Nevada State Public Charter School Authority

Site Evaluation Report: **Coral Academy Cadence**

Evaluation Date: 3/26/2024

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 3/26/2024 at Coral Academy of Science Las Vegas (CASLV) Cadence. 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 Cadence is located in Henderson, Nevada in a facility at 10 Cadence Crest Parkway. The school serves 1,573 students (as of the most recent Validation Day) in kindergarten through ninth grade. The mission of CASLV Cadence is: "to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success."

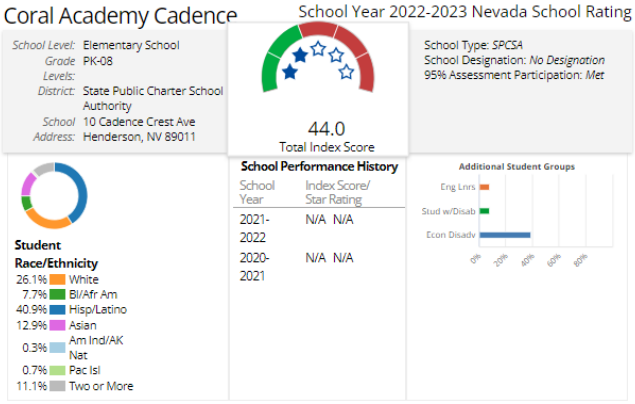
ACADEMIC PERFORMANCE

Nevada School Performance Framework
2023

Elementary School

Coral Academy Cadence

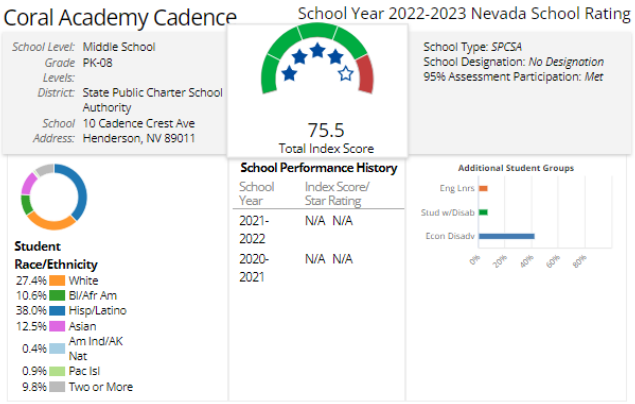
School Year 2022-2023 Nevada School Rating



Middle School

Coral Academy Cadence

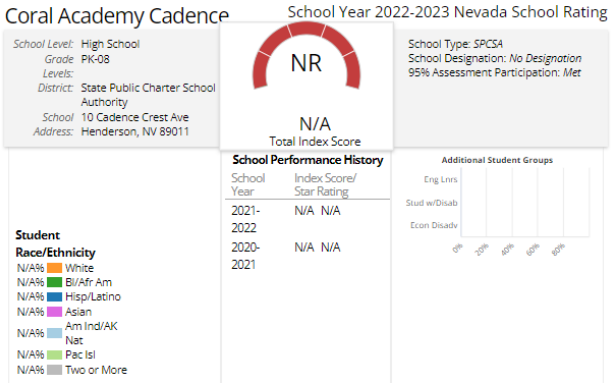
School Year 2022-2023 Nevada School Rating



High School

Coral Academy Cadence

School Year 2022-2023 Nevada School Rating



Math and ELA Results
Nevada School Performance Framework
2023

Proficiency Rates

Elementary School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	42.6	52.0	53.5			51.1
American Indian/Alaska Native	-	35.7	40.7			37.6
Asian	64.2	74.5	71.9			70.4
Black/African American	27.5	31.4	38.9			35.7
Hispanic/Latino	34.8	42.2	45.5			42.7
Pacific Islander	-	49.0	53.4			50.9
Two or More Races	38.7	57.8	59.6			57.5
White/Caucasian	50.0	63.7	63.3			61.3
Special Education	33.3	29.1	35.5			32.1
English Learners Current + Former	34.7	38.1	42			39
English Learners Current	34.2	27.6				
Economically Disadvantaged	33.5	39.0	44.9			42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	58.8	54.6	61.2			59.2
American Indian/Alaska Native	-	48.2	48.1			45.4
Asian	71.4	74.1	77.8			76.7
Black/African American	48.2	37.5	48.2			45.4
Hispanic/Latino	54.4	45.9	53.2			50.8
Pacific Islander	-	49.0	62			60
Two or More Races	63.2	60.7	67.9			66.2
White/Caucasian	60.9	64.4	70.6			69
Special Education	38.4	27.4	36.8			33.5
English Learners Current + Former	39.1	37.6	47.2			44.4
English Learners Current	25.7	24.1				
Economically Disadvantaged	49.3	42.0	51.9			49.4

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	38.9	38.5	42.7			39.7
American Indian/Alaska Native	-	35.0	35.3			31.9
Asian	40.4	62.5	62.6			60.6
Black/African American	26.4	19.4	31			27.3
Hispanic/Latino	34.3	28.3	36.2			32.8
Pacific Islander	-	37.9	43.1			40.1
Two or More Races	39.3	44.5	46.4			43.6
White/Caucasian	51.6	51.4	52.3			49.8
Special Education	<5	11.5	26.5			22.7
English Learners Current + Former	30.9	21.5	28			24.2
English Learners Current	24.1	6.5				
Economically Disadvantaged	31.6	24.9	36.1			32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	60.0	53.4	58.6			56.4
American Indian/Alaska Native	-	45.6	49			46.3
Asian	65.1	74.7	78.2			77.1
Black/African American	52.9	37.4	43.9			40.9
Hispanic/Latino	55.2	44.8	50.5			47.9
Pacific Islander	-	47.2	57.8			55.5
Two or More Races	57.5	60.0	65			63.2
White/Caucasian	68.1	64.0	69.6			68
Special Education	11.1	17.4	29.6			25.8
English Learners Current + Former	41.8	34.0	31.7			28.1
English Learners Current	20.6	12.0				
Economically Disadvantaged	54.0	40.8	49.8			47.1

High School

Math Proficient — **Math Proficient Points Earned: NA/10**

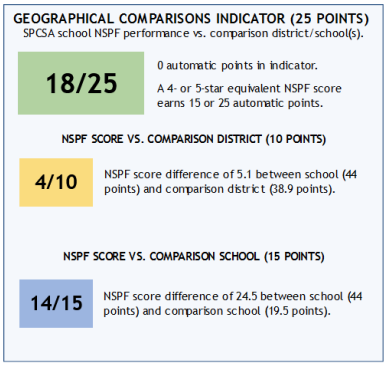
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	N/A	25.7	39.38			36.19
American Indian/Alaska Native	N/A	20.0	30.62			26.96
Asian	N/A	50.2	55.12			52.76
Black/African American	N/A	11.0	26.37			22.5
Hispanic/Latino	N/A	16.0	30.44			26.78
Pacific Islander	N/A	28.0	36.16			32.8
Two or More Races	N/A	35.5	43.1			40.11
White/Caucasian	N/A	33.6	49.68			47.04
Special Education	N/A	6.2	20.93			16.76
English Learners Current + Former	N/A	<5	22.86			18.8
English Learners Current	N/A	<5	20.23			16.04
Economically Disadvantaged	N/A	14.5	31.41			27.8

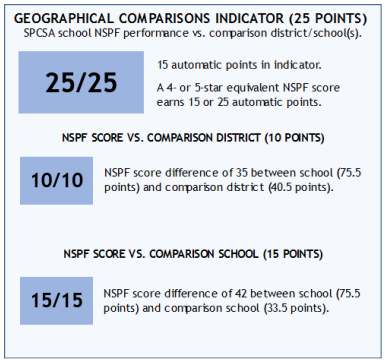
ELA Proficient — **ELA Proficient Points Earned: NA/10**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	N/A	54.0	53.55			51.11
American Indian/Alaska Native	N/A	70.0	42.92			39.92
Asian	N/A	75.2	68.51			66.85
Black/African American	N/A	34.6	38.08			34.82
Hispanic/Latino	N/A	43.8	42.69			39.67
Pacific Islander	N/A	56.1	53.74			51.31
Two or More Races	N/A	65.5	62.16			60.16
White/Caucasian	N/A	64.6	65.93			64.14
Special Education	N/A	19.2	23.93			19.92
English Learners Current + Former	N/A	10.9	25.56			21.64
English Learners Current	N/A	6.0	20.18			15.98
Economically Disadvantaged	N/A	41.8	43.73			40.77

SPCSA Academic Performance Framework
Geographic Comparison Report

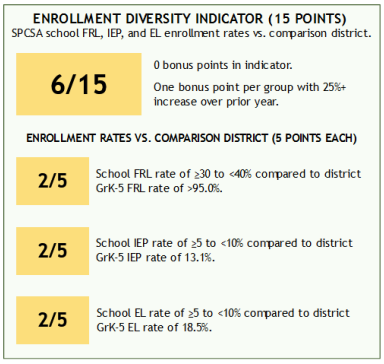
Elementary School | Middle School | High School-N/A

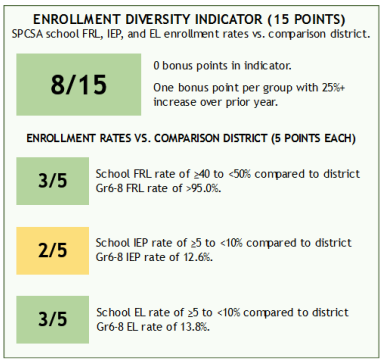




SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School | Middle School | High School-N/A





FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	4	45 minutes
Students	12	45 minutes
School Leadership	7	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 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 discuss. We ask how we can support campus efforts to increase their NSPF ranking. We have talented academic directors, and we believe in supporting them." Another board member added, "We are watching the schools under four stars very closely, and we expect improvement. At the beginning of the school year, leadership from those schools came to a board meeting and outlined the initiatives they were putting in place to affect positive academic gains. By spring, the board is asking for deliverables."

- Members of the governing board shared they were most proud of the consistency in the central office administration and the school leadership teams within the CASLV network this year. One board member said, "The interview for hiring new school leadership personnel is extensive and rigorous. It is not easy, and we ask numerous questions of each candidate. There are numerous expectations of a candidate, and we are selective. We want the best fit for our schools." A board member explained once someone has been selected to be a member of a leadership team, they usually stay with the network, growing into different roles, or move to various schools within the network. There is a developed talent pool within the CASLV network that contributes to the consistency of administration and leadership.

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

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

Parents/Families:

- Participants in the family focus group described the reasons they chose to enroll their child(ren) at CASLV Cadence. A few family members said their children have been at Coral since kindergarten and they came to Cadence because their children can stay at a Coral school through high school graduation. One parent emotionally stated she has a neurodivergent child, and Cadence provided exceptional service to her child, "beyond any expectations." Another family member said, "Parents are treated as people, and so are the students. Even by adults who don't teach our kids. Our kids matter here." Several parents agreed with this statement with a third family member adding, "We get reports from the teachers every day; not just when my children do something bad, but when my kids are successful." A few family members said they followed the leadership to CASLV Cadence and would follow that administrative team if they moved to another school.

- Many parents in the focus group indicated choosing CASLV Cadence for the size. As one parent said, "A larger school means larger opportunities for our students." Parents mentioned greater occasions for hands-on science experiments, STEM activities, and robotics events. Sports was the second category that arose when discussing greater opportunities at a larger school. While parents listed many activities their children currently participated in (basketball, cross-country, track, cheer, yearbook, origami, student council, medical tech, green architecture, Spanish, robotics, archery, bowling, coding, human anatomy. soccer, Lego club, innovation club, zoology club), the sentiment was athletics would grow and become a stronger force.

- Parents reported feeling confident in the teaching staff and personnel at CASLV Cadence. Family members in the focus group reported their children feeling comfortable with adults other than their teachers, knowing that the adults at the school were there for the students. Parents described personal experiences when their own children needed to speak to a member of the leadership team and were not intimidated to knock on administration's door to speak with a member of the leadership team. Parents shared that school personnel know students, siblings, and other family members by name. Parents expressed appreciation regarding the professionalism and confidentiality of adult personnel of the school and the protection of the student's right to privacy.

- Family members supported the schoolwide Hope Squad program. The Hope Squad program designates peer students throughout the school in which students can go to when they do not feel safe. If a student does not feel safe, they can go to these Hope Squad students to speak with and receive assistance. Parents were aware of hall monitors whose role was to ensure no students loiter by playing around in the bathrooms or hallways.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

- Students were excited to share something they learned this year in which they were proud of accomplishing. One student noted, "I learned the multiplication tables and originally thought I would never get it." Another student said he had a really big test in pre-algebra and was very worried but did well and surprised himself. A third student reported, "I did really well on a geography test on European countries and I got a perfect score." One student said, "I ran for student council president and won. I put myself out of my comfort zone by public speaking, and I impressed myself that I could speak publicly because I don't like it at all. I challenged myself just to speak publicly, and then I won." Another student said they learned how to write Python, the computer code language. Another student said he had recently become interested in music and learned how to play the drums and piano so far this year.

- Students described speaking and presenting to their peers and in their classes. Students in secondary grades said they recently taught a lesson as part of their mid-term grade in one class. Students in Spanish classes reported completing a presentation in Spanish and enjoying that process. Elementary students in the focus group indicated they liked reading aloud in their classes as well as getting to talk to their partners about what they are reading.

- Students reported feeling comfortable around their teachers. One student said, "We know they care about us and our success." Several students agreed, and one added, "The teachers want us to do well and are happy for us when we succeed." Students said they readily ask teachers to slow down or review material. One student described a secondary teacher's anonymous Google form[2] in which students can complete fill out that says "I wish you to know…". The teacher reads the anonymous forms and takes the appropriate action. Students in the focus group said adults often remind them that the teachers are there for the students to turn to if students have any concerns.

Leadership:

- CASLV Cadence is in its second year of operation. Cadence served kindergarten through eighth grade during 2022-2023. New additions to the leadership team for 2023-2024 included a dean of students for elementary grades and an assistant principal for third through fifth grade. Behavioral and cultural specialists were hired from within the CASLV network. CASLV Cadence enrolled ninth grade students this year, beginning high school offerings and will continue to add one grade per year for the next three years to fully fulfill the charter contract of being a K-12 school. CASLV Cadence was designated a Title I[3] school and serves free and reduced lunch (FRL) to all enrolled students.

- Leadership updated the site evaluation team on chronic absenteeism. Leadership reported creating videos in multiple languages on attendance expectations. Members of the leadership team said the school sends out automated emails, telephone calls and postal letters to families when a child is absent. An attendance clerk will be on staff next academic year. Members of the leadership team tracked the causes of chronic absenteeism and determined the causes were varied and not always

[2] Google Form is a survey administration software included as part of the free, web-based Google Docs Editors suite offered by Google Technology Company LLC.

[3] Title 1 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies for children from low-income families to help ensure that all children meet challenging state academic standards. Title I is the largest federally funded educational program.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

the same students. Some families took extended international vacations, some students experienced chronic illnesses, some families did not seek medical care. Some families had transportation concerns.

- Leadership spoke candidly regarding the two-star NSPF rating at the elementary grade level. The principal said, “Third grade teachers were new to the profession and many of our third graders were enrolled from all over the Las Vegas valley. There was not time to assess their needs prior to the testing window. Some of the students did not receive placements and services at the time of testing. We also had some students who were not here long enough to be fully onboarded to the Coral way of inquiry-based learning[4] and our depth of knowledge questioning.”

Staff:

- Members of the faculty implemented Kagan[5] structures into their classroom activities effectively after having a professional development refresher on them the summer prior to school starting. A teacher reported adding a spotlight wall in her kindergarten classroom so students could cheer each other on as they review students using capital letters and correct punctuation who are added to the wall. The teacher said, “Students look forward to seeing who is going to be added to the wall every year.” A second teacher was proud to be able to have small group interventions assisting students master content with targeted interventions this year.

- Staff reported high morale at the Cadence campus. One faculty member said, “We work well as a team. We support each other. I have not encountered anyone who has not been there if I needed support.” Several faculty members agreed with one stating, “We go to each other for ideas or materials. There is an unspoken open-door rule amongst all the teachers; someone will always help.” Faculty shared they have an internet chat group in which they can type a question, or a request and a colleague will always respond or come to their room and assist.

- Staff complimented the leadership team. One faculty member said, “Leadership is very supportive. There isn’t a time when you can’t walk into one of the leadership offices and sit and talk about an issue, or take a moment, or get some help. Not one member of the leadership team says, ‘that’s not my area,’ or ‘I don’t have time for you.’” Focus group participants agreed. A second teacher added, “Not one administrator ever says, ‘You are doing this wrong.’ Instead, they give suggestions on things that might help.” A third faculty member said, “Let’s face it, leadership is what makes a teacher stay, a bad administrator makes a teacher want to leave the profession. A good administrative team keeps you positive. We are supported here. My colleagues are supportive and positive. Leadership does not micromanage. We have autonomy.” Faculty members were empowered by leadership’s faith in their professionalism and knowledge of how to supplement curricula and know what students need. “There is something to be said for that freedom,” said one teacher. Teachers spoke honestly about driving lengthy commutes to Cadence as well as higher salaries that could be obtained if they were to accept district employment, concluding that the climate was emotionally and mentally healthier at Cadence.

[4] 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.

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

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 41 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: 14	**Total:** 22	**Total:** 3	**Total:** 1	**Total:** 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 11	**Total:** 26	**Total:** 3	**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: 13	**Total:** 22	**Total:** 3	**Total:** 1	**Total:** 2
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: 13	**Total:** 21	**Total:** 5	**Total:** 0	**Total:** 2
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 3	**Total:** 27	**Total:** 4	**Total:** 0	**Total:** 7
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: 6	**Total:** 25	**Total:** 5	**Total:** 0	**Total:** 5

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: 10	**Total:** 23	**Total:** 6	**Total:** 2	**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: 9	**Total:** 26	**Total:** 3	**Total:** 0	**Total:** 3

Additional information about the classroom observations shared here when applicable

1. In one English language arts class, the initiating activity asked students what a particular idiom connotatively meant and how it compared to the novel they were reading. The teacher directed the questions, and out of 15 minutes, the teacher spoke 11 of those. The teacher called upon the students who raised their hands and responded to the students rather than asking other students what they thought of their peers' comments. This was a missed opportunity to have less teacher voice and more student voice, especially for a high school class.
2. Students were practicing writing in a middle-level elementary classroom. Students were at all levels, from some students writing quite a bit of information while others struggling to write down their name and begin.
3. In one high school math class, students were highly engaged, writing responses to the instructor's questions. Students sat in teams of four and used hand gestures representing symbolic math language to explain their notation to the instructor's questions. The teacher and the students used choral response to introduce nine academic vocabulary words centering on monomial, binomials, and polynomials, then students participated in a turn and talk to share the definitions of the vocabulary words. The teacher then called out random numbers corresponding to desk numbers and students who had those desk numbers immediately shared the vocabulary definitions with the class. The teacher's classroom management was very smooth and high level. The teacher's voice level and tone were conversational, soothing, and positive. He used phrases such as "thank you," "good thinking," "wonderful effort." After every quick activity, the teacher told the students, "Great success, let's give each other a round of applause." The teacher used visuals on the whiteboard, sound cues (a bell for anything that was going to be on the test), music, and walked the entire room the entire time going in and out of all the table groups.
4. In one upper elementary classroom, students used a digital microscope to look at the growth of microbes in their agar plate. Students recorded their findings and compared them to their groupmates. The teacher walked around the room to provide support to schools as needed.
5. In one pull out math session, students participated in solving multiplication equations orally with a small group. Students were excited to compete against their peers and see how quickly they could solve the equations.
6. There are seven minutes left of this middle school class, and no instruction is happening. The teacher is at the desk. Some students are standing by the door waiting to leave, others are sitting and talking. A few are writing things down on paper. It is unclear why there is no instruction going on or no closing activity.
7. In one upper elementary classroom, students were introduced to new vocabulary for their new unit. The teacher walked students through a quick review of prior learning and had students participate in a whole class activity to see their thinking with the new vocabulary. There were many missed opportunities for students to share their thinking, read the directions or passage, agree or disagree with a peer and explain why. Several students were disengaged, yawning, or making noises showing they were restless. A quick stand up and stretch or brain break to re-engage the students, and bring the students into the lesson by asking them to lead by reading or sharing more would have gone a long way for student engagement.
8. In one secondary class, the teacher was adept at the content, but struggled with classroom management. Students persisted in chatting with their neighbors and making noise with their papers and books. The teacher was polite and tried to redirect but lacked in proficient classroom management techniques.
9. In one third-grade classroom, students were very restless. The teacher did most of the talking and asked one question at a time. While many students raised their hands, only one is called upon. It must be very frustrating for students to stay engaged when they don't get to participate very often.

10. The teacher had soft music playing, and the room smelled fresh, calm, and inviting in one middle school resource room with two adults. Ten students were focused, practicing the SBAC test on individual laptop computers.
11. In one third-grade classroom, students were highly engaged in learning about fractions. The teacher guided students to complete the assignment. He asked high-level questions and students volunteered to answer. Afterwards, he watched as students answered a problem by themselves and roamed around the room to provide instant feedback for students.
12. A teacher with four students was conducting a small group intervention session in the hallway. The teacher said words aloud and students practice writing the word. She helped them check their work. She asked good questions like, "What letter was missing within your word?" The interventionist praised students when they were correct taking time to say the word over and over and concentrating on making sure students could hear the sounds within the word. Unfortunately, other groups of students were walking up and down the same hallway with some groups being respectfully quiet and others not. Regardless, these four students remained intellectually engaged.
13. In one upper ES classroom, the teacher attempted to correct behaviors and was successful some of the time. One student sat at the front of the classroom. There was another desk in the back of the classroom. When a student did not follow the rules, she had the student come to the front of the classroom to take a behavior clip.
14. In one upper elementary classroom, students watched a video for Women's History Month. After the video, the teacher explained how the person highlighted in the video contributed to Women's History Month. The teacher passed out a text and comprehension questions on the women highlighted in the video.
15. In one early elementary classroom, students completed a paper on the "oi" sound. One student was well ahead of the other students and completed one side of the paper before the others began. When she showed the teacher the completed work, the teacher said "Wow! I would like you to stay with the class. Please check your work." This was a missed opportunity for differentiation and to encourage accelerated learners to continue their excitement and enjoyment of learning. An adult them came into the room and asked to have four students go with her to small group learning. The Assistant Principal came into the room and complimented the class for listening and following directions. After the AP left, the teacher gave the whole class a class a point for receiving this compliment.
16. An early-grades classroom teacher used a video, student speaking, and explanation relating to students' lives to introduce a lesson about categorizing. She had students stand when they spoke, encouraging students to answer questions. Some students spoke out of turn because they were excited to share their thoughts. The teacher very successfully engaged students in the topic, and then began to introduce the academic vocabulary of the lesson.
17. In one third-grade class the teacher was in need of urgent assistance with pacing and classroom management. Students were talking over the teacher and each other. The teacher just continued talking rather than attempting to redirect students. Four students were speaking very loudly, and about 25% of the students were disengaged completely. Students were asked to work quietly, but none were following the direction. The teacher used time frames to ask students to complete tasks, to no avail.
18. This upper-level math teacher implemented several best practices: student objectives were written on the whiteboard, the teacher pointed them out to students, students worked in groups to solve problems, students used academic language, background music played, and the teacher actively monitored students' mastery of the content. It was evident the instructor implemented activities to engage several types of learning styles. The pacing was strong, and students were highly engaged.

19. In an early-grade classroom, 24 students and one teacher worked on writing sentences. The teacher said, "If you are in my challenge group, I'd like you to write five sentences." She walked around the room providing individual feedback to students as they wrote. The teacher commented, "I like the way you drew a picture, and I didn't even have to ask." When one student was finished, she asked him to turn the paper into the finished bin and instructed him to get "early finisher paper".
20. In one upper ES classroom, students participated in various activities. Several students were off task, especially upon completing the tasks. When students completed their tasks, they talked, played with pencils, and walked around the room playing around with their friends. The teacher attempted to correct behaviors but was unsuccessful most of the time.
21. In one upper elementary grades classroom, the teacher asked students reading comprehension questions about a text they read, and students raised their hands to respond to the answers. The teacher affirmed the students' responses.
22. In one third grade classroom, the teacher could benefit from mentorship regarding pacing. The entire time the site evaluation team member observed, the teacher talked at the students, and the pace was very slow. The teacher talked about himself. He didn't allow students to talk about themselves. The lesson moved slowly, and students were not a part of any learning. The teacher called on one student, one time. There were so many missed opportunities for students to speak to each other, share prior knowledge and experiences, take notes, create questions, infer, guess, call upon each other, and explain their thought process.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
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.	CASLV Cadence strives to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success. CASLV Cadence uses a strategic approach to ensure all campus staff who work with students with disabilities, with an IEP or 504 are aware of all decisions, goals, accommodations, modification, and SDI. Student WIDA reports are accessed to determine levels of listening, speaking, reading, and writing. CASLV Cadence also uses MAP data and the diagnostic tool within Lexia.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	The CASLV board meets at least six times a year for regular board meetings, and special meetings are scheduled as necessary. CASLV does not contract with an Educational Management Organization (EMO) or Charter Management Organization (CMO). The board and its attorney work closely together to ensure all open meeting laws are followed. Board composition is aligned with the state's requirements.

Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in secured offices.
Indicator 5: School Environment	**Measure 5b:** Evacuation plans for classrooms are posted The school has fire extinguishers on all floors which are tagged Active permit for food service (if applicable) Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service and elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the health area.

Measures of Progress from Previous Site Evaluations The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.	
Summary of recommendations from most recent Site Evaluation	• Increase student enrollment. • Increase the diversity of students served by SPCSA schools. • Continue to work on ways to increase a smother flow of traffic during the drop-off and pick-up times.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	• Increase student enrollment. Increased enrollment to 1573 this academic year as of validation day. Enrollment for the 2022-2023 academic year was 1346. • Increase the diversity of students served by SPCSA schools. Leadership anticipates having four resource rooms next year for students in need of special services, with an enrollment of 150 students with special needs. There are currently seven special education teachers (SPED), 12 aides, and one long term substitute for SPED. Last year, there were three SPED teachers. During the planning phase of the building, spacing for students with such severe special needs was not anticipated as being this high, and now spacing is being replanned. Recruitment for next year has been ongoing in anticipation of special needs. CASLV Cadence was designated a Title I school and serves free and reduced lunch (FRL) to all enrolled students. Cadence has a 40% Latino population. • Continue to work on ways to increase a smother flow of traffic during the drop-off and pick-up times. Leadership reported traffic flowing much better. Families are now accustomed to the car line. There has not been any problems with the carline this year. SPCSA staff observed the carline procedures during pickup and drop-off.
SPCSA staff assessment based upon findings during site evaluation	CASLV Cadence leadership believes the 2022- 2023 site evaluation enrollment and traffic flow recommendations have been addressed. Recruitment efforts continue as enrollment and grades are added yearly at Cadence. SPCSA staff agrees with this assessment and concluded the leadership team continue to diligently assess school needs and implement appropriate action in a timely manner.

SITE EVALUATION FINDINGS

STRENGTHS

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

CASLV Network

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

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

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

- Strong central office communication
  CASLV is a network of seven schools across the Las Vegas, Nevada valley serving over 5,500 students in kindergarten through 12th grade. There is one central office for the network. Leadership at each Coral school 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 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 Cadence

- **Strong leadership team**
  Leadership reported recruiting and developing talent for various roles to ensure compatibility with CASLV Cadence's culture and climate of a warm and inviting environment. Leadership reported increasing the administrative staff for the 2023-2024 academic year to include one additional assistant principal, one dean, and one behavior/cultural specialist. Increased SPED staff and faculty match the increase in student population. The school increased from one English language learning (ELL) teacher to now have two on staff. It takes a lot of time, effort, and human capital to train, coach, and support personnel. Building a talent pool provides an organization the opportunity to invest in personnel who value the same mission and vision and choose to professionally grow with that organization.

- **Staff Morale**
  Staff morale is high at CASLV Cadence. Teacher morale is directly related to teacher retention and student achievement (Campbell, 2023; Earp; 2022; Becker 2021). During the faculty focus group, teachers shared that 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 and respect they receive at Cadence. Faculty expressed feeling empowered in the ability to have a voice in the decision-making at Coral Cadence as well as professional opportunities to grow professionally within the network should they choose to further their careers through other certifications or licenses.

- **School culture and climate**
  Coral schools pride themselves on providing a warm and welcoming environment from the moment a student or family member arrives on campus. CASLV Cadence is no different. The SPCSA site evaluation team observed teachers, staff and leadership speaking politely to everyone upon entry to the school. CASLV Cadence strives to create a culture of respect and trust amongst school personnel and the families and this 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.

SITE EVALUATION FINDINGS continued

- **Growing diversified student population**
  CASLV Cadence continues to grow a diverse student population. Cadence is a Title I recipient and offers the National School Lunch Program to all enrolled students. Over 40% of the overall student population are Hispanic, and 10.4% of the students indicated they are two or more races. Students with an individualized education plan (IEP) represent 8.4% of students enrolled, and 8% of students are learning English as a new language.

- **Implementation of targeted academic interventions**
  Leadership implemented academic interventions in response to the student achievement data indicated on the elementary NSPF star rating. Leadership paid strategic attention to third and fourth grade learners and created Saturday tutoring and after-school tutoring to purposefully close learning gaps. Targeted intervention groups were created. Mandatory small group instruction was developed, and PLCs[6] coordinated in efforts to close achievement gaps and improve student academic growth gains in a proactive manner.

- **Efficient drop-off and pick-up procedures**
  Staggered drop-off and pick-up times at CASLV Cadence for various grade levels were added to the carline procedures this year. Families, staff, and leadership reported this provided a beneficial change to the process. SPCSA staff observed pickup and drop off procedures and found them to be efficient and smooth.

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.

- **Elementary NSPF rating**
  CASLV Cadence has a NSPF two-star rating for the 2023-2024 academic year. While a two-star rating meets expectations, the rating is not the standard CASLV schools has established for itself. CASLV schools are known for consistently maintaining four- and five-star ratings. The current middle school two-star rating is a challenge.

- **Growing the school**
  Adding one grade per year to fulfill the desired building capacity and charter pledge to be a K-12 school presents challenges in building the culture and climate for the students new to the CASLV network. Acclimating to inquiry-based learning and the values of the school takes time and reinforcement in consistent practice.

[6] A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area or an entire teaching staff.

SITE EVALUATION FINDINGS continued

- **Resource Support**
  As the student population at CASLV Cadence grows, students in need of special services increases. Personnel resources for EL students, or students on a 504 or IEP, amplifies as the population enlarges challenging leadership to problem-solve in a timely manner. Meeting these needs with personnel and physical resources is challenging.

- **Chronic absenteeism**
  School leadership acknowledged chronic absenteeism is an ongoing challenge. Attendance information from the most recent data indicates chronic absenteeism at 22.1% for elementary grades and 20.1% for middle school grades.

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.

- **Maximize learning time**
  SPCSA staff recommend CASLV Cadence faculty participate in PD designed to maximize learning time from the beginning of the lesson until the close of the lesson and implement strategies in their lessons. SPCSA staff observed several classrooms during the site evaluation in which there were a number of students having free time or lengthy time in between transitioning from one activity to another. In schools with high levels of student academic outcomes, there is usually an urgency to learn and make the best use of instructional time. CASLV network schools have a strong reputation and pride themselves on high outcomes, and the SPCSA staff are sure CASLV Cadence would like to safeguard that tradition moving forward. When selecting PD to maximize bell to bell teaching please consider the following observations by the SPCSA site evaluation team:
  - *Quantifiable objectives:* Measurable objectives provide clarity to the students. They assist both the teacher and the students with concrete deliverables and evaluate student mastery.
  - *Closure activities*: Several secondary classes just ended. Students did not reference back to the learning objectives and describe how or why or what they learned.
  - *Pacing*: Within the third and fourth grades, several teachers exhibited slow pacing or a lack of knowledge in ways in which to provide students with positive reinforcement. Teachers struggled in ways to re-teach a concept, or re-direct undesired student behavior such as talking over the teacher or other students or re-focus the learning at hand.

  The site evaluation team did see some classrooms with high levels of teaching pedagogy and student engagement. Continue to build capacity by allowing strong faculty to model quality instruction and quality student engagement.

  Maximize student voice in the classroom
  SPCSA staff recommend CASLV Cadence create ways in which to elevate student voice during class time. The site evaluation team observed classes for a minimum of 15 minutes. In 11 of the 41 classes observed (26.8%), the teacher spoke the entirety of the observed time, or the teacher spoke more than the students during the observed time. To elevate student voice in the classroom:
  - Video record teachers and ask teachers to time how often they are taking center stage.
  - Consider partnering a master teacher who maximizes student voice and have them co-teach.

SITE EVALUATION FINDINGS continued

(There are seven models of co-teaching. *Co-teaching to improve student outcomes*. Friend, 2019).
- *Gradual release model*- "I do, you do, we do" practices elevate student voice and engagement, as well as undergird inquiry-based learning.

As teachers allow students to speak more than the instructor, "students take ownership of their own learning" (*Classroom Environment and Instruction Observation Rubric*, p. 13 of this report). When teachers elevate student voice, instructors 1) determine how intellectually engaged students are with the lesson, 2) gauge students' appropriate usage of academic vocabulary, 3) comprehend students' understanding of concepts or goals of the lesson 4) formatively assess students' mastery of learning, 5) assess students' reasoning and higher-order thinking, (*Classroom Environment and Instruction Observation Rubric*, p. 13 of this report). Further, cultivating high levels of student engagement provides the teacher guidelines for lesson pacing and student differentiation.

- **Targeted PD on classroom management**
  The site evaluation team observed varying levels of teachers' abilities to run routine procedures and processes within their classrooms. SPCSA staff observed several teachers with strong classroom management and some who could use deep consistent research-based techniques. One widely used practical text for classroom management is *Classroom management for middle and high school teachers. 12th edition* (Emmer and Evertson, 2022). Another classroom management staple for all content areas is *The first days of school: How to be an effective teacher* (Wong, 2018).

- **Professional development on Title I**
  SPCSA staff recommend CASLV Cadence consider pursuing PD specific to the demographics of the Cadence student population and surrounding community. This may include PD on Title I populations, resiliency, trauma-informed practices, unhoused populations, and food insecurity. Teachers may be unfamiliar with the demographics of the student population, or teachers may still be new to the United States and need assistance with acculturation. School leadership may want to consider a text study using *Managing diverse classrooms* (Rothstein-Fisch & Trumbull, 2008). Many teachers and staff may need support in how best to communicate with families, help in locating community resource information, and in educating families in how to find and complete forms. The following text may provide a foundation in developing an avenue for communication: *Families, schools and the adolescent*. (Hill and Chao, 2009).

- **Elementary NSPF rating**
  The 2023 NSPF Star ratings report a two-star rating for elementary school. Leadership reported applying targeted academic interventions to close learning gaps and increase academic gains ahead of the next testing cycle. SPCSA staff recommend CASLV Cadence continue monitoring student academic needs for specific interventions and consider:
  - Expanding student academic language usage inside and outside the classroom.
  - Implementing strong instructional practices that may increase social-emotional growth.
  - Providing robust PD and individual teacher support in interpreting data for curricular decisions.
  - Coaching novice teachers to improve classroom instruction by providing greater opportunities for students to reach higher levels of inquiry.
  - Placing an emphasis on family engagement as this can provide a method for students and families to practice academic skills at home.

SITE EVALUATION FINDINGS continued

- **Chronic absenteeism**
  SPCSA staff recommend CASLV Cadence establish procedures and processes to address chronic absenteeism. Attendance information from the most recent data indicates chronic absenteeism for elementary grades was 22.1% and 20.1% for the middle school grades. Absenteeism rate has a direct effect on the NSPF index scores for a school. The Nevada State Point Attribution Table (PAT) for chronic absenteeism rates has been provided below. The school index ratings (displayed on page four of this report) could have been up to ten points higher if absenteeism rates were improved.

Chronic Absenteeism Point Attribution Table

Rate	Points	Rate	Points	Rate	Points
<5	10	≥ 11 and < 12	6.5	≥18 and <19	3
≥ 5 and <6	9.5	≥ 12 and < 13	6	≥ 19 and < 20	2.5
≥ 6 and <7	9	≥ 13 and < 14	5.5	≥ 20 and < 21	2
≥ 7 and <8	8.5	≥ 14 and < 15	5	≥ 21 and < 22	1.5
≥ 8 and <9	8	≥ 15 and < 16	4.5	≥ 22 and < 23	1
≥ 9 and <10	7.5	≥ 16 and < 17	4	≥ 23 and < 24	0.5
≥ 10 and <11	7	≥ 17 and < 18	3.5	≥ 24	

School personnel may want to access SPCSA's Canvas repository which contains updated information on Nevada state attendance laws as well as best practices in managing chronic absenteeism from other SPCSA schools.

- **Continue MTSS**[7]
  SPCSA staff recommend CASLV Cadence implement Multi-Tiered System of Supports (MTSS) with fidelity. This includes attending the SPCSA meetings regularly. While the leadership team reported less major discipline cases compared to the opening year of the Cadence campus (2022-2023), there is still work to do onboarding newly enrolled students to following schoolwide expectations of behavior. CASLV Cadence leadership noted enrolling over six hundred new students for the 2023-2024 school year. Registering a large number of students and onboarding new staff to expectations for behavior takes time and personnel resources. Please continue these efforts to build consistency and stability.

- **Monitor hallways and common areas**
  SPCSA staff recommend CASLV Cadence faculty be visible in common areas during passing periods. Adult presence and greeting students upon class dismissal and arrival is one very quick way to develop rapport, set the tone of the class, build culture and climate, and monitor common areas. SPCSA staff observed student restrooms, hallways, and common areas throughout the day void of adult presence. During class time, many students would leave class using a restroom pass and loiter in the restrooms or hallways.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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

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

CORAL ACADEMY of SCIENCE LAS VEGAS
CADENCE
✦ 10 Cadence Crest Ave, Henderson NV 89011 ✦ Phone: 702-665-6998 ✦ https://cadence.caslv.org

Dear SPCSA Audit Committee,

Thank you for sharing the findings from the recent audit and focus group sessions held at CASLV Cadence. We appreciate the candid feedback, which provides us with valuable insights into your experiences and perceptions.

In response to the audit findings and the guidance provided, we have or are planning to take the following steps in collaboration with all stakeholders:

Maximize learning time:

Professional Development (PD) on Maximizing Learning Time: We will arrange for our teachers to participate in targeted professional development sessions. These sessions will focus on strategies for effectively utilizing time from the start to the close of each lesson, ensuring minimal downtime and swift and smooth transitions.

Implementation of Quantifiable Objectives: We recognize the value of measurable learning objectives. Accordingly, we will ensure that our lesson plans are structured around clear, quantifiable objectives that not only guide our teaching but also help students understand the goals of each lesson and measure their progress toward achieving these goals.

Enhancement of Closure Activities: We will continue emphasizing the importance of closure activities in our professional development programs throughout the year. These activities will be designed to help students consolidate their learning at the end of each lesson by reflecting on and discussing what they have learned in relation to the lesson objectives.

Improvement in Pacing and Classroom Management: We will provide additional training for teachers on maintaining an appropriate pace throughout the lesson, employing positive reinforcement, and effectively re-teaching concepts or redirecting undesired behaviors to maintain focus on learning.

Leveraging High-Quality Teaching Practices: We are encouraged by the positive feedback on high levels of teaching pedagogy and student engagement observed in some classrooms. We plan to build on these strengths by creating opportunities for faculty who excel in these areas to lead workshops and mentor their peers, thus spreading effective teaching practices across our network.

Maximize student voice in the classroom:

Co-Teaching Initiatives: We started a teacher mentorship program this school year and plan to continue it for the upcoming school year. Aligning with the recommendation to partner with master teachers, we will explore co-teaching models that emphasize student voice. By leveraging the expertise of teachers who excel in facilitating student-centered discussions, we can provide direct, practical examples of effective strategies in action.

Gradual Release Model: We will further promote the "I do, you do, we do" model across our classrooms. This approach not only supports the enhancement of student voice but also fosters inquiry-based learning by gradually shifting the responsibility of learning from the teacher to the students.

Implementation of Targeted Professional Development for Classroom Management:

To enhance our teachers' abilities to maintain effective classroom procedures and processes, we are planning to implement targeted professional development (PD) that focuses on proven, research-based classroom management techniques. We will organize a series of training sessions designed to help teachers develop and refine their classroom management strategies, ensuring consistency and effectiveness across all classrooms.

Peer Observations and Collaborative Learning: To build on the strengths within our faculty, teachers noted for their exemplary classroom management will be invited to lead peer observation sessions and share best practices. This peer-led approach will not only foster a collaborative learning environment but also allow for the practical application of techniques discussed in the PD sessions.

Ongoing Support and Evaluation: We have established a system of ongoing teacher mentor programs and periodic evaluations to ensure that classroom management techniques are being implemented effectively. This includes follow-up workshops, one-on-one coaching sessions, and regular feedback mechanisms to refine our practices continually.

Enhancing Professional Development for Understanding Title I Populations:

We will introduce PD sessions that focus on understanding and supporting Title I populations, with particular emphasis on resiliency, trauma-informed practices, addressing the needs of unhoused populations, and tackling food insecurity.

We will provide ongoing support through continuous education opportunities, resource sharing, and regular discussion forums where teachers and staff can share experiences, discuss challenges, and refine their approaches based on collective insights.

Elementary NSPF rating:

We promote language-rich environments by encouraging discussions, presentations, and project-based learning that require students to articulate complex concepts and ideas, thereby deepening their linguistic and cognitive skills. Professional development for teachers will be enhanced to include training on SEL approaches, focusing on creating supportive classroom environments where students feel valued and empowered to express their emotions and thoughts. Our strategy consists of the continuous monitoring of student progress in both academic and social-emotional domains. We utilize data-driven decision-making to identify students' needs and adjust interventions accordingly.

Monitor hallways and common areas:

We have adjusted faculty schedules to ensure that teachers and staff are actively present in hallways and common areas during class transitions. This presence includes greeting students as they arrive and depart from classes, which we believe is a critical step in building stronger rapport and setting a positive tone for the learning environment.

Our admin team members monitor different sections of the school, including restrooms, hallways, and other common areas, throughout the day. This structured approach ensures that all areas are consistently supervised and that students receive adult attention and guidance as needed.
To further enhance our school culture, faculty will be encouraged to engage with students during these monitoring periods. To ensure the effectiveness of these new measures, we will establish regular review sessions where Deans can provide feedback on the monitoring process and discuss any challenges or areas for improvement.

By implementing these actions, we are confident that we will create a safer and more welcoming environment for all our students and staff. We believe these changes will not only significantly contribute to our school's overall positive climate but also align with our goals of academic excellence and community building.

We also added another campus monitor to the budget for the upcoming school year. This additional staff member will be responsible for monitoring hallways, restrooms, and other common areas, increasing supervision, and ensuring a safer environment for our students.

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✦ 10 Cadence Crest Ave, Henderson NV 89011 ✦ Phone: 702-665-6998 ✦ https://cadence.caslv.org

Chronic absenteeism:

We are in the process of hiring an attendance clerk for the upcoming school year. This position will require daily calls to parents and regular communication with the administration to find solutions to decrease chronic absenteeism. The attendance clerk will also communicate with community organizations to find resources for families struggling with attendance issues.

Thank you once again for your support and guidance. We look forward to making these improvements and providing a secure and supportive learning environment for every student.

Sincerely,

Emrullah Eraslan
Principal, CASLV - Cadence