



Nevada State Public Charter School Authority

Site Evaluation Report: Coral Academy Eastgate

Evaluation Date: 3/6/2024

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 3/6/2024 at Coral Academy of Science Las Vegas (CASLV) Eastgate. 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

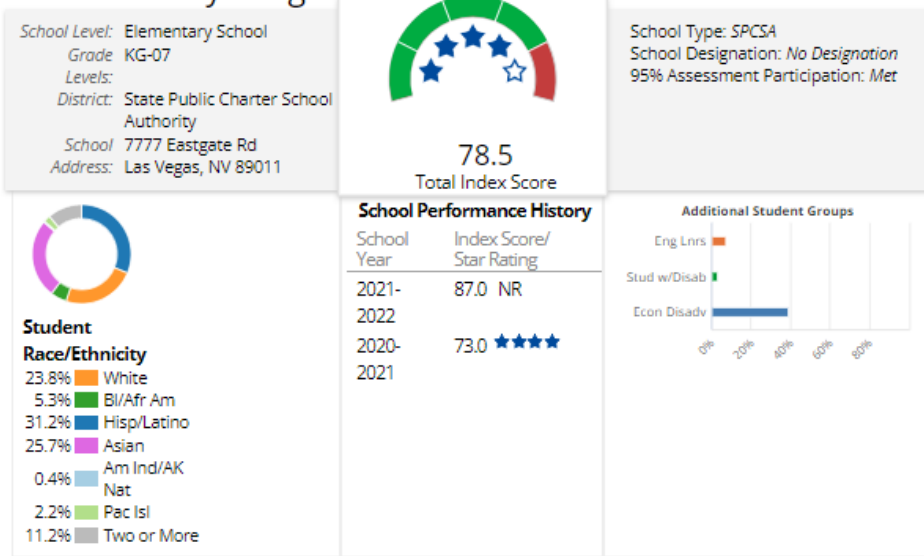
CASLV Eastgate is located in Henderson, Nevada in a facility at 7777 Eastgate Road. The school serves 582 students (as of the most recent Validation Day) in kindergarten through seventh grade. In 2024, CASLV Eastgate amended their charter to serve kindergarten through fifth grade (10/7/22 to take effect during the 2023-2024 academic year). The mission of CASLV Eastgate 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

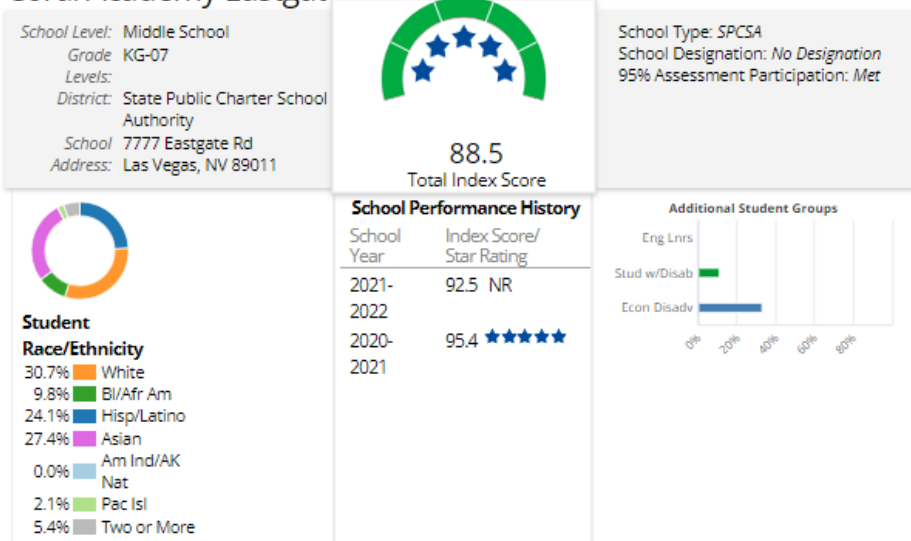
Elementary School Coral Academy Eastgate

School Year 2022-2023 Nevada School Rating



Middle School Coral Academy Eastgate

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	63.9	52.0	53.5	62.7	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	81.2	74.5	71.9	76.4	72.8	70.4
Black/African American	41.6	31.4	38.9	29.4	30.3	35.7
Hispanic/Latino	42.3	42.2	45.5	46.5	37.9	42.7
Pacific Islander	-	49.0	53.4	70.0	47.2	50.9
Two or More Races	73.3	57.8	59.6	86.3	55.6	57.5
White/Caucasian	69.0	63.7	63.3	65.6	60.7	61.3
Special Education	-	29.1	35.5	55.5	26.3	32.1
English Learners Current + Former	47.6	38.1	42	42.8	34.9	39
English Learners Current	42.8	27.6	-	36.3	25.5	-
Economically Disadvantaged	51.9	39.0	44.9	52.0	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	68.8	54.6	61.2	66.0	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	77.0	74.1	77.8	72.5	74.9	76.7
Black/African American	58.3	37.5	48.2	47.0	39.8	45.4
Hispanic/Latino	63.4	45.9	53.2	59.3	45.1	50.8
Pacific Islander	-	49.0	62	80.0	53.7	60
Two or More Races	73.3	60.7	67.9	81.8	61.5	66.2
White/Caucasian	65.4	64.4	70.6	64.0	65.5	69
Special Education	-	27.4	36.8	52.6	25.5	33.5
English Learners Current + Former	57.1	37.6	47.2	57.1	37.4	44.4
English Learners Current	35.7	24.1	-	54.5	24.4	-
Economically Disadvantaged	53.2	42.0	51.9	53.9	42.8	49.4

Middle School Proficiency Rates

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	63.6	38.5	42.7	65.1	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	73.9	62.5	62.6	86.4	62.7	60.6
Black/African American	-	19.4	31	30.7	18.2	27.3
Hispanic/Latino	44.4	28.3	36.2	51.0	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	-	44.5	46.4	82.3	41.8	43.6
White/Caucasian	68.1	51.4	52.3	64.0	48.1	49.8
Special Education	-	11.5	26.5	29.4	9.7	22.7
English Learners Current + Former	28.5	21.5	28	33.3	20.1	24.2
English Learners Current	-	6.5	-	-	7.6	-
Economically Disadvantaged	46.4	24.9	36.1	53.9	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	62.3	53.4	58.6	76.1	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	73.9	74.7	78.2	89.1	79.0	77.1
Black/African American	-	37.4	43.9	84.6	41.1	40.9
Hispanic/Latino	44.4	44.8	50.5	54.2	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	-	60.0	65	76.4	64.6	63.2
White/Caucasian	59.0	64.0	69.6	78.0	67.2	68
Special Education	-	17.4	29.6	29.4	18.0	25.8
English Learners Current + Former	28.5	34.0	31.7	50.0	38.8	28.1
English Learners Current	-	12.0	-	-	16.7	-
Economically Disadvantaged	53.5	40.8	49.8	67.7	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 39.6 between school (78.5 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 68.5 between school (78.5 points) and comparison school (10 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 48 between school (88.5 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 59.5 between school (88.5 points) and comparison school (29 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

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

6/15

Indicator bonus points for: EL.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5

School FRL rate of ≥ 30 to $< 40\%$ 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 to $< 10\%$ 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.

11/15

Indicator bonus points for: EL.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5

School FRL rate of ≥ 30 to $< 40\%$ compared to district Gr6-8 FRL rate of $> 95.0\%$.

4/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 12.6% .

4/5

School EL rate of ≥ 5 to $< 10\%$ compared to district Gr6-8 EL rate of 13.8% .

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	5	45 minutes
Students	10	45 minutes
School Leadership	4	45 minutes
Staff	6	45 minutes

Governing Board¹:

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

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

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

Parents/Families:

- Parents were complimentary of the Coral values and were intentional about enrolling their children at a Coral school due to their consistently high NSPF star ratings across all of their network schools as well as their focus on academics and STEM² education. Parents said they would like Coral to look into transportation funding. As one parent explained, "I drive an hour and one-half one way every day to bring my child to school. I would appreciate it if transportation were less of a barrier." Another parent shared they have three children enrolled at three different CASLV schools and "drive 45 minutes one way and intend to keep my children at Coral school, but transportation support would be great."
- Parents and guardians participating in the family focus group discussed their confidence in the quality of teachers at CASLV Eastgate. One family member said, "Coral is good at vetting appropriate personnel. I know the Coral network has a reputation for quality, and I know they hire quality." Other parents mentioned the experience level of the teachers let the families know their quality. Teacher communication was also a marker of quality for the families. Parents appreciated the frequent communication from teachers and the ways in which they reach out, either through course management software, email, telephone, or just a quick conversation before or after school.
- Family members shared with the site evaluation team that teachers communicate weekly with families. One parent explained, "We know what the students are doing every week regarding assignments, tests, or school activities like picture day. We receive that communication through Class Dojo³." Parents described that large assignments and projects are fully described at the beginning of the year when families are introduced to the teacher and the course through the syllabus. Parents said at the beginning of each module, families receive a detailed list of assignments, that includes what assignments are due weekly as well as any major project descriptions. Detailed grading rubrics are included. At the end of each module, the grading rubric is attached with the student's score clearly marked so students and families clearly know how and why a student earned their score. Some teachers do not schedule things by module, but rather by month, according to parents.
- Family members did have some thoughts about things they would like to see implemented at CASLV Eastgate. Several parents declared the current grading system for kindergarten through grade three does not transfer well to MAP⁴ testing or i-Ready⁵ data. A few parents said there is an incongruent homework disparity in that some students in advanced classes have hardly any homework and students enrolled in regular classes have excessive homework. Families expressed frustration at having little to no family time with homework stopping just for dinner. Spanish and coding are no longer elective choices. Many parents seemed unclear as to whether Saturday school was still offered, so greater communication about regarding services would be valued. Family members noted the play

² Science, technology, engineering, and math education.

³ ClassDojo is digital sharing platform allowing teachers to document student behaviors and academic notes for families via a web browser.

⁴ Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

⁵ i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

area recently received grass, alleviating only asphalt, and reducing some injuries, but they would like to see further developed safer areas in which students could play outside over time.

Students:

- Students participating in the student focus group eagerly described their motivations for attending school. Several students mentioned the school environment as being positive, the teachers encouraging, as well as their friends cheering for them to do well. One student said, “The support makes me want to improve my grades; makes me want to make my parents proud of me.” Several students said they do not like to be absent because they do not want to do the extra work it takes to catch up after an absence.
- Students were excited and happy to share something they learned this year in which they were proud of accomplishing. One student said he completed the diagnostic MAP test and did really well. “I didn’t think I could even do it, and I did, and I got a good score.” Another student said he struggled with division in math and thought he would never grasp it and was very proud when he understood how to solve the quotient. A third student was proud of himself when he won student of the week. Several students mentioned not feeling confident in completing exams but were very pleased with the results.
- Several of the students in the focus group were candid in expressing their discomfort in trusting teachers and adults at CASLV Eastgate. One student said, “Some experiences with teachers make me not trust teachers.” When asked if the students felt comfortable with the site evaluation team in sharing some examples, students said there were some teachers who would go too fast in class and not provide students enough time to write things down. One student offered, “When it goes slower, we can reflect and absorb and take time to think about the learning. When they move too fast on the slides and won’t stop, it’s frustrating. It is stressful. It feels like a lot of pressure.” A second student stated, “Some teachers won’t let you go to other students or teachers for help.” Several students mentioned there are three or four teachers who yell at the students when they ask a question about the learning, saying such phrases as “I already answered that,” or “You weren’t paying attention.” A few students said they stopped wearing earmuffs, gloves, and coats because teachers yelled at them and threatened them with a dress citation.
- The site evaluation team asked students if they felt safe speaking with adults at the school. The students in the focus group had mixed responses. A few students said yes, and a few said it depended on the adult. One student emotionally stated she no longer trusted the adults at Eastgate. “Grownups don’t take kids seriously. I talked to my parents in the past and they talked to the principal and the teachers don’t stop.” A few students nodded in agreement. Another student said, “Students are not allowed to have their voice. There is no safe space. Adults don’t always get the kid’s side of the story. Trust has to be built. For example, they might say they trust me, but then they yell.” A third student added, “There are some teachers who only care about their thoughts and not yours at all.”
- **Leadership:**
Leadership reported strongly working cohesively as a team. One member of the leadership team said, “We are honest with each other, and we each have our strengths that complement the team. Those strengths work well together.” Another member of the leadership team added, “We have a good blend of team members who have some institutional history from being at Coral Eastgate for a while in different roles and then some new members who have fresh eyes. We ask for help, we help each other. We build relationships with teachers. Leadership was quick to implement clear processes when there was an immediate need. We are solution oriented. We are reflective and agile to make changes.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Leadership addressed efforts to address chronic absenteeism. One member of the leadership team said, “The principal reaches out directly through email every week and that has helped. When it is the principal’s signature and the principal’s direct email somehow that has a different impact.” Another member of the leadership team described placing a visual in the school’s weekly newsletter that included the schoolwide percentages of absences. CASLV Eastgate has implemented attendance incentives this year that include opportunities to earn a free dress pass and tickets to purchase items from the school store. Leadership also indicated CASLV’s central office team have been in discussion on formalizing a clear attendance policy for all Coral schools across the network.
- Leadership described focused attention on classroom management professional development (PD). One member of the leadership team said, “Classroom management is an issue with even teachers who have been at other charter schools. Discipline issues seem to be going up every year. That needs attention. We need to give teachers more strategies, so students don’t make it to the leadership level.” In addition to classroom management, the leadership at CASLV Eastgate was focused on more diligence with teacher training overall. The leadership team described teachers needing assistance in student engagement, methods of teaching, the foundations of teaching models, small group instruction, levels of questioning, and differentiation. The principal said, “Teachers need more support from administration now than they did years ago. We do have a building substitute on campus so teachers can observe others. Leadership coaches and assists with peer observation. We also share these in PD meetings.” Leadership stated there are several faculty at Eastgate who are new to the teaching profession, or new to the Coral network and inquiry-based learning⁶, the foundational teaching model for all CASLV schools, is a teaching model in which they are unfamiliar. One member of the leadership team said, “We have many who are still onboarding and understanding Coral methods are critical.” Leadership expressed a desire for the Coral network to develop network wide training with accompanying videos for inquiry-based learning for all teachers as veteran teachers could also use a refresher. The math curriculum, adopted in 2022-2023, was also an area in which leadership would like to see richer and deeper training for faculty. One member of the leadership said, “Although the math curriculum was implemented last year, teachers are still learning it. There has been lots of feedback from teachers indicating the program is reading heavy, but not a lot of ‘meat to it’.”
- Celebrating ELL⁷ students taking the WIDA⁸ assessment was an initiative launched for the 2023-2024 year. One member of the leadership explained, “We wanted to treat the WIDA just like we do the SBAC⁹. We changed the testing environment and made sure the room was quiet and there was not traffic or noise in the hallways or any disruptive announcements.” Leadership said school-wide schedules were re-arranged so students would not be missing specials, intervention time, class parties, field trips, or other special class events. The principal stated, “We placed signs on each classroom door indicating the student names and testing times. We held data talks with the teachers. We conducted practice tests with the students. We gave pep talks to the students and celebrated the students at the end of each testing day for making it through the day.”

⁶ 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.

⁷ English language learners.

⁸ WIDA is a comprehensive assessment measuring English language proficiency in four categories: identification, placement, progress, and achievement. The WIDA screener is used to determine English language learners (ELL) support services as well as determining when a student has developed proficiency to exit ELL school services.

⁹ The Smarter Balanced assessments (SBAC) measure student progress in grades three through eight towards college and career success and are aligned with the Nevada Academic Content Standards in English language arts and mathematics. Results from the SBAC are included on the Nevada Report Card

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

- Faculty participants in the staff focus group described how they were supported in the teaching profession at CASLV Eastgate. Several faculty mentioned the weekly professional learning community PLC meetings, the grade level meetings, and the mentor program as being particularly helpful. Faculty said leadership was receptive to faculty ideas, were approachable, and supportive. Faculty explained leadership teams from each of the Coral schools meet once a month and report on the PD teachers said they want. PD is designed across the Coral network and teachers from across the network participate together. Faculty said morale at CASLV Eastgate was good. There was a collective goal for student success and a welcoming atmosphere.
- Faculty members said there was a need for greater support and PD in classroom management. One faculty member said, “Classroom management is an area in need of attention. I have seen a lot of issues with discipline and classroom management. Discipline has been a growing struggle, especially in the lower grades. It is hard to know what is causing it, but it is causing frustration for the teachers.” Another teacher suggested a need for behaviorists and professionals with expertise in special populations as the special needs population at CASLV Eastgate has grown. “Students who are enrolling with special needs have very particular specialized needs, and some of them severe. General education teachers simply do not have the proficiency.” A few teachers stated that the students who are the most defiant and disruptive are getting the most attention and the students who are compliant are the ones suffering. Staff reported very vocally during the staff focus group feelings of being overwhelmed and under-resourced in meeting the needs of specialized student groups. One staff member shared, “We have a large caseload of students in need of very special services and targeted interventions. It has become extremely overwhelming while trying to provide services and interventions to meet all of our student’s needs.”
- Faculty members appreciated leadership’s efforts to celebrate students taking the WIDA examination this academic year. Staff described the measures taken to support those learning English as a new language (ELL) were similar to the school-wide build-up for the SBAC. One teacher said, “It was really nice to see the support for those taking the WIDA. It’s a smaller population than those taking the SBAC, but it is important, and the students can be anxious.” Teachers said giving each test taker a raffle ticket at the end of each testing day that they could use in the school store indicated that they were important, and the exam was valuable to their academic growth.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 34 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.	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.	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.	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.	This criterion was not observed or rated.
	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	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.	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.	
	Total: 7	Total: 25	Total: 2	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 5	Total: 26	Total: 3	Total: 0	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 6	Total: 21	Total: 5	Total: 0	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: 11	Total: 16	Total: 6	Total: 0	Total: 1
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: 1	Total: 26	Total: 5	Total: 0	Total: 2
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 3	Total: 26	Total: 4	Total: 0	Total: 1

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: 3	Total: 27	Total: 3	Total: 1	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 2	Total: 28	Total: 2	Total: 0	Total: 2

Additional information about the classroom observations shared here when applicable.

1. In one classroom students read a passage and answered reading comprehension questions on their laptops. Their responses were collected and then projected at the front of the classroom. The teacher then read the students' responses aloud. This was a missed student engagement opportunity. Students could have been asked to read the responses aloud, Students could have been encouraged to explain their responses or elaborate. Instead, the teacher read the responses and then proceeded to another activity.
2. In one upper elementary classroom students worked in partners. Students researched information on their tablets, conferred with their partner, making decisions, comparing and contrasting and then wrote responses on paper.
3. In one elementary class, the teacher led the students through a textual passage asking students to identify evidence after each paragraph. The teacher paused, asking students to discuss their evidence and their thinking with a shoulder partner. Students were then asked to share their evidence with the class. The teacher also asked students to stand and act out portions of the reading so they could experience the feeling of the characters.
4. In an early-grade classroom, the teacher read a story aloud while students followed along in their books. The teacher was excited about the story and connected it with real life for the students. Students excitedly shared their thoughts and were highly engaged with the story. The teacher had positive relationships with students and students.
5. The teacher used the gradual release model to guide students through a reading comprehension activity. The teacher gradually released the students to work with a pre-assigned partner on an extension of the comprehension assignment. The teacher walked around to provide support to students.
6. In one elementary math session, a small group of students worked one-on-one with the teacher while the rest of the class completed i-Ready math exercises on laptops. Several students were disengaged and off task, talking to their neighbors, drawing on the desk, or rolling on the floor.
7. Students worked independently on math word problems in one lower-level math class. Students were encouraged to self-regulate, manage their time, check their work, then check their work with the teacher.
8. In an earlier elementary classroom, the pacing was very slow. The teacher tried to be positive, but her voice and demeanor came across as frustrated. Students were told to fill out the paper. There was no objective provided and no further directions. The teacher roamed the room and helped students one on one.
9. Students with special needs worked with teachers in one classroom. One teacher coached students one-on-one on multiplication and division. The teachers asked the student to explain his thinking as his work was checked. Another teacher used site words and manipulatives with three students.
10. In one upper elementary classroom, students worked to solve math equations. The teacher provided scaffolds to support students in solving math problems. The teacher called on groups of students to come to the front of the classroom to explain their thinking.
11. Students completed math word problems in a workbook, changing the word problems into numerical equations and then solving the equations. When students completed their workbook and the teacher checked their work, students transitioned to working on i-Ready math exercises on their electronic tablets.
12. . In this earlier elementary classroom, the pacing was very slow. The teacher tried to be positive, but her voice and demeanor came across as frustrated. Students were simply told to fill out the paper. No objective. The teacher roamed the room and helped students one on one.
13. This was a pull-out resource room. There were two teachers and 7 students. The room was divided into two sections. One of the teachers used a very loud voice, and it seemed to interfere with the students on the other side who were trying to complete an assignment. The other teacher was respectful of students and carefully monitored the work students were doing. She helped students individually and all three students with her were actively learning.

14. Students responded to the teachers questions about fractions as they took notes on a worksheet in one math class. Students were learning how to determine equivalent fractions.
15. In one specials classroom students were highly engaged. The instructor was positive and verbally encouraged the students every few seconds. The teacher referred to the students by name and pointed out positive things they were doing. He said things like, "good effort," "I like your enthusiasm," "I like how you're paying attention." Students were smiling and happy and eager to participate.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
<p>Indicator 1: Education Program</p>	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>The programming and materials at CASLV Eastgate 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 program. Students spend a minimum of 60 minutes per week on the Lexia¹⁰ program. ELL teacher monitors student usage and progress. Students work with an ELL teacher one on one or in small groups for 90 minutes per week. Students with an Individualized Education Plan (IEP) or 504 Plan are in an inclusive environment at CASLV Eastgate, 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>

¹⁰ 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>Indicator 3: Governance and Reporting</p>	<p>Measure 3a: 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 Eastgate’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>Indicator 4: Students and Employees</p>	<p>Measure 4a: Student records under lock and key/stored appropriately Measure 4d: 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>Indicator 5: School Environment</p>	<p>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</p>	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers and defibrillators throughout the building and common areas, an active food service permit, and an elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the health area.</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"> • Continue to work on the implementation of Multi-tiered Systems of Support (MTSS) through the SPCSA. • Continue to collaborate and analyze data to inform curricular and instructional decisions. • Continue to work on efforts to increase enrollment of diverse student groups who receive free or reduced-price lunch (FRL), ELL students, and/or learners with an IEP or on a 504 plan.
<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>	<p>Implementation of MTSS:</p> <ul style="list-style-type: none"> • Due to the high turnover of staff, we decided to re-implement Tier 1 to ensure fidelity before moving on to Tier 2 and Tier 3. • Each PD Day during the 2023-24 school year thus far has had time reserved to review MTSS with staff. • Positive results from MTSS site visits as evidenced by Fall 2023 Tiered Fidelity Inventory¹¹ Results. <p>Utilize data to inform curricular decisions:</p> <ul style="list-style-type: none"> • Working on improving the quality of classroom instruction and student learning Implementing higher level questions and discussion techniques throughout lessons to foster learning for all students. • Implementing new ways of engaging students in the learning process. • providing all students with challenging and differentiated instruction. <p>Efforts to increase enrollment of diverse student groups across the CASLV network:</p> <ul style="list-style-type: none"> • Implementation of weighted lottery • Automatic enrollment for homeless students • Follow up with currently enrolled students and parents to submit FRL qualifying forms. • Eastgate (k-5), became a Community Eligibility Provision (CEP)¹² school. • Sister campus, Cadence (k-9) became a Title 1 school.

¹¹ The Tiered Fidelity Inventory (TFI) provides a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (PBIS).

¹² CEP is a school meal funding option through the Federal Department of Agriculture of the National School Lunch Act that enables schools to provide free meals to all students.

SPCSA staff assessment based upon findings during site evaluation

CASLV Eastgate leadership believes many recommendations from the 2022- 2023 site evaluation have been addressed through the CASLV network and school long-term initiatives. CASLV Eastgate leadership continues monitoring student achievement data to inform curricular decisions and professional development opportunities. For example, leadership reported increasing DOK questioning, differentiation, and embedding discussion techniques throughout lessons to foster student learning as ongoing efforts.

SPCSA staff agrees with this assessment and concluded that CASLV Eastgate leadership continues monitoring student data and data to inform curricular decisions and professional development opportunities as needed.

SITE EVALUATION FINDINGS

STRENGTHS

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

CASLV Network

- **High levels of school safety**

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

- **Strong retention of governing board members**

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

- **Strong recruitment practices**

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

- **Strong central office communication**

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

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

CASLV Eastgate

- **Prioritizing WIDA testing**

Leadership and faculty focus groups took pride in celebrating students taking the WIDA examination during the 2023-2024 academic year. The testing environment was prioritized to mirror that of the SBAC. School-wide schedules were re-arranged so students completing the WIDA would not be missing specials, intervention time, class parties, field trips, or other school events. Hallway traffic and noise were kept noise free, and announcements were not allowed during testing time. Each classroom door indicated student names and testing times. Students completed practice tests. There was a pep rally for the students and a celebration at the end of each as students left and high-fived the adults at the school. Participants in the leadership and faculty focus group both were proud of this initiative this year and look forward to continuing this practice. School-wide awareness of the importance of the WIDA and prioritizing the testing environment for students completing this assessment is a strength and best practice at CASLV Eastgate.

- **Community eligibility provision designation**

CASLV Eastgate applied for and received Community Eligibility Provision (CEP) status in 2023. “CEP allows the nation’s highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF)” (USDA Department of Food of Agriculture). Through the CEP program, all students receive free breakfast and lunch without having to complete household information. Within the 2019-2024 SPCSA Strategic Plan, one of the goals is to increase the diversity of students served by SPCSA Schools, students learning English as a new language, recipients of free and reduced lunch, and students with an Individualized Education Plan. Eastgate’s CEP designation should be commended for this designation and celebrated for aligning with SPCSA’s Strategic Plan.

- **Sustained academic success**

CASLV Eastgate has demonstrated consistently high academic performance on the Nevada Academic Performance Framework. For the past three NSPF index rating cycles, middle grades have maintained a five-star rating and elementary grades have been four-and-five-star. SPCSA staff highly commend Tamarus’ leadership and personnel for their academic commitment to students.

- **Strong rapport between support staff, specials teachers, and students**

SPCSA staff observed strong support and rapport among the teachers and students in specials classes and during pull-out intervention timeframes. SPCSA staff observed positive and comfortable communication between students and the adults. The adults cultivated trust by using encouraging, supportive phrases, such as, “I like your effort,” “I can see your thinking here,” “I appreciate that enthusiasm.” Students were observed to be smiling and engaged in the learning. The strength of the relationships between those who assist in pull-out intervention services and teach music, physical education, art, special education, speech, library, and STEM. English as a new language and their students should be celebrated. CASLV Eastgate support staff, specials teachers, and interventionists have developed a strong and positive bond with students.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

- **Continued MTSS commitment**

CASLV Eastgate is in year three of MTSS within the SPCSA grant-funded program. Coral Eastgate effectively formulated strategies and action plans optimizing results with MTSS schoolwide. The implementation plan is reinforced and reviewed with staff and students multiple times throughout the school year and modified as needed for continuous improvement. MTSS implementation at CASLV Eastgate has attained Gold Level recognition. MTSS tiered levels are Silver, Gold, Platinum, and Diamond.

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.

- **Staffing**

According to leadership, teachers new to teaching, or new to the Coral network are challenged with the basics of methods and models of teaching, student engagement, small group instruction, developing differentiation activities, and creating levels of questioning. The freshness of personnel has challenged the day-to-day operations in supporting new personnel. Onboarding people immediately and being able to provide robust support for new faculty is a challenge. Orienting new personnel to the culture and climate of the school, acclimating to expectations and requirements, and familiarizing new hires with student demographics is a perpetual task. Onboarding takes time and being effective hinges on the onboarding process. Classroom Management is an especially pressing challenge this academic year.

- **Chronic absenteeism**

School leadership acknowledged chronic absenteeism is an ongoing challenge. Attendance information from the most recent data indicates chronic absenteeism at 19.6% for elementary grades and 20.3% for middle school grades. While leadership reports chronic absenteeism efforts have improved overall rates, there is still work to be done in this area. CASLV Eastgate amended their charter to serve kindergarten through fifth grade as of the 2023-2024 academic year. However, the site evaluation reflects data from the 2022-2023 Nevada NSPF.

- **Special populations resource strain**

Leadership and faculty focus groups expressed incoming students demonstrating more severe behavioral needs during the 2023-2024 academic year than in prior years. Leadership, faculty, and specialists report trends with student behaviors that include aggression, self-regulation, speech, student respect toward peers and adults, off-task behaviors in class, and distracted learning. Students needing assessment in a timely manner is challenging as personnel are limited and stretched. Finding the time and resources to accomplish student assessment and implementation in supporting students with their social and emotional needs encouraging healthier children toward more positive student behaviors is a challenge this academic year.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

- **Building capacity for specialized populations**

Increased enrollment of students with special needs services poses a challenge related to securing qualified personnel capable of effectively working with the needs of the student, providing the necessary training for staff, and creating adequate physical spaces to accommodate the unique needs of students who rely on adult support throughout the school day.

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.

CASLV Eastgate

- **Establish student trust**

SPCSA staff recommend CASLV Eastgate leadership establish measures to establish trust between students and adults at the school. Some students in the student focus group expressed distrust from past experience with teachers. Members of the site evaluation team observed some teachers struggling to develop positive and trusting relationships with students (see *'Additional information about the classroom observations'* on pages 16 and 17 of this report for notations). Students in the focus group also expressed frustration for some teachers not being receptive with requests for academic assistance with content or asking for clarification. Students should be allowed to provide meaningful feedback to their teachers and to the members of the administration team without fear of retribution. Some students in the focus group reported not feeling comfortable speaking to other adults at school due to past experience in trusting adults at CASLV Eastgate. "Grown-ups don't take kids seriously. I talked to my parents, and they talked to the principal and the teachers don't stop." Personalized, respectful communication through active listening to support experiences is one way to build rapport.

- **Chronic absenteeism**

SPCSA staff recommend CASLV Eastgate continue strategizing ways in which to address chronic absenteeism. CASLV Eastgate did amend their charter to serve kindergarten through fifth grade as of the 2023-2024 academic year and no longer serve middle school grades. However, the site evaluation reflects data from the 2022-2023 Nevada NSPF. Attendance information from the 2022-2023 year indicates chronic absenteeism for elementary grades was 19.6% and 20.3% 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.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

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.

- **Strategize for the needs of growing special populations**

SPCSA staff recommend CASLV Eastgate strategize ways in which to support the growing resource needs of specialized populations. Leadership, faculty, and specialists each indicated an uptick in more diverse and wider ranging service needs than in the past during the 2023-2024 academic year. This support demands have grown exponentially, and resources seem to be stagnant or shrinking according to some faculty. Perhaps Eastgate could develop teacher leadership and learning opportunities by offering schoolwide PD in which teachers can earn certification and clock hours in a particular area of interest to bolster not only their own proficiency, but also the talent pool of the school’s resources. This would allow teachers to perform various roles as well as bolster their own professional skill set, should they choose. Another consideration may be to encourage family members to volunteer in classrooms and provide an additional adult presence during outside and recess playground times.

- **PD in math curricula**

SPCSA staff recommend CASLV Eastgate provide differentiated and targeted PD specific to the math curricula. Leadership and teacher focus groups brought up the need for greater, nuanced PD in the reading intensive math curricula that was adopted during the 2022-2023 year for teachers newer to the profession. Teachers new to the profession and new to CASLV need a deeper dive into inquiry-based learning (IBL), the theoretical framework undergirding instruction at all Coral schools, in order to be able to provide healthy formative feedback for students as they progress in their education, take ownership and advocate of their learning growth.

- **PD in classroom management**

SPCSA staff recommend CASLV Eastgate consider providing PD in classroom management for novice teachers and those new to CASLV. Basics in setting up classroom policies and procedures, constructing small group intervention activities, cooperative group strategies, and coordinating a script for parent teacher conferences can be daunting for novice teachers. One resource that is comprehensive and widely referenced is *Classroom management for elementary teachers 11th ed.* (Emmer and Evertson, 2021). The easily referenced checklists and case studies within the text have made the book a popular favorite for teaching professionals for many years.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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



Coral Academy of Science, Las Vegas Eastgate Campus

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Dear SPCSA Audit Committee,

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

In response to the feedback:

Establish student trust:

- **Pacing of Classes:** Our team reviews our teaching strategies to ensure we accommodate diverse learning speeds and styles. Professional development sessions are implemented focusing on differentiated instruction and pacing to meet the needs of all students better.
- **Student Support and Autonomy:** We reinforce our policies that encourage students to seek help from peers and other teachers. Collaboration and support among students and staff are pillars of our educational philosophy.
- **Teacher-Student Interactions:** We will provide additional training in classroom management, effective communication, and sensitivity to ensure that all interactions between teachers and students are conducted respectfully and constructively.
- **Environment of Trust and Respect:** We will initiate a series of meetings and workshops for teachers and students aimed at building trust and improving relationships within our school community. These could include sessions on effective communication, empathy, and respect for individual differences.

Strategize for the needs of growing special populations

Eastgate Campus strives to provide all necessary services per IEP documents. However, In response, we will audit our current resources versus demands to identify critical gaps. We will also form a task force comprising faculty and administrative members to explore actionable solutions, including potentially reallocating existing resources and seeking additional funding where necessary.

To ensure transparency and foster ongoing dialogue, we will schedule regular meetings with SPED, ELL, and 504 faculty to discuss resource management, provide updates on changes, and gather further input. In addition, the administration will coordinate between SPED/ELL/504 & General Education Teachers to ensure students' needs are being met while in the general education setting.

We are dedicated to addressing these concerns effectively and improving our resource distribution to better support our faculty and students. Acknowledging the existing shortage of qualified teachers in this field is crucial.

PD in math curricula

CASLV Eastgate will develop and implement a PD program specifically tailored for teachers who are both new to the profession and new to our school. This program will focus on inquiry-based learning (IBL), the



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foundational instructional approach at all Coral schools. The PD will include in-depth sessions on the theoretical aspects of IBL and practical strategies for integrating these principles into daily teaching practices.

In addition, PD will be provided throughout the year that helps teachers identify NV standards being taught within the core curriculum programs (Wonders & Reveal) and how to provide further instruction, intervention, and remediation on NV standards using the i-Ready Teacher Toolbox (both ELA & Math). Lastly, we will ensure that these PD sessions provide teachers with the necessary tools to deliver formative feedback that supports student growth effectively, encourages self-advocacy, and fosters ownership of learning. To achieve this, we plan to collaborate with experienced educators and experts in math education to design and deliver these training modules.

PD in classroom management

Eastgate has developed a PD program focused on classroom management. This program covers essential topics such as setting up classroom policies and procedures, designing small group intervention activities, implementing cooperative group strategies, and preparing scripts for parent-teacher conferences. These areas are fundamental for fostering a structured and supportive classroom setting.

Before the start of the school year, all staff will participate in the Kagan PD session, “Win-Win Discipline”. The PD session will be scheduled to start at the beginning of the next school year to ensure that all newly hired teachers benefit from foundational training as soon as they join our team.

We take the concerns raised very seriously and are committed to making immediate and lasting changes to address these issues. We believe that these actions will help create a more supportive, engaging, and respectful learning environment for all our students.

Thank you once again for bringing these matters to our attention. We are dedicated to continuous improvement and welcome ongoing dialogue to ensure we are providing the best possible educational experience.

Sincerely,

Tiffany Bailey

Principal, CASLV Eastgate

tbailey@coralacademylv.org