

Executive Summary

Coral Academy of Science Las Vegas (CASLV) has created this Executive Summary to provide additional information regarding its charter amendment application submitted on December 18, 2020. The charter amendment seeks to expand CASLV's network by adding a new campus in East Henderson.

This additional information is centered on CASLV's community engagement efforts in East Henderson, most notably the Pittman neighborhood and the 2-mile radius centered around the proposed location on Pabco Road. While the Covid-19 pandemic has limited CASLV's ability to conduct the community outreach to its fullest extent, CASLV still wants to emphasize the great efforts it is putting into outreach, updating you on what we have done since we submitted the charter amendment.

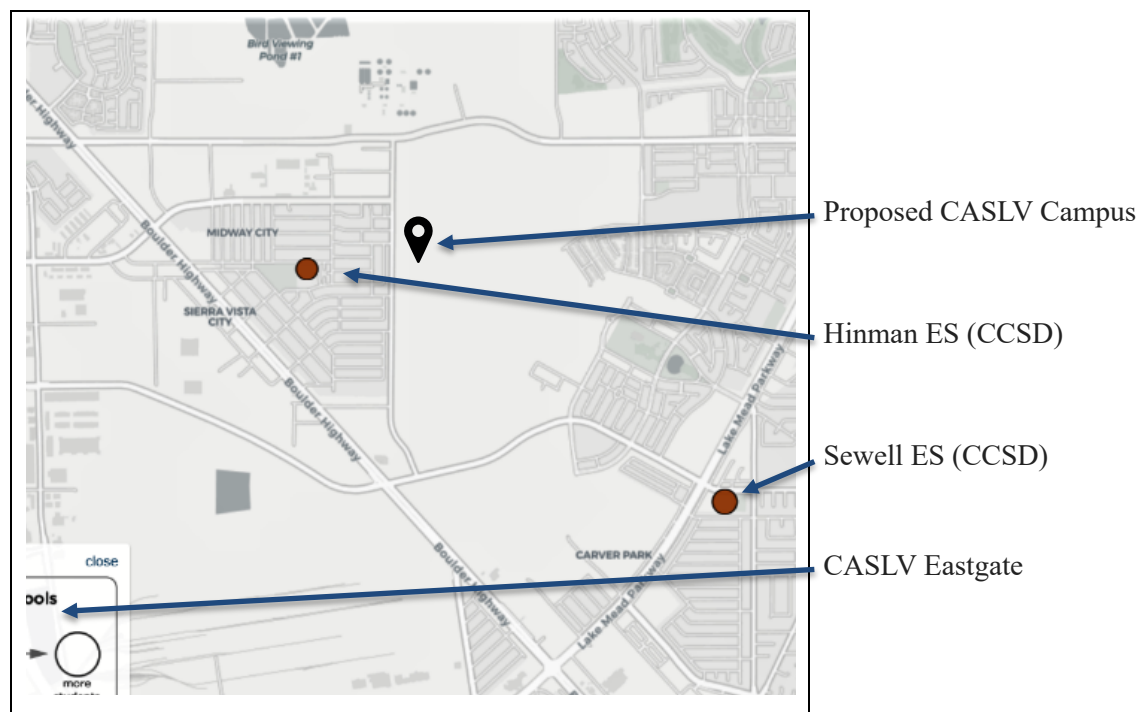
This executive summary focuses on four community engagement areas:

1. Targeted marketing and outreach in the identified zip codes to show significant support from the community, included a projected demographic breakdown for the student groups identified in the application (i.e., FRL, IEP, and ELL populations).
2. Evidence that the CASLV network has obtained community partners that are committed to helping the proposed campus serve more at-risk students.
3. A modified plan for the proposed campus that ensures CASLV has adequate capacity, both in terms of staffing and resources, to adequately serve the identified student groups above (FRL, IEP, ELL).
4. The CASLV Board's efforts to increase access to the school by historically underserved groups.

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1. **Targeted marketing and outreach in the identified zip codes to show significant support from the community. The application should also include a projected demographic breakdown for the student groups identified above (FRL, IEP, ELL).**

CASLV acknowledges the importance of having a diverse population of students on its campuses. With the proposed campus, CASLV understands that it needs to be aligned with the Needs Assessment and Strategic Plan of the State Public Charter School Authority. By analyzing the demographic data of the two closest CCSD elementary schools to the proposed site, CASLV is able to determine the demographics which its new campus would most likely serve.



The table below shows the percentages of multiple subgroups, including special populations, for Hinman Elementary (which is only approximately 0.5 miles from the proposed campus), Sewell Elementary (approximately 2 miles away), and CASLV Eastgate (approximately 2.5 miles away)—and thus the demographics which we are conservatively assuming for the CASLV proposed campus.

Campus	Asian %	Hispanic %	Black %	White %	Other	IEP %	ELL %	FRL%
CASLV Proposed	2	43	14	33	8	15	10	50%
Hinman ES (2 stars)	2.11	50.47	14.32	27	11	25.59	12.68	100%
Sewell ES (2 stars)	0.8	37.32	14.83	37.16	8	20.1	6.7	100%
CASLV Eastgate (4 & 5 stars)	22.5	25.61	6.32	32.56	12.98	7.87	3.39	30%

FRL Population.

CASLV has seen an increase in its FRL percentage across all of its campuses during this school year. This has been through a dedicated effort by all CASLV staff and administrators to respond to your and our priorities. CASLV knew this was possible because of the number of families that it was serving at its weekly lunch distribution. CASLV has been utilizing the public summer school option, so all eligible families can get free meals during this time. With the greater uptick in the participation in that program, CASLV knew its families were in need. CASLV encouraged families to apply at every chance, knowing that its previous percentage was likely *underreported* due to eligible families not taking advantage of the program. The table below reflects those efforts.

Total FRL Applicants			
Campus	% FRL Current-to-Date	% FRL October 2020	% Growth
Centennial Hills	28.94%	25.20%	15%
Eastgate	30.23%	24.60%	23%
Nellis	21.87%	16.50%	33%
Sandy Ridge	20.52%	16.30%	26%
Tamarus	20.24%	17.30%	17%
Windmill	22.08%	17.50%	26%
Total	24.03%	19.59%	23%

Recent Outreach Efforts.

In planning for how to enroll the number of students needed to achieve (or exceed) these demographic goals, CASLV knew that it had to be aggressive in its outreach, regardless of the pandemic. With greater awareness, there will be more families interested in obtaining a five-star, Coral Academy, STEM-focused education. Since the December submission of its charter amendment, CASLV utilized a few approaches to bring greater awareness to the proposed campus' community.

CASLV decided to send out postcards to East Henderson residents to learn more about Coral Academy's mission, its achievements, and its possible expansion into the community. The most important aspects of the postcards were that they were bilingual and had a QR code/link that led families to an interest survey. With the need for a quick turnaround, CASLV worked with a vendor to rush-order the postcards in a timely manner. The postcards were delivered to 13,879 households within a 2-mile radius of the proposed campus location - reaching the entire Pittman neighborhood of Henderson (which sits to the immediate west and north of the site) and nearby adjacent neighborhoods as well. These postcards were delivered during the early half of the week of January 25. The recruiting postcard is attached. (Attachment A)

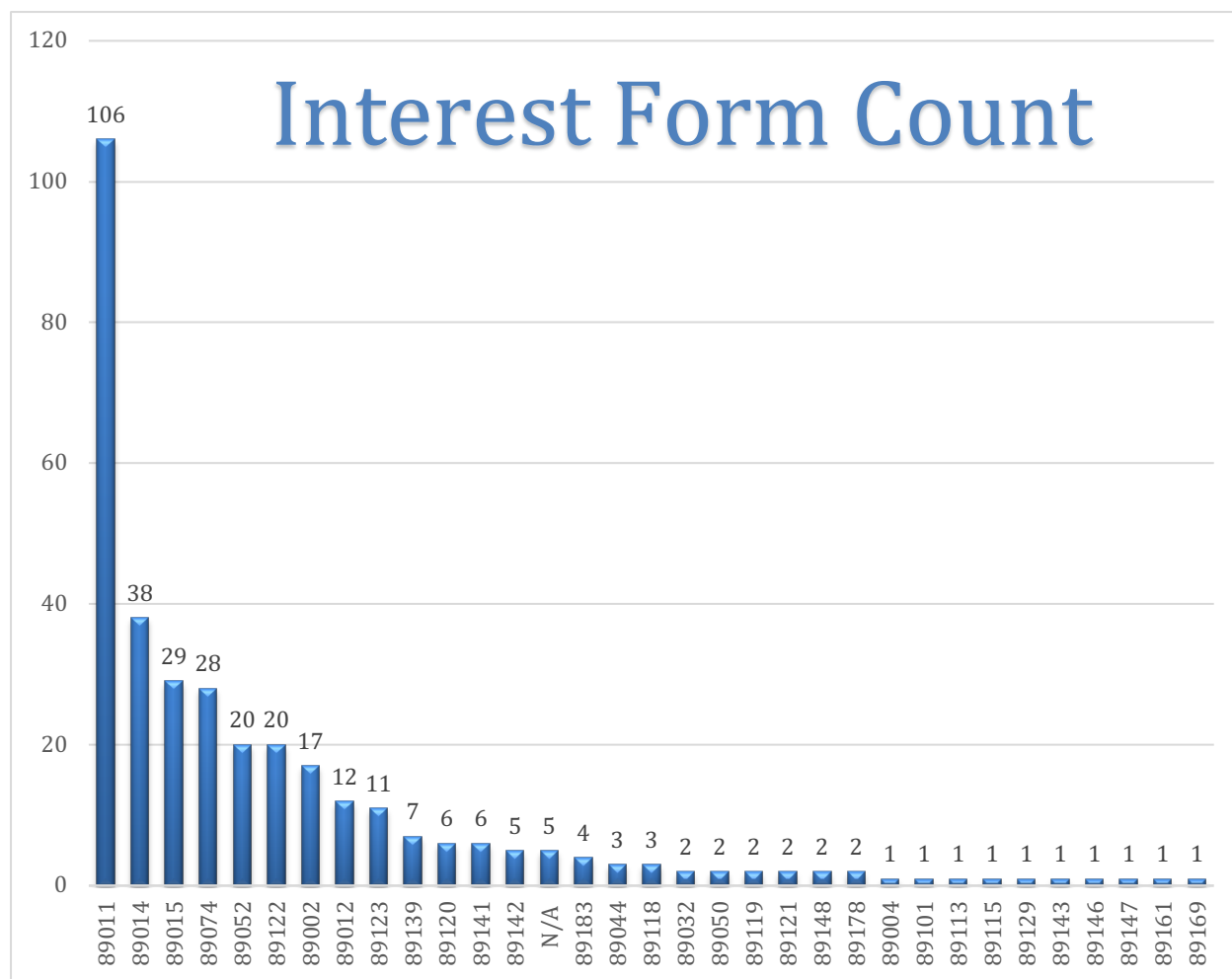
The aforementioned interest survey was not only visible on the postcard but also marketed on a flyer that CASLV created. The interest survey was also posted to its website and social media channels.

(The interest survey asks families what they are most focused on: (i) enrolling as soon as possible; (ii) receiving news and information about the school; and (iii) receiving invitations to information sessions about the school. Each option received a good percentage of the responses.)

There are two key take-aways from the online responses.

First, it generated strong and immediate interest. There were almost 80 submissions within the first two days of the survey being live. Overall, there were a total of 342 submissions in just a few weeks. This shows the tremendous pent-up demand for CASLV's new campus. A spreadsheet of the raw data (minus sensitive data for privacy) of the interest survey submissions is attached. (Attachment B)

Second, this provided CASLV with interesting information regarding where interested respondents live. The table below shows that there was greatest interest in the 89011, 89014 and 89015 zip codes. Unsurprisingly, the largest response was from the zip code in which the school sits, with the other nearest two zip codes being the next most popular ones. The proposed campus would be in the 89011 zip code but located just two miles from the 89015 zip code (to the school's east and south) and the 89014 zip code (to the school's west).



Knowing the possibility that residents could be working in nearby businesses, CASLV spent a day canvassing local retail stores and organizations near the proposed campus site. In some instances, CASLV was able to talk with employees about the proposed campus, its application process, its academics and the successes it has had in the past. In all the visits, CASLV provided enough academic pamphlets, brochures, and flyers for all employees. Some of the businesses allowed us to leave flyers for customers to pick up, too. The list of businesses and organizations included:

- Optic Gallery

- Wendy's
- Cuevas Meat Market
- Cascade Apartments
- Cadence Animal Hospital
- First Baptist Church
- Costco
- Target
- Walmart
- Albertsons
- Smith's
- 99-Cent Only

In order to reach more local businesses and their employees, CASLV connected with Anthony Molloy, Redevelopment Manager for the City of Henderson. Mr. Molloy helped our outreach efforts by connecting us with all businesses in the Eastside Redevelopment Area. Mr. Molloy informed the businesses of CASLV's mission and their efforts in the community, and he provided them with enough flyers for employees and customers.

CASLV also reached out to the Cadence Homeowners Association. CASLV provided that organization with information detailing its successes at its existing campuses. The Association decided to include CASLV's flyer in its weekly newsletter on January 22.

CASLV also canvassed the adjacent Pittman neighborhood on January 28th, 2021. CASLV recruited a select group of its employees to walk door-to-door on every street. With fourteen canvassers, CASLV was able to talk to residents who answered their door, leave pamphlets and flyers for any households that did not open the door, and get signatures from those that were ready to commit to supporting CASLV in the community. Even with some residents working or too busy (or Covid-adverse) to answer the door, CASLV was able to gather signatures from 62 Pittman residents. The canvassing sheets of signatures are attached. (Attachment C)

All of our outreach has led to a greater increase in applications. This table shows the breakdown of applications for each nearby zip code.

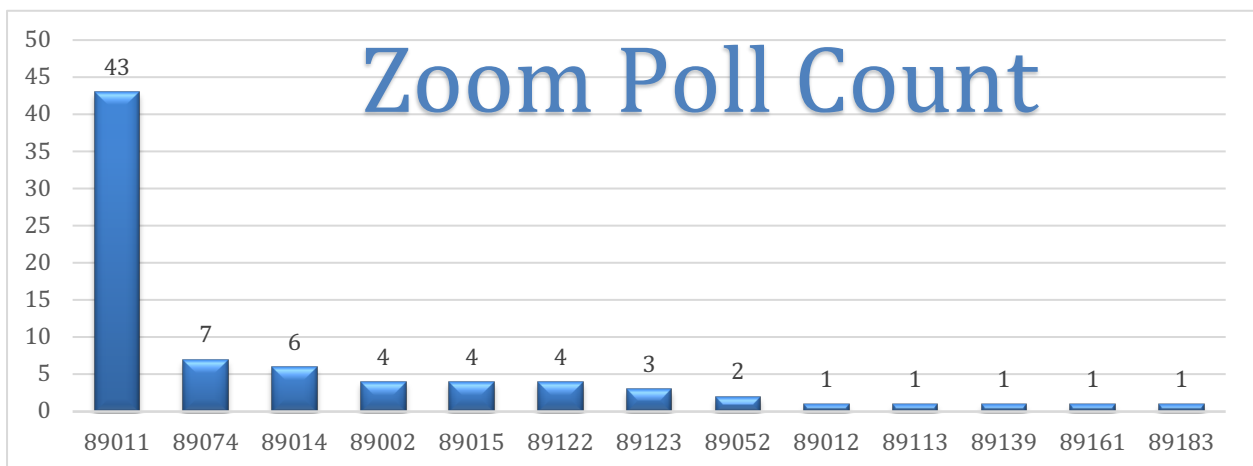
Zip Code	20/21 Waitlist Applications (submitted from 1/11/19 - 3/1/20)	20/21 Submitted Applications (Submitted after 3/1/20 - Present)	21/22 Submitted Applications (submitted 11/1/20 - Present)	Zip Code Totals
89002	22	35	71	128
89015	32	20	40	92
89011	48	26	111	185
89122	78	37	69	184
89014	93	54	125	272
89074	201	98	263	562

89120	55	13	58	126
Totals	529	283	737	1,549

Understanding that the CASLV needs a person entrenched in the community, CASLV created a new job description and post for a Community Outreach Coordinator, and it was posted for hire on January 15, 2021. (As of today's date, we are still reviewing applicants.) The Community Outreach Coordinator would be a community liaison dedicated to outreach in East Henderson neighborhoods (especially with an emphasis in the Pittman neighborhood) and to engage with more community partners. When the proposed campus opens, the Community Outreach Coordinator would help families with resources, bring community to the school, and support enrollment.

CASLV partnered with the Boyd Boys & Girls Club for an outreach initiative for its members and families on February 2nd. (That Club is approximately 0.7 of a mile from the proposed campus.) CASLV did a meet-and-greet in the morning as families dropped off members for the day, and CASLV was able to meet with 35 parents and 50 children. CASLV gave them a quick introduction, provided essential information, and invited them to join an information session that took place the next day. All of this was given along with a Valentines' Day goodie bag for families as a thank you for their time and consideration.

CASLV hosted a Zoom virtual information session regarding the proposed campus on the evening of February 3rd. The link was made public to Pittman residents during canvassing and was posted to social media channels. CASLV presented background information about its campuses and provided a potential timeline for the campus. The total participation number for the information session was 120 people. The most participants in the session at one-time was 84 people. CASLV was able to survey the participants for their zip codes in the middle of the presentation. The graph and table below show the zip code breakdown of the attendees that responded.



Zip Code	Count
89011	43
89074	7
89014	6

89015	4
89002	4
89122	4
89123	3
89052	2
89161	1
89012	1
89183	1
89113	1
89139	1
Other	10
Total	88

The complete virtual information session presentation slide deck is attached. (Attachment D)

Connecting with High Achieving Schools with Diverse Demographics

CASLV also reached out to staff members at Democracy Prep MS, Nevada Prep MS, and Equipo Academy. These three schools are 5-star schools with heavily diverse populations in lower socioeconomic areas. All three schools repeated the same things when it came to being successful with community outreach and academics. Essentially, community is weaved into academics. Some key items that were mentioned were:

- Recruit a staff (including teachers and administrators) that are mainly bilingual
- Maintain weekly individual and personalized communication with each family
- Identify resources that families may need early on and work to support them
- Have multiple adult support in the classroom for ELL & SPED
- Word of mouth carries a lot of weight in certain communities so always do right by each family

CASLV will incorporate these words of wisdom and utilize it in its approach to community outreach upon authorization of the new proposed campus.

2. **Provide evidence that the network has obtained community partners that are committed to helping the proposed campus serve more at-risk students.**

Knowing the importance of the Pittman neighborhood, CASLV has connected with the Sam & Mary Boyd Boys & Girls Club (located there). CASLV will support the Boys & Girls Club with their STEM curriculum. The Boys & Girls Club will help CASLV with providing space for hosting events until the school is fully constructed. CASLV and Boys & Girls Club will partner on community and family events. An MOU was finalized and is attached. The MOU expires at the end of 2021, but the MOU will be renewed and revised for the 2022-2023 school year before the end of this current MOU. (Attachment E)

Another partner that has committed to helping the proposed campus is Nevada Recycling. Nevada Recycling will work with CASLV to create a recycling program on campus. Nevada Recycling will

sponsor special recycling drives on campus. Any revenue generated from those recycling drives will be for the school to use in supporting kids whose families face economic and social challenges. An MOU was finalized and is attached. (Attachment F)

Cowabunga Bay is a partner focused on helping all students excel in education and exposing children to a love of aquatics. Cowabunga Bay will help support CASLV's literacy reading program for those students who live in the Pittman neighborhood. Cowabunga Bay will donate free tickets to students who improve their reading skills and achieve their benchmarks. An MOU was finalized and is attached. (Attachment G)

Henderson Police Department East Patrol Command Station will be another partner for the proposed campus. The Station would host various initiatives, events and assemblies to promote youth safety and responsibility. These programs include No More Bullying and D.R.E.A.M. With this partnership, it also provides a strategic lens to campus safety. An MOU was finalized and is attached. (Attachment H)

Skyline Hotel & Casino is another local partner for the proposed campus. The owner of the Skyline has agreed to giving a free lunch and/or dinner each month to a student and his/her family from our new campus. The meal would go to a student in need who has achieved success in some way identified by teachers and staff. They will also be providing meal donations to CASLV families during the Thanksgiving season. An MOU was finalized and is attached. (Attachment I)

Henderson Hospital has agreed to partnering with the proposed campus. Henderson Hospital will assist in providing vaccinations for those families that do not have the access to get them. They will also assist in health care education and participate in career day. Henderson Hospital will also sponsor the school community garden and the robotics program. An MOU was finalized and is attached. (Attachment J)

Community Baptist Church is a historically black house of worship located in the heart of the Pittman neighborhood. The school and church will partner to help its members and CASLV students in the future. The church has agreed to allow CASLV to utilize the church space as an emergency congregation area in the event of any evacuation. An MOU was finalized and is attached. (Attachment K)

Optic Gallery Water St. is a nearby optometry office to the proposed location. It is one of the few optometry offices that offers state-of-the-art vision therapy. The office will partner with the proposed campus to offer discounted rates on services to students who come from low-income families. An MOU was finalized and is attached. (Attachment L)

3. **Submit a modified plan for the proposed campus that ensures the school has adequate capacity, both in terms of staffing and resources, to adequately serve the identified student groups above (FRL, IEP, ELL).**

The CASLV Academic Team modified the entire academic section of the charter amendment, doing so with a lens showing the proposed campus' capacity to serve FRL, IEP, and ELL students. The updated academic plan is attached. (Attachment M)

Since the December submission, CASLV has made an important change to grade levels served in the opening years for the proposed campus. Originally, CASLV would expand two grade levels in its second year for the start of its high school program. The table below shows the original charter amendment's year-over-year grade growth as:

<u>School Year</u>	<u>Grades</u>
2022-2023	Pre-K – 8 th
2023-2024	Pre-K - 10 th
2024-2025	Pre-K – 11 th
2025-2026	Pre-K – 12 th

After careful consideration, CASLV wanted to have a true slow-growth model for its high school – growing one grade per year. With this change, CASLV can focus on building curriculum and developing the appropriate instruction for FRL, IEP, and ELL students at each grade level for its high school program. This also helps CASLV with managing enrollment more effectively. The table below shows how the proposed campus will now grow year-to-year:

<u>School Year</u>	<u>Grades</u>
2022-2023	Pre-K – 8 th
2023-2024	Pre-K – 9 th
2024-2025	Pre-K - 10 th
2025-2026	Pre-K – 11 th
2026-2027	Pre-K – 12 th

With this shift in year-by-year growth, the overall enrollment for the proposed campus will still stay at 1,850 students for each year. CASLV created an enrollment sheet to show the number of students and the number of sections at each grade level for the proposed campus in its first five school years. A spreadsheet showing the overall enrollment for the proposed campus is attached. (Attachment N)

4. ***Demonstrate that the CASLV Board has undertaken efforts to increase access to historically underserved groups.***

The CASLV Board has taken countless steps to increase the school’s access to, and services for, historically underserved groups in the past. This includes, but is not limited to, the following more recent actions and events:

- The Board approved CASLV participating in the National School Lunch Program.
- The Board approved a homeless student education policy in 2017.
- The Board approved a foster care student education policy in 2019.
- The Board approved Title III/ELL in 2019 to help its ELL students meet academic goals and achieve state standards.
- The Board approved CASLV using any means necessary to ensure all FRL students have meals each school day at the start of the pandemic in March 2020.
- The Board approved CASLV using as many funds as needed to ensure all students have technology, hardware, and internet access at home for online learning in March 2020.
- The Board has approved additional resources and staffing for SPED programs at multiple campuses on many occasions.

For this proposed campus, the Board has undertaken more steps to increase access for the underserved campus, including the following:

- The Board was the major driving force behind CASLV's switch of focus from West Henderson to East Henderson, so CASLV would fall more in line with the State Public Charter School Authority's Needs Assessment.
- The Board has approved the implementation of a weighted lottery for the proposed campus, with extra weight being provided to those FRL and ELL students within a 2-mile radius.
- The Board recommended an incentive program for FRL students to increase the FRL percentages at the new campus and our other current campuses.
- The Board proposed that the new campus should serve a full breakfast program for all students, which has never been done before in CASLV; currently, only pre-K students at the Nellis AFB Campus are served breakfast through the NSLP program.
- The Board was a major supporter of the school hiring a Community Outreach Coordinator for the proposed campus—a position that the other campuses do not have.
- The Board has supported each FRL, ELL & SPED student receiving simple supplies (pencils, paper, backpacks) and technology needs (Chromebook, internet), whenever assistance is needed.

ATTACHMENTS



Great News!

An "Award-winning" tuition free public Charter School is coming to your neighborhood. Coral Academy Charter School is expanding in the East Henderson area. Are you ready for your child to reach his/her fullest potential?

Buenas Noticias!

Una nueva escuela charter pública gratuita y galardonada se establece en su comunidad. Las escuela charter Coral Academy se expande a la área de Henderson en el este. ¿Está listo para que su hijo logre su máximo potencial?

BEST of LAS VEGAS
GOLD WINNER
LAS VEGAS REVIEW-JOURNAL 2020
BESTOF.LASVEGAS.COM

CASLV
Saving to Excellence

FIVE-STAR SCHOOL
★★★★★
NEVADA DEPT. OF EDUCATION RATING
Nevada Dept. of Education

BEST HIGH SCHOOLS
USNews
NATIONAL 2020

BEST HIGH SCHOOLS
USNews
NATIONAL 2019

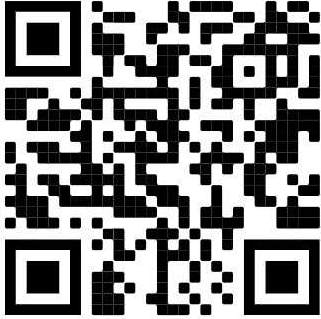
BEST HIGH SCHOOLS
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SILVER 2018

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Use the QR code above to receive emails about enrollment information
and events in your area. Sign up Today!

Please respond by January 28, 2021.

*Use el código QR abajo para recibir anuncios por correo electrónico
acerca de inscripción y otros eventos en la área. ¡Inscríbese hoy!*

<https://www.surveymonkey.com/r/Coralinterest>

Area for addresses

Attachment B - Interest Survey Submissions

Parent's Name	Child's First Name	City	Postal Code	Response	Response
Christopher	Emily	Henderson	8904	Enrolling as soon as possible	Other
Josh	Marshall	Henderson	89002	Enrolling as soon as possible	Newspaper/Magazine/Advertisement
Griselda	Gavin	Henderson	89002	Receiving invitations to Information Sessions about the school	Other
Neelam	Prem	Henderson	89002	Enrolling as soon as possible	Email
Samantha	Hayley	Henderson	89002	Receiving invitations to Information Sessions about the school	Word of Mouth
Leah	David	Henderson	89002	Receiving news and information about the school	Word of Mouth
Carissa	James	Henderson	89002	Enrolling as soon as possible	Other
Kylen	Justice	Henderson	89002	Receiving news and information about the school	Email
Sue	Aaron	Henderson	89002	Receiving invitations to Information Sessions about the school	Email
Michael	Malia	Henderson	89002	Receiving invitations to Information Sessions about the school	Other
Stephanie	James	Henderson	89002	Receiving invitations to Information Sessions about the school	Other
Stephanie	Matthew	Henderson	89002	Receiving invitations to Information Sessions about the school	Other
Brittney	Robert	Henderson	89002	Enrolling as soon as possible	Coral Academy Event
Sedona	Ed™Lara	Henderson	89002	Receiving news and information about the school	Other
Jessica	Alida	Henderson	89002	Receiving news and information about the school	Postcard
Kylen	Justice	Henderson	89002	Receiving news and information about the school	Other
Johnna	Jaxon	Henderson	89002	Enrolling as soon as possible	Word of Mouth
Michelle	Logan	Henderson	89002	Enrolling as soon as possible	Other
Kathryn	Faye	Henderson	89011	Receiving news and information about the school	Postcard
Kathryn	Emily	Henderson	89011	Receiving news and information about the school	Postcard
Nathaniel	Maya Natalie	Henderson	89011	Enrolling as soon as possible	Email
Lourdes	Vaniellis	Henderson	89011	Receiving news and information about the school	Other
Allison	Aidan	Henderson	89011	Enrolling as soon as possible	Word of Mouth
Imtisal	Joseph	Henderson	89011	Enrolling as soon as possible	Email
Imtisal	Johnathan	Henderson	89011	Enrolling as soon as possible	Email
Imtisal	Maryniya	Henderson	89011	Enrolling as soon as possible	Email
Lourdes	Giovanellis	Henderson	89011	Enrolling as soon as possible	Coral Academy Event
Angueles	Arianna	Henderson	89011	Receiving news and information about the school	Word of Mouth
Barbara	Audrey	Henderson	89011	Enrolling as soon as possible	Google or other Search
Amanda Leitera	Abner August and Adelaide	Henderson	89011	Enrolling as soon as possible	Word of Mouth
Julie	Juliana Micaela	Henderson	89011	Receiving invitations to Information Sessions about the school	Other
Julie	Juliana Micaela	Henderson	89011	Receiving invitations to Information Sessions about the school	Other
Kenza	Leyla	HENDERSON	89011	Receiving news and information about the school	Newspaper/Magazine/Advertisement
Katie	Dartanan	Henderson	89011	Enrolling as soon as possible	Word of Mouth
Sherry	Molly	Henderson	89011	Enrolling as soon as possible	Coral Academy Event
Gail	Stephanie	Henderson	89011	Receiving invitations to Information Sessions about the school	Other
Marifel	Ryu	Henderson	89011		Email
Noreen	Nathan	Henderson	89011	Enrolling as soon as possible	Postcard
Noreen	Nathan	Henderson	89011	Enrolling as soon as possible	Postcard
Susana	Camila	Henderson	89011	Receiving invitations to Information Sessions about the school	Word of Mouth
Andrew	Arthur	Henderson	89011	Receiving news and information about the school	Word of Mouth
Keri	Rayden and kayson	Henderson	89011	Receiving news and information about the school	Newspaper/Magazine/Advertisement
Karen	Sebastian	Henderson	89011	Enrolling as soon as possible	Google or other Search
Melanie	Sophia	Henderson	89011	Receiving news and information about the school	Other
David	Giovanni	Henderson	89011	Enrolling as soon as possible	Other
Jose	Jaden	Henderson	89011	Enrolling as soon as possible	Other
Sean	Addyson	Henderson	89011	Receiving news and information about the school	Other
India	London	Henderson	89011	Receiving news and information about the school	Postcard
Norma	Lilyan	Henderson	89011	Enrolling as soon as possible	Other
Marwa	Amina	Henderson	89011	Enrolling as soon as possible	Email
Kristen	Ava	Henderson	89011	Enrolling as soon as possible	Coral Academy Event
Josephine	Aeries	Henderson	89011	Enrolling as soon as possible	Coral Academy Event
Kari	Jason	Henderson	89011	Receiving news and information about the school	Other
Rory	Sebastian	Henderson	89011	Enrolling as soon as possible	Email
Oscar	Jayden	Henderson	89011	Enrolling as soon as possible	Other
Oscar	Jaydee	Henderson	89011	Enrolling as soon as possible	Other
Esperanza	Ruben, Ezra, Imriel, Delilah-Hope, & Elijah	Henderson	89011	Receiving news and information about the school	Other
Samantha	SeanJohn	Henderson	89011	Enrolling as soon as possible	Other
Robyn	Anthony	Henderson	89011	Enrolling as soon as possible	Word of Mouth
Maria Julia Andrea	Maya Natalie	Henderson	89011	Enrolling as soon as possible	Other
Andrea	Sophia	Henderson	89011	Enrolling as soon as possible	Coral Academy Event
Esperanza	Imriel	Henderson	89011	Enrolling as soon as possible	Other
Janesis	Evan	HENDERSON	89011	Receiving news and information about the school	Email
Glenda	Anthony	Henderson	89011	Enrolling as soon as possible	Other
Janesis	Eros	HENDERSON	89011	Receiving news and information about the school	Email
Glenda	Alexander	Henderson	89011	Enrolling as soon as possible	Other
Megan	Grace	Henderson	89011	Enrolling as soon as possible	Google or other Search
Megan	Ryan	Henderson	89011	Enrolling as soon as possible	Google or other Search
Eugene	Ava	Henderson	89011	Receiving news and information about the school	Word of Mouth
Jose	Cristiano	Henderson	89011	Receiving news and information about the school	Postcard
Ruth	Aria	Henderson	89011	Enrolling as soon as possible	Postcard
Anel	Mateo	Henderson	89011	Enrolling as soon as possible	Postcard
Hollie	Connor & Isabelle	Henderson	89011	Receiving invitations to Information Sessions about the school	Postcard
Mallory	Gabriel	Henderson	89011	Enrolling as soon as possible	Word of Mouth
Nicki	Christopher	Henderson	89011	Enrolling as soon as possible	Postcard
Jonathan	Caiden	Henderson	89011	Receiving news and information about the school	Postcard
Audrey	Austin	Henderson	89011	Enrolling as soon as possible	Postcard
Audrey	Nathan	Henderson	89011	Enrolling as soon as possible	Postcard
Lupe	Emiliano	Henderson	89011	Receiving invitations to Information Sessions about the school	Postcard
Amanda	Parker	Henderson	89011	Receiving news and information about the school	Other
Lisa	Stella	Henderson	89011	Receiving invitations to Information Sessions about the school	Word of Mouth
Nicole	Rhiauna	Henderson	89011	Receiving news and information about the school	Postcard
Angueles	Arianna	Henderson	89011	Receiving invitations to Information Sessions about the school	Word of Mouth
Angela	Colton and Malia	Henderson	89011	Enrolling as soon as possible	Word of Mouth
Miranda	Oliver	Henderson	89011	Enrolling as soon as possible	Postcard
Anthony	Anthony	Henderson	89011	Receiving news and information about the school	Postcard
Lidia	Anthony	Henderson	89011	Receiving news and information about the school	Postcard

Attachment B - Interest Survey Submissions

Barbie	Ian	Henderson	89011	Enrolling as soon as possible	Newspaper/Magazine/Advertisement
Alicia	Zoie	Henderson	89011	Receiving news and information about the school	Postcard
Alicia	Preslee	Henderson	89011	Receiving news and information about the school	Postcard
Allegra	Lena	Henderson	89011	Receiving invitations to Information Sessions about the school	Word of Mouth
Michelle	Miguel	Henderson	89011	Receiving news and information about the school	Other
Raymundo	Raymundo	Henderson	89011	Enrolling as soon as possible	Postcard
Raymundo	Raymundo	Henderson	89011	Receiving invitations to Information Sessions about the school	Postcard
Raymundo	Raymundo	Henderson	89011	Enrolling as soon as possible	Postcard
LaSondra	Adonis	Henderson	89011	Enrolling as soon as possible	Newspaper/Magazine/Advertisement
Maria	Allannah	Henderson	89011	Receiving news and information about the school	Email
Melissa	Ethan	Henderson	89011	Receiving news and information about the school	Word of Mouth
Gabriela	Kiara and Xander	Henderson	89011	Receiving news and information about the school	Newspaper/Magazine/Advertisement
Elizabeth	Leah	Henderson	89011	Enrolling as soon as possible	Other
Ed	Jillian	Henderson	89011	Receiving news and information about the school	Social Media
Michellr		Henderson	89011	Receiving news and information about the school	Postcard
Sara	Charlotte	Henderson	89011	Receiving invitations to Information Sessions about the school	Postcard
Kenneth	Zaley	Henderson	89011	Enrolling as soon as possible	Other
Catherine	Zoe	Henderson	89011	Enrolling as soon as possible	Google or other Search
Catherine	Brianna	Henderson	89011	Enrolling as soon as possible	Google or other Search
Brenda	Kailey	Henderson	89011	Receiving news and information about the school	Google or other Search
Faith	Henry	Henderson	89011	Receiving news and information about the school	Social Media
Joanna	Javoni	Henderson	89011	Enrolling as soon as possible	Social Media
Joanna	Medardo	Henderson	89011	Enrolling as soon as possible	Social Media
Alena	Cora	Henderson	89011	Receiving news and information about the school	Email
Cassie and Kyle	Maverick and Mia	Henderson	89011	Receiving news and information about the school	Social Media
Nagendra		Henderson	89011	Enrolling as soon as possible	Newspaper/Magazine/Advertisement
Edna	Kaelyn	Henderson	89011	Receiving news and information about the school	Other
Stacie	Alexis	Henderson	89011	Receiving news and information about the school	Other
Khrisler	Nash Angelo	Henderson	89011	Enrolling as soon as possible	Social Media
Priscilla	Harmony	Henderson	89011	Enrolling as soon as possible	Social Media
Shannon	Paige	Henderson	89011	Receiving invitations to Information Sessions about the school	Social Media
Misha	Axel	Henderson	89011	Receiving invitations to Information Sessions about the school	Social Media
Susana	Camila	Henderson	89011	Enrolling as soon as possible	Social Media
Alexa	Olivia	Henderson	89011	Enrolling as soon as possible	Social Media
Deanan	Mason	Henderson	89011	Receiving invitations to Information Sessions about the school	Social Media
Andrea	Amanda	Henderson	89011	Receiving news and information about the school	Word of Mouth
Jonathan	Elijah	Henderson	89011	Enrolling as soon as possible	Word of Mouth
Kari	Kailey and Kennedi	Henderson	89012	Receiving news and information about the school	Social Media
Yvette	Delilah	Henderson	89012	Receiving news and information about the school	Email
Kristie	xander	Henderson	89012	Enrolling as soon as possible	TV
Kristie	Zoey	Henderson	89012	Enrolling as soon as possible	TV
Melissa and Joshua	Auralia	Henderson	89012	Receiving news and information about the school	Email
Genna	Brady	Henderson	89012	Enrolling as soon as possible	Email
Pattaranarint	Jacob	Henderson	89012	Enrolling as soon as possible	Email
Elizabeth	Matthew	Henderson	89012	Receiving invitations to Information Sessions about the school	Other
Peter	Matthew	Henderson	89012	Receiving news and information about the school	Email
Vimalkumar	Ayuykt	HENDERSON	89012	Enrolling as soon as possible	Word of Mouth
Regina	Milah	Henderson	89012	Enrolling as soon as possible	Social Media
Heidi	Stone	Henderson	89012	Enrolling as soon as possible	Word of Mouth
Malea	Harrison	Henderson	89014	Enrolling as soon as possible	Postcard
Jennifer	Luciana	Henderson	89014	Receiving news and information about the school	Other
Cristina	Cricel	Henderson	89014	Enrolling as soon as possible	Coral Academy Event
Christopher	Leah	Henderson	89014	Enrolling as soon as possible	Other
Tony	Charlotte	Henderson	89014	Receiving invitations to Information Sessions about the school	Other
Eric	Leandro	HENDERSON	89014	Enrolling as soon as possible	Coral Academy Event
Gabriela	Matthew	Henderson	89014	Enrolling as soon as possible	Other
Gabriela	David	Henderson	89014	Enrolling as soon as possible	Other
Gabriela	Diego	Henderson	89014	Enrolling as soon as possible	Other
Michal	Markus	Henderson	89014	Receiving invitations to Information Sessions about the school	Email
Claudette	Markus	Henderson	89014	Receiving invitations to Information Sessions about the school	Email
Aaron	Landon	Henderson	89014	Receiving news and information about the school	Email
Aaron	Logan	Henderson	89014	Receiving news and information about the school	Email
William	Lucas	Henderson	89014	Receiving news and information about the school	Word of Mouth
Anthony	Liam	Henderson	89014	Receiving news and information about the school	Word of Mouth
Paul	Ava	Henderson	89014	Receiving news and information about the school	Word of Mouth
Paul	Evan	Henderson	89014	Receiving news and information about the school	Word of Mouth
Tanya	Ava	HENDERSON	89014	Receiving news and information about the school	Email
Tanya	Evan	HENDERSON	89014	Receiving news and information about the school	Email
Edith	Edward	Henderson	89014	Receiving invitations to Information Sessions about the school	Other
Etna L.	Sophia	Henderson	89014	Enrolling as soon as possible	Coral Academy Event
Etna L.	Sophia	Henderson	89014	Enrolling as soon as possible	Other
Nicolle	Devlin	Henderson	89014	Enrolling as soon as possible	Social Media
Jane and Ruben	Ralph	Henderson	89014	Enrolling as soon as possible	Word of Mouth
Brandy	Maleah	Henderson	89014	Enrolling as soon as possible	Email
JEFF	HAZEL	Henderson	89014	Enrolling as soon as possible	Email
JEFF	HARPER	Henderson	89014	Enrolling as soon as possible	Email
Brandy	Nevaeh	Henderson	89014	Enrolling as soon as possible	Email
Erin	Zoe	Henderson	89014	Receiving news and information about the school	Postcard
Marybeth	Stella	Henderson	89014	Enrolling as soon as possible	Other
Araceli	Camille	Henderson	89014	Enrolling as soon as possible	Newspaper/Magazine/Advertisement
John	Gabriel	Henderson	89014	Enrolling as soon as possible	Word of Mouth
Jeffrey	Emiliano	Henderson	89014	Enrolling as soon as possible	Newspaper/Magazine/Advertisement
Sylvia	Giuliana	Henderson	89014	Receiving news and information about the school	Other
Jacquar	Nainoa	Henderson	89014	Receiving invitations to Information Sessions about the school	Postcard
Michelle	Mielle Kyra	Henderson	89014	Receiving news and information about the school	Social Media
Yessi	Isabella	Henderson	89014	Receiving news and information about the school	Social Media
Nicolle	Devlin	Henderson	89014	Enrolling as soon as possible	Coral Academy Event
Vicky	Kai	Henderson	89015	Enrolling as soon as possible	Coral Academy Event

Attachment B - Interest Survey Submissions

Kelly	Brooklyn	Henderson	89015	Enrolling as soon as possible	Word of Mouth
Randy Hallman	Kashmala	Henderson	89015	Enrolling as soon as possible	Email
Randy Hallman	Nashmia	Henderson	89015	Enrolling as soon as possible	Email
Randy Hallman	Rameesha	Henderson	89015	Enrolling as soon as possible	Email
Christopher	Madison	henderson	89015	Receiving news and information about the school	Email
Jemalyn	Kaleah	Henderson	89015	Receiving news and information about the school	Email
Michelle	Hunter	Henderson	89015	Receiving news and information about the school	Email
REBECCA	BARBARA	HENDERSON	89015	Receiving news and information about the school	Email
Erin	Sylas	HENDERSON	89015	Enrolling as soon as possible	Email
Janet	Liam Mikhail	Henderson	89015	Enrolling as soon as possible	Email
Camille	Iara Shayne	Henderson	89015	Enrolling as soon as possible	Email
Rebecca	Mason	Henderson	89015	Enrolling as soon as possible	Email
Lisa	Daniel	Henderson	89015	Enrolling as soon as possible	Word of Mouth
Nida	Jace	Henderson	89015	Enrolling as soon as possible	Word of Mouth
Arum	Hera	Henderson	89015	Receiving news and information about the school	Other
Alicia	Auliver	Henderson	89015	Enrolling as soon as possible	Email
Alicia	Ava	Henderson	89015	Enrolling as soon as possible	Email
Courtney	Theodore	Henderson	89015	Enrolling as soon as possible	Word of Mouth
Tanya	Madalyn	Henderson	89015	Receiving invitations to Information Sessions about the school	Newspaper/Magazine/Advertisement
Sarah	Sophia	Henderson	89015	Enrolling as soon as possible	Word of Mouth
Teresa	Harlee	Henderson	89015	Receiving news and information about the school	Other
Seaundra	Steffan	Henderson	89015	Enrolling as soon as possible	Postcard
Seaundra	Briã€™Seaun	Henderson	89015	Enrolling as soon as possible	Postcard
Maria Aileen	Marcus Christian	Henderson	89015	Receiving news and information about the school	Other
Jessica	Jace	Henderson	89015	Enrolling as soon as possible	Other
Krista	Jade	Henderson	89015	Receiving news and information about the school	Word of Mouth
Dawn	Adalynn	Henderson	89015	Receiving invitations to Information Sessions about the school	Social Media
Danielle	Allister	Henderson	89015	Receiving news and information about the school	Google or other Search
Marlene	yared	north las vegas	89032	Receiving invitations to Information Sessions about the school	Word of Mouth
Betzabeth	Yarerzy	North Las Vegas	89032	Enrolling as soon as possible	Social Media
Teresa	Daniel	Henderson	89044	Enrolling as soon as possible	Coral Academy Event
Hyanghee	Yuna	Henderson	89044	Receiving invitations to Information Sessions about the school	Google or other Search
Erica	Starr	Henderson	89044	Receiving news and information about the school	Word of Mouth
Margaret	Mia	Henderson	89050	Enrolling as soon as possible	Social Media
Margaret	Isaac	Henderson	89050	Enrolling as soon as possible	Social Media
Alyssa	Freya	Henderson	89052	Enrolling as soon as possible	Word of Mouth
Moonee	Olivia	Henderson	89052	Enrolling as soon as possible	Word of Mouth
Kelli	Abigail	Henderson	89052	Receiving invitations to Information Sessions about the school	Social Media
Danielle	Layla	Henderson	89052	Enrolling as soon as possible	Other
William	Raissa	Henderson	89052	Enrolling as soon as possible	Email
William	Raissa	Henderson	89052	Enrolling as soon as possible	Email
Vanessa	Raissa	Henderson	89052	Enrolling as soon as possible	Email
OMER F.	FARUK	HENDERSON	89052	Enrolling as soon as possible	Social Media
OMER F.	EMIR	HENDERSON	89052	Enrolling as soon as possible	Social Media
Jeffery	Mirabelle	Henderson	89052	Receiving invitations to Information Sessions about the school	Google or other Search
Pradeep Kumar Redd	Jasmitha	Henderson	89052	Enrolling as soon as possible	Coral Academy Event
Ashley	Kayleigh	Henderson	89052	Receiving news and information about the school	Social Media
Jennifer	Deacon	Henderson	89052	Receiving news and information about the school	Word of Mouth
Karlita	AvaMonroe	Henderson	89052	Enrolling as soon as possible	Social Media
June	Raema	Henderaon	89052	Receiving news and information about the school	Other
Lori	Nathaniel	Henderson	89052	Receiving news and information about the school	Word of Mouth
Jackie	Joseph	Henderson	89052	Receiving news and information about the school	Word of Mouth
Jessica	Ace	Henderson	89052	Enrolling as soon as possible	Social Media
Mayra	Santannah	Henderson	89052	Enrolling as soon as possible	Social Media
Frank	Jan	Henderson	89052	Enrolling as soon as possible	Postcard
Anders	Troy	Henderson	89074	Receiving news and information about the school	Other
elaine	ezekiel david	henderson	89074	Receiving news and information about the school	Word of Mouth
lin	lovell	henderson	89074	Receiving news and information about the school	Coral Academy Event
Candice	Zoey	Henderson	89074	Enrolling as soon as possible	Other
Tiffany	Brayden	Henderson	89074	Receiving news and information about the school	Coral Academy Event
Jessica	Harper	Henderson	89074	Receiving news and information about the school	Word of Mouth
Alejandra	Grace	Henderson	89074	Receiving invitations to Information Sessions about the school	Social Media
Lisa	Savannah	Henderson	89074	Enrolling as soon as possible	Word of Mouth
Cherlyn	Brandon	Henderson	89074	Receiving news and information about the school	Other
Egle	Lanielle	Henderson	89074	Receiving news and information about the school	Other
Elaine	Ezekiel	henderson	89074	Receiving news and information about the school	Coral Academy Event
Jennifer	Leilani	Henderson	89074	Enrolling as soon as possible	Email
Jennifer	Benjamin	Henderson	89074	Enrolling as soon as possible	Email
Ariel	Emmelyn	Henderson	89074	Receiving news and information about the school	Other
Christine	Grace	Henderson	89074	Receiving news and information about the school	Other
Christine	Aidan	Henderson	89074	Enrolling as soon as possible	Other
AnhThu	Rockwell	Henderson	89074	Enrolling as soon as possible	Word of Mouth
AnhThu	Rockwell	Henderson	89074	Enrolling as soon as possible	Other
Angela	Sasha	HENDERSON	89074	Receiving news and information about the school	Other
Nanci	Marshall	Henderson	89074	Receiving news and information about the school	Word of Mouth
Ashley	Brooklyn	Henderson	89074	Receiving news and information about the school	Google or other Search
Anthony	Alexa	Henderson	89074	Receiving invitations to Information Sessions about the school	Word of Mouth
Mikanea	DemiRose	Henderson	89074	Receiving news and information about the school	Other
Rocio	Noah	Henderson	89074	Enrolling as soon as possible	Other
CASANDRA	ARIA	HENDERSON	89074	Receiving invitations to Information Sessions about the school	Word of Mouth
Noah	Tate	Henderson	89074	Enrolling as soon as possible	Other
Robert	Chase	Henderson	89074	Enrolling as soon as possible	Word of Mouth
Yoshi Shigae	Mio	Henderson	89074	Receiving news and information about the school	Word of Mouth
Stephanie	Leilani	Las Vegas	89101	Receiving news and information about the school	Email
Daniela	Nathan	Las Vegas	89113	Enrolling as soon as possible	Word of Mouth
Shara	Aliyah	Las Vegas	89115	Enrolling as soon as possible	Word of Mouth
Daisy	Catherine	Las Vegas	89118	Enrolling as soon as possible	Word of Mouth
Daniela	Sofia	Las Vegas	89118	Enrolling as soon as possible	Word of Mouth

Attachment B - Interest Survey Submissions

Daniela	Sofia	Las Vegas	89118	Receiving news and information about the school	Other
Ariane	Samara	Las Vegas	89119	Receiving news and information about the school	Email
Melanie	Aureanna	Las Vegas	89119	Enrolling as soon as possible	Word of Mouth
Camille	Emma	Las Vegas	89120	Enrolling as soon as possible	Google or other Search
Robert	Isi	Las Vegas	89120	Enrolling as soon as possible	Word of Mouth
Robert	Mila	Las Vegas	89120	Enrolling as soon as possible	Word of Mouth
Nell Christensen	Chloe and Cole	Las Vegas	89120	Receiving news and information about the school	Email
Gabriele	Greyson	Las Vegas	89120	Enrolling as soon as possible	Other
Claudia	Isabella	Las Vegas	89120	Enrolling as soon as possible	Social Media
Rosemary	Sofie	Las Vegas	89121	Enrolling as soon as possible	Other
Rosemary	Ivan	Las Vegas	89121	Enrolling as soon as possible	Other
Luis	Matthew	Las Vegas	89122	Enrolling as soon as possible	Other
Luis	Aiden	Las Vegas	89122	Enrolling as soon as possible	Other
Nancy	Zoe	Las Vegas	89122	Enrolling as soon as possible	Other
Michele	Sam	Las Vegas	89122	Enrolling as soon as possible	Google or other Search
Angelika	James	Las Vegas	89122	Enrolling as soon as possible	Word of Mouth
Cristina	Mickey	LAS VEGAS	89122	Receiving news and information about the school	Email
Mary grace	Kian Sebastian	Las Vegas	89122	Enrolling as soon as possible	Other
Luis	Matthew	Las Vegas	89122	Receiving news and information about the school	Other
Luis	Aiden	Las Vegas	89122	Receiving news and information about the school	Other
Irma	Luna benitez	Las Vegas	89122	Enrolling as soon as possible	Other
Bolatito	Omobobola	Las Vegas	89122	Enrolling as soon as possible	Other
Raquel	Tia-Rae	Las Vegas	89122	Enrolling as soon as possible	Email
Joyce	Ayden	Las Vegas	89122	Enrolling as soon as possible	Email
Christina	Jovanny	Las Vegas	89122	Enrolling as soon as possible	Word of Mouth
Jumer	Kian Sebastian	Las Vegas	89122	Receiving invitations to Information Sessions about the school	Word of Mouth
Michelle	Noah	Las Vegas	89122	Receiving news and information about the school	Word of Mouth
Irma	Natalie	Las Vegas	89122	Enrolling as soon as possible	Other
Maileen	Gianna	Las Vegas	89122	Enrolling as soon as possible	Social Media
Maileen	Gianna	Las Vegas	89122	Enrolling as soon as possible	Social Media
Samantha	Noah	Las Vegas	89122	Receiving news and information about the school	Social Media
Garlene	Gianna	Las Vegas	89123	Receiving invitations to Information Sessions about the school	Word of Mouth
Jennifer	sophia	Las Vegas	89123	Receiving news and information about the school	Coral Academy Event
Derek	Xavier	Las Vegas	89123	Receiving invitations to Information Sessions about the school	Email
Melissa	Samuel Franco	Las Vegas	89123	Enrolling as soon as possible	Email
Gayathri	Tanusha	Las Vegas	89123	Receiving news and information about the school	Email
Maryfelix	Tristan	Las Vegas	89123	Receiving invitations to Information Sessions about the school	Word of Mouth
Nora	Matteo	Las Vegas	89123	Enrolling as soon as possible	Email
Kristin	Patrick	Las Vegas	89123	Receiving news and information about the school	Other
Jennifer	Oliver	Las Vegas	89123	Receiving invitations to Information Sessions about the school	Google or other Search
Ilango	Diya	Las Vegas	89123	Enrolling as soon as possible	Word of Mouth
Fathima	Taha	Las Vegas	89123	Enrolling as soon as possible	Word of Mouth
Candice	Grant	Las Vegas	89129	Enrolling as soon as possible	Word of Mouth
Cheryl	Julia Camille	Las Vegas	89139	Receiving invitations to Information Sessions about the school	Coral Academy Event
Cheryl	Christopher Kyle	Las Vegas	89139	Receiving invitations to Information Sessions about the school	Coral Academy Event
Ranya	Tamer	Las Vegas	89139	Receiving news and information about the school	Other
Rochelle	Rochelle	Las Vegas	89139	Receiving news and information about the school	Email
Greg	Taryn	Las Vegas	89139	Receiving news and information about the school	Other
Melissa	Kendra	Las Vegas	89139	Receiving news and information about the school	Other
Liliana	Olivia	Las Vegas	89139	Enrolling as soon as possible	Social Media
Yulia	David	Las Vegas	89141	Enrolling as soon as possible	Google or other Search
Gabriela	Roberta and Alfredo	Las Vegas	89141	Receiving news and information about the school	Other
Eric	Carson	Las Vegas	89141	Enrolling as soon as possible	Coral Academy Event
Kainoa	Kainoa	Las Vegas	89141	Receiving news and information about the school	Word of Mouth
Kainoa	Kailea	Las Vegas	89141	Receiving news and information about the school	Word of Mouth
Laura	Carlos	Las Vegas	89141	Receiving news and information about the school	Social Media
Elizabeth	Israel Jose	Las Vegas	89142	Enrolling as soon as possible	Other
Ililiana	Jimena	Las Vegas	89142	Enrolling as soon as possible	Google or other Search
Ana	Cyrus	Las Vegas	89142	Enrolling as soon as possible	Google or other Search
Ana Castro	Ana	Las Vegas	89142	Enrolling as soon as possible	Social Media
Elizabeth	Eliot	Las Vegas	89142	Receiving news and information about the school	Word of Mouth
Mestiyage	Jithumya	Las Vegas	89143	Enrolling as soon as possible	Word of Mouth
Samantha	Kaiden Kassidy Kayleigh kaleb	Las Vegas	89146	Receiving news and information about the school	Coral Academy Event
Simla	Atharv	LAS VEGAS	89147	Enrolling as soon as possible	Email
Yuka	Melody	Las Vegas	89148	Enrolling as soon as possible	Word of Mouth
Marcelo	Higor	Las Vegas	89148	Enrolling as soon as possible	Social Media
Elizabeth	Alastair	Las Vegas	89161	Receiving invitations to Information Sessions about the school	Other
Delmy	Branden	Las Vegas	89169	Enrolling as soon as possible	Social Media
Kristin	Aria	Las Vegas	89178	Enrolling as soon as possible	Other
Nataly	Madison	Las Vegas	89178	Enrolling as soon as possible	Google or other Search
Elsie	Abigail	Las Vegas	89183	Enrolling as soon as possible	Email
Aisha	King	Las Vegas	89183	Enrolling as soon as possible	Word of Mouth
Randi	Riley	Las Vegas	89183	Receiving invitations to Information Sessions about the school	Google or other Search
Bambi	Colby	Las Vegas	89183	Receiving news and information about the school	Word of Mouth
Uday	Nirav		N/A	Receiving news and information about the school	Email
Marina	Sam		N/A	Receiving news and information about the school	Social Media
Kelly	River		N/A	Enrolling as soon as possible	Google or other Search
Ased	Marian		N/A	Enrolling as soon as possible	Google or other Search
Delmy	Branden		N/A	Receiving news and information about the school	Social Media



Name	Email	Phone Number	Current Zip Code	What school(s) do your children currently attend? Grade the School from A to F and provide why.	Would a CASLV be a quality school option in East Henderson?	Signature
Ben J.	girlscurfewpittman.com	702-558-1614	89011	N/A	Yes	Ben J.
Jan Aranda	JANARANDA45@GMAIL.COM	702-502-9618	89011	HENDERSON - A	Yes	Jan Aranda
Davis Nelson			89011	N/A	Yes	Davis Nelson
Garys Velucas	GARYSCP3575@GMAIL.COM	702-240-5398	89011	PINECREST - A	Yes	Garys Velucas
Ryan Zeedyk	RYANZEEDYK@GMAIL.COM		89011	HENDERSON - B	Yes	Ryan Zeedyk
Hannah Rose	HANNAHROSE@GMAIL.COM		89011	N/A	Yes	Hannah Rose
Edie Paradise		733-359-4061	89011	Pine - K	Yes	Edie Paradise
Eric Hull	ERIC@RECAUL.COM	725-200-926	89011	BASIC - A HENDERSON - A	Yes	Eric Hull
Rob Altman			89011	N/A	Yes	Rob Altman
Sarah Cawley			89011	FOOTBALL - A Buckley - A	Yes	Sarah Cawley
Alicia Taylor		702-945-6778	89011	BASIC - A	Yes	Alicia Taylor

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Name	Email	Phone Number	Current Zip Code	What school(s) do your children currently attend? Grade the School from A to F and provide why.	Would a CASLY be a quality school option in East Henderson?	Signature
Kelsay Brain			89011	N/A	Yes	VB
Enrique Baez	EBAE269@comcast.net	323-252-9881	89011	HUMAN - C	Yes	E.B
Yessica Guzman			89011	HUMAN - A	Yes	VB
Jennifer Horner			89011	SILVERADO - A	Yes	VB
KATIA PENA	KATIKID@comcast.net	702-756-8704	89011	HUMAN - A	Yes	KUP-D
Ross McLean			89011	PINECREST - A	Yes	Ross
Sherrille Linn			89011	Park - K	Yes	CN
Josue Matamoros			89011	N/A	Yes	Joan
Thomas Dougherty			89011	N/A	Yes	Tom
MARIE EPOL			89011	N/A	Yes	Marie
MARIA RUIZ			89011		Yes	MARIA



Name	Email	Phone Number	Current Zip Code	What school(s) do your children currently attend? Grade the School from A to F and provide why.	Would a CASIV be a quality school option in East Henderson?	Signature
Erin Rubio	rubioerubio@yahoo.com	702 981-7411	89011	Buckingham	yes	[Signature]
Heather L. Mink	kmink23@aol.com	702 592-8700	89011	Ha!	Yes	[Signature]
Alvin Odeh	apodeh@brynle.com	—	89014	Himan	Yes	AD
Jacqueline	lees@jacqueline.com	702 558-0423	89011	Himan	Y	[Signature]
James Wood	adventurerejimmy@yahoo.com	702 429 6240	89011	Bark & Hin	Y	[Signature]
Shelena Overstreet	overshelena@overstreet@gmail.com	702 810-6425	89011	Himan	Y	[Signature]
Devrell Jones	Devrell@ymail.com	810-6554	89011	Himan	yes	[Signature]



Name	Email	Phone Number	Current Zip Code	What school(s) do your children currently attend? Grade the School from A to F and provide why.	Would a CASLY be a quality school option in East Henderson?	Signature
Miguel A. Lopez	ayundel8@gmail.com	702-769-5812	89011	Brook Hader Middle School 6th	Yes	Miguel Lopez
MARK GREENWOOD	MARKGREENWOOD357@gmail.com		89011		yes	Mark Greenwood
Deana Perez	Deana Maria Perez@yahoo.com	786-624-1034	89011		yes	Deana Perez



Name	Email	Phone Number	Current Zip Code	What school(s) do your children currently attend? Grade the School from A to F and provide why.	Would a CASLV be a quality school option in East Henderson?	Signature
Michelle Griffith	info@nixrocketgarage.com	702-910-5443	89011	CASLV Eastgate	yes	
José Zavala	zavala.j64@gmail.com	702-684-8596	89011	Las Vegas Academy of the Arts	yes	
Mina Castillo	bebota5036@gmail.com	702 355/1104	89011	high school desert pine	yes	
Cadence Young		702-373-4748	89011	Basic High	yes	
Lucas Dobson	3449 madison d.dobson@gmail.com	702-428-3546	89011	Basic High	yes	
MIKE BADER		702 439-0289	89011	—	yes	
Austin Martin	austinmartin891@gmail.com	702-488-9210	89011	CASLV Eastgate	yes	
Humberto Ortiz	—	702 371-7057	89011	Hixman	yes	
Deborah Givens	Deborah.givens@hotmail.com		89011	Hixman	yes	
Amanda Macallan	tlp80pau@yahoo.com		89011	Foothill	yes	
Curtis Chander	ChanderCurtis@gmail.com		89011			



Name	Email	Phone Number	Current Zip Code	What school(s) do your children currently attend? Grade the School from A to F and provide why.	Would a CASLV be a quality school option in East Henderson?	Signature
Michael Oler			89011		yes	<i>[Signature]</i>
Michael Oler			89011		yes	<i>[Signature]</i>
Gary Ulrich			89011		yes	<i>[Signature]</i>
Caroline D. Thompson			89011		yes	<i>[Signature]</i>
Michael Oler			89011		yes	<i>[Signature]</i>
M. Johnson			89011		yes	<i>[Signature]</i>
Mike Martin			89011		yes	<i>[Signature]</i>
Geoffrey Patterson			89011		yes	<i>[Signature]</i>
Antwan Price			89011		yes	<i>[Signature]</i>
Tyler Golden	<i>[Handwritten: 702.441.1111]</i>		89011		yes	<i>[Signature]</i>
Clyde Parke			89011		yes	<i>[Signature]</i>

Name	Email	Phone Number	Current Zip Code	What school(s) do your children currently attend? Grade the School from A to F and provide why.	Would a CASLV be a quality school option in East Henderson?	Signature
Myron Reyes		702 903-0154	89011			[Signature]
Sandra Encarnacion		702 504-2920				[Signature]
Leon White	willshawana70@gmail.com	702-229-3432				[Signature]
Michael	Gymnastics					[Signature]
Tyler	Sanchez			SL4life+rs@gmail.com		[Signature]
Leon						[Signature]
Honore	honore88@gmail					[Signature]





Name	Email	Phone Number	Current Zip Code	What school(s) do your children currently attend? Grade the School from A to F and provide why.	Would a CASLY be a quality school option in East Henderson?	Signature
Unifer	soyjeny0591@gmail.com	725-465-4766	89011	4 years old	yes	[Signature]

1

2

3

4

5

6

Timeline
<ul style="list-style-type: none"> ✓ Friday, February 26, 2021-State Public Charter School Authority Approval ✓ July 1, 2021-Construction begins ✓ November 1st-2021, Application window opens ✓ February 28th at noon-2022, Application window closes ✓ March 1st, 2022-Lottery Conducted ✓ Friday, March 4th, 2022-Lottery results announced. ✓ August 2022-East Henderson Campus opens

7

Grade Levels	
School Year	Grades
2022-2023	PreK-8
2023-2024	PreK-9
2024-2025	PreK-10
2025-2026	PreK-11
2026-2027	PreK-12

8

Application Process
<ul style="list-style-type: none"> ✓ Application session for the 2022-2023 school year will open on Monday, November 1, 2021 at 12:00am ✓ Application session will close for the 2022-2023 school year on Monday, February 28, 2022 at 12:00pm ✓ Applications will be collected through the Schoolmint website. The link will be located on our website caslv.org. ✓ Lottery for the 2022-2023 school year will be conducted on Tuesday, March 1, 2022 ✓ The Lottery will be conducted through the Schoolmint website. ✓ Lottery results will be made public no later than Friday, March 4, 2022

9

Weighted Lottery
<p>Additional weight will be added to the application that meet one or more of the below priorities.</p> <ul style="list-style-type: none"> - ELL students living within 2-mile radius - FRL students living within 2-mile radius - Any other students living within 2-mile radius

10

History and Organization

- Established in 2007, Coral Academy of Science Las Vegas (CASLV) is a PreK-12 charter school chartered by the State Public Charter School Authority (SPCSA) of Nevada
 - CASLV operates on 6 campuses all under a single charter
 - Total student enrollment for 2020-21 is 3,866 students
- CASLV's STEM-focused and college-prep education program is based on an "inquiry approach" to Science, Technology, Engineering and Math to improve access and success in STEM fields in college

Campus Location	Location	Grades	First Year of Operation
Tamarus 8185 Tamarus Street	Las Vegas	KG-4	2007
Windmill 2150 Windmill Parkway	Henderson	5-7	2010
Sandy Ridge 1051 Sandy Ridge Avenue	Henderson	8-12	2010
Centennial Hills 7951 Deer Springs Way	Las Vegas	KG-8	2016
Nellis Air Force Base 107 Stafford Drive	Las Vegas	PreK-8	2016
Eastgate Campus 7777 Eastgate Road	Henderson	KG-7	2018

11

Campus Locations
<ol style="list-style-type: none"> 1. Tamarus Campus Grades : K-4 (Las Vegas) 2. Windmill Campus Grades : 5-7 (Henderson) 3. Sandy Ridge Campus Grades : 8-12 (Henderson) 4. Centennial Hills Campus Grades : KG-8 (Las Vegas) 5. Nellis Air Force Base Campus Grades : PreK-8 (Las Vegas) 6. Eastgate Campus Grades : K-7 (Henderson) 7. Cadence Campus Grades : PreK-12 (Henderson)

12

Zip Code Survey

- 89011
- 89014
- 89015
- 89052
- 89002
- 89074
- 89123
- 89122
- 89012
- Other

13

Mission

Our 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.

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
- 5) Financing

14

CASLV's Values & Objectives

C – Challenge: Every student is challenged to enhance character and fulfill their academic potential.

A – Acceptance & Achievement: Accepting the diversity of our peers and achieving goals beyond ourselves.

S – Safety: Providing a safe learning environment that sets boundaries to allow students to achieve greatness.

L – Lifelong Learning: Fostering a love of Lifelong learning.

V – Values: Developing well rounded individuals while promoting integrity and responsibility.

Objectives

- Increase the proficiency of all students as measured by the State Assessments in reading and math.
- Provide students with additional accelerated opportunities at each grade level (PreK-12) continuously improving our program with the addition of new schools and students.
- Develop a lifelong college preparatory plan for all students that includes not only academic goals but also extracurricular and leadership goals at both the elementary and secondary levels.

15

Academic Program Overview

CASLV's academic program features the following components:

- Academic excellence and rigorous curriculum
- STEM emphasis, Technology integrated throughout the curriculum
- Small class sizes: Less than 20:1 on average
- Dedicated state-licensed teachers
 - High percentage of teachers with advance degrees & credentials
 - Required to provide afterschool tutoring and/or extracurricular activities at least twice a week
 - Each teacher must encourage strong communication with parents & students via dedicated classroom website, home visits, frequent progress reports
- State-of-the-art computer lab with a 1:1 student/computer ratio
- Extracurricular activities including clubs and athletic teams
- Free afterschool tutoring for students
- Strong parental/school involvement: active PTO, home visit programs and volunteer opportunities

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Elementary School Course Offerings

Core Subjects

- Math-(Algebra, & Geometry [high school credit] available for advanced students)
- Science
- English Language Arts (Reading, Grammar, Writing)
- Social Studies

Specials/Electives

- Computers
- Art
- Music
- PE
- Spanish

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Middle School Course Offerings

Core Subjects

- Math
- English (Reading and Writing)
- Science
- Social Studies

Electives/Specials

- Green Architecture
- Flight and Space
- Math Lab
- Medical Detectives
- Automation and Robotics
- Debate and Speech
- Drama
- A-Stem Math
- Student Success Skills
- PE and Health
- Computers
- Coding
- Music
- Art
- Spanish
- PLTW - Green Architecture
- PLTW - Automation and Robotics
- PLTW - Flight and Space
- PLTW - Medical Detectives

18

Extra Curriculum Support Clubs


- Engineering Club
- Space Science Club
- Student Council
- Lego Club
- National Junior Honor Society
- PLTW-Energy Conversion
- FLL Robotics
- STEAM Arts
- Debate
- Science Olympiad
- Journalism
- Origami
- Scrabble
- Coding
- Mobile App
- Chess
- Book Club
- Bridge Building Club
- Domino Challenge Club
- Theater Club
- Yearbook Club



19

Curriculum Support

- Math skills based Placement
- Ongoing Progress Monitoring
- Free Academic Support
- Enrichment Courses
- Rigorous Curriculum
- Incentive Programs
- Free After School Tutoring
- Counseling Services



20

Awards & Highlights

** Only a handful of schools receive these designations each year.*

- Recognition
 - Top Nevada Department of Education awards each school year
 - Quality School* | Reward School*
 - High Achieving* | 5-Star School*
 - One of Washington Post's "America's Most Challenging High Schools" of 2014
 - Top U.S. News & World Report rankings
 - 2020: #1 Charter School, #4 High School in Nevada (#592 Nationally; Silver Medal)
 - 2019: #2 Charter School, #7 High School in Nevada (#855 Nationally; Silver Medal)
 - 2018: #7 High School in Nevada (#721 Nationally; Silver Medal)
 - 2017: #6 High School in Nevada (#967 Nationally; Silver Medal)
- Highlights
 - CASIV got Gold in all four categories at Best Of Las Vegas 2020!
 - Best Charter School, Best High School, Best Elementary School, Best Middle School
 - Congressional Awards the United States Congress' award for young Americans
 - NV Secondary MathCounts Competition Awards
 - Regional Science Fair Awards
 - Speech and Debate Awards
 - National Geographic Spelling Bee Award
 - Science Olympiad Awards



21

2020 Gold Best Charter School in 4 Categories BOLV

Coral Academy of Science Las Vegas

In Education, 2017 Silver Best Charter School, 2017 Bronze Best Elementary School, 2017 Gold Best High School, 2017 Silver Best Middle School, 2018 Silver Best Charter School, 2019 Silver Best Charter School, 2020 Gold Best Charter School, 2020 Gold Best Elementary School, 2020 Gold Best High School, 2020 Gold Best Middle School

Coral Academy of Science offers four campuses for elementary students. The school provides a quality curriculum, continuing to offer advanced programs while providing the best education possible for future leaders.

★★★★★
Review this
702-776-6529
Visit Website



22

U.S. News and World Report 2020 Best High School Rankings



Coral Academy Of Science Las Vegas Sandy Ridge 2020 Rankings

Coral Academy Of Science Las Vegas Sandy Ridge is ranked #592 in the National Rankings. Schools are ranked on their performance on state-required tests, graduation and how well they prepare students for college. Read more about how we rank the Best High Schools.

All Rankings

- 🥇 #592 in National Rankings
- 🥈 #4 in Nevada High Schools
- 🥉 #4 in Las Vegas, NV Metro Area High Schools
- 🏆 #1 in State-Sponsored Charter Schools High Schools
- 🥈 #113 in Charter High Schools

SCORECARD 96.67

Tests at Least One AP® Exam	60%
Passed at Least One AP® Exam	43%
Mathematics Proficiency	92%
Reading Proficiency	88%

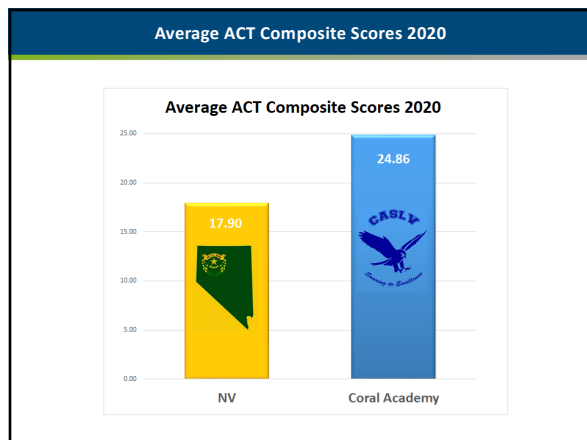
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Star Rating

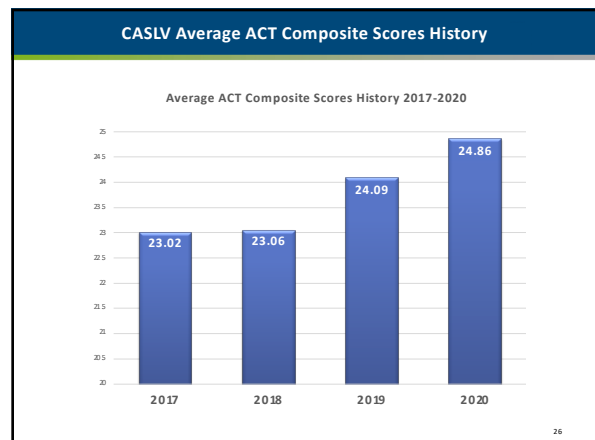


Coral Academy of Science Las Vegas Schools	NSPF Rating 2019
Sandy Ridge High School	★★★★★
Sandy Ridge Middle School	★★★★★
Windmill Middle School	★★★★★
Eastgate Middle School	★★★★★
Centennial Middle School	★★★★★
Nellis AFB Middle School	★★★★★
Centennial Elementary School	★★★★★
Eastgate Elementary School	★★★★★
Windmill Elementary School	★★★★★
Nellis Elementary School	★★★

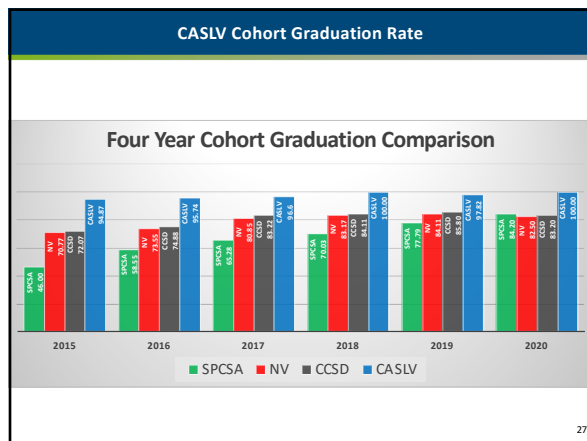
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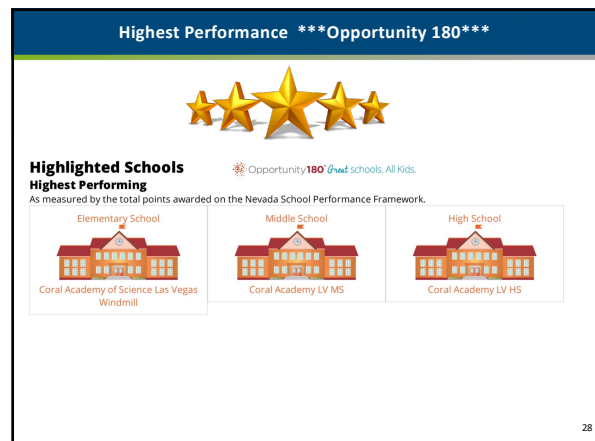
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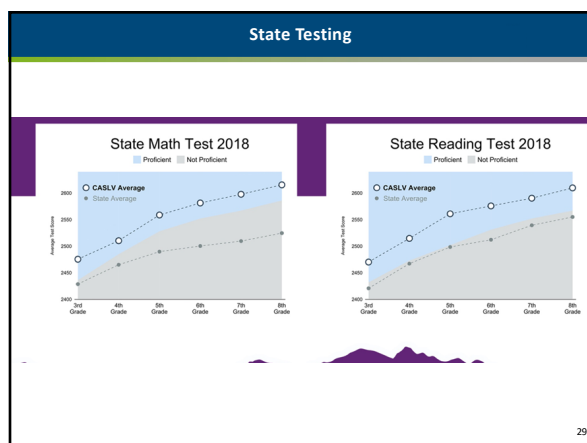
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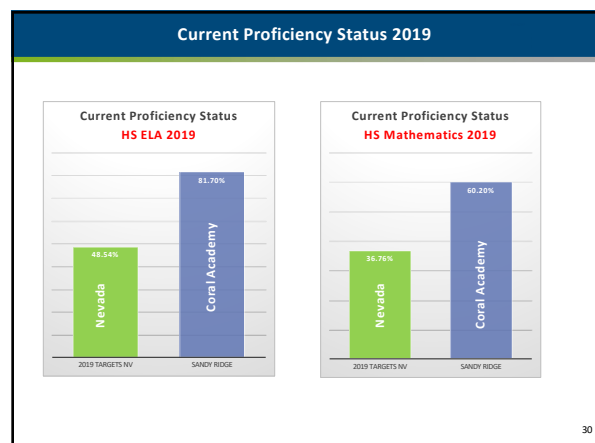
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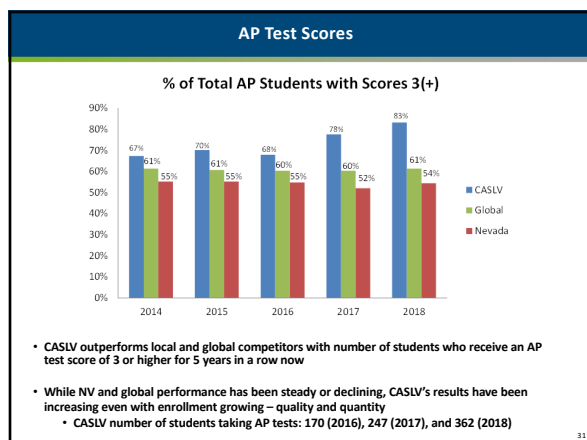
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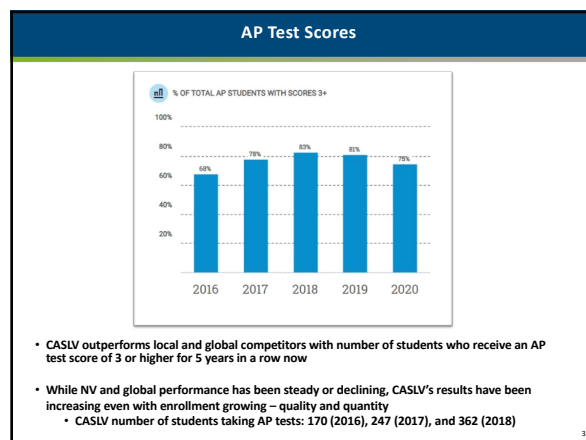
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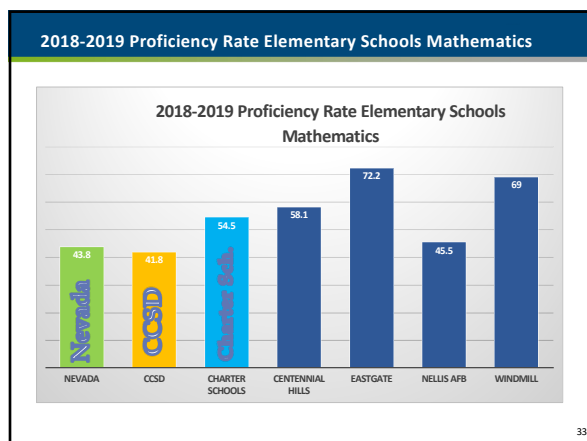
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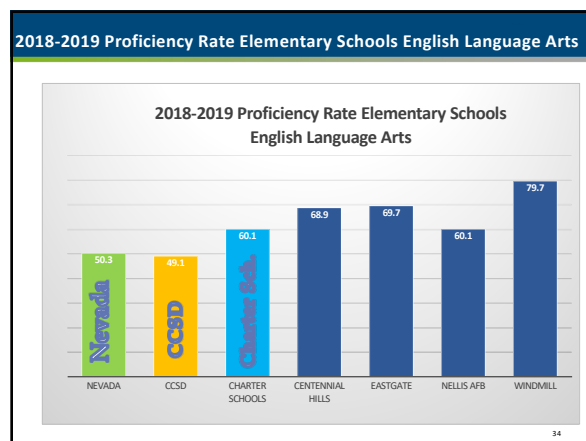
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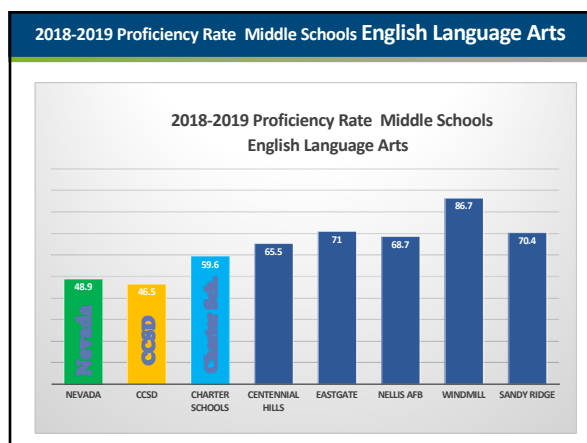
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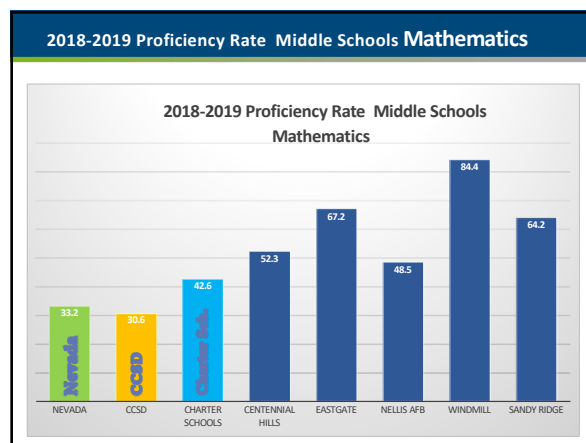
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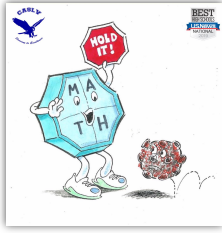


36

CASLV got first and third place in Math League

8th grade team has received first place in all states mentioned above and in Nevada in the team category,
7th grade team has received third place in all states mentioned above in the team category and second place in Nevada.

Arizona, Arkansas, Delaware, Hawaii, Idaho, Iowa, Kansas, Kentucky, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Oregon, South Carolina, South Dakota, Tennessee, Utah, West Virginia, Wyoming.

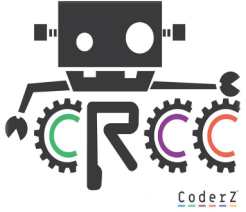


37

CASLV middle school students have participated in the national finals of the Cyber Robotics Coding Competition with 4 campuses against 32 schools (92 teams) 3 phases.


Among 32 schools (92 teams) at the National level.

1st place at the Bootcamp
1st place at the Competition
1st place at the Qualifier



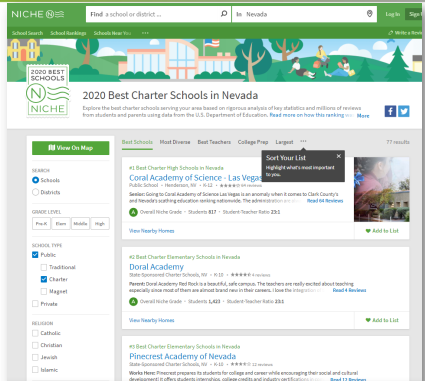
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CASLV CRCC (Cyber Robotics Coding Competition) teams got 1st and 2nd place among 20 schools (101 teams) from 6 States - Mountain Region (AZ, NV, UT, WY, ID, MT). They have completed 1500 total missions and 200 students worked on boot camp missions & competition stage and getting close to the finals.



39

Coral Academy ranked #1 in NV with "A" Grade!



40

Q&A

THANK YOU!



41

Memorandum of Understanding
AGREEMENTS
March 1, 2021-December 31, 2021

This agreement by and between Boys & Girls Clubs of Southern Nevada on behalf of the Sam & Mary Boyd Clubhouse (hereafter referred to as "*BGCSNV*") and Coral Academy of Science Las Vegas, a state public charter school (hereafter referred to as "*CASLV*") recites as follows:

WHEREAS, BGCSNV seeks to partner in opportunities with CASLV for community engagement and participation in the Pittman neighborhood of Henderson.

WHEREAS, CASLV will support BGCSNV in SIBM curriculum and development.

WHEREAS, CASLV and BGCSNV view the Pittman neighborhood of Henderson as an area for a quality school option of CASLV's caliber.

WHEREAS, All parties must provide proof of current Certificate of General Liability Insurance to include workmans comp.


All Partners will:

- All CASLV will be processed as volunteers by BGCSNV independently of CASLV in compliance with applicable BGCSNV policies and procedures and Nevada State law.
- Provide a learning environment for youth, which offers opportunities for development based on these five principles: Safety, Relationship Building, Youth Participation, Community Involvement, and Skill Building.
- Agree to adhere to health and safety codes as regulated by the State of Nevada
- Provide timely notifications of scheduled workshops and program events, and notify on-site program changes.
- Be permitted to use their outdoor space for enrollment & registration drives.
- Support in neighborhood outreach activities and/or SIBM related special events (i.e. SIBM Fair, SIBM Competition, creation of SIBM Kits for youth members).
- Assist in any SIBM curriculum support as needed, including having at least one CASLV staff member at the Club after school per week per the Clubhouse request (Post-COVID)
- Organize one SIBM Fair at the Club per school-year
- Work together to support students in need of assistance.
- Create, implement, and support transportation for members who attend our CASLV. BGCSNV will provide the bus.

Memorandum of Understanding
AGREEMENTS
March 1, 2021 – December 31, 2021

Ercan Aydogdu

Coral Academy of Science Las Vegas Representative Name (Printed)

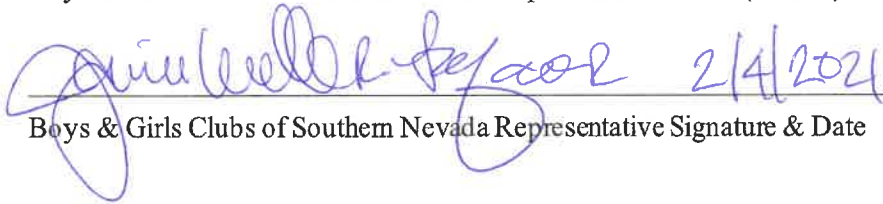


02/05/2021

Coral Academy of Science Las Vegas Representative Signature & Date

JAIME WELLER-LAFAVOR

Boys & Girls Clubs of Southern Nevada Representative Name (Printed)



Boys & Girls Clubs of Southern Nevada Representative Signature & Date



January 25, 2021

Mr. Ercan Aydogdu
Executive Director
Coral Academy of Science Las Vegas
8965 Eastern Avenue, Suite 280
Las Vegas, NV 89123

Dear Ercan,

It is a pleasure to welcome you to the neighborhood. We, Nevada Recycling, partner with several schools and look forward to working with Coral Academy of Science in the Henderson Eastside.

In speaking with your representative, we have a recycling program we can set up on your campus as well as "recycling" drives that can generate revenue for the school to support the kids whose families face economic and social challenges.

Equally important is education on why we recycle. We would welcome the opportunity for us to have a company representative provide factual information on the process and the impact it has on our environment.

I look forward to your arrival and partnering with Coral Academy of Science Las Vegas to educate and inspire the youth in our community.

Sincerely,

Sean Sanford

A handwritten signature in black ink, appearing to read "Sean Sanford", written over a horizontal line.

Owner
Nevada Recycling



900 Galleria Drive, Henderson, NV 89011 - 702.850.9000

January 27, 2021

Mr. Ercan Aydogdu
Coral Academy of Science Las Vegas
8965 Eastern Avenue, Suite 280
Las Vegas, NV 89123

Dear Mr. Aydogdu,

We are thrilled to partner with Coral Academy of Science and welcome the addition of a new high-quality school close to Cowabunga Bay and the Pittman neighborhood.

We are excited to work with Coral Academy of Science and this new campus by working together to improve reading skills of the students who live in the Pittman neighborhood by awarding them with free passes to our water park.

We look forward to working with you and your team in making a difference for the students throughout our community.

Sincerely,

A handwritten signature in black ink that reads "Sharaf Chenault".

Sharaf Chenault
Director of Sales
Cowabunga Bay, Las Vegas



CITY OF HENDERSON
POLICE DEPARTMENT

THEDRICK R. ANDRES, SR.
Chief of Police



January 28, 2021

Mr. Ercan Aydogdu
Executive Director
Coral Academy of Science Las Vegas
8965 Eastern Avenue, Suite 280
Las Vegas, NV. 89123

Dear Ercan Aydogdu,

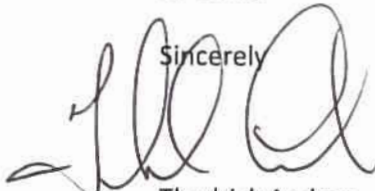
I am excited to welcome Coral Academy of Science Las Vegas to the Cadence, Pittman area serviced by the Henderson Police Department, East Patrol Area Command Station.

The City of Henderson Police Department has a variety of programs that can be offered to this campus by our Community Relations Unit, that I believe will be of mutual benefit and create an exciting partnership between our two organizations.

- **D.R.E.A.M.** Teaches 5th grade student to make positive choices. This is an annual program.
- **Every 15 Minutes** Shows high school juniors and seniors the dangers of driving while impaired and the importance of good decisions. This is presented every other year.
- **"Officer Friendly"** Visits teaches general safety and the dangers of strangers and guns to Pre-K and kindergarten students.
- **PAL** Henderson Police Athletic League supports and inspires Henderson youth to realize their full potential as productive members of society by mentoring through athletics.
- **No More Bullying** Demonstrates anti-bullying techniques and reinforces the principles of kindness and mutual respect.
- **Stranger Danger** Teaches tips to children regarding strangers and general safety.

I look forward to your groundbreaking and partnering with Coral Academy of Science Las Vegas for years to come.

Sincerely


Thedrick Andres
Henderson Police Chief

JIM MARSH AUTOMOTIVE

January 29, 2021

Mr. Ercan Aydogdu
Executive Director
Coral Academy of Science Las Vegas
8965 Eastern Avenue, Suite 280
Las Vegas, NV. 89123

Dear Ercan,

As a longtime Nevadan and owner of Skyline Hotel and Casino I am excited to see a charter school being developed in our neighborhood. I believe all families should be able to choose where their children attend school and Coral Academy provides a level of academia second to none.

As our contribution in developing a partnership I would like to provide lunch at our Horizon Café for an "A" student and their family once a month. I would leave it up to your team to select the family.

Additionally, we would like to participate in a special event/fundraiser during the Thanksgiving Christmas Holiday season which we can flush out in greater detail upon the school opening.

I look forward to working with you.

Sincerely



Jim Marsh
Owner
Skyline Hotel and Casino



A Member of The Valley Health System™

January 28, 2021

Mr. Ercan Aydogdu
Executive Director
Coral Academy of Science Las Vegas
8965 Eastern Avenue, Suite 280
Las Vegas, NV. 89123

Dear Ercan,

I am pleased to see a new Charter School coming into the east side of Henderson to serve our community. Henderson Hospital is committed to being an integral healthcare partner within our city.

There are several different ways we can partner with Coral Academy of Science Las Vegas and here are a few ideas we are open to discuss:

- Administer annual vaccinations on campus to those who may not have access to essential healthcare.
- Participate in a career day event and discuss robotics and the role they play in healthcare. and/or the career of a medical professional. This can be adapted according to the grade level but equally important in all levels of education.
- Assist in the sponsorship of a Robotics Club.
- Assist in the sponsorship of a Community Garden.

Whatever our final partnership looks like, please know we are committed to being a part of your success and that of your students.

I look forward to working with you and welcome you to the neighborhood.

Sincerely,

Sam Kaufman
Chief Executive Officer

1050 W. Galleria Drive • Henderson NV 89011 • www.hendersonhospital.com





February 2, 2021

Ercan Aydogdu
Executive Director
Coral Academy of Science Las Vegas
8965 South Eastern Avenue, Suite #280
Las Vegas, NV 89123

Dear Mr. Aydogdu,

It was our pleasure to meet with you on Monday, February 1, 2021. Our church has been a pillar in the Henderson community since 1966 and established in our current location since 1985.

We are eagerly looking forward to further collaborating with you and the Coral Academy of Science Las Vegas.

As we continue to navigate in these unprecedented times to assist our community, if we can be of further assistance please let us know.

Remain safe and well.

Sincerely,

A handwritten signature in black ink, appearing to read "Pastor Sam Roberson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Pastor, Sam Roberson

OPTIC GALLERY

Family Eye Care



Quality Eye Care Serving the Las Vegas Valley

310 W. Lake Mead Pkwy Suite 120 Henderson, NV 89015

Ph:(702) 550-2020 F:(702) 665-4103

Ercan Aydogdu
8965 S. Eastern Ave. St. 280
Las Vegas, NV 89123

Optic Gallery - Water St.
310 W Lake Mead Pkwy Suite 120
Henderson, NV 89015

February 2, 2021

Dear Mr. Aydogdu,

The potential addition of a Coral Academy of Science Las Vegas campus to East Henderson would be great for the community. We are excited to partner with the new campus to support your students and families.

Our Optic Gallery location is located nearby on Water St. and Lake Mead Pkwy, a short distance from the proposed location. We know that many students will be attending your campus, and we know how important vision is to a student's ability to learn.

We offer state-of-the-art vision therapy rooms that are one-of-a-kind in the Las Vegas Valley. We also offer a wide variety of eyeglass frames and have the latest equipment to provide thorough and complete eye examinations. Through our partnership, we can offer a discounted rate for eye services and glasses for those CASLV students who come from low-income families and any students without any vision insurance. We understand that vision services, eyeglasses, and vision therapy can be expensive, but it is necessary and beneficial for the health of students.

Optic Gallery looks forward to working with Coral Academy of Las Vegas' new campus for years to come.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dr. Angela Hahn'. The signature is fluid and cursive, with a large initial 'A' and a stylized 'H'.

Dr. Angela Hahn
Optometrist

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.

MISSION & VISION

“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.”

School Beliefs

C – Challenge: Every student is challenged to enhance character and fulfill their academic potential.

A – Acceptance & Achievement: Accepting the diversity of our peers and achieving goals beyond ourselves.

S – Safety: Providing a safe learning environment that sets boundaries to allow students to achieve greatness.

L – Lifelong Learning: Fostering a love of Lifelong learning.

V – Values: Developing well rounded individuals while promoting integrity and responsibility.

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.

The 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 lifelong 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 proven successful 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.

1. 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.

The mission of the new Henderson school is the same as the network's mission and vision, as with all of its campuses.

2. 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?

The mission and vision of the new school will be the same as the network and its 6 campuses. CASLV is unified in its mission, vision, and purpose in ensuring all students receive a stellar education.

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.

There is a heavy reliance on MAP testing for benchmark testing. Knowing a baseline score for each student allowed leadership and staff to tailor instruction to each student's needs while maintaining rigorous standards. These results drove success and achievement, as shown by each school's performance on their state performance results.

Please see Attachment 13 for each campus' 2018-2019 Nevada Accountability Report Card, which will show in-depth performance 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?

The Nellis elementary school achieved 2-stars for the 2018-2019 school year. In response to this, there was a leadership change. School leadership team works to increase academic performance on tests by promoting an academic learning climate involving high expectations for students, maintaining high leadership visibility, providing incentives for students, and professional development of teachers. There has been more Response to Intervention (RTI) for fringe students. Teachers are trained to use benchmark data for target instruction and support. Efforts include supervising instruction, planning and protecting instructional time, redesigning the curriculum, and monitoring student growth using an online competency-based learning program that helps teachers identify levels of understanding, target students for intervention, and inform instruction. There has been greater communication with families regarding academic achievement. There have been more academic-based school-wide activities in place.

(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.

The heart of the mission of CASLV is to provide a solid academic foundation in the core subject areas through implementation of a rigorous curriculum. In order to do so, the following are always taken into consideration at CASLV:

- Technology based curricula (integrated units with computer classes and application of subjects in advanced classes)
- CASLV has an academic probation policy, per which all student grades are monitored and certain actions are taken for underachievers. These actions include but are not limited to loss of privileges, suspension from sports/extra-curricular activities, parent conferences, and placement on an improvement plan.

- CASLV provides extra-curricular activities such as robotics, basketball, debate, art, student council, Key Club, NHS, CMLP, Math Counts, Lego Robotics, and Science Olympiads.
- Parents are notified immediately if a teacher suspects that a student may be having difficulty in mastering a specific skill. All teachers are available after school to assist students with homework.
- Strong communication is established among administrators, teachers and parents through Infinite Campus School Information System.

CASLV's STEM-focused and college-prep education program is based on an inquiry approach to science, technology, engineering, and math to improve access and success in STEM fields in college.

According to research conducted about the benefits of an inquiry-based science program for special populations, inquiry-oriented teaching may be especially valuable for many at-risk and diverse populations. In one study, language-minority students were found to acquire scientific ways of thinking, talking, and writing through inquiry-oriented teaching.

CASLV's elementary program prepares students for success in middle and high school by providing a rigorous integrated STEM education. The inquiry-based hands-on instructional approach not only teaches young students to "learn to learn," but also prepares them for success in the pursuit of future STEM careers. CASLV administrators firmly believe that it is essential to start early and provide a motivating education program grounded in STEM.

For grades 3rd through 5th, a team of two elementary teachers share two classes, one teaching math and science, the other reading and writing, while each has their own social studies. CASLV has managed to provide equal time for science and social studies whereas many schools have to alter teaching them due to devoting more time to math and reading.

CASLV believes that an educated citizen in the 21st century must have the skills and understanding to participate and work productively in a technologically oriented and global environment. A significant step toward helping students achieve their maximum potential involves providing a rigorous, relevant, and college-preparatory curriculum. While the curriculum concentrates on STEM, it also provides a solid instruction in humanities and social sciences to educate the whole child. Advanced courses are offered to spur interest in and prepare for all students in STEM related careers. Science classes employ technology in laboratory explorations and experimentation. Computer simulations assist in expanding the number of lab opportunities in all grade levels. Teachers effectively use the inquiry-based approach to engage students in the learning process while encouraging high levels of interest. Students' observations and reflections are the key factors for maximum learning results through hands-on instruction.

To enhance critical-thinking skills, students work on inquiry-based activities and projects outside of the classroom throughout the school year. Each year, CASLV organizes a school-wide science fair in which all students participate. CASLV students then move on to participate in the regional and statewide science fairs. CASLV organizes and participates in local and statewide math and computer programming competitions, STEM fairs and Expos. Through various activities, competition days will become a targeted event to arouse student interest. Students will also have the opportunity to participate in robotics internships with Haas Automation.

(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?

In addition to the classroom and state assessments, students are tested using NWEA's MAP testing which is then used to inform instructional decisions. As a growth-based instrument, MAP testing allows the teachers and administrators to monitor student growth and project state assessment performance. The tools provided in NWEA also help teachers group the students for more effective differentiation.

Based on student performance in the classroom, state tests, and MAP test results, the grade level or department level teams discuss student needs and possible interventions. There is an RTI process in place for the students who are consistently struggling or need to close an academic gap. These students are approximately the bottom 20% of the whole population. The following services are available for these students:

1. Parent-Teacher conferences
2. Student Success Team Meetings
3. After and during school tutoring and homework help
4. Small group instruction with a specialist
5. Academic Clubs
6. I-Ready and Accelerated Reader

b. Explain how the school addresses underperformance and describe the corrective action plan procedures.

Our executive team and school leadership reflect on the successes and failures of the school, noting the key factors as to the underperformance. They will identify short-term and long-term solutions. There will be a thorough evaluation of teachers and their instruction abilities. A corrective action plan is developed with the principal and chief academic officer for implementation in the next school year.

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.

CASLV has consistently performed at a high level, with an overall 4-5 star rating. This is something we will continue to look at closely with on all levels - staff, administration, and our board. If issues and concerns come up where we are not performing at a high-level, we will take immediate action to fine tune academic plans, procedures, and structures that are in place to ensure student success.

Closure will occur if the school maintains a 1- or 2- star school for more than three years. With that, there will be an overwhelming percentage of parents and families who would be consistently dissatisfied with the school with the academic performance. Also, if the school is not taking feedback from government entities and not making the appropriate changes for improvement, then it would be a red flag for why the school is consistently low performing.

*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.***

CASLV closely follows up on its students' college applications, acceptance and placement by utilizing several methods and tools. The most effective way is one-on-one, face to face conversations with all seniors by the College Counselor. This enables us to make sure all the college applications are turned in on time with all supporting documents and the students are ready. Secondly, the school uses an online tool to follow up on college applications and acceptances. Additionally, the College Counselor sends a survey to all HS seniors about their future plans/college enrollments right after May 1st National College Enrollment Deadline to get the most up to date information from the students.

Currently, at our Sandy Ridge Campus, it is a five-star campus. It is a Governor-designated STEM school. It has graduated 95-100% of its students over the last few years. Over the last 4 years, it was recognized by U.S. News & World Reports as one of the best high schools in the nation. In its latest ranking, Sandy Ridge was the [highest-rated charter high school](#) in Nevada. Sandy Ridge was ranked #4 and the only schools ahead of it were CCSD magnet high schools.

*d) **Readiness to Replicate: What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?***

CASLV meets all requirements of the Charter School Performance Framework (CSPF). We have consistently met the designation of Quality or Meets Standards with our existing CASLV campuses.

Academic: End of Year State Assessments, MAP Data, Behavior Reports, Nevada Accountability Report Cards, Graduation Rate

Financial: Per Pupil Funding, Budget Reports, Student-generated Funds, Free-Reduced Lunch Rate Growth

Operational: Enrollment, Lottery Numbers, Teacher-Student Ratio, Student Retention Rate

*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/Alignment>***

Template.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.

This is not applicable. The existing CASLV campuses already serve grades Pre-K-12, so this new proposed campus will not be serving any 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.

CASLV will be well equipped to meet the needs of a diverse student body with multiple learning styles. Students will be provided instruction based on their identified levels that are determined by diagnostic assessments such as MAP, WIDA, and other diagnostic tools. Teachers will use Marzano's Instructional Strategies for Learning and differentiate instruction per their students' cognitive and social needs. In-class assessments (formative and summative) will be used to determine the level of understanding and design individualized instruction. School-wide cluster grouping and within-class ability grouping strategies will be employed to cater instruction to students in need. CASLV's flexible scheduling will allow students who are struggling to attend enrichment and remediation classes to fill in the gaps in their learning. Teacher and classroom aides will implement pull-out and push-in interventions to assist in providing differentiated instruction. For students achieving substantially below grade level, educational materials that provide review and re-teaching at the student's instructional level will be used. One-on-one and small group tutoring sessions (after school and on Saturdays) will support in class instruction.

Marzano's 9 Instructional Strategies For Learning

1. Identifying similarities and differences
2. Summarizing and note-taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

KAGAN Cooperative Learning Strategies

To reach a diverse student population and increase student engagement, teachers will be trained on Kagan Cooperative Learning. These strategies help teachers and students and are proven to boost academics, close the achievement gap, improve student relations, and create a more kind and caring school community.

Utilizing Data to Inform Instruction

Teachers will give multiple assessments to gain data from which to drive their instruction. They will utilize MAP Growth Assessments, which are analyzed 3 times a year, SBAC assessments, Common Formative Assessments, Weekly Assessments, and detailed, skill specific progress monitoring assessments. After assessments have been given, the teachers will utilize weekly PLC (professional learning community) meetings to analyze their data and create a path forward leading to differentiation and maximum growth. In reading and math, teachers create skill specific intervention groups where students work on their deficit skills. Within the classroom for all subjects, teachers utilize whole group instruction, differentiated instruction in small groups, as well as differentiated homework. Students have an enrichment time as well to help serve the needs of our English learners and students

Core Curriculum

CASLV's adopted ELA program (McGraw-Hill Wonders) and Math program (McGraw-Hill Everyday Math) are standards and research based curricula with differentiated instruction built into the resources and lessons, providing all students with scaffolding and extensions throughout core instruction. For example, teachers using the Wonders' Data Dashboard are provided groupings and lessons to meet the targeted skills based on incorrect questions on assessments. It also tracks growth and proficiency. The Recommendations Report delivers targeted reteaching and lessons for each group to support and advance all learners in the SST (RTI) process.

English Learner Advisory Committee (ELAC)

This campus will establish an English Learner Advisory Committee (ELAC) with the appropriate number of members based on our final EL student population. The school will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners. Using SDAIE and Kagan Strategies, EL Coordinator and teachers monitor ELLs' progress through satisfactory grades and scores in the following table:

Initial	Weekly	Quarterly	Year-End
Home Language Survey WIDA Test Results SBAC Test Results Teacher Feedback NWEA MAP Screening Brigance	Weekly Unit Tests I-ready Progress Lexia Progress Teacher Observation Infinite Campus	Progress Reports with grades and teacher comments MAP Test WIDA	Smarter Balanced ELA/Literacy test Progress Reports with grades and teacher comments MAP Test

Specially Designed Academic Instruction in English (SDAIE) for English Learner (EL) Students

The English Learner Advisory Committee will include Professional Development and follow up on SDAIE (Specially Designed Academic Instruction in English) synthesizing the best practices of content area teaching and language acquisition. It was developed to meet the needs of students with limited academic English skills, many of whom struggle to process verbal clues (spoken & written) without extra support. SDAIE places special emphasis on various teaching strategies that provide contextual support for complex content area concepts and language.

These teaching strategies are designed to provide students with:

- 1) scaffolded ways for understanding the target content
- 2) comprehensible academic language that students acquire through various modeling and practice activities
- 3) ongoing feedback on how well they are learning the target content and language.

Teachers will follow SDAIE practices, helping ELL students by:

- Analyzing material from point of view of students with limited English proficiency.
- Activating students' background knowledge.
- Presenting material and lessons orally as well as increasing the use of visuals, graphic organizers, manipulative and hands-on-learning experiences.
- Using simple language for communicating as well as limiting the use of idioms, jargon and complex sentence structures.
- Reinforcing learning of language along with content and curriculum.
- Regularly assessing and monitoring student progress.

High-Needs Students

CASLV consistently addresses the needs of low-income and socio-economically disadvantaged students. Currently serving ELL and FRL students at all campuses, in the 2019-2020 school year, Eastgate campus held the highest percentage of FRL students in our district. In that school year, only their 2nd year of operation, the campus achieved 4- and 5-Star ratings in Elementary and Middle School respectively, as measured by Nevada School performance Framework in 2019. These students continue to show growth on NWEA, SBAC, and all other measures. As part of the Henderson Redevelopment Grant, many of these students received hours of free intervention services in Math and Reading tutoring through the Ready Students who need additional support are identified based on several criteria such as their FRL and EL status. Once identified, these students are provided with an ongoing and structured intervention program. In addition, these students are provided weekly free tutoring opportunities during after school hours. CASLV also offers a free Saturday school program that helps students with learning gaps in core subjects.

At CASLV, we strive to reach a wide array of learners that range from students performing below grade level to students who are excelling above grade level. Our goal is to focus on growth by means of differentiated instruction and intervention. For struggling students, we approach such learners with targeted skill-based intervention practices and intervention groups. The main goal is to identify skill-deficits by means of assessments (NWEA MAP) and progress monitoring and targeting interventions

accordingly. To address our on-level and beyond-level learners, we provide enrichment opportunities by means of advanced classes and more rigorous instruction to ensure continued growth of these students. Across the board, the goal is to foster continuous growth and achievement for all students at all levels.

At this new location, CASLV anticipates a student population of gifted/advanced students, below-grade level students, and the special populations. At CASLV, we have multiple ways of ensuring quality instruction. Our system was created to optimize individual student growth and provide for differentiation. We have advanced classes for students high above the average as well as on-level classes which contain a range of abilities from slightly above grade level to below grade level.

Professional Development

CASLV promotes professional development for teachers by regularly implementing a week of professional development days prior to the school year, regular professional development days throughout the year, and professional learning communities within each school that meet regularly to analyze data, collaborate, and reform instruction.

Throughout the academic year, the teachers are exposed to many professional development practices and programs as below:

- Summer In-Service Programs
- Induction Programs
- Mentorship Programs
- Instructional Goal Setting with Coaches
- Professional Learning Committee
- Peer Observation
- Weekly Reflections
- Walkthroughs
- Class Observations and Conferences
- Personal Growth and Improvement Plans
- Personal Need Based Workshops and Trainings
- School Improvement Plans based Workshops
- Summative Performance Reviews

The core components of professional development include in-house and outside training activities. The in-house PD consists of Professional Learning Communities (PLCs) meeting at school bi-weekly to discuss teaching practice, peer mentoring through peer observation to improve teaching practice, department level meetings to oversee the consistency and coherency in teaching and learning, and professional development days, a minimum of 12 days to build a learning culture at school. The outside professional development days include attending training events such as conferences.

CASLV implements various instructional strategies to support the education plan designed to assist, challenge, and engage our anticipated student population. Every academic school year starts with an extensive in-service program consisting of orientations for new staff, required annual training and

workshops for school programs. There will be 5 days of in-services just before the school opens in the academic year. New teachers will go through additional trainings.

- Marzano's Instructional Strategies
- SDAIE instructional Strategies for ELL Students
- KAGAN Cooperative Learning Strategies
- Professional Learning Communities
- Differentiated Instruction
- Social-Emotional Learning
- General School-wide Expectations and Non-negotiables
- Internal and External Communication
- Teacher Performance and Support Programs
- School-Wide Academic Goals, State and NWEA MAP Tests
- Academic Policies and Practices
- Positive Behavioral Support System, Incentive and Recognition Programs
- Special Education and Section 504 Training

Staffing

CASLV believes that the single most important factor for its success and effectiveness is the quality of its personnel. Therefore, CASLV governs employment practices to employ and retain high quality and highly capable staff to realize the goals of the educational program. All staff recruitment, professional growth and development programs, and performance management practices will help the school management keep and grow institutional effectiveness and efficiency. CASLVs consistent academic as well as extra-curricular achievements are due to its effective management of human resources wherein *high expectation* for excellence is an established norm.

Dedicated, quality and experienced teachers are central to CASLV's track record. Teachers are the central and most important aspect of a high-quality education for our students. They are the professional learning community. They make the decisions that impact each and every student. It is imperative that these teachers are highly qualified members of the professional community that makes informed instructional decisions for their students and the school community.

The ELL coordinator will be responsible for the development, coordination, and support of the curriculum, instruction, assessment, and professional learning, as well as management of ELL Program protocols and procedures serving as a resource to individual school staff, providing support and guidance based on their subject area knowledge and experience.

The Literacy Specialist works closely with RTI Specialist, Interventionists, teacher aides and teachers and serve on the Instructional Leadership Team to provide professional development related to the legal requirements of RBG3, reading and writing instruction, reading intervention, reading across the content areas, and English Language Development for English Learners.

Principal and the Dean of Academics support Literacy Specialist, Instructional Coach, RTI Specialist, teachers and teacher aide support for development of high-quality/effective literacy instruction in ELA, Social Studies, Science and the Elective Subjects in grades K-12, including observing and coaching teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.

Our leadership will create opportunities to facilitate professional development to ensure continuous growth for teachers. CASLV conducts data analysis PDs each year, teachers have grade level meetings, PLC meetings, on-going training in our curriculum programs, as well as general PD sessions for all subjects and classroom management. Shared leadership is facilitated through multiple levels including: Admin meetings, Grade Level Chair meetings, meetings with Literacy Specialists, PLC meetings, and Grade Level Meetings. Shared leadership promotes a collective efficacy, which leads to the highest impact on student growth.

Teachers utilize online software / programs to differentiate instruction. Just like the current CASLV campuses, the new CASLV campus will provide technology such as laptops and Chromebooks for students who need devices at home.

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?

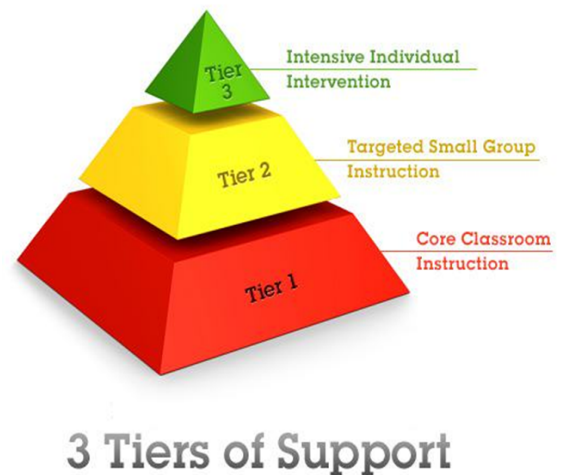
At-Risk Populations

In CASLV's education model, at-risk student's needs are specifically addressed. Acceleration is one of the ways that this education model emphasizes bringing at-risk students up to speed with their peers. Acceleration strategies utilized include scaffolding instruction, using advance organizers, intensive vocabulary instruction, and activating prior knowledge. The critical features of scaffolding instruction are modeling with verbal commentary, student imitation of the skill as modeled by the teacher, removal of the scaffolds, and independent task performance by the student (Vygotsky, 1987). The at-risk students need greater attention from their teachers, administrators, and parents at school. They need to see models and imitate these models. Gradually, the students need to become independent. Vocabulary development is critical to catch up with their peers as Biemiller (2005) suggests that until teachers are willing to give serious attention and instructional effort to vocabulary growth in the primary grades, disadvantaged children will continue to lag far behind their more advantaged classmates. While the students learn through these strategies, teachers and administrators monitor student growth by carefully analyzing student data to continue to differentiate instruction based on student needs. This education model also fulfills a great need for at-risk students to be involved in STEM careers in which the representation of these students

is very low. The life-long learning component of the model provides a strong bond between at-risk students and school going beyond school walls with an instigation of a love for learning that will extend through life.

The school's approach to remediate academic underperformance lies in a structured Response to Intervention (RTI) model. More specifically, the school will establish consistent data points by which to determine individual student needs at multiple points throughout the school year. Effective RTI has a yearly impact of 1.07 standard deviation gain (Hattie, 2012).

The CASLV RTI Model provides time and structure within the school day for students to receive individualized support. Focused intervention will be provided to students needing further guidance through pull-outs and extended intervention; ongoing assessments inform educational decisions at all levels of instruction and intervention. Tier-3, intensive intervention, is provided by intervention specialists; this type of intervention targets students working to master knowledge and skills that are two or more grade levels below their current grade-level standards.



Tier-1 Core Instruction and Tier 1 Intervention (Prevention)

Teachers are proactive and use real-time assessment data to screen learning of all students and take preventive actions at this level. Quality instruction is provided to all students in both the main class hours and scheduled academic enrichment hours. Tier-1 intervention can be in the form of a small group or a whole group reteach.

Tier-2 Intervention (Mediation)

Students in Tier-2 show specific skill deficits, demonstrate low growth, or show specific needs on screening measures, and require a targeted intervention. Assessment tools such as NWEA MAP and SBAC scores are used to identify Tier-2 group students. School administrators hold data meetings with teachers and interventionists after screening tests to take responsive actions to meet the needs of these students. Teachers also identify these students in regular PLC meetings held throughout the school year.

Interventionists provide targeted small group interventions to Tier-2 students. They use weekly common formative assessment (CFA) data to provide targeted instruction in small groups.

Additionally, Tier-2 interventions can be provided in academic enrichment or after school tutoring sessions by teachers and interventionists. See the expected number of pull-outs for Tier-2 students in the table below:

Table.1: Academic Enrichment Intervention

Subject	Grade Level	Intervention Days	Where to pull from?
ELA	K-8	M-F	Academic enrichment period
Math	K-8	M-F	Academic enrichment period
Science	3-8	F	Academic enrichment period

Table.2 : Extended Intervention/Tutoring Hours for Tier-2 Students

Subject	Grade Level	After School Hours per week
ELA	K-8	40 minutes
Math	K-8	40 minutes

Tier-3 Intervention (Remediation)

This intervention is for students who are working on knowledge and skills one or more grade levels behind their peers and require intensive intervention. This level of intervention is provided by Math/Reading specialists or interventionists. Tier-3 intervention identifies missing skills from early grade levels and aims for students to gain those skills.

Table.3: Tier-3 Pull-Outs by the Interventionist

Subject	Grade Level	Pull-outs per week	Where to pull from?
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ELA	K-8	1-2 periods	Appropriate courses /Academic Enrichment
Math	K-8	1-2 periods	Appropriate courses /Academic Enrichment

Table.4 : Extended Intervention/Tutoring Hours for Tier-3 Students

Subject	Grade Level	After School Hours per week
ELA	K-8	40 minutes
Math	K-8	40 minutes

Table.5 : The Summary of Interventions

Intervention	Provided by	Student Groups	Group Structure	Learning Standards	Schedule
Tier-1	Teacher	All students	Whole group /small group	Grade Level	*Main hours *Academic Enrichment
Tier-2	Interventionist/ Teacher	Some students in small groups (4-5 students)	Small group	Grade Level	*Pull-outs *Tutoring sessions
Tier-3	Interventionist/ Specialist	Individual or small group	Individual / Small Group	Below Grade Level Skills	*Pull-outs *Push-ins *Tutoring sessions

Identification strategies will include a combination of data points.

- NWEA MAP assessments will be given at least 3x/year. Students with scores (below the 40th percentile) will be targeted. Successful remediation is currently measured over time through utilizing NWEA MAP testing, the common benchmark used across all campuses in the district.
- Grades (D/F), teacher observation of student work, responses, and lessons communicated through structured Professional Learning Community meetings.
- Common Formative Assessments are also calendared and utilized in all core content areas to ensure consistency and accessibility for all students.

Students who do not meet 2 or more thresholds for student success will be provided with additional opportunities for instruction through support class periods within the school day. This process for providing support will be fluid as students show progress in a certain area, their need for additional support may decrease. All teachers will be required to hold tutoring hours weekly to address individual student needs specific to their classrooms or subject areas.

Professional Learning Communities (PLC) will be utilized to review student data and share best practices for struggling students. Teachers engage CASLV families to ensure students receive support. Communication to parents will be done through one-on-one contact (phone calls and meetings). The school will ensure that the parent has continued access to Infinite Campus to track their child's progress. This is reinforced through school culture and accountability. There needs to be an expectation for transparency and clear communication with parents.

Professional Learning Communities promote teacher efficacy. John Hattie's Visible Learning research lists Collective Teacher Efficacy (CTE) as the top factor influencing student achievement. Hattie (2012) gives CTE a 1.57 effect size.

For students with exceptional abilities, initial staffing will be targeted to ensure they advance academically. School provides training on effective differentiated learning opportunities for teachers. Administrative planning and intervention boost academic progress of all students, including gifted students. Leadership will identify which teachers succeed at advanced placement instruction and place them in advanced classes for each grade level. Staffing will include teachers to lead advanced extracurricular classes and activities that will support academic growth.

CASLV implements a centralized Parent and Family Engagement Program. The goal of this program is to engage parents and families with resources that target the academic, physical, and social/emotional needs of students. This program supports in remediating struggling students, especially if it may be due to factors outside of school. This includes following programs such as:

- Parent Educational Workshops
- Curriculum Meetings
- Study Skills
- School Community Events
- Saturday Academic Support

- After school programs (clubs, academic teams, athletics)

Citation

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Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge/Taylor & Francis Group.

Vygotsky, L. S. (1987). *Cognition and language. The collected works of L. S. Vygotsky, Vol. 1. Problems of general psychology*. (R. W. Rieber & A. S. Carton, Eds.). Plenum Press.

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.

Student's needs are identified through the Response to Intervention (RTI/SST) process. There are multiple tiers to RTI that will be used across all grade levels to identify needs. This process aligns interventions and educational support tailored to meet individual needs. Essential elements of the process include assessment, multi system of instructional services, data-based decision making and evaluation. The first tier is through high-quality instruction and proactive assessment. Strategies are not limited and include incorporating diverse technologies, inquiry-based learning, cooperative learning, and problem-based learning. The second intervention is targeted-based learning. Targeted-based learning is evidenced by a mid-unit evaluation, such as quiz and a more formal evaluation, such as an end-of-unit test. This can be through program assessments designed by teachers. The third tier is intensive intervention and evaluation. The teacher will need to collect and analyze all data. A personal learning plan will be created for the student.

As CASLV has already implemented PLC's and intervention groups at each site, the school plans to employ and utilize an interventionist. The use of an interventionist will allow schools to target the lowest performing students and their skill deficits, with the goal of fostering consistent and significant growth in literacy.

In addition to the interventionists, we will be employing a literacy specialist. With the help of a Literacy Specialist, schools will be able to facilitate meaningful professional development and training in providing effective intervention and targeted instruction. Furthermore, CASLV partners with Solution Tree to provide teachers and educational leaders with innovative and effective approaches to data-driven planning and instruction within PLC's.

The interventionists and literacy specialists will be recruited and trained by ESSA evidence-based providers.

In order to provide the least restrictive environment, resource teachers and instructional aids supply push in minutes within the general education classroom. Students with and without IEP's are given extra support through the use of flexible groupings based on need.

Citation:

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Herron, J., & Lindamood, P. (2010). Computer-assisted instruction to prevent early reading difficulties in students at risk for dyslexia: Outcomes from two instructional approaches. *Annals of Dyslexia*, 60(1), 40–56

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?

CASLV identifies high-achieving, gifted, and talented students based on multiple measures, including but not limited to standardized test scores, progress report cards, student performance or products, intelligence testing results, parent, student, and teacher recommendation, and other appropriate measures such as psychological evaluations. All students, including high-achieving, gifted, and talented students, are offered extensive academic learning opportunities. Our students are engaged in advanced projects and activities in Math, Science, Technology, Social Studies, and Language Arts. These projects and activities are supported by the school personnel, administrators, and parents. Funding for these endeavors will be provided partially by the school and through grants, donations, and fundraising.

Administration designs the schedule so that advanced programs, including courses, clubs, and other educational opportunities such as camps and school-university connections, are offered to our students. The administration encourages student participation in these programs. The Dean of Academics monitors the performance and progress of gifted/talented students and students achieving above grade level.

The curriculum is flexible and consists of advanced content and

appropriately different teaching and learning strategies. Counselors will provide career guidance and social and emotional support. CASLV offers advanced math classes and clubs to give students access to STEM programs early on. These academic clubs include First Lego League, A+ (Advanced Math), Advanced Computer, Future City, Science Explorers, and Graphics Design. Through these clubs, students get the opportunity to participate in regional/nationwide contests.

Students with high academic skills learn at a more accelerated pace than their peers. Teachers assess performance by reviewing classroom report card grades, placement test results, and teacher feedback forms at the end of the year. In an inclusive setting, students do more advanced work and excel at their pace. Specifically, high achieving students can take courses for college credit offered by our dual enrollment partners. Teachers assign special projects and assignments to students in need of an extra challenge, and Honors options are available for students who wish to master the content at a deeper level.

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.

In order to best meet the needs of all our students at the beginning of the school year we identify those students, in each grade level, that are performing significantly above grade level and place them in an advanced curriculum class. This allows the advanced classroom teachers the ability to meet the needs of those students through the next grade levels curriculum as well as designing more lessons and projects geared continuously at a DOK level 4.

We also offer clubs after school to all students that allow for participation in a more nontraditional academic setting. Students with advanced level proficiency are invited and encouraged to participate in more competition-based clubs that allow for them to continue to develop their knowledge and skills at a level of rigor that keeps them challenged. Students are given opportunities to be in STEM based clubs after school such as Coding, Architecture, STEM Bins, 3D pen art, as well as Legos and Building for the Kindergarteners. During intervention time, students are divided up to work on skill deficits. Because our highest students do not necessarily have a "typical deficit," they may be put into a group providing enrichment rather than intervention. They may work on projects or novel studies, etc. As time goes on, students increase higher levels of achievement, leading to AP and advanced classes in high school.

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

Students will matriculate based on the academic guidelines set forth by the student handbook for each campus. Stakeholders will be informed of promotion through formal documentation from the teacher and/or leadership. For retention, stakeholders will be notified of the possibility of retention midyear through a conference with the teacher and leadership. Retention will be communicated by leadership.

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.

The annual academic calendar reflects parts of the Clark County School District. The start date, end date, national holidays, and spring break are the same. CASLV offers a three-week winter break and a weeklong spring break. The major difference is that CASLV offers 5 professional development days. These days are when teachers and staff can improve their craft, strategies, and action plans. In doing so, the students have a greater opportunity to succeed.

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.

The school day will consist of 330 minutes of instruction. The start time will be determined closer to the opening of school. The dismissal time will be determined closer to the opening of school. English language arts will be taught for a later-determined number of minutes. Math will be taught for a later-determined number of minutes. STEM will be taught for a later-determined number of minutes. Social studies will be taught for a later-determined number of minutes. Once scheduled, all core subject classes will meet minimum time requirements respective to grade.

Allocating these many minutes to each subject will be optimal because it guarantees enough time for the 5 components of an effective lesson for each subject to be taught daily. This means that: 1) all students will learn the standard and objective being taught in a lesson; 2) the teacher will then be able to effectively teach the content; 3) the students and teacher can review the material together through guided practice; 4) the student can independently practice the material; and 5) the teacher can assess the student's knowledge of the content. This will occur throughout the week for each lesson.

The minimum number of hours and minutes per day and week will be 5 hours and 30 minutes and 27 hours and 30 minutes, respectively.

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 support will be in place to reduce truancy and chronic absenteeism?

Registrars track attendance data. This comes with the help of teachers too. The goal is to identify trends right away. In doing so, a teacher can communicate with parents to ensure daily attendance. If need be, a counselor or administrator can work with the student and family to develop an individualized attendance plan if need be. Ultimately, the goal is to have an average daily attendance rate of 98% or higher.

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.

This is not applicable because CASLV does not, and is not, seeking to operate a program of distance education.

(2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.

This is not applicable because CASLV does not, and is not, seeking to operate a program of distance education.

(3) Describe how the school will ensure students participate in assessments and submit coursework.

This is not applicable because CASLV does not, and is not, seeking to operate a program of distance education.

(4) Describe how the school will conduct parent-teacher conferences.

This is not applicable because CASLV does not, and is not, seeking to operate a program of distance education.

(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.

This is not applicable because CASLV does not, and is not, seeking to operate a program of distance education.

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.

The new proposed campus will offer Pre-K in its first year of operation and in subsequent years. The plan is to have two sections for 40 students total. Each Pre-K spot will only be filled by a student that qualifies for free/reduced lunch.

CASLV is currently aware of the protocol needed to offer a Pre-K program on the new campus. Its Nellis Air Force Base Campus currently has the only Pre-K program in the CASLV network. It is funded through a state grant. This Pre-K program will only operate if there is funding available. CASLV will apply for multiple for state grants

(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.

If the Pre-K program is approved, CASLV will not charge 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.

CASLV already operates a Pre-K program at its Nellis program. Similar to that campus, CASLV will hire a Pre-K coordinator to ensure that the program meets state requirements and the mission and vision of the campus. The Pre-k coordinator will work with campus leadership and K-1 grade level chairs to ensure vertical alignment of any academic and behavioral plans.

(4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

CASLV will follow the same criteria as it does with its Nellis Pre-K program.

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.

This is not applicable, because CASLV is already approved to operate a high school.

(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).

This is not applicable, because CASLV is already approved to operate a high school.

(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.

This is not applicable, because CASLV is already approved to operate a high school.

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.

CASLV has many staff qualified in their experience working with students with disabilities and achieving high academic outcomes. Many current principals and central office staff have made great gains in working with special education students across the spectrum. CASLV also has a special education coordinator who has achieved strong outcomes among staff in regard to teaching students with disabilities. Some of the staff include:

Crissy Hanna (Special Education Director)
 Mustafa Gunozu (Chief Academic Officer)
 Selim Tanyeri (Director of Curriculum & Instruction)
 Anthony Vu (Director of Operations)
 Jonathan Yutuc (Principal)
 Yolanda Flores (Principal)

(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?

See response for B as the same protocol is used in elementary and middle schools.

b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

CASLV will utilize a Student Success Team (SST) as a prior intervention strategy. Prior intervention is employed when concerns have been expressed about academic achievement or the behavioral needs of an individual student. In most instances, prior intervention assists the school in determining whether the student has needs that can be met within the regular education setting without the need for special education, or whether the student is suspected of having a disability.

SST assists students by providing modifications and alternatives to meet the student's needs. SST participation stimulates the school community to work together with the common aim of providing appropriate interventions and assistance for students with special needs in the least restrictive environment.

If a student is suspected of having a disability, CASLV will initiate procedures to evaluate the student for eligibility under the Individuals with Disabilities Education Act (IDEA) and the NAC.

Child Find – CASLV conducts annual child identification activities to create public awareness of special education programs, advise the public of the rights of eligible children and parents, and alert community residents and school personnel of the need to identify, locate, and assess children ages birth through 21.

These measures include: 1) Child Find screenings; 2) Child Find referral log maintenance; 3) yearly advertising and posting of public notices regarding Child Find activities; and 4) communication with outside agencies regarding possible referrals.

Referral - CASLV accepts referrals from a variety of sources, including parents, custodians, school personnel, outside agencies, and the student. Unless the student is immediately suspected of having a disability, prior intervention strategies must be attempted and documented before an evaluation referral is appropriate. However, the evaluation process will not be delayed for the purpose of conducting prior interventions.

Within **45 school days** of the parent's consent for initial evaluation, the school shall conduct the initial evaluation and determine whether the student is eligible for special education and related services.

(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?

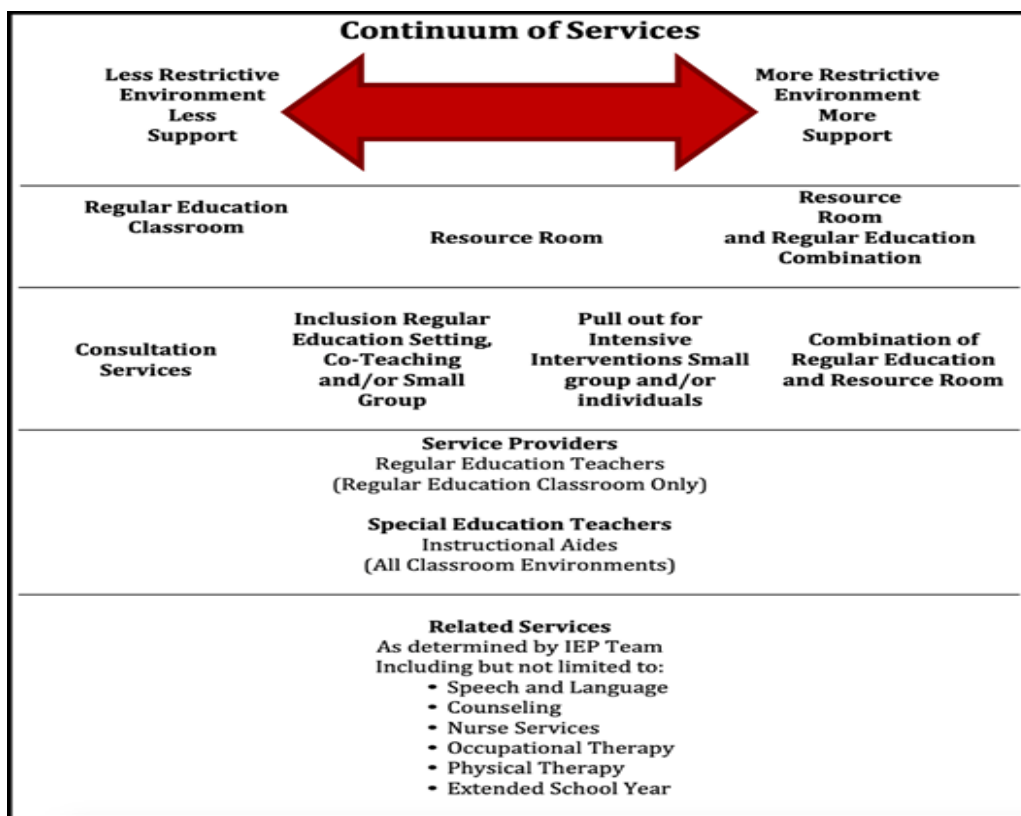
Students who are inappropriately placed in special education will be identified by progress monitoring students in special education on a routine weekly basis on their IEP goals. Students also take quarterly universal progress monitoring assessments that all students in the school are given. The special education teacher will complete an analysis of data monthly to determine if students are meeting their goals. If students are meeting their behavior and/or academic goals and progress monitoring is showing growth, the IEP team can meet to discuss the exit of students who are no longer showing academic or behavioral needs.

If the school has a student who needs transitioning out of special education, the IEP team may transition the student out by revising the IEP to provide consultation services during the reevaluation period. If the team determines that student no longer needs an IEP, the student will be referred to the school psychologist who, with parental permission, will reevaluate the student. The MDT will then meet to determine if the student is still in the eligibility category or does not meet eligibility.

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.

CASLV will provide a psychologist, occupational therapist, speech therapist, and counselor for any student as needed. There will be a utilization of SETTS and CTT across all grades levels as needed. To transition out, the student will need to test out of special education to ensure services are not needed. The response-to-intervention needs to be thorough and well-documented with multiple data points. Please see the chart below for its continuum of services:



(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?

CASLV will promote that it is a school that will accept all students regardless of abilities, and that all learning levels are welcome. CASLV has been dedicated to hiring quality special education teachers and building strong special education departments across its 6 campuses. In student recruitment efforts, CASLV highlights its successes with the special education program through community presentations, social media posts, and circulation mailers. CASLV includes a nondiscrimination policy on its website, student parent handbook, and lottery announcements. CASLV’s best strategy

and plan to recruit, enroll, and retain students with disabilities is by parents, educators, and staff putting the word out in the community. Families seek us out for enrollment with our history of providing exemplary services to every student.

(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?

Collaboration/consultation/co-teaching services focus on special educators and general educators working together to best meet the needs of students with disabilities as well as children who may be "at-risk". Each school operates Student Success Teams (RTI) to promote data driven instruction, to individualize learning experiences and to effectively integrate resources which would positively impact the child's educational program.

The Individual/Small Group Instruction program provides students with disabilities support that helps to increase their opportunity to benefit from regular class placement. This is supplemental instruction which focuses on targeted IEP goals and objectives. Depending upon each student's individual needs, this instruction could include academic support, as well as assisting students in becoming independent in the "process" of learning through the use of compensatory strategies, and study/organizational techniques.

The Resource Room serves children whose disabilities require intensive programming. Continued participation in the child's regular class activities is encouraged. The Resource Rooms offer an alternative/modified curriculum in a small group setting, which provides personalized options that are not offered in the general education program. These placements are considered cross-categorical, meaning students with a variety of disabilities are served in the same special class.

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?

The Chief Academic Officer, Human Resources Director, Special Education Director, and school leadership will devise a school plan to train general education teachers in meeting the needs of students with disabilities. They will attend and recruit teachers at local teacher fairs, as well as teacher fairs in several states. Teachers who are not licensed in Nevada will apply for teacher licensure here. If a teacher does not have a Nevada state license and the teacher is certified in another area, the teacher will apply for an Option License. The Department of Education will

analyze that teacher's transcript, and the teacher will have three years to complete his or her coursework in special education to obtain licensure.

All related service personnel, including speech and language therapists and school psychologists, are licensed in the State of Nevada or they have to apply for a license before they are hired.

Every teacher is supported based on individual strengths and areas of growth. Teachers create student learning goals (SLG) for themselves to serve as a guide in their own development. Teachers are provided with quality feedback depending on their experience and skill levels. Following weekly walkthroughs, monthly observation, staff receives both written feedback and participates in a 1:1 feedback meeting with Deans and Instructional Coaches where an area for growth is identified, and expectations and strategies are revisited.

Teacher Coaching Support by Skill Level

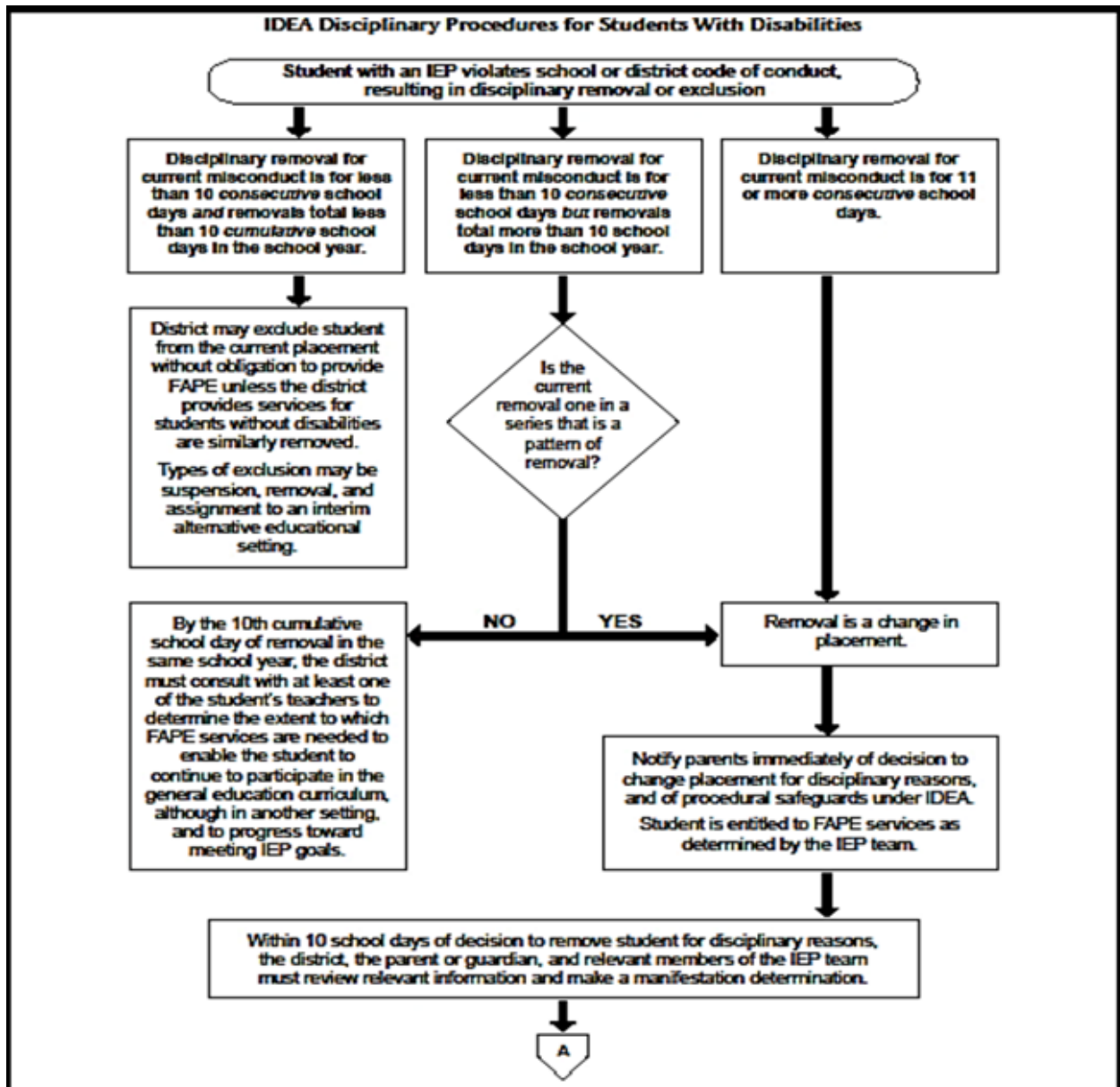
Skill Level	Coaching
New Teachers	Weekly observation, with written feedback. Bi-Weekly 1:1 coaching session. Bi-weekly observation of master teachers/administrators
Developing Teachers	Weekly observation, with written feedback. Bi-weekly 1:1 coaching session. Opportunities to observe peers and master teachers
Master Teachers	Weekly observation, with written feedback. Monthly coaching session. Opportunities to observe peers. Opportunities to lead PD Sessions

(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.

Following the IDEA flowchart below protects students with disability rights. If a disabled student has a discipline problem, the administration contacts the parent for a parent meeting. If the student is suspended, the student's parent or guardian will pick up all of the student's schoolwork, on a daily basis, and return the finished work so that student's grades are not affected by his or her absence from school. If necessary, a teacher would provide service in the home setting or the student will have alternative instruction in an after-school program.

The IEP team will also meet after 9 days of suspension to complete a manifestation determination IEP meeting. The team will brainstorm other services and community resources that may benefit the student to prevent further behavior disruptions. A behavior analysis will be completed, and the team will reconvene to write a Behavior Intervention Plan (BIP). The team may also request a behavior therapist to help in the process. If the student has reoccurring events that result in further suspension, the team will meet after 9

suspensions and complete a change of placement. Please see the IDEA Discipline Procedures chart below:



(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?

Special Education teachers monitor their students' weekly progress to evaluate for growth and success. If a student shows no academic growth, the resource room is added to their IEP. Resource Room can be added up to 50% of the day to provide the necessary interventions to achieve academic growth. If a student shows academic growth, then the student is provided a less restrictive placement with support. As a student successfully progresses towards full-time in the general education curriculum, the special education teachers may direct services in the regular education classroom with supplementary aides and services until the student receives consultation services. Quarterly progress reports are sent home. Progress reports are also sent home more frequently as determined by an IEP team. Student grades are also monitored weekly to see academic growth. If students are not receiving enough support determined by weekly progress monitoring and grade checks then the IEP is revised.

All middle and high school students use a daily monitoring sheet that general education teachers use to complete a check out daily. The sheet includes looking at direct instruction participation, class work participation, homework turned in, and citizenship. Each teacher signs the student out of class. Special Education teachers check students out at the end of the day. Copies of the form go home with the student for his or her parent's signature. Special Education teachers keep a copy. Students return the signed copy the next day when they pick up his or her new folder.

The Special Education Director and Special Education Facilitator help monitor the academic and behavioral growth of disabled students to ensure that the students' needs are being met. Adjustments to instructional programs are made accordingly through the collaboration and progress monitoring of the general education teacher(s) and special education teachers.

(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?

Staff follows all IDEA procedures when implementing appropriate programs related to the evaluation, reevaluation, and any type of IEP by phoning parents to set up meetings and then following with two prior written notices.

Check-In/Check-Out systems and progress-monitoring reports are sent home on a predetermined frequency: daily or weekly. Quarterly progress reports and report cards are mandatory universal grade reports. Special education teachers and related staff are expected to have frequent communication with parents of students with emotional and/or behavioral needs.

Also, teachers communicate with parents via email and text messages throughout the day if necessary to give them updates, if a parent request. In addition, the school uses Infinite Campus and a website where they post all school events and homework assignments.

(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.

Not applicable, as distance learning will not be offered.

2022-2023				2023-2024			
East Henderson Campus (Pre-K-8)				East Henderson Campus (Pre-K-9)			
Grade	# of Sections	Students/section	Total Students	Grade	# of Sections	Students/section	Total Students
Pre-K	2	20	40	Pre-K	2	20	40
K	8	25	200	K	5	25	125
1	8	26	208	1	8	26	208
2	8	26	208	2	8	26	208
3	8	27	216	3	8	27	216
4	8	27	216	4	8	27	216
5	8	27	216	5	7	28	196
6	6	28	168	6	7	28	196
7	6	28	168	7	5	30	150
8	7	30	210	8	5	30	150
Total Students Enrolled on Campus			1850	9	5	29	145
				Total Students Enrolled on Campus			1850
2024-2025				2025-2026			
East Henderson Campus (Pre-K-10)				East Henderson Campus (Pre-K-11)			
Grade	# of Sections	Students/section	Total Students	Grade	# of Sections	Students/section	Total Students
Pre-K	2	20	40	Pre-K	2	20	40
K	4	25	100	K	5	25	125
1	5	26	130	1	5	25	125
2	8	26	208	2	5	26	130
3	8	27	216	3	8	26	208
4	8	27	216	4	8	26	208
5	8	27	216	5	8	26	208
6	6	28	168	6	7	27	189
7	6	28	168	7	6	27	162
8	5	28	140	8	5	26	130
9	5	27	135	9	4	27.5	110
10	4	28.25	113	10	4	27.5	110
Total Students Enrolled on Campus			1850	11	4	26.25	105
				Total Students Enrolled on Campus			1850
				For the 2027-2028 school year and each school year thereafter, CASLV will replicate the enrollment model of the 2026-2027 school year (as shown to the left).			
2026-2027							
East Henderson Campus (Pre-K-12)							
Grade	# of Sections	Students/section	Total Students				
Pre-K	2	20	40				
K	5	25	125				
1	6	26	156				
2	6	26	156				
3	6	26	156				
4	7	26	182				
5	7	25	175				
6	5	26	130				
7	5	28	140				
8	5	28	140				
9	4	30	120				
10	4	30	120				
11	4	27.5	110				
12	4	25	100				
Total Students Enrolled on Campus			1850				