



Nevada State Public Charter School Authority

Coral Academy of Science Las Vegas: Nellis AFB Campus

Site Evaluation Report: 3/27/2025

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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

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.

Proactive and engaged Coral Academy of Science Las Vegas Governing Board

The Coral Academy of Science Las Vegas (CASLV) Board appears to be exemplary and governs using best practices for a highly effective network of charter schools. The board is continuously updated with CASLV Nellis AFB Campus (Nellis Campus) level and student level achievement data. With very little turnover and well-credentialed members, this board has managed itself by investing in proven governance practices such as strong oversight and well-established policies. This charter school board continues to effectively address several challenging issues that have arisen at the CASLV Nellis Campus. The board has demonstrated a high level of trust and confidence in CASLV leaders and in the current school leader at the CASLV Nellis Campus.

Strong academic achievement in middle school

There were strong levels of student achievement at the CASLV Nellis Campus middle school. The middle school earned a total index score of 91.6 during the 2023-2024 school year. This was an impressive increase of 25.5 index points and a star rating increase from three to five stars. According to the Nevada School Rating Report located on the NSPF¹, a five-star school recognizes a superior school that exceeds expectations for all students and subgroups in every indicator category with little or no exception. A five-star school demonstrates superior academic performance and growth with no opportunity gaps.

Substantial improvement in decreased levels of chronic absenteeism

At both the elementary and middle school levels, the CASLV Nellis Campus decreased overall chronic absenteeism, which is commendable. High levels of chronic absenteeism negatively impact a student's academic performance, increase the risk of dropping out of school, and can lead to long-term economic and social consequences. Conversely, according to Attendance Works, attending class helps students to stay on track, understand expectations, foster important peer social interactions, and generally promote a sense of connectedness.²

Level	2022-23 Rate	22-23 Index points earned	2023-24 Rate	Index points earned	Points increased in index score
Elementary	20.2	2	11.5	7.5	5.5
Middle	19.0	2.5	7.8	8.5	7.0

¹ NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.

² Attendance Works is a nonprofit initiative, that partners with schools, districts, states, communities and organizations to ensure that chronic absence is recognized as a serious issue that can be addressed through proactive, supportive strategies.

Implementation of Kagan³ Cooperative Learning Structures

A school-wide emphasis on Kagan Structure and cooperative learning is a strength. The site evaluation team noted higher levels of student engagement than in previous years with more student voice in classrooms. This helps to ensure that students experience positive interdependence, individual accountability, equal participation, and simultaneous interactions within classrooms. These scientifically researched based cooperative learning structures support students' social emotional and academic development. School leaders shared that they have trained all staff on the use of these cooperative learning structures.

³ Kagan instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Elementary school academics/Notice of Breach

A challenge faced by CASLV Nellis Campus at the elementary school level is the below-average academic achievement rating for the second consecutive year. According to the 2023-24 Nevada School Performance Framework (NSPF), the school earned 40 points out of 100, falling into the two-star category. The elementary school received a Notice of Breach from the SPCSA Board during the Board meeting on November 15, 2024. Further, according to the SPCSA Academic Performance Framework (APF), the elementary school did not meet the minimum standard of 50 points to earn a *Meets Standard* rating. The elementary school earned 49 points out of a total possible 100 points, which falls into the *Does Not Meet Standard* category according to the SPCSA Academic Framework.

Need to improve classroom culture for learning

During the classroom observational portion of the evaluation, members of the SPCSA team rated 10 of 24 classrooms as “*Approaching Proficient*” in the category of the *Classroom Environment* being *Conducive to Learning*.” Classrooms rated this way indicate that interactions between teachers and students or among students were “uneven with occasional disrespect or insensitivity.” Additionally, in another category, “*Establishing a Culture for Learning*,” 14 of 24 classrooms were rated “*Approaching Proficient*.” Classrooms rated this way indicated “teachers convey high expectations for only some students.” When students were asked to describe their perspectives of how students treat each other and their teachers during the student focus group, one student said, “It depends on the class because some of the students are rude, and kids laugh in class at others, so I don’t speak up.” Another student said, “The students in my classes talk too much.” A third student said, “My class is fun, and my teacher is nice, but one of the kids is really rude.” Disruptive behavior can have a negative impact on students and teachers alike. When teachers effectively manage new students and provide an ongoing positive classroom environment, they are generally more effective at creating a positive and welcoming experience for all students. This was a challenge at the campus, as noted during the site evaluation, and improvement in this area may support efforts to create overall greater levels of student achievement.

Improve the levels of family engagement and trust

The data from the family focus group indicated a strong need for improving relationships and levels of trust between parents and school leaders. Families said they felt heard by members of the leadership team when an issue arose; however, family members didn’t see the problems being resolved. One person spoke about an issue with her child receiving special education services. Other family members said the leadership team members tended to talk with them, but in some cases, a resolution was not accomplished afterwards. One person remarked, “I feel like the school leaders try to appease us to get us out of the way; I feel like an annoyance.” This was a challenge for the campus.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation

Continue to monitor the effectiveness of board approved items for this campus

The SPCSA recommends the CASLV Nellis Campus leadership team continue to work closely with the Coral Board to monitor the effectiveness of the following board approved items:

- Allocations for classroom teacher aides with an emphasis on third, fourth, and fifth grades.
- Funds for extra tutoring for students below grade level.
- Coaching to leverage and support best practices for teaching staff.

Continue to refine and develop Kagan strategies

The SPCSA recommends the CASLV Nellis Campus continue to refine and develop the Kagan strategies which have been implemented throughout classrooms. Since staff have been trained and began implementation this school year, it is vital the leadership team continue to support the staff in becoming more intentional and effective with Kagan cooperative learning strategies.

Continue to elevate levels of family engagement and trust

The SPCSA recommends family engagement be improved at the CASLV Nellis Campus. Family engagement has historically been a distinguishing characteristic of a high-quality school. Decades of research have shown that parent involvement has a compelling influence on children's educational success. When families are involved in their child's education, data indicate:

- Increased student achievement (*Park & Holloway, 2017; Jeynes, 2015*).
- Improved attendance and behavior (*Smith, Reinke, Herman, & Huang, 2019; Sheldon, 2020; Nokali, Bachman, & Votruba-Drzal, 2019*).
- Improved social-emotional skills, (*Smith, Sheridan, Kim, Park, & Beretvas, 2020; Van Voorhis, Maier, Epstein, & Lloyd, 2023*).

The SPCSA acknowledges that strong levels of family engagement take time to become fully implemented. The CASLV Nellis Campus is already taking steps to improve in this area. Additionally, family engagement may be unique to different schools and different families. Consider looking for creative ways to center relationships between school staff and families around student development and learning. Consider an emphasis on continuing to develop trust and respect. Consider methods to create new pathways for reciprocal communication between family members and school staff with an emphasis on follow-through and resolution to family concerns with family members when problems and issues develop.

Continue to provide specific support for military students in the classroom

The SPCSA acknowledges that CASLV Nellis Campus provides supports for the military students and has a grant funded program, "Anchored4Life" that is designed for military connected students. SPCSA recommends the CASLV Nellis Campus continue to employ specific strategies to support students to be resilient and ensure a smooth transition to a new school. These strategies will benefit English language

learners and those with learning differences as well. Students will settle into classrooms more easily if conscious efforts are made to integrate new students into the classroom community.

- Make daily routines and expectations clear. For example, consider providing age-appropriate visual schedules students can use to navigate through their day and offer reminders to the whole class as to not single out new students.
- Continue to be proactive looking for academic gaps in learning for new students. Because curriculum is designed to be sequential, each year's coursework builds upon the previous years and when students are new to the area, they may have missed out on important academic content.

Stronger communication, consistency, and a feedback loop

The SPCSA recommends the leadership team foster a more consistent approach to day-to-day operations at the school. During the staff focus group, staff made it abundantly clear that they appreciate the opportunity to work together with each other and the leadership team at the campus. The staff did have constructive suggestions for improvement. Staff requested a more consistent, organized, two-way communicative path from school leaders. One person commented, "We need consistency here at this campus, and we love our leaders enough to be honest and state it. With the campus culture on a military base consisting of continuous deployment and change, it is very important that the staff and students are supported with greater levels of consistency and fewer instances of last-minute surprises to routines." To best foster consistency and to minimize last-minute changes, the following routines are suggested. First, establish and communicate changes to schedules, policies, or events well in advance. Consider providing context for changes explaining the reasons for changes and the expected impact on students and families. Encourage open communication and create opportunities for staff to voice concerns and provide feedback. Classroom teachers and staff who really respect their school leadership team will increase their levels of effort for them. Allowing the faculty space and access to provide reflective feedback may, in turn, help their leaders to show their valued team that they care deeply about what they have to say. Talking about and sharing the feedback staff has provided to the leadership demonstrates respect for coworkers' input. Taking action to improve as a leader based on such feedback demonstrates a leader's confidence and validation of others' voices. Consider sharing the results with those who provided them and how the leadership may plan to use that specific feedback to make improvements at the CASLV Nellis Campus.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There were no Strong Recommendations identified during this site evaluation for CASLV Nellis Campus.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

A deficiency is considered serious and in need of immediate attention. Once issued, school leaders will be asked to complete a Site Evaluation Response Plan within four weeks of the final site evaluation report sent to the SPCSA board and the school board.

Deficiency for low academic performance in elementary school resulting in a Notice of Breach

Context	<p>A. Per the Charter School Contract between the State Public Charter School Authority and CASLV Nellis Campus which was fully executed on July 1, 2019, pursuant to NRS 388A.255 and with the considerations of the legislature in enacting legislation to authorize charter schools which is to serve the best interests of all pupils, including pupils who may be at risk; and a procedure by which the positive results achieved by charter schools may be replicated and the negative results may be identified and eliminated.</p> <p>B. Consistent with any oversight practices set out in the Charter School Performance Framework, the Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1)</p> <p>C. The Charter School Contract between the State Public Charter School Authority and CASLV Nellis Campus, executed on July 1, 2019: Part 3: Education Program Element: Curriculum: the charter school shall have control over and responsibility for delivery of the educational program and for the attainment of the performance standards as set forth in the charter school performance framework.</p>
Condition	<p>According to the contract executed and authorized on 7/1/2019, CASLV Nellis Campus has committed to first provide a sound education program for students to attain the Nevada Performance standards and second, per the school's mission, "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."</p> <p>At this time, current levels of student learning and achievement at the elementary grades at CASLV Nellis Campus may have multiple areas that require improvement. The index score for Nellis Air Force Base elementary grades for the 2023-24 school year is 40 out of a possible 100 points which is equivalent to a two-star.</p> <p>Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Some of the students attending the elementary school are not provided with the opportunity to learn to their greatest potential and are not having their student achievement maximized, as observed during the site evaluation. High-quality</p>

	instruction was not present in some of the classrooms. Tier-1 instruction can improve and support all students and subgroups to meet expectations for academic performance.
Causes	<p>Some of the CASLV Nellis Campus students at the elementary level are not offered a robust Tier-1 instructional program. There are extensive gaps in some student learning and overall achievement levels at the elementary level. Tier-1 instruction must be improved to meet the needs of all students. School leaders and staff are strongly encouraged to improve academic achievement at the elementary level grades. As teachers become more effective, students become more actively engaged, and they both become intentional learners. (Moss & Brookhart, 2019).</p> <p>High-performing classrooms generally have these common indicators:</p> <ul style="list-style-type: none"> • Shared learning targets • Student voice • Strong levels of behavior management • Students explaining their thinking • Student criteria for success • Students' conceptual understanding • Students' actively engaged in their own learning • Strategic teacher questioning • Student engagement in asking effective questions • Students displaying self-efficacy • Lesson depth beyond factual recall • Formative assessment
Effect	<p>The index score for CASLV Nellis Campus, at the elementary level grades for the 2023-24 school year, is 40 out of 100 points, which is equivalent to a two-star rating.</p> <p>On November 15, 2024, the SPCSA Governing Board issued a Notice of Breach to CASLV Nellis Campus pursuant to NRS 388A.273. "Any school(s) demonstrating underperformance that has the potential to trigger revocation proceedings in the next three to five years should the academic performance not improve should be issued a formal Notice to ensure the school and its governing board are aware of the concerns." (NRS 388A.300 and 388A.330). Underperformance is defined by NAC 388A.350 as any school receiving a rating below three stars in the NSPF or schools that have not consistently complied with the SPCSA Academic Performance Framework. CASLV Nellis Campus Elementary School was issued an academic Notice of Concern regarding its elementary school during the 2022-23 school year. Because the elementary school received a second consecutive two-star rating, SPCSA staff recommended that the Authority issue a Notice of Breach for the 2023-2024 rating at the elementary level.</p>

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ⁴	3
Family Members, Parents, and Guardians	4
Faculty and Staff	8
School Leadership	6
Students	5

⁴ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three members of the CASLV Board met to discuss the CASLV Nellis Campus. Due to the CASLV Nellis Campus Middle School's impressive increase in academic achievement during the 2023-2024 school year (from a three-star index score of 66.1 to a five-star index score of 91.6), the board was asked to comment on this incredible improvement. The board explained that they requested and received updates from the CASLV Nellis Campus at every board meeting. One person said, "We have heard there has been a great deal of innovation and leaders and staff have unwrapped student academic data. The focus was on filling in the missing gaps of knowledge students need to succeed." Board members said they believed students and families at the middle school level remained living on the base and attended the CASLV Nellis Campus for longer periods of time than those students at the elementary level. Another board member commented, "We are really encouraged by the increase and the five-star middle school because eventually, we would like to open a high school on that campus."

With the second year of the CASLV Nellis Campus elementary school receiving a two-star status and a Notice of Breach issued from the SPCSA, the board was asked to describe their understanding of possible root causes and updates on progress during this 2024-25 school year. Board members said they appreciated the CASLV Nellis Campus school leader providing updates on the elementary school status at each board meeting. The board members said they were aware of ongoing training and coaching of new teachers to the school, especially in grades three, four, and five, in which state SBAC⁵ testing takes place.

Board members spoke about several strengths at the CASLV Nellis Campus. One board member commented, "I think our engagement with families and the community has gotten stronger as compared to last year. The efforts from our principal as an innovative leader willing to try new things have been key to improving." Another board member spoke candidly about the decision the board made to increase the pay for teachers at the CASLV Nellis Campus. The board member said, "Our board has, for a long time, been responsive to the market forces. We have been able to get our pay scale up and have a pay scale for the Nellis campus posted for the public to view. Nellis has a longer commute, and it is harder to get to. But most of the teachers on base are not doing the teaching for the money. Like the administrative team, the teachers are committed to getting strong results and do whatever it takes to make things work at the Nellis campus."

Board members emphasized, "Our board is pretty zoned in on the Nellis campus. We are continually looking for ideas and ways the board can support the unique nature of the school on the military base."

⁵ The Smarter Balanced Assessments (SBAC) measure student progress in grades three through eight toward 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 Summary: Family Members, Parents, and Guardians

Four family members participated in the focus group. Parents said they felt welcome at the school and appreciated the fact that most staff know both their children by name. One parent said that the crossing guards were upbeat and greeted everyone with enthusiasm each day. A different person commented that the office staff were not welcoming and made parents feel like a bother. Another person said that although he felt welcome, the fact that families brought along their dogs to drop off their children was uninviting to his daughter, who had a fear of dogs.

Families listed several events which took place on campus such as the fall festival and picnics. Families were unanimous in saying that they were often disappointed in the scheduling of the events and respectfully requested more lead time or notice for successful attendance. One family member explained, “We work and have to request time off to attend events and one or two weeks ahead is insufficient.”

When families were asked about teacher communication, they said that teachers were not good at communicating grades or placing items in Infinite Campus⁶ in a timely manner. One family member said, “I asked a teacher about a concern and my response in writing looked like it was Chat GPT and made no sense. I tried to get the teacher to expand on her thoughts but received no response.” Other parents expressed disappointment and said, “I feel like the only communication I get is about standardized test scores. We have parent-teacher conferences once per year at the beginning of the school year, yet the school year has just started.” Another parent added, “What I would like is to have ongoing communication about my child’s academic progress during the school year, such as bi-monthly progress. If I don’t know where they need the support, how can I help?”

Communication between family members and those within the leadership team were also discussed. Families said they felt heard and that members of the team listened to the issue; however, they didn’t see the problems being resolved. Other family members said the leadership team members tended to talk with them, but nothing was accomplished afterward. One person remarked, “I feel like the school leaders try to appease us to get us out of the way; I feel like an annoyance.”

⁶ Infinite Campus is a student information system accessible to staff, parents, and students, providing grades, assignments, and more

Focus Group Summary: Faculty and Staff

Eight members of the staff participated in the focus group. The group was asked to talk about strengths at the CASLV Nellis Campus. The staff highlighted the importance of grade-level teams. One person remarked, “Our team communicates every day. We discuss instructional methods. Several of us attended the Kagan trainings and this has been a big help.” The staff said they believe the addition of allocations for teacher aides is supportive. A teacher remarked, “The aide comes in to help with reading and supports my ability to conduct small group reading instruction.” Another teacher added, “In third grade, I’m working with my struggling learners, and the aide knows how to support my students as they practice solving math word problems. It has been amazing to have this help, and I feel comfortable working with the aides.”

Staff commented on the additional funds the board has provided for tutoring. Both math and English language arts tutoring are provided. One teacher said, “In fourth grade, we offer English language arts small group tutoring on Tuesdays and Thursdays. It has been a big help for our leadership team to provide the coaching and training to help make sure plans are authentic and intentional.” Teachers said they hold SBAC boot camps to help students practice test-taking skills.

Teachers spoke about the incentive plan for teachers in grades three through five to remain at CASLV Nellis Campus. One teacher remarked, “I want to stay at this school forever. I’ve been here for seven years, and we help each other to improve. We have a fantastic coach and feel free to ask for help.” Another teacher added, “Our administrators are very supportive, and they want us to be successful in our classrooms. We know that as educators it is important to acknowledge issues, and we must be honest with each other and ourselves. When problems exist, we must address them to grow and improve.”

When asked to speak about some suggestions for improvement, staff spoke about the need for improved organization and communication from school leaders. One person commented, “We need consistency here at this campus, and we love our leaders enough to be honest and state it. With the campus culture on a military base consisting of continuous deployment and change, it is very important that the staff and students are supported with greater levels of consistency and fewer instances of last-minute surprises to routines.” Another person stated, “There are times when the things that roll over from year to year such as student award celebrations for individual students, and they change or are eliminated. I do feel like there is strong communication between myself and my colleagues. I would welcome a more two-way communication loop and follow-up from school leaders.” Another teacher added, “There have been instances when I suggest something, and the things I say seem to go into a void. This makes me feel like I’m not heard. When there is no response from a school leader to emails or to questions in a group chat, it seems unsettling.”

Focus Group Summary: School Leadership

Six members of the CASLV Nellis Campus Leadership team participated in the focus group, and they shared they had been awarded a grant for school expansion. The project will allow the current location to expand in size and eventually have up to 1600 students by the year 2029.

School leaders spoke about previous challenges listed on the most recent site evaluation report. They said they were working to reduce the levels of chronic absenteeism at both the elementary and the middle school levels. Up to this point in the school year, rates were at 10% in the elementary and 7% in the middle school. Leaders communicated that parent engagement continues to be a struggle. One school leader commented, “We have focused on building strong relationships with parents. We have noticed that most parents work and have difficulty leaving work for events at the school taking place during daytime hours.” The school leader said they had changed the structure and title of the former PTO (Parent Teacher Organization) and now call it the Family Collaboration Group. One leader said, “We are focusing on improving communication and consistent expectations. The board of this group was composed of fifty percent of the staff and the other fifty percent of parents. We hold campus wide meetings on the first Monday of every month, and the option to attend virtually is available.”

Another previous challenge was to strengthen the school’s MTSS⁷ framework and operations. One school leader shared, “We have added a student success advocate position and a behavior interventionist. We also wrote a grant for another administrator to focus on social-emotional learning, student engagement, and adult social-emotional learning.”

Other recommendations included bell-to-bell teaching and improving the levels of student voices in the classroom. School leaders said they have created a fine-tuned system to provide more specific support to teachers as some teachers are new and may need support in different areas than those more experienced teachers. The intensive coaching this year, according to school leaders, involves coaching, modeling best teaching practices, and having honest conversations about specific ways to include best practice teaching within classrooms. To address higher levels of student voices within classrooms, the school has focused on Kagan strategies by holding a two-day training course for staff. One person remarked, “All our teachers have been trained to use Kagan, and we encourage the use of the strategies, such as thinking maps⁸.”

Members of the leadership team said that one of the possible reasons for lower SBAC in 2023-24 scores may be the high rates of teacher turnover, especially in the testing grades of third, fourth, and fifth. School leaders said that this year school leaders have worked in partnership with a school data consultant. This has resulted in a closer analysis of the SBAC claims and data review with staff.

⁷ Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.

⁸ A thinking map is a common visual language based on a fundamental cognitive process that is transferable across disciplines and among grade levels.

Focus Group Summary: Students

Five students in grades three through eight participated in the student focus group on the day of the evaluation. Students were asked to describe what they like about attending school. One student said, “I like coming to school to see my friends, and I like most of my teachers.”

Students communicated that they were not always challenged to learn at school. A middle school student remarked, “There is so much talking and so many disruptions in class. But another student commented, “I feel a bit challenged, and I am learning things I never knew before.” A third student added, “Sometimes I feel like we are given more busy work if we finish assignments which is not really challenging us to higher levels of learning.” Students were asked to describe learning activities in which they were both challenged and enjoyed the learning time. A student described a process in his math class where students are paired up with others, and each learns from the other. One student said, “I think this is called carousel learning, and it is great because we move around the room and are active both physically and mentally.” Another student commented, “I like my teachers, and we do activities such as talking to our shoulder partner. We have thinking maps and fun activities to learn and enjoy at school.”

Regarding having an adult to talk to at school, students had mixed views. While one student said she had a teacher, a counselor, or another adult, another student adamantly said he didn’t yet trust anyone. Students were asked if, from their perspective, rules were fair and followed by all. One student said, “Half the time, students don’t follow the rules. The rules are the same for everyone but not followed.” Another student added, “Two kids in my class don’t listen to my teachers or follow the rules. One kid ignores the teacher, and it seems like the teacher can’t make the student stop the unwanted behavior. It is difficult to learn when there are one or two students constantly talking back to the teacher, and it gets very tiring for the rest of us.”

Students were appreciative of some of the events taking place at school. Examples included career day, fall festival, dances, and a movie night. A student said, “I love that we have a trip to Disneyland planned for this May, and I’m looking forward to going.”

When students were asked to share their thoughts about feeling comfortable speaking up or asking a question for clarification, students, again, had mixed responses. One student said, “It depends on the class because some of the students are rude, and kids laugh in class at others, so I don’t speak up. In general, the middle school kids are rude to one another.” Another student said, “The students in my classes talk too much.” A third student said, “My class is fun, and my teacher is nice, but one of the kids is rude; he has a disability. My teacher does the best she can.”

Classroom Environment and Instruction

Observation Rubric

A total of 24 elementary and 4 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 17	TOTAL: 10	TOTAL: 0	TOTAL: 1
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 11	TOTAL: 14	TOTAL: 0	TOTAL: 3

Classroom Environment and Instruction

Observation Rubric

A total of 24 elementary and 4 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 0	TOTAL: 14	TOTAL: 11	TOTAL: 0	TOTAL: 3
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 0	TOTAL: 5	TOTAL: 14	TOTAL: 0	TOTAL: 9

Classroom Environment and Instruction

Observation Rubric

A total of 24 elementary, 4 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 10	TOTAL: 15	TOTAL: 2	TOTAL: 1
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 0	TOTAL: 11	TOTAL: 11	TOTAL: 1	TOTAL: 5

Classroom Observations and Additional Comments

This early-grade classroom had one teacher and 22 students. The sound level in the room seemed loud, and some students spoke loudly. Several students used headphones as they worked on the computer. Students seemed to be comfortable and kind to each other. The teacher responded when students got off task and started distributing "Coral Cash" to reward the students on task. One student volunteered to help a peer with an online learning task.

Students participated in work with teachers individually or in pairs with teachers in one resource room. There were four tables with one teacher at each table. Students were engaged, excited to learn and actively engaged in the learning. The teachers were positive and encouraging.

In an intermediate elementary classroom, students engaged in a unit review math lesson. They worked in five small groups, and each group was assigned a math word problem involving fractions, decimals, addition, and subtraction. The teacher monitored the students' progress, and a few needed prompts and reminders to focus on the task.

Students wrote rough drafts independently in their composition notebooks in preparation for the SBAC. The instructor walked through the room, assisting and answering questions as needed. Students completed their rough drafts as part of the writing process that began earlier in the week with a writing map and a rough draft and would continue with revision and editing of the final copy. Students had a printout containing daily procedures written in student-friendly language with numbered steps and an objective to assist them in their writing process.

In an elementary classroom, students worked on learning fractions. The teacher provided instruction; however, the teacher's explanations of content were purely procedural, with no indication of how students could think strategically. Also, the teacher needed to clarify the learning task so students could complete it multiple times. Two additional adults supported the classroom, and they worked with two small groups, providing feedback as the students worked on their guided practice math questions.

In this upper elementary classroom, students were having a snack; however, the teacher clarified that students were expected to continue working on an assignment. The teacher paired students up so that one student was reading, and the other was writing. Students were intellectually engaged and seemed comfortable yet focused. The teacher carefully monitored the classroom and provided support and feedback to students as they requested.

Students reviewed a weekly writing project with their partner. A whiteboard prompt assisted to orient them if they needed a reminder of their task. Students used a worksheet containing daily prompts to fill out items daily.

This elementary classroom had 26 students, one teacher, an aide, and another adult who came into the classroom to provide support. Students were taking part in centers. Several times, the teacher called out to the students and asked how they were doing. Students responded with a hand signal the teacher used to see if anyone required additional support. In one instance, a student indicated she needed some help, and the teacher called him over to where she was working with a small set of students and provided him with one-to-one assistance. He then returned to his seat and continued his work.

Students in one lower-level elementary class began a writing exercise in which they were to rewrite sentences to complete a paragraph. Students were directed to write an opening sentence, including details, and end with a clincher. They were encouraged to "reread their work to "make sure it made sense." The teacher modeled and coached the students as a whole group at the front of the class as they sat on the carpet asking open-ended questions, to which the students responded collectively using academic language. She taught with a sense of urgency, positively assuring the students they could complete the task, and used positive wait time.

In this elementary classroom, students took items out of their desks and placed items on the floor. The teacher said the evaluator came at a bad time, because students were going to go to specials soon and she has allowed students time to clean out their desks. After 5 minutes of this, the teacher told students, "Alright friends, you have about 8 more minutes."

Lower elementary students worked on a writing assignment that required them to write an opening sentence and a clincher sentence, complete a brainstorming section, and complete the publishing sections. The students were engaged and actively worked to complete the assignment while the teacher walked around the room, checking on the students' progress and helping. Regarding using assessment in instruction, the teacher monitored understanding through a single method or without eliciting evidence of understanding from students on a deeper personalized level.

This third-grade group of students was waiting outside the classroom door for their teacher. Students were speaking loudly, and one student approached the evaluator and said, "This student is licking the window, and we have been out here waiting for our teacher." Later, when going back to the classroom, students watched a movie. After a bit, the teacher asked students several low-level questions but answered the students.

In one upper elementary classroom, students were given the opportunity to talk to their table partners and combine their thoughts on a topic. One student from each group reported to the class about what their table was speaking about. The teacher validated the table group responses.

The teacher explained what each group of students would do. Then, she monitored students asking questions. In general, students were loud, there were materials on the floor and the directions were hard to hear because students had already started getting their math manipulative supplies. The teacher had to re-explain the directions several times.

Students completed math tasks in cooperative teams as the teacher walked the room, assisting as needed. Each team had a different task to complete and needed to utilize several mathematical skills to complete the word problem asked of the team. Each team was asked to not only solve the task but also report to the class their thinking, how they solved the problem, the thinking involved, and the team's frustration level in solving the task.

Middle school students learned about calculating sales tax by finding the percent and then changing it to a decimal. The teacher provided direct instruction referencing slides presented on the screen. The teacher also reviewed the concept of tips, markups, and discounts. The teacher presented a short video to review the concept of interest. Most of the session was lecture-style, but it did include a portion for student-to-student discussion. Regarding the use of assessment in instruction, there was little evidence that the students understood how the work or learning was being evaluated.

In one early-grade classroom, students ate snacks while the teacher projected a story on a white screen. Students watched the story as they ate.

The War of 1812 was the focus topic in a middle school classroom. Students used their devices to research the subject, which assisted them in formulating responses to questions. The students actively worked while the teacher monitored their devices using the Go Guardian App and walked around the room to help when needed.

In a middle school classroom, students learned about the surface area of pyramids. The teacher thoroughly reviewed the learning objective, followed by a brief student discussion about prior learning. The students actively discussed their thoughts, and the teacher actively monitored responses. The teacher then led a whole group discussion with many pertinent responses. The students were well engaged, and the instruction was precise, with many references to prior learning.

Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Continue MTSS implementation	School leaders reported they continue to work on MTSS and have hired a full-time student success advocate. The goal of this newly hired administrator will be to support social-emotional learning and student engagement. They have added a full-time behavior interventionist to this school for this school year as well.	The SPCSA agrees with the school's assessment of progress. Based on focus group information in the student and staff groups and classroom observations, the SPCSA finds that strong efforts in this area continue to be needed and are highly important to students' overall improvement levels of achievement.
Improve chronic absenteeism	School leaders report significant improvement in chronic absenteeism levels. The elementary school level improved from the 2022-23 school year of 20.2% to 11.5% for 2023-24. Middle school improved from 2022-23 with a rate of 19.8% to 7.8% for 2023-24.	The SPCSA agrees with the school's assessment of progress in this area. At the elementary level, this campus has an 11.5% chronic absenteeism rate compared to the SPCSA district's 20.7%. The SPCSA would like to see this rate in the elementary school be lower than 10% and suggests continued work in this area is needed. The middle school rate is 7.8% compared to the SPCSA district rate of 15.8%. The middle school has significantly improved the rate and the SPCSA finds this recommendation has been fully met.
Improve bell to bell teaching	School leaders reported they have created a more intensive system to support teachers at all levels. The school has created intensive levels of instructional coaching which includes modeling best practices in live classroom settings.	The SPCSA commends the CASLV Nellis Campus leadership team's strong efforts in this area. However, the SPCSA finds that continued work in this area is needed.
Maximize student voice in classrooms	School leaders reported that they have implemented Kagan strategies and training on a school-	The SPCSA agrees with the school's assessment of progress. The SPCSA finds that, according

	wide basis. Kagan strategies generally lead to increased levels of student voice in classrooms.	to classroom observational data, additional progress in this area is needed.
Increase levels of parent engagement	Leaders communicated that parent engagement continues to be a struggle. Leaders are focusing on building relationships with parents. School leaders said they have changed the structure and title of the former PTO (Parent Teacher Organization) and now call it a Family Collaboration Group. This group is composed of fifty percent of staff and the other fifty percent parents. Campus-wide meetings are held on the first Monday of every month. A virtual option to attend has been added.	The SPCSA notes the added efforts to increase parent engagement. Per the parent focus group comments, the SPCSA finds that additional work is needed in this area.

Operational Compliance Checks

Fire Extinguisher	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurse's Station	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
Elevator Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.