



Nevada State Public Charter School Authority

Site Evaluation Report: Coral Academy Sandy Ridge Evaluation Date: 3/5/2024

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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/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 3/5/2024 at Coral Academy of Science Las Vegas (CASLV) Sandy Ridge. 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.

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.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

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

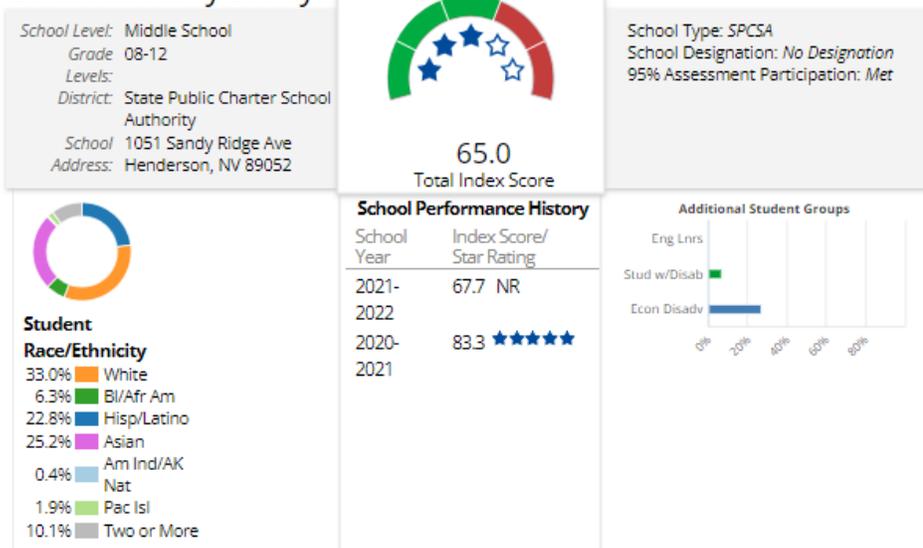
CASLV Sandy Ridge is located in Henderson, Nevada in a facility at 1051 Sandy Ridge Avenue. The school serves 867 students (as of the most recent Validation Day) in eighth through 12th grade. The mission of CASLV Sandy Ridge is: "to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

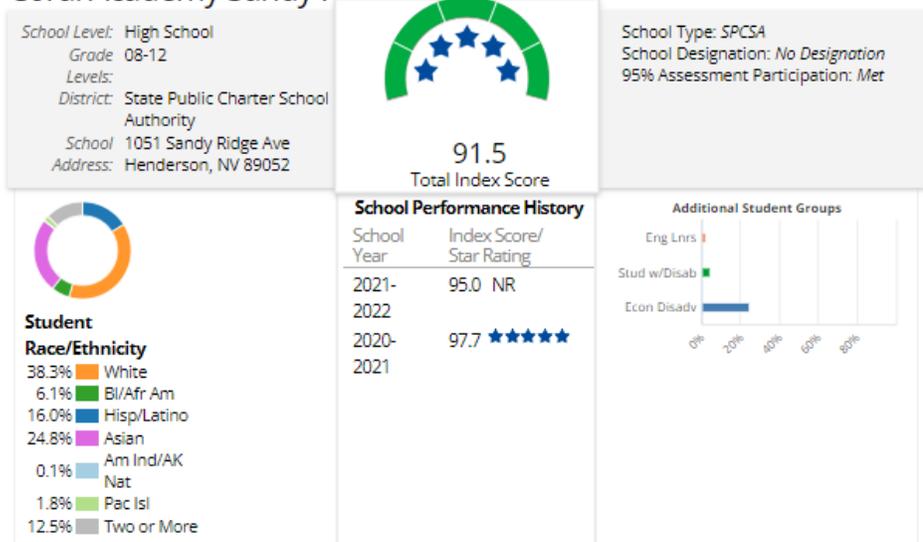
Middle School

Coral Academy Sandy Ridge School Year 2022-2023 Nevada School Rating



High School

Coral Academy Sandy Ridge School Year 2022-2023 Nevada School Rating



Math and ELA Results Nevada School Performance Framework 2023

Middle School Proficiency Rates

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	56.5	38.5	42.7	53.7	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	80.0	62.5	62.6	74.5	62.7	60.6
Black/African American	23.0	19.4	31	26.6	18.2	27.3
Hispanic/Latino	45.2	28.3	36.2	44.8	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	52.3	44.5	46.4	54.5	41.8	43.6
White/Caucasian	52.2	51.4	52.3	50.0	48.1	49.8
Special Education	13.3	11.5	26.5	-	9.7	22.7
English Learners Current + Former	33.3	21.5	28	30.0	20.1	24.2
English Learners Current	-	6.5	-	-	7.6	-
Economically Disadvantaged	50.9	24.9	36.1	44.1	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	75.7	53.4	58.6	71.6	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	92.0	74.7	78.2	82.3	79.0	77.1
Black/African American	61.5	37.4	43.9	53.3	41.1	40.9
Hispanic/Latino	59.5	44.8	50.5	65.5	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	66.6	60.0	65	86.3	64.6	63.2
White/Caucasian	79.1	64.0	69.6	68.2	67.2	68
Special Education	33.3	17.4	29.6	-	18.0	25.8
English Learners Current + Former	26.6	34.0	31.7	40.0	38.8	28.1
English Learners Current	-	12.0	-	-	16.7	-
Economically Disadvantaged	71.6	40.8	49.8	66.1	45.9	47.1

High School Proficiency Rates

Math Proficient

Math Proficient Points Earned: 10/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	67.1	25.7	39.38	60.4	25.2	36.19
American Indian/Alaska Native	-	20.0	30.62	-	-	26.96
Asian	70.5	50.2	55.12	71.4	55.1	52.76
Black/African American	-	11.0	26.37	-	10.2	22.5
Hispanic/Latino	57.6	16.0	30.44	33.3	14.2	26.78
Pacific Islander	-	28.0	36.16	-	23.0	32.8
Two or More Races	56.2	35.5	43.1	66.6	31.9	40.11
White/Caucasian	75.0	33.6	49.68	62.9	33.8	47.04
Special Education	18.1	6.2	20.93	-	6.6	16.76
English Learners Current + Former	-	<5	22.86	-	<5	18.8
English Learners Current	-	<5	20.23	-	<5	16.04
Economically Disadvantaged	53.3	14.5	31.41	54.2	14.6	27.8

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	78.5	54.0	53.55	78.3	54.3	51.11
American Indian/Alaska Native	-	70.0	42.92	-	-	39.92
Asian	84.8	75.2	68.51	85.7	78.7	66.85
Black/African American	-	34.6	38.08	-	40.6	34.82
Hispanic/Latino	69.2	43.8	42.69	58.8	42.3	39.67
Pacific Islander	-	56.1	53.74	-	35.8	51.31
Two or More Races	73.3	65.5	62.16	77.7	60.5	60.16
White/Caucasian	81.8	64.6	65.93	82.2	65.7	64.14
Special Education	18.1	19.2	23.93	-	16.5	19.92
English Learners Current + Former	-	10.9	25.56	-	12.5	21.64
English Learners Current	-	6.0	20.18	-	9.2	15.98
Economically Disadvantaged	70.0	41.8	43.73	71.4	43.4	40.77

SPCSA Academic Performance Framework Geographic Comparison Report

Middle School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

10/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

9/10 NSPF score difference of 24.5 between school (65 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

1/15 NSPF score difference of -4.5 between school (65 points) and comparison school (69.5 points).

High School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

25/25 25 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 NSPF score difference of 31.9 between school (91.5 points) and comparison district (59.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

9/15 NSPF score difference of 12.5 between school (91.5 points) and comparison school (79 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Middle School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

8/15 Indicator bonus points for: IEP EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 School FRL rate of ≥ 20 to $< 30\%$ compared to district Gr6-8 FRL rate of $> 95.0\%$.

2/5 School IEP rate of ≥ 5 to $< 10\%$ compared to district Gr6-8 IEP rate of 12.6%.

2/5 School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 13.8%.

High School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

5/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 School FRL rate of ≥ 20 to $< 30\%$ compared to district Gr9-12 FRL rate of $> 95.0\%$.

2/5 School IEP rate of $< 5\%$ compared to district Gr9-12 IEP rate of 10.4%.

2/5 School EL rate of $< 5\%$ compared to district Gr9-12 EL rate of 13.2%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	7	45 minutes
Students	10	45 minutes
School Leadership	6	45 minutes
Staff	8	45 minutes

Governing Board¹:

- Three of the seven-member CASLV governing board participated in the board focus group. They reported there are no board openings, and they meet every month and as any need arises. Board meeting locations are held at all Coral School sites and rotate among them should Coral family members like to attend in person. The board tries to keep the meetings within a two- to three-hour timeframe, but due to the numerous Coral campuses, and the sometimes heavy agenda, board meetings can be lengthy. Sub-committees include a newly formed governance sub-committee that exists to plan for future board membership and contingencies should a seat become vacant due to an emergency. The Academic sub-committee meets twice per year and the finance committee meets twice per year and as needed. Each board member serves on one of the sub-committees.
- Members of the governing board shared that they continually monitor hiring of licensed qualified staff, retention of qualified staff, student enrollment, and academic achievement data. One board member explained, “At every board meeting, the leader from each Coral school completes a presentation about the current initiatives at the school, what their plan is, and how it is progressing. Then we have a discussion with their administration team. We ask how we can support campus efforts to increase their NSPF ranking. We have talented academic directors, and we believe in supporting them.” Another board member added, “We are watching the schools under four stars very closely, and we expect improvement. At the beginning of the school year, leadership from those schools came to a board meeting and outlined the initiatives they were putting in place to affect positive academic gains. By spring, the board is asking for deliverables.”
- Members of the governing board shared they were most proud of the consistency in the central office administration and the school leadership teams within the CASLV network this year. One board member said, “The interview for hiring new school leadership personnel is extensive and rigorous. It is not easy, and we ask numerous questions of each candidate. There are numerous expectations of a candidate, and we are selective. We want the best fit for our schools.” A board member explained once someone has been selected to be a member of a leadership team, they usually stay with the network, growing into different roles, or move to various schools within the network. There is a developed talent pool within the CASLV network that contributes to the consistency of administration and leadership.

¹ Three members of the CASLV member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Board members said they were proud of the ability to increase teachers' salaries this year. One board member said, "It was very important to us, and we agreed we would focus on pay, and dedicate attention and resources to a commitment to raise teachers' salaries." Another board member said, "This year we have a director of special education who coordinates special education for all of the Coral network schools. Clark County School District pays more, and we know that, but it is a start for us to be able to offer something more. We know hiring for those specialist positions are challenging."

Parents/Families:

- Parents appreciate the small class sizes at CASLV Sandy Ridge as it provides an opportunity for more one-on-one interaction with their children's teachers. One parent said, "The smaller class size provides a drastic difference in my child's learning. At his previous school, he was bored and disengaged. Here, he is engaged and is thriving academically." Another parent shared her child's "academics have improved dramatically" since coming to Sandy Ridge. "Her IEP held her back at another public school. It seemed to be a problem. Here, she has been able to work beyond her modifications and do well."
- Many parents reported teachers caring about their children and their academic success. One parent said, "The level of the learning is brought to the level of the child. Teachers push the students to maximize their learning and don't let them say, 'I can't do that,' but teachers don't force them to the point of frustration." Another parent agreed and said she felt like her children received a private school education at a public school. Another parent added, "The learning is there if students want it and want to take advantage of the opportunity. The school lets the students excel." Parents in the focus group suggested the reading load in the honors and advanced placement (AP) classes did not seem as robust as in years past. Parents reported knowing how their children were assessed. One parent said, "There are no unknown factors with a grade. There are always rubrics and we know how things are scored. The information is there." Family members in the focus group were also aware of the state testing requirements such as the statewide SBAC² and MAP³ assessments for English and math.
- The site evaluation team asked parents if families were aware of chronic absenteeism rates at CASLV Sandy Ridge, with 11% in middle school grades and 13.8% in high school grades, and if they could respond to some of the reasons why students were absent. Several parents said students do not like to miss classes because they do not want to have to make-up for missed work. Some parents said there have been days in which their children have taken a day off to complete school projects and or catch-up with the number of assignments due, but overall students prefer to come to school. Parents were aware that leadership was tackling tardies. One parent said, "If students are getting good grades, it shouldn't matter if a kid is tardy." Parents felt the tardy concern was a classroom management issue and due to teachers not following through with reinforcing class rules, or not having one school-wide policy.

² 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.

³ 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 SUMMARIES

FOCUS GROUP SUMMARY continued

- Parents indicated they attended school sporting events and musical concerts. Families also participated in the Harvest Festival. Several parents reported desiring to volunteer but noted that their adolescent children were uncomfortable with their parents attending school dances or other school events. Several parents reported waiting until their children were in older grades to return to the workforce, and now with their children in secondary grades, they do not volunteer as much for school events during the day. Several parents did indicate they would like to volunteer but the fingerprinting process was cumbersome and prohibitive. One person suggested the school offer a day in which parents could get fingerprinted and complete all of the requisite paperwork at one time, boosting the volunteer pool.

Students:

- Students in the focus group valued the academic rigor of Sandy Ridge classes and the preparation it gives students post-high school graduation. Students in the focus group reported small class sizes allowing high levels of differentiation and tailored learning to each student's level. One student said, "We may all be in the same class, and may be on varying tracks, especially in AP. The teachers help all of the students grow and encourage us to participate in classes and help our knowledge base. For example, one student didn't have the former knowledge to be in calculus, but he was interested, and the teacher encouraged him to sit in the class and the teacher worked with the student, and the student had an aptitude for it and excelled. The student was excited to learn, and he did well. We were all proud of him." Another student added, "You can opt-in to taking harder level classes, for example I want to major in engineering so I am scaling to take more calculus and science classes so I can have a stronger foundation for when I get to college. I appreciate that I have that opportunity. I don't know if I would get that chance at another school."
- Students commented on the relationships they have built with their peers and with their teachers at CASLV Sandy Ridge. One student said "I have been with the same students since first grade; we have built strong bonds. We have grown up together. We have seen each other change and develop and they know me, and I know them. That is important and means a lot." Another student emphasized, "I have been with the same students for many years. I have close connections with a lot of students. I have close relationships with teachers and friends because of the small class sizes here. Even when I progress in grades, I can still go back and talk to those teachers. I have built a rapport, and they help with college recommendations."
- While students were complimentary of the learning opportunities Coral Sandy Ridge offered, they voiced skepticism regarding adult personnel listening to student concerns overall. Students were very vocal in stating there is a lack of trust in feeling their feedback is valued whether the concern is verbal or submitted in writing anonymously. When asked if students were aware and felt comfortable completing the student survey form, participants in the focus group said they did not complete the questionnaire as voicing it was "disingenuous," and the questions were "too vague" or "worded to not measure the complexity of the problems that might emerge." One student stated, "In many ways, we are treated more like an elementary campus than a high school campus."
- Students conveyed there was not a healthy feedback loop for discussing concerns regarding a situation between a student and a teacher, grading policies, or a teaching and learning event. An example of a recent grading policy was provided by students in the focus group. According to

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

students, one teacher graded an assignment for participation rather than the content. The grading information was not disclosed prior to assignment and students felt they should have been notified prior to the assignment so they could prioritize their assignments for other classes accordingly. Students feel feedback stays at the teacher level, surveys are not read, and/or when students do speak with leadership, they are told someone will get back with them and that does not happen. A few students said parents have occasionally contacted the school or CASLV network offices for various reasons and have received a similar message and have not received further communication, compounding the skepticism and mistrust.

- Students indicated they can track their grades for the most part through Infinite Campus⁴ as well as Canvas⁵. While students reported the majority of teachers kept grades up to date, students said a few teachers did not and it was discouraging for them to monitor their grades diligently and then find their grades plummet close to the end of the quarter. One student provided an example, “Two weeks prior to the end of the quarter, I went from 98% to 78% and there was nothing I could do. I had completed everything; I turned in every assignment. I monitor my grades closely and work hard to improve and then all of a sudden, things that weren’t graded were and my grade dropped. I had no idea and there was nothing I could do.” Students felt that with college applications and grade point averages being such high stakes with college admissions the ability to monitor grades was important.

Leadership:

- There are three new members to the leadership team at CASLV Sandy Ridge for the 2023-2024 academic year, including one new to the assistant principal role. The current principal was the former assistant principal at CALSV Sandy Ridge. The principal explained, “We are excited to approach things with fresh eyes.” The leadership team has developed and built rapport between leadership and students in which students respect and accept the repercussions and consequences for their choices and actions. The dean of students has made strides in tightening up detention and reflective practices for student misbehavior. The leadership team described a desire to strengthen written policies that are vague. One member of the leadership team said, “We want to make policies more specific. For example, the discipline policy does not have specific tiered steps describing consequences of chosen behaviors.”
- The leadership team shared having a strategic planning discussion on ways in which to restructure course offerings to reduce floating teachers and provide for a more robust cadre of courses. It was disclosed that currently, CASLV Sandy Ridge offers over 87 different courses, with class sizes sometimes as small as ten. One member of the leadership team explained, “It’s just not sustainable. The breadth is too wide. We need to be intentional.” Leadership also explained that the breadth of courses added to the multiple preps, spacing concerns, and hiring and retention challenges. Additionally, the leadership team is re-evaluating the school’s 43 club offerings. One member of the leadership team explained, “We are spread too thin for students to really participate. We need to rethink which after school clubs and extra-curriculars we offer so we can be more intentional and

⁴ Infinite Campus is a web-based program providing families the ability to view academic information for their children.

⁵ Canvas is a web-based learning management system used by learning institutions, educators, and students to access and manage online course learning materials.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

provide greater depth and support. We have encouraged clubs in the past to support students' leadership skills. But now, we just can't keep up."

- Members of the leadership team indicated they are working school-wide toward having a composite ACT⁶ score of 24 as well as raising the middle school NSPF rating to 5-star. Efforts to achieve these goals have included faculty professional development (PD) in the areas of Depth of Knowledge (DOK) questioning and encouraging teachers to push for level three or four DOK and make those questions transparent in their lesson plans. Leadership said they also review lesson plans to ensure inquiry-based learning⁷, is included. PD has also taken place on Kagan Strategies⁸. Teacher coaching and mentoring, content curriculum mapping, and common formative assessment amongst grade band content teachers have been an addition to conversations this academic year.
- Sandy Ridge leadership has designed and implemented a mentorship program for novice teachers, teachers new to the Coral network, or teachers who need assistance in particular areas, such as classroom management or inquiry-based learning. One member of the leadership team explained, "Teachers in need of mentoring are partnered with veteran teachers and they have lists they work through with their mentor teachers. They coordinate a schedule in which to meet, create lesson plans, or write exams. Both the mentor and the mentee submit comments about the progress to leadership. Leadership oversees the comments, provides time for the mentee to observe another teacher, provides feedback, and redirects the mentorship to ensure progress. It's about listening and providing what they need."
- Members of the leadership team shared efforts to involve parents to be partners in their children's education. One member of the leadership shared, "There is a struggle for parental involvement. It is true as the students get older, parental involvement decreases." The school invites parents to several different activities such as Back to School night and Orientation Day where students get their class schedules for the year. Sandy Ridge emails parents so family voices can be included in decision making. School events are scheduled at 5:00 p.m. or later so those who work conventional hours may attend. The parent newsletter includes pictures of student team activities, as well as links for upcoming athletic and academic events such as ACT prep as well as links for ease of registration.

Staff:

- Participants in the staff focus group discussed morale with the site evaluation team. Faculty said they are most frustrated with spacing either from sharing space with another teacher, or classes being overly crowded with students, desks, and storage materials. Staff indicated having multiple class periods to prepare for every day and only one preparation period was stressful. Faculty members described the expectation of advising one extra-curricular student club, with many advising more than one. One staff member said, "We have gone backwards on morale. We have lost people in the last eight to 10 years. Three-quarters of the administrative team are new to their roles this year, and the

⁶ 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.

⁷ Inquiry-based learning engages students in learning by making connections to the world beyond the classroom through exploration and high-level questioning. It is a teaching model that encourages students to engage in problem-solving and experiential learning.

⁸ Kagan instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

constant change in leadership and faculty has contributed to the feeling of instability. Schedules are really busy, and we all feel stressed and overwhelmed more than we used to.”

- While many faculty pointed out that morale has been challenged, the focus group participants were also quick to point out that staff lift up and support each other. One faculty member described the opportunity from leadership to highlight faculty peers through an inter-office feedback form. “We get to explain what we appreciate about each other. Those messages are supportive and make us feel appreciated and acknowledged.” Several faculty members appreciated the mentorship program implemented during the 2023-2024 academic year pairing a novice teacher with a veteran teacher was a positive and beneficial addition to faculty morale. Faculty in the focus group appreciated the new no phone policy in class. Staff members liked the addition of the staff weekly newsletter that included links to upcoming school events as well as the parent newsletter. Teachers also appreciate the new student reward system, centered on the five school traits, that rewards students for doing something positive.
- Participants in the staff focus group would like to see greater family engagement with the parents of their students at Sandy Ridge. One teacher explained, “Our parent teacher conference system needs some work. We have the same parents all the time at the school. It would be nice to have a variety of volunteers, not just the same handful of people. We need to work on family involvement.” Another teacher agreed and added, “Parents have also communicated with us that they would like some help with their adolescents. They have expressed needing help and not knowing where to get that help, or where to find that help.”
- Faculty spoke candidly about their desire to have school-wide policies regarding late work. One teacher said, “There is no universal late work policy. Some teachers will take work at any time, Some won’t. It would be nice to have a school-wide policy rather than leaving it up to the teachers.” Teachers shared feeling pitted against each other when teachers set their own late work policies. Some said when they tried to maintain a stronger schedule for collecting and grading late work to have a personal work-life balance, students complained that they were unfair and too demanding. Teachers who accepted late work at any time said they were stressed from grading and had no home life. Another teacher added, “We do not have a uniform discipline policy. It is vague and unstructured. There is no clear discipline policy.” Teachers discussed tardies being a problem in addition to late work. One teacher said, “A student will leave class to use the restroom and be gone for a long time.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 26 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: 6	Total: 19	Total: 0	Total: 1	Total: 0
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: 6	Total: 18	Total: 1	Total: 1	Total: 0

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: 6	Total: 19	Total: 0	Total: 1	Total: 0
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: 11	Total: 13	Total: 0	Total: 0	Total: 2
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: 4	Total: 16	Total: 0	Total: 1	Total: 5
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: 3	Total: 19	Total: 0	Total: 1	Total: 3

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: 11	Total: 13	Total: 0	Total: 1	Total: 1
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: 7	Total: 15	Total: 0	Total: 1	Total: 3

Additional information about the classroom observations shared here when applicable

1. Students responded to prompts in small groups by writing their group answers on butcher paper that were poster sized to display in the classroom.
2. In one high school math class, the teacher walked the students through a logic word problem asking probing questions, encouraging the students to respond verbally, solving how to transcribe the word problem into a numerical problem that can be solved. Once the class completed this as a whole, the students practiced on a few problems individually. The teacher then showed the students how to check their one work to ensure they were solving the equations correctly.
3. In one upper-level classroom, students worked on laptops to complete ACT practice questions. The teacher walked around to provide one-on-one support to students.
4. Students completed a quiz or retook a quiz in a geometry class. Students who were up to date with their quizzes were asked to complete an assignment that required students to find the area and the circumference of a circle.
5. Students used microscopes to complete a lab on onion mitosis. Students worked in partners, used their phones to take pictures of the cellular slides, and then drew pictures of the cell structures seen.
6. Students followed a slide deck with embedded videos about genetics, DNA, and epigenetics. They could track the slide deck on laptops or on the projector at the front of the classroom. Students took notes and highlighted information on their individualized packet of materials.
7. One high school science class had one teacher and twenty students: (14 males and six females). The teacher celebrated a student's birthday by acknowledging the day and providing a surprise for the celebrant. The teacher had the objective, vocabulary, homework, and agenda posted. The teacher worked to establish a positive classroom environment which was welcoming and academic.
8. A teacher explained math problems to a class of 13 students, (six males, and seven females). The teacher asked students to review a problem, and when it was clear on how to solve the problem, they were asked to take two minutes to solve the equation. The teacher encouraged students and asked them to show their work. The teacher used the word, 'please,' and said, 'if you have any additional questions you can ask'.
9. In one high school science class, students were encouraged to respond to verbal vocabulary questions by using their table mates, their notes, and class displays. The teacher asked differentiated questions to engage all students and reinforce the academic vocabulary.
10. This was a high school English class. Students were taking a test on individual devices. One student was comfortable in asking the teacher about her current grade. The teacher responded and was helpful. The teacher said she updated grades in Infinite Campus regularly.
11. In a higher-level high school math class, there is one teacher and 13 male students, one female student. The teacher was explaining a comparison test. The students were all highly engaged. Students asked questions and confirmed their learning on several occasions. The teacher called on students using their first name.

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>The programming and materials at CASLV Sandy Ridge are in alignment with both the school’s charter and the Nevada Academic Content Standards (NVACS). The school protects the rights of students with disabilities and those learning to speak English as a new language. According to leadership, teachers have been trained in discourse strategies through WIDA training. ELL Teachers have had training on the Lexia program. Lexia is a software program supports emergent bilingual students’ English language acquisition through academic conversations. The program integrates speaking, listening, and grammar in the subjects of math, science, social studies, general knowledge, and biographies through adaptive blended learning. ELL students have daily language practice through Reading Application classes in a small group setting. Student progress is monitored through the IXL system, regular classroom assessment in reading & writing, formal speaking tasks, and annual WIDA results. (IXL is a personalized learning platform with a comprehensive k-12 curriculum, individualized guidance, and real-time analytics). Students with an IEP are monitored daily with minutes of services tracked and recorded by date, time, and content area with a brief description of tasks completed. General education classroom minutes are recorded using the Google form with more detailed handwritten notes daily.</p>

		This data is reviewed quarterly. Student progress towards goals are monitored with weekly grade checks, review of summative and formative assessments weekly and review of MAP data three times a year, along with weekly collaboration with general education teachers.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	Members of the CASLV Governing Board and CASLV Sandy Ridge's leadership team report timely notice of Governing Body Meetings. Each board meeting contains an agenda item for public comment for stakeholders to ask questions, provide comments or concerns pertaining to CASLV network as well as each school within the CASLV network. Meeting agendas and minutes are publicly accessible via the CASLV website (CASLV.org) Per the governing board and leadership focus group sessions, the CASLV governing board follows governing board policies. Board composition is aligned with Nevada state 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	The site evaluation team observed student records are maintained under lock and key and stored appropriately. Staff records are held under lock and key at the CASLV network's central office.
Indicator 5: School Environment	Measure 5b: 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 and defibrillators throughout the building and common areas and an elevator permit. The site evaluation team visually checked and located a cot and a receptacle for disposing of sharp objects in the front office area. There is a shared refrigerator used for medication in an office.

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.

<p>Prior recommendations by SPCSA staff</p>	<ul style="list-style-type: none"> • Increase enrollment of diverse student groups who receive free or reduced lunch (FRL), are English learners (EL) and/or learners with individualized educational plans (IEP). • Continue to work on implementation of Multi-tiered Systems of Support (MTSS) through SPCSA. • Continue to collaborate and analyze data to inform curricular and instructional decisions. Move content area teaching staff to distinguished level classroom observations on the Classroom Observation Totals (COT) SPCSA rubric.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<ul style="list-style-type: none"> • Increase enrollment of diverse student groups <ul style="list-style-type: none"> ○ Increased weighted lottery to enroll more FRL students. ○ Follow up with currently enrolled students and parents to submit FRL qualifying forms. ○ Sister campuses, Cadence (k-9) became a Title 1 school and Eastgate (k-5), became a Community Eligibility Provision (CEP)⁹ school. • Continue to work on implementation of MTSS through SPCSA. <ul style="list-style-type: none"> ○ CASLV Sandy Ridge moved to MTSS Tier 2 and implemented some practices from Tier 3. ○ Analyzed student data to determine necessary interventions for small groups and individuals. ○ A semester of a social emotional course required for ninth grade students. • Continue to collaborate and analyze data to inform curricular and instructional decisions. <ul style="list-style-type: none"> ○ Quality of classroom instruction and student learning; leadership walkthroughs and observations, analysis of MAP Data, ACT, and AP tests. ○ Higher level questions and discussion techniques required in lesson plans. ○ New ways of engaging students in the learning process; lesson objective, inquiry-based learning, KAGAN strategies. ○ Challenging and differentiated instruction, professional development, coaching, mentorship.
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>CASLV Sandy Ridge leadership believes many recommendations from the 2022- 2023 site evaluation have been addressed through CASLV network and school long-term initiatives that are being monitored for growth and long-term results.</p> <p>SPCSA staff agrees that the governing board, school leadership team, and CASLV Sandy Ridge staff continue to address the academic needs of students and uphold the mission and vision of the CASLV charter.</p>

⁹ CEP is a school meal funding option through the Federal Department of Agriculture of the National School Lunch Act that enables schools to provide free meals to all students.

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.

CASLV Network

- **High levels of school safety**

The CASLV network maintains high levels of safety and access to campus buildings and classrooms. High levels of safety are consistently implemented across all Coral schools. Faculty, staff, and students use a badge to gain access to each school and each of the classrooms. To gain access to the office of the school, visitors press an electronic button at the front entrance. Office staff identify who is seeking admittance and their purpose for being on school grounds. Visitors on campus must produce a photo identification and receive a visitor's pass. To access a classroom, a visitor must either be escorted or knock on the classroom door to be granted entry. Prior to school, and during drop-off, adults are highly visible in-front of each of the CASLV schools. Adults greet family members and students by name, open doors to vehicles, and the school building, assist students struggling with a heavy backpack or other classroom materials. Adults are also present to direct car-line traffic as well as escort students through crosswalks.

- **Strong retention of governing board members**

The CASLV governing board demonstrates robust board retention and partnership with leadership. The governing board demonstrates board membership preservation with some members serving since the Committee to Form. Five board members have served on the board since 2013. Both the governing board focus group and the leadership focus group reported an effective rapport between leadership. One board member said, "We are passionate about the school, it's mission, and what the school does for students."

- **Strong recruitment practices**

The CASLV network of schools maintains a rigorous application and interview process with central office leadership personnel to ensure a thorough vetting of any applicant desiring to be an executive director or principal of a Coral school. Members of the governing board as well as members of each campus's leadership team stated the vision at CASLV is taken seriously and it important to have leadership personnel who have a firm commitment to the CASLV mission, vision, and goals.

- **Strong central office communication**

CASLV is a network of seven schools across the Las Vegas, Nevada valley serving over 5,500 students in kindergarten through 12th grade. There is one central office for the network. Leadership at each Coral schools reported strong communication amongst central office personnel and each network school. School leadership teams said network personnel are easily accessible, responsive, and aware of the individual needs of each of the schools. The central office is in close communication with leadership at each Coral school and on site many times each week.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

- **Tailored Professional Development**

The CASLV network provides tailored PD based on individual school needs. Teachers develop a professional growth plan at the beginning of each academic year, setting individual goals for personal focus and development. Faculty personnel across all seven CASLV schools collectively attend PD at the beginning of each academic year. For the 2023-2024 year, teachers participated in embedding Kagan structures in their teaching practices.

- **Weighted Lottery**

In an effort to ensure the student population more closely reflected the communities where CASLV campuses were located, CASLV, as a network, implemented a weighted lottery in the 2022- 2023 academic year. This provides four times the enrollment chances for students eligible for free or reduced-price lunch (FRL).

CASLV Sandy Ridge

- **Building talent from within**

Leadership reported recruiting and developing leadership roles within current school talent. For example, some assistant principals and specialists were former teachers at CASLV Sandy Ridge. Some of the current teachers were formerly substitute teachers and some were parent volunteers prior to obtaining their substitute's license. Human capital is needed to train, coach, and support personnel along with time, and effort to coach, and support personnel. Building a talent pool from within provides an organization the opportunity to invest in personnel who value the same mission and vision and choose to professionally grow with that organization. Coral Sandy Ridge should be commended for developing consistent 'grow your own' practices.

- **Sustained academic success at the high school level**

CASLV Sandy Ridge High School has maintained a five-star NSPF rating for the past five years. Sandy Ridge high school has maintained a 100% graduation rate for the past three years and reported a 92% college acceptance rate for the graduating class rate of 2023. Six students in the graduating class are national merit scholarship finalists. Students completing advanced placement (AP) courses and taking the AP examinations for college credit have grown each year, with 364 students completing AP exams in 2023; of that number, 72% received a score of 3 or higher¹⁰. 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.

Continued MTSS commitment

CASLV Sandy Ridge is in year three of MTSS within the SPCSA grant-funded program. Coral Sandy Ridge effectively formulated strategies, and action plans to optimize results with MTSS. Tier-1 support practices are foundational, strengthening school climate, relationships, and classroom instruction. Examples of Tier-1 include high-quality core instruction. embedding social-emotional learning into curriculum and assessment and cultivating a positive and inclusive school climate. CASLV Sandy Ridge moved Tier-2 at the beginning of the current school year and will move to MTSS Tier-3 during the 2024-2025 school year.

¹⁰ 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.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

Leadership reported in a recent TFI (Tiered Fidelity Inventory) walk-through, 95% of the students knew the schoolwide expectations for behavior.

- **Classroom Environment**

CASLV Sandy Ridge classroom observation results indicate that on the day of the site evaluation, there were “distinguished” ratings within each section on the Classroom Observation and Instructional Learning Rubric (p. 13 of this report). Members of the site evaluation team noted that in the category of Intellectual Engagement in Learning, 11 of the 26 classrooms observed scored in the “distinguished” category indicating students were intellectually engaged in appropriately structured, differentiated, and paced lessons allowing high student engagement. These classrooms were observed to have high levels of individual student instruction as well as numerous techniques used by teachers to check for students’ levels of understanding.

- **Mentoring program**

CASLV Sandy Ridge mentoring program initiative has enabled the school campus to support teachers on-site regularly and as needed. New teachers, or teachers requiring training in a given area such as classroom management, or student engagement, or inquiry-based learning, are partnered with veteran teachers. They meet regularly together, exchange ideas, create lesson plans, or write exams together. The mentee may observe the proficient teacher lead a lesson and take notes. Similarly, the mentor may observe the mentee lead a lesson and provide feedback. In-house substitutes or members of the leadership team cover classes for these observations. The commitment to supporting and strengthening teachers and their professional development is commendable.

- **Positive relationships between personnel and students**

The SPCSA site evaluation team observed teachers and staff personnel saying ‘please,’ and ‘thank you,’ to students in the common areas, modeling civil speech. Students responded in kind. The SPCSA site evaluation team observed many classrooms in which relationships between 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.

- **Use of data to inform decisions**

CASLV Sandy Ridge upholds strong use of data to inform resource and curricular decisions effectively for continued and sustained success. When asked how data was used to make curricular decisions, leadership and faculty said they look at WIDA for English language learners’ needs and SBAC and MAP assessments for general population needs. Data is used for student placement, small group instruction as well as targeted, differentiated support. Weekly team meetings provide opportunity for routine data chats.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

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.

- **Recruitment and retention of teachers**

Recruitment and retention teachers, and in particular special education teachers, is a challenge nationwide. CASLV Sandy Ridge reported charter schools in Nevada face an increased challenge due to salary discrepancies between what charter schools are able to offer potential hires and what school districts are able to offer.

- **Family engagement**

Members of the leadership and faculty focus groups stated family engagement is a challenge. Family members are involved in their individual children's activities and intellectual pursuits, but attendance at school-wide events could benefit from greater participation.

- **Middle school NSPF rating**

CASLV Sandy Ridge has a NSPF 3-star rating for the 2022-2023 academic year. While a 3-star rating meets expectations, the rating is not the standard CASLV schools has established for itself. CASLV schools are known for consistently maintaining four- and five-star ratings. The current middle school 3-star rating is a challenge.

- **Physical space**

As mentioned in the previous site evaluation report (2021-2022) CASLV Sandy Ridge has maximized all physical space. Teachers are sharing classroom space. One teacher floats from classroom to classroom. Student desks are against the walls in many of the classrooms, and when backpacks are in the classroom with students, classrooms are warm and traffic pathways often difficult to navigate. Teaching materials are stored in the classroom as there is no separate storage space. There is no separate, designated health area; space is shared with the front office. The robotics classroom has very little space in which to walk around given the computers and the robotic equipment. CASLV Sandy Ridge consistently has an enrollment waiting list and very little room for acceptance due to limited spacing.

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.

- **Create a designated health area**

At the time of the site evaluation, the site evaluation team visually located a cot and a receptacle for disposing of sharp objects in the front office area. A shared refrigerator for medication was in an administrative office or shared with science classes. SPCSA staff recommend CASLV Sandy Ridge

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

create a designated health area containing a cot, a sharps receptacle, and a locked refrigerator for medication. Leadership indicated there are plans to retrofit offices this summer (2024) and create a designated health area. Sandy Ridge will need to obtain a locked refrigerator for housing student medication as needed for medical purposes within 30 days to be compliant with Nevada State Law NAC 444.56842. For further reference, [NRS 439.200](#), [444.335](#) specifies the requirements for health rooms and is provided here:

1. Each school shall provide a health room with beds, couches, mats, cots or other furniture that may be used for resting. The beds, couches, mats, cots and other furniture must be covered with a nonabsorbent material that is maintained in good repair and is cleaned and sanitized before each use.
2. Any medications that are stored in a health room must be accessible only to authorized members of the staff of the school.
3. As used in this section, “health room” means a room or an area where an ill or injured pupil is temporarily isolated until such time as the pupil is released to the custody of his or her parent or guardian.

- **Generate a healthy student feedback loop**

SPCSA staff recommend CASLV Sandy Ridge leadership identify, develop, and implement a more robust feedback loop for students requesting assistance with a teacher and/or a classroom circumstance or grade. During the student focus group, students were very vocal in expressing frustration and mistrust in discussing things with some teachers and leadership due to efforts in the past. Students should be allowed to provide meaningful feedback to their teachers and to the members of the administration team from time to time. One way of accomplishing a healthy feedback loop is to provide students with a small set of questions to be answered anonymously at the end of the quarter or semester asking about the teacher’s ability to be open to helping students. The results can be reviewed for trends and the results provided with transparency to both students and teachers in efforts to rebuild trust. The school could also develop an anonymous incident report specifically for students to complete for academic and behavioral concerns they may have.

- **Policies and procedures specific to secondary students**

SPCSA staff recommend CASLV Sandy Ridge consider creating specific policies and procedures for the CASLV Sandy Ridge Parent-Student Handbook that are applicable to the adolescent population in which it serves. Currently, the CASLV network uses the same Parent-Student Handbook and changes the title page to reflect the name of each individual school. Secondary students differ from elementary students and policies pertaining to them should be reflective of those differences.

In the *Parent-Student Handbook* please consider revising the following areas:

- Late work – Students, faculty, and leadership expressed a desire to have one school-wide policy for late work. The current Parent-Student Handbook contains language for excused and unexcused absences (p. 22-23), but no language for late work allowing each individual teacher to determine their own classroom policy.
- Discipline measures - Discipline measures for secondary students should be differentiated from elementary students. Tiered progressive consequences for choosing noncompliance should be clearly outlined for staff and families.
- Tardy policy – The Parent-Student Handbook is written vaguely. For secondary students who are of the age of responsibility and accountability, a detailed transparent policy with tiered progressive

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

consequences would be beneficial.

- Leaving the classroom during class – The Parent-Student Handbook does not contain language regarding how long a student can be out of class prior to the teacher being concerned. Nor does the handbook provide language on how many students can be out of one class at any one time.

Posting Grades

Consider creating time frames for the posting of final grades for high school students on Infinite Campus. Students were keenly aware of the stakes at maintaining grades for college acceptance and expressed frustration at continuously monitoring their grades to discover a crucial grade entered at the very end of a marking period that plunged their grade when they could nothing to recover.

• **Chronic Absenteeism**

SPCSA staff recommend CASLV Sandy Ridge continue strategizing ways to address chronic absenteeism and truancy. Attendance information from the most recent data indicates chronic absenteeism for middle school was 11% and 13.8% for high school. Communication with families and educating them on the importance of attending school and maintaining learning progress are crucial to scholarly success.

• **Academic Performance**

The 2023 NSPF Star ratings report a 3-star rating for middle school, a reduction from the school's 5-star status in 2019. While a 3-star rating in middle grades meets the standard, CASLV network schools have a reputation and pride themselves on high outcomes and the SPCSA staff are sure CASLV Sandy Ridge would like to safeguard that tradition moving forward and elevate the star rating. Continued monitoring of student needs for specific academic skills and interventions within middle grade levels is recommended.

- Continue targeted, differentiated interventions to further the gains in academic growth. Consider strategizing ways students can use academic language inside and outside the classroom.
- Continuing with strong instructional practices and close monitoring of student achievement may increase student academic achievement levels and social-emotional growth.
- Continue providing robust PD and individual teacher support in interpreting data for curricular decisions.
- Continue coaching novice teachers to improve classroom instruction by providing greater opportunities for students to reach higher levels of inquiry.
- Consider placing an emphasis on family engagement as this can provide a method for students and families to practice academic skills at home.
- Strategize ways in which students can practice the use of academic language inside and outside the classroom.

• **Family Engagement**

SPCSA staff recommend CASLV Sandy Ridge consider ways in which to optimize family members' time in obtaining school clearance. Perhaps offer a day in which parents could get fingerprinted and complete all of the requisite paperwork at one time, boosting the volunteer pool overall.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

- **Targeted professional development**

Due to CASLV Sandy Ridge's long-standing reputation and drive to excel in instruction, the school has built a strong foundation for inquiry-based learning. Sandy Ridge can now begin to nuance PD, providing differentiated and targeted skills to develop teachers' professional toolkits to meet the needs of teachers, whether they are new to the profession, new to the CASLV inquiry-based learning model, or are proficient and desire to elevate their professional expertise. With that in mind, SPCSA staff recommend CASLV Sandy Ridge consider developing PD in the following areas:

- *Time management*- SPCSA staff observed the majority of middle school classrooms struggled utilizing time well and having fluid classroom practices. PD in bell-to-bell instructional time, efficiency in streamlining procedures for turning in paperwork, transitioning from one activity to another, employing student assistance, can assist in maximizing academic proficiency amongst 8th graders to be compatible with the high school grade levels.
- *Objectives that are quantifiable*- SPCSA staff observed the majority of classrooms displayed objectives clearly for students. The objectives written were not quantifiable and often used the word understand, which is subjective. Consider PD assisting teachers in how to write clear, measurable objectives that truly gauge student mastery.
- *Closure activities in classes*- To reinforce learning and refocus each lesson should have a closing activity to assess what students have learned. Having an activity to reinforce the learning is helpful to learners, particularly if students can explain what they learned. SPCSA staff observed many classes with no closing activity, which is a component of any lesson plan. Many classes just ended. Students packed up or chatted with friends the last few minutes of class, missing valuable instructional time to strengthen learning.
- *Classroom management* - Students, family, and teacher focus groups brought up the need for greater PD in classroom management, especially for new teachers. The site evaluation team observed classes that were good at classroom management and some that could use deep consistent research-based techniques in addition to the mentoring program. One widely used practical text for classroom management is *Classroom management for middle and high school teachers* (Emmer and Evertson, 2021). Another classroom management staple for all content areas is *The first days of school: how to be an effective teacher* (Wong, 2018). As student demographics change at CASLV Sandy Ridge, leadership may want to consider *Managing diverse classrooms* (Rothstein-Fisch & Trumbull, 2008)

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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

Appendix A

CASLV Response

April 30, 2024

Re: Final Draft site evaluation for CASLV Sandy Ridge

Thank you very much for the draft report. I reviewed it with my team. Our feedback on the draft report is below.

Best regards,

Adem Akgedik

On page 9 (Student Focus Group Summary), the 3rd and 4th bullet points regarding the students' lack of trust and healthy feedback:

Coral Academy of Science Las Vegas Sandy Ridge Campus's counselors and administrators listen to and address all concerns from parents and students. Based on students' and parents' concerns and our observations/evaluations, necessary steps were taken and the related parties faced the consequences of their actions. However, due to some restrictions (such as state and federal laws), details were not shared about the consequences and the outcome of the investigation. That is why some students might see it as a sign that we do not take any action regarding their concerns.

On page 10 (Student Focus Group Summary), the 5th bullet point regarding grading:

There were a couple of teachers who, in an attempt to give students chances to achieve a better grade, did not have a late grade policy. Those teachers entered a chunk of grades towards the end of the quarter, and as a result, some students experienced fluctuations in their quarter grades. Once those students came with their concerns, the Sandy Ridge Leadership team acknowledged teachers of regular and up-to-date grading benefits and extended grading periods for students/teachers, so that students could have extra time to complete missing assignments and teachers could make needed changes.

On page 12 (Staff Focus Group Summary), the 4th bullet point regarding discipline policy:

We want to bring clarification to the comment; "We do not have a uniform discipline policy. It is vague and unstructured. There is no clear discipline policy."

There is a comprehensive discipline policy in place, which is designed to be adaptive to the needs of individual students while maintaining a consistent framework for behavior management. This policy incorporates various restorative practices and interventions to promote responsible behavior and ensure a safe learning environment. It is uniform, clear, and structured with a few broad descriptions of consequences. We are committed to continually refining our policies and practices to serve our school community best. Additionally, Sandy Ridge campus administration outlines descriptions of consequences by making internal policies and sharing them with the teaching staff.

On page 24 (Site Evaluation Findings) on the student feedback loop:

The frustration and mistrust regarding discussing things with teachers and leadership are similar to the 3rd and 4th bullet points regarding the students' lack of trust and healthy feedback on page 9 (Student

Focus Group Summary).

As for developing “an anonymous incident report specifically for students” - since the beginning of the 23-24 school year, we have an active Anonymous Incident Report for students, and the QR codes are printed and posted on bulletin boards in all of the hallways on the campus.

On page 25, the last paragraph (Family Engagement):

CASLV highly values parent engagement and boasts significant parental involvement. Here are some examples of the events we currently offer.

Back-to-School Nights: These events are typically held at the beginning of the school year, during which parents can meet their child's teachers, learn about the curriculum, and understand the expectations for the school year.

Parent-Teacher Conferences: Scheduled meetings allow parents and teachers to discuss a student's academic progress and social development. These conferences can also be an opportunity to meet with school staff.

Open House Events: These are informal events where families are invited to visit the school, meet with staff, and participate in school activities. It can also allow parents to complete the required forms and learn about school programs.

Science Fair Events: These events invite family participation either through attendance or as volunteers to help manage the fair. Science fairs are excellent opportunities for our parents to get involved in their children's education, see their projects, and interact with teachers and other parents. They also serve as a venue for parents to understand more about school initiatives and policies.

Career Day Events: Sandy Ridge Campus organizes career days, inviting parents and other community members to share their professional experiences and insights with students. This event helps students learn about various career paths and allows parents to engage directly with the school community.

On page 26, Classroom Management (Targeted Professional Development):

We acknowledge the variations in classroom management effectiveness observed by your team and are committed to addressing these with targeted strategies.

We are actively considering incorporating additional research-based methodologies into our professional development programs. The texts suggested, such as Classroom Management for Middle and High School Teachers by Emmer and Evertson (2021), The First Days of School: How to Be an Effective Teacher by Wong (2018), and Managing Diverse Classrooms by Rothstein-Fisch & Trumbull (2008), will be evaluated for inclusion in our training modules.