



**LAS VEGAS COLLEGIATE  
CHARTER SCHOOL**

**TABLE OF CONTENTS**

<b>SECTION 1: SPCSA CHARTER PROPOSAL COVER SHEET</b> .....	i
<b>SECTION 2: EXECUTIVE SUMMARY</b> .....	1
<b>SECTION 3: MEETING THE NEED</b> .....	5
TARGETED PLAN .....	5
PARENT AND COMMUNITY INVOLVMENT .....	10
<b>SECTION 4: ACADEMIC PLAN</b> .....	17
MISSION & VISON .....	17
TRANSFORMATIONAL CHANGE .....	26
CURRICULUM & INSTRUCTIONAL DESIGN .....	35
PROGRAMS OF DISTANCE EDUCATION .....	47
PRE-KINDERGARTEN PROGRAMS .....	47
HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS .....	48
DRIVING FOR RESULTS .....	48
AT-RISK STUDENTS AND SPECIAL POPULATIONS .....	60
SCHOOL STRUCTURE: CULTURE .....	71
SCHOOL STRUCTURE: STUDENT DISCIPLINE .....	76
SCHOOL STRUCTURE: CALENDAR AND SCHEDULE .....	83
A DAY IN THE LIFE & SCENARIOS .....	86
<b>SECTION 5: OPERATIONS PLAN</b> .....	94
BOARD GOVERNANCE .....	94
LEADERSHIP TEAM .....	103
STAFFING .....	107
HUMAN RESOURCES .....	107
STUDENT RECRUITMENT AND ENROLLMENT .....	114
INCUBATION YEAR DEVELOPMENT .....	118
DUAL-CREDIT PARTNERSHIPS .....	118
SERVICES .....	119
FACILITIES .....	121
ONGOING OPERATIONS .....	123
<b>SECTION 6: FINANCIAL PLAN</b> .....	124



LAS VEGAS COLLEGIATE  
CHARTER SCHOOL

## REQUIRED ATTACHMENTS

1. Letters of Community Support/Partnership
2. Leadership Team Job Descriptions
3. Resumes and Student Achievement Data for School Leader
4. Competencies Used for School Leader Selection
5. Teacher Evaluation Tool(s)
6. School Leader Evaluation Tool(s)
7. Board Member Template
8. Board Member Information Sheets
9. Board Bylaws, Code of Ethics and Conflict of Interest Policies
10. Incubation Year Planning Table
11. College/University Dual Credit Agreement Documentation or Attestation
12. Operational Execution Plan
13. Proof of Facility Commitment or Attestation
14. Insurance Coverage
15. Budget Narrative
16. Financial Plan Workbook
17. EMO/CMO/Replication School Historical Financial Documents – Not applicable
18. EMO/CMO/Replication School Achievement and Audit Data – Not applicable
19. Regional Director Resume and/or Job Description – Not applicable
20. Network Organizational Charts – Not applicable
21. Budget for the Operator at the Regional Network Level – Not applicable
22. EMO Audits and Historical Financial Documents – Not applicable
23. EMO Services Contract – Not applicable

# 1. SPCSA Charter Proposal Cover Sheet

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

Primary contact person: Bianté Gainous

Mailing address:

Street/PO Box: 875 E Silverado Ranch BLVD

City: Las Vegas State NV Zip 89183

Phone Number: day 702-623-8704 Evening 702-623-8704

Fax Number: 617-227-4551 Email: bgainous@buildingexcellentschools.org

Name of team or entity applying: Las Vegas Collegiate Charter School

- Track A
- Track B
- Track C
- Track D

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

Within an academically ambitious, purposefully structured, values-based community, Las Vegas Collegiate Charter School prepares all kindergarten through fifth grade scholars to thrive in middle school and high school, graduate from college, and lead within our communities.

Las Vegas Collegiate is founded on the belief that all students are capable of achievement on the highest levels and that the decisions and actions of school leadership must be centered on that achievement. Our program sets a high standard of excellence for both academics and behavior to ensure that our scholars will be competitive college candidates and graduates, that lead them to life of access, opportunity, and success. Our academic model, culture of structure and routines, and the staff we hire, train, develop, and support will allow us to deliver a school that will ensure the trajectory of scholars to succeed in middle school and high school, and the college of their choice.

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

Full Name	Current Job Title and Employer	Position with Proposed School
David Blodgett	Founder and Executive Director Nevada Prep Charter School	Board Member
Leland Brandon	Director of Youth Market American Heart Association	Board Chair
Brent Erwin	Chief Finance Officer Capriotti's Sandwich Shop	Board Treasurer
Bianté Gainous	Fellow and Lead Founder Building Excellent School	Executive Director
Maliq Kendricks	Manager of Corporate and Public Partnerships Teach For America Nevada	Board Member
Dwight Sanders	Leadership Coach The New Teacher Project (TNTP)	Board Member
Jill Schreidl	Education Specialist Pearson	Board Secretary
Lauren Torre	Federal Public Defender District of Nevada	Board Vice Chair

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

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

Proposed School Name	City	State	Opening

			Date

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

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Las Vegas Collegiate Charter School	2020-2021	K, 1	K - 5

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
K	81	81	81	81	81	81
1	81	81	81	81	81	81
2		81	81	81	81	81
3			81	81	81	81
4				81	81	81
5					81	81
6						
7						
8						
9						
10						
11						
12						
Total	162	243	324	405	486	486

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

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

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

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

**Applicant Certification:**

  
\_\_\_\_\_  
**Signature**

  
\_\_\_\_\_  
**Date**

Bianté Gainous  
\_\_\_\_\_  
**Printed Name:**



## 2. Executive Summary

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**Mission.** Within an academically ambitious, individually supportive, values-based community, Las Vegas Collegiate Charter School prepares kindergarten through fifth grade scholars to thrive in middle school and high school, graduate from college, and lead within our communities.

**Vision.** Regardless of demographics, we believe that all children can achieve at high levels when classroom instruction is strong, school culture is achievement-oriented, supports are targeted through the use of data, and joy and values are infused throughout the school community. We will provide an academically ambitious, college preparatory K-5 charter school that prepares kindergarten through fifth grade scholars to thrive in middle school, high school, college, and life. To deliver on this mission, we will have an extended school day and year, a prioritized focus on literacy and mathematics mastery, an extensive professional development program and assessment system with data-driven action planning, and a values-rich school culture and enrichment program that ensure scholars grow into young leaders with the moral compass to build school and life success.

Las Vegas Collegiate Charter School (“Las Vegas Collegiate”) proposes to give families in Las Vegas’ Historic Westside the ability to choose a high-quality, elementary, public school designed to prepare their children for entrance to middle school, the high school of their choice, and access to participation in honors and advanced placement college preparatory high school coursework. Scholars will have a clear picture of what college looks like and will be able to articulate why and how their acceptance and graduation is critical to their life trajectory. They will have the foundational content knowledge, skills, and test scores that position them to build a strong transcript when they reach high school, that will open college doors, along with the character values for lifelong success and positive leadership in the many communities in which they will live, work, and contribute.

Proposed to open in August 2020 with 81 scholars in Kindergarten and 81 scholars in first grade, five years later we will be fully enrolled in all grades K-5, meaning that in 2024, there will be 486 Las Vegas scholars receiving a public education that ensures that they are (1) reading on or above grade level by grade three as measured by state and national assessments, (2) responding to rigorous grade level text as measured by those same assessments, and (3) have the literacy foundations of fluency, comprehension, and expression and the numeracy foundations of conceptual understanding and accuracy of application to understand, analyze, and compute, putting them on the path to college.

At the center of our vision are four guiding beliefs: (1) High-quality curriculum, paired with high-quality teaching, drives academic achievement. (2) Data consistently informs classroom instruction and individualized supports. (3) A warm, demanding, valued-based culture of excellence promotes school and life success. (4) Schoolwide leadership development promotes student growth and community enrichment.

**Model.** To provide an excellent K-5 educational option to Las Vegas Valley families and students who do not currently have access to one, we will strategically target economically disadvantaged, majority African-American and Hispanic students residing in the Historic Westside community. The goal of Las Vegas Collegiate is not to simply outperform neighboring schools and those with similar demographics. Rather, it is to prepare students from 89106 to be able to demonstrate some of the strongest academic outcomes in our state and to position our students to ultimately compete with peers from across the country. By closing the achievement gap in our community and across all subgroups, we will simultaneously close the economic and opportunity gap faced by so many of our families and our students. Driven by our ambitious mission and aligned to the State of Nevada’s and Clark County’s academic priorities, and specifically Nevada’s Read by Grade 3 priority, we know that



mission success requires a strong academic foundation that prioritizes literacy. The proposed school model is directly informed by several high performing schools across the country.

Core Components of the Las Vegas Collegiate Charter School Model	
Prioritized Focus on Literacy	With 180 daily minutes of literacy instruction, we engage scholars across multiple modalities, including Guided Reading, Phonics, Writing, Read Aloud, Daily Intervention, and Blended Learning.
Daily Small Group Learning	With a 9:1 scholar to teacher ratio during Guided Reading, Phonics, and Math, teachers target scholars on the same instructional level and provide immediate, impactful feedback for remediation and acceleration.
Daily Individualized Interventions	With 45 minutes of individualized learning daily and opportunities for Blended Learning in classroom-based computer stations, we focus on skill-based needs to close gaps and accelerate learning.
Expanded Focus on Mathematics	With 105 minutes of daily Math instruction, we develop critical thinking/conceptual understanding and accuracy of application. Taught in small groups, lessons include Math Stories, Automaticity (timed math drills), Independent Practice, Intervention, and Blended Learning.
Science Instruction	With 45 minutes of daily Science instruction, curriculum is aligned to the Nevada Academic Content Standards for Science and provides hands-on exploration in complex science topics.
Social Studies Instruction	With 45 minutes of daily Social Studies instruction in grades 3-5 and taught in a Blended Model in K-2 as part of our literacy program focused on non-fiction reading, our Social Studies curriculum is modeled after the high-achieving, Achievement First network of charter schools.
Schoolwide Focus on Immediate Action Planning Assessments Data	With 30 days of professional development including 5 days of data analysis and action planning and 3 weekly hours of teacher training including analysis of scholar work, we focus on where students are throughout the year and what we need to do to reach our goals.
Frequent, Systematic, and Mission-Focused Family Communication	With 23 annual family events aligned to our mission and academic goals, and ongoing, systematic touch points between school and home on academics and behavior, we work proactively with families to ensure reading readiness by grade three and a measurable foundation for college readiness before leaving elementary school.

**Target Community.** Las Vegas Collegiate Charter School (“Las Vegas Collegiate”) has worked with the stakeholders and families of the Historic Westside of Las Vegas in preparing this proposal for a high-expectations, accountable, and ambitious elementary school that will meet the needs of local families and students and will provide access to a unique school option currently unavailable to them.

According to the 2017 US Census Bureau, the current unemployment rate for 89106 is 13.6%, nearly 3 and a half times that of our 4% state average and even greater in comparison when looking at our 3.6% national average as reported by the Bureau of Labor Statistics. Median household family income here is just above \$31,000. Low educational attainment and low household income are linked to the quality of surrounding schools. Students who attend low-performing schools are less likely to demonstrate proficiency in core subjects and more likely to enter high school several grade levels behind. Of the elementary schools in 89106 serving similar grade levels as Las Vegas Collegiate intends to serve, 8 of 9 received lower proficiency scores on the SBAC in math and English Language Arts (“ELA”) than the CCSD average of 41% in math and 49% in ELA. The only school with higher scores is a magnet school with selective entry. With approximately 8,154 school-aged children, there is currently one 4 star-rated elementary school and no 5 star-rated elementary school choices, requiring families dependent upon public education to send their children to schools that have historically not delivered high-quality education or leave their neighborhood for better opportunity.





**Outcomes.** Las Vegas Collegiate will provide families in the Historic West Side with a school option specifically designed to dramatically increase the achievement results for students in the community and aligned with each goal set forth in NRS 386.520. Las Vegas Collegiate is designed to ensure academic growth each year and student mastery in the elementary grades, as shown here.

**GOAL 1 – Scholars will be proficient in English Language Arts.**

All Grade Measures
<b>Growth Measure:</b> 70% of scholars will grow minimum of 3 Step Levels each year. <b>Growth Measure:</b> The average annual increase of percentiles among students in reading comprehension on NWEA MAP will average five percentiles of growth per cohort per year until average percentile score reaches 80%. <b>Growth and Comparative Measures:</b> Scholars identified as ELL or receiving special education services will, on average, reach same achievement results on all absolute and growth measures as their grade-level peers.
Kindergarten English Language Arts Measures
<b>Absolute Measure:</b> 70% of scholars in kindergarten will be on STEP 3 on the STEP reading assessment by the end of the school year, demonstrating first grade literacy readiness.
First Grade English Language Arts Measures
<b>Absolute Measure:</b> 70% of all first graders will be on STEP 6 on the STEP reading assessment by the end of the school year, demonstrating second grade literacy readiness.
Second Grade English Language Arts Measures
<b>Absolute Measure:</b> 70% of all second graders who have attended for one year and 80% who have attended for two years will be on STEP 9 on the STEP reading assessment by the end of the school year, demonstrating third grade literacy readiness.
Third - Fifth Grade English Language Arts Measures
<b>Absolute Measure:</b> 80% of all third graders will be on STEP 12, fourth graders will be on STEP 15, and fifth graders will be on STEP 18, all on the STEP reading assessment, by the end of the school year, demonstrating fourth, fifth, and sixth grade literacy readiness, respectively.
Third – Fifth Grade English Language Arts SBAC Proficiency Measures
<b>Absolute Measure:</b> On average, 70% of scholars attending for two or more years will be proficient as measured by the SBAC ELA assessment; on average, 80% of scholars attending for three or more years will be proficient, and 90% of scholars attending for four or more years will be proficient. <b>Comparative Measure:</b> On average, tested scholars who have attended the school for two or more years will score at least 10% higher than the surrounding district average.

**GOAL 2 – Scholars will be proficient in Mathematics.**

All Grade Measures
The average annual increase of percentiles among scholars in mathematics on the NWEA MAP will average five percentiles of growth per cohort per year until the average percentile score reaches 80%. In all grades, 80% of scholars will maintain an 80% average on all internally created, standards-based interim math assessments.
Third – Fifth Grade Mathematics SBAC Proficiency Measures
<b>Absolute Measure:</b> On average, 70% of scholars attending for two or more years will be proficient as measured by the SBAC Math assessment; on average, 80% of scholars attending for three or more years will be proficient, and 90% of scholars attending for four or more years will be proficient. <b>Comparative Measure:</b> All tested scholars who have attended the school for two or more years will score at least 10% higher than the surrounding district average.

**Key Components.** We will improve the achievement of students through the use of research-based and practice-proven instructional strategies that embrace diverse learners and a wide variety of student needs. We will employ an inclusive, heterogeneous educational model that serves all students in a manner that maximizes their academic potential and prepares all of them for achievement in middle school and high school, graduation from college, and leadership in our



communities. Our approach and design will emulate high performing urban schools serving similar students, including those with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure. As a data-driven charter school, we will operate in transparency, consistently sharing academic and behavioral data with all stakeholders. Families will receive daily, weekly, monthly, and quarterly communication and have frequent school engagement opportunities on the behavioral and academic performance of their child(ren). Academic and behavioral data will be shared and reviewed by our governing Board of Directors on a monthly basis through academic and behavioral dashboards that consist of all critical data points that paint a clear picture of the school's achievement levels and behavioral data, allowing the Board to determine success toward accountability goals. Child-centered and achievement-focused, our academic model is inclusive of small group learning in Literacy and Math, Daily Interventions, and Blended Learning, a Two-Teacher Model, daily exploratory science for all grade levels, and Financial Literacy as Enrichment in all grade levels. Informed by high performing schools nationally, our academic model is effective as shown in schools across the country and innovative in its unique set of approaches not currently available within our community. Our Two-Teacher Model allows for targeted teaching, ensuring better accuracy, giving each child more "at-bat" practice, and increasing early reading success. Reducing the number of scholars through differentiated groups individualizes learning and targets remedial or accelerated support, when necessary. Daily exploratory science is also an approach that is not common among all schools in the Historic West Side community. Beginning in kindergarten, scholars will participate in daily science.

**Values, Approach, and Leadership Accomplishments.** We are driven by our **ASPIRE** values of **Ambition, Scholarship, Partnership, Integrity, Resourcefulness,** and **Enthusiasm**. We provide an extended day, literacy-prioritized, data-driven schools that established the foundation of reading and college readiness as for scholars in grades K-5. The proposed Founding Board and Executive Director bring a broad set of professional skills and expertise, including charter school start-up in Nevada and respected instructional leadership in urban education, as well as the national support of Building Excellent Schools and the local support of multiple organizations, including the financial commitment of Opportunity 180.

**Key Supporters, Partners, and Resources.** The Founding Team is grateful for the strong support of local families, business owners, non-profits, and other educational organizations here in Las Vegas. We bring the local partnership of the Boys and Girls Club of Southern Nevada which has fully supported our community outreach over the last six months through hosting multiple events for us and which will continue to support enrollment through additional events post-authorization as well as serve as our incubating school facility. We bring the support of Teach For America, Democracy Prep Charter School, the Achievement Network, Opportunity 180, and several well-respected school leaders. We bring the partnership of EdTEc which has worked closely with us in the development of our fiscal plans within this charter application and whom we are considering as the school's back-office provider. We are supported by the national non-profit Building Excellent Schools which has trained Ms. Gainous and will support the success of the Founding Team, Founding, Leader, and proposed school throughout the first three years of start-up. Finally, the community itself remains and will continue to be a significant partner, as shown in 82 surveys received thus far online, 40 families with age-eligible children who have already signed up in support of enrolling their children, and 29 Letters of Support expressing their support of Las Vegas Collegiate Charter School.



### 3. Meeting the Need

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#### TARGETED PLAN

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

“William Parrett, Director of the Center for School Improvement and Policy Studies at Boise State University, studies schools that have shown strong – sometimes phenomenal – results despite having high percentages of students receiving free or reduced-price meals. He enumerated a set of strategies that he said will work in any school. The most fundamental is for adults to have the expectation that all students can succeed regardless of their home environment and family wealth.”  
– National School Boards Association<sup>1</sup>

“A formidable education system is necessary for our state to prepare its citizens to meet the demands the future holds for Nevada. In order to succeed, it is necessary to instill the requisite skills in our students and ensure that each and every student receives the education required for the future.” – Will Jensen, Director of Special Education at the Nevada Department of Education<sup>2</sup>

“I want my child to have access to a school that lets them do and be better than me and what I have been able to do. I have been here all my life and struggle every day. I want my children to reach the sky and education is the way they can do that.” – Parent quote collected from feedback survey on June 28, 2019<sup>3</sup>

Within an academically ambitious, purposefully structured, values-based community, Las Vegas Collegiate Charter School prepares kindergarten through fifth-grade scholars to thrive in middle school and high school, graduate from college, and lead within our communities. Las Vegas Collegiate Charter School (“Las Vegas Collegiate”) has worked with the stakeholders and families of the Historic West Side in preparing this proposal for a high-expectations, accountable, and ambitious elementary school that will meet the needs of local families and scholars and will provide access to a unique school option currently unavailable. Like members of the community and educational leaders across our nation and state, we believe that when we “have the expectation that all children can succeed,” and when all children, including those growing up in the Historic West Side, have a “formidable,” high-quality, free, public school that develops the skills “required for the future,” then those same scholars will have equitable access to the social and economic opportunities such education provides. We know that zip code does not determine human capability and that all scholars must have access to an achievement-oriented learning environment, beginning in kindergarten.

**Our District Community.** Currently, 67% of Nevada students are educated by Clark County School District (“CCSD”) in 360 schools.<sup>4</sup> Of the 360 that are rated, 286, or nearly 80%, have earned a rating of 3 stars or less, and of these, 171, or 48%, have earned a 2 or lower.<sup>5</sup> CCSD educates over 324,000 students in kindergarten through twelfth grade, making it the fifth largest school district in the country.<sup>6</sup> The scholar population is 47% Hispanic, 25% White, 14% Black, 7% multicultural, 6% Asian, 2% Pacific Islander, and less than 1% Native; 12% of scholars receive special education services, 19% are classified as English Language Learners (“ELLs”), and 67% are eligible to receive free or reduced-priced lunch.<sup>7</sup> According to the Nevada Department of Education, in the 2017-2018 school year, 49% of all third through fifth graders and 45% of all sixth through eighth graders passed the English Language Arts Smarter Balanced Criterion-Referenced Test (“SBAC”), scoring proficient

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<sup>1</sup> <https://www.nsba.org/newsroom/high-poverty-schools-can-be-high-achieving-0>.

<sup>2</sup> [http://www.doe.nv.gov/News\\_Media/Press\\_Releases/2019/Expanding\\_Equitable\\_Opportunities\\_For\\_All\\_Nevadans\\_Focus\\_of\\_2019\\_Nevada\\_Department\\_of\\_Education\\_s\\_Annual\\_Mega\\_Conference/](http://www.doe.nv.gov/News_Media/Press_Releases/2019/Expanding_Equitable_Opportunities_For_All_Nevadans_Focus_of_2019_Nevada_Department_of_Education_s_Annual_Mega_Conference/).

<sup>3</sup> Quote from a survey submitted on our website on June 28, 2019 from a community member living in 89106, seen in **ATTACHMENT 1**.

<sup>4</sup> <https://focus2024.ccsd.net/wp-content/uploads/2019/03/Focus-2024-FINAL-3-1-2019.pdf>.

<sup>5</sup> <http://greatschoolsallkids.org/myReport.php?STEP=3&GROUP=11&REG=135&LVL=4>.

<sup>6</sup> <http://newsroom.ccsd.net/about/>.

<sup>7</sup> <http://nevadareportcard.com/DI/nv/clark>.



o graders passed the Mathematics SBAC.<sup>8</sup> When disaggregated for individual subgroups, CCSD data reveals a persisting achievement gap for many groups, particularly Black scholars, scholars who receive special education services, and scholars classified as ELLs. On the third grade mathematics assessment, 29% of Black scholars were proficient, as compared to 64% of White scholars. On that same assessment, 20% of scholars who received special education services scored proficiently, as compared to 52% of scholars not receiving special education services.<sup>9</sup> These proficiency scores reflect that many of our scholars are entering middle school and high school unprepared for grade level work. The state’s current graduation rate is 80.85%,<sup>10</sup> with 43% of graduates demonstrating college readiness.<sup>11</sup> The average ACT score in CCSD is 17.43<sup>12</sup>, with a score of 22 considered college ready; 21% of scholars, or approximately 1 in 5, have obtained a score of 22 or above.<sup>13</sup> The foundation for grade level readiness in middle and high school and college readiness by twelfth grade begins in kindergarten.

**Our Target Community.** Our targeted community is 89106, the Historic West Side, shown here.

**Target Area - 89106 on Las Vegas’ Historic West Side**



According to the 2017 US Census Bureau, the current unemployment rate for 89106 is 13.6%,<sup>14</sup> nearly 3 and a half times that of our 4% state average and even greater in comparison when looking at our 3.6% national average as reported by the Bureau of Labor Statistics.<sup>15</sup> Median household family income here is just above \$31,000. A comparison of local educational levels, family income, and poverty levels to those in the State of Nevada and nation are outlined below, demonstrating the severity of the socioeconomic challenges and therefore accompanying academic risk factors in this community.

Zip Code, City, State: Socioeconomic Comparisons <sup>16</sup>			
	89106	Nevada	United States
<b>Total Population</b>	25,759	3,034,392	327,167,434
<b>Percentage of total population living below federal poverty line</b>	29.6%	10.3%	10.5%
<b>Median Household Income</b>	\$31,421	\$58,003	\$59,039
<b>Bachelor’s Degree or Higher (age 25+)</b>	7.5%	23.7%	33%

<sup>8</sup> Ibid.

<sup>9</sup> <http://nevadareportcard.com/DI/nv/clark>.

<sup>10</sup> Ibid.

<sup>11</sup> Opportunity 180’s data portal reports the college and career readiness indicator is made up of three measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and percent of students achieving college and career readiness status (Level 3 or 4) on the Math, ELA or Science End-of-Course assessments. <http://greatschoolsallkids.org/myReport.php?STEP=3&GROUP=11&REG=135&LVL=3>.

<sup>12</sup> Ibid.

<sup>13</sup> <http://greatschoolsallkids.org/myReport.php?STEP=3&GROUP=11&REG=135&LVL=3>.

<sup>14</sup> <https://www.factfinder.census.gov>.

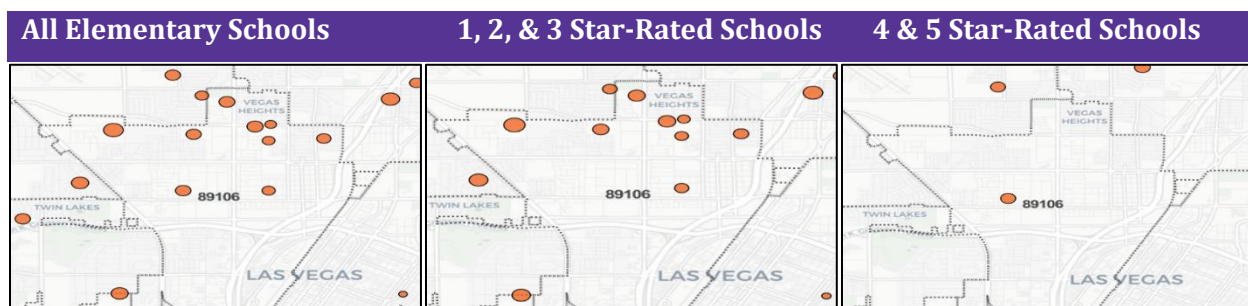
<sup>15</sup> <https://www.bls.gov/eag/eag.nv.htm>.

<sup>16</sup> <https://www.census.gov/>.



Low educational attainment and low household income are linked to the quality of surrounding schools. Scholars who attend low-performing schools are less likely to demonstrate proficiency in core subjects and more likely to enter high school several grade levels behind.<sup>17</sup> Of the elementary schools in 89106 serving similar grade levels as Las Vegas Collegiate intends to serve, 8 of 9 received lower proficiency scores on the SBAC in Math and English Language Arts (“ELA”) than the CCSD average of 41% in math and 49% in ELA. The only school with higher scores is a magnet school with selective entry. We propose to address the needs of the Historic West Side and specifically those families residing in the 89106 zip code. With approximately 8,154 school-aged children<sup>18</sup>, there is currently one 4 star-rated elementary school and no 5 star-rated elementary school choices, requiring families, dependent upon public education, to send their children to schools that have historically not delivered high-quality education or leave their neighborhood for better opportunity.

### Elementary Schools in 89106 - Star Ratings



Based upon community demographics, we expect a scholar racial background of 39.9% Black and 39.3% Hispanic,<sup>19</sup> an economic demographic of 94% low-income families<sup>20</sup>, a special education population of approximately 12%, and 26% ELLs.<sup>21</sup> Currently, local elementary schools average 39 and 32% proficiency in reading and math<sup>22</sup>, respectively, and 27 and 20% in middle schools.<sup>23</sup> The zip code has three schools considered Rising Star Schools, as their performance is amongst the lowest 5% in the state.<sup>24</sup> Based on current average proficiency scores, most scholars here do not have the foundational skills to access rigorous academic content in middle or high school.

There are currently three middle schools in 89106 - Democracy Preparatory at Agassi Campus, Rainbow Dreams Academy Secondary, and West Preparatory Academy Middle School. Democracy Prep<sup>25</sup> is the only 4 star rated middle school in a five-mile radius, outperforming the district with 68% proficiency.<sup>26</sup> Both Rainbow Dreams and West Prep have academic proficiency scores of 4%.<sup>27</sup> West Prep Middle School is considered a Rising Star school due to its Index Score on the Nevada School Performance Framework.<sup>28</sup> The foundation for middle school challenges can first be

<sup>17</sup> <https://www.tandfonline.com/doi/abs/10.1080/09243450801936845>.

<sup>18</sup> <http://www.greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2&REG=31&LVL=4>.

<sup>19</sup> <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>.

<sup>20</sup> <http://greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2&REG=31&LVL=1>.

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> <http://greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2&REG=31&LVL=2>.

<sup>24</sup> [http://www.doe.nv.gov/ASD/Rising\\_Stars\\_Schools/](http://www.doe.nv.gov/ASD/Rising_Stars_Schools/).

<sup>25</sup> Lead Founder and proposed Executive Director Bianté Gainous is Fellow with Building Excellent Schools, the national charter incubator and leader that supported the launch and growth of the flagship Democracy Prep campus in Harlem, NY and which continues to work closely with and train many Democracy Prep leaders, along with newly established charter schools Futuro Academy <http://futuroacademylv.org/>, Nevada Prep <http://NVprep.org>, and Nevada Rise <http://nevadarise.org>.

<sup>26</sup> <http://greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2&REG=31&LVL=2>.

<sup>27</sup> Ibid.

<sup>28</sup> [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News\\_Media/Press\\_Releases/2018docs/2018\\_Rising\\_Stars\\_Schoolscsi](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Press_Releases/2018docs/2018_Rising_Stars_Schoolscsi).



addressed in the elementary grades, and our proposal for Las Vegas Collegiate is to become part of our city and state’s larger set of educational solutions and quality options for families.

(2) Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

Based on the community statistical and surrounding school data, a need for quality elementary school options is undeniably clear, as there are not enough quality options to address the community need outlined above. To positively impact economic and educational opportunity in 89106, the community requires more high-performing elementary schools that first and foremost address the needs of all learners and provides an education that prepares all scholars to thrive in middle school and high school, graduate from college, and lead lives of opportunity and success. Las Vegas Collegiate intends to open in the fall of 2020 with 162 scholars, 81 each in kindergarten and first grade. Using a slow growth model, we will add 81 kindergarteners each year until we are fully enrolled in the 2024-25 school year educating 486 scholars in kindergarten through fifth grade. The slow growth model allows us to strategically establish our ambitious culture of academic excellence in a systematized way not afforded when beginning at full capacity and which is directly correlated to higher academic outcomes as outlined in national studies of strong charter schools.<sup>29</sup> The goal of Las Vegas Collegiate is not to simply outperform neighboring schools and those with similar demographics. Rather, it is to prepare scholars from 89106 to be able to demonstrate some of the strongest academic outcomes in our state and to position our scholars to ultimately compete with peers from across the country. By closing the achievement gap in our community and across all subgroups, we will simultaneously close the economic and opportunity gap faced by so many of our families. We are driven by our ambitious mission and aligned to the State of Nevada’s and Clark Country’s academic priorities, specifically Nevada’s Read by Grade 3 priority.<sup>30</sup> We know that mission success requires a strong academic foundation that prioritizes literacy. The proposed school model is directly informed by several high performing schools across the country, most particularly two schools incubated and supported through Building Excellent Schools (“BES”) - Purpose Preparatory Academy in TN <sup>31</sup> and Springfield Preparatory in MA<sup>32</sup>, each of which are serving high needs communities while simultaneously outperforming city and state averages and placing scholars measurably on the path to college as demonstrated by reading and math proficiency rates that underpin all future academic success. We are further informed by the work of Achievement First<sup>33</sup> and the Brooke Schools<sup>34</sup>, as outlined in several sections of this application. The proposed school model is built upon the DNA of these seminal schools and informed by the national research of Robin Lake, which holds that such replication of quality is possible under five key conditions: “1. Make sure you are trying to replicate something that can be copied and is worth copying. 2. Observe the original model directly. 3. Copy the original model as closely as you can. 4. Adapt only after achieving *acceptable* results. 5. Keep the template in mind, even as you adapt.”<sup>35</sup> Under BES training and support, through our second year of operation, we will provide a model that has shown success with a high needs community of similar demographics. That model includes the following core elements, discussed in greater detail in **Transformational Change** and **Curriculum and Instruction**.

Core Components	
Prioritized Focus on Literacy	With 180 daily minutes of literacy instruction, we engage scholars across multiple modalities, including Guided Reading, Phonics, Writing, Read Aloud, Daily Intervention, and Blended Learning.

<sup>29</sup> <https://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20I.pdf>.

<sup>30</sup> <http://www.doe.nv.gov/RBG3/Home/>.

<sup>31</sup> Purpose Preparatory Academy educates 96% Black, 83% free/reduced lunch qualifying students and ranks within the top 5% of all Tennessee schools.

[www.purposeprep.org/our-results](http://www.purposeprep.org/our-results).

<sup>32</sup> <https://www.springfieldprep.org/>.

<sup>33</sup> <https://www.achievementfirst.org/how-we-work/our-results/>

<sup>34</sup> <https://www.ebrooke.org/achievement/>

<sup>35</sup> [https://www.crpe.org/sites/default/files/brief\\_ncsrp\\_dna\\_may07\\_0.pdf](https://www.crpe.org/sites/default/files/brief_ncsrp_dna_may07_0.pdf).



Daily Small Group Learning	With a 9:1 scholar to teacher ratio during Guided Reading, Phonics, and Math lessons, teachers target scholars on the same instructional level and provide immediate, impactful feedback for remediation and acceleration.
Daily Individualized Interventions	With 45 minutes of individualized learning daily and opportunities for Blended Learning in classroom-based computer stations, we focus on skill-based needs to close gaps and accelerate learning.
Expanded Focus on Mathematics	With 105 minutes of daily Math instruction, we develop scholars' critical thinking and conceptual understanding along with accuracy of operations and application. Taught in small groups, math block includes Math Stories, Automaticity (timed math drills), Independent Practice, Intervention, and Blended Learning.
Science Instruction	With 45 minutes of daily Science instruction, curriculum is aligned to the Nevada Academic Content Standards for Science and provides hands-on exploration in complex science topics.
Social Studies Instruction	With 45 minutes of daily Social Studies instruction in third through fifth grade and taught in a blended model in kindergarten through second grade as part of our literacy program focused on non-fiction reading, our social studies curriculum is modeled after the high-achieving, Achievement First <sup>36</sup> network of charter schools.
Schoolwide Focus on Immediate Action Planning Assessments Data	With 30 days of professional development, including 5 days of data analysis and action planning and 3 weekly hours of teacher training including analysis of scholar work, we focus on where scholars are throughout the year and what we need to do to reach our goals.
Frequent, Systematic, and Mission-Focused Family Communication	With 23 annual family events aligned to our mission and academic goals, and ongoing, systematic touch points between school and home on academics and behavior (daily trackers, weekly reports, and biweekly phone calls from teachers), we work proactively with families to ensure reading readiness by grade three and a measurable foundation for college readiness before leaving elementary school.

To optimize success, academic skill development must begin in early grades, and a schoolwide assessment system must be (a) in place for scholars starting on day one and continuing across all grades, (b) communicated clearly and frequently to families and the Board with a focus on growth towards measurable goals at each grade level, and (c) used to inform instruction and supports for scholars and professional development needs for individual teachers and groups of teachers. To assess early literacy skills, all kindergarten scholars, upon enrollment, will be assessed using the Brigance Early Screener III,<sup>37</sup> the Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP") assessment in reading and mathematics 3 times per year<sup>38</sup>, and UChicago's Strategic Teaching and Evaluation of Progress ("STEP") assessment 6 times per year.<sup>39</sup> Our extended school day (7:40 am to 4:00 pm on Monday, Tuesday, Thursday and Friday and 7:40 – 12:30 on Wednesdays) and extended year (185 days), extended professional development program for teachers (30 days per year, including 20 during summer professional development, 10 days of data analysis, action planning and instructional strategies, and an additional 3 hours per week for consistent training and scholar work analysis), 180 minutes of daily Literacy Instruction, Blended Learning, intensive Individualized Learning through Small Groups and Daily Intervention, systematic and frequent engagement with families (4 family conferences and 23 events per year and weekly communication through individualized reports and nightly homework and behavioral trackers), positions all scholars to be reading at or above grade level by the end of third grade and to

<sup>36</sup> <https://www.achievementfirst.org/how-we-work/our-results/>

<sup>37</sup> The Brigance Early Screener III is a screening assessment used to identify the measure of mastery of early development and academic skills in children. <https://www.curriculumassociates.com/products/brigance/early-childhood>.

<sup>38</sup> The MAP assessment is a norm-referenced measure of student growth over time that produces actionable data about where each child is on his or her unique learning path. <https://www.nwea.org/map-growth/>.

<sup>39</sup> The STEP assessment is a research-based formative assessment, data management, and professional development system designed to build teacher capacity for literacy instruction and provide educators with the data necessary to improve student achievement in literacy across grades K-5. <https://www.uchicagoimpact.org/our-offerings/step>.



demonstrate on state assessments in grades three through five that all learners are positioned for success in middle and high school, with the elementary foundation that further positions them to be college-ready. Statistics have shown that scholars who cannot read on grade level by third grade are four times more likely to leave high school without a diploma.<sup>40</sup> Las Vegas Collegiate’s kindergarten through fifth grade slow growth, college preparatory model that uses extended time, prioritized focus on reading and math, a schoolwide multi-tiered assessment protocol, robust teacher development program, and continual engagement with families regarding their scholars’ academic progress, provides a consistent, streamlined educational experience that transitions scholars successfully into middle school. Introducing high levels of rigor, starting in kindergarten, drives our belief that college preparation begins in kindergarten. Supporting all of our scholars in a warm-strict, purposefully structured environment to which they will grow accustomed and from which they will embrace the challenging and exciting pushes towards their academic success, Las Vegas Collegiate is aligned with the needs of our community and the priorities of our state. Our model, as proposed, allows us to deliver on our ambitious mission, and thus ensure that we are matriculating proficient third grade readers into fourth grade, aligning directly with the words of Nevada Superintendent of Public Instruction Dr. Steve Canavero: “[T]he goal of Read by Grade 3 is not to punish anyone, rather the goal of this program is to enhance a scholar’s ability to read successfully - thus ensuring success throughout his/her entire academic experience.”<sup>41</sup> Our model further allows to ensure that we are beginning the road to college readiness in kindergarten, aligning directly with Nevada Key Findings in *The Condition of College and Career Readiness 2017*: “Early assessment and intervention are critical to improving educational outcomes. If scholars are not on track for college and career readiness by the time they reach middle school, it may be too late. Assessing learning and implementing intervention strategies to help scholars get on the right path for college and career readiness must begin in elementary school.”<sup>42</sup>

## PARENT AND COMMUNITY INVOLVEMENT

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

The Founding Team is deeply committed to being an authentic part of the Historic West Side community. We recognize the role of parents, neighborhood, and community members in the life and success of a public school. The Founding Team has dedicated a substantial amount of time and effort engaging with the community to gain a deeper understanding of its strengths, desires, and needs, while sharing the mission and vision of Las Vegas Collegiate and seeking feedback and input from parents and community stakeholders. The Las Vegas Collegiate team has attended and engaged in over 150 community events and meetings with education, business, political, and community and organizational leaders over the past 10 months. The Team’s engagement efforts have resulted in increased trust and support from local families, community leaders, and other stakeholders and informed several components of the proposed school design, including, small group learning, financial literacy, and emphasis on community enrichment. We have led 7 field canvassing community engagement events and have gathered 82 responses on our website survey. We have held 3 information sessions dedicated to sharing the school design and gathering feedback, asking open-ended questions such as “What are your hopes and dreams for your child?,” “What do you want to see in a new school proposing to come to your community?,” “Are you satisfied with the current educational options afforded to you?,” and “What is most important to you when choosing a school for your child?” We have been humbled by the willingness of school and community leaders to engage

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<sup>40</sup> <https://www.aecf.org/>.

<sup>41</sup> [http://www.doe.nv.gov/News\\_Media/Press\\_Releases/2018/Nevada\\_Board\\_of\\_Education\\_Finalizes\\_Read\\_by\\_Grade\\_3\\_Promotion-Retention\\_Decision\\_Making\\_Criteria/](http://www.doe.nv.gov/News_Media/Press_Releases/2018/Nevada_Board_of_Education_Finalizes_Read_by_Grade_3_Promotion-Retention_Decision_Making_Criteria/).

<sup>42</sup> <https://www.act.org/content/dam/act/unsecured/documents/cccr2017/Nevada-CCCR-2017-Final.pdf>.





with us. Highlights of written and oral feedback from our tabling events, community information sessions, and field canvassing, and explanation of its impact on school design, are provided below.

### Community Feedback - Analysis and Impact

Question Asked	Illustrative Feedback of Trending Responses	Analysis and Impact on School Design
What is most important to you when choosing a school for your child?	"Education, curriculum, and teaching style." <sup>43</sup>	We prioritize the temporal and staffing resources needed to ensure high-quality teaching and learning across the school. We dedicate 30 full days and 3 hours per week to teacher development to ensure they can deliver highly effective daily lessons. We will invest in a two-teacher model during phonics and intervention and prioritize meeting the specific needs of all students through the use of iReady's blended learning intervention program. For more detail on PD, curriculum, and blended learning, as well as the budgetary details that support each.
Are you satisfied with the current education options for children?	"I wish the schools had more stuff for them to do. There is no sports. They took away art. They need other stuff too." <sup>44</sup>	As a college preparatory school, we are committed to offering a rigorous, high-quality academic program that meets the needs of all scholars and prepares them for success throughout the remainder of their academic career. We recognize the limitation our small school model poses and how that may impact the number of programs we provide. To aid in filling in the gap, we plan to work with the Boys and Girls Club at Agassi campus to ensure our scholars have access to after-school programming and extracurricular programs and sports such as flag football, soccer, and basketball.
Is your child's participation in community enrichment important to you?	"I would want my child to be able to help the community we live in. I think it is important and I think it will help him be a better person." <sup>45</sup>	Our model is built around scholars developing leadership skills and qualities that propel them into a life of success. Our mission is inclusive of community enrichment as we believe that leadership begins with transformation of our own backyard. Guided by charter development coursework that teaches students our leadership values – <b>Ambition, Scholarship, Partnership, Integrity, Resourcefulness, and Enthusiasm</b> – students will demonstrate leadership through service. Scholars participate in bi-weekly community enrichment to ensure we are driving towards our mission of making our community a better place.
What types of enrichment programs are important to you as a parent?	"I want my child to have art and music...and be exposed to other things through like field trips." <sup>46</sup>	Cultivating a high-quality learning experience for students is inclusive of enrichment courses and exposure to new experiences through the use of field trips. Our enrichment program is inclusive of physical education, art, financial literacy.. Student will attend monthly field trips to destinations such as museums, the Hoover Dam, the Las Vegas Zoo, the Shark Reef and more.
What is the most important factor	"Helping my child with what they personally need." <sup>47</sup>	Our academic program prioritizes intensive individualized supports. With 180 minutes of literacy instructional time and 105 of math, 165 minutes is done in small group with

<sup>43</sup> Quote from a survey submitted through our website on April 17, 2019 from a member of the North Las Vegas community.

<sup>44</sup> Quote from a survey submitted on our website on March 26, 2019 from a community member living in 89106.

<sup>45</sup> Quote from a tabling event at the Boys and Girls Club on April 15, 2019.

<sup>46</sup> Quote from a community member during a field canvassing event in 89106 on February 8, 2019.

<sup>47</sup> Quote from a tabling event at the Boys and Girls Club on April 17, 2019.



in student learning?		students having direct access to teachers with an 9:1 student to teacher ratio. Scholars participate in 45 minutes of daily targeted intervention in a student teacher ratio of no more than 5:1 and practice review skills through 45 minutes of blended learning that assess the specific needs of each scholar and prepare virtual lessons to target those needs. All data is tracked through teacher observation, exit tickets, weekly quizzes, and unit and interim assessments, on a 6 to 8 week cycle. At the end of the 6 to 8 weeks, teachers and the leadership team determine next supports for each student.
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As detailed here, in community engagement trackers, as well as Letters of Support, our partnership with families and the larger community began, and continues, with gathering meaningful input on the proposed school design. Thus far, our Founding Team has engaged in over 150 conversations about the details of the charter proposal for Las Vegas Collegiate, and has engaged families in discussions on the hopes and dreams they have for their children. We believe that outreach to and recruitment of students and parents most at risk of not being able to fully participate in school choice – families who do not speak or read English well, at-risk students and parents in low-income areas, and families that traditionally may be unaware of their options due to economic circumstances—is especially important and we have engaged the community through multiple venues.

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

The Founding Team recognizes the need to build a school that compliments the strengths of the community and addresses its needs. This understanding was built through a team tour of the community led by a member of the Historic West Side Board, over 150 meetings with community leaders and organizations, volunteer activities at the Boys and Girls Club at Agassi campus, 7 field canvassing events, 3 tabling outreach events, being featured on the local 88.1 radio station, and 82 survey submissions through our website. Post-authorization, prior to opening, we will maintain our practices of gathering feedback through information sessions and field canvassing. Post-opening, after families have accepted a seat for their child(ren), they will be engaged through regularly scheduled parent involvement events and activities. Research shows a strong correlation between home visits and student success<sup>48</sup>; we will begin our partnerships with families before school begins by conducting home visits to get to know families better and learn shared expectations. During this meeting, the School Leader will take the opportunity to share more about the culture of excellence that expected at Las Vegas Collegiate and detail to parents their role in their child’s success as a Las Vegas Collegiate scholar. This meeting will also allow the School Leader to conference with families about the student’s academic and personal needs and goals. The School Leader will take the approach of a listener, giving families the opportunity to share thoughts, opinions, and feedback. As the school year begins parental involvement will be inclusive of yearly orientation, monthly cafecitos and/or parent celebration events, and academic workshops to help parents help their student(s).

### Family Engagement - Activities Outline

Activity	Description
Annual Family Orientation	Parents will be invited to annual orientation sessions in the summer to give them a preview of the year to come. To meet the varying needs of families, we will hold 3 meetings at various times with make-up sessions available.

<sup>48</sup> <https://www.npr.org/sections/ed/2015/08/26/434358793/knock-knock-teachers-here-the-power-of-home-visits>



Annual College Night	As a college prep school, we will ensure the celebration of colleges from across the country, inviting alumni of similar demographic background to speak and share their experiences with families and students in an annual college night, while celebrating scholar success toward the mission of college graduation.
Monthly Cafecitos	Hosted by the Executive Director, Cafecitos are informal gatherings to share coffee and pastries, discuss topics of interest, learn about current curricular focuses, and celebrate school progress and achievement. All parents and members of the greater community are welcome to attend as our goal is to create an additional avenue for parent feedback and ideas.
Donuts w/Dad Muffins w/Mom	Twice per year we celebrate parents/guardians/grandparents by inviting moms and dads, foster parents and grandparents for an honoring and inclusive breakfast to show our appreciation and gratitude for their commitment to their child's academic and life success.
Academic Nights	Every other month parents will be given the opportunity to participate in an academic zoom-in night on how to help their scholar be successful in each class. Content topics covered will include STEAM, math, literacy, and homework help.

(3) Describe your plan for engaging parents/families in the life of the school, in addition to any proposed governance roles related to students' parents/guardians. Explain the plan for building family-school partnerships that strengthen student support and academic outcomes and how the school will encourage parental involvement. Describe any expectations for parent volunteering.

According to the *Journal of Educational Research*, parent involvement increases academic achievement, decreases absenteeism, creates a valuable source of volunteer support, political support, and can increase teacher efficacy, and a student's social development skills.<sup>49</sup> In alignment with this research and aligned with the proven practices of schools such as Purpose Preparatory Academy Charter School in Nashville<sup>50</sup> and Equitas Academy Charter Schools in Los Angeles<sup>51</sup> we prioritize building early and meaningful engagement with families. At Las Vegas Collegiate, we believe in proactively engaging families to build a strong partnership as we know the role families play in student success.<sup>52</sup> We understand parents to be our partners and are grounded in the belief that it takes a village to successfully prepare a child to lead a life of opportunity and success. We believe that work begins with strong, clear, communication that is transparent. We proactively engage families in discussions about school practices such as academic expectations, behavioral expectations, and how they can support their scholar through supporting the school. Because of our unwavering belief in parent communication, we have a semi-annual parent survey and monthly cafecitos – an informal gathering of parents to openly discuss topics of interest, share feedback, learn about current culture and academic focuses, and celebrate progress and achievement - with the School Leader to allow all parents the opportunity to have their voice heard through different platforms. We recognize language barriers and will ensure all materials have Spanish translation and prioritize having someone available at the monthly cafecitos to translate for non-English speaking families. Outlined below is our family engagement calendar of events.

Family Engagement Events: 2020-21	
<b>April - July</b>	Home visits
<b>June</b>	25 <sup>th</sup> - Family Orientation #1
<b>July</b>	22 <sup>nd</sup> & 23 <sup>rd</sup> - Parent Orientation #2 & #3
<b>August</b>	20 <sup>th</sup> - Cafecito (Every third Thursday)

<sup>49</sup> Pena, D. (2000). "Factors affecting parent involvement in school." *The Journal of Educational Research* 94(1), 29-54. Retrieved from <https://www.ernweb.com/educational-research-articles/factors-affecting-parent-involvement-in-school/>.

<sup>50</sup> Purpose Preparatory Academy educates 96% Black, 83% free/reduced lunch qualifying students and ranks within the top 5% of all Tennessee schools. <https://www.purposeprep.org/our-results>.

<sup>51</sup> Equitas Academy educates 98% Hispanic, 94% free and reduced lunch qualifying students and has 61% Math and ELA student proficiency rates – more than 20 percentage points higher than the district.

<sup>52</sup> <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>.



	26 <sup>th</sup> - Parent Teacher Conferences
<b>September</b>	17 <sup>th</sup> - Cafecito (Every third Thursday) 24 <sup>th</sup> - Family Literacy Night & Progress Reports
<b>October</b>	15 <sup>th</sup> - Cafecito (Every third Thursday) 21 <sup>st</sup> - Parent Teacher Conferences/Report Cards & End of Quarter Academic Celebration
<b>November</b>	12 <sup>th</sup> - Muffins with Mom/Donuts with Dad 19 <sup>th</sup> - Cafecito (Every third Thursday) & Homework Workshop
<b>December</b>	4 <sup>th</sup> - Parent Survey #1 & Progress Report 16 <sup>th</sup> - Family Holiday Arts Celebration 17 <sup>th</sup> - Cafecito (Every third Thursday)
<b>January</b>	20 <sup>th</sup> - Parent Teacher Conferences/Report Cards & End of Quarter Academic Celebration 21 <sup>st</sup> - Cafecito (Every third Thursday) 28 <sup>th</sup> - Family Math Night
<b>February</b>	11 <sup>th</sup> - Muffins with Mom/Donuts with Dad 18 <sup>th</sup> - Cafecito (Every third Thursday) 19 <sup>th</sup> - Progress Reports
<b>March</b>	18 <sup>th</sup> - Cafecito (Every third Thursday) 24 <sup>th</sup> - Parent Teacher Conferences/Report Cards & End of Quarter Academic Celebration
<b>April</b>	15 <sup>th</sup> - Cafecito (Every third Thursday) 22 <sup>nd</sup> - College Night 23 <sup>rd</sup> - Parent Survey #2 & Progress Reports
<b>May</b>	20 <sup>th</sup> - Cafecito (Every third Thursday) 26 <sup>th</sup> - End of Quarter Academic Celebration & End of Year Celebration

While we believe in parents' individual opportunity to voice their opinions and share feedback, we will also engage our families through a parent ambassador group called It Takes a Village ("ITAV") that we will began gathering prior to opening. ITAV is a group of family ambassadors dedicated to strengthening the school community and culture through parental involvement. Our ambassadors will contribute to the school's success prior to opening by work directly with the Executive Director to help inform school systems, procedures, and routines, completion of the Student and Family Handbook including school discipline policies, uniform requirements, and community engagement initiatives. When the school begins operations, ITAV Family Ambassadors will assist with student recruitment efforts, fundraising, and organizing parent volunteers. Serving as a Collegiate Family Ambassador is strictly a voluntary position and there are no requirements to join. There is also no cap on the number of members who can participate. Our goal is to have constant, proactive communication with families to ensure they understand our efforts and practices and share in our commitment to excellence and high academic achievement for all. We encourage and welcome volunteer partnership of parents and will provide ample opportunities to provide assistance. Families may support by aiding with clerical work or supporting teacher needs such as restocking supplies and materials. Our parent involvement plan is inclusive of belief statements about parent engagement, goals to ensure a successful connection between parents and the school, as well as action steps that operationalize that belief and those goals. However, we will not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to the school.

*(4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or*



*individuals that will enrich student-learning opportunities. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.*

The Founding Team has done extensive work building community partnerships that will aid in our success as we move into student matriculation. Detailed below are the national and local community partnerships we have begun to build and expect to maintain through opening. This list is inclusive of community organizations, businesses, and friends of the school who are unofficial partners in the work but have demonstrated commitment to aiding the success of Las Vegas Collegiate scholars and provided a letter of support on our behalf.

### Community Partners - Relationship and Benefits

Community Partners	
Partner	Relationship Description
The Achievement Network (ANet) <sup>53</sup>	ANet is a national nonprofit with mission to improve student learning by supporting great teaching grounded in standards, shaped by data, and built upon practices of effective educators across the country. ANet has provided materials and resources that informed the development of our data elements and practices to ensure the implementation of data driven instruction. Upon the opening of the school, ANet will partner to provide coaching and development around data driven instruction and outcomes.
The Boys and Girls Club (BGC) <sup>54</sup>	BGC has mission to enable young people to reach their full potential. As they are transitioning to next phase of optimization in the organization, BGC leaders have expressed commitment to partnership with us by aiding with after-care support, extracurricular activities, and discussions of lending mental health services.
Building Excellent Schools (BES) <sup>55</sup>	BES is a national non-profit with mission to train high capacity leaders to design, found, and lead high performing urban charter schools. Lead Founder and proposed Head of School Bianté Gainous was trained in development of all school design, governance, operations, finance, and more. Las Vegas Collegiate will remain in partnership with BES through the participation in Follow On Support that includes personal coaching for the school leader and board during the start-up year and first two years of operation.
EdTec <sup>56</sup>	EdTec is a financial services business that provides operational support, business insights, and performance analyses to promote effective decision-making. We have partnered with EdTec since January 2019 on budget development and their expertise has informed the financial elements of this proposal. EdTec will serve as back office support when the school opens, providing assistance with finances and human capital.
Opportunity 180 (O180) <sup>57</sup>	O180 is a nonprofit organization whose mission is to add more high-quality public school seats in neighborhoods of the greatest need. O180 has provided guidance and support throughout the design phase of Las Vegas Collegiate and has aided in community connections. O180 has pledged funding support of \$100,000 for start-up costs. Once open, O180 will continue to provide support for community engagement and resources to support the families we serve.
Teach For America (TFA) <sup>58</sup>	TFA is a nonprofit that trains and supports new teachers to lead successful urban classrooms. TFA will aid in the recruitment of effective teachers and support with their growth and development through instructional coaching.

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

<sup>53</sup> <https://www.achievementnetwork.org/>.

<sup>54</sup> <https://www.bgca.org/>.

<sup>55</sup> <https://buildingexcellentschools.org/>.

<sup>56</sup> <https://edtec.com/>.

<sup>57</sup> <https://opportunity180.org/>.

<sup>58</sup> <https://www.teachforamerica.org/where-we-work/las-vegas>.



Las Vegas Collegiate chose to target the Historic West Side because of the educational challenges parents and families are faced with and have been faced with for generations, in pursuit of bringing a proof point to the community that regardless of race, creed, economic status, or any other demographic, proves that all students can achieve when given the proper resources and supports. Community relationship, understanding, and commitment is critical to work and mission success. The Founding Team is comprised of several members that either have a direct relationship with the Historic West Side community via childhood or work connections or an understanding based on experiences and connections with communities of similar demographics, - i.e. the Lead Founder has years of experience working in the Baltimore City community that is more than 70% minority, has an unemployment rate of 11.8%, \$42,000 median household income, and only 30% of people have acquired a college or advanced degree<sup>59</sup>. Together we have engaged and learned from the community, participating in community tours given by the Historic West Side Board, researching and reading text such as *Storming Caesar's Palace*<sup>60</sup> – a text about a group of Black mothers from the Historic West Side who organized the communities first clinic, library, nutrition programs, senior citizen housing, job placement program, and entrepreneurship training - frequently connecting with community stakeholders to gain insight, spreading awareness and soliciting survey feedback through radio features, and continually holding community tabling events to gather family feedback.

*(6) Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the group is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.*

The cultivation of our mission, vision, and model has been supported by the national nonprofit Building Excellent Schools (BES). Lead Founder Ms. Gainous participated in an intensive yearlong BES Fellowship inclusive of training and support on programmatic design, operational design, governance and accountability, and school leadership. Las Vegas Collegiate has committed to maintaining a relationship with BES for the next three years through participation in Follow On Support, which is a school leader coaching model that will support the strong launch of Las Vegas Collegiate and continued school leadership development and school supports for optimal academic and organizational success into and across school start-up and the first two years of operation.

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<sup>59</sup> [http://planning.baltimorecity.gov/sites/default/files/2a\\_City%20Profile%20-%203.30.16\\_0.pdf](http://planning.baltimorecity.gov/sites/default/files/2a_City%20Profile%20-%203.30.16_0.pdf)

<sup>60</sup> Orleck, A. (2005). *Storming Caesars Pala: How Black mothers fought their own war on poverty*. Boston: Beacon Press.