



# **Nevada State Public Charter School Authority**

## **Site Evaluation Report: Coral Academy of Science Las Vegas Tamarus**

Evaluation Date: 3/16/2022

Report Date: 5/16/2022

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# Contents

Introduction and School Background .....	3
Academic Performance .....	4
Focus Group Summaries .....	7
Classroom Observation Totals .....	8
Organizational Performance.....	12
Site Evaluation Findings .....	17

# Appendices

## A: Nevada State 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

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on March 16, 2022, at Coral Academy of Science Las Vegas (CASLV) Tamarus. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio. Beginning with the 2021-2022 school year, the SPCSA differentiates levels of oversight. Schools in year three of the current contract and operating at a four- or five-star level according to the NSPF will forgo the focus group portion of the evaluation. If the school's Climate data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

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 focus groups of 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 Tamarus is located in Las Vegas, Nevada in a facility at 8185 Tamarus St. The school serves 395 students (as of the most recent Validation Day) in kindergarten through 4th grade. The mission of name of school is: "The mission of CASLV is to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success."

# ACADEMIC PERFORMANCE

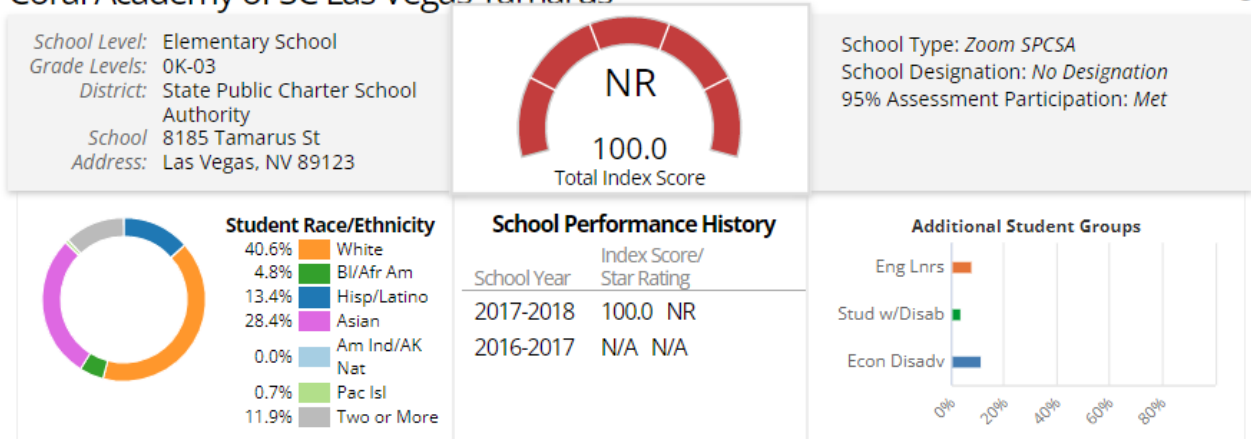
## Nevada School Performance Framework 2019

CASLV Tamarus serves 395 students in kindergarten through 4<sup>th</sup> grade.

Elementary School

Coral Academy of SC Las Vegas Tamarus

School Year 2018-2019 Nevada School Rating



CASLV Tamarus  
Math and ELA Results  
Nevada School Performance Framework  
2019

Proficiency Rates

Elementary School

**Math Proficient**

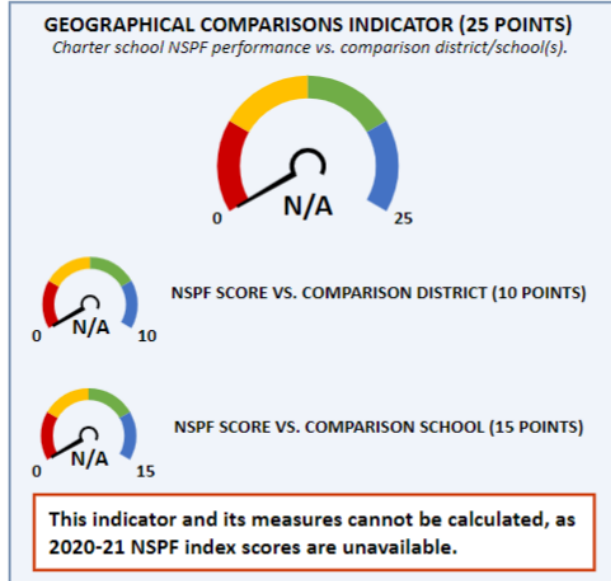
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	82.4	54.5	48.5	N/A	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	N/A	44.9	30.9
Asian	77.7	75.6	68.8	N/A	75.2	67.2
Black/African American	-	31.3	32.3	N/A	30.6	28.8
Hispanic/Latino	86.6	44.6	39.6	N/A	40.2	36.5
Pacific Islander	-	48.7	48.3	N/A	48.3	45.6
Two or More Races	71.4	58.2	55.3	N/A	59.0	52.9
White/Caucasian	86.9	62.3	59.3	N/A	61.1	57.2
Special Education	-	27.4	28.6	N/A	29.2	24.8
English Learners Current + Former	76.4	42.3	35.8	N/A	37.4	32.4
English Learners Current	-	32.4		N/A	25.5	
Economically Disadvantaged	75.0	39.8	39	N/A	33.1	35.7

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	84.4	60.1	57	N/A	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	N/A	58.3	39.5
Asian	83.3	78.5	75.4	N/A	76.3	74.1
Black/African American	-	40.9	42.6	N/A	40.5	39.6
Hispanic/Latino	86.6	51.1	48.2	N/A	48.0	45.5
Pacific Islander	-	51.8	57.9	N/A	52.6	55.7
Two or More Races	71.4	63.8	64.4	N/A	67.1	62.6
White/Caucasian	87.5	66.8	67.4	N/A	65.0	65.7
Special Education	-	26.7	30	N/A	29.3	26.3
English Learners Current + Former	64.7	42.2	41.4	N/A	38.9	38.4
English Learners Current	-	29.4		N/A	22.8	
Economically Disadvantaged	84.6	45.4	46.8	N/A	40.4	44

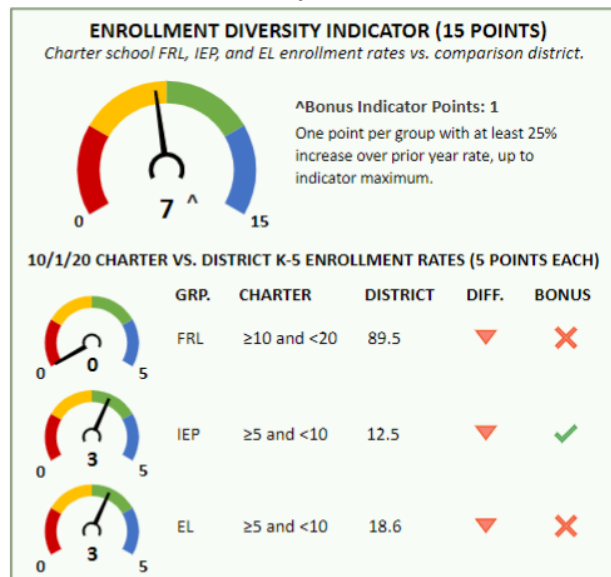
# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School



# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

All schools within the CASLV network are currently within their third year of their charter contract with the State Public Charter School Authority and have been operating in a four- or five-star status rating per the Nevada State Performance Framework. CASLV Centennial, CASLV Eastgate, CASLV Windmill, CASLV Tamarus, and CASLV Sandy Ridge are meeting performance standards on the academic, organizational, and financial framework within the SPCSA.

As such, the SPCSA conducted an abbreviated site evaluation as permitted under [NRS 388A.223](#).

# CLASSROOM OBSERVATION TOTALS

A total of 17 classrooms were observed for approximately 15 minutes on the day of the site evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	<b>Total: 8</b>	<b>Total: 9</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	<b>Total: 7</b>	<b>Total: 10</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	<b>Total: 10</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Managing Student Behavior</b>	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	<b>Total: 10</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>



# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 5</b> <b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's real-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 for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 6</b>	<b>Total: 11</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 6</b> <b>A</b> <b>Using Questioning and Discussion Techniques</b>	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.
	<b>Total: 1</b>	<b>Total: 16</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>B</b>	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 14</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 7</b>  <b>A</b>  <b>Engaging Students in Learning</b>	Students are highly engaged throughout the lesson. The pacing and structure of the lesson 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 suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	<b>Total: 10</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
<b>B</b>	<b>Total: 4</b>	<b>Total: 13</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 8</b>  <b>A</b>	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 14</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>  <b>B</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 14</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

Additional information about the classroom observations shared here when applicable:

1. In one elementary classroom, the teacher introduced the purpose of the grammar lesson. The teacher reviewed how to identify grammatical errors in a sentence. The teacher provided sentences with grammatical errors and gave students time to independently correct the sentences. Students utilized the turn and talk strategy to discuss the grammatical errors found in the sentences. The teacher asked students to share what their partner discussed.
2. The teacher verbally stated three letter words and students spelled the word out on individualized white boards in one elementary school literacy lesson. Students were recognizing letters and sounds.
3. In one elementary classroom, students shared predications in turn-and-talk pairs about what would happen next in a story. The teacher prompted students to relate their logic to information provided in the story. After each turn-and-talk, students were encouraged to share their thinking with the whole class.
4. In one elementary class, students worked independently writing upper case and lower-case letters on photocopied pages.
5. In one elementary class, students answered oral question story prompts using the vocabulary for the parts of the story to answer in complete sentences. Students were then asked to identify the subject and verb of their written sentence.
6. In one elementary classroom, students choral read a story. The teacher asked focus questions and related the questions asked to the scientific method such as “what did you observe?”, “what do you predict?”, “how would you create a hypothesis?” One aide assisted a student in self-awareness and regulating when to speak aloud and when to remain in his seat.
7. In a resource room, the teacher provided tiered level interventions to a student with an IEP.
8. In one elementary classroom, students worked independently of an activity. The teacher reviewed the answers as a whole group.
9. In one elementary classroom, the teacher used attention grabbers to gain student attention. The teacher introduced the purpose of the lesson. The teacher displayed academic vocabulary words. During reading, the teacher referred to the learning target and academic vocabulary words.
10. In computer class, students worked independently on computers. Students chose which content they wanted to work on; reading fluency, spelling, numeracy, math skills.
11. In one art classroom, the teacher explained the importance of community. The teacher explained the purpose of their community outreach project. Students worked on the project and shared their ideas.
12. In one computer classroom, students worked on improving their typing skills. Students utilized an online platform to practice keyboarding skills.

# 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 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.

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>Curriculum is aligned to NVACS and NGSS. The CASLV network uses the following curricula materials: Math - Everyday Math/ Glencoe Math, ELA – Wonders/ Study Sync Science PLTW/Inspired Science (NGSS) network wide, faculty are provided options for curriculum. Publishing companies present on the materials and faculty use a rubric to make recommendations. The documents are compiled, and decisions are made based on faculty feedback. Forms used to rate the curricular materials are housed on Google docs.</p>
1b	<p>The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>CASLV schools are timely when submitting state required documentation. Licensing of staff is monitored by each CASLV campus. Licensed holders are notified of license expiration dates, supported through license renewal process, and provided guidance on gaining additional endorsements. CASLV network reimburses personnel for education course, including those for licensure.</p>

Measure	Description	Evidence Collected
1d	<p>The school protects the rights of ELL students.</p> <p>Examples:</p> <p>A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>The school protects the rights of ELL students.</p> <p>Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content. EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing). Professional development in-services teach information of the World-Class Instructional Design and Assessment (WIDA) Standards framework. CASLV schools use MAP data and the diagnostic tool within Lexia. All students who are EL work on the Lexia program 60 minutes weekly. They also work with an EL specialist. Their progress is monitored through the Lexia system, regular classroom assessment in reading &amp; writing, and annual WIDA results.</p>

# ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples:            Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</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 meeting laws are followed. Board composition is aligned with the state's requirements. The CASLV code of conduct, and conflict of interest policies are followed. Each CASLV board member signs a conflict-of-interest statement. They also ensure they abstain from voting when there is a conflict of interest.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples:            Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>CASLV uses a weighted lottery. Returning students complete an Intent to Return form to retain their seat. Applications close on the first business day of March. Any student that did not receive an offer of enrollment are placed on a waitlist. Families have 72 hours to accept admission. Enrollment continues as seats open. The CASLV network uses a restorative justice plan. CASLV utilizes a discipline committee. If expulsion is recommended, Central Office reviews. The Board has the final decision. There is an established appeals policy for parents.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples:            Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan            Emergency Operation Plan            Certificate of Occupancy)            Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>CASLV schools have a crisis emergency response plan. The plan has been reviewed and accepted by the Department of Education. The nutrition program and its protocols have been approved by the Department of Agriculture. CASLV kitchens have a passing grade from the Southern Nevada Health District</p>

## 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>School staff ability to address previous recommendations</p>	<ol style="list-style-type: none"> <li>1. Increase communication with parents that are taking part in the Response to Intervention (RTI) process</li> <li>2. Provide opportunities for parents to better understand the Science Fair Projects</li> </ol>
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> <li>1. Parents are invited to conference, SST, all Academic Meetings in a timely manner. They are emailed documentation and data after each meeting and follow up meetings are held with parents to monitor progress.</li> <li>2. CASLV Tamarus held parent information meetings to better communicate expectations of the Science Fair Projects. We also streamlined the projects in some grade levels to make them easier for students and families to understand.</li> </ol>
<p>The reasons school will require additional time to fully address the recommended items.</p>	<p>Recommendations from the Site Evaluation have been addressed. Currently, due to the pandemic, new challenges of student learning loss, some unwanted student behaviors and regressive social-emotional learning skills have emerged. The board, leadership team, and staff are working diligently to address the needs of students.</p>

# SITE EVALUATION FINDINGS

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## STRENGTHS

A summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

### CASLV Network

1. The CASLV network of schools has strong leaders from the Executive Director to each CASLV campus Principal. Each leader possesses high levels of effective instructional leadership and a clear understanding of network curricula, data-based decision making, building a strong school culture, and a firm commitment to the CASLV mission. This instructional model of leadership sets a clear vision and specific goals for each school community. School leaders support the CASLV mission at the school as they provide teachers the tools needed to improve their practice. Instructional tools include professional learning and training, resource support, coaching, and support personnel.
2. CASLV teachers have vetted curriculum to align with the NVACS & NGSS. Teachers across the CASLV network met within the same grade level on beginning-of-the-year professional development days to establish power standards within the NVACS & NGSS. Teachers then aligned the curriculum to these standards and created a long-range plan with curriculum map for each grade level and subject area. Teachers meet with their core grade and subject area on campus to revise throughout the year as needed to ensure student success. Teachers mapping curriculum horizontally across grade level have built teacher agency. Curriculum maps are housed on a shared drive for faculty and staff access. Faculty can review other grade level curriculum maps to see student prior curricular goals as well as see future grade target. This vertical alignment has created an academic culture among faculty. Teachers feel their professional voice is heard and their personal knowledge of student needs is considered in planning appropriate lessons. The CASLV network affords teachers flexibility in how instruction is delivered. Teachers determine pace of the lesson, lesson delivery, and differentiation. Leadership views teacher autonomy as a strength of the CASLV network, stating “teachers get to determine what is best for students.”
3. The CASLV network provides staff with tailored professional development based on their individual needs for growth. Teachers develop a professional growth plan at the beginning of the academic year, setting individual goals for personal focus and development that academic year. The CASLV network has a subscription to the professional education organization Association of Supervision and Curriculum Development (ASCD). ASCD offers in person and virtual workshops, webinars, conferences, symposiums, and leadership summits. Faculty with the CASLV network can access the ASCD catalog of teaching and learning offerings and select their PD based on their professional growth plan and complete the PD during scheduled school wide PD Days. Leadership participates in ASCD leadership offerings.
4. High levels of instruction were consistently implemented across most CASLV network schools. For example, the SPCSA evaluation team observed CASLV teachers using academic language consistently across all content areas and grade levels during instruction in CASLV schools. Teachers did not reduce the vocabulary of the content during instruction. Teachers set appropriate and achievable academic instructional goals. Students responded in observed classrooms with modeled academic vocabulary. Overall, during instruction, teachers invested in continually improving student achievement. High levels of student and teacher engagement were observed by the SPCSA site



evaluation team. Students were observed to be comfortable within their learning environments. In many cases, the SPCSA evaluation team observed teachers during instruction providing clear and timely formative feedback during a lesson and motivating students to more in-depth learning. In several classes the SPCSA site evaluation team observed teachers asking students to “explain their logic” to enable the teachers to understand the student’s thinking.

5. High levels of safety are consistently implemented across the CASLV schools’ network. To gain access to the office of the school, visitors press an electronic button at the front entrance. Office staff then identify who is seeking admittance and their purpose for being on school grounds. Visitors gain access using this highly secure procedure. Prior to school, and during drop-off, adults are highly visible in-front of each of the CASLV schools. Adults greet the families and students by name, will hold open doors to the building, and help if students struggle with a heavy backpack or other classroom materials. Adults are also present to direct car-line traffic as well as escort students through crosswalks.
6. The CASLV network provides access to a wide range of tiered level supports and interventions to meet student academic and social emotional learning needs. The CASLV network plans to implement the GATE program in the 2022-2023 academic school year. In addition to providing tiered level supports for low achieving students, CASLV schools provide supports and interventions for academically advanced students as well. SPCSA staff observed teachers using academic vocabulary and modelling academic vocabulary during several lessons. SPCSA staff observed staff using high level DOK questions during many lessons. Leadership said CASLV teachers are trained in discourse strategies and Total Physical Response (TPR). Leadership disclosed some teachers have had World-Class Instructional Design and Assessment (WIDA) professional development (PD). Students use the Lexia program to practice targeted skills. An EL person from central office visits each of the CASLV network schools once a week. World-Class Instructional Design and Assessment (WIDA) scores indicate writing was the largest challenge to EL students. Leadership expressed they utilized WIDA data to inform their decision to infuse more writing opportunities into the curriculum for students to practice more.
7. The CASLV network offers students, families, and staff a close community, engaging activities, and a positive learning environment. According to the Nevada School Climate and Social-Emotional (NV-SCSEL) survey, CASLV schools have a strong positive culture. Over 95% staff and 90% of parents said they enjoy being at CASLV schools. CASLV has a high retention rate and 100% of middle school students have no credit deficiency. The CASLV network offers a wide variety of academic programs and creative college-prep electives for those enrolled in upper grades, such as robotics, medical detectives, green architect, and academic enrichment classes. Leadership said families are kept up to date regarding their child’s progress, student achievement and school events through Facebook, ClassDojo, email, Infinite Campus, and the Canvas student management computer program. Additionally, the Falcon Flier is emailed bi-weekly to families. Strong communication partnerships between schools and families contribute to the maintenance of a close community and positive learning environment (Yamamoto and Holloway, 2010; Wang and Sheikh-Khalil, 2014; Park, Stone, and Holloway, 2017). Overall, all stakeholders seem happy and satisfied with the education community CASLV provides.
8. The CASLV network has taken a proactive and preventative approach to address student behavior and social-emotional concerns by displaying clear school-wide expectations for students throughout the school. For example, expectations were posted in the hallways, classrooms, and bathrooms. The SPCSA site evaluation team observed students following the school-wide expectations throughout the school. Additionally, the SPCSA site evaluation team observed staff redirecting unwanted behaviors by restating the desired expectation. The SPCSA site evaluation team also observed staff providing positive feedback and rewards to students who demonstrated the school-wide expectations.

9. The CASLV network has implemented the Character Counts social-emotional learning (SEL) program, which highlights a character trait every month. The CASLV network are implementing multi-tiered system of support (MTSS)<sup>1</sup>. In addition, the CASLV network has integrated the Character Counts SEL program into their MTSS implementation. Leadership reports that MTSS strategies have lessened behavioral problems. There are monthly zoom classes for the students on the monthly pillar. Information on the monthly pillar is updated on the website monthly for family access. Additionally, the Restorative justice plan for each CASLV school is posted on their website and school handbook.

### **CASLV Tamarus Strengths:**

1. Families know the procedures for traffic flow for the observed drop-off of students prior to the start of school. Families make an effort to not to block entrances and exits to neighboring businesses or residences. It was observed that on major roads such as Windmill Parkway parents turn on hazard lights when traffic is not flowing, and they are waiting to turn onto Tamarus Street. Adults are visibly present. Teachers and leadership welcome students with a greeting upon arrival at the school. Students are happy and eager to begin the school day, readily speak with teachers upon arriving at the school.
2. CASLV Tamarus effectively utilizes data to inform instructional and curricular decisions. When asked how data was used to make curricular decisions the leadership teams said they look at WIDA for English language learners' needs and MAP for general population needs. Data is used for student placement, not just for supports but also for accelerated students. If students are 40% or below in English language arts, there are place on the Lexia program, where students receive support from the English language curriculum specialist. Students have access to Saturday school, Lexia software support for 30 minutes every week and after school tutoring.
3. CASLV Tamarus has an ethnically diverse student population. Hispanic, Asian and African Americans were the predominant ethnicities. Several world languages are represented in the student population; Russian, Turkish, Tagalog, and Spanish were a few examples that leadership provided. Specialized populations include approximately 34 English Languages Learners (EL), students with special needs who have a 504 designation (2) or an Individualized Education Plan (IEP) on file (26). Eleven students receive speech supports and 15 receive academic intervention supports. Six students are in process of completing the special needs evaluation and will be receiving documented support services soon. 30.3% of students receive Free and Reduced Lunch (FRL).
4. CASLV Tamarus has been thoughtful regarding use of classroom space and creating safe methods for students to pass between classes within the hallways of the school. Physical classrooms are small, and in many cases long and narrow. Faculty, administration, and staff utilize the space well with strategic placement of desks for optimal student visibility. Storage space is optimized. Student and adult traffic flow are not impeded by the small space.

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<sup>1</sup> According to the Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making.

## 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.

1. CASLV Tamarus has challenges with diversifying the student specialized population. To address this challenge, the CASLV network of schools have implemented a weighted lottery for student enrollment to increase specialized population representation at CASLV Tamarus. There are a limited number of seats and a large application pool. The weighted lottery assists with having greater number of diverse student groups who receive free and reduced lunch (FRL), are English learners, and/or learners with special needs. According to the SPCSA's student enrollment data for the 2021-2022 school year, FRL has increased at CASLV Tamarus from 17.3% to 30.3%. CASLV Tamarus demographically mirrors the community in which the school resides. Additionally, the staff is diverse and mirrors a diverse student population. Although CASLV Tamarus have increased their FRL enrollment numbers, they are still below the SPCSA's average of 43.4%.
2. The car line at CASLV Tamarus during drop-off can congest traffic flow on major streets such as E. Windmill Ln. and the 1-215 freeway exits. Family cars turn on hazard lights and do not block driveways. However, traffic unfamiliar with the school or unaware that a school is nearby is affected. The physical location of the school and tight traffic pathways creates an on-going transportation challenge. Leadership reports conversations regarding traffic safety are on-going.
3. Upon the return to school, some students at CASLV Tamarus displayed a need for social-emotional support. CASLV Tamarus faced many challenges regarding unwanted student behaviors and regressive social-emotional learning. Leadership is addressing this challenge through the implementation of MTSS through the SPCSA and a part-time counselor.

## 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.

1. CASLV Tamarus joined the MTSS Cohort through the SPCSA to help improve student engagement, gaps in academic achievement and challenging behaviors. SPCSA staff recommend CASLV Tamarus continue to work on the implementation of MTSS through the SPCSA. The foundation is set for CASLV Tamarus to move to Tier 2 and Tier 3 MTSS supports. Continue using the counselor supports, including targeted lessons for SEL student growth. Continue infusing SEL supports in classroom lessons facilitated by teachers for a broader adult conversation with students throughout the day. Thoughtful and proactive MTSS supports in terms of planning and building strong instruction will assist the interventionists, counselor and teachers frame effective small group and one to one instruction for further student growth. MTSS appears to be a systematic, dynamic way for improving student outcomes through focused core instruction, preventative and proactive support, and intensive interventions regarding academics, social-emotional learning, and behavior (Buffum et al., 2018).
2. The CASLV network of schools have implemented a weighted lottery for student enrollment that provides additional enrollment chances for qualifying students, specifically those that are eligible for free or reduced-price lunch (FRL), but remains behind local, county, and statewide averages for this population and other key subgroups. The weighted lottery can assist the network in its efforts to serve a more representative population, but gaps still exist and there is more work to do. Leadership reported that the weighted lottery has helped a good number of economically disadvantaged children to secure an open seat by increasing their chances in the lottery. Five out of six CASLV network schools had a 25% or greater FRL percent change, according to the SPCSA's student enrollment data. These numbers are still well below the SPCSA and statewide averages. The SPCSA site evaluation team recommend the CASLV network continue to work on efforts to increase enrollment of diverse student groups who receive free and reduced-price lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP). The CASLV network should continue to prioritize community engagement and targeted marketing efforts so as to reduce demographic gaps in the coming academic years. This critical work will provide the network with the best opportunity to maximize the weighted lottery system across all campuses.
3. SPCSA staff recommend CASLV Tamarus continue to collaborate and analyze data to inform curricular and instructional decisions. SPCSA staff recommend CASLV Tamarus work on moving content area teaching staff to distinguished level classroom observations on the Classroom Observation Totals (COT) SPCSA rubric by; "a) working on improving the quality of classroom instruction and student learning, b) implementing higher level questions and discussion techniques throughout lessons to foster learning for all students, c) implementing new ways of engaging students in the learning process, and d) providing all students with challenging and differentiated instruction" (SPCSA Classroom Observation Totals 6a Using Questions and Answer Techniques and 7a Engaging Students in Learning).

## DEFICIENCIES

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