Nevada State Public Charter School Authority

Coral Academy of Science Sandy Ridge Site Evaluation and Risk Based Monitoring Report: December 11, 2025

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Summary of School

Location   1051 Sandy Ridge Avenue
Henderson, Nevada 89052

Date of Monitoring   December 11, 2025

Date of Final Report   January 26, 2026

- Total Number of Students: 871

- Grade Levels: Middle and High School 8-12

Part 1
Coral Academy of Science Sandy Ridge
Site Evaluation Report

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

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

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

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

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

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

Sustained academic success

A key strength of Coral Academy of Science Sandy Ridge High School (CASLV Sandy Ridge) is that it has maintained a five-star NSPF rating since the 2022-23 and longer. CASLV Sandy Ridge reported a 99.4 percent graduation rate and 90 percent college acceptance rate for the graduating class rate of 2025[1]. CASLV Sandy Ridge offers 22 advanced placement (AP)[2] courses offered with an 81% pass rate. CASLV Sandy Ridge continues to offer high school students options to receive career and technical education (CTE) certificates in computer science and web design upon graduation. CASLV Sandy Ridge middle school rated a five-star NSPF rating for the 2024-25 school year: an increase from the prior three-star rating in 2022-23 and 2023-24.

Proactive approach to student behavior

CASLV Sandy Ridge has taken a proactive and preventative approach to address student behavior and social-emotional concerns by displaying clear school-wide expectations for students throughout the school. For example, expectations were posted in the hallways, classrooms, and bathrooms. The SPCSA site evaluation team observed students following the school-wide expectations throughout the school day. Additionally, the SPCSA site evaluation team observed staff redirecting unwanted behaviors by restating the desired expectation. The SPCSA site evaluation team also observed staff providing positive feedback and rewards to students who demonstrated the school-wide expectations. CASLV Sandy Ridge was awarded the MTSS[3] platinum level. MTSS Nevada awards tiered levels, with platinum being the highest level attainable.

Career and technical education

CASLV Sandy Ridge offers career and technical education (CTE) certificates in computer science and web design. Additionally, Juniors may take college preparation courses that include resume writing and letter writing. Juniors may also complete practice ACT[4] testing by completing a seven Saturday preparation course and three weekend bootcamps that include practice testing. These career-aligned programs support student engagement and skill development but also contribute to a significant increase in the number of students earning college and career-ready diplomas.

High daily attendance

CASLV Sandy Ridge's student population attends class daily. The school has a chronic absenteeism rate under six percent, illustrating student commitment to their education. High daily attendance reflects the school's proactive approach to attendance monitoring, commitment to student success, and its emphasis

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[1] School Profile 25-26 sy_sandyridge.pdf

[2] Advanced placement scores are ranked from two through five. A score of three means qualified, four very well qualified, and five extremely well qualified. Colleges or universities may grant credits or waive prerequisites for more advanced courses based on AP scores. It is up to each college or university to set their policy, but generally a score of three or higher will earn credits or prerequisites waived.

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

[4] ACT is the acronym for the American College Test; a standardized test used for college admissions in the United States. The ACT test assesses four academic skill areas: English, mathematics, reading, and scientific reasoning. It also offers an optional direct writing test.

on the school's mission to "provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success." CASLV Sandy Ridge's low chronic absenteeism rate is well below the SPCSA rate of 19.3 percent for high schools and 13.7 percent for middle schools. On the most recent SPCSA Academic Performance Framework[10] (APF), CASLV Sandy Ridge earned a score of five out of five for chronic absenteeism reduction. CASLV Sandy Ridge's students, faculty, staff and leadership team should be commended for their high daily attendance.

Student ethnic diversity
Cumulatively, 62.39 percent of CASLV Sandy Ridge's enrolled student population are ethnically diverse. CASLV Sandy Ridge has striven to increase student ethnic diversity for a number of years, and these efforts should be noted as a strength. Hispanic/Latino students represent 20.4 percent of the students; Asian students represent 24.4 of the student body. Seven-point-two percent of students report African American/black ethnicity. Two or more races are 11.4 percent of the overall student population. Further, CASLV Sandy Ridge provides free and reduced lunch (FRL) to 26 percent of the students, and seven-point-four percent of the students are on an Individualized Education Plan (IEP). These results reflect the school's intentional efforts to enroll students from ethnically diverse populations and provide access to a high-quality education. CASLV Sandy Ridge's success in this area exemplifies strong alignment with the SPCSA's vision to expand equitable access and increase diversity across Nevada's charter schools.

Student engagement
SPCSA staff observed teachers and students displaying positive interactions within classrooms. The SPCSA site evaluation team observed strong classroom relationships between students and the teacher, and students to their peers. Classroom teachers have cultivated trust with their students. Students felt comfortable asking peers and teachers for academic support. Students were engaged and interested in what they were learning and clearly wanted to know the why and how of things. Many positive and useful teacher responses to student questions, learning engagement, and teacher dedication to student learning were observed.

Revision of the mission statement
The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating STEM[4] 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.

Site Evaluation Findings: Challenges

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

Recruitment and retention of qualified/experienced teachers
Recruitment and retention of qualified licensed teachers remain a challenge, according to leadership. STEM teachers are needed. Members of the leadership team stated limited availability of qualified applicants, as well as limited state charter school funding, make filling open positions a challenge.

Family engagement
Members of the leadership team at CASLV Sandy Ridge indicated family engagement has improved since the 2023-24 site evaluation, however there is room to grow. Attendance to school-wide events by family members has expanded, but greater participation is an ongoing effort. The principal stated that there are more than 10 faculty and staff personnel coach thus parents are involved as athletic/academic team coaches. Parents have attended open-house and orientation and the timeframe for the science fair, fall festival, graduation, school plays, concerts, and sporting events have been altered for greater parental participation.

Physical space
The leadership team at CASLV Sandy Ridge reported physical space as a continuing challenge for the school in terms of the campus and facilities. As mentioned in previous SPCSA site evaluation reports (2021-22, and 2023-24) CASLV Sandy Ridge has maximized all physical space. Teaching materials are stored in classroom boxes and bins in stacks as there is no separate storage space. Student desks are positioned against the walls in many of the classrooms to allow a walking pathway. When backpacks are in the classroom with students, classrooms are overly warm and traffic pathways challenging to navigate. Leadership reported that while teachers no longer float between classrooms, spacing struggle remains for one-on-one sessions and students with special needs. Administration would like to add A football/ soccer field and an engineering lab in addition to classrooms.

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 build student trust
SPCSA staff recommend CASLV Sandy Ridge continue identifying trends, strategizing, and implementing ways in which to build students' sense of being heard through healthy feedback loops between the students and adult personnel at the school. For the 2025-26 year, an anonymous incident report has been put in place and administration routinely reads and addresses concerns, establishing students trust and sense of well-being is a growth process.

Continue monitoring the CERT[5] program
SPCSA staff recommend CASLV Sandy Ridge continue to monitor the new CERT program. The CERT examination is aligned with the ACT and mirrors the MAP[6]. Leadership stated students who complete the CERT receive immediate follow-up and extension assistance that matches their needs. Students watch videos on questions they answered incorrectly and practice exercises to increase their skill level. SPCSA staff recommend these new efforts continue to be monitored and adjusted as needed.

Continue to strengthen communication between teachers
SPCSA staff recommend CASLV Sandy Ridge continue to increase communication between SPED[7] and general education classroom teachers, providing professional development as needed. Leadership noted there are three special education teachers and four aides for a student population of 64 who receive special services. Teachers and members of the leadership team reported in the focus group sessions an increase in students with documented needs, necessitating strong communication between those personnel who document, monitor, and provide direct services and general education classroom teachers.

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[5] CERT is an online assessment product that provides administrators, teachers, parents, and students with the information they need to maximize career and college opportunities for students.
[6] 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.
[7] Special education (also known as special-needs education, aided education, alternative provision, exceptional student education, special ed., SDC, and SPED) is the practice of educating students in a way that accommodates their individual differences, disabilities, and special needs.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations identified for CASLV Sandy Ridge during this site evaluation.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies identified for CASLV Sandy Ridge 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[8]	3
Family Members, Parents, and Guardians	11
Faculty and Staff	13
School Leadership	8
Students	9

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[8] 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 support, 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 challenges, especially in supporting students to improve their academic performance.

Focus Group Summary: Family Members, Parents, and Guardians

Participants in the family focus group reported being kept up to date with their child's academics through Infinite Campus[9]. Parents said the teachers are prompt with inputting grades and emailing students if they are struggling. Parents reported thinking their child is sufficiently challenged, stating that most students at CASLV Sandy Ridge are advanced by one or two grades. Parents mentioned the school offers pre-AP classes to students and consults with parents prior to enrolling students in these advanced classes. Members of the focus group appreciated the school knowing where students should be academically placed and recommending advancement where applicable. One parent said, "Every child always has the chance to go to a higher class if they want. This is a positive thing."

Parents indicated they are comfortable approaching administration with a concern. One parent said, "The principal and teachers go above and beyond to solve any problem." Parents reported leadership providing parents with any materials families ask for, such as their child's schedule and access to Canvas[10]. Family members stated they feel the school is physically safe and school personnel are very responsive. Words and phrases such as accessible, quick response time, best environment, and best quality of teachers were used to describe the schooling environment from the parents and guardians.

Parents stated they would like a designated crosswalk for students during pick-up time. For many in the focus group, this safety concern was a top suggestion for improvement. One parent said, "One teacher will stop students, and one teacher will monitor the gate, but students will go in between cars and jump out". Parents also said they would like to see green recycling bins within the school and more initiatives on recycling.

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[9] Infinite Campus is a web-based program providing families the ability to view academic information for their children.
[10] Canvas is a web-based learning management system, or LMS. It is used by learning institutions, educators, and students to access and manage online course learning materials and communicate about skill development and learning achievement.

Focus Group Summary: Faculty and Staff

Participants in the focus group described how leadership at CASLV Sandy Ridge invites feedback from faculty and staff. Teachers said department chairs are receptive to everyone's input and that the department chairs communicate with administration. Those who teach specials indicated they are grouped together, which can be challenging as each special has its own concerns. Faculty said leadership was receptive when teachers reached out to them directly. Faculty said leadership were all once teachers, and they understand and communicate well.

Some teachers said students with special needs have increased in enrollment at CASLV Sandy Ridge during the 2025-26 school year. Consequently IEPs[11] have risen. A few teachers stated students with special needs are not meeting their benchmarks and that they (the teachers) struggle to accommodate the increase in students with special needs.

Faculty stated staff morale fluctuates. Sometimes staff don't feel there is enough support and at other times staff will report there is an abundance of support. Several participants in the focus group indicated they would appreciate more consistency in leadership support. Some teachers said they feel as if they "are on an island; separate, but unequal" as one person phrased it. They would like to feel more connected. Teachers said they enjoy the variety of people at CASLV Sandy Ridge and that personnel look out for the students. Teachers felt that in spite of stressors such as time frames, struggles with response, and engagement with parents, most faculty and staff are satisfied. Teachers said the challenges at CASLV Sandy Ridge are pale in comparison to other schools, as there are no weapons, fights, drugs, or cursing from the students.

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[11] An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support that a student with specific types of disabilities needs to receive in a learning environment.

Focus Group Summary: School Leadership

A point of pride for CASLV Sandy Ridge that was especially noted by the leadership team is the increased interest amongst students in AP course offerings. Leadership reported an 81% passing rate amongst students who completed AP examinations in the 2024-2025 school year. CASLV Sandy Ridge has maintained the prestigious honor of being named by *U.S. News & World Report* as a top secondary school eight years in a row. CASLV Sandy Ridge has also sustained a five-star NSPF rating for its high school.

The leadership team at CASLV Sandy Ridge described how chronic absenteeism was reduced to less than six percent. Administration reviews attendance weekly. Students are not allowed to attend field trips if their attendance record is a concern. Members of the leadership team also spoke about initiatives new to the 2025-26 school year for secondary students, which have supported the drop in chronic absenteeism. Among the changes include universal classroom policies and rules, a school-wide personal electronics and cell phone policy, a universal late work and grading policy, and field trip eligibility requirements

Leadership reported that the current school year offers over 40 clubs to students, offering a wide variety of interests to appeal to all students. Students propose, create, and run each of the clubs on campus. Many of the clubs support college resumes and application requirements. Students in their freshman year of high school may also apply for the mentorship program, which partners underclassmen with upperclassmen. Within the mentorship, students can share their academic experiences and discuss helpful tips for improving their grade point average. Students also share which student clubs may bolster their collegiate applications depending upon their collegiate area of focus. Upper-class mentors also guide students on community service projects as well as how best to spend their mentees' summertime.

Focus Group Summary: Students

Students participating in the focus group named several things they liked about attending CASLV Sandy Ridge. The opportunity to complete dual enrollment classes that count for both high school credit and college credit, and opportunities to complete advanced placement courses were first mentioned. Students said they appreciate being able to work at their own pace and choosing whether to take their time to really understand a concept or move ahead in subjects. One student said, "The school does not force you to be at a certain pace." Students also mentioned differing perspectives and ideas, as well as all students being heard by faculty administration and staff, as positives. Students said the academic path is clear, as the plan is laid out early and resources are readily available.

Students said they felt safe mentally and physically at the school. Students said they felt very comfortable speaking with the principal directly. Students reported being supportive of each other and staff being empathetic toward students. The counselors were noted as making one-to-one connections with students. Students said the teachers willingly assisted when needed.

Students reported some challenges with the fire drills. For example, fire drills occur at lunchtime every quarter. Some students said the ventilation in rooms where students cook could be improved. Students said it is a common occurrence for the fire drill to off in the multi-purpose room. Further, classrooms upstairs do not hear the fire alarm at the same time it goes off on the ground floor.

Students had several suggestions when asked if they had ideas for how the school can improve. Participants in the focus group said they would like teachers to follow the syllabus they provide. Students would appreciate a balance between teachers being too lenient and too strict. Students would like the teacher to speak English with greater fluency, as it is challenging to understand not only the content but also the teacher when their English skills are not proficient. Students said they would like an anonymous pathway to provide feedback to teachers as well as alert leadership to concerns via a QR code. Students indicated feeling that nothing is accomplished with the current procedures. A few students said that some teachers will address the whole class and say, "I know someone reported…" and this makes them uncomfortable.

Classroom Environment and Instruction Observation Rubric

A total of 4 middle, and 15 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	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 6	**TOTAL: 13**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	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. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 5	**TOTAL: 14**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 4 middle and 15 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 explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 3	**TOTAL: 15**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 0**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 4	**TOTAL: 10**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 5**

Classroom Environment and Instruction Observation Rubric

A total of 4 middle, and 15 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	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 5	TOTAL: 12	TOTAL: 2	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 6	TOTAL: 12	TOTAL: 2	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

In a high school Biology class, students worked in pairs to review material for an upcoming exam. As students entered information on the computers, the screen at the front of the classroom displayed correct answers and, in the end. First, second, and third place were rewarded with prizes.

In a history class, the teacher began by focusing on the class and displaying a photo of people playing the game of cricket. He asked students if they knew about the game. No one did, so he explained it by drawing a diagram for students to follow. The game was tied to a movie that the class would be watching which was a culminating activity in the topics they had been studying in the class. Students were then instructed to write a vocabulary term on a card, and the teacher collected them. A timer was set, and one student went to the front of the room, and the term was shown to all the other students. The student asked questions like "Is it important to trade?" Trying to figure out the term.

In the resource pull-out room, 11 students and one teacher were involved in either working independently on laptops or meeting with the resource teacher. The teacher conducted grade checks with each student one by one. She was highly encouraging to students, celebrating strengths when students' grades were good. She said, "Would you like a private grade check? Those grades look amazing." or "I'm a little bit worried about this class or this assignment, what happened here?" She said to one student during a private grade check, "You are missing some things, such as the quick write." Then students would respond, "I was not here, or I did turn that in." The teacher was very helpful in summarizing what the students needed to do and providing positive support. She said, "Keep your eye on that." Students had the opportunity to say, "I don't get what he (the teacher wants, but I did it." The teacher would say something like, "The science fair is hurting you. You must turn this in, and how can you get a hold of this information?" The teacher was very supportive, kind, and listened to the student's concerns.

In a math class, students followed clearly posted directions to select a whiteboard space around the room and solve a problem with a partner. Students supported one another's understanding by asking and answering questions as they worked. The teacher circulated among groups, checking in and posing targeted questions to prompt deeper thinking and clarify misunderstandings.

Students in a social studies class participated in a discussion about 20th-century foreign policy in Latin America. The teacher facilitated the conversation, while students called on one another and offered thoughtful responses that built on their peers' ideas.

Students in an English class were analyzing a poem, with some choosing to work in small groups and others independently. The lesson took place in an inclusion setting with two teachers present, both providing scaffolding, clarifying questions, and targeted support to help students access and interpret the text.

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
Create a designated health area pursuant to Nevada State Law NAC 444.56842.	There is now a designated health room, a cot, a sharps receptacle, and a locked refrigerator for medication.	SPCSA finds this recommendation has been met.
Generate a healthy student feedback loop	Leadership reported that an anonymous incident report is in place and administration addresses student concerns.	The SPCSA acknowledges the school's effort to address the previous recommendation and recognizes that CASLV Sandy Ridge continues to address this recommendation as circumstances continue to develop.
Policies and procedures specific to secondary students	Leadership reported the following have been developed and implemented: Universal classroom rules, personal electronics/ cell phone policy, late work policy, grading policy, one to one technology, field trip eligibility, uniform/ lanyards, etc.	SPCSA finds that efforts to generate a healthy feedback loop have begun and leadership continues to ensure this an ongoing, evolving process.
Chronic Absenteeism	Middle school and high school chronic absenteeism were reduced from 13.8 percent and 11 percent to five-point-five percent and three percent, respectively.	SPCSA finds this recommendation has been met for the 2025-26 academic year.
Academic Performance	The middle school's NSPF Star Rating improved from three to five stars.	SPCSA finds this recommendation has been met for the 2025-26 academic year.
Family Engagement	Leadership reported improved family engagement. 10+ parents are involved as athletic/academic team coaches. Parents volunteer as guest speakers, chaperones at trips and competitions, and volunteer for other school events.	The SPCSA acknowledges the school's effort to address the previous recommendation and recognizes that CASLV Sandy Ridge continues to review and address this recommendation as needed.

Targeted professional development	Leadership stated the following targeted professional development has been put in place: Differentiated and intensive intervention strategies. Curriculum training with the SAVVAS learning company and their materials, as well as Reveal Math, the math curriculum used at CASLV Sandy Ridge. English Language Arts (ELA curriculum training. Training and strategies in PBIS[12], MTSS[13], and CERT[14].	The SPCSA acknowledges the school's effort to address the previous recommendation and recognizes that CASLV Sandy Ridge continues to review and address this recommendation as needed.

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[12] Positive Behavior Interventions Supports (PBIS) is an evidence-based classroom management approach containing four practices: (a) teaching school-wide expectations, (b) acknowledging expected behavior, (c) correcting errors, and (d) requesting assistance.

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

[14] Cert is an online assessment tool aligned with Career and College Readiness Standards and ACT content areas of math, English, reading and science. Data is organized using language familiar to students and parents.

Operational Compliance Checks

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

Part 2
Coral Academy of Science Sandy Ridge
Risk Based Monitoring Report

Executive Summary

Per NRS 388A.150, the SPCSA is responsible for providing oversight of the charter schools it sponsors. This includes conducting site evaluations during the first, third, and fifth years of the charter contract and, as needed, to follow up on strong recommendations or identified deficiencies. The SPCSA is committed to ensuring a smooth, meaningful, and timely process using a well-designed, intentional, research-based protocol.

Additionally, as a pass-through entity of federal funds, the SPCSA is required to conduct risk assessments of subrecipients in accordance with 2 C.F.R. §200.332(b). These assessments evaluate compliance with program and fiscal requirements but do not measure the quality or determine future eligibility.

Risk Based Monitoring: Visit Objectives

The purpose of the monitoring visit was to assess the capacity, performance, and compliance of a subrecipient charter school. Specific objectives included addressing high-risk issues requiring immediate attention, evaluating the fidelity of program delivery, and ensuring that any subaward of federal funds was used for authorized purposes in compliance with federal statutes, regulations, and the terms and conditions of the subaward. Additionally, the visit aimed to confirm that subaward performance goals were being met. The review identified areas of strength, recommendations, and issues based on the school's preparation of supporting documentation and presentation of information.

These findings are not exhaustive, and additional concerns may exist beyond those observed. It remains the responsibility of the school to maintain ongoing internal oversight of grants and grant management processes to ensure full compliance with all applicable federal and local statutes, regulations, and policy requirements. As areas for improvement have been identified, a School Support Plan is required to address these concerns.

Risk Based Monitoring: School Overview

- Grants with Active Subawards:
  - FY25 Title I, Part A
  - FY25 Title II, Part A
  - FY25 Title III Immigrant
  - FY25 Title IV, Part A
  - FY26 EXN Special Education (IDEA, Part B)
  - FY26 McKinney-Vento
  - FY26 Nevada Ready State Pre-K
  - FY26 Special Education (IDEA, Part B)
  - FY26 Special Education EC (IDEA, Part B, Sec 619)
  - FY26 State CTE Allocation
  - FY26 Title I, Part A
  - FY26 Title II, Pat A
  - FY26 Title II, Part A, Off Set – State
  - FY26 Title III Immigrant
- Grants with Allocations (subaward pending): N/A
- Total Federal Funds Expended in Previous FY (FY25): $1,429,240.76
- Single Audit Required: Yes
- Current Risk Level: High
- Prior Risk Level: High
- Prior Corrective Action Plan (CAP): Yes

Risk Based Monitoring: Scope of Review/Methodology

The following activities were completed during this monitoring visit:

- Scope of program review:
  - Special Education
  - IEP development, meeting and record maintenance process aligned to federal and state requirements
  - IEP(s) are fully implemented
  - Progress monitoring is regularly conducted in accordance with IEP, federal/state requirements and best practices
  - Ongoing parent communication, participation, and engagement
  - Special Education IEP/file review

Risk Based Monitoring: Area of Strength

During the Program – Special Education monitoring visit, Coral Academy of Science – Sandy Ridge was observed to have established designated locations, staffing, and schedules for delivering special education services. Although observations were limited to a brief walkthrough, evidence indicated that services were organized and available to support student needs.

The school leader and the special education director who facilitated the visit demonstrated knowledge of program implementation and provided relevant context and clarification as needed. Requested files were readily available for review, and during the debrief, staff appeared receptive to feedback and open to strengthening compliance and practices related to special education.

Risk Based Monitoring: Area of Improvements/Recommendations

The SPCSA outlines the following requirements and best practices to strengthen the school's written policies, procedures, and program implementation:

- Ensure that the Records Access List is displayed near the location where confidential special education folders are stored and that it is kept up to date with the names of staff authorized to access the files.
- Ensure that all confidential folders contain a file access log.
- Refrain from using statements such as "No effect statement needed" or any variation in the third column of the Present Levels of Academic and Functional Performance (PLAAFPs). Always provide a statement indicating whether the student needs or does not need support and/or services in a particular area to show progress.
- Consistently discuss with parents or guardians whether an interpreter is needed for special education meetings when their child is identified as LEP, even if English is listed as the student's primary language. Indicate whether the parent accepted or declined the interpreter by logging the information in the student's confidential folder status log.
- For EL students receiving special education services, ensure that the most recent WIDA ACCESS or screener scores are included in the PLAAFPs. Additionally, Special Factors #3 must be marked as "Yes." Supplementary Aids and Services must include accommodations/supports addressing the student's language development needs based on the most recent EL assessment scores.
- Include information on the areas in which the student will receive SDI and/or Related Services in the Intent to Implement form.
- Provide the first Prior Written Notice (PWN) of the meeting to the parent within a reasonable time (10 days) prior to the meeting.
- Develop IEP goals that include both a rate/level of proficiency/mastery and a frequency of level of attainment to ensure measurable achievement/progress towards goals and to allow for replication of the proficiency/mastery. Example: 80% accuracy in 4/5 trials
- Review the SPCSA Memo from 9/9/2024 regarding compliant service logs and ensure that the school uses service logs containing all required documentation areas. Staff must regularly complete service logs and place copies in the student's confidential folder or uploaded to Infinite Campus.
- Discuss appropriate transition services at the next annual IEP review for students 14+ years old. Review required information for PWN, PLAAFP, and the transition section of the student's Individualized Education Plan (IEP).
- Strengthen staff capacity through ongoing training and oversight on special education policies, procedures, and practices, while ensuring participation in SPCSA training opportunities.
- Ensure all staff have ready access to the school's Special Education Policies and Procedures Manual to reference Individuals with Disabilities Education Act (IDEA)/IEP requirements and maintain compliance.
- Regularly monitor and track due dates for evaluations, IEP meetings, and required special education reports to ensure all timelines are met in accordance with IDEA, NV Administrative Codes (NAC), and SPCSA requirements.

A list of additional resources and links is provided in a separate document to support the school's special education program.

Risk Based Monitoring: Areas of Non-Compliance

Frequency of Supplementary Aids and Services
The monitoring review found that the Individualized Education Program (IEP) lacked precise descriptions of the frequency for Supplementary Aids and Services (SAAS). The current language, such as "Applicable to all services delineated throughout the IEP," does not provide clear guidance on how often supports should be delivered. Without measurable or context-specific terms, staff may implement services inconsistently and fail to maintain accurate records. This deficiency limits the school's ability to demonstrate fidelity in IEP implementation and increases the risk of noncompliance. To correct this, the school must revise the IEP to include specific frequencies for each SAAS entry, expressed in measurable or clearly defined contextual terms. Additionally, staff must acknowledge training on documenting SAAS frequencies in alignment with IDEA and NAC requirements.

Missing Documentation of IEP Provided to Parent
The IEP reviewed during monitoring did not include the required section confirming that a copy of the IEP was provided to the parent, including the date and the name/title of the staff member who delivered it. Leaving this section blank creates an incomplete record of procedural compliance and limits the school's ability to demonstrate that parents were informed of their child's educational program. This omission may hinder meaningful parent participation and places the school at risk of noncompliance with IDEA and NAC requirements. The school must revise the IEP to ensure all required fields are completed and submit an acknowledgement form confirming staff training on documenting parent communication accurately.

Incomplete Effects Statements in PLAAFPs
The Present Levels of Academic and Functional Performance (PLAAFPs) section of the IEP lacked appropriate Effects Statements for several areas, including the most recent MDT evaluation, speech, and transition assessment. These statements are critical for explaining how a child's disability affects their involvement and progress in the general education curriculum. Without them, the IEP does not fully meet federal requirements and lacks justification for the supports and services provided. The school must revise the IEP to include complete Effects Statements for each area and ensure staff receive training on this requirement.

Missing IEP Team Member Signature or Participation Documentation
The IEP did not include the signature of a required team member on the participation page, nor did it indicate that the member participated virtually or by alternative means. This omission prevents verification that the IEP was developed by a properly constituted team and places the school at risk of noncompliance. The school must revise the IEP to include all required signatures or document virtual participation when applicable. Staff must also acknowledge training on documenting team member participation accurately.

Annual IEP Not Held Within Required Timeline
The review revealed that a student's annual IEP was not developed within one year of the previous IEP, resulting in an expired plan. This procedural violation may negatively impact student progress and services, and can lead to compensatory education or due process complaints. The school must hold and document annual IEP meetings within the required timeline and provide evidence of staff training on IEP timelines, including a copy of the training materials.

Incomplete Placement Justification
The IEP did not include an explanation of potential harmful effects on the student's learning and participation in the general education setting as part of the placement justification. This omission constitutes a Least Restrictive Environment (LRE) procedural violation and may indicate predetermination or failure to consider the student's needs. The school must revise the IEP to include complete placement justification statements and ensure staff are trained on this requirement.

Part 3
Coral Academy of Science Sandy Ridge School Response

School Response to Site Evaluation Team Findings

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.

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.
Feedback from the CASLV Sandy Ridge Campus Administration Response

Feedback on Focus Group Summary: Family Members, Parents, and Guardians (page 12)
CASLV Sandy Ridge has a narrow crosswalk used during drop-off and pick-up; it will be widened, and appropriate signage will be installed.

All the classrooms have trash and recycling bins. Our Recycling Club students collect recycling from classrooms and transport it to the recycling dumpster. The parents in the focus group may not be aware of this process. The number of recycling bins will be increased, especially outside of the building.

Feedback on Focus Group Summary: Faculty and Staff (page 13)
CASLV Sandy Ridge administration will ensure to maintain ongoing support for faculty and staff.

Feedback on Focus Group Summary: Students (page 15)
This year, we started serving hot lunches on campus. Unfortunately, the fire alarm in the cafeteria was triggered multiple times due to steam from the oven, which resulted in several visits from the fire department. The issue has since been addressed by a professional vendor and is no longer a concern. CASLV Sandy Ridge administration will verify that all classroom areas can hear fire alarms at an appropriate volume.

Students will be advised to share their concerns about classroom effectiveness through the anonymous incident report, which is already available for them, ensuring they feel valued and supported. CASLV Sandy Ridge administration will also form a student leadership group that meets regularly with the administration to amplify student voice and guide positive change.

School Response to Risk Based Monitoring Team Findings

The school may choose to submit a response to the SPCSA Risk Based Monitoring 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.