



Nevada State Public Charter School Authority

Mater Academy East Las Vegas

Site Evaluation Report: November 4, 2025

State Public Charter School Authority

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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.

Commitment to academic achievement

A strength of Mater Academy East Las Vegas is its commitment to academic achievement. According to the 2024-25 Nevada School Performance Framework¹ (NSPF), the elementary school is a five-star school (85 index points out of 100), and the middle (70 index points out of 100) and high school (75 index points out of 100) earned four-stars. Five-star-rated schools are recognized as superior schools that exceed expectations for all students and subgroups across every indicator category, with few exceptions. The elementary school earned a maximum of 20 points in the Closing Opportunity Gaps Indicator² and 34 out of 35 points in the Growth Indicator Measures³. Additionally, the elementary improved 18 index points from the previous year. In terms of the middle and high schools' success, the four-star ratings indicate that the schools have performed well for all students and subgroups compared to the SPCSA district average. On the day of the site evaluation, the leadership team, led by the school's Lead Principal/Executive Director, highlighted their strong commitment to support academic achievement. Faculty focus group members shared their priority and dedication to supporting learners' academic growth by providing high-quality, engaging lessons.

High graduation rates

High graduation rates are a strength for Mater Academy East Las Vegas. According to the 2024-25 NSPF, the school's graduation rate exceeded 95 percent, surpassing the SPCSA district average of 83 percent and earning the maximum 25 points in the graduation rates indicator. The leadership team and members of the family focus group emphasized the importance of ensuring students graduate and are prepared to pursue post-secondary college and career options. A few family members stressed that the school's expectations motivate their children not only to graduate but also to think beyond high school. This commitment to student success is reflected in the school's strong academic culture. The consistent focus on high expectations, coupled with individualized support, contributes to the school's success, ensuring students graduate and preparing them with the skills, knowledge, and mindset to pursue college or career options.

College and career-readiness (CCR) and dual enrollment programs

Another strength of Mater Academy East Las Vegas is its high college and career-readiness⁴ (CCR) school rate on the 2024-25 NSPF CCR Indicator, earning 24 out of 25 in this category. The CCR Indicator for high schools consists of three measures: Post-Secondary Preparation Participation, Post-Secondary Preparation Completion, and the percentage of graduates earning an Advanced Diploma.

¹ NSPF in Nevada stands for the Nevada School Performance Framework, a public school rating system that assigns a star rating (1-5) to schools based on their performance. This framework was created to comply with federal requirements under the Every Student Succeeds Act (ESSA) and includes indicators like English language proficiency, growth, and student engagement, which are evaluated through various academic and non-academic measures.

² The Closing Opportunity Gaps Indicator determines the percentage of students meeting their annual growth percentile who did not achieve proficiency in the prior year's state-administered criterion-referenced tests in English language arts and mathematics assessments.

³ The Growth Indicator is determined for elementary schools with a grade configuration that accommodates at least one prior-year score and one current-year score.

⁴ The College and Career Readiness (CCR) Indicator is a key measure within the Nevada School Performance Framework (NSPF) and reflects school success rather than a direct evaluation of an individual educator.

Post-Secondary Preparation programs include Advanced Placement⁵ (AP), Dual Credit/Dual Enrollment⁶, and Career and Technical Education⁷ (CTE). In the area of Career and Technical Education, the school offers the following programs: automotive technology, medical assisting, culinary arts, cybersecurity, forensic science, hospitality and tourism, marketing, building trades in construction technology, teaching and training, and video production. The commitment to college and career readiness for its students, along with its high NSPF scores, align with the school's vision of providing educational choices by offering an innovative college-preparatory curriculum that empowers confident leaders of tomorrow. Several members of the student focus group expressed appreciation for the school's college and career-readiness and dual enrollment programs, which they said enhanced their school experience. Lastly, noteworthy is the school's Lead Principal/Executive Director's proactive mindset to foster this pathway for students, which includes establishing an official partnership with Doral College⁸, a private, nonprofit institution in Florida, to provide more opportunities for students at Mater Academy.

Low chronic absenteeism rates

The elementary and middle schools boast low chronic absenteeism⁹ rates (less than 5 percent), as does the high school (less than 6 percent), which is a strength. The rates are well below the SPCSA district average of 16 percent for elementary schools and 13 percent for middle schools. The high school's rate of 5.9 percent is well below the district rate of 19.3 percent. School attendance is crucial for academic achievement, social-emotional development, and overall school health. Students who attend regularly perform better, are more likely to graduate, and develop important life skills, such as a sense of routine and a strong work ethic.

Enrollment diversity

Mater Academy East Las Vegas demonstrates a strong commitment to diversity and equitable access across all grade levels. These results reflect the school's intentional efforts to remove barriers to enrollment and ensure that students from diverse and historically underserved populations have meaningful access to high-quality public school options. Mater Academy East Las Vegas's success in this area exemplifies strong alignment with the SPCSA's vision to expand equitable access and increase diversity across Nevada's charter schools.

Positive school culture

A positive school culture is a strength at Mater Academy East Las Vegas and closely aligns with the school's core values of accountability, teamwork, engagement, and respect. During the leadership presentation and focus group discussions, school leaders emphasized the importance of cultivating a culture of belonging and connectedness where all members of the school community feel valued. Staff focus group participants echoed this sentiment, sharing personal experiences that reflected the school's supportive and collaborative environment. Families and students also spoke highly of the school's positive culture, noting a strong sense of belonging and community that fosters meaningful relationships

⁵ In high school, AP stands for Advanced Placement, which is a college-level courses that offer students the chance to earn college credit while still in high school.

⁶ Dual credit enrollment is a program that allows high school students to take college-level courses and earn both high school and college credit for the same class.

⁷ CTE stands for Career and Technical Education, which is a multi-year program that combines academic knowledge with hands-on, technical, and occupational skills to prepare students for college or careers.

⁸ Doral College is a private, not-for-profit institution of higher learning in Doral, Florida, offering undergraduate and graduate degrees, as well as dual enrollment and continuing education programs.

⁹ In Nevada, chronic absenteeism is when a student misses 10% or more of their scheduled school days for any reason, including excused and unexcused absences and suspensions.

and school pride. The school leaders, led by the Executive Director/Lead Principal, model doing what is right for students, setting a tone of integrity and care that is clear among families, students, and staff alike.

Effective communication

Mater Academy East Las Vegas demonstrates strong, effective communication practices with all stakeholders, which is a strength. Leadership has established consistent feedback loops that promote transparency, trust, and collaboration across the school community. Families who participated in the family focus group cited communication as a major strength, emphasizing that regular updates and open lines of dialogue keep them informed about day-to-day school operations and their child's progress. The ongoing communication between family members and school staff fostered a sense of being valued and included as active partners in their children's education. This commitment to clear, two-way communication can foster a sense of belonging and strengthen partnerships among families, staff, students, and school leadership. The faculty focus group also emphasized the importance of maintaining strong communication with students, parents, and school leaders. Members of the student focus group also discussed their appreciation for open lines of communication with their teachers and staff. One student stated, "I feel like the teacher makes it a safe place to ask questions," highlighting praise for the teacher's approach to promoting effective communication.

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.

Historically underserved community

While the school's leaders and staff remain dedicated to providing opportunities for its students and families, a challenge noted is serving a historically underserved community¹⁰. According to the United States (US) Department of Health and Human Services, a cabinet-level executive branch of the US federal government created to protect the health of the US people and provide essential human services, underserved communities are groups of people who have limited access to necessary resources and services due to factors such as socioeconomic status, geography, race, ethnicity, disability, or other barriers. The school's leadership team and staff proactively work to mitigate barriers to do their best to ensure students receive the support they need to meet their educational, social, and emotional needs. The school's leader emphasized her deep belief that the school serves as a community gathering place, helping families find the services they need.

Attracting highly qualified teachers

According to the school's leaders, recruiting highly qualified teachers is a challenge. This difficulty is also a nationwide issue, as the United States faces an ongoing challenge in recruiting and retaining highly qualified teachers, a problem the United States Department of Education¹¹ (DOE) has acknowledged. The issue is characterized by a shortage of qualified candidates, high attrition rates, and inequities in staffing that disproportionately affect under-resourced schools. The school's leaders discussed proactive measures, including recruiting and encouraging their support staff to pursue teacher licenses. The leadership team highlighted their value in growing their own talent, encouraging substitute teachers and paraprofessionals to work towards teaching licenses, nurturing loyalty, and promoting long-term commitment to the Mater Academy mission.

Supporting English Language Learners (ELLs) in the middle and high schools

A noted challenge at the Mater Academy East Las Vegas is the inconsistent academic outcomes among English Language Learners¹² (ELLs) in both middle and high school. According to the 2024-25 NSPF English Language Proficiency Indicator, which measures the growth of English Language Learners, both middle and high schools earned 6 out of 10 points, with scores below the SPCSA district averages. The school recognizes the importance of ensuring that ELL students develop English language proficiency to fully access grade-level content and achieve academic success. School leaders have expressed a commitment to strengthening support for ELLs through targeted instructional strategies, language development interventions, and professional learning for teachers focused on scaffolding and differentiation. Continued attention in this area will help ensure that all ELL students make consistent progress toward language proficiency and meet academic expectations.

¹⁰ Underserved communities are groups of people who have limited access to necessary resources and services due to factors like socioeconomic status, geography, race, ethnicity, disability, or other barriers. They experience disproportionately low levels of service from the state, organizations, and other institutions, resulting in disparities in healthcare, economic opportunity, and education.

¹¹ The United States Department of Education (DOE) is a cabinet-level federal agency that establishes policy and administers most federal education assistance from elementary to postsecondary levels.

¹² In education, ELLs stand for English Language Learners, referring to students who are acquiring English alongside their native language(s).

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 support English Language Learners in the middle and high schools

The SPCSA recommends that the Mater Academy East Las Vegas continue its efforts to improve academic outcomes for middle and high school English Language Learners (ELLs). To further enhance instruction, the school should continue integrating and refining the use of the World-Class Instructional Design and Assessment¹³ (WIDA) Can Do Descriptors¹⁴ into daily lesson planning and classroom practice. Using these descriptors can help teachers differentiate instruction, set realistic language development goals, and provide meaningful support that allow ELL students to more effectively access and engage with grade-level curriculum. Additionally, the school may want to explore resources available through the Nevada Department of Education website to supplement instructional practices and strengthen language acquisition supports for ELL students.

Continue to provide intervention for students who are below grade level or need extra assistance

The SPCSA recommends that the Mater Academy East Las Vegas ensure that interventionists providing Tier 2 and Tier 3 instruction deliver high-quality, targeted lessons aligned with student needs. These intervention sessions should be regularly monitored and supported by a certified teacher or administrator to add an additional layer of accountability and ensure instructional consistency. The school is encouraged to continue providing professional development opportunities as “Tune-Up Tuesday” sessions to reinforce effective instructional strategies, promote implementation fidelity, and strengthen data-driven progress monitoring. Ongoing support for teachers leading intervention groups will help ensure interventions are responsive, effective, and lead to measurable student growth.

Consider expanding vertical and cross-campus collaboration opportunities

The SPCSA recommends that the Mater Academy East Las Vegas explore ways to increase structured collaboration time for teachers. Several faculty focus group members expressed a strong value for collaboration and believe that additional opportunities would benefit both instruction and student learning outcomes. Providing dedicated time for vertical alignment, such as 7th-grade teachers collaborating with 6th- and 8th-grade teams, can help strengthen curriculum coherence and ensure instructional continuity across grade levels. In addition, expanding opportunities for cross-campus collaboration with other Mater Academy sites would allow teachers to share effective practices, align expectations, and build collective capacity across the network.

¹³ WIDA (World-Class Instructional Design and Assessment) is a consortium of states, territories, and federal agencies that creates standards, assessments, and professional development for teaching and assessing multilingual learners (English Language Learners)

¹⁴ WIDA Can Do Descriptors are a tool that explains what English language learners (ELLs) can do with language at different proficiency levels across listening, speaking, reading, and writing.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations in this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.
There were no deficiencies identified 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 ¹⁵	2
Family Members, Parents, and Guardians	5
Faculty and Staff	13
School Leadership	9
Students	13

¹⁵ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

The Board Focus Group, with two members of the governing board, shared their insights, highlighting strong pride and confidence in Mater Academy's school leadership on all campuses. Board members emphasized that the executive leadership and lead principals have cultivated a family-oriented culture where students, staff, and families feel valued and connected to a shared mission. They commended the leadership's philosophy, centered on developing their own talent and supporting paraprofessionals, substitutes, and even former students in earning teaching credentials, thereby strengthening staff loyalty and ensuring long-term investment in the Mater community.

The board praised the Executive Director/Lead Principal's commitment to positioning the Las Vegas Mater Academy Schools as a central resource hub for the community. They noted that these schools go beyond academics by providing wraparound support and access to critical services for families in need. Board members highlighted the school's safe, inclusive environment and celebrated its sustained positive climate and consistent leadership. Specific to Mater Academy East Las Vegas, they expressed pride in the school's ongoing success in college and career readiness, specifically the growth of the dual enrollment program that enables students to graduate with associate degrees while still in high school. This achievement, they stated, reflects both high academic expectations and the supportive systems that make such accomplishments possible. The board members also highlighted the success of the other campuses (Mountain Vista, Bonanza) and recognized the team approach to support the newest Mater Campus, Cactus Park.

Board members discussed the organization's data-driven decision-making culture and the alignment between executive leadership and school sites. They praised the school's focus on continuous improvement through professional development, instructional coaching, and formative assessments. The board expressed confidence that these systems, combined with Mater Academy's strong multi-tiered systems of support¹⁶ (MTSS) framework, will sustain the high performance of the Mater network of schools and ensure that students at various academic and social-emotional levels are supported. They highlighted proactive efforts to address challenges in attracting highly qualified teachers, including developing internal pipelines and offering career growth pathways within the Mater network.

In acknowledging challenges such as serving a historically underserved community and limited funding, the board emphasized its role in strategic governance and advocacy. They expressed appreciation for the leadership's transparency in addressing these issues and for maintaining a focus on student outcomes for all campuses. The members also shared that the board is expanding from five to seven or eight members to enhance oversight, representation, and expertise, further strengthening the organization's governance capacity. Ultimately, the board members affirmed their belief that success stems from an unwavering commitment to people, students, families, and staff alike. They described the Mater Academy schools as a model of combining high expectations with high care.

¹⁶ MTSS stands for Multi-Tiered System of Supports, a framework in education that provides academic, behavioral, and social-emotional support to all students through data-based decision-making.

Focus Group Summary: Family Members, Parents, and Guardians

The Mater Academy East Las Vegas Family Focus Group members expressed appreciation for the school's leadership, culture, and commitment to students' well-being. Parents and guardians spoke candidly about how the school has transformed their children's educational experiences, providing a safe, inclusive, and nurturing environment where every student feels seen and supported. Families described the school as a place where "students have a voice" and "feel included," and several shared stories of their children developing confidence, making friends, and thriving academically and socially. One parent proudly shared that her son, who entered the school with a speech delay, is now a successful senior with strong grades and a clear path toward graduation.

Families consistently identified community, inclusion, and open communication as the school's greatest strengths. The campus is seen not only as a school but also as a family center, a hub of connection and collaboration where parents are welcomed and encouraged to engage. Parents praised the administration for its honesty, transparency, and receptiveness, noting that leadership "listens and gets things done." They highlighted the executive director's passion and compassion, crediting her with driving many of the school's successes and maintaining a culture rooted in care and high expectations. The emphasis on college and career readiness, including dual enrollment opportunities and extensive extracurricular programs, was another major point of pride for families, who see the academy as preparing their children for both academic (college and career) and personal success.

Communication between the school and families was described as exceptional and proactive. Parents shared that the school uses multiple channels, such as email, ClassDojo¹⁷, Infinite Campus¹⁸ (IC), handwritten notes, and phone calls, to keep families informed and engaged. The school also ensures accessibility by providing messages in both English and Spanish. Families reported that when issues arise, they are addressed quickly and with care. One parent mentioned that a class placement concern was resolved "the very next day," reinforcing the perception that the staff are responsive and deeply invested in student success.

In terms of safety and support, families expressed strong confidence in the school's systems. They described the campus as "very safe," noting that the administration acted swiftly and effectively during a nearby community incident to secure the school. Parents also spoke positively about the improvements in special education services and the emotional support structures available to students, including counseling and check-ins. These systems, combined with the school's family-oriented approach, create an environment where students can focus on learning and growth.

¹⁷ ClassDojo is a communication and classroom management platform that connects teachers, students, and parents to build a positive classroom community.

¹⁸ Infinite Campus (IC) is an all-in-one software solution for K-12 school districts that manages a wide range of administrative and educational tasks, including a central student information system (SIS) for grades, attendance, and schedules.

Focus Group Summary: Faculty and Staff

Members of the staff focus group described the school culture as positive, collaborative, and rooted in a family mentality. One member shared that there is an intentional effort from leadership to foster warmth and connection. Administrators greet staff and students each morning, promoting an “aloha spirit” that reinforces a culture of kindness and belonging. Staff members emphasized that Mater Academy East Las Vegas’s community extends beyond the campus, with educators feeling personally invested in every child’s success: “We teach everyone’s kids.” A member of the group shared that the commitment has not only strengthened internal relationships but also made many employees proud to send their own children to the school, viewing the school as both a workplace and a trusted community for families.

When reflecting on what sustains a positive culture, staff identified collaboration, communication, and shared accountability as key elements. While they praised the strong sense of unity within each school (elementary, middle, and high), several staff members recommended expanding vertical collaboration across grade levels to strengthen instructional alignment and student transitions. They expressed a desire for dedicated time across departments to plan and reflect, suggesting half-day sessions for joint planning and professional exchange. This demonstrates a forward-thinking mindset among the staff, focused on continuous improvement and collective growth.

Staff also highlighted their commitment to data-driven instruction and professional development. Teams regularly review student data through meetings in their professional learning communities¹⁹ (PLCs), asking critical questions such as “Where did our students excel?” and “Where do we need to focus next?” Teachers guide students in setting personal goals based on their data, fostering self-awareness and ownership of learning. Professional development is collaborative and practical, with Tune-Up Tuesdays²⁰ and department-led sessions providing targeted support in areas like i-Ready²¹, ST Math²², and instructional planning. Participants also noted the positive impact of focusing on social and emotional learning²³ (SEL), including the use of the Compass Curriculum²⁴, daily check-ins, and behavioral tracking systems, which help maintain student engagement and well-being.

Finally, several staff members expressed appreciation for the supportive systems within the school’s multi-tiered systems of support (MTSS) framework. Staff described how counselors, teachers, and support teams collaborate to provide tiered academic and emotional interventions, while behavioral referrals lead to small-group counseling or individualized behavior plans designed to support each student’s needs. The staff recognized the need for continued commitment and support for social and emotional learning (SEL) teams, who play a crucial role in promoting positive student behavior and emotional growth. Overall, the focus group reflected a committed, motivated team that believes in the school’s philosophy of family, community, and continuous improvement.

¹⁹ Professional Learning Communities (PLCs) in education are groups of educators who collaborate to improve student learning.

²⁰ Tune-up Tuesdays is the school’s professional development session scheduled for Tuesday and focuses on the training areas needed for staff.

²¹ i-Ready is a connected experience delivering teacher-led instruction in math and literacy, using adaptive assessment and personalized instruction.

²² ST Math is a visual, game-based math program for PreK–8 students that stands for Spatial-Temporal Math.

²³ SEL, or social-emotional learning, is a process where students learn to understand and manage their emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

²⁴ The Navigate 360 Compass Curriculum is a social-emotional learning (SEL) program for students, staff, and families that uses a blended learning format to teach skills like self-awareness, self-management, relationship skills, and responsible decision-making.

Focus Group Summary: School Leadership

Nine members of the Mater Academy East Las Vegas Leadership team participated in the session and highlighted the executive leadership team's philosophy of building culture through connection, family, and investment in people. The Executive Director/Lead Principal emphasized that Mater Academy East Las Vegas is "the center of the community," committed to providing a safe, supportive environment where families feel valued and connected. Leadership underscored the importance of developing their own talent, supporting substitutes and paraprofessionals in earning teaching licenses, cultivating loyalty, and fostering long-term commitment to the Mater Academy mission. According to the school leaders, this philosophy of investment extends beyond staff to students, many of whom return as employees, reflecting a full-circle culture of belonging and purpose.

The leadership team continues to build upon strengths noted in the previous evaluation, including a positive school climate, consistent leadership, and a data-driven approach that supports strong family engagement. School leaders shared that their instructional systems, such as data-based coaching cycles, consistent walkthroughs, and embedded formative assessments, serve as anchors to sustain their high performance. The school has seen academic success, particularly through its dual enrollment program and its proactive plans to continue partnering with Western College and Doral College. The leaders shared that the dual enrollment program produced 35 associate degree graduates last year and anticipates over 50 this year. These achievements highlight the school's focus on expanding college and career pathways and ensuring students "cross the finish line" fully prepared for future success.

To sustain their four- and five-star ratings, Mater Academy East Las Vegas prioritizes data-driven instruction, tutoring support, and staff development aligned with student and staff needs. Weekly professional development sessions are informed by needs assessments and focus on standards alignment, writing instruction, and the use of pacing guides across content areas. The school's instructional coaches and "Power Hour" model, like traditional leveled reading groups, enable targeted interventions. The school's implementation of the MTSS framework, combined with its social-emotional curriculum and partnerships with Radical Elevation²⁵ for mental health services, demonstrates a holistic approach to student growth and well-being.

Leadership also discussed the ongoing challenge of serving a historically underserved community while attracting and retaining highly qualified teachers. To address this, the school has implemented incentives for staff pursuing licensure, including Praxis test²⁶ support and mentorship, and continues to sponsor staff members transitioning into teaching roles. The team also noted that the transportation program, which serves approximately 250 students daily from across the Las Vegas valley, further underscores the leadership's commitment to access and equity. Lastly, the addition of specialized staff, including an occupational therapist, speech pathologists, behavioral technicians, and clinical psychologists, ensures that students at all levels of need receive comprehensive support.

²⁵ Radical Elevation is a mental and behavioral health clinic in Las Vegas that offers outpatient services for children (age 5+) and adults, including therapy, psychosocial rehabilitation, and telehealth.

²⁶ The Praxis is a series of standardized tests that measure the foundational knowledge and skills required for teacher certification.

The session also discussed family engagement, which remains a cornerstone of Mater Academy East Las Vegas's culture. The school hosts celebratory events that reflect the community's diversity and employs a dedicated family engagement coordinator to connect parents with resources, translators, and donations from community partners like Costco and Shoe Palace. This focuses on inclusion, celebration, and communication, strengthening the family-like atmosphere that defines Mater Academy East Las Vegas's identity.

Focus Group Summary: Students

The student focus group reflected a sense of pride, belonging, and opportunity. Participants shared that what they appreciate most about attending Mater Academy East Las Vegas is the variety of academic and extracurricular pathways that allow them to explore their interests and prepare for the future. Students highlighted the opportunities through Career and Technical Education (CTE) programs, dual enrollment courses, and the ability to earn an associate degree before graduation. They also expressed gratitude for the school's inclusive culture, describing it as a place "where they care about everyone" and "no one is left out." From forensics and film production to sports, clubs, and after-school activities, such as the Black Student Union and tutoring programs, participants in the focus group felt there was "something for everyone."

Members of the focus group emphasized that teachers and staff play a vital role in their learning and personal growth. They described their teachers as approachable, supportive, and invested in student success. Many noted that their classrooms are "safe spaces" where it's okay to ask questions or make mistakes. The "Ask Three Before Me" strategy encourages students to seek peer support before approaching the teacher, building collaboration and problem-solving skills. When students struggle, teachers provide individualized support, create small groups for extra help, and ensure students receive the support they need.

Academically, students are engaged in projects and assignments, including science experiments, creative writing, and data tracking through i-Ready, ST Math, and Accelerated Reader²⁷ (AR) programs. They explained how student data binders help them monitor their progress, set goals, and take ownership of their learning. Students expressed an appreciation for how their teachers involve families in communication through school email, phone calls, progress reports, and conferences to keep parents informed and engaged in their success. These systems reflect a transparent and supportive learning environment that prioritizes academic growth and communication.

When discussing challenges, students mentioned that classroom disruptions from peers occasionally interfere with learning. Middle school students also shared feedback about the early lunch schedule and suggested improvements to lunch timing and structure. Despite these concerns, students agreed that they feel safe and supported on campus. They expressed appreciation for the school's proactive safety measures and the sense of community fostered by staff and peers.

²⁷ Accelerated Reader (AR) is a computer-based program used in schools to manage and monitor students' reading practice.

Classroom Environment and Instruction

Observation Rubric

A total of 12 elementary, 12 middle, and 9 high 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: 5	TOTAL: 26	TOTAL: 2	TOTAL: 0	TOTAL: 0
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: 4	TOTAL: 26	TOTAL: 3	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 12 elementary, 12 middle, and 9 high 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	<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>	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 28	TOTAL: 3	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	<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>	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 21	TOTAL: 8	TOTAL: 0	TOTAL: 3

Classroom Environment and Instruction Observation Rubric

A total of 12 elementary, 12 middle, and 9 high 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: 4	TOTAL: 24	TOTAL: 5	TOTAL: 0	TOTAL: 0
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: 30	TOTAL: 1	TOTAL: 0	TOTAL: 2

Classroom Observations and Additional Comments

In a high school social studies classroom, students engaged in a research-based activity focused on the ethical implications of using artificial intelligence to track individuals' search history. The teacher introduced the lesson with guiding questions displayed on the board, prompting students to consider who benefits, who may be harmed, potential ethical dilemmas, and the long-term societal impacts of AI surveillance. Students demonstrated active engagement as they researched the topic and discussed their findings with nearby peers, fostering critical thinking and collaborative inquiry. Throughout the lesson, the teacher circulated the room to monitor progress, posed clarifying questions to deepen student analysis, and reminded students to incorporate relevant data and statistics to support their arguments. The learning environment reflected thoughtful discourse and purposeful engagement with a contemporary issue.

In a 6th-grade accelerated math class, the teacher called on students to read the objective and essential questions. The teacher said, "Let's repeat the essential question again: what do we want to be able to do once this lesson is over?" The teacher used simple manipulatives (three boxes located at the front of the classroom) and tied them to math variables.

In a Science, Technology, Engineering, and Math²⁸ (STEM) class, students worked in small groups to design and build a bridge capable of supporting the weight of a small pumpkin. They collaborated effectively, sharing and refining ideas about how to strengthen their structures. When prompted, students clearly explained the purpose of the activity and described the steps of their design process in their own words.

During Power Hour in a primary classroom, students were engaged in differentiated activities, which included working on i-Ready reading lessons, meeting with an interventionist, or participating in small-group instruction with the classroom teacher. In the intervention group, the teacher read Jack and the Beanstalk aloud while students practiced retelling the story by identifying the beginning, middle, and end. In the classroom teacher's group, students reviewed letter names and sight words. While instruction was well structured, several students appeared disengaged during both sessions, and it took some time for the class to settle and transition smoothly to their assigned groups.

In an upper elementary double-dose ELA classroom, 100% of the 28 students were engaged. There were two small groups, and within those groups, students were speaking, reading, and writing. The remainder of the class was working on an assignment that required them to use a laptop and a notebook to outline their learning. The teacher was constantly "taking the pulse" of the class, monitoring student understanding by asking questions of the small group, checking on students working independently, and providing feedback. The monitoring was continuous and used strategies to elicit information about individual students' understanding.

²⁸ STEM represents an interdisciplinary approach that integrates these subjects to prepare students for future careers. It emphasizes real-world applications and problem-solving skills, aiming to create a workforce adept in these critical areas. STEM education is hands-on, often project-based, and encourages meaningful, practical learning experiences.

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
SPCSA staff recommends that the Mater Academy East Las Vegas determine a method to create a pool of potential governing board members.	The school's leadership team and the school board shared that they plan to add two board members shortly, bringing the board to seven members.	The SPCSA staff acknowledges the school's plan to add two additional board members.
SPCSA staff recommend that the Mater Academy East Las Vegas develop a plan to improve the Middle School's Adequate Growth Percentile for English Language learners.	The leadership team discussed the details of the action steps they've implemented to support middle and high school English Language learners, including training instructional staff to help these groups of students improve.	The SPCSA staff acknowledges the school's plan to support middle and high school English language learners and recommends that the school continue implementing the supports to improve these students' outcomes.
SPCSA staff recommend that teachers and leaders monitor the effectiveness of the new English Language learners' curriculum as they become more familiar with the curriculum and as the year progresses.	The school's leadership team discussed their commitment to monitor their English Language Learner curriculum, including investing in staff training.	The SPCSA recognizes the school's efforts to support its staff in developing their skills to effectively use curricular resources for English Language Learners.
SPCSA staff recommend that leadership closely monitors the policies and procedures of the Mater special education program.	The school's leadership team stressed the importance of closely monitoring special education programs, procedures, and policy. The school has invested in hiring a special education instructional facilitator (SEIF) to ensure compliance and support special education staff with ongoing training in best practices. The SEIF serves as an instructional expert in special education, instructional practices and policy implementation.	The SPCSA acknowledges the school's commitment to work towards ensuring that compliance and best practices are fundamentally part of their systems and structures to support and monitor the school's special education programs.

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 checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input 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.