



CIVICA

NEVADA

CAREER & COLLEGIATE ACADEMY

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Narrative

1. SPCSA Charter Proposal Cover Sheet

*Identify the **primary point of contact** for your Committee to Form. 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 Committee to Form 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: Carlos O. Alvarez

Mailing address:

Street/PO Box: 2590 West 76 Street

City: Hialeah State Florida Zip 33016

Phone Number: day (305) 362-4006 evening _____

Fax Number: (305) 362-7006 Email: calvarez@coheaedu.com

Name of team or entity applying: CIVICA Nevada Career & Collegiate Academy

- ☐ 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.

CIVICA Nevada is replicated after the highly successful COHEA Charter School located in Hialeah, Florida. CIVICA Collegiate and Career Academy will offer K-12 students in Nevada a quality and life-changing educational experience through a seamless college preparatory curriculum with an emphasis on preparedness for careers and post-secondary education attainment. Students in upper grades will experience this emphasis hands-on as they participate in CTE-style coursework and enlist in one of several Career Academy pathways at the School. CIVICA NV is committed to setting an environment that strives for academic achievement, develops character and maintains the goal of preparing students to serve and give back to their community.

Mission: CIVICA provides a high-quality, rigorous, and career-oriented education that will prepare students for successful progression into college and career pathways.

Vision: Students will strive for academic achievement, character development, and will serve and give back to their community.

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

1. A committee to form a charter school must consist of:

(a) One member who is a teacher or other person licensed pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;

(b) One member who:

(1) Satisfies the qualifications of paragraph (a); or

(2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and

(d) Two members who possess knowledge and expertise in one or more of the following areas:

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:

(a) Members of the general public;

(b) Representatives of nonprofit organizations and businesses; or

(c) Representatives of a college or university within the Nevada System of Higher Education.

3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.

4. As used in subsection 1, "teacher" means a person who:

(a) Holds a current license to teach issued pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and

(b) Has at least 2 years of experience as an employed teacher.

Ê The term does not include a person who is employed as a substitute teacher.

Names, roles, and current employment of all persons on the committee to form (add lines as needed). Note that the Committee to Form may be different than the proposed Governing Board:

Full Name	Current Job Title and Employer	Position with Proposed School
Carlos Alvarez	Principal, COHEA Charter School	Committee to Form Board Member
David Salmon	Attorney, David Salmon & Associates	Committee to Form Board Member
Sen. Dallas Harris	Senator, Nevada State Legislature	Committee to Form Board Member
JC Flowers	Vice President, Nevada Health Centers	Committee to Form Board Member
Jessica LeNeave	Principal, Pinecrest Academy	Committee to Form Board Member
Laura Doroteo	Office Aide, Mater Academy of Nevada	Committee to Form Board Member
Raymond Fraser	Branch Executive, YMCA (Skyview)	Committee to Form Board Member

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
CO	Weld County School District RE-5J, Johnstown-Milliken	CIVICA Colorado	September 1, 2019	March 2020
NV	Nevada State Public Charter School Authority	Alaka'i Heritage Academy	July 15, 2019	March 2020

Does this Committee to Form, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2019-20 or 2020-21 school years? ☒ Yes ☐ No

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

Proposed School Name	City	State	Opening Date
Pinecrest Academy of Northern Nevada	Reno	NV	August 2020
Doral Academy of Idaho	Meridian	ID	August 2020
Pinecrest Academy of Idaho	Twin Falls	ID	August 2020
Mater Academy of Nevada (East Campus)	Las Vegas	NV	August 2020

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
CIVICA Nevada Career & Collegiate Academy	2021-2022	K-7	K-12

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

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	100	125	125	125	125	125
1	100	100	125	125	125	125
2	75	100	100	125	125	125
3	75	100	100	125	125	125
4	50	75	100	100	125	125
5	50	50	100	100	100	125
6	60	120	120	150	150	150
7	60	60	120	120	150	150
8	-	60	60	120	150	150
9	-	-	60	120	120	150

10	-	-	-	60	120	120
11	-	-	-	-	60	120
12	-	-	-	-	-	60
Total	570	790	1,010	1,270	1,475	1,650

Proposed Location

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

Campus Location	County	Zip Code(s) to be Served by School
Adjacent to Maya Cinemas (2195 Las Vegas Blvd N, North Las Vegas, NV 89030)	Clark County	<ul style="list-style-type: none"> • 89030 • 89032 • 89101 • 89106 • 89110 • 89115


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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the EMO/ESP:	<i>Academica Nevada</i>

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

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

Applicant Certification:

Signature  Date 01/09/20

Carlos O. Alvarez
Printed Name:

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

2. Executive Summary

4 Page Limit

(2) Provide a brief overview of your proposed school, including:

(a) An overview of the mission and vision for the school

Mission Statement

CIVICA provides a high-quality, rigorous, and career-oriented education that will prepare students for successful progression into college and career pathways.

Vision Statement

Students will strive for academic achievement, character development, and will serve and give back to their community.

(b) Proposed model and target community

Proposed Model

CIVICA Nevada Collegiate and Career Academy (CIVICA NV) is a replication of the highly successful COHEA Charter School located in Hialeah, Florida for the middle and high school grade levels. As COHEA only includes middle and high school grades, CIVICA NV is creating an elementary program modeled after the best practices of Mater Academy of Nevada, which has had success with a similar population demographic for the elementary grade levels. CIVICA NV will offer K-12 students in Nevada a quality and life-changing educational experience through a seamless college preparatory curriculum with an emphasis on preparedness for careers and post-secondary education attainment. Students in upper grades will experience this emphasis hands-on as they participate in CTE-style coursework and enlist in one of several Career Academy pathways at the School. CIVICA NV is committed to setting an environment that strives for academic achievement, develops character and maintains the goal of preparing students to serve and give back to their community.

The proposed innovative K-12 Career and Technical Education Exploration Pathways will offer students opportunities in the elementary and middle school years through a focus on STEM education which will lead directly into college and career exploration and internships in the upper school through the following academies in: 1) Health Sciences; and 2) Law, Public Safety, Corrections and Security. CIVICA NV will matriculate students from elementary and middle school to high school, providing innovative and challenging course work to diverse student populations who are traditionally at risk academically. CIVICA NV students will be prepared for college and career with industry-recognized skills to support Nevada's trade and industry development and STEM career expansion.

Target Community

CIVICA NV's target community will primarily be students and families living in the city of North Las Vegas. Specifically, CIVICA NV intends to construct a facility near the North Las Vegas City Hall, adjacent to the already existing Maya Cinemas. At this location, CIVICA NV would be serving the following ZIP codes: 89030, 89032, 89101, 89106, 89110, and 89115. Demographic data from all public schools within a 3-mile radius of CIVICA NV's proposed location display an ethnically diverse student population, as follows: Asian: 2%, Black/African-American: 22%, Hispanic/Latino: 67%, Multi-Racial: 3%, Native Hawaiian/Pacific Islander: 1%, and White: 6%.

Additionally, CIVICA NV's anticipates serving a student population where 12% are on an Individualized Education Plan (IEP), 34% will be English Learners (EL) and 95% will qualify for free/reduced lunch services (FRL). Students in the target community also struggle academically with the education choices that are currently available to them. 2018-19 SBAC results found that only 27% of the targeted community achieved proficiency on the Mathematics portion of the assessment, while only 37% achieved proficiency on the Reading portion. On the Nevada Science CRT assessment, only 14% of students achieved proficiency. Lastly, more than 21,000 students attending public schools in CIVICA NV's target community currently attend either a 1- or 2-Star School.

(c) The outcomes you expect to achieve

CIVICA NV aims to prepare all students for post-secondary studies and careers through hands-on experience, community partnerships, and state-of-the-art technologies essential for students to become successful scholars, professionals, future leaders, and contributing members of the 21st Century global community. CIVICA NV students will be able to participate in internships, job shadowing, and comprehensive STEM workforce programs in a K-12 CTE exploration pathway. To that end, establishing the elementary and middle school STEM focus will be the gateway to the high school CTE programs of study. The STEM programs of study will lay a strong foundation and increase student access to rigorous coursework to produce meaningful and lasting effects therein, preparing students for the CTE exploration pathways.

CIVICA NV also expects to increase academic achievement and realize its vision through a rigorous career-oriented curriculum, character development, and creating a permanent sense of community service. The goals set forth in CIVICA NV's application focus on student growth both on an individual and group basis. CIVICA NV has identified two overarching academic goals:

- Student success in English Language Arts/Literacy, Math, and Science
- Demonstration of at least one (1) year of growth in Reading and Math annually with the ultimate goal of meeting and exceeding proficiency in the core curriculum

As a school, CIVICA NV is committed to achieving the following outcomes:

- Delivering increased learning opportunities for all students, by providing a challenging curriculum within a nurturing and quality learning environment;
- Expecting and encouraging that all students will realize their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies;
- Matching or surpassing the average student academic performance of the local district in all required state accountability tests, (e.g. SBAC, CRT Science, ACT);
- Seeking out, establishing, and maintaining sound, mutually beneficial partnerships with local higher education and civic institutions to provide a wide array of educational opportunities outside of the immediate classroom; and,
- Creating leadership opportunities for students at all levels.

(d) The key components of your educational model

The core of CIVICA NV is to provide an innovative K-12 career exploration pathway founded on high standards of student achievement. Through the delivery of a rigorous and relevant curriculum, with an emphasis on mastery of the content of core academic areas (language arts, math, science, history, and the arts), students attending CIVICA NV will feel safe to take educational risks to develop into individuals who are ready for lifelong challenges in college, career, and community.

CIVICA NV believes that all students can and will learn, and that equitable, high-quality education should be sustained at all schools. Additionally, CIVICA NV will operate on the belief that students will work up to the expectations that are set, thus setting nothing less than high expectations is the only appropriate standard. Additional components of CIVICA NV include, but are not limited to, the following:

- Ownership – All stakeholders (students, parents, board members, community) involved in the education process
- Culture – High expectations, student leadership, sense of belonging, character development, ethical behavior, sense of responsibility and accountability
- Community Partnerships – Establishing partnerships with local businesses, educational institutions, government entities for the benefit of students
- Rigorous Curriculum – College awareness/career preparation, AP opportunities, dual enrollment courses, student centered instruction
- Continuous Evaluation and Improvement – Educational program driven by the mission and vision, responsibility aligned with accountability
- Growth Mindset – Students set goals according to their individual abilities and needs
- Teaching Methods, Principle and Essential Components – Through data-driven decision making, differentiated instruction and intervention, and utilizing best practices from successful schools with similar demographics.

(e) The values, approach, and leadership accomplishments of your school leader or leadership team

CIVICA NV's Committee to Form possesses the qualities and experience necessary to open and govern a successful charter school. Cumulatively, their qualifications and experience include, but are not limited to: budgeting and financial monitoring, cultivating community relationships, legal, business management, education, charter school start-up, employee acquisition and retention, community engagement, and business development, among others.

CIVICA NV's Committee to Form has also identified a strong school leader in Mr. Jose Herrera. Mr. Herrera believes in an integration of K-12 CTE Exploration Pathways and a culturally responsive approach to learning. Furthermore, he has demonstrated the following experience and skills:

- Engaged the target community in marketing efforts.
- Shown alignment and commitment to the School's mission and vision.
- Provided leadership and direction to instructional and non-instructional staff.
- Supervised and observed instructional practices in the School, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hired, evaluated, and terminated staff.
- Administered K-8 scheduling, enrollment, and curriculum.
- Provided formal and informal reports to the Board and charter entity.
- Implemented and followed policies and procedures.
- Provided a safe environment for learning.

Mr. Jose Herrera is a proud and passionate educational leader who was raised in inner city Las Vegas and is an alumnus of the Clark County School District. He embraces the community that provided hope and fostered his love for education and is dedicated to fulfilling CIVICA NV's mission and vision.

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

One of the governing board members of the proposed school, Carlos Alvarez, has served as Principal of the COHEA school in Florida for the past 11 years. Mr. Alvarez is a highly experienced professional and possesses the expertise in areas of curriculum, assessment, finance, law, school management, and governance to be able to replicate within the CIVICA network.

CIVICA NV has connected a strong group of community members, educators, and partners to contribute to the School's success. Partnerships with COHEA located in Florida will support and guide the many facets of this K-12 CTE Exploration Pathways school. CIVICA NV has also established partnerships with the following community organizations: ACE Foundation, All Uniform Wear, Arthur & Joyce Malnum (Retired Educators in Idaho and Nevada), BEAM For Kids, Children's Orchard, CSN, Creative Kids Learning Center, CSAN, David Salmon & Associates, Discovery Church, Garden Farms, Gravady, GRIT, Intellatek, JennLynn Photography, Kinderland Café LTD, KUMON, Mathnasium, Maya Cinemas, Nevada Health Centers, North Las Vegas City Office, School Support Staff, SeaQuest, Smarty Pants Preschool, Smiths, Special Education Support Staff, LLC, TechBrainiacs, Technicoat, Tutoring Club, UNLV, College of Education, Valor, and the YMCA, among others.

CIVICA NV has also received written support from:

- Senator Keith Pickard, Esq., *Nevada Senate District 20*
- John J. Lee, Mayor of City of North Las Vegas

Additionally, CIVICA NV will seek additional support through grant funds, including, but not limited to: CTE (Career and Technical Education) grants; 21st Century Community Learning Center grants; Nevada Consolidated Grants (College and Career Readiness, STEM, Advanced Placement (AP), Dual Credit, and Work Based Learning (WBL)); Title I, II, and III; SB467 (ZOOM); AB309; and School Safety Account among others.

3. Meeting the Need

TARGETED PLAN

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

As a public charter school, CIVICA NV is open to all residents in the state of Nevada. However, the School's identified community will primarily focus on serving families in the city of North Las Vegas. Specifically, CIVICA NV intends to construct a facility near the North Las Vegas City Hall, adjacent to the already existing Maya Cinemas. Please see **Image 3-1** below:

Image 3-1: Proposed Site Location

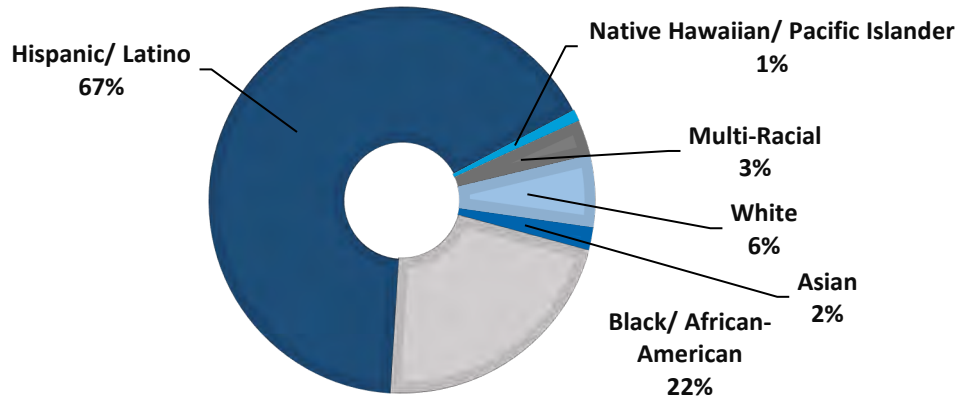


Within a 3-mile radius of this location, CIVICA NV would serve families from the following ZIP codes: 89030, 89032, 89101, 89106, 89110, and 89115.

In order to understand CIVICA NV's targeted population more in depth, the committee to form (CTF) has examined student ethnicity demographics as well as academic achievement data from schools within a 3-mile radius of our proposed school facility site. We anticipate the actual student body will reflect these findings once the School opens. Data from public schools within our targeted population was obtained through the Nevada Report Card website.¹ Results were then averaged together to produce the findings shown below:

¹ Nevada Report Card. *Nevada Department of Education*. "Data Interaction for Nevada Accountability Portal". URL: [Nevada Report Card](#). Last accessed November 2019.

Chart 3-1: Ethnicity Demographics of Surrounding Schools



As demonstrated in **Chart 3-1**² above, we anticipate serving a student population that is 2% Asian, 22% Black/African-American, 67% Hispanic/Latino, 3% Multi-Racial, 1% Native Hawaiian/Pacific Islander, and 6% White. Additional data obtained from these same schools also demonstrated a population with a variety of backgrounds and needs.

As presented in **Table 3-1**, we anticipate that approximately 12% of our students will be on an Individualized Education Plan (IEP) while 34% will be English Learners (EL).³ Furthermore, we expect that roughly 95% of our students will qualify for Free/Reduced Lunch (FRL) services.

Table 3-1: Projected Special Student Subgroups (Surrounding Schools)

	IEP	EL	FRL
<i>All ZIP Codes</i>	<i>12%</i>	<i>34%</i>	<i>95%</i>
89030	12%	37%	96%
89032	13%	18%	87%
89101	10%	40%	89%
89106	13%	23%	98%
89110	12%	51%	94%
89115	13%	37%	100%

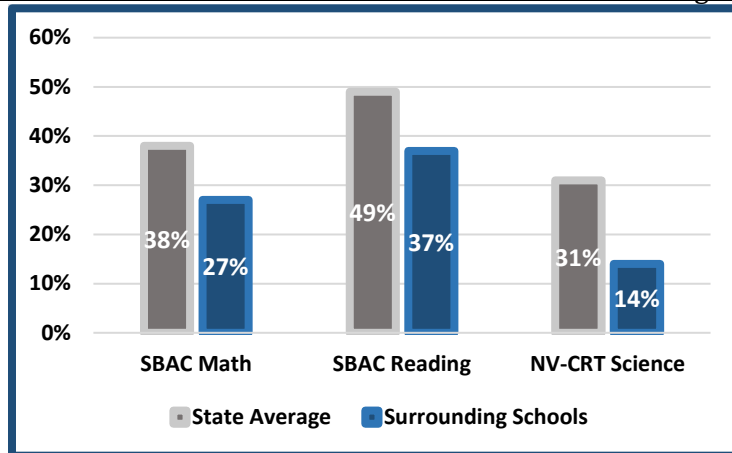
These findings present an ethnically diverse targeted population encompassing a variety of needs. These needs are further proven when one examines the educational achievement of students in the surrounding area. Student achievement data from these same surrounding schools demonstrates a need for the community to have access to a school, which will provide all its students a quality education.

² Results for the ethnicity category of “American Indian/Alaskan Native” were found to be less than 1% and were therefore not included in the chart above.

³ Nevada Report Card, *Data Interaction Portal*. Data from our Targeted Surrounding Schools displayed here and throughout the application are the averages of all grades for all schools within a 3-mile radius of CIVICA Nevada’s proposed location. A list of these schools and their corresponding data is available upon request.

2018-19 SBAC results found that only 27% of the overall⁴ targeted community achieved proficiency on the Mathematics portion of the assessment, while only 37% achieved proficiency on the Reading portion. On the Nevada Science CRT assessment, only 14% of students achieved proficiency. (Please see **Table 3-2**⁵ below).

Chart 3-2: 2018-19 EOY Assessment Results for Surrounding Schools



As demonstrated above, schools in CIVICA NV's targeted area consistently underperformed in all subjects, with lower proficiency percentages than the state in those same subjects. While these results represent the average of these surrounding schools across all grade levels, these educational outcomes actually decrease when disaggregated by special student subgroups. Please see **Table 3-2**⁶ below.

Table 3-2: 2018-19 SBAC Results – Disaggregated by Special Subgroup

	Math	Reading	Science
<i>All Students</i>	27%	37%	14%
<i>IEP Students</i>	7%	9%	3%
<i>EL Students</i>	14%	14%	1%
<i>FRL Students</i>	26%	36%	13%

Furthermore, this academic need is evident in the ZIP codes that CIVICA NV intends to serve. Each of the ZIP codes of CIVICA NV's target area aligns to the Nevada State Public Charter School Authority's definition of "Academic Need" as outlined in the recent *2019 Academic and Demographic Needs Assessment*;⁷ or otherwise being a ZIP code which contains one or more 1 or 2 star schools.

Within the 3-mile radius of CIVICA NV's proposed site a total of 40 public schools were examined ranging from the elementary to the high school grade levels. Twelve of those schools are in ZIP code 89030, six from 89032, six from 89101, six from 89106, four from 89110, and six from 89115.

⁴ Elementary and Middle school results were combined for SBAC Reading and Math. Elementary, Middle, and High school results were combined for the NV-CRT Science.

⁵ Nevada Report Card.

⁶ Ibid.

⁷ [2019 Academic and Demographic Needs Assessment](#)

The following information listed below in **Table 3-3** includes only those schools within CIVICA NV's targeted area (or 3-mile radius) as demonstrated above, rather than all public schools located within the listed ZIP codes. Of the 40 public schools included within CIVICA NV's 3-mile radius, approximately 68% (27) are either 1- or 2-Star Schools, as identified by the current Nevada School Performance Framework (NSPF). This includes 21,708 students, across all grade levels, who currently attend underperforming schools.

Table 3-3: Targeted ZIP Codes and Star Ratings

Targeted ZIP Code	Total Number of Schools	Number of 1-2 Star Schools	1-2 Star School Enrollment	Number of 1-2 Star ES	Number of 1-2 Star MS	Number of 1-2 Star HS
89030	12	7	4,796	6	1	n/a
89032	6	5	3,546	3	2	n/a
89101	6	3	2,338	3	n/a	n/a
89106	6	5	3,648	4	1	n/a
89110	4	2	3,035	n/a	n/a	2
89115	6	5	4,345	4	1	n/a

The School's interest in serving our community, therefore, is twofold: 1) Provide a quality educational choice for families in our targeted ZIP codes, and 2) simultaneously meet the needs as described by the Nevada SPCSA's *Academic and Demographic Needs Assessment*. We, the Committee to Form, firmly believe in our proposal that CIVICA Nevada is the solution to these needs.

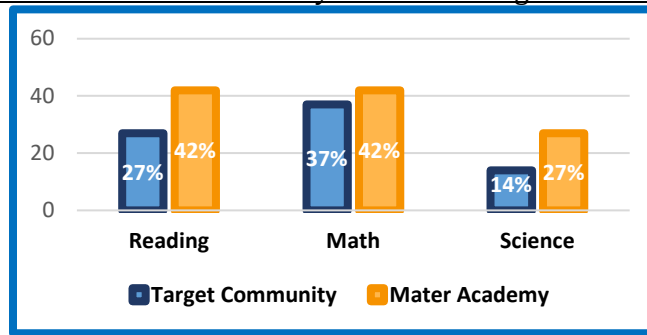
(2) Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

CIVICA NV will combine the best practices developed by the City of Hialeah Education Academy (COHEA) middle and high school programs and Mater Academy elementary schools in Nevada. In Hialeah, many of the Mater Academy elementary and middle school students successfully matriculate to the COHEA Florida school. By combining the two models, CIVICA NV will expose students to a program that addresses STEM workforce in a college preparatory environment, beginning in early elementary grades.

At the elementary grade levels (Kindergarten-5th Grade), CIVICA NV will model some of the best practices of Mater Academy of Nevada, which has demonstrated academic success with a similar student population. Mater Academy of Nevada opened its first campus in the fall of 2014 to a diverse population with approximately 300 students. Today, Mater Academy of Nevada (both Mountain Vista and Bonanza) serves over 2,000 students, with more than 78% Hispanic/Latino, 45% identified as English language (EL) students, and approximately 93% of students qualifying for Free/Reduced Lunch (FRL) services.

Despite the various needs of this student body, Mater Academy of Nevada's Elementary Grade levels have outperformed the CIVICA NV's target community in every subject level based on the state of Nevada's End-Of-Year assessments. Please see below in **Chart 3-3**:

Chart 3-3: Mater Elementary Grades vs. Target Community



Additionally, the most recent (2018-19) Nevada School Performance Framework ratings have shown that both of Mater’s elementary schools have received a 3- and 4-Star Ratings. Mater has further demonstrated their capacity and effectiveness with educationally disadvantaged students in closing the achievement gap in both English Language Arts as well as Mathematics.

The City of Hialeah Educational Academy (COHEA) first opened its doors in the fall of 2008 in the City of Hialeah, Florida, a suburb of Miami. From its early stages, the School has achieved numerous awards and recognitions. In 2011, the School earned a letter grade of “A,” and ranked among the top-performing public high schools in Miami-Dade County. It also received a School Recognition Award from the State of Florida and met Adequate Yearly Progress under the *No Child Left behind Act*. Most impressively, the School ranked in the top 25% in Proficiency (mastery) for all public high schools in Miami-Dade County in Math, and had the third highest score among all public high schools in Overall Learning Gains in Math.

Now, in its eleventh year of operation, the School has also received national recognition. These acknowledgements include being among Newsweek Magazine’s Best High Schools in 2013⁸, the U.S. News and World Report BEST High Schools Gold Award in 2018⁹, the Daily Beast’s 2014 list of top high schools in the U.S. and listed on the Washington Post’s 2016 list of “America’s Most Challenging High Schools.”¹⁰

Moreover, in consideration of the School’s high free/reduced lunch levels, the School was also ranked among the most transformative schools in the country. All of this while serving predominantly minority and economically disadvantaged students.¹¹ With the exception of its first two years of operation, the Florida Department of Education has frequently designated the School with a “B letter grade” or higher.¹² (Please see **Table 3-4**¹³ below).

Table 3-4: COHEA State School Grades

2019	2018	2017	2016	2015 ¹⁴	2014	2013	2012	2011	2010	2009
A	A	B	B	B	A	A	A	A	C	C

⁸ Newsweek. *2013 America’s Best High Schools*. URL: [newsweek](http://newsweek.com); last accessed November 2018.

⁹ U.S. News & World Report. *Best High Schools*. “City of Hialeah Education Academy”. URL: [US News](http://USNews.com); last accessed November 2018.

¹⁰ Mathews, Jay. *The Washington Post*. Education. “America’s Most Challenging High Schools, 2016.” (2016). URL: [washingtonpost](http://washingtonpost.com); last accessed November 2018.

¹¹ In 2018, the school projects over a 97% at-risk graduation rate. URL: hialeah.edu/academy ; last accessed November 2018.

¹² In Florida, “A” is the highest grade a school may achieve.

¹³ Florida Department of Education. *Accountability Reporting – School Grades*. (2018). URL: [Florida Department of Ed](http://FloridaDepartmentofEd.com); last accessed November 2018.

¹⁴ Informational Baseline Grade during the 2015 school year.

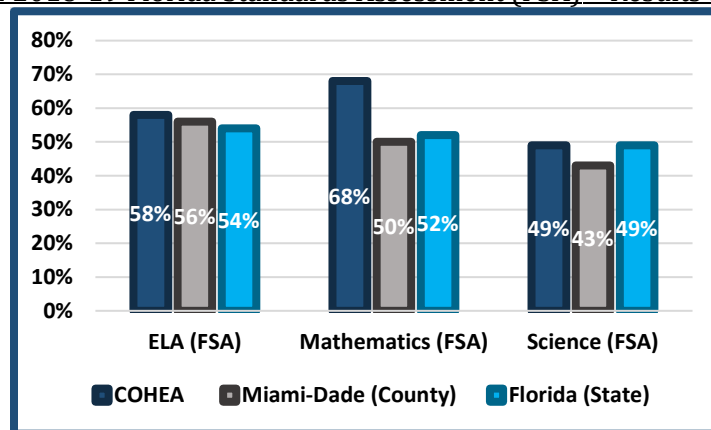
Modeled after this successful school from Florida, CIVICA NV will offer a cutting-edge and seamless college preparatory curriculum with an emphasis on students obtaining industry certifications aligned to their career pathways (CTE Academies). The School will feature a technology-rich environment where highly-qualified, certified instructors prepare students for employment within a multilingual work environment. CIVICA NV will create an environment that strives for academic achievement, develops character, and maintains the goal of preparing students to serve and give back to their community in the field of public service.

Student learning is a priority and part of the School's core philosophy. The underlying purpose of CIVICA NV is reflected in the following concepts:

- high expectations for students and teachers
- creative endeavors as an integral part of the growth and development of all students
- character development
- increasing self-images as learners
- parental involvement
- students who understand their learning styles and plan and monitor their learning
- students and teachers' accountability
- the concept that success breeds success

However, these state/national recognitions and components of educational philosophy are more than mere "buzzwords" and intriguing phrases. When it comes to student learning, the effectiveness of the COHEA model is most compelling when examining its student achievement data.

Chart 3-4¹⁵: 2018-19 Florida Standards Assessment (FSA)¹⁶ Results & Comparison



Based on the results from the statewide Florida Standards Assessments (FSA) for both English Language Arts (ELA) and Mathematics, COHEA outperformed its local county, Miami-Dade, as well as the state of Florida during the 2018-19 school year.

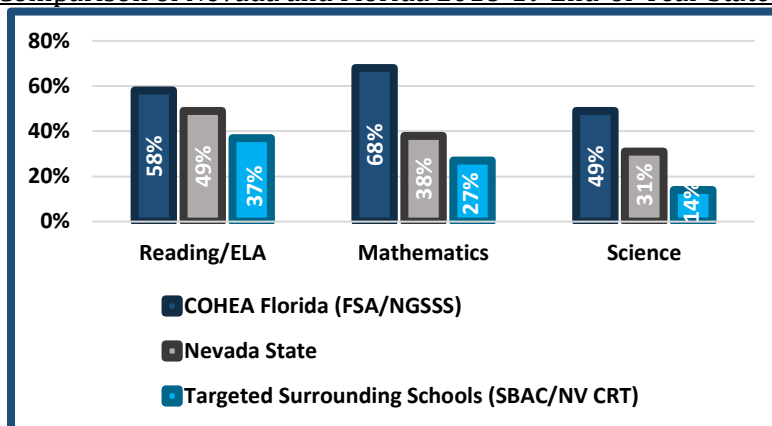
We firmly believe that the COHEA model would bring this same level of academic excellence to our students and families in North Las Vegas. When comparing both Nevada's and Florida's high-stakes

¹⁵ Florida Department of Education. *Accountability*. "PK-20 Education Information Portal." URL: [Florida Ed Stats](https://fldoe.org/data/accountability/); last accessed November 2019.

¹⁶ FSA results shown here, and throughout the rest of "Section 3: Meeting the Need", represent the percentage of students who achieved a Level 3 or higher on the Florida Standards Assessment in each subject area. For more information on the FSA or FSA achievement levels, please refer to the Florida Department of Education's website for the Florida Standards Assessments (URL: [Florida Department of Ed](https://fldoe.org/data/accountability/)); last accessed November 2019.

assessments for the 2018-19 school year, COHEA Florida outperforms schools in our target population in every tested subject area. (See **Chart 3-5**¹⁷ below):

Chart 3-5: Comparison of Nevada and Florida 2018-19 End-of-Year State Assessments



While the FSA and the SBAC are two different assessments, the results displayed in **Chart 3-5** still stand as evidence of the potential academic benefit CIVICA NV will have for our targeted area. This is particularly true due to the similarities in population demographics between COHEA Florida and our Targeted Surrounding Schools. (See **Table 3-5**¹⁸)

Table 3-5: Population Demographic Comparison

	Hispanic/Latino	FRL
Targeted Surrounding Schools	67%	95%
89030	74%	96%
89032	47%	87%
89101	79%	89%
89106	44%	98%
89110	80%	94%
89115	76%	100%
COHEA Florida	98%	87%

As demonstrated in **Table 3-5** above, both COHEA Florida and our Targeted Surrounding Schools share similarities in their high rates of Hispanic/Latino students as well as the number of students categorized under Free-Reduced Lunch (FRL) or Economically Disadvantaged.¹⁹ Both of these student population categories represent groups of students who are traditionally underserved in our community or who are otherwise educationally disadvantaged. The benefit of the COHEA model is further demonstrated in **Chart 3-6**²⁰ below, which compares the achievement results of

¹⁷ Data for "Targeted Surrounding Schools" was obtained from the Nevada Report Card Data Interaction Portal. Data for "COHEA Florida" was obtained from the Florida Department of Education PK-20 Education Information Portal as previously referenced.

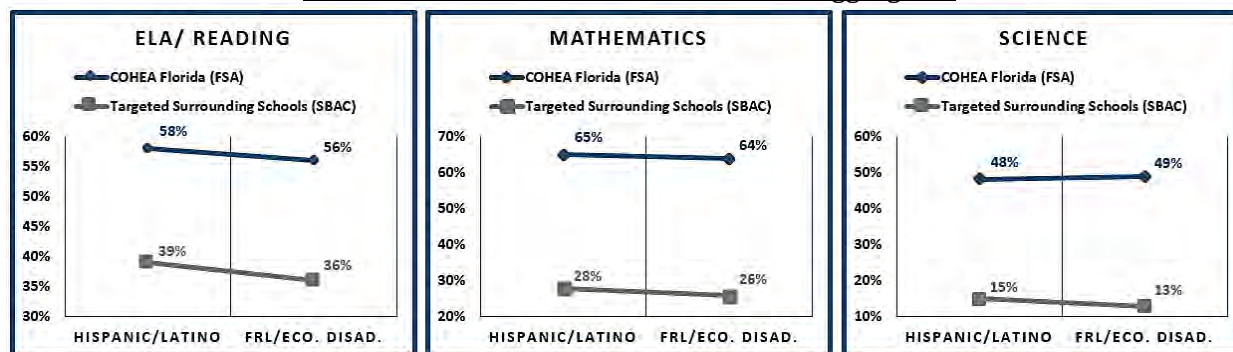
¹⁸ Ibid.

¹⁹ Florida Department of Education defines Economically Disadvantaged as "students determined to be eligible for free and reduced price meals under the National School Lunch Program." See *Definitions* from the Florida Department of Education. URL: [Florida Ed Stats](https://fldoe.org/data/FloridaEdStats/definitions/); last accessed December 2018.

²⁰ Nevada Report Card, *Data Interaction Portal* & Florida Department of Education, *PK-20 Education Information Portal*

Hispanic/Latino and FRL students from our Targeted Surrounding Schools with those of COHEA Florida.

Chart 3-6: EOY Assessment Results – Disaggregated



These comparisons in population demographics and their corresponding achievement results shown above provide additional support for the necessity of the COHEA model in the targeted community. As proposed, CIVICA NV intends to open with grades K-7 and eventually roll out to a full K-12 setting.

- (3) *During the 80th legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. [A copy of this document can be found here.](#) The SPCSA has defined demographic and academic needs as follows: (a) Academic Needs: Geographies with 1 and 2 Star Schools: Applicants meeting this need will seek to provide access to 3, 4 and 5-Star schools in ZIP codes where students are attending a 1- or 2-Star school. A map and list of ZIP codes will be provided; SPCSA public charter schools will be removed from the data set used to identify ZIP codes. (b) Academic Need: Students at Risk of Dropping out of School: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for populations most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones. (c) Given the above definitions, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment. Note that the SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school's plans to meet statewide academic and demographic needs found within the Needs Assessment.*

Please see [Attachment 24W](#).

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.*

Parental and community involvement is critical to the success of CIVICA NV. The School's educational program is rooted in the foundational belief that teachers, administrators, parents, and the *community* share the responsibility for advancing the School's mission. In the creation of our Committee to Form (CTF) we have complied with NRS 388A.320 by ensuring at least one of our members is a "parent or guardian" and that the majority of our members consist of local, committed,

and engaged citizens who want to improve our community. In doing so, we have worked with individuals from the North Las Vegas City Hall's Division of Economic Development and the Las Vegas Metro Chamber of Commerce to both find the right people for our CTF and market the School effectively.

In order to engage parents, neighborhood and other community stakeholders, CIVICA NV's CTF has held or participated in the following events and activities in North Las Vegas and surrounding areas:

Table 3-6: Community Engagement Events

Event	Date	Location	ZIP Code
School Promotional/Informational Night	September 7	Maya Cinemas	89030
Parent Interest Night	September 19	NLV Alexander Library	89032
SWAP Meet Table & Community Presentation	October 5	Broadacres Marketplace	89030
Boy Scouts of America Camporee	October 12	Craig Ranch Regional Park	89032
Parent Interest Night	October 17	NLV Alexander Library	89032
Fall Fest Trunk or Treat	October 19	Craig Ranch Regional Park	89032
YMCA Trunk or Treat	October 25	Skyview YMCA	89081
Indoor Swap Meet Trunk or Treat	October 26	Indoor Swap Meet	89012
Lone Mountain Trunk or Treat	October 26	Lone Mountain Park	89129
Parent Interest Night	November 14	NLV Alexander Library	89032
Friends, Turkey, and Games	November 21	Neighborhood Recreation Center	89030
Turkey Giveaway	November 23	Smith's North Las Vegas	89030
Free Family Movie Night	December 4	Maya Cinemas	89030
Breakfast with Santa Claus	December 14	Silver Mesa Recreation Center	89032
Passport to the North Pole	December 21	Neighborhood Recreation Center	89030
Parent Interest Night	January 9	West Las Vegas Library	89106

Additionally, proposed Principal of CIVICA NV, Jose Herrera, has engaged the community through door-to-door marketing campaigns of the School's targeted community to spread awareness of the proposed school and gain community feedback. A list of dates and locations of these door-to-door campaigns are listed here:

ZIP code 89030

- November 17th, 2019
- November 24th, 2019
- November 25th, 2019
- November 26th, 2019
- December 15th, 2019

- December 25th, 2019 (Christmas Giveaway)
- January 12th, 2020

ZIP code 89101

- November 2nd, 2019
- November 10th, 2019

ZIP code 89032

- October 5th, 2019
- October 12th, 2019

Furthermore, Mr. Herrera and other members from the Committee to Form have also operated a table at a local Smith's Grocery store (89030) the following days:

- October 13th, 2019
- November 9th, 2019
- November 16th, 2019
- November 27th, 2019 (Turkey Give-Away)

At each of these events, Jose Herrera, and/or members from the CTF have been present to provide information about the School's culture, educational model, proposed location, and benefits to the community. Additionally, the principal and founding members have listened to and gathered feedback from other community stakeholders, including students and families, to ensure the community's voice is not only heard, but an integral piece of the School's development.

Feedback gained from these meetings include: parental visions of what the School will entail; needs of the community; anticipated educational deliverables, extra-curricular activities, and school partnerships; what parents want to see in a quality school; and what parents want for their children/students in a quality school, among other items.

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

CIVICA NV has implemented a robust outreach plan in order to engage community stakeholders. The School has sent out mailers in both Spanish and English to its targeted ZIP codes as well marketing efforts via social media. Furthermore, since September 2019, CIVICA NV has held a monthly Parent-Interest Night at various North Las Vegas Libraries. These mailings, social media marketing, Parent-Interest Nights, and attending the previously listed community events have proven to be very successful as the School currently has more than 1,500 letters of intent to enroll in the School, with more than 1,182 coming from the targeted ZIP codes within CIVICA NV's targeted area. (Please see [Attachment 1](#) for Letters of Intent to Enroll). Furthermore, as demonstrated below in **Table 3-7**, of those 1,182 from our targeted ZIP codes, 805 represent students in grades K-7, which would more than meet the projected needs of the School during its first year of operation.

Table 3-7: Intent to Enroll Forms (K-7, Targeted ZIP Codes)

	K	1	2	3	4	5	6	7	TOTAL
89030	84	64	59	69	66	68	57	63	530

89032	21	9	13	11	13	12	5	9	93
89101	3	5	2	3	7	3	5	6	34
89106	4	2	4	4	3	2	3	2	24
89110	6	6	3	5	3	4	4	1	32
89115	11	10	16	5	14	9	16	11	92

The CTF and Mr. Herrera plan on continuing these monthly meetings, after the application's submission in January and up until the School's proposed opening in the fall of 2021 (already the School has made plans to attend the January 20th Martin Luther King, Jr. Parade in Downtown Las Vegas, host additional Parent Interest Nights each month until the School opens, and continue door-to-door campaigns in its selected target community, among other events). At these events, as in past events, CIVICA NV will continue to learn parent priorities and concerns as well as establish buy-in from community stakeholders.

Furthermore, in August 2019, the School launched its official website (www.civicanv.org) as a means to engage with community members and keep interested families informed about upcoming events. See **Image 3-2** below:

Image 3-2: CIVICA Nevada Homepage



The website currently includes general information about the School, a list of local community partnerships, online forms for interested families to fill out, and a list of upcoming events, such as Parent-Interest Nights.

Additionally, knowing that our projected community may have language barriers (34% are English Learners) and that 95% qualify for Free/Reduced Lunch services, we have included supports such as webpage translations into native languages (i.e. – Spanish) and links to downloadable documents and other resources regarding Title I as well as IEP services. As the School becomes operational, additional information on the website will include, but not be limited to, the following: Our Governing Board's meetings; including upcoming meeting dates, public notices, agendas, and minutes; Contact information; Board Member biographies; Board-approved school budget; Uniform policy information with links for purchasing apparel; CIVICA NV's mission, vision, and history; Directory of

administration and staff; School schedule and calendars; CIVICA NV's curriculum and educational philosophy; Information regarding the various career tracks at CIVICA NV; Frequently asked questions; News and announcements; and a link to the CIVICA NV phone app²¹

As such, the website will also be an effective tool for constant communication with families on all items related to the School.

(3) Describe how you have already engaged parents and your plan to continue to engage 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.

As stated above, parental and community involvement is critical to the success of CIVICA NV. Once the School is operational, parents will be encouraged to participate actively in their children's education through volunteer opportunities at the School. By enabling our community members to be active participants in the educational process, student academic achievement is positively affected. Research has shown that learning is enhanced when schools encourage parents to stimulate their children's intellectual development²².

Parent Volunteer Opportunities

Parents will be informed of school events and school-wide learning topics through the School website, parent newsletter and, home school telephone messaging system. We will employ such methods as weekly e-mails, the School website, and others to inform our families of volunteer opportunities or other events in which they can be involved. Some of these opportunities and events include, but are not limited to, the following:

- Volunteering for School Events: Assisting with class projects, chaperoning field trips, attending family day, helping in the library or office, speaking during career week, lunch and recess monitoring, holiday events, etc.
- Parent Teacher Student Organization (PTSO): Coordinate extra-curricular events involving the community. Through the PTSO and other such committees, parent and community members will also be able to partake in the School's decision-making process. The School plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs.
- Quarterly Parent/Teacher Conferences: Hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.
- Open houses, Career Fairs, and Family Day: Events held yearly to recruit new students, maintain communication and involvement between the School and the surrounding community.

Parent Academy Workshops

Another effort to engage parents and community members in the life of the School will take place in the form of Parent Academy Workshops. These workshops will take place at the campus and will be based on information obtained through a needs survey provided to parents/guardians once the School is opened. These surveys will identify areas of education for parents to participate in and

²¹ Apple. *App Store: Preview*. "Educational Networks". URL [iTunes: Educational Networks](#); last accessed November 2019.

²² Graue, M.E.; Weinstein, T.; Walberg, H.J. 1983. School-based home reinforcement programs: a quantitative synthesis. *Journal of educational research* (Washington, DC), vol. 76, p. 351–60.

benefit from. Additionally, the survey will seek what times/days work best for the workshops to occur. An example of what these workshops may look like has been included in [Attachment 24C](#) which is a copy of Parent Workshops and Events held last year at COHEA.

As a school focused on student achievement, CIVICA NV will take the initiative to involve our families in the educational outcomes of its students. Although not required, parents will be encouraged to provide service hours each year and can begin volunteering before the School doors are open. We anticipate the formation of the PTSO in the summer following approval from the Nevada State Public Charter School Authority (SPCSA) and simultaneously identifying PTSO officers. PTSO subcommittees may be formed with various focuses. For example, there could be a fundraising committee, charitable giving committee, etc. depending on need. It is our belief that through these volunteer opportunities and other engagements our parents will experience buy-in with our school's mission and vision and feel a part of our school family.

School & Community Communication

Ongoing communication between the School and home is a central component of student success and therefore vital to CIVICA NV's mission and vision. While we have described a few ways in which the School will communicate with parents, we know that communication is not a one-way street. Parental and community input is important to us and we have devised the following strategies for community members to express their concerns and priorities during our transition process as well as post opening:

- In compliance with Nevada Open Meeting Law, the public, including parents, will be notified of Board meetings and may be active participants at CIVICA NV Board Meetings by providing time for public comment and bringing relevant matters to the Board's attention.
- Parents will be encouraged to come to the principal to discuss any concerns.
- Teachers will be required to keep parents/guardians updated through progress reports. Progress reports will be dispensed on a Friday during the 5th week of the quarter/term. Parents/guardians will also receive a voicemail, text, and email that afternoon notifying them the progress reports have also been sent out. These communications will also encourage parents/guardians to come and attend each quarterly PT Conference to discuss each students' progress. These quarterly conferences will occur during the 6th week of each quarter/term.
- Teachers will also be required to keep parents updated through report cards, phone calls, and notes home to establish relationships and paths of communication with parents. Additional teacher qualifications related to two-way communication may include:
 - Encourage and facilitate parental and community involvement promoting student achievement
 - Document parent phone calls, conversations, and conferences
 - Work as partners to create behavior modification plans and create Progress Monitoring Plans (PMP) for students
 - Maintain flexibility and frequent contact with parents about student progress and school events
- Home school telephone messaging system, as a means to encourage continued dialogue and a means for parents to express interest in their son's or daughter's personal and academic progress.
- Other such methods of communication may include sharing/discussing student needs through the respective documentation and communication processes for development and update of Educational Plans (EPs), Individual Education Plans (IEP), and English Language Learner Plan (LEP), as applicable.

Our plan for continual engagement of parents and community members in the life of the School will consist of, but not be limited to the following methods and practices:

- *The Home Connection* - CIVICA NV will reinforce reading skills taught in the classroom. In addition, the School will promote parental and family involvement in teaching and encouraging reading, encourage family literacy practices, and communicate information regarding students' reading progress to parents. Reading should take place in the home as well as in the classroom, and parents will be encouraged to read with their children whenever possible. Additionally, parents will be encouraged to read 15-30 minutes every night with their children.
- *Reporting* – CIVICA NV will report student progress throughout the academic school year via a standards-based means of grade assignation for report cards. The School will also provide parents with individual student progress information at least four times a school year.
- *Student Data* - Data chats will be conducted with students and parents on a quarterly basis. These chats will be centered around an individual student's baseline, fall, and winter interim assessments data.
- *Parent Workshops* - Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be topics to be addressed. Parent/Teacher Conferences and the electronic grade book will also encourage parents to be fully involved in the School's operations and will promote parental partnerships in the educational process. Volunteer opportunities (communicated through newsletters, schoolnotes.com, the School website, and email blasts) will be plentiful and yearlong. Some of these will include: activities such as chaperoning field trips, assisting with class projects, helping in the library, speaking during Career Week, Family Day, and running the School store.
- *Opportunities for Involvement* - Parents and community members will have extensive opportunities for involvement in aspects of school operations. Below are some additional examples of events that support educational decisions and outcomes, as well as family involvement:
 - New Family Night
 - Meet the Teacher
 - Back to School Night
 - Informal Open House
 - Open House
 - Parent Conferences
 - Internet Safety Workshops
 - Bully Prevention Workshops
 - PTSO General Membership meetings
 - PTSO Board meetings
 - Literacy Nights
 - Curriculum Nights
 - Family Movie Night
 - Back to School Picnic
 - End of the Year Awards Assemblies Events

Through the PTSO and other such committees, parent and community representation and decision making in the educational processes of the School is not only possible, but a necessity for CIVICA NV's success. Similarly, the administration will also require the faculty and staff to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. Through open lines of communication, faculty and staff will also encourage parental involvement through such endeavors as follows:

- School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication in the community.
- Parent Teacher Student Organization (PTSO): Coordinate extra-curricular events involving the community. Through the PTSO and other such committees, parent and community members will also be able to partake in the School's decision-making process. The School plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs.

Lastly, while CIVICA NV strongly believes in and will encourage parental and community involvement and volunteerism, these practices are not a required policy from the School. Additionally, the fulfillment of or neglect to volunteer will have no bearing or effect on a current student's enrollment status or that of a potential student wanting to apply. We will ensure that this is made clear to our students and families via our aforementioned methods of communication and marketing.

(4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the School has established with community organizations, businesses, or other educational institutions that are part of the School's core mission, vision, and program other than the EMO identified in the application or dual-credit partners discussed in subsequent sections. If there are future organizations that you plan to seek to partner with, please list those as well. 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.

Community partnerships are largely beneficial to student academic outcomes, as they broaden a student's opportunity and expose them to worthy educational experiences both during the School day and outside of the School day. In alignment with our mission and vision to prepare students to be college and career ready, the support of the surrounding community will be key to our students' experience. As early as 2018, CIVICA NV began establishing partnerships with local community organizations that not only align to the School's academy tracks, but provide enriched educational programs as well. Currently, CIVICA NV has obtained 33 letters of support from community organizations. Just a few of these organizations and the nature/purpose of their corresponding partnerships are detailed below in **Table 3-8**:

Table 3-8: Community Partnerships

Organization/Business	Partnership Description
ACE Foundation	<ul style="list-style-type: none"> • Provide financial and community-based resources to supplement school programs and initiatives
All Uniform Wear	<ul style="list-style-type: none"> • Scholarships for students • Sponsorships for school departments
BEAM For Kids	<ul style="list-style-type: none"> • Provide gratis introductory money and personal finance lessons for students
Children's Orchard	<ul style="list-style-type: none"> • Provide affordable clothing, books, and toys for families
College of Southern Nevada (CSN)	<ul style="list-style-type: none"> • Continuing education services for adults/parents in the community • Dual enrollment partnerships and program alignment
Creative Kids Learning Center	<ul style="list-style-type: none"> • Transportation to/from school • Advertisement for enrollment at CIVICA NV • Community resources and outreach
Discovery Church	<ul style="list-style-type: none"> • Good News Club Afterschool Program • Back to School Partnership
Garden Farms	<ul style="list-style-type: none"> • Incorporate garden-school program • Chef-demonstrations & nutrition classes
Gravady Las Vegas	<ul style="list-style-type: none"> • Fundraisers • Free Jump Tickets as incentives for student achievement
GRIT, LLC.	<ul style="list-style-type: none"> • Sports performance training for students • Nutritional education • Field trips
KUMON	<ul style="list-style-type: none"> • Fundraising assistance • Gratis, no-obligation placement testing • Gratis advertisement of CIVICA to the 11 KUMON centers in Las Vegas
Mathnasium	<ul style="list-style-type: none"> • Math Night • Back-to-School Event
Maya Cinemas	<ul style="list-style-type: none"> • Advertising of CIVICA • Hosting community events for CIVICA
Nevada Health Centers	<ul style="list-style-type: none"> • Educational opportunities • Internships • Gratis mobile health services
SeaQuest	<ul style="list-style-type: none"> • Field trips • Fundraising support
TechBrainiac Enterprises	<ul style="list-style-type: none"> • After-school enrichment programs • Cross-promotion of educational offerings • Career day and other speaking engagements
Tutoring Club	<ul style="list-style-type: none"> • Onsite After School Tutoring Services
University of Nevada Las Vegas (UNLV)	<ul style="list-style-type: none"> • Increase college exposure at early age for students • Campus tours • Assisting in the development of CIVICA's career pathways

A few other noteworthy partnerships and demonstrations of support include, but are not limited:

- Charter School Association of Nevada (CSAN)
- Senator Keith Pickard, Esq., *Nevada Senate District 20*
- John J. Lee, Mayor of City of North Las Vegas
- Skyview YMCA

As the School becomes operational, it is the intent of the governing board to continue seeking additional letters of support, which will provide further community resources and benefit to future students. For a complete compilation of all of CIVICA Nevada's letters of community support, please see [*Attachment 1 – Letters of Community Support*](#).

(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?*

The Committee to Form of CIVICA NV represents a diverse set of skills and backgrounds and holds ties to our local community of North Las Vegas as well as the greater Las Vegas metropolitan area.

- David Salmon, Esq. was born and raised in Las Vegas, Nevada. After founding his own law practice in 2007, Mr. Salmon was appointed by the City Council to be an Alternate Judge in the North Las Vegas Municipal Court. The following year, Mr. Salmon was appointed a small claims referee in Las Vegas Justice Court. Additionally, Mr. Salmon appears before the Nevada Parole of Commissioners on a weekly basis.
- Jessica LeNeave is the current Principal of the successful charter school Pinecrest Academy of Nevada at their Cadence campus. Ms. LeNeave is a licensed teacher in the state of Nevada with experience in school administration, school budgeting, employee acquisition, and charter school start-up experience. In her educational roles, she has gained vital experience in working with our local community and in establishing partnerships with the K-12 campus she currently leads.
- Raymond Fraser moved to Las Vegas in 2004 to attend UNLV. Upon completion of his Bachelor's Degree in Physical Education, he began working full time for the YMCA. He has also served as a board member for YMCA's regional chapter, and has worked closely with the community by partnering with other agencies such as the Boys and Girls Club and the Rotary Club. He loves the community of the Las Vegas Valley and is committed to helping improve it in any way he can.
- Senator Dallas Harris was born in Las Vegas and received two bachelor's degrees from the University of Nevada, Las Vegas in Computer Science and Psychology. She later went on to receive her master's in Public Policy from Claremont Graduate University in California and her law degree from the George Washington University Law School in Washington, D.C. Senator Harris is deeply committed to improving the community of Las Vegas, particularly in terms of education. As a product herself of the Clark County School District, she believes in improving educational outcomes for all students.
- JC Flowers has been in the healthcare industry since 1990. He has a bachelor's degree in Business with a focus on Healthcare Administration. Prior to working at Nevada Health Centers, he most recently developed a Healthcare Division for JDR Consulting, Inc. He was responsible for the development of the Healthcare Division, focusing on Hospital, Senior Living and Physician Revenue Cycles. Mr. Flowers brings a wealth of skills including revenue cycles, performance evaluation, strategic planning, contract negotiation, and auditing processes among others.

- Laura Doroteo is a mother of two who has lived in North Las Vegas for the past 4 ½ years. Mrs. Doroteo has always held a special interest in her children's future, particularly in regards to their education. Currently, Mrs. Doroteo works in the office at the public school where her children (a 4-year old boy and a 5-year old girl) are currently attending and previously served on the School's Parent Teacher Organization. As a resident of Las Vegas area since 2000, Mrs. Doroteo has worked at improving her community not only through volunteer efforts, but in her career as well. Before her children began attending schools, Mrs. Doroteo worked for over 9 years in a pediatric office and sat on the Board of Directors for Acelero Learning in the Head Start Center here in Las Vegas.

Additionally, while not on the Committee to Form, CIVICA NV's proposed Principal, Jose Herrera, has ties to the community worth mentioning. Mr. Jose Herrera is a proud and passionate educational leader who was raised in inner city Las Vegas and was an alumnus of Halle Hewetson Elementary School, Roy Martin Middle School, and Las Vegas High School. Mr. Herrera embraces the community that provided hope and fostered his love for education. It was through these early academic years that Mr. Herrera began to understand the struggles of inner city family life and listened to his inner calling to reach out and render service to students and their families.

Mr. Herrera later went on to graduate from the University of Nevada, Las Vegas with a Bachelor of Science in Education and passionately began his teaching career in 1998. Throughout Mr. Herrera's 22 years in education, he has purposely taught in at-risk, inner city schools with a desire to share the gift of education to a community which had embraced and supported his life-long dream. During these years, Mr. Herrera's community outreach efforts were instrumental in creating a united school culture, which valued all school stakeholders. Mr. Herrera's dedication and commitment to serve continued, when he effectively navigated his unique ability to build trusting relationships with his fellow colleagues to successfully provide instructional coaching as their K-5 Learning Strategist. Mr. Herrera aspired to positively impact lives on a grandeur scale and went on to pursue and earned a Master of Education in Educational Leadership from the University of Las Vegas, Nevada in 2011. Mr. Herrera continued his mission, as an Assistant Principal at Somerset Academy of Las Vegas Stephanie Campus, where he successfully led both the Elementary School and Middle School to a 5-Star rating in 2019. Mr. Herrera is now honored with the opportunity to serve the North Las Vegas community as Principal of CIVICA NV.

CIVICA NV will strategically gather knowledge from a variety of community stakeholders especially from parents, families, and targeted at-risk subgroups through focus groups and other mechanisms. As a founding team, we will continue to engage with and market to our target community during the entire length of the application process, to the School's opening and beyond. We will meet with families and parents at local events, areas of interest, and social gatherings to educate and inform people of our school. We anticipate parents using word of mouth and social media to spread information about the School and its benefit to the community. In maintaining compliance with Nevada legislative policy, CIVICA NV will circulate mailers and post cards within a two-mile radius of the School to households with children in order to promote and to market to families surrounding the School.

We will seek opportunities to speak at community forums and town halls in order to promote the School to a broader, public audience. In all of these efforts, we expect and hope to receive parental and community input in helping us in making the most effective decisions for our students and families.

- (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 much of the founding group and/or the EMO contractor is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.*

CIVICA NV has partnered with the following two organizations to assist in the planning, establishment, and operation of the School: COHEA (Florida) and Academica Nevada. A brief description of each organization's role, resources, and work experience is included below:

COHEA (Florida)

- Role – Sharing of best practices, professional development, and other supports as requested by our Board. While CIVICA NV will be a replica of the COHEA Florida model, it is understood and agreed that COHEA Florida will not make decisions for our Board and that our Board will maintain complete autonomy over the governance of CIVICA Nevada.
- Resources – Experience and expertise in the COHEA model and culture.
- Work Experience – City of Hialeah Educational Academy (COHEA) offers a cutting-edge, 6-12th grade seamless college preparatory curriculum with an emphasis on careers in public service and post-secondary education preparation. Located in a college-style campus, the School features a technology-rich environment where highly-qualified, certified instructors prepare students for employment within a multilingual work environment. COHEA is committed to setting an environment that strives for academic achievement, develops character and maintains the goal of preparing students to serve and give back to their community in the field of public service.

Academica Nevada

- Role – Serve at the will and guidance of the governing board. The primary purpose is to facilitate a Board's vision for its school and ensure that vision is implemented. To that end, Academica Nevada provides each school with the services desired by the School's Board. For a list of the defined responsibilities, which Academica Nevada will carry out, please see [Attachment 23 – EMO Contract](#).
- Resources – Academica Nevada has an experienced team of professionals that provide services and solutions for every aspect of charter school establishment and operation. As such, we will seek their assistance in the following ways: creating budgets and financial forecasts; preparing applications for grant funds; monitoring and assuring compliance with all state reports; locating and securing a school facility; maintaining the financial books of the School; developing systems; preparing agendas and posting notices of all board meetings; identifying and retaining an employee leasing company; providing human resources-related services such as dispute resolution and contract preparation and review; and renewing the School's charter, among other services.
- Work Experience – Academica Nevada successfully manages the establishment and operations of charter schools in Nevada, Colorado, and Arizona. Currently serving 22 campuses across five different charter school systems, Academica Nevada has a proven track record opening and operating quality charter schools in the state of Nevada. This success is highlighted in the students and families attending their schools, which are more than half of all charter school students in the state of Nevada.

CIVICA NV will continue to seek and establish partnerships after the application's submission and the School's approval.