![Nevada State Public Charter School Authority logo]

Site Evaluation Report: **Coral Academy Centennial**
Evaluation Date: 3/19/2024

State Public Charter School Authority
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http://www.doe.nv.gov/Accountability/NSPF/

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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 3/19/2024 at Coral Academy of Science Las Vegas (CASLV) Centennial. 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 Centennial is located in Las Vegas, Nevada in a facility at 7951 Deer Springs Way. The school serves 681 students (as of the most recent Validation Day) in kindergarten through eighth grade. The mission of CASLV Centennial 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."
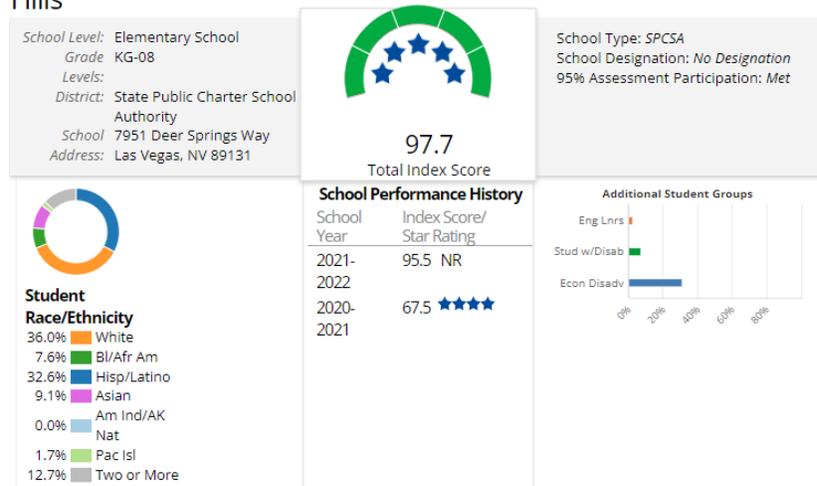
ACADEMIC PERFORMANCE

Nevada School Performance Framework
2023

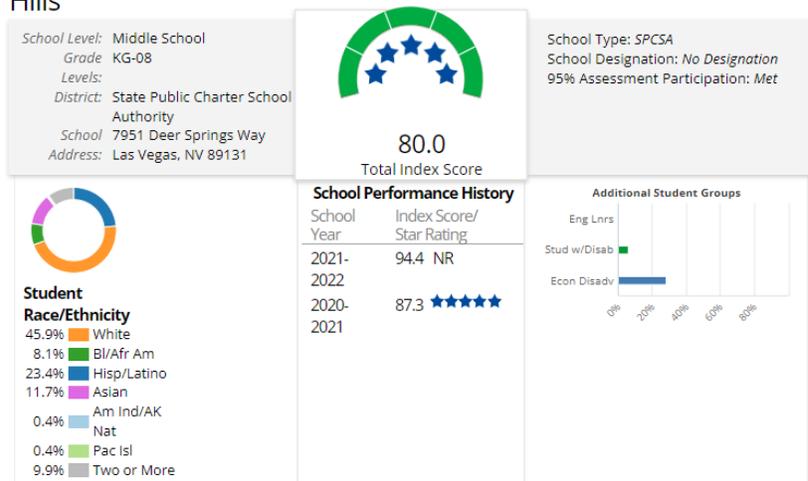### Elementary School
Coral Academy Centennial Hills

School Year 2022-2023 Nevada School Rating

School Level:	Elementary School
Grade Levels:	KG-08
District:	State Public Charter School Authority
School Address:	7951 Deer Springs Way Las Vegas, NV 89131

97.7
Total Index Score

School Type: *SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

36.0%	White
7.6%	Bl/Afr Am
32.6%	Hisp/Latino
9.1%	Asian
0.0%	Am Ind/AK Nat
1.7%	Pac Isl
12.7%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	95.5 NR
2020-2021	67.5 ★★★★

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

Middle School
Coral Academy Centennial Hills

School Year 2022-2023 Nevada School Rating

School Level:	Middle School
Grade Levels:	KG-08
District:	State Public Charter School Authority
School Address:	7951 Deer Springs Way Las Vegas, NV 89131

80.0
Total Index Score

School Type: *SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

45.9%	White
8.1%	Bl/Afr Am
23.4%	Hisp/Latino
11.7%	Asian
0.4%	Am Ind/AK Nat
0.4%	Pac Isl
9.9%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	94.4 NR
2020-2021	87.3 ★★★★★

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

Elementary School Proficiency Rates

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	68.4	52.0	53.5	59.8	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	84.6	74.5	71.9	60.0	72.8	70.4
Black/African American	15.3	31.4	38.9	18.7	30.3	35.7
Hispanic/Latino	60.0	42.2	45.5	50.0	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	79.4	57.8	59.6	80.0	55.6	57.5
White/Caucasian	74.0	63.7	63.3	66.9	60.7	61.3
Special Education	34.7	29.1	35.5	47.0	26.3	32.1
English Learners Current + Former	58.3	38.1	42	-	34.9	39
English Learners Current	-	27.6		-	25.5	
Economically Disadvantaged	63.5	39.0	44.9	49.3	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	72.0	54.6	61.2	75.4	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	84.6	74.1	77.8	76.0	74.9	76.7
Black/African American	23.0	37.5	48.2	50.0	39.8	45.4
Hispanic/Latino	69.2	45.9	53.2	74.0	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	73.5	60.7	67.9	85.0	61.5	66.2
White/Caucasian	76.5	64.4	70.6	77.6	65.5	69
Special Education	30.4	27.4	36.8	29.4	25.5	33.5
English Learners Current + Former	50.0	37.6	47.2	-	37.4	44.4
English Learners Current	-	24.1		-	24.4	
Economically Disadvantaged	66.2	42.0	51.9	64.9	42.8	49.4

Middle School Proficiency Rates

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	57.2	38.5	42.7	54.4	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	57.6	62.5	62.6	69.5	62.7	60.6
Black/African American	23.5	19.4	31	26.3	18.2	27.3
Hispanic/Latino	52.0	28.3	36.2	51.1	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	66.6	44.5	46.4	60.0	41.8	43.6
White/Caucasian	63.9	51.4	52.3	58.5	48.1	49.8
Special Education	8.3	11.5	26.5	-	9.7	22.7
English Learners Current + Former	-	21.5	28	40.0	20.1	24.2
English Learners Current	-	6.5		-	7.6	
Economically Disadvantaged	41.2	24.9	36.1	35.7	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	62.4	53.4	58.6	72.7	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	73.0	74.7	78.2	82.6	79.0	77.1
Black/African American	41.1	37.4	43.9	68.4	41.1	40.9
Hispanic/Latino	64.0	44.8	50.5	72.0	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	71.4	60.0	65	65.0	64.6	63.2
White/Caucasian	61.8	64.0	69.6	75.6	67.2	68
Special Education	8.3	17.4	29.6	-	18.0	25.8
English Learners Current + Former	-	34.0	31.7	70.0	38.8	28.1
English Learners Current	-	12.0		-	16.7	
Economically Disadvantaged	47.6	40.8	49.8	67.8	45.9	47.1

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary 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 58.8 between school (97.7 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 — NSPF score difference of 62.7 between school (97.7 points) and comparison school (35 points).

Middle 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 39.5 between school (80 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

14/15 — NSPF score difference of 23.5 between school (80 points) and comparison school (56.5 points).

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

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

6/15 — Indicator bonus points for: IEP. 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 ≥30 to <40% compared to district GrK-5 FRL rate of >95.0%.

2/5 — School IEP rate of ≥5 to <10% compared to district GrK-5 IEP rate of 13.1%.

1/5 — School EL rate of <5% compared to district GrK-5 EL rate of 18.5%.

Middle School

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

6/15 — 0 bonus points in indicator. One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

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%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	9	45 minutes
Students	12	45 minutes
School Leadership	3	45 minutes
Staff	8	45 minutes

Governing Board[1]:

- 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 they arise. 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 had 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.

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[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 appreciated the science, mathematics, and engineering emphasis of the school (STEM). The focus group participants stated they specifically chose to enroll their children at a CASLV school for the strong curricular focus on math and sciences. The consistent 4-star and 5-star ratings on the Nevada State Performance Framework were also cited as strengths among family members.

- Parents were complimentary to leadership and teaching personnel at CASLV Centennial. One parent said, "Leadership and teachers are attentive and on top of any issues that arise at the school. There is an open-door policy with communication, and they mean it. This school cares about the kids." Several parents agreed stating that communication is open, frequent, and honest. As one parent stated, "Whether it is good or bad, the school will reach out and provide us with information. There is a lot of communication, and it is great."

- Parents indicated they would like middle school students to have a variety of electives. They would also appreciate more storage space as spacing seems to be a perennial challenge. Families stated they would very much like the campus to have a library and if resources were readily available that would a top-tier desire.

Students:
- Students valued learning at CASLV Centennial. One student said, "The teachers make learning fun and ask how we feel about what we are doing in the classroom and they make the activities creative." Several students agreed and another student added, "We learn about things that we may not learn elsewhere. We learn the correct way. Teachers help us learn easily." A third student pointed out, "The teachers do continually ask us how we feel about what tasks we are working on. They take the time to get to know us. Some teachers explain several different ways to learn something. The teachers check in with us, and ask us how we worked something out, and ask us what strategy worked for us. If a child is sad, the teachers go out of their way to find out why the child is sad and make the child feel better. If we don't understand something, they try explaining something several different ways until we do understand."

- Students described some of the activities in which they get to work with their peers or demonstrate mastery of learning to the class. Several students said they frequently work in small groups or pair up. One student said they completed activities in 'pods,' where four of our desks are pushed together in groups of four. A few students explained how they completed a science flipbook[2] on how we could

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[2] A flipbook is an interactive, tactile, graphic organizer designed to allow uses to type, illustrate, and tab notes, pictures, facts, questions and answers, URLs, formulas, and other pertinent information on the topic for studying purposes.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

have improved the process better for another person. Students indicated they are often asked to walk around the room, approach a different row or a different table and explain their answer and thinking to someone who has a different answer than they do.

- Students had one request when asked if there was something they would like to see improved at the school. Students shared they were disappointed that during academic enrichment time they missed the descriptions of activities and projects assigned at that time. When they miss that important information, it gives them anxiety and often makes them feel deficient in approaching the task. As one student said, "I would like academic enrichment just to be academic enrichment."

Leadership:
- Leadership described several initiatives created for the 2023-2024 year. One in particular, Falcon Allies, was part of the MTSS[3] program and occurs when a student reaches the Tier-Two level of the program. Falcon Allies pairs a younger student with a middle school student when the younger student reaches Tier-Two level of intervention need. The middle school student models appropriate behavioral and social interactions as well as assists their ally with coursework as needed. Middle school falcon allies also tutor younger classrooms.

- Leadership reported being very pleased with the smooth and productive manner in which their SST[4] program has been implemented campus wide. Leadership said, "Teachers refer students to the academic monitoring process early in the school-year based on MAP[5] assessment results and internal classroom observations.Then leadership and literacy specialists meet with parents and set up a plan to determine academic interventions and continuous monitoring of measures of individual student learning. Students meet with literacy specialists and receive small group instruction weekly as the intervention plan is followed. RBG3[6] students are progress monitored every third week. After six weeks, the team meets to determine progress and if continued intervention is necessary."

- Leadership values communication and strives to improve communication amongst school stakeholders each academic year. One member of the leadership team described adding links to the weekly school newsletter, the Falcon Times. The links connect to upcoming school events, items to be filled out online, and due dates. The links have assisted families and teachers in completing items in a timely manner as they can complete the forms online.

- Faculty voice is included in decision-making. Leadership listens and are very respectful. The open-door policy is adhered to with fidelity. Every month a staff member is highlighted on the announcements, and that staff member receives a gift bag with an inspirational quote, a keychain, and some small

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[3] MTSS implementation refers to the Multi-Tiered System of Supports, a framework aimed at providing comprehensive and systematic support to students.
[4] Student Study Team (SST) is a regularly scheduled, structured meeting of general educators, supported by special education and other staff as appropriate. Their purpose is to provide an effective support system in general education that will generate effective interventions for children who are experiencing challenges in learning or behavior difficulties at school. The SST process is designed to meet the needs of all children and results in a team action plan to ensure student success.
[5] 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.
[6] Nevada's Read by Grade 3 (RBG3) Act (2019) established a comprehensive system of early reading instruction and intervention aimed at accelerating the reading growth of students reading below grade level in kindergarten through third grade (Assembly Bill 289).

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

gifts. Leadership respects personnel, including their families and cares about family time. Once a month there is an activity that includes the whole family, including children.

Staff:

Participants in the staff focus group described high faculty morale at CASLV Centennial, citing strong leadership and faculty camaraderie. One faculty member said, "Leadership is amazing. The principal really listens." Many faculty agreed with several stating they will follow the current principal if he leaves the school for another appointment. Another teacher stated, "Administration lets us do our jobs without micromanaging. That is huge. We feel supported. They trust us to be professional and do our job, and we do." Faculty camaraderie contributes to an overall sense of well-being at Centennial. One teacher said, "We are supportive of each other as a faculty and a staff. There is a strong unity across grade bands, and across the school. We get along well professionally. We work well together." Teachers candidly spoke about salary discrepancies between this charter school personnel and school district personnel. A faculty member shared, "The pay is less here, but the discipline issues here are minor and that makes it a joy to come to work."

- The faculty stated communication is a strength of the school. Communication between school personnel and families is taken seriously. One teacher explained, "We are present during dismissal times, and we see the parents when they pick up their children. We can have quick conversations and interactions and touch base. It helps develop trust." Teachers also described using Class Dojo[7] to send messages and photos of classroom events or telephoning home. A second teacher said, "I tell parents positive information, concerning information, and am available to respond to families who want information or want clarification."

- Teachers attributed high family engagement to the fluid communication between school personnel and families. Many parents volunteer daily for classroom assistance, school events, or field trips. One teacher said during field trips there is almost a one-to-ratio between parent volunteers and children. Another teacher said parent volunteers will aid in pull-out sessions, reading with students, or taking students shopping at the class store, assisting them with learning money and math.

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[7] ClassDojo is digital sharing platform allowing teachers to document student behaviors and academic notes for families via a web browser.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 14 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: 10	Total: 3	Total: 1	Total: 0	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: 11	Total: 2	Total: 0	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: 7	Total: 6	Total: 1	Total: 0	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: 7	Total: 7	Total: 0	Total: 0	Total: 0
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: 0	Total: 11	Total: 0	Total: 1	Total: 2
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: 1	Total: 10	Total: 1	Total: 0	Total: 2

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: 2	Total: 11	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 2	Total: 8	Total: 0	Total: 1	Total: 3

Additional information about the classroom observations shared here when applicable

1. Students watched quick videos on animals, then quickly spoke with a shoulder partner about what they observed in the videos. Students then responded to direct observations questions in their science journals using complete sentences and correct punctuation. Students rotated to various partners throughout the activity, so they were not always having discourse with the same persons. The teacher walked the room, monitoring students and listened to their conversations. Students were engaged and on-task.
2. In one early grades classroom, the teacher struggled engaging students and utilizing time efficiently. The teacher was collecting worksheets from students by calling students up in groups and then handing them their materials for the next activity. This caused students to become unfocused and off-task. Students chatted with their neighbors, and those who had the materials for the next activity began playing with them. The teacher became agitated and repeatedly told the students, "Stop touching your materials. I will show you what to do." Students became anxious. At one point, the teacher asked the aide to "Stand over _____, as he cannot stop touching his materials and won't listen." For little ones to sit still and then be intimidated by an adult looming over them is scary. When the class had their materials, the teacher stayed at her desk and demonstrated what to do as it was beamed on the projector. Students were confused at the directions and the teacher seemed to realize her flustered instructions. She took a moment, then stepped from behind her desk, to the white board and asked students to volunteer and guess what to do. This seemed to help. Everyone visibly relaxed, engaged with the lesson, and re-focused. Students were eager to share their excitement and the teacher became encouraging and positive with students efforts.
3. In one early elementary class the teacher worked with the students, discussing as a whole class, hundreds, tens, and ones and how to add correctly to write them correctly when adding them up. The teacher asked students to explain how she should add the ones and why, then the tens, then the hundreds. The teacher stopped frequently and asked students to share how they were feeling about their understanding of the information based by holding up their fingers, one for 'I understand and feel I can do this on my own', two for 'I think I can do this with maybe somebody checking my work for me', and three indicating 'I need to go over what more time with the class because I am really unsure.' The whole class walked through another example, then students were placed in pairs and completed a few problems together. Students were engaged, on-task, and eager to practice their new learning.
4. In one early elementary class, students took turns going to the white board and solving addition and subtraction equations and greater than and less than comparison numbers using manipulatives. Students were engaged and on task.
5. In one early elementary class, students completed a writing prompt describing and drawing a sequence in the story read by the teacher to the whole class. Students spoke with their shoulder partners describing what they were writing and drawing. The teacher and an aide walked the classroom, kneeling at the students' level and engaged with each students about their progress. Students were engaged and on-task.
6. In one upper elementary class, students worked in groups identifying comparison and contrasting terms in texts. The teacher interjected during small group time to review the instructions and discuss how to cite evidence to support their answers.
7. In one middle school history class, students took turns reading the text to each other in small groups. They paused after each paragraph and pointed out specific facts and words and items that they found interesting in each passage.
8. In one middle school classroom, students participated in whole-group discussions about ancient African art. The teacher asked questions to check their understanding. Students followed along and recorded answers on their activity pages.

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
Indicator 1: Education Program	**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. **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.	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. 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. 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 Centennial'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, an active food service permit, and an elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the front office area. There is a privacy curtain that can be used to cordon off the nurse's area from the front 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.

Prior recommendations by SPCSA staff	• Continue diversifying student populations. • Continue Multi-Tiered System of Supports (MTSS) practices schoolwide. • Continue to collaborate and analyze data to inform curricular and instructional decisions.

School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	• Continue diversifying student populations.
	  ○ CASLV Centennial continues using a weighted lottery, with priority weight given four time to recipients who qualify for free and reduced price lunch (FRL).
	• Continue MTSS practices schoolwide.
	  ○ CASLV Centennial continues MTSS practices, receiving Platinum level status in 2023.
	• Continue to collaborate and analyze data to inform curricular and instructional decisions.
	  ○ Quality of classroom instruction and student learning; leadership walkthroughs and observations, analysis of MAP Data, ACT, and AP tests.
	  ○ New ways of engaging students in the learning process; lesson objective, inquiry-based learning, KAGAN strategies.
	  ○ Challenging and differentiated instruction, professional development, coaching, mentorship.

SPCSA staff assessment based upon findings during site evaluation	CASLV Centennial leadership believes many recommendations from the 2021- 2022 site evaluation will continue to be ongoing items to strengthen the foundational practices of the school and school personnel. SPCSA staff agrees with this assessment and concluded the leadership team and staff continue to diligently assess school stakeholder needs to create and policies and procedures appropriately.

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 campuses' 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 Centennial

- **Classroom Environment**
  o The CASLV Centennial classroom observation results indicate that on the day of the site evaluation, there were "distinguished" ratings within both classroom environment sections on the *Classroom Observation Environment and Instructional Observation Rubric* (p. 11 of this report). In the first category of the rubric, "Classroom Environment is Conducive to Learning," 10 of the 14 classrooms observed rated in the "distinguished" category. Classrooms rated in this area indicate students felt free to share their ideas and take risks in learning. Learning experiences guide students to identify their strengths, interests, problem-solve, and ask for support when appropriate. In the second category, "Establishing a Culture for Learning," 11 of the 14 classrooms rated "distinguished." This rating indicates that students and teachers responded appropriately when conflicts arose and demonstrated respect for their own and others' differences related to background, identity, language, strengths, and challenges.
  o The SPCSA evaluation team observed students and teachers using academic language consistently during teaching. Teachers did not reduce the vocabulary of the content. Teachers set appropriate and achievable academic goals in the observed classrooms. Students responded with modeled academic vocabulary.

- **Sustained academic success**
  CASLV Centennial has demonstrated consistently high academic performance on the Nevada Academic Performance Framework. For the past two NSPF index rating cycles, CASLV Centennial has maintained a five-star rating. 27 schools in the state of Nevada received five-star designation and CASLV Centennial was one of them. SPCSA staff highly commend CASLV Centennial's leadership and personnel for their academic commitment to students.

Health processes and practices
CASLV Centennial has a licensed, registered nurse on staff. The nurse has created processes and policies that office personnel can follow in her absence that are organized and efficient. For example, a locked cabinet encompasses small compartment bins labeled with each teacher's name, room number, and grade. Within those bins are student medications labeled with each teacher's name,

SITE EVALUATION FINDINGS continued

student's name, dosage, and administration times. A corresponding notebook logs dosage and time of medication administration and time the student returns to class. When students attend a field trip, a notebook indicates when teachers check-out and check-in student medication. The nurse color-coded documents to notify teachers of care received from the health office and time of care for students returning to class, or time students were released to a family member. A one-page health care guideline for parents is available in the handbook and the front office that provides quick information on when to keep a student at home, when to send a child to school, and when to seek medical clearance to return to school.

- **School Safety**
Overall school safety is consistently implemented at CASLV Centennial. To gain access to the office of the school, visitors must be granted access by front entrance personnel. Office staff identify who is seeking admittance and their purpose for being on school grounds. Visitors gain access using this highly secure procedure. Access to each classroom and instructional areas of the school requires a fob that must be scanned to obtain access. Adults are visible and engage with families and students both during arrival and dismissal times, as well as between classes and in common areas. CASLV Centennial installed 14 mm clear bullet resistant film bordering interior classroom doors. The entire first floor security screen is bullet resistant. CASLV Centennial modified its crisis response plan according to the Las Vegas Metropolitan Police Department's feedback.

- **Efficient drop-off and pick-up procedures**
There is not staggered drop-off and pick-up times at CASLV Centennial. From beginning to end, pick-up and drop-off takes approximately 10 minutes. The city/county came out to observe due to neighbor compliments and found no difficulty in the pickup and drop off procedures. SPCSA staff observed pickup and drop off procedures and found them to be efficient and smooth. Parents park and must walk their students to the front of the school and physically deliver their children to an adult at the school. Upon pickup, parents have to park and walk to the school and retrieve their child from an adult at the school. There are no long car lines clogging lanes, nor are students meandering around idling vehicles. The process was well-organized and provided an opportunity for parents and teachers to interact quickly if needed.

- **Strong family engagement**
CASLV Centennial has strong family engagement. Every classroom has parent volunteers. The school communicates regularly and consistently with the message that "parents are partners in student learning." The family focus group described frequent contact between the school and families. The student and family focus groups reported the school takes a genuine interest in the students and their families and this builds morale.

SITE EVALUATION FINDINGS continued

- **Staff Morale**
  Staff morale is high at CASLV Centennial. Teacher morale is directly related to teacher retention and student achievement (Campbell, 2023; Earp; 2022; Becker 2021). During the faculty focus group, teachers shared their emotional and mental well-being was very important and although they could make more money by accepting a position at a district position, they preferred the autonomy, respect, and support they receive at Centennial. Faculty expressed feeling empowered in the ability to have a voice in the decision as well as professional opportunities to grow professionally within the network should they choose to further their careers through other certifications or licenses.

- **MTSS implementation**
  CASLV Centennial has demonstrated exemplary progress in MTSS implementation, achieving the Gold Level recognition in 2022 and further advancing to the Platinum Level in 2023. MTSS award tiered levels advance from Silver to Gold to Platinum to Diamond. Their commitment to continuous improvement is evident, with plans to apply for the Diamond Level in 2024, showcasing their dedication to enhancing support structures for all students.

- **Transitions between classes are considerate**
  SPCSA staff observed students being respectful when changing classes. Student voices were courteous of other classes that were in session while they moved from one class to another in a timely manner.

- **Personnel retention**
  CASLV Centennial sustains consistency in retention of leadership and faculty personnel year after year. This stability allows the school undergirded practices on which school stakeholders can rely. Further, foundational regularity provides leadership the ability to refine particular areas of expertise in professional development, and student success.

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.

- **Spacing**
  Limited space for the school in terms of the campus and facilities is a challenge as reported by leadership, students, families, and staff. Leaders reported that the school community would like to add additional programs for students, but they are increasingly out of classroom space to provide the expansion of such programs. A library has been a desired item for many stakeholders and space has not allowed for adding one. Physical resource challenges mentioned by leadership and staff include space for interventionists, strategists, and pull-out sessions. Middle school students desire more elective choices, but there is simply no extra classroom space to house them. Leadership indicates the number one request on parent surveys and parent chat is for a high school. "There simply isn't

SITE EVALUATION FINDINGS continued

space to build one," the principal said. CASLV Centennial presently has 1800 students on the waitlist for the 2024-2025 school year. Leadership is aware there is not enough space to respond to the high interest.

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.

- **Quality and purpose of questions**
  SPCSA staff recommend consider CASLV Centennial utilizing student voice in a more intentional and meaningful manner. CASLV Centennial takes pride in its inquiry-based[8] learning teaching model and continually strives for all classrooms to be distinguished. On the Classroom Environment and Instructional Observation Rubric (p. 11 of this report), the category of "Quality and purpose of questions" (p.12) 11 of the observed classrooms were designated proficient indicating, the teacher formulated and asked several high-level questions. In the category "Opportunities for student discourse and student use of academic language"(p. 12) one classroom was rated as distinguished and 10 classrooms were measured as proficient, indicating "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."

  Student ownership is evident when students can articulate what they are learning, why they are learning, strategies that support their learning, and how they will use these strategies in the future. (National Institute for Excellence in Teaching, 2021). By increasing student voice through peer-to-peer conversations, student presentations, student lead classroom discussions, and students learning how to ask and respond to high-level questions (Bloom's taxonomy, Costa's levels of Questioning) student engagement may further solidify learning intentions (Brookhart, 2007). When students have the opportunity to lead classroom discussions, respond to a peer prior to the teacher answering a peer to validating a student response, it creates a more engaged classroom.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

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[8] 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.

- **Create a designated health area**
  At the time of the site evaluation, the health area was a sub-section of the main office area and housed a cot, a refrigerator, a sharp's receptacle, and other necessary student health needs. A curtain was available to section off the health area as needed. The SPCSA can appreciate the creative use of the curtain screen for privacy. However, Nevada State Law NRS 439.200, 444.335 states, "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." Therefore, SPCSA staff recommend CASLV Centennial create a designated private health area in which students can be privately isolated until such time as students are assessed, treated, released back to class, or to his or her parent(s) or guardian(s).

- **Feminine hygiene dispenser**
  SPCSA staff recommend CASLV Centennial consider addressing the inoperable feminine hygiene product dispenser in the women's restroom facilities on the second floor. Students in the student focus group reported the machine either took the student's money or was empty of product. Students said they could go to the nurse's area for items, but that was embarrassing as that area is in the front office on the first floor and not in a private area. Students also indicated sometimes they are unaware of the need for the use of an item until they are in the restroom and then going to the nurse's area and then going back to the restroom lead's to questions from the teachers as to the length of time they have been out of the classroom, causing further personal embarrassment regarding personal hygiene.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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

Appendix A

CASLV Response

April 29, 2024

Re: Final Draft site evaluation for CASLV Centennial

We have thoroughly reviewed the site visit report and would like to provide our response accordingly. Overall, the Centennial Hills Team is pleased to note the many commendable aspects you observed during your visit. Thank you for your feedback regarding one of our KG classes; I am happy to report to you that we have already had an improvement plan in place for this specific teacher and we are working on it. Rest assured; we are already in the process of developing an improvement plan to address the areas you have highlighted.

Here are our responses to some of the specific comments:

- **Library:** While we understand the importance of a designated library space, we currently utilize classroom libraries due to space constraints. However, we are confident in the effectiveness of this approach in facilitating student access to books for borrowing and reading.
- **Health Area:** We recognize the importance of compliance with Nevada State Law NRS 439.200, 444.335 regarding the necessity of a designated health room. We are actively exploring options to ensure compliance while optimizing available space.
- **Feminine Hygiene Dispenser:** In response to the feedback, we will be removing the dispenser from the second-floor bathroom. Instead, students can approach several assigned teachers within the building for necessary supplies.

Rest assured, we remain committed to providing an environment conducive to learning and continuous improvement. We will focus on addressing the identified areas for enhancement to ensure we strive for excellence across all aspects of our school.

Kind regards,

Sedar Yuksekkaya