



# Nevada State Public Charter School Authority

Vegas Vista Academy

Site Evaluation Report: January 9<sup>th</sup>, 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 conducts 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.

## **Strong family support**

One strength at Vegas Vista Academy is the Vegas Vista Academy Family Organization (VVAFO), which plays a vital role in the school community, especially since the school is in its first year of operation. As a community-centered school, parents actively engage in activities during regularly scheduled meetings with the principal, such as question-and-answer sessions at table groups organized by class level. The VVAFO is planning a Family Gala to raise funds for purchasing land to support future school growth and expansion. Additionally, volunteer "class parents" support each class and assist with activities like class trips. The VVAFO also organizes annual events, including a clothing drive and a garage sale, to further strengthen the community and fundraise for the school.

## **Monthly meetings with school leaders and parents**

Another notable strength of Vegas Vista Academy is its commitment to fostering strong communication and collaboration between the school and its families. The school leader hosts a highly attended monthly event called "Donuts with Doc," which draws approximately 70 parents each month. This event serves as an open forum where the school leader shares updates on school initiatives, and the community engagement officer highlights upcoming events and opportunities for involvement. Parents actively participate in group discussions focusing on the school's progress toward becoming an International Baccalaureate<sup>1</sup> (IB) institution—a milestone the leadership team is pursuing through a rigorous two- to three-year application process. These conversations provide a platform for parents to share ideas, collaborate, and deepen their understanding of the IB philosophy. Topics often include fostering critical thinking in children, promoting inquiry-based learning, and empowering students by incorporating their voices and choices into their education.

## **Small class sizes**

Vegas Vista Academy prides itself on maintaining small class sizes across all grade levels, with a maximum of 18 students per class. This approach appears to foster stronger relationships between teachers and students, enables more personalized instruction, and allows for deeper exploration of topics compared to larger class settings.

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<sup>1</sup> The International Baccalaureate (IB) program is an internationally recognized school curriculum that aims to foster open-minded and well-rounded students.

### **Strong social-emotional component**

Another significant strength of Vegas Vista Academy is its robust social-emotional education program, which is purposefully integrated into daily school activities. A highlight of this program is the unique opening ceremony held each morning. During this event, students perform skits for their peers and sing songs in both English and Spanish, all centered around the character development theme of the month. This daily ritual not only reinforces important values but also fosters a sense of community and belonging among students. Additionally, strong student-teacher relationships are a cornerstone of the school's culture, as evidenced by observations from SPCSA staff and positive feedback from parents. These relationships create a supportive learning environment where students feel valued, respected, and empowered to grow academically and personally.

### **Student voice**

At Vegas Vista Academy, staff members were observed actively promoting student voice by incorporating group work and facilitating class discussions. These strategies empowered students to share their ideas, collaborate with others, and engage more deeply in the learning process, as listening to their peers' responses makes their learning more interesting. Strong levels of student voice further strengthen the school's commitment to inclusive and student-centered education.

### **Teacher professional development**

The school leader works with each teacher on individualized, intentional professional development plans throughout the school year. Professional development is essential in fostering effective teaching practices, enhancing student outcomes, and supporting continuous growth in educators' knowledge and skills. As a culmination of the process, staff members create presentations they share with their peers, outlining their learning throughout the school year.

# 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.

## **Recruitment and enrollment**

One challenge for Vegas Vista Academy is increasing enrollment from the current student population of 121 to the target number of 240 students, as outlined in its charter application. In response to this challenge, Vegas Vista Academy has shifted to a new marketing company to enhance its recruitment and enrollment efforts. As part of this initiative, the school will launch targeted social media ads and host one public event each month to attract potential new students. These events will include hands-on learning activities, performances, and engaging contests, such as a paper airplane competition judged by military members. The academy is actively following up with many leads from families from last school year (2023-24) who showed interest. Additionally, email blasts and a newsletter with a circulation of approximately 1,500 recipients will help keep the community informed. There is currently a strong interest in the kindergarten program, with a waiting list for both kindergarten and first grade.

## **Parent education**

One challenge for Vegas Vista Academy is addressing and educating parents who may have preconceived notions about how things should be done on campus. Many parents may have expectations based on prior experiences, and it is important to help them understand and embrace the school's unique educational model. Additionally, there is an ongoing need to educate new parents about the school's approach as the academy continues to expand. Clear communication and engagement strategies, such as informational sessions and open forums, would help ensure that all parents are well-informed, supportive of the school's mission, and aligned with its evolving vision for student success.

# 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.

## **Establish a strong sense of urgency and communicate learning goals**

SPCSA staff recommend that Vegas Vista Academy establish a stronger sense of urgency to maximize learning time in classrooms. Observations by SPCSA staff revealed significant periods of time when students were off task, particularly during transitions between activities. It is further recommended that teachers clearly communicate the learning objectives, the purpose of the lesson, and the criteria for success to students at both the beginning and conclusion of each lesson. Incorporating student input during these discussions can help ensure that students are actively involved in understanding what they are to learn during the lesson and realize if they learned it or not. This may foster a greater sense of accountability and focus for students during learning sessions within classrooms.

## **Board training for staff**

Another recommendation for Vegas Vista Academy is that staff complete board meeting protocol training to better understand the board's roles and responsibilities, the structure and flow of board meetings, and how to collaborate and communicate effectively with board members. This training would help staff members contribute more effectively to discussions, understand decision-making processes, and ensure that the school remains aligned with its goals and compliance requirements.

## **SPCSA board training and compliance items**

It is recommended that all board members at Vegas Vista Academy complete all required training from the SPCSA, including any specialized training related to governance, academic oversight, and financial accountability. Additionally, it is crucial that board members stay up to date with and fulfill all routine compliance items, such as Epicenter and board meeting compliance, to ensure the academy is operating within the necessary regulatory frameworks.

## **Student enrollment**

Another key recommendation for Vegas Vista Academy is to focus on increasing student enrollment. While the school is approved to enroll up to 240 students based on its charter, the current enrollment stands at approximately half that number, around 120 students. With the recent purchase of a new building, the school now has the capacity to accommodate a significantly larger student body. Expanding enrollment would not only maximize the use of available resources but also enhance program offerings, increase funding opportunities, and strengthen the overall school community.

# Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for Vegas Vista Academy during this site evaluation.



# Site Evaluation Findings: Deficiencies

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

There were no deficiencies for Vegas Vista Academy during this site evaluation.

# 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 <sup>2</sup>	4
Family Members, Parents, and Guardians	12
Faculty and Staff	7
School Leadership	1
Students	14

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<sup>2</sup> Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board

Four members of the Vegas Vista Academy School Board participated in the session. The backgrounds of the governing board members include finance, law, education, business, school administration, and parents as explained by the focus group members. The board also has a finance, governance, equity, and diversity committee. When a particular project arises, the board forms additional committees to oversee these endeavors.

When board members were asked about the greatest strengths of Vegas Vista Academy, they highlighted several key attributes. They noted that stakeholders are deeply invested in the school's inquiry-based learning approach and its International Baccalaureate (IB) model, which fosters critical thinking and a global perspective. The passion and dedication of both teachers and students were also recognized as significant strengths.

Board members emphasized the supportive and respectful dynamic within the board where diverse perspectives are valued, and collaboration is encouraged. They also praised the school's forward-thinking approach and commended the leadership for effectively guiding the school toward its expectation to realize its mission and vision. These strengths collectively contribute to a positive and progressive environment for students, staff, and the community.

Board members at Vegas Vista Academy were asked about the most significant challenges facing the school. One primary challenge they indicated is financial sustainability, which includes securing adequate funding and improving fundraising efforts to support the school's programs and growth. Additionally, they acknowledged the learning curve associated with implementing new initiatives, such as the IB model, and ensuring all stakeholders are fully equipped to meet these changes effectively.

Enrollment growth was also highlighted as a critical challenge. While the board said Vegas Vista Academy has partnered with a new marketing firm to address this issue, efforts are still underway to execute the enrollment plan. Some strategies board members discussed included hosting outreach events at local parks and conducting door-to-door recruitment by canvassing neighborhoods. The board recognizes that overcoming these challenges is essential to achieving the school's long-term vision and goals.

# Focus Group Summary: Family Members, Parents, and Guardians

During the focus group, 12 family members spoke positively about the teachers and staff at Vegas Vista Academy. They emphasized that teachers treat students with kindness and empathy, fostering positive relationships and creating a supportive atmosphere where students feel valued and understood. Parents noted the personal connections that staff members build with every child, ensuring each student feels seen and cared for. One parent indicated that it was her first time in a charter school and that the front office staff met her with patience and kindness. Another parent said, “The school leadership knows all of the students’ names and says hello to each of them in carline every morning.”

In addition to the emotional safety provided, parents also praised Vegas Vista Academy’s responsiveness to any concerns regarding safety. One parent said, “Staff members are quick to address and resolve issues, showing a proactive approach to maintaining a secure environment.” Parents unanimously agreed that their children are physically safe within the school building, crediting the attentiveness and vigilance of the staff.

Family members at Vegas Vista Academy shared that if a conflict arises, they feel very comfortable reaching out to staff and administration, remaining confident that their concerns will be addressed promptly and effectively. They appreciate the school's openness to feedback and willingness to adjust when necessary.

When asked to suggest areas for improvement, Vegas Vista Academy family members shared several ideas. Parents expressed a desire for healthier food options in the school meal program and suggested finding creative ways to reduce food waste, such as donating surplus food to those in need. They also highlighted an interest in expanding academic opportunities, particularly in technology. Suggestions included incorporating more computer-based learning, such as programming, drafting designs, and other tech-focused activities, to better prepare students for the future. Additionally, parents suggested broadening the language offerings beyond Spanish to expose students to a wider range of languages. Some families also expressed interest in the implementation of an accelerated program, such as a GATE (Gifted and Talented Education) program, to provide advanced learning opportunities for high-achieving students.

# Focus Group Summary: Faculty and Staff

The group of seven staff members at Vegas Vista Academy shared their insights on staff morale. Several noted that staff morale is good, and the school administration is supportive and approachable when any issues arise. Staff members reported feeling very comfortable in being able to speak up about any issues that arise. One staff member commented, “Our staff feels like a family.” Staff members reported they share lessons and resources with each other and participate in collaborative problem-solving. They indicated that because the school is so small, they can communicate with one another in real-time regarding issues with students to better meet the students’ needs.

Staff members at Vegas Vista Academy utilize tools such as Lexia<sup>3</sup> and MAP<sup>4</sup> scores to monitor student progress and inform instructional decisions. As an IB candidate school, teachers reported the academy incorporates backward planning to align instruction with both IB standards and state benchmarks, ensuring a cohesive and rigorous educational experience. Data plays a critical role in driving small group instruction, enabling teachers to address individual student needs effectively.

Vegas Vista Academy staff members shared insights on how school leaders, mentors, and peers contribute to improving their teaching practice. They highlighted the value of IB training sessions, Lexia resources, and the implementation of the Bridges to Math and Wonders curriculum as critical tools for professional growth. Because the school operates on a four-day school week, Fridays are dedicated to team collaboration, where staff members present professional development (PD) sessions to one another, fostering a culture of shared learning and continuous improvement. Teachers also collaborate by brainstorming strategies to support individual students' needs. One teacher reflected on their personal growth, stating, “I’m not the same teacher I was when I started,” emphasizing the transformative impact of these supports. Additionally, staff members set individual PD goals, such as taking additional courses to renew certifications and refining reading strategies to enhance student outcomes.

Vegas Vista staff members shared that feedback from families has been instrumental in improving various aspects of the school’s operations. For instance, input regarding the school newsletter led to the development of a new and improved design that better engages the community because it is easier to read and more accessible to families. Similarly, feedback from parents about the planning and organization of field trips has resulted in more efficient preparation and increased parent volunteer participation, enhancing the overall experience for students. Parents are generally constructive in their feedback, providing valuable insights that contribute to the school's continuous improvement. Members of the staff focus group shared that school leadership actively shares this feedback with staff, fostering an open line of communication between families and the school.

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<sup>3</sup> Lexia is an adaptive computer- based program focusing on developing reading and language skills.

<sup>4</sup> MAP stands for Measures of Academic Progress which is a diagnostic assessment measuring reading and math skills.

# Focus Group Summary: School Leadership

Leadership at Vegas Vista Academy has shared that the school is applying to become an International Baccalaureate (IB) institution. The leader highlighted that there are only 14 IB schools in the state of Nevada, and only four of those offer IB programs for primary-aged students (Kindergarten through third grade). The leadership team emphasized that gaining IB accreditation would provide a distinctive and globally recognized educational opportunity for students in Southern Nevada.

Currently, leadership reported that staff is focused on developing lessons aligned with academic standards while also ensuring that the scope and sequence of the curriculum are in alignment with the IB framework. The entire faculty collaborates on this effort to integrate IB principles into the daily learning experience, ensuring that the transition to this prestigious program is seamless and beneficial for all students.

Leadership discussed the school's current educational model, which includes daily Spanish language instruction for students in grades K-three. This program is designed to immerse young learners in the Spanish language, enhancing their linguistic skills and cultural awareness from an early age.

In addition, leadership highlighted Vegas Vista Academy's commitment to remaining aligned with its approved educational program, as outlined in the charter application, mission, and vision. The school targets students who may have a lack of school choice options, higher unemployment rates, and other barriers to quality education. The school's efforts are dedicated to breaking down these barriers and providing educational opportunities to underserved and underprivileged populations.

Vegas Vista Academy leadership stated it has built over 50 community partnerships, supporting various outreach and enrichment programs. One key initiative is organizing monthly field trips for every student, offering enriching experiences at locations such as Kyle Ranch, Discovery Children's Museum, the Las Vegas History Museum, Hoover Dam, the Las Vegas Natural History Museum, animal shelters, and water safety programs. Leadership indicated these partnerships and experiences are integral to the school's mission of expanding educational access and enhancing the overall learning experience for its students.

One challenge communicated by leadership at Vegas Vista Academy is the need to fill seven to eight open positions for the upcoming school year, driven by the addition of grades four and five, anticipating increased student enrollment. Leadership spoke about the primary focus in hiring new teachers, which is ensuring they have the right mindset and a strong commitment to putting students first. Leadership is dedicated to hiring educators who are passionate about the school's model and its mission. To streamline the hiring process, the school has found the online one-way interview format to be highly effective. As part of the selection process, candidates are also required to submit a sample of their teaching during the second round of interviews. This approach allows the school to identify educators who align with its values and teaching philosophy.

The school is committed to providing professional development (PD) for staff focused on English Language Learners (ELL), ensuring teachers have the tools and knowledge to effectively support this student population. PD sessions include training on the WIDA framework, which is essential for assessing and supporting language acquisition. Leadership states it is a requirement for teachers to incorporate at least one language acquisition strategy in their lesson plans every day to facilitate the success of ELL students. To further support these efforts, the school's English Learner (EL) Coordinator is on-site daily, working closely with students to assist them with their assignments and language development. This hands-on support helps ensure that ELL students receive the personalized attention they need to succeed academically while also fostering a learning environment that promotes language growth and cultural inclusion.

# Focus Group Summary: Students

Fourteen students participated in the focus group on the day of the site evaluation. Students conveyed that there are trusted adults on the Vegas Vista Academy campus with whom they can talk when they have a concern or a problem. One student said, "I can talk to my teacher or to the school leaders." Students also remarked that their teachers and other students on campus are friendly. Another student remarked, "At my previous school, there was a bully, but there are no bullies here. The teachers make me feel safe because they treat me kindly and never yell at me. We also have fire drills and lockdown drills to help us stay prepared. I've made friends here, making me feel happy and secure."

Vegas Vista Academy emphasizes small-group instruction, and the students shared their thoughts about learning in small groups. One student said, "I like to work with small groups. It's usually more helpful because you can ask someone if you don't get it". Another student said they liked it because "we don't fight over the answers." Group members highlighted that listening to their peers' responses made the learning more interesting.

When asked which classes they enjoy the most, students at Vegas Vista Academy highlighted Spanish class as a favorite. They shared that they enjoy engaging activities, such as games, which make learning fun and interactive. One student mentioned, "I know a lot more Spanish now because I practice at home," emphasizing the impact of the class on their language development and enthusiasm for learning. Another student stated, "Science is my favorite because we complete experiments and work in groups. Science is also a way to study animals. I completed a project on Red Pandas and learned so much. I got to present it to my class."



# Classroom Environment and Instruction Observation Rubric

A total of 19 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Environment</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Classroom Learning Environment is Conducive to Learning</b>	<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>	This criterion was not observed or rated.
	<b>TOTAL: 5</b>	<b>TOTAL: 10</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<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>	This criterion was not observed or rated.
	<b>TOTAL: 1</b>	<b>TOTAL: 14</b>	<b>TOTAL: 3</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>

# Classroom Environment and Instruction Observation Rubric

A total of 19 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Instruction</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Communicating with Students</b>	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher’s explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher’s explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don’t understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 2</b>	<b>TOTAL: 16</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Questioning and Discussion Strategies</b>	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another’s ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 1</b>	<b>TOTAL: 13</b>	<b>TOTAL: 3</b>	<b>TOTAL: 0</b>	<b>TOTAL: 2</b>

# Classroom Environment and Instruction Observation Rubric

A total of 19 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Instruction</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Engaging Students in Learning</b>	<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>
	<b>TOTAL: 2</b>	<b>TOTAL: 13</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Assessment in Instruction</b>	<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>	
	<b>TOTAL: 0</b>	<b>TOTAL: 16</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>	<b>TOTAL: 2</b>

# Classroom Observations and Additional Comments

There was one teacher and twelve students in an early elementary classroom. The teacher did not roam the room or provide individual feedback to students as they wrote. Students were calmly following along. The class waited for everyone to finish writing one word; the pacing was slow, and several students were waiting to move on. The students were restless. The teacher had strong relationships with the students, and they laughed together with the teacher.

In one lower elementary classroom with 17 students, the morning began with students finishing their breakfast while watching online videos reviewing shapes and alphabet sounds. The teacher then transitioned the class to work on Lexia Core5, a computer-based program focused on the five core areas of reading. However, there was a missed opportunity to engage students in collaborative activities to build foundational skills in reading or math during their peak attention span. The transition process took approximately 10–15 minutes, resulting in lost instructional time.

In one special education classroom, the teacher worked with a student to match picture cards to their letter. The teacher was clear and explicit in her cues to the students. The feedback and questioning engaged and motivated the student.

Students sat in small centers in one classroom using headphones and laptops. They listened to pairs of rhyming words and matched words with the same ending sounds in each group. The teacher worked verbally with a small group, changing the directions from ending sounds to asking students to state the actual initial letter, the vowel used in the middle of the word, and the ending letter.

Students in one classroom used shoulder partners and vocabulary cards to write sentences describing balanced forces. The teacher walked through the room and assisted when needed, and another adult assisted students who needed it.

In a science class, students worked in groups with vocabulary cards focused on terms related to forces and motion. They used grade-level text to deepen their understanding of the meanings of words. Together, they created sentences that connected two words at a time. The teacher asked the groups questions such as, "Where might we encounter this word?" and "How can we use the index to find the meaning?"

One early elementary classroom had one teacher and eleven students. The teacher called on each student, even those who did not volunteer. Students were highly engaged, utilizing speaking, listening, reading, and writing skills. The teacher monitored each student's writing and corrected misconceptions. The teacher also verbalized high expectations, such as making sure individual letters were written on the line. The teacher included several forms of specific and positive feedback.

In one elementary classroom, students assisted each other on a math worksheet, explaining to their peers how to answer the questions when they struggled to understand the prompt. The teacher walked the room, assisting students individually as needed.

The teacher facilitated class discussion among students by asking several open-ended questions about the role of a hero. Each student took turns answering the teacher. The teacher did not make evaluative statements about whether the students were correct or incorrect; instead, she asked them further questions, such as "Where did we learn about that?" "What do you mean by that?" "How do we know that?"

One teacher and 18 students listened, read, and wrote in a Spanish class. The teacher provided directions in Spanish and checked for understanding, supporting as the class wrote a sentence. The teacher checked for understanding, asking for a thumbs up or walking to a student to support. Students quietly helped each other to write the sentence. Students were highly engaged and enjoyed completing the dictated sentences in Spanish.

Eleven students worked with the teacher in one classroom to encode CVC words using picture clues. The teacher displayed the lesson on the board while students wrote their responses. The teacher prompted students to provide letter names and sounds to complete the words, encouraging them to agree or disagree with their peers by saying, "I agree," and using a thumbs-up or thumbs-down gesture. Throughout the lesson, the teacher offered specific positive feedback to students. Afterward, students transitioned to a coloring activity featuring consonant digraphs such as th, sh, and wh, with the teacher reviewing the corresponding sounds with them.

In one class, students took a math assessment on double-digit addition with regrouping. Before starting, the teacher reviewed effective test-taking strategies with input from the students. The students then worked independently on the assessment.

# 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.

Vegas Vista Academy of Nevada is in its inaugural year. Thus, there are no previous recommendations.

# Operational Compliance Checks

- Fire Extinguisher  YES  NO
- Nurse's Station  YES  NO
- Evacuation Plan in Classrooms  YES  NO
- Food Permit  YES  NO  N/A
- Elevator Permit  YES  NO  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.