continually guides collaborative planning time. Formative assessments play a critical role at GALA, teachers incorporate personally created exit tickets, end of unit math assessments (provided through the EngageNY lessons we use at GALA), Fountas and Pinnell Benchmark Assessments for reading, and NWEA Map assessment data in math and reading. GALA’s data driven culture is rooted in the continual examination of individual lessons, units, and subjects to determine to efficacy of lessons, interventions, and critical school decisions. This data is used to group students for differentiation within daily

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lessons, the creation of intervention groups using Common Core aligned Math and Leveled Literacy Intervention, and the incorporation of additional layers of supports, including incorporating additional teachers, smaller groups, and/or additional intervention time.

Further, GALA believes that assessing student performance is an integral part of instruction, as it determines whether or not GALA’s academic goals are being met. Results from student assessments, both formative and summative, will affect GALA’s decisions about instructional needs, curriculum, and funding. Overall, the use of high quality assessments will ensure the highest quality program is being delivered by providing GALA with feedback on student progress, standard setting for staff, motivation for both students and staff performance, and informing us on how to adjust our teaching strategies to better meet student needs

Data collection and analysis plays a key role in the quality and efficiency of the school and student achievement. Following each testing cycle, assessment data will be collected by the teachers and entered into a web-based program, Educational Management Information System (EMIS). The data will then be analyzed and reviewed by the Principal, Curriculum Specialist, and classroom teachers as a formative tool to drive classroom instruction, pacing, interventions, and a summative measure of student progress. See **Appendix I** for List of Assessments used at GALA. GALA has established six academic performance goals to track and measure our continued progress in academic achievement, and demonstrate our commitment to exceed the results produced by the CMSD (see **Selection Criteria 2**).

Selection Criteria 6 - Continuation Plan

As the first dual language immersion school in Northeast Ohio and only Mandarin immersion school in the state of Ohio, GALA is confident we will continue to attract and retain student enrollment at full capacity. Enrollment data and accomplishments during our first two

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years of operation demonstrate the viability of GALA and the need for its expansion to a full K-8 school. GALA opened its doors in August 2016 with 60 K-1 students, has more than doubled in size this 2017-18 school year with 134 K-2 students, and will continue to grow to serve approximately 200 K-3 students next 2018-19 school years, as we already have 184 students enrolled in April with four more months remaining till the start of next school year.

GALA's need for CSP funding at this time, during our expansion years to a full K-8 school, is due to the special requirements associated with our high-quality education model, particularly with early language immersion and a low teacher to student ratio. Aside from those special needs, GALA also has regular expenses related to any school expansion, and must purchase additional furniture and equipment, technology, instructional supplies, and pay for increased use of space and lease costs, utilities, and salaries every year as we add a grade level until we reach K-8 in 2023.

However, as student enrollment grows (315 percent over five years), per pupil costs for relatively fixed expenditures such as the building lease, salaries, and technology will significantly decrease. Therefore, by the end of the five-year funding period of the CSP grant program, GALA will have sufficient student enrollment to operate with state per pupil allocations, Federal IDEA and Title I and II funds. This equalization of revenue and expenses is explained in more detail in the **Budget Narrative**.

GALA is committed to securing additional philanthropic and public dollars to diversify its funding base and ensure the sustainability of GALA once the CSP grant period is over, as well as during the grant period. GALA received strong initial support from individuals, foundations, and corporations to support the school's operating and programmatic needs. In fiscal year 2017, GALA raised more than \$350,000 to launch the school. In the current fiscal

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year 2018, GALA has a goal to raise \$200,000 and has raised \$132,550 so far with more than \$120,000 in pending grant requests.

Beyond the end of the CSP project period, GALA will continue to work to raise at least \$100,000 primarily for above and beyond services for the students, as Ohio's very low per pupil reimbursement rate will require a small amount of philanthropy each year. Additionally, the CSP would help avoid donor fatigue, ensure the appropriate scaling and expansion of the school, and allow donor dollars to be used to support expenses not covered by CSP dollars.

Finally, GALA is currently working on a partnership with the Cleveland Metropolitan School District (CMSD) that will allow GALA to access additional per pupil support beginning in January 2019. The Cleveland Plan, signed into law in 2012, created the opportunity for charter schools to work with CMSD. With a Partnership Agreement between GALA and CMSD, both parties agree to endorse each other's programs, and community schools share in the proceeds of the local education levy (Issue 108) renewed by voters in 2016. In exchange, partner schools agree to allow CMSD to include enrollment data and academic performance combined into CMSD's district state report card. CMSD currently has 19 partner schools (11 sponsored), and estimated per pupil is \$500. If GALA reaches a partner agreement with CMSD, starting in the FY19, this would bring approximately \$500 per pupil annually until the levy expires.

AR (a) Description of roles and responsibilities of the applicant and partner organizations

The applicant, Global Ambassadors Language Academy (GALA), is an independent charter school, not part of any charter school network, and does not have a charter management organization. In Ohio, the charter relationship consists of the charter school governing authority (Board), the authorized public chartering agency (Sponsor) and the Ohio Department of Education. Sponsors have three statutory responsibilities: oversight, monitoring, and technical

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assistance. GALA’s sponsor is the Ohio Council of Community Schools (OCCS). OCCS provides technical assistance, regularly reviews GALA’s academic performance and financial progress, provides feedback regarding agreed upon goals and performance measures, and clearly communicates necessary outcomes for adoption and continuation of our sponsorship contract. Under Ohio Revised Code § 3314, the Sponsor is charged with the fiduciary and academic oversight and accountability of the charter school and may collect administrative fees not to exceed 3% of the total amount of payments for operating expenses that a school receives from the state to support the administrative work of charter school oversight. The Board plays an essential role to provide the strategic vision for the school, hire leaders to run the school, hold those leaders accountable for academic success, and provide financial oversight and compliance to Ohio and federal laws. The charter school is responsible for providing the program of education and assessment of student performance according to the requirements of the written performance contract with OCCS. Please refer to “**AR (b)**” for additional information the roles and responsibilities of GALA and partner organization OCCS; also see **Selection Criteria 1**.

AR (b) Description of quality controls between applicant and authorized public chartering

According to ORC 3314.07, a sponsor may choose not to renew a contract at its expiration or may choose to terminate a contract prior to its expiration for any of the following reasons: (1) failure to meet student performance requirements stated in the contract; (2) failure to meet generally accepted standards of fiscal management; and (3) violation of any provision of the contract or applicable state or federal law. Ohio law requires a contract between the authorizer and the governing board of the charter school that articulates, among other things, the focus of the curriculum, the academic goals to be achieved, the method of measurement that will

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be used to determine progress toward the academic goals, and the duties and responsibilities of both the charter school governing board and the authorizer.

Ohio law requires charter schools to close if they fail to meet specific academic performance standards. According to ORC 3314.35, a charter school for grades kindergarten through three for two of the three most recent school years will be permanently closed if it satisfies any of the following criteria: (1) the school has been declared to be in a state of academic emergency; (2) the school has received a grade of "F" in improving literacy in grades K-3; and (3) the school has received an overall grade of "F". For grade levels four to eight, for two of the three most recent school years, a charter school will be permanently closed if it satisfies any of the following criteria: (1) the school has been declared to be in a state of academic emergency; (2) the school showed less than one standard year of academic growth in either reading or math; (3) the school has received a grade of "F" for the performance index score and a grade of "F" for the value-added progress dimension; and (4) the school has received an overall grade of "F" and a grade of "F" for the value-added progress dimension.

According to ORC § 3302.03, the Ohio Department of Education develops report cards for charter schools in the same manner as traditional district schools and a school will receive ratings applicable to the grade levels served. Annual report cards are issued for all charter schools regardless of sponsor type or how long the school has been in operation. Some relevant measures on the report card includes: (1) Percent of applicable indicators met; (2) Performance index score; (3) Annual measurable objectives; (4) Overall value added score; (5) Value added score for students with disabilities; and (5) Improving literacy in grades K-3. See **Appendix J** for the charter agreement between applicant GALA and authorized sponsor OCCS for expectations of the school's academic, financial, and operational management of the school.

AR (c) How applicant solicits and considers input on implementation, operation of school

See **Selection Criteria 1** for description of activities in soliciting and considering input from parents and the community.

AR (d) Planned activities, expenditures of funds, financial sustainability after grant period

See **Budget Narrative** for planned activities and expenditures of funds. See **Selection Criteria 6** for financial sustainability after the end of the grant period.

AR (e) Effective parent, family, and community engagement strategies to operate

GALA has implemented numerous effective community engagement strategies at in an effort to better support our students and families, including: (1) partnerships with various local social service agencies in order to inform families about events and resources available; (2) presentations at various community organization meetings such as block clubs, community safety nights, neighborhood groups, libraries, childcare centers, kindergarten readiness fairs, and community festivals to share information about GALA; (3) creating community partnerships to bring enrichment to students, such as yoga through ZENWorks Yoga, Chinese and Spanish story time through the public library, Kungfu Club, Art Club, STEM Club, and the Cleveland Clinic workshop for kids on healthy hygiene; and (4) participating in education initiatives throughout the Cleveland community to support quality education for all students. Further description of engagement activities is provided in **Selection Criteria 1**.

AR (f) Consideration and Plans for Transportation Needs of Students

Because GALA is a public charter school located within the boundaries Cleveland Metropolitan School District, the district provides transportation to Cleveland students attending GALA that live in the district to the extent they provide the transportation to their own students, either as transportation or stipends for families to transport their own children. Last year (our

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first year of operation) and the current school year, GALA has elected for our families to receive payment in lieu of transportation, as our family population did not express any issues or concerns for transportation and has preferred to transport their children to school and coordinate carpooling with each other. However, GALA continues to engage our families in consideration for plans for the transportation needs of our students and can elect for the CMSD to provide transportation, or even beyond that operate our own transportation through contracting it as a purchased service through a school bus transportation vendor. Payment in lieu of transportation provides families with the opportunity to be paid by the school district they reside in, an amount that shall be no less than \$250, and not more than the amount determined by the department as the average cost of pupil transportation (ORC 3327.02 (D) and section 263.170 of HB 59).

AR (g) Support of all students enrolled, retention, and reducing overuse of discipline

See Selection Criteria 2

AR (h) High degree of autonomy over budget and operations, including personnel decisions

In Ohio, charter schools are exempt from most state laws and regulations of public schools, providing a high degree of autonomy to charter schools over budget and operations, including autonomy over personnel decisions, specifically allowing charter schools to operate as a local education agency. GALA is very fortunate to have the degree of autonomy and flexibility afforded by Ohio to charter schools, as it has allowed us to make critical instruction, budget, operations, and personnel decisions for optimal school and student performance – a few of these activities include: determining our budget, utilizing purchased services as needed, setting staff salaries, and making personnel decisions as needed. Without this autonomy, GALA would not be able to recruit and retain the highly qualified personnel it needs to implement our unique Mandarin and Spanish immersion program and rigorous academic environment.

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In Ohio, charter schools were created as legally and financially autonomous public schools that would operate without some of the burdensome state and local regulations that restrict innovation at traditional public schools. The trade-off for this greater autonomy is increased accountability, especially for improved student achievement. Under Ohio's charter school law, charter schools are governed by the contract between the school and the authorized public chartering agency (also known as sponsor). Sponsors serve as the primary accountability agents for charter schools in Ohio, ensuring compliance to the sponsorship contract and monitoring the effectiveness of academic performance, operations, governance, and financial management of the school. In turn, sponsors are then held accountable by the state department, which monitor the effectiveness of their oversight of schools and rate sponsors based on their performance. Each contract entered into between a sponsor and governing authority of the school shall not exceed five years and prohibits sponsors from requiring schools to purchase services from them. See **Appendix J** for the charter agreement between GALA and sponsor OCCS.

AR (i) How school recruits, enrolls, and retains students

The charter agreement between the applicant GALA and sponsor OCCS, admission procedures of the school are outlined in Part B Section 18, that the school shall comply with Ohio law and specify that the school will not discriminate in its admission of students to the school on the basis of gender, race, religion, color, national origin, handicap, intellectual ability, athletic ability, or measurement of achievement or aptitude, and be open to any individual entitled to attend school in the state of Ohio. Additionally, if the number of applicants exceeds the capacity of the school's programs, classes, grade levels or facilities, then students shall be admitted by lottery from all eligible applicants, except preference shall be given to students attending the school the previous year and may be given to eligible siblings of such students, and

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preference must be given to those students who reside in the district in which the School is located; the school does not use a weighted lottery.

GALA recognizes the importance of utilizing a wide variety of outreach and marketing efforts to ensure all members of the community, especially children with disabilities, ELs, and other educationally disadvantaged students and disadvantaged families with limited access to resources, will be informed about the school. GALA recruitment efforts includes advertisements in newspapers, radio ads, stories in local blogs and magazines, electronic newsletters through local neighborhood and community organizations, and leaving postcards at local libraries and business, mailing postcards to homes, sharing information at local childcare centers and community festivals. For further description of GALA’s student recruitment and enrollment efforts, see **Selection Criteria 1**.

AR (j) Ensuring all children with disabilities (CWD) receive a free appropriate education

GALA ensures that all students with disabilities are given a free, appropriate public education, as well as ensure that no student otherwise eligible to enroll will be denied enrollment. GALA ensures that its special education personnel or contracted personnel is appropriately credentialed or licensed consistent with Ohio laws and regulations. GALA provides staff development activities and trainings to support access by students with disabilities to the general education classroom and curriculum, integration of instructional strategies and curriculum adaptations to address diverse learners, and interaction with non-disabled peers. GALA will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student’s Individual Education Plan.

According to Ohio Administrative Code (OAC) Rule 3301-102-01, charter schools operate as a local education agency (LEA). As an LEA, GALA will adhere to section 613(a)(5)

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of the Individuals with Disabilities Education Act (IDEA) that requires a LEA “serves children with disabilities attending those charter schools in the same manner as the local educational agency serves children with disabilities in its other schools...”; and that LEAs fund their charter schools “on the same basis as the [LEA] provides funds to the LEA’s other public schools, including proportional distribution based on relative enrollment of children with disabilities”; and, that such funding is provided “at the same time as the agency distributes other Federal funds to the agency’s other public schools...” GALA meets these requirements by adopting and implementing the Ohio Operating Standards for the Education of CWD. This Operating Standard identifies the state requirements and federal Part B IDEA requirements that apply to the implementation of special education and related services to students with disabilities by school districts. The Operating Standards ensure that CWD have opportunities for equal access to the general education curriculum and equal participation in education and school activities.

AR (k) Meeting the definition of a charter school, and autonomy and flexibility granted

As a charter school, GALA, complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, section 444 of GEPA, and part B of the Individuals with Disabilities Education Act (IDEA). GALA does not charge tuition. GALA was created and operates as a public school, operates under public supervision and direction, provides elementary education, and is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. GALA is a school to which parents choose to send their children, and admits students on the basis of a lottery, consistent with section 4303(c)(3)(A) of the ESEA, if more students apply for admission than can be accommodated. GALA complies

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with the same Federal and State audit requirements as do other elementary schools in Ohio, meets all applicable Federal, State, and local health and safety requirements, and operates in accordance with State law. See **AR (h)** for more information.

GALA is provided with a great deal of autonomy and flexibility to operate without some of the burdensome state and local regulations that restrict innovation at traditional public schools. This autonomy and flexibility allows GALA to make decisions around curriculum, scheduling, staffing and learning environments for optimal school and student performance. In Ohio, charter schools are exempt from most state laws and regulations of public schools, several important areas include: (1) Collective bargaining- employees of charter schools are not required to be union members; (2) Governance- charter school boards must be public benefit corporations and are free to develop their own governance procedures; (3) Fiscal- charter school boards must submit five year budget forecasts twice yearly to ODE, but how funds are used is up to the school Board; and (4) Curriculum and schedule design- charter schools can design their own curriculum and daily and annual schedules. Ohio law requires a contract between the sponsor and the school’s governing authority that articulates a Performance and Accountability Plan, Financial Plan, Operational Plan, and the duties and responsibilities of both the charter school governing board and the sponsor. See **Appendix J** for Charter between GALA and OCCS.

AR (l) Single-sex educational program - Not applicable.

AR (m) Request and justification for any waivers - Not applicable.

AR (n) Logic Model – See **Appendix I, page 3**

AR (o) Audited financial statements - See Audit in **Appendix F page 1**, GALA recent 990 on **page 42**, FY18 Budget on **page 72**, Five year forecast on **page 73**, and recent March 2018 Financials on **page 74**.