



# Nevada State Public Charter School Authority

## Site Evaluation Report: **Coral Academy Windmill**

Evaluation Date: 3/21/2024

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# Appendices

## A: Nevada School Performance Framework

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

## B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

## C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 3/21/2024 at Coral Academy of Science Las Vegas (CASLV) Windmill. 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 Windmill is located in Henderson, Nevada in a facility at 2150 Windmill Parkway. The school serves 415 students (as of the most recent Validation Day) in fifth through seventh grade. The mission of CASLV Windmill 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."

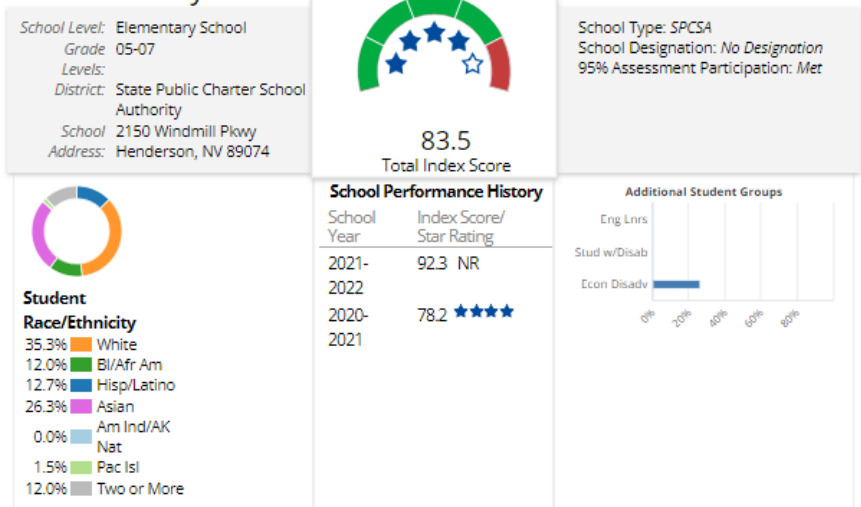
# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2023

### Elementary School

#### Coral Academy Windmill

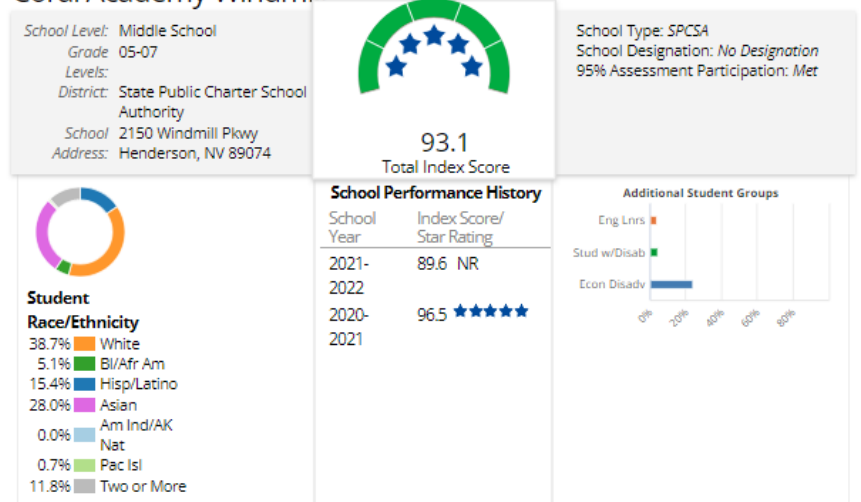
#### School Year 2022-2023 Nevada School Rating



### Middle School

#### Coral Academy Windmill

#### School Year 2022-2023 Nevada School Rating



# Math and ELA Results Nevada School Performance Framework 2023

## Elementary School Proficiency Rates

### Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	71.5	52.0	53.5	65.6	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	80.0	74.5	71.9	92.6	72.8	70.4
Black/African American	50.0	31.4	38.9	-	30.3	35.7
Hispanic/Latino	70.5	42.2	45.5	50.0	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	81.2	57.8	59.6	58.3	55.6	57.5
White/Caucasian	68.1	63.7	63.3	57.9	60.7	61.3
Special Education	-	29.1	35.5	10.0	26.3	32.1
English Learners Current + Former	64.2	38.1	42	71.4	34.9	39
English Learners Current	-	27.6	-	-	25.5	-
Economically Disadvantaged	68.5	39.0	44.9	48.7	35.6	42

### ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	81.5	54.6	61.2	74.8	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	91.4	74.1	77.8	>95	74.9	76.7
Black/African American	75.0	37.5	48.2	-	39.8	45.4
Hispanic/Latino	82.3	45.9	53.2	60.0	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	81.2	60.7	67.9	75.0	61.5	66.2
White/Caucasian	77.2	64.4	70.6	68.0	65.5	69
Special Education	-	27.4	36.8	30.0	25.5	33.5
English Learners Current + Former	64.2	37.6	47.2	78.5	37.4	44.4
English Learners Current	-	24.1	-	-	24.4	-
Economically Disadvantaged	82.8	42.0	51.9	69.2	42.8	49.4

## Middle School Proficiency Rates

### Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	61.0	38.5	42.7	58.4	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	84.2	62.5	62.6	80.5	62.7	60.6
Black/African American	35.7	19.4	31	28.5	18.2	27.3
Hispanic/Latino	45.2	28.3	36.2	47.5	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	62.5	44.5	46.4	54.2	41.8	43.6
White/Caucasian	53.4	51.4	52.3	52.6	48.1	49.8
Special Education	14.2	11.5	26.5	7.1	9.7	22.7
English Learners Current + Former	36.8	21.5	28	38.5	20.1	24.2
English Learners Current	-	6.5	-	13.3	7.6	-
Economically Disadvantaged	49.2	24.9	36.1	42.0	23.9	32.7

### ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	77.1	53.4	58.6	78.4	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	90.7	74.7	78.2	85.0	79.0	77.1
Black/African American	71.4	37.4	43.9	78.5	41.1	40.9
Hispanic/Latino	69.0	44.8	50.5	75.0	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	81.2	60.0	65	80.0	64.6	63.2
White/Caucasian	70.2	64.0	69.6	73.6	67.2	68
Special Education	21.4	17.4	29.6	21.4	18.0	25.8
English Learners Current + Former	52.6	34.0	31.7	63.1	38.8	28.1
English Learners Current	-	12.0	-	26.6	16.7	-
Economically Disadvantaged	68.6	40.8	49.8	75.3	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** 15 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 44.6 between school (83.5 points) and comparison district (38.9 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**15/15** NSPF score difference of 38.5 between school (83.5 points) and comparison school (45 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 52.6 between school (93.1 points) and comparison district (40.5 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**15/15** NSPF score difference of 39.1 between school (93.1 points) and comparison school (54 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.

**4/15** 0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**1/5** School FRL rate of  $\geq 20$  to  $< 30\%$  compared to district GrK-5 FRL rate of  $> 95.0\%$ .

**1/5** School IEP rate of  $< 5\%$  compared to district GrK-5 IEP rate of 13.1%.

**2/5** 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.

**4/15** 0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**1/5** School FRL rate of  $\geq 20$  to  $< 30\%$  compared to district Gr6-8 FRL rate of  $> 95.0\%$ .

**1/5** School IEP rate of  $< 5\%$  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

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	8	30 minutes
Students	8	30 minutes
School Leadership	4	30 minutes
Staff	5	30 minutes

### Governing Board<sup>1</sup>:

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

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

# FOCUS GROUP SUMMARIES

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## 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:

- Family members participating in the focus group said they chose to enroll their children at CASLV Windmill due to the school's academic reputation, the unique curriculum, and the family feel of the school. One parent said, "The adults at the school care about my kids. My children come home every day talking about school and are excited to share what they have learned." Parents were impressed that teachers and other school personnel know the names of students and family members, even those who are not in their classes. Parents appreciated the electives and multitude of extra-curricular offerings at CASLV Windmill, stating they were unique and opportunities unavailable at other schools.
- Parents of students with special needs were complimentary of the special education staff and services provided at CASLV Windmill. One parent shared, "This is the first school my child has been happy at. He has an inclusive environment and has a person guide him and accompany him all day."
- Parents reported being aware of what the students are learning, and they can visibly see how that learning is tied to the standards. Parents said teachers provide scoring matrices and rubrics that are clear and well defined. One parent said, "Communication is really good. Teachers are communicative, and they respond quickly when we ask about a grade. They put assignments and grading rubrics in Class Dojo<sup>2</sup>, Infinite Campus<sup>3</sup>, or Google Classroom<sup>4</sup>." Some parents in the focus group said communication can be lacking from teachers, despite efforts from parents for information. One parent said she would like less homework so there would be a better home/school balance.

### Students:

- Students described many class activities in which they speak, present, or work with their peers. Students said they often participate in project-based learning (PBL). The most recent PBL topic was germs and hygiene. Other student engagement activities encouraging student voice included writing and delivering speeches, creating webpages, and conducting peer reviews during presentations as well as self-evaluations using a rubric. Students reported completing about three to four presentations per year. Rubrics describing grading criteria and a clear point distribution are provided for each project. Students said these are very helpful and make it very clear how they scores are earned.

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<sup>2</sup> ClassDojo is digital sharing platform allowing teachers to document student behaviors and academic notes for families via a web browser.

<sup>3</sup> Infinite Campus is a web-based program providing families the ability to view academic information for their children.

<sup>4</sup> Google Classroom is a free blended learning platform developed by Google for educational institutions that aims to simplify creating, distributing, and grading assignments.



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

- Students appreciated the small class sizes at CASLV Windmill. One student said, “It gives us time to interact with our teachers. If we need help.” Another student nodded and added, “I like the adults here. The teachers are interactive with the students.” Many students in the focus group valued the ability to walk outside between classes. One student said, “It gives me time to talk to my friends and socialize between classes. I like the outdoors and that I can walk outdoors to get between classes. We have lots of room.”
- Students reported knowing how well they were performing in their classes, stating some of their teachers conducted one-on-one conferences every Friday. Others provided clear rubrics or posted grades frequently as well as commentary in Infinite Campus. One student said, “Some teachers will also discuss how to correct errors in understanding. For example, if someone doesn’t understand something in math, the teacher will go over it step by step until we all understand the concept.”

### **Leadership:**

- Leadership reported having a special culture at CASLV Windmill. The principal said, “We encourage a team effort not an us versus them mentality. People are respected here and it’s a special culture.” Another member of the leadership team said, “There is an environment here that I have not experienced elsewhere.” The principal described nurturing that culture and climate means having patience to hire the right people at the right time. He said, “Sometimes we have to wait a long time to get the right person for the right fit. We waited a year until the leadership team found the dean of students person they desired, and that person was ready and able to take on that position.”
- Leadership detailed new initiatives they have put in place for the 2023-2024 academic year. Some of the initiatives encompassed:
  - Including staff as part of the data decision-making process.
  - Creating a staff feedback loop to inform leadership on what professional development (PD) worked and suggestions to frame PD for next year.
  - Implementing a check-out clothing procedure for students arriving at school out of uniform rather than students being sent home to change. Leadership noted this has reduced after-school detentions and minimized students being out of class.
  - Altering school pickup procedures. Students now wait in the multipurpose room (MPR) for dismissal. School personnel are located outside and use the computer to send the names of students to be released to school personnel inside the MPR. Students are then released when their names are called over a school radio. Leadership reported this initiative has proven to be safer and students do not have to wait in the heat or inclement weather.
  - Adding a full-time counselor to CASLV Windmill staff.
  - Adding a full-time dean of students to CASLV Windmill staff.
- The leadership team praised school personnel for their support during some difficult times, stating school families have experienced some serious illnesses and tragedies. The CASLV Windmill families have stepped up and been very supportive and helpful. The principal said the school is very spirited, and team competitions garner a lot of support through attendance and donations. One member of the leadership team said, “CASLV Windmill had the first drone team in the Las Vegas valley. And right now, donations are at an all-time high.” Moving forward, leadership is in discussion to bring back more on-campus parent volunteer opportunities that evaporated during the pandemic.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Staff:

- Faculty participating in the staff focus group reported various projects developed for their classrooms this year. One teacher said they tasked students to lead lessons in pairs. Another teacher said she rotated three students at a time responsible for reading student journals: one student checks for correct punctuation, another for mechanics, and the third for sentence sense cohesiveness. The teacher said the students enjoy this task and volunteer for the responsibility. A third teacher described creating a broad long-range project in which students were skill building toward a simulated congressional hearing. A fourth teacher shared he routinely questions his students when they review homework, “How did this homework assignment prepare you for today’s task?” And then at the end of class, when students are leaving class, he stands at the door and students must respond to the question as they exit, “What did you learn today?”
- Schoolwide, teachers reported leadership asked teachers to add more project-based learning (PBL) into their lessons, preferably one each grading period. Faculty members indicated staff morale was in a good place. One teacher said, “We communicate well. We are professional. If something bothers us, we are adult enough to approach each other and say, ‘Hey this bothered me.’ There is no drama. We support each other. We help each other. If there is a problem, leadership takes care of it. Leadership takes care of us. They do not hesitate to step in when we need them. We are comfortable and are not threatened here.” Another teacher said, “I have been at Windmill through four different administrations and I would not want to change the current administration. The one we have now is the best.” One teacher said, “Every department has a support person in which teachers can go for support and assistance. The staff care about each other. We genuinely like each other.” Teachers appreciated the mentor program at CASLV Windmill, stating that the three veteran mentor teachers were very adept at depth of knowledge questioning (DOK<sup>5</sup>), inquiry-based learning<sup>6</sup>, and students engagement and facile at assisting the six mentees.
- Several teachers said they would like to see more parental volunteers and more parental engagement with their children’s learning. One teacher said, “It seems every year, we have fewer and fewer families engaged.” Another teacher said she would like to see some efforts to educate families on nutrition, stating too many students come to school filled up on caffeine and sugar and then proceed to only eat more caffeine and sugar throughout the day. A third teacher pointed out, “We could use quality, licensed substitute teachers as well as quality, licensed aides and support staff.”

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<sup>5</sup> Depth of knowledge (DOK) questioning is a scale that measures how well students understand and use what they’re learning to answer questions or solve problems. DOK categorizes tasks by the complexity of thinking required to complete them, not the difficulty. DOK has four levels, and aligning questions to different levels can help students develop higher-order thinking and deeper learning.

<sup>6</sup>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.

# 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
<b>Classroom Learning Environment is Conducive to Learning</b>	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.
	<b>Total: 9</b>	<b>Total: 5</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Establishing a Culture for Learning</b>	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.
	<b>Total: 10</b>	<b>Total: 4</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<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 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.
	<b>Total: 6</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	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.
	<b>Total: 6</b>	<b>Total: 6</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>
<b>Quality and purpose of questions</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: 3</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 3</b>
<b>Opportunities for student discourse and student use of academic language</b>	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.
	<b>Total: 3</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 3</b>

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	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.
	<b>Total: 5</b>	<b>Total: 8</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>	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.
	<b>Total: 3</b>	<b>Total: 9</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>

Additional information about the classroom observations shared here when applicable

- In one middle school classroom, students investigated three different substances to observe the different three different boiling points. Students were asked to provide evidence for their observations as the teacher asked the whole class directed questions. Students volunteered answers and provided evidence for their responses.
- In one middle school classroom, students investigated three different substances to observe the different three different boiling points. Students were asked to provide evidence for their observations as the teacher asked the whole class directed questions. Students volunteered answers and provided evidence for their responses.
- In one robotics class, students were comfortably self-directed moving about the classroom working on various tasks in small groups. Some students were developing code on computers, others were taking notes with pen and paper. Others were using tools and building devices. Instructors walked the classroom and assisted students, responded to questions, reviewed their progress, and made suggestions. Students were engaged, on-task, and using safety measures.
- In one special education pull out session, the teacher sat side by side with the student. The student used headphones to listen to a recording on a computer and follow along with a textbook. The instructor provided guided verbal instruction when the student completed the video and began working on the textbook work.
- In one middle level math class, students participated in a variety of physical activities while explaining scatter plots to their peers in a math class. For example, students walked the room to music, once the music stopped, they partnered up and then explained whether a scatter plot shows a positive, negative or no relationship. Students also compared ways in which to find a line of best fit for data in a scatter plot.
- Students completed guiding questions while explaining their thinking and citing textual evidence. Students were to compare their answers with a partner and with the teacher as the instructor walked the room providing formative feedback. The instructor was encouraging, positive, and used academic language to guide students.
- Students participated in small groups of three to four in an activity relating abstract vocabulary words to concrete ideas. One vocabulary word was written on each side of a hexagon. There was a concrete word and an abstract word on each side of the hexagon, one hexagon for the abstract words, and six hexagons with concrete words. Students then explained to their group how and why the abstract idea connected to the concrete idea. Students were graded on the final 'web' they created, and the written final explanations provided. Students were engaged, on-task, and focused. The teacher circulated the room, encouraging the students to think deeper by asking probing questions when they seemed stuck in their thinking.
- In one special education pull-out session, a teacher worked with a student one-on-one, sitting side-by-side with the student as the student watched and listened to a video. The teacher had the textbook in front of both her and the student to follow along with the video. After the video, the teacher asked guiding questions and the student responded verbally.
- In one middle school classroom, students completed an exit ticket. The teacher walked around to provide support.
- In one classroom, a student came to the board to solve a math equation. The teacher guided the student through the steps to solve the problem. When the student needed help, the teacher allowed other students to assist.
- In one middle school classroom, the teacher led a whole class discussion on identifying grammatical errors in a sentence. The teacher called on students to respond to questions. Most students were engaged in the discussion.

# ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
<p><b>Indicator 1:</b> Education Program</p>	<p><b>Measures 1a and 1b:</b> The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p><b>Measures 1c and 1d:</b> The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>The programming and materials at CASLV Windmill 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 ELL students. According to leadership, teachers have been trained in discourse strategies through WIDA training. ELL teachers have had training on the Lexia<sup>7</sup> program. The ELL teacher monitors student usage and progress. Students with an Individualized Education Plan (IEP) or 504 Plan are in an inclusive environment at CASLV Windmill; one in which students with disabilities are fully integrated into the school and its community. Students with an IEP are monitored with minutes of services tracked and recorded. Data is reviewed regularly with the special education team. Student progress towards goals is monitored through grade checks, and a review of summative and formative assessments.</p>

<sup>7</sup> 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.

<p><b>Indicator 3:</b> Governance and Reporting</p>	<p><b>Measure 3a:</b> The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Members of the CASLV Governing Board and CASLV Windmill'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.</p>
<p><b>Indicator 4:</b> Students and Employees</p>	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately  <b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>	<p>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.</p>
<p><b>Indicator 5:</b> School Environment</p>	<p><b>Measure 5b:</b> 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</p>	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers and defibrillators throughout the building and common areas, and an active food service permit.</p> <p>The site evaluation team visually checked and located a cot in a storage closet, a refrigerator for medication in a room servicing students with special needs, and a receptacle for disposing of sharp objects adjacent to the kitchen. There is not a designated health area per NRS 439.200, 444.335</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>Prior recommendations by SPCSA staff</p>	<ul style="list-style-type: none"> <li>• Continue MTSS</li> <li>• Continue efforts to diversify the student population, including specialized populations.</li> <li>• Continue to collaborate and analyze data to inform curricular and instructional decisions.</li> </ul>
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<ul style="list-style-type: none"> <li>• MTSS<sup>8</sup> <ul style="list-style-type: none"> <li>◦ MTSS process is heavily involved in data when making instructional decisions for students.</li> <li>◦ CASLV Windmill continues to implement MTSS school-wide with fidelity, attaining Gold Level recognition in 2022 and subsequently elevating to the Platinum Level in 2023.</li> </ul> </li> <li>• Continue efforts to diversify the student population, including specialized populations.           <ul style="list-style-type: none"> <li>◦ CASLV applies a weighted lottery for enrollment to be in compliance with Nevada Department of Education Regulation R131-16 Sec. 12, to ensure the student population more closely reflects the communities where CASLV campuses are located and to align with the strategic plan of the Agency to increase the diversity of students served by SPCSA schools. CASLV network schools grant applications who qualify for Free &amp; Reduced Lunch (FRL) a weight of four times (4.0x) in its lottery.</li> <li>◦ Other prioritized student applicants include, those registered with McKinney Vento program (e.g., homeless), siblings of currently enrolled students, CASLV staff members’ children, and children of military service personnel.</li> </ul> </li> <li>• Utilizing data to inform curricular and instructional decisions.           <ul style="list-style-type: none"> <li>◦ CASLV Windmill continues using MAP, SBAC, WIDA, CFAs to make curricular and instructional decisions to better support students.</li> <li>◦ Teachers participate in regular data conversations with the administration, across grade bands and content areas to engage in a systematic action plan of improvement.</li> </ul> </li> </ul>

<sup>8</sup> MTSS implementation refers to the Multi-Tiered System of Supports, a framework aimed at providing comprehensive and systematic support to students.

	<ul style="list-style-type: none"> <li>◦ Windmill leadership applies Nevada Educator Performance Framework (NEPF) standards in observations and teacher expectations to better improve teaching practices.</li> <li>◦ Teachers are provided with regular PD sessions, both universal and targeted, to help improve classroom learning environment and classroom instruction.</li> <li>◦ CASLV Windmill began a teacher mentorship program with currently six teachers receiving support.</li> </ul>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>CASLV Windmill leadership believes many recommendations from the 2021- 2022 site evaluation have been addressed by the governing board, and school personnel. Each of the previous recommendations are pieces built on foundational frameworks that are continually being reassessed, and revised to ensure the needs of the students are being met.</p> <p>SPCSA staff agrees with this assessment and concludes that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students, school families, and school personnel.</p>

# SITE EVALUATION FINDINGS

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## STRENGTHS

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

### CASLV Network

- **High levels of school safety**

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

- **Strong retention of governing board members**

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

- **Strong recruitment practices**

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

- **Strong central office communication**

CASLV is a network of seven schools across the Las Vegas, Nevada valley serving over 5,500 students in kindergarten through 12<sup>th</sup> 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

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## 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 Windmill

- **Sustained academic success**

CASLV Windmill has demonstrated consistently high academic performance on the Nevada Academic Performance Framework, earning sustained high-ranking four and five-star ratings consecutively across NSPF rating cycles provided from the state of Nevada. For the 2022-2023 NSPF rating cycle, elementary grades received a four-star ranking and middle grades a five-star ranking; for the 2021-2022 year, both elementary grades and middle grades earned a five-star rating. No scores were provided during COVID (2019-2020, 2020-2021). The elementary school scored a four-star NSPF evaluation, and middle grades marked five-stars in 2018-2019. SPCSA staff highly commend CASLV Windmill's leadership and personnel for their academic commitment to students.

- **Classroom environment**

The CASLV Windmill 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 and Instructional Learning Rubric* (p. 11 of this report). In the first category of the rubric, “Classroom Environment is Conducive to Learning,” 9 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,” 10 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.

- **Dedicated teaching force**

CASLV Windmill teaching staff are dedicated to the mission and vision of the school. SPCSA staff classroom observations primarily noted distinguished and proficient rankings on almost every category on the *Classroom Observation and Instructional Learning Rubric* (p. 11 of this report) indicating students were intellectually engaged in appropriately structured, differentiated, and paced lessons allowing high student engagement. These classrooms were observed to have high levels of individual student instruction as well as numerous techniques used by teachers to check for students’ levels of understanding. Teachers were adept at inquiry-based learning and well-versed in coaching student-voice, modeling gradual release with fidelity. Classroom teachers have cultivated trust with their

# SITE EVALUATION FINDINGS

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## SITE EVALUATION FINDINGS continued

students. Students felt comfortable asking peers and teachers for academic support. Students were interested in what they were learning and clearly wanted to know the why and how of things. Many positive and useful teacher responses to student questions, and teacher dedication to student learning were observed.

- **Strong leadership team**

The leadership team has developed strong routines and systems that have allowed the processes and procedures to operate smoothly. The site evaluation team observed the leadership team's ability to be well attuned to the needs of the faculty, staff, families, and students as evidenced by the commentary in each of the focus groups as well as the data provided from the last site evaluation cycle (2021-2022) to this site evaluation cycle (2023-2024).

- **Culture and climate of the school**

CASLV Windmill continues to demonstrate strong retention of leadership, school personnel, and enrolled students. Teachers are highly qualified and choose to remain employed at CASLV Windmill despite salary discrepancies with the local public school district. Leadership, faculty, and staff strive to create a culture of respect and trust amongst school stakeholders, and this is evident from the moment students arrive at the school and echoed through each of the family, student, faculty, and family focus groups held by the site evaluation team. The site evaluation team also observed this in the discourse between the students and the teachers during classroom observations.

- **Long range planning**

Leadership at Windmill uses long-range planning to develop a talent pool cultivated from within its staff by offering professional advancement opportunities from within current staff. This practice guarantees high-quality personnel who support the mission and vision of CASLV Windmill and its students. Many schools wait until they have a student need prior to acquiring talent. Windmill utilizes forethought and a long-term mindset to prepare for future enrollment. Leadership is currently recruiting and developing talent for specialist roles from within faculty ranks for special education. For example, Windmill anticipates a diversified and growing special needs population so there are plans to develop over the summer of 2024 five additional offices for special needs testing and services. One of those rooms will be a self-contained classroom. During the 2021-2022 site evaluation visit, there were two special education teachers. Now there are six on staff. There are 35 students receiving speech services. Leadership attributed the ability to grow talent from within current personnel as the reason for being able to invest and develop a pool of specialists for professionals and continue to nurture the strong culture and climate at CASLV Windmill.

- **Front office staff**

Participants in the family, student, and staff focus group indicated the front-office staff was one of the most important persons at CASLV Windmill for setting the tone. As one parent stated, "She is the lifeblood of the school." Other adjectives used to describe front-office personnel were genuine, welcoming, friendly, and kind. Elevating someone's experience the moment they enter an establishment is a valuable interpersonal skill that immediately sets the environmental tone. Focus groups described front office personnel knowing students and family members by name, tactfully handling rough situations, always taking a moment to speak with everyone who enters the building, acknowledging their presence, obtaining their need, and giving them immediate feedback on when she can provide them service in a very kind and warm tone.

# SITE EVALUATION FINDINGS

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## SITE EVALUATION FINDINGS continued

- **Data driven decision making**

As mentioned in the previous site evaluation report (2021-2022) CASLV Windmill continues to “utilize data efficiently and effectively to inform instructional and curricular decisions.” Beyond MAP and WIDA scores for student placement, general student support needs, and accelerated learners. Teachers include growth data as baselines for determining differentiation activities within their classroom lessons as well as providing a wide range of tiered level of support. Leadership and faculty utilize student growth data to set shared direction and coherent schoolwide policies and practices. Student scores also serve as a platform in which instructors engage students and families to set learning targets and student growth goals.

- **MTSS implementation**

MTSS implementation at CASLV Windmill has showcased remarkable advancement, attaining Gold Level recognition in 2022 and subsequently elevating to the Platinum Level in 2023. MTSS award tiered levels advance from Silver to Gold to Platinum to Diamond. CASLV Windmill leadership received the award for 2022-2023 and traveled to Reno in January 2024 to receive the certificate from the Nevada MTSS recognition system at the MTSS conference. Their dedication to ongoing improvement is underscores their commitment to bolstering support systems for every student.

- **Traffic procedures**

CASLV Windmill continues to implement smooth and fluid drop-off and pick-up procedures for students. SPCSA staff did not observe traffic congestion. As reported in the previous site evaluation cycle (2021-2022), SPCSA staff observed teachers and leadership welcoming students with a greeting upon arrival at the school, opening car doors so students could exit vehicles in a timely manner, and assisting students in crossing walkways. Students appeared to be happy and eager to begin the school day. SPCSA staff observed students greeting and interacting with teachers upon arriving at the school.

## 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.

- **Personnel recruitment**

Recruitment of highly qualified, licensed education personnel has become a prominent issue nationwide. CASLV Windmill leadership recognizes this challenge and continues a customized approach to identifying highly qualified, licensed educators, aides, and specialists. Talent acquisition resources expanded across state lines and outreach to new community resources.

- **Capacity of school building space**

CASLV Windmill has maximized all available physical space as either offices or classrooms. While plans were being drafted for reconstruction of administrative offices at the time of the site evaluation, the following were still pressing capacity concerns:

- Cannot increase enrollment or grow support services for special populations due to limited physical infrastructure.

# SITE EVALUATION FINDINGS

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## SITE EVALUATION FINDINGS continued

- The present waitlist for the 2024-2025 academic year exceeds the ability of CASLV Windmill to accept even current siblings simply because there is not enough space for newly enrolled students.
- One floating teacher due to lack of dedicated classroom space.
- In many instances, teaching materials are stored in the classroom as there is no separate storage space.
- There is no separate, designated health area. The site evaluation team located a cot in a storage closet, a refrigerator for medication in a room servicing students with special needs, and a receptacle for disposing of sharp objects adjacent to the kitchen. (as mentioned on pg. 16 of this report on the Organizational Framework chart).

## RECOMMENDATIONS

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

- **Create a designated health area**

SPCSA staff recommend CASLV Windmill create a designated health area that contains a cot, a sharps receptacle, and a locked refrigerator for medication. These are state requirements that must be approved before the opening of a school. At the time of the site evaluation, a refrigerator was available for student medication but located inside a room serving special needs students. The cot was stored in a closet just outside the main reception area and the sharps receptacle was in a storage area adjacent to the kitchen. The cot, locked refrigerator, and sharps receptacle need to be in one designated health area. CASLV Windmill will need to obtain a locked refrigerator inside a designated health area specifically for housing student medication as needed for medical purposes within 30 days to be compliant with Nevada State Law NAC 444.56842. For further reference, [NRS 439.200](#), [444.335](#) specify the requirements for health rooms and is provided here:

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

- **Communication with parents**

SPCSA staff recommend CASLV Windmill develop clearer means to communicate with families. Parents and students in the focus groups expressed confusion between what was a club and what was a class in regard to participating in team competition. Further, both students and parents said they would like opportunities to experience certain sports or technology arenas but were confused as to the process. One family member provided an example saying, “My child was on the robotics team last year and was excluded this year. There was no explanation or communication as to the reasoning.

# SITE EVALUATION FINDINGS

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SITE EVALUATION FINDINGS continued

It would be nice to have a rationale so I can explain that to my child.” Family members and students suggested they would like to see a more equitable process for sports try-outs. As one family member stated, “Students may be interested in a sport but may not have had an opportunity to be exposed to it prior to try-outs, and students who played the sport before seemed to have been automatically selected. So, students who were not proficient were shafted and they may never get an opportunity to participate.”

## **STRONG RECOMMENDATIONS**

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

## **DEFICIENCIES**

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



## Appendix A

### CASLV Response

May 2, 2024

Re: Final Draft site evaluation for CASLV Windmill

I just want to add two things for the report to be considered:

- 1- In summer 2024, we're converting an unused storage/locker room space into a SPED office and classroom. That will free up a space in the main office for SY24-25.
- 2- In summer 2025, the front office and admin office areas will have a major makeover to provide a safe front office entry and more office space that will include a reserved health office.

We already briefly mentioned this during your visit but I thought it would be useful to mention it in this email so you know we are already working on these areas mentioned in the report.

Again, thanks a lot for your support.

Regards.

Ismail Kocabiyik