

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: Eren Nalani Martin-Beat

Mailing address:

Street/PO Box: 2173 Calandria Avenue

City: Las Vegas State NV Zip 89123

Phone Number: day 702-845-7730 evening _____

Fax Number: 702-431-6250 Email: nalani.kalv@gmail.com

Name of team or entity applying: Alaka'i Heritage 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.

Alaka'i Heritage Academy of Nevada is a newly proposed culturally-based, whole-school arts integration public charter school, which will serve students from Kindergarten-8th Grade.

Paramount to Alaka'i Heritage is the academic success of each of its students. This is described in our mission and vision, here:

Mission:

Through arts integration, leadership cultivation, and multicultural education, Alaka'i Heritage Academy ensures students are on a path for success at the college and career level.

Vision:

The vision of Alaka'i Heritage Academy is to develop scholars and community leaders who are connected to their native culture and prepared to embark on their journey for college and career success.

Arts and culture go hand-in-hand. At Alaka'i Heritage Academy, the cultural-focused implementation would be delivered with, in, about, or through varied cultures of dance, drama movement, storytelling of cultural history, art & design, music theatre, and other forms of artistry valued by our student's native cultures. Our values center around our educational model of arts integration, heritage, and leadership. We utilize the arts and culture to engage students in their learning and drive them towards high academic success as measured by the end-of-year SBAC assessments.

We are excited to bring this school to our families and children of Las Vegas.

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
Eren Nalani Martin-Beat	Teacher, Mater Academy	Chair, Committee to Form
Robert Bruno Espey	Assistant Principal, Pinecrest Academy	Member, Committee to Form
Gary K. Haleamau	Director, Discovery Children's Museum	Member, Committee to Form
Mahina Isaacs	Recreational Asst, CC Parks and Rec	Member, Committee to Form
Hiro Kajiyama	Director, Special Spaces Board of Directors, Carpenter's Union	Member, Committee to Form
Renee Kanani-Cadaoas	Management Asst, Las Vegas Metropolitan Police Department	Member, Committee to Form
Michelle O'Brien	Teacher, Clark County School District	Member, Committee to Form
Tiffanie Zuttermeister	Executive Assistant to Head of School, Adelson Education	Member, Committee to Form

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
Alaka'i Heritage Academy	2020-21	K-6	K-12

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
K	100	100	100	100	100	100
1	50	100	100	100	100	100
2	50	100	100	100	100	100
3	50	50	100	100	100	100
4	25	50	100	100	100	100
5	25	25	50	100	100	100
6	30	60	60	120	120	120
7		30	60	60	120	120
8			30	60	60	120
9						
10						
11						
12						
Total	330	515	700	840	900	960

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

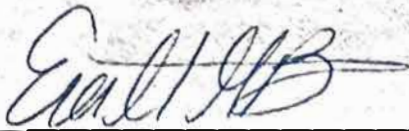
Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (ESP) or other organization to provide school management services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the EMO/ESP:	<i>Academica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

If yes, identify the CMO and any affiliated NV non-profit:

Applicant Certification:



Signature

7/10/19

Date

Eren Nalani Martin-Beat

Printed Name:

2. Executive Summary

4 Page Limit

Provide a brief overview of your proposed school, including:

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

Mission:

Through arts integration, leadership cultivation, and multicultural education, Alaka'i Heritage Academy ensures students are on a path for success at the college and career level.

Vision:

The vision of Alaka'i Heritage Academy is to develop scholars and community leaders who are connected to their native culture and prepared to embark on their journey for college and career success.

(b) Proposed model and target community

Alaka'i Heritage Academy (AHA) will be using an arts integration model. Arts integration inspires young people who are ready for lifelong challenges in college, career, and community. Arts integration methods provide the vehicle for differentiated, place-based, project-based, cooperative, and inquiry learning. At AHA, *Nā Hopena A'o* (HĀ) principles nurture the social and emotional growth of each child. *Nā Hopena A'o* literally translates to "goals for teaching and learning" and the acronym HĀ translates to "breath." When taken together, these outcomes become the core breath that every student can draw on for strength and stability throughout school and beyond. Our shared values are grounded in a sense of self and a sense of place.

This model is particularly unique because students are engaged with traditional practices and express their multi-cultural identities through student-centered practices such as creative movement, drama, and original song composition. The strong emphasis on the arts as an expression of identity, community and culture is essential for meeting the needs of our anticipated student population at AHA. Creativity, communications, leadership, and collaboration are achieved when the arts are integrated throughout these principles. In addition, Positive Behavioral Instructional Support (PBIS) ensure a safe environment with positive relationships in our community.

The proposed facility will be located in the southeast quadrant of the Las Vegas Valley in the Green Valley Ranch/Henderson area. AHA has received over 600 letters of intent to enroll in the school from, approximately 98% of which are from Native Hawai'ian/Pacific Islander families. While AHA anticipates serving a population that mirrors the ethnic demographics found on these intent to enroll forms, the school is and always will be open to all students from all ethnic backgrounds who wish to enroll. Therefore, AHA has examined all public elementary and middle schools in its proposed area to get an understanding of student demographics in this area. Findings demonstrated that 4% of the students are Asian, 13% Black/African-American, 55% Hispanic/Latino, 19% White, 3% Native Hawaiian/Pacific Islander, and 7% Multi-Racial. Additionally, this area comprises a variety of student needs. 28% are English Language Learners, 81% qualify for Free/Reduced Lunch services, and 14% of students have an Individualized Education Plan. Despite the already received letters of intent, AHA will initiate a well-coordinate

marketing campaign to reach all families and spread word of this new educational option in the area.

(c) *The outcomes you expect to achieve*

AHA expects to increase academic achievement through a focus on common cultures and arts integration. The goals set forth in AHA's application allows the school to demonstrate student growth on an individual and group basis, thus ensuring that Alaka'i students strive for proficiency and beyond.

AHA 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

Na Hopena A'o (or HĀ) will result in six outcomes listed below and described in greater detail under *School Structure: Culture*. They are aimed to strengthen every student over the courses of his/her K-8 learning journey. Underlying these outcomes is the belief that students need both social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally. Thus, HĀ learning outcomes emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions.

1. **Strengthened Sense of Belonging.** Every student stands firm in his/her space with a strong foundation of relationships. A sense of *Belonging* is demonstrated through an understanding of lineage and place and a connection to past, present, and future. S/he is able to interact respectfully for the betterment of self and others.
2. **Strengthened Sense of Responsibility.** Every student willingly carries his or her responsibility for self, family, community and the larger society. A sense of *Responsibility* is demonstrated by a commitment and concern for others. S/he is mindful of the values, needs and welfare of others.
3. **Strengthened Sense of Excellence.** Every student believes s/he can succeed in school and life and is inspired to care about the quality of his/her work. A sense of *Excellence* is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach his or her potential. S/he is able to take intellectual risks and strive beyond what is expected.
4. **Strengthened Sense of Aloha.** Every student shows care and respect for his/her self, families, and communities. A sense of *Aloha* is demonstrated through empathy and appreciation for the symbiotic relationship between all. S/he is able to build trust and lead for the good of the whole.
5. **Strengthened Sense of Total Well-being.** Every student learns about and practices a healthy lifestyle. A sense of *Total Well-being* is demonstrated by making choices that improve the mind, body, heart and spirit. S/he is able to meet the demands of school and life while contributing to the well-being of family, *'aina*, community and world.

6. **Strengthened Sense of Community.** Every student is enriched by the uniqueness of this prized place. A *Sense of Community* is demonstrated through an appreciation for our rich history, diversity, languages, and culture. S/he is able to navigate effectively across cultures and communities and be a steward of the environment.

(d) *The key components of your educational model*

AHA believes every student who enters its doors has the potential to achieve academic success and become a valuable contributor to the community. Educational innovation is at the forefront of what AHA does each day to help students succeed. AHA is committed to developing the characteristics of powerful arts integration programs that:

- Draw on the artistic resources of their community, building and sustaining partnerships between schools and arts organizations and between teachers and artists.
- View student achievement and school improvement as pivotal to their mission – they are not only about advancing arts education.
- Engage artists, arts specialists, and teachers from all disciplines in serious inquiry about making powerful pedagogical and curricular links between the arts and other subjects.
- Use the arts as media to communicate content and as methods of learning such as careful observation, inquiry, practice, creation, representation, performance, critique and reflection.
- Provide arts instruction both within the context of other subjects and as a single subject.

Following best practices from other successful arts integration schools, AHA will implement the following components as part of their educational model:

- all teachers are trained and supported in arts integration throughout the year;
- part-time arts specialists provide instruction in discrete art forms;
- all students receive residencies from local teaching artists; and
- the arts, culture, land, and culturally relevant curriculum are central to learning.

This model is particularly beneficial as students are engaged with traditional arts integration practices while expressing their multi-cultural identities through student-centered practices such as creative movement, drama, and original song composition. The strong emphasis on the arts as an expression of identity, community and culture is essential for meeting the needs of our anticipated student population at AHA.

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

AHA's proposed Governing Board (or Committee to Form) has begun to identify a strong potential candidate for the school leader position who believes in a whole-school arts integration and multi-cultural approach. Utilizing talent pipelines and academies such as the Doral Leadership Institute, the Board is also searching for a leader who has the experience and skills to do the following:

- Pursue the vision and execute the mission of the school.
- Provide leadership and direction to all instructional and non-instructional staff.
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff

- Administer Alaka'i's scheduling, enrollment, and curriculum.
- Serve as liaison to the Board of Trustees, including but not limited to providing formal and informal reports to the Board and charter entity.
- Prepare materials in conjunction with the Director of Finance and Operations for Board meeting, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, and auditing, and financial planning.
- Perform other duties as assigned by the Governing Board.

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

Community partnerships are vital to the success of AHA. Partnerships provide expanded opportunities and resources to the school and can broaden a student's opportunity to be exposed to worthy educational experiences both during and outside of the school day. In fulfillment of AHA's mission to prepare students for success in college and career, the support of the surrounding community will be key to the student experience. AHA has already establish over 25 community partnerships to enrich the AHA student-experience. Some of these resources from our community partnerships include, but are not limited to: gratis haircuts for a back-to-school event, raffle packages for fundraising, interview and resume building classes, food for teacher in-service days, talent and services at cultural events, scholarships for academic excellence and community service, assisting students who need food, book drives, and gratis building maintenance work, to name a few.

Additionally, AHA will partner with local education service provider, Academica Nevada. Academica Nevada has an experienced team of professionals that provide services and solutions for every aspect of charter school establishment and operation. These resources could include, but are not limited to: developing budgets, assistance in financial planning; support in obtaining grant funds; monitoring and assuring compliance with all state reports; locating and securing a school facility; maintaining the financial records of the school; 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.

3. Meeting the Need

TARGETED PLAN

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

Alaka'i Heritage Academy's (AHA) proposed school facility will be located in the southeast quadrant of the Las Vegas Valley. As a public charter school, AHA is open to all students within the state of Nevada. However, in its proposed location, AHA will serve as an educational option for the students and families of the Paradise, Whitney, and the Green Valley/Henderson neighborhoods as demonstrated in **Image 1**, below.

Image 1: Propose Area¹



AHA's committee to form (CTF) selected this proposed area based primarily upon parent and community demand. Over the past two years, the CTF of AHA has been gathering an ever-growing number of letters of intent to enroll at the school. These letters currently number over 600 and are the result of online digital forms from the school's website as well as tangible paper forms filled out by hand by parents and students at various community outreach events. As part of these intent to enroll forms, the CTF asks parents where they would prefer the proposed school to be located. The majority of these responses express a preference for the school campus to be located in the Green Valley/Henderson area. With this parent/community demand as well as continually researching viable real estate locations, AHA has carefully selected this area to best serve the interests of their specific community.

Additionally, these same intent to enroll forms reflect a population of students and families who are overwhelmingly Native Hawaiian/Pacific Islander, who currently reside in various zip codes throughout the valley. While AHA anticipates serving a population that mirrors the ethnic

¹ Image obtained from *Downtown Vegas Alliance*. "Maps". [\[https://downtown.vegas/maps\]](https://downtown.vegas/maps). Last accessed July 2019.

demographics found on these intent to enroll forms, the school is and always will be open to all students from all ethnic backgrounds who wish to enroll. As expressed in AHA's vision, the school seeks to "develop scholars and community leaders who are connected to their native culture" and prepare them for success in life. As such, the school will adapt components of its arts integration model to reflect the actual ethnic demographics of the student body once the school is in operation.

For example, knowing that geographic proximity can be a strong factor in where students and families choose to attend, AHA has examined all public elementary and middle schools in its proposed area to get an understanding of student demographics in this area. Findings from these schools were obtained from the *Nevada Report Card* website and then averaged together to produce the findings shown below in **Table 1**²:

Table 1: Proposed Area Student Ethnicity Demographics	
Ethnicity	Percentage
Asian	4%
Black/ African-American	13%
Hispanic/ Latino	55%
White	19%
Native Hawai'ian/ Pacific Islander	3%
Multi-Racial	7%

As demonstrated in **Table 1** above, more than half of the families from AHA's proposed geographical area represent Hispanic/Latino students (55%), while Asian students comprise the smallest ethnic category at three percent (3%). Special student subgroups were likewise examined from these same schools. See **Table 2**³ below:

Table 2: Propose Area Student Subgroups		
ELL	FRL	IEP
28%	81%	14%

As demonstrated above, approximately 28% of the students in the proposed area are English Language Learners (ELL), with more than 80% of the population qualifying for Free-Reduced Lunch (FRL) services and 14% of students are on an Individualized Education Plan (IEP). In short, this proposed area comprises a student population with a variety of backgrounds and needs.

Additionally, AHA will continue to market the school to its targeted area to ensure that all families and students learn about the benefit this new school could bring to their individual lives as well as the life of the community.

² Nevada Department of Education. *Nevada Report Card*. "Interactive Data Portal". [www.nevadareportcard.com]. Last accessed July 2019.

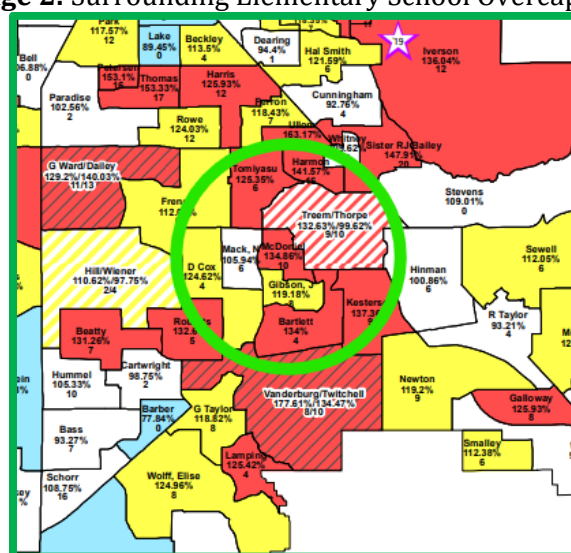
³ Ibid.

- (2) *Explain how your model, and the commitment 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.*

Overcrowding

After further examination of this proposed area, AHA also became aware of additional needs this area is currently facing. The first of these needs is evidenced when one examines the enrollment capacity of existing public schools in the area.⁴ The average elementary school in the proposed area is at a capacity of 125% of its enrollment, with the highest percent in this data range reaching to 147% over capacity.⁵ (See **Image 2**⁶ below). Middle schools are also approaching maximum capacity at their facilities with the average middle school being at 90% of capacity.⁷ With schools having to face issues related to overcrowding, families in these communities are in desperate need of additional options for a quality education.

Image 2: Surrounding Elementary School Overcapacity



Limited Arts Integration Programs

In addition to overcrowded public schools, there are limited options for families interested in arts integration educational programming in the Las Vegas area as well. The demand for this type of educational choice is demonstrated through the current wait list of nearly 5,000 students for similar arts integration educational programs available predominately in the northwest and southwest areas of Las Vegas. AHA is a timely response to a continuously growing region that has inadequate capacity in neighborhood public schools, large wait lists, and limited spaces available in similar arts integration programs.

Quality Education

Furthermore, recent academic results from the proposed area demonstrate a dire need for a proven and quality educational model. On average, less than 50% of both elementary and middle students

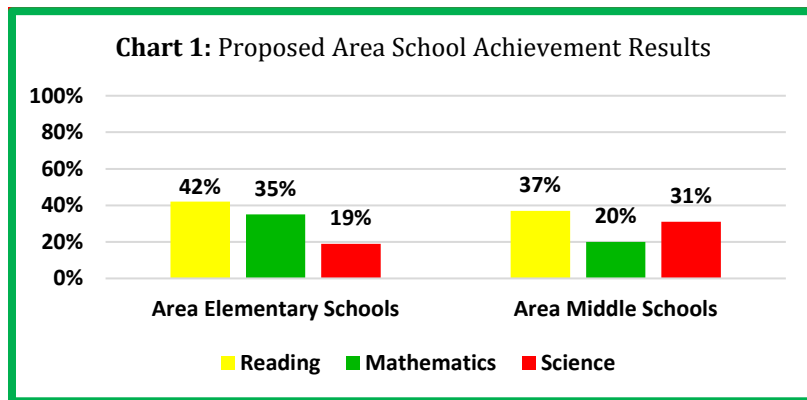
⁴ Clark County School District. *Demographics, Zoning and Geographic Information Systems*. "Maps and Data". <http://dzg.ccsd.net/maps/>. Last accessed July 2019.

⁵ Ibid.

⁶ Ibid.

⁷ Ibid.

attending the public schools in this proposed area achieved proficiency in any subject as measured by the 2017-18 SBAC annual assessment. See **Chart 1**⁸ below:



Furthermore, the average elementary school in this area, only achieved a star rating of 2.6 on the annual Nevada School Performance Framework,⁹ with several listed as 1-Star Schools. The average middle school only achieved a rating of 2.4.¹⁰

Table 3: Proposed Area 2017-18 NSPF Star Ratings	
Area Elementary Schools	Area Middle Schools
★ ★ ★ ☆ ☆	★ ★ ★ ☆ ☆

Lastly, given the high amount of Native-Hawaiian/Pacific Islander families found within AHA's letters of intent to enroll, AHA has also examined the overall proficiency percentages of students identified as Native-Hawaiian/Pacific Islander and Two or More Races within the state of Nevada as well as Clark County specifically. As a side note, the category "Two or More Races" has been included here as some Polynesian students and families have been known to select this category when filling identification paperwork.¹¹

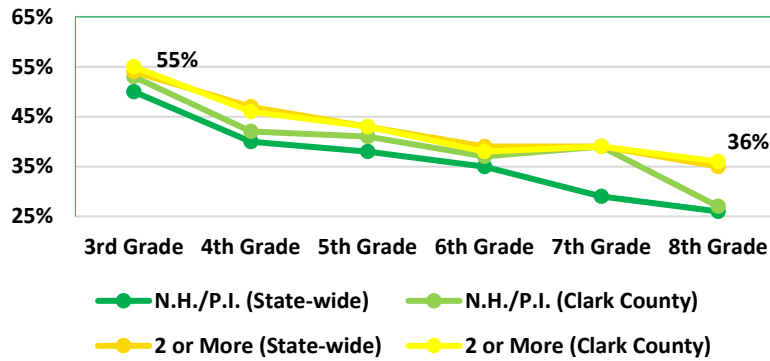
⁸ Nevada Report Card. "Interactive Data Portal".

⁹ Ibid.

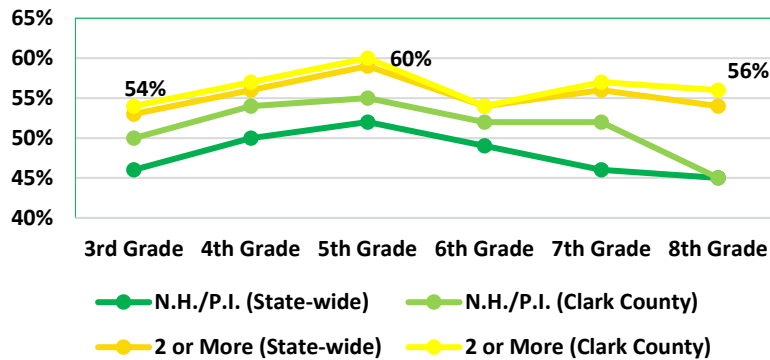
¹⁰ Ibid.

¹¹ Hixson, Lindsay. Hepler, Bradford B. Kim, Myoung Ouk. (2012). *The Native Hawaiian and Other Pacific Islander Population: 2010*.

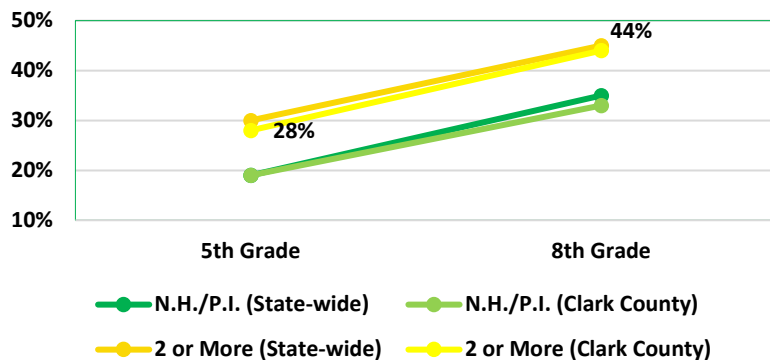
**Chart 2: Polynesian & Multi-Racial
Proficiency Scores
2017-18 SBAC Mathematics**



**Chart 3: Polynesian & Multi-Racial
Proficiency Scores
2017-18 SBAC English Language Arts**



**Chart 4: Polynesian & Multi-Racial
Proficiency Scores
2017-18 NV-CRT Science**



As demonstrated in **Charts 2**¹², **3**¹³, and **4**¹⁴ above, both Native-Hawaiian/Pacific Islander Students as well as students who identify as Two or More Races struggled to achieve above 60% proficiency on any tested subject area as well as in any grade level. Native-Hawaiian/Pacific Islander families as well as those identified as Two or More Races, comprise a considerable and overlooked piece of our state's and Clark County's populations. With more than 16,300 Native-Hawaiian/Pacific Islanders listed as residing in the state of Nevada from the 2010 U.S. Census¹⁵, the overwhelming majority of these families currently live in Clark County. Additionally, Clark County has the highest amount of Native-Hawaiian/Pacific Islander families than any other county in the United States, not including Hawaii or California¹⁶. Indeed, many of these families here in Las Vegas refer to the area as the "Ninth Island" in reference to the eight main Hawaiian Islands located in the Pacific Ocean. Thus, given these poor academic results, it goes without saying, that these students are educationally disadvantaged and are in need of an alternative and proven approach to education.

These student proficiency results, recent star ratings, challenging effects of overcapacity, and lack of arts integration options demonstrate a need for families and students of the community to attend a quality school with a rigorous and unique approach to preparing students for success at the college and career levels. Furthermore, given direction from the Nevada SPCSA and the recent developments of AB 462, AHA has taken into consideration the Needs Assessment supplied by the authority and is meeting the majority of its criteria. Once the Authority delivers a more finalized Growth Plan and Needs Assessment, the school will gladly take those facets into the school's development as well. In short, Alaka'i Heritage Academy will prepare all of its students, regardless of race/ethnicity, income status, gender, or native language to "embark on their journey for college and career success."

AHA proposes to create a bridge between school, home, and community for all its students all through the arts. Through the arts, (music, dance, theatre, visual arts, and media production) students at AHA will be afforded the opportunity to learn in a way that meets their own unique cultural, intellectual, social, and emotional needs. Students' minds will be opened and understanding deepened through project-based learning. Learning will focus on creativity, problem-solving, collaboration, perseverance, and the ability to work through the rigorous demands, set forth by the Nevada Academic Content Standards (NACS). The school's program is modeled after specific arts integration learning methods and strategies that have proven successful in raising both student engagement and achievement.

As defined by Lynne B. Silverstein and Sean Layne from the Kennedy Center, "Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both."¹⁷ At AHA, instruction in core subjects (i.e. – math, reading, science, etc.) is integrated with content and skills from the arts—dance, music, theater, and the visual arts. Students will further benefit from AHA by engaging in the school's multi-cultural arts integration approach. AHA will integrate relevant cultural components, reflective of the school's

¹² *Nevada Report Card*.

¹³ *Ibid*.

¹⁴ *Ibid*.

¹⁵ U.S. Census Bureau. *2010 Census*. "Population Group-Native Hawaiian alone or in any combination". [<http://www.census.gov/prod/cen2010/doc/sf2.pdf>]. Last accessed July 2019.

¹⁶ Hixson. Hepler. Kim, Myoung Ouk. *The Native Hawaiian and Other Pacific Islander Population*

¹⁷ Silverstein, Lynne B. & Layne, Sean. "Defining Arts Integration". (2010). The John F. Kennedy Center for the Performing Arts.

student body, to engage students in the learning process and fulfills its mission of “ensuring students are on a path for success.”

For example, if the majority of students enrolled in AHA are Asian, Hispanic/Latino, or any number of diverse cultures, AHA will adapt its culturally relevant curriculum and project-based learning to meet the needs of its student population. AHA will implement this research based, whole school arts integrate, multi-cultural educational model, which is proven effective in reducing achievement gaps across all subgroups and student populations. The arts and multi-cultural education models provide students tremendous opportunities to experience empathy and perspective; foundational for life as learners make choices that influence others and as they explore their own identities.

AHA believes that all students can learn to enjoy the arts, while enhancing their learning of academics. AHA proposes to implement a multi-cultural approach to learning as research has shown that culture based education offers a way to rectify disadvantages demonstrated in the achievement gap.¹⁸ The benefits of arts integration on educational and social outcomes for students has long been a topic of study and, is thus, founded in sound research. Just a few examples of this research are detailed below:

- Arts integration is highly effective in engaging and motivating students.¹⁹
- Arts integration positively affects student academic achievement as well as executive functions (i.e. – representational knowledge, operational processes, self-regulation, etc.).²⁰
- Being in an arts integrated classroom increases the odds for students to pass assessments in both English language arts as well as mathematics.²¹
- The arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities.^{22, 23, 24}
- Through experimenting with different art forms and processes, students learn to take risks through exploration and to develop flexible thinking skills, envisioning from different vantage points and responding to new possibilities in the creative process.²⁵

¹⁸ Kana’iaupuni, S., B. Ledward, and U. Jensen. Culture-Based Education and Its Relationship to Student Outcomes. Honolulu: Kamehameha Schools, Research & Evaluation. (2010)

¹⁹ Hardiman, M., Rinne, L. and Yarmolinskaya, J. (2014), “The Effects of Arts Integration on Long-Term Retention of Academic Content”. *Mind, Brain, and Education*, 8: 144-148.

²⁰ Moss, T. E., Benus, M. J., & Tucker, E. A. (2018). “Impacting urban students’ academic achievement and executive function through school-based arts integration programs”. *SAGE Open*, 8(2), 1–10.

²¹ Walker, E., Tabone, C., & Weltsek, G. (2011). “When achievement data meet drama and arts integration”. *Language Arts*, 88(5), 365–372.

²² Deasy, R.J. (Ed.). (2002). *Critical links: Learning in the arts and student achievement and social development*. Washington, D.C.: The Arts Education Partnership.

²³ Fiske, E.B. (1999). *Champions of change: The impact of the arts on learning*. Washington D.C.: Arts Education Partnership and the President’s Committee on the Arts and the Humanities.

²⁴ Stevenson, L.M. & Deasey, R.L. (2005). *Third space: When learning matters*. Washington D.C.: Arts Education Partnership.

²⁵ Ibid.

Furthermore, cultural compatibility²⁶ and cultural congruence²⁷ theories similarly explain poorer student outcomes among some groups as a result of language differences and, more generally, cultural mismatch. Oppositional theory focuses on student responses to these mismatches, to include broader societal inequities and experiences with discrimination.²⁸ AHA believes the arts are a way of learning and contribute to the development of aesthetic skills and artistic ways of seeing. AHA believes the arts can provide students the necessary skills needed to succeed in a world of quickly advancing technology and ever-changing job markets. In a recent survey conducted by the National Association of Colleges and Employers more than 75% of responding employers said they look for evidence of an individual's ability to work on a team, with 70% looking for problem-solving skills and 61% looking for flexibility/adaptability.²⁹ AHA understands this and believes it is through the arts that children will learn to be more flexible, creative, and disciplined individuals.

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 a fundamental aspect of AHA's mission and vision. AHA's Committee to Form (CTF) is comprised of various members of the Las Vegas community, representing diverse skill sets and backgrounds, but who are united in a desire to provide an excellent education to all students who attend the school. Most, if not all, of the CTF are parents of children who have previously attended or are currently attending schools in the Las Vegas Valley; and feel that their families deserve a better education than what is currently being offered.

Parents and other community members have already begun to assist in the development of the proposed school. This is first evidenced in the responses gathered from AHA's letters of intent to enroll. As stated previously, parents were asked where they would hope the facility of AHA would be located based on several areas of the Las Vegas Valley. Of AHA's ever-growing 600 letters of intent to enroll in the school, families and students are currently shown to reside from various zip codes across the Las Vegas Valley. These zip codes include: 89002, 89014, 89030, 89031, 89032, 89081, 89108, 89110, 89113, 89115, 89121, 89123, 89129, 89131, 89139, 89141, 89142, 89148, 89179, and 89183 among others. Despite the variety of listed residencies, the majority of parents requested the Green Valley/Henderson area. Please see **Image 3** below:

Image 3: Parent Survey Results

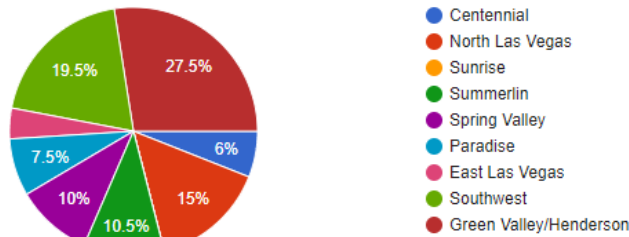
²⁶ Vogt, L.A., Jordan, C. & Tharp, R.G. Explaining school failure, producing school success: Two cases. In E. Jacob & C. Jordan (Eds.), *Minority education: Anthropological perspectives* (pp. 53- 65). Norwood, New Jersey: Ablex Publishing Company. (1993)

²⁷ Mohatt, G., & Erickson, F. Cultural differences in teaching styles in an Odawa school: A sociolinguistic approach. *Culture and the bilingual classroom: Studies in classroom ethnography*, 105. (1981)

²⁸ Ogbu, J. Variability in minority school performance: A problem in search of an explanation. In *Minority education: Anthropological perspectives* by E. Jacob and C. Jordan (Eds.). Norwood, New Jersey: Ablex Publishing, 83-112. (1996)

²⁹ National Association of Colleges and Employers. *Job Outlook 2016*. Bethlehem, PA. (2017).

In what area of Las Vegas would you like the school to be located? Or, to which location would you be willing to drive?



AHA has already been strengthened and supported by its array of community partners. One such example is Kama'aina Magazine. This local magazine has already supported the efforts of the school by running an advertisement for AHA at no charge in their Winter 2019 issue. Other organizations, such as local radio station 91.5 Jazz & More, have invited members of the CTF to speak and discuss the school on broadcasted airwaves to reach a broader geographic area. Lastly, Alaka'i Heritage Academy's CTF has also been actively out in the community at events, wherein they both provide information about the proposed school to parents and families as well as gather feedback and increase student intent to enroll forms.

Previous events that have been attended, include *but are certainly not limited to*, the following:

- Parent Interest Meetings 04/2018, 05/2018
- Leadership Meeting 04/2018
- 91.5 Jazz & More Radio Station 05/2019
- Kama'aina Magazine Advertisement 01/2019
- Informational Booths
 - Heart of Polynesia 10th annual Luau 10/2018
 - Pure Aloha Festival 10/2018. 04/2019
 - O'Bon Festival 08/2018
 - 28th Annual Pacific Island Ho'olaulea Festival 09/2018
 - Cinnamon's Restaurant 07/2018
 - 9th Island Cultural Mother's Day Event 05/2018

(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?*

In addition to the already attended events described above, AHA intends to also attend all of the following:

- Pure Aloha Festival 10/2019
- Radio Interview- Pending date confirmation
- Kumukahi Hula Festival 08/2019
- Aloha Market – 07/2019
- Island Family Picnic 07/2019

- O'Bon Festival 08/2019
- Kama'aina Magazine Advertisement 2019

This list is certainly not limited, and AHA CTF members are anxiously engaged in finding ways to strengthen parent, neighborhood, and community engagement. Once the school is in operation, parents of students will be strongly encouraged to provide a minimum of 30 hours a year to the school. However, parents do not have to wait, and AHA will begin encouraging volunteering before the school doors are open. A specific example of how parents can be involved before the school's opening is through AHA's Parent Teacher Student Organization (PTSO). The PTSO will be formed in the summer of the school year's opening and officers will be identified as well. PTSO subcommittees will be formed with various focuses. For example, there could be a fundraising committee, charitable giving committee, etc. Volunteer hours will be tracked throughout the school year.

Additionally, per NRS 388A.320 and as stated in AHA's Bylaws, there will be a parent representative on the Board of AHA. It is expected that this parent representative will represent the interests, voice, and opinion(s) of the parents of the school.

Furthermore, an academic committee shall be created to review school data, ensure academic expectations and goals are being met, and provide insight to instructional activities that meet specific needs of the students.

(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.*

Once the school is in operation, the public, specifically parents, will be notified of Board meetings and will have the opportunity to be active participants at AHA Board meetings by providing public comment and bringing relevant matters to the Board's attention. Parents will be encouraged to come to the principal to discuss any concerns.

AHA staff and parents will work simultaneously to provide the best educational plan possible for the learning needs of each student. AHA encourages parent involvement in all parts of their children's education. As stated previously, AHA will implement a policy, which strongly encourages, but does not require, parents to give a minimum of 30 volunteer hours a school year. AHA will encourage parents to be active participants in their children's education through volunteer opportunities at the school. Upon approval, AHA will develop a comprehensive communication plan that will address the needs of their school's community. This plan will include regularly scheduled communications through the following means:

- E-mail Newsletters/Calendars: In weekly emails and news bulletins, principals will record activities and events that are scheduled to take place on school campuses. Parents will receive this information updating them on campus highlights as well.
- Alaka'i Heritage Academy Website: The school's website will be a source of information designed to address the various needs of its families. The website will include information on:
 - Alaka'i Heritage Academy's mission, vision, and history
 - School schedule and calendars
 - Alaka'i Heritage Academy curriculum
 - Frequently asked questions

- Alaka'i Heritage Academy Governing Board meetings: public notices, agendas, and minutes
 - Alaka'i Heritage Academy Board meetings are open to the public and are held, on average, every other month
- Directory of administration and staff
- Uniform policy information with links for purchasing apparel
- News and announcements
- Link to the Alaka'i Heritage Academy school app
- Any other pertinent information that parents may need to know

Alaka'i Heritage Academy will also use workshops, parent meetings, open houses, and other events to inform parents of involvement opportunities. Throughout the school year, parents will be informed via e-mail, the school website, etc., as noted above. These include events and activities such as:

- 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.
- PTSO: Parent Teacher Student Organization to 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.
- Volunteering for School Events: Chaperoning Field Trips, assisting with class projects, helping in the library or office, speaking during career week, family day, lunch and recess monitoring, holiday events, etc.

Alaka'i Heritage Academy will take the initiative to involve their families in the educational outcomes of the school. Parents will be provided many opportunities to earn their hours through school-wide events, community events, and education-focused nights held at the school. 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
- Arts Integration Learning Night
- Informal Open House
- Open House
- Multi-Cultural Education Learning Night
- 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 and parent forums are held throughout the year. Examples of items include the follow:
 - Monthly objective/standard calendar to promote cross-curricular collaboration
 - Invitations to board members for special events/classroom presentations
 - Open House includes detailed information on curriculum prior to school opening
 - Utilization of Infinite Campus to call parents with important informational messages related to upcoming events and campus alerts

An updated AHA website will possibly include information that parents need in one place:

- Teacher websites
- Nevada Academic Content Standards by grade
- Clubs and sporting events
- Etc.

(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 the EMO identified in the application or 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.*

Community partnerships are vital to the success of AHA. Partnerships provide expanded opportunities and resources to the school and can broaden a student's opportunity to be exposed to worthy educational experiences both during and outside of the school day. In fulfillment of AHA's mission to prepare students for success in college and career, the support of the surrounding community will be key to the student experience. AHA has already establish over 25 community partnerships to enrich the AHA student-experience.

Some of these community organizations and the details of their specific partnership are included below. These partnerships, include, but are not limited to, the following:

- **Euphoria Salons & Day Spas;**
 - Gratis haircuts for a back-to-school event
 - Raffle packages for fundraising, staff appreciation, holidays, or as needed events
- **Freddy's Frozen Custard and Steakburgers;**
 - Fundraising events,
 - Interview and resume building classes
- **Jersey Mike's**
 - Food for teacher in-service days
 - Fundraising
- **One World Wide Getawayz**
 - Accounts for students milestone trips
 - Talent and services at cultural events – lei making, bracelets, foods, etc.
- **Operation: Aloha Action**
 - Scholarships for academic excellence and community service
 - Providing/funding school uniforms for students in need
 - Offering family events that promote cultural diversity and awareness

- **Port of Subs**
 - Rewards for student achievement
 - Sandwich Night (proceeds donated to the school)
- **Pure Aloha Community Development Corporation**
 - Help create sporting or music events relative to Hawaiian Culture
 - Utilize business affiliates for introducing children to basic life skills
- **Serving Our Kids Foundation**
 - Adopting students who need food
 - Empathy workshops/classes
- **SomaMetaCora**
 - Mindful Educator or mindfulness workshops for teachers and staff
 - Book drive to support other community partnerships
- **Southwest Carpenters**
 - Carpentry or maintenance work on the school building, including renovations
 - Apprenticeship for students in carpentry

For more information about community partnerships already established, please refer to *Attachment 1 – Community Letters of Support*.

Additional partnerships, not yet established but which AHA is currently making plans to do so, include:

- Smith Center for the Performing Arts
- National Honor Society
- University of Nevada Las Vegas
- Community College of Southern Nevada
- Kennedy Arts Center
- Focus 5

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

As discussed above, the CTF of AHA has extensive ties and relationships to the target community and surrounding region. The CTF and the Board will prioritize engagement and marketing with the target community through the entire application and even after approval. Parents have already and will continue to use word of mouth to spread information about the school as well as use their social media accounts to disseminate information relative to the school and the innovative blended learning model. As required by legislative policy, AHA 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. AHA will also ensure that these mailers and other materials are in the various language reflective of their proposed area (i.e. – Spanish, English, etc.).

(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.*

AHA will establish a partnership with Academica Nevada for the planning and establishing of the school. Academica Nevada's role is further described throughout the application's Academica Plan, Operational Plan, and Financial Plan. AHA has and will continue to work with Academica Nevada to earn accreditation through AdvanceEd.

As already detailed above and in *Attachment 1* AHA anticipates a well-established network of support that will work together to ensure the success of AHA's proposed school in Las Vegas. Driven by community interest and demand, AHA is excited to bring its high quality, unique, and desired educational option to the families in the Las Vegas Valley.