

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2022 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

*For Additional Instructions, please see the **Amendment Application Guidance Document***

For the: **Coral Academy of Science Las Vegas**

Date Submitted: October 1, 2022

Current Charter Contract Start Date: July 1, 2019

Charter Contract Expiration Date: June 30, 2025

Key Contact: Ercan Aydogdu

Key Contact title: Executive Director

Key Contact email and phone: eaydogdu@coralacademylv.org / (702) 776-6529 Ext. 101

Date of School Board approval of this application: August 27, 2022

Deadlines

	Spring Cycle	Fall Cycle
Notice ¹ of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action <i>(tentative and subject to change)</i>	June board meeting	December board meeting

RFA application processing includes an initial high-level completeness check followed by an ongoing completeness check as specific, relevant sections of the application are reviewed in detail.

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval for).

1. [Add Distance Education](#)
2. [Add Dual-Credit Program](#)
3. [Change Mission and/or Vision](#)
4. [Eliminate a Grade Level or Other Educational Services](#)
5. [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#)
6. [Enrollment: Expand Enrollment in **Existing** Grade Level\(s\) and Facilities](#)
7. [Enrollment: Expand Enrollment in **New** Grade Levels](#)
8. [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#)
9. [Facilities: Occupy New or Additional Facility](#)
10. [Facilities: Occupy a Temporary Facility](#)
11. [Facilities: Relocate or Consolidate Campuses](#)
12. [RFA: Transportation](#)
13. [Change of Incorporation Status](#)
14. [Other changes](#)

¹ Notice or Letter of Intent

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Introduction

The SPCSA seeks to continuously improve its processes and the quality of its services. Over the past few years we have, for example, been able to significantly reduce the amount of paperwork involved in the processing of Request For Amendment (RFA) Applications (RFAAs), primarily by separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA have now add a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for most frequently requested RFA applications.

If you're submitting RFAs in one of these areas, the following guidance may help you prepare and process your application faster

The first three and the fifth may be handled in the Consent Agenda section of the board meeting, also.

Most Frequent Request For Amendment Applications

Here are the four most frequently Request For Amendment (RFA) application types submitted to the Authority for approval by the SPCSA board. If you are requesting one of these RFA types, then you may follow the below described abbreviated process.

- 1. Dual credit RFA applications**
- 2. Distant education RFA applications**
- 3. Enrollment additions or contractions and grade expansions or contractions**
- 4. Facilities acquisitions or leases**
- 5. Lotteries and lottery changes**

Below are the processing requirements of the RFA types above. Complete the following check marked items (☒) from the overall application requirements list below. You do not need to respond to the unchecked areas.

Sections Required

The below focused requirements are only for schools seeking approval for the above RFA types. RFAs for Facility acquisitions or expansions have additional requirements described below:

- Executive Summary
- Meeting The Need
 - Expansions to new grade levels or new campuses must complete the Meeting the Need section.
 - Lottery RFAs must include Meeting the Need section for relevant sections.
 - Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
 1. Not required for Dual Credit or Distance Education RFAs assuming fiscal cost impacts less than 5%.
 2. Enrollment RFAs: complete the tab labeled "General" in the "RFA Pro Forma" MS Excel file to show the planned fiscal impacts of the RFA.

3. Facility RFAs: complete the appropriate tab under the “**Facilities**” section below including the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.

Operations Plan

RFA Specific Sections (as applicable for your RFA, as opposed to General Sections). This includes completing the “**Facilities**” related RFA section below.

All other amendment types require applicants to complete each applicable section below. Should you have questions, please reach out to Mike Dang for further guidance.

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

Required for all submissions. 4 Pages or less per RFA, If your RFA submission includes more than one requested change, this must be listed in the Executive Summary. Should you have questions, please contact Mike Dang.

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members

Coral Academy of Science Las Vegas (CASLV) is a STEM-focused, college-prep public charter school that gives students in grades K-12 an opportunity to achieve their full potential. The mission of CASLV is to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success. CASLV currently serves almost 4000 students across the valley, and it has more than 5000 students on its waitlist.

CASLV’s stellar reputation, which speaks for itself, has only grown in magnitude since its inception. Having started off as a replication model of Coral Academy of Science - Reno (CAS), which is a renowned school in Northern Nevada, CASLV has raised the bar even higher by adding more components to its already rigorous education programs. CASLV is accredited by the leading accreditation institution, AdvancED.

CASLV’s faculty and staff are dedicated to challenging all students academically, instilling college awareness at all grade levels, and motivating them towards STEM careers by providing the necessary tools to help develop 21st century and leadership skills.

Seven campuses currently make up CASLV:

Tamarus (K-4), founded in 2007 – 8185 Tamarus St. Las Vegas, NV 89183

Windmill (5-7), founded in 2010 – 2150 Windmill Pkwy Henderson, NV 89074

Sandy Ridge (8-12), founded in 2010 – 1051 Sandy Ridge Henderson, NV 89052

Centennial Hills (K-8), founded in 2016 – 7951 Deer Springs Las Vegas, NV 89131

Nellis AFB (Pre-K-8), founded in 2016 – 107 Stafford Dr. Las Vegas, NV 89131

Eastgate (K-7), founded in 2018 – 7777 Eastgate Rd. Henderson, NV 89011

Cadence (Pre-K-8), opening in 2022 – 10 Cadence Crest Ave. Henderson, NV 89011

Some of the highlights of our team’s qualifications to provide the services for this project are as follows:

- CASLV has received the top Nevada Department of Education designations “High Achieving,” “5-star School,” “Quality School,” “Governor-designated STEM School” and “Reward School” for each school year it has been operational. In addition, CASLV is the #1 high school in Nevada and #72 in the nation according to the Washington Post’s “America’s Most Challenging High Schools” list of 2014. CASLV will exceed in your expectations on each and every factor defined in your Statement of Objectives.

CASLV is headed by Mr. Ercan Aydogdu, Executive Director of the CASLV and was responsible for achieving the highest rating for the school in the State of Nevada. He is committed to make all resources available for the success of the additional Henderson campus and will make his priority to make this school one of the top schools in the State of Nevada.

CASLV Executive Team consists of:

Ercan Aydogdu, Executive Director

Nick Sarasahin, Chief Financial Officer

Mustafa Gunozu, Chief Academic Officer

Michael Deniz, Information Technology Director

Bridget Johnson-Peevy, Human Resources Director

Board Members consist of:

Ann Diggins, President

Brin Gibson, Esq., Vice President

Beth Kazelskis, Secretary

Chan Lengsavath, CPA, Treasurer

Dr. Carryn Bellomo Warren, Member

Feyzi Tandogan, Member

Arlene Hayman, Member

2. Statement and overview of the mission and vision

Coral Academy of Science Las Vegas’s mission is to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success. At CASLV, we recognize that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony.

We, as educators, will create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential- intellectually, socially, emotionally and physically. The educational vision and innovation crucial to accomplishing this mission are organized under two main headings: specific elements and whole-school design. The specific design elements fall into five categories: 1. rigorous curricula, instruction, and assessment; 2. leadership, governance, and staffing; 3.

parent and community involvement; 4. technology; and 5. financing. Whole school design involves the comprehensive and continuing effort to realize these five essential elements in an integrated manner.

It is our belief that each child has an inherent curiosity and love of learning; and that each child has a unique intelligence, level of capability, and learning style. With this in mind, we will motivate our students and expect them to strive toward their highest levels of capability while addressing their individual learning styles, thus fostering within them a life-long love of learning.

Continuous improvement, persistent innovation, positive response to change, and a commitment to continuous growth will be expected of all the people and programs at CASLV. The public’s resources and those of the Board of Directors must be effectively committed to ensure that these expectations will be met. Then, and only then, will our tested educational vision infused with the energy of local innovation harmonize the triad of student-teacher-parent/guardian support to accomplish our mission, that of providing each student with the motivation and resources to reach his or her highest potential and realize his or her greatest aspirations.

It is the responsibility of the Board of Directors, in alliance with the community, to guide the school in holding true to its mission. To this end, the Board of Directors will provide the school with the support which will ensure optimal conditions for the achievement and continuing growth and development of each student.

3. Specific statement of the request

(Example:) “The Board of the above-named charter school, operating under a current contract with a start date of July 1, 2019 and a six-year expiration date of June 30, 2025 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO or CMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility
- 10. Other (specify): Expand Grades in Existing Campus without affecting overall enrollment

(See full list above of RFA amendment types)

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

Please see Attachment B – Board Meeting Agenda and Minutes.

Please see Attachment K – Good Cause Exemption Letter

4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.

Request 1 – Eastgate Grade Level Contraction

CASLV’s Eastgate Campus wants to reduce the number of grades that it serves. Currently, it serves grades K-7. Starting in 2023-2024, Eastgate wants to only serve grades K-5, and there would be 4 sections in each grade level.

This grade level reduction change would not negatively affect enrollment. In 2021-2022 school year, the budget enrollment was 642 students. For the 2022-2023 school year, the budgeted enrollment was 646 students. For the 2023-2024 school year, the budgeted enrollment would be 644 students.

Shortly after SPCSA Board approval in October 2022, current 5th and 6th grade Eastgate families will receive a Google Form survey asking which campus they would prefer to attend for the 2023-2024 school year – Cadence or Windmill.

Cadence already has the number of sections available to absorb the additional students. Windmill would re-arrange its sections (without affecting the total student enrollment) to accommodate incoming Cadence students. Ultimately, 30 fifth graders and 30 sixth graders students would be going to Windmill, and 30 fifth graders and 30 sixth graders students would be going to Cadence.

Request 2 – NAFB Grade Expansion & Adding Dual Credit

In May 2021, CASLV was notified by Nellis Air Force Base leadership and the U.S. Air Force that they were in search of a charter school operator to open a high school on Nellis Air Force Base. In August 2021, CASLV submitted an application for a chance to be that operator. In that application, CASLV planned to expand its existing campus to accommodate a high school. In February 2022, the U.S. Air Force notified CASLV that it was awarded the opportunity to operate a high school on base. (Attachment A)

For Nellis AFB families, on-base 9th grade students have to attend their zoned school Mojave High School. In the past 5 years, Mojave High School has had proficiency rates, attendance rates, and graduation rates below the country and state averages. Many on-base families are forced to apply to CCSD magnet schools with the hope of getting in. Without a high school on-base, off-base families who want their child to attend a high school on-base have to opt for their local zoned school.

CASLV is ready to expand its current K-8 campus to serve high school students. CASLV knows that it can provide a high-quality education for its students. CASLV will be able to provide continuity to students and families, which was a big factor in why the U.S. Air Force chose it to be its high school operator. When a Nellis AFB parent has to PCS (permanent change of station to another base) for an extended period of time, the military parent who is away from their family should not have to worry about the quality of education their student receives at home on Nellis AFB.

CASLV plans to have its first 9th grade year starting in the 2023-2024 school year. It would grow each year thereafter – with the first graduating class happening in May 2027. For NAFB high school students, the 9th and 10th grade course catalog would reflect what is offered at CASLV’s Sandy Ridge Campus. For 11th and 12th grade students, NAFB high school students would be offered dual credit opportunities and distance education opportunities.

Dual credit would allow high school students to take college courses that count as high school units and college credits. This allows students to get ahead on their college career. It will make them more college-ready when they graduate from high school.

The distance education component will allow students to take college courses that CASLV is not able to offer (low staffing, not enough enrolled for a class, etc.).

CASLV have already partnered with College of Southern Nevada for dual credit (*see RFA: Adding Dual Credit*) and Brigham Young University and Edgenuity for distance learning (*see distance learning subsection of Academic Plan*). These same partners would be used at the Nellis AFB Campus.

Overall enrollment would not exceed the 10% cap with the expansion into high school grades. Each grade level would have 2 sections of 50 students each. The elementary and middle school sections would adjust accordingly to accommodate the influx of high school students without adjusting the overall enrollment.

5. Description of proposed target model and target communities

Eastgate Grade Level Contraction

Eastgate’s target community for the grade contraction are families with K-5 students living within a 2-mile radius and other nearby surround neighborhoods.

NAFB Grade Expansion & Adding Dual Credit

NAFB’s target community for their proposed high school program will be those families residing on Nellis Air Force Base, Air Force families, living in Southern Nevada, and any families (including non-military) living within a 2-mile radius of the campus.

6. Statement of outcomes you expect to achieve across the network of campuses

Eastgate Grade Level Contraction

Eastgate’s target community for the grade contraction are families with K-5 students living within a 2-mile radius and other nearby surround neighborhoods.

NAFB Grade Expansion & Adding Dual Credit

NAFB’s target community for their proposed high school program will be those families residing on Nellis Air Force Base, Air Force families, living in Southern Nevada, and any families (including non-military) living within a 2-mile radius of the campus.

7. Key components of your educational model for the expanded school

The key design elements, programs, structures, and principles of CASLV will remain unchanged with the addition of this RFA. The expectation is for Eastgate Elementary and Nellis AFB HS to achieve 4- or 5-star ratings by the end of the first year.

8. Describe the charter school’s plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.

Please see Attachment C – Restorative Justice Plan.

9. **Describe the charter school’s plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.**
10. The values, approach, and leadership accomplishments of your school or network leader and leadership team

Ercan Aydogdu is the Executive Director of CASLV. He has been in this position for the past 10 years. The CASLV campuses have received many 4- and 5-star annual ratings during his time in his position. Students and extracurricular activities have garnered regional and national acclaim in many fields, such as robotics and Math Olympiads. Due to that success, the network has grown from 3 campuses to 7 campuses under his direction, and there has been a waitlist in the thousands for the network over the last 5 years. Mr. Aydogdu believes teachers are the bedrock of success in education. When a quality education is prioritized and the motivation is there, anything is possible.

Mustafa Gunozu is the Chief Academic Officer of CASLV. He has been the driving force behind the curriculum and instruction for each campus. He works in consultation with principals and teachers to develop a learning path for all students. Mr. Gunozu has an instilled a culture of excellence when it comes to assessment and data. Mr. Gunozu believes that all students, no matter their background or where they came from, can succeed.

Nick Sarisahin is the Chief Finance Officer of CASLV. He expertly manages accounting processes, budgetary control and fiscal planning for nonprofit entities. He led the issuance and management of school tax-exempt bond financing in the amount of \$35 million for CASLV’s Cadence Campus construction, with another \$42 million secured for existing campuses. He also secured tax-exempt bond financing for public education with a qualified investment-grade totaling \$72 million and returned millions of dollars back to education by qualifying minimum interest rates. Dedication to students, especially populations with less access to quality education, drives Mr. Sarisahin.

11. Key supporters, partners, or resources that will contribute to your expanded school’s success.

Community involvement is a crucial key to success in implementing the mission and vision of CASLV. Community partnerships are extremely important, as they help provide students and parents with a vast educational experience both in and out of the classroom. CASLV has established partnerships with community organizations that enrich life for both students and parents. These organizations include, but are not limited to, the following:

- Boys & Girls Club – Assists with community outreach
- Champions – Assists with after school programs
- City of Henderson – Supports having CASLV campuses in its city
- College of Southern Nevada – Dual-credit partner
- Landwell Group – Assisted in land attainment for Cadence Campus
- Nellis Air Force Base – Partnered to have a campus on the Base
- UNLV – Established a teacher pipeline agreement

NOTES

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate “No change” for any below requested response that has not changed from your charter school contract.**
3. **Indicate “N/A” for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond “N/A” to any Specific Requirements RFA section for which they are not applying.**
4. **If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:**
 - a. *Letter from the Board chair requesting Good Cause Exemption;*
 - b. *Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and*
 - c. *The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.*
5. **To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle () left of that heading.**

B) MEETING THE NEED

TARGETED PLAN

- (1) **Identify the community you wish to serve** as a result of the expansion or RFA and describe your interest in serving this specific community.

Eastgate Grade Level Contraction

This question is not applicable.

NAFB Grade Expansion & Adding Dual Credit

NAFB’s target community for their proposed high school program will be those families residing on Nellis Air Force Base, Air Force families, living in Southern Nevada, and any families (including non-military) living within a 2-mile radius of the campus.

- (2) **Explain how your expansion model or RFA, 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.**

Eastgate Grade Level Contraction

This question is not applicable.

NAFB Grade Expansion & Adding Dual Credit

For high school options, NAFB military families have their 9th grade students leave the base to attend other schools. If they live on base, students are zoned for Mojave High School – a struggling, low-rated CCSD school. Some families move off base for this very reason to attend a school in a better neighborhood. For those who remain on base and not want their children to attend Mojave, they apply to many CCSD magnet schools. It does become a crapshoot as to what school accepts them. That brings

heavy anxiety and stress. Families care about their children’s education and attending Mojave should not be the default option.

GROWTH RATE AND RATIONALE

- (1) **Specifically identify the key risks associated with this growth plan** and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

- a. Inability to secure facilities/facilities financing;
- b. Difficulty raising philanthropic funding;
- c. Insufficient talent pipeline/difficulty recruiting faculty;
- d. Insufficient leadership pipeline/difficulty recruiting school leaders;
- e. Misalignment between the founding school and leader and new campuses and leaders, and;
- f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

Eastgate Grade Level Contraction

Attendance would not be affected. It would neither decrease nor increase over its 10% cap. There would be more sections of each grade level from K – 5.

NAFB Grade Expansion & Adding Dual Credit

Attendance would not be affected. The first 3 years of the high school would remain under the 10% cap. By the 4th year, it would be time to re-apply for the charter and numbers would be adjusted accordingly.

- (2) Discuss lessons learned during the school’s past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

Eastgate Grade Level Contraction

This should not be an issue since grades K-5 are already served at the campus.

NAFB Grade Expansion & Adding Dual Credit

The challenge would be finding staff to teach at the high school level. Nevada is in a teacher shortage. That is why we would utilizing a dual credit system would help. The dual credit system is already utilized at Sandy Ridge Campus, so we know what to expect and can plan around any unforeseen circumstances.

PARENT AND COMMUNITY INVOLVEMENT

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

Eastgate Grade Level Contraction

Parents are supportive because the campus becomes more focused in the grades that it will serve. Any 6th and 7th grade parents would have their students at the nearby Cadence Campus – less than 3 miles away – and Windmill Campus if those students live near that campus.

NAFB Grade Expansion & Adding Dual Credit

NAFB have surveyed parents and they have actively engaged with the Base in wanting a school. NAFB put out an application process to have a high school on base. CASLV applied and was rewarded with the chance to open the school.

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

Eastgate Grade Level Contraction

The school would work with rising 6th and 7th grade students to transition them to the appropriate campus.

NAFB Grade Expansion & Adding Dual Credit

CASLV will work with NAFB families to recruit for 9th grade students interested in attending the campus' high school. The community on base has already inquired about interest. The Department of Defense has approved CASLV to be the high school operator on base. In meeting with families, CASLV will introduce what the programming, structure, and growth would be like.

- (3) **Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles).** Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

The plans for those partnerships are already established for each campus.

- (4) **Discuss the community resources that will be available to students and parents at the expanded school.** Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** __, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

The community partners for each campus have remained the same.

- (5) **Describe the school’s ties to and/or knowledge of the target community.** How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

Eastgate Grade Level Contraction

The campus has been established since 2018, so it has deep ties to the area and great knowledge of its target community.

NAFB Grade Expansion & Adding Dual Credit

The campus has been established since 2016, so it has deep ties to the area and great knowledge of its target community.

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

Eastgate Grade Level Contraction

This question is not applicable.

NAFB Grade Expansion & Adding Dual Credit

The partners are Nellis Air Force Base, College of Southern Nevada, Nevada State College, and Brigham Young University.

C) ACADEMIC PLAN

MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

Explain whether the proposed mission and vision for the school/network is different from the existing school’s mission and vision and how they differ. Describe the reasoning behind any modifications.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

The mission and vision remain unchanged with these amendment requests.

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

(1) Historical Performance

- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
 - (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.
 - (ii) *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*
- (b) **Interventions:** Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

(2) Academic Vision and Theory of Change

- (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

(3) Performance Management

- a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
 - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
 - b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at <http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/AlignmentTemplate.xlsx>) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment, and fulfill NV’s required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of

the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

[NAFB Grade Expansion & Adding Dual Credit](#)

The ACADEMIC PLAN will remain unchanged from this amendment request, because CASLV has already been approved to operate a high school. CASLV currently serves grades 9-12 at its Sandy Ridge Campus. Also, CASLV will start serving 9th grade at its Cadence Campus in fall 2023 and grow a grade level year-over-year. Any of CASLV high school campuses will have courses from the same course catalog (see Attachment D).

The academic course would remain the same for the NAFB high school grades 9-10. For grades 11-12, there will be a dual-credit program and distance education course offerings. Please see the distance education subsection for distance education course information. Please see [RFA: Add Dual-Credit Program](#) for more information about the dual credit program at the Nellis Air Force Base Campus Please see the [distance education subsection](#) for distance education course information.

[Eastgate Grade Level Contraction](#)

Please see [RFA: Grade Level Elimination](#) for more information about the grade contraction at the Eastgate Campus.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.
- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.
- c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

[Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit](#)

The academic calendar remains unchanged with these amendment requests.

The NAFB HS school days will replicate what's occurring at the Sandy Ridge campus. Eastgate's structure will remain unaffected.

The goal for student attendance remains unchanged and our school leadership already has plans in place for ensuring these rates stay high.

DISTANCE EDUCATION

(Distance Education Expansion Amendments)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

NAFB Grade Expansion & Adding Dual Credit

Coral Academy of Science Las Vegas already offers distance education. It has an approved agreement in place with the Nevada Department of Education to utilize distance education from Brigham Young University (BYU) and Edgenuity. Both programs have been recognized by the NDE and offer plenty of approved courses.

The agreement runs from July 1, 2022 through June 30, 2025. CASLV will attempt to extend the agreement beyond the end date.

The agreement is attached as Attachment K.

PRE-KINDERGARTEN PROGRAMS

(All Operators Currently Operating or Proposing to Operate Pre-K)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed.

Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

NAFB Grade Expansion & Adding Dual Credit

The high school graduation requirements are the same as the Sandy Ridge Campus.

SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
2. SPCSA schools develop programs to support the needs of their students.
3. SPCSA schools do not counsel or kick any students out.
4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.
6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
 - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
 - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
 - a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level

of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

- (4) Enrollment: Describe the school’s strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

[NAFB Grade Expansion & Adding Dual Credit](#)

The special education plan remains unaffected.

Staffing

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

- (1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?
- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

This section remains unaffected with these amendments.

D) FINANCIAL PLAN

This section must be completed for all applications.

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

ACCOUNTING ORGANIZATION

The accounting department is primarily responsible for Accounting and Finance including back office duties.

Accounting Department Organization Chart

The organization's organizational framework provides the foundation for coordinating and administering the accounting management system. A description of the roles and responsibilities applicable to the accounting and operations staff is maintained by management.

Director of Finance Responsibilities: Overseeing the finance function, monitoring internal controls, refinancing debt, raising capital, debt and or equity appropriations, cash management, fund balances, and management activities. The Director of Finance is responsible to the Board of Directors and Executive Director for all long-range financial matters for Coral Academy of Science Las Vegas to establish organization-wide financial and administrative objectives, policies, programs, and practices, which insure the organization of a continuously sound financial structure.

The Director of Finance controls the flow of cash through the organization and maintains the integrity of funds, assets and other valuable documents.

Major Duties and Responsibilities:

- o Develops and implements accounting policies, coordinates systems and procedures, and prepares operating data and special reports as required, including interim and year-end financial statements. Maintains the organization's system of accounts and keeps books and records on all organization transactions and assets.
- o Establishes, coordinates and administers, as an integral part of management, an adequate plan for the control of operations including, revenue planning, programs for financing, fundraising forecasts, expense budgets and cost standards, together with necessary controls and procedures to effectuate

the plan.

- o In conjunction with the Executive Director and Director of Finance, coordinates, reviews, and endorses budget proposals, discusses proposed changes and significant changes.
- o Compares performance with operating plans and standards, and reports and interprets the results of operations to all levels of management.
- o Provides for the control and editing of all organization orders, to insure conformity to established policies and procedures, and to facilitate data control and retrieval of records generated by these orders.
- o Establishes and administers non-profit tax policies and procedures.
- o Supervises or coordinates the preparation of reports to Federal, State, and Local government agencies.
- o Provides Site Directors and their schools with information required by them to carry out their assigned responsibilities.
- o Assures protection for the assets of the business through internal control, internal auditing and assuring proper insurance coverage.
- o Provides advice on all matters to the Executive Director.

Accounting Staff Responsibilities

Accounting staff responsibilities are focused on accurately documenting the Organization's operations, collecting all money owed to the organization, and responsibly disbursing money owed to vendors.

The accounting staff consists of the following:

- o Designated Accountants. Responsible for performing a variety of administrative, office and clerical functions. Prepares accounting and financial reports and ensures accurate accounting systems and record keeping. Reports directly to the Director of Finance. Assists in recording of Accounts Payable, Accounts Receivable, Purchasing, Collections, and Coordinating activities with all schools.
- o Purchasing/Payroll Manager. Responsible for Purchases and Payroll transmission to the payroll processing company on a periodic base.

MANAGEMENT COMMITMENT

Senior Management at our organization shows its commitment to the accounting management system through the development and implementation of this accounting manual.

MANAGEMENT ACCOUNTING POLICY

Our organization has established an Accounting Manual that we feel is appropriate to our organization and meets the practices set forth in Generally Accepted Accounting Principles (GAAP). This policy is communicated throughout the organization. Department managers and supervisors are responsible for ensuring all employees understand the policy. To ensure our policy remains appropriate, it is reviewed at least annually at one of our Management Review meetings.

The Organization Accounting Policy:

It is the policy of our organization to design and produce financial statements in keeping with GAAP, Financial Accounting Standards Board (FASB) Statements, Generally Accepted Governmental Accounting Principles, (GAGAS) of Financial Accounting Concepts and comply with all statutory and regulatory requirements. We accomplish this by adhering to our Accounting Management System and use operational methods as documented in our Accounting Manual.

We strive to continually improve the effectiveness of our Accounting Management System by monitoring our performance against our established objectives and through leadership that promotes employee involvement. This concept represents our organization's commitment to quality accounting and the increasing need to better serve our students, stakeholders, and employees.

Conflicts of Interest

No employee, officer, or agent of CASLV shall participate in the selection, award, or administration of a contract involving CASLV if a real or apparent conflict of interest would be involved. Such a conflict would arise when the employee, officer, or agent, or any member of her or his immediate family, his or her partner, or a CASLV employee that employs or is about to employ any of the parties indicated herein, has a financial or other interest in the firm selected.

See the CASLV Accounting Manual (Appendix A) Procurement Policies and Procedures section of this manual for further information regarding Conflicts of Interest and the penalties for violation. The CASLV Human Resources Policies and Procedures should also be reviewed for violation of and penalties associated with the CASLV Conflict of Interest policy.

ACCOUNTING MANAGEMENT SYSTEM

OBJECTIVES

The Director of Finance maintains all documents that identify the sequence of accounting processes and, in conjunction with the Accounting Department, defines the interactions of the processes within the procedures defining these processes.

Processes for management activities, provision of resources, and measurement reporting are included. Procedures shall include the methods needed to ensure that the accountability and control of processes are effective. The Director of Finance will monitor, measure, and analyze processes and implement any actions necessary to achieve intended results and continual improvement of the processes. Any processes that are outsourced that may affect our organization's conformity to requirements shall be controlled. The Director of Finance is responsible for defining the methods to control outsourced processes and procedures.

Internal Controls

Internal controls, procedures, and practices will be utilized to ensure that:

- o Obligations and costs comply with applicable laws.
- o All assets are safeguarded against waste, fraud, loss, unauthorized use, and misappropriation.
- o Revenues and expenditures applicable to organization operations are recorded and accounted for properly so that accounts and reliable financial and statistical reports may be prepared and

accountability of the assets may be maintained.

o Programs are efficiently and effectively carried out in accordance with applicable laws and management policy.

Audit Findings

The Director of Finance will promptly evaluate findings and recommendations reported by auditors and then determine proper actions in response to audit findings and recommendations (e.g., develop corrective actions). Audits can be but are not limited to the annual independent audit or program/contract audits performed by Federal, State, and Local auditors. The Director of Finance or designee should complete, within established time frames, all actions that correct or otherwise resolve the matters brought to management's attention.

TRANSACTIONS

All transactions recorded or posted into the Accounting Management System should be properly authorized and accurately represent the activity being documented. Both the timing and amount of the transaction should be in accordance with organization accounting policies defined in this manual.

Authorization

Transactions and other significant events are to be authorized and executed only by persons acting within the scope of their authority. It is the principal means of assuring that only valid transactions and other events are entered into. Modification or adjustment to previously recorded transactions requires authorization.

Timing

All transaction dates recorded in the organization accounting system should accurately reflect the date the transaction occurred. Revenues should be recognized when earned and expenses when incurred. Processing, cutoff and period-end closing schedules and procedures should be documented. Cash sales should be recorded at the time of sale and deposited.

Amounts

Prior or related transactions should be checked for conformity with the transaction being recorded (e.g., match invoice to purchase order). Amount of posted transactions should be checked against source documents. Balances with third parties should be verified as appropriate (i.e. debtors, creditors, or landlord deposits, etc.). Transactions should be recorded in conformity with documented policies in Accounting manual (Appendix A)

Accuracy

Transactions should be recorded in the accounting system accurately. An approved set of general ledger and subsidiary accounts are maintained for assets, liabilities, revenues, expenses, budgetary accounts, programs, departments, and other accounts.

All transactions should be supported by documentary evidence, which becomes part of the accounting records. Error transactions should be reviewed, resolved, and cleared in a timely fashion. Manually determined control totals should be reconciled with recorded results. The Accounting Management System utilizes standard forms and provides control and accountability

over these forms. Supervisors should review posted accounting transactions with source documents and processing documents.

GENERAL PURCHASING

Policy: The investment in supplies and capital equipment will be facilitated through the Business Office, maintained at the lowest effective level and supervised consistent with a common set of procedures and controls as required by all regulatory and customer contract requirements.

Purpose: To outline the actions to be taken for 1) the procurement of supplies and capital equipment, 2) the completion of related documents.

Scope: This procedure applies to the purchase of all supplies and capital equipment for all departments within the Organization.

Responsibilities:

All personnel that require a product or service must complete a request in online purchasing module specifying items for purchase and obtain required approvals. Director of Finance, Purchasing/Payroll Manager, & Designated Accountant are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to accounting for payment.

School Site Accountant is responsible for payment of invoices only after satisfactory completion or delivery of goods or services has been made. The Campus Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to the Business Office.

Procedure:

ORDER DETERMINATION AND REQUISITION

Purchasing should obtain the optimal price for any purchases. All purchases above \$5,000 require at least 3 quotes to be obtained. Quotes may be submitted by the requestor or the Purchasing/Payroll Manager can obtain the 3 quotes. The quotes are entered into online purchasing module along with evaluation and selection of the best option by the requestor. The Director of Finance or his/her designee reviews the 3 quotes and forwards the recommendations to the Executive Director for final review and decision.

For purchases of goods and supplies, a request in online purchasing module will be prepared by the originating individual or department. The purchase request should be completed and approved with the following items and any additional supporting documentation:

- Complete description with part or model numbers and link to website if available
- Engineering drawings and specifications
- Type, Class, Grade required
- Quantity required
- Date required

- Requesting department and accounting code
- Recommended vendor or source if applicable

Other requirements

- Special shipping requirements
- Special inspection requirements upon receipt

For the following purchases, additional information is required:

- Textbooks – Full ISBN
- Airline tickets - passenger(s) legal name(s), date of birth, gender, departure/arrival airport codes and exact dates
- Vehicle rentals - vehicle type, exact dates and exact pick up/drop off locations

If the requisition is for subcontracted services:

- A complete description of the service to be performed
- Engineering drawings and specifications if appropriate
- Requirements for qualification of personnel
- Other documents such as insurance forms, etc.
- Quality standards to be applied

The Purchasing/Payroll Manager will analyze terms, vendor, pricing, quantity breaks, etc., and will order accordingly in the Organization's best interest. Purchasing/Payroll Manager will notify the requester of any material variances prior to placement of the order.

Reimbursements for purchases made by staff will be processed upon proper authorization through online purchasing module.

ORDER PLACEMENT

Requestor is responsible for completing a purchase order form for all orders. This can be processed through online purchasing module. Purchase orders are exempted for items such as salaries and related costs, utilities, and in state travel, or where a contract exists.

If there are any requirements for items to be inspected at the supplier's or the Organization's premises by the Organization or our customer, the arrangements and method of product release shall be included in the purchasing information.

Buyers must review their purchase orders for accuracy. The buyer submits their authorization through online purchasing module indicating the review was performed.

Orders can be placed with the vendor either by telephone, fax, internet or mail. When placing orders by telephone, the vendor contact, and date of order should be noted and a confirming copy of the order sent to the vendor. Pre-approval for any purchase is always required.

Purchasing/Payroll Manager is responsible for communicating with those receiving the supplies, following up on shipping, delivery, and expediting and partial shipments of ordered items.

Purchasing/Payroll Manager can either telephone vendors or use a PUR102 Ex1 PURCHASE ORDER FOLLOW-UP form to verify, trace or expedite orders.

RECORDKEEPING AND MATCHING

When Purchase Orders are issued, the Business Office copies will be placed in an Open File until the items are received. The Open File should be reviewed on a weekly basis to determine whether any orders need follow up.

Items will be received in accordance with procedure PUR103 RECEIVING AND INSPECTION.

The completed vendor's packing list is kept at the site where the shipment was received.

For partial shipments, a note will be made in online purchasing module to identify the shipment as partially received. The original Purchase Order will be kept in the open file until all items are received.

PURCHASING – ACCOUNTS PAYABLE

Proper vendor selection and utilization assist in controlling expenses. The following Purchasing Procedures should be utilized to account for and control all purchases and acquisitions of the organization.

Vendor Selection

The organization ensures purchased products and services conform to specified requirements. This starts with selection of appropriate suppliers, contractors, and consultants that have the capability and systems to supply products, materials and services to the organization's specific requirements. The organization should strive to validate the performance capabilities of all vendors and maintain the internal controls of the purchasing functions. Suppliers, contractors, and consultants are controlled to the extent necessary based on the effect of the purchased items on the quality of the organization's products and services. The organization should provide the methods for determining, documenting and, when applicable, inspecting vendors for compliance with organization policies and contract purchasing requirements. This applies to all vendors of products, materials, and services that directly affect the quality of the organization's products and services.

General Purchasing

The investment in supplies and capital equipment will be facilitated through the Purchasing/Payroll Manager, maintained at the lowest effective level and supervised consistent with a common set of procedures and controls as required by all regulatory and customer contract requirements. To outline the actions to be taken for 1) the procurement of all supplies and capital equipment, 2) the completion of related documents. This applies to the purchase of all inventory items, supplies and capital equipment within the organization.

Receiving and Inspection

All parts, components, goods and materials should be received in an organized manner and inspected for conformance prior to stocking or use in order to provide an initial quality control inspection. Any items or shipments rejected will be properly quarantined from other inventory items until disposition. The organization should outline the steps for receiving and inspection of

materials, components, or parts prior to use or the disposition of rejected items. This procedure applies to the receipt of all purchases.

Accounts Payable and Cash Disbursements

Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of general ledger accounts and appropriate timing of payments.

The organization should explain the practices for documenting, recording and issuing payments for accounts payable transactions. This applies to all purchases including contractor, consultant, merchandise and non-merchandise purchases.

Prepaid Expenses

It is the policy of CASLV to treat payments of expenses that have a time-sensitive future benefit as prepaid expenses and to amortize these items over the corresponding time period. For purposes of this policy, prepaid expenses are only accounted for at the end of the fiscal year and the amount considered to be prepaid remains at the discretion of the Director of Finance.

Reimbursements

Internal controls are required to ensure that only valid and authorized reimbursements are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments.

Purchasing and Procurement Bidding Policy

Defines when purchases or procurement is necessary to be obtained through a competitive sealed bidding.

- (2) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

Construction is not taking place. Enrollment for each campus is not affected by these requests.

- (3) **Attachment ____**. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - (a) **Anticipated Funding Sources**: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment ____**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
 - (b) **Anticipated Expenditures**: Detail the personnel and operating costs assumptions that support the

financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

- (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

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See Attachment E

- (4) Submit a completed financial plan for the proposed school as an **Attachment**___ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

[Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit](#)

See Attachment F

- (5) Submit, as an **Attachment**___, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

[Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit](#)

See Attachment G

- (6) Provide, as an **Attachment**___, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

[Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit](#)

CASLV does not have a CMO.

- (7) Complete the audit data worksheet in **Attachment**___. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**___.

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See Attachment H

- (8) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school’s fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

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CASLV does not do fundraising in terms of development. Any fundraisers that take place on CASLV campuses are in partnership with Parent-Teacher Organizations.

- (9) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

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Management Responsibility

The accounting department is organized into two main responsibilities: Accounting and Finance.

The organization’s organizational framework provides the foundation for coordinating and administrating the accounting management system. A description of the roles and responsibilities applicable to the accounting and operations staff are maintained by management.

Director of Finance responsibilities are focused on overseeing the Finance function, monitoring internal controls, refinancing debt, raising capital, debt and or equity appropriations, cash management, Treasury investments, fund balances, and management activities.

The Director of Finance is responsible to the Executive Director for all long-range financial matters for both Coral Academy of Science Las Vegas and its Charter Schools and to establish organization-wide financial and administrative objectives, policies, programs, and practices, which insure the organization of a continuously sound financial structure. The Director of Finance controls the flow of cash through the organization and maintains the integrity of funds, assets and other valuable documents.

Major Duties and Responsibilities:

- Develops and implements accounting policies, coordinates systems and procedures, and prepares operating data and special reports as required, including interim and year-end financial statements. Maintains the organization's system of accounts and keeps books and records on all organization transactions and assets.
- Establishes, coordinates and administers, as an integral part of management, an adequate plan for the control of operations including, revenue planning, programs for financing, fundraising forecasts, expense budgets and cost standards, together with necessary controls and procedures to effectuate the plan.
- In conjunction with the Executive Director and Director of Finance, coordinates, reviews, and endorses budget proposals, discusses proposed changes and significant changes.
- Compares performance with operating plans and standards, and reports and interprets the results of operations to all levels of management.
- Provides for the control and editing of all organization orders, to insure conformity to established policies and procedures, and to facilitate data control and retrieval of records generated by these orders.
- Establishes and administers non-profit tax policies and procedures.
- Supervises or coordinates the preparation of reports to Federal, State, and Local government agencies.
- Provides Site Directors and their schools with information required by them to carry out their assigned responsibilities.
- Assures protection for the assets of the business through internal control, internal auditing and assuring proper insurance coverage.
- Provides advice on all matters to the Director of Finance and the Executive Director.

Accounting staff responsibilities are focused on accurately documenting the Organization's operations, collecting all money owed to the organization, and responsibly disbursing money owed to vendors.

The accounting staff consists of the following:

- Designated Accountants. Responsible for performing a variety of administrative, office and clerical functions. Prepares accounting and financial reports and ensures accurate accounting systems and record keeping. Reports directly to the Director of Finance. Assists in recording of Accounts Payable, Accounts Receivable, Purchasing, Collections, and Coordinating activities with all schools.
- Purchasing/Payroll Manager. The Purchase/Payroll Manager is responsible for Purchases and Payroll transmission to the payroll processing company.

Internal Controls

CASLV has established, documented, and implemented an Accounting Management System. The system is designed to result in improving the effectiveness of our accounting operations and in our ability to satisfy auditor requirements.

The Director of Finance maintains all documents that identify the sequence of accounting processes and, in conjunction with the Accounting Department, and defines the interactions of the processes within the procedures defining these processes.

Processes for management activities, provision of resources, and measurement reporting are included. Procedures shall include the methods needed to ensure that the accountability and control of processes are effective.

The Director of Finance will monitor, measure, and analyze processes and implement any actions necessary to achieve intended results and continual improvement of the processes.

Any processes that are outsourced that may affect our organization's conformity to requirements shall be controlled. The Director of Finance is responsible for defining the methods to control outsourced processes and procedures.

Internal controls, procedures, and practices will be utilized to ensure that:

- Obligations and costs comply with applicable laws.
- All assets are safeguarded against waste, fraud, loss, unauthorized use, and misappropriation.
- Revenues and expenditures applicable to organization operations are recorded and accounted for properly so that accounts and reliable financial and statistical reports may be prepared and accountability of the assets may be maintained.
- Programs are efficiently and effectively carried out in accordance with applicable laws and management policy.

With audit findings, the Director of Finance will promptly evaluate findings and recommendations reported by auditors and then determine proper actions in response to audit findings and recommendations (e.g., develop corrective actions). Audits can be but are not limited to the annual independent audit or program/contract audits performed by Federal, State, and Local auditors. The Director of Finance or designee should complete, within established time frames, all actions that correct or otherwise resolve the matters brought to management's attention.

Budgeting & Reports

The organization shall prepare an annual budget on the accrual basis of accounting and the budget shall be adopted by the Board of Directors. The budget may be revised as needed. It is the policy of the organization to adopt a final annual operating budget at least 30 days before the beginning of CASLV's fiscal year.

A budget is a management commitment of a plan for present and future CASLV activities that will ensure survival. It provides an opportunity to examine the composition and viability of CASLV's programs and activities simultaneously in light of all available resources.

The organization will prepare annual and monthly financial statements as management considers necessary and prepare non-profit tax information and tax information returns within six months of the fiscal year close.

The purpose is to control and prepare consistent and accurate financial statements and tax returns that are relied upon by both internal and external parties.

The organization should provide the format and content requirements for preparation of the Financial Reports. The Designated Accountants will prepare summary reports of vital operating statistics for the organization, including revenues, current debt, operating cash, accounts receivable, budgets, and projected cash flows. These reports are to be prepared in brevity and are to supplement detailed monthly and quarterly financial reports and are to be used for timely "hands-on" management.

An orderly, timely and comprehensive review of all general ledger accounts should be performed or directed by the Director of Finance to ensure an accurate representation of the organization's financial statements. These practices are aimed at proving that the financial accounts are accurate, and if not, are properly adjusted to make them accurate, prior to closing.

E) OPERATIONS PLAN

◆ **Indicate "No Change" to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

1. Historical performance

- (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.

Please provide a narrative demonstrating that the school meets the organizational criteria for approval.

- (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations.

How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?

- (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

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No change for this section.

2. Organization governance structure & board development:

- (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses
- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
- (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

3. Organization charts and decision-making authority:

- (a) Provide the following organizational charts:
 - (i) Current
 - (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
 - (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

4. Describe the proposed organizational model; include the following information:

- a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment** ___)
- b) Resumes of all current leadership (provide as an **Attachment** ___).
- c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** ___)

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

5. Describe the leadership team’s individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
- (a) School leadership;
 - (b) School business operations and finance;
 - (c) Governance management and support to the Board;
 - (d) Curriculum, instruction, and assessment;
 - (e) At-risk students and students with special needs;
 - (f) Performance management; and
 - (g) Parent and community engagement.

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment** ___).

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

7. Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

8. Explain your campus instructional leader’s role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader’s guidance?

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No change for this section.

9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

LEADERSHIP FOR EXPANSION

- a) Describe the operator’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** ___). Summarize the proposed leader’s academic and organizational leadership record. Provide specific

evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment**____) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2022-23 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

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No change for this section.

STAFFING

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

Sample Excerpt—Complete using Excel file

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Management Organization Positions						
<i>Complete this form using the Excel file</i>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

HUMAN CAPITAL STRATEGY

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
 - 1) How the school plans to identify leadership internally and externally;
 - 2) Who will be responsible for hiring leaders;
 - 3) Formal and informal systems that will prepare leaders for their responsibilities;
 - 4) The school's philosophy regarding internal promotions;
 - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
 - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation:** Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

SCALE STRATEGY

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the

school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment** _____. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.

- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				

Facilities Mgt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

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No change for this section.

STUDENT RECRUITMENT AND ENROLLMENT

[Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit](#)

See Attachment I: Enrollment Projections fo Campuses

Like all public schools, public charter schools must be open to any such child, regardless of that child’s race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

- g. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.
- h. Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school’s current zoned schools.
- i. Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the

community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery² which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

- j. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.
- k. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.
- l. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- m. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?
- n. Complete the following tables for the proposed school to open in 2021-22. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.

1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*
Sample Excerpt

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K					
1					
2...					
10					
11					
12					
Total					

² See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

2) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Sample Excerpt

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K...					
12					
Total					

3) **Maximum Enrollment** (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Sample Excerpt

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K					
12					
Total					

- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.
- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

BOARD GOVERNANCE

Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- p. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- q. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** ____). Please note that at least 75% of new board members for SY 2021-2022 must be identified at the time of the submission of the expansion request.
- r. Provide, as part of **Attachment** ____, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- s. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- t. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
- u. Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- v. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- w. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their

frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

- x. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.
- y. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
- z. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure

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No change for this section.

INCUBATION YEAR DEVELOPMENT (for approved schools that have not yet opened)

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment ___**.
- bb. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

- cc. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

SCHOOL MANAGEMENT CONTRACTS

Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO) or charter management organization (CMO).

- dd. How and why was the EMO or CMO selected?
- ee. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- ff. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- gg. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- hh. Please provide the following in **Attachment** ___ :
 1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
 2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
 3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.
 4. Documentation of the service provider’s for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
 5. Provide a brief overview of the EMO/CMO's history.
 6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide

explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

[Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit](#)

Section is not applicable.

SERVICES

9. Provide **Attachment** ___ describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below.
11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.

- i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - iii. Facilities maintenance (including janitorial and landscape maintenance)
 - iv. Safety and security (include any plans for onsite security personnel)
 - v. Other services
12. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
13. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.
14. Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.
15. Provide, as an Attachment ____, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

ONGOING OPERATIONS

16. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school’s Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?
17. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers’ compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required

of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

Eastgate Grade Level Contraction & NAFB Grade Expansion & Adding Dual Credit

No change for this section.

Section II: SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1.RFA: Add Distance Education

- a. Executive Summary
 - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
 - ii. A list of the current school campuses
 - iii. Proposed model and target communities by zip code
 - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
 - v. The key components of your educational model and how the distance education program aligns with the educational model.
 - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
 - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
 - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
 - i. Describe the system of course credits that the school will use.
 - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
 - iii. Describe how the school will ensure students participate in assessments and submit coursework.
 - iv. Describe how the school will conduct parent-teacher conferences.
 - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education

- i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
 - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- e. Scale Strategy
 - i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
 - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
 - i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
 - ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
 - iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?
- g. Services
 - i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
 - ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
- h. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices,

servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

2.RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.

NAFB Grade Expansion & Adding Dual Credit

The relationship between Coral Academy of Science Las Vegas and College of Southern Nevada (CSN) began in the Spring of 2021 through an MOU dated August 1, 2021 through July 31, 2026.

- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

NAFB Grade Expansion & Adding Dual Credit

The Coral Academy of Science Las Vegas Board of Directors will ensure the school adheres to the agreements entered into between Coral Academy of Science Las Vegas and CSN.

CSN, through the Academic Affairs department, will oversee the administration, enrollment and educational requirements for the dual credit courses offered to Coral Academy of Science Las Vegas students. Any Coral Academy of Science Las Vegas student who successfully passes each course in the program will receive the appropriate amount of college credit assigned to the specific course offered and credit for a course at Coral Academy of Science Las Vegas.

Both CSN and Coral Academy of Science Las Vegas will coordinate to verify the selected students qualify for admission and enrollment pursuant to applicable NSHE standards. Once the students are enrolled, CSN will provide a CSN academic advisor or success coach, with whom each Coral Academy of Science Las Vegas student must meet. CSN will provide Coral Academy of Science Las Vegas students enrolled in dual enrollment courses the same counseling services offered to other CSN students. All dual enrollment courses will be offered at established CSN campuses or CSN learning sites. Both Coral Academy of Science Las Vegas and CSN will be responsible for maintaining their respective student records for the courses that are awarded credit under the dual enrollment program. Coral Academy of Science Las Vegas students will be responsible to pay all fees applicable to Coral Academy of Science Las Vegas students enrolled at CSN. In an effort to subsidize the cost of CSN dual enrollment, Coral Academy of Science Las Vegas will pursue grants and other funding opportunities.

- c. Discuss the scope of the services and resources that will be provided by the college or university.

[NAFB Grade Expansion & Adding Dual Credit](#)

CSN staff will provide a new student orientation to Coral Academy of Science Las Vegas students as well as access to academic advisors and success coaches. These are the same services provided to any CSN student.

- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.

[NAFB Grade Expansion & Adding Dual Credit](#)

Coral Academy of Science Las Vegas students are responsible to pay for all fees applicable to Coral Academy of Science Las Vegas students enrolled at CSN. CSN will charge via CSN invoice within 30 days of the start of the courses and Coral Academy of Science Las Vegas students will submit payment within 30 days of receipt of invoice. Coral Academy of Science Las Vegas plans to pursue grants and other funding opportunities to help support their students in the dual enrollment program.

- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.

[NAFB Grade Expansion & Adding Dual Credit](#)

CSN requires all dually enrolled students to attend an orientation prior to the start of their classes where policies and practices are reviewed with participants. Both CSN and Coral Academy of Science Las Vegas will be responsible to initiate and maintain respective student attendance and grades for the courses in which they are enrolled. CSN will comply with the Family Educational Rights and Privacy Act (FERPA). Coral Academy of Science Las Vegas students must sign a FERPA document before CSN will release any academic records to Coral Academy of Science Las Vegas. Upon successful completion of any course in which a Coral Academy of Science Las Vegas student is enrolled, CSN will award corresponding credits listed in the CSN course catalog at CSN and credit for a course at Coral Academy of Science Las Vegas. A Coral Academy of Science Las Vegas staff member charged with maintaining student records will ensure the appropriate credit(s) are entered onto student transcripts.

- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

Provide as an **Attachment** ____, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

[NAFB Grade Expansion & Adding Dual Credit](#)

No employee of CSN currently serves on the Coral Academy of Science Las Vegas Board of Directors.

3.RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

- a. Complete and submit your RFA with the General application sections above completed.
- b. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- c. Indicate “N/A” for any below requested response that is not applicable to your request.

4.RFA: Eliminate a grade level or other educational services

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- a) Complete and submit your RFA with the General Requirements sections above completed.

Eastgate Grade Level Contraction

The above general requirement sections have been completed.

- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

Eastgate Grade Level Contraction

Eastgate is going from grades K-7 to K-5 for a variety of reasons.

1. With the decreasing amount of qualified teaching candidates, it has been easier to recruit teachers that teach elementary. With so many teachers leaving the profession, it has been difficult to recruit and retain middle school teachers. There have been more elementary teachers wanting to teach at Eastgate.
2. Our master teachers are in our elementary grades. The campus has had more success in improving and training its elementary teachers because of this.
3. CASLV has always had greater waitlists for its elementary grades at Eastgate, and with a grade contraction, the Eastgate Campus can serve more K-5 students. By contracting grades, Eastgate Campus will create more sections for those families.
4. CASLV has two nearby campuses, Cadence (3-mile drive from Eastgate) and Windmill (4-mile drive from Eastgate), that can serve grades 6 & 7 for those middle school students and families.

After the October 2022 SPCSA Board Meeting, if this request is approved, rising 6th and 7th grade families (current 5th and 6th grade families) will receive a Google Form survey asking which campus they would prefer to attend for the 2022-2023 school year – Cadence or Windmill.

Cadence already has the number of sections available to absorb the additional students. Windmill would re-arrange its sections (without affecting the total student enrollment) to accommodate incoming Cadence students. Windmill will receive (30) sixth grade students

and (30) seventh grade students from Eastgate. Cadence will receive the same amount. CASLV would create a waitlist for any students who did not get into their desired campus.

If Eastgate does become a K-5 campus, there is a promotion plan in place for the fifth grade classes. At some point during the second half of the 2023-2024 school year (and each school year thereafter), fifth grade families will receive a Google Form survey asking which campus (Windmill or Cadence) their student would prefer to attend for sixth grade. Windmill would have 70 spots available, and that is the maximum number of students that they can accept. Cadence would accept the remaining students, and that number can vary year-to-year. Cadence has the capacity to accept however many students it needs to due to its sheer size.

5.RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO

a) School Management Contracts

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the

correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

b) Financial Plan

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school’s fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment

request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment**___ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment**___, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment**___, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
8. Complete the audit data worksheet in **Attachment**___. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**___.

Attachments Necessary for EMO Amendment

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.

- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider’s non-profit or for-profit status
- 9) Documentation of Service Provider’s authorization to do business in Nevada (e.g. current business license)
- 10) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) Audit Data Worksheet
 - (a) Academic Performance Worksheet
 - (b) Good Cause Exemption Letter
 - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.

6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

What is your current enrollment for the prior years in your current contract?

Year						
Enrollment						

What is your projected enrollment for the years for which you are requesting an expansion?

Year						
Enrollment						

7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

For an RFA to accomplish this objective:

- a) Complete and submit your RFA with the General application sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they’ve proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

8. RFA: Lottery: Change(s) in Charter Lottery Policy

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract.

To incorporate a weighted lottery program, a Request For Amendment must present, in at least three to five narrative pages, plus any spreadsheet, a description of the following:

1. The current academic model including current student demographics and academic performance, including performance by student group,
2. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,
3. How the school will ensure strong academic results for all students, including any adjustments to the school model and/or staffing to account for expected changes in student demographics,
4. A summary of the current fiscal state of the school under the current model, such as by a copy of the current school budget, and
5. A summary of the projected fiscal impact to revenues, expenditures, reserves, and surplus (deficit).

Additionally, include a copy of the current lottery policy as well as a copy of the charter school board-approved, proposed weighted lottery policy.

The draft of your proposed lottery policy must include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to [NRS 388A.456](#) and/or [R131-16](#). If your school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.

Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes? Attach a revised student enrollment form to be used under the proposed policy³.

Facility RFAs

9. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

10.RFA: Occupy New or Additional Sites (NAC 388A.315)

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

11.RFA: Occupy a Temporary Facility

- a. Complete the general sections above and the general and specific facility sections below

³ Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state “No change to section” in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

12.RFA: Relocate or Consolidate Campuses

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state “No change to section” in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

General Facility RFA requirements

1. Describe the school’s capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.
2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.
3. List names and roles of any parties which could be deemed financially interested and describe the potential or actual interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.
4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.
 - a) Current Ratio (CR)
 - b) Unrestricted Days Cash on Hand (UDCOH)
 - c) Cash Flow (CF)
 - d) Debt to Asset Ratio (D/A)
 - e) Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)
5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:
 - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility.
 - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed

- lease or rental agreement noting any additional square footage to be leased.
- c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
 - d) A copy of the floor plan of the facility and all other documentation required pursuant to NAC 388A.315 (“Request to occupy new or additional facility”). Include notations of all included campus facilities with a table or statement describing **the square footage** of the facility AND an assurance the school will submit any final versions of the documentation called for here and in NAC 388A.315.
 - i) Include conditioned space square footage, total campus acreage acquired/ under control of the school. (Do not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)
 - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
 - f) A copy of the Certificate of Occupancy at **Attachment** ____.
 - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** ____.
 - h) The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.
 - i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate “N/A”...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment** ____.
 - j) A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
6. If a proposed facility has **NOT** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
- d) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility as an **Attachment** ____.
 - e) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ____ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment** ____.
 - f) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an

Attachment ___ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet **AND** an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment** ___.

- g) Either a description of the process and resources the school will use to identify a facility **AND** an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** ___ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ___.
- h) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school **AND** documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** ___.
- i) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school **AND** documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** ___.
- j) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315 as an **Attachment** ___.
- k) The organization's plans/methods to finance these facilities, including:
 - i) Whether the school is seeking:
 - (1) A loan (CDFI or other),
 - (a) For Construction financing,
 - (b) For Permanent financing,
 - (c) Refinancing
 - (2) Bond Financing,
 - (a) For Construction financing,
 - (b) For Permanent financing,
 - (c) Refinancing
 - (d) Tax-exempt
 - (e) Rated
 - (f) Privately placed
 - (3) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).

- (4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
- b) Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
 - c) What is the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”)?
 - i) State the planned total classroom student capacity of the new facilities (e.g., “24,750 sqft total planned for up to 450 students at 55 square feet per pupil”).
 - d) Will the financing/refinancing trigger any prepayment penalties? Yes, No.
 - i) If “Yes”, describe the amount.
 - e) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction? Yes, No. If so, please identify the parties and describe the interest(s).
 - f) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
 - g) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
 - h) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
 - i) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
 - j) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
 - k) A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
7. For schools which are seeking to occupy multiple facilities over several years, list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
 - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and

approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an **Attachment** ____ . Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of **Attachment** ____ .

Facility RFA Attachments required

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth **in square feet** OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
7. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school OR a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy,

including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315

9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315.
10. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315

13. RFA: Transportation

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
 - o The number of students to receive transportation, including their grades
 - o The hours transportation is to be provided
 - o The physical location(s) proposed as pick-up and drop-off locations
 - o The entity/vendor providing transportation
3. Provide a statement of assurance confirming that the Charter School has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
 - o The proposed schedule for practicing student evacuation
 - o A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

14. Change of incorporation status

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

15. RFA: Other Changes

1. For certain other RFA requests

- a. See NAC 388A.330
- b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.

2. **For all other RFA requests not otherwise described**
 - a. See NAC 388A.335
 - b. Complete all applicable sections above, general and specific
1. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is “material or strategically important”, pursuant to NRS 388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.
 - a. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.
2. **Nonmaterial amendments**
 - a. NAC 388A.335(2)
 - b. For all other RFA requests not otherwise described in NAC 388A.335
 - c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

Attachments

A – US Air Force Approval Letter

B – CASLV Board Minutes form 8.27.22

C – CASLV Restorative Justice Plan

D – CASLV High School Course Catalog

E – Budget Narrative

F – Financial Plans for Eastgate & Nellis AFB Campuses

G – Network Budget

H – Audit Data Worksheet

I – Projected Student Enrollments

J – MOU from College of Southern Nevada

K – Approved Distance Education Program for BYU & Edgenuity

L – Good Cause Exemption Letter



**DEPARTMENT OF THE AIR FORCE
99TH CONTRACTING SQUADRON (ACC)
NELLIS AIR FORCE BASE NEVADA**

11 February 2022

MEMORANDUM FOR CORAL ACADEMY OF SCIENCE LAS VEGAS
ATTN: MR. ANTHONY VU

FROM: 99 CONS/PKB

SUBJECT: Selection Notification for Nellis Charter High School

Reference: Request for Proposal, Notice ID- NAFB_Charter_High_School, 29 June 2021

1. Congratulations, on behalf of the 99th Air Base Wing, Nellis AFB, Nevada, Coral Academy of Science Las Vegas was selected based on their proposal to enter into lease as identified in the certification requirement.
2. If you have any questions, you may contact me at (702) 652-8482 or april.taylor.7@us.af.mil .

APRIL L. TAYLOR, GS-13, USAF
Contracting Officer



Coral Academy of Science Las Vegas

Minutes

Coral Academy of Science Las Vegas Board Meeting

Date and Time

Saturday August 27, 2022 at 11:00 AM

Location

1051 Sandy Ridge Pkwy. Henderson, NV 89052

Posting of Agenda: This agenda has been posted at the following locations:

Coral Academy of Science Las Vegas (“CASLV”), Green Valley Library, Enterprise Library, James Gibson Library, Paseo Verde Library, Whitney Library, CASLV website at www.caslv.org, and Nevada Public Notice website at <http://notice.nv.gov>.

Format / Procedures / Rules: This is a notice of a public meeting held pursuant to NRS Chapter 241. Members of the public are invited to be present.

Certain items may be removed from open/public consideration if permitted or required by Nevada law. The Board may also (i) take agenda items out of order; (ii) combine two or more items for consideration; (iii) separate one item into multiple items; (iv) table an agenda item to a future meeting; and/or (v) remove an agenda item.

Reasonable efforts will be made to assist and accommodate persons with physical disabilities desiring to attend the meeting. Please contact Ms. Shepard at ashepard@coralacademylv.org at least 48 hours before the time of the meeting, if possible, so that reasonable arrangements may conveniently be made.

Please also contact Ms. Shepard if you would like a copy of the agenda and any public reference materials relating to agenda items. Those materials will also be available at the meeting location. Those materials would provide you with greater context and clarity as to the matters under discussion.

By law, no one may willfully disrupt the meeting to the extent that its orderly conduct becomes impractical.

All items are action or possible action items if denoted as such.

Directors Present

Ann Diggins, Arlene Hayman (remote), Beth Kazelskis, Carryn Warren, Feyzi Tandogan

Directors Absent

Brin Gibson, Chan Lengsavath

Guests Present

Andrea Shepard, Anthony Vu, Bridget Peevy, Emrullah Eraslan, Ercan Aydogdu, Mark Gardberg, Nick Sarisahin

I. Opening Items

A. Call the Meeting to Order

Ann Diggins called a meeting of the board of directors of Coral Academy of Science Las Vegas to order on Saturday Aug 27, 2022 at 11:01 AM.
There was a break held from 2:08 pm to 2:32 pm.

B. Public Comment

There were no public comments.

II. Consent Agenda

A. Approval of the June 2, 2022 Regular Board Meeting Minutes (For Possible Action)

Carryn Warren made a motion to approve the minutes from Regular Board Meeting on 06-02-22.
Feyzi Tandogan seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approval of the July 26, 2022 Finance and Facilities Subcommittee Meeting Minutes (For Possible Action)

Carryn Warren made a motion to approve the minutes from Finance and Facilities Subcommittee Meeting on 07-26-22.
Feyzi Tandogan seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Report of Purchases and Expenses Between \$10,000 and \$25,000 (Information)

D. CCS Day Porter Approval for Cadence Campus (For Possible Action)

E. SchoolMint Contract Renewal (For Possible Action)

F. Desktop Computer Purchases (For Possible Action)

G. Chromebook Purchases (For Possible Action)

H.

Workers Compensation Renewal (For Possible Action)

I. Liability Insurance Renewal (For Possible Action)

Ms. Diggins said the consent agenda items are very routine and asked if the board has any questions regarding an item.
Carryn Warren made a motion to approve the consent agenda.
Feyzi Tandogan seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Discussion & Possible Action Items- Contracts, Purchases, and Procurements

A. UTS Contract Amendment (For Possible Action)

Mr. Ercan explained the services provided are the same, however due to inflation United Testing Services (UTS) will increase the amount from \$80 to \$85 per hour. Ms. Diggins added that does not sound bad considering the services. Ms. Diggins asked for any questions and there were none.
Beth Kazelskis made a motion to approve the UTS amendment.
Carryn Warren seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Discussion/Possible Action Items-Facility

A. Cadence Campus Construction Change Orders (For Possible Action)

Mr. Nick explained the change orders are the same that were discussed in the Finance and Facilities subcommittee meeting, however, there is one new item that he reviewed.

Ann Diggins made a motion to approve each change order as detailed and indicated.
Carryn Warren seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Tamarus Campus Gate Overhaul (For Possible Action)

Mr. Anthony Vu explained the gates need to be replaced as currently there are some safety concerns and the campus would like to have more secure gates in place. It will look better and it will be safer. It was discussed that Artistic Iron Works, the lowest bidder, is the preferred vendor.
Ann Diggins made a motion to approve the Tamarus gate overhaul in the amount of \$42,400.00.
Feyzi Tandogan seconded the motion.
Dr. Warren abstained given her temporary role as Tamarus PTO President.
The board **VOTED** to approve the motion.

Roll Call

Feyzi Tandogan Aye
Carryn Warren Abstain
Arlene Hayman Aye
Chan Lengsavath Absent
Beth Kazelskis Aye
Brin Gibson Absent
Ann Diggins Aye

C.

Tamarus Campus Turf Renovation (For Possible Action)

Mr. Vu explained US Turf, the lowest bidder, is the preferred vendor. They were able to give a discount and it was discussed that \$30,000 will be applied from campus fundraising.

Ann Diggins made a motion to approve the Tamarus Campus Turf Renovation in the amount of \$99,900.

Arlene Hayman seconded the motion.

Dr. Warren abstained given her temporary role as Tamarus PTO President.

The board **VOTED** to approve the motion.

Roll Call

Brin Gibson	Absent
Arlene Hayman	Aye
Carryn Warren	Abstain
Beth Kazelskis	Aye
Feyzi Tandogan	Aye
Ann Diggins	Aye
Chan Lengsavath	Absent

D. Windmill Campus Classroom Addition (For Possible Action)

Mr. Vu explained that CASLV Windmill campus would like to add a classroom in an existing space which will require the ceiling to be raised to meet code. Desert Valley Contractors are the lowest cost and they are the preferred vendor.

Feyzi Tandogan made a motion to approve the Windmill campus classroom addition in the amount of \$49, 337.57.

Carryn Warren seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Windmill Campus Door Replacement (For Possible Action)

Mr. Vu presented that there are 12 classroom doors that need to be replaced as they are withering away due to outdoor exposure. The replacement doors will be metal and Vortex, the lowest bidder, is the preferred vendor. Ms. Hayman asked if there is any concern about swelling and Mr. Vu confirmed there is no concern.

Feyzi Tandogan made a motion to approve the Windmill campus door replacement in the amount of \$40,212.00.

Ann Diggins seconded the motion.

The board **VOTED** unanimously to approve the motion.

V. Discussion/Possible Action Items-Governance/Policies

A. Approval of PERS Critical Labor Shortage in Compliance with NRS 286.523 under PERS policy 10.34 for Special Education Teacher Position (For Possible Action)

Ms. Peevy explained this is due to a special education (SPED) position and the candidate is qualified. This has been posted across platforms. Ms. Diggins thanked Ms. Peevy for the thorough report. Ms. Hayman said this is nothing unusual, all teachers especially SPED have been considered critically needed.

Beth Kazelskis made a motion to Approve the PERS Critical Labor Shortage in Compliance with NRS 286.523 under PERS policy 10.34 for Special Education Teacher Position.

Feyzi Tandogan seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Revisiting the COVID-19 Immunization and Testing Policy for Staff and Parent Volunteers (For Possible Action)

Ms. Peevy said we are asking the board to rescind this policy based upon the current COVID-19 facts and she will continue to monitor this. If CDC guidelines change the board can revisit the policy.

The parent Volunteer Policy is similar to the Employee Policy, however, there is no option to test weekly, but it states they must be vaccinated.

Ann Diggins made a motion to rescind the COVID-19 Immunization and Testing Policy for Staff and Parent Volunteers.

Carryn Warren seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Charter Amendment for Eastgate Grade Level Contraction & Nellis High School Expansion (For Possible Action)

Mr. Vu indicated this item was tabled at the June 2, 2022 board meeting and the information is now complete. Mr. Gardberg noted a few revisions that he will email Mr. Vu.

The Nellis portion of the amendment is the expansion of high school for the 2023-24 school year, beginning with 9th grade and the addition of 10th grade the following year. There will be two sections per grade level. Ms. Diggins asked if students will be taught on campus. Mr. Vu explained they will be housed at the existing campus during 9th and 10th grade, after 10th grade, they will be part of a dual enrollment program which will allow them to attend a community college during their 11th and 12th-grade years.

Dr. Warren asked about dual enrollment and what if a student is not at the maturity level to attend CSN. Mr. Ercan explained that there will be an assigned counselor at the Nellis campus for these students and they will visit the Nellis campus once a week so the school admin will keep track of their progress and support them. Ms. Diggins asked that Ms. Hayman and the academic subcommittee take a deeper dive into this dual enrollment program (which wouldn't commence until 2025-26) upon the amendment's approval. She would like the committee involved with planning and monitoring the first year of operation. Mr. Vu added the U.S. Air Force and base leadership approved this proposed model.

Mr. Vu added this also includes a Good Cause Exemption Letter for approval.

Ann Diggins made a motion to approve the presented Charter Amendment request for Eastgate grade level contraction, the Nellis campus adding high school grade levels, and the Good Cause Exemption Letter presented.

Carryn Warren seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Nellis AFB Grant Opportunity for Expansion (For Possible Action)

Mr. Ercan gave an explanation of the grant opportunity and timeline. In the Spring of 2023, we will be notified if we will be awarded the grant. Mr. Ercan reviewed in detail the specifics included in the grant request plan and he added that he will share this draft with SPCSA before submitting it. He also added that as soon as we get the approval we will work on the charter amendment for implementing all of this proposed facility improvement and the construction of the additional facilities at the campus.

Feyzi Tandogan made a motion to approve proposed Nellis AFB grant application.
Carryn Warren seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Amendment of Residency Verification Policy (For Possible Action)

The updates to the policy were reviewed in detail. Ms. Diggins said this looks routine. Mr. Gardberg suggested a few edits that he will email Mr. Ercan. Ann Diggins made a motion to approve the Amendment of the Residency Verification Policy with Mr. Gardberg's legal review and suggestions for revisions. Feyzi Tandogan seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. Special Education Policy and Procedures Manual and Forms (For Possible Action)

Mr. Ercan introduced Ms. Jackie Working, the new CASLV Special Education Director. Ms. Working explained there have been no changes to the CASLV's existing policy, procedures manual, and forms. Feyzi Tandogan made a motion to approve the Special Education Policy and Procedures Manual and Forms. Carryn Warren seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Information/Discussion Items

A. Campus Safety and Security Report (Information)

Mr. Vu presented the school safety update and added there has been great progress. He mentioned that the Department of Homeland Security will visit all of our campuses in September and will provide us with a report beginning of October. We will see what they have to say in their assessment. The board requested campuses include this information in newsletters to parents.

B. Cadence Campus Opening Update (Information)

Mr. Eraslan presented a detailed Cadence campus update regarding, for example, construction completion, the resolution of initial traffic issues, teacher hiring, student demographics, and increasing enrollment and answered various questions from the board.

C. HR-Teacher Recruitment Update (Information)

Ms. Peevey presented and discussed the 2022-2023 recruitment challenges. She explained we had to think outside of the box and discussed numerous ways this was done.

The below results of the recruitment efforts were presented by Ms. Peevy:

- 146 New Hires for this school year
 - 31 Support Staff/Administrator
 - 112 Teachers
 - 3 Math Interventionists (CASLV Alumni - UNLV Graduates)
- Teacher Recruitment
 - Local Hires (93)
 - Nationwide Hires (8)

- Out-of-Country Hires (13)
 - J-1 Visa (11)
 - PENDING (2) H-1B Visa- (French Teacher, Science Teacher)
- PENDING(1) Nevada PERS (Retired)(Special Education Teacher)

D. SPCSA Pre-opening Checklist and Conditional Approval of Cadence Campus Opening (Information)

Mr. Ercan reviewed the SPCSA authority's pre-opening process, checklist in detail, and conditional approval of the opening of the new Cadence campus. He explained the two conditions along with the final CO from the final conditional approval.

E. Board Member Training (Information)

Mr. Gardberg provided the board member training.

F. Financial Update (Information)

Mr. Nick presented the financial update and reviewed the current enrollment numbers for each campus. He indicated cash on hand is good and discussed the debt ratio.

Ms. Diggins asked that a non-decision-making bond information task force be formed prior to the October board meeting. The first meeting will be on September 22 at 5 pm. The Board and school counsel encouraged Staff to invest resources and consider all other reasonable measures to immediately increase student enrollment and cut or freeze unnecessary costs.

G. Executive Director's Progress Report (Information)

Mr. Ercan discussed CASLV's accomplishments and important information regarding students and school clubs with the board.

- Coral Academy Windmill Campus students visited Sen. Rosen and Sen. Cortez-Masto in DC.
- AP Capstone Diploma - 16 CASLV students have earned the AP Capstone Diploma. A total of 5 students have earned the AP Seminar and Research Certificate™ during the 2021-22 school year. The AP Capstone Diploma program helps students develop critical thinking, research, collaboration, and presentation skills that are critical for academic success.
- Dora Chatterjee is our first high school student to graduate with a 6.0 weighted GPA! Dora was offered admission to the California Institute of Technology.
- Congratulations to CASLV Student Stephanie R. who was announced as one of the ten first class of Rising Leaders from all over the Nation.
- Ms. Thomas was nominated and selected as the "June 2022, Grand Hero" - The Grand Sierra Resort's "Grand Hero" program is where community members are asked to nominate everyday heroes in their local communities from teachers to first responders to volunteers and all those in between receive a relaxing resort vacation as an expression of thanks.
- The Sandy Ridge high school Math team received first place in the region - They competed in the Math League Press. The high school team received first place in the region, and the 7th and 8th-grade teams received first

place in the League. Sastha R. from Centennial Hills campus received first place among individuals for the 7th-grade students in the League.

- Women in STEM Club - The newly established Women in STEM Club at Sandy Ridge Campus is hosting women from the STEM field from our community as guest speakers to attract our female students in the STEM field.
- Mr. Ercan said that we are thrilled to see our schools filled with excitement & smiles and he shared some campus images of the first day of school with the board.
- Cadence Campus Ribbon Cutting Ceremony - Mr. Ercan discussed the ribbon-cutting ceremony and shared images with the board.
- @FOX5 Vegas: "There are a few limited openings still available..." - Mr. Ercan reviewed a recent segment that aired on Fox 5.
- Enrollment & Open Seat Numbers 2022-2023 School Year - Mr. Ercan reviewed the numbers with the board.
- Next Board Meeting: scheduled for Wednesday, October 26th, Mr. Ercan asked if the meeting could be moved to Tuesday, October 25th and the board agreed. The meeting will be held in person at CASLV Cadence Campus.

VII. Public Comments (Information)

A. Public Comment

There was a member of the public present that asked if CASLV Sandy Ridge campus will have a grade level retraction next school year and Mr. Ercan explained no and that CASLV Sandy Ridge campus serves grades 8-12.

VIII. Closing Items

A. Adjourn Meeting

Ann Diggins made a motion to adjourn the meeting.
Carryn Warren seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:04 PM.

Respectfully Submitted,
Andrea Shepard



CORAL ACADEMY of SCIENCE LAS VEGAS 2022-2023 RESTORATIVE DISCIPLINE PLAN

Nevada Law SB 89 was passed in 2019. It amended NRS 392.4644 to read as follows:

1. The principal of each public school shall establish a plan to provide for the **restorative discipline** of pupils and on-site review of disciplinary decisions. The plan must:

- (a) Be developed with the input and participation of teachers and other educational personnel and support personnel who are employed at the school, and the parents and guardians of pupils who are enrolled in the school.
- (b) Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463.
- (c) Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of the school.
- (d) Provide restorative disciplinary practices which include, without limitation:
 - (1) **Holding a pupil accountable for his or her behavior;**
 - (2) **Restoration or remedies related to the behavior of the pupil;**
 - (3) **Relief for any victim of the pupil; and**
 - (4) **Changing the behavior of the pupil.**
- (e) Provide for the temporary removal of a pupil from a classroom or other premises of a public school in accordance with NRS 392.4645.
- (f) Include the names of any members of a committee to review the temporary alternative placement of pupils required by NRS 392.4647.

Nevada Law SB 168 was also passed in 2019. It defined restorative justice as:

Per NRS 392.472(6)(b), "restorative justice" means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil. Restorative justice requires more focus on repairing relationships, mediation techniques, alternative accountability, and community collaboration in working with the holistic development and improvement of each student.

Discretion: In all circumstances, school administrators will make decisions based upon the health, safety and welfare of all students. Decisions will be made regardless of real or perceived race, creed, religion, sex, sexual orientation, gender identity, economic status, and/or disability status - with a focus on student success and their pathway to graduation. The use of restorative justice can be used in conjunction with progressive discipline as needed, ***at the administrator's discretion.***

Needs of a Campus: Each campus may have different disciplinary needs than the others. Given a variety of factors, what may work for the Sandy Ridge Campus may not work at the Centennial Hills Campus for example. Likewise, what works at for middle school grades may not work for early education grades. The supports at each campus will vary based on its needs, as determined by campus leadership.

Written Rules of Behavior: Per NRS 392.463, CASLV has its written rules of behavior documented in its parent-student handbook. The parent-student handbook for each campus is posted to the campus' website and has to be acknowledged by all parents at the start of each school year (via signature form). In spring 2020, the parent-student handbook was revised to include restorative practices and this restorative discipline plan. Moving forward, the parent-student handbook (with the restorative discipline plan in it) is revised every spring for the following school year and has to be approved by the Board.

IMPORTANT ANNUAL COMPLIANCE DATES

On or before **September 15** of each year: Input from Stakeholders

Each spring, the principal of each school must review the district's Restorative Discipline Plan and, in consultation with teachers, school administrators, other educational and support personnel, parents/guardians, and students who are enrolled in the school, make recommendations for revisions. The Director of Operations compiles all recommendations from each campus principal. The DOO works with Central Office staff will finalize the key revisions to the Restorative Discipline Plan. At the final board meeting of each school year, the DOO will share these revisions to the Board during the student handbook changes presentation. The Board will decide on revision approvals at that time.

On or before **November 15** of each year: Report to the Superintendent's Office

Each district Board of Trustees shall submit a written report to the Superintendent of Public Instruction that describes the progress made by each school in the district with respect to complying with the requirements of AB 168. The progress report must also be posted on the district's website. The report will be compiled by the DOO and presented to the Board in a fall Board meeting prior to November 15. If approved by the Board, the DOO will submit the report.

Each quarter of each year (AB 490, 2019): Suspension & Discipline Reporting

The principal of each school must report data related to student discipline to the district Board of Trustees which must include, without limitation: the number of expulsions and suspensions of pupils and the number of placements of pupils in another school. Such data must be disaggregated into subgroups of students and types of offense. The principals will present this data to the Director of Operations. The DOO will present this quarterly data to the Board at the next appropriate Board meeting.

PBIS & MTSS

Positive Behavioral Interventions & Supports (PBIS) practices have been incorporated into this restorative discipline plan. PBIS and restorative discipline are both whole-school models that can be used hand-in-hand to increase positive outcomes for student behavior. Both emphasize prevention and positive responses to problem behavior. PBIS' multi-tiered structure for implementing practices and the systematic use of data provide a framework for using Restorative Practices that include a process for including youth, staff, and community voice within that framework.

Multi-tiered System of Supports (MTSS) has been incorporated network-wide to develop a positive culture among its campuses. MTSS provides for tiers in working with students who make poor decisions. Administrators and staff use the appropriate tier when it comes to specific students and specific cases.

Tier 1 Supports (Preventive/Proactive Practices)- Focuses on the prevention of problem behavior by emphasizing universal support.

Coral Academy of Science Las Vegas utilizes various forms of system and school-wide proactive approaches for all students as a foundation for culturally - responsive behavioral support. They include but are not limited to:

- School-wide Expectations/Guidelines of Success
- Positive Behavior Supports

- Character Recognition
- Attendance Recognition
- Teacher/Staff Recognition
- Social Emotional Learning Curriculum
- Behavior Support Team

Tier 2 Supports (Responsive Practices)- Designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems. Coral Academy of Science Las Vegas provides targeted support to students who aren't successful with Tier 1 support alone. CASLV support at this level is more focused and based on behavior data and documentation. Tier 2 supports include but are not limited to:

- Small group social skills instruction
- Academic small group support
- Parental support
- Mentoring
- Alternative Conflict Resolution

Tier 3 Supports (Restorative and Reintegrative Practices) - Designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior support using evidence-based interventions. CASLV provides individualized interventions and supports to reduce the occurrences and/or intensity of undesirable behaviors. Students requiring Tier 3 support are referred to our Behavior Support Team. Possible intervention includes but is not limited to:

- Tribunal Meeting (Restorative Justice Action Plan)
- Mentoring
- Counselor Referrals
- Behavior Contract and Reward Plan
- Behavior Plans
- Student Check-Ins
- Behavior Contract with Behavior Goals

TRAUMA-INFORMED PRACTICE

Trauma is an emotional, psychological, physical, and/or neurological response to a real or perceived threat to life, well-being, or safety. When a traumatic experience occurs, a person's or community's sense of safety and well-being can be damaged such that the usual ways of coping don't seem to work. Trauma can negatively affect the mental, physical, emotional, behavioral, and spiritual health of individuals and their loved ones, and that trauma can affect childhood development as well. When incorporating restorative discipline, it is important to bring a trauma-informed lens to the practices. That way, restorative justice can be complete and more whole. Some key strategies are:

- Provide comfortable environment that enhances safety and minimizes arousal
 - a. Additional stresses can emotionally and cognitively overwhelm traumatized children and adults
 - b. Limit physiological arousal such as loud voices, crowded spaces
 - c. Provide: Fidget toys, art, access to door, food and beverages
 - d. Ask: What can we do to make you feel as good as possible in this room?
- Watch for signs of re-traumatization:
 - a. Eye contact, repetition
 - c. Getting quiet, withdrawal
 - e. Denial, blaming others, avoidance
 - g. Minimization of problem

RESTORATIVE DISCIPLINE

RESTORATIVE PRACTICE for OFFENDING STUDENT:

When students make poor decisions or demonstrate unacceptable behaviors, the administration will implement a restorative action plan for the student in addition to progressive disciplinary consequences as needed (based on the infraction and its severity, student discipline history, the effect on campus safety & culture, the remorsefulness of the offender).

If future offenses are committed by the same student, the following actions (but not limited to) may be implemented:

- Increased Amount of Restorative Practices
- Restorative Action Plan (revision based on behavior)
- Behavior Development Plan
- Community Intervention Plan
- Behavior Contract
- Discipline Committee Review

These plans focus on interventions which provide the student with community support, socioemotional learning support, building accountability, and repairing harm done to the victim(s). This opportunity allows the offending student to reflect on the poor decision made and make the choice to improve.

It is important to note that common sense and good judgment will prevail in all cases. CASLV students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Behavior can be generally corrected when parents and teachers work together. Continued disregard for school rules is a key factor for including progressive consequences. Restorative action is also commensurate to the severity of the offense.

Administration will make the final decision on disciplinary actions. If the administration determines that a Restorative Action Plan would not be practicable or more punitive action is needed, the following discipline measures may be imposed: RPC, Suspension, or Expulsion.

If the student continues to exhibit disruptive, dangerous, defiant, or otherwise undesired behavior and/or the student violates their Restorative Action Plan (RAP), parents must come to campus and attend a Required Parent Conference (RPC). The RPC may include members of the Restorative Justice Team, members of the leadership team, the parent(s)/guardian(s), and the student.

CASLV's restorative action plan template is included at the end of this document.

RELIEF FOR VICTIM:

The victim shall report any retaliatory behavior and any improper communication directed at the victim. Along with that, multiple steps from staff will be there to care and support for the victim's wellbeing.

1. The necessary staff members will be apprised of the situation and will make every effort to provide support.
2. Any school staff who witness or are otherwise made aware of any harassing, intimidating, cyberbullying, bullying, or retaliatory behavior directed toward the student will intervene immediately and will report such behavior to the principal.
3. A teacher will be designated as the student's primary point of contact (trusted adult) on staff.
4. A leadership administrator or student support staff member will meet with the student as much as needed, even daily.

REQUIRED PARENT CONFERENCE, SUSPENSION & EXPULSION

REQUIRED PARENT CONFERENCE:

A Required Parent Conference (RPC) can be used by campus leadership when a student parent conference or temporary removal of a student is necessary. There will be no loss of school days unless the student is temporarily removed. Any removal may not exceed 48 hours from and including the date of disciplinary offense. Such days will account toward the maximum allowable days for exclusion for students with disabilities.

1. Any student may receive an RPC.
2. An RPC may not be used in lieu of suspension.
3. If the parent does not communicate with school administration to schedule a conference by the next day, the administration will make reasonable efforts to contact the parent(s) or legal guardian(s) and document the attempts.
4. Conferences may be held by phone when appropriate or when requested by the parent or guardian as a result of hardship.
5. Students may not be suspended for failure of the parent to schedule or participate in a required conference.
6. If the parent or guardian does not participate in a required conference, the administration shall determine if it is necessary that the student remain out of school. If the administrator determines that it is necessary that the student be kept out of school, the administrator shall convene a site discipline committee meeting. The committee can make their determination if a suspension is warranted or not.

SUSPENSION:

Only students who are at least 11 years old may be removed from CASLV, suspended, or expelled with the following exceptions: A general education student in possession of a firearm or dangerous weapon (NRS392.466.3), Under extraordinary circumstances, in which case a school may request an exception to this prohibition from the CASLV Board of Trustees (NRS 392.466.9, NRS 392.467.1). Accordingly, suspension or expulsion of students in CASLV will occur only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as applicable. When city, state or federal laws have been violated, a referral will be made to the proper legal authorities. Additionally, CASLV will provide a Restorative Justice intervention and action plan prior to the expulsion of any student, removal of a student for infractions.

DISCIPLINE LIMITS FOR SPECIAL EDUCATION STUDENTS:

- **Age 11+:** Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).
- **Age 11+** limit for all four categories of misconduct (no exception for possession of a firearm or dangerous weapon).
- Students with an IEP under age 11 must not be suspended or permanently expelled except under extraordinary circumstances.

HABITUAL DISCIPLINARY PROBLEM:

If a student has been suspended from CASLV, school administrators will develop a Restorative Action plan. This intervention and action plan should be designed to prevent the student from being deemed a habitual disciplinary problem. If infractions continue despite the implementation of the action plan with fidelity, a student will be considered a Habitual Disciplinary Problem (HDP). Written evidence must be provided that documents that within one school year the student has:

1. Threatened or extorted, or attempted to threaten or extort, another student or school employee two or more times; or
2. Has a record of five significant suspensions in one school year for any reason. Significant suspensions from previous-attended school will count if within one school year.

A student who is declared a Habitual Disciplinary Problem (NRS 392.455) and is at least 11 years old, will be suspended or expelled from school for a period of time not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline or expelled from school under extraordinary circumstances as determined by the principal of the school.

SIGNIFANT SUSPENSION:

A significant suspension is defined as a suspension lasting for 3 days or longer.

EXPULSION:

Campus discipline committees can meet in extreme cases. If they make a recommendation for expulsion, the case will go to the Central Office Safety Committee. After gathering all the evidence needed, the COSC will decide for an alternative consequence or rule that a student should be expelled.

BOARD of DIRECTORS' SPECIAL AUTHORITY:

The Board of Directors has the authority to suspend or expel any Special Education students and any students under the age of 11. This happens in extremely rare cases with extenuating circumstances and severe consequences are needed.

APPEALING SUSPENSION:

If a student receives a suspension, the student/student's parents may appeal the suspension. In order to do so, they must notify the administration in writing within 24 hours of being notified of the suspension. If the student/student's parents choose to appeal the suspension, a meeting with an administrator that did not participate in the original suspension ("appeal administrator") must be scheduled within 3 school days of the original suspension. Between the original suspension and the appeal meeting, the student will be placed in an In-School Intervention pending the results of the appeal. An appeal may result in an increased or decreased suspension. If the suspension is not upheld on appeal, the appeal administrator may implement a lesser form of discipline. If the suspension is upheld, any time spent in In-School Intervention between the original suspension and the appeal meeting will be counted as part of the suspension. The decision of the appeal administrator is final.

APPEALING EXPULSION:

If the Central Office Safety Committee determines a student will be expelled, the Committee will contact the student/student's guardian(s) within 24 hours of the hearing with its decision. If the student/student's guardian(s) disagree with the committee's decision, they may appeal to the Board of Directors within 5 days of the expulsion decision. An appeals hearing then take place within 5 days of appeal notice. The appeals policy can be found posted on the school website and in the parent-student handbook.

PLACEMENT AT DIFFERENT SCHOOL:

At the Appeals Hearing, the Board of Directors will consider all evidence, including evidence from the investigation, witness statements, live testimony, etc. The decision by the Board of Directors will be final. If the hearing is waived or the Board of Directors confirms the decision to expel, according to NRS 392.466(3), a parent/guardian must know they may:

- a. Enroll their child in a private school pursuant to chapter 394 of NRS or homeschool their child; or
- b. Enroll their child in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program.

Parent(s)/Guardian(s) may also enroll their child in the zoned school. The zoned school has the choice of whether to enroll the student or not as a student expelled from public school.

Below is a template of CASLV's Restorative Action Plan:

RESTORATIVE ACTION PLAN for STUDENTS

Campus:
Student Name:
DOB:
Grade:

Parent/Guardian(s):
Discipline Administrator:
Other People Present in the Meeting:
Meeting Date, Time & Location:

Restorative Interventions and Explanation:

Support by Community:

- Starting on [date], [student name] will have weekly check-ins with [staff name], [staff position]. [student name] will also be able to request to meet with [second staff] at other times as needed.
 - This intervention was selected with the goal of building, strengthening, and restoring relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.

Support by Social & Emotional Learning (SEL):

- [Student] will participate in [SEL activity] tailored to their needs, starting with a lesson on respect (towards others and themselves) on [date]. [Student] will complete the assignment and participate in a debriefing with a [staff name].
 - This intervention was selected to intentionally teach students self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.

Reintegration by Accountability:

- On [date] and [date], [student] participated in [restorative justice practice] with [staff name] to discuss the events leading up to the incident, how [student] was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right. Expectations for classroom behavior were clearly explained and [student] had the opportunity to ask clarifying questions as necessary.
 - We must set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.

Restoration by Healing and Repairing Harm:

- On [date], [student] elected to write a letter of apology to [victim], the [victim] in [student incident]. The letter was sincere and addressed the situation thoroughly. The letter was shared with [victim].
- [Student] was offered the opportunity to sit down with [victim] to discuss the matter.
Write Outcome, i.e.: [victim/student] declined at this time.
 - We must identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted

relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.

How will the interventions work together to provide the student with support to be successful? The rules and expectations of behavior have been clearly explained to [student]. [student] has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment. [student] has talked about alternate ways of handling a similar situation in the future and has developed a plan to be better prepared for days when they come to school frustrated. Additionally, by providing [student] with access to multiple staff members and opportunities to seek assistance, we are helping [student] to see that there are many people on campus who care about them and their success. We want to ensure [student] knows that they can come to any of us for help or assistance and we can help them work through their struggles.

Students can also earn progressive discipline in conjunction with this restorative action plan - based on the severity of the offense, history of the offender, and the administrator's discretion.

For future re-offenses, student will face any of these restorative interventions:

- Behavior Development Plan
- Community Intervention Plan
- Behavior Contract
- Discipline Committee Review

If a student decides to not sign or to not agree to this restorative justice action plan, or chooses to not participate in any step of this restorative justice action plan, this will lead to progressive discipline, which school leadership can determine at their discretion considering the incident, severity, and any past behavioral history. Progressive discipline includes (but is not limited to):

- Detention
- In-School Suspension (length TBD)
- Out-of-School Suspension (length TBD)
- Expulsion Review

Student Comments/Concerns:

Parent Comments/Concerns:

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

CORAL ACADEMY OF SCIENCE LAS VEGAS



High School Course Catalog

High School 1051 Sandy Ridge Ave Henderson, NV 89052

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MISSION STATEMENT

The mission of CASLV is to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success.

ACCREDITATION & SPONSORS

Coral Academy of Science Las Vegas is fully accredited by the AdvancED. Coral Academy of Science Las Vegas is a State Public Charter School sponsored by Nevada Department of Education.



A word about making decisions...

This course catalog contains basic information about the course of study at Coral Academy of Science, Las Vegas. Look it over carefully. As you investigate your choices for the upcoming school year, we ask that you consider the following suggestions:

- Read the information yourself and research more information if you need to. Do not make decisions based on guesses or biases and remember that choices that are appropriate for your friends may not be the right ones for you.
- Use the graduation requirements for your graduating class to check off what you have completed and to see what you still need to complete. The four-year planning form will also help you see what requirements should be met during the upcoming year.
- Consider college entrance requirements in making your choices. If you are undecided about college now, keep your options open by taking the most rigorous courses you can manage.
- Involve your parents in your decision-making process. They comprise a considerable reservoir of experience and wisdom, and they know you very well.
- Talk to staff members who you trust and who know your capabilities and/or aspirations.
- Make thoughtful choices. The master schedule of classes and the assignment of instructors to teach those classes are based on courses you choose right now.
- Complete the quadrants for your four-year program, paying particular attention to graduation and college recommended courses.

STATEMENT OF NONDISCRIMINATION

Coral Academy of Science Las Vegas does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or employment in, or participation in its programs and activities.

COUNSELING

College counseling services are available in grades 7 through 12. CASLV has two school counselors to assist students with their personal-social-emotional interests and concerns besides their academic needs. There is also a full-time college counselor who assists students with their academic, career and college planning matters.

Services provided by the counseling and advising program are for all students with the permit from teachers. A school counselor or counselor is available to every student who wishes to discuss such matters as career planning, educational planning, college planning, and personal and social development. There are also academic deans dedicated separately for Middle School and High School students to help them with their academic needs.

GRADUATION FROM CORAL ACADEMY OF SCIENCE LAS VEGAS

Even before selecting a college, it is important to work with your college counselor to ensure that you will meet the requirements for graduation from Coral Academy of Science Las Vegas. The basic requirements for high school graduation are not rigorous enough for acceptance to a selective or competitive college or university. Coral Academy of Science Las Vegas suggests that upon entering high school, you refer to your college counselor to devise a graduation plan that suits your needs. As 21st Century Course of Study Expectations require four Math and three Science credits, your four-year plan will be in line with those expectations during your years at CASLV. In order to graduate from a Nevada high school, a student must earn a minimum of 23 credits including certain requirements and a variety of electives. In addition, each student must take all required sections of the state mandated End of Course Final Exam (EOC) and the American College Test (ACT) with writing.

Per NRS (NRS 388.208 and NRS 388.227) all students not meeting college/career readiness benchmark scores on their ACT/SAT exams must take a full schedule (6 classes) in their Senior Year.

GPA CALCULATION

Our standard GPA 4.0 grading scale is as follows:

A=4.0 (90-100%),

B=3.0 (80-89%),

C=2.0 (70-79%),

D=1.0 (60-69%),

F=0 (59% and below).

Weighted GPA: For weighted GPA, there will be a factor of .050 added for AP courses and .025 added for Honors courses.

VALEDICTORIAN AND SALUTATORIAN

Valedictorian status is given to the students who earn the highest cumulative GPA in the graduating class. Salutatorian status is given to the students who earn the second highest GPA in the class. The designation of the valedictorian/salutatorian will be done at the end of the fall semester of their senior year. Weighted cumulative grade point average with bonus points will be used to determine the valedictorian and salutatorians. There may be more than one student for either position.

Valedictorian Speech: The final valedictorian speech(es) will be approved by administration.

EXAM REQUIREMENTS

In order to graduate from a Nevada high school with a Regular, Advanced, or Honors diploma, a student must take all of the Nevada End of Course Final Exams (EOC) and ACT with Writing in 11th Grade.

Please Note: Although Concurrent Courses, Distance Education, Dual Credit, External Courses, and PE 2 Waivers are considered equivalent coursework, students must receive **prior approval** of the counselor and administration to register.

EXTERNAL CREDIT OPTIONS

The maximum number of credits from alternative means that may be applied toward high school graduation is four (4). Those include credits earned through correspondence, off-site online (electronic) courses, credit-by-exam, and travel study. Credits earned in summer school (credit recovery at a physical summer school) are not included as part of the maximum four credits. Grades earned in any supplemental or alternative program will be averaged into the appropriate semester's GPA.

Credit by Exam (CBE)	<p>Students may test for a credit-by-exam one time only. Students who pass the CBE will earn a “P” for pass on their transcript. Students scoring below 70% will have nothing recorded on the transcript. The grade on the exam does not affect the students GPA. CBE credits cannot count toward Honors credit. Credit by Exam posts to the student transcripts as external credit. Students can earn a total of six external credits from approved programs.</p> <p>For a complete list of credit by exam course offerings and fees, see the NVLA website http://nvlearningacademy.net/academy/credit-by-exam/</p>
Dual Credit	<p>High school credit can be earned for approved college or university courses not offered at the student's school of enrollment. A three-credit college/university course equals one-half unit of high school credit. A Dual Credit course will receive the Honors (H) designation and .025 weight per semester.</p>
Educational Travel Credit	<p>A maximum of one (1) credit may be granted to students who keep a journal while traveling for 42 consecutive days or one-half credit for 21 consecutive days. Students must submit their completed journals for evaluation to determine credit. Enrichment Program Credit Students may receive credit for academically accelerated courses taken at accredited institutions.</p>

Music Equivalent Credit	A maximum of one (1) credit may be granted to students participating in a music program not offered by CASLV. A minimum of 20 hours of instruction over a period of 36 weeks is required for a half (½) credit. Credit granting is monitored by the CASLV Counseling Department.
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PE Exemption

Students can submit a written request to be excused from two (2) PE credit requirement for the reasons stated below:

- a. Physical or mental condition, and the request is supported by a written statement from a physician;
- b. Religious belief, and the request is supported by a written statement from the pupil's parent or guardian;
- c. Enrollment in the Reserve Officer Training Corps.

If a student obtains an exemption in physical education they will be required to successfully complete commensurate elective course work to accumulate the credit necessary for graduation.

CASLV STANDARD DIPLOMA

To be awarded a CASLV Standard High School Diploma, a student must earn a total of 23 credits, maintain a cumulative (unweighted) GPA of 2.0. and take the American College Testing (ACT) with writing. The following subjects are needed to meet graduation requirements:

STANDARD DIPLOMA	
REQUIRED AREAS OF STUDY	UNITS OF CREDIT
LANGUAGE ARTS	4
MATHEMATICS*	4
SCIENCE	3
WORLD HISTORY	1
US HISTORY	1
US GOVERNMENT	1
PHYSICAL EDUCATION	2
21st CENTURY LEARNING**	0.5
HEALTH	0.5
ART AND HUMANITIES	1
ELECTIVES	5
TOTAL	23*** CREDITS

* Successful completion of (with a C or better grade) Algebra 1, Geometry or Algebra 2 in Middle School will count towards HS graduation requirements.

** Successful completion of two semesters of computer literacy course taken in grades 6, 7, or 8 will meet the requirement for the 21st century learning requirement.

*** This requirement covers students in the class of 2022 and beyond. Students graduating **before** this date need 22.5 credits to graduate.

CASLV ADVANCED DIPLOMA

To be awarded a CASLV Advanced High School Diploma a student needs to complete a minimum of 24 credits, including all requirements for a standard diploma with a minimum of 3.25 unweighted GPA including all credits applicable toward graduation, take the American College Testing (ACT) with writing and have 2 years of World Language (Two years of the same Language). The following subjects are must be earned to meet Advanced Diploma requirements:

ADVANCED DIPLOMA	
REQUIRED AREAS OF STUDY	UNITS OF CREDIT
LANGUAGE ARTS	4
*MATHEMATICS	4
SCIENCE	3
WORLD HISTORY	1
US HISTORY	1
US GOVERNMENT	1
PHYSICAL EDUCATION	2
**FOREIGN LANGUAGE	2
***21st CENTURY LEARNING	0.5
HEALTH	0.5
ART AND HUMANITIES	1
ELECTIVES	4
TOTAL	24 CREDITS

* Successful completion of (with a C or better grade) Algebra 1, Geometry or Algebra 2 in Middle School will count towards High School graduation requirements.

**Two years of the same language.

*** Successful completion of computer literacy courses offered in grades 6, 7, or 8 will meet the requirement for the 21st century learning requirement.

CASLV COLLEGE READY ENDORSEMENT

To be awarded a CASLV College and Career Ready High School Diploma a student needs to complete a minimum of 24 credits, including all requirements for a Advanced diploma with a minimum of 3.25 unweighted GPA including all credits applicable toward graduation, take the American College Testing (ACT) with writing and receive the following scores: ACT English: 18 (Or, SAT Critical Reading 500) and ACT Math 22 (Or SAT Math 500). In addition, they must have 2 years of World Language (Two years of the same Language). The following subjects are must be earned to meet College and Career Ready Diploma requirements:

DIPLOMA	
REQUIRED AREAS OF STUDY	UNITS OF CREDIT
LANGUAGE ARTS	4
*MATHEMATICS	4
SCIENCE	3
WORLD HISTORY	1
US HISTORY	1
US GOVERNMENT	1
PHYSICAL EDUCATION	2
**FOREIGN LANGUAGE	2
***21st CENTURY LEARNING	0.5
HEALTH	0.5
ART AND HUMANITIES	1
ELECTIVES	4
TOTAL	24 CREDITS

* Successful completion of (with a C or better grade) Algebra 1, Geometry or Algebra 2 in Middle School will count towards HS graduation requirements.

** Two years of the same language.

*** Successful completion of computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the 21st century learning requirement.

CASLV HONORS DIPLOMA

The Honors Program is designed to enhance academic preparation and to challenge students through more rigorous coursework. Honors courses offer material that is intellectually stimulating and challenges students beyond the scope of regular classroom work; assumes a mastery of the basics required for further study in a given area; emphasizes the quality of work over the quantity of work; provides depth and divergence through the study of ideas, themes, and problems; integrates knowledge across disciplines; demands use of higher order thinking skills including abstract reasoning, analysis, synthesis, and evaluation; requires flexibility in thinking and the use of divergent viewpoints; requires a proven student work ethic and full engagement in learning as an experience in its own right; and promotes the use of a variety of in- depth performance tasks and assessment tools.

This student will have completed a minimum of 24 credits (21 required and 3 elective) 2 years of World Language (Two years of the same Language) and will have passed all required sections of the End Of Course Exams (EOC), take the American College Testing (ACT) with writing, a minimum 3.85 GPA (unweighted) or 4.0 weighted GPA and no course failures during the last two years, unless the course is repeated to remove the "F" from the transcript. This diploma is designed to reward students who succeed in the most challenging academic program that the high school has to offer. The following subjects are needed to meet Honors Diploma requirements:

HONORS DIPLOMA	
REQUIRED AREAS OF STUDY	UNITS OF CREDIT
LANGUAGE ARTS	4
*MATHEMATICS	4
SCIENCE	4
WORLD HISTORY	1
US HISTORY	1

US GOVERNMENT	1
PHYSICAL EDUCATION	2
**FOREIGN LANGUAGE	2
***21st CENTURY LEARNING	0.5
HEALTH	0.5
ART AND HUMANITIES	1
ELECTIVES	3
TOTAL	24 CREDITS

* Successful completion of (with a C or better grade) Algebra 1, Geometry or Algebra 2 in Middle School will count towards HS graduation requirements.

** Two years of the same language required.

*** Successful completion of two semesters of computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the 21st century learning requirement.

CASLV ADVANCED PLACEMENT CERTIFICATE

The AP Certificate is designed to encourage motivated students to take more challenging courses and also to recognize their achievements. AP Courses are designed and audited by the College Board. These courses are also accepted as credits by most colleges in the nation when a student passes the AP test in Early May of each school year with at least a score of 3 out of 5. The AP courses play an important role in helping students to prepare for college level rigor and receive time management and self-study skills - each of which are key components of college success. With the AP credits earned, students may transfer these credits to their college which will allow them to skip some introductory courses and enable them to focus on courses in the areas in which they are interested.

Admission Requirements:

- 1- Recommendation from Core Class Teachers
- 2- 3.0 Cumulative GPA from Middle School curriculum
- 3- PSAT Score

4- Approval from Admin/Teacher

Students must:

- 1- Maintain a 3.5 unweighted and 4.0 weighted GPA. Students failing to meet this criteria will be placed on academic probation for one semester and their placement in the program will be re-evaluated by the Academic team.
- 2- Take the AP exams at the end of the year for each AP course they have
- 3- Consistently adhere to the behavioral, attendance and homework policies at CASLV.
- 4- Exhibit academic integrity. Any kind of academic dishonesty including but not limited to cheating or plagiarism may result in removal from the program.

Caps on AP courses

CASLV limits the number of Advanced Placement courses a student may take in a year in accordance with their grade levels in order to streamline the AP program and also help students maintain a manageable course load. The number of courses allowed for each grade level does not guarantee a spot at any of the AP courses. The cap number does not guarantee placement in as many as that number for any given grade level.

Number of AP courses allowed*:				Total possible:
Freshman: 1	Sophomore: 2	Junior: 3	Senior: 4	10

*Number of courses individual students can take in a year will be determined by the admin based on their overall school success, GPA, success in previous AP classes and exams. The admin reserves the right to make any changes to above mentioned numbers based on student performance.

Recognition:

Students passing the AP exams will be receiving the recognitions of the College Board below:

Award	Recognition
AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.

AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
AP Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
National AP Scholar	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

In addition to the above-mentioned recognitions CASLV will be issuing an AP Honors Certificate to the students besides their diplomas to be presented during their Graduation Ceremony.

CASLV AP Certificate Requirements:

- 1- 7 AP courses (completed and exams taken, including AP Seminar and AP Research*)
- 2- 3.85 Unweighted or 4.5 weighted GPA.
- 3- Take at least 1 AP course from three of these areas: English, Math, Science and Social Studies.

Recommended AP Courses				
SUBJECT	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Science	Environmental Science Computer Science Principles	Biology	Chemistry Computer Science-A	Physics C: Mechanics Physics C: E&M
Social Studies	Human Geography	World History	US History Economics	US Government Economics
English		Seminar	English Lang and Composition	English Lit and Composition Research

Mathematics			Calculus (AB/BC)	Calculus (AB/BC) Statistics
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* Starting with class of 2023

AP CAPSTONE

CASLV is proud to be one of the first high schools in the state of Nevada to offer this College Board AP Capstone program. This program is designed to, “help students develop the independent research, collaborative teamwork, and communication skills valued by colleges.” Students who complete both the AP Seminar and AP Research courses, pass the associated AP exams, and pass four additional AP courses and associated exams will be awarded an AP Capstone diploma by the College Board. This diploma is recognized by over 100 universities. Visit www.collegeboard.org/apcapstone for more information. Students enrolled in these courses are expected to take all associated AP exams.

CASLV ADJUSTED DIPLOMA

This student must be certified as a Special Education student, must have completed a minimum of credits, but may not have completed all of the requirements for a Standard Diploma. The student’s IEP will specify the conditions he will receive an Adjusted Diploma. A student who accepts Adjusted Diploma may work toward a Standard Diploma until his/her 22nd birthday.

REQUIRED CREDITS FOR GRADUATION DIPLOMAS:

Course Title	Standard	Advanced/CCR	Honors	AP Certificate
English	4	4	4	4
Math	4	4	4	4
Science	3	3	4	4
American Government	1	1	1	1
U.S. History	1	1	1	1
World Hist.	1	1	1	1
PE	2	2	2	2

Arts/Humanities	1	1	1	1
21st Century Learning	0.5	0.5	0.5	0.5
Health	0.5	0.5	0.5	0.5
Foreign Language	-0-	2*	2*	2*
Capstone	-	-	-	2
Electives	5	4	3	1
TOTALS	23	24	24	24
Required GPA	2.0 on 4.0 scale, unweighted	3.50 weighted or 3.25 unweighted on a 4.0 scale	3.85 unweighted or 4.00 weighted on a 4.0 scale, and no course failures as Jr./Sr.	3.85 unweighted or 4.50 weighted on a 4.0 scale, and no course failures as Jr./Sr.

*Two years in the same foreign language

AP Exam Policy

Advanced Placement classes offer a college level rigorous curriculum to our students and at the end of each class they are required to take the College Board AP exam. Students can still opt out to take the exams and remain in the class however the bonus points for these classes will be 0.025 for honors, not the full 0.050 for an AP class. This will affect only the weighted GPA and rank of the students not taking AP exams. The AP designation will remain the same on the transcript.

CASLV Middle School Fast Track

CASLV is offering high school level classes for 8th-grade students in English and Science besides our current options in Math in order to challenge all students at their level and help them get to their highest potential. These high school credit-bearing classes will be at Honors Level and the grades earned from these classes will be part of the student's HS GPA when applying to colleges. That is why the selection process is competitive and thorough. And we aim to select the students who are ready for this level of academic rigor.

To maintain eligibility students must have a minimum unweighted GPA of 3.5, and earn B and above in the accelerated courses.

The students who are eligible and interested in participating in this program will be placed in English 1 Honors and Biology Honors courses instead of their regular English 8 and Physical Science 8 courses. Taking these high school courses they will earn high school credits and GPA. Please note that students in this program will have to take both subjects if they participate in this program.

The Pre-AP Program

CASLV offers Pre-AP for its high school core curriculum. The Pre-AP Program affords consistent, high standards in focused courses including Biology, English 9, English 10, Algebra 1, Geometry, World History and Geography that help build, strengthen, and reinforce students' content knowledge and skills. Pre-AP courses get students ready for AP and another college-level coursework. And they're designed for ALL students and to be the standard, baseline course in their particular subjects.

Goals

The Pre-AP Program's objectives are to:

- Significantly increase the number of students who are able to access and complete college-level work—like AP—before leaving high school.
- Improve the college readiness of all students.

Benefits

Pre-AP is about achieving results for **all** students. Here's how the program is designed to accomplish that.

- **Engaging resources** meet students where they are.
- **Meaningful feedback** shows teachers where each student needs additional support and focus.
- **Effective practice** helps every student to build, strengthen, and master content knowledge and skills.
- **Challenging coursework** emphasizes key literacy, quantitative, and analysis skills across all five disciplines and reinforces these skills in multiple classroom experiences.
- **Open access**—a program requirement—means that Pre-AP courses and their high-quality instruction and assessments will serve all students.

For more information please visit: <https://pre-ap.collegeboard.org/about/overview>

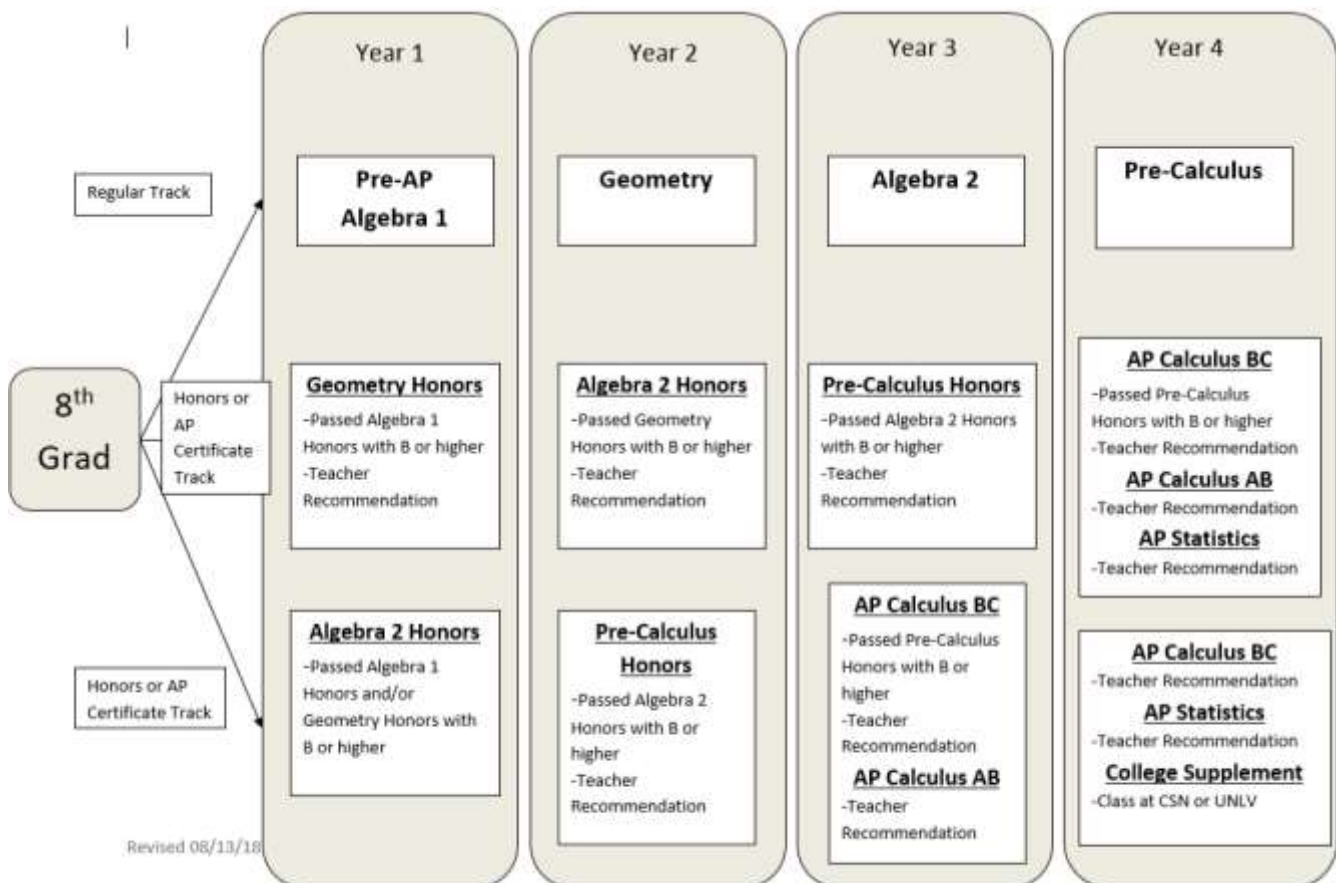
CASLV RECOMMENDED COURSE OF STUDY

Standard Diploma	Advanced/CCR Diploma	Honors Diploma	Honors Diploma with AP Certificate
Freshman	Freshman	Freshman	Freshman
Pre-AP English 9	Pre-AP English 9, English 9 H	Pre-AP English 9	Pre-AP English 9
Pre-AP Algebra 1	Pre-AP Algebra 1, Pre-AP Geometry	Pre-AP Geometry, Algebra 2 H	Pre-AP Geometry, Algebra 2 H
Pre-AP Biology	Pre-AP Biology	Pre-AP Biology	Pre-AP Biology
PE I	PE 1	PE 1	PE 1
ELECTIVE/Health	Foreign Language I	Foreign Language I	Foreign Language I
ELECTIVE	ELECTIVE/Health	Health, ELECTIVE, AP Human Geography, AP Environmental Sci*AP Computer Science Principles	Health, AP Human Geography, AP Environmental Sci*AP Computer Science Principles
Sophomore	Sophomore	Sophomore	Sophomore
Pre-AP English 10	Pre-AP English 10	Pre-AP English 10	Pre-AP English 10, AP Seminar
Pre-AP Geometry	Pre-AP Geometry, Algebra 2 H, Pre-Calculus H	Algebra 2 H, Pre-Calculus H	Algebra 2 H, Pre-Calculus H
Pre-AP Chemistry	Pre-AP Chemistry	Pre-AP Chemistry	Pre-AP Chemistry
Pre-AP World History and Geography	Pre-AP World History and Geography	Pre-AP World History and Geography, AP World History,	AP World History

PE II	PE II	PE II	PE II
ELECTIVE (Art Credit)	Foreign Language II	Foreign Language II	Foreign Language II
		AP Biology/AP Seminar	AP Biology/ AP Seminar
Junior	Junior	Junior	Junior
English 11	English 11, English 11 H	English 11 H, AP English Lang	AP English Language
Algebra 2	Algebra 2 , Pre-Calculus H, AP Calculus	Pre-Calculus H, AP Calculus	Pre-Calculus H, AP Calculus
Anatomy & Physiology, Environmental Science	Anatomy & Physiology, Physics, Environmental Science	Anatomy & Physiology, Physics, AP Chemistry	Anatomy & Physiology, Physics, AP Chemistry
U.S. History	U.S. History, U.S. History H	U.S. History H, AP U.S. History	AP U.S. History
College Prep	College Prep	College Prep	College Prep
ELECTIVE	ELECTIVE (Art Credit)	Foreign Language III	Foreign Language III
		ELECTIVE (Art Credit) AP Computer Science-A, AP Psychology	ELECTIVE (Art Credit) AP Computer Science-A, AP Psychology
Senior	Senior	Senior	Senior
English 12	English 12	AP English Literature	AP English Literature
Pre-Calculus	Pre-Calculus, AP Calculus, AP Statistics	AP Calculus, AP Statistics	AP Calculus, AP Statistics
U.S. Government	U.S. Government	AP U.S. Government	AP U.S. Government

ELECTIVE	Anatomy & Physiology, Physics, Environmental Science	Anatomy & Physiology, Physics, AP Chemistry, AP Physics	Anatomy & Physiology, Physics, AP Chemistry, AP Physics
ELECTIVE	ELECTIVE	ELECTIVE	AP Research
ELECTIVE	ELECTIVE	ELECTIVE	Health/ Computer (If not taken)

HS MATH PLACEMENT TRACKS



CASLV PROMOTION REQUIREMENTS

A student entering high school after completion of the 8th grade is placed in 9th grade. A student may not begin 9th grade, if he/she has not met the 90% attendance requirement in the 8th grade. In addition, students entering 9th grade must have successfully met all promotion requirements of their institutions,

completed all four semesters of English/Language Arts and Math, at least three semesters of Science and two semesters of social studies in the 7th grade and 8th grades.

To be enrolled in grade 10, a student must have a minimum of 5 units of credit, including at least 2 units in core classes (English, math, science or social studies)

To be enrolled in grade 11, a student must have a minimum of 11 units of credit, including at least 6 units in core classes (English, math, science or social studies)

To be enrolled in grade 12, a student must have a minimum of 17 units of credit, including at least 10 units in core classes (English, math, science or social studies)

Per NAC 387.345, all HS students must be enrolled in a minimum of six (6) classes. Seniors must be enrolled in a minimum of four (4) classes if they meet Nevada CCR requirements. Despite this minimum load requirement, all students are encouraged to take advantage of the numerous educational opportunities available to them during high school. All high school students have to meet the 90% attendance requirement for all their classes to get the credit for that class.

The CCR Diploma Designation

The CCR Diploma requires a minimum of 24 credits for attainment. The table below outlines the minimum requirements necessary for attainment. Unlike the Standard and Advanced diploma types, the CCR Diploma has two additional requirements that students must meet in order to fulfill the minimum requirements. The first requirement is that students must demonstrate proficiency in speaking not less than two languages or have earned not less than two units of credit used to complete the minimum requirements in the areas of;

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Dual Credit (DC)
- Career and Technical Education (CTE)
- Work-Based Learning (WBL)
- World Languages (WL)

The second requirement, is that students must earn one or both of the associated endorsements listed below:

- College-ready endorsement

- ACT English score of 18 or higher
- ACT ELA score of 20 or higher
- ACT Math score of 22 or higher

AND/OR

- Career-ready endorsement
 - ACT NCRC Silver+;
 - ASVAB 50+;
 - CTE Skills Attainment Certificate
 - Industry-recognized credential

GRADES

Letter grades of A, B, C, D, or F will be assigned in academic classes. Only a few courses are graded on a pass/fail basis and assigned a P (Pass) or F (Fail) grade. A Pass /Fail course is not included into GPA Calculation. No credit is awarded for F grades. Students who do not meet the 90% attendance requirement will receive an "F" and will not earn credit in the course. Grades become part of the permanent record three weeks after report cards are issued. The responsibility for determining a student's grade rests solely with the classroom teacher.

CREDITS

Most classes award one-half credit for one semester's work. The school year is divided into two semesters. Credit is awarded at the end of each semester to students who have met the 90% attendance requirement, have completed work successfully, and have taken the required exam.

Students who do not complete the work required for a course or who do not take the final exam may receive an incomplete "INC". Incompletes must be made up within three weeks after the end of the semester or the incomplete becomes an "F" and no credit is awarded. It is the student's responsibility to contact the teacher to arrange to complete the necessary work.

SCHEDULE CHANGE

As months of planning have been done in order to finalize the master schedule for all the classes offered at CASLV considering student needs, teacher and staff recruitments, graduation requirements and new programs, it is not possible to change the schedule after school starts. There can only be changes to the

individual student schedules. CASLV expects all of its students to remain in their preferred classes until the end of the year as mid-year schedule changes may cause credit deficiencies in some subject areas.

Schedule change requests from the students are considered during the first two weeks of each semester. The acceptable excuses for these requests are:

- 1- Graduation Requirements
- 2- Successful completion of a summer course
- 3- Concurrent/Early Studies enrollment to another course

After the second week only, the teacher-initiated course change requests will be taken into consideration.

The administration may make changes to the student schedules if deemed necessary.

WITHDRAWAL FROM A COURSE

When a student withdraws from a course after the third week of each semester, the grade for that course will automatically be marked as an “F” regardless of what grade the student has at the time of withdrawal. Admin reserves the right to make the final decision on withdrawal procedures and grading.

OPEN PERIOD POLICY

Senior students will be offered the opportunity for open periods. Students will not be allowed to have more than a total of two open periods. Open periods will only be scheduled during 5th and 6th periods. Open periods may be revoked during the school year if a student does not continue to meet the prerequisites. Students who are removed from open period will be entered into an available class already built into the master schedule, at the discretion of the administration.

Senior students must meet and maintain all of the following prerequisites for open periods:

Open Period Prerequisites:

- Minimum 3.0 unweighted cumulative GPA
- Meet College and Career Ready benchmarks on ACT or SAT.
- Must be on track for the 21st century Course of Study
- No disciplinary Required Parent Conferences and/or suspensions during the 2nd semester of 11th grade

- Meet the college readiness benchmarks on the ACT or SAT
- Counselor/Administration approval required

ALL freshman, sophomore, and junior students at CASLV are expected to carry a full course load. All seniors at CASLV are expected to take English, Math, Science, and US Government.

CREDITS TRANSFERRED FROM MIDDLE SCHOOL

Some courses taken in Middle School may qualify as high school credits. CASLV gives credits to the below mentioned courses which may be taken at middle school level.

1- **Computer/Technology Credit:** CASLV gives a total of 0.5 credits to the Computer and Technology Courses taken in middle school. Students need to get a minimum grade of “C” to qualify for this option. These courses do not get letter grades and affect the GPA. These are considered as Pass and Fail courses and a “P” will be given as a grade.

2- **Math Credits:** Algebra 1, Geometry and Algebra 2 courses taken in middle school are accepted for high school credits. These courses will have letter grades and affect the high school GPA. The minimum grade that qualifies as a high school math credit is “C” for each semester of the class.

3- **Foreign Language Credits:** Students who have taken a foreign language class –that CASLV already offers- in middle school or speak that language fluently can earn credit when they pass a proficiency test for that Language. A “P” will be issued as grade and one full credit will be given to the students who pass the proficiency exam with 70% or higher.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) is one of many programs sponsored by the College Board. AP classes are college-level courses offered to high school students at their high school by their own high school teachers. In May of each year, students in those classes take a three-hour comprehensive exam that is written and scored by the College Board. High school and college instructors from around the nation score exams on a scale of 1-5. An exam score of 3 is generally considered “qualifying” and many colleges will give college credit for the course to students who earn 3, 4, or 5 on the exam. Some colleges only give credit for a 4 or 5 score; some waive a college requirement but do not award credit; some (including the military academies) allow AP students with high exam scores to be eligible to take the college’s own placement exams and thus earn credit or waivers. Some high school students begin college as sophomores as a result of passing several AP exams. Because each college (and often each department within a college or university) has its own AP policy, it is important for students to contact the admissions office at their post-secondary institution to determine what type of credit/waiver will be available. To quick check a college’s AP policy, go to www.collegeboard.com/ap/creditpolicy.

The course titles which include the notation “AP” or “Advanced Placement” are year-long courses and ALL requirements must be met before the “AP” designation is awarded. Since the purpose of an AP class is to provide the student with college level instruction and to prepare students to take the AP Exam, CASLV Administration has determined that one requirement of each AP class is that students must take the appropriate AP Exam. Exams are given on a predetermined schedule in May of each year. Students register for AP courses during regular high school pre-registration each spring. Students do not have to be enrolled in an AP course in order to take an AP Exam. **Exam results are available to students and colleges in July.**

NOTE: Students should enroll in AP courses if they are willing and able to invest the time and energy it takes to complete these college-level courses.

Placement in AP Courses*:

The students should be in the AP Certificate program to be placed into the AP courses, or they need to meet the following requirements:

- 1- Students must have at least a B average from the courses in the related subject area.
- 2- Students must have a 3.50 unweighted overall GPA.
- 3- Teacher recommendation is required.
- 4- Maintain at least a B average from the AP courses in order to be considered for AP courses for the following year.

* Priority for enrollment in AP classes will be given to the students who took the AP exams for their AP courses in past years. Admin reserves the right to make the final decision on AP placement.

HONORS COURSES

Honors courses are designed for self-driven, motivated and academically strong students who want to challenge themselves. At CASLV, Honors courses are more challenging than the regular courses in terms of content and assessment. Honors courses are subject to schedule and spot availability. In case of too many applications for the honors courses, students will be ranked according to their overall GPA and will be placed accordingly. A factor of .025 will be added for each honors credit earned per semester.

Placement in Honors Courses

The requirements for acceptance to the honors courses are as follows:

- 1- Students must have at least a B average from the courses in the related subject area.
- 2- Students must have a 3.00 unweighted overall GPA.
- 3- Teacher recommendation is required.

* Students must maintain at least a B average from the honors courses in order to be considered for Honors courses for the following year. Admin reserves the right to make the final decision on Honors Courses placement.

ONLINE COURSES

CASLV accepts credits from courses taken online or with blended learning. CASLV accepts those credits from the vendors who are recognized by the Nevada Department of Education. This list can be found at the web address: http://cteae.nv.gov/Adult_Education/Distance_Education/. All online course enrollments are subject to administration's approval and credit may not be granted without pre-approval.

Eligibility: Students may take an online course when school does not offer that course. By nature, the online courses are self-study courses so CASLV expects the students to have a strong academic standing, a minimum 3.0 GPA, a strong sense of responsibility, and a strong work ethic.

Conditions: Students are responsible to receive a minimum "C" from their online courses to be accepted as valid high school credits for graduation. When a student fails to meet this criterion, no credit will be granted for this class and this student will not be allowed to get another online course unless it is a credit recovery course. An official transcript/report card in a sealed envelope is required.

Payments: CASLV may pay for the online courses when school does not offer a required course or when there is a schedule conflict. In all other conditions, the students are responsible to pay the tuition and other costs of the online courses.

Students need to pay the full amount of the cost for online courses back to CASLV if they fail to complete the course before the deadline given by the school or they fail to receive a grade "C" or above. Failing to pay this amount may result in not receiving any official documents from school including transcripts, diplomas. Admin reserves the right to make the final decision on course fee reimbursements.

SUMMER COURSES

Students may take summer courses in order to recover their credits, raise their GPA and get ahead in some subject areas. No student can take summer school courses without administration's approval and any courses taken without administration's approval may not be accepted for credits. The students are responsible to pay for any tuition and fees for the summer school courses.

Even though the Summer School registration dates may change every year, it usually starts after the spring break. It is the student's/parent's responsibility to approach the administration and request these courses. The administration plays an intermediary role between you and the summer school vendors.

Summer school course can be taken in two ways:

- 1- Physical summer school: It is administered by CCSD or another organization approved by the administration
- 2- Online School: It is administered by Nevada Learning Academy or another vendor accredited by Nevada Department of Education. For the summer online courses, all of the Online Course Policies apply.

It is the discretion of the school administration to decide on a physical or online course.

Failing to pass/complete summer/online courses will result in changes within your 4-year plans, which in return may cause schedule conflicts and affect graduation status.

Math summer courses

Students who want to get ahead in Math courses may consider summer online courses. In order to enroll these courses, they first need to get admin's approval and:

- 1- Complete the Summer School Course Request Form
- 2- Get an "A" average from current Math course
- 3- Get recommendation from the current Math teacher

A student needs to get at least a "B" for both semesters of this Math course over the summer in order to get the credit for it. Students getting an "A" average will be placed into the honors version of the next level Math course; students getting a "B" average will be placed into the regular version. Students getting a "C" or below average will need to repeat that course at school during the school year.

PE WAIVER

High School students may earn a credit waiver for the second year of their Physical Education credit requirement when they participate in and complete a school sponsored activity. The students need to have a total of 120 practice/exercise/activity verified by the coach/supervisor in order to qualify for this waiver. The forms in the Appendix should be used for this purpose. Preliminary administrative approval is required for this waiver. Students may also earn this credit from activities of their zone school at CCSD if CASLV cannot offer that activity/sport.

SENIOR PROJECT

This project is a culmination of the students' work throughout their senior year and the research involved in order to be successful in the field of study they find most pertinent to who and what they wish to become. The Senior Project will constitute the grade for the final exams for all of the courses senior students have for the second semester.

Expectations:

- 1- The first aspect of the assignment is an eight to ten-page research paper that includes a works cited page and is completed in the APA/MLA format.
- 2- The second aspect of the assignment is a thirty-minute presentation with a fifteen-minute question and answer period. The presentation should be utilizing technology as well as a well-structured oral presentation.

Grading:

- a. Essay counts for 25% of the total score and will be graded by the student's English Instructor.
- b. The presentation and question and answer period will be 50 % of the whole project.
- c. The mentor of the student will be responsible for rewarding all or some of the final 25% of the grade in accordance with mentoring times and collaborative development of the project and paper

It is the student's responsibility to understand this scoring procedure and the implications it will have on their grade and overall GPA for the semester.

The student is responsible for the following as well as the overall procedure and direction of the research. The mentors / panel members / and English instructors are only avenues in which the student can reach out for guidance and support. If there is no communication from the student, it is the mentor's assumption that everything is going well.

- 1- Requesting and receiving a mentor
- 2- Meeting with mentor periodically throughout the year to develop project and research
- 3- All research / All work / All visuals
- 4- Requesting and confirming a time for the presentation within the given deadlines for each year.

- 5- Turning in a research paper to the senior project coordinator no later than one day after the presentation.

The English instructor is responsible for the following:

- 1- Monitoring the progress of research and the steps of the research paper process – topic / prospectus / research results and annotated bibliography/outline / rough draft / editing / and final draft.
- 2- Grading the paper out of twenty-five points using only whole numbers

The mentor is responsible for the following:

- 1- Aiding the student in times of difficulty
- 2- Being available for questions and concerns
- 3- Guiding the student towards the proper elements of the subject

The panel is responsible for the following:

- 1- Grading the overall presentation and question and answer period out of fifty points using only whole numbers
- 2- Being available at the time and on the date agreed upon by all involved

This is a student driven project. No mentor should take on more than three students and no faculty member should be on more than three panels.

REPORTING TO THE PARENTS

Reports notifying parents of their student's progress in school are issued and mailed quarterly. Grade reports issued at the conclusion of the first nine weeks of each semester (October and March) are Progress Reports indicating the level of achievement of the student at that time. The academic grade issued at the end of each semester (December-January and May-June) reflects the student's work for the entire semester. These semester academic grades, along with the credits earned, citizenship grades, and attendance are posted to the student's permanent record at the end of each semester. In addition to these reports which are issued to every student, students whose work has deteriorated significantly or whose performance puts them in jeopardy of failing will receive a special Academic Warning Notice halfway after each quarter report and they will be put under the Academic Probation Program.

Report cards and Progress Reports are mailed approximately one week after the close of the reporting period. Check the current school calendar for specific dates.

REPEATING A CLASS

A student may repeat a course provided he/she receives permission from the high school administration or an identified designee. A student shall not receive additional credit for the repeated course or if he/she takes a "content equivalent" course. The higher grade shall be recorded on the permanent record and the lower grade replaced with the notation "RP" for "repeated."

If a student earns an "F" in a course, any course which meets the same requirement for graduation may be taken to meet that requirement. The "F" remains on the permanent record unless the repeated course is the same course as the one in which the student received an "F" grade. If the intention of the student is to raise a grade (for courses with grades C and above), it is expected that the student will repeat the same course and in the same format it was originally taken.

ACADEMIC PROBATION PROGRAM

Coral Academy of Science Las Vegas (CASLV) is a public school and, as such, all students who wish are given a chance to attend. At CASLV, students must be committed to maintaining high academic standards. Our charter with the State of Nevada establishes Coral Academy of Science Las Vegas as a "college preparatory" school. It is therefore necessary to establish certain academic standards for students attending CASLV. Meeting these standards will help prepare students to be successful at the college level.

CASLV Academic Standards

Although the administration and staff would encourage every student to achieve a 4.0 GPA to be more competitive in applying for admission to colleges and for grants and scholarships, we know that is not always a realistic goal for every student. Therefore, we have established a standard of 2.0 GPA overall and no failing classes as a minimum target for all of our students. Students unable or unwilling to maintain this minimum standard will be placed on academic probation.

Definition

Academic probation is a set of restrictions, expectations, performance indicators, deadlines and timelines placed on a student to continue successfully at CASLV. This will help student to correct identified issues to reach the specified target. If the terms of academic probation are not successfully completed, the student will remain on academic probation until all requirements are met.

Probation may include, but is not limited to:

- assessment of the current situation
- terms (date, time and place) of the remediation plan

- length of time
- student responsibility
- support services to be provided (if applicable)
- implications/consequences for successful or unsuccessful performance
- signatures with the date from the student, teacher, and/or College counselor

Any student who earns an F or D in any subject, or achieves a GPA less than 2.0 on any one of the grade reports (progress report or report card), will be placed on Academic Probation for the following grading period (usually 3-5 weeks).

Probationary Goals

- To identify students with academic problems.
- To provide analysis, assistance, and communication about problems.
- To differentiate between learning difficulty, lack of motivation or simple refusal to work.
- To provide a time frame for actions including remediation.

Duration

Student will remain on Academic Probation until it is removed. Please see the 'Removal' section of this policy to see the requirements that need to be fulfilled to remove the probation.

Restrictions

Students on Academic Probation will not be able to

- Attend field trips or camps (e.g. trips to amusement parks, Summer/Winter Camps, etc.) unless it is a trip that is part of a curriculum (e.g. trip to history museum as part of the history/social studies class).
- Attend club meetings in the after-school hours (e.g. chess club, board games club, etc.) unless it is an academic or competitive club (e.g. Science Olympiads, Math Counts, Spelling Bee, etc.) and the student is an integral part of the main team.
- Take advantage of the free dress days (even if holding a free dress pass).

- Take advantage of the fun activities (e.g. ice cream & pizza parties, school dances, etc.).

PLEASE NOTE: Failure to comply with this Academic Probation Policy, which leads to continuous probation status, may result in additional consequences and increased restrictions. These include, but are not limited to:

- Mandatory summer school attendance
- Loss of recess privilege
- Disciplinary actions

Requirements

Once on probation, the parent and/or the student has to hold a meeting with the subject teacher. In this meeting, the terms and conditions of an improvement plan should be agreed upon. This improvement plan should include:

- Scheduled tutoring hour(s),
- Areas of weaknesses and teachers' recommendations for those areas,
- Other specific terms and conditions that may increase the student progress.

This plan should be typed up, and signed by all parties.

PLEASE NOTE: Tutoring is required for all probation students.

Removal

In order to get off of Academic Probation, a student must raise the grade(s) at least to a grade C at the end of the grading period that s/he has been on probation for (usually 3-5 weeks).

Procedure

- A letter from the Assistant Principal is sent to the parents in order to inform the parent about the situation, review the policy regarding the college preparatory idea, and encourage dialogue helpful in improving the situation.
- Student and/or parent arranges a meeting with the subject teacher to have an improvement plan.
- Teacher prepares the Improvement Plan after the meeting & meets with the student to discuss details.

- The parent is provided with a copy of the improvement plan.
- The teacher and the parent work together for the implementation of the improvement plan.
- If the student/parent fails to comply with the improvement plan terms and continues to remain on probation due to lack of motivation or simple refusal to work, the situation is reported to the Administration. The Administration then meets with the student and the parent.

Academic or Competitive Club Procedures for Academic Probation Students

The Academic or Competitive Clubs have a preset and structured program to prepare the students for a regional, statewide, and/or nation-wide contest/competition, and consist of teams, of which the members are selected based on certain qualifications and/or experience. The CASLV Administration determines whether a club is *academic or competitive* or not.

There are certain regulations and procedures for the Academic or Competitive Club team members who are on Academic Probation. The coach may seek admin approval so that the probation student may continue attending the club/team meetings and participate in the regional, state, or national level designated competition. To do so, the ‘Pre-probation procedure’ should be followed completely during first quarter of the school year before any member of the team gets placed on probation:

Pre-probation Procedure:

1. The coach must request an unofficial progress report for each team member periodically (every 1-2 weeks), and monitor their progress. If there is/are any grade(s) that is/are below a C, the team member should raise the grade(s) at least to a C as soon as possible.
2. Two weeks prior to the first progress report, the coach should request a final unofficial progress report. If the team member fails to raise the previous low grade(s) to at least a C, s/he will be suspended from the club meetings and dropped from the team (i.e. inactive members) for the following two weeks (i.e., until the official progress reports come out).
3. If, on the official progress report, all grades are above a C, then the inactive membership will be reactivated. If the student fails to raise the grade(s) above a C at the end of the grading period, but is not placed on academic probation (means no failing grades), it will be up to the coach’s discretion whether to reactivate the membership or expel the student from the team.

Post-probation Procedure:

1. If the coach considers the student as an integral part of the main team, then the coach will need to fulfill the following:

- a. The coach must submit evidence that the Pre-probation Procedure was followed completely and request admin approval from the Assistant Principal.
 - b. Once approved, the coach must contact the teachers of the failed courses to receive a copy of the improvement plan.
 - c. The coach must take responsibility in the implementation of the improvement plan.
2. The probation student cannot continue attending club meetings and/or activities after the contest/competition day unless the team advances to the state or national level.

PLEASE NOTE: These regulations and procedures by no means indicate a removal from probation. Students on probation, even after permission to attend academic or competitive club meetings and participate in the competition, will still lose their other privileges.

This permission may be revoked at any time by the Assistant Principal if there is lack of motivation, little or no contribution to the team effort, and/or little or no improvement in the grades.

DUAL CREDIT

UNLV and CSN offer campus-based college courses to junior and senior high school students through which they may earn college credit and elective high school credit at the same time. These designated courses are taught to college students at the college by college professors. High school students attend class on the college campus. In addition, UNLV and CSN offer some Dual Credit college courses to high school students through correspondence or through their web-based programs (see Distance Education above).

A one semester Dual Credit course earns the successful student 3-4 college credits and ½ high school credits. Grades become part of the student's GPA at both institutions. A Dual Credit course will receive the Honors (H) designation and .025 weight per semester. High school students pay regular college tuition and fees for most Dual Credit courses. Some financial assistance may be available to Dual Credit students. Most Dual Credit classes have prerequisites including completion of certain courses, minimum high school GPA, and one-time attendance at an orientation session, and high school junior or senior standing. Once enrolled in a Dual Credit course student may access college services such as the library, purchased health plan, tutoring, and special counseling.

Students register for Dual Credit courses with their College counselor. In order to receive credit at both the high school and college, students must complete a specific application for Dual Credit in advance and submit it to the high school as well as completing and submitting a college Admission Application as a non-degree student. Students must submit both a high school and a college transcript when applying to a regular degree program at a college or university. Not all colleges accept courses taken through

Dual Credit programs, so it is important to check with the admissions office at your intended college/university.

COLLEGE ADMISSION TESTS

As part of the admissions process students who plan to attend a college or university, will take one or both of the college entrance exams (SAT Reasoning and/or ACT). High scores on one or more sections of these exams may allow the student to waive a beginning college course and earn initial placement in a higher-level course. SAT Subject Test scores may also be used for admissions and/or enhanced placement.

FOR MORE INFORMATION: Register on the web for SAT Reasoning and SAT Subject tests at www.collegeboard.com and for ACT at www.act.org, or contact your college counselor for registration materials and/or additional information.

UNLV DUAL ENROLLMENT PROGRAM

The UNLV Dual Enrollment Program is an organized way for qualified high school students to take regular UNLV courses for university credit. Courses are taught at the college by college professors to college students. High school students attend class on the UNLV campus. Participants must be juniors or seniors at area high schools who will complete all graduation requirements on schedule.

Parent/counselor/administrator approval is required. Students may take any UNLV course for which they are qualified except courses which are offered for AP or IB credit at the high school. Credit earned will become part of the student's university transcript, but is not recorded on the high school transcript unless the student also enrolls for Dual Credit.

Although there is no additional charge for the program, Dual Enrollment students pay the same tuition and fees per credit as other Non-Degree Seeking UNLV undergraduate students, but must also be responsible for books, supplies, lab fees, and transportation to the campus. For a cost estimate, visit <http://cashiering.unlv.edu>. Unfortunately, no scholarships or waivers are available.

UNLV ADVANCED STUDIES PROGRAM

The UNLV Advanced Studies Program is a unique concurrent enrollment cohort program for excelling southern Nevada high school juniors and seniors. This comprehensive concurrent enrollment program is designed for entering (rising) high school juniors. Selected students will earn university credit, which may be back-transferred to their respective high schools for dual credit. During the two-year program, students will earn up to 30 university credits through a prescribed curriculum. The program will allow students to continue on their path to high school graduation at their respective institutions. For more information please visit: <https://www.unlv.edu/asc/advanced-studies>

NEVADA PROMISE SCHOLARSHIP

The Nevada Promise Scholarship aims to make a college education more accessible and affordable. The scholarship enables Nevada residents, under the age of 20, to pursue a tuition-free degree at CSN beginning in Fall 2018.

Established by the Nevada Legislature in 2017, the Nevada Promise Scholarship provides last-dollar financial aid to Nevada students attending any of the state's four community colleges: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, or Western Nevada College. In order to be considered for an award, interested students must, by established deadlines, complete the Nevada Promise Scholarship application, apply for admission to their college of choice, file a FAFSA (Free Application for Federal Student Aid), work with mentors and perform 20 hours of community service.

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP

In 1999, the Governor Guinn Millennium Scholarship initiative was enacted into law by the Nevada Legislature, creating the Millennium Scholarship trust fund to be administered by the State Treasurer. The Nevada System of Higher Education (NSHE) Board of Regents adopted policy guidelines for the administration of the scholarship.

You must meet ALL of the following conditions:

- You must graduate with a diploma from a Nevada high school in the year 2000 or later;
- You must complete the high school with a weighted or unweighted GPA of at least 3.25. The GPA is calculated using all high school credit granting courses and is not rounded;
- You must pass all areas of Nevada High School Proficiency Examination (HSPE);
- You must be a Nevada resident for at least two years of high school

An applicant for a Millennium Scholarship is required to execute an affidavit declaring his eligibility for the scholarship. The affidavit must include a declaration that the applicant is a citizen of the United States or has lawful immigration status, or that the applicant has filed an application to legalize his immigration status or will file an application to legalize his immigration status as soon as he is eligible to do so. Please note that a student who graduates from a Nevada high school in Spring 2009 and thereafter must successfully complete the following curriculum in high school to be eligible for the Millennium Scholarship:

English	4 Units
Math (including Algebra II)	4 Units
Natural Science	3 Units
Social Science and History	3 Units
TOTAL	14 Units

Note that the courses required to qualify for the Millennium Scholarship exceed those necessary for university admission. Students seeking admission to UNR or UNLV must complete at least three years of Math, while students should take four years of Math in order to qualify for the Millennium Scholarship.

DOLLAR VALUE

The dollar value of the Millennium Scholarship is determined on a per-credit basis. Millennium Scholars at a NSHE community college will receive \$40 per enrolled lower division credit hour and \$60 per enrolled upper division credit hours. Millennium Scholars at a NSHE state college will receive \$60 per enrolled credit hours. Millennium Scholars at NSHE universities will receive \$80 per enrolled credit hours.

Millennium Scholarship funding is limited to a maximum of 12 credits per semester, counting all coursework at all institutions. For example, a student attending a university who is enrolled in 12 semester credit hours would be eligible to receive a maximum of \$960.00 (\$80 X 12 credits). Or, a student attending a community college who is enrolled in 9 semester credit hours would be eligible to receive \$360 (\$40 X 9 credits), up to a total of 12 credits per term maximum.

In no case may the total of all financial aid and scholarships exceed the cost of attendance at the institution you attend. The Millennium Scholarship Program will NOT pay for remedial courses. NSHE defines this as any math or English course with a course number less than 100. Funds may be used for any costs related to college/university attendance; the maximum lifetime total award is \$10,000, which must be used at the undergraduate level and only during the six years immediately following high school graduation.

MAINTAINING ELIGIBILITY

To maintain eligibility, a student must:

Make satisfactory academic progress, as defined by the institution, toward a recognized associate degree, baccalaureate degree, or pre-baccalaureate certificate;

Maintain a 2.60 GPA for each semester of their first year of enrollment (defined by NSHE as less than 30 credit hours earned), and a 2.75 GPA for each subsequent semester after the first year of enrollment. GPA is calculated on a “per term” rather than a cumulative basis;

At each institution enrolled, you must satisfactorily complete the minimum number of credits (6 at a NSHE community college or 12 at another eligible institution) in each fall and spring semester in which you are enrolled.

If you become ineligible for the scholarship, you may regain eligibility if the following conditions are met:

You enroll without Millennium Scholarship support in a subsequent semester and earn at least a 2.60 or

GPA for that semester as noted above in “Maintaining Eligibility” (2).

Complete the minimum number of credits as noted above in “Maintaining Eligibility” (3).

You must be enrolled in a degree program (1).

All Millennium Scholars will be able to regain their scholarship only one time after losing eligibility.

If a student loses eligibility a second time, the student will no longer be eligible for Millennium Scholarship funds.

For additional information, please visit the Nevada State Treasurer’s website at www.nevadatreasurer.gov

POST-SECONDARY OPTIONS

Although some people think “college” means a four-year university, the term has a much broader meaning. Many students choose to begin at a two-year community or junior college or at a trade or technical school. See your counselor for details about which option best suits your abilities, needs, and interests.

NCAA ELIGIBILITY

If you are interested in college sports, you should know that the NCAA (National Collegiate Athletic Association) has very strict requirements you must fulfill in high school in order to participate in Division I or Division II intercollegiate athletics. The NCAA Initial-Eligibility Clearinghouse must determine your initial eligibility status. A brief summary of NCAA requirements follows, but since regulations may change from year to year, interested students should consult the most current NCAA Clearinghouse Guide.

<u>NCAA Division I</u> requires 16 core courses.	
The breakdown of these 16 core-course requirements is:	
English	4 years
Math (Algebra I or higher)	3 years
Natural/Physical Science	2 years
Additional English, Math, or Natural/Physical Science	1 year
Social Science	2 years
Additional Courses (from any area above, foreign language or non-doctrinal religion/philosophy)	4 years

*** Earn at least a 2.3 GPA in core courses**

<u>NCAA Division II</u> requires 16 core courses.	
The breakdown of these 16 core-course requirements is:	
English	3 years
Math (Algebra I or higher)	2 years
Natural/Physical Science	2 years
Additional English, Math, or Natural/Physical Science	3 year
Social Science	2 years
Additional Courses (from any area above, foreign language or non-doctrinal religion/philosophy)	4 years

*** Earn at least a 2.0 GPA in core courses**

Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

For more details talk with your counselor and your coach. To contact NCAA: Write to P.O. Box 6222, Indianapolis, Indiana 46206-6222, or Call 317-917-6222, or Go to their website at www.ncaa.org

CORAL ACADEMY OF SCIENCE LAS VEGAS

2020 – 2021 HIGH SCHOOL COURSE SUMMARIES

ENGLISH

<u>Course Title</u>	<u>Grade</u>	<u>Course Description</u>	<u>Prerequisites</u>
Pre-AP English 1	9	Pre-AP English 1 focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers. Texts take center stage in the Pre-AP English 1 classroom, where students engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly.	
English 1 H	9	This course focuses on basic grammar, reading and composition skills. Students will further develop reading comprehension and read novels of their choice for enjoyment through a reading workshop. This course also aims to establish a solid foundation in grammar, usage, library skills, types or literature, discussion, composition, and oral presentation. Students also study vocabulary and learn to identify and use the parts of the sentence and different phrases. The writing program includes personal, imaginative, and analytical assignments.	
English 10	10	English 2 is a study of the language arts. This course continues the study of composition that was introduced in the English 1. The reading assignments are designed to enhance student’s understanding and appreciation of literature. By reading and discussing poems, plays, and novels students will learn an interpretive approach applicable to all great works of literature. Techniques in style will be studied, and grammar, usage, mechanics,	<u>Pre-AP English 1 or English 1 Honors</u>

		spelling and vocabulary will be reviewed as needed through student writing.	
English 10 H	10	English 2 honors is a comprehensive study of the language arts. This course continues the study of composition that was introduced in the English 1 in a deep and broad perspective. The reading assignments are designed to enhance student's understanding and appreciation of literature. By reading and discussing poems, plays, and novels students will learn an interpretive approach applicable to all great works of literature. Techniques in style will be studied, and grammar, usage, mechanics, spelling and vocabulary will be reviewed as needed through student writing.	<u>English 9</u>
English Lit. & Comp	12	This course analyzes the progression of the American Dream and its influence on literature. Emphasis is placed on written composition, grammar, usage, logical thinking, and methods of writing. Formal descriptive expository, narrative, and persuasive compositions will be required to show student competence with the written word. An inclusive study of American authors, historical events, and literary happenings will be covered to familiarize the student with some of the great writers and writings from the early 1500's to present day.	<u>English 10</u>
English Lang. & Comp	11	This course focuses on a study and discussion of British literature, drama, and other fine arts. Novels and short stories in conjunction with creative writing projects will be presented. Students will participate in oral and written analysis of works studied in class and will also complete outside reading, projects, and research.	<u>English 10</u>
AP English Lit. & Comp	12	An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as	AP Approval

		the use of figurative language, imagery, symbolism and tone.	
AP English Lang. & Comp	11	An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.	AP Approval

MATHEMATICS

<u>Course</u>	<u>Grade</u>	<u>Course Description</u>	<u>Prerequisites</u>
Pre-AP Algebra 1	9	<p>Pre-AP Algebra 1 focuses deeply on the concepts and skills that are most essential for college and career success, so mastery of linear relationships is a major focus of this course.</p> <p>Linear functions and linear equations are the basic building blocks of many advanced topics in math. Pre-AP Algebra 1 is streamlined to give students the time and space to thoroughly master these concepts and skills.</p> <p>The course emphasizes these essential practices for building math muscle and confidence:</p> <p>Building conceptual understanding</p> <p>Building procedural fluency</p> <p>Creating, analyzing, and using mathematical models</p> <p>Crafting mathematical arguments</p>	<u>Pre-Algebra</u>
Algebra 1 Honors	7-8	This one-year course is designed for highly motivated students committed to challenging coursework. It is intended to increase mathematical fluency in problem	<u>Pre-Algebra</u>

		<p>solving, logic, reasoning, and effective communication in the study of patterns, functions, and algebra. This course builds on the concepts of rational and irrational numbers, data analysis, probability, geometry, measurement, spatial relationships, patterns, and algebraic concepts. Emphasis will be placed on abstract algebraic methods and strategies for solving complex problems. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course will fulfill the algebra requirement and one of the mathematics credits required for high school graduation.</p>	
Geometry	10	<p>This one-year course provides students with a rigorous study of Euclidean geometry including. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.</p>	<u>Algebra 1</u>
Geometry Honors	8-9	<p>This is the study of basic figures and shapes in the plane and in space. It is simple deductive reasoning applied methodically to points, lines and planes while developing relationships and applications to other geometric figures. This study will cover triangles, quadrilaterals, regular polygons, and circles; congruence and similarity of the same basic shapes will be included; simple treatment of inequalities; special constructions and the related loci; areas and volumes.</p>	<u>Algebra 1</u>

Algebra 2	11	This one-year course in algebra continues and expands upon the concepts and procedures learned in Algebra I. It has the primary goal to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, and sequences and series. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.	<u>Geometry</u>
Algebra 2 Honors	9-10	This college prep mathematics class includes the study of simplifying expressions and solving equations involving powers, roots, and complex numbers; the study of functions including polynomials, rational, radical, exponential, logarithmic, and trigonometric; the study of the transformations of these functions and their graphs; the study of function operation including inverses and composition; the study of sequences and series; and the study of statistics. In this course, there is also an emphasis on modeling in the real world with functions.	<u>Geometry</u>
Pre-Calculus	12	This class is designed to prepare students for an entry level college math class and the SAT and ACT exams. Topics investigated are sequences, methods for solving equations and inequalities, polynomials and rational functions, graphing and identifying characteristics of specific functions, exponential and logarithmic functions, trigonometry, conic sections and matrices.	<u>Algebra 2</u>
Pre-Calculus Honors	10-11	Honors (Prerequisite: passed Algebra 1 and 2, Geometry) This class is designed to prepare students for the AP Calculus and the SAT and ACT exams.	<u>Algebra 2</u>

		<p>Topics investigated are sequences, methods for solving equations and inequalities, polynomials and rational functions, graphing and identifying characteristics of specific functions, exponential and logarithmic functions, trigonometry, conic sections, and matrices. Students can expect to spend about an hour nightly on homework to master each of the above topics. It is highly recommended that each student have their own TI graphing calculator.</p>	
Calculus	11-12	<p>Calculus is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Pre-requisite: Completed 4 years of high school mathematics including the topics in algebra, geometry, algebra 2 and pre-calculus.</p>	<u>Pre-Calculus</u>
AP Calculus AB	10-12	<p>(Prerequisite: passed Pre-Calculus with a grade no lower than a B) AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Pre-requisite: Completed 4 years of high school mathematics including the topics in algebra, geometry, algebra 2 and pre-calculus.</p>	<u>AP approval</u>

AP Calculus BC	11-12	(Prerequisite: passed AP Calculus AB with a grade no lower than a B). This course will prepare students for the Calculus BC test with an AB subscore. Calculus AB is equivalent to Calculus 1, and Calculus BC is equivalent to Calculus 2. An AB subscore is seen as the same as an AB score. Students can also opt to take only the Calculus AB test; however, this is not the intention of the course. Topics investigated include functions and limits, differentiation techniques and applications, integration techniques and applications, and polynomial approximations and series, including Maclaurin and Taylor series. You can expect to have about an hour of homework each night, including Fridays. It is highly recommended that each student have their own TI graphing calculator.	<u>AP approval</u>
AP Statistics	11-12	AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-83/84 graphing calculator, and will be using statistical software (TBD). To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.	<u>AP approval</u>

NATURAL SCIENCE

<u>Course</u>	<u>Grade</u>	<u>Course Description</u>	<u>Prerequisites</u>
Pre-AP Biology	9	The Pre-AP Biology course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. This ability is one of the hallmarks of scientific literacy, and it cultivates a more sustainable pathway to numerous college and career	None

		opportunities in science as well as numerous natural and social sciences. This course focuses deeply on the foundational biology knowledge and skills that matter most in preparing students for subsequent coursework in science. This course concentrates on the core areas of ecological systems, evolution, cellular systems, and genetics. Rather than understanding content topics in isolation, students will make meaningful connections between the structures, processes, and interactions that exist across biological systems—from cells to ecological communities.	
Biology Honors	8	Biology is the study of living organisms using the inquiry approach. Through the use of laboratory techniques, class discussions, cooperative learning, current events and independent work, the student will develop an appreciation and understanding of the following: modern biological concepts: microscopy, cytology, biochemistry, genetics, evolution, taxonomy, microbiology, animal and plant anatomy and physiology, and ecology.	Concurrent enrollment in Algebra I or higher; B or better grade in Algebra I
Chemistry	10	The regular Chemistry course serves as the basic level, college preparatory course in chemistry. The purpose of the course is to prepare students who plan to pursue non-science careers for college level chemistry and to help them realize the important role that chemistry will play in their personal and professional lives. The course emphasizes basic chemical principles, develops basic laboratory skills, and has the students learn problem-solving methods. The course stands alone as a basic study, but serves as a foundation for future science courses.:	Concurrent enrollment in Algebra II or equivalent.
Chemistry Honors	10	The goals of this chemistry course are for students to learn the facts, formulas, and principles that compose the standard high school curriculum. Students will also understand the basic concepts underlying the facts, formulas, and principles. Students will develop critical-thinking and problem-solving skills, not only to use in chemistry but, by extension, to use in everyday life.	B or better in Biology Honors; concurrent enrollment in Geometry or higher.

Physics	11-12	This course is directed toward the applied aspects of physics. Emphasis will be directed to the application of major principles to everyday experiences. The following topics will be of major concern during the year: Forces and Motion, Energy and Heat, The Conservation Laws, Forces in Nature, Properties of Matter, Electrical Systems, Wave Motion, Sound and Light, and Atomic Energy. The course includes group discussion, films, labs and tests. "Hands-on" experiments will be emphasized; visual means for problem solving will be stressed.	Passing grade in freshman and sophomore science courses; B or better in freshman and sophomore math courses; concurrent enrollment in Geometry or higher.
Anatomy and Physiology	11-12	Anatomy and Physiology is a strenuous survey of the structure and function of the human body from the cellular level to the organism. This course also focuses on anatomical terminology, anatomical identification, and physiological process of human body systems. Students will engage in lab work, dissections, and research projects with an emphasis on the development of critical thinking and science inquiry skills. Some of the topics covered in class include cells, tissues, skeletal system, muscular system, and cardiovascular system.	C or better in freshman and sophomore science courses or teacher recommendation.
Environmental Science		This course will show the connection between science, technology, and society. Students will apply prior scientific knowledge to current environmental issues and will become a better-informed citizen and decision-maker. Students will utilize critical, creative, logical and reflective thinking to relate global, national, and local issues to concepts they learn in the environmental science classroom.	None
AP Biology	10-12	The AP Biology course covers topics typically found in a first-year college biology course and advances the student's understanding of concepts normally covered in high school biology. It provides a solid preparation for the AP Biology exam.	<u>AP approval</u> B or better in biology honors or higher; B or better in all science

			courses; qualifying math score and completion of Algebra II.
AP Chemistry	11-12	The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Emphasis is placed on chemical calculations and the mathematical formulation of principles. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the lab.	<u>AP approval</u> B or better in chemistry honors or higher; B or better in Algebra II and higher.
AP Physics C: Mechanics	11-12	This course is a college level course that uses advanced algebra and trigonometry as the primary tools for problem solving. The course covers topics in mechanics, waves, sound, light, electricity, magnetism, fluids, thermodynamics, optics, quantum theory, and nuclear physics.	<u>AP approval</u> B or better in physics; B or better in Calculus or concurrent enrollment.
AP Environmental Science	9-10	This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Environmental Science examination. This college-level curriculum provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing field of environmental science. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.	C or better in biology and environmental science; C or better in Algebra II or higher; C or better in any chemistry..

SOCIAL SCIENCE / SOCIAL STUDIES

<u>Course</u>	<u>Grade</u>	<u>Course Description</u>	<u>Prerequisites</u>
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World History	10	In World History, students will study the development of human history from prehistory to present day. This course includes the political, economic, and cultural developments of all regions of the world, including Europe, Africa, Asia, and the Americas. Students will use a variety of sources, such as textbooks, primary sources, video, and internet to study four main themes: People, Cultures, and Civilizations; Nation Building and Development; Social Responsibility and Change; and International Relationships and Power.	
AP World History	10	The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.	<u>AP approval</u>
US History	11	This course is one of the graduation requirements. U.S. history is designed to enable the students to gain an understanding of the effects of American History on American society. Topics covered include early exploration, colonial settlement, the Revolutionary War, the Civil War, Reconstruction, and the industrial Revolution of U.S. This course combines both a chronological and topical approach to history. It will meet all State of Nevada US and Nevada History Standards at the 12 th grade level.	

AP US History	11	This course prepares students for Advanced Placement examination in American History. It will give students a thorough treatment of the fact as well as their significance, context, causes, and results. Besides essential, primary and factual information, this course also seeks to introduce students to a variety of major historical issues, types of historical evidence and interpretations. How to arrive at conclusion in historical events is also emphasized in this course.	<u>AP approval</u>
US Government	12	This course will offer students a better understanding of the functions of federal, state and local governments. It discusses topics such as participation in the political system, policy making, and contrasting economic and political systems. Current political, legal, and governmental issues are used to illustrate major points and refine student's understanding. Those issues include the administration of justice, foreign policy, and government's role in solving national economic problems.	
AP U.S. Government	12	This course will cover the scope of US Government from the basic structure to how politics influences government today. Strong emphasis is placed on analysis and writing skills needed for the free response section of the exam, including student research and classroom lecture/discussion to foster an understanding of the workings of government. Students will have a working knowledge of the American System, Politics of Public Policy, The Nature of American Democracy.	<u>AP approval</u>

ELECTIVES

<u>Course</u>	<u>Grade</u>	<u>Course Description</u>	<u>Prerequisites</u>
Introduction To Digital Arts	9-10	Teaches students how to use Adobe Illustrator and to create and design as they would in a advertising agency. The students will learn how to design a logo and create a ad design as well as a advertising campaign that also brands the company. The students	

		will primarily work in Illustrator with some details done in photoshop.	
Web Design and Development	9-12	This course is designed to provide students with the basic principles of web-page development using industry accepted applications and coding techniques. Students design, execute, update, and modify websites. The appropriate use of technology is an integral part of this course.	
Speech and Debate 1	9-10	Debate is rigorous yearlong elective course for High School students. This course will examine the art of argumentation and speech giving. Students will learn to construct an argument, write and deliver an effective speech, and avoid logical fallacies. Debate explores the different rhetoric styles and how to use them effectively. Students will have the opportunity to participate in local, state, and national tournaments.	
Speech and Debate 2	10-11	This Elective will provide instruction in the art of debate and speech. Students will continue to learn how to make intelligent and sound arguments, how to construct effective speeches, and how to deliver emotional interpretations of historical speeches and scripts. They will build upon the skills obtained in Speech and Debate 1 and continue to use them to communicate effectively. Speech and Debate 2 functions as a class for CASLV's competitive high school debate team. As such they will be required to compete in local, statewide, and national speech and debate tournaments.	Speech and Debate 1
Speech and Debate 3 & 4 H	11-12	This Elective will provide instruction in the art of debate and speech. Students will continue to learn how to make intelligent and sound arguments, how to construct effective speeches, and how to deliver emotional interpretations of historical speeches and scripts. They will build upon the skills obtained in Speech and Debate 1 and Debate 2 and continue to use them to communicate effectively. Speech and Debate 3, 4 Honors functions as a class for CASLV's high school debate team. As such they will be required to	Speech and Debate 1, Speech and Debate 2

		compete in local, statewide, and national speech and debate tournaments. Students in the Honors Section must compete in both speech and debate events.	
American Math Contest 10 (AMC 10)	9-10	This course helps students prepare for the AMC 10, which is the first test in the series of contests that determine the United States team for the International Mathematics Olympiad. The class will consist of discussion of problems from past exams, as well as strategies for taking the test. The main purpose of the AMC 10 is to spur interest in mathematics and to develop talent through the excitement of solving challenging problems in a timed multiple-choice format. The problems range from the very easy to the extremely difficult. Students who participate in the AMC 10 should find that most of the problems are challenging but within their grasp.	
American Math Contest 12 (AMC 12)	10-12	This course helps students prepare for the AMC 12, which is the first test in the series of contests that determine the United States team for the International Mathematics Olympiad. The class will consist of discussion of problems from past exams, as well as strategies for taking the test. A special purpose of the AMC 12 is to help identify those few students with truly exceptional mathematics talent. Students who are among the very best deserve some indication of how they stand relative to other students in the country and around the world . The AMC 12 is one in a series of examinations (followed in the United States by the American Invitational Examination and the USA Mathematical Olympiad) that culminate in participation in the International Mathematical Olympiad, the most prestigious and difficult secondary mathematics examination in the world.	
Math Applications		This course at the conclusion of the semester. This course builds on the concepts of algebra, geometry, and data analysis while solidifying and extending mathematical concepts, problem solving, and procedures. Concepts are explored through the use of	

		manipulatives, mathematical tools, and hands-on applications. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.	
Music Production	9-10	In this course, a strong emphasis is placed in the following areas: Sectional rehearsals, private lessons and jazz, pop and classical ensembles. In addition, instruction in Music Theory, Composition, and Music History is made available to all the students. All the groups perform twice a year in the winter and spring concerts. These concerts are recorded and the CDs are sold for a nominal fee as a Music class fundraising effort. Music offers unique learning opportunities to explore individual creativity, artistic expression and a more in depth understanding of past and present cultures in our diverse world community. Music Production is offered in grades nine through twelve at the High School campus of the Coral Academy of Science. The program is designed to broaden the arts education opportunities of students, to offer musical experiences beyond those of the traditional performing ensembles, and to provide students with real-world applications of technologies currently in use in the music industry. A basic knowledge of written notation and musical terminology is recommended before taking this course; however, essential concepts will be briefly reviewed as they pertain to each unit. Instruction will be a combination of lecture, hands-on exploration and creating, guided individual and group projects, and supplemental reading assignments. The course will explore sound production, recording and transmission, electronic music composition and arranging, live audio reinforcement, multi-track studio recording, editing, mixing and mastering.	
World Music	9-10	Study and perform music representative of different parts of the world and how they relate to contemporary music.	

Spanish 1	9-10	This course is an introduction to Spanish language and culture. Students will be able to converse in elementary Spanish, learn basic reading and writing skills, and will demonstrate knowledge of Spanish traditions and culture. Textbook: Realidades 1/1A/1B	
Spanish 2	9-10	The course stresses a multi-faceted approach to a hands-on, student centered learning experience. There are many varied activities which permit the students to further develop language skills. The rich world of Hispanic culture is explored. This course is communicative and student-centered, which allows the student to experience everyday situations in which he/she will utilize the four basic skills of language learning. Videos, readings, and cultural units will further enhance the student's understanding of the Spanish-speaking world. Textbook: Realidades 2	Spanish 1
Spanish 3 H	11-12	Prerequisite: Successful completion of Spanish II. This course allows students to use their critical thinking skills to make cross cultural comparisons as they continue to explore the Spanish speaking world. The focus is on achieving greater proficiency in listening, reading, writing, and speaking skills. This course stresses a multi-faceted approach which enhances the student's learning experience. There are many varied activities which permit the students to refine the language skills they have already developed. The rich world of Hispanic culture is explored in depth. Textbook: Realidades 2, Adalente 3, online resources.	Spanish 1, Spanish 2
French 1	9-10	French I in an introductory language course for students with limited to no prior knowledge of the French language. This course introduces the fundamental elements of the French language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. The goal upon completion for students of French I is to achieve a novice level of usage as well as demonstrate cultural awareness by the end of year one.	

French 2	9-10	French II is a 2nd year course for students who have successfully completed French I or an equivalent course. This course builds on previously mastered fundamental skills of the French language within a cultural context. Emphasis is on the continued development of listening, speaking, reading, and writing skills. The goal upon completion for students of French II is to achieve an intermediate-mid to intermediate-high level of usage as well as expand on cultural awareness by the end of year two.	French 1
Turkish 1	9-10	Turkish 1 is designed for students who are interested in learning about other cultures and languages. In this course, basic conversational skills in the Turkish language will be introduced to students and they will develop an elementary level of speaking, reading and writing skills, basic grammar required for all skills will also be emphasized. All four skills reading-writing-listening and speaking will be embedded in the course through the semester. Class activities will mostly be based on a communicative approach to language teaching and some other classroom games, which are helpful in reviewing and memorizing new vocabularies.	
Turkish 2	9-10	Emphasis is on developing students' ability to listen and understand. Comparing to Level 1 there is more emphasis on grammatical accuracy. Nonverbal behavior and cross-cultural communication are taught implicitly through demonstration and interaction. Instructional emphasis is on developing the Basic Interpersonal Communication Skills (BICS) of the learner for him/her to acquire a basic conversational oral proficiency in Turkish and in the rudiments of reading and writing. Drill, dialogues, role-play, realia, and other items provide visual context for the language. At this level, fluency and communication are emphasized. The instructor begins to assist students in correcting their own grammatical errors.	Turkish 1

Turkish 3 H	11-12	The students who complete this level learn many complex phrases and they begin to use them in their conversation. During the lessons at this stage, short newspaper articles are examined. The students are able to discuss and talk about difficult topics	Turkish 2
Turkish 4 H	11-12	The students who complete this level are able to speak extremely fluently about any topic. Also, they are able to write their opinions and ideas on any subject using the correct rules of writing. At this level, some short stories are also studied in addition to newspaper and magazine articles.	Turkish 3H
PLTW: Intro to Engineering Design	9-10	<p>Introduction to Engineering Design (IED) is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.</p> <p>Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skill in technical</p> <p>representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented.</p>	

<p>PLTW: Civil Engineering and Architecture</p>	<p>9-10</p>	<p>Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.</p> <p>Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skill in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions.</p>	
<p>PLTW: Principles of Biomedical Science</p>	<p>9-10</p>	<p>The Principles of Biomedical Science (PBS) course provides an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman’s life and demonstrate how the development of disease is related to changes in human body systems. The activities and projects in PBS introduce students to human physiology, basic biology, medicine, and research</p>	

		<p>processes and allow students to design experiments to solve problems. Key biological concepts, including maintenance of homeostasis in the body, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. This course is designed to provide an overview of all the courses in the biomedical science program and lay the scientific foundation for subsequent courses. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.</p>	
<p>PLTW: Human Body Systems</p>	10-12	<p>In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.</p>	<p>PLTW: Principles of Biomedical Science</p>
<p>Yearbook 1</p>	11-12	<p>This course is designed to develop students' skills in yearbook production by providing experiences in selected aspects of yearbook production. Students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production</p>	<p>Teacher pre-approval</p>
<p>Yearbook 2</p>	11-12	<p>This course is designed to further develop students' skills in yearbook production by providing experiences in selected aspects of yearbook production. Students</p>	<p>Yearbook 1</p>

		learn to edit and teach others in the principals of yearbook production, writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production.	
HS Science Olympiad	9-10	This science elective class will prepare students for the Science Olympiad Regional Competition. Students will study for life, earth, chemistry, and physics events, as well as participate in building and nature of science events. Students should be motivated and self-starters who have a keen interest in science.	Qualifying GPA and teacher recommendation
Fine Arts Honors	9-12	Fine Art Honors develops artistic skill in drawing and painting. Students have many opportunities for Scholastic Scholarships as well as contests for money. The contests are Local, National and International. There are and array of materials to learn about and use in the classroom	
AP Studio Art	10-12	AP Studio Art is a College Board certified class that gives a srt student the opportunity to earn credits for their future. Course requirements include completing a 12 piece concentration and 12 breath pieces that show growth. This is an excellent course for artists wishing to further their artistic voice.	<u>AP approval</u> <u>Fine Arts</u>
P.E. 1	9	This required course, primarily for ninth graders, is aimed at the development of the student through individual and team sports by helping the student to grow physically and socially in accordance with social standards. Physical fitness will be stressed throughout the program.	
P.E. 2	10	This required course is aimed at the further development of the student through individual and team sports by helping the student grow physically, mentally, and socially in accordance with social standards. It is required unless a P.E. waiver is obtained. Physical fitness will be stressed throughout the program.	<u>PE.1</u>

AP Seminar	10-11	<p>AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.</p>	<u>AP approval</u>
AP Research	12	<p>AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address their research question. In the AP Research course, students build upon skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address their research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an Academic Paper of approximately 4000–5000 words and a Presentation with an Oral Defense.</p>	<u>AP approval</u>
AP Microeconomics	10-12	<p>The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.</p>	<u>AP approval</u>

AP Macroeconomics	10-12	The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.	<u>AP approval</u>
AP Human Geography	9	The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.	<u>AP approval</u>

Budget Narrative

The budget created for Coral Academy of Science Las Vegas includes per-pupil revenue assumption of \$7185 for the 2023-2024 fiscal year operation, with an estimated 1% increase each subsequent year thereafter. Coral Academy of Science Las Vegas has presented a fiscally conservative budget for the 5 years operation.

S&P Global Ratings assigned its "BBB-" rating to Public Finance Authority, Wis' series 2018 education revenue bonds issued for Coral Academy of Science Las Vegas (CASLV). At the same time, S&P Global Ratings affirmed its "BBB-" rating on the authority's existing bonds issued for CASLV. The outlook all ratings is stable.

S&P assessed CASLV's enterprise profile as strong, characterized by its solid demand with a robust waitlist, growing enrollment, excellent academics, and stable management team. According to S&P report, CASLV's financial performance can be characterized by a consistently positive operating margin's and sufficient pro-forma lease-adjusted MADS coverage. The school also budgets conservatively each year, often stressing expenses and understanding revenue to generate positive operations at fiscal year-end.

CORAL ACADEMY OF SCIENCE LAS VEGAS
Eastgate Campus

Tentative Budget

	\$	Proje	Revel	Progr	Funci	Objet	FY2024
DSA	100	201	3110				4,702,438.80
PCFP English Learner	100	201	3254				20,473.21
PCFP At-Risk	100	201	3255				33,480.67
PRE-K evelopment Grant	240	207	3200				
Revenue Limit							4,756,392.68
SPED- IDEA Part B	280	639	4500				36,548.39
NSLP -Lunch	290	802	4500				50,000.00
Federal Revenue							86,548.39
Fundraising	100	000	1903				35,484.93
Donations	260	000	1920				94,626.47
Local Revenue							130,111.40
Total Revenues							4,973,052.47
Salaries- Instruction						0101	1,756,538.61
Salaries- Teacher- Substitutes						0103	18,684.14
Salaries- Licensed Admin						0104	166,994.44
Salaries- Other Licensed Support Staff						0106	154,096.27
Certified							2,096,313.46
Salaries- Para-Professional						0102	87,589.05
Salaries- Non-Licensed Admin						0105	111,391.12
Salaries- Classified/Support Staff						0107	315,517.06
Salaries- Classified/Support Staff						0109	-
Classified							529,932.14
Total Salaries							2,626,245.60
Group Insurance						0210	267,607.86
FICA						0220	3,441.62
PERS						0230	506,023.12
Medicare						0240	37,792.41
Unemployment						0260	33,777.53
Worker's Comp						0270	5,944.95
Total Benefits							854,587.50
Total Personnel Expenses							3,480,833.10
Classroom (1000)							
Purchased Educational Services	100	000		100	1000	0320	28,875.49
Training and Development Provided by third party	100	000		100	1000	0330	1,698.56
Support Services- General Administration (2300)							
Legal Services	100	000		100	2300	0310	16,985.58
Sponsorship Fee 1.5%	100	201		100	2300	0591	70,537.00
Official/Administrative Services	100	000		100	2500	0310	2,050.12
Other Professional Services	100	000		100	2500	0340	46,005.45
Equipment Rental & Lease	100	000		100	2500	0442	21,231.98
Postage	100	000		100	2500	0531	2,099.42
Telephone - Land line	100	000		100	2500	0533	3,906.68
Data Communications - Internet	100	000		100	2500	0535	4,246.40
Advertising	100	000		100	2500	0540	1,698.56
Operation and Maintenance of Plant (2600)							
Other Specialized Services	100	000		100	2600	0360	4,246.40
Utilities (Water/Sewer)	100	000		100	2600	0411	30,574.05
Waste Disposal Service (Utilities)	100	000		100	2600	0421	11,889.91
Janitorial / Custodial Services	100	000		100	2600	0422	51,491.80
Building Repair & Maintenance	100	000		100	2600	0430	16,985.58
Building Repair & Maintenance- Outside Grounds	100	000		100	2630	0430	5,095.67
Repair & Maintenance of Equipment	100	000		100	2600	0431	4,246.40
Security/Alarm Service	100	000		100	2600	0433	7,643.51
Building Lease	100	000		100	2600	0441	746,734.20
Umbrella/Property Insurance	100	000		100	2600	0520	22,081.26
Transportation (2700)							
Transportation	100	000		100	2700	0510	8,492.79
Transportation	100	000		910	2700	0510	2,547.84
Special Education -IDEA							
Professional Educational Services -SPED- Speech Pathology/Psychologist/C	280	639		200	2100	0320	17,292.17
Total Purchased Services							1,128,656.81

Classroom (1000)							
Classroom Supplies	100	000		100	1000	0610	83,229.36
Textbook & Curriculum	100	000		100	1000	0641	33,971.17
Supplies-Technology-Software- Classroom	100	000		100	1000	0650	16,985.58
Supplies/Equip-Info Tech Related- Class	100	000		100	1000	0652	16,985.58
Web-Based Curriculum	100	000		100	1000	0653	5,944.95
Support Services- Students (2100)							-
Yearbook	100	000		910	2100	0610	2,547.84
General Supplies - Sports	100	000		920	2100	0610	3,057.40
General Supplies - Other Student Activities	100	000		910	2100	0616	2,547.84
General Supplies -School Admin	100	000		100	2400	0610	6,794.23
Central Services (2500)							-
Central Services Supplies	100	000		100	2500	0610	8,492.79
Supplies/ Equipment Non-info Technology (Under \$5000)	100	000		100	2500	0612	2,547.84
Supplies-Technology-Software - Central Services	100	000		100	2500	0650	1,775.46
Operation and Maintenance of Plant (2600)							-
General Supplies -Operational	100	000		100	2600	0610	8,492.79
Natural Gas	100	000		100	2600	0621	2,547.84
Electricity	100	000		100	2600	0622	50,956.75
Food Service Operations (3100)							-
Food Service Supplies	100	000		100	3100	0610	
Food (for school food service Program)	290	000		100	3100	0630	50,000.00
Supply-Tech-Software	290	802		100	3100	0650	
Total Books & Supplies							296,877.43
Total Capital Outlay							-
Total Other Outgo							-
Total Expenditures							4,906,367.34
Net Income							66,685.14

CORAL ACADEMY OF SCIENCE LAS VEGAS
 Nellis Campus

Tentative Budget

	3	Proje	Revel	Progr	Funci	Objet	FY2024
DSA	100	201	3110				6,378,771.15
PCFP English Learner	100	201	3254				27,771.53
PCFP At-Risk	100	201	3255				45,415.91
SPED Funds from DSA	240	252	3200				106,016.15
PRE-K evelopment Grant	240	207	3200				323,760.00
Revenue Limit							6,881,734.74
SPED- IDEA Part B	280	639	4500				49,577.22
NSLP -Lunch	290	802	4500				50,000.00
Impact Aid (Title VIII)							2,465,914.00
Federal Revenue							2,565,491.22
Fundraising	100	000	1903				35,484.93
Donations	260	000	1920				94,626.47
Local Revenue							130,111.40
Total Revenues							9,577,337.36
Salaries- Instruction						0101	3,388,384.67
Salaries- Teacher- Substitutes						0103	37,483.62
Salaries- Licensed Admin						0104	335,019.71
Salaries- Other Licensed Support Staff						0106	309,143.75
Certified							4,070,031.74
Salaries- Para-Professional						0102	175,718.77
Salaries- Non-Licensed Admin						0105	223,469.83
Salaries- Classified/Support Staff						0107	632,981.76
Salaries- Classified/Support Staff						0109	-
Classified							1,063,135.46
Total Salaries							5,133,167.21
Group Insurance						0210	536,867.63
FICA						0220	9,586.61
PERS						0230	1,015,169.83
Medicare						0240	51,264.71
Unemployment						0260	45,818.60
Worker's Comp						0270	8,064.22
Total Benefits							1,666,771.59
Total Personnel Expenses							6,799,938.80
Classroom (1000)							
Purchased Educational Services	100	000		100	1000	0320	80,432.50
Training and Development Provided by third party	100	000		100	1000	0330	4,731.32
Support Services- General Administration (2300)							
Legal Services	100	000		100	2300	0310	47,313.24
Sponsorship Fee 1.5%	100	201		100	2300	0591	95,682.00
Official/Administrative Services	100	000		100	2500	0310	5,710.59
Other Professional Services	100	000		100	2500	0340	128,147.90
Equipment Rental & Lease	100	000		100	2500	0442	59,141.55
Postage	100	000		100	2500	0531	5,847.92
Telephone - Land line	100	000		100	2500	0533	10,882.04
Data Communications - Internet	100	000		100	2500	0535	11,828.31
Advertising	100	000		100	2500	0540	4,731.32
Operation and Maintenance of Plant (2600)							
Other Specialized Services	100	000		100	2600	0360	11,828.31
Utilities (Water/Sewer)	100	000		100	2600	0411	85,163.83
Waste Disposal Service (Utilities)	100	000		100	2600	0421	33,119.27
Janitorial / Custodial Services	100	000		100	2600	0422	143,430.08
Building Repair & Maintenance	100	000		100	2600	0430	47,313.24
Building Repair & Maintenance- Outside Grounds	100	000		100	2630	0430	14,193.97
Repair & Maintenance of Equipment	100	000		100	2600	0431	25,000.00
Security/Alarm Service	100	000		100	2600	0433	21,290.96
Umbrella/Property Insurance	100	000		100	2600	0520	61,507.21
Transportation (2700)							
Transportation	100	000		100	2700	0510	23,787.68
Transportation	100	000		910	2700	0510	7,096.99
Special Education -IDEA							
Professional Educational Services -SPED- Speech Pathology/Psychologist/C	280	639		200	2100	0320	101,805.00
Total Purchased Services							1,029,985.22

Classroom (1000)							
Classroom Supplies	100	000		100	1000	0610	231,834.86
Textbook & Curriculum	100	000		100	1000	0641	94,626.47
Supplies-Technology-Software- Classroom	100	000		100	1000	0650	47,313.24
Supplies/Equip-Info Tech Related- Class	100	000		100	1000	0652	47,313.24
Web-Based Curriculum	100	000		100	1000	0653	16,559.63
Support Services- Students (2100)							-
Yearbook	100	000		910	2100	0610	7,096.99
General Supplies - Sports	100	000		920	2100	0610	8,516.38
General Supplies - Other Student Activities	100	000		910	2100	0616	7,096.99
General Supplies -School Admin	100	000		100	2400	0610	18,925.29
Central Services (2500)							-
Central Services Supplies	100	000		100	2500	0610	23,656.62
Supplies/ Equipment Non-info Technology (Under \$5000)	100	000		100	2500	0612	7,096.99
Supplies-Technology-Software - Central Services	100	000		100	2500	0650	4,945.53
Operation and Maintenance of Plant (2600)							-
General Supplies -Operational	100	000		100	2600	0610	23,656.62
Natural Gas	100	000		100	2600	0621	7,096.99
Electricity	100	000		100	2600	0622	102,228.05
Food Service Operations (3100)							-
Food Service Supplies	100	000		100	3100	0610	
Food (for school food service Program)	290	000		100	3100	0630	50,000.00
Supply-Tech-Software	290	802		100	3100	0650	
Total Books & Supplies							697,963.88
Total Capital Outlay							-
Interest-Debt Service-Bond	100	000		100	5000	0832	905,500.00
Total Other Outgo							905,500.00
Total Expenditures							9,433,387.90
Net Income							143,949.46

Network Level Budget with the New Campus

Fiscal Year Ending June 30	Projected FY 2023-24	Projected FY 2024-25	Projected FY 2025-26	Projected FY 2026-27	Projected FY 2027-28
Enrollment Pre-K	40	40	40	40	40
Enrollment K-12	5686	5753	5754	5795	5795
REVENUE					
Federal Support	\$ 3,419,194	\$ 3,419,194	\$ 3,419,194	\$ 3,419,194	\$ 3,419,194
State Sources	\$ 42,592,890	\$ 43,496,594	\$ 43,925,634	\$ 44,229,145	\$ 44,229,145
Other Income	\$ 477,610	\$ 477,610	\$ 477,610	\$ 477,610	\$ 477,610
Total Revenue	\$ 46,489,694	\$ 47,393,398	\$ 47,822,438	\$ 48,125,949	\$ 48,125,949
EXPENSES					
Certified Salaries	\$ 20,261,576	\$ 20,464,192	\$ 20,668,833	\$ 20,875,522	\$ 21,084,277
Classified Salaries	\$ 4,579,083	\$ 4,624,874	\$ 4,671,123	\$ 4,717,834	\$ 4,765,012
Benefits	\$ 7,696,238	\$ 7,773,200	\$ 7,850,932	\$ 7,929,441	\$ 8,008,736
Material and Supplies	\$ 2,675,914	\$ 2,702,673	\$ 2,729,700	\$ 2,756,997	\$ 2,784,567
Services and Operation Expenses	\$ 3,264,002	\$ 3,296,642	\$ 3,329,608	\$ 3,362,905	\$ 3,396,534
Operating Lease	\$ 1,178,711	\$ 1,214,073	\$ 1,250,495	\$ 1,288,010	\$ 1,326,650
Bond-Debt Service	\$ 4,405,212	\$ 4,405,212	\$ 4,405,212	\$ 4,405,212	\$ 4,405,212
Depreciation	\$ 1,311,291	\$ 1,311,291	\$ 1,311,291	\$ 1,311,291	\$ 1,311,291
Total Expenses	\$ 45,372,027	\$ 45,792,157	\$ 46,217,195	\$ 46,647,212	\$ 47,082,279
Net Revenue	\$ 1,117,667	\$ 1,601,241	\$ 1,605,243	\$ 1,478,738	\$ 1,043,670

Budgeted

Coral Academy of Science Las Vegas
Statement of Activities

	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-2021</u>
Assets: Current Assets					
Cash	\$4,907,588	\$8,610,153	\$10,597,447	\$17,482,220	\$22,485,561
Cash – Restricted	1,155,161	4,966,791	17,934,442	5,103,986	4,989,588
Receivables	1,258,528	510,094	2,452,721	2,894,487	3,151,528
Prepaid	77,649	229,161	235,620	262,142	392,420
Deposits	212,409	166,186	--	--	--
Total Current Assets	<u>7,611,335</u>	<u>14,482,385</u>	<u>31,220,230</u>	<u>25,742,835</u>	<u>31,019,097</u>
Non-Current Assets					
Land and Land Improvements	1,137,506	2,463,644	--	--	--
Building	6,844,994	13,922,798	--	--	--
Computer/Technological Equipment	640,455	646,094	--	--	--
Furniture & Fixtures	354,865	416,905	--	--	--
Tenant Improvements	663,427	751,609	--	--	--
Vehicles	3,000	3,000	--	--	--
Construction in Progress	63,438	1,511,774	--	--	--
Less Accumulated Depreciation	(1,546,628)	(2,058,499)	--	--	--
Depreciable capital assets, net			17,759,640	17,483,703	31,751,555
Nondepreciable capital assets			5,433,564	18,514,617	4,193,706
Total Capital Assets, Net	8,161,057	17,657,325	--	--	--
Refundable Deposits	--	--	121,120	135,901	121,120
Total Assets	<u>\$15,772,392</u>	<u>\$32,139,710</u>	<u>\$54,534,554</u>	<u>\$61,877,056</u>	<u>67,085,478</u>
Deferred Outflow of Resources					
Contributions to pension plan in current fiscal year	4,892,403	10,272,013	11,979,682	14,634,487	13,603,302
Liabilities: Current Liabilities					
Accounts payable	\$130,483	73,619	54,283	43,016	260,960
Credit Cards Payable	34,609	--	--	--	--
Accrued Bond Interest	247,984	616,712	--	--	--
Deferred Income	304,595	339,037	--	--	--
Wages and Benefits Payable	761,086	989,650	--	--	--
Book Deposits	164,990	225,577	--	--	--
Accrued liabilities	--	--	2,341,473	2,250,237	2,209,211
Refundable Deposits	--	--	252,726	268,481	2,815,459
Current Portion of Long Term Debt	285,000	145,000	155,000	--	--
Note payable, current	--	--	--	1,239,555	540,000
Bonds payable, current	--	--	--	515,000	294,667
Total Current Liabilities	<u>1,928,747</u>	<u>2,289,595</u>	<u>2,803,482</u>	<u>4,316,289</u>	<u>6,120,097</u>
Non-Current Liabilities					
Long Term Debt	8,785,000	22,794,384	--	--	--
Deferred rent, noncurrent	--	--	184,925	255,931	314,615
Note payable, noncurrent	--	--	--	1,575,904	--
Bonds payable, noncurrent	--	--	42,314,307	41,765,216	41,191,126
Pension Liability	11,822,891	18,903,916	21,403,680	25,991,004	28,983,300
Total Non-Current Liabilities	<u>20,607,891</u>	<u>41,698,300</u>	<u>63,902,912</u>	<u>69,588,055</u>	<u>70,489,041</u>
Total Liabilities	<u>22,536,638</u>	<u>44,087,895</u>	<u>66,706,394</u>	<u>73,904,344</u>	<u>76,609,338</u>
Deferred Inflow of Resources					
Pension deferrals	1,390,294	1,240,479	1,095,401	2,042,636	1,469,112
Net Position					
Non-spendable	--	229,161	--	--	--
Invested in Capital Assets net of debt	(246,218)	(5,282,059)	(24,709,667)	(6,281,896)	(5,785,865)
Restricted	--	--	17,934,442	5,103,986	4,989,588
Unrestricted	(3,015,919)	2,136,247	5,487,666	1,742,473	3,406,507
Total Net Position	<u>\$(3,262,137)</u>	<u>\$(2,916,651)</u>	<u>\$(1,287,559)</u>	<u>\$564,563</u>	<u>2,610,230</u>

Sources: CASLV; Audited Financial Reports for Fiscal Years 2016-17 and 2020-21.

CASLV Student Enrollment Projections

Eastgate Campus - Projected Enrollment

	# Secs	FY 23-24	# Secs	FY 24-25	# Secs	FY 25-26*	# Secs	FY 26-27*
Kindergarten	3	84	3	84	4	112	4	112
1st Grade	4	112	3	84	3	84	4	112
2nd Grade	4	116	4	116	3	87	3	87
3rd Grade	4	116	4	116	4	116	3	87
4th Grade	4	120	4	120	4	120	4	120
5th Grade	3	96	4	128	4	128	4	128
	22	644	22	648	22	647	22	646

**Total enrollment might increase based on charter renewal.*

Nellis AFB Campus - Projected Enrollment

	# Secs	FY 23-24	# Secs	FY 24-25	# Secs	FY 25-26*	# Secs	FY 26-27*
Pre-K	2	40						
Kindergarten	3	75	3	75	3	75	2	48
1st Grade	4	104	4	96	3	75	3	75
2nd Grade	4	104	4	96	4	96	3	75
3rd Grade	4	96	4	96	4	96	4	96
4th Grade	4	100	4	104	4	96	4	96
5th Grade	4	100	4	104	4	104	4	96
6th Grade	4	100	4	100	4	104	4	104
7th Grade	3	75	3	81	3	78	4	104
8th Grade	3	75	3	75	2	54	3	75
9th Grade	2	50	2	54	2	52	2	52
10th Grade			2	50	2	52	2	52
11th Grade**					2	50	2	50
12th Grade**							2	50
	37	919	37	931	37	932	39	973

**Total enrollment might increase based on charter renewal.*

***11th and 12th grade students will be in dual credit programs.*

DUAL ENROLLMENT PROGRAM

**This Memorandum of Understanding (MOU) is made and entered into by and between
THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION,
on behalf of**

THE COLLEGE OF SOUTHERN NEVADA

And

CORAL ACADEMY OF SCIENCE LAS VEGAS

Coral Academy of Science Las Vegas (CASLV) and College of Southern Nevada (CSN) referred to individually as a “party” or collectively as the “parties.”

WHEREAS, CASLV is a Nevada charter high school offering unique secondary educational opportunities to its students; and

WHEREAS, the Parties are willing to facilitate for selected CASLV students a limited opportunity for enrollment in higher education courses at CSN; and

WHEREAS, the Nevada System of Higher Education (NSHE) Handbook, Title 4, Chapter 16, Section 8 provides for, in relevant part:

Dual and Early Enrollment for High School Students

1. High school students may be admitted and may enroll in a NSHE college or university, subject to the approval of appropriate institutional officials.

NOW, THEREFORE, the Parties agree as follows:

I. Term and Purpose

CSN, through its Academic Affairs department, will oversee the administration, instruction and educational requirements for the Certificate of Achievement and Associate Degree programs offered to CASLV students pursuant to this MOU. Any CASLV student, who graduates with a Certificate of Achievement or an Associate degree, may participate in the formal ceremonies of CSN, as applicable.

The term of the MOU shall be August 1, 2021, through July 31, 2026. Notwithstanding the foregoing, either party may terminate this MOU without cause upon thirty (30) days written notice to the other party, and any CASLV student will be able to complete the course(s) they are enrolled in pursuant to this MOU at the time of the written notice.

II. Admission and Enrollment at CSN Pursuant to this MOU

Student Selection & Admissions

The selection of the CASLV students that will be able to enroll in CSN dual enrollment study courses pursuant to the terms of this MOU is exclusively reserved to CASLV. Both parties will coordinate to verify that selected students qualify for admission and enrollment pursuant to the terms of this MOU and applicable NSHE standards. Each first-time CASLV student must complete the CSN on-line admission form. The completeness and accuracy of the admissions form is the responsibility of the student.

DUAL ENROLLMENT PROGRAM

New Student Orientation

Each first-time CASLV student must participate in a mandatory student orientation. The orientation must be complete before scheduling an appointment with a CSN academic advisor or registering for classes.

Placement Evaluations

Every CASLV student must prepare for and complete the Math and English placement assessments. Information regarding these placement assessments can be found at www.csn.edu/testingcenter

Academic Advisor/Success Coach/Counseling

After completing the orientation and placement evaluations, each CASLV student must meet with a CSN academic advisor or success coach. CASLV students can receive counseling services to the same extent as regular CSN students.

Locations

CSN will only offer academic courses and other coursework at established CSN campuses and CSN learning sites.

Class Schedule

CASLV students will be required to attend the selected classes on the dates, days, and times that these classes are scheduled as per the official CSN academic calendar. No classes will be scheduled for CASLV students outside of the official CSN academic calendar.

Limitation on Number of Credit Hours Each Semester

CASLV students enrolled pursuant to the terms of this MOU will be limited to a maximum of nineteen (19) credit hours each fall and spring semester at CSN. CASLV students may request to exceed 19 credits in a given semester following the CSN Credit Overload Process. In the event that a CASLV student is approved to take more than 19 credits in a semester, CASLV agrees to pay all student fees associated with those additional credits.

Selection of Courses

While there is no restriction on the type of course that a CASLV student may enroll in, each CASLV student's course selection must be approved by CASLV in consultation with the student, CSN's academic advisor/success coach and must be consistent with the results of any placement tests or prerequisites established by CSN. Any consultation will include discussion about the advisability for a particular student to enroll in an "on-line class" in contrast to a class taught at one of CSN's campuses or centers.

Course Textbooks

Required texts will be selected by CSN in accordance with the CSN approved adopted textbook list. The CASLV student will be responsible for the purchase of required course textbooks and materials.

DUAL ENROLLMENT PROGRAM

Credits to be Awarded

Upon successfully completing a course in the dual enrollment program, the CASLV student will receive the corresponding credit amount listed in the CSN course catalog at CSN and credit for a course at CASLV.

Applicability and Transferability of College Credit

CSN courses are part of the NSHE common course numbering system and transfer among all NSHE institutions. All credits earned at CSN by a CASLV student must be applied toward a credentialed degree or certificate at CSN.

Academic Plans

Pursuant to NRS 388.205, CASLV will establish an academic plan for each CASLV student enrolled in the dual enrollment program.

Student Identification Number

CASLV will assign a unique identification number to each student in the dual enrollment program. CSN will retain the unique identification number provided by CASLV.

Student Records

Both parties will each be responsible to initiate and maintain their respective student records for the courses that they award credit. CSN will comply with the Family Educational Rights and Privacy Act (the Buckley amendment) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99). A CASLV student must sign a FERPA document before CSN will release any academic records to the CASLV executive director or anyone other than the student.

For each student, CSN will assign an identification number to the student that shall correspond to or reference the student number assigned by CASLV to the student. CASLV will provide CSN with the assigned number for each student.

Compliance with CSN's Policies

CASLV students enrolled in classes at CSN pursuant to this MOU are subject to all of CSN's policies.

Student Transportation

CSN will have no role in the transportation of CASLV students either to or from any CSN facility.

Continued Eligibility for Interscholastic Activities at CASLV

CASLV students in the dual enrollment program will be eligible to participate in interscholastic activities provided that they maintain the required GPA and attendance standards set by CASLV.

III. Fees

CASLV is responsible to pay for all fees applicable to CASLV students enrolled at CSN. CSN will charge via CSN invoice within thirty (30) days of the start of the courses and CASLV will remit payment of fees within thirty (30) days receipt of CSN's invoice, for each student enrolled in CSN courses pursuant to section II above. CASLV may pursue grants and other funding opportunities to help support their students in the dual enrollment program.

DUAL ENROLLMENT PROGRAM

The Board of Regents of NSHE govern all CSN fees and may change during the time this MOU is in effect. Any changes in fees noticed by CSN, shall be remitted on a prospective basis by CASLV for newly enrolled students.

CASLV must verify all fees with CSN Director of Student Accounts and Cashiering Services by December 31st of a current school year to go into effect for the following school year. Notwithstanding any other provision herein, CSN will not allow any further student enrollment pursuant to this MOU if there is an outstanding CSN invoice that has not been paid. Refunds will be handled based upon the Board of Regents approved policy found in Chapter 7 of the Nevada System of Higher Education Procedures and Guidelines Manual. The following is a link to the manual:

[https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/PGMCH07FEE TUITION.pdf](https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/PGMCH07FEE%20TUITION.pdf)

IV. Miscellaneous Provisions

Governing Law.

The parties agree that the laws of the State of Nevada shall govern the validity, construction, interpretation, and effect of this MOU, excluding any laws or principals regarding the conflict or choice of laws. Any and all disputes arising out of or in connection with this MOU shall be litigated in a court of competent jurisdiction in Clark County, State of Nevada, and CASLV expressly consents to the jurisdiction of said court.

Severability and Waiver.

The partial or complete invalidity of any one or more of the provisions of this MOU will not affect the validity or continuing force and effect of any other provision. The failure of a Party hereto to insist in any one or more instances upon the performance of any of the terms, covenants or conditions of this MOU or to exercise any right herein, will not be construed as a waiver or relinquishment of such term, covenant, condition or right with respect to further performance.

Entire Agreement.

This MOU is intended solely for the benefit of the Parties hereto, represents the entire, integrated agreement between the Parties, and supersedes all prior negotiations, representations, or agreements, written or oral.

Waiver or Modification Ineffective Unless in Writing.

No waiver, alteration, or modification of any provision of this MOU will be binding unless in writing and signed by duly authorized representatives of the Parties to the MOU.

Designated CSN Representatives.

CSN representatives and CASLV Administrators will collaborate on all articulation efforts and agreements for all CASLV students.

Written Notices.

Unless notified to the contrary, all notices required by this MOU will be sent to the Parties at the addresses set below:

DUAL ENROLLMENT PROGRAM

For College of Southern Nevada:

Caprice Roberson
Associate Vice President, Academic Affairs
6375 W. Charleston Blvd., WC E310
Las Vegas, NV 89146
(702) 651-7357


For Coral Academy of Science Las Vegas:

Ercan Aydogdu
Executive Director and CEO
8965 S. Eastern Ave # 280
Las Vegas, NV 89123
(702) 776-6529

IN WITNESS THEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized representatives and by so doing represent and warrant that they have full authority to enter same, as the day and date first above written.

**Board of Regents of the Nevada System of Higher Education
on behalf of the College of Southern Nevada**

Recommended by:



Caprice Roberson, Interim Associate Vice President, Academic Affairs

Dated: 12/6/2021

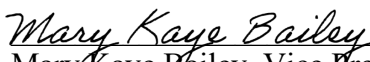
Recommended by:



James McCoy, Vice President, Academic Affairs

Dated: 12/6/21

Approved By:



Mary Kaye Bailey, Vice President Finance and Administration *pg*

Dated: 12/7/2021

Coral Academy of Science Las Vegas

Approved by:



Ercan Aydogdu, Executive Director and CEO

Dated 12/03/2021

DISTANCE EDUCATION PROGRAM APPLICATION

July 1, 2022 through June 30, 2025

Application Renewal
(New, Renewal or Amended)

Amended Application _____
(Amendment Number)

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is accurate and that the distance education program will be operated as described in the application. As the authorized representative of the school district or charter school submitting the application, assurance is provided to the Nevada Department of Education (NDE) that all persons responsible for program operation will comply with all applicable Nevada Revised Statutes, Nevada Administrative Code, NDE policy and regulations, and all rules and policies of the school district or charter school.

Name and Signature of the school district superintendent, charter school principal or appropriate designee of the applicant authorized to submit this application must be provided below:

Ercan Aydogdu



April 27th, 2022

Name and Title (Please type)

Signature

Date

Indicate the date the applicant's board of trustees, governing body, or committee to form a charter school met to approve the submission of this application: April 27th, 2022

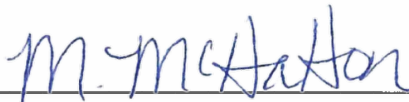
APPLICANT INFORMATION

Applicant (Name of School District or Charter School) Coral Academy of Science Las Vegas	Mailing Address 1051 Sandy Ridge Avenue Henderson, NV 89052
Name and Title of Authorized Contact Person Mustafa Gunozu, Chief Academic Officer	Telephone Number 702 7765 6529
	Fax Number 702 776 6569
	Email Address mgunozu@coralacademylv.org

For Department use only:

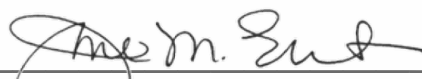
Date Received:

Recommend for Approval by the Distance Education Program Review Committee:



Date: 8/1/2022

Verification by Marina McHatton, Distance Education Program Professional



Date: 8/2/2022

Approval by Jhone M. Ebert, Superintendent of Public Instruction

DISTANCE EDUCATION PROGRAM APPLICATION

July 1, 2022 through June 30, 2025

APPLICATION GUIDELINES AND REQUIREMENTS

Program Requirements

Nevada school districts and charter schools that wish to provide a distance education (DE) program to students in Nevada must apply and receive approval before implementing the program. An approved Distance Education Program will be in effect for 3 fiscal years beginning on July 1 of the year the application is approved.

The application must be amended if significant changes are made within the program. Significant changes may include the addition of new programs, a change in method of instruction, change in program providers, etc. Please utilize this application form to amend your program application.

Eligibility

Only public-school districts and charter schools in Nevada may operate a distance education program.

Application Timeline

The Nevada Department of Education must receive an application from the school district's board of trustees or the charter school's governing body for existing programs by **May 1, 2022**, or 60 days prior to the intended start date of a program for new applicants.

The DE committee will review applications in the order they are received. If the committee recommends approval, the applicant will receive a written approval within 45 calendar days from the date the application is received. If the committee requests revisions, the applicant will have 30 calendar days from the request to correct any deficiencies and resubmit the application.

Application Submittal and Technical Assistance

An electronic copy of the complete application (scanned with original signatures) must be provided to the NDE. If you have any questions regarding the information requested in the application, please call Marina McHatton, or Nancy Olsen at 775-687-7287, email mmchatton@doe.nv.gov and copy nolsen@doe.nv.gov.

Please submit the electronic copy to mmchatton@doe.nv.gov and copy nolsen@doe.nv.gov.

DISTANCE EDUCATION PROGRAM APPLICATION

July 1, 2022 through June 30, 2025

Application Requirements

Cover Page

All information requested on the cover page must be completed. An original or electronic signature of the school district superintendent, charter school principal, or appropriate designee is required. The designated contact will be contacted regarding any questions pertaining to the application.

Please Note: By signing the cover page, the school district or charter school representative assures the Nevada Department of Education that all persons responsible for distance education program operation will comply with all applicable Nevada Revised Statutes, Nevada Administrative Code, NDE policy and regulations, and all rules and policies of the school district or charter school.

Approved distance education program applications do not exempt a school district or charter school from adhering to NRS 388.090 requiring schools to provide a minimum of 180 days of school and does not allow districts to hold “digital days” in lieu of a traditional day of school as approved under a traditional district calendar. Refer to the “[Distance Education Program Handbook](#)” for additional program requirements not specifically addressed in this application.

On separate pages, address each of the following areas in sequence. Use additional pages if needed.

Section 1: Identify all distance education courses that will be offered as part of the distance education program.

If a course that is currently included on the list of approved distance education courses will be offered, please identify each course, including the title of the course and the name of the provider.

For new courses that will be developed and offered by the applicant, the Distance Education Course Approval Application must be submitted (**NRS 388.838**).

Section 2: Describe the process that will be used to enroll students in the distance education program.

Describe the process the school district or charter school will follow regarding the selection and enrollment of students in the distance education program. Describe who is involved in the process, what counseling is provided to the student and who ultimately approves the enrollment. (**NRS 388.850**) If you have an enrollment form/packet, please attach to the application.

If the program will accept the enrollment of students from adjacent school districts or charter schools and/or part-time from outside of the district boundaries, describe how the required written agreement from the other school district or charter school will be obtained for each student. Please provide a copy of any agreements between the school districts or charter schools including any remuneration between each school district and charter school (**NRS 388.854**).

Please note: Homeschooled students are not eligible to enroll in or otherwise attend a program of distance education offered by a Nevada school district or charter school (**NRS 388.850**).

DISTANCE EDUCATION PROGRAM APPLICATION

July 1, 2022 through June 30, 2025

Section 3: Provide an explanation of how the school district or charter school will document each pupil's attendance and participation in courses offered through the distance education program.

Provide a brief description of the process the school district or charter school will follow to ensure an accurate accounting of the student's attendance and participation in the distance education program.

Please note that regulations require that the teacher assigned to each course must meet or otherwise communicate with each student at least once each week for the pupil to be considered enrolled in the program of distance education. The student shall be considered in full attendance for each week the teacher meets or communicates with the student. The attendance of the student must be recorded weekly as part of the master register of enrollment and attendance (NAC 387.193, NRS 388.866).

For each student who is enrolled full-time in a program of distance education, the school district that provides the program must designate one public school within that school district with which the student will be affiliated. The student must be reported weekly as enrolled and in attendance in the school designated by the school district (NRS 388.862).

Each student who is enrolled in a program of distance education for which a plan of study has been constructed between school district or charter school and the student must be reported weekly as enrolled and in attendance in the class (NAC 387.193).

Section 4: Describe how the district or charter school will assess student mastery of course content.

Provide a description of the process the school district or charter school will follow regarding the assessment of students in the required state achievement examinations, End of Course Assessments (EOCs), and final summative assessments for a course.

- Provide a description of how required midterm/final course assessments will be administered to include proctoring.
- Provide any requirements for a student to pass a final and at what level, to receive credit.

Section 5: Describe how the school district or charter school will monitor the progress of students enrolled in the program.

Provide a description of the process to be followed by the school district or charter school regarding the monitoring of progress being made by students enrolled in distance education courses (NAC 387.193).

Include any criteria that will be used to trigger additional supports for pupils who are having difficulty with course assignments or are otherwise having difficulty in being successful in the course. In addition, describe the technical assistance/support that will be provided to students who are not making adequate progress in their distance education courses.

Special Note

A school district or charter school may not operate a program of distance education until the school district, or the charter school has received official notification of approval to operate within the State of Nevada by the Department of Education.

DISTANCE EDUCATION PROGRAM APPLICATION July 1, 2022 through June 30, 2025

Section 1: Identify all distance education courses that will be offered as part of the distance education program.

Students participating in the Distance Learning Program are awarded credit for successfully completing the lessons and courses within the program and not based on “seat time” or time spent within the classroom. NAC 387.193 allows Programs of Distance Education to be operated by School Districts/Charter Schools with permission from the Superintendent of Public Instruction.

The Distance Education program utilized by CASLV is considered a computer-based online learning program. CASLV adheres to all NRS/NAC student enrollment and attendance requirements to include the following: CASLV uses only Distance Education courses approved and authorized by the Nevada Department of Education (NDE).

CASLV will use BYU and Edgenuity for online instruction. Both programs have been recognized by the Nevada Department of Education. All approved courses from both programs are available to CASLV. CASLV employs certified instructors as well as BYU instructors to monitor track of student progression.

Appendix 1 lists NDE-approved courses from BYU and Edgenuity. These courses are all listed under "Distance Education" on the NDE's website.

**DISTANCE EDUCATION PROGRAM APPLICATION July 1, 2022 through
June 30, 2025**

Section 2: Describe the process that will be used to enroll students in the distance education program.

To assist with course recommendations, registration, and follow-up about students' progress, CASLV designates authorized personnel, such as a Student Mentor, a College Counselor, or the Dean of Academics. They support the CASLV teacher or "online instructor" of the contracted service provider to manage all aspects of the students' education.

Students in the CAS's Distance Education program are selected and enrolled based on their or their families' particular requirements. These requirements include, but are not limited to, the following:

- **Enrichment/Remediation:** A student needs more advanced courses, but the school is unable to provide them owing to the limitation(s) of:
 - Scheduling challenges,
 - Facility,
 - Staffing,
 - Budget and/or,
 - The number of students who need to take the class.
- Credit recovery, and
- General health and safety concerns.

The enrollment in the program is subject to administration approval. The request can be made by the teachers, parents, or students.

For enrichment/remediation or credit recovery purposes, the students can take up to three sequentially online courses per semester. Within this option, students can take only one course at

DISTANCE EDUCATION PROGRAM APPLICATION July 1, 2022 through June 30, 2025

a time, and upon successful completion of the course, the student will be enrolled in the second and third courses, respectively.

Based on approval, CASLV students are eligible to apply for full distance education program. A full-time distance learning student takes six to seven courses per semester through the CASLV – Full Distance Learning program. For students taking Online courses through CASLV, a CASLV certified teacher, or BYU or Edgenuity teacher monitors all work assignments, tutors the students when needed, provides feedback, and monitors grades that are maintained electronically through BYU and Edgenuity. All student grades are recorded in the Infinite Campus.

For each case, regardless of the number of courses requested, students and families are required to sign the “ Online Learning Enrollment Agreement.” Please see Appendix 2.

Section 3: Provide an explanation of how the school district or charter school will document each pupil’s attendance and participation in courses offered through the distance education program. -

The Distance Education program utilized by CASLV is considered a Computer-Based Learning Program. CASLV charter school adheres to all relevant NRS/NAC student enrollment and attendance requirements.

CASLV will assign a designated person at each campus who is in charge of all course registrations and follow-ups regarding students’ progress in addition to the CASLV teacher and/or “online instructor” of the contracted service provider.

CASLV distance education teachers maintain documentation whenever a communication (e-mail, instant chat, virtual meeting, or phone) is made to students and parents. This information

DISTANCE EDUCATION PROGRAM APPLICATION July 1, 2022 through June 30, 2025

is stored via log by the CASLV distance education teachers. Daily minutes during which students are engaged in their course(s) are recorded, maintained, and reviewed online. Total minutes, percent complete, average grade, and days remaining in the course(s) are posted to each student's home page.

Distance education students are expected to have progress in each of their classes weekly. If for some reason progress has halted, communication with the teacher once per week is a minimum requirement via face-to-face, e-mail, online platform or otherwise. The student meeting or other communication is with a certified (or licensed) staff member authorized by CASLV to discuss the student's progress for all students in grades K-12. If the student does not have progress in each course weekly or does not communicate with the teacher or licensed personnel at least once a week, the student will be marked absent in Infinite Campus for that entire week. However, a CASLV staff person may call and speak with the parent to determine if the student was truant or if the student was ill. Then the attendance code will be changed to reflect the conversation with the parent. If the conversation occurs, the student will not be considered whereabouts unknown.

Since the courses are computer and online based, the student may finish the course(s) or standards as rapidly as possible. Likewise, suppose a student is not demonstrating progress in the course. In that case, the teacher and CASLV staff work with the student to repeat the assignments, do other tasks, use different materials, and/or study differently for tests.

If a student is negligent in contacting his/her teachers and showing weekly progress in his/her courses, CASLV may assign work to be completed on-site. CASLV site student mentor, counselor, and administrators are notified, and additional calls are made to the students and parents whenever there is a question, deadline not met, a family or personal crisis, cheating, poor grades,

DISTANCE EDUCATION PROGRAM APPLICATION July 1, 2022 through June 30, 2025

graduation plans, or a family situation where the student will not be engaged in his/her course more than two days. If further resistance is given, truancy is included in the effort to get the student back on track. These communications are logged in the student's folder and in the administrator's, student mentor's, or counselor's call log.

Section 4: Describe how the district or charter school will assess student mastery of course content.

Each student, parent(s), or guardian receives a written agreement, "CASLV Online Learning Enrollment Agreement", which outlines the program's expectations. Also, the students/parents receive communication informing them of the course objectives, a timeline for completion, a schedule of two-way communication between the student and teacher, and how the student will be assessed.

According to the CASLV board policy, all students must meet mastery with 60% or better in their final grades to receive credit in a course. All secondary school students must take finals to pass a course. All finals will be administered in person and proctored by a school licensed staff at the school premises.

The regular course assignments and assessments, including quizzes/midterms/finals and evaluations, are handled by the CASLV teacher(s) or provider-assigned online teacher(s) in compliance with the service providers' service contract.

Since the students are enrolled in CASLV, the final grades will be entered manually in IC by the College Counselor, Student Mentor, Dean of Academics, or Registrar upon completing the course. The transcript, which is accessible at any time through the IC Student Information System,

DISTANCE EDUCATION PROGRAM APPLICATION July 1, 2022 through June 30, 2025

indicates the name of the course offered and the grade received upon completion. The students receive the credit upon successful completion of the course, just like any other course. The registrar includes a copy of the course completion report from the service provider in the student's cumulative file as evidence. The grades may be stored electronically in the student information system, in spreadsheets, or in student folders.

Section 5: Describe how the school district or charter school will monitor the progress of students enrolled in the program.

The assigned teacher monitors the student's progress. If the assigned teacher is not one of the CASLV staff, the academic dean, student mentor, or college counselor gets in touch with the assigned teacher to monitor the progress.

For each course, students and teachers meet weekly to discuss the students' progress. The service providers maintain an online log of students' study activities.

The online learning platforms also keep an online record of the students' assignments and the students' final grades. In addition to the percentage of completion a student achieves, the student's current grade (based on a straight percentage of work completed) is calculated after every assignment. It appears on each course progress report that is available to parents and students, and CASLV staff. Also available to each student and parent is the number of days a student has left to complete a course.

Once it is noticed that the student is struggling with the assignments and/or is having difficulty in being successful in the course (such as falling behind in meeting deadlines and/or consistently scoring below a 60% in assignments), just like any other CAS students, the distance

**DISTANCE EDUCATION PROGRAM APPLICATION July 1, 2022 through
June 30, 2025**

education students will be placed into the school's remediation programs, such as tutoring or Math/English support classes.

Students who consistently do poorly in the CASLV distance education program may be referred back to CASLV in-person setting. If it is in the best interest of the student to return to a traditional school environment, the student will be placed in remediation and courses that will help that transition at the end of the semester. If another avenue is determined to be in the best interest of the student, immediate steps will be taken to transition the student to the new educational environment as soon as possible.

	Course Title	Grade level	Subject	Vendor	Expiring Date	Submitted
1	ACT 051: ACT Preparation	9-12	Elective	BYU	1/14/2025	1/14/2022
2	Alg 041: Pre-Algebra, Part 1	9-12	Math	BYU	1/14/2025	1/14/2022
3	Alg 043: Pre-Algebra, Part 2	9-12	Math	BYU	1/14/2025	1/14/2022
4	Alg 051: Algebra 1, Part 1	9-12	Math	BYU	1/14/2025	1/14/2022
5	Alg 053: Algebra 1, Part 2	9-12	Math	BYU	1/14/2025	1/14/2022
6	Alg 055: Algebra 2, Part 1	9-12	Math	BYU	1/14/2025	1/14/2022
7	Alg 057: Algebra 2, Part 2	9-12	Math	BYU	1/14/2025	1/14/2022
8	APCalc 061: AP Calculus AB, Part 1	9-12	Math	BYU	1/14/2025	1/14/2022
9	APCalc 063: AP Calculus AB, Part 2	9-12	Math	BYU	1/14/2025	1/14/2022
10	APCalc 065: AP Calculus BC, Part 1	9-12	Math	BYU	1/14/2025	1/14/2022
11	APCalc 067: AP Calculus BC, Part 2	9-12	Math	BYU	1/14/2025	1/14/2022
12	Art 041: Art Foundations, Part 1	9-12	Elective - Fine Arts	BYU	1/14/2025	1/14/2022
13	Art 043: Art Foundations, Part 2	9-12	Elective - Fine Arts	BYU	1/14/2025	1/14/2022
14	Art 061: Digital Photography	9-12	Elective - Fine Arts	BYU	1/14/2025	1/14/2022
15	Art 045: Drawing	9-12	Elective - Fine Arts	BYU	1/14/2025	1/14/2022
16	Asl 041: First-Year ASL, Part 1	9-12	World Language	BYU	1/14/2025	1/14/2022
17	Asl 043: First-Year ASL, Part 2	9-12	World Language	BYU	1/14/2025	1/14/2022
18	BMath 041: Business & Consumer Math, Part 1	9-12	Math	BYU	1/14/2025	1/14/2022
19	BMath 043: Business & Consumer Math, Part 2	9-12	Math	BYU	1/14/2025	1/14/2022
20	Bowl 041: Bowling	9-12	Elective	BYU	1/14/2025	1/14/2022
21	Econ 041: Economics	9-12	Social Studies	BYU	1/14/2025	1/14/2022
22	Engl 041: Ninth-Grade English, Part 1	9	ELA	BYU	1/14/2025	1/14/2022
23	Engl 043: Ninth-Grade English, Part 2	9	ELA	BYU	1/14/2025	1/14/2022
24	Engl 045: Tenth-Grade English, Part 1	10	ELA	BYU	1/14/2025	1/14/2022
25	Engl 047: Tenth-Grade English, Part 2	10	ELA	BYU	1/14/2025	1/14/2022
26	Engl 051: Eleventh-Grade English, Part 1	11	ELA	BYU	1/14/2025	1/14/2022
27	Engl 053: Eleventh-Grade English, Part 2	11	ELA	BYU	1/14/2025	1/14/2022
28	Engl 055: Twelfth-Grade English, Part 1	12	ELA	BYU	1/14/2025	1/14/2022
29	Engl 057: Twelfth-Grade English, Part 2	12	ELA	BYU	1/14/2025	1/14/2022
30	Engl 031: Seventh-Grade English, Part 1	7	ELA	BYU	1/14/2025	1/14/2022
31	Engl 033: Seventh-Grade English, Part 2	7	ELA	BYU	1/14/2025	1/14/2022
32	Engl 035: Eighth-Grade English, Part 1	8	ELA	BYU	1/14/2025	1/14/2022
33	Engl 037: Eighth-Grade English, Part 2	8	ELA	BYU	1/14/2025	1/14/2022
34	Fit 041: Fitness for Living Well	9-12	Elective	BYU	1/14/2025	1/14/2022
35	Fren 041: First-Year French, Part 1	9-12	World Language	BYU	1/14/2025	1/14/2022
36	Fren 043: First-Year French, Part 2	9-12	World Language	BYU	1/14/2025	1/14/2022
37	Fren 051: Second-Year French, Part 1	9-12	World Language	BYU	1/14/2025	1/14/2022
38	Fren 053: Second-Year French, Part 2	9-12	World Language	BYU	1/14/2025	1/14/2022
39	Geog 041: World Geography	9-12	Social Studies	BYU	1/14/2025	1/14/2022
40	Geom 041: Geometry, Part 1	9-12	Math	BYU	1/14/2025	1/14/2022
41	Geom 043: Geometry, Part 2	9-12	Math	BYU	1/14/2025	1/14/2022
42	Germ 041: First-Year German, Part 1	9-12	World Language	BYU	1/14/2025	1/14/2022
43	Germ 043: First-Year German, Part 2	9-12	World Language	BYU	1/14/2025	1/14/2022

44	Germ 051: Second-Year German, Part 1	9-12	World Language	BYU	1/14/2025	1/14/2022
45	Germ 053: Second-Year German, Part 2	9-12	World Language	BYU	1/14/2025	1/14/2022
46	Golf 041: Golf	9-12	Elective	BYU	1/14/2025	1/14/2022
47	Hlth 041: Health Education, Part 1	9-12	Health	BYU	1/14/2025	1/14/2022
48	Hist 061: Early World History	6-8	Social Studies	BYU	1/14/2025	1/14/2022
49	Hist 063: World History	9-12	Social Studies	BYU	1/14/2025	1/14/2022
50	Japan 041: First-Year Japanese, Part 1	9-12	World Language	BYU	1/14/2025	1/14/2022
51	Japan 043: First-Year Japanese, Part 2	9-12	World Language	BYU	1/14/2025	1/14/2022
52	Japan 051: Second-Year Japanese, Part 1	9-12	World Language	BYU	1/14/2025	1/14/2022
53	Japan 053: Second-Year Japanese, Part 2	9-12	World Language	BYU	1/14/2025	1/14/2022
54	Math 031: Seventh-Grade Mathematics, Part 1	7	Math	BYU	1/14/2025	1/14/2022
55	Math 033: Seventh-Grade Mathematics, Part 2	7	Math	BYU	1/14/2025	1/14/2022
56	Math 035: Eighth-Grade Mathematics, Part 1	8	Math	BYU	1/14/2025	1/14/2022
57	Math 037: Eighth-Grade Mathematics, Part 2	8	Math	BYU	1/14/2025	1/14/2022
58	Music 041: Introduction to Music	9-12	Elective - Fine Arts	BYU	1/14/2025	1/14/2022
59	Music 043: Guitar Basics, Part 1	9-12	Elective - Fine Arts	BYU	1/14/2025	1/14/2022
60	Music 044: Guitar Basics, Part 2	9-12	Elective - Fine Arts	BYU	1/14/2025	1/14/2022
61	Precalc 041: Precalculus, Part 1	9-12	Math	BYU	1/14/2025	1/14/2022
62	Precalc 043: Precalculus, Part 2	9-12	Math	BYU	1/14/2025	1/14/2022
63	Real 041: Life Preparation	9-12	Elective	BYU	1/14/2025	1/14/2022
64	Russ 041: First-Year Russian, Part 1	9-12	World Language	BYU	1/14/2025	1/14/2022
65	Russ 043: First -Year Russian, Part 2	9-12	World Language	BYU	1/14/2025	1/14/2022
66	Selg 047: Dating: Romance and Reason	9-12	Elective	BYU	1/14/2025	1/14/2022
67	Selg 049: Essential Life Skills	9-12	Elective	BYU	1/14/2025	1/14/2022
68	Selfg 055: Study Skills	9-12	Elective	BYU	1/14/2025	1/14/2022
69	Selfg 057: Education and Career Planning	9-12	Elective	BYU	1/14/2025	1/14/2022
70	Span 041: First-Year Spanish, Part 1	9-12	World Language	BYU	1/14/2025	1/14/2022
71	Span 043: First-Year Spanish, Part 2	9-12	World Language	BYU	1/14/2025	1/14/2022
72	Span 051: Second-Year Spanish, Part 1	9-12	World Language	BYU	1/14/2025	1/14/2022
73	Span 053: Second-Year Spanish, Part 2	9-12	World Language	BYU	1/14/2025	1/14/2022
74	Span 061: Third-Year Spanish, Part 1	9-12	World Language	BYU	1/14/2025	1/14/2022
75	Span 063: Third-Year Spanish, Part 2	9-12	World Language	BYU	1/14/2025	1/14/2022
76	Stdev 051: Online Prep: Tools for Success	9-12	Elective	BYU	1/14/2025	1/14/2022
77	Ten 041: Tennis	9-12	Elective	BYU	1/14/2025	1/14/2022
78	Trig 041: Trigonometry	9-12	Math	BYU	1/14/2025	1/14/2022
79	Writ 045: Creative Writing	9-12	ELA	BYU	1/14/2025	1/14/2022
80	Writ 041: English Usage	9-12	ELA	BYU	1/14/2025	1/14/2022
81	Xplr 041: Character Education: Exploring Values, Part 1	9-12	Elective	BYU	1/14/2025	1/14/2022
82	Xplr 041: Character Education: Exploring Values, Part 2	9-12	Elective	BYU	1/14/2025	1/14/2022
83	AP Calculus AB	9-12	Math	Edgenuity	7/23/2023	7/23/2020
84	AP English Language and Composition	9-12	ELA	Edgenuity	7/23/2023	7/23/2020
85	AP English Literature and Composition	9-12	ELA	Edgenuity	7/23/2023	7/23/2020
86	AP Environmental Science	9-12	Science	Edgenuity	7/23/2023	7/23/2020
87	AP French Language & Culture	9-12	World Language	Edgenuity	7/23/2023	7/23/2020

88	AP Human Geography	9-12	Social Studies	Edgenuity	7/23/2023	7/23/2020
89	AP Psychology	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
90	AP Spanish Language & Culture	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
91	AP US History	9-12	Social Studies	Edgenuity	7/23/2023	7/23/2020
92	AP World History: Modern	9-12	Social Studies	Edgenuity	7/23/2023	7/23/2020
93	AP U.S. Government & Politics	9-12	Social Studies	Edgenuity	7/23/2023	7/23/2020
94	AP Biology	9-12	Science	Edgenuity	7/23/2023	7/23/2020
95	AP Statistics	9-12	Math	Edgenuity	7/23/2023	7/23/2020
96	Career Explorations	6-8	Elective	Edgenuity	7/23/2023	7/23/2020
97	Career Planning & Development	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
98	Health Science Concepts	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
99	Health Science I (14521)	L1	Elective	Edgenuity	7/23/2023	1/6/2021
100	Introduction to Business	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
101	Introduction to Health Science	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
102	Introduction to Information Technology	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
103	Medical Terminology	9-12	Elective-CTE APPROVED	Edgenuity	7/23/2023	7/23/2020
104	Medical Terminology (14154)	L2	Elective	Edgenuity	7/23/2023	1/6/2021
105	Microsoft® Office® Specialist- Office 2016	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
106	Nursing Assistant	9-12	Elective-CTE APPROVED	Edgenuity	7/23/2023	7/23/2020
107	Nursing Assistant (14051)	L3C	Elective	Edgenuity	7/23/2023	1/6/2021
108	Pharmacy Practice (14152)	L3C	Elective	Edgenuity	7/23/2023	1/6/2021
109	Pharmacy Technician	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
110	Classic Novels & Author Studies	8	Elective	Edgenuity	7/23/2023	7/23/2020
111	English Language Arts 10	10	ELA	Edgenuity	7/23/2023	7/23/2020
112	English Language Arts 10 Honors	10	ELA	Edgenuity	7/23/2023	7/23/2020
113	English Language Arts 11	11	ELA	Edgenuity	7/23/2023	7/23/2020
114	English Language Arts 11 Honors	11	ELA	Edgenuity	7/23/2023	7/23/2020
115	English Language Arts 12	12	ELA	Edgenuity	7/23/2023	7/23/2020
116	English Language Arts 12 Honors	12	ELA	Edgenuity	7/23/2023	7/23/2020
117	English Language Arts 6	6	ELA	Edgenuity	7/23/2023	7/23/2020
118	English Language Arts 7	7	ELA	Edgenuity	7/23/2023	7/23/2020
119	English Language Arts 8	8	ELA	Edgenuity	7/23/2023	7/23/2020
120	English Language Arts 9	9	ELA	Edgenuity	7/23/2023	7/23/2020
121	English Language Arts 9 Honors	9	ELA	Edgenuity	7/23/2023	7/23/2020
122	Expository Reading and Writing	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
123	Introduction to Communications & Speech	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
124	Literacy & Comprehension I	6-8	Elective	Edgenuity	7/23/2023	7/23/2020
125	Literacy & Comprehension II	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
126	Art History I	9-12	Elective- Fine arts	Edgenuity	7/23/2023	7/23/2020
127	Foundations of Personal Wellness	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
128	Healthy Living	9-12	Physical Education	Edgenuity	7/23/2023	7/23/2020
129	Introduction to Art	9-12	Elective- Fine Arts	Edgenuity	7/23/2023	7/23/2020
130	Lifetime Fitness	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
131	Online Learning & Digital Citizenship	9-12	Elective	Edgenuity	7/23/2023	7/23/2020

132	Psychology	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
133	Sociology	10	Elective	Edgenuity	7/23/2023	7/23/2020
134	Strategies for Academic Success	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
135	Contemporary Health	9-12	Physical Education	Edgenuity	7/23/2023	7/23/2020
136	Algebra I	9-12	Math	Edgenuity	7/23/2023	7/23/2020
137	Algebra I Honors	9-12	Math	Edgenuity	7/23/2023	7/23/2020
138	Algebra II	9-12	Math	Edgenuity	7/23/2023	7/23/2020
139	Algebra II Honors	9-12	Math	Edgenuity	7/23/2023	7/23/2020
140	Concepts in Probability and Statistics	9-12	Math	Edgenuity	7/23/2023	7/23/2020
141	Statistics	9-12	Math	Edgenuity	7/23/2023	7/23/2020
142	Financial Math	9-12	Math	Edgenuity	7/23/2023	7/23/2020
143	Geometry	9-12	Math	Edgenuity	7/23/2023	7/23/2020
144	Geometry Honors	9-12	Math	Edgenuity	7/23/2023	7/23/2020
145	High School Pre-Algebra	9-12	Math	Edgenuity	7/23/2023	7/23/2020
146	Mathematics 6	6	Math	Edgenuity	7/23/2023	7/23/2020
147	Mathematics 7	7	Math	Edgenuity	7/23/2023	7/23/2020
148	Mathematics 8/Pre-Algebra	8	Math	Edgenuity	7/23/2023	7/23/2020
149	Mathematics I	9-12	Math	Edgenuity	7/23/2023	7/23/2020
150	Mathematics II	9-12	Math	Edgenuity	7/23/2023	7/23/2020
151	Mathematics III	9-12	Math	Edgenuity	7/23/2023	7/23/2020
152	Precalculus	9-12	Math	Edgenuity	7/23/2023	7/23/2020
153	Trigonometry	9-12	Math	Edgenuity	7/23/2023	7/23/2020
154	ACCUPLACER®	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
155	ACT®	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
156	COMPASS®	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
157	GED®	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
158	HiSET®	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
159	PSAT®	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
160	SAT®	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
161	ACT WorkKeys®	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
162	ASVAB®	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
163	TASC®	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
164	Biology	9-12	Science	Edgenuity	7/23/2023	7/23/2020
165	Biology Honors	9-12	Science	Edgenuity	7/23/2023	7/23/2020
166	Chemistry	9-12	Science	Edgenuity	7/23/2023	7/23/2020
167	Chemistry Honors	9-12	Science	Edgenuity	7/23/2023	7/23/2020
168	Environmental Science	9-12	Science	Edgenuity	7/23/2023	7/23/2020
169	Physics	11-12	Science	Edgenuity	7/23/2023	7/23/2020
170	Physics Honors	11-12	Science	Edgenuity	7/23/2023	7/23/2020
171	Science 6	6	Science	Edgenuity	7/23/2023	7/23/2020
172	Science 7	7	Science	Edgenuity	7/23/2023	7/23/2020
173	Science 8	8	Science	Edgenuity	7/23/2023	7/23/2020
174	Earth Science	9-12	Science	Edgenuity	7/23/2023	7/23/2020
175	Earth Science Honors	9-12	Science	Edgenuity	7/23/2023	7/23/2020

176	Grade 7 World Geography	7	Social Studies	Edgenuity	7/23/2023	7/23/2020
177	Grade 8 US History	8	Social Studies	Edgenuity	7/23/2023	7/23/2020
178	Grade 6 World Civilizations	6	Social Studies	Edgenuity	7/23/2023	7/23/2020
179	US History	9-12	Social Studies	Edgenuity	7/23/2023	7/23/2020
180	US History Honors	9-12	Social Studies	Edgenuity	7/23/2023	7/23/2020
181	World History	9-12	Social Studies	Edgenuity	7/23/2023	7/23/2020
182	World History Honors	9-12	Social Studies	Edgenuity	7/23/2023	7/23/2020
183	Civics and Economics	9-12	Social Studies	Edgenuity	7/23/2023	7/23/2020
184	Civics and Economics Honors	9-12	Social Studies	Edgenuity	7/23/2023	7/23/2020
185	EOC English Language Arts I	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
186	EOC English Language Arts II	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
187	EOC Science	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
188	EOC Math I	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
189	EOC Math II	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
190	EOC Integrated Math I	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
191	EOC Integrated Math II	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
192	Chinese 1	6-8	World Language	Edgenuity	7/23/2023	7/23/2020
193	Chinese 2	6-8	World Language	Edgenuity	7/23/2023	7/23/2020
194	Chinese I	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
195	Chinese II	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
196	French 1	6-8	World Language	Edgenuity	7/23/2023	7/23/2020
197	French 2	6-8	World Language	Edgenuity	7/23/2023	7/23/2020
198	French I	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
199	French II	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
200	French III	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
201	German 1	6-8	World Language	Edgenuity	7/23/2023	7/23/2020
202	German 2	6-8	World Language	Edgenuity	7/23/2023	7/23/2020
203	German I	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
204	German II	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
205	Latin 1	6-8	World Language	Edgenuity	7/23/2023	7/23/2020
206	Latin 2	6-8	World Language	Edgenuity	7/23/2023	7/23/2020
207	Latin I	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
208	Latin II	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
209	Spanish 1	6-8	World Language	Edgenuity	7/23/2023	7/23/2020
210	Spanish 2	6-8	World Language	Edgenuity	7/23/2023	7/23/2020
211	Spanish I	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
212	Spanish II	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
213	Spanish III	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
214	American Sign Language 1A: Introduction	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
215	American Sign Language 1B: Learn to Sign	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
216	American Sign Language 2A: Communicating	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
217	American Sign Language 2B: Advancing Communication Skills	9-12	World Language	Edgenuity	7/23/2023	7/23/2020
218	African American History	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
219	Agriscience 2A: Introduction	9-12	Elective	Edgenuity	7/23/2023	7/23/2020

220	Agriscience 2B: Sustaining Human Life	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
221	Anthropology 1: Uncovering Human Mysteries	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
222	Anthropology 2: More Human Mysteries Uncovered	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
223	Archaeology: Detectives of the Past	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
224	Astronomy 1A: Introduction	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
225	Astronomy 1B: Exploring the Universe	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
226	Biotechnology 1A: Introduction	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
227	Biotechnology 1B: Unlocking Nature's Secrets	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
228	Careers in Criminal Justice	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
229	Concepts of Engineering and Technology	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
230	Cosmetology 1: Cutting-Edge Styles	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
231	Creative Writing	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
232	Criminology: Inside the Criminal Mind	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
233	Early Childhood Education 1A: Introduction	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
234	Early Childhood Education 1B: Developing Early Learners	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
235	Fashion and Interior Design	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
236	Forensic Science I: Secrets of the Dead	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
237	Forensic Science II: More Secrets of the Dead	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
238	Game Design 1A	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
239	Game Design 1B: Building a Game	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
240	Gothic Literature: Monster Stories	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
241	Great Minds in Science: Ideas for a New Generation	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
242	History of the Holocaust	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
243	Hospitality & Tourism 1: Traveling the Globe	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
244	Hospitality & Tourism 2A: Hotel and Restaurant Management	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
245	Hospitality & Tourism 2B: Hotel and Restaurant Management	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
246	International Business: Global Commerce in the 21st Century	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
247	Culinary Arts 1A: Introduction	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
248	Culinary Arts 1B: Exploring Careers in Culinary Arts	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
249	Forestry & Natural Resources	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
250	Introduction to Manufacturing: Product Design & Innovation	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
251	Introduction to Military Careers	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
252	Renewable Technologies 1A: Introduction	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
253	Renewable Technologies 1B: Sustainable Energy	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
254	Introduction to Social Media	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
255	Journalism 1A: Introduction	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
256	Journalism 1B: Investigating the Truth	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
257	Law and Order: Introduction to Legal Studies	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
258	Marine Science 1A: Introduction	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
259	Marine Science 1B: Secrets of the Blue	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
260	Middle School Game Design 1A: Introduction	6-8	Elective	Edgenuity	7/23/2023	7/23/2020
261	Middle School Game Design 1B: Creating a Game	6-8	Elective	Edgenuity	7/23/2023	7/23/2020
262	Middle School Journalism 1A: Introduction	6-8	Elective	Edgenuity	7/23/2023	7/23/2020
263	Middle School Journalism 1B: Tell Your Story	6-8	Elective	Edgenuity	7/23/2023	7/23/2020

264	Mythology & Folklore: Legendary Tales	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
265	National Security	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
266	Nutrition & Wellness	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
267	Peer Counseling	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
268	Philosophy: The Big Picture	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
269	Principles of Agriculture, Food & Natural Resources	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
270	Principles of Public Service: To Serve & Protect	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
271	Public Speaking 1A: Introduction	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
272	Public Speaking 1B: Finding Your Voice	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
273	Social Problems 1: A World in Crisis	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
274	Social Problems 2: Crisis, Conflicts & Challenges	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
275	Sports and Entertainment Marketing	9-12	Elective-CTE APPROVED	Edgenuity	7/23/2023	7/23/2020
276	Veterinary Science: The Care of Animals	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
277	World Religions: Exploring Diversity	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
278	Anatomy	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
279	Drugs & Alcohol	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
280	Exercise Science	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
281	First Aid & Safety	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
282	Health Careers	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
283	Intro to Coaching	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
284	Life Skills	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
285	Middle School Life Skills	6-8	Elective	Edgenuity	7/23/2023	7/23/2020
286	Personal Training	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
287	Physiology	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
288	Sports Officiating	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
289	Character & Leadership Development	6-12	Elective	Edgenuity	7/23/2023	7/23/2020
290	College & Career Readiness	6-12	Elective	Edgenuity	7/23/2023	7/23/2020
291	Mental Health & Wellness	6-12	Elective	Edgenuity	7/23/2023	7/23/2020
292	Personal Development	6-12	Elective	Edgenuity	7/23/2023	7/23/2020
293	Social & Emotional Success	6-12	Elective	Edgenuity	7/23/2023	7/23/2020
294	Unlock Your Purpose	6-12	Elective	Edgenuity	7/23/2023	7/23/2020
295	Feelings Factory	K-2	Elective	Edgenuity	7/23/2023	7/23/2020
296	Transform My Emotions	3-5	Elective	Edgenuity	7/23/2023	7/23/2020
297	Introduction to Computer Science	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
298	Introduction to Agriculture, Food, and Natural Resources	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
299	Agribusiness Systems	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
300	Food Products and Processing Systems	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
301	Power, Structural and Technical Systems	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
302	Introduction to Careers in Architecture and Construction	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
303	Introduction to Careers in Arts, A/V Technology, and Communications	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
304	Small Business Entrepreneurship	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
305	Technology and Business	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
306	Introduction to Careers in Education and Training	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
307	Introduction to Human Growth and Development	9-12	Elective	Edgenuity	7/23/2023	7/23/2020

308	Introduction to Careers in Finance	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
309	Introduction to Careers in Government and Public Administration	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
310	Introduction to Careers in the Health Sciences	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
311	Careers in Allied Health	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
312	Food Safety and Sanitation	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
313	Marketing and Sales for Tourism and Hospitality	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
314	Sustainable Service Management for Hospitality and Tourism	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
315	Transportation and Tours for the Traveler	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
316	Introduction to Human Services	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
317	Introduction to Consumer Services	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
318	Introduction to Information Technology Support and Services	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
319	Software Development Tools	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
320	Introduction to Network Systems	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
321	Network System Design	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
322	New Applications: Web Development in the 21st Century	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
323	Business Computer Information Systems	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
324	Fundamentals of Programming and Software Development	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
325	Introduction to Law, Public Safety, Corrections, and Security	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
326	Law Enforcement Field Services	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
327	Fire and Emergency Services	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
328	Introduction to Careers in Transportation, Distribution, and Logistics	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
329	Introduction to STEM	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
330	Engineering and Design	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
331	Engineering and Product Development	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
332	Careers in Logistics Planning and Management Services	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
333	Business Software Applications (12003)	L1	Elective	Edgenuity	7/23/2023	1/6/2021
334	Business Law	9-12	Elective	Edgenuity	7/23/2023	7/23/2020
335	Reading/Language Arts K	K	ELA	Edgenuity	7/23/2023	7/23/2020
336	Reading/Language Arts 1	1	ELA	Edgenuity	7/23/2023	7/23/2020
337	Reading/Language Arts 2	2	ELA	Edgenuity	7/23/2023	7/23/2020
338	Reading/Language Arts 3	3	ELA	Edgenuity	7/23/2023	7/23/2020
339	Reading/Language Arts 4	4	ELA	Edgenuity	7/23/2023	7/23/2020
340	Reading/Language Arts 5	5	ELA	Edgenuity	7/23/2023	7/23/2020
341	Math K	K	Math	Edgenuity	7/23/2023	7/23/2020
342	Math 1	1	Math	Edgenuity	7/23/2023	7/23/2020
343	Math 2	2	Math	Edgenuity	7/23/2023	7/23/2020
344	Math 3	3	Math	Edgenuity	7/23/2023	7/23/2020
345	Math 4	4	Math	Edgenuity	7/23/2023	7/23/2020
346	Math 5	5	Math	Edgenuity	7/23/2023	7/23/2020
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Reference

Provider List. (2022). *Distance Learning*. State of Nevada Department of Education. https://doe.nv.gov/Distance_Education/Home/

Appendix 2



CORAL ACADEMY OF SCIENCE LAS VEGAS

1051 Sandy Ridge Ave. Henderson, NV 89052 Tel: (702) 776-8800 Fax: (702) 776-8803 www.coralacademylv.org
A Public Charter School

July 31, 2022

Dear Parents & Guardians:

Your child has voluntarily agreed to sign up for online [NAME] course(s). This course(s) is/are one-half credit. Completion of these courses is required.

The online course web-site gives your child access to their course(s), teacher(s) email and phone numbers should they have questions or need assistance with their work.

The student is responsible for completing and passing the online coursework. **Please note that CASLV requires a Final Exam score of 60% or better in order to pass an online course. Final Exams will be taken on campus and proctored by campus personnel.** Please allow two weeks after course completion for credits to post on your student's transcript.

Please sign the study plan and the agreement and submit to the school Online Course Coordinator.

Sincerely,

Taylor Rylant
College Counselor
Coral Academy of Science, Las Vegas

Distance Learning Enrollment Agreement

The Distance Education program utilized by Coral Academy of Science (CASLV) Charter School is considered a Computer-Based Learning Program. CASLV adheres to all NRS/NAC student enrollment and attendance requirements.

Distance learning opportunities are available for students who wish to earn high school credits, are comfortable with computers and the Internet, and are self-motivated. Online learners must be proficient at time management as well.

To qualify as a full-time distance learning student, the student must be enrolled in at least 6 courses per semester.

Virtual classes are not appropriate for all learning styles; students should plan to spend at least 4-5 hours per course in a week.

Your instructor from your online course is your number one resource. So, stay connected and message or telephone him/her as questions/concerns arise.

According to the CASLV student handbook, all students must meet mastery with 60% or better in their final grades to receive credit in a course. All secondary school students must take finals to pass a course. All finals will be administered in person and proctored by a school licensed staff at the school premises.

If a student is negligent in contacting his/her teachers and showing weekly progress in their courses, CASLV may assign work to be completed on-site. A CASLV site student mentor, counselor, and administrators are notified, and additional calls are made to the students and parents when the following topics need to be addressed: missed deadlines, academic dishonesty, poor grades, and graduation plans. The family is responsible for notifying the student's mentor and counselor anytime the student will not be engaged in his/her course for more than two days. Students who do not adhere to attendance guidelines may be considered truant. All communications are logged in the student's folder and in the administrator's, student mentor's, or

_____ : A student withdrawing from a course during the first two weeks will be dropped from the class without penalty, provided that he/she continues to be enrolled in the minimum number of classes. Students who do not drop the course within the first two weeks and do not complete the course by the end of the semester will earn a grade of "F." (*credit recovery courses are exempt from this rule*).

_____ : The enrollment in the distance learning program is subject to administrator approval.

The request can be made by teachers, parents, or students.

Study Plan

Please fill the following chart for the courses you request:

Semester I

Course Title	Start Date	Final Exam Date	End Date	Actual Completion Date	Final Grade

Semester II

Course Title	Start Date	Final Exam Date	End Date	Actual Completion Date	Final Grade

This section is to be reviewed, signed and returned to the College Counselor before the student is registered for online course(s).

Student-Parent Contract for Online Courses

I read and agree with the expectations of enrollment in a full distance learning program at Coral Academy of Science Las Vegas. I will adhere to all school policies and regulations.

Student Name (Print): _____

Grade: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

For Office Use Only

Approved By:

Date:

Signature:



CORAL ACADEMY OF SCIENCE LAS VEGAS

To: Nevada State Public Charter School Authority

From: Coral Academy of Science Las Vegas

Date: August 29, 2022

Re: Good Cause Exemption

Coral Academy of Science Las Vegas (CASLV) is requesting a “Good Cause Exemption” for the submission of a charter amendment outside of the normal submission cycle to:

- Grade Contraction from K-7 to K-5 for its Eastgate Campus
- Adding High School Grades and a Dual Credit Option for its Nellis AFB Campus

The amendment will allow our Eastgate and Nellis AFB campuses to prepare in advance for the proposed changes. Preparation includes, but not limited to, student recruitment, family engagement, teacher recruitment, curriculum changes, and operational purchasing. The more time our campuses have will only benefit their success

CASLV’s Governing Board has voted on the proposed amendments prior to submission during its Board meeting on August 27, 2022.

We appreciate the support of SPCSA staff regarding the required amendments and are asking that a good faith exemption be granted and that the request for amendments be approved.

Sincerely,

Ann Diggins
Board President