Coral Academy of Science Las Vegas

Coral Academy of Science Board Meeting

Published on March 5, 2026 at 8:15 AM PST

Date and Time

Tuesday March 10, 2026 at 4:30 PM PDT

Location

CASLV Central Office
8985 S. Eastern Ave #375
Las Vegas, NV, 89123

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

Coral Academy of Science Las Vegas ("CASLV") Central Office, CASLV website at www.caslv.org, and Nevada Public Notice website at http://notice.nv.gov.

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

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

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

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**4:30 PM**
A.	Call the Meeting to Order Call to order Roll Call Pledge of Allegiance		Chan Lengsavath, Esq.	5 m
B.	Public Comment Comments from the public are welcome at this time. You may present your comment during the meeting or beforehand, by contacting Ms. Shepard and relaying the comment to her. No person may sign up for another person, nor yield his/her time to another person. The Board may not deliberate on, or take any action regarding, a matter raised during the public comments sessions, unless the matter itself has already been specifically included on the agenda as an “Action” Item (and then, only at the time such Item is heard). The Board President will limit public comment to 3 to 5 minutes per person to ensure that all participants may speak and the Agenda is not unduly delayed, subject to any brief extension granted by the Board President in his/her sole discretion. No restrictions apply based on the speaker’s viewpoints. If the Board hears public comments that exceed, in total, 20 minutes, the Board may postpone the remainder of the public comments to the same agenda item at the end of the meeting. The Board President may, in her discretion, forego Items I (B) and second-to-last item and instead solicit Public Comments during each individual action item below, as permitted by NRS 241.020(3)(d)(3); or alternatively keep Items I (B) and VI (A) but still permit Public Comments during certain (but not necessarily all) individual action items below. The information above applies to all Public Comment periods.			10 m

		Purpose	Presenter	Time
II.	**Consent Agenda**			**4:45 PM**
A.	January 21, 2026 Board Meeting Minutes (For Possible Action)	Vote	Elizabeth Kazelskis	5 m
B.	February 25, 2026 Finance & Facilities Committee Meeting Minutes (For Possible Action)	Vote	Chan Lengsavath, Esq.	5 m
C.	Third-Party Testing Lab Agreement for Nellis Campus Construction (For Possible Action)	Vote	Nick Sarisahin	5 m
D.	Revolution Foods School Meal Service Agreement Renewal (For Possible Action)	Vote	Nick Sarisahin	5 m
E.	Tamarus Campus Chromebook Purchases (For Possible Action)	Vote	Nick Sarisahin	5 m
F.	Report of Purchases and Expenses Between $10,000 and $25,000 (Information)	FYI	Dr. Ercan Aydogdu	5 m
III.	**Information/Discussion Items**			**5:15 PM**
A.	Quarterly Discipline Report (Information)	FYI	Jessica Paquin	5 m
B.	Nellis AFB Campus Academic Update (Information)	FYI	Mia Nelson	5 m
C.	State Public Charter School Authority (SPCSA) 2025 Site Evaluations Report (Information)	FYI	Dr. Ercan Aydogdu	5 m
D.	Fiscal Year 2025 Coral Academy of Science final approved Financial Performance Framework Ratings (Information)	FYI	Nick Sarisahin	5 m
E.	Financial Update (Information)	FYI	Nick S. and/or DMS	5 m

Delta Management Solutions, the back office company, will provide the Board of Directors with an update on CASLV's financial status as of February 28, 2026. The update will include a review of the Balance Sheet, Profit and Loss Statement, and Budget versus Actual performance, highlighting key variances, trends, and financial implications.

		Purpose	Presenter	Time
F.	Executive Director's Progress Report (Information) This typically consists of brief updates and notices from the Executive Director regarding general school matters (i.e., items of general interest) not already covered in this meeting, including, for example, campus and school news, test results, school awards/accolades, sports results, club events, staff and teacher trainings, special events, graduation ceremonies, etc.	FYI	Dr. Ercan Aydogdu	5 m

IV. Discussion & Possible Action Items- Contracts, Purchases, and Procurements — 5:45 PM

A.	Medical Insurance Renewal (For Possible Action)	Vote	Dr. Ercan Aydogdu	5 m
B.	Special Education Services Provider Agreement (For Possible Action)	Vote	Selim Tanyeri	5 m
C.	Centennial Hills Campus Admin Area Remodeling (For Possible Action)	Vote	Kayla Davis	5 m

V. Discussion/Possible Action Items-Governance/Policies/Finance — 6:00 PM

A.	Concussion Policy Update (For Possible Action)	Vote	Selim Tanyeri	5 m
B.	Memorandum of Understanding with UNLV for Special Education Services (For Possible Action)	Vote	Selim Tanyeri	5 m
C.	Tuition Reimbursement Policy Amendment (For Possible Action)	Vote	Bridget Johnson-Peevy	5 m

VI. Public Comments (Information) — 6:15 PM

Please see the procedures and rules in item I(B) above.

A.	Public Comment	FYI

VII. Closing Items

A.	Adjourn Meeting (For Action)	Vote

Coversheet

January 21, 2026 Board Meeting Minutes (For Possible Action)

Section: II. Consent Agenda
Item: A. January 21, 2026 Board Meeting Minutes (For Possible Action)
Purpose: Vote
Submitted by:
Related Material: 2026_01_21_board_meeting_minutes (2).pdf

DRAFT

Coral Academy of Science Las Vegas

Minutes

Coral Academy of Science Board Meeting

Date and Time
Wednesday January 21, 2026 at 4:30 PM

Location
CASLV Central Office
8985 S. Eastern Ave #375
Las Vegas, NV, 89123

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Directors Present
Brin Gibson (remote), Chan Lengsavath, Esq., Dr. Carryn Warren, Elizabeth Kazelskis, Feyzi Tandogan (remote), Melinda Kabar

Directors Absent
Ann Diggins

Guests Present
Andrea Shepard, CASLV Executive Assistant, Bridget Johnson-Peevy, CASLV Chief People Officer, Dr. Ercan Aydogdu, CASLV Executive Director & CEO, Dr. Mustafa Gunozu, CASLV Chief Academic and School Officer, Mark Gardberg, Esq. CASLV Legal Counsel, Monica Patel, DMS Representative (remote), Nick Sarishahin, CASLV Chief Financial and Operations Officer, Rachael Peckham, CASLV Academic Program Coordinator , Selim Tanyeri, CASLV Chief Student Services Officer

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I. Opening Items

A. Call the Meeting to Order

Chan Lengsavath, Esq. called a meeting of the board of directors of Coral Academy of Science Las Vegas to order on Wednesday Jan 21, 2026 at 4:31 PM.
Mr. Tandogan left the meeting from 5:00 to 5:04 pm.

B. Public Comment

No public comments.

II. Consent Agenda

A. October 29, 2025 Board Meeting Minutes (For Possible Action)

Dr. Carryn Warren made a motion to approve the consent agenda.
Elizabeth Kazelskis seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. December 12, 2025 Finance & Facilities Committee Meeting Minutes (For Possible Action)

Dr. Carryn Warren made a motion to approve the minutes from Finance and Facilities Committee Meeting on 12-12-25.
Elizabeth Kazelskis seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. December 15, 2025 Board Meeting Minutes (For Possible Action)

Dr. Carryn Warren made a motion to approve the minutes from Coral Academy of Science Board Meeting on 12-15-25.
Elizabeth Kazelskis seconded the motion.
The board **VOTED** unanimously to approve the motion.

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

Information item, no action.

III. Information/Discussion Items

A. Financial Update (Information)

Ms. Patel reviewed the financial statements through the end of December 2025. She reported that AB398 revenue designated for teacher and staff raises has been received. Local revenue is currently ahead of projections, while expenditures remain below budget, particularly in salaries and benefits, contributing to the current surplus.

Based on full-year budget expectations, overall revenues are on track. State and federal funding remain aligned with projections. Expenditures continue to track in accordance with the approved budget, resulting in a projected year-end surplus that reflects strong financial management.

Mr. Gibson requested that future financial updates include expenditures and revenues as a percentage of the total budget.

B. Executive Director’s Progress Report (Information)

Dr. Ercan discussed CASLV's accomplishments and shared important updates regarding students and school clubs with the board.

Nellis AFB Campus Expansion
Dr. Ercan reported that the agreement with the General Contractor has been executed and the Notice to Proceed has been received from OLDCC. Construction has officially commenced. The groundbreaking ceremony has been rescheduled for April 1, 2026, at

10:00 a.m. at 107 Stafford Drive, Las Vegas, Nevada. Board members are invited to attend. Dr. Ercan extended appreciation for Mr. Nick's hard work.

Communications
The latest issue of the quarterly Coral Academy Newsletter has been released and distributed to students, staff, parents, and community partners.

Academic Achievements
The Cadence campus middle school, a Title I school, earned a 5-Star rating through the Nevada School Performance Framework, the highest performance designation in the state. The recognition event was attended by Nevada State Senator Carrie A. Buck, Henderson Mayor Michelle Romero, and CASLV Board President Chan Lengsavath, Esq. Additionally, all four Henderson campuses, Cadence, Sandy Ridge, Eastgate, and Windmill, were recognized as 5-Star Schools at the City of Henderson 5-Star Schools Recognition Luncheon hosted by Michelle Romero.
The Sandy Ridge 8th Grade team earned the Team Achievement Award in the Fall Noetic Math Contest by placing among the Top 10 teams nationwide, marking a repeat national-level recognition.

Student Activities and Achievements
Cadence VEX IQ Robotics teams EagleTec (20058C) and Lightning Eagles (20058D) achieved notable success. EagleTec earned both the Teamwork Champion and Robot Skills Champion titles, while Lightning Eagles secured Second Place in Teamwork. Both teams qualified for the Nevada State Championship and received invitations to the CREATE U.S. Open Tournament in Iowa.
Windmill VEX Robotics teams also performed strongly at the Faith Lutheran VEX IQ Mix & Match Tournament. Falcon Fury earned the Teamwork Champion and Create Award; Falcon Force placed second in Teamwork; and Fearless Falcons received the Sportsmanship Award. Finals placements included first place for Falcon Fury, second place for Falcon Force, and fifth place for Fearless Falcons.
Sandy Ridge seniors and Student Council members visited the Nevada State Veterans Home in Boulder City, where they delivered handmade holiday cards, organized games, and engaged with residents as part of their ongoing partnership with American Legion Post 40.

Athletics
The Middle School Lady Falcons won the Green Valley Christian Academy Tournament Championship with a 16–8 victory over Faith Lutheran. Ava R. was named Tournament MVP, and Maykah P. and Emily I. were selected to the All-Tournament Team.
The Sandy Ridge campus hosted a Boys Varsity Basketball Alumni Game. The alumni team defeated the current varsity team 78–65. The event provided an opportunity to strengthen alumni engagement.
The Sandy Ridge varsity girls basketball team defeated Eldorado High School 59–20 in a non-conference game.

The Cadence Middle School Girls Basketball Team opened its season with a win against American Heritage School.
The Middle School Coral Blue Team earned second place overall in its first competition of the season, with several students earning top individual placements. The Elementary Bowling Team finished in the Top 3 overall in its first match, with Evan G. earning first place individually.

Campus Events
The Tamarus Campus hosted its Winter Festival with participation from students, staff, and parents. Sandy Ridge students and staff volunteered in support of the event.
Winter concerts were successfully held at the Eastgate, Cadence, and Centennial Hills campuses, with strong participation from students, staff, and families.

Community Engagement
Coral Academy is sponsoring the 2026 Block Kids Building Competition, which will be hosted at the Eastgate campus. The event is open to students in grades K–6 and will include vendors, games, and family activities.

Reno Visit
Dr. Ercan reported on a recent visit with the campus principals and some of the SLT team members to the Coral Academy Reno campuses, the SPCSA Reno Office, and the University of Nevada, Reno, where meetings were held with school leaders.

Next Meeting
The next Board meeting will be held on February 25, 2026, at 4:30 p.m. at the Central Office.

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

A. Lottery and Enrollment Workflow Software Agreement (For Possible Action)

Mr. Nick explained that this request is to purchase a new enrollment and lottery management program due to limitations with the upgraded SchoolMint Enroll platform. While SchoolMint Enroll was recently enhanced, the upgraded system does not fully meet the operational needs or functional requirements of the organization. To ensure an efficient, compliant, and user-friendly enrolment process, we are seeking an alternative program, Avela, that better aligns with these requirements.
Elizabeth Kazelskis made a motion to approve the purchase of a new lottery platform, Avela, at a cost of $51,750 for a 15 month term.
Dr. Carryn Warren seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. End Point Antivirus Protection Software (For Possible Action)

Mr. Nick explained this is a request for approval to implement a comprehensive Endpoint Protection Platform (EPP) through a one year engagement that combines advanced device protection and email security into a unified defense layer.

In addition to strengthening technical security, this initiative supports CASLV's overall risk management strategy. Demonstrated use of advanced endpoint protection is increasingly required to secure and maintain cyber insurance coverage at favorable terms and to meet evolving legal regulatory and industry compliance expectations. Approval of this solution reflects prudent due diligence.
Elizabeth Kazelskis made a motion to approve the staff's request to enter into a one year agreement with Malwarebytes ThreatDown in the amount of $46,401.55 for the implementation of a comprehensive Endpoint Protection Platform EPP that includes advanced device protection and email security to strengthen CASLV's cybersecurity and risk management posture.
Melinda Kabar seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Health Insurance Rebate Payment (For Possible Action)

Ms. Peevy explained that under the Affordable Care Act (ACA) Medical Loss Ratio (MLR), we received a health insurance rebate. The rebate totals $50,263.75 and is related to approximately 304 eligible employees enrolled in the medical plan during the 2024–2025 school year.

Although ACA guidelines require that only the employee-paid portion of premiums be returned to employees, we propose to allocate the full rebate amount to eligible employees. The rebate will be distributed within the February payroll, with individual credits calculated proportionally based on each employee's premium contributions.
Dr. Carryn Warren made a motion to approve the distribution of the ACA Medical Loss Ratio (MLR) rebate in the amount of $50,263.75 that the school received from the carrier to eligible Coral Academy employees enrolled in the medical plan during the 2024–2025 school year. The rebate shall be distributed through the February payroll to employees who worked through July 31, 2025, are currently employed, and enrolled in the medical plan, with individual amounts calculated proportionally based on each employee's premium contributions.
Feyzi Tandogan seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Chromebooks Purchases for Sandy Ridge Campus (For Possible Action)

Mr. Nick presented this request for approval to proceed with the purchase of 100 new Chromebooks to replace aging devices currently in use at the Sandy Ridge campus. The existing Chromebooks have reached the end of their effective lifecycle and no longer reliably support instructional and operational needs.

As part of due diligence CASLV staff solicited and reviewed multiple competitive quotes from approved vendors for comparable Chromebook models. The total cost of the recommended purchase is $35,400.00 which is within budgeted technology replacement allocations and consistent with historical device refresh cycles. Approval of this item will ensure continued student and staff access to reliable instructional technology and support CASLV's ongoing commitment to maintaining secure standardized and functional learning environments.
Melinda Kabar made a motion to approve CASLV staff's request to purchase 100 HP Fortis G11 Chromebooks including Google Chrome OS Education licenses and white glove deployment services from CDW Government in the total amount of $35,400.00 to replace aging devices and support continued instructional and operational needs.
Elizabeth Kazelskis seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Discussion/Possible Action Items-Governance/Policies/Finance

A. Concussion Policy Update (For Possible Action)

Mr. Selim explained that the CASLV Concussion Policy was developed in response to NDE requirements and was first approved in January 2025. As the policy must be reviewed annually, we have taken the opportunity to clarify and revise certain sections based on feedback from our Principals and Health Manager, as well as insights gained during implementation. Mr. Selim reviewed the proposed updates in detail.

The board raised concerns regarding potential injuries that could occur after school hours.
Chan Lengsavath, Esq. made a motion to approve the proposed revisions and the updated Concussion Policy as presented, with the addition of clarifying language on page 4 specifying that "school day" includes any portion of the day during which the medical professional is onsite. The specific wording of this clarification will be finalized by Mr. Gardberg and Mr. Selim.
Dr. Carryn Warren seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Tuition Reimbursement Policy Amendment (For Possible Action)

Ms. Peevy presented proposed revisions to the existing Tuition Reimbursement Policy, which include two substantive changes as well as minor cosmetic updates.

There was a lengthy discussion about the doctoral degree eligibility.

Dr. Carryn Warren made a motion to Approve the change to adjust eligibility from two years to nine months of CASLV employment, and direct leadership to review PhD eligibility and provide a separate recommendation. Additionally, leadership will explore

options for employees on a Performance Improvement Plan, drafting a more inclusive approach for those seeking to advance through further education.
Melinda Kabar seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Alternative School Calendar for Nellis and Sandy Ridge Campuses (For Possible Action)

Ms. Peckham reported that the Board has approved the 2026–2027 school year calendar. She shared that both the Nellis and Sandy Ridge campuses are requesting alternative calendar options.

The Nellis campus is requesting five data days, consistent with the schedule implemented over the past two years. The Sandy Ridge campus is requesting two additional half days to be used for senior presentations.

It was noted that, even with these requested adjustments, both campuses will continue to exceed the required instructional minutes.
Dr. Carryn Warren made a motion to approve the revised schedule as presented for the Sandy Ridge and Nellis campuses.
Elizabeth Kazelskis seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Public Comments (Information)

A. Public Comment

No public comments.

VII. Closing Items

A. Adjourn Meeting

Chan Lengsavath, Esq. made a motion to adjourn the meeting.
Melinda Kabar seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:01 PM.

Respectfully Submitted,
Andrea Shepard, CASLV Executive Assistant

Coversheet

February 25, 2026 Finance & Facilities Committee Meeting Minutes (For Possible Action)

Section: II. Consent Agenda
Item: B. February 25, 2026 Finance & Facilities Committee Meeting Minutes (For Possible Action)
Purpose: Vote
Submitted by:
Related Material:
2026_02_25_finance_and_facilities_committee_meeting_minutes (3).pdf
260313-Updated-Financial-Performance-Framework-Results-for-Fiscal-Year-2025.pdf

DRAFT

Coral Academy of Science Las Vegas

Minutes

Finance and Facilities Committee Meeting

Date and Time
Wednesday February 25, 2026 at 2:00 PM

Location
CASLV Central Office
8985 S. Eastern Ave #375
Las Vegas, NV, 89123

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

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Committee Members Present
Brin Gibson (remote), Chan Lengsavath, Esq. (remote)

Committee Members Absent
Ann Diggins

Guests Present
Andrea Shepard, CASLV Executive Assistant, Anthony Vu, CASLV Director of Facilities, David Hall, Esq., CASLV Legal Counsel, Dr. Ercan, CASLV Executive Director and CEO, Nick Sarishahin, CASLV Chief Financial and Operations Officer

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I. Opening Items

A. Call the Meeting to Order

Chan Lengsavath, Esq. called a meeting of the Finance and Facilities Committee of Coral Academy of Science Las Vegas to order on Wednesday Feb 25, 2026 at 2:02 PM.

B. Public Comment

No public comments.

II. Discussion & Possible Action Items

A. Third-Party Testing Lab Agreement for Nellis Campus Construction (For Possible Action)

Mr. Vu shared that a third-party soils testing and inspection firm is required to support the expansion of the Nellis AFB Campus. The selected firm will provide technical services for soils and materials testing, as well as 1701 special inspections. Geotechnical services will include testing related to soils, mass grading, structural masonry, grout, concrete, welding, and fireproofing applications in support of the remodel of the existing facility.

In addition, this work will support the development of approximately four acres of the site, including new roadways, playground structures, and associated utilities.

Knit Studios recommended three firms for consideration: Angle Engineering, Ninyo & Moore, and GES. Angle Engineering indicated it is currently unable to take on additional projects. Both GES and Ninyo & Moore submitted proposals. After reviewing the bids in coordination with Knit Studios, Ninyo & Moore was identified as the preferred firm.

Ninyo & Moore's base fee for testing services is $131,430, with additional onsite improvement services totaling $30,435.
Chan Lengsavath, Esq. made a motion to approve Ninyo & Moore for $161,865.
Brin Gibson seconded the motion.
The committee **VOTED** unanimously to approve the motion.

B. Revolution Foods School Meal Services Agreement Renewal (For Possible Action)

Mr. Nick indicated that this item is to renew the Revolution Foods School Meal Services Agreement, with no changes to the current service fees.
Chan Lengsavath, Esq. made a motion to approve the Revolution Foods School Meal Services Agreement as presented.
Brin Gibson seconded the motion.
The committee **VOTED** unanimously to approve the motion.

C. Financial Update (Information)

Ms. Patel provided an overview of the organization's financial position as of January 31, 2026. Overall, the organization remains in a strong financial position, having utilized approximately 60% of the operating budget to date. Costs remain well-controlled across most categories.

While a few expense areas are trending slightly above projections, most notably employee benefits. Overall spending continues to be managed responsibly. The organization maintains solid cash reserves, and the current financial performance framework supports continued stability and positive financial health moving forward.

This item was presented for informational purposes only, and no action was required.

D. Review of CASLV Investment Report (Information)

Mr. Nick presented the Coral Academy of Science Las Vegas investment report, providing an overview of current holdings, overall performance, and compliance with Board-approved investment policies.

This item was presented for informational purposes only, and no action was required.

Brin thanked Chan and Mr. Nick for their work and expressed pride in the organization's investment stewardship.

III. Public Comments (Information)

A. Public Comment

No public comments.

IV. Closing Items

A. Adjourn Meeting

Chan Lengsavath, Esq. made a motion to adjourn the meeting.
Brin Gibson seconded the motion.
The committee **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:33 PM.

Respectfully Submitted,
Andrea Shepard, CASLV Executive Assistant

FY25 FPF RATINGS SUMMARY	NEAR-TERM				SUSTAINABILITY				FINANCIAL MANAGEMENT & OVERSIGHT				
	CURRENT RATIO	UNRESTRICTED DAYS CASH ON HAND	ENROLLMENT VARIANCE	DEBT OR LEASE DEFAULT	TOTAL MARGIN	DEBT TO ASSET RATIO	CASH FLOW MEASURES	DEBT OR LEASE SERVICE COVERAGE RATIO	ANNUAL FINANCIAL AUDIT	FINANCIAL REPORTING & COMPLIANCE	FINANCIAL OVERSIGHT	CHART OF ACCOUNTS	GRANT SUBRECIPIENT COMPLIANCE
1 Alpine College Prep Academy	FFBS	DNMS	DNMS	MS	FFBS	FFBS	FFBS	DNMS	MS	MS	MS	MS	MS
2 Amplus Academy	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
3 Beacon Academy of Nevada	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
4 CIVICA Nevada	MS	MS	MS	MS	MS	DNMS	MS	MS	DNMS	MS	MS	MS	MS
5 Coral Academy of Science Las Vegas	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
6 Discovery Charter School	MS	MS	MS	MS	DNMS	FFBS	MS	MS	MS	MS	MS	MS	MS
7 Doral Academy of Nevada	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
8 Doral Academy of Northern Nevada	MS	MS	MS	MS	MS	MS	MS	MS	DNMS	MS	MS	MS	MS
9 EIAA	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
10 Equipo Academy	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
11 Explore Las Vegas	MS	MS	FFBS	MS	FFBS	FFBS	MS	DNMS	MS	MS	MS	MS	MS
12 Founders Classical Academy of Las Vegas	MS	MS	MS	MS	MS	DNMS	MS	MS	MS	MS	MS	MS	MS
13 Freedom Classical Academy	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
14 Futuro Academy	MS	MS	MS	MS	MS	DNMS	DNMS	MS	MS	MS	MS	MS	MS
15 Honors	MS	MS	MS	MS	DNMS	MS	DNMS	DNMS	MS	MS	MS	MS	MS
16 Imagine Schools at Mountain View	MS	MS	MS	MS	MS	MS	MS	DNMS	DNMS	DNMS	MS	MS	MS
17 Leadership	MS	MS	MS	MS	MS	MS	MS	MS	DNMS	MS	MS	MS	MS
18 Learning Bridge Charter School	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
19 Legacy Traditional Schools-Nevada, Inc.	MS	MS	MS	MS	MS	DNMS	MS	DNMS	MS	MS	MS	MS	MS
20 Mater Academy of Nevada	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
21 Mater Academy of Northern Nevada	MS	MS	MS	MS	MS	DNMS	MS	MS	MS	MS	MS	MS	MS
22 Nevada Connections Academy	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
23 Nevada State High School Flagship	MS	MS	FFBS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
24 Nevada State High School - Meadowood	MS	MS	MS	MS	DNMS	MS	DNMS	DNMS	MS	MS	MS	MS	MS
25 Nevada Preparatory Charter School	FFBS	FFBS	MS	MS	FFBS	FFBS	MS	DNMS	DNMS	MS	MS	MS	MS
26 Nevada Rise Academy	MS	MS	MS	MS	DNMS	MS	MS	DNMS	MS	MS	MS	MS	MS
27 Nevada Virtual Charter School	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
28 Oasis Academy	MS	MS	MS	MS	MS	MS	DNMS	MS	MS	MS	MS	MS	MS
29 PilotED Cactus Park*	FFBS	DNMS	FFBS	MS	FFBS	FFBS	MS	DNMS	MS	MS	MS	MS	MS
30 Pinecrest Academy of Nevada	MS	MS	MS	MS	MS	DNMS	MS	MS	MS	MS	MS	MS	MS
31 Pinecrest Academy of Northern Nevada	MS	MS	MS	MS	MS	FFBS	MS	MS	DNMS	MS	MS	MS	MS
32 Quest Preparatory Academy	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
33 Sage Collegiate PCS	MS	MS	MS	MS	DNMS	FFBS	MS	DNMS	MS	MS	MS	MS	MS
34 Silver Sands Montessori Charter School	MS	MS	MS	MS	MS	MS	MS	DNMS	MS	DNMS	MS	MS	MS
35 Signature Preparatory, Inc.	MS	MS	MS	MS	DNMS	DNMS	MS	DNMS	MS	MS	MS	MS	MS
36 SLAM Academy of Nevada	MS	MS	MS	MS	MS	MS	MS	DNMS	MS	MS	MS	MS	MS
37 Somerset Academy of Las Vegas	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
38 Southern Nevada Trades High School	DNMS	DNMS	MS	MS	FFBS	FFBS	DNMS	DNMS	MS	MS	MS	MS	MS
39 CLV Strong Start Academy	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
40 Thrive Point Academy of Nevada	MS	MS	MS	MS	MS	DNMS	MS	MS	MS	MS	MS	MS	MS
41 Vegas Vista Academy	MS	MS	MS	MS	MS	FFBS	MS	MS	MS	MS	MS	MS	MS
42 **Young Women's Leadership Academy of Las Vegas**	FFBS	DNMS	MS	MS	**FFBS**	MS	MS	MS	MS	MS	MS	MS	MS

** Closed June 30, 2025*

FY25 FPF RATINGS SUMMARY *CCSD - INFORMATIONAL ONLY*	NEAR-TERM				SUSTAINABILITY				FINANCIAL MANAGEMENT & OVERSIGHT				
	CURRENT RATIO	UNRESTRICTED DAYS CASH ON HAND	ENROLLMENT VARIANCE	DEBT OR LEASE DEFAULT	TOTAL MARGIN	DEBT TO ASSET RATIO	CASH FLOW MEASURES	DEBT OR LEASE SERVICE COVERAGE RATIO	ANNUAL FINANCIAL AUDIT	FINANCIAL REPORTING & COMPLIANCE	FINANCIAL OVERSIGHT	CHART OF ACCOUNTS	GRANT SUBRECIPIENT COMPLIANCE
1 The Delta Academy	MS	MS	MS	MS	MS	MS	DNMS	MS	MS	MS	MS	MS	MS
2 Explore Knowledge Academy of Public Speaking	MS	MS	MS	MS	DNMS	MS	DNMS	DNMS	MS	MS	MS	MS	MS
3 FuturEdge Charter Academy	MS	DNMS	MS	MS	FFBS	FFBS	FFBS	DNMS	DNMS	MS	MS	MS	MS
4 Innovations	DNMS	MS	MS	MS	FFBS	DNMS	MS	DNMS	DNMS	DNMS	MS	MS	MS
5 Odyssey Charter School of Nevada	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
6 Rainbow Dreams Early Learning Academy	MS	MS	MS	MS	MS	DNMS	MS	MS	MS	MS	MS	MS	MS

FY25 FPF RATINGS SUMMARY *PENDING RECEIPT*	NEAR-TERM				SUSTAINABILITY				FINANCIAL MANAGEMENT & OVERSIGHT				
	CURRENT RATIO	UNRESTRICTED DAYS CASH ON HAND	ENROLLMENT VARIANCE	DEBT OR LEASE DEFAULT	TOTAL MARGIN	DEBT TO ASSET RATIO	CASH FLOW MEASURES	DEBT OR LEASE SERVICE COVERAGE RATIO	ANNUAL FINANCIAL AUDIT	FINANCIAL REPORTING & COMPLIANCE	FINANCIAL OVERSIGHT	CHART OF ACCOUNTS	GRANT SUBRECIPIENT COMPLIANCE
1 Battle Born Academy* - **PENDING**													
2 Democracy Prep Agassi Campus - **PENDING**													

** Closed June 30, 2025*

Coversheet

Third-Party Testing Lab Agreement for Nellis Campus Construction (For Possible Action)

Section: II. Consent Agenda
Item: C. Third-Party Testing Lab Agreement for Nellis Campus Construction (For Possible Action)
Purpose: Vote
Submitted by:
Related Material: 2.25_Memo_-_Nellis_Third_Party_Soil_Inspector.pdf

MEMORANDUM

DATE: February 25, 2026
TO: Coral Academy of Science Las Vegas Board of Directors
FROM: Nick Sarisahin, Chief Finance and Operations Officer
STAFF: Anthony Vu, Director of Facilities
Miadora Nelson, CASLV Nellis AFB Campus Principal

SUBJECT: **Third-Party Soils / Materials Testing and Inspections**

BACKGROUND:

A third-party soils testing and inspection company is needed to support the expansion of the Nellis AFB Campus. The scope of work is to provide technical services to perform soils, material testing and 1701 special inspections. Geotechnical services are required for materials testing and special inspections. These services include testing of soils, mass grading, structural masonry, grout, concrete, welding, and fireproofing applications in support of the remodel of the existing facility. This work will also support the development of 6 acres of site to include new roadways, playground structures and associated utilities.

Knit Studios recommended three companies to reach out to: Angle Engineering, Ninyo & Moore, and GES. Angle Engineering noted it was too busy to add a project to its schedule. GES and Ninyo & Moore provided bids.

After reviewing bids with Knit, Ninyo & Moore is the preferred choice. Ninyo & Moore's base price for testing is $131,430 and onsite improvements adding an additional $30,435.

RECOMMENDATION: To approve Ninyo & Moore for $161,865.

Coversheet

Revolution Foods School Meal Service Agreement Renewal (For Possible Action)

Section: II. Consent Agenda
Item: D. Revolution Foods School Meal Service Agreement Renewal (For Possible Action)
Purpose: Vote
Submitted by:
Related Material:
Coral_Academy__-_RevFoods_Vended_Meals_Renewal_2026-27_ADJUSTED.pdf

ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between Revolution Foods, PBC and Coral Academy

This addendum made on _____/_____/_____ between **Revolution Foods, PBC** and Coral Academy is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. **Addendum Purpose**
   This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2026, ending on June 30, 2027.

2. **Service Agreement Period**

   Base Year: July 1, 2022 – June 30, 2023
   Current Renewal Year: July 1, 2026 – June 30, 2027

3. **Pricing**

   In consideration of the premises and mutual agreements contained in this Renewal, the Parties agree as follows:

Meal Type	Fee Per Meal[2]
Breakfast	**$2.60**
Lunch	**$3.85**
Snack	**$1.10**

Additional Ordering Options – Non-Required

1. Special Therapeutic Meals – 9 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, sesame, and soybeans[1]
   Breakfast: $ 3.57 Lunch: $ 4.69
2. Soy Milk – non medically needed: $ 0.82 (sold by case only, case size varies)
3. 3rd Party Pizza Meal Options: $0.57 per lunch
4. Onsite BBQs for Lunch: $0.65 per lunch (when available)
5. Salad Bar as Vegetable Side (price per meal): $ .51 per meal, sold in kits of 50 count
6. National Commodity Processor Fee: No Charge

[1] Special meals needed outside of the 9 major food allergens may result in a higher price, based on medical need.
[2] Rate Increase reflect the same as 25-26 SY.

Coral Academy and Revolution Foods hereby mutually exercise the option to renew the service agreement and all terms and conditions of the original Base Year service agreement, and all subsequent renewals remain in effect and are applicable to this contract renewal.

Name & Title of SFA Representative	**Telephone Number**
Mailing Address	
Signature	**Date**
Name & Title of Revolution Foods Meals Representative	**Telephone Number**
Drew Helmey, Sr. Vice President of Sales & Marketing	(323) 838-5555
Mailing Address	
5743 Smithway Street, Ste 103, Commerce, CA 90040	
Signature 	**Date** 1/21/2026

Coversheet

Tamarus Campus Chromebook Purchases (For Possible Action)

Section:	II. Consent Agenda
Item:	E. Tamarus Campus Chromebook Purchases (For Possible Action)
Purpose:	Vote
Submitted by:	
Related Material:	Chromebooks.pdf

Coral Academy of Science Las Vegas

8185 Tamarus St.
Las Vegas, NV 89123
(702)269-8512

REQUISITION
09-EN-23910

Vendor Information	Shipping Information
Aztek Computers LLC 6767 All Stars Ave #A14 Frisco, TX 75033-2217 Phone - / Fax -	8185 Tamarus St. Las Vegas, NV 89123 (702)269-8512

Date	Require Date	Prepared By	Workflow	Status	Description
02/12/2026	02/22/2026	Mireya Sardinas	CASLV Tamarus	CFO Documents	AztekC - Chromebooks

AztekC - Chromebooks ***Please pay half from site budget and other half from Tamarus Activity funds***

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total
125	EA	0		87313	N/A	Bluum	355.80	0.000	44,475.00

Approval in Process

Approval Information

Yucel Korkmaz	Purchasing Manager - Approved 44,475.00	03/04/2026 1:17 PM
Andrea Katotakis	Local Purchase Approver - Approved 166,382.80	02/12/2026 3:40 PM
Mireya Sardinas	Requester - Submitted 166,382.80	02/12/2026 3:29 PM

TOTAL	$44,475.00

Please email invoices to (PREFERRED):
accountspayable@coralacademylv.org

Or mail invoices to: ***NEW BILLING ADDRESS***
Coral Academy of Science Las Vegas – Central Office
8985 S. Eastern Ave., Ste. 375
Las Vegas, NV 89123

This Purchase Order Authorizes the purchase of the items or services in the quantities and the amounts specified above by the purchaser identified above on the presentation of proper identification at time of purchase.

The Purchase Order # number must appear on billing invoices and packages and billing of the purchase must be submitted to the address shown above.

Control No. 139491

Friday, March 6, 2026 Page 1 of 1

AZTEKC
— We Know Technology —

Quote: 16855

Date:	Feb 19, 2026
Sales Rep:	Henry
Cust ID:	128728

6767 All Stars Avenue, A14
Frisco, TX 75033
Tel: 469-574-0240

Bill To	Ship To
Coral Academy of Science Las Vegas - Tamarus Campus Yucel Korkmaz 8185 Tamarus St Las Vegas,, NV 89123 (702) 269 8512 ykorkmaz@coralacademylv.org	Coral Academy of Science Las Vegas - Tamarus Campus Yucel Korkmaz 8185 Tamarus St Las Vegas,, NV 89123 (702) 269 8512

Dear Yucel,
Here is the quote you requested. Please contact me if there is anything I can do to earn your business. You can place this order on our website at any time by simply clicking on the link below.

Line	Description	Qty	Unit Price	Ext. Price
1	Asus Chromebook CX14 CX1405 CX1405CTA-DS42F 14" Chromebook - Full HD - Intel N-Series N150 - 4 GB - 32 GB Flash Memory Intel Chip - 1920 x 1080 - ChromeOS - Intel UHD Graphics - IEEE 802.11ax Wireless LAN Standard 1 year warranty SKU: ZODPMBJ1W6 Mfg: ASUS | Mfg No: CX1405CTA-DS42F	125	$305.90	$38,237.50
2	Google Chrome OS Management Console License for Education (1) SKU: TDKB11J7CI Mfg: GOOGLE | Mfg No: CROS-SW-DIS-EDU-NEW	125	$31.90	$3,987.50
3	White Glove Services which should include Unboxing and Inspection: Devices should be unboxed inspected for any physical damage and packaging materials discarded Enterprise Enrollment: Devices should be pre enrolled into the organization's Google Admin console. Chrome OS Update: Each device should be updated to the latest Chrome OS version Wi Fi Configuration: Pre configure wireless network settings for seamless deployment SKU: RH0GGW1TUP Mfg: Ingram | Mfg No: HB8937-HB8948	125	$18.00	$2,250.00
			Sub-Total:	$44,475.00
			Total:	$44,475.00

Vivacity Tech PBC
641 Fairview Ave
Saint Paul, MN 55104
(877) 731-2069
vivacitytech.com

Quote

55827883670

Quote expires: February 28, 2026

Account Name
Coral Academy of Science Las Vegas

Project Name
(120 14" Chromebooks) - Coral Academy of Science Las Vegas

Payment Terms
Net 30

Prepared For
Yucel Korkmaz
ykorkmaz@coralacademylv.org
+17027766529 ext 106

Sales Representative
Peter Knutson
pknutson@vivacitytech.com

Contract
No Contract Selected

Products & Services

Item & Description	Quantity	Price	Total
Lenovo 14e Chromebook Gen 3 Notebook Intel N100/4 GB/32 GB NT (82W60000US) Lenovo 14e Chromebook Gen 3 82W60000US 14" Notebook - HD - Intel N-Series N100 - 4 GB - 32 GB Flash Memory - English Keyboard - Storm Gray - Intel Chip - 1366 x 768 - ChromeOS - Intel UHD Graphics - Twisted nematic (TN) - Front Camera/Webcam - 14 Hours Battery Run Time - IEEE 802.11ax Wireless LAN Standard	120	$334.74	$40,168.80
Google Chrome OS Education License (CROSSWDISEDUNEW) Chrome OS Education License	120	$32.00	$3,840.00
Vivacity Tech Advanced Zero Touch Enrollment (SVC-ZTE-ADV) Vivacity Tech Advanced Zero Touch Enrollment	120	$4.00	$480.00
Shipping & Handling Vivacity Tech Shipping & Handling	1	$250.00	$250.00

Subtotal	$44,738.80
Total	**$44,738.80**

Adjusted to 125=$46,592.50

Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

QUOTE CONFIRMATION

YUCEL KORKMAZ,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PTMD115	2/17/2026	120 HP FORTIS 14	10670843	$48,600.00

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
CDWG EDU White Glove Service for Chromebooks and Chrome OS Devices T1 Mfg. Part#: CDWCHROMEOSSVC1 UNSPSC: 43232401 Contract: California AEPA-025F K-12 (025-F)	120	3254461	$7.00	$840.00
Google Chrome Education Upgrade Mfg. Part#: CROS-SW-DIS-EDU-NEW Electronic distribution - NO MEDIA Contract: California AEPA-025F K-12 (025-F)	120	5988499	$32.00	$3,840.00
HP Fortis G11 14" Chromebook - HD - Intel N-Series N100 - 8 GB - 64 GB Flas Mfg. Part#: 9R391UT#ABA Contract: California AEPA-025F Chromebook (025-F)	120	7774416	$366.00	$43,920.00

Adjusted to 125=$50625

SUBTOTAL	$48,600.00
SHIPPING	$0.00
SALES TAX	$0.00
GRAND TOTAL	**$48,600.00**

PURCHASER BILLING INFO	DELIVER TO
Billing Address: CORAL ACADEMY OF SCIENCE (LV) ACCTS PAYABLE 8965 S EASTERN AVE STE 280 LAS VEGAS, NV 89123-4898 **Phone:** (702) 269-8512 **Payment Terms:** NET 30 Days-Govt/Ed	**Shipping Address:** CADENCE CAMPUS HAMZA CENGIZ 10 CADENCE CREST AVE HENDERSON, NV 89011 **Shipping Method:** TForce Messenger Overnite 2:00pm
	Please remit payments to:

CDW Government
75 Remittance Drive
Suite 1515
Chicago, IL 60675-1515



Sales Contact Info

Justin Green | (877) 325-8041 | JUSTGRE@CDWG.COM

Need Help?

 My Account

 Support

 Call 800.800.4239

About Us | Privacy Policy | Terms and Conditions

This order is subject to CDW's Terms and Conditions of Sales and Service Projects at
http://www.cdwg.com/content/terms-conditions/product-sales.aspx
For more information, contact a CDW account manager.

© 2026 CDW•G LLC, 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239

Coversheet

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

Section: II. Consent Agenda
Item: F. Report of Purchases and Expenses Between $10,000 and $25,000 (Information)
Purpose: FYI
Submitted by:
Related Material: Expenses over $10,000 - 3.10.26.pdf

	Campus	Vendor	Category	Source	Description	Amount	MIP #
1	Central Office	Divine Line	Marketing	General Fund	SWAG Items for Community Events	$10,531.65	09-EN-23557
2	Nellis AFB	2Teach Global	Professional Development	CSGF Grant	PD and Consulting Services for Nellis AFB	$24,750.00	09-EN-23607
3	Cadence	Franklin Covery Client Sales	Curriculum	General Fund	Franklin Covey Membership and Curriculum	$14,141.83	09-EN-23611
4	All Campuses	Educational Networks	Technology	General Fund	School web site pro CMS annual subscription	$21,600.00	09-EN-23771
5	Eastgate	Crawford Door Sales	Facilities	General Fund	New front doors	$19,410.00	09-EN-23857
6	Centennial Hills	Harris Las Vegas	Facilities	General Fund	New HVAC Maintenance	$21,000.00	09-EN-23882
7	Centennial Hills	Harris Las Vegas	Facilities	General Fund	Replacement unit for RTU 14	$14,761.55	09-EN-3923
8	Sandy Ridge	Busco, Inc.	Transportation	Student Program Fees	Transportation to Six Flags	$12,420.00	09-EN-24007
9	Sandy Ridge	Disneyland Resort	Student Activities	Student Program Fees	Disney Graduation Night for Class of 2026 Seniors	$34,647.00	09-EN-24021
10	Sandy Ridge	Six Flags Magic Mountain	Student Activities	Student Program Fees	Admission Tickets	$11,920.00	09-EN24028
11	Cadence	Navigate360	Software	General Fund	Subscription Services	$17,665.00	09-EN-24164

Coral Academy of Science Las Vegas

8985 S. Eastern Ave., Suite 375
Las Vegas, NV 89123
(702)776-6529
Nick Sarisahin

PURCHASE ORDER
09-EN-23557

Vendor Information	Shipping Information
Divine Line 7862 Nestor Creek Ln North Las Vegas, NV 89084 Phone - / Fax -	8985 S. Eastern Ave., Suite 375 Las Vegas, NV 89123 (702)776-6529 Nick Sarisahin

Date	Require Date	Prepared By	Workflow	Status	Description
01/22/2026	02/01/2026	Andrea Shepard	Central Office	Purchasing Documents	CASLV Swag Bag Items for Community Events

OK, Andrea S. needs to add it to the "Expenses $10K-$25K in Board Information package – Ercan

CASLV Swag Bag Items for Community Events

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		0610 100 000 100 2500	N/A	CASLV Highliters	2,250.00	0.000	2,250.00
1	EA	0		0610 100 000 100 2500	N/A	CASLV Bouncy Balls, Straw Toppers, & Toy	8,281.65	0.000	8,281.65

Approved

Approval Information

Ercan Aydogdu	Exec. Director - Approved 10,531.65	01/22/2026 10:02 AM
Nick Sarisahin	CFO - Approved 10,531.65	01/22/2026 8:27 AM
Yucel Korkmaz	Accounting Manager - Approved 10,531.65	01/22/2026 8:25 AM
Andrea Shepard	Requester - Submitted 10,531.65	01/22/2026 7:47 AM

TOTAL	$10,531.65

Please email invoices to (PREFERRED):
accountspayable@coralacademylv.org

Or mail invoices to: ***NEW BILLING ADDRESS***
Coral Academy of Science Las Vegas – Central Office
8985 S. Eastern Ave., Ste. 375
Las Vegas, NV 89123

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Control No. 138619

Thursday, January 22, 2026 Page 1 of 1

Divine Line

INVOICE

Divine Line
7862 Nestor Creek Ln
N Las Vegas, NV 89084

Phone: 702.561.7606
Email: tcoons@divineline.me

PO/Ref #: 20240913
Job #: 11573
Date: Jan 6, 2026

Bill To:

Coral Academy of Las Vegas
Andrea Shepard
8985 S. Eastern Ave. #375
Las Vegas, NV 89123

Phone: (702) 776-6529 x112
Email: ashepard@coralacademylv.org

Ship To:

Coral Academy of Las Vegas
Andrea Shepard
8985 S. Eastern Ave. #375
Las Vegas, NV 89123

Phone: (702) 776-6529
Email: ashepard@coralacademylv.org

Salesperson	Ship Via	Shipping/Delivery Date	Payment Terms
Todd Coons			

Qty	Item #	Description	Unit Price USD	Ext. Price USD
10000	GPJLZ084	Five-Color Highlighter Color: 2000 of each color; Imprint: CASLV - White Imprint	$0.16	$1,600.00
	ADDCHG	Additional charges for Five-Color Highlighter Setup Charge: $50.00	$50.00	$50.00

Subtotal	$1,650.00
Shipping	$600.00
Tax	EXEMPT
Total (USD)	**$2,250.00**

Artwork/File Attachments:

1 file was attached to this document:

- Highlighter.pdf

TO DOWNLOAD THESE FILES, CLICK THIS LINK:
https://www.sageorders.com/10948157/100346/files.htm

Divine Line

INVOICE

Divine Line
7862 Nestor Creek Ln
N Las Vegas, NV 89084

Phone: 702.561.7606
Email: tcoons@divineline.me

PO/Ref #:
Job #: 11569
Date: Jan 6, 2026

Bill To:

Coral Academy of Las Vegas
Andrea Shepard
8985 S. Eastern Ave. #375
Las Vegas, NV 89123

Phone: (702) 776-6529
Email: ashepard@coralacademylv.org

Ship To:

Coral Academy of Las Vegas
Andrea Shepard
8985 S. Eastern Ave. #375
Las Vegas, NV 89123

Phone: (702) 776-6529
Email: ashepard@coralacademylv.org

Salesperson	Ship Via	Shipping/Delivery Date	Payment Terms
Todd Coons			

Qty	Item #	Description	Unit Price USD	Ext. Price USD
20000	SMCYCD666403	 Luminous Bouncy Ball Color: TBD; Imprint: 1 Color, 1 Location	$0.10	$2,000.00
	ADDCHG	Additional charges for Luminous Bouncy Ball Setup Charge: $50.00	$50.00	$50.00
10000	USCF1079	 Silicone Straw Topper Color: Blue; Imprint: 1 Color, 1 Location	$0.45	$4,500.00
	ADDCHG	Additional charges for Silicone Straw Topper Setup Charge: $60.00	$60.00	$60.00
12000	GLICH049	 Intellectual Development Toy Color: Multi; Imprint: Blank All prices include shipping	$0.124	$1,488.00

Subtotal	$8,098.00
Shipping	$183.65
Tax	EXEMPT
Total (USD)	**$8,281.65**

Coral Academy of Science Las Vegas

8985 S. Eastern Ave., Suite 375
Las Vegas, NV 89123
(702)776-6529
Nick Sarisahin

PURCHASE ORDER
09-EN-23607

Vendor Information	Shipping Information
2Teach Global 8408 Jason Ave West Hills, CA 91304 Phone - / Fax -	8985 S. Eastern Ave., Suite 375 Las Vegas, NV 89123 (702)776-6529 Nick Sarisahin

Date	Require Date	Prepared By	Workflow	Status	Description
01/25/2026	02/04/2026	Mustafa Gunozu	Central Office	Purchasing Documents	PD and Consulting Services for Nellis AFB (Coteaching & SPED instruction)

Tam: PP

CSGF Grant will be used to fund the project.
OK, Andrea S. needs to add it to the "Expenses $10K-$25K in Board Information package – Ercan

The project will develop a clear, actionable understanding of current co-teaching practices in grades 2–8 and provide leaders with prioritized recommendations and a strategic support plan for co-teaching teams in Spring 2026. 2Teach Global will partner with the leadership team to collect perception and implementation data, analyze trends to identify key priorities, help translate findings into a strategic plan, and offer targeted professional learning support, with services provided specifically to the CASLV Nellis AFB campus

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		0320 100 000 100 1000	N/A	PD and Consulting Services for Nellis AFB	24,750.00	0.000	24,750.00

Approved

Approval Information

Ercan Aydogdu	Exec. Director - Approved 24,750.00	02/03/2026 8:03 PM
Nick Sarisahin	CFO - Approved 24,750.00	02/03/2026 9:40 AM
Yucel Korkmaz	Accounting Manager - Approved 24,750.00	02/03/2026 9:35 AM
Mustafa Gunozu	Requester - Submitted 24,750.00	02/03/2026 8:36 AM

TOTAL	$24,750.00

Please email invoices to (PREFERRED):
accountspayable@coralacademylv.org

Or mail invoices to: ***NEW BILLING ADDRESS***
Coral Academy of Science Las Vegas – Central Office
8985 S. Eastern Ave., Ste. 375
Las Vegas, NV 89123

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Control No. 138693

Friday, February 6, 2026 Page 1 of 1

2TEACH GLOBAL
CHAMPIONING INCLUSIVE PRACTICES AROUND THE GLOBE

SERVICE AGREEMENT

This Contract for Services is made effective as 1/22/2026 by Coral Academy and 2Teach Global LLC (2Teach) of 701 Monumental Dr. Williamsburg, VA 23185.

1. DESCRIPTION OF SERVICES. Beginning on 2/13/2026 and through 6/30/27, 2Teach will provide to Client the services described in the attached Exhibit (collectively, the "Services").

2. PAYMENT. The physical address of 2Teach® Global is 701 Monumental Avenue, Williamsburg, VA 23185. However, payment shall be made to 2Teach® Global at 8408 Jason Ave. West Hills, California 91304 (mailing address) in the form of a check **or** via Wire Transfer / ACH Routing No. 322271627, Account No. 955693939 with the receiving Bank Name: JP Morgan Chase. Payment is due upon completion of the services described in this Contract and will be paid **within 15 days** of receiving the invoice.

Client shall pay all costs of collection, including without limitation, reasonable attorney fees. In addition to any other right or remedy provided by law, if Client fails to pay for the Services when due, 2Teach has the option to treat such failure to pay as a material breach of this Contract and may cancel this Contract and/or seek legal remedies.

3. TERM. This Contract will terminate automatically upon completion by 2Teach of the Services required by this Contract.

4. CONFIDENTIALITY. 2Teach, and its employees, agents, or representatives will not at any time or in any manner, either directly or indirectly, use for the personal benefit of 2Teach, or divulge, disclose, or communicate in any manner, any information that is proprietary to Client. 2Teach and its employees, agents, and representatives will protect such information and treat it as strictly confidential. This provision will continue to be effective after the termination of this Contract. Any oral or written waiver by Client of these confidentiality obligations which allows 2Teach to disclose Client's confidential information to a third party will be limited to a single occurrence tied to the specific information disclosed to the specific third party, and the confidentiality clause will continue to be in effect for all other occurrences.

5. DEFAULT. The occurrence of any of the following shall constitute a material default under this Contract:

a. The failure to make the required payment when due.

b. The insolvency or bankruptcy of either party.

c. The subjection of any of either party's property to any levy, seizure, general assignment for the benefit of creditors, application, or sale for or by any creditor or government agency.

d. The failure to make available the Services in the time and manner provided for in this Contract.

6. REMEDIES. In addition to any and all other rights a party may have available according to law, if a party defaults by failing to substantially perform any provision, term or condition of this Contract (including without limitation the failure to make a monetary payment when due), the other party may terminate the Contract by providing written notice to the defaulting party. This notice shall describe with sufficient detail the nature of the default. The party receiving such notice shall have 10 days from the effective date of such notice to cure the default(s). Unless waived in writing by a party providing notice, the failure to cure the default(s) within such time period shall result in the automatic termination of this Contract.

7. FORCE MAJEURE. If performance of this Contract or any obligation under this Contract is prevented, restricted, or interfered with by causes beyond either party's reasonable control ("Force Majeure"), and if the party unable to carry out its obligations gives the other party prompt written notice of such event, then the obligations of the party invoking this provision shall be suspended to the extent necessary by such event. The term Force Majeure shall include, without limitation, acts of God, fire, explosion, vandalism, storm or other similar occurrence, orders or acts of military or civil authority, or by national emergencies, insurrections, riots, or wars, or strikes, lockouts, work stoppages, or supplier failures. The excused party shall use reasonable efforts under the circumstances to avoid or remove such causes of non-performance and shall proceed to perform with reasonable dispatch whenever such causes are removed or ceased. An act or omission shall be deemed within the reasonable control of a party if committed, omitted, or caused by such party, or its employees, officers, agents, or affiliates.

8. CANCELLATION POLICY. Cancellation or postponement/rescheduling of service(s) made ***within 30 days*** before scheduled date, Client will be invoiced for ***all incurred travel expenditures.*** For cancellations or postponement/rescheduling of service(s) made ***within 7 days*** of scheduled date, Client will be ***invoiced 50% of the contracted rate and invoiced for all incurred travel expenditures*** (unless travel was included in the contracted rate). If the last-minute cancellation/postponement is due to a “Force Majeure,” only expended expenses that cannot be recuperated will be invoiced.

9. CUSTOMIZATION. For customization that falls outside of what is deemed to be the standard professional development, 2TG may offer customization at $250 per hour. 2TG reserves the right to evaluate the customization requests before committing to implement them.

10. ENTIRE AGREEMENT. This Contract contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written concerning the subject matter of this Contract. This Contract supersedes any prior written or oral agreements between the parties.

11. SEVERABILITY. If any provision of this Contract will be held to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable. If a court finds that any provision of this Contract is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision will be deemed to be written, construed, and enforced as so limited.

12. AMENDMENT. This Contract may be modified or amended in writing by mutual agreement between the parties, if the writing is signed by the party obligated under the amendment.

13. GOVERNING LAW. This Contract shall be construed in accordance with the laws of the State of California.

14. NOTICE. Any notice or communication required or permitted under this Contract shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such other address as one party may have furnished to the other in writing.

15. WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Contract shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Contract.

16. ATTORNEY'S FEES TO PREVAILING PARTY. In any action arising hereunder or any separate action pertaining to the validity of this Agreement, the prevailing party shall be awarded reasonable attorney's fees and costs, both in the trial court and on appeal.

17. CONSTRUCTION AND INTERPRETATION. The rule requiring construction or interpretation against the drafter is waived. The document shall be deemed as if it were drafted by both parties in a mutual effort.

18. Special Charter School Mandates.

(a) All CASLV obligations are not the obligations, directly or indirectly, in whole or in part, of the State of Nevada, State Public Charter School Authority, or State Department of Education.

(b) If Contractor's annual amount to perform hereunder exceeds $50,000, Contractor hereby certifies that it is not currently engaged in, and will not during the term of this Agreement engage in, a boycott of Israel as defined in NRS 332.065.

(c) Contractor represents and warrants that it has not, and covenants that it shall not, offer, gift, or transfer, whether directly or indirectly, a gift, commission, or other benefit to any CASLV director, officer, or employee, now or in the future.

(d) Contractor will not discriminate against any person on the basis of race, color, religion, national origin, sex, marital status, disability, or other classification protected by Law.

(e) Nothing herein constitutes a waiver of the protections and immunities in NRS Chapter 41 or similar state and federal laws.

(f) The provisions of the Agreement are enforceable only to the extent they are compliant with applicable law and regulation.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the date first above written. _____ for Client, and Wendy Lochner for 2Teach Global, LLC , effective as of the date first above written.

Service Recipient: Coral Academy

By: _____

Title:_____

Service Provider:
2Teach Global, LLC

By: _____
Wendy Lochner (Chief Operating Officer)

Appendix A

2Teach Global Proposal Prepared for Coral Academy

Requirements/Scope of Work:
To develop a clear, actionable picture of current co-teaching implementation across grades 2–8 and provide leadership with prioritized recommendations and a strategic plan of support for co-teaching teams during the Spring of 2026.

Project Overview
2Teach Global (2TG) will partner with your leadership team to (1) gather perception and implementation data using a Co-Teaching Core Competency self-survey and structured classroom observations, (2) analyze trends and identify priority "Big Rocks," (3) assist Coral Academy team in translating findings into a strategic plan, and (4) Provide targeted support through professional learning.

Proposed Timeline (to be confirmed with the District/School)
- Step 1: Self-Survey window (recommended 5–10 instructional days).
- Step 2: Three-day onsite observation visit (14 observations across grades 2–8).
- Step 3: Preliminary data analysis and summary of "Big Rocks" (recommended within 21 business days of the observation visit).
- Step 4: 3-hour technical assistance planning session with Administration.
- Step 5: One-day onsite co-teaching professional development aligned to the strategic plan.

Terms
- Onsite work is billed at $5,000 per day and is inclusive of travel and per diem.
- Virtual work is billed at $4,000 per day/$667 per hour
- Webinars billed at $750 per webinar and may be recorded
- Observations are non-evaluative and are designed to support instructional improvement.

Proposed Spring 2026 Schedule			
Date	Title	Description	Cost
February	Co-teaching Core Competencies Introduction	Staff members will be briefed on the Co-teaching Core Competencies in preparation of the CTCC Self Survey. 3 Hour Virtual Session led by 2Teach Global in collaboration with Coral Academy Admin	$2000
February	Co-Teaching Core Competency Needs Assessment (Self-Survey)	Staff members will utilize the Co-Teaching Core Competency Self-Survey and reflect on their co-teaching implementation. They will rate themselves on the 22 core competencies. This data will be used by Administration to develop a strategic plan of support to co-teaching teams.	$0
February - March	Co-Teaching Observations (Onsite)	A 2TG Associate will conduct on-site classroom observations to support inclusive co-teaching practices. Observations are intended for instructional support (not evaluation) and include documentation aligned to the Co-Teaching Core Competency framework and/or inclusive practices tools. Each observation includes a brief debriefing session and a written summary of strengths and next steps. 2 observations per grade level (grades 2–8) for a total of 14 classroom observations delivered over 3 onsite days.	$15,000
March-May	Data Analysis (Self-Survey + Observation Data)	2TG will provide a preliminary analysis of self-survey and observation data. Based on trends, 2TG will identify priority "Big Rocks" for consideration to inform next-step supports.	$1000

March-May	Technical Assistance (Leadership Planning Session)	1 hour Virtual planning sessions with Administration to review analysis and co-develop a strategic plan to support co-teaching teams (priorities, sequencing, owners, and near-term implementation actions).	$1,000
March-May	Co-Teaching Professional Development (Onsite)	One full-day onsite professional learning experience for co-teaching teams aligned to the results of data analysis and the strategic plan. Content will focus strengthening co-planning, co-instructing, co-assessing, and inclusive outcomes. *May be Virtual or Onsite. May be broken into 2 half day virtual sessions.*	$5,000
	Webinars	(1) 1 Hour Virtual Webinars. Topics to be based on data analysis and requests from Staff.	$750
		Spring 2026 Total:	**$24,750**

Coral Academy of Science Las Vegas

8985 S. Eastern Ave., Suite 375
Las Vegas, NV 89123
(702)776-6529
Nick Sarisahin

PURCHASE ORDER
09-EN-23611

Vendor Information	Shipping Information
Franklin Covey Client Sales, Inc PO Box 17994 Denver, CO 80217-0994 Phone - / Fax -	10 Cadence Crest Parkway Henderson, NV 89011 (702)776-8800 Deb Freeth

Date	Require Date	Prepared By	Workflow	Status	Description
01/26/2026	02/05/2026	Deb Freeth	CASLV Cadence	Purchasing Documents	Franklin Covey Membership and Curriculum - April Feldman

OK, Andrea S. needs to add it to the "Expenses $10K-$25K in Board Information package – Ercan

Student membershipCurriculum

Qty	Unit Type	Qty Rec'd	Received Date	Account Information		Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		0810 100 000 87316	100 1000	N/A	Franklin Covey Membership	12,608.00	0.000	12,608.00
1	EA	0		0653 100 000 87316	100 1000	N/A	Franklin Covey Curriculum	1,533.83	0.000	1,533.83

Approved

Approval Information

Ercan Aydogdu	Exec. Director - Approved 14,141.83	01/26/2026 2:48 PM
Nick Sarisahin	CFO - Approved 14,141.83	01/26/2026 10:23 AM
Yucel Korkmaz	Purchasing Manager - Approved 14,141.83	01/26/2026 10:21 AM
Emrullah Eraslan	Local Purchase Approver - Approved 14,141.83	01/26/2026 8:41 AM
Deb Freeth	Requester - Submitted 14,141.83	01/26/2026 8:19 AM

TOTAL	$14,141.83

Please email invoices to (PREFERRED):
accountspayable@coralacademylv.org

Or mail invoices to: ***NEW BILLING ADDRESS***
Coral Academy of Science Las Vegas – Central Office
8985 S. Eastern Ave., Ste. 375
Las Vegas, NV 89123

This Purchase Order Authorizes the purchase of the items or services in the quantities and the amounts specified above by the purchaser identified above on the presentation of proper identification at time of purchase.

The Purchase Order # number must appear on billing invoices and packages and billing of the purchase must be submitted to the address shown above.

Control No. 138697

Tuesday, January 27, 2026 Page 1 of 1

FranklinCovey

INVOICE

BILL TO:

Emrullah Eraslan
Coral Academy of Science Las Vegas - Cadence Campus
10 Cadence Crest Avenue
Henderson, NV 89011
United States

Invoice #: S100066567
Invoice Date: 7/30/2025
Customer #: 400133085
P.O. #: 09-EN-19239
Payment Terms: Net30
Project #: 110008400-006
Page #: 1 of 1

Federal ID # 87-0561601 Dun & Bradstreet # 01-229-0503

Reference #		Part #	Description	Quantity	Unit Price	Extended Price
Ship to:			**Coral Academy of Science Las Vegas - Cadence Campus** **April Feldman** **10 Cadence Crest Avenue Henderson, NV 89011 United States**			
IS10842751		78590	Curriculum Companion Level K: Student Edition	130	7.75	1,007.50
		78595	Curriculum Companion Level 5: Student Edition	168	7.75	1,302.00
		78594	Student Curriculum Companion Level 4	168	7.75	1,302.00
		78593	Curriculum Companion Level 3: Student Edition	168	7.75	1,302.00
		78592	Student Curriculum Companion Level 2	130	7.75	1,007.50
		78591	Student Curriculum Companion Level 1	130	7.75	1,007.50
		S&H	Shipping & Handling	1	1,272.00	1,272.00
			Payment by - Sponsor Payment			-6,666.67

Total Charges:	8,200.50
Tax:	0.00
Credits:	-6,666.67
Amount Due:	**USD 1,533.83**

REMIT TO:

Franklin Covey Client Sales, Inc.
PO Box 17994
Denver, CO 80217-0994
United States
888-740-1776
Epayments@FranklinCovey.com

BILLING INQUIRIES

(888)740-1776 / ARHelp@FranklinCovey.com

FranklinCovey

INVOICE

BILL TO:

Coral Academy of Science Las Vegas - Cadence Campus
Emrullah Eraslan
10 Cadence Crest Avenue
Henderson, NV 89011
United States

Invoice #: IS10842192
Invoice Date: 7/28/2025
Customer #: 400133085
P.O. #: 09-EN-19239
Payment Terms: Net30
Page #: 1 of 1
Project Date: 7/28/2025
Project #: 110008400-001

Federal ID # 87-0561601

Dun & Bradstreet # 01-229-0503

Part #	Description	Unit Price	Quantity	Extended Price
Ship to:	**Coral Academy of Science Las Vegas - Cadence Campus** **April Feldman** **10 Cadence Crest Avenue Henderson, NV 89011 United States**			
	Membership per Student 7/28/2025 - 7/27/2026	7.88	1,600	12,608.00

Total Charges:	12,608.00
Tax:	0.00
Amount Due:	**USD 12,608.00**

REMIT TO:

Franklin Covey Client Sales, Inc.
PO Box 17994
Denver, CO 80217-0994
888-740-1776
Remittance to:
Epayments@FranklinCovey.com

BILLING INQUIRIES

(888)740-1776 / ARHelp@FranklinCovey.com

Coral Academy of Science Las Vegas

8985 S. Eastern Ave., Suite 375
Las Vegas, NV 89123
(702)776-6529
Nick Sarisahin

PURCHASE ORDER
09-EN-23771

Vendor Information

Educational Networks
901 Ponce De Leon Blvd Ste 508
Coral Gables, FL 33134
Phone - / Fax -

Shipping Information

8985 S. Eastern Ave., Suite 375
Las Vegas, NV 89123
(702)776-6529
Nick Sarisahin

Date	Require Date	Prepared By	Workflow	Status	Description
02/04/2026	02/14/2026	Omer Arikan (Frank Lion)	Central Office	Purchasing Documents	School web Site Pro CMS annual subscription

Tam: PP

Please allocate by campus
OK, Andrea S. needs to add it to the "Expenses $10K-$25K in Board Information package – Ercan

School web Site Pro CMS annual subscription

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		0652 100 000 100 2500 87313	N/A	TM-School web Site Pro CMS annual subscription	1,512.00	0.000	1,512.00
1	EA	0		0652 100 000 100 2500 87314	N/A	WM-School web Site Pro CMS annual subscription	1,512.00	0.000	1,512.00
1	EA	0		0652 100 000 100 2500 87312	N/A	SR-School web Site Pro CMS annual subscription	3,456.00	0.000	3,456.00
1	EA	0		0652 100 000 100 2500 87310	N/A	CH-School web Site Pro CMS annual subscription	2,808.00	0.000	2,808.00
1	EA	0		0652 100 000 100 2500 87315	N/A	E-School web Site Pro CMS annual subscription	2,376.00	0.000	2,376.00
1	EA	0		0652 100 000 100 2500 87311	N/A	N-School web Site Pro CMS annual subscription	3,456.00	0.000	3,456.00
1	EA	0		0652 100 000 100 2500 87316	N/A	C-School web Site Pro CMS annual subscription	6,480.00	0.000	6,480.00

Approved

Control No. 139177

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total

Approved

Approval Information

Ercan Aydogdu	Exec. Director - Approved 21,600.00	02/04/2026 3:06 PM
Nick Sarisahin	CFO - Approved 21,600.00	02/04/2026 1:26 PM
Yucel Korkmaz	Accounting Manager - Approved 21,600.00	02/04/2026 1:24 PM
Omer Arikan	Requester - Submitted 21,600.00	02/04/2026 1:07 PM

TOTAL	$21,600.00

Please email invoices to (PREFERRED):
accountspayable@coralacademylv.org

Or mail invoices to: ***NEW BILLING ADDRESS***
Coral Academy of Science Las Vegas – Central Office
8985 S. Eastern Ave., Ste. 375
Las Vegas, NV 89123

This Purchase Order Authorizes the purchase of the items or services in the quantities and the amounts specified above by the purchaser identified above on the presentation of proper identification at time of purchase.

The Purchase Order # number must appear on billing invoices and packages and billing of the purchase must be submitted to the address shown above.

Control No. 139177

Friday, February 6, 2026 Page 2 of 2

EDUCATIONAL NETWORKS

Quote and Renewal Instructions for SchoolSitePro
Website Content Management System
for "Coral Academy of Science Las Vegas"

Quote valid until 04/04/2026

Please use the following information to create a purchase order.

Vendor Name :	Educational Networks, Inc.
Mailing Address :	901 Ponce De Leon Blvd., Suite 201 Coral Gables, FL 33134

Product Description	Units	Unit Price
SchoolSitePro CMS annual subscription (03/15/2026 to 03/15/2027)	1	$21,000.00
Branded Mobile App	1	$600.00
	Total	**$21,600.00**

If you have a purchase order, please send it via email or fax.

Email: renewals@educationalnetworks.net
Fax: (646) 619-4760

Alternatively, you can also send your purchase order to our mailing address (see above address.)

If you do not need to generate a purchase order, and need an invoice to make the payment for your subscription renewal, please call Educational Networks toll-free at (866) 526-0200, or email us at renewals@educationalnetworks.net.

If you do not need an invoice, please send your check (payable to "Educational Networks") with a copy of this document to our mailing address (see above address.)

Thank you for choosing Educational Networks. We appreciate your business and look forward to continuing to serve you and your school.

Coral Academy of Science Las Vegas

7777 Eastgate Rd.
Henderson, NV 89011
(702)489-9797

PURCHASE ORDER
09-EN-23857

Vendor Information	Shipping Information
Crawford Door Sales of Nevada Limited 6225 S. Valley View BlvdSte. D Las Vegas, NV 89118 Phone - / Fax -	7777 Eastgate Rd. Henderson, NV 89011 (702)489-9797

Date	Require Date	Prepared By	Workflow	Status	Description
02/10/2026	02/20/2026	Anthony Vu	CASLV Eastgate	Purchasing Documents	New Front Doors

TV: PP

OK, Andrea S. needs to add it to the "Expenses $10K-$25K in Board Information package – Ercan

Preferred Vendor: Crawford DoorsW9 attached.All need to be replaced. Current doors became a safety issue after recent power outage - they weren't able to be locked.

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		0430 100 000 100 2600 87315	N/A	New Front Doors	19,410.00	0.000	19,410.00

Approved

Approval Information

Ercan Aydogdu	Exec. Director - Approved 19,410.00	02/13/2026 10:54 AM
Nick Sarisahin	CFO - Approved 19,410.00	02/10/2026 3:19 PM
Yucel Korkmaz	Purchasing Manager - Approved 19,410.00	02/10/2026 2:45 PM
Tiffany Bailey	Local Purchase Approver - Approved 19,410.00	02/10/2026 12:16 PM
Anthony Vu	Requester - Submitted 19,410.00	02/10/2026 11:34 AM

TOTAL	$19,410.00

Please email invoices to (PREFERRED):
accountspayable@coralacademylv.org

Or mail invoices to: ***NEW BILLING ADDRESS***
Coral Academy of Science Las Vegas – Central Office
8985 S. Eastern Ave., Ste. 375
Las Vegas, NV 89123

This Purchase Order Authorizes the purchase of the items or services in the quantities and the amounts specified above by the purchaser identified above on the presentation of proper identification at time of purchase.

The Purchase Order # number must appear on billing invoices and packages and billing of the purchase must be submitted to the address shown above.

Control No. 139358

Tuesday, February 17, 2026 Page 1 of 1

Crawford Door Sales of Nevada, LTD
6225 South Valley View Blvd., Suite D
Las Vegas, NV 89118
Phone : (702) 796-3667
Fax: (702) 796-3668
www.CrawfordDoorNV.com

Proposal #:	14280

Proposal Date: 1/27/2026

Bill To:

General Proposal

Project:

Coral Academy
7777 Eastgate
Henderson, NV

SALES REP: JW
EMAIL: Jwilson@cdsofn.com
O: (702) 796-3667

P.O. No.

WE PROPOSE TO FURNISH AND INSTALL FOR THE SUM OF: $ 19,410.00

MAIN ENTRY DOOR REPLACEMENT : (2) pairs of 6/0 8/0 doors.

- Remove and dispose of (2) existing pairs of Herculite doors and all hardware. (existing access control wiring may stay)
- Frame in opening with 2" x 4.5" aluminum storefront to reduce opening to 76" x 96".
- Furnish and install (2) new pairs of 6/0 8/0 wide stile glass aluminum doors with clear anodized finish.
- (4) 95" AL finish full surface hinges for doors to be secured to frame. (outswing only)
- 1" insulated glass with factory tint to match existing glass as best possible.
- Concealed vertical rod exit devices with hex dogging on all doors with keyed cylinders exterior on 1 door per pair.
- Exterior offset C-pulls on entry pair of doors. No exterior pull handles on exit pair of doors.
- Dual 1200 lb mag lock on main entry pair tied into existing access control system.
- 5" wide by 1/2" tall aluminum threshold at each opening.
- (4) 44CI AL finish surface mounted door closers.

- All conduit, disconnects, power and control wiring, mounting of all control stations and safety devices, hookups and final connections by others by no cost to CDSN unless noted differently above

- Necessary permits, bonds, inspections, certifications and licenses by others at no cost to CDSN
- All work is to be performed during regular working hours unless noted differently above.
- Any engineering stamps by a licensed engineer in the State of Nevada required on this job is by others at no cost to CDSN.
- Demo, drywall, paint, finish work & flooring by others

WARRANTY - ONE YEAR ON NEW MATERIAL. 30 DAYS ON LABOR

LEAD TIME: 4-5 weeks

_____
Accepted - Signature of Contractor/Owners Agent

_____
Accepted - Print Name

DATE: ____/____/____

2H Construction Inc.

State Contractor Lic. #77336 & 77337

6425 W. Sahara, #200
Las Vegas, NV 89146
(702)362-4118 Fax (702)362-3043 Cell㉿435)668-2996

Proposal

Attn: **Anthony Vu** Page No. **1** of **1** Pages

PROPOSAL SUBMITTED TO	PHONE	DATE
Coral Academy of Science	(702) 776-6529	02/02/2026
STREET	JOB NAME	
8985 S. Eastern Ave Ste. 375	Front Doors	
CITY, STATE ZIP	JOB LOCATION	
Las Vegas, NV 89123	7777 Eastgate Rd Henderson, NV 89011	
	EMAIL	
	avu@coralacademylv.org	

We propose to furnish labor, materials, equipment and supervision to complete:

Scope of Work

New Front Entry Doors

- **Remove and dispose of (2) existing pair of doors and all hardware. (existing access control wiring may stay -- Frame in opening with 2" x 4.5" aluminum storefront to reduce opening to 76" x 96".**
- **-- Furnish and install (2) new pairs of 6/0 8/0 wide stile glass aluminum doors with clear anodized finish.**
- **-- (4) 95" AL finish full surface hinges for doors to be secured to frame. (outswing only)**
- **-- 1" insulated glass with factory tint to match existing glass as best possible.**
- **-- Concealed vertical rod exit devices with hex dogging on all doors with keyed cylinders exterior on 1 door per pair.**
- **-- Exterior offset C-pulls on entry pair of doors. No exterior pull handles on exit pair of doors.**
- **-- Dual 1200 lb mag lock on main entry pair tied into existing access control system.**
- **-- 5" wide by 1/2" tall aluminum threshold at each opening.**
- **-- (4) 44CI AL finish surface mounted door closers.**

We propose to furnish material and labor – complete in accordance with the above specifications, for the sum of

Twenty-Three Thousand Eight-Hundred Ninety-Five Dollars and No Cents **$23,895.00**

Other Provisions

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurances. Our workers are fully covered by Workman's Compensation Insurance. The parties agree that any dispute shall be litigated in the 8th Judicial District Court, or Justice Court, Clark County, Nevada with the court applying Nevada law. The prevailing party shall be entitled to an award of reasonable attorney fees and costs against the non-prevailing party. Upon execution of the proposal, said proposal becomes a legally binding contract between the parties. Any changes to this contract must be in writing and signed by and between the parties.

Authorized by:

Spencer Hardy – Estimator

Estimator Signature:

_____

ACCEPTANCE of PROPOSAL The above prices, specifications, and conditions are satisfactory and hereby accepted. You are authorized to do this work.

Client Name:_____ **Date of Acceptance:**

_____

Signature: _____

VORTEX®

PROPOSAL

1-800-698-6783

To	Site	Date
CORAL ACADEMY OF SCIENCE 8965 S EASTERN AVE #375 LAS VEGAS NV 89123	CORAL ACADEMY OF SCIENCE 7777 EASTGATE RD HENDERSON, NV 89011	1/29/2026

Attn. ANTHONY VU

Ref. #	Phone / Fax	Job Phone
sq-533337		(702) 776-6529

In accordance with the terms and conditions stated hereinafter, and on the following pages, we propose to provide the following doors and / or repair work (hereinafter referred to as the "Product") on the following terms.

Hi Anthony,
Thanks for the call and for allowing me to visit your facility to look at the doors you would like to have installed. Please review this proposal to have a new pair of doors installed in your main office. If you have any questions, please do not hesitate to let me know.
Thank you,
Mark Fiorillo

LEAD TIME 5-7 WEEKS

We propose to furnish, deliver, and install the following subject to the terms noted below:
Main Office - Two new **Pairs** of **Glass and Aluminum Storefront Doors** for your existing opening with the following benefits:

- **Narrow-stiles and rail for full view**
- **Clear aluminum anodized finish door for corrosion resistance**
- **New deadbolt lock and cylinder guard**
- **New keyed cylinder on exterior and thumb turn on interior**
- **Entry & exit pull or push handles for easy access**
- **10" bottom rails for wheelchair access compliance**
- **Clear tempered glass secured by new glass stops.**

We will secure the new doors into place, align for proper clearance, lubricate all moving parts, adjust the closing speed for ADA Requirements, test the locking system, clean the glass and surrounding area, and perform our Quality Assurance & Safety Check to insure safe and proper operation of the complete door system.

FOR THE TOTAL NET SUM OF……..$22,426.00

Please note this bid INCLUDES the following:

1. Vortex Exclusive **three (3) year Limited Warranty**.
2. Adjustments to meet ADA Compliance Codes where hardware is compliant.
3. Work to be scheduled during regular business hours (M-F 7:30a-4:30p) unless otherwise stated.
4. Removal and disposal of damaged material.

Please note this bid DOES NOT INCLUDE the following:

1. Re-keying to match existing keys.
2. Any hidden conditions, damage or finish paint.

Please email signed proposal to: LASSC@VortexDoors.com
(702) 222-9185
License # 38756, 39187, 58010
Limit Amount: $2,500,000

Thank you for the opportunity to bid on this project.

☒ Customer to list days or hours Vortex cannot do the work: _____

Payment Terms: 0 % on deposit. Balance due upon Completion.

This offer is good for 30 days. **SIGNED COPY MUST BE RETURNED TO OUR OFFICE WITH DEPOSIT**. Offer may be revoked by Vortex at any time prior to acceptance. Hidden or unanticipated damages and/or services not included in proposal. Proposal also does not include costs of prevailing wages, if required, unless specifically identified herein.

NOTICE TO PROPERTY OWNER: If bills are not paid in full for the labor, services, equipment, or materials furnished or to be furnished, a mechanic's lien leading to the loss, through court foreclosure proceedings, of all or part of your property being so improved may be placed against the property even though you have paid your contractor in full. You may wish to protect yourself against this consequence by (1) requiring your contractor to furnish a signed release by the person or firm giving you this notice before making payment to your contractor or (2) any other method or device which is appropriate under the circumstances.

Any questions concerning a contractor may be referred to the Registrar, Contractors' License Board, 1800 Industrial Road, Las Vegas, Nevada 89158.

IMPORTANT: See following pages for additional terms, including limitations of warranty and limitations of liability which are part of this proposal, and will constitute terms of your contract with Vortex. Customer is added to our General Liability policy as Additional Insured only when required by written contract with Customer.

Accepted: ("Customer")	**VORTEX INDUSTRIES, LLC. ("VORTEX")**
By	By markf
Date	Date 1/29/2026

LIMITED WARRANTY

1. **APPLICABLE PERIOD.** The VORTEX warranty for materials or labor (as appropriate) is applicable to cover problems promptly reported in writing within the following periods specified:

   1.1 **NEW PRODUCT INSTALLATIONS.**
   - A. Heavy Duty Rolling Steel Doors and Hollow Metal Doors - Five Year Limited Warranty, as follows: 1st year - 100% Material and Labor, 2nd year - 100% Material, No Labor, 3rd year - 20% Material, No Labor, 4th and 5th Year - 10% Material, No Labor.
   - B. Overhead, Glass Entrance and Light Weight Rolling Steel Doors, Motors and Other New Product Installation - Three Year Limited Warranty, as follows: 1st year - 100% Material and Labor, 2nd year - 20% Material, No Labor, 3rd year - 10% Material, No Labor.

   1.2 **REPAIRS.**
   - A. Repairs Performed as Recommended by VORTEX: 100% Materials for 1 year, and 90 days Labor. B. Limited Scope Repairs - No Warranty.

2. **LIMITED WARRANTY.** OUR WARRANTY IS FURTHER LIMITED AS FOLLOWS:

   2.1 Our warranty shall not extend to or cover deterioration due to rust resulting from (i) damage to the door section finish caused by fire, other accident or casualty, vandalism, radiation, harmful fumes or foreign substances in the atmosphere, (ii) occurring as a result of any physical damage after the door left our control, or (iii) failure to provide reasonable, necessary and proper maintenance (see paragraph 3 below).

   2.2 Our warranty shall not extend to or cover any damages or claims with respect to any products that in any way or degree have been altered, processed, misused or improperly handled or installed.

   2.3 VORTEX does not warrant conformity with any building or fire codes. Customer is responsible for obtaining any required permits and giving any required notices.

   2.4 WE MAKE NO OTHER WARRANTIES, REPRESENTATIONS OR COVENANTS, EXPRESS OR IMPLIED, AS TO ANY MANNER WHATSOEVER WITH RESPECT TO THIS PRODUCT EXCEPT FOR ANY IMPLIED WARRANTY REQUIRED BY APPLICABLE LAW, AND ANY SUCH IMPLIED WARRANTIES SHALL BE LIMITED IN DURATION TO A PERIOD OF ONE YEAR FROM THE DATE OF PURCHASE.

   2.5 IN THE EVENT OF THE BREACH OF THE WARRANTY DESCRIBED ABOVE, VORTEX'S SOLE RESPONSIBILITY SHALL BE TO REPAIR OR REPLACE ANY PRODUCT WHICH PROVED TO HAVE BEEN DEFECTIVE DURING THE WARRANTY PERIOD. In the event VORTEX fails to or elects not to repair or replace the defective products, VORTEX'S responsibility shall be limited to the damages specified in Section 5 below.

   2.6 This warranty gives you specific legal rights, and you may also have other rights which vary from state to state.

   2.7 Only an authorized corporate officer of VORTEX may modify or add to the warranties set forth above, and any such modification or addition must be in writing and separately executed by such corporate officer.

3. **OWNER'S RESPONSIBILITY.**

   The proper operation and maintenance of your doors is critical. If your door is equipped with a hand chain or pull rope, control its speed and do not let it slam up or slam down. If you operate your door slowly and carefully, it should last many years. However, the useful life of the doors and their component parts is not unlimited, and to assure the safe and proper operation, it is imperative that doors be serviced and inspected every six months for long life and easy operation. Failure to do so will void the warranty. You are encouraged to contact VORTEX for details on available **Preventive Maintenance** programs.

   On such iron or steel surfaces painted by VORTEX with prime coat as are exposed to the weather, Customer agrees to complete painting with a finish coat or coats of a color of Customer's choice.

4. **FURTHER CONDITIONS OF WARRANTY.** The foregoing warranty shall be voided and products and services shall be deemed sold "as is" with all faults:

   4.1 if the related invoice is not paid within thirty (30) days;
   4.2 if repairs or alterations are made by anyone other than VORTEX;
   4.3 until any "Recommendation for Additional Work Needed" is authorized in writing by Customer and completed by VORTEX.

   You must give us the job number when first calling for warranty service or you will be billed for the work.

5. **LIMITATIONS OF LIABILITY.**

   5.1 THE LIABILITY OF VORTEX FOR DAMAGES OR INDEMNITY, IF ANY, SHALL BE LIMITED TO THE AMOUNT OF THE CHARGES PAID BY CUSTOMER TO VORTEX WITH RESPECT TO THE SPECIFIC PRODUCTS OR SERVICES.

   5.2 IN NO EVENT, REGARDLESS OF THE FORM OF THE ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, SHALL VORTEX BE LIABLE FOR INCIDENTAL DAMAGES, CONSEQUENTIAL DAMAGES, LOST PROFITS, OR LOST SALES, NOTWITHSTANDING THE FACT THAT VORTEX MAY HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

FURTHER TERMS AND CONDITIONS

PAYMENT TERMS. The Company that called us is responsible for paying the bill. VORTEX provides emergency repair services, and time is of the essence to the performance by the parties of their obligations. Service bills are due and payable upon completion of work. Hours are calculated from the time the man leaves our shop until he returns. Minimum service charge is one hour at the current hourly rate. Customer further grants to VORTEX a security interest in all products furnished to customer. In event of default, VORTEX shall have, in addition to all rights provided by law, the right to repossess all products and to remove doors supplied. Overdue accounts shall accrue interest from the date payment on the account is overdue, at 10% per annum, or the maximum legal rate, whichever is greater.

WORK HOURS. VORTEX standard work hours are Mon. – Fri. 8:00 a.m. – 4:30 p.m. VORTEX's standard rates shall be increased for work performed during other hours. VORTEX must be notified of any days or times during which scheduled work cannot be done. A refused field trip will be charged for.

SITE PREPARATION. Customer, at its expense, shall assure that the wall construction around the opening is suitable for supporting all doors, door seals, accessories, and other items, and that there is proper clearances for their reception. When VORTEX is to provide erection, Customer at its expense shall assure that the openings into which the items or around which the items are to be installed are complete, unobstructed, and available to VORTEX mechanics or subcontractors without delay or interruption to their work. Customer warrants safety and suitability of the structure for reception of VORTEX'S materials and agrees to hold VORTEX and its subcontractors harmless from liability attributed thereto. Unless otherwise expressly stated, this work order does not include the preparation or furnishings by VORTEX of openings, sills, jambs, lintels, structural members to which doors or accessories are to be attached, or glass or glazing, or when motor operators are furnished, any wire, fuses, or conduits, or any auxiliary steel work for carrying supporting or attaching power units. Electrical hookup and hauling away of old materials is not included in the work order. Customer acknowledges that unloading, hoisting, storage and protection of materials is the sole responsibility of the Customer.

PERFORMANCE EXCUSED. VORTEX shall not be liable to Customer in any manner for failure or delay to fill an order placed herein, or other failures to perform as a result of strike or other labor trouble, fire, flood, material or labor shortage, embargo, stoppage in transit, direct or indirect acts, regulations or orders of any governmental body, war, sabotage, act of God or public enemy, or other cause beyond the control of VORTEX including nonperformance of conditions precedent by Customer such as the furnishing of specifications of wall openings or other information, approval of or other action upon drawing.

ENFORCEMENT OF CONTRACT. This contract (subject only to modification by any subsequent, and fully executed, written repair work order) constitutes the entire agreement of the parties with respect to the proposed work. There are no oral agreements made or allowed between the parties. All parties agree that interpretations and enforcement of the contract shall be subject to the laws of the state of California and any action brought to enforce any provision of the agreement shall be in the jurisdiction and venue of the courts of Orange County, California. In the event of any action or proceeding to enforce this agreement or arising out of any breach of this agreement, the prevailing party herein shall be entitled to recover reasonable attorney's fees and costs therein incurred.

ANY QUESTIONS CONCERNING A CONTRACTOR MAY BE REFERRED TO THE REGISTRAR, CONTRACTORS' LICENSE BOARD, 9821 BUSINESS PARK DRIVE, SACRAMENTO, CALIFORNIA, 95827. MAILING ADDRESS: P. O. BOX 26000, SACRAMENTO, CALIFORNIA, 95826. WEBSITE: WWW.CSLB.CA.GOV.

Rev. 1/09

Coral Academy of Science Las Vegas

7951 Deer Springs Way
Las Vegas, NV 89131
(702)685-4333

PURCHASE ORDER
09-EN-23882

Vendor Information	Shipping Information
Harris Las Vegas, LLC 5701 W Sunset Rd Las Vegas, NV 89118 Phone - / Fax -	7951 Deer Springs Way Las Vegas, NV 89131 (702)685-4333

Date	Require Date	Prepared By	Workflow	Status	Description
02/11/2026	02/21/2026	Anthony Vu	CASLV Centenial Hills	Purchasing Documents	New HVAC Maintenance Vendor

Tam: PP

OK, Andrea S. needs to add it to the "Expenses $10K-$25K in Board Information package – Ercan

New HVAC maintenance vendor starting on April 1, 2026. Cost is $21k per year

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		0430 100 000 100 2600 87310	N/A	New HVAC Maintenance Vendor	21,000.00	0.000	21,000.00

Approved

Approval Information

Ercan Aydogdu	Exec. Director - Approved 21,000.00	02/13/2026 10:53 AM
Nick Sarisahin	CFO - Approved 21,000.00	02/11/2026 2:45 PM
Yucel Korkmaz	Purchasing Manager - Approved 21,000.00	02/11/2026 2:40 PM
Kayla Davis	Local Purchase Approver - Approved 21,000.00	02/11/2026 2:16 PM
Anthony Vu	Requester - Submitted 21,000.00	02/11/2026 2:13 PM

TOTAL	$21,000.00

Please email invoices to (PREFERRED):
accountspayable@coralacademylv.org

Or mail invoices to: ***NEW BILLING ADDRESS***
Coral Academy of Science Las Vegas – Central Office
8985 S. Eastern Ave., Ste. 375
Las Vegas, NV 89123

This Purchase Order Authorizes the purchase of the items or services in the quantities and the amounts specified above by the purchaser identified above on the presentation of proper identification at time of purchase.

The Purchase Order # number must appear on billing invoices and packages and billing of the purchase must be submitted to the address shown above.

Control No. 139460

Friday, February 13, 2026 Page 1 of 1

HARRIS



Coral Academy Deer Springs

Mechanical Investment Service Proposal

DATE:
2/11/2026

PROPOSAL NUMBER:
P07333

PREPARED FOR:
Coral Academy Deer Springs
7951 Deer Springs Way
Las Vegas, NV 89131

PREPARED BY:

Stephanie Fosmo

sfosmo@harriscompany.com

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MAINTENANCE AGREEMENT FOR ENVIRONMENTAL SYSTEMS

Company: HARRIS COMPANY
5701 W Sunset Rd
Las Vegas, NV 89118

Ph: 702-732-2545

Proposal Date: 2/11/2026
Proposal Number: P07333

Agreement Number:

BILL TO IDENTITY	AGREEMENT LOCATION
Coral Academy Deer Springs 7951 Deer Springs Way Las Vegas, NV 89131 Attn: R. Brewer	Coral Academy Deer Springs 7951 Deer Springs Way Las Vegas, NV 89131 Attn: R. Brewer

will provide the services described in the maintenance program indicated below.

MAINTENANCE PROGRAM: Silver **SCHEDULES:** *Equipment Schedule *Air Filter Service

Agreement coverage will commence on 4/1/2026.

The Agreement price is $21,000.00 per year, payable in advanced installments of $5,250.00 per Quarter beginning on the effective date of 4/1/2026 through 3/31/2027.

This Agreement is the property of and is provided for Customer's use only. guarantees the price stated in this Agreement for thirty (30) days from proposal date above. This Agreement is for an initial term of 1 year and shall renew for successive one year terms unless either party gives written notice to the other of intention not to renew thirty (30) days prior to any anniversary date. Upon execution as provided below, this Agreement, including the following pages attached hereto (collectively, the “Agreement”), shall become a binding and enforceable agreement against both parties hereto. Customer, by execution of this Agreement, acknowledges that it has reviewed and understands the attached terms and conditions and has the authority to enter into this Agreement.

Company

Signature Sales Consultant

Accepted for Company by: Signature

Name & Title

Date / Phone / Fax

Customer

Signature (Authorized Representative)

Name (Print)

Title

Date

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Silver Terms and Conditions

1. Customer shall permit Service Provider free and timely access to areas and equipment, and allow Service Provider to start and stop the equipment as necessary to perform required services. All planned work under this Agreement will be performed during the Service Provider 's normal working hours.

2. In case of any failure to perform its obligations under this Agreement, Service Provider's liability is limited to repair or replacement at its option and such repair or replacement shall be Customer's sole remedy. This warranty is conditioned upon proper operation and maintenance by Customer and shall not apply if the failure is caused or contributed to by accident, alteration, abuse or misuse, and shall not extend beyond the term of this Agreement.

3. The annual Agreement price is conditioned upon the system(s) covered being in a maintainable condition. If the initial inspection or initial seasonal start-up indicates repairs are required, a firm quotation will be submitted for Customer's approval. Should Customer not authorize the repairs, Service Provider may either remove the unacceptable system(s) component(s) or part(s) from its scope of responsibility and adjust the annual Agreement price accordingly or cancel this Agreement.

4. The annual Agreement price is subject to adjustment on each commencement anniversary to reflect increases in labor, material and other costs.

5. Customer shall be responsible for all taxes applicable to the services and/or materials hereunder.

6. Customer will promptly pay invoices within thirty (30) days of receipt. Should a payment become thirty (30) days or more delinquent, Service Provider may stop all work under this Agreement without notice and/or cancel this Agreement, and the entire Agreement amount shall become due and payable immediately upon demand.

7. Excluded from this Agreement, unless otherwise stated herein, is main power to the equipment disconnect, equipment structural supports, oil storage tanks and cleaning interior of system(s) ductwork.

8. Any alteration to, or deviation from, this Agreement involving extra work, cost of materials or labor will become an extra charge (fixed price amount to be negotiated or on a time-and-material basis at Service Provider's rates then in effect) over the sum stated in this Agreement.

9. Service Provider will not be required to move, replace or alter any part of the building structure in the performance of this Agreement.

10. This Agreement does not include responsibility for the design of the system, loss of refrigerant, safety test, and valve bodies other than those associated with equipment listed on Schedule 1, repair or replacement necessitated by freezing weather, electrical power failure, low voltage, burned-out main or branch fuses, low water pressure, vandalism, misuse or abuse of the system(s), negligence of others (including Customer), failure of Customer to properly operate the system(s) requirements of governmental regulatory or insurance agencies, or other causes beyond control of Service Provider.

11. If a trouble call is made at Customer's request and inspection indicates a condition which is not covered under this Agreement, Service Provider may charge Customer at the rate then in effect for such services.

12. Customer shall permit only Service Provider's personnel or agent to perform the work included in the scope of this Agreement. Should anyone other than Service Provider's personnel perform such work, Service Provider may, at its option, cancel this Agreement or eliminate the involved item of equipment from inclusion on this Agreement.

13. In the event Service Provider must commence legal action in order to recover any amount payable or owed to Service Provider under this Agreement, Customer shall pay Service Provider all court costs and attorneys' fees incurred by Service Provider.

14. Any legal action against the Service Provider relating to this Agreement, or the breach thereof, shall be commenced within one (1) year from the date of the work.

15. Service Provider shall not be liable for any delay, loss, damage or detention caused by unavailability of machinery, equipment or materials, delay of carriers, strikes, including those by Service Provider's employees, lockouts, civil or military authority, priority regulations, insurrection or riot, action of the elements, forces of nature, or by any cause beyond its control.

16. Customer shall make available to Service Provider's personnel all pertinent Safety Data Sheets (SDS) pursuant to OSHA'S Hazard Communication Standard Regulations.

17. Service Provider expressly disclaims any and all responsibility and liability for the indoor air quality of the customer's facility, including without limitation injury or illness to occupants of the facility or third parties, arising out of or in connection with the Service Provider's work under this agreement.

18. Service Provider's obligation under this proposal and any subsequent contract does not include the identification, abatement or removal of asbestos or any other toxic or hazardous substances, hazardous wastes or hazardous materials. In the event such substances, wastes and materials are encountered, Service Provider's sole obligation will be to notify the Owner of their existence. Service Provider shall have the right thereafter to suspend its work until such substances, wastes or materials and the resultant hazards are removed. The time for completion of the work shall be extended to the extent caused by the suspension and the contract price equitably adjusted.

19. To the fullest extent permitted by law, Customer shall indemnify and hold harmless Service Provider, its agent and employees from and against all claims, damages, losses and expenses (including but not limited to attorneys' fees) arising out of or resulting from the performance of work hereunder, provided that such claim, damage, loss or expense is caused in whole or in part by an active or passive act or omission of Customer, anyone directly or indirectly employed by Customer, or anyone for whose acts Customer may be liable, regardless of whether it is caused in part by the negligence of Service Provider. Further and notwithstanding the preceding sentence, Service Provider shall be held harmless and shall not be liable to Customer for any claims, liabilities, damages, losses and expenses related to mold or the creation of mold at Customer's location(s) and shall have no obligation to treat, identify or remove such mold.

20. UNDER NO CIRCUMSTANCES, WHETHER ARISING IN CONTRACT, TORT (INCLUDING NEGLIGENCE), EQUITY OR OTHERWISE, WILL SERVICE PROVIDER BE RESPONSIBLE FOR LOSS OF USE, LOSS OF PROFIT, INCREASED OPERATING OR MAINTENANCE EXPENSES, CLAIMS OF CUSTOMER'S TENANTS OR CLIENTS, OR ANY SPECIAL, INDIRECT OR CONSEQUENTIAL DAMAGES.

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INVENTORY OF EQUIPMENT

Assets

Qty	Equipment	Manufacturer	Model	Serial#	Rating	Location	Area Served
1	HP-01	CARRIER	38YCC060660	2004E00565	5 Ton		
1	HP-02	CARRIER	38YCC048670	2604E00892	4 Ton		
1	HP-03	CARRIER	38YCC036650	204E03292	3 Ton		
1	HP-04	CARRIER	38YCC048670	2604E21518	4 Ton		
1	HP-05	CARRIER	38YCC060660	1004E00987	5 Ton		
1	HP-06	CARRIER	38YCC048670	0504E22493	4 Ton		
1	HP-07	Rheem	RP14AY36AD2NA	W092524891	3 Ton		
1	HP-08	Rheem	RP1460BD1NA	W232344361	5 Ton		
1	HP-09	CARRIER	38YCC060660	2604E00876	5 Ton		
1	HP-10	CARRIER	38YCC036650	1904E04708	3 Ton		
1	HP-11	CARRIER	38YCC048670	0504E22521	4 Ton		
1	HP-12	CARRIER	38YCC---		5 Ton		
1	HP-13	CARRIER	38YCC048670	2624E0	4 Ton		
1	HP-14	CARRIER	38YCC048670	---0083	4 Ton		
1	HP-15	CARRIER	38YCC048670	0504E22505	4 Ton		
1	HP-16	CARRIER	38YCC048670		4 Ton		
1	HP-17	CARRIER	38YCC048670	2604E00903	4 Ton		
1	HP-18	CARRIER	38YCC048670	1804E88720	4 Ton		
1	HP-19	CARRIER	38YCC---		5 Ton		
1	HP-20	CARRIER	38YCC048670		4 Ton		
1	HP-21	CARRIER	38YCC024340	1904E30970	2 Ton		
1	RTU-01	CARRIER	50FCQM07A2A6A0A0A0	4921C08793	6 Ton		
1	RTU-02	CARRIER	50TFQ007---611	2004G50586	6 Ton		
1	RTU-03	Rheem	RHPCYB060ADU000AA	F292501796	5 Ton		
1	RTU-04	CARRIER	50TFQ006---611	1904G50297	5 Ton		
1	RTU-05	CARRIER	50TFQ006---611	1904G50296	5 Ton		
1	RTU-06	Rheem	RHPCYB060ADU000AC	F492400539	5 Ton		
1	RTU-07	CARRIER	50TFQ006---611	26-4G10237	5 Ton		
1	RTU-08	Rheem	RHPCYB060ADU000AC	F492400541	5 Ton		
1	RTU-09	CARRIER	50TFQ004---611	2604G10263	3 Ton		
1	RTU-10	CARRIER	50TFQ006---611	2604G10234	5 Ton		
1	RTU-11	Rheem	RHPCYB060ADU000AA	F072300028	5 Ton		
1	RTU-12	CARRIER	50TFQ004---611	2604G10262	3 Ton		
1	RTU-13	CARRIER	50TFQ006---611	2004G30556	5 Ton		
1	RTU-14	CARRIER	50TFQ006---611	2604G20298	5 Ton		
1	RTU-15	CARRIER	50TFQ006---611	2604G20296	5 Ton		
1	RTU-16	CARRIER	50TFQ006---611	2004G10323	5 Ton		
1	RTU-17	CARRIER	50TFQ006---611	2004G10325	5 Ton		
1	RTU-18	Rheem	RHPCYB060ADU000AA	F032301276	5 Ton		
1	RTU-19	CARRIER	50TFQ007---621	1609G30396	6 Ton		

1	RTU-20	CARRIER	50TFQ007---611	2004G50587	6 Ton		
1	RTU-21	CARRIER	50TFQ007---611		6 Ton		
1	Fan 1	TBD	TBD	Unknown	0.5 HP	ROOF	
1	Fan 2	TBD	TBD	TBD	0.5 HP	ROOF	
1	CU-2-1	Carrier	38HDL024-311	0204X75935	2 Ton	ROOF	
1	CU 2-2	Samsung	AC018JXADCH	E7APAFGC00003 3D	1.5 Ton	ROOF	
1	CU 1-2	Carrier	38HDL024-311	0204X75934	1.5 Ton	ROOF	
1	CU 1-1	Carrier	38HDL024-311	0204X75932	1.5 Ton	ROOF	
1	MAU 1	MicroMetl	ATQ1-6/10	Unknown	5 HP	Roof	

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AIR FILTER SERVICE

Assets				
Unit	**Qty**	**Changes/Yr**	**Size**	**Type**
HP-01	1	4	16 x 20 x 1	Pleated
HP-02	1	4	20 x 20 x 1	Pleated
HP-03	1	4	20 x 22 x 1	Pleated
HP-04	1	4	20 x 22 x 1	Pleated
HP-05	1	4	20 x 22 x 1	Pleated
HP-06	1	4	20 x 22x 1	Pleated
HP-07	1	4	20 x 22 x 1	Pleated
HP-08	1	4	20 x 22 x 1	Pleated
HP-09	1	4	20 x 22 x 1	Pleated
HP-10	1	4	20 x 22 x 1	Pleated
HP-11	1	4	20 x 22 x 1	Pleated
HP-12	1	4	20 x 22 x 1	Pleated
HP-13	1	4	20 x 22 x 1	Pleated
HP-14	1	4	20 x 22 x 1	Pleated
HP-15	1	4	20 x 22 x 1	Pleated
HP-16	1	4	20 x 22 x 1	Pleated
HP-17	1	4	20 x 22 x 1	Pleated
HP-18	1	4	20 x 22 x 1	Pleated
HP-19	1	4	20 x 22 x 1	Pleated
HP-20	1	4	20 x 22 x 1	Pleated
HP-21	1	4	20 x 22 x 1	Pleated
RTU-01	4	4	16 X 16 X 2	Pleated
RTU-02	2	4	16 x 25 x 2	Pleated
RTU-03	4	4	16 X 16 X 2	Pleated
RTU-04	2	4	16 x 25 x 2	Pleated
RTU-05	2	4	16 x 25 x 2	Pleated
RTU-06	4	4	16 X 16 X 2	Pleated
RTU-07	2	4	16 x 25 x 2	Pleated
RTU-08	4	4	16 X 16 X 2	Pleated
RTU-09	2	4	16 x 25 x 2	Pleated
RTU-10	2	4	16 x 25 x 2	Pleated
RTU-11	4	4	16 X 16 X 2	Pleated
RTU-12	2	4	16 x 25 x 2	Pleated
RTU-13	2	4	16 x 25 x 2	Pleated
RTU-14	2	4	16 x 25 x 2	Pleated
RTU-15	2	4	16 x 25 x 2	Pleated
RTU-16	2	4	16 x 25 x 2	Pleated
RTU-17	2	4	16 x 25 x 2	Pleated
RTU-18	4	4	16 X 16 X 2	Pleated
RTU-19	2	4	16 x 25 x 2	Pleated
RTU-20	2	4	16 x 25 x 2	Pleated

Assets				
RTU-21	2	4	16 x 25 x 2	Pleated
CU-2-1	1	4	1X1X1	Washable Filter
CU 2-2	1	4	1X1X1	Washable Filter
CU 1-2	1	4	1X1X1	Washable Filter
CU 1-1	1	4	1X1X1	Washable Filter
MAU 1	6	4	16 x 20 x 2	Pleated

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Tasking

ROOF TOP PACKAGE HVAC AND SPLIT SYSTEMS
PROVIDE: (2) PLANNED INSPECTIONS which will include (1) pre-cooling season inspection, (1)pre-heating inspection, (4) filter changes.
Pre-cooling season maintenance task(s) are as follows below:
Check general operation.
Check voltages, amperages, and refrigerant pressures.
Check for refrigerant leaks.
Check evaporator and condenser coils for debris.
Check belt alignment and tension (adjust if needed).
Lubricate fan bearings (if applicable).
Check oil levels. (if applicable)
Check all safety controls.
Check crankcase heater operation. (if applicable)
Check Economizer damper operation (if applicable)
Check power exhaust operation (if applicable)
Replace belt(s) once per year
Replace air filters

Pre-heating season maintenance task(s) are as follows below:
Check all safety and operating controls.
Check amp draw of heating elements (if applicable).
Check electrical connections.
Check all fuses (if applicable).
Check burners (if applicable).
Check combustion blower operation (if applicable)
Inspect heat exchanger (if applicable)
Replace air filters

EXHAUST FANS
PROVIDE: (2) Maintenance services/inspections on Exhaust fans found in equipment list including report of overall equipment condition indicating any deficiencies found and repaired.
Service/Inspections are as follows below:
Check general operation of fans.
Lubricate bearings if required.
Check belt tension, adjust tension if needed.
Align sheave and motor pulley (if applicable).
Replace belt(s) (1) once per year.

Coral Academy of Science Las Vegas

7951 Deer Springs Way
Las Vegas, NV 89131
(702)685-4333

PURCHASE ORDER
09-EN-23923

Vendor Information	Shipping Information
Harris Las Vegas, LLC 5701 W Sunset Rd Las Vegas, NV 89118 Phone - / Fax -	7951 Deer Springs Way Las Vegas, NV 89131 (702)685-4333

Date	Require Date	Prepared By	Workflow	Status	Description
02/13/2026	02/23/2026	Kennedy Waite	CASLV Centenial Hills	Purchasing Documents	Replacement unit for RTU 14

Tam: PP

Q-17655

Please sign for approval
OK, Andrea S. needs to add it to the "Expenses $10K-$25K in Board Information package – Ercan

Replacement unit for RTU 14

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		0430 100 000 100 2600 87310	N/A	Replacement unit for RTU 14	14,761.55	0.000	14,761.55

Approved

Approval Information

Ercan Aydogdu	Exec. Director - Approved 14,761.55	02/18/2026 8:34 PM
Nick Sarisahin	CFO - Approved 14,761.55	02/17/2026 3:34 PM
Yucel Korkmaz	Purchasing Manager - Approved 14,761.55	02/17/2026 10:02 AM
Kayla Davis	Local Purchase Approver - Approved 14,761.55	02/17/2026 8:33 AM
Kennedy Waite	Requester - Submitted 14,761.55	02/13/2026 1:06 PM

TOTAL	$14,761.55

Please email invoices to (PREFERRED):
accountspayable@coralacademylv.org

Or mail invoices to: ***NEW BILLING ADDRESS***
Coral Academy of Science Las Vegas – Central Office
8985 S. Eastern Ave., Ste. 375
Las Vegas, NV 89123

This Purchase Order Authorizes the purchase of the items or services in the quantities and the amounts specified above by the purchaser identified above on the presentation of proper identification at time of purchase.

The Purchase Order # number must appear on billing invoices and packages and billing of the purchase must be submitted to the address shown above.

Control No. 139504

Thursday, February 19, 2026 Page 1 of 1

HARRIS

Q-17655

Coral Academy of Science - Las Vegas

Proposed Project Agreement

Date:

Proposal Number:
Q-17655

Prepared for:
Coral Academy of Science - Las Vegas
8965 South Eastern Avenue
Las Vegas, NV 89123

Prepared by:
Shawn Hosek
shosek@harriscompany.com

HARRIS

Q-17655

Prepared By	Prepared For	Agreement Location
Harris Las Vegas, LLC 5701 West Sunset Road Las Vegas, NV 89118	Coral Academy of Science - Las Vegas 8965 South Eastern Avenue Las Vegas, NV 89123	Coral Academy of Science - Las Vegas 7951 Deer Springs Way Suite 170 Las Vegas, NV. 89131

WE ARE PLEASED TO SUBMIT OUR PROPOSAL TO PERFORM THE FOLLOWING:

RTU 14
Carrier
M#-50TFQ006---611--
S#-2604G20298
Provide labor, material, and expendables to remove and replace above unit with new RUUD 5T heat pump packaged unit. Price includes crane, and disposal of old unit. New unit will be R454B refrigerant, 460V, 3 phase unit. Thermostat will have to be reprogrammed, system will be run in cooling, and heating to ensure proper operation.
NOTES:
Unit is in stock at local vendor.

EXCLUSIONS:

OUR PRICE FOR THIS PROPOSAL IS $14,761.55

EXPIRES ON: 3/13/2026
PAYMENT TERMS: Net 30

Harris shall not be held liable for failure of, or delay in, performing its obligations if such failure or delay is the result of tariff-driven cost increases, delay in availability or deliveries of materials, or other causes beyond Harris's control. Material and fuel costs are assumed to be stable through the manufacture and delivery on this project, however Harris reserves the right to negotiate a fair escalation in case of excessive volatility in material and fuel prices and/or shortages. Harris is not responsible for material, regional truck and/or fuel shortages which impact delivery schedules. Parties must make every reasonable attempt to minimize delay of performance and costs incurred therefrom.

Upon execution as provided below, this agreement, including the following pages attached hereto (collectively, the "Agreement"), shall become a binding and enforceable agreement against both parties hereto. Customer, by execution of this Agreement, acknowledges that it has reviewed and understands the attached terms and conditions and has the authority to enter into this Agreement.

Contractor

Signature (Authorized Representative)

Name (Print / Type)

Phone

Customer

Signature (Authorized Representative)

Name (Print / Type)

Title



Q-17655

Date	Date / PO#

HARRIS

Q-17655

Project Agreement Terms and Conditions
The following terms and conditions are incorporated into and a part of the agreement between Contractor and Customer (the "Agreement"):

1. Customer shall permit Contractor free and timely access to areas and equipment and allow Contractor to start and stop the equipment as necessary to perform required services. All planned work under this Agreement will be performed during the Contractor's normal working hours.
2. Contractor warrants that the workmanship hereunder shall be free from defects for thirty (30) days from date of installation. If any replacement part or item of equipment proves defective, Contractor will extend to Customer the benefits of any warranty Contractor has received from the manufacturer. Removal and reinstallation of any equipment or materials repaired or replaced under a manufacturer's warranty will be at Customer's expense and at the rates in effect. CONTRACTOR MAKES NO OTHER WARRANTIES, EXCEPT AS DESCRIBED HEREIN, AND EXPRESSLY DISCLAIMS ALL OTHER WARRANTIES WHETHER EXPRESS, IMPLIED OR STATUTORY, INCLUDING THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.
3. Contractor may invoice Customer on a monthly basis. Customer will promptly pay invoices within thirty (30) days of receipt. Should a payment become thirty (30) days or more delinquent, Contractor may stop all work under this Agreement without notice and/or cancel this Agreement, and the entire Agreement amount shall become due and payable immediately without notice or demand. In addition, if Contractor does not receive payment of a properly submitted invoice within thirty (30) days, Customer shall accrue a late charge on the balance outstanding at the lesser of (a) 1 1/2% per month of (b) the highest rate allowed by law, in each case compounded monthly to the extent allowed by law.
4. Any alteration to, or deviation from, this Agreement involving extra work, cost of materials or labor will become an extra charge (fixed price amount to be negotiated or on a time-and-materials basis at Contractor's rates then in effect) over the sum stated in this Agreement.
5. In the event Contractor must commence legal action in order to recover any amount payable or owed to Contractor under this Agreement, Customer shall pay Contractor all court costs and attorneys' fees incurred by Contractor.
6. In the event of a breach by Contractor of the terms of this Agreement, including without limitation Section 2, or in the event Customer incurs any liability in connection with the rendering of services by Contractor, Customer's sole remedy against Contractor shall be for Contractor to re-perform the services in accordance with the warranty or, if such services cannot be re-performed or such re-performance does not cure the breach or the liability, to refund to Customer the amount paid to Contractor under this Agreement, up to Customer's direct damages caused by such breach or liability. Notwithstanding the foregoing, in no event shall the liability of Contractor in connection with any products or services, whether by reason of breach of contract, tort (including without limitation negligence), statute or otherwise exceed the amount of fees paid by Customer to Contractor for those products or services. Further, in no event shall Contractor have any liability for loss of profits, loss of business, indirect, incidental, consequential, special, punitive, indirect or exemplary damages, even if Contractor has been advised of the possibility of such damages. In furtherance and not in limitation of the foregoing, Contractor shall not be liable in respect of any decisions made by Customer as a result of Contractor's services. Any action, regardless of form, against the Contractor relating to this Agreement, or the breach thereof, must be commenced within one (1) year from the date of the work.
7. Contractor shall not be liable for any delay, loss, damage or detention caused by acts or circumstances beyond its control including, without limitation, unavailability of machinery, equipment or materials, delay of carriers, strikes, including those by Contractor's employees, lockouts, civil or military authority, priority regulations, insurrection or riot, war, acts of terrorism, action of the elements, forces of nature, or by any cause beyond its control.
8. To the fullest extent permitted by law, Customer shall indemnify and hold harmless Contractor, its agent and employees from and against all claims, liabilities, damages, losses and expenses (including but not limited to attorneys' fees) arising out of or resulting from the performance of work hereunder or any act or omission arising out of or related to this Agreement, provided that such claim, damage, loss or expense is caused in whole or in part by an active or passive act or omission of Customer, anyone directly or indirectly employed by Customer, or anyone for whose acts Customer may be liable, regardless of whether it is caused in party by the negligence of Contractor. Further, and notwithstanding the preceding sentence, Contractor shall be held harmless and shall not be liable to Customer for any claims, liabilities, damages, losses and expenses related to mold or to the creation of mold at Customer’s location(s) and shall have no obligation to treat, identify or remove such mold.
9. Customer shall make available to Contractor's personnel all pertinent Material Safety Data Sheets (MSDS) pursuant to OSHA'S Hazard Communication Standard Regulations.
10. Contractor's obligation under this proposal and any subsequent contract does not include the identification, abatement or removal of asbestos, mold or any other toxic or hazardous substances, hazardous wastes or hazardous materials. In the event such substances, wastes and materials are encountered, Contractor's shall have the right thereafter to suspend its work until such substances, wastes or materials and the resultant hazards are removed. The time for completion of the work shall be extended to the extent caused by the suspension and the contract price equitably adjusted. As previously provided, Contractor shall be held harmless and shall not be liable for any claims, liabilities, damages, losses and expenses related to such substances, wastes and materials, including the failure to identify or notify Customer of such substances, wastes and materials.
11. This Agreement is between Contractor and Customer alone, and neither intends that there be any third-party beneficiaries to this Agreement. Without limiting the generality of the foregoing, by entering into this Agreement and providing services on

HARRIS

Q-17655

Customer's behalf, Contractor is not assuming any duty or obligation to any of Customer's employees, vendors, clients, subcontractors, agents, shareholders, partners or members. Customer agrees to indemnify and hold Contractor harmless from and against any and all liabilities, losses, claims, costs, expenses and damages (including without limitation reasonable attorneys' fees) incurred by Contractor by reason of a claim brought against Contractor by any of Customer's employees, vendors, clients, subcontractors, agents, shareholders, partners or members with respect to the services provided by Contractor on Customer's behalf.

12. Each of the parties hereto is an independent contractor and neither party is, nor shall be considered to be, an agent, distributor or representative of the other. Neither party shall act or present itself, directly or indirectly, as an agent of the other or in any manner assume or create any obligation on behalf of, or in the name of, the other.

13. These terms and conditions, together with the attached documents, constitutes the entire agreement and understanding among the parties hereto and supersedes any and all prior agreements and understandings, oral or written, relating to the subject matter hereof. It sets forth the terms for the provision of any products or services Contractor may provide Customer, whether in connection with the particular engagement that is identified as the subject of this Agreement or otherwise, unless and until a written instrument is signed by an authorized representative of Contractor agreeing to different terms. This Agreement shall not be assignable by Customer and Contractor without the express prior written consent of either party. This Agreement shall be governed by and construed in accordance with the laws of the State of the Contractor's headquarters are located, without giving effect to that State's conflicts of laws principles.

14. If paying with credit card a 3% surcharge will be added to total project price.

15.

Tax amounts included in any Purchase Order or Quote are estimates and may vary based on final job classification and applicable jurisdictional rules. Final invoiced tax will reflect actual taxable amounts in accordance with federal, state and local tax law.

Coral Academy of Science Las Vegas

1051 Sandy Ridge Ave.
Henderson, NV 89052
(702)768-8803
702 7768800

PURCHASE ORDER
09-EN-24007

Vendor Information	Shipping Information
Busco, Inc dba Arrow Stage Lines 4220 S 52nd St Omaha, NE 68117 Phone - / Fax -	1051 Sandy Ridge Ave. Henderson, NV 89052 (702)768-8803 702 7768800

Date	Require Date	Prepared By	Workflow	Status	Description
02/19/2026	03/01/2026	Michelle Yu Hian	CASLV Sandy Ridge	Purchasing Documents	Arrow Stage Lines - 8th & 11th Gr FT

TV: SR/C. 2030

Charge to C.2030 only per Collier
OK, Andrea S. needs to add it to the "Expenses $10K-$25K in Board Information package – Ercan

Transportation for 8th & 11th Gr FT to Six Flags Magic Mountain

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		0510 100 000 910 1000 87312	N/A	Invoice #P/883908 - 8th and 11th Grade	12,420.00	0.000	12,420.00

Approved

TOTAL **$12,420.00**

Approval Information

Ercan Aydogdu	Exec. Director - Approved 12,420.00	02/25/2026 1:06 PM
Nick Sarisahin	CFO - Approved 12,420.00	02/24/2026 3:19 PM
Yucel Korkmaz	Purchasing Manager - Approved 12,420.00	02/24/2026 2:22 PM
Adem Akgedik	Local Purchase Approver - Approved 12,420.00	02/24/2026 1:32 PM
Michelle Yu Hian	Requester - Submitted 12,420.00	02/20/2026 7:54 AM
Michelle Yu Hian	Requester - Submitted 12,420.00	02/19/2026 11:25 AM

Please email invoices to (PREFERRED):
accountspayable@coralacademylv.org

Or mail invoices to: ***NEW BILLING ADDRESS***
Coral Academy of Science Las Vegas – Central Office
8985 S. Eastern Ave., Ste. 375
Las Vegas, NV 89123

This Purchase Order Authorizes the purchase of the items or services in the quantities and the amounts specified above by the purchaser identified above on the presentation of proper identification at time of purchase.

The Purchase Order # number must appear on billing invoices and packages and billing of the purchase must be submitted to the address shown above.

Control No. 139748

Wednesday, February 25, 2026 Page 1 of 1

Pro-forma Invoice

Arrow Stage Lines - Las Vegas

3417 Losee Rd
North Las Vegas, Nevada 89030
(702) 382-3980 / (877) 255-5482
(702) 382-5096 (fax)

Tel No: (702) 382-3980
Fax No: (702) 382-5096

E-mail: Sales@arrowstagelines.com
Website: www.arrowstagelines.com

Invoice No	P/883908
Invoice Date	2/18/2026
Terms of Trade	14 Days From Date of Invoice
Client ID	CoralAcJD

Ms Collier
Coral Academy of Science Las Vegas
1051 Sandy Ridge Ave
Henderson, NV 89052

Charter ID	Pick-up Date/Time	First Pick-up	Destination	Client Ref 1	Client Ref 2
883908/706212	4/17/2026 05:00	Henderson, NV	Six Flags		

Trip Description: Booked by Christine Collier
Sales Representative: TWALDRIP

Quantity	Seats	Description
3	54	Motorcoach

Charter ID	Pick-up Date/Time	First Pick-up	Destination	Client Ref 1	Client Ref 2
883908/706213	4/25/2026	Henderson, NV	Six Flags		

Trip Description: Booked by Christine Collier
Sales Representative: TWALDRIP

Quantity	Seats	Description
2	54	Motorcoach

Invoice Totals	$12,420.00	$0.00	$12,420.00

When you provide a check as payment, you authorize us either to use information from your check to make a one-time electronic funds transfer from your account or to process the payment as a check transaction. For inquiries, please call 800-356-0727.
When we use information from your check to make an electronic funds transfer, funds may be withdrawn from your account as soon as the same day you make your payment, and you will not receive your check back from your financial institution.

Coach Manager Printed: 2/18/2026 4:48:15 PM

CASLV
Soaring to Excellence

Field Trip and Event Planning Form

Faculty Sponsor/Grade: Tantlinger / 11th Date of Field: 4/17/26

Trip/Event: Field trip to Six Flags for 11th grade

Location of Field Trip: Six Flags Magic Mountain
Street Address City Zip

Total number of Students:
Estimated to Participate: # 70
Total Cost for Field Trip: $ 13,300
(Includes entrance fees, transportation, meals, etc.)

Cost per Child: $ 190

Funding Source(s): ☐ CASLV ☐ PTO ☐ Fundraising ☒ Student Source ☐ External Source

---

Transportation Company and Contact Information: Arrow Stage

Charging for Transportation? ☒ Yes How much? $ 100 ☐ No

Transportation Invoice Amount: $ 8,280 Deposit Required: $ — Deposit Due Date: _____

Balance/Final Payment Amount: $ 8,280 Balance/Final Payment Due Date: _____

Please attach the invoice/contract to this form.

Venue and Contact Information: Six Flags Magic Mountain.

Venue Invoice Amount: $ 5,950 Deposit Required: $_____ Deposit Due Date: _____

Balance/Final Payment Amount: $_____ Balance/Final Payment Due Date: _____

Please attach the invoice/contract to this form.

Educational Purpose:

Teacher(s):

1) Regina Tantlinger	3)
2) Collier	4)

Class Coverage: ☒ Substitute Required ☐ Internal Coverage Arranged ☐ No Coverage Required

I have reviewed the information and criteria directing educational trips as outlined in THE CASLV SCHOOL FIELD TRIP HANDBOOK and request approval for the above.

Signature of teacher submitting request Regina Tantlinger Date Sep 17, 2025

Administration Approval

Approved ☑ Not Approved ☐ Principal's Initials/Date: A.H. 9/22/25

11th Grade Field Trip Students

1. Emery Banks
2. Madison Blanc
3. Tabbitha Boone
4. Alina Cartagena
5. Cameron Cox
6. Ryleigh Dimick
7. Lilly Grande
8. Avika Gupta
9. Nashmia Hallman
10. Miles Herbold
11. Alex Herchik
12. Garrett Hudson
13. Joe Kimoto
14. Zephren LaPlant
15. Teegan LeBrooke
16. Kyle Luzuriaga
17. Marshall Merrill
18. Reign Nidal-Smith
19. Kailey Olsen
20. Gaius Palacios
21. Benjamin Putzier
22. Killian Reeves
23. Colton Robb
24. Aedan Silva
25. Luke Snyder
26. Sam Snyder
27. Caleb Teixeira
28. Bryan Walker
29. Joshua Jeeter
30. Tanner Iscan
31. Trentin Gonzales
32. Layla DeJesus
33. Lenny Hochman
34. Lauren Huang
35. Haley-Rae Oetjen
36. Brody Walsh
37. Jonah Zuluaga

CASLV
Soaring to Excellence

Field Trip and Event Planning Form

Faculty Sponsor/Grade: Collier / 8th Date of Field: 4-17-26

Trip/Event: Six Flags 8th grade field trip

Location of Field Trip: Six Flags Magic Mtn. Valencia, Cal.
Street Address City Zip

Total number of Students:
Estimated to Participate: # 100

Total Cost for Field Trip: $
(Includes entrance fees, transportation, meals, etc.)

Cost per Child: $ 190

Funding Source(s): ☐ CASLV ☐ PTO ☐ Fundraising ☒ Student Source ☐ External Source

---

Transportation Company and Contact Information: Arrow Stage.

Charging for Transportation? ☒ Yes How much? $ 100 ☐ No

Transportation Invoice Amount: $ 8,280 Deposit Required: $_____ Deposit Due Date: _____ Balance/Final Payment Amount: $_____ Balance/Final Payment Due Date: _____

Please attach the invoice/contract to this form.

Venue and Contact Information: Six Flags Magic Mountain.

Venue Invoice Amount: $ 8500 Deposit Required: $_____ Deposit Due Date: _____

Balance/Final Payment Amount: $_____ Balance/Final Payment Due Date: _____

Please attach the invoice/contract to this form.

Educational Purpose:

Teacher(s):

1) Collier	3)
2) Tantlinger	4)

Class Coverage: ☒ Substitute Required ☐ Internal Coverage Arranged ☐ No Coverage Required

I have reviewed the information and criteria directing educational trips as outlined in THE CASLV SCHOOL FIELD TRIP HANDBOOK and request approval for the above.

Signature of teacher submitting request Martina Collier Date 9-17-2025

Administration Approval

Approved ☒ Not Approved ☐ Principal's Initials/Date: A.A. 9/22/25

Abinate, Heldana T

Ackasone, Tyler A

Agtarap, Maddox

Alzate, Isaiah

Andric, Stefan

Apyrss, Tristan T

Balcar, Tyler J

Bompat, Arielle G

Boone, Natalie S

Bryant, Angel K

Charoenpanich, Jaidee

Chen, Yixiao

Christensen, Cole K

Cifaldi, Emilia M

Curry, Lauren E

Dang, Zoie J

De Ramos, Jayden S

Debeb, Caleb G

Deniz, Melike F

Diamantopoulus, Lorenza

Do, Camden A

Doos, Joshua E

Dwyer, Jacob M

Dzarnoski, Gabriella A

Estrada, Aliyah N

Farris, Jack A

Federici, Neale K

Fischer, Noel

Fosse, Axel-Anton K

Fujino, Carson

Gao, Fun Min

Gewerter, Emily K

Guerrero Luna, Samuel J

Heckner, Aubrey L

Herchik, Martin S

Hetey, Christopher L

Hpone, Ezekiel S

Huang, Kenneth B

Huang, Stella J

Illustrisimo, Elyza M

Lnozemtseva, Emili

Jaiyesimi, Fareed O

Jecov, David D

Jeeter, Noble R

Jones, Riley T

Kasinski, Talia H

Katende, Ian

Kaur, Mehr

Khamsopha, Liam B

Kim, Emma N

Kosanke, Royce A

Koukal, Matyas D

Le, Justin T

Lebroke, Trenton H

Lei, Drake J

Lewis, Cruz T

Light, Sophia C

Lin, Aiden

Lopez, Emily K

Lopez-Calderon, Rosali E

Luansing, Kylie Pio

Makinster, Mila E

Mari, Grace T

Maw, Ainslee J

Mckenzie, Lana E

Menina, Rylee

Muna, Dylan T

Nebat, Nogah S

Nicola, Robert M

Osborne, Kadence O

Pieter, Maykah M

Pikinton, Eli M

Portillo, Autumn

Qi, Piaoyin

Quach, Lucas C

Reyes, Nathan L

Rideout, Ryan A

Rising, Alexa B

Robinson, Ava M

Rodriquez Espinoza, Michaela J

Rosenberg, Eli F

Saab, Benjamin T

Sagat, Erina E

Sankaranandhan, Sarvesh

Scholer, Charles F

Serpico, Alejandro V

Synder, Zeppelin R

Solomon, Noah E

Sridhar, Saivarshana

Steffani, Jack L

Sudol, Alexandria J

Thomas, Roman H

Tomanov, Pavel V

Tone, Moica D

Tsosie, Ali B

Vasquez-Garcia, Valentina

Vichare, Ayden N

Wang, Serene

Waters, Scarlett G

Watson, Joseph J

Yadao, Kenzi Jayde P

Yu, Quiton R

Yu, Shaina S

Coral Academy of Science Las Vegas

1051 Sandy Ridge Ave.
Henderson, NV 89052
(702)768-8803
702 7768800

PURCHASE ORDER
09-EN-24021

Vendor Information	Shipping Information
Disneyland Resort DLR Ticket Fulfillment c/o The Disneyland Resort1020 W. Ball RdDL9115A Anaheim, CA 92803 Phone - / Fax -	1051 Sandy Ridge Ave. Henderson, NV 89052 (702)768-8803 702 7768800

Date	Require Date	Prepared By	Workflow	Status	Description
02/19/2026	03/19/2026	Jina Reeves	CASLV Sandy Ridge	Purchasing Documents	Disney Grad Nite Tickets

TV: SR/C. 2026

Pay out of Class of 2026 account
ok.Please deduct from club account (NS)
OK, Andrea S. needs to add it to the "Expenses $10K-$25K in Board Information package – Ercan

Payment for Disney Grad Nite for Class of 2026 Seniors

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		0810 100 000 910 1000 87312	N/A	Disney Grad Nite Tickets	34,647.00	0.000	34,647.00

Approved

Approval Information

Ercan Aydogdu	Exec. Director - Approved 34,647.00	02/20/2026 12:43 PM
Nick Sarisahin	CFO - Approved 34,647.00	02/20/2026 8:57 AM
Yucel Korkmaz	Purchasing Manager - Approved 34,647.00	02/20/2026 8:54 AM
Adem Akgedik	Local Purchase Approver - Approved 34,647.00	02/19/2026 3:25 PM
Jina Reeves	Requester - Submitted 34,647.00	02/19/2026 3:03 PM

TOTAL	$34,647.00

Please email invoices to (PREFERRED):
accountspayable@coralacademylv.org

Or mail invoices to: ***NEW BILLING ADDRESS***
Coral Academy of Science Las Vegas – Central Office
8985 S. Eastern Ave., Ste. 375
Las Vegas, NV 89123

This Purchase Order Authorizes the purchase of the items or services in the quantities and the amounts specified above by the purchaser identified above on the presentation of proper identification at time of purchase.

The Purchase Order # number must appear on billing invoices and packages and billing of the purchase must be submitted to the address shown above.

Control No. 139829

Friday, February 20, 2026 Page 1 of 1

CASLV
Soaring to Excellence

Field Trip and Event Planning Form

Faculty Sponsor/Grade: 12th Grade Field Trip Date of Field: 5/19-5/22

Trip/Event: Senior Trip

Location of Field Trip: 1700 S. Harbor Blvd. Anaheim, CA 92802
Anaheim Hotel: Street Address City Zip

Total number of Students Estimated to Participate: # 120

Total Cost for Field Trip: $ ~$84,000 (Includes entrance fees, transportation, meals, etc.)

Cost per Child: $700

Funding Source(s): ☐ CASLV ☐ PTO ☐ Fundraising ☑ Student Source ☐ External Source

---

Transportation Company and Contact Information:

Charging for Transportation? ☑ Yes How much? $Included in total ☐ No

Transportation Invoice Amount: $17,325.00 Deposit Required: $ N/A Deposit Due Date: N/A

Balance/Final Payment Amount: $17,325.00 Balance/Final Payment Due Date: 4/1/26

Please attach the invoice/contract to this form.

Venue and Contact Information: Disney Grad Nite

Venue Invoice Amount: $34,641.00 Deposit Required: $ N/A Deposit Due Date: N/A

Balance/Final Payment Amount: $ 34,641.00 Balance/Final Payment Due Date: 3/19/26

Please attach the invoice/contract to this form.

Educational Purpose: Celebratory

Teacher(s):

1) Jinz Reeves	3) Nicole Thomas
2) Stacey Ardoin	4) Paula Gengo

Class Coverage: ☑ Substitute Required ☐ Internal Coverage Arranged ☐ No Coverage Required

I have reviewed the information and criteria directing educational trips as outlined in THE CASLV SCHOOL FIELD TRIP HANDBOOK and request approval for the above.

Signature of teacher submitting request [signature] Date 2/19/26

Administration Approval

Approved ☑ Not Approved ☐ Principal's Initials/Date: AA 2/19/26

CASLV MAIL

Jina Reeves <jreeves@coralacademylv.org>

Your Disneyland 2026 Grad Nite Park Hopper Ticket Order.

1 message

Disneyland Reservations <dlr.guest.mail@disneyonline.com> Thu, Feb 19, 2026 at 11:20 AM
Reply-To: donotreply@starwave.com
To: jreeves@coralacademylv.org



Thank You. Your Order Is Pending.

Greetings!

Thank you for placing an online ticket order for Grad Nite 2026 at *Disney California Adventure*® Park. We are sure you and your group will create a lifetime of memories and have a magical experience like no other!

Your order has been received and is subject to review and is awaiting approval by the Group Ticket Sales and Services Team. Should we need additional information a Cast Member from the team will contact you. You will receive another email when your order has been processed.

Payment Instructions

Credit Card
If you have placed a credit card on this order, the card will be charged when your order has been verified.

Organizational Check, Money Order, or Cashier's Check
If you are paying by check, we must receive payment prior to sending the final confirmation email. Personal checks are **not** accepted. Acceptable forms of checks are organizational check, money order, or cashier's check only.
In order to avoid cancellation, the check must be received not later than 60 days prior to your Grad Nite date. Organizational checks **must** have organization's name and address pre-printed on them.

Please make payable to the **Disneyland Resort** and send via **FedEx**, **UPS Delivery**, or **US Postal Service** to:

DLR Ticket Fulfillment
C/O The Disneyland Resort
1020 W. Ball Rd
DL 9115A
Anaheim, CA 92802

Electronic ACH / Wire Transfer Payments

Bank Info:
JP Morgan Chase Bank, N.A.

4 New York Plaza
New York, NY 10004

Account Info:
Wire transfer account information is available upon request

Processing
All orders will be verified prior to payment processing. Should there be any discrepancies in your order, you will be notified via phone or e-mail.

Order Modifications
Changes to your order can only be made prior to receiving your order confirmation number. For any questions please call 714-517-7287 or email disneylandresortsales@disneyonline.com

Coral Academy of Science Las Vegas
Coral Academy of Science Las Vegas
Adem Akdegik
aakgedik@coralacademylv.org
Arrival Date: 05/21/2026
TA2E262

Order Summary

Theme Park Tickets

Grad Nite (Mon/Tue/Wed/Thurs) Park Hopper Ticket - Chaperone (Ages 10+),
Quantity: 3, Unit Price: $239.00, Total: $717.00

See important details below.

Grad Nite (Mon/Tue/Wed/Thurs) Park Hopper Ticket - Student (Ages 10+),
Quantity: 120, Unit Price: $239.00, Total: $28,680.00

See important details below.

Grad Nite Park Hopper Ticket - Complimentary Chaperone (Ages 10+),
Quantity: 6, Unit Price: $0.00, Total: $0.00

See important details below.

Disney Dine Cards

Disney Dining Card,
Quantity: 175, Unit Price: $30.00, Total: $5,250.00

See important details below.

Price and Payment Summary

Order Date: February 19, 2026

Price	$34,647.00
Shipping	$0.00
Total Order Price	$34,647.00
Payment Pending	**-$34,647.00**

Contact Us

For questions about your order, please email us at DLR.Grad.Nite@disney.com or call us at (714) 517-7287. Guests under age 18 must have their Group Leader call.

Terms and Conditions

Ticket Store Terms & Conditions

2026 *Disneyland*® Resort Grad Nite Policies & Expectations

In a tradition that dates back to 1961, Grad Nite at the *Disneyland*® Resort (the "Resort") has been a rite of passage for millions of graduating high school seniors. Disney's goal is to create an environment that is enjoyable for everyone including, without limitation, all Resort Guests and Disney Cast Members. The Resort expects chaperones and school administrators to strictly enforce Grad Nite behavior expectations and policies. With each school's cooperation, we can carry on the legacy of Grad Nite at the Resort as the magical and memorable experience that it is today.

It is the school's responsibility to ensure that all students and chaperones attending Grad Nite (each an "Attendee" and, collectively, "Attendees") arrive at the Resort sober and without any drugs, alcohol, or other prohibited items in their possession. We expect schools to conduct thorough bag checks and Attendee screenings before allowing Attendees to board buses for Grad Nite. Similar to the security screening process for all Resort guests, Attendees should expect bag checks and magnetometer screenings at the Resort's backstage screening area.

In conjunction with the Anaheim Police Department, we will also be conducting screenings for banned substances.

Screenings will include bag searches and the use of drug-sniffing canines. If bag searches and/or the drug-sniffing canines indicate the presence of marijuana (or any of its derivatives including marijuana enriched products and medical marijuana) or any illegal narcotics/substance, we will ask the subject Attendee for permission to conduct additional screening. Successful completion of the security screening is required to enter the theme parks and the Grad Nite private event. Chaperones are required to enter the security screening area with their students. A chaperone must be available at all times and prepared to handle any issues that may arise during screenings and must accompany students as needed, regardless of a student's age.

If any banned substances are found on the bus or in the possession of an Attendee, the matter will be turned over to the Anaheim Police Department for further action. If schools/Attendees violate this policy, the school may be banned from future Grad Nite events. Attending Grad Nite is not a right, it's a privilege.

All chaperones attending Grad Nite must be age 25 or older. Chaperones are expected to provide responsible adult supervision both during the day and evening hours of Grad Nite. Therefore, chaperones cannot consume alcoholic beverages during their visit to the Resort for Grad Nite. Chaperones violating this policy will not be allowed into the Grad Nite private event and may jeopardize future Grad Nite registrations for their school. Chaperones must be available at all times

to respond to any incident involving an Attendee from their school and must ensure that chaperone contact information provided to Disney is correct and complete prior to the date of the event.

All students attending Grad Nite must be graduating high school seniors that are in good standing with their school. All students must arrive together with their school in buses, large vans or chaperone-driven vehicles. Arriving at Grad Nite in a student-driven vehicle is not permitted. Each Attendee attending Grad Nite is responsible for their own ticket throughout the duration of the visit. Tickets are non-refundable, non-transferable and will not be replaced if expired, lost, destroyed or stolen. Attendees will receive an event wristband following successful completion of the security screening at the Grad Nite screening location. Children of Attendees or students without a registered school in attendance will not be allowed to attend regular theme park hours using any type of Grad Nite ticket package (i.e., paid student, paid chaperone or complimentary chaperone ticket) and are not permitted to attend the Grad Nite private event. If an Attendee is seen with a child during the Grad Nite private event, they may be asked to leave immediately. Please leave all children at home. The Grad Nite private event is a special ticketed event for eligible attendees from registered schools and is not open to the general public or to any other students, parents, chaperones or guests arriving at the Resort without a Grad Nite ticket.

To ensure an enjoyable experience for all Attendees and other theme park guests, please respect the theme park rules as well as the following rules:

Excessive celebratory behaviors that can be interpreted by other guests as intimidating and/or disruptive are prohibited at the Resort and during the Grad Nite event, such as:

- Groups walking and/or running in locked arms (this can appear threatening to other guests and is also a safety concern in impacted areas).
- Group chanting of any kind including yelling at high volumes in attraction queues.

The following behaviors and activities are not tolerated at the Resort:

- Inappropriate touching, sexual misconduct or physical aggression of any kind.
- Failure to comply with a request of a Disney Cast Member (Disney Cast Members are trained to direct Resort guests for optimal safety and help guests comply with the Resort's standards of conduct).
- Inappropriate language (including profanity) and disruptive or offensive behavior.
- Disrespectful demeanor toward other theme park guests, Disney Cast Members or other law enforcement officials.
- For your safety and that of others, please refrain from running.
- Theft or vandalism.
- Line jumping/cutting in attraction queues.
- Failure to comply with attraction safety rules.
- The distribution of printed or recorded materials of any kind.
- Photography, videotaping or recording of any kind for commercial purposes.
- Feeding, petting, touching, harassing or harming any wildlife in the theme park, including birds.

The following items are prohibited for all Attendees:

- Alcoholic beverages and any illegal narcotics/substances.
- Marijuana (or any of its derivatives including marijuana enriched products and medical marijuana), even if it has been legally prescribed to the student or chaperone.
- Self-defense or restraining devices (e.g., pepper spray, mace, tasers, alert noise makers).
- Glass containers of any kind, glass perfume/cologne bottles of any size.
- All outside food and drinks that are not factory sealed.
- Firearms, ammunition or weapons of any kind, or objects or toys that appear to be firearms or weapons.
- Fireworks or other similarly explosive and/or flammable objects.
- Laser pointers or any other items we deem inappropriate and/or aligned with normal Resort prohibited items deemed potentially harmful or disruptive, including Bluetooth speakers.
- Smoking, vaping, cigarettes, electronic cigarettes (e-cigarettes), vaping products and any other tobacco products.
- Selfie sticks and hand-held extension poles for cameras and mobile devices.
- Suitcases, bags, coolers or backpacks, with or without wheels that are larger than 24" long x 15" wide x 18" high.
- Folding chairs, with the exception of cane-chair and seat-walker mobility aids.
- Musical instruments.
- Large tripods or monopod stands and professional photography equipment and lighting.
- Recreational devices such as drones, remote control toys, skateboards, scooters, inline skates and shoes with built-in wheels.
- Attire that we consider inappropriate or attire that could detract from the experience of other Guests, such as clothing containing drug/violence/weapon references or pictures and potential gang-related clothing, as well as costumed masks, helmets, and face paint.

If a chaperone should witness inappropriate student behavior, we ask that the chaperone notify a Disney Cast Member immediately. If a student should witness inappropriate chaperone behavior, we ask that the student notify a Disney Cast Member immediately. If a student or chaperone is ejected from the Resort or Grad Nite, it is the responsibility of the school official(s) to dismiss the student or chaperone from the Resort premises.

Grads and/or their chaperones may only bring in medication (including but not limited to inhalers and over the counter and prescription medications) in conformance with school policy and the requirements under applicable laws and regulations, such as Section 49423.1 of the California

Education Code. Any medication needing refrigeration may be stored at *Disney California Adventure*® Park First Aid.

For more information regarding *Disneyland*® Resort Park rules, please visit https://disneyland.disney.go.com/park-rules/.

Please also visit Disneyland.com/updates for important information about visiting the *Disneyland*® Resort.

Grad Nite Terms and Conditions

Acknowledgements By ordering 2026 *Disneyland*® Resort Grad Nite tickets, the school official or other school designee, as applicable (each a "School Representative"), acknowledges that: (i) the School Representative has received and reviewed the 2026 Disneyland® Resort Grad Nite Policies & Expectations and Terms & Conditions (collectively, the "Terms and Conditions"); (ii) the School Representative will communicate these Terms and Conditions to all participating Grad Nite attendees including students and chaperones ("Attendees"); and (iii) the School Representative, on behalf of their school, agrees to these Terms and Conditions. By ordering Grad Nite tickets, the School Representative represents and warrants that they have the authority to make the foregoing acknowledgement on behalf of their school. Each School Representative also agrees to ensure that the school's chaperones will help enforce these Terms and Conditions while attending the Grad Nite event with their school. No school will be allowed to order tickets without acknowledgement of these Terms and Conditions.

In addition, by acknowledging where indicated below, school shall acquire no right to use, and shall not use, the names "Disneyland" or "Disney" (either alone or in conjunction with or as a part of any other word or name) or any fanciful characters or designs or other intellectual property of Disney Destinations, LLC or any of its affiliates (collectively, "Disney"):

i. in any advertising, publicity or promotion.
ii. to express or to imply any endorsement by Disney of school or school's services.
iii. in any other manner or for any purpose whatsoever (whether or not similar to the uses prohibited by (i) and (ii) above), except as provided in these Terms and Conditions.

Sales of, and Offers to Sell, Grad Nite Tickets or Wristbands School shall not offer to sell, nor sell, any Grad Nite tickets or wristbands to any persons (other than to Attendees). School shall sell the Grad Nite tickets and wristbands only to Attendees in connection with the Grad Nite event. School shall not sell or transfer any Grad Nite tickets or wristbands to any third party, travel wholesaler, tour operator or other person or entity that intends to resell and/or retransfer the Grad Nite tickets or wristbands and/or is otherwise not a Grad Nite attendee and the end user of the Grad Nite tickets and wristbands. School shall not offer to sell nor sell any Grad Nite tickets or wristbands at the *Disneyland*® Resort.

Rules and Regulations The Grad Nite event shall be governed by and conducted in accordance with such rules and regulations as Disney may establish, in Disney's sole and absolute discretion, for the Grad Nite event (including, without limitation, the hours of operation of the Grad Nite event, the rules set forth on the Grad Nite tickets and wristbands, rules regarding no smoking, dress/attire standards, and all applicable laws, rules, regulations and ordinances of any and all governmental authorities having jurisdiction). All Attendees must arrive and depart together via buses or chaperone driven large vans or vehicles. Disney suggests that at least one (1) chaperone from each school make their way back to their bus prior to departure, to be there for Attendees.

All Attendees must depart the *Disneyland*® Resort no later than 90 minutes following the conclusion of the Grad Nite event at 2:00 a.m. It is the school's responsibility to arrange all transportation to and from the *Disneyland*® Resort. All schools shall comply with all laws applicable to student pupil activity buses including, without limitation, U.S. Department of Transportation, National Traffic and Motor Vehicle Safety Act, Americans with Disabilities Act (ADA), Department of California Highway Patrol and school transportation safety plans. Disney reserves the right to refuse admittance to any Attendee who does not comply with any of the foregoing (or, after admittance, to deprive an Attendee of the use of the *Disneyland*® Resort by delivering an Attendee into the custody of the Attendee's school's chaperone) without any liability to such Attendee or school. Disney reserves the right to remove an Attendee or any other person associated with the school from the Grad Nite event after notification to school of a violation of any applicable rules and/or guidelines by any Attendee and/or any employees, agents and/or representatives of that school.

Indemnification By acknowledging where indicated below, school agrees to defend (if requested by Disney and with counsel selected by Disney), indemnify and hold harmless Disney and its officers, directors, agents, employees and assigns, from and against any and all claims, suits, damages, liabilities, costs and expenses (whether based on tort, breach of contract, patent and/or copyright infringement, product liability and/or otherwise) including, without limitation, attorneys' fees and costs, arising in any way from and/or out of and/or based on school's offer to sell and sale of the Grad Nite tickets and/or wristbands; school's use of the Disney Assets (as defined below); any act and/or omission of the Attendees or school, its officers, directors, agents, employees or groups; and/or any breach or alleged breach of any of school's representations, warranties, obligations and/or agreements hereunder. The provisions of this paragraph shall survive, indefinitely, and shall not be limited by the amount of insurance maintained by school.

Prepayment Before a ticket order can be fulfilled for school, one hundred percent (100%) pre-payment is due sixty (60) days prior to the Grad Nite reservation event date to confirm school's order for all Grad Nite tickets and wristbands. All payments must be made by Electronic ACH/Wire Transfer, Credit Card, Organizational Check, Money Order, or Cashier's Check, in accordance with payment instructions provided by Disney. All tickets are non-refundable and nontransferable. Disney

shall have the right to immediately cancel the Grad Nite reservation for non-payment past the scheduled due date.

Termination Disney shall have the right to immediately cancel the Grad Nite event in Disney's sole and absolute discretion and for any or no reason whatsoever upon notice to school. In such case, Disney shall reimburse school for any monies paid by school to Disney for Grad Nite tickets to the cancelled Grad Nite event, and school shall be responsible for reimbursing each purchaser for such Grad Nite tickets (that have been paid for and were not complimentary). Disney's obligation to reimburse school, as foresaid, shall be Disney's sole obligation as a result of such cancellation, and Disney shall not be liable for damages to school, or to anyone claiming by, through or under school, as a result of such cancellation. Upon such cancellation, school shall return to Disney all Grad Nite tickets and wristbands previously issued by Disney to school for the Grad Nite event. Without liability, any cancellation of any entertainment scheduled to appear at the Grad Nite event shall not constitute a breach of any agreement, nor shall school or the Attendees be entitled to a refund of, or reduction in, the amount charged for the Grad Nite tickets due to such cancellation of entertainment. School hereby irrevocably waives any right to injunctive relief and/or right of rescission and hereby agrees that school's sole and exclusive remedy in the event of any breach and/or alleged breach, termination, and/or cancellation of any agreement between school and Disney by Disney shall be an action for monetary damages. Upon any cancellation of the Grad Nite event, Disney may exercise any or all of its rights and remedies at law and/or in equity.

Videotaping/Filming School understands and agrees that school may not photograph, videotape, audio record or film at the Grad Nite event without Disney's prior written consent. If Disney provides its consent, all such photographs, videotapes, audio recordings and/or films must only be used for internal, archival, and non-commercial personal purposes (and cannot, for example, be uploaded to Facebook, YouTube or the like via cell phone or in any other manner). Under no circumstances may school photograph, videotape, audio record or film any Disney musicians, performers, or show elements at the Grad Nite event. School will be responsible for obtaining any and all consents and permissions needed to use such photographs, videotapes, audio recordings and films, as permitted hereunder.

Marketing Toolkit If school elects to receive a marketing toolkit from Disney for promotion of the Grad Nite event ("Toolkit"), school understands and agrees that the terms and conditions set forth in this section shall apply.

Commencing upon school's receipt of the Toolkit and continuing through the Grad Nite event (the "Promotion Period"), Disney grants to school the non-exclusive, non-transferable license and limited right to use certain artwork, logos, photographs, slides, symbols, characters, copy, JPEGs, video clips, layouts, trademarks, trade names, scenes and/or depictions of the Resort, and/or other Disney intellectual property included in the Toolkit (collectively, the "Disney Assets"). School will only use the Disney Assets: (1) in materials prepared by school for school's promotion of the Grad Nite event ("Promotion Materials"); (2) within the United States and Canada; (3) during the Promotion Period; and (4) in the form provided by Disney (except as otherwise approved in writing by Disney). School will not use the Disney Assets for any other purpose.

Promotion Materials in digital or electronic form may only be used on school's website, on school's official Facebook, X, Instagram, LinkedIn, Pinterest, Snapchat, Tumblr, or YouTube pages, and/or in a distribution to the email addresses on school's official email address database. When using any digital templates included in the Toolkit, layouts and copy must be kept in their original form and may not be changed, except for the editing of customizable sections in accordance with specific instructions contained therein. Examples of non- permissible changes include, without limitation, resizing or cropping Disney Assets, changing or deleting Disney copy, using Disney Assets out of context, and incorporating pieces of the templates on non-approved media platforms. Disney makes no warranty or representation whatsoever in connection with the Disney Assets. School understands and agrees that no rights in and to any musical compositions or musical recordings are granted hereunder and such rights must be obtained by separate agreement between school and the applicable rights holders. School will be responsible for securing any and all licenses from and remitting any and all payments to any applicable collecting rights societies (ASCAP, BMI, SESAC) in connection with school's public performance of any music embodied in the Promotion Materials including, without limitation, music embodied in the Disney Assets incorporated therein, which may be exploited as authorized hereunder. School agrees to comply with all laws, rules and regulations (including, without limitation, the Federal CAN-SPAM Act) applicable to any sending of promotional material by e-mail and, in furtherance of and without limiting the foregoing, school agrees (a) to maintain a list of recipients who have opted out of receiving future commercial e-mails from school; (b) as to any recipient who has previously opted out of receiving (and has not subsequently affirmatively consented to receive) commercial e-mail from school, not to send promotional material by e-mail to such recipient more than ten (10) business days after opt out; and (c) to ensure that any recipients of promotional material by e-mail are provided with an opportunity to opt-out from receiving future commercial e-mails from school, all in accordance with applicable law. As used in this section, the term "commercial e-mail" will have the same meaning as the term "commercial electronic mail message" in the Federal CAN-SPAM Act.

Changes; Admittance All theme park attractions, entertainment, offerings, tickets and other items described on this ticket store (and in any collateral sent by Disney to school in connection with the Grad Nite event) and all prices, operating hours, age requirements, and other terms for such items may be changed or discontinued without notice and without liability. Disney reserves the right to refuse admittance to any persons, and shall not be liable for non-utilization of Grad Nite tickets or loss of recreational opportunities due to refurbishing, capacity, inclement weather, special events or any circumstance beyond Disney's control. Parks, attractions, restaurants, experiences, and offerings may be modified or unavailable, may have limited capacity, and be subject to limited availability or even closure.

Coral Academy of Science Las Vegas

1051 Sandy Ridge Ave.
Henderson, NV 89052
(702)768-8803
702 7768800

PURCHASE ORDER
09-EN-24028

Vendor Information	Shipping Information
Six Flags Magic Mountain PO Box 848412 Los Angeles, CA 90084-8412 Phone - / Fax -	1051 Sandy Ridge Ave. Henderson, NV 89052 (702)768-8803 702 7768800

Date	Require Date	Prepared By	Workflow	Status	Description
02/20/2026	03/02/2026	Michelle Yu Hian	CASLV Sandy Ridge	Purchasing Documents	Six Flags Magic Mountain - 8th & 11th Gr FT

$6,030 charge to C.2027
$5,790.68 charge to C.2030
OK, Andrea S. needs to add it to the "Expenses $10K-$25K in Board Information package – Ercan

Admission tickets with one meal and a drink8th & 11th Gr FT

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		0810 100 000 910 1000 87312	N/A	Order #456RG044574	11,820.68	0.000	11,820.68

Approved

Approval Information

Ercan Aydogdu	Exec. Director - Approved 11,820.68	02/25/2026 1:07 PM
Nick Sarisahin	CFO - Approved 11,820.68	02/24/2026 3:19 PM
Yucel Korkmaz	Purchasing Manager - Approved 11,820.68	02/24/2026 1:03 PM
Adem Akgedik	Local Purchase Approver - Approved 11,820.68	02/24/2026 8:08 AM
Michelle Yu Hian	Requester - Submitted 11,820.68	02/20/2026 11:12 AM

TOTAL	$11,820.68

Please email invoices to (PREFERRED):
accountspayable@coralacademylv.org

Or mail invoices to: ***NEW BILLING ADDRESS***
Coral Academy of Science Las Vegas – Central Office
8985 S. Eastern Ave., Ste. 375
Las Vegas, NV 89123

This Purchase Order Authorizes the purchase of the items or services in the quantities and the amounts specified above by the purchaser identified above on the presentation of proper identification at time of purchase.

The Purchase Order # number must appear on billing invoices and packages and billing of the purchase must be submitted to the address shown above.

Control No. 139837

Wednesday, February 25, 2026 Page 1 of 1

Six Flags MAGIC MOUNTAIN

Prepaid Invoice

(Not Valid Without A Signed Agreement)

Account #:	SF-0000136218	**Order #:**	456RG044574
Account Name:	Coral Academy of Science- Sandy Ridge Campus-	**Invoice Date:**	2/18/2026
Contact:	Christine Collier	**Payment Due Date:**	4/3/2026
Billing Address:	1051 Sandy Ridge Avenue Henderson, Nevada 89052	**Event Date:**	4/17/2026
Phone:	(702) 776-6529	**Salesperson:**	Ray Pascual
Email:	ccollier@coralacademylv.org	**Taxable:**	Not Exempt

Invoice Summary

Item/Description	Qty	Price	Tax	Price + Tax	Subtotal
Admission + Single Meal Deal + Drink Wristband Package	139	$79.99	$2.92	$82.91	$11,524.49
SMD + Drink Wristband for Comp Admission	9	$29.99	$2.92	$32.91	$296.19
Complimentary Admission Ticket only (1:15 ratio)	9	$0.00	$0.00	$0.00	$0.00

Subtotal: $11,820.68

Total Due: **$11,820.68**

Special Instructions:

- Payment Terms: **Prepaid**
- For questions about this invoice please contact: Sandra.richards@sixflags.com
- Please return a copy of this invoice with mailed payments.
- Please reference Account # (above) on any check payments.
- Tickets and packages will not be released until payment is received for this invoice.
- Include the Account # in the ACH/Wire transfer description and email remittance receipt along with invoice copy to ar@sixflags.com.

W9: https://groups.sixflags.com/SFMM-W9

Please Remit Checks Via Trackable Mail To:
Six Flags Magic Mountain
Lockbox: Six Flags Magic Mountain, PO Box 848412, Los Angeles, CA 90084-8412
Overnight: Lockbox Services 848412, Six Flags Magic Mountain, 3440 Flair Drive, El Monte, CA 91731

Please let me know if you would like a Secured Payment Link.

VISA DISCOVER

ACH Account Info
Acct. Name: Six Flags Entertainment Corporation
Bank: Wells Fargo Bank NA. 420 Montgomery St., San Francisco, CA 94104
Routing #: 121000248
Account #: 4945819001
Account Type: Checking

Wire Transfer
Routing #: 121000248
Account #: 4945819001
Swift Code: WFBIUS6S

CASLV
Soaring to Excellence

Field Trip and Event Planning Form

Faculty Sponsor/Grade: Collier / 8th Date of Field: 4-17-26

Trip/Event: Six Flags 8th grade field trip

Location of Field Trip: Six Flags Magic Mtn. Valencia, Cal.
Street Address City Zip

Total number of Students:
Estimated to Participate: # 100
Total Cost for Field Trip: $
(Includes entrance fees, transportation, meals, etc.)

Cost per Child: $ 190

Funding Source(s): ☐ CASLV ☐ PTO ☐ Fundraising ☒ Student Source ☐ External Source

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Transportation Company and Contact Information: Arrow Stage.
Charging for Transportation? ☒ Yes How much? $ 100 ☐ No
Transportation Invoice Amount: $ 8,280 Deposit Required: $_____ Deposit Due Date: _____ Balance/Final Payment Amount: $_____ Balance/Final Payment Due Date: _____
Please attach the invoice/contract to this form.

Venue and Contact Information: Six Flags Magic Mountain.
Venue Invoice Amount: $ 8500 Deposit Required: $_____ Deposit Due Date: _____
Balance/Final Payment Amount: $_____ Balance/Final Payment Due Date: _____
Please attach the invoice/contract to this form.

Educational Purpose:

Teacher(s):

1) Collier	3)
2) Tantlinger	4)

Class Coverage: ☒ Substitute Required ☐ Internal Coverage Arranged ☐ No Coverage Required

I have reviewed the information and criteria directing educational trips as outlined in THE CASLV SCHOOL FIELD TRIP HANDBOOK and request approval for the above.

Signature of teacher submitting request Christina Collier Date 9-17-2025

Administration Approval

Approved ☒ Not Approved ☐ Principal's Initials/Date: A.A. 9/22/25

Abinate, Heldana T

Ackasone, Tyler A

Agtarap, Maddox

Alzate, Isaiah

Andric, Stefan

Apyrss, Tristan T

Balcar, Tyler J

Bompat, Arielle G

Boone, Natalie S

Bryant, Angel K

Charoenpanich, Jaidee

Chen, Yixiao

Christensen, Cole K

Cifaldi, Emilia M

Curry, Lauren E

Dang, Zoie J

De Ramos, Jayden S

Debeb, Caleb G

Deniz, Melike F

Diamantopoulus, Lorenza

Do, Camden A

Doos, Joshua E

Dwyer, Jacob M

Dzarnoski, Gabriella A

Estrada, Aliyah N

Farris, Jack A

Federici, Neale K

Fischer, Noel

Fosse, Axel-Anton K

Fujino, Carson

Gao, Fun Min

Gewerter, Emily K

Guerrero Luna, Samuel J

Heckner, Aubrey L

Herchik, Martin S

Hetey, Christopher L

Hpone, Ezekiel S

Huang, Kenneth B

Huang, Stella J

Illustrisimo, Elyza M

Lnozemtseva, Emili

Jaiyesimi, Fareed O

Jecov, David D

Jeeter, Noble R

Jones, Riley T

Kasinski, Talia H

Katende, Ian

Kaur, Mehr

Khamsopha, Liam B

Kim, Emma N

Kosanke, Royce A

Koukal, Matyas D

Le, Justin T

Lebroke, Trenton H

Lei, Drake J

Lewis, Cruz T

Light, Sophia C

Lin, Aiden

Lopez, Emily K

Lopez-Calderon, Rosali E

Luansing, Kylie Pio

Makinster, Mila E

Mari, Grace T

Maw, Ainslee J

Mckenzie, Lana E

Menina, Rylee

Muna, Dylan T

Nebat, Nogah S

Nicola, Robert M

Osborne, Kadence O

Pieter, Maykah M

Pikinton, Eli M

Portillo, Autumn

Qi, Piaoyin

Quach, Lucas C

Reyes, Nathan L

Rideout, Ryan A

Rising, Alexa B

Robinson, Ava M

Rodriquez Espinoza, Michaela J

Rosenberg, Eli F

Saab, Benjamin T

Sagat, Erina E

Sankaranandhan, Sarvesh

Scholer, Charles F

Serpico, Alejandro V

Synder, Zeppelin R

Solomon, Noah E

Sridhar, Saivarshana

Steffani, Jack L

Sudol, Alexandria J

Thomas, Roman H

Tomanov, Pavel V

Tone, Moica D

Tsosie, Ali B

Vasquez-Garcia, Valentina

Vichare, Ayden N

Wang, Serene

Waters, Scarlett G

Watson, Joseph J

Yadao, Kenzi Jayde P

Yu, Quiton R

Yu, Shaina S

CASLV
Soaring to Excellence

Field Trip and Event Planning Form

Faculty Sponsor/Grade: Tantlinger / 11th Date of Field: 4/17/26

Trip/Event: Field trip to Six Flags for 11th grade

Location of Field Trip: Six Flags Magic Mountain
Street Address City Zip

Total number of Students:
Estimated to Participate: # 70
Total Cost for Field Trip: $ 13,300
(Includes entrance fees, transportation, meals, etc.)

Cost per Child: $ 190

Funding Source(s): ☐ CASLV ☐ PTO ☐ Fundraising ☒ Student Source ☐ External Source

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Transportation Company and Contact Information: Arrow Stage.
Charging for Transportation? ☒ Yes How much? $ 100 ☐ No
Transportation Invoice Amount: $ 8,280 Deposit Required: $ — Deposit Due Date: _____
Balance/Final Payment Amount: $ 8,280 Balance/Final Payment Due Date: _____
Please attach the invoice/contract to this form.

Venue and Contact Information: Six Flags Magic Mountain.
Venue Invoice Amount: $ 5,950 Deposit Required: $_____ Deposit Due Date: _____
Balance/Final Payment Amount: $_____ Balance/Final Payment Due Date: _____
Please attach the invoice/contract to this form.

Educational Purpose:

Teacher(s):

1) Regina Tantlinger	3)
2) Collier	4)

Class Coverage: ☒ Substitute Required ☐ Internal Coverage Arranged ☐ No Coverage Required

I have reviewed the information and criteria directing educational trips as outlined in THE CASLV SCHOOL FIELD TRIP HANDBOOK and request approval for the above.

Signature of teacher submitting request Regina Tantlinger Date Sep 17, 2025

Administration Approval

Approved ☑ Not Approved ☐ Principal's Initials/Date: A.H. 9/22/25

11th Grade Field Trip Students

1. Emery Banks
2. Madison Blanc
3. Tabbitha Boone
4. Alina Cartagena
5. Cameron Cox
6. Ryleigh Dimick
7. Lilly Grande
8. Avika Gupta
9. Nashmia Hallman
10. Miles Herbold
11. Alex Herchik
12. Garrett Hudson
13. Joe Kimoto
14. Zephren LaPlant
15. Teegan LeBrooke
16. Kyle Luzuriaga
17. Marshall Merrill
18. Reign Nidal-Smith
19. Kailey Olsen
20. Gaius Palacios
21. Benjamin Putzier
22. Killian Reeves
23. Colton Robb
24. Aedan Silva
25. Luke Snyder
26. Sam Snyder
27. Caleb Teixeira
28. Bryan Walker
29. Joshua Jeeter
30. Tanner Iscan
31. Trentin Gonzales
32. Layla DeJesus
33. Lenny Hochman
34. Lauren Huang
35. Haley-Rae Oetjen
36. Brody Walsh
37. Jonah Zuluaga

Coral Academy of Science Las Vegas

8985 S. Eastern Ave., Suite 375
Las Vegas, NV 89123
(702)776-6529
Nick Sarisahin

PURCHASE ORDER
09-EN-24164

Vendor Information	Shipping Information
Navigate360, LLC PO Box 933402 Cleveland, OH 44193 Phone - / Fax -	10 Cadence Crest Parkway Henderson, NV 89011 (702)776-8800 Deb Freeth

Date	Require Date	Prepared By	Workflow	Status	Description
03/02/2026	03/12/2026	Deb Freeth	CASLV Cadence	Purchasing Documents	PO Request: Navigate360 Proposal No: Q-249057

Tam: PP

PO Request
Requires signature please
OK, Andrea S. needs to add it to the "Expenses $10K-$25K in Board Information package – Ercan

PO Request12 month subscription services - Compass, PBIS

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		0653 100 000 87316 100 1000	N/A	PO Request: Navigate360 Proposal No: Q-249057	17,665.00	0.000	17,665.00

Approved

Approval Information

Ercan Aydogdu	Exec. Director - Approved 17,665.00	03/03/2026 7:33 PM
Nick Sarisahin	CFO - Approved 17,665.00	03/02/2026 2:30 PM
Yucel Korkmaz	Purchasing Manager - Approved 17,665.00	03/02/2026 11:01 AM
Emrullah Eraslan	Local Purchase Approver - Approved 17,665.00	03/02/2026 8:21 AM
Deb Freeth	Requester - Submitted 17,665.00	03/02/2026 6:38 AM

TOTAL	$17,665.00

Please email invoices to (PREFERRED):
accountspayable@coralacademylv.org

Or mail invoices to: ***NEW BILLING ADDRESS***
Coral Academy of Science Las Vegas – Central Office
8985 S. Eastern Ave., Ste. 375
Las Vegas, NV 89123

This Purchase Order Authorizes the purchase of the items or services in the quantities and the amounts specified above by the purchaser identified above on the presentation of proper identification at time of purchase.

The Purchase Order # number must appear on billing invoices and packages and billing of the purchase must be submitted to the address shown above.

Control No. 140227

Wednesday, March 4, 2026 Page 1 of 1

Navigate360
The Leader in Holistic Safety™

NAVIGATE360 - ORDER FORM

Customer:
Coral Academy of Science - Cadence
10 Cadence Crest Pkwy
Henderson, NV 89011
Asma Hallman
ahallman@coralacademylv.org

Proposal No: **Q-249057**
Proposal By: Laura Thompson
Email: lthompson@navigate360.com
Opp Number: 259938
Proposal Expires: 6/30/2026

Total Investment: $17,665.00 - Net 30

Term: The 12 month term for subscription services begins on **6/2/2026** and ends on **6/1/2027**. Subscription services will be billed according to the following invoice schedule: One-Time Payment

Notes:

SUBSCRIPTION SERVICES

Product	Description	Quantity	Annual Price
Behavior360	Behavior360 (Bundle Product)	1700 Students	$0.00
Compass - For Students	Compass curriculum for students	1700 Students	$3,859.00
Compass Behavior Intervention	Behavioral Intervention for students	1700 Students	$5,610.00
Compass Services and Support	Annual service and support fees for curriculum subscriptions.	1700 Students	$1,394.00
PBIS Rewards Service Base Fee	PBIS Rewards Service Base Fee	1700 Students	$2,108.00
PBIS Rewards Per Student Fee	PBIS Rewards Per Student Fee	1700 Students	$3,009.00
PBIS Rewards Behavioral Referral System	PBIS Rewards Behavioral Referral System	1700 Students	$1,190.00
PBIS Rewards Hall Pass Plus	PBIS Rewards Hall Pass Plus	1 Building(s)	$495.00

Subscription Total: $17,665.00

Total: $17,665.00

All Pricing in USD.

Proposal No: **Q-249057**
Accurate Sales Tax will be added when applicable.
* Multi-year contract pricing is subject to pricing terms defined in the Master Services Agreement of this Order Form.

Terms and Conditions

Please see the Master Services Agreement and Addenda thereto for the terms and conditions that govern this Order Form. Customer agrees that Customer's purchases hereunder are neither contingent on the delivery of any future functionality or features of the Services nor dependent on any oral or written public comments made by Company regarding future functionality or features.

☑ By signing below, Customer agrees to the Master Service Agreement Terms and following addenda:

Master Service Agreement: Coral Academy of Science - Cadence MSA

Software Services Addendum A

IN WITNESS WHEREOF, the parties have caused their respective duly authorized representatives to execute this Agreement in consideration of the promises and mutual covenants contained herein.

NAVIGATE360 SIGNATORY

Name: _____

Date: _____

Signature: _____

CUSTOMER SIGNATORY

Name: _____

Title: _____

Date: _____

Signature: _____

CUSTOMER BILLING INFORMATION

A/P Contact Name: _____

A/P Phone: _____

A/P Email: _____

A/P Address: _____

City: _____

State (2 Letter Abbreviation): _____

Zip Code: _____

Federal Tax ID: _____

Purchase Order

☐ Attached PO #: _____

☐ PO in process to be sent separately:

Sales Tax Exempt No. _____

Sales Tax Exemption Certificate must be attached.

Upload Document:

Proposal No: **Q-249057**

Accurate Sales Tax will be added when applicable.

* Multi-year contract pricing is subject to pricing terms defined in the Master Services Agreement of this Order Form.

Coversheet

State Public Charter School Authority (SPCSA) 2025 Site Evaluations Report (Information)

Section: III. Information/Discussion Items
Item: C. State Public Charter School Authority (SPCSA) 2025 Site Evaluations Report (Information)
Purpose: FYI
Submitted by:
Related Material: 25-26 CASLV FINAL_Nellis Site Evaluation Report.pdf
25-26 CASLV FINAL_Centennial Hills Site Evaluation Report.pdf
25-26 CASLV FINAL_Cadence Site Evaluation Report.pdf
25-26 CASLV FINAL_CASLV Windmill _Site Evaluation Report.pdf
25-26 CASLV FINAL_Eastgate_Site Evaluation Report.pdf
25-26 CASLV FINAL_Sandy Ridge_Site Eval and RBM Report.pdf
25-26 CASLV FINAL_Tamarus_Site Evaluation Report.pdf
SPCSA Site Evaluation Report Summary by Dr. Ercan.pdf

Nevada State Public Charter School Authority

Coral Academy of Science Nellis Air Force Base

Site Evaluation Report: December 2, 2025

State Public Charter School Authority

775-687-9174
3427 Goni Rd, suite 103
Carson City, Nevada 89706

702-486-8895
500 E. Warm Springs Rd, suite 116
Las Vegas, Nevada 89119

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Links to Resources:

- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Increased and intentional use of Kagan strategies
A key strength of Coral Academy of Science Nellis Air Force Base (CASLV Nellis) is the increased and intentional use of Kagan[1] instructional strategies which are cooperative learning strategies. Evidence from the staff focus group as well as observational classroom data indicates that teachers are incorporating Kagan structures into both classroom instruction and Professional Learning Communities (PLCs)[2]. Staff reported using a variety of strategies, including shoulder partners, collaborative team tables, carpet discussions, anchor charts, jigsaw activities, Showdown, and Numbered Heads Together, to promote student engagement and collaborative learning. Research has shown that increased and intentional Kagan instructional strategies support cooperative learning and are used to deepen understanding through peer explanation, support diverse learning through peer scaffolding and supports critical social and communication skills.

Departmentalization of the third grade
The CASLV Nellis campus has implemented a departmentalized model in grade three. This instructional approach has the potential to benefit both teachers and students. Under this model, teachers specialize in fewer content areas—such as mathematics and science or English language arts and social studies—allowing them to develop deeper expertise in curriculum standards and instructional practices. Departmentalization may reduce planning demands, as educators are not responsible for preparing lessons across all subject areas, which can help alleviate teacher stress and support more intentional and creative lesson design. Students benefit from receiving higher-quality, content-specific instruction and from engaging with multiple teachers throughout the school day, which can enhance learning experiences and support academic growth.

Strengthened Positive reinforcement for desired student behavior
The CASLV Nellis campus has demonstrated meaningful progress in fostering and further improving a positive school climate for students. The CASLV Nellis campus received MTSS Gold recognition for the 2024-2025 school year. During classroom observations, SPCSA evaluators noted consistent use of positive reinforcement strategies, including teacher practices that encouraged appropriate student behavior in a respectful and supportive manner. This observation aligns with feedback from the faculty and staff focus group, where participants highlighted the consistent use of positive reinforcement across the campus. Family focus group participants also affirmed these findings, praising teachers and administrators for their dedication, responsiveness, and strong commitment to a positive school culture. Additionally, students reported that staff are kind, helpful, and creative in making learning engaging and enjoyable, further reflecting a supportive and affirming school environment for students.

[1]Kagan instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.
[2] A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area, or an entire teaching staff.

A new administrative position, focused on promoting a strong culture and climate at the campus, was created and is currently filled by an individual highly dedicated to this goal.

Increased measures of trust and family engagement

Family members at the CASLV Nellis campus reported increased overall satisfaction during the 2025–26 school year, along with higher levels of trust and family involvement. Families noted several positive improvements, including expanded extracurricular opportunities, incentive programs, and tutoring supports that enable families to participate and better support learning at home. Families also expressed strong confidence in school safety, citing school leaders' and staff's attentiveness, care, and commitment to student well-being. Participants highlighted the school's focus on emotional regulation supports, a welcoming school climate, responsive teacher communication, and well-organized, safe procedures. Overall, families indicated that school leadership demonstrates a commitment to continuous improvement, with the campus showing consistent progress each year. These perceptions were reinforced by SPCSA staff observations of high family engagement during a school event co-sponsored by the Las Vegas Raiders.

Including STEM education in its mission statement

The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating STEM[3] education into its mission statement. This focus reflects the network's belief in providing students with hands-on, inquiry-based opportunities that promote critical thinking, problem-solving, and innovation across grade levels. School leaders noted that the decision to elevate STEM within the mission was grounded in a desire to align instructional practices with the skills students need for long-term success. As CASLV continues to refine and expand its STEM initiatives, the school remains committed to soliciting and valuing stakeholder feedback from families, staff, students, and community partners to ensure that programming is responsive, inclusive, and aligned with the broader vision for student achievement.

[3] STEM education is an interdisciplinary approach to teaching that integrates Science, Technology, Engineering, and Mathematics to prepare students for modern careers through hands-on, problem-based learning.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

More precise communication with families
A noted challenge at the CASLV Nellis campus is the perceived need for a streamlined and precise family communication method. Family focus group participants expressed concerns about the volume and fragmentation of messages across multiple platforms (e.g., ClassDojo[4], Infinite Campus[5], Canvas[6], Clever[7], and various instructional applications). Several parents reported that managing this information requires significant effort to track assignments, grades, events, and deadlines. Families indicated that without consistent monitoring, student performance may be negatively impacted, and they expressed a desire for more proactive, consolidated communication regarding expectations and upcoming assignments.

Staff perception of declining morale
Another identified challenge at the CASLV Nellis campus is the perception among teachers and staff that multiple new initiatives have been introduced within a short timeframe. Transient military life can result in extreme academic gaps. Staff reported that this pace has negatively impacted overall school culture and morale. Additionally, educators expressed frustration with last-minute communication regarding schoolwide plans, such as schedule changes to accommodate MAP[8] testing. Staff also shared concerns about their capacity to effectively meet the numerous expectations placed upon them.

Transient students, families, and teachers
The CASLV Nellis campus continues to face an ongoing challenge related to its location on an active Air Force base, which contributes to higher-than-average levels of student and teacher, and family transiency. Military families frequently relocate due to transfers, resulting in fewer families remaining at the campus over multiple years. This mobility limits opportunities to build long-term relationships and sustained trust with families across siblings and overtime, as many military families move nationally and internationally within relatively short periods. Because some family members have teachers who work for the school when they arrive on base, the influx and retention levels of some of the teachers are also impacted by the location of the school.

High numbers of students receiving special education services
The CASLV Nellis campus faces a notable challenge due to a high number of students receiving special education services. Current records indicate that approximately 902 students are enrolled at the campus, with 130 identified as students with special needs. Of these, 24 students require self-contained

[4] ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos, and direct messaging directly to parents and students.
[5] Infinite Campus is a web-based program providing families the ability to view academic information for their children.
[6] Canvas is a learning management system that supports online learning and teaching and allows instructors to post grades, information, and assignments online
[7] Clever is a secure digital learning platform for K-12 schools that acts as a central hub where students log in once to reach all their digital resources.
[8] Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

classrooms. Self-contained classrooms provide more intensive support to meet individualized education program (IEP)[9] goals, including the development of daily living, community, and social-emotional skills, as well as self-care skills such as hygiene. Additionally, instruction focuses on functional academics, including practical skills like using money and telling time, all tailored to each student's unique needs to promote greater independence and participation in daily life.

Prevalence of severe student behaviors
Another challenge at the CASLV Nellis campus is the reported prevalence of severe student behaviors. This was a challenge reported by school leaders and staff. Such behaviors present significant challenges as they disrupt learning for other students, contribute to disengagement, and often stem from complex factors, including trauma, disabilities, mental health struggles, and unstable home environments. Addressing these behaviors requires extensive and specialized support beyond standard instructional practices and can place considerable demands on both school resources and overall school climate. It is important to note that the leadership team reports that they have put extensive interventions and supports into place to address student behaviors as part of the MTSS program.

Continued CASLV Nellis campus deficiency
The CASLV Nellis campus was issued a deficiency in the March 2025 site evaluation report. The following information serves as an update regarding that deficiency.

CASLV Nellis demonstrated notable academic improvement on the SPCSA Academic Performance Framework, increasing its rating from Did Not Meet with a score of 49/100 in 2023–24 to Met with a score of 62/100 in 2024–25. Notably, the elementary school earned the full 15 out of 15 points in the zip code comparison metric for schools located in zip code 89115. The elementary school's index score of 43.8 exceeded the 27.9 average of all rated public schools within the same zip code, resulting in a 2-star NSPF rating. It is important to note that within the elementary level, CASLV Nellis has progressively improved over the last three school years.

School year	index score	star rating
22-23	39.4	2
23-24	40	2
24-25	43.8	2

School leaders attributed these gains to several strategic shifts, including mentoring support from a high-performing charter school leader, enhanced use of student data binders and IXL for progress monitoring and goal setting, consistent review of academic data through leadership PLCs, and the use of SBAC practice assessments via Mastery Connect to provide actionable feedback to teachers. Additional improvements included increased alignment of learning targets, intentional professional development informed by leadership PLCs, structured instructional supports, aligned walkthrough practices, peer observation opportunities, and external support through Raise the Bar and RPDP professional development. For a 3-Star rating in Nevada's School Performance Framework, a school needs an Index Score of greater than 50.

Although improvement is noted, the CASLV Nellis campus has been rated a 2-star school during the 2024-2025 data, and the deficiency remains in effect. This is a continued challenge.

[9] An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support that a student with specific types of disabilities needs to receive in a learning environment.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue to implement co-teaching models
The SPCSA recommends that the school leadership team, in conjunction with teaching staff, continue to collaborate on the implementation of co-teaching models. While challenging and requiring ongoing training and practice, co-teaching is valuable and has shown to enhance inclusive practices, provide personalized support for students, accommodate diverse teaching styles, and ultimately promote greater student success within the general education classroom for all students.

Continue to build upon the MTSS Framework regarding student behavior and discipline procedures
The SPCSA recommends that the school continue to develop and refine its MTSS[10] framework, with particular emphasis on strengthening communication systems to ensure staff are informed of outcomes following office referrals. Staff identified this as an area for improvement, noting that better communication would help ensure appropriate support is in place when students return to class immediately following a disciplinary incident. Enhancing this process would directly address challenges related to extreme student behaviors and support consistent implementation of behavior intervention plans (BIPs). Additionally, staff expressed interest in more advanced, trauma-informed training to further develop their skills in supporting students with high-level behavioral needs while minimizing the impact on other students.

Continue to refine and improve communication with families
The SPCSA recommends that the school leadership team refine and enhance communication methods with families. While family engagement has improved and is recognized as a strength, families have expressed a desire for clearer, more concise communication with a streamlined approach. It is recommended that the school develop a plan to organize and deliver information more effectively, allowing families to easily access and review relevant, time-sensitive information regarding their child.

Discover new ways of improving staff morale
The SPCSA recommends that the CASLV Nellis campus leadership team address perceived low staff morale related to multiple initiatives within a short period of time. To support this, leadership may consider streamlining and prioritizing initiatives, involving staff in decision-making, demonstrating appreciation through verbal recognition, and offering staff the option to opt out of training that may not be relevant to their roles.

[10] Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers with onboarding and ongoing training and resources for tiered interventions and supports.

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Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.
There were no strong recommendations issued to CASLV Nellis during this evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.
There were no additional deficiencies issued to CASLV Nellis during this evaluation

The previous deficiency remains in place and the SPCSA evaluation team will meet with school leaders for updates in March 2026.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[11]	3
Family Members, Parents, and Guardians	7
Faculty and Staff	12
School Leadership	8
Students	9

[11] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three of the seven Coral Academy of Science Las Vegas Board members participated in the site evaluation at the Tamarus campus, joining both virtually and in person. They characterized their governance role as providing strategic direction for the CASLV network and addressing significant issues as they arise. The board is composed of individuals with professional expertise in law, finance, and higher education, as well as a parent representative, and currently has no vacant seats. Board members indicated that the full board convenes approximately every six weeks and that standing subcommittees focus on facilities and finance, academics, and governance.

During the focus group, board members described Coral Academy's mission as fostering lifelong learning within the Coral Academy community by developing students who are intellectually curious, enthusiastic about the sciences, and inclined to ask thoughtful, probing questions—elements reflected in the network's updated mission statement. They noted that the CASLV network of schools is distinguished by a long-standing, highly engaged community, with many students completing their entire K–12 education within the network. One board member remarked that, "Coral Academy is characterized as a rigorous, STEM-focused, college preparatory system that provides a strong educational foundation and supports high levels of student success."

Board members reported that they remain informed about academic performance through regular updates on student outcomes, including acceleration opportunities and overall achievement data. They expressed confidence that students are performing well and highlighted a variety of academic and co-curricular competitions—such as robotics, mathematics, and speech and debate—as evidence of strong student engagement and enrichment. In addition, they referenced the use of intervention blocks, Saturday classes, and before- and after-school academic supports, noting that the Coral Academy schools proactively communicate with families about the importance of these opportunities in promoting student success.

At the same time, board members identified several areas for continued improvement across the network. These included further strengthening coordination and alignment among campuses, increasing parent engagement and communication, and continuing to prioritize and enhance school safety measures. They also underscored the value of maintaining small class sizes whenever feasible and acknowledged that the CASLV Nellis campus elementary school has encountered challenges, especially in supporting students to improve their academic performance.

Focus Group Summary: Family Members, Parents, and Guardians

Members of the CASLV Nellis family focus group shared a range of perspectives reflecting both strengths and areas for growth. Several families emphasized the unique challenges faced by military families, noting that school leadership could further deepen its understanding of military-related constraints such as extended deployments, limited flexibility to leave duty stations, and the impact of furloughs. Families expressed a desire for clearer guidance and support in navigating school systems during these circumstances. Overall, families reported that the current school year has shown marked improvement compared to the previous year. Parents noted a more streamlined and organized start to the year, clearer structures, and stronger implementation overall. Families of students with IEPs expressed increased satisfaction with special education services, highlighting that staff strive to effectively meet students where they are and provide meaningful support.

At the same time, families described increased expectations for parent oversight. Many shared concerns about the volume and fragmentation of communication and platforms (e.g., ClassDojo, Infinite Campus, Canvas, Clever, and multiple instructional apps), which require significant parent management to track assignments, grades, and deadlines. Parents indicated that without constant monitoring, student performance can suffer, and they expressed a need for more proactive, consolidated communication about upcoming assignments and expectations. Families also acknowledged positive developments, including expanded extracurricular offerings (e.g., math club, gaming club), increased tutoring opportunities, incentives such as Coral Cash, departmentalization beginning in third grade, and visible efforts to strengthen family outreach. Parents consistently praised the dedication, responsiveness, and care demonstrated by teachers and administrators, often noting timely communication and strong investment in school culture.

Regarding student experience, most families reported that their children generally enjoy attending the school, though experiences vary by grade level and classroom management style. Some parents expressed concern about strict or punitive practices, particularly when privileges are removed or when group consequences are applied. Safety emerged as a significant strength. Families consistently described the campus as highly safe and well-managed, citing strong supervision, proactive car line procedures, and administrative involvement in addressing student behavior concerns. Parents also appreciated the school’s focus on emotional regulation and support, including sensory tools and breaks.

For improvement, families suggested clearer communication with parents during classroom evacuations or serious behavioral incidents, opportunities for parent input prior to the school year (e.g., surveys with comment sections), and the development of structured parent involvement or family collaboration groups. Parents emphasized the importance of providing advance notice for volunteer opportunities and offering flexible options that accommodate working families, particularly those commuting long distances or working on base. Overall, families conveyed that CASLV Nellis is a school that continually strives to improve, demonstrates strong staff commitment, and prioritizes safety and student well-being, while also identifying opportunities to strengthen communication, parent engagement, and military-family responsiveness.

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Focus Group Summary: Faculty and Staff

During the staff focus group, educators from the CASLV Nellis campus shared their perspectives on instructional practices, school climate, student behavior supports, and implementation of initiatives during the 2025–26 school year. Staff reported increased implementation of Kagan cooperative learning strategies**,** including shoulder partner discussions, collaborative team tables, carpet discussions, anchor charts (e.g., Venn diagrams), jigsaw activities, Rally Coach, Showdown, and Numbered Heads Together. Teachers noted that these strategies are generally effective in promoting engagement and collaboration, with several identifying them as a strength of current classroom practice.

Teachers described most classrooms as welcoming and supportive**,** with strong connections between students and educators. Staff noted consistent use of positive reinforcement and believed that most students feel safe and supported. Educators pointed out that energy levels and student engagement may vary by time of day, particularly following specials. Staff shared mixed perspectives regarding the management of extreme student behaviors**.** While communication tools such as walkie-talkies and chat systems are available, response times and effectiveness vary depending on the situation and staff experience. Teachers expressed concern that some behaviors could be managed within the classroom with stronger teacher training, rather than removing students and placing them in other classrooms, which can create tension among staff. Educators emphasized the need for additional training in behavior management, particularly for general education teachers supporting students with high needs and requested more robust trauma-informed practices**.**

Staff indicated awareness of MTSS structures and noted recognition for implementation efforts; however, they shared that behavioral support within MTSS remains a challenge, particularly at the elementary level. Teachers reported that a lack of staffing at times creates challenges when addressing the volume and intensity of behaviors, and that the need to improve behavioral outcomes within common areas of the school such as the student bathrooms is a challenge. Middle school staff reported fewer behavioral challenges compared to elementary classrooms. Teachers expressed a need for clearer communication, follow-up, and consistency in MTSS implementation, as well as stronger coordination between teachers, administrators, counselors, and families.

A concern raised by staff was the number and pace of initiatives introduced simultaneously. Teachers cited limited training time, minimal modeling (particularly for co-teaching), and expectations to implement new practices without sufficient preparation. Some initiatives were described as misaligned with school capacity**,** including assigning non-content teachers or aides to instructional co-teaching roles. Staff also reported feelings of burnout and professional fatigue, expressing a desire for greater focus and prioritization. Lastly, a few staff members noted that providing rigorous, differentiated learning activities for high-achieving students is an area that could be improved.

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Focus Group Summary: School Leadership

During the 2025–26 school year, the CASLV Nellis leadership team implemented substantial instructional and organizational changes focused on alignment, consistency, and refined data-driven decision-making. Professional development was intentionally coordinated around shared instructional priorities, including learning targets, PLC data examination, with designated data days. Focused walkthroughs and partnerships with Raising the Bar[12] and RPDP[13] support consistent coaching, debriefing, and instructional modeling.

The school strengthened its use of data through programmatic shifts, including transitioning to IXL[14] for diagnostics, goal setting, and progress monitoring. Student data binders were introduced to promote student goal setting and ownership of learning. Other additions included curriculum and assessment updates such as new science, math, and reading curricular supports as well as Mastery Connect.[15] Schoolwide incentives such as academic leaderboards, AR[16] challenges, and recognition for academic growth support achievement and school culture. Leadership highlighted strengths including a committed staff, clear systems, and a strong willingness to grow. Ongoing challenges include high student and staff transiency, behavioral management of students, and a rapidly growing special education population, including an increase in high-needs Life Skills students. In response, the school added a Student Success Advocate, expanded MTSS support (earning MTSS Gold recognition), and enhanced behavioral and mental health services through additional specialized staff and consistent discipline practices. The leadership team continues to monitor the impact of board-approved investments, including classroom aides (grades 3–5), tutoring, instructional coaching, and paid professional development. A train-the-trainer model has been implemented to build internal capacity in Crisis Prevention Intervention, and Kagan strategies, with an emphasis on strengthening Tier 1 instruction, classroom culture, and consistency.

Instructional refinements include departmentalization of third grade, intentional PLC processes, small-group instruction, Universal Design for Learning, and focused math observations. Leadership has implemented improved communication structures, including daily huddles and feedback loops, to enhance clarity and alignment across the campus. Facilities and resource improvements include a grant-funded, handicap-accessible playground and a federal grant for campus enhancements scheduled to begin in early 2026. Despite ongoing challenges, the leadership team remains focused on increasing instructional rigor, strengthening Tier 1 practices, and ensuring all students have access to a high-quality, engaging instructional program aligned to indicators of high-performing classrooms.

[12] Raising the Bar is a company focused on guiding schools to better understand and use state and interim assessment data to improve student outcomes
[13] RPDP is the regional professional development program offering professional learning to improve student performance
[14] IXL is a personalized learning platform with a comprehensive K-12 curriculum, individualized guidance, and real-time analytics.
[15]Mastery Connect is an assessment and data solution tool that is intended to streamline grading, track progress, and inform instructional decisions
[16]AR is Accelerated Reading program is designed to help students practice independent reading and comprehension.

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Focus Group Summary: Students

Students described CASLV Nellis as an engaging, supportive, and safe place to learn. They highlighted a wide range of school activities and events—such as seasonal festivals, fun runs, field days, and fundraisers—that make school exciting and enjoyable. Students shared that learning feels meaningful and varied, with opportunities to learn something new each day and teachers who are consistently available to provide help and encouragement. Programs such as GATE[17] were noted as valuable opportunities for academic growth.

Students reported feeling physically safe at school and described systems that support safety and supervision, including organized dismissal procedures, youth center access after school, and clear expectations for walkers and car line students. The school's dress code was also viewed positively, as it helps clearly identify grade levels and promotes a sense of order. Students unanimously stated that there are trusted adults on campus they can talk to, including teachers, counselors, principals, and the GATE[18] teacher. These adults were described as caring, experienced, approachable, and nonjudgmental. Emotionally, most students reported feeling safe and supported, noting that when conflicts or concerns arise, teachers and counselors are responsive and help resolve issues.

Students shared that it is easy to make friends at CASLV Nellis, citing the school's smaller size, kind peer culture, and other supports such as the buddy bench. The buddy bench is a place designated on the playground where students are free to go and sit, welcoming others to come meet them or talk with them. Students expressed pride in welcoming new classmates and helping them feel comfortable and included.

While students acknowledge that occasional distractions from peers can interfere with learning, they emphasized that teachers address these behaviors and that students feel empowered to ask for help. Students expressed a strong sense of responsibility for their own learning. Students consistently described staff as kind, helpful, and creative in making learning fun. They appreciated the diversity of teaching styles and the school's emphasis on SOAR values—Safety, Ownership, Acceptance, and Respect. Students reported that CASLV Nellis is a safe, welcoming place to learn and attend school.

Students offered thoughtful suggestions, including refining communication and announcements, reducing group punishment, increasing parent involvement, adding art clubs or classes, expanding accelerated learning opportunities, adjusting breakfast times, and providing more freedom during lunch with increased outdoor access. Students also emphasized the importance of respecting school property, reducing bathroom vandalism, and minimizing classroom disruptions to support a positive learning environment.

[17] GATE -the gifted and talented education program.

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Classroom Environment and Instruction Observation Rubric

A total of 18 elementary, 6 middle, and 0 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment

	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 1	**TOTAL: 20**	**TOTAL: 3**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 21**	**TOTAL: 3**	**TOTAL: 0**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 18 elementary, 6 middle, and 0 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction

	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 1	**TOTAL: 20**	**TOTAL: 3**	**TOTAL: 0**	**TOTAL: 0**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 1	**TOTAL: 17**	**TOTAL: 3**	**TOTAL: 0**	**TOTAL: 3**

Classroom Environment and Instruction Observation Rubric

A total of 18 elementary, 6 middle, and 0 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction

	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 1	**TOTAL: 19**	**TOTAL: 4**	**TOTAL: 0**	**TOTAL: 0**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 0	**TOTAL: 17**	**TOTAL: 3**	**TOTAL: 0**	**TOTAL: 4**

Classroom Observations and Additional Comments

Upper elementary students engaged in a “Problem of the Day” focused on decimals, using a projected prompt to identify and record the strategy they selected to solve the problem. The teacher then facilitated a whole-group review of base-ten concepts and their representation in decimal form. Throughout this segment, the teacher used clear explanations and posed targeted clarifying questions to ensure students understood the relationship between place value and decimal notation. Students demonstrated strong engagement, actively asking and answering questions and participating in the discussion. Frequent checks for understanding, including cold calls, thumbs-up signals, and turn-and-talk opportunities, helped the teacher monitor student learning. The lesson progressed into guided practice, where students collaborated with table partners to discuss their reasoning and compare strategies. This structured peer dialogue encouraged students to verbalize their thinking and apply the reviewed concepts with support.

In a CLS (Comprehensive Life Skills) classroom, there were three adults and 7 students. Students were successful in following directions to line up to leave and to put their laptops away. The adults offered several forms of positive feedback when students followed expectations.

Students in an early grade classroom were learning math. The teacher had them sitting on a carpet in front of the screen. The teacher was skilled and said, “I like the way some of the group is sitting correctly. Some on this side of the carpet are not, please check yourself to make sure you are paying attention and sitting correctly.”

In a middle grade elementary classroom, students were in groups and solving a word problem by groups using chart paper and base-ten blocks. Students were speaking excitedly to each other to solve the problem. The teacher asked students to include which strategy they used and why. The teacher moved very quickly from table group to table group, providing confirmation of answers, suggestions to try a new strategy, and new ways of thinking about it.

This upper elementary classroom had 24 students and one teacher. The teacher was calmly sitting at her desk as students worked on IXL on the computer. Later, the teacher roamed around and stopped some students from misbehaving. The teacher did not seem to be happy. Another adult came in and joined. The noise level and actions of the class were not optimal; students were moving around the room, messing around with other students.

Middle school students engaged in a lesson on the steps of Crime Scene Investigation, with an emphasis on how evidence can strengthen or undermine a criminal case. The teacher provided clear, explicit directions, which contributed to a well-structured, well-organized learning environment. Students actively participated in discussions, including examining the distinction between exoneration and not guilty, and demonstrated strong interest in the topic. The lesson incorporated opportunities for both small-group dialogue and whole-group sharing, allowing students to articulate their thinking, build on peers’ ideas, and deepen their understanding of key concepts.

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Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Continue to monitor the effectiveness of board approved items for this campus.	School leaders reported board approved items for CASLV Nellis have been monitored and applied accordingly.	**Met**
Continue to refine and develop Kagan strategies.	School leaders reported that work on Kagan strategies continues and the team has intentionally brought Kagan strategies into PLC meetings.	**Met**
Continue to elevate levels of family engagement and trust.	School leaders reported that they have worked to elevate the levels of family engagement and trust.	**Met**
Stronger communication, consistency, and a feedback loop.	School leaders reported they are working to be consistent, trying to be clear, and timely. They reported layering the communication strategies.	This work continues.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☐ YES	☐ NO	☒ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Nevada State Public Charter School Authority

Coral Academy of Science Centennial Hills Site Evaluation Report: December 10, 2025

State Public Charter School Authority

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Links to Resources:

- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

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Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Continuous academic success
A key strength of Coral Academy of Science Centennial Hills (CASLV Centennial Hills) is that it has demonstrated consistently high academic performance on the Nevada Academic Performance Framework (NSPF). For the past three NSPF index rating cycles, CASLV Centennial Hills has maintained a five-star rating. Nineteen percent of schools in the state of Nevada, or 146 schools[1], received a five-star designation during the 2024-25 school year. The State Public Charter School Authority reported 67 five-star schools for the 2024-25 school year[2]. SPCSA staff recognize CASLV Centennial Hills' leadership and personnel for their academic commitment to students. It is important to note CASLV Centennial Hills has a waitlist of 2400 for the 2026-27 academic year. Stakeholders see the wait list as a strength and a testament to the school's continued academic success. A lottery new enrollment is conducted annually, with the majority of seats allocated to new kindergarten enrollment and a limited number for other grade levels. Leadership indicates that once families are enrolled at CASLV Centennial Hills, they tend to stay.

Low chronic absenteeism
CASLV Centennial Hills' low chronic absenteeism rate is less than five percent, well below the SPCSA rate of 16.4 percent for elementary schools and 13.7 percent for middle schools. On the most recent SPCSA Academic Performance Framework[10] (APF), CASLV Centennial Hills earned a score of five out of five for chronic absenteeism reduction. CASLV Centennial Hills' students, faculty, staff, and leadership team should be commended for their high daily attendance. CASLV Centennial Hills' students attend class daily, illustrating strong student commitment to their education. High daily attendance reflects the school's proactive approach to attendance monitoring, commitment to student success, and emphasis on the school's mission 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."

Retention of personnel
CASLV Centennial Hills sustains consistency in retention of leadership and faculty personnel year after year. This stability allows the school stakeholders a fluid foundation, allowing leadership the ability to refine particular areas of expertise in professional development and student success.

High levels of safety
CASLV Centennial Hills maintains high levels of safety throughout the property that demonstrates purposeful forethought. There is a single point of entry and egress. Members of the leadership team stated that all student drop-off and pick-up occur outside of the building. Parents, guardians, and any adult picking up a child must show identification. Teachers use their summary sheet to ensure that the person pickup up the child is on the list. Parents must be fingerprinted and on record prior to becoming a school volunteer. School staff and students wear their identification cards on a lanyard. High adult

[1] https://doe.nv.gov/news-media/2025-press-releases/nevada-department-of-education-releases-star-ratings.
[2] *Overview of SPCSA Nevada School Performance Framework (NSPF) Results 2024-25 School Year.* SPCSA presentation. September 2025.

presence is evident in the hallways before and after school, as well as in between class times. Members of the leadership explained that all staff have a designated area in which they need to be present at the school in the morning. There is an expectation that teachers will greet their students.

Student ethnic diversity
Cumulatively, 67 percent of students enrolled at CASLV Centennial Hills are ethnically diverse, with a breakdown as follows: 32.4 percent Hispanic/Latino, 11.8 percent Asian, eight percent African American/Black, one-point-one percent Pacific Islander, and 13.7 percent represent two or more races. Twenty-four-point three percent of the students receive Free and Reduced Lunch (FRL), and nine-point three percent have an Individualized Education Plan (IEP). CASLV Centennial Hills has worked diligently to increase student ethnic diversity for several years, and these efforts should be noted as a strength. These results reflect the school's intentional efforts to enroll students from ethnically diverse populations and provide access to a high-quality education. CASLV Centennial Hills' success in this area exemplifies strong alignment with the SPCSA's vision to expand equitable access and increase diversity across Nevada's charter schools.

Mission and vision evident in daily practice
The mission of the school is "The mission of *CASLV is to inspire and empower all students to achieve their highest potential through a rigorous college-preparatory and culturally responsive STEM education that fosters innovation, critical thinking and a lifelong love of learning. "* Leadership indicated the school intentionally embeds the mission and vision of the school within daily practice to build and reinforce school culture, "where every student is valued, challenged, and supported." SPCSA staff observed morning announcements supporting the mission and vision by providing a daily focus on being a good citizen of the school, opportunities to earn 'Coral Cash' which can be spent at the school store.

Revision of the mission statement
The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating STEM[4] education into its mission statement. This focus reflects the network's belief in providing students with hands-on, inquiry-based opportunities that promote critical thinking, problem-solving, and innovation across grade levels. School leaders noted that the decision to elevate STEM within the mission was grounded in a desire to align instructional practices with the skills students need for long-term success. As CASLV continues to refine and expand its STEM initiatives, the school remains committed to soliciting and valuing stakeholder feedback from families, staff, students, and community partners to ensure that programming is responsive, inclusive, and aligned with the broader vision for student achievement. In preparation for the alteration to the mission statement, CASLV Centennial Hills changed the science curriculum in the 2025-26 year to Twig Science[3]. Leadership anticipates that this curricula change will support college and career readiness in STEM and science with greater fidelity.

[3] a comprehensive, Next Generation Science Standards (NGSS) aligned "science program full of exciting, real-world STEM challenges that spark student engagement and a long-lasting love of science" (Imagine learning, 2025).

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework

Limited physical spacing
The leadership team at CASLV Centennial Hills reported physical space as a continuing challenge for the school in terms of the campus and facilities. Members of the school community would like to add additional programs for students, but they are increasingly out of classroom space to provide for program expansion. A library has been a desired item for many stakeholders over the years, and space has precluded adding one. Physical resource challenges mentioned by leadership and staff include space for interventionists, strategists, and pull-out sessions. Middle school students desire more elective choices, but there is simply no extra classroom space to house them, according to members of the leadership team. The lack of physical space precludes having a dedicated sports court. Consequently, CASLV Centennial Hills are limited in sports offerings because there is not a gym or space large enough to hold all of the requested sporting activities. Members of the leadership team reported adding cheer and soccer for kindergarten through grades two for the 2025-26 year.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Increase instances of student classroom discourse
There was moderate evidence of students contributing to lessons by participating and explaining concepts to their peers on the evaluation day. With numerous classrooms rated 'highly proficient' and fewer rated 'distinguished' on the *Classroom Environment and Instruction Observation Rubric* (p. 17), this may be an area for growth. SPCSA staff suggests that the school consider encouraging student generated communication to leverage best practices. Some ideas to consider include:

- Students participate in turn-and-talk activities for every 10 minutes of classroom instruction. Follow this up by students responding to volunteer answers rather than the instructor.
- Teachers employ sufficient wait time for students to respond to inquiries directed at the whole class. Follow this up by students responding to volunteer answers rather than the instructor.
- Ensure students are asked questions that require critical thinking.
- Invite students to explain content, thoughts, or strategies to classmates. Then, asking partners to turn to another group and share their responses. This can be followed by students sharing with the entire class things they heard and liked from others.
- Allow students to call upon one another for responses.
- Permit students to provide evaluative statements to what students share rather than the teacher.
- Provide opportunities to have student facilitators show their work and provide explanations.
- Prioritize opportunities for small group discussions to take place. Consider providing a sign-up sheet for informal discussion groups based on a lesson or project. Continue to celebrate and share student creativity, curiosity, and resilience.

Consider increasing adult supervision in select classrooms
The SPCSA recommends that CASLV Centennial Hills consider strategies to increase adult supervision and instructional support within classrooms. Feedback from leadership, family, and staff focus groups indicated that some class sizes have increased. Large class sizes may present challenges to teachers including difficulty engaging students and providing individual feedback to students Both families and staff suggested identifying ways to increase the number of adults present in those classrooms with higher student enrollment. The school may consider actively scheduling parent and community volunteers to provide additional assistance and enable more individualized student support. Additionally, the use of co-teaching models or the strategic scheduling of other staff members to support instruction may further enhance classroom capacity and student engagement.

Consider targeted professional development
The SPCSA recommends that CASLV Centennial Hills consider providing targeted professional development to support teachers in effectively meeting the needs of an increasing Title I student population. Such training may include strategies for differentiated instruction, trauma-informed practices, and the use of resources that enhance educators' understanding of the challenges associated with socioeconomic status. This focused professional learning may strengthen instructional capacity and promote equitable outcomes for all students.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There are no strong recommendations identified for CASLV Centennial Hills during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies identified for CASLV Centennial Hills during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[4]	3
Family Members, Parents, and Guardians	9
Faculty and Staff	10
School Leadership	6
Students	10

[4] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three of the seven CASLV Board members participated in the site evaluation at the Tamarus campus, attending both virtually and in person. Board members described their oversight role as providing strategic direction for the CASLV network of schools and resolving significant issues as they arise. The board is composed of individuals with professional backgrounds in law, finance, and higher education, as well as a parent representative, and currently has no vacant seats. Board members reported that the board meets approximately every six weeks and maintains subcommittees focused on facilities and finance, academics, and governance.

During the focus group, stakeholders described CASLV's mission as fostering lifelong learning within the Coral community by cultivating students who are eager to learn, love the sciences, and ask thoughtful, probing questions, elements that are reflected in the network's updated mission statement. They noted that the CASLV network of schools is unique in its long-standing, engaged community, where many students begin and complete their K-12 education within the network. One board member said, "Coral Academy is characterized as a rigorous, STEM-focused, college preparatory system that provides a strong educational foundation and supports high levels of student success."

Board members reported that they were kept informed about academic matters through regular updates on student performance, including information on accelerated programs and overall achievement levels. They noted that students were performing well and highlighted a range of academic and co-curricular competitions, such as robotics, math, and speech and debate, as evidence of strong student engagement and enrichment. Board members also referenced the use of intervention time, Saturday classes, and before- and after-school academic support, emphasizing that the CASLV network of schools actively communicates with families about the importance of these opportunities in promoting student success.

Board members identified opportunities across the CASLV network schools, including strengthening coordination and alignment among campuses, increasing engagement and communication with parents, and continuing to prioritize and enhance school safety measures. They also emphasized the importance of maintaining small class sizes where possible and acknowledged that Nellis Elementary School has faced particular challenges, especially in supporting students to improve their academic performance.

Focus Group Summary: Family Members, Parents, and Guardians

Members of the family focus group shared several things they appreciated about having their children enrolled at CASLV Centennial Hills. The fluid communication between parents and teachers was foremost. Parents said the teachers were quick to respond, easy to approach, and allowed their children and families to build close relationships with school personnel. Families value the community that is built at CASLV Centennial Hills due to the ability to readily access school personnel. A few parents mentioned that their children have access to several teachers throughout the day, assisting students as a positive. Many in the focus group felt teachers prepared the students for upper grades and schooling beyond CASLV Centennial Hills.

Parents said they were aware that the CASLV Centennial Hills curriculum is geared toward advancement and preparing students for higher grades and college. Several parents said their children were testing at higher grades. A few parents provided examples of how their students were more advanced in comparison to other children in their neighborhoods or family members' children. One parent said the curriculum was challenging, and students learned a great deal. Another parent concurred, and said teachers provide enrichment for students who are excelling and find work too easy. Family members said the students were continually growing in their scholastic work.

Parents described Parent University and enjoyed the quarterly topics. One parent described the most recent Parent University discussed Common Core[5] and how it aligns to Nevada state law. CASLV Centennial Hills administration members demonstrated how the Common Core Standards align with the CASLV curriculum and explained the logic behind the alignment. Further, parents were provided with information on how to access curricular resources to assist families and students at home.

During the focus group, parents shared a desire for smaller class sizes, as well as notifications on all upcoming drills. One parent said families received detailed information as to the type of drill and the dates. A few focus group participants would like clear communication on the drills to return. A few parents said communication varies from teacher to teacher and grade level to grade level, seeking stronger consistency in school-to-home communication.

[5] The Nevada Common Core Standards (NACS), adopted in 2010 and based on the Common Core State Standards (CCSS), outline the educational expectations for K-12 students in English language arts and mathematics, ensuring they are prepared for college and careers.

Focus Group Summary: Faculty and Staff

Participants in the faculty focus group described ways in which students are taught how to speak and act respectfully. One teacher said students are taught SOAR[6] and the rules of the school at the beginning of the school year. Students are informed about the MTSS[7] template at the beginning of the year as well. Several faculty said the counselor provides a weekly lesson that teachers can embed in their classes, and videos on social-emotional topics are helpful. CASLV Centennial Hills has implemented PBIS[8], allowing students to check-in, receive coping strategies, and watch videos on demand that provide student strategies. Faculty described a system in place at CASLV Centennial Hills in which teachers are encouraged to document student behaviors in detail, including dates and times of incidents.

Faculty explained using pre-teaching, scaffolding, manipulatives, hands-on activities, integrated groups, pictorials, digital screens, and partnering a higher-level student with a struggling student as ways in which they adjust instruction to meet students who have an Individualized Education Plan (IEP)[9], may be learning English as a new language, or striving to obtain a concept. Several teachers said they explain vocabulary first, as they cannot assume the students know the conceptual or academic vocabulary of the subject. Faculty reported being given copies of students IEPs, participating in IEP meetings, and being asked to write a 'snapshot' of each learner and how they are doing in the classroom.

Faculty in the focus group said they are supported by their colleagues on a daily basis. Faculty readily share resources, ideas, and instructional examples amongst themselves. Teachers also have the opportunity to visit other CASLV campuses and observe other teachers. Teachers reflected positively on the monthly professional development (PD) meetings that are held after school. Teachers who have expertise in the topic area are invited to help lead the PD or participate in a panel so attendees can ask questions of the panel and learn tips and tricks. Subjects this year included classroom management, differentiation, and how to build an effective lesson based on NSPF rankings. Faculty explained PD topics are generated from a faculty survey that teachers completed at the end of the 2024-25 academic year.

Faculty had suggestions for items they would like to see improved at CASLV Centennial Hills. One person said the school "could do a better job of holding students to the accountability portion" of SOAR, and that sometimes the accountability piece is missing. Another said sometimes, "Students don't have to apologize or face the consequences."

[6] SOAR is a school-wide behavioral framework where each letter represents core behavior expectations: being **S**afe (physically and emotionally), **O**n task (focused, prepared), **A**ccountable (taking ownership, admitting mistakes), and **R**espectful (of self, others, property). Schools use this to create clear, consistent expectations for positive student behavior, often rewarding students with "SOAR" cards for meeting them, fostering a supportive learning environment.
[7] Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.
[8] Positive Behavior Interventions Supports (PBIS) is an evidence-based classroom management approach containing four practices: (a) teaching school-wide expectations, (b) acknowledging expected behavior, (c) correcting errors, and (d) requesting assistance.
[9] An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support that a student with specific types of disabilities needs to receive in a learning environment.

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Focus Group Summary: School Leadership

Parent volunteerism is high at CASLV Centennial Hills, according to leadership. As many as 20 parents participate as classroom volunteers on a daily basis. Parent volunteers read to the students, assist those who need a little extra assistance with their learning, participate in student enrichment, and will lead pull out groups. Weekly, a parent volunteer comes to campus and reads to the kindergarten students. Leadership also said members of the Parent Teacher Organization (PTO) are on campus daily. Filed day is completely organized and facilitated by school volunteers. During the site evaluation, parent volunteers guided students at the holiday store. Leadership supplies regular school volunteers with a special badge and hosts an end-of-year breakfast and gives all volunteers a certificate of recognition.

Members of the leadership team reflected on the consecutive five-star NSPF rating at CASLV Centennial Hills, citing the positive school culture between parents and staff as central to the school's success. One person said, "Everyone on campus takes pride in taking care of the campus and the education offered. This all contributes to culture. Everyone helps one another." Administration reported being involved in facilitating conversations with parents and meeting regularly with staff who serve students with special needs. One member of the leadership team said students with special needs are progress monitored and receive a report every six weeks. After week 12, if progress is not being met, leadership meets with parents and the teacher(s) to review the data and confer on what can be offered.

Leadership described how CASLV Centennial Hills Parent University has altered for the 2025-26 academic year. Sessions are offered quarterly and last 30-40 minutes, and approximately 50 family members attend every session. Topics for the 2025-26 school year have included social-emotional learning', MAP[10] vs. SBAC[11], Common Core and the CASLV curriculum. The PowerPoints and resources used at Parent University are shared with all CASLV families after the session.

Leadership reported CASLV Centennial Hills is a designated purple star school[12] and Senator Buck and Governor Lombardo attended the celebration. Various events for military families are held at the school, such as military family members speaking to students at the school about the military branch in which they belong and their role in the military. Students prepared non-perishable care boxes for families under the advice from Nellis Air Force Base and Creech Air Force Base. Leadership also stated partnering with military services is something leadership desires to strengthen.

One initiative created for the 2025-26 year is "Falcon's Nest", which is a dedicated space for students who feel overly stimulated. Students can go to Falcon's Nest, a quiet space with low levels of stimulation. Students can visit the Falcon's Nest during their lunch times.

[10] Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.
[11] The Smarter Balanced assessments (SBAC) measure student progress in grades three through eight towards college and career success and are aligned with the Nevada Academic Content Standards in English language arts and mathematics. Results from the SBAC are included on the Nevada Report Card.
[12] The Nevada Purple Star Schools Award program is designed to help Nevada schools respond to the educational and social-emotional challenges military-connected children face during their transition to a new school and keep them on track to be college, workforce, and life-ready. The Purple Star School designation helps military-connected families identify which schools in their community have taken extra steps to fully support military connected families (Nevada Department of Education, 2023).

Focus Group Summary: Students

Students said they enjoyed attending CASLV Centennial Hills for both the students and the adults. One student said, “I like how I get to know everyone, and they get to know us.” Many students agreed, saying most people at the school are kind and nice. Students indicated they feel physically and emotionally safe and have an adult at the school they could go to if they are having a problem at home or at school. One student said, “My teacher calms me if I am worried.” The majority of students told members of the site evaluation team that they trusted most of the people at the school.

Students participating in the focus group described recently learning long division, geometry, and trigonometric functions in their math classes. In science, students said they had learned about light and light refraction, static electricity, and how energy is created, how magnets work, how weather works, how to read a thermometer, and why that’s important.

Students like the support they receive from teachers and the assistance they receive on assignments. Several students said that aside from class time, there are many opportunities to receive help, including after school assistance, tutoring, and during the enrichment period. Students said they felt comfortable asking their teacher for help, and that the teachers explained concepts in different ways to ensure students understood. Students indicated that the adults at the school treat them well and speak calmly.

Students said they would like to have a language other than Spanish offered. Students in the middle grades indicated that the middle school hallway can become cumbersome to navigate and expressed a desire to have lockers or a larger space in which to place things. Third graders would like to go to the sports court, and elementary students would like a longer recess. A few students stated they would like to complete independent work that is a bit more challenging once they have completed required coursework.

Classroom Environment and Instruction Observation Rubric

A total of 20 elementary, and 8 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 9	**TOTAL: 19**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 6	**TOTAL: 20**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 1**

Classroom Environment and Instruction Observation Rubric

A total of 20 elementary, and 8 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 6	**TOTAL: 20**	**TOTAL: 1**	**TOTAL 0**	**TOTAL: 1**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 3	**TOTAL: 18**	**TOTAL: 2**	**TOTAL: 0**	**TOTAL: 5**

Classroom Environment and Instruction Observation Rubric

A total of 20 elementary, and 8 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 4	**TOTAL: 22**	**TOTAL: 2**	**TOTAL: 0**	**TOTAL: 0**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 1	**TOTAL: 24**	**TOTAL: 2**	**TOTAL: 0**	**TOTAL: 1**

Classroom Observations and Additional Comments

Students in the elementary classroom participated in a hands-on science experiment that included manipulating scientific equipment, such as goggles, hot and cold water, and thermometers, and making scientific observations. This learning was guided by a science workbook in which observational information was recorded. The teacher demonstrated care and ensured that students followed safety protocols during the experiment. Close to 100% engagement was observed during the classroom observational time period.

In one elementary classroom, students read and listened to a poem that was written into a song and were asked to reflect on what thoughts came to their minds. Students were then asked to share those thoughts with a partner. Then, partners were invited to share with the whole class two causes and one effect of the events that led up to writing the poem, and then one effect The teacher selected partners to share when students did not volunteer. Partners came to the front of the classroom and referenced their text when sharing.

Middle school students in an English Language Arts class engaged in a structured, reflective activity in which they worked collaboratively in small groups using their devices to evaluate their academic and personal growth during the first semester. Students were required to incorporate specific reflective elements into their draft responses and to solicit peer feedback to refine their work before submitting a final draft the following week. Throughout the lesson, students demonstrated strong engagement, asking purposeful questions, discussing revisions with group members, and continuously updating their projects in response to peer and teacher feedback.

A middle school math teacher led a well-structured review of practice test questions as students solved problems independently on their whiteboards. The teacher selected problems that were appropriately challenging, supporting students' Zone of Proximal Development by requiring skills just beyond their current mastery while providing timely scaffolds through probing questions and brief hints. The pacing of instruction maintained rigor without overwhelming students, and consistent checks for understanding, such as reviewing whiteboard work and addressing misconceptions in real time, ensured clarity and reinforced learning. Students remained highly engaged throughout the lesson, demonstrating active effort, persistence, and a value for accurate problem-solving aligned with the teacher's instructional goals.

Students in one elementary class discussed energy as they completed tasks. The teacher facilitated the discussion and called on students who raised their hands. Communication remained between the teacher and the student who raised their hand. An opportunity for students to respond to the student volunteer and explain their thinking would have elevated the discussion to a more student-centered conversation as well as provide students with greater ownership in their learning.

Students in a middle school math class received explicit instruction on division as the teacher guided them through a clear, step-by-step review of a three-step problem-solving strategy for identifying dividends and divisors. Throughout the lesson, the teacher reinforced understanding by using probing questions that prompted students to articulate their reasoning and apply the strategy to specific examples. This approach supported student engagement, clarified key concepts, and strengthened procedural accuracy.

Students read expository texts and examined textual structures, including context clues and problem-solution, in small groups. Students sat on the floor speaking with each other about the text and brainstorming ways in which to accomplish the task. The teacher circulated the room, checking in with each group's progress. Students were engaged, used academic vocabulary, and encouraged each other.

Students were asked to review their grades and missing work in Infinite Campus. Students were provided with the opportunity to complete missing work. Once students listed missing assignments, they were asked to write to the teacher, answering, "What can I do to change my learning in the coming semester?"

In a lower elementary classroom, the teacher facilitated a Close Reading activity to promote deep analysis of the text by directing students' attention to key details, language choices, structural elements, and recurring patterns. After reading the text aloud, the teacher posed targeted comprehension questions and reinforced text-to-text and text-to-self connections to guide students in crafting meaningful written responses, while emphasizing that multiple interpretations can be valid. A graphic organizer was provided to scaffold students' thinking and support organized writing. Students were highly engaged throughout the activity and were given opportunities to share their written responses, demonstrating strong participation and comprehension.

In a very early elementary grade classroom, one teacher and 26 students complete a phonics worksheet. The students are very excited to share their thinking. The teacher was very skilled at directing the students to listen to each other and asked several high-level questions about what the pictures were. For example, what animal do you see? One student said a raccoon, and another said a fox. The teacher directed students to look closely at the mask on the animal's face; therefore, she asked, "What animal is it?"

Elementary students worked collaboratively on their United States Constitution project, using the Articles of Confederation as a reference point. Working in small groups of four to five, students used their devices to research, discuss, and develop their project components. The teacher actively monitored each group's progress, posing clarifying and probing questions while asking students to show and explain their work. This approach supported accountability, reinforced understanding, and maintained strong student engagement throughout the activity.

Students wrote a recipe for holiday cheer and then read their recipe to a partner in one elementary classroom s a culminating activity. Students were then asked to share their recipe with the whole class. The recipes followed a rubric asking students to use measurements like teaspoons, cups, and tablespoons. Students generated their ideas in a graphic organizer prior to writing their first draft. Students were encouraged to use holiday vocabulary as well as words such as 'mix', 'stir', 'knead', and 'bake'

In a lower elementary classroom, 28 students and one teacher entered the classroom after art class. Students were able to quickly listen to the teacher, follow directions, and get to learning and working on an existing assignment. The teacher made sure she reviewed the objective, as well as expectations for students. As students worked, the teacher circulated and pointed out ways the students could individually improve their work.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Quality and purpose of questions	Administration has increased classroom walkthrough observations and provided staff with specific feedback on their lesson. Professional development content has been focused on subjects such as increasing student discourse, higher-level Depth of Knowledge (DOK)[13] questioning, and increase of rigor.	SPCSA staff observed some instances of elevated student questioning. This remains a recommendation for CASLV Centennial Hills.
Create a designated health area pursuant to Nevada State Law 439.200.	The district has hired a front office and health manager who is able to ensure our school nurse remains in compliance. Medicines are now in a locked roll-away cart, so it is easy to transport in case of an emergency and we needed to evacuate. The nurse's area has been designed for privacy for students.	SPCSA finds this recommendation has been met for the 2025-26 academic year.
Feminine hygiene dispenser	The leadership team stated that the school has partnered with a program that donates feminine hygiene products.. Female teachers and staff have feminine hygiene products available for when a female student asks. Female students are made aware of how they can get access to these products, if they need them.	SPCSA finds this recommendation has been met for the 2025-26 academic year.

[13] Depth of knowledge (DOK) questioning is a scale that measures how well students understand and use what they're learning to answer questions or solve problems. DOK categorizes tasks by the complexity of thinking required to complete them, not the difficulty. DOK has four levels, and aligning questions to different levels can help students develop higher-order thinking and deeper learning.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse’s Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Nevada State Public Charter School Authority

Coral Academy of Science Cadence
Site Evaluation Report: December 9, 2025

State Public Charter School Authority

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Links to Resources:

- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

High student achievement in middle school
Coral Academy of Science Las Vegas (CASLV) Cadence Middle School demonstrates high academic performance, as evidenced by its 2024-25 Nevada School Performance Framework[1] (NSPF) results, which serve as a strength. The school achieved a five-star rating, earning an impressive 23 out of 25 points in the Academic Achievement Indicator[2] and an overall index score of 80.5 out of 100. The school's pooled proficiency[3] rate of 54 percent surpasses the district average of 52 percent. Furthermore, the school demonstrates strengths in mathematics and science, with performance in both subjects exceeding the respective SPCSA district averages. To sustain and build on these results, school leaders emphasized their commitment to staff development. In the leadership presentation, the school's leaders highlighted their emphasis on professional development, including training in math instruction and data analysis to refine instructional planning.

Consistent improvement in the elementary school
Over the past three years, CASLV Cadence Elementary School has demonstrated steady academic growth, improving its NSPF index score from 44 to 54 to 63 and earning a three-star rating on the 2024-25 NSPF, which serves as a strength. This upward trend reflects the school’s focused efforts to strengthen instruction, provide targeted support, and enhance student engagement, which contributed to the school's rating of meeting standards on SPCSA’s Academic Performance Framework[4] (APF). The leadership team and staff have fostered a continuous-improvement mindset, using data to guide decision-making and implementing evidence-based practices to ensure that all students have access to quality learning experiences. Their shared commitment to academic growth and student success underscores the school’s positive trajectory and dedication to sustained development.

Quality multi-tiered systems of support (MTSS) framework
A strength of CASLV Cadence is its commitment to implementing a quality multi-tiered system of support[5] (MTSS) framework to address students' academic, social, and emotional needs. The leaders shared that the school was recognized at the Nevada MTSS Awards, earning a silver distinction. The school's MTSS framework supports its mission to provide a safe, rigorous, college-preparatory environment that promotes social responsibility and a respectful community, fostering lifelong learners who strive for success. The school's leadership team highlighted its MTSS framework as a significant factor in reducing student discipline referrals.

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[1] NSPF in Nevada stands for the Nevada School Performance Framework, a public-school rating system that assigns a star rating (1-5) to schools based on their performance. This framework was created to comply with federal requirements under the Every Student Succeeds Act (ESSA) and includes indicators like English language proficiency, growth, and student engagement, which are evaluated through various academic and non-academic measures.
[2] The Academic Achievement Indicator captures how well students meet proficiency thresholds on Nevada’s state assessments across core academic subjects.
[3] Pooled proficiency on the Nevada School Performance Framework (NSPF) is a combined, schoolwide proficiency metric that aggregates student performance across multiple tested grade levels and subjects.
[4] The Academic Performance Framework incorporates corresponding school year NSPF school ratings under the NSPF Index Score indicator, as the NSPF includes key performance measures such as academic achievement and proficiency, academic growth, English Learner (EL) growth, opportunity gaps, graduation rates, and chronic absenteeism, which address the requirements of NRS 388A.273.
[5] MTSS, or Multi-Tiered System of Supports, is an educational framework that provides academic and behavioral support to all students through three increasingly intensive tiers.

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High level of support for English language learners (ELLs) in Elementary School
A key strength of CASLV Cadence Elementary School is its performance on the 2024–25 NSPF English Language Proficiency Indicator[6], where it earned a perfect score of 10 out of 10. Additionally, 59 percent of the school's English Language Learners[7] (ELLs) met their individual growth goals, surpassing the SPCSA district average of 55 percent. These results highlight the school's effective language-acquisition programs, targeted instructional supports, and commitment to ensuring that English Language Learners make meaningful academic progress. The achievement reflects both the dedication of teachers and staff and the school's focus on equity and high-quality learning for ELL students.

Safety measures for entering the school building
A key operational strength for CASLV Cadence is the school's security measures for managing entry and exit, particularly during operating hours. To gain access to the building, all visitors must utilize an external buzzing system, providing an initial layer of security. This procedure ensures that staff can vet individuals before granting them entry. Furthermore, the school employs a layered approach to physical security, with multiple sets of doors kept locked throughout the school day. This multi-stage security protocol effectively controls access to the school interior, enhancing both student and staff safety by restricting unauthorized entry.

Increased school administrative personnel
The school's leadership structure is a strength, demonstrating a proactive commitment to maintaining administrative support and student services as the school population expands. The administration has increased its capacity to manage the growing student body by adding key personnel. The current staffing includes three assistant principals (APs), three deans, and three counselors. Notably, the counselors also function as social workers with clinical training, providing a valuable dual role that ensures students receive comprehensive support for both academic and personal well-being. This investment in a larger, multi-faceted leadership and support team positions the school to manage growth while preserving individual attention for its students.

Including STEM education in its mission statement
The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating Science, Technology, Engineering, and Math[8] (STEM) education into its mission statement. This focus reflects the network's belief in providing students with hands-on, inquiry-based opportunities that promote critical thinking, problem-solving, and innovation across grade levels. School leaders noted that the decision to elevate STEM within the mission was grounded in a desire to align instructional practices with the skills students need for long-term success. As CASLV continues to refine and expand its STEM initiatives, the school remains committed to soliciting and valuing stakeholder feedback from families, staff, students, and community partners to ensure that programming is responsive, inclusive, and aligned with the broader vision for student achievement.

[6] In the Nevada School Performance Framework (NSPF), the English Language Proficiency Indicator measures how well English Learner (EL) students are progressing toward English language proficiency.
[7] In education, ELLs stand for English Language Learners, referring to students who are acquiring English alongside their native language(s).
[8] STEM in education is an integrated approach focusing on Science, Technology, Engineering, and Mathematics, designed to teach these subjects through real-world problem-solving, critical thinking, and hands-on activities to prepare students for future innovation and careers in these vital fields.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Supporting consistent student academic growth
Ensuring that all students continue to grow and develop academically is a challenge for CASLV Cadence. Several of the schools' Median Growth Percentiles[9] (MGPs) measures in the growth indicator section of the 2024-25 NSPF currently fall below the district average. For instance, the elementary school's math MGP of 35 is below the district median of 55. The middle school's math MGP of 49 is below the district median of 56, and the English Language Arts (ELA) MGP of 54 is slightly below the district median of 59. School leaders and staff recognize the importance of continuing to strengthen core instruction, differentiating learning experiences, and providing timely academic interventions to close achievement gaps. The leadership team has expressed a commitment to continuous improvement by analyzing student data, refining instructional practices, and fostering teacher collaboration to ensure that all students make meaningful academic progress.

Space, staff, and facilities to accommodate the increased needs of the high school population
A key challenge for CASLV Cadence is ensuring adequate space, staffing, and facilities to meet the growing needs of its expanding high school population. As enrollment increases, the demand for additional specialized spaces such as science labs, a gymnasium, and a dedicated sports field has become more pressing. School leaders and board members acknowledged during the focus group session that these facility limitations can impact both academic and extracurricular programming. Despite these challenges, the leadership team remains focused on identifying solutions, including long-term facility planning, exploring partnerships, and optimizing current resources to continue providing a comprehensive and engaging educational experience for all students.

Foster high levels of classroom management practices
A challenge for CASLV Cadence is strengthening consistent, high levels of school-wide classroom management practices. While effective practices are implemented, classroom variability indicates a need for greater consistency to support school-wide behavioral expectations. This aligns with the School Performance Plan, which identifies the development and use of a school-wide behavior matrix as a key goal to reinforce shared norms, establish clear behavioral expectations, and support staff in maintaining high levels of consistency across all learning environments.

[9] Median growth percentile is the middle value in a set of individual student growth percentiles (SGPs), used to measure the growth of a group, such as a school or district. A median growth percentile of 50 indicates that the typical student in that group grew at a rate comparable to the average student nationally, with similar prior achievement.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue to strengthen and expand its MTSS framework
The SPCSA recommends that CASLV Cadence continue to strengthen and expand its MTSS framework to ensure robust behavioral and social-emotional support that meets the needs of an increasingly diverse and growing student population. As part of this enhancement, the school is encouraged to deepen its integration of trauma-informed practices[10], incorporate training on Adverse Childhood Experiences[11] (ACEs), and further embed restorative practices to foster positive, relationship-based approaches that promote healthy student behavior. Additionally, ongoing professional learning in culturally responsive practices for all staff can be essential to fostering an inclusive environment where students' backgrounds, identities, and experiences are recognized and supported through equitable, evidence-based interventions. A continued commitment to strengthening the school's MTSS framework can serve as the foundation to ensure coherent, proactive, and responsive systems that elevate student well-being, reinforce positive behavioral outcomes, and promote a safe, supportive learning environment for all learners.

Continue to provide strategic and focused professional development
The SPCSA recommends that CASLV Cadence continue to provide strategic and focused professional development that systematically strengthens staff capacity across several critical instructional domains. This should include deepening educators' expertise in standards-based planning and supporting the ongoing development of a strong professional learning community[12] (PLC) structure that enables collaborative analysis, shared decision-making, and coherent instructional design. Additionally, built-in meeting times should be embedded in the school's schedule, enabling teams to meet regularly.
Staff should also expand their proficiency by leveraging multiple data sources to inform instructional planning and form precise Tier 1 and Tier 2 intervention groups to address learning gaps, accelerate academic progress, and ensure equitable student outcomes. Also, strengthening classroom practices that elevate student discourse is essential; professional development should emphasize strategies that promote rigorous student-to-student dialogue, increase opportunities for learners to engage in higher-order reasoning, and build critical thinking skills across all content areas. Collectively, these investments in professional learning will enhance instructional quality and sustain academic growth across the school.

Continue to enhance systems of communication for staff feedback
The SPCSA recommends that CASLV Cadence continue to enhance consistent systems for gathering and leveraging staff feedback to further unify and solidify school-wide systems and structures. This

[10] Trauma-informed practice is an approach that recognizes the widespread impact of trauma, understands potential paths for healing, and actively prevents re-traumatization by creating safe, empowering environments focused on choice, collaboration, and strengths for both service providers and recipients.
[11] Adverse Childhood Experiences (ACEs) are traumatic or stressful events in childhood (ages 0-17) that undermine a child's sense of safety, stability, or bonding, including abuse (physical, emotional, sexual), neglect, and household dysfunction like domestic violence, parental substance abuse, mental illness, incarceration, or divorce.
[12] In education, PLC stands for professional learning community, a collaborative group of educators (teachers, administrators) who meet regularly to share expertise, analyze student data, and improve their teaching practices.

includes establishing clear, predictable mechanisms for staff to provide input on internal communication practices, professional development priorities, and operational processes. Strengthening these feedback loops will help ensure that decision-making is transparent, aligned to staff and student needs, and responsive to emerging challenges. Over time, a highly coherent and inclusive approach to collecting and acting on feedback can foster greater trust, improve the implementation of initiatives, and reinforce a shared commitment to continuous improvement across the school community.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

No strong recommendations were noted during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

No deficiencies were noted during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[13]	3
Family Members, Parents, and Guardians	4
Faculty and Staff	14
School Leadership	11
Students	12

[13] Quorum was not met, and Open Meeting Law was not violated.

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Focus Group Summary: Governing Board

Three of the seven CASLV Board members participated in the site evaluation at the Tamarus campus, attending both virtually and in person. Board members described their oversight role as providing strategic direction for the CASLV network of schools and resolving significant issues as they arise. The board is composed of individuals with professional backgrounds in law, finance, and higher education, as well as a parent representative, and currently has no vacant seats. Board members reported that the board meets approximately every six weeks and maintains subcommittees focused on facilities and finance, academics, and governance.

During the focus group, stakeholders described CASLV's mission as fostering lifelong learning within the Coral community by cultivating students who are eager to learn, love the sciences, and ask thoughtful, probing questions, elements that are reflected in the network's updated mission statement. They noted that the CASLV network of schools is unique in its long-standing, engaged community, where many students begin and complete their K-12 education within the network. One board member said, "Coral Academy is characterized as a rigorous, STEM-focused, college preparatory system that provides a strong educational foundation and supports high levels of student success."

Board members reported that they were kept informed about academic matters through regular updates on student performance, including information on accelerated programs and overall achievement levels. They noted that students were performing well and highlighted a range of academic and co-curricular competitions, such as robotics, math, and speech and debate, as evidence of strong student engagement and enrichment. Board members also referenced the use of intervention time, Saturday classes, and before- and after-school academic supports, emphasizing that the CASLV network of schools actively communicates with families about the importance of these opportunities in promoting student success.

Board members identified opportunities across the CASLV network schools, including strengthening coordination and alignment among campuses, increasing engagement and communication with parents, and continuing to prioritize and enhance school safety measures. They also emphasized the importance of maintaining small class sizes where possible and acknowledged that Nellis Elementary School has faced particular challenges, especially in supporting students to improve their academic performance.

Focus Group Summary: Family Members, Parents, and Guardians

Families described several recent successes in their children's school experiences, highlighting academic progress, supportive staff, and improved communication. Several parents praised the staff, particularly the school's literacy specialist, for providing effective screening tools and instructional strategies to use at home. Several families also shared positive experiences with the 504[14] processes, noting timely responses and meaningful support for students with learning needs such as attention deficit hyperactivity disorder (ADHD). One parent remarked, "Teachers are amazing," while another added that they are "very happy so far" with the school's support and responsiveness.

When discussing what their children are learning, parents shared that students are engaged in advanced reading and math instruction and are benefiting from supportive teachers and staff who communicate clearly and consistently provide resources. Some families mentioned that homework expectations sometimes vary, with one parent stating that their daughter "does not have a lot of homework," while others appreciated the structure and clarity teachers provide. Families expressed that teachers remain organized, communicative, and focused on maintaining high expectations.

Families identified several strengths of the school, including strong classroom teachers, helpful support staff, and an emphasis on literacy that has positively impacted students' reading and writing skills. Parents felt that staff members "genuinely care about students" and are attentive to their needs. Communication systems such as ClassDojo[15], Infinite Campus[16], newsletters, and teacher messaging were described as accessible and effective. Parents also described active school events such as trunk-or-treat, field days, and dances as valuable opportunities for engagement, noting that the school "is good at reaching out for volunteers."

Families also shared recommendations to further strengthen the school community. Suggestions included building a gym or multi-purpose facility to host large-scale events to accommodate the growing student population. Also mentioned was ensuring consistency across specialist classes. While acknowledging these areas for improvement, parents emphasized that "this year has been better and things are pretty smooth," and expressed appreciation for the administration and their staff's efforts to support students and address concerns proactively. Overall, families reported feeling satisfied with their children's progress and the direction of the school.

[14] In education, "504" refers to Section 504 of the Rehabilitation Act of 1973, a civil rights law that ensures students with disabilities receive a Free Appropriate Public Education (FAPE) by providing necessary accommodations and supports.
[15] ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos, as well as direct messaging to parents and students.
[16] Infinite Campus is a web-based program that allows families to view their children's academic information.

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Focus Group Summary: Faculty and Staff

Several members of the faculty focus group highlighted recent successes, noting strong student engagement and positive community experiences across the school. Staff described the winter concert as a meaningful accomplishment, sharing that "the kids did a wonderful job." Educators also reported that students are actively learning through hands-on science labs and are responding well to targeted academic support. Additionally, staff have noted steady administrative support, particularly in providing instructional tools and streamlining procedures such as documenting special education service minutes.

The group identified several strengths contributing to a positive school climate. Staff described a strong sense of community, a welcoming environment, and colleagues who are consistently supportive and willing to help. One teacher remarked, "Everyone is always smiling and very thankful to be here," underscoring the staff's appreciation for the school culture. Faculty also emphasized that the administrative team is generally positive and approachable.

Professional development was viewed as most effective when it was focused, sustained, and aligned with staff needs. Teachers cited useful sessions such as Numbers Talks[17] and artificial intelligence (AI) training as helpful, along with Leader in Me[18] activities that could be integrated into Eagle Time, the school's advisory period. Schoolwide instructional focus areas include differentiated math instruction, strengthening the co-teaching model, providing targeted interventions through grade-level interventionists, and supporting English Language Learners. Systems to assist struggling students include enhanced response-to-intervention[19] (RTI) meetings, small-group math and ELA rotations, weekly teacher-led tutoring, and Saturday tutoring for students requiring additional support. Faculty also described the school's social and emotional learning supports, which include feelings checks, weekly virtues through Whole Brain Teaching[20], and access to counselors trained in clinical social work.

The group discussed their experiences with collaborative meeting structures such as PLCs and grade-level meetings. While grade-level leads typically set agendas and coordinate these sessions, some staff noted challenges in finding consistent meeting times. Participants expressed that meeting structures would benefit from additional refinement to strengthen collaboration, support data-driven instruction, and establish a dedicated meeting schedule across grade levels. They emphasized that regularly scheduled collaboration time further enhances staff effectiveness.

The faculty also identified several recommendations for continued growth. Staff expressed interest in deeper, more ongoing culturally responsive training, noting that layered follow-up after initial sessions would support stronger implementation. Communication emerged as another area for improvement, with several educators sharing that there could be more of a streamlined system for communication. Additional recommendations included reestablishing the mentor or onboarding program for new teachers and designating clearer crisis-response procedures within the school's MTSS framework.

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[17] Number Talks are short, daily classroom routines (5-15 mins) where students mentally solve math problems, focusing on sharing various strategies and building computational fluency, not just finding the right answer.
[18] Leader in Me is an evidence-based PK–12 model that provides schools with everything they need to build leadership and life skills in students and staff, create high-trust cultures, and accelerate academic achievement.
[19] In education, RTI is a response-to-intervention framework that uses high-quality instruction, universal screening, and targeted interventions with progress monitoring to support struggling learners.
[20] Whole Brain Teaching (WBT) is an engaging, brain-based method using gestures, movement, and peer teaching to boost student focus and memory.

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Focus Group Summary: School Leadership

The leadership team identified several strengths within the school, including a positive school culture, strong staff morale, and a cohesive leadership structure comprising three deans, three assistant principals, and three counsellors. As a relatively new kindergarten to 11 campus that opened in 2022, leaders emphasized that "because we are a new school, we could build the culture accordingly," noting efforts to foster a welcoming environment for a growing, diverse student body. Targeted supports such as after-school and Saturday tutoring were identified as important components in meeting students' academic needs.

Leaders explained that the school continues to address challenges associated with growth, including increased demands for resources to support a rising number of students with 504 accommodation plans and students receiving special education services. They detailed the actions taken in response to prior SPCSA recommendations, including adjusting the bell schedule to maximize learning time, investing in classroom management professional development, and expanding staff collaboration opportunities. As one leader described, "We provided professional development to maximize learning in the classroom," referencing multiple training sessions offered to staff, coaching cycles, and partnerships with other CASLV schools. The team emphasized allocating school funds to strengthen staff development, including collaboration with the high school and the CASLV Sandy Ridge campus.

Throughout the discussion, leaders highlighted ongoing efforts to enhance instructional practices and support systems. They reported a focus on strengthening student voice, improving classroom management, and expanding Title I[21] related training. Systems such as RTI meetings, small-group instructional structures, and the use of Measures of Academic Progress[22] (MAP) data, particularly learning continuum reports, were described as central to supporting student progress. In addition, the leadership team emphasized continued implementation of MTSS and the use of Navigate360[23] to reinforce school-wide behavior expectations. One leader noted that the improved RTI systems to support students who need additional services underscore the value of structures across the campus.

The team also reflected on culture and communication. Leaders shared that staff sometimes need additional support to ensure school-wide consistency, noting that the staff population has grown to over 140 faculty members. Leaders shared that surveys and ongoing communication are used to gather feedback and refine systems. The group reported that communication with staff and families occurs through newsletters, ClassDojo, phone calls, and email, and noted improvements in these processes. Additional support, including campus security, dedicated advisory time, and expanded special education classrooms, was identified as part of the school's response to growth. Leaders acknowledged ongoing work to sustain strong academic outcomes, strengthen math instruction, enhance small-group structures, and maintain systems that support both academic and social-emotional needs.

[21] Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA), provides financial assistance to local educational agencies for children from low-income families to help ensure that all children meet challenging state academic standards. Title I is the largest federally funded educational program.
[22] Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.
[23] Navigate360 is a comprehensive student success and safety platform that connects students, advisors, and staff through early alerts, advising tools, and resource coordination, while also offering K–12 safety and wellness solutions, including SEL supports, visitor management, and threat assessment.

Focus Group Summary: Students

Members of the student focus group express strong appreciation for the supportive and polite atmosphere created by the school staff. Students consistently praised their teachers, noting that they are approachable, explain assignments in multiple ways, and offer coaching and guidance when needed. One student noted, "Teachers are pretty good, they are polite and nice." Participants also appreciated the policies that allow them to revise their work and retest, giving them time to fully grasp concepts. The availability of staff, including counselors, to discuss personal feelings was also highlighted as a positive aspect of the school environment.

Students shared several recent academic and extracurricular achievements with pride. Academic successes included learning multiplication and division, as well as seeing their grades improve, which they attributed to the supportive teachers. Extracurricular involvement was also discussed, with students mentioning participation in sports such as cross-country, basketball, and archery. One student proudly shared, "I placed second in archery and got recognized." A variety of clubs were mentioned, including drama, yearbook, journalism, baking, and the student council, with one participant noting enjoying the ability to “help design school events."

The focus group addressed the methods teachers use to provide feedback on assignments, which students found helpful and constructive. Teachers use Infinite Campus to provide specific examples, strategies, and step-by-step guidance, as well as to issue reminders and grade updates. A student reported that "the teachers don’t just read the question but give specific examples and strategies," suggesting a detailed instructional approach. Teachers also employ pre-tests for practice and review skills when students are struggling. Students reported current class topics ranging from angles and powers of tens in math to dissolving in chemistry, and persuasive essay writing and the Civil Rights movement.

While generally feeling safe both emotionally and physically on campus, students identified challenges that disrupt their learning. The primary challenge cited was student behavior, such as loud students in the back of the classroom or students who talk while the teacher is instructing. This behavior sometimes prevents the class from focusing on the lesson. Another challenge mentioned was the lack of physical activity; students noted that they "have built up energy and lunch time we don’t really move around," and only have physical education class for one semester. Recommendations for improvement included adding facilities such as a gym and a theatre, and implementing practical support, such as school buses and free snacks, for students who may have limited funds for lunch.

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 11 middle, and 8 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 1	**TOTAL: 25**	**TOTAL: 8**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 2	**TOTAL: 22**	**TOTAL: 7**	**TOTAL:0**	**TOTAL: 3**

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 11 middle, and 8 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 1	**TOTAL: 23**	**TOTAL: 7**	**TOTAL: 1**	**TOTAL: 2**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 2	**TOTAL: 17**	**TOTAL: 7**	**TOTAL: 2**	**TOTAL: 6**

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 11 middle, and 8 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 6	**TOTAL: 15**	**TOTAL: 8**	**TOTAL: 3**	**TOTAL: 2**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 3	**TOTAL:21**	**TOTAL: 6**	**TOTAL: 0**	**TOTAL: 4**

Classroom Observations and Additional Comments

In a primary classroom, students were engaged in a Number Talk discussion as the teacher displayed a stack of eight cubes in two different colors. Students shared their strategies for determining the total number of cubes, thinking aloud so their peers could hear and learn from their reasoning. Afterwards, they built "apartments" with cubes by rolling a die and adding that number each time, illustrating that they were developing number sense through hands-on practice in composing and decomposing numbers.

In a lower elementary English Language Acquisition classroom, the teacher introduced the four seasons in Spanish. To support vocabulary development, the teacher displayed four pictures representing each season and guided students through identifying them. Students were asked to write the corresponding Spanish terms on their papers while the teacher circulated around the room to monitor progress and provide support as needed. The visual aids, along with the teacher's consistent check-ins, helped reinforce comprehension and keep students engaged in the learning task.

Students engaged in a science lesson on the eight phases of the moon and how the moon's appearance changes from Earth. The teacher opened the lesson with a brief video and then outlined the follow-up activity, which required students to complete a worksheet with questions designed to check their understanding. Key terms introduced included waxing the moon, appearing to grow toward a full moon, waning, and characteristics of a crescent moon. During the video, students appeared attentive and interested, and afterwards, they transitioned smoothly into the independent portion of the lesson. Before students began working, the teacher reviewed essential concepts and used a quick verbal check for understanding to ensure students were ready to proceed.

Students presented their PowerPoint slides to the class on their selected topic. Most of the class listened respectfully, while a few talked to their peers at their table. Several others reviewed their own work on their laptops. The teacher stayed at the front of the room listening to the presentations.

High school students learned about ecosystem dynamics. They worked independently using their device to complete an assigned project. Students were observed creating a slide presentation highlighting types of ecosystems and key terms such as habitat. The teacher circulated the room to check on the students' progress and offered assistance.

In a classroom using a Kagan cooperative learning[24] structure, students participated in Quiz-Quiz-Trade[25] to review recently learned vocabulary. They moved around the room asking one another questions from their cards, demonstrating high levels of engagement and enthusiasm as they interacted with their peers. The teacher actively participated in the activity alongside students while keeping a pulse on the room to ensure everyone remained on task. Students appeared familiar with the routine, indicating they had previously practiced this structure and were comfortable participating in it.

[24] Kagan instructional strategies, or cooperative learning, are designed to promote cooperation and communication in the classroom, boost students' confidence, and sustain their interest in classroom interaction.
[25] Quiz, Quiz, Trade is a cooperative learning strategy where students use flashcards to quiz each other on content (like vocabulary or math problems), then trade cards and find a new partner to repeat the process, promoting active engagement, peer teaching, and movement in a fun, collaborative classroom setting.

Middle school students worked independently on a guided exploration activity from their math text using their devices. One problem required students to find the area of a piece of furniture, followed by a related question asking how many cans of stain would be needed to cover one side of the furniture. Students remained focused on the task while the teacher circulated and monitored overall progress. An additional staff member was present in the classroom, supporting a student by offering prompts and checking for understanding as needed.

In one high school class, students sat in small circles and led a review discussion for their group. Students were preparing for a midterm examination. Students referenced their textbooks, laptops, notes, and class handouts to assist members of the group in reviewing the material. The instructor was positioned in the middle of the room, monitoring each group's conversation, redirecting when needed, and calling out time left in the activity. Students were engaged, and all students participated.

In a primary classroom, students were engaged in small-group instruction with two different instructors. One group manipulated sounds and spellings to create new words, while another used a number line to subtract numbers under ten. Additional small groups worked independently to encode words using various spelling patterns. The classroom maintained a focused atmosphere, and students demonstrated solid effort and persistence in their work.

In an upper elementary classroom, students rotated through math stations: one group solved equations on whiteboards with the teacher, another worked in partnerships, and a third used Prodigy[26]. Students collaborating in pairs were engaged in authentic dialogue about the mathematical steps needed to solve the problems, explaining their thinking to one another. Across the classroom, there was a clear sense of urgency and focus on learning the content.

[26] Prodigy Education is a company that creates game-based learning platforms, which make practicing academic skills more engaging for students.

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Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommend that CASLV Cadence faculty participate in professional development designed to maximize learning time from the beginning to the end of the lesson and implement strategies in their lessons.	The leadership team provided an update on the steps taken to maximize learning time for all students, including adding five minutes to each period, and the group outlined targeted professional development opportunities to enhance learning time further.	The SPCSA acknowledges the school's efforts to implement action steps that fully maximize learning time to support student outcomes. Consistently maximizing learning time serves as a foundational practice for strengthening student achievement.
SPCSA staff recommend CASLV Cadence to create ways in which to elevate student voice during class time.	The school's leadership team discussed its emphasis on increasing student voice during classroom instruction, including supporting teachers in creating opportunities for student discourse in each lesson and promoting the "I do, you do, we do"[27] model across our classrooms. Additionally, the group shared that the school has teacher mentors and an instructional coach to model maximizing student voice in the classroom.	The SPCSA recognizes the school's effort to increase student voice during classroom instruction. A continued focus on the importance of student discourse can foster opportunities for increased student engagement.
The SPCSA staff recommend targeted professional development on classroom management.	The leadership team shared the action steps they have taken to enhance staff's ability to improve classroom management, which included professional development and coaching cycles.	The SPCSA staff acknowledge the school's emphasis on improving overall classroom management and encourages continued efforts to build staff capacity to implement strategies that promote highly conducive learning environments.
The SPCSA staff recommend that CASLV Cadence pursue Title I training tailored to the demographics of the Cadence student	The school's leaders shared their focus on providing staff with ongoing support through continuous education opportunities and resource-sharing facilitated by the counselors to enhance their skills and	The SPCSA acknowledges the school's efforts to strengthen staff understanding and skill development to better support the Title I population and the characteristics of Title I

[27] The "I Do, We Do, You Do" model is an explicit teaching strategy that gradually shifts responsibility from the teacher to the student, beginning with teacher modeling, moving to guided practice, and culminating in independent work to build confidence and mastery.

population and the surrounding community.	understanding in servicing the Title I student population.	communities. The SPCSA encourages the school to continue providing professional learning opportunities that deepen staff knowledge of culturally responsive practices to support a diverse student population.
The SPCSA staff recommend that CASLV Cadence continue monitoring the students' academic needs and provide specific interventions to close learning gaps and increase academic gains.	The leadership team provided an update on the school's intervention systems, focused on addressing students' academic needs and learning gaps, which supported increased index scores for both the elementary and middle schools.	The SPCSA team recognizes the school's emphasis on providing interventions for struggling learners. The SPCSA staff encourages CASLV Cadence to continue ensuring that students receive the support and intervention necessary to help them reach their full potential. These ongoing efforts are critical to strengthening student academic outcomes.
SPCSA staff recommend that CASLV Cadence establish procedures and processes to address chronic absenteeism.	The school's leaders shared measures taken to reduce chronic absenteeism, resulting in lowered rates below 10 percent in both elementary and middle schools and 12 percent in the high school. The elementary rate was reduced from 17 percent to 9 percent, the middle school lowered it from 16 percent to 8 percent, and the high school decreased it from 20 percent to 12 percent.	The SPCSA recognizes the school leaders and their community for decreasing the rate of chronically absent students. These efforts highlight the school's commitment and value for ensuring students attend school regularly and thus limit missing valuable instructional minutes.
SPCSA staff recommend that CASLV Cadence implement the multi-tiered system of supports (MTSS) framework with fidelity.	The school leaders shared their commitment to implementing their MTSS framework with fidelity. They highlighted measures taken to foster an effective school-wide system to support their students' academic and social, emotional, and behavioral needs, which led to a silver status recognition by the Nevada Department of Education.	The SPCSA recognizes and commends the school's work in implementing an effective MTSS framework to support its students' academic and social, emotional, and behavioral needs. An ongoing focus on implementing an effective MTSS framework is essential in supporting student outcomes.
SPCSA staff recommend that CASLV Cadence faculty be visible in common areas during passing periods.	The school's leadership team discussed efforts to increase staff visibility in common areas during passing periods, including hiring two additional campus security monitors. The team also shared that they remain proactive, and this remains a school-wide priority.	The SPCSA acknowledges the school's efforts to increase staff visibility in the common area during passing periods and encourages the leadership team to maintain these school-wide expectations as enrollment increases.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Nevada State Public Charter School Authority

Coral Academy of Science Windmill
Site Evaluation Report: December 4, 2025

State Public Charter School Authority

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Links to Resources:

- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

High academic achievement in middle school
Coral Academy of Science (CASLV) Windmill Middle School is a five-star school that demonstrates high academic performance and growth, with low levels of opportunity gaps, indicating a commitment to high student achievement. The middle school earned the maximum 100 points on the 2024-25 Nevada School Performance Framework[1] (NSPF), a notable strength. The school's pooled proficiency rate[2] of 81 percent surpasses the SPCSA's district rate of 52 percent and serves as a foundation for the school's five-star rating. According to the NSPF, schools in this category (categories range from 1-5) are recognized as exceeding expectations for all students and subgroups across all indicator categories, with few exceptions. The school's excellent academic outcomes align closely with its mission to provide a rigorous, college-preparatory environment that fosters lifelong learning and appropriately challenges students. School leaders emphasized that maintaining a rigorous instructional environment with high expectations remains a foundational strength. During the faculty focus group, middle school staff further underscored the importance of intentionally planning challenging lessons that engage students in higher-level critical thinking and analysis.

Elementary school's high measures on the academic indicator
The elementary school earned 19 of 20 points in the Academic Indicator[3] section of the 2024-25 NSPF, a strength for CASLV Windmill. All measures in this section exceeded the district rate. The school's pooled proficiency of 58 percent surpassed the district rate of 53 percent, and the math (60 percent), English language arts (72 percent), and science (43 percent) measures did as well. The faculty focus group discussed the school's emphasis on developing students' academic skills by planning rigorous, standards-based lessons that engage students. Students in the student focus group shared that their teachers often challenge them to think critically and to extend their reasoning beyond the assignment's objectives. A few students mentioned that after assignments are turned in, teachers provide feedback for improvement.

Low chronic absenteeism
CASLV Windmill has a low chronic absenteeism rate of less than 5 percent, which serves as a strength. Members of the student focus group expressed a desire to attend school regularly and emphasized their aspiration not to miss any assignments. The leadership team highlighted the importance of students wanting to be in school and the power of keeping them engaged and connected. Members of the faculty focus group emphasized the importance of encouraging students to attend school regularly by providing high-interest assignments and of establishing communication systems with families. Lastly, the leadership team noted that, in the current school year, the daily chronic absenteeism rate is below 3 percent, and the goal is to maintain the current trajectory.

[1] Nevada School Performance Framework (NSPF) is Nevada's public school rating system, designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA), per NRS 385A.600, and classifies schools into a five-star performance rating system.
[2] Pooled proficiency in Nevada education is a measure that combines the results from state assessments in English Language Arts (ELA), Mathematics, and Science for elementary and middle schools into a single, overall proficiency rate.
[3] Academic Indicator is an Indicator within the NSPF rating systems that includes Math, ELA, and Science proficiency Measures.

High-quality multi-tiered systems of support (MTSS) framework
A strength of CASLV Windmill is its commitment to continue implementing a high-quality multi-tiered system of support[4] (MTSS) framework to support students' academic, social, and emotional needs. According to the school leaders, the school was recognized by the Nevada Department of Education at the Nevada MTSS Awards, earning the highest status, Diamond recognition[5]. The leadership team shared that the school's MTSS framework supports its mission 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.

A positive school culture
A notable strength at CASLV Windmill is the positive school culture. On the day of the site evaluation, the SPCSA team frequently observed a school environment characterized by warm, respectful, and encouraging interactions among teachers, staff, parents, and students. The SPCSA team observed numerous collegial and respectful interactions between staff, students, and parents during the day in classrooms and common areas. During the leadership focus group presentation, school leaders emphasized that fostering a positive, inclusive school climate has been a key priority, resulting in a strong sense of community and collaboration. This sentiment was echoed by staff members, who described a culture where communication is open, mutual respect is consistently modeled, and students feel supported both academically and emotionally.

Dedicated faculty
Another strength of CASLV Windmill is its strong and dedicated faculty. School leaders, staff, and board members all highlighted teachers' commitment to consistently going above and beyond to support student learning and well-being. Members of the family and student focus groups highlighted that the faculty's professionalism, collaborative spirit, and shared dedication to the school's mission have fostered a culture of academic excellence and mutual respect. Leaders highlighted that the staff are invested in their students' success, regularly engage in professional development, implement effective instructional practices, and maintain open communication with families. Families highlighted that the principal and the school's leadership team are very involved and supportive.

Revision of the mission statement
The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating Science, Technology, Engineering, and Math[6] (STEM) education into its mission statement. This focus reflects the network's belief in providing students with hands-on, inquiry-based opportunities that promote critical thinking, problem-solving, and innovation across grade levels. School leaders noted that the decision to elevate STEM within the mission was grounded in a desire to align instructional practices with the skills students need for long-term success. As CASLV continues to refine and expand its STEM initiatives, the school remains committed to soliciting and valuing stakeholder feedback from families, staff, students, and community partners to ensure that programming is responsive, inclusive, and aligned with the broader vision for student achievement.

[4] Multi-Tiered System of Supports (MTSS) is an educational framework that provides academic and behavioral support to all students through three increasingly intensive tiers.
[5] Receiving Diamond recognition indicates that a school is implementing MTSS with "high fidelity," demonstrating strong, comprehensive support systems for academic, behavioral, and social-emotional needs, and creating a positive, inclusive school culture.
[6] STEM in education is an integrated approach to Science, Technology, Engineering, and Mathematics, designed to teach these subjects through real-world problem-solving, critical thinking, and hands-on activities, preparing students for future innovation and careers in these vital fields.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Closing opportunity gaps in elementary school
Closing opportunity gaps[7] in elementary school is a challenge for CASLV Windmill. According to the 2024-25 NSPF, the school earned 4 out of 20 points on the closing opportunity gaps indicator, up from 3 points the previous year; however, this was lower than the school's expected outcomes. Additionally, the elementary school did not meet standards on the 2024-25 SPCSA Academic Performance Framework[8] (APF), scoring 46 points, four points shy of the 50-point threshold to meet standards. The leadership team discussed the school's focus on improving in this area, and the emphasis includes supporting the fifth-grade team's instructional capacity to effectively plan and deliver rigorous, standards-based lessons, as well as supporting long-range planning. Additionally, mentorship opportunities and professional development programs will be provided to the team to enhance their individual strengths and collective efficacy, thereby supporting their students' learning needs. Lastly, the Executive Director shared his view that the school's fifth-grade cohort should be measured alongside the middle school cohort (grades six and seven), rather than separately. The SPCSA site evaluation team noted that, currently, the state's accountability system measures fifth graders within the elementary reporting systems; thus, the school has two report cards: one for elementary school (fifth grade) and one for middle school (sixth and seventh grade).

Recruitment of highly qualified teachers
A noted challenge for CASLV Windmill is recruiting highly qualified teachers. While the school continues to prioritize maintaining a positive and supportive environment for students and staff, leadership acknowledged that attracting certified educators with the desired experience and expertise remains an ongoing focus. Competitive hiring markets and the demand for specialized instructional skills have contributed to delays in filling certain positions. Despite these challenges, the school remains committed to strengthening its workforce through targeted recruitment strategies, offering professional development opportunities, and a workplace culture that supports teacher growth and long-term retention. The school leaders highlighted efforts to develop paraprofessional staff by encouraging them to pursue teaching licensure and investing financial resources to support their advancement. As a result of these initiatives, the school has internally developed several special education paraprofessionals into licensed special education teachers.

Budgetary limitations
Another challenge identified by CASLV Windmill is managing budgetary limitations resulting from current economic conditions, as reported by school leaders and the governing board during the focus group sessions. Despite these financial constraints, the leadership team demonstrated a proactive and

[7] Closing the opportunity gap is determined as the percentage of students meeting their Adequate Growth Percentile (AGP) who did not pass the state assessment from the previous year. This rate can be determined for elementary students between grades four and eight. For most Nevada elementary schools, this rate will include two or three grade levels of students.
[8] The Academic Performance Framework incorporates corresponding school year NSPF school ratings under the NSPF Index Score indicator, as the NSPF includes key performance measures such as academic achievement and proficiency, academic growth, English Learner (EL) growth, opportunity gaps, graduation rates, and chronic absenteeism, which address the requirements of NRS 388A.273.

strategic mindset to ensure continued fiscal responsibility. They have emphasized prioritizing essential academic and operational needs, seeking cost-effective solutions, and exploring alternative funding opportunities to support school programs and staff.

The capacity of the school building

An additional challenge identified by CASLV Windmill is the limited capacity of the current school facility. As enrollment grows and demand for the school's high-quality programs increases, the building is at times unable to comfortably accommodate all students and staff. School leaders and board members noted during the focus group session that classroom space, specialized instructional areas, and common spaces are nearing full utilization. Despite this constraint, the leadership team remains proactive in implementing mitigation strategies such as optimizing existing space, refining scheduling, and enhancing planning to ensure the learning environment continues to support student success and the growth of academic programs.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue to work on academic growth for elementary students
The SPCSA recommends that CASLV Windmill continue to sustain strong academic achievement in middle school while strategically leveraging these successes to further strengthen outcomes in the elementary grade level (fifth grade). The SPCSA emphasizes the importance of ongoing professional development to help teachers refine and elevate their instructional practices. Additionally, the school is encouraged to continue prioritizing structured vertical planning and collaboration among grade-level teams to ensure alignment of instructional practices, clear learning progressions, and seamless academic development for students across grade levels. By building staff capacity, reinforcing consistent, high-quality instructional strategies, and aligning effective approaches across the school, CASLV Windmill can ensure cohesive learning experiences that drive sustained student growth.

Continuing with the proactive mindset philosophy
The SPCSA recommends that the CASLV Windmill leadership team continue to build on its proactive mindset philosophy to further strengthen student outcomes and sustain the school's strong, positive culture. During the leadership presentation, school leaders highlighted the importance of intentionally planning, using data to drive decisions, and aligning systems to support both immediate student needs and long-term school success. By continuing to use academic data to guide instruction, maintaining high expectations for all learners, and administering and leveraging student social-emotional surveys to inform targeted supports, the school can further enhance its ability to address challenges before they arise. Additionally, by fostering inclusive and supportive learning environments, CASLV Windmill can deepen its positive impact on student engagement and achievement. The SPCSA recognizes the school's commitment to proactive, student-centered practices and encourages ongoing refinement of systems that promote strong academic growth and a school culture where students, staff, and families continue to feel valued, motivated, and connected.

Continue to offer a range of extracurricular activities
The SPCSA staff recommends that the CASLV Windmill leadership team continue to offer a range of extracurricular activities and opportunities for students. These programs play an important role in fostering student engagement, promoting a positive school culture, and developing well-rounded learners. By sustaining and expanding these offerings, the school can continue to enrich students' educational experiences beyond the classroom.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

No strong recommendations were identified during this site evaluation.

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Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

No deficiencies were noted during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[9]	3
Family Members, Parents, and Guardians	11
Faculty and Staff	10
School Leadership	5
Students	8

[9] Quorum was not met, and Open Meeting Law was not violated.

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Focus Group Summary: Governing Board

Three of the seven CASLV Board members participated in the site evaluation at the Tamarus campus, attending both virtually and in person. Board members described their oversight role as providing strategic direction for the CASLV network of schools and resolving significant issues as they arise. The board is composed of individuals with professional backgrounds in law, finance, and higher education, as well as a parent representative, and currently has no vacant seats. Board members reported that the board meets approximately every six weeks and maintains subcommittees focused on facilities and finance, academics, and governance.

During the focus group, stakeholders described CASLV's mission as fostering lifelong learning within the Coral community by cultivating students who are eager to learn, love the sciences, and ask thoughtful, probing questions, elements that are reflected in the network's updated mission statement. They noted that the CASLV network of schools is unique in its long-standing, engaged community, where many students begin and complete their K-12 education within the network. One board member said, "Coral Academy is characterized as a rigorous, STEM-focused, college preparatory system that provides a strong educational foundation and supports high levels of student success."

Board members reported that they were kept informed about academic matters through regular updates on student performance, including information on accelerated programs and overall achievement levels. They noted that students were performing well and highlighted a range of academic and co-curricular competitions, such as robotics, math, and speech and debate, as evidence of strong student engagement and enrichment. Board members also referenced the use of intervention time, Saturday classes, and before- and after-school academic supports, emphasizing that the CASLV network of schools actively communicates with families about the importance of these opportunities in promoting student success.

Board members identified opportunities across the CASLV network schools, including strengthening coordination and alignment among campuses, increasing engagement and communication with parents, and continuing to prioritize and enhance school safety measures. They also emphasized the importance of maintaining small class sizes where possible and acknowledged that Nellis Elementary School has faced particular challenges, especially in supporting students to improve their academic performance.

Focus Group Summary: Family Members, Parents, and Guardians

Families who participated in the focus group shared recent success stories that reflect strong support systems and a welcoming school environment. Parents described the Windmill campus as welcoming and inclusive, with one parent noting, "My child feels comfortable, and she feels included." Several families highlighted their child's notable academic growth. One parent shared that their child, who receives special education services, has benefited tremendously from math support and collaboration between general and special education staff, noting that their child's "MAP[10] (Measures of Academic Progress) score has gone up" and their child is doing well in school.

Parents also expressed enthusiasm for the rich learning experiences happening across grade levels. Students are highly engaged with science projects, ranging from constructing volcano models to learning about the digestive system. Many families remarked on their children's excitement about sharing what they learn when they came home from school. Reading and social studies are also sparking interest, as students explore mythology and early American history. Families emphasized that the school has a strong focus on hands-on, project-based learning, and the focus on science helps students stay motivated and involved in their studies.

Families repeatedly praised the school's strengths, especially its nurturing culture and responsive communication. The school was frequently described as having "a sense of community," where "teachers care," and staff know students by name. Parents expressed appreciation for the staff and noted that the principal and administration are "very hands-on and involved," making families feel valued rather than "just a number." The front office personnel and teachers communicate effectively through emails, newsletters, reminders, and timely responses, with one parent noting, "Emails are returned promptly, which is very helpful."

The school's strong emphasis on science was viewed as one of its greatest assets. Parents spoke highly of the passionate science teachers and the wide range of STEM opportunities, including electives such as Medical Detectives, coding, robotics, and an award-winning drone team. Families appreciated that teachers "not only follow the state standards but offer additional electives," and that clubs and competitions extend learning beyond the classroom. Students involved in drone or robotics teams often come home "engaged and excited," and parents noted that communication about these programs is clear and detailed.

While families expressed high satisfaction with the school, they also identified several areas for refinement. Some families expressed a desire for additional sports options and more inclusive opportunities for students who do not make competitive teams. Some parents discussed limited storage space and recommended lockers to help students better manage their books and supplies. Families also suggested ways to balance the school day through additional playtime or recess. Despite these suggestions, families emphasized that Windmill's middle school five-star success is rooted in a dedicated staff, strong teamwork, and a shared commitment to helping students thrive.

[10] MAP testing, or Measures of Academic Progress, is a computer-adaptive test that measures student achievement and growth over time in subjects such as reading, language, and math.

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Focus Group Summary: Faculty and Staff

Staff members shared numerous recent successes that reflect a vibrant, student-centered learning environment. Participants noted strong engagement in science, especially with new microscopes, and one member described the new equipment as helping them “unlock science” for students. A member of the middle school social studies and history department noted that students “remember history facts and see it as meaningful” because the activities are challenging, interactive, and relevant. The school also celebrates achievements in the arts and extracurricular programs, including a well-received winter concert and award-winning robotics, drone, and volleyball teams. Staff also expressed pride in having a highly qualified full-time art teacher and a native Spanish-speaking instructor, both of whom enrich students’ cultural and academic experiences.

A consistent theme across the focus group was the school’s strong sense of community. Many staff members described the campus as feeling “like family,” with a few teachers emphasizing, “This school is like family, we have a great team.” The campus size enhances this closeness; participants repeatedly praised the benefits of a small school environment, sharing that “class sizes are small” and the setting “seems like a private school.” These smaller class sizes allow for more individualized attention, strong relationships, and responsive classroom practices. Staff emphasized that they “help each other” daily and “step up to help” whenever needed, reinforcing a culture grounded in teamwork and mutual support.

Another major strength identified was the school’s supportive network of families and administration. Teachers shared that their students are highly engaged and benefit from “supportive parents” who partner with the school. Staff also described administrators as encouraging and present, with several noting that leadership “is very supportive” of instructional practices, especially in differentiation and help for students who need additional academic and emotional support. Special education teams highlighted the collaborative structures in place. General and special education teachers work closely together, “push into classrooms”, and co-design lessons so that “students can have success.” A few staff shared that this collaborative effort has helped students transition into less restrictive environments with proper support.

Systems to support students’ academic, social, and emotional needs were also praised as strengths. Staff described multiple layers of intervention, tutoring, study hall, differentiated instruction, and visual supports provided to students. Social-emotional support is embedded into school culture, with staff noting that “every child has an adult they can go to,” and that students feel “safe,” “comfortable,” and “noticed.” This caring environment supports the school’s MTSS framework and contributes to the school’s Diamond recognition status. Additionally, staff reported that grade-level and department-level team collaborations help teachers review MAP data, focus on standards, and plan strategically for improvement.

While staff expressed overwhelmingly positive views about culture and community, they also identified a few areas for refinement. The primary recommendation was to continue strengthening communication between the administration and staff. Communication systems such as email, chat, dashboards, and the updated organizational chart are appreciated, but teachers noted that some communication systems could still be streamlined to save time. Despite these areas for growth, staff emphasized that feedback is “well received,” and the school remains a place where collaboration, high expectations, and teamwork drive continuous improvement.

Focus Group Summary: School Leadership

Leadership team members emphasized that CASLV Windmill continues to uphold a rigorous academic environment grounded in long-term planning, strategic staffing, and high expectations for student achievement. Leaders described the campus as historically successful, with systems designed to challenge students at their own level through leveled classes, differentiated instruction, and advanced coursework. The team shared the school's emphasis on closely monitoring student progress through formative classroom assessments, MAP testing, and universal screeners, which are essential to supporting student success.

A major source of strength highlighted by the leadership team is the school's faculty, which is strong and dedicated. CASLV Windmill maintains a "passionate teaching staff," with hiring practices intentionally focused on character, connection with students, and long-term commitment. Leaders shared, "It's not just a job but a career, and we help them advance." Strategic efforts to grow talent from within, such as paraeducators completing degrees and becoming special education teachers, reflect the school's deep investment in its people. Teachers participate in professional learning, collaborate on long-range instructional planning, and provide targeted interventions, such as math, reading, and science tutoring, to close academic gaps. Maintaining a full staff at the beginning of the year was noted as an important achievement despite a limited applicant pool.

Leadership also described a warm, respectful, and encouraging school culture in which positive interactions are the norm among teachers, students, staff, and families. The school campus was described as having a "happy, positive energy" shaped by faculty who connect deeply with students. MTSS Framework supports student well-being, resulting in a 40 percent reduction in behavioral incidents from 400 to 225 in one year. The team reported that students feel safe and supported and noted that all students participated in the school's social-emotional surveys. Students are recognized regularly through school-wide positive-reward programs such as the Soar Program and the Falcon Leader student-of-the-month celebrations. Special education and 504 support structures have expanded over the past two years, with increased staffing and dedicated spaces.

Another major strength emphasized by leaders is the presence of involved and supportive parents who hold the school to high standards. Communication with families has improved, with consistent parent newsletters, emails, and conferences. Parent engagement is promoted, as evidenced by events such as five-star celebrations, movie nights, music concerts, and the Multicultural Festival, which leadership described as a highlight featuring families cooking dishes and students showcasing cultural performances. The fall festival alone drew roughly 300 people. Leaders also shared that former students regularly return for events, reflecting the strong and lasting relationships built on campus.

The leadership team acknowledged ongoing challenges, including limited space with only 400 available seats, hiring constraints stemming from a small applicant pool, and budget limitations due to challenges in state funding. Despite these challenges, leaders remain committed to continuous improvement, safety upgrades, and strengthening academic and social-emotional support systems. Overall, the leadership team emphasized maintaining high expectations, supporting its dedicated faculty, nurturing a positive and respectful school culture, and partnering closely with engaged families to ensure every student works to their potential.

Focus Group Summary: Students

Students who participated in the focus group shared that what they enjoy most about attending CASLV Windmill is the supportive, diverse, and welcoming environment. They expressed appreciation for the cultural diversity on campus and the opportunity to learn alongside peers with different backgrounds and perspectives. Many highlighted how understanding and helpful their teachers and staff are, noting that staff “really help us” and create an environment where students feel encouraged and excited to participate and take academic risks. Students also enjoy the school's hands-on programs, including 3D printing, robotics, and other STEM-focused opportunities.

When reflecting on recent achievements, students expressed pride in both academic and extracurricular accomplishments. One student shared that they gave a speech to the mayor during the Five-Star Celebration, while others highlighted their MAP test growth. Students were excited about what they were learning in class, describing engaging lessons in science as chemistry labs, chemical bonding activities, and the use of new microscopes, as well as historical debates on topics such as Loyalists versus Patriots during the American Revolution.

Students spoke positively about the feedback they received from teachers, explaining that teachers write comments directly on assignments, review rubrics or criteria for tasks with them, and clearly explain how they can improve. Extracurricular involvement was also discussed, with students participating in robotics, drone competitions, math competitions, podcasts, yearbook, student council, and cultural activities. Events like Multicultural Day, featuring cultural food and traditional outfits, were described with enthusiasm and pride.

A consistent theme was the sense of safety and trust students feel on campus. Students reported that teachers respond quickly to teasing or concerns, and that they have trusted staff they can talk to when needed. Students described the school as supportive and encouraging, sharing statements such as “The staff helps,” “The teachers help you grow,” and “The teachers care about the students.” Several students also emphasized that making friends was easy because “people are welcoming,” and a few said they made friends on the very first day upon enrolling at the school.

While students reported many positive experiences, they also offered recommendations for improvement. They suggested longer breaks between periods and more classroom space, noting that some rooms can feel a bit cramped. Despite these suggestions, students said they would highly recommend the school to friends, describing it as a “great school with very good teachers,” where the staff “constantly work to make the school better” and where students feel cared for, challenged, and supported.

Classroom Environment and Instruction Observation Rubric

A total of 8 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 6	**TOTAL: 11**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 7	**TOTAL: 10**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 8 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 5	**TOTAL: 11**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 0**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 2	**TOTAL: 12**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 2**

Classroom Environment and Instruction Observation Rubric

A total of 8 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 8	**TOTAL: 8**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 0**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 2	**TOTAL: 13**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 1**

Classroom Observations and Additional Comments

Middle school students engaged in a science lesson focused on understanding how materials dissolve in solutions, with particular attention to the differences between large and small particles. The teacher reviewed essential vocabulary, colloids[11], solutions, and suspensions, and reinforced each term with concrete examples. To deepen conceptual understanding, the teacher demonstrated the Tyndall effect[12] and posed inquiry-based questions that prompted students to observe, predict, and explain the behavior of light as it passed through different mixtures. The lesson continued with a second hands-on demonstration using a mixture of steak seasoning, allowing students to compare particle sizes and classify the mixture based on observable properties. Students were highly engaged throughout the lesson, as demonstrated by the thoughtful questions they posed, their discussion of scientific reasoning, and their accurate responses to the teacher's prompts. The instructional design supported active learning, curiosity, and the development of scientific thinking.

In an elementary-level English Language Arts (ELA) classroom, five students shared their thoughts on a novel they had recently read. The students spoke about both types of information and what they learned about the time period. The teacher then had the students compare and contrast two novels by evaluating them, and had the other students assess how well the students presented, using a rubric created for the activity. All students were highly engaged.

In a middle school English Language Arts (ELA) classroom, the teacher provided a focused review of Modern Language Association[13] (MLA) guidelines and formatting to support students as they revised and edited their final draft essays. Students were attentive during the review, demonstrating active listening and following along as the teacher clarified expectations for proper citation, including the use of two types of text evidence. Following the whole-group review, students transitioned smoothly into the independent work portion of the lesson. They were observed revising their essays, applying MLA conventions, and incorporating evidence as directed. The teacher circulated throughout the room, monitoring student progress, offering individualized feedback, and prompting students to refine their writing when needed. The classroom environment was well structured, promoting independence, sustained focus, and adherence to academic expectations.

A middle school math class worked on solving math problems. The teacher moves quickly and clearly when explaining terms. The teacher asked open-ended questions, and students focused on taking notes and were eager to share their thoughts on the math equation. High levels of student engagement were observed, with 17 of 18 students highly engaged.

Middle school students in a science class students were actively engaged, asking relevant questions and contributing to the discussion. The students were observed taking detailed notes. Throughout the lesson, the teacher frequently checked for understanding by posing clarifying questions, prompting students to restate concepts in their own words, and monitoring student responses. The learning environment was

[11] A colloid is a mixture where tiny, insoluble particles of one substance are dispersed throughout another substance without settling out.
[12] The Tyndall effect is the scattering of light by particles in a colloid or a very fine suspension, which makes the path of the light beam visible.
[13] Modern Language Association (MLA) format is a set of writing and formatting guidelines developed by the Modern Language Association for research papers in the humanities, particularly in arts and literature. It includes rules for basic document layout, in-text citations, and a "Works Cited" page, ensuring sources are properly credited to avoid plagiarism.

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structured, supportive, and aligned with the lesson objective, promoting student inquiry and critical thinking.

In a special education elementary resource classroom, two students were engaged in a lesson focused on understanding and applying fraction skills. The teacher provided clear, step-by-step procedures on the board, and the students followed along using their worksheets to practice each step. Throughout the lesson, the teacher delivered explicit instruction and reviewed key vocabulary, including reciprocal, cross simplification, and prime numbers, ensuring students had the foundational language needed to solve fraction problems accurately. The lesson's pacing was appropriate for the students' needs, allowing time for processing and guided practice. The teacher incorporated frequent checks for understanding by prompting students to explain their thinking, asking clarifying questions, and monitoring their work for accuracy. The learning environment was structured, supportive, and aligned with the lesson's objective.

In a middle school English Language Arts (ELA) classroom. The teacher demonstrated a strong sense of urgency to maximize learning time, efficiently taking attendance, and then quickly and clearly reviewing both the learning objectives and the activity directions. Students assembled into pairs and began the assignment, which required reading, writing, speaking, analyzing, and researching information. Students then presented the information to their classmates.

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Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommend that CASLV Windmill create a designated health area that contains a cot, a sharps receptacle, and a locked refrigerator for medication.	The leadership team shared the steps they took to address the previous recommendation to create a designated health area that includes a cot, a sharps receptacle, and a locked refrigerator for medication. Specifically, the team reported that they have built a brand-new designated Health Room in our office area to address the recommendation.	The SPCSA staff acknowledge the school's measures to build a brand-new Health Room, and this recommendation has been met.
SPCSA staff recommend that CASLV Windmill develop clearer means of communicating with families.	The leadership team discussed the school's efforts to provide continuous communication with parents, including regular informative emails, semesterly parent-teacher conferences, and parent orientation. Additionally, the team emphasized organizing school events to increase parent involvement. Events include Fall Festival, Five-Star Celebration, music concerts, athletic competitions, awards ceremonies, movie nights, and multicultural festivals.	The SPCSA staff recognizes the school's efforts to increase parent involvement, and this recommendation has been met. Continued emphasis on involving parents can serve as the foundation for long-term partnerships with parents and the school's stakeholders.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☐ YES	☐ NO	☒ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Nevada State Public Charter School Authority

Coral Academy of Science Eastgate
Site Evaluation Report: December 4, 2025

State Public Charter School Authority

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Links to Resources:

- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Star rating

A key strength of Coral Academy of Science Eastgate (CASLV Eastgate) is its academic performance, as evidenced by the elementary school's results on the 2024–25 Nevada School Performance Framework[1] (NSPF). The elementary school earned a five-star rating with an index score of 85 out of 100 points, reflecting consistently high levels of student achievement and growth across multiple indicators. The school received 25 out of 25 points on the Academic Achievement Indicator, with a pooled proficiency rate of 60.9%, exceeding the SPCSA district average of 53.2%. Additionally, the English language arts (ELA) proficiency rate reached 70.9%, significantly above the SPCSA district average of 59.6%, indicating that students are not only meeting but surpassing grade-level expectations. These outcomes suggest that CASLV Eastgate's instructional practices, curriculum implementation, and use of data-driven decision-making are effectively supporting strong student performance in core academic areas.

Growth indicator

CASLV Eastgate shows strong performance on the Growth Indicator[2] of the NSPF, earning 29 out of 35 points. 54.6% of students met their math target towards proficiency, compared with the SPCSA district average of 51.4%. An even greater number of students met in ELA, 66.6%, compared with the SPCSA district average of 63.2%. This indicates that students at CASLV Eastgate are demonstrating consistent improvement over time while enrolled at the school, supported by strong Tier 1[3] and Tier 2[4] instruction, intentional use of data to inform instruction, and structures in place to monitor and respond to student progress.

Decrease in the chronic absenteeism rate

A notable strength at CASLV Eastgate is its success in reducing chronic absenteeism[5] from 14.7% in the 2023–24 school year to 8.9% in 2024–25. While leaders acknowledged that continued work is needed to bring rates below the 5% target, they described a multifaceted approach to improving attendance, including closely monitoring attendance data, regularly reviewing chronic absenteeism lists, and conducting proactive outreach to families through phone calls, conferences, and letters. Leadership shared that staff work collaboratively to identify and address barriers to regular attendance, provide individualized support plans for students with frequent absences, and implement positive incentives and celebrations to reinforce strong attendance habits across the school community.

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[1] NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.
[2] Growth is determined for elementary school with a grade configuration that accommodates at least one prior year score and one current year score.
[3] Tier 1 instruction is the anchor of all tiered instruction. It is provided to all students every day. During Tier 1 instruction, teachers use scientifically researched programs and evidence-based practices, curricula, and strategies that have been proven effective for most students.
[4] Tier 2 is the first level of intervention for students who do not show progress in Tier 1. Students are provided with Tier 2 interventions when they need support to meet academic or behavior goals.
[5] Students are considered chronically absent when they miss 10% or more days in a school year.

Multi-Tiered System of Support
A key strength at CASLV Eastgate is its robust, data-driven Multi-Tiered System of Support[6] (MTSS), which has earned a Platinum designation. School leaders and staff have intentionally integrated the Leader in Me[7] program into existing MTSS structures, aligning leadership, social-emotional, behavioral, and academic supports rather than treating them as separate initiatives. According to school leadership, all MTSS efforts are grounded in the systematic use of data, with teams regularly reviewing multiple measures to identify students' needs, adjust tiered interventions, and monitor the effectiveness of support over time. This coherent, data-informed approach helps ensure that students receive timely, targeted assistance while also reinforcing a schoolwide culture of leadership, responsibility, and continuous improvement.

Building purchase and a new playground
Another notable strength at CASLV Eastgate is the recent purchase of the school building, which provides long-term stability and a stronger sense of permanence for the school community. In addition, the development of a new playground has been a highly collaborative effort. Leaders intentionally sought input from students, families, and staff on the design of the playground, incorporating their ideas about safety, accessibility, and opportunities for active play. Students and community members were also involved in aspects of the playground's construction and implementation, further deepening their connection to the campus.

Mission statement revision
The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating Science, Technology, Engineering, and Math (STEM) education into its mission statement. This focus reflects the network's belief in providing students with hands-on, inquiry-based opportunities that promote critical thinking, problem-solving, and innovation across grade levels. School leaders noted that the decision to elevate STEM within the mission was grounded in a desire to align instructional practices with the skills student's need for long-term success. As CASLV continues to refine and expand its STEM initiatives, the school remains committed to soliciting and valuing stakeholder feedback from families, staff, students, and community partners to ensure that programming is responsive, inclusive, and aligned with the broader vision for student achievement.

[6] Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.
[7] A PK–12 evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with the leadership and life skills needed to thrive.

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Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Special education proficiency

A notable challenge for CASLV Eastgate is the low proficiency rates for students receiving special education services, particularly when compared with their peers. English language arts (ELA) proficiency for students with Individualized Education Plans[8] is 31.8%, and math proficiency is also 27.2%, while proficiency rates for other students on campus are 70.9% in ELA and 61.4% in math. This substantial gap suggests that current supports and interventions are not yet yielding equitable outcomes for students with disabilities. School leaders recognize the need to further strengthen specially designed instruction, enhance co-teaching and inclusive practices, and refine progress monitoring to ensure that students with IEPs receive targeted, high-quality support that accelerates their academic growth.

SEL supports and services

A continuing challenge for CASLV Eastgate is strengthening social-emotional learning[9] (SEL) supports and services to ensure that all students feel physically and emotionally safe while at school. While structures are in place, student feedback from focus groups indicated that not all scholars consistently experience a strong sense of safety, belonging, and emotional support on campus. This suggests a need for more intentional, schoolwide SEL practices, clearer behavior expectations and responses, and expanded opportunities for students to build trusting relationships with adults and peers.

[8] An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support that a student with specific types of disabilities needs to receive in a learning environment.
[9] SEL stands for social and emotional learning, an integral part of human development in which students learn to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

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Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue to increase proficiency for special education students
It is recommended that CASLV Eastgate continue to strengthen and refine instructional supports to increase ELA and math proficiency for students receiving special education services. To enhance outcomes, the school may wish to further implement evidence-based practices such as providing explicit, systematic instruction in foundational skills, expanding high-quality co-teaching and inclusive practices, and using frequent progress-monitoring data to adjust interventions and IEP goals. In addition, ensuring consistent use of accommodations, scaffolds, and assistive technology, as well as ongoing collaboration and joint planning between general education and special education teachers, can help ensure that students with disabilities receive the targeted, high-leverage supports necessary to accelerate their academic growth.

Continue to build students' sense of security
It is also recommended that CASLV Eastgate continue to strengthen systems and practices that promote students' physical and emotional safety, thereby ensuring that all scholars feel secure, supported, and fully prepared to engage in rigorous learning while at school. Research emphasizes that students' sense of safety is foundational to academic success; when learners perceive their school environment as safe, orderly, and supportive, they are more likely to concentrate, participate actively, and persevere through challenging tasks (e.g., Cornell & Huang, 2016; Osher et al., 2010). Building on existing efforts, the school may wish to further refine tiered SEL supports, ensure consistent implementation of behavior expectations and restorative practices across classrooms, and provide ongoing professional learning for staff focused on trauma-informed and relationship-centered practices.

Increase English language proficiency
SPCSA staff recommend CASLV Eastgate intensify and refine supports for multilingual learners to increase the percentage of students attaining English language proficiency on the World-Class Instructional Design and Assessment[10] (WIDA) assessment, particularly in light of the recent decline from 66% in the 2023-24 school year to 48.7% in the 2024-25 school year. This may include strengthening targeted language development instruction, monitoring individual student progress more frequently, and aligning classroom practices more closely with WIDA standards and proficiency descriptors.

[10] WIDA is a comprehensive assessment measuring English language proficiency in four categories; identification, placement, progress, and achievement. The WIDA screener is used to determine ELL support services as well as determining when a student has developed proficiency to exit ELL school services.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There are no strong recommendations for CASLV Eastgate during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There are no deficiencies for CASLV Eastgate during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[11]	3
Family Members, Parents, and Guardians	10
Faculty and Staff	9
School Leadership	6
Students	12

[11] Quorum was not met, and Open Meeting Law was not violated.

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Focus Group Summary: Governing Board

Three of the seven Coral Academy of Science Las Vegas Board members participated in the site evaluation at the Tamarus campus, joining both virtually and in person. They characterized their governance role as providing strategic direction for the CASLV network and addressing significant issues as they arise. The board is composed of individuals with professional expertise in law, finance, and higher education, as well as a parent representative, and currently has no vacant seats. Board members indicated that the full board convenes approximately every six weeks and that standing subcommittees focus on facilities and finance, academics, and governance.

During the focus group, board members described Coral Academy's mission as fostering lifelong learning within the Coral Academy community by developing students who are intellectually curious, enthusiastic about the sciences, and inclined to ask thoughtful, probing questions—elements reflected in the network's updated mission statement. They noted that Coral Academy is distinguished by a long-standing, highly engaged community, with many students completing their entire K–12 education within the network. One board member remarked that, "Coral Academy is characterized as a rigorous, STEM-focused, college preparatory system that provides a strong educational foundation and supports high levels of student success."

Board members reported that they remain informed about academic performance through regular updates on student outcomes, including acceleration opportunities and overall achievement data. They expressed confidence that students are performing well and highlighted a variety of academic and co-curricular competitions—such as robotics, mathematics, and speech and debate—as evidence of strong student engagement and enrichment. In addition, they referenced the use of intervention blocks, Saturday classes, and before- and after-school academic supports, noting that the Coral Academy schools proactively communicate with families about the importance of these opportunities in promoting student success.

At the same time, board members identified several areas for continued improvement across the network. These included further strengthening coordination and alignment among campuses, increasing parent engagement and communication, and continuing to prioritize and enhance school safety measures. They also underscored the value of maintaining small class sizes whenever feasible and acknowledged that the CASLV Nellis campus elementary school has encountered particular challenges, especially in supporting students to improve their academic performance.

Focus Group Summary: Family Members, Parents, and Guardians

During the parent focus group at CASLV Eastgate, ten families shared that they appreciate the small school size and the strong sense of community on campus. Parents described the school as welcoming and highlighted the many opportunities for meaningful parent involvement. They noted that the integration of the Leader in Me program at an early age is helping to build leadership skills that will positively impact students' futures. Parents also praised the school's timely communication, stating that teachers and leaders typically respond within a day. One parent commented, "The school's approach to supporting my child with an IEP is significantly stronger and more responsive than what I experienced in my previous district school."

Parents shared that they are primarily kept informed about their children's progress through emails, Class Dojo[12], and updates in Infinite Campus[13], which several noted are easy to use and typically updated on Fridays with grades, assignments, and other information. Many parents expressed appreciation for this year's strong communication, stating that teachers often respond within an hour. At the same time, some families indicated they would like more specific information about their child's academic performance, noting that current grading formats (e.g., E/S/N or 1/2/3) can feel too general and may not clearly show where support is needed, especially when MAP[14] results appear to tell a different story. A few parents also suggested, "We would like to have one primary, streamlined mode of communication to make it easier to stay informed."

During the parent focus group at CASLV Eastgate, families shared that they generally feel comfortable bringing concerns or questions to school staff and believe leaders work with them to find solutions. Several parents noted that teacher turnover was a significant challenge over the past two school years, with frequent changes in classroom teachers and the use of long-term substitutes, which they feel contributed to academic gaps for some students, particularly in math. Parents reported that these concerns were communicated to the administration and that staffing has now stabilized, though a few students are still working to catch up academically as a result of the earlier disruptions.

Families offered several suggestions for improvement. Parents expressed interest in learning how to better support their children academically, recommending parent classes on topics such as Common Core math so they can mirror classroom strategies at home. They also suggested exploring financial incentives or tutoring stipends to help teachers provide more one-on-one tutoring during the school week. In addition, parents would like to see sports programs restored so that financially strained families have greater access to extracurricular opportunities, and they recommended adding language classes, such as Spanish, to broaden students' learning experiences.

[12] ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos, and direct messaging directly to parents and students.
[13] Infinite Campus is a web-based program providing families the ability to view academic information for their children.
[14] Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

Focus Group Summary: Faculty and Staff

During the staff focus group at CASLV Eastgate, staff members described overall morale as positive and steadily strengthening. Newer staff shared that they "love it as a first-year teacher" and feel happy to be part of the school community, while more experienced teachers noted that, over the past year, teams have developed strong support systems within and across grade levels. Staff reported that they regularly seek and welcome input from colleagues about students, intentionally use common language and expectations to help redirect behavior, and rely on older students to model positive conduct for younger scholars. Collectively, teachers emphasized that they feel "on the same page" in their work to support students academically and behaviorally.

Teachers shared that school leaders regularly invite their input through ongoing structures such as grade-level meetings focused on data-driven academic and achievement goals, and a formal PLC[15] that meets once a month. A staff member reported, "Administrators provide strong support in individual classrooms and are approachable when we have ideas or concerns." Teachers noted that leaders trust them as professionals and allow them to run their classrooms in ways that align with their instructional style, while still offering guidance and feedback when needed.

Teachers at CASLV Eastgate described using a range of intentional strategies to tailor instruction for students with IEPs and multilingual learners. They shared that scaffolding and small-group instruction are routinely used to meet individual needs, with some students receiving personalized lesson plans aligned to their goals. One staff member explained, "We integrate writing, speaking, and movement into lessons to keep students engaged and to support memory and understanding." For English learners in particular, teachers reported a strong focus on vocabulary development, incorporating strategies such as Total Physical Response[16] (TPR)and using visual aids throughout the classroom to reinforce meaning.

Teachers and staff members at CSALV Eastgate offered several suggestions for improvement. They expressed a desire for additional collaborative planning time, including opportunities to work with colleagues across grade levels, in vertical alignment, even if this meant replacing some existing professional development sessions. Staff also indicated that stronger, more comprehensive core curricula are needed so that teachers do not have to spend as much time supplementing materials on their own. In addition, they voiced concern about students who are performing significantly below grade level and suggested increasing targeted supports and interventions to better meet these students' academic needs.

[15] A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area or an entire teaching staff.
[16] Total Physical Response is a language-learning approach based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity for increasing meaningful learning opportunities and language retention.

Focus Group Summary: School Leadership

During the leadership focus group at CASLV Eastgate, six school leaders highlighted a comprehensive, integrated approach to student support and school culture. They noted that the school's MTSS has achieved Platinum recognition, reflecting the strength and consistency of its implementation. Leaders also emphasized the addition of a behavior and culture specialist over the past two years to further support students' social-emotional and behavioral needs. Now in its second year, the Leader in Me initiative has been intentionally aligned with MTSS structures, with teachers participating in Leader in Me classroom management professional development at the beginning of the year and delivering twenty-minute Leader in Me lessons each morning in all classes. Leadership described how these efforts work in combination to promote positive behavior, leadership skills, and a cohesive, data-informed system of support for all students.

Leaders also noted that CASLV Eastgate has experienced an increase in both its special education and English learner (EL) populations. In response, the school has designated additional classrooms specifically for English language development and targeted intervention groups and has added a new self-contained classroom currently serving five students. There is also a full-time special education facilitator on campus starting during the 2025-26 school year. Leadership acknowledged that the school lost its EL teacher last year but explained that another teacher was moved into this role; they anticipate that this staffing adjustment, combined with the dedicated instructional spaces, will lead to higher achievement outcomes for multilingual learners.

Leaders explained that formal observations were scheduled with teachers and included designated times for feedback. The literacy specialist served as an instructional coach, prioritizing visits to new teachers as a key focus this year. Administrators conducted regular classroom walk-throughs and informal "pop-in" observations to monitor the use of agreed-upon instructional strategies. The literacy specialist frequently modeled lessons, helped teachers unpack observation feedback, and supported them in making specific instructional adjustments based on what was observed.

During the leadership focus group at CASLV Eastgate, school leaders described a targeted professional development plan designed to strengthen instructional practice and support implementation of the math curriculum. At the beginning of the year, all teachers participated in training on Depth of Knowledge[17] (DOK) questioning and the use of exit tickets embedded with metacognitive prompts to deepen student thinking. In response to prior recommendations related to the Reveal Math[18] curriculum, and in light of staff turnover, leaders provided renewed initial training for all staff to ensure consistent implementation. In addition, the school partnered with RPDP[19] to offer hands-on math professional development, giving teachers practical strategies they can apply directly in their classrooms.

[17] Depth of knowledge (DOK) questioning is a scale that measures how well students understand and use what they're learning to answer questions or solve problems. DOK categorizes tasks by the complexity of thinking required to complete them, not the difficulty. DOK has four levels, and aligning questions to different levels can help students develop higher-order thinking and deeper learning.
[18] Reveal Math is a comprehensive math curriculum that helps teachers teach the Nevada Academic Content Standards.
[19] RPDP stands for Regional Professional Development Program, which offers professional development focused on the content teachers teach, how they teach it, student performance, and changes in instructional strategies that result in increased student achievement.

Focus Group Summary: Students

During the student focus group at CASLV Eastgate, 12 scholars shared that they enjoy coming to school because their teachers are kind, fun, and provide many opportunities for learning and activities. They described their friends as supportive and welcoming, especially to new students, and noted that volunteers are frequently on campus helping out. Students were particularly proud of the new playground, with one student explaining, “We helped design the playground by scanning a QR code, sketching our ideas, and then voting on the final design.” They also highlighted the variety of after-school activities available, including a physical education club, a music club, where students prepare to perform in a local winter parade on Water Street, and a student council, which organizes fundraisers and special events.

Students at CASLV Eastgate described a variety of recent learning experiences across content areas. They reported learning about the branches of government, including the executive and judicial branches, and exploring algorithms in math. Fourth-grade students described working on biographies of individuals who have positively impacted the world, while others explained how they use MAP test data by charting their reading and math scores to monitor their own progress. Students also mentioned studying science concepts such as the traits of different animals, demonstrating engagement with a wide range of standards-based learning.

Students shared that when they are experiencing a problem at home or at school, they generally feel there are adults they can turn to for support. Several students said they would go to the office to talk with the behavior specialist, while others mentioned speaking with their classroom teacher or a trusted friend who has faced a similar issue. One student noted, “The assistant principal sometimes allows me to work in her office, which helps me feel more comfortable and able to focus.”

When asked about physical and emotional safety, students expressed mixed perspectives. Some reported feeling safe most of the time, particularly inside the building, but others described concerns such as witnessing a fight involving a friend and hearing mean or hurtful language from other students. Several students shared that they do not always feel safe on the playground and, in some cases, feel threatened in that space, even though they feel secure indoors. Most, but not all, students indicated they believe an adult would step in if they went to them with a problem.

When asked what they would change about CASLV Eastgate, students emphasized a desire for stronger supervision and support during recess, suggesting that teachers be more aware of what is happening and that additional staff be present on the playground. They also expressed concern about the attitudes and behavior of some peers, noting that not all students use kind or respectful language. In addition, a few students commented on the curriculum, sharing that math can feel very difficult and time-consuming at times.

Classroom Environment and Instruction Observation Rubric

A total of 20 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 2	**TOTAL: 14**	**TOTAL: 4**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 2	**TOTAL: 13**	**TOTAL: 5**	**TOTAL: 0**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 20 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 17**	**TOTAL: 3**	**TOTAL: 0**	**TOTAL: 0**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 18**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 1**

Classroom Environment and Instruction Observation Rubric

A total of 20 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 17**	**TOTAL: 3**	**TOTAL: 0**	**TOTAL: 0**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 0	**TOTAL: 17**	**TOTAL: 3**	**TOTAL: 0**	**TOTAL: 0**

Classroom Observations and Additional Comments

In a third-grade classroom, students were actively engaged in practicing long division alongside the teacher. Students first worked through a series of problems independently, showing their work step-by-step. The teacher then solved the same problems on the board, frequently pausing to invite student input and clarify each part of the process.

In an elementary ELA classroom, the teacher led a structured retelling of *Anansi the Spider*, calling on students to recount key parts of the text in sequence for their classmates. Students had their own copies of the text, which was appropriately rigorous and aligned to the NVACS[20], supporting grade-level reading and comprehension. The teacher posed higher-level questions such as, “What does that tell us about ourselves when we don't get the things that we deserve?”, prompting students to think deeply about character motivation and theme and to make connections beyond the literal events of the story.

In a first-grade classroom, students were engaged in reading *The Gingerbread Man* as a folk tale. The teacher prompted students to explain how they could tell from the title page that the text was a folk tale, and one student responded, “There is a walking gingerbread man, and gingerbread men do not walk in real life.” The class read the first paragraph aloud together, after which the teacher asked them to predict what might happen next. She called on three different students with raised hands, each of whom offered a distinct prediction. As they continued reading the next page, the teacher directed students to discuss at their tables what they had read and how closely it aligned with their predictions. During this time, the teacher circulated among the groups to monitor conversations and ensure students remained on task.

In a fifth-grade classroom, the teacher led students through finding the area of three-dimensional figures. Part of the class followed along and worked out the problem step-by-step on their own, while another group worked independently on i-Ready[21], demonstrating the teacher’s ability to manage multiple learning activities simultaneously. At one point, the teacher invited a student to the board to share his thinking because he had arrived at a different answer and was questioning the original solution. The teacher responded with high levels of encouragement and respect, using the moment to validate the student’s reasoning and model productive academic discourse

In a third-grade classroom, students were learning about abbreviations. Using a highlighter and pencil, the teacher’s student assistant distributed the passage that the class was going to read. The teacher acknowledged and applauded the class’s recent growth on the MAP assessment, and explained that the assignment involved close reading, highlighting vocabulary words, and underlining unfamiliar words to look up later. The teacher called on students who raised their hands to read and discuss the vocabulary terms. When one student was observed not paying attention, the teacher redirected him by asking him to read the instructions aloud, effectively bringing him back on task.

[20] Nevada Academic Content Standards (NVACS) are a set of grade-level standards intended to provide a focus for instruction each year. They are a framework for curriculum and instruction in the state of Nevada.
[21] i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommend that CASLV Eastgate leadership take measures to establish trust between students and adults at the school.	School leadership reported they have implemented the program Leader in Me to address this recommendation.	During the student focus group, most students reported they can trust staff members, but there were some students who indicated they would like to see some changes in this area. SPCSA staff recommend that CASLV Eastgate continue working on this recommendation.
SPCSA staff recommend CASLV Eastgate continue strategizing ways in which to address chronic absenteeism.	School leadership reported they have transparency among stakeholders regarding chronic absenteeism, and there is administrative follow-up with families who are considered chronically absent.	According to the 2024-25 NSPF rating, the current chronic absenteeism percentage is 8.9%, which is below the SPCSA district rate of 16.4%. This recommendation has been met with satisfactory progress.
SPCSA staff recommend that CASLV Eastgate strategize ways in which to support the growing resource needs of specialized populations.	School leadership reported the addition of a self-contained classroom, a new special education facilitator, a schoolwide behavior and culture specialist, a counselor, and a registered nurse on site.	This recommendation has been met with satisfactory progress.
SPCSA staff recommend that CASLV Eastgate provide differentiated and targeted professional development specific to the math curricula.	School leadership has reported that initial training for the Reveal math curriculum has been implemented.	During classroom observations, teachers were observed implementing the math curriculum effectively. In addition, during the staff focus group, teachers reported that they receive sufficient support to utilize the curriculum as intended.
SPCSA staff recommend that CASLV Eastgate consider providing professional development in classroom management for novice teachers and those new to CASLV.	School leadership reported the implementation of the Leader in Me curriculum and that schoolwide discipline procedures are aligned to the Leader in Me program and schoolwide MTSS structures.	Classroom observations by the SPCSA staff revealed that 16 out of 20 classrooms were rated as distinguished or highly proficient under the category "classroom environment is conducive to learning", indicating this recommendation has been met with satisfactory progress.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Nevada State Public Charter School Authority

Coral Academy of Science Sandy Ridge Site Evaluation and Risk Based Monitoring Report: December 11, 2025

State Public Charter School Authority

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3427 Goni Rd, suite 103
Carson City, Nevada 89706

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Las Vegas, Nevada 89119

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Links to Resources

Links to Site Evaluation Resources:

- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Links to Risk Based Monitoring Resources:

- Risk Based Monitoring Canvas
- Resource- Updated Policy Checklist: FY2025-2026 Policy and Procedure Checklist Fillable
- Grants Administration Canvas
- SPCSA Risk Based Monitoring Training Modules
- Fiscal Epicenter Reporting Requirements
- McKinney-Vento Non-Regulatory Guidance
- NAC 388.284
- 34 CFR 300

Summary of School

Location	1051 Sandy Ridge Avenue Henderson, Nevada 89052
Date of Monitoring	December 11, 2025
Date of Final Report	January 26, 2026

- Total Number of Students: 871
- Grade Levels: Middle and High School 8-12

Part 1
Coral Academy of Science Sandy Ridge
Site Evaluation Report

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Sustained academic success
A key strength of Coral Academy of Science Sandy Ridge High School (CASLV Sandy Ridge) is that it has maintained a five-star NSPF rating since the 2022-23 and longer. CASLV Sandy Ridge reported a 99.4 percent graduation rate and 90 percent college acceptance rate for the graduating class rate of 2025[1]. CASLV Sandy Ridge offers 22 advanced placement (AP)[2] courses offered with an 81% pass rate. CASLV Sandy Ridge continues to offer high school students options to receive career and technical education (CTE) certificates in computer science and web design upon graduation. CASLV Sandy Ridge middle school rated a five-star NSPF rating for the 2024-25 school year: an increase from the prior three-star rating in 2022-23 and 2023-24.

Proactive approach to student behavior
CASLV Sandy Ridge has taken a proactive and preventative approach to address student behavior and social-emotional concerns by displaying clear school-wide expectations for students throughout the school. For example, expectations were posted in the hallways, classrooms, and bathrooms. The SPCSA site evaluation team observed students following the school-wide expectations throughout the school day. Additionally, the SPCSA site evaluation team observed staff redirecting unwanted behaviors by restating the desired expectation. The SPCSA site evaluation team also observed staff providing positive feedback and rewards to students who demonstrated the school-wide expectations. CASLV Sandy Ridge was awarded the MTSS[3] platinum level. MTSS Nevada awards tiered levels, with platinum being the highest level attainable.

Career and technical education
CASLV Sandy Ridge offers career and technical education (CTE) certificates in computer science and web design. Additionally, Juniors may take college preparation courses that include resume writing and letter writing. Juniors may also complete practice ACT[4] testing by completing a seven Saturday preparation course and three weekend bootcamps that include practice testing. These career-aligned programs support student engagement and skill development but also contribute to a significant increase in the number of students earning college and career-ready diplomas.

High daily attendance
CASLV Sandy Ridge's student population attends class daily. The school has a chronic absenteeism rate under six percent, illustrating student commitment to their education. High daily attendance reflects the school's proactive approach to attendance monitoring, commitment to student success, and its emphasis

[1] School Profile 25-26 sy_sandyridge.pdf
[2] Advanced placement scores are ranked from two through five. A score of three means qualified, four very well qualified, and five extremely well qualified. Colleges or universities may grant credits or waive prerequisites for more advanced courses based on AP scores. It is up to each college or university to set their policy, but generally a score of three or higher will earn credits or prerequisites waived.
[3] Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.
[4] ACT is the acronym for the American College Test; a standardized test used for college admissions in the United States. The ACT test assesses four academic skill areas: English, mathematics, reading, and scientific reasoning. It also offers an optional direct writing test.

on the school's mission to "provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success." CASLV Sandy Ridge's low chronic absenteeism rate is well below the SPCSA rate of 19.3 percent for high schools and 13.7 percent for middle schools. On the most recent SPCSA Academic Performance Framework[10] (APF), CASLV Sandy Ridge earned a score of five out of five for chronic absenteeism reduction. CASLV Sandy Ridge's students, faculty, staff and leadership team should be commended for their high daily attendance.

Student ethnic diversity
Cumulatively, 62.39 percent of CASLV Sandy Ridge's enrolled student population are ethnically diverse. CASLV Sandy Ridge has striven to increase student ethnic diversity for a number of years, and these efforts should be noted as a strength. Hispanic/Latino students represent 20.4 percent of the students; Asian students represent 24.4 of the student body. Seven-point-two percent of students report African American/black ethnicity. Two or more races are 11.4 percent of the overall student population. Further, CASLV Sandy Ridge provides free and reduced lunch (FRL) to 26 percent of the students, and seven-point-four percent of the students are on an Individualized Education Plan (IEP). These results reflect the school's intentional efforts to enroll students from ethnically diverse populations and provide access to a high-quality education. CASLV Sandy Ridge's success in this area exemplifies strong alignment with the SPCSA's vision to expand equitable access and increase diversity across Nevada's charter schools.

Student engagement
SPCSA staff observed teachers and students displaying positive interactions within classrooms. The SPCSA site evaluation team observed strong classroom relationships between students and the teacher, and students to their peers. Classroom teachers have cultivated trust with their students. Students felt comfortable asking peers and teachers for academic support. Students were engaged and interested in what they were learning and clearly wanted to know the why and how of things. Many positive and useful teacher responses to student questions, learning engagement, and teacher dedication to student learning were observed.

Revision of the mission statement
The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating STEM[4] education into its mission statement. This focus reflects the network's belief in providing students with hands-on, inquiry-based opportunities that promote critical thinking, problem-solving, and innovation across grade levels. School leaders noted that the decision to elevate STEM within the mission was grounded in a desire to align instructional practices with the skills students need for long-term success. As CASLV continues to refine and expand its STEM initiatives, the school remains committed to soliciting and valuing stakeholder feedback from families, staff, students, and community partners to ensure that programming is responsive, inclusive, and aligned with the broader vision for student achievement.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Recruitment and retention of qualified/experienced teachers
Recruitment and retention of qualified licensed teachers remain a challenge, according to leadership. STEM teachers are needed. Members of the leadership team stated limited availability of qualified applicants, as well as limited state charter school funding, make filling open positions a challenge.

Family engagement
Members of the leadership team at CASLV Sandy Ridge indicated family engagement has improved since the 2023-24 site evaluation, however there is room to grow. Attendance to school-wide events by family members has expanded, but greater participation is an ongoing effort. The principal stated that there are more than 10 faculty and staff personnel coach thus parents are involved as athletic/academic team coaches. Parents have attended open-house and orientation and the timeframe for the science fair, fall festival, graduation, school plays, concerts, and sporting events have been altered for greater parental participation.

Physical space
The leadership team at CASLV Sandy Ridge reported physical space as a continuing challenge for the school in terms of the campus and facilities. As mentioned in previous SPCSA site evaluation reports (2021-22, and 2023-24) CASLV Sandy Ridge has maximized all physical space. Teaching materials are stored in classroom boxes and bins in stacks as there is no separate storage space. Student desks are positioned against the walls in many of the classrooms to allow a walking pathway. When backpacks are in the classroom with students, classrooms are overly warm and traffic pathways challenging to navigate. Leadership reported that while teachers no longer float between classrooms, spacing struggle remains for one-on-one sessions and students with special needs. Administration would like to add
A football/ soccer field and an engineering lab in addition to classrooms.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue to build student trust
SPCSA staff recommend CASLV Sandy Ridge continue identifying trends, strategizing, and implementing ways in which to build students' sense of being heard through healthy feedback loops between the students and adult personnel at the school. For the 2025-26 year, an anonymous incident report has been put in place and administration routinely reads and addresses concerns, establishing students trust and sense of well-being is a growth process.

Continue monitoring the CERT[5] program
SPCSA staff recommend CASLV Sandy Ridge continue to monitor the new CERT program. The CERT examination is aligned with the ACT and mirrors the MAP[6]. Leadership stated students who complete the CERT receive immediate follow-up and extension assistance that matches their needs. Students watch videos on questions they answered incorrectly and practice exercises to increase their skill level. SPCSA staff recommend these new efforts continue to be monitored and adjusted as needed.

Continue to strengthen communication between teachers
SPCSA staff recommend CASLV Sandy Ridge continue to increase communication between SPED[7] and general education classroom teachers, providing professional development as needed. Leadership noted there are three special education teachers and four aides for a student population of 64 who receive special services. Teachers and members of the leadership team reported in the focus group sessions an increase in students with documented needs, necessitating strong communication between those personnel who document, monitor, and provide direct services and general education classroom teachers.

[5] CERT is an online assessment product that provides administrators, teachers, parents, and students with the information they need to maximize career and college opportunities for students.
[6] Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.
[7] Special education (also known as special-needs education, aided education, alternative provision, exceptional student education, special ed., SDC, and SPED) is the practice of educating students in a way that accommodates their individual differences, disabilities, and special needs.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There were no strong recommendations identified for CASLV Sandy Ridge during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies identified for CASLV Sandy Ridge during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[8]	3
Family Members, Parents, and Guardians	11
Faculty and Staff	13
School Leadership	8
Students	9

[8] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three of the seven CASLV Board members participated in the site evaluation at the Tamarus campus, attending both virtually and in person. Board members described their oversight role as providing strategic direction for the CASLV network of schools and resolving significant issues as they arise. The board is composed of individuals with professional backgrounds in law, finance, and higher education, as well as a parent representative, and currently has no vacant seats. Board members reported that the board meets approximately every six weeks and maintains subcommittees focused on facilities and finance, academics, and governance.

During the focus group, stakeholders described CASLV's mission as fostering lifelong learning within the Coral community by cultivating students who are eager to learn, love the sciences, and ask thoughtful, probing questions, elements that are reflected in the network's updated mission statement. They noted that the CASLV network of schools is unique in its long-standing, engaged community, where many students begin and complete their K-12 education within the network. One board member said, "Coral Academy is characterized as a rigorous, STEM-focused, college preparatory system that provides a strong educational foundation and supports high levels of student success."

Board members reported that they were kept informed about academic matters through regular updates on student performance, including information on accelerated programs and overall achievement levels. They noted that students were performing well and highlighted a range of academic and co-curricular competitions, such as robotics, math, and speech and debate, as evidence of strong student engagement and enrichment. Board members also referenced the use of intervention time, Saturday classes, and before- and after-school academic support, emphasizing that the CASLV network of schools actively communicates with families about the importance of these opportunities in promoting student success.

Board members identified opportunities across the CASLV network schools, including strengthening coordination and alignment among campuses, increasing engagement and communication with parents, and continuing to prioritize and enhance school safety measures. They also emphasized the importance of maintaining small class sizes where possible and acknowledged that Nellis Elementary School has faced challenges, especially in supporting students to improve their academic performance.

Focus Group Summary: Family Members, Parents, and Guardians

Participants in the family focus group reported being kept up to date with their child's academics through Infinite Campus[9]. Parents said the teachers are prompt with inputting grades and emailing students if they are struggling. Parents reported thinking their child is sufficiently challenged, stating that most students at CASLV Sandy Ridge are advanced by one or two grades. Parents mentioned the school offers pre-AP classes to students and consults with parents prior to enrolling students in these advanced classes. Members of the focus group appreciated the school knowing where students should be academically placed and recommending advancement where applicable. One parent said, "Every child always has the chance to go to a higher class if they want. This is a positive thing."

Parents indicated they are comfortable approaching administration with a concern. One parent said, "The principal and teachers go above and beyond to solve any problem." Parents reported leadership providing parents with any materials families ask for, such as their child's schedule and access to Canvas[10]. Family members stated they feel the school is physically safe and school personnel are very responsive. Words and phrases such as accessible, quick response time, best environment, and best quality of teachers were used to describe the schooling environment from the parents and guardians.

Parents stated they would like a designated crosswalk for students during pick-up time. For many in the focus group, this safety concern was a top suggestion for improvement. One parent said, "One teacher will stop students, and one teacher will monitor the gate, but students will go in between cars and jump out". Parents also said they would like to see green recycling bins within the school and more initiatives on recycling.

[9] Infinite Campus is a web-based program providing families the ability to view academic information for their children.
[10] Canvas is a web-based learning management system, or LMS. It is used by learning institutions, educators, and students to access and manage online course learning materials and communicate about skill development and learning achievement.

Focus Group Summary: Faculty and Staff

Participants in the focus group described how leadership at CASLV Sandy Ridge invites feedback from faculty and staff. Teachers said department chairs are receptive to everyone's input and that the department chairs communicate with administration. Those who teach specials indicated they are grouped together, which can be challenging as each special has its own concerns. Faculty said leadership was receptive when teachers reached out to them directly. Faculty said leadership were all once teachers, and they understand and communicate well.

Some teachers said students with special needs have increased in enrollment at CASLV Sandy Ridge during the 2025-26 school year. Consequently IEPs[11] have risen. A few teachers stated students with special needs are not meeting their benchmarks and that they (the teachers) struggle to accommodate the increase in students with special needs.

Faculty stated staff morale fluctuates. Sometimes staff don't feel there is enough support and at other times staff will report there is an abundance of support. Several participants in the focus group indicated they would appreciate more consistency in leadership support. Some teachers said they feel as if they "are on an island; separate, but unequal" as one person phrased it. They would like to feel more connected. Teachers said they enjoy the variety of people at CASLV Sandy Ridge and that personnel look out for the students. Teachers felt that in spite of stressors such as time frames, struggles with response, and engagement with parents, most faculty and staff are satisfied. Teachers said the challenges at CASLV Sandy Ridge are pale in comparison to other schools, as there are no weapons, fights, drugs, or cursing from the students.

[11] An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support that a student with specific types of disabilities needs to receive in a learning environment.

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Focus Group Summary: School Leadership

A point of pride for CASLV Sandy Ridge that was especially noted by the leadership team is the increased interest amongst students in AP course offerings. Leadership reported an 81% passing rate amongst students who completed AP examinations in the 2024-2025 school year. CASLV Sandy Ridge has maintained the prestigious honor of being named by *U.S. News & World Report* as a top secondary school eight years in a row. CASLV Sandy Ridge has also sustained a five-star NSPF rating for its high school.

The leadership team at CASLV Sandy Ridge described how chronic absenteeism was reduced to less than six percent. Administration reviews attendance weekly. Students are not allowed to attend field trips if their attendance record is a concern. Members of the leadership team also spoke about initiatives new to the 2025-26 school year for secondary students, which have supported the drop in chronic absenteeism. Among the changes include universal classroom policies and rules, a school-wide personal electronics and cell phone policy, a universal late work and grading policy, and field trip eligibility requirements

Leadership reported that the current school year offers over 40 clubs to students, offering a wide variety of interests to appeal to all students. Students propose, create, and run each of the clubs on campus. Many of the clubs support college resumes and application requirements. Students in their freshman year of high school may also apply for the mentorship program, which partners underclassmen with upperclassmen. Within the mentorship, students can share their academic experiences and discuss helpful tips for improving their grade point average. Students also share which student clubs may bolster their collegiate applications depending upon their collegiate area of focus. Upper-class mentors also guide students on community service projects as well as how best to spend their mentees' summertime.

Focus Group Summary: Students

Students participating in the focus group named several things they liked about attending CASLV Sandy Ridge. The opportunity to complete dual enrollment classes that count for both high school credit and college credit, and opportunities to complete advanced placement courses were first mentioned. Students said they appreciate being able to work at their own pace and choosing whether to take their time to really understand a concept or move ahead in subjects. One student said, “The school does not force you to be at a certain pace.” Students also mentioned differing perspectives and ideas, as well as all students being heard by faculty administration and staff, as positives. Students said the academic path is clear, as the plan is laid out early and resources are readily available.

Students said they felt safe mentally and physically at the school. Students said they felt very comfortable speaking with the principal directly. Students reported being supportive of each other and staff being empathetic toward students. The counselors were noted as making one-to-one connections with students. Students said the teachers willingly assisted when needed.

Students reported some challenges with the fire drills. For example, fire drills occur at lunchtime every quarter. Some students said the ventilation in rooms where students cook could be improved. Students said it is a common occurrence for the fire drill to off in the multi-purpose room. Further, classrooms upstairs do not hear the fire alarm at the same time it goes off on the ground floor.

Students had several suggestions when asked if they had ideas for how the school can improve. Participants in the focus group said they would like teachers to follow the syllabus they provide. Students would appreciate a balance between teachers being too lenient and too strict. Students would like the teacher to speak English with greater fluency, as it is challenging to understand not only the content but also the teacher when their English skills are not proficient. Students said they would like an anonymous pathway to provide feedback to teachers as well as alert leadership to concerns via a QR code. Students indicated feeling that nothing is accomplished with the current procedures. A few students said that some teachers will address the whole class and say, “I know someone reported…” and this makes them uncomfortable.

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Classroom Environment and Instruction Observation Rubric

A total of 4 middle, and 15 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 6	**TOTAL: 13**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 5	**TOTAL: 14**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 4 middle and 15 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 3	**TOTAL: 15**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 0**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 4	**TOTAL: 10**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 5**

Classroom Environment and Instruction Observation Rubric

A total of 4 middle, and 15 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 5	**TOTAL: 12**	**TOTAL: 2**	**TOTAL: 0**	**TOTAL: 0**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 6	**TOTAL: 12**	**TOTAL: 2**	**TOTAL: 0**	**TOTAL: 0**

Classroom Observations and Additional Comments

In a high school Biology class, students worked in pairs to review material for an upcoming exam. As students entered information on the computers, the screen at the front of the classroom displayed correct answers and, in the end. First, second, and third place were rewarded with prizes.

In a history class, the teacher began by focusing on the class and displaying a photo of people playing the game of cricket. He asked students if they knew about the game. No one did, so he explained it by drawing a diagram for students to follow. The game was tied to a movie that the class would be watching which was a culminating activity in the topics they had been studying in the class. Students were then instructed to write a vocabulary term on a card, and the teacher collected them. A timer was set, and one student went to the front of the room, and the term was shown to all the other students. The student asked questions like "Is it important to trade?" Trying to figure out the term.

In the resource pull-out room, 11 students and one teacher were involved in either working independently on laptops or meeting with the resource teacher. The teacher conducted grade checks with each student one by one. She was highly encouraging to students, celebrating strengths when students' grades were good. She said, "Would you like a private grade check? Those grades look amazing." or "I'm a little bit worried about this class or this assignment, what happened here?" She said to one student during a private grade check, "You are missing some things, such as the quick write." Then students would respond, “I was not here, or I did turn that in." The teacher was very helpful in summarizing what the students needed to do and providing positive support. She said, "Keep your eye on that." Students had the opportunity to say, "I don't get what he (the teacher wants, but I did it." The teacher would say something like, "The science fair is hurting you. You must turn this in, and how can you get a hold of this information?" The teacher was very supportive, kind, and listened to the student's concerns.

In a math class, students followed clearly posted directions to select a whiteboard space around the room and solve a problem with a partner. Students supported one another’s understanding by asking and answering questions as they worked. The teacher circulated among groups, checking in and posing targeted questions to prompt deeper thinking and clarify misunderstandings.

Students in a social studies class participated in a discussion about 20th-century foreign policy in Latin America. The teacher facilitated the conversation, while students called on one another and offered thoughtful responses that built on their peers’ ideas.

Students in an English class were analyzing a poem, with some choosing to work in small groups and others independently. The lesson took place in an inclusion setting with two teachers present, both providing scaffolding, clarifying questions, and targeted support to help students access and interpret the text.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Create a designated health area pursuant to Nevada State Law NAC 444.56842.	There is now a designated health room, a cot, a sharps receptacle, and a locked refrigerator for medication.	SPCSA finds this recommendation has been met.
Generate a healthy student feedback loop	Leadership reported that an anonymous incident report is in place and administration addresses student concerns.	The SPCSA acknowledges the school's effort to address the previous recommendation and recognizes that CASLV Sandy Ridge continues to address this recommendation as circumstances continue to develop.
Policies and procedures specific to secondary students	Leadership reported the following have been developed and implemented: Universal classroom rules, personal electronics/ cell phone policy, late work policy, grading policy, one to one technology, field trip eligibility, uniform/ lanyards, etc.	SPCSA finds that efforts to generate a healthy feedback loop have begun and leadership continues to ensure this an ongoing, evolving process.
Chronic Absenteeism	Middle school and high school chronic absenteeism were reduced from 13.8 percent and 11 percent to five-point-five percent and three percent, respectively.	SPCSA finds this recommendation has been met for the 2025-26 academic year.
Academic Performance	The middle school's NSPF Star Rating improved from three to five stars.	SPCSA finds this recommendation has been met for the 2025-26 academic year.
Family Engagement	Leadership reported improved family engagement. 10+ parents are involved as athletic/academic team coaches. Parents volunteer as guest speakers, chaperones at trips and competitions, and volunteer for other school events.	The SPCSA acknowledges the school's effort to address the previous recommendation and recognizes that CASLV Sandy Ridge continues to review and address this recommendation as needed.

Targeted professional development	Leadership stated the following targeted professional development has been put in place: Differentiated and intensive intervention strategies. Curriculum training with the SAVVAS learning company and their materials, as well as Reveal Math, the math curriculum used at CASLV Sandy Ridge. English Language Arts (ELA curriculum training. Training and strategies in PBIS[12], MTSS[13], and CERT[14].	The SPCSA acknowledges the school's effort to address the previous recommendation and recognizes that CASLV Sandy Ridge continues to review and address this recommendation as needed.

[12] Positive Behavior Interventions Supports (PBIS) is an evidence-based classroom management approach containing four practices: (a) teaching school-wide expectations, (b) acknowledging expected behavior, (c) correcting errors, and (d) requesting assistance.
[13] Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.
[14] Cert is an online assessment tool aligned with Career and College Readiness Standards and ACT content areas of math, English, reading and science. Data is organized using language familiar to students and parents.

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Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Part 2
Coral Academy of Science Sandy Ridge
Risk Based Monitoring Report

Executive Summary

Per NRS 388A.150, the SPCSA is responsible for providing oversight of the charter schools it sponsors. This includes conducting site evaluations during the first, third, and fifth years of the charter contract and, as needed, to follow up on strong recommendations or identified deficiencies. The SPCSA is committed to ensuring a smooth, meaningful, and timely process using a well-designed, intentional, research-based protocol.

Additionally, as a pass-through entity of federal funds, the SPCSA is required to conduct risk assessments of subrecipients in accordance with 2 C.F.R. §200.332(b). These assessments evaluate compliance with program and fiscal requirements but do not measure the quality or determine future eligibility.

Risk Based Monitoring: Visit Objectives

The purpose of the monitoring visit was to assess the capacity, performance, and compliance of a subrecipient charter school. Specific objectives included addressing high-risk issues requiring immediate attention, evaluating the fidelity of program delivery, and ensuring that any subaward of federal funds was used for authorized purposes in compliance with federal statutes, regulations, and the terms and conditions of the subaward. Additionally, the visit aimed to confirm that subaward performance goals were being met. The review identified areas of strength, recommendations, and issues based on the school's preparation of supporting documentation and presentation of information.

These findings are not exhaustive, and additional concerns may exist beyond those observed. It remains the responsibility of the school to maintain ongoing internal oversight of grants and grant management processes to ensure full compliance with all applicable federal and local statutes, regulations, and policy requirements. As areas for improvement have been identified, a School Support Plan is required to address these concerns.

Risk Based Monitoring: School Overview

- Grants with Active Subawards:
  - FY25 Title I, Part A
  - FY25 Title II, Part A
  - FY25 Title III Immigrant
  - FY25 Title IV, Part A
  - FY26 EXN Special Education (IDEA, Part B)
  - FY26 McKinney-Vento
  - FY26 Nevada Ready State Pre-K
  - FY26 Special Education (IDEA, Part B)
  - FY26 Special Education EC (IDEA, Part B, Sec 619)
  - FY26 State CTE Allocation
  - FY26 Title I, Part A
  - FY26 Title II, Pat A
  - FY26 Title II, Part A, Off Set – State
  - FY26 Title III Immigrant
- Grants with Allocations (subaward pending): N/A
- Total Federal Funds Expended in Previous FY (FY25): $1,429,240.76
- Single Audit Required: Yes
- Current Risk Level: High
- Prior Risk Level: High
- Prior Corrective Action Plan (CAP): Yes

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Risk Based Monitoring: Scope of Review/Methodology

The following activities were completed during this monitoring visit:

- Scope of program review:
  - Special Education
  - IEP development, meeting and record maintenance process aligned to federal and state requirements
  - IEP(s) are fully implemented
  - Progress monitoring is regularly conducted in accordance with IEP, federal/state requirements and best practices
  - Ongoing parent communication, participation, and engagement
  - Special Education IEP/file review

Risk Based Monitoring: Area of Strength

During the Program – Special Education monitoring visit, Coral Academy of Science – Sandy Ridge was observed to have established designated locations, staffing, and schedules for delivering special education services. Although observations were limited to a brief walkthrough, evidence indicated that services were organized and available to support student needs.

The school leader and the special education director who facilitated the visit demonstrated knowledge of program implementation and provided relevant context and clarification as needed. Requested files were readily available for review, and during the debrief, staff appeared receptive to feedback and open to strengthening compliance and practices related to special education.

Risk Based Monitoring: Area of Improvements/Recommendations

The SPCSA outlines the following requirements and best practices to strengthen the school's written policies, procedures, and program implementation:

- Ensure that the Records Access List is displayed near the location where confidential special education folders are stored and that it is kept up to date with the names of staff authorized to access the files.
- Ensure that all confidential folders contain a file access log.
- Refrain from using statements such as "No effect statement needed" or any variation in the third column of the Present Levels of Academic and Functional Performance (PLAAFPs). Always provide a statement indicating whether the student needs or does not need support and/or services in a particular area to show progress.
- Consistently discuss with parents or guardians whether an interpreter is needed for special education meetings when their child is identified as LEP, even if English is listed as the student's primary language. Indicate whether the parent accepted or declined the interpreter by logging the information in the student's confidential folder status log.
- For EL students receiving special education services, ensure that the most recent WIDA ACCESS or screener scores are included in the PLAAFPs. Additionally, Special Factors #3 must be marked as "Yes." Supplementary Aids and Services must include accommodations/supports addressing the student's language development needs based on the most recent EL assessment scores.
- Include information on the areas in which the student will receive SDI and/or Related Services in the Intent to Implement form.
- Provide the first Prior Written Notice (PWN) of the meeting to the parent within a reasonable time (10 days) prior to the meeting.
- Develop IEP goals that include both a rate/level of proficiency/mastery and a frequency of level of attainment to ensure measurable achievement/progress towards goals and to allow for replication of the proficiency/mastery. Example: 80% accuracy in 4/5 trials
- Review the SPCSA Memo from 9/9/2024 regarding compliant service logs and ensure that the school uses service logs containing all required documentation areas. Staff must regularly complete service logs and place copies in the student's confidential folder or uploaded to Infinite Campus.
- Discuss appropriate transition services at the next annual IEP review for students 14+ years old. Review required information for PWN, PLAAFP, and the transition section of the student's Individualized Education Plan (IEP).
- Strengthen staff capacity through ongoing training and oversight on special education policies, procedures, and practices, while ensuring participation in SPCSA training opportunities.
- Ensure all staff have ready access to the school's Special Education Policies and Procedures Manual to reference Individuals with Disabilities Education Act (IDEA)/IEP requirements and maintain compliance.
- Regularly monitor and track due dates for evaluations, IEP meetings, and required special education reports to ensure all timelines are met in accordance with IDEA, NV Administrative Codes (NAC), and SPCSA requirements.

A list of additional resources and links is provided in a separate document to support the school's special education program.

Risk Based Monitoring: Areas of Non-Compliance

Frequency of Supplementary Aids and Services
The monitoring review found that the Individualized Education Program (IEP) lacked precise descriptions of the frequency for Supplementary Aids and Services (SAAS). The current language, such as "Applicable to all services delineated throughout the IEP," does not provide clear guidance on how often supports should be delivered. Without measurable or context-specific terms, staff may implement services inconsistently and fail to maintain accurate records. This deficiency limits the school's ability to demonstrate fidelity in IEP implementation and increases the risk of noncompliance. To correct this, the school must revise the IEP to include specific frequencies for each SAAS entry, expressed in measurable or clearly defined contextual terms. Additionally, staff must acknowledge training on documenting SAAS frequencies in alignment with IDEA and NAC requirements.

Missing Documentation of IEP Provided to Parent
The IEP reviewed during monitoring did not include the required section confirming that a copy of the IEP was provided to the parent, including the date and the name/title of the staff member who delivered it. Leaving this section blank creates an incomplete record of procedural compliance and limits the school's ability to demonstrate that parents were informed of their child's educational program. This omission may hinder meaningful parent participation and places the school at risk of noncompliance with IDEA and NAC requirements. The school must revise the IEP to ensure all required fields are completed and submit an acknowledgement form confirming staff training on documenting parent communication accurately.

Incomplete Effects Statements in PLAAFPs
The Present Levels of Academic and Functional Performance (PLAAFPs) section of the IEP lacked appropriate Effects Statements for several areas, including the most recent MDT evaluation, speech, and transition assessment. These statements are critical for explaining how a child's disability affects their involvement and progress in the general education curriculum. Without them, the IEP does not fully meet federal requirements and lacks justification for the supports and services provided. The school must revise the IEP to include complete Effects Statements for each area and ensure staff receive training on this requirement.

Missing IEP Team Member Signature or Participation Documentation
The IEP did not include the signature of a required team member on the participation page, nor did it indicate that the member participated virtually or by alternative means. This omission prevents verification that the IEP was developed by a properly constituted team and places the school at risk of noncompliance. The school must revise the IEP to include all required signatures or document virtual participation when applicable. Staff must also acknowledge training on documenting team member participation accurately.

Annual IEP Not Held Within Required Timeline
The review revealed that a student's annual IEP was not developed within one year of the previous IEP, resulting in an expired plan. This procedural violation may negatively impact student progress and services, and can lead to compensatory education or due process complaints. The school must hold and document annual IEP meetings within the required timeline and provide evidence of staff training on IEP timelines, including a copy of the training materials.

Incomplete Placement Justification
The IEP did not include an explanation of potential harmful effects on the student's learning and participation in the general education setting as part of the placement justification. This omission constitutes a Least Restrictive Environment (LRE) procedural violation and may indicate predetermination or failure to consider the student's needs. The school must revise the IEP to include complete placement justification statements and ensure staff are trained on this requirement.

Part 3
Coral Academy of Science Sandy Ridge School Response

School Response to Site Evaluation Team Findings

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.
Feedback from the CASLV Sandy Ridge Campus Administration Response

Feedback on Focus Group Summary: Family Members, Parents, and Guardians (page 12)
CASLV Sandy Ridge has a narrow crosswalk used during drop-off and pick-up; it will be widened, and appropriate signage will be installed.

All the classrooms have trash and recycling bins. Our Recycling Club students collect recycling from classrooms and transport it to the recycling dumpster. The parents in the focus group may not be aware of this process. The number of recycling bins will be increased, especially outside of the building.

Feedback on Focus Group Summary: Faculty and Staff (page 13)
CASLV Sandy Ridge administration will ensure to maintain ongoing support for faculty and staff.

Feedback on Focus Group Summary: Students (page 15)
This year, we started serving hot lunches on campus. Unfortunately, the fire alarm in the cafeteria was triggered multiple times due to steam from the oven, which resulted in several visits from the fire department. The issue has since been addressed by a professional vendor and is no longer a concern. CASLV Sandy Ridge administration will verify that all classroom areas can hear fire alarms at an appropriate volume.

Students will be advised to share their concerns about classroom effectiveness through the anonymous incident report, which is already available for them, ensuring they feel valued and supported. CASLV Sandy Ridge administration will also form a student leadership group that meets regularly with the administration to amplify student voice and guide positive change.

School Response to Risk Based Monitoring Team Findings

The school may choose to submit a response to the SPCSA Risk Based Monitoring Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Nevada State Public Charter School Authority

Coral Academy of Science Tamarus Campus Site Evaluation Report: December 3, 2025

State Public Charter School Authority

775-687-9174
3427 Goni Rd, suite 103
Carson City, Nevada 89706

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Links to Resources:

- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Star rating and index score
A key strength of Coral Academy of Science Tamarus (CASLV Tamarus) is its exceptional academic performance, as reflected in the outstanding star ratings for the elementary school. According to the 2024–25 Nevada School Performance Framework[1] (NSPF), the elementary school achieved a five-star rating with an impressive index score of 90 out of 100 points, demonstrating consistently high levels of student achievement and growth across all indicators. The school also received 25 out of 25 points on the Academic Achievement Indicator[2], with a pooled proficiency of 82.4% which is well above the SPCSA district average of 53.2%. The high academic ratings have been sustained since the 2022-2023 school year.

Low chronic absenteeism rates
On the Student Engagement Indicator of the NSPF for the 2024–25 school year, CASLV Tamarus earned a full 10 out of 10 points because fewer than five percent of students were identified as chronically absent[3]. This represents an improvement from the prior school year's rate of 6.8% and remains well below the SPCSA district average of 16.4%. The school's success can be attributed to consistent attendance monitoring, proactive family communication, and the implementation of early intervention systems designed to identify and support students at risk of chronic absenteeism.

Staff morale
High staff morale is a notable strength at CASLV Tamarus, as evidenced in the staff focus group, where participants consistently described supporting one another, handling challenges with grace, and fostering a collegial environment that feels like a family. Staff shared that this positive culture contributes to strong collaboration, a willingness to go above and beyond for students and colleagues, and a stable, supportive working environment that ultimately benefits the overall school climate and student experience.

Data analysis and student goal setting
Another key strength at CASLV Tamarus is the school's intentional and systematic use of data to drive instruction and student growth. Students actively participate in creating and monitoring their own academic goals, demonstrating clear awareness of their progress and areas for improvement. This deep engagement with data helps support targeted interventions, promotes student ownership of learning, and reflects a sustained focus on closing opportunity gaps for all learners.

New safety measures
Another strength at CASLV Tamarus is the school's proactive approach to enhancing campus safety and security. Recent safety measures include a redesigned front office with the addition of a secured "buffer"

[1] NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.
[2] The Academic Achievement Indicator is a measure of student performance based on a single administration of the state assessment.
[3] Students are considered chronically absent when they miss 10% or more days in a school year.

area to better monitor and control visitor access, a single point of entry, as well as a new fence to fully contain the campus. A single point of entry for visitor management is an approach whereby visitors and parents can obtain screening, information, and potential entry to inside the school from one specific location, usually the front door. The door is supervised by a member of the staff who can control who can and cannot enter the building. In addition, new shade structures have been installed, improving student comfort during outdoor activities and creating safer, more supervised gathering areas. Together, these upgrades reflect a clear commitment to creating a secure, welcoming environment for students, staff, and families.

Sustained growth despite staff turnover

A strength at CASLV Tamarus is the school's ability to sustain and improve academic performance despite significant staff turnover. During the 2023–24 school year, seven teachers left the campus; however, the school improved its NSPF star rating from four stars to five stars. This progress was supported by stable leadership from the administration and the literacy strategist, who provided continuity in expectations and instructional practices. CASLV Tamarus maintained its proactive approach to student achievement through detailed long-term planning, including comprehensive documents for each grade level and content area. In addition, leaders were intentional about not overwhelming new staff, thoughtfully phasing in initiatives and supports to ensure successful onboarding and the sustained implementation of schoolwide priorities.

Revision of the mission statement

The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating STEM[4] education into its mission statement. This focus reflects the network's belief in providing students with hands-on, inquiry-based opportunities that promote critical thinking, problem-solving, and innovation across grade levels. School leaders noted that the decision to elevate STEM within the mission was grounded in a desire to align instructional practices with the skills students need for long-term success. As CASLV continues to refine and expand its STEM initiatives, the school remains committed to soliciting and valuing stakeholder feedback from families, staff, students, and community partners to ensure that programming is responsive, inclusive, and aligned with the broader vision for student achievement.

[4] STEM education is an interdisciplinary approach to teaching that integrates Science, Technology, Engineering, and Mathematics to prepare students for modern careers through hands-on, problem-based learning.

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Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Lack of space
CASLV Tamarus continues to face persistent space limitations, which at times restrict the availability of quiet, dedicated areas for pull-out intervention and small-group instruction. These constraints can make it challenging for staff to provide targeted supports in environments that minimize distractions and maximize student focus, and make storage of materials a challenge.

Closing the opportunity gap
CASLV Tamarus continues to face a challenge in narrowing math opportunity gaps for certain student groups, as its performance on the NSPF for the measure in the 2024–25 school year remains slightly below the SPCSA district average. Closing these gaps is essential to ensuring all students have equitable access to rigorous instruction and are on track for long-term academic success.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue to close opportunity gaps for students in math
SPCSA staff recommend that the CASLV Tamarus leadership team and staff continue to focus on closing opportunity gaps for math. According to the 2024-25 NSPF, the school earned 16 out of 20 index points on the indicator. The school's Adequate Growth Percentile (AGP) for math is 30.7, compared to the SPCSA district average of 31.2. This is especially crucial for fourth and fifth graders, as they will be the student populations that will show growth on this measure in elementary school on the Nevada criterion-referenced test[5] (CRT), Smarter Balanced Assessment Consortium (SBAC), in the Spring of 2026.

Sustain five-star rating
The SPCSA recognizes the steadfast efforts of CASLV Tamarus staff and stakeholders to support high levels of student achievement. To help maintain the school's five-star rating, the SPCSA recommends that school leaders continue to focus on instructional excellence and student outcomes. Suggestions to sustain this performance include:

- Depth of Knowledge (DOK): Continue to design and implement tasks that require higher levels of cognitive demand, pushing students beyond recall to application, analysis, and strategic thinking.
- Student Engagement: Prioritize strategies that actively engage all learners through discourse, collaboration, and meaningful learning activities that promote sustained attention and participation.
- Rigor: Maintain and increase academic rigor by aligning instruction to grade-level standards, incorporating complex texts and challenging problems, and ensuring that all students are held to high expectations.
- Student Feedback: Strengthen the use of timely, specific, and actionable feedback so that students clearly understand their progress, next steps for improvement, and how to take ownership of their learning.

Parent communication
The SPCSA recommends that CASLV Tamarus streamline communication about student progress. Some suggestions include adopting a consistent schoolwide communication platform, establishing more uniform expectations and structures for parent–teacher conferences, and ensuring more consistent use of Infinite Campus[6], potentially supplemented by parent classes to help families access and understand student information on the platform.

[5] A criterion-referenced test (CRT) is a type of assessment that measures a student's performance against a predetermined standard or criteria.
[6] Infinite Campus is a web-based program providing families the ability to view academic information for their children.

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Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There are no strong recommendations for CASLV Tamarus during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There are no deficiencies for CASLV Tamarus during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[7]	3
Family Members, Parents, and Guardians	7
Faculty and Staff	9
School Leadership	4
Students	9

[7] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three of the seven Coral Academy of Science Las Vegas Board members participated in the site evaluation at the Tamarus campus, joining both virtually and in person. They characterized their governance role as providing strategic direction for the CASLV network and addressing significant issues as they arise. The board is composed of individuals with professional expertise in law, finance, and higher education, as well as a parent representative, and currently has no vacant seats. Board members indicated that the full board convenes approximately every six weeks and that standing subcommittees focus on facilities and finance, academics, and governance.

During the focus group, board members described Coral Academy's mission as fostering lifelong learning within the Coral Academy community by developing students who are intellectually curious, enthusiastic about the sciences, and inclined to ask thoughtful, probing questions—elements reflected in the network's updated mission statement. They noted that the CASLV network of schools is distinguished by a long-standing, highly engaged community, with many students completing their entire K–12 education within the network. One board member remarked that, "Coral Academy is characterized as a rigorous, STEM-focused, college preparatory system that provides a strong educational foundation and supports high levels of student success."

Board members reported that they remain informed about academic performance through regular updates on student outcomes, including acceleration opportunities and overall achievement data. They expressed confidence that students are performing well and highlighted a variety of academic and co-curricular competitions—such as robotics, mathematics, and speech and debate—as evidence of strong student engagement and enrichment. In addition, they referenced the use of intervention blocks, Saturday classes, and before- and after-school academic supports, noting that the Coral Academy schools proactively communicate with families about the importance of these opportunities in promoting student success.

At the same time, board members identified several areas for continued improvement across the network. These included further strengthening coordination and alignment among campuses, increasing parent engagement and communication, and continuing to prioritize and enhance school safety measures. They also underscored the value of maintaining small class sizes whenever feasible and acknowledged that the CASLV Nellis campus elementary school has encountered particular challenges, especially in supporting students to improve their academic performance.

Focus Group Summary: Family Members, Parents, and Guardians

In the parent focus group at CASLV Tamarus, families emphasized that the aspect they valued most about the school was the strong support system and the way students were treated like family. One parent described how, before kindergarten, her children spoke only Mandarin at home and received extensive language support at CASLV Tamarus, resulting in their now speaking fluent English. Another parent highlighted that MTSS[8] groups led by the counselor had been especially beneficial for her two sons, including a reduction in special education minutes for one child, indicating successful service delivery. Families further noted that their children enjoy attending CASLV Tamarus because of the kindness and care shown by teachers and expressed appreciation for the PTO's[9] efforts in organizing events and activities for students.

With respect to communication, parents indicated that information about their children's academic progress was generally consistent and timely, citing the principal's weekly emails and, in some classrooms, the use of digital platforms such as Class Dojo[10]. At the same time, they observed that the frequency and clarity of communication varied by teacher. Some parents shared that older elementary students were expected to monitor their own grades, which they felt was not always developmentally appropriate. As a result, families expressed a desire for more consistent and proactive communication, particularly when a child may be struggling or in need of additional support, as well as the implementation of a schoolwide communication platform. Parents also noted that parent–teacher conferences were offered twice per year, but primarily for students experiencing academic or behavioral difficulties, and recommended expanding these conferences to include all families.

Participants reported feeling comfortable raising concerns or questions with school staff and described the principal as approachable, visible, and responsive. Parents of students receiving special education services stated that they were generally kept informed about goals and progress, noting strong collaboration with the special education team and the use of check-in/check-out systems to monitor student needs. However, one parent observed that "sometimes classroom communication occurs only when there is a problem," suggesting a need for more balanced, ongoing communication. Overall, most families believed their children were appropriately challenged academically and that additional support was available when easier work, reteaching, or extra help was needed.

Looking ahead, parents recommended increasing consistency in communication practices across classrooms, including the adoption of a unified, schoolwide communication platform. They also suggested attaching samples of graded assignments in Infinite Campus[11] so that families can better understand how grades are determined and how to support their children's learning at home on specific tasks and assignments.

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[8] Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.
[9] PTO stands for Parent Teacher Organization, a school-based group made up of parents, teachers and school staff who collaborate to support their school community.
[10] ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos and direct messaging directly to parents and students.
[11] Infinite Campus is a web-based program providing families the ability to view academic information for their children.

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Focus Group Summary: Faculty and Staff

During the staff focus group, teachers at CASLV Tamarus described staff morale as high, noting that they consistently support one another and feel a strong sense of family on campus. They highlighted the Sunshine Committee[12] for boosting enthusiasm around staff and student celebrations and shared that administration is supportive, providing sincere, individualized attention in classrooms. One staff member said, “While there are challenges, they are addressed with grace and care.” They indicated that school leaders do an excellent job of inviting input and making staff feel heard. One staff member shared, “Administration is approachable and open to feedback, and they are willing to adjust deadlines and expectations to better support teachers.”

Teachers shared that they support second language learners through a combination of an EL[13] coordinator with push-in and pull-out services, collaborative discussions on effective EL strategies, strong Tier 2[14] reading interventions, and the use of writing supports such as graphic organizers, sentence starters, and Kagan[15] structures. For students with IEPs[16], staff emphasized the importance of meeting students where they are by filling learning gaps, explicitly teaching vocabulary, breaking assignments into smaller, manageable parts, and closely following IEP requirements. Teachers noted there is frequent communication between general education and special education staff, and that the special education team is proactive in addressing student needs before issues escalate.

CASLV Tamarus teachers shared that data is a central part of every PLC[17] meeting, where teams unpack a student-focused data component and analyze specific standards. They noted that their partnership with Raising the Barr[18] supports them in using data to both maintain high achievement for advanced students and promote growth for all learners. Staff explained that students know their own data and goals, and that this information is used to plan instruction, homework, and tutoring support based on what students need most.

During the staff focus group, teachers shared that students are taught respectful talk and positive peer interactions primarily through the MTSS framework, which has transformed the school by creating a universal language and focusing on positive behaviors. A staff member said, “We use weekly community-building time in our classrooms that allows us to address expectations and conflicts right away, including how students make repairs and offer apologies.” Staff noted the use of “Bucket Filling” language tied to the book by Carol McCloud, as well as small-group Tier 2 behavior meetings held once a week for students needing additional support. They emphasized that a true growth mindset is being practiced and that they work closely with parents to address concerns, involving administration only as a last resort.

[12] A school committee that helps with staff morale, recognizing birthdays and other important staff events.
[13] English language (EL) learners, or EL learners, are students learning to communicate fluently or effectively in English.
[14] Tier 2 is the first level of intervention for students who do not show progress in Tier 1. Students are provided with Tier 2 interventions when they need support to meet academic or behavior goals.
[15] Kagan instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.
[16] An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support that a student with specific types of disabilities needs to receive in a learning environment.
[17] A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area or an entire teaching staff.
[18] Raising the Barr is a school improvement company that partners with schools for deep data analysis.

Focus Group Summary: School Leadership

During the leadership focus group, school leaders described a strong and positive school culture characterized by deeply involved families, many of whom have been part of the CASLV Tamarus community for years. They noted that the administrative team has also remained at the school long term, is personally invested in the community, and, in several cases, has children who attend the school. Leaders emphasized that a single guiding principle shapes their work: every decision is made with students' best interests at the forefront.

Leaders also highlighted a clear emphasis on writing instruction, grounded in the Wonders[19] curriculum and intentionally aligned to SBAC expectations. As the assessment window approaches, students engage in additional performance tasks, and the technology teacher reinforces writing skills across content areas. One leader stated, "Through our work with Raising the Barr, the team has engaged in a detailed analysis of SBAC data to develop rubrics aligned to the assessment for both student work and classroom observations." Leaders indicated that data are now used more systematically to inform instructional decisions, with students increasingly aware of their individual goals. Particular attention is given to 4th-grade students identified within the NSPF opportunity gap metric; school staff maintain a focused list of these scholars, identify the specific skills each student needs to strengthen, and provide daily intervention time in both math and reading.

School leaders reported that maintaining chronic absenteeism rates below 5% is the result of consistent, proactive efforts. The team regularly reviews attendance reports, makes frequent phone calls to families, and quickly addresses tardies. "Research shows that schools with low absenteeism rates consistently outperform others academically, as regular attendance directly correlates with improved literacy, math achievement, and long-term graduation outcomes." *(Balfanz & Byrnes, 2012)*

In addition, school leaders described a deliberate strategy to support opportunity gap students, especially in math, to move 42% of these students up at least one performance level. During the prior school year, teachers closely monitored progress and regularly communicated action steps and updates to their supervisor, ultimately coming very close to achieving this target. The addition of an instructional coach, who concentrated her efforts on 3rd and 4th grade, has further strengthened this work by supporting teachers in the classroom environment, rigor, student thinking, and the effective use of feedback. The instructional coach also created a common rubric to help identify and address specific areas where teachers may need additional support. The school's ongoing emphasis on rigor is reflected in the use of exemplars, anchor charts, clearly articulated success criteria, and precise feedback that guides both instructional practice and student learning.

[19] Wonders is a comprehensive Kindergarten through fifth-grade literacy curriculum designed to enhance reading, writing, and critical thinking skills through evidence-based practices and a variety of engaging resources.

Focus Group Summary: Students

During the student focus group at CASLV Tamarus, students shared that they appreciate how their teachers take time to explain concepts without getting upset if they do not understand right away, and allow them to work at their own pace. Several students noted that their skills, particularly in math, have improved because of the way teachers present information and the practice they provide. They also enjoyed schoolwide celebrations, such as the schoolwide five-star celebration, where teachers dressed up as Star Wars characters. One student added, “I look forward to seeing my teachers each day, and value spending time with my friends.” Students were also excited to share that they had recently been learning new math concepts, including how to use quotients to help with division, working with division problems that have remainders, and building their understanding of fractions and multiplication.

When asked, students at CASLV Tamarus shared that they have several trusted adults on campus they can talk to if they are experiencing a problem at home or at school, including the school counselor, teachers on duty at recess, and their classroom teacher, whom one student described as “a really good listener”. They indicated that teachers allow them to take breaks when they need them. Students reported that they feel physically and mentally safe at school most of the time, though a few noted that peers sometimes make rude comments.

When students reflected on the level of challenge and support in their classes, they shared that their teachers are approachable and responsive, allowing them to express when assignments feel either too simple or too difficult. A student shared, “Because I already know much of the content, my teacher allows me to work on advanced coursework, including material from the next grade level.” Others noted that when assignments feel difficult, their teacher breaks the steps down, models how to solve problems, and sometimes provides one answer so they can work from that example. Students also mentioned that they have opportunities to help classmates better understand challenging concepts.

Students shared that, if they could change one thing about CASLV Tamarus, they would focus on the playground. They described it as messy and mentioned there are holes in the ground that can make it difficult to play safely. Students said they would like new playground equipment, and some even suggested adding a second playground. One student also shared a lighthearted request, “I would prefer not to earn popsicles as rewards during the winter.”

Classroom Environment and Instruction Observation Rubric

A total of 14 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 1	**TOTAL: 13**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 2	**TOTAL: 12**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 14 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 1	**TOTAL: 11**	**TOTAL: 2**	**TOTAL: 0**	**TOTAL: 0**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 10**	**TOTAL: 2**	**TOTAL: 0**	**TOTAL: 2**

Classroom Environment and Instruction Observation Rubric

A total of 14 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 2	**TOTAL: 8**	**TOTAL: 4**	**TOTAL: 0**	**TOTAL: 0**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 0	**TOTAL: 10**	**TOTAL: 2**	**TOTAL: 0**	**TOTAL: 2**

Classroom Observations and Additional Comments

In a kindergarten classroom, students were asked to name pictures and determine whether each word began with the /d/ sound. The lesson then transitioned to identifying how many sounds were in given words. However, the phonemic awareness routine did not appear to be familiar to students, and many struggled to accurately isolate and count the individual sounds. Students were largely passively engaged, with limited opportunities to respond chorally or manipulate sounds themselves. Increased modeling, guided practice, and structured chances for all students to actively participate (for example, by using gestures, manipulatives, or tap-and-say routines) would likely strengthen their understanding of letter-sound correspondence and phonemic segmentation.

In a 4th grade classroom, students were taking part in community building. The teacher asked each student to come up with a funny story to share with the rest. A few of the students were a little bit disrespectful to the students who were sharing. There were seven students who shared with the group during the observational time. As students shared, the teacher walked around and corrected the disrespectful behavior by leaning down and quietly reminding the student what to do when someone is sharing.

Students in a kindergarten classroom were engaged in choral reading of a shared text. However, the flow of instruction was somewhat interrupted because the text was provided in a stapled packet rather than in a book format, making it challenging for students to track pages and follow along independently.

A class was taking part in a push-in computer specials class. The teacher wrapped up the specials by using sticks corresponding to laptops and asked students a variety of questions about the making of music on the computer, like looping. The teacher ended the session by determining the secret student who had done a great job and provided this student with a prize ticket.

In a third-grade classroom, the teacher and students collaboratively worked through a math problem involving money. Students used individual whiteboards to show their thinking, and the routine was well organized with clear expectations, allowing students to demonstrate strong effort and perseverance in solving the problem. Following the activity, the teacher transitioned to a review of the criteria for success on the upcoming winter MAP[20] assessment, explicitly discussing strategies and goal-setting to help students feel prepared and confident. This intentional focus on both academic skills and assessment readiness supported a positive, proactive testing culture in the classroom.

In a second-grade classroom, students were reviewing what they knew about writing a personal narrative. The teacher referenced stories they had written earlier in the year to help students prepare for their upcoming narrative assessment. The prompt for the assessment was, “Think about a time when you had to wait for something. Write a story about how you felt and what happened.” The teacher also displayed and explained the rubric that would be used to evaluate their writing, providing clear expectations for success. While the directions and modeling were explicit and well organized, the teacher led most of the discussion, with only a few students briefly sharing ideas for possible writing topics.

[20] Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

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As students entered the classroom, they reviewed state assessment-aligned questions by reading a short passage and selecting two correct statements. Students showed a thumbs-up when they were ready with their responses. The teacher then solicited feedback from several students regarding which answers they believed were correct, and together they carefully analyzed and discussed each option until the class agreed on the two best choices. This routine supported student engagement and encouraged justification of answers using evidence from the text.

In a music class, students were enthusiastically singing “Jingle Bells” together, with selected students ringing bells at specific points in the song to match the lyrics and rhythm. The words were displayed on the whiteboard, allowing students to read and sing along throughout the activity. Students were highly engaged, participating joyfully and demonstrating focus, coordination, and collaboration as they combined reading, singing, and playing instruments.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommend CASLV Tamarus consider professional development in which teachers can build toolkits that are strategically designed for their individuated teaching needs in order to enrich their teaching.	School leadership reported the addition of a campus-wide instructional coach, classroom observations with specific focuses on classroom environment, rigor, and feedback, and an outside agency to help with in-depth data analysis.	This recommendation has been met with satisfactory progress.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☐ YES	☐ NO	☒ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

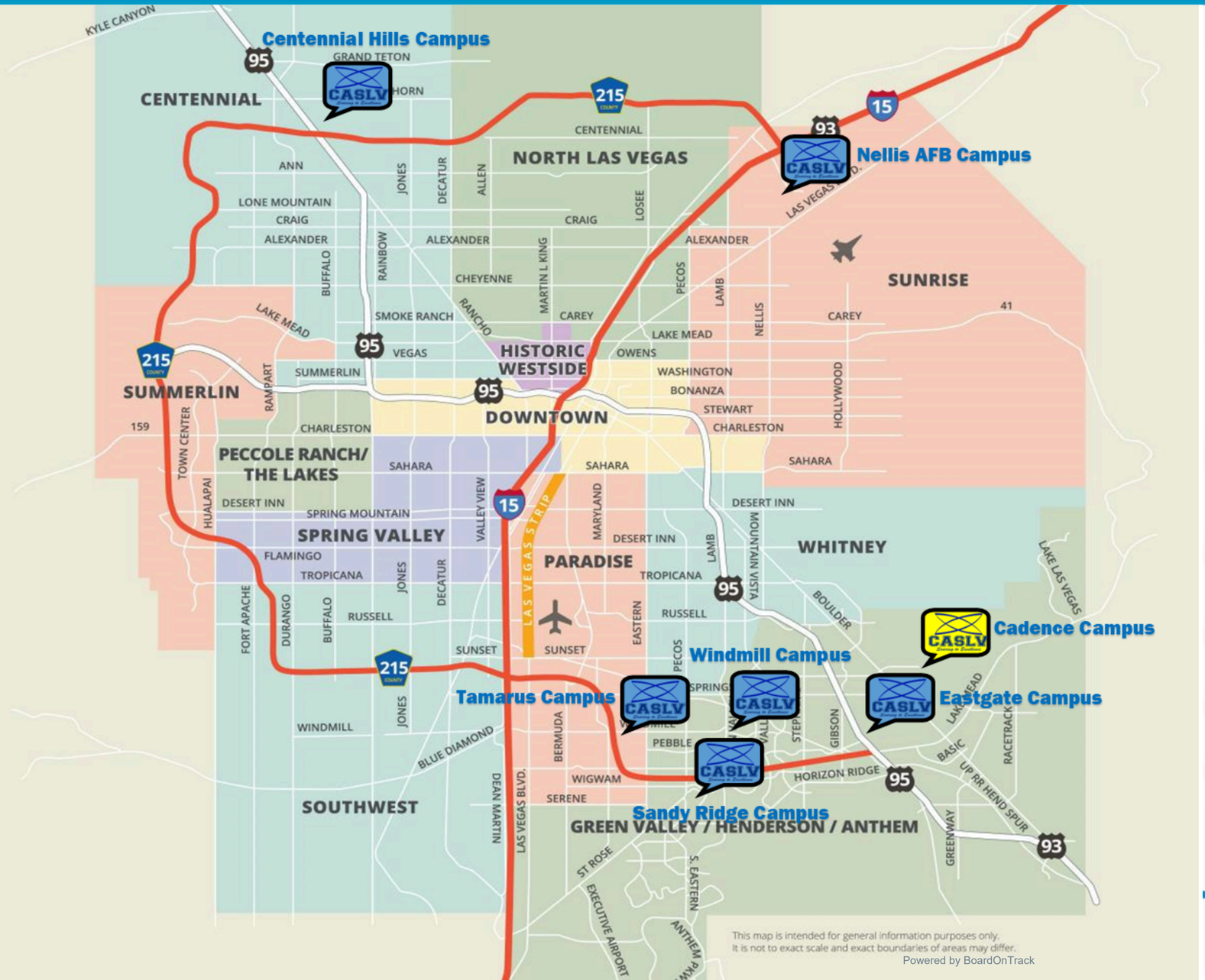
SPCSA Site Evaluation Report Summary



Dr. John Ercan Aydogdu
Executive Director & CEO
March 10, 2026

CASLV

SPCSA Site Evaluation Report Summary



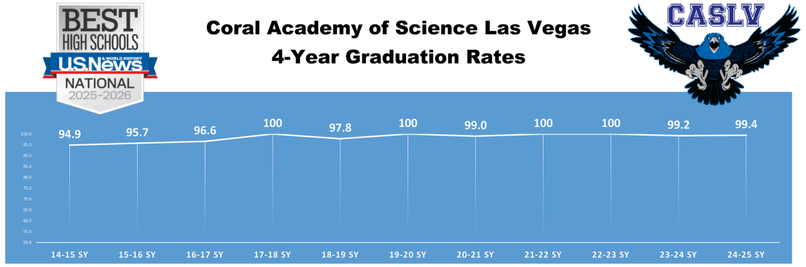
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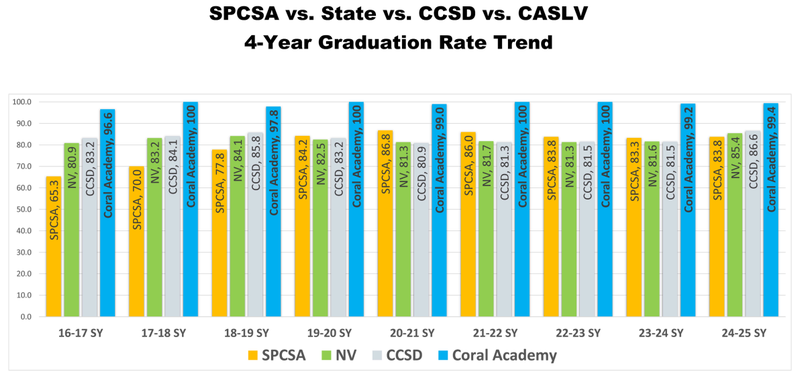
Seven Campuses Network Summary:

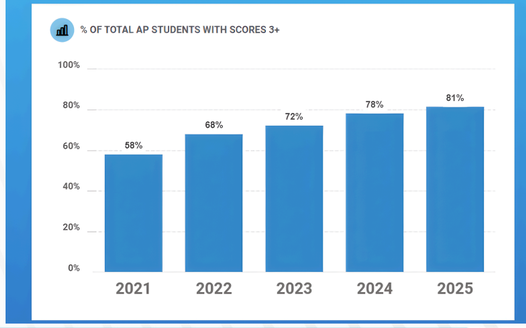
- Executive Summary
- Strengths
- Challanges
- Recommendations
- Deficiencies & Compliance Status

1- Executive Summary

- SPCSA conducted site evaluations for all seven CASLV campuses during the 2025–2026 cycle.
- Findings confirm CASLV as a high-performing charter network with strong academic results.
- Strengths include student engagement, MTSS implementation, and mission-aligned STEM instruction.
- Challenges primarily relate to facilities capacity, staffing, communication systems, and subgroup outcomes.
- Six campuses had no deficiencies; one prior deficiency at Nellis remains under monitoring.







SCHOOL SUMMARY

	2021	2022	2023	2024	2025
Total AP Students	293	325	363	376	378
Number of Exams	579	629	755	824	923
AP Students with Scores 3+	170	221	262	294	308
% of Total AP Students with Scores 3+	58.02	68.00	72.18	78.19	81.48

CASLV

2- Network-Wide Strengths

- Strong academic outcomes with multiple campuses earning 4- or 5-star NSPF ratings.
- Academic growth and proficiency often exceed SPCSA district averages.
- Graduation rates, college acceptance, and advanced coursework support college readiness.
- Elementary and middle schools demonstrate consistent academic progress.



CASLV

Effective MTSS Implementation

- All campuses demonstrate strong Multi-Tiered Systems of Support.
- State MTSS recognitions include Gold, Platinum, and Diamond awards.
- Data-driven systems support academic, behavioral, and social-emotional needs.
- MTSS contributes to improved behavior outcomes and targeted interventions.

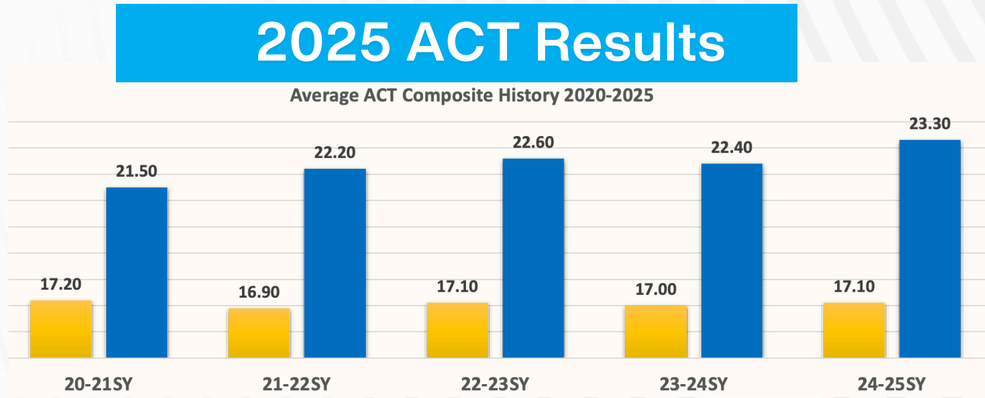


CASLV

Student Engagement & School Climate

- Low chronic absenteeism across the network, often below 5%.
- Strong student engagement and positive classroom culture observed.
- Families report safe, welcoming, and supportive environments.
- Proactive attendance monitoring and family outreach strengthen engagement.





Mission Alignment & STEM Focus

- Revised CASLV mission emphasizes STEM education.
- Instruction reflects inquiry-based learning and critical thinking.
- Curriculum and extracurricular programs align with college and career readiness.
- SPCSA commended CASLV for intentional mission alignment.



Operational Strengths

- Strong safety practices across campuses.
- Stable governance and effective board oversight.
- Clear operational accountability structures.
- No significant fiscal or governance concerns identified.



CASLV

3- Network-Wide Challenges

- Facilities capacity constraints impacting classroom and program expansion.
- Staff recruitment and retention challenges, especially in STEM and special education.
- Staff workload concerns and initiative fatigue in some campuses.
- Need for continued focus on staff support and sustainability.



CASLV

Communication & Equity Challenges

- Families report inconsistent communication platforms across campuses.
- Opportunities to streamline school-to-home communication systems.
- Need to close opportunity gaps for students with disabilities and English learners.
- Continued focus on inclusive practices and targeted academic interventions.



CASLV

4- SPCSA Recommendations

- Strengthen inclusive practices through co-teaching and collaboration.
- Expand professional development on differentiation and data-driven instruction.
- Streamline communication systems for families.
- Continue long-term facilities planning to support growth.
- Enhance student voice and social-emotional supports.



CASLV

5- Deficiencies & Compliance Status

- Any of the seven campuses received new deficiencies.
- One previous deficiency at CASLV Nellis remains under monitoring.
- Evidence shows measurable academic improvement at Nellis.
- All campuses remain operationally compliant.



Board Considerations

- Continue long-term facilities and growth planning.
- Invest in teacher recruitment, development, and retention.
- Improve consistency of communication systems across campuses.
- Strengthen strategies to close opportunity gaps.
- Maintain strong academic performance and mission alignment.



CASLV





Thank you!

CASLV

Coversheet

Fiscal Year 2025 Coral Academy of Science final approved Financial Performance Framework Ratings (Information)

Section: III. Information/Discussion Items
Item: D. Fiscal Year 2025 Coral Academy of Science final approved Financial Performance Framework Ratings (Information)
Purpose: FYI
Submitted by:
Related Material: Financial Perfromance Framework Ratings.pdf

CASLV MAIL

Nick Sarisahin <nick@coralacademylv.org>

Fiscal Year 2025 Coral Academy of Science final approved Financial Performance Framework ratings

4 messages

Michael Hutchins <m.hutchins@spcsa.nv.gov> Fri, Jan 30, 2026 at 1:48 PM
To: "chan.lengsavath@gmail.com" <chan.lengsavath@gmail.com>, Ercan <eaydogdu@coralacademylv.org>, Nick <nick@coralacademylv.org>
Cc: Katie Broughton <kbroughton@spcsa.nv.gov>, Nate Hanson <natehanson@spcsa.nv.gov>, Michael Hutchins <m.hutchins@spcsa.nv.gov>

Joe Lombardo

Governor

STATE OF NEVADA

Melissa Mackedon

Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

3427 Goni Road, Suite 103

Carson City, Nevada 89706-7972

(775) 687-9174 ? Fax (775) 684-8020

500 East Warm Springs, Suite 116

Las Vegas, Nevada 89119-4344

(702) 486-8895 ? Fax (702) 486-5543

Via Electronic Mail

January 27, 2026

Coral Academy of Science
Board Chair: Mr. Chan Lengsavath
School Leader: Mr. Ercan Aydogdu
8985 S. Eastern Ave., Suite 375
Las Vegas NV, 89123

Re: Final FY25 Financial Performance Ratings

Dear Mr. Chan Lengsavath and Mr. Ercan Aydogdu:

Your preliminary Financial Performance Framework results were provided to you on December 9th, 2025. These results were formally adopted by the State Public Charter School Authority (SPCSA) on January 23, 2026, thus finalizing your school's Financial Performance Framework ratings for the 2024-25 school year. Your results are as follows:

Current Ratio	MS
Unrestricted Days Cash On Hand	MS
Enrollment Variance	MS
Debt Default	MS
Total Margin	MS
Debt To Asset Ratio	MS
Cash Flow	MS
Debt/Lease Service Coverage Ratio	MS
Annual Financial Audit	MS
Financial Reporting and Compliance	MS
Financial Oversight	MS
Chart of Accounts	MS
Grant Subrecipient Compliance	MS

As a reminder, this is the final year that ratings will be issued under this framework. On August 22, 2025, the SPCSA Board approved a new framework for FY2026 which can be found here.

We appreciate your continuing efforts to help Nevada's students achieve greater academic and all-around performance, putting them in a better position for success in future endeavors.

Sincerely,

Nate Hanson, Manager of Financial Performance

/s/ Nate Hanson

Prepared by Michael Gawthrop-Hutchins, Management Analyst III

/s/ Michael Gawthrop-Hutchins

cc: Melissa Mackedon, Executive Director, State Public Charter School Authority

Katie Broughton, Director of Authorizing, State Public Charter School Authority

Coversheet

Financial Update (Information)

Section: III. Information/Discussion Items
Item: E. Financial Update (Information)
Purpose: FYI
Submitted by:
Related Material: CASLV Feb 26 Financials.pdf





DMS Monthly Update

Actuals through: February 28, 2026

DMS
DELTA MANAGED SOLUTIONS

CORAL ACADEMY OF SCIENCE

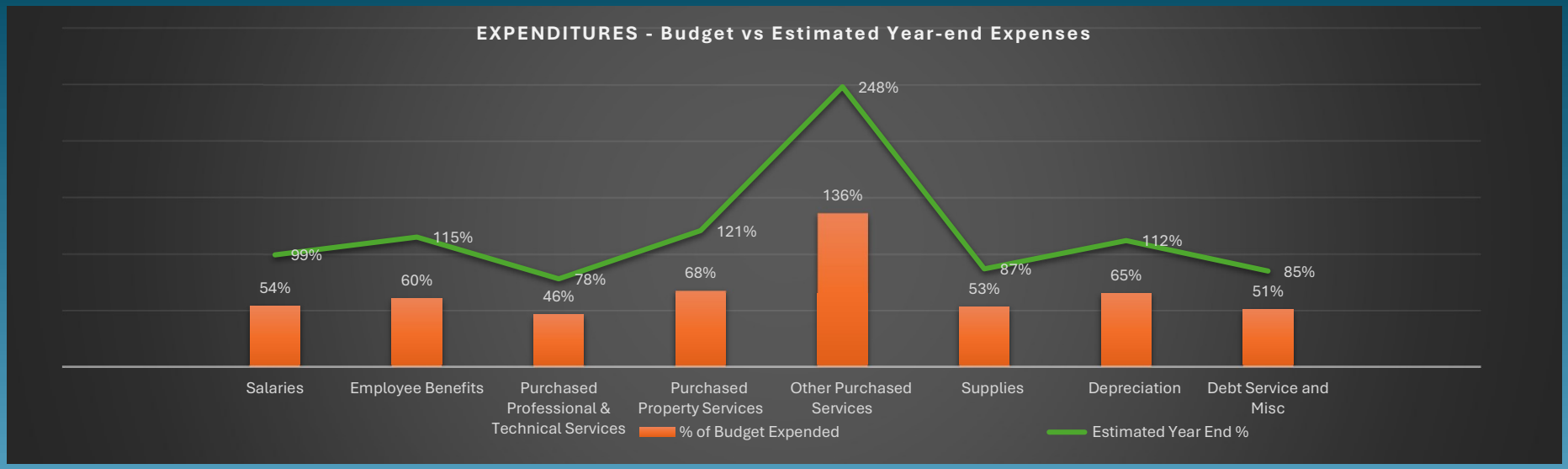
YTD Budget vs Actuals

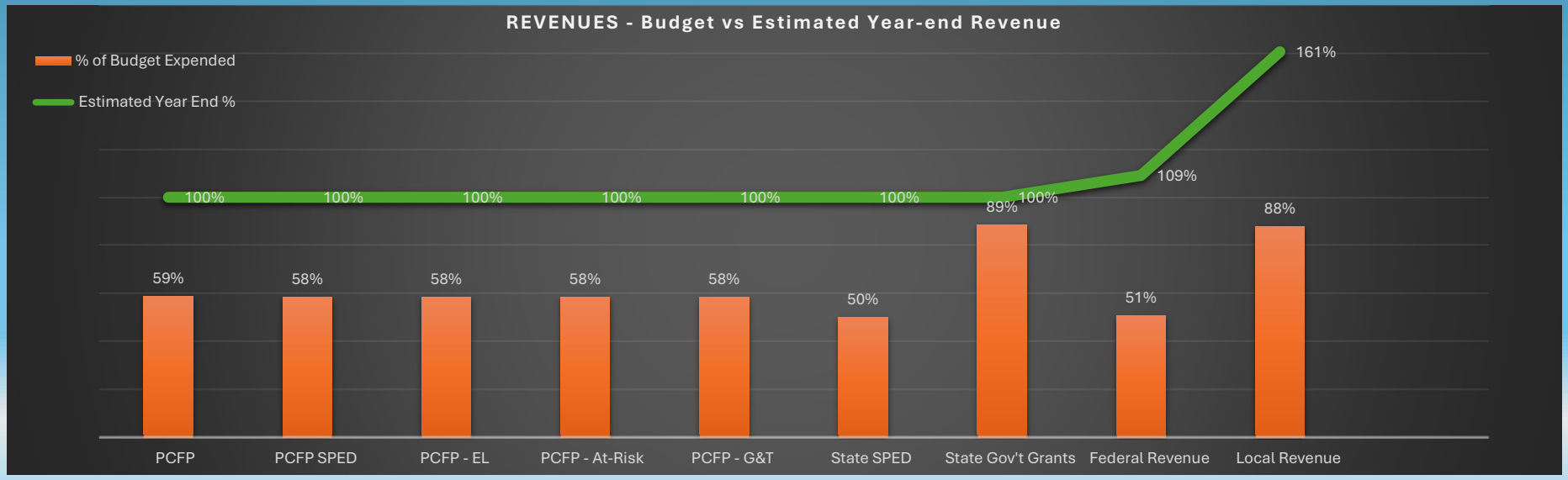
Revenues	Budget	YTD Actal	% of Budget
PCFP - Adjusted Base Funding	51,499,682	34,557,669	67%
PCFP Local Special Education (Gen Fund)	620,880	413,920	67%
PCFP - English Learner (restricted)	1,118,371	745,751	67%
PCFP - At-Risk (restricted)	56,013	37,350	67%
PCFP - Gifted & Talented (restricted)	68,909	45,679	66%
State Special Ed Funding	2,387,667	1,790,755	75%
State Gov't Restricted Grants-in-Aid	1,822,689	1,641,542	90%
			0%
Total PCFP and State Revenue	**57,574,211**	**39,232,667**	**68%**
Federal Revenue	4,697,424	2,955,845	63%
Local Revenue	3,195,000	3,080,052	96%
Total Revenues	65,466,635	45,268,565	69%
Expenditures	-	-	
Personnel Services - Salaries	35,497,397	21,952,709	62%
Personnel Services - Employee Benefits	10,591,751	7,412,873	70%
Purchased Professional & Technical Services	2,739,631	1,443,941	53%
Purchased Property Services	2,776,742	2,096,811	76%
Other Purchased Services	671,883	1,042,767	155%
Supplies	5,564,797	3,388,579	61%
Depreciation	2,384,533	1,769,688	74%
Debt Service & Misc.	5,239,902	3,003,633	57%
Total Expenditures	65,466,635	42,111,002	64%
Net Surplus (Loss)	**0**	**3,157,562**	

CORAL ACADEMY OF SCIENCE

Statement of Revenues & Expenditures

	July Budget 25-26	Actuals 7/31/25	Actuals 8/31/25	Actuals 9/30/25	Actuals 10/31/25	Actuals 11/30/25	Actuals 12/31/25	Actuals 1/31/26	Actuals 2/28/26	Forecast 3/31/26	Forecast 4/30/26	Forecast 5/31/26	Forecast 6/30/26	Forecast *Teachers Salary Accrual*	YTD Total	% of Budget Expended	$ Amt of Budget Remaining	Estimated Year End Total
Revenues:																		
PCFP - Adjusted Base Funding	51,499,682	4,244,278	4,244,278	4,244,278	4,574,309	4,326,785	4,326,785	4,281,494	4,315,463	4,315,463	4,315,463	4,315,463	3,995,625		34,557,669	67%	16,942,013	**51,499,682**
PCFP Local Special Education	620,880	51,740	51,740	51,740	51,740	51,740	51,740	51,740	51,740	51,740	51,740	51,740	51,740		413,920	67%	206,960	**620,880**
PCFP - English Learner	1,118,371	93,219	93,219	93,219	93,219	93,219	93,219	93,219	93,219	93,219	93,219	93,219	92,963		745,751	67%	372,620	**1,118,371**
PCFP - At-Risk	56,013	4,669	4,669	4,669	4,669	4,669	4,669	4,669	4,669	4,669	4,669	4,669	4,657		37,350	67%	18,663	**56,013**
PCFP - Gifted & Talented	68,909	5,744	5,744	5,744	5,744	5,744	5,744	5,744	5,473	5,744	5,744	5,744	5,999		45,679	66%	23,230	**68,909**
State Special Ed Funding	2,387,667	580,407	-	16,511	-	596,918	-	-	596,918	-	-	-	596,912		1,790,755	75%	596,912	**2,387,667**
State Gov't Restricted Grants-in-Aid	1,822,689	-	-	48,003	12,741	-	1,498,929	54,927	26,943	32,376	32,376	32,376	84,019		1,641,542	90%	181,147	**1,822,689**
Total PCFP and State Revenue	**57,574,211**	**4,980,056**	**4,399,649**	**4,464,163**	**4,742,421**	**5,079,075**	**5,981,085**	**4,491,793**	**5,094,425**	**4,503,210**	**4,503,210**	**4,503,210**	**4,831,913**	-	**39,232,667.42**		**18,341,543.98**	**57,574,211**
Federal Revenue	4,697,424	-	-	334,327	173,099	1,523,740	216,027	127,638	581,014	344,327	1,009,782	459,395	354,747	-	2,955,845	63%	1,741,579	**5,124,097**
Local Revenue	3,195,000	116,101	229,723	232,445	447,883	627,897	789,426	363,959	272,617	513,475	513,475	513,475	513,475	-	3,080,052	96%	114,948	**5,133,952**
Total Revenues	**65,466,635**	**5,096,158**	**4,629,372**	**5,030,936**	**5,363,403**	**7,230,712**	**6,986,539**	**4,983,390**	**5,948,055**	**5,361,012**	**6,026,467**	**5,476,081**	**5,700,136**	-	**45,268,565**	**69%**	**20,198,071**	**67,832,260**
Expenditures:																		
Personnel Services - Salaries	35,497,397	653,671	2,823,303	2,991,348	2,854,860	2,875,206	2,867,839	4,022,667	2,863,816	2,875,206	2,875,206	2,875,206	2,875,206	*1,778,598*	21,952,709	62%	13,544,687	**35,232,131**
Personnel Services - Employee Benefits	10,591,751	210,893	944,940	950,120	977,318	980,241	988,820	1,344,076	1,016,465	1,016,465	1,016,465	1,016,465	1,016,465	*849,773*	7,412,873	70%	3,178,878	**12,328,507**
Purchased Professional & Technical Services	2,739,631	12,288	138,199	196,692	196,868	379,066	214,033	127,565	179,231	173,610	173,610	173,610	173,610		1,443,941	53%	1,295,690	**2,138,381**
Purchased Property Services	2,776,742	298,007	226,063	408,574	195,438	314,276	198,117	236,464	219,871	314,276	314,276	314,276	314,276		2,096,811	76%	679,931	**3,353,914**
Other Purchased Services	671,883	81,550	71,385	108,646	184,946	185,375	140,626	143,620	126,619	156,540	156,540	156,540	156,540		1,042,767	155%	(370,884)	**1,668,927**
Supplies	5,564,797	680,675	636,431	471,280	389,714	360,634	316,580	109,180	424,084	360,634	360,634	360,634	360,634		3,388,579	61%	2,176,217	**4,831,117**
Depreciation	2,384,533	213,790	214,466	209,813	229,052	224,448	231,848	234,526	211,746	224,448	224,448	224,448	224,448		1,769,688	74%	614,845	**2,667,479**
Debt Service and Misc	5,239,902	304,197	300,481	361,830	705,488	361,324	313,632	328,342	328,339	361,324	361,324	361,324	361,324		3,003,633	57%	2,236,269	**4,448,930**
Total Expenditures	**65,466,635**	**2,455,070**	**5,355,268**	**5,698,303**	**5,733,685**	**5,680,570**	**5,271,496**	**6,546,439**	**5,370,172**	**5,482,503**	**5,482,503**	**5,482,503**	**5,482,503**	**2,628,371**	**42,111,002**	**64%**	**23,355,633**	**66,669,385**
Net Surplus (Loss)	**0**	**2,641,087**	**(725,896)**	**(667,367)**	**(370,283)**	**1,550,142**	**1,715,043**	**(1,563,048)**	**577,884**	**(121,491)**	**543,964**	**(6,422)**	**217,633**		**3,157,562**			**1,162,875**


EXPENDITURES - Budget vs Estimated Year-end Expenses
54%
60%
46%
68%
136%
53%
65%
51%
99%
115%
78%
121%
248%
87%
112%
85%
Salaries
Employee Benefits
Purchased Professional & Technical Services
Purchased Property Services
Other Purchased Services
Supplies
Depreciation
Debt Service and Misc
% of Budget Expended
Estimated Year End %


REVENUES - Budget vs Estimated Year-end Revenue
% of Budget Expended
Estimated Year End %
59%
58%
58%
58%
58%
50%
89%
51%
88%
100%
100%
100%
100%
100%
100%
100%
109%
161%
PCFP
PCFP SPED
PCFP - EL
PCFP - At-Risk
PCFP - G&T
State SPED
State Gov't Grants
Federal Revenue
Local Revenue

CORAL ACADEMY OF SCIENCE

Balance Sheet

			As of February 28th, 2026
ASSETS	Current Assets		
		Cash in Bank - General Checking	17,147,349
		Cash - Restricted	3,687,752
		Restricted S/T CD's	4,586,094
		Unrestricted S/T CD's	15,982,718
		Total Cash	**41,403,913**
		Accounts Receivable	4,416,621
		Prepaid Items	258,847
		Total Other Current Assets	4,675,467
		Total Current Assets	**46,079,380**
	Non-Current Assets		
		Security Deposits	121,120
		Other Noncurrent Assets	10,707,040
		Total Noncurrent Assets	10,828,160
	Fixed Assets		
		Fixed Assets	70,920,820
		Intangible Lease Rights	4,826,240
		Total Fixed Assets & Intangible Lease Rights	**75,747,060**
	Other Non-Current Assets		
		Deferred Outflows of Pension Contributions	35,258,929
	Total Assets		**167,913,530**
LIABILITIES	Current Liabilities		
		Accounts Payable	574,076
		Book Deposits Payable	550,617
		Lease Liability - Current	1,177,439
		Other Current Liabilities	2,799,402
		Total Current Liabilities	5,101,534
	Long-Term Liabilities		
		General Deferred Lease Obligation	4,007,958
		Bond Liabilities	87,232,585
		Total Long-Term Liabilities	91,240,543
		Deferred Inflow Pension	6,297,089
		Net Pension Liability	61,058,570
	Total Liabilities		**163,697,736**
NET ASSETS	Beginning Net Assets	Beginning Net Assets	1,058,232
		Current Net Result	3,157,562
	Net Assets		4,215,794
Total Liabilities & Fund Balance			**167,913,530**

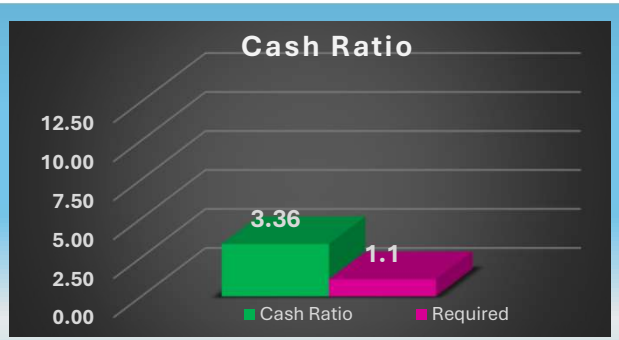
Metrics

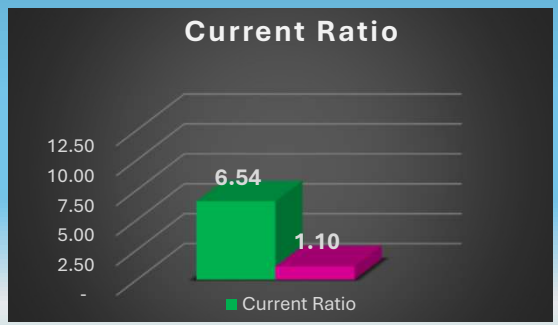
CORAL ACADEMY OF SCIENCE

Liquidity

	2021-22	2022-23	2023-24	2024-25	Actual
Cash on Hand - Unrestricted	$24,854,813	$24,127,142	$25,775,814	$21,415,146	$17,147,349
Cash on Hand - Restricted	12,227,068	8,082,635	8,263,455	8,659,994	3,687,752
Days Unrestricted Cash on Hand	265.33	169.00	149.00	121.00	118.54
Cash Ratio *(Unrestricted Cash/current Liab)*	4.85	3.43	3.46	2.83	3.36
Current Ratio *(not inclusive of restricted cash)*	5.63	3.36	3.44	3.79	6.54
Debt Service Coverage Ratio	1.62	1.40	2.07	2.76	







CORAL ACADEMY OF SCIENCE

Financial Performance Framework

Nevada State Public Charter School Authority

2023-24 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Coral Academy of Science

Address: 8985 S. Eastern Ave., Ste 375, Las Vegas, NV 89123
Website: http://www.coralacademylv.org/
Enrollment: 5517
Grades Served: KG - 12

2023-24	2022-23
Meets the Standard	Meets the Standard

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT FORECAST ACCURACY	4. DEBT DEFAULT
Meets Standard	**Meets Standard**	**Meets Standard**	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive trend?	Is the school's Enrollment Variance 95% or greater?	Is the school in default of loan covenants or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Meets Standard	**Meets Standard**	**Meets Standard**	**Meets Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Coversheet

Executive Director’s Progress Report (Information)

Section:	III. Information/Discussion Items
Item:	F. Executive Director’s Progress Report (Information)
Purpose:	FYI
Submitted by:	
Related Material:	Executive Director Progress Report March 10, 2026 .pdf

Progress Report



Nevada State Legislature, SPCSA Board Hearing, 1/23/2026



- SPCSA Executive Director, Melissa Mackedon gives a shout-out to our Eastgate campus purchase and the design and construction of the playground during her report to the SPCSA Board.

CSGF CEO Excellence Today, Tomorrow, & Beyond Gathering



- CSGF pilotted this program this year by inviting some of their member networks including CASLV.
- We participated with team of four from our SLT.
- We discussed, brainstormed, and planned CASLV's future how to ality over the years and have a sustainable system.
- We were also awarded **$30,000** grant to implement our plan

CASLV

Nellis expansion construction started.



Groundbreaking Ceremony:

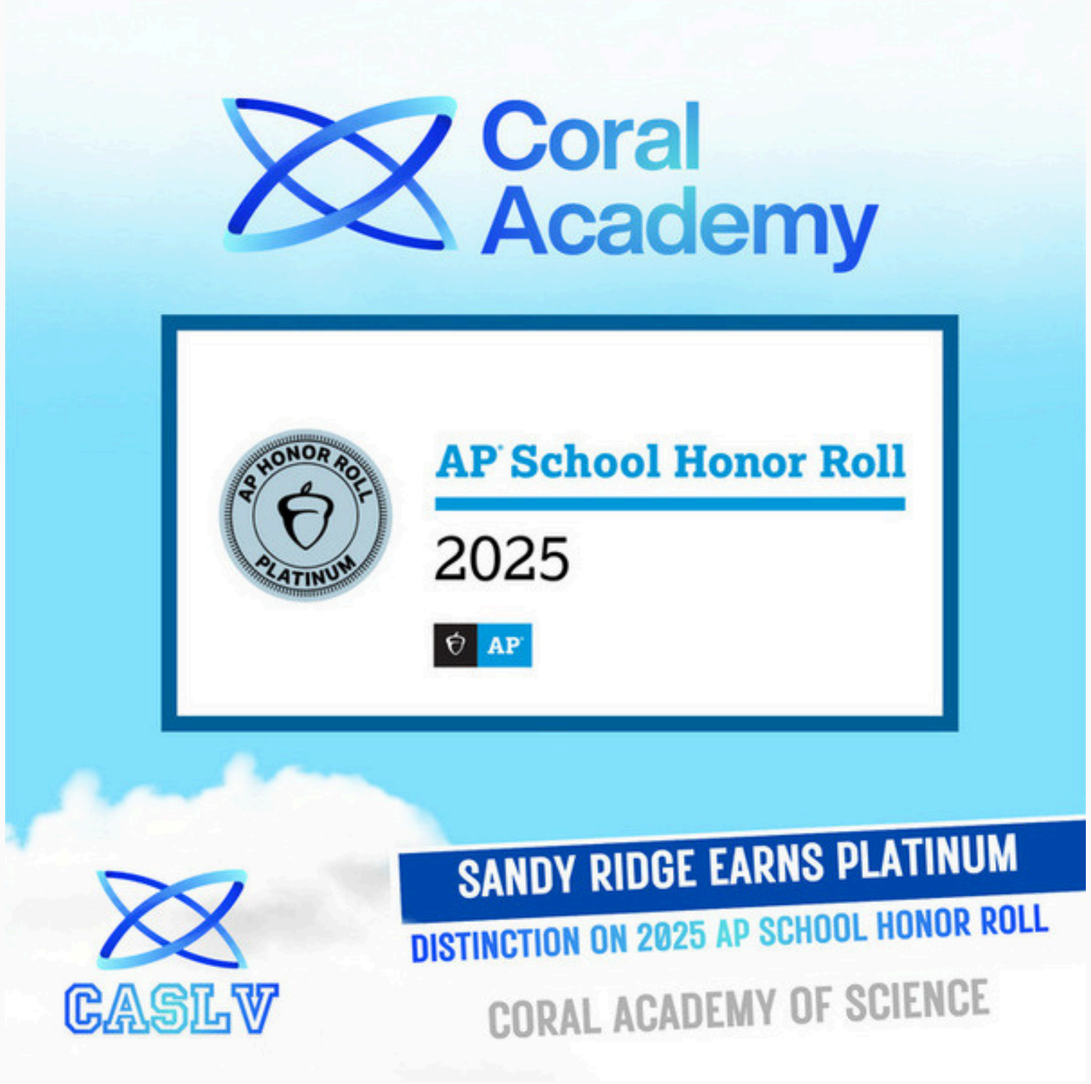
Date: Wednesday, April 1
Time: 10:00 AM

We have confirmed the following speakers/attendees so far:

- **Lt. Governor Stavros Anthony**
- **Congresswoman Dina Titus**
- **North Las Vegas Mayor Pamela Goynes-Brown**
- **Lisa Ford, Interim Deputy Superintendent, NDE**
- **CSGF President Darryl Cobb**
- **Athletics (A's) John Fisher**
- **HAAS Automation VP Peter Zierhut**

CASLV

Sandy Ridge Earns Platinum Distinction on the 2025 AP School Honor Roll.



Coral Academy Sandy Ridge has been named to the 2025 AP School Honor Roll and earned the Platinum distinction from the College Board. The recognition reflects the school's commitment to academic performance and college readiness.

From the Class of 2025:

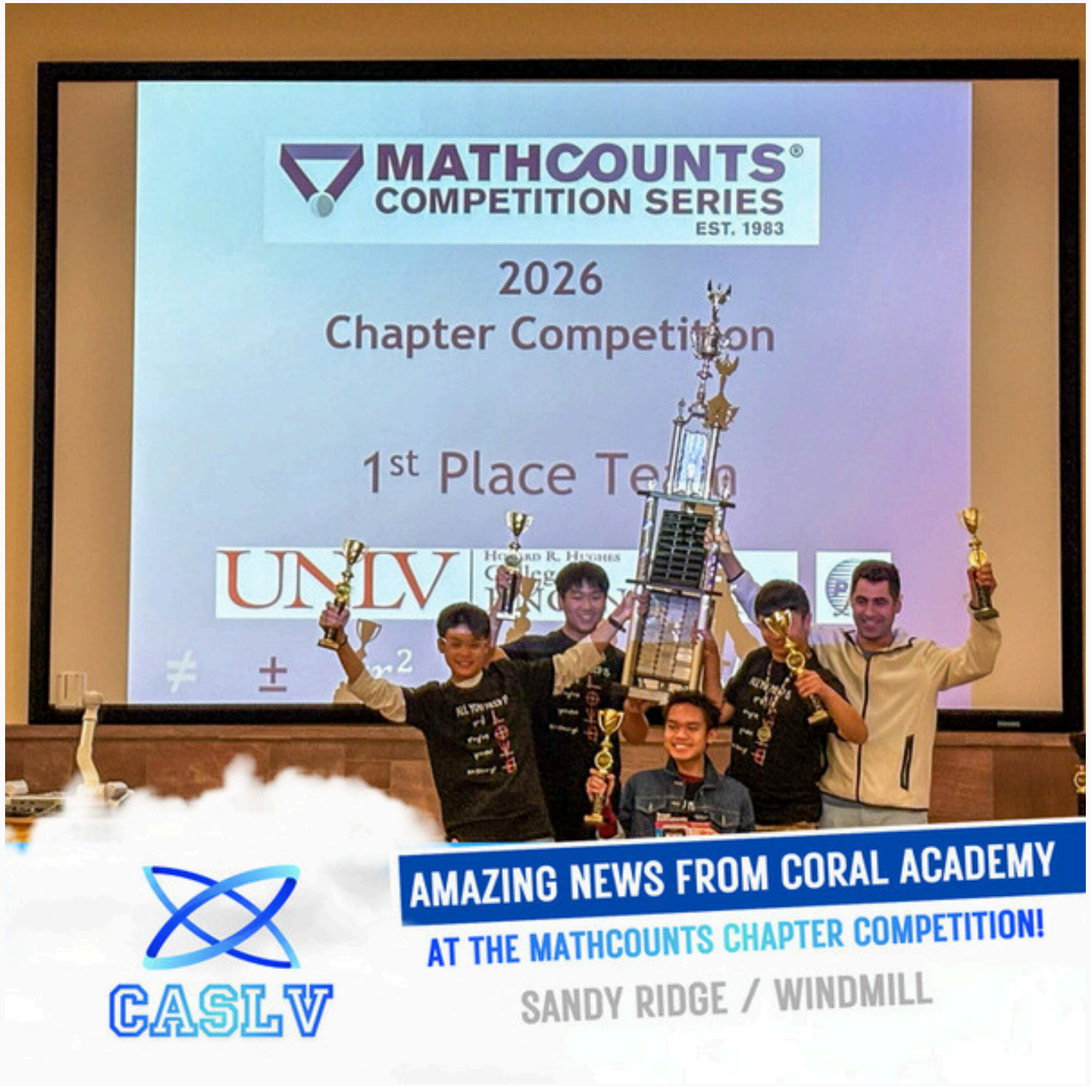
📊 **85% took at least one AP Exam**

🎯 **67% earned a score of 3 or higher**

🎓 **49% completed five or more AP Exams**

CASLV

Amazing News from MATHCOUNTS Chapter Competition!



Coral Academy students competed in the **MATHCOUNTS Chapter Competition** at UNLV. **Ezekiel H. and Drake L. from Sandy Ridge and Julian H. from Windmill placed in the Top 8 in the valley** and qualified for the Countdown Round. **Drake L. earned third place** in the Countdown Round.

The Sandy Ridge Team placed **first** in the **Team Round** for the second consecutive year. The **Windmill Team** placed **fifth**.

CASLV

What an Exciting Day at Coral Academy Cadence!



Fifth grade students participated in **The Great American Challenge** and presented outcomes from their recent learning activities.

The event was attended by **Henderson Mayor Michelle Romero, Assistant United States Attorney Joseph S. Sciscento, and US Marine Corps Recruiter SGT Matthew Aguinaldo,** along with parents and invited guests.

CASLV

A Special Reading Week Moment: Mayor Shelley Berkley Reads to Falcons!



Reading Week took place at **Coral Academy Centennial Hills** with engaging activities and special guest readers. **Las Vegas Mayor Shelley Berkley visited the campus and read Oh, the Places You'll Go! to Kindergarten through 5th grade students,** highlighting the importance of literacy and a love of reading.

CASLV

Mrs. Wilsbach and Dr. Wolfe at Nellis AFB Campus



Mrs. Wilsbach and Dr. Wolfe visited the Coral Academy Nellis AFB Campus. During the visit, Principal Miadora Nelson shared the school's recent achievements and highlighted student growth over the past three years.

The visit reflects continued engagement in support of student outcomes and the school community.

Assemblywoman Brittney Miller visited CASLV Windmill Campus!



Assemblywoman Brittney Miller spoke with fifth grade students about the three branches of government and how they function.

The visit was coordinated by Reading and Writing Teacher Alexandro Zavala.

We Were Proud to Sponsor the 2026 Block Kids Event!



The 2026 Block Kids Building Competition was held at Coral Academy of Science Eastgate Campus. Students from kindergarten through 6th grade demonstrated creativity and problem-solving through hands-on construction activities.

CASLV

Windmill Campus Science Fair Highlights!



This year's **Science Fair at the Windmill Campus** was a great success, with students presenting creative and innovative projects. Judges were impressed by the originality and quality of the projects.

CASLV

Falcons Explore the Future: Career Day at Nellis AFB Inspires Students!



Career Day at the Nellis AFB Campus was a great success, bringing together professionals from the **Air Force, firefighting, aviation, medical, and other career fields.** Students had the opportunity to engage directly with industry experts and gain valuable insight into a wide range of career pathways.

What a wonderful day for a Book-nic at Eastgate Campus!



Students enjoyed a special event where parents joined them for lunch and shared a story together. The day was filled with books, blankets, and family reading time, creating a fun and engaging experience for students and their families.

CASLV

Coral Academy Sandy Ridge Model UN Team Earns Top Honors at LVMUN XII

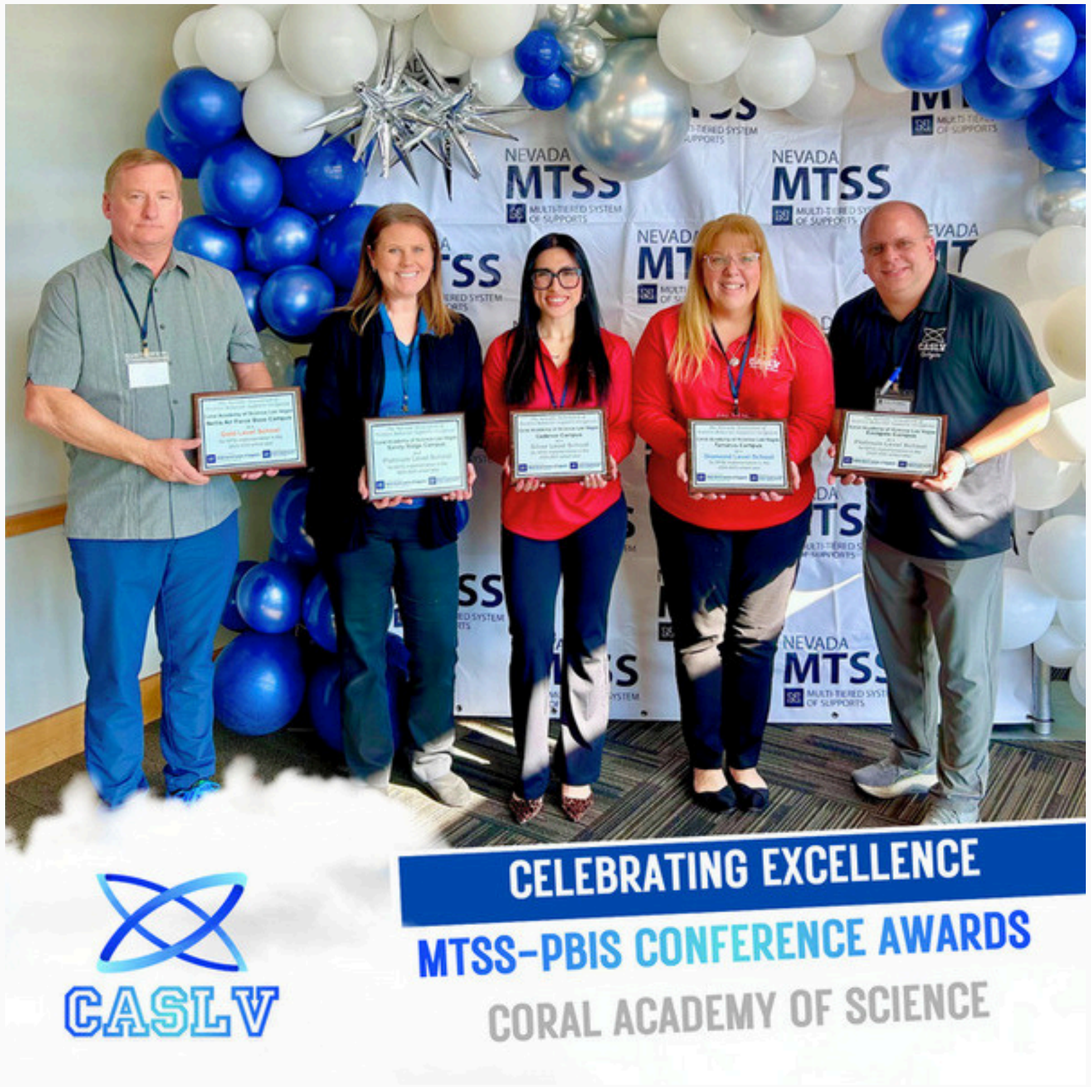


Coral Academy Sandy Ridge Model UN Team competed at the Spring Valley High School LVMUN XII Model UN Conference and earned the Best Small Delegation Award for the second consecutive conference.

In the Security Council committee, **Ty T. received the Best Delegate Award and the Top Research Award** representing the United Kingdom, **Allison H. earned a Commendation Award** representing Cuba, and **Maqbool I. received a Commendation Award** and was recognized as **Best Middle School Delegate** representing Canada.

CASLV

Celebrating Excellence, MTSS-PBIS Conference Awards!



Several Coral Academy campuses were recognized by the Nevada Multi Tiered System of Supports Project and received awards at the MTSS PBIS Conference.

Centennial Hills, Tamarus, and Windmill received Diamond recognition.

Eastgate and Sandy Ridge received Platinum recognition.

Nellis received Gold recognition, and Cadence received Silver recognition.

CASLV

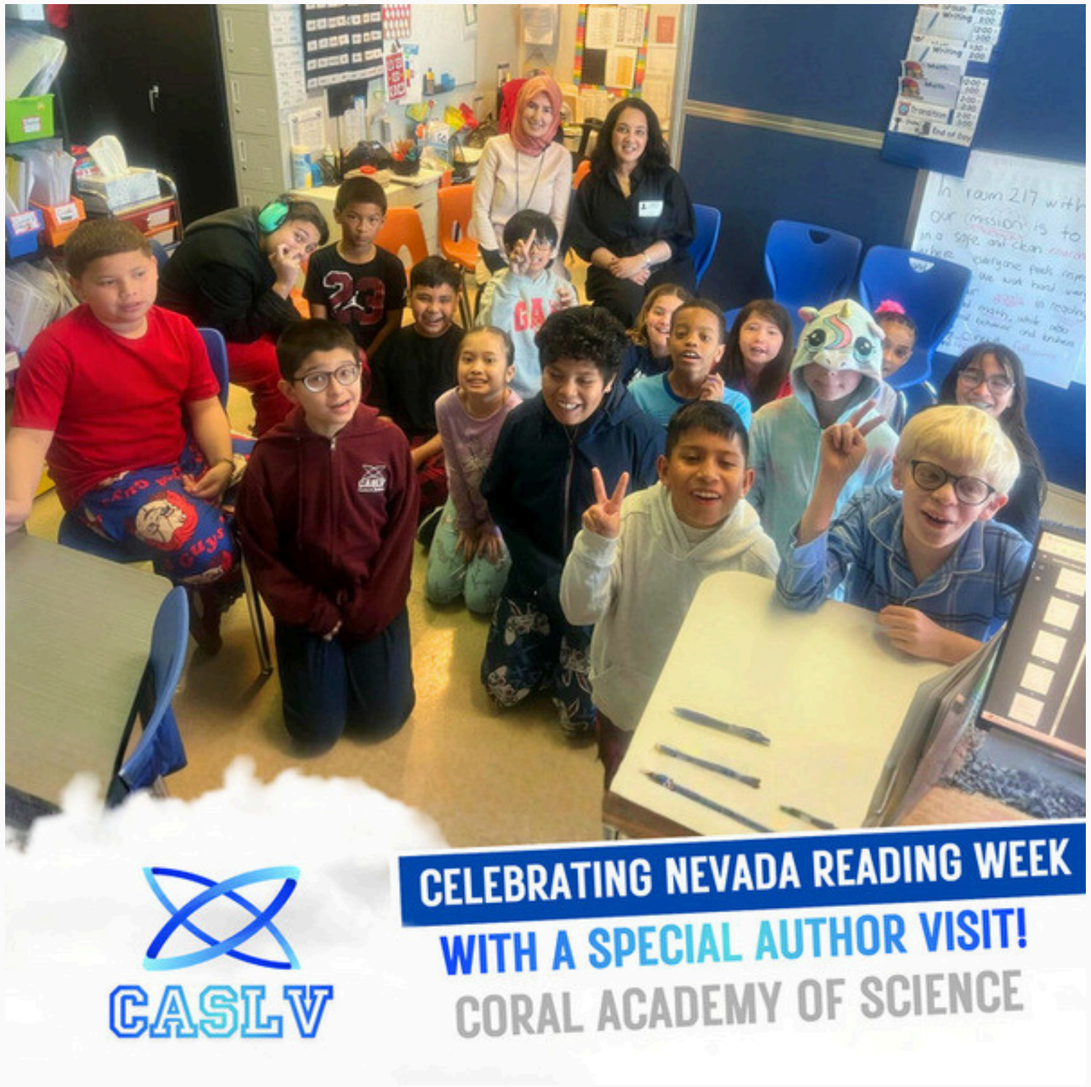
The NCSAA Coach of the Year award goes to Daisy Cayetano!



Coach Daisy made a significant impact on the **Cadence Campus athletic program** through her leadership and dedication to student athletes. Her mentorship and commitment to supporting students and colleagues have helped strengthen the school's athletic community.

CASLV

Celebrating Nevada Reading Week with a Special Author Visit!



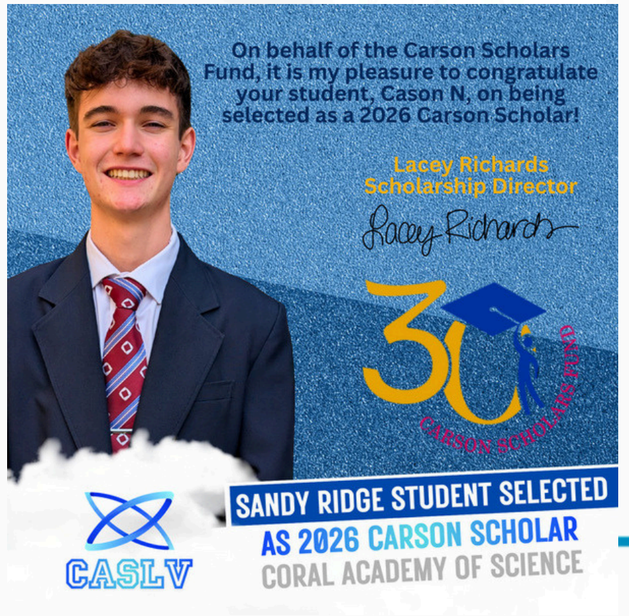
As part of **Nevada Reading Week**, Coral Academy **Eastgate Campus** welcomed **Rooman Ahad from University of Nevada, Las Vegas.**

She shared her children's book Amazing Abe Has Autism with students and spoke about the importance of kindness, inclusion, and understanding differences.

CASLV

Sandy Ridge Student Earns Carson Scholar Recognition and NASC Scholarship!





Congratulations to Cason N. for earning both the **2026 Carson Scholar** recognition and an **NASC Scholarship**, honoring academic excellence and commitment to continued educational goals.

Cason will also receive a $1,000 college scholarship and will be recognized at the Carson Scholars Fund West Coast Awards Banquet at San Diego State University this May.

CASLV

Coral Academy's "Dream Team" Featured in the Review-Journal

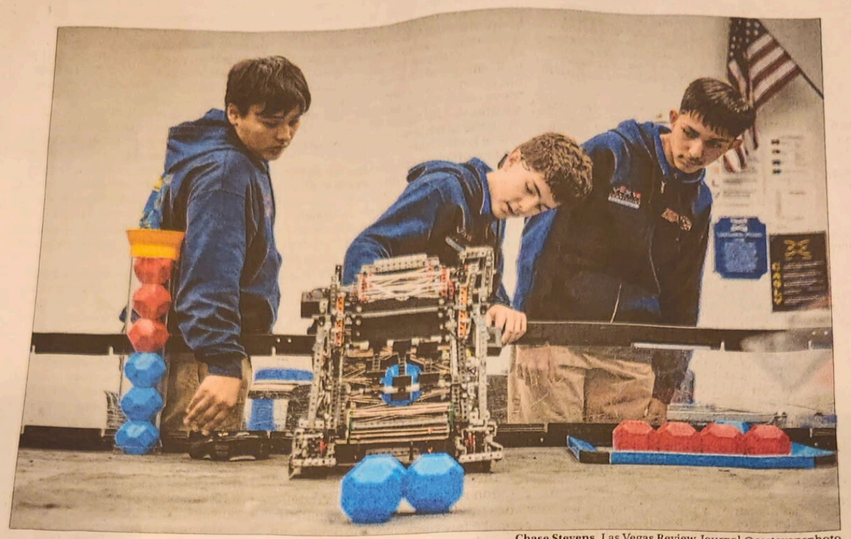


This achievement was recently featured in the **Las Vegas Review-Journal: "The dream team: Henderson charter school robotics team qualifies for world championship."** The article highlights how a group of dedicated **Coral Academy of Science Cadence Campus** students stayed after school to continue improving their robot as they prepare for the upcoming world championship competition.

Coral Academy's "Dream Team" Featured in the Review-Journal

LAS VEGAS REVIEW-JOURNAL NEVADA & THE WEST

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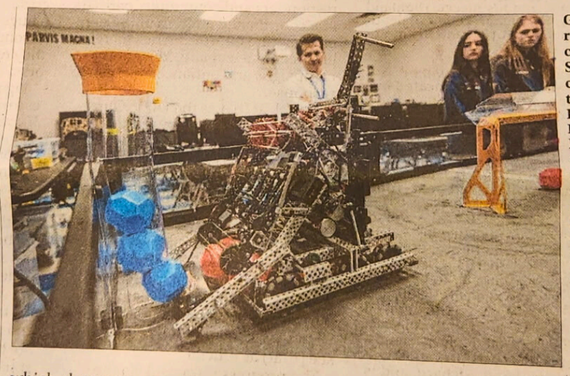
Chase Stevens Las Vegas Review-Journal @csstevensphoto

Genesis Eagles robotics team members, from left, Xavier Chamberlain, Trevor Mangan and Rasul Razack check on their robot at Coral Academy of Science's Cadence campus in Henderson on Tuesday, in advance of the VEX Robotics World Championship.

Rage 'for' the machine

Henderson school's robotics team becomes world title contender

By Spencer Levering
Las Vegas Review-Journal



Genesis Eagles robotics team coach Alvin Simogan, center, and team members Hazelle Ritchie and Julia Chavez admire Spider, the robot that will compete in the VEX Robotics World Championship in St. Louis in April.

As most students at Coral Academy of Science's Cadence campus left school Tuesday, a group of seven stayed behind, eager to improve their robot that will compete in an upcoming world championship.

After becoming tournament finalists and winning the judge's award at Nevada's VEX Robotics State Championship, among other achievements, the Henderson charter school's team punched their ticket to the VEX Robotics World Championship in St. Louis in late April.

Students participating in VEX Robotics competitions are tasked with designing a robot optimized to win a game which changes every year. VEX Robotics is a company that offers materials for STEM education through robotics at all grade levels and hosts regional and international robotics competitions.

This year's fast-paced, two-minute rounds involve directing a robot to place softball-sized blocks into horizontal plastic tubes at varying heights, members of the team explained. Teams can earn bonus points for placing blocks in the center of the tubes, which is the hardest area to access, and for parking their robot in a box before the end of the round.

See ROBOTICS 4B

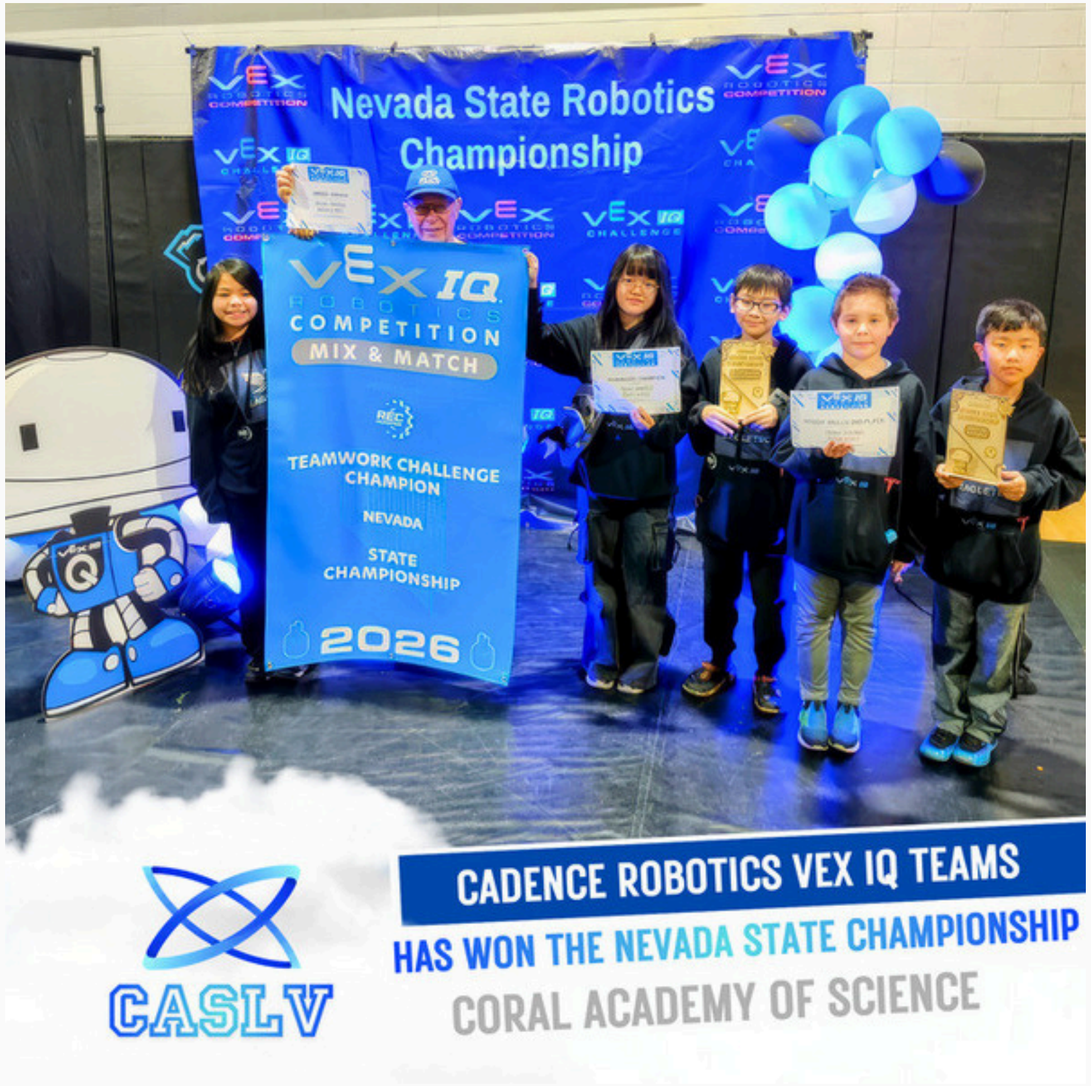
Las Vegas Review-Journal: "The dream team: Henderson charter school robotics team qualifies for world championship."

Full Page, great PR!!!

*****Hard Copy Version*****

CASLV

Huge Congratulations to Robotics VEX IQ Teams!



At the Cadence Campus, the VEX IQ Elementary Robotics team EagleTec won the Nevada State Championship for the third consecutive year.

CASLV

Genesis Eagles Soar to Worlds After Historic State Championship Victory!

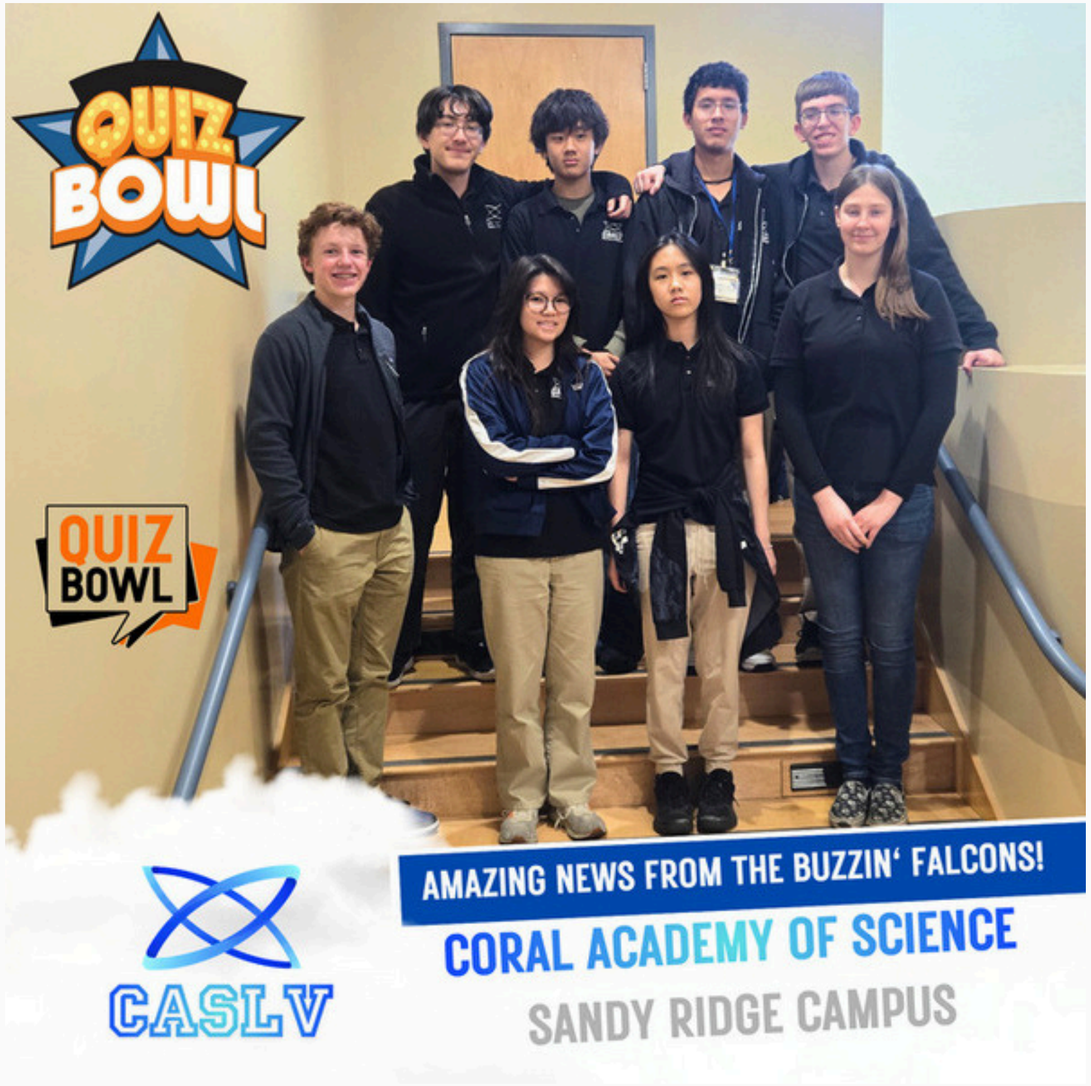


Cadence Campus Middle School Team 10058C Genesis Eagles competed at the VEX V5RC State Championship and received the Judges Award and Tournament Finalist recognition.

The team also qualified for the World Championship.

CASLV

Amazing news from the Buzzin' Falcons!



The Buzzin' Falcons entered the state quiz bowl tournament as the fourth seed, advanced to the quarterfinals with a 3 and 1 record in preliminary rounds, and defeated Clark High School B Team 240 to 230 to reach the semifinals.

The team concluded its run against Clark High School A Team. **Seniors Daniel O. and Josiah C. were named to the All League Second Team, and Daniel O. earned All State First Team recognition.**

CASLV

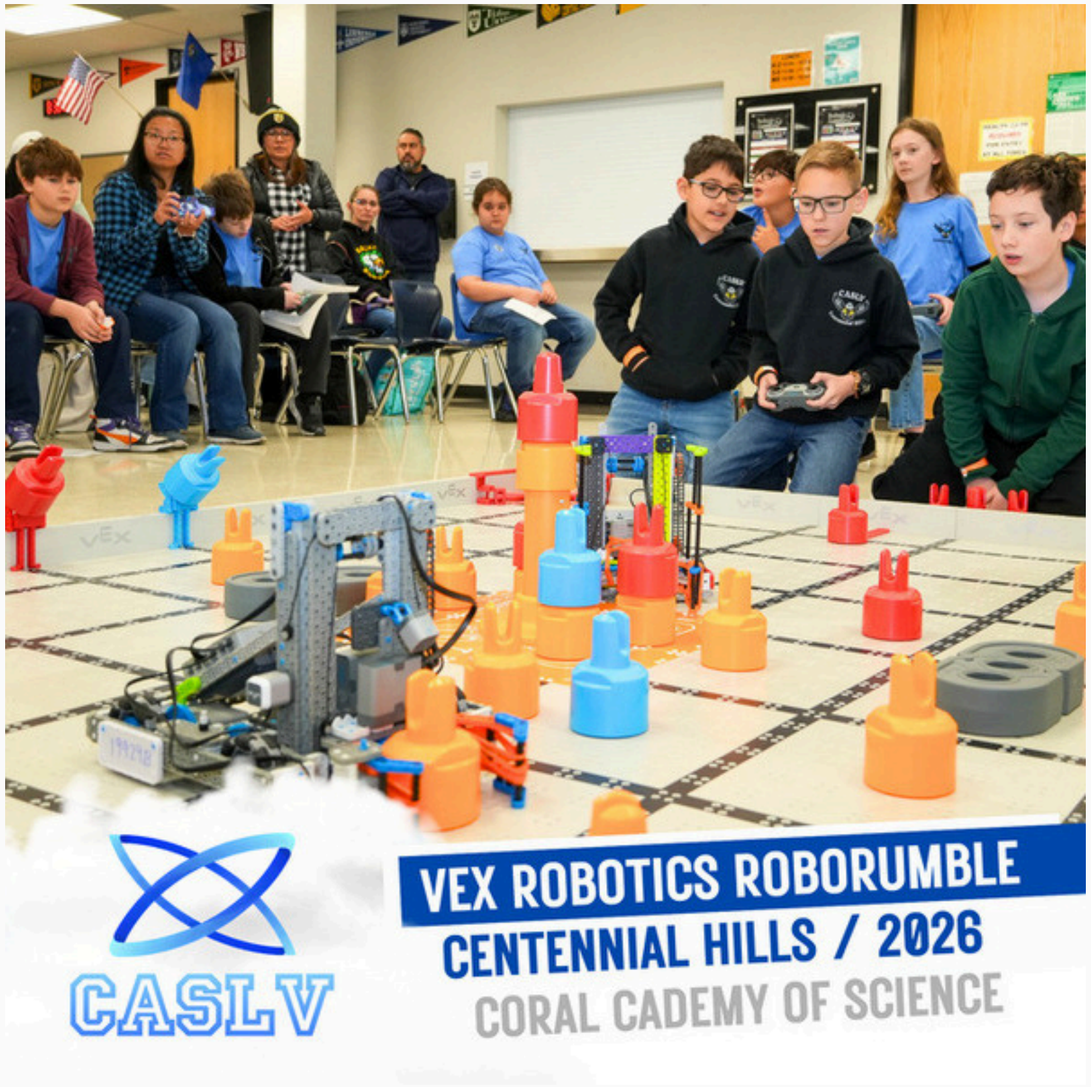
Coral Academy at the Las Vegas School Choice Fair.



Coral Academy representatives connected with families **at the Las Vegas School Choice Fair** and shared information about academic programs, campus life, and enrollment opportunities.

CASLV

Hats off to Coral Academy Robotics Teams!



Coral Academy Robotics teams competed in the **ROBORUMBLE VEX Robotics Tournament** at the Centennial Hills Campus with participation from 18 teams.

Starfire Cyclones Team A placed second overall, received the Innovate Award, and qualified for the Nevada Elementary School State Tournament scheduled for February 2026.

CASLV

Centennial Hills Starfire Cyclones Finish Strong at State Robotics Championship!

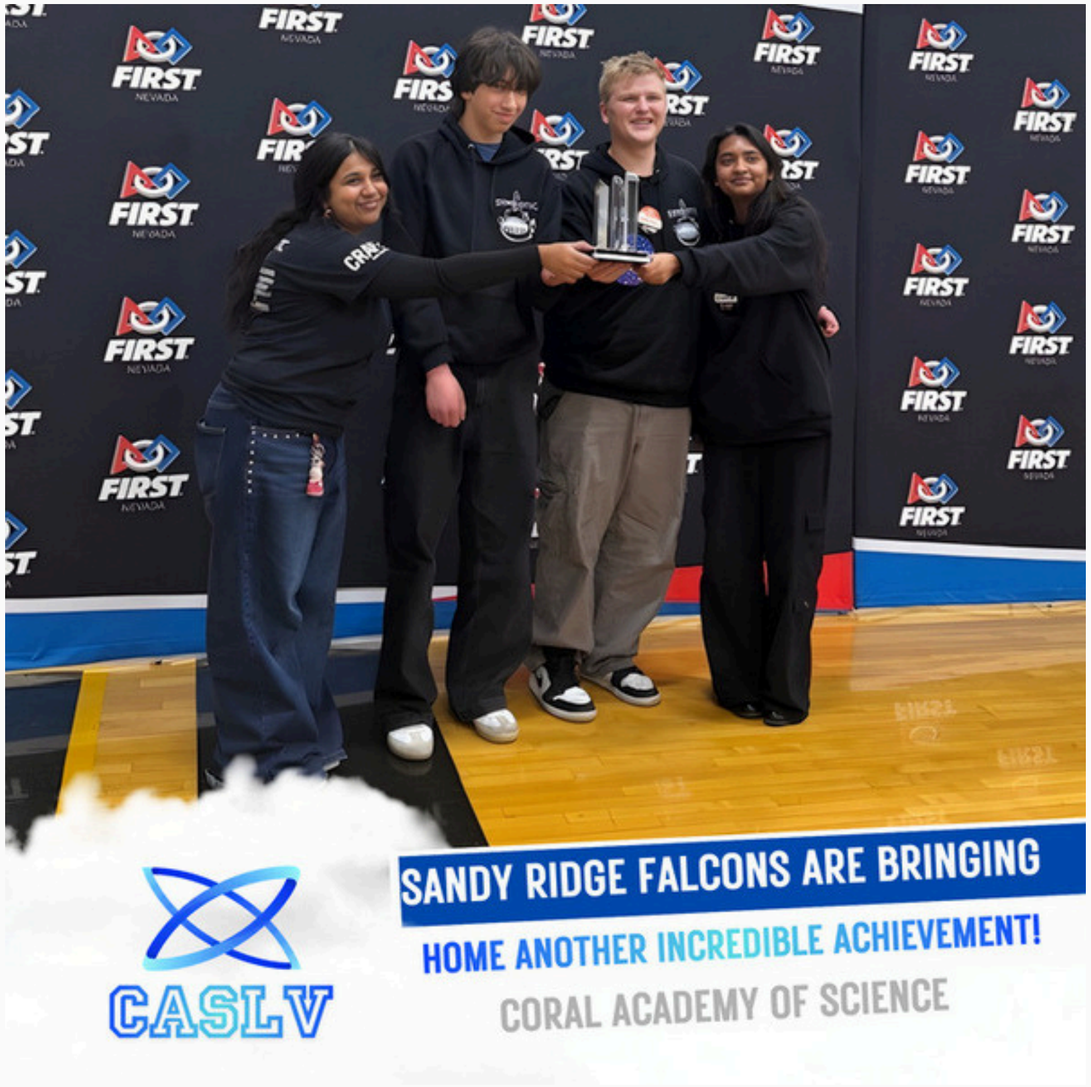


At the Nevada Elementary School State Championship, the Starfire Cyclones competed among 24 teams and all three teams finished in the Top 10 in both Alliance Matches and Individual Skills.

Teams B and C received the Teamwork Third Place Award and the Inspire Award, and Team A received the Energy Award.

CASLV

Sandy Ridge Falcons are bringing home another incredible achievement!



Team Symbiotic 30408 competed at the Nevada State Championship in Reno and received the Design Award.

Miles H., Lenny H., Avika G., and Anjali S. represented their campus at the event.

CASLV

Cadence Champions on the Lanes!

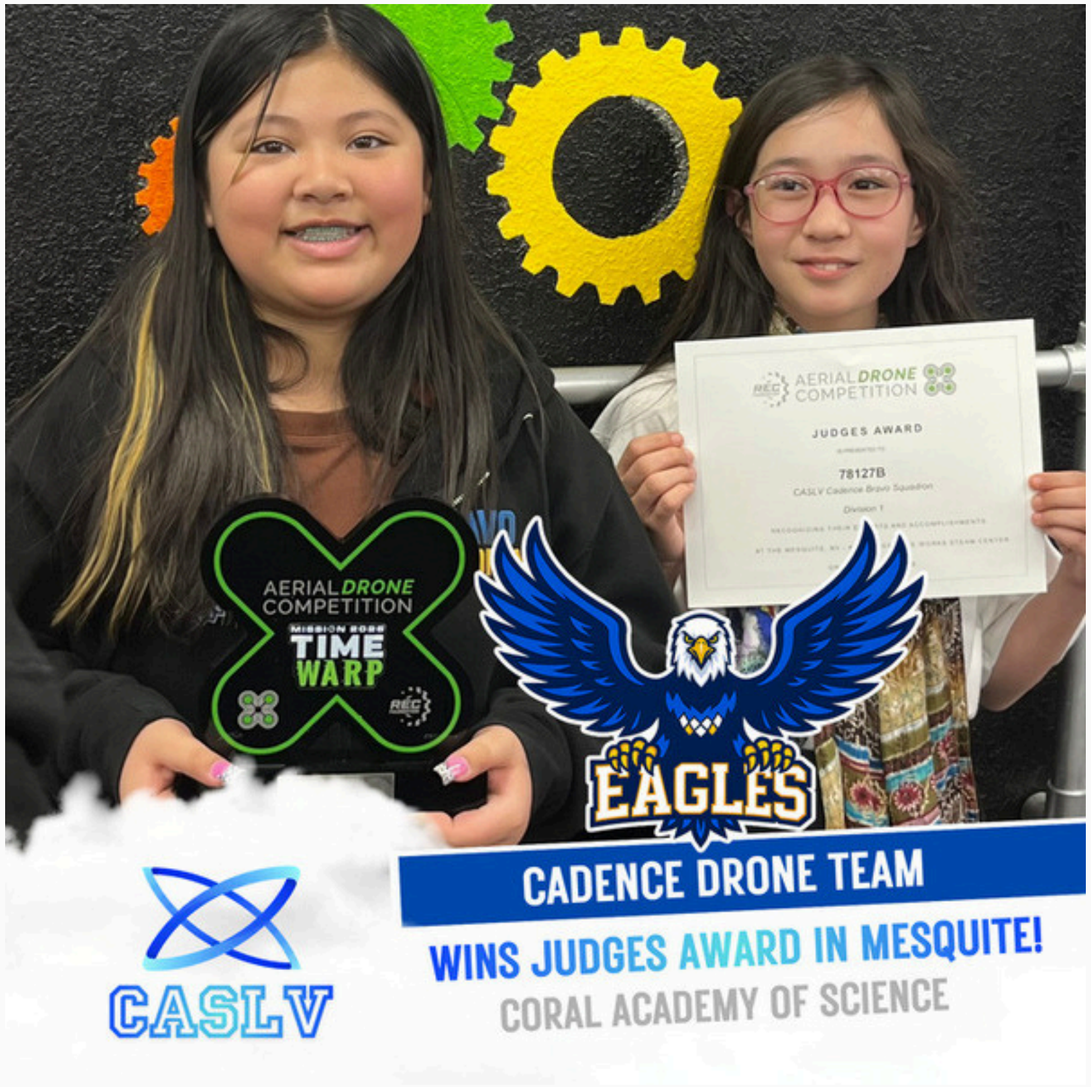


At the Cadence Campus, the Elementary Bowling Team earned first place and was named the NSCAA 2026 Bowling Champion for this season.

The Middle School Bowling Team also competed this season and placed third overall.

CASLV

Cadence Drone Team Wins Judges Award in Mesquite!



At the REC Aerial Drone Competition Mission 2026 Time Warp held on February 21, 2026 in Mesquite, Team 78127B CASLV Cadence Bravo Squadron competed in Division 1.

The team received the Judges Award at the Mesquite Works STEAM Center.

CASLV

Windmill Hosts Its First-Ever Middle School Speech & Debate Tournament!



We welcomed students from four schools across the Las Vegas valley. **Notably, one of our students earned 2nd Place in Impromptu Speaking and 3rd Place in Original Oratory, reflecting the strength of our team's performance.**

This milestone reinforces our continued commitment to developing student voice, leadership, and academic confidence through co-curricular programs.

CASLV

Falcons Leave Their Mark at the Expanded Nevada State Robotics Tournament!



Our Falcons teams made a strong showing at this year's expanded **Nevada State Robotics Tournament.** The Fearless Falcons earned the Team **Shuffle Showdown Champion title**, while Falcon Force and Falcon Fury secured **4th place** through a joint finals performance.

In addition, Salon L. was recognized as Robotics Student of the Year, reflecting the strength of our STEM programs and student leadership.

CASLV

Mecha Eagles Soar at the 2026 V5RC Nevada State Championship!

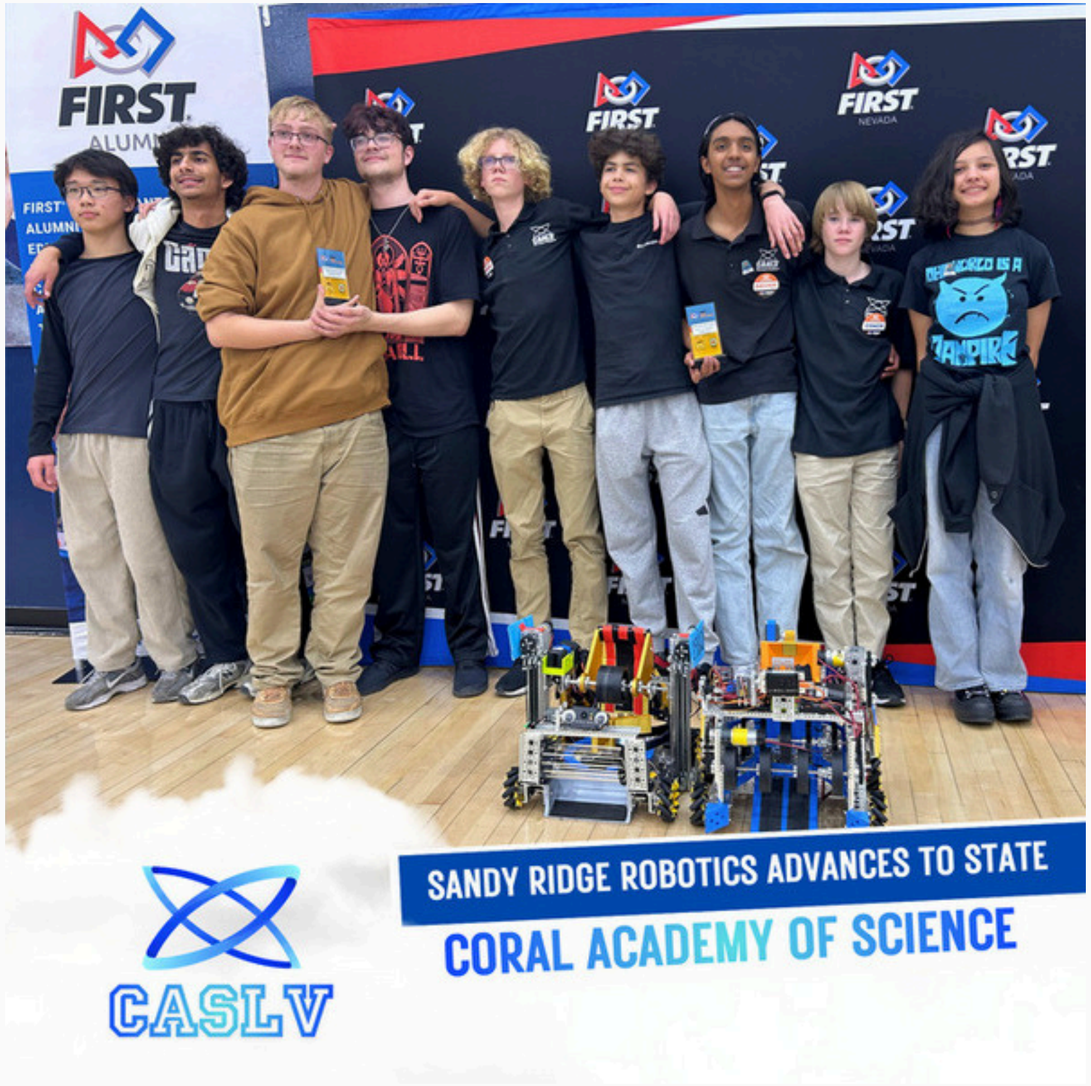


Team 10058D Mecha Eagles placed fifth among 30 middle school teams and advanced to the state semifinals in their first V5 robotics season.

The team transitioned from IQ robotics last season.

CASLV

Coral Academy Sandy Ridge Robotics Advances to State!



The Coral Academy Sandy Ridge Robotics program continued regional competition this season with **Team Symbotics receiving the Inspire Award and placing second in Southern Nevada.**

Team Falcon received the **Design Award** **and Team Robophobia received** the Innovate Award presented by RTX.

CASLV

Coral's Drone Teams have once again qualified for Regionals!



At the Windmill Campus, Coral Academy drone teams qualified for the Regional Tournament in San Diego and advanced to the National level competition.

Students in grades 5 through 7 participate in year round activities that include drone piloting, coding, teamwork, and engineering.

CASLV

Girl Powered STEM Workshop at Windmill Campus!



At the Windmill Campus, the Girl Powered STEM Workshop was hosted with participation from students in grades 3 through 7 from Coral campuses.

Activities included VEX IQ Robotics, Aerial Drones, and PLTW, with guest speakers from UNLV and Nevada State University.

CASLV

Rising Eagles Soar at Rumble in the Rockies!



At the 2026 Rumble in the Rockies held on January 28 and 29 in Salt Lake City, Cadence Campus middle school robotics teams competed among 31 teams.

Team 10058D Mecha Eagles placed eighth and advanced to the finals, and **Team 10058C Genesis Eagles competed in the finals as an alliance partner.**

CASLV

An Unforgettable Talent Show at Windmill Campus!



At the Windmill Campus, students participated in a performance event that included music, dance, and creative presentations.

The event highlighted student participation in campus activities with support from teachers and parents.

CASLV

Cadence Welcomes Lucky Ahead of Silver Knights Night!



At the Cadence Campus, the annual CASLV Cadence **Silver Knights Night** was held. Representatives from the Silver Knights organization visited the campus as part of the event.

Cadence Genesis Eagles Are Nevada State Bound!



Middle School V5RC Team 10058C Genesis Eagles competed at the Comets Combat Tournament and were named tournament champions.

The team qualified for the Nevada State Championship and will represent their campus at the upcoming competition.

CASLV

Eastgate's International Family Night Celebration!



At the Eastgate Campus, **International Family Night** was hosted with participation from students and families.

The event included music and dance performances, student projects, activities, and cultural food presentations.

CASLV

Coral Students Shine During National Day of Hope



At the Sandy Ridge Campus, students participated in National Day of Hope activities focused on mental health awareness.

Activities included creating ribbons and bracelets and sharing positive messages in designated areas across campus.

CASLV

Real-World Learning in Action at Coral Academy Sandy Ridge!



Students completed the Angel Park Project in coordination with the City of Henderson.

Geometry students applied classroom concepts to real world design tasks and interacted with professional architects and engineers during the project.

CASLV

4th Grader Amelia L. Takes 2nd Place in Debate!



At the Eastgate Campus, Amelia L. participated in a debate hosted by the Girl Scouts of Southern Nevada under the theme The Power of Our Voice.

Her speech reflected the continued influence of Maya Angelou's message on student expression.

CASLV

School Spirit Shines at Our Student Council Assembly!



At the **Sandy Ridge Campus**, a student assembly included performances by the Music Club and a dance group. Winter athletes were also recognized for their participation during the season.

Glow Party at Nellis Campus!



At the Nellis Elementary School, students who met their Winter MAP growth goals were invited to participate in the Glow Party.

The Glow Party is held annually to recognize student growth on MAP assessments across grade levels.

CASLV

A Joyful Night of Music and Movement at Windmill Campus!



At the Windmill Campus, students participated in the Cupid Shuffle Dance event.

Families attended the event and participated in concession and photo booth activities.

CASLV

Girls Basketball Senior Night was incredible!



CASLV Girls Varsity Basketball Team competed against The Meadows School on Senior Night and won with a final score of 70 to 23.

Seniors recognized during the event included Isabella R., Ashlynn W., Bethel B., Savannah C., and Natalia P.

CASLV

Congratulations to our Cadence Cheer Team!



Coral Academy Cadence Elementary Competitive Eagle Cheer Team competed in their first cheer competition and placed second at the NSCAA Battle of the Hearts Cheer and Dance 2026.

CASLV

Fearless Falcons Soar at the VRICQ Tournament!



The Fearless Falcons from CASLV Windmill competed at the Comets Heart Attack VRICQ Tournament.

The team placed tenth in Skills, second in Qualifying, received the Energy Award, and were named Teamwork Champions, qualifying for the 2026 NV Middle School State Championship on February 27 and 28.

CASLV

Huge Congratulations to Cadence Middle School Varsity Boys Basketball Team!



Middle School Varsity Boys Basketball Team competed against Doral Cactus and secured a win, bringing their season record to 6 and 1 with a Rank 4 standing.

CASLV

Next Meeting

The Next Meeting will be on

April 8, 2026

Centennial Hills Campus

at 4:30:00 pm





Thank you!

CASLV

Coversheet

Medical Insurance Renewal (For Possible Action)

Section: IV. Discussion & Possible Action Items- Contracts, Purchases, and Procurements
Item: A. Medical Insurance Renewal (For Possible Action)
Purpose: Vote
Submitted by:
Related Material: Health Benefits, 3-10-2026 (2).docx

ACTION MEMORANDUM

DATE: **March 10, 2026**
FROM: **Bridget Peevy, Chief People Officer**
TO: **Coral Academy of Science Las Vegas Board of Directors**
SUBJECT: **2026-2027 Health Benefits**

BACKGROUND:

Medical:

The initial renewal proposal for CASLV's medical coverage from Health Plan of Nevada (HPN) reflected a 27.37% premium increase. Through negotiations, the increase was reduced to 20% on the medical plan. After implementing plan design adjustments, the overall projected increase to CASLV's total benefits package is estimated at approximately 6–8%**.**

Dental:

Adding Implant Coverage to the Dental Buy-up Plan.

PROPOSED MOTION:

Approval of the 2026–2027 CASLV Health Employee Benefits Package, including the recommended HPN five medical plans (HMO Balance plan, two HMO Buy-up plans and the continuation of the two existing POS plans. Also adding the addition of implant coverage to the Dental Buy-Up Plan**,** with an estimated overall employer cost increase of approximately 6–8%**.**

Coversheet

Special Education Services Provider Agreement (For Possible Action)

Section:	IV. Discussion & Possible Action Items- Contracts, Purchases, and Procurements
Item:	B. Special Education Services Provider Agreement (For Possible Action)
Purpose:	Vote
Submitted by:	
Related Material:	ABAI Contract 2026.pdf Board Meeting ABAI Contract MEMO.docx

Promoting socially significant behavior

changes for clients and their families.

5440 W. Sahara Ave, Ste 300, Las Vegas Nevada, 89146-0361; Ph.(702) 502-8021, Fax. 888-688-9464; admin@abainstitute.us

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

THIS AGREEMENT (the "Agreement") is made and entered into this 3rd day of February**,** 2026, by and between:

PROVIDER:

Applied Behavior Analysis Institute

5440 W Sahara Ave #300

Las Vegas, NV 89146

(Hereinafter referred to as "Contractor" or "ABAI")

AND

CLIENT:

Coral Academy of Science Las Vegas

8965 S. Eastern Ave. Ste 280

Las Vegas, NV 89123

(Hereinafter referred to as "School" or "CASLV")

1. RECITALS

WHEREAS, CASLV requires professional Applied Behavior Analysis (ABA) services to address behavioral needs of students across its campuses; and

WHEREAS, ABAI is a professional agency employing Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs) licensed in the State of Nevada; and

WHEREAS, the parties desire to enter into an agreement whereby ABAI will provide such services as an Independent Contractor;

NOW, THEREFORE, in consideration of the mutual promises contained herein, the parties agree as follows:

2. SCOPE OF SERVICES

ABAI shall provide behavioral health services compliant with the Behavior Analyst Certification Board (BACB) and Nevada state laws. Services may include:

A. Functional Behavior Assessments (FBA) and analysis.

B. Development of Behavior Intervention Plans (BIP).

C. Direct 1:1 Adaptive Behavior Treatment (implemented by RBTs).

D. Supervision of RBTs by BCBAs or BCaBAs as required by the BACB.

E. Teacher/Staff training and consultation regarding behavioral protocols.

3. COMPENSATION AND BILLING

A. Rates: The School agrees to compensate ABAI for services rendered based on the units of service provided. One (1) unit is defined as fifteen (15) minutes of service.

Service Code: 97153 (Adaptive Behavior Treatment by Technician)

Rate: $16.13 per Unit ($64.52 per Hour)

Service Code: 97151 (Behavior Identification Assessment)

Rate: Current Nevada Medicaid Fee Schedule Rate*

Service Code: 97152 (Behavior Identification-Supporting Assessment)

Rate: Current Nevada Medicaid Fee Schedule Rate*

Service Code: 97155 (Adaptive Behavior Treatment with Protocol Modification - BCBA/LBA)

Rate: Current Nevada Medicaid Fee Schedule Rate*

Service Code: 97156 (Family Adaptive Behavior Treatment Guidance)

Rate: Current Nevada Medicaid Fee Schedule Rate*

“Current Nevada Medicaid Fee Schedule Rate” refers to the reimbursement rate published by the Nevada Division of Health Care Financing and Policy (DHCFP) active on the date service is rendered. Should Nevada Medicaid adjust these rates, ABAI’s rates for these specific codes shall adjust automatically to match.

B. Billing Cycle: ABAI shall bill the School on a monthly basis. Invoices will be submitted at the beginning of each month for services rendered in the preceding month.

C. Invoice Detail: Invoices will detail the dates of service, student initials (or ID numbers), service codes, and total units delivered.

D. Payment Terms: Payment is due in full within thirty (30) days of the invoice date (Net 30).

E. Late Payments: Any invoice remaining unpaid after thirty (30) days shall accrue interest at a rate of 1.5% per month (18% per annum) or the maximum allowed by Nevada law, whichever is lower.

F. Third-Party Funding: The School's obligation to pay ABAI is absolute and is not contingent upon the School receiving funding or reimbursement from Medicaid, the State of Nevada, or any other third-party source.

4. INDEPENDENT CONTRACTOR RELATIONSHIP

ABAI provides services under this Agreement as an independent contractor. Nothing in this Agreement shall be construed to create an employer-employee relationship, partnership, or joint venture between CASLV and ABAI or its staff. ABAI is solely responsible for the payment of all federal, state, and local taxes, workers' compensation insurance, and unemployment insurance for its employees.

5. STAFF QUALIFICATIONS AND SAFETY

A. Credentials: ABAI warrants that all assigned staff hold current and valid certifications (RBT, BCaBA, or BCBA) and are in good standing with the BACB and the State of Nevada.

B. Background Checks: ABAI warrants that all assigned staff have successfully passed background checks compliant with Nevada Revised Statutes (NRS) regarding school personnel.

C. Safe Environment: CASLV agrees to provide a safe working environment for ABAI staff. ABAI reserves the right to remove staff immediately from any setting deemed physically dangerous, hostile, or harassing without prior notice and without penalty.

6. CANCELLATION AND ATTENDANCE

A. Notice: CASLV must provide at least twenty-four (24) hours' notice to ABAI for any known cancellations (e.g., student absence, school assemblies, testing days, or field trips).

B. Late Cancellation Fee: If a session is cancelled with less than twenty-four (24) hours' notice, ABAI reserves the right to bill the School for the scheduled duration of the session at 50% of the applicable rate, to compensate for staff time reserved.

7. NON-SOLICITATION OF STAFF

CASLV acknowledges that ABAI invests significant resources in the recruitment, background screening, and specialized training of its staff.

A. Restriction: During the term of this Agreement and for a period of twelve (12) months following its termination, CASLV agrees not to directly or indirectly solicit, recruit, or hire any employee or contractor of ABAI who has provided services to the School under this Agreement.

B. Buy-Out Option: If CASLV wishes to hire an ABAI employee directly, CASLV may do so upon payment of a placement fee to ABAI in the amount of $15,000.00 for a Registered Behavior Technician (RBT) or $25,000.00 for a Board Certified Behavior Analyst (BCBA).

8. INDEMNIFICATION

Each party agrees to indemnify, defend, and hold harmless the other party, its officers, agents, and employees from any claims, damages, losses, and expenses, including attorney's fees, arising out of the negligent acts, errors, or omissions of the indemnifying party in the performance of this Agreement.

9. TERM AND TERMINATION

A. Term: This Agreement shall commence on the Effective Date and remain in effect until the end of the current academic school year, unless earlier terminated as provided herein.

B. Termination: Either party may terminate this Agreement without cause by providing thirty (30) days' written notice to the other party.

C. Immediate Termination: ABAI may terminate this Agreement immediately upon written notice if CASLV fails to make payments as required or breaches the safety provisions of Section 5.

10. GOVERNING LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of Nevada.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

PROVIDER:

Applied Behavior Analysis Institute

Signature

Name & Title

Date

CLIENT:

Coral Academy of Science Las Vegas

Signature

Name & Title

Date

Appendix

Specialty	Code	Description	Rate
311	0362T	Behavior identification supporting assessment for patient exhibiting destructive behavior, each 15 minutes of technician's face-to-face time.	35.09
311	0373T	Adaptive behavior treatment by protocol, administered by technician, face-to-face with one patient, each 15 minutes.	19.07
311	97151	Behavior identification assessment, by the physician or other qualified health care professional, each 15 minutes.	17.54
311	97152	Behavior identification supporting assessment, administered by one technician under the direction of a physician or other qualified health care professional, face-to-face with the patient, each 15 minutes.	35.09
311	97153	Adaptive behavior treatment by protocol, administered by technician, face-to-face with one patient, each 15 minutes.	30.10
311	97154	Group adaptive behavior treatment by protocol, administered by technician, face-to-face with two or more patients, each 15 minutes.	7.14
311	97155	Adaptive behavior treatment with protocol modification, administered by physician or other qualified health care professional, face-to-face with one patient, each 15 minutes.	30.10
311	97156	Family adaptive behavior treatment guidance, administered by physician or other qualified health care professional, with guardian(s)/caregiver(s), each 15 minutes.	21.17
311	97157	Multiple-family group adaptive behavior treatment guidance, administered by physician or other qualified health care professional, each 15 minutes.	11.70
311	97158	Group adaptive behavior treatment with protocol modification, administered by physician or other qualified health care professional, face-to-face with two or more patients, each 15 minutes.	14.28
314	0373T	Adaptive behavior treatment by protocol, administered by technician, face-to-face with one patient, each 15 minutes.	20.21
314	97152	Behavior identification supporting assessment, administered by one technician under the direction of a physician or other qualified health care professional, face-to-face with the patient, each 15 minutes.	15.60
314	97153	Adaptive behavior treatment by protocol, administered by technician, face-to-face with one patient, each 15 minutes.	16.13
314	97154	Group adaptive behavior treatment by protocol, administered by technician, face-to-face with two or more patients, each 15 minutes.	7.08
312	0362T	Behavior identification supporting assessment for patient exhibiting destructive behavior, each 15 minutes of technician's face-to-face time.	31.50
312	0373T	Adaptive behavior treatment by protocol, administered by technician, face-to-face with one patient, each 15 minutes.	20.50
312	97152	Behavior identification supporting assessment, administered by one technician under the direction of a physician or other qualified health care professional, face-to-face with the patient, each 15 minutes.	21.05
312	97153	Adaptive behavior treatment by protocol, administered by technician, face-to-face with one patient, each 15 minutes.	18.06
312	97154	Group adaptive behavior treatment by protocol, administered by technician, face-to-face with two or more patients, each 15 minutes.	7.80
312	97155	Adaptive behavior treatment with protocol modification, administered by physician or other qualified health care professional, face-to-face with one patient, each 15 minutes.	19.92

Specialty Legend: 311 – BCBA, 312 – BcaBA, 314 - RBT

Coral Academy of Science Las Vegas
Standard Contractual Terms & Conditions

This Addendum (the "*Addendum*") is a part of an agreement or agreements (collectively, as amended, the "*Agreement*") between Nexus Therapy ("*Vendor*") and Coral Academy of Science Las Vegas, a Nevada nonprofit corporation and state public charter school ("*CASLV*"). This Addendum supplements the Agreement. The Agreement and this Addendum shall be interpreted in harmony and so no provision is meaningless, but in the event of a conflict, this Addendum controls.

1. **Deliverables**. The "*Deliverables*" means the services (and any related goods) provided by Vendor to CASLV.

2. **Vendor's Warranties and Covenants**. Vendor warrants that it holds all governmental licenses, permits, approvals, and qualifications appropriate to perform its obligations and provide the Deliverables (the "*Permits*"). Vendor covenants that the Deliverables will: (a) comply with the Permits; (ii) conform to all applicable federal, state and local laws, regulations, ordinances, rules, codes, and orders, including labor laws and OSHA regulations (the "*Laws*"); (c) be free and clear of liens, mortgages, or encumbrances; and (d) conform to local industry standards. If Vendor is a non-Nevada person/entity, it is authorized to do business in Nevada.

3. **Vendor Employees**. Vendor is solely responsible for hiring, administrative supervision, promoting, discharging, and determining the compensation of its employees and other personnel. All such personnel shall be Vendor's employees, not CASLV's. Vendor shall be solely responsible and liable for all wages, compensation, severance and termination pay, and other benefits payable to such persons, and the foregoing shall be usual and customary for employees of similar vendors in Las Vegas, Nevada. Vendor's employees are authorized to live and work in the USA. If CASLV objects to a Vendor employee (with or without cause), Vendor will replace such person.

4. **Insurance.** Vendor must at all times maintain in full force and effect insurance coverage (in type and amount) which is (i) commercially reasonable and prudent given the nature of the Deliverables, and (ii) sufficient to satisfy the Laws and Permits. Vendor will provide proof of insurance upon request. Vendor's insurance shall not limit in any respect its liability hereunder.

5. **Payment**. CASLV has 30 days from receipt of a written invoice to pay undisputed amounts due. An invoice must contain information regarding Deliverables delivered and amount due (and if there are pass-through costs/expenses, reasonable supporting proof of the same). No invoice may alter this Agreement.

6. **Default; Termination**. CASLV may (in its sole discretion) terminate the Agreement upon written notice to Vendor: (i) if Vendor fails to cure a material breach of the Agreement within ten (10) days after written notice from CASLV; (ii) if CASLV's charter is revoked; (iii) upon any suspension, revocation, rescission, or termination of this Agreement in connection with the application of NRS Chapter 332.039 *et seq*.; and/or (iv) without cause as permitted in the Agreement.

7. **Special Charter School Mandates.**

(a) All CASLV obligations are not the obligations, directly or indirectly, in whole or in part, of the State of Nevada, State Public Charter School Authority, or State Department of Education.

(b) If Vendor's annual amount to perform hereunder exceeds $50,000, Vendor hereby certifies that it is not currently engaged in, and will not during the term of this Agreement engage in, a boycott of Israel as defined in NRS 332.065.

(c) Vendor represents and warrants that it has not, and covenants that it shall not, offer, gift, or transfer, whether directly or indirectly, a gift, commission, or other benefit to any CASLV director, officer, or employee, now or in the future.

(d) Vendor will not discriminate against any person on the basis of race, color, religion, national origin, sex, marital status, disability, or other classification protected by Law.

(e) Nothing herein constitutes a waiver of the protections and immunities in NRS Chapter 41 or similar state and federal laws.

8. **Miscellaneous**.

(a) **Governing Law; Venue; Fees**. All disputes and controversies arising out of or relating to the Agreement, in contract, tort, equity, or otherwise, are (i) governed by the laws of the State of Nevada, without regard to conflict-of-law principles; and (ii) subject to exclusive jurisdiction in the state and federal courts in Las Vegas, Clark County, NV. The prevailing party (on the main issue(s)) shall be reimbursed for its reasonable attorneys' fees/costs by the other party.

(b) **Remedies; Damages**. Any remedies of the Parties herein are cumulative with all remedies in law/equity. Vendor may not recover indirect, special, or consequential damages, nor lost profits.

(c) **Severability**. If any term is held by a court to be void, voidable, or unenforceable, then (i) all other terms shall continue in force and effect and not be affected thereby, and (ii) in lieu of the stricken term, the parties (or court) shall add a term that is valid and enforceable and as similar as reasonably possible to the stricken term in purpose and effect.

(d) **Parties' Relationship**. Vendor is an independent contractor. Nothing herein creates a relationship of (i) principal / agent, (ii) partners, joint venturers, or associates, or (iii) employer / employee. Neither Party has authority to bind the other Party.

(e) **Amendments**. This Agreement may not be amended except in a writing signed by both Parties.

(f) **Assignments**. Any assignment or delegation of rights or duties by Vendor without CASLV's prior written consent (in its sole discretion) is void. Any approved assignment shall not relieve Vendor of its obligations (i.e., Vendor shall remain fully responsible).

(g) **Notices**. Any required notices shall be in writing and given by (i) U.S. mail, certified or registered, postage prepaid, return receipt requested; (ii) Federal Express or similar courier; or (iii) facsimile or e-mail (in combination with (i) or (ii)). Notices are deemed delivered upon actual receipt or attempted delivery.

(h) **Confidentiality.** Except with CASLV's prior written consent (in its sole discretion), or as legally required, Vendor will not advertise, publish or otherwise disclose in any press release or other form of distribution/disclosure to any third party: (i) its commercial relationship with CASLV, (ii) the terms of this Agreement, or (iii) any other information or documents provided by CASLV. At the end of the Agreement, Vendor shall return (or destroy) all of CASLV's confidential information and documents.

(i) **Negotiation; Counsel.** Each Party has had a full opportunity to be represented by counsel in this Agreement. This Agreement shall not be construed in either Party's favor based on who drafted or revised a particular provision.

(j) **Time**. Time is of the essence in this Agreement.

(k) **Survival**. The provisions herein which should, by the nature of such provisions, survive termination of this Agreement (e.g., indemnities), shall survive for a reasonable period of time.

(l) **Counterparts**. This Agreement may be entered into in counterparts, each of which is an original when executed. Signatures may be delivered by facsimile or e-mail, with the same force and effect as originals.

Initials: CASLV: _____ Vendor: _____

ACTION MEMORANDUM

DATE: January 21, 2026
FROM: Selim Tanyeri, Chief Student Services Officer
TO: Coral Academy of Science Las Vegas Board of Directors
SUBJECT: Approval of Contract with Applied Behavior Analysis Institute (ABAI) for BCBA and RBT Services

BACKGROUND: The Special Education Department is experiencing an increase in serious and complex student behaviors across multiple campuses. In order to appropriately address these behaviors and ensure compliance with IDEA and Nevada regulations, the district requires additional certified behavior expertise to conduct Functional Behavior Assessments (FBAs), develop and revise Behavior Intervention Plans (BIPs), provide direct adaptive behavior services, and train staff.

Applied Behavior Analysis Institute (ABAI) is a Las Vegas-based provider of Applied Behavior Analysis services. ABAI employs Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs) licensed in the State of Nevada. Under this agreement, ABAI will provide:

- **Functional Behavior Assessments (FBA)**
- **Development and revision of Behavior Intervention Plans (BIP)**
- **Direct 1:1 adaptive behavior treatment services (RBT-delivered)**
- **BCBA supervision of RBTs**
- **Staff consultation and training on behavioral protocols**

The agreement establishes ABAI as an independent contractor and outlines rates based on service codes billed in 15-minute units. The contract includes monthly billing, Net 30 payment terms, staff credential and background verification requirements, indemnification provisions, insurance requirements, and termination clauses. It also includes CASLV's Standard Contractual Terms & Conditions addendum and has been reviewed by legal counsel with amendments incorporated.

This contract will allow CASLV to access specialized behavioral expertise to support students, ensure appropriate data-driven interventions, reduce campus-level behavioral incidents, and build staff capacity.

PROPOSED MOTION: I move to approve the Independent Contractor Services Agreement between Coral Academy of Science Las Vegas and Applied Behavior Analysis Institute, dated February 3, 2026, as reviewed and amended by legal counsel, to provide BCBA and RBT services for the remainder of the current academic school year and future academic years.

Coversheet

Centennial Hills Campus Admin Area Remodeling (For Possible Action)

Section:	IV. Discussion & Possible Action Items- Contracts, Purchases, and Procurements
Item:	C. Centennial Hills Campus Admin Area Remodeling (For Possible Action)
Purpose:	Vote
Submitted by:	
Related Material:	3.10 Memo - CH Staff Lounge (1).pdf

MEMORANDUM

DATE: March 10, 2026
TO: Coral Academy of Science Las Vegas Board of Directors
STAFF: Anthony Vu, Director of Facilities
Kayla Davis, CASLV Centennial Hills Campus Principal

SUBJECT: Centennial Hills Campus Administration Area Remodeling

BACKGROUND:

At the Centennial Hills Campus, the administration area is used as two spaces. It is the staff work area and the staff lounge. It is a heavily-trafficked area that is in need of a remodel. The current space is largely original from when the building was first used by the University of Phoenix and was not designed to support our current staff size or needs. By adding an approximate 12x8 ft additional space, this will support the overall goal of being a modern, efficient, and welcoming workspace that supports daily operations and enhances employee satisfaction and performance. There will be new lighting fixtures, more cabinets for additional storage, more countertops for working, and more.

There were three bids. The lowest bid came in at $82,433.50, and the highest bid was at $85,822.12. In the middle was Yack Construction - the preferred vendor. They previously worked on an office remodel for the Centennial Hills Campus last summer. Their quality of work is exceptional. They noticeably stand out due to their daily progress check-ins and transparent communication.

Funding for this upgrade has been responsibly raised through multiple sources:

- $1,000 from PTO donation
- $1,000 from an additional donation, coming the end of March
- $30,000 raised from this year's Fun Run
- Plans to hold another Fun Run in September
- $9,000 raised through the sale of spirit items

RECOMMENDATION: To approve Yack Construction for $85,066.45.

Coversheet

Concussion Policy Update (For Possible Action)

Section:	V. Discussion/Possible Action Items-Governance/Policies/Finance
Item:	A. Concussion Policy Update (For Possible Action)
Purpose:	Vote
Submitted by:	
Related Material:	REDLINE CASLV Concussion Policy v1 ST vs v2 MJG.docx 2026-03-03 CASLV Concussion Policy v2 MJG.docx Concussion Policy Update - MEMO - 03-10-2026.docx

Concussion Policy

Approved by CASLV Board on 1/15/2025

Effective date: 1/15/2025

Revision #1 date: 3/10/2026

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Head Injury & Concussion Policy for K-12 Schools

Purpose

This policy provides guidelines for the recognition, management, and accommodation of students who sustain concussions, ensuring a safe environment that supports their recovery and educational success.

This policy applies to all students enrolled in grades K–12 who are suspected of or diagnosed with a concussion, whether the injury occurred during instructional time, school-sponsored activities, sports, or non-school-related events.

This policy also applies to any student who is observed to, or is suspected of, sustaining a bump, blow, or jolt to the head or by a hit to the body that causes the brain to move rapidly back and forth, and who may have suffered a concussion. Assessment of the head injury and management of any post-concussion is necessary.

Definition of a Concussion

A concussion is a type of traumatic brain injury caused by a blow to the head or body that disrupts normal brain function. Symptoms may be physical, cognitive, emotional, or behavioral, and they can vary in severity and duration.

Signs and Symptoms of a Concussion

Concussion symptoms can include but are not limited to:

- **Physical**: Headache that gets worse and does not go away, neck pain or tenderness, convulsions or seizure-like activity, loss of vision, loss of consciousness, dizziness, nausea or vomiting, sensitivity to light or noise, fatigue, weakness or numbness in more than one arm or leg, decreased coordination, slurred speech, head bump or bruise that increases in size, visible deformity of skull.
- **Cognitive**: Difficulty concentrating, memory problems, increased confusion or slowed processing.
- **Emotional/Behavioral**: Mood swings, irritability, anxiety, sadness, unusual behavior.
- **Sleep**: Trouble falling asleep, drowsiness, or sleeping more or less than usual.

Danger Concussion Signs:

1. Headache that gets worse and does not go away
2. Repeated vomiting
3. Unusual behavior, increased confusion, restlessness, agitation
4. Drowsiness or inability to wake up
5. Slurred speech, w~~W~~eakness, numbness, tingling, decreased coordination
6. Convulsions or seizure like activity
7. Loss of ~~C~~consciousness
8. One pupil larger than the other
9. Colorless fluid coming for the ear or nose
10. Neck pain

Recognition and Response

School Health Professionals

When they are both (i) present on campus (or at a sanctioned and/or sponsored school event) and (ii) on duty, the School's health professionals manage and oversee the care of injuries to the head during the school day to ensure student safety.

- ~~The school health professionals will examine all students who have sustained~~**Examination**. If a student sustains an injury to the head (bump, blow, or jolt to the head or hit to the body that causes the head and brain to move rapidly back and forth) during the school day~~,, or if the school health professional's office is notified by a Licensed Healthcare Provider of a concussion that occurred outside of the school settings.~~ and the School's health professional is present and on duty, he/she will examine the student.

  If the School's health professional office is notified by a student, parent/guardian, or Licensed Healthcare Provider that the student sustained a concussion that occurred outside of the school settings, and the School's health professional is present and on duty, he/she will examine the student.

- **Notification**. If the School Health Professionals ~~will~~ becomes aware of a head injury during the school day, then he/she will promptly notify Parents/Guardians ~~for any~~of the head injury.

  - The Parents/guardians will be notified about the head injury/suspected concussion and the School may recommend seeking medical evaluation by a Licensed Healthcare Provider.
  - The Parents/guardians will be provided with a copy of the (1) Head Injury Monitoring Checklist, Head Injury Fact Sheet for Parents/Guardians, and (2) Return to School Letter.
  - The School's Health ~~office p~~Professionals will document the injury in the student's electronic medical record.

Qualification. *As you know, CASLV (like ~~some~~many other schools in Nevada, and particularly charter schools due to the local/state governments' underfunding) has no on-campus doctors. Its health professionals are typically health aides or registered nurses (RNs) or nurse practitioners (NPs). Health aides ~~or~~and RNs are not doctors. Moreover, if the Health Aide/RN is out sick or temporarily at another campus, there might not be ~~a~~n Health Aide/RN immediately available. The ~~s~~School will do its best to ensure an experienced health professional is always onsite during school hours, but it cannot be held responsible for unforeseen delays, nor for medical decisions made by those health professionals which don't fall to the level of health aide/RN malpractice. ~~.~~Finally, and importantly, a concussion is not like a cut or a bruise. A 'knock' might not present as a concussion immediately, but only hours or days later. Concussions might be among the most difficult ailments to diagnose and treat. CASLV and its health professionals will do their reasonable best for your child, and we are simply asking you to consider the context and these underlying factors, in cooperating with us to ensure your child's best outcomes. We all share the common goal of wanting your child's health and safety to be secure.*

Immediate Response

If a student demonstrates or reports any of the previously-listed dangerous concussion signs or symptoms resulting from an injury of the head, 911 ~~will~~may be called immediately to active emergency medical services (EMS), and the school's health professional will be notified.

1. **Management of Head Injuries Occurring During the School Day**

    - For any student exhibiting any ~~D~~danger ~~C~~concussion ~~S~~signs and ~~Symptoms~~symptoms on the Head Injury Monitoring Checklist, 911 may be called immediately to activate EMS services.

        i. As noted above, Parents/guardians will be promptly notified.

        ii. A CASLV Incident Report.pdf will be completed.

        iii. A Head Injury Sheet for Parents ~~-~~will be provided to parents/guardians.

        iv. A Return to School Letter ~~-~~will be provided to parents/guardians, and the student ~~will~~may not be able to return until cleared by a licensed health care provider.

    - If there are no danger signs, CASLV's School Health Professionals will continue screening for any student-reported symptoms and utilize the Head Injury Monitoring Checklist for any student who has sustained or is suspected of sustaining a head injury/concussion. Observations will begin upon initial arrival to the health office and is required to continue in 15 minute increments, for a minimum of 30 minutes.

        i. As noted above, Parents/guardians will be notified.

            1. For any student exhibiting head injuries, suspected concussion, or signs and symptoms of a concussion that does not require immediate EMS services, parents/guardians will be contacted and students will not be released from school without a parent/guardian accompanying them.

        ii. A CASLV Incident Report.pdf will be completed by a school health professional.

        iii. Head Injury Monitoring Checklist

            1. After 30 minutes of observation and if no danger signs are present, the student may return to class.

            2. The School Health Professionals will notify all appropriate staff of the student's head injury.

            3. School staff will be directed to contact the School Health Professional if any danger signs emerge after the student has been returned to class.

4. If danger signs are reported, 911 may be called immediately and this section 1 of CASLV's policy regarding the Management of Head Injuries Occurring During the School Day will be activated.

2. **Remove from School/Activity**:

- Any student suspected of having a concussion must be immediately removed from school/physical activity and will need to be evaluated by a licensed health care provider prior to returning to school.

  i. The student should not return to school/activity on the same day.

  ii. The student will not be permitted to participate in any activities until cleared and released ~~from~~by a licensed health care provider.

    1. In this Section, "~~A~~activities" include but are not limited to: School instruction, recess, Physical Education, intramural sports, clubs that involve physical excursion. etc~~..~~.

- **Should a student be diagnosed with a concussion,** the student will be required to follow a Return to School Plan which includes Return-to-Learn (RTL) plan and Return-to-Play (RTP) Protocol. This plan will be put in place with recommendations from the student's licensed healthcare providers recommendations.

- **School Health Professional notified of a head injury/concussion**

  i. When the health office is notified by the parent/guardian that the student has sustained a head injury/concussion outside of the school setting:

    1. Medical documentation from the student's licensed healthcare provider will need to be provided by the parent/guardian/student to the School's health professional.

    2. The CMT (as defined below) will meet to determine an RTL and RTP plan~~.~~ (as defined below).

Return-to-Learn (RTL) Protocol

Any student who has been diagnosed with a concussion must complete the RTL Protocol. RTL procedures will ~~collaborate with~~be drafted and adopted by the School's Concussion Management Team~~.~~ ("CMT"). The Concussion Management Team coordinates the student's concussion management plan. The ~~s~~School will implement a gradual **Return-to-Learn (RTL)** plan to support the student's academic recovery with suggestions from the student's Licensed Healthcare Provider. The process includes four stages.

Stage 1: **Rest and Recovery** (24–48 hours post-injury)

- No school attendance; limit cognitive and physical exertion.

Powered by BoardOnTrack

i. parents /guardians should follow Licensed Healthcare Provider guidelines in regards to activities allowed at home. Activities that are not permitted during this time:

1. Technology use for school type work

2. Attendance at school or school type work

- As noted above, the Pparents/guardians must provide a medical clearance provided by a Licensed Healthcare Provider for school reentry. The student may move to Stage 2 when cleared by a medical professional.

Stage 2: **CMT Meeting & Gradual Transition Back to School**

- The CMT will meet with the student and parents/guardians to review the health care provider's suggested accommodations.

- The CMT will develop a Return-to-learn Plan (RTL). RTL will be shared with all relevant staff members.

  i. ReturntReturn to Learn Worksheet_distributed.pdf

- The CMT will determine the student's accommodations and any adjustment to the student's school schedule~~, such as:~~. For more regarding those measures, see "Accommodations for Students" below.

~~• Alternate days~~
~~• Half days~~
~~i. Excused from physical activity~~

Stage 3: ~~-~~**Continued CMT Support and progression through RTL**

- RTL will be followed and reviewed by CMT.

- Head Injury Monitoring Checklist completed on a routine basis by the school's health professional.

Stage 4: **Full Return to School**

- Resume regular school schedule and phase out accommodations as symptoms resolve.

- RTL will ~~be~~ ended~~ed~~ when cleared by the student's Licensed Healthcare Provider.

Return-to-Play (RTP) Protocol

Any student-athlete with a suspected concussion must be withheld from any sports activity/competition or practice and should NOT be allowed to return to activity until cleared by Licensed Healthcare Provider (LHCP).

If a student demonstrates or reports any of the previous dangerous concussion signs or symptoms resulting from an injury of the head, 911 may be called immediately to active emergency medical services (EMS), and the school's health professional will be notified.

The Student and parent/guardian will be given Concussion Information and Home Care Information.

CDC Heads Up Fact Sheet for Parents

For students participating in sports, physical activities or sport clubs, the **Return-to-Play (RTP)** protocol includes six graduated stages:

1. **No Activity**: Complete physical rest.
2. **Light Aerobic Exercise**: Walking or cycling at a gentle pace (no resistance).
3. **Sport-Specific Drills**: Light, non-contact activities.
4. **Non-Contact Training**: Complex drills and strength training.
5. **Full-Contact Practice**: Resume normal practice if medically cleared.
6. **Return to Competition**: Full participation in competitive activities.

Step 1. No Activity: The student-athlete must be evaluated and cleared to participate in the Return-to-Play protocol by a Licensed Healthcare Provider (LHCP). ~~T~~The LHCP's release must be obtained in writing, specify the date the athlete can return to participation, and be submitted to the school administration or designee.

Step 2. Light Aerobic Exercise: The student-athlete must complete and pass standardized concussion testing. This test will help identify post-injury deficits the athlete may experience in brain functions such as memory, vision, reaction time, and balance. To determine whether the test is passed or failed, results will be compared to the student-athlete's individual baseline data or normative data if a baseline is unavailable.

The student-athlete will not be allowed to return to participation until a passing score is achieved.

Step 3. The student-athlete must complete a six-stage graduated exercise program under the direct supervision ~~or if~~of the athletic trainer/coach. If at any point in the program, the student-athlete demonstrates worsening symptoms, the athletic trainer/coach will halt the activity progression, re-evaluate the athlete, and determine the best course for recovery and return to participation.

The student-athlete must remain symptom-free through all activities to successfully complete the graded exercise phase and return to full participation.

Any exacerbation of symptoms will prevent the student-athlete from progressing to the next stage. In such cases, the current stage must be repeated after a 24-hour rest period.

NOTE: ~~Students who participate in clubs affiliated with the NIAA may be required to follow NIAA policies and complete the NIAA approved~~ For all students who sustained the injury during a NIAA sanctioned

activity, and who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems}), such students shall be immediately removed from the contest and shall not return to play until cleared by an appropriate health-care professional. (Please see NFHS Suggested Guidelines for Management of Concussion included in this document or in the Appendix, located in the back of each NFHS Rules Book). NIAA Concussion Policy.

Concussion Management Team (CMT)

Each CASLV Campus will establish a Concussion Management Team (CMT) that may consist of the following members:

- School health professional
- Principal
- Administrator(s)
- School counselor
- Physical education teacher or athletic director/coach
- Classroom teacher(s)
- Parent(s) or guardian(s)

School administrators will oversee the CMT. The CMT is responsible for overseeing the implementation of this policy and ensuring compliance with state and federal guidelines. The Return to Learn Plan (RTL) will be followed as outlined in the CASLV Concussion Policy.

Accommodations for Students

Students recovering from concussions may receive temporary accommodations. These accommodations will be outlined in the student's management plan determined by the student's Licensed Healthcare Provider and managed by the CMT. These temporary accommodations may include:

- Reduced homework or modified assignments.
- Extended deadlines and test accommodations.
- Frequent breaks during classes or tests.
- Permission to leave the classroom if symptoms worsen.
- Modified participation in physical education.
- Alternate days
- Half days
- Use of sunglasses, hats, earplugs, and other sensory aids
- Quiet workspaces
- Reduced screen time
- If a student's recovery from a concussion is prolonged and they are unable to complete the Return to Learn (RTL) pathway within a reasonable timeframe, (continued past 30 days) the school may initiate the Section 504 process to determine appropriate academic accommodations.
    - The 504 team will meet as needed to adjust accommodations, update, or discontinue the 504 plan when the student no longer has functional limitations affecting learning.

When students return to school after a concussion, school professionals should watch for:

- Increased problems paying attention or concentrating
- Increased problems remembering or learning new information
- Longer time needed to complete tasks or assignments
- Difficulty organizing tasks or shifting between tasks
- Inappropriate or impulsive behavior during class
- Greater Irritability
- Less ability to cope with stress
- More Emotional than usual
- Fatigue
- Difficulties handling a stimulating school environment (light, noise, etc.)
- Physical symptoms (headache, nausea, dizziness)

Communication and Documentation

1. **Documentation Requirements**:
    - All medical clearance forms and Licensed Healthcare Provider ~~provider~~ recommendations must be submitted to the school's health care professional by the student's parent/guardian.
2. **Staff Notification**:
    - Teachers and relevant staff members will be informed of the student's concussion and accommodations via the student's RTL & RTP plans.
3. **Ongoing Monitoring**:
    - The CMT will regularly review the student's progress and update the RTL and RTP plans as needed.
    - Students who have sustained a diagnosed concussion will only be cleared from the RTL & RTP plan when their Licensed Healthcare Provider deems it necessary.

Staff Training per NRS 385B.0880 including prevention

"Each employee of a public school who supports the academics or health, including, without limitation, mental or physical health, of a pupil who has sustained or is suspected of having sustained an injury to the head must annually complete training regarding the prevention and treatment of injuries to the head, which must include, without limitation, a review of the educational information compiled pursuant to subsection 3 of NRS 385B.080. Each public school shall maintain a record of the training required by this section which is completed by each employee of the public school and provide such a record upon request."

All staff members, including teachers, coaches, and administrators, will receive annual training on concussion recognition and management~~. Specific courses are designed de Training will include:~~

- ~~Identifying symptoms of concussions.~~

- ~~Understanding the RTL and RTP processes.~~
- ~~Supporting students during recovery.~~

~~All staff members, including teachers, coaches, and administrators, will receive annual training on concussion recognition and management~~ and are required to complete the following course annually:

- **HEADS UP to Schools: Online Concussion Training for School Professionals**

In addition to the Online Training for School Professionals, all coaches, athletic staff, or any staff member overseeing a sports club are required to complete the following course annually:

- **HEADS UP to Youth Sports: Online Concussion Training for Coaches**

CDC Fact Sheet for Staff

Policy Review and Compliance

This policy will be reviewed annually by the school district to ensure alignment with current best practices and legal requirements.

Legal Disclaimers

- The School's Board reserves the right to enact, amend, and terminate this Policy from time to time.
- If this Policy conflicts with any mandatory provision of Nevada law (including due to a change in law), this Policy shall automatically be deemed modified, with no further action by the Board to be necessary, to conform to Nevada law.
- Unless otherwise expressly stated, this Policy is not intended to create a right or remedy which could be exercised by any individual (or collection of individuals) against the School. This Policy should not be deemed to create a cause of action which may be asserted against the School in a court of law, including for breach of contract.

Concussion Policy

Approved by CASLV Board on 1/15/2025

Effective date: 1/15/2025

Revision #1 date: 3/10/2026

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Head Injury & Concussion Policy for K-12 Schools

Purpose

This policy provides guidelines for the recognition, management, and accommodation of students who sustain concussions, ensuring a safe environment that supports their recovery and educational success.

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This policy also applies to any student who is observed to, or is suspected of, sustaining a bump, blow, or jolt to the head or by a hit to the body that causes the brain to move rapidly back and forth, and who may have suffered a concussion. Assessment of the head injury and management of any post-concussion is necessary.

Definition of a Concussion

A concussion is a type of traumatic brain injury caused by a blow to the head or body that disrupts normal brain function. Symptoms may be physical, cognitive, emotional, or behavioral, and they can vary in severity and duration.

Signs and Symptoms of a Concussion

Concussion symptoms can include but are not limited to:

- **Physical**: Headache that gets worse and does not go away, neck pain or tenderness, convulsions or seizure-like activity, loss of vision, loss of consciousness, dizziness, nausea or vomiting, sensitivity to light or noise, fatigue, weakness or numbness in more than one arm or leg, decreased coordination, slurred speech, head bump or bruise that increases in size, visible deformity of skull.
- **Cognitive**: Difficulty concentrating, memory problems, increased confusion or slowed processing.
- **Emotional/Behavioral**: Mood swings, irritability, anxiety, sadness, unusual behavior.
- **Sleep**: Trouble falling asleep, drowsiness, or sleeping more or less than usual.

Danger Concussion Signs:

1. Headache that gets worse and does not go away
2. Repeated vomiting
3. Unusual behavior, increased confusion, restlessness, agitation
4. Drowsiness or inability to wake up
5. Slurred speech, weakness, numbness, tingling, decreased coordination
6. Convulsions or seizure like activity
7. Loss of consciousness
8. One pupil larger than the other
9. Colorless fluid coming for the ear or nose
10. Neck pain

Recognition and Response

School Health Professionals

When they are both (i) present on campus (or at a sanctioned and/or sponsored school event) and (ii) on duty, the School's health professionals manage and oversee the care of injuries to the head during the school day to ensure student safety.

- **Examination**. If a student sustains an injury to the head (bump, blow, or jolt to the head or hit to the body that causes the head and brain to move rapidly back and forth) during the school day and the School's health professional is present and on duty, he/she will examine the student.

  If the School's health professional office is notified by a student, parent/guardian, or Licensed Healthcare Provider that the student sustained a concussion that occurred outside of the school settings, and the School's health professional is present and on duty, he/she will examine the student.

- **Notification**. If the School Health Professionals becomes aware of a head injury during the school day, then he/she will promptly notify Parents/Guardians of the head injury.

  - The Parents/guardians will be notified about the head injury/suspected concussion and the School may recommend seeking medical evaluation by a Licensed Healthcare Provider.
  - The Parents/guardians will be provided with a copy of the (1) Head Injury Monitoring Checklist, Head Injury Fact Sheet for Parents/Guardians, and (2) Return to School Letter.
  - The School's Health Professionals will document the injury in the student's electronic medical record.

Qualification. *As you know, CASLV (like many other schools in Nevada, and particularly charter schools due to the local/state governments' underfunding) has no on-campus doctors. Its health professionals are typically health aides or registered nurses (RNs) or nurse practitioners (NPs). Health aides and RNs are not doctors. Moreover, if the Health Aide/RN is out sick or temporarily at another campus, there might not be a Health Aide/RN immediately available. The School will do its best to ensure an experienced health professional is always onsite during school hours, but it cannot be held responsible for unforeseen delays, nor for medical decisions made by those health professionals which don't fall to the level of health aide/RN malpractice. Finally, and importantly, a concussion is not like a cut or a bruise. A 'knock' might not present as a concussion immediately, but only hours or days later. Concussions might be among the most difficult ailments to diagnose and treat. CASLV and its health professionals will do their reasonable best for your child, and we are simply asking you to consider the context and these underlying factors, in cooperating with us to ensure your child's best outcomes. We all share the common goal of wanting your child's health and safety to be secure.*

Immediate Response

If a student demonstrates or reports any of the previously-listed dangerous concussion signs or symptoms resulting from an injury of the head, 911 may be called immediately to active emergency medical services (EMS), and the school's health professional will be notified.

1. **Management of Head Injuries Occurring During the School Day**

    - For any student exhibiting any danger concussion signs and symptoms on the Head Injury Monitoring Checklist, 911 may be called immediately to activate EMS services.

        i. As noted above, Parents/guardians will be promptly notified.

        ii. A CASLV Incident Report.pdf will be completed.

        iii. A Head Injury Sheet for Parents will be provided to parents/guardians.

        iv. A Return to School Letter will be provided to parents/guardians, and the student may not be able to return until cleared by a licensed health care provider.

    - If there are no danger signs, CASLV's School Health Professionals will continue screening for any student-reported symptoms and utilize the Head Injury Monitoring Checklist for any student who has sustained or is suspected of sustaining a head injury/concussion. Observations will begin upon initial arrival to the health office and is required to continue in 15 minute increments, for a minimum of 30 minutes.

        i. As noted above, Parents/guardians will be notified.

            1. For any student exhibiting head injuries, suspected concussion, or signs and symptoms of a concussion that does not require immediate EMS services, parents/guardians will be contacted and students will not be released from school without a parent/guardian accompanying them.

        ii. A CASLV Incident Report.pdf will be completed by a school health professional.

        iii. Head Injury Monitoring Checklist

            1. After 30 minutes of observation and if no danger signs are present, the student may return to class.

            2. The School Health Professionals will notify all appropriate staff of the student's head injury.

            3. School staff will be directed to contact the School Health Professional if any danger signs emerge after the student has been returned to class.

            4. If danger signs are reported, 911 may be called immediately and this section 1 of CASLV's policy regarding the Management of Head Injuries Occurring During the School Day will be activated.

2. **Remove from School/Activity**:

- Any student suspected of having a concussion must be immediately removed from school/physical activity and will need to be evaluated by a licensed health care provider prior to returning to school.
    i. The student should not return to school/activity on the same day.
    ii. The student will not be permitted to participate in any activities until cleared and released by a licensed health care provider.
        1. In this Section, “activities” include but are not limited to: School instruction, recess, Physical Education, intramural sports, clubs that involve physical excursion. etc.
- **Should a student be diagnosed with a concussion,** the student will be required to follow a Return to School Plan which includes Return-to-Learn (RTL) plan and Return-to-Play (RTP) Protocol. This plan will be put in place with recommendations from the student’s licensed healthcare providers recommendations.
- **School Health Professional notified of a head injury/concussion**
    i. When the health office is notified by the parent/guardian that the student has sustained a head injury/concussion outside of the school setting:
        1. Medical documentation from the student’s licensed healthcare provider will need to be provided by the parent/guardian/student to the School’s health professional.
        2. The CMT (as defined below) will meet to determine an RTL and RTP plan (as defined below).

Return-to-Learn (RTL) Protocol

Any student who has been diagnosed with a concussion must complete the RTL Protocol. RTL procedures will be drafted and adopted by the School’s Concussion Management Team (“CMT”). The Concussion Management Team coordinates the student’s concussion management plan. The School will implement a gradual **Return-to-Learn (RTL)** plan to support the student’s academic recovery with suggestions from the student’s Licensed Healthcare Provider. The process includes four stages.

Stage 1: **Rest and Recovery** (24–48 hours post-injury)

- No school attendance; limit cognitive and physical exertion.
    i. parents /guardians should follow Licensed Healthcare Provider guidelines in regards to activities allowed at home. Activities that are not permitted during this time:
        1. Technology use for school type work
        2. Attendance at school or school type work

- As noted above, the parents/guardians must provide a medical clearance provided by a Licensed Healthcare Provider for school reentry. The student may move to Stage 2 when cleared by a medical professional.

Stage 2: **CMT Meeting & Gradual Transition Back to School**

- The CMT will meet with the student and parents/guardians to review the health care provider's suggested accommodations.
- The CMT will develop a Return-to-learn Plan (RTL). RTL will be shared with all relevant staff members.
    i. Return to Learn Worksheet_distributed.pdf
- The CMT will determine the student's accommodations and any adjustment to the student's school schedule. For more regarding those measures, see "Accommodations for Students" below.

Stage 3: **Continued CMT Support and progression through RTL**

- RTL will be followed and reviewed by CMT.
- Head Injury Monitoring Checklist completed on a routine basis by the school's health professional.

Stage 4: **Full Return to School**

- Resume regular school schedule and phase out accommodations as symptoms resolve.
- RTL will end when cleared by the student's Licensed Healthcare Provider.

Return-to-Play (RTP) Protocol

Any student-athlete with a suspected concussion must be withheld from any sports activity/competition or practice and should NOT be allowed to return to activity until cleared by Licensed Healthcare Provider (LHCP).

If a student demonstrates or reports any of the previous dangerous concussion signs or symptoms resulting from an injury of the head, 911 may be called immediately to active emergency medical services (EMS), and the school's health professional will be notified.

The Student and parent/guardian will be given Concussion Information and Home Care Information.

CDC Heads Up Fact Sheet for Parents

For students participating in sports, physical activities or sport clubs, the **Return-to-Play (RTP)** protocol includes six graduated stages:

1. **No Activity**: Complete physical rest.

2. **Light Aerobic Exercise**: Walking or cycling at a gentle pace (no resistance).
3. **Sport-Specific Drills**: Light, non-contact activities.
4. **Non-Contact Training**: Complex drills and strength training.
5. **Full-Contact Practice**: Resume normal practice if medically cleared.
6. **Return to Competition**: Full participation in competitive activities.

Step 1. No Activity: The student-athlete must be evaluated and cleared to participate in the Return-to-Play protocol by a Licensed Healthcare Provider (LHCP). The LHCP's release must be obtained in writing, specify the date the athlete can return to participation, and be submitted to the school administration or designee.

Step 2. Light Aerobic Exercise: The student-athlete must complete and pass standardized concussion testing. This test will help identify post-injury deficits the athlete may experience in brain functions such as memory, vision, reaction time, and balance. To determine whether the test is passed or failed, results will be compared to the student-athlete's individual baseline data or normative data if a baseline is unavailable.

The student-athlete will not be allowed to return to participation until a passing score is achieved.

Step 3. The student-athlete must complete a six-stage graduated exercise program under the direct supervision of the athletic trainer/coach. If at any point in the program, the student-athlete demonstrates worsening symptoms, the athletic trainer/coach will halt the activity progression, re-evaluate the athlete, and determine the best course for recovery and return to participation.

The student-athlete must remain symptom-free through all activities to successfully complete the graded exercise phase and return to full participation.

Any exacerbation of symptoms will prevent the student-athlete from progressing to the next stage. In such cases, the current stage must be repeated after a 24-hour rest period.

NOTE: For all students who sustained the injury during a NIAA sanctioned activity, and who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems), such students shall be immediately removed from the contest and shall not return to play until cleared by an appropriate health-care professional. (Please see NFHS Suggested Guidelines for Management of Concussion included in this document or in the Appendix, located in the back of each NFHS Rules Book). NIAA Concussion Policy.

Concussion Management Team (CMT)

Each CASLV Campus will establish a Concussion Management Team (CMT) that may consist of the following members:

- School health professional
- Principal
- Administrator(s)

- School counselor
- Physical education teacher or athletic director/coach
- Classroom teacher(s)
- Parent(s) or guardian(s)

School administrators will oversee the CMT. The CMT is responsible for overseeing the implementation of this policy and ensuring compliance with state and federal guidelines. The Return to Learn Plan (RTL) will be followed as outlined in the CASLV Concussion Policy.

Accommodations for Students

Students recovering from concussions may receive temporary accommodations. These accommodations will be outlined in the student's management plan determined by the student's Licensed Healthcare Provider and managed by the CMT. These temporary accommodations may include:

- Reduced homework or modified assignments.
- Extended deadlines and test accommodations.
- Frequent breaks during classes or tests.
- Permission to leave the classroom if symptoms worsen.
- Modified participation in physical education.
- Alternate days
- Half days
- Use of sunglasses, hats, earplugs, and other sensory aids
- Quiet workspaces
- Reduced screen time
- If a student's recovery from a concussion is prolonged and they are unable to complete the Return to Learn (RTL) pathway within a reasonable timeframe, (continued past 30 days) the school may initiate the Section 504 process to determine appropriate academic accommodations.
    - The 504 team will meet as needed to adjust accommodations, update, or discontinue the 504 plan when the student no longer has functional limitations affecting learning.

When students return to school after a concussion, school professionals should watch for:

- Increased problems paying attention or concentrating
- Increased problems remembering or learning new information
- Longer time needed to complete tasks or assignments
- Difficulty organizing tasks or shifting between tasks
- Inappropriate or impulsive behavior during class
- Greater Irritability
- Less ability to cope with stress
- More Emotional than usual
- Fatigue
- Difficulties handling a stimulating school environment (light, noise, etc.)
- Physical symptoms (headache, nausea, dizziness)

Communication and Documentation

1. **Documentation Requirements**:

    - All medical clearance forms and Licensed Healthcare Provider recommendations must be submitted to the school's health care professional by the student's parent/guardian.

2. **Staff Notification**:

    - Teachers and relevant staff members will be informed of the student's concussion and accommodations via the student's RTL & RTP plans.

3. **Ongoing Monitoring**:

    - The CMT will regularly review the student's progress and update the RTL and RTP plans as needed.

    - Students who have sustained a diagnosed concussion will only be cleared from the RTL & RTP plan when their Licensed Healthcare Provider deems it necessary.

Staff Training per NRS 385B.0880 including prevention

"Each employee of a public school who supports the academics or health, including, without limitation, mental or physical health, of a pupil who has sustained or is suspected of having sustained an injury to the head must annually complete training regarding the prevention and treatment of injuries to the head, which must include, without limitation, a review of the educational information compiled pursuant to subsection 3 of NRS 385B.080. Each public school shall maintain a record of the training required by this section which is completed by each employee of the public school and provide such a record upon request."

All staff members, including teachers, coaches, and administrators, will receive annual training on concussion recognition and management and are required to complete the following course annually:

- **HEADS UP to Schools: Online Concussion Training for School Professionals**

In addition to the Online Training for School Professionals, all coaches, athletic staff, or any staff member overseeing a sports club are required to complete the following course annually:

- **HEADS UP to Youth Sports: Online Concussion Training for Coaches**

CDC Fact Sheet for Staff

Policy Review and Compliance

This policy will be reviewed annually by the school district to ensure alignment with current best practices and legal requirements.

Legal Disclaimers

- The School's Board reserves the right to enact, amend, and terminate this Policy from time to time.

- If this Policy conflicts with any mandatory provision of Nevada law (including due to a change in law), this Policy shall automatically be deemed modified, with no further action by the Board to be necessary, to conform to Nevada law.

- Unless otherwise expressly stated, this Policy is not intended to create a right or remedy which could be exercised by any individual (or collection of individuals) against the School. This Policy should not be deemed to create a cause of action which may be asserted against the School in a court of law, including for breach of contract.

ACTION MEMORANDUM

DATE: March 10, 2026
FROM: Selim Tanyeri, Chief Student Services Officer
TO: Coral Academy of Science Las Vegas Board of Directors
SUBJECT: CASLV Concussion Policy Revisions

BACKGROUND:
The Concussion Policy was initially developed in response to Nevada Department of Education (NDE) requirements and was first approved in **January 2025**. As required, the policy undergoes an annual review. Since its implementation, several areas have been identified that would benefit from clarification and revision. These updates are informed in part by feedback from our Principals and Health Manager.

An updated version of the policy was presented to the CASLV Board in **January 2026**. At that time, CASLV Board requested additional clarification on page 4 regarding school hours and the availability of the school nurse.

RECOMMENDATION:
With input from legal counsel, we recommend reviewing the redlined version of the policy attached to the agenda and approving the proposed revisions on page 4. Minor edits have also been made on other pages, and we recommend approving those updates as well.

Page 4: The language has been revised to clarify that school health professionals monitor head injuries during the instructional day and to outline their availability and responsibilities during after-school hours and school-related events.

Proposed Motion:
The Board is asked to consider and take action on the proposed revisions and approve the updated Concussion Policy as presented.

Coversheet

Memorandum of Understanding with UNLV for Special Education Services (For Possible Action)

Section: V. Discussion/Possible Action Items-Governance/Policies/Finance
Item: B. Memorandum of Understanding with UNLV for Special Education Services (For Possible Action)
Purpose: Vote
Submitted by:
Related Material: Coral Agreement DRAFT.docx
MEMO - UNLV MOU for services 03-10-2026 (1).docx

SERVICE AGREEMENT

This Service Agreement ("Agreement") is entered into by and between the **Coral Academy of Science Las Vegas ("Coral Academy")** and the **University of Nevada, Las Vegas ("UNLV")**, acting on behalf of the **CREW Disability Center** and the **Department of Early Childhood, Multilingual, and Special Education**, collectively referred to as the "Parties."

1. Purpose

The purpose of this Agreement is for UNLV to provide professional development and consultation to Coral Academy, through activities such as in-person workshops, online content, coaching, and/or consultation.

2. Term

This Agreement shall become effective upon execution by both Parties and shall remain in effect through **June 30, 2031**, unless earlier terminated in accordance with this Agreement.

3. Scope of Services

UNLV shall provide professional development and consultation related to the provision of services to students, especially students with disabilities, through activities such as in-person workshops, online content, coaching, and/or consultation. Potential topics include, but are not limited to (a) inclusive practices to support children with disabilities and their peers, (b) positive behavior interventions and supports (e.g., tier 1 supports, FBA, BIP), (c) instructional strategies for students with high-incidence (e.g., learning disability) or low-incidence disabilities (e.g., autism, intellectual disability), (d) development and implementation of individualized education programs (IEPs), and (e) administration of special education services.

4. Consideration

In consideration for the services to be provided by UNLV under this Agreement, Coral agrees to compensate UNLV in an amount consistent with written and approved program budgets. The cost of UNLV program budgets will be inclusive of costs associated with program implementation, UNLV faculty and staff time, UNLV room costs, UNLV faculty and staff travel costs, and fees to support infrastructure and oversight provided by the CREW Disability Center.

If included as part of the program, Coral is responsible for costs associated with space outside of UNLV's campus, reimbursement or payment of teacher time, and teacher incentives.

Payment shall be made upon receipt of a properly submitted invoice from UNLV, submitted approximately quarterly. No additional compensation shall be due unless authorized by a written amendment executed by both Parties.

5. Data Sharing and Confidentiality

Coral Academy staff shall maintain the confidentiality and security of all student data and shall comply with all applicable federal and state laws, including FERPA. When applicable, UNLV shall maintain the confidentiality and security of all student data and shall comply with all applicable federal and state laws, including FERPA.

6. Independent Contractor

UNLV is an independent contractor and not an employee or agent of Coral Academy. UNLV shall have exclusive control over the manner and means of providing services under this Agreement.

7. Termination

Either Party may terminate this Agreement for convenience upon thirty (30) days' written notice. Either Party may terminate for cause upon material breach, provided the breaching Party is given reasonable opportunity to cure.

8. Indemnification and Liability

Each Party shall be responsible for its own acts and omissions to the extent permitted by Nevada law. Nothing in this Agreement shall be construed as a waiver of sovereign immunity.

9. Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of Nevada.

10. Entire Agreement

This Agreement constitutes the entire agreement between the Parties and supersedes all prior negotiations or understandings.

11. Amendments

This Agreement may be amended only by a written instrument executed by both Parties.

12. Signatures

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the dates set forth below.

CORAL ACADEMY OF SCIENCE LAS VEGAS

Signature: _____

Name/Title: _____

Date: _____

UNIVERSITY OF NEVADA, LAS VEGAS

Signature: _____

Name/Title: _____

Date: _____

ACTION MEMORANDUM

DATE: March 10, 2026
FROM: Selim Tanyeri, Chief Student Services Officer
TO: Coral Academy of Science Las Vegas Board of Directors
SUBJECT: UNLV MOU for Special Education Services and Support

BACKGROUND:
We seek to strengthen our special education programs through a partnership with the University of Nevada, Las Vegas (UNLV). This collaboration will provide consulting, coaching, and professional development services to Special Education staff, supporting improved instructional practices and student outcomes.

Services will be tailored to our specific needs and provided on a need-based basis. UNLV's rates for consulting, coaching, and professional development are expected to be highly reasonable compared to private service vendors.

RECOMMENDATION:
We recommend CASLV Board to approve the MOU.

Proposed Motion:
The Board is asked to approve the MOU

Coversheet

Tuition Reimbursement Policy Amendment (For Possible Action)

Section:	V. Discussion/Possible Action Items-Governance/Policies/Finance
Item:	C. Tuition Reimbursement Policy Amendment (For Possible Action)
Purpose:	Vote
Submitted by:	
Related Material:	Tuition Reimbursement Policy Revised 3-10-2026.docx Tuition Reimbiursement, Revised 3-10-2026.docx

SOP # G&A123 Revision: ~~4~~ 5
Effective Date: ~~September 1, 2023~~ ~~August 1~~January 21, ~~2026~~ March 10, 2026~~5~~

Title: **G&A123 PROFESSIONAL DEVELOPMENT**

Policy: To provide employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization.

Purpose: Professional development and continuous learning are necessary to maintain the quality of the Organization's staff and their ability to contribute effectively to the mission and goals of the Organization.

Scope:

All full-time CASLV employees who are not on a performance improvement plan are covered by the scope of this policy and its guidelines and are eligible to apply for Tuition Reimbursement. Teachers must hold a standard or substitute Nevada teaching license. This program does not reimburse for courses that are part of a licensing requirement or a teacher licensing program. If an employee is on a Performance Improvement Plan, they may be eligible for professional development courses, workshops, and training, that directly support performance improvement.

Cutoff Date Addition: Employees must have started working for CASLV on or before December 31st of the current year to be eligible to apply for the following year's program.

~~All full-time employees with at least two years nine (9) months of CASLV employment and are~~
~~not on a performance improvement plan are covered by the scope of this policy and its guidelines and are eligible to apply for Tuition Reimbursement. Teachers must hold a standard or substitute Nevada Teaching license. This program does not reimburse for courses that are part of a licensing requirement or a teacher licensing program.~~

.

~~**Cutoff Date Addition:** Start date working for Coral Academy ASLV must be prior to January 1st for the following year's program application; applications will be accepted for those starting on or before December 31st of the current year for next year's application.~~

Responsibilities:

Executive Director or designee is responsible for authorizing and coordinating the employee application process for professional development funds.

Director of Finance or designee is responsible for determining amount of funds that can be made available for professional development after consideration of budgeted expense and reserve amounts.

Board President, Central Office Executive Committee, or designee is responsible for reviewing applications received to determine which employees will qualify for reimbursement of costs incurred for professional development. If one of the applicants is a part of the Central Office Executive Committee, then they need to recuse themselves from the decision-making process involving their application and then it has to come to the board president for final review and approval upon the recommendation of the Central Office Executive Committee.

Background: The work performance of an employee is a vital key to the success of the Organization. Providing professional development opportunities to the organization's employees is an investment in our employee's career and the Organization's future.

G&A123 Professional Development

Procedure:

1.0 ELIGIBILITY

1.1 Professional development is approved at the discretion of the Executive Director or designee. Eligible professional development is obtained through baccalaureate and graduate level courses ~~that must be~~ taken for academic credit though accredited colleges/universities ~~colleges and universities accredited by regional organizations~~ identified in Appendix A.

Courses leading to certification must be taken at a school or through an organization that is authorized by the certifying authority to provide such educational programs.

1.2 Eligible courses include:

(1) Programs leading to professional certification must be in a job-related field and provide the employee with applicable skills. Reimbursement up to $3,000 per fiscal year. ~~specific job-related field of professional discipline, and should provide the participating employee with skills, knowledge and competencies applicable to their current position. For participation in such programs, employees may be approved for reimbursement of tuition and eligible fees up to a maximum of $3,000 per fiscal year~~

(2) Undergraduate/ ~~and~~ graduate academic courses taken as part of career development may be reimbursed up to $8,000 per fiscal year ~~courses taken as part of a career development program should provide an employee with skills, knowledge and development plans. For undergraduate, graduate, university extension, university continuing education, and audited courses, tuition and eligible fees may be approved for reimbursement up to a maximum of $8,000 per fiscal year.~~

(3) Job-related graduate-level academic programs, up to and including those leading to a doctoral degree, must provide an employee with skills, knowledge, and competencies that are specifically applicable to their current position classification and enhance her or his performance in that job. For participation in such graduate level courses at an accredited university, tuition and eligible fees may be approved for reimbursement up to a maximum of $8,000 per fiscal year.

~~**Continuation Clause:** Individuals currently pursuing a doctorate and already approved under the school's tuition reimbursement program may continue to receive reimbursement until completion~~

(3) Job-related graduate-level academic programs, ~~excluding doctoral degrees for teachers, must provide skills applicable to the employees' position. Doctoral degree reimbursement will only be provided to Senior Leadership Team (SLT) members and Principals. Maximum reimbursement is up to $8,000 per fiscal year~~. ~~up to and including those leading to a doctoral degree, must provide an employee with skills, knowledge, and competencies that are specifically applicable to their current position classification and enhance her or his performance in that job. For participation in such graduate level courses at an accredited university, tuition and eligible fees may be approved for reimbursement up to a maximum of $8,000 per fiscal year.~~

~~**Continuation Clause:** Individuals currently pursuing a doctorate and already approved under the school's tuition reimbursement program may continue to receive reimbursement until completion~~.

2.0 TUITION REIMBURSEMENT

2.1 For courses that are taken for credit as part of a degree program, tuition is ~~and~~ ~~, eligible fees~~ ~~are~~ reimbursed only for courses taken and completed with a final grade of "B" or equivalent, or higher. For courses leading to professional certification, course registration costs will be reimbursed only after the participating employees submits evidence of having successfully completed course requirements leading to professional certification.

2.2 Graduate tuition reimbursement is generally limited to one Master's and one doctoral degree ~~for SLT or Principals only, and one Master's degree~~ per employee. ~~per employee~~. Tuition reimbursement for ~~any~~ additional graduate degrees requires HR approval. ~~the approval of the Human Resources~~

2.2 Graduate tuition reimbursement is generally limited to one Master's and ~~one Ph.D~~. ~~one doctoral degree for SLT or Principals only~~, ~~and~~ one Master's degree per employee. ~~. per employee~~. Tuition reimbursement for ~~any~~ additional graduate degrees requires HR approval. ~~the approval of the Human Resources~~.

2.3 Employees completing a graduate course which is not part of a Masters ~~or Ph.D.~~ program, and graduate students granted "special status" (e.g., completing undergraduate deficiencies due to a change in field of study), may be approved for of tuition and eligible fees up to a maximum of $8,000 per fiscal year.

2.4 ~~The~~ Maximum reimbursement across all course types remains at $10,000 per fiscal year. ~~for all courses of study, including certification, career development and job-related graduate study combined, will not exceed $10,000 per fiscal year.~~

2.5 Eligible fees include state-equivalent tuition fees and certain mandatory fees.

Required fees eligible for tuition reimbursement subject to the limitations set forth in 2.1 through 2.4 above include the State of Nevada's equivalent to tuition fees (i.e., state education fees, state university fees, state college fees, junior and community college enrollment and registration fees for Nevada residents), continuous enrollment fees for thesis/dissertation, microfilming or binding of dissertation or thesis fees, computer fees, and laboratory fees charged to all students and that are directly applicable to the approved course(s).

2.6 If eligible employees are laid off, have reduced hours, or take disability leave, approved courses in progress may still be reimbursed if completed successfully. ~~If eligible employees are laid off, their hours are reduced, or they go on a disability leave~~

~~of absence, any approved course(s) in progress will be reimbursed, provided the course is completed with a final grade of "B" or equivalent, or higher, and fulfills the other provisions of this policy.~~

3.0 NONREIMBURSABLE EXPENSES

3.1 Except for courses leading to professional certification as described above, the following do not qualify for tuition reimbursement: professional seminars and workshops, symposia, short (non-credit) courses; college/university entrance exams; review programs for entrance exams; or courses at non-accredited institutions.

3.2 Itemized fees not reimbursable to employees include application/pre-admission registration fees, transcript fees, test preparation fees, admission testing fees, placement fees, course waiver or challenge fees, book costs, travel costs (i.e., transportation, housing, meal, etc.), parking fees, equipment/kit purchase costs, tutoring fees, deferred tuition fees, registration fees, late registration fees, course addition, deletion or transfer fees, student activity fees, student union fees, petition fees, recreation fees, health coverage costs, dissertation or thesis typing fees, development or foundation fees, institution fees, alumni fees, and other similar fees.

3.3 Tuition and eligible fees are not reimbursable when the employee:

1) Receives duplicate or comparable fees from another institution or agency, grant, scholarship, or other financial aid; or

2) Voluntarily terminate employment, or are terminated for cause, prior to course completion or within two years of course completion, or

3) Have not received advance approval from the Executive Director or designee, particularly those associated with a degree program.

3.4 An employee normally is not reimbursed for a course the tuition of which was previously reimbursed under this policy. However, some courses involving research or extended study can be repeated with advance approval of the Executive Director or designee.

4.0 OTHER MATTERS

4.1 The taxability of payments to employees under the tuition reimbursement plan is in accordance with current Internal Revenue Service guidelines.

4.2 Unless specific approval of both the employee's supervisor and the Executive Director is obtained in advance, an employee may not take a course during scheduled working hours. When the educational program requires being away from one's job during normal work hours, the employee and her or his supervisor must agree on such a schedule in advance and make necessary arrangements to

assure that expectations for ongoing work assignments are met. No legal or contractual obligations for overtime premium can be incurred as a result of employees taking a course that will be reimbursed under this policy during their scheduled working hours. Participation in the tuition reimbursement program should not in any way interfere with the employee's ability to perform his or her job.

5.0 REQUESTING FUNDS

5.1 During the annual budgeting process, the Director of Finance will evaluate how much of the Organization's resources may be allocated to fund the professional development budget for employees after consideration of available operating expenses and required reserve amounts in each fiscal year or portion of each fiscal year as considered necessary by the Director of Finance.

5.2 Upon approval of the budget by the Board of Directors (see G&A118 BUDGETING), applications from employees who wish to utilize professional development funds will be accepted by April 15 contingent on whether funds are available for the next fiscal year. Employee start date must meet cutoff rule (on or before December 31st)

5.3 To apply for tuition reimbursement, an employee should complete the Application for Academic Program Approval form in Appendix B and submit it to the Executive Director or designee for certification that the proposed program and course(s) meet criteria for reimbursement. After obtaining approval, but prior to enrolling in the course of study, the employee should forward the application form, along with material describing the program and course(s), to Human Resources. The employee's supervisor may include amplifying documentation in support of program or course approval.

The Board of Directors or designated committee will evaluate the applications received and determine the best use of allocated professional development funds.

5.4 Following review of the employee's application for tuition reimbursement, Human Resources will notify the employee in writing as to whether the application has been approved. Upon written confirmation or approval, the employee must submit the following items at the beginning of each term:

(1) Request for Reimbursement of Tuition (Appendix C)

(2) Copy of the course syllabus

Within 30 days of completion of the course, the employee ~~should~~ must also submit the following documents to both their campus Principal and Human Resources:

(1) Copy of the final grade

(2) Copy of the receipt for tuition ~~and eligible fees~~

Failure to provide documentation can result in discontinuation of future tuition reimbursement.

5.5 Any grants and/or scholarships will be deducted from the tuition costs prior to - determining reimbursement

5.6 In the event that the allocated amount is not sufficient to provide the total reimbursement to all eligible employees, the school shall prorate the budgeted funds so that each eligible employee would receive allocated portion of the budget approved by school board.

5.7 Only classes which are completed from July 1st to June 30th of that fiscal year are eligible for reimbursement. Employees that have not used all of their allocated funds by April 1st but still plan on submitting a reimbursement request, must notify HR of their intent to do so by April 1st or their unused funds will be dispersed among eligible employees in the tuition reimbursement program for the current school year.

Revision History:

Revision	Date	Description of Changes	Requested By
0	05/13/2014	Initial Release	
1	09/10/2016	1st Amendment	CASLV Staff
2	09/14/2019	2nd Amendment	CASLV Staff
3	09/30/2020	3rd Amendment	CASLV Staff
4	09/1/2023	4th Amendment	CASLV Staff
5	~~08~~03/10/2026~~1~~/~~21~~/2026~~5~~	4th Amendment	CASLV Staff

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Appendix A – List of Regional Accrediting Agencies

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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Coral Academy of Science Las Vegas

Application for Academic Program Approval

Employee Information:

Name: _____ Email: _____

Date of Hire: _____ Scheduled Hrs/Wk: _____

Job Title: _____ Principal: _____

Description of job duties:

_____

_____

_____

Academic Program Information:

School: _____ Location: _____

Work schedule (hrs/wk) while attending school: _____ Anticipated Completion/Graduation Date: _____

Educational Goal: ☐ AA ☐ BA ☐ BS ☐ Additional Training: _____

☐ MA ☐ MS ☐ MBA ☐ PhD ☐ EdD

☐ Other: _____

Field of Study/Major: _____ Job Related: ◯ No ◯ Yes

☐ Certificate: _____ Accrediting Organization: _____

Is this certificate recognized in the industry? ◯ No ◯ Yes Job Related: ◯ No ◯ Yes

---

Will you receive any grants, scholarships or benefits to support your tuition? ◯ No ◯ Yes

If yes, please provide documentation.

Applicant's Signature: _____ Date: _____

Principal's Concurrence:

This employee meets the eligibility requirements, as stated in the Tuition Reimbursement Policy, for participation in the Tuition Reimbursement Plan and is recommended for enrollment.

Principal's Signature: _____ Date: _____

HR Approval:

Signature: _____ Date: _____ Annual Maximum: $_____

Executive Director Approval:

Signature: _____ Date: _____ Annual Maximum: $ _____

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Appendix C – Request for Tuition Reimbursement

Academic Program Approval Form must be approved before instruction begins. After registering for class(es), complete and submit this form along with a copy of the course syllabus, to the Human Resources. Within 30 days of course completion, submit the following to the Human Resources:

Official course grade (3.0 or B, or better)

Itemized receipt of fees paid, listing course name, units, and tuition per unit

At that time, this request will be processed for payment.

Employee Information:

Course Information:

School: _____ Location: _____

Session Starting Date: _____ Ending date: _____

Course No.	*Course Title*	*Units*	*Grade*	*Tuition*

Name: _____ Email: _____

Job Title: _____ Supervisor: _____

Total Tuition (this session) $ _____ Other Reimbursable Fees $ _____

Total Amount Requested $ _____

The information above is correct, and I further certify that I will not receive duplicate or comparable fees for this tuition from any grant, scholarship, or benefit.

Employee Signature: _____ Date: _____

Supervisor's Concurrence:

This employee remains eligible for participation in the Tuition Reimbursement Plan.

Supervisor's Signature: _____ Date: _____

HR Approval:

Signature: _____ Date: _____ Amount to Pay: $_____

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ACTION MEMORANDUM

DATE: **March 10, 2026**
FROM: **Bridget Peevy, Chief People Officer**
TO: **Coral Academy of Science Las Vegas Board of Directors**
SUBJECT: **Tuition Reimbursement Policy**

BACKGROUND:

1. Original Proposal:

Eligible employees must have at least 9 months of CASLV employment

New Proposal:

Eligible employees must begin employment with CASLV on or before December 31st of the current school year to qualify for tuition reimbursement for that academic year.

2. Original Proposal: We are Maintaining**:**

Employees actively on a Performance Improvement Plan (PIP) are not eligible for tuition reimbursement during the duration of the PIP.

New Proposal: We are adding clarification:

Employees on a PIP remain eligible for professional development courses, workshops, and training that directly support performance improvement.

3. **Original Proposal** (Not Approve by Board)

Limiting Ph.D. tuition reimbursement eligibility to:
Senior Leadership Team (SLT) and Principals

New Proposal:

Revert to the original policy language, which does not restrict Ph.D. coursework eligibility to specific leadership roles.

PROPOSED MOTION: Move to approve the proposed revisions to the Tuition Reimbursement Policy.