



Nevada State Public Charter School Authority

Site Evaluation Report Coral Academy of Science Las Vegas – Cadence

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Appendices

A: Nevada School Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062-8-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062-8-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 12/1/2022 at Coral Academy of Science of Las Vegas - Cadence (CASLV). 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 year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination, will have a differentiated procedure for their site evaluation. The CASLV Network are within year four of their charter contract; however, the Cadence campus is a newly opened campus thus meeting the criteria for a comprehensive site evaluation. Cadence is in year one of their charter contract thus meeting the criteria for a comprehensive site evaluation.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

Members of the SPCSA evaluation team will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately after the final classroom rubric ratings. Using information obtained from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will summarize results for schools within the report. Observations and take-aways regarding some of the Organizational Framework components will be summarized and outlined in this site evaluation report.

This evaluation has been 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 on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

CASLV Cadence is located in Henderson, Nevada in a facility at 10 Cadence Crest Ave. The school serves 1,346 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of CASLV Cadence is: "To provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success."

ACADEMIC PERFORMANCE

Nevada School Performance Framework¹ 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

No Report Available

¹ CASLV Cadence is in year one of their charter contract therefore there is no prior academic performance data.

Math and ELA Results
Nevada School Performance Framework
2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

No Report Available

SPCSA Academic Performance Framework
Geographic Comparison Report

Not Available

SPCSA Academic Performance Framework
Diversity Comparison Results

Not Available

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	4	30 minutes
Students	8	30 minutes
School Leadership	5	30 minutes
Staff	13	30 minutes

Governing Board²:

- Governing board members shared, “CASLV Cadence had lower than anticipated enrollment, but we are encouraged by the surrounding homes and residences that are being built.” One board member explained, “An amended budget was approved at a previous board meeting. We did not have to cut anything but, we did freeze hiring for the rest of this year. We leveled some expenditures across the entire charter and increased teacher salaries for parity with school the Clark County School District salaries.”
- Members of the governing board spoke about an ongoing challenge for Coral campuses to increase the enrollment numbers of specialized student groups. One member of the governing board explained, “Cadence has a higher free and reduced priced lunch (FRL) population than other Coral schools and qualifies as a Title I³ school.” Another board member shared, “We are in the process of hiring a specialist to support under-represented student groups. We plan to utilize the weighted lottery system⁴ as our student enrollment numbers increase.” Governing board members reported they are willing to provide and allocate resources to support specialized population needs.
- Board members discussed the financial reports reviewed each month. One board member explained, “We pay for a service that is responsible to the board and for providing a balance sheet, and an income statement. We also have access to this through the utilization of a computer application.” A member of the governing board shared, “Our board is very transparent with funds. We have a sub-committee (Finance and Facilities) that also provides information on fiscal standing.”

Parents/Families:

- Parents shared how they learned about CASLV Cadence. One parent said they learned about this campus while their child attended CASLV Eastgate. Another parent said her child attended CASLV Tamarus and heard about CASLV Cadence. A parent shared, “I live across the street from CASLV Cadence, and this school is closer to home.”
- Several parents reported they feel adequately informed about events, policies, and their

² Three members of the seven-member board participated. Quorum was not met, and Open Meeting Law was not violated.

³ Title I is a federal education program that supports low-income students throughout the nation.

⁴ Weighted lotteries are defined as those that give additional weight to individual students who are identified as part of a specified set of students falling under the educationally disadvantaged.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

child's progress. One parent shared, "We get newsletters every week and we get information from teachers. We also have access to Infinite Campus which lets us know if our child is late on an assignment."

- Several families reported things they would like to change at CASLV Cadence. One parent said, "I would like a quieter lunchroom because my child has auditory challenges." Another parent shared, "The carline can be challenging and could use some improvements." One more family member stated, "I would like more time for student lunch. Kids complain that the lunch line are long and takes up time from eating."

Students:

- Students reported how they learned about CASLV Cadence. One student said, "My parents were told CASLV Cadence will include high school grade levels." Another student explained, "I have been going to CASLV Eastgate since first grade and heard about a new Coral campus being built." One more student shared, "I live in the neighborhood and saw the school being built and decided to come here as it was closer to home."
- Students shared how some activities at school have helped them to feel a part of the school community. One student said, "We had orientation day, and the staff was really excited and happy." Another student said, "We met the teachers for each grade and received a handbook. We made friends easily."
- Several students reported that the academic workload is large, especially for advanced classes. One student explained, "I enjoy the advanced classes. However, we don't have a work-life balance and most of us stay up late completing schoolwork. I don't get to spend time with my family or go outside." Students reported they also spend time during lunch completing schoolwork."

Leadership:

- Leadership reported that students and parents from other Coral campuses helped develop the climate and culture of this new campus. One leadership member said, "Ten percent of students and twenty staff members from the Eastgate campus came to CASLV Cadence. We projected 1800 students for the first year. The Eastgate campus did not need to conduct a lottery or a waitlist this year as there was capacity with the opening of Coral Cadence. Eastgate was impacted most as they are the closest campus to Coral Cadence."
- Leadership communicated how they developed a school culture for the new staff at CASLV Cadence. A member of leadership said, "We have holiday parties and birthdays for faculty." One member of leadership said, "Administration is big on stating and modeling a positive culture. Every staff meeting begins with talks of the importance of being a team. Good culture begins at the top."

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Members of leadership shared ways they are creating a positive learning environment for students at CASLV Cadence. One member of leadership explained, “We are implementing MTSS through the SPCSA. The SPCSA’s MTSS team provides support and meets with us monthly to support us in analyzing data and monitor progress towards our goals.” Another member of leadership shared, “Two counselors come in twice a month and conduct lessons on SEL. There are also monthly lunches with the counselors. There are “highflyer” tickets that students can accumulate and use toward rewards. Faculty/staff pass out tickets to students who are demonstrating the desired expectations.” Leadership reported they will be hiring a behavior and climate specialist to have on staff to assist with the support of culture and climate across the campus.

Staff:

- Staff shared what motivated them to work at CASLV Cadence. Several staff members reported that the amazing leadership is what propelled teachers to work at CASLV Cadence. One faculty member said their teaching partner also transferred and they wanted to continue with that valued teaching relationship. One staff member explained, “Leadership ensures the opinions and thoughts of teachers are heard, and that is important to the faculty who transferred from other schools.”
- Staff shared how they foster academic talk in the classroom. Several staff members reported they ask students for their opinion, follow that up with facts or reasons, and move into textual evidence. One teacher said, “Teachers model academic language and use academic vocabulary as they speak to the students.” Another teacher shared, “I put the academic vocabulary on the board, and students reference the board.” A Special Education (SPED) instructor said, “I tailor lessons and goals for each student because their learning is so individualized.”
- Staff discussed the professional development provided at CASLV Cadence. Staff members reported that there was a new staff hire orientation. A staff member explained. “Faculty got to participate in team building. The curriculum director came in and went through all the learning applications. Additionally, faculty from across other CASLV campuses led best practices workshops and classes in the Coral way.” Another staff member shared, “We did MTSS training and participated in icebreakers for the whole faculty to build agency among the staff as a whole. We moved into small group teams to map out the curriculum across content areas and grade bands.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 22 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 5	Total: 16	Total: 0	Total: 0	Total: 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 5	Total: 16	Total: 0	Total: 0	Total: 1

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 5	Total: 15	Total: 1	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 6	Total: 15	Total: 0	Total: 0	Total: 1
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 3	Total: 14	Total: 1	Total: 0	Total: 4
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 4	Total: 15	Total: 2	Total: 0	Total: 1

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 6	Total: 14	Total: 2	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 4	Total: 17	Total: 0	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable

- In one resource classroom, students worked with partners to solve math equations in a quiz show format. Students took turns affirming the correct answers to the given responses. Each of the students was engaged in the activity.
- In one self-contained classroom, a teacher provided one on one targeted support to a student. The co-teacher provided small group instruction to students on phonics concepts.
- In one upper elementary classroom, students demonstrated on the board and explained their thinking for given math equations.
- In one elementary science classroom students conducted an experiment using tapioca pearls and various liquids. Students completed a packet that led them through the scientific method, including listing facts, citing sources, citing their observations, and writing out their process.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
<p>Indicator 1: Education Program</p>	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>CASLV strives 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 uses a strategic approach to ensure all campus staff who works with students with disabilities, with an IEP or 504 are aware of all decisions, goals, accommodations, modification, and SDI. Student WIDA reports are accessed to determine levels of listening, speaking, reading, and writing. CASLV also uses MAP data and the diagnostic tool within Lexia.</p>
<p>Indicator 3: Governance and Reporting</p>	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>The CASLV board meets at least six times a year for regular board meetings, and special meetings are scheduled as necessary. CASLV does not contract with an Educational Management Organization (EMO) or Charter Management Organization (CMO). The board and its attorney work closely together to ensure all open</p>

		meeting laws are followed. Board composition is aligned with the state's requirements.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in secured offices.
Indicator 5: School Environment	Measure 5b: <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service and elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

Measures of Progress from Previous Site Evaluations

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 during the school's previous evaluation.

Summary of recommendations from most recent site evaluation.	This is not applicable to CASLV Cadence for the 2022-2023 site evaluation as CASLV Cadence is in year one of its charter.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.	This is not applicable to CASLV Cadence for the 2022-2023 site evaluation as CASLV Cadence is in year one of its charter.
SPCSA staff assessment based upon findings during site evaluation.	This is not applicable to CASLV Cadence for the 2022-2023 site evaluation as CASLV Cadence is in year one of its charter.

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 are described within the body of the report and summarized here.

- SPCSA evaluators observed CASLV Cadence to have a strong school culture. Family and student focus group participants were highly satisfied with the school culture and environment. One family member participant stated, “At CASLV Cadence, we are a family, and I can go to leadership if I need anything.” SPCSA evaluators observed CASLV Cadence to have a strong adult presence in common areas. Leadership reported that CASLV Cadence began the school year at full hire for all faculty/staff positions and plans to add a new climate specialist position to support school climate efforts.
- SPCSA evaluators found that CASLV Cadence has a strong system of support for staff through PD conference offerings. CASLV Cadence hosts a conference for all CASLV staff and offers seven and one half (7.5) credit hours that are approved by the Nevada Department of Education (NDE). Leadership reported that six of the professional development sessions are provided by the Southern Nevada Regional Professional Development Program (RPDP) and the others are provided by CASLV staff. Session topics are decided based on school performance data. Leadership reported that they provide a survey at the conclusion of the conference and received a 93% success rate. One member of leadership explained, “The survey data is used to drive decisions for future conferences.”
- SPCSA staff observed CASLV Cadence to have a strong implementation of a Multi-Tiered System of Support (MTSS). SPCSA evaluators observed teachers positively redirecting students and referring back to the school-wide expectations. SPCSA evaluators saw expectations posted in different locations of the school and strong adult presence throughout the school. It was observed by SPCSA evaluators that CASLV provides strong targeted interventions and supports to meet the needs of all students.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

- Serving specialized populations, such as students receiving free and reduced-priced lunch, English learners, and students on an individual education plan (IEP) in greater numbers is a challenge for CASLV Cadence. CASLV Cadence projected to serve a significantly higher percentage of students that qualified for free or reduced-price lunch, stating that it anticipated at least half of the enrolled students would qualify. However, the school fell short of this promise as only approximately 40% of students qualified for this designation as of Validation Day (October 1, 2022). Anticipated enrollment for specialized populations has been an ongoing recommendation by SPCSA staff for the Coral

network schools. Focused attention on addressing what is promised by the CASLV charter and what analytics reveal needs improvement.

- During the student and family focus groups, participants explained several challenges with drop-off and pick-up. Students and family participants reported that drop-off and pick-up are challenging for multiple children in the same family. There is a 45-minute wait in-between the staggered grade drop-off and pick-up. Many of the students said it is frustrating and long. Several students revealed, “Pick-up can be overwhelming because siblings have to go to multiple places within the school to find their siblings and family. For example, students are not always in after-school care. Students can also be in their classroom, office, at drop-off, in their after-school clubs, or in after-school care. Due to this, siblings often don’t know where to find their other siblings, which extends the time it takes to locate their family members.”
- The duration of time required for the completion of the CASLV Cadence building is one factor that leadership attributes to the low student enrollment. Leadership reported that parents were uncertain if CASLV Cadence would be built by the start of the 2022-23 school year. Leadership elaborated, “We anticipated that 1,800 students would attend the CASLV Cadence campus.” According to the SPCSA’s 2022-23 student enrollment numbers, there are 1,346 students enrolled at the CASLV Cadence campus.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

- SPCSA staff recommends CASLV Cadence continue to work on increasing student enrollment numbers. CASLV student enrollment cap is 1850 students⁵. According to the SPCSA’s student enrollment data, CASLV has 1346 students enrolled for the 2022-23 school year. SPCSA staff advises CASLV to monitor and maintain capacity for hiring and training staff, addressing the needs of the population of students. This could include creating a strategic plan for increasing student enrollment numbers.
- In alignment with the SPCSA’s strategic plan to increase the diversity of students served by SPCSA schools, SPCSA evaluators recommend that CASLV Cadence continues to work on increasing the enrollment of specialized student groups so as to reach the anticipated demographics that were contemplated in the school’s approved enrollment from February 2021. This includes students who receive free or reduced-priced lunch, English learners, or students on an Individualized Educational Plan (IEP). CASLV Cadence may benefit from reflecting on prior efforts to implement the marketing and recruitment plan to support this effort. SPCSA staff will continue to expect CASLV to increase the enrollment of specialized student groups in the coming years as the school grows.
- SPCSA staff recommend that CASLV Cadence continue to work on ways to increase a smother flow of traffic during the drop-off and pick-up times. Family members and student focus group participants shared several issues with the drop-off and pick-up at CASLV Cadence. This may include meeting with family members and students to gain their input on a smother drop-off and pick-up system. The SPCSA has ongoing and regular communication with the Clark County Office of Traffic Safety and would be happy to facilitate any future meetings so that collective action can be taken to help resolve these concerns.

⁵ Since the site evaluation, CASLV has communicated with SPCSA staff that it intends to pursue an enrollment amendment for the 2022 - 23 school year to address the school’s lower-than-anticipated enrollment.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for CASLV Cadence during this site evaluation.

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DEFICIENCIES

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