



Nevada State Public Charter School Authority

Coral Academy of Science Cadence

Site Evaluation Report: December 9, 2025

State Public Charter School Authority

775-687-9174
3427 Goni Rd, suite 103
Carson City, Nevada 89706

702-486-8895
500 E. Warm Springs Rd, suite 116
Las Vegas, Nevada 89119

Table of Contents

Executive Summary	3
Site Evaluation Findings: Strengths.....	4
Site Evaluation Findings: Challenges	6
Site Evaluation Findings: Recommendations	7
Site Evaluation Findings: Strong Recommendations	9
Site Evaluation Findings: Deficiencies.....	10
Focus Group Participation Data.....	11
Focus Group Summary: Governing Board	12
Focus Group Summary: Family Members, Parents, and Guardians.....	13
Focus Group Summary: Faculty and Staff.....	14
Focus Group Summary: School Leadership	15
Focus Group Summary: Students	16
Classroom Environment and Instruction Observation Rubric	17
Classroom Observations and Additional Comments	20
Measures of Progress from Previous Site Evaluation.....	22
Operational Compliance Checks.....	24
Appendix A	25

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 student achievement in middle school

Coral Academy of Science Las Vegas (CASLV) Cadence Middle School demonstrates high academic performance, as evidenced by its 2024-25 Nevada School Performance Framework¹ (NSPF) results, which serve as a strength. The school achieved a five-star rating, earning an impressive 23 out of 25 points in the Academic Achievement Indicator² and an overall index score of 80.5 out of 100. The school's pooled proficiency³ rate of 54 percent surpasses the district average of 52 percent. Furthermore, the school demonstrates strengths in mathematics and science, with performance in both subjects exceeding the respective SPCSA district averages. To sustain and build on these results, school leaders emphasized their commitment to staff development. In the leadership presentation, the school's leaders highlighted their emphasis on professional development, including training in math instruction and data analysis to refine instructional planning.

Consistent improvement in the elementary school

Over the past three years, CASLV Cadence Elementary School has demonstrated steady academic growth, improving its NSPF index score from 44 to 54 to 63 and earning a three-star rating on the 2024-25 NSPF, which serves as a strength. This upward trend reflects the school's focused efforts to strengthen instruction, provide targeted support, and enhance student engagement, which contributed to the school's rating of meeting standards on SPCSA's Academic Performance Framework⁴ (APF). The leadership team and staff have fostered a continuous-improvement mindset, using data to guide decision-making and implementing evidence-based practices to ensure that all students have access to quality learning experiences. Their shared commitment to academic growth and student success underscores the school's positive trajectory and dedication to sustained development.

Quality multi-tiered systems of support (MTSS) framework

A strength of CASLV Cadence is its commitment to implementing a quality multi-tiered system of support⁵ (MTSS) framework to address students' academic, social, and emotional needs. The leaders shared that the school was recognized at the Nevada MTSS Awards, earning a silver distinction. The school's MTSS framework supports its mission to provide a safe, rigorous, college-preparatory environment that promotes social responsibility and a respectful community, fostering lifelong learners who strive for success. The school's leadership team highlighted its MTSS framework as a significant factor in reducing student discipline referrals.

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 Academic Achievement Indicator captures how well students meet proficiency thresholds on Nevada's state assessments across core academic subjects.

³ Pooled proficiency on the Nevada School Performance Framework (NSPF) is a combined, schoolwide proficiency metric that aggregates student performance across multiple tested grade levels and subjects.

⁴ 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.

⁵ MTSS, or Multi-Tiered System of Supports, is an educational framework that provides academic and behavioral support to all students through three increasingly intensive tiers.

High level of support for English language learners (ELLs) in Elementary School

A key strength of CASLV Cadence Elementary School is its performance on the 2024–25 NSPF English Language Proficiency Indicator⁶, where it earned a perfect score of 10 out of 10. Additionally, 59 percent of the school’s English Language Learners⁷ (ELLs) met their individual growth goals, surpassing the SPCSA district average of 55 percent. These results highlight the school’s effective language-acquisition programs, targeted instructional supports, and commitment to ensuring that English Language Learners make meaningful academic progress. The achievement reflects both the dedication of teachers and staff and the school’s focus on equity and high-quality learning for ELL students.

Safety measures for entering the school building

A key operational strength for CASLV Cadence is the school’s security measures for managing entry and exit, particularly during operating hours. To gain access to the building, all visitors must utilize an external buzzing system, providing an initial layer of security. This procedure ensures that staff can vet individuals before granting them entry. Furthermore, the school employs a layered approach to physical security, with multiple sets of doors kept locked throughout the school day. This multi-stage security protocol effectively controls access to the school interior, enhancing both student and staff safety by restricting unauthorized entry.

Increased school administrative personnel

The school’s leadership structure is a strength, demonstrating a proactive commitment to maintaining administrative support and student services as the school population expands. The administration has increased its capacity to manage the growing student body by adding key personnel. The current staffing includes three assistant principals (APs), three deans, and three counselors. Notably, the counselors also function as social workers with clinical training, providing a valuable dual role that ensures students receive comprehensive support for both academic and personal well-being. This investment in a larger, multi-faceted leadership and support team positions the school to manage growth while preserving individual attention for its students.

Including STEM education in its mission statement

The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating Science, Technology, Engineering, and Math⁸ (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.

⁶ In the Nevada School Performance Framework (NSPF), the English Language Proficiency Indicator measures how well English Learner (EL) students are progressing toward English language proficiency.

⁷ In education, ELLs stand for English Language Learners, referring to students who are acquiring English alongside their native language(s).

⁸ STEM in education is an integrated approach focusing on Science, Technology, Engineering, and Mathematics, designed to teach these subjects through real-world problem-solving, critical thinking, and hands-on activities to prepare 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.

Supporting consistent student academic growth

Ensuring that all students continue to grow and develop academically is a challenge for CASLV Cadence. Several of the schools' Median Growth Percentiles⁹ (MGPs) measures in the growth indicator section of the 2024-25 NSPF currently fall below the district average. For instance, the elementary school's math MGP of 35 is below the district median of 55. The middle school's math MGP of 49 is below the district median of 56, and the English Language Arts (ELA) MGP of 54 is slightly below the district median of 59. School leaders and staff recognize the importance of continuing to strengthen core instruction, differentiating learning experiences, and providing timely academic interventions to close achievement gaps. The leadership team has expressed a commitment to continuous improvement by analyzing student data, refining instructional practices, and fostering teacher collaboration to ensure that all students make meaningful academic progress.

Space, staff, and facilities to accommodate the increased needs of the high school population

A key challenge for CASLV Cadence is ensuring adequate space, staffing, and facilities to meet the growing needs of its expanding high school population. As enrollment increases, the demand for additional specialized spaces such as science labs, a gymnasium, and a dedicated sports field has become more pressing. School leaders and board members acknowledged during the focus group session that these facility limitations can impact both academic and extracurricular programming. Despite these challenges, the leadership team remains focused on identifying solutions, including long-term facility planning, exploring partnerships, and optimizing current resources to continue providing a comprehensive and engaging educational experience for all students.

Foster high levels of classroom management practices

A challenge for CASLV Cadence is strengthening consistent, high levels of school-wide classroom management practices. While effective practices are implemented, classroom variability indicates a need for greater consistency to support school-wide behavioral expectations. This aligns with the School Performance Plan, which identifies the development and use of a school-wide behavior matrix as a key goal to reinforce shared norms, establish clear behavioral expectations, and support staff in maintaining high levels of consistency across all learning environments.

⁹ Median growth percentile is the middle value in a set of individual student growth percentiles (SGPs), used to measure the growth of a group, such as a school or district. A median growth percentile of 50 indicates that the typical student in that group grew at a rate comparable to the average student nationally, with similar prior achievement.

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 strengthen and expand its MTSS framework

The SPCSA recommends that CASLV Cadence continue to strengthen and expand its MTSS framework to ensure robust behavioral and social-emotional support that meets the needs of an increasingly diverse and growing student population. As part of this enhancement, the school is encouraged to deepen its integration of trauma-informed practices¹⁰, incorporate training on Adverse Childhood Experiences¹¹ (ACEs), and further embed restorative practices to foster positive, relationship-based approaches that promote healthy student behavior. Additionally, ongoing professional learning in culturally responsive practices for all staff can be essential to fostering an inclusive environment where students' backgrounds, identities, and experiences are recognized and supported through equitable, evidence-based interventions. A continued commitment to strengthening the school's MTSS framework can serve as the foundation to ensure coherent, proactive, and responsive systems that elevate student well-being, reinforce positive behavioral outcomes, and promote a safe, supportive learning environment for all learners.

Continue to provide strategic and focused professional development

The SPCSA recommends that CASLV Cadence continue to provide strategic and focused professional development that systematically strengthens staff capacity across several critical instructional domains. This should include deepening educators' expertise in standards-based planning and supporting the ongoing development of a strong professional learning community¹² (PLC) structure that enables collaborative analysis, shared decision-making, and coherent instructional design. Additionally, built-in meeting times should be embedded in the school's schedule, enabling teams to meet regularly.

Staff should also expand their proficiency by leveraging multiple data sources to inform instructional planning and form precise Tier 1 and Tier 2 intervention groups to address learning gaps, accelerate academic progress, and ensure equitable student outcomes. Also, strengthening classroom practices that elevate student discourse is essential; professional development should emphasize strategies that promote rigorous student-to-student dialogue, increase opportunities for learners to engage in higher-order reasoning, and build critical thinking skills across all content areas. Collectively, these investments in professional learning will enhance instructional quality and sustain academic growth across the school.

Continue to enhance systems of communication for staff feedback

The SPCSA recommends that CASLV Cadence continue to enhance consistent systems for gathering and leveraging staff feedback to further unify and solidify school-wide systems and structures. This

¹⁰ Trauma-informed practice is an approach that recognizes the widespread impact of trauma, understands potential paths for healing, and actively prevents re-traumatization by creating safe, empowering environments focused on choice, collaboration, and strengths for both service providers and recipients.

¹¹ Adverse Childhood Experiences (ACEs) are traumatic or stressful events in childhood (ages 0-17) that undermine a child's sense of safety, stability, or bonding, including abuse (physical, emotional, sexual), neglect, and household dysfunction like domestic violence, parental substance abuse, mental illness, incarceration, or divorce.

¹² In education, PLC stands for professional learning community, a collaborative group of educators (teachers, administrators) who meet regularly to share expertise, analyze student data, and improve their teaching practices.

includes establishing clear, predictable mechanisms for staff to provide input on internal communication practices, professional development priorities, and operational processes. Strengthening these feedback loops will help ensure that decision-making is transparent, aligned to staff and student needs, and responsive to emerging challenges. Over time, a highly coherent and inclusive approach to collecting and acting on feedback can foster greater trust, improve the implementation of initiatives, and reinforce a shared commitment to continuous improvement across the school community.

Site Evaluation Findings: Strong Recommendations

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

No strong recommendations were noted 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 ¹³	3
Family Members, Parents, and Guardians	4
Faculty and Staff	14
School Leadership	11
Students	12

¹³ 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 described several recent successes in their children's school experiences, highlighting academic progress, supportive staff, and improved communication. Several parents praised the staff, particularly the school's literacy specialist, for providing effective screening tools and instructional strategies to use at home. Several families also shared positive experiences with the 504¹⁴ processes, noting timely responses and meaningful support for students with learning needs such as attention deficit hyperactivity disorder (ADHD). One parent remarked, "Teachers are amazing," while another added that they are "very happy so far" with the school's support and responsiveness.

When discussing what their children are learning, parents shared that students are engaged in advanced reading and math instruction and are benefiting from supportive teachers and staff who communicate clearly and consistently provide resources. Some families mentioned that homework expectations sometimes vary, with one parent stating that their daughter "does not have a lot of homework," while others appreciated the structure and clarity teachers provide. Families expressed that teachers remain organized, communicative, and focused on maintaining high expectations.

Families identified several strengths of the school, including strong classroom teachers, helpful support staff, and an emphasis on literacy that has positively impacted students' reading and writing skills. Parents felt that staff members "genuinely care about students" and are attentive to their needs. Communication systems such as ClassDojo¹⁵, Infinite Campus¹⁶, newsletters, and teacher messaging were described as accessible and effective. Parents also described active school events such as trunk-or-treat, field days, and dances as valuable opportunities for engagement, noting that the school "is good at reaching out for volunteers."

Families also shared recommendations to further strengthen the school community. Suggestions included building a gym or multi-purpose facility to host large-scale events to accommodate the growing student population. Also mentioned was ensuring consistency across specialist classes. While acknowledging these areas for improvement, parents emphasized that "this year has been better and things are pretty smooth," and expressed appreciation for the administration and their staff's efforts to support students and address concerns proactively. Overall, families reported feeling satisfied with their children's progress and the direction of the school.

¹⁴ In education, "504" refers to Section 504 of the Rehabilitation Act of 1973, a civil rights law that ensures students with disabilities receive a Free Appropriate Public Education (FAPE) by providing necessary accommodations and supports.

¹⁵ ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos, as well as direct messaging to parents and students.

¹⁶ Infinite Campus is a web-based program that allows families to view their children's academic information.

Focus Group Summary: Faculty and Staff

Several members of the faculty focus group highlighted recent successes, noting strong student engagement and positive community experiences across the school. Staff described the winter concert as a meaningful accomplishment, sharing that “the kids did a wonderful job.” Educators also reported that students are actively learning through hands-on science labs and are responding well to targeted academic support. Additionally, staff have noted steady administrative support, particularly in providing instructional tools and streamlining procedures such as documenting special education service minutes.

The group identified several strengths contributing to a positive school climate. Staff described a strong sense of community, a welcoming environment, and colleagues who are consistently supportive and willing to help. One teacher remarked, “Everyone is always smiling and very thankful to be here,” underscoring the staff’s appreciation for the school culture. Faculty also emphasized that the administrative team is generally positive and approachable.

Professional development was viewed as most effective when it was focused, sustained, and aligned with staff needs. Teachers cited useful sessions such as Numbers Talks¹⁷ and artificial intelligence (AI) training as helpful, along with Leader in Me¹⁸ activities that could be integrated into Eagle Time, the school’s advisory period. Schoolwide instructional focus areas include differentiated math instruction, strengthening the co-teaching model, providing targeted interventions through grade-level interventionists, and supporting English Language Learners. Systems to assist struggling students include enhanced response-to-intervention¹⁹ (RTI) meetings, small-group math and ELA rotations, weekly teacher-led tutoring, and Saturday tutoring for students requiring additional support. Faculty also described the school’s social and emotional learning supports, which include feelings checks, weekly virtues through Whole Brain Teaching²⁰, and access to counselors trained in clinical social work.

The group discussed their experiences with collaborative meeting structures such as PLCs and grade-level meetings. While grade-level leads typically set agendas and coordinate these sessions, some staff noted challenges in finding consistent meeting times. Participants expressed that meeting structures would benefit from additional refinement to strengthen collaboration, support data-driven instruction, and establish a dedicated meeting schedule across grade levels. They emphasized that regularly scheduled collaboration time further enhances staff effectiveness.

The faculty also identified several recommendations for continued growth. Staff expressed interest in deeper, more ongoing culturally responsive training, noting that layered follow-up after initial sessions would support stronger implementation. Communication emerged as another area for improvement, with several educators sharing that there could be more of a streamlined system for communication. Additional recommendations included reestablishing the mentor or onboarding program for new teachers and designating clearer crisis-response procedures within the school’s MTSS framework.

¹⁷ Number Talks are short, daily classroom routines (5-15 mins) where students mentally solve math problems, focusing on sharing various strategies and building computational fluency, not just finding the right answer.

¹⁸ Leader in Me is an evidence-based PK–12 model that provides schools with everything they need to build leadership and life skills in students and staff, create high-trust cultures, and accelerate academic achievement.

¹⁹ In education, RTI is a response-to-intervention framework that uses high-quality instruction, universal screening, and targeted interventions with progress monitoring to support struggling learners.

²⁰ Whole Brain Teaching (WBT) is an engaging, brain-based method using gestures, movement, and peer teaching to boost student focus and memory.

Focus Group Summary: School Leadership

The leadership team identified several strengths within the school, including a positive school culture, strong staff morale, and a cohesive leadership structure comprising three deans, three assistant principals, and three counsellors. As a relatively new kindergarten to 11 campus that opened in 2022, leaders emphasized that “because we are a new school, we could build the culture accordingly,” noting efforts to foster a welcoming environment for a growing, diverse student body. Targeted supports such as after-school and Saturday tutoring were identified as important components in meeting students’ academic needs.

Leaders explained that the school continues to address challenges associated with growth, including increased demands for resources to support a rising number of students with 504 accommodation plans and students receiving special education services. They detailed the actions taken in response to prior SPCSA recommendations, including adjusting the bell schedule to maximize learning time, investing in classroom management professional development, and expanding staff collaboration opportunities. As one leader described, “We provided professional development to maximize learning in the classroom,” referencing multiple training sessions offered to staff, coaching cycles, and partnerships with other CASLV schools. The team emphasized allocating school funds to strengthen staff development, including collaboration with the high school and the CASLV Sandy Ridge campus.

Throughout the discussion, leaders highlighted ongoing efforts to enhance instructional practices and support systems. They reported a focus on strengthening student voice, improving classroom management, and expanding Title I²¹ related training. Systems such as RTI meetings, small-group instructional structures, and the use of Measures of Academic Progress²² (MAP) data, particularly learning continuum reports, were described as central to supporting student progress. In addition, the leadership team emphasized continued implementation of MTSS and the use of Navigate360²³ to reinforce school-wide behavior expectations. One leader noted that the improved RTI systems to support students who need additional services underscore the value of structures across the campus.

The team also reflected on culture and communication. Leaders shared that staff sometimes need additional support to ensure school-wide consistency, noting that the staff population has grown to over 140 faculty members. Leaders shared that surveys and ongoing communication are used to gather feedback and refine systems. The group reported that communication with staff and families occurs through newsletters, ClassDojo, phone calls, and email, and noted improvements in these processes. Additional support, including campus security, dedicated advisory time, and expanded special education classrooms, was identified as part of the school’s response to growth. Leaders acknowledged ongoing work to sustain strong academic outcomes, strengthen math instruction, enhance small-group structures, and maintain systems that support both academic and social-emotional needs.

²¹ Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA), provides financial assistance to local educational agencies for children from low-income families to help ensure that all children meet challenging state academic standards. Title I is the largest federally funded educational program.

²² Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

²³ Navigate360 is a comprehensive student success and safety platform that connects students, advisors, and staff through early alerts, advising tools, and resource coordination, while also offering K–12 safety and wellness solutions, including SEL supports, visitor management, and threat assessment.

Focus Group Summary: Students

Members of the student focus group express strong appreciation for the supportive and polite atmosphere created by the school staff. Students consistently praised their teachers, noting that they are approachable, explain assignments in multiple ways, and offer coaching and guidance when needed. One student noted, "Teachers are pretty good, they are polite and nice." Participants also appreciated the policies that allow them to revise their work and retest, giving them time to fully grasp concepts. The availability of staff, including counselors, to discuss personal feelings was also highlighted as a positive aspect of the school environment.

Students shared several recent academic and extracurricular achievements with pride. Academic successes included learning multiplication and division, as well as seeing their grades improve, which they attributed to the supportive teachers. Extracurricular involvement was also discussed, with students mentioning participation in sports such as cross-country, basketball, and archery. One student proudly shared, "I placed second in archery and got recognized." A variety of clubs were mentioned, including drama, yearbook, journalism, baking, and the student council, with one participant noting enjoying the ability to "help design school events."

The focus group addressed the methods teachers use to provide feedback on assignments, which students found helpful and constructive. Teachers use Infinite Campus to provide specific examples, strategies, and step-by-step guidance, as well as to issue reminders and grade updates. A student reported that "the teachers don't just read the question but give specific examples and strategies," suggesting a detailed instructional approach. Teachers also employ pre-tests for practice and review skills when students are struggling. Students reported current class topics ranging from angles and powers of tens in math to dissolving in chemistry, and persuasive essay writing and the Civil Rights movement.

While generally feeling safe both emotionally and physically on campus, students identified challenges that disrupt their learning. The primary challenge cited was student behavior, such as loud students in the back of the classroom or students who talk while the teacher is instructing. This behavior sometimes prevents the class from focusing on the lesson. Another challenge mentioned was the lack of physical activity; students noted that they "have built up energy and lunch time we don't really move around," and only have physical education class for one semester. Recommendations for improvement included adding facilities such as a gym and a theatre, and implementing practical support, such as school buses and free snacks, for students who may have limited funds for lunch.

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 11 middle, and 8 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: 1	TOTAL: 25	TOTAL: 8	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: 2	TOTAL: 22	TOTAL: 7	TOTAL: 0	TOTAL: 3

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 11 middle, and 8 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	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 1	TOTAL: 23	TOTAL: 7	TOTAL: 1	TOTAL: 2
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 2	TOTAL: 17	TOTAL: 7	TOTAL: 2	TOTAL: 6

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 11 middle, and 8 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: 6	TOTAL: 15	TOTAL: 8	TOTAL: 3	TOTAL: 2
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: 3	TOTAL: 21	TOTAL: 6	TOTAL: 0	TOTAL: 4

Classroom Observations and Additional Comments

In a primary classroom, students were engaged in a Number Talk discussion as the teacher displayed a stack of eight cubes in two different colors. Students shared their strategies for determining the total number of cubes, thinking aloud so their peers could hear and learn from their reasoning. Afterwards, they built “apartments” with cubes by rolling a die and adding that number each time, illustrating that they were developing number sense through hands-on practice in composing and decomposing numbers.

In a lower elementary English Language Acquisition classroom, the teacher introduced the four seasons in Spanish. To support vocabulary development, the teacher displayed four pictures representing each season and guided students through identifying them. Students were asked to write the corresponding Spanish terms on their papers while the teacher circulated around the room to monitor progress and provide support as needed. The visual aids, along with the teacher’s consistent check-ins, helped reinforce comprehension and keep students engaged in the learning task.

Students engaged in a science lesson on the eight phases of the moon and how the moon’s appearance changes from Earth. The teacher opened the lesson with a brief video and then outlined the follow-up activity, which required students to complete a worksheet with questions designed to check their understanding. Key terms introduced included waxing the moon, appearing to grow toward a full moon, waning, and characteristics of a crescent moon. During the video, students appeared attentive and interested, and afterwards, they transitioned smoothly into the independent portion of the lesson. Before students began working, the teacher reviewed essential concepts and used a quick verbal check for understanding to ensure students were ready to proceed.

Students presented their PowerPoint slides to the class on their selected topic. Most of the class listened respectfully, while a few talked to their peers at their table. Several others reviewed their own work on their laptops. The teacher stayed at the front of the room listening to the presentations.

High school students learned about ecosystem dynamics. They worked independently using their device to complete an assigned project. Students were observed creating a slide presentation highlighting types of ecosystems and key terms such as habitat. The teacher circulated the room to check on the students’ progress and offered assistance.

In a classroom using a Kagan cooperative learning²⁴ structure, students participated in Quiz-Quiz-Trade²⁵ to review recently learned vocabulary. They moved around the room asking one another questions from their cards, demonstrating high levels of engagement and enthusiasm as they interacted with their peers. The teacher actively participated in the activity alongside students while keeping a pulse on the room to ensure everyone remained on task. Students appeared familiar with the routine, indicating they had previously practiced this structure and were comfortable participating in it.

²⁴ Kagan instructional strategies, or cooperative learning, are designed to promote cooperation and communication in the classroom, boost students' confidence, and sustain their interest in classroom interaction.

²⁵ Quiz, Quiz, Trade is a cooperative learning strategy where students use flashcards to quiz each other on content (like vocabulary or math problems), then trade cards and find a new partner to repeat the process, promoting active engagement, peer teaching, and movement in a fun, collaborative classroom setting.

Middle school students worked independently on a guided exploration activity from their math text using their devices. One problem required students to find the area of a piece of furniture, followed by a related question asking how many cans of stain would be needed to cover one side of the furniture. Students remained focused on the task while the teacher circulated and monitored overall progress. An additional staff member was present in the classroom, supporting a student by offering prompts and checking for understanding as needed.

In one high school class, students sat in small circles and led a review discussion for their group. Students were preparing for a midterm examination. Students referenced their textbooks, laptops, notes, and class handouts to assist members of the group in reviewing the material. The instructor was positioned in the middle of the room, monitoring each group's conversation, redirecting when needed, and calling out time left in the activity. Students were engaged, and all students participated.

In a primary classroom, students were engaged in small-group instruction with two different instructors. One group manipulated sounds and spellings to create new words, while another used a number line to subtract numbers under ten. Additional small groups worked independently to encode words using various spelling patterns. The classroom maintained a focused atmosphere, and students demonstrated solid effort and persistence in their work.

In an upper elementary classroom, students rotated through math stations: one group solved equations on whiteboards with the teacher, another worked in partnerships, and a third used Prodigy²⁶. Students collaborating in pairs were engaged in authentic dialogue about the mathematical steps needed to solve the problems, explaining their thinking to one another. Across the classroom, there was a clear sense of urgency and focus on learning the content.

²⁶ Prodigy Education is a company that creates game-based learning platforms, which make practicing academic skills more engaging for students.

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 Cadence faculty participate in professional development designed to maximize learning time from the beginning to the end of the lesson and implement strategies in their lessons.	The leadership team provided an update on the steps taken to maximize learning time for all students, including adding five minutes to each period, and the group outlined targeted professional development opportunities to enhance learning time further.	The SPCSA acknowledges the school's efforts to implement action steps that fully maximize learning time to support student outcomes. Consistently maximizing learning time serves as a foundational practice for strengthening student achievement.
SPCSA staff recommend CASLV Cadence to create ways in which to elevate student voice during class time.	The school's leadership team discussed its emphasis on increasing student voice during classroom instruction, including supporting teachers in creating opportunities for student discourse in each lesson and promoting the "I do, you do, we do" ²⁷ model across our classrooms. Additionally, the group shared that the school has teacher mentors and an instructional coach to model maximizing student voice in the classroom.	The SPCSA recognizes the school's effort to increase student voice during classroom instruction. A continued focus on the importance of student discourse can foster opportunities for increased student engagement.
The SPCSA staff recommend targeted professional development on classroom management.	The leadership team shared the action steps they have taken to enhance staff's ability to improve classroom management, which included professional development and coaching cycles.	The SPCSA staff acknowledge the school's emphasis on improving overall classroom management and encourages continued efforts to build staff capacity to implement strategies that promote highly conducive learning environments.
The SPCSA staff recommend that CASLV Cadence pursue Title I training tailored to the demographics of the Cadence student	The school's leaders shared their focus on providing staff with ongoing support through continuous education opportunities and resource-sharing facilitated by the counselors to enhance their skills and	The SPCSA acknowledges the school's efforts to strengthen staff understanding and skill development to better support the Title I population and the characteristics of Title I

²⁷ The "I Do, We Do, You Do" model is an explicit teaching strategy that gradually shifts responsibility from the teacher to the student, beginning with teacher modeling, moving to guided practice, and culminating in independent work to build confidence and mastery.

<p>population and the surrounding community.</p>	<p>understanding in servicing the Title I student population.</p>	<p>communities. The SPCSA encourages the school to continue providing professional learning opportunities that deepen staff knowledge of culturally responsive practices to support a diverse student population.</p>
<p>The SPCSA staff recommend that CASLV Cadence continue monitoring the students' academic needs and provide specific interventions to close learning gaps and increase academic gains.</p>	<p>The leadership team provided an update on the school's intervention systems, focused on addressing students' academic needs and learning gaps, which supported increased index scores for both the elementary and middle schools.</p>	<p>The SPCSA team recognizes the school's emphasis on providing interventions for struggling learners. The SPCSA staff encourages CASLV Cadence to continue ensuring that students receive the support and intervention necessary to help them reach their full potential. These ongoing efforts are critical to strengthening student academic outcomes.</p>
<p>SPCSA staff recommend that CASLV Cadence establish procedures and processes to address chronic absenteeism.</p>	<p>The school's leaders shared measures taken to reduce chronic absenteeism, resulting in lowered rates below 10 percent in both elementary and middle schools and 12 percent in the high school. The elementary rate was reduced from 17 percent to 9 percent, the middle school lowered it from 16 percent to 8 percent, and the high school decreased it from 20 percent to 12 percent.</p>	<p>The SPCSA recognizes the school leaders and their community for decreasing the rate of chronically absent students. These efforts highlight the school's commitment and value for ensuring students attend school regularly and thus limit missing valuable instructional minutes.</p>
<p>SPCSA staff recommend that CASLV Cadence implement the multi-tiered system of supports (MTSS) framework with fidelity.</p>	<p>The school leaders shared their commitment to implementing their MTSS framework with fidelity. They highlighted measures taken to foster an effective school-wide system to support their students' academic and social, emotional, and behavioral needs, which led to a silver status recognition by the Nevada Department of Education.</p>	<p>The SPCSA recognizes and commends the school's work in implementing an effective MTSS framework to support its students' academic and social, emotional, and behavioral needs. An ongoing focus on implementing an effective MTSS framework is essential in supporting student outcomes.</p>
<p>SPCSA staff recommend that CASLV Cadence faculty be visible in common areas during passing periods.</p>	<p>The school's leadership team discussed efforts to increase staff visibility in common areas during passing periods, including hiring two additional campus security monitors. The team also shared that they remain proactive, and this remains a school-wide priority.</p>	<p>The SPCSA acknowledges the school's efforts to increase staff visibility in the common area during passing periods and encourages the leadership team to maintain these school-wide expectations as enrollment increases.</p>

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.