



Nevada State Public Charter School Authority

Coral Academy of Science Nellis Air Force Base

Site Evaluation Report: December 2, 2025

State Public Charter School Authority

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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

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

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

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

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

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

Site Evaluation Findings: Strengths

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

Increased and intentional use of Kagan strategies

A key strength of Coral Academy of Science Nellis Air Force Base (CASLV Nellis) is the increased and intentional use of Kagan¹ instructional strategies which are cooperative learning strategies. Evidence from the staff focus group as well as observational classroom data indicates that teachers are incorporating Kagan structures into both classroom instruction and Professional Learning Communities (PLCs)². Staff reported using a variety of strategies, including shoulder partners, collaborative team tables, carpet discussions, anchor charts, jigsaw activities, Showdown, and Numbered Heads Together, to promote student engagement and collaborative learning. Research has shown that increased and intentional Kagan instructional strategies support cooperative learning and are used to deepen understanding through peer explanation, support diverse learning through peer scaffolding and supports critical social and communication skills.

Departmentalization of the third grade

The CASLV Nellis campus has implemented a departmentalized model in grade three. This instructional approach has the potential to benefit both teachers and students. Under this model, teachers specialize in fewer content areas—such as mathematics and science or English language arts and social studies—allowing them to develop deeper expertise in curriculum standards and instructional practices. Departmentalization may reduce planning demands, as educators are not responsible for preparing lessons across all subject areas, which can help alleviate teacher stress and support more intentional and creative lesson design. Students benefit from receiving higher-quality, content-specific instruction and from engaging with multiple teachers throughout the school day, which can enhance learning experiences and support academic growth.

Strengthened Positive reinforcement for desired student behavior

The CASLV Nellis campus has demonstrated meaningful progress in fostering and further improving a positive school climate for students. The CASLV Nellis campus received MTSS Gold recognition for the 2024-2025 school year. During classroom observations, SPCSA evaluators noted consistent use of positive reinforcement strategies, including teacher practices that encouraged appropriate student behavior in a respectful and supportive manner. This observation aligns with feedback from the faculty and staff focus group, where participants highlighted the consistent use of positive reinforcement across the campus. Family focus group participants also affirmed these findings, praising teachers and administrators for their dedication, responsiveness, and strong commitment to a positive school culture. Additionally, students reported that staff are kind, helpful, and creative in making learning engaging and enjoyable, further reflecting a supportive and affirming school environment for students.

¹Kagan instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.

² A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area, or an entire teaching staff.

A new administrative position, focused on promoting a strong culture and climate at the campus, was created and is currently filled by an individual highly dedicated to this goal.

Increased measures of trust and family engagement

Family members at the CASLV Nellis campus reported increased overall satisfaction during the 2025–26 school year, along with higher levels of trust and family involvement. Families noted several positive improvements, including expanded extracurricular opportunities, incentive programs, and tutoring supports that enable families to participate and better support learning at home. Families also expressed strong confidence in school safety, citing school leaders’ and staff’s attentiveness, care, and commitment to student well-being. Participants highlighted the school’s focus on emotional regulation supports, a welcoming school climate, responsive teacher communication, and well-organized, safe procedures. Overall, families indicated that school leadership demonstrates a commitment to continuous improvement, with the campus showing consistent progress each year. These perceptions were reinforced by SPCSA staff observations of high family engagement during a school event co-sponsored by the Las Vegas Raiders.

Including STEM education in its mission statement

The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating STEM³ 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.

³ STEM education is an interdisciplinary approach to teaching that integrates Science, Technology, Engineering, and Mathematics to prepare students for modern careers through hands-on, problem-based learning.

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.

More precise communication with families

A noted challenge at the CASLV Nellis campus is the perceived need for a streamlined and precise family communication method. Family focus group participants expressed concerns about the volume and fragmentation of messages across multiple platforms (e.g., ClassDojo⁴, Infinite Campus⁵, Canvas⁶, Clever⁷, and various instructional applications). Several parents reported that managing this information requires significant effort to track assignments, grades, events, and deadlines. Families indicated that without consistent monitoring, student performance may be negatively impacted, and they expressed a desire for more proactive, consolidated communication regarding expectations and upcoming assignments.

Staff perception of declining morale

Another identified challenge at the CASLV Nellis campus is the perception among teachers and staff that multiple new initiatives have been introduced within a short timeframe. Transient military life can result in extreme academic gaps. Staff reported that this pace has negatively impacted overall school culture and morale. Additionally, educators expressed frustration with last-minute communication regarding schoolwide plans, such as schedule changes to accommodate MAP⁸ testing. Staff also shared concerns about their capacity to effectively meet the numerous expectations placed upon them.

Transient students, families, and teachers

The CASLV Nellis campus continues to face an ongoing challenge related to its location on an active Air Force base, which contributes to higher-than-average levels of student and teacher, and family transiency. Military families frequently relocate due to transfers, resulting in fewer families remaining at the campus over multiple years. This mobility limits opportunities to build long-term relationships and sustained trust with families across siblings and overtime, as many military families move nationally and internationally within relatively short periods. Because some family members have teachers who work for the school when they arrive on base, the influx and retention levels of some of the teachers are also impacted by the location of the school.

High numbers of students receiving special education services

The CASLV Nellis campus faces a notable challenge due to a high number of students receiving special education services. Current records indicate that approximately 902 students are enrolled at the campus, with 130 identified as students with special needs. Of these, 24 students require self-contained

⁴ 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, and direct messaging directly to parents and students.

⁵ Infinite Campus is a web-based program providing families the ability to view academic information for their children.

⁶ Canvas is a learning management system that supports online learning and teaching and allows instructors to post grades, information, and assignments online

⁷ Clever is a secure digital learning platform for K-12 schools that acts as a central hub where students log in once to reach all their digital resources.

⁸ 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.

classrooms. Self-contained classrooms provide more intensive support to meet individualized education program (IEP)⁹ goals, including the development of daily living, community, and social-emotional skills, as well as self-care skills such as hygiene. Additionally, instruction focuses on functional academics, including practical skills like using money and telling time, all tailored to each student’s unique needs to promote greater independence and participation in daily life.

Prevalence of severe student behaviors

Another challenge at the CASLV Nellis campus is the reported prevalence of severe student behaviors. This was a challenge reported by school leaders and staff. Such behaviors present significant challenges as they disrupt learning for other students, contribute to disengagement, and often stem from complex factors, including trauma, disabilities, mental health struggles, and unstable home environments. Addressing these behaviors requires extensive and specialized support beyond standard instructional practices and can place considerable demands on both school resources and overall school climate. It is important to note that the leadership team reports that they have put extensive interventions and supports into place to address student behaviors as part of the MTSS program.

Continued CASLV Nellis campus deficiency

The CASLV Nellis campus was issued a deficiency in the March 2025 site evaluation report. The following information serves as an update regarding that deficiency.

CASLV Nellis demonstrated notable academic improvement on the SPCSA Academic Performance Framework, increasing its rating from Did Not Meet with a score of 49/100 in 2023–24 to Met with a score of 62/100 in 2024–25. Notably, the elementary school earned the full 15 out of 15 points in the zip code comparison metric for schools located in zip code 89115. The elementary school’s index score of 43.8 exceeded the 27.9 average of all rated public schools within the same zip code, resulting in a 2-star NSPF rating. It is important to note that within the elementary level, CASLV Nellis has progressively improved over the last three school years.

School year	index score	star rating
22-23	39.4	2
23-24	40	2
24-25	43.8	2

School leaders attributed these gains to several strategic shifts, including mentoring support from a high-performing charter school leader, enhanced use of student data binders and IXL for progress monitoring and goal setting, consistent review of academic data through leadership PLCs, and the use of SBAC practice assessments via Mastery Connect to provide actionable feedback to teachers. Additional improvements included increased alignment of learning targets, intentional professional development informed by leadership PLCs, structured instructional supports, aligned walkthrough practices, peer observation opportunities, and external support through Raise the Bar and RPDP professional development. For a 3-Star rating in Nevada’s School Performance Framework, a school needs an Index Score of greater than 50.

Although improvement is noted, the CASLV Nellis campus has been rated a 2-star school during the 2024-2025 data, and the deficiency remains in effect. This is a continued challenge.

⁹ 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.

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 implement co-teaching models

The SPCSA recommends that the school leadership team, in conjunction with teaching staff, continue to collaborate on the implementation of co-teaching models. While challenging and requiring ongoing training and practice, co-teaching is valuable and has shown to enhance inclusive practices, provide personalized support for students, accommodate diverse teaching styles, and ultimately promote greater student success within the general education classroom for all students.

Continue to build upon the MTSS Framework regarding student behavior and discipline procedures

The SPCSA recommends that the school continue to develop and refine its MTSS¹⁰ framework, with particular emphasis on strengthening communication systems to ensure staff are informed of outcomes following office referrals. Staff identified this as an area for improvement, noting that better communication would help ensure appropriate support is in place when students return to class immediately following a disciplinary incident. Enhancing this process would directly address challenges related to extreme student behaviors and support consistent implementation of behavior intervention plans (BIPs). Additionally, staff expressed interest in more advanced, trauma-informed training to further develop their skills in supporting students with high-level behavioral needs while minimizing the impact on other students.

Continue to refine and improve communication with families

The SPCSA recommends that the school leadership team refine and enhance communication methods with families. While family engagement has improved and is recognized as a strength, families have expressed a desire for clearer, more concise communication with a streamlined approach. It is recommended that the school develop a plan to organize and deliver information more effectively, allowing families to easily access and review relevant, time-sensitive information regarding their child.

Discover new ways of improving staff morale

The SPCSA recommends that the CASLV Nellis campus leadership team address perceived low staff morale related to multiple initiatives within a short period of time. To support this, leadership may consider streamlining and prioritizing initiatives, involving staff in decision-making, demonstrating appreciation through verbal recognition, and offering staff the option to opt out of training that may not be relevant to their roles.

¹⁰ Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers with onboarding and ongoing training and resources for tiered interventions and supports.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.
There were no strong recommendations issued to CASLV Nellis during this evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.
There were no additional deficiencies issued to CASLV Nellis during this evaluation

The previous deficiency remains in place and the SPCSA evaluation team will meet with school leaders for updates in March 2026.

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 ¹¹	3
Family Members, Parents, and Guardians	7
Faculty and Staff	12
School Leadership	8
Students	9

¹¹ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three of the seven Coral Academy of Science Las Vegas Board members participated in the site evaluation at the Tamarus campus, joining both virtually and in person. They characterized their governance role as providing strategic direction for the CASLV network and addressing significant issues as they arise. The board is composed of individuals with professional expertise in law, finance, and higher education, as well as a parent representative, and currently has no vacant seats. Board members indicated that the full board convenes approximately every six weeks and that standing subcommittees focus on facilities and finance, academics, and governance.

During the focus group, board members described Coral Academy's mission as fostering lifelong learning within the Coral Academy community by developing students who are intellectually curious, enthusiastic about the sciences, and inclined to ask thoughtful, probing questions—elements reflected in the network's updated mission statement. They noted that the CASLV network of schools is distinguished by a long-standing, highly engaged community, with many students completing their entire K–12 education within the network. One board member remarked that, “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 remain informed about academic performance through regular updates on student outcomes, including acceleration opportunities and overall achievement data. They expressed confidence that students are performing well and highlighted a variety of academic and co-curricular competitions—such as robotics, mathematics, and speech and debate—as evidence of strong student engagement and enrichment. In addition, they referenced the use of intervention blocks, Saturday classes, and before- and after-school academic supports, noting that the Coral Academy schools proactively communicate with families about the importance of these opportunities in promoting student success.

At the same time, board members identified several areas for continued improvement across the network. These included further strengthening coordination and alignment among campuses, increasing parent engagement and communication, and continuing to prioritize and enhance school safety measures. They also underscored the value of maintaining small class sizes whenever feasible and acknowledged that the CASLV Nellis campus elementary school has encountered challenges, especially in supporting students to improve their academic performance.

Focus Group Summary: Family Members, Parents, and Guardians

Members of the CASLV Nellis family focus group shared a range of perspectives reflecting both strengths and areas for growth. Several families emphasized the unique challenges faced by military families, noting that school leadership could further deepen its understanding of military-related constraints such as extended deployments, limited flexibility to leave duty stations, and the impact of furloughs. Families expressed a desire for clearer guidance and support in navigating school systems during these circumstances. Overall, families reported that the current school year has shown marked improvement compared to the previous year. Parents noted a more streamlined and organized start to the year, clearer structures, and stronger implementation overall. Families of students with IEPs expressed increased satisfaction with special education services, highlighting that staff strive to effectively meet students where they are and provide meaningful support.

At the same time, families described increased expectations for parent oversight. Many shared concerns about the volume and fragmentation of communication and platforms (e.g., ClassDojo, Infinite Campus, Canvas, Clever, and multiple instructional apps), which require significant parent management to track assignments, grades, and deadlines. Parents indicated that without constant monitoring, student performance can suffer, and they expressed a need for more proactive, consolidated communication about upcoming assignments and expectations. Families also acknowledged positive developments, including expanded extracurricular offerings (e.g., math club, gaming club), increased tutoring opportunities, incentives such as Coral Cash, departmentalization beginning in third grade, and visible efforts to strengthen family outreach. Parents consistently praised the dedication, responsiveness, and care demonstrated by teachers and administrators, often noting timely communication and strong investment in school culture.

Regarding student experience, most families reported that their children generally enjoy attending the school, though experiences vary by grade level and classroom management style. Some parents expressed concern about strict or punitive practices, particularly when privileges are removed or when group consequences are applied. Safety emerged as a significant strength. Families consistently described the campus as highly safe and well-managed, citing strong supervision, proactive car line procedures, and administrative involvement in addressing student behavior concerns. Parents also appreciated the school's focus on emotional regulation and support, including sensory tools and breaks.

For improvement, families suggested clearer communication with parents during classroom evacuations or serious behavioral incidents, opportunities for parent input prior to the school year (e.g., surveys with comment sections), and the development of structured parent involvement or family collaboration groups. Parents emphasized the importance of providing advance notice for volunteer opportunities and offering flexible options that accommodate working families, particularly those commuting long distances or working on base. Overall, families conveyed that CASLV Nellis is a school that continually strives to improve, demonstrates strong staff commitment, and prioritizes safety and student well-being, while also identifying opportunities to strengthen communication, parent engagement, and military-family responsiveness.

Focus Group Summary: Faculty and Staff

During the staff focus group, educators from the CASLV Nellis campus shared their perspectives on instructional practices, school climate, student behavior supports, and implementation of initiatives during the 2025–26 school year. Staff reported increased implementation of Kagan cooperative learning strategies, including shoulder partner discussions, collaborative team tables, carpet discussions, anchor charts (e.g., Venn diagrams), jigsaw activities, Rally Coach, Showdown, and Numbered Heads Together. Teachers noted that these strategies are generally effective in promoting engagement and collaboration, with several identifying them as a strength of current classroom practice.

Teachers described most classrooms as welcoming and supportive, with strong connections between students and educators. Staff noted consistent use of positive reinforcement and believed that most students feel safe and supported. Educators pointed out that energy levels and student engagement may vary by time of day, particularly following specials. Staff shared mixed perspectives regarding the management of extreme student behaviors. While communication tools such as walkie-talkies and chat systems are available, response times and effectiveness vary depending on the situation and staff experience. Teachers expressed concern that some behaviors could be managed within the classroom with stronger teacher training, rather than removing students and placing them in other classrooms, which can create tension among staff. Educators emphasized the need for additional training in behavior management, particularly for general education teachers supporting students with high needs and requested more robust trauma-informed practices.

Staff indicated awareness of MTSS structures and noted recognition for implementation efforts; however, they shared that behavioral support within MTSS remains a challenge, particularly at the elementary level. Teachers reported that a lack of staffing at times creates challenges when addressing the volume and intensity of behaviors, and that the need to improve behavioral outcomes within common areas of the school such as the student bathrooms is a challenge. Middle school staff reported fewer behavioral challenges compared to elementary classrooms. Teachers expressed a need for clearer communication, follow-up, and consistency in MTSS implementation, as well as stronger coordination between teachers, administrators, counselors, and families.

A concern raised by staff was the number and pace of initiatives introduced simultaneously. Teachers cited limited training time, minimal modeling (particularly for co-teaching), and expectations to implement new practices without sufficient preparation. Some initiatives were described as misaligned with school capacity, including assigning non-content teachers or aides to instructional co-teaching roles. Staff also reported feelings of burnout and professional fatigue, expressing a desire for greater focus and prioritization. Lastly, a few staff members noted that providing rigorous, differentiated learning activities for high-achieving students is an area that could be improved.

Focus Group Summary: School Leadership

During the 2025–26 school year, the CASLV Nellis leadership team implemented substantial instructional and organizational changes focused on alignment, consistency, and refined data-driven decision-making. Professional development was intentionally coordinated around shared instructional priorities, including learning targets, PLC data examination, with designated data days. Focused walkthroughs and partnerships with Raising the Bar¹² and RPDP¹³ support consistent coaching, debriefing, and instructional modeling.

The school strengthened its use of data through programmatic shifts, including transitioning to IXL¹⁴ for diagnostics, goal setting, and progress monitoring. Student data binders were introduced to promote student goal setting and ownership of learning. Other additions included curriculum and assessment updates such as new science, math, and reading curricular supports as well as Mastery Connect.¹⁵ Schoolwide incentives such as academic leaderboards, AR¹⁶ challenges, and recognition for academic growth support achievement and school culture. Leadership highlighted strengths including a committed staff, clear systems, and a strong willingness to grow. Ongoing challenges include high student and staff transiency, behavioral management of students, and a rapidly growing special education population, including an increase in high-needs Life Skills students. In response, the school added a Student Success Advocate, expanded MTSS support (earning MTSS Gold recognition), and enhanced behavioral and mental health services through additional specialized staff and consistent discipline practices. The leadership team continues to monitor the impact of board-approved investments, including classroom aides (grades 3–5), tutoring, instructional coaching, and paid professional development. A train-the-trainer model has been implemented to build internal capacity in Crisis Prevention Intervention, and Kagan strategies, with an emphasis on strengthening Tier 1 instruction, classroom culture, and consistency.

Instructional refinements include departmentalization of third grade, intentional PLC processes, small-group instruction, Universal Design for Learning, and focused math observations. Leadership has implemented improved communication structures, including daily huddles and feedback loops, to enhance clarity and alignment across the campus. Facilities and resource improvements include a grant-funded, handicap-accessible playground and a federal grant for campus enhancements scheduled to begin in early 2026. Despite ongoing challenges, the leadership team remains focused on increasing instructional rigor, strengthening Tier 1 practices, and ensuring all students have access to a high-quality, engaging instructional program aligned to indicators of high-performing classrooms.

¹² Raising the Bar is a company focused on guiding schools to better understand and use state and interim assessment data to improve student outcomes

¹³ RPDP is the regional professional development program offering professional learning to improve student performance

¹⁴ IXL is a personalized learning platform with a comprehensive K-12 curriculum, individualized guidance, and real-time analytics.

¹⁵ Mastery Connect is an assessment and data solution tool that is intended to streamline grading, track progress, and inform instructional decisions

¹⁶ AR is Accelerated Reading program is designed to help students practice independent reading and comprehension.

Focus Group Summary: Students

Students described CASLV Nellis as an engaging, supportive, and safe place to learn. They highlighted a wide range of school activities and events—such as seasonal festivals, fun runs, field days, and fundraisers—that make school exciting and enjoyable. Students shared that learning feels meaningful and varied, with opportunities to learn something new each day and teachers who are consistently available to provide help and encouragement. Programs such as GATE¹⁷ were noted as valuable opportunities for academic growth.

Students reported feeling physically safe at school and described systems that support safety and supervision, including organized dismissal procedures, youth center access after school, and clear expectations for walkers and car line students. The school's dress code was also viewed positively, as it helps clearly identify grade levels and promotes a sense of order. Students unanimously stated that there are trusted adults on campus they can talk to, including teachers, counselors, principals, and the GATE¹⁸ teacher. These adults were described as caring, experienced, approachable, and nonjudgmental. Emotionally, most students reported feeling safe and supported, noting that when conflicts or concerns arise, teachers and counselors are responsive and help resolve issues.

Students shared that it is easy to make friends at CASLV Nellis, citing the school's smaller size, kind peer culture, and other supports such as the buddy bench. The buddy bench is a place designated on the playground where students are free to go and sit, welcoming others to come meet them or talk with them. Students expressed pride in welcoming new classmates and helping them feel comfortable and included.

While students acknowledge that occasional distractions from peers can interfere with learning, they emphasized that teachers address these behaviors and that students feel empowered to ask for help. Students expressed a strong sense of responsibility for their own learning. Students consistently described staff as kind, helpful, and creative in making learning fun. They appreciated the diversity of teaching styles and the school's emphasis on SOAR values—Safety, Ownership, Acceptance, and Respect. Students reported that CASLV Nellis is a safe, welcoming place to learn and attend school.

Students offered thoughtful suggestions, including refining communication and announcements, reducing group punishment, increasing parent involvement, adding art clubs or classes, expanding accelerated learning opportunities, adjusting breakfast times, and providing more freedom during lunch with increased outdoor access. Students also emphasized the importance of respecting school property, reducing bathroom vandalism, and minimizing classroom disruptions to support a positive learning environment.

¹⁷ GATE -the gifted and talented education program.

Classroom Environment and Instruction

Observation Rubric

A total of 18 elementary, 6 middle, and 0 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.	Talk between the teacher and students and among students is uniformly respectful.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.	This criterion was not observed or rated.
	When necessary, students respectfully correct one another.	The teacher successfully responds to disrespectful behavior among students.	The teacher attempts to respond to disrespectful behavior among students with uneven results.	Students' body language indicates feelings of hurt, discomfort, or insecurity.	
	Students participate without fear of put-downs or ridicule from either the teacher or other students.	Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.	The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher displays no familiarity with, or care about, individual students.	
	The teacher respects and encourages students' efforts.	The teacher makes general connections with individual students.			
Establishing a Culture for Learning	TOTAL: 1	TOTAL: 20	TOTAL: 3	TOTAL: 0	TOTAL: 0
	The teacher communicates passion for the subject.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.	The teachers' energy for the work is neutral.	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.	This criterion was not observed or rated.
	Students indicate through their questions and comments a desire to understand content.	The teacher conveys an expectation of high levels of student effort.	The teacher conveys high expectations for only some students.	The teacher conveys to at least some students that the work is too challenging for them.	
	Students assist their classmates in understanding the content.	Students expend good effort to complete work of high quality.	Students exhibit a limited commitment to completing the work on their own.	Students exhibit little or no pride in their work.	
	TOTAL: 0	TOTAL: 21	TOTAL: 3	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 18 elementary, 6 middle, and 0 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
	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.
Communicating with Students	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.			
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
			The teacher must clarify the learning task.		
	TOTAL: 1 Students initiate higher-order questions.	TOTAL: 20 The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	TOTAL: 3 The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	TOTAL: 0 Questions are rapid-fire and convergent with a single correct answer.	TOTAL: 0 This criterion was not observed or rated.
Using Questioning and Discussion Strategies	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: 1	TOTAL: 17	TOTAL: 3	TOTAL: 0	TOTAL: 3

Classroom Environment and Instruction Observation Rubric

A total of 18 elementary, 6 middle, and 0 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.	Most students are intellectually engaged in the lesson.	Some students are intellectually engaged in the lesson.	Few students are intellectually engaged in the lesson.	This criterion was not observed or rated.
	Lesson activities require high-level student thinking and explanations of their thinking.	Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.	Learning tasks are a mix of those requiring thinking and those requiring recall.	Learning tasks, activities, and materials require only recall or have a single correct response.	
	Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Students are invited to explain their thinking as part of completing tasks.	Student engagement with the content is largely passive.	The lesson drags on or is rushed.	
		The pacing of the lesson provides students with the time needed to be intellectually engaged.	The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.		
Using Assessment in Instruction	TOTAL: 1	TOTAL: 19	TOTAL: 4	TOTAL: 0	TOTAL: 0
	Students indicate they clearly understand the characteristics of high-quality work.	The teacher makes the standards of high-quality work clear to students.	There is little evidence that the students understand how the work is evaluated.	The teacher does not indicate what quality work looks like.	
	The teacher uses multiple strategies to monitor student understanding.	The teacher elicits evidence of student understanding.	The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.	The teacher makes no effort to determine whether students understand the lesson.	
	Students monitor their own understanding.	Students are invited to assess their own work and make improvements.	Feedback to students is vague.	Students receive no feedback, or feedback is global or directed to one student.	
	Feedback comes from many sources.	Feedback includes specific and timely guidance.			
	TOTAL: 0	TOTAL: 17	TOTAL: 3	TOTAL: 0	TOTAL: 4

Classroom Observations and Additional Comments

Upper elementary students engaged in a “Problem of the Day” focused on decimals, using a projected prompt to identify and record the strategy they selected to solve the problem. The teacher then facilitated a whole-group review of base-ten concepts and their representation in decimal form. Throughout this segment, the teacher used clear explanations and posed targeted clarifying questions to ensure students understood the relationship between place value and decimal notation. Students demonstrated strong engagement, actively asking and answering questions and participating in the discussion. Frequent checks for understanding, including cold calls, thumbs-up signals, and turn-and-talk opportunities, helped the teacher monitor student learning. The lesson progressed into guided practice, where students collaborated with table partners to discuss their reasoning and compare strategies. This structured peer dialogue encouraged students to verbalize their thinking and apply the reviewed concepts with support.

In a CLS (Comprehensive Life Skills) classroom, there were three adults and 7 students. Students were successful in following directions to line up to leave and to put their laptops away. The adults offered several forms of positive feedback when students followed expectations.

Students in an early grade classroom were learning math. The teacher had them sitting on a carpet in front of the screen. The teacher was skilled and said, “I like the way some of the group is sitting correctly. Some on this side of the carpet are not, please check yourself to make sure you are paying attention and sitting correctly.”

In a middle grade elementary classroom, students were in groups and solving a word problem by groups using chart paper and base-ten blocks. Students were speaking excitedly to each other to solve the problem. The teacher asked students to include which strategy they used and why. The teacher moved very quickly from table group to table group, providing confirmation of answers, suggestions to try a new strategy, and new ways of thinking about it.

This upper elementary classroom had 24 students and one teacher. The teacher was calmly sitting at her desk as students worked on IXL on the computer. Later, the teacher roamed around and stopped some students from misbehaving. The teacher did not seem to be happy. Another adult came in and joined. The noise level and actions of the class were not optimal; students were moving around the room, messing around with other students.

Middle school students engaged in a lesson on the steps of Crime Scene Investigation, with an emphasis on how evidence can strengthen or undermine a criminal case. The teacher provided clear, explicit directions, which contributed to a well-structured, well-organized learning environment. Students actively participated in discussions, including examining the distinction between exoneration and not guilty, and demonstrated strong interest in the topic. The lesson incorporated opportunities for both small-group dialogue and whole-group sharing, allowing students to articulate their thinking, build on peers’ ideas, and deepen their understanding of key concepts.

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
Continue to monitor the effectiveness of board approved items for this campus.	School leaders reported board approved items for CASLV Nellis have been monitored and applied accordingly.	Met
Continue to refine and develop Kagan strategies.	School leaders reported that work on Kagan strategies continues and the team has intentionally brought Kagan strategies into PLC meetings.	Met
Continue to elevate levels of family engagement and trust.	School leaders reported that they have worked to elevate the levels of family engagement and trust.	Met
Stronger communication, consistency, and a feedback loop.	School leaders reported they are working to be consistent, trying to be clear, and timely. They reported layering the communication strategies.	This work continues.

Operational Compliance Checks

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

Appendix A

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