



Nevada State Public Charter School Authority

Coral Academy of Science Windmill Site Evaluation Report: December 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 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.

High academic achievement in middle school

Coral Academy of Science (CASLV) Windmill Middle School is a five-star school that demonstrates high academic performance and growth, with low levels of opportunity gaps, indicating a commitment to high student achievement. The middle school earned the maximum 100 points on the 2024-25 Nevada School Performance Framework¹ (NSPF), a notable strength. The school's pooled proficiency rate² of 81 percent surpasses the SPCSA's district rate of 52 percent and serves as a foundation for the school's five-star rating. According to the NSPF, schools in this category (categories range from 1-5) are recognized as exceeding expectations for all students and subgroups across all indicator categories, with few exceptions. The school's excellent academic outcomes align closely with its mission to provide a rigorous, college-preparatory environment that fosters lifelong learning and appropriately challenges students. School leaders emphasized that maintaining a rigorous instructional environment with high expectations remains a foundational strength. During the faculty focus group, middle school staff further underscored the importance of intentionally planning challenging lessons that engage students in higher-level critical thinking and analysis.

Elementary school's high measures on the academic indicator

The elementary school earned 19 of 20 points in the Academic Indicator³ section of the 2024-25 NSPF, a strength for CASLV Windmill. All measures in this section exceeded the district rate. The school's pooled proficiency of 58 percent surpassed the district rate of 53 percent, and the math (60 percent), English language arts (72 percent), and science (43 percent) measures did as well. The faculty focus group discussed the school's emphasis on developing students' academic skills by planning rigorous, standards-based lessons that engage students. Students in the student focus group shared that their teachers often challenge them to think critically and to extend their reasoning beyond the assignment's objectives. A few students mentioned that after assignments are turned in, teachers provide feedback for improvement.

Low chronic absenteeism

CASLV Windmill has a low chronic absenteeism rate of less than 5 percent, which serves as a strength. Members of the student focus group expressed a desire to attend school regularly and emphasized their aspiration not to miss any assignments. The leadership team highlighted the importance of students wanting to be in school and the power of keeping them engaged and connected. Members of the faculty focus group emphasized the importance of encouraging students to attend school regularly by providing high-interest assignments and of establishing communication systems with families. Lastly, the leadership team noted that, in the current school year, the daily chronic absenteeism rate is below 3 percent, and the goal is to maintain the current trajectory.

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

² Pooled proficiency in Nevada education is a measure that combines the results from state assessments in English Language Arts (ELA), Mathematics, and Science for elementary and middle schools into a single, overall proficiency rate.

³ Academic Indicator is an Indicator within the NSPF rating systems that includes Math, ELA, and Science proficiency Measures.

High-quality multi-tiered systems of support (MTSS) framework

A strength of CASLV Windmill is its commitment to continue implementing a high-quality multi-tiered system of support⁴ (MTSS) framework to support students' academic, social, and emotional needs. According to the school leaders, the school was recognized by the Nevada Department of Education at the Nevada MTSS Awards, earning the highest status, Diamond recognition⁵. The leadership team shared that the school's MTSS framework supports its mission to provide a safe, rigorous, college-preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success.

A positive school culture

A notable strength at CASLV Windmill is the positive school culture. On the day of the site evaluation, the SPCSA team frequently observed a school environment characterized by warm, respectful, and encouraging interactions among teachers, staff, parents, and students. The SPCSA team observed numerous collegial and respectful interactions between staff, students, and parents during the day in classrooms and common areas. During the leadership focus group presentation, school leaders emphasized that fostering a positive, inclusive school climate has been a key priority, resulting in a strong sense of community and collaboration. This sentiment was echoed by staff members, who described a culture where communication is open, mutual respect is consistently modeled, and students feel supported both academically and emotionally.

Dedicated faculty

Another strength of CASLV Windmill is its strong and dedicated faculty. School leaders, staff, and board members all highlighted teachers' commitment to consistently going above and beyond to support student learning and well-being. Members of the family and student focus groups highlighted that the faculty's professionalism, collaborative spirit, and shared dedication to the school's mission have fostered a culture of academic excellence and mutual respect. Leaders highlighted that the staff are invested in their students' success, regularly engage in professional development, implement effective instructional practices, and maintain open communication with families. Families highlighted that the principal and the school's leadership team are very involved and supportive.

Revision of the mission statement

The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating Science, Technology, Engineering, and Math⁶ (STEM) education into its mission statement. This focus reflects the network's belief in providing students with hands-on, inquiry-based opportunities that promote critical thinking, problem-solving, and innovation across grade levels. School leaders noted that the decision to elevate STEM within the mission was grounded in a desire to align instructional practices with the skills students need for long-term success. As CASLV continues to refine and expand its STEM initiatives, the school remains committed to soliciting and valuing stakeholder feedback from families, staff, students, and community partners to ensure that programming is responsive, inclusive, and aligned with the broader vision for student achievement.

⁴ Multi-Tiered System of Supports (MTSS) is an educational framework that provides academic and behavioral support to all students through three increasingly intensive tiers.

⁵ Receiving Diamond recognition indicates that a school is implementing MTSS with "high fidelity," demonstrating strong, comprehensive support systems for academic, behavioral, and social-emotional needs, and creating a positive, inclusive school culture.

⁶ STEM in education is an integrated approach to Science, Technology, Engineering, and Mathematics, designed to teach these subjects through real-world problem-solving, critical thinking, and hands-on activities, preparing students for future innovation and careers in these vital fields.

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.

Closing opportunity gaps in elementary school

Closing opportunity gaps⁷ in elementary school is a challenge for CASLV Windmill. According to the 2024-25 NSPF, the school earned 4 out of 20 points on the closing opportunity gaps indicator, up from 3 points the previous year; however, this was lower than the school's expected outcomes. Additionally, the elementary school did not meet standards on the 2024-25 SPCSA Academic Performance Framework⁸ (APF), scoring 46 points, four points shy of the 50-point threshold to meet standards. The leadership team discussed the school's focus on improving in this area, and the emphasis includes supporting the fifth-grade team's instructional capacity to effectively plan and deliver rigorous, standards-based lessons, as well as supporting long-range planning. Additionally, mentorship opportunities and professional development programs will be provided to the team to enhance their individual strengths and collective efficacy, thereby supporting their students' learning needs. Lastly, the Executive Director shared his view that the school's fifth-grade cohort should be measured alongside the middle school cohort (grades six and seven), rather than separately. The SPCSA site evaluation team noted that, currently, the state's accountability system measures fifth graders within the elementary reporting systems; thus, the school has two report cards: one for elementary school (fifth grade) and one for middle school (sixth and seventh grade).

Recruitment of highly qualified teachers

A noted challenge for CASLV Windmill is recruiting highly qualified teachers. While the school continues to prioritize maintaining a positive and supportive environment for students and staff, leadership acknowledged that attracting certified educators with the desired experience and expertise remains an ongoing focus. Competitive hiring markets and the demand for specialized instructional skills have contributed to delays in filling certain positions. Despite these challenges, the school remains committed to strengthening its workforce through targeted recruitment strategies, offering professional development opportunities, and a workplace culture that supports teacher growth and long-term retention. The school leaders highlighted efforts to develop paraprofessional staff by encouraging them to pursue teaching licensure and investing financial resources to support their advancement. As a result of these initiatives, the school has internally developed several special education paraprofessionals into licensed special education teachers.

Budgetary limitations

Another challenge identified by CASLV Windmill is managing budgetary limitations resulting from current economic conditions, as reported by school leaders and the governing board during the focus group sessions. Despite these financial constraints, the leadership team demonstrated a proactive and

⁷ Closing the opportunity gap is determined as the percentage of students meeting their Adequate Growth Percentile (AGP) who did not pass the state assessment from the previous year. This rate can be determined for elementary students between grades four and eight. For most Nevada elementary schools, this rate will include two or three grade levels of students.

⁸ The Academic Performance Framework incorporates corresponding school year NSPF school ratings under the NSPF Index Score indicator, as the NSPF includes key performance measures such as academic achievement and proficiency, academic growth, English Learner (EL) growth, opportunity gaps, graduation rates, and chronic absenteeism, which address the requirements of NRS 388A.273.

strategic mindset to ensure continued fiscal responsibility. They have emphasized prioritizing essential academic and operational needs, seeking cost-effective solutions, and exploring alternative funding opportunities to support school programs and staff.

The capacity of the school building

An additional challenge identified by CASLV Windmill is the limited capacity of the current school facility. As enrollment grows and demand for the school's high-quality programs increases, the building is at times unable to comfortably accommodate all students and staff. School leaders and board members noted during the focus group session that classroom space, specialized instructional areas, and common spaces are nearing full utilization. Despite this constraint, the leadership team remains proactive in implementing mitigation strategies such as optimizing existing space, refining scheduling, and enhancing planning to ensure the learning environment continues to support student success and the growth of academic programs.

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 work on academic growth for elementary students

The SPCSA recommends that CASLV Windmill continue to sustain strong academic achievement in middle school while strategically leveraging these successes to further strengthen outcomes in the elementary grade level (fifth grade). The SPCSA emphasizes the importance of ongoing professional development to help teachers refine and elevate their instructional practices. Additionally, the school is encouraged to continue prioritizing structured vertical planning and collaboration among grade-level teams to ensure alignment of instructional practices, clear learning progressions, and seamless academic development for students across grade levels. By building staff capacity, reinforcing consistent, high-quality instructional strategies, and aligning effective approaches across the school, CASLV Windmill can ensure cohesive learning experiences that drive sustained student growth.

Continuing with the proactive mindset philosophy

The SPCSA recommends that the CASLV Windmill leadership team continue to build on its proactive mindset philosophy to further strengthen student outcomes and sustain the school's strong, positive culture. During the leadership presentation, school leaders highlighted the importance of intentionally planning, using data to drive decisions, and aligning systems to support both immediate student needs and long-term school success. By continuing to use academic data to guide instruction, maintaining high expectations for all learners, and administering and leveraging student social-emotional surveys to inform targeted supports, the school can further enhance its ability to address challenges before they arise. Additionally, by fostering inclusive and supportive learning environments, CASLV Windmill can deepen its positive impact on student engagement and achievement. The SPCSA recognizes the school's commitment to proactive, student-centered practices and encourages ongoing refinement of systems that promote strong academic growth and a school culture where students, staff, and families continue to feel valued, motivated, and connected.

Continue to offer a range of extracurricular activities

The SPCSA staff recommends that the CASLV Windmill leadership team continue to offer a range of extracurricular activities and opportunities for students. These programs play an important role in fostering student engagement, promoting a positive school culture, and developing well-rounded learners. By sustaining and expanding these offerings, the school can continue to enrich students' educational experiences beyond the classroom.

Site Evaluation Findings: Strong Recommendations

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

No strong recommendations were identified during this site evaluation.

Site Evaluation Findings: Deficiencies

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

No deficiencies were noted 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 ⁹	3
Family Members, Parents, and Guardians	11
Faculty and Staff	10
School Leadership	5
Students	8

⁹ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three of the seven CASLV Board members participated in the site evaluation at the Tamarus campus, attending both virtually and in person. Board members described their oversight role as providing strategic direction for the CASLV network of schools and resolving significant issues as they arise. The board is composed of individuals with professional backgrounds in law, finance, and higher education, as well as a parent representative, and currently has no vacant seats. Board members reported that the board meets approximately every six weeks and maintains subcommittees focused on facilities and finance, academics, and governance.

During the focus group, stakeholders described CASLV's mission as fostering lifelong learning within the Coral community by cultivating students who are eager to learn, love the sciences, and ask thoughtful, probing questions, elements that are reflected in the network's updated mission statement. They noted that the CASLV network of schools is unique in its long-standing, engaged community, where many students begin and complete their K-12 education within the network. One board member said, "Coral Academy is characterized as a rigorous, STEM-focused, college preparatory system that provides a strong educational foundation and supports high levels of student success."

Board members reported that they were kept informed about academic matters through regular updates on student performance, including information on accelerated programs and overall achievement levels. They noted that students were performing well and highlighted a range of academic and co-curricular competitions, such as robotics, math, and speech and debate, as evidence of strong student engagement and enrichment. Board members also referenced the use of intervention time, Saturday classes, and before- and after-school academic supports, emphasizing that the CASLV network of schools actively communicates with families about the importance of these opportunities in promoting student success.

Board members identified opportunities across the CASLV network schools, including strengthening coordination and alignment among campuses, increasing engagement and communication with parents, and continuing to prioritize and enhance school safety measures. They also emphasized the importance of maintaining small class sizes where possible and acknowledged that Nellis Elementary School has faced particular challenges, especially in supporting students to improve their academic performance.

Focus Group Summary: Family Members, Parents, and Guardians

Families who participated in the focus group shared recent success stories that reflect strong support systems and a welcoming school environment. Parents described the Windmill campus as welcoming and inclusive, with one parent noting, “My child feels comfortable, and she feels included.” Several families highlighted their child’s notable academic growth. One parent shared that their child, who receives special education services, has benefited tremendously from math support and collaboration between general and special education staff, noting that their child’s “MAP¹⁰ (Measures of Academic Progress) score has gone up” and their child is doing well in school.

Parents also expressed enthusiasm for the rich learning experiences happening across grade levels. Students are highly engaged with science projects, ranging from constructing volcano models to learning about the digestive system. Many families remarked on their children’s excitement about sharing what they learn when they came home from school. Reading and social studies are also sparking interest, as students explore mythology and early American history. Families emphasized that the school has a strong focus on hands-on, project-based learning, and the focus on science helps students stay motivated and involved in their studies.

Families repeatedly praised the school’s strengths, especially its nurturing culture and responsive communication. The school was frequently described as having “a sense of community,” where “teachers care,” and staff know students by name. Parents expressed appreciation for the staff and noted that the principal and administration are “very hands-on and involved,” making families feel valued rather than “just a number.” The front office personnel and teachers communicate effectively through emails, newsletters, reminders, and timely responses, with one parent noting, “Emails are returned promptly, which is very helpful.”

The school’s strong emphasis on science was viewed as one of its greatest assets. Parents spoke highly of the passionate science teachers and the wide range of STEM opportunities, including electives such as Medical Detectives, coding, robotics, and an award-winning drone team. Families appreciated that teachers “not only follow the state standards but offer additional electives,” and that clubs and competitions extend learning beyond the classroom. Students involved in drone or robotics teams often come home “engaged and excited,” and parents noted that communication about these programs is clear and detailed.

While families expressed high satisfaction with the school, they also identified several areas for refinement. Some families expressed a desire for additional sports options and more inclusive opportunities for students who do not make competitive teams. Some parents discussed limited storage space and recommended lockers to help students better manage their books and supplies. Families also suggested ways to balance the school day through additional playtime or recess. Despite these suggestions, families emphasized that Windmill’s middle school five-star success is rooted in a dedicated staff, strong teamwork, and a shared commitment to helping students thrive.

¹⁰ MAP testing, or Measures of Academic Progress, is a computer-adaptive test that measures student achievement and growth over time in subjects such as reading, language, and math.

Focus Group Summary: Faculty and Staff

Staff members shared numerous recent successes that reflect a vibrant, student-centered learning environment. Participants noted strong engagement in science, especially with new microscopes, and one member described the new equipment as helping them “unlock science” for students. A member of the middle school social studies and history department noted that students “remember history facts and see it as meaningful” because the activities are challenging, interactive, and relevant. The school also celebrates achievements in the arts and extracurricular programs, including a well-received winter concert and award-winning robotics, drone, and volleyball teams. Staff also expressed pride in having a highly qualified full-time art teacher and a native Spanish-speaking instructor, both of whom enrich students’ cultural and academic experiences.

A consistent theme across the focus group was the school’s strong sense of community. Many staff members described the campus as feeling “like family,” with a few teachers emphasizing, “This school is like family, we have a great team.” The campus size enhances this closeness; participants repeatedly praised the benefits of a small school environment, sharing that “class sizes are small” and the setting “seems like a private school.” These smaller class sizes allow for more individualized attention, strong relationships, and responsive classroom practices. Staff emphasized that they “help each other” daily and “step up to help” whenever needed, reinforcing a culture grounded in teamwork and mutual support.

Another major strength identified was the school’s supportive network of families and administration. Teachers shared that their students are highly engaged and benefit from “supportive parents” who partner with the school. Staff also described administrators as encouraging and present, with several noting that leadership “is very supportive” of instructional practices, especially in differentiation and help for students who need additional academic and emotional support. Special education teams highlighted the collaborative structures in place. General and special education teachers work closely together, “push into classrooms”, and co-design lessons so that “students can have success.” A few staff shared that this collaborative effort has helped students transition into less restrictive environments with proper support.

Systems to support students’ academic, social, and emotional needs were also praised as strengths. Staff described multiple layers of intervention, tutoring, study hall, differentiated instruction, and visual supports provided to students. Social-emotional support is embedded into school culture, with staff noting that “every child has an adult they can go to,” and that students feel “safe,” “comfortable,” and “noticed.” This caring environment supports the school’s MTSS framework and contributes to the school’s Diamond recognition status. Additionally, staff reported that grade-level and department-level team collaborations help teachers review MAP data, focus on standards, and plan strategically for improvement.

While staff expressed overwhelmingly positive views about culture and community, they also identified a few areas for refinement. The primary recommendation was to continue strengthening communication between the administration and staff. Communication systems such as email, chat, dashboards, and the updated organizational chart are appreciated, but teachers noted that some communication systems could still be streamlined to save time. Despite these areas for growth, staff emphasized that feedback is “well received,” and the school remains a place where collaboration, high expectations, and teamwork drive continuous improvement.

Focus Group Summary: School Leadership

Leadership team members emphasized that CASLV Windmill continues to uphold a rigorous academic environment grounded in long-term planning, strategic staffing, and high expectations for student achievement. Leaders described the campus as historically successful, with systems designed to challenge students at their own level through leveled classes, differentiated instruction, and advanced coursework. The team shared the school's emphasis on closely monitoring student progress through formative classroom assessments, MAP testing, and universal screeners, which are essential to supporting student success.

A major source of strength highlighted by the leadership team is the school's faculty, which is strong and dedicated. CASLV Windmill maintains a "passionate teaching staff," with hiring practices intentionally focused on character, connection with students, and long-term commitment. Leaders shared, "It's not just a job but a career, and we help them advance." Strategic efforts to grow talent from within, such as paraeducators completing degrees and becoming special education teachers, reflect the school's deep investment in its people. Teachers participate in professional learning, collaborate on long-range instructional planning, and provide targeted interventions, such as math, reading, and science tutoring, to close academic gaps. Maintaining a full staff at the beginning of the year was noted as an important achievement despite a limited applicant pool.

Leadership also described a warm, respectful, and encouraging school culture in which positive interactions are the norm among teachers, students, staff, and families. The school campus was described as having a "happy, positive energy" shaped by faculty who connect deeply with students. MTSS Framework supports student well-being, resulting in a 40 percent reduction in behavioral incidents from 400 to 225 in one year. The team reported that students feel safe and supported and noted that all students participated in the school's social-emotional surveys. Students are recognized regularly through school-wide positive-reward programs such as the Soar Program and the Falcon Leader student-of-the-month celebrations. Special education and 504 support structures have expanded over the past two years, with increased staffing and dedicated spaces.

Another major strength emphasized by leaders is the presence of involved and supportive parents who hold the school to high standards. Communication with families has improved, with consistent parent newsletters, emails, and conferences. Parent engagement is promoted, as evidenced by events such as five-star celebrations, movie nights, music concerts, and the Multicultural Festival, which leadership described as a highlight featuring families cooking dishes and students showcasing cultural performances. The fall festival alone drew roughly 300 people. Leaders also shared that former students regularly return for events, reflecting the strong and lasting relationships built on campus.

The leadership team acknowledged ongoing challenges, including limited space with only 400 available seats, hiring constraints stemming from a small applicant pool, and budget limitations due to challenges in state funding. Despite these challenges, leaders remain committed to continuous improvement, safety upgrades, and strengthening academic and social-emotional support systems. Overall, the leadership team emphasized maintaining high expectations, supporting its dedicated faculty, nurturing a positive and respectful school culture, and partnering closely with engaged families to ensure every student works to their potential.

Focus Group Summary: Students

Students who participated in the focus group shared that what they enjoy most about attending CASLV Windmill is the supportive, diverse, and welcoming environment. They expressed appreciation for the cultural diversity on campus and the opportunity to learn alongside peers with different backgrounds and perspectives. Many highlighted how understanding and helpful their teachers and staff are, noting that staff “really help us” and create an environment where students feel encouraged and excited to participate and take academic risks. Students also enjoy the school's hands-on programs, including 3D printing, robotics, and other STEM-focused opportunities.

When reflecting on recent achievements, students expressed pride in both academic and extracurricular accomplishments. One student shared that they gave a speech to the mayor during the Five-Star Celebration, while others highlighted their MAP test growth. Students were excited about what they were learning in class, describing engaging lessons in science as chemistry labs, chemical bonding activities, and the use of new microscopes, as well as historical debates on topics such as Loyalists versus Patriots during the American Revolution.

Students spoke positively about the feedback they received from teachers, explaining that teachers write comments directly on assignments, review rubrics or criteria for tasks with them, and clearly explain how they can improve. Extracurricular involvement was also discussed, with students participating in robotics, drone competitions, math competitions, podcasts, yearbook, student council, and cultural activities. Events like Multicultural Day, featuring cultural food and traditional outfits, were described with enthusiasm and pride.

A consistent theme was the sense of safety and trust students feel on campus. Students reported that teachers respond quickly to teasing or concerns, and that they have trusted staff they can talk to when needed. Students described the school as supportive and encouraging, sharing statements such as “The staff helps,” “The teachers help you grow,” and “The teachers care about the students.” Several students also emphasized that making friends was easy because “people are welcoming,” and a few said they made friends on the very first day upon enrolling at the school.

While students reported many positive experiences, they also offered recommendations for improvement. They suggested longer breaks between periods and more classroom space, noting that some rooms can feel a bit cramped. Despite these suggestions, students said they would highly recommend the school to friends, describing it as a “great school with very good teachers,” where the staff “constantly work to make the school better” and where students feel cared for, challenged, and supported.

Classroom Environment and Instruction

Observation Rubric

A total of 8 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	TOTAL: 6	TOTAL: 11	TOTAL: 0	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>	This criterion was not observed or rated.
	TOTAL: 7	TOTAL: 10	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 8 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	<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: 5	TOTAL: 11	TOTAL: 1	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: 2	TOTAL: 12	TOTAL: 1	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction

Observation Rubric

A total of 8 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 8	TOTAL: 8	TOTAL: 1	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: 2	TOTAL: 13	TOTAL: 1	TOTAL: 0	TOTAL: 1

Classroom Observations and Additional Comments

Middle school students engaged in a science lesson focused on understanding how materials dissolve in solutions, with particular attention to the differences between large and small particles. The teacher reviewed essential vocabulary, colloids¹¹, solutions, and suspensions, and reinforced each term with concrete examples. To deepen conceptual understanding, the teacher demonstrated the Tyndall effect¹² and posed inquiry-based questions that prompted students to observe, predict, and explain the behavior of light as it passed through different mixtures. The lesson continued with a second hands-on demonstration using a mixture of steak seasoning, allowing students to compare particle sizes and classify the mixture based on observable properties. Students were highly engaged throughout the lesson, as demonstrated by the thoughtful questions they posed, their discussion of scientific reasoning, and their accurate responses to the teacher's prompts. The instructional design supported active learning, curiosity, and the development of scientific thinking.

In an elementary-level English Language Arts (ELA) classroom, five students shared their thoughts on a novel they had recently read. The students spoke about both types of information and what they learned about the time period. The teacher then had the students compare and contrast two novels by evaluating them, and had the other students assess how well the students presented, using a rubric created for the activity. All students were highly engaged.

In a middle school English Language Arts (ELA) classroom, the teacher provided a focused review of Modern Language Association¹³ (MLA) guidelines and formatting to support students as they revised and edited their final draft essays. Students were attentive during the review, demonstrating active listening and following along as the teacher clarified expectations for proper citation, including the use of two types of text evidence. Following the whole-group review, students transitioned smoothly into the independent work portion of the lesson. They were observed revising their essays, applying MLA conventions, and incorporating evidence as directed. The teacher circulated throughout the room, monitoring student progress, offering individualized feedback, and prompting students to refine their writing when needed. The classroom environment was well structured, promoting independence, sustained focus, and adherence to academic expectations.

A middle school math class worked on solving math problems. The teacher moves quickly and clearly when explaining terms. The teacher asked open-ended questions, and students focused on taking notes and were eager to share their thoughts on the math equation. High levels of student engagement were observed, with 17 of 18 students highly engaged.

Middle school students in a science class students were actively engaged, asking relevant questions and contributing to the discussion. The students were observed taking detailed notes. Throughout the lesson, the teacher frequently checked for understanding by posing clarifying questions, prompting students to restate concepts in their own words, and monitoring student responses. The learning environment was

¹¹ A colloid is a mixture where tiny, insoluble particles of one substance are dispersed throughout another substance without settling out.

¹² The Tyndall effect is the scattering of light by particles in a colloid or a very fine suspension, which makes the path of the light beam visible.

¹³ Modern Language Association (MLA) format is a set of writing and formatting guidelines developed by the Modern Language Association for research papers in the humanities, particularly in arts and literature. It includes rules for basic document layout, in-text citations, and a "Works Cited" page, ensuring sources are properly credited to avoid plagiarism.

structured, supportive, and aligned with the lesson objective, promoting student inquiry and critical thinking.

In a special education elementary resource classroom, two students were engaged in a lesson focused on understanding and applying fraction skills. The teacher provided clear, step-by-step procedures on the board, and the students followed along using their worksheets to practice each step. Throughout the lesson, the teacher delivered explicit instruction and reviewed key vocabulary, including reciprocal, cross simplification, and prime numbers, ensuring students had the foundational language needed to solve fraction problems accurately. The lesson's pacing was appropriate for the students' needs, allowing time for processing and guided practice. The teacher incorporated frequent checks for understanding by prompting students to explain their thinking, asking clarifying questions, and monitoring their work for accuracy. The learning environment was structured, supportive, and aligned with the lesson's objective.

In a middle school English Language Arts (ELA) classroom. The teacher demonstrated a strong sense of urgency to maximize learning time, efficiently taking attendance, and then quickly and clearly reviewing both the learning objectives and the activity directions. Students assembled into pairs and began the assignment, which required reading, writing, speaking, analyzing, and researching information. Students then presented the information to their classmates.

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 recommend that CASLV Windmill create a designated health area that contains a cot, a sharps receptacle, and a locked refrigerator for medication.	The leadership team shared the steps they took to address the previous recommendation to create a designated health area that includes a cot, a sharps receptacle, and a locked refrigerator for medication. Specifically, the team reported that they have built a brand-new designated Health Room in our office area to address the recommendation.	The SPCSA staff acknowledge the school's measures to build a brand-new Health Room, and this recommendation has been met.
SPCSA staff recommend that CASLV Windmill develop clearer means of communicating with families.	The leadership team discussed the school's efforts to provide continuous communication with parents, including regular informative emails, semesterly parent-teacher conferences, and parent orientation. Additionally, the team emphasized organizing school events to increase parent involvement. Events include Fall Festival, Five-Star Celebration, music concerts, athletic competitions, awards ceremonies, movie nights, and multicultural festivals.	The SPCSA staff recognizes the school's efforts to increase parent involvement, and this recommendation has been met. Continued emphasis on involving parents can serve as the foundation for long-term partnerships with parents and the school's stakeholders.

Operational Compliance Checks

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

Appendix A

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