



Charter Schools Office

Revised Application:
Global Leadership Academy International Charter High School

May 25, 2023

New Charter Application Timeline (2022-23)

EVENT	DATE
Application Release	September 2022
Information Sessions	September - October 2022
Letters of Intent Due	October 15, 2022
Original Application Submitted	November 15, 2022
First GLAICHS Public Hearing ¹	December 20, 2022
Second GLAICHS Public Hearing	January 20, 2023
Board Action ²	February 23, 2023
Revised Application Submitted	April 6, 2023
Board Action on Revised Application ³	May 25, 2023

¹Pursuant to the Charter School Law, the first hearing must be held within 45 days of application receipt. A second hearing on each application was also held. All hearings were conducted by a hearing officer appointed by the Board of Education.

²Pursuant to the Charter School Law, the Board of Education shall vote to deny or approve a charter application at a public action meeting no later than 75 days after the first public hearing on the application.

³Pursuant to the Charter School Law, the Board of Education shall vote to deny or approve a revised application at the first board meeting occurring at least forty-five (45) days after receipt of the revised application by the board.

What the Charter Schools Office Looks For

Academic Program: Comprehensive curriculum materials for all grades and subjects to be taught Year 1.

Organizational Capacity: A founding coalition that includes appropriate expertise required to open and operate a charter school in Pennsylvania. Proposed policies that are aligned with applicable local, State, and Federal regulation. If partnering with a CMO, a management agreement that ensures the school receives appropriate support while maintaining autonomy.

Community Engagement: Meaningful engagement with the local community, demonstrated support from local community, and Letters of Intent signed by parents/guardians indicating they would enroll their children in the school upon its opening.

Finance: A credible and viable budget that ensures stability by making appropriate investments in resources and staffing.

Facilities: A facility that would be leased or purchased and would be prepared to be an appropriate and safe learning environment in time for the proposed school opening date.

Existing Operator (when applicable): Applicant has a clear track record of academic success, organizational compliance, independent board governance, and financial viability.

How the NCA Evaluation is Conducted

Internal CSO Content Experts: CSO staff members who are content experts and/or organizational compliance leads apply their knowledge of federal, state, and local regulations to evaluate a proposed charter application.

District Experts: The CSO also consults with District personnel to seek guidance or support in assessing an Applicant's proposal. Typically, the CSO engages with Office of General Counsel, Risk Management, and Finance to leverage expertise in: Legal and insurance requirements, finance, facilities, staff benefits, and management contracts. The Finance Office does not analyze the financial impact of a charter school on the District's budget.

External Contracts: The CSO has contracts in place with external experts to evaluate specific components of an application (e.g. curriculum, budget).

Global Leadership Academy International Charter High School

APPLICATION QUICK FACTS

Name of Proposed Charter School: Global Leadership Academy International Charter High School

Applicant Team: Global Leadership Academy International Charter High School

Mission Focus, Model, or Type: Global Leadership Academy International Charter School uses a hands-on learning approach in the classroom, and takes scholars into the city and into the world to equip them with the real-life currencies they need to succeed in future education and careers.

Primary Contact: Dr. Naomi Johnson-Booker

Proposed Address: 5210-5218 N. Broad Street, Philadelphia, PA 19141

Target Community / Admission Preference: Citywide

Mission: *Global Leadership Academy International Charter High School's mission is to provide Philadelphia youth with a holistic, purposeful, and empowering secondary education focusing on global competence, real-world learning, and leadership development. GLAICHS will develop leaders who can innovate, disrupt, create, care for, build, and rebuild their communities, country, and their world.*

PROPOSED ENROLLMENT

Operating Year	Year 1 23-24	Year 2 24-25	Year 3 25-26	Year 4 26-27	Year 5 27-28	At-Scale 26-27
Grade Span	9	9-10	9-11	9-12	9-12	9-12
Enrollment	150	300	450	600	600	600

GLAICHS Key Findings: Academic Program

In comparison to the Original Application, **the Revised Application includes significant updates** across the Academic Program section of the Narrative, particularly regarding serving students with IEPs. The curriculum, school calendar, and assessment data and goals attachments were also updated.

- The curriculum attachment still does not include a complete set of materials demonstrating alignment with the grade level requirements as required by PA Code. The materials now address a majority of Grade 9 Social Studies Academic Standards, but Keystone Exam aligned Eligible Content standards remain missing from the revised Grade 9 Algebra I curriculum materials.
- The Revised Application includes more information regarding support for Special Education students and students requiring additional support. However, concerns persist with the Applicant's plan for credit recovery, which poses barriers for students who enroll in the proposed Charter School after Grade 9.

GLAICHS Key Findings: Organizational Capacity

In comparison to the Original Application, **the Revised Application includes some updates** in the Organizational Capacity section of the Narrative. The attachments containing the organizational chart, conflict of interest policy, security services provider agreement, job descriptions, enrollment policies, and code of conduct were also updated.

- The founding coalition is still comprised primarily of current and former directors, staff, and stakeholders at Global Academies, Global Leadership Academy Charter School (“GLACS”), and Global Leadership Academy Southwest at Huey (“GLASW”).
- The Applicant plans to contract with third-party providers for services related to technology, financial management, health, security, and food. Concerns persist regarding the lack of a contract or agreement between the Applicant and Global Academies, which is described as providing educational support services. There is a potential conflict of interest due to the proposed Charter School and the service provider being represented by the same legal counsel.
- The Applicant now proposes and budgets for an alternative 403(b) plan rather than PSERS.
- The proposed Charter School still intends to open for the 2023-24 school year, but did not identify a school leader or include updated information regarding staffing a brand new charter school.

GLAICHS Key Findings: Community Engagement

In comparison to the Original Application, **the Revised Application includes some updates** in the Community Engagement section of the Narrative, along with additional letters and signatures demonstrating community support and demand.

- The Applicant submitted more than 220 total letters of support from GLACS and GLASW students, staff, family members, partner organizations, and community leaders demonstrating stakeholder enthusiasm for the proposed Charter School, which intends to serve scholars citywide with a preference for scholars currently attending GLACS or GLASW.
- The proposed Charter School would enroll 150 students in Grade 9 in its initial year. The Revised Application brings the total eligible intent to enroll forms to 72 potential students, or 48% of the Year 1 seats.

GLAICHS Key Findings: Finance and Facilities

In comparison to the Original Application, **the Revised Application includes limited updates** in the Finance section of the Narrative, along with a revised budget and commitment letter.

- Assumptions about both revenues and expenditures in the Applicant's budget negatively impact the Applicant's proposal, and will lead to deficit spending in at least Years 1 through 3. The budget assumes that 100% enrollment is maintained from the first day of school; failure to realize those revenues alone would lead to budget deficits.
- The Applicant includes \$250,000 in revenues for Year 0 based on a line of credit from Global Foundation. The revised commitment letter states that the proposed Charter School would not need to pay off the line of credit until reaching 45 days cash on hand, or Year 4, whichever comes first. The Applicant does not provide evidence that Global Foundation has sufficient funds to provide \$250,000 in Year 0.

The Revised Application did not include any edits in the Facilities section.

- The proposed facility was formerly used by Cristo Rey High School and appears suitable for the proposed grades and enrollment. While the facility is in a different neighborhood from GLACS and GLASW, which are in West Philadelphia, the Applicant notes that the location on North Broad Street is easily accessible by public transportation.

GLAICHS Key Findings: Existing Operator

In comparison to the Original Application, **the Revised Application does not include substantive updates** in the Existing Operator section, which the Applicant did not fully complete.

- While the Applicant itself may not be operating or managing charter schools, it shares significant and fundamental features in common with Global Leadership Academy Charter School (“GLACS”), and Global Leadership Academy Southwest at Huey (“GLASW”). The proposed Charter School expects to receive services from, and have a licensing arrangement with, Global Academies.
- The Applicant asserts that the Application should not be assessed based on “data from unrelated schools serving grades other than those proposed by the Applicant.” The Applicant objects to the examination of outcomes from GLACS and GLASW, despite referencing Global Academies, GLACS, and GLASW, and the experience of the founding coalition leading these entities.
- GLACS and GLASW have historically had mixed outcomes in relation to the three Charter School Performance Framework domains: Academic Success, Organizational Compliance & Viability, and Financial Health & Sustainability. In the most recent ACE, students at GLACS and GLASW performed below the Similar Schools Group averages for PSSA ELA and PSSA Math. In the 2021-22 ACE, both schools earned a “Does Not Meet Standard” rating for at least eight Organizational Compliance standards and one Financial Health and Sustainability metric.



THE SCHOOL DISTRICT OF
PHILADELPHIA